

## Teaching German in a Transcultural World – Conference Programme

Thank you for your interest in the conference ‘Teaching German in a Transcultural World’, which will take place on 23–25 March. Each day runs from 16:00 to 19:00 on Zoom. If you would like to participate but have not yet registered, please email Matthew Hines, the research assistant ([m.hines@bham.ac.uk](mailto:m.hines@bham.ac.uk)), for access to the event.

### Wednesday 23 March

#### **16:00–16:30** – Welcome & Introduction

Prof Aleks Cavoski, University of Birmingham, College Director of Global Engagement  
Dr Klaus Richter, University of Birmingham, Director of the IGES  
Dr Ruth Whittle, University of Birmingham, IGES & Dept of Modern Languages; Project Lead  
Matthew Hines, University of Birmingham, IGES, Research Assistant

#### **16:30–18:00** – Ayça Türkoğlu: Translating Turkish Migration

Ayça Türkoğlu is a [professional translator](#). Her latest translation, with Katy Derbyshire, is *The Blacksmith’s Daughter*, by Selim Oezdogan (March 2021).

#### **18:00–19:00** – Dr Caroline Ardrey, University of Birmingham, Department of Modern Languages: To what extent does the Modern Foreign Languages curriculum in the UK foster an understanding of transculturality?

Respondents: Aboli Patwardhan, Pune University (India) and Dr Felicitas Fein, Universität Koblenz (Germany)  
(Chair: Matthew Hines)

This presentation examines notions of transnationality and transculturality as they pertain to Modern Foreign Language (MFL) teaching in the United Kingdom. It will place particular emphasis on the context of the compulsory national curriculum for languages in England at Key Stages 2 and 3, and the optional GCSE MFL curriculum. It will also, briefly, contrast the status quo in England with that of the devolved nations of the UK, including Scotland, which has a substantially different education system to that of England, Wales and Northern Ireland, and thus impacts upon the overall perception and experience of foreign language teaching in the UK. The presentation will outline the minimal extent to which the languages curricula at KS2, KS3 and GCSE level foster transnational dialogue and promote intercultural understanding, challenging these limitations, whilst also recognising the ways in which individual teachers have succeeded in shaping these curricula to better celebrate diversity in the languages classroom.

### Thursday 24 March

**16:00–16:50** – Dr Cornelia Zierau (Universität Paderborn) & Martina Kofer (Otto von Guericke Universität Magdeburg): Language-sensitive literature teaching (Chair: Dr Klaus Richter)



Literary texts can play a decisive role in the acquisition of educational language. Thus, students experience literary language as “a specific variant [...], which differs from day-to-day linguistic use but is nevertheless extremely important in extending their facility with language both orally and in writing” (Kruse 2020: 155). Therefore in DaZ and DaF pedagogy, there have, in recent years, been growing calls for the use of literary texts in language teaching. In the workshop we would like to introduce and discuss examples of German language teaching, which combine language, literary and intercultural learning. The main focus here is on linking multilingualism, language education, intercultural education, and aesthetic or literary learning. It is our aim to inspire you, the participant of this workshop, to integrate more literature into language teaching and to be more aware of language in literature teaching.

**16:50–17:00** – Break

**17:00–17:40** – Dr Ruth Whittle: Who we are, where we are and where would we like to be? – Situating the teacher in the Language classroom and beyond (Chair: Dr Klaus Richter)

This forty-minute workshop will give a brief overview of the status of German in the UK, in Germany and globally, and then ask about the place of us, as teachers or learners of German. You will be invited to reflect on your own ‘place’ in a society which values knowledge as a basis of progress but, when it comes to children’s education, largely ignores children’s specific L1 where it is not English/German, and, tacitly or openly, assumes a canon of languages that are desirable and others which, if spoken as L1s, are thought of as indicating a deficit.

**17:40–18:00** – Dennis Janssen (Paderborn): In order to respond: The relevance of Bernhard Waldenfels’ *Phenomenology of the Alien* for intercultural German literature teaching (Chair: Dr Klaus Richter)

This contribution aims to reflect some of the core thoughts of Bernhard Waldenfels’ *Phenomenology of the Alien*, focusing on outlining the value this interdisciplinary perspective can have in terms of self-reflection and the perception of others, when it comes to teaching German literature in an intercultural institutional and social setting. Waldenfels offers multiple concepts like *order*, *pathos* and *response*, each of them having consequences for everyone involved in the learning process.

Waldenfels, Bernhard (2018): *Grundmotive einer Phänomenologie des Fremden*. 6 edn. Frankfurt am Main: Suhrkamp.

## **Friday 25 March**

**16:00–16:40** – Aboli Patwardhan: Finding authenticity in the hybrid era (Chair: Dr Ruth Whittle)

For a very long time we have had fixed categories of things and access to knowledge was limited, so e.g., we just knew colours like red and blue but today with the spectrum in between it is difficult if you take a particular colour and say, “oh does it belong to the category of red or does it belong to the category blue?” We are not in the place to do so. What we can learn today, is that it has characteristics of both these colours, but at the same time it has its own characteristics and it will keep changing. So is the status of teaching German in 21st Century or even the knowledge in general. Due to various perspectives and interpretations of the provided or available and accessible material, it is difficult to identify something as ostensibly





authentic. Authenticity of materials will always have dimensions and cannot be standardized. Being researchers, DaFlerInnen, Germanists or Linguists, we need to be open to the multiple perspectives of teaching methodology, that can teach something that is organic and not categorical. The shift from categorical to organic thinking is to be considered as a new process of creating and acquiring knowledge. In order to discuss this further the workshop “Finding authenticity in the hybrid era” will deal with some seemingly authentic but problematic materials (short texts, movie clips, videos etc.) as examples. It will also provide an opportunity to discuss and collect views on how to deal with such problematic material.

**16:40–16:50** – Break

**16:50–18:20** – ‘Show and Tell’ (Chair: Dr Caroline Ardrey)

All participants are invited to present one text, song or other artefact that they have used in class or would want to use in class, and that supports transcultural learning.

**18:20–18:30** – Break

**18:30–19:00** – Closing Discussion and View Ahead: what’s next in the programme?