**Task 7 – Fabian Slamanig**

In the text “Methoden des Fremdsprachenunterrichts in lerntheoretischer Perspektive – Überblick“, several key issues can be observed by the reader in order to review the difficulties of language learning for not only the teacher but also for the learner. First of all, there is the so-called “Grammatik-Übersetzungsmethode”. History has shown, that there were always difficulties in communicating with different cultures and societies. In order to weaken these barriers, latin became more and more prominent, as it acted as a basis for the general grammatical idea of different languages. Therefore, teaching languages became easier and more accessible. Furthermore, the so-called “Behavioristische Verfahren” is part of this text. It describes the learner´s effort to imitate a foreign language. Patterns and pattern-drills are two key terms in this section of the text. The “Grammatikübersetzungsmethode and the Behavioristische Verfahren”, are known as Instruktionsverfahren. Furthermore, media plays an important role when it comes to these two learning/teaching approaches. Another concept included in this text by Roche is the “Kognitivistische Verfahren”. This represents language learning as an extremely complex process consisting of several stages a learner´s brain has to go through. It also includes the different parts and sections of the learner´s brain. Only when each of those steps is successfully completed, the learner will be able to reproduce what he or she has been taught before. Another issue explained within this text, is the “Konstruktivistisches Verfahren”. It follows the idea that new information doesn´t simply apply to a learner´s brain. Instead, new ideas get integrated into old habits and piles of information. In summary this would mean, that the brain is permanently reconstructing new information in combination with old knowledge. For the process of language learning however, this would mean that the perfect circumstances to learn a language are only present in a foreign country. Finally, there is one last theory on language learning which is called: “Moderater Konstruktivismus”. This type requires a certain level of knowledge concerning the language and also a high level of intrinsic motivation. Roche states, that new learners would have problems finding their way in an environment full of content such as the internet.

In terms of my personal learning concept, these theories help me to generate a concept that fits beginners and advanced language learners. However, as these two types of learners have different needs, these theories should guideline a teacher through his production process in terms of learning materials and media. Therefore, it is important to start with the learners. Who are thy? Where do they stand in terms of knowledge? And what are their goals? Collecting answers to these questions will clarify the process of collecting material for the language sessions.

Concerning my own proposal, learners would introduce themselves by producing a 360° video. The remaining students get to know their partners and learn new terms and get to know technology. As their repertoire of vocabulary might not be as high, learners wouldn´t find any problems in processing the student´s videos. In order to test their knowledge each student has to describe on of their friend´s videos by writing a text. The outcome should be a three-dimensional introduction of each and every participant and a following description that might be a little different as each and every individual collects different insights in someone´s life.