

# Fourth year – Department of German Language

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## **German 4: Academic Reading and Writing**

This course builds on students' knowledge and competences acquired in the corresponding 3<sup>rd</sup> year course and is also a supplement to the *colloquium*. The aim of this course is to consolidate and refine their reading and writing skills in order to prepare them for autonomous research work (B.A. thesis). This includes the teaching of effective literature research and reading strategies as well as exercises with speech acts relevant for academic writing such as the summary and evaluation of research literature. By writing an annotated bibliography on publications of their research field and a synopsis of their graduation research project, students further develop their academic skills while gaining expertise in the research field relevant for their B.A. thesis.

By the end of this course, students should be able to demonstrate that they have gained an insight into key features of written academic German, be familiar with study related academic text types such as excerpts, summaries and term papers, cope with basic academic routines (e.g. summarizing and evaluating scientific literature pertinent to their field and language level) and master basic academic techniques such as researching scientific literature and citing sources. Furthermore students will be able to show that they can read critically as well as concisely summarize and evaluate research literature in writing, which will help them to construct a scholarly argument corresponding to the final B.A. thesis

## **German 4: Scientific Discussion and Presentation**

This course follows the concept of "German 4: Academic Reading and Writing". Taking an integrated approach, academic German, and in particular the different types of academic texts and discourses as well as the relevant conventions and forms of academic debate are taught and practiced in the context of students' scientific projects such as term papers and the B.A. thesis. Students refine their presentation skills by presenting aspects of research topics with which they are engaging in their 4<sup>th</sup> year of study, e.g. by using the form of poster presentations. Discussing these projects within the classroom will help students to refine their projects and will foster their academic discussion skills at the same time. Linguistic features of spoken academic German will be analyzed and practiced accordingly.

By the end of the course, students will be able to present a research topic, respond to feedback and discuss other research projects at an appropriate language level.

## **Testing, Evaluation, Textbook Analysis**

This course combines the fields of testing, evaluation and textbook analysis. Having already gained theoretical knowledge about different teaching methods and approaches, students will now learn to plan, design and implement a syllabus for German as a Foreign Language as well as to analyze and understand the approaches of different textbooks for the German language available on the market. Students will be familiarized with different approaches and ways of developing a curriculum (context

analysis, needs analysis etc.) and practice steps leading to a successful curriculum implementation. Furthermore the course focuses on the important assessment criteria and possibilities in language teaching. Different theoretical aims of examining, evaluating and testing as well as officially recognized tests for the German language and the current test formats will be presented and reflected. The daily possibilities and needs of assessments and corrections in German language classes on different levels will also be discussed.

By the end of the course, students should be able to detect areas of improvement in existing curricula. With regard to textbook analysis, they will be able to understand the concepts of the teaching material offered and will have gained competence in the analysis of textbooks according to theoretical criteria. They will be familiar with various test formats and different approaches of correcting and evaluating language tests. The course "Testing, Evaluation, Textbook Analysis" is related to the Internship II "Teaching Training".

### **Text Linguistics and Pragmatics**

This course deals with grammatical, lexical, collocational and stylistic feature of German as they occur in specific texts or spoken discourse and in different genres. Furthermore, functional approaches to linguistics are introduced which serve as the basis for a pedagogical grammar of German.

By the end of the course, the students should be able to show that they have acquired well founded competencies both in text linguistics and pragmatics and be able to identify and explain the specific role of selected grammatical and lexical features and expressions in various text types and types of spoken discourse. Students should also be able to show that they are familiar with grammatical approaches that focus on the learner perspective when describing linguistic structures and processes.

### **Didactics of German Cultural Studies**

This course consists of a theoretical and a practical part. In the theoretical part, students are familiarized with the research field 'Landeskunde / Kulturstudien' of German as a Foreign Language and become familiar with basic concepts, didactical approaches and ongoing debates in the respective field of study. In this context, students are also familiarized with important terminology such as 'Kultur' ('culture'), 'Landeskunde' ('Cultural Studies'), 'kulturelle Deutungsmuster' ('cultural patterns of interpretation').

In the practical part, students switch their perspective and reflect on the teaching of German Culture. They apply the knowledge gained (in year 1-3 and in the theoretical part of the course) and learn how to use it in educational contexts. Students analyze teaching materials in textbooks and, based on authentic texts, develop their own materials creatively in such a way that it can be used for different target groups (cf. course "Curriculum Development and Textbook Analysis").

### **Language Mediation and Vocational Communication II**

This course builds on students' knowledge and competences acquired in the corresponding 3<sup>rd</sup> year course *Language Mediation and Vocational Communication I*. The aim of this course is to consolidate

and refine the theoretical and practical knowledge about language mediation in vocational communication. It also provides illustrative examples of communicative activities, appropriate for the development and assessment of mediation practices.

The practical part of the course includes activities that aim at student's ability to mediate, orally and in writing. The interlinguistic activities (between Kurdish and German) in this course include more complex text types such as conferences, meetings, speeches, guided tours (oral mediation) and scientific or literary texts (written mediation). Furthermore, the focus is on intralinguistic activities (within the same language/German or Kurdish), like discovering and summarizing key statements and paraphrasing texts.

By the end of the course, students should be able to demonstrate an advanced theoretical knowledge of language mediation practices. In addition, students are enabled to mediate complex oral as well as written texts, between Kurdish and German, and within the same language. The course "Language Mediation and Vocational Communication II" is related to the Internship II "Vocational Training".

## **Graduation research**

### **B.A. thesis and Colloquium**

The Graduation project is not a course in the usual sense; rather, it is a project for which the students will adopt agency, ownership and responsibility, all under the supervision of suitable lecturers. Students will work individually on a scholarly project related to a topic they have chosen and which has been approved by their supervisors.

The B.A. thesis gives students the opportunity to show their ability to work autonomously on a subject-specific problem using scholarly methods within a limited period of time and to write a coherent piece of academic texts according to well established academic standards. The thesis is to be supervised by a professor or another person authorized by the Department of German Language/SUH. It is to be written during the course of study in the seventh and eighth semesters. The topic of the B.A. thesis will be approved by the Examination Board at the beginning of the fourth year. The thesis will typically have a length of 25-35 pages using standard formatting and word processors. The thesis must be completed within the fourth year of study by a deadline determined by SUH. The thesis must be written in German. A maximum time span of 6 months will be allowed for writing the thesis.

An important component of the graduation project is the attendance of the Colloquium, which offers students the opportunity to discuss and develop research methodology, present their work plans, hypotheses and initial findings, and support them with the writing process. The students will also have to give mock oral presentations on their project work in front of the supervising committee. The presentations will be assessed by evaluating the research project as a whole. Although the presentation will be graded, the feedback given to the students by the commission and by other students and lecturers is intended to help make improvements and reflect critically but constructively on the further course of the BA thesis.

## **Internship II**

As the B.A. programme is focused on the practical work of language teachers as well as language mediators the 2<sup>nd</sup> internship is offered as a compulsory elective subject. Due to their concrete career aspiration students either select a teaching training or a vocational training.

- **Internship II: Teaching Training**

This course consists of a theoretical part and a practical part, which is the internship itself. The "Internship II: Teaching Training" can thus be viewed as the continuation of the Internship I which is part of the 3<sup>rd</sup> study year.

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

In the practical part, students will again be doing an internship in institutions offering German language courses (e.g. universities, cultural centers, private institutes, schools). In a first step, students will conduct class observations; in a second step, they will conduct classes on their own (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. Their first teaching experiences must be under the instruction of the respective lecturer in the class concerned. Through classroom observations, students will have acquired the competency to evaluate and reflect on real teaching situations as well as to conduct own language classes by the end of this course.

- **Internship II: Vocational Training**

As the B.A. programme is focused on the practical work of translators and language mediators, students are supposed to have practical experiences in that field as well. This course consists of a theoretical part and a practical part, which is the internship itself.

The theoretical part is offered before the vocational internship and prepares students for the work as a language mediator in different fields. Considering the various professional fields of language mediation and the related tasks students can only be prepared generally, i.e. students are preparing a professional job application and they are learning how to cope with office routine, working methods and procedures within a German (international) organization.

In the practical part, students will be doing an internship in German institutions based in Kurdistan (e.g. DAAD, THW, Malteser International, administration of German School and Kindergarten, German Army). The individual responsibilities and tasks of the students are clearly evident from the statements of the partner institutions. Students should be part of the daily work (supported by experts). By the end of this course they should be able to present a product (e.g. letter, presentation, flyer, poster, chart) created by their own.

## **Core Curriculum**

- English Language 4