

## GR 405 GERMAN LANGUAGE LAB

IES Abroad Freiburg

### DESCRIPTION:

The Language Lab is designed to be taken concurrently with the German language course GR 403 (CEFR level B2), providing targeted oral training that complements both classroom instruction and written assignments. Serving as an important supplement to the core language curriculum, it significantly contributes to students' linguistic development.

Oral communication activates different areas of the brain compared to writing. To foster communicative proficiency and responsiveness in spoken situations, these cognitive regions must be specifically trained, thereby deepening learners' engagement with course material. As such, focused development of oral skills and listening comprehension - accompanied by immediate verbal responses and enhanced by active participation - plays a critical role in achieving language competence. The lab incorporates elements of phonetics, as well as expressive features such as tone of voice, volume, and body language, all of which are vital yet often overlooked aspects of effective communication. These are addressed through both structured and spontaneous speaking activities. Furthermore, speaking exercises are designed to build learner confidence and promote frequent language use, fully leveraging the immersive environment provided by IES Abroad.

**CREDITS:** 1 credit

**CONTACT HOURS:** 30 hours

**LANGUAGE OF INSTRUCTION:** German

**PREREQUISITES:** Participating in the German language course GR 403

### METHODS OF PRESENTATION:

- Role-playing games that specifically include certain grammatical structures or word fields in order to practice their use in conversation
- Dice and board games in which the goal is achieved through the use of certain grammatical structures
- Partner exercises in which learners practice given dialogs or develop their own dialogs
- Interview exercises in which learners ask each other for information and give it back
- Movement exercises with soft balls or balloons

### DIDACTIC NOTES:

- Regular consultation with the German course instructor ensures that students practice speech acts using grammatical structures and vocabulary already covered in the course.
- Each language lab session starts with a warm-up activity designed to help students acclimate, activate prior knowledge, and focus on upcoming tasks.
- Sessions include time for open discussion about weekly experiences, activities, routines, events, positive and negative experiences, and future plans.
- Students are instructed to provide peer feedback and to use intonation and body language to emphasize their points.

### REQUIRED WORK AND FORM OF ASSESSMENT:

- Active course participation - 50%
- Reflective journals (2 entries) – 50%

### Course Participation

Students participate in all class activities and discussions, engage in a range of exercises, and approach various tasks with openness. Both group work and individual assignments are included in the course structure. Consistent effort and regular attendance contribute to the learning process and classroom environment.

### Reflective Journals (2 entries)

Self-reflection is a component of developing an understanding of language use. Journal entries are assigned tasks requiring students to reflect on classroom experiences, readings, and discussions. Individual topics for each journal will be determined in consultation with the faculty. Journal entries (500 words) will be submitted by the date as outlined in the syllabus.

### LEARNING OUTCOMES:

The language lab is designed to support the learning outcome of GR 403 (<https://www.iesabroad.org/programs/courses/gr-403-german-language-context-emerging-competent-abroad-iii> ).

In addition, by the conclusion of the lab class, students will have:

- Improved Speaking Ability: Demonstrated increased fluency and clarity in spoken language, including more accurate pronunciation and intonation.
- Enhanced Grammar Skills: Developed a better understanding of grammatical structures and demonstrated correct usage in both spoken and written contexts.
- Improved Listening Skills: Shown the ability to comprehend and interpret spoken language from multiple sources, including native speakers.

#### ATTENDANCE POLICY:

IES Abroad courses are designed to utilize the unique contribution of the instructor; the lecture/discussion format is regarded as the **primary mode of instruction**. Therefore, attendance is mandatory. Any unexcused absence will incur a penalty on your final course grade. Deductions from grades due to absences are based on sessions (= 90 minutes). Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%).

Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Students in the LAS program can excuse themselves once per course - to do so, they must notify the instructor and the Academic Dean in writing by e-mail before the start of the session. Any further excused absences must be excused by IES.

If you miss a class, it is **your responsibility** to make up on everything that was covered in class. Tests/presentations missed during unexcused absences **cannot be made up**.

**Arriving late for class:** Punctuality is important for the planned course schedule. If you are late for class, the late time will be recorded and added up at the end of the course. You will receive a grade reduction based on the accumulated amount of missing contact hours, according to the rule above (i.e., if you were late by 15 minutes for 6 sessions, your grade would be reduced by 1%).

**LATE OR FAILURE SUBMISSION OF ASSIGNMENTS:** Late submission of assignments or failure of submission of assignment results in the grade F of that particular assignment. This does not apply to late or non-submission due to illness with an excused absence.

**Excused absence:** Please call the IES Center before the start of your first class if you are ill and would like to be excused from your course, as outlined in the "Cell Phone and Attendance Policy" handed out during orientation. Student Affairs staff will decide whether your absence can be excused directly or whether a doctor's note is necessary. Absences due to religious observances and family emergencies may be excused at the discretion of the Center Director, with written approval. A petition for an excused absence due to a religious holiday needs to be submitted 2 weeks in advance. If permission is granted, the student needs to inform the Academic Dean, the Student Affairs Team and their instructors. Absences due to private travel or travel delays cannot be excused, even with advanced notice

#### ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure.”

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

# CONTENT:

| Week   | Content                                                                                                                                                                            | Assignments                                                                                                                                                                                                                                                                          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | <ul style="list-style-type: none"> <li>• Adjective declensions</li> <li>• Comparative and Superlative</li> <li>• Past tenses</li> <li>• Local prepositions</li> </ul>              | <ul style="list-style-type: none"> <li>• Adjective declensions, Comparative and Superlative: Ex. Book 9., p 44-47</li> <li>• Past tenses: Ex. Book 9., p 65-69</li> <li>• Local prepositions and legen/liegen, stellen/stehen/setzen/sitzen, hängen: Ex. Book 1., p 96-97</li> </ul> |
| Week 2 | <ul style="list-style-type: none"> <li>• Passive voice (present tense with modal verbs)</li> <li>• Personal Pronouns (accusative and dative) and Prepositional Pronouns</li> </ul> | <ul style="list-style-type: none"> <li>• Passive voice (present tense with modal verbs): Ex. Book 6., p 96-97</li> <li>• Personal Pronouns (accusative and dative) and Prepositional Pronouns: Ex. Book 9., p 40-43</li> </ul>                                                       |

| Week   | Content                                                                                                                                                                                | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 3 | <ul style="list-style-type: none"> <li>Vocabulary revision</li> <li>Konjunktiv II (polite requests, desires/wishes)</li> <li>Phonetics - r sounds (vokalisch/konsonantisch)</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary revision: Ex. Book 4., p 18</li> <li>Polite requests: Ex. Book 2., p 110-111</li> <li>Expression of wishes: Ex. Book 3., p 81</li> <li>Phonetics - r sounds (vokalisch/konsonantisch): Ex. Book 5., p 167-168</li> </ul>                                                                                                                                                                                                                             |
| Week 4 | <ul style="list-style-type: none"> <li>Stating an opinion, how to agree and disagree</li> <li>Noun-Verb-constellations, turns of speech</li> </ul>                                     | <ul style="list-style-type: none"> <li>Stating an opinion, how to agree and disagree: Ex. Book 8., p 100 (Students should use the means of expressions learned in GR 403, e. g. <i>einerseits</i> - <i>andererseits</i>.)</li> <li>Noun-Verb-constellations, turns of speech: Ex. Book 4., p 122-124</li> </ul>                                                                                                                                                                                        |
| Week 5 | <ul style="list-style-type: none"> <li>Vocabulary revision</li> <li>Making decisions</li> <li>Phonetics - consonants</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Vocabulary revision: Ex. Book 4., p 18</li> <li>Making decisions: Ex. Book 8., p 96-97</li> <li>Phonetics - consonants: Ex. Book 5., p 34-35</li> </ul> <p><b>Reflective Journal 1 due</b></p>                                                                                                                                                                                                                                                                  |
| Week 6 | <ul style="list-style-type: none"> <li>Small talk</li> <li>Passive voice (past tense)</li> <li>Phonetics – consonant clusters</li> </ul>                                               | <ul style="list-style-type: none"> <li>Small talk: Ex. Book 8., p 56-58</li> <li>Passive voice (past tense): Ex. Book 2., p 120-121</li> <li>Phonetics – consonant clusters: Ex. Book 5., p 82-84</li> </ul>                                                                                                                                                                                                                                                                                           |
| Week 7 | <ul style="list-style-type: none"> <li>Local adverbs: rein, drinnen...</li> <li>Verbs expressing locality: runterfallen, reingehen...</li> <li>How to present 1</li> </ul>             | <ul style="list-style-type: none"> <li>Local adverbs: Ex. Book 8., p 64-65</li> <li>Verbs expressing locality: runterfallen, reingehen...: Students are divided into two groups. Each group hides a small object in the building or in the garden. The group members make suggestions to each other about where to look. After a set time, they come back and describe where they have looked and where they have (not) found the object.</li> <li>How to present 1: Ex. Book 4., p 112-113</li> </ul> |
| Week 8 | <ul style="list-style-type: none"> <li>How to present 1</li> <li>Speaking informal</li> <li>Modal particles: mal, eigentlich</li> </ul>                                                | <ul style="list-style-type: none"> <li>How to present 2: In small groups or pairs, students prepare a short presentation on an everyday object, inventing a new name and use for it (like Scuttle in the movie <i>The little Mermaid</i> <a href="https://www.youtube.com/watch?v=hwb8JrwiTPM">https://www.youtube.com/watch?v=hwb8JrwiTPM</a>). They present their object in class using the the means of expressions learned in GR 403.</li> </ul>                                                   |

| Week    | Content                                                                                                                                                                                            | Assignments                                                                                                                                                                                                                                                      |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 9  | <ul style="list-style-type: none"> <li>Konjunktiv II – past tense</li> <li>Expressing irreality in the past</li> <li>How to narrate a story</li> </ul>                                             | <ul style="list-style-type: none"> <li>Konjunktiv II – past tense: Ex. Book 2., p 134-136</li> <li>Expressing irreality in the past: Ex. Book 6., p 126-127</li> <li>How to narrate a story: Ex. Book 8., p 82-83</li> </ul>                                     |
| Week 10 | <ul style="list-style-type: none"> <li>Vocabulary revision</li> <li>Articles: der, die, das</li> <li>Word positions in the sentence</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Vocabulary revision: Ex. Book 4., p 18</li> <li>Articles: der, die, das: Ex. Book 1., p 148-149</li> <li>Word positions in the sentence: Ex. Book 1., p 30-31</li> </ul>                                                  |
| Week 11 | <ul style="list-style-type: none"> <li>Quoting without quotation marks</li> <li>Verbs with Prepositions 1</li> <li>Grammar revision: tenses</li> </ul>                                             | <ul style="list-style-type: none"> <li>Quoting without quotation marks: Ex. Book 2., p 132-133</li> <li>Verbs with Prepositions 1: Ex. Book 2., p 122</li> <li>Grammar revision (tenses): Ex. Book 3., p 24-29</li> </ul> <p><b>Reflective Journal 2 due</b></p> |
| Week 12 | <ul style="list-style-type: none"> <li>Vocabulary revision</li> <li>Verbs with Prepositions 2</li> <li>Pronominaladverbien da(r) + Präposition (<i>Ich freue mich darüber, dass...</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary revision: Ex. Book 4., p 18</li> <li>Verbs with Prepositions 2: Ex. Book 2., p 102-103</li> <li>Pronominaladverbien da(r) + Präposition: Ex. Book 1., p 100-101</li> </ul>                                     |
| Week 13 | <ul style="list-style-type: none"> <li>Revision</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Revision – escape game: Ex. Book 7., p 121-135</li> </ul>                                                                                                                                                                 |

#### REQUIRED READINGS:

- Grammatik aktiv **B2/C1** Deutsch als Fremdsprache, 2. aktualisierte Ausgabe · Verstehen, Üben, Sprechen. Cornelsen Verlag
- 55 Grammatikspiele Deutsch als Fremdsprache. Klett Verlag
- 66 Grammatikspiele Deutsch als Fremdsprache A1 – C2. Klett Verlag
- 55 Wortschatzspiele Deutsch als Fremdsprache. Klett Verlag
- 44 Aussprachspiele Deutsch als Fremdsprache. Buch + Online-Angebot. Klett Verlag
- 66 Wechselspiele für die interaktive Partnerarbeit Deutsch als Fremdsprache. Klett Verlag
- 11 Escape Games Deutsch als Fremdsprache Buch mit digitalen Extras. Klett Verlag
- 55 kommunikative Spiele Deutsch als Fremdsprache. Klett Verlag
- 22 Brettspiele Deutsch als Fremdsprache. Eine Sammlung interaktiver Unterrichtsideen mit Kopiervorlagen A1 – B2. Klett Verlag

**RECOMMENDED WARM UP ACTIVITIES:** E.g.: <https://improwiki.com/de/aufwaermspiele>