

# Third year – Department of German Language

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## **German 3: Strategies for Reading and Writing**

This language course aims to develop students' text competence in a way that will enable them to become more proficient in processing knowledge imparted in academic content courses and will help them to meet the academic requirements for these courses accordingly. The focus will be on the further development of language skills on the level B1 of the European Framework of References. Taking an integrated approach, this course will also familiarize students with a first choice of short academic texts and types of discourse, with key traditions and conventions of academic debate. A selection of techniques which are the basis of the academic language will be practiced, such as finding key words, taking notes, finding titles for text parts, summarizing texts, applying different reading styles, following an argumentation, understand references within texts, using nominal style, etc.

## **German 3: Scientific Discussion and Presentation**

This course is offered in close collaboration with "German 3: Strategies for Reading and Writing", following the same concept and similar goals but with a specific focus on oral (academic) communication in German. Focus will be on further development of language skills, especially in oral communication. In addition to this, students in this language course learn how to prepare and structure their presentations/discussions in content courses, manage anxiety and present confidently by using visual aids such as PowerPoint slides. Students will learn how to adopt a more active role in group discussions. They will develop their (academic or subject-related) discussion skills by shaping their contributions to the respective demands and communicative challenges, account for and sustain their opinion, evaluate alternative proposals and put forward their own hypotheses and respond to those of others. In order to do so, basic techniques will be trained, such as activating previous knowledge, anticipating contents of oral speech by titles, pictures or key words, applying different listening styles, taking notes, following argumentation in a text, using references in order to connect text parts, etc.

By the end of the course, students should be able to demonstrate that they have acquired strategies and skills for giving a presentation on subject-related topics and can successfully take part in discussions related to their field of knowledge.

## **Introduction to Didactics**

This course gives an introduction to the basic theories of, and approaches to, language teaching. The course aims at giving students an overview of the historical evolution of teaching methods for foreign languages such as the grammar-translation method, the audio-lingual method or the communicative approach. Students will be familiarized with different teacher and student roles in traditional and modern foreign language classrooms. They will be enabled to distinguish between different approaches, methods and steps of language teaching and to apply their knowledge in their future career.

By the end of the course, students should be able to identify advantages and disadvantages of different approaches and should have developed awareness of suitable methods, approaches and techniques that might be useful for their professional lives as teachers of German as a Foreign Language.

## **Introduction to Second Language Acquisition**

The aim of this course is to make students familiar with key concepts in the field of Second Language Acquisition (SLA) while simultaneously promoting language learning. SLA as sub-discipline of Applied Linguistics describes and explains processes involved in the learning of any language other than the first language. Students in this course are familiarized with key terms and the most important theories in the field. They are encouraged to reflect on their language learning experience and to apply this knowledge in order to learn German more efficiently.

By the end of the course, students should be able to demonstrate that they have acquired a good knowledge of the most influential processes involved in learning a foreign language. In the long run, their knowledge of SLA processes should form their understanding of how to teach German as a Foreign Language. Based on their background knowledge of teaching methods (cf. course "Introduction to Didactics"), students should be able to identify underlying language acquisition theories that shape different teaching approaches.

## **Phonetics**

Phonetics is a sub-discipline of linguistics that analyses the sounds and production of oral speech. The aim of this course is to deepen students' knowledge of German sounds and prosody and their distinctive features. Participants will be familiarized with the International Phonetic Alphabet (IPA) in order to read, understand and reproduce standardized transcriptions of German sounds. Furthermore, students will be made familiar with prosodic elements such as accent, intonation and speech. Where suitable, reference to the English and/or Kurdish sound system and its prosodic features will be made to raise students' awareness of similarities and differences between these languages. Although this content course follows a theoretical approach, practical components such as pronunciation exercises are frequently applied to illustrate teaching points and to improve students' pronunciation.

By the end of the course, students should be able to demonstrate a solid theoretical knowledge of German phonetics and basic knowledge in teaching phonetics. In addition, students should have improved their pronunciation in a way that they can speak clearly and intelligibly even if a foreign accent is sometimes evident and occasional mispronunciations occur.

## **Selected Aspects of Linguistics**

This course is designed as a Content and Language Integrated Learning (CLIL) course. As such, it promotes both the acquisition of content knowledge about the academic field Linguistics and the development of target language competency. The course offers a more systematic overview of several sub-disciplines of linguistics and important methods and approaches in this field, including Morphology

(the structure of words, word formation), Syntax (the combination of words and phrases into sentences) and Text Linguistics (text performance in context).

By the end of the course, students should be able to demonstrate that they can master the fundamentals of linguistics and are able to apply the acquired knowledge when analyzing concrete linguistic data. They should be able to show that they are familiarized with different methodological approaches as well as with key terminology of the linguistic sub-disciplines ranging from Morphology to Text Linguistics. They should also be able to relate this knowledge to questions of language teaching contexts and the development and analysis of suitable teaching and learning materials.

## **Advanced German Cultural Studies**

This course offers both extended knowledge about relevant topics and current discourses in the German speaking countries and Europe, and the development of target language competency. Relevant cultural topics and discourses relating to time (e.g. memorial sites, 'Erinnerungsorte'), categories and conceptualizations (e.g. family, male, female), topography and space (e.g. Orient - Occident) and value (e.g. education, labor, 'Ordnung') will be analyzed, discussed and reflected. Students will become aware of the multiple layers and the implicit construction of 'reality' in texts, media and discourses. The fields of interest are set to be up-to-date and relevant to the students' needs and the course of study.

By the end of the course the students should be able to discuss and identify the four approaches of cultural studies as 'Faktischer Ansatz', 'Kommunikativer Ansatz', 'Interkultureller Ansatz' and 'Kulturwissenschaftlicher Ansatz'. A multi-perspective and diverse view on topics and discourses is presented and discussed in class.

## **Language Mediation and Vocational Communication I**

Concerned with the foreign language teacher's role as (inter-)cultural mediator in the Kurdish-German social context, but also in the European and global context, this course takes a close look at what mediation practices entail. Moreover, it considers what types of knowledge, literacy and competences are required for successful mediation. Mediation may be across two languages or just one. When it involves two languages (say, Kurdish and German), mediation is an interlinguistic activity, in either spoken or written form. Mediation can also be an intralinguistic activity, requiring the mediator to relay a message within the same language, in different words.

The practical part of the course includes activities that aim at student's ability to translate and mediate, orally and in writing. In this first course the focus, is on interlinguistic activities (between Kurdish and German) in short, simple written text types e.g. e-mail, signs, menus or notes and in informal oral texts (e.g., in social situations for friends, family, clients).

By the end of the course, students should be able to demonstrate a solid theoretical knowledge of language mediation practices. In addition, students should be able to mediate, simple oral and written texts, between Kurdish and German.

## **Internship I**

As the B.A. programme is focused on the practical work of language teachers, students are supposed to have practical experiences and complete two internships during their studies. This course consists of a theoretical part and a practical part, which is the internship itself.

The theoretical part is offered before the internship and prepares students for the work to be done during the internship. It contains the basics of class and teaching observations, planning lessons, conducting lessons using different teaching materials, and evaluating lessons.

In the practical part, students will be doing an internship in institutions offering German language courses (e.g. universities, cultural centers, private institutes, schools). They will conduct class observations (supported by experts). As part of the observation process, students reflect their own knowledge about teaching a foreign language and analyze the classes and lectures observed. Through classroom observations, students will have acquired the competency to evaluate and reflect on real teaching situations by the end of this course.

## **Core Curriculum**

- English Language 3