

German as a Foreign Language Throughout the Centuries

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Introduction

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German as a Foreign Language Throughout the Centuries

Ever since the 'first fully-fledged grammars' (McLelland 2001: 7) of the German language were published in 1573 by Lorenz Albrecht (Laurentius Albertus, ca.1540-ca.1585) and Albert Olinger (fl.1574-1587), the earliest German grammars were no mere descriptions of the vernaculars in the vernacular itself. Instead, Latin served as the metalanguage, whereas German "merely" took on the role as the object language in these earliest textbooks which, explicitly or implicitly, targeted a foreign language target public, interested in learning German as a foreign language (GFL). The proper vernacular tradition, however, only kicked off almost half a century later with Johannes Kromayer's (1576-1643) *Zum neuen Methodo* (1618) and Wolfgang Ratke's (1571-1635)

Allgemeine Sprachlehr (1619), arriving at a first high point with the erudite grammars the philologist Justus Georg Schottel (1612-1676) put forth since 1641 (see McLelland 2011).

Notwithstanding this peculiar beginning of German grammaticography, there is a considerable number of diverse manifestations in handwritten and printed metalinguistic works belonging to the history of GFL throughout the centuries, among which early textbooks like Daniel Martin's *Acheminement à la langue allemande* (1635) or Jean Perger's *La véritable et unique grammaire Alemande* (1665) deserve particular mention.

However, even if one considers recent contributions by important monographs such as Gluck (2002, 2013) and McLelland (2011, 2015), one may safely state that much research remains to be done in this area – which holds especially true for countries like Portugal and Spain, to name but two examples.

In this sense, this workshop pretends to offer a forum for researchers working on all topics related with the history of GFL worldwide, be it by means of studies of individual GFL textbooks or through contributions that are dedicated to a more institutional point of view.

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Abstracts

Teaching (German) Grammar: Enlightenment School Grammars of German Written in Czech and their Possible Role in Czech Language Education

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In the second half of the eighteenth century, the rulers of the Habsburg Empire intensified their efforts to turn their multinational realm into a modern centralised state with German as the language of administration. Consequently, the pressure on the non-German-speaking population to learn it increased considerably. A short methodical treatise for primary school teachers entitled *Einige Hilfsmittel durch deren Gebrauch und Anwendung die Erlernung der deutschen Sprache ... erleichtert und befördert wird* (1779), written by Johann Ignaz Felbiger, stressed the necessity to start the instruction already in the first class and recommended mostly practical learning based on memorising of words and phrases and translation in both directions. Felbiger presupposed that since the third class, the pupils should be able to learn German using the direct method without any help of Czech. However, this was not always the case, and moreover, the pupils intending to continue their education in the preparatory courses for primary school teachers or at a gymnasium needed more systematic instruction in German grammar, as did also some already active teachers. Thus, at the very end of the century, two grammars of German using Czech as an auxiliary language appeared. The undated *Grosses deutschböhmisches Sprachbuch ... Welká německá a česká včitedlná Knjha* was

published anonymously in Jihlava probably in the 1790s for the sake of primary school teachers. It presented elementary German grammar together with extensive lists of words and phrases in both languages. *Vvedenij k německé Řeči* (1789) by Hynek Vitek, teacher of the main school in Kutná Hora, was a more theoretical and better organised grammar, probably sharing some models with the former. In the paper, I will introduce these two textbooks and analyse their structure, content and terminology. I will also compare them to the Czech versions of school grammars of Latin used at selected secondary schools in Bohemia and Moravia in the immediately preceding period, which have clearly served them as a model and influenced them on many levels. Since these Czech versions of Latin grammars were withdrawn from the gymnasiums in the early 1780s, I will also address the question, to which extent the analysed German grammars written in Czech may have served as substitute means to introduce Czechs to the theoretical grammatical thinking in and about their mother tongue

German as a foreign language in the manuals by Juan Ángel de Zumaran (17th century)

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Juan Angel de Zumaran, a Cantabrian nobleman from the province of Guipuzcoa, was a language teacher and interpreter in Munich, Ingolstadt and Vienna in the first decades of the 17th century. A pioneer in the field of translation of modern European languages and promoter of the teaching of foreign languages in Western Europe, he stands out particularly within the field of German studies for his work as a pioneer of German grammar and lexicography. In addition, he was the founder of Spanish-German grammar and bilingual lexicography, a role best represented by his *German and Spanish grammar and pronunciation. Spanish and German (Grammatica y pronunciación alemana y española. Española y alemana - Teutsche vnnnd Spannische/ Spannische vnd Teutsche Grammatica vndaußsprach)* of 1634, the first known bilingual manual destined to the teaching and learning of both languages. Before that, he had already published his other manuals: *Thesavrvs fundamentalis* (1626), *Das Newe Sprachbuch* (1621) and *Tyrocinivm gallicvm, italicvm et germanicvm* (1617). Together, these manuals offer French, Italian, German and Spanish language lessons. They make up the complete program for teaching modern and foreign languages at the time, describing them as linguistic systems and teaching their functioning and use through specific content on spelling, grammar, lexicon and phraseology.

The objective of this work is to analyse Zumaran's German lessons in the whole of his manuals. To this end, this research focuses firstly on determining the role of German as the target language to learn in this set and, secondly, on the analysis of the linguistic content offered by this teacher to his students, in order to answer the following questions: what he teaches, how much, how and why.

Die internationale Forschung zur Geschichte des Deutschen als Fremdsprache

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Die Geschichte des Deutschen als Fremdsprache beginnt in althochdeutscher Zeit: die „Kasseler Glossen“ und die „Pariser Gespräche“ aus dem 9. Jahrhundert enthalten Deutsch-Übungen für Romanen. Lehrbuch-Drucke sind seit dem Ende des 15. Jahrhunderts überliefert, zunächst mit Italienisch, Tschechisch und Katalanisch (1502) als Referenzsprachen, aber auch in vielsprachigen

Wörterbüchern. Im 16. und 17. Jahrhundert kommen weitere Sprachräume dazu, seit dem 18. Jahrhundert wird Deutsch in ganz Europa sowie in Nordamerika unterrichtet.

Die internationale Forschung zur Geschichte des Deutschen als Fremdsprache beginnt mit einer Aufsatzliteratur zu einzelnen Dokumenten (Lehr- und Wörterbüchern). Seit 25 Jahren ist sie ein Forschungsschwerpunkt der Universität Bamberg, die eine Reihe von Tagungen dazu durchführte. Die Reihen „Fremdsprachen in Geschichte und Gegenwart“ (FGG) bei Harrassowitz (Wiesbaden) und „Geschichte des Deutschen als Fremdsprache“ bei de Gruyter (Berlin) sowie Einzeltitel im Universitätsverlag Bamberg dokumentieren diese Forschung. Schwerpunkte sind kommentierte Bibliographien zu einzelnen Sprachräumen und Überblicksdarstellungen der Gesamtentwicklung bis etwa 1800 sowie Monographien zu bestimmten Sprachräumen, etwa Russland, Polen und England. Die 2013 in Augsburg gegründete „Matthias-Kramer-Gesellschaft zur Erforschung der Geschichte des Fremdsprachenerwerbs und der Mehrsprachigkeit“, ein Zusammenschluss von Historikern und Philologen, widmet sich schwerpunktmäßig der Geschichte des Deutschen als Fremdsprache. Sie vereinigt Forscher aus dem deutschen, baltischen und slawischen Sprachraum, aus Skandinavien, Ungarn, Frankreich und Italien. Die Akten ihrer Tagungen in Wolfenbüttel, Halle, Bamberg, Wien und Riga enthalten entsprechende Forschungsbeiträge.

Franz Xaver Hubert Müffler's *Grammatica da Lingua Allemã* (1890)

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Under his Portuguese name Francisco Xavier Humberto Müffler, the former German citizen named Franz Xaver Hubert Müffler (1842-1897), who had been born on the 16th of November 1842 in the Prussian city of Koblenz, published a grammar of German as a foreign language in Porto. In the following year, he completed his program for the publication of course materials for the teaching of German as a foreign language at the 'Lyceu Nacional de Braga' by the publication of the *Deutsches Lesebuch: Selecta graduada de trechos em prosa e em verso allemães, tirados dos melhores autores classicos assim antigos como modernos* (1891).

As a reflex of a number of scientific grammars and school grammars of the German language that appeared during the 19th century (cf. Kemmler 2019: 199-203), Müffler's grammar stands out among the works previously written for a Portuguese target audience, as it is the first work that can not only be regarded as a 'foreign language manual in the proper sense', but also as the first ever fully-fledged 'grammar in the proper sense' of German in Portugal in the sense of Kemmler (2019: 281-282).

In my paper, I will briefly introduce the author and his work, followed by a special focus on an examination of the relationship between Müffler (1890) and the sources the author explicitly mentions in the preface to his grammar.

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Fraktur und Kurrent in spanischen Deutschlehrwerken bis 1941

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Nach einer Vorstellung des deutschen *Sonderwegs* bei den Schriftarten Fraktur und Kurrent im deutschen Sprachraum bis 1941 geht es in dem vorgeschlagenen Workshop/Vortrag um die Verwendung der deutschen Druck- und Schreibrift (Fraktur und Kurrent) in spanischen Deutschlehrwerken bis zum Ende des zweiten Weltkriegs. Natürlich wird ebenso eingegangen auf das Entstehen von Deutschgrammatiken in Spanien, die sich auf Grund des fehlenden direkten Sprachkontakts und des verspäteten Eintritts des Deutschen unter die Kultursprachen relativ spät materialisierten. Die in diesen Druckwerken verwendete Zweischriftigkeit (nach dem Begriff von Bunčić 2011) stellt eine Besonderheit dar und war nicht zuletzt eine zusätzliche Schwierigkeit für die Lerner auf dem Weg zur adäquaten Beherrschung der Fähigkeiten im Lesen und Schreiben.

18th century bi- and trilingual dictionaries in the history of language learning and language description: Christian Ludwig's *Dictionary English, German and French* (1706, 1736, 1763, 1791) and *Teutsch-Englisches Lexicon* (1716, 1745)

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This paper will present results of a pilot study exploring approaches to bilingual and trilingual vernacular dictionaries in the history of language learning and language description. As a first step into this field, the paper focusses on the eighteenth century, a century of significant development in language codification, in lexicography, and in language learning, and limits its scope to the dictionaries produced by Christian Ludwig, *A Dictionary English, German and French* 1706 and *Teutsch=Englisches Lexicon* (1716), with reference also to their subsequent editions in the 18th century.

The paper will, first, introduce the dictionaries in the context of the wider history of European (and especially German) lexicography, considering features and changes in macro-structure and microstructure.

Examining both paratextual material and a limited sample of lemmata, I will then consider the metalinguistic description and commentary of linguistic features, attending in particular to how each language is presented to potential native-speaker and learner audiences (e.g. how is linguistic variation of various kinds acknowledged handled, how are borrowings treated, and what guidance is given in on pronunciation?). Finally, I will consider the evidence for implicit and explicit metalinguistic concepts and/or ideologies applied to the languages, in particular a standard language

ideology. In particular, to what extent might such dictionaries – arguably more widely consulted than grammars – encode expectations of correctness, not just in orthography, but at other levels of the language too? The preliminary results will be used to suggest directions for further research.

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Keywords: Lexicography; Language standardization; HoLLT (history of language learning and teaching); German; English; French; 18th century

Bloomfield as German Teacher

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Leonard Bloomfield was deeply involved in foreign language pedagogy. In addition to teaching German for many years, Bloomfield published several articles on language pedagogy and wrote three foreign language textbooks (one for German and two for Dutch). His *First German Book* was originally published in 1923, and a revised second edition appeared in 1928. However, despite this interest, Bloomfield's contributions to German teaching have largely been neglected; Hosford (1974), which is only 6 pages, is apparently the only study to evaluate them, and it is largely descriptive. In this paper, I therefore evaluate the philosophy of, and the responses to, his German textbook, in order to contextualize it within the history of language pedagogy in North America and within Bloomfield's intellectual biography. I also discuss his actual teaching of the language.

Bloomfield, as noted above, taught elementary German for a number of years, and in fact was not relieved of this responsibility until he began teaching at the University of Chicago in 1927 (Hall 1987: 41). Bloomfield was also not entirely happy with the situation, as evidenced by a 1923 letter to Edward Sapir, where he wrote that “[i]t must be a blessing to work only at one's job, and not teach Freshman German for a living” (quoted in Hall 1987: 30). Moreover, the *First German Book* seems to have emerged as something of a coincidence; Bloomfield (1923: iii) writes, “[t]he teachers of German at Ohio State University felt that they needed a book somewhat different from those already in existence, and delegated the task of composition to the writer.”

Bloomfield (1923/ 1928) incorporated a number of innovations, e.g. the text focused on learning how to read; a great deal of repetition was involved; and a number of grammatical points were left aside. In the second edition, Bloomfield endorses an early version of the natural approach to foreign language teaching, in that the teacher is supposed to provide the students with the material in the target language and the students should abstract the grammar of the language from the teacher's speech. The book also includes a sizable section on pronunciation, with phonetic transcriptions of the various sounds given in the second edition.

The German textbook met with a mixed response. Kurath (1929: 661) was “sure that the student of

German will acquire the language less laboriously if the rules of grammar are stated as Bloomfield states them”; Moulton (1945) drew heavily on it; and Hockett (1970) also praised it highly. But there were negatives as well. Kurath (1929: 661) feared that teachers of German would not be as successful using Bloomfield’s German textbook as they should have been, because the teachers did not fully understand linguistics, or could be unwilling to draw on insights from linguistics to improve their teaching; while Hockett (1970) hedged on his praise as well. These critical remarks aside, Bloomfield’s German textbook represents both an original, innovative contribution to foreign language pedagogy, and an important part of Bloomfield’s intellectual biography.

What historical teaching material for German as a foreign language teaches us about everyday life in the early modern period

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Recently, historical teaching material (not only) for GFL offer a good basis for researches, not least due to a high amount of digitalised sources and some helpful bibliographies (cf. Gluck [2002, 2012]).

However, even though teaching material might provide interesting testimonials about the past, astonishingly few studies seem to look beyond the pure grammatical content.

There are not many findings about the statements conversation books allow concerning the everyday life in the early modern period. Despite the fact that there are first approaches (cf. Volker [2001]), we still lack extensive results, even though some researches on chosen pragmatical issues are currently being conducted in Berlin.

Based on some handpicked oeuvres printed in the late 17th and the early 18th century (e.g. Offelen [1686]) and especially on a comparison of Matthias Kramer’s “Nouveau Parlement” (Kramer 1696) with its Italian equivalent “Il Nuovo parlamento” (Kramer 1708), this contribution attempts to show if

language teachers considered knowledge about German culture worth learning and, if so, what they emphasized most. We will as well have a look at the matters and concerns not only of the middle classes’ everyday life, but sometimes even of the teachers’ existential worries.

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