



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

MEHRSPRACHEN
INTERDISCIPLINARY CONFERENCE
ON TEACHING AND LEARNING IN SCHOOLS AND EDUCATION



MehrSpracheN

Interdisciplinary conference on teaching and learning in schools and education

18.–19.02.2016, München

Since the 1950s there has been a significant increase in language diversity in German society as a consequence of labor migration. This development has been mirrored in classrooms as the number of students who are native speakers of languages other than German has been continually rising. Over and over again it has been and is being demanded that this particular development is taken into account by educational institutions. Thus language diversity has often been linked to migration and a society of migration. When discussing “language heterogeneity in schools”, first languages and the social standing of students from a migration background are generally the main focus of the debate.

Yet language has always been an integral part of the German school system, be it in the form of second language learning or through the integration of the classical philologies in schools. The German school system has offered a wide variety of foreign languages for many years. The field of “analyzing language” in the subject of German offers the opportunity to examine different facets of linguistic variety within the German language system more closely by addressing language registers (school language, erudite language, conceptual oral skills and written skills etc.) and varieties (dialect, ethnolect, sociolect etc.). (Specialized) language competences and the relevance of enhancing them in subject teaching have recently been attracting a lot of attention – and rightfully so.

From a historical perspective language diversity is also detectable within the German speaking area. It has become apparent that a natural coexistence of various languages even existed early on - a fact that can indeed put today’s view of multilanguage concepts into perspective and contribute to its process of reflection.

Viewed in this light, linguistic diversity constitutes a complex phenomenon which should and can be learned and studied:

- in the context of a migration society as well as within the scope of the German language system
- individually as well as institutionally
- in relation to the teaching of a native language as well as to second and foreign language teaching
- historically as well as in direct relation to the present

Taking this into account, the “MehrSpracheN” conference focuses on linguistic diversity from the perspective of various disciplines. The relevance of language(s) in school and education, in combination with the methodological issue of researching them will be central to the conference.

The goal of the conference is to highlight the creative potential of language diversity in schools and education in an interdisciplinary way. A connecting view of language(s) aims to model teaching and learning processes which take into account the current challenges of migration and societal change, as well as historical perspectives. Thus the conference will draw on a panorama of multilingualism and its productive significance in schools and education.

Researchers of all professional qualifications and assorted disciplines (teaching methodologies, scientific disciplines, principles of teaching foreign languages, educational psychology, educational science, historic educational research, etc.), teachers and educational staff are invited to discuss questions in the following five panels.

Panel I: Multilingualism and learning processes

With reference to learning processes, the question arises of contact and interaction of first, second, third and foreign languages which shape learning in an educational and social environment. When it comes to shaping learning processes, which status can be assigned to newer findings in brain research and neuro-linguistics? What impact does language contact have on learners and the development of linguistic systems? Which are the factors that promote the process of learning? Considering this linguistic diversity, how should language courses be structured?

Panel II: Multilingualism in lessons

Besides the systematic teaching of (foreign) languages, scientists reflect on the relevance of language(s) in the teaching of specialized subjects. CLIL (Content and Language Integrated Learning) and bilingual subject teaching have established themselves in the teaching of foreign languages; in German teaching methodology the concept of “erudite language” is elaborated on. How do you teach educational language at school? How can language-sensitive (specialized) teaching be modelled? How does subject-specific and linguistic content correlate? Which findings in foreign language and multilingualism research are of substantial and of methodical importance?

Panel III: Multilingualism as dialects of German

The complaint about the linguistic decline of children and young people is nothing new and is especially recognizable in spoken language. At school the question arises about the importance of dialects, regiolects, sociolects and ethnolects when learning a language. What are the influences of these on educational careers? Which conventions of use have evolved in the past and present? And which relationship towards linguistic norms is reflected therein?

Panel IV: Multilingualism as a character of migration

Multilingualism as a result of migration leads to social change. Very recently these changes have been summarized under the term of “superdiversity” to describe linguistic change in a globalized world. To what extent is the concept of “superdiversity” helpful for scholastic teaching and learning? Which methods are suitable for the study of “superdiversity” in a scholastic context? How do power asymmetries distinguish the relationship between different languages in schools?

Panel V: Multilingualism through historical change

The discourse about teaching and learning under the banner of multilingualism is extended through the historical perspective. Luther’s “Tischgespräche” showed a shift between German and Latin; teaching and learning materials were also beginning to include more languages (cf. e.g. *Orbis sensualium pictus* by Comenius). Which signs of multilingualism can be found in historical and contemporary learning material as well as historical and contemporary literature for children and teenagers? What are the different perceptions of multilingualism that have influenced teaching and learning processes throughout time? To what extent does the historical perspective change our view of multilingualism today?

Requested information for abstract:

- author, university, field, email address
- type of contribution: talk and/or poster
- panel-assignment
- scope: max. 1,500 characters
- deadline: 01. August 2015

Application procedure

Participants submitting a paper please register until August 1st 2015 using the web form on the conference website:

www.lmu.de/mehrsprachen2016

Participants without submission please register until January 30th 2016 via email:

mehrsprachen2016@lmu.de

Participator scholars:

Prof. Dr. Anja Ballis (German as a Teaching Subject)

Prof. Dr. Renata Behrendt (Teaching German as a Foreign Language)

Dr. Monika Budde (German Language as a Teaching Subject)

Prof. Dr. Angela Hahn (English and Media as Teaching Subjects)

Dr. Nazli Hodaie (Teaching German as a Second Language)

Prof. Dr. Claudia M. Riehl (Multilingualism Research/German as a Foreign Language)

Prof. Dr. Stefan Ufer (Mathematics as a Teaching Subject)