



CALL FOR PAPERS

Die Unterrichtspraxis/Teaching German

SPECIAL FOCUS ISSUE



Sustainability and the Environment: “Green”

Approaches to Teaching German Language and Culture

In recent years several trends have converged that make it timely to consider in broad terms the topic of “Green” approaches to teaching German language and culture. First, in the last decade or so we have witnessed an increase in public awareness of and interest in issues of sustainability and the environment, not only in terms of climate change and human use of natural resources, but also in terms of their political, social, economic, educational, and cultural dimensions and implications. Second, in Germany itself awareness of and activism about environmental and sustainability issues have long been central in German politics, economy, and culture. Third, increased imperatives for interdisciplinary teaching and learning at all levels of education mean that “green” approaches to German language and culture could help integrate diverse disciplines and topics across the humanities, art and architecture, social sciences, natural and earth sciences, economics, business, urban planning, engineering, and other areas. In a word, the study of German language and culture can serve as a nexus of disparate fields. And finally, issues of sustainability and the environment have gained prominence in educational contexts across the elementary, secondary, university levels of instruction; linking this trend to the teaching of German could thus help address long-standing challenges of articulation in the curriculum.

With these trends in mind, we invite submissions in German or English for a special issue of *Die Unterrichtspraxis/Teaching German*, planned for fall 2013. Contributions could be qualitative or quantitative empirical studies, theoretically grounded treatments of teaching approaches (e.g. task-based language teaching, sociocultural theory approaches), or scholarly presentations of successful curriculum projects. Questions to consider include the following:

1. What are effective ways to teach sustainability and environmental issues relevant to the German-speaking world, e.g. through teaching about “green” products, practices, and perspectives; or the environment in German, Swiss and Austrian art, music, film, and literature. Relatedly, how can multiple genres be brought to bear in teaching these issues to students, at any or all levels of instruction, such as fiction and non-fiction literature, drama, film, music, art, public debates in the media (e.g. talk shows), or scientific texts?
2. How can the teaching of these issues be integrated with or support the learning of language forms (vocabulary, grammar, pragmatics etc.)?
3. How much instruction on these issues can or should be conducted in English, and how could this contribute to students’ learning of German?
4. What role can learners’ background knowledge related to these issues play in the classroom?
5. How can the teaching of these issues contribute to learners’ engagement with German culture and society, and thus help them become informed, critically aware second-language users of German and intercultural citizens? (e.g. critical examinations of green products, practices, and perspectives; emotional/affective aspects when discussing environmental issues, ecological disasters and their victims/refugees; “ecocriticism” and “ecowarriors”)
6. How are these issues dealt with in current textbooks and other materials?
7. How can learning about sustainability and environmental issues in the German-speaking world enhance students’ study-abroad experiences?
8. How can “green” approaches to teaching German language and culture contribute to cross-disciplinary cooperation or collaboration in the school or university?

Potential contributors may consider these or of course additional questions. Manuscript submissions with a preferred length of up to 5,000 words are invited. Submissions should adhere to APA style guidelines throughout (not MLA), as well all of our general UP guidelines at

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291756-1221/homepage/ForAuthors.html>

Deadline for manuscript submission:

March 1, 2013



Send inquiries and manuscripts to

Glenn Levine: glevine@uci.edu

Carlee Arnett: clarnett@ucdavis.edu

Co-Editors, *Die Unterrichtspraxis/Teaching German*