

**ENGLISCHE ABSTRACTS****THEMATISCHER TEIL*****Sprach- und kulturbezogene Lernziele***

**HANA BERGEROVÁ/LUCIE HARAGOVÁ: Reflections on the use of texts from children and youth magazines in school lessons of German as a Foreign Language (DaF). A case study on the “wanted poster” type of text**

The article addresses the potential and limits of the use of texts from children and youth magazines in German lessons, based on an analysis of the “wanted poster” format. The case study builds on the results of a student research project in which this particular format was first described from the perspective of a multidimensional text type analysis. Subsequently, selected “wanted” profiles were didactically processed and evaluated at Czech schools. The article reports on the findings and experience gained in the process.

**Keywords:** children and youth magazines, wanted poster, German as a Foreign Language (DaF)

**VJOSA HAMITI/BLERTË ISMAJLI: Acquisition of epistemic modality in German as a Foreign Language (DaF) classes?**

This article examines the acquisition of the complex domain of epistemic modality in German as a Foreign Language (DaF) classes. The epistemic reading of the modal verbs is probed through a qualitative research with a group of German language students in Kosovo. The non-epistemic modality of the modal verbs has not been taken into consideration here since it does not pose a major challenge in foreign language learning. The research targeted two groups of students who acquired German in different modes: in formal/institutional foreign language teaching (schools, language courses) in Kosovo, in less formal ways (while growing up in Germany) in pre-schools and elementary schools, and, through media (mostly German-language TV broadcasting) in Kosovo. The study enquires, first, into the extent to which modal verbs in epistemic modality have been acquired by these two groups of students; and second, whether the morphological limitations of the modal verbs acquired in the DaF classes facilitate their use in epistemic modality.

**Key words:** epistemic modality, modal verbs, DaF, GER, acquisition

**VĚRA JANÍKOVÁ: Approaching German as a foreign language through Cultural Theory. The potential use of the concept of Linguistic Landscapes**

In recent years, German as a foreign language (DaF) has been intensively debated with regard to certain deficits in cultural mediation, with the aim of (re-)integrating cultural content in teaching DaF. This article discusses the reasons for the unsatisfactory state of affairs, and points out the important role of Cultural Theory in teaching, and the potential use of the concept of Linguistic Landscapes (as developed in Cultural Studies) to open up new perspectives for DaF teaching by accentuating the close connection between language and culture. In the second part of the paper the didactic potential of this concept is clarified by introducing several suggestions for lessons.

**Key words:** German as a foreign language, cultural mediation, Linguistic Landscapes, teaching methods

*Mediale Innovationen*

**DANA BEDNÁŘOVÁ/LENKA KALOUSKOVÁ: Promotion of foreign-language skills in tertiary education in the digital era**

This article deals with current aspects of teaching foreign languages in tertiary education for specific purposes, with reference to new digital technologies, which bring completely new dimensions into the output of foreign-language learning at universities. This paper theoretically and methodologically analyses an effective use of digital media-based teaching and learning methods in acquiring languages for specific purposes, both in classroom and in self-learning. Furthermore, we focus on how digital media can support and develop individual foreign language competences and skills. Finally, a concrete media-supported learning scenario is presented as an illustrative example of the so-called hybrid learning concept.

**Key words:** M-learning, tertiary education, foreign language for specific purposes, hybrid learning concept

**MARÍA JOSÉ DOMÍNGUEZ/MARÍA TERESA SANMARCO/MIGUEL ANXO SOLLA/CARLOS VALCÁRCEL: The application of innovative online tools in foreign language teaching: multilingual automatic generators of noun combinations**

This paper presents the innovative prototypes *MultiGenera* and *MultiComb* which offer syntactic and semantic valency information on the nominal phrase

as well as on its sentence frame. Both prototypes are based on the multilingual dictionary PORTLEX. After describing their main characteristics, methodological design and development stages, some key didactic applications regarding their uses will be provided.

**Key words:** valency dictionary, argument patterns, automatic language generation, WordNet, learner lexicography

**IVICA KOLEČÁNI LENČOVÁ: *Visual Literacy and new media in teaching German as a foreign language***

In our everyday life we are in constant contact with multimedia and visual media. All these affect our communicative actions within a cultural sphere and its sign systems and conventions. Therefore, the visual culture should also be explored more intensively in education, in order to find its way into educational standards. Visual Literacy deals with the objects, processes and strategies that are displayed via visual media and their integration into educational processes. This article deals specifically with the Visual Literacy in German-as-foreign-language classes. The author defends the argument that in language acquisition, images should not only be used as a support for a better understanding (purely instrumentally) because their potential cannot be fully used. A solution for most adequate use of visual media, based on the interdisciplinary nature of the visual competence, lies in closer interdisciplinary cooperation, as well as in the systematic connection with new media in a discourse on visual literacy. In the study, the theoretical research is supported by practical examples.

**Key words:** visual communication – new media – Visual Literacy – foreign language teaching – examples from teaching practice

**MICHAELA KOVÁČOVÁ/VERONIKA JURKOVÁ: *Spielfilm als Lernmittel im DaF-Unterricht? Motion pictures as a learning resource in German as a foreign language***

Films provide an attractive medium for learners, with a great potential for lingual, intercultural, film-aesthetical and media learning. Exact criteria and various methods for the productive use of film have been developed for the didactics of language education. However, in foreign-language education, films are used relatively sparsely, and their use has only been rarely evaluated. This paper presents the evaluation of a school film-project on two PASCH schools and two German bilingual high schools in Slovakia, and also provides a theoretical account on film didactics: we measured the project's effects in enhancing

vocabulary, and developing culture-specific knowledge and film-competency. In addition, we carried out interviews about the subjective learning experience with every group of students. The test results indicate positive effects that have been complemented by qualitative data.

**Key words:** GFL-Didactics, Film-Didactics, Film, Evaluation

### *Rahmenpläne und Lehrwerkanalyse*

#### **SAŠA JAZBEC/BRIGITA KACJAN: The Common European Framework of Reference for Languages – gaps and challenges**

The Common European Framework of Reference for Languages (CEFR) (Council of Europe 2001) is an important document that has greatly influenced foreign-language learning and foreign-language didactics since it was published in 2001. Since its inception, discussion of its impact has ranged from radical rejection to a cautiously positive assessment of its outcomes. After almost two decades, we discuss it here from the perspective of foreign-language didactics. We will consider the theoretical considerations from a new perspective and illustrate them with excerpts from interviews with teachers experienced in teaching German as a foreign language both before and after the implementation of CEFR. Finally, those aspects of the CEFR requiring modification of this otherwise important document for foreign-language learning are highlighted, some of which have been revised, at least partly, in the CEFR/CV (Council of Europe 2018).

**Key words:** CEFR (Common European Framework of Reference for Languages), scaling of foreign language skills, descriptors, gap

#### **JOANNA SZCZEK: Grammar competence in the field of German as a Foreign Language under the microscope. A critical review in the light of program requirements in the core curricula and educational programs on German philology**

Quo vadis German Studies in the 21st century? This question has been increasingly asked in relation to German philology. Problems on this topic concern not only changes in the core curricula in primary and secondary schools in Poland, but also the decreasing level of German language skills and numbers of students. This entails specific changes in educational programs in German Studies. These programs often do not respond to the needs of changing reality, which is also why cursory adjustments are made in education programs. We

diagnose this situation and try to explain this state of affairs. The background of the discussion are the core curricula of Polish secondary and post-secondary schools for all stages of education, as well as educational programs in German philology, subject to an analysis of how grammatical competence is shaped. The aim is to analyze the development of grammatical competence at all educational stages in the light of the given requirements.

**Key words:** grammar competence, core curricula, education programs, German philology

**MICHAELA VOLTROVÁ: Selected textbooks for German as a foreign language (DaF) from the perspective of speech act theory**

This paper deals with selected aspects of current DaF textbooks in between linguistics and didactics in two ways. First, we ask how to verify the pragmatic elements of communication in a foreign language textbook. Second, we look at a study dealing with speech acts in DaF textbooks. In this sense, we examine a methodological-theoretical question related to speech act theory, and also discuss an analysis of selected textbooks. The subject of this analysis is macro-speech act instruction and speech acts in conversations in DaF textbooks. The results show that the spectrum of speech acts is quite complex, even if, for the development of pragmatic competence in German learners, a more extensive variety of speech acts would be desirable.

**Keywords:** speech act, speech act theory, pragmatics, textbooks, German as a foreign language

**MISCELLANEA AUSTENSIA**

**GEORG SCHUPPENER: Lexis and discourses of right-wing populist election advertising –AfD posters from 2016 to 2018**

This article is dedicated to the polito-linguistic analysis of the election posters for the Alternative für Deutschland (AfD). First, we examine election posters from 2016 to 2018. The posters collected here are then statistically evaluated with regard to the lexis. The discourses of threats, home and family are identified as predominant. Using several examples, we show that these discourses are closely linked in AfD election advertising. In particular, a threat to home and family is constructed there, and at the same time the issue of migration

is presented negatively as a major cause of this threat. In this way, the AfD succeeds in polarizing the voters thematically and at the same time creating a voter's need for action in terms of voting appropriately.

**Keywords:** right-wing populism, election poster, Bundestag election, regional parliament elections