

The *langue* of Innovation in (Foreign Language) Education

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The basic conditions under which teaching languages in school contexts takes place have not undergone drastic changes within the last 200 years of institutional schooling. Despite an on-going – and as of yet unresolved – debate on the focus on formal or functional aspects, on the integration of the pupils' L1 (or other languages), as well as on the role of culture and its theoretical underpinnings, teachers usually fall back on a compromise sometimes portrayed as 'eclectic' teaching. The extreme methodological amplitudes defined in theory (cf. Thornbury 2011) do not seem to exist in teaching practice.

Additionally, those extreme positions have all long been defined, discussed and tried out so most of the 'innovative' language teaching methods are really only just old wine in new wineskins. Language teachers and language teaching – according to the 'grammar' of schooling (Tyack & Tobin 1994) – are mostly unimpressed by 'new' methods. The 'educationalization' of social problems (Tröhler 2016) on the other hand calls for a constant reform of teaching to address social problems: a 'global' world and 'new' media, ecological issues and other social threats allegedly demand for innovative (language) teaching methodologies.

My paper will address the dichotomy between a persistent and stable *langue* of innovation on the one hand and surprisingly only small readjustments of a tried and tested (language) teaching methodology.