

BaTEG Summer School 2022

*Between cultures, conflicts, and
communication -
Fremdsprachenlernen in einer globalen Welt*

BOOK OF ABSTRACTS

25/09 – 02/10

Otto-Friedrich-Universität
Bamberg



BOOK OF ABSTRACTS

Montag/Monday, 26/09

10:30-12:00

Wahrnehmung von Interaktionen zwischen Lehrenden und Lernenden – interkultureller Workshop

Friederike Scholl & Oliver Geike

University of Bamberg, Germany

Schulsystematische und unterrichtliche Möglichkeiten des Erlernens von Fremdsprachen werden anhand verschiedener Bildungssysteme vorgestellt und verglichen. Vorrangig werden gewinnbringende wie herausfordernde Sprachlernerfahrungen der Workshop-Teilnehmer:innen unter methodischen und schulorganisatorischen Aspekten reflektiert. Abschließend wird diskutiert, ob und inwieweit das Rollenverständnis von Fremdsprachenlehrkraft variiert und welche Konsequenzen sich daraus für professionelles Lehrkraft Handeln ergeben.

Selected Methods of Intercultural Training for Foreign Language Teaching and Learning in a Globalised World

Marta Janachowska-Budych

Adam Mickiewicz University, Poland

As Kinast (2010:161) states the "overall goal of intercultural training is to develop and enhance applied intercultural competence to enable individuals to apply their intercultural competence." Thus, the goals of intercultural training and inter/transcultural teaching and learning in foreign language classes can coincide to some extent, and intercultural training methods can be an integral part of foreign language classes. On the other hand, the categories of culture and intercultural competence are subjected to critical reflection within foreign language teaching and learning because of the often anachronistic understanding of culture that underlies it, and the self-affirmation of the concept of culture leading to an unreflective approach to the dilemma of cultural relativism and universalism (Plikat 2016). Therefore, the goal of the workshop is to familiarize participants with selected methods of intercultural training that can be implemented in foreign language classes to develop awareness of how mechanisms of perception and communication in intercultural settings work and which emphasise the notion of the discursive competence. At the same time, the workshop provides an introduction to systematic reflection on one's own participation in an international event such as BaTEG Summer School.

12:00-13:30

Conversation-based learning at the language café - Social dimensions of inclusive foreign language learning environments

Verena Keimerl, Victoria Schmidtbauer & Beate Conrad

University of Bamberg

Despite various academic initiatives to provide prospective teachers with professional knowledge in dealing with linguistic heterogeneity and multilingual educational practice (e.g. BMBF, 2022; Frambach, 2015), there is a lack of heterogeneity-sensitive learning opportunities in which prospective teachers can experience self-experiential and co-constructive ways of dealing with their own cultural and linguistic diversity. By participating in a multilingual language café during BaTEG Summer School, prospective teachers should reflect upon how inclusive language learning settings could be designed to facilitate action-oriented, cooperative and communication-based language learning. In addition, it will be discussed how languages of origin and language varieties can be taken into account in the multilingual classroom and made useful for learning target languages at school.

13:30-14:30

Pluralistic approaches to languages and cultures for foreign languages learners in French schools

Alexa Craïs

Jean Jaurès University Toulouse / INSPE

The workshop, conducted by the students with their teacher, will present an overview of the French school system and how plurilingual competences developed in the framework of pluralistic approaches contribute to the expected national educational objectives.

Dienstag/Tuesday, 27/09

10:00-11:30

Der Ukrainediskurs in russischen Talkshows & die Thematisierung von Krieg im (Sprach-)Unterricht

Magdalena Kaltseis

University of Innsbruck, Austria

Vor dem Hintergrund des aktuellen Krieges in der Ukraine wird in dieser Kombination aus Vortrag und Workshop den Fragen nachgegangen, wie der Ukrainediskurs in den russischen Medien geführt wird und wie Krieg im (Sprach)Unterricht behandelt werden kann. Die Einheit setzt sich aus zwei Teilen zusammen: Im ersten Teil wird anhand von Beispielen aus TV-Talkshows gezeigt, wie der aktuelle Ukrainekrieg im russischen Staatsfernsehen behandelt wird und wie die beiden Hauptkonfliktparteien – Russland und die Ukraine – in diesen Shows sprachlich und visuell dargestellt werden. Anschließend werden gemeinsam mit den Teilnehmer:innen des Workshops Ideen gesammelt, wie allgemein Krieg im (Sprach)Unterricht thematisiert werden kann. Impulsgebend dafür ist ein Kurzfilm des jungen russischen Regisseurs Ivan Šachnazarov, der im Workshop gezeigt wird. Ziel der Einheit ist es einerseits zu zeigen, wie der Ukrainekrieg in den russischen Medien behandelt wird und welche sprachlichen

und visuellen Strategien zur Eigen- und Fremddarstellung benutzt werden. Andererseits werden gemeinsam Möglichkeiten eruiert und diskutiert, wie das Thema Krieg thematisiert und in den (Sprach)Unterricht integriert werden kann.

11:30-12:30

Teaching and Learning in Ukraine during the Russian Invasion

Lyudmyla Kruhlenko

Kryvyi Rih National University, Ukraine

The presentation is devoted to current situation in Ukrainian education system with emphasis on some statistics. It is shown in what way Ukrainian teachers survive the war, how they work and volunteer, how and with what experience they were preparing for the new academic year, and why they believe that a separate educational front in this war runs through school classrooms. During more than six months of a full-scale Russian invasion in Ukraine, the national education system suffered catastrophic losses which are represented with some statistical numbers. New format and forms of distance education tested during pandemic periods and approved by the Ministry of science and education of Ukraine are introduced from the beginning of school year. Challenges which faced schoolchildren, students and educators, language and cultural issues are demonstrated in the presentation.

12:45-13:30

Changing perspectives of immigration in the US: from a melting pot the border wall

Nils Jaekel

University of Oulu, Finland

The United States prides itself on being a nation of immigrants, one of diverse backgrounds that came to the country seeking a better life. The United States remains an aspired destination for immigrants from around the world. However, the country is divided on immigration policies. Consequently, the depiction of immigration has undergone significant changes in recent years, from the once-celebrated melting pot ideology to the border wall.

As a nation of immigrants, does the melting pot ideology accurately reflect the cultural diversity of Americans today? Considering the future faces of the United States, is the American Dream within reach for immigrants?

In this workshop, we will discuss political developments in the US in the context of its historical development. A central theme will be the impact of immigration and integration policies on young immigrants in the southern states. We will discuss their relevance for foreign language classrooms.

15:00-16:30

Wirtschaftskommunikation interkulturell und multimodal

Sandra Reimann

University of Oulu, Finland

Aus Sicht von Lehramtsstudierenden ist der Bereich der Wirtschafts- und Werbekommunikation ein didaktisch wichtiges Thema – insbesondere für den Deutschunterricht, wie beispielsweise bayerische Lehrpläne zeigen. An der nordfinnischen Universität Oulu ist die Wirtschaftskommunikation ein Schwerpunkt im Rahmen des Germanistik-Studiums. Dabei entstehen interessante Projekte, Abschlussarbeiten, Kooperationen mit anderen Universitäten international und mit Unternehmen (Wirtschaftskommunikation aus praktischer Sicht und aus dem Blickwinkel der Textproduktion). Social Media spielt dabei heute bekanntlich eine bedeutende Rolle; und es lohnt sich die diachrone Perspektive nicht zu vernachlässigen, um textsortenspezifische Mechanismen, die funktional bedingt sind, zu verstehen. Der Vortrag zeigt an ausgewählten Beispielen die Arbeit mit Wirtschaftskommunikation im finnisch-deutschen Kontext in Forschung und Lehre. Im Workshop soll an Werbetexten herausgearbeitet werden, welche Strategien zum Einsatz kommen, um die typische Appellfunktion umzusetzen.

Vortrag und Workshop finden in deutscher Sprache statt; eine Einführung in englischer Sprache wird es geben.

Mittwoch/Wednesday, 28/09



9:45-10:30

Teaching Cultural Taboos with the 3 M's

Engelbert Thaler

University of Augsburg, Germany

Inter- (and trans-) cultural learning in TEFL so far has focused on overcoming (auto- / hetero-) stereotypes, prejudices and clichés. Promoting ICC (Intercultural Communicative Competence), however, has to integrate the concept of cultural taboos in the foreign language classroom as well. That is why this presentation will illuminate the didactic potential of cultural taboos with the help of the 3 M's: methods, media, materials. Among others, we will look at songs, music videos, films, cartoons, swear words, and jokes.

10:30-11:15

Mental illness as an intolerable cultural taboo! The role of songs in developing mental health literacy

Valentin Werner & Theresa Summer
University of Bamberg, Germany

Although mental health is a human right and central for our survival, people's experiences suggest that mental health or rather mental illness is a taboo in many parts of our society. Even among professional caregivers, for instance, we find reports of social exclusion when personally affected by mental illness (Kemble 2014). In this talk, we will illustrate ways of 'detabooing' mental illness, a topic that could be classified as a "communication taboo" according to Bohnaker (2014, p. 129, own translation), with the help of song lyrics. After giving an insight into a corpus of English-language mental health songs (MHS), which covers the time span from 1949 to 2021 and comprises 150 songs (approx. 48,000 tokens), we will share some first findings of our quantitative and qualitative corpus analysis. It reveals that MHS may provide an important and motivating starting point for learners to engage with mental health issues and its surrounding discourse to avoid stigma and social exclusion around the "intolerable" taboo of mental illness.

References

- Bohnaker, E. (2014). Tabubrüche in der interkulturellen Kommunikation. *Zeitschrift für interkulturelle Germanistik* 5(1), 125-140.
- Kemble, R. (2014). The intolerable taboo of mental illness. *Social Alternatives* 33(3), 20-23.

11:30-12:15

Cultural taboos in a global world - a sociopragmatic perspective

Lisa Lehnen
University of Würzburg, Germany

According to Allan and Burrige, "taboo refers to a proscription of behaviour for a specifiable community of one or more persons, at a specifiable time, in specifiable contexts" (2006, p. 11). This definition alludes to the fact that taboos are never absolute but negotiated within and across (groups of) individuals. Furthermore, it puts behaviour, which includes linguistic and communicative action, in focus. In this talk, I will give a brief overview of research on taboos and the censoring of language behaviour from a sociopragmatic perspective. The focus will be on the potential implications for communication between speakers of English from different linguistic and cultural backgrounds (see for instance Zhu, 2018). To give a concrete example, I will take a closer look at dyadic conversations that I video-recorded in Hong Kong in 2018 and describe how DISAGREEMENTS are negotiated in these intercultural interactions (Lehnen, 2021).

References

- Allan, K., & Burrige, K. (2006). *Forbidden words: Taboo and the censoring of language*. Cambridge University Press.

Lehnen, L. (2021, January 18). A multimodal analysis of DISAGREEMENT in an intercultural context. Bonn Applied English Linguistics, online. <https://www.applied-linguistics.uni-bonn.de/en/uploads/downloads/press-releases/guest-lecture-lisa-lehnen>
Zhu, H. (2018). Exploring intercultural communication: Language in action (2nd ed.). Routledge.

12:15-13:00

Workshop “Hands on taboos – explore and develop your views!”

Christian Ludwig, Theresa Summer with university students Claudia Schnellbögl, Shaleen Beil, Mojgan Khani
University of Bamberg, Germany

In this workshop, participants will be given an opportunity to reflect upon the term cultural taboos, think about taboo topics in their own contexts, and discuss these at an international level with other participants of the BaTEG summer school. Furthermore, implications of openly addressing cultural taboos for foreign language education will be discussed by critically reflecting upon potential affordances and challenges for teaching practice. A final discussion will provide a further opportunity for this theme-based transcultural exchange that intends to shed light on ways forward for transcultural and critical foreign language education.

16:15-17:00

Global citizenship and multilingual competences: Exploring new educational materials

Sonja Babic & Erlis Lacej
University of Graz, Austria

Global citizenship education (GCE) appears in UNESCO’s sustainable development goals for quality education. An often-neglected aspect of GCE is an explicit awareness of linguistic plurality and implementing multilingual pedagogies. Torpsten (2011) argues that when linguistic competences increase in different languages, people “become aware of their identities as multilingual persons [and] their possibilities of being active, multicultural, global citizens” (p. 4). This presentation will report on an Erasmus+ project, “Global citizenship and multilingual competences (GCMC) toolkit”. The aim of this project is to provide online teacher development resources for secondary school teachers of all subjects about how to integrate global citizenship goals and multilingual pedagogies into their teaching. In this presentation, I will present digitalized training materials for teachers’ professional development, including practical ideas for teaching with GC and MC goals. These materials consist of five modules: Connecting local and global issues; Promoting ecoliteracy; Questioning images: Representation and critical visual literacy; Recognizing diversity: Towards inclusive, multilingual practices in secondary classroom; and, Hunting fake news through critical thinking. Attendees will have a chance to work with the materials and will be given practical handouts.

Reference:

Torpsten, A. (2011). Global Citizenship and Lingual Identity: the ability to perform in different lingual settings. *Citizenship, Social and Economics Education*, 10(1), 37-45.

17:00-17:45

Cultural taboos – the elephant in the (class) room?

Laurenz Volkmann

University of Jena, Germany

Trigger and content warning: this presentation will cover very disturbing topics, ranging from “meat pornography” to “body shaming”. Is there an elephant in the (foreign language) classroom and/or in academic foreign language discourse? Yes, indeed, and its presence has become so tangible that a recent publication by Summer and Ludwig (forthcoming 2022) has finally dared to address the issue and describe some of its contours. But as the story of the group of blind men who have never come across an elephant before and now learn and imagine what an elephant is like by touching it illustrates: by touching only one part of the elephant, one never gets the “full picture”, with everyone disagreeing what the whole elephant looks or feels like. – What the story may also tell us is that “cultural taboos” are an elusive concept, in flux and subject to constant redefinition.

In my presentation, I would like to use two pop cultural artifacts to explore the issue of cultural taboos. “Mein Teil” by German hard rock group Rammstein is presented here as an example of dealing with an allegedly “transnational” taboo, an anthropological constant, i.e. cannibalism. A look at Beyoncé’s recent album Renaissance – where the artist changed the lyrics as a reaction for using an ableist slur in some lyrics (see <https://www.bbc.com/news/entertainment-arts-62376575>) – will be used to illustrate how taboos are culture-bound and change with shifting cultural sensibilities.

Taking a cultural studies perspective on the topic “taboos”, I will outline some of the questions regarding the use of taboo topics in the (foreign) language classroom. This will entail a discussion of how Stuart Hall’s model of communication can be used in the classroom; what the “iceberg model” tells us about taboos in teaching/learning scenarios; why we still need a “pedagogy of discomfort”; why the issue of “arranged marriages” could be a prototypical “critical incident” in the classroom; and, finally, a discussion of how to deal with the issue of “cultural and/or linguistic appropriation” by using a time-honoured poem by the African-American poet and activist Langston Hughes.

References

Ludwig, C. & Summer, T. (Eds.) (forthcoming 2022). *Taboos and Challenging Issues in Foreign Language Education*. Routledge.

17:45-18:00

Students developing anti-bias-trainings in virtual reality: a short insight into the research project “Co-Teach - Connected Teacher Education”

Maria Eisenmann & Jeanine Steinbock

University of Würzburg, Germany

In this short pre-recorded video presentation we aim to give an insight into a current research project at the University of Würzburg that focusses on inter- and transcultural learning in social VR. In this presentation, we would like to introduce the audience to our seminar space called “DigiPhil” where we work with HP and Oculus technology to allow students to explore the potential of virtual reality to foster empathy, to reflect on stereotypes and to overcome culturally biased attitudes.

After a short introduction to the aims of the project and an overview over key concepts and research that builds the foundation of our study, we would like to invite the audience to join us in VR (by means of a simulation) and get an insight into the VR-platform "ViLeArn" and the "InteractionSuitcase", a collection of virtual objects. After this, we will discuss examples of anti-bias trainings developed by students taking part in our research seminar.

Donnerstag/Thursday, 29/09

10:00-10:45

Diversität und die kleinen Sprachen Europas

Hans-Ingo Radatz

University of Bamberg, Germany

11:15-12:00

Plurilingualism for equity: Developing linguistically diverse practice in Higher Education

Rod Neilsen

Deakin University, Australia

This presentation reports on a project that examines how different stakeholders in Higher Education (HE) including students, academic and professional staff, and executive and governance understand and engage with language diversity in the university. The project seeks to explore what tensions and power imbalances underpin their perceptions of language (other than English) use, and the role and contribution of plurilingualism to equity in teaching and learning in HE. In doing so, this study aims to comprehensively capture diverse stakeholder voices articulating plurilingual perspectives and practices of both local and international staff and students, across various faculties and including the perspectives of various university positionings in the organisational hierarchy.

Bio:

Rod Neilsen is an Associate Professor in the TESOL/Languages Education at Deakin University, Melbourne, Australia. His research brings global perspectives to the links between intercultural awareness and effective language teaching and learning, and aims to bring more complex understandings of language and culture to the professional learning of language teachers.

12:30-13:15

Cross-linguistic influence in multilingual processing

Kamil Długosz

Adam Mickiewicz University, Poland

In this lecture, I will discuss how real-time language comprehension in an additional language (L3/Ln) can be affected by previously learned languages. First, I will define the term "cross-linguistic influence" and discuss what is known about its role in the processing of certain lexical and morphosyntactic properties in L3/Ln. Second, I will present some data on processing grammatical gender, a lexical

category with morphosyntactic consequences, in Swedish as an additional language. I will end the lecture by highlighting the uniqueness of multilingual processing.

Freitag/Friday, 30/09

11:00-11:45

A closer look at the Norwegian curriculum (LK20) in subject English

Mariette Aanensen & Arild H. Henriksen

University of Agder, Norway

A new National Curriculum for primary, lower secondary and upper secondary education (LK20) was implemented in Norway from August 2020. It consists of a core curriculum, which applies to all primary and secondary education, and subject curricula for different years and subjects. The English subject curriculum promotes English as «an important subject when it comes to cultural understanding, communication, all-round education and identity development». The curriculum has a new structure and several new elements and includes two interdisciplinary topics (Health and life skills and Democracy and citizenship), three core elements (Communication, Language learning, and Encounters with English texts) and four basic skills (oral skills, reading, writing, and digital skills). LK20 is goal-driven, telling teachers which competence aims pupils should reach, but the aims have been found to be quite open for interpretation, leaving the content and method of how to reach these aims up to the teacher. The curriculum also emphasises lifelong learning and deep learning as key components and describes formative assessment at all levels. In this talk, we outline some of the central parts of the curriculum and take a closer look at selected competence aims and discuss central implications of LK20 for both teachers and pupils.

11:45-12:45

Gaining an international perspective in EFL secondary education

Jakub Przybyl & Dorota Owczarek

Adam Mickiewicz University, Poland

The 60-minute workshop is related to the international project entitled '*ELT Survey: An International Investigation of English Language Teaching and Learning Practices*', carried out by the TEFL Division of the Institute for English and American Studies at the University of Bamberg and the ELT Department of the Institute of Applied Linguistics at Adam Mickiewicz University in Poznań. The aim of the session is to gain insights into the specificity of EFL education in various cultural and national contexts. We will reflect on such **aspects of EFL learning and teaching as topics included in the curriculum, classroom activities, materials, types of interaction, language instruction, and good EFL teacher characteristics**. Active participation in the workshop will be encouraged. We will be using the placemat activity so as to give everyone the opportunity to collect information and record insights. We will then analyse the findings across cultural and national contexts, and discuss the similarities and differences in ELT at secondary level. It is hoped that the discussion will enable us to elicit some practices which will enrich the everyday toolkits of future EFL teachers.



GEFÖRDERT VOM

