CHAPTER 28

GERMAN AND ROMANCE STUDIES

Doctoral Theses

01. JOSHI (Manu Smriti)
Development of the Intercultural Competence in the German Language Courses Die Förderung Interkultureller Kompetenz Im Deutschunterricht.
Supervisors: Dr. Rama Paul and Prof. Jyoti Sabharwal
Th 29360

Abstract

In an era characterized by rapid economic, political, social, and cultural transformations, increasing global interconnectedness presents both opportunities and challenges for individuals and societies. One central challenge lies in maintaining cultural identity while simultaneously developing the ability to navigate and engage with diverse cultural contexts. Within this framework, the promotion of intercultural communicative competence (ICC) has become a key objective of foreign language education. Language is not merely a tool for communication but also a carrier of cultural values, perspectives, and worldviews. Consequently, foreign language instruction is expected not only to develop linguistic proficiency but also to prepare language learners for intercultural encounters. This study investigates the extent to which intercultural competence can be fostered through German as a Foreign Language (DaF) textbooks, with particular focus on the textbook Netzwerk A1. Grounded in Michael Byram's model of intercultural communicative competence, especially the five "savoirs," the research analyzes the intercultural potential of the textbook using Gerhard Neuner's criteria for textbook evaluation. The study further examines learners' perceptions and attitudes toward intercultural learning in the context of German language courses at Amity University Rajasthan, India. A mixed-methods approach was employed, combining qualitative textbook analysis, a student survey, and the integration of authentic supplementary materials in classroom practice. The findings indicate that while textbooks contribute to the development of intercultural awareness, their potential remains limited due to structural and linguistic constraints, particularly at beginner levels. However, the inclusion of authentic materials and role-play activities significantly enhances learners' intercultural reflection and engagement. The study concludes that an effective promotion of intercultural communicative competence at the A1 beginner level in German as a foreign language instruction requires a balanced combination of textbook-based learning and contextually relevant supplementary materials.

Contents

1. Definition of key terms 2. Models for assessing and theoretically locating intercultural competence 3. Intercultural learning in foreign language teaching 4. Textbook and their analysis in relation to intercultural competence 5. Empirical study and learner perspective 6. Didactic Model for Promoting Empirically Based Lesson Design 7. Transition from Model Description to Practical Implementation 8. On Evaluating Intercultural Competence in Foreign Language Teaching. Conclusion, Bibliography and Appendix.

02. MOHAMMAD JILANI

Cultural Transference in Literary Translations – Case Studies of Hindi Translations of Spanish Short Stories.

Supervisor: DR. Maneesha Taneja

Th 29033

Abstract

This doctoral research examines the transfer of cultural elements in the translation of selected contemporary Spanish short stories into Hindi, focusing on the translation process. Literary translation extends beyond linguistic substitution and involves complex processes of cultural mediation. This study examines how culture-specific items (CSIs) embedded in Spanish short stories can be effectively translated into Hindi while preserving their cultural nuances. The corpus consists of eight short stories selected from the anthology Cuento Español Contemporáneo, edited by Ángeles Encinar and Anthony L. Percival. These stories, written from the 1980s onwards, reflect significant social, political, and cultural transformations in post-Franco Spain. Their thematic concerns, such as perceptual fragility, memory, identity, nostalgia, and disillusionment, allow productive dialogue with Hindi literary traditions, particularly the socially committed short story (lakshit kahani) and introspective narrative practices. The study is primarily grounded in Peter Newmark's theory of cultural translation. His taxonomy of cultural categories and translation procedures serves as the analytical framework for identifying and classifying cultural elements in the source texts and examining the strategies employed in their transfer into Hindi. The findings demonstrate that Newmark's model provides an operational and adaptable framework for managing cultural non-equivalence between Spanish and Hindi. However, the study also reveals the need for flexibility, as certain culturally embedded concepts require contextual reinterpretation beyond fixed classification. The research highlights the translator's role as a cultural mediator who negotiates between a faithful rendering of the source text to make it accessible in the target language. This thesis will contribute to the emerging field of Spanish-Hindi translation and offers both theoretical insight and practical guidance for future scholars working across culturally distant traditions.

Contents

1. A brief History of translation studies 2. The transfer of cultural elements in translation 3. The short stories – Analysis and translation 4. Analysis of the short stories according to Peter Newmark's theory. Conclusion. Bibliography.