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Syllabus Guideline for the Congress Bundestag Language Training Program with Sample Lesson Plans for Structural, Sociolinguistic, and Cultural Specifics plus Comments on the Academic Preparation Component of the Program

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SYLLABUS GUIDELINE FOR THE CONGRESS BUNDESTAG
LANGUAGE TRAINING PROGRAM

with Sample Lesson Plans for Structural, Sociolinguistic,
and Cultural Specifics plus Comments on the Academic
Preparation Component of the Program

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Submitted in partial fulfillment of the requirements
for the Master of Arts in Teaching degree at the
School for International Training, Brattleboro, Vermont.

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This project by Ursula Holzer is accepted in its present form.

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Project Reader Linda Mae Axelrod

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ABSTRACT

This project is based on the Congress Bundestag Program of 1986, in particular the language training aspect. It first introduces the program with its goals and objectives and the syllabus that was worked with in August 1986. Based on this experience, a revised syllabus guideline is designed here which contains

- A. Phonetics
- B. Theme/Range of Vocabulary
Grammatical Features and
Cultural/Sociolinguistic Aspects
- C. Feedback and Assessment
- D. Competencies
- E. Academic Skills Development.

Additionally, some structural, sociolinguistic and cultural specifics from the syllabus are exemplified through lesson and activity plans. Finally, the paper gives a description of what was done in Academic Skills Development (ASD), a new aspect of the program that helps prepare students for "German Academia".

Descriptors:

Foreign Language
Syllabus
German
Language and Culture

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NOTES

BIBLIOGRAPHY

I. Introduction

A. The Congress Bundestag Program

The following thesis grew out of an intensive teaching assignment for the Congress Bundestag Program, in the summer of 1986. The Congress Bundestag Youth Exchange Program is a special American-German exchange program for high school students. In 1986, 260 American high school students received full scholarship to become exchange students to West Germany, where they will live with host families for a year and attend a German Gymnasium. Similarly, 220 German students will live for a year with American families in the United States. The program is supported and funded by the United States Congress and the West German Bundestag to strengthen ties between the successor generations of each country.

The Experiment in International Living is one of the three organizations that administer the program. Of the 260 American students going to Germany, The Experiment was assigned 50 participants. These 50 students were trained for 3 weeks at Northfield Mt. Hermon School, in Northfield. The training included 90 hours of language instruction and 20 hours of cultural orientation.

In this program the language teachers were asked to work with a syllabus guideline, put together by the Department of Language Education, School for International Training in 1980. This syllabus guideline is not language specific. It includes Phonetics, Range of Vocabulary, Grammatical Features and Competencies. There is no specific guideline for cultural, sociolinguistic and certain structural components that are specific to German and Germany. Because of the academic nature of the program there were additional issues to consider which are target population specific.

In this project I will put together a new syllabus guideline specific to German, including cultural and sociolinguistic aspects and considering the academic needs of the target population. To supplement the new syllabus guideline and facilitate instruction in this or similar programs, I will include in the third part of this project lessons and activity plans highlighting a selection of structural, sociolinguistic and cultural specifics which carry in themselves important cross-cultural differences when looking at American/English and German language/culture.

C. Goals and Objectives for the Language Instruction

By the end of the 3 week training, students will have:

- increased functional competency in German language
- improved academic competency in German language
- improved language acquisition skills
- increased knowledge of Germans and Germany
- increased understanding of themselves as cultural beings
- increased understanding of themselves as Americans
- enjoyment of Orientation and Language Training

In the language training workshop teachers were instructed to use the Process Approach¹ which states:

The principal efforts of language instruction are to develop competence in the communication conduct appropriate to the host culture. The emphasis is

on those skills and interactional strategies most urgently needed(usually, but not always, the oral skills). Both form part of a person's communicative competence.

To help teachers concentrate on the developmental process leading to competence, as well as to expand their concerns beyond mere language "technology", the following stages have been identified, leading from language structure to language use and cyclically from use back to structure. Although admittedly arbitrary, together they provide a framework in which to view the acquisitional process:

- (1) Presentation/exposure to new material
- (2) Practice of material within limited contexts.
- (3) Explanation/elucidation of the material where necessary or useful.
- (4) Transposition of the material (in accumulation with all other materials known to the student) into freer contexts and spontaneous conversation.
- (5) Sociolinguistic exploration of the interrelationships of social context and language, emphasizing the appropriateness of language use (as opposed to grammaticality).
- (6) Cultural exploration as the basis for determining appropriate interactional strategies and behaviors.

In this 3 week training program there were two major components. One was the 90 hours language instruction which included Academic Skills Development (ASD), an aspect of the program I will investigate further in the fourth part of this study. The second component of the program was Cultural Orientation. Its goals and objectives were not so much geared to German specific cultural information but cross-cultural awareness, awareness about self as cultural being and identification of skills necessary for a successful cross-cultural interaction. The majority of the exercises used here were from Cross-Cultural Orientation: A Guide for Leaders and Educators² and Beyond Experience: The Experiential Approach to Cross-Cultural Education³.

I will not go into great detail on the cultural orientation training because this course did not cover the parts of cultural orientation that are closely tied to language. Cultural Orientation was conducted in English and therefore it was not directly related to what the teachers developed for Language-Culture lessons.

C. The Students

In the summer of 1986 the 50 American high school students who came to Northfield from all over the US did so with various levels of proficiency in German, ranging from almost nothing to native-like. Because it is a scholarship program the students came from various social and economic backgrounds.

All the students needed a grade point average of 3.2 or above on a 4.0 scale and had to be at least 15, but no more than 18 years of age. Prior German language training or cultural knowledge was not a requirement for this program.

The students who came to this program were carefully selected. Their applications were evaluated for

- flexibility, open-mindedness, curiosity,
sense of humor
- interest in sharing experiences with others,
community involvement
- interest in civic and/or international affairs
and social studies
- communication skills

There was one thing they all had in common though and that was the competitive spirit. They all were used to success in school and - as I realized during the course - some of them had developed an attitude derived from being

better than their classmates, and consequently of being bored and not challenged enough in classes. But in the Congress Bundestag Program they were all of a sudden among peers in the same situations - students even faster in learning than they were, quick "brains" with a competitive spirit.

If they had had German instruction in high school it was, according to their own information, mostly instruction conducted in English which left little opportunity for the students to speak the new language.

All of the students were excited about going to Germany within a few weeks. They knew they had to survive somehow within their new families and more importantly within their new schools. Their expectations of the program were high: A lot of language training, survival information regarding culture and a bit of preparation for what is going to happen in a German Gymnasium.

II. Syllabus

A. What is a Syllabus?

There is often some confusion about the difference between the definition of a curriculum and a syllabus. For the purpose of this paper I am using the following definitions:

A curriculum is the statement of content, process, goals, objectives, resources and evaluation of the teaching for a course or a series of courses, including all educational experiences for which the school or institution is responsible.

A syllabus is a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. It can be compared to a blue print: it is a plan which the teacher converts into the reality of classroom interaction.

In case of the Congress Bundestag Program the syllabus guideline is a schedule of items to be taught; a weekly program of material to be presented or covered.

B. Working with a Syllabus Guideline

During our training workshop at Northfield the language teachers were given a syllabus guideline developed by the Department of Language Education at The School for International Training in Brattleboro. The content and structure of this syllabus are based on the YOGA (Your Objectives Guidelines and Assessment) form - an Evaluation Form of Communicative Competence for Language Learners⁴, which was also used as a student self-evaluation tool during this program. This particular syllabus is not language specific and therefore it does not always reflect the grammatical features of a specific language, in our case, German. Additionally, this syllabus is kept very general to include adult as well as teenage learners. For this program not all of the vocabulary and competency areas were relevant to the target population, for example it was not necessary to use the sections on workplace and work activities. In this program there was not enough time to spend on subjects which were not directly relevant to the student.

After an initial placement test, the Congress Bundestag students at Northfield were divided into four groups according to their test results. The classes were Beginner-Beginners, Beginners, Intermediate and Advanced. The gaps in proficiency among the groups were quite large. Nevertheless we were all given the same syllabus guideline to work with.

It was actually the only organizational aid available; there were no compulsory texts the students were to use and no prepared materials. There were reference copies of texts available as teacher resources.

Because of the intensive nature of the program the instructors were forced to work closely together and share ideas and lesson plans. We all found the given syllabus guideline satisfactory in its form because it left us with flexibility and gave at the same time a means to check if everything necessary was covered or at least touched upon, according to the level of the class. Nevertheless, because of its non-specific nature the syllabus guideline felt incomplete, especially as it leaves out all the cultural and sociolinguistic aspects specific to German and Germany. Additionally, we were working with a new component of the program, the Academic Skills Development (ASD), which had to be fit into the schedule as well. (See pp. 47-54)

When I started this project I was tempted to write a curriculum design, dividing the material into chunks for each day, maybe even according to half-days and hours. But maybe because I taught in this program so recently and still felt the pressure of teaching 6 hours a day/7 days a week I decided against it. I came to the conclusion that there needed to be space for the instructor to decide on how grammar, vocabulary and competencies are to be combined.

Also there needed to be flexibility for the teacher to decide whether to build her⁵ lessons around structures, situations or functions and how she plans to include cultural and sociolinguistic aspects. Considering that the classes were sometimes held at night from 6:30 to 9:30 it was very hard for a teacher to follow a strict and tight curriculum if she still wanted to take into account her students and their energy levels.

The syllabus guideline as given is neither purely structural, situational nor functional but a symbiosis which leaves room for the teacher to make the orientation either one of them or a combination of all, according to the approaches chosen.

Some might argue that in an intensive program like this one it is essential to supply instructors, especially if they have little teaching experience, with a detailed curriculum, the result then being a cutdown in preparation time and more self-confidence in the classroom. I argue against this with my assumption that if a teacher, even a beginner, is given room to invest herself into the planning of a course, choice of materials and approach, she will work harder and take more pride in her doing because of that self-investment. Teachers with little classroom experience can rely on assistance from the Language Coordinator in this particular program. The syllabus guideline will still help to keep all teachers focused on target as it provides the

"backbone" of the course.

One thing that has to be kept in mind when working only with a syllabus guideline is that there has to be an adequate amount of updated material such as texts, references, realia, tapes and slides available for the instructors to choose from and work with. It would also be helpful to have a selection of lesson plans used in previous years.

C. Syllabus Guideline Foreign Language Program

This is the syllabus guideline developed by Sergio Duarte in 1980 for the Foreign Language Programs at the School for International Training in Brattleboro.

SCHOOL FOR INTERNATIONAL TRAINING

DEPARTMENT OF LANGUAGE EDUCATION

FOREIGN LANGUAGE PROGRAMS

SYLLABUS GUIDELINE

FIRST WEEK

The Individual

The content focus will be on personal identification. Participants will be exposed to, and begin to use, the following areas of language learning:

A. Sound system of the language/Pronunciation/Intonation patterns

B. Range of vocabulary:

- . Social expressions/introductions
- . Cardinal numbers
- . Days, months, seasons
- . Expressions of time, place/calendar
- . Colors
- . Parts of the body
- . Articles of clothing/sizes
- . Some slang and colloquial expressions
- . Food items/menus

C. Grammatical features:

- . Correct word order
- . Interrogatives
- . Simple affirmative statements
- . Simple negative statements
- . Simple command statements
- . Personal pronouns
- . Verbs: simple present
- present progressive
- . Definite articles
- . Indefinite articles
- . Gender and number agreement of nouns
- . Verbs: simple past
- . Possessive adjectives
- . Prepositions
- . Noun-verb agreements
- . Contractions
- . Adjectives

D. At the end of the first week, participants will be able to:

- Ask and tell the time of day/day of the week/date
- Order a simple meal
- Respond to biographical questions (about nationality, marital status, occupations, date and place of birth, etc.)
- Ask for, obtain, and understand biographical information from others
- Handle self in social interactions (with appropriate greetings, introductions, leave-taking expressions and gestures)
- Describe present or most recent job or activity in some detail

FOREIGN LANGUAGE PROGRAMSSYLLABUS GUIDELINE**SECOND WEEK**The Family/The Work Place

The content focus will be on family structures and relationships, work situations and business relations. Participants will be exposed to and begin to use the following areas of language learning:

A. Pronunciation/Intonation patterns

B. Range of vocabulary:

- . Family relationships
- . Parts of the house, furnishings
- . Parts of the office, the plant
- . Work hierarchies, procedures
- . Ordinal numbers
- . Buying and selling/Bargaining
- . Activities around the house
- . Activities at work
- . Social events/Table manners
- . Monetary system
- . Some slang and colloquial expressions
- . Technical terms

C. Grammatical features:

- . Possessive pronouns
- . Verbs: imperfect
- . Expressions of time/business and social dimensions
- . Direct object pronouns
- . Indirect object pronouns
- . Verbs: simple future
- "going to" future
- . Prepositions
- . Comparative and superlative forms of adjectives
- . Reflexive verbs
- . Demonstrative adjectives
- . Verbs: present perfect
- . Indirect speech
- . Negative command statements

At the end of the second week, participants will be able to:

- Make purchases (food, clothing, souvenirs, train tickets)
- Handle self in business interactions
- Take and give simple messages over the telephone
- Provide detailed information about his/her family, home
- Speak of experiences and activities at home
- Speak of experiences and activities at work
- Participate in social situations with native hosts, without offending or irritating them linguistically or culturally
- Speak with subordinates, peers, and superiors about work-related issues
- Speak with subordinates, peers, and superiors about personal issues
- Assist someone else who does not know the language in coping with the situations or problems covered in class thus far

FOREIGN LANGUAGE PROGRAMSSYLLABUS GUIDELINE**THIRD WEEK**The Community

The content focus will be on the community at large. Participants will be exposed to, and begin to use, the following areas of language learning:

A. Pronunciation/Intonation patterns

B. Range of vocabulary:

- . Parts of towns, cities/Maps
- . Geographic directions
- . Public buildings, parks
- . Schools, churches, libraries
- . Kinds of stores, marketplace
- . Addresses, telephones
- . Transportation systems
- . Community activities, personalities, events
- . National and religious holidays
- . Other businesses, banks
- . The natural environment (climate, geography, resources, flora and fauna)
- . Political organization
- . Religious beliefs and practices
- . The economy
- . Art forms/Public entertainment/Media systems

C. Grammatical features:

- . Adverbial forms
- . Verbs: conditional
- . Relative pronouns
- . Demonstrative pronouns
- . Verbs: subjunctive (introduction)
- . Passive voice

At the end of the third week, participants will be able to:

- Ask for and give directions
- Make purchases, bargain when appropriate
- Get around by self (bus, train, taxi, etc.)
- Provide detailed information about home town
- Speak of experiences in community, country
- Use systems of measurement (distance, time, weight) to express ideas
- Describe purpose or function of office or plant
- Give a brief autobiography and tell of immediate plans and hopes
- Follow and contribute to an everyday conversation among native speakers
- Talk about experiences with and impressions of various aspects of life in the U.S.A.
- Obtain information about and discuss various aspects of life in the host country
- Make simple transactions at the bank
- Use the language to assist someone else who does not know the language in coping with the situations or problems covered in class thus far

D. Addition of Cultural, Sociolinguistic and Academic Aspects

In my attempt to create an improved syllabus guideline for the Congress Bundestag Program I have tried to stay as much as possible with the format of the original plan.

I decided to list Theme/Range of Vocabulary, Grammatical Features and Cultural/Sociolinguistic Aspects horizontally in order to highlight the grammatical structures that may be combined with themes and related cultural and sociolinguistic issues. This new syllabus guideline is still open enough to be applied - with certain deletions and additions - to the 4 proficiency levels of language instruction in this program. In designing the syllabus I had an intermediate group in mind - the one I taught this summer - but from sharing preparation work with the other teachers, I am confident that this syllabus guideline is applicable to all levels. It is clear to me, that this syllabus includes only a spectrum of the grammatical and thematic aspects inherent in the German language and culture. It does not claim to be all-inclusive. For this kind of program I found the headings for the 3 weeks

- 1) The Individual
- 2) The Family/The School
- 3) The Community

very useful and carried them over into the new design. For each week I included feedback and assessment to remind future instructors of the need to have scheduled feedback.

The competencies within Section D. were minimally changed from the original form as I found them precise and useful. In the fourth chapter of this project I will explain further the goals and objectives as well as the organization of Section E. of the syllabus guideline, the Academic Skills Development (ASD).

E. New Syllabus Guideline

Following Syllabus Guideline is organized into

- Section A. Phonetics
- Section B. Theme/Range of Vocabulary
 - Grammatical Features
 - Cultural Aspects (referred to as "C" later)
 - Sociolinguistic Aspects (referred to as "S")
- Section C. Feedback and Assessment
- Section D. Competencies
- Section E. Academic Skills Development (ASD)

Whenever something is marked with * it means, that this aspect will be exemplified in Chapter III with lesson and activity plan.

FIRST WEEK The Individual

A. Sound system of the language/Pronunciation/Intonation Patterns

B. Theme/Range of VocabularyGrammatical FeaturesCultural(C)/Sociolinguistic(S)
Aspects

Introductions
Social interactions
with strangers, friends
or acquaintances
Greetings/leavetaking

Simple affirmative statem.
Simple negative statement
Question words (wo, wer,
wie, wieviel(e))
Personal pronouns
Subject/Verb inversion

*S: form of address: du/Sie
S: appropriate greetings
C: some slang and
colloquial expressions
C: Handshake and other
greeting gestures

Cardinal numbers
Days, months, seasons
Expressions of time,
place/calendar
Ordinal numbers

Question word: Wann?
Prepositions: Um/Am
Adjectives (cold, warm, hot)

C: National and religious
holidays

C: develop understanding
for German punctuality

Parts of the body
Illness
At the doctors

Possessive Adjectives
Definite Articles (Acc.+Nom.)
Indefinite Articles
(Acc.+ Nom.)
Nicht/kein Negation
Present/Future tense
Reflexive Verbs
dann + Inversion
Review of conjugation
Adjective endings
Cases: Nominative and
Accusative
Personal pronouns
Accusative + Dative (mich, mir)
Adjective compounding
Aux. Verb: "möchten"
Word order

C: making an appointment
with the doctor
C: personal hygiene
(special sessions for
women and men separately)

Daily routine
Getting up in the morning

Articles of clothing/
sizes
Colors, Materials

C: European sizes for
clothing and shoes

Professions

Food items/menues
At a Restaurant

C: Typical foods of Germany
C: Meals and mealtimes
C: Tipping

FIRST WEEK (continuation)

C. Oral Feedback after first week

D. Competencies

At the end of the first week, participants will be able to:

- Ask and tell the time of day/day of the week/date
- Order a simple meal
- Respond to biographical questions (about nationality, occupation, date and place of birth, etc.)
- Ask for, obtain, and understand biographical information from others
- Handle self in social interactions (with appropriate greetings, introductions, leave-taking expressions and gestures)
- Describe present and future activity in some detail
- Describe articles of clothing
- Make an appointment with the doctor and explain what the problem is

E. Academic Skills Development (ASD)

Introduction to ASD - Worksheet/Listing of skills students want to work on during ASD lectures

Journal writing

Free writing in class

Fast reading

Political discussion in class with guest speaker
Topic: German/American relations (history and present)

SECOND WEEK

The Family/The School

A. Pronunciation/Intonation Patterns

B. Theme/Range of VocabularyGrammatical FeaturesCultural(C)/Sociolinguistic(S)
Aspects

Family

Family relationships

Possessive pronouns
Genitive caseC: Stereotypes American/
GermanC: Legal status of young
Germans

Parts of the house

Furnishing

Activities outside course

Leisuretime activities

*setzen/stellen/legen

*sitzen/sthen/liegen

*Prepositions with

Acc. + Dative case

Present Perfect tense

with "sein" + "haben"

regular + irregular verbs

Buying and selling

Monetary system

Direct object pronoun

Indirect object pronoun

C: Metric - U.S. Conversion

Social events/Table manners

review of food vocabulary

Talking vs. writing about

an event in the past

Perfect tense vs.

narrative past tense

(Imperfect)

Demonstrative Adjectives

Simple command statement

Negative command statement

Expressions of time

*S: Polite requests at the
dinner table

*C: Holding knife and fork

*S: Stating likes and dislikes

C: Flowers as guest present

S: Survival strategies on
the phone

C: Using a public phone

C: The German school system

*C: Foreign workers in Europe

*C: Turks in Germany

C: Prejudices

Making a phone call

Receiving a phone call

School in Germany

Activities around school

Foreigners in Germany

SECOND WEEK (continuation)

C. Mid-Term Assessment - written and oral feedback

D. Competencies

At the end of the second week, participants will be able to:

- Make purchases (food, clothing, souvenirs, train tickets)
- Handle self in business interactions
- Take and give simple messages over the telephone
- Provide detailed information about her/his family, home
- Speak of experiences and activities at home and at school
- Participate in social situations with native hosts, without offending or irritating them linguistically or culturally
- Speak with subordinates, peers, and superiors about personal issues
- Assist someone else who does not know the language in coping with the situations or problems covered in class thus far
- Use system of measurement (distance, time, weight) to express ideas

E. Academic Skills Development (ASD)

2 HILT (Halfday Immersion Language Training) days

- 2 times 20 minute lecture - listening skills
(no reading preparation) - note taking skills
 - survival strategies

Journal writing

Critical thinking / making inferences

Listening to and understanding peers

*Political discussion in class with guest speaker
Topic: Turkish guest workers in Germany

THIRD WEEK

The Community

A. Pronunciation/Intonation Patterns

B. Theme/Range of VocabularyGrammatical FeaturesCultural(C)/Sociolinguistic(S)
Aspects

Parts of towns, cities/maps
Geographic directions
Public buildings, parks,
schools, churches, libraries

Directional adverbs
(hinauf, herunter,
links, rechts)

C: Old versus new in European
cities

Kinds of stores, marketplace
Businesses, banks
Transportation system
Geography, names of other
nations

Demonstrative pronouns

C: Religious practices

C: Where to shop for what

Conditional with
würden, dürfen, können,
müssen

C: To develop cultural concept
of distance

Community activities,
personalities, events

Conjunctions:

dass, weil, als, wenn
dann, bevor, und, aber,
oder + word order

Political organizations

C: Political parties in Germany

The natural environment

Relative pronouns

Passive Voice

Infinitive + "zu"

Infinitive as noun

Indirect speech

C: Environmental protection
current political issues

Geometric forms

Art forms/Public entertainment

C: Newspaper, TV, Theater,
movies

The Zodiac signs

Adjectives

C: Words and phrases indica-
ting surprise, astonish-
ment, agreement, possible
agreement, interest

THIRD WEEK (continuation)

- C. Final Course Assessment - Individual Language Conferences
Final Test, YOGA forms

D. Competencies

At the end of the third week, participants will be able to:

- Ask for and give directions
- Make purchases
- Get around by self (bus, train, taxi, etc.)
- Provide detailed information about home town
- Speak of experiences in community, country
- Give a brief autobiography and tell of immediate plans and hopes
- Follow and contribute to an everyday conversation among native speakers
- Talk about experiences with and impressions of various aspects of life in the U.S.A.
- Obtain information about and discuss various aspects of life in the host country
- Make simple transactions at the bank
- Use the language to assist someone else who does not know the language in coping with the situations or problems covered in class thus far

E. Academic Skills Development (ASD)

1 TILT (Total Immersion Language Training) day

- 3 times 20 minute lecture
- listening skills
 - note taking skills
 - survival strategies
 - preparation through reading
 - organization through mapping
 - summarizing
 - making inferences/interpretation

Reading for understanding

Writing from a bubble-diagram outline

Political discussion in class with guest speaker

Topic: Political parties in Germany - follow-up from ASD lecture with same topic

III. Sample Lesson Plans for Language Specifics

To highlight some of the additions to the new syllabus guideline, I have chosen 4 sample lesson plans, (including activity plans, handouts, follow-up and variations) representing the three major categories:

- Structural Specifics
- Sociolinguistic Aspects
- Cultural Specifics

The lesson plans are not in any particular order, but they were chosen because they proved to be crucial for the mastery of linguistic and cultural competencies. I found that these topics are often neglected or inadequately covered by traditional texts and reference materials. Originally these lessons were designed for intermediate or advanced students but with small adjustments they can be implemented in a beginners course as well.

A. Structural Specifics

Structural specifics refers to grammatical aspects that are specific to the German language and therefore may create a major difficulty for speakers of other languages, in this case English, because the same structures do not exist in the students' native language.

The following sample lesson plan;

Prepositions of Place that Can Take either Accusative or Dative Case

can be found in the second week of the syllabus guideline. It is a purely grammatical issue, not connected directly to any thematic, cultural or sociolinguistic aspect. Nevertheless it is part of the complex case system of the German language and represents one of the major challenges for the language learner. This lesson plan was developed in the summer of 1986 and depicts a logical way to demonstrate a grammatical rule with the help of cuisenaire rods. This lesson was very effective with various levels of language learners in the Congress Bundestag Program.

1. Lesson Plan: Prepositions of Place that Can Take either Accusative or Dative Case

level: Intermediate/Advanced

- Objectives: - Students will develop an understanding for the cases connected with prepositions of place and verbs of motion and position.
- Students will produce sentences with those features.

Procedure

- a) Use cuisenaire rods of different colors and construct a figure. Explain what you are doing.

Example: Ich lege das grüne Stäbchen auf den Boden.
Dann lege ich ein gelbes Stäbchen auf das grüne Stäbchen. etc.

Use the verb "legen" and the prepositions "auf, neben, vor, unter, hinter, in, an, über".

Then describe the figure, using the verb "liegen" and all the above used prepositions.

Example: Das grüne Stäbchen liegt auf dem Boden.
Das gelbe Stäbchen liegt auf dem grünen Stäbchen, etc.

First explain to the students that this exercise calls for accuracy and that they should be very careful with the case endings. Throughout the class, the teacher should carefully correct errors with pointing or modeling.

- b) Give some rods to all of the students.

Use imperative this time and tell them:

"Legen Sie das grüne Stäbchen auf den Boden. Dann legen Sie das gelbe Stäbchen auf das grüne Stäbchen. etc."

Then ask individual students for the description of their figure (using dative + liegen).

- c) Expand the activity using "stellen" and "stehen" with the same prepositions. Be sure to show the semantic difference between "legen" and "stellen". Same steps as in a) and b).

d) Back to Back Directions

Students seat themselves in pairs back to back. Each has rods. Student 1 gives the instructions for a figure. Student 2 listens and builds the figure and then describes it back to student 1. Then reverse procedure. This can be repeated several times, each time creating a new figure.

- e) Ask students for sample sentences from the above rod exercise and write them on the blackboard. After collecting several sentences, elicit rule from the students:

legen + prep. of place + accusative	}	MOTION
stellen + prep. of place + accusative		

liegen + prep. of place + dative	}	POSITION
stehen + prep. of place + dative		

Verbs of motion before prepositions of place require the accusative case for the object and verbs of position before the same prepositions require the dative case.

f) Collect other verbs like:

setzen/sitzen hängen/hängen

g) Practice forming sentences with other objects like

"das Glas", "der Apfel" and "die Banane" to use all three articles.

h) Review prepositions that take only accusative or dative.

Collect them on the board. (They had been memorized in a previous lesson).

i) Hand out worksheet (see Appendix 1)

Follow-up

For review of prepositions and cases, a house can be drawn and filled with furniture (drawn on index cards).

Once the house is furnished, students can mentally hide objects somewhere in the house. Other students ask for the position of the object with Yes/No-questions.

Students can create their dream room using rods for furniture and describe it to a partner.

Variations

For beginners introduce the subject with smaller steps.

A puppet can be used to demonstrate prepositions of place.

Worksheet Prepositions

Präpositionen

Der Gebrauch der Präpositionen ist oft von dem Verb oder dem Adjektiv abhängig, auf das sie folgen. Oft müssen Sie diese Präpositionen einfach lernen.

Als eine Grundregel gilt: Der Dativ wird benutzt, um eine Position auszudrücken, der Akkusativ, um eine Bewegung, eine Direction auszudrücken.

Präpositionen mit Akkusativ: durch, für, ohne, gegen, um

Präpositionen mit Dativ: aus, ausser, bei, zu, mit, nach,
seit, von

Präpositionen, die Dativ und Akkusativ haben können:

an, auf, hinter, in, neben, über, unter, vor, zwischen

Bitte setzen Sie den richtigen Fall in den folgenden Sätzen:

an: Ich sitze Schreibtisch.

Ich hänge das Bild Wand.

auf: Setz dich bitte nicht Tisch.

Sherri sitzt gerne Boden.

in: Alex geht nie vor 12 Bett.

Die Fotos meiner Familie liegen Karton.

unter: Die Katze kriechtTisch.

..... Fenster sitzt eine Katze.

B. Sociolinguistic Aspects

Sociolinguistic aspects deal with the reflection of social meaning in language and the cultural norms of interpretation.

Sociolinguistic competencies require an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgements be made on the appropriateness of a particular utterance. (Savignon, 1983)⁶

The following lesson plan;

Form of Address DU/SIE

covers one of the most important sociolinguistic aspects of the German language. Because English does not have two forms of address for the second person singular, the students have to learn this new linguistic aspect which refers to age, power distribution, solidarity and situation. I believe that a lot of embarrassing moments can be avoided through familiarization with this feature. In the syllabus guideline this lesson plan is found early in the course, either the first or second day. It can easily be combined with introductions, social interactions, greetings and leavetakings and a variety of grammatical features, according to the level of the class.

1. Lesson Plan: Form of Address DU/SIE

level: Intermediate/Advanced

- Objectives: - Students will be aware of the difference in address according to age, power distribution, solidarity and situation.
- Students will develop an attitude of respect and understanding toward a new linguistic feature.

Procedure

- a) Brief Introduction about the two forms of address in German:

"Sie" for formal address / "du" for informal address

Explain the two concepts

"Bekannte" (acquaintances) and "Freunde" (personal friends)

Let students brainstorm the differences.

Let students brainstorm and list on the blackboard different social interactions such as:

Children/parents children/teacher

Teenager/teacher adolescent/adult, etc.

How do these people address each other? (titles too)

What determines the form of address?

- b) Toe to Toe Exercise

Have students stand up and face a partner, with toes and nose almost touching. Encourage students to converse in this position for 2-3 minutes in English or German depending on their level of proficiency.

Ask students to express the feelings they experienced during this activity. Relate their experiences to those of a German if addressed with the incorrect personal pronoun ("du" instead of "Sie").

c) Picture Exercise

Show students different pictures of people and give them an interactional situation. Ask for the proper form of address.

d) Situational Role-Play

Hand out index cards with interactional situations to small groups of students. Have them role-play in pairs and then call volunteers to the front of the class. Elicit peer comments on right/wrong usage of "du"/"Sie".

Examples:

- (1) Introduce yourself to your new family
- (2) Introduce yourself to your new classmates in Germany
- (3) Introduce your boyfriend/girlfriend to your host mother
- (4) Introduce your host sister to your best friend
- (5) You start a conversation with a stranger (younger than yourself) at the beach
- (6) Ask someone to explain how to get to the nearest bank
- (7) Ask your teacher how to get to the library

e) HandoutDie Anrede DU/SIE

Der Gebrauch von "du" und "Sie" als unterschiedliche Anredeform ist ein Beispiel für den Zusammenhang von Kultur und Sprache. Die zwei Formen werden gebraucht, um zwischen Distanz und Vertraulichkeit zu unterscheiden.

Für Deutsche ist die "Sie" Form keineswegs pompös oder steiff. Man siezt Bekannte und redet sie mit Nachnamen an. Das "Sie" impliziert eine bestimmte Förmlichkeit und schafft so psychische Distanz. Duzen tut man Freunde und Familienmitglieder, ebenso Kinder, Tiere und auch in Gebeten spricht man Gott mit "du" an.

Eine Ausnahme ist die Anrede innerhalb von bestimmten Gruppen. Soldaten, Arbeiter und auch Studenten duzen sich fast alle untereinander. Früher war es undenkbar, dass ein Schüler einen Lehrer duzte. Heute lassen sich einige jüngere Lehrer von ihren Schülern duzen.

Wenn im Zweifel, "Sie"-Form benützen, der/die Angesprochene wird dann das "du" anbieten, falls die Situation es erlaubt.

Wenn über den Familienstand einer Frau Zweifel bestehen, sollte man sie mit "Frau" ansprechen, da das "Fräulein" oft als frauenfeindlich empfunden wird.

Eine erwachsene Person ausserhalb der Familie sollte man nicht mit Vornamen ansprechen, ausser man wird dazu eingeladen, oder bewegt sich in einer solidarischen Gruppe.

Fragen zu Text "Die Anrede DU/SIE:

1. Worum geht es in diesem Text?
2. Zu wem sagen Sie "du"? (Beispiele)
3. Zu wem sagen Sie "Sie"? (Beispiele)
- 4) Was für eine Beziehung schafft das "Du"?
- 5) Was für eine Beziehung schafft das "Sie"?
- 6) Wie sprechen Sie eine weibliche Lehrerin, ca. 20 Jahre alt, an; sie heisst Meier?

Variations

If the informal form of address is used in the classroom between teacher and students, the teacher can switch back and forth between formal and informal with the help of props like a hat, tie, glasses or pointer.

(Nun bin ich Frau Professor Holzer!)

Students can use props to reinforce the form of address in role plays.

Special Considerations

The teachers in any program should agree among themselves what form of address to use in the classroom and outside, if necessary. Last summer the language teachers decided to use the formal address with students in class, as this is the way this matter is dealt with in a German Gymnasium.

To correct the improper form of address, I used colored construction paper on top of the blackboard with "du"/"Sie" written on it to point to silently for error correction.

C. Cultural Specifics

Cultural specificity refers to aspects of language and interactional behavior that are different in Germany compared to the United States. The aspects chosen are most relevant to high school exchange students and their interactions with the host family and in the Gymnasium. These cultural specifics include information about the new culture, skills related to coping with new situations and most importantly the development of an awareness of the differences in a respectful way. Mahatma Gandhi summarizes the goals of cultural instruction very effectively:

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."⁷

The first lesson plan in this section;

Das Mittagessen - At the Table

is found in the second week of the syllabus guideline. The topic itself can combine thematic, grammatical, cultural and sociolinguistic aspects in a variety of ways. This lesson plan is one possibility of tackling the issue of behavior connected to food and meals. Although it might not be apparent at first, this topic is crucial for all levels as there is a significant difference between American

and German culture in regard to eating habits.

The second lesson plan in this section;

Foreign Workers in Europe

is located toward the end of the second week in the syllabus guideline. It centers on the topic of Turkish guest workers in Germany and raises a lot of related social and political questions. The lesson plan is designed for an intermediate or advanced class as it deals with reading for comprehension skills and incorporates a lot of oral discussion.

Because politics are such an integral part of life in Germany, much more so than in the United States, it is of use for the students to get into the habit of developing a political awareness and interest in order to keep up with everyday conversation in Germany.

1. Lesson Plan: Das Mittagessen - At the Table

level: Intermediate/Advanced

- Objectives:
- Students will gain insights about the ritual event of "Mittagessen".
 - Students will practice different ways of requesting something at the table.
 - Students will state politely their likes and dislikes in regard to food.
 - Students will gain awareness of table manners in Germany.

Comment: Students are already familiar with some food items and vocabulary.

Procedure

- a) Play a cassette with a dinner table conversation (family). Students listen.

Ask for reactions - What happened?

Play cassette a second time and hand out a worksheet with wrong statements. Students correct the statements with what they remember from the taped conversation.

- b) Grid

Collect the requests heard in the conversation and make together with the students a grid on the board, going from formal to informal.

- c) Human Computer

Collect on the board (or large paper) more possible sentences from the dinner table like requests, statements

of likes and dislikes, agologies and appreciation, etc. Have students sit in a semi-circle in front of the board. Stand behind them. Tell them they may practice pronouncing any words or sentences they want to. You will be the computer. When a student speaks, you will go behind the student who has spoken and repeat what he has said, correcting automatically any errors made. The student can repeat as many times as he wants.

d) Handout (see Appendix 1)

Hand out worksheet and read through it, explain if necessary.

e) Role-Play

Students practice the situations on the worksheet in small groups and role-play in front of the class afterwards. The class observes and comments afterwards.

f) Setting the Table - Using Knife and Fork

Ask students to set a table in the American way. Ask if someone knows how the Germans do it. If not, teacher demonstrates. Show how Germans use knives and forks. Left hand under the table on the lab is very impolite in Germany.

Comment: This is only a brief demonstration (5-10 minutes) to show that there are differences of which to be aware.

g) Talk about the importance of "Mittagessen", the main hot meal at noon, which is at the same time a social event where the family gathers to discuss daily issues and enjoy each other's company. War shortages are still remembered by a lot of people therefore they do not like to see food wasted. A lot of Germans take a short nap or at least a quiet break after "Mittagessen", "die Ruhestunde".

Appendix 1

Handout - Wichtige Phrasen beim Essen und Trinken

Ich magnicht gern

Ich esse nicht gern

nur ein bisschen

ja, bitte

nein, danke

Danke, bitte, ich habe genug

Ich bin satt

Ich esse gern

Die Suppe schmeckt ausgezeichnet.

Das Essen hat mir sehr gut geschmeckt.

Ich möchte nur ein wenig probieren.

Reich mir (Reichen Sie mir bitte) das Salz, das Brot, die Butter

Das hat aber geschmeckt

Darf ich bitte etwas haben?

Vielen Dank für alles.

Kann ich Ihnen helfen?

Kann ich den Tisch abdecken/das Geschirr abräumen/ den Tisch
abräumen?

Wenn du (Sie) nichts dagegen hast (haben)

Es tut mir leid.

Danke, ich esse kein Fleisch. Ich bin Vegetarierin.

Was gibt es zumMittagessen, Abendessen?

Likes and Dislikes

Ich	esse	nicht gern	Rotkohl
	trinke	gern	Bier
		lieber	Schweinefleisch
		am liebsten	Karotten

2. Lesson Plan: Foreign Workers in Europe

level: Intermediate/Advanced

- Objectives:
- Students will become familiar with a political/social issue in Germany.
 - Students will develop political awareness and critical thinking skills.
 - Students will read a passage for overall understanding without getting stuck on details.

Procedure

- a) Tell students that they will go on an imaginary trip to Turkey. Questions: Where is Turkey? What are its bordering countries? What do you know about it?

Point to a map.

- b) Review of articles of clothing and other items to take on a trip.

Do a chain drill.

Example: "Wir gehen in die Türkei und ich nehme ein mit. Wir gehen in die Türkei; er/sie nimmt ein und ich ein mit."

- c) Talk about the foreign guest workers in Germany.

In the whole country there are 1 million foreigners under 16. In a class in Hamburg 38 % of the students are foreigners

62 % Turks, 14 % Jugoslavs, 9 % Italians,

7 % Greek, 3 % Spanish and 5 % others.

Why do foreigners live in Germany and other northern

European countries?

Talk about the historical roots of foreign guest workers in Europe. Elicit as much knowledge from the students as possible.

- d) Give a brief introduction to the text *Klassenreise*, (Themen 2 pp. 91-92)⁸.

A 9th grade class from Hamburg is going on a school trip to Turkey to get a better idea where their Turkish classmates come from and to foster new friendship and understanding.

- e) Timed Reading *Klassenreise* (see Appendix 1)

Give students 3 minutes to skim the whole article.

Ask for an oral summary.

Then students read article again this time circling the words they do not understand.

Go together through the circled words and decide as a class if they are crucial for overall understanding or not and how their meanings can be derived from the context.

- f) Discussion about Culture Clash

Starting from the information in the reading, what is different in Germany and in Turkey?

Why do the cultures clash?

- g) Ask students to prepare questions for a native German guest speaker on the topic of Turks in Germany.
- h) Discussion with guest speaker based on the prepared questions.

Follow-up a few days later for review

Oral questions to the text to be answered on tape in the language lab. Text can be used.

Stereotypes Exercise from Cultural Awareness Teaching Techniques, (Gaston, 1984, pp. 39-42)⁹.

Atombunker Exercise (see Appendix 2)

Topics for Further Discussions

Xenophobia: Why?

Immigration: Comparison Germany/USA History

Political Parties in Germany and Foreign Guest Workers

Second World War - Living with the Past



Klassenreise

Zum Frühstück gibt es Schafskäse und Oliven. Für Matthias, der sonst immer Brötchen und Marmelade ißt, ein schlechter Anfang für den Tag.

Matthias gehört zu einer 9. Hauptschulklasse aus Hamburg, die mit ihrem Lehrer in die Türkei gefahren ist. 11 Tage wohnen die 14 deutschen und 9 türkischen Jungen und Mädchen bei Gastfamilien in Konya.

Ihre Schule in Hamburg liegt im Arbeiterviertel »Veddel«, wo fast so viele Türken wie Deutsche wohnen. Die Eltern der deutschen Hauptschüler arbeiten alle mit Türken zusammen. »Das sind fleißige Arbeiter, gute Kollegen«, sagen sie. »Wir haben nichts gegen die Türken, nein wirklich, gar nicht!« Aber private Kontakte, Freundschaft, einen Türken nach Hause einladen? Nein, das macht hier niemand.

Und die Kinder? Was wissen sie über ihre türkischen Mitschüler und über das Land, aus dem sie kommen?

Der Lehrer hat sie vor der Klassenreise gefragt. Einige wußten, daß es in der Türkei Moscheen gibt, aber das war auch alles. Sie haben sich alle auf die Reise gefreut, aber da war auch ein bißchen Angst vor dem Land, das ihnen so fremd ist. »Hoffentlich mache ich alles richtig«, sagte eine Schülerin. Und andere: »Ich habe ein bißchen Angst, daß ich die Leute nicht verstehen kann« und »Was mache ich, wenn ich in Konya nicht mehr den richtigen Weg finde?« »Hoffentlich schmeckt mir das Essen.« Die türkischen Mitschüler haben versprochen zu helfen, und natürlich zu übersetzen, wenn es Sprachprobleme gibt.

Und dann sind sie gefahren.

Matthias wohnt in Konya bei Familie Usta und ist sehr zufrieden mit seinen Gasteltern,

obwohl ihm das Frühstück nicht schmeckt. Herr Usta ist Lehrer, das Ehepaar hat sechs Kinder. Matthias, der selbst fünf Geschwister hat, fühlt sich in der großen Familie wohl. Besonders gefällt ihm die Gastfreundschaft seiner türkischen Familie. Jeder, der kommt, muß einen Tee trinken und etwas essen. Nur »irgendwie arm sind die schon«, sagt er später, als er in Deutschland von seiner Reise



*Festtag im Dorf:
Mädchen und Jungen feiern getrennt.*

erzählt, und meint damit, daß Familie Usta kein »richtiges« Badezimmer hat. Für ein paar andere Mitschüler sind die türkischen Toiletten ein großes Problem, weil man dort stehen muß. »Wenn ich nach Hause komme, setze ich mich erst mal eine Stunde auf die Toilette«, sagt Franz, als sich die ganze Klasse in der Stadt trifft.

Am nächsten Tag sind alle bei einem reichen Kunsthändler eingeladen. Sein Haus ist wie ein Märchen aus Tausendundeiner Nacht – farbige Glasfenster, Lampen aus Gold und dicke Teppiche auf dem Boden und an den Wänden. Im ersten Stock seines Hauses ist

der Harem. Natürlich will die ganze Klasse hinaufgehen. Der Hausherr, der streng nach dem Koran lebt, erlaubt es nur den Mädchen. Aysche, die das Gespräch mit dem Kunsthändler für ihre Mitschüler übersetzt, lebt schon seit zehn Jahren in Deutschland. Sie reagiert auf die Bitte des Hausherrn wie einige ihrer deutschen Mitschüler: »Warum denn? Das verstehe ich nicht.« Als die Mädchen aus dem Harem zurückkommen, sind sie enttäuscht. Der Kunsthändler hatte nur eine Frau.

dabei nicht zu lachen. Dann erklärt er dem Dorfältesten auf türkisch, daß der langhaarige Matthias kein Mädchen ist. Er darf dann auch mit den Männern feiern.

Im Männerhaus ist die Atmosphäre herzlich. Es gibt Tee und Tabak. Taner küßt allen Männern die Hände, die türkische Art der Begrüßung. Matthias schaut interessiert zu und tut dann dasselbe. Die Männer freuen sich, sie lachen und geben ihm türkische Zigaretten. Alle sitzen ohne Schuhe auf dem Teppich. Muhammads Onkel Mehmet will



»Ich habe immer gedacht, das türkische Essen wäre schrecklich...« Zum Hammelfleisch mit Reis und Gemüse gibt es Joghurt und türkische Pizza.

Zwei Tage später wollen Matthias, Taner, Brigitte und Nesrin ihren früheren Mitschüler Muhammad besuchen. Muhammad war drei Jahre mit ihnen in der Klasse und lebt seit einem Jahr wieder in der Türkei. Das Dorf, in dem er wohnt, ist 60 km von Konya entfernt. Muhammad hat ganz kurze Haare, wie die meisten Dorfkinder in der Türkei, und seine früheren Mitschüler erkennen ihn kaum wieder. Matthias mit seinen langen blonden Haaren kann das am wenigsten verstehen. »Mensch, Muhammad, wie siehst du denn aus?« sagt er bei der Begrüßung.

An diesem Tag ist gerade ein türkischer Festtag. Für die Feier im Dorf werden Jungen und Mädchen vom Dorfältesten getrennt. Taner übersetzt, was der freundliche alte Mann gerade zu Matthias sagt: »Meine Tochter, geh' mit den Frauen!« Er versucht,

wissen, ob die Deutschen auch an einen einzigen Gott glauben. Das Gespräch ist interessant, aber sehr schwierig. Matthias versucht zu erklären, daß Gott Vater, Sohn und Heiliger Geist nicht drei Götter sind, sondern eine Person. Das ist selbst für Christen nicht so ganz einfach und natürlich für einen Muslim noch schwerer zu verstehen. Taner, der übersetzen muß, macht Schwerarbeit. Zu seinem Glück gibt es bald Essen. Beim Essen sind auch die beiden Mädchen Brigitte und Nesrin wieder dabei. Es gibt Hammelfleisch, Joghurt, türkische Pizza, Gemüse und Reis. »Also, ich habe früher immer gedacht, das türkische Essen wäre schrecklich, ganz fett und so...« sagt Brigitte und ißt ihre dritte Portion.

Ob die Klassenreise wohl hilft, daß auch zu Hause die Kontakte besser werden?

Appendix 2

Im Atombunker

Der dritte Weltkrieg ist ausgebrochen. Das militärische Hauptquartier bekommt einen Anruf. Ein Bunker sollte 10 Plätze gehabt haben, es sind aber nur 6 Plätze da. Die Leute die in den Bunker gehen sollen, rufen Sie an, um zu erfahren, welche von den 10 Leuten überleben dürfen.

Die Leute sind:

Ulrike Schau, 33 Jahre alt, Aerztin, unverheiratet. Es ist bekannt, dass sie der kommunistischen Partei angehört.

Wolfgang Drei, 65 Jahre alt, Schauspieler und Geschichtenerzähler, Ex-Nazi.

Hans Ulrich, 25 Jahre alt, Student, verheiratet mit Brigitte Ulrich.

Brigitte Ulrich, 21 Jahre alt, drogensüchtig und schwanger.

Frauke Heinz, 45 Jahre alt, Lehrerin, war sehr aktiv in der Friedensbewegung.

Bert Brauch, 34 Jahre alt, Friseur, homosexuell.

Andrea von der Wiese, 37 Jahre alt, Architektin, keine Kinder, verheiratet mit Klaus.

Klaus von der Wiese, 40 Jahre alt, im Militärdienst. Niemand weiss, was er genau mach. Vielleicht ist er im Geheimdienst.

Sabine Lot, 15 Jahre alt, was das letzte Jahr in einer Psychiatrischen Anstalt. Hat starke Depressionen.

Bettina Hoch, 37 Jahre alt, Automechanikerin, kann keine Kinder bekommen, ist ein fantastische Köchin.

Sie haben nicht viel Zeit, die Entscheidung zu treffen.

Die Bombe fällt in 15 Minuten. Es gibt die Chance, dass diese Leute die Einzigen sind, die den 3. Weltkrieg überleben werden.

IV. Academic Skills Development (ASD)

Feedback from last year's Congress Bundestag participants included information that they felt unprepared for the German Gymnasium. Naturally, the classes were all in quickly spoken German and they had trouble understanding.

In response to this student feedback, a component was added to the Congress Bundestag Program in the summer of 1986 to provide the students with simulated Gymnasium experiences. This addition to language instruction and cultural orientation, Academic Skills Development (ASD), was designed and directed by the Program Language Coordinator¹⁰, with the following goals envisaged:

- Students will identify and work on development of their study and academic skills and transfer these skills from their native to the new language.
- Students will be able to start setting realistic goals and expectations in reference to their scholastic performance in Germany.
- Students will develop an awareness of the affective aspects of studying in a foreign environment/language and try to prevent affective "blocking".

In practice this meant that on five occasions throughout the program, different native speakers with a variety of accents would hold an authentic 20 minute lecture on subjects such as Geography, Economics, History, Politics and Literature. Other subjects would have been appropriate,

these particular ones represented the interests of our German speaking staff. The whole student body attended each lecture and returned afterwards into the different level classes for follow-up with their language instructor. Every student, no matter what her/his language ability, was expected to get something out of every lecture. The students were told: "Get what you can - don't waste your time!"

During the lectures the following skills were worked with:

- listening
- using background information
- note-taking
- inference/guessing
- question formation
- logistics (when to arrive for a class,
 where to sit,
 how to interact with your professor)

In the language classes preceeding and following the lectures each instructor worked with different skills and strategies according to the class level and the students' needs for preparation and follow-up.

The following examples depict these areas:

- pre- and post-reading
- preview of anticipated vocabulary
- note taking strategies
- comparison and expansion of notes in groups
- peer support
- discussion of issues raised in lecture

- vocabulary expansion
- outside help - what are the resources?
- listening for specific information
- using cognates
- organization of notes
- conceptual mapping (bubble-diagram)
- summary writing
- using notes for academic assignments
- related reading
- feedback
- self-management
- development of ability to analyze areas of difficulty and to self-correct
- self-evaluation (YOGA Form)

ASD was conducted under the basic assumption that everybody experiences difficulties in some subjects in school and that we then develop learning habits or strategies to cope with those difficulties.

At the end of the first week of the program there was an introductory meeting to ASD scheduled for the students and staff. This included a handout for the students (see Appendix 1). The introduction started with a role-play between two staff members in which they talked about a difficult learning situation and their ways of coping with it. This was followed by partner interviews on the same topic between pairs of students, using the questions on their worksheet:

1. What is your most difficult subject in school?
2. Why do you think this subject is so difficult for you?
3. What is your average grade in that class?

4. How do you mentally prepare yourself to go into that class?
5. Do you "study for the test" or do you keep up on the material regularly?
6. What skills do you use in order to understand this difficult class?

for example: - careful listening
 - pre-read the material
 - ask lots of questions

Then the pairs of students shared their answers to questions 4,5 and 6 with the whole group. The different skills that the students identified were collected on a chart. Then the group discussed which strategies would or would not work for specific classes and language abilities. On the second page of the worksheet the students then listed the skills they had used in previous studies and those skills they wished to try out in this program.

The following day, now already the beginning of week two, the students brought their completed worksheets to their language classes. There the instructor collected the particular skills her class wanted to improve on large sheets of paper and posted them in a visible spot. This procedure was followed by the first mini-lecture.

Each of the five lectures represented a different format and style. Some used visual aids, others did not. Every presentation was given by a different person at

natural speed and student preparation for it varied from nothing at all to related preparatory readings.

In the second week of the program two lectures were scheduled, both without reading preparation. After the lectures, during the follow-up in the classroom, the language teachers discussed with the students how their particular skills worked for them. The teachers then planned follow-up exercises to work on particular skills, according to the proficiency level of the groups.

During the second week, in addition to the two lectures, two HILT (Halfday Immersion Language Training) days were planned. The students were only allowed to speak German from early morning until lunch, to simulate a total immersion into the language.

The third program week contained three lectures, each with pre-lecture assignments (readings or pictures). The follow-up tasks were now getting more challenging, for example my intermediate group was asked to write a conceptual map for the second presentation after I had given them an example of this for the first lecture. This type of map was then used again as an outline for one of the students' creative writing exercises. During the follow-up discussions my class worked a lot on how to cope with the affective block, on the sharing of experiences and insights, and finally on

mutual encouragement.

In addition to the lectures, one TILT (Total Immersion Language Training) day was scheduled in this third week. During this whole day the students were only allowed to use German with peers, staff and teachers.

The ASD component was a first time addition to the Congress Bundestag Program in the summer of 1986. Judging from the program feedback we received from the students right after their training, it seems that this new feature has been most successful in making the students more confident in their own abilities to cope with difficult classroom situations. In their feedback the students were asking for even more mini-lectures because they felt that this was the thing they needed the most. Those comments showed staff and organization that ASD should be continued as a part of the Congress Bundestag language training program.

Appendix 1

Academic Skills Development

Introduction Worksheet

Find a partner and interview each other to answer the following questions. Use 5 minutes for each person. We will, as a large group, share the answers to questions 4, 5 and 6. Listen to each other carefully and take notes on what is said.

1. What is your most difficult subject in school?
2. Why do you think this subject is so difficult for you?
3. What is your average grade in that class?
4. How do you mentally prepare yourself to go into that class?
5. Do you "study for the test" or do you keep up on the material regularly?
6. What skills do you use in order to understand this difficult class?
for example: - careful listening
 - pre-read the material
 - ask lots of questions

(ASD worksheet page 2)

FORMAT

1:30 ... Lecture begins in Billings basement, Room 3

1:50 ... Lecture ends

1:50 - approx 2:00 ... Small group discussions surveying what you understood from the lectures, how you can improve your understanding next time and suggestions for self-reflection on how you learn different types of materials.

These discussions will be in your classrooms with your classroom teachers.

LECTURE SCHEDULE

Wed, Aug. 13...Geography ... Andreas

Fri, Aug. 15...Economics ... Klemens

Tue, Aug. 19...Politics Jan

Wed, Aug. 20...History Andreas

Sun, Aug. 24...Literature .. Heidi

1. List the skills that you have used in difficult classes in the past.

2. List the skills that you would like to try during ASD Lectures.
(Think about your current language abilities when preparing this list.)

Hold on to this paper and bring it to the first ASD lecture, your classroom teacher will ask to see your skills lists.

V. Summary and Conclusion

To conclude this paper, I would like to quote some of the students feedback which speaks for the value they derived from the program:

Thanks to the staff for the respect they gave to the students. Teenagers are not stupid, we merely lack experience, an idea that drags maturity along with it. Thank you for comprehending this and helping my new friends and me to gain from this crash course in experience.¹¹

I just wanted to say thanks for these three weeks. I've grown and become different. The experience that I have each day apply to the ones of tomorrow.¹²

In a short and intensive language training program decisions have to be made on where to set priorities and how to fit as much language as possible into a course. With the syllabus guideline developed in this paper a future teacher of the Congress Bundestag Program is given specific directions of where to go in her teaching without being restrained in her own creativity. Through highlighting

a few language specifics regarding structures, sociolinguistics and culture I hope to have emphasized the importance of those aspects in the successful preparation of exchange students. Beside the preparation for social interactions within the host family and with peers at school, we added in the summer of 1986 a new component for academic preparation to the program wherein we simulated a German Gymnasium. This was done to help the students cope with the different academic requirements in Germany and to bridge their study skills from the native into the new language.

NOTES

1. Alvino Fantini, "Focus on Process: An Examination of the Learning and Teaching of Communicative Competence", Beyond Experience. (Brattleboro: Experiment Press, 1977)

2. Alvino Fantini, ed., Mary Val McCoy, Julie Soquet, Elizabeth Tannenbaum, and Lorraine Wright. Cross-Cultural Orientation: A Guide for Leaders and Educators. (Brattleboro: Experiment Press, 1984)

3. Alvino Fantini, Beyond Experience: The Experiential Approach to Cross-Cultural Education. (Brattleboro: Experiment Press, 1977)

4. Alvino Fantini, Your Objectives Guidelines and Assessment (YOGA): An Evaluation Form of Communicative Competence for Language Learners. (Brattleboro: Experiment Press, 1980 ed.)

5. Throughout this paper, the student shall be referred to as "he" and the teacher as "she".

6. Sandra J. Savignon, Communicative Competence: Theory and Practice. (Reading: Addison-Wesley, 1983) p. 37.

7. Jan Gaston, Cultural Awareness Teaching Techniques. (Brattleboro: Pro Lingua, 1984) p. 90.

8. H. Aufderstrasse, H. Bock, M. Gerdes and H. Müller, Themen 2: Students' textbook. (Stuttgart: Max Hueber, 1984) pp. 91-92.

9. Jan Gaston, Cultural Awareness Teaching Techniques. (Brattleboro: Pro Lingua, 1984) pp. 39-42.

10. Linda Mae Axelrod, MAT, was the Language Coordinator in the summer of 1986 with the Congress Bundestag Program.

11. Used by permission of Charles Haley, Congress Bundestag III participant.

12. From a letter to the whole staff, written by Caroline Rowe, Congress Bundestag III participant.

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