

ENGLISCHE ABSTRACTS

MOHY GAMAL BADR: Arabic Patterns for Language Manipulation in German. Situations of Interference in German Studies Lessons Abroad

When beginner learners use a given foreign language, their language use reflects “Spielarten interkultureller Kommunikation” (FÖLDES 2007: 614). A productive assessment of writing competence for university learners of German in an Arabic context can only be achieved when both cultural and pragmatic aspects are considered in comparative linguistic research. Accordingly, it would be plausible to explain to what extent differing patterns of behaviour and interaction in German and Arabic language and culture may influence the writing process in the German language. Syntactic and lexico-semantic aspects will be analyzed in addition to two aspects in pragmatics, particularly expressiveness and ritualization. The article discusses different forms of behaviour and acting based on examples from essays and emails written by Arab learners of German.

Key words: intercultural, writing competence, Arab learners of German

HANA BERGEROVÁ: The Language of Emotions as a Challenge for Teaching German as a Foreign Language: Preliminary Views Based on German and Czech

The present article focuses first on the current state of research on the relations between language and emotions, with special attention to the contrastive comparison of German and Czech. Subsequently, specific aspects of the topic will be discussed such as the distinction between emotion-expressing and emotion-descriptive lexis, the role of figurative language, and the relationship between metalinguistic expressions and individual language in the verbalization of emotions. Finally, the question is raised as to the consequences of determined commonalities, similarities, and differences in the verbalisation of emotions in German and Czech to the teaching of the emotion-relevant lexis to Czech native speakers.

Key words: language of emotions, contrastive, German, Czech, teaching German as a foreign language

PETRA BESEDOVÁ: The Intercultural Dimension of Music in Foreign Language Teaching

Music and language have very much in common – both are constructed according to a rule system, i.e. words and sounds are combined into larger functional units such as sentences and music phrases. These rule-based systems also determine the relationships of their individual parts to the whole and certain dependencies of the

linguistic and musical elements. They are acquired in unconscious learning processes. This paper presents the results of the study carried out at the Educational Faculty of University of Hradec Králové. The main objective of the study was the use of music in foreign language teaching. The first part of the study focused on content analysis of selected German learning books. The second part of the study analyzed questionnaires answered by the foreign language teachers, who presented their own experience with music in foreign language lessons. We see great potential in using music in the foreign language teaching, i.e. music should be an integral part of every phase of foreign language learning.

Key words: music, foreign language teaching, didactics of foreign languages, textbooks

CAROLIN ECKARDT: Conversational Joking as a Critical Discursive Action in ‘Intercultural Dialogue’

The present article deals with the interactional potential of joking with regard for its role as a cooperatively developed action of critique. The focus lies on conversational contexts being marked as ‘intercultural dialogue’, in which the actors face the task of collaborative work on discursive ‘cultural boundaries’. The example of a conversational sequence of German and Egyptian students will show how, especially in the course of collective joking, cultural identity and difference can be processed constructively. The same applies in critical situations regarding the actors’ relationship. A crucial role in this process is played by the initiation of the so-called “cultural event”. This analysis is based on a linguistic approach of critical discourse analysis (Oldenburg school) that combines perspectives of semantic and interactional discourse analysis.

Key words: intercultural communication, conversational joking/humour, discourse analysis, Muhammad cartoons

AGNES GOLDHAHN: Intercultural Differences in Academic Writing. Footnotes in Czech and German Research Articles

Research articles are a type of text, published and read by the academic community. But despite being an international known text type, there are several differences between research articles of different languages. This study presents a short overview of differences between Czech and German research articles. The main interest is in the use of footnotes.

Key words: research article, footnote, cultural differences, academic writing, Czech, German

IRIS JAMMERNEGG: The Potential for Intercultural Conceptualisation and Hermeneutics in the Migration Discourse

This contribution aims at analysing the conceptual and semiotic ways in which politically influential German and Austrian actors build their own and others' cultural identity in actual migration debates, how they refer to framing cultural constellations, and how they exploit cultural differences for purposes of demagoguery or intercultural learning. The investigation of online communication aiming to be discourse guiding will be based on an interdisciplinary methodological mix that gathers influences from national, regional, sector-related, organisational, and group-specific cultures, and that may evaluate their synergetic effects.

Key words: identity construction, qualitative approach, cultural framing, perspectivation, adversative textual strategies

VĚRA JANÍKOVÁ: Linguistic Landscapes as Area of Research and the Potential of Language Didactics

Linguistic landscapes are not only an everyday phenomenon, but they also comprise direct confrontation with social reality and provide insights into the specific, culturally pre-structured communication situations, and can also provide interesting impulses for foreign language teaching. The paper deals with the linguistic landscapes as a scientific paradigm in its various manifestations. Particular attention is paid first to the current paradigm, which also creates an expanded empirical basis for the field of foreign language learning and teaching. Then, the didactics potential of linguistic landscapes will be examined by addressing the linguistic diversity that can be detected in the urban area of Brno. Finally, it will be shown how the project entitled "The Linguistic Landscapes of Brno" not only reflects the language contacts and the language policy in this area, but also makes the cultural contacts that take place here transparent and shows how public space is used as a platform for discourse.

Key words: linguistic landscapes, scholarly paradigm, foreign language didactics

GORO CHRISTOPH KIMURA: Interlingual Strategies as an Element of Interculturality: Language Management at a German-Polish Theater Performance

Language belongs to the essential aspects of interculturality. First we will introduce the sociolinguistic approach to interculturality, especially with regard to interlingual strategies as a field of inquiry. Theoretically, we will make use of the language management theory, which provides an integrative analytical framework that enables us to analyze the process of intercultural encounters at various levels from micro to macro. The case study deals with a German-Polish bilingual theater performance of the originally monolingual drama *Die Familie Schroffenstein* by Heinrich von Kleist. The

alternative interlingual strategies applied in this performance, as for example receptive bilingualism, language exchange or the partial inclusion of the partner language, show innovative possibilities for the use of the German language in multilingual contexts. These strategies not only open new research perspectives, but can also be utilized in the teaching practice of intercultural German studies.

Key words: interlingual strategies, language management theory, bilingual theater

FABIO MOLLICA/BEATRICE WILKE: Metaphors and Frames in the German and Italian (Media)Discourse on Migration

This article presents a corpus-based, qualitative and contrastive analysis of the contribution that frame semantics can make in the analysis of conceptual metaphors within the current debate on migrant issues, with selected examples taken from the German and Italian press. The use of frame semantics makes it possible to observe any given phenomenon from a number of different perspectives, a characteristic that is also typical of metaphors, and especially of those rooted in the cultural context of a specific linguistic community. This is achieved through the so-called “Highlighting and Hiding” effect (LAKOFF/JOHNSON 1980) of metaphors, by means of which some features are placed in the spotlight while others remain in the dark. Factors that influence which elements will be highlighted and/or which will be hidden include the political orientation of the journalists or politicians involved or the political situation of the country as a whole.

Key words: conceptual metaphor, frame semantics, migration

JANA RAKŠÁNYIOVÁ/MARKETA ŠTEFKOVÁ: Translation as Intercultural Mediation

The task of the legal translator involves not only coping with issues on the surface level of the text including, but not limited to, terminology issues, but also working with two legal systems with significant sociocultural incongruence. Such an incongruence may lead to fatal misunderstandings between the parties involved. Therefore, the translator also works as a mediator eliminating possible communication problems. The results of a survey carried out among commissioners of legal translations, legal translators as well as addressees of legal translations are presented to supplement the theoretical underpinnings of this paper.

Key words: intercultural mediation, translation, legal terminology

MILOTE SADIKU/BLERTË ISMAJLI: German Loanwords in the Kosovan Dialect of Albanian

This article deals with German loanwords in the Albanian dialect in Kosova, which are used in various semantic areas. Since written sources on these lexemes are completely

absent, they were inventoried through a survey of informants. The focus lies on the degree of comprehension and acceptance of these loanwords. The survey showed that the loanwords in the semantic areas examined here were understood on average by more than 70 % of respondents. In general, no great differences in the level of comprehension among male and female interviewees could be observed, whereas – concerning the comprehension of German loanwords – a greater discrepancy was observed among different age groups.

Key words: loanwords, German, Kosovan dialect of Albanian, degree of comprehension

PETRA SZATMÁRI: Interculturalism and Language Identity

Where there is intense cultural contact, exchange and transfer between communities, categories such as identity and alterity are not always clearly distinguishable, but rather appear as „ständig zu aktualisierende soziale Konstruktionen“ (NEULAND 2013: 168). They can also lead to innovative transcultural linguistic creations. Because of its identity-constituting function, language is an integral part of Marijana Kresić's multiple language identity model (2007). Based on this model, this paper presents the close relation between identity construction, standard language and language use, citing selected examples. The identity-constituting function is based on the selection of standards within the language system, such that, by the use of linguistic signs, the speaker establishes “seine (soziale und/oder personale Identität), d. h. er markiert, wer er als Individuum ist bzw. welcher sozialen Gruppe er zugehört” (KRESIĆ 2007: 19). The article provides a discussion of this idea, and examines how some forms of intercultural language use (e.g. Kiez German) can be integrated into the model.

Key words: language identity, multiple language identity model, standard language, language use

TILO WEBER: *Volk* – A Keyword in the Center of Contemporary Political Discourse (in Germany)

In this paper, the word *Volk* is analyzed as a keyword in recent political discourses in Germany. This means, in line with Wolf-Andreas LIEBERT's (2003) definition of the term *keyword*, that *Volk* is used by opposing discourse participants to express conflicting ideals and views of individual and collective social identities. Furthermore, the word *Volk* and the concepts it serves to express are themselves objects of controversy and thereby shape public discourses. That this recent development is exceptional is demonstrated by looking at and comparing the use of *Volk* in discourses of three periods of German past and contemporary history in which national identity was and is at stake.

Key words: keywords, political semantics, discourse analysis, (a) *people* as a disputed concept