Presentations and Workshops for the Staff Week 2023

Communicating across cultures: What we can learn from localization

In the world of translation "localization" is the process of adapting content to a specific local context. When we localize, we make sure the people in *that* context will grasp our meaning. This might involve swapping out culturally specific terms and references, changing a date format or currency, or even adding new explanatory content.

Moderated by EUF's resident translator, this hands-on session introduces the concept of localization and explores how we can use it as practical tool to enhance our work. As language professionals, we often encounter situations in which context- or culturally-specific elements can present barriers to understanding. When do these situations arise in our daily work as language instructors, translators, editors, program coordinators and administrators? How do different groups related to our universities present needs and experiences that require us to "tweak" our message to that specific target audience? What can we learn from the localization process to help us see and creatively adapt our content and communication style?

Through interactive group work, we will practice localizing and share thoughts on the situations that require us to adapt our approach to meet the needs of different individuals and groups at our universities – and, in so doing, help our universities function more effectively as multilingual, internationally engaged communities.

Format: Moderated round table with break-out sessions

Presenter: Laura Cunniff (EUF)

Wie kann man Plurilingualität in Deutschkursen produktiv einsetzen?

Deutsch unterrichten in mehrsprachigen Kursen

(Workshop language: German)

In diesem Workshop geht es darum, Unterrichtsbeispiele vorzustellen und zu diskutieren, in denen die Plurilingualität der Lernenden wertgeschätzt und produktiv in den Sprachlernprozess integriert wird.

Einleitend werde ich eine Unterrichtseinheit aus meinem B2-Kurs zum Thema „Sprachensterben" (aus „Aspekte neu, B2") vorstellen, in dem auch Modalsätze eingeführt werden (20 Minuten). Anschließend können wir diese Unterrichtseinheit evaluieren und andere Unterrichtsbeispiele aus dem Plenum diskutieren.
Für einen anregenden Austausch ist es wichtig, dass möglichst viele konkrete Unterrichtsentwürfe mitbringen. Die Unterrichtsentwürfe mit Bildmaterial, Audio oder Video können vor Workshopbeginn auf TaskCard (eine datenschutzkonforme Padlet-Alternative) hochgeladen werden.

Format: Short presentations plus discussion round

Presenters: Katrin Stamm (EUF) + up to three guests

What is the best approach to improve academic English writing skills in a university context?

(Workshop language: English)

A range of extra-curricular academic English writing courses, workshops and writing sessions are offered to students at Europa-Universität Flensburg in order to support and develop their academic writing and thinking skills. Taught courses are provided to heterogenous groups of participants, in

terms of their academic level (bachelor, master and PhD), their field of study or research, and their language level.

In this workshop, the experience of the past 10 years at EUF will be briefly shared, and workshop participants will be invited to present and discuss their own experiences. The workshop will hopefully provide answers to the question: What is the best approach to improve academic writing skills in a university context?

Format: Short presentations plus discussion round

Presenters: Dr. Jonathan Mole (EUF) + up to three guests

The changing face of English language learners: "But I speak English well, why I am getting bad grades?"

English language continues to play an important role in higher education as part of internationalization strategies, instructor and student recruitment, and publishing. Many ESL instructors are faced with a heterogeneous group of language learners. Heterogeneous in the sense of goals, previous knowledge of the target language and other languages, L1, intercultural awareness, contexts for using English. For example, a German university ESL C1 classroom might consist of a non-native English speaker from Turkey and German students with an abitur English qualification, French Erasmus exchange students, Spanish students from South America, Armenian students, Arab speakers, Afghans with refugee status, and Russian exchange students. Most of the students in the class have the equivalent of a B2 and are doing a course of study provided in English Medium Instruction or in a bi-lingual program. Many of the students have perfectly reasonable everyday conversations in English and happily consume the latest Marvel superhero movie or Netflix series in English. These students, however, consistently struggle in their course work with turning in work that meets an academic standard.

What problems are they experiencing?
What can be done to remedy these problems?

Format: Discussion

Presenters: Scott Simpson (EUF)