

Literatursammlung Sprachen

Immediacy and distance in teacher talk—A comparative case study in German elementary- and outdoor school-teaching

Sahrakhiz, S. & Gritter, K. (Reviewing Editor) (2017). Immediacy and distance in teacher talk—A comparative case study in German elementary- and outdoor school-teaching, *Cogent Education*, 4:1, DOI: 10.1080/2331186X.2017.1291175.

Abstract

This case study examines authentic speech acts by a German primary school teacher in the classroom context and the outdoor learning location of a forest. The study will compare the degree of linguistic immediacy or distance in these two contexts, respectively. Once a week, the class is doing “outdoor school” [Draußenschule] in places of natural or cultural interest near to their school. The structural change in the teaching environment means a change in the communication setting. The question arises if the teacher speaks to the students differently indoors than outdoors. The theoretical reference framework for the study is provided by the linguistic model “language of immediacy and language of distance”. Using a conversation analytical approach, the study will document the organisation and form of speech acts with a focus on the teacher. This study occupies a point of intersection between linguistics and teaching research. The results show how the teacher’s speech changes. There are different reasons for this: Depending on where the class is being held, the teacher has to work with different possibilities and challenges to maintain the concentration of the class, and to organise and structure the lesson. The less functionalised and prestructured forest presents the teacher with more organisational challenges, something which in turn has an effect on the teacher’s speech acts. At the same time, the more open spaces outside the school often allow for a greater degree of direct contact between the teacher and the students which results in greater linguistic immediacy.

[Zum Artikel](#)

Going green—Can it help foreign language learning, too?

Nishimata, T. (2008). *Going Green: Can It Help Foreign Language Learning, Too?*

Abstract

This study explored the effects of having Japanese classes in an outdoor environment on foreign language anxiety. A total of 28 students learning Japanese as a foreign language in the two third-semester Japanese courses offered in the fall semester of 2007 in an American university in the Southeast. The teacher of the two courses participated as well. In order to measure the change in levels of anxiety over the semester, all participants were asked to complete the Foreign Language Classroom Anxiety Scale at the beginning and near the end of the semester. Also, in order for researchers to understand the change in anxiety, they were asked to write three journals and six participants were interviewed. In addition, the researcher observed a total of 12 class sessions to record anxious behaviors. The participants in the first section (the regular classroom group) had all classes in their regular classroom, while those in the second section (the green outdoor group) had a total of five classes in an outdoor location on campus with a tree and grass. Results show that the students who had five classes in the green outdoor environment experienced a decrease in anxiety, while the students who had all classes in the regular classroom experienced an increase in anxiety. The outdoor setting may have additionally enhanced students’ attention, concentration, and participation. The

teacher also acknowledged that the green outdoor group appeared to be relaxed and started to utilize the elements in the outdoor location for teaching. Potential benefits of teaching languages in the outdoor location are discussed.

[Zum Artikel](#)

Outdoor Class Project: the Potential Benefits to Foster EFL Students' Language Proficiency

Fajaria, I. (2013). Outdoor Class Project: the Potential Benefits to Foster EFL Students' Language Proficiency.

Abstract

There are such myriad ideas upon English teaching-learning process. Everybody can share each fabulous idea through various media. One of fun English learnings that can motivate EFL students' eagerness to practice English easily is an outdoor class activity. This project could sometimes deals with an outbound activities which provide the numerous contextualized values to shape more students' character and their language proficiency as well. Moreover, nowadays the development of technology can be also integrated into the EFL classrooms. Therefore, the outdoor class project is potentially implemented through the technology-enhanced teaching. The most crucial materials that is urgently to be prepared are the tutorial models & methods, and the thermalized subject based on the objective itself.

[Zum Artikel](#)

The Role of Peer Facilitator in Enhancing English Language Proficiency in a Simulated Environment

Ismail, N.S. & Atek, E.S.E., Azmi, M.N.L. & Mohamad, M. (2015). The Role of Peer Facilitator in Enhancing English Language Proficiency in a Simulated Environment. English Language Teaching. Vol. 8. 78-85. 10.5539/elt.v8n2p78.

Abstract

For many learners, language class can be anxiety-provoking than other courses. Mostly, university students are seen to have language anxiety especially in their second language learning. They tend to be nervous when using English language in the formal situation like in classroom. English Outdoor Programme (EOP) in 2011 as part of informal setting was carried out by Universiti Sultan Zainal Abidin (UniSZA) in an effort to improve the standard of English of its students. The study aims to explore the role of peer facilitators in assisting the students learning English during the EOP from the view of participants and the peer facilitators themselves. This research applies mixed method approach using questionnaire and interview with both participants and peers involved in this programme. Data obtained from the questionnaire was analysed using SPSS and data from interview was analysed using thematic coding to answer the research objectives given. A significant finding is the positive role the peer facilitators had in the participants' language learning process; not only for the participants but also the peer facilitators themselves.

[Zum Artikel](#)

‘The woods is a more free space for children to be creative; their imagination kind of sparks out there’: exploring young children’s cognitive play opportunities in natural, manufactured and mixed outdoor preschool zones

Zamani, Z. (2016) ‘The woods is a more free space for children to be creative; their imagination kind of sparks out there’: exploring young children’s cognitive play opportunities in natural, manufactured and mixed outdoor preschool zones, *Journal of Adventure Education and Outdoor Learning*, 16:2, 172-189, DOI: 10.1080/14729679.2015.1122538.

Abstract

Outdoor preschools are critical for children’s play and development. Integrating observational and interview methods, this study examined four-to-five-year-old children’s cognitive play experiences in an outdoor preschool with natural, mixed and manufactured zones. The observational results indicated that the natural and mixed zones offered a diverse spectrum of cognitive play, were supportive of different learning styles and expanded their understanding about the world. Children preferred the diverse, challenging and constantly evolving natural settings in these zones. Integrating diverse natural and manufactured settings with loose elements, the mixed zone supported considerable opportunities for functional, exploratory and games with rules play behaviors. The accessible loose materials inspired children’s imagination, social engagement and games. In contrast, the manufactured zone offered the most functional and non-play behaviors, and was perceived as an unexciting, predictable and tedious environment. The findings suggest incorporating natural features and settings in outdoor preschools to support a diverse spectrum of cognitive play.

[Zum Artikel](#)

Migrant Children...Outdoor Education's Role in Language Development.

Stapp, W.B. et al. (1969). Migrant Children...Outdoor Education's Role in Language Development.

Abstract

Four presentations were given at a workshop conducted to consider ways in which outdoor education activities could be utilized in the teaching of language skills to migrant children. Dr. William B. Stapp, University of Michigan, discusses the need for and major objectives of environmental education, and suggests points to consider in relation to the curriculum. Dr. Thomas M. Stephens, University of Pittsburgh, discusses methods of using environmental conditions for language acquisition. Emphasis is placed on external conditions which influence learning, i. e., teacher attitudes, instructional skills, and stimuli available for responding behavior. Instructional materials for outdoor education is treated by Dr. Carl S. Johnson of Ohio State University. He also lists recommendations for teachers seeking materials for outdoor education. Dr. Mary Harbage, Wright State University, relates outdoor education to language arts offering various suggestions for creating learning opportunities. Possibilities for developing outdoor education concepts on school grounds are given.

[Zum Artikel](#)

Diversity in Language: Outdoor Terminology in the Czech Republic and Britain

Turčová, I., Martin, A. & Neuman, J. (2005). Diversity in Language: Outdoor Terminology in the Czech Republic and Britain. *Journal of Adventure Education and Outdoor Learning*, v5 n2 p101-117 2005.

Abstract

This paper reviews literature related to outdoor terminology as it is used within the languages of British English and Czech. It provides the background to the outdoors in the Czech Republic where terminology has adopted and adapted many English language outdoor terms. The paper analyses the differences and similarities between terms and deals with the problems associated with defining and explaining outdoor terms and translating the British English terms into Czech and vice versa. Semi structured interviews were conducted with British and Czech academic experts. The findings suggest that as the outdoor field develops there is a need for more understanding of the cultural, historical, and geographical differences between concepts and terminology used in both English and non-English speaking countries, for example, the specific indigenous nature of the Czech turistika activities.

[Zum Artikel](#)

Teaching Basic Skills Through Environmental Education Activities.

Bowman, M.L. (1979). *Teaching Basic Skills Through Environmental Education Activities*.

Abstract

Presented are 65 participation-oriented environmental education activities for teaching basic skills in language arts and mathematics. Intended for students in the elementary through high school grades, lessons are classified by grade level and subject area. Each lesson plan describes the purpose, lists required materials, and explains the instructional procedure. Among the skills covered are those related to reading, grammar, creative writing, basic number processes, geometry, and solving word problems. Also provided are references for each activity and a list of publications on other environmental education activities.

[Zum Artikel](#)

Classrooms in the Wild Learning Language and Life Skills in the KUIS Outdoor Sports Circle

Wurr, A. (1996). *Classrooms in the Wild Learning Language and Life Skills in the KUIS Outdoor Sports Circle*.

Abstract

The role of outdoor education activities in the Kanda University English language institute is described. The outdoor program was developed to unite faculty and students interested in recreational activities and provide an opportunity to explore common interests in nature, sports, and language learning. The activities develop self-esteem, leadership, trust, and interpersonal skills, with language used as the tool to describe and interpret experience. Students use kinesthetic, interpersonal, and intrapersonal forms of intelligence. Negotiation of activities enhances the student-centered nature of the program's design. The learning sequence in such an experiential program, and theories modeling it, is discussed. Contains 16 references.

[Zum Artikel](#)

Teaching Secondary English As If The Planet Matters

Matthewman, S. (2013) Teaching Secondary English As If The Planet Matters, Green Letters, 17:2, 193-194, DOI: 10.1080/14688417.2013.800366

Abstract

The article discusses ways in which English language education relates to environmentalism and ecocriticism. The author defines ecocriticism as the study of literature and its relationship to the physical environment. She presents six principles of ecocriticism which include animal rights, moral and political values, and advocating outdoor learning. Topics for lesson plans are also included such as nature writing, studying science news articles, and studying animal portrayals in literature.

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