

## **Title**

Across the Threshold: How the transition from orality to literacy changes the relationship between teachers and learners in the classroom.

## **Abstract**

Numerous factors have an impact on the quality and the success of instruction, with the relationship between teachers and learners in the first place (Hattie 2010). This finding gains in importance when teaching first-time literacy learners. The reason for this lies in the special way how the mastery of writing functions: If we understand writing in the sense of literacy (Feilke 2011) as something broader than just the memorization of graphic signs, then writing within a communication community enables the maintenance of complex communication processes across temporal and spatial distances. Social agreements within a group remain retrievable at all times and form a reliable point of reference (Maas 2008). Conversely, the absence of writing abilities requires that these agreements need to be shifted to the oral. The same reference points must be reliably retrievable within the community of speakers, which makes common oral routines and a stable personal relationship between speakers indispensable. The relationship between learners and teachers has a special role to play in L2 German classes where the transition from orality to (emerging) literacy has to be carried out by means of orality (Enders 2007). In this paper, we will discuss the transition from orality to emerging literacy for L2 German learners with a special focus on its effects on the relationship teachers and learners on the basis of existing research. Starting with an excursus throughout existing research and theories about the concepts of orality and literacy, the didactic implications for teaching in literacy classes will be discussed on the basis of practical examples.

## **References**

- Enders, Angela (2007): Der Verlust von Schriftlichkeit. Erziehungswissenschaftliche und kulturtheoretische Dimensionen des Schriftspracherwerbs. Zugl.: Augsburg, Univ., Habil.-Schr., 2006 [erm.]. Berlin, Münster: Lit (Literatur - Kultur - Medien, vol. 9).
- Feilke, Helmuth (2011): Literalität und literale Kompetenz: Kultur, Handlung, Struktur.  
[https://www.leseforum.ch/myUploadData/files/2011\\_1\\_Feilke.pdf](https://www.leseforum.ch/myUploadData/files/2011_1_Feilke.pdf)
- Hattie, John (2003): Teachers make a difference: What is the research evidence? ACER Research Conference Archive. Melbourne. <http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Building->
- Maas, Utz (2008): Sprache und Sprachen in der Migrationsgesellschaft. Die schriftkulturelle Dimension. 1. ed. Göttingen, Osnabrück: V & R Unipr (IMIS, 15).