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Deutschelehrer Vorstellung (DaF / DaZ)
Deutsehlernen-mit-Bewegung – Spiele-für-DaZ-Lerner
Die erste Stunde im Kurs mit Menschen A1.1 (Teil 1)
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Unterricht mit iMovie (Funktionen iMovie)
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This comprehensive, state-of-the-art reference work provides the first systematic review to date of how sociologists have studied the relationship between race/ethnicity and educational inequality over the last thirty years in eighteen different national contexts.

The Acquisition of German: Introducing Organic Grammar brings together work on the acquisition of German from over four decades of child L1 and immigrant L2 learner studies. The book` s major feature is new longitudinal data from three secondary school students who began an exchange year in Germany with no German knowledge and attained fluency. Their naturalistic acquisition process — with a succession of stages described for the first time in L2 acquisition — is highly similar to that of younger learners. This has important implications for German teaching and for the theory of Universal Grammar and acquisition. Organic Grammar, a variant of generative syntax, is offered as a practical alternative to Chomsky` s Minimalism. The analysis focuses on extensive monthly samples of the three students` German development in an input-rich environment. Similar to previous studies, the teenagers build syntactic structure from the bottom up. Two acquired correct word order by the end of the year, the third, who had greater conscious awareness of German grammar, had a divergent route of development, suggesting that language awareness can alter a natural developmental path. The results are addressed in light of recent debates in child-adult differences.

This study illuminates how the everyday activity of teachers raises profound economic, cultural, ethical, political and research issues, and provides a new and fruitful way of examining the practice of teaching. The first part of the book offers a detailed description of sensitively recorded school situations, arising from work carried out in a number of British primary schools. From the analysis of their research the authors constructed a theoretical perspective for looking at schooling in the form of sixteen` dilemmas` ; the second half of the book is concerned with this perspective, and shows how the dilemmas constitute a language for looking at everyday schooling and relating it to more general political, social and cultural issues. The book thus spans the gap in educational thinking between work with a firm empirical base and specifically theoretical studies.

WriLab2', an "On-line reading and writing laboratory for Czech, German, Italian and Slovenian as L2" intends to cover a gap in the training provisions devoted to functional writing in Czech, German, Italian and Slovenian as L2. The current volume addresses the needs of university and secondary school teachers and aims at offering them both the state of the art of current research related to important issues in the field of teaching and learning L2 writing and a practical guideline to the four language sections of the WriLab2 portal.

Inhaltsangabe:Abstract: Small and medium-sized enterprises (SMEs) are the backbone of the German economy. Against the background of continuing globalisation, they are increasingly faced with the challenge of internationalisation. This study was designed as an empirical investigation of how well SMEs in the federal state of Saxony are prepared for this task of the future, which measures they take in order to market their products and services in the global marketplace, and it tries to identify their strengths and weaknesses in this respect. The very nature of this thesis is thus a truly interdisciplinary approach, investigating marketing aspects as well as linguistic factors. The main focus was on the language small and medium-sized companies use for their international communications. English has long become the lingua franca of the globalising economy, and this study set out to investigate how well SMEs are prepared to meet the linguistic requirements imposed on them by global business. Enterprises in the new German states are widely believed to be disadvantaged with regard to their communicative competence in English, since English played only a minor role for decades, but has risen to decisive significance within the past couple of years, taking many companies and their employees by surprise, finding them not as well prepared as their colleagues in the old German states. Still, finding their way to the new export markets in Western Europe, the Americas and Asia are vital for the survival of Saxon economy, and communicative competence in English as the lingua franca of international business is the major prerequisite for achieving this objective. Corporate communicative competence involves various aspects, including the foreign language skills of the employees covering the entire range of linguistic skills from oral communication including listening and speaking, giving presentations or participating in negotiations to writing skills ranging from reading and writing of various text types, including media literacy. Apart from the personal linguistic competence of the employees, the corporate linguistic competence of the company also plays a major role for the perception of the company on its international markets. Therefore this study focused on investigating how well SMEs present themselves in their corporate literature and on the internet, which instruments from the wide-ranging selection of marketing tools they apply for communicating [...]

Variability in predispositions for language learning has attracted scholarly curiosity for over 100 years. Despite major changes in theoretical explanations and foreign/second language teaching paradigms, some patterns of associations between predispositions and learning outcomes seem timelessly robust. This book discusses evidence from a research project investigating individual differences in a wide variety of domains, ranging from language aptitude over general cognitive abilities to motivational and other affective and social constructs. The focus lies on young learners aged 10 to 12, a less frequently investigated age in aptitude research. The data stem from two samples of multilingual learners in German-speaking Switzerland. The target languages are French and English. The chapters of the book offer two complementary perspectives on the topic: On the one hand, cross-sectional investigations of the underlying structure of these individual differences and their association with the target languages are discussed. Drawing on factor analytical and multivariable analyses, the different components are scrutinized with respect to their mutual dependence and their relative impact on target language skills. The analyses also take into account contextual factors such as the learners` family background and differences across the two contexts investigated. On the other hand, the potential to predict learner` s skills in the target language over time based on the many different indicators is investigated using machine learning algorithms. The results provide new insights into the stability of the individual dispositions, on the impact of contextual variables, and on empirically robust dimensions within the array of variables tested.

This volume showcases original, agenda-setting studies in the field of learner corpus research of both spoken and written production. The studies have important applications for classroom pedagogy. The volume brings readers up-to-date with new written and spoken learner corpora, often looking at previously under-examined variables in learner corpus investigations. It also demonstrates innovative applications of learner corpus findings, addressing issues such as the effect of task, the effect of learner variables and the nature of learner language. The volume is of significant interest to researchers working in corpus linguistics, learner corpus research, second language acquisition and English for Academic and Specific Purposes, as well to practitioners interested in the application of the findings in language teaching and assessment.

The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, The Cambridge Handbook of Learner Corpus Research explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

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