

Sounding America: Current Perspectives on Soundscapes in Education

Panel Organizers

Uwe Kuchler (Universität Tübingen)

Ricardo Römhild (Universität Münster)

Soundscapes play a crucial role in English language education – questions of listening (and choosing not to listen) on both the part of learners and teachers are of great relevance for contemporary learning environments and are inextricably linked to issues of participation in classroom discourse. Further, the teaching and learning of English as a foreign language includes different soundscapes (e.g. spoken word, music, film and other audio(-visual) material) and the reception as well as production of a variety of familiar or unfamiliar sounds and aural texts in a foreign language. Due to the incorporation of numerous cultural (audio-)artifacts in English language education – and due to the United States' dominant position in the production of these cultural artifacts – American soundscapes are especially influential in today's English language classroom and continue to shape learners' understanding of the English language. However, how and which version of the United States is taught via soundscapes in the classroom demands further discussion. Recently, a more critical stance has begun to shape research interests in the field of English language education, as questions regarding material selection are increasingly interested in investigating who can speak, who is heard, and how the English language sounds in and beyond the classroom. These aspects form the starting point for discussions between researchers, teacher educators, and teachers that this workshop aims to foster.

Presentations

From Soundscapes to Microlistening – Listening to Voices of America

Jens-Folkert Folkerts (Universität Münster)

'Don't sweat the technique' - A Critical Approach to Teaching English with Hip-Hop

Silke Braselmann (Universität Jena)

American Soundscapes and Eco-critical Literacy in Musical and Literary Practice

Tanya Gautam & Roman Bartosch (Universität Köln)