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Teil I in: Deutsch als Fremdsprache 41/4, 227-231, Teil II in: Deutsch als Fremdsprache 42/1, 227-231, 2004/2005. Claudia Riemer is a professor of German as a foreign and second language at the ...

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Language requirements

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32, Para. 5 of the ETH Zurich Admissions Ordinance; Art. 4, Para. 1 of the directive "Admission to Master's degree programmes"; and Art. 17 of the directive "Languages of instruction in Bachelor's, ...

Thesaurus of German for all levels, presented by theme. Example sentences, mini-dialogues, idioms, regional variants, useful tips, etc. Suitable for self-study, building vocabulary, and developing grammar skills.

What happens when East travels West? In today's increasingly globalized world, these collisions are becoming increasingly common in universities— especially due to the growth of migratory students . As the largest international population studying abroad in the world, Chinese students' learning experience in an intercultural environment calls for more attention. This book covers an array of problems common to Chinese students studying abroad and explores how these students academically adjust to an intercultural environment. It also highlights how they familiarize themselves with the education system, ranging from the types of courses, academic tasks and examinations to the structure of the education as a whole in the host country, as they negotiate the gulf between academic expectations at home versus those in the host university environment and communicate with domestic lecturers and students.

The 'Reading German' texts and CD-ROM materials were developed to aid students in acquiring a reading knowledge of German. Through the use of these materials students are expected to obtain a level of proficiency sufficient for understanding scientific and scholarly material written in German. The course is divided into two levels. Reading German: Introduction is an introductory course that covers reading strategies, reading grammar, resources, and basic vocabulary. It leads to a second year reading knowledge of German in 12 weeks. The Humanities, Business/Economics, Chemistry, and Music books lead to a reading knowledge of German comparable to fourth year language courses and teach highly specialised language skills in the student's individual area of interest. The CD-ROM incorporates guided and independent study sections that deal with topics from Reading German: Introduction and fosters autonomous learning. The programs are designed to make efficient use of the students' subject matter knowledge, thus enabling them to deal with challenging and highly relevant topics from the beginning without the prerequisite 2-3 years of very basic language commonly taught in introductory courses. As well, the programs accommodate five different levels of text difficulty to suit the German language skills of individual students. The course materials encourage students to learn at their own pace and

progress faster to higher levels of proficiency than is otherwise achieved through traditional reading courses.

The discipline of German Studies in English-speaking countries is in crisis and the situation in British Higher Education can be seen as a paradigmatic example. Symptoms of the crisis are a dramatic decrease in the number of students, financial difficulties and the resulting closures of German Departments. Furthermore, the language skills which finally emerge from universities are not always satisfactory. The present book sheds light on key aspects of the institutionalised teaching and learning of German language in the UK. The first part - the macro-context - surveys the socio-political developments that have recently affected the sector of modern languages and specifically the discipline of German Studies. The second part - the micro-context -, zooms in to the teaching and learning as experienced from both students' and teachers' perspective. Ultimately, by linking the macro-analysis with the micro findings, the present book proposes a number of strategies which could contribute to the optimisation and enhancement of teaching and learning German in British Higher Education.

To initiate its new Ph.D. Program in Transcultural German Studies, jointly offered by the University of Arizona and the University of Leipzig, the Department of German Studies at the University of Arizona organized an international conference on Transcultural German Studies in Tucson from March 29-31, 2007. Conference participants sought to define the nature of Transcultural German Studies. This new, interdisciplinary field of inquiry investigates the cultural landscapes of the German-speaking world in the light of globalization and inter- and transcultural contact. The contributions that comprise the volume are by scholars who work in a number of related fields, exploring transcultural phenomena - past and present - evident in selected literary, filmic, musical and historical texts. Zur Einführung des neuen, interdisziplinären Studiengangs Transcultural German Studies, den die University of Arizona und die Universität Leipzig gemeinsam anbieten, organisierte das Department of German Studies der University of Arizona vom 29. bis 31. März 2007 in Tucson eine internationale Konferenz. Die Teilnehmer hatten es sich zur Aufgabe gemacht, das Wesen der Transcultural German Studies zu definieren und näher zu beleuchten. Dieser Band vereint ausgewählte Ergebnisse der Vorträge. Im Licht von Globalisierung sowie inter- und transkulturellen Kontakten werden Kulturlandschaften des deutschsprachigen Raumes untersucht. Wissenschaftler, die in einer Reihe von verwandten Forschungsgebieten arbeiten, nehmen literarische, filmische, musikalische und historische Texte genauer unter die Lupe und zeigen anhand dieser Texte transkulturelle Phänomene der Vergangenheit und Gegenwart auf.

Traditions and Transitions: Curricula for German Studies is a collection of essays by Canadian and international scholars on the topic of why and how the curriculum for post-secondary German studies should evolve. Its twenty chapters, written by international experts in the field of German as a foreign or second language, explore new perspectives on and orientations in the curriculum. In light of shifts in the linguistic and intercultural needs of today's global citizens, these scholars in German studies question the foundations and motivations of common curriculum goals, traditional program content, standard syllabus design, and long-standing classroom practice. Several chapters draw on a range of contemporary theories—from critical applied linguistics, second-language acquisition, curriculum theory, and cultural studies—to propose and encourage new curriculum thinking and reflective practice related to the translingual and cross-cultural subjectivities of speakers, learners, and teachers of German. Other chapters describe and analyze specific examples of emerging trends in curriculum practice for learners as users of German. This volume will be invaluable to university and college faculty working in the discipline of German studies as well as in other modern languages and second-language education in general. Its combination of theoretical and descriptive explorations will help readers develop a critical awareness and understanding of curriculum for teaching German and to implement new approaches in the interests of their students.

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