

1. Record Nr.	UNINA9910629400603321
Titolo	Ab Initio Language Teaching in British Higher Education : The Case of German // edited by Ulrike Bavendiek [and three others]
Pubbl/distr/stampa	London : , : UCL Press, , 2022
ISBN	1-78735-926-3
Descrizione fisica	1 online resource (244 pages)
Collana	Advances in language education
Disciplina	438.0071
Soggetti	German language - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>&lt;P&gt;Foreword by Martin Durrell&lt;/p&gt;&lt;p&gt;Editors' introduction&lt;/p&gt;&lt;p&gt;SECTION 1: TRENDS AND DEVELOPMENTS&lt;/p&gt;&lt;p&gt;1 Beginners German: <i>Ja, bitte!</i> Development and status quo of German <i>ab initio</i> education in degree programmes and language centres at UK universities&lt;/p&gt;&lt;p&gt;Martina Wallner and Elisabeth Wielander &lt;/i&gt;&lt;/p&gt;&lt;p&gt;2 German <i>ab initio</i> in Languages for All programmes: Student profiles and course design &lt;/p&gt;&lt;p&gt;Sabina Barczyk-Wozniak&lt;/p&gt;&lt;p&gt;3 Preparing Generation Z students for a world of volatility, uncertainty, complexity, and ambiguity (VUCA) through language learning&lt;/p&gt;&lt;p&gt;Kasia anucha and Alexander Bleistein&lt;/p&gt;&lt;p&gt;SECTION 2: PEDAGOGY AND TEACHING METHODS&lt;/p&gt;&lt;p&gt;4 Reading literature in the <i>ab initio</i> classroom&lt;/p&gt;&lt;p&gt;Daniela Dora and Katharina Forster&lt;/p&gt;&lt;p&gt;5 Using music in <i>ab initio</i> courses&lt;/p&gt;&lt;p&gt;Kirsten Mericka&lt;/p&gt;&lt;p&gt;6 Grammar teaching and learning in the German <i>ab initio</i> classroom&lt;/p&gt;&lt;p&gt;Birgit Smith&lt;/p&gt;&lt;p&gt;7 Selecting the right resources for beginners level: A textbook evaluation&lt;/p&gt;&lt;p&gt;Christian Mossmann&lt;/p&gt;&lt;p&gt;8 Intercultural awareness in the teaching and learning of German: The case of <i>ab initio</i> -&lt;/p&gt;&lt;p&gt;Eva Gossner and Dagmar Paulus&lt;/p&gt;&lt;p&gt;SECTION 3: INNOVATIVE APPROACHES&lt;/p&gt;&lt;p&gt;9 The 'flipped classroom' approach in the German beginner context&lt;/p&gt;&lt;p&gt;Mandy Poetzsch&lt;/p&gt;&lt;p&gt;10 New approaches to feedback in <i>ab initio</i> language classes: a case</p>

study<i>Ruth Winter</i></p><p>11 Two for the price of one: Using a cognitive theory of metaphors for vocabulary </p><p>teaching and learning <i>Silke Mentchen</i></p><p>12 Effective vocabulary learning apps: What should they look like? An evaluation </p><p>with a particular view to German language acquisition<i>Annemarie Kunzl-Snodgrass, Theresa Lentfort and Maren de Vincent-Humphreys</i></p><p>SECTION 4: LEARNER FOCUS </p><p>13 Developing learner autonomy in German <i>ab initio</i> programmes<i>Thomas Jochum-Critchley</i></p><p>14 Individual Differences in <i>ab initio </i>language learning: Working with learners' strengths<i>Ulrike Bavendiek</i></p> <P><i>List of figures and tables</i><i>List of contributors</i><br><i>Glossary and list of abbreviations</i><br><i>Foreword </i>by Martin Durrell<br><i>Acknowledgements</i><br><br>Editors' introduction<br><i>Ulrike Bavendiek, Silke Mentchen, Christian Mossmann and Dagmar Paulus</i><br>Part I Trends and Developments<br><br>1 Beginners' German<i>Ja, bitte!</i> Development and status quo of German <i>ab initio</i> education in degree programmes and language centres at UK universities <i>Martina Wallner and Elisabeth Wielander</i><br>2 German <i>ab initio </i>in Languages for All programmes: student profiles and course design <i>Sabina Barczyk-Wozniak</i><br>3 Preparing Generation Z students for a world of volatility, uncertainty, complexity, and ambiguity (VUCA) through language learning <i>Kasia anucha and Alexander Bleistein</i><br>Part II Pedagogy and teaching methods<br><br>4 Reading literature in the <i>ab initio</i> classroom<br><i>Daniela Dora and Katharina Forster</i><br>5 Using music in<i> ab initio</i> courses <i>Kirsten Mericka</i><br>6 Grammar teaching and learning in the German <i>ab initio</i> classroom <i>Birgit Smith</i><br>7 Selecting the right resources for beginners' level: a textbook evaluation <i>Christian Mossmann</i><br>8 Intercultural awareness in the teaching and learning of German: The case of <i>ab initio</i><i>Eva Gossner and Dagmar Paulus</i><br>9 The 'flipped classroom' approach in the German beginner context <i>Mandy Poetzsch</i><br>10 New approaches to feedback in <i>ab initio</i> language classes: a case study <i>Ruth R. Winter</i><br>11 Two for the price of one: Using a cognitive theory of metaphors for vocabulary teaching and learning <i>Silke Mentchen</i><br>12 Effective vocabulary learning apps: what should they look like? An evaluation with a particular view to German language acquisition <i>Annemarie Kunzl-Snodgrass, Theresa Lentfort and Maren de Vincent-Humphreys</i><br>Part IV Learner Focus<br><br>13 Developing learner autonomy in German <i>ab initio</i> programmes <i>Thomas Jochum-Critchley</i><br>14 Individual differences in <i>ab initio</i> language learning: working with learners' strengths <i>Ulrike Bavendiek</i><br><i>Index</i></p>.

## Sommario/riassunto

Drawing extensively on the expertise of teachers of German in universities across the UK, this volume offers an overview of recent trends, new pedagogical approaches and practical guidance for teaching at beginners level in the higher education classroom. At a time when entries for UK school exams in modern foreign languages are decreasing, this book serves the urgent need for research and guidance on ab initio learning and teaching in HE. Using the example of teaching German, it offers theoretical reflections on teaching ab initio and practice-oriented approaches that will be useful for teachers of both German and other languages in higher education. The first chapters assess the role of ab initio provision within the wider context of

modern languages departments and language centres. They are followed by sections on teaching methods and innovative approaches in the ab initio classroom that include chapters on the use of music, textbook evaluation, the effective use of a flipped classroom and the contribution of language apps. Finally, the book focuses on the learner in the ab initio context and explores issues around autonomy and learner strengths. The whole builds into a theoretically grounded guide that sketches out perspectives for teaching and learning ab initio languages that will benefit current and future generations of students.

---