

## Workshop 1: “Early foreign language instruction“

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Early foreign language learning has now been an integral part of the German primary school curriculum for about half a decade. In some respects, it thus seems to have established itself as just another 'normal' part of life at the primary school. However, quite a few of its finer details are still very much under review and/or subject to ongoing change, e.g.:

- **Early foreign language instruction seems to start ever earlier.** After it has been brought forward to year 3, some states are now considering an early start in year 1, and some even have already changed their regulations in this respect. In addition, there is an ever increasing number of institutions which offer pre-school foreign language education.
- The development of **language awareness** receives more and more attention. The same is true for phonological awareness in order to exploit the learners' sensitivity for language-specific sound patterns and improve their pronunciation. And grammatical awareness likewise increasingly takes the limelight, not least in order to provide a sensible addition to the use of prefabricated chunks.
- More and more experts agree on the need to include **written forms** of the foreign language into early foreign language teaching right from the start, as extensive introductory phases that solely rely on the oral use of the new language seem to pave the way for negative orthographic transfer and a loss of motivation on the learners' part.

These developments create enormous new challenges both for foreign language research and for universities and providers of teacher training. How can new languages be taught to very young learners? Which competences can - and should - have been attained at the end of primary school? What should the transition from primary school to secondary school look like?

The aim of this workshop is to provide a platform for the presentation and discussion of topical empirical research in the areas listed above. However, abstracts dealing with other issues in the field are also very welcome.

Please send your abstracts until 15 March 2009 to – at least – one of the e-mail addresses cited at the top of this page.

## Workshop 2: “Video in Teacher Education”

Friederike Klippel, München ([klippel@lmu.de](mailto:klippel@lmu.de))

Rita Kupetz, Hannover ([rita.kupetz@engsem.uni-hannover.de](mailto:rita.kupetz@engsem.uni-hannover.de))

The symposium on “Video in Teacher Education” focuses on the use of videos in all phases

of teacher training and development. The first session takes a closer look at the case-based approach used at Leibniz University Hannover (Rita Kupetz and Birgit Ziegenmeyer). There, classroom videos are used as anchors in a variety of offline and online learning scenarios in English teacher education. A second paper by Ute Massler (PH Weingarten) introduces V-share and outlines the potential of this programme for reflection and learning through analysing classroom videos in virtual and face-to-face groups of student teachers.

The second session looks at the uses of video in continuing in-service teacher education. Jörg Siebold (Rostock University) reports on professional development through the videos developed in the MELT project. The last contribution comes from LMU München where Sarah Catherine Clemitshaw and Manuela Wipperfurth are engaged in projects dealing with video-based professional development in networks comprising experts and novices (Wipperfurth) and focusing on fostering teacher language competence (Clemitshaw).

Please send your abstracts to one of the e-mail addresses noted above.

### **Workshop 3: "Teaching Methodology of Spanish"**

Lutz Küster, Berlin ([lutz.kuester@romanistik.hu-berlin.de](mailto:lutz.kuester@romanistik.hu-berlin.de))

Barbara Hinger, Innsbruck ([Barbara.Hinger@uibk.ac.at](mailto:Barbara.Hinger@uibk.ac.at))

The primary objective of this study group is to define the specific didactic and methodological profile of Spanish in school curricula in its interrelations with the following areas:

- Educational policy: The perspectives of Spanish in the face of recent frameworks (Common European Framework of Reference, Focus on competencies, National Standards for Language in Germany, „Bildungsstandards“)
- Plurilingualism: Learning and teaching Spanish with regard to the development of intercomprehension and multiliteracies
- World of media: Learning and teaching Spanish with traditional and digital media (literature, films, Internet, ...)
- Cultural studies: Cultural and Area studies in their influence on Spanish language education (concept of transcultural learning)
- Methodology: Learning and teaching of Spanish through the task-based-approach and the cooperative approach

We invite all colleagues interested in these topics to join the study group. Those who wish to submit a paper are kindly asked to send an abstract of no more than 200 words, stating a title and specifications of the content (research design etc.), until 15th March 2009 to both of us. Each slot will be divided in 20 minutes for presentation and 10 minutes for discussion.

### **Workshop 4: "Exchange Research"**

Organizers: Susanne Ehrenreich (LMU München) and Claire O'Reilly (University College Cork)

There is a long tradition of crossing boundaries in the form of student exchange. For more than a century, the motivation for such exchanges has remained largely unchanged: improving language skills, getting to know a country and its people, gaining personal experience being foremost. Migration-related sojourns, on the other hand, reveal quite a

different background – both voluntary migration (as, for example, the desire for a better standard of living) and involuntary migration (reasons, herefore, being often in the form of war, political oppression etc.) are associated with quite different expectations and challenges in the qualitative experience. New in both cases, is however, the altered framework for mobility in our day. In an era of globalisation, once far-off places are brought into closer proximity with modern forms of media communication bridging geographical distance. To what extent and under what pre-conditions can individual and collective language, cultural, personal and social goals and desires be realised? What processes of transformation are triggered? Questions such as these are central to international exchange and mobility-research which has established itself, in recent times, ever more as a field of enquiry in its own right, and as an interdisciplinary branch of study. In this panel current research and practice will be introduced and discussed.

Of particular interest are the following themes:

Exploration of Termini:

- Conceptual analysis: Exchange / Mobility as concepts in various Humanities' and Social Sciences' fields and in international comparison

Linguacultural Experience and Education Processes:

- Which forms of preparation, ongoing support and follow-up are there?
- How are different / multiple experiences worked through?
- What form does the interplay between different languages: mother tongue, target language, English (as a lingua franca) take?
- What form does the interplay between the cultures take? Who interacts with whom, what is learnt through these interactions? Are there intercultural deficits?
- Are the experiences gained via such exchanges altered by the presence of medial closeness to one's home?
- What remains? What effects have student exchanges and / or migratory stays in the short- and long-term?

These questions will be discussed in relation to the old and new host countries, taking into consideration different forms of mobility, the actors involved and the opportunities presented by different research methodologies. The aim of this panel is to illustrate exemplary exchange situations today, to learn from best practice, to pinpoint need for action, to outline suggestions for solutions and to initiate possible collaborations.

We are inviting submissions of proposals for individual or joint presentations (10-15 mins). For each submission, please provide a title and an abstract (150 words). Proposals should be sent by email until 30 April 2009 to [ehrenreich@lmu.de](mailto:ehrenreich@lmu.de) or [claire.oreilly@ucc.ie](mailto:claire.oreilly@ucc.ie).

### **Workshop 5: "From preschool to primary school: language problems of migrant children in Germany"**

workshop organization: Ernst Apeltauer, Flensburg ([apeltauer@uni-flensburg.de](mailto:apeltauer@uni-flensburg.de))  
Martina Rost-Roth, Augsburg ([rost-roth@phil.uni-augsburg.de](mailto:rost-roth@phil.uni-augsburg.de))

International Studies have shown that many migrant children in Germany have difficulties during their school time. Teachers are often not trained for German as a second language and the mother tongue of most of the children is completely ignored. Consequences are

insecurity and/or low self esteem of the migrant pupils, often combined with an inferiority complex and low motivation to learn the second language.

In most of the “old Länder” (cf. Bavaria, Hesse etc.) new preschool courses have been established, to help these children overcome language difficulties through early language training. But only few courses have been evaluated. So at present we don't know too much about effects of these courses. Are they really helpful or just a sign of good will?

We need more knowledge about learning problems of these children and their coping strategies. A lot of research work has been done on older second language learners. But what about three or four year olds, starting with a second language? Are there developmental stages beside the syntactic sequences and if so: Which sequences can be described? Which phenomena are learned in a developmental order, and which show a broad, individual variability? What can we do to help these children to develop their second language? Are there forms of transmission which help to develop the second language more quickly?

The first aim in this workshop is knowledge generation. So we are interested in research work (especially outcomes) on

- vocabulary and concept development
- development in phonology, morphology and syntax (if possible: comparing first and second language development)
- development of narrative competence (in both languages)
- development of text competence (especially cohesion)

Workshop time: 1<sup>st</sup> and 2<sup>nd</sup> October 2009, 16.30 – 18.00

On Thursday there will be three presentations (each 20 minutes, 10 minutes discussion), on Friday we will summarize the new information and describe perspectives and desiderata for a publication.

Abstracts should be sent by email to [apeltaue@uni-flensburg.de](mailto:apeltaue@uni-flensburg.de)

## **Workshop 6: “Encounter with languages in elementary education: Perspectives for the 21 century”**

Chair: Prof. Dr. Daniela Elsner (Vechta) and Prof. Dr. Jörg-U. Keßler (Ludwigsburg)

Early foreign language learning in Europe has immensely increased within the last decade. According to the Eurydice report, more than half of all European primary school pupils learn at least one foreign language at school.

Looking at research data on early foreign language learning from 30 European countries suggests that English is the most widespread foreign language to be learnt in primary schools – very often as a compulsory subject starting in first grade. In Spain and in the German-speaking parts of Belgium, children start their foreign language instruction already in kindergarten. Within the German educational context the debate about the optimal age to start institutionalised foreign learning is still ongoing. Most of the 16 federal states start their foreign language instruction in grade 3. In Northrhine-Westfalia, Baden-Wurtemberg and Rhineland-Palatinate, however, pupils are taught in a foreign language (mostly English) as early as the first grade.

Furthermore, there is an increasing success rate of private companies offering foreign language classes (e.g., *Early English* or *Français pour les enfants*) for children beginning at the age of 2, but charging a fee for that. This shows that parents often demand and opt for first institutionalised encounters with foreign languages at elementary level. Private tuition lessons may yet be socially unbalanced as not all parents can afford these classes for their children (cf. Helfrich 2008). Thus a fairer alternative might be a compulsory early start programme for all kindergarten children. Such an early start programme for all children at elementary level would contribute to a more balanced approach to instructed foreign language learning across levels of institutionalised education. It could also be integrated in a national scheme for high quality elementary education (cf. Tietze/Vernickel 2007). Any approach to foreign language learning at elementary level must provide special care for children from migrant families who might need more support in learning the majority language before starting another foreign language (cf. Özdemir 2006).

Before specifying any conditions for an early encounter with foreign languages at elementary level, several issues need to be resolved:

- Which languages (minority and/or modern languages) ought to be integrated in any early start programme at elementary level?
- What would the advantages and disadvantages of any such programme be from both pedagogical and acquisitional perspectives?
- What would be the goals of foreign language learning at kindergarten and how could they be achieved?
- What would be the consequences of an integration of foreign language learning from kindergarten for the training of educators and kindergarten nurses?
- What would be the consequences of this integration for possible language curricula from elementary to secondary (or even tertiary) education?
- What can we learn from best practice examples within or outside Europe?

Papers and/or posters that deal with any of those questions are invited to be presented at our workshop. This invitation applies both for work-in-progress contributions as well as unpublished research papers. The aim of our workshop is two-fold: On the one hand we would like to document the state of the art of foreign language learning from elementary level. On the other hand the workshop wants to contribute to the development of sustainable perspectives for early foreign language learning as a continuum from elementary to tertiary education.

Please send your abstracts (about 300 words) until 30 April 2009 to:

Prof. Dr. Daniela Elsner  
University of Vechta  
[daniela.elsner@uni-vechta.de](mailto:daniela.elsner@uni-vechta.de)

Prof. Dr. Jörg-U. Keßler  
Ludwigsburg University of Education  
[kessler@ph-ludwigsburg.de](mailto:kessler@ph-ludwigsburg.de)

### **Workshop 7: “Children's and Young Adult Literature in the foreign language class”**

Janice Bland, Hildesheim ([janice.bland@uni-hildesheim.de](mailto:janice.bland@uni-hildesheim.de))

Liesel Hermes, Karlsruhe ([hermesl@web.de](mailto:hermesl@web.de))

Christiane Lütge, Hildesheim ([luetge@uni-hildesheim.de](mailto:luetge@uni-hildesheim.de))

Children's Literature and Young Adult Literature have been undergoing a Renaissance for some years. Under the auspices of the reader-response approach, those texts are pre-eminent in the foreign language school class in which the protagonists are closer to the readers in age, and in which the themes and problems of the text world can be understood in relation to the readers' own world. There are compelling calls for more emphasis on reading motivation and for new and varied approaches to literacy. As multicultural children's and young adult literature take up their place in the canon of literary texts for schools, increasing impulses can be observed relating literature and intercultural learning.

Wide though the field of *Young Adult Literature* is, the realm of *Children's Literature* is even less clearly defined. This gives rise to questions within foreign language didactics, which shall be the subject of discussion in this workshop. We invite you to join us in examining aspects of content and methodology such as:

- children's literature, young adult literature and intercultural learning
- children's literature and young adult literature as *literature*?
- children's literature and young adult literature as a bridge to reading beyond school
- choice of texts, development of tasks and practical aspects (school libraries and class libraries)
- gender considerations, the different attitude of different readers, and the inferences which follow with regard to the canon of literary texts for schools
- the discussion encompassing original children's literature and *graded readers*
- picture books and *visual literacy*

Please register contributions to this workshop by 15.03.09 addressed to one of the above email contacts.

### **Workshop 8: "The multilingual classroom"**

Kathrin Plautz, TU Darmstadt ([kplautz@spz.tu-darmstadt.de](mailto:kplautz@spz.tu-darmstadt.de))

Jörg Siebold, Universität Rostock ([joerg.siebold@uni-rostock.de](mailto:joerg.siebold@uni-rostock.de))

The linguistic and cultural heterogeneity of German society is also reflected in German school classrooms, where often nearly 30 per cent of pupils do not speak German as L1. About 100 different languages are spoken in German schools. This multilingual situation results in a far reaching individual and social potential – a huge challenge for teachers, educators and politicians.

The aim of our workshop is to present and discuss various aspects of the complexity and diversity in multilingual education in German and other European class rooms. The focus of discussion will be the role of multilingualism, in

- all school subjects
- CLIL
- foreign language learning.

We propose the following four fields of interest:

#### **1. Learners and second or foreign language learning**

How do learners acquire a second, third or further language in formal school contexts? What experiences from natural second language acquisition can be transferred to formal learning situations? Which learning conditions and needs do children with German as L2 (or L3) have

in contrast with German as L1 with regard to learning in subjects taught in German, but especially in foreign language or CLIL lessons?

## **2. Teaching and learning – didactic perspectives on the facilitation of multilingualism**

Are there special classroom situations and conditions created by bi- or multilingual learners, and if so, which? How can previous second or foreign language learning experiences and strategies be used in the foreign language classroom to facilitate the learning process? Which didactic and methodological conditions of foreign language teaching, including those of the curriculum subject, can play an effective role? How can learning an L3 (or L4) benefit from the existing potential for competences in other foreign languages? Should a common curriculum for all languages be developed, one that incorporates a multilingual FL methodology? How can we define the role of a bi- or even trilingual learner within the framework of a common curriculum?

## **3. Educational policy in Germany**

What are the implications of current linguistic, applied linguistic and other theories for language and educational policies? How can home languages other than German be integrated in school curricula? Which new theoretical and practical implications exist for pre-service and in-service teacher training with a view to multilingual classrooms?

## **4. The European perspective**

The workshop will also focus on the expertise which other European countries have to offer with regard to the increasing number of migrants who need to learn the host or community language. What are these countries doing to put the European Commission's objective call for "widening the scope of multilingualism to social cohesion and prosperity" into practise?

Please send your abstracts until 30 April 2009 to one of the E-mail addresses noted above.

## **Workshop 9: "Drama in Education and Foreign Language Teaching and Learning"**

Carola Surkamp, Göttingen ([carola.surkamp@phil.uni-goettingen.de](mailto:carola.surkamp@phil.uni-goettingen.de))

Almut Küppers, Frankfurt ([A.Kueppers@em.uni-frankfurt.de](mailto:A.Kueppers@em.uni-frankfurt.de))

While the focus of foreign language education has been directed mainly towards topics concerning standardized testing, methods of evaluation, competencies, the use of media, multilingualism, and the so-called "transition phase" from primary to secondary education, a further field has emerged within the last decade and a half: "Drama in education" or "Applied drama / theater". After the initial publication of the online magazine *SCENARIO (Journal for Drama and Theater in Foreign Language Education)*, this new field is now being established. The advantages of drama in education in the foreign language classroom are manifold. Not only is there an enormous potential for intercultural learning and transcultural education, in particular with a view to literature-based work. Drama in education methods can also be used to promote communicative competencies in general, to enhance bilingual learning, and / or to prepare pupils for stays abroad.

In this workshop, we would like to discuss the multifaceted potential of Drama in education methods in the foreign language classroom. The first afternoon will be dedicated to theoretical input. One of the leading advocates of drama pedagogy in foreign language teaching (Manfred Schewe, Cork) has been requested to deliver a keynote introduction. Classroom practice will be in the focus of attention during our second afternoon when we will offer a forum in which empirical studies and/or drama-pedagogic projects that have emerged from school practice are presented and discussed.

If you are interested in contributing to this workshop, please submit a half-page abstract to the committee by March 15, 2009. Please state in the abstract if your contribution will be of a more theoretical nature or if you will be reporting on a project that has already been put into practice. In case of the latter, please include visual material if possible, such as video sequences of drama work in the FL class.

Please send your abstracts to one of the E-mail addresses noted above.

### **Workshop 10: “Research for and with Students of Applied Linguistics“**

Nicole Marx, Westfälische Wilhelms-Universität Münster ([n.marx@uni-muenster.de](mailto:n.marx@uni-muenster.de))

Ruth Albert, Philipps-Universität Marburg ([albert@mail.uni-marburg.de](mailto:albert@mail.uni-marburg.de))

Young students, young researchers? A common component of many SLA and Applied Linguistics M.A. programmes involves student research projects in Applied Linguistics. In these modules, students develop research questions, consider methodology, carry out small projects, and report on their results. The requirements thus involve far more than the literature excerpt for a typical course paper, and have numerous benefits both for students (reflexion on concrete language learning processes, development of critical thinking, evaluation of SLA research, early inclusion into a community of practice etc.) as well as for the SLA research community (such as further possibilities for reproduction studies which, due to their nature, cannot be carried out by, for example, dissertation projects).

Due to ever-increasing numbers of students in Applied Linguistics, such project modules are becoming more common. However, a consensus on the content and goals of these modules has not yet been reached. Questions such as the following must be considered:

- Which SLA background should students have before they carry out research projects?
- Should such projects be initiated only after a course on critical review of research literature?
- Which knowledge about research processes and modalities do students need?
- Considering students' lack of experience with research methodology, should such projects be restricted to replication studies?
- Which scientific conventions must be upheld?
- How much information on statistical methods should be included?
- At which point can students be “trusted” with research projects?

In the workshop, we will discuss these basic questions as well as experiences with research seminars, and aim to develop a position paper with recommendations for such research modules.

Please send your abstracts to one of the E-mail addresses noted above.

### **Workshop 12: “Young foreign language research”**

This workshop aims to give junior academics a platform to present and discuss their

research projects. While the junior research conference on Wednesday will offer talks and workshops as well as presentations which will be structured thematically, the focus of the AG 12 will be on the methodological aspects of presented projects (6 presentations / 20 + 10 min. discussion each).

In order to foster and contribute to the discussion of innovative research designs, we especially encourage the participation of those young researchers who follow unconventional research strategies or who are engaged in ground-breaking work in new subject areas.

The workshop will be structured according to the specific themes dealt with in the projects that are submitted. Experts in the relevant fields of research shall be asked to chair the two AG sessions.

Please send your abstracts to:  
[DGFF\\_Nachwuchs\\_2009@uni-leipzig.de](mailto:DGFF_Nachwuchs_2009@uni-leipzig.de)