

- What is the prestige of dialect in our language; where are dialects heard, who uses them, who does not?
- Dialects and standard language in the immigration country: what do the students know about them, which variant is used and when; what is the prestige of dialect here?
- Discussion: my emotional connection to dialect and standard variants in the first language and second language; my assessment of the practical use of dialect and standard language.

3.6 Correspondence to intercultural questions

Goal

Questions in conjunction with life in, with and between the cultures are particularly current for HLT students. The objective of the project "correspondence" is for students to exchange ideas about these questions with persons from other contexts and thereby expand their own horizons. At the same time, the project contributes to the students' writing and media competence.

5th–9th grade

45 minutes



Procedure:

- By way of a current issue from the topic area «intercultural life together», the instructor suggests that students obtain and discuss the points of view of persons from other contexts. This should occur in form of an electronic correspondence (e-mails, possibly SMS). Potential topics and questions include: personal experiences with hostility towards foreigners in this country – the status of "foreigners" in the political system – the status of HLT in the educational system- the status and prestige of minorities, such as the Roma people, for example – discussion of a question from a current political debate.



- The class selects a topic and discusses potential correspondence partners and contexts. Examples for class correspondences: a school class from the country of origin – an HLT class from another community in the immigration country – an HLT class from another immigration country – an HLT class from another language group. (Perhaps the ministry of education from the country of origin can assist with facilitating the relevant contacts.)
- For individual correspondences: relatives, friends, acquaintances from the same or other language groups. It is exciting when the same prob-

lem is discussed with addressees of various contexts. It is of course possible to also contact and query politicians or relevant authorities for an opinion.

- Guidelines for the correspondence are previously agreed upon (e. g. a series of common issues) to ensure that the results are comparable.
- Once a sufficient number of responses have been received, they will be analyzed, grouped and presented (e. g. on a poster) and discussed.

3.7 Language use: different, depending on the context!

Goal

Part of the competence for action and the competence for communication is that one conducts oneself not only in terms of language, but also in terms of gestures, mimicry, language distance, etc. in a manner that befits the respective situation or social constellation. The appropriate rules are largely unwritten and culture-specific. To deliberate about them and to experiment with them strengthens the social and communicative competence.

3rd–9th grade

20–45 minutes



Procedure:

- Possible introduction to the topic:
 - A stimulating learning situation (e. g. How does “Sie” (formal you address) and “Du” (informal you address) actually function in our language and in the language of the (German-speaking) country where we now reside?).
 - An episode about a communicative misunderstanding (e. g. a Sie/ Du blunder) ; standing too close to the person talked to (proxemics), voice level too loud, greeting too informal).
 - A good introduction to the topic also occurs when the instructor purposely models a violation of the unwritten rules of communication (too formal or too sloppy use of language with a student; proxemics or standing too far from the person addressed, speaking too softly or too loudly...).
- Discussion of the topic, raising awareness of the unwritten norms which, in addition to grammatical comprehensibility, must be observed to ensure a functional communication.
- Scenic experiments with group-specific use of language and non-verbal elements (body contact, loudness, gestures, mimicry, proxemics, etc.): What is “appropriate” in communicating with friends, with authorities, with grandparents, with siblings, etc.? What would be out of place or inappropriate? why? Also consider the use of dialect and standard language in this context.
- Compare the norms in terms of formal/informal address, loudness, speaker distance, body contact, shaking hands, kissing when greeting, etc. in the culture of origin and in the immigration country. Where are there important differences? What would you particularly recommend to someone who is newly immigrating? (Possibly compile a written check list.)
- Gestures: which gestures are customary (or taboo) in the country where we currently reside; which ones are “international”?