

German Network Meeting: Kulturelle und sprachliche Diversität im DaF-Unterricht

Dienstag, 19. September 2023, Worsley Building 9.58b & 9.60

@CentreCELT @LCSLeeds



09.30-10.00		Registrierung, Kaffee und Tee
10.00-10.15		Begrüßung Judith Eberharter & Sascha Stollhans, Organisator:innen (University of Leeds) Helen Finch, Director of German (University of Leeds)
10.15-11.15		Keynote <i>From the Götz-Zitat to the Schimpfwörterbuch: how cursing and swearing can enrich German language teaching and learning</i> Geraldine Horan (University College London)
11.25-12:35		Workshops <ul style="list-style-type: none">• <i>Aspekte des Generationendiskurses im DaF-Unterricht</i> Britta Giersche (Imperial College London)• <i>Linguistic knowledge in the language classroom: What efficient language learners should know</i> Ulrike Bavendiek, University of Liverpool

12:35-13:50		Mittagessen, Networking und Posterpräsentationen <ul style="list-style-type: none"> • <i>Inclusive and decolonial approaches in language teaching - students' perspectives and suggestions</i> Christine Schallmoser (King's College London) • <i>A Manifesto for Linguistics and Language Teaching</i> Anna Havinga (University of Bristol) & Sascha Stollhans (University of Leeds), on behalf of the Linguistics in MFL project • <i>The future of the German Network – Should we found a German language association in HE in the UK?</i> Sandra Reisenleutner (University of Nottingham)
13:50-14:50		Kurzpräsentationen und Diskussionen <ul style="list-style-type: none"> • <i>Die Vermittlung von kultureller und sprachlicher Diversität anhand sprachwissenschaftlicher Inhalte</i> Anna Havinga (University of Bristol) • <i>A proposal for implementing the Intercultural-Reflection-Team-method in teaching German as a foreign language</i> Laura Lewis (Durham University) • <i>The Encanto Effect: Capitalising on Disney's Kinder- und Hausmärchen</i> Darren Lester (Wycliffe College)
15:00-15:30		Workshop <ul style="list-style-type: none"> • <i>From Students, for Students: Diversity and Equality in German</i> Andrea Pfeil (Goethe-Institut)
15:30-15:45		Abschlussreflexion Judith Eberharter & Sascha Stollhans, Organisator:innen (University of Leeds)
Ab 16 Uhr		Weinempfang und Networking

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Abstracts:

Keynote: From the *Götz-Zitat* to the *Schimpfwörterbuch*: how cursing and swearing can enrich German language teaching and learning

Geraldine Horan, University College London

Geraldine Horan is Associate Professor of German Language at University College London. Her teaching and research interests lie in the fields of critical discourse analysis, politico-linguistics, feminist linguistics, (historical) sociolinguistics, and second language acquisition. Her publications include a monograph on the discourses of National Socialist women, and journal articles and book chapters on discourses of gender and colonialism, dialect and identity, cursing and swearing, and insults and humour in contemporary political and media discourses. She is also co-editor of several volumes on political discourse, including *Doing Politics. Discursivity, Performativity and Mediation in Political Discourse*, John Benjamins, 2018, with Michael Kranert.

Workshop: From Students, for Students: Diversity and Equality in German

Andrea Pfeil, Goethe-Institut

How to include topics such as gender equality and identity politics in foreign language curricula?

Educators of foreign languages often struggle to find age-appropriate instruction materials through which to teach diversity- despite it being such an intensively debated topic in the public discourse.

Teachers of German are presented with various impulses and methods on how to introduce students to the conversation on diversity and equality, how to foster and broaden their intercultural skills and step-by-step guides on how to build linguistic competency and topic-appropriate vocabulary.

Workshop: Aspekte des Generationendiskurses im DaF-Unterricht

Britta Giersche, Imperial College London

Jugendthemen (Freundschaft, Umwelt, Digitale Medien ...) sind heute ein selbstverständlicher Bestandteil des DaF-Unterrichts. Allerdings sind die Ansätze, mit der diese Themen angegangen werden, nicht immer für die Generation der Lernenden relevant.

Autor*innen bringen in ihre Unterrichtsmaterialien unweigerlich Ansichten und Erfahrungen ihrer eigenen Generation ein. Diese können einer jüngeren Generation unverständlich erscheinen, sodass es im Extremfall zu einem Lerneinbruch kommen kann, d.h. die Lernenden beschäftigen sich primär mit den für sie nicht nachvollziehbaren Inhalten statt mit den dargebotenen Sprachstrukturen.

In diesem Workshop haben DaF-Lehrkräfte Gelegenheit, Aspekte des Generationendiskurses kennenzulernen und darüber nachzudenken, wie sie diese in ihren Unterricht integrieren können.

Workshop: Linguistic knowledge in the language classroom: What efficient language learners should know

Dr. Ulrike Bavendiek, University of Liverpool

The languages that our students have previously acquired or learned, the language learning skills they have developed in the process, and their knowledge about and awareness of language and the language learning process all contribute to the linguistic system that contributes to their learning of German. In other words, these factors greatly influence their experience and performance in the language classroom. Yet students differ considerably with regard to these variables.

In this workshop we will draw on our experience to develop a list of fields/areas/knowledge that our learners should be familiar with. This will help us to proactively identify and address weaknesses that can disadvantage our learners.

Posterpräsentation: Inklusive und dekoloniale Pädagogik im Sprachunterricht – Perspektiven von Studierenden

Christine Schallmoser, King's College London

In der Posterpräsentation wird Einblick in das Forschungsprojekt Inclusion, Diversity and Decolonisation in the Modern Language Curriculum gegeben. Das sprachenübergreifende und mit dem King's Race Equity Inclusive Education Fund dotierte Projekt will einen Beitrag zur Entwicklung inklusiver und dekolonialer pädagogischer Ansätze im Sprachcurriculum leisten. Das Poster gibt einen kurzen Überblick über das Projektdesign und legt den Schwerpunkt auf die von Studierenden in Interviews vorgeschlagenen Möglichkeiten zur Erweiterung von pädagogischen Ansätzen und im Unterricht behandelten Themen sowie auf deren Präsentation. Außerdem soll Einblick in vorgeschlagene Beurteilungsmethoden im Sprachunterricht gegeben werden.

Präsentation: Die Vermittlung von kultureller und sprachlicher Diversität anhand sprachwissenschaftlicher Inhalte

Anna Havinga, University of Bristol

In dieser Kurzpräsentation wird das Linguistics in MFL Projekt vorgestellt, das darauf abzielt, mehr Schüler*innen für Fremdsprachen zu begeistern. Anhand von Beispielen aus sprachwissenschaftlichen Projektmaterialien, die gemeinsam mit Lehrpersonen für den A-Level Unterricht erstellt wurden, wird gezeigt, wie Inhalte über Sprachvariation und -wandel im Deutschen kulturelle und sprachliche Diversität vermitteln und zu einer inklusiven Unterrichtsumgebung beitragen können.

Präsentation: A proposal for implementing the Intercultural-Reflection-Team-method in teaching German as a foreign language

Laura Lewis, Durham University

In response to the need for students to acquire communication skills in a globalised world, telecollaborative learning and virtual exchanges have gained attention as effective approaches in modern foreign language teaching (O'Dowd, 2016), and can foster motivation, intercultural competence and language proficiency through authentic, student-centred language experiences (Loch & Pahl, 2020: 1139; Yang, 2020: 127).

This presentation aims to demonstrate the potential of the Intercultural Reflection Team Method (iRT) for developing intercultural awareness in language learners, using the example of a project between B2-level German students from Durham University and the University of Urbino. Originally developed for academics to collaborate across disciplines and national boundaries, the iRT method encourages a transnational dialogue to address diverse challenges faced in teaching and learning in HE. The presentation will show how this method can be implemented in the context of German as a Foreign Language.

Präsentation: The Encanto Effect : Capitalising on Disney's Kinder- und Hausmärchen

Darren Lester, Wycliffe College

We all know that Encanto was a phenomenon and has provided wonderful resources for Spanish teachers on Hispanic culture. Why not capitalise on that in German? We will look at how we can use films from "Schneewittchen und die sieben Zwerge" through to "Rapunzel – Neu verföhnt" to remind our students that fairy tale settings are generic. They are German.