### Die Rolle der Wortkomplexe und Konzeptkomplexe beim Vokabellernen



#### ACCIDENT



### Konzeptkomplex

#### Abstrakte Marken:

- Someone gets hurt
- Something gets damaged
- Without any intention
- Light and serious accidents, fatal accidents, disaster

#### Sensorische Marken:

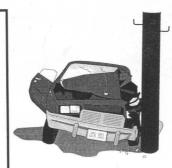
- visuell: pictures of accidents
- auditiv: noise of a crash, screeching tyres or brakes
- taktil: dressing sb.'s wounds

#### Motorische Marken:

to crash into something

#### Gefühlsbezogene Marken:

- Road accidents are the biggest cause of death
- 5-mile traffic jam after collision



#### Wortkomplex

#### Abstrakte Marken:

- Nomen
- dreisilbig
- zwei "c"



#### Sensorische Marken:

- visuell: Schriftbild
- auditiv: klingt irgendwie scharf



## Motorische Marken: Vorstellung, das Wort

auszusprechen

# Gefühlsbezogene Marken:

- accidentally

# The Modal Flow Principle

New notions and structures are learned more efficiently when the learner's brain is allowed to process it in terms of an R-Mode (experimental) to L-Mode (analytical) "flow". (Marcel Danesi, 2003, p 50)

R-Mode stage	L-Mode stage	Intermodal stage
Experiential leaning of new input through orientation tasks	Formalization and practice of new input	Utilization of new input in creative ways
Experiential forms of	Teaching should	Using the new material
tutoring	become progressively	creatively and
Setting a specific	more formal and	meaningfully in
learning task,	analytical, grammatical	communication tasks,
exploring the new	explanation, the focus	to carry out real-life
structures, student-	is on the teacher,	verbal tasks,
centered classroom	explaining conceptual	willingness to do so,
activities	features, comparisons	finding solutions to
	to the NL, oral and	problems of
\(\lambda\)	written exercises	communication

# Brain Compatible Language Learning

## In language teaching we are at the edge of a major transformation from a behaviouristic to a biological point of view

- 1 The brain is a parallel processor (there is no one strategy, no one method)
- 2 The brain downshifts under stress
- 3 The brain is a pattern seeking device
- 4 The brain is meaning driven
- 5 Each brain is very unique
- 6 The brain needs immediate feedback
- 7 Movement and exercise improve how the brain functions
- 8 Brain growth is enriched by continous learning
- 9 Early childhood years are critical
- 10 Sensory experiences are important

Mary Ann Chrstison, Univ. Of Salt Lake City, 1999.