**Presentation/ Workshop I (9.40-10.30)**

**Prof. Dr. Laurenz Volkmann (Jena)**

**Teaching and Testing Intercultural and Transcultural Competence:**

**Focus on “Critical Incidents”**

In this workshop I will introduce an array of "critical incidents" which can be used in class to develop intercultural competence in the frequently cited areas of knowledge, skills (competences) and attitudes. The sources for critical incidents will cover visual material, poetry, excerpts from novels and/or films and from guides to intercultural encounters. It will then be discussed whether and how competence development in intercultural learning can actually be measured.

**Presentation/ Workshop II (10.30-11.45)**

**Prof. Dr. Dr. mult. Peter Freese (Paderborn)**

**The American Dream: New Approaches to an Old Topic**

The American Dream is a favorite subject in the German advanced EFL-classroom, and all *Bundesländer* either make it a mandatory theme or suggest it as a suitable topic. Since, despite the plethora of relevant material, nobody has yet been able to provide a reliable definition of this protean concept, I will use its origins and its history to develop a working definition. I will then look at the commodification of the concept in advertising and at its critical treatment in popular music. Having discussed the major ethnic variants of the dream, I will provide an inventory of its basic ingredients, namely, the belief in social progress, in individual success, in America’s manifest destiny, in the challenge of respective frontiers, in the government of the people, by the people and for the people as the guarantor of liberty and equality, and in the melting pot or its recent mutation, the multicultural quilt, and trace these beliefs back to their European roots. Some familiarity with the American Dream as the condensation of fundamental American beliefs is a prerequisite for an intercultural understanding of the ongoing developments in an increasingly globalized world.

**Workshops 1-4 (12.30-2.00 and 2.30-4.00 )**

**(choose 2)**

**Workshop 1**

**Katrin Thomson (Augsburg)**

# "I’ve got no roots", or: What’s with all the flying? - Teaching Narratives of Searching, Belonging, and Transculturality

If someone asked you to define your cultural home, what would you say?
For many of us, this question is an easy one to answer. However, in view of phenomena such as globalization and international mobility an increasing number of children and teenagers, whose parents work, for instance, as diplomats, scholars, or for the military, find it much harder to define their cultural roots. As they often have to move from one country to another whenever their family’s situation requires it, their development of a personal or cultural identity differs significantly from what most of us have experienced in our childhood and adolescent years.

In this workshop, we will discuss a variety of texts (including e.g. short stories, pop songs, a film, a documentary) that explore the lives of protagonists – both fictional and ‘real’ ones – who have grown up in places other than their home culture. Torn between different cultures, different value systems, and often different languages as well, we find our protagonists desperately searching for their cultural identity and a sense of belonging. We will unleash the didactic potential of these texts for transcultural learning and explore methodological ways that enable EFL learners (Sek. I/II) to engage in them.

…oh, and there’ll be quite a few airplanes too. So we’ll see what that’s all about.

**Workshop 2**

**Dr. habil Stefanie Schäfer (Jena)**

**Canada: Transcultural Black Womanhood in Trey Anthony’s *Da Kink in My Hair***

This workshop explores black womanhood in North America by focusing on Canadian writer and comedian Trey Anthony’s play *Da Kink in My Hair* (2005), which was transformed into an eponymous sitcom between 2007-2010. Set in a Jamaican black hair salon in Toronto, *Da Kink* links the everyday business of beauty and gossip at the salon with black women’s confessionals when hairdresser Novelette touches her customer’s hair. Different women get their say, and their voices express the many experiences of black women in Canada. First and second generation immigrants talk about their roles as mothers and daughters, working women and caregivers, as well as about sexual and gender norms for men and women.

The workshop locates black feminism between US-American Black Nationalist Movements, the system of slavery and postcolonial discourses to develop transcultural readings of black womanhood. The first part explores contemporary Black Canadian women’s writing and Black Canadian feminisms and then focuses on the (beauty) politics of black hair, which represents a key component in Anthony’s play. During the workshop period, we will discuss snippets from the play and scenes from the sitcom to develop teachings units and methodologies for the EFL classroom

**Workshop 3**

**Charlott Falkenhagen (Jena)**

**Kiwiana and Co - teaching New Zealand in the EFL Classroom**

This workshop will give you the opportunity to answer the key question: What aspects contribute to the culture of a country and how can we teach that in class? Language and culture are complex concepts that differ substantially from country to country. But what makes up the culture of a country and how can we teach (trans)-culturally? By analysing various media such as advertisements, images and non-fiction text you will investigate and discover the cultural dimensions, the language and the social aspects of New Zealand culture and people. All this is demonstrated through practical learning experiences that you can apply in the classroom. Key questions like: *How does kiwiana portray the NZ spirit?* *What can we understand about the NZ humour through advertisements?* and *How is NZ culture portrayed through different media?* will be answered.

**Workshop 4**

**Prof. Dr. Christoph Ehland (Paderborn)**

**Challenging Prospects: Approaches to Teaching India**

Teaching India poses an inevitable dilemma for teachers of English: anything one could either say, teach or know about India will naturally fall short of the complex, colourful, yet confusing realities on the Indian subcontinent. However, India’s more recent popularity within the EFL-classroom – as a prime example of a postcolonial nation – gives particular urgency to the need to address these shortcomings.

This workshop will encourage educators to embrace the difficulties inherent in all things Indian rather than to shy away from them. More than anything else in the EFL-classroom, postcolonial topics require us as teachers to accept the critical stance, that is, the difficult balance of arguments which avoids oversimplification and rejects crude dichotomies. Turning initially to the critical assessment of classroom favourites such as the 2008 film *Slumdog Millionaire*, we will focus on the use of constructive criticism of the film’s point of view. This will raise students’ awareness of cultural differences and will also prevent them from prematurely and uncritically accepting what is frequently praised as the film’s particular ‘authenticity’.

The same critical analysis will also inform the main part of the workshop for which we will seize upon the fact that in 2017 India and Pakistan remember 70 years of independence. We will revisit the traumatic process of partitioning the Indian subcontinent into two separate nations, and will discuss the historical background as well as the consequences of this momentous event. We will explore the potential of this particular topic for the EFL-classroom in a variety of classroom materials ranging from short stories to video clips and newspaper cuttings.