

- 69. Thaler, Engelbert. 2007. Offene Lernarrangements im Englischunterricht: Rekonstruktion, Konstruktion, Konkretion, Exemplifikation, Integration. [Open learning approaches in English teaching: reconstruction, construction, concretion, exemplification, integration]. Habil.-Schr. München, 521 pp.**

Keywords: open classroom teaching; language teaching methodology; balanced teaching; classroom practice

This post-doc research paper (*Habilitationsschrift*) gives a systematic and critical overview of open approaches in Teaching English as a Foreign Language (TEFL). The first part traces the various sources of the openness paradigm, the second section develops 10 criteria of open TEFL, the third and central chapter presents 27 open approaches, methods and techniques, the fourth part investigates a German school reform project (MODUS 21) via quantitative and qualitative research methods, and the last chapter integrates the previous findings and argues for *Balanced Teaching*, i.e. a synthesis of open and closed learning arrangements.

Compared to the 2008 issue <cf. summary 70 in this volume>, it additionally contains concrete suggestions for classroom practice. Each of the 27 methods is analysed not only with reference to background, intention and evaluation, but design (lesson structure, tasks, media, interactional patterns, ideas) and empirical situation (classroom research, action research) are also described.

This research paper was accepted as the first *Habilitation* in TEFL at Munich Ludwig-Maximilians-Universität.