

German Association of *Sprachpraxis* Professionals

Conference 2026 Trier University



Kindly supported by the 'Freundeskreis Trierer Universität'.



CONFERENCE PROGRAMME

Your hosts in Trier are:

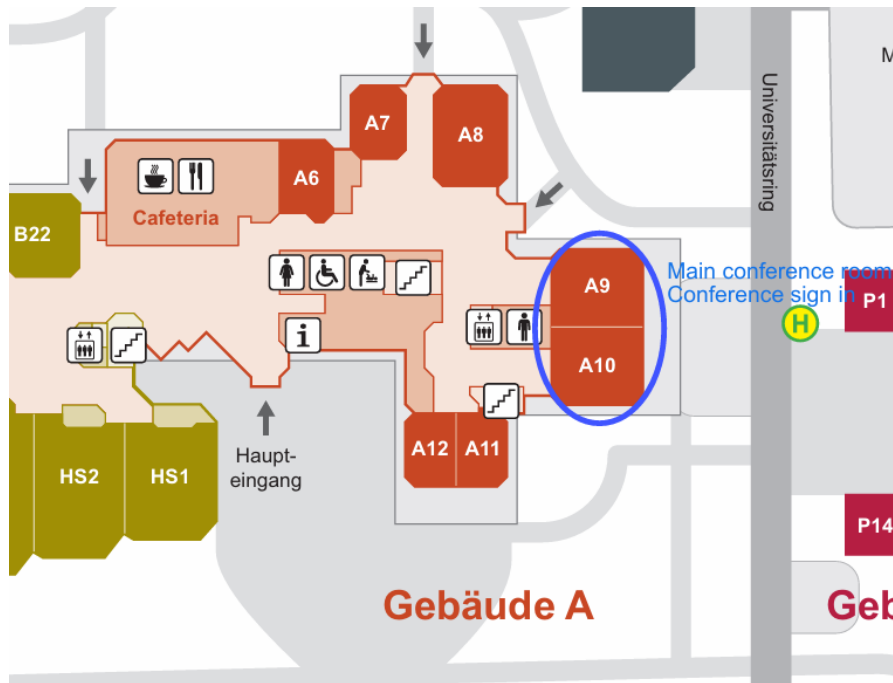
Carol Ebbert-Hübner, Clare Maas and Paola Sagastuy

Contact by email to gasp@uni-trier.de

Website: www.GASP2026.uni-trier.de

Key Information

The main conference hub is room A 9/10. This is on the ground floor of the main university building (Building A).



There will be someone from the Trier team in A9/10 throughout the conference times. You can feel free to leave your coats and bags in there, though please note you do so at your own risk as we cannot take responsibility for lost or damaged items.

Bottled water, tea and coffee will be available in room A9/10 throughout the conference times. Refreshments during breaks and lunch on Friday will also be served here. To help us reduce waste, please bring your own reusable mug or bottle!

To reach the session rooms:

Take the stairs or lift close to A9/10, and go up to the 3rd floor. Walk straight ahead on exiting the lift, towards the 'Sprachlabore'. The rooms are near each other: A336 will be on your left, and B305 straight on (slight right around a concrete post).

We ask that no food or snacks be consumed in these rooms.

Paola Sagastuy will be your contact person in room A336, and Clare Maas in B305.

Close to room A 9/10, you will find toilet facilities, including a wheelchair friendly bathroom. On the 3rd floor, the toilet facilities are 'behind' the lifts – round to the left for ladies, round to the right for gents.

Laptops and smart boards with speakers will be provided for presenters in the session rooms. Wi-Fi is available across campus via eduroam using your home institution login.

THURSDAY 17 SEPTEMBER

12:30-1:30 pm	Room A 9/10	Registration & Open Networking	
1:30 – 1:45 pm	Room A 9/10	Welcome	
1:45 - 2:45 pm	Room A 9/10	Keynote Session: What does <i>Sprachpraxis</i> bring to the English Studies table?	Prof. Henning Rossa (Trier University)
3:00 - 3:45 pm	Room B 305	The Re-accreditation Process and Practical Language Courses (Talk + Q&A)	Rachael Sumner (Johannes Gutenberg University, Mainz)
	Room A 336	Teaching Global Citizenship in Times of American Fascism & Anti-Intellectualism (Talk + Q&A)	Jessica Weimer (University of Mannheim)
3:45 – 4:15 pm	Room A 9/10	TEA BREAK & Open Networking	
4:15 - 5:00 pm	Room B 305	Teaching with or without AI: My Relationship with AI in <i>Sprachpraxis</i> (Talk + Q&A)	Joanna Becker (University of Münster)
	Room A 336	Creating AI agents in MS Copilot (Talk + Q&A)	Daniel Honert (Saarland University)
5:00 - 5:45 pm	Room B 305	Student debates as a pedagogical method to develop CALP in the CLIL classroom and beyond (Workshop)	Ricarda Diedrichs & Ann-Katrin Biehl (University of Koblenz)
	Room A 336	Has AI killed <i>Sprachpraxis</i> ? An Interactive Debate on the Future of University Language Teaching (Workshop)	Linh Thlang & Madita Neumeier (University of Mannheim)
From 6:30 pm		Dinner at "Früh bis Spät" in Trier town centre Address: Glockenstraße 6 · 54290 Trier	

Keynote Session

The Heart of the Matter: Why Target-Language Competence is Central to the English Studies Mission

Classroom management, constructive support and cognitive activation are empirically grounded dimensions of instructional quality and have been well researched across subjects. However, effectiveness in terms of learning gains does not arise from the general quality of the instructional design as such, but from how learners perceive, process, and make use of specific learning opportunities.

From the perspective of foreign language education, it seems reasonable, then, to specify the established generic features of instructional quality for the foreign language classroom, and to examine to what extent subject-specific process quality — i.e., the quality of classroom processes under the genuine conditions of foreign language teaching and learning — contributes to the effectiveness of instruction.

The talk addresses this question using the ELT_IQ model (Rossa 2023; Rossa/Helsper/Hartig 2025), an observation instrument that describes six dimensions of process quality in English language teaching, and discusses implications for the context of L2 teacher education at university level, focusing on the contributions of *Sprachpraxis* courses to future teachers' professional development.

Henning Rossa, Trier University

Henning Rossa is Professor of English Language Education (TEFL) at Trier University and an active member of its Center for Teacher Training. He has contributed to national *Bildungsstandards* and their translation into teacher education curricula. Bringing extensive experience as a secondary school teacher and international guest lecturer, his research addresses issues vital to *Sprachpraxis* educators: effective instruction, task-based learning, and language assessment validity. He also sits on the editorial board of the *Zeitschrift für Fremdsprachenforschung* (ZFF).



Sessions

Rachael Sumner, Johannes Gutenberg University, Mainz

The Re-accreditation Process and Practical Language Courses

As of the winter semester of 2025-2026, a range of new course programmes have been rolled out across the Department of English and Linguistics at the Johannes Gutenberg University, Mainz. The substantial and strategic revision of the practical language teaching module has been a fundamental element in this process. It is hoped that the revised course offers will support the work carried out in seminars across institutes including American Studies, English Literature and Culture, and Didactics, while also preparing students for a future job market in which skills such as critical thinking and adaptability will be paramount. This presentation will therefore focus on some of the fundamental revisions which were first implemented during the winter semester of 2025-2026. It is accepted that the process remains an organic one, and will be altered in the light of feedback from both students and colleagues.

Jessica Weimer, University of Mannheim

Teaching Global Citizenship in Times of American Fascism & Anti-Intellectualism

One of the key pillars and functions of the university is to foster independent critical thinking and ethical responsibility in citizens for the benefit of society as a whole. This is no less true for English Studies at universities in Germany. Given the political climate in recent years – both in English-speaking parts of the world, such as the United States, as well as globally – it is even more important that higher education institutions continue to serve this purpose. This session will focus on contextualized language development in cultural studies, specifically focusing on the structure and didactic choices within a course on US-American politics as a case study. Through reflection on and discussion of both historical and contemporary political events, students develop not only their academic English-language skills, but they also engage in critical thinking and analysis of national and global social issues. This provides them with a deeper understanding of a dominant socio-cultural context for their target language and helps prepare them to be informed global citizens. The corresponding role and impact of technology such as generative AI will also be discussed.

Joanna Becker, University of Münster

Teaching with or without AI: My Relationship with AI in Sprachpraxis

We have all had to do some adapting and re-thinking since AI came into our lives. My reactions to it have gone back and forth between pure excitement to pure dread and everything in between. I have oscillated between revamping my courses completely to

pretending it's not happening and found that neither of these approaches work. I believe that it is in the Language Practice Courses that we can and should teach our students both when and how to avoid AI, and when and how to make use of it. In this talk I will share my experiences, and hopefully come to some kind of consensus as to how we can adopt AI tools for teaching and for assessing students and how students can use it as a language learning tool and not as a replacement for thinking.

As a way of illustrating my ideas, I will use the example of my Written Academic English course in which I taught half the semester using old-school pen and paper and the other half using digital tools (including ChatGPT). This enabled me to have a direct comparison between a more traditional method and a more contemporary approach. This summer I plan to send out a questionnaire to the students I have taught using this method over the last two semesters. Depending on the responses from the students, I hope to share their feedback with you in September.

Daniel Honert, Saarland University
Creating AI agents in MS Copilot

AI tutors can enhance students' language development beyond the classroom. By using a set of information (e.g. a teacher-written document on analysing parts of speech or a corpus of collocations) as the basis for student queries and activities, teachers can create active and productive learning opportunities.

This workshop presents three AI tutors developed with Microsoft Copilot for university-level English language teaching: a syntax tutor, a vocabulary/collocations tutor, and a tense/aspect tutor. Each is designed to facilitate independent learning by guiding students through structured analysis, diagnosis, and reflection rather than simply supplying answers.

The first 15 minutes will introduce the three tutors, the problems they address, and key design principles. Particular attention will be paid to pedagogical frameworks, task-specific instructions, and systematic testing to make AI output more consistent, reliable, and aligned with departmental teaching. Participants will gain a practical sense of how such tutors can be designed and where their limitations lie.

The remaining 30 minutes will be participatory. Participants will identify areas in their own programmes where an AI tutor might be useful, consider what information it would need, and sketch activities it could facilitate. By the end of the session, participants should have identified one possible application in their own context and practical criteria for deciding when a purpose-built AI tutor is, and is not, educationally worthwhile. No prior technical experience is required; the emphasis is on pedagogical design rather than coding. Participants wishing to experiment with creating a tutor should bring a laptop.

Ricarda Diedrichs & Ann-Katrin Biehl, University of Koblenz

Student debates as a pedagogical method to develop CALP in the CLIL classroom and beyond

Developing students' Cognitive Academic Language Proficiency (CALP) competence is of utmost importance in the EFL classroom to enable students to partake in discourses on advanced topics and to access higher education globally. At the University of Koblenz, CALP proficiency training was integrated in the shape of classroom debates as part of two Content and Language Integrated Learning (CLIL) projects, employing the dual-focused approach of teaching content through language and vice versa, enabling students to discuss complex contemporary topics relating to their study subjects. Through didactic reduction, structuring, and scaffolding, both topics were made accessible to students, enabling them to independently research and debate.

Within this workshop, participants will...

- be introduced to the use of different student debate models as methods to increase CALP proficiency.
- gain insight into scaffolding and didactically reducing complex contemporary topics so that they're accessible to students for discussion.
- experience the benefits of using student debates first-hand through a micro-teaching unit.

References

- Coyle, Do, Hood, Philip and David Marsh. 2010. *CLIL – Content and language integrated learning*. Cambridge: Cambridge UP.
- Cummins, Jim. 1979. Cognitive/Academic language proficiency, linguistic interdependence, and the optimum age question and some other matters. *Working Papers on Bilingualism* 19. 222–251.

Linh Thlang & Madita Neumeier, University of Mannheim

Has AI killed Sprachpraxis? An Interactive Debate on the Future of University Language Teaching

This session tackles the question of "Has AI killed *Sprachpraxis*?" through an interactive Oxford-style debate rather than a traditional talk. Participants step into the role of students, preparing and arguing assigned positions (possibly against their own views), debating live, and voting on the central question. The format doubles as a live demo of a classroom technique that attendees can potentially apply to their own teaching.

Key takeaways for GASP participants:

- Evidence-informed arguments on both sides of the AI-and-*Sprachpraxis* debate, useful for curriculum discussions at their home institutions.
- A ready-to-use debate format for *Sprachpraxis* or language courses, experienced firsthand rather than just described.
- Practical strategies for productively integrating AI into language teaching instead of treating it purely as a threat.

FRIDAY 18 SEPTEMBER

8:30 – 9:00 am	Room A 9/10	Early-bird discussion & networking	
9:00 - 9:45 am	Room B 305	“It’s All About Decision Making!”: Translation Practice as Experiential Learning in <i>Sprachpraxis</i> (Talk + Q&A)	Jayson Grimes University of Bonn
	Room A 336	Language is mired in culture ... or is culture mired in language? (Discussion)	Olivia Hambrett & Michelle Smith Europa-Universität Flensburg
10:00 – 10:45 am	Room B 305	Translation and Literary Studies: a project to explore synergies (Talk + Q&A)	Susanne Kollmann University of Erlangen-Nürnberg
	Room A 336	"I Chose Something Else": Injecting AI into Your LMS (Talk + Q&A)	Richard Bell TU Dortmund University
10:45 – 11:15 am	Room A 9/10	TEA BREAK & Open Networking	
11:15 am - 12:00 pm	Room B 305	Open Discussion & Shareshop - Teaching writing	
	Room A 336	Open Discussion & Shareshop - Teaching oral skills	
12:00 – 1:00 pm	Room A 9/10	LUNCH BREAK & Networking	
1:00 - 1:45 pm	Room B 305	The purpose and challenges of pronunciation training in English Studies (Workshop)	Heidi Altmann & Amanda Kahrsch University of Stuttgart
	Room A 336	Introducing Meaning-Based Grammar Teaching in Language Practice (Talk + Q&A)	Sarah Wunderlich & Ann-Katrin Biehl University of Koblenz
1:45 – 2:30 pm	Room B 305	AI, IPA, and Pronunciation Teaching: Creative Practice without the Hype (Workshop)	Fred Thompson University of Koblenz
	Room A 336	Making the untranslatable relatable: Boosting confidence and creativity in English writing classes (Workshop)	Mercedes Duff Rosenheim Technical University of Applied Sciences
2:45 – 3:00 pm	Room A 9/10	Closing	

Sessions

Jayson Grimes, University of Bonn

“It’s All About Decision Making!”: Translation Practice as Experiential Learning in Sprachpraxis

“It’s all about decision making!” has become my mantra when reflecting on my experience designing and teaching a translation course within the *Sprachpraxis* unit at the University of Bonn’s IAAK. For some time, translation had not been part of our unit’s course offerings, and the opportunity to develop a practice-oriented course for English Studies students opened up a space for exploring what *Sprachpraxis* can contribute to the discipline.

Rather than focusing primarily on translation theory or methodology, the course approached translation as a professional practice: each assignment became a “job,” and every “job” required informed decisions. Through repeated engagement with authentic translation tasks, students developed awareness of vocabulary choice, tone, register, structure, audience expectations, and client needs. In doing so, they expanded not only their language skills but also their understanding of how language functions beyond the university classroom.

Student reflections at the end of the course revealed a level of self-awareness and professional insight that highlighted the role of *Sprachpraxis* within English Studies. As one: “I have learned, there is no such thing as a perfect translation, but I have learned, most importantly, how to make decisions, have fun, and to play with language.”

This session will share the development of the course, examples of practice-based tasks, and student perspectives. It will argue that one of *Sprachpraxis*’ key contributions to English Studies is creating opportunities for students to experience language as action: a space where linguistic knowledge becomes judgment, creativity, and decision-making.

Olivia Hambrett & Michelle Smith, Europa-Universität Flensburg

Language is mired in culture ... or is culture mired in language?

Language is mired in culture ... or is culture mired in language? It doesn’t really matter which way you look at it, language and culture are inextricably intertwined. As language teachers, we are constantly stumbling over culture as we reach for explanations or examples or reasoning and we are, increasingly, dealing with students more culturally plugged in than they are linguistically. To that end, we see our job in *Sprachpraxis* as language teachers but also as portals to the many and varied cultures the English language is at home within. In our second-semester class on pronunciation, for

example, we make it our mission to confront our students with as many different accents (and stories behind them) as possible; in fourth-semester translation, we not only look at a plethora of cultural products - journalistic, literary, musical or oratory - but at the countries and cultures they spring from. Beyond the classroom, the pair of us have our own passion projects, which we explore fully within the bounds of *Sprachpraxis*: theatre and creative writing. Each semester, many of our students either produce a show or help create a literary magazine, putting their *Sprachpraxis* money where their mouths are. At this GASP conference, we would love to talk about the nexus of language and culture and how we, in *Sprachpraxis*, are uniquely positioned to harness the power of both to give students the best possible footing in the English language.

Susanne Kollmann, University of Erlangen-Nürnberg

Translation and Literary Studies: a project to explore synergies

Based on my recent Master's thesis in Literary Translation, which explored the way the process of understanding a work of literature can benefit from a combination of in-depth critical analysis and translation, I am planning a translation project for students of English Literature. The project aims to give participants the opportunity to both practice their translation skills and gain a deeper understanding of a contemporary work of narrative literature.

According to Peter Utz, literary criticism and translation are two different approaches to the hermeneutic process. Combined, they can facilitate a more comprehensive understanding of a text than either on its own. Unlike literary scholars, who “dive” deep into the structure of a text and dwell on individual passages to extract meaning, translators “surf” on the text's surface, necessarily interpreting every single word. It is the differences that become apparent between an original text and its translation(s) – both in the individual versions in the same target language and in different target languages – that reveal that text's potential to produce shades of meaning. In the projected teaching unit, which ideally will cover four class sessions, students will read and translate extracts from Richard Skelton's *And Then Gone*, a self-reflexive, polyphonic novella that draws on multiple traditions and genres. They will have the opportunity to learn about literary history and theory, gain hands-on insight into translation techniques and practice, and apply their newly developed translators' ability to look at stylistic details and facets of meaning in a close reading of Skelton's text.

Richard Bell, TU Dortmund University

"I Chose Something Else": Injecting AI into Your LMS

Choose Moodle. Choose Etherpad. Choose multiple choice quizzes, and waking up wondering where your f***ing life's gone.

Every LMS offers a fixed menu of activity types, and none of them is "talk to an AI." Building something better isn't the hard part — with an AI coding assistant on hand, that's almost the easy bit. The real problem shows up afterwards: the LMS has no idea the activity exists. No tracking, no grades, no way to know whether anyone did it at all. Working with Claude, I created a small integration layer that lets Moodle and an AI actually talk to each other, so an activity designed, and in some cases run, by AI can live inside the LMS instead of orbiting uselessly outside it.

This talk covers what that fix makes possible, some tools that came out of it, the real-world problems, and why — spoiler — this is probably not just a TU Dortmund problem.

Open Discussions & Sharesops

An informal, unhosted sharesop with no presentations or slides. This is an open space to continue conversations started in or by other sessions. Some time to share practical ideas, tackle tricky questions, and vent about common challenges. Bring your go-to classroom activities, AI dilemmas, marking headaches, burning questions or half-baked ideas. Come ready to swap what works, ask what doesn't, and leave with fresh inspiration!

Heidi Altmann & Amanda Kahrsch; University of Stuttgart

The purpose and challenges of pronunciation training in English Studies

Graduates of English Studies programs should not only have reached a good level in their writing but (ideally) also in oral production. In addition to grammar, style, or lexicon, improving students' phonetic/phonological competence can therefore be considered an integral part of *Sprachpraxis* in these programs. At previous GASP meetings, we already introduced the structure and assessment of our course "Phonetic Practice/Oral Competence" – in the current session, we will present a quantitative analysis of students' performance in this course and hope that this may trigger fruitful discussion of questions like these:

- Which aspects of pronunciation should be considered vital for majors in English Studies programs and which ones may be negligible?
- Which ones have been found to be the most problematic for students / for teaching / for assessment?
- Naturally, since English is a global language, one recurring issue in this context is that of 'variety' – how can it be addressed, practiced and assessed in courses involving oral production skills? How important is it?
- Is grammar more important than pronunciation?

Sarah Wunderlich & Ann-Katrin Biehl, University of Koblenz

Introducing Meaning-Based Grammar Teaching in Language Practice

Many first-year students rely on “gut feeling” when making grammatical choices in English. This talk serves as an example of how *Sprachpraxis* at university can address this challenge through meaning-based grammar teaching that draws on Cognitive Grammar. Employing usage-based perspectives and task-based activities, students explore the meaning behind grammar. The presentation illustrates this approach using a seminar session on English prepositions, an area that is particularly challenging for learners.

Attendees might take away:

- new ideas on how to incorporate meaning-based grammar teaching in their own language practice programs
- inspiration for their own sessions on prepositions
- the feeling that they helped us improve our teaching through their comments and hints
- the idea that meaning-based approaches to grammar can support the development of future English teachers (and their future students)

Fred Thompson, University of Koblenz

AI, IPA, and Pronunciation Teaching: Creative Practice without the Hype

Effective pronunciation remains a recurring challenge for foreign-language learners of English. In university-level *Sprachpraxis* courses, pronunciation plays an important role for both general language students and *Lehramt* students. The ability to pronounce English effectively involves accurate sound production, knowledge of the English sound system, familiarity with phonetic notation, and confidence in spoken communication.

Traditional approaches to pronunciation teaching, such as minimal-pair practice, listening discrimination, guided dialogues, and repetition, remain important. However, recent developments in AI tools offer new opportunities for creative and reflective pronunciation learning. This workshop explores these possibilities with a particular focus on IPA training.

While automated pronunciation feedback may appear promising at first, it raises concerns about reliability, data privacy, and accent bias. Rather than focusing on AI-based assessment, this workshop explores less problematic and pedagogically valuable uses of AI in pronunciation teaching.

Since GASP 2025 in Leipzig, I have implemented several AI-supported exercises in my own pronunciation courses designed to help *Lehramt* students develop their knowledge

of the IPA symbols. By the end of this workshop, participants will leave with the following take-aways:

- (1) Ready-to-use AI prompts for large language models (LLMs) and
- (2) Several creative activities designed to make IPA-symbol practice more engaging.

Overall, this workshop aims to encourage a balanced discussion of AI use in pronunciation teaching while promoting a fruitful exchange of ideas and effective classroom practices.

Mercedes Duff, Rosenheim Technical University of Applied Sciences
Making the untranslatable relatable: Boosting confidence and creativity in English writing classes

In this workshop I will demonstrate how centering students' own experiences with language can boost confidence and foster creative exploration in English. I will guide workshop participants through an exercise on the "untranslatable" in English, which can be used in different lessons to strengthen skills in descriptive writing, pragmatics, interviewing, and in giving and getting feedback.

This exercise allows students to utilize more of their linguistic repertoire and share their own cultural and linguistic expertise, and it can be a bridge to other areas of English studies, such as literary studies and linguistics. The workshop will cover how to attune the lesson to different learner groups, depending on linguistic mix and comfort level. I'll also share how it has been deployed for different learning objectives in Text production/Academic Writing modules.