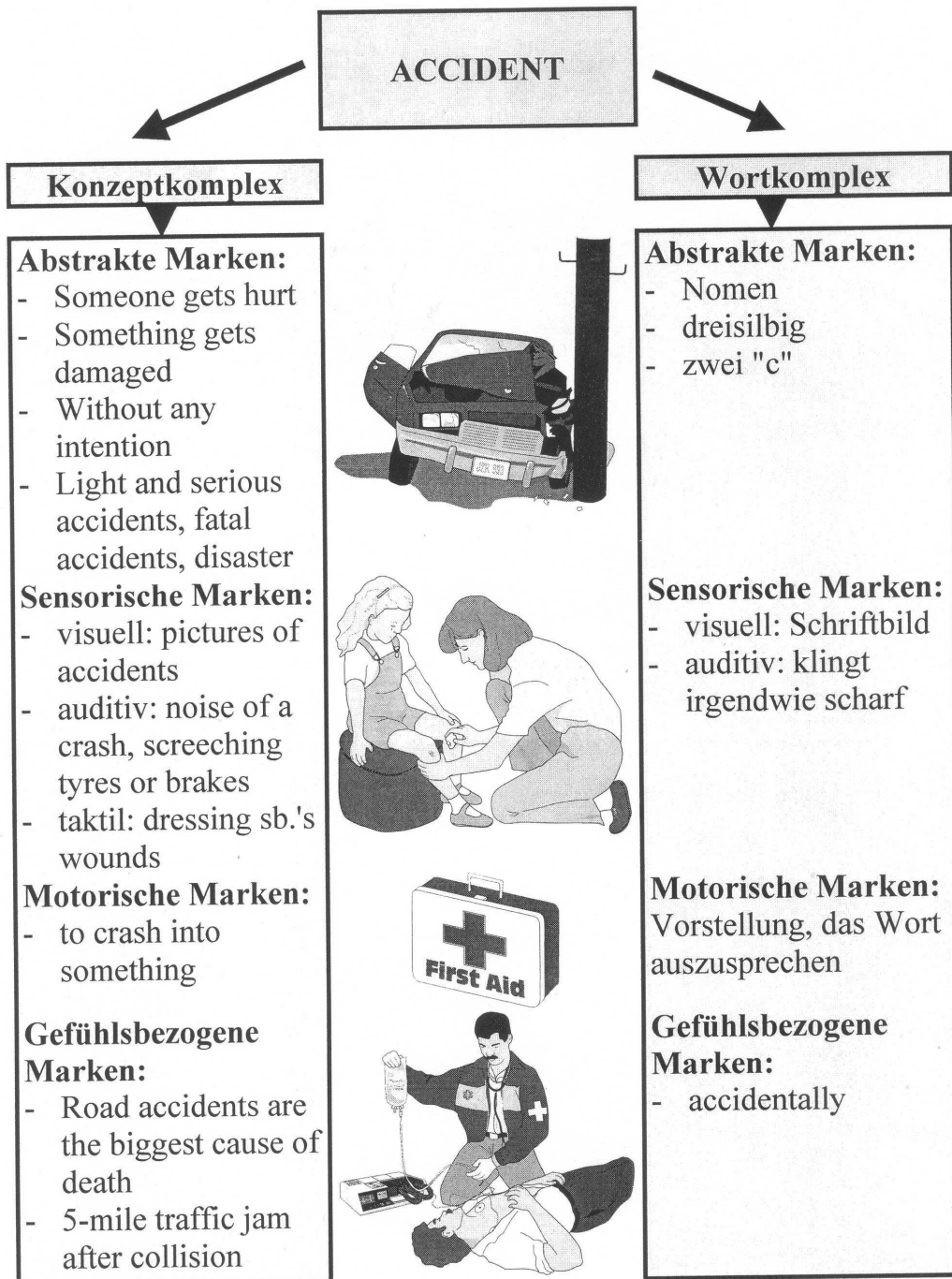


## Die Rolle der Wortkomplexe und Konzeptkomplexe beim Vokabellernen



# 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)

<b>R-Mode stage</b>	<b>L-Mode stage</b>	<b>Intermodal stage</b>
Experiential leaning of new input through orientation tasks	Formalization and practice of new input	Utilization of new input in creative ways
Experiential forms of tutoring Setting a specific learning task, exploring the new structures, student-centered classroom activities	Teaching should become progressively more formal and analytical, grammatical explanation, the focus is on the teacher, explaining conceptual features, comparisons to the NL, oral and written exercises	Using the new material creatively and meaningfully in communication tasks, to carry out real-life verbal tasks, willingness to do so, finding solutions to problems of 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 continuous learning
- 9 Early childhood years are critical
- 10 Sensory experiences are important