

## Gran Torino

**Aufgabenentwicklung: Ellen Butzko und Martina Adler**

Fachdidaktische Begleitung: Prof. Dr. Hélène Martinez, Prof. Dr. Franz-Joseph Meißner, Prof. Dr. Helmut Johannes Vollmer und Maike Wäckerle

<b>Kompetenz(en)/ relevante Standards</b>	
<b>Sprachbewusstheit</b>	<p><b>Grundlegendes Niveau</b> Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>▪ [...] soziale und kulturell geprägte Varietäten des Sprachgebrauchs erkennen (Teilaufgaben 2b und 2d)</li> <li>▪ wichtige Beziehungen zwischen Sprach- und Kulturphänomenen an Beispielen belegen und reflektieren (Teilaufgabe 2c)</li> <li>▪ über Sprache gesteuerte Beeinflussungsstrategien erkennen, beschreiben und bewerten (Teilaufgaben 2b, 2e und 2f)</li> <li>▪ aufgrund ihrer Einsichten in [...] Ausdrucksvarianten der Fremdsprache den eigenen Sprachgebrauch steuern (Teilaufgabe 3)</li> </ul> <p><b>Erhöhtes Niveau</b> Die Schülerinnen und Schüler können darüber hinaus</p> <ul style="list-style-type: none"> <li>▪ die Erfordernisse einer kommunikativen Situation (u. a. bezogen auf Medium, Adressatenbezug, Absicht, Stil, Register) reflektieren und in ihrem Sprachhandeln berücksichtigen (Teilaufgaben 2e, 2f und 3)</li> </ul>
<b>Hör-/Hörseh- verstehen</b>	<p><b>Grundlegendes Niveau</b> Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>▪ gehörte und gesehene Informationen aufeinander beziehen und in ihrem kulturellen Zusammenhang verstehen (Teilaufgabe 2b)</li> </ul> <p><b>Erhöhtes Niveau</b> Die Schülerinnen und Schüler können darüber hinaus</p> <ul style="list-style-type: none"> <li>▪ implizite Einstellungen oder Beziehungen zwischen Sprechenden erfassen (Teilaufgaben 2b, 2c und 2e)</li> </ul>
<b>Interkulturelle kommunikative Kompetenz</b>	<p>Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>▪ ihr Wissen über Kommunikation anwenden und fremdsprachige Konventionen beachten, u. a. zur Signalisierung von Distanz und Nähe (Teilaufgabe 3)</li> </ul>
<b>Sprachlern- kompetenz</b>	<p><b>Grundlegendes Niveau</b> Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>▪ das Niveau ihrer Sprachbeherrschung einschätzen [...] und die Ergebnisse für die Planung des weiteren Fremdsprachenlernens nutzen (task support for part 2a)</li> </ul>
<b>GeR-Niveau</b>	B2
<b>Rahmenthemen</b>	Urban life/Gender roles/Cross-cultural relations between Asia and the Western World/The US as a multicultural society

<b>Textvorlagen/ Materialien</b>	<p>Spielfilmszene aus Eastwood, Clint (2008): <i>Gran Torino</i> (ca. 2:30 min.) In der vorliegenden Szene bewirbt sich ein junger Amerikaner asiatischer Herkunft (namens Thao) erfolgreich um einen Job als Bauarbeiter, ohne dass er die nötigen Voraussetzungen dafür erfüllt (er hat z.B. keinerlei Vorerfahrungen). Sein Nachbar und Mentor (Walt), der Thao ermuntert hat, sich zu bewerben, ist bei dem Bewerbungsgespräch auch anwesend, weil er mit dem Bauleiter befreundet ist.</p> <p>Teilaufgabe 1: Rollenkarten</p> <p>Teilaufgabe 2: Video: <i>Gran Torino</i> Task support for part 2 a): <i>Improve your Listening Skills</i> Task support for part 2 d): <i>Register</i> Task support for part 2 e): <i>Analyzing a Film Scene</i></p>
<b>Bearbeitungszeit</b>	ein bis zwei Unterrichtsstunden
<b>Hilfsmittel</b>	einsprachige Wörterbücher, besonders für Teilaufgabe 2d (Register) Untertitel (für die Analyse in Teilaufgabe 2e ist detailliertes Verständnis nötig)
<b>Quellenangabe</b>	Eastwood, Clint (2008): <i>Gran Torino</i> . Hamburg: Matten Productions GmbH und Co.KG, Kapitel 19 (1:13:25- 1:15:46).
<b>Lernvoraussetzungen</b>	Inhaltliche Voraussetzungen: Wissen um typische Bewerbungsgespräche. Sprachliche Voraussetzungen: Wissen um Register formal/standard/substandard/ colloquial English

### Hinweise zur Durchführung der Aufgabe

Im Mittelpunkt der Lernaufgabe steht nicht, wie es der Einsatz einer Spielfilmszene erwarten ließe, die spezifische Auseinandersetzung mit dem Medium Film, sondern die Analyse eines (fiktiven) Bewerbungsgesprächs unter vorrangig sprachlichen Gesichtspunkten. Der gewählte Filmausschnitt läuft konventionellen Erwartungen an ein Bewerbungsgespräch zuwider und eignet sich daher in besonderer Weise dafür, den Zusammenhang zwischen Sprache und kommunikativer Situation erschließen zu lassen und die Ergebnisse zum Anlass zu nehmen, über eigenes Sprachhandeln nachzudenken.

Der Spielfilmausschnitt kann als Teil einer Unterrichtseinheit zum Film oder auch als Einzelszene im Rahmen eines Themas wie *gender roles* behandelt werden. Die Schülerinnen und Schüler müssen nicht zwingend den ganzen Film kennen, die Szene kann auch mit Hilfe des vorliegenden Informationstextes erschlossen werden. Für die inhaltliche Einordnung ist es jedoch eine Erleichterung, wenn die Schülerinnen und Schüler Schlüsselszenen kennen (Thaos erfolgloser Versuch, das Auto seines Nachbarn Walt zu stehlen - seine „Bestrafung“ durch Walt, d.h. für die Nachbarn zu arbeiten - Walts Entschluss, für ihn eine Art Ersatzvater zu sein - die Übungsstunde für das Bewerbungsgespräch).

Die **Teilaufgabe 1** (*pre-viewing*), in der die Schülerinnen und Schüler über typische Konventionen eines Bewerbungsgesprächs nachdenken, wird arbeitsteilig durchgeführt: Während drei Schülerinnen und Schüler sich einzeln auf ein Rollenspiel vorbereiten, tragen die anderen Schülerinnen und Schüler ihre Vorstellungen von einem Bewerbungsgespräch zusammen. Das erste Rollenspiel sollte unter Ausschluss der dritten Schülerin bzw. des dritten Schülers (*role card 3*) vorgespielt werden, er/sie soll nicht durch das erste Rollenspiel beeinflusst werden. Die beiden Bewerber sollen ihr Rollenspiel ohne vorherige Notizen vortragen, so dass sie spontan und authentisch auf gestellte oder unerwartete Fragen antworten müssen.

Der Abschluss, d.h. die Entscheidung für einen der beiden Bewerber mit der damit verbundenen Begründung, soll die Schülerinnen und Schüler für die Frage nach der sprachlichen Angemessenheit bzw. Nicht-Angemessenheit in spezifischen Situationen sensibilisieren. Wenn sich die Schülerinnen

und Schüler gegen den zweiten Bewerber (*role card 3*) entscheiden sollten, gelingt der Übergang zur Filmszene, in der der Gegenentwurf vorgeführt wird, umso leichter.

In **Teilaufgabe 2** (*while-viewing*) steht die Auseinandersetzung mit einer fiktiver Szene und dem darin dargestellten Zusammenhang zwischen Situation und gewähltem Register im Mittelpunkt. Dazu sollte der Filmausschnitt zweimal vorgespielt werden, um den Schülerinnen und Schülern eine genaue Analyse zu ermöglichen. Die Analyse-Aufgaben dieser Phase sind recht konventionell angelegt und sollen in ihrer Kleinschrittigkeit Schülerinnen und Schüler dazu befähigen, alle Elemente einer kommunikativen Situation beispielhaft zu berücksichtigen, damit sie ihre Einsichten auf ihre eigene Sprachproduktion in **Teilaufgabe 3** (*post-viewing*) anwenden können. Diese Phase bildet den Abschluss der Lernaufgabe.

**Task**

In the following task you are to gain a more thorough insight into the rules governing the use of language in particular situations.  
 In the final step of this task you are then required to use your knowledge to communicate adequately in such a situation.

**Part 1**

**Pre-viewing - Using the right language in a job interview**

**a) Preparation of job interview (role-play)**

Three students prepare separately for two successive job interviews (approx. 10 minutes). They are given the role cards below. If possible, they prepare themselves outside the classroom.

Assignment:

Prepare for a job interview with the help of the following role-cards. You are not to use the role-cards during the interview. The **manager** may use personal notes.

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**Role-cards**

Role 1	Role 2	Role 3
You are a <b>manager</b> interviewing applicants for a job at a construction site. Ask the following questions: - Why would you like to work for us? - What are your qualifications? - How much job experience do you have? Ask a few other questions so that each interview is about 3 - 4 minutes long. You may use personal notes.	You <b>apply</b> for a job at a construction site. You have prepared yourself for the job interview: - You love working with your hands and being out in the open. - You trained as a brick-layer (you have got job certificates). - You don't really have any job experience, but you want the job badly.	You <b>apply</b> for a job at a construction site. You are working-class (this should show in the interview). You haven't really prepared yourself for the job interview. (But you would really like the job.)

✂-----

The rest of the class deals with the following assignment while the three students prepare for their role-play separately.

Assignment:

Collect ideas about a job interview. What would you consider typical? Work in small groups.

Setting (i.e. place, room)	
Relationship between the two speakers (i.e. employer/applicant)	
Dress code	
Body language (what to do/what to avoid)	
Language	

**b) Role-play and wrap-up discussion**

1<sup>st</sup> job interview is carried out with roles 1 and 2 (the student acting out role 3 may not be present)  
 2<sup>nd</sup> job interview is carried out immediately afterwards with roles 1 and 3

For the class: Watch the two different job interviews. Make notes about language, body language and general behavior of the candidates. Rank the two candidates and be prepared to explain your choice.

For the manager: Rank the two candidates and explain your choice.

**Part 2**

**While-viewing - Using the right language in a job interview**

**Gran Torino (film) - A job interview**

a) Read the background information before you watch the film scene.

The film is set in the contemporary US. The protagonists are Walt Kowalski aged around 70 and Thao, an 18-year-old Asian boy.  
 Walt is a widower who lives in a run-down neighborhood in central Detroit. He befriends his neighbor, Thao, who **neither has a job nor any previous job experience and doesn't own a car.** This is an important detail to keep in mind when watching the following film scene.  
 Walt takes Thao under his wing and introduces him to his friend Tim Kennedy, a construction site manager who interviews him briefly for a job as a construction worker.

b) Exchange your first impressions: Explain to your partner why you think Thao gets the job.

c) Analyze the job interview in this film scene with the help of the following grid:

Setting (i.e. place, room)	
Relationship between the two speakers (i.e. employer / applicant)	
Dress code	
Body language	
Language	

d) Analyze the various types of register used in this job interview and fill in the grid below.

gonna	informal
bastard	

- e) Analyze what effect the language has on the relationship between Thao and Tim Kennedy.
- f) Speculate: What would have happened if Thao had continued to speak Standard English? Discuss with your partner.

### Task support for part 2 a): Improve your Listening Skills

- a) Watch the scene once. How much do you think you understood?
- almost nothing
  - about 40 %
  - about half
  - about 70 %
  - almost everything
- b) Get together in groups of three. Listen to the beginning of the scene (approx. 30 - 45 sec.) two or three times. Try to write down the conversation. It doesn't have to be perfect. (Use the back of the page).
- Number your sentences 1 - 2 - 3 - ...
- c) What problems did you personally have in understanding? Add the number of the sentence(s) you wrote down in (2) behind the individual problem.
- The accent made it hard for me.
  - The background noises made it hard for me.
  - There was a number of words I didn't know.
  - I understood every single word, but I didn't understand the meaning of the phrase or the sentence.
  - The speakers spoke too fast.
  - I understood the gist of a sentence from the context but not every single word/I couldn't distinguish individual words.
  - other problems (write on the back of the page)
- d) Listen again, this time with the subtitles turned on. Did you have any problems understanding the dialogue now? (Write down the problem on the back of the page.)
- e) Final listening (this time without subtitles): How much did you understand?
- almost nothing
  - about 40 %
  - about half
  - about 70 %
  - almost everything
- f) What strategies are you going to use in the future in order to understand films better? (Write on the back of the page.)

**Task support for part 2 d): Register**

Register is a category to identify what a specific language element reveals about the social context in which it is used.

Language (i.e. words, certain grammatical forms, phrases and expressions) is always used in social contexts. In general, all social situations are typically marked by a certain degree of formality or informality and by the relationship between the speakers (very distant to very close). This is the way register is organised - from most formal contexts to least formal ones:

- *fml* (formal) = language typically used in serious or official contexts
- *infml* (informal) = language indicating a close personal relationship and an unofficial occasion
- *sl* (slang) = language typically used in a very informal spoken context, often by a particular group (teenagers, musicians, soldiers etc.)
- *vulgar* = words that are likely to cause shock or offense and should be used with great care.
- *taboo* = topics/words people find it difficult/impossible/embarrassing/offensive to talk about due to cultural or religious customs
- *derogatory* - words showing a critical attitude towards sb./insulting

**Task support for part 2 e): Analyzing a Film Scene**

	What language is used?	Examples of language used	How do the language used and the relationship between the speakers influence each other?
Beginning of 'job interview'			
Rest of 'job interview'			

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**Part 3****Post-viewing****Declining a job offer- Finding the best way to say it**

You have been offered a job as an intern following a successful job interview. The company seemed really interested in you. The interview was quite informal; the interviewer didn't keep the distance you would normally have expected.

Due to unforeseen circumstances you have to turn down the job offer.

How will you communicate this and what type of language seems most appropriate to you?

- a) Explore all the different means of communicating your message by just listing them.  
text message, leaving a message on the answering machine, ...
- b) What type of language seems most appropriate to you?
- c) Now write down your text - whether for written or oral communication - with which you will inform the interviewer (i.e. Hi, Mr. Smith, this is Christian calling ...). Work on your own.
- d) In groups of three or four, present your own solution (i.e. medium and text), including a short explanation for your choice of medium and get feedback from your group members.

Agree on the best solution, which the speaker of your group will then present to the class.



### Mögliche Schülerantworten zu part 1

#### Pre-viewing

#### Role play job interview

Role-play/A typical job interview:

Individual answers should all be accepted as long as they seem logical.

Suggestions:

*Setting: office, sometimes hotel room, quite anonymous*

*Relationship: usually distant*

*Dress code: suit and tie, less conventional clothes for certain jobs, i.e. designer*

*Body language: keeping eye contact, relatively small gestures, not emotional*

*Language: formal*

### Mögliche Schülerantworten zu part 2

#### Gran Torino (film) - A job interview

- b) Exchange your first impressions: Explain to your partner why you think Thao gets the job.

Possible answers: *Tim Kennedy and Walt Kowalski are old friends, Thao meets the job requirements (seems to be willing, has a car, speaks English), Thao speaks Tim Kennedy's language (i.e. that of a white working-class male).*

- c) Analyze the job interview in this film scene with the help of the above grid.

Setting (i.e. place, room)	<i>construction trailer</i>
Relationship between the two speakers (i.e. employer/applicant)	<i>rather distant at first, closer towards the end.</i>
Dress code	<i>workman's clothes, sturdy shoes, jeans etc.</i>
Body language	<i>relaxed, casual, Tim Kennedy leans on table, turns his back to the other two, etc.</i>
Language	<i>substandard, slang, colloquial.</i>

- d) Analyze the various types of register used in this job interview.

<i>gonna</i>	<i>informal</i>
<i>bastard</i>	<i>derogatory</i>
<i>kid</i>	<i>informal</i>
<i>shit</i>	<i>vulgar</i>
<i>ain't</i>	<i>informal</i>
<i>ass</i>	<i>informal/slang</i>

- e) Analyze what effect the language has on the relationship between Thao and Tim Kennedy.

*Individual answers. (vgl. "Mögliche Schülerantworten zu task support for part 2 e")*

- f) Speculate: What would have happened if Thao had continued to speak standard English? Discuss with your partner.

Possible answer: *The distance between Thao and Tim Kennedy would have been maintained. Thao might have been considered unsuited since he was unable to prove that he can fit in, at least language-wise.*

### Mögliche Schülerantworten zu task support for part 2 e)

	What language is used?	Examples of language used	How do the language used and the relationship between the speakers influence each other?
Beginning of 'job interview'	<i>Standard English, formal at times</i>	<i>Do you speak English? Yes, sir.</i>	<i>The relationship is distant, since the two speakers do not know each other. The relationship has an influence on the use of the language, it is formal at times. The formal language also creates more distance between the two speakers.</i>
Rest of 'job interview'	<i>substandard English, slang, vulgarisms, swear words, offensive language</i>	<i>pricks, bend me over, cracked, Jesus Christ etc.</i>	<i>The use of substandard English creates a bond between the two working-class males, the boss takes a liking to the young man.</i>

### Mögliche Schülerantworten zu part 3

#### Declining a job offer - Finding the best way to say it

- a) How will you communicate? Explore all the different means of communication by just listing them:

*text message, leaving a message on answering machine, leaving message with secretary/receptionist, personal appointment, phone call, regular e-mail, e-mail with word document attached, hand-written letter, social networking site (if known), etc.*

- b) What type of language seems most appropriate to you?

*Tricky. It might be appropriate to use the informal language the interviewer himself chose. Since the message is a negative one (declining the job offer), it would probably be more polite to use a formal register with an apologetic tone.*

- c) Now write down your text - whether for written or oral communication - with which you will inform the interviewer (i.e. Hi, Mr. Smith, this is Christian calling ....).

*Individual answers.*

- d) In groups of three or four, present your own solution (i.e. medium and text), including a short explanation for your choice of medium and get feedback from your group members. Agree on the best solution, which the speaker of your group will then present to the class.

*Individual answers.*