

## Research Background

### Language Realities in Germany

- monolingual country with no official national language (Bartelsheimer et al., 2019: 37)
- German by law the official language for schools, offices and courts (Marten, 2016:146)
- no coherent language planning policy, focus lies on acquisition of German (Marten, 2016:152)
- no federal guidelines on selection of foreign languages or on models for bilingual education or mother tongue instruction
- in order to count multilingual people, citizenship or migration background is used, no depiction of linguistic reality (among others Cantone/Di Venanzio, 2015; Cantone, 2020)
- accordingly – in 2021 27,2% of population with migrant background (destatis.de, 12.4.2022)



### Teaching Realities in Germany

- in school year 2022/23 up to 40,000 teachers missing (*deutsches-schulportal.de*, 26.8.2022)
- predictions up to the year 2035 are conflicting - numbers are between 23,800 and 158.700 (*ibid.*)
- in 2016 - 11,000 persons applied for asylum in Germany who had previously worked in the teaching profession (*Terhard 2022*, 294)
- in 2019 only 250 people with a nationality of a country of origin classified as „not safe“ were working as teachers in schools (*ibid.*)

## Study I: Investigating Language Belonging

### Motivation:

Since 2020 “Lehrkräfte PLUS” is training displaced international teachers to be able to (re-) enter their professions as teachers in German schools.

**Professional intuition raised questions:** *What are we doing and why/how are we doing it? Will it help improve the situation at German schools? Does it serve societal diversity?*

**Most important:** *What about the individual teachers? How are they coping, are we helping them cope and what are they experiencing? Should we not take a more critical standing?*

### Interdisciplinary approach to investigate:

- perceptible vulnerability regarding participants' multilingual biographies and societal realities
- complexity of the underlying negotiation processes in teachers' language biographies
- societal expectations of „integrating“ and learning (near native-level) German
- postulated monolingual habitus (Gogolin 2008) in German schools – in fact, marked by language diversity

### Focus on language diversity perspective:

- factors that influence the linguistic identity of teachers and their feelings of *Language Belonging*

## Study II: Pronunciation and Social Acceptance

### Motivation:

Pronunciation is usually taught unsystematically, irregularly and intuitively (Aguado et. al. 2021: 254).

Deviations in pronunciation have an influence on the social acceptance of speakers (Settinieri 2011: 76). They can promote a negative personality assessment, the stigmatisation of speakers and a negative perception of competence (Mehlhorn 2019: 250 f.).

**Question:** How can a progression be designed for teaching pronunciation which includes the aspect of social acceptance?

Furthermore, pronunciation errors can more often be attributed to the first language than deviations in other language areas (Mehlhorn 2020: 80). Language contrast can thus help to predict and analyse pronunciation deviations and learning difficulties (Malwitz 2016: 17).

**Question:** How can a progression for teaching pronunciation be designed that is oriented towards the individual challenges of the participants of Lehrkräfte Plus?

### Implementation at Lehrkräfte Plus:

Within the framework of a separate pronunciation course, the specific learning areas are determined based on an individual pronunciation diagnosis. In class, language contrast is used as a strategy to raise awareness of pronunciation phenomena, as well as to classify and analyse errors. The didactic progression is oriented towards communicative relevance (Malwitz 2016: 19). For example, suprasegmental units are addressed before segmental units, since areas such as intonation and accentuation are most relevant for comprehensibility. Furthermore, school language characteristics are addressed. For example, the frequent stress on the second syllable in operators in STEM subjects is discussed.

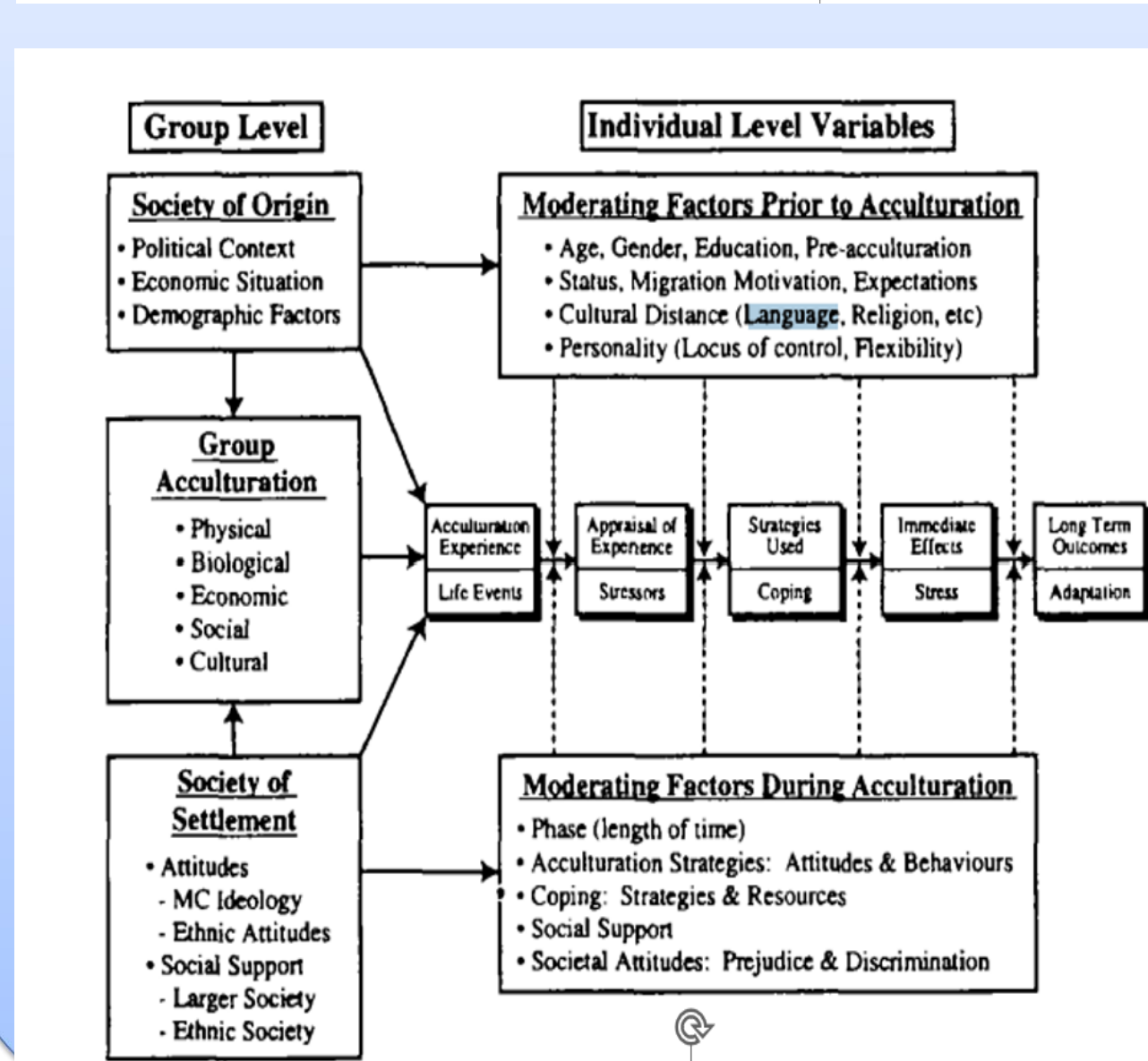
The aim of my Master's thesis is to analyse the influence of Turkish as a first language on pronunciation competence in German as a second language (Titel: Der Einfluss der Erstsprache auf die Vokalproduktion in der Zweitsprache Deutsch. Eine empirische Analyse von Ausspracheinterferenzen internationaler Lehrkräfte mit Türkisch als Erstsprache und Implikationen für die Unterrichtspraxis.)

## Study I: Theoretical Approach



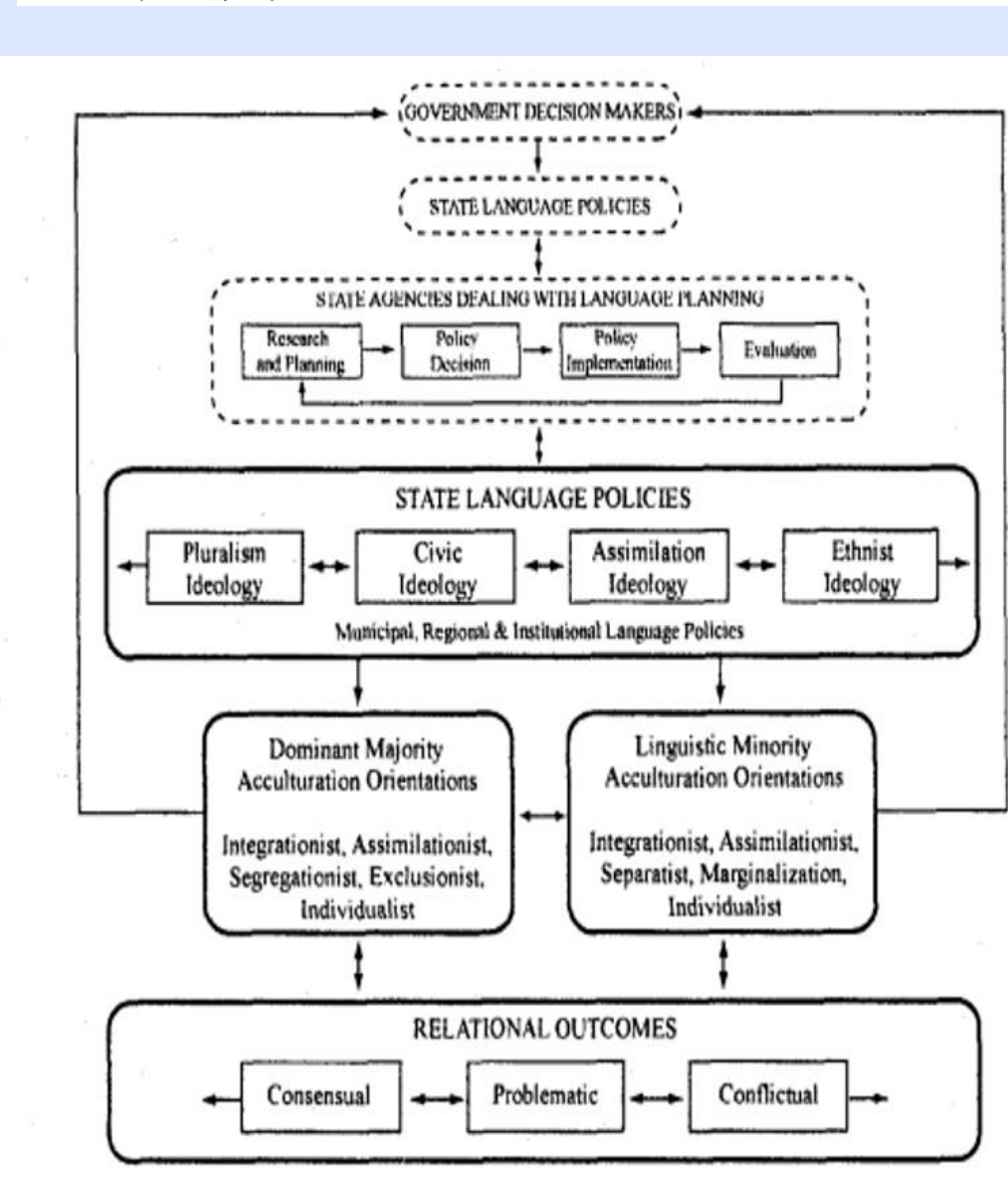
### Theoretical Framework for Acculturation Research

Berry (1997, p. 15)



### Interactive Model of Linguistic Acculturation

Bourhis (2001, p. 7)



## Study I: Methodology

Narrative Interviews (Schütze 1977, Nohl 2009 & König 2017)

6 Interviewees  
L1: Arabic, Turkish, Farsi

Qualitative Analysis (Schreier 2012)

## Study I: Research Questions

- How do participants describe their personal experiences and their linguistic negotiation at the given time and place of their professional (re-)integration as teachers - leading to our definition of *Language Belonging*?
- Which first conclusions can be drawn concerning the linguistic acculturation processes of the interviewed displaced teachers and how can these be related to state language policies and dominant acculturation orientations?

### Linguistic Identity – three Concepts

*Linguistic Repertoire* (Busch 2017), *Model of Investment* (Norton 2015), *Creese & Blackledges' (2015) approach to Translanguaging*

All address linguistic identity from the individual speakers' point of view and take societal factors into account.

They determine a further understanding of the multi-layered linguistic negotiation processes of displaced international teachers

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