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**The Teaching of German as an Additional Language
in Tertiary Institutions in Taiwan**

A thesis

submitted in fulfilment

of the requirements for the degree

of

Doctor of Philosophy in Applied Linguistics

at

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by

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Abstract

The research reported here explored the backgrounds, attitudes and professional practices of a sample of teachers of German working in the tertiary education sector in Taiwan using a mixed methods approach involving a questionnaire-based survey, semi-structured interviews and lesson observation and analysis. The overall aim was to determine the extent to which the attitudes and professional practices of the participants reflected awareness of major research-based changes and developments that have taken place in the teaching and learning of additional languages since the heyday of grammar translation.

The questionnaire-based survey involved 35 participants, that is, approximately 32% of the total membership (108) of the *Taiwanese Association of German Studies and German Language Teaching* at the time of the survey. All were working in the tertiary education sector. Less than one third claimed to have qualifications in the teaching of foreign languages in general or German in particular. Almost two-thirds, including some who had language teaching qualifications, were not satisfied with their teaching or with the proficiency gains of their students. While half believed that their teaching was ‘communicative’, almost three quarters reported that they themselves spoke for half or more of class time. Many were dissatisfied with the conditions of their employment, believing that workloads were too high, in-service training provision was inadequate, and research and publication were valued more highly than teaching.

Ten of the survey participants took part in follow-up semi-structured interviews, with the information and opinion collected reinforcing and/or expanding on some of the questionnaire data. In particular, the interviewees drew attention to problems typically experienced by teachers as a result of lack of effective training, in-service support and program planning and, in addition, the presence of a demanding compliance regime that was perceived to be largely time wasting.

Of 60 classroom sessions recorded in tertiary institutions throughout Taiwan, 55 were reviewed in order to gain an impressionistic overview. Five (5) were transcribed and analyzed in detail. Of the 55 sessions reviewed, 19 were found to involve CLT or aspects of CLT. Of the remaining 36 sessions, half were dominated by grammar translation or aspects of grammar translation and/or audio-lingual methodology or aspects of audio-lingual methodology. The others largely involved straightforward lecturing and/or translation of textbook segments. Of the 5 sessions that were analyzed in detail, 4 were teacher-dominated, with the teacher talking most of the time, generally translating texts or explaining grammar points. Student contributions were largely confined to chorus reading, gap filling and, in some cases, answering teacher initiated questions.

Overall, this research suggests that German is taught in Taiwanese tertiary institutions largely by untrained teachers who are, in common with those who have had some training, struggling to cope in the absence of effective program planning and in the face of very heavy workloads and largely unsupportive and time-consuming compliance regimes. Unless tertiary educational institutions begin to take the needs of these teachers and their students seriously, the dire situation so far as the teaching and learning of German in tertiary institutions in Taiwan is concerned is very unlikely to improve in the future.

Keywords: Deutsch als Fremdsprache (DaF); German as Foreign Language (GFL); German language education Taiwan; teaching German in tertiary institutions Taiwan; teacher cognition; survey (questionnaires and interviews); classroom observation; syllabus; curriculum; language teacher training; grammar translation method (GTM); disquisition method; student motivation German; student proficiency German

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Chapter 1

Introduction

1.1 Taiwan: An island of languages with a passion for English

Taiwan is not only a fascinating country whose old Portuguese name *Ilha Formosa* (Beautiful Island) remains appropriate in relation to the beauty of its National Parks and scenic landscapes, but it also seems to be an ideal environment for those interested in language. The present population grew up in a mainly bilingual context, speaking the official language, Mandarin, in school, and either Taiwanese or Hakka at home. The 14 officially acknowledged indigenous tribes (see *Figure 1.1*) bolster this multiplicity, each one having an identifiably different language or language variety as well as a range of shared and divergent cultural traditions.

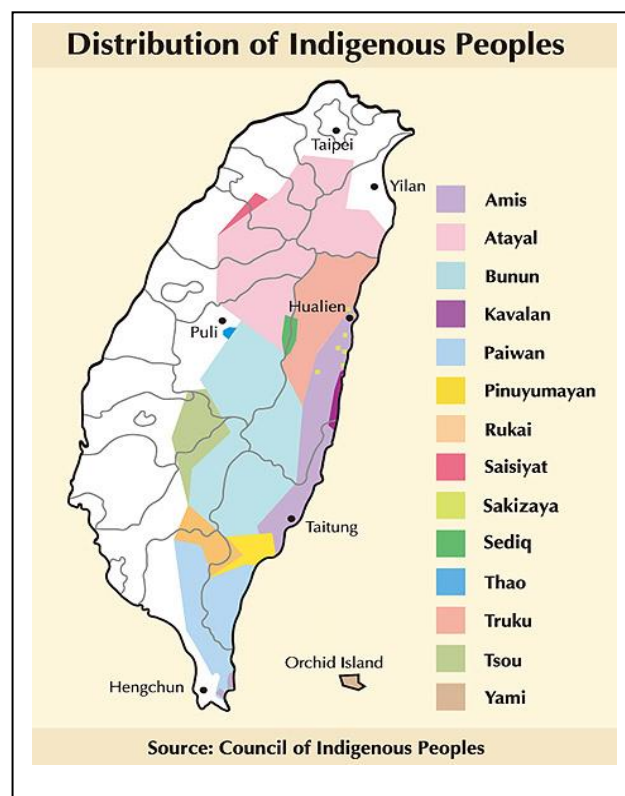


Figure 1.1: Distribution of 14 indigenous tribes
(Government Information Office, 2006)

English, particularly North American English, is widely spoken (with varying degrees of accuracy and fluency) and many Taiwanese would even like to see English as their second official language. In fact, 80% of respondents in a public opinion poll published in January 2006 reported that they hoped that the Taiwanese government would designate English as the island's second official language (Graddol, 2006, p. 89). There has been a major restructuring and reform of the school system, with elementary and junior high schools having been fused into a twelve-year basic education programme (Ministry of Education, Taiwan, 2013, p. 16) for which there is also a new English curriculum. According to the detailed curriculum guidelines, the stage at which children are now expected to be introduced to English in school has shifted from the beginning of secondary schooling to Grade 3, when most children are 9 years old (Her, 2007)¹. These changes reflected both pressure from the public, in particular from parents, who demanded an English language education as early as possible (Wang, 2007, p. 2) and also the Taiwanese government's belief in the need to prepare its citizens for a 'drastic' changing world and to compete in an internationalized and globalized economy (Ministry of Education, Taiwan, 2013, p. 5). The rationale behind this aim is that Taiwan's economy is highly dependent on exports and international trade. Therefore, it is believed that there is a need for a good knowledge of English to ensure competitiveness in domestic as well as international markets. Consequently, certified proficiency in English can be the deciding factor in relation both to employment opportunities and promotion within Taiwanese enterprises. The result is that a large number of public and private institutions now offer English language courses over the length and breadth of Taiwan (Merkelbach, 2006a, p. 26). As a result, the demand for English course books has reached such a level that publishing houses based in the USA and Britain have their own branch offices or representatives in Taiwan, the aim being to secure a stake in this lucrative market on an island of only 24 million.

In addition, there is awareness among Taiwanese people of the need to reach a reasonable degree of proficiency in more than one foreign language (Lay, 2009b, p. 20). As a result, Taiwanese students often learn a second or third foreign

¹ Her (2007, p. 308f.) has provided a translation of the new curriculum in an appendix to her doctoral thesis.

language, such as German (Lay, 2009a). If the number of tertiary institutions offering a major in a language other than English is taken as an indicator for the favourite foreign language next to English, then Japanese leads with about 35 institutions of higher education in Taiwan having Japanese as a major programme, followed by German with eight institutions², French with seven³, and Spanish with five⁴ (Ministry of Education, Department of Statistics, 2009). In addition, three universities offer Russian as a major⁵, two universities offer Korean, and one university each offers Italian, Turkish, and Arabic (ibid.). Even so, English clearly dominates the field of foreign language learning, being offered as a major in more than 50 institutions of higher education (ibid.). Moreover, it is the only foreign language to have its own national language curriculum in Taiwan (Her, 2007; Wang, 2007).

English also influences the way children and young Taiwanese people generally experience language teaching and learning. English is generally the first foreign language with which they come into contact, something that does not always have a positive impact on the teaching and learning of other European languages such as German (see, for example, Chang, 2003; Merkelbach, 2006a, 2006b).

To sum up, although there is general awareness in Taiwan of the need for its citizens to become proficient in foreign languages other than English, there is no national school curriculum for any foreign language other than English. In addition, while research conducted in relation to English language teaching and learning is well established, there is considerably less emphasis on research on the teaching and learning of other languages in Taiwan. Thus, for example, so far as the teaching and learning of German in Taiwan is concerned, the voluminous *Deutsch als Fremdsprache: Ein internationales Handbuch zeitgenössischer Forschung* (International Handbook of Contemporary Research in German as a Foreign Language) (Helbig, Götze, Henrici, & Krumm, 2001) offers little information on Taiwan (p. 1584-1585). Furthermore, the two column long entry written in German relies almost exclusively on Lohmann (1996) as its source.

² This number includes two programmes of European Studies with German tracks.

³ This number includes two programmes of European Studies with French tracks.

⁴ This number includes one programme of European Studies with a Spanish track.

⁵ This number includes one programme of Slavic Languages and Literatures with a Russian track.

Even so, there is now an established research community as documented through the articles published in *Deutsch-taiwanische Hefte*, a journal of the *Taiwanese Association of German Studies and German Language Teaching*,⁶ and through other recent publications and research especially in the field of *Computer Assisted Language Learning* (CALL) (e.g.: Merkelbach, 2007, 2010; Odendahl, 2007; Parchwitz, 2004, 2006, 2009; Tsai, 2009, 2010). Even so, while Taiwan has seen fundamental reforms and restructuring of its educational system during the past few decades, restructuring that has involved a move from nine to twelve years of compulsory schooling, none of that restructuring has referred specifically to the need for research into German as a Foreign Language (GFL).

1.2 Personal motivation for the research

My career as a language instructor in Taiwan started in the late 1980s in Taipei. At the beginning, from 1987 to 1988, I taught English to children in a language school. At the same time, I taught German as a private tutor. Later, in 1988 and 1989, I taught English for Specific Purposes (ESP). Only in 1990 did I begin to teach German from beginner to advanced levels and I have remained in the field of GFL (German as a Foreign Language) until the present. During these years, various work assignments have provided me with insights into a wide range of private and public institutions in Taiwan, including *Kindergärten* and cram schools (such as the YMCA⁷), and other professional language institutes (such as a predecessor of the later established *Chinese Institute of European Languages* (CIEL), the *Language Training & Testing Centre* (LTTC), the *German Culture Center* (now *Goethe Institute, Taipei*), and secondary educational institutions (high schools), the *Language Institute of the Ministry of National Defense R.O.C.*, and tertiary educational institutions). During the eight years prior to the beginning of this research project, I was employed as a fulltime instructor at *Wenzao Ursuline College of Languages*, a private institution (now a university) specializing in language teaching with a range of programmes in English,

⁶ The first issue of this journal was published in 1999 one to two issues have been published annually since then.

⁷ Young Men's Christian Association

Japanese, German, French, Spanish, and Chinese, and, more recently, Korean and Vietnamese.

My language teaching experience prior to the beginning of this research project, together with my experience as a teacher trainer and former board member of the *Taiwanese Association of German Studies and German Language Teaching*⁸, have led me to the two following conclusions: (i) significant problems remain in relation to the teaching and learning of English in spite of the effort that has gone into this area; and (ii) expectations in relation to what language students should accomplish have increased steadily as have demands on language teachers.

So far as the teaching and learning of English are concerned, there are significant problems. Thus, for example, the Taiwanese government expressed ‘grave anxiety’ about the low level overall of national proficiency in English in 2005 (Graddol, 2006, p. 95). Furthermore, there are regular reports and debates in the Taiwanese press about the low level of English proficiency of students (see several examples in Her, 2007, p. 211) and the low scores of Taiwanese participants in internationally accredited English tests such as TOEFL, TOEIC and IELTS. In 2003, for instance, a comparative study of average TOEFL scores across Asian countries saw Taiwan came 23rd among 30 countries (Wu, 2004, p. 48) and, in 2007, Taiwan languished at the bottom of the group, when the TOEFL scores of the *Four Little Dragons*⁹ were compared. Furthermore, the IELTS results in the same year were even worse: Taiwan was ranked number 17 out of 20 Asian countries (Hu, 2008).

Expectations in relation to what language students should accomplish have increased steadily as have demands on language teachers. Many of these demands relate to the impact of globalisation which “brings forth calls for more planning, more standards” (Popkewitz, 2008, p. 174) and for ‘lifelong learning’ (see, for example, Ministry of Education, Taiwan, 2010, p. 32; 2013, pp. 32-34). Teachers are now expected “to prepare students for a knowledge economy that requires . . .

⁸ 中華民國德語文學者暨教師協會 / *Germanisten und Deutschlehrerverband Taiwan* (GDVT). The website of the GDVT with its newsletter archive is online available in Chinese and German from <http://www.gdvt.org.tw>

⁹ *Four Little Dragons* refers to South Korea, Taiwan, Singapore, and Hong Kong.

constant upgrading of skills” and, therefore, language teachers are expected to constantly upgrade their own “knowledge and skills as the economy changes” (Spring, 2006, p. 231). Furthermore, a range of critical economic factors have led to “increasing competition in the education marketplace” (Her, 2007, p. 50). This has led to a situation in which “the market character of HE [higher education]” has been accentuated, one in which “the student has become the customer” (Coleman, 2006, p. 3) and teachers “see themselves in the firing line” (Senior, 2006, p. 239), located uneasily somewhere between the employing institution, market forces and the expectations of students for professional delivery (p. 232).

1.2.1 Internationalisation and the CEFR

Further developments have occurred over the last two decades in the field of foreign language teaching and learning courtesy of *The Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2001). The CEFR has had considerable impact on national language policies and educational standards in European countries (see, for example, Little, 2007). In Germany, for instance, the CEFR has generated “crucial changes of perspective” that have been partly reflected in national education standards, especially in the integration of competency levels (Leupold, 2006, p. 3).

Although, skeptical voices have been raised concerning different aspects of the CEFR (see, for example, Alderson, 2007; Bausch, Christ, Königs, & Krumm, 2003; Krumm, 2007; Valax, 2011; Westhoff, 2007), it is generally accepted as a “remarkable achievement” (Byrnes, 2007, p. 684). One reason for the CEFR’s success may lie in its long-term promotion through the *Council of Europe* (2014b), which states right at the beginning of its website¹⁰:

Developed through a process of scientific research and wide consultation, this document provides a practical tool for setting clear standards to be

¹⁰ For further information in English please refer to Council of Europe. (2014b). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. Retrieved Oct. 22nd, 2014, from http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp

attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner.

It is the result of extensive research and ongoing work on communicative objectives, as exemplified by the popular ‘Threshold level’ concept.

The Common European Framework of Reference (CEFR) provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates.

The extract above provides statements which resonate so far as the Taiwanese context is concerned. Under pressure as the result of repeated calls for internationally comparable standards of language proficiency for Taiwanese graduates in a global economy and global educational marketplace, the Ministry of Education (MOE) required from tertiary institutions the establishment of benchmarks (see, for example, Chen & Johnson, 2004). This led institutions to search for appropriate tools to assess the language proficiency of their students. The CEFR appeared to provide one of the most advanced tools available, with six language levels and a detailed set of descriptors for all four skills (reading, writing, speaking and listening) (Council of Europe, 2014b). Furthermore, the German version was accompanied by an elaborated supplement called *Profile Deutsch* (Glaboniat, Müller, Rusch, Schmitz, & Wertenschlag, 2002)¹¹, which provided additional support and clarification. The result of this was that in the field of German language teaching, Taiwanese institutions began to gradually align objectives and proficiency descriptors to the CEFR, something that was reinforced by the backwash effect of an influx of CEFR-influenced textbooks designed by European publishing companies, textbooks which were claimed to be linked to particular CEFR levels (Leupold, 2006, p.3).

¹¹ *Profile Deutsch* was a project funded by Germany, Switzerland, and Austria. It developed, an interactive CD-ROM that included the CEFR in German and added a functional–notional resource “(speech acts and their culture-specific realizations, general notions, and specific notions and vocabulary), functional and systematic treatments of German grammar, an overview of text types and their realizations, and an overview of communication and learning strategies.” (Little, 2007, p. 649).

Table 1.1: Proficiency tests of the Goethe Institute according to CEFR levels
(Goethe Institut, 2015)¹²

CEFR level	General public	Young people	Foreign students	Professionals
A 1	Start Deutsch 1	Fit in Deutsch 1		BULATS* (Business Language Testing Service)
A 2	Start Deutsch 2	Fit in Deutsch 2		
B 1	Goethe-Zertifikat B 1	Goethe-Zertifikat B 1		
B 2	Goethe-Zertifikat B 2		TestDaF	
C 1	Goethe-Zertifikat C 1			
C 2	Goethe-Zertifikat C 2: GDS (Großes Deutsches Sprachdiplom)			
* The website states that the test “is still under development”				

Similar modifications were undertaken in the field of language proficiency testing. The Goethe Institute, a major provider of the teaching of German and also of German language proficiency testing, renamed its tests according to CEFR levels (thus, for example, the former *Zertifikat Deutsch* became *Goethe Zertifikat B 1*) and established novel tests (see *Table 1.1*) claiming to measure proficiency in relation to CEFR levels (see also Valax, 2011).

The ‘can-do’ orientation of the CEFR also seems to have had an impact on Taiwan’s administrators, with a new column headed ‘can do’ appearing in certain curriculum and syllabus grids without any official discussion¹³.

The developments described above underscore “the increasing expectations of students and other stakeholders” as well as a type of “commodification . . . of knowledge” accompanying “the centralization of the curriculum” (Crombie, 2008, p. 13).

¹² Goethe Institut. (2015). *Unsere Deutschprüfungen*. Retrieved Feb. 5th, 2015, from <https://www.goethe.de>.

¹³ This means it is difficult to say if educational administrators were/are aware of the implied shift from a teacher centered to a student centered orientation of teaching delivery.

1.2.2 Changes and challenges

Another important factor influencing teachers on a broader scale appears to lie within the “nature of the literature on language teaching and learning itself” (Crombie, 2008, p. 1), with “confusion and uncertainty . . . often [accompanying] attempts to conform to imposed orthodoxies” (p. 12) and with a notable gap between what is recommended by researchers and the situation language teachers have to cope with in their classrooms (Senior, 2006). As classroom walls have become increasingly permeable to external influences, teachers are “often more concerned with day-to-day survival than with excellence” (Crombie, 2008, p. 13), particularly in the case of language teaching where the issues these teachers currently face “tend to be more severe than those faced by teachers of other subjects” (p. 1). As Borg (2006, p. 24) has observed, language teaching is different from the teaching of other subject areas due to its unique scope and complexity and the great diversity of methodologies designed to create contexts for communication and the maximization of students’ involvement. Added to this is the fact that foreign language learners, in Taiwan as well as in other places, increasingly seem to expect a kind of ‘instant gratification’, appearing to be “less willing to devote time” to gaining language skills than was the case in the past (Her, 2007, p. 51).

In spite of extraordinary growth in the area of research on language teaching and learning over the past few decades, appropriate solutions to many of the problems faced by language teachers are still lacking, something that has called into question traditional research practice and its potentially ‘reductionist approaches’ (Cameron & Larsen-Freeman, 2008, p. 231). This, in turn, led, during the 1990s and beyond, to greater focus on real teachers in real classrooms (see, for example, Bailey & Nunan, 1996; Freeman & Richards, 1996; Richards & Lockhart, 1994). Viewing the teacher as a primary agent of change, however, places the teacher in a position of even greater responsibility, something that sits somewhat uncomfortably with the fact that there are so many factors outside of the classroom itself which have an impact on what happens in the classroom.

1.3 Establishing the research area

The initial idea for this research project evolved partly as a result of my experience of teaching English and German (see 1.2 above) and partly as a result of my experiences in my capacity as a board member of the *Taiwanese Association of German Studies and German Language Teaching* (GDVT) and as a teacher trainer for colleagues in Northern and Southern Taiwan (providing in-service training in form of workshops, teacher consultations, and classroom observations). These experiences made me increasingly aware of a number of problems that teachers of German were facing, including problems relating to the competitive environment in which they work. There is fierce competition among students to perform well in national and international examinations in the context of the highly developed but rapidly changing South-East-Asian economy and fierce competition for students among educational providers in the tertiary sector. The first of these has tended to lead, in some cases, to a rejection, in a context where testing is primarily used as a tool of selection (Mitschian, 1999, p. 53), of co-operative and collaborative approaches to language learning (Tsai, 2009, p. 2f.). The second has led to increasing reliance on proficiency benchmarking as a way of establishing institutional credibility, something that is regarded as being particularly critical in the context of a dramatic decline in birth rate which is predicted to lead to the closure of tertiary institutions and a rise in teacher unemployment (Lin, 2009).

In addition to increasing expectations with respect to the success of language students and the performance of language teachers and increasing competition among institutions for students, there is also increasing pressure for teachers to conform to what Graddol (2006, pp. 82-97) has referred to as newly arising ‘orthodoxies’, creating a situation in which language teachers are under constant pressure and often feel inadequate (Crombie, 2008, p. 13). For many teachers of German with whom I have had contact in my professional capacity (mostly those working in the tertiary education context), the whole process of attempting to

meet expectations leads to exhaustion, frustration and a sense of inadequacy¹⁴ linked, in particular, to issues associated with:

- *Justification:* The increasing need to justify the teaching and learning of German in global and local contexts where there is an overwhelming dominance (hegemony) of English (Ammon, 2001; 2003; Gardt & Hüppauf, 2004).
- *Proficiency benchmarking:* The establishment of proficiency standards aligned with international proficiency benchmarking and the impact of internal and external proficiency tests on teaching and student morale.
- *Academic planning:* Ongoing reform and restructuring of courses and programmes.
- *Administration:* An overall increase in bureaucracy leading to an intensification of administrative requirements.
- *Publicity and marketing:* Increasingly high expectations in relation to contribution to the promotion of educational institutions and programmes (including organization and supervision of language-related activities such as language camps) and, with, in some cases, the expectation that teachers will contribute to student enrolment procedures.
- *Academic/ professional development:* Increasingly high expectations in relation to participation in in-service training of various kinds (including conferences and/or workshops), the gaining of further professional qualifications and evidence of personal research and publication.
- *Technology:* Increasingly high expectations in relation to the application of multi-media technology, the digitalization of course materials and making course materials available on online platforms.

¹⁴ This is no doubt also true for teachers of other subjects. However, since language students have to pass proficiency benchmarks, there might be a greater impact on foreign language teachers than on teachers of other subjects.

- *Student performance in workplace-related contexts:* Increasingly high expectations in relation to the readiness of language graduates to meet workplace requirements on completion of their programmes.

1.4 The research: general thoughts and specific details

1.4.1 Overall aim of the research

The overall aim of this research project was to explore the attitudes and practices of a sample of teachers of German working in the tertiary education context in Taiwan in relation to a review of selected literature on some major developments in the teaching of additional languages (*Chapter 3*) and the context in which they are currently operating (*Chapter 2*).

1.5 Research questions

The research questions that underpin this project are as follows:

- Q1: What are the educational backgrounds and professional beliefs and practices of a representative sample of teachers of German operating in tertiary institutions in Taiwan?
- Q2: To what extent do these beliefs and practices reflect major changes and developments that have taken place in the field of additional language teaching, particularly in the field of the teaching of German as an additional language, since the heyday of grammar translation?
- Q3: To what extent do these beliefs and practices appear to be influenced by factors other than major changes and developments that have taken place in the field of additional language teaching and what are these factors?
- Q4: What are the actual classroom practices of a sample of GFL teachers as evidenced in lesson observations?

1.6 Research methodology and methods

The research reported here is underpinned methodologically by language teacher cognition which is described by Borg (2006, p. 1) as involving “what language teachers think, know and believe – and ... its relationship to teachers’ classroom

practices”. From this perspective, the emphasis is, as Borg (2003, p. 105) observes, on “understanding teachers’ professional actions, not what or how they think in isolation from what they do”. Consistent with this is a mixed methods approach involving a questionnaire-based survey, semi-structured interviews and criterion-referenced analysis of a sample of language lessons. Each of these is discussed at the beginning of the relevant chapters (see *Chapters 4 - 6*).

1.7 Overview of the thesis

Following an overview of the role of German and its teaching as a foreign language internationally and within the Taiwanese context (*Chapter 2*) is a review of literature on some major developments in the teaching of additional languages, with particular reference to the teaching of German as a foreign language (GFL) (*Chapter 3*). The next three chapters represent the empirical core of the research. The first of these reports on a questionnaire-based survey in which almost a third of teachers of German in tertiary educational institutions in Taiwan participated (*Chapter 4*). The second reports on data collected in semi-structured interviews involving a sample of teachers of German in northern and southern Taiwan (*Chapter 5*). The third reports on the findings of a criterion-referenced analysis of a sample of German lessons taught in tertiary institutions in Taiwan (*Chapter 6*). The final chapter provides an overview and discussion of the findings of the research project as a whole and its significance as well as an indication of its perceived strengths and limitations and outlines possible directions for future research in the area (*Chapter 7*).

Chapter 2

The teaching and learning of German in Taiwan: Background and context

2.1 Introduction

This chapter starts with a brief overview of the situation relating to German and the teaching and learning of German world-wide (2.2) and then focuses on the situation regarding the teaching and learning of German in Taiwan (2.3 – 2.5), ending with a concluding comment (2.6)

2.2 German as a first and additional language: A statistical overview

In this section, the position of German and the teaching and learning of German is examined from a global and statistical perspective¹⁵. It should be borne in mind, however, that the statistical data provided need to be treated with caution. As Ammon (1991, pp. 32 & 33) observes, the methods used for gathering data about the number of speakers of a language may vary and there are at least four possible sources of error, including the nature of the questions included in a census which may not, for example, differentiate adequately among competence levels.¹⁶ Furthermore, that there is no consensus within the circles of linguistic experts about the content and border lines of what German language stands for (p. 19). Thus, for example, in some cases, statistical data may include dialects (*Mundarten/Dialekte*) originating from varieties of German such as Low German (*Niederdeutsch*), East Low German (*Ostniederdeutsch*), etc.; in other cases, they may not (König, 1991).

2.2.1 A global and European perspective

For the reasons outlined above, it should come as no surprise to find that estimates of the number of native speakers of German varies between 90 and almost 120

¹⁵ In many cases, very recent reliable statistical information is not available and so the statistics provided are, of necessity, less recent than could be wished.

¹⁶ See also Lewis, M.P. (Ed.) (2009) *Ethnologue*, The problem of language identification. Online version: Retrieved Sept. 12th, 2010, from <http://www.ethnologue.com>

million (Grimes, 1996; Haarmann, 2002; König, 1996; Lewis, 2014; Lewis et al., 2015). *Table 2.1* below is adapted from a table provided by Lewis (et al.) (2015) who estimated the number of native speakers of standard German (*Hochdeutsch*) as approximately 78 million in the context of an examination of the number of languages with over 50 million native speakers.

Table 2.1: Languages ranked according to the number of native speakers
(adapted from Lewis et al., 2015¹⁷)

Rank	Language	Number in million
1	Chinese (<i>all dialects</i>)	1,197
2	Spanish	399
3	English	335
4	Hindi	260
5	Arabic (<i>all dialects</i>)	242
6	Portuguese	203
7	Bengali	189
8	Russian	166
9	Japanese	128
10	Lahnda (<i>all dialects</i>)	88.7
11	Javanese	84.3
12	German, Standard	78.1
13	Korean (<i>South Korea</i>)	77.2
14	French	75.9
15	Telugu	74.0
16	Marathi	71.8
17	Turkish	70.9

Lewis places German in twelfth position in relation to the number of native speakers as does Haarmann (2002, p.13). Darquennes and Nelde (2006) estimated German to be “generally between 6th and 12th position for size and language group” (p. 65). It seems inevitable, however, that German will shift to a lower position over the next few decades in view of the fact that the birth rate of native speakers of German is considerably lower than that of the speakers of a number of other widely spoken languages.

¹⁷ Lewis, M. P., Simons, G. F., & Fennig, C.D. (eds.). (2015). *Ethnologue: Languages of the World, Eighteenth edition*. Dallas, Texas: SIL International. Online version: Retrieved Feb. 14th, 2015, from <https://www.ethnologue.com>

The figure provided above by Lewis relates to native speakers of standard German (*Hochdeutsch*). However, that figure would increase substantially if account were to be taken of speakers of German as a first and second language in polities such as Austria, Switzerland, and Liechtenstein where it is used as an official language. In that case, the number would be approximately 95 million (Darquennes & Nelde, 2006, p. 65; Lay, 2007, p. 238). When consideration is taken of minorities of German speakers found in many countries of Europe and around the globe (both L1 and L2 speakers), the overall number would increase to over 100 million (Darquennes & Nelde, 2006, p. 65). *Table 2.2*, adapted from *Ständige Arbeitsgruppe Deutsch als Fremdsprache* (StADaF) (2000, p. 4), includes an estimate of the number of speakers of German world-wide.

Table 2.2: *European languages worldwide in 2000 (adapted from StADaF, 2000, p. 4)*

	speakers worldwide	% in Europe	% outside Europe
German	101 million	96 %	4 %
English	573 million	10.7 %	89.3 %
French	131 million	47.6 %	52.4 %

In considering the above table, a number of factors need to be taken into account. These include, as Lay (2007, p. 240) indicates, borderline shifts following the First and Second World Wars, when Germany had to concede territorial rights to the Allies and waves of emigration, emigration to Eastern Europe (particularly Romania and Russia, in the 13th and 18th centuries), to the New World (including the USA, Canada, Brazil and Australia), to the former German colony of Namibia (where German still is an official language), and, to escape the terrors of the Third Reich, to countries such as Argentina and Israel. Taken together, the number of ethnic German emigrants has been estimated at approximately 8 million people (p. 238). However, this estimate must be treated with caution.¹⁸ In addition, it needs

¹⁸ Here again numbers can differ, depending on what kind of German (standard or dialect) and what kind of speaker (native or L2) was estimated. For a discussion of the terms “mother tongue”, “native speaker”, “first language”, “second language”, and “foreign language” see Ammon (1991, chapter 2) and Darquennes & Nelde (2006, pp. 64-65).

to be borne in mind that, according to a Gallup survey conducted in 2001,¹⁹ approximately 7.3 million US citizens spoke German as a second language (L2).

Due to the fact that Germany had a relatively brief historical liaison with colonial imperialism, German has its primary stronghold in Europe (in contrast to some other European languages such as English, French, Spanish and Portuguese (Lay, 2007, p. 245)). However, within the geo-political zone forming the European Union (EU), German is the most widely spoken mother tongue (Eurobarometer, 2006, p. 5), with approximately 5% more native speakers than English, and, when both L1 and L2 speakers are taken into account, is in second position (see *Table 2.3* below).

Table 2.3: *Percentages of speakers of languages in the EU in 2005 (adapted from Eurobarometer, 2006, p. 12-13)*

	as native language	as foreign language	Total
German	18%	14%	32%
English	13%	38%	51%
French	12%	14%	26%
Italian	13%	3%	16%
Spanish	9%	6%	15%
Polish	9%	1%	10%
Russian	1%	6%	7%

In terms of economic strength (calculated in terms of gross national product (GNP)), German speakers were rated by Ammon (2003) as being in top position in 2003 (see *Table 2.4*)

Within the European Union, German is also an official or regional language in more polities than any other language and is, in addition, the only official language in three member states (Germany, Austria, and Liechtenstein), one of the official languages in two others (Switzerland and Luxemburg) and a language of

¹⁹ Gallup survey April 6th, 2001, *About One in Four Americans Can Hold a Conversation in a Second Language*. Retrieved Sept. 13th, 2009, from <http://www.gallup.com/poll/1825/About-One-Four-Americans-Can-Hold-Conversation-Second-Language.aspx>

regional administration in two more (East-Belgium and Northern-Italy) (see Lay, 2007, p. 234). Even so, and although German was recorded as one of the then four official languages (German, French, Italian, and Dutch)²⁰ of the European Union in the 1958 *Treaty of Rome*, by 2003, it “rank[ed] only [in] third place as an actual working language of the EU institutions” behind English and French (Ammon, 2003, p. 241).²¹ Furthermore, as Lay (2007, p. 237) notes, in a survey undertaken among representatives of EC organizations, 33% of native speakers of German opted for English as the only administrative language, compared to 13% of native speakers of English.

Table 2.4: *Economic strength of official EU languages within EU (adapted from Ammon, 2003, p. 237).*

	GNP of speakers in billions of US dollar	official EU language
01.	2,243,021	German
02.	1,462,394	French
03.	1,151,760	English
04.	1,105,000	Italian
05.	484,800	Spanish
06.	483,212	Dutch

A discussion of the reasons why German representatives do not insist more strongly on their own language would lead here too far. However, it seems that Germans demonstrate a kind of ambivalence in relation to their own mother tongue and culture, which is based on the burden of their history.^{22,23} This

²⁰ In Sept. 2010, the EU had 23 official languages and 60 indigenous regional or minority language communities. Retrieved Sept. 14th, 2010, from http://ec.europa.eu/education/languages/languages-of-europe/index_en.htm

²¹ For a distinction between ‘official language’ and ‘working language’ please refer to the EC’s document *Languages of Europe*. Retrieved Sept. 6th, 2010, from http://ec.europa.eu/education/languages/languages-of-europe/doc135_en.htm

²² See the BBC News UK from June 26th, 2010 during the Soccer World Championship before the match Germany versus England: *German minister rebukes press for football ‘war’ terms*. Retrieved Aug. 6th, 2010, from <http://www.bbc.co.uk/news/10426060> or see the ARD interview from June 26th, 2010 of Klaus Theweleit about blunt war metaphoric used in British tabloids in relation to soccer games with the National German Team: *Interview zu Fußball und Migration: Ein Globetrotter-Spieler kennt keine Nation*. Retrieved Sept. 16th, 2010, from <http://www.tagesschau.de/sport/theweleit100.html>

²³ A discussion of reasons why German representatives do not insist more strongly on their own language is beyond the scope of this account. However, one of the reasons may be the ambivalence that many Germans have in relation to their own language and culture as a result of

ambivalence is also detectable in the field of GFL, where over the last few decades the term DACHL²⁴ has increasingly been used, perhaps as an indicator of the fact that because the German language is used in a range of polities, it should not be exclusively associated with Germany and, by association, with negative aspects of German history. One consequence of this has been the integration of certain regional German language varieties into audio materials and language tests²⁵ and an increase in the sale of course books produced in Austria, Switzerland, and Liechtenstein.

In spite of the ambivalence to which reference has been made, there is growing concern among speakers of other languages, including Germans, about the increasing dominance of English and its impact on, for example, culture and scientific disciplines (see, for example, Ammon, 2001a & 2001b; Fairclough, 2006; Phillipson, 1992; Tollefson, 1995).

2.2.2 The learning of German as a foreign language

It has been estimated that in 2005 there were approximately 16.7 million students of German as a foreign language worldwide and that, of these, 52% were located in Europe (including EU members or non-EU countries), 35% in the 12 member states of Commonwealth of Independent States (CIS) made up of the former 15 member states of the Soviet Union, with the remaining 13% being located in all other parts of the world, including Africa, Asia, North-and South-America and Oceania (see *Table 2.5*).

the two world wars, their precursors and their aftermath. Thus, for example, in September 2009 the then newly inaugurated German foreign minister, Guido Westerwelle, demanded at a press conference that a BBC journalist ask questions in German (actually acting in accordance with the protocol that questions should be addressed in the language of the country) but later attempted to ameliorate the impact of this demand by observing that he would be willing to have a tea and a chat in English with the journalist later (Bundespressekonferenz, 29. Sept. 2009, Westerwelle lässt BBC-Reporter abblitzen - SPIEGEL TV. Retrieved Sept. 16th, 2010, from <http://www.youtube.com/watch?v=laUJzGMUEI4>).

²⁴ DACHL is the abbreviation for the four countries Germany (**D**eutschland), **A**ustria, Switzerland (**C**H) and **L**iechtenstein, which is used among teachers of GFL. Furthermore, the noun 'Dachl' is dialect and means *little roof*.

²⁵ Lists of examples (taken from three different course books) are given by Stein (2003, p. 65-68).

Table 2.5: Overview of learners of German as a foreign language from 2000 - 2005 (adapted from StADaF, 2006, p. 7)²⁶

Learners of German according to international areas in 2005 and 2000			
Area	2005 in %	2005 in mio.	2000 in mio.
European Union	44.44%	7,430,387	8,468,920
CIS	35.31%	5,904,155	8,104,515
Europe (non-EU member)	7.91%	1,321,866	1,245,149
Africa	3.43%	572,874	475,387
South- and East-Asia	3.29%	550,343	783,577
North-America	2.91%	486,595	621,924
Australia and New Zealand	1.01%	169,514	164,354
South-America	0.99%	164,824	160,425
Middle and Far East	0.71%	118,143	143,365
Total		16,718,701	20,167,616

The information network on education in Europe (Eurydice, 2005, p.50)²⁷ has made the following observation:

[In] all countries of central and Eastern Europe, except Lithuania and Romania, around 40% of pupils at most learn German in general secondary education. This also applies to Belgium (the Flemish Community), most of the Nordic countries and Luxembourg, in which German is a mandatory language, which accounts for its high percentage at both levels of education. These percentages are also especially marked in the Czech Republic (73.5%), Denmark (71.8%), Slovenia (83%) and Slovakia (78.2%). The countries in which less than 10% of pupils learn German are those in which the Romance languages are spoken or other countries of southern Europe.

As was also noted in the same report (Eurydice, 2005, p. 47), foreign languages in the EU were mostly learnt in secondary schools (p. 47).

²⁶ The numbers are based on official data or the estimates of local experts.

²⁷ The numbers are based on official data providing information on pupil participation rates for foreign language learning in primary and secondary education.

The European Commission (EC) conducted the survey *European and their languages* (2001, 2005, and 2012) to investigate the situation regarding foreign language learning in the EU (see *Figure 2.1* below)²⁸. The report stated that English was “the most widely-spoken foreign language throughout Europe”, with 38% of EU citizens maintaining that they had sufficient skills to have a conversation in English, and 14% maintaining that they knew either French or German well enough to be able to have a conversation (Eurobarometer, 2012, p. 11).²⁹

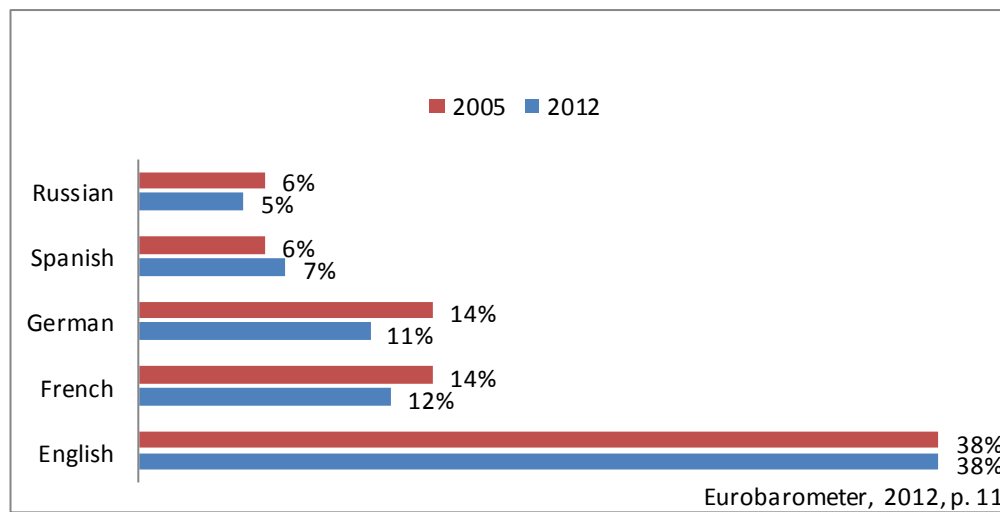


Figure 2.1: The five most widely spoken foreign languages within the EU 2005 and 2012 (from Eurobarometer, 2012, p. 11)

Notwithstanding the percentages in *Figure 2.1* above, there was a major decline in the number studying German in the British Isles between 2000 and 2005 (down from 380,000 to 39,500). One of the reasons for this is that the British government decided in 2004 to make language learning optional after the age of 14.³⁰

²⁸ The survey question was: “Which languages do you speak well enough in order to be able to have a conversation, excluding your mother tongue?” (Eurobarometer, 2006, p. 9).

²⁹ *Figure 2.1* compares the situation in 2005 and in 2012. When the survey was carried out in 2001, the EU had still only 15 Member States and therefore Russian was not covered.

³⁰ Aida Edemariam, Who still wants to learn languages? (The Guardian, 2010, Aug. 24th). Retrieved Sept 16th, 2010, from <http://www.guardian.co.uk/education/2010/aug/24/who-still-wants-learn-languages>

German studies are distinguished into two fields according to the location of the educational institution, namely *Binnengermanistik* (German studies – inland) or *Auslandsgermanistik* (German studies – abroad). Students of *Binnengermanistik* are located within DACHL countries and are, therefore, generally native speakers of German. In the case of *Auslandsgermanistik*, taught outside of German speaking countries, the situation is different and the focus of *Auslandsgermanistik* is primarily “*Sprachunterricht sowie ... literaturwissenschaftliche Veranstaltungen*” (*German language learning and ... lectures about [German] literature*) (Götze & Pommerin, 1989, p. 300). However, as Rösler (2001, p. 1151) has pointed out, it is not adequate to think of *Auslandsgermanistik* as a homogenous field:

[Der] Lernort Universität mit seinen Zielgruppen, Lernzielen und Lernweisen. . . Als Beispiele für die Beschreibung landesspezifischen universitätsrelevanten Lernens zwischen so unterschiedlichen Polen wie Anfänger- und Fortgeschrittenenunterricht, Literatur- und Landeskundeorientierung oder allgemein- oder fachsprachlicher Spracherwerb.

(The university as a place of learning is characterized by having various target groups, learning objectives and ways of learning. . . As examples, there are differences that are country-specific and university-specific that relate to different polarities such as beginner- and advanced-level teaching, literature-oriented teaching and teaching that is socio-politically oriented as well as differences that relate to geographical and cultural orientation or general as opposed to subject-specific language learning.)

So far as *Auslandsgermanistik* is concerned, a number of issues need to be taken into account. First, graduates may vary widely in their knowledge of, and competence in the German language. Graduates who go on to teach the language may have had no prior experience of teaching practice since there is a tendency among students not to take advantage of internships intended to provide this kind of practice (Rösler, 2001, p. 1153). Secondly, where subjects are taught through the medium of German, assumptions made about the existing proficiency of

students (most of whom are likely to have begun the study of German at university) are likely to result in attempts to simplify the language used, a simplification which may be at odds with the expectation that the students will be able to exhibit a particular ‘academic standard’ (see, for example, Oberreiter, 2007, p. 19). Thirdly, the expectation is that teachers will seek to accommodate specifics relating to regional conditions (including nowadays the demand for intercultural sensitivity), and administrative as well as institutional contexts (see, for example, Merkelbach, 2014).³¹ All of this means that graduates of *Auslandsgermanistik* courses may have to face particular challenges, especially if they themselves choose to teach German. If they find themselves to be unequal to these challenges, they may themselves contribute to what has been described as a crisis situation³² in which the number of students enrolled worldwide in *Auslandsgermanistik* courses declined from 838,620 in 1995 to 427, 689 in 2000 (StADaF, 2000, p. 2) to 146.779 in 2005 (StADaF, 2006, p. 5)³³.

2.3 The teaching of German in Taiwan

2.3.1 The educational reform context

Taiwan’s education system has undergone a major process of reform, one which has been accompanied by a range of political, social and educational consequences (Daily, 2009, p. 28). The reform was, in part, a response to criticism that there was too much focus on tests and examination results and too much centralization and government control (p. 27). Added to this were the challenges posed by increasing globalisation and international competitiveness (Ministry of Education (Taiwan) 2009, p. 25). This led initially, in 1996, to the *Education*

³¹ These issues were already pointed out by Harold E. Palmer in 1932, who taught English in Japan (see, Palmer, 1962, reprint of the 1932 edition). Oberreiter (2007) focuses on his own experiences in Taiwan, and Merkelbach (2014) offers a collection of articles which deal with language teaching in an East Asian context.

³² See as examples Delille (2006), who wrote about the enrolment crisis for faculties offering studies in foreign philology and specifically German in Portugal, because students would see no job opportunities (p. 40); or Edemariam (2010), who reported about projected closing of German and other foreign language departments among British universities.

³³ The reasons for the strong decline might include educational policies of various countries as well as the weakness of the field of German studies to create more interesting perspectives among young teens and tweens for the field. An example is changes in policies in South Korea, where in 1995 about 500,000 pupils and students were learning German and today there are about 9000. The Korean government stopped promoting the learning of a second foreign language beside English.

Reform Action Plan which outlined key policies (Chen, 2013. p. 265), such as placing greater emphasis on pluralism and making education compulsory for twelve years rather than nine years. Since the 2014 school year, *primary schools* (six years), *junior high school* (three years) and *senior high school* (three years) have been integrated into a single system ³⁴ (see *Figure 2.2*). A decision was also made to establish more junior colleges, colleges and universities in order to ease the exam pressure on students and create more tertiary education opportunities (see also *Figure 2.2*). These policies have been successful to the extent that the number of higher educational institutions (including junior colleges, colleges and universities) has increased substantially. In 1998, there were 137 colleges and universities in Taiwan. By 2008, the number had gone up to 162 (comprising 102 universities and 60 colleges). There was also an increase in the number of private colleges following the upgrade of junior colleges to colleges (Ministry of Education (Taiwan) 2009, p. 29). However, this increase in educational opportunity has now led to overcapacity because of a declining birth-rate.

³⁴ Based on information from the MOE's official English website. Retrieved Jan. 1st, 2015, from <http://english.moe.gov.tw>

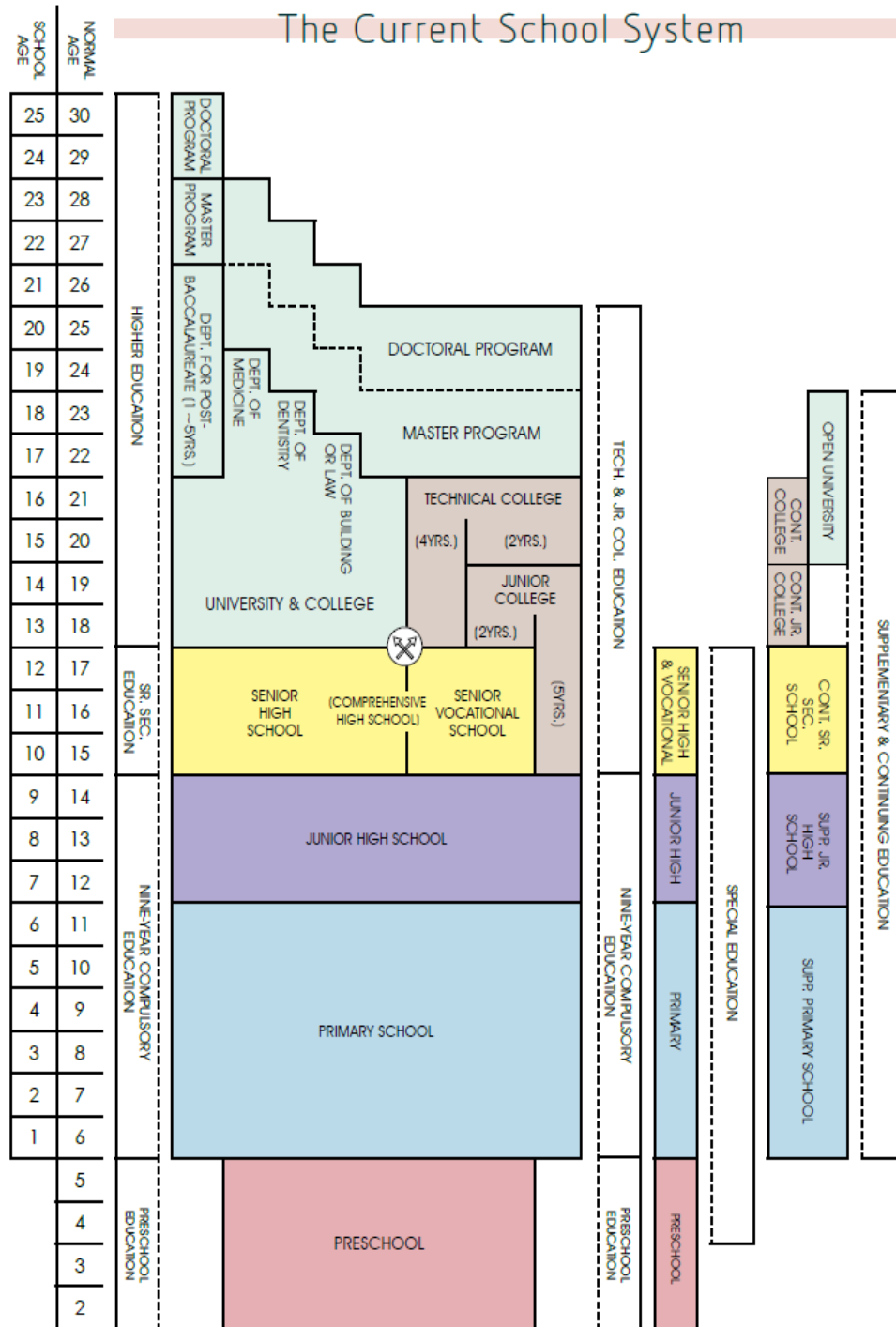


Figure 2.2: Current Educational System

(Ministry of Education, Taiwan, 2013, p. 10).

Another example of the willingness of the Taiwan government to democratize education³⁵ and push for far-reaching reforms has been the liberalization of the

³⁵ See Daly (2009, p. 28), who has argued that Taiwan's reversal of centralization in the 1990s can be seen as an extreme example of the 'hyper-democratization' of education.

choice of textbooks. When the policy of *One Standard, Multiple Textbooks* (一本多網) was declared in 1999, the *National Institute for Compilation and Translation* (NICT) lost its monopoly over textbook production.³⁶

2.3.2 German as a second foreign language in senior high schools

Since the summer of 1996, Taiwan's Ministry of Education has promoted the establishment of a second foreign language program in secondary education in Taiwan (Chang, 2003, p. 175) and from 1999 to 2004 extra subsidies were invested to foster, in particular, Japanese, French, Spanish and German. From 2005 on, implementation of this policy entered a third phase (Lay, 2007, p. 11). As can be seen in *Figure 2.3* and *Table 2.6* below, there was considerable fluctuation in the number of schools offering German and students taking German in Taiwan's secondary education system between 1999 and 2010.

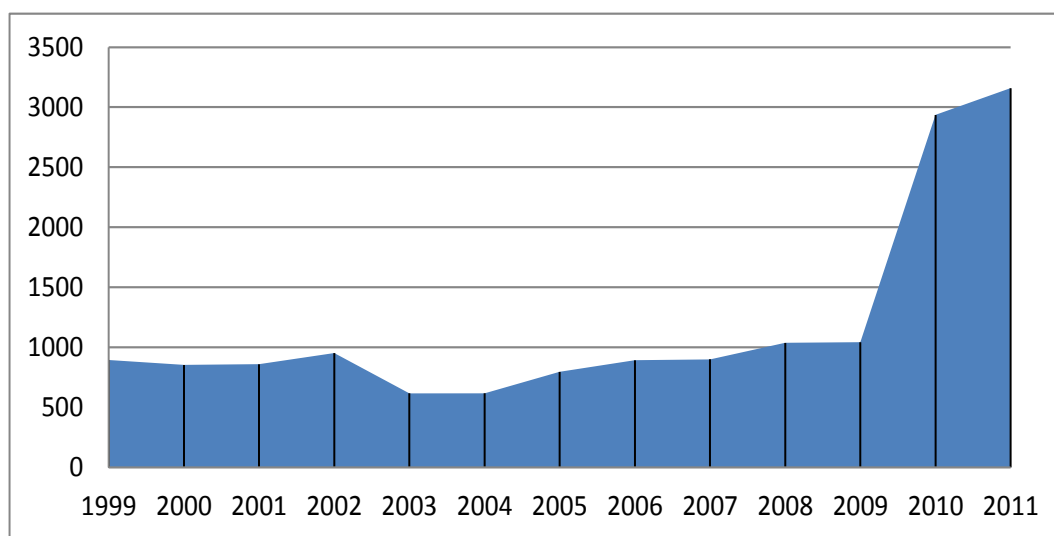


Figure 2.3: *Number of pupils learning German in Taiwan's secondary education*
(Numbers taken from *Centre of Second Foreign Language in Secondary Education*, 2014)

Chang (2003) has argued that one of the reasons for the fluctuation relates to the elective nature of German as a subject (p. 179) and another to the difficulty of

³⁶ As Wang (2007, chapter 3) has demonstrated, issues relating to textbook quality remain.

securing appropriate teachers.³⁷ This is likely to be indicative of more widespread problems relating to teacher quantity³⁸; and teaching quality, both of which are, as Lay (2007, p. 12) notes, critical to the future of GFL in secondary education. In addition to these problems, and contributing to them, are financial issues (see, for example, Gerbig, 2007, p. 312), including the fact that teachers of German often do not have full-time teaching positions (Chou, 2014, pp. 116-118).

Table 2.6: *An overview of German in Taiwanese secondary schools, 2005 - 2010*

Learning German in secondary education in Taiwan		
	2005	2010
Schools offering FL classes	1,392	3,871
Schools offering GFL	25	26
GFL learners in schools	950	1,202
Comparison 2000/2005 and 2005/2010	-150	+252
Numbers from <i>Centre of Second Foreign Language in Secondary Education</i> , 2014		

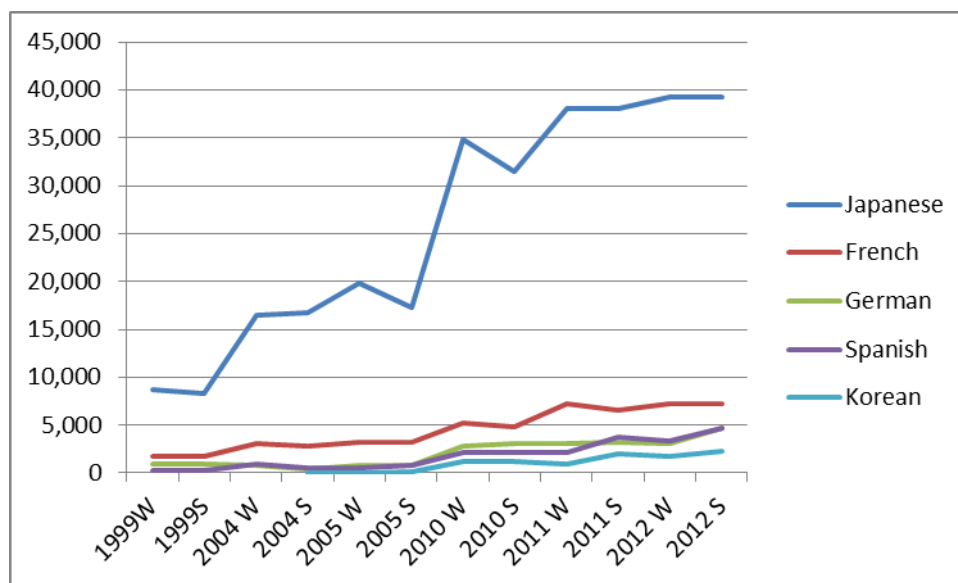


Figure 2.4: *Number of pupils learning Japanese, French, German, Spanish, and Korean in Taiwan's secondary education (Numbers from Centre of Second Foreign Language in Secondary Education, 2014)*

³⁷ Chang (2003, p. 80) made reference to a Ministry of Education report in which it was noted that school principals had stressed that lecturers from nearby university who helped out were not able to adjust their teaching so as to meet the needs of the students.

³⁸ The lack of qualified teachers became obvious on the website of *Centre of Second Foreign Language in Secondary Education* (高級中學第二外語教學), where on Sept. 20th, 2010, 18 teaching positions for GFL all over Taiwan were announced as vacant. Retrieved Sept. 20th, 2010, from <http://www.2ndflcenter.tw>

2.3.3 The Joint University Entrance Exam (JUEE)

Citizens of Taiwan who wish to enter a Taiwanese university must participate in the annual *Joint University Entrance Exam* (JUEE), an exam which was initiated in 1954 and has since been reformed. As indicated in *Figure 2.7*, large numbers of students take this examination every year.

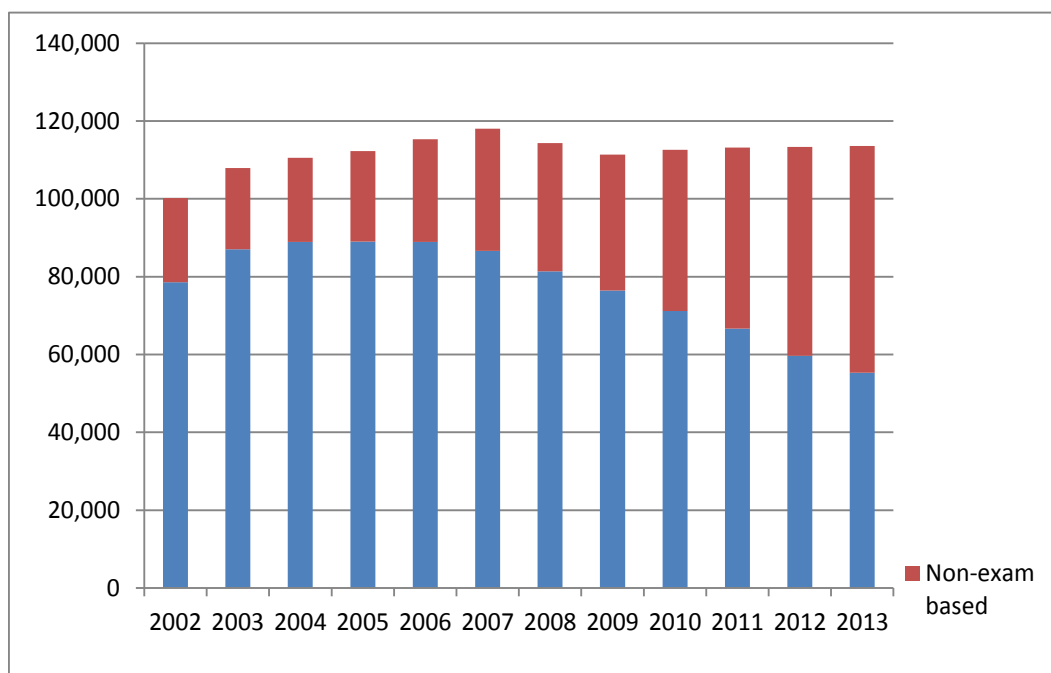


Figure 2.5: The number of registered participants for the annual JUEE
(Department of Statistics, Ministry of Education, Taiwan, 2014)

During the 1990s, approximately around 60% of those who sat the JUEE were offered higher education places; in 2010 that had risen to over 90%,³⁹ something that inevitably has implications so far as teaching is concerned. Also of significance in relation to the teaching of languages is the fact that within the JUEE, the testing of English prioritizes grammar, reading comprehension, and vocabulary. As Chang (2003, p. 182) observes:

Die Folge ist, dass Sprech- und Hörkompetenz, die nicht als prüfungsrelevant gelten, weitgehend aus den Curricula der Schulen ausgeklammert sind, wohingegen oft isolierte Sprachkenntnisse vermittelt

³⁹ See Lin, S.Y. [林思宇] (2010, Aug. 6th) 大學放榜錄取率缺額 4 年新低 [The acceptance rate of university freshmen reaches a new four year low record].

werden, die in der Prüfung durch Ankreuzen von vorgegebenen Antworten abgefragt werden.

(The result is that competencies in speaking and listening, which are not relevant for exams, mostly play a minor role within the curricula of schools, and isolated chunks of language are often taught, which have to be answered during the exams by choosing among [already] listed answers.)

The fact that the JUEE leads to exam-oriented language cramming instead of language learning has been widely discussed and criticized (see, for example, Chen, Warden, & Chang, 2005; Daly, 2009) and it has also been noted that this has, in turn, an impact on the way in which other languages, including German, are taught (Chang, 2003, p. 182; Merkelbach 2003a & b; 2006; 2011, p. 131)⁴⁰.

2.3.4 German in the tertiary education system

Taiwan's tertiary education system is facing a major challenge as a result of the rapid increase in the number of educational institutions and in the context of a declining birth rate (see *Figure 2.8*).

Offering tertiary education places to a higher percentage of JUEE participants had the initial effect of protecting teaching institutions and teachers and administrative positions within them. However, over 150 departments island-wide had difficulties in recruiting an adequate number of new students in 2009 (Lin, 2009). Furthermore, the Ministry of Education predicted in 2009 that one third of current tertiary institutions would have to shut down within 12 years (ibid.)⁴¹. This is by no means the only thing that could have a major impact of the learning of German in Taiwanese tertiary institutions. Added to this must be issues associated with

⁴⁰ In relation to the influence of different factors on the learning of additional foreign languages see Hufeisen, B. (2010). Theoretische Fundierung multiplen Sprachenlernens – Faktorenmodell 2.0. *Jahrbuch Deutsch als Fremdsprache* 36, 200-207. The model is helpful since many Taiwanese language learners are often plurilingual.

⁴¹ Lin, X. Y. [林曉雲]. (2009, Oct. 13). 少子化效應 / 逾 60 所大專 12 年後會倒 [Effect of decrease of birth rate / Over 60 tertiary institutions will be closed down in 12 years]. 自由時報電子報 [The Liberty Times Online]. Retrieved Sep. 20th, 2010, from <http://www.libertytimes.com.tw>

standards in a context in which the vast majority of applicants for tertiary education places are accepted.

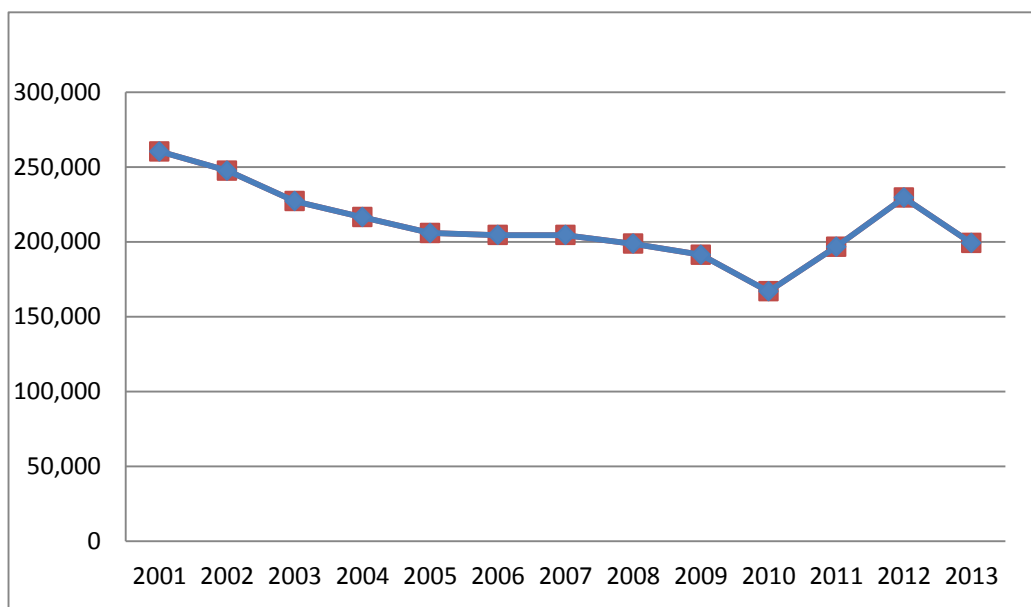


Figure 2.6: Crude birth rate in Taiwan (Department of Statistics, Ministry of Education, Taiwan, 2014)⁴²

There are currently eight German departments or German sections in tertiary education institutions in Taiwan which offer students the opportunity of studying German as a major subject and three tertiary institutions which offer German as a second or additional foreign language to enrolled students (see *Tables 2.7 and 2.8*). Altogether, there are ten institutions (NCCU is listed within each table once) offering German as a major or minor/ additional subject, with a higher density in the north of the country. Six of these institutions are located in northern Taiwan (namely in Taipei or Taipei county): Chinese Culture University (CCU), Fu Jen Catholic University (FJU), National Chengchi University (NCCU), National Taiwan University (NTU), Soochow University (SCU), and Tamkang University (TKU). Two are located in southern Taiwan (in the industrial harbour town of Kaohsiung): National Kaohsiung First University of Science and Technology (NKFUST) and Wenzao Ursuline University of Languages (WZU). The last two

⁴² The increase of the crude birth rate in 2010 (Year of the Tiger) and 2012 (Year of the Dragon) is rooted in the traditional belief that children born within these years have desirable characteristics.

institutions are located in the middle of Taiwan (in Changhua county): Tunghai University (THU) and Dayeh University (DYU)⁴³.

Table 2.7: *Taiwanese tertiary institutions offering German as a major subject*

German dept./German section at tertiary level (N=8)	
Type 1. Technical / Foreign Languages universities (N=2)	
1.	National Kaohsiung First University of Science and Technology (NKFUST); Applied German Department (國立高雄第一科技大學應用德語系所)
2.	Wenzao Ursuline University of Languages (WZU) Dept. of German (文藻外語大學歐亞語文學院德國語文系)
Type 2. Regular universities (N=6)	
1.	Chinese Culture University (CCU) German Dept. (中國文化大學德國語文學系)
2.	Tamkang University (TKU) Dept. of German (淡江大學德國語文學系)
3.	Fu Jen Catholic University (FJU) Dept. of German Language and Culture (輔仁大學德語語文學系)
4.	Soochow University (SCU) Dept. of German Language and Culture (東吳大學德國文化學系)
5.	National Chengchi University (NCCU) German section in the Program of European Languages and Culture (國立政治大學歐洲語文學程德文組學士班及碩士在職專班)
6.	Dayeh University (DYU) German section of the Dept. of European Languages (大葉大學歐洲語文學系德文組)

The majority (seven) of these institutions are private ones (with fees being at least double those of public or national institutions). The German departments of CCU, FJU, and TKU are the oldest ones, each having been established in the same year, 1963, followed by SCU which was established in 1973 (Lohmann, 1996, p. 106).

Wenzao was established in 1966 by the Ursuline sisters, initially as a five year vocational high school. In 1998, the Ministry of Education gave it the status of a college and in 2013 that of a university - the first foreign language university on the island. The new university status allowed Wenzao's German department to join the group of the other universities, and to take the top position in relation to

⁴³ The data presented in *Chapters 4, 5, and 6* were collected from individuals working in these tertiary institutions.

student numbers and number of teaching staff. The other ‘younger’ universities offer GFL in the context of European Languages or European studies programs, German being one European language among others. This includes the European Languages programs at DYU, which started in August 2004, and the European studies program at NCCU, established in August 2006.

Table 2.8: *Taiwanese tertiary institutions offering German as a minor/ additional subject*

German as a second FL program under FL dept. at university (N=3)	
1.	National Taiwan University (NTU) Foreign Languages Department (國立台灣大學外國語文學系)
2.	Tunghai University (THU) Dept. of Foreign Languages and Literature - Second Foreign Language Program (東海大學外國語文學系第二外語)
3.	National Chengchi University (NCCU) Second Foreign Language Program - 20 credits European Language Program for enrolled students) (國立政治大學外文中心第二外文組 – 20 學分歐洲語文學程 (給校內學生修讀))

Three of the eight departments or sections offering German in some form have a graduate institute (大學研究所) offering students the opportunity to obtain a Master’s degree (which may take up to four years to complete). These are NKFUST, FJU, and SCU.⁴⁴ So far as Master's programs are concerned, candidates normally have to pass an entrance examination to obtain one of the limited study places. These examinations are organized individually by each department. Graduates who wish to proceed to do PhD research have to do so overseas.

In addition to the programs to which reference has been made, it is common practice for tertiary institutions to offer extension education programs (including, sometimes, GFL programs).

⁴⁴ There were two more institutes offering a Master’s program. However, the Master’s program at CCU took its last input of students in 2009 and the one at NCCU ceased operations in the 2012/2013 academic year.

To gain an overview and better understanding of the GFL study programs offered by the eight departments/ sections listed above, online information made available by the institutions was accessed and sorted into charts (see *Appendix 2.1*). In fact, however, the information obtained in this way was made up largely only of lists of course titles with or without program schedules. The course types offered were separable into two categories - required courses (必修課) and elective courses (選修課), and language courses (語言科目) and professional courses (專業科目) (see *Appendix 2.2*). Language courses (generally required and often intensively taught during the first two to three years of undergraduate programs) focused on proficiency development in a general sense and were often accompanied in later years (third or fourth years) by elective courses. Professional courses were often specific in terms of content-type (e.g. German for tourism (觀光德語); German linguistics (德語語言學)). For an outline relating to first year GFL courses in the 1010/2011 academic year, see *Table 2.9*.

Table 2.9: *GFL course types (with number of hours per week each) in the first year of undergraduate programs in the 2009/2010 academic year*

	NK FU ST	WZU			CCU	TKU	FJU	SCU	DYU	NC CU	Total
		5- year	4- year (day)	4- year (night)							
Listening									2		2
Conversation	2	3	5		4	4	2	4			24
Speaking									2		2
Reading	2					4	4	4	2	4	20
Writing							2				2
Grammar	6	5	5			4	4	4	6	4	38
Practice	1 (Lab.)				4	2		1			8
Pronunciation & listening		2					1				2
Listening & conversation										4	4
Pronunciation & conversation				3							3
Grammar & Reading				4							4

As the table below demonstrates, it would appear to be common practice to separate out different skill areas and to designate courses in terms of skills and/or grammar rather than to offer integrated skills courses designated in terms of proficiency level. In addition, courses labelled ‘grammar’ (文法) make up 42 hours of the total 105 hours listed in the table above. Since the course books designed by publishing houses such as Hueber, Klett and Langenscheidt (which are widely used in Taiwan) are based on a more integrated approach, questions arise as to how teachers use these course books in the context of the courses as labelled. However, as (Lohmann, 1996, p. 108) observes, it is not possible to determine from course titles precisely what the actual focus of courses is in practice. To do so, classroom observation is required.

So far as *professional courses* (專業科目), generally offered in the third, fourth or later years of study, are concerned, the range offered includes, in the case of NKFUST, SCU, and WZU ‘business and industry’, ‘humanity and culture’, ‘tourism and hospitality’ or ‘literature and linguistics’. To gain an overview of the main foci of *professional courses*, those offered in undergraduate and/or graduate programs have been classified into six categories (see below).

- **Business** (including industry and tourism): *Business German writing* (商用德文書信), *Business German conversation* (商用德文會話), *Introduction to business German* (商用德語入門), *German for tourism* (觀光德語), *餐旅德文* (*German for hospitality*)
- **Translation** (including interpretation): *German translation* (德文翻譯), *German interpretation* (德文口譯), *German-Chinese translation* (德漢翻譯), *Chinese-German interpretation* (中德口譯)
- **German literature**: *German modern literature* (德語現代文學), *Introduction to German literature* (文學導論), *History of German literature* (德國文學史)
- **German culture** (including society): *Media German* (媒體德文), *German culture* (德國文化), *German theatre* (德國戲劇)

- **German linguistics:** *German linguistics* (德語語言學); *Introduction to German linguistics* (德語語言學導論/概論)
- **GFL teaching:** *Introduction to German language teaching* (德語教學入門), *Internship of German teaching* (德語教學實習), *Teaching approaches of German writing and conversation* (德語寫作與會話教學法), *Foreign language teaching theories* (外語學習理論), *German language course planning and material design* (德語課程規劃與教材編撰)

For an outline of the types of professional GFL courses offered by the eight institutions, see *Table 2.10* below.

Table 2.10: *Types of professional GFL courses offered by 8 Taiwanese tertiary institutions*

Domains of content-based courses / Programs	Undergraduate	Total N of institutions
Business (including industry, tourism)	NKFUST; WZU; CCU; TKU; *FJU; SCU; DYU	7
Translation (including interpretation)	WZU; CCU; TKU; FJU; SCU ⁴⁵ ; DYU NCCU	7
German literature	*NKFUST; WZU; CCU; TKU; FJU; SCU; DYU NCCU	8
German culture (including society)	NKFUST, WZU; CCU; TKU; FJU; SCU; DYU; NCCU	8
German linguistics	*NKFUST; *CCU; *TKU; FJU; *SCU; *DYU	6
GFL teaching	WZU ⁴⁶	1

* The department only offers one content-based course in this domain.

⁴⁵ Although two translation courses were offered in the undergraduate program at SCU, they were categorized as language training courses on the course plan.

⁴⁶ Although two GFL teaching courses were offered in the four-year college program at WZU, they were categorized as language training courses on the course plan.

As indicated in the table above, *German literature* and *German culture* proved to be the most widely offered *professional courses* (offered by all eight institutions). Ranked next were *Business* and *Translation* (each offered by seven of the eight institutions). Following that was *German linguistics* (offered by six of the eight institutions). Last was *GFL teaching* (which was offered by only one institution within its undergraduate programme).

In Taiwan, there are three universities which offer GFL Master's programs: SCU, FJU and NKFUST. According to the Mandarin Chinese descriptions of these programs available on their institutional websites, a variety of areas are in focus in those programs (see Table 2.11 below).

Table 2.11: Main study foci of three GFL Master's programs offered in Taiwan in the 2009/2010 academic year

Foci Institutions	SCU	FJU	NKFUST	Total
German education and politics (德國教育與政治)	x			1
German literature (德國文學)	x	x		2
German linguistics (德語語言學)		x		1
GFL teaching (德語教學)			x	1
Translation (翻譯)			x	1

It is interesting to note that none of the three Master's programs included in the above table offers courses with the label "*teaching German as an additional language*".

So far as GFL students are concerned, the number involved in learning in the tertiary education sector was 5,200 in 2005 and 4,500 in 2010 (StADaF, 2006, p.9; 2010, p. 5). See Table 2.12 below for more detailed information.

Table 2.12: *GFL tertiary sector student numbers in the 2009/2010 academic year*

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University	German Departments	Program	N
NKFUST	Applied German	undergraduate	217
		graduate	38
WZU	German	undergraduate	885
CCU	German	undergraduate	227
		graduate	10
TKU	German	undergraduate	293
FJU	German language and culture	undergraduate	268
		graduate	31
SCU	German language and culture	undergraduate	224
		graduate	34
Sum		<i>undergraduate</i>	2,114
		<i>graduate</i>	113
University	European studies / languages	Program	N
*DYU	European languages	undergraduate	app. 1,82/2 = 91
*NCCU	European studies program	undergraduate	app. 2,51/3 = 84
		graduate	app. 22/3 = 7
Sum		<i>undergraduate</i>	<i>app. 175</i>
		<i>graduate</i>	<i>app. 7</i>
Total		undergraduate	app. 2,289
		graduate	app. 120
		All	app. 2,409

* app. = approximate number

As indicated in *Table 2.12*, there were approximately 2,400 students as majors on German in undergraduate and graduate programs combined in the 2009/2010 academic year. This represents an increase of 750 students over the number enrolled in the 2005 academic year. This growth relates, in part at least, to the fact

⁴⁷ The student numbers of SCU were not available from the MOE. Therefore, the data provided here were obtained from the website of SCU's Registrar's office. Retrieved Sept. 18th, 2010, from <http://www.acad.scu.edu.tw/1/reg/index.htm>

The numbers given by the MOE for the European languages and European studies programs at DYU and NCCU just stated one number for all languages within each of the programs. For this reason, the given MOE number was divided by the number of languages offered in the respective program (by two (French / German) at DYU, and by three (French, German, Spanish) at NCCU). Therefore, these numbers are marked as approximate. The number given by the MOE for WZU was adjusted in line with the Registrar's office of WZU.

that two European programs were established after 2005 (DYU in 2004; NCCU in 2006) and that Wenzao started a four year college program in 2004 (whose numbers increased as the program grew in the following years).

In addition to students who were enrolled as majors in German, there were students who chose German as a second or further FL or as an elective course in combination with majors in other subjects such as engineering, environmental protection, law, business and management. According to the statistical information available (StADaF, 2006, pp. 9 & 10), the number involved was approximately 3,550 in 2005 and 2,550 in 2010. These numbers must, however, be treated with caution.⁴⁸

Analysis of the websites of the eight tertiary institutions referred to above during the period from September 8th to 12th 2010 suggests that there were, at that time, a total of 118 individuals⁴⁹ teaching German in these institutions. Although areas of expertise as listed in Chinese were sometimes ambiguous⁵⁰, a rough overview is provided in *Figure 2.9* below.

As can be seen from *Figure 2.9*, only 21 of the 118 teachers listed (32%) had FL/GFL teaching listed as an area of specialism. Among this group of 21, 14 were recorded as having academic degrees in GFL (11.8 % of 118) (six PhDs and eight MAs) and 7 as having teaching certificates issued by the Goethe Institute (5.9 % of 118). Of the 118, 38 (32%) had degrees in a subject other than German (e.g. business, economics, politics, technology, sociology, sinology), although it is important to bear in mind that that number is likely to include native speakers of German.

⁴⁸ Thus, for example, the number given by the MOE for WZU's undergraduate programs was almost 50% less than the number given by WZU's registrar's office. The number of Wenzao's German students was published on Wenzao's website with 885 students (including 752 students for the 5 year junior college, the 2 year and the four year college program) for October 2009; compared to 474 stated by the MOE for the same period of 2009/2010. But since NKFUST, CCU, and DYU did not post their student numbers online, this research had mostly to rely on data published by the MOE and StADaF.

⁴⁹ Individuals, who were teaching at two institutions, were only counted once.

⁵⁰ Thus, for example, two Chinese terms used for *German studies* have been transferred into English as: Germany / language / literature / study (德國語文學) and German language / language / literature / study (德語語文學).

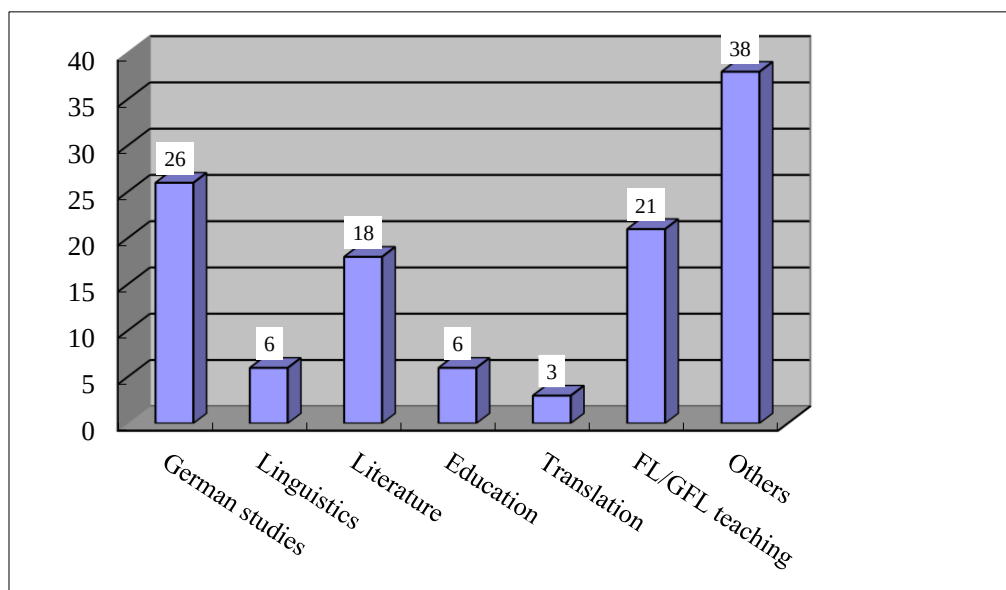


Figure 2.7: Teachers of German in ten tertiary institutions in Taiwan according to areas of academic expertise, Sept. 2010.

2.3.5 GFL in other institutions

Four further official institutions offer GFL courses: the *Goethe Institute*; the *Language Training and Testing Centre*, the *Language Institute of the Ministry of National Defense*, and the *Taipei European School*.

The *Goethe Institute Taipei* ⁵¹ (formerly *Deutsches Kulturzentrum* / German Culture Centre) was established in 1963. Since then, it has had over 40,000 participants in its GFL courses⁵² and enrolled 3,500 learners in 2004 (Gerbig, 2007). It has three departments: *Language*, *Culture* and *Information*. The language department is responsible for GFL courses from beginner to advanced levels. It also offers workshops and training programs for GFL teachers and organizes test dates for the internationally recognized German language exams of the *Goethe Institute*, which include *Start Deutsch*, *Zertifikat Deutsch (ZD)* and *TestDaF* (see Table 1.1).

⁵¹ Goethe Institute Taipei: <http://www.goethe.de/ins/cn/tai/deindex.htm>

⁵² According to its website. Retrieved Sept. 20th, 2010, from <http://www.goethe.de/ins/cn/tai/lrn/deindex.htm>

The *Language Training and Testing Centre*⁵³ (LTTC) is located on the campus of the *National Taiwan University* in Taipei. The centre was founded in 1951 and began to offer courses in German in 1965. According to its website, the LTTC has about 2,200 (100%) students each term (ten weeks) in its English (70%), Japanese (20%), and French, German, and Spanish (together 10%) programs. The LTTC is registered with the Ministry of Education as being responsible for the development and administration of language tests, including administration of the *General English Proficiency Test* (GEPT)⁵⁴ and the *Foreign Language Proficiency Test* (FLPT).⁵⁵

The *Language Institute of the Ministry of National Defense R.O.C*⁵⁶ was established in 1952 and is part of the military. Officers are currently able to study Japanese, Korean, English, German, French, Spanish, Russian and Arabic. After graduation, they may take part in exchange programs, go abroad for further study or go back to their units as experts on translation. Officers with legal responsibilities often go to Japan or Germany for further studies (Lay, 2007, p. 14) since Taiwan's law is related to that of both of these jurisdictions.

The *Taipei European School*⁵⁷ has British, French, and German sections. The German section was established in 1990 because the number of children of the German community in Taipei was growing. The children of native speakers can receive primary and secondary education in German. In addition, a GFL program was added in 2005, allowing students of the British and French sections to choose German as an additional foreign language⁵⁸.

In addition to the institutions referred to above, various private language schools (e.g. the *Chinese Institute of European Languages*⁵⁹ (CIEL)) offer German,

⁵³ Language Training and Testing Centre: <http://www.lttc.ntu.edu.tw/>

⁵⁴ General English Proficiency Test (GEPT): http://www.lttc.ntu.edu.tw/E_LTTC/E_GEPT.htm

⁵⁵ Foreign Languages Proficiency Test: http://www.lttc.ntu.edu.tw/flpt/Foreign_version/FLPTe.htm

⁵⁶ Language Institute of the Ministry of National Defense R.O.C:
<http://www.mnd.gov.tw/English/publish.aspx?cnid=498&p=20527>

⁵⁷ Taipei European School: <http://www.taipeieuropeanschool.com/>

⁵⁸ All according to: <http://www.taipeieuropeanschool.com/tgs/geschichte.php>

⁵⁹ Chinese Institute of European Languages: <http://www.ciel.com.tw/>

French, Spanish, Portuguese, and Russian courses.⁶⁰ Finally, German is taught in a number of cram schools and by a number of private tutors.⁶¹

2.3.6 A concluding comment

In providing an overview of the situation regarding the German language and the teaching and learning of German generally, and in Taiwan in particular, this chapter provides information in relation to which the research reported in the remainder of this thesis can be located.

⁶⁰ Private language schools and language cram schools exist all over Taiwan and it is difficult to collect data about their number or the number of their students.

⁶¹ There are no data or estimation available.

Chapter 3

A critical review of selected literature on developments in the teaching of additional languages, with particular reference to the teaching of German

3.1 Introduction

In the history of the teaching of additional languages some major phases are detectable although there is a significant amount of overlap with, for example, an approach that was particularly characteristic of 18th and 19th century Europe (grammar translation) still being in evidence today in various parts of the world. This is also partly the case for certain Taiwanese GFL classrooms (see *Chapter 5* and *6*). Therefore, the review begins with a brief section on the importance of historical awareness (3.2) and then moves to the exploration of approaches to the teaching of additional languages that pre-dated the development of grammar translation (3.3) before looking at the development of grammar translation itself, and, in particular, at the central role played by German academics in its development (3.4) and the challenge posed to the grammar translation approach by linguists belonging to what is often referred to as the ‘Reform Movement’ from the late 1800s (3.5). This is followed by a section that focuses on the role that behaviourism within psychology and structuralism within linguistics played in two major developments that were particularly in evidence in the mid-1900s in the area of the teaching of additional languages - the development of the structural syllabus design concept and audio-lingual methodology (3.6). The next section deals with the development of the mediating and bilingual methods (3.7) and the following one addresses the impact of major challenges to behaviourism and structuralism in the teaching of additional languages from the second half of the 20th century onwards, focusing in particular on proposals relating to more meaning-centred syllabuses and what is commonly referred to as ‘communicative language teaching’ (3.8). Next is a section dealing with the notion of a ‘post-communicative era’ (3.9). The penultimate section deals with issues of particular relevance to the teaching of German in Taiwan, treating each of these within an

international context (3.10). The first of these relates to stereotypes of Chinese learners (3.10.1); the second to motivational factors (3.10.2).

3.2 The importance of historical awareness

There is increasing awareness of the importance of understanding the ways in which language teaching has developed over time (Stern, 1983, p. 75ff.). With particular reference to German as a foreign language (GFL), Neuner and Hunfeld (2003, p. 8ff.) as well as Decke-Cornell and Küster (2010, p. 55ff.) have drawn attention to the socio-political significance of the interaction between developments in GFL and educational systems more generally and to the potential that such understanding has for sensitization to one's own positioning. Hüllen, who argues vehemently for the study of the history of foreign language learning in language teacher education (2000), has noted (2005, p. 140) not only that “the past supports the whole building without determining its forms and functions”⁶², but that it may also, in some cases, determine these forms, one example of this being the continuing prevalence of grammar translation in some parts of the world (see, for example, NeSmith's (2011, pp. 158-225) discussion of the teaching of Hawaiian). Indeed, Kelly (1976, p. ix) has noted that “much that is being claimed as revolutionary in this century is merely a rethinking and renaming of early ideas and procedures” and Richards and Rodgers (2001, p. 3) have observed that “many current issues in language teaching are not particularly new”, with “[t]oday's controversies reflect[ing] contemporary responses to questions that have been asked often throughout the history of language teaching”. This kind of historical knowledge and understanding provides a framework to which the research findings can be related. In addition, it is important that language teachers should have an understanding of how their own practices reflect (or otherwise) critical developments within the discipline (see *Chapter 5* and *6*).

⁶² “Sie [die Vergangenheit] trägt das Gebäude, ohne es in seinen Formen und Funktionen zu bestimmen.“ – Hüllen mentions Robert Musil's *Der Mann ohne Eigenschaften* as the origin of this metaphor (2005, p. 140).

3.3 The early learning of vernacular languages

From the 14th century and even earlier⁶³, as various vernacular languages began to displace Latin in the political sphere (Eder, 2010, pp. 56 & 57; Glück, 2002, pp. 1-14; Richards & Rodgers, 2001, p. 3), it was increasingly necessary to teach and learn these languages. In a multilingual Europe, nobles were one of the main target groups for the teaching of foreign languages (Eder, 2010, p. 57; Pausch, 2002, pp. 22 & 23). However, they were by no means the only group requiring language education. Many others, including travelers, pilgrims, refugees, merchants and administrators, depended on knowledge of vernacular languages for success (Glück, 2002, pp. 83-158; Howatt, 1984, pp. 12-31). Some of the earliest language teaching texts found in Germany, dating from the 9th century, were intended for visitors to taverns (Glück, 2000, pp. 127 & 128) and many later textbooks were also very specific in terms of target markets. Thus, for example, at the beginning of the 15th century, there were textbooks in a number of dialects (e.g. Bavarian, East-Swabian and Venetian) that focused on textile trading (Pausch, 1972; Rossebastiano, 2002). Some were, however, more general in focus, one example being a number of ‘dialogue manuals’ dating from the 16th century that were intended to help Huguenot refugees with everyday spoken English (Howatt, 1984, pp. 17-31). All of these glossaries, manuals and textbooks were bilingual (Glück, 2002, p. 412ff.) or, as Pausch (2002) demonstrates, even trilingual (using Latin as the third language) and many were in the form of dialogues⁶⁴, with the native and target languages being printed opposite each other to facilitate comparison (Howatt, 1984, p. 7; Kelly, 1976, p. 104), much in the style we have come to associate with phrase books (see, for example, Šimečková’s (2002) analysis of such a dialogue book). Many of them provided vocabulary lists⁶⁵ and phonological advice (Glück, 2002, p. 412ff.; Howatt, 1984,

⁶³ Richards and Rogers (2001, p. 3) date the beginning of this to the 16th century; Eder (2010, p. 55) and Glück (2002, p. 5) date it as beginning in the 14th century. However, Eder provides examples from the 13th century (as well as the 15th century) when referring to GFL (with a similar period being referred to by Howatt (1984) with reference to EFL).

⁶⁴ According to Howatt (1984, p. 5) the dialogic form was based on the question and answer form of the catechism, a technique designed to preserve essential narratives from aberration, and one that Kelly (1976, p. 49ff.) notes was based on Greek and Latin philosophical dialogues, later formalized in the disputation exercises of medieval university courses.

⁶⁵ For the Latin tradition of *vocabularius ex quo* please refer to Glück (2002, pp. 413-418) or Hüllen (2005, p. 36).

p. 17). Because there were no grammatical descriptions of vernacular languages at the time, none of these texts included any explicit grammar teaching⁶⁶.

These early glossaries⁶⁷, manuals and textbooks were designed for face-to-face communication⁶⁸, and were, if the number of editions is taken as a measurement, often popular. Thus, for example, a textbook designed for teaching German to Italians probably written by Georg von Nürnberg in 1424 (Rossebastiano, 2002, p. 7) was printed and reprinted in numerous editions with various language combinations until the seventeenth century, becoming influential as a guide to later textbook construction (Glück, 2002, p. 418ff.)

3.4 Towards grammar translation

As indicated below, various developments relating to language and language education had an impact on the development of the Grammar-translation Method.

3.4.1 Latin: From communication to scholasticism

Latin functioned “as international *lingua franca* of the High Middle Ages⁶⁹ in Middle and Western Europe” in the domains of “education, politics, administration, and diplomacy” (Glück, 2002, p. 4). Richards and Rodgers (2001, p. 3) have noted its role as “a language of spoken and written communication”, and Glück (2002, p. 4) has noted that it “followed national conventions” in relation to “the phonological and morphological systems of the individual vernacular”. Although by the 14th century, Latin had lost its importance as a *lingua franca* in Europe as result of a range of social and political changes, it nevertheless continued to be taught and to be an important source of information

⁶⁶ The first known brief grammatical description of German was designed by Valentin Jckelsamer in 1531 (Raumer, 1857, pp. 10 & 11) and a more complete one in 1573 by Laurentius Albertus (Hüllen, 2005, p. 171); the first known grammatical description of French appeared in 1530 (Howatt, 1984, p. 4). There is, however, no record of a grammatical description of English until the beginning of the next century (ibid.). Furthermore, as Glück (2002, p. 433ff.) observes with particular reference to early German ‘grammars’, there was no clear understanding of precisely what should be included in a grammar.

⁶⁷ On glossaries, see also Glück (2002, chap. 7, pp. 412-457)

⁶⁸ It is also possible that many users of these books simply found sentences in their native languages that conveyed the meanings they wished to express and then pointed out the ‘translation equivalents’, a procedure that would, of course, work only where both parties were literate.

⁶⁹ 900-1250 A.D.

and ideas about the description of grammatical systems and the teaching of grammar. It became the cornerstone of classical humanist education⁷⁰ and, in addition, being regarded as an ‘ideal’ form of language, provided an influential model for the teaching of other languages and, in particular, the grammar of other languages (Hüllen, 2005, p. 22 and pp. 31 & 32; Richards & Rodgers, 2001, p. 4).

Whereas the focus had once been on the learning of Latin as a *lingua franca*, the emphasis shifted to learning Latin in order to gain access to classical texts, such as those of Cicero or Caesar, and/or as a tool for the development of intellectual capacities, the second of these motivations providing the major justification for the teaching of Latin in grammar schools from the 16th to 18th centuries in Britain. As Richards and Rodgers (2001, p. 4) observe, the study of Latin grammar “became an end in itself”, which, they speculate, “must have been a deadening experience for children”. In addition to the rote learning of grammatical rules and their application, pupils were encouraged to focus on translation (Kelly, 1976, pp. 171-180). Kelly (1976, p.7) sums up the situation as follows:

Throughout the history of language teaching, methods of presentation have varied according to the type of mastery required of the pupil. During the Middle Ages and the eighteenth and nineteenth centuries, languages were usually presented through the codifications of grammarians. It was expected that skill in using languages would follow from an intellectual knowledge of their formal analyses.

3.4.2 The development and promotion of grammar translation

Prior to the *Renaissance*, the learning of classical grammar appears largely to have involved a process of memorization. During the *Renaissance*, however, translation became the ultimate tool for inculcating stylistic consciousness (Kelly, 1976, p.

⁷⁰ Meißner (2007, p.151) states that in 1998, Latin ranked third in Germany after English and French among high school students (Gymnasiasten) and second after English in Austria. One reason may be that Latin is still required of M.A. or PhD candidates in many German and Austrian universities. Hüllen (2005) explains the influence of Latin through neo-humanistic ideals of the late 19th century (p. 86).

172). Sentences relating to daily life in source languages (*vulgars*) were treated as if they were Latin ones, with “every word being parsed in accordance with its function in order to arrive at the Latin case required” (Kelly, 1976, p. 173). Students were then expected to build acceptable Latin sentences out of the translated puzzle pieces. If such sentences were grammatically correct, students would then memorize them and recite them in class (*ibid.*). During the *Renaissance*, translation began to be given a new role, being integrated with grammar instruction. It was not, however, until considerably later that this was combined with the creation and translation of exemplar sentences in line with the structures being taught. It is this combination, found initially largely in grammar schools (see below), that characterizes what has come to be known as the ‘grammar translation approach’. Thus, although many of the fundamentals of grammar translation were already in place during the *Renaissance*⁷¹, it did not “appear in the form so hated” until the end of the 18th century (Kelly, 1976, p. 51).

As Howatt (1984, p.131) has observed, “the grammar translation method was devised and developed for use in secondary school” and “could even be called ‘the grammar school method’ since its strengths, weaknesses, and excesses reflected the requirements, aspirations, and ambitions of the nineteenth-century grammar school in its various guises in different countries”. As the name characteristically used to refer to it indicates, the two central characteristics of grammar translation were (a) a focus on grammar as the main organizing principle of learning content (the belief being that mastery of grammar led to mastery of language), and (b) a focus on translation as a demonstration of linguistic mastery (Neuner & Hunfeld, 2003, p. 19).

What is often referred to as the Grammar-translation Method (GTM) was first evident in Prussian *Gymnasien*. Indeed, it became known as the ‘Prussian method’ in the U.S.A. following the publication of a book by B. Sears (1845), a teacher of

⁷¹ The 15th (Quattrocento) and 16th centuries (Cinquecento) are viewed as the core period of the *Renaissance*.

classics, entitled *The Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language* (cited in Kelly, 1976, p. 53)⁷².

It was towards the end of the 18th century that German authors began to play a major role in the development and application of grammar translation as a ‘methodology’, something that is evident in German course books designed for teaching modern languages, such as French, English, and Italian. Probably the originator of the Grammar-translation Method as perpetrated in grammar schools was Johann Valentin Meidinger (1756-1822) who worked as a private teacher of French and Italian in Frankfurt. When potential publishers rejected his French grammar, he self-published it in 1783. The book became such a bestseller that there had been 37 editions by 1857, with approximately 250,000 copies having been sold (not including various reprints and pirated copies, such as those that appeared in Reutlingen, Schaffhausen, and Vienna) (Stricker, 1885, p. 189). Two of Meidinger’s other works - *Erster Unterricht* (First Lessons), published in 1794, and a German grammar for French learners, published in 1793, were similarly successful, with total sales of all of his grammars and dictionaries being estimated at half a million copies by 1860 (ibid.).

Meidinger’s model “consisted of a series of separate lesson units each with a few grammatical rules and paradigms, plus vocabulary lists for use with exercises in the form of sentences to translate into the foreign language” (Howatt, 2009, p. 472). This “genuinely innovative idea” (ibid.) presented each new grammar point with appropriate, constructed example sentences, something that was thought to be more efficient than drawing examples from the literature of the target language (Howatt, 1984, p. 132).

⁷² One reason why this method was exported to the United States may have been the fact that “Germany was considered the model of advanced educational thought at the time” (Howatt, 1984, p. 133), its state-run education system having been developed in line with a model developed by Wilhelm von Humboldt that “became the envy of the rest of Europe” (Howatt & Smith, 2000, p. ix). Secondary education was split in two levels: *Gymnasien*, the higher level, and *Realschulen*, the lower level, the latter having a two-tier structure- *Realgymnasien* and *Oberrealschulen* (Decke-Cornill & Küster, 2010, p. 62). It was in *Realgymnasien* that modern languages, such as French and English, were taught.

The success of Meidinger's publications was such that there were many imitators. Thus, for example, Johann Georg Christian Fick (1763-1821) designed his English teaching course book on Meidinger's model. That book, entitled *Praktische englische Sprachlehre für Deutsche beyderley Geschlechts. Nach der in Meidingers französischer Grammatik befolgten Methode*.⁷³ was written in 1793 and published in Erlangen in the southern part of Germany. The word 'practical' in the 19th century indicated that there would be practice required. That practice typically involved exercises of different kinds, in particular, translations (Howatt, 1984, p. 132). This included translations of the target language into German and vice versa, which extended Meidinger's work (see above).

Other influential exponents of the Grammar-translation Method were the German authors Johann Seidenstücker (1763-1817), Franz Ahn (1796-1865), Heinrich Gottfried Ollendorf (1803-1865), and Karl Plötz (1819-1881), all of whom modeled their works on those of Meidinger and Fick. Ahn and Ollendorf were among the best-known authors of language teaching texts during the middle of the 19th century (Howatt & Smith, 2009, p. xi) and it was as a result of the influence of men such as these that the Grammar-translation Method began to be adopted by the authors of many textbooks designed for the teaching of French, English, Italian, and German. It was, however, only when Ollendorf's grammar was adapted for the teaching of Greek and Latin in schools that the teaching of classical languages began to be characterized by the Grammar-translation Method (Kelly, 1976, p. 53). This is something that is often overlooked in simplified accounts of the history of grammar translation that are predicated on the assumption that the 'method' was associated with the teaching of Latin and classical Greek before being applied to the teaching of modern languages (see, for example, Decke-Cornill and Küster (2010, p. 63ff.) who state that the 'Grammar-translation Method' of the classical languages influenced the teaching of modern languages).

⁷³ Practical English Course for Germans of both sexes. Following the method of Meidinger's French Grammar

3.4.3 The survival of grammar translation

In spite of the criticisms made of it, initially by advocates of the Reform Movement (see 3.5.2 below), grammar translation, often in a modified form, is still to be found in classrooms all over the world (Liu, 2007, pp. 13-41) and reference is still made to it in a number of books designed for teachers and/or students (Larsen-Freeman, 2000, pp. 11-14; Harmer, 2007, p. 63; Neuner & Hunfeld, 2003, pp. 19-32). In fact, Decke-Cornell and Küster (2010, p. 80) note that a modified form of the Grammar-translation Method was still to be found in the teaching of foreign languages in German secondary schools in the 1950s and that “its traces can be found there until today”. One reason for this may be, as Richards and Rodgers (2001, p. 6) observe, that it places few demands on teachers:

Although the Grammar-Translation Method often creates frustration for students, it makes few demands on teachers. . . . Contemporary texts for the teaching of foreign languages at the college level often reflect Grammar - Translation principles. These texts are frequently the products of people trained in literature rather than in language teaching or applied linguistics. Consequently, though it may be true to say that the Grammar - Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory.

In spite of the claim by Richards and Rodgers that grammar translation has no contemporary advocates, Liu (2007) appears to have identified several in his survey of over 450 teachers of English as an additional language within and outside of the U.S.A. While advising readers to interpret his findings with caution, he observes that of the 19% of his participants who were non-native speakers of English (approximately 85 individuals), 75% (approximately 64 individuals) used a grammar translation approach in the teaching of reading and writing and 35% of that group (approximately 22 individuals) actually expressed a preference for grammar translation by name (p. 24).

3.5 From grammar translation towards the Reform Movement

Early texts relating to the teaching of vernacular languages to which reference has been made here were very different in orientation from later ones and from those involving the teaching of Latin after it had begun to be displaced as an economic and political *lingua franca*. Although both involved translation, the former were absent of the grammatical focus found in the latter. Hence the emergence of a debate about methods - the *Methodenstreit* (*Controversy about methods*) - in the 16th century which focused on whether language learning should be undertaken inductively in the country of the target language or according to deductive grammar-oriented techniques (Hübner, 1933, p. 9). Howatt (2009, p. 468ff.) has referred to the first of these as being characterized by a *mimetic paradigm* (a forerunner of the approach adopted by, for example, Berlitz, 1887; Palmer, 1917; Sweet, 1899; and Viëtor, 1886); the second as being characterized by a *mathetic paradigm*⁷⁴. It is this same paradigmatic contrast that underpins the later debate on language teaching and learning that led to what has come to be known as the ‘Reform Movement’.

3.5.1 The excesses of some approaches to grammar translation

The works of Ahn, Ollendorf and others were intended to improve the teaching and learning of modern languages, including classical languages. In this sense, they were, as Howatt (1984, p. 131) observes, ‘reformist’ in orientation, with lessons beginning with the introduction of one or more grammar rules, a list of vocabulary, and examples to translate for practice (p. 136). During the 19th century, however, this simple approach began to develop in different ways for a number of reasons, including the diversification of the Grammar-translation Method itself (Howatt, 1984, p. 139ff.; Hüllen, 2005, pp. 92-97)⁷⁵, the growing need for language testing and the increasing pressure from classicists for greater

⁷⁴ Howatt points out two paradigms, a *mimetic* one and the *mathetic* one. The first is based on the learning principles of imitation and practice, and sees language learning as a natural process. The second is based on learning principles that highlight mastery through study and understanding.

⁷⁵ Howatt and Hüllen argue that there were ‘methods’ of grammar translation at that time. Harmer (2007, p. 63) applies the plural form (grammar translation methods) too.

status, something that came to be associated with more philological depth (see, for example, Hüllen, 2005, p. 98ff.; Howatt, 1984, p. 133ff.). An example of the move towards philological study is provided by Kelly (1976, p. 53):

During the second half of the nineteenth century the grip of Grammar translation was tightened by Karl Plötz. In his system, which was basically that of Ollendorf, the disciplinary and analytical value of language study was paramount, and the linguistic aims quite secondary. The growing exactness of philological studies was reflected in the increased formalism of his grammatical description. Language teaching drifted further from the languages taught by reason of the abandonment of authentic specimens of literature for synthetic passages that were built around rules, exceptions, and restricted vocabulary selected for its congruence with grammatical rules. Language skill was equated with the ability to conjugate and decline.

In similar vein, Howatt (1984, p. 136) has observed that really bad grammar translation course books were not written by well-known authors like Ahn and Ollendorf, but by ambitious schoolmasters who designed books which “grew into a jungle of obscure rules, endless lists of gender classes and gender-class exceptions, self-conscious ‘literary’ archaisms, snippets of philology, and a total loss of genuine feeling for living language”. Even as early as the late 1800s, Viëtor (1886), for example⁷⁶, pointed out many absurdities associated with the course books used in German schools, including grammar rules which were no longer current (p. 4ff.), ‘phonetic nonsense’ (lautliche Unsinn)⁷⁷ and the teaching of standard German pronunciation to children who communicated in a regional dialect (p. 3). In spite of such excesses, grammar translation continued to dominate language classes in Germany and many other European countries in the mid-19th century (Richards & Rodgers, 2001, p. 5). There was, however, increasing demand for change and it is this that led to the Reform Movement.

⁷⁶ Viëtor published his pamphlet in 1882 for the first time under the pseudonym *Quousque Tandem* (*How long is all this going to go on for? – Cicero’s opening address to challenge the Senate on the Catiline conspiracy*). For this thesis, the second edition of 1886 was consulted, where Viëtor admitted being the author and wrote a brief preface, but did not edit the original content.

⁷⁷ This included confusion of oral and written forms of the language.

3.5.2 The Reform Movement

What is often referred to as the ‘Reform Movement’ in language teaching has been described as being “unique in language teaching history” insofar as it involved the collaboration and co-operation of teachers and scholars involved in phonetic studies from several countries, all of whom shared a similar educational aim (Howatt, 1984, p. 169)⁷⁸. Two main factors have been identified as contributing to the development of this movement in the late 19th century. The first was the general realization that foreign language teaching was not meeting the demands of an industrialized society in which the establishment of railway, steamboat, and ferry lines had led to a vast increase in trade and travel (Howatt & Smith, 2002, p. v). The second was the more specific realization that school graduates were proving unable to apply the foreign language instruction they had had in schools (Viëtor, 1886, p. 25). Greater numbers of people, including adults who had not had access to a higher education that included foreign language instruction, wanted and/or needed to learn foreign languages and had little interest in engaging in the demanding but often pointless homework exercises that had become the norm in, for example, German schools (Viëtor, 1886)⁷⁹ and British grammar schools (Howatt, 1984, p. 136ff.).

What primarily motivated those involved in the Reform Movement was the desire to develop an approach to teaching modern languages (referred to variously as the ‘direct’, ‘natural’, ‘new’ or ‘phonetic’ method)⁸⁰ that prioritized oral interaction and avoided translation and the analysis of grammatical rules (Stern, 1983, p. 89). However, whereas some stressed the use of the target language as the primary medium of instruction, others did not (Howatt & Widdowson, 2004, pp. 187-209).

Many linguists and language teaching specialists from around Europe played a role in the Reform Movement. They included Henry Sweet (1845-1812) and

⁷⁸ Other authors have, however, referred to negative aspects of this movement and to its minimal impact (see, for example, Decke-Cornill & Küster, 2010, p. 66; Richards & Rogers, 2003, p. 38).

⁷⁹ The subtitle of Viëtor’s pamphlet (1886) was *Ein Beitrag zur Überbürdungsfrage* (A contribution to stress and overwork in schools) (transl. from Howatt, 1984, p. 344).

⁸⁰ Decke-Cornill and Küster (2010, p. 65) argue that to refer to this as a ‘method’ is misleading in that it simply involved the application of some basic principles.

Harold Palmer (1877-1949) in Britain, Paul Passy (1859-1940)⁸¹ in France, Otto Jespersen (1860-1943) in Denmark, the Frenchman Lambert Sauveur (1826-1907) and the German Maximilian Berlitz (1852-1921), the last two of whom emigrated to the U.S.A. Two Germans who played an important role were Wilhelm Viëtor and Hermann Klinghardt, both of whom worked in *Realgymnasien*, that is, in that branch of the lower secondary education system in Germany (*Realschulen*) in which modern languages were taught.

3.5.3 The initial spark: A pamphlet by Wilhelm Viëtor

In 1882, Wilhelm Viëtor published a 32 page pamphlet entitled *Der Sprachunterricht muss umkehren!* (*Language teaching must start afresh!*). In so doing, he began a movement whose three basic principles spread throughout Europe. These were: (a) the primacy of speech over writing, (b) the centrality of connected text, and (c) the prioritization of an oral approach within classrooms. In addition, Viëtor emphasized the importance of having well trained, professional language teachers who were able to pronounce the target language correctly and apply it communicatively. Viëtor's emphasis on pronunciation led a number of language teachers, including Klinghardt (see below), to begin their language classes by introducing the newly developed phonetic notation⁸².

Viëtor's suggested lesson sequence is outlined here because of its potential relevance in relation to some current approaches to language teaching (Viëtor, 1886, p. 30ff.). He suggested that new texts should be read by the teacher (several times if necessary) while the students' books were closed and that this should be followed by an explanation (in German) of new words. Only at this stage should the students be invited to open their books and follow the written text while it was read again (by the teacher or one of the more able students). The students would

⁸¹ Paul Passy, chairman of *Association phonétique des professeurs de langues vivantes*, published a paper in 1899 entitled *De la méthode directe dans l'enseignement des langues vivantes*. In addition to providing a concise overview of the pedagogical principles underpinning what he referred to as "*la méthode d'imitation raisonnée*" (in which he stressed the importance of imitation for beginners), he made a distinction between it and two other 'methods' – "*la méthode classique*" and "*la méthode naturelle*" (Bufe, 2006, p. 409), thus clearly indicating that to use the terms 'direct method' and 'natural method' interchangeably (as some contemporary writers do) is by no means always warranted.

⁸² Passy, Jespersen, Viëtor, and Sweet were members of the *Phonetic Teacher's Association*, which later, in 1897, became the *International Phonetic Association* (IPA).

then read and attempt to translate the text into German before engaging in a comprehension and practice section of the lesson during which the teacher would ask questions (in German or in the target language) based on the text which were to be answered (with books open) in the target language. Students would then retell the text (with closed books) - again in the target language - before engaging in writing activities which could involve writing answers to questions on the board and then in their notebooks. The target language was to be used by the teacher for classroom instructions and all other purposes except for explaining vocabulary and grammar and asking some text-based questions. Systematic compilation of grammar points would accompany revision of the texts.

3.5.4 Klinghardt's experiment with Sweet's theory

Henry Sweet (1845-1912) was one of the leading proponents of the Reform Movement in Britain. His paper *On the practical study of language* published in 1844, which laid the intellectual foundations of the movement, was developed over the next fifteen years and was finally published in revised form as a book: *The Practical Studies of Languages* (1899). It was, however, another German, Hermann Klinghardt (1847-1926), who put Sweet's ideas, as expressed in his textbook of 1885 - *Das Elementarbuch des gesprochenen Englisch (The primary reader of spoken English)* - into practice in the classroom in the *Realgymnasium* at Reichenbach in Silesia, reporting on the four year trial in two detailed papers⁸³ which were intended to demonstrate the potential value of incorporating new, scientifically-based methodologies into the classroom context.

3.5.5 The Reform Movement: A final comment

The Reform Movement began in the 1880s and lasted into the first decade of the twentieth century. While the basic principles underlying the movement were the same, or very similar, from one exponent to another, with general agreement on an overall approach (Stern, 1983, p. 88ff.), no agreed more specific teaching methods emerged notwithstanding the fact that the label 'direct method' is often

⁸³ *Ein Jahr Erfahrungen mit der neuen Methode* (1888) (*One year's experience with the new method*), and *Drei weitere Jahre Erfahrungen mit der neuen Methode* (1892) (*Three more years of experiences with the new method*).

used to refer to the general approach advocated by the reformists. Furthermore, the movement was inhibited by the fact that few language teachers had access to relevant training or were able to hone their practical language skills in the context of travel to the countries whose languages they taught (Decke-Cornill & Küster, 2010, p. 66). In addition, although the movement had considerable success in private language schools, it could not “be expected to go too far” in public schools which were inherently resistant to rapid change and which were not well adapted to language learning (Howatt, 2009, p. 467)⁸⁴. In Germany in particular, there was a further problem - the difficulty of reconciling a practical approach to language learning (Sprachkönnen), one that was consistent with the needs of an increasingly industrialized society (Walter, 1980, p. 185), with the philosophy of holistic personal development (allgemeine Geistesbildung) that permeated the school system (Hüllen, 2005, p. 82ff), a philosophy that had been espoused by Wilhelm von Humboldt⁸⁵ himself.

3.6 The development of the structural syllabus and audio-lingual and audio-visual methodology

3.6.1 Introduction

One of the main ideas of advocates of the Reform Movement within Europe was that foreign language learning should start with the spoken language itself, prioritizing oral interaction. This idea needed a certain time to become influential in the U.S.A. (Bufe, 2006, p. 411) since the spoken form of a foreign language was not seen as very useful in a country where everybody was expected to speak English. Instead, “[t]he Coleman Report in 1929 recommended a reading-based approach” (Richards & Rodgers, 2001, p. 50)⁸⁶ and scholars in the twenties and thirties tended to be preoccupied with discussion about *reading aim* and *reading method* (Bufe, 2006, p. 411) (see, for example, Coleman, 1930; Olinger, 1931).

⁸⁴ Howatt (1984, p. 145) observes further: “Academicism laid a heavy hand on the teaching of languages in the nineteenth century.”

⁸⁵ See, for example, Humboldt, Wilhelm von (1996) *Der Königsberger und der Litauische Schulplan*. In *Werke*, 1961 (5th ed., Vol. IV, pp. 168-195).

⁸⁶ Coleman (1929, cited in Bufe, 2008, p. 411) stated that high school students registered normally just for two years to learn a foreign language; a period, showing minimal results to acquire higher level of competencies in the target language. Therefore, Coleman suggested a focus on reading, hoping through this to enable students for further reading and studying by themselves.

However, this changed dramatically when the U.S.A. entered into the Second World War where encounters with people from different continents and countries with their respective languages grew significantly and large groups of U.S. citizens were forced to communicate with people who were not familiar with English. However, as Roche (2008, p. 14) observes, the ideas and principles of the Reform Movement did not finally find acceptance in mainstream foreign language classrooms till the 1950s and 1960s. This may have been, in part at least, as Richards and Rodgers (2001, p. 38) note, because the Reform Movement was not underpinned by any systematic foundation in applied linguistic theory, something that evolved with the later development of behaviorism in psychology, structuralism within linguistics and, ultimately, audio-lingual methodology.

3.6.2 The impact of the development of behaviorism within psychology

Chastain (1976, p. 104) observes that:

The roots of the psychological theories of learning most closely associated with the audio-lingual theory can be traced back to antiquity. Early philosophers mentioned from time to time the possibility that learning in humans might be similar to that in animals.

In the 19th century, most people would not have seriously considered any theory based on the assumption that human beings and animals shared some important characteristics. However, when Darwin published *On the Origin of Species* in 1859, suggesting that the variety of species was the outcome of a natural selection process of earlier organisms, former certainties and conventional beliefs in relation to the uniqueness of mankind were shaken and the way was prepared for the promotion of “the movement toward positivism and empiricism” (Richards & Rodgers, 2001, p. 54). Psychologists began to investigate possible similarities between human and animal behaviour. Since scientists of that time had no apparatus available to look into the living brain as scanners allow us today (see, for example, Spitzer, 2007), this had to be done in laboratories with the focus on external observations of the behavior of animals. Two particular experiments, one conducted by Ivan Petrovič Pavlov, the other by Burrhus Frederic Skinner,

became the cornerstone of the new behaviorist psychology. Pavlov (1849-1936) demonstrated that dogs would salivate in response to the ringing of a bell, thus demonstrating that reflexes could be conditioned (Chastain, 1976, p. 105). Ultimately, all learning, including human learning, came to be seen by behaviorists as a kind of conditioning, the belief being that “humans are reinforced by their environment in much the same way as the rat in a maze” (ibid.). In an important experiment, Skinner (1904-1990) conditioned pigeons to turn clockwise in a single uninterrupted and rapid movement or to choose the brighter of two installed lights. He (Skinner, 1958, p. 970) summed up his findings as follows:

The learning process is now much better understood. Much of what we know has come from studying the behavior of lower organisms, but the results hold surprisingly well for human subjects. [...] for a surprising degree of control has been achieved. By arranging appropriate “contingencies of reinforcement,” specific forms of behavior can be set up and brought under the control of specific classes of stimuli. The resulting behavior can be maintained in strength for long periods of time.

Skinner’s *operant conditioning*⁸⁷ with its *stimulus-response* underpinnings⁸⁸ had an ‘intuitive appeal’ (Lightbown & Spada, 2003, p. 9) since it made the process of teaching and learning seem radically simple and therefore subject to greater efficiency, especially in combination with Skinner’s suggestions for the fabrication of *teaching machines*⁸⁹ (Skinner, 1958; Stern, 1983, p. 305).

All these elements merged into a behaviorist learning theory which defined the ability to acquire a language in terms of *verbal behavior* (Skinner, 1948). As Stern (1983, p. 306) observes, “[a]lthough he [Skinner] did not specifically concern himself with second language learning, it was easy to see that this persuasive message could be applicable there as well”.

⁸⁷ Skinner “uses the term *operant conditioning* to describe learning” (Chastain, 1976, p. 106).

⁸⁸ The *stimulus* impinges on the organism which has to react (the *response*). This can be shaped into a habit (*behavior*) through *positive* or *negative reinforcement*.

⁸⁹ See, for example, Sidney L. Pressey (1888-1979) a professor of psychology at Ohio State University who also invented testing and teaching machines in the twenties and thirties (Stern, 1983, p.306f.).

Behaviourism, based on four tenets - *imitation*, *practice*, *feedback on success*, and *habit formation* - was very influential from the 1940s onwards, becoming the major learning theory underlying teaching of additional languages (Lightbown & Spada, 2003, p. 9), with ‘imitation’ and ‘practice’ taking the form of ‘repetition’ and ‘drills’.⁹⁰ According to Roche (2008, p. 16), language classrooms all over the world became laboratories in which human beings were subjected to *operant conditioning*. The outcome of this experimental approach proved, however, to be less successful than one might have anticipated on the basis of Skinner’s experiments with pigeons.⁹¹

3.6.3 The impact of the development of linguistic structuralism

Darwin’s classic work, referred to earlier, also had an impact on the way in which human language was understood. By the late 18th century, scholars were involved in a search for an ideal *Ursprache* (parent language) underpinning Indo-European languages, with modern Indo-European languages being seen as corrupted modifications of it (Stern, 1983, p. 120; Richards & Rodgers, 2001, p. 54). However, the emergence of phonetics at the end of the 19th century represented a challenge to the dominance of comparative philology and the prioritization of written forms of languages and prepared the way for the development of a new approach to language study - the structural approach - developed by Ferdinand de Saussure (1916) at the beginning of the 20th century. This approach, which focused in synchronic rather than diachronic study, “treated human languages as formal systems in which meaning is mediated by contrasts within the system” (Fester, 2014, p. 13). This was reinforced by an increasing interest among anthropologists in indigenous languages that had no written systems and were, therefore, necessarily analysed in relation to oral performances (Chastain, 1976, p. 107). In his particularly influential works, Bloomfield (1914 & 1933) insisted on the importance of focusing on oral language, on its description and on treating

⁹⁰ Brooks (1964, pp. 156-161) gives a twelve item list of drills within Audio-lingual classrooms.

⁹¹ Chomsky (1959) had it already pointed out in his famous review of Skinner’s *Verbal Behavior* (see 3.6.2): “Skinner’s confidence in recent achievements in the study of animal behavior and their applicability to complex human behavior does not appear to be widely shared. In many recent publications of confirmed behaviorists there is a prevailing note of skepticism with regard to the scope of these achievements.” (Chomsky’s first annotation)

linguistics as a science. This led to the development of audio-lingual methodology in which, partly as a result of the involvement of teachers with a background in linguistics (Bufe, 2006, p. 411)⁹², the various approaches to the structural analysis of languages developed by Bloomfield and others were applied as exercises in language classrooms in the form of, for example, sentence pattern drilling and substitution tables (Neuner and Hunfeld, 2003, p. 59).

3.6.4 Behaviorism, structuralism and the development of the structural syllabus and audio-lingual and audio-visual methodology

Taken together, the development of behaviorism within psychology and structuralism within linguistics led to the development of the structural syllabus and audio-lingual and audio-visual methodology.

The development of the structural syllabus was closely aligned with the development of structural linguistics being based on “a theory of language that assumes that the grammatical or structural aspects of language form are the most basic or useful” (Krahnke, 1987, p. 15). In the structural syllabus, vocabulary and grammatical forms abstracted from context and organized largely in relation to perceived difficulty, typically predominate and it has often been claimed that structural syllabuses prioritise form over meaning and use (Wilkins, 1976, pp. 8-13). In fact, however, as Fester (2014, p. 28) observes:

[Although] it is certainly true that many structural syllabuses focus almost exclusively on decontextualized forms, largely ignoring critical aspects of discourse construction and comprehension, there is nothing about a structural syllabus *per se* that stipulates that grammatical structures should not be presented in appropriate discourse contexts. [. . .] Thus, for example, in many structural syllabuses there is a direct relation between structure and structure-related meanings (e.g. simple present for definite plans for the

⁹² Since 1941, Charles C. Fries practiced the method in the University of Michigan at the English Language Institute; and teachers had to be trained in theoretical linguistics and its application (see Fries, 1945).

future and present simple for habitual activities). Structure is, after all, a key component of meaning.

The structural syllabus has often been associated with audio-lingual methodology. In the typical audio-lingual classroom of the past, oral language predominated and the teacher's role, supported by technical equipment such as language laboratories, became one of modeling the language and supervising language practice in the form of exercises involving, for example, substitution drilling. Instructions were in the target language wherever possible. The selection and ordering of teaching focus points was critical (with teaching programs generally being underpinned by a structural syllabus) and grammar was taught inductively (embedded in sentence patterns for memorization and manipulation) rather than through explicit instruction in grammatical rules. Details of audio-lingual methodology are provided by a number of writers (see, for example, Chastain, 1976, pp. 102-127; Funk & Koenig, 1991, pp. 41-48, Neuner & Hunfeld, 2003, pp. 45-58; Richards & Rodgers, 2001, pp. 58-65) and Larsen-Freeman (2000, pp. 35-42) describes a typical audio-lingual method lesson.

Expectations so far as the audio-lingual method was concerned were high, particularly in that it reflected developments in psychology and linguistics (see 3.6.2 and 3.6.3). Bloomfield's method was based on small group learning and initially involved the preparation of anthropologists for field research. An 'informant' (someone who knew the target language), a linguist (who helped to analyze the language and its structure) and a student (who was a researcher) worked in collaboration. The students studied 10 hours a day, six days a week. There were generally 15 hours of drilling with native speakers and 20 to 30 hours of private study spread over two to three 6-week sessions (Richards & Rodgers, 2001, p. 50). This approach was adopted from the U.S. Army, which was searching, on entry to World War II, for a fast and efficient way to educate their personnel in foreign languages. Fifty-five U.S. universities were involved and classes of ten students or fewer were seen as optimal. The 'informant method' applied by Bloomfield in the context of the *Army Specialized Training Program* (ASTP) delivered good results (ibid., pp. 50 & 51). However, enthusiasm began to falter when the method began to be used on a broader scale in secondary and

tertiary institutions. The expectation of “a satisfying transfer from the classroom into real life situations” did not eventuate (Decke-Cornill & Küster, 2010, p. 84). Audio-lingual classes were generally bigger than the ideal ten (see above) and the motivation of students was not as high as for researchers or soldiers preparing for front line activity. The motivational effect of the use of new technical equipment, including records, tapes, language laboratories, and slide projectors (or even movie clips as in the case of the audio-visual method - see below) may also have decreased in the daily routine of teaching, especially where dialogues chosen for practice were ‘meaningless’ and ‘banal’ and where pattern-drilling and the ‘rigid lesson scheme’ became monotonous (Neuner & Hunfeld, 2003, p. 66).

Almost parallel to the development of audio-lingual methodology in the U.K. and U.S.A. was the development of audio-visual methodology, initially in France. The first introduction of an audio-visual course – *Voix et Images de France* – was undertaken by *Centre de Recherche et d’Étude pour la Diffusion du Français* (CREDIF)⁹³ from 1954 to 1956 (Strack, 1973, p. 9ff.). The course was partly based on an approach to language which was developed by a Croatian phonologist, Petra Guberina. Although, this approach was underpinned, in part, by the stimulus-response theory of behaviorism, it was also underpinned by Guberina’s structuro-global method which integrated situational contexts, emotional meanings, interactional factors, participants’ state of mind, and non-verbal aspects of communication (Puren, 1988, p. 345, transl. & cit. in Valax, 2011, p. 24).

One of the main tenets of the audio-visual method was the use of visual material and pictures and picture sequences were used to introduce recorded dialogues or texts and for controlled practice and transfer (freer practice). Thus, visual stimuli were combined with oral stimuli (Neuner & Hunfeld, 2003, pp. 64 & 65). Even so, there was much in common between the audio-lingual and audio-visual methods, especially the use of records, tape recorders, and language laboratories.

⁹³ The name CREDIF exists since 1959, before it was called *Centre d’Étude du Français Élémentaire*.

3.7 The development of the ‘mediating method’ and the ‘bilingual method’

What are referred to as the ‘bilingual method’ and the ‘mediating method’ were/are particularly influential in Germany.

In 1955, Dora Schulz and Heinz Griesbach published *Deutsche Sprachlehre für Ausländer* (German Language Teaching for Foreigners), a course that was for some time the leading course book in the field of German as a foreign language, one that is still used today (Neuner & Hunfeld, 2003, p. 71). Although this course is sometimes represented as being typical of the grammar translation approach, (see, for example, Funk & Koenig, 1991, pp. 34-41), Neuner and Hunfeld (2003, pp. 70-82) note that it is actually a hybrid version of grammar-translation and audio-lingualism, referred to by the authors as ‘die vermittelnde Methode’ (the mediating method). The target language is the medium of instruction (largely, no doubt, because the course was intended for students with a range of first languages) and situationalized texts or dialogues (e.g. going to the post office, making an appointment, looking for an apartment) are given priority over writing. However, progression is defined in lexical and grammatical terms and the exercises are of the type promoted within the context of audio-lingualism. This course was popular until the 1980s and many teachers of German who are not native speakers of the language are likely to have learned the language through *Deutsche Sprachlehre für Ausländer*. It may even be that this is one of the reasons why the teaching of German in Taiwan is often characterized by a curious mixture of grammar translation and audio-lingualism (see *Chapter 5* and *6*).

What is often referred to as the ‘bilingual method’ was promoted by Dodson (1972) in the early part of the second half of the 20th century. A version of that method was developed by Butzkamm (1978) with particular reference to secondary school education in Germany, the assumption being that German was the first language of all students in class and could therefore be used in a pedagogically purposeful way when teaching a foreign language such as English or French (Decke-Cornill & Küster, 2010, p. 85). Butzkamm (2003) argues that

using the mother tongue of learners supports more comprehensible and therefore faster learning of the target language. Butzkamm makes the following observation (ibid.):

The international dominance of English native speakers, who find absolution in the dogma of monolingualism when they cannot understand the language of their pupils, together with the cheaper mass production of strictly English-speaking textbooks in the Anglo-American mother country, constitutes one of the reasons behind the sanctification of, and the demand for, monolingualism in the classroom. [...] It goes without saying that speakers of other nations who teach their native languages abroad also find the monolingual doctrine quite comfortable.

Butzkamm and Caldwell (2009) have recently attempted to revive this debate, and Hall and Cook (2012, p. 299) have picked it up, representing it as an innovative “shift of paradigms in language teaching”⁹⁴.

This ‘bilingual method’ has to be distinguished from what is known today in Germany as ‘bilingual teaching’, that is, teaching of a range of subject areas through the medium of the target language (Decke-Cornill & Küster, 2010, p. 134)⁹⁵. Initiated in 1963 and based on cooperation between France and Germany, the number of participating schools offering bilingual teaching (a confusing term in that the teaching is actually monolingual) has increased steadily⁹⁶. This type of teaching should be differentiated from what has been referred to as ‘*Content-and-Language-Integrated Learning*’ (CLIL) or ‘*Enseignement d’une Matière par l’Intégration d’une Langue Étrangère*’ (EMILE) in which native and foreign language instruction are combined.

⁹⁴ Echoing the title of Butzkamm’s and Caldwell’s work (2009): *The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching*.

⁹⁵ For example: German pupils in secondary education use French during their music class.

⁹⁶ There were almost 850 schools in 2005 offering these kind of courses for languages like English and French, or in individual cases like Italian, Polish, Russian, Spanish, Turk, Sorbian, etc. (Decke-Cornill & Küster, 2010, pp. 134-141).

3.8 Towards ‘communicative language teaching’

3.8.1 Introduction

In addition to audio-lingual and audio-visual methodologies, a whole raft of other approaches and methods were being developed (Stern, 1983, p. 109). Several of these were labelled as ‘innovative’ or ‘alternative’ (see, for example, the discussion in Larsen-Freeman, 2000 and Ortner, 1998). Among these were *The Silent Way* (Gattegno, 1972) and *Community Language Learning* (Curran, 1976), developed in the early 1960s and increasing in popularity in the 1970s (Stern, 1983, p. 109). The later development of *Suggestopedia* (Lozanov & Gateva, 1988), now often referred to as ‘*Desuggestopedia*’ was driven by sensational headlines in the print that presented it as a type of ‘super learning’ (Stern, 1983, p. 109). Of most significance, however, was the development of what has come to be known as ‘communicative language teaching’ (CLT).

Verbal Behavior was published by Skinner in 1957. Two years later, Noam Chomsky (1959) launched an attack not only on that book but “on the entire behaviorist position in contemporary psychology and psycholinguistics” (Stern, 1983, p. 299); an attack which, although focused on first language acquisition, eventually led to a rethinking of the behaviorist underpinnings of second language teaching and a movement away from the audio-lingual method with its focus on repetitive drilling and ‘cognitive code learning’ theory, in which learners were encouraged to derive rules on the basis of examples, and afterwards, they had to create their own sentences to communicate their needs and interests (see Chastain and Woerdehoff, 1968).

Whereas Chomsky (1965) had proposed a distinction between ‘linguistic competence’ and ‘performance’, others, including Habermas (1971) and Hymes (1972), began to develop a notion of ‘communicative competence’ which was socially oriented (Decke-Cornill & Küster, 2010, pp. 86 & 87). This was defined by Hymes (1972, p. 281) as including ‘formal possibility’, ‘implementational feasibility’, ‘contextual appropriacy’, and ‘the performative role of utterances’. Following these works, a whole raft of differing approaches to the concept of

communicative competence / communicative competences began to emerge over the next few decades. As Savignon (2002, p. 29) observes:

Since the introduction of the term *communicative competence* into the language teaching literature there have been numerous interpretations of its meaning. Methodologists have tended to focus on one or another facet of what can best be called a *philosophy* of language rather than a method of teaching, which brings an unintended but inevitable confusion to those who are unfamiliar with the evolution in theory and in practice of that philosophy. The term has become even more confused through its use to describe methodologies that have remained essentially audio lingual in practice. None of these interpretations is necessarily all wrong; each is only partially right.

One of the first to introduce the notion of ‘communicative competence’ into the field of foreign language pedagogy was Eberhard Piepho who referred to it at the beginning of the 1970s at a conference in Utrecht attended by Jan van Ek and Christopher Candlin (Häussermann & Piepho, 1996, p. 238) who were partly responsible for its later use in the context of the language work of the Council of Europe (see, for example, Council of Europe, 2001) in a way which was disapproved of by Häussermann and Piepho (1996, p. 238) who felt that it was used in that context as a mechanism for excluding alternative perspectives.

Piepho, in common with others who attempted to develop a communicative methodology linked to the concept of communicative competence,⁹⁷ relied heavily on theoretical developments in pragmatics that were based, in large measure, on the works of John Austin (1962/1965) and John Searle (1969). Their focus was on speech act theory. They were engaged in the study of the ways in which language and context interact to produce speech acts and they were interested in typical ways of expressing speech acts such as greeting (Decke-Cornill & Küster, 2010, p. 88). Stern (1983, p. 259) summarizes the impact of these kinds of developments in the field of language teaching as follow:

⁹⁷ Stern (1983, p. 268, annotation 22) mentions about 30 influential figures for the period of 1979-1981; for Germany besides Hans-Eberhardt Piepho at the University of Giessen, also Gerhard Neuner at the Gesamthochschule Kassel, and Christoph Edelhoff at the Hessische Institut für Lehrerfortbildung.

By basing themselves on speech act theory and the analysis of discourse and by introducing perspectives of sociolinguistics generally, theorists since the ...[seventies] have attempted to come closer to the reality of language use. Henceforth, uses of language were to be specified in social settings much more precisely, in the expectation that language pedagogy would thereby become more relevant to the declared or putative needs of language learners.

Piepho's suggestions (1974) for a communicative pedagogy, based on theoretical developments within the study of language, also involved the formulation of a new role for learners, one that was more active and assertive (p. 30). In Germany, such thinking reflected a general *Zeitgeist* (spirit of the times) which was influenced by political movements such as the *Außerparlamentarische Opposition* (APO) which was opposed to excessive Parliamentary control over people's lives and which was profoundly influenced by student revolts of the 1960s. As Neuner and Hunfeld (2003, p. 83) observe, a 'climate of reforms' prevailed in Germany which was signalled by the change from a conservative government (ruling throughout the 1950s and 1960s) to a social-liberal one (1969ff.). Thus, whereas the integration of pragmatics and discourse analysis into foreign language teaching was the primary focus of attention in the U.K., in Germany 'new models of society' and 'novel paradigms in pedagogy' were part of a more general trend towards emancipation (Neuner & Hunfeld, 2003, p. 83) in which the teacher's authority, administrative structures and the curriculum were all being questioned as part of a move towards treating learners as equal, independent, and autonomous (see, for example, Heimann, Otto & Schulz; 1965; Schulz, 1980).⁹⁸ The climate was hope for change with the democratization of education, learner centeredness and autonomous learning being very much on the agenda. Even so, throughout the 1960s and 1970s in Germany these new perspectives had their critics, their

⁹⁸ This pedagogy is still taught in education to teacher students. It is known as the 'Berliner Modell' (Heimann, Otto & Schulz; 1965), and was further developed to the 'Hamburger Modell' (Schulz, 1980). Both models were thought to be an alternative to Klafki's lesson planning (1962; 1995) which is also applied in a modified form in foreign language teaching (see, for example, Bimmel, Kast & Neuner, 1994, pp. 55-140; Ziebell, 2002).

advocates sometimes being accused of idealism (Decke-Cornill & Küster, 2010, p. 88).

Meanwhile the language policies of the Council of Europe, including the promotion of plurilingualism, linguistic diversity, mutual understanding, democratic citizenship and social cohesion, were gaining ground (Council of Europe, 2014a). In 1971, a symposium was held at Rüschlikon in Switzerland during which a project involving the establishment of a flexible European language curriculum for adult learners was launched. An international group of scholars, including Jan van Ek, René Richterich, John Trim and David Wilkins,⁹⁹ was set up. This group held meetings “regularly throughout the seventies under the auspices of a committee of the Council for Cultural Co-operation of the Council of Europe” (Stern, 1983, p. 111). The outcome of their work was *Threshold Level* syllabuses for English, French, Spanish, and German, all of which were designed in terms of the ‘notional-functional syllabus’ proposed by Wilkins (1976) that was made up of “situations, activities, functions, topics, notions (general and specific), forms and degrees of skill” (Johnson & Johnson, 1998, pp. 352 & 353).

Twenty years later, in 1991, further ideas about ways of linking courses in different languages were discussed and introduced at another Rüschlikon symposium entitled *Transparency and Coherence in Language Learning in Europe: Objectives, evaluation, certification* (Little, 2002, p. 183; North, 2007, p. 1). The title expressed clearly the underlying purpose, which was “to promote co-operation among educational institutions in Europe and provide a sound basis for the mutual recognition of language qualifications” (Valax, 2014, p. 45). Ten years later, in 2001, the project was finally realized in the *Common European Framework of References for Languages* (Council of Europe, 2014b, p. 9), described as follows:

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’,

⁹⁹ See for example van Ek, Richterich, Trim and Wilkins (1973).

i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning.

The extract above not only clearly reflects the theoretical developments discussed above but also highlights certain implications of these developments. The first is that the overall approach requires a different way of teaching, since it was said not to be compatible with existing methodologies. Learners, defined as ‘social agents’, were seen to require something similar to the ‘emancipatory pedagogy’ suggested by Piepho. In addition, a new approach to teaching implied a new approach to testing, something that had a particular impact in Germany following the shock that educationalists had had in relation to the 2001 results of the Program for International Students Assessment (PISA) as it related to language in the secondary school curriculum (see, for example, Decke-Cornill & Küster, 2010, pp. 143-160; Kultsministerkonferenz, 2003).

The impact of the *Common European Framework of Reference for Languages* (CEFR) was by no means confined to Europe. Thus, for example, in New Zealand, the Ministry of Education attempted to align its proficiency benchmarks to the CEFR (Crombie & Whaanga, 2006, p. 54). In Taiwan, the Ministry of Education recommended that graduation proficiency benchmarks should be related to it (Her, 2007, p. 75) and at a recent conference in Taiwan its impact in Hong Kong, Japan, Korea, and Taiwan was further explored (Merkelbach, 2014).

3.8.2 Communicative language teaching

The paradigm shift that characterized the 1970s involved “an orientation towards interaction” (Neuner, 1987, p. 75). Parallel to the emergence of the notion of ‘communicative competence’, the concept of ‘communicative language teaching’ (CLT) began to emerge, a concept that “has been presented and understood in a variety of different ways” over time (Her, 2007, p. 61). In particular, it is now generally recognized that CLT was characterized by a stronger version in the early

years of its development and a weaker one more recently, the former involving a general neglect of structure (Howatt, 1984, p. 279).

In the work of Littlewood (1992, p. 6), the ‘communicative abilities’ of the learner (which the teacher has to keep in mind during communicative language teaching) are said to include “four broad domains of skill”: *linguistic competence*; *communicative function*; *skills and strategies for language use*; and *awareness of the social meanings of linguistic forms*.

In line with the approach of Piepho (see above), Neuner and Hunfeld (2003, p. 83) use the term ‘communicative approach’¹⁰⁰ to refer to the general impact of developments in pragmatics and pedagogy on language teaching and ‘communicative didactic’. They note that “[a] meaningful teaching concept cannot be based on teaching content alone. It is necessary to refer to the target group of learners with its respective motivations, needs, and learning abilities” (p. 84). This needs to be considered in relation to the observation by Littlewood (1992, pp. 78 & 79) that we should not forget that the exact nature of these demands [the communicative demands of learners] is unpredictable, since they depend on the uncertainties of everyday life and communication.” Thus, a communicative didactic requires “an open and flexible methodical concept” (Neuner & Hunfeld, 2003, p. 104) or, as Stern (1983, p. 113) argues, even a “breakaway from [the] method concept”. In this context, increasing reliance began to be placed on the formulation of principles such as those proposed by Neuner and Hunfeld (2003, pp. 104 & 105) - translated by me:

1. The learning process has to refer to content which is meaningful for the learner.
2. The learner has an active role –he/she is an active ‘partner’– within the learning process (for example, different ways of learning ought to be integrated into the teaching content and explicitly introduced, so that learners are able to use these strategies and methods independently).

¹⁰⁰ In German: “Kommunikative Ansatz”

3. Change of 'social forms' – increased use of pair work, group work, and individual work.
4. Change of the role of the teacher to that of a "helper within a learning process".
5. Change of the concept of teaching materials, which cannot offer a 'closed' program, but have to follow an 'open' concept, where teachers have the possibility of introducing variations, modifications and extensions in accordance with the needs/ interests of their learners.

For Nunan (1991, pp. 279-295), the principles involved are:

1. Emphasis on learning to communicate through interaction in the target language.
2. Introduction of authentic texts into the learning context.
3. Provision of opportunities for learners to focus on the learning process itself as well as language learning.
4. Enhancement of the learner's own personal experiences as important contributing elements to classroom learning; and
5. The attempt to link classroom language learning with language activities outside the classroom.

As Diane Johnson (2000, p. 197) observes:

These principles do not have a specific set of circumscribed methodologies associated with them. As has so often been maintained, there is no best method and just as there are important variations in the teaching context, there are important differences among learners that need to be reflected in the variety of methods employed. Furthermore, a wide range of materials may be considered appropriate.

Notwithstanding differences in methodologies, the 'communicative turn' in language teaching can be seen as having "brought an end to closed methodological concepts", with variability, improvisation and creativity alongside pair work and group work, greater tolerance of error, more emphasis on

authenticity and fluency and some tolerance of native language use being characteristics of the communicative classroom (Decke-Cornell & Küster, 2010, p. 88ff.).

3.8.3 Other developments within the ‘communicative’ context

While the notional-functional syllabus design concept was being developed and elaborated, other proposals relating to language syllabus design that could be seen as coming broadly within the domain of an overall communicative approach were also being proposed. Among these were the *lexical* and the *task-based* design concepts. In addition to these, there were syllabus design proposals that adopted a compromise position, attempting to accommodate aspects of the other proposals. These included the *core and spiral* and the *proportional* syllabus proposals. In addition, there have been a number of proposals in the area of syllabus design that have focused specifically on reading and writing development.

The *lexical syllabus*, proposed by Sinclair and Renouf (1988), was put to use in the development of an English language course by Willis and Willis (1989), and Willis (1990). The lexical syllabus is predicated on the importance of vocabulary in the learning and use of language and “draws on a corpus of natural language” (Willis, 1990, p. 124)¹⁰¹. However, “corpus descriptions do not include discourse factors” and are, therefore, “limited to one aspect of language use” (Widdowson, 2003, p. 75). Even so, Lewis (1993, p. 95) has included some discourse-related considerations in his elaboration of the lexical approach to the extent that he includes consideration of typical word combinations or ‘institutionalized utterances’ such as, *That’ll do*. However, as Skehan (1998) has noted, over-reliance on pre-digested chunks can be problematic. Nevertheless, the lexical syllabus design proposal was an important one in that it drew attention to the need to pay more attention to vocabulary than had often been the case in earlier developments.

¹⁰¹ The *Collins COBUILD English Course* was based on word frequencies as determined by the Collins Birmingham University International Language Database set up at the University of Birmingham in 1980.

Initial moves towards what is now referred to as a ‘task-based’ approach were proposed by Prabhu in the context of a project conducted in Bangalore in India in the 1970s (first reported in Dykstra & Nunes, 1973)¹⁰². Prabhu proposed that the language syllabus should be organized in terms of conceptually graded tasks, with language focus points not being pre-planned and with any direct focus on linguistic form being discouraged. This task-focused orientation had an impact on a number of later developments. Among those who have proposed task-based approaches is Breen (1987, p. 162) who advised that the syllabus designer should “select and cluster those tasks for the syllabus which are most common in the target situation, or most generalisable to the target situation . . . or most relevant in terms of learner need and interest, or through some combination of these selection criteria.” However, as Fester (2014, p. 44) observes:

Since then, principles of task selection have been the subject of considerable debate. Thus, for example, task difficulty has been discussed in terms of planning time and prior information (Robinson, Ting and Urwin, 1996), informational familiarity (Foster and Skehan, 1996) and a multiplicity of factors such as, for example, “the length of the text, the propositional density . . . the amount of low frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which this is signaled” as well as “the amount of textual support [including pictures and diagrams] provided and the ordering of information” (Nunan, 1989b, p. 98). In this context, it is not surprising to find that Her (2007, p. 51) notes that “[g]iven the bewildering array of factors that apparently affect task difficulty, it would not be surprising if language teachers felt confused rather than enlightened”.¹⁰³

In an attempt to avoid the problems that can be associated with adopting a doctrinaire approach, Brumfit (1980) proposed a *core and spiral syllabus* in which the grammatical system constituted the core, with notions, functions and situations

¹⁰² For a fuller account, see Prabhu, 1987.

¹⁰³ It is important to distinguish here between *task-based* and *task-supported* approaches. In the former, course content is specified in terms of tasks; in the latter, tasks simply form a part of the learning cycle.

spiraling around it, and Yalden (1983) proposed a *proportional syllabus* in which an initial structural phase is followed by a number of communicative phases that focus on non-structural aspects of language.

In the area of reading and writing development, there have been a number of interesting syllabus design proposals based on research-related findings.

So far as *the reading syllabus* is concerned, an earlier emphasis on repetition, reading aloud and decoding began to be replaced as awareness of the importance of context and inferencing grew (see, for example, Coady, 1979). Smith's (1971) redundancy theory and Goodman's (1967) reading process model gradually began to be widely accepted and the importance of schemata (see, for example, Chandler, 1995) began to be widely appreciated.

In the area of *the writing syllabus*, an earlier focus on the technical aspects of writing was initially challenged by a process-centred approach (see, for example, Emig, 1971), in which the emphasis was on the processes involved in writing (e.g. *drafting, revising, editing* and *publishing*) and in which the primary role of the teacher was seen as being that of providing feedback and a sense of audience (Tangpermpoon, 2008, p. 5). Although, this approach is still evident in a wide range of contexts, it has been widely criticized for ignoring the importance of the language code (see, for example, Wolff, 2000, p.107; and Badger & White, 2000, p. 15) and is being challenged by genre-centred approaches in which attention is primarily focused on 'text types' (e.g. novels; academic articles) and/or 'discourse modes' (e.g. argument; recount) and in which the overall rhetorical structure of texts (see, for example, Swales, 1990) and their internal discourse structure (the occurrence, co-occurrence and interaction of various types of discourse / semantic relation) (see, for example, Bruce, 2003) are emphasized.

3.9 A post-communicative era?

By the beginning of the 1990s, some mainstream literature on foreign language teaching and learning had begun to make reference to a ‘post-communicative’ (Piepho, 1990) or even ‘post methods’ era (see, for example, Brown, 2001, p. 32ff; Kumaravadivelu, 1994). In some cases, reference began to be made simply to “the decline of methods” (Hinkel, 2006, p. 110). However, as Ur (2013a, p. 468) observes:

In spite of claims that we are in a ‘post-method’ era . . . many English language teacher preparation courses and the literature on ELT are to this day dominated by the concept of language teaching method. ‘Method’ may be defined in this context as a coherent set of learning/teaching principles rooted in clearly articulated theories of what language is and how it is learnt, which is implemented through specific types of classroom procedures.¹⁰⁴

Indeed, while heated discussion continues (see, for example, Akbari, 2008; Hunter, 2013; Kumaravadivelu, 2006; Masouleh, 2012; Ur, 2013b), books about language teaching methods continue to proliferate (see, for example, Larsen-Freeman, 2000; Neuner & Hunfeld, 2003; Richards & Renandya, 2005). The emphasis has, however, moved towards eclecticism (Brown, 2001, p. 40). Within this context, Larsen-Freeman (2000, p. 183) introduces a cautionary note:

When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be *eclectic*. Remember, though, that methods are *coherent* combinations of techniques and principles. Thus, teachers who have a consistent philosophy and pick in accordance with it (which may very well make allowances for differences among students), could be said to be practicing

¹⁰⁴ Penny Ur, who refers later to the fact that Kumaravadivelu might be “the most prominent advocate of a ‘post-method’ condition” (p. 469), takes her definition of ‘method’ from Richards & Rogers (2001).

principled eclecticism. . . . Teachers who practice principled eclecticism should be able to give a reason for why they do what they do.

Increasing demands are made on language teachers. They are, for example, expected to take account of language acquisition and learning strategies (see, for example, Ellis, 1994, 2005; Kumaravadivelu, 2003a), to be politically and culturally sensitive (see, for example, Canagarajah, 1999; Fairclough, 1989; 2006; Hinkel, 1999; Kramsch, 1998), to reflect on their practices (see, for example, Schön, 1987; Richards, 1994), to have a highly developed sense of language awareness, (see, for example, Gebhard & Oprandy, 1999; Nunan, 1994), to attend to aspects of discourse highlighted by discourse analysts (see, for example, Crombie, 1985a, 1985b; Widdowson, 2007), to engage in and encourage life-long learning (see, for example, Brown, 2001, p. 425ff.), to conduct classroom-based research (see, for example, Hinkel, 2005; Senior, 2006; Dörnyei, 2007; Ziebell, 2002) and to maximize use of electronic devices and multi-media technologies (see, for example, Merkelbach, 2007; Parchwitz, 2004; Tsai, 2010; Erben, Ban, & Castaneda, 2009). The increasing complexities involved in the teaching of additional languages increasingly require theoretically well-informed and skillful professionals who are able to apply a broad spectrum of methodologies, approaches, principles, and teaching techniques (referred to by Brown, 2001, p. 39, as an ‘informed approach’). However, as Akbari (2008, p. 642) observes:

By making too many demands of teachers, the post-method pedagogy, in practice, turned a blind eye to the social, political and cultural realities of language teaching contexts and the limits within which teachers operate.

Views such as this are reminiscent of the focus on teaching context that dominated much discussion in Germany in the 1970s. In fact, there are increasing calls for teachers to be guided by their own understanding of local conditions, calls which, however, as Hunter (2013, p. 475) argues, can be based on a simplistic understanding of the issues involved:

This view is that language teachers have, for too long, allowed their practice to be constrained by theory-driven ‘methods’. Rather than

attempting to apply ‘one size fits all’ methodological solutions, the argument runs, ELT practitioners should develop pedagogy that is guided by their understanding of learners and by local conditions. At first glance, it is a persuasive position, not least because some of the strands within the argument address issues that all teachers, trying to make sense of their local problems, face daily. I welcome much of the spirit . . . that teachers should seek independence from practices imposed by others and gain confidence to develop their own responses to local problems and opportunities. At the same time, I feel that . . . [this] argument in its current form oversimplifies the role of context, offering a solution to problems that are in reality more complex.

The fact remains, however, that language teachers are not free-floating in theoretical space. They are faced every teaching day with real learners in real teaching contexts. In 1886, Viëtor called for a reduction in the burden placed on language learners in terms of homework assignments and often meaningless content. Today, a major issue is the need to reduce the burden placed on language teachers. As Widdowson (2003, p. 15), has observed: “There is no shortage of people recommending what language teachers should do”. He (Widdowson, 1998, p. 331) has also made the following observation:

Learners of a foreign language should be made aware of . . . cultural conditions on real communication. . . But the explicit teaching of communicative abilities which measure up to those of the communities whose language they are learning is quite a different matter. . . I believe that an attempt to do so is to set an impossible and pointless goal whose only outcome is likely to be frustration. . . It is the business of pedagogy to decide on what can be feasibly and effectively taught . . . so as to activate a learning investment for future use. Talk of real world communication is all too often a distraction.

3.10 Specific issues relating to GFL in Taiwan

3.10.1 Globalization, intercultural competencies and learner stereotyping:

Introduction

Over the last few decades, globalization has impacted on a whole range of political, socio-economic and scientific domains worldwide (see, for example, Fairclough, 2006; Giroux, 2002; Mooney & Evans, 2007). This has given rise to a growing requirement for enhanced cross-cultural or inter-cultural (communicative) competencies and this, in turn, has had an impact on the teaching of additional languages (see, for example, Bredella & Christ, 2007). Thus, “intercultural learning has been identified. . . as one of the main objectives of foreign and second language pedagogy” (Hu & Byram, 2009, p. VII), with, for example, the *Council of Europe* promoting multilingual and multicultural communicative competencies (Council of Europe, 2014b) and research in the area expanding steadily (see, for example, Byram, 1999; Hinkel, 1999; Kramsch, 1998; Risager, 2009). In relation to GFL, Decke-Cornill and Küster (2010, p. 223) describe this as a major area of development, referring, for example, to the work of Hu (1997), Hufeisen (2002) and Roche (2001).

In Germany *inter-cultural German studies*¹⁰⁵ has been established (Wierlacher, 1985, 1987) and for more than two decades the *inter-cultural paradigm* (see, for example, Neuner, 1986) has been an integral party of the field of GFL from both a theoretical and methodological perspective (see, for example, Neuner & Hunfeld, 2003, pp. 106-127; Roche, 2008, pp. 224-245; Vollmer, 1994, pp. 172-185). Roche (2008, p. 225) speaks even of a newly evolved “generation of language pedagogy”, which he calls *inter-cultural language didactic*¹⁰⁶, through which language learners should be enabled to mediate between different cultures for themselves and / or others. Thus, the term *culture* has now become one of the key terms within the field of GFL (Altmayer, 1997).

¹⁰⁵ Interkulturelle Germanistik

¹⁰⁶ Interkulturelle Sprachdidaktik

While some believe that a focus on inter-cultural language education has much to offer, others are more cautious. Hess (2004, p. 11), for example, observes that student teachers of GFL seem largely unaware of the extent to which so many countries have already undergone a major process of educational modernization in response to globalization (a lack of awareness that can result in reliance on cultural stereotypes that are already seriously dated). He adds that a type of ‘intercultural dialogue’ which is based on West-European concepts and contexts can lead to ‘very shallow’ results within GFL classrooms all over the world, especially in cases where “such a dialogue does not take into account the underlying economical, socio-political, as well as technological forces” (ibid.). This view is shared by Chiao Hui-Fang (喬惠芳, Nov. 18th, 2014)¹⁰⁷ who observed in a lecture on new tendencies in the field of German / Chinese translation and interpreting that “German textbooks . . . still rely on outdated stereotypes such as “the humble, passive and indirect Chinese” which are in stark contrast to the reality of high level business talks she had recently witnessed.

Another issue relates to the non-specificity of the term ‘culture’ (see, for example, Altmayer, 1997, p. 11; Barkowski & Eßer, 2001, p. 83). Yet another relates to the fact that inter-cultural comparisons are so often based on polarizing constructs (Hu, 1997, p. 11), something that brings to mind the terms ‘das Fremde’ and ‘das Eigene’ coined by Wierlacher (1985), the first having connotations of the unknown and alien, the second of belongingness. While Hu (1997, p. 11, fn. 12) sees this setting up of dichotomies as a necessary stage in sensitization to differences, one that can lead to the avoidance of serious problems in inter-cultural or cross-cultural encounters, Fan (2004, p. 141) observes that there are dangers involved where assumptions are made about Chinese students on the basis of “theoretical discussion of intercultural issues based on literary communication” by people in geographically distant countries such as Germany. Thus, an inter-cultural focus may actually perpetuate rather than ameliorate stereotypes and prejudices. Thus, for example, Hu (1997, p. 10) studied the beliefs

¹⁰⁷ Prof. Dr. Chiao Hui-Fang (喬惠芳/Qiao Hui-Fang), West Saxon University of Applied Science, Faculty of Languages, on Nov. 18th, 2014, in her lecture *Neue Tendenzen und Veränderungen im Berufsumfeld als Übersetzer und Dolmetscher (beschränkt auf Deutschland)* [New Tendencies and Alterations in the professional environment of Translators and Interpreters (within Germany)], Wenzao Ursuline University of Languages.

about language learning of 15 German and 15 Taiwanese high school pupils, demonstrating that contrastive positioning of cultural differences actually reinforced cultural stereotyping in spite of the fact that her research participants saw themselves as being non-stereotypical representatives of their own culture. Norden and Polzer (1999) also observed a similar phenomenon in the case of a study of Taiwanese students of German studies and Austrian students of sinology. In the case of both groups, specific cultural stereotypes associated with native speakers of the target language were actually reinforced after participation in exchange programs. They hypothesized that one of the reasons for this was the lack of an effective program that supported reflection on their experiences.

The issues and examples provided above indicate why there have been various efforts to combine theoretical and normative perspectives “to describe how intercultural competence can best be conceptualized and learned” (Risager, 2009, p. 26).¹⁰⁸ Among these is the *phenomenological approach* suggested by Schwerdtfeger (1993), an approach which focuses on what we all have in common (and therefore reinforces our membership of the ‘human community’) and on the different ways in which, from this common base, we interpret phenomena and experiences. In connection with this, it is relevant to note that both Hu (1997) and Tian (2008), in recommending a shift away from polarizing constructs and towards a multi-layered perspective, have observed that cultural misinterpretation and misrepresentation (and, hence, cultural stereotyping) may be the result of failure to take account of individual differences. Hence the title of Tian’s (2008) thesis: *‘The Chinese learner’ or ‘learners from China’?* From this perspective, the focus is on the existence of various individual (subjective) views within each culture, thus helping to build a common ground where everybody first understands the other as being an individual with his/her own ways of interpreting his/her world rather than a representative of a particular culture. This should lead to a situation in which teachers and students have a heightened awareness of the relativity of their own positioning and the importance of avoiding problematic stereotyping based on contrastive methodology. Even so, stereotypes relating to the so-called passivity of Asian learners (Mitschian, 1999) and/or the learning

¹⁰⁸ Risager (2009) reviews recent theories and (practical) models of intercultural competence.

behaviour associated with *Confucian-Heritage Culture* (CHC) (Biggs, 1996; 2001) continue to be perpetuated.

3.10.2 Learner stereotyping

In relation to the learning behaviour of students from (East) Asia, a whole set of stereotypes has been listed and analyzed by Mitschian (1991; 1999).¹⁰⁹ Mitschian (1999, pp. 45-59) deals in detail with stereotypes of the passive Chinese learner with their various constructions and explanations (e.g. anxiety concerning participation in discussions; loss of face; reluctance to ask questions) through a review of published articles by Germans working as language teachers in tertiary institutions in China and Taiwan.¹¹⁰ Biggs (1996; 2001), on the other hand, explores these kinds of stereotypes in relation specifically to *Confucian-Heritage Culture* (CHC) in China, Hong Kong, and Taiwan.

As Hess (1992, p. 503) observes, an assumption that so many writers make, that is, that East Asian students are characterized by passivity, is a stereotype that is likely to relate as much, if not more, to *Frontalunterricht* (frontal teaching / “chalk and talk”) than it is to any genuine cultural characteristics of the learners. There are, however, many who continue to adhere rigidly to the stereotype. Thus, for example, in noting the types of complaint that Australian tertiary teachers make in relation to the passivity of Asian students, Biggs (1996) does not question their perceptions. Rather, he notes what he refers to as a ‘paradox’ - that is, that *Confucian-Heritage Culture* students actually outperform Western students in mathematics and science in various international large-scale studies conducted by the International Association for the Evaluation of Educational Achievement (p. 48). In connection with this, it is relevant to note that Ho, Peng, & Chan (2002) have argued that quantitative achievement tests do not provide an adequate basis for reaching any firm conclusions about knowledge-generation ability, adding that culture should not over-ride everything in what is, in effect, “a very complex, multi layered equilibrium” (p. 278).

¹⁰⁹ Lee (1996, p. 25) compares the influence of CHC with that of the Protestant ethic, which was “believed to have supported development in Western capitalist countries” (p. 25).

¹¹⁰ See, for example, Rössler (1984), Sprenger (1974), and Wandel (1980).

In common with Ho, Peng, & Chan (2002), and in contrast with Biggs (1996; 2001), Mitschian (1991, 1999) and Hess (1992) reject cultural stereotyping, investigating such stereotypes in detail and demonstrating just how diffuse and non-durable they are and, in the case of Hess (1992), noting their reliance on dichotomous thinking, a type of thinking that over simplifies (*modern West* vs. *traditional East*) and has little, if anything, to do with the reality of contemporary Chinese (or Taiwanese) society. While Hess (1992) makes reference to the fast changing nature of modern Chinese society, Biggs (2001, p. 286) makes reference, in particular, to the reform of schooling, noting that that reform has happened even more quickly in mainland China than in Hong Kong. With reference to Chinese students, Mitschian (1991, p. 366), underlining the importance of the influence of contemporary social conditions¹¹¹, makes the following observation:

The study habits of Chinese students are the product of a school socialization, which is influenced by the economic and political conditions of the present. The outcome of this socialization is not resistant to change, and can be replaced with relative ease by learning processes, which contribute to the realization of the actual learning objectives of students.

Mitschian (1999, p. 55) sees Chinese learners as being essentially pragmatic, as does Chan (2001), who conducted research on the successful incorporation of constructivist principles into the education system in Hong Kong, finding the learners to be both flexible and pragmatic. So far as Mitschian (1999, pp. 54-57) is concerned, teachers should focus less on stereotypes and more on student motivation, learning strategies, the wash back effects of exams, and existing competencies. For Hess (1992, p. 572ff.), of critical importance are the provision of better financial support for teachers¹¹², better teacher training, and greater openness to the needs of students. For Biggs (2001, pp. 294-297), one of the

¹¹¹ Mitschian's (1991, 1999) socialization hypothesis is underpinned by the work of Dore (1976; 1980) who, based on observations in England, Japan, Kenya, and Sri Lanka, noted the relationship between the reorganization of schooling and (a) increased globalization, (b) the bureaucratization of economic life, and (c) social pressures for modernization.

¹¹² Referring here, in particular, to teachers in the People's Republic of China.

things that really matters if teaching practice is to improve is the need for greater focus on the ways in which teachers conceptualize teaching and learning.

Most of those whose research has already been referred to in this section are Westerners or native speakers of German or English. However, many non-Western authors draw on similar stereotypes to construct various explanations for the learning behavior of their students. Peng (2007, p. 252ff.), for example, although she refers to the impact of individual and teacher-related factors (pp. 262-264), nevertheless sees ‘Confucianism’ and ‘losing face’ as primary reasons for the “culture of learning in China” and, in particular, for the “culture of the language classroom” (p. 251). Nevertheless, she insists on the importance of making changes to teaching practices and the ways in which teachers try to motivate their students.

Chan (1999, pp. 294-305) insists that cultural values and beliefs have shaped Chinese thinking and led to a particular type of classroom behaviour, claiming that Chinese students, following centuries of rote and repetitive learning and influenced by constructs such as a ‘losing face’, have a lower capacity than many others for abstract thinking and creativity. Even more recently, Chou (2014, p.142) made a similar claim:

Since many centuries, societies of East Asia and their cultures were strongly influenced by Confucianism, Buddhism, and Taoism. This influence can be felt in different ways in all social areas of life and is reflected in the attitudes and behaviors of East Asians.

On the other hand, Chou (2014, p. 143) reminds us that there have been very few empirical studies which investigate the specific characteristics of CHC as they relate to GFL learners. Nevertheless, she continues to emphasize what she refers to as the ‘Confucian tradition’ (p. 151) and actually maintains that students from East Asian countries demonstrate problematic learning behaviour “like for example, focus on the teacher, passivity, uncritical attitude, lack of active participation in discussions, etc.” (p. 158).

Merkelbach (2015, forthcoming) relates increasing reference to this type of stereotype to the increased number of publications about the ‘Chinese learner’ over the last three decades. He subsumes them under the term ‘*deficient model of the Chinese learner*’¹¹³ which Wang (2010) describes in detail in her thesis (p. 2) and points out that “Taiwanese learners are not different from other learners found all over the world, all with their socio-cultural background, their personal learning styles and subjective learning experiences”.

As Kumaravadivelu (2003b) observes, those who are involved in research relating to second language learners need to develop critical awareness in relation to the complexity of cultural understanding required and also the need to bear in mind that there are many other factors that must be considered, including the age, gender, educational background and geographical location of the subjects and the methodologies they have experienced. Drawing upon the work of Kumaravadivelu, Tian (2008) problematizes “the over-generalized depiction of ‘the Chinese learner’” (p. iii), emphasizing its superficiality by comparing it with the type of in-depth data gathering that characterizes self-ethnographic research (p. 86ff.) and calling for “much greater attention to be paid to the complexity of each individual, and the power of individual agency” (p. iii). This can be seen to be very closely aligned to Kumaravadivelu’s (2003b) observation that it is doubtful whether it is ever possible to “separate culture as a variable” and to “investigate its causal connection to classroom behaviour”, adding that this would “result in nothing but a one-dimensional caricature of these learners” (p. 714).

In addition to all of these factors, there is a further one, a highly political one, to which reference has not made (understandably) by any of those referred to above, that is, the Chinese Communist Party’s attack on Confucianism and Neo-Confucianism and its impact. This attack, which was already evident in the May Fourth Movement in 1919, included a call for simplified versions of Chinese characters as a way of undermining the ability to read classical Chinese texts such as Zhuxi’s (朱熹) *Four Books* (四書), the main reader of Neo-Confucianism from the 12th century onwards. In this context, it is difficult to see why so many

¹¹³ See also Ballard and Clanchy (1997) who both rely on a “deficit approach” when talking about learners from China and Asia (p. 28).

authors refer to Confucianism as if it had never been disrupted and undermined. While this is a sensitive political issue, it nevertheless raises issues that cannot simply be ignored, especially in a context where the Communist Party itself has recently begun to reestablish Confucius as one of China's main historical and influential figures¹¹⁴.

Overall, while stereotypical representations of East Asian learners are still being promoted and still being used as a way of explaining/ justifying the lack of success of some language programmes, the situation is changing and there is growing recognition of the need to adopt a much more nuanced approach to the complex factors that impact on the success (or otherwise) of language programmes.

3.10.3 Motivational factors

Much research on affective factors in the field of foreign language teaching (FLT) and foreign language learning (FLL) is based primarily on works by Gardner and Lambert (1972) and their socio-psychological model of motivation, which distinguishes between *integrative* and *instrumental* motivation. This dichotomous construct, and refinements of it, provided the theoretical underpinning of research in the area for over two decades (Lay, 2008). Although application of that model initially yielded interesting results, (see, for example, Gardner & Masgoret, 2003), its shortcomings became increasingly apparent, leading to a range of alternative models. Clément and Kruidenier (1983) extended the instrumental orientation of the original model, demonstrating that a purely integrative orientation is rare in the case of learners. On the basis of a study of Japanese language learners, Oxford and Shearin (1994) concluded that two-thirds of their subjects could not be classified as having either *integrative* or *instrumental* motivation. One of the critical issues so far as Gardner and Lambert's model is concerned is the fact that it is based on a static rather than dynamic view of motivation (Her, 2007), and therefore it does not take into consideration that learners are known to be sometimes more and sometimes less motivated (Dörnyei, 1998). Another critical

¹¹⁴ An indicator is the establishment of *Confucius Institutes* all over the world (which nevertheless promote the use of simplified characters).

issue is the fact that a wide range of factors can play a role in the promotion or reduction of positive and negative motivations. Reisener (1989; 1995), for example, refers to one of these, that is, the *organization of learning* (*Lernorganisation*), by which he means the learning context (such as the amount of light in a classroom, the air conditions and the seating arrangements).

In response, in part, to adverse criticism of the model proposed by Oxford and Shearin, but nevertheless depending to some extent on it, Deci and Ryan (1985) developed *self-determination theory*, which is rooted in developments in cognitive psychology. They also distinguished between *intrinsic* and *extrinsic* motivation but hypothesizing that intrinsically motivated learners have stronger drives than extrinsically motivated ones and arguing that *intrinsic* motivation has more long-term positive impact than does extrinsic motivation. Critically, they noted that there may be transformations, with *extrinsic* motivation factors being superimposed upon, or even leading to a reduction in *intrinsic* ones or *vice versa*. Thus, for example, because motivations are dynamic processes subject to emotional fluctuations (Dörnyei, 2003), an unsatisfactory learning context may impact in a negative way on intrinsic motivation to learn a language (Dörnyei, 1998; Deci & Ryan, 1985). From this perspective, motivation is no longer seen as an isolated phenomenon, but as being made up of a range of inter-dependent factors which may be impacted on by individual (personal) or contextual (environment) influences (Kirchner, 2004). From this perspective, it is relevant to note that developments in the field of medical scanners have meant that neuroscientists can now gain important insights into the workings of the human brain, insights which may be relevant to motivational research. Thus, for example, Schumann (2002) has demonstrated that motivation is affected by factors such as novelty, joy and prestige/recognition and also by an individual's specific needs and objectives.

Lay (2008, p. 5) maintains that research on motivation and foreign language learning in the Taiwanese context has “played only a marginal role” thus far. However, this is more the case in the field of GFL than it is in that of EFL, where a number of interesting studies have been conducted (see, for example, Yu, 2011).

Lay (2008, p. 5) argues that students' motivation for learning English in senior high schools is shaped by an institutional context in which foreign language learning is undertaken to prepare for the Taiwanese *central university entrance exam*. While there can be little doubt that students are, in part, motivated by a desire to do well on this examination, the fact that so many students continue with English indicates that this is by no means the only motivational factor that needs to be considered. As Her (2007, p. 83) observes, English is increasingly regarded in Taiwan as being a basic requirement for many careers. Indeed, Taiwanese employees are often rewarded for gaining qualifications in English by an increase in salary. Furthermore, many of the course books used in Taiwan for a range of subject areas (in the human and social sciences as well as the natural sciences) are written in English and originate from Britain or the U.S.A. and this contributes, for many Taiwanese students, to the motivation to improve their English language proficiency, particularly reading skills in English. Above all, English has the status of a *lingua franca* in an increasingly globalized world (Graddol, 2006), something that inevitably contributes to many students' motivation to learn the language.

So far as the learning of German is concerned, none of the motivational factors referred to above is of any direct relevance. What is, however, relevant is the fact that students who sit the Ministry of Education's *Joint University Entrance Exam* (JUEE) are ranked in terms of overall performance and only those who rank well have a genuine choice in relation to location and subject studied in the tertiary education context. The impact of this was observed almost two decades ago by Lohmann (1996, p. 90) who underlined the fact that many students of German had not chosen German as their first option or, indeed, included it at all in signalling their subject and institutional preferences before taking the JUEE. Given the fact that the percentage of JUEE candidates now offered tertiary places has risen to almost 90%, a considerable proportion of those studying German are likely to be doing so in spite of a preference for studying other subjects and are likely not to have achieved high ranking in the JUEE. Indeed, Chou (2014, p. 106) claims that German is often the "only possible . . . choice" for participants of the JUEE who have "deficient grades", and as a result "the majority . . . lack any kind of motivation at all to learn German". While not all GFL students fall into this

category, it is certainly the case that many do and that, therefore, teachers of German need to focus on ways of increasing student motivation in a context where, as Tamm and Ibitz (2007) conclude on the basis of a survey of 260 students studying German in a university in southern Taiwan, motivations for learning the subject are diverse and vary from year to year and class to class.

Lay (2008) conducted a study of the motivations of students learning German in an institution in the north of Taiwan in which a wide range of broadly intrinsic and broadly extrinsic motivations was detected and, on that basis, reached conclusions similar to those of Tamm and Ibitz.

The studies conducted by Tamm and Ibitz (2007) and Lay (2008), in common with a study of the motivations of 176 learners of GFL conducted by Chou (2014), all indicate that broadly intrinsic motivations are slightly more common than broadly extrinsic ones.

Inevitably, the teacher's role in motivating students is a highly important one (Dörnyei, 2001) as several studies in the field of GFL in Taiwan have highlighted (see, for example, Chou, 2014; Lay, 2008; Parchwitz, 2013; Tamm & Sah, 2011; Yu, 2011). In fact, in the study conducted by Chou (2014) in which students of GFL were asked whether they agreed with a number of statements about motivation, the vast majority (91%) indicated that they believed that the teaching style of the teacher was an important motivational factor (p. 216ff.). In connection with this, it is relevant to note that Lay (2008, p. 10) found that 31 of the 45 GFL students he surveyed were motivated by a desire that their teachers should be satisfied with their work.

A number of researchers have drawn attention to the fact that teachers can increase students' motivation through their choice of learning activities. Thus, for example, Tamm and Sah (2011, p. 68) demonstrated on the basis of a survey and follow up interviews that the inclusion of a theatre project in a German language program led to a positive increase in motivation, in part as a result of the experience of success gained in the use of the target language during rehearsals. In a similar vein, Yu (2011) concluded on the basis of a study involving 263 pupils learning German in a high school in Southern Taiwan, that the inclusion of

activities and games in the learning program was an important way of maintaining and even initiating motivation¹¹⁵. On the other hand, on the basis of a classroom-based research project involving students of German in a vocational high school of Southern Taiwan, Parchwitz (2013) demonstrated that even though the course was designed with student interests in mind and even though games, cultural activities, music clips, and movies were integrated into the course, only in the case of those who were initially highly motivated did motivation increase. Those whose responses to a motivational survey conducted at the beginning of the course indicated low overall motivation showed no increase in motivation in their responses to a motivational survey conducted at the end of the course.

What all of this indicates is that although all teachers, including all language teachers, are faced with problems associated with student motivation, the problems faced by teachers of German in Taiwan are, in some respects, very different from, and often more severe than those faced by teachers of English, something that requires of them particular teaching skills, skills that they are unlikely to have if they lack adequate training. Even those who do not are likely, as Chou (2014, p. 106) observes, to face extraordinary challenges and ‘frustrating experiences’.

¹¹⁵ Yu (2011) used an adaptation of the Strategy Inventory for Language Learning (SILL) (Oxford, 1990; Oxford & Burry-Stock, 1995) in her research.

Chapter 4:

Reporting on a questionnaire-based survey of a sample of teachers of German in Taiwan

4.1 Introduction

This chapter reports on a questionnaire-based survey of teachers of German in Taiwan. It begins with an outline of the general background to the survey (4.2) followed by details of its planning, design and administration (4.3). Next, the data collected are presented and discussed (4.4) followed by some concluding comments (4.5).

4.2 General background to the survey

Questionnaires are among the most commonly used instruments in the field of applied linguistics (Dörnyei, 2007, p. 95) and much has been written about the importance of their design, administration, coding and interpretation. In general, the approach adopted here follows recommendations made by Oppenheim (1999, p.7), Alreck and Settle (2004, p. 27) and Sue and Ritter (2007, p. 2), with the issues raised by others (see, for example, Alreck & Settle, 2004; Bell, 2005; Cohen, Manion, & Morrison, 2007; Dillman, 2000; Dörnyei, 2003; 2007; Fraenkel & Wallen, 2005; Oppenheim, 1999) also being addressed as the chapter unfolds.

4.2.1 Establishing the aims of the survey

The overall aim of the survey was to fill a gap in the existing literature by collecting as much information as possible about the professional backgrounds, attitudes and practices of teachers of German in Taiwan and, in addition, any factors in the environment in which they work that may have impacted on their attitudes and practices. Bearing in mind this overall aim, a combination of literature review, mind mapping and brainstorming was used to establish primary focus areas, which emerged as follows:

- personal background
 - gender, age, qualifications and teaching experience
 - employment status
 - workload
 - beliefs about language teacher training
- students
 - opinions about students' motivation
 - assessment of students' language proficiency
- teaching
 - beliefs about language teaching and language syllabus design
- working environment
- feelings about workplace and workload

The decision to design and administer a self-completion questionnaire meant that other issues relating to the target population, the formulation of questions in line with the foci listed above, and the ways in which the questionnaire would be administered needed to be addressed.

4.2.2 Population sampling

The majority of teachers of German in tertiary educational institutions in Taiwan¹¹⁶ are represented through the *Taiwanese Association of German Studies and German Language Teaching*. Although the chairperson of the association could not permit direct access to the association's mailing list, she agreed to forward the questionnaire to all members. It was therefore possible to contact almost all teachers of German in Taiwan with a request that they complete the questionnaire. The population sample would be non-saturated and it would be a convenience sampling, a partly representative subset of the whole population. However, in view of the fact that the decision as to whether or not to respond positively to the request necessarily rested with those contacted, the final sample must be regarded as a non-probability sample (Dörnyei, 2007, p. 98f.) and, as such, as one about which it is not possible to make any firm inferences about the

¹¹⁶ The Association's chairperson at that time estimated that a small group of roughly 10 people had no membership for certain reasons, and that there were 108 members on the list when the email was sent out (Zhang Shou-Hui [張守慧], personal communication, March 8, 2009).

population as a whole (Ritter & Sue, 2007, p. 32). However, the final sample (number of returned questionnaires) was 35 out of the possible 108 contacted members of the parent population (32.4%) and this meant that there were issues in relation to the statistical significance of the sample size.

In the case of surveys based on a sample of convenience, “questions inevitably arise as to the optimum sample size” (Oppenheim, 1999, p. 43). There is no absolute answer to these questions, with reference often being made to samples being ‘large enough’ or ‘as large as . . . can be given your time frame’ (Ritter & Sue, 2007, p. 34) or to a ‘rule of thumb’ (Cohen, Manion, & Morrison, 2007, p. 101). In statistical terms, having a normal distribution makes it more likely that the findings will be ‘statistically significant’ (Dörnyei, 2007, p. 208). As Hatch and Lazaraton (1991, p. 164) observe:

If there are no very extreme scores and if you have 30 or more observations, you may have a *normal distribution*. A normal distribution means that most of the scores cluster around the midpoint of the distribution, and the number of scores gradually decrease on either side of the midpoint. The resulting polygon is a bell-shaped curve.

Even in the event that there is normal distribution, sample size may impact negatively on its significance. Thus, for example, Dörnyei (2003, p. 7) and Roscoe (1975, p. 163) have argued that a sample size of fewer than 30 in behavioural research is seldom adequate, with a sample of approximately 500 often being ideal. Where this is the case, “sample error will [then] not exceed 10% of standard deviation, about 98% of the time” (Hill, 1998). However, as Alreck & Settle (2004, p. 64) note, within these limits, “it is seldom necessary to sample more than 10% of the parent population to obtain adequate confidence”. In this case, while the final sample size was 35 (32.4% of those contacted and approximately 29.6% of the total population of estimated 118), the other factors to which reference has been made are such as to indicate that it would be unwise to argue a case for statistical significance. Overall, therefore, the findings should be regarded as being indicative only.

4.2.3 Selecting a survey approach

The fact that it was possible to gain permission for questionnaires to be delivered via the e-mail list of the *Taiwanese Association of German Studies and German Language Teaching* led to the decision that the survey should be an online one.

There are two commonly used online survey types, e-mail surveys and Web-based surveys (Sue and Ritter, 2007, p. 7). Alreck and Settle recommend a Web-based rather than an email attachment-based survey (2004, p. 182). However, a Web-based survey would have presented a range of organizational and technical challenges (Cohen et al., 2007, pp. 230-235; Dillman 2007, p. 91) which seemed unjustified in relation to the expected sample size (Granello & Wheaton, 2004, p. 391). Therefore, an e-mail with the questionnaires attached was seen as the most practicable solution.

A potential problem associated with e-mail surveys is the fact that they may be treated as unsolicited mail and therefore deleted or filtered out by spam filters (Sue & Ritter, 2007, p. 11 and p. 90). In this case, however, because the attachments were associated with mail originating from a reliable and familiar source, this was not a problem¹¹⁷.

A number of studies have investigated factors associated with questionnaire response rates (see, for example, Fox, Crask, & Kim, 1988; Granello and Wheaton, 2004; and Kittleson, 1997). Kittleson (1997) suggests a specific time-span for a follow-up message after the initial solicitation, and Sue and Ritter (2007) state certain time windows as being most effective in gaining a higher response rate¹¹⁸. Although, these were specifically US-based studies, their recommendations were followed as far as possible, the initial e-mail being scheduled for a Thursday afternoon or Friday morning¹¹⁹.

¹¹⁷ The e-mails of the *Taiwanese Association of German Studies and German Language Teaching* regularly reached the 'inbox' feature of the author's Yahoo Mail account. A few of those e-mails were additionally forwarded to two other main providers: Gmail by Google and Microsoft's Hotmail. Their spam filters approved the e-mails as well and placed them in their 'inboxes'.

¹¹⁸ Kittleson (1997, pp. 193-196) indicates 4 to 7 days and Sue and Ritter (2007, p. 94-95) state 7:30 - 8:30 a.m. and 3:30 - 4:30 p.m. during weekdays as promising time settings in relation to e-mail surveys.

¹¹⁹ Fridays are normally less occupied with classes in the afternoon. For this reason, conferences and workshops are often scheduled on Friday afternoons.

4.3 Drafting, ethical approval and piloting

Questions were formulated and refined in accordance with the aims and focus points outlined above.

Seven question types are normally used in surveys: verbal or open; list; category; ranking; quantity; grid and scale (Bell, 2005, p. 137f.). Apart from the ranking type, each of these was employed. There were, however, two issues relating to rating scales that needed to be addressed - the possibility that respondents might take issue with the nature of the rating scales employed and the likelihood of centre-clustering or avoidance of negative ratings.

With reference to the first of these issues, while Cohen, Manion and Morrison (2007, p. 327) note that rating scales can be “powerful and useful in research”, they add that researchers should be cautious about their use and suggest that they include the category ‘other’, thereby enabling respondents to make comments about the applicability of scales. This advice was followed.

The second issue, one with a cultural dimension, relates to whether rating scales should be based on even or odd numbers. A Likert¹²⁰ scale normally has five degree points (e.g. very good, good, neutral, bad, and very bad). However, Cohen, Manion and Morrison (ibid.) observe that using an odd number of points on an ordinal scale may lead respondents to select the ‘neutral’ mid-point in order to avoid being seen as “too extremist”. However, although Sue and Ritter (2007, p. 50) observe that “even numbered scales tend to more effectively discriminate between positive and negative positions”, they also note that they may result in “a positive skew in the data” because “most people opt to be ‘nice’”, leading to a tendency to select “the positive side of the scale”¹²¹. In the event, the decision was made to use a six-point semantic differential scale in the case of most ranking-type questions. These scales had a statement or grade at one end and its opposite at the other end, for instance ‘strongly agree’ and ‘strongly disagree’. The four

¹²⁰ Rensis Likert, 1932, *A Technique for the Measurement of Attitudes*, Columbia University Press, New York.

¹²¹ Neither Cohen et al. nor Sue and Ritter provide empirical evidence for these claims.

points between were left without descriptors. In this way, the translation of the questionnaires was simplified and the problematic mid-point was avoided, something that seemed to be potentially particularly relevant in the case of Taiwanese respondents, some of whom who might feel the urge to be congruent with the (Neo-) Confucian ideal of ‘Zhongyong’¹²² (中庸), that is, of maintaining a mid-point balance to avoid extremes¹²³.

The English version of the draft questionnaire was submitted to the appropriate ethics committee¹²⁴ along with an introductory letter (see *Appendix 2.1*). Following approval by that committee, the English version of the questionnaire was translated into German and Chinese. To allow for ease of comparison, the layout and page numbers was kept identical in all three languages.

The piloting of the questionnaire was undertaken by fifteen people, eight teachers of German and seven teachers of other foreign languages in Taiwan. Five of them were native speakers of English (asked to complete the questionnaire in English), five were native speakers of German (asked to complete the questionnaire in German), and five were native speakers of Chinese (asked to complete the questionnaire in Chinese). They were asked not only to complete one of the questionnaires but also to keep a record of the time needed to complete the task (between 20 and 30 minutes in each case) and to comment on any problems they experienced or issues they wished to draw attention to. Apart from some typographical errors, the main points raised by the piloting teachers related to potential areas of ambiguity or misunderstanding. A summary of these is provided in *Appendix 2.4: Comments made by those involved in piloting the questionnaire*. Once the comments of those involved in the piloting of the questionnaire had been

¹²² Zhongyong (2009) : “The two Chinese characters *zhongyong* (often translated “doctrine of the mean”) express a Confucian ideal that is so broad and so all-embracing as to encompass virtually every relationship and every activity of human life. In practice, *zhongyong* means countless things: moderation, rectitude, objectivity, sincerity, honesty, truthfulness, propriety, equilibrium, and lack of prejudice. For example, a friend should be neither too close nor too remote. Neither in grief nor in joy should one be excessive, for unregulated happiness can be as harmful as uncontrolled sorrow. Ideally, one must adhere unswervingly to the mean, or centre course, at all times and in every situation. Such behaviour conforms to the laws of nature, is the distinctive mark of the superior individual, and is the essence of true orthodoxy.” In *Encyclopædia Britannica online*. Retrieved from <http://britannica.com>

¹²³ In a more recent edition, Cohen, Manion and Morrison (2011, p. 389) make a similar point.

¹²⁴ The Human Research Ethics Committee (HREC) of Te Pua Wānanga Ki Te Ao (School of Maori and Pacific Development) at the University of Waikato.

accommodated, a final version was produced in each of the three languages (see *Appendix 2.1 - 2.3: Introductory letters and questionnaires in English, German, and Chinese*).

The questionnaires were then transformed into electronic answer format (with adjustments being made as necessary)¹²⁵ so that responses could be typed directly onto the forms, then saved and sent back via e-mail. A Chinese and a German version of the questionnaire were sent to each potential participant so that each could choose which to complete.

The final version of the questionnaire consisted of twelve pages divided into four main sections: *Section A: Background Information*; *Section B: Experience, Qualifications and Education*; *Section C: Students and Teaching*; and *Section D: Your Workplace, Workload and Views*. The total number of questions was 35. However, most questions had sub-questions or included opportunities for further comment, increasing the number of survey items to 96. Almost one third (31) were grey coloured form fields enabling participants to write their own comments, explanations, and answers to open questions.

4.4 Data collection and coding

Questionnaire distribution was undertaken via the mailing list of the *Taiwanese Association of German Studies and German Language Teaching*.¹²⁶ Three weeks after the initial mailout, only 14 questionnaires had been returned. A first follow up resulted in 8 further questionnaires being returned. This increased the response rate to 20%.¹²⁷ It seemed that a third endeavour might have been even less effective. For this reason, 17 colleagues were individually contacted in mid May 2009, and they were asked to complete the survey and forward the digital files to other members of the target group. This individual approach combined with the snowball tactic (Cohen et al., 2011, pp. 158-160) resulted in 12 more returns.

¹²⁵ The transformation procedure was utilizing the 'form feature' of Microsoft's Office Word 2003 and the 'developer tab' of Microsoft's Office Word 2007.

¹²⁶ The survey was sent to 108 members on a Saturday evening around 6 p.m. Therefore, the original time schedule was altered for the reason that the selected weekend was followed by national holiday. It was felt that a shift and extension of time might increase the response rate.

¹²⁷ This was extreme modest compared to the 52% on average indicated as being likely by Kittelson (1997, p. 193-196) for e-mail survey follow ups.

The total number of e-mails dispatched via the mailing list of the *Taiwanese Association of German Studies and German Language Teaching* including the follow up (2x108) and afterwards individually sent e-mails (17) reached 233. Each message had two attachments: a German and a Chinese version of the questionnaire. Wherever possible¹²⁸, respondents were sent a confirmation of receipt combined with an expression of gratitude for their efforts.

The cooperation and support of teachers who responded was exceptional. There were no blank or partially incomplete questionnaires. Only two e-mails had issues; one had no file attached and another survey was distorted. Both teachers assisted by sending their questionnaires a second time. Finally, 35 digital questionnaires were collected. Twenty-four (24) respondents used the German version of the questionnaire and eleven (11) used the Chinese version.

When responses were received, they were transformed into ‘numerical labels’ (Bell, 2005, p. 214) according to a preformulated key, the ‘coding frame’ (Dörnyei, 2003, pp. 98-100) which denotes the meaning of each item or score. After the coding frame had been entered into a codebook, coding could begin and data could be transferred into spreadsheets utilizing Excel 2007 and SPSS 14.0. Throughout this procedure, several irregular responses were statistically cleaned and manipulated in order to integrate them appropriately into the statistical dataset. This process did “*not* involve biasing the results one way or another” (Dörnyei, 2007, p. 204). Thus, for example, three participants gave an affirmative response to *Question 3 (Are you a native speaker of Chinese?)*. However, instead of responding in the negative to the following question (*Are you a native speaker of German?*), they rated their German proficiency. As it was evident that all three respondents were not native speakers of German, a negative response to *Question 4* was recorded. Another example involves responses within a range (e.g. 15 – 20 hours) to *Question 8*. In such cases, the average (e.g. 17.5 hours) was recorded. Once irregularities such as these had been attended to, the coding of list, category, quantity, grid, scale, and open questions proceeded without difficulty.

¹²⁸ In two cases, these confirmation letters were rejected by the receiving server. In a third case, the e-mail header was altered in a way that the sender was not traceable.

In addition to direct answers to questions, 297 explanations and comments were recorded. As a first step, each of these was copied and then pasted into an Excel spreadsheet. As a second step, these records, which had originally been written in German or Chinese, were translated into English. The translation procedure of almost 300 German or Chinese comments and commentaries was more challenging than had been anticipated¹²⁹. The translations were keyed into Weft QDA 1.0.1, software designed for qualitative data analysis. The next step involved categorizing the translations. This was a complicated undertaking, since there were cases of responses with little apparent relevance (if any) to the actual question.

4.5 Report on the questionnaire responses

To make the numbers within the *Tables*, *Figures* and text as comprehensible as possible, the percentage calculations were rounded up or down (e.g. 9.3% to 9% or 9.7% to 10%). This practice was not followed if the value was a five after the percentage point (e.g. 30.5% stayed 30.5%).

Reference is made to the variables n and x in this section: n expresses the number of respondents and x represents the number of entries by these respondents. Thus, for example, $n=35$ and $x=189$ indicates that there were 35 respondents who provided 189 entries.

Overview and discussion is provided at the end of each sub-section in italic print.

¹²⁹ In cases where the original was ungrammatical, the translation attempted to capture the intended meaning. In cases, where the logic was elusive, this was carried over into the English version.

4.5.1 SECTION A: Background information

4.5.1.1 Gender ratio, age range and native speaker status

The gender ratio of respondents (*Question 1*) and their age ranges (*Question 2*) along are provided in *Figures 4.1* and *4.2*.

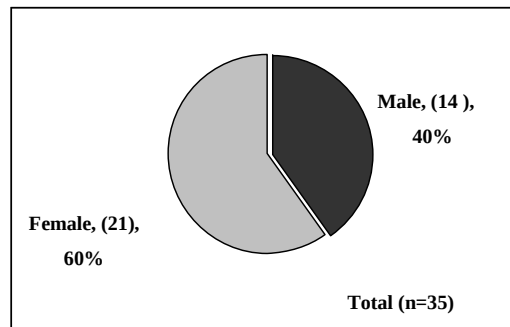


Figure 4.1: Gender ratio of respondents

Most of the 35 teachers involved in this study were in the age range 30 - 49 (77%), with only 8 (23%) being 50 years old or older. The majority (21; 60%) were female. Of the 35, the majority (21; 60%) were non-native speakers of German. However, whereas a majority of the women (81%) were non-native speakers of German, a minority of the men (28.5%) were non-native speakers of German.

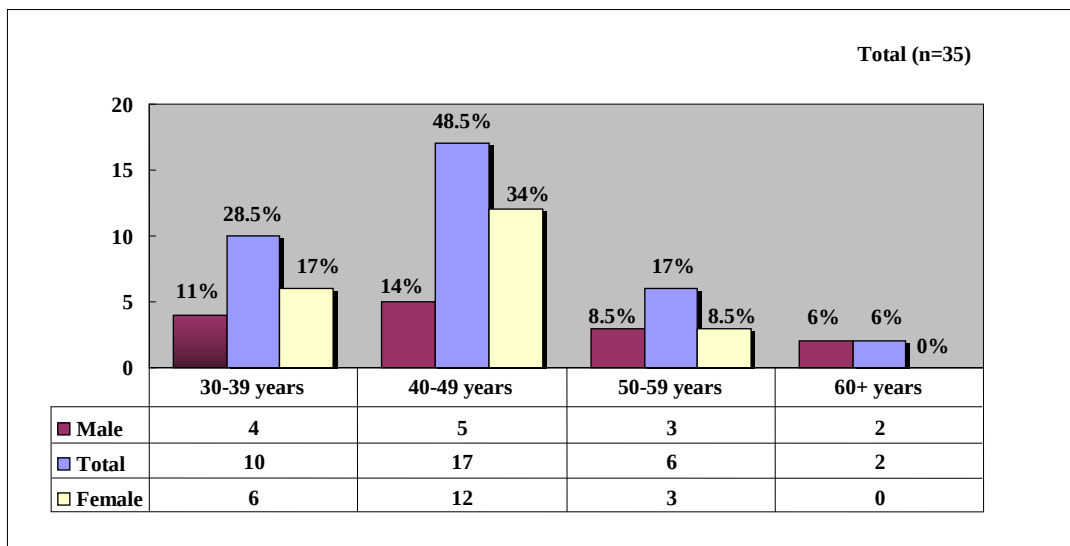


Figure 4.2: Age ranges of respondents and gender ratio

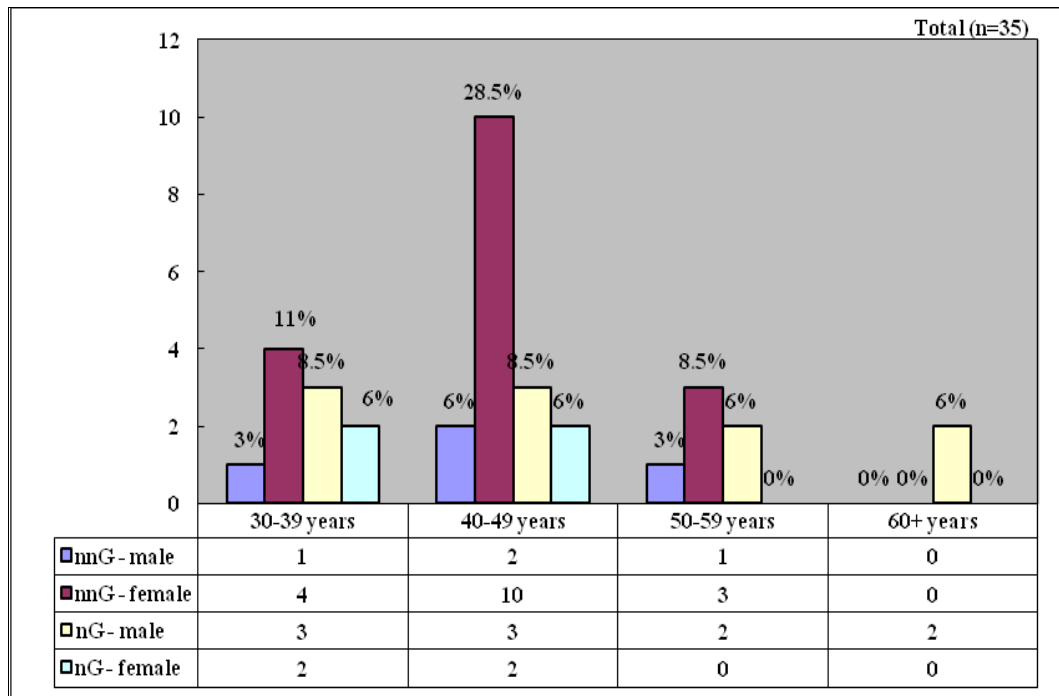


Figure 4.3: Age ranges and gender - native and non-native speaker of German

4.5.1.2 Self-evaluation of language abilities

Question 3 asked participants who were not native speakers of Chinese to evaluate their proficiency in Mandarin by choosing one item from the following list:

- 1 - Excellent – I speak Mandarin with native or near-native fluency.
- 2 - Very good – I can communicate easily about most subjects in Mandarin.
- 3 - Good – I can communicate about most subjects in Mandarin.
- 4 - Reasonable – I can communicate about most day-to-day needs.
- 5 - Basic – I can communicate on a beginner level.
- 6 - Very basic – I can say ‘hello’ and ‘thank you’.
- 7 - Not able to speak Mandarin at all.

Data relating to responses to this question are provided in *Figure 4.4*.

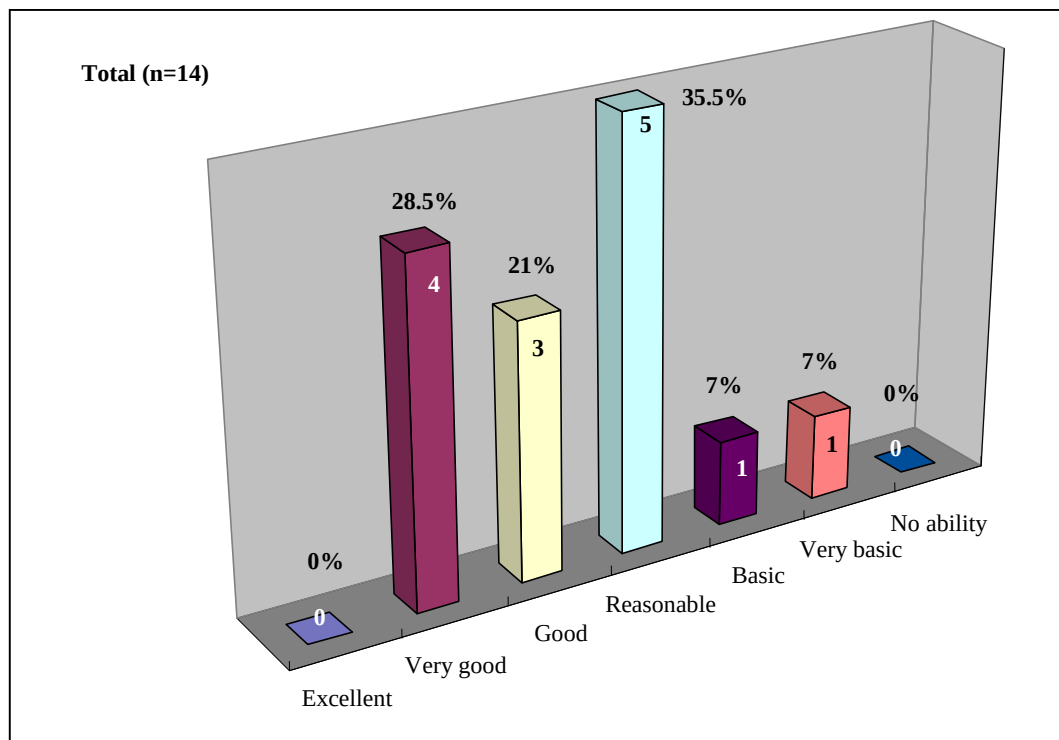


Figure 4.4: *Non-native speakers' self-evaluation of proficiency in Mandarin*

Participants who were non-native speakers of German were asked to rate their proficiency in German on a 4 point scale¹³⁰ (with an additional category for those who were unsure):

- 1 - Excellent – I speak German with native or near-native fluency.
- 2 - Very good – I can communicate easily about most subjects in German.
- 3 - Good – I can communicate about most subjects in German.
- 4 - Reasonable – I can communicate about most day-to-day needs.
- 5 - I am not sure how to rate my German.

Data relating to responses to this question are provided in *Figure 4.5*. One response was not acceptable,¹³¹ reducing the number of countable data to 20.

¹³⁰ In this case, a 4-point scale was considered adequate in that a reasonable level of competence could be inferred from the fact that the participants were all involved in teaching German.

¹³¹ The respondents' marking could not be taken into account, because two of them were done instead of one, indicating "very good" to "good".

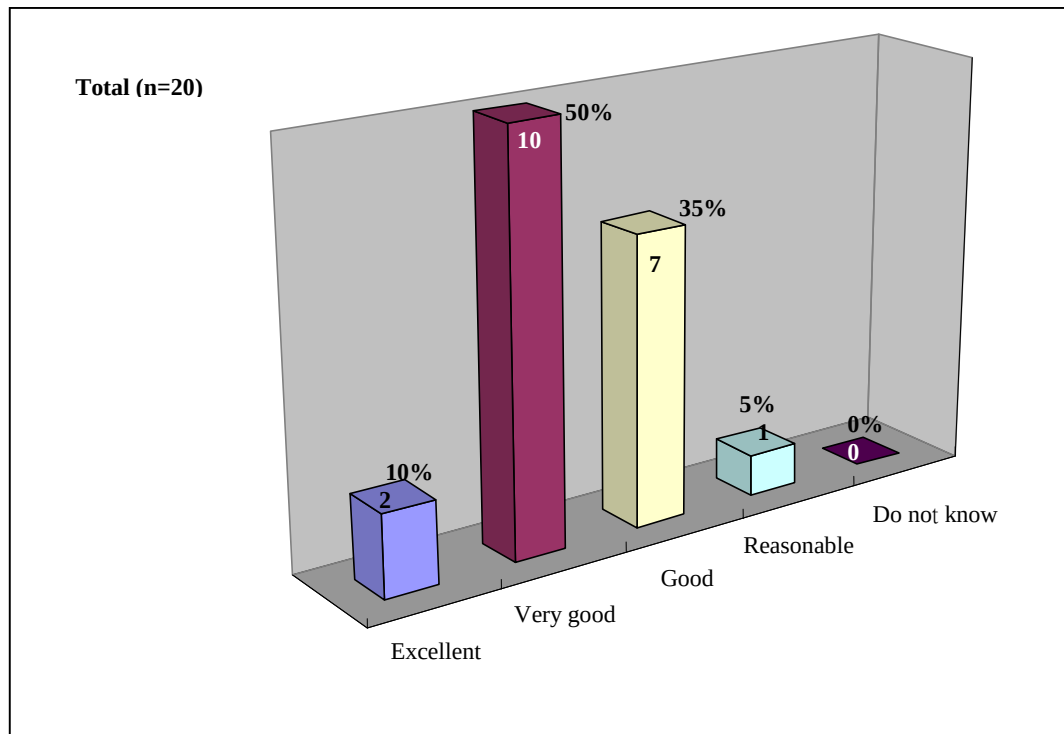


Figure 4.5: Non-native speakers' self evaluation of proficiency in German

Twenty-one (21; 60%) of the respondents indicated that they were non-native speakers of German. All of the remaining 14 (40%) responded to a question asking them to rate their proficiency in Mandarin on a 7-point scale from 1 (excellent; near-native fluency) to 7 (not able to speak Mandarin at all). Of these 14, only 2 (14%) indicated that they believed their proficiency in Mandarin to be in the lower part of the scale, with one selecting 'basic' and the other selecting 'very basic'. It seems reasonable to infer from this that almost all of the participants had available to them the option of making use of Mandarin in their teaching of German should they choose to do so.

Although only 14 of the respondents had indicated that they were native speakers of German, 21 of the participants responded to a question asking them to rate their proficiency in German,¹³² with one of the responses being discounted. Of the remaining 20, 8 selected one of the two bottom categories, 7 selecting 'good' and 1 selecting 'reasonable'. On the basis of responses to this question, it seems

¹³² It seems likely that at least some of those who were native speakers of German responded to this question because they were aware of the likelihood of some level of language attrition in view of the fact that they were not resident in a primarily German-speaking country.

reasonable to assume that the vast majority of respondents believed themselves to have a level of proficiency in German that would allow them, should they choose to do so, to teach wholly through the medium of the target language.

Table 4.1: Public - private - tertiary - employment of GFL teachers

	Public		Private		Tertiary	
Full time	13	37%	16	46%	28	80%
Part time	3	8.5%	3	8.5%	5	14%

Table 4.2: Respondents' institutions and types of employment

	Public	Private
Employment	17*	19
University	11	21
Technical University	4	1
Senior High School	1	1
Cram school	1	1
Tutoring	3	
Other	3	
*Total number of entries in both categories ‘private’ and ‘public’ were 34. Based on two comments of respondents about their multiple employments, adjustments for employment in public institutions from 15 to 17 were necessary.		

4.5.1.3 Employment status

Question 5 asked whether participants were in full-time or part-time employment. Question 6 asked, in part, whether they worked in public or private institutions and the nature of the institution in which they worked. Question 6 also asked about the type of institution participants were employed in (if any) and the nature of the programme to which they contributed. Most respondents indicated only whether they worked in public or private institutions and the nature of the institution (e.g. university), ignoring the other items. Therefore, Tables 4.1 and 4.2 above provide data that relate only to the items to which there was more than a minimal level of response.¹³³

¹³³ Question 6 asked about day, night, two-year, four-year, five-year, and graduate programmes. The data analysis indicated that respondents did not handle these items as expected. For example, all 35 participants were expected to mark at least one of the day or night programme items; however, only 18 did so. The same problem appeared by comparison of the 26 ticks of university teachers, of whom only 13 ticked a graduate, four-year, and/or two-year programme. Most

More than half of the 35 survey respondents worked in private institutions (19; 54.5%). In addition, more than three quarters (29; 83%) of all 35 had a full time position.

4.5.1.4 Nature of courses taught, workload and class size

The first part of *Question 7* asked participants which kind of German language courses they were teaching. Nine categories were offered with a provision for multiple answers. Data and percentage calculations are given in *Figure 4.6*.

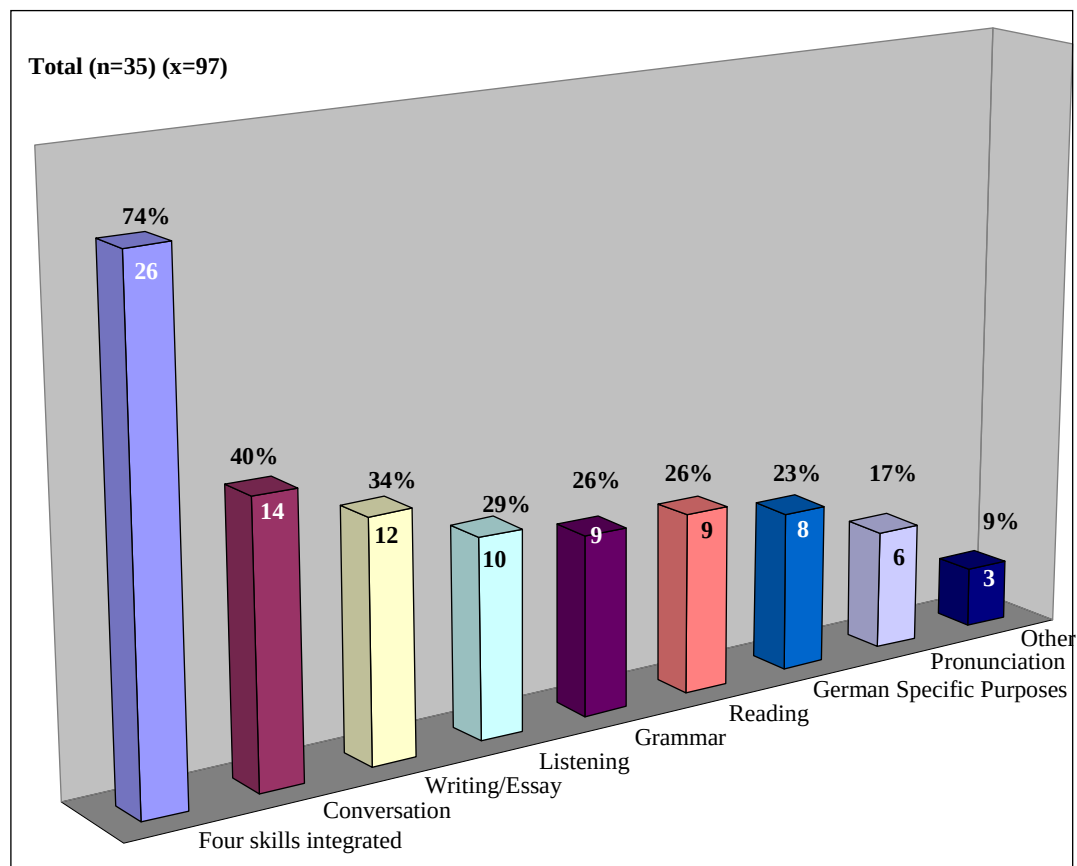


Figure 4.6: German language courses taught by respondents

The German for Specific Purposes (GSP) category received eight ticks but only seven of the respondents provided a comment indicating the content of their GSP courses. One of these comments revealed that the course was not, in fact, a GSP

respondents indicated only whether the institution they worked in was a public or private one and whether it was a university, technical university, or senior high school.

course and so the response was moved to the Other option (see below). The remaining six comments have been divided into four categories (see Table 4.3).

Table 4.3: GSP courses given by respondents

GSP courses	Counts
Business German (Wirtschaftsdeutsch)	2
Engineering and German (Technikdeutsch)	2
German in Hotel business	1
Academic writing	1

The *Other* option associated with *Question 7* received three ticks, but four comments. Another comment from the former GSP comment option was shifted here. All comments are shown in *Table 4.4*.

Table 4.4: Further special courses in GFL

Further courses	Counts
Postgraduate courses in master's programmes	2
German vocabulary – a learning and training course	1
German multi media production	1
Regional and cultural studies (Landeskunde)	1

The second part of *Question 7* asked teachers to indicate which further German-related courses they were teaching, offering eight categories and allowing for multiple answers. Results and percentage calculations are shown in *Figure 4.7* below.

Table 4.5 presents the written comments of respondents in relation to the category *Other*. Eleven (11) respondents provided 13 comments (of which 2 were repetitions of comments provided in connection with the *Other* option in relation to course types, suggesting that some courses were regarded as combining German language and German-related issues).

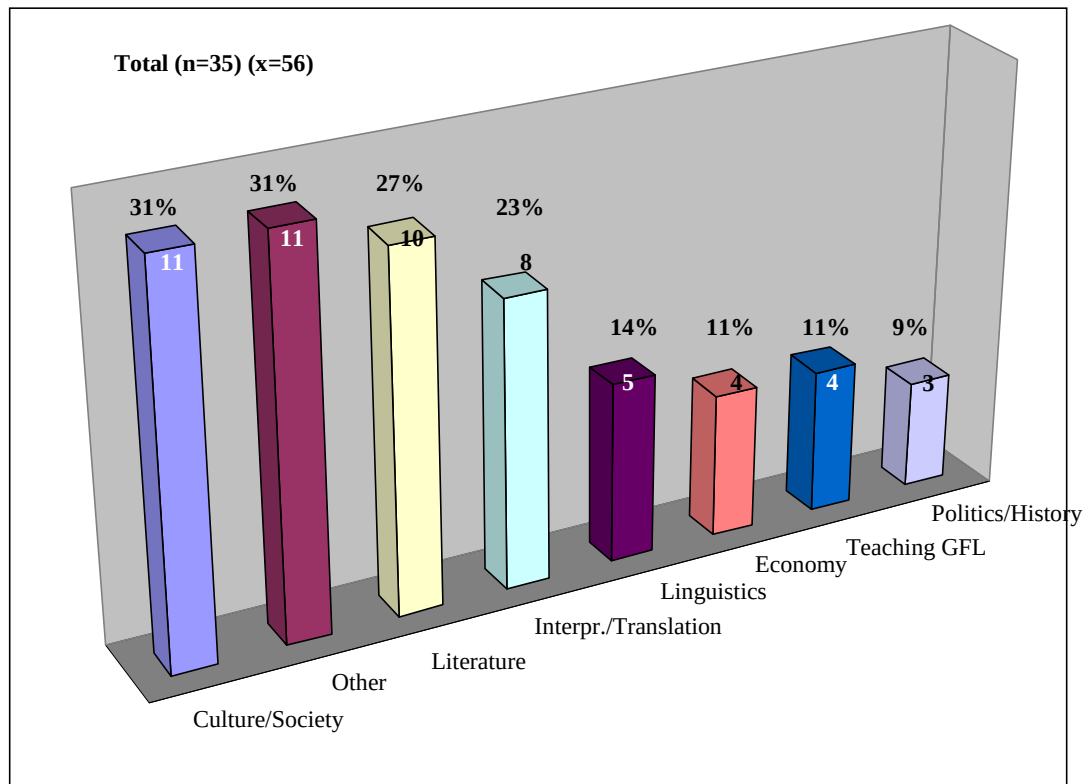


Figure 4.7: German-related courses taught by respondents in general

Table 4.5: German-related courses taught by respondents

10 further course categories	Comments by teachers (x=13)
Test preparation courses	- Preparation courses for TestDaF - Preparation courses for ZDaF
German and mass media	- Newspaper reading - German and the media
Theatre – plays and playing	Theatre (x=2)
Postgraduate programme courses	Research methods
Learning strategies	German vocabulary – a learning and training course
Environment	Environment (ecology & economy)
German and IT	German multi media production
Children - and Youth literature	Youth literature
German speaking countries – society, people, and geography	Regional and cultural studies (Landeskunde)
Education	Pedagogy

The second part of *Question 7* investigated the workload of participants in relation to teaching hours, preparation and the class sizes (see *Tables 4.6* and *4.7*):

Table 4.6: *Teaching hours and class preparation*

Question	Total	Mean	Median
How many hours of German language or German-related courses do you teach per week on average?	453 hrs	12.9 hrs	13 hrs
How many hours each week do you work outside of your classes to manage them (including lesson preparation, homework correction, grading, etc.) on average?	707.3 hrs	20.2 hrs	20 hrs
Total (n=35)	1160.3 hrs	33.1 hrs	33 hrs

Table 4.7: *Average number of students in classes*

Question	Total (n=35)	Mean	Median
How many students are there in each of your German language courses on average?	1148 students	32.8 students	35.5 students

Question 8 investigated the additional workload of teachers (see *Table 4.8*) and offered an opportunity for optional comments (see *Table 4.9*).

Table 4.8: *Time spent on administrative and research work*

Question	Total	Mean	Median
How many hours do you work on administrative matters (departmental meetings, tutorials, e-mails, etc.) each week on average?	301.8 hrs	8.6 hrs	6 hrs
How many hours do you work on research each week on average?	284.5 hrs	8.1 hrs	5 hrs
Total (n=35)	586.3 hrs	16.7 hrs	11 hrs

In general, responses in this section indicate that the vast majority, possibly all, of the participants in this survey teach language proficiency development courses in some form, with some also teaching German-related courses of other types. The average class size was reported as being almost 33 students. The total reported average work-related activity time was almost 50 hours, with an average of almost 13 hours of classroom teaching, 20 hours of teaching-related activities, 8.6 hours of administration, and just over 8 hours of research. Assuming a 5 day

working week, the overall average work-related involvement reported is approximately 10 hours per day.

Table 4.9: Comments about workload by respondents

Categories	Comments by teachers (x=6)
Feelings of exhaustion	• I am <u>totally overworked</u>, no real time for doing research for years. • I have <u>no energy left</u> to do research, when I have finished my work. • No time for research, <u>tired!</u>
No time for research	• I am totally overworked, <u>no real time for doing research for years.</u> • <u>No time for research</u>, tired! • I am at the moment contract teacher and have <u>a lot of class hours</u>. There is <u>no way</u> I could even think about <u>doing research</u>.
Research work is done on an irregular basis	• It is not possible to give a weekly estimation - <u>sometimes for several weeks nothing, sometimes for several days eight hours or more.</u>
Extra workload through theatre productions	• During the winter semester, I have to do about 20 hours of extra work per week for the theatre play at our institution.

4.5.1.5 Professional development

Question 9 asked teachers what they do to stay up-to-date in terms of language teaching (see Table 4.10).

Table 4.10: Activities of teachers to keep their teaching up to date

Which of the following do you do to keep your language teaching up to date? (Question 9)			
	Counts	% of counts	% of teachers
Attending conferences, courses, workshops	31	28%	89%
Reading about teaching	26	24%	74%
Talking to colleagues	25	23%	71%
Reading research articles	15	14%	43%
Other	11	10%	31%
I have no time for that.	1	1%	3%
Total (n=35) (x=109)	109	x=100%	n=100%

The *Other* category was selected eleven times. However, several respondents wrote multiple comments. Results are presented in a categorized list (see Table 4.11).

Question 10 asked teachers, what they do to stay up-to-date in terms of their German language and their knowledge about Germany (see Table 4.12). Comments relating to the *Other* category (Question 10) revealed additional ways in which the respondents endeavour to keep their German and knowledge about Germany up to date (see Table 4.13).

While a majority of participants in this survey (89%) reported that they attend conferences, courses and workshops relevant to their professional activities and/or read about teaching (74%) or consult with colleagues (71%) and many of them engage in other activities which help them to keep their knowledge of German language and culture up to date (e.g. watching German news online), fewer than half of them (43%) indicated that they read research-based articles.

Table 4.11: Comments on how respondents keep their teaching up to date

Categories	Comments by teachers (x=15)	
Being academic	• Doing research • I give presentations.	• Participation in conferences
Change according to students' needs	• I adjust my lessons according to the learning situation of the students. • The permanent observation of students' learning and practice context	• Didactic methods and teaching techniques.
Experimentation	• During class lessons, I explore different possibilities of teaching methods. • I also like to experiment out of my own interest.	• If I learned something new from lectures / workshops, I like to try it in class.
Reading	• Reading journals like 'German Perfekt' (Deutsch Perfekt)	• Reading a newspaper
Internet	• Internet surfing	• I surf the Internet.
Goethe-Institute Taipei	• Workshops and the teacher education programmes of the Goethe-Institute Taipei	• Materials and workshops of the Goethe-Institute Taipei
Miscellaneous	• There are only very few chances to talk with other colleagues about my teaching methods, because the number of teachers at my institution is insufficient.	

Table 4.12: Further activities of teachers to stay up to date

What do you do to keep your German / your knowledge about Germany up to date? (Question 10)			
	Counts	% of counts	% of teachers
Reading	31	16%	89%
Surfing online	29	15%	83%
Watching German TV programmes	24	13%	69%
Self-study	23	12%	66%
Watching German news online / podcasts	22	12%	63%
Travelling to German speaking countries	22	12%	63%
Listening to German radio online / podcasts	19	10%	54%
Other	11	6%	31%
Taking courses	8	4%	23%
I have no time for that.	0	0%	0 %
Total (n=35) (x=189)	189	x=100%	n=100%

Table 4.13: Comments on updating German and knowledge about Germany

Categories	Comments by teachers (x=15)	
Internet	- Podcasts - German television programmes ARD, ZDF, ORF, Deutsche Welle via cable in Taiwan or online	- You Tube - German online newspapers - Writing e-mails to German friends
Contact with native speakers of German	- Keep in contact with Germans - Talks with relatives / friends in Germany	- Writing e-mails to German friends - Discuss problems and talk with native speakers / colleagues
Reading	- Reading a newspaper - Reading German magazines	- Reading magazines (e.g. "Der Spiegel") - German online newspapers
Goethe Institute Taipei	- Goethe Institute Taipei – its materials and workshops - Visit the Goethe-Institute Taipei	Materials and the teachers' education programme in Germany of the Goethe Institute Taipei
German TV programmes	- German television programmes ARD, ZDF, ORF, Deutsche Welle via cable in Taiwan or online - German television programmes are very good sources of information and I also show them to beginners, English or German version of 'Deutsche Welle'; most important that they have information at all.	
Being academic	Writing research papers	

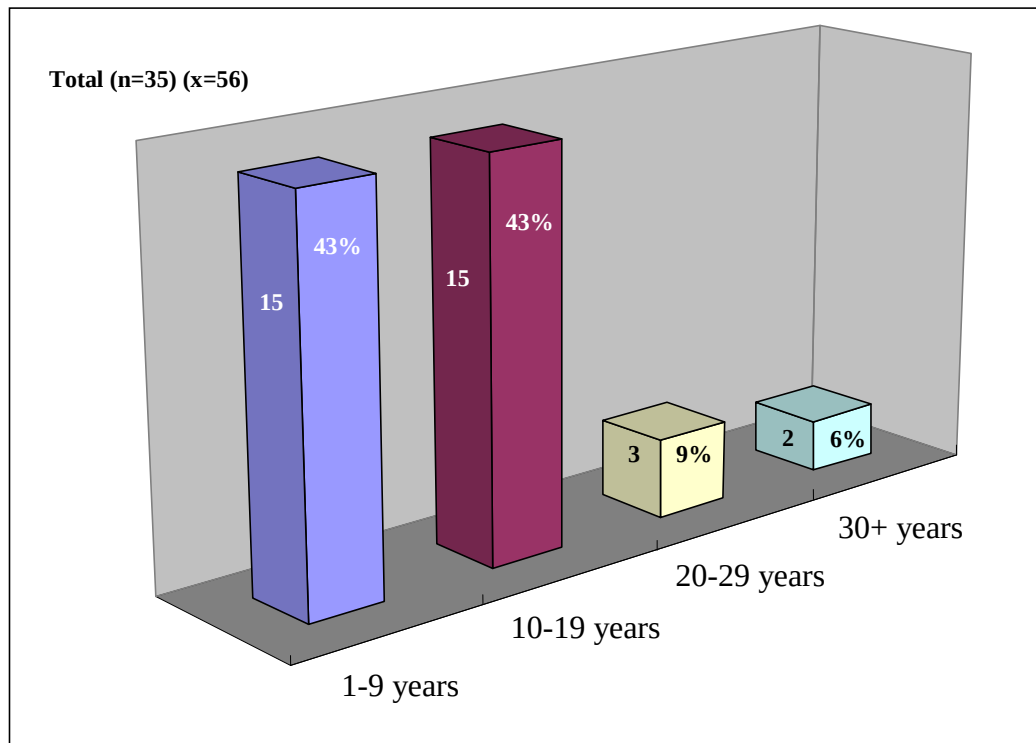


Figure 4.8: How many years of experience in teaching German do you have?

4.5.2 SECTION B: Experience, qualifications and education

Question 11 asked participants how many years of experience of teaching German they had had (see *Figure 4.8*).

Question 12 asked about any degrees and qualifications relevant to the teaching of additional languages or of German in particular the participants had. The first part asked MA holders about their majors and minors in relation to German studies or GFL. Seven PhD holders provided their PhD data but omitted to provide their M. A. degree data, thus explaining the low number of responses (n=28). Furthermore, two overlaps of PhD / MA holders were detected, which meant that 11 respondents had an academic degree in relation to GFL. *Tables 4.14* and *4.15* summarize the data provided.

Table 4.14: MA degree holders and their majors and minors in relation to German

MA holders	Counts	% of teachers
German studies - major	14	50%
German studies - minor	1	4%
GFL - major	5	18%
GFL - minor	1	4%
Other	7	25%
Total (n=28)	28	100%

Table 4.15: PhD degree holders and their major fields in relation to German

PhD holders	Counts	% of teachers
German studies - major component	4	22%
German literature - major component	6	33%
GFL - major component	5	28%
Other	3	17%
Total (n=18)	18	100%

Figure 4.9 provides an overview of qualifications as they relate to the fields of foreign language teaching generally and GFL in particular.

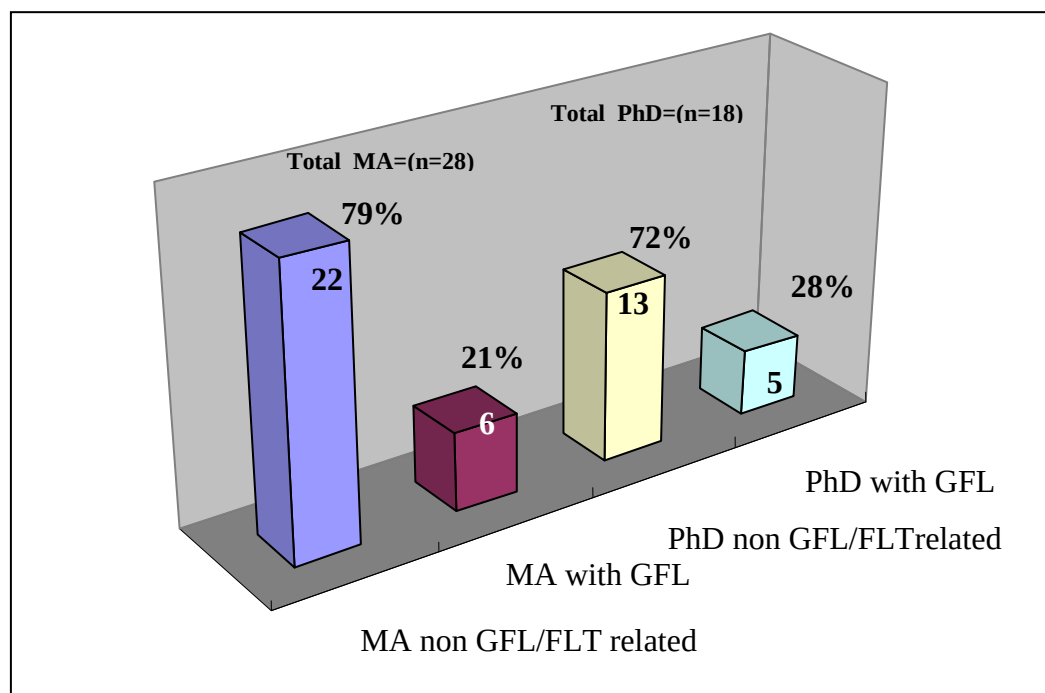


Figure 4.9: Degree holders in relation to GFL education

The third part of *Question 12* asked about further specific qualifications. The responses are documented in *Table 4.16*.

Table 4.16: *Specific qualifications in GFL or FLT of respondents*

Which of the following qualifications do you have? (Question 12)	Counts
A specific qualification in ‘Teaching German’ (diploma, certificates. etc.)	6
A specific qualification in the ‘teaching of foreign languages’ (dipl., certificates, etc.)	1
Other	0
A secondary school teaching qualification (not including ‘foreign language teaching’)	1*
A secondary school teaching qualification (including ‘foreign language teaching’)	0
Other	0
Other – please specify**	10
* This count is based on a written comment.	
** Please refer to the <i>Table</i> below.	

The comments written by respondents under the category *Other – please specify* (Question 12) are categorized in *Table 4.17* as they relate to qualifications or education in GFL/FLT.

Table 4.17: *Comments on specific qualification or education in GFL/FLT*

Categories	Comments by teachers (x=7)
Academic degrees in GFL	• Postgraduate programme for GFL at University of Bonn • Postgraduate degree in GFL • Postgraduate degree in GFL at Humboldt University of Berlin • Degree in FLT • Postgraduate diploma in translation with a specialized major in GFL
Teacher education	• Various teacher education seminars of the Goethe Institute • Workshops, short seminars of DAAD, and Goethe Institute

Question 13 asked participants who had had an experience of education in GFL or FLT to rate it on a six-point scale (with 1 = ‘very good’ and 6 = ‘really bad’). Respondents’ evaluation results are provided in *Table 4.18*.

Table 4.18: *Rating of respondents' GFL/FLT study programmes*

How do you rate your studies involving 'teaching foreign languages' or 'Teaching German as a Foreign Language'? (Question 13)							
Total (n=18)	Very good ----- really bad						Don't know
	1	2	3	4	5	6	
Overall	10	5	1	2	0	0	0
	56%	28%	6%	11%	0%	0%	0%
Theory	8	7	2	1	0	0	0
	44%	39%	11%	6%	0%	0%	0%
Practical usefulness	7	5	3	2	1	0	0
	39%	28%	17%	11%	6%	0%	0%

Question 14 had three parts, each relating to in-service training. Tables 4.19 and 4.20 summarize the data provided in this area.

Table 4.19: *Teachers' participation in in-service educational training*

Have you attended in-service training/ development sessions (workshops, conferences, etc.) over the last two years? (Question 14)				
Total (n=35)	Yes	33	No	2
If 'Yes'	Counts	Mean	Median	Average M+M
How many events did you participate in?	34	8 events	5 events	7 events
How many hours approximately in total?	33	34 hrs	20 hrs	27 hrs
How many events were research related?	32	2 events	0 events	1 event
How many were teaching practice related?	32	5 events	3 events	4 events

Table 4.20: *Usefulness of in-service training events*

How useful were most of these events?		
Very useful	5	16%
Useful	10	31%
Not really useful	13	41%
A waste of time	4	12.5%
Total (n=32)	32	100%

Question 15 (designed as a grid with 25 items) asked about the topics covered during in-service training. Responses, in descending order in relation to number of responses, are summarized in Table 4.21.

Table 4.21: Topics encountered during in-service training

Please mark in column A the topics which were included in your studies or during in-service training (visited workshops, etc.). (Question 15)	(A) Counts	% of teachers
Communicative language teaching	24	77%
Introducing/ teaching new vocabulary	23	74%
Second / Foreign Language Acquisition Theory	22	71%
Teaching reading and writing	21	68%
Textbook evaluation	21	68%
(Inter-) Cultural aspects of language teaching	21	68%
Teaching listening and speaking	20	64.5%
Lesson planning	20	64.5%
Hands-on activities and games	20	64.5%
Designing teaching materials	20	64.5%
Teaching the 4 skills in an integrated way	19	61%
Learning strategies / learner types	18	58%
Language analysis (syntax, morphology, semantics, etc.)	18	58%
Course and syllabus design	17	55%
Classroom observation (observing real classes)	17	55%
Educational technology / How to use media in the language class	16	52%
Teaching pronunciation	16	52%
Classroom management	16	52%
Introducing/ teaching new structures	15	48%
Computer-assisted language learning	15	48%
Practicum (assessed teaching practice)	15	48%
Testing and assessment	14	45%
Teaching the alphabet	12	39%
Adapting textbook materials for use in different contexts	10	32%
Coping with large classes	10	32%
Total (n=31)	31	100%

Question 15 also asked participants to indicate on which areas they saw the need for further teacher training (see Table 4.22).

Table 4.22: *Perceived need for further training in GFL*

Please mark in column B the topics for which you see the need for further training at your work place. (Question 15)	(B) Counts	% of teacher s
Adapting textbook materials for use in different contexts	18	54.5%
Coping with large classes	17	51.5%
Testing and assessment	17	51.5%
Learning strategies / learner types	16	48.5%
Educational technology / How to use media in the language class	15	45.5%
Introducing/ teaching new structures	15	45.5%
Computer-assisted language learning	15	45.5%
Teaching listening and speaking	15	45.5%
Lesson planning	15	45.5%
Course and syllabus design	14	42%
Hands-on activities and games	14	42%
Designing teaching materials	13	39%
Teaching the 4 skills in an integrated way	13	39%
Teaching pronunciation	12	36%
Teaching reading and writing	12	36%
Textbook evaluation	12	36%
(Inter-) Cultural aspects of language teaching	12	36%
Introducing/ teaching new vocabulary	12	36%
Second / Foreign Language Acquisition Theory	11	33%
Classroom management	11	33%
Classroom observation (observing real classes)	11	33%
Communicative language teaching	10	30%
Practicum (<u>assessed</u> teaching practice)	8	24%
Language analysis (syntax, morphology, semantics, etc.)	8	24%
Teaching the alphabet	5	15%
Total (n=33)	33	100%

As indicated in Figure 4.8 above, in terms of years of teaching experience of survey participants, the arithmetical mean was 12 years of experience, the median 10 years, with 30 (86%) having had between one and nineteen years of experience and, therefore, having entered the profession at a point when many of the major changes and developments reported in Chapter 3 had already taken place. However, as indicated in Table 4.14, only 6 (17%) of the survey participants claimed that GFL was either a major or minor component of their Master's degree programmes, with only a further 5 (14%) claiming it had been a component of their PhD programmes (see Table 4.15) and only 7 claiming to have a qualification specific to teaching foreign languages (1) or teaching German as a foreign language (6) (see Table 4.16). Once the overlaps here have been accounted for, it emerges that only 18 (just over half) claimed to have had any training (other than in-service training) specific to FLT or GLT. However, when asked to rate the training in this area they had had on a six point scale (with 1 = 'very good' and 6 = 'really bad'), of the 18 who responded, the vast majority rated it in the top three categories in terms of both theory and practical usefulness. As just under half of the participants appear to have had no pre-service training in FLT or GLT, in-service training is, for them, likely to have played an important role. However, in spite of the fact that 20 (57%) of the participants indicated that they had taught German for more than 9 years, and in spite of the fact that the vast majority, possibly all, of them indicated that they taught language proficiency development courses in some form (see Figure 4.7), the average number of in-service events in which they had participated was only 8 (estimated by them to constitute an average of 34 hours in total) and, of these, only an average of 5 events were reported to have been related to teaching practice. In addition, a majority of the 32 participants who indicated the extent to which they considered such events to be useful considered them to be 'not really useful' (13) or 'a waste of time' (4), that is, 53% of the 32 respondents fell into these categories. While just over three quarters of the participants reported having attended one or more in-service training events that focused on communicative language teaching (CLT) with over half having attended one or more in-service training events that focused on, for example, the teaching of listening, speaking, reading and writing, textbook evaluation, lesson planning and teaching materials design, it is relevant to bear in mind that it is unlikely that those who lacked any relevant pre-service training

(over half of the participants) would have gained sufficient information and skills in these areas from attendance at these events. Even so, when asked in which content areas they considered they would benefit from further training (see Table 4.22), the number selecting each of the areas listed was surprisingly low. The highest number (18 - just over half of 33 responses) selected 'adapting textbook materials for use in different contexts'. Only 10, for example, (30% of 33 responses) selected CLT, and even fewer selected 'assessed teaching practice'. What all of this, taken together, indicates is that a significant number of the survey participants not only lack adequate training in GFL but also appear to lack awareness of the need for such training.

4.5.3 SECTION C: Students and teaching

4.5.3.1 Beliefs concerning student motivation

Question 16 investigated teachers' beliefs about their students' reasons for choosing to study German, with the option of selecting more than one of the possible responses.

Table 4.23: Respondents' beliefs about their students' reasons for choosing to study German

What do you think is the main reason why most of your students study German? (Question 16)		
They have no other choice in terms of getting a degree (in a different field) because they did not score high enough in the entrance exams.	15	43%
They are interested in German language and culture.	14	40%
They are interested in a career (professional/academic) involving German.	3	9%
They just want to learn the German language.	3	9%
Other	2	6%
Any comment	5	14%
Total (n=35) (x=42)	42	n=100%

There were two entries under *Other* giving alternative motivations of students and five entries in the *Any comment* option reflecting problems or beliefs of teachers (see Table 4.24).

Table 4.24: Respondents' beliefs about different motivations of students

Categories	Other entries by teachers (x=2)
Alternative motivations of students	• A general interest in foreign languages combined with an orientation towards a profession • Having or looking for a German speaking partner
Categories	Any comment entries by teachers (x=5)
No intrinsic motivation of (most) students	• Students mostly have no kind of intrinsic motivation. • Students at secondary and tertiary education levels have a similar starting point, mainly that their fate is decided by exams. • The interest [in German] develops within the majority of students during their studies. • Still, some students are forced [by parents; by exam results]
Motivation develops through studying	• The interest [in German] develops within the majority of students during their studies. • Students of the secondary and tertiary education level have a similar starting point, mainly that their fate is decided by exams. However, teaching and teaching materials can lead to different results. But mostly, it depends on the classmates. If one explores this problem more deeply, then classroom management plays the most important role.
Institutional grouping as a problem	• I have two kinds of students: students with German as a major and students, who just take German as credit courses offered by the university. Therefore, they have quite different motivations.

Table 4.25: Participants' perceptions of students' motivation, pressure, study time

How would you rate the following in relation to most of your students? (Question 17)							
Total (n=35)	Very high ----- Very low						Don't know
	1	2	3	4	5	6	
Your students' motivation for learning German is	5	9	10	7	1	1	2
	14%	26%	29%	20%	3%	3%	6%
The amount of pressure your students experience in learning German is	4	7	8	2	10	1	3
	11%	20%	23%	6%	29%	3%	9%
The amount of time your students spend for independent. learning of German is	0	4	6	6	12	6	1
	0%	11%	17%	17%	34%	17%	3%

Question 17 asked participants to rate on a six-point semantic differential Likert scale their beliefs about students' motivation, pressures experienced during learning, and their learning attitude. Table 4.25 summarizes the data collected.

So far as perception of the reasons why students elected to learn German is concerned, of the 42 respondents almost half believed that one of the reasons was failure to score sufficiently well in examinations to gain entry to other options. However, slightly more than half of the responses related to an interest in German language and/or culture and/or in career-based aspirations. In addition, two of the respondents indicated that interest in German could increase as courses proceeded and almost all of those who estimated the extent of their students' motivation for learning German selected one of the top three of six categories, with 40% selecting the top two. Even so, none of the respondents believed that the time that their students spent on independent learning of German was in the top category ('very high'), with only 10 (28.5%) selecting the next two categories and the remainder (with the exception of one who ticked 'don't know') selecting one of the three lowest categories. In spite of this, just over half of the respondents believed that their students experienced some degree of pressure (the top 3 of 6 categories) in learning the language.

4.5.3.2 Participants' views on class size

Question 18 asked, "What do you think should be the ideal maximum number of students in a German language class?" The arithmetical mean of all answers was 16.5.

Responses to Question 7 indicated that the average number of students in participants' German classes was 32.8 while the average of responses to Question 18 indicated that participants believed that the maximum number in a class should not exceed 16.5.

4.5.3.3 Extent of satisfaction with own teaching

Question 19 aimed to find out whether participants were satisfied with their own teaching (see *Table 4.26*).

Table 4.26: *Statements about personal teaching attitude*

Which of the following statements applies best to you and your language teaching? (<i>Question 19</i>)		
I see certain problems and look for ways of improving.	21	60%
I am satisfied with my teaching.	11	31%
I see certain problems, but have no time to improve.	3	9%
Total (n=35)	35	100%

There was only one comment given concerning *Question 19*. However, it seemed to give a voice to a situation which the majority of teachers had to face:

In general, I am satisfied with the teaching of my courses. I would like to improve them in certain ways if I had fewer hours to teach. Some lessons compared to others, I prepare especially well and need much more time. Certainly, I always discover new problems, which I would like to solve. However, I am always under time pressure. Therefore, question 19 is not easy to answer.

While 11 respondents (31%) indicated that they were satisfied with their teaching, the remainder indicated that they were not. However, while most of those who were not satisfied with their teaching also indicated that they were seeking ways to improve, 3 (9%) indicated that they had no time to improve.

4.5.3.4 Teacher talking time and the nature of teacher talk

Question 20 (A) (see *Table 4.27*) asked participants to estimate the amount of time they spent speaking in class (teacher talking time: TTT). The data collected are summarized in *Table 4.27*. *Question 20 (A)* also offered an ‘any comment’ option (see *Table 4.28*).

Table 4.27: Teacher talking time

When you speak to your students in class, how much of the time do you speak normally? (Question 20 A)		
Less than half of the time.	11	31%
About half of the time.	16	46%
Most of the time.	7	20%
All of the time.	1	3%
Total (n=35)	35	100%

Table 4.28: Comments on teacher talking time (TTT)

Categories	Comments by teachers (x=8)
Change according to courses	• In beginner courses more, in advanced courses less. • That depends on the class: I speak a little bit more in beginner classes • Different depending on the course. In conversation classes, I let the students speak more often. • In seminars which transfer subject knowledge (e.g.: culture) several discussion topics are always provided. The students have to discuss these topics in groups and later to present the results. My work is reduced and, if needed, it is used to help the students to improve their ability to reflect.
Change according to class situation	• It depends on the situation and on the learning content. • I speak in different lessons sometimes more sometimes less.
Teachers setting limits	• I try not to exceed 25%.
Students' passivity as a challenge for teaching	• When dealing with passive learners not a simple task!

Question 20 (B) investigated further use of the target language by participants (see Table 4.29).

Table 4.29: Use of target language in class by participants

When you speak to your students in class, how much German do you use? (Question 20 B)		
I speak only in German.	1	3%
I speak most of the time in German.	13	37%
About half of my utterances are in German.	12	34%
Less than half of my utterances are in German.	8	23%
Total (n=35)	35	100%

Question 20 (B) also offered an ‘any comment’ option. In Table 4.30 the data collected have been divided into four categories.

Table 4.30: Comments on the use of the target language

Categories	Comments by teachers (x=5)
Chinese is used to give working instructions	• I use Chinese <u>for working instructions</u>, <u>explanation of vocabulary</u>. • Working instructions, I repeat always in Chinese.
Chinese is used to explain vocabulary	• I use Chinese for working instructions, <u>explanation of vocabulary</u>.
Chinese is more used to explain grammar	• Different depending on the course. For example, I speak less German in grammar courses.
Reduced use of Chinese in higher level courses	• In beginner courses less German, in advanced courses more.

4.5.3.5 Communicative language teaching (CLT)

Question 20 (C) asked whether participants would describe their teaching as ‘communicative’ and, if so, to list three characteristics of their teaching which led them to characterize it in this way. It also asked whether they believed that there were any factors about teaching German in Taiwan that made it difficult to use a ‘communicative’ approach. The data collected are summarized on Tables 4.31 - 4.34.

Table 4.31: Use of CLT approach in GFL classes

Would you describe your teaching of German as ‘communicative’? (Question 20 C)		
Yes	18	51%
No	9	26%
I do not know	8	23%
Total (n=35)	35	100%

Table 4.32: Characteristics of CLT listed by respondents

Categories	Please list 3 characteristics of what you do that makes your teaching 'communicative' (n=18) (x=51)
A) CLT as "talking" (x=12)	
1. (Intensive) speaking practice (x=5)	• Talking • My students <u>speak a lot of German in class</u> and we talk a lot with each other. • Students <u>practice</u> text and <u>dialogues</u> • An objective of my lessons is that they can communicate in German. Therefore <u>the focus in class lies in its practice.</u> • Learning by doing
2. Discussions (x=4)	• <u>Discussions</u> • Before the lesson starts, 10 min free <u>discussion</u> about latest topics • <u>Discussions</u> as the main part of lessons • Students prepare in groups for a presentation and a <u>discussion</u>, which they have to do together in front of the whole class
3. Free talk (x=3)	• Before the lesson starts, <u>10 min free</u> discussion about latest topics • <u>Conversations are often going on independently</u> of the chosen teaching materials • My students speak a lot of German in class and <u>talk a lot with each other.</u>

B) CLT as group and/or pair work (x=12)	
1. Pair and group work (x=5)	• I do a lot of pair and group work (x = 4) • <u>Pair and group work</u> with presentation of their outcomes
2. Group work (only) (x=5)	• Group work (x = 3) • I integrate group work • <u>Students prepare in groups for a presentation and a discussion</u>, which they have to do together in front of the whole class
3. Pair work (only) (x=2)	• Pair work (x=2)

C) Diverse concepts about CLT	
Topic / context oriented learning (x=6)	• Topic based learning context • Newly learnt content is <u>practiced through everyday conversations</u>. • To nurture students' <u>capability to communicate within certain contexts</u> (that includes grammar and the appropriate use of vocabulary as well as the basic instruction with cross-cultural awareness) • Newly learned content is taught in a context. • Students have to use language <u>in different situations</u> productively • Students <u>have to develop topic based questions</u> (this ability has to be fostered more strongly in general)
Playing games / role plays (x=5)	• <u>To play different roles</u> and let teacher / students or students / students interact in different dialogues • Playing games • From time to time games • I integrate games like role-plays • To do drama
Teacher asks questions (x=5)	• Questions must be answered • I ask questions • I ask provoking questions • I ask questions again and again • I always ask questions and I also expect answers
Learner Centeredness (x=4)	• <u>Very seldom frontal teaching</u> because students have to be actively involved in the process of knowledge acquisition • Learner centred classes • According to the situation in class, I try to change and improve the lesson to <u>make it fit to the needs of the participating students</u>. • Depending on the course to sit in a circle
Students practice in class (x=4)	• Students <u>practice</u> texts and dialogues • Students have enough time <u>for practice</u> during the lesson • Students have productively <u>to use language</u> in different situations • Pragmatic functions of speech acts are introduced and <u>practiced</u>.
Presentations (x=3)	• Short (3 min.) <u>presentations</u> by students at the beginning of every lesson • Students prepare in groups <u>for a presentation</u> and a discussion, which they have to do together in front of the whole class • Pair and group work <u>with presentation</u> of their outcomes

Interaction (x=2)	• <i>There is interaction between teacher and students or between students</i> • <i>To play different roles and let <u>teacher / students or students / students interact in different dialogues</u></i>
Authentic materials (x=2)	• <i>Authentic materials as a stimulus</i> • <i>I use authentic materials</i>
Miscellaneous (x=5)	• <i>All four skills are practiced following the course book, which is in accordance with the CEFR standards.</i> • <i>During class I observe whether students understand the content of the lesson or not.</i> • <i>I talk a lot with my students</i> • <i>I like always to answer the questions of my students and they really ask questions every time.</i> • <i>I explain always exactly why I am going to teach the unit in this way.</i>
Any comment entries (x=2)	
• <i>If I have a small class then the teaching is communicative.</i> • <i>Tasks for students are the most important, and then vocabulary, grammar, phrases, etc. are decided.</i>	

Table 4.33: Opinions concerning the applicability of CLT in Taiwan

Do you think there are any factors about teaching German in Taiwan that makes it difficult to use a ‘communicative’ approach? (Question 20 D)		
Yes	24	69%
No	5	14%
I do not know	6	17%
Total (n=35)	35	100%

The problems seen by respondents concerning the use of CLT in Taiwan are listed in Table 4.34. There were 25 respondents who provided 55 comments. However, these comments have been divided, in some cases, into topic-related sections, yielding 84 entries in the table.

Table 4.34: Participants' perceptions of problems relating to the use of CLT in the Taiwanese context

Categories	Please list some difficulties (keywords are fine) (n=25) (x=55)	
A) Educational and cultural background (x=1)		Total (x=44)
1. Traditional teaching and learning style (x=35)	• Traditional learning style (x=10) • Reproduction-oriented learning style (x=1) • Strong orientation towards the teacher (x=1) • Students are supposed to listen (x=1) • Students are passive (x=16) • Students have a passive role (x=1) • Most colleagues teach in a traditional way (x=2) • A lack of knowledge about modern approaches (x=1) • Too little teaching in the target language (x=1) • Pair and group work with presentation of their outcomes (x=1)	
2. Conditioned by former learning style (x=3)	• Influence of Chinese and English classes (x=1) • Schooling conditioned already how students learn within the system (x=1) • Former teachers conditioned - already how students learn (x=1)	
3. Educational system (x=6)	• Pressure of fulfilling systemic requirements (jindu yali – credits, required lessons, exams, homework assignments, etc.) (x=1) • Exam orientation (x=2) • Administrative requirements (x=3)	

B) Criticism of colleagues' teaching or teaching methods		Total (x=18)
1. Old fashioned teaching (x=7)	• Traditional teaching style of colleagues with focus on exams and lecturing (x=6) • Teachers promote book learning (x=1)	
2. Teachers of Chinese and English (x=4)	• Teachers of Chinese and English already conditioned students' learning habits and attitudes	
3. Lack of knowledge & competence (x=3)	• Most colleagues lack knowledge of modern approaches – modern teaching methods (x=1) • There is too little teaching in the target language (x=1) • The application of pair and group work for the production of a presentation in front of the whole class is widely used, but this common practice is not useful for CLT (x=1).	
4. Teacher centred classes (x=3)	• Teacher centred classes with an authoritarian style (x=2) • Anxiety helps to control students (x=1)	
5. Different interests (x=1)	• Teachers' and students' interests are not overlapping – colleagues are not able to develop or support or work with students' interests.	

C) Class size		Total (x=11)
1. Class size (x=10)	• Big classes / number of students too high (x=7) • If there are too many students in class then students do not react any more and they are not interested in learning (x=3)	
2. Different language levels (x=1)	• Different language levels within big classes	
D) Students attitudes/ preferences/ behaviour		Total (x=10)
1. Students' feelings (x=5)	• Students are afraid of making mistakes (x=3) • Shyness (x=1) • Losing face (x=1)	
2. Students' behaviour (x=5)	• Chinese like to submerge their identities in the crowd (x=1) • When students do not understand or are not able to express themselves, they easily fall back to use Chinese (x=1)	
E. Miscellaneous		Total (x=1)
Unnatural context (x=1)	• Lack of a natural German learning environment makes German input and output seem to be kind of unnatural.	

So far as teacher talking time (TTT) is concerned, almost three quarters of the participants (24; 68.5%) indicated that they spent half or more of class time talking, with over half (20; 57%) indicating that half or fewer of their utterances were in German. This seems to be wholly inconsistent with the fact that 18 (51%) indicated that they believed that their teaching was 'communicative'. It also seems, at first sight, to be inconsistent with the fact that the primary emphasis in their reporting of those characteristics of their teaching that led them to characterize it as being communicative was student talk. However, closer inspection of participants' responses in this area suggests that understanding of what is involved in CLT may be partial at best in some cases. Thus, for example, while CLT necessarily involves considerable emphasis on speaking and on pair and group work (as some of the participants' responses indicate), listening, reading and writing are also important and what is critical is not just the fact that students are encouraged to communicate but the fact that they are encouraged to do so in particular ways, ways that involve communicating genuine information for authentic reasons and are not simply supplementary to more traditional approaches. In fact, many of the responses (including considerable emphasis on

preparation for presentations to the class as a whole and an emphasis on the teacher as the initiator of questions) suggest that this is not something that is fully appreciated (see some examples below in which italicization is used for emphasis in some cases) and/or that some general characteristics of effective teaching (e.g. checking on student understanding) are regarded as being specific to CLT:

Before the lesson starts, 10 min free discussion about latest topics.

Pair and group work with presentation of their outcomes.

Short (3 min.) presentations by students at the beginning of every lesson.

Discussions as the main part of lessons.

Conversations are often going on independently of the chosen teaching materials.

Students have to develop topic based questions.

Questions must be answered.

I ask questions.

I ask provoking questions.

I ask questions again and again.

I always ask questions and I also expect answers.

Depending on the course to sit in a circle.

Students practice texts and dialogues.

I explain always exactly why I am going to teach the unit in this way.

During class I observe whether students understand the content of the lesson or not.

I like always to answer the questions of my students and they really ask questions every time.

In connection with this, it is relevant to note that the vast majority of participants (30/ 86%) indicated either that they believed that there were factors that made it difficult to use a communicative approach in Taiwan (24/69%) or that they did not know whether there were such factors or not (6/ 17%)¹³⁴. Of the 25 participants who indicated what factors they believed inhibited the use of CLT in Taiwan, the majority made reference to aspects of the Taiwanese education system, including

¹³⁴ It seems reasonable to infer that those who selected the 'don't know' category did so because they did not understand what CLT might entail.

the dominance of ‘traditional’ approaches to teaching and learning and their impact on students. Even so, 11 of the respondents to this question (44%) made reference to class size (with average class size being reported as 32.8 and preferred maximum average class size being 16.5).

4.5.3.6 Use of media in class

Frequency and type of media usage in GFL classes was the subject of *Question 20 (E)*. The data collected are summarized in *Table 4.35* (following *Table 4.36*).

Most of the respondents (32; 91%) reported using digital devices (PCs, notebooks, projectors) in their classrooms, with over three quarters (27; 77%) using flash disks. More ‘dated’ hardware (CD players and video and tape recorders) was less popular. Over three quarters (28; 80%) reported using Internet-based materials, over half (19; 54%) reported using PowerPoint presentations, and just over half (18; 51%) reported using online facilities, such as teaching platforms, blogs and Wikis.

4.5.3.7 Learning strategies, learner types and learner autonomy

Question 20 (F) aimed to gain information about understanding and use of learning strategies in the GFL classroom (see *Table 4.36*).

Table 4.36: *Explicit use of learning strategies*

Do you explicitly teach learning strategies? (Question 20 (F))		
Yes	26	74%
No	5	14%
I do not know	4	11%
Total (n=35)	35	100%

Table 4.35: Media use in GFL language classes

Which of the following do you use in your language classes and how often? (Question 20 E)						
Total (n=35) n=100%	Very often -----never					
	1	2	3	4	5	6
Tape recorder / tapes	2	2	2	2	7	20
	6%	6%	6%	6%	20%	57%
Video recorder / video tapes	1	1	6	3	8	16
	3%	3%	17%	9%	23%	46%
VCD / DVD player	6	3	9	4	4	9
	17%	9%	26%	11%	11%	26%
CD player / CDs	15	6	2	2	3	7
	43%	17%	6%	6%	9%	20%
USB flash disc (USB stick)	17	5	5	2	2	4
	49%	14%	14%	6%	6%	11%
PC/ notebook / projector	20	7	5	0	2	1
	57%	20%	14%	0%	6%	3%
CD / VCD / DVD via PC/notebook	14	11	4	1	2	3
	40%	31%	11%	3%	6%	9%
Playback of audio files (wav, wma, mp3, etc.)	12	10	2	1	4	6
	34%	29%	6%	3%	11%	17%
Playback of video files (wmv, mp4, etc.)	6	6	3	4	4	12
	17%	17%	9%	11%	11%	34%
PowerPoint Presentation	10	5	4	4	5	7
	29%	14%	11%	11%	14%	20%
Internet materials	10	12	6	0	3	4
	29%	34%	17%	0%	9%	11%
Online facilities - platform, Google groups, Google docs, blogs, Wikis, etc.	6	5	7	4	4	9
	17%	14%	20%	11%	11%	26%

Respondents were given two blank fields to name a few learning strategies used in their classes (see *Table 4.37*).

Table 4.37: Learning strategies as used in GFL classes

Categories	Please name a few learning strategies (n=25) (x=63)
1. Reading strategies (activate pre-existing knowledge; global - selective, - detail) (x=12)	
2. Techniques/methods for vocabulary learning (x=11)	
3. Mnemonics – memory techniques (x=8) jingle/pony (Eselsbrücken) through rhyme or visualizing pictures, learning word groups, rhyme, brick memory techniques; deductive methods for memorizing; songs, associations; e.g. the use of pictures to associate with definite articles.	
4. Listening strategies (x=4)	
5. Mind mapping (x=4)	
6. Use of cards - Flash cards for learning (vocabulary, grammar, sentence patterns) (x=3)	
7. Production of certain text types / genre (step by step) (x=2)	
8. Sharing of individual learning strategies and experiences (x=2)	
9. Teaching how to organize learning time and planning of learning (x=2)	
10. Teaching dialogue patterns / role-plays for conversations (x=2)	
11. Using and teaching linguistic knowledge (e.g. prefix, suffix, composites, synonyms, word family, word field) (x=1)	
12. German songs as learning tool (x=1)	
Miscellaneous (x=11)	
13. Learning German online (x=1)	
14. Correct and fast use of dictionaries (x=1)	
15. Learning as a process of (guided) discovery (Entdeckendes Lernen) (x=1)	
16. Classical rhetoric as a preparation for free speech practice (x=1)	
17. How to summarize (x=1)	
18. Only when explicitly practiced in the course book (x=1)	
19. Grammar learning (x=1)	
20. When talking German, students can use English words where they do not know the German word, to practice their fluency (x=1)	
21. If students want to improve their German speaking, they must first simplify their Chinese thinking and formulate it in a clear way. (x=1)	
22. Problem solving (x=1)	
23. Correct pronunciation and spelling depend on each other (x=1)	

Question 20 (G) asked whether participants considered different learner types when preparing their lessons and invited them to provide examples (see Tables 4.38 and 4.39).

Table 4.38: *Consideration of different learner types*

Do you take different learner types into consideration when preparing your lessons? (Question 20 G)		
Yes	19	54%
No	13	37%
I do not know	3	9%
Total (n=35)	35	100%

Question 20 (H) was the only question in the survey about which 100% of the participants agreed. All were of the opinion that it was important to encourage students to operate as autonomous learners and to develop skills necessary to learn independently. The 100% result might be based on the fact that the term ‘autonomous learner’ was explained, thus ambiguities were avoided.

Table 4.39: *Participants’ examples of taking learner types into consideration in lesson preparation*

Categories	Could you please give one or more examples (n=17) (x=28)
Learner types: visual, auditive, haptic, verbal, and talkative types (x=1) Total (x=14)	
• Visual learner: visualization • There are students, who need visual support and tables of grammar for understanding • Visual learners depend on - seeing - the words • For visual learners - teacher writes onto the blackboard • Usage of visual materials	
• Designing different methods for practice • Permanent change of the ways of practice • In each lesson, the teacher tries to practice all four skills; all learner types have their chance to practice them. • Stational learning (Stationenlernen) - where you practice in class at various stations different skills, e.g. first station listening practice, second station practice of a reading text, etc.	
• Auditive learner: teacher speaks aloud when writing onto the blackboard • Usage of audio materials • Auditive learners like to - hear more - as a way of learning, for example playing German songs or singing them would be a way of learning German	
• Communicative learner: I ask communicative learner types to do more pattern drills.	

Learner type as ‘different learner’ (fast learner/slow learner; active learner/passive learner; experienced learner/inexperienced learner) (x=5)
• <i>Design of specific tasks according to students’ level</i> • <i>If the level of students is not appropriate, then I speak slowly, encourage them and let them have more practice</i> • <i>Designing exercises with different level of difficulties for practice</i> • <i>Active and passive learner</i> • <i>There are students who have, compared to other, more experience in learning because they have learned English, French or Italian.</i>
Statements about teaching practice (x=5)
• <i>Permanent changes of social forms</i> • <i>Students are allowed to choose between longer written assignments or to give a lecture with PowerPoint.</i> • <i>I teach mostly by applying group work, but also give individual feedback and support.</i> • <i>The teacher prepares worksheets to supplement teaching.</i> • <i>Only when explicitly practiced in the course book.</i>
Miscellaneous (x=4)
• <i>I try it, but not systematically.</i> • <i>When practicing in class and when giving homework assignments, I consider in general learner types.</i> • <i>If the listening is poor, they can learn wholly from written texts.</i> • <i>Group internal differentiation (Binnendifferenzierung)</i>

Although all of the survey participants agreed on the importance of encouraging students to become independent learners, one quarter of them (9; 25%) either reported that they did not teach learning strategies (5; 11%) or did not know whether or not they did so (4; 11%). Furthermore, among the examples of listening strategies provided were a few that were either very general (e.g. ‘listening strategies’), seemed idiosyncratic (e.g. Classical rhetoric as a preparation for free speech practice; if students want to improve their German speaking, they must first simplify their Chinese thinking and formulate it in a clear way) or to be wholly appropriate for inclusion in this category (e.g. When talking German, students can use English words where they do not know the German word, to practice their fluency).

Although just over half of the participants reported that they considered different learner types when preparing their lessons, of the 28 examples of taking learner types into account in lesson preparation, most simply referred to types of learner preference (e.g. visual; tactile) rather than indicating the nature of the accommodations made in lesson planning. In addition, differences in proficiency

levels were recorded by three of the respondents as if they were differences in learning styles. Where reference was made to specific accommodation types, these references were once again (as in the case of learner strategies) often very general (e.g. designing different methods for practice; all learner types have the chance to practice them [four skills]) or idiosyncratic (e.g. I ask communicative learner types to do more pattern drills) or not directly relevant to the question (e.g. I teach mostly by applying group work, but also give individual feedback and support). In one case, an example that was provided indicated explicitly that extending learners' learning style preferences was not regarded as being important (If the listening is poor, they can learn wholly from written texts.)

4.5.3.8 Syllabus design and assessment

Question 21 (A) asked about the location and nature of decision-making in relation to the syllabus (see Tables 4.40 and 4.41).

Table 4.40: The syllabus - location and nature of decision-making

When teaching your German language courses, are you required to teach according to a syllabus (i.e. an overall plan that includes teaching objectives)? (Question 21 A)		
Yes	23	66%
No	12	34%
I do not know	0	0%
Total (n=35)	35	100%

Table 4.41: Responsibility for syllabus design

Who designs the syllabus? (Question 21 A)		
Institution selects textbooks which determine the syllabus	13	41%
I design the syllabus myself	11	34%
I select textbooks which determine the syllabus	3	9%
Institution designs the syllabus	3	9%
Other	2	6%
Total (n=32)	32	100%
Other entries (x=2)		
- Together with colleagues - The course books are already decided and I design the syllabus on my own.		

As indicated in Table 4.40 above, one third of the survey participants reported that they are not required to teach according to a syllabus. As indicated in Table 4.41 above, 16 out of 32 respondents (50%) reported that textbooks selected by the institution (13) or by themselves (3) effectively determine course syllabuses, with only 3 (9%) reporting that the institution for which they work designs syllabuses independently of textbook selection. What this suggests is that the institutions for which the participants work do not, in general, consider it necessary to design syllabuses for entire programmes independently of textbooks, taking account of the interaction among different courses within the scope of the same programme.

4.5.4 Proficiency benchmarking

Question 21 (B) asked about proficiency benchmarking (see Tables 4.42 and 4.43)

Table 4.42: Proficiency benchmarking

Is there a certain level of proficiency in German language that students are expected to reach by the end of their program? (Question 21 A)		
Yes	31	91%
No	3	9%
I do not know	0	0%
Total (n=34)	34	100%

Table 4.43: Determination of students' language proficiency level

How is the level determined? (Question 21 A)		
External assessment	12	39%
Specific internal assessment	11	35.5%
Final exam	8	26%
Other	0	0%
Total (n=31)	31	100%
Other and Any comment entries (x=6)		
'Certificate German' as a standard for students' proficiency		
• 'Certificate German' as a standard for students' proficiency - B1 level (x=3) • 'Certificate German' as a standard for students' proficiency – B2 level (x=1)		
• 'Certificate German' as a model and an orientation for students' assessment - B level (x=2)		
Miscellaneous (x=5)		
• The institute offers preparation courses for 'Certificate German'. • Following the CEFR • 'Certificate German' - adequate internal exam, but without fee • The level of learners should be equivalent to that of their course books • The second year test		

As indicated in Table 4.42 above, 31 (91%) of the 34 participants who responded to a question asking whether their institution made use of proficiency benchmarking indicated that it did. However, whereas 19 (61%) of the 31 who indicated how achievement of proficiency benchmarks was determined indicated that it was done by means of 'specific internal assessment' or 'final exam', only 12 (39% of the 31) indicated that external assessment was used for this purpose. Since the time, cost and level of expertise required to design valid and reliable proficiency assessment tools is extremely high, it seems unlikely that the internal assessment approach that appears to be adopted by the majority of the institutions represented by the survey participants is a reliable guide to the proficiency of the students.

Do you feel any anxiety in relation to each of the following? (Question 22)						
Total (n=35) n=100%	A great deal of anxiety ----- ----- not at all					
	1	2	3	4	5	6
Keeping up to date with publications and developments in the field and reflecting these in your teaching	4	5	6	7	7	6
	11%	14%	17%	20%	20%	17%
Teaching in a way that is appropriate to the Taiwanese context	3	6	7	8	7	4
	9%	17%	20%	23%	20%	11%
Doing research and publishing	16	5	4	2	2	6
	46%	14%	11%	6%	6%	17%
Keeping up to date with the use of technology in your classes	2	11	8	4	8	2
	6%	31%	23%	11%	23%	6%
Attending meetings	7	7	7	7	3	4
	20%	20%	20%	20%	9%	11%
Doing administration	8	9	6	2	5	5
	23%	26%	17%	6%	14%	14%
Marking and grading students' work	8	10	6	5	4	2
	23%	29%	17%	14%	11%	6%
Preparing lessons	6	6	10	9	3	1
	17%	17%	29%	26%	9%	3%
Meeting the expectations of employers / heads of department	4	6	4	8	6	7
	11%	17%	11%	23%	17%	20%
Motivating your students	7	11	9	4	3	1
	20%	31%	26%	11%	9%	3%
Any comment entries (x=1)						
Without doing research, I have personally no future and keep if lucky my time-limited working contract. I am interested in various teaching methods, but I am not eager enough to write something up. I hope to find good ways to motivate my students.						

As indicated in Table 4.44, every one of the areas listed was reported as being associated by 40% or more of the survey participants with high level of anxiety (selection of categories 1 - 3). The number and percentage selecting categories 1 - 3 for each area is provided below: motivating students (27; 77%); research and publishing (25; 71%); marking and grading students' work (24; 68.5%); administration (23; 66%); lesson preparation (22; 63%); attending meetings (21; 60%) and keeping up to date with technology (21; 60%); teaching in a way appropriate to the Taiwanese context (16; 46%); keeping up to date with publications and developments in the field and reflecting them in teaching (15; 43%) and meeting the expectations of employers / heads of department (14; 40%).

Question 22 asked survey participants to rate any feelings of anxiety they had about a number of issues relating to their professional responsibilities on a scale from 1 ('a great deal of anxiety') to 6 ('not at all'). The data collected are summarized in Table 4.44. Question 23 asked them to rate on a 6 point scale (1 = 'very good'; 6 = 'really bad') how they felt about various aspects of the context in which they worked (see Table 4.45).

As indicated in Table 4.45, while generally reasonably satisfied with some aspect of their working environment, approximately three quarters of the participants in the survey (26; 74%) selected the lowest three points on the scale in relation to time available for private life and just over half (18; 51%) selected the lowest three points on relation to the efficiency of administration and management, with over 40% placing each of the following in these four categories: support from colleagues (17; 49%); support from the institution (16; 47.5%); general proficiency of students (15; 44.5%); and effectiveness of the German language programme (14; 41%). Clearly, therefore, many of these participants felt overworked and unsupported and many were unsatisfied with the effectiveness of the German language programmes offered by their institutions and the German language proficiency achievements of their students.

Table 4.45: Participants' views aspects of their working context

How do you feel about each of the following at your work place? (Question 23)						
n=100%	Very good -----really bad					
	1	2	3	4	5	6
Your classroom equipment (n=35)	10	15	7	1	1	1
	29%	43%	20%	3%	3%	3%
The working climate in your department (n=35)	2	8	11	2	6	6
	6%	23%	31%	6%	17%	17%
Support from colleagues in general (n=35)	3	12	3	8	7	2
	9%	34%	9%	23%	20%	6%
Support from your institution for teachers (n=34)	4	7	7	2	9	5
	12%	21%	21%	6%	26.5%	15%
Recognition of your teaching by your students (n=35)	8	17	5	3	2	0
	23%	49%	14%	9%	6%	0%
The efficiency of administration and management (n=35)	2	8	7	6	6	6
	6%	23%	20%	17%	17%	17%
The effectiveness of the German language programme (n=34)	2	7	11	7	5	2
	6%	21%	32%	21%	15%	6%
The German language proficiency of students in general (n=34)	1	8	10	8	7	0
	3%	23.5%	29%	23.5%	21%	0%
Your time to have a private life (n=35)	0	4	5	9	11	6
	0%	11%	14%	26%	31%	17%

Question 24, relating to job satisfaction, included nine statements to be rated on a six-point scale (from 1 = 'strongly agree' to 6 = 'strongly disagree'). The data collected are summarized in Table 4.46.

As indicated in Table 4.46, the vast majority agreed, in a general sense, with the statement 'I am satisfied with my teaching job' as indicated in the fact that 27 (80%) selected categories 1 - 3. However, most also indicated (through selection of categories 1 - 3) that they:

worked many more hours than they got paid for (30; 86%);
 did not have time to do everything expected of them (26; 75%);
 had an increasing administrative workload (24; 68%);
 their language classes were too large (22; 53%); and
 teaching is becoming more and more demanding (18; 51%).

Table 4.46: Participants' workload and job satisfaction

To what extent do you agree or disagree with each of the following comments about your workload and job satisfaction? (Question 24)						
Total (n=35) n=100%	Strongly agree -----strongly disagree					
	1	2	3	4	5	6
Teaching is becoming more and more demanding.	4	8	6	7	6	4
	11%	23%	17%	20%	17%	11%
My language classes are too large (number of students).	11	8	3	5	4	4
	31%	23%	9%	14%	11%	11%
My administrative workload is increasing more and more.	4	11	9	2	4	5
	11%	31%	26%	6%	11%	14%
I just don't have time to do everything that is expected of me.	10	7	9	6	3	0
	29%	20%	26%	17%	9%	0%
I work many more hours than I get paid for.	13	7	10	3	2	0
	37%	20%	29%	9%	6%	0%
I am satisfied with my income.	5	7	11	3	1	8
	14%	20%	31%	9%	3%	23%
I am satisfied with my teaching job.	9	12	7	4	2	1
	26%	34%	20%	11%	6%	3%
I would like to give up teaching if I could get another job.	2	4	3	2	10	14
	6%	11%	9%	6%	29%	40%
There is an increasing risk of losing my job.	4	4	9	7	5	4
	11%	11%	26%	20%	14%	11%

Question 25, which included 9 statements¹³⁵ of a variety of types, again relating to aspects of job satisfaction, asked respondents to signal the extent of their agreement with these statements on a six-point scale. See Table 4.47 for a summary of the data collected.

¹³⁵ The items reflect what were often heard as complains among colleagues in my institution.

Table 4.47: Participants' views on further work-related issues

To what extent do you agree or disagree with each of the following comments? (Question 25)						
n=100%	Strongly agree-----strongly disagree					
	1	2	3	4	5	6
I am expected to produce proficient language students. (n=35)	5	8	12	4	4	2
	14%	23%	34%	11%	11%	6%
For a lot of reasons, students are not proficient and I am kind of frustrated about it. (n=35)	7	9	9	3	5	2
	20%	26%	26%	9%	14%	6%
I don't feel that my work is appreciated by my employers. (n=35)	3	11	7	2	6	6
	9%	31%	20%	6%	17%	17%
I don't feel that my work is appreciated by my students. (n=35)	2	3	10	2	13	5
	6%	9%	29%	6%	37%	14%
Teaching is not really valued at my institution (n=35)	7	9	10	4	4	1
	20%	26%	29%	11%	11%	3%
Research / publishing is valued much more highly than teaching at my institution. (n=35)	17	8	2	3	1	4
	49%	23%	6%	9%	3%	11%
There is too much emphasis on technology and its application in class. (n=35)	6	6	5	6	11	1
	17%	17%	14%	17%	31%	3%
There is no general agreement on what constitutes effective teaching practice. (n=35)	10	11	4	7	1	2
	29%	31%	11%	20%	3%	6%
The teaching of German is driven by the newest fashion of what is supposed to be the most effective teaching practice at the moment. (n=34)	1	2	7	11	6	7
	3%	6%	21%	32%	18%	21%

The vast majority of survey participants (27; 77%) signalled, in their selection of categories 1 - 3, general agreement with the statement that research / publishing is valued much more highly than teaching at their institution and only one fewer participant (26; 74%) signalled general agreement with the statement that teaching is not really valued at their institution. While most signalled (selection of

categories 1 - 3) that they believed that there is no general agreement on what constitutes effective teaching practice, only 10 (28.5%) appeared to believe (selection of categories 1 - 3) that German is driven by the newest fashion in teaching. Even so, almost half (17; 48.5%) selected categories 1 - 3 (signalling general agreement) in relation to the statement that there is too much emphasis on technology. Above all, it is relevant to note that the vast majority of participants (25; 71%) signalled overall agreement (by selecting categories 1, 2 or 3) with the following statement: 'For a lot of reasons, students are not proficient and I am kind of frustrated about it.'

4.5.5.2 Views concerning global issues as they impact on Taiwan

The seven items in Question 26 included topics of global significance that impact on GFL teaching in Taiwan (see Table 4.48).

Table 4.48: Teachers' views on global issues

To what extent do you agree or disagree with each of the following comments about these topics in general? (Question 26)						
Total (n=35) n=100%	Strongly agree -----strongly disagree					
	1	2	3	4	5	6
Globalisation (including the internationalisation of teaching methods, proficiency benchmarks etc.) is having a negative impact on the teaching of German in Taiwan.	1	6	5	3	12	8
	3%	17%	14%	9%	34%	23%
So far as the teaching of German in Taiwan is concerned, economic considerations are more important to educational administrators than educational ones.	12	6	9	3	5	0
	34%	17%	26%	9%	14%	0%
Language education is in crisis.	2	7	11	2	10	3
	6%	20%	31%	6%	29%	9%
I would recommend that my best students become teachers of German.	3	1	10	7	10	4
	9%	3%	29%	20%	29%	11%
The Common European Framework of Reference for Languages has had a positive impact on my teaching of German.	8	12	10	1	2	2
	23%	34%	29%	3%	6%	6%
Students in Taiwan should learn at least one foreign language in addition to English in high school.	24	6	3	1	1	0
	69%	17%	9%	3%	3%	0%
It makes sense to learn German in Taiwan, because you can find a better job.	5	6	11	6	5	2
	14%	17%	31%	17%	14%	6%

Only one third of the survey participants (12; 34%) selected categories 1-3 (signalling general agreement) in relation to the statement that globalisation is

having a negative impact on the teaching of German in Taiwan, and most (30; 86%) signalled general agreement with the statement that the Common European Framework of Reference for Languages has had a positive impact on their teaching of German. Even so, just over half of the survey participants (20; 57%) signalled general agreement (selection of categories 1-3) with the statement that language education is in crisis, and over three quarters (27; 77%) signalled general agreement with the statement that economic considerations are more important to educational administrators in Taiwan than educational ones. Furthermore, although almost all of the participants agreed (selection of categories 1-3) that students in Taiwan should learn at least one foreign language in addition to English in high school, and well over half (22; 62.8%) agreed that it makes sense to learn German in Taiwan because you can find a better job, considerably fewer (14; 40%) agreed that they would recommend that their best students become teachers of German.

4.5.6 Additional issues raised by survey participants

Question 27 offered two blank fields for suggestions and commentary (see Table 4.49 for an overview of the data collected).

Table 4.49: Final comments by respondents

Final comments by respondents (n=8) (x=9)
Expression of support for the study (x=2)
Miscellaneous (x=7)
- Some questions, I never asked myself before. A second foreign language for high schools would add unnecessary pressure, especially because there are already big classes. If there is no promise of quality, it is better not to start at all. - The Confucian tradition is strongly influencing the teacher - student relationship. (German) as ideological balance against the excessive impact of US culture and English. - The majority of GFL teachers work in tertiary education; high school teachers are only a very small group, even now where there is a plan to establish a second foreign language in high schools. If you need more information on that, please refer to http://www.2ndflcenter.tw/about.asp. - I would be interested, to know how far the all-pervasive and expanding

influence of neoliberalism influences FLT. (Perhaps it is already included in the question about the importance of economic factors? If economic factors were not dominant, what would FLT look like?)

- *I wish there were fewer students and a better relationship with all of my students who study such an unusual FL as German in Taiwan. You need a lot of talking to be able to develop a good feeling.*
- *In their Chinese and English courses, most teachers and learners are not used to a communicative approach, therefore, discussions, PowerPoint presentations, role plays do not happen very often.*

4.6 Some concluding comments

Most teachers of German in Taiwan are members of the *Taiwanese Association of German Studies and German Language Teaching* and the 35 survey participants represent approximately 32% of that membership. All were, as in the case of the vast majority of teachers of German in Japan, working in the tertiary education sector. Thus, while wisdom dictates that the findings of this questionnaire-based survey should be treated as indicative only, it is reasonable to suppose that the participants constitute a fairly representative sample. Particularly when considered from this perspective, some of the data collected raise issues that are of considerable concern. Among these are the fact that less than one third of the participants reported having some type of qualification in the teaching of foreign languages in general or in GFL teaching in particular. Furthermore, in spite of the fact that most of the participants indicated that they had taught German for more than 9 years, the average number of in-service events in which they reported having participated was only 8 (of which only an average of 5 were reported as being related to teaching practice). It is, therefore, not surprising to find that less than one third reported that they were satisfied with their own teaching and almost half that they were not satisfied with the proficiency achievements of their students. What is surprising is that when asked in which content areas they considered they would benefit from further training, none of the 25 areas listed was selected by three quarters or more of the participants.

In connection with this, it is relevant to note that some aspects of the data collected suggest that at least some of the survey participants may be more familiar with the vocabulary associated with some aspects of language teaching and learning than they are with the concepts represented by that vocabulary. Thus,

for example, although just over half of them reported that they considered different learner types when preparing their lessons, the examples they gave of how they took learner types into account frequently simply involved an indication of their perception of different learner types (which were sometimes not, in fact, learner types at all) or expressed in a way that was so general as to provide no real indication of how they actually accommodated different types of learning in their lesson preparation. Similarly, while half of the participants indicated that they believed that their teaching was ‘communicative’, almost three quarters indicated that they spent half or more of class time talking, with over half of them indicating that half or less than half of their utterances were in German. Furthermore, many of the examples they provided of what they believed is involved in CLT did not suggest any in-depth understanding of it. Thus, although most of them indicated that they believed that the *Common European Framework of Reference for Languages* (CEFR) had had a positive impact on their teaching, it seems unlikely that this is actually the case so far as at least some of them are concerned. In connection with this it is interesting to note that Valax (2011), having conducted a questionnaire-based survey relating to the CEFR that involved 164 language teachers working in 6 different polities, concluded that while repeated reference is made to the CERF in language teaching circles, there is little genuine knowledge of, or interest in it among language teachers, with, for example, only approximately 20% of his survey participants claiming to have actually read it (p. i).

The fact that approximately three quarters of the survey participants lack job-specific training is almost certainly indicative of institutional attitudes towards teaching in general and the teaching of languages in particular in the tertiary education context. In connection with this, it is relevant to note that the vast majority of survey participants reported believing that research / publishing is valued much more highly than teaching by their institutions, that economic considerations are treated as being more important than educational ones, and, indeed, that teaching is not really valued at all. The perception that tertiary institutions lack any genuine concern about pedagogic issues would appear to be supported by the fact that one third of the participants indicated that they were not required to teach according to a syllabus, with almost half reporting that textbooks effectively determine course syllabuses. Another possible indicator of institutional

neglect of pedagogic issues is the fact that almost all of the survey participants reported that their institutions made use of proficiency benchmarking, while only one third indicated that external assessment was used to assess proficiency (in spite of the fact that a number of factors, including cost and the level of expertise required, mean that internal assessments are very unlikely to represent valid and reliable measures of proficiency). All of this may reflect the increasing emphasis in tertiary educational institutions (by no means only in Taiwan) on research-based publication ratings. It may also reflect the increasing concern with economic performance and compliance that has accompanied the spread of neo-liberalism, a concern that is often reflected in larger class sizes (with a consequent increase in the burden on teachers of marking and grading) and greater teacher involvement in meetings and administration generally - issues about which the participants expressed considerable concern. Indeed, it may be because the participants are so focused on coping on a day-to-day basis that some of them appear to be largely unconcerned with issues that could represent a major threat to their job security. Thus, for example, in spite of the fact that there has been much discussion in Taiwan concerning the likely impact of the very low birth rate on an already fiercely competitive tertiary education sector, less than half of the survey participants selected one of the top three categories on a six point scale (from 'strongly agree' to 'strongly disagree') in relation to the extent to which they agreed with the statement that there is an increasing risk of losing their jobs.

There were many issues about which survey participants expressed concern. Among these was the widespread perception that students' proficiency gains were less than satisfactory. While it seems likely that many of the issues relating to working conditions (e.g. workload and class size) about which survey participants expressed concern almost certainly contribute to this, it seems likely that one of the most significant factors in many cases is lack of relevant and adequate language teacher training.

In order to gain a more in-depth understanding of the attitudes and practices of teachers of German in Taiwan and to follow up on some of the issues and questions that emerged, a series of semi-structured interviews and classroom observations was conducted (see *Chapters 5 and 6*).

Chapter 5

Challenges for Teachers of German in Tertiary Institutions in Taiwan: Ten Voices

5.1 Introduction

Analysis of the data emerging from the survey reported in *Chapter 4* indicated that there were several issues that would benefit from more in-depth inquiry. These related, in particular, to teacher training, teaching practice, syllabus / curriculum design, workload and students' motivation. Therefore, ten follow-up interviews were conducted with survey participants who had indicated their willingness to participate. In this chapter, the background to the interviews is outlined (5.2), followed by presentation and discussion of the data (5.3) and some final comments (5.4).

5.2 Background to the interviews

5.2.1 Interviews as a research tool

According to Cohen, Manion, and Morrison (2011), interviews “are a widely used instrument” (p. 409) in educational research. It follows, therefore, that the literature relating to types of interview and the conduct of interviews is vast. A selection of that literature (Cohen, Manion, & Morrison, 2007; 2011; Dörnyei, 2003; 2007; Fraenkel & Wallen, 2005; Richards, 2003; and Silvermann, 2006) was consulted during the planning phase of the interviews.

The interviews reported on here were designed as a follow-up to the questionnaire-based survey reported in *Chapter 4* in an attempt to supplement the largely quantitative data collected with more in-depth qualitative data relating to issues which emerged as being potentially of interest in relation to the research questions outlined in *Chapter 1*. Thus, the survey findings outlined in *Chapter 4* served as the starting point from which to conceptualize the interviews. This procedure followed a suggestion by Morrison (1993, pp. 34-36). The

‘standardized open ended interview’ (semi-structured) type (Cohen et al., 2011, p. 413) was selected because it offered the possibility of combining a number of pre-determined questions with probing (p. 412). However, contrary to the advice provided by Aldrige and Levine (2001, p. 119), questions relating to personal information were asked at the beginning rather than the end of the interviews. This was largely because the interviewer and interviewees were already acquainted (all living and working in Taiwan in the context of GFL teaching) and all of the interviewees had already participated in the questionnaire-based survey, with eight of them having agreed to participate in classroom observations.

After the first three interviews had been conducted, and on the basis of issues emerging from these interviews, two further direct questions were added:

What major challenges do you face outside the classroom?

(Was sind für dich die entscheidenden Herausforderungen außerhalb des Unterrichts?)

What difficulties do you encounter within your department?

(Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?)

Thus, the first three interviews involved 17 direct pre-determined questions and the remaining seven involved 19. For a complete list of questions, please refer to *Appendix 3*.

In view of the self-rating of German language proficiency (see *Chapter 4*), it seemed that conducting the interviews in German in order to simplify the transcription procedure would not be a problem.

5.2.2 Ethical protocols

Interview participants had all been informed about the ethical protocols to be followed (ones approved by the appropriate *Research Ethics Committee*) in a letter accompanying the questionnaire (see *Chapter 4*). These included ensuring that the identities of participants would not be revealed in the writing up of the

research or in any presentations relating to it. Thus, where references are made to the interviewees, pseudonyms are used (with four German and six Chinese gender-specific names being selected). In addition, information that might lead to the identification of participants was removed from the interview transcripts (see *Appendix 5*).

5.2.3 Contacting the interviewees

Those who had signalled (at the end of the questionnaire) their willingness to participate in follow-up interviews were invited to do so, initially in an email written in German. Those who did not respond were considered to be no longer interested in participating in interviews and were not contacted again. Further emails and telephone calls resulted in a final number of ten GFL teachers who were willing to participate. An incentive in the form of a book coupon was offered but was, at the end of each interview, politely declined.

The interviewees were located in a number of tertiary institutions offering GFL across Taiwan. For this reason, it was decided to conduct the interviews, via Skype (computer-to-computer or computer-to-telephone), at times convenient to the interviewees within a two week period. Where they were not available during these two weeks, they were invited to select another time (which I would attempt to accommodate) or to withdraw from participation (see *Appendix 4*).

Twelve invitations to participate were sent out. Nine responses were received within days - eight positive, one negative. In response to follow-up letters, two further participants were identified, meaning that there were, in total, ten interviewees located in five different institutions across Taiwan. According to the preferences of the interviewees, interviews were conducted at a variety of times (generally early on weekday mornings or at weekends), with interviewees being in a variety of locations (at home in eight cases).

One day after the initial invitation to participate in the interviews was sent out, one of those invited sent an email expressing concern about the fact that because the interviews were to be held in German, they might have difficulty responding

in an accurate and timely way. For this reason, a second email was sent to all potential participants explaining that the interview would not include knowledge-based questions and that, therefore, there would be no right and wrong answers. This was accompanied by an overview of the type of questions that would be asked.

5.2.4 Recording, transcribing and coding the interviews

The interviews were undertaken via Skype. Skype allows voice calls over the internet and offers two functions which were relevant for conducting the interviews: the possibility of doing voice calls from computer to computer or from computer to telephone. The voice recordings were undertaken with additional software¹³⁶.

The interviews were conducted in what Martin Joos classified as a ‘casual speech style’, sometimes switching into an almost ‘intimate’ one (cited in Brown, 2000, p. 260). This, together with the fact that the interviewees were located mostly at home, created an informal atmosphere, one in which it was hoped interviewees would express their opinions openly. Utterances such as *oh...you are recording that* (Wen-Zhong, ID 22) seemed to signal that some may have even forgotten about the recording from time to time.

I did not expect to encounter language problems. However, questions had sometimes to be repeated or rephrased to make them comprehensible to the interviewees. Equally, interviewee responses were in a few cases not comprehensible to me, making repetition and / or rephrasing necessary.

The length of recorded interviews was between 41 and 71 minutes, with an average of almost 57 minutes per interview. Altogether, the recording time of the ten interviews amounted to around 9.5 hours (see *Appendix 5.11*).

¹³⁶ Pretty May Call recorder and Pretty May Call recorder plus share professional – a voice recording tool for incoming and outgoing audio signals.

The ten audio-recorded interviews conducted in German were transcribed and then coded using Nvivo 8, a qualitative data analysis software application¹³⁷. Nvivo generated a transcription output of 140 pages in Word document format.

The subsequent procedure of data coding was also done using this software. In a first step, the responses of all ten interviewees were coded within the transcripts and automatically sorted in accordance to interview questions by Nvivo. The main parts of these data were then translated from German into English and transferred into a prepared table, still following the chronological order of the interview questions. In a third step, large trends and further emerging issues were identified and these were sorted under ten major themes (see the ten subheadings of section 5.3).

5.2.5 Background information about the interviewees

The first three interview questions were intended to promote responses that would provide some information about the four male and six female interviewees. The background information about the interviewees in *Tables 5.1* and *5.2*, however, comes from a variety of sources.

5.3 Reporting the data

Wherever possible, the interview data are reported initially in relation to the questionnaire findings (see *Chapter 4*), with, following that, a general topic-based overview that precedes extracts from the interviews themselves (translated into English, using pseudonyms and accompanied by the ID number¹³⁸) to illustrate individual perspectives. At the end of each section, a brief summary is provided in italic script. It should be noted that some overlap in the reporting of different categories is unavoidable. The anonymized German interviews are fully transcribed and listed in the *Appendix 5*.

¹³⁷ Nvivo 8 is specifically designed for scientific purposes in the field of QDA (qualitative data analysis).

¹³⁸ Following a suggestion of Silverman (2005, p. 321) who indicates that data extracts should always be numbered.

Table 5.1: Background information about the interviewees (1)

Interviewee Code no. Code name	Age range	Years of experienc e of teaching German	Native or non- native speaker of German *	What qualification, if any, in teaching additional languages or in teaching German as an additional language?
1 Kaya	40-49	16-20	nG	MA-GFL minor; PhD-GFL major no practicum
2 Wen- Zhong	40-49	6-10	nG	GFL training, but no degree with practicum
3 Liu-Hong	30-39	6-10	nG	none
4 Yi-Chen	40-49	6-10	nG	none
5 Yi-Xun	40-49	21-25	nnG	none (at the beginning) later: 4 month training - Goethe Institute
6 Fei-Fei	30-39	1-5	nnG	MA-GFL major no practicum
7 Mei-Zhen	40-49	6-10	nnG	PhD-GFL major no practicum
8 Martin	40-49	11-15	nnG	none
9 Alexa	50-59	31-35	nnG	30 month training - Goethe Institute teacher diploma with practicum
10 Andreas	50-59	16-20	nnG	MA-GFL major no practicum
* nG = native speaker of German; nnG = non-native speaker of German				

5.3.1 Language teacher training, institutional support and early teaching experience

One of the issues identified in *Chapter 4* was in relation to teaching qualifications in the field of GFL, and teacher training more generally.

Five of the ten interviewees (Kaya, Fei-Fei, Mei-Zhen, Andreas, and Alexa) had stated in their questionnaire responses that they had qualifications in FLT or GFL

(see Table 5.1). Two of them (Mei-Zhen, ID 10 - 12; and Kaya, ID 7), both of whom had a PhD degree with a major GFL component, confirmed during their

Table 5.2: Background information about the interviewees (2) - according to questionnaire responses

Interviewee Code no. Code name	Number of in- service events attended	Do they regard their teaching as being communicative?	Satisfied with their teaching ?	Extent of use of German in class?
1 Kaya	4	yes	wants to improve	about half of utterances
2 Wen-Zhong	3	does not know	wants to improve	most of the time
3 Liu-Hong	2	does not know	wants to improve	most of the time
4 Yi-Chen	20	yes	wants to improve	most of the time
5 Yi-Xun	3	no	wants to improve	about half of utterances
6 Fei-Fei	1	no	satisfied	about half of utterances
7 Mei-Zhen	15	yes	satisfied	about half of utterances
8 Martin	5	does not know	no time to improve	about half of utterances
9 Alexa	no answer	yes	wants to improve	most of the time
10 Andreas	11	yes	wants to improve	about half of utterances

interview that they had received no specific teacher training, something that indicates that higher level academic qualifications, even when specific to FLT or GFL, provide no guarantee that the degree holder will have received any training in the area of language teaching. It appears, therefore, that institutions offering research-based qualifications relating to language teaching do not necessarily see the need to ensure that their graduates have been given the opportunity to develop and/or improve their teaching skills.

While both Mei-Zhen and Kaya confirmed during their interviews that they had no specific language teacher training qualifications, it emerged during the interviews that both Fei-Fei and Andreas, both of whom had studied GFL at the same university, had, in fact, had experience of both teaching observation and teaching practice. In each of four semesters, they had sat in on language classes three or four times with the aim of observing teaching practice. They had also been required to undergo an assessed teaching practice. Of course, it does not follow from this that they had had the advantage of a full-scale language teacher training course. An extract from the interview with Andreas (translated into English) is provided below:

Interviewer: Now, did you really study GFL, or did you study linguistics?

Andreas: Yes, also GFL. We also had to do an assessed teaching lesson There was some pedagogic material included.

Interviewer: Did you have any specific training in teaching language?

Andreas: Yes. We had to visit different courses during that time to get credits [for the specific GFL course]; and we had to do an assessed teaching lesson.

Interviewer: Does this mean that you have done a real practicum?

Andreas: Yes. But not a practicum not [something] for two or one year. This was not the case. It [the observation of other teachers] was in relation to the course.

Interviewer: So, this was just a matter of one course?

Andreas: Yes. (ID 13 - 20)

While Andreas, Fei-Fei, Kaya, Mei-Zhen, and Alexa had indicated in their questionnaire responses that they had qualifications specific to language teaching, the other five interviewees had indicated that they did not have such qualifications. Among them was Wen-Zhong who had participated in a GFL programme but had not gained its certification. The following exchange took place during his interview, an extract that would appear to indicate that training in FLT or GFL is not necessarily of a high quality and, therefore, not necessarily likely to lead to more effective teaching.

Wen-Zhong: I participated in a further education programme [pause]. This was called German as a Foreign Language. Postgraduate programme.

Interviewer: Was that a purely theoretical programme or were you able to do something practical, too?

Wen-Zhong: Both. Theory and practice were related. You had to do eight papers, and I have done seven of them. This is why I did not get the diploma. The practicum was done at a preparation school for foreign students who wanted to enter German universities. This was for a certain group of Russians.

Interviewer: Was there also an assessment where someone told you what you did well and what wrong?

Wen-Zhong: Not really. There was someone in the institution who actually was responsible for me. A teacher. She was experienced, but of course she did exactly what we would have done. She let me observe a little of her teaching. Once, twice, she let me teach, let me correct a few assignments [pause]. Anyway, she gave relatively little feedback. Ah, do you want to hear why she did not give feedback?

Interviewer: Yes. Why?

Wen-Zhong: Because she was overwhelmed by my preparation. I always do these good looking preparations, with little icons on the left side of the page. I started it at that time and have continued it since then; and at that time I even wrote the time of the specific activity onto it. So, this means, let's say, I had pair work, and then 17 minutes and then a description of the activity. This way I made a [teaching] plan for the whole class hour, and then, of course, I gave it to her before my teaching. But, since she did not do anything like this [for her own class], she might have thought, this guy is from a new generation [of teachers]. For this reason, she gave me less feedback. She probably thought, if I tell him something now,

then he might have some doubts about my competence, or something like this. (ID 5 - 12)

Four of the interviewees, Martin, Yi-Xun, Yi-Chen and Liu-Hong, had no qualification that related to GFL before being appointed to tertiary teaching positions. In this respect, they were, according to survey findings, representative of the majority of tertiary GFL teachers in Taiwan. As indicated in the translated extracts from their interviews below, this meant that they had a number of challenges to overcome, challenges relating both to their own lack of training and to the failure of the institutions in which they worked to provide on-site training and/or to provide them with adequate background information. In the first extract below, Martin describes his personal experience of leaving the ‘ivory tower’ of research and finding himself in a situation he was not prepared to deal with. It is relevant to note that he continued, several years into his teaching career, to conceptualize teaching in terms of the transfer of knowledge. It is also relevant to note that his observations raise serious issues in relation to the tendency of tertiary institutions to appoint language teaching staff on the basis of research-based qualifications alone rather than research-based qualifications and teaching qualifications (as well as evidence of effective teaching).

Interviewer: Being a new teacher in Taiwan which major challenges did you encounter?

Martin: The mentality [of students]. The attitude [of students]. I mean, teaching techniques and how to interact. I mean, during the time of doing my PhD you just have to focus on your own, but teaching is also to transfer knowledge. To do research and to transfer knowledge are two very different things. Yes. And teaching techniques, and then how to interact with people, to interact with young people. Yes. Before, I was sitting in an [ivory] tower, and now I had to leave it. Yes. And now I had to try to sell my stuff and to transfer it.

Interviewer: And you mean teaching techniques were also different?

Martin: Yes. This was... I mean during my studies I was research oriented. My interest for my research work was initiated

during my studies in Germany. [My work] was done [in the way] of doing research in the future, but not for teaching.

(ID 16 - 19)

Interviewer: This situation [that] you have to stand all of a sudden in front of a class when you were coming from the area of research and you have to teach now; was there any kind of support for you from your institution?

Martin: Hahaha [laughing]. No. Hahaha [laughing again]. No. You are simply thrown into the water and you must learn how to swim by yourself. Or you ask about the experiences of your colleagues but [you get] very little too. (ID 23, 24)

The issues raised by Martin were also raised by Yi-Xun, Yi-Chen, and Liu-Hong, for all of whom lack of training and lack of appropriate institutional support presented a formidable challenge.

As indicated in the extract below, Yi-Xun, who began her teaching career with only a Master's degree that had no relation to GFL and no teacher training, struggled not only with methodology (resulting in an attempt simply to mimic the teaching she had herself experienced) but also with feelings of insecurity in relation to her level of German language proficiency.

Yi-Xun: At that time that I started, I didn't know anything about methodology. And in class, I just could imitate what my teacher had done with me. How teachers had taught me, I repeated only that. Yes.

. . . and I believe actually, at that time, my teaching was not very good at all since I did not know any kind of methodology. And, I also had to prepare a lot for my teaching... When I started teaching German, I hadn't been in Germany. I did not feel very acquainted with the German language. Yes. And at that time, it was also not easy to get an opportunity to listen to

German. There were only few contacts with native speakers.
Ehm, this was at that time a real challenge for me.

(ID 22, 24, 28)

Echoing Martin's response (see above), Yi-Chen hinted at a lack of appropriate support.

Yi-Chen: I had simply no experience in teaching. I was relatively helpless staying in front of the class. At that time, I didn't know any kind of teaching technique and then I felt left abandoned. (ID 14)

An additional issue so far as Liu-Hong was concerned, was class size.

Liu-Hong: One part of the problems lies within the institution, and another part arose from the fact that I was a beginner. The institution itself gave me extremely little information. This means, for example, they told me, classes are starting next Monday. I had no idea about the course book. I had no idea about the chapter. I had also no idea what they [the students] had done before. Someone just told me, okay, Monday morning eight o'clock, it [teaching] starts and go to this classroom. Therefore, the whole context was not stated. The framework was actually missing. I did not know which level they [students] had, and where they would be. This was really an institutional problem. And, of course, there was the size, the class size. There were or still are always about 50 students in this course. Therefore one is allowed to say that these are problems of the institution. And such problems still exist, exactly the same ones.

... From the teacher's perspective, from my side, there was the issue that I had no experience of how to handle the whole thing. This means I had no experience of how to teach. This means my first problem was simply to stay on top of things; how to explain or how to transfer language [knowledge]. How could I

do this somehow efficiently? That means, in a way, that students would learn something practical. (ID 12, 15)

The interviews of Andrea, Fei-Fei, Kaya, Mei-Zhen and Wen-Zhong clearly indicate that the content of GFL study programs that might appear on the surface to be very similar can, in reality, vary widely in relation to their actual content. For example, qualifications that appear to include language teacher education might not include classroom observation or an assessed practicum component. Within this group of five interviewees, two (Mei-Zhen and Kaya) had neither participated in classroom observation nor taken part in a practicum while two others (Fei-Fei and Andreas) had been involved in classroom observations but had had no practicum. Only one (Wen-Zhong) had had experience of both. Even so, Wen-Zhong noted that the teacher who supervised his practicum gave him only limited feedback. Thus, the fact that qualifications may appear, in terms of their labelling, to include teacher training does not provide any guarantee that they actually do, or that they do so in a way that is likely to be effective. In addition, the interviews reveal that at least some of those involved in GFL teaching at tertiary level have advanced level research-based qualifications but lack any training, or any effective training in language teaching itself, something that appears not to represent a barrier to employment. It is not surprising, therefore, to find that some of the interviewees reported that lack of pre-service training created significant problems for them, particularly at the beginning of their tertiary teaching careers. What is, perhaps, more surprising, is the fact that all ten of the interviewees agreed that the tertiary institutions where they worked not only did not provide pedagogic support but also failed to provide adequate guidance about the nature of the students and courses to be taught and, in addition, often expected beginner teachers to teach very large classes (see, for example, Martin, ID 24; Kaya, ID 15; Wen-Zhong, ID 16; and Fei-Fei, ID 5). Only one of the interviewees, Fei-Fei, who had already indicated in her questionnaire responses that she was satisfied with her teaching, did not elaborate during the interview on problems encountered during her early years of teaching. In fact, the only problem to which she referred was the fact that some students were older than her and were reluctant to accept her as a teacher (Fei-Fei, ID 40).

5.3.2 Coping with ongoing problems

All except one of the interviewees reported having teaching-related problems at the beginning of their teaching careers, problems that were associated with inadequate or non-existent pre-service training and/or inadequate institutional support. It therefore seemed important to determine whether, and, if so, why and to what extent such problems persisted beyond the initial stages of teaching. In response to a question asking whether they were able to overcome the initial challenges they experienced half of the interviewees (Fei-Fei, Liu-Hong, Kaya, Mei-Zhen, Yi-Xun) responded in the affirmative but half (Alexa, Andreas, Martin, Wen-Zhong, Yi-Chen) responded in the negative. The issues identified as ongoing challenges by some of the interviewees included large classes, low student motivation, and different levels of student proficiency in a single class.

In spite of the fact that Andreas had participated in a GFL study program in Germany (at the same university as Fei-Fei), he described his teaching as having been initially very teacher-centered, with a move towards a more student-centered approach involving a wider range of methodologies having taken place in the previous few years.

Interviewer: Have you changed your own way of teaching over the past few years?

Andreas: Yes. Actually, a big change. At the beginning, I tried to know the teaching content or teaching materials very well, and then I just taught it. I had more the perspective of the teacher, myself, in mind. How could I present the teaching content in a better way? Which possibilities did I have? And I believe since a couple of years ago - at least four, five years ago - I started to gain more knowledge of different teaching methodologies and multi - media technology.... (ID 66, 67)

Interviewer: Could you exemplify some of these teaching methodologies?

Andreas: Teaching methodologies, for example, communicative, interactive, it has to be; and then learner-centered and all that.

And also autonomous learning [pause] ehh, and then – this has made a deep impression on me – but it has nothing to do with teaching methodologies, but with [pause] - we have now in Taiwan this ‘excellence in teaching’ programme¹³⁹. This ‘excellence in teaching’ programme includes research projects. This has had a big impact on me. I had to handle a few of these projects and then I really started to think about ways of changing my classroom practice. And this was when my view point was turned upside down. I started to observe my students, how they are and what kind of help they need [pause]. Which learning strategies could I show my students since they do not know any of them? On the other hand, I thought about my own teaching strategies. Which one should I apply in class? For example, how does this influence the planning of my course objectives? And then, what kind of difficulties would students encounter, and how to relate these to my teaching methodologies? [pause] And now I see not only my side, but also the students’ perspective. And there are students who are very good and motivated and there are the weaker ones too. And what kind of help I am able to offer these students. I believe there is a very big change. The interaction with my students became different too. I am now much closer to my students. We laugh together, they are much more relaxed. ...

Interviewer: And this alteration occurred during the last four, five years?

Andreas: Yes. (ID 68 - 72)

Thus, Andreas, who had taught for approximately 20 years at the time of the interview, believed that he had changed profoundly after almost 15 years of being in service as a GFL teacher through becoming what is often referred to as a

¹³⁹ The programme was initiated by the MOE. It encourages educational institutions or individuals to apply for financial support for projects which are thought to increase the quality of teaching or learning. For this reason, the variety is broad and unspecific. Scientists might apply for funding of their research, and primary schools for the handing out of interesting books to their pupils (see later details regarding interviewee responses to excellency programme).

‘reflective practitioner’ (see, for example, Schön, 1987) and triggered by his own classroom-based research. It is relevant to note here in connection with this that Andreas referred in his questionnaire responses to the fact that he still wanted to improve his teaching, willingly engaged in classroom-based research, had participated in a relatively high number of in-service events (eleven, the survey average being five - see 4.4.2) and believed his teaching was communicative (see *Table 5.2*). Nevertheless, Andreas, like Alexa who also had a degree in GFL but was, at the time of the interviews working in a different university from Andreas, continued to face problems relating, in particular, to student motivation – see translated extracts from interviews by Andreas and Alexa below:

Andreas: And you mean, what is still difficult for me? [pause] You mean, in class? [It’s] to motivate my students. I had to convince them that it is useful to know another foreign language, and that it is useful in terms of finding a job. ... and then to find a job, the possibilities look not very good. This is frustrating, and this group of students is very difficult to motivate.

(ID 24, 58)

Alexa: ... how to motivate my students. This is still one of my biggest problems until today. ... motivation. I believe most of students are not very motivated to learn German. ... of course, there are also students who really want to learn. They are also very serious with their studying. But not many. ... Another reason [for low motivation and that students are not hard working anymore] is that there are too many universities these days in Taiwan. Years ago, they just accepted one third of examinees into the universities, and nowadays, they take almost 100% [of the examinees] in. Yes, but they are not qualified. Actually, these students are not able to study. They do not have the capacities....

(ID 25, 108, 110, 175)

As has been indicated, both Andreas and Alexa expressed particular concern about student motivation. While both of them saw this issue as being associated with the fact that there were few job opportunities for German graduates in Taiwan, Alexa also drew attention to the fact that it was an almost inevitable outcome of the very considerable increase in the percentage of *Joint University Entrance Exam* (JUEE) participants entering universities in recent years and, by implication, the likely overall decrease in proficiency achievements (see *Chapter 2*). This is likely to be one of the factors that impacts on the difficulties that Wen-Zhong (who, like Alexa and Andreas, has had some training in teaching GFL), recounted in relation to accommodating the needs of all of his students in his lesson preparation.

Wen-Zhong: Okay. My biggest problem is always my expectation of students. I think always and this is still my problem nowadays - that they should be able to do this or that. They have all had two or three years of German.; then I expect that we should be able to have a simple conversation, that they are able to understand my German class instructions, that they are able to ask questions in German in cases where they are not able to understand something. However, my instructions are normally – if I do not take considerable care – very often too difficult and above students' language level. [pause] ... and this still occurs even today: I believe I am very well prepared, I go to class and have to realize all my planning is too difficult and too fast. And then I have to slow down, speak very slowly, sometimes even in Chinese so that I get my students back on track, and so that I can finish my class session somehow with a result. (ID 14)

What the extract above suggests is that, irrespective of pre-service training (which, as indicated earlier, appears to have lacked an adequate practicum), Wen-Zhong, who did not, according to his questionnaire responses, know whether his teaching was communicative in orientation (see *Table 5.2*), did not have the knowledge and skills required to assess his students' proficiency and plan accordingly (allowing,

of course, for individual differences). It would appear, therefore, that inadequate pre-service language teacher training has had an enduring negative impact on his teaching. Even so, it remains the case that a situation in which students in the same class characteristically have a very wide range of language proficiency (also noted by other interviewees) is far from ideal and, in addition, raises important issues about the ways in which tertiary institutions classify their courses and make decisions in relation to achievement in these courses.

Yi-Chen who worked at a different institution from Wen-Zhong, reported having similar problems in relation to his students' language proficiency. With no pre-service GFL teacher training, he had struggled since the beginning of his teaching (6 to 10 years, see *Table 5.1*); his problems being exacerbated by wide variations in student proficiency within the same class and large class sizes. It is relevant to note here that whereas Yi-Chen's class numbers were characteristically up to 50, Wen-Zhong, working in a different institution, characteristically had class sizes of approximately half that number (see *Chapter 6*, classroom observation, Take 17).

Yi-Chen: They [problems from the beginning] are surely reduced. But, there is still left a small amount of difficulties with large classes, especially to work with large classes

Interviewer: You are talking about large groups. How many students are actually sitting in front of you?

Yi-Chen: 50 students. And that is still the case.

Interviewer: What are the major challenges for you in the classroom these days?

Yi-Chen: So, there is the extreme different level. This means one group of students has a relative high proficiency level; then, there is a group in the middle which is located somewhere between, but then there are also many students, where I have the feeling that I cannot relate to. I am simply not able to reach them.

Interviewer: And this is a difficulty?

Yi-Chen: This is a difficulty, for sure.

Interviewer: And what is your opinion about this, what is the reason that you are not able to relate to these students?

Yi-Chen: First, they do not know enough vocabulary, their level is too low. They simply do not understand me. And I have the feeling that my teaching is not adequate, not adequate for the students with a higher proficiency since they feel no challenge, not adequate for the students with lower proficiency since they do not understand me, and then at one point in time they just mentally drop out. And, of course, I can see it when they are not participating and start to do something else.

Interviewer: So, now you have this problem. How do you deal with it? And the next question is: Do you get any kind of support from your institution to solve this situation?

Yi-Chen: ... I try to do it in this way that I give them different assignments in relation to their level. Students with a higher level get the more difficult ones, and the students with a low level get the more simple assignments. At least to differentiate a little bit. For example, I have to teach vocabulary. Where I know that there are not too many words needed, then I direct my questions at the group with lower proficiency, and the more demanding questions, I direct them at better students. This is how I do it. [Institutional] support, there is actually no support. ... (ID 20 - 34)

Wen-Zhong's way of coping with multiple proficiency levels in the same class is outlined in the translated extract below.

Wen-Zhong: It is normally like this - at least it was in the past like this. Let's give an example, I have 20 students in my class, then about 10 of these students have somehow the proficiency which I expect of them, this means about half of the class. ... the other half, I have to deal with them somehow. But I do not focus on the students who did not learn German until now; I am not doing tutoring for these students. I focus on fostering the better students. As a result, the low level students are not improving. I have to take this into account. Other colleagues

do it the other way around with an equally valid explanation,
but I do it this way. (ID 35)

What the above extract indicates is that Wen-Zhong, and, possibly, others, simply do not cope with mixed proficiency level courses, effectively providing language education for one segment only of mixed proficiency classes.

What the interviews suggest is that problems associated with large class sizes, mixed proficiency levels in the same class and student motivation are widespread, the second and third of these almost certainly having a direct relationship with the increased percentage of Taiwanese school leavers who now attend tertiary level educational institutions. Lack of pre-service training, or, in some cases, of effective pre-service training appears to exacerbate the problems GFL teachers in tertiary institutions face, all of this adding up to a potentially very serious situation so far as staff, students and educational institutions are concerned.

5.3.3 Teaching skills development

Five of the interviewees (Fei-Fei, Liu-Hong, Kaya, Mei-Zhen, Yi-Xun) stated clearly that they had overcome the challenges that they had initially encountered. Of these five, Kaya, Mei-Zhen, Fei-Fei had degrees that included GFL teaching, whereas Liu-Hong and Yi-Xun did not.

Fei-Fei, who had taught for the shortest period of time of all of the interviewees (see *Table 5.1*) and who had indicated in her questionnaire responses that that she was satisfied with her teaching (see *Table 5.2*), claimed during her interview that she had not changed her approach to teaching German over time in any major way.

Interviewer: Have you changed your approach to teaching?

Fei-Fei: Teaching, actually not very much.

(ID 79, 80)

Fei-Fei: I am now a bit more strict and serious.

Interviewer: And why?

Fei-Fei: I think, more strict and serious, in order to increase my authority. (ID 44, 46)

Interviewer: Or have you perhaps encountered no problems?

Fei-Fei: Haha [laughing]. I have really no problems. [pause] Na, if I really have to say something, listening comprehension is more difficult to teach than the other skills. I always take care that students learn the four skills of listening, reading, writing, and speaking equally. However, listening, I think it is the most difficult one. If students do not listen in advance at home, and then we listen only once or twice in class, then, of course, they do not understand, and then they are frustrated, then they do not go on with learning.

Interviewer: You actually integrate all four skills together?

Fei-Fei: Yes, and during the exams also all four.

Interviewer: This means you don't have these special classes where you have to do two hours of listening?

Fei-Fei: No. Well, it is called 'conversation', but I teach all [four skills]. (ID 53 - 59)

What Fei Fei's comments above suggest is that the labels used by institutions to specify the type of content included in language courses may, in reality, have little bearing in some cases on what actually happens in these classes (for further discussion of this, see 5.3.7).

Kaya and Liu-Hong both believed that they had overcome the problems they initially experienced in relation to the teaching of German. For Liu-Hong, who had no pre-service language teacher training, a critical factor in his development as a teacher appears to have been trial and error - observation and personal experience of what appears to work and what appears not to work. For Kaya, who did have language teaching theory during her GFL studies, a critical factor, driven by a similar process of trial and error, appears to have been the adaptation over time of aspects of what was included in her studies and further reading about, and

reflection on language teaching pedagogy. She also, over time, rejected aspects of what she had learned theoretically.

Liu-Hong: This situation [not knowing how to explain and teach GFL] has changed now somehow because I know now through my experience pretty well how to simplify explanations so that [students] are able to comprehend them.

At the moment I do not see any difficulties. The courses which I teach now I taught before [pause] and the whole thing is also a process of learning how to solve problems in a practical way, problems became fewer. Since you also store and sort used [teaching] materials, you are able to have a look at last year's [materials] again and edit, improve and change them. This means I know what I have done at that time. I know what did not work, or did not work very well, and this I am able to improve somehow. (ID 15, 25)

For Kaya, initial attempts to teach in what she saw as a communicative way were less successful than she had hoped, something that she interpreted as being due to the expectations and prior experiences of students and something that, therefore, she dealt with through explanation.

Kaya: My greatest challenge was that the theory was not as wonderfully working as it was supposed to be. They [her professors in Germany] promoted the 'communicative approach', but I was sitting in front of students who could not deal with it. Students were used to teacher-centered chalk and talk lessons, and I have done it, and then I thought, ooopps, this does not work . . . and then I thought, how to do it? Of course, they [students] were not used to group or pair work so I had to guide them, step by step. [pause] And this is exactly what I still do now - I talk with my students, explain why we are going to do, what kind of exercise, and why I want them

to do these exercises in this way; [I] tell them about the meaning and purpose.

Of course, I learnt in addition that certain things [about language teaching] which they just write into the [language teaching] books, I do not do anymore. For example, something like [pause] – and the Goethe Institute likes to advocate it too – that you are supposed to teach monolingually ehh, I gave this up relatively early, because it did not work out for me. And, I also found out that there are no empirical studies in relation to this. (ID 9, 10)

Interviewer: Have you changed your own teaching over the past few years?

Kaya: Yes. I actually try to integrate continuously novel things into my teaching. I am still looking for the perfect methodology which of course doesn't exist. I teach a course in "Second foreign language teaching methodology". This confronts me somehow always with new developments. And I try to check them out in my classes.

Interviewer: You talk about the integration of new developments, changes, you're your classes. Can you give some examples?

Kaya: Well. For example, I try not to assign homework any more because my students do not do their homework. Full stop. This means, I have to accept the fact that they do not do their homework instead of lamenting hour-long about it. They still do not do their homework even if I lament about it. This means I have to think about how to enable students to learn the target language more intensively and efficiently by themselves during my class. And then we do it. I still give assignments which they can do at home as an option, but I also do these exercises in class in different ways. ...

(ID 20 - 23)

It is interesting to note that when asked to provide examples of new developments in methodology that she had introduced into her classes, Kaya referred instead simply to the fact that she no longer required students to do homework, something that suggests that her teaching innovations may perhaps be less pervasive than she appears to suggest.

Liu-Hong and Kaya had very different backgrounds, with only one of them (Kaya) having a degree that included training in GFL teaching. In her questionnaire responses, Kaya indicated that she believed her teaching to be communicative in orientation whereas Liu-Hong did not know whether his teaching was communicatively oriented or not (see *Table 5.2*). Both of them indicated in questionnaire responses that they wanted to improve their teaching and both of them noted in their interviews that their teaching had changed and developed over time as a result of trial and error and ongoing experience. However, only Kaya called upon ongoing developments in the literature on language teaching in making decisions about her teaching. In this respect, Kaya appears to have adopted an approach different from that of Liu-Hong, one that was more readily available to her because of her initial training.

In connection with this, it is relevant to note that Kaya, in common with a number of other questionnaire respondents (see 4.4.1.5), had received some training at the Goethe Institute (in Taipei), a professional organization specializing in GFL teacher training (with headquarters in Munich and branch offices around the world) which she saw as being at the forefront of GFL teacher training. Among the interviewees, Alexa and Yi-Xun had also received training at the Goethe Institute. In their case, that training had been conducted in Munich. Yi-Xun had received a scholarship for a six month training programme offered by the Goethe Institute, and Alexa an earlier one at the beginning of the 1980s of 30 months. Alexa's programme started first with a German language course of half a year; and continued with a two year teacher training programme.

Alexa: Yes. At that time this [Goethe] programme was 30 months long. Later on, this kind of programme regularly lasted for just one year.

Interviewer: And today, this kind of programme does not exist any more?

Alexa: No. Not any more. This was only 1981 to 1983.

Interviewer: But Goethe is kind of expensive. Did you

Alexa: No. No. No. I got a scholarship. The German government paid for it - paid for this study programme.

Interviewer: This means you have done a real GFL teacher programme. Okay. And you received a Master's degree for this?

Alexa: No. A diploma. A GFL teacher diploma. (ID 13 - 19)

When Alexa described the problems she faced as a new teacher, the emphasis was on the discrepancy she felt between theory (as introduced to her during her training) and practice.

Alexa: At that time [starting as a GFL teacher] [pause] aha, [pause] yes. At that time, I had this doubt about using only German or German-Chinese in a beginners' class. So, I thought like this: I just made an experiment. During the first hour I spoke almost no Chinese, six, seven words only. This was a shock for the students. Haha [laughing] [pause]. However, one month later, I think, it worked pretty well, yes. Nevertheless, it just lasted one year. Later on, I used two languages in class, especially in the beginners' classes. Over time, you can use more German [in class].

(ID 21)

In her questionnaire responses, Alexa had noted that she spoke in German for most of the time in class, as recommended by the Goethe Institute (see *Table 5.2*). However, as indicated above, she mentioned during her interview that she actually used a bilingual approach in beginner level classes. In this respect, experience and trial and error had led her, as it had done in the case of Kaya who had moved to a bilingual approach more generally over time, to alter her approach. This was also evident in the case of Liu-Hong. In the case of Alexa, however, it is likely that her move towards greater student-centeredness was influenced, to some extent at least, by the training she had received.

Interviewer: Have you changed your own way of teaching over the past few years?

Alexa: Yes and no. Yes, this means, before [at the beginning] I did too much at once. Or [pause] I [also] did too much alone. So, I spoke too much in class. Now, I just do what I believe is necessary for my students. And students are supposed to participate in class. They must do the work. For example, they became the main focus, and we teachers are actually just helper and facilitator. Take reading as an example. So, the students ought to read the text in groups or individually; then they discuss it, and formulate questions. They are supposed to work through the text and to comprehend it by themselves. It is not me anymore explaining the text, and students just having to listen. (ID 56 - 57)

According to Yi-Xun, who had no pre-service training in GFL before beginning to teach, she had no choice but to attempt to replicate, in the early stages of her teaching the approach she had experienced as a learner. However, later exposure to training in Germany at the Goethe Institute gave her more confidence in relation to her German as well as providing her with alternative approaches.

Yi-Xun: I have done a teacher training programme over a period of four month in Munich with the Goethe Institute. Yes. This had helped me a lot. And after I had spent four month in Germany, I felt more confident with German....

The big alteration for me was the training in Germany for four month. During that time, I have done a lot of classroom observations, and I learnt a lot, too. I believe that during this time I really changed a lot. (ID 11, 29, 62)

Only Yi-Xun and Andreas mentioned significant changes in their teaching practice based on in-service training (Yi-Xun) and/or classroom-based research (Andreas). Interviewees who had had some professional training in language

teaching appeared to be most willing to change. Furthermore, only those who had received such training appeared to be in a position to make these changes in response to a combination of trial and error and theory- and literature-driven reflection. In particular, while questionnaire responses indicated that GFL teachers in Taiwan rely heavily on the Goethe Institute, the impact of its training provision was particularly evident in some of the interview responses, particularly in the case of Yi-Xun who received no training in language teaching until she had taught for eight years and who, reflecting on the time before that training, noted: “My teaching was not very good at all; since I did not know any kind of methodology” (see 5.3.1; Yi-Xun, ID 22). Even so, although Alexa, having had more than two years of training, regarded her teaching as being communicative, Yi-Yun, having had only four months of training, did not (see Table 5.2) – something that suggests that while short, intensive periods of training offer considerable benefits, longer training periods are likely to be required if teachers are to have a genuine opportunity to put their training into practice on a day-to-day-basis.

5.3.4 Aspects of in-service provision

As has already been noted, all of the interviewees indicated (in relation to *Question 4C*) that they received little institutional support in the early stages of their teaching (see 5.3.1). As the survey data had indicated that over half of the questionnaire participants thought that in-service events were ‘not very useful’ or ‘a waste of time’ (see 4.4.2), the interviewees were also asked about in-service events in the hope of gaining some further insight in this area. Neither Yi-Chen, who had reported participating in 20 in-service events, nor Mei-Zhen, who had reported participating in 15 (see *Table 5.2*), indicated that these events had had any significant impact on their teaching practice. For Kaya, one of the problems associated with such events in her institution is outlined in the translated extract below in which she comments on the offerings of a ‘teacher training centre’ in her institution which appears not, in fact, to offer teacher training.

Kaya: There is in our university a teacher training centre but they offer something like ‘excellence in teaching’ where a

professor talks about how he teaches and that his students really like it. There are also reports by teachers who have received an ‘excellence award’ worldwide. They fly in and tell you what beautiful things they do without any kind of theoretical foundation. [pause] and I have also received ‘excellence awards’ - several - and we know how they are handed out. And if you get one then you are not supposed to receive another for the next five years, and so on. We know these stories.

... and then I have to listen to people who tell me about what they do in their classes - and I think that what these people tell you, you have already known for 20 years. I already know the things they want to sell here as new. So, I want new input. [pause] but I don’t get it very often. (ID 17)

For Wen-Zhong, problems relating to in-service provision related to timing and relevance.

Wen-Zhong: There are a lot of these in-service events. I have just today deleted two of these invitations which were in my email in-box. [pause] Ehh, one actually had a really interesting title, but it was scheduled for a time where I really have no time. Something like communication with your students, or [pause] constructive communication with students in the classroom. When I read this, I thought, I’m going to this event and I’ll ask some questions [pause] but I can’t go. I don’t have time. And this happens often. The problem is further, well, let’s call it laziness. I’m just not going. (ID 27)

What we see in Wen-Zhong’s response – a lack of motivation so far as participation in in-service events is concerned – is something that was also commented on by Kaya who observed that a reason for lack of motivation in some cases was the fact that some teachers were casually rather than professionally involved in teaching GFL.

Kaya: I have done teacher training for this institution but I have had to realize that these teachers did not favor teacher training. On one hand, I was unhappy that there was no teacher training offered by this institution; on the other hand, it was not offered because most of the teachers were not professional teachers. For them, it was simply an opportunity to make some extra money through a part-time job. They just want to have a nice life, and they are not interested at all in good teaching. (ID 15)

What the observations of Wen-Zhong and Kaya suggest is that the type of in-service provision provided for GFL teachers by tertiary institutions in Taiwan may sometimes be unhelpful, being so general as to be applicable to a wide range of subjects (e.g. better ‘communication with your students’: Wen-Zong, ID 27) or not centrally related to pedagogy (e.g. ‘research projects - how to apply for funding’: Andreas, ID 88). This may be one of the reasons why some teachers appear to be more committed in theory to teaching development than they are in reality.

5.3.5 Knowledge and understanding of professional practice: CLT as an example

The survey results (see *Chapter 4*) indicated that that at least some of the participants, while being familiar with some of the terminology associated with language teaching, were less familiar with the concepts that these terms were intended to embody (see 4.4.3.7). In particular, this was evident in responses to questions relating to CLT. Although half of the questionnaire participants indicated that they believed their teaching was ‘communicative’, their attempts to identify some central characteristics of CLT were often unconvincing (see 4.4.3.5). Furthermore, the majority of those who indicated that they believed that there were factors that made it difficult to use a communicative approach in Taiwan made reference to the predominance there of ‘traditional’ approaches to the teaching and learning of German and its impact on students. For these reasons, it

was decided to seek more qualitative data in this area in the interviews (see *Questions 16 & 17*).

Only two of the ten interviewees (Kaya and Wen-Zhong) provided explanations relating to CLT that appeared to be theoretically grounded.

Interviewer: For the past few years, there has been a lot of talk about communicative language teaching, but people don't always mean the same thing by it. What does it mean to you?

Wen-Zhong: Do you want a serious answer? [Begins ironically] Communication - that means to talk with each other. This means a teacher listens to the kinds of questions his/her students ask, and then he/she starts talking [for the rest of the lesson]. So, I believe it means no teacher centeredness and it means teaching activities which emphasize listening and a reaction to what they have just heard that indicates comprehension. Teaching objectives are to gain communicative competence. This means the student should be able after class to express him / herself in the target language in a communicative way which serves the intended purpose without having a focus on grammatical correctness. (ID 88, 89)

Wen-Zhong's irony about a false concept of CLT is more explicit in Kaya's response.

Kaya: That's not easy to say in only a few words. Colleagues who understand the communicative approach as Bla-bla-bla-approach, as we-interact-now, ... this interactive approach is nonsense for me. The communicative approach is not just bubbling words. The objective, in contrast to earlier times, is not the mere translation or reading of literature, but communication. Communication includes oral and written communication. This includes communication involving

literary texts and also non-fictional texts and it includes the writing of non-fictional texts. In contrast to GTM, the aim is not the forward and backward translation of texts, the aim is the application of language within a certain situation: that means to analyse how language is used in situations. In this sense communicative actually means that people learn the language through use and not through a system of rules. It means that it is not the learning of the rules of a language that is the most important but the learning of the language in use.

(ID 86)

Both Kaya and Wen-Zhong appeared to believe that CLT was often misinterpreted as referring simply to ‘talking’ or ‘interaction’ by their colleagues. Indeed, the responses of Alexa, Martin and Andreas appear to provide support for this perspective.

Alexa: Communicative for me is that the teacher has to communicate with the students. Interactive teaching. For me it’s like this.

(ID 158)

Martin: It means interaction for me. This means group work, team work in class. More communication, more interactivity with the students. This is it. I am not from the field of GFL, therefore just a rough explanation.

(ID 141)

Andreas: The communicative approach should foster a clear interaction between teacher and students. And that is the basic principle. The forms may be very different. That could be role plays, various possibilities exist. It can be principally in written or in oral form, that is also communicative. For example, mind mapping is also a communicative teaching method. You do not have always to do dialogues. There are different forms. The most important is that the teacher asks something or vice

versa a student asks and then there is feedback. This is already a communicative teaching method for me.

(ID 134)

In the case of Fei-Fei, Yi-Chen, Yi-Xun, Mei-Zhen and Liu-Hong, their responses appear to be more indicative of what actually often characterizes Taiwanese language classes than to illustrate the ways in which CLT is characteristically conducted. Even so, in each case, there is some element of accuracy in the response.

Fei-Fei: It means for me that students speak more. And, that there is always interaction between teacher and students. And after class students are really able to use the language, not only reading and writing, but also speaking. (ID 163)

Fei-Fei appears to regard any kind of speaking practice, or, indeed, interaction, more generally, as being communicative. In connection with this, it is relevant to note that she had herself been taught in language classes that did not include speaking (see 5.3.6). In fact, it may simply be because her own classes include speaking that she indicated in the survey that she was satisfied with her teaching (see *Table 5.2*) and insisted during the interview that she had no problems with her teaching (see 5.3.3). What is suggested by Fei-Fei's response is that anything that includes some form of spoken interaction is acceptable as a type of CLT.

Yi-Chen: Communicative language teaching in my opinion is that students learn in class, in group work. They learn to communicate with each other. The teacher is actually more a moderator or supervisor. Yes, this is principally my concept.

(ID 166)

Yi-Chen indicated in his questionnaire responses that he taught language in a communicative way (see *Table 5.2*). However, the above extract from his interview suggests that, for him, CLT involves little more than a more learner-centred approach than was characteristic in the past, one in which students

communicate in groups. There is nothing here about the nature of that communication or the ways in which it is promoted.

Yi-Xun: First, it is not only the teacher, who is talking. It is more learner centered. And communicative means further that students can also speak in class. That means, what they learned, they can practice to communicate with the other students. The function of language is communication, yes, so students must have the chance to practice the language.

(ID 150)

In common with Fei-Fei and Yi-Chen, Mei-Zhen sees CLT as involving classroom-based oral communication and, in particular, communication that involves practice of what has been taught. Once again, there is nothing about the nature of that communication or the ways in which it is facilitated.

Mei-Zhen: This means, there are already oral exercises, dialogues, short ones and dialogic templates taught in class. The focus is not on grammar, but on the more pragmatic aspects.

(ID 116)

Mei-Zhen explained CLT also by contrasting it with (her) normal teaching delivery which, as indicated later (see 5.3.6), involves something akin to grammar translation. For her, CLT involves what she describes as “Sprechübungen” (oral exercises) and “Dialoge” (dialogues) which are clearly controlled, even formulaic.

Liu-Hong: I would say communicative means what I learn, I can also use. There is a certain context, for example, I stay in front of a ticket counter at the train station in Germany and I am able to cope with the situation.

(ID 97)

For Liu-Hong, CLT and situationally-based language teaching appear to be synonymous.

The majority of the interviewees, irrespective of whether or not they had had pre-service training in language teaching, appeared to have little genuine appreciation of how the term ‘communicative language teaching’ is characteristically used in the literature on language teaching, being content to classify teaching that includes some aspect of oral interaction, however formulaic, as being communicative in orientation. This suggests that almost any classroom practices that deviate from the teacher-centred practices of the past, practices that were often associated with grammar translation, are positively evaluated and characterized as being communicatively oriented.

5.3.6 Attitudes towards colleagues’ professional practices: CLT and textbook use as an example

Interviewees were asked whether, in their experience, the concept of communicative language teaching had made any real difference to the teaching of German in Taiwan. Many of the responses are indicative of negative attitudes towards colleagues’ teaching practices.

Kaya: Puh, that is difficult. Although colleagues are using communicative course books, they utilize GTM to teach them. There would be a real difference from that moment on if people knew the meaning of CLT. However, having a communicative course book and still applying old teaching methods, of course that does not work. Perhaps it is even worse than before when the course book based on GTM and the teaching method of GTM were at least in correspondence with one another. [pause] And in my opinion the important point is eclecticism when you teach. But if your mental state is based on GTM and you teach with a communicative course book, then people do not become more communicative.

(ID 90 - 93)

Kaya's judgment that her colleagues had little real understanding of CLT and also did not have access to a rich teaching repertoire (allowing for eclectic teaching) would appear to be supported, to some extent at least, by some of the extracts included in the last section (see 5.3.5).

Yi-Xun: ... most teachers have it [CLT] in their heads, but if they are able to teach it, I am not so sure about it. (ID 152)

For Yi-Xun, there is a difference between *knowledge of / about* or *knowledge that* and knowledge of *how to*, that is, between thought and action. This is a critical issue so far as teaching is concerned and one that underpins judgments about the importance of including effective teaching practice in pre-service courses.

Liu-Hong: I think that certain books, certain course books become more and more difficult for some colleagues to teach. This leads to the conclusion, that they are not able to work with these course books.

Interviewer: Aha, what kind of course books? Do they have a communicative approach or are they still older?

Liu-Hong: Well, Berliner Platz¹⁴⁰ was severely criticized because some colleagues were not able to handle this course book. They were not able to teach with it since they did not know how. There is nothing [for them] inside this book. There are no exercises. There are a lot of opportunities to speak, but no [pattern] drills. And my conclusion in relation to these colleagues' statements about this course book was that for some teachers communicative or the communicative approach is kind of difficult. (ID 99 - 101)

Liu-Hong's references to the absence of exercises and drills in some textbooks, and the problems this created for some colleagues, suggests that it is not only

¹⁴⁰ Lemcke, C., Rohrmann, L., Scherling, T. (2002). Berliner Platz 1. Deutsch im Alltag für Erwachsene. Lehr- und Arbeitsbuch 1. Berlin, München, Langenscheidt Verlag.

grammar translation (as indicated earlier) but also aspects of audio-lingualism that characterize much of the teaching of German in Taiwanese tertiary institutions.

Mei-Zhen: Communicative is if someone is able to integrate pragmatics or discourse theory into the class as objectives, and I think for most teachers that is not very concrete. Therefore, it is very helpful for us – very much – if we use such course books. This means if we use a particular course book and it is already very communicative. [pause] We use course books which follow in their concepts the CEFR and this helps us in some ways. Not many of us are experts [in the field of GFL / FLT ?], we have a lot of experts [in other fields ?]. We have professors here in our university but we are not able to produce our own course book. So, we take the books of German publishing houses. ... with these course books, we are able to teach our students up to the Zertifikat [Goethe B1] or even further until they reach the B2 or C1 level. Anyway, to do this alone [creating teaching materials] would not be a simple task for us. ... and the communicative approach of Piepho, not all teachers know it. And we are not able to create a text in relation to his ideas of receptive reproductive productive or creative exercises. We are not able to do this. And therefore, it is easier to use course books.

(ID 115 - 119)

The extract above from Mei-Zhen's interview appears to be an honest account of the situation as she sees it, an account that clearly indicates the real nature of some of the problems associated with the fact that teachers of German in tertiary institutions in Taiwan may lack even a basic understanding of the research-based literature on the teaching and learning of additional languages. As Mei-Zhen continued, outlining her approach to certain text books, it became increasingly evident that she had been influenced, possibly to some extent by her own experiences as a language learner, by aspects of audio-lingualism as well as

grammar translation and also that she regarded the former as being both effective and relevant from a contemporary perspective.

Mei-Zhen: We just decided to use the course book Schritte¹⁴¹. I discovered that Schritte is really good for oral practice, further for speaking. So, there are short dialogues [pause] I can take such short dialogues and modify them into pattern drill exercises. I have the impression this helps a little bit. If I apply the audio-lingual method, not always grammar translation, not always with the focus on grammar transfer, hahaha [laughing]. (ID 48)

Reinforcing the views expressed in the translated extracts above are the following translated segments from Fei-Fei's interview (referring to her own experiences as a learner of German) and the interview involving Alexa (in which she comments on the practices of some of her colleagues). In each case, these interviewees are referring to experiences in a different institution.

Fei-Fei: I could not speak [German] at all, not a word, because we did not practice [in class]. I wrote very well and my exam grades were really great, but I was not able to speak. (ID 172)

Alexa: Only a few [colleagues apply CLT].... They [other colleagues] translate from German into Chinese or from Chinese into German. Yes. And they do it in almost all of their courses. Yes. That's true. By doing so, some people manage to teach all [kinds of] courses. (ID 162)

As indicated by the translated interview extracts above and in the previous section, knowledge of what is involved in CLT is, at best, partial in the case of most of the interviewees. Furthermore, the fact that textbooks, particularly, perhaps, those

¹⁴¹ Reiman, M. (et al.). (2006). *Schritte 1 International. Kursbuch und Arbeitsbuch. Deutsch als Fremdsprache*. Ismaning:Hueber Verlag.

that purport to be based on the CEFR, may be designed in ways intended to facilitate CLT is no guarantee that these intentions will be realized in practice. It appears that at least some teachers of GFL in tertiary institutions in Taiwan believe that the inclusion of any form of oral practice in class, including the formulaic pattern practice characteristic of audio-lingualism, represents a significant advance on the grammar translation approach.

5.3.7 Curriculum and syllabus design

Survey results indicated that one third of participants were not required to teach according to a syllabus and that course books determined syllabuses (see 4.4.3.8). These were issues which it seemed important to follow up in the interviews which therefore included three questions in this area (*Questions 15 A, 15 B and 15 C*).

Eight of the ten interviewees (Alexa, Fei-Fei, Liu-Hong, Kaya, Martin, Mei-Zhen, Yi-Xun, Wen-Zhong) responded in the affirmative when they were asked if most syllabuses for language courses were based on textbooks – see, for example, the translated extracts from Yi-Xun, Mei-Zhen and Liu-Hong below.

Yi-Xun: Ah, yes. Normally, it is like that. (ID 128)

Mei-Zhen: Hm, yes, right. We teach the course book. And I copy some parts of the course books' content into the online syllabus. (ID 109)

Liu-Hong: Yes because it makes simply for a convenient reduction of workload. However, when the chapter is called "Rent a flat", then I write "Rent a flat" into my syllabus, yes. (ID 86)

For Fei-Fei, Mei-Zhen and Alexa the syllabus appears to have little function over and above fulfilling administrative requirements.

Fei-Fei: I always think nobody is going to read my syllabus. This is just an administrative matter. (ID 149)

Mei-Zhen: In reality we teach according to the content of the course book. Therefore, the online syllabus is just an administrative matter, but we have to do it. It's a pity. (ID 107)

Alexa: Yes, we do it also [this way]. We link it into the internet. The university demands it. (ID 148)

The syllabus – what is actually included as the content of language courses - is something that has been fiercely contested over the past several decades. Even so, so far as the majority of the interviewees are concerned, it is of little importance, something that is required to meet the demands of institutional administration but something that can be left in the hands of textbook writers who may, in fact, have little or no experience of the situation regarding the teaching and learning of German in Taiwanese institutions.

The term 'curriculum' can be interpreted in a number of different ways, generally being used in a way that is synonymous with 'syllabus' or in a way that includes all aspects of a language program, including approach, methodologies, testing and assessment, etc. When used in the second, more inclusive sense, as it clearly was intended to be in this case (in that the term 'syllabus' was also used), the curriculum has the added significance of providing links, continuity and progression among the various courses that make up a single programme.

For Martin (ID 139), the curriculum was thought of as an electronic overview of courses; for Alexia (ID 156), it was seen as being made up of the main areas of study and course credits; for Andreas (ID 131), it was conceived of in terms of a site map outlining the main areas of study. Whereas Kaya and Yi-Xun (ID 78 & ID 139) believed that there was, in fact, no curriculum at all for the German language programme in their institutions, Fei-Fei (ID 161) and Andreas (ID 129) believed that there was one in the case of their institutions. Interestingly, however, those who taught in the same institution did not necessarily agree, something that suggests considerable confusion in this area.

So far as Kaya is concerned, the curriculum is interpreted in very broad proficiency band-related terms rather than in terms of specific content and is, furthermore, apparently used primarily as a ‘weapon’ with which to confront those teachers whose students are not perceived as making the appropriate proficiency gains.

Kaya: We all agreed to work according to the CEFR. Every year is more or less one level. We did not go the official way, but have done it to have a certain standard. This is to avoid hard working teachers working their asses off and always having to make up for teachers who somehow do not do anything. We have established a pattern of following the CEFR level. That means that if Mrs. XY does not move her ass, then I am able to point that out. I can tell her: Listen, we have these rules and you should have taught A2, but you haven’t done it.

Interviewer: So, you guys do not have a curriculum which shows how the courses build up on each other. It is more a level description according to the CEFR?

Kaya: Yes. Exactly. Curricula in the real sense of the word do not exist because most people do not even know what it means. Although we have people who claim as solid as a rock that we have a curriculum, I can claim with just as much validity that I have a little green Volvo in my pocket.

Interviewer: Haha, so, what you want to express is that people do not know what a curriculum is and that they are not able to distinguish between lesson plan, syllabus and curriculum?

Kaya: Exactly. They have not the slightest idea about it. But as you know professors of literature know everything better than everyone else and so to expect that they come forward and admit their incompetency does not work.

(ID 72 - 80)

As Wen-Zhong makes clear, the existence of a document that appears, at a superficial level, to indicate clear connections between different courses does not represent any guarantee that there are such connections at a deeper level and, furthermore, such documentation may be written in such a way as to allow for a range of possible interpretations.

Wen-Zhong: We have a very beautiful overview plan of the curriculum requirements what our students have to do in order to get their degrees. And this curriculum map displays a lot of nice sounding course names [pause] and if a reader sees there is something in the first year and something in the second year, then connections are drawn to fit the puzzle together. That is the first layer of your question: Can you see relations? Yes, you can see them. However, the answer based on the layer beyond this superficial impression is ‘no’. The courses do not build upon each other, because there is no agreement on their content. And what the reader might believe when seeing this beautiful plan with all its nice names happens inside the head of the reader. It has nothing to do with reality. (ID 86)

Fei-Fei said that she taught all four skills in a course labeled ‘conversation’ (see 5.3.3), and Alexa talked about colleagues applying a ‘one size fits all’ approach to teaching practice (see 5.3.6). When these statements are considered in conjunction with the interviewees’ responses to questions about syllabus and curriculum, it appears that, in general, course and programme planning is regarded as little more than a chore required to comply with institutional requirements – a matter more of words than of actual practice. At no point during the interviews did the interviewees raise issues relating to the different types of content that might be considered appropriate from the perspective of differently oriented approaches to syllabus design. Only one of them raised issues relating to overall programme integration as it relates to curriculum design and implementation. There was no overall agreement on the form that a curriculum might take or on how it might be implemented. While some believed that their institutions had curriculum documents, others did not. Furthermore, those who

believed that they did made reference to very different kinds of documentation. Only in one case (Kaya) did an interviewee clearly specify the nature of her institution's curriculum documentation. In that case, it was, apparently, made up of CEFR-style bands/ levels. Given that textbooks, particularly textbooks written in Europe, generally claim to be consistent with these CEFR bands/ levels, it seems likely that it is, in fact, the textbooks (as previously indicated) that generally supply course specifications (see 5.3.6). However, as we have seen, the fact that textbooks are predicted on a particular approach is no guarantee that teachers will use the textbooks in the ways intended. Indeed, they may reinterpret textbook content that may be essentially communicatively oriented so that it becomes consistent with methodologies/ approaches (e.g. grammar translation and/or audio-lingualism) that are more familiar or, simply, preferred. In fact, it is not only textbook orientation that may be ignored or reinterpreted but the course labels themselves, with courses labeled as, for example, 'conversation' being taught in a way that involves the four skills of reading, writing, listening and speaking (see 5.3.3). On the basis of the data provided by the interviewees, it would therefore appear that there may be a vacuum at the very core of the planning for teaching GFL in Taiwanese tertiary institutions.

5.3.8 Motivation, passivity and progress

Almost half of the respondents to the questionnaire-based survey believed that one of the reasons why their students elected to study German was the fact that they had failed to score sufficiently well in examinations to gain entry to other options (see 4.4.3.1). In order to gain a better understanding of the situation regarding motivation and, in addition, the widely held belief that Taiwanese students are characterized by passivity, questions about both (Questions 6 and 10) were included in the interviews.

The majority of interviewees (Alexa, Martin, Mei-Zhen, Wen-Zhong, Yi-Chen and Yi-Xun) stated that they had difficulty in motivating their students. Two of the others (Liu-Hong and Andreas) indicated that this was true to a certain extent (jein: yes and no) and the remaining two (Fei-Fei and Kaya) that it was not true in their case.

For Fei Fei, who indicated in her questionnaire responses that she was satisfied with her teaching (see 5.3.2 and *Table 5.2*), the issue of motivation appears to be one that is addressed at a rather superficial level, being seen as something over which she has a large measure of control.

Fei-Fei: I am able to motivate my students very well. For example, I always tell my students after the mid-term exam - in case they had bad grades – that now is a new beginning, forget everything [about your bad grades], we start now afresh; a new beginning. And then, students are very motivated.

(ID 63)

For Kaya, motivation is judged largely on the basis of the achievement of excellent results in an externally moderated proficiency test – the German Academic Exchange Service – and, hence, the gaining of scholarships (Kaya, ID 52). This was seen as being indicative of a high level of extrinsic motivation. Also seen as being indicative of a high level of intrinsic motivation was the fact that students taught by Alexa in another institution pursuing a minor in German performed as well or better than students pursuing a major in German studies in the same institution (Alexa, ID 41).

Interviewees who responded with ‘jein’ (Liu-Hong and Andreas) both indicated that they wished to avoid making generalizations, describing their students as varying in terms of motivation.

Liu-Hong: Jein! It depends on the class. I have classes, where students are really hard working and in other classes, where they learn less. It might be in relation to the teacher who the students experienced before. And I do not only mean from our institution, even before they entered our institution. You can see how former teachers influenced them. Are students used to expressing their opinions or not.

(ID 34)

Alexa and Yi-Xun both indicated that their students were often unclear about why they were studying German.

Alexa: I asked my students the same question and they also sometimes do not know why [they study German].
(ID 49)

Yi-Xun: Students... just want to get a degree. They do not say it, but that's the way it seems.
(ID 56)

An important observation was made by Andreas who noted that a reduction in motivation can accompany the realization that learning German is more difficult and offers fewer job prospects than students initially believed. An observation that is, perhaps, even more important was that student motivation and teacher attitudes and practices are critically related. This appeared to imply that GFL teachers sometimes taught in a way that was not calculated to secure or improve student motivation. Andreas' comments, combined with observations relating to the apparent incapability and /or unwillingness of some GFL teachers to teach in a more interactive way, even when using communicatively oriented text books (see 5.3.6), is clearly something that needs to be addressed.

Andreas: They [the students] think one can learn the language very fast and they say they would like to speak German as well as the Germans. That is somehow their illusion and then after one semester they realize it's not that easy and the grammar is so difficult and they also have no good job prospects. That drags students down. This group is very difficult to motivate.

Another reason - in my opinion – is the teachers. Although I do not like to say I - ha, ha [embarrassed laughing] - I have nothing against it when people nowadays say we ought to teach in a learner-oriented rather than a teacher-oriented way. A lot of teachers do not agree with this, or agree but do not know how to teach in this way. But teaching, if it is to attract

students, has to be more lively and interactive, especially in the case of FLT. And it is possible. How can you learn a foreign language in a more lively way without interactivity? And this is why I say the motivation of students depends not only on the students, but also very often on the teachers.

(ID 58, 59)

Reinforcing the observation noted above are the following translated comments by Martina and Fei-Fei (referring to different institutions from the one in which Andreas was involved).

Martina: Another point is how you act in class. If you think your students are a bunch of idiots, nothing will happen in your class. I have worked before in German departments at other universities and there were colleagues who thought in general about their students as idiots. And at the same time, these colleagues had no idea, what they were doing in class. In the second semester, they started with linguistics relating to medieval German. [pause] No wonder that in these kinds of classes nothing is going to happen. I mean, can you really expect that a 19 year old Taiwanese to be interested in the love literature of the 8th century written in medieval German?

(ID 55)

Fei-Fei: They [the students] told me they hate German. I did a survey at the beginning [of the semester]. They hated German.

(ID 129)

Kaya provided further information regarding things that she believed might demotivate students. It is, in this context, important to point out that Fei-Fei, Andreas, and Kaya were describing the situation in different institutions.

Question 10 was designed to clarify what teachers thought about the stereotype of the passive Taiwanese student and its relation to cultural traditions, something to

which references were made in survey responses (see 4.4.3.5). Only two of the interviewees (Wen-Zhong and Martin) judged their students to be, in an overall sense, passive.

Interviewer: There is always talk about the traditional Chinese way of teaching, the exam-oriented education system and, as a result, the passive Taiwanese student. What's your opinion and experience?

Wen-Zhong: It has nothing to do with the traditional exam thing, exam system but I think also, that students are very passive.

(ID 51, 52)

Martin: It [passivity] is remarkable. However, it is not a question of exams, it's a question of culture, I believe.

(ID 106)

Six of the interviewees (Alexa, Andreas, Fei-Fei, Liu-Hong, Kaya, Yi-Chen and Yi-Xun) were of the opinion that it would depend, to some extent at least, on the teacher whether students turned out to be passive or not. In addition, according to Fei-Fei, the stereotype of the passive Taiwanese student was already out of date.

Liu-Hong: I have to say yes/no again. There are also very active students. Therefore, I would not like to generalize that this is true [that students are passive]. It also really depends on who is the teacher and what the teacher does in class.

(ID 54)

Yi-Chen: It can be different. Sure, there are passive students but I also have the experience that students can be motivated. If they are taught in an interesting way, these students do not fit into this schema. Just the opposite is true. They participate very actively in class. They have ideas, they are creative, etc.

(ID 93)

Fei-Fei: In my opinion, students today are different. When I was a student, we were really passive in class. We [students] also often didn't talk in class. But students today are different. Not everybody, but most students are different. They ask questions, something that we never would have done. Of course, that also has something to do with the teacher, nevertheless, students also have changed.

(ID 105, 106)

Alexa: In my opinion the teachers play a very crucial role through their teaching. [pause] For example, the interaction between teacher and students is very, very important. I think there are still some teachers who just talk the whole time in class on their own. Yes, really!

(ID 104)

Kaya: Passivity has to be seen in relation to what the teacher is doing with these people. Of course, if there is a jerk standing in front of the class, just talking alone, not allowing questions, then everything becomes passive. Then everybody just listens to what the Lord in front of them is saying.

And this [that the teacher talks in front of the class] is always explained as something cultural. I mean they always argue it in relation to Confucius. And this is when I tell people, please start reading Confucius. Confucius is for an active transfer of knowledge. It's about questioning and response. Giving hints for solutions but not the full answer. It is really astonishing what they made out of this pitiable Confucius.

(ID 47, 48 - 50)

Most of the interviewees indicated that they had problems concerning student motivation. While there are clearly exceptions to this, the observations of most of the interviewees, taken together, present a picture of students who often elect to study German because their grades are too low to allow them to pursue subjects

they may prefer. Furthermore, these students were reported as being often inadequately prepared for the difficulties involved in achieving a high level of proficiency in the language and as being faced with teachers who are unable, or unwilling, to adopt attitudes and practices that are consistent with the needs and interests of their students. Some problems relating to student attitudes (including motivation) and achievements are considered by some of the interviewees to be, at least to some extent, related to teacher performance and, in particular, to the ongoing prevalence of teacher-centred GFL classes where lecturing is the predominant approach. Furthermore, as both Fei-Fei and Kaya observe, the stereotype of the passive Taiwanese student is a dated one that may, even in the past, have been applied inappropriately. In fact, only one of the interviewees appeared to believe in the validity of the passive student stereotype and to relate it to Confucian heritage. Underlying many of the comments of the interviewees, there appears to be a belief that the stereotypical representation of Taiwanese students as being passive could represent a convenient excuse for ineffective teaching.

5.3.9 Students' language proficiency

In the survey, over 70% of respondents said that they were not satisfied with their students' proficiency achievements (see *Table 4.47*) and almost half of them saw a link between this and their perception that their students' intrinsic motivation was generally low. This therefore seemed to be an issue that should be followed up in the interviews.

When asked whether they perceived the proficiency achievements of their students to be a problem, six of the interviewees (Alexa, Andreas, Liu-Hong, Wen-Zhong, Yi-Chen and Kaya), responded in the affirmative, two in the negative (Kaya and Mei-Zhen), and two (Yi-Xun and Fei-Fei), with a yes/no response. However, only one (Alexa) mentioned low intrinsic motivation as a reason for what she saw as unsatisfactory proficiency development. Half of the interviewees (Alexa, Andreas, Fei-Fei, Kaya and Wen-Zhong), referred, directly or indirectly, to their perception that low levels of proficiency development could be related to the pedagogic inadequacies of teachers (something that provides

further support for some of the opinions expressed by interviewees that were reported earlier).

For three of the interviewees (Kaya, Liu-Hong and Wen-Zhong), a critical issue in relation to low levels of proficiency development was inadequate curricula (see translated extract from Liu-Hong's interview below)

Liu-Hong: In my opinion, it [low proficiency] happens because the [language] courses have no orientation [curriculum]. That means the courses are not connected. There is no link between the first and the second course. For example, if the teacher does not change, then it is still okay. But if the teacher changes, then there is no information; no exchange of information. At least, we made the decision that we all use the same course book now. However, there is still a lack of information. I do not know what they [students] have already practiced. How many letters did they do? Did they do letter writing at all? Did they learn prepositions? I just do not know where to continue. I do not know what they have done.

(ID 67)

In addition to the perception that proficiency development is inhibited by inadequate curricula and outmoded teaching methods (both of which must be, to some extent at least, a reflection of the employment policies of institutions), there was also the perception, expressed by Yi-Chen, that students in the same class often have different levels of language development (something that is indicative of the fact that institutions do not take seriously, at least so far as GFL is concerned, the concept of there being an important relationship between measurable language development and progress within the tertiary education system).

Yi-Chen: The different level within a class. They [colleagues] started to discuss, if it would make sense to differentiate classes according to students' level.

(ID 137)

While it was not surprising to find that six of the interviewees agreed that their students achieved lower levels of proficiency in German than was desirable, what was surprising was the fact that half of the interviewees saw this as being, in part at least, a reflection of the outmoded and/or inadequate pedagogic practices of teachers. One of the interviewees highlighted the fact that the absence of adequate curricula also contributed to lower proficiency gains; another drew attention to the difficulties posed by having students with divergent proficiency levels in the same class. What all of this suggests is that the employment and staff development practices of institutions are inadequate.

5.3.10 Compliance: workload, documentation and evaluation

Several of the interview questions related to challenges, including administrative challenges, outside and inside the classroom (Questions 8, 9 and 14) and there were also opportunities for interviewees to refer to any such challenges in response to two more open questions (Questions 11 and 12). What emerged was an overwhelming sense that the interviewees were burdened by an increasing workload and by increasing expectations in relation to documentation and evaluation.

The survey results indicated that the total reported average of participants' work-related activity time was almost 50 hours (see 4.4.1.4), including an average of almost 13 hours of classroom teaching, 20 hours of teaching-related activities, about 8 and a half hours of administration, and over 8 hours in relation to research. It was therefore not surprising to find that when asked about any major challenges they faced outside of the classrooms, five of the ten interviewees (Kaya, Martin, Mei-Zhen, Wen-Zhong and Yi-Chen) referred to various administrative demands, including research, documentation of work, evaluations, participation as members of commissions and committees and extra curricular activities (e.g. organizing events, theater productions, exchange programs and travel with students to Germany). Asked directly whether their administrative workload had increased, six of the ten (Alexa, Liu-Hong, Martin, Mei-Zhen, Wen-Zhong and Yi-Chen) indicated that they believed that it had. Examples of responses are provided below.

Alexa: Teachers have to be class teachers. Yes. And then they have to announce two office hours a week for students' affairs. Teachers have a lot of homework to correct. There is also a lot of administrative work to do. For example, we have to organize activities [pause] theater plays, activities for Christmas, etc. Teachers who teach essay writing need a lot of time for correcting. We also often get forms to fill out. We also have to do self-evaluation every two years to get an extension of our employment contract. Self-evaluation in the three areas of research, teaching and service. We first have to evaluate ourselves. We have to check how good or bad our points are; and then of course, we have to prove it. We have no assistant for teachers. (ID 121, 125, 129)

Andreas: Some teachers do more, others less. We have meetings, we have conferences, we have student club meetings, and we have committees. You must be in at least two or three. You must do this and when it comes to your evaluation it belongs to the category for service. Full-time teachers actually must present 60% of their courses as e-courses on an online-platform. However, it depends on the teacher. You do not have to do that much; just upload all your materials or supplements and finished. You do not have to integrate interaction [chat or email functions]. But I do much more online because the students seem to have fun and then I like to do it. Still, it is a further workload, but, thank god, I have had a special assistant for the past three years. We can apply for one assistant for every e-course. And that is what I have done. That's a big help. (ID 115, 118)

Wen-Zhong: Documentation of my work is one administrative direction which bothers me. [pause] and the second category of administrative trouble is extracurricular activities which you are bothered with continuously. For example, there is one project which is in relation to the ‘excellence program’ [of the MOE]. We have had this [excellence] program for the last four, five years but the problem is that these projects run beside my normal work. I have a project with the name XXXX where I have to organize four lectures given by people from outside the university, and, in addition, I have to organize one company visit. [pause] That sounds simple but it isn’t. Try to find someone who has something to say of interest and convince him/her that despite the fact that there is no payment, he/she still has to come; then you have to brief the person in advance not to have too high expectations and you have to take care of this person and of the lecture so that students are able to follow. Both sides have to be happy because they also have to fill out evaluations concerning my work. These evaluations are part of the general evaluation procedure. I have to contact people, have to take care of the advertisement and posters for this lecture. I have to write letters to invite students and inform other faculties of the university. If the lecture has happened, I have to analyze the evaluation sheets and report the results to the lecturer and thank him/her again. For example, today, between 9 am and 7 pm, I had no time to take a deep breath. Just in the middle of all of this, I jumped into my classes and did a little bit of teaching. And all this only to bring the first of these lectures a step further. Other steps [in relation to this lecture] are going to follow to make this event happen.[pause] This activity has absolutely nothing to do with my teaching and costs me an extreme amount of time, very extreme indeed, and wastes my energy.

(ID 72, 74)

Student evaluation and self-evaluation, which vary in form from institution to institution, may take place at departmental, faculty or Ministry level. Although none of the interviewees had, at the time of the interviews, suffered as a result of negative evaluations, at least six of them (Andreas, Liu-Hong, Kaya, Mei-Zhen, Wen-Zhong and Yi-Chen) expressed concern about them, while three others (Alexa, Martin and Yi-Xun) adopted a more relaxed attitude towards them. Some illustrative translated extracts from the interviews of Liu-hong and Kaya (relating to student evaluation) and Yi-chen and Andreas (relating to self-evaluation) and Wen-Zhong (in relation to documentation in general) are included below.

Liu-Hong: We have two evaluations every semester, one in the middle of the semester which is voluntary. You get a grade between zero and five, as far as I know. But relatively few students do it. At the end of the semester there is an obligatory one. The students have to do it if they want to get permission to elect their new courses through the [computer-] system. They have around 10 to 15 courses so they probably do not take time to fill in their answers carefully. That means that it is more a reflection of feelings about the course. It can detect how the mood is, how the atmosphere in class is. Of course, it has an influence on me. If I get a bad evaluation, then I ask myself what went wrong. (ID 48)

Kaya: I am evaluated twice by my students. The first one is the official evaluation from the university, with a third class amateur questionnaire, which we all know too well; where they just measure whether the teacher was freshly showered and nicely dressed. This questionnaire is the same for all students [of the university] and you get the results shortly before the end or after the end of the semester, in any case, too late. [pause] From the administrative perspective, the official evaluation from my students counts for my general evaluation. Therefore, I need good student evaluations.

We still have our departmental evaluation. We just had it last week. This is pretty tiring because all your scientific work counts. Actually, we get evaluated relatively often. So far as I am concerned, the whole evaluation system has become kind of annoying. It is just overtaking everything else. There is so much evaluation going on that you have no time left to work because you are kept busy filling in tables and publication lists in different versions. (ID 27, 29, 36, 39)

Yi-Chen: These evaluations. Until you have got together all documents you need. The forms [pause]. One really has to look for, etc. This also takes time. (ID 100)

Andreas: The university demands that every teacher evaluates her/him/self. I think they do it now everywhere. The evaluation includes service, mentoring, research and teaching; these four areas. And teachers have to report what they have done for each area. We have to do a list about our research, and then you have to upload your publications. We have an online platform just for the publications. It is a big burden. (ID 83)

Wen-Zhong: The documentation of work. This goes [pause] even so far [pause] If you are a class teacher, you have to give proof of at least one tutorial with each of your students. ...the number this year was 60 hours of tutorials. The year before.... I was supposed to do one tutorial with each of my students. Every tutorial I had to give proof about - with one DIN A4 form and a photograph of the tutorial. We had to write down a short summary of the conversation and then print it out. Afterwards, we had to give it to our departmental office. There it had to be stamped by our department chair before it was sent to the

faculty's office where it was stamped again and then it was sent to the personnel office to be put on file.

(ID 66)

It was noted in the sections above that tertiary educational institutions in Taiwan appear to adopt a rather cavalier attitude towards the teaching of GFL, being willing to employ staff who have had no pre-service training and doing little to ensure that (a) curricula are robust (and include clear indicators of progression among levels), (b) teaching materials and methods are in line with contemporary research-based developments, (c) staff are adequately supported in terms of professional development, (d) there are clear and specific guidelines relating to minimum and maximum competences required in order to qualify for entry into specific courses which make up parts of an overall programme, and (e) the number of students in each class is no greater than can be taught competently using methods other than a teacher-dominated lecture-based approach. In relation to the last point, it is relevant to restate here that the average class size reported by survey participants was 33 (see 4.5.1.4) and that Alexa's institution had, on average, 50 to 60 in one class (ID 27). In spite of all of this, as indicated in the translated interview extracts included in this section, these same institutions appear to require a high level of compliance in other respects, including ongoing course digitization, engagement with 'excellence' programmes that may, according to one of the participants, do little more than direct attention away from core teaching, and participation in research and a wide range of extra-curricular activities and evaluation procedures, none of which seem likely to compensate in any way for what appear to be serious deficiencies in appointment procedures and in-service development in the area of pedagogy.

5.4 Overview and some final comments

The interviews proved extremely valuable in providing more in-depth commentary on a number of issues that had emerged in the survey as being of considerable potential interest in relation to the teaching and learning of GFL in tertiary educational institutions in Taiwan.

While the questionnaire responses indicated that many of the participants had received no training in language teaching prior to their appointment as teachers of GFL, the interviews indicated that the situation may be even worse than appears to be the case on the surface, with qualifications that appear, in terms of their labelling, to include teacher training not necessarily doing so, or not necessarily doing so in a way that is likely to be effective. What the interviews also reveal is the fact that at least some of those who have advanced research-based qualifications in the teaching and learning of GFL may have undertaken these qualifications without having had any prior training in the area of language teaching and learning. Thus, the percentage of GFL teachers in tertiary institutions in Taiwan who have not had the benefit of a comprehensive pre-service training programme in language teaching is likely to be very high. Hence, the number of GFL teachers who, in common with most of the interviewees, experience significant problems associated with pedagogy in the early stages of their teaching is also likely to be very high.

Bearing in mind that the majority of the interviewees indicated that the institutions for which they work do not provide adequate, targeted in-service support or adequate information about the students to be taught, it also seems likely that the majority of these teachers will continue, like most of the interviewees, to have ongoing teaching-related problems, some of them having little or no option but to resort to approaches and methods (including grammar translation, audio-lingual repetitive practice or simple lecturing) that they were themselves subjected to as language learners and, in some cases, to interpret textbooks which are intended to reflect the communicative practices recommended by the Council of Europe in ways that allow them to revert to the more formulaic approaches that were particularly favoured in the first half of the twentieth century and earlier (see *Chapter 3*).

Also evident from the interviews is the fact that language classes often include a large number of students, sometimes, according to one of the interviewees, as many as 50, with a wide range of proficiency profiles, making it very difficult to teach in a way that is consistent with what is generally now considered to be good

practice. Added to this, according to the majority of the interviewees, is the failure of institutions to take issues relating to curriculum planning (including course integration) seriously, resulting in a situation in which GFL teachers may be provided with little or no useful information about what their students have already learned and what they are expected to learn, one in which they may rely heavily on textbooks to determine course syllabuses.

In view of what has already been said, it is not surprising to find that most of the interviewees indicated that they had problems concerning student motivation, something that, as several of them indicated, is likely to be related, in part, to a recent significant increase in the percentage of high school students gaining university entrance and the fact that many of those who elect to study German are likely to have decided to do so because their performance in entrance examinations is not adequate for them to gain entry to some other courses, such as English, which are more competitive. This, in addition to unrealistic expectations in relation to progress, is, no doubt, an important factor so far as student motivation is concerned. However, according to some of the interviewees, something that is at least equally important is teacher performance, with the ongoing prevalence of teacher-centred, lecture-based GFL classes (a result, in part at least of inadequate teacher training) being unlikely to do anything to enhance student motivation. So far as almost all of the interviewees are concerned, the stereotypical representation of Taiwanese students as being passive is not a factor in relation to motivation. Indeed, only one of the interviewees appeared to believe in the validity of the passive student stereotype and to relate it to Confucian heritage, with the comments of many of the interviewees suggesting that it is a convenient stereotype that provides teachers with an excuse for the failure of many of their students to flourish and to improve their proficiency in a way that their teachers regard as being consistent with the various stages of their learning.

A further point that emerged from the interviews relates to workload and compliance, with teachers being required to perform, in addition to teaching, a wide range of tasks, many of which, while being extremely time consuming, do not necessarily make any genuine contribution to teaching and learning and certainly cannot be regarded as in any way compensating for appointment

procedures that do not include evidence of effective training as a requirement and employment practices that do not include effective support for teaching development.

Overall, the interview data reinforces and expands on the data derived from the questionnaire-based survey, highlighting the problems that are likely to arise where teachers are appointed without adequate pre-service training and are then expected to function professionally without adequate in-service support and development. In all of this, the Goethe Institute emerges unscathed, offering what appears to be high quality GFL teacher education to those fortunate enough to be accepted into one or more of its programmes.

Chapter 6

Inside the Taiwanese GFL tertiary classroom

6.1 Introduction

This chapter reports on the observation and analysis of 60 hours of GFL lessons taught in tertiary institutions throughout Taiwan. The chapter begins by outlining the background to the classroom observations (6.2) and then provides an overview of all of the lessons observed and recorded (6.3) followed by a more detailed discussion of five of the lessons (each of which has been transcribed) (6.4). It ends with some conclusions (6.5).

6.2 Background to the classroom observations

6.2.1 Rationale

Lohmann (1999, p. 14) has observed that there is a lack of specific information about the teaching of GFL in Taiwan. In order to determine the extent to which the views expressed by participants in the questionnaire-based survey and semi-structured interviews reported in *Chapters 4 and 5* were consistent with classroom practices, it was decided to observe and make video-recordings of a number of GFL lessons taught in tertiary educational institutions throughout Taiwan, providing an overview of all of the lessons recorded and more detailed discussion of a sample of them, that sample having been transcribed (with all indicators of the participants removed) so that direct reference to them could be made without revealing the identities of the participants or the institutions with which they were associated.

6.2.2 Ethics-related issues

In the case of research-related classroom observations, it is particularly important that teachers and students should understand the nature of the research being

undertaken and the reasons for it, should give their fully informed consent, should not have their lessons disrupted any more than is absolutely necessary, should have an assurance that neither their identities nor that of the institutions with which they are associated would be revealed, and should also have an assurance that the researcher's intention is to make a positive contribution to teaching and learning through appropriate dissemination of the research findings. Consequently, an application was made to the appropriate research ethics committee of the institution under whose auspices the research was conducted¹⁴², that application including details of the procedures to be followed along with an English translation of an introductory letter with an attached consent form (see *Appendix 6.1.1 & 6.1.2*). Following approval, the English versions were translated into German and the student version was also provided in Chinese (see *Appendix 6.2.1, 6.2.2, and 6.3*).

6.2.3 The teacher sample

The sample of GFL teachers was one of convenience (including a group of teachers known to the researcher through conferences, workshops or cultural events and teachers known to those included in the first group). Not all of those approached agreed to be involved. The final sample included 22 teachers from seven public and private institutions in Northern and Southern Taiwan. The age ranges and length of experience teaching were almost in accordance with survey findings reported in *Chapter 4*, as were the gender ratio (14 female; 8 male) and the proportion of native-speakers (8) and non-native (14) (nnG) speakers of German. The lessons were recorded on DVD and each of the teachers involved was provided with a copy of the DVD containing his/her lessons.

6.2.4 The observation sessions

Altogether, 61 classroom hours of classroom teaching were recorded, comprising one 3-hour session, two 1-hour sessions and 28 two-hour sessions. The lessons recorded had a variety of titles (e.g. 'Conversation', 'Grammar', 'Listening',

¹⁴² The Research Ethics Committee of the School of Māori and Pacific Development of the University of Waikato

‘Language Laboratory’, ‘German’), titles which were not always indicative of the actual lesson content.

The recording equipment was located in a stable position on a tripod (generally located at the side of the class) for each recording session. The video camera’s wide-angled lens allowed for a good view of general classroom activity. On some occasions student notes are visible in the recordings. When students moved around (*TAKE 41, 42; TAKE 53*) or left the classroom (*TAKE 15, 16*), the camcorder could be dismounted from its tripod for comprehensive video footage.

The digital files stored on the camcorder’s hard disc drive were later transferred to a desktop computer and burned onto DVDs. Thoughts, incidents and details concerning the teacher, the students, teaching materials, and the teaching content were noted in a recording log (see *Appendix 7.1*).

The teachers and students were asked to proceed as they normally would, sticking to existing teaching plans and teaching and learning procedures. It is accepted, however, that it is likely that the presence of a researcher and of recording equipment had some impact on the behaviour of the participants.

6.2.5 Data analysis

The data analysis was undertaken in two stages. The first stage involved reviewing all of the recorded material and providing an impressionistic analysis in terms of the overall approach/ methodology employed. The second involved the transcription of a sample of the lessons and a more detailed criterion-referenced analysis of these lessons.

All 61 recorded sessions of one hour were reviewed and an observation form was filled out and notes were taken. These records were then coded to allow for the transfer of information into summary charts. Initially, use was made of Nvivo 8 software. However, this approach proved to be too cumbersome, with DVD files being very large - approximately 2.3 Gigabyte for each recorded session. It was therefore decided to use Windows Media Player 11 for the play back of the

recorded video files, with time stamps being noted manually. Sessions that required further analysis were copied from individual DVD files to a 500 Gigabyte mobile hard disc drive, thus providing for faster access and more convenient movement among the various files as data from the sessions was coded and transferred onto Excel spreadsheets and gradually adjusted as categories were added and/or refined. The final observation sheet and screenshots of Excel spreadsheets are presented in *Appendix 7.2* and *7.3*. On the basis of this analysis, a series of charts was produced, outlining some of the main characteristics of the lessons as a whole.

In the second stage of the analysis, a sample of the sessions recorded was transcribed and subjected to a criterion-referenced analysis in line with classroom observation criteria outlined by Ziebell (1999)¹⁴³ in *Unterrichtsbeobachtung und Lehrerverhalten* (Classroom observation and teacher behaviour) as follows:

1. Learning objective(s)

– what are the learning objectives of the observed lesson?

2. Learning activities

– what are learners doing to reach the learning objectives?

3. Interactional patter

– which interactional patterns are applied between
teacher / learners and learners / learners?

4. Teaching materials

– what kind of teaching materials are used?

5. Auxiliary aids / media

– which further aids / media were used?

6. Activities carried out by the teacher

– what is the teacher doing?

6.3 The first stage: Impressionistic analysis of the data set

¹⁴³ Ziebell's framework is based on Klafki's (1962) *Didaktik Analysis* (DA) (1962), which comes from within the German didactic tradition (Hopmann, Westbury & Riquarts, 2000) and "is introduced to almost all teacher education students in Germany" (Hopmann & Keitel, 1995, p. 1).

Six (6) hours of the recorded 61 classroom hours were removed prior to analysis because of (a) lack of clarity of some of the recordings; and (b) the fact that one recorded session consisted of student presentation of group work. The remaining 55 hours of recorded sessions were reviewed and separated into broad categories as indicated in *Table 6.1* below.

Table 6.1: *An overview of the classroom observations*

Course label	No. of courses	Recorded hours for each course	Total no. of recorded hours	Hours taken for analysis	Comments
Conversation	8	2 hrs	16	16	
	1	1 hr	1	1	(laboratory)
Grammar	8	2 hrs	16	15	(not included: one hour group presentation)
German*	7	2 hrs	14	12	(not included: one course recording issues)
	1	3 hrs	3		(recording issues)
Reading	2	2 hrs	4	4	
	1	1 hr	1	1	
Listening	1	2 hrs	2	2	(laboratory)
Vocabulary	1	2 hrs	2	2	
Test preparation	1	2 hrs	2	2	
Total	31		61	55	
* For example, courses with labels like <i>German</i> ; <i>Basic German</i> or <i>Practical German</i> were sorted into this category.					

The sessions categorized as belonging to the categories *conversation*, *grammar* and *German* were then analyzed impressionistically in relation to their primary focus points: grammar (G) or one or more of the four skills (speaking (S); listening (L); writing (W); reading (R)); and overall approach/ methodology (grammar translation (GT); audio-lingual (AL) or communicative (CLT)).

Three tables below (*Tables 6.2 - 6.4*) provide an overview of the sessions in terms of these categories. It should be noted that (a) no lessons were found to have a primary discourse focus (e.g. a focus on cohesion and coherence or genre and

text-type) and so this was not included as a category and (b) in some cases, it was not possible to relate the teaching to any recognizable approach/ methodology. In such cases, they are labelled unclassifiable (Un-C). To be classified as CLT, students needed to be communicating real information for a genuine purpose and any grammar taught needed to be taught inductively. Bracketing of checks (✓) indicates that some aspect/s of particular categories was/ were present.

Table 6.2: *Impressionistic analysis of sessions relating to courses classified as German*

N	Take	Teacher code	Focus	Teaching approach / method				Notes
				GT	AL	CLT	Un-C	
1	19	SS	G L R				✓	Lecturing based on PowerPoint; pattern drilling; chorus speaking and reading
2	20	SS	S L W R			(✓)		Learners interviewed classmates and reported their findings; dialogue practice; chorus reading
3	21	TT	L W				✓	Lecturing; classroom management problems evident
4	22	TT	L W				✓	
5	35	MM	G S L W			✓		A game (35), and a role play (36) included
6	36	MM	G S L R			✓		
7	41	QQ	S L R			✓		Group-based activities (41), role play (42) included
8	42	QQ	G S L R			✓		
9	50	HH	L W	(✓)			✓	Teacher translated textbook content; chorus reading and answering included
10	51	HH	L W	(✓)			✓	
11	58	DD	G	✓				Grammar explained deductively by teacher; translated textbook content; chorus reading
12	59	DD	G	✓				

Table 6.3: *Impressionistic analysis of sessions relating to courses classified as Grammar*

N	Take	Teacher code	Focus	Teaching approach / method				Notes
				GT	AL	CLT	Un-C	
1	1	ZZ	G	(✓)			✓	Teacher lectured; chorus reading
2	2	ZZ	G	(✓)			✓	
3	4	YY	S L W			✓		interview questions (4), interviews, and reporting on interviews (5) included
4	5	YY	G S L W			✓		
5	8	XX	S L R			✓		Conversing on topics using language just recently taught
6	9	XX	G S L R			✓		Variety of activities included
7	10	VV	G	(✓)			✓	Teacher lectured; students repeated in chorus
8	11	VV	G	(✓)			✓	
9	25	KK	G	(✓)			✓	Teacher lectured; students repeated in chorus
10	26	KK	G	(✓)			✓	
11	27	LL	G	(✓)			✓	Teacher lectured; chorus reading by students
12	46	GG	G	(✓)			✓	Teacher lectured with some questioning about grammar by the students
13	47	GG	G		✓		✓	Teacher lectured; chorus reading; creating a brief dialogue using personal pronouns
14	54	JJ	G L R			(✓)	✓	Teacher lectured; students conversed on a topic using language just recently taught through playing a board game
15	55	JJ	G S L R			(✓)	✓	Teacher lectured; dialogue practice (adapting existing one)

Table 6.4: *Impressionistic analysis of sessions relating to courses classified as Conversation*

N	Take	Teacher code	Focus	Teaching approach / method				Notes
				GT	AL	CLT	Un-C	
1	3	YY	GSLW		✓	✓		Role play, chorus reading & pattern drilling included
2	12	YY	SLW		✓	✓		
3	13	VV	G		✓		✓	Teacher lectured; students repeated; pattern drilling
4	14	VV	G		✓		✓	
5	15	UU	GSLW			✓		Students interviewed one another and talked about findings; chorus reading
6	16	UU	SLW			✓		
7	17	WW	GLWR			(✓)	✓	Teacher lectured and taught according to a non-conversation textbook
8	18	WW	GWR			(✓)	✓	
9	23	RR	WR				✓	Teacher lectured; class management issues
10	24	RR	WR				✓	Teacher examined individual groups
11	30	OO	GSLR		(✓)	(✓)		Creating and practicing dialogues according to a pre-determined 'frame'
12	31	OO	GLWR			(✓)	✓	Teacher lectured and taught according to a non-conversation textbook
13	32	NN	GLR				✓	Chorus reading; chorus answering
14	52	FF	SLW			✓		Conversing on a topic using language just recently taught (and other aspects of language) through activities
15	53	FF	GSLR			✓		
16	60	EE	R	(✓)			✓	Teacher translated textbook; chorus reading; chorus answering
17	61	EE	SL			✓		Topic-based discussion with an invited native speaker

The impressionistic classification of the sessions recorded in *Tables 6.2 - 6.4* above indicates that as many as 25 of the sessions could not be classified in terms of any readily recognizable teaching methodology. Most of these were characterized primarily by teacher-dominated classrooms in which the teacher spent most of the time during the session lecturing the students on some aspect or

aspects of the German language, providing little or no opportunity for the students to take any active part in the session other than, sometimes, repeating parts of what the teacher said or answering or reading in chorus. Of the remaining sessions, 13 involved grammar translation or aspects of grammar translation and 5 involved audio-lingual methodology or aspects of audio-lingual methodology. Although 19 sessions involved CLT or aspects of CLT, these sessions were taught by only ten of the 21 teachers involved. What this suggests is that German is taught in Taiwanese tertiary institutions in a range of different ways, including ways that are reminiscent of the grammar translation method that was already subject to challenge in the late 1800s and the audio-lingual method that had its heyday in the mid-1900s. In addition, much of the teaching appears to involve little more than lecturing, often in the students' native language, on grammatical topics, something that is difficult/ impossible to classify in terms of any recognized teaching method.

6.4 The criterion-referenced analysis of a sample of the recorded lessons

All of the five teaching sessions selected for detailed analysis took place within the context of courses labelled either *Grammar* or *German* as the initial impressionistic analysis revealed that these courses were likely to involve input in the form of the introduction of language likely to be new to the students (or the revision of that language) with or without language practice, whereas courses with skills-based labels often involved language practice only and therefore provided less scope for application of the analytical model and, therefore, less scope for reaching some understanding of the overall approach to teaching adopted. Another factor in deciding which sessions to analyze was the desirability of including sessions taught by a range of different teachers in a range of different institutions. Yet another was the desirability of including teachers who were native speakers of German and teachers who were non-native speakers of German. Finally, it was considered important to include, if possible, teachers who had been involved in the earlier stages of the research, that is, teachers who had completed the questionnaire and participated in the semi-structured interviews, thus allowing for cross-referencing of data gathered from all three sources. In the event, three of the

teachers involved in these lessons had also completed a questionnaire and two of them had participated in the interviews.

Some background to the teachers and sessions involved is provided in *Tables 6.5 - 6.7*.

Table 6.5: Background information about the teachers (1)

Lesson number	Teacher pseudonym	Native- or non-native speaker of German?	Gender and Age range		Years teaching GFL?	Qualification in teaching GFL?
1	A	nnG	m	50-59	31-35	MA-GFL major
2	Mei-Zhen	nnG	f	40-49	6-10	PhD-GFL major
3	B	nnG	f	40-49	6-10	none
4	Liu-Hong	nG	m	30-39	6-10	none
5	C	nnG	f	50-59	31-35	none

Table 6.6: Background information about the teachers (2)

Teacher Issue	A	Mei-Zhen	B	Liu-Hong	C
Completed a questionnaire?		yes	yes	yes	
An interviewee?		yes		yes	
No. of in-service events attended (according to questionnaire responses)		15	4	2	
Regards their teaching as communicative? (according to questionnaire responses)		yes	no	does not know	
Satisfied with their teaching? (according to questionnaire responses)		satisfied	wants to improve	wants to improve	
Extent of use of German in class (according to questionnaire responses)		about half of utterances	less than half of utterances	most of the time	

Table 6.7: Background information about the sessions

Sample	Name	Lesson length minutes	Students in class	Length of time learning German	Nature of institution	Course label	Classroom layout
1	A	50	48	3rd. year	private	grammar	orderly rows of 55 individual desks; limited space to move around
2	Mei-Zhen	50	28	1st. year	public	grammar	horseshoe formation; enough space to move around
3	B	50	54	1st. year	private	grammar	lecture theatre; approx. 100 seats
4	Liu-Hong	50	50	1st. year	private	grammar	orderly rows of 55 individual desks; limited space to move around
5	C	50	68	1st. year	public	German	orderly rows of 100 individual desks; possible to move around

6.4.1 Analysis of the sessions

The full transcription of each analyzed session is listed in the appendices (see *Appendix 8*). Excerpts are coded according to Take number (number of the recording) and transcription ID number.

Code switching by some teachers as well as Chinese language ambiguities posed a considerable challenge to the transcription layout. Therefore, the transcription adopts the following form: [] represents the translation of German utterances; { } represents translation of Chinese utterances; and () represents explanations about class conduct with reference to teacher and students or explanations about certain meanings of expressions.

6.4.1.1 Session one

The teacher of this session, a non-native speaker of German, had been teaching German for 31- 35 years at the time the recordings were made. He had a qualification in teaching GFL.

6.4.1.1.1 General overview of the session

An overview of the session, during which the teacher talked in German for most of the time, is provided below:

- the teacher started the session by sitting down and calling students to the front of the class to collect (in silence) their homework assignments (approximately 8 minutes);
- the teacher talked about the grammar focus of the session (approximately 5 minutes);
- and continued talking about the first exercise (approximately 12 minutes) and the second exercise (approximately 13 minutes).

The students were lively before the class started. However, they calmed down while the teacher was returning assignments and later, while the teacher talked in German, they appeared to have difficulty concentrating and there was a gradual increase in the number who appeared to drift away, seeming to daydream and / or have difficulty in remaining awake.

6.4.1.1.2 Learning objectives

The session was in its 14th minute when the teacher stated the session objective, first in German and then, in more detail, in Chinese.

Wir lernen heute...äh...Adjektive¹⁴⁴ als Nomen.

我們今天學形容詞。它在 etwas, wenig, viel, nichts 的後面。我們當名詞用。

¹⁴⁴ The pronunciation was incorrect.

[We are going to learn today...eh...adjectives as nouns.]

[Today, we are going to learn about adjectives following [something, less, much, (and) nothing] that function as nouns.] (T 27, ID 13)

It is interesting to note that this objective is presented not as a ‘can do’ statement but simply as a grammatical statement, one that was repeated several times throughout the session (see, for example, ID 18-30), the focus being on what the teacher is going to do rather than on what the learners are going to be able to do.

6.4.1.1.3 Learning activities

The students’ involvement in the session was limited to four kinds of activity: listening to their teacher talking in German; taking notes; reading in chorus; and reading, and marking answers onto their worksheets.

6.4.1.1.4 Teaching materials

In contrast to the other four sessions analyzed in this section, there was no specific course book assigned to this class. Instead the teacher used a collection of exercises related to the grammar topic. These exercises were taken out of their original contexts and copied onto worksheets. Two of these worksheets were used during the session. The first of them had been given to students during the previous session and was headed *Adjektive als Nomen nach: etwas, wenig, viel, nichts*¹⁴⁵. It is included in *Appendix 9.1*. On that first worksheet, following the title, there are four examples in the form of four unrelated decontextualized sentences, each including a nominalization following one of the four modifiers (e.g. *Sie hat etwas Interessantes erlebt*). The learners were expected to read all four of these sentences in chorus (ID 20-26). After talking about their meaning (ID 27-30), the teacher distributed the second worksheet (ID 34).

The second worksheet included two exercises (see also *Appendix 9.1*) The first was headed *Eine Kindheit auf dem Rhein. Alwins Töchter erzählen. Bitte kreuzen*

¹⁴⁵ Adjectives as nouns after *etwas, wenig, viel, nichts*.

*Sie an.*¹⁴⁶ This is followed by six related sentences in connection with which the students were invited to select (by ticking) one of two modifiers (from the list of four included in the first worksheet) preceding a nominalization. The second exercise was headed *Ergänzen Sie die Adjektive.*¹⁴⁷ This was followed by a list of adjectives (*interessant, kulturell, neu, gut, warm, unbekannt*), the first of which was underlined, and a sample sentence in which the underlined adjective appeared in nominalised form following *wenig*. There were then five incomplete sentences containing one of the four modifiers listed in the first worksheet, the learner's task being to select, in each case, the appropriate adjective from the list and insert its nominalised form into the sentence.

6.4.1.1.5 Auxiliary aids / media

In spite of the fact that the classroom was very well equipped (with a computer, a projector and a blackboard), the teacher used no auxiliary aids other than the worksheets referred to above.

6.4.1.1.6 Interactional patterns

Throughout this session, there was little interaction between the teacher and the students and none between or among the students. The excerpt below reflects this situation.

- T:** Wer braucht noch das erste Blatt?
 [Who still needs the first sheet?]
 (T stands in front of class and holds up a worksheet from a previous lesson.)
 Wer braucht das noch? Habt ihr das alle?
 [Who still needs it? Does everyone have it?]
- C:** (Class does not respond.)
- T:** Eine Kindheit auf dem Rhein. Alwins Töchter erzählen.
 [Alvin's daughters talk about their childhood on the Rhine.]

¹⁴⁶ Alvin's daughters talk about their childhood on the Rhine. Please mark.

¹⁴⁷ Insert the (correct) adjectives.

(T stands in front of the class and reads the two sentences that make up the heading of the exercise.)

T: Also Alwins Töchter haben auf dem Schiff...äh...ihres Vaters gelebt. Und zwar nicht nur einen Tag, eine Woche, sondern ihr Vater war Rheinschiffer¹⁴⁸, das heißt, ihr Vater hat auf dem Rhein... kennt ihr den Rhein? Kennt ihr den Rhein?

[So, Alvin's daughters lived on their father's ship... And not for only one day, one week, but also their father was a Rhine skipper. This means their father had on the Rhine...Do you know the Rhine? Do you know the Rhine?]

C: (Class shows no reaction to this question; one or two students are laughing.)

T: Das ist der berühmteste Fluss in Deutschland. Rhein. 莱茵河. Rhein.

[This is the most famous river in Germany. Rhine. {*Rhine*.} Rhine.]

C: (Class does not respond; some students laugh with a glance towards the recording camera.)

T: (T goes on talking about the first two sentences of the exercise's title.)

Der Rhein ist ein Fluss in Deutschland. Ja? Die Töchter haben dann lange Zeit auf dem Schiff ihres Vaters gelebt. Ja? Und der Vater war Rheinschiffer. Und, also, die Töchter denken jetzt an die Zeit zurück. Ja?

[The Rhine is a river in Germany. Yes? The daughters lived a long time on their father's ship. Yes? And the father was skipper of a Rhine ship. And so, these daughters remember that time now. Yes?]

T: Da kommt ihnen Vieles in Erinnerung. In Erinnerung. Ja? Sie erinnern sich an die Zeit auf dem Rhein. Die ganze Familie auf dem Rhein. Ja? Und sie erzählen. Sie erzählen. Ja?

[There are a lot of memories. Memories. Yes? They remember their time on the

¹⁴⁸ The syntax is incorrect here. As the main clause includes a negator, *sondern* [but] should introduce a subordinate clause that links directly to it semantically.

Rhine. The whole family on the Rhine. Yes? And they talk about it. They talk about it. Yes?]

T: Wir lesen zusammen den ersten Satz. Bitte. Wenn wir...
[We will read the first sentence together. Please. If we...]

TC: Wenn wir an unsere Zeit auf dem Rhein denken, kommt uns eigentlich nur viel Gutes in Erinnerung.
[If we think about our time on the Rhine, we actually have only good memories.]

(T and class are reading the first sentence of the exercise together.)

T: Also, etwas kommt uns in Erinnerung, wir können uns an Vieles erinnern. Aber das war alles schön. Alles. Also, viel Gutes, viel Gutes. Ja? Wir können uns an viel Gutes auf dem Rhein erinnern. Ja?

[So, we remember something, we remember a lot. However, it was all good. Everything. So, many good memories, many good memories. We are able to remember many good memories during our time on the Rhine.]

(T 27, ID 35-45)

The teacher talked for most of the session time (approximately 70%) - explaining the meaning of the sentences in the worksheets, reading, reading with the students, explaining the grammatical structures in focus, or telling the students exactly how to complete the worksheets (by supplying the correct responses for them). There was not a single example of error correction or a single occasion on which a student spoke a full sentence in German alone. The students' utterances were confined to chorus reading (occupying approximately 4.7% of the session time)¹⁴⁹. The remainder of the session time involved the signing of consent forms (approximately 9% of the session time) and the distribution (in silence) of a homework assignment (approximately 16% of the session time).

¹⁴⁹ The time for chorus reading was altogether 143 seconds, less than 2.5 minutes.

6.4.1.1.7 Teaching approach/ method

It is impossible to associate the activities engaged in by the teacher in this session with any recognisable teaching ‘method’ except to the extent that the teacher (a) laboriously (and repeatedly) explained a grammar rule (something that is particularly associated with the grammar translation method that had its heyday during the 18th and 19th centuries), and (b) spoke in German for most of the session (something that is consistent with one aspect of the ‘direct method’ developed in the late 1900s by linguists involved in the Reform Movement)¹⁵⁰ (see *Chapter 3*). Although the use of decontextualized sentence examples (as in the first worksheet) characterizes the audio-lingual method that is particularly associated with the middle decades of the 20th century, that method employs them in association with oral practice (see *Chapter 3*). In fact, there was no genuine practice phase in this session as the teacher supplied the correct responses to the exercises and all that was required of the students was that they write them down. The following extracts illustrate this:

T: Wir wollen Übungen machen.

[We are going to do exercises.]

(T 27, ID 33)

T: Satz 2. Bitte.

[Second sentence. Please.]

(T wants the class to read the second sentence of the first exercise.)

TC: Wir haben nichts vermisst, denn wir haben Tag für Tag...

[We did not miss anything, because we had day by day...]

(T and class are reading together, but the reading breaks down all a sudden after the second occurrence of *day*.)

C: (Students stop here, because they have to choose between two modifiers and they do not know which one.)

(T 27, ID 46-48)

¹⁵⁰ Exclusive and/or predominant use of the target language –adapted to the needs/competencies of the learners - is also one characteristic of ‘communicative language teaching’ (see *Chapter 3*).

T: Etwas Neues. Tag für Tag...etwas Neues. Ja? Also, hier steht Neues. Etwas Neues. Ja?

[Something new. Day by day...something new. Yes? So, here is new. Something new. Yes?]

(T gives the correct answer.)

C: (Students wait until the correct answer is provided and then mark the appropriate check box.)

T: Satz 3. Außerdem... Bitte.

[Third sentence. Besides... Please.]

(T wants the class to read the third sentence of the first exercise - and the same pattern is repeating: chorus reading, teacher's talk, teacher gives the correct answer....)

(T 27, ID 51-53)

T: Schön! Wir haben Übungen¹⁵¹ gemacht, wir haben Übungen gemacht, schön.

[Well! We have done (the) exercises; we have done (the) exercises, well.]

(T 27, ID 130)

¹⁵¹ The definite article is missing here.

6.4.2 Session two

In considering the transcript and analysis of this session, it is relevant to bear in mind that the teacher, a non-native speaker of German who had been teaching German for six to ten years at the time of the recording, has a qualification that includes GFL teaching as a major and indicated in responses to the questionnaire administered as part of this research project that she was satisfied with her teaching and regarded it as being communicative. She also indicated that she uses German about half of the time in class.

6.4.2.1 General overview of the session

The teacher talked for most of the time in Chinese. This talk included questions, but the answers of students (which were provided by members of a small group of students rather than by members of the class as a whole) received little or no response from the teacher. The following procedure was followed:

- the teacher started the session by talking about German Christmas cake and German food more generally, translating Chinese sentences into German (approximately 10 minutes);
- the teacher then talked about an exercise included in the textbook (approximately 5 minutes);
- the teacher talked next about a postcard-based text included in another exercise (approximately 20 minutes) and students had to read the postcard's text in chorus; then the teacher explained what was involved in the practice section (approximately 4 minutes) and the students were invited to fill in five verb forms (*haben* or *sein*);
- the teacher talked about the next page of the textbook until the bell rang (approximately 10 minutes) and the students were asked to write five infinitives and their participle perfect forms as well as to fill in six blanks (*haben* or *sein*).

The students were very lively at the beginning of the class but became quiet as the session proceeded.

6.4.2.2 Learning objectives

At the beginning of the session, the teacher posted five sheets on the whiteboard (ID 8-11). Each sheet showed a verb in the *participle perfect* (the perfective with the verb *sein* [to be].)¹⁵² This appeared to indicate that the session focus would be this specific grammar point. However, this was not actually introduced or explained until the 47th minute of the session when it was briefly included in an explanation concerning parts of an exercise in the course book (ID 290)¹⁵³.

At the beginning of the session, after the teacher had drawn attention to the worksheets and the writing on the whiteboard (ID 12), the focus shifted to Christmas cake (ID 16), then to forming a sentence in the present tense (ID 18) and its transfer into the perfective (ID 19). All of this was written by the teacher on the whiteboard. This was problematic from a semantic point of view as the students were still in the process of eating cake when the perfective form was introduced. Furthermore, it was not clear what the students were expected to do with the information provided, if anything (as the extract below indicates):

T: (T reorganizes three green DIN A 4 sheets on the right-hand side of the whiteboard. By the end of that reorganization, there are five sheets posted.)

T: 好，就這麼多了。就這麼多。我寫在黑板上 ist 對不對？
{Well, there are many. There are many. I wrote on the blackboard [is], right?}

Ss: 對。
{Right.}
(A few students react; most of the class does not.)

T: 好，就開始。好。

¹⁵² These five verbs in the *participle perfect* were: *ist geflogen*, *ist geworden*, *ist gegangen*, *ist gekommen*, and *ist gewesen*.

¹⁵³ Teacher: 好，來，右邊的東西如果它有，它有 Veränderung，昨天有教過 Veränderung 是什麼嗎？改變。Bewegung. 有沒有看到 Bewegung? Bewegung 有一些行動的話，好不好？它的完成式就要用 sein 有沒有看到？Mit sein.

{Okay, come on, the stuff on the right (side of the page), if there is [change]; yesterday, (I) taught (it), [change], what is it? (It is) change. [Motion.] Do you see [motion]? [Motion] if there is motion, okay? Its perfect needs to apply [to be]. Do you see it? [With to be.] (T 25, ID 290)

{ *Well, then (let us) start. Well.* }

(The class is still noisy and many students are still enjoying their piece of Christmas cake, which was prepared by classmates and shared during the intermission.)

T: Guten Tag, meine Damen und Herren!

[Good day, Ladies and Gentleman!]

可以了嗎？都吃飽了。

{ *Can (we)? (Have you) all eaten already?*¹⁵⁴ }

(T asks a question, but allows no time for an answer.)

T: Wir haben schon gegessen. Ich esse einen¹⁵⁵ Stollen¹⁵⁶.

[We have already eaten. I eat Christmas cake.]

(T answers her own question in German.)

T: Der Stollen. Der Stollen.

[The Christmas cake. The Christmas cake.]

(T writes *der Stollen* on the whiteboard and says it twice. It is not clear what the students are supposed to do – to read the writing in chorus or to repeat after the teacher, for example.)

C: (Class does not repeat or react.)

T: (T asks Ss how to say I eat Christmas cake and writes on the whiteboard the sentence *Ich esse den Stollen*. – I eat the Christmas cake - which is in present tense - and then asks Ss about the perfective form.)

Ss: Ich habe den Stollen gegessen.

[I have eaten the Christmas cake.]

(The class does still not react – but there is a response from a group of three students.)

T: (T writes the sentence *Ich habe den Stollen gegessen* on the whiteboard under the sentence of the same meaning in present tense.)

¹⁵⁴ The Chinese language often omits the subject, which may lead to ambiguities and misunderstandings even among native speakers and makes translations sometimes rather challenging (see also footnotes 17 and 18).

¹⁵⁵ There should be no indefinite article here.

¹⁵⁶ Pronunciation was wrong.

T: 好嗎？可以嗎？可以。

{*Okay? Can (I/you/we) (do it)? (I/you/we) can.*}

(It is not clear who is being addressed here. T moves from the whiteboard to the desk and leans over the teaching materials and continues talking.)

T: Ich habe den Stollen gegessen. Jeder hat ein Stück Stollen.¹⁵⁷
Dankeschön. Gut. Wir können heute weiter... Essen.

[I have eaten the Christmas cake. Everybody had a piece of Christmas cake. Thank you very much. Good. We can go on today...food.]

(The purpose of these utterances is not clear. T picks up the course book and continues talking.)

T: Was haben sie/Sie¹⁵⁸ heute noch gegessen?

[What have they/you furthermore eaten?]

請問你們¹⁵⁹今天又吃了什麼東西？

{*Please tell (me), what kind of stuff did you eat today?*}

(T does not wait for an answer, continues talking, turns around, goes to the whiteboard, and starts writing the next sentence.)

(T 25, ID 11-22)

The extract above illustrates the difficulties associated with attempting to identify learning objective(s) (as opposed simply to grammatical points). Although the teacher focused on sentences in the present tense and perfective aspect, it was not apparent what the learners were expected to be able to do with this information after class. Effectively, the focus was simply on a grammatical construction without any clear indication of how, and when, that construction could be used appropriately. This was the case throughout the session. Essentially, the teacher talked in Chinese or German and then wrote on the whiteboard.

¹⁵⁷ Here, the teacher uses the appropriate keyword *ein Stück* [a piece of], but does not further explore it.

¹⁵⁸ The teacher looks into the course book and asks a question in German. It is not clear if the teacher is addressing the students (*Sie* – polite form of the second person singular) or is asking about characters in the course book (*sie* – form of third person plural).

¹⁵⁹ The Chinese translation does not clarify the former ambiguity. It adds further uncertainty, since it uses the second person plural (你們).

6.4.2.3 Learning activities

The students' involvement in the session was rather limited. There were four kinds of activity: listening to their teacher talking in Chinese or in German (but mostly in Chinese); taking notes; reading in chorus; and reading and writing answers in their course book. The last two of these activities occupied approximately 8% of the session in terms of 'active output' of target language for the class as a whole. The chorus reading (based on instructions given by the teacher and undertaken by the whole class) lasted for approximately two minutes, of which 75 seconds involved reading a postcard text (ID 121, 135, 159, 171). Consideration of this text occupied 20 minutes (ID 87-200), during which time the teacher explained the postcard's content. After these explanations, the teacher asked the class to do a follow up exercise (ID 201). Students had to fill in five blanks within sentences using the correct verb form of *sein* or *haben*.¹⁶⁰ They were given approximately two minutes to do this (ID 201-215) before the teacher started to provide the correct responses.

6.4.2.4 Teaching materials and their use

The class used the course book *Passwort Deutsch 1* (Albrecht et al., 2005) and were in the middle of the last of its six chapters. According to the table of contents (p. 5), Session 6 (p. 68-79) focused on the town of Leipzig, a class reunion, how to plan a meeting, and how to talk about activities in the past. The grammar focus was on perfective forms with *haben* and *sein*.

The teacher talked about the content of pages 72 and 73 of the textbook, which included exercises 1 to 5 B (see a copy of the pages in *Appendix 9.2*).

During the course of the session, the material in the textbook (texts and exercises) was all treated in a similar manner. The teacher talked through the book's content, provided translations of words and sentences, noted certain grammar points, and supplied correct answers. This pattern is illustrated in the examples below:

¹⁶⁰ *Sein* [to be] or *haben* [to have].

The first example relates to page 72, exercise 1 in the textbook (which is headed *Vier Personen sind nicht gekommen. Was ist passiert?*)¹⁶¹

- T:** OK. Gesten haben wir Seite 72 Treffpunkt Augustusplatz....¹⁶²
 [Okay. Yesterday, we did page 72 Meeting point Augustus Square.]
 有嗎？有。好，請你們唸好了。四個人，開始唸吧！ Vier Personen.
 {(Do you) have it? (You) have. Well, please read (it), well. Four people, start reading!}[Four people.]
- Ss:** *Vier Personen sind nicht gekommen. Was ist passiert?*
 [Four people did not come. What happened?]
 (Several students are reading the sentences, but not the whole class.)
- T:** 好，請問看到 vier Personen 主詞在哪裡？ Vier Personen. Die Person, die Personen¹⁶³....有看到它的動詞是什麼嗎？
 {Well, please, can you see [four people], where is the subject? [Four people. The person, the people].... Do (you) see its verb, what is (the verb)}?
 (T writes the sentence from the book on the whiteboard mentions the singular and plural of *Person* and continues talking.)
- Ss:** Sind.
 [Are.]
 (Several students answer, but the answer is not correct. The class does not respond as a whole.)
- T:** (T does not react to the incorrect answer. Continues to write on the whiteboard and continues talking.)
 過來是什麼嗎？ Gekommen¹⁶⁴. 中間有一個字是什麼？
 {What is come? [To come.] There is a word in the middle, what is it?}
- Ss:** (Several students give a response, but it is not audible on the recording.)

¹⁶¹ Four people did not come. What happened?

¹⁶² Participle perfect is omitted.

¹⁶³ *Die Person* [the person] is the singular form indicating the feminine gender, and *die Personen* [people] is in the plural form.

¹⁶⁴ The answer should be *kommen* [to come].

T: Nicht. 對不對？

[Not.] {Right?}

(T wrote already *Vier Personen sind gekommen* with a gap before *gekommen*, where T writes now the word *nicht*.)

(T 25, ID 55-61)

Next, the teacher asked for the infinitive form of *gekommen* (ID 61-63), mentioned the verb forms of *sein* [to be] - *sein, war, ist gewesen* (ID 64-65) - wrote the sentence (see above) in present tense form¹⁶⁵ on the whiteboard (ID 66-68), repeated several times *sind nicht gekommen* [did not come] (ID 69), and finished by translating both sentences into Chinese (ID 70). All this happened within a time frame of three minutes.

The next example has been selected because it is not only typical of the teaching style observed throughout the session but also indicates the way in which textbooks were typically used in the observed sessions. It concerns exercise 2 (also on page 72 of the textbook). The heading of this exercise is: *Die Postkarte von Elisabeth, A) Bitte lesen Sie*¹⁶⁶ (the exercise is provided in *Appendix 9.2*).

The teacher focused on the postcard's text for approximately 20 minutes of the session time (ID 87-200) but then allowed only 2 minutes for the students to attempt the exercise. When explaining the text of the postcard, she relied heavily on translation, translating sentences as well as words from German into Chinese and vice versa (see *Appendix 10: Analysis of teaching delivery of exercise 2A*). In addition, various grammatical forms were highlighted at different times, including the present tense (Präsens), past tense (Präteritum), and participle perfect (Perfekt) (e.g. *sein, war, ist gewesen; treffen, traf, hat getroffen*).

T: Gefeiert 的原型是什麼？原型叫 feiern feiern ... feiern.

{What is the original form of *gefeiert*? The original form is}[to celebrate ...to celebrate ... to celebrate.]

¹⁶⁵ *Vier Personen kommen nicht*. [Four people do not come.]

¹⁶⁶ The postcard from Elisabeth, A) Please read (it).

(There is no space left on the whiteboard. T erases half of the writing on it and writes down the new words while repeating them.)

T: Feiern, feierte, gefeiert.

Feiern, feierte, gefeiert.

Feiern, feierte, gefeiert.. ge..fei..ert.

Feiern, feierte, gefeiert.

叫做慶祝。慶祝，對。慶祝，沒錯。

{(This) is to celebrate. To celebrate, okay. To celebrate, (that's) right.}

(T repeats all verb forms four times in German, then says the Chinese expression three times and writes the Chinese meaning on the whiteboard, too.) (T 25, 139-140)

Providing verb forms made up about half of all the utterances concerning grammar topics¹⁶⁷ (see *Appendix 10*). Moreover, there was a longer period with the focus on the nominalization of the adjective *verwandt* [related] (ID 145-155), mention of the preposition *an* [to] in the sentence *Elisabeth schreibt den Brief an Kevin*¹⁶⁸ (ID 200), the use of *deshalb* [therefore] as a connector at the beginning of a sentence (ID 126-131), and the two positions of verbs within the German syntactic system (ID 177).

As illustrated below, considerable time was also devoted by the teacher to explaining vocabulary and talking about towns or castles:

T: 好，那我再告訴你另一個地方。這裡往左邊走一點點，Erfurt 往左邊一點點有一個小小的地方叫做 Eisenacht Eisenacht。啊！Eisenach，對不起。Eisenach 所以沒有 nacht。等一下看到一個地點叫做 Eisenach, Eisenach. Eisenach. OK. Eisenach. 它在 Erfurt 的旁邊一點點而已。但，可是我不知道 Wartburg¹⁶⁹ 在哪

¹⁶⁷ The verbs were *feiern*, *treffen*, *bleiben*, *sein*, *besichtigen*.

¹⁶⁸ Elisabeth writes the letter to Kevin.

¹⁶⁹ The Wartburg castle is a renowned historical site, above the town of Eisenach. Martin Luther translated the New Testament into common German language here.

裡，我查了半天可是不知道 Wartburg 在哪裡。好，這樣子 OK 了。

{Well, I tell you now another place. Here on the left side, a little bit to the left, a little bit to the left from *Erfurt*, there is a small place called *Eisenacht*. *Eisenacht*. Ah! *Eisenach*, sorry. *Eisenach* has no *nacht*. Wait a moment, can you see a place called Eisenach, Eisenach, Eisenach. Okay. Eisenach. It is only a little bit near Erfurt. But, I do not know, where Wartburg is. I looked it up for half a day, but could not find it. Well, that's it, okay?}

(T 25, ID 110)

T: 好，接下來．．．．．最後一句。Wir sind auch schon in Eisenach gewesen und haben die Wartburg... 嗯 Wartburg 可能是一個地...可能是一個城堡，Burg 是 die Burg。可能是城堡，可能是一個城堡的名字叫做 die Wartburg ...在 Eisenach 的一個城堡的名字，可能啦，它不是一個地名。它不是一個地名。

{*Okay, next one...the last sentence. [We also went to Eisenach and did the Wartburg...] eh [Wartburg] could be a place...could be a castle, [castle] is [feminine]. (It) could be castle, could be the name of a castle called [the Wartburg] ... the name of a castle in Eisenach, yes, could be, it is not the name of a location. It is not a name of a location.*}

(T 25, ID 190)

Finally, on two occasions the focus moved to the title of a novel by Heinrich Böll¹⁷⁰ which contains the verb *bleiben* [to remain], a verb that also appears in the postcard's text (ID 163-169, 178).

6.4.2.5 Auxiliary aids / media

As the above extracts demonstrate, the teacher used the whiteboard extensively (but not in any structured way) to record notes, her own utterances and/or

¹⁷⁰ The title is *Wo bleibst du, Adam?*

sentences from the textbook. Thus, for example, the teacher's five green DIN A 4 paper sheets which were posted on the board at the beginning of the session (reading *ist geflogen, ist geworden, ist gegangen, ist gekommen, and ist gewesen*) (ID 11) were referred to from time to time when the verbs recorded on these sheets were used by the teacher or occurred in the textbook (e.g. ID 48-49).¹⁷¹

6.4.2.6 Interactional patterns

There was no interaction among students and there was no pair work or group work during the session. The teacher talked continuously for most of the session time. When she asked questions, little or no time was allowed for students' responses (e.g. ID 55-57). Student utterances were confined to chorus reading, which was only occasionally undertaken by the class as a whole (e.g. ID 120, 134). In spite of the fact that the teacher did not react to their responses, a few students tried to respond throughout the entire class (e.g. ID 50, 52, 54, 56, 246-250).

T: ...ist geworden... ist geworden. Er ist reich geworden... ist geworden...Er ist reich geworden. Er ist reich geworden. 它變得時後，要變成這樣。你 變漂亮了吔！怎麼說？

[...became... became. He became rich. ...became... became... He became rich. He became rich.] {When it is transformed, it must be transformed this way. You became beautiful! How does one say this?}

S: Danke.

[Thank you.]¹⁷²

(The active student makes a joke using German by saying: "Thank you for this compliment." The other students are laughing.)

T: (T shows no reaction and continues.)

說什麼？叫什麼？叫什麼？叫什麼？

{How to say (it)? How does one say it? How does one say it? How does one say it?}

Ss: (A few students try to answer.)

¹⁷¹ The teacher observed that these sheets were used simply for recording purposes (ID 43).

¹⁷² It has to be remarked here that only in two of all observed classroom sessions students were joking when using German. Therefore, this was a special occurrence.

Du bist... schooon...

[You became ...]

(T goes on writing without response. The few students also go on.)

...schön geworden.

[...beautiful.]

T: (T continues to write down the sentence.)

美麗的美叫什麼？ schön, schön, schön geworden. 好，可以嗎？ ...schön geworden.

{*How does one say beautiful?*} [beautiful, beautiful, became beautiful.] {*Well, (did you) get it?*} [became beautiful.]

(T 25, ID 246-250)

The extract above demonstrates the extensive use of repetition throughout the session as well as the fact that a few students tried to become involved in spite of the fact that not a single student was individually addressed, called upon or corrected by the teacher.¹⁷³ A further characteristic was that the teacher appeared to have no eye contact with the class or with individual students during her utterances (see below):

T: Die Postkarte von Elisabeth. Wohin ist Elisabeth geflogen¹⁷⁴? ...oder was macht Elisabeth? Warum ist Elisabeth nicht gekommen? Warum ist Elisabeth nicht gekommen?

[Elisabeth's postcard. Where did Elisabeth fly to? ...or what did Elisabeth do? Why did Elisabeth not come? Why did Elisabeth not come?]

(T holds the book up in front of the face, and starts to read the heading, but then starts to ask questions, still holding up the book high as if reading.)

(T 25, ID 88)

¹⁷³ There was an activity at the end, where several students had to say a sentence in the perfective. However, it was not typical for the teaching delivery, and seemed a rather spontaneous idea initiated for the recording.

¹⁷⁴ The verb should be *fahren* [to drive] instead of *fliegen* [to fly].

The teacher faced the whiteboard more often than she looked at the textbook when talking.

6.4.2.7 Teaching approach/method

The teaching repertoire observed in this session included two main activities: giving explanations (predominantly in Chinese) and writing on the whiteboard (predominantly in German). The explanations echoed those in the textbook, and the topic shifted in relation to what appeared in the textbook and whatever associations occurred to the teacher. The explanations contained translations, grammatical points, and a high frequency of repetition. Frequent translation and references to grammatical points as they occur in texts are associated with the grammar translation method. The intensive application of repetition was a characteristic of behaviourist psychology and is typical, although in a different context, of the type of oral practice associated with the audio-lingual method. No meaningful and communicative practice of the target language was observed.

As an illustration of the approach and methodology adopted, it is relevant to note that the following activities were involved in the section of the session that dealt with the part of the textbook that includes a postcard (see ID 87-200; for a more detailed analysis refer to *Appendix 10*):

- teacher writing on the whiteboard (13 times);
- translation of individual words (5 times);
- translation of individual sentences (7 times);¹⁷⁵
- discussion of geographical topics (4 times);
- references to a novel by Heinrich Böll (2 times);
- choral reading (4 times: total of seventy five seconds).

¹⁷⁵ Of these 12 translations included in this category and the one above, 10 were from German into Chinese.

6.4.3 Session three

The teacher of this session, a non-native speaker of German who had been teaching German for six to ten years at the time of the recording, has no qualifications in teaching GFL and indicated in her questionnaire responses that she was not satisfied with her teaching and does not regard it as being communicative in orientation.

6.4.3.1 General overview of the session

The session began with the consent forms supplied by the researcher being signed and collected. Afterwards, the teacher started talking, with the students contributing mainly through choral reading and choral translation. An outline of the session sequence is provided below:

- the students, in chorus, read the conjugation of the verb *mögen* and then, in chorus, translated into German sentences in Chinese provided by the teacher (approximately 3 minutes);
- the teacher translated sentences from an exercise in a textbook from German into Chinese most of the time and the students repeated the translations in chorus. There were also sentences prompted by the teacher and the students were asked to translate them in chorus or individually (altogether approximately 12 minutes);
- the teacher talked about imperative forms, and mentioned example sentences. The students, if they were able to do so, had to translate these utterances into German. This happened most of the time in chorus (altogether approximately 16 minutes).

At the beginning of the class, the students appeared relaxed, with many of them laughing and joking. As the class proceeded, a growing number leaned back in their chairs, appearing to adopt, for the most part, the largely passive role of spectator.

6.4.3.2 Learning objectives

Analysis of this session revealed that a number of grammar topics were included:

- the conjugation of *mögen* [*to like*] and its application in simple present tense sentences (ID 5-43);
- first and second person singular pronouns in the accusative case (ID 38-43);
- yes/no questions and responses in the context of the present tense (ID 30-117);
- the adverb *gern* and its negation with *nicht* (ID 62-72);
- the preposition *zu* as part of an adverbial phrase (e.g. *Essen wir heute zum Mittag zusammen?*) (ID 101-106);
- the negation of verbs with *nicht* and of nouns with the negative indefinite article *kein* (ID 132-143); and
- the imperative forms of separable verbs as well as the irregular verb *sein* (ID 164-230).

Some grammar topics were explicitly introduced (approximately half of the time); others were not. Bearing all of this in mind, and bearing in mind also the lack of opportunity for students to practice the grammar points introduced in contexts meaningful to them, it seems very unlikely that students who were unable to use all of these constructions effectively at the beginning of this session would have been able to do so at the end of the session. The objective, therefore, appears to have been grammatical coverage rather than increased grammatical control in meaningful contexts. The following extracts from the session transcript indicate how the teacher introduced three grammatical rules within a period of 16 minutes.

T: OK, 我們今天就這個 mögen – mag。來, 我們一起念一下好不好? Mögen.

{OK, we have [to like – likes] today. Come on. How about reading it together?}

[To like.]

(T10, ID 5)

- T:** 嗯，然後呢... Isst du nicht gern Hamburger? 這邊呢，開始有了一些我們中文跟英文都沒有的。它問句的時候有否定的時候¹⁷⁶，例如：Isst du nicht gern Hamburger? 有沒有。它有個 nicht 對不對？這句是什麼意思啊？

{Well, then... [Do you dislike eating hamburgers?] Here, we start to have something which does not exist either in Mandarin Chinese nor in English. A question sentence can be negative. The example is like: [Do you dislike eating hamburgers?] Right? There is a [not] in the sentence, right? What does this sentence mean?}

(T10, ID 62)

- T:** 先跟你們預告一下我們待會兒要幹嘛。我們要上那個 Imperativ。命令式。命令式是 65 頁這邊，它是命令句哦。然後英文的命令句你們會嗎？祈使句啊。例如說：小心！怎麼說？

{I tell you what we're going to do next. We're going to cover [imperative]. Imperative. Imperative is shown on page 65. It's an imperative sentence.

Do you know any imperative sentences in English? Imperative sentences. For example, how to say: Be careful!}

- C:** Careful! ... Be careful!

- T:** 或者 Be careful！對不對？我們等一下要上那種東西。那像那種東西呢...來，我們就來直接上了，會不會太快？你們會不會吸收不了？

{Or Be careful! Right? We're going to cover that. That kind of thing...Come (on). Let's start right away. Is it too fast? Can you still digest (it)?}

(T10, ID 164-166)

¹⁷⁶ Why the teacher is saying that there are no questions in English or Chinese containing negations is not clear, since in both languages one can build this kind of questions. The explanation here is erroneous, and instead should have been that neither in Chinese nor in English, there is a second *yes* (*doch*) like in German. This *doch* contradicts a former uttered negation.

As can be seen, the teacher simply introduced grammar topics, moving immediately into grammatical rules without any context setting or any attempt to contextualize the rule in a way that would foster a deeper understanding of it. In the absence of any adequate and meaningful learning activities (see next section), any clear session shape or any attempt to link the various grammatical points in a coherent way, this session cannot be said to have had any genuine achievement objectives in terms of what students might be expected to be able to do at the end of the session.

6.4.3.3 Learning activities

After the teacher had announced in Chinese which grammar topic would be on the agenda, the students were asked to engage in some practice activity (all of it of the controlled variety). Three types of teacher initiative and controlled practice were identified: repetition, translation, and question / answer exercises. For most of the time, the students engaged in the practice activity verbally as a whole class (i.e. in chorus). There was no pair work or group work. The following is an example of an activity involving whole class repetition. In this case, what is involved is decontextualized repetition of a verbal conjugation:

T: OK，我們今天就這個 mögen – mag。來，我們一起念一下好不好？ Mögen.

{OK, we have [to like – likes] today. Come on. How about reading it together? }

[To like.]

C: Mögen.

[To like.]

(chorus reading)

T: Ich mag.

[I like.]

C: Ich mag.

[I like.]

(chorus reading)

T: Du magst.

- [You like.]
- C:** Du magst.
[You like.]
(chorus reading)
- T:** Er mag.
[He likes.]
- C:** Er mag.
[He likes.]
(chorus reading)

(T10, ID 5-12)

The second type of practice found in the session is translation. The teacher first said the sentence in the students' L1 (i.e. Mandarin Chinese) and then asked the class to translate from their L1 into the target language. An excerpt follows:

- T:** ... 比如說：我喜歡冰淇淋叫甚麼？
{*For instance, how do we say: I like ice cream?*}
- C:** Ich mag...Eis.
[I like ... ice cream.]
(It starts as chorus translation, but some of the students pause for a while, because they do not know how to say 'ice cream' in German.)
- T:** 我喜歡蛋糕。
{*I like cake.*}
- C:** Ich mag... Kuchen.
[I like ... cake.]
(It starts as chorus translation, but some of the students pause for a while, because they do not know how to say 'cake' in German.)
- T:** 我喜歡你。
{*I like you.*}
- C:** Ich mag dich.
[I like you.]
(chorus translating)

(T10, ID 19-25)

Question and answer is the third type of practice included in this session. In this case, the teacher asked individuals to respond in complete sentences. It is relevant to note, however, that some of the students either failed to complete the sentence or felt unsure about their answer when asked individually by the teacher (see example below):

T: 哦，Frank 啊。Trinkst du keinen Tee?

{*Oh, Frank eh.*} [Don't you drink tea?]

S: Doch.

[(The opposing) yes.]

T: Ich trinke... Doch, ich trinke.....ich trinke Tee. OK 嗎？這樣練？

[I drink ... (The opposing) yes, I drink ... I drink tea.] {*Is that OK?*}

{*(Can you) practice (it) this way?*}

(The teacher asks the class if they understand.)

C: (No response from the class.)

S: (Finally, the addressed student gives an answer, but in a very low voice.

One can barely hear it.)

T: R 有沒有聽到？

{*R, did you hear it?*}

(The teacher asks if the researcher heard the student's answer.)

S: Ich trinke Tee.

[I drink tea.]

(Student repeats the answer louder again.)

C: (The whole class breaks into applause.)

T: OK！我們再找一個問問看哦。8 號是誰？Magst du XX (teacher's name) nicht? Magst du XX (teacher's name) nicht?

{*OK! Let's look for another one to ask. Who has (the student) number eight?*}

[Don't you like XX (teacher's name)? Don't you like XX (teacher's name)?]

(T asks a student if she likes the teacher.)

- S:** Doch, doch, doch, doch!
 [(The opposing) yes, yes, yes, yes!]
 (The S's answer still imitates the teacher's previous reaction (see ID 72).)
- T:** 大聲點。
 {A little louder.}
- S:** Doch, ich mag XX (teacher's name).
 [(The opposite) yes, I like XX (teacher's name).]
- Ss:** (Other students are laughing.)
- T:** Lauter. 大聲點，快點。 Noch mal, bitte.
 [Louder.] {A little louder. Hurry up.}[One more time, please.]
- S:** Doch...
 [(The opposing) yes...]
- T:** Doch?
 [(The opposing) yes?]
- S:** Doch, ich mag XX (teacher's name).
 [(The opposing) yes, I like XX (teacher's name).]
- T:** Gute Antwort! Wunderbar!
 [Good answer! Wonderful!]
- C:** (Again, much applause from the class.)
- (T 10, ID 80-98)

6.4.3.4 Teaching materials and their use

The textbook used for this class is called *Berliner Platz 1: Deutsch im Alltag für Erwachsene* (Lemcke, Rohrmann, & Scherling, 2002). This textbook is designed for adult beginners from 16 years upwards. According to the publisher's information, this textbook is consistent with proficiency level A1 of the *Common European Framework of Reference for Languages* (Council of Europe, 2001), that is, the lowest of six levels.

The textbook has twelve main chapters, and the class was in the middle of chapter 6. For this chapter, the table of contents (p.4) is as follows: *Essen im Restaurant / Imbiss – Lieblingsessen* (*Eating at the restaurant / fast food shop – favourite food*)

with the grammar topics being listed as: *ja/nein* (yes/no) questions with *ja/doch/nein* (yes/no) responses, further (simple introduction of) imperative and the verb *mögen* (to like). The practice in the textbook includes ordering and paying for food and talking about food likes and dislikes (pp. 60-69). During the observed session, the teacher worked through exercise 12 (p. 64) and pointed out its relation to exercise 15 (p. 65). For a copy of the relevant pages, see *Appendix 9.3*. Exercise 11, a listening exercise, involved distinguishing between the two kinds of the German affirmative (*ja/doch*) and questions containing the verb *mögen* (to like). Exercise 12 was a follow-up of this exercise in which students were expected to ask six questions and then, according to classmates' responses, record 'ja', 'doch' or 'nein' in their books.

The teacher began the session by repeating the conjugation of the verb *mögen* (to like) before moving on to the textbook (p. 64). It is not known whether the students had already completed exercise 11. The way in which the teacher handled exercise 12 is demonstrated in the example below:

T: (T takes the textbook and turns pages, looking into the book.)

好，那個我們直接翻到第 64 頁。我看看啦，我覺得應該不會很難啦，看你們會不會搞不清楚。

{Well, we open page 64. (Let) me (have a) look; I think it should not be very difficult. Let's see if you are able to get it right.}

C: (The atmosphere in class is similar to that in a movie theatre. Students lean back in their comfortable chairs in the large auditorium hall, seeming to prepare to watch a show, but still taking notes.)

T: 好，我們來看 64 頁的第 12。Punkt 12, Seite 64, Punkt 12. OK. Magst du Pizza? Magst du Pizza? ...在回答的時候要怎麼回答? 喜不喜歡吃披薩?

{Well, we are going to read page 64, no. 12.}[Point 12, page 64, point 12]. Okay. Do you like pizza? Do you like pizza?} {...when you have to answer this question, how do you do it? Do you like to eat pizza?}

- Ss:** Ja...
[Yes...]
(Not the whole class, but many students answer.)
- T:** (T expands on the students' response.)
Ja...lecker, lecker. Lecker...有沒有學過?
[Yes...yummy, yummy. Yummy...]{*did you learn it (already)?*}
- C:** 沒有!
{*Not yet!*}
(Class answers.)
- T:** Lecker 叫好吃。或者是...
[Yummy] {*is delicious. Or (it) is...*}
(T types into the keyboard and *lecker* appears on the big screen of the auditorium.)
Lecker 叫好吃。
[Yummy] {*is delicious.*}
- T:** (T continues with the first sentence of the exercise.)
Magst du Pizza? 然後你回答說 Ja，我喜歡吃 Pizza 要怎麼說？
[Do you like Pizza?] {*Afterwards your answer (should) be [Yes,] I like to eat [Pizza]. How (do you) say (it)?*}
- C:** Ja, ich mag Pizza.
[Yes, I like pizza.]
(chorus translating)
- T:** 好，那你不愛吃，你怎麼說？Nein...
{*Well, how about you don't like to eat (it), how do you say (it)?*}[No...]
- T/C:** (T and class are speaking the sentence together.)
Nein, ich mag kein... keine... Pizza.
[No, I do not like pizza.]
(Many students are not sure about the answer or they answer incorrectly.)
- T:** Ich mag keine Pizza. 我不愛吃 Pizza。好，再來那個...來，下面一個。第二題。

[I do not like pizza.] {*I do not like pizza. Well, let's do the next...come on, below, the second sentence.*}

(T 10, ID 45-56)

The teaching delivery went on in this way for the whole exercise and lasted 12 minutes (ID 162). After finishing this part, the teacher pointed to exercise 15 on page 65 (ID 164), noting that there were sentences in the imperative and that, therefore, the class was going to learn imperative (ID 164).

The exercise's heading reads *Vorschläge machen* (*Making suggestions*) and shows a table with three verbs.¹⁷⁷ The students are expected to fill in the imperative forms of only two verbs, since one is already given as an example (see *Appendix 9.3*). This exercise involves imperative forms which are required in the next exercise (16), in which students are expected to formulate suggestions in relation to which their classmates are expected to react briefly. The context of these short dialogues is set in a restaurant, using the menu from a previous chapter section. Even so, the teacher's delivery was as illustrated in the extract above (T 10, ID 45-56). Furthermore, the imperative was explained not in relation to the content of exercise 15 or the grammar overview provided in the chapter (see copy of the relevant page (p. 69) in *Appendix 9.3*). Instead, the teacher spent 15 minutes talking about the grammar topic without any reference to the textbook's content. For example, more complex imperative forms of *trennbare Verben* (*separable verbs*)¹⁷⁸ were introduced at the very beginning (ID 176-198), followed by the irregular form of *sein* (*to be*) (ID 208). This lasted until the session finished (ID 235).

6.4.3.5 Auxiliary aids / media

Although the auditorium hall was well equipped with a computer, a projector and a very large whiteboard, the session was made up largely of teacher talk. Occasionally, the teacher would type examples (e.g. the conjugation of a verb (ID 5) or sentences including the imperative (ID 176)) which were then projected on the screen. Most of the time, however, the learners had to rely on auditory input.

¹⁷⁷ The verbs are *nehmen* (*to take*), *probieren* (*to try*), and *essen* (*to eat*).

¹⁷⁸ The verbs were *zuhören* (*to listen up*) and *aufschreiben* (*to write down*).

6.4.3.6 Interactional patterns

For most of the session, the teacher addressed the students as a whole group, largely in Chinese, attempting to make the address more interesting by acting or including comical comments (see, for example, ID 26, 34, 149, and 180) which, although resulting in student laughter (see, for example, ID 29, 35, 150, and 180), reinforced the impression (already created by the setting – an auditorium hall) that the students were watching a show. This impression was underlined by the fact that student talk was limited. There were interactions between the teacher and individual students (who answered questions or provided translations) and chorus reading as well as chorus answering. However, as illustrated in an excerpt (T 10, ID 80-98) included in the section headed *Learning activities*, student responses were often made up of single words and there were clear signs of uncertainty. Even so, apart from providing the expected responses (see for example ID 82, 114-117), the teacher offered no further support or clarification. In addition, no pair work or group work was observed.

6.4.3.7 Teaching approach/ method

The teaching repertoire observed during this class was limited to providing explanations (predominantly in Chinese) in combination with three types of practice: repetition, translation, and question and answer. The teaching material contained in the textbook was used for much of the time as a way of introducing teacher monologue. No session shaping or session staging were detectable. Error correction, in the form only of the teacher's provision of the required responses, was occasionally observed. Overall, the teaching method appears to have been based on the premise that grammatical knowledge can be transmitted to students largely through teacher-fronted explanation (largely in Chinese) accompanied by student repetition, translation and occasional responses to questions posed by the teacher.

6.4.4 Session four

The teacher of this class, a native speaker of German who has no qualifications in teaching GFL, indicated in questionnaire and interview responses that he would like to improve his teaching, does not know whether it is communicatively oriented or not, and uses German for most of the time in class. He had taught German at the time the session was recorded for 6 to 10 years.

6.4.4.1 General overview of the session

After the signing and collection of consent forms, there were four distinguishable segments of the recorded session:

- a question/answer activity relating to the content of the previous session involving the whole class, with students called up individually to answer (approximately 12 minutes);
- an exercise involving reading short questions and matching them to answers – while the teacher (a) moved around checking on students' work and providing assistance as necessary, and (b) briefly explained some vocabulary using the blackboard - students worked individually using a workbook and were then expected to compare their answers with those provided in the workbook's answer key (approximately 10 minutes);
- a listening exercise from the textbook which was introduced by the teacher (along with strategies for this type of listening exercise and an explanation of new vocabulary) followed by students listening twice to a taped recording and then being called up individually to answer the teacher's questions before the teacher wrote a few more vocabulary items on the blackboard and finished by playing the tape a third time and asking some concept checking questions (approximately 18 minutes);
- a final section in which the teacher acted out the meaning of new vocabulary which would be used in the following exercise (after an

intermission) from the textbook and students guessed the meaning, providing a Chinese word (approximately 5 minutes).

The students appeared to be enthusiastic and engaged throughout the session, asking questions and making jokes in the target language and showing signs (supported by the teacher) of taking responsibility for their own learning.

6.4.4.2 Learning objectives

Although the teacher did not refer explicitly to learning objectives, these were clearly identifiable. The session involved three skills (reading, listening and speaking)¹⁷⁹ and centred on the ability to use, accurately and appropriately, in the context of communicating about time and weather, foods and personal matters (e.g. family relationships), the simple present tense (positive and negative) with the adjective *gut*, adverbs of time, the modal verb *möchten*¹⁸⁰, and sentence patterns involving verb/adjective or verb/accusative objects (ID 8-98). In addition, students were provided with instruction in learning strategies (ID 120-165).

6.4.4.3 Learning activities

The first activity (a whole class activity involving listening and speaking - but one in which students responded individually) centred on a question / answer exercise (with students answering the teacher's questions), focusing on the use of the present tense, with sufficient time provided for student responses (see, for example, ID 43-51).

The second activity (an individual activity involving reading) centred on the matching of questions with appropriate answers (ID 99-119). At the end of this activity, the teacher asked students to check their answers against those provided in an answer key and to complete the exercise at home if they had not finished (ID 119). The third activity, the one occupying most time, was a listening exercise (ID 120-225) with clearly identifiable stages and including learning strategies (how to prepare for such an exercise by using the context provided in the textbook,

¹⁷⁹ The textbook did not, at this point, involve writing.

¹⁸⁰ I would like...

including headings, pictures, notes and questions (ID 128-145, 162-164)) – see extracts below:

T: *So, where do you start? What's the number 1...for a listening exercise?*¹⁸¹

(T addresses the class in English.)¹⁸²

C: (This time, there are no answers from the class. Silence.)

T: *Okay, first is...what's the topic? So, what's the topic here? What's the situation here?*

Ss: Kommst du...zum Abend...essen?

[Do you come...for dinner?]

(Several students try to mumble an answer or others read the exercise's heading from the course book.)

(T 8, ID 128-131)

T: Kommst du zum Abendessen? So...

[Will you come...for dinner? So...]

Do you come for dinner? Okay, so, the topic is something about eating, about food, about do you want to come or not. So, the next step is...you know the topic now, the next step is?

T: The next step is the picture. You see, there is a picture and a small text. So, the next step is....look at the picture! Okay, make sure what is the situation. So, please have a look. Look at the picture and make sure, what is the situation. What are they doing? What are the people doing? How many people?

Ss: Two.

(A few students answer in English.)

(T 8, ID 134-136)

¹⁸¹ Original utterances are not put into brackets. For better visual support, the English utterances of the teacher are shown in *italic print*.

¹⁸² The teacher was doing code switching between German, English, and Chinese. However, the teacher used during the entire lesson more English than Chinese.

T: *Just think. There is no correct or wrong now. So, okay? Of course, there is a small text here; in the text....what's written here? Please, read the text. Also, bitte lesen Sie den Text, den gelben hier. Was steht hier?*
[So, please read the text, the yellow one here. What's the information here?]
Please, read by yourself.
 (T allows time for reading.) (T 8, ID 139)

T: *.... So, the first one is make sure... the topic. What's the topic? It's about eating, you know. Second one is, look at the picture. You see the picture and the text. The next step is, for a listening exercise....what? Because it is an exercise, so.... you have to answer some questions, right? So, of course, you read the questions. Okay, please read the questions.*
 (T 8, ID 144)

The next stage of this listening exercise was the explanation of three keywords, which were needed in order to understand the exercise's questions¹⁸³ (ID 146-159). Afterwards, the listening stage took place. After the students had listened twice to the whole text (ID 167, 171), the teacher asked them for answers to the questions provided (ID 172-199). Before listening to the text a third time (ID 213), the teacher explained two phrases¹⁸⁴ which are frequently used at the German dining table and could be also heard in the recording (ID 199-211).

The fourth activity was the first stage of an exercise (Exercise 16) included in the textbook (p. 40), that is, the introduction of new vocabulary (ID 228-280). Altogether, 9 adjectives were presented¹⁸⁵. The teacher acted out the meanings or

¹⁸³ The three keywords were *Vorspeise* (starter), *Hauptgericht* (main menu), and *Nachspeise* (dessert).

¹⁸⁴ The two phrases were *Guten Appetit!* (Enjoy your meal!) and *Prost!* (Cheers!).

¹⁸⁵ The adjectives were *sauer* (sour), *süß* (sweet), *warm* (warm), *bitter* (bitter), *trocken* (dry), *hart* (hard), *salzig* (salty), *frisch* (fresh), and *fett* (fat).

tried to explain them in German. The students reacted by providing the meanings in Chinese (which functioned here as a type of concept checking).

6.4.4.4 Teaching materials and their use

The books used in this class were the textbook *Themen aktuell 1* (Aufderstraße, Bock, Gerdes, Müller, & Müller, 2003) and its associated work book (Bock, Eisfeld, Holthaus, & Schütze-Nöhmke, 2003). The level of these books is rated according to the proficiency stage A1 of the *Common European Framework of Reference for Languages* (Council of Europe, 2001).¹⁸⁶ The book contains ten chapters and the class was involved with the last third of chapter 3. The table of contents for chapter 3 (p. 3) indicates that the topic is *Essen und Trinken* (*Food and beverages*) and practice centres on describing eating habits, ordering and paying for food in a restaurant, compliments and complaints at the dinner table, and grocery shopping (pp. 33-44). The grammar topics for the chapter were listed as: accusative, the modal verb *möchten* (*would like*), and verb changes associated with third person singular present tense¹⁸⁷.

The teacher turned first to a matching exercise (18 on page 38 of the work book), and then moved to a listening exercise (15 on page 40 of the course book) - see the pages in *Appendix 9.4*.

The following excerpt demonstrates how the teacher approached the exercise in the students' work book:

T: Okay, so, wir machen weiter, und zwar.... wir brauchen jetzt erste Aufgabe im Kursbuch. Und zwar... auf Seite 38. Seite 38, die Aufgabe 18, bitte. Also, im Kursbuch...Entschuldigung! Im Arbeitsbuch, im Arbeitsbuch auf Seite 38....Nr. 18.

[Okay, so, we are going on, and actually.... we need now first exercise in the course book. And actually.... on page 38. Page 38, exercise 18, please. So, in the course book... I am sorry! In the work book on page 38....no. 18.]

¹⁸⁶ For details relating to level A1.

¹⁸⁷ For example: *nehmen – nimmt* (*to take, takes*); *essen – isst* (*to eat, eats*).

- T:** (T writes on the blackboard the page number and the exercise number that Ss are supposed to do now.)
- T:** Also, das ist nicht neu, das kennt ihr. Also, vielleicht 5 Minuten, okay?
[So, this is not new, you know it. So, perhaps 5 minutes, okay?]
(T gives a time limit of 5 minutes.)
- Ss:** (Ss take out pencils, open their work books, and start reading. The exercise is to match 10 simple questions with 10 simple responses.)
- T:** (T walks around the classroom and monitors what Ss are doing or answers questions from Ss.)
- S:** (One S calls the T for help.)
- C:** (Class concentrates on doing the exercise; T is still helping when Ss have questions.)
- T:** Okay, seid ihr fertig?
[Okay, have you finished?]
(After about six minutes T addresses the class.)
- C:** (No response. Class goes on with the exercise.)
- T:** Äh...*there are two words maybe you don't know.*
(T writes the first word on the blackboard.)
- T:** *The first one is scharf...scharf bedeutet: Huuh*
(T gestures with one hand in front of the mouth to underline the meaning of spicy/hot.)
- T:** Also, zum Beispiel: Chilli. Chilli ist scharf.
[So, for example: chilli. Chilli is spicy.]
- Ss:** 辣。
{*spicy/hot*}
(Ss say it in Chinese.)
- T:** 辣。辣的意思。
{*Hot. It means hot/spicy.*}
Spicy, spicy.
Die Suppe ist scharf.
[The soup is spicy.]
...is very spicy.

T: (T writes down the second word *glauben* – to believe.)
(T 8, ID 99-110)

The teacher explained the meaning of a newly introduced verb (ID 111-118) and then finished by reminding the students that they should check the correct answers at the end of their work books, and if they have not done so already, should finish the exercise at home (ID 119).

Following this, the teacher moved in to Exercise 15 on page 40 (see *Appendix 9.4*). This is a listening exercise with five simple questions (e.g. *What does Markus have to drink?*), a yellow handwritten note and a picture. The note shows an invitation from Markus, who invites Inge for supper on Saturday at 8 o'clock. He tells her that he is going to do the cooking himself. The picture shows a table prepared for two in a private apartment with a woman looking at a man, who is serving soup. The way in which the teacher staged this exercise was described in detail in the section headed *Teaching activities*. It is important to draw attention here to the fact that the teacher demonstrated explicitly, as a pre-listening activity, how students should make use of various aspects of the textbook in preparing for listening activities, an approach with much wider application and one which supports students' attempts to learn independently.

The overall approach adopted by this teacher was in line with content of the textbook and consistent with its recommended approach, one that encourages teachers to integrate skills within the context of meaningful practice into which grammar points and vocabulary are embedded.

6.4.4.5 Auxiliary aids / media

The classroom was well equipped with computer, projector, a large screen, wall loudspeakers and a blackboard. During the session, the blackboard was used to write several vocabulary items (ID 108, 118) and to indicate the page and exercise numbers the students were expected to engage with (ID 100). The computer and

wall loudspeakers were utilized when the teacher played the audio files for the listening exercise¹⁸⁸.

6.4.4.6 Interactional pattern

One primary interactional pattern was observed: questioning /(by the teacher) and answering (by the students or by a student) – see example below:

- T:** Wie ist das Wetter heute?
[How is the weather today?]
- C:** (Ss start turning the pages of their books)
- T:** Wie ist das Wetter?
[How is the weather?]
(T repeats the question again slowly.)
- Ss:** Heute ist... sonnig¹⁸⁹.
[...is sunny today.]
(The delay before students' response suggests that they are unsure what they should answer.)
- T:** Henning. Wie ist das Wetter heute?
[Henning. How is the weather today?]
(T calls one student by taking a name card out of a tin can and asks the question again.)
- S:** Heute ist sonnig.
[...is sunny today.]
- T:** Es ist sonnig, sehr gut.
[It is sunny, very good.] (T 8, ID 15-21)

In the next extract, the teacher begins with a translation and then attempts to facilitate a conversation among students:

- T:** Okay, hm...*how do you say 'I want to eat a steak.'?*
- Ss:** Ich esse...

¹⁸⁸ During the second hour, the teacher used the internet connection of the computer and projector/screen to show pictures from Google's image search engine as visual aids for various products belonging to an advertisement in the course book (p. 41).

¹⁸⁹ Students' answer is erroneous, since the subject is missing.

(Many Ss are responding, but there seems to be some confusion about how to answer.)

T: (T draws another name card while Ss try to figure out the answer.)

Jasmin. *I want to eat a steak.*

S: Ich möchte...ein Steak...essen.

[I would like to eat a steak.]

T: Sehr gut. Ich möchte ein Steak essen.

[Very good. I would like to eat a steak.]

Hm, how do you like the steak? 好吃嗎?

{(Does it) taste good?}

How do we say this?

(T draws another name card from the tin can.)

T: *How do you like the steak? Gut oder nicht gut?*

[Good or not good?]

Hermine.

S: Schmeckt....

(Here the recording is not clear. However, T understands the answer.)

T: Schmeckt das Steak? Ja. Schmeckt das Steak? Ludwig.

[How is the steak? Yes. How is the steak? Ludwig.]

S: Hm?

T: Was sagst du? Hermine fragt: Schmeckt das Steak? Und du sagst...?

[What do you say? Hermine asks: How is the steak? And you say...?]

S: Hm...hm...

(The student seems not to know how to answer.)

T: Hermine fragt.... Schmeckt das Steak? Du sagst...?

[Hermine asks... How is the steak? And you say...?]

(T allows further time for a response...)

S: Ja. Es ist...gut.

[Yes. It is...good.]

T: Es ist gut, okay. Es ist gut. Ja, es ist gut. Es schmeckt oder ... ja, fantastisch.

Fantastisch.

[It is well, okay. It is well. Yes, it is well. It tastes good... yes, fantastic. Fantastic.] (T 8, ID 39-51)

In the above example, the teacher uses simplified target language, thus creating more comprehensible input, that is, input appropriate for this beginner level class. Simple German was also used as the language of instruction (see, for example, ID 1, 99), with the teacher explicitly teaching an instructionally useful imperative (ID 93, 98). Examples of the type of instructional language used are provided below:

T: (Students signing consent papers, which the T had already distributed.)

Alles fertig?

[Have you finished?] (T 8, ID 1)

T: *Book ...Please, take your book! How to say this? Sarah. How do you say? Please, take your book! Sarah....*

...

T: Nimm.... dein Buch! Nimm dein Buch! *Take your book!*

(T 8, ID 93, 98)

T: Okay, so, wir machen weiter, und zwar.... wir brauchen jetzt erste Aufgabe im Kursbuch. Und zwar... auf Seite 38. Seite 38, die Aufgabe 18, bitte. Also, im Kursbuch...Entschuldigung! Im Arbeitsbuch, im Arbeitsbuch auf Seite 38....Nr. 18.

[Okay, so, we are going on, and actually.... we need now first exercise in the course book. And actually.... on page 38. Page 38, the exercise 18, please. So, in the course book... I am sorry! In the work book on page 38....no. 18.]

(T 8, ID 99)

In this way, the target language became a meaningful tool of communication between the teacher and the students.

Where students made errors or provided a single word where a full sentence was expected, the teacher either (a) waited for a self-correction (see for example ID 53-57, 69-73, 176-185) or (b) corrected by providing the correct form. This approach appears to have created a relaxed working atmosphere in which there was frequent laughter (see for example ID 4, 6, 28, and 166) and encouraged participation and the use of German (see for example ID 6, 169).

Although, the interactional pattern in this class hour was rather limited, it is relevant to note here that pair work was carried out shortly after the break in the second part of the session that has not been analyzed here.

6.4.4.7 Teaching method

The three main activities of the teacher were moderating, facilitating, and monitoring. The teacher spoke German, appropriately adjusted to the level of the students, for much of the time and the students responded by using German. The session was clearly staged and demonstrably effective in that the students, all fifty of them, appeared to be fully engaged and there was evidence of student mastery of the language in focus. In addition, attention was paid to the need for students to take responsibility for their own learning, with a reminder that students should consult an answer key themselves, time allowed for students to consider their response and to self-correct, and the introduction of listening strategies intended to support learner autonomy. However, this segment of the session cannot be described as communicative in that (a) the responses required of students had little or no bearing on their actual lives/ preferences, (b) there was little student/ student interaction, and (c) there were no tasks that involved using the language taught in order to achieve an outcome that was not solely language related. Nevertheless, with the firm foundation gained by the students in this session segment, prepared the way for the second segment which was communicatively-oriented.

6.4.5 Session five

The teacher of this session, a non-native speaker of German who had been teaching German for 31 to 35 years at the time of the recording, has no qualifications in teaching GFL.

6.4.5.1 General overview of the session

The teacher spoke mainly in Chinese, following the textbook. The main stages of the session are outlined below:

- the teacher started by referring to the day's session plan and then called some of the students to the front of the class in order to demonstrate a previously learned syntactic pattern, that is, dual object constructions (approximately 7 minutes);
- the teacher talked about the content of a section of the textbook and played a sound file relating to a listening exercise; students were supposed to listen, but had also transcripts of the listening exercise in front of them (approximately 4 minutes);
- the teacher talked about a text in the course book, translating lexical items and individual sentences and discussing/ explaining grammatical forms as they arose; students were supposed to listen and to take notes (approximately 23 minutes);
- the students read the text in chorus (approximately 4 minutes).

The students were very quiet but most of them appeared to concentrate and take notes throughout the session.

6.4.5.2 Learning objectives

At the beginning of the session, the teacher outlined in Chinese what the focus of the session would be (see below).

T: 那我們今天要用到的東西就是說我們上一次那個，幾個人在這裡排，那有關 Dativ 跟 Akkusativ 的受詞的那個文法，我想再做一次，然後我們就是上課文的東西，還有那個第九課課文

裡面有很多的完成式，所以我也準備了一些完成式的那種遊戲，然後到時候還是會叫人。那我算了一下呢，應該到時候呢，是差不多，應該是每個人都有機會上台，那我同時等於是在點名，看你有沒有來。

{So, we are going to practice today the material we talked about the last time. Several students have (later) to come here (to the front of the class) to line up. This is in relation to the grammar of (dual) objects with dative and accusative, which I would like to do one more time. Then we will go on with the text book's chapter nine, in which there are a lot of perfective forms. For this reason, I have also prepared some activities, so that if time is available, students will be called up. I calculated it: the number needed for these activities almost matches the number of students in the class so that everybody should have a chance to come to the front. At the same time, I will check your attendance, then I will see if you are here or not.}.

(T 58, ID 01)

This kind of transparency was maintained throughout the session, with the teacher explaining why things were done (see for example ID 19, 27, 30, 32) and providing summaries of completed sections of the session (ID 39). Illustrative excerpts from the session transcript are included below:

T: 好，然後我們現在繼續看我們的第九課，待會呢，完成式的東西呢，等我們把第九課看完，我們再來叫人上來排完成式的東西。

{Well, after this, we are now going to continue with our Chapter 9. Then we will look at the Perfect tense. After finishing Chapter 9, we (are going) to call people up to the front again to line up to (build sentences in) the Perfect tense.}

(T 58, ID 19)

T: 那我算了一下呢 應該是每個人都有機會上台，那我同時等於是在點名，看你有沒有來。

{... I calculated (it) everyone should have a chance to come to the front, (and) at the same time, I will check your attendance, (then I will) see (if) you are here or not.}

(T 58, ID 01)

T: 好，我們來看一下課文說什麼。其實，其實我們在五十八頁這邊看到的是 Jenny 他拿到了這個，這封信以後，他就開始非常有興趣說，啊，怎麼這麼好玩，我這樣子隨便飛上去的氣球，就真的是有人拿到，而且會來一封信，真是太有趣了，而且知道他住哪裡。這下子，他晚上睡覺他就開始做夢了，就夢見說他跟他的那個朋友，是不是他們可以騎他們各自擁有的兩匹馬，就去那邊，所以這下，這個五十八頁裡面都是那種。

{Well, we will have a look at what our book is saying. In fact, in fact, we are on page 58, (and) there (we can) see Jenny. She received this...this letter. Afterwards, she started to become interested and very excited that she just casually had sent off a balloon and someone had really got it and sent a letter (back to her). (It is) really very exciting. Moreover, (she) knows where the person lives. Under this impression, she went to bed. She started to dream,dreaming that she and her friend were riding on their own horses to that place. So, the following on page 58 is all about it.}

(T 58, ID 39)

All of this created the impression that the teacher was keen to ensure that the students understood what was happening at each stage of the session as he followed the textbook. Although the grammar topics were outlined and explained by the teacher, there was no opportunity for the students to practice using the target language during the hour's tuition focused on here (or during the one that followed). In fact, the only student output in the target language was chorus reading. For this reason, I conclude that the learning objective was simply that the

students were instructed about the content of their textbooks and that they understood the structure and structure-related meaning of the forms taught in it. Although, the teacher pointed out that students would encounter a lot of perfective forms (ID 01), the translated texts mostly included present tense (see ID 33-167).

6.4.5.3 Learning activities

There were three activities that did not simply involve listening to the teacher and taking notes or chorus reading (see below).

The first of these activities took place after the teacher had outlined in Chinese the program for the day. A group of seven students was asked to come to the front of the class. After the teacher had recorded their attendance (ID 01) and they had collected work sheets (DIN A 4) prepared by the teacher, each with one word written on it, they were asked to line up in accordance with the correct positioning of their word in a sentence, thus indicating what that sentence was (ID 3-8)¹⁹⁰. This was intended to provide an illustration of the correct positioning of words within the relevant construction and provided the teacher with an opportunity to explain word position, with particular reference to the positioning of the accusative and dative objects. The teacher's explanation was as indicated below:

T: 所以他是第二個位置對不對?前面雖然有兩個字,但是實際上是一個位置而已。Der Lehrer 是主詞對不對,那後面現在他接了兩個受詞。那這個 erklären 這個動詞的直接受詞是誰?你們自己提高一點。

{It (the verb) takes the second position, right? Although there are two words in front of it, there is indeed only one position. [The teacher] is subject, right? And at the end, two objects are added. And who is now the direct object of this [to explain]? You lift it up higher by yourself.}

(The students, who hold the words that occupy direct object position, raise their sheets a little bit higher.)

¹⁹⁰ The sentence was: *Der Lehrer erklärt den Schülern die Regeln* (The teacher explained the rules of formation to the pupils).

- T:** Ja. Die Regel¹⁹¹，一定要注意到，所以我們把他叫做 Akkusativ。他是直接受詞。好，放下。
- {[Yes. The rule]; you have really to pay attention here. We call it [accusative]. It is the direct object. Well, (you can) put (the sheet) down.}
- (Students lower their sheets.)
- T:** 間接受詞是哪一個，den Schülern¹⁹²。好，den Schülern 的主格呢，應該是 die Schüler，他單數是 der Schüler，現在是 die Schülern，後面加了個 n，因為我們絕大多數名詞的複數 Dativ 後面都應該有 n。他在主格的時候沒有那個 n。但複數 Dativ 加上那個，den 是沒有問題。你們方向很好。
- {The indirect object is here den Schülern. Well, the nominative of den Schülern is die Schüler, and its singular is die Schüler. Now, den Schülern has an 'n' at the end, because we most of the time add an 'n' to the dative plural form. The nominative has no such 'n'. But the plural form of the dative adds it; den is not a problem. You (the seven students) lined up very well.}
- (T 58, ID 11-13)

Following this, the students were informed that there would be additional activities of this kind later, activities that involved formation of sentences in the German perfect tense (ID 19). Next, the teacher played a listening exercise from a CD. The exercise was introduced with these words:

- T:** 好，我們現在第九課呢，我們一方面把我們聽錄音，聽 CD 的那個講義拿出來。我們在課本五十七頁的地方，我們前面讀過對不對？然後我們聽了兩個，一個是 A9 跟 A10 的那個 CD 裡面的那個對話。那我現在要重放的是 A10 的，也就是說那個 Jenny 他收到了這個 Brief 以後，他自己在那邊自言自語的我就放一下，然後他去找那個捷克男孩子來幫他忙的部分，我們用

¹⁹¹ The pronunciation is here incorrect; furthermore it should be the plural form *Regeln*.

¹⁹² Pronunciation was incorrect.

聽的不要看，你們這個當然那個講義放在那裡喔，但是呢盡量不要看，因為他是非常瑣碎的對話，對不對？啊你們試試看，那個瑣碎而簡短的對話呢，每個人講的字其實很少，不是長篇大論，所以應該是可以聽。現在來聽聽看。

{Well, we are in chapter nine. We will, on one hand, listen to the sound recording. Take out the handouts for the CD listening exercises. We are at page 57 of the textbook. We read through the previous (pages of the handout), right? Then we listened to two dialogues, one is A 9 and A 10 on the CD. Now, I am going to play A 10 again. It is about Jenny. After she received this [letter], she talked there to herself. I played that. Afterwards, she went looking for this Czech boy to help her. For this part, we are going to listen, not read. Of course, you can put the handout beside (you), but try not to look at it, because it is a very trivial dialogue, isn't it? Just let's try this trivial and simple dialogue. The words said by every person are actually pretty few. It is not a long speech, therefore you should be able to understand it. Now, let's listen to it.}

(T 58, ID 20)

The students had the transcripts of the listening exercises on handouts and the teacher had previously read through these pages. The students were supposed to listen a second time - but this time without reading the text.

The third activity in which the students were involved was one in which the students were expected to read a text sentence by sentence (one that had earlier been translated and explained by the teacher). The teacher had spent approximately twenty-three minutes exploring this text (ID 33-65) before the students had to read it in chorus, which lasted approximately four minutes (ID 66-157).

6.4.5.4 Teaching materials and their use

The books used in this class were: *Moment mal! Lehrbuch 1* (Müller, Rusch, Scherling, et. al., 1996a); its workbook *Moment mal! Arbeitsbuch 1* (Müller,

Rusch, Scherling et al., 1996b); and its vocabulary booklet *Moment mal Glossar Deutsch-Chinesisch 1* (陳欣蓉, 1998).

According to the publisher's information, were these materials designed for students from sixteen years upwards.

The textbook has fifteen chapters, and the relevant section was chapter 9 (pp. 56-63), with a primary focus on pages 57 and 58. For a copy of the relevant pages, see *Appendix 9.5*.

The topics covered in this chapter are listed in the textbook's table of contents (p. 4). One of the focal points of this chapter was how to give brief descriptions of humans, landscapes, and weather, and how to outline a travel route. Another focal point was the identification of (unfamiliar) language and its meaning. The grammar topics for this chapter were listed as: perfect, perfect participles and the syntax of sentences using the perfect.

The textbook and workbook include, at the right-hand or left-hand side of each page, printed instructions which tell students what to do with the related exercises or part of the page. In the case of the textbook, these instructions are combined with icons, each indicating whether listening, speaking, reading or writing is to be practiced.

The teacher started using the textbook approximately seven minutes into the session. The exercise in focus is numbered A10 (on page 57). The teacher played the relevant track of the textbook's CD (ID 21).¹⁹³ Afterwards, he read the letter relating to exercise 4 with the whole class joining in (ID 22-26), indicating that this was done simply for the fun of it (ID 24). Although the textbook clearly outlines (reinforced by icons) what the intention is in relation to how each section of the book should be exploited in class, the teacher did not refer to this but immediately began to translate and explain the sentences included in the two blue

¹⁹³ It was at this point that further teaching materials were observable. Students had the transcriptions of the listening exercises as handouts, enabling them to read along whenever audio tracks were played.

coloured boxes (A5 and A10) at the bottom of page 57 (ID 27-29). Thus, the practice of elements relating to the letter that were included in the textbook (A7, A8: reading, identifying key points and speaking about them) were not included in the session. Furthermore, because the students had handouts that contained written versions of the texts to which they were intended to listen, the exercise was no longer truly a listening exercise. In addition, practice point A11 in the textbook (p. 58), which indicates that students should first read the text, *Der Traum*, and then speak about what the girl, Jenny, sees in her dream was also omitted. Instead, the teacher asked the students to open their vocabulary booklet so that they could follow their teacher's translations and explanations by referring to the German - Chinese vocabulary (ID 30, 37).

An extract from the session transcript that indicates the way in which the teaching materials were used is outlined below:

- T:** Der Traum , Traum , 是夢 , ja , 做夢 , 動詞是什麼?
 {[The dream, dream] is dream. Ja. Have a dream. What is the verb?}
 (Here T's question about the verb is unclear as it is not clear which verb is meant.)
- Ss:** Machen [to make].
 (A few Ss respond by murmuring a wrong verb. But T does not react and continues.)
- T:** A 上面要打兩點 , 所以是?
 {On top of the A (you) need to put two dots, then (it) is?}
- S:** Träumen [to dream].
 (A faint murmur occurs from somewhere within the class. T does not respond.)
- T:** Träumen 。 蛤 , 你在做夢嗎? Du träumst. 你在作夢 , 哪有這種事 。 Das ist doch nicht möglich. 對不對? Der Traum. 我們在六十
 五頁生字你們會看到喔 , träumen 。
 {[To dream.] Are you dreaming? [You dream.] Are you dreaming,
 how can that be? [This is still not possible.] Right? [The dream.]

We are on page 65 in the vocabulary booklet, you can see there [to dream].}

S: (A student from the first row stands up and runs out of the classroom. T does not react and continues talking.)

T: 他看到，看著天空的雲，然後他就在做夢，ja，對，這裡其實可以說他就這樣子夢想，其實不一定要睡著喔，而是說他就在外面，看到天上的雲，die Wolken, die Wolken. Ja. Am Himmel，天上，在天上，我們 的用的介係詞是 am 這個字，因為是 der Himmel，所以是 am Himmel，und träumt，他就在那邊胡思亂想，甚至於可以這樣講喔，他就開始胡思亂想了。

{She sees, she sees the clouds in the sky and then (she) dreams. Ja. Well. In fact, here (we) can say that she is just dreaming like this. In fact, (she) is not sleeping. She is outside, looking at the sky and the clouds, die Wolken, die Wolken. Ja. Am Himmel, in the sky, in the sky, the preposition we need is am. This word, because of der Himmel, it is am Himmel, und träumt. She is here imagining things, (you) could say (it) this way, she starts to imagine things.}

(T 58, ID 33-40)

The teacher continued in similar vein for another twenty-two minutes (ID 42-65), translating sentence by sentence and explaining the meanings of some of the words as well as outlining certain grammar topics. Following this, the students were requested to read the whole text in chorus. This lasted for approximately four minutes (ID 66-160). The intention as outlined in the textbook, namely to provide students with an opportunity to read and discover the content of the text on their own and share their findings with classmates was not realized in practice.

To sum up, despite the fact that the materials included in the textbook provided several opportunities for the students to become actively involved with the language in focus, the prompts provided in the textbook in relation to this were not followed and so the students had no genuine practice in exercising the skills involved in making sense of a listening text. The only student language output

observed was four minutes of choral reading. Thus, the teaching materials did not (as they were intended to do) provide a resource for the development and exercise of listening skills. Instead, they were used largely to underpin translation and lexical and grammatical explanations by the teacher.

6.4.5.5 Auxiliary aids / media

The auxiliary aids used included a microphone (to project the teacher's voice), a CD player and a CD (supplied with the textbook), and (a) handouts each containing a single word prepared by the teacher, (b) handouts containing printed versions of the listening exercises, and (c) handouts listing tables of irregular verb forms in present tense, past tense, and participle perfect form (ID 63-65).

A nice touch was that the teacher had brought chocolate and marzipan eggs of the Easter season for the students, since the teacher had talked about festivals in a previous session. These specialities were shared among students during the break time.

6.4.5.6 Interactional patterns

A few students were individually called up by the teacher in order to have their attendance recorded and in order to line up in a way that demonstrated the appropriate word order in the case of dual object sentences. Otherwise, the session was wholly teacher-centred, with the teacher addressing the class as a whole for most of the time. There was no interaction among the students – no pair or group work. Although the teacher asked questions, he rarely responded to the answers given (see for example ID 34, 36). In fact, he did not respond even when one of the students ran out of the room (ID 38).

6.4.5.7 Teaching method

The teaching was guided, to some extent, by the content of the textbook (although the instructions for use of that content that were included in the textbook were largely over-ridden). The overall result was a session that accorded in most respects with grammar translation in spite of the inclusion of what was intended by the textbook writers to be a listening practice exercise. Even so, there were clear signs that the teacher had planned the session (the inclusion of a session

outline at the beginning) and had attempted to make the session interesting (e.g. the lining up of students to illustrate word order). Furthermore, the way in which the keeping of an attendance record was integrated into the overall proceedings and the fact that the students seemed engaged throughout the session indicated effective classroom management (something that is difficult to achieve with large groups of learners). However, there was no evidence of genuine communicative practice (with what little student talking time there was being largely devoted to choral reading) and no error correction (and little need for it in view of the lack of individual student talking time).

6.5 Conclusions

The initial impressionistic overview indicated that much of the teaching of GFL in tertiary institutions in Taiwan appears to be teacher-centred, with students being given few opportunities to make a contribution other than reading aloud, copying teacher utterances and answering questions (often in chorus). There was evidence that grammar translation, or aspects of grammar translation, continued to be the dominant teaching mode in some cases, but less of audio-lingual methodology. However, in the case of ten of the teachers involved communicative language teaching, or aspects of communicative language teaching, was in evidence and this often appeared to relate to effective use of communicatively-oriented textbooks. However, although Harmer (1998 p. 117) notes that textbooks can give teachers ideas about what to teach and how to teach and Hutchinson and Torres (1994, p. 323) observe that they can help with innovation and support teachers through periods of change, there was some evidence that some of the teachers used textbooks in ways that aligned with their own teaching preferences irrespective of the actual nature of these textbooks, selecting from them and adapting their content in ways that effectively subverted the theoretical paradigm on which they were based.

These impressions were reinforced by the criterion-referenced analysis of five teaching sessions. All except one of these sessions was teacher-dominated, with the teacher talking most of the time, mostly involving translation and/or

explanation and, in the case of *sessions 2, 3 and 5*, mostly in Chinese. In these four sessions, student contributions being largely confined to chorus reading (*sessions 1 & 5*), chorus reading and chorus copying of teacher's translations (*session 3*), and chorus reading, gap filling and, in some cases, answering teacher initiated questions (*session 2*). So far as teaching materials are concerned, all except the teacher of *session 1* used textbooks. However, these textbooks were not used in the ways in which the authors are likely to have intended. In terms of teaching method, *session 5* appeared to be largely grammar translation dominated. *Sessions 1, 2 and 3* were, however, more difficult to relate to any recognized teaching method. However, *session 3* included some aspects of grammar translation and *sessions 1 and 2* included some aspects of both grammar-translation and audio-lingual methodology. In all four cases, the learning objectives were presented as grammatical statements rather than in terms of what the learners were expected to be able to do using the language in focus at the end of the lesson. While the teachers of *sessions 3 and 4* had had no training in teaching GFL, the teachers of *sessions 1 and 2* had both had formal training in the area. Moreover, according to her responses in earlier sections of this research project, the teacher of *session 2*, who had been teaching GFL for six to ten years at the time of the recording and whose training is therefore likely to have been relatively recent, was satisfied with her teaching and regarded it as being communicative in orientation.

The teacher of *session 4* had been teaching German also for six to ten years at the time of the recording and had had no pre-service training in GFL. He indicated in his responses in earlier sections of the research project that he was not satisfied with his teaching and did not know whether it was communicatively oriented. However, his teaching was markedly different from that of the other four. Sticking closely to the content of the textbook, he engaged the students in a range of activities, preceding one of them by reading strategy instruction. Although he did not state the learning objective explicitly, it was clear that the expectation was that the learners would be able to use a particular grammatical construction in the context of particular topics by the end of the lesson. Given the fact that this teacher is a native-speaker of German, the youngest of the teachers involved in the five lessons and had been teaching German for six to ten years at the time of the

recordings, it may be that he was influenced by the teaching that he had himself experienced as a language learner in Germany.

Chapter 7

Conclusions, reflections and recommendations

7.1 Introduction

The overall aim of the research project reported here was to explore in as much detail as possible the attitudes and practices of a sample of teachers of German working in the tertiary education sector in Taiwan. There were two main reasons for my particular interest in this area. The first related directly to my personal experience as a member of the GFL teachers' community in Taiwan for over two decades. The second was the interest generated in me by my reading of a thesis written in 1996 by Heinz Lohmann entitled *Die deutschen Abteilungen an den Universitäten in Taiwan und ihre Studenten* (German Departments in Tertiary Institutions in Taiwan and their Students). Lohmann, the first person to undertake an investigation of a number of aspects of the teaching and learning of German in Taiwanese universities, indicated that further research in relation to teaching practices and the contexts in which teachers operated was something requiring attention in the future (p. 14). Even so, this had continued to remain largely unexplored when I began this research project. I therefore determined to go some way towards its exploration, seeking, in particular, to answer the following research questions:

Q1: What are the educational backgrounds and professional beliefs and practices of a representative sample of teachers of German operating in tertiary institutions in Taiwan?

Q2: To what extent do these beliefs and practices reflect major changes and developments that have taken place in the field of additional language teaching, particularly in the field of the teaching of German as an additional language, since the heyday of grammar translation?

Q3: To what extent do these beliefs and practices appear to be influenced by factors other than major changes and developments that have taken place in the field of additional language teaching and what are these factors?

Q4: What are the actual classroom practices of a sample of GFL teachers as evidenced in lesson observations?

In seeking to address the overall aim and research questions, in which the primary focus was on language teacher cognition, I adopted a mixed method approach involving a combination of qualitative and quantitative data which combined a questionnaire-based survey with semi-structured interviews and classroom observations.

An overview and discussion of the main research findings is provided below (7.2). This is followed by a section in which these findings are linked directly to the research questions (7.3). Next are sections outlining the perceived limitations (7.4) and strengths (7.5) of the research. The chapter ends with some recommendations relating to future research and to the teaching of German in tertiary institutions in Taiwan (7.6).

7.2 Overview and discussion of the main research findings

In reporting on the research findings as a whole here, I have brought together data derived from different research methods and relating to different research questions under a number of focus point headings. However, there is, in brackets following each sub-heading, an indication of the particular research question or research questions with which the content of each sub-section is largely concerned.

7.2.1 Teachers' qualifications (Research Question 1)

Responses to a number of questions included in the questionnaire (*Chapter 4*) and interviews (*Chapter 5*) indicate that the majority of the teachers who participated in this research project have no professional qualifications in language teaching (70% in the case of survey participants). While approximately half of them had a PhD, their areas of specialism were more likely to be, for example, medieval German, classical and modern literature, linguistics, Chinese studies, history, politics or economics (see 4.5.2). This was also borne out by responses to a number of the interview questions (*Chapter 5*). In connection with this, it is important to note that even where participants had a Master's degree or PhD that included a minor or major component in the field of GFL, this provided no guarantee of genuine understanding and competence in the field since, as indicated in interview responses, the content of such programs can be very variable, particularly in relation to teaching practice (see 5.3.1). This, possibly more than any other factor, is likely to have led to a situation in which research participants reported widespread dissatisfaction in relation to student motivation and performance (see *Chapters 4 & 5*), and one in which some of the teaching observed did not reflect in any way changes and developments in language pedagogy that have taken place over the last half century (*Chapter 6*).

Bearing in mind the issues raised above in connection with language teacher training, it was not surprising to find that almost all of the interviewees (nine out of ten) reported having difficulties in the initial stages of their tertiary teaching careers, a situation exacerbated by the fact that classes were reported to have, on average, more than 30 students (see 4.5.3.2) or as many as 50 and above in the case of beginner classes (see, for example, 5.3.2). In fact, five of the ten interviewees attributed the particular difficulties they had in the early stages of their teaching careers to the fact that they had had no teaching practice prior to their initial academic appointment (see 5.3.1).

While half of the interviewees reported that they had continued to struggle with teaching issues beyond the initial stages of their teaching careers (see 5.3.2), the other half believed that they had largely solved any initial problems. The fact

remains, however, that the solutions they found may not necessarily have been in line with what is currently regarded as good practice. Thus, for example, one of them observed that it was well into her teaching career, and following a six month professional language teacher training course in Germany, that she finally realized that her teaching up to that point had been poor because she was unaware of any particular language teaching methodologies (see 5.3.3). The style of teaching that she had experienced as a language learner, a style she initially attempted to imitate, was very likely the same, or similar to that style of teaching described by another of the interviewees who recalled teacher-centred language classes that included no opportunity to practice the target language with classmates (see 5.3.6). In fact, this was characteristic of much of the teaching observed and analysed as part of this research project (see *Chapter 6*).

Clearly, one of the reasons why many of those involved in the research reported here appear not to have had adequate pre-service language teacher training is the fact that tertiary institutions in Taiwan do *not* require evidence of effective pre-service teacher training prior to the appointment of GFL teachers (although they do now - since 2000 - require a PhD qualification or evidence that one is in progress). Their employment strategy is, thus, based on a combination of two assumptions. The first is that language teaching can be undertaken by (almost) every native speaker (with any higher degree). The second is that (almost) everyone who has learned German as a major in a first degree and has further educational qualifications (in whatever subject) is also capable of teaching the language effectively.

Almost a century ago, Palmer and Redman (1932) discussed problematic aspects of employment in the area of the teaching of English as a foreign language, noting the tendency of employers to employ people qualified in areas other than language teaching. They conducted an academic-style discussion about a fictitious advertisement from a far away university (in Timbuctoo) seeking a professor in the area of English (literature), noting that whoever was appointed would not be able to teach English literature or English language. They would not be able to teach English literature because the students would not have sufficient competence in English to cope. They would not be able to teach English language

because they themselves would lack the competence to do so (pp. 1-11). Palmer's comments were based on many years of experience of teaching English in Japan. Fast forward seventy five years and we find Oberreiter (2007) describing a similar situation with reference to the teaching of GFL in Taiwan and observing that his students' level of proficiency in the language was not adequate for them to appreciate the sophisticated grammar that characterizes German literature (p. 16). In both cases, a central issue is the discrepancy between perception and reality.

While neither Palmer and Redman nor Oberreiter focused specifically on the issue of language teacher training, Widdowson (2003) and Senior (2006) have done so. While Senior (2006) has noted that the 'public misconception' that almost everybody can teach his/her native language (p. 230) as a foreign language is fostered through headlines in the mass media (p. 236), Widdowson (2003) has noted the ubiquity of the 'common sense' assumption that all that is required in order to teach a language is the ability to speak and write it (p. 2). He has, in addition, explored the "kind of specialist expertise teachers need to have to claim professional authority" within the field of FLT (p. 1).

So far as GFL in tertiary institutions in Taiwan is concerned, the research reported here reveals a situation that is essentially little different from that described by Palmer and Redman, by Oberreiter, by Senior and by Widdowson, one in which a lack of appropriate training impacts negatively on all aspects of the teaching of the language. In such a context, there is sometimes considerable reliance on past experience of language learning which, as Borg (2005) has observed, "defines early cognitions" and, furthermore, where there has been initial training, "shapes teachers' perceptions of [it]" (p. 192). Even so, this research project indicates that there *are* GFL teachers in the tertiary system in Taiwan who have had the advantage of effective training, often training provided by the Goethe Institute (see 5.3.3 and Tables 4.11, 4.13 and 4.17), and who teach in ways that are consistent with current research-based trends (see *Chapter 6* and 7.2.7 below). It is, therefore, not appropriate to claim, as Chou (2014) has recently done, that all Taiwanese teachers of GFL teach in outdated ways (p. 120).

7.2.2 The impact of limited language teacher training (Research Questions 1 & 2)

The impact of a lack of training in GFL, or of inadequate training in GFL was evident throughout all aspects of the research project - in many of the views expressed in questionnaire and interview responses and in much of the teaching observed and analysed. Thus, for example, both questionnaire and interview responses indicated widespread uncertainty about communicative language teaching even among some of those trained in GFL teaching, with many of the respondents appearing to believe that CLT simply involved the teacher talking with/ to students (see 4.5.3.5 and 5.3.5), a misconception which one interviewee characterized as the “Bla-bla-bla-approach” of her colleagues. In fact, six of the ten interviewees reported either (a) that they doubted the ability of some of their colleagues to apply CLT in their classrooms or (b) that they believed that their colleagues had a limited teaching repertoire, relying largely on (i) lecturing about grammar, (ii) using translation in a way that was reminiscent of grammar translation, or (iii) using pattern drilling in a way that was reminiscent of audio-lingual methodology (see 5.3.6).

As indicated in *Chapter 3* (see especially 3.8), there have been significant developments in language teaching since the 1970s, with communicative approaches being promoted by the Council of Europe (see, for example, Candlin, 1975 and 1978; van Ek, 1975; van Ek and Alexander, 1975; Piepho, 1974; Wilkins 1976). As Savignon (1991, p. 264) has observed, CLT has become a pillar of the Council of Europe’s language policy and, as Richards (1998, p. 128) has observed, it now plays “a primary role in instructional materials”. However, even though many of the textbooks used in GFL classrooms in tertiary institutions in Taiwan are communicatively oriented, this does not mean that they are used in ways that are consistent with this orientation (see 5.3.6 and *Chapter 6* and further discussion below). In fact, as one of the interviewees noted, some GFL teachers appeared to do little more than translate the material in textbooks from German into Chinese (see 5.3.6).

What all of this indicates is that much of the teaching of GFL in tertiary institutions in Taiwan is not characterized by that ‘pedagogic eclecticism’ which Senior (2006, p.141) has described as “a key feature of effective teaching”, a key feature whose importance has also been emphasized by Brown (2000, p. 253).

7.2.3 Inadequate institutional support for teachers’ professional development (Research Question 3)

While almost two thirds of survey respondents indicated that they had problems associated with their teaching and were looking for ways of improving (see *Table 4.26*) and while just over half of them reported that they were satisfied with the support provided by their institution (see *Table 4.45*), both questionnaire and interview data (see *Chapters 4 and 5*) clearly indicated that many respondents, including all of the interviewees, were dissatisfied with the in-service training provided by their institutions, with interviewees drawing attention to what they saw as institutional disregard for appropriate training in GFL (see 5.3.4) and to serious deficiencies in the ways in which they treated newly employed staff (see 5.3.1).

So far as in-service development is concerned, over 53% of the teachers surveyed thought that in-service events were ‘not very useful’ or ‘a waste of time’ (see *Table 4.20*) and two of the interviewees, each of whom had participated in 15 or more in-service training events, reported no impact of such in-service events on their teaching (see 5.3.4). In discussing in-service training more generally, other interviewees provided insights into why such training was not generally particularly useful, noting that it was often directed at teaching staff in general rather than at particular categories of teaching staff, such as language teachers, and might include, for example, sessions entitled ‘how to communicate with your students’ or ‘how to apply research funding’. In fact, one of the interviewees observed that a so-called ‘Teachers’ Trainer Center’ in her institution did not actually provide any training at all (see 5.3.4).

As already indicated, the tertiary institutions in which the research participants taught appear not to value relevant pre-service training (as indicated in the

appointments made) or to provide in-service development opportunities that were considered to be relevant and effective by all of their GFL teachers. Nevertheless, many of the research participants indicated that they wanted to improve their teaching (with 60% of questionnaire respondents reporting that they were looking for ways of improving). Some reported that they had found ways of doing so, with several referring to the effectiveness of the training provided by the Goethe Institute, particularly in the case of longer training courses (see 5.3.3). One interviewee in particular made reference to the positive impact that such training had had on her confidence in speaking German. Indeed, one thing that emerges very strongly from the interview responses is just how effective training in language teaching can be even where, as in the case of two of the interviewees, such training took place well into the participants' teaching careers (see *Table 5.1*).

Another thing that emerged from the interview responses was that short training programs (lasting for just a few months) do not necessarily provide sufficient guidance. Thus, for example, whereas one of the interviewees, who had taken part in a two year training program, was confident about describing her teaching as being communicative, another, who had taken part in a four month training program, lacked that confidence (see *Table 5.2*). Both accounts, however, demonstrated, how effective the role of professional language teacher training could be even when, as was the case for one of the interviewees, that training took place many years after she had started with teaching German.

Overall, what the research indicates is that tertiary institutions in Taiwan may have little understanding of the complexities of language teaching (see also, for example, Crandall, 2000; Crombie, 2006; Smagorinsky, Cook & Johnson, 2003; Watzke, 2007; and Widdowson, 2003). They are prepared to employ teachers of GFL who have received little or no training in the area and often provide in-service development which may be of little direct relevance to the language classroom. Nevertheless, many GFL teachers in tertiary institutions in Taiwan are eager to improve their teaching and do find ways of doing so. Even so, there was, with one notable exception (see 5.3.2), very little evidence in either the questionnaire or interview responses of a genuinely reflective approach to teaching in the sense intended in much of the literature on the 'reflective

practitioner' as first encountered in the work of Schön (1983) and expanded on in later works (see, for example, Richards & Lockhart, 1994; Richards & Farrell, 2005). This may be, in part at least, because so many GFL teachers in tertiary institutions in Taiwan have an academic background in an area other than language teaching (see 7.2.1) and are therefore not well equipped to reflect in an informed way on that teaching.

Rajagopalan (2005) has observed that many language teachers who are non-native speakers of the languages taught are “doomed [to chase] an impossible ideal” (p. 289). The same could be said of all language teachers who lack adequate training (whether or not they are native speakers of the languages taught). Unless all tertiary institutions in Taiwan begin to take much more seriously issues associated with language teaching professionalism (as reflected in employment and support policies and practices) than some of them appear currently to do, it is likely that the problems that currently face teachers and learners of GFL will continue, with those GFL teachers who do find ways of up-skilling continuing to be frustrated by the overall situation.

7.2.4 The curriculum vacuum and the textbook syllabus (Research Questions 1, 2 & 3)

As Brown (2000, p. 252) has observed, the term ‘curriculum’ may be used in different ways within the context of language teaching, generally being used in a way that is synonymous with ‘syllabus’ (often in the USA) or in a way that is inclusive of all aspects of a teaching program (often in the UK). However, some of the research participants used the term ‘curriculum’ in unusual ways - to refer, for example, to major fields of study (e.g. German language) or to the types of brief overview of departmental courses that are often found on institutional websites (sometimes labelled ‘prescriptions’) (see 5.3.7). While one reason for this may be the fact that there is no unambiguous Chinese translation of the word ‘curriculum’¹⁹⁴, another possible reason, one that some other aspects of response

¹⁹⁴ The Chinese terminology does not create clarity either. The Chinese character *ke* 課 can have the meaning of ‘lesson’, ‘class’, or ‘subject’. The compound *ke cheng* 課程 has as a further character *cheng* 程 which means ‘formula’, ‘rule’, ‘order’, ‘journey’, or ‘sequence’. The

data would tend to support, is that some of the research participants actually had no concept at all of what a language curriculum might look like.

Survey participants were asked if they were “required to teach according to a syllabus (i.e. an overall plan that includes teaching objectives)”. In response, approximately one third indicated that they were not (see *Table 4.40*). However, in those cases where respondents indicated that they *were* expected to teach according to syllabuses, it was not possible to determine what the source of these syllabuses was. Consequently, this issue was explored further in the interviews, the data collected indicating that the task of developing a syllabus was sometimes regarded as little more than something done to meet institutions’ administrative requirements, with topics being copied from textbooks into syllabus outlines along with the relevant page numbers in the textbooks (see 5.3.7). In fact, textbooks might not only determine course syllabuses (i.e. the course content) but might also act as a substitute for the curriculum as a whole (i.e. course content plus all other aspects of courses and programs, including, for example, methodology and assessment and the relationships among courses).

Not a single interviewee was able to state with any certainty that his or her institution had a specific language curriculum in the broader sense of the term and only one of them made reference in connection with this issue to common reference levels, noting that there was, within her institution, a kind of minimal consensus that certain broad CEFR bands were associated with certain academic years. In fact, however, this was clearly also true of other institutions. Several of the research participants reported that German textbooks were selected for particular years of study in accordance with CEFR levels (see 5.3.6), with these textbooks determining the course syllabus and presumably also, in those cases where the material in the textbooks was taught in the ways intended by the authors (which, in fact, it might not be), various other aspects of the overall curriculum. In

compound *ke cheng* 課程 itself means ‘course’ or ‘curriculum’ / ‘syllabus’. And it is used in terms made out of three or four characters including like for example *ke cheng biao* 課程表 which means ‘curriculum’ / ‘syllabus’, ‘course plan’, ‘curriculum table’ or *ke cheng ji hua* 課程計劃 which means ‘lesson plan’, ‘course plan’, ‘curriculum’s plan’.

other respects, any sense of a coherent, overarching curriculum in the broad, inclusive sense appeared generally to be lacking.

The impact of this German language curriculum vacuum became evident in several ways. Thus, for example, three quarters of questionnaire respondents believed that there was “no general agreement [in their institutions] on what constitutes effective teaching practice” (see *Table 4.47*). In addition, approximately half of the recorded lessons that were included in the study (i.e. 25 out of 55 hours), each labelled *German*, *conversation* or *grammar*, proved impossible to classify in terms of any generally recognized teaching approach or method (see 6.3). Furthermore, interviewees reported that one reason for difficulties experienced in coping with classes was that they did not know what level of German to expect when they took them over from other teachers. Perhaps even more critically, some reported being uncertain about what the previous teacher had actually taught. This is not a matter that relates to that flexibility recommended by Senior (2006). It is, rather, a matter that relates to a lack of any genuine, overall curriculum planning, the end result being a sort of free-for-all in which individual teachers appear to operate largely independently of one another and with no clear sense of overall direction. In fact, even course labels might not be indicative of course content in even the broadest sense. Thus, for example, one of the interviewees indicated that she taught all four skills in a course labelled conversation and another observed that some colleagues taught grammar and translation regardless of the course’s label. This is a phenomenon that was also observed by Lohmann (1996) who noted that it was sometimes impossible to determine course content on the basis of course labelling (p. 108).

Since the 1970s, there has been considerable debate about the nature of the content of language courses and how that content should be specified, dealt with and assessed (see *Chapter 3*). In spite of this, many of the participants in this research project appear to have been largely unaffected by this debate, holding views about language teaching that have been largely discredited, being prepared to allow textbook writers to determine the content of their courses and teaching in ways that do not reflect any of the methodological developments that have characterized the last half century (see *Chapters 4, 5 & 6*). In this, these teachers

of German are by no means alone. So far as the use of textbooks for course and program planning purposes is concerned, Richards (1998) has observed that in “foreign language classrooms around the world”, the textbook can function as a “hidden curriculum” which “plays a significant role in the process of teaching and learning” (p. 125).

7.2.5 Compliance issues (Research Question 3)

The questionnaire participants estimated that they worked, on average, for approximately 50 hours per week, with an average of almost 13 hours of classroom teaching, 20 hours of teaching-related activities, almost 9 hours of administration and over 8 hours of research (see *Table 4.6, 4.7, and 4.8*). Almost three quarters reported that their administrative workload was increasing, that they were unable to do all that was expected of them and that they had insufficient time for their private lives (see 4.5.5). Furthermore, many of the tasks required of the research participants appear to have little purpose other than to provide the institution with some form of documented ‘evidence’ that they were operating effectively.

Workload issues need to be considered in a context in which the vast majority of interviewees and questionnaire participants believed that they were working more hours than they were paid for (86% of questionnaire respondents), in language classes that were too large (64% of questionnaire respondents), and against a backdrop where research and publishing were valued more highly than teaching by their institutions (78% of questionnaire respondents). In fact, three quarters of survey participants believed that teaching was not valued at all (75% of questionnaire respondents), the main administrative driver being economic rather than educational (77% of questionnaire respondents) (see *Table 4.48*). It is not, therefore, surprising to find that one of the interviewees described teaching as something that happened on the sidelines, the main ‘game’ being administration. In fact, even where institutions did place some emphasis on teaching, as in the case of Ministry of Education-funded teaching excellence projects, the tasks involved were described by one of the interviewees as simply adding to an already nearly impossible burden. What is more, there seems little point in asking staff to

engage in projects designed to encourage excellence in teaching in cases where they may, for lack of training, lack even basic teaching skills and understanding.

What emerges, overall, is a picture of institutions which have lost their way so far as education is concerned, placing teaching low on their list of priorities at a time when, bearing in mind an increasingly liberal entry regime, effective teaching is growing in importance. In the field of language education and, in particular here, in the field of GFL education, this research project reveals some of the ways in which institutional attitudes and practices have impacted on teachers and, by implication, also on students. Institutions' failure to require GFL teachers to provide solid evidence of effective training prior to initial appointment (or, indeed, to consider what form such evidence might take), combined with their failure to provide effective, ongoing support for curriculum and teaching development has meant that they can have little confidence in what is happening in the classroom. Hence, they are putting in place an increasingly complex and time-consuming compliance regime, one which actually exacerbates the problem, leaving teachers who may already be experiencing considerable difficulties in the classroom with little time to devote to attempts to improve their teaching.

7.2.6 Teachers' beliefs about student motivation and proficiency (Research Question 1)

The intrinsic motivation of students of GFL was described by six out of the ten interviewees as being generally low (see 5.3.9). However, only one of them attributed this to the passivity which is stereotypically associated with Taiwanese learners by virtue of traditional Confucian heritage and is still often used as a way of explaining or justifying a focus on grammar-focused lecturing and/or the lack of success of some language programs (see 3.10.2). The others appeared to see this as a convenient excuse, expressing the belief that motivation increased where course content was interesting and meaningful and where teaching practices were effective, thus implicitly acknowledging the importance that Dörnyei (1998; 2001) places on the fact that motivation can change in response to a wide range of factors, including teacher-related ones (see 3.10.2 and 5.3.8). Even so, interviewees did draw attention to the fact that motivation was inevitably

adversely affected in many cases by the fact that German was not the first choice of study for many of the students (see 5.3.8). This is something that had already been noted by Lohmann (1996, p. 90) almost two decades ago who noted that many students of German had indicated a preference for other subjects of study before sitting the Ministry of Education's Joint University Entrance Exam (JUEE). It is something that has also been referred to more recently by Chou (2014) (see 3.10.2). Even so, it is important to acknowledge that, as Gardener and Lambert (1972) point out, a range of affective factors may play an important role in motivation and, as several studies involving GFL in Taiwan have reported, GFL students characteristically exhibit a wide range of intrinsic as well as extrinsic motivations (see 3.10.2).

7.2.7 Focusing on teaching (Research Question 4)

Several of the questionnaire respondents (from a range of different institutions) referred to the fact that they had little confidence in the teaching practices of some of their colleagues (see 5.3.6, 5.3.8, 5.3.9). It emerged from further comments by interviewees and a review of the recorded lessons that a modified version of grammar translation that involved some combination of lecturing on grammar points and translation as a way of communicating meaning was widely practiced, as was the type of repetitive pattern drilling associated with audio-lingualism. Furthermore, many of the questionnaire participants appeared to have little, if any understanding of what might be meant by the term 'communicative language teaching'. Even so, almost all of the textbooks currently available for the teaching of German and produced in Germany, Austria or Switzerland, are linked to *the Common European Framework of Reference for Languages* (Council of Europe, 2001) and can, therefore, be assumed to be intended to be communicative in orientation (see 3.8.1, 3.8.2). It was not, therefore, surprising to find that there appeared, in some cases, to be a lack of fit between the textbooks used by some of the teachers involved in the research and their actual teaching practices (see 5.3.6). In fact, this is precisely what might be expected in view of Borg's (2005) insistence on the prevalence of teachers' reliance on their own past learning experiences and the fact that, as indicated in *Chapter 3*, it is likely that many practicing Taiwanese teachers of GFL might have learned German with a textbook

by Dora Schulz and Heinz Griesbach that was first published in 1955 called *Deutsche Sprachlehre für Ausländer* (German Language Teaching for Foreigners). This textbook, which was popular until the 1980s in Taiwan, was, according to Neuner & Hunfeld (2003, pp. 70-82), based on a hybrid version of grammar-translation and audio-lingualism (see 3.7).

It was noted in the previous paragraph that some of the recorded lessons were characterized by some modified form of grammar translation and/or of the repetitive drilling associated with audio-lingual habit theory (both of which are discussed in some detail in *Chapter 3*). In fact, however, it is possible, on the basis of the recorded teaching sessions, to provide a more detailed and nuanced account of approaches to teaching GFL in Taiwanese tertiary institutions.

An attempt was made to analyze all of the teaching sessions included in the research impressionistically according to the dominant approach/ methodologies observed. Of the 55 teaching sessions, 19 (34.5%) were found to be largely characterized by CLT or aspects of it. Of the remaining 36 sessions, 13 were found to involve grammar translation or aspects of it and 5 to involve the repetitive drilling practice characteristic of audio-lingual methodology - a total of 32.7% of the complete group. However, 25 of the sessions (45% of the complete group) proved impossible to categorize in terms of any teaching approach or method that is currently recognized as a distinct type in the literature on language teaching. These classroom sessions were teacher-dominated, with teachers lecturing on various aspects of German language and students reduced to taking notes, answering the teachers' questions or reading in chorus. This style of teaching, which I shall label the *disquisition method*, a method which seems very unlikely to promote effective language learning, was found in almost half of the 55 lessons included in the research and is, therefore, a method that needs to be acknowledged as existing alongside various versions and adaptations of other methods. Otherwise, the widespread myth that most language teaching in Taiwanese institutions is grammar translation inspired will continue to be perpetuated. This is a myth that is to be found in the work of, for example, Chou (2014) who, without making reference to any specific recorded examples, notes that GTM plays an important role in the teaching of languages in tertiary institutions in Taiwan, adding that

“teachers explain in their native language to students the grammar rules of the target language, and students practice these learnt rules when building sentences” (p. 119). When considered in light of the 55 classroom sessions observed as part of this research project, this description, one which is reminiscent of Meidinger’s (1794) model (see 3.4.2), would appear to represent a significant over-generalization. While one of the five lessons analyzed in detail here (taught in the context of a course that was simply labelled *German*) did include aspects of GTM, to categorize it simply in terms of GTM would be misleading.

There is a considerable amount of literature which indicates that GTM is still being practiced (see, for example, Chia, 2003; Liu, 2007; Neuner & Hunfeld, 2003; Richards & Rodgers, 2001; Larsen-Freeman, 2000). There is, however, little detailed analysis of actual language lessons (possibly because gaining permission to record them can be extremely difficult) and, therefore, a tendency to over-generalize and over-simplify the actual situation.

What all of this indicates is that there are teachers of German in tertiary institutions in Taiwan who either simply use what I have referred to as ‘the disquisition method’, a method which has no theoretical rationale whatsoever, or rely on teaching approaches and methods developed in the first half of the nineteenth century or earlier (or aspects of them) (see 3.6.4), approaches and methods which had already been subjected to criticism by Wilhelm Viëtor in a pamphlet published of 1882 (see 3.5.3) and, more generally, by representatives of the *Reform Movement* (see 3.5.2). This may be either because these teachers prefer such approaches/ methods to the alternatives or, more plausibly, because they are not aware that there are alternatives. Teaching twenty-first century students in these ways is unlikely to be productive. Certainly, it is unlikely to enhance students’ interest in the language or motivation for learning it. Thus, some of the interviewees saw this type of teaching as being responsible, in part at least, for the low level of proficiency achieved by some of the students and for their low level of motivation (see 7.2.6).

7.3 Limitations of the research

The limitations of the research project reported here include some consequences of the fact that the sample was one of convenience. Participation depended on the good will of members of the *Taiwanese Association of German Studies and German Language Teaching*. Of the 108 members included in that association's mailing list, 35 responded to a request to be involved in the study, yielding a questionnaire sample so close to the borderline in terms of significance as to render reliance on statistical correlations questionable. For this reason, the analyzed data were presented descriptively, the findings therefore being indicative only.

A second limitation relates to the treatment of the observed lessons. Since there are ethical reasons why video-recordings of lessons cannot be directly included in the reporting of research, reasons that relate to the right to confidentiality of the participants, my original intention was to transcribe all 55 hours of observed and video-recorded lessons. In the event, this proved impossible in terms of time constraints. For this reason, a decision was made to provide an impressionistic summary/overview of the lessons as a whole (based on the video recordings together with notes taken at the time of the recordings), reporting in detail only on those lessons that were transcribed, lessons which were selected as being as representative as possible of the complete data set.

An additional potential limitation of the research relates to the fact that I am a member of the researched community and therefore had views about a number of aspects of the research prior to conducting it. Thus, my own experiences and pre-existing views inevitably impacted on the design of the research instruments (including the nature of the questions included in the interviews and questionnaire) and, notwithstanding my attempt to avoid bias so far as possible, influenced my perception of, and reporting on the research data to some extent.

Finally, in view of the fact that it emerged from the questionnaire and interview data that textbooks often appeared to play a central role in curriculum design, including the specification of course syllabus content, it would have been useful to determine which textbooks were characteristically selected, and why, and to analyze a selection of widely used textbooks in order to determine the nature of their content and their theoretical underpinnings. Unfortunately, however, questionnaire participants were not asked to list the textbooks they used and so it would have been very difficult to determine which textbooks were most widely used.

7.4 Research contribution

I believe that the research reported here *makes a contribution to research on language teaching in a general sense* by demonstrating the value of locating specific findings (in this case, findings relating to the teaching of German in tertiary institutions in contemporary Taiwan) within the context of major changes and developments that have taken place in language teaching since the development of grammar translation and, in particular, since the development of communicative approaches in the second half of the twentieth century. In so doing, the research highlights the fact that specific instances of language teaching may be wholly out of line with contemporary research-based literature on the subject, something that suggests the need for a closer liaison between academic researchers and language teachers.

I believe that this research project also *makes a contribution to language teacher cognition* by focusing on a specific group of teachers (teachers of GFL) in a specific context (Taiwanese tertiary institutions), a group not hitherto subjected to this type of analysis, in a way that draws attention to the value, in terms of the provision of nuanced information, of combining data from a range of different data sets collected using different methods (questionnaire-based survey; semi-structured interviews; criterion-referenced lesson observations). As Dörnyei (2007, p. 186) has stressed, mixed methods research is to be recommended because of its potential to “broaden the scope of the investigation and enrich the researcher’s

ability to draw conclusions”.

Finally, I believe that this research project makes a contribution to *knowledge and understanding of actual classroom practice* by including actual lesson transcripts and, in this way, providing evidence that had the potential to counter some of the over-generalizations about teachers and learners of languages, particularly those operating in Asian countries, that have dominated much literature on language teaching (e.g. claims that Asians are largely passive learners or that grammar translation continues to be the dominant approach to language teaching in Asian countries).

7.5 Recommendations

7.5.1 Recommendations relating to the teaching of GFL in tertiary institutions in Taiwan

German studies is in crisis internationally (see *Chapter 2*). So far as Taiwan is concerned, this crisis is exacerbated by a falling birth rate that has resulted in a highly competitive situation in which tertiary institutions and subject offerings within these institutions compete for students. In addition, some of those who eventually elect to study German do so, in part, because they have failed to achieve a grade in the Joint University Entrance Exam that is sufficient to gain entry to their first choice of subject. In such a situation, it is critical that GFL courses should meet the needs and interests of contemporary Taiwanese students and, in doing so, should lead to an overall increase in motivation to learn and in proficiency gains. It would appear, however, that they are often not doing so.

Almost all of the problems relating to the teaching and learning of German in tertiary institutions in Taiwan that emerged out of the research project reported here can be traced back to one, or both, of two causes: the fact that tertiary institutions are willing to employ people to teach German who have no qualifications in the area of language teaching and little or no proven expertise in it (see 7.2.1), and the fact that there are, in general, no institutional curricula (other

than those which may be implicit in the selection of textbooks) and no consensus among GFL teachers about appropriate course objectives, course content and teaching methodology (see 7.2.4).

While appointing appropriately trained teaching staff might have a positive impact in the area of curriculum design and implementation, simply appointing staff with degrees that include a GFL or FL teaching component would be no guarantee of competence since such degrees can vary widely, with some appearing not even to include an assessed teaching practicum. Furthermore, while Borg (2006, p. 24), who consulted over 200 practicing and prospective language teachers, identified a number of characteristics of language teaching that make it fundamentally different from the teaching of other subjects, senior educational managers and administrators in tertiary institutions in Taiwan seem to be largely unaware of this, often failing to include activities that are of genuine use to GFL teachers in their in-service programs and apparently attempting to compensate for perceived program deficiencies by imposing increasingly stringent compliance regimes that actually decrease the time available for staff to attempt to improve their teaching and provide little or no motivation for them to link their research efforts to teaching-related issues.

In spite of all of this, GFL teachers seem, in general, to be willing and eager to improve their teaching. The following general recommendations are, therefore, made with this in mind.

- Senior managers/ administrators in tertiary institutions in Taiwan should be provided with information about the ways in which the teaching of languages differs from teaching in other subject areas and about the skills and attributes that language teachers require.
- A group made up of people (local and international) with attested expertise in language teacher training should be set up to determine how language teacher training programs should be structured and to determine whether and, if so, to what extent existing programs meet the real pedagogic needs

of language teachers, including GFL teachers, in Taiwan and should, therefore, be approved by the Ministry of Education.

- All language teachers, including teachers of GFL, should be required, on first appointment, to provide evidence that they have an appropriate qualification in language teaching, one that is approved by the Ministry of Education.
- The group referred to above should request the Goethe Institute (GI) to provide courses in GFL teaching for non-native speakers of German and to establish a short part-time professional training program for established GFL teachers in Taiwan, a program that is run at times suitable for practicing teachers, and all tertiary institutions offering GFL should be encouraged to provide incentives for their existing GFL teaching staff to attend. This would be a specially designed programme just for GFL teachers in Taiwan and would be offered in addition to regular workshops of the GI.
- All staff teaching GFL in Taiwanese tertiary institutions should be provided with an opportunity (financially supported) by their own institution to refresh their linguistic and cultural understanding every few years by spending some time in a German speaking country¹⁹⁵.
- All departments offering GFL in tertiary institutions in Taiwan should be required to design appropriate curricula that (a) specify expected proficiency gains, (b) clearly indicate the links among different courses within the same overall program, (c) include recommendations relating to content, methodology and assessment, and (d) are labelled appropriately.
- All staff teaching GFL in Taiwanese tertiary institutions should be expected to conduct research that is directly linked to their teaching unless

¹⁹⁵ There are annual scholarships for teacher training in Germany awarded by the GI. However, it is recommended to that tertiary institutions should establish their own financial support for their teaching staff in addition to this.

given specific approval to do otherwise.

- Newly appointed staff should be provided with a mentor who can help them to negotiate the complexities involved in teaching courses that form part of an established program.
- In-service training programs should include subject-specific activities which should be determined in consultation with teaching staff.

7.5.2 Recommendations for future research

The research reported here raises a number of issues that would benefit from further research. Among these is the issue of the extent to which Taiwanese learners of German, and of other additional languages, are, or are not genuinely resistant to an overall approach to language teaching that is consistent with the principles underlying CLT. Another issue that would benefit from further research is that of the beliefs, attitudes and practices of tertiary education managers and administrators in relation to the teaching and learning of German and other additional languages. Above all, however, I believe that there is a need for research on the nature and content of Taiwanese programs offering training in the teaching of additional languages, including German.

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Appendix 1:

Chapter 2 – data examples

Appendix 1.1: Eight departments' German language courses - first year

Undergraduate programs' language courses
(Retrieved: August 15th to September 10th 2010)

PART A	NKFUST	WTUC	CCU	TKU	FJU	SCU	DYU	NCCU
Listening							初級歐語聽力 (一)(二) (2)	
Conversation	基礎德語 會話 I & II (2)	五專:德語會話 (一) (3) 日四技: 德語會話(一) (5)	德語會話 (一) (4)	德語會話 (一) (4)	大一德語會話 (2)	德語會話 I & II (4)		
Speaking							初級歐語口語 表達 (一)(二) (2)	
Reading	基礎德語 讀本 I & II (2)			初級德文 (讀本) (4)	基礎德語 (德語讀本) (4)	德語讀本 I & II (4)	初級歐語閱讀 (一)(二) (2)	初級德文 (4)
Writing					基礎德語 (大一德語作文練習) (2)			

PART B	NKFUST	WTUC	CCU	TKU	FJU	SCU	DYU	NCCU
Grammar	基礎德語 文法 I & II (4) 基礎德語 文法應用 I & II (2)	五專:德 文(一) (5) 日四技: 德文 (一)(5)		初級 德文 (文 法) (4)	基礎 德語 (大 一德 語語 法) (4)	德語 文法 I & II (4)	歐語句 型與習 作 (一)(二) (2) 初級歐 語文法 (一)(二) (4)	初級德 文語法 (4)
Practice	德語視聽 實習 I & II (1)		德語 實習 (一) (4)	德語 語言 練習 (一) (2)		德語 練習 I & II (1)		
Pronunciation & listening		五專:德 語發音 與聽力 (1)			大一 德語 發音 實習 /大 一德 語聽 力實 習 (1)			
Listening & conversation								初級德 文聽力 會話 (4)
Pronunciation & conversation		進四技: 德語發 音與會 話 (3)						
Grammar & Reading		進四技: 德文文 法與閱 讀 (4)						

Appendix 1.2: Example of a university's list of elective and required courses

Example of a list of required and elective courses: Tamkang University (TKU)

淡江大學德國語文學系 課程資訊之課程列表

(Retrieved: September 19th 2010) from

http://www.tfgx.tku.edu.tw/course/super_pages.php?ID=course&Sn=6

德文專業科目

開課年級	科目
一	必修：德語語言練習(一)(2/2)、德語會話(一)(4/4)、初級德文(文法)(4/4)、初級德文(讀本)(4/4)、歷史與文化(2/0)、文學經典(0/2)、資訊概論(2/2)、軍訓(0/0)、護理(0/0)、體育(0/0)、勞作教育課程(0/0)、英文(一)(2/2)、全球科技革命(0/2)、大學學習(2/0)。 選修：德語國家面面觀(2/0)、語法練習(0/1)
開課年級	科目
二	必修：德語語言練習(二)(1/1)、德語會話(二)(2/2)、中級德文文法(2/2)、中級德文讀本(4/4)、德文作文(一)(2/2)、德國文化史(2/2)、中國語文能力表達(0/3)、體育(0/0)、英文(二)(2/2)。 選修：德語青少年文學(2/2)、西洋古典神話暨聖經文學選讀(2/2)、德語戲劇導讀(2/2)、中德文化比較(0/2)、德文檢定(0/2)。
三	必修：德語會話(三)(2/2)、德文作文(二)(2/2)、德文翻譯(一)(2/2)、體育(0/0)、德國文學史(一)(2/2)。 選修：新聞媒體德文(0/2)、經貿德語(2/2)、德語文學導讀(2/2)、德語語言學概論(0/2)、觀光德語(2/0)。
四	必修：德文作文(三)(2/2)、德文翻譯(二)(2/2)、德國文學史(2/2)。 選修：秘書實務(0/2)、德文商業書信(2/2)、德語貿易實務(2/0)、中德口譯(2/0)、進階德語會話(2/0)。

Appendix 2:

Survey: Introductory letters, questionnaires, and piloting

Appendix 2.1: Introductory letter and questionnaire in English



Questionnaire for Teachers of “German studies” or “German as a Foreign Language” in Taiwan

Dear colleagues,

I hope that this survey does not reach you at too busy a time of the year. I would like to invite you to help me to draw a clear picture of the contemporary situation of “German” and “German as a Foreign Language” (GaF) in Taiwan by completing the attached questionnaire. Because of the limited number of our group in the field of “German studies” and “GaF”, I have to ask for every “voice”!

I’m currently doing a PhD thesis at the University of Waikato, New Zealand, for which I have been granted leave by Wenzao Ursuline College of Foreign Languages. The overall aim of the thesis is to analyze (using quantitative and qualitative data) the practice of GaF in Taiwan. The attached questionnaire is one part of that project. It focuses on your working environment and your responses to it.

The University of Waikato follows a strict ethical code for research projects and requires that no research that is conducted should ever represent a threat or risk to a participating institution or to the subjects of the research. No teachers will be identified (or identifiable) in the reporting of the research. Teachers who complete questionnaires are not asked to supply their names and contact details (unless they choose to do so in order to take part in follow-up semi-structured interviews, see end of the survey). If you respond by email, the attachment will be separated from the email to keep the answers anonymous.

I would be very grateful if you would respond to the questionnaire, which takes about 25 min. If you would like any further information, please contact me by email at jjp16@students.waikato.ac.nz.

I would like to thank you for taking the time to read this letter.

With best regards

Jörg- A. Parchwitz

(Wenzao Ursuline College; PhD student: The University of Waikato, Hamilton, New Zealand)

Questionnaire for Teachers of German as a Foreign Language in Taiwan

SECTION A: BACKGROUND INFORMATION

1. Gender: ☐ Female ☐ Male

2. Age: ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61+

3. Are you a native speaker of Mandarin Chinese?
☐ YES ☐ NO

If **NO**, how would you rate your Mandarin Chinese? (**Please tick ✓one only!**)

- ☐ Excellent – I speak Mandarin with native or near-native fluency
- ☐ Good – I can communicate about most subjects in Mandarin.
- ☐ Reasonable – I can communicate about most day-to-day needs.
- ☐ Basic – I can communicate on a beginner level.
- ☐ Very basic – I can say ‘hello’ and ‘thank you’.
- ☐ Not able to speak Mandarin at all.

4. Are you a native speaker of German?
☐ YES ☐ NO

If **NO**, how would you rate your German? (**Please tick ✓one only!**)

- German.
- ☐ Excellent – I speak German with native or near-native fluency.
 - ☐ Very good – I can communicate easily about most subjects in German.
 - ☐ Good – I can communicate about most subjects in German.
 - ☐ Reasonable – I can communicate about most day-to-day needs.
 - ☐ I am not sure how to rate my German.

5. What is your current employment status? (**Please tick ✓one or more!**)

☐ full-time ☐ part-time

☐ other: _____

6. Where do you currently teach German? **(Please tick ✓one or more!)**

☐ public institution ☐ university ☐ technical university ☐ college ☐ high school ☐ day program ☐ night program ☐ graduate program ☐ 5 year program ☐ 4 year program ☐ 2 year program ☐ language school/cram school	☐ private institution ☐ university ☐ technical university ☐ college ☐ high school ☐ day program ☐ night program ☐ graduate program ☐ 5 year program ☐ 4 year program ☐ 2 year program ☐ language school/cram school
☐ private tutoring	
☐ other: _____	

7. Which German language or German-related courses do you teach? How many hours per week on average? How many students?

German language courses (Please tick ✓one or more!)
☐ German language (all four skills integrated) ☐ pronunciation ☐ conversation ☐ grammar ☐ reading ☐ listening ☐ writing ☐ German for Specific Purposes (e.g. 'Business German', 'law', etc.): _____ ☐ other: _____
German-related courses (Please tick ✓one or more!)
☐ linguistics ☐ literature ☐ culture/society ☐ politics/history ☐ economy ☐ interpretation/translation ☐ teaching German as a foreign language ☐ other: _____ _____
(Please write the approximate numbers) How many hours of courses (German language or German-related) do you teach per week on average? _____ hours on average per week How many hours each week do you work outside of your classes to manage them (including lesson preparation, homework correction, grading, etc.) on average? _____ hours on average per week
How many students are there in each of your German language courses on average? _____ students

8. Additional work load (Please write **the approximate number of hours**)

How many hours do you work on **administrative matters** (departmental meetings, tutorials, emails, etc.) each week **on average**? _____

How many hours do you work on **research** each week **on average**? _____

Add any comment you wish:

9. Which of the following do you do to keep your **language teaching** up to date?

(Please tick **✓one or more!**)

- ☐ sorry, no time
☐ reading about teaching ☐ talking to colleagues
☐ reading research articles ☐ attending conferences, courses, workshops
☐ other: _____

10. What do you do to keep **your German / your knowledge about Germany** up to date?

(Please tick **✓one or more!**)

- ☐ sorry, no time ☐ travel to German speaking countries
☐ self-study ☐ reading ☐ taking courses
☐ watching German TV program (e.g. 'Deutsche Welle')
☐ surfing online
☐ watching news in German (e.g. ARD or ZDF - online/podcasts)
☐ listening to radio in German (online/podcasts)
☐ other: _____

(PLEASE TURN TO NEXT PAGE)

SECTION B: EXPERIENCE, QUALIFICATIONS, EDUCATION

11. **How many years of experience** in teaching German do you have? _____ years

12. Which of the following qualifications do you have? **(Please tick ✓one or more!)**

- ☐ A Master's degree
- ☐ with 'German studies' as major
- ☐ 'German studies' as minor
- ☐ with 'Teaching German as a Foreign Language' as major
- ☐ with 'Teaching German as a Foreign Language' as minor
- ☐ other

- ☐ A PhD degree
- ☐ with 'German studies' as a major component
- ☐ with 'German literature' as a major component
- ☐ with 'Teaching German as a Foreign Language' as major component
- ☐ other

- ☐ A specific qualification in 'Teaching German as a Foreign Language' (diploma, certificates. etc.)
- ☐ A specific qualification in the 'teaching of foreign languages' (diploma, certificates. etc.)
- ☐ other

- ☐ A secondary school teaching qualification (**not** including the 'teaching of a foreign language')
- ☐ A secondary school teaching qualification (**including** the 'teaching of a foreign language')
- ☐ other

- ☐ other – please specify

If you ticked anything including 'Teaching German as a Foreign Language' or 'teaching foreign language' above, please answer the next question. If not, please go to question 14.

13. How do you rate your studies involving 'teaching foreign languages' or 'Teaching German as a Foreign Language'? **(1 = very good; 6 = really bad)**

	1	2	3	4	5	6	I don't know
overall							
theory							
practical usefulness							

14. Have you attended in-service training/ development sessions (workshops, conferences, etc.) over the last two years? ☐ YES ☐ NO

If YES:

How many events did you participate in? _____

How many hours approximately in total? _____ **hours**

How many events were research-related? _____

How many events were teaching practice-related? _____

How useful were most of these events?

(Please tick ✓one only!)

☐ very useful ☐ useful ☐ not really useful ☐ a waste of time

(PLEASE TURN TO NEXT PAGE)

15. Please mark in **column A** the topics which you took during your studies or during in-service training (visited workshops, etc.).

Please mark in **column B** the topics for which you see the need for further training at your work place.

	A	B
	topics done	need for further training
Second / Foreign Language Acquisition Theory		
Language analysis (syntax, morphology, semantics, etc.)		
Communicative language teaching		
Introducing/ teaching new structures		
Introducing/ teaching new vocabulary		
Teaching the alphabet		
Teaching pronunciation		
Teaching the 4 skills in an integrated way		
Teaching listening and speaking		
Teaching reading and writing		
Testing and assessment		
Textbook evaluation		
Adapting textbook materials for use in different contexts		
Course and syllabus design		
Lesson planning		
Designing teaching materials		
Classroom management		
Classroom observation (observing real classes)		
Practicum (<u>assessed</u> teaching practice)		
Learning strategies / learner types		
Hands-on activities and games		
(Inter-) Cultural aspects of language teaching		
Coping with large classes		
Educational technology / How to use media in the language class		
Computer-assisted language learning		
Other: _____		

Add any comment you wish: _____

SECTION C: STUDENTS AND TEACHING

16. What do you think is the **main reason** why **most of your students** study German?
(Please tick ✓ one only!)

- ☐ They just want to learn the German language.
☐ They are interested in German language and culture.
☐ They are interested in a career (professional/academic) involving German.
☐ They have no other choice in terms of getting a degree because they did not score high enough in the entrance exams.
☐ Other: _____

Add any comment you wish: _____

17. How would you rate the following in relation to **most of your students**?
(1 = very high; 6 = very low)

	1	2	3	4	5	6	I don't know
your students' motivation for learning German is							
the amount of pressure your students experience in learning German is							
the amount of time your students spend for independently learning German is							

18. What do you think should be the **ideal maximum number** of students in a German language class?

The ideal maximum number of students in a German language class is _____.

19. Which of the following statements applies best to you and your language teaching?
(Please tick ✓ one only !)

- ☐ I am satisfied with my teaching.
☐ I see certain problems, but have no time to improve.
☐ I see certain problems and look for ways of improving.

20 (A). When you speak to your students in class, how much of the time do **you** speak normally?

(Please tick ✓ one only!)

- ☐ All of the time. ☐ Most of the time. ☐ About half of the time.
☐ Less than half of the time.

Add any comment you wish: _____

20 (B). When you speak to your students in class, how much German do **you** use?

(Please tick ✓one only!)

- ☐ I speak only in German.
☐ I speak most of the time in German.
☐ About half of my utterances are in German.
☐ Less than half of my utterances are in German.

Add any comment you wish: _____

20 (C). Would you describe your teaching of German as 'communicative'?

☐ NO ☐ I DON'T KNOW ☐ YES

If YES, please list 3 characteristics of what you do that makes your teaching 'communicative':

1. _____
 2. _____
 3. _____

Add any comment you wish: _____

20 (D). Do you think there are any factors about teaching German in Taiwan that makes it difficult to use a 'communicative' approach?

☐ NO ☐ I DON'T KNOW ☐ YES

If YES, please list some difficulties (keywords would be fine):

20 (E). Which of the following do you use in your language classes and how often?

(1 = very often; 6 = never)

	1	2	3	4	5	6
tape recorder / tapes						
video recorder / video tapes						
VCD / DVD player						
CD player / CDs						
USB flash disc (USB stick)						
PC/ notebook / beamer						
CD / VCD / DVD via PC/notebook						
playback of audio files (wav, wma, mp3, etc.)						
playback of video files (wmv, mp4, etc.)						
PowerPoint Presentation						
Internet materials						
online facilities (platform, Google groups, Google docs, blogs, Wikis, etc.)						

20 (F). Do you explicitly teach learning strategies?

☐ NO ☐ I DON'T KNOW ☐ YES

If YES, please name a few:

20 (G). Do you take different learner types into consideration when preparing your lessons?

☐ NO ☐ I DON'T KNOW ☐ YES

If **YES**, could you please give one or more examples:

20 (H). Do you believe that it is important to encourage your students to operate as autonomous

learners (that is, to develop the skills necessary to learn independently)?

☐ NO ☐ YES ☐ I DON'T KNOW

21 (A). When teaching your German language courses, are you **required** to teach according to a syllabus (i.e. an overall plan that includes teaching objectives)?

☐ YES ☐ NO ☐ I DON'T KNOW

If **YES**, who designs the syllabus? (**Please tick ✓ one only !**)

☐ The syllabus is designed by the institution where I work (either by the head or department or by a group of colleagues).

☐ I design the syllabus myself.

☐ The institution selects textbooks and these books effectively determine the syllabus.

☐ I select textbooks myself and these books effectively determine the syllabus.

☐ Other: _____

21 (B). Is there a certain level of **proficiency** in German language that students are expected to reach by the end of their program?

☐ YES ☐ NO ☐ I DON'T KNOW

If **YES**, how is that level determined?

☐ external assessment ☐ specific internal assessment ☐ final exam

☐ other: _____

Add any comment you wish: _____

SECTION D: YOUR WORKPLACE, WORKLOAD & VIEW

22. Do you feel **any anxiety in relation** to each of the following?

(1 = a great deal of anxiety; 6 = not at all)

	1	2	3	4	5	6
keeping up to date with publications and developments in the field and reflecting these in your teaching						
teaching in a way that is appropriate to the Taiwanese context						
doing research and publishing						
keeping up to date with the use of technology in your classes						
attending meetings						
doing administration						
marking and grading students' work						
preparing lessons						
meeting the expectations of employers/ heads of department						
motivating your students						

Add any comment you wish: _____

23. How do you feel about each of the following **at your work place**?

(1 = very good; 6 = really bad)

	1	2	3	4	5	6
your classroom equipment						
the working climate in your department						
support from colleagues in general						
support from your institution for teachers						
recognition of your teaching by your students						
the efficiency of administration and management						
the effectiveness of the German language program						
the German language proficiency of students in general after finishing the German language program						
your time to have a private life						

Add any comment you wish: _____

24. To what extent do you agree or disagree with each of the following comments about your workload and job satisfaction?

(1 = strongly agree; 6 = strongly disagree)

	1	2	3	4	5	6
Teaching is becoming more and more demanding.						
My language classes are too large (number of students).						
My administrative workload is more and more increasing.						
I just don't have time to do everything that is expected of me.						
I work many more hours than I get paid for.						
I am satisfied with my income.						
I am satisfied with my teaching job.						
I would like to give up teaching if I could get another job.						
There is an increasing risk of losing my job.						

25. To what extent do you agree or disagree with each of the following comments?

(1 = strongly agree; 6 = strongly disagree)

	1	2	3	4	5	6
I am expected to produce proficient language students.						
For a lot of reasons, students are not proficient and I am kind of frustrated about it.						
I don't feel that my work is appreciated by my employers.						
I don't feel that my work is appreciated by my students.						
Teaching is not really valued at my institution.						
Research/publishing is valued much more highly than teaching at my institution.						
There is too much emphasis on technology and its application in class.						
There is no general agreement on what constitutes effective teaching practice.						
The teaching of German is driven by the newest fashion of what is supposed to be the most effective teaching practice at the moment.						

(PLEASE TURN TO NEXT PAGE)

26. To what extent do you agree or disagree with each of the following comments about these topics in general?

(1= strongly agree; 6 = strongly disagree)

	1	2	3	4	5	6
Globalization (including the internationalization of teaching methods, proficiency benchmarks etc.) is having a negative impact on the teaching of German in Taiwan.						
So far as the teaching of German in Taiwan is concerned, economic considerations are more important to educational administrators than educational ones.						
Language education is in crisis.						
I would recommend that my best students become teachers of German.						
The Common European Framework of Reference for Languages has had a positive impact on my teaching of German.						
Students in Taiwan should learn at least one foreign language in addition to English in high school.						
It makes sense to learn German in Taiwan because you can find a better job.						

27. Please add any comments or suggestions if you wish.

28. You made it! Dear colleague.....



THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY !!!



In case you like to volunteer for a follow up interview, please mark below:

- ☐ Yes, I would like to volunteer for a follow up interview of approx. 40 min.
- ☐ Please contact me at the email address above (if this survey reached you by email)
- ☐ Please contact me by using this email address: _____
- My name is: _____

(Note that those involved in follow-up interviews will not be identified in the reporting of the research)

Appendix 2.2 Introductory letter and questionnaire in German



Umfrage für GermanistInnen und DeutschlehrerInnen in Taiwan

Liebe Kolleginnen und Kollegen,

in der Hoffnung, dass Euch diese Umfrage in einer nicht allzu geschäftigen Zeit erreicht, möchte ich Euch herzlich bitten, mir dabei zu helfen, ein klareres Bild der gegenwärtigen Situation von „Deutsch“ und „Deutsch als Fremdsprache“ in Taiwan zu erlangen.

Allgemeines Ziel des Projekts ist die Auswertung quantitativer und qualitativer Daten zu Fragen der Praxis von „Deutsch als Fremdsprache“ in Taiwan. Da unsere Gruppe von GermanistInnen und DeutschlehrerInnen nicht allzu zahlreich ist, bitte ich um jede „Stimme“!

Dieser Fragebogen ist Teil meiner Doktorarbeit an der Universität von Waikato, Neuseeland, für die mich das Wenzao Ursulinen College beurlaubt hat. Der Fokus der Fragen liegt hier auf Eurer Arbeitswelt und deren Einschätzung durch Euch.

Die Universität von Waikato hat eine strikte Ethikregelung für Forschungsprojekte, die vorschreibt, dass alle Befragten und Institutionen geschützt werden müssen; d.h. sie dürfen in den Veröffentlichungen nicht identifizierbar sein. Für diese Umfrage bedeutet dies, sofern sie als E-mail erfolgt, dass die E-mail nach dem Eingang vom Anhang getrennt wird, um den Fragebogenteil zu anonymisieren. Weiterhin wird niemand nach seinem Namen oder einer Kontaktmöglichkeit gefragt. Es sei denn, Ihr würdet Euch bereit erklären, mir für ein anschließendes Interview zur Verfügung zu stehen (siehe Ende des Fragebogens).

Ich würde mich sehr freuen, wenn Ihr Euch die ca. 30 min. für den Fragebogen nehmen könntet. Für etwaige Anfragen könnt Ihr mich unter dieser E-mail erreichen: <jjp16@students.waikato.ac.nz>.

Danke, dass Ihr Euch Zeit genommen habt, diesen Brief zu lesen.

Mit freundlichen Grüßen

Jörg-A. Parchwitz

(Wenzao Ursulinen Fremdsprachenkollege;

z.Zt. Universität von Waikato, Hamilton, Neuseeland)

Umfrage für GermanistInnen und DeutschlehrerInnen in Taiwan

ABSCHNITT A: HINTERGRUND-INFORMATIONEN

1. Geschlecht: ☐ weiblich ☐ männlich

2. Alter: ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59
☐ 60+

3. Ist Chinesisch Ihre (erste oder zweite) Muttersprache?
☐ JA ☐ NEIN

Falls NEIN, wie würden Sie Ihr Chinesisch einschätzen?

(Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

☐ Exzellent – Ich spreche Chinesisch auf muttersprachlichem oder fast muttersprachlichem Niveau.

☐ Sehr gut – Ich kann mit Leichtigkeit über die meisten Themen auf Chinesisch diskutieren.

☐ Gut – Ich kann über viele Themen auf Chinesisch sprechen.

☐ Mittelmäßig – Ich kann über alltägliche Dinge kommunizieren.

☐ Anfängerhaft – Ich verstehe mich auf einem Anfängerniveau.

☐ Rudimentär – Ich kann „Guten Tag“ und „Danke“ sagen.

☐ Ich kann kein Chinesisch sprechen.

4. Ist Deutsch Ihre Muttersprache?
☐ JA ☐ NEIN

Falls NEIN, wie würden Sie Ihr Deutsch einschätzen?

(Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

☐ Exzellent – Ich spreche Deutsch auf muttersprachlichem oder fast muttersprachlichem Niveau.

☐ Sehr gut – Ich kann mit Leichtigkeit über die meisten Themen auf Deutsch diskutieren.

☐ Gut – Ich kann über viele Themen auf Deutsch sprechen.

☐ Mittelmäßig – Ich kann über alltägliche Dinge kommunizieren.

☐ Anfängerhaft – Ich verstehe mich auf einem Anfängerniveau.

☐ Ich weiß nicht, wie ich mich einschätzen soll.

5. Wie sind Sie von Ihrem Arbeitgeber angestellt?

(Bitte kreuzen Sie das Zutreffende an!) [- d.h. eine oder mehrere Antworten sind möglich]

☐ Vollzeitbeschäftigung ☐ Teilzeitbeschäftigung

☐ Sonstiges: _____

6. Wo unterrichten Sie zur Zeit? **(Bitte kreuzen Sie das Zutreffende an!)**

☐ an einer öffentlich finanzierten Einrichtung ☐ Universität ☐ College ☐ Tagesprogramm ☐ Graduiertenprogramm ☐ 4 Jahres Programm ☐ Sprachenschule/Nachhilfeschule ☐ Privatunterricht ☐ Sonstiges: _____ ☐ Technische Uni. ☐ Oberschule ☐ Abendprogramm ☐ 5 Jahres Programm ☐ 2 Jahres Programm ☐ Sprachenschule/Nachhilfeschule	☐ an einer privaten Einrichtung ☐ Universität ☐ College ☐ Tagesprogramm ☐ Graduiertenprogramm ☐ 4 Jahres Programm ☐ Sprachenschule/Nachhilfeschule ☐ Technische Uni. ☐ Oberschule ☐ Abendprogramm ☐ 5 Jahres Programm ☐ 2 Jahres Programm ☐ Sprachenschule/Nachhilfeschule

7. Welche Sprachkurse oder Fachkurse unterrichten Sie? Wie viele Stunden durchschnittlich pro Woche? Wie viele Studierende haben Sie im Durchschnitt pro Sprachkurs?

Sprachkurse (Bitte kreuzen Sie das Zutreffende an!)
☐ Deutscher Sprachkurs (alle Fertigkeiten integriert) ☐ Aussprache ☐ Lesen ☐ Deutsch für Spezialgebiete (z.B. „Deutsch für Juristen“, „Geschäftsdeutsch“, etc.)?: _____ ☐ Konversation ☐ Hörverstehen ☐ Sonstiges: _____ ☐ Grammatik ☐ Schreiben/Aufsatz ☐ Sonstiges: _____
Fachkurse (Bitte kreuzen Sie das Zutreffende an!)
☐ Linguistik ☐ Literatur ☐ Kultur/Gesellschaft ☐ Politik/Geschichte ☐ Wirtschaft ☐ Dolmetschen/Übersetzen ☐ Fachunterricht für „Deutsch als Fremdsprache“ ☐ Sonstiges: _____
(Bitte führen Sie die durchschnittliche Stundenanzahl an!) Wie viele Stunden (Sprach- und Fachkurse) unterrichten Sie pro Woche im Durchschnitt? _____ Stunden Wie viele Stunden arbeiten Sie ausserhalb Ihrer Kurse, um diese abhalten zu können (inklusive Planung, Vorbereitung, Korrektur von Hausarbeiten, Notengebung, etc.) pro Woche im Durchschnitt? _____ Stunden
Wie viele Studierende haben Sie durchschnittlich in Ihren Sprachkursen? _____ Studierende

8. Zusätzliche Arbeitsbelastungen (Bitte führen Sie die **durchschnittliche Stundenanzahl pro Woche an!**)

Wie viele Stunden sind Sie durchschnittlich pro Woche mit **Verwaltung oder verwaltungstechnischen Angelegenheiten** beschäftigt (Ausfüllen von Formularen, Abteilungssitzungen, Sprechstunden, E-mails bearbeiten, etc.)?

_____ **Stunden pro Woche.**

Wie viele Stunden sind Sie mit **Forschungsarbeit** beschäftigt?

_____ **Stunden pro Woche.**

Eventuelle Anmerkungen: _____

9. Was tun Sie, um Ihren Sprachunterricht auf einem aktuellen Stand zu halten?

(Bitte kreuzen Sie das Zutreffende an!)

- ☐ tut mir leid, keine Zeit dafür
- ☐ mit KollegInnen sprechen
- ☐ Literatur über Fremdsprachenunterricht lesen
- ☐ Forschungsartikel lesen
- ☐ an Konferenzen, Kursen, Workshops teilnehmen
- ☐ Sonstiges: _____

10. Wie halten Sie Ihr **Deutsch / Wissen über Deutschland** auf dem Laufenden?

(Bitte kreuzen Sie das Zutreffende an!)

- ☐ tut mir leid, keine Zeit dafür
- ☐ Reisen in deutschsprachige Länder
- ☐ Selbststudium
- ☐ lesen
- ☐ Fortbildungskurse besuchen
- ☐ Deutsche TV Programme sehen (z.B. 'Deutsche Welle')
- ☐ im Internet surfen
- ☐ Nachrichten auf Deutsch sehen (z.B. ARD od. ZDF - online/Podcasts)
- ☐ Radio auf Deutsch hören (online/Podcasts)
- ☐ Sonstiges: _____

(Bitte fahren Sie mit der nächsten Seite fort)

ABSCHNITT B: ERFAHRUNG UND AUSBILDUNG

11. **Wie viele Jahre** arbeiten Sie bereits im Bereich Fremdsprachenunterricht?
 _____ **Jahre**

12. Welche der folgenden Qualifikationen haben Sie? (**Bitte kreuzen Sie das Zutreffende an!**)

- ☐ Magisterabschluss
 ☐ mit „Germanistik“ als Hauptfach
☐ mit „Germanistik“ als Nebenfach
☐ mit „Deutsch als Fremdsprache“ als Hauptfach
☐ mit „Deutsch als Fremdsprache“ als Nebenfach
☐ Sonstiges

- ☐ Doktor
 ☐ im Bereich „Deutsche Linguistik“
☐ im Bereich „Deutsche Literatur“
☐ im Bereich „Deutsch als Fremdsprache“
☐ Sonstiges

- ☐ eine spezifische Qualifikation im Bereich „Deutsch als Fremdsprache“ (Diplom, Ausbildung, etc.)
☐ eine spezifische Qualifikation im Bereich „Fremdsprachenunterricht“ (Diplom, Ausbildung, etc.)
☐ Sonstiges

- ☐ eine Lehrerausbildung für Oberschulen (**ohne** „Fremdsprachenunterricht“)
☐ eine Lehrerausbildung für Oberschulen (**inklusive** „Fremdsprachenunterricht“)
☐ Sonstiges

☐ Sonstiges – bitte ausführen

Sollten Sie gerade eine Antwort angekreuzt haben, die sich auf „Fremdsprachenunterricht“ oder „Deutsch als Fremdsprache“ bezogen hat, fahren Sie bitte mit der nächsten Frage (13.) fort. Wenn nicht, gehen Sie bitte zu Frage 14 über.

13. Wie würden Sie Ihre Ausbildung für „Deutsch als Fremdsprache“ oder „Fremdsprachenunterricht“ im Nachhinein bewerten?

(1= sehr gut; 6= wirklich schlecht)

	1	2	3	4	5	6	Ich weiß das nicht
Allgemeine Bewertung							
Theorie							
Praktische Anwendbarkeit							

14. Haben Sie in den letzten zwei Jahren Fortbildungsveranstaltungen (Konferenzen, Workshops, etc.) oder Schulungen (Trainingskurse) besucht?

☐ JA

☐ NEIN

Wenn JA:

An wie vielen Veranstaltungen haben Sie teilgenommen? _____ Veranstaltungen

Wie viele Stunden waren es insgesamt? **ca. _____ Stunden**

Wie viele Veranstaltungen waren davon für Ihre Forschung relevant? _____

Wie viele Veranstaltungen waren davon für Ihren Sprachunterricht relevant? ____

Wie nützlich waren die meisten dieser Veranstaltungen für Sie?

(Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

☐ sehr nützlich ☐ nützlich ☐ nicht wirklich nützlich

☐ reine Zeitverschwendung

(Bitte fahren Sie mit der nächsten Seite fort)

15. Bitte geben Sie in **Spalte A** an, ob Sie sich bereits im Studium oder auf Fortbildungen mit dieser Thematik beschäftigt haben.

Bitte geben Sie in **Spalte B** an, ob Sie Bedarf an Weiterbildungen zu dieser Thematik sehen.

	A	B
	bereits belegt	sehe Bedarf an Fort bildung
Theorie des Zweit- und Fremdspracherwerbs		
Sprachanalyse (Syntax, Morphologie, Semantik, etc.)		
Kommunikativer Sprachunterricht		
Einführung / das Unterrichten neuer Strukturen		
Einführung / das Unterrichten von neuem Wortschatz		
Das Unterrichten des Alphabets		
Das Unterrichten von Aussprache		
Unterricht mit allen vier Fertigkeiten (integriert)		
Unterricht von Hörverstehen und Sprechen		
Unterricht von Leseverstehen und Schreiben		
Testen und Prüfen		
Kursbuch Analyse		
Anpassung von Kursbuchmaterialien an verschiedene Kontexte		
Kurs und Lehrplan (Syllabus) Design		
Unterrichtsplanung		
Erstellung von Unterrichtsmaterialien		
Klassenmanagement		
Unterrichtsbeobachtung (von Klassen)		
Praktikum (<u>ein bewertetes</u> Unterrichtspraktikum)		
Lernstrategien / Lernertypen		
Unterrichtsaktivitäten und Spiele		
(Inter-) Kulturelle Aspekte des Fremdsprachenunterrichts		
Umgang mit Großklassen		
Unterrichtstechnologien / Medieneinsatz im Sprachunterricht		
Computergestütztes Fremdsprachenlernen		
Sonstiges: _____		

Eventuelle Anmerkungen: _____

ABSCHNITT C: STUDIERENDE UND UNTERRICHT

16. Was ist Ihrer Meinung nach der **Hauptgrund**, warum **die meisten Ihrer Studierenden** Deutsch lernen/studieren?

(Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

- ☐ Sie sind daran interessiert, Deutsch zu lernen.
☐ Sie haben Interesse an der deutschen Sprache und Kultur.
☐ Sie sind an einer Karriere (beruflich/akademisch) interessiert, die mit Deutsch zu tun hat.
☐ Sie haben keine andere Möglichkeit einen Abschluß zu erlangen, da sie bei den Aufnahmeprüfungen keine besseren Ergebnisse erzielt haben.
☐ Sonstiges: _____

Eventuelle Anmerkungen: _____

17. Welche Einschätzung würden Sie für die **meisten Ihrer Studierenden** abgeben?
(1= sehr hoch; 6= sehr niedrig)

	1	2	3	4	5	6	Ich weiß das nicht
Wie schätzen Sie die Motivation Ihrer Studierenden ein, Deutsch zu lernen?							
Wie schätzen Sie den Belastungsdruck (Stress) ein, den Ihre Studierenden beim Erlernen der deutschen Sprache auszuhalten haben?							
Wie schätzen Sie den Aufwand an Zeit ein, den Ihre Studierenden für eigenständiges Lernen verwenden?							

18. Was ist für Sie die ideale Höchstzahl an Studierenden in einem Sprachkurs Deutsch?
 Die ideale Höchstzahl in einem Sprachkurs Deutsch wären _____ Personen.

19. Welche der folgenden Aussagen trifft am ehesten auf Sie und Ihren Unterricht zu?
 (Bitte **nur eine** ☒ ankreuzen!)

- ☐ Ich bin mit meinem Unterricht eigentlich ganz zufrieden.
☐ Ich sehe zwar einige Probleme, habe aber keine Zeit, um mich darauf zu konzentrieren.
☐ Ich sehe einige Probleme und versuche sie, schrittweise abzubauen.

20 (A). Wie viel der Unterrichtszeit sprechen **Sie** normalerweise?
 (Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

- ☐ Die ganze Zeit.
☐ Die meiste Zeit.
☐ Ungefähr die Hälfte einer Unterrichtseinheit.
☐ Weniger als die Hälfte einer Unterrichtseinheit.

Eventuelle Anmerkungen: _____

20 (B). Wie viel Deutsch sprechen **Sie** im Unterricht? (Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

- ☐ Ich spreche nur auf Deutsch.
☐ Ich spreche die meiste Zeit auf Deutsch.
☐ Die Hälfte meiner Äußerungen ist auf Deutsch.
☐ Weniger als die Hälfte meiner Äuß. ist auf Dt.

Eventuelle Anmerkungen: _____

20 (C). Würden Sie Ihren Unterrichtsstil als „kommunikativ“ bezeichnen?

- ☐ NEIN ☐ Ich weiß das nicht. ☐ JA

Wenn JA, bitte machen Sie 3 Angaben, was Sie tun, um Ihren Unterricht „kommunikativ“ zu gestalten:

1. _____
 2. _____
 3. _____

Eventuelle Anmerkungen: _____

20 (D). Meinen Sie, dass es bestimmte Faktoren in Taiwan gibt, die es erschweren, einen „kommunikativ“ ausgerichteten Unterricht zu halten?

- ☐ NEIN ☐ Ich weiß das nicht. ☐ JA

Wenn JA, bitte nennen Sie einige (Schlüsselwörter würden ausreichen):

20 (E). Welche der folgenden Unterrichtsmedien setzen Sie im Sprachunterricht ein?

(1= sehr oft; 6= nie)

	1	2	3	4	5	6
Kassettenrekorder / Kassetten						
Videorekorder / Videokassetten						
VCD / DVD Spieler						
CD Spieler / CDs						
USB flash disc (USB stick)						
PC/ Notebook Computer / Beamer						
CD / VCD / DVD via PC/ Notebook Computer						
Abspielen von Audiodateien (z.B. mp3, etc.)						
Abspielen von Videodateien (z.B. mp4, etc.)						
PowerPoint Präsentationen						
Internet Materialien						
Online Anwendungen (Lernplattformen, Google groups, Google docs, blogs, Wikis, etc.)						

20 (F). Unterrichten Sie explizit Lernstrategien im Sprachunterricht?

- ☐ NEIN ☐ Ich weiß das nicht. ☐ JA

Wenn JA, bitte nennen Sie ein paar:

20 (G). Berücksichtigen Sie bei Ihrer Unterrichtsvorbereitung unterschiedliche Lernertypen?

☐ NEIN ☐ Ich weiß das nicht. ☐ JA

Wenn **JA**, könnten sie ein oder zwei Beispiele geben, was Sie tun:

20 (H). Ist es Ihrer Meinung nach wichtig, Ihre Studierenden zu ermutigen als autonome Lerner zu agieren (d.h. Fähigkeiten für unabhängiges Lernen zu entwickeln)?

☐ NEIN ☐ Ich weiß das nicht. ☐ JA

21 (A). Wenn Sie einen Sprachkurs unterrichten, wird von Ihnen verlangt, sich an einem Kursplan zu orientieren (d.h. ein allgemeiner Plan für den Sprachkurs mit Lernzielvorgaben)?

☐ NEIN ☐ Ich weiß das nicht. ☐ JA

Wenn **JA**, wer ist für den Kursplan verantwortlich?

(Bitte **nur eine Antwortvorgabe** ☒ ankreuzen!)

☐ Der Kursplan ist von der Institution, bei der Sie arbeiten, entworfen worden (entweder von der Abteilung, einer Gruppe von KollegInnen oder der Leiterin).

☐ Ich entwerfe meinen Kursplan selbst.

☐ Von der Institution werden Kursbücher ausgewählt / vorgegeben und diese bestimmen dann den Kursplan.

☐ Ich wähle meine eigenen Kursbücher aus und diese bestimmen dann den Kursplan.

☐ Sonstiges: _____

21 (B). Gibt es ein festgelegtes Leistungsniveau, welches die Studierenden am Ende des Sprachprogramms an Ihrer Institution erreichen sollen?

☐ NEIN ☐ Ich weiß das nicht. ☐ JA

Wenn **JA**, wie wird das Niveau der Studierenden festgestellt?

☐ externe Prüfung

☐ spezifische interne Prüfung

☐ Semesterabschlußprüfung

☐ Sonstiges: _____

Eventuelle Anmerkungen: _____

ABSCHNITT D: ARBEITSPLATZ, BELASTUNG & MEINUNGEN

22. Wie schätzen Sie **Ihre emotionale Belastung (Besorgnis)** bei den folgenden **Punkten** ein?

(1= eine sehr starke Belastung; 6= überhaupt keine Belastung)

	1	2	3	4	5	6
Die neuesten Publikationen und Entwicklungen zum Fremdsprachenunterricht zu kennen und in der Lehre zu berücksichtigen.						
In einer Art und Weise zu lehren, die dem taiwanischen Kontext gerecht wird.						
Zu forschen und zu publizieren.						
Mit dem Einsatz von Technologien auf dem neuesten Stand bleiben.						
Teilnahme an Sitzungen (Abteilung, Arbeitsgruppen, etc.).						
Verwaltungsarbeit (Formulare, E-mail, Projekte, etc.).						
Fehlerkorrektur und Notengebung für die Studierenden						
Unterrichtsvorbereitung						
Den Erwartungen des Arbeitgebers/der LeiterIn zu entsprechen.						
Die Motivierung meiner Studierenden						

Eventuelle Anmerkungen: _____

23. Wie bewerten Sie **Ihren Arbeitsplatz**?

(1= sehr gut; 6= wirklich schlecht)

	1	2	3	4	5	6
Die Ausrüstung der Klassenräume						
Das Arbeitsklima in Ihrer Abteilung.						
Unterstützung durch KollegInnen allgemein						
Unterstützung durch die Institution für Lehrkräfte						
Anerkennung Ihres Unterrichts durch Ihre Studierenden						
Die Effizienz der Verwaltung und des Managements						
Die Effektivität des Sprachprogramms für Deutsch						
Das deutsche Sprachniveau der Studierenden allgemein nachdem sie das Sprachprogramm beendet haben						
Die Zeit, die Ihnen für Ihr Privatleben noch übrig bleibt						

Eventuelle Anmerkungen: _____

24. Inwieweit stimmen Sie den **Aussagen zur Arbeitsbelastung und Zufriedenheit mit Ihrem Beruf** zu oder nicht zu?

(1= starke Zustimmung; 6= starke Ablehnung)

	1	2	3	4	5	6
Es wird immer anstrengender zu unterrichten.						
Meine Sprachkurse sind zu groß (die Zahl der Studierenden).						
Meine verwaltungsmäßige Arbeitsbelastung nimmt ständig zu.						
Ich habe einfach nicht die Zeit, all dem nachzukommen, was von mir erwartet wird.						
Ich arbeite wesentlich mehr Stunden als ich bezahlt bekomme.						
Ich bin mit meinem Einkommen zufrieden.						
Ich bin mit meinem Lehrerberuf zufrieden.						
Ich würde das Unterrichten sofort aufgeben, wenn ich einen anderen Job bekäme.						
Es gibt ein steigendes Risiko, dass ich meinen Job verliere.						

25. Inwieweit stimmen Sie den Aussagen **in Bezug auf Ihre Arbeit** zu oder nicht zu?

(1= starke Zustimmung; 6= starke Ablehnung)

	1	2	3	4	5	6
Von mir wird erwartet, dass ich Studierende mit gutem sprachlichen Können „produziere“.						
Aus vielerlei Gründen ist das sprachliche Können der Studierenden für mich frustrierend.						
Ich finde, dass meine Arbeit von meinem Arbeitgeber nicht richtig anerkannt wird.						
Ich finde, dass meine Arbeit von meinen Studierenden nicht richtig anerkannt wird.						
Das Unterrichten wird in meiner Institution nicht richtig geschätzt.						
Forschung/Publizieren wird in meiner Institution wesentlich höher bewertet als Unterricht.						
Neue Technologien und deren Einsatz im Unterricht werden zu stark betont.						
Es gibt keine klare Übereinkunft darüber, was eine effektive Unterrichtspraxis beinhaltet.						
Der Sprachunterricht wird dominiert von dem, was gerade theoretisch als beste Unterrichtspraxis in Mode ist.						

(Bitte fahren Sie mit der nächsten Seite fort)

26. Inwieweit stimmen Sie diesen **allgemeinen Aussagen** zu oder nicht zu?

(1= starke Zustimmung; 6= starke Ablehnung)

	1	2	3	4	5	6
Die Globalisierung (inkl. der Internationalisierung von Unterrichtsmethodik, der Standardisierung von Tests, etc.) hat einen negativen Einfluss auf „Deutsch“ in Taiwan.						
Im Bereich „Deutsch“ sind den Verwaltungen wirtschaftliche Gesichtspunkte wichtiger als pädagogische.						
Der gesamte Bereich des Zweit- und Fremdsprachenerwerbs befindet sich in einer Krise.						
Ich würde den besten meiner Studierenden empfehlen FremdsprachenlehrerIn zu werden.						
Der Europäische Referenzrahmen für Sprachen hatte einen positiven Einfluss auf meinen Sprachunterricht.						
Studierende in Taiwan sollten zusätzlich zum Englischen mindestens eine weitere Fremdsprache in der Oberschule lernen.						
Es macht Sinn in Taiwan Deutsch zu lernen, um einen besseren Job zu bekommen.						

27. Falls Sie möchten, können Sie hier noch Anmerkungen oder Vorschläge hinzufügen.

28. Sie haben es geschafft! Liebe Kollegin, Lieber Kollege.....



Herzlichen Dank für die Hilfe und Unterstützung!



Im Falle, dass Sie sich für ein Interview zur Verfügung stellen, kreuzen Sie bitte an:

- ☐ Ja, ich stelle mich gern für ein anschließendes Interview von max. 40 min. zur Verfügung.
- ☐ Bitte nehmen Sie mit mir unter der obigen E-mailadresse (im Falle, dass die Umfrage Sie durch E-mail erreicht hat) Kontakt auf.
- ☐ Verwenden Sie bitte die folgende Emailadresse: _____
Mein Name ist: _____

(Anmerk.: Bei Zustimmung zu einem Interview wird ebenfalls strikte Anonymität garantiert.)

Appendix 2.3: Introductory letter and questionnaire in Chinese



在台灣【德語學門】暨【以德語為外語教學】之教師問卷調查

各位親愛的同仁：

希望你看到此信時，並非是在您學期中最繁忙的時候。

為勾勒出台灣【德語】和【以德語為外語】之教學現況，懇請您不吝撥冗協助完成此份問卷。由於在台灣的德語學門和以德語為外語教學的教師人數並不多，因此懇請賜予您寶貴的「聲音」！

承蒙文藻外語學院大力鼎助，本人目前於紐西蘭懷卡多大學 (The University of Waikato) 進行研究中。其問卷調查屬於本人博士論文的一部分。本研究的目的是在於分析探討目前台灣在德語課程教學實行上之議題。研究的重心是關於諸位的教學工作環境，及您對其之看法。

紐西蘭懷卡多大學對於學術研究嚴格地要求倫理規範。為保護隱私且不受任何風險，所有的研究計畫參與者和機構皆予以匿名。倘若您以電子郵件回覆，附檔中的問卷將會和您的電子信件分開，以確保您的隱私。您不會被要求提供您的姓名或聯絡資料（但若您願意事後參與訪談，請於問卷最後留下您的資料）。

若您能花約 30 分鐘協助填寫下列問卷，本人將感激萬分。
若有任何問題亦請與本人聯繫 jjp16@students.waikato.ac.nz

再次感謝您撥冗閱讀此信。

敬祝 時綏

Jörg-A. Parchwitz / 白秋石

文藻外語學院教師

紐西蘭懷卡多大學博士生

在台灣【德語學門】暨【以德語為外語教學】之教師問卷調查

說明：❶ 框格 ☐：作答時，請按灰色框各，選擇最適合您個人狀況的答案（註：框內出現 ☒ 即表示作答成功）。❷ 填充 ：若需書寫文字，請直接在題目中的灰色空欄上作答（註：欄位會隨文字多寡自動延長了）。

第一部份：背景資料

（請在適合的選項前畫叉❶）

1. 性別: ☐ 女性 ☐ 男性
2. 年齡: ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+
3. 中文是你的母語嗎？
☐ 是 ☐ 否
 如果不是的話，你會如何評估你的中文？（只限單選）
☐ 非常好—我可以講得跟以中文為母語的人一樣流利。
☐ 很好—我可以輕鬆地用中文討論大部分的主題。
☐ 好—我可以用中文談論很多主題。
☐ 中級程度—我可以在日常生活中用中文溝通。
☐ 基礎程度—我只處於初學者的階段。
☐ 非常基礎—我只會早安跟謝謝。
☐ 我完全不會中文。
4. 德語是你的母語嗎？
☐ 是 ☐ 否
 如果不是的話，你會如何評估你的德語？（只限單選）
☐ 非常好—我可以講得跟以德語為母語的人一樣流利。
☐ 很好—我可以輕鬆地用德語討論大部分的主題。
☐ 好—我可以用德語談論許多主題。
☐ 中級程度—我可以在日常生活中作溝通。
☐ 我不知道如何評估我的德語。
5. 您目前的就業狀態是？（可複選）
☐ 全職 ☐ 兼職 ☐ 其他：(請說明)_____

6. 您目前在哪裡授課？（可複選）

☐ 在公立的機構	☐ 在私立機構
☐ 大學 ☐ 學院 ☐ 日間部 ☐ 研究所課程 ☐ 四技	☐ 科技大學 ☐ 高中 ☐ 夜間部 ☐ 五專 ☐ 二技
☐ 公立語言學校/補習班	☐ 私立語言學校/補習班
☐ 家教	
☐ 其他: _____ (請說明)	

7. 您教授哪些語言課程或專業課程？平均每個禮拜幾小時？在您的語言課程上，平均有多少個學生？

語言課程（可複選）	
☐ 德語課程（包含聽說讀寫 4 種技能） ☐ 發音課 ☐ 會話課 ☐ 文法課 ☐ 閱讀課 ☐ 聽力課 ☐ 寫作課 ☐ 其他特別領域之德語課程（例：法律德語、商業德語等）？： (請說明) ☐ 其他:_____ (請說明)	
專業課程（可複選）	
☐ 語言學 ☐ 文學 ☐ 文化/社會 ☐ 政治/歷史 ☐ 經濟 ☐ 口譯/筆譯 ☐ 德語為外語教學方法論 ☐ 其他:_____ (請說明)	
課內及課外所花時數（請寫下平均數字）	
每個禮拜，您平均授課幾小時（含語言及專業課程） _____ 小時	
每個禮拜，您課外平均花多少時間在課程上（含備課、批改作業、打成績等） _____ 小時	
語言課程之班級人數（請寫下平均數字）	
您的一門語言課平均有多少位學生？ _____ 位	

8. 額外之工作負擔（請寫下每週平均之數字）

您每個禮拜在行政工作上平均花多少小時（填表格、系所會議、面談時間、郵件答覆等）？ 平均_____小時/每週

您每週平均花多少小時在研究工作上？ 平均_____小時/每週

任何其他意見：_____

9. 您如何使您的授課技巧能夠與時俱進？

（可複選）

- ☐ 很可惜，沒時間作這件事
- ☐ 跟同事討論
- ☐ 閱讀有關外語教學之教材
- ☐ 閱讀研究論文
- ☐ 參加研討會、課程、工作坊
- ☐ 其他：_____

10. 為了使您的德語或和德語相關之知識可以跟上時代，您會從事哪些活動？

（可複選）

- ☐ 很可惜，沒時間
- ☐ 到講德語之國家旅行
- ☐ 自學
- ☐ 閱讀
- ☐ 修課
- ☐ 看德語電視節目（例：‘Deutsche Welle’）
- ☐ 線上瀏覽
- ☐ 看德語新聞（例：ARD 或 ZDF－線上/Podcast）
- ☐ 聽德語廣播（線上/Podcasts）
- ☐ 其他：_____（請說明）

（請翻至下一頁）

第二部份：經驗及學歷

11. 您在外語教學之領域工作幾年了？ ____年

12. 您有下列哪些學位資格證書？（可複選）

☐ 碩士畢業

☐ 主修德語

☐ 副修德語

☐ 主修德語為外語教學

☐ 副修德語為外語教學

☐ 其他

☐ 博士

☐ 德語語言學領域

☐ 德語文學領域

☐ 德語為外語教學領域

☐ 其他

☐ 德語為外語教學資格（如德語師資證書 Diplom, Ausbildung,等）

☐ 外語教學資格（如外語師資證書 Diplom, Ausbildung,等）

☐ 其他

☐ 中等教育教師資格（不包含外語教學方面的訓練）

☐ 中等教育教師資格（包含外語教學方面的訓練）

☐ 其他

☐ 其他：_____（請說明）

如果您剛選了【外語教學】或【德語為外語之教學】請做答下一題 (13)。
若無，則請跳至第 14 題。

13. 您會如何評估您在【外語教學】或【德語為外語教學】的專業訓練？

(1= 很好；6= 真的很差)

	1	2	3	4	5	6	我不知道
整體上							
理論上							
實用上							

14. 請問在過去兩年當中，您是否有參加任何在職進修/訓練之活動（研討會、工作坊等）？

☐ 是

☐ 否

如果有：

您參加了幾場？ _____場

一共大約多少時間？ _____小時

其中有幾場是偏研究類型？ _____場

其中有幾場是偏教學類型？ _____場

您覺得這些進修的活動有沒有幫助？（只限單選）

☐ 十分受用 ☐ 有用 ☐ 不是很有用 ☐ 純粹是浪費時間

（請翻至下一頁）

15. 如果您在學校或在職進修中曾受過下列進修訓練，請在 **A 欄** 的適合選項中畫叉。

以下選項中，若您認為有需要接受進修訓練的話，請在 **B 欄** 的適合選項中畫叉。

	A	B
	曾受過 進修訓練	有需要接受 進修訓練
第二外語或外語習得理論		
語言分析 (句法學、構詞學、語意學)		
溝通式教學法		
新結構介紹/教學		
字彙之介紹/教學		
字母教學		
發音教學		
聽說讀寫 4 項語言技能整合教學		
聽力及口語教學		
閱讀及寫作教學		
測驗評量		
教材分析		
改編教材		
課程及授課大綱設計		
教案設計		
教材設計		
班級管理		
實際課堂觀察		
教學實習 (評估實際教學)		
學習策略/學習者類型		
課程實作教學活動/遊戲		
語言教學中的文化或跨文化層面議題		
大班教學		
教育科技/媒體應用於語言課堂上		
電腦輔助外語學習		
其他: _____		

任何其他意見: _____

第三部份：學生及課程

16. 您覺得你大部分的學生學德語的主要理由為何？（只限單選）

- ☐ 他們就想學德語
☐ 他們對德語本身及文化有興趣
☐ 他們對與德語相關職業（業界或學術界）有興趣
☐ 他們並沒有其他選擇，因為他們入學考試的成績只能錄取德文系
☐ 其他：_____（請說明）。

其他意見：_____

17. 您在以下幾方面會如何評估您大部份的學生？

（1 = 高；6 = 低）

	1	2	3	4	5	6	我不知道
學習德語之動機							
在學德語時所承受之壓力（考試、作業、成績）							
課外自動自發學習德語所投入的時間							

18. 您認為理想的德語課最多一班為幾位學生：_____位。

19. 下列哪個陳述最符合您的教學情況？（只限單選）

- ☐ 我對我的課程很滿意。
☐ 我發現某些在教學上的問題，但沒時間改變現況。
☐ 我發現某些在教學上的問題，並嘗試慢慢地解決。

20 (A). 您在課堂中通常會講多久的課？（只限單選）

- ☐ 全部的上課時間
☐ 大約一半的上課時間
☐ 大部分的上課時間.
☐ 少於一半的上課時間

其他意見：_____

20 (B). 您在課堂上說多少德語？（只限單選）

- ☐ 我只說德語 ☐ 大部分時間說德語
☐ 一半的時間說德語 ☐ 少於一半時間說德語

其他意見: _____

20 (C). 您會把您的教學描述為【溝通式教學(Communicative approach)】嗎？

- ☐ 不會 ☐ 我不知道 ☐ 會

如果是，請列 3 項您的溝通式教學之特徵：

1. _____
2. _____
3. _____

其他意見: _____

20 (D). 您是否認為在台灣因礙於某些因素，使得溝通式教學在實行上有所困難？

- ☐ 否 ☐ 我不知道 ☐ 是

如果有，請列舉其中幾個（關鍵字即可）：

20 (E). 下列哪些媒體工具是您在語言課中所使用的？

（1 = 總是； 6 = 從未）

	1	2	3	4	5	6
錄音機/錄音帶						
錄影機/錄影帶						
VCD / DVD 放映機						
CD 播放器 / CD						
USB 隨身碟						
電腦/筆電/ 單槍投影機						
用電腦/筆電播放 CD/VCD/DVD						
播放錄音檔（例 mp3）						
播放影音檔（例 mp4）						
以 PowerPoint 報告						
網路上的教材						
線上工具（學習平台、Google 社群、Google 文件、部落格、維基等）						

20 (F). 您會特別教授學習策略嗎？

☐不會 ☐我不知道 ☐會

如果會，請列舉幾個例子：

20 (G). 您在備課時，會注意不同的學習者類型嗎？

☐不會 ☐我不知道 ☐會

如果會，請列舉幾個例子：

20 (H). 您是否認為鼓勵學生成為獨立自主的學習者很重要呢？

☐否 ☐我不知道 ☐是

21 (A). 教學時，您是否被要求依照授課大綱（其內容包含課程目標）來進行呢？

☐否 ☐我不知道 ☐是

若是，負責設計該授課大綱的是？（只限單選）

- ☐ 由您工作的機構所設計（系上同事們或系主任）
☐ 由您自行設計
☐ 依據機構所選定之教科書來設計
☐ 依據您自己選定之教科書來設計
☐ 其他：_____（請說明）

21 (B). 在您的機構，學生的德語能力是否於課程結束後應達到某種程度？

☐否 ☐不知道 ☐是

若有，其程度是如何決定的呢？

- ☐ 校外/機構外的測驗考試
☐ 特定的校內/機構內的測驗考試
☐ 期末考
☐ 其他：_____（請說明）

其他意見：_____

第四部份：工作環境、工作量及意見

22. 在下列各方面，您會如何評量您情緒上之負擔？

(1 = 很重的負擔; 6 = 完全沒負擔)

	1	2	3	4	5	6
跟上與外語教學領域相關的最新文獻，且用於反思自己的教學						
以適合台灣環境的方法來教學						
進行學術研究及發表或出版						
使用新興科技於課堂教學上						
參加會議						
行政工作 (公文、報告、計畫案等)						
改學生的作業及評分						
備課						
符合上司的期望						
激發學生的學習動機						

其他意見：_____

23. 下列幾點中，您會如何評量您的工作環境？

(1= 很好/很多; 6= 很差/很少)

	1	2	3	4	5	6
教室設備						
系上工作氣氛						
同事間的相互扶持（整體而言）						
機構對教師的支持						
學生對您的教學之評量						
行政及管理之效率						
德語課程的教學成效						
結業後，學生整體的德語程度						
所擁有的私人生活時間						

其他意見：_____

25. 於下列何種程度，您同意或不同意下列有關您的工作量及工作滿意度之陳述？

(1 = 強烈贊同; 6 = 強烈反對)

	1	2	3	4	5	6
授課越來越吃力						
我的語言課程班級人數過多						
我的行政工作量增加						
我沒有時間作所有我被期待的事						
我工作時數多於我所得薪資之時數						
我對我的收入很滿意						
我對我的工作很滿意						
如果有另一份工作，我會放棄教書						
失去我工作的風險愈來愈高						

25. 於下列何種程度，您同意或不同意下列有關您的工作之陳述？

(1 = 強烈贊同; 6 = 強烈反對)

	1	2	3	4	5	6
我被期待教出精通德語的學生						
由於某些因素使得學生的德語程度不高，讓我有些沮喪						
我覺得我所做的不被上司賞識						
我覺得我所做的學生並不感激						
在我工作的環境，教學並非真正受到重視						
在我工作的環境，研究和發表出版比教學重要許多						
過度重視使用科技於教學上						
何謂有效的教學並無共識						
德語教學受當今公認為最有效的教學法所驅使主導						

(請翻至下一頁)

26. 在何種程度，您同意或反對下列相關主題之陳述

(1 = 強烈同意; 6 = 強力反對)

	1	2	3	4	5	6
全球化（包含教學方法國際化、考試標準化。）對台灣的德語教學有負面的影響						
就【德語為外語教學】來說，對教育行政人員而言，經濟上的考量比教育上的考量更為重要						
語言教學處於危機						
我會推薦我最好的學生成為德語老師						
歐洲評量分級標準對我的德語教學有正面作用						
除了英文以外，台灣的高中生應至少多學一種外語						
在台灣學德語很合理，因為可以找到更好的工作						

27. 若你有其它的意見或建言，歡迎請在以下空白處闡釋說明：

28. 你成功了，同仁！



謝謝您完成此份問卷

請確認存檔並將附件插入

taiwanumfrage@gmail.com 之後，

再寄回給本人。



如果您願意接受訪問，請劃記以下項目

☐ 是，我願意接受約 40 分鐘的訪問。

☐ 請用寄問卷給我的電子郵件地址和我聯絡（若是以電子郵件方式做問卷調查）

☐ 請用另一個電子郵件地址和我聯絡：_____

我的姓名：_____

(為尊重個人隱私，絕不公開受訪者之姓名)

Appendix 2.4: Comments made by those involved in piloting the questionnaire

Although, the reviewers commented in general on minor spelling mistakes, choices of Chinese characters, words, and phrases, certain ambiguities were detected and a number of question items were modified, added or deleted to clarify their meaning and/or their objectives; a *modus operandi*, which was undertaken by parallel editing within the three language versions.

For example, question 15 had in the English version the terms “syllabus and course design” (item 14), and ‘lesson planning’ (item 15). One German reviewer was puzzled, because the translation adopted the term “syllabus design”, which is not used in Germany, but commonly used in tertiary education in Taiwan. For this reason, the item of the German version was not changed. Similarly, the reviewers of the Chinese version pointed out that there were no real differences for the Chinese expressions used in item 14 and 15 to express “course design” and “lesson planning”. Consequently, the Chinese term in item 15 was substituted with another one.

The German version followed the common practice of academic circles in Germany of adding an artificial non-grammatical suffix (“-Innen”) to nouns, thus indicating respectively the stretched inclusion of women and the writer’s awareness of feminist issues on a linguistic level. Its omission would be an affront. Accordingly, the plural form of nouns like students (Studenten), colleagues (Kollegen), and teachers (Lehrer) lengthens into ‘StudentInnen’, ‘KollegInnen’, and ‘LehrerInnen’. This practice was followed in the introductory letter, but for the questionnaire three reviewers suggested to recur on a participle construction (‘Studierende’) as a widespread solution in designing questionnaire items. Hence, all ‘StudentInnen’ were replaced with ‘Studierende’.

Appendix 3:

Complete lists of interview questions

Appendix 3.1: Complete list of interview questions (German version)

Name: Interviewfragen
German

Description: Interview questions in

Interviewfragen

Fragen zur Anstellung und Ausbildung

- Q1 A. Wie lange unterrichtest du schon Deutsch in Taiwan?
- Q1 B. Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
- Q2. In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
- Q3. Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?

Herausforderungen für die Lehrkraft als Neuling Deutsch in Taiwan zu unterrichten

- Q4 A. Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du?
- Q4 B. Hast du sie lösen können oder sind sie immer noch ein Problem?
- Q4 C. Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?

Heutige Herausforderungen für Lehrkräfte im Unterricht

- Q5. Was sind heute die entscheidenden Herausforderungen für dich im Unterricht? Wie gehst du damit um? Erhältst du Unterstützung?
- Q6. Findest du es schwer deine Studenten zu motivieren? Warum oder warum nicht?
- Q7. Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert? Wenn ja – Wie? Und Warum?
- Q8. Wirst du von deinen Studenten evaluiert? Inwieweit beeinflussen dich diese Bewertungen?
- Q9. Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen?
- Q10. Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?

Heutige Herausforderungen für Lehrkräfte außerhalb des Unterrichts

- Q11. Entscheidenden Herausforderungen außerhalb des Unterrichts?
- Q12. Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
- Q13. In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
- Q14. Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?

- Q15A. Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so?
- Q15B. Falls du einen Syllabus hast, der den Inhalt deines Kurses auflistet, könntest du kurz Beispiele geben, was du da hineinschreibst?
- Q15 C. Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt wie sie aufeinander aufbauen?

Fragen zum Kommunikativen Ansatz

- Q16. In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
- Q17. Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?

Abschließende Fragen

- Q18. Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
- Q19. Was ist für dich die größte Herausforderung/Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?

Appendix 3.2 Complete list of interview questions (English version)

Name: Interview questions	Description: Final interview questions in English

Interview Questions

Employment and educational training in FL teaching

- Q1 A How long have you been teaching German in Taiwan?
- Q1 B Have you worked in your current institution for all of that time?
- Q 2 In which field of study did you get your degree(s)?
- Q 3 Did you have any specific training in teaching language?

Challenges for the teacher as a newcomer in teaching GFL classes in Taiwan

- Q4 A Being a new teacher in Taiwan, which major challenges did you encounter?
- Q4 B Did you master them or are they still troubling you?
- Q4 C Was there any support from the institution? Any teacher training? Any help?

Current challenges for the teacher inside the classroom

- Q5 What are the major challenges for you in the classroom these days? How do you deal with these? Do you get support?
- Q6 Do you find it difficult to motivate your students? Why or why not?
- Q7 Have you changed your own way of teaching over the past few years? If yes, how? Why?
- Q8 Are you evaluated by your students? To what extend does this challenge you?
- Q9 Are you concerned about other evaluations? Which one? Consequences?
- Q10 There is always talk about the traditional Chinese way of teaching, the exam oriented education system and as a result: the ‘passive’ Taiwanese student! What’s your opinion and experience?

Current challenges for the teacher outside the classroom

- Q11 What are the major challenges outside the classroom for you?
- Q12 Which difficulties do you face within your department?
- Q13 In my survey, over 70% of teachers said they are frustrated because of the low proficiency of their language students. Is this a problem so far as you are concerned? If so, what do you think is the cause of the problem?
- Q14 Teachers indicated an increase in administrative demands. What kind of administrative work are you involved in? What is your opinion about it?
- Q15 A Syllabus design – common practice! My impression is that most syllabi seem to follow along from the course book. Do you think this is the case?

- Q15 B Do you have a syllabus that lists the actual content of your course?
If so, could you give me some examples of what it includes?
- Q15 C Does your institution have a curriculum that shows how all the different courses relate to one another and build on one another?

Communicative Language Teaching

- Q16 For the past few years, there has been a lot of talk about communicative language teaching, but people don't always mean the same thing by it. What does it mean to you?
- Q17 In your experience has the concept of communicative language teaching made any real difference to the teaching of German in Taiwan?

Closing questions

- Q18 What do you see in your profession that as really satisfying? Can you think of three things?
- Q19 What is the most challenging thing for you about teaching German in your institution?

Appendix 4:

German interview invitation

Appendix 4: German interview invitation



Liebe Kollegin, Lieber Kollege,

die auch von dir mitgemachte Umfrage liegt nun ausgewertet vor. Für deine Teilnahme kann ich mich gar nicht genug bedanken, denn die Rücklaufquote lag weit unter meinen Erwartungen oder um es anders zu sagen, ohne deine Antwort hätte ich meine Doktorarbeit entweder vollkommen umändern oder aufgeben müssen. Die zeitlichen und finanziellen Konsequenzen kannst du dir sicherlich ausmalen. Leider ist dies das Risiko in der Angewandten Linguistik aufgrund ihrer Beharrung auf quantitativen und qualitativen Forschungsmethoden, was eine enorme Abhängigkeit von der Teilnahme anderer erzeugt.

Ich möchte heute auf dein Angebot zurückkommen mir bei einem Interview zu helfen bzw. zur Verfügung zu stehen. Die Gruppe derjenigen, die zugesagt haben, ist nicht sehr groß und ich benötige mindestens 10 Interviewpartner. Die Länge des Interviews hängt natürlich von deinen Antworten ab. Ich habe diesmal ca. 15 Fragen vorbereitet, die meistens nach deiner Meinung oder Erfahrung fragen und denke, die Zeit würde sich zwischen 30 und 60 Minuten bewegen. Um dir eine bessere zeitliche Auswahlmöglichkeit zu geben, wird das Interview als Telefonat durchgeführt. Falls du Skype benutzt und eine Skype Adresse hast, könnten wir uns auch via Computer unterhalten – entweder als Anruf oder als Videokonferenz falls du eine Web Kamera hast. Diesmal möchte ich mich irgendwie erkenntlich zeigen und plane jedem Interviewpartner einen 500.- NT \$ Buchgutschein zukommen zu lassen. Ihr müsstet mir dann lediglich sagen, ob ihr einen von Eslite oder Caves bevorzugt.

Ich würde mich freuen, wenn du irgendwie zwischen dem 27. November und dem 4. Dezember Zeit finden könntest. Um dir Zeit zu sparen siehe bitte die Tabelle unten. Ich denke auch du solltest vorsichtshalber ca. 1 Stunde einplanen. Uhrzeitlich geht alles zwischen 06.00 Uhr bis 22.00 Uhr.

Du kannst mich antelefonieren unter der Nummer:					
Ich möchte lieber via Skype telefonieren. Meine Skypeadresse:					
Ich möchte lieber via Skype einen Video-Anruf machen. Meine Skypeadresse:					
Ich möchte lieber später ein Interview geben. (dies würde bedeuten nach dem 15. Dezember)					
Ich möchte kein Interview mehr geben.					
Ich möchte lieber einen Gutschein von Caves / Eslite.					
Datum	Fr 27. Nov.	Sa. 28. Nov.	So. 29. Nov.	Mo. 30. Nov.	Die. 1. Dez.
Uhrzeit					
Datum	Mi. 2. Dez.	Do. 3. Dez.	Fr. 4. Dez.		
Uhrzeit					

Mit herzlichen Grüßen
Jörg

Appendix 5:
Interview Transcriptions

Appendix 5.1: Interview Transcription “Alexa”

Name: Alexa **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 1 hour 2 minutes; Page number: 9;
 ... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.1 - 0:37.9	(Begrüßung)
2	0:37.9 - 0:40.4	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
3	0:40.5 - 0:43.2	XXXX (31 – 35 Jahre).
4	0:43.3 - 1:08.0	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
5	1:07.9 - 1:28.4	Ja. die ganze Zeit an der Deutschabteilung der XXXX Universität. ^^^^^
6	1:28.6 - 1:35.8	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
7	1:35.8 - 1:52.5	Also, ich habe an der XXXX auch Deutsch studiert. 4 Jahre lang. Dann bin ich am Goethe Institut als Deutschlehrerin ausgebildet . Ja. Zweieinhalb Jahre lang in München.
8	1:52.7 - 1:54.2	Interviewer: Ehrlich, so lange. Zweieinhalb Jahre?
9	1:54.2 - 2:23.7	Ja. Also, zuerst mal habe ich 10 Monate lang Sprachkurs vor dem Seminar gemacht. Dann das ganze Seminar hat, mein Gott, wie lange....fast zwei Jahre gedauert.
10	2:23.7 - 2:27.6	Q3. Interviewer: D.h. du hast dann zwei Jahre da diese Lehrerausbildung gemacht?
11	2:27.7 - 2:28.9	Ja.
12	2:28.9 - 2:32.5	Interviewer: Das wusste ich gar nicht, dass die früher mal so was hatten. Zweieinhalb Jahre, das ist ja prima...
13	2:32.6 - 2:49.1	Ja. Früher war das noch 30 Monate lang, ^^^^^ Später dauerte dann so ein Seminar normalerweise nur ein Jahr.
14	2:49.3 - 2:52.2	Interviewer: Und heute gibt es das gar nicht mehr?
15	2:52.3 - 3:03.7	Nein. Nicht mehr. Damals XXXX (Anfang der 80ziger Jahre).
16	3:03.7 - 3:07.6	Interviewer: Aber Goethe Institut ist ja nicht billig. Hast du...
17	3:07.7 - 3:22.4	Nein, nein, nein, ich habe das Stipendium bekommen. ^^^^^ Die deutsche Regierung hat das bezahlt. Hat das Studium bezahlt.
18	3:22.5 - 3:32.8	Interviewer: D.h. du bist richtig DaFlerin!!! (Q4 C hat sich damit erübrigt) Okay. Und dein Abschluss war damals ein Magister?
19	3:32.9 - 3:41.7	Nicht. Diplom. Ein Deutschlehrer Diplom. ^^^^^
20	3:47.6 - 4:02.3	Q4A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du?
21	4:02.3 - 5:17.1	Damals...aha, ...ja. Damals hatte ich darüber Bedenken, ob ich im Anfängerunterricht nur Deutsch oder Deutsch-Chinesisch sprechen soll. Damals habe ich so gedacht. Ich habe eine Probe gemacht. In der ersten Stunde habe ich kaum Chinesisch gesprochen, etwa sechs oder sieben Wörter Chinesisch, nur. Das war für Studenten oder Studierende ein Schock. Ha, ha,... Aber, etwa einen Monat später finde ich, das ging ganz gut, ja. Aber es dauerte eigentlich nur ein Jahr. Später habe ich dann im Unterricht zwei Sprachen benutzt besonders für Anfänger. Mit der Zeit kann man dann mehr Deutsch sprechen.

22	5:17.2 - 5:26.1	Interviewer: Hast du das dann selber geändert, dass du sagst, ich habe im ersten Jahr mehr Deutsch gesprochen und später dann mehr Chinesisch verwendet?
23	5:26.1 - 5:56.1	Ja. Genau. Oder sogar, sollten wir sagen im ersten Semester. Und dann, ob die Studenten mich verstanden haben, ist immer ein grosses Problem, weil unsere Studenten nicht offen sagen, ob sie verstanden haben oder nicht! Ja, manchmal, weiss ich nicht, ob ich weitermachen soll oder nicht.
24	5:56.2 - 5:58.5	Q4 B. Interviewer: Das ist heute noch ein Problem?
25	5:58.6 - 6:18.3	Ja. Genau, genau. ^^^^^ Oder, wie ich die Studenten also motivieren soll. Ja, das ist immer noch also bis heute das größte Problem.
26	6:18.4 - 6:21.0	Interviewer: Das ist ja auch eine von meinen Fragen....
27	6:21.0 - 7:39.8	Ja. Und die Gruppe war sehr groß und ist auch sehr groß jetzt! ^^^^^ Jetzt bei uns, normalerweise haben wir die ganze Gruppe hat 60 Studenten. Aber sie wird in zwei Gruppen geteilt. Im Grammatikunterricht oder beim Lesen, hm, duben (<i>Lesekurs</i>), aber in diesem Jahr haben wir viele Studenten, sagen wir, aus anderen Abteilungen. Diese Studenten haben dann Deutsch als Nebenfach gewählt. Die kommen dann ähh in die Gruppe. Deshalb, obwohl wir zwei Gruppen haben, besteht jede Gruppe aus fast 50 Studenten. (<i>Q5 hat sich damit erübrigt</i>)
28	7:39.9 - 7:53.1	Interviewer: D.h. ihr habt jetzt plötzlich das Problem, dass ihr mehr Studenten in der Gruppe habt, und ihr habt plötzlich dann ja auch Anfänger in euren Gruppen?
29	7:53.2 - 8:00.9	Genau. Und auch noch Wiederholende! ^^^^^
30	8:00.8 - 8:10.9	Interviewer: Darf ich mal fragen, wer hat das denn gemacht? Warum habt ihr das gemacht, dass ihr aus anderen Bereichen aus anderen Fächern noch Leute aufnehmt, die Deutsch neu lernen?
31	8:10.9 - 8:45.1	Warum? Äh, früher, haben die Studenten, die Deutsch als Nebenfach noch studieren wollen, die müssen xuefen (<i>credits</i>) bezahlen. Ja, dann die bilden so eine andere Gruppe. Aber diesmal, dann kommen die einfach zu uns. Die Studenten wollen das nicht extra bezahlen.
32	8:45.2 - 8:46.7	Interviewer: D. h. das hat was mit Geld zu tun...
33	8:46.7 - 8:52.4	Ja.
34	8:52.4 - 8:53.4	Interviewer: Und deshalb sitzen die dann bei euch in den normalen Kursen?
35	8:52.7 - 8:54.7	Ja.
36	8:54.6 - 8:56.3	Interviewer: Es gibt dann also keine Extrakurse mehr....
37	8:56.4 - 9:21.2	Nein. Deshalb sollen wir, so haben wir beschlossen, dass wir, wenn die Studenten also Deutsch als Nebenfach studieren wollen, dann müssen sie extra bezahlen, sonst nehmen wir diese Studenten nicht mehr auf.
38	9:21.2 - 9:25.0	Interviewer: Aufgrund der Probleme, die ihr dieses Semester habt, habt ihr gesagt, das machen wir nicht noch mal?
39	9:24.9 - 9:32.1	Ja.
40	9:32.2 - 9:42.3	Interviewer: Das ist mir von anderen auch schon erzählt worden, die haben dann immer verschiedene Gruppen in den Klassen, und dann haben die alle ein unterschiedliches Niveau...
41	9:42.4 - 10:22.8	Aber die sind alle Anfänger. Die haben früher Deutsch nicht gelernt. Ja. Aber komischerweise, oder sagen wir komischerweise, die einige, die also nicht Deutsch studieren, also d.h. die Deutsch als Nebenfach studieren, die sind ganz gut. Ja. Manchmal sind sie besser als die Studenten in der deutschen Abteilung! ^^^^^ Ja, ja, aber nicht alle. Ich meine, einige, wenige.

42	10:22.9 - 10:28.7	Interviewer: Ja, und was meinst du, warum sind die dann besser?
43	10:28.7 - 10:39.5	Vielleicht, die wissen schon warum sie Deutsch lernen! Ja.
44	10:39.6 - 10:41.8	Interviewer: D.h. eure eigenen Studenten wissen manchmal noch gar nicht, warum sie Deutsch studieren?
45	10:41.8 - 10:45.5	Genau. Genau.
46	10:45.5 - 10:50.2	Interviewer: Und warum nehmen die dann Deutsch bei euch?
47	10:50.3 - 11:30.0	^^^^ Ich habe Studenten von qiguanxi (<i>Management</i>), ja, oder guomaoxi (<i>Trading</i>), ja, die wollen eine zweite Fremdsprache lernen. Das ist dann vielleicht später gut für ihre Zukunft. Ja.
48	11:30.1 - 11:38.3	Interviewer: Du sagst, eure eigenen Studenten, die wissen manchmal gar nicht, was sie mit Deutsch machen können. Warum studieren die dann Deutsch bei euch?
49	11:38.4 - 11:54.2	Ha, ha, ha. (<i>Lachen</i>) Das frage ich mich auch selbst oft. Ha, ha, ha. (<i>Lachen</i>) Ich habe sie auch danach gefragt, und sie wissen manchmal auch nicht genau warum.
50	11:54.3 - 11:58.2	Interviewer: Liegt das dann vielleicht daran, dass sie einfach nur einen Uniabschluß wollen?
51	11:58.2 - 12:08.7	Ja. Genau. Das wollte ich später sagen.
52	12:08.8 - 12:13.3	Q6. Interviewer: Findest du es schwer, deine Studenten zu motivieren? Warum, oder warum nicht?
53	12:13.3 - 12:15.1	Ja. ^^^^^
54	12:15.1 - 12:28.1	Interviewer: Ja, liegt das an der Motivation deiner Studenten, weil sie nicht wissen, warum sie Deutsch studieren?
55	12:28.3 - 12:37.6	Mhh. ^^^^^ Ja, gut! ^^^^^ (<i>Sie scheint nicht interessiert zu sein, mehr über dieses Thema zu sprechen</i>)
56	12:37.5 - 12:45.7	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert? Wenn ja, wie? Und warum?
57	12:45.8 - 13:53.5	Ja und nein. Ja, das heisst früher habe ich manchmal zu viel auf einmal im Unterricht gemacht. Oder... zu viel... ich...alleine. Also, im Unterricht gesprochen. Jetzt mache ich meistens das Notwendige für die Studenten meiner Meinung nach. Und die Studenten sollen im Unterricht mitarbeiten, sie müssen auch mitarbeiten. Zum Beispiel, sie die Studenten spielen die Hauptrolle, wir Lehrer sind eigentlich Helfer und Begleiter, zum Beispiel, beim Lesen. Also, die Studenten sollen in Gruppen oder einzeln den Text lesen, diskutieren, Fragen stellen. Sollen selber den Text verstehen oder erschliessen. Nicht ich erkläre, und die Studenten hören zu.
58	13:53.6 - 14:09.8	Interviewer: Wenn du heute vergleichst, dein Unterrichtsstil, wie du heute unterrichtest, und wie du damals selber Deutsch gelernt hast, gibts da Unterschiede?
59	14:09.8 - 15:07.5	Doch, doch, so großer Unterschied. ^^^^^ Früher haben wir immer so zugehört. Wir haben nicht einmal mitgearbeitet. Und damals waren die Lehrer....einige waren nicht qualifiziert. Einige sind nicht aus der deutschen Abteilung, ja. Und die...sie haben von uns auch nicht viel verlangt. Ja. Hmm ^^^^^
60	15:07.7 - 15:16.3	Interviewer: Das war dann mehr Seminarcharakter.....Vortragscharakter..die haben die Sprache an der Tafel erklärt?
61	15:16.3 - 15:18.2	Genau!
62	15:18.3 - 15:22.8	Interviewer: Und....d.h. du machst das heute anders?
63	15:22.8 - 16:02.3	Ja. ^^^^^ Die müssen selber üben, ja, genau. Ich lasse die Studenten mehr sprechen. Aber ich muss davon viel verlangen, sonst machen die Studenten ihren Mund auch nicht auf. Ja, ich rufe immer die Studenten

		auf, ihr sollt mehr sprechen, sprechen, oder Fragen stellen. Ja.
64	16:02.3 - 16:09.2	Interviewer: Welches Lehrwerk habt ihr denn jetzt?
65	16:09.2 - 16:10.5	Studio D.
66	16:10.6 - 16:15.2	Interviewer: Bist du damit zufrieden?
67	16:15.2 - 16:40.7	Nicht ganz. Also, zum Beispiel, die Grammatik in diesem Lehrwerk ist überhaupt nicht systematisch aufgebaut.
68	16:40.9 - 16:46.4	Interviewer: Hilft das den Studenten mehr Kommunikation zu lernen?
69	16:46.4 - 16:52.6	Ja.
70	16:52.7 - 17:10.6	(Studio D) Nehmen wir jetzt als Konversationslehrwerk früher Berliner Platz.
71	17:10.6 - 17:19.8	Interviewer: Berliner Platz, da hast du jede dritte Lektion eine Wiederholungslektion.
72	17:19.9 - 17:36.2	Aber Studio D, jede vierte Lektion hat eine...äh, wie heisst das....auch so eine Wiederholung.
73	17:36.3 - 17:44.6	Interviewer: Berliner Platz hatte Lernstrategien da drin. ^^^^^
74	17:44.7 - 17:57.3	Ja, ja. ^^^^^ im Moment Mal gibt es auch Lernstrategien^^^^^
75	17:57.3 - 18:19.2	^^^^^ Mind map ^^^^^
76	18:19.3 - 18:36.6	(Studio D) ist okay. Aber, vielleicht nach ein paar Jahren, dann wollen wir Lehrer noch einmal darüber diskutieren.
77	18:36.6 - 21:38.8	(Gespräch über die Kursbücher Schritte, Lagune, Passwort, Themen aktuell und Berliner Platz.)
78	21:38.9 - 21:42.6	Q8. Interviewer: Wirst du von deinen Studenten evaluiert? Inwieweit beeinflussen dich diese Bewertungen?
79	21:42.6 - 21:53.5	Ja. Schon lange. Die XXXX war die erste Universität, die diese Politik eingeführt hat. ^^^^^
80	21:53.6 - 22:07.5	Interviewer: Wie wird das gemacht bei euch? Werden Fragebögen verteilt, oder wie sieht das aus?
81	22:07.5 - 22:43.2	Früher wurden die Fragebögen an die Studenten verteilt, und die Sekretärin oder Assistentin machte das (nicht die Lehrer). Und jetzt wurde die Umfrage durch Internet gemacht. Die Studenten machen dann diese Evaluierung durch das Internet.
82	22:43.2 - 22:47.2	Interviewer: Freiwillig oder müssen sie die machen?
83	22:47.2 - 22:59.3	Eigentlich sollen oder müssen sie machen, aber nicht alle machen das. Jedesmal, nicht alle machen das.
84	22:59.4 - 23:51.4	Interviewer: An meiner Institution sind die Evaluierungen Pflicht, denn wenn die Studenten sie nicht machen, können sie online nicht ihre Kurse für das nächste Semester wählen. Insofern sind die Evaluierungen ziemlich fraglich.
85	23:51.4 - 23:56.7	(Die Antwort von Alexa impliziert, dass die Evaluierungen freiwillig sind.)
86	23:56.8 - 24:07.2	Interviewer: Ist die Evaluierung für dich nützlich und inwieweit beeinflussen dich die studentischen Beurteilungen?
87	24:07.3 - 24:36.1	Ich bin immer der Meinung, wenn die Lehrer gut unterrichten, bekommen die bei der Evaluierung auch gute Noten von den Studenten, ja. Zum Beispiel, wir bekommen auch, ahh, Vorschläge von den Studenten. Dadurch weiss ich, wo zum Beispiel ich den Unterricht besser gestalten oder machen kann. Ich sehe das positiv.
88	24:36.2 - 24:42.3	Interviewer: D.h. die Evaluierung beeinflusst dich, und du versuchst es dann zu verändern?
89	24:42.4 - 24:43.9	Ja!

90	24:43.9 - 25:09.9	Interviewer: Was wären die Konsequenzen bei schlechten Noten?
91	25:11.3 - 26:08.3	Also, bei uns haben wir fünf Punkte. Fünf Punkte sind volle Punktzahl bei der Evaluierung. Also, durchschnittlich sollen wir über vier Punkte bekommen. Aber, wenn die Lehrer unter drei Punkte bekommen, normalerweise ist das sehr selten, dann bekommen sie eine Strafe. Zum Beispiel, die können im nächsten Studienjahr keine Überstunden machen.
92	26:08.3 - 27:11.1	Die bekommen auch nur einen einjährigen Vertrag. Sie dürfen auch nicht an einer anderen Universität Unterricht geben. Die müssen auch ein paar Veranstaltungen besuchen. ^^^^^ Veranstaltungen zum Beispiel, wie man seinen Unterricht gestalten kann, oder sie sollen auch einen Workshop besuchen.
93	27:11.1 - 27:35.8	Interviewer: Die Umfragen sind ja für alle Lehrer an der Uni. D.h. es gibt natürlich auch einen Unterschied zwischen Sprachlehrern und Fachunterricht. Also, Fachunterricht, der Lehrer wird wahrscheinlich nur an der Tafel stehen und irgendwas erklären. Das ist ja mehr Vortrag oder Seminarcharacter.....
94	27:35.9 - 29:08.5	Ich glaube, es gibt auch Unterschiede zum Beispiel zwischen der Fremdsprachenfakultät und anderen Fakultäten, glaube ich doch. Ja. ^^^^^ Ich glaube, einige Fragen sind gleich, es gibt aber auch Fragen, die nicht gleich sind. Lehrer werden auch danach gefragt, ob diese Fragen geeignet sind oder nicht. Wir werden von der Verwaltung gefragt, ob wir diese Fragen ändern (<i>wollen</i>) oder nicht.
95	29:08.5 - 29:32.0	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen? ^^^^^ (<i>Befragte fragte zurück</i>)
96	29:32.1 - 30:51.9	Wir Lehrer werden auch evaluiert, zunächst einmal alle zwei Jahre, wenn wir einen neuen Vertrag bekommen. D.h. also, wir sollen....wie soll ich sagen, es gibt drei Kriterien: Lehre, Forschung und fuwu (<i>Dienstleistung</i>). Wie viele Punkte sollen wir bekommen? Insgesamt wie viele ist dann Minimum. Zum Beispiel, wir sollen durchschnittlich 80 Punkte bekommen. Dann können wir einen neuen Vertrag bekommen. Ja. Hart. Aber, normalerweise bekommen wir alle 80 Punkte. Ha, ha (<i>Lachen</i>).
97	30:51.9 - 30:58.3	Interviewer: D.h. bei euch wird das mit der Vertragsverlängerung gemacht? Wie lange gehen denn eure Arbeitsverträge?
98	30:58.3 - 31:39.0	Alle zwei Jahre. Am Anfang, wenn ein Lehrer zum ersten Mal angestellt wird, bekommt er/sie nur ein Jahr. Später gibt es im Prinzip immer einen zweijährigen Vertrag. Aber alle zwei Jahre bekommt man einen neuen.
99	31:38.9 - 31:55.2	Interviewer: Wie viel Punkte bekommt man für die Forschung?
100	31:55.3 - 32:55.3	Sagen wir insgesamt 100 Punkte. Bei der Lehre bekommen wir 60 Punkte, 20 für Forschung und 20 für Dienstleistung. Ja, aber jede Fakultät kann selber bestimmen wie viel für Lehre, wie viel für Forschung und wie viel für fuwu (<i>Dienstleistung</i>)?
101	32:55.4 - 33:05.1	Interviewer: Die Konsequenzen hast du mir auch schon gesagt. aber du meinstest auch meistens bekommen sie alle über 80?
102	33:05.1 - 33:32.2	Das ist von den Lehrern (<i>Selbstbewertung</i>), ja. Aber wenn die Evaluierung durch Studenten, wenn die jetzt unter 3,5 dann musst du was machen.
103	33:32.3 - 34:03.7	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
104	34:03.9 - 35:21.3	Also, ich meine die Studenten sind auch sehr passiv. Vielleicht von der Tradition her, jiaoxue chuantong (<i>Bildungstradition</i>). Besonders im ersten Jahr merkt man das ganz genau. Die Studenten sind sehr sehr passiv. Nach und nach werden sie dann aktiv, aktiver. Durch Lehrer, ja, ich meine die Lehrer spielen eine sehr große Rolle beim Unterrichten. ^^^^^ Zum Beispiel durch Interaktion zwischen Lehrer und Studenten ist sehr sehr wichtig. Ja. Ich glaube auch, es gibt noch einige Lehrer, die im

		Unterricht nur alleine sprechen. Ja, wirklich!
105	35:21.2 - 35:23.0	Interviewer: Ja, aber die gehen ja bald alle auf Rente, oder?
106	35:23.2 - 36:05.0	Ja. Jetzt bald, bald. Genau. Die Neuankommenden, also die jüngere Generation macht das dann anders. Ich hoffe! ^^^^^ Genau, aber nicht unbedingt! ^^^^^
107	36:05.0 - 36:18.7	Q11. Interviewer: Was sind die entscheidenden Herausforderungen außerhalb des Unterrichts?
108	36:18.8 - 36:40.6	Hmm...ausserhalb des Unterrichts . ^^^^^ Motivation! Die Studenten sind nicht sehr motiviert Deutsch zu lernen, finde ich. Die meisten.
109	36:40.7 - 36:41.8	Interviewer: Auch ausserhalb des Unterrichts lernen die nicht?
110	36:42.0 - 37:29.1	Nein. Natürlich gibt es auch Studenten, die wirklich lernen wollen. Die strengen sich auch sehr an. Aber nicht viele. Die grosse Gruppe der Studenten haben zu viele waiwu (<i>Angelegenheiten ausserhalb des Unterrichts</i>).
111	37:29.1 - 37:31.3	Interviewer: Kannst du da mal ein paar Beispiele nennen?
112	37:31.3 - 38:33.1	Zum Beispiel...die spielen gern Computerspiele. Den ganzen Tag, das ist zu übertrieben, sehr viel. Die verwenden zu viel Zeit für Internetspiele oder Internetsurfen. ^^^^^
113	38:33.2 - 38:44.5	Ich meine auch, dass ist aber nicht ausserhalb des Unterrichts, sondern das ist im Unterricht. Die können sich nicht sehr gut konzentrieren.
114	38:44.6 - 39:09.2	Interviewer: Das habe ich jetzt auch schon von anderen gehört. Meinst du denn auch, dass das Chinesisch deiner Studenten schlechter wird?
115	39:09.4 - 39:20.5	Ja! Ja! Nicht nur Deutsch, sondern auch Chinesisch sind sie ziemlich schwach.
116	39:20.6 - 39:30.7	Interviewer: Weil hier ist ja die Schwierigkeit, wenn man eine Fremdsprache unterrichtet, sollten die Lerner ja erst mal ihre eigene Muttersprache gut können.
117	39:29.3 - 39:37.5	Ja! Ja!
118	39:37.5 - 39:43.2	Q12. Interviewer: Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
119	39:43.2 - 40:26.1	Von der Studentenseite haben wir schon gesprochen, die sind sehr passiv, die sind auch nicht so fleissig, ja, vielleicht sehen sie die Zukunft schwarz, vielleicht... und von der Abteilungsseite...wir haben zu viele Büroarbeit. Oder sagen wir Verwaltungssachen.
120	40:26.2 - 40:52.7	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem? Interviewer: Was denn zum Beispiel? ^^^^^
121	40:52.7 - 41:47.7	(Alexa erklärt welche Verwaltungssachen, nicht die Frage Q 13) Also, genau. Sie müssen zuerst mal Klassenlehrer werden. Ja. Und sie müssen jede Woche zwei Sprechstunden für die Studenten anbieten. die haben natürlich viele Hausaufgaben zu korrigieren und von der Verwaltung müssen sie auch zum Beispiel wir bekommen normalerweise viele Sachen zu tunzum Beispiel sie müssen auch Veranstaltungen für die Studenten organisieren.
122	41:47.8 - 41:51.6	Interviewer: Das sind diese kewai huodong (<i>aussercurriculare Aktivitäten</i>) stimmt's?
123	41:51.8 - 41:57.3	Dui, dui, dui. (<i>Richtig, richtig, richtig!</i>)
124	41:57.2 - 42:01.3	Interviewer: Und was gibts da für kewai huodong (<i>aussercurriculare Aktivitäten</i>), was müssen die Lehrer da so machen?
125	42:01.4 - 42:43.0	Zum Beispiel, Theaterspielen, sollen die machen, oder zu Weihnachten machen wir etwas, dann die Lehrer sollen auch dabei helfen. Oder sogar organisieren. Und für die Lehrer die Aufsatz unterrichten verbrauchen die

		zu viel Zeit für die Korrektur.
126	42:43.1 - 42:49.1	Interviewer: Wie viele Studenten sitzen denn in so einem Kurs?
127	42:49.1 - 43:14.9	Über 20. Äh, und wir bekommen auch oft von der Verwaltung so oft viele Formulare ausfüllen.
128	43:14.9 - 43:35.2	Interviewer: Wie ist denn das bei euch mit der Selbstevaluierung?
129	43:35.4 - 44:38.9	Ja. Das ist auch der Fall. Zipping (<i>Selbstevaluierung</i>) - das habe ich gerade gesagt, alle zwei Jahre einen neuen Vertrag bekommen. Und dann müssen wir alle zwei Jahre dann diese zipping (<i>Selbstevaluierung</i>) machen. Ja. ..von den drei Kriterien Lehre, Forschung, und so was. D.h. wir müssen selbst zuerst mal evaluieren, was und wie gut oder schlecht wir etwas gemacht haben, dann müssen wir das natürlich beweisen, ja.
130	44:38.9 - 44:56.2	Interviewer: Das klingt schon eine ganze Menge an Mehrarbeit....gibt es da Hilfe von der Institution? Das die sagen, ihr kriegt jetzt einen Assistenten?
131	44:56.3 - 45:08.9	^^^^ Aber, die haben wir nicht.
132	45:08.8 - 46:01.0	Wir haben keinen Assistenten für jeden Lehrer. Nein. Ab dieses Jahr bekommen die zhuli jiaoshou (<i>Assistenzprofessoren</i>) eine Hilfe, einen Assistenten. Also, d.h. bei uns haben die Assistenzprofessoren also, die haben einen...
133	46:01.4 - 47:25.2	^^^^ die müssen in acht Jahren so eine Beförderung (<i>schaffen</i>); in acht Jahren associate professor (<i>ausserordentlicher Professor</i>) werden. Sie müssen dann natürlich diese Arbeit schreiben zur Beförderung. Wenn sie die Beförderung in acht Jahren nicht schaffen, dann werden sie (<i>zurückgestuft</i>) als Teilzeitlehrer. Wirklich, ja. Deshalb bekommen wir jetzt ab dieses Studienjahr eine Hilfe, eine Assistentin oder Assistenten, die vielleicht bei der Materialsammlung helfen. ^^^^^ Ja, yanjiuzhuli (<i>Forschungsassistenten</i>), ja.
134	47:25.1 - 47:33.2	Interviewer: Aber du bist doch jetzt XXXX (<i>eine sehr belastende Verwaltungsarbeit</i>), gibts da nicht eine Regel, dass du in der Zeit, wo du XXXX (<i>eine sehr belastende Verwaltungsarbeit</i>) bist keinen Druck bekommst?
135	47:33.2 - 47:35.2	Was für ein Druck?
136	47:35.3 - 47:43.2	Interviewer: Dass du da jetzt Forschung machen musst...
137	47:39.2 - 47:44.9	Ich? Ich muss auch Forschung machen, ja.
138	47:45.4 - 47:52.1	Interviewer: Na, ist das nicht unfair? Du bist doch XXXX (<i>eine sehr belastende Verwaltungsarbeit</i>), da hast du doch überhaupt keine Zeit?
139	47:56.1 - 48:33.2	Ja. Genau. Aber, die hoffen, dass ich auch Forschung machen. Aber ich kann nicht! Es kostet mich so also unheimlich viel Zeit, also ich meine die Verwaltungsarbeit kostet mich so Zeit, die meiste Zeit. ^^^^^ Das kann ich nicht ändern.
140	48:32.7 - 48:56.5	Ich hoffe (<i>nur</i>) noch bis nächsten Sommer. ^^^^^
141	48:33.2 - 48:34.2	Interviewer: Wie lange hast du noch als XXXX (<i>eine sehr belastende Verwaltungsarbeit</i>) zu arbeiten?
142	48:56.6 - 49:12.5	Äh, also die Amtszeit dauert normalerweise zwei Jahre. Vor einem Jahr habe ich auch abgelehnt XXXX (<i>eine sehr belastende Verwaltungsarbeit</i>) zu werden.
143	49:12.7 - 49:17.4	Interviewer: Und trotzdem bist du XXXX (<i>eine sehr belastende Verwaltungsarbeit</i>) geworden?
144	49:17.4 - 51:23.9	Ja! Ha, ha. Obwohl ich nicht wollte. Äh, weisst du, vom ersten bis siebenten November war ich in China, so XXXX, XXXX und XXXX (<i>die Namen der besuchten Universitäten</i>) besucht. Die Studenten da in den deutschen Abteilungen, die sind sehr fleissig. Die Studenten müssen vor dem Unterricht oder abends nach dem Unterricht noch zixiu

		(Selbststudium) machen....die müssen ein oder zwei Stunden vor oder nach dem Unterricht noch an der Uni bleiben um zixiu (Selbststudium) zu machen. Und Deutsch lernen, weisst du. Und das ist obligatorisch! Besonders in dem ersten und zweiten Studienjahr. ^^^^^ Das ist ein sehr grosser Unterschied. Ich sage dann unseren Studenten, ha, wenn ihr nicht so fleissig seid, dann seid ihr später nicht mehr konkurrenzfähig. ^^^^^
145	51:23.9 - 51:47.0	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so?
146	51:47.0 - 51:50.2	Kannst du das noch mal wiederholen?
147	51:50.3 - 52:17.3	Interviewer: ^^^^^ (die Frage neu formuliert) Wie wird das in deiner Institution getan?
148	52:17.3 - 52:30.6	Meinst du diesen Arbeitsplan? ^^^^^ Ja, das machen wir auch. Wir hängen das ins Internet ja. Das wird verlangt von der Uni.
149	52:30.7 - 52:42.2	Interviewer: Und dann schreibt man einfach das Kapitel des Lehrwerks und die Seitenzahlen?
150	52:41.4 - 52:45.1	Ja, ja, ja.
151	52:45.1 - 53:05.8	^^^^^ Interviewer: Neben den Sprachkursen hast du da auch noch Fachkurse?
152	53:05.8 - 53:17.4	Ich habe im ersten Jahr diese „Landeskunde“.
153	53:17.6 - 53:18.8	Interviewer: Wie schreibst du da den Syllabus?
154	53:18.7 - 54:24.9	Eigentlich, diese Landeskunde wird als jiangzuo kecheng (Expertenseminar). D.h. ich leite diesen Kurs, und ich lade viele Fachleute ein zum Vortrag. Ja. Und ich beantrage feiyong...Honorare für die Vorträge von der Uni, und ich bezahle dann ein Honorar an die Vortragenden.
155	54:24.9 - 54:26.0	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt, wie sie aufeinander aufbauen?
156	54:26.1 - 57:35.0	Curriculum? Haben wir! ^^^^^ Also, unser Curriculum besteht aus vier Gebieten (Studienfachschwerpunkte), also zum Beispiel Sprache, Kultur und Literatur und berufsorientierte oder praxisorientierte Kurse und noch xiao bixiu ke - interdisziplinäre Kurse für Allgemeinbildung. In vier Jahren haben die Studenten 101 credits Fachkurse zu beledigen (belegen; erledigen), belegen für Fach Deutsch rund 35 credits xiao bi xiu ke, also insgesamt rund 140. Und im ersten und zweiten Jahrgang sollen die Studenten also Basisdeutsch erlernen. Ich glaube, dass ist ähnlich wie bei deiner Institution, neh? ^^^^^ Und im dritten und vierten Jahr belegen sie dann berufsorientierte Kurse. Zum Beispiel, Wirtschaftsdeutsch, Tourismusdeutsch ^^^^^ (Frage danach, ob diese Infos online einsehbar sind) Und dann in drei Jahren werden noch zwei Kurse eingeführt zum Beispiel Juradeutsch, das ist eigentlich eine Einführung, also ganz einfach. Und Technikdeutsch oder Deutsch für Technologie. Bei uns gibt es auch ein European Studies Master Program - ouzhou yanjiusuo ^^^^^ da gibt es eine Lehrerin, die hat Jura studiert in München. Sie können dann diesen Kurs nehmen, also machen.
157	57:35.1 - 58:00.0	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
158	58:00.2 - 58:31.5	Kommunikativ für mich...ist also Lehrer müssen dann mit den Studenten kommunizieren. Interaktiv unterrichten, das ist für mich so.
159	58:31.5 - 58:47.8	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
160	58:47.9 - 58:50.3	Entscheidend verändert? Was meinst du damit?
161	58:50.4 - 58:55.5	Ist der Unterricht heute anders, kommunikativer als früher?

162	58:55.6 - 59:42.3	Nicht ganz. Nicht bei jedem. Nein...wollte ich sagen. Nur bei einigen. ^^^^^ Manche Lehrer stehen nur an der Tafel, ja, oder sie übersetzen nur vom Deutschen ins Chinesische oder vom Chinesischen ins Deutsche. Ja, fast bei jedem Kurse! Jaa! Das ist wahr! Manche Leute, die können dann (so; auf diese Weise) alle Kurse unterrichten. ^^^^^
163	59:42.3 - 59:46.5	Interviewer: D.h. die machen dann immer noch Grammatik Übersetzungsmethode...?
164	59:46.6 - 59:52.4	Ja. Ja! Ja!
165	59:52.5 - 1:00:01.4	Interviewer: D.h. praktisch deine Antwort ist: Es gibt ein paar Lehrer die machen das, aber es gibt auch Lehrer, die weiterhin das ganz Alte machen?
166	1:00:01.4 - 1:00:04.9	Ja.
167	1:00:04.8 - 1:00:16.9	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
168	1:00:17.0 - 1:01:04.1	Gut. Das macht mir Spaß. Unterrichten, also macht mir Spaß. Ja. Besonders, sagen wir mal ausserhalb des Studiums sind die Studenten ganz nett. Manchmal sehr brav, sehr hilfsbereit, sehr lieb. Eigentlich, ich bekomme viel von den Studenten. Freude und auch Spaß! Deshalb bleibe ich immer noch beim Unterricht, bleibe ich immer noch Lehrer, Lehrerin.
169	1:01:04.2 - 1:01:08.1	Interviewer: D.h. du könntest auch weniger Stunden machen?
170	1:01:08.2 - 1:01:24.6	Ja! ^^^^^ Ja ^^^^^ Ja
171	1:01:24.8 - 1:01:36.8	Q19. Interviewer: Was ist für dich die größte Herausforderung/ Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
172	1:01:36.8 - 1:02:02.6	Die Gruppe ist sehr groß! Und die Studenten sind nicht motiviert. Und wir müssen zu viele Büroarbeit machen.
173	1:02:02.7 - 1:02:10.5	Interviewer: Vielen herzlichen Dank! ENDE

Appendix 5.2: Interview Transcription “Andreas”

Name: Andreas Description: Location: Taiwan; Style of transcription: full transcription; Interview Time: 1 hour 6 minutes; Page number: 12;
 ... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:50.0 - 0:54.4	(Begrüßung) Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
2	0:54.3 - 0:56.9	XXXX (16-20 Jahre).
3	0:56.9 - 1:01.1	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
4	1:01.1 - 1:03.0	Ja.
5	1:03.0 - 1:13.7	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
6	1:13.8 - 1:43.2	DaF ^^^^^ und ich promoviere jetzt auch in DaF^^^^^ an der Uni XXXX. ^^^^^
7	1:43.3 - 1:45.2	Interviewer: Hauptfach DaF, Nebenfach DaF, überall DaF, oder?
8	1:45.2 - 1:57.4	Damals war Linguistik als Hauptfach. Literaturwissenschaft als Nebenfach und dann Sinologie als das zweite Nebenfach.
9	1:57.5 - 1:59.7	Interviewer: Das ist dann der Magister, neh?
10	1:59.7 - 2:00.8	Ja.
11	2:00.8 - 2:02.9	Interviewer: Aber, du hast gesagt, du hast DaF gemacht. Wo ist DaF?
12	2:03.0 - 2:11.7	DaF, äh, das ganze Institut heisst Deutsch als Fremdsprache in XXXX.
13	2:11.8 - 2:16.3	Interviewer: War das dann wirklich DaF oder war das Linguistik?
14	2:16.4 - 2:22.9	Doch, auch mit DaF. Wir mussten auch mit Lehrprobe machen...da war dann auch noch Didaktik dabei.
15	2:22.9 - 2:29.3	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
16	2:29.3 - 2:37.3	Ja. Wir haben verschiedene Kurse damals besuchen müssen, also mit Krediten, und wir müssen dann auch noch Lehrprobe machen.
17	2:37.3 - 2:43.4	Interviewer: D.h. du hast also praktisch richtig ein Praktikum gemacht?
18	2:43.5 - 2:51.1	Ja. Aber , nicht Praktikum...nicht zwei Jahre lang oder ein Jahr lang. Das ist nicht der Fall. Das ist mit Kurs verbunden.
19	2:51.2 - 2:53.4	Interviewer: So, das war eine Kurssache?
20	2:53.5 - 2:55.7	Ja.
21	2:55.7 - 3:15.0	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen / Schwierigkeiten hattest du?
22	3:15.0 - 4:27.5	Damals? ^^^^^ Äh, es gibt keine große Auswahl von Lehrbüchern für Deutschlerner in Taiwan. Keine passende zumindest auf jeden Fall, die Auswahl war sehr klein. Und damals haben wir viel mehr Kassetten-rekorder und Videogerät gebraucht im Unterrichtsraum. Und die multimediale Lehrmaterialien waren nicht da. Und was mir

		auch noch sehr schwer gefallen ist, es war schwer den Studenten Gelegenheiten zu geben, wo sie dann Deutsch so frei anwenden, frei sprechen können. Die Anwendungsmöglichkeiten waren sehr sehr gering.
23	4:27.5 - 4:30.1	Interviewer: War das im Zusammenhang mit dem Lehrwerk?
24	4:30.1 - 4:58.6	... Und was noch schwer war...im Unterricht meinst du? Die Studenten zu motivieren. Man musste die Studenten überzeugen, dass es gut ist, wenn man eine andere Fremdsprache beherrschen kann. Und, dass sie mit Beruf auch gute Berufsaussicht.
25	4:58.6 - 5:00.9	Interviewer: D.h. du musstest dann ein bisschen Überzeugungsarbeit leisten?
26	5:00.9 - 5:03.8	Ja. Ha, ha.
27	5:03.8 - 5:10.8	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
28	5:10.8 - 5:17.9	Ähh, eigentlich nicht.
29	5:18.0 - 5:23.8	Interviewer: D. h. sie haben dich ins kalte Wasser geworfen?
30	5:23.8 - 6:02.0	Von den multimedialen Möglichkeiten gab es damals auch nicht, dass man sehr viel aus dem Internet herunterladen hätte können, war auch nicht der Fall. Und die Berufsaussichten hat sich ja auch nicht verbessert. Das ist nach wie vor schwer. Und ja damals gab es auch nicht so große Auswahl von Lehrbüchern. Heute gibt es schon mehr.
31	6:02.0 - 6:08.2	Aber vom Institut her keine Unterstützung.
32	6:08.2 - 6:11.9	Interviewer: Was habt ihr denn damals für ein Lehrwerk genommen?
33	6:11.9 - 6:30.7	Damals? ^^^^^ Moment. Das heisst "Deutsch Aktiv". "Lernziel Deutsch" und ganz kurz auch mal Schulz-Grißbach für Grammatik.
34	6:30.7 - 6:34.5	Interviewer: D.h. damals war euer Unterricht auch klar aufgeteilt in Grammatik und Konversation?
35	6:34.5 - 6:38.5	Ja. Ja.
36	6:38.5 - 6:41.8	Interviewer: Ist das heute anders? Oder gibt es das heute immer noch?
37	6:41.8 - 6:59.3	Heute haben wir "Optimal". D.h. die Lehrbücher haben wir schon geändert. Und alle Kurse unterrichten dasselbe Lehrwerk. D.h. wir versuchen Kettenarbeit.
38	6:59.3 - 7:06.2	Interviewer: Das heisst, es gibt dann nicht mehr diesen Grammatikkurs, Konversation, Lesekurs, und solche trennenden Kursbezeichnungen?
39	7:06.3 - 7:49.1	Doch, die Kurse haben immer noch denselben Titel, die Kursnamen, die bleiben, aber inhaltlich wird dann verbunden. D.h. es wird nicht separat, also der eine nimmt ein anderes Lehrwerk, und ich habe mein eigenes Lehrwerk, sondern wir haben nur ein gemeinsames Lehrwerk. Und jeder könnte Zusatzmaterialien noch anbieten, aber grundsätzlich oder Hauptlehrwerk ist da für alle Kurse. D.h. nur für die Grundkurse, für das erste Jahr und für das zweite Jahr.
40	7:49.0 - 7:51.4	Interviewer: Und wie klappt die Teamarbeit mit den Kollegen?
41	7:51.5 - 8:37.7	Ähh, wir arbeiten immer so zu zweit. D.h. bis jetzt haben wir so gemacht, Aufsatz mit Grammatik, die beiden Kurse werden von einem Lehrenden durchgeführt und Konversation und Lesekurs, die werden von einem anderen Kollegen durchgeführt. Und wir machen dann in einer Lektion, es gibt verschiedene Einheiten und jeder übernimmt dann ein Teil und wir machen da eine Fortsetzung und wir sprechen da immer ab, wie weit die sind oder wie weit ich bin und dann machen wir so eine richtige Zusammenarbeit.

42	8:37.7 - 8:46.9	Interviewer: Im Stundenplan steht Grammatik und Konversation, aber eigentlich unterrichtet ihr anders?
43	8:46.9 - 8:53.6	Interviewer: Warum ist denn das so? Ist es so schwer den Kursplan und die Kursnamen zu ändern?
44	8:53.6 - 10:36.0	Nein. Ich glaube, also zum Beispiel in dem Grammatikkurs wird auch hauptsächlich die Grammatik vermittelt auch im Aufsatzkurs werden die Schreibübungen gemacht. Aber nur hauptsächlich. Denn eigentlich könnte man Grammatik nicht vom Schreiben vom Lesen von all diesen anderen Fertigkeiten trennen. Das ist immer drin und sogar bei den Vokabeln oder dem Wortschatz auch. Und wir wollen zwar nicht....wir haben zwar getrennt, nach wie vor getrennt, aber jeder kann seinen Schwerpunkt in seinem jeweiligen Kurs setzen und dann macht der in der anderen Zeit zum Beispiel im Aufsatzkurs die Grammatik mit hineinziehen. und das ist auch notwendig. aber alles das, was man nicht trennt, zum Beispiel alles als nur Grunddeutsch zu nennen, bin ich auch nicht so sicher (ob das klappen würde), in so einem Kurs könnte sein, dass manche Teile der Fertigkeiten vernachlässigt werden. Und dann finde ich, zwar nicht optimal wie es jetzt so ist...aber ich glaube, dass ist doch....wenn der Lehrende auch sich bewusst ist, was dann in diesem Kurs gemacht werden sollte, dann ist kein Problem.
45	10:36.1 - 10:39.8	Interviewer: Das ist interessant mit der Struktur...
46	10:39.8 - 12:06.0	Ja. Das ist anders. Ich weiss. Das ist bei uns so. Wir machen auch noch so Fortsetzung. Das ist vom ersten Jahr, was wir zum Beispiel wir kommen in Band 2 die Hälfte und dann im zweiten Jahrgang werden dann äh, das Lehrbuch weiter genommen. Und dann weiter durchge-führt ...und d.h. eine Fortsetzung, wir nehmen mal das diagonal, nicht diagonal, sondern Durchschnitt. Das ist eine Durchschnittsverbindung. Und dann von Aufsatz, Grammatik, und Konversation und Lesen, das ist wie eine Querschnittsverbindung von allen diesen vier Kursen. Und wir haben einheitliche Lernstoffe. Wir haben nur von zwei Lehrern durchgeführt und wir sprechen dann ab und dann von den verschiedenen Kursen, wir haben dieselben Test-Aufgaben am Semesterende. Und dann sieht man, wie das dann so ist, das dann die Noten auch nicht so...äh, manche geben ja so sehr hohe Noten, neh? Und das wollen wir auch vermeiden. Also, das sprechen wir einheitlich ab.
47	12:06.0 - 12:08.8	Interviewer: Wie viele Leute habt ihr denn so da in einem Anfängerkurs?
48	12:08.8 - 12:47.8	Äh, also, wir haben einen Jahrgang. So über 60. Also, so ungefähr 35 Studenten, aber da gibts ja immer so ein oder zwei, die da sitzengeblieben sind, also in diesem Semester habe ich 36...in einer Gruppe und dann d.h. in einer Gruppe A und Gruppe B hat wahrscheinlich auch diese Zahl....
49	12:47.8 - 13:02.2	Q5 A. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht?
50	13:02.2 - 15:42.1	^^^^^ (rephrasing) Die entscheidende Schwierigkeit ist jetzt die Stundenzahl des Deutschunterrichts ist viel weniger geworden. Früher als ich zurückkam waren das noch 18 Wochenstunden und als ich selber studierte, das war damals wohl auch ein Experiment von Herrn XXXX, wir hatten pro Woche, ich glaube 32 oder 30 Unterrichtsstunden, nur Deutsch. Ausser Chinesisch, nur Deutsch. Und jetzt haben unsere Studenten nur 12 Unterrichtsstunden. Und das ist im Vergleich viel weniger geworden. Und es wird noch weniger, später. Ja. Man versucht das. Ich glaube auch...äh..das Argument ist, die Studenten sollen auch die Möglichkeit haben etwas Anderes zu lernen, ausser dem eigenen Fach. Und ähh, da bin ich ein bisschen skeptisch, denn das Fremdsprachenlernen ist anders als das Chinesisch lernen. Das könnte man vielleicht auch noch autonom

		lernen. Aber Fremdsprachen in der Grundstufe braucht doch viel mehr Unterrichtsstunden, das ist doch ...also, meiner Erfahrung nach. Und also die Stundenzahl ist eine Schwierigkeit. Und dann, ja! Wir haben, ich habe eben von unserem Curriculum erzählt, wir haben dann diese Querschnittsverbindung. Das ist eine gute Sache, eigentlich. Aber, einerseits, bin ich auch sehr gebunden, ich möchte zum Beispiel, also, ich kenne mich, ich persönlich benutze gerne multimediale Sachen. Und ich kenne mich, ich möchte nicht sagen gut, aber doch in einigen CD-ROMs aus. Und manchmal möchte ich sehr gerne diese CD-ROMs oder Software oder Online-Übungen machen, aber mit den Studenten, ich komme ja kaum dazu. Und das ist dann diese Schwierigkeiten.
51	15:42.1 - 15:45.4	Interviewer: Du meinst, nur wegen der 12 Stunden?
52	15:45.4 - 16:35.3	Das einmal...aber wir haben auch ein festes Programm. Wir haben ein festes Programm, bis wann müssen wir welche Lektion fertig haben. Und die Progression ist eigentlich schon irgendwie determiniert. Und ich habe da wenig Spielraum für mich. Oder, das ist an sich, multimediale Sachen, sind meine Meinung, die kommen gut an. Ich kann zwar nicht sagen, dass die Effektivität, also die wirklich gut ankommen und dass Studenten auch wirklich sehr gut dadurch werden und grossen Erfolg (<i>beim Lernen</i>) haben können. Und das muss man ja noch experimentieren. Aber, die kommen gut an. Da habe ich schon mal den Eindruck.
53	16:35.3 - 16:41.1	Interviewer: Das ist ja auch klar, wenn es da schön flickert und flackert, das ist etwas anders als das Lehrwerk...
54	16:41.1 - 17:06.6	Genau. Und dann nur sprechen und dann frontal..ich benutze ja nicht immer nur frontal, auch Sprachspiele, aber trotzdem, man kann das nicht vergleichen. Man kann mit CD-ROM, mit Bildern, mit Ton, mit Musik, Bildern, lebhaft Dialoge, man kann das nicht so vergleichen.
55	17:06.7 - 17:21.3	Interviewer: Warum werden die Stundenzahlen reduziert?
56	17:21.3 - 18:32.2	Das ist eine Politik der Uni. Die meint, das Institut für Deutsch hat zu viele Studienpunkte, und wir müssen dann unsere Credits vor allem in Deutsch reduzieren. Und das ist wiederum eine Politik vom MOE. Das MOE behauptet, die Studenten sollen noch mehr Freiraum haben, solange sie in der Uni sind, (<i>sollen sie</i>) vielseitig Wissen und Informationen kennen. Die müssen noch mehr kennen, nicht nur das Hauptfach, als einziges, das wäre zu eng. Das kommt eher von der Politik.
57	18:32.2 - 18:37.8	Q6. Interviewer: Findest du es schwer deine Studenten zu motivieren? Warum oder warum nicht?
58	18:37.9 - 20:19.2	Jein. Ja und nein. Beides. Studenten, eine kleine Gruppe ist schwer zu bewegen. Die haben...ich glaube, die sind in das falsche Institut geraten. Die denken, man kann das alles ganz schnell lernen und die sagen, sie möchten so gut Deutsch sprechen wie Deutsche. Das ist von (<i>ihnen aus</i>) irgend so eine Illusion her und dann hinterher, nach einem Semester, dann finden sie, das ist doch nicht so leicht und die Grammatik ist so schwer und man hat auch keine so guten Berufsaussichten. Das zieht alles nach unten. Diese Gruppe ist sehr schwer zu motivieren. Und dann muss man versuchen, ihnen einen anderen Weg zu zeigen. Dass man da Deutsch so nur als Nebenfachabschluss gelten lässt. Und die Studenten, die sehr motiviert sind, die haben überhaupt keine Schwierigkeiten. Die sind nach wie vor sehr gut. Ich glaube, dass war früher so, und das ist heute auch immer noch so. Und, da sag ich mal ja und nein.
59	20:19.2 - 22:20.8	Ein anderer Grund würde ich sagen, das liegt an den Lehrenden. Obwohl ich das eigentlich nicht so gerne sage, ha, ha, aber ich finde, ich habe nichts dagegen, wenn man sagt, heutzutage soll man eher so

		lernerzentriert nicht mehr so lehrerzentriert sein, viele Lehrende sind nicht bereit, oder die sind vielleicht bereit, aber sind nicht in der Lage, so zu unterrichten. Und ein Unterricht, der eigentlich die Studenten ansprechen kann, soll mindestens ein bisschen lebhafter sein, interaktiver sein, vor allem im Fremdsprachenunterricht. Das geht. Wie kann man sonst ohne Interaktion eine Fremdsprache lebhaft lernen? Und deswegen sage ich, Studenten zu motivieren, das liegt nicht nur an den Studenten, das liegt auch sehr oft an den Lehrenden. Zum Beispiel, man kann ja nicht das ganze Semester, das Essen, also den Unterricht mit einem einzigen Rezept kochen. Man muss ja auch vielfältige Konzepte haben, um die Studenten zu locken und anzuführen. Das ist natürlich auch etwas mühsam. Das setzt die Bereitschaft der Lehrenden voraus. Aber das liegt nicht nur an den Studenten, das liegt auch an den Lehrenden..wollte ich sagen.
60	22:20.8 - 22:53.5	Interviewer: Da stimme ich dir voll zu, dass es auch von den Kollegen abhängt. Wie sieht es bei euch aus, die Studenten, die ihr habt, sind das Leute, die wirklich einen deutschen Abschluss haben wollen oder die praktisch nur sagen, ich hab nichts anderes geschafft und jetzt mache ich Deutsch hier an der Universität und dann habe ich einen Uniabschluss?
61	22:53.5 - 23:24.6	Ich glaube schon, am Anfang des Studiums wollen die schon Deutsch lernen. Und dann kommt dann irgendwann mitten im Studium dann die Frustration. Und die Gründe habe ich dir schon eben auch genannt, die Grammatik ist schwer, die Berufsaussichten, und das sie es selber nicht schaffen...
62	23:24.6 - 23:27.3	Interviewer: ...und langweilige Kollegen...
63	23:27.4 - 23:28.8	da hast du auch recht...
64	23:28.8 - 23:31.6	Interviewer: Na ja, das hast du ja selber gerade gesagt....
65	23:31.7 - 23:46.0	Ja. - Ja. Und dann die Methoden, von denen haben wir schon x-mal gehört
66	23:46.0 - 23:55.6	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
67	23:55.6 - 25:18.5	Ja. Ja. Eigentlich ziemlich stark geändert. Am Anfang habe ich versucht den Lehrstoff oder das, die Materialien, die ich eigentlich vermitteln soll, die zu beherrschen und dann zu vermitteln. Ich ging eher viel mehr von der Seite des Lehrenden, also von mir selber aus. Wie könnte ich es besser vermitteln? Welche Möglichkeit gibt es von mir aus, und ich glaube, seit ein paar Jahren, mindestens vier, fünf Jahren, seit ich vielmehr Kontakt mit manchen Lehrmethoden habe, und auch multimedialen Sachen...
68	25:18.5 - 25:20.6	Interviewer: zum Beispiel, welche Lehrmethoden..?
69	25:20.6 - 28:48.6	Lehrmethoden, zum Beispiel, kommunikativ, interaktiv sollte es sein; und dann lernerzentriert und all das. Und auch mit autonomes Lernen..äh..und dann hat mich auch irgendwie doch sehr beeindruckt....was nicht unbedingt mit Lehrmethoden zu tun hat, sondern auch mit...wir haben ja in Taiwan jetzt Exzellenzprogramm. (Beim) Exzellenzprogramm gibt es ja immer so Forschungsprojekte. Für mich, das war ein grosser Impuls, ich habe ein paar solcher Projekte gehabt, und da habe ich mir schon Gedanken gemacht, was könnte ich noch an meiner Lehrtätigkeit ändern. Und da hat sich mein Gesichtspunkt irgendwie gedreht. Oder geändert. Ich habe dann den Studenten zugeschaut, wie die sind, und welche Hilfe die brauchen. Und dann habe ich versucht, nicht nur die Lernstrategien der Studenten zu... dass ich keine entwerfe, sondern, ich denke immer daran, welche Lernstrategien könnte ich den Studenten zeigen. Denn die wissen (so etwas) überhaupt nicht. Andererseits, denke ich, dann an meine eigenen Lehrstrategien.

		Welche Lehrstrategien soll ich dann anwenden im Unterricht, zum Beispiel, welche Kurszielsetzung habe ich dann, und dann, welche Schwierigkeiten die Studenten haben, wie kann ich da verbinden mit meinen Lehrmethoden? Zum Beispiel auch viel mehr Techniken und Tabellenformen plastischer machen oder multimedial noch mehr einsetzen oder so was. Und dann, da habe ich mich wirklich verändert, ich habe in den letzten vier fünf Jahren, da habe ich zweimal Auszeichnungen bekommen, in der Lehrtätigkeit. Und einmal hat man mich gefragt, was ich bei den beiden so an Unterschieden bei mir selber festgestellt habe, und ich habe mir überlegt, dass ich früher wirklich viel mehr versucht habe, die Materialien von meiner Seite aus so gut wie möglich zu vermitteln, aber jetzt denke ich wirklich nicht nur an meine Seite, dass ist für mich eine Selbstverständlichkeit, sondern ich denke an die Studenten. Und vor allem, es gibt sehr gute motivierte, und es gibt auch schwächere. Und welche Hilfe ich diesen Studenten geben könnte. Ich glaube, es gibt eine grosse Änderung. Und auch von der Interaktion mit den Studenten ist auch anders geworden.
70	28:48.6 - 29:14.2	Ich komme viel näher mit den Studenten. Wir machen Haha, die lachen, die sind viel lockerer. Und wir haben sehr viele Tricks und Lieder, grammatische Lieder. Dann machen wir zusammen, wie kann man das machen, dann denken wir alle zusammen, und dann ist die Interaktion da.
71	29:14.2 - 29:24.3	Interviewer: D.h. das Verändern hast du seit vier, fünf Jahren?
72	29:24.3 - 29:25.3	Ja.
73	29:28.0 - 29:30.5	Q8. (erster Teil der Frage) Interviewer: Wirst du von deinen Studenten evaluiert?
74	29:30.5 - 29:32.2	Ja.
75	29:32.2 - 29:36.5	Interviewer: Dann würde ich gerne wissen, wie das bei euch funktioniert mit der Evaluierung? ^^^^^ sind das Fragebögen, wie oft, etc.?
76	29:36.5 - 30:57.6	Von der Uni aus gibt es einen geschlossenen Fragebogen. Und da sind ungefähr 10 Fragen und - die Bewertungsskala geht von 1 bis 5 -. Das ist ein ganz normaler Fragebogen. Und es gibt auch noch offene Fragen, ähh, die Studenten können frei ihre Meinung aussprechen. Und die Lehrenden bekommen sofort die Fragen gemailt. Wenn irgendein Student eine Frage oder eine Meinung geäußert hat, dann müssen wir, oder sollten wir darauf antworten. Das ist von der Uni aus, offizielle Fragebogen, vom ersten Semester Mitte Dezember bis zum Uniabschluss. Und ich mache aber selber für mich für jeden Kurs dann auch noch meine eigene Umfrage.
77	30:57.5 - 31:44.9	Ja. Im ersten Semester mache ich immer eine offene Frage. Ich wollte wissen, ob meine Lehrmethoden ankommen. Welche Vorschläge die haben, welche Bedürfnisse die haben, die ich evtl. noch vernachlässigt habe. Oder was die noch gerne haben möchten. Und im zweiten Semester mache ich dann so einen geschlossenen Fragebogen mit festen Antworten. Und da (den) mache ich aber nicht gegen Ende des Semesters, sondern nach dem Midterm..äh..Semesterzwischenprüfung. Damit ich evtl. noch eine Möglichkeit habe, das zu ändern im Laufe des Semesters.
78	31:47.4 - 31:56.5	Interviewer: Sind diese Evaluierungen von der Uni für alle Fächer gleich?
79	31:56.5 - 32:32.0	Die sind im Großen und Ganzen gleich. Jedes Institut hat die Freiheit, ein paar Fragen umzuformulieren, aber es gibt dann obligatorische Fragen, die dann enthalten sein müssen. Und es gibt wahrscheinlich einige Institute, die noch zusätzliche Fragen stellen wollen. Das wird auch akzeptiert.

80	32:32.0 - 32:42.2	Q8. (zweiter Teil der Frage) Interviewer: Was haben die für dich an Konsequenzen?
81	32:42.2 - 33:17.6	Selber durchgeführten, ja. ^^^^^ Die allgemein durchgeführten, die bekommt man immer erst Ende des Semesters oder noch später. Dann sieht man ja die Studenten nicht mehr. Und das ist immer gegen Semesterende. Und man könnte höchstens sagen, das war so gut oder schlecht angekommen. Deswegen mache ich meine eigene. Ich finde das sinnvoller.
82	33:17.6 - 33:29.2	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen? Erst mal welche?
83	33:29.2 - 34:51.1	Die Uni verlangt auch eine Evaluierung jiaoshi pingjian. Ich glaube, das wird jetzt wohl ziemlich überall durchgeführt. Und diese Evaluierung ist anders als diese Unterrichtsevaluierung. Sondern das ist fuwu (Service), fudao (Betreuen), und dann Forschung, und dann Lehrtätigkeit. Also diese vier Bereiche. Und da muss man dann angeben, was man für diesen Bereich gemacht hat. Man muss dann eine Liste machen, oder was man da überhaupt in der Forschung getrieben hat, da muss man auch noch die Veröffentlichungen hochladen, wir haben eine Plattform, nur dafür. Und dann ist das eine große Belastung dann. ^^^^^ sehr! Und es gibt dann ja auch immer Noten. Eine Veröffentlichung gibt zwei Noten, eine Teilnahme ergibt drei.....ich glaube, dass ist überall so.
84	34:51.1 - 35:27.4	Nur die Notenvergebung, das ist etwas Anderes. In einem Institut wahrscheinlich, zum Beispiel eine Zeitschrift, internationale Zeitschrift hat dann unseren Artikel aufgenommen, und dann bekommt man wahrscheinlich fünf Punkte, und bei einer Inlandzeitschrift nur drei Punkte, vielleicht. Und dann bekommt das...all diese Punkte werden dann zum Schluss addiert und wenn es unter einer gewissen Note ist, dann wird man wahrscheinlich gewarnt.
85	35:27.5 - 35:36.3	Interviewer: Und wenn du dann gewarnt wirst, kann es dann sein, dass du dann irgendwann mal rausgeschmissen wirst?
86	35:36.3 - 36:34.2	Bis jetzt, so sagt zumindest die Uni, die haben nicht die Absicht, die Lehrenden hinauszuschmeissen, sondern den Lehrenden zu helfen, wo sie Schwierigkeiten haben. Und dann, es gibt sicherlich, ich habe auch gehört, von der Evaluierung der Studenten, einige oder einer oder zwei, die haben sehr schlechte Noten bekommen. Und die haben dann Schwierigkeiten. Aber, wenn die Professor sind, dann versucht man...ich glaube, die werden dann sehr oft angesprochen und dann wird man mit ihnen sprechen, wie man dann im Unterricht die Studenten besser ansprechen könnte.
87	36:34.2 - 36:38.6	Interviewer: Gibt es bei euch dann auch irgendwelche Kurse, dass man dann sagt, die Lehrer müssen nachsitzen? Didaktik, Methodik?
88	36:38.6 - 37:04.2	Es ist kein Müssen. Aber, es wird viel angeboten! Lehrmethoden und nicht nur Lehrmethoden, auch wie man Anträge für Projekte (Forschungsprojekte) macht. Da gibt es jetzt auch immer mehr Angebote.
89	37:04.2 - 37:26.1	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
90	37:28.6 - 39:20.9	Ja. Ja. Das betrifft vor allem die Studenten, die sagen wir, traditionell Lehrende gehabt haben. Die haben keine anderen Möglichkeiten anders zu lernen. Aber ich glaube, inzwischen gibt es auch sehr, ich würde nicht sagen fortgeschritten, sondern die Neudenkenden, die denken anders, die Andersdenkenden, (Anders-) lehrende und die sind nicht schlecht. Die motivieren auch die Studenten sehr. Aber der Grund liegt, glaube ich weniger an den Lehrmethoden als am Prüfungssystem. Das Prüfungssystem leitet ja die Lehrmethoden vor allem in den high schools. Und, äh, ganz schlimm ist, die haben

		immer Druck. Die Lehrenden in den high schools haben ganz grossen Druck, denn die müssen ihre Schüler in die Top Universitäten zu schicken. Und das ist durch (<i>ständiges Wiederholen</i>) Wiederholungen und Auswendiglernen und ja, ich glaube, die haben da auch wenig Möglichkeiten. Die stehen unter dem Druck der Schulleiter, der Eltern und dann der Studenten wahrscheinlich auch. Denn die müssen...alle wollen die besten Universitäten besuchen. Ja.
91	39:21.0 - 39:38.4	Q11. Interviewer: Welche entscheidenden Herausforderungen gibt es außerhalb des Unterrichts?
92	39:38.3 - 40:07.9	Interviewer: Also, ich meine, welche entscheidenden Probleme gibt es für dich persönlich außerhalb des Unterrichts?
93	40:08.0 - 41:05.6	Keine Zeit....für die Forschung. Und was ich sehr gerne machen möchte, kann ich nicht machen. Zum Beispiel, ich sehe ja manchmal von so vielen Verantwortungen hat man ja eigentlich für die Studenten viel weniger Zeit. Im Vergleich zu früher. Und ich sehe ganz deutlich bei mir mindestens, ich versuche den Studenten so viel Zeit wie möglich zu geben - heute Abend habe ich drei Stunden mit Studenten gesprochen über ihre Planung für die Zukunft. Aber ich sehe auch, dass...da habe ich für mich viel weniger Zeit. Egal, für was, für meinen Haushalt, für alles.
94	41:05.6 - 41:12.1	Interviewer: Du sagst, du hast dich da drei Stunden mit deinen Studenten auseinandergesetzt. Bist du denn auch Klassenlehrerin?
95	41:12.1 - 41:17.3	Ja.
96	41:17.3 - 41:20.5	Interviewer: Das kommt also auch noch dazu. Du bist Klassenlehrerin, und dann musst du dich natürlich, dann um diese Studenten kümmern?
97	41:20.5 - 42:17.4	Das ist an sich eher auch so eine Gewissenssache. Manche machen mehr, manche machen weniger. Aber ich glaube, die Studenten sind ja einmal als Student bei uns im Institut. Und wenn man nicht hinschaut, wo ihnen denn der Schuh drückt, oder man könnte ihnen dann noch eine bessere Perspektive zeigen, und wenn man das nicht tut, (<i>ist das eine</i>) verpasste Chance, die ist dann verpasst. So sehe ich das. Und da muss man ihnen auch den Raum öffnen. die sind nicht so weit wie wir, die können nicht kombinieren. Und wozu ist dann ein Klassenbetreuer da, wenn man (<i>das</i>) nicht tut.
98	42:17.5 - 42:20.9	Interviewer: Wie alt sind denn die Studenten, die du da heute betreut hast?
99	42:21.0 - 42:27.6	Die sind da Ich nehme mal an, die sind so 21.
100	42:27.6 - 42:31.9	Q12. Interviewer: Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
101	42:31.9 - 43:03.4	Interviewer: Also, welche Probleme siehst du innerhalb deiner Abteilung?
102	43:03.5 - 43:19.9	Interviewer: Was meinst du, sind die drückensten Probleme in deiner Abteilung?
103	43:20.0 - 44:07.0	Also, ich sehe manche sind inkompetent. Aber die haben mal jetzt die Stelle. Oder die haben mal den Kurs. Und ein anderes Problem wäre, manche hätten (<i>sich</i>) gewissenhafter den Studenten gegenüber unterrichten (<i>und</i>) verhalten sollen.
104	44:05.2 - 44:08.3	Interviewer: Und du redest nun aber auch vom Sprachunterricht?
105	44:08.4 - 44:17.1	Ja. [seufzen]
106	44:17.3 - 44:34.1	Interviewer: Du seufzt? Nee, nee. Das ist gut. Das ist eigentlich eine ganz typische Antwort. Das zieht sich durch ganz Taiwan. Das ist nicht nur bei euch. Deswegen habe ich die Frage auch aufgenommen, weil ich die Frage mal interessant fand.
107	44:34.0 - 45:20.4	Das ist eins der Probleme, aber ich glaube, da gibt es noch viel kompliziertere Sachen, nicht nur die fachlichen Fähigkeiten, sondern

		es gibt noch menschliche Probleme. Das (<i>sind</i>) ist Beziehungsprobleme. Und es ist nicht nur auf der Ebene des Instituts, sondern viel übergreifender. Das ist in der taiwanischen Gesellschaft wahrscheinlich auch so. Weisst du, man spielt mit Beziehungen. Und das ist ziemlich fehl am Platz.
108	45:20.4 - 45:26.4	Interviewer: D.h. das geht dann auch in anderen Abteilungen so bei euch auf dem Campus oder?
109	45:26.5 - 46:07.0	Das ist ein Phänomen, das eigentlich überall zu beobachten ist in Taiwan. Und ich finde es schade, aber das sieht man, manche greifen ein in die Angelegenheiten des Instituts, und das ist was man von vornherein schon vermeiden soll. Aber manche spielen ja hart damit. Und da kann man nichts machen, niemand kann da was machen.
110	46:07.1 - 46:24.8	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
111	46:24.9 - 48:20.2	Ich bin eigentlich nicht frustriert. Ich glaube, ich gehöre wahrscheinlich doch nicht zu den 70%. [lachen] Das ist, wie ich gesagt habe, das geringe Niveau, das hat ja viele verschiedene Gründe. Und wenn man die Studenten einigermaßen versteht, dann müsste man denken, wie das Phänomen entstanden ist. Und wie die Studenten heutzutage sind, die haben ja auch viel mehr vielfältige Herausforderungen als wir damals. Und die müssen auch noch viel mehr lernen, und die müssen auch noch viel selbstständiger sein, und die müssen, die müssen, die müssen...neh. Und wenn man das so sieht, dann können wir als Lehrende nicht nur von uns aus sehen, dass wäre zu egoistisch, wenn wir nur unseren Kurs sehen, das kann man ja gar nicht, man muss ja das ganze Konzept für die Studenten sehen. Und wenn man es so, sagen wir mal so, das ist wie das Verhältnis zwischen Wald und einem Baum, wenn in irgendeinem Kurs sich die Studenten nicht so gut gezeigt haben, oder nicht so Gutes geleistet haben, heisst (<i>dies</i>) aber nicht, dass sie sehr schlecht sind. Wozu diese Frustration? Das geringe Niveau, ich finde es auch nicht wahr, wie ich es vorhin schon gesagt habe, es liegt ja auch teilweise an den Lehrenden. Was haben wir denn dafür gemacht? (<i>dass die so schlecht sind bzw. dass die sich verbessern?</i>) Oder haben wir ständig nur dagegen gemacht?
112	48:20.2 - 48:44.2	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?
113	48:44.3 - 48:46.4	Ja. Ja.
114	48:46.5 - 48:53.3	Interviewer: Was für Aufgaben werden denn so von dir verlangt? Und was hältst du von den Aufgaben?
115	48:53.4 - 49:31.1	Also, wenn wir dann jetzt Sitzungen haben, Symposium haben, von den Studenten Vereine haben, und verschiedene Komitees haben, man muss ja in zwei oder drei sein. Und dann, man muss das machen, und das gehört zum Service (<i>bei den Evaluierungen</i>)...
116	49:31.1 - 49:38.2	Interviewer: Du hast schon Stichpunkte genannt, du hast gesagt, das Exzellenzprogramm...
117	49:38.2 - 49:48.8	Interviewer: ...du hast aber auch gesagt, du machst sehr viel mit Medien noch. Ist das bei euch denn irgendwie Pflicht? Medieneinsatz? Internet?
118	49:48.8 - 51:00.4	Äh, die fulltime Dozenten (<i>Vollzeitkräfte</i>) eigentlich ja, d.h. wir müssen mindestens 60% der Kurse auf unserer Online-Plattform XXXX haben. Aber das liegt auch (<i>an der Lehrkraft wie viel</i>) man muss nicht so viel machen. Man könnte auch eigentlich die Materialien oder Zusatzmaterialien hochladen und damit basta, fertig. Man muss keine Interaktion mit den Studenten haben. Danach wird

		nicht gefragt. Aber, ich mache halt selber viel mehr, ich finde, die Studenten haben Spaß dran, und ich mache das gerne. Und das ist für mich eine große zusätzliche Belastung, aber ich muss auch sagen, Gott sei Dank, ich habe seit drei Jahren auch immer eine Hilfskraft. Wir können beantragen für jeden Kurs, wenn wir wollen. Für jeden Kurs einen HiWi zu haben. Und das habe ich gemacht. Und das ist eine große Hilfe.
119	51:00.5 - 51:07.2	Interviewer: Die HiWis gibts dann aber auch, weil die Belastung der Lehrkräfte größer geworden ist, oder?
120	51:07.3 - 51:37.9	Ja. Ja. Und ich glaube, die haben auch Geld jetzt vom Exzellenzprogramm der Uni. Und die Uni möchte auch etwas Gutes machen. Tutorien, zum Beispiel, die sind alle jetzt frei. Und HiWis haben wir jetzt auch. Und mindestens von daher, das ist eine gute Sache. Die Lehrenden haben da wahrscheinlich auch mehr Motivation, da Forschungen zu machen.
121	51:37.9 - 52:16.2	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so?
122	52:16.4 - 52:20.0	Beim Syllabus? Nein!
123	52:20.0 - 52:30.2	Interviewer: (<i>Frage neu formuliert</i>)
124	52:30.1 - 52:42.7	Das ist freiwillig. Dieses Syllabus, wir können so ein Syllabus da ins Netz hängen...
125	52:42.8 - 52:45.1	Interviewer: Ach so, bei euch ist das nicht Pflicht?
126	52:45.3 - 53:16.3	Nein. Das ist keine Pflicht! Aber, wir haben Kursbeschreibungen. Kursbeschreibungen ist obligatorisch. Und beim Syllabus, da gibt es ja sehr oft Änderungen. Je nachdem wie bei den Studenten der Stand ist, da muss man ein bisschen ändern.
127	53:09.9 - 53:32.1	Ich mache zwar auch, in der ersten Woche mache ich was, in der zweiten Woche mache ich etwas, im Großen und Ganzen folge ich schon dem Syllabus, aber nicht immer. Ich habe noch den Raum, da zu ändern.
128	53:32.1 - 53:33.7	Q15 C. Interviewer: Gibts bei euch ein Curriculum?
129	53:33.7 - 53:35.2	Ja.
130	53:35.1 - 53:42.1	Interviewer: Und dieses Curriculum, stellt das alle Kurse da und zeigt, wie diese Kurse aufeinander aufbauen?
131	53:42.0 - 54:51.8	Auch. Äh, das heisst die Studenten schauen sich das wahrscheinlich nicht an. Wir machen jetzt gerade ein, wie heisst denn das, ein...side map oder learn map, wir hatten schon eine, aber wir versuchen jetzt, das alte zu erneuern. Und es gibt, äh, den Studenten wird dann erklärt, welche Gebiete wir haben, so Hauptgebiete, wir haben zum Beispiel, Spracherwerb, wir haben Anwendung der Sprache, wir haben Kultur und Landeskunde, und wir haben Literatur. Das als Modi. Die Studenten sollen das wissen. Und dann für mich ist das viel wichtiger, nicht nur diese Modi sollen die wissen, sondern welche Fertigkeiten, Grundfertigkeiten sollen sie dadurch erwerben.
132	54:51.8 - 55:32.6	Zum Beispiel, wie die dann Probleme lösen, wir müssen jetzt in unseren Kursbeschreibungen auch noch angeben, was wir in diesem Kurs, welche Fertigkeiten gezielt trainiert werden. Und das ist, was wir früher nicht hatten. Das haben wir seit zwei Jahren. Also, zum Beispiel, in einem Konversationskurs, da geben wir an, die Kommunikationsfertigkeit und wahrscheinlich Organisationsfertigkeit. Oder Problemlösungsfertigkeiten.
133	55:32.6 - 55:54.8	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was

		bedeutet das für dich?
134	55:54.8 - 57:18.0	Kommunikative Unterrichtsmethode soll eine deutliche Interaktion hervor... herbeiführen zwischen den Lehrenden und Lernenden. Und das ist als Grundprinzip. Und die Formen könnten sehr verschieden sein. Das könnte Rollenspiel sein, verschiedene Möglichkeiten gibt es da. Aber Grundprinzip ist schriftliche oder sprachliche, das ist alles okay, das ist auch kommunikativ. Zum Beispiel beim mind mapping, das ist auch eine kommunikative Unterrichtsmethode. Man muss nicht immer nur Dialoge machen. Es gibt verschiedene Formen. Aber die Hauptsache ist nur, dass der Lehrer irgendwas fragt, oder umgekehrt der Student etwas fragt, und dann gibt es da ein Feedback von beiden Seiten. Das ist für mich schon eine kommunikative Unterrichtsmethode.
135	57:18.0 - 57:29.6	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
136	57:29.5 - 58:23.6	Ähh ----- Nicht so viel. Man hat zwar die Idee von der kommunikativen Unterrichtsmethode, aber man macht hier viel mehr immer noch inikative kommunikative Unterrichtsmethode. D.h. wir haben ja nicht diese reale Situation von der Zielsprache. Und das ist ein Nachteil. Das liegt wirklich an der Lernumgebung. Aber, wenn man sagt, ob es viel verändert hat inzwischen? Dann sag ich, ja, man hat versucht das zu machen, oder so weit wie möglich zu machen, aber entscheidend nicht...verändert. Bis jetzt noch nicht.
137	58:23.6 - 58:37.7	Interviewer: Dann frag ich noch mal ganz kurz. Wenn du mal vergleichst, wie du Deutsch gelernt hast, und wie du Deutsch heute unterrichtest, gibts da Unterschiede?
138	58:37.7 - 59:48.6	^^^^ Ja, es gibt große Unterschiede für mich. Früher war immer frontal und die Interaktion ist eine Frage und Antworten. Das war früher für mich. Frage und dann nachdenken. Und heutzutage, ich persönlich gehe vielmehr auf die Studenten ein. Und auch multimediale Sachen. Ja. Ich hab gesagt, was ich dann gelernt habe, am meisten gelernt habe, ist von den Studenten. Denn die können...also, durch die Studenten erfahre ich vielmehr, wo ich evtl. noch Schwächen habe bei den Unterrichtsmethoden.
139	59:48.6 - 1:00:06.1	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
140	1:00:06.1 - 1:01:50.2	Ja. Sehr schön, sehr schön ist, wenn man sieht, dass die Studenten Erfolg haben, Karriere, egal, auf welchem Gebiet. Und, das ist einmal von der Leistung her. Und dann auch noch die Beziehung zu manchen Studenten. Ach, manche, die sind schon vor 20 Jahren, haben sie das Studium schon beendet. Aber, die haben immer noch Kontakt mit mir. Das ist sehr schön. Wir sprechen jetzt natürlich sehr oft nicht mehr Deutsch. Oder, aber wir haben sehr gute Verbindung. Und was noch? Freude...mit Studenten, man wächst mit. Ich glaube, dass ist nicht nur (auf dem Gebiet des) Wissen, sondern innerlich auch. Man leidet manchmal auch an, sagen wir, Druck oder wenn die Studenten, ein Jahrgang schlecht ist, nicht so gut ist, dann leidet man auch selber manchmal drunter, und dann versucht man wieder neu zu denken, neu zu starten, und ich glaube, das ist dann diese Selbstentwicklung. Die ist wichtig für mich.
141	1:01:50.2 - 1:02:17.5	Q19. Interviewer: Was ist für dich die größte Herausforderung / Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
142	1:02:17.5 - 1:02:31.0	Dass ich so schnell wie möglich promoviere. Das ist jetzt im Moment, ja. Und dafür habe ich zu wenig Zeit.
143	1:02:31.0 - 1:02:41.3	Interviewer: Die Promotion. Wer macht dir da Druck, warum musst du da jetzt schnell promovieren?

144	1:02:41.3 - 1:04:04.3	Äh, die Uni...also zählt, wer noch Lektor ist, und wie viele Lektoren noch in der Uni sind, also, das kommt eher von oben. Egal, ob einem die Lehrtätigkeit sehr viel Spaß macht, egal, wie viele Preise man verliehen bekommen hat, das zählt überhaupt nicht so viel wie, ob man Professor ist. Da wird statistisch dann so gerechnet. Das finde ich, das ist nicht...jeden Menschen vom Charakter her nicht jedem Menschen gerecht, und auch nicht jeder Professor kann gut lehren. Das ist eine verdrehte Realität jetzt für mich. Manche können wirklich sehr gut unterrichten, aber die werden leider in dieser jetzigen Situation nicht so sehr geschätzt. Und nicht gefördert. Und das finde ich dann schade.
145	1:04:04.3 - 1:04:16.4	Interviewer: Das hängt natürlich auch ein bisschen zusammen mit diesen Evaluierungen. Wie viele Punkte gibt es denn bei euch für die Forschung, den Unterricht und für Dienstleistungen, weisst du das?
146	1:04:16.5 - 1:04:59.4	Äh, man könnte das selber bestimmen, also es gibt einen Spielraum, ich nehme mal mich selber als ein Beispiel, vom Fuwu habe ich 15%, und dann von betreuen 15%, und das heisst, ich habe den Rest noch 70% und 70% da habe ich dann den Rest zum Beispiel, ich glaube 35 und 35 oder einmal 40 und einmal 30. Das kann man selber verteilen. Aber, es gibt einen Rang, einen Spielraum, man kann da nicht drüber oder nicht drunter.
147	1:04:59.3 - 1:05:02.2	Interviewer: Das ist ja merkwürdig. Also, ihr teilt euch die Punkte selber ein? In so einem gewissen Rahmen?
148	1:05:02.1 - 1:05:11.4	Ja. Genau. In diesem Rahmen. Es gibt einen gewissen Spielraum schon.
149	1:05:11.4 - 1:05:21.0	Interviewer: An der Taida ist das so 70% Forschung, 15% Dienstleistung und 15% Lehrtätigkeit...
150	1:05:21.1 - 1:05:26.8	Die haben fuwu, Forschung und dann Unterricht...und die haben keine Betreuung?
151	1:05:26.8 - 1:05:28.1	Interviewer: Nee!
152	1:05:28.1 - 1:05:30.5	Aha. Und das ist so an der Taida?
153	1:05:30.4 - 1:05:47.0	Also, wir haben diese Vierteilung. Aber die nehmen nur 30%. Und Lehrtätigkeit und Forschung dann 70%.
154	1:05:47.0 - 1:05:57.7	Interviewer: Herzlichen Dank! ENDE

Appendix 5.3: Interview Transcription “Fei-Fei”

Name: Fei-Fei **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 49 minutes; Page number: 9;

... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.1 - 0:16.9	(Begrüßung)
2	0:16.9 - 0:22.9	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
3	0:22.9 - 0:27.1	XXXX (1 - 5 Jahre).
4	0:27.1 - 0:34.1	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
5	0:34.1 - 0:51.9	^^^^^ Nein. Das war meine erste Arbeit.
6	0:51.9 - 0:56.6	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
7	0:56.5 - 1:06.1	Ich habe DaF-Abschluß gemacht.
8	1:06.0 - 1:07.2	Interviewer: Ist das ein Magister in DaF?
9	1:07.2 - 1:12.4	Ja. Magister in DaF und Uniabschluß in Taiwan ist auch DaF.
10	1:12.4 - 1:21.5	Interviewer: D.h. du bist eine echte DaFlerin. Ist das Hauptfach oder Nebenfach?
11	1:21.5 - 1:39.6	Also in DaF ist mein Hauptfach Sprachwissenschaft und mein Nebenfach Literaturwissenschaft. ^^^^^ Zuerst in Taiwan und dann in Deutschland.
12	1:39.6 - 1:43.1	Interviewer: D.h. du hast deinen Magister in Deutschland gemacht?
13	1:43.1 - 1:47.5	Ja.
14	1:47.5 - 1:56.8	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
15	1:56.8 - 2:09.3	Ja. Wir haben zwei Jahre Praktikum gemacht. Nicht jeden Tag, sondern drei, vier Mal im Semester müssen wir hospitieren, und dann eine Lernprobe machen.
16	2:09.3 - 2:24.9	Interviewer: Das hört sich ganz schön lange an! Zwei Jahre. Das ist nicht wenig. Du hast hospitiert, und dann später hast du Lehrprobe gemacht.
17	2:24.9 - 2:38.1	Ja. Im ersten Semester haben wir Lehrwerkanalyse gemacht und ein bisschen Theorie. Und dann können wir erst mit der Hospitation anfangen und dann erst Lernprobe.
18	2:38.1 - 2:41.0	Interviewer: Wo hast du hospitiert?
19	2:40.9 - 3:01.4	Im XXXX, im Sprachinstitut der Uni XXXX (<i>eine Uni in Deutschland</i>). ^^^^^
20	3:01.4 - 3:06.9	Interviewer: Man hört ja immer viel über das Institut. Hast du die Ausbildung dort gut gefunden?
21	3:06.8 - 3:23.0	Ja. Als ich noch in Taiwan war, hab ich Chance in meine dritte Jahrgang an der Uni als Austauschstudentin für ein Jahr in XXXX. Und da habe ich in XXXX Deutsch gelernt. Ein Jahr lang.

22	3:23.0 - 3:28.7	Interviewer: D.h. du warst selbst erst als Studentin da und später dann als Praktikantin?
23	3:28.7 - 3:30.5	Ja, ja.
24	3:30.4 - 3:51.3	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen / Schwierigkeiten hattest du?
25	3:51.3 - 4:02.7	Interviewer: (<i>Verstehensproblem, Frage neu formuliert</i>)
26	4:02.7 - 4:13.1	Ehrlich gesagt, 50 Studenten im Unterricht für mich ist nicht so problematisch, wie für die anderen Lehrer.
27	4:13.0 - 4:16.5	Interviewer: D.h. die anderen haben dir auch erzählt, dass sie das anstrengend fanden mit 50?
28	4:16.6 - 4:22.4	Ich bin auch so aufgewachsen, und ich kenne das einfach so.
29	4:22.3 - 4:24.5	Interviewer: Ach so, kommst du denn auch aus der XXXX (<i>Institution wo Fei-Fei jetzt arbeitet</i>)?
30	4:24.5 - 4:26.4	Nein, zum Glück nicht!
31	4:26.4 - 4:31.4	Interviewer: Du hast auch Sprachunterricht mit 50 gehabt, ja?
32	4:31.4 - 4:33.5	Ja. Am Anfang, ja.
33	4:33.5 - 4:37.2	Interviewer: Wo?
34	4:37.2 - 4:41.2	Äh, in XXXX.
35	4:41.2 - 4:49.7	Interviewer: Wo hast du Deutsch gelernt mit 50 MitstudentInnen?
36	4:49.6 - 4:52.9	Ja, an der XXXX Universität!
37	4:53.0 - 5:00.1	Interviewer: Ja, das habe ich mal von XXXX gehört. Der hat gesagt, da gibt es Kurse, da sitzen 150 Leute drin!
38	5:00.1 - 5:04.9	Ach so, ich war auch da drin, ha,ha (<i>Lachen</i>).
39	5:05.0 - 5:13.8	Interviewer: Okay, das war für dich nicht so das Problem. Aber was war denn für dich ein Problem? Hattest du ein Problem? Oder hattest du gar keine Probleme?
40	5:13.8 - 6:08.8	Am Anfang habe ich Probleme. Also, ich bekomme im ersten Semester sofort (<i>Kurse in der</i>) Tagesschule und der Abendschule. Also, ich habe bisschen Problem mit der Abendschule. Mit den Abendschulstudenten. Ich denke, ich war damals zu jung. Die Abendschulstudenten, die meisten sind sogar älter als ich und ähh... am Anfang war es etwas schwierig, dass ich sie überzeugen, dass ich echte Lehrerin bin. ^^^^^
41	6:08.8 - 6:11.8	Interviewer: Das war aber nur in der Abendschule so, nicht in der Tagesschule?
42	6:11.8 - 6:21.4	Nein. In der Tagesschule gar nicht. ^^^^^
43	6:21.4 - 6:36.2	Q4 B. Interviewer: Hast du sie lösen können, oder sind sie immer noch ein Problem?
44	6:36.1 - 7:08.7	Also, ich hatte bis zum letzten Semester immer noch Abendschule, und ich unterrichte Abendschule und Tagesschule anders. Ja, also zum Beispiel in der Tagesschule ist normal und bei der Abendschule bin ich ein bisschen strenger und ernster. Natürlich der Inhalt des Unterrichts ist einfacher.
45	7:08.7 - 7:12.7	Interviewer: Und warum?
46	7:12.7 - 7:31.4	Strenger und ernster habe ich gerade erzählt, wegen Autorität meine ich. Inhalt muss bisschen einfacher sein wegen diesem Niveau von den Abendschulstudenten.

47	7:31.4 - 7:41.0	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
48	7:41.0 - 8:18.3	Ja. ^^^^^ Zum Beispiel, ähhh, am ersten Tag gleich nach dem Interview hat ein Kollege mir geholfen. Er hat mir sofort seine Handynummer gegeben und gesagt, wenn ich irgendwelche Fragen habe, kann ich ihn anrufen. ^^^^^
49	8:18.2 - 8:27.7	Interviewer: Von deiner Arbeitsstelle hast du keine Hilfe bekommen?
50	8:27.6 - 9:19.5	^^^^^ Gar nicht! ^^^^^ Und wir haben damals mit mehreren Teilzeitlehrern angefangen, und wir helfen gegenseitig auch. ^^^^^ und Lehrer auch.
51	9:19.5 - 9:32.0	Q5 A. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht?
52	9:32.0 - 10:07.4	Also genauer...ich kann nicht genau sagen...ha,ha (<i>Lachen</i>)....zum Beispiel meinst du den Inhalt des Unterrichts? ^^^^^
53	10:03.1 - 10:06.4	Interviewer: Oder hast du gar keine Probleme?
54	10:06.4 - 10:17.6	Ha, ha (<i>Lachen</i>). Ich habe gar keine Probleme. ^^^^^
55	10:17.6 - 11:03.2	Na, wenn ich unbedingt etwas sagen muss. Dieses Hörverstehen beizubringen ist bisschen schwieriger als die anderen Fähigkeiten. ^^^^^ Ich achte immer darauf, dass die Studenten diese vier Fähigkeiten hören, lesen, schreiben und sprechen, gleichmässig lernen, aber bei Hörverstehen, ich finde, dass ist am schwierigsten. Wenn die Studenten nicht erst zu Hause hören und im Unterricht nur einmal oder zweimal hören, dann, natürlich verstehen sie nicht, und dann sind sie frustriert, dann wollen sie nicht weiter lernen.
56	11:03.2 - 11:10.4	Interviewer: D.h. du integrierst praktisch alle vier Fertigkeiten zusammen.
57	11:10.4 - 11:13.8	Ja, bei den Prüfungen auch alle vier.
58	11:13.8 - 11:20.5	Interviewer: D.h. es ist jetzt nicht so ein spezieller Unterricht, wo du zwei Stunden Hörverstehen machen musst!
59	11:20.4 - 11:52.9	Nein. Also, ich unterrichte jetzt Konversation, aber ich mache alles. ^^^^ ^^
60	11:52.9 - 11:56.2	Interviewer: Gibt es bei dem Problem Hörverstehen Hilfe von deiner Institution, also zum Beispiel Kurse? Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
61	11:56.2 - 12:13.0	^^^^^ Nein. Nein.
62	12:13.0 - 12:20.6	Q6. Interviewer: Findest du es schwer, deine Studenten zu motivieren? Warum, oder warum nicht?
63	12:20.5 - 13:37.5	Ich finde...ehrlich gesagt, ich kann die Studenten sehr gut motivieren. Ich sage immer, zum Beispiel einige haben vor der Zwischenprüfung schlechte Noten gehabt, immer, dann habe ich nach der Zwischenprüfung gesagt, jetzt ist ein neuer Anfang, vergiß alles, wir fangen jetzt noch einmal neu an. Dann sind sie sehr motiviert. Also, als neuer Anfang. ^^^^^ Ich sage immer, egal, welche schlechte Note du vor der Zwischenprüfung bekommen hast, zählt nicht. Jetzt fängt wieder an, ja. Und manche sind echt anders geworden. ^^^^^ mit den Noten schlechter, schlechter und Zwischenprüfung auch schlecht, aber nachdem ich gesagt habe, dass es neue Chancen gibt, wirklich, sind sie besser geworden. ^^^^^
64	13:37.5 - 13:42.7	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
65	13:42.8 - 14:29.2	Ja. ^^^^^ Am Anfang hatte ich mehr näheren Kontakt mit den Studenten. Jetzt nicht mehr. Jetzt nur im Unterricht. Also, früher gehe ich mit den Studenten aus, wir gehen essen, gehen singen, also wie Freunde,

		aber dann merke ich, es gibt zu viele Gerüchte über mich. Gutes und Schlechtes, beides. Und dann habe ich aufgehört, und nur im Unterricht habe ich Kontakt mit den Studenten. Ich gebe auch keine Handynummer mehr, und ich hebe nicht ab, kein Block mehr schreiben, usw.
66	14:29.2 - 14:32.0	Interviewer: Das heisst, du hast irgendwie schlechte Erfahrungen gemacht?
67	14:32.0 - 14:36.9	Na ja, ähh...ja.
68	14:36.9 - 14:40.4	Interviewer: War das von den Studenten oder von den Kolleginnen?
69	14:40.4 - 14:42.6	Beides.
70	14:42.6 - 14:49.5	Interviewer: Beides sogar! D.h. dann haben Kolleginnen schlecht über dich geredet?
71	14:49.5 - 14:52.5	Natürlich. Deswegen.
72	14:52.5 - 15:02.0	Interviewer: Ich finde das gar nicht so natürlich. Denn ich meine, was geht es die Kolleginnen an, wenn du mit deinen Studenten weggehst? Und mal singen gehst?
73	15:02.0 - 15:20.5	Wenn du beliebt bist, bist du auch eine Zielscheibe für die anderen!
74	15:20.5 - 15:22.4	Interviewer: Warum? Neid?
75	15:24.3 - 15:31.1	Ja. Das ist sehr klar.
76	15:31.1 - 15:38.4	Interviewer: War das eine Kollegin, mit der du irgendwie im Team arbeiten musstest?
77	15:38.3 - 15:48.1	Die eine ja. Die andere nicht.
78	15:48.1 - 16:07.9	Ich denke, wenn ich die Leute nicht ändern kann, dann höre ich auf, was ich ändern kann.
79	16:07.9 - 16:19.8	Interviewer: Das war der Umgang mit den Studenten. Hast du den Unterricht geändert?
80	16:19.7 - 16:33.5	Unterricht, eigentlich nicht so große Veränderung. Der Umgang hat (<i>sich</i>) viel verändert.
81	16:33.6 - 16:37.7	Q8. Interviewer: Wirst du von deinen Studenten evaluiert? Inwieweit beeinflussen dich diese Bewertungen?
82	16:37.8 - 16:41.0	Ja.
83	16:41.0 - 16:57.7	Interviewer: Dann würde ich gerne wissen, wann findet das statt, also wie oft, und wie funktioniert das bei euch? Und inwieweit beeinflusst dich das?
84	16:57.6 - 17:17.7	Ja. ^^^^^ von der Schule gibt es offizielle Evaluationsfragebögen. ^^^^^ Mitte des Semesters und Ende des Semesters. Ich mache aber selbst auch drei Mal im Semester diese Umfragebögen.
85	17:17.8 - 17:23.0	Interviewer: Oh, oh. Da muss ich jetzt noch mal nachfragen. Zweimal macht die Schule, und du selber machst auch drei mal?
86	17:23.1 - 18:14.3	Ja. Zum Beispiel, in der ersten Stunde am Anfang des Semesters mache ich so eine Umfrage, welche Erwartungen habt ihr von diesem Unterricht undso weiter. Wie lange hast du Deutsch gelernt? Was war deine Erfahrung? 10 Fragen gibt es! Und dann, damit ich die Studenten ein bisschen einzeln kennenlernen, über ihre Vergangenheit. Nach der Zwischenprüfung noch einmal. Bis jetzt, die Hälfte des Semesters, wie findest du, hast du gut gelernt, usw. auch 10 Fragen. Was ist deine Erwartung für das nächste halbe Semester? Und am Ende des Semesters noch einmal, also dreimal.
87	18:14.2 - 18:21.2	Interviewer: D.h. da machst du dir auch eine ganz schöne Arbeit! Das sind 50 Studenten, das sind dann 150 Bögen, die musst du dann schon mal bearbeiten...
88	18:21.2 - 18:23.6	Ja, das sind auch zwei Klassen

89	18:23.7 - 18:25.8	Interviewer: Oh, das sind dann 300 Bögen.
90	18:25.9 - 18:55.7	Aber, ich mache keine Statistiken...einfach kennenlernen...und am Ende, ganz am Ende gibt es einen kleinen Brief..Was möchte ich Fei-Fei sagen....privat. Das finde ich sehr interessant. ^^^^^
91	18:55.7 - 19:04.9	Interviewer: Wenn du die Evaluierungen siehst von der Schule, sind die nützlich für dich? Und beeinflussen die dich?
92	19:04.8 - 19:40.3	Ja. Aber, die von der Schule...es geht so. Die private Umfrage, die ich gemacht habe, eher. Ja, weil die von der Schule..manche Leute sagen einfach jajajajaja sehr zufrieden, sehr zufrieden, überhaupt nicht überlegen....nur schnell machen, damit sie einen neuen Kurs für das nächste Semester wählen können.
93	19:40.4 - 19:42.9	Interviewer: ...also wenn sie das nicht ausfüllen, das ist sozusagen ein Zwang.... dann können die keine neuen Kurse wählen?
94	19:42.9 - 19:55.6	Das finde ich nicht so toll.
95	19:55.5 - 19:59.2	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen?
96	19:59.3 - 20:08.4	Ich bin XXXX , deswegen nicht!
97	20:08.5 - 20:26.2	Früher gab es von der Abteilung so eine Liste...wer hat die beste Note...aber das zählt nicht, weil ich XXXX bin.
98	20:26.2 - 20:30.4	Interviewer: D.h. du hast die beste Note, aber das zählt dann nicht!
99	20:30.4 - 20:32.5	Ja. Ha,ha (<i>Lachen</i>).
100	20:32.4 - 20:58.3	Interviewer: ^^^^^ solche guten Noten von deinen Studenten erhöhen die deine Chancen eine (<i>Anerkennung</i>) zu bekommen?
101	20:58.3 - 21:01.8	Nein. Nein...Nein.
102	21:01.8 - 21:09.9	Ich muss mich selbst bemühen!
103	21:09.9 - 21:35.1	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
104	21:35.0 - 21:51.7	Interviewer: (<i>wiederholt die Frage</i>) sind die Studenten passiv durch das System?
105	21:51.6 - 22:00.5	Ohh,.....mhhhh....Ich finde, die Studenten sind anders als früher.
106	22:00.4 - 22:42.1	Als ich Studentin war, wir waren echt sehr passiv im Unterricht. Wir haben sehr oft gar nicht gesprochen im Unterricht. Aber, die jetzigen Studenten sind anders. Nicht alle. Aber die meisten sind anders. Die stellen Fragen, was wir früher nie gemacht haben. Natürlich hat das auch mit dem Lehrer zu tun, aber die Studenten selbst haben sich auch geändert. ^^^^^
107	22:42.1 - 22:58.7	Interviewer: Was heißt das passiv sein? Hast du da nur rumgesessen?
108	22:53.7 - 23:13.3	Wir haben nur zugehört und Notizen gemacht, einfach so. Im Deutschunterricht.
109	23:13.4 - 23:14.4	Interviewer: War das Spachunterricht?
110	23:13.4 - 23:15.7	Ja.
111	23:15.8 - 24:08.0	^^^^^ Früher lernen wir echt sehr.... also zum Beispiel, im ersten Jahr im Deutschunterricht an der Uni muss ich sehr oft den Dialog vom Kursbuch auswendig lernen und mit meinem Partner sprechen. Okay, ich habe ein bisschen davon gelernt, ein paar nützliche Sätze, aber wenn ich jetzt zurückdenke, dann finde ich, das war nicht gut.
112	24:08.0 - 24:24.1	Q11. Interviewer: Was sind für dich heute die entscheidenden Herausforderungen außerhalb des Unterrichts? Interviewer: ^^^^^ also zum Beispiel Schwierigkeiten innerhalb deiner

		Abteilung...
113	24:24.1 - 25:18.4	Ohh, also, ja, ich habe viel erlebt. Ehrlich gesagt, im Unterricht habe ich wirklich nicht so große Probleme. Kleinigkeiten, ich sehe das selbst auch nicht als Problem. Aber bei dieser Arbeit, ausserhalb des Unterrichts habe ich viel Probleme. ^^^^^ Zum Beispiel, meine Fähigkeit wird oft nicht anerkannt, oder ich kriege keinen Respekt wegen meiner Stellung. ^^^^^
114	25:18.4 - 25:20.7	Interviewer: Wer gibt dir Probleme? Und wer erkennt dich nicht an? Kannst du das mal sagen?
115	25:20.7 - 26:02.6	Also, am Anfang, als ich mit dieser Arbeit angefangen habe, fand ich es nicht so schlimm. Und auf einmal, nachdem der Abteilungsleiter wechselte, war das sehr schlimm. Es hat sogar zwei Jahre gedauert, dass ich mich überhaupt nicht wohl fühlte in dieser Abteilung. ^^^^^
116	26:02.7 - 26:03.7	Interviewer: War das nur die neue Leitung? Oder waren das dann auch Kollegen, die gegen dich waren?
117	26:02.9 - 26:19.3	Es hat eigentlich mit der Leitung zu tun. Die Leitung ist so wichtig für eine Abteilung. ^^^^^
118	26:19.4 - 26:28.8	Interviewer: Das ist jetzt sozusagen die höhere Ebene, also die Vorgesetzten, das funktioniert nicht richtig.
119	26:27.7 - 26:33.8	Q12. Interviewer: Gibt es vielleicht noch andere Sachen, die dich nerven? Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
120	26:33.7 - 26:48.3	Na ja, das Hauptproblem ist, die....ähh..wie sagt man,...mit diesen Niveaus, diese Hierarchie stört mich sehr.
121	26:48.3 - 26:53.2	Interviewer: Du meinst die Hierarchie Doktoren, Vollzeitstellen...
122	26:53.3 - 27:15.2	Ja, ja. Das stört mich sehr. Man sieht dich nicht nach deiner Fähigkeit, sondern nach deinem Titel. Das hat mich so genervt, dass ich jetzt auch promoviere. Ha, ha (<i>Lachen</i>)....komische Motivation, stimmt?
123	27:15.1 - 27:38.7	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
124	27:38.7 - 28:19.4	Momentan habe ich Glück, ich habe zwei gute Klassen. Also, nicht so schlimm, finde ich. ^^^^^ Einmal Beginner und einmal dritter Jahrgang bei der XXXX. ^^^^^ Im dritten Jahrgang gibt es zwei Problemschüler, die sind nicht okay. die sind eine Minderheit. Die hatten schon Probleme von Anfang an. ^^^^^ Ja, ich habe Glück, die Lehrer vorher waren gut.
125	28:19.4 - 28:25.2	Interviewer: D.h. es hat mit den Lehrern zu tun?
126	28:25.2 - 28:45.3	Ich denke, dass ist wichtig. In der Anfängerklasse, eine hat immer Probleme. Ich habe dann gedacht, das ist ein allgemeines Problem mit der Lernschwierigkeit. Nicht nur für Deutsch, sondern für andere Fächer hat sie auch Problem. Aber die meisten sind in Ordnung.
127	28:45.3 - 28:51.7	Interviewer: Hast du das schon mal gehabt, dass du eine Klasse im dritten oder vierten Jahrgang hattest und die hatten kein gutes Niveau?
128	28:51.7 - 29:09.0	Ich habe bis jetzt nur höchstens bis zum dritten Jahrgang unterrichtet. ^^^^^ Ach so, ahh, Ersatzkurs, letzter Jahrgang, auch ein ganzes Semester.
		Interviewer: Und wie waren die?
129	29:07.0 - 30:17.3	Die sagen mir, sie hassen Deutsch! ^^^^^ Ich habe auch eine Umfrage am Anfang gemacht. Sie hassen Deutsch und am Ende, Sie hassen noch immer Deutsch. Ha, ha (<i>Lachen</i>)... Das ist zu spät, um sie zu retten. ^^^^^ Die Leute kommen aus beiden Abschlußklassen ^^^^^ Das waren die schlechtesten! ^^^^^ Weil sie die Prüfung (<i>biyemenkan - externe Sprachprüfung zum Abschluß des Studiums</i>) nicht machen wollen. Wenn sie an diesem Kurs teilnehmen, bekommen sie das Abschlußzeugnis von der Schule... und der Kurs kostet

		einige tausend NT \$. Deswegen sagen sie, das Abschlußzeugnis kostet soundsoviel tausend NT \$.
130	30:17.3 - 30:41.6	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?
131	30:41.6 - 30:46.5	Ich bin XXXX. Ich muss nur unterrichten.
132	30:46.5 - 30:52.8	Interviewer: Du ^^^^^ hast also einen Sonderstatus als XXXX?
133	30:52.8 - 31:34.2	Nein, gar nicht.....Ich darf auch nicht!.... Wieso beschwerten sich die Vollzeitlehrer über diese Verwaltung (Verwaltungsarbeit) in XXXX, finde ich ein bisschen komisch. Weil zum Beispiel an anderen Unis müssen sie unterrichten, Verwaltung machen und Forschung. Und die Vollzeitlehrer in XXXX, die meisten forschen nicht. Das ist schon sehr locker, finde ich.
134	31:34.2 - 31:43.2	Interviewer: Aber du hast ja diese Arbeitsbelastung noch gar nicht gehabt...
135	31:43.2 - 32:13.1	Meinst du bei der Verwaltung (Verwaltungsarbeit). Nein. Aber ich hatte am Anfang ehrlich gesagt zu viel Unterricht. Das war Glück oder Unglück, weiss ich nicht. (Fei-Fei macht weiter mit Frage 14, verlangte Aufgaben) Ja, am Anfang, ich bekomme sogar auf einmal 17 Stunden.
136	32:13.2 - 32:27.1	Interviewer: ^^^^^ 17 Stunden, du bist neu, du musst doppelt vorbereiten! Waren manche Stunden die gleichen?
137	32:27.0 - 32:52.4	Nein. Alle ganz anders! Aber ich konnte so damals mehr verdienen. Deswegen kann ich nicht sagen, gut oder schlecht.^^^^^
138	32:52.3 - 32:59.6	Interviewer: Da musst du dich ja ganz schön lange vorbereiten!
139	32:59.6 - 33:03.1	Ja.
140	33:03.0 - 33:06.9	Interviewer: D.h. das erste, das zweite Semester war dann sehr sehr anstrengend für dich?
141	33:06.9 - 33:21.8	Das war anstrengend, aber macht mir auch Spaß. Ich kann sofort nach meinem Studium, die gleichen Sachen in der Praxis machen. Das finde ich auch toll.
142	33:21.9 - 33:42.0	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt.
143	33:42.5 - 33:52.5	Interviewer: (befragte Person hatte die Frage nicht verstanden)
144	33:52.5 - 33:58.7	Interviewer: (die Frage neu formulierte)
145	33:58.7 - 34:28.8	^^^^^ Syllabus meinst du? ^^^^^ Oh, ich schreibe im Syllabus ahh nur ungefähr die Lektion nicht so detailliert. Es hängt davon ab, wie die Studenten sind, ich kann nicht genau schreiben, wie weit in welchen Zeit ich machen möchte.
146	34:28.8 - 34:30.3	Interviewer: Im Großen und Ganzen orientierst du dich auch am Lehrwerk?
147	34:30.2 - 34:37.4	Ja. Natürlich gibt es viel Ergänzungen, aber im Großen und Ganzen nach dem Lehrwerk. Ja.
148	34:37.4 - 34:45.6	Q15 B. Interviewer: Du sagst „natürlich gibt es viel Ergänzungen“ bei manchen Kollegen vielleicht nicht. Wenn du viele Ergänzungen machst, schreibst du das dann auch in deinen Syllabus?
149	34:45.6 - 34:57.9	Nein. Weil, ich denke immer mein Syllabus wird.... niemand liest das. Das ist nur eine Verwaltungssache.
150	34:57.9 - 35:01.2	Interviewer: Wird dein Syllabus nicht ins Internet gehängt?
151	35:01.1 - 35:28.5	Doch. Aber zum Beispiel, es wird im Internet gehängt, ja, aber ich schreibe nur ganz grob. Zum Beispiel, wenn ich Schreibkurs habe, oder Tourismuskurs, usw. gebe ich einen detaillierten Semesterplan für die Studenten in der ersten Stunde. Genauer als wie im Internet.

152	35:28.5 - 35:35.9	(Q15 B.) Interviewer: D.h. es gibt bei dir dann auch Unterschiede zwischen sprachlichen und inhaltlichen Kursen, oder?
153	35:35.8 - 35:37.4	Ja.
154	35:37.4 - 35:44.6	(Q15 B.) Interviewer: D.h. deine eigenen Kurse, da schreibst du klarer, was du machst.
155	35:44.6 - 35:46.3	Ja. Ja.
156	35:46.3 - 35:52.5	Interviewer: D.h. wenn du so einen Kurs machst, wie Tourismus, ist das alles dein Material, oder gibt es da ein Lehrwerk?
157	35:52.5 - 35:59.7	Es gibt kein Lehrwerk. Ich benutze eigenes, oder vom Internet.
158	35:59.7 - 36:01.7	(Q15 B.) Interviewer: Das heisst, der ganze Kurs ist von dir zusammengestellt?
159	36:01.7 - 36:03.7	Ja.
160	36:03.6 - 36:14.8	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt, und zeigt wie sie aufeinander aufbauen?
161	36:14.8 - 36:38.2	Curriculum, was? ^^^^^ Oh....es gibt schon, aber anscheinend ist schon sehr alt, ein bisschen veraltet.
162	36:38.1 - 37:08.1	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
163	37:08.1 - 37:35.4	^^^^^ Das bedeutet für mich, dass die Studenten mehr sprechen. Und, dass es immer Interaktion zwischen den Studenten und dem Lehrer gibt. Und nach dem Unterricht können die Studenten die Sprache wirklich benutzen, nicht nur lesen und schreiben, sondern sprechen.
164	37:35.4 - 37:49.1	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
165	37:49.1 - 37:57.8	Hmm, im Vergleich zu früher ich denke...ja, ja, es hat sich verändert.
166	37:57.8 - 38:07.9	Interviewer: Und deine eigene Erfahrung ?
		... wir waren anders als die Leute heute...
167	38:07.9 - 38:18.4	Interviewer: Kommt das durch den Einfluß beim Englischunterricht oder sind die Studenten selbstbewußter und frecher?
168	38:18.4 - 38:22.1	Es kommt von den Studenten selbst.
169	38:22.1 - 38:31.5	Interviewer: Es ist gar nicht der Sprachunterricht, sondern dass die frecher sind?
170	38:31.4 - 38:43.9	Oder, sie haben auch mehr Kontakt mit dem Ausland als wir früher. Sie haben Brieffreund, sie chatten, oder mit Ausländern, das ist schon anders.
171	38:43.8 - 39:00.0	Interviewer: Wenn du jetzt mal vergleichst, wie du Deutsch gelernt hast, und wie du jetzt selbst unterrichtest, hat sich da was geändert?
172	38:59.9 - 39:41.7	Ja. Zum Beispiel ...äh...ich war sehr gut an der Uni in unserer Klasse. Ich bekomme fast immer die beste Note. Aber als ich am ersten Tag in Deutschland war, ich kann nicht sprechen. Ha, ha (<i>Lachen</i>), ...nur schreiben. Ich kann überhaupt nicht sprechen, kein Wort, weil ich nicht geübt habe. Ich kann sehr gut schreiben, und die Prüfungsnote war immer toll, aber ich kann überhaupt nicht sprechen, da habe ich gedacht, haaa, was ist los, wieso konnte ich nicht (<i>sprechen</i>)? Jetzt, die Studenten, sie können (<i>sprechen</i>).
173	39:41.7 - 39:47.5	Interviewer: Das heisst, du machst auch einen anderen Unterricht?
174	39:47.6 - 40:00.9	Ja. ^^^^^ das ist relativ, aber die sprechen einfach.
175	40:00.9 - 40:17.3	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?

176	40:17.3 - 40:47.5	^^^^ Der erste Punkt ist Lehrkraft zu sein. Das war immer mein Traumberuf. ^^^^^
177	40:47.6 - 40:50.9	Interviewer: Warum ist das dein Traumberuf?
178	40:50.8 - 40:58.3	Ich finde immer, dass ich als Lehrkraft geboren bin.
179	40:58.3 - 41:33.1	Ha, ha (<i>Lachen</i>)...einfach so. Und zweitens, was ich gut finde, die Studenten von null bis zum Sprechen beibringen kann, das finde ich ganz toll. Und drittens ist...äh...mhh.... Das ich einige nette Kollegen habe!
180	41:33.1 - 41:51.3	Q19. Interviewer: Was ist für dich die größte Herausforderung / Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
181	41:51.3 - 42:21.8	^^^^ also, dass ich kein XXXX bin. Das ist die größte Schwierigkeit.
182	42:21.8 - 42:30.4	Interviewer: Herzlichen Dank! ENDE

Appendix 5.4: Interview Transcription “Liu-Hong”

Name: Liu- Hong **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 57 minutes; Page number: 13;

... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:19.6 - 0:31.8	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
2	0:31.8 - 0:35.0	XXXX (6 – 10 Jahre).
3	0:34.9 - 0:40.7	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
4	0:40.7 - 0:45.6	Deutsch ja. Diese Arbeitsstelle.
5	0:45.5 - 0:50.1	Interviewer: Und vorher nicht irgendwo in Taiwan?
6	0:50.1 - 1:02.6	Vorher war das Englisch. Aber in Tainan. An einer Englischschule. Für ein Semester.
7	1:02.5 - 1:24.3	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
8	1:24.3 - 1:47.1	In XXXX mit dem Fachschwerpunkt Betriebswirtschaftslehre. XXXX (<i>Detailangaben über das Studium</i>). Das war ein Magister.
9	1:47.0 - 1:52.8	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
10	1:52.8 - 2:07.0	Habe ich erst hier dann durch Kurse gemacht. Ich hatte vorher, ganz am Anfang eigentlich wenig Ideen über DaF. Das kam erst durch die Arbeit, durch die Kurse und über Fortbildungen.
11	2:08.2 - 2:31.8	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du? Q4 B. Interviewer: Hast du sie lösen können oder sind sie immer noch ein Problem?
12	2:31.7 - 4:31.1	Da muss ich weiter ausholen. Wahrscheinlich muss man das unterteilen. Ein Teil der Probleme kommt von der Institution und ein Teil kommt wahrscheinlich daher, weil ich Anfänger war. Von der Institution zum Beispiel gab es extrem wenig Informationen. D.h. zum Beispiel wurde mir gesagt, am Montag beginnt der Unterricht. Ich hatte keine Ahnung, welches Buch, ich hatte keine Ahnung, welche Lektion, ich hatte auch keine Ahnung, was die vorher gemacht haben. Und mir wurde nur gesagt, okay, Montag, 8 Uhr geht es los, und geh in dieses Klassenzimmer. Also, der ganze Zusammenhang wurde nicht festgelegt. Da fehlte praktisch der Rahmen, ich habe nicht gewusst, welches Level die haben, und wo die ungefähr stehen. Das war einmal die Problematik der Institution. Und natürlich auch die Größe, die Klassengröße. Da waren oder sind noch immer 50 Leute in dem Kurs. Da kann man sagen, das ist eher von der Institution das Problem. Und die Probleme gibt es noch immer. Genau die gleichen. D.h. immer wenn wir neue Lehrer haben, dann werden die praktisch nicht informiert. Äh, wobei jetzt gerade von der neuen Leitung gibt es jetzt gewisse Ansätze, wo man sagt, das wird verbessert. Zum

		Beispiel, muss oder ist geplant, dass jeder Lehrer jetzt einen Bericht schreibt, praktisch einen Fortschrittsbericht für jeden Kurs, zu jeder Klasse. D.h., am Ende des Semesters schreibst du noch einen Bericht, wo steht die Klasse jetzt, welche Materialien hat die Klasse benutzt, welches Material, auf welchen Seiten sind die ungefähr. D.h. der nächste Lehrer, der die Klasse übernimmt, kann ungefähr mal reinschauen, kann sehen, welche Lehrmethoden, welche Sozialformen haben die schon gemacht, und weiss auch, wo die aufgehört haben, und weiss auch, welche Bücher die schon vorher hatten. Das soll jetzt ganz neu gemacht werden. D.h. das gab es vorher noch nicht.
13	4:31.1 - 4:38.3	Interviewer: Ist das auf Abteilungsebene, oder ist das in der ganzen Einrichtung, wo du arbeitest? Gibt es das für alle Abteilungen?
14	4:38.2 - 5:00.0	Das ist praktisch auf Abteilungsebene. Die Kursberichte sollten dann in der Abteilung gelagert werden, damit du da dann Einsicht hast. Wenn du dann einen Kurs übernimmst, dann schaust du da rein, was haben die gemacht, und was haben sie nicht gemacht, und dann kann ich dort weitermachen.
15	4:59.9 - 5:46.8	Das waren die Probleme, die ich am Anfang hatte von der Institutionsseite. Von der Lehrerperspektive, von mir aus gesehen, war das Problem, ich hatte keine Erfahrung, wie ich das Ganze angehe. D.h. ich hatte keine Erfahrung vom Unterricht her. D.h. das erste Problem war mal einfach mich zurechtzufinden, wie erkläre ich, oder wie vermittele ich die Sprache. Wie kann ich das irgendwie am effizientesten machen. D. h. so, das praktisch die etwas lernen. Das war praktisch von meiner Seite. Das hat sich jetzt eigentlich irgendwie geändert, weil jetzt ist es einfach nach der Erfahrung ist es mir klar, wie man Sachen einfacher erklären kann, also, das es auch verstanden wird.
16	5:46.8 - 6:03.1	Interviewer: Deine Qualifikation. Das ist auch eine interessante Frage. Warum bist du dort angenommen worden? Hat man dir nicht gesagt, jetzt machen sie mal etwas in dem Bereich, wo sie qualifiziert sind?
17	6:03.0 - 6:22.8	Hmm, also, zu dem Zeitpunkt, wo ich angefangen habe, gab es eine Curriculumsänderung. Also, d.h. da wurde ein Schwerpunkt gelegt auf Wirtschaft. Weil ich praktisch Wirtschaft auch gemacht habe. Ist meine Qualifikation in dem Bereich auch eher Wirtschaft.
18	6:22.7 - 6:31.7	Interviewer: Das ist ja gut. Bist du dann irgendwie auch mit dem Aufgabenbereich betraut worden? Also, machen Sie jetzt mal Wirtschaft! Bauen Sie da was auf! Oder...
19	6:31.7 - 6:57.1	Nicht von Anfang an. Also, ich kann mich erinnern, das erste Semester war ein Konversationskurs und, glaube ich, ein Grammatikkurs. Aber dann die folgenden Semester eigentlich ja. D.h. ich hatte dann Wirtschaftskurse. Also, neben den Sprachkursen noch. D.h. nicht nur, sondern d.h. die Wahlfächer waren dann Wirtschaftskurse, und die Pflichtfächer waren dann die Sprachkurse.
20	6:57.1 - 7:08.0	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
21	7:07.9 - 7:55.3	Von der Institution gibt es ganz wenig Information. Also, so eine Orientierung für neue Lehrer das war eher informell. Das war eher durch Kollegen. Wie zum Beispiel durch XXXX (<i>Name der Person</i>). Wenn diese Person da nicht mitgeholfen hätte, dann wäre da eigentlich überhaupt keine Information gekommen. Also, was da so kam, waren Bröckchen. Ein bisschen von hier und ein bisschen von hier. Das war wie ein Puzzle, das du zusammen bauen musst. Es gab keine Einschulung, Anleitung,...Einführung für die ersten Wochen oder die erste Zeit...
22	7:55.3 - 8:32.6	Q5. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht? (<i>vorneweg kurze Erklärung zum Wort challenge und dem deutschen Äquivalent Herausforderung - Schwierigkeit</i>)
23	8:32.6 - 8:37.8	Schwierigkeiten bei mir im Unterricht oder generell in der Abteilung?

24	8:37.7 - 8:40.0	Interviewer: Nee, für dich im Unterricht.
25	8:40.0 - 9:47.7	Im Unterricht. Okay. Also, wenn ich so an meinen Unterricht denke, muss ich sagen...Momentan sehe ich wenig Schwierigkeiten. Die Kurse, die ich habe, hatte ich auch schon vorher. Die Probleme haben sich dann nicht vollkommen aufgelöst, aber sie sind weniger geworden. D.h. nochmal zurück zu der Frage: Wie erklärst du das, dass es verstanden wird? Wie weisst du, was wichtig ist? Aber dadurch, dass ich die Kurse wiederholt habe, und das Ganze auch ein Lernprozeß ist, wie du das Problem praktisch löst, sind die Probleme doch weniger geworden. Weil du dann das Material auch sortierst, es ablegst. Dass das vom letzten Jahr noch mal angeschaut wird, überarbeitet wird, verbessert wird und geändert wird. D. h. ich weiss, was ich da gemacht habe. Ich weiss, was nicht funktioniert hat oder nicht so gut funktioniert hat, und das kann ich dann irgendwie einfach verbessern.
26	9:47.7 - 9:56.9	Interviewer: Du hast gerade gesagt, die Frage habe ich nicht, wäre aber auch interessant, Herausforderung für dich in der Abteilung? In deinem Arbeitsumfeld?
27	9:56.8 - 11:27.6	Das ist dann praktisch ein Punkt, wo ich einfach sage, äh, hmm. Also, in unserer Abteilung gibt es einige Schwierigkeiten, von wegen, man könnte Sachen einfacher machen, man könnte Sachen effizienter machen, aber es scheitert oft daran, dass es erstens mal irgendwie keinen interessiert, oder teilweise auch nicht verstanden wird und dann auch teilweise kein Interesse da ist irgendwas zu ändern, glaube ich. Es gäbe wahrscheinlich einiges an Potential, wo wir sagen, wir könnten viel weniger Arbeit reinstecken und wahrscheinlich sogar mehr rausbekommen. Und insofern ist es bei uns natürlich jetzt wichtig, weil die Abteilung ist extrem expandiert. In sieben Jahren ist die Deutschabteilung hier enorm größer geworden. XXXX (<i>Redet davon, dass es vier neue Sprachprogramme eingeführt worden sind.</i>) D.h. was passiert ist, ist eine Riesenexpansion von Kursen, von Studiengängen, von verschiedenen Niveaustufen. Was aber irgendwie gefehlt hat, ist dann das Ganze irgendwie zu festigen. D.h. die gehen davon aus, unser Unterricht, der passt für jedes dieser Programme. XXXX (<i>noch einmal die Namen dieser Programme</i>). Und ich glaube, das ist schwierig.
28	11:27.6 - 12:52.7	Das ist aber insofern noch kein Problem, wenn du keine Prüfung machst. Wenn du keine Latte legst, fällt das gar nicht auf. Wo es dann auffällig wird, ist dann praktisch, wenn du eine internationale Latte legst. Zum Beispiel, diese internationalen Prüfungen ZDaF oder diese B1, B2 Prüfungen, diese Wirtschaftsdeutsch Prüfungen. Weil dann merkst du natürlich, wo die Studenten wirklich sind. Und ich denke, früher war das Problem, es gab wahrscheinlich die gleichen Probleme, nur war das einfach nicht auffällig, weil du keine Überprüfung hattest. Oder gemacht hast. Du weisst nicht, wo es gefehlt hat. Und das kann man ja eigentlich jetzt sehr einfach überprüfen, weil du einfach Daten hast. Du kannst ja schauen, wo sind die Studenten eigentlich gut, wo sind sie nicht gut. Das heisst, du kannst sagen, sind sie auf dem Niveau, sind sie nicht auf dem Niveau. Wenn du aber jetzt die Daten hast, heisst das, du siehst auch Probleme, als wenn du die Prüfungen nicht machst. Dadurch, dass wir größer geworden sind und die Prüfungen auch eingeführt haben, sehen wir... einfach mehr Probleme. Nur, die Antwort auf die Probleme ist dann die Frage. Also, es gäbe Lösungsmöglichkeiten und die Frage ist, da müsste das Kollegium zusammenarbeiten und das ist schwer.
29	12:52.2 - 12:53.2	Interviewer: Das sind dann im Grunde zwei Gleise. Das eine ist einmal die Arbeit der Kollegen, die Teamarbeit vielleicht, und das andere ist die Institution.
30	13:03.6 - 13:04.9	Genau, genau.

31	13:04.8 - 13:26.3	Ich finde Teamarbeit, das spart. Es ist zwar am Anfang viel mehr Arbeit, aber dann hast du leichtere Möglichkeiten und viel leichtere Arbeit. Aber das wird oft nicht gesehen. Ich glaube, die Chancen werden oft verpasst. Veränderung heisst ja oft, dass es einfacher ist und leichter wird nach
32	13:26.3 - 13:36.3	der Veränderung. Aber ich glaube, da ist einfach zu viel Angst dabei zu verändern. Das dürfte eher eine Mentalitätssache sein.
33	13:36.3 - 13:49.2	Q6. Interviewer: Findest du es schwer deine Studenten zu motivieren? Warum oder warum nicht?
34	13:49.1 - 15:05.3	Äh, „jein“! Und zwar, das hängt von der Klasse ab. D.h., ich habe gemerkt, dass ich einfach...in manchen Klassen lernen die Schüler sehr sehr fleißig und in manchen Klassen lernen sie weniger. Das hängt zum Einen wahrscheinlich davon ab, wen die Klasse vorher hatte. D.h. welchen Lehrer. Nicht unbedingt von unserer Schule, auch schon von vorher. Man sieht praktisch, wie die Lehrer Einfluss genommen haben. Durften die selbst ihre Meinung sagen, oder nicht. So, machen die dann einfach weiter. Dann kommt es natürlich darauf an...die kommen von verschiedenen Schulen, die werden zusammengeschmissen und dann stellt sich die Frage, äh, welche Gruppe überwiegt. Überwiegen die Aktiven oder überwiegen die Passiven. So, sehe ich das. D.h. wenn eine Klasse viele Leute hat, die passiv sind, dann ist die ganze Klasse ein bisschen zurückhaltender. Dann ist das natürlich eine Herausforderung. Klar, dass man sehen muss, wie bringe ich die jetzt voran. Es gibt aber auch Klassen, wo praktisch die Aktiven das Ganze sofort in die Hand nehmen. Und praktisch die Passiven mitziehen. D.h. deshalb sage ich „Jein“. Weil, es kommt darauf an. Ich würde es nicht generell sagen.
35	15:05.2 - 15:15.0	Es gibt die Jahrgänge und es gibt die Jahrgänge. Aber, wir haben eine große Klasse. Da ist es wichtig, wo ist die Mehrheit, glaube ich.
36	15:14.9 - 15:21.1	Interviewer: Und, dann muss man natürlich auch sagen, die sind ja bei dir auch noch im Alter 16, 17...
37	15:21.1 - 15:34.5	Genau. Im ersten Jahr sind sie jetzt 16 und im anderen Jahrgang sind die Anfänger 18.
38	15:34.5 - 16:07.2	Ich denke, dass es dann später auch schwieriger wird, die Leute zu motivieren, wenn sie schon länger bei uns waren. Am Anfang ist immer grosses Interesse. Das nutzt sich einfach nach ein paar Jahren ab. Aber, es gibt wahrscheinlich auch Tricks, wie man die Motivation ein bisschen erhöhen kann. Wenn du interessante Sachen machst, interessante Themen machst, dann ist es wahrscheinlich einfacher als wenn du irgendwie strikt nach Buch Seite für Seite machst.
39	16:07.1 - 16:27.2	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
40	16:27.1 - 17:08.3	Ja. Habe ich. Ganz bestimmt, und zwar einfach, weil ich mehr Erfahrung habe. Das hat sich ganz bestimmt geändert. Und zwar am Anfang war ich eher so praktisch, äh, ich erkläre und ich mache und ich zeige und ihr macht nach, oder so. Das Ganze hat sich dann gewandelt, in..eher, ich gebe den Rahmen vor und ihr macht. Also, von einer Situation, wo ich das Zentrum bin, am Anfang, in eine Rolle, wo ich sage, das könnt ihr machen, und ich gebe mehr die Rahmenbedingungen vor, und ihr macht selbst.
41	17:08.2 - 17:23.9	Interviewer: Wie reagieren deine Studenten darauf? Haben die damit Probleme? Oder?
42	17:23.8 - 18:30.0	Ja. Bei den ersten Übungen, natürlich. Bei den ersten Aufgaben, ganz klar. Die sind das nicht gewohnt. D.h. wenn ich zum Beispiel eine Aufgabe gebe, äh,...Partnerarbeit ist ja kein Problem. Aber, wenn die Aufgabe zu frei, oder frei ist, haben sie oft die Probleme, dass sie wenig zum Anhalten haben. D.h. am Anfang ist Unsicherheit da. D.h. am Anfang gibt es Übungen, die sind enger und dann werden die Übungen einfach weiter. Aber das ist am Anfang schon ein Problem. Richtig, die ersten paar Übungen gleich am Anfang, das ist nicht so einfach. Wenn sie

		sich daran gewöhnt haben, kommt eigentlich ein besseres Resultat raus. Ich denk so, dass sie dann schon wissen was sie machen können, was sie auch können, selbst können. Vorher, wenn der Lehrer alles vorgibt, bist du dir nie ganz sicher, was kannst du selbst eigentlich. Und das finde ich ganz wichtig, das sie selbst wissen, wo sie stehen.
43	18:30.0 - 18:34.0	Interviewer: Du redest jetzt für deinen Sprachunterricht oder für deinen Fachunterricht?
44	18:34.0 - 19:31.0	Hmm. Also, ich würde...eher vielleicht für beides. Aber, natürlich etwas anders angewandt. Im Sprachunterricht geht die Sprache vor. Das ist klar. Im Fachunterricht ist es eher, welche Kompetenzen haben sie? Können sie präsentieren? Wie bauen sie die Präsentation auf? Aber, das Grundprinzip ist eigentlich das Ähnliche. Vom Prinzip her läuft's ja ähnlich. Nur im Fachunterricht sind ja andere Sachen gefragt. Da will ich einfach, dass sie selbst suchen und wissen, wo sie was finden. Während bei der Sprache eher so...sie sollen die Sätze frei verwenden...oder Texte schreiben, in einem gewissen Rahmen. Und auch am Anfang enger und dann weiter. Der Inhalt ist etwas anders aber vom Prinzip her ist das ähnlich.
45	19:30.9 - 19:39.3	Q8. Interviewer: Wirst du von deinen Studenten evaluiert? Inwieweit beeinflussen dich diese Bewertungen?
46	19:39.2 - 21:57.4	Es gibt Evaluierungen zweimal im Semester. Einmal in der Mitte vom Semester, das ist so eine freiwillige. D.h. du bekommst eine Note zwischen Null und Fünf, so viel ich weiss. Es füllen aber relativ wenige diese Bewertung aus, weil das ist keine Verpflichtung. Am Semesterende gibt es eine verpflichtende Evaluierung. D.h. sie müssen das machen, damit sie für das nächste Jahr ihre Kurse wählen können. Das ist vom (Computer-) System so vorgegeben. D.h. sie können für das nächste Semester ihre Kurse nur wählen, wenn sie die Evaluierungen ausgefüllt haben. D.h. alle füllen aus. Sie müssen ausfüllen. Hat das Einfluß auf mich, ich sag mal, ja doch, schon. Also, ich versuche dann doch schon darauf zu reagieren. Wie die Evaluation praktisch war. Das gibt schon ein Feedback. Wobei man dabei aber auch sagen muss, die Evaluierung hat einfach zu viele Untergliederungen. Es gibt, glaube ich, zwanzig verschiedene Items, die da anzuwählen sind und ich glaube, das ist einfach zu viel. D.h. was passiert? Die Studenten haben ja nicht nur einen Kurs, sondern, die haben zwanzig Kurse. Oder 10 oder 15. Da nehmen sie sich wahrscheinlich auch nicht die Zeit und machen das so genau bei den Antworten. Das heisst, das ist eher eine Gefühlssache. Aber, was man von diesen Evaluierungen ablesen kann, ist, wie ist die Stimmung, wie ist die Atmosphäre in der Klasse. Ich kann mich erinnern, zum Beispiel, es gab eine Situation, äh, da hatte ich mal eine Klasse, die Evaluation war OK. Bei einem Punkt war zum Beispiel Lehrer bereitet vor, Lehrer kommt zu spät, usw. Lehrer kommt zu spät. Ich bin mir sicher, dass ich nie zu spät war. Ganz sicher. Also, ich war nie zu spät in dem Semester und in diesem Kurs. Und trotzdem war die Bewertung nicht die volle Punktzahl. D.h. da wird natürlich nach Gefühl abgestimmt. Das ist nicht unbedingt die Realität, sondern, ich sag mal, das ist ein Atmosphäre-Barometer. Da wird einfach generalisiert.
47	21:57.5 - 22:08.0	Aber trotzdem hat das natürlich schon Einfluss klar. Also, wenn ich ein schlechte Evaluierung bekommen würde, würde ich mich schon fragen, was ist falsch. Ja, klar.
48	22:08.0 - 22:20.3	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen?
49	22:20.2 - 23:37.8	Meinst du freiwillige oder verpflichtende Evaluierungen? Es gibt freiwillige Feedbacks in der Klasse, die ich mache. Das ist auch eine Form, wo ich Feedback bekomme. Ich stelle ein paar kurze Fragen und erfahre dann praktisch die Meinung zu meinem Kurs. Das ist eine Seite. Die hat natürlich auch Auswirkungen. Da steht zum Beispiel dann „mehr Inhalt“, „weniger Inhalt“, „mehr Lieder“, „weniger Lieder“, „schneller

		sprechen“, „langsamer sprechen“, oder eben zum Kurs etwas. Das ist die eine Seite. Das ist aber freiwillig. Das ist keine Verpflichtung. Die andere Evaluierung ist von der Schule, eigentlich Erziehungssystem, eine Vorgabe. Das heisst wir Lehrer, die Lehrer evaluieren sich selbst. Die wird gemacht einmal im akademischen Jahr. So, seit drei Jahren. D.h. du bekommst eine Liste von Punkten, wo du dich praktisch selbst evaluierst. Und du kannst dann schauen, wieviele Punkte hast du erreicht von 100. In Unterricht, Forschung und Dienstleistung.
50	23:37.7 - 23:42.1	Interviewer: Weisst du da zufällig, wie die Forschung bewertet wird mit wie viel?
51	23:42.0 - 25:15.7	Forschung hat 14 von 100. Unterricht ist aber auch relativ wenig bei uns. Bei uns ist viel Betreuung, Extrafortbildung, usw. So viel ich weiss, ist praktisch wenn du sehr guten Unterricht machst, dann kannst du maximale Punkte haben 15 Punkte. D.h. wenn deine Noten sehr gut sind und du hast eine sehr gute Evaluierung von den Studenten, dann heisst es praktisch du hast 15 Punkte erreicht. Wenn du jetzt aber praktisch eine schlechte oder niedrigere Evaluierung hast, dann verlierst du vielleicht drei, vier Punkte. D.h. ein Lehrer, der praktisch mittelmässig unterrichtet oder sagen wir mal schon fast schlecht unterrichtet, würde noch immer seine 12 Punkte haben. D.h. der Unterschied ist nur drei Punkte. Eigentlich ist dann der Wert für Unterricht nicht sehr hoch. Der große Teil geht eigentlich so in Fortbildung, Betreuung, Studenten sollen an Wettbewerben teilnehmen, man betreut diese Wettbewerbe, weil das gut für die Schule und die eigenen Punkte ist; d.h. wenn Studenten den ersten Platz gewinnen, bekommen die betreuenden Lehrer mehr Punkte. Wenn sie einen weniger guten Platz haben, bekommen die Lehrer keine Punkte. Also, externe Werbung.
52	25:15.7 - 26:58.3	Da gibts dann viele Punkte natürlich. Hat dies Einfluß auf mich? Ja, natürlich, klar. An manchen Unis ist das schon so, die Selbstbewertung wird genommen für eine Rangliste innerhalb von der Abteilung. Ich weiss das von der Zhongshan Universität, weil die macht das auch, die haben eine Rangliste. D.h. wenn du da mehrere Jahre ganz unten bist, hast du eine Gnadenfrist, und dann wirds ernst mit dir. Ich weiss das auch von einigen privaten Institutionen, in der Nähe, in XXXX (Ortsname), da ist eine Privatumi und die machen auch Selbstevaluierung, die ist da vorgeschrieben, und wenn du da fünf Jahre unten bist, nee, warte mal, Entschuldigung, die letzten fünf Prozent werden gewarnt von den Lehrern. Und wenn du mehrere Jahre am Ende bist, dann wirst du auch entlassen. Das wird auch schon so gemacht. D. h. natürlich hat dann Selbstbewertung Einfluß. Allerdings einen falschen Einfluß, weil ich ja dann nur noch Sachen mache, die gezählt werden für die Selbstevaluierung. Und wenn der Unterricht dann nicht so wichtig ist, weil er nur 15 Punkte hat, dann ist das nicht mein Schwerpunkt. Und ich suche mir dann einfach aus, was bringt etwas, wie viele Punkte bringt das und das mache ich dann. Also, mit Vor- und Nachteil. Natürlich hat das einen Einfluß..das lenkt. Das ist ja ein Instrument.
53	26:58.2 - 27:21.9	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
54	27:22.0 - 27:52.6	Ja, das gibts wahrscheinlich (<i>diese Diskussion</i>). Das stimmt. Das gabs bei uns auch eine zeitlang, gibts wahrscheinlich noch immer. Die Frage ist passive Studenten, ja und nein. Ich muss da auch wieder sagen, es gibt teilweise auch sehr sehr aktive. Also, ich würde nicht generalisieren, dass es jetzt wirklich so ist, sondern, das hängt wirklich davon ab, wer ist die Lehrperson und was macht die Lehrperson!
55	27:52.7 - 27:59.8	Interviewer: D.h., du sitzt jetzt nicht da vor der Klasse und sagst, ich sitze jetzt hier vor einem Haufen passiver taiwanischer Studenten, da kommt sowieso nichts bei raus.

56	27:59.8 - 28:43.6	Nee, das glaube ich, das wär auch ein falscher Anfang. ... das wäre Mist. Das könnte dir ja dann wirklich so passieren. Nee, eigentlich gar nicht. Was ich natürlich schon versuche, dass ich die, die aktiv sind, dass ich die irgendwie fördere. D.h. die group leader in der Klasse, wenn die die aktiven sind, dass die dann praktisch den Rest irgendwie mitreissen. Du merkst ja an deiner Klasse, die hat ja Gruppendynamik, und du weisst genau, wer ist da der Chef von einer Gruppe. Wenn du die dazu bringst, dass die Motivation haben, dann bringst du auch die anderen dazu, dass die mitlernen. Allerdings ist es manchmal so, dass die Passiven zu viel sind. Das ist dann der andere Effekt.
57	28:43.6 - 29:01.8	Interviewer: Ich weiss genau wovon du redest, weil das ist so eine merkwürdige Dynamik, die du in diesen...ich weiss nicht, ob...ich habe das Gefühl, das passiert in den großen Klassen wirklich, äh, schneller, mit dieser Dynamik, das bestimmte Grüppchen übernehmen oder führen und dass das dann die ganze Klasse in eine bestimmte Richtung lenken kann.
58	29:05.2 - 30:29.9	Und vor allem, du hast ja nicht nur zwei Gruppen da drinnen sitzen, sondern du hast ja vielleicht fünf, sechs verschiedene Gruppen. Die können teilweise miteinander gar nicht. Und die haben eine andere Meinung. Aber, wenn du die und den Großteil überzeugen kannst, dass das Spaß macht, und dass das Sinn macht, dann hast du schon viel gewonnen. Ob du das jetzt mit traditionellem Stil machst, oder mit anderem Stil, sag ich mal, sei dahingestellt. Ich denke, du kannst auch von einem traditionelleren Ansatz Leute überzeugen. Also, ich bin nicht unbedingt so, dass ich sage, nur..... keine Ahnung nur spielen, nur Gruppenarbeit kann unbedingt Leute überzeugen. Das glaube ich nicht unbedingt. Also, ich könnte mir auch vorstellen, dass manche Leute genauso gut lernen, wenn sie nur Frontalunterricht bekommen. Allerdings sind das natürlich weniger. Also, du hast dann nicht deine 15 oder 20, die mitmachen, sondern dann hast du vielleicht nur drei, vier, fünf. Aber die lernen genau so. Nur, was jetzt praktisch bei uns ist, die Latte wird gelegt. Da geht es dann los mit der Prüfungsorientierung. Ja, das zeigt dann natürlich einiges auf. Bei dem traditionellen Weg ist es nicht aufgefallen, wie viele da tatsächlich nichts können. Jetzt, wo sie die Prüfung bestehen müssen, fällt's auf.
59	30:29.8 - 30:38.7	Interviewer: Das heisst, diese externe Prüfung ist dann plötzlich, praktisch so eine Anzeige geworden, was passiert eigentlich wirklich?
60	30:38.7 - 30:43.9	Genau. Das ist ein Gradmesser mit Vor- und Nachteilen.
61	30:43.9 - 31:22.2	Erstens mal, zeigt er auf, dass es Probleme gibt. Das finde ich gut. Zweitens zeigt er auch auf, dass praktisch, wo du verbessern kannst. Wenn du dir die ganzen Teile, die Fertigkeiten anschaut, weisst du genau, wo sind sie hinten. Wo müssen sie mehr machen. Das hat natürlich schon Vorteile. Der Nachteil ist natürlich, du machst das nur noch für die Prüfung. Das ist ein klarer Nachteil. Du machst dann wirklich nur noch für die Prüfung. Wenn die Prüfung Okay ist und gute Sachen verlangt, ist es ja auch okay. Aber nur noch für die Prüfung lernen, ist dann die Negativseite.
62	31:22.3 - 31:27.7	Interviewer: Gibt es bei euch dann auch spezielle Vorbereitungskurse nur für diese Prüfung?
63	31:27.6 - 31:59.7	Ja. Gibt es. Verschiedene Vorbereitungskurse. Ich komme gerade von einem zurück. Heute Vormittag. Ein „Kochschnellkurs“. Wie schaffe ich das Zertifikat Deutsch, mündliche Prüfung. Drei Stunden, mündlich. Das soll so ein Schnelldkokurs sein. Irgendwie so, äh, die gibts. Allerdings gibts die das erste Mal so sehr intensiv. Also, die werden jetzt das erste Mal so intensiv gemacht. Wir werden dann im Dezember schauen, ob das wirklich was gebracht hat.
64	31:59.6 - 32:15.8	Interviewer: Warum hat man sich bei euch für diese externe Prüfung entschieden? Hat man sie genommen, um diesen externen Standard zu haben? Weisst du das?

65	32:15.8 - 32:56.1	So viel ich weiss, ist die Sprachprüfung Vorschrift von der Schule. Das ist eine Schulpolitik. Weil wir eben XXXX (<i>Name der Institution</i>) sind, das macht auch Sinn eine internationale Latte anzulegen, eine internationale Prüfung zu machen. Das Niveau konnten wir eigentlich selbst wählen. Interessant. Das Niveau war eher so Abteilungssache. Aber, das es eine Prüfung gibt, das wurde bestimmt.
66	32:56.0 - 33:27.2	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
67	33:27.2 - 34:33.5	Ja, das ist ein Problem. Das kommt meiner Meinung nach davon, dass die Kurse haben keine Orientierung. D.h. die Kurse hängen nicht zusammen. Da besteht keine Verbindung zwischen erstem und zweitem Kurs. D.h. wenn zum Beispiel der Lehrer wechselt, wenn der Lehrer gleich bleibt, dann ist das ja noch okay. Wenn aber der Lehrer wechselt, dann gibt es keine Informationen. Keine Informationsweitergabe. D.h. ich weiss nicht, was hat der vorher gemacht. Mittlerweile ist es so, wir haben wenigstens das gleiche Buch. Das ist schon mal okay. Aber, was noch immer fehlt, ich weiss nicht genau, was die denn schon geübt haben. Wie viele Briefe haben die schon geschrieben? Haben sie Präsentationen gemacht? Ich weiss nicht, wo soll ich weiter machen. D.h., ich weiss nicht, was sie vorher gemacht haben. Das wird jetzt aber irgendwie in Angriff genommen, jetzt gerade. Das ist ein Hauptproblem. Warum nicht gelernt wird. Oder, warum einfach der Frust entsteht, weil einfach so viel fehlt.
68	34:33.5 - 34:37.5	Interviewer: Also, es fehlt viel Koordination zwischen den Kollegen immer noch?
69	34:37.5 - 35:35.4	Ja, das ist richtig. Zwischen den Kursen fehlt die Verbindung einfach: Da muss mehr sein. Der Punkt ist natürlich auch, wir haben 50 Leute (<i>Lerner pro Kurs</i>) und von diesen 50 sind nicht alle freiwillig in der Schule. D.h. die lernen gar nicht freiwillig Deutsch, oder auch Englisch, sondern die müssen; wegen Noten oder wegen Eltern. Oder sonstige Gründe. Die haben dann auch weniger Motivation das zu machen. Die konnten sich noch früher durchschummeln. Jetzt können sie sich nicht mehr durchschummeln. Und das sind in einer Klasse bestimmt, sage ich mal, ein Viertel. Schätze ich mal, die sind natürlich dann schon weiter hinten, klar. Frustriert. In den höheren Klassen merkst du dann schon, dass ein gewisser Frust da ist. Doch, doch.
70	35:35.4 - 35:40.9	Interviewer: Die Frage war eher, die Lehrer sind frustriert über das geringe Niveau der Studenten?
71	35:40.9 - 36:58.9	Ja, klar. Du erwartest einfach mehr von den Studenten. Eine aktivere Haltung oder eine gewisse...wie soll ich sagen...das doch schon mehr da ist. Also, wenn ich eine dritte Klasse übernehme, und du merkst, da fehlt die Basis, dann ist da natürlich ein gewisser Frust da, weil du musst dann nämlich alles noch einmal wiederholen. Also, da fehlt meiner Meinung nach...nach einem Jahr ist nicht klar, hat die Klasse das Niveau, ja oder nein. Vielleicht wird das besser, wenn dieser Bericht da auch kommt. Da schreibst du rein, wo ist denn die Klasse jetzt. Nicht jede Klasse ist gleich. Manche sprechen besser, manche schreiben besser, oder so. Aber da steht dann drin die sind nicht so gut im Schreiben oder der Wortschatz fehlt hier, dann habe ich etwas, worauf ich bauen kann. Dann weiss ich, wenn ich das lese, dann mache ich hier ein bisschen weiter. Und bin gefasst. Denn wenn du in eine neue Klasse gehst dann ist es extrem schwierig herauszufinden, wo sind die eigentlich. Was können die eigentlich. Und da entsteht Frust. Das ist klar.
72	36:58.9 - 37:24.0	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?

73	37:24.0 - 38:09.6	Hmm. Tendenziell ist es mehr geworden. Auf jeden Fall. Es ist mehr geworden, zum Beispiel, es geht los mit dem XXXX (<i>ähnlich wie „Tag der offenen Tür“ allerdings eine ganze Woche lang</i>), Sportfest, Exzellenzprogramm, natürlich, was Mehrbelastung ist, und dann haben wir viel mehr Schüler und Studenten, weil wir einfach viel mehr Studiengänge jetzt haben. Arbeitsaufwand von der Verwaltung ist auch mehr geworden. Es wird mehr verlangt, du musst den Syllabus hochladen, ist ein Muss. Das muss sein. Klar.
74	38:09.6 - 38:16.1	Interviewer: Das ist ja dann der zweite Punkt. Das ist die Digitalisierung. Die läuft auch bei euch, ja?
75	38:16.1 - 39:23.9	Genau. Richtig. Richtig. Das geht ja erstens mal...Du musst E-Kurse anbieten. Du musst on-line Kurse anbieten. Die sind vorgeschrieben. Die Bestrafung kommt dann auch wieder über das Instrument Evaluierung. Das heisst, wenn du da nicht einen aufmachst, dass sie dir Punkte abziehen. Also, das Ganze ist ziemlich verwoben mit der Evaluierung, eigentlich. Also, die Schulpolitik lenkt durch die Evaluierung das Ganze. Aber, es ist mehr geworden. Auf jeden Fall. Zum Beispiel diese Kursberichte, die machen ja wirklich einen Sinn, sind aber Mehrbelastung. Die Evaluierungen zum Beispiel, du überlegst dir ja da auch, was mache ich denn? In welchem Komitee bin ich denn da drinnen, gibt es dafür Punkte. Wenn ich dafür nichts bekomme, dann mache ich das vielleicht auch nicht so. Sitzungen zum Beispiel. Es gibt jetzt um einiges mehr Sitzungen. Das hat damit zu tun, dass da mehr Studiengänge sind, dadurch auch mehr Probleme, und du auch mehr Sitzungen hast und mehr Arbeitsgruppen.
76	39:23.8 - 39:29.1	Interviewer: Mehr Sitzungen innerhalb der Abteilung?
77	39:29.1 - 40:35.3	Richtig. Richtig. Dadurch, dass wir jetzt gemerkt haben, dass viele Studenten die Prüfungen nicht schaffen, also 50% der Schüler die Prüfungen gar nicht schaffen, die wir voraussetzen, und die sie eigentlich bestehen sollen. Wo ist denn das Problem? Sitzungen, Curriculumssitzungen, wo wir gerade daran arbeiten, wo sind unsere Probleme? Wie können wir die Probleme lösen? Das sind Sitzungen, teilweise sind das Weltanschauungen die da drin stecken. Die Diskussionen, die da kommen, sind breite Basisdiskussionen, da geht es gar nicht ums Detail, sondern um grosse Sachen. Das sind Sitzungen. Arbeitsgruppen zum Beispiel, da laufen Austauschprogramme. Wir haben jetzt wieder neue Austauschschulen wieder in diesem Semester, die müssen vorbereitet werden, inklusive den alten Austauschprogrammen. D.h. es wird immer mehr, das ist richtig.
78	40:35.3 - 40:42.8	Interviewer: Und das müsst ihr alles als Lehrer machen? Gibt es denn da keine Austauschabteilung, oder so etwas?
79	40:42.7 - 41:15.7	Es ist so gehandhabt...die langfristigen Austausche also die Semesteraustauschprogramme werden von der Schule gemacht und alles was so zwei Wochen oder kurzfristig ist, macht die Abteilung selbst. Das ist Arbeit, klar. Das muss gemacht werden. Aber, das macht auch Sinn, weil dadurch die Motivation einfach höher ist bei den Schülern und Studenten. Die wollen auch. Wenn die sehen, das macht Spaß, dann ist das auch okay. Aber trotzdem musst du halt das planen.
80	41:12.9 - 41:30.8	Programme planen, den Austausch planen. Das ist schon klar. Die Selbst-Evaluierung ist auch ein Riesenaufwand. Zum Beispiel die ganzen Dokumente zusammensuchen, die ganzen Termine finden, wann war denn das, wann habe ich wo und wann daran teilgenommen. Ja, das wird schon mehr.
81	41:30.8 - 41:39.9	Interviewer: Man, das hört sich an. Wenn ich das mal so sagen darf. Das hört sich einfach enorm an.
82	41:39.8 - 41:47.7	Ich finde das hat damit zu tun; wir sind einfach gewachsen, und wir haben zu wenig Lehrer. Ganz klar.

83	41:47.7 - 41:55.0	Interviewer: Aha, das ist nämlich auch, was ich neulich gedacht habe. Das Problem ist eigentlich, die Aufgaben werden immer mehr, aber die Lehrkräfte werden nicht mehr.
84	41:55.1 - 43:20.9	Richtig. Richtig. Ja! Also, ich denke mal, also XXXX (<i>Name einer Person</i>) hat ja von mir diesen Verwaltungsposten für Austauschprogramme und externe Kontaktarbeit übernommen. Ich habe den von XXXX (<i>Name einer Person</i>) übernommen. Der wird so weitergereicht und ich habe mal überlegt, wie XXXX (<i>Name einer Person</i>) angefangen hat, was gab es da zu organisieren, was denn da war. Ja. Und was so gekommen ist in den letzten Jahren. Da muss ich sagen, ich habe auch XXXX (<i>Name einer Person</i>), viel Spaß gewünscht, XXXX (<i>Name einer Person</i>), das wird immer mehr. Das wird immer größer. D.h. diese Stelle wird mehr. Die Aussenkontakte werden einfach mehr. Der Chefposten (<i>Abteilungsleitung</i>) alleine wird auch immer mehr. Früher gab es ja nur ein Sprachprogramm. Da gabs noch keine Studiengänge. Da gabs keine Prüfungen. Da gab es keine Quereinsteiger, die irgendwo von der Seite reinkommen. Oder, die die praktisch von der Abendschule in die Tagesschule wechseln. Die gabs ja nicht. Dann kommt jetzt in Zukunft auf uns zu...Es gibt ja diese Gaozhongs (<i>high schools</i>), die bieten jetzt auch Deutsch an. D.h. in einem Jahr kommen bei uns wahrscheinlich Studenten an, die haben schon A1. Die passen bei uns nicht in den Anfängerkurs rein. D.h. wir müssen irgendwie einen Platz finden für die. Da kommen Probleme auf uns zu, die sind neu, völlig neu für uns. Wir wissen aber, das es kommt. D.h. ähh, darüber muss gesprochen werden. Da brauchen wir jetzt schon Lösungen und Ansätze dafür. Da gibts natürlich auch mehr Sitzungen, weil mehr Probleme, mehr Sitzungen. So ist es!
85	43:21.6 - 43:36.9	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Also, du schreibst deine Kapitel rein und die Seitenzahlen. Siehst du das auch so?
86	43:36.8 - 44:09.5	Ja. Weil es einfach eine Arbeitsverkürzung ist! Weil die Lehrer sind ja ausgerichtet auf den Referenzrahmen. D.h. dass, was im Lehrwerk steht, kommt an Stoff, an Vokabeln, an Input...Das ist ja auch dann meine Richtlinie. Klar! Ich halte mich an dem, was da kommt. Welches Buch ich dann wirklich benutze, welches Arbeitsblatt, das ist wieder etwas Anderes. Aber ich schreibe doch die Kapitel rein, was da halt kommt. Wohnen ist wohnen, ja.
87	44:10.7 - 44:27.5	Q 15 B. Interviewer: Falls du einen Syllabus hast, der den Inhalt deines Kurses auflistet, könntest du kurz Beispiele geben? Was du da hineinschreibst? Welche Inhalte?
88	44:27.5 - 45:09.3	Den Umweltkurs kann ich dir zum Beispiel sagen. Soweit ich mich jetzt erinnern kann, also der Umweltkurs geht los, Inhalt, Umweltprobleme, Einleitung mit Umwelt - Natur, usw. und geht dann weiter mit Problematiken Natur - Mensch - Umwelt. Das ganze ist dann unterteilt in Kapitel. D.h. das eine ist Müll, das andere ist Energie, das eine ist Klimawandel, das andere ist Wasser oder so..
89	45:09.4 - 45:12.6	Interviewer: und, das hast du alles selber entwickelt?
90	45:12.6 - 45:17.3	Das habe ich selbst gemacht. Den Kurs habe ich selbst gemacht.
91	45:17.2 - 45:26.5	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt wie sie aufeinander aufbauen?
92	45:26.5 - 46:15.4	Ja. Das wurde im letzten Semester gemacht. Das ein Curriculum, ein Curriculumsplan, oder eine Curriculumslandkarte eigentlich. Ist das. Also, da wurden alle Kurse, der Inhalt, die Kursziele, das Niveau wurde alles bestimmt. Das Material nicht so genau. D.h. welche Lernziele, welche Kompetenzen muss der haben, aber das Lehrmaterial ist da nicht drin. D.h. XXXX (<i>Name der Website</i>) das kannst du als Student anklicken, du siehst alle Kurse von unserer Einrichtung dort, du weisst

		sofort, was ist der Inhalt, was ist das Kursziel, welches Niveau ist das. D. h., es gibt eine Landkarte, wo alle Kurse jetzt drinnen sind. Ja.
93	46:15.3 - 46:17.3	Interviewer: Und auch für die Sprachkurse?
94	46:17.4 - 47:01.1	Alles. Alle Wahlfächer! Alle Pflichtkurse! XXXX (<i>für alle Sprachprogramme innerhalb dieser Einrichtung</i>). D.h. alle Kurse, die wir haben. XXXX (<i>Name der Website</i>) Das wurde praktisch für die Studenten grafisch aufgearbeitet. D.h. wenn du als Student einsteigst, weißt du sofort, was habe ich schon gemacht von meinem Studium, welche Teile sind schon abgeschlossen, die werden dann aufgelistet, habe ich gemacht, und ich kann mir zukünftige Kurse anschauen, weiss dann auch, in welche Richtung, die gehen. Wenn ich einen Wirtschaftskurs mache, dann zeigt der mir sogar am Ende Berufsziele an. Wo ich dann am Ende eigentlich landen könnte. Richtig ein Wegweiser.
95	47:01.1 - 47:42.3	Ja, das macht Sinn, eine sehr klare Übersicht.
96	47:42.3 - 48:06.1	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
97	48:06.8 - 49:19.6	Ich würde mal sagen kommunikativ, das heisst, das, was ich gelernt habe, kann ich verwenden, ist anwendbar. D.h. es gibt einen gewissen Kontext, ich stehe halt vor einem Schalter am Bahnhof in Deutschland oder irgendwo in Österreich und ich kann mit der Situation umgehen, ich kann praktisch Informationen verarbeiten, und ich kann Informationen geben. Ich komme mit der Situation klar. D.h. die verschiedenen Situationen, in denen ich bin, kann ich irgendwie bewältigen. Von beiden Seiten, die Eingangsseite als auch die Produktionsseite, die Ausgangsseite. Nicht nur lesen, sondern ich kann es auch wiedergeben, produzieren. Also, ich habe so ein Grundgerüst drin, d.h. ich drille nicht Strukturen, sondern ich reagiere praktisch, was macht der andere und reagiere darauf. Indem ich die Struktur übe, und die dann ein bisschen ändere, das kommt dann auf den Zusammenhang an....
98	49:19.6 - 49:30.2	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
99	49:30.2 - 50:24.1	Ja, das ist eine gute Frage. Da muss ich auch klar sagen, da habe ich zu wenig Einblick in die Kurse von anderen Leuten. Ich kann es nicht sagen, wie andere Leute unterrichten. Ich habe nicht sehr viele Leute gesehen, wie sie unterrichten. D.h., ob die jetzt wirklich Einfluß haben... auf Gesamt-Taiwan, weiss ich sowieso nicht. Ich bin mir ja nicht mal ganz sicher, wie das in der Abteilung überhaupt aussieht. Ich finde aber schon, dass gewisse Bücher, gewisse Lehrwerke für manche Kollegen immer schwerer werden zu unterrichten. Und daraus schliesse ich mal, dass die nicht umgehen können mit dem Lehrwerk.
100	50:24.1 - 50:33.3	Interviewer: Aha, was sind das dann für Lehrwerke? Sind das kommunikativ ausgerichtete oder sind das noch ältere Werke?
101	50:33.2 - 51:16.7	Na ja, ich würde mal sagen, Berliner Platz ist auf ziemlich große Kritik gestoßen, weil, manche Lehrer konnten einfach nichts anfangen mit dem Buch. Die konnten mit Berliner Platz nicht arbeiten, weil sie nicht gewusst haben wie, da ist nichts drinnen. Da gibt es keine Übungen. Da gibt es eben sehr viel zu sprechen und da kann ich aber keinen Drill machen. Und ich schliesse mal von der Resonanz, was da zum Lehrwerk gekommen ist, schliesse ich mal daraus, dass für manche Leute kommunikativ, oder der Ansatz ein bisschen schwierig ist. Aber, wie gesagt, mir fehlt der Einblick. Ich kann es nicht sicher sagen.
102	51:16.7 - 51:19.5	Interviewer: Und was habt ihr jetzt genommen? Habt ihr jetzt wieder Themen?

103	51:19.5 - 51:39.5	Nee, nee, wir haben Berliner Platz gelassen. Alles ist beim Alten. Passwort wurde rausgeschmissen. Gott sei dank! Das war völlige Katastrophe. Da konnte keiner klarkommen damit. Aber Berliner Platz ist geblieben und Themen wird weiter so unterrichtet.
104	51:39.4 - 52:00.6	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen? Also, du musst nicht drei Punkte nennen, aber nicht mehr als drei.
105	52:00.7 - 52:14.1	Okay. Schön ist...gut. Erstens einmal, ich arbeite mit Leuten zusammen. Das finde ich sehr spannend. D.h. ich arbeite mit Menschen zusammen und bekomme auch Feedback von denen.
106	52:14.1 - 52:39.2	D.h., wenn ich sehe, dass Studenten mehr Spaß haben und einfach mehr wissen wollen, begeistert sind, eigentlich für das, was sie da als Studium gewählt haben, dann muss ich sagen, ist das auch gut für mich. Das ist der Balsam für den Lehrer. Der macht einiges wieder gut für Zeugs was sonst so an Punkten kommt. Das ist mal ein Punkt.
107	52:39.1 - 53:03.4	Der zweite Punkt ist, ich bin kein Büromensch. D.h. ich könnte mir nicht vorstellen eine Arbeitszeit zu haben von 8 bis 17 Uhr, die jeden Tag gleich ist. D.h. für mich ist der Lehrberuf..., ganz klar, wir haben einfach gewisse Freiheiten, die wir sonst nicht hätten. D.h. natürlich auch ich bin am Abend natürlich am Arbeiten
108	53:03.3 - 53:27.1	bis nach Mitternacht. Dafür habe ich dann am nächsten Morgen vielleicht auch mal frei. Und diese Freiheit auch zu haben, ich bereite in der Nacht vor und mache dafür morgen nichts, das ist natürlich eine klare positive Sache vom Lehrberuf. Hätte ich sonst nicht. So, was ist noch positiv?
109	53:27.0 - 53:32.7	Ja, da weiss ich schon nichts mehr, haha.
110	53:32.6 - 53:47.4	Q19. Interviewer: Was ist für dich die größte Herausforderung / Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
111	53:47.4 - 55:29.7	Okay. Das größte Problem ist, glaube ich, die Zusammenarbeit im Kollegium. Das ist so das Hauptproblem. Der Unterricht, denke ich mal, funktioniert, das klappt, das macht Spaß. Die lernen. Die Resultate stimmen. Allerdings stimmt das Gesamtkonzept nicht. D.h., ich bin mir auch sicher, dass es bei anderen auch Spaß macht. Die auch gute Resultate haben, allerdings ziehen wir nicht an einem Strang. D.h. jeder geht seinen eigenen Weg. D.h. was bei uns passiert ist, ist praktisch Individualisierung. Ich gehe hin, ich mache meine Arbeit, ich gehe nach Hause. Das Ganze hat aber keine Richtung. Oder wenig Richtung. Und das ist wirklich ein Punkt, das merken wir als Lehrer, das merken aber auch genauso unsere Studenten. D.h. dass wenn die Lehrer nicht zusammenarbeiten, ist das absolut sofort klar für die Studenten. Und das, muss ich sagen, stört mich eigentlich am meisten. Die fehlende Koordination, die fehlende Zusammenarbeit, die fehlende Kommunikation auch. Weil gewisse Sachen wären ja einfach zu handhaben, wenn es die Kommunikationskanäle geben würde. Wie zum Beispiel, ich weiss, was der Vormann gemacht hat. Ich weiss, was du unterrichtest in deinem Kurs, welche Materialien du benutzt. Das sind ganz einfache Sachen. Ohne großen Aufwand. Davon können alle profitieren. Aber das setzt halt Kooperation voraus. Und das ist das Hauptproblem an der ganzen Sache.
112	55:29.6 - 55:46.6	Interviewer: Wie weit geht das bei dir; belastet dich das psychisch, also, dass du dann irgendwelche Bauchschmerzen hast, weil du jetzt schon wieder bestimmte Kollegen treffen musst?
113	55:46.5 - 56:41.4	Nee, überhaupt nicht. Es gibt oft Kollegen, die vermischen privat und beruflich. D.h. du musst ganz klar trennen, mit wem ich hier zusammenarbeite, das sind keine Freunde, das sind Kollegen. D.h. was ich erwarte, und was ich auch biete, ist, professionelles Arbeiten. D.h. ich gehe hin, ich mache meine Arbeit, versuche, dass die gut ist. Und genau das gleiche erwarte ich von anderen. Ich verlange aber nicht, dass ich die

		am Wochenende praktisch irgendwie noch treffe, oder ich erwarte nicht, dass die mich verstehen oder dass da Harmonie herrscht. Das ist Utopie. Das funktioniert in keiner Firma.
114	56:41.4 - 56:50.9	Interviewer: Vielen Dank für das Gespräch! ENDE

Appendix 5.5: Interview Transcription “Kaya”

Name: Kaya **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 45 minutes; Page number: 10;

... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.0 - 0:21.5	(Begrüßung)
2	0:21.5 - 0:40.4	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan? Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
3	0:40.3 - 1:09.0	Ich habe vor XXXX (16-20 Jahre) angefangen Deutsch zu unterrichten in Taiwan. Habe im XXXX gearbeitet, an der XXXX, habe dann eine Teilzeitstelle an der XXXX bekommen im Jahr darauf, dann eine Vollzeitstelle im Jahr darauf an der XXXX Universität für vier Jahre und danach eine Vollzeitstelle an der XXXX, jetzt sind das 12 Jahre.
4	1:09.0 - 1:19.5	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
5	1:19.5 - 1:33.6	MA in DaF; Germanistische Linguistik; und in Sinologie. Und habe meinen Doktor bekommen in Erziehungswissenschaften, DaF und Sinologie.
6	1:33.6 - 1:52.6	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
7	1:52.6 - 1:56.2	Nein. Halt eben das DaF-Studium.
8	1:56.2 - 2:27.1	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du? Q4 B. Interviewer: Hast du sie lösen können, oder sind sie immer noch ein Problem?
9	2:27.1 - 3:24.2	Meine größte Herausforderung war, dass die Theorie erstmal gar nicht so wunderbar passte, wie sie sollte. Sie hatten zwar den Kommunikativen Ansatz propagiert, ich saß allerdings vor Leuten, die damit überhaupt nichts anfangen konnten. Die eigentlich eher auf Fontalunterricht abfuhren, und ich das dann auch gemacht habe und dann dachte, ääähhhh, das kommt nicht so ganz hin. Ich habe dann mit einem Kollegen in Deutschland gesprochen, dem Butzkamm, und der meinte dann irgendwann zu mir: Na ja, es ist vielleicht einfacher, du änderst dein Verhalten als jedes Semester das Verhalten von 20 oder 25 Studenten verändern zu wollen. Das fand ich dann recht ausschlaggebend, diesen Kommentar...oder sehr beeindruckend, und habe dann überlegt, wie machen wir das...Natürlich kennen die keinen Gruppenunterricht, keine Partnerarbeit, also mußt du sie erst mal heranzuführen, stückchenweise.
10	3:24.1 - 4:22.3	Und zwar diesen Enthusiasmus, den man als neuer Lehrer hat, das alles auch irgendwie ganz toll und überhaupt zu machen, funktioniert natürlich nicht, weil die Studierenden gar nicht wissen, was du als Lehrer nun alles

		so toll und ganz geil findest. Und, ääh, was du da, mit welchen Sachen verfolgst, wissen die natürlich auch nicht. Also sollst du vielleicht erstmal hingehen und den Leuten klarmachen, was du von ihnen willst, und warum du das willst. Und genau das mache ich bis heute halt auch immer, dass ich mit den Leuten erst mal abspreche, warum ich welche Übungen haben will, und warum ich will, wie sie die üben, und was das für Sinn und Zweck hat, dass man das so macht und habe natürlich auch gelernt, dass man gewisse Sachen die im Lehrbuch irgendwie so drinstehen, einfach nicht macht...mehr; zum Beispiel, wie... und das wird ja auch ganz gern von Goethe (<i>Goethe Institut</i>) propagiert, dass man immer alles monolingual macht, ääh, habe ich relativ früh aufgegeben, weil man relativ schnell damit auf die Schnauze fliegt. Auf der anderen Seite habe ich inzwischen dann auch rausbekommen, dass es dazu ja überhaupt gar keine empirischen Untersuchungen gibt.
11	4:23.0 - 4:40.9	Also, ich suche seit 15 Jahren verzweifelt empirische Untersuchungen, die nachweisen, dass monolingualer Unterricht in der Fremdsprache dem Fremdsprachenunterricht unter Einbezug der Muttersprache überlegen ist. Ist er nicht. Gibt es keine Untersuchungen zu. Also, machen was das einfach weiter so.
12	4:40.9 - 4:59.2	Interviewer: Du hast den Kommunikativen Ansatz erwähnt, und wir werden davon noch später sprechen. Du hast gerade erst über deine Unterrichtsmethode gesprochen. Du sagst also zu deinen Studenten, warum du was machst?
13	4:59.2 - 5:56.4	Genau, warum ich was mache, und das Sprache ja überhaupt erstmal der Kommunikation dient und das Kommunikation natürlich nicht nur mündlich ist, sondern auch schriftlich sein kann, durchaus. Das ich jetzt also nicht irgendwie Schriftliches ausschließe. Kommunikation ist Kommunikation und hat was mit Verstehen zu tun, d.h. nicht alles, was ich verstehe, muß ich sofort auch produzieren können. D.h., in den ersten Wochen sind dann auch irgendwelche Adjektivendungen in den Sätzen drin, die müssen die Studierenden aber nicht produzieren können. D.h. da kann ich dann sagen, okay, dann kommen irgendwann später die Adjektivendungen. Es ist ja am Anfang irrelevant, warum das eine E S - Endung hat.
14	5:56.4 - 6:11.8	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
15	6:11.8 - 6:51.8	Nein. Natürlich nicht. Ich habe mal am XXXX teacher training gemacht, habe dann aber festgestellt, dass die Leute ungern teacher training machen. Also einerseits, dass es von der Institution nicht angeboten wird; was ich nicht gut fand, aber andererseits, es liegt auch daran, dass es nicht angeboten wird, weil die meisten Lehrer halt keine professionellen Lehrer sind, sondern einfach irgendwelche Nebenjobleute, die halt in der Regel sich ein bisschen Geld verdienen wollen, weil sie ansonsten ein nettes Leben haben wollen, und es interessiert sie einen Scheißdreck gut zu unterrichten.
16	6:55.1 - 7:09.4	Q5. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht? Wie gehst du damit um?
17	7:09.4 - 8:49.5	(Redet weiter in Bezug auf Lehrertraining) Nö. (Keine Unterstützung von der Institution!) Es gibt heute inzwischen...an der Uni ist ein ziemlich fest implementiertes Teachers Trainer Centre. Allerdings, die haben dann halt immer so Sachen, wie „excellence in teaching“, wie dann irgendwie der Herr Prof. Soundso unterrichtet so, was die Studenten alle ganz toll finden. Das ist dann so eher eine Berichterstattung von irgendwelchen Lehrern, die einen „excellence award“ bekommen haben, weltweit. Die dann vorbeikommen und dir irgendwas Schönes erzählen, was sie denn so alles machen. Also, überhaupt keinerlei theoretische Basierung des Ganzen und keine Fundierung. Und auf der anderen Seite, ja, was die machen, das mache ich auch! Ich habe auch meine „excellence awards“ bekommen, durchaus. Einige von denen, und wir wissen ja dann auch alle, wie die verteilt werden. Das ist uns ja auch klar. Und wenn du die dann bekommen

		hast, dann darfst du die für fünf Jahre nicht mehr bekommen; so Geschichten. Und, ääh, auf der anderen Seite...Ich meine, ist natürlich scheiße, dass ich genau in dem Bereich forsche. Dass ich ja nun genau zu den Leuten gehöre, die Didaktik und Methodologie erforschen und weiterbringen, stückchenweise, hoffe ich zumindest. Und mir dann von Praktikern aus anderem Unterricht erzählen lasse, was sie denn nun alles anwenden, was sie erforscht haben. Und denke, nun ja, das war aber nun schon vor 20 Jahren klar, was du da vorsetzt, das wissen wir ja alles schon, was ist denn daran neu? Also, ich hätte gerne einen neuen Input, aber das, was diese Lehrer halt machen bei diesen Lehrerveranstaltungen ist, anderen Lehrern geben die natürlich Input. Mir geben die zum Teil eben nicht so viel.
18	8:52.9 - 8:58.2	Q6. Interviewer: Findest du es schwer, deine Studenten zu motivieren? Warum, oder warum nicht?
19	8:58.2 - 9:43.7	Nö. Ich habe überhaupt kein Problem, die zu motivieren. Finde ich gar kein Problem. Ich weiß auch nicht, warum andere am laufenden Meter darüber nölen, dass sie die Leute nicht motivieren können. Ich denke einfach, äh...Das kannst du mit einem Pianisten vergleichen. Wenn du einen drittklassigen Pianisten an einen Steinweg setzt, dann klingt der Steinweg scheiße. Und wenn ein erstklassiger Pianist an irgendeinem weiß ich wie Kneipenpiano sitzt, dann kann aus dem Kneipenpiano ein verdammt geiles Instrument werden. Ich will jetzt nicht gesagt haben, dass ich ein brillanter Pianist bin, aber...
20	9:44.1 - 9:52.6	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
21	9:54.9 - 10:38.8	Ja. Ich probiere eigentlich am laufenden Meter immer neue Sachen in meine Lehre rein zu integrieren. Und suche natürlich immer nach der perfekten Methode zu unterrichten. Die es natürlich nicht geben wird. Ich unterrichte in einer Klasse <i>Second Foreign Language Teaching Methodology</i> . Und da werde ich damit irgendwie immer wieder so ein bisschen konfrontiert, was man denn jetzt so neu machen kann. Und was es an neuen Entwicklungen gibt. Und probiere die dann natürlich auch umzusetzen...an neuen Entwicklungen. Das ist natürlich auch manchmal recht schwierig. Manchmal hat man auch keinen Bock, weil neben deiner Forschung, du natürlich deinen Unterricht relativ intensiv vorbereiten musst. Auf der anderen Seite geht mir das natürlich relativ leicht von der Hand, das so einzubauen.
22	10:38.7 - 10:48.6	Interviewer: Du hast davon gesprochen, dass du neuere Entwicklungen versuchst in deinen Unterricht zu integrieren. Kannst du dafür Beispiele geben?
23	10:48.5 - 11:29.1	Naja, zum Beispiel, ich bemühe mich meinen Studenten an der XXXX einfach keine Hausaufgaben aufzugeben, weil sie keine Hausaufgaben machen. Punkt! Also nehme ich den Fakt erstmal hin, dass sie keine Hausaufgaben machen, anstatt da stundenlang zu lamentieren. Wenn ich darüber lamentiere machen sie och keene Hausaufgaben. Nee? Also überlege ich, wie kann man die Sprache intensiv und effektiv im Unterricht selber lernen? Und das geht dann ja auch. Also, ich gebe die dann „optional“ die Möglichkeit, dass sie Sachen zu Hause machen, aber die Übungen, die mache ich halt im Unterricht. Und ich probiere dann im Unterricht Übungen verschiedener Art zu machen. Ich versuche in letzter Zeit verstärkt Wortschatzübungen
24	11:29.0 - 12:02.5	im Unterricht einzubringen. Weil Wortschatz ist natürlich irgendwie...wenn ich lediglich das Wort erkläre, bringt das ja gar nichts. Die müssen damit irgendwas machen. Wenn ich das erkläre, geht das ins eine Ohr rein und aus dem anderen wieder raus...und damit hat sich das. Die haben das dann zwar für diesen Text in dem Zusammenhang dann kurz verstanden, aber es nicht behalten. Es ist nicht präsent. Es kann nicht benutzt werden. Es muss also unter verschiedenen Möglichkeiten eingeführt werden, dass man halt dasselbe Wort einfach auch in der Stunde dann noch mal übt und lernt. Also, erklären ist nicht gleich lernen.

25	12:03.4 - 12:30.7	(eine kurze Unterbrechung)
26	12:30.6 - 12:37.5	Q8. Interviewer: Wirst du von deinen Studenten evaluiert?
27	12:37.5 - 12:54.9	Ich bin zweimal evaluiert bei meinen Studenten. Einmal offiziell von der Universität von irgendso einem drittklassigen unausgegorenem Fragebogen, den wir alle irgendwie ja kennen. Wo es eigentlich nur darauf ankommt, ob der Lehrer frisch geduscht und heiß gebadet hat. Äh, mhh...
28	12:54.9 - 13:00.8	Interviewer: Und wann wird das gemacht? Und gilt das für alle Studenten?
29	13:00.7 - 13:16.9	Der kommt für alle Studenten gleich. Der ist immer...also, du kriegst immer zum Ende des Semesters kriegst du quasi oder zur Mitte des Semesters kriegst du dann halt, ääh, leider zu spät, auf jeden Fall, so diese Antworten auf diese Fragebögen.
30	13:16.9 - 13:18.1	Interviewer: Und dieser Fragebogen ist dann ein allgemeiner, bezogen auf dich oder auf die einzelnen Kurse?
31	13:18.1 - 13:44.9	Nee, ...auf mich. Für jeden Kurs gibt es für jeden Studenten dann halt irgendwie so ein Merkblatt wie sie den Fragebogen auszufüllen haben. D.h., wenn sie ab irgendeinem Zeitpunkt ihre Noten erfahren wollen, müssen sie halt erst den Fragebogen ausfüllen, der genau der gleiche Fragebogen ist wie für den Sportlehrer, wie für den Chemieprofessor, oder wie für einen weiß ich was...
32	13:44.8 - 13:55.3	Interviewer: Du hast gerade zwei Evaluierungen erwähnt. Eine kommt von den Studenten. Kannst du mir mehr noch etwas darüber sagen, also inwieweit beeinflussen dich diese Bewertungen?
33	13:55.3 - 14:22.8	Warte mal, lass mich das mal erklären...weil dieser Fragebogen, den finde ich irgendwie irrelevant. Die Antworten. Die sind nicht relevant für mich. Darum habe ich meinen eigenen Fragebogen, den ich damals noch als pädagogischer Leiter beim XXXX entwickelt habe. Wo ich mich darum bemüht habe, dass es aussagekräftige Fragebögen gibt. D.h. die sich also wirklich auf mein Lehren als Sprachlehrer irgendwie beziehen.
34	14:22.7 - 15:06.3	Und den Fragebogen mache ich mit den Studierenden auch mitten im Semester, vor der Zwischenprüfung, so nach sechs Wochen ungefähr, wenn sie mich ein bisschen genossen haben. Das ich also Zeit habe, so zwölf Wochen, um mich auf andere Sachen einzustellen. Und ich frage auch regelmäßig, ich spreche auch Studenten direkt an und sage, was soll ich anders machen. Dann gucken sie mich zwar immer groß an, und ich sage dann, na ja, ihr bezahlt hier. Auf dem Nachtmarkt sagt ihr auch immer - yi fen qian yi fen huo – (<i>Chinesisches Sprichwort</i>) und wenn ihr dann hierher kommt, dann denkt ihr, wenn irgend so ein oller Lehrer daherkommt und Kacke labert, ist das richtig. Was soll ich anders machen, und dann komme ich mit einigen Leuten in gute Gespräche und dann kommen auch Kommentare. Auch qualifizierte Kommentare.
35	15:06.3 - 15:13.9	^^^^^^
36	15:13.9 - 16:00.3	Ja, und was beeinflusst diese Fragebögen. Administrativ gesehen, brauche ich die schon mal in der Evaluation alle fünf Jahre. Und dann natürlich recht gute Fragebögen haben muss. Wobei, das ist inzwischen allen klar, dass die diesen <i>ceiling effect</i> haben. Irgendwie, dass sie immer so nach ganz oben gehen. Das weiß jeder Statistiker. Äh, was halt ist, dass halt fast alle schon über 4,5 liegen. Äh, ich lese mir halt die Fragebögen auch durch. Lese mir auch die Kommentare durch, die drunter geschrieben werden. Äh, ich habe inzwischen mitbekommen, dass die Kommentare gesäubert werden. Also, dass da unfreundliche Kommentare, sehr unfreundliche Kommentare, wie <i>fuck off</i> usw. einfach irgendwie rausgenommen werden.
37	16:00.2 - 16:35.7	Was ich nicht so gut finde. Ich denke, jeder Lehrer sollte sich schon mal antun, wenn da 40 Studenten reinschreiben, was das denn bedeutet. Ich bin da immer gnadenlos ehrlich mit mir selber und halte mich dann da lieber an Fakten. Und als ich das neulich in der Sitzung mal irgendwie

		anbrachte, guckten mich Leute völlig entsetzt an. Das könnte man dem Lehrer nicht zumuten. Sollte man aber schon. Dafür wird er ja bezahlt, um zu unterrichten, oder?
38	16:35.6 - 16:46.2	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche?
39	16:46.2 - 17:39.3	Wir werden halt noch departmental evaluiert. Wir hatten unsere Department Evaluation letzte Woche. Das war denn halt schon ein bisschen anstrengend, denn da kommt dann natürlich die ganze wissenschaftliche Arbeit usw. mit rein. Also, wir werden relativ viel evaluiert. Ich empfinde inzwischen dieses Evaluierungssystem also et geht ein bisschen langjes. Es überboardet langsam. Man kommt vor lauter Evaluierungen eben nicht mehr zum Arbeiten. Lauter Ausfüllen von verschiedenen Tabellen und Publikationslisten in verschiedenen Variationen, mal MLA und mal APA und mal UTB, dann verbringst du deinen Nachmittag damit deine Publikationslisten am laufenden Meter umzuschreiben.
40	17:39.2 - 17:47.6	Interviewer: Was haben die für dich an Konsequenzen?
41	17:47.6 - 18:49.9	Ja, die gibts. Die haben mich glücklicherweise nicht betroffen. Aber wir haben zum Beispiel, im letzten Jahr war ich auch im Evaluationskomitee drin, und da hatten wir drei Leute, die haben wir auf probation gesetzt. Die haben es nicht geschafft. Die haben nicht die entsprechende Punktezahl zusammengekratzt. Aber unter anderem auch nur deshalb, weil sie nicht publiziert haben. Also, die haben schon sehr sehr gut unterrichtet, die drei Leute, aber die haben halt nicht entsprechend publiziert. Das ist ein Problem. Die haben sich halt im sozialen Bereich usw. mehr engagiert bei den Studierenden, haben deswegen die Evaluation nicht geschafft. Was schade ist. Die stehen jetzt dementsprechend unter Druck. Die mussten ihre Teilzeitstellen (woanders) aufgeben, weil sie es nicht geschafft haben und ja...jetzt müssen sie gucken, dass sie es halt dieses Jahr schaffen.
42	18:49.8 - 18:50.8	Interviewer: D.h. also im Grunde genommen, wenn du dich mehr für die Studenten einsetzt und dabei dann vielleicht weniger Forschung machst, wirst du bestraft?
43	18:53.2 - 18:54.2	Ja.
44	18:54.1 - 19:26.7	Wobei, unter uns gesagt, so wahnsinnig viel forschen musst du auch nicht. Also, du kannst mir nicht erzählen, dass du in fünf Jahren keine zwei Artikel schreiben kannst. Zwei Artikel in fünf Jahren in Zeitschriften, die auf der Liste stehen. Oder drei in irgendwelchen B Journals oder C Journals. Also, so wahnsinnig kompliziert ist es beim besten Willen nicht.
45	19:26.6 - 19:41.6	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
46	19:41.6 - 20:28.3	Bullshit! Nummer eins. Ich meine, wie gesagt, ich finde es immer ganz toll, dass die arme Kultur erhalten muss für ein beschissenes Erziehungssystem. Also, das hat sich halt leider so irgendwie stückchenweise eingeschlichen. Ein Problem ist natürlich bei jedem Erziehungssystem, das ein Erziehungssystem irgendwie verwaltet werden muss. Und zur Zeit ist es hier wichtiger Erziehung zu verwalten als Erziehung zu betreiben. Also das steht im Mittelpunkt: Die Verwaltung der Erziehung und nicht die Erziehung selber. Äh, ist natürlich auch verständlich, staatlicherseits, um halt gewisse Standards und Vergleichsmöglichkeiten zu gewährleisten.
47	20:28.2 - 21:18.4	Auf der anderen Seite, also hier vom passiven chinesischen Studenten zu reden, kann ich nicht sagen. Ich habe also das Glück hier an XXXX zu arbeiten und meine Studierenden sind alles andere als passiv. Also, ich bekomme sehr sehr gute Referate gehalten von den Leuten, die sind im Unterricht aktiv. Ich habe eine Klasse, wo ich mir manchmal denke, könnt ihr jetzt mal euern Mund halten, ich möchte meinen Vortrag zu Ende

		machen. Äh, äh, weil die einfach alles auseinanderklamüsern, auseinanderdingsen und nach mehr Information und Hintergrund fragen, und weiß ich wie. Also, passiv, nein, gar nicht. Kann ich überhaupt nicht sagen. Und passiv liegt auch immer daran, was die Lehrer aus den Leuten machen. Wenn ich natürlich als Flasche da vorne stehe, nur selber rede und keine Fragen zulasse, dann ist natürlich alles passiv. Dann hört natürlich alles nur, was der liebe Gott in bunt da vorne erzählt.
48	21:18.3 - 21:54.2	Und das immer als kulturell zu sehen, ich meine, man beruft sich da immer gerne auf Konfuzius, und ich sag den Leuten dann immer, sie sollten doch bitte mal Konfuzius einfach lesen. Weil Konfuzius hat nie davon geredet, dass ein passives Erziehungssystem gemacht werden soll. Wenn man Konfuzius liest ein bisschen genauer, eigentlich gar nicht mal genauer, wenn du da einfach nur mal reinschaust, was er über Erziehung sagt, er ist immer derjenige, der für aktives Erwerben von Wissen eintritt. Immer, bei allen seinen Studenten das aktive Erwerben von Wissen.
49	21:54.1 - 22:08.7	Interviewer: Ich habe da eine ähnliche Meinung. Du hast in den Klassikern ständig, dass Konfuzius sich mit seinen Schülern in dialogischer Form auseinandersetzt. Er lehrt oder predigt nicht. Es ist immer Q&A.
50	22:04.0 - 22:21.0	Genau. Es geht um Fragen und Antworten. Und auch um Hinweise geben, wie man Sachen löst, und nicht um die volle Antwort um die Ohren schlagen. Also, es ist schon recht erstaunlich, was man aus diesem armen Konfuzius da gemacht hat.
51	22:21.0 - 23:01.2	Q13 A. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Q13 B. Interviewer: Wenn ja, was meinst du, woran liegt dieses Problem?
52	23:01.2 - 23:42.7	Also, ich habe damit kein Problem. Meine Studierenden sind jedes Jahr die Studierenden, die die DAAD Stipendien kriegen, weil sie so hohe Abschlüsse machen. Also, die ganzen Sommerstipendien gehen dieses Jahr wieder freundlicher Weise an meine Studenten. Die die höchsten Sprachprüfungen gemacht haben, dieses Jahr haben weit über hundert Leute daran teilgenommen, die die über hundert Punkte bekommen haben, waren alles meine Studenten. Was mich dann immer ärgert, weil ich dann auch die Empfehlungsschreiben schreiben muss. Ich habe gerade sieben Empfehlungsschreiben diese Woche zu schreiben. Und auf der anderen Seite bin ich stolz wie Oskar, neh.
53	23:40.4 - 23:45.9	Interviewer: Die guten Leistungen deiner Studenten...hat das mit deinem Unterricht zu tun, oder gibt es andere Faktoren?
54	23:45.8 - 24:07.8	Da spielen verschieden Sachen zusammen. Da spielen einmal die Motivationen hinein. Die Studenten an der XXXX sind per se nun einmal intrinsisch sehr motiviert. Wenn die ein Ziel haben, dann wollen die da hin. Wenn die als Mechaniker in Deutschland studieren wollen, dann setzen die sich auf den Hintern und lernen Deutsch. Punkt! Ja, also Deutsch ist ja nicht deren Hauptfach, sondern Deutsch ist für die einfach ein Mittel zum Zweck.
55	24:07.8 - 24:49.3	Ja, und auf der anderen Seite hat das auch damit zu tun, wie du im Unterricht mit den Leuten umgehst. Wenn du die als einen Haufen Deppen abstempelst, passiert da natürlich nichts. Ich denke da, ich habe ja vorher auch an anderen Universitäten unterrichtet, hier, und die Leute im Deutschdepartment weißte, wenn die Studierenden von den Kollegen schon als Deppen per se abgetan werden, ja, wenn die Kollegen gelinde gesagt, keinen blassen Schimmer haben, was sie im Unterricht machen, wenn sie also im zweiten Semester mit Mediavistik anfangen, kannst du doch eigentlich nur den Teppichklopper rausnehmen und den Leuten ein paar in die Fresse geben. Dass da dann natürlich nichts passiert, ich meine, welchen 19 Jährigen interessiert denn die Liebesliteratur aus dem 8. Jahrhundert?
56	24:49.2 - 25:16.7	Du kannst auch im 2. Jahr unbedingt E. T. A. Hoffmanns „Des Teufels Exlexiere“ machen, weil das einen wahnsinnigen Wortschatz hat, den die

		Leute auf Niveau 1 ja gerade gelernt haben, nee? Ganz stark hängt das damit zusammen, das keine Curricula existieren. Sie behaupten zwar, dass es Curricula gibt, aber genauso behaupte ich, dass ich in meiner Tasche einen kleinen grünen Volvo habe.
57	25:15.7 - 25:27.5	Interviewer: Das bedeutet, dass deine Studenten sich freiwillig entschieden haben Deutsch zu lernen?
58	25:27.4 - 25:42.3	Genau, freiwillig. Es gibt nur ein paar Studenten, die müssen Deutsch nehmen. Äh, aber auch da ist es kein Problem. Sie wissen, warum sie es nehmen müssen.
59	25:42.3 - 26:06.2	Q14 A. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Q14 B. Interviewer: Trifft das auch für Dich zu? Q14 C. Interviewer: Was für Aufgaben werden von dir verlangt? Was hältst du davon?
60	26:06.2 - 27:07.7	Ja. Also, es ist einfach ein Übermaß an Evaluierungen, die hier stattfinden, aber ansonsten hast du auch, ich bin ja jetzt auch Mitglied in allen möglichen Kommissionen. Ich bin in einer Kommission jetzt zurückgetreten, bei der anderen hoffe ich, dass ich demnächst nicht mehr reingewählt werde. Äh, weil diese Kommissionen sind auch einfach so unproduktiv. Ich meine, du weißt ja wie das in Taiwan so geht, wenn oben der Dekan wieder so ein Gefühl hat, dass irgendwas anders gemacht werden muss, jedes logische Argument, ein logischer Diskurs findet nicht statt in diesen Treffen, darum empfinde ich das. Ich denke, der Großteil der Frustration ist doch, das die ganze administrative Arbeit die irgendwo gemacht wird zu keinem Ende kommt. Es passiert einfach nichts. Du kannst zwar gute Sachen vorschlagen und dann auch ausarbeiten und dann kommt da wieder irgendso ein Dekan, der irgendeinen Furz schief liegen hat und sagt: Och nee, ich denke aber, wir müssen das anders machen. Weißte, dafür schmeiß ich dann meine Zeit nicht mehr weg.
61	27:07.7 - 27:13.0	Interviewer: Wie wirst du da Mitglied? Wirst du da reingewählt oder gezwungen?
62	27:13.0 - 27:32.4	Wir werden reingewählt in der Regel. In einer Kommission bei uns im Department bin ich quasi in natae drin, per se, weil ich <i>Second Foreign Language teacher</i> bin, bin ich in der <i>Second Foreign Language Teaching</i> Kommission, aber da kommen halt auch die meisten Kollegen nicht hin,
63	27:32.3 - 27:39.0	vor allem sind das diejenigen, die dem ganzen Kram prinzipiell kein Interesse entgegen bringen, die lassen sich da nie sehen. Ich habe jetzt beschlossen, ich werde mich bis Ende nächsten Jahres, auch nirgendwo mehr sehen lassen.
64	27:38.9 - 27:43.0	Interviewer: So, ist das ok, wenn man in der Kommission nicht dabei ist?
65	27:43.0 - 27:48.3	Ich weiß nicht, ob das geht. Ich mache das jetzt erst mal nicht mehr.
66	0:00.0 - 0:22.2	(Recording stopped. Therefore, there was a reset of the timespan to 0:00) (Die Aufnahme stoppte hier. Deshalb began die Zeit wieder bei 0:00)
67	0:22.3 - 0:48.8	(However, the ID no. continues for this appendix) (Die ID Nummerierung wurde allerdings für diesen Appendix fortgeführt.)
68	0:48.9 - 0:54.4	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so?
69	0:54.6 - 0:57.9	Ja, natürlich.
70	1:02.7 - 1:16.7	Q15 B. Interviewer: Falls du einen Syllabus hast, der den Inhalt deines Kurses auflistet, könntest du kurz Beispiele geben, was du da hineinschreibst?
71	1:16.8 - 2:34.4	Also, wir haben uns in der XXXX drauf geeinigt, dass wir nach dem Europäischen Referenzrahmen arbeiten. Also, jedes Jahr quasi eine Stufe durchmachen. Das haben wir so ein bisschen hinten rum mal so durchgezogen, um einen gewissen Stand zu erreichen...dass nicht immer

		die Lehrer, die sich den Arsch aufreissen, hinter denen herlaufen müssen, die irgendwie nichts tun. D.h., wir haben jetzt durch das Department durchgesetzt, dass also die europäischen Sprachen nach dem Europäischen Referenzrahmen arbeiten. D.h., wenn Frau XXXX ihren Arsch nicht hochkriegt, dann kann ich ihr das auch um die Ohren schlagen. Ich kann dann sagen: Hör mal, wir haben die Regel, nach dem Referenzrahmen hättest du A2 machen müssen...du hast das nicht gemacht. Äh, dann kann ich sie da auch erst mal zur Verantwortung ziehen. Ja, daraufhin werden wir jetzt natürlich auch...ähm, ähm, also im Syllabus schreibe ich natürlich schon, welche...was in welchen Lektionen drin vorkommt, also dadurch, dass ich ein Lehrbuch habe
72	2:34.3 - 2:53.9	auf dem Niveau A1 und B1, also Grundstufe und Mittelstufe, schreibst du eigentlich keinen Syllabus. Du suchst dir ein Lehrbuch aus, wonach du arbeitest. Dann probiere ich den Studenten die Information zu geben, was in welchen Lektionen gemacht wird. Was das grammatische Lehrziel ist, welches kommunikative Lehrziel wir haben und welches inhaltliche Lehrziel wir haben.
73	2:53.9 - 2:59.3	Interviewer: D.h. du gibst mehr an als nur das Kapitel und die Seitennummer?
74	2:59.3 - 3:08.5	Sicher. Natürlich. Auf jeden Fall! Sonst brauchst du das ja nicht schreiben.
75	3:09.1 - 3:19.2	Q15 C. Interviewer: Du hast dann die Frage 15C schon fast beantwortet: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt wie sie aufeinander aufbauen?
76	3:19.1 - 3:52.6	Ja. wir haben in den europäischen Sprachen im ersten Jahr A1 immer. Das zweite Jahr A2, dann B1 und dann B2. Wir haben ein bisschen Probleme, weil diese B-Stufen sind natürlich nicht so ganz ideal, nee. Ich meine, also Spanisch, Deutsch, Französisch, eigentlich passen die bei dem B Niveau nicht mehr so ganz zueinander. Da gibt es Schwierigkeiten. Ist in der Diskussion, undsofort, undsoweiter...kommen sich aber jetzt immer näher.
77	3:52.6 - 4:03.5	Interviewer: D.h. ihr habt bei euch kein Curriculum, das zeigt, wie die Kurse aufeinander aufbauen. Es ist eher eine Niveaubeschreibung in Bezug auf den Referenzrahmen?
78	4:03.5 - 4:20.3	Ja. Genau. Also, Curricula gibt es in dem Sinne nicht, weil die meisten Leute nicht mal wissen, was das Wort überhaupt bedeutet. Also, wie gesagt, wir haben Leute, die felsenfest behaupten, dass wir ein Curriculum haben, aber ich behaupte ja auch felsenfest, dass ich da den kleinen grünen Volvo in meiner Hose habe.
79	4:21.2 - 4:32.4	Interviewer: Haha (<i>lachen</i>), so, was du damit ausdrücken willst, dass die Leute gar nicht wissen, was ein Curriculum ist, und das sie nicht unterscheiden können zwischen Stundenplan, Kursplan und einem Curriculum?
80	4:32.5 - 4:46.7	Genau. die haben überhaupt keine Ahnung, was das ist. Aber du weißt ja, Literaturwissenschaftler wissen ja immer alles sowieso per se und dann irgendwie einzugestehen, dass sie keine Ahnung haben, ist bei Literaturwissenschaftlern natürlich nicht drin.
81	4:46.7 - 4:55.8	Interviewer: Das bedeutet, dass die meisten deiner Kollegen aus dem Gebiet der Literatur und Linguistik kommen und weniger aus dem Bereich DAF?
82	4:55.7 - 4:59.0	Nur Literaturwissenschaftler!
83	4:59.1 - 5:24.2	Ich bin der einzige Didaktiker. Nein, wir haben noch eine Französischlehrerin, mit der ich einen Kurs zusammen unterrichte. Äh, wir sind Didaktiker, ansonsten sind es nur Literaturwissenschaftler. Entschuldigung, ein Spanischlehrer auch noch. Also, ein Spanischer, eine Französische und ein Deutscher. Die anderen sind alles Literaturwissenschaftler, die immer alles wissen.

84	5:24.2 - 5:47.5	(eine Kurze Pause)
85	5:47.5 - 5:58.9	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
86	5:59.0 - 7:08.5	Äh, kommunikatives Sprachenlehren...oh, mein Gott. Das ist gar nicht so einfach, dass in ein paar Wörtern zu umreißen. Also, die Kollegen, die kommunikativen Ansatz verstehen als diesen Blablabla-Ansatz, den Wir-interagieren-jetzt, also, ich differenziere das jetzt zu dem <i>interactive approach</i> , den finde ich Unsinn, es geht nicht darum, dass man jetzt die Sprache irgendwie blubbern kann, sondern das Ziel einer Sprache ist im Gegensatz zu früher nicht das Übersetzen oder das Lesen der Literatur, sondern das Ziel des Sprachunterrichts ist Kommunikation. Kommunikation beinhaltet mündliche und schriftliche Kommunikation, beinhaltet auch Kommunikation mit einem literarischen Text, beinhaltet aber auch Kommunikation mit non-fiktionalen Texten und das Erstellen von non-fiktionalen Texten. Der kommunikative Ansatz hat im Gegensatz zur GÜM nicht als Ziel einfach nur das Hin- und Her- Übersetzen, sondern halt wirklich, das Anwenden von Sprache in der Situation. In der entsprechenden Situation; d.h. sich also zu überlegen, in welchen Situationen wird Sprache angewendet.
87	7:08.6 - 8:10.4	Ich übersetze zum Beispiel nie so blöde Sätze wie: The philosopher pulls the hen at the lower jaw, oder so was. Das sind so typische Übersetzungsmethodendinger. So etwas übersetzt man nicht! Sondern man guckt schon, okay, wir haben verschiedene Themenbereiche, das sind die Themenbereiche, die für das menschliche Leben letztendlich wichtig sind, am Anfang, also sich vorstellen oder Bahntickets kaufen und blablabla und dann muss ich halt gucken, das ich die kommunikativ eben entsprechend meistern kann. Ich kann natürlich auch von vornherein andere Sachen kommunikativ meistern. Ich muss den kommunikativen Kurs nicht auslegen auf sprechen. Ich kann den kommunikativen Kurs auch auslegen auf die kommunikativen Bedürfnisse eines Juristen. D.h. der will dann irgendwelche Gerichtsurteile lesen. Kommunikativ heisst in meinem Sinne eigentlich nur, das es dahingeht, dass die Leute Sprache in ihrem Gebrauch lernen und nicht Sprache als ein System von Regeln.
88	8:10.5 - 8:43.7	Also, eine zweite Erläuterung. Das bedeutet auch, dass man das Perfekt vor dem Präteritum unterrichtet. Das Perfekt braucht man in der Regel vor dem Präteritum, zum Beispiel. Und das man sie von präskriptiven Regelungen in den Sprachen fernhält. Im Englischen heisst es dann präskriptiv, dass kein englischer Satz mit einer Präposition aufhört. Natürlich hören ganz viele englische Sätze mit einer Präposition auf,
89	8:43.7 - 8:58.6	in der gesprochenen Sprache in den entsprechenden kommunikativen Zusammenhängen. Also nicht das Erlernen von Regeln über Sprache, sondern das Lernen der Sprache ist das Wichtige beim kommunikativen Ansatz. <i>Language in use</i> .
90	8:58.5 - 10:51.7	(kurzer Austausch über eine Konferenz)
91	10:51.8 - 11:03.0	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
92	11:03.1 - 11:53.5	Pfff, poh, das ist jetzt ganz schwierig. Weil, die Kollegen benutzten zwar kommunikative Bücher, aber machen immer noch GÜM damit. Die Differenz ist da, in dem Moment, wenn die Leute verstanden haben, was kommunikativer Ansatz bedeutet. Aber, einfach nur ein Buch mit einem kommunikativen Ansatz zu nehmen und trotzdem die alte Lehrmethode weiterzufahren, funktioniert natürlich nicht. Also ist der Unterschied...ähm, ähm, nicht so groß. Ist vielleicht sogar eher schlechter geworden, weil nun nämlich die Methode und das Buch nicht mehr zusammenpasst. Vorher

		haben wenigstens die GÜM Methode und das Buch für GÜM zusammengepasst.
93	11:53.5 - 12:04.3	Interviewer: Das ist interessant. Die Lehrkraft wendet immer noch die alte Grammatik Übersetzungsmethode an, verwendet aber Kursbücher, die auf dem Kommunikativen Ansatz basieren. Ein Widerspruch, der keine guten Resultate erbringen kann.
94	12:04.3 - 12:36.1	Nein. Eben! Das ist genau der Punkt. Da denke ich halt, dass...ich meine, ich bin nicht per se gegen die GÜM. Die hat sehr sehr gute Sprachkenner hervorgebracht, ja, aber da hat der Lehrer ekklektisch entsprechend auf gewisse Sachen auch hingearbeitet. Und ich meine, das Wichtige ist halt schon der Ekklektizismus beim Unterrichten. Aber, wenn du mental immer weiterhin auf deiner GÜM geblieben bist und das Ganze mit einem kommunikativen Lehrwerk machst, dann wird das auch nicht kommunikativer.
95	12:36.1 - 12:52.8	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
96	12:52.8 - 13:35.3	Das, was mich wirklich befriedigt an meinem Beruf? Es ist richtig klasse, dass ich die Möglichkeit habe ständig dazuzulernen. Also, mein theoretisches Wissen immer weiter auf Vordermann zu bringen. Es ist total klasse, dass ich die Möglichkeit habe mit Studenten zu interagieren und mit diesen Leuten einfach Sachen zu erarbeiten. Also, die Erfolge, die man einfach hat. In der Akademie, in der Wissenschaft bekommst du die Erfolgsrückmeldungen ja nicht. Aber mit Studierenden kriegst du die Erfolgsrückmeldungen ja immer. Das ist total klasse. Dass die Leute halt irgendwo hingehen, irgendwas machen, irgendwelche Prüfungen bestehen und plötzlich irgendwas studieren. Das ist das Klasse an meinem Job.
97	13:35.4 - 13:53.2	Das Zweite ist, dass ich halt immer die Möglichkeit habe, mich einfach weiterzubilden und mich hinterher damit auseinanderzusetzen. Und das Dritte ist, das ich selbst einfach die Möglichkeit sehe, mich selber auch sehr stark weiter zu entwickeln. Auch sehr kritisch mit meinem eigenen Job umzugehen. Also, reflektieren zu können, zu dürfen, zu müssen.
98	13:53.2 - 13:59.6	Interviewer: Dann bist du ein reflektierender Praktiker?
99	13:59.7 - 14:29.7	Ja. Genau. Na ja, ich forsche aber auf der anderen Seite auch, also, ich wehre mich etwas gegen den nur Praktiker, weil mein Forschen und meine Praxis sich aufeinander beziehen können. Das ist das Tolle an meinem Job. Was muss das frustrierend sein, wenn du Literaturwissenschaftler bist und Deutsch unterrichtest. Du willst forschen und Literatur machen.
100	14:29.7 - 14:42.7	Q19. Interviewer: Was ist für dich die größte Herausforderung / Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
101	14:42.8 - 15:47.7	Pfff...Das Niveau so hoch zu halten oder so weit höher zu ziehen, wie ich es eigentlich gerne hätte. Also, ich hätte gern schon ein etwas höheres Niveau und würde da auch gern einiges machen, was ich da jetzt als Herausforderung sehe, dass ich vielleicht irgendwann in den nächsten Jahren da mal hinkomme richtige fachsprachenorientierte Kurse zu geben. Das man also weg vom Tourismusdeutsch bitte hin in Richtung qualifiziertes akademisches Deutsch kommt. Das ist eine Herausforderung, dass man irgendwann mal da hinkommt, das man so, ja, wie gesagt qualitativ hochstehende Fachsprachenkurse machen kann, weil das hätten die Studenten gerne. Darüber kannst du auch in meinem Buch, in meinem Artikel XXXX nachlesen.
102	15:47.7 - 15:54.1	Interviewer: Und welches Niveau können deine Studenten schaffen?
103	15:54.0 - 15:56.2	Eine ganze Menge, die jetzt B2 geschafft haben. Wenn sie nicht mal auf C1 sind, denn eine ganze Menge, mit denen unterhalte ich mich so, wie wir beide uns jetzt unterhalten.
104	15:56.2 -	Wie lange brauchen sie, um dieses Niveau zu schaffen?

	15:57.6	
105	16:05.6 - 16:53.9	Äh, in drei Jahren, manche zwei Jahre. Also, die haben dann pro Woche vier Stunden, also, pro Jahr haben sie 32 mal vier Stunden, und haben natürlich privat teilweise im Sommer auch noch mal dasselbe drangehängen. Aber, ungefähr kannst du das dann sagen. Die Leute, die das in zwei Jahren gemacht haben, rechne das als drei Jahre, weil die einen Sommerkurs gemacht haben oder vier Jahre kannst du dann da rechnen, weil sie im Sommer dann nach Deutschland gehen und da quatschen.
106	16:53.9 - 17:02.0	Interviewer: Herzlichen Dank für dieses Gespräch! ENDE

Appendix 5.6: Interview Transcription “Martin”

Name: Martin **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 47 minutes; Page number: 9;
 ... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.1 - 0:25.9	(die Begrüßung)
2	0:25.9 - 0:31.0	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
3	0:31.0 - 0:32.3	XXXX (6-10 Jahre)
4	0:32.4 - 0:37.2	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
5	0:37.3 - 0:38.7	Ja.
6	0:38.7 - 0:43.9	Interviewer: Vorher hast du nirgendwo anders gearbeitet?
7	0:43.9 - 0:52.4	Ja. Aber nicht als Lehrerin, sondern als Assistentin nur.
8	0:52.5 - 0:57.2	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
9	0:57.2 - 1:03.6	Promotion
10	1:03.7 - 1:11.5	Interviewer: Und deine Studienfächer?
11	1:11.5 - 1:30.3	Germanistik, Spezialgebiet Literaturwissenschaft und XXXX (<i>spezielles Studienfach</i>).
12	1:30.5 - 1:32.8	Interviewer: Und dein Magister, was hast du da gemacht?
13	1:32.8 - 1:51.7	In XXXX (<i>Name der Universität</i>) meinen Magister gemacht und in Literaturwissenschaft, Germanistik.
14	1:51.7 - 2:03.0	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
15	2:03.1 - 2:09.5	Nein. Fremdsprachen unterrichten, nein.

16	2:09.6 - 2:22.9	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du?
17	2:23.0 - 3:19.5	Die Mentalität. Die Gewohnheit. Ich meine, die Unterrichtstechnik und der Umgang. Ich meine, früher in der Phase der Promotion da braucht man nur sich auf sich zu konzentrieren, aber Unterrichten ist auch Wissen vermitteln. Forschungsarbeit und Wissen zu vermitteln, dass ist zwei Paar Schuhe. Ja. Und die Technik (<i>Unterrichtstechnik, Methodik</i>) und dieser Zugang zum Menschen, Zugang zu den jungen Leuten. ^^^^^ Ja. Früher sass ich in einem Turm (<i>Elfenbeinturm des Wissenschaftlers</i>) und ich muss aus dem Turm raus. Ja, und dann muss ich versuchen, meine Sachen zu verkaufen und vermitteln...
18	3:19.6 - 3:25.5	Interviewer: Und du sagst, Unterrichtstechniken waren auch anders?
19	3:25.5 - 3:53.1	Ja. Das war...ich meine forschungsorientiert als ich in meinem Studium war. Mein Interesse für die Forschungsarbeit wurde durch mein Studium in Deutschland erweckt. Und damit ich in der Zukunft selbst forschen kann. Aber es ist kein Unterricht.
20	3:53.1 - 4:04.9	Interviewer: (<i>klare Beschreibung von den Wörtern - Herausforderungen und Schwierigkeiten</i>)
21	4:05.0 - 4:14.4	Q4 B. Interviewer: Hast du sie lösen können oder sind sie immer noch ein Problem?
22	4:14.4 - 5:50.1	Hmm, es war immer noch ein Problem für mich, aber es hat sich schon...das Problem ist ein bisschen leichter oder lockerer geworden. D.h. durch die Erfahrungen...und durch die technische (?)...ich meine durch dieses...Interesse oder durch das Interesse am Menschen und wenn ich dran denkt, was ich als Wissen angeeignet habe, wenn ich nur für mich behalte und ich meine, es nützt auch nichts, dann versuche ich das von mir raus zu bringen. Und diese...das ist die Motivation, die ich mein Problem lösen kann oder will. Von mir aus, ich meine..aber, es ist nicht so, dass das Problem ist nicht mehr da, sondern das Problem existiert. Und ausserdem, jedes Jahr kommen neue Studenten. D.h. mein Publikum wird dauernd erneut. Ich muss dauernd die Techniken oder die Methode erfinden, aneignen oder dazulernen. Solche Sache. Das Problem ist immer noch da, es ist geringer geworden, aber es ist nicht gelöst.
23	5:50.1 - 6:04.0	Interviewer: Für diese Situation, du stehst dann da plötzlich vor der Klasse, kommst raus aus der Forschung, sollst jetzt unterrichten, gab es irgendwie eine Unterstützung für dich von deine Institution?
24	6:04.1 - 6:23.9	Hahaha. Nein. Haha.. Nein. Man wird einfach ins Wasser geworfen und muss selbst lernen wie man schwimmt. Oder man holt die Erfahrungen von den Kollegen, aber auch sehr wenig.
25	6:23.9 - 6:27.0	Interviewer: Also Lehrertraining oder Hilfe gabs nicht? (<i>Damit hat sich Q4 C erledigt.</i>)
26	6:26.9 - 6:38.7	Nein. Das gabs nicht. Das waren Zeiten. XXXX (<i>Persönliches</i>) Haha. ^^^^^
27	6:38.8 - 6:53.1	Q5. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht? Wie gehst du damit um?
28	6:53.3 - 6:54.8	Im Unterricht?
29	6:54.8 - 6:58.6	Interviewer: Ja. Und wie gehst du damit um?
30	6:58.7 - 7:39.9	Tja! Das Interesse der Studenten wach zu halten, das ist meine Herausforderung....und ständig wach zu halten. Und wie gehe ich damit um? Ich versuche neben meinem Unterricht irgendwie Bücher zu lesen oder an irgendeinem Fortbildungsseminar teilzunehmen oder diskutiere ich mit meinen Kollegen oder frage ich einfach nach. Das kann ich nur so einfach sagen.

31	7:39.8 - 7:51.7	Interviewer: Du machst ja zwei verschiedene Sachen. Inhaltskurse, inhaltliche Fachkurse. Machst du auch Sprachunterricht noch?
32	7:51.7 - 9:10.4	Sehr wenig. Sehr wenig. Weil, ich meine, ich muss mich entscheiden, entweder mach ich Sprachunterricht oder mach ich Inhaltsunterricht, weil zum Beispiel, ich nehme ein Beispiel. Ich unterrichte Literaturlektüre. Entweder stelle ich die repräsentative wichtige deutsche Literatur vor oder analysiere ich die Texte in allen Einzelheiten im Unterricht. Solche werkimmanente Arbeit, das ermüdet nur die Studenten. Und dann habe ich den Eindruck, früher konnte ich das noch machen zum Beispiel ich konnte noch Wolfgang Borcherts Draussen vor der Tür unterrichten. Das ganze Stück durchzunehmen und analysieren und Satz für Satz zu interpretieren. Jetzt ist es nicht mehr möglich.
33	9:10.5 - 9:22.6	Interviewer: Das habe ich auch schon von anderen gehört. Was ist da mit den Studenten passiert. Können die das nicht mehr? Ist das eine andere Generation? Woran liegt das?
34	9:22.7 - 10:15.1	Die sind so vollgefüllt mit visuellen Eindrücken. Weil, die sind so visuell orientiert. D.h. die müssen was sehen und dauernd was Neues haben und wenn ich nur einen Text festhalte und dann wochenlang oder einen Monat lang darüber diskutiere, die halten das nicht aus. Nur einige machen mit, die anderen, die schlafen nur im Unterricht. Ja. Das ist leider die aktuelle Situation....die traurige.
35	10:15.2 - 10:19.2	Interviewer: Wie groß sind denn dann deine Kurse?
36	10:19.3 - 10:29.1	50 sitzen in dem Kurs, um über Literatur zu lesen.
37	10:29.1 - 10:37.4	Es ist nicht einfach. Literaturkurse, die gehören zum Studium ins Graduierten Programm
38	10:37.5 - 10:55.2	und nicht ins College. Ich meine nicht Anfangsstufe. In XXXX (<i>Name der Uni</i>) ist es leider nicht so geeignet, es sei denn, dass immer Kurzgeschichten mit den Studenten lesen
39	10:55.3 - 10:59.0	Interviewer: Hier klingt so ein bisschen Kritik am Curriculum durch...
40	10:59.1 - 11:02.2	Ja, ja. Mhh mhhh.
41	11:02.3 - 11:03.4	Interviewer: ...oder an der Struktur...
42	11:02.4 - 11:03.4	Struktur?
43	11:03.5 - 11:07.6	Interviewer: oder die sind einfach zu jung, um das zu machen...
44	11:07.7 - 11:09.9	Ja, genau.
45	11:11.9 - 11:15.7	Interviewer: Aber für das Problem bekommst du auch keine Unterstützung von deiner Arbeitsstelle?
46	11:15.7 - 11:52.5	Nee. Wie denn? Ich meine, es gibt nur, ...dieser Kurs wird nur angeboten im XXXX Programm. Ein einziger Wahlkurs, deshalb habe ich auch keinen Kollegen, mit dem ich diskutieren kann. Und die Texte, die muss ich leider auch selbst aussuchen, und ich darf ja nicht jedes Jahr die selben Texte auswählen.
47	11:52.5 - 11:55.0	Interviewer: Warum eigentlich nicht?
48	11:55.1 - 12:47.3	Weil ich...zum Beispiel Wolfgang Borchert...^^^ ^^ Der Lebenslauf von Wolfgang Borchert ist ziemlich interessant für uns. Für unsere Generation. Jung gestorben und seine Sprache ist einfach und die Geschichte ist tief Sinnig, man kann so viele Symbolik daraus was lernen. Aber, wenn ich von dem 2. Weltkrieg erzähle, ja, das ist für die Studenten viel zu weit. Ja. Und die sind auch nicht bereit diese Thematik aufzuarbeiten. Es geht ihnen

		überhaupt nicht an. Ich habe das Gefühl.
49	12:47.4 - 12:55.4	Q6. Interviewer: Findest du es schwer deine Studenten zu motivieren? Warum oder warum nicht?
50	12:55.4 - 12:59.0	Interviewer: Du meinst, es gibt da schon mal vielleicht ein Generationenproblem?
51	12:59.0 - 13:35.3	Ja. Ganz deutlich. Und ausserdem, die Gesellschaft verändert sich auch. Die werden den ganzen Tag mit den Medien gefüttert...verschiedene Internet oder egal was...und neulich gibt es noch eine neue Medium Festbuch. Die sitzen den ganzen Tag lieber an Festbuch als mit einem Buch zusammen.
52	13:35.3 - 13:52.5	Interviewer: Ein Festbuch? ^^^^^ Ach, okay, jetzt weiss ich, du hast das ins Deutsche übersetzt, Facebook. Das ist so ein Block, nee?
53	13:52.5 - 13:53.5	Ja. Genau.
54	13:53.3 - 13:54.7	Interviewer: Da sitzen die den ganzen Tag dran?
55	13:54.7 - 14:15.1	Ja. Angeblich, die kommunizieren damit. Ich meine, dass ist ihre Kommunikationsform. Und ausserdem, die Sprache dieser Generation ist sehr arm. Die können sogar sich selbst nicht richtig ausdrücken....auf Chinesisch.
56	14:15.2 - 14:19.1	Interviewer: Das habe ich auch schon von Kollegen gehört...
57	14:17.8 - 14:55.1	Sie können es gar nicht nachvollziehen, wie schön ist es, wenn man einen richtig Satz schreiben kann. Es ist denen nicht wichtig. Hauptsache die Information kommt an. Diese Kommunikationsform, weisst du. Es verändert sich. Und dann...solche Kommunikationsform gab es vor 10 Jahren oder vor fünf Jahren noch nicht.
58	14:55.8 - 15:04.1	Interviewer: Du meinst...Kannst du das Kommunizieren ein bisschen beschreiben? Sind das kurze Sätze, oder Stichwörter, oder..
59	15:04.1 - 15:37.5	...nur Stichwörter oder Sonderzeichen oder diese Comiczeichen (Emoticons), oder so was...es macht zwar Sinn, bei dem Kommunikationsprozeß bei den Jugendlichen, aber bei uns wir wollen diese Klassisch Chinesisch, ich meine, nicht unbedingt Klassisch Chinesisch...die Wahlverwandtschaft von Goethe, haha, die Schönheit der Sprache, die können gar nicht verstehen...
60	15:37.6 - 15:48.8	Interviewer: Du hast angedeutet, das ist vielleicht ein Generationsproblem, aber du hast auch gesagt, es ist ein Strukturproblem im Stundenplan?
61	15:48.9 - 15:52.8	Jaa.....Strukturproblem im Stundenplan...
62	15:53.0 - 15:58.3	Interviewer: Es müssten Ältere machen wahrscheinlich oder Leute im Graduiertenprogramm?
63	15:58.4 - 17:06.7	Genau. Aber ich meine, es ist eine sehr interessante Frage, ich meine dewen wenxuan, Literaturlektüre. Früher als dieser Kurs eingeführt wurde, früher konnten die Studenten noch lesen. Und es ist gar kein Problem diesen Kurs zu integrieren. Aber jetzt, die ganze äusserliche Situation verändert sich. Und wenn man immer noch diese Kursbezeichnung hat und diesen Kurs als ich meine die Literaturtexte als Kursinhalt beibringen wollen, dann muss man eine andere Form finden. Oder irgendwie, es muss anders sein...aber ich habe noch gar keine Lösung. Verstehst du?
64	17:06.8 - 17:24.6	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
65	17:24.6 - 18:16.4	In den letzten fünf Jahren nicht. Aber in den letzten zehn Jahren, ja. In der ersten Phase habe ich...bin ich eher textorientiert. Und jetzt habe ich ein anderes Medium eingeführt, und zwar Film. Ich muss wieder diesen Kurs als Beispiel nehmen und zwar im Literaturkurs habe ich ein Element eingebaut und zwar Literaturverfilmung. Damit man visuell sich etwas

		orientieren kann.
66	18:16.4 - 18:20.7	Interviewer: Das ist der Fachunterricht. Und im Sprachunterricht?
67	18:20.7 - 18:26.2	Habe ich leider nicht. XXXX (<i>Persönliches</i>)
68	18:26.3 - 18:28.9	Interviewer: Warum nicht, ist doch auch eine Fremdsprache...?
69	18:28.9 - 18:30.6	Ja.. ..
70	18:30.7 - 18:33.5	Interviewer: Lernen die dann bei dir auch XXXX (<i>eine Fremdsprache</i>)?
71	18:33.6 - 18:38.8	Ja. 50, auch so viele, zu viele.
72	18:38.7 - 18:55.8	Interviewer: Oh, das ist interessant. Du machst dann also XXXX als Fremdsprache..^^^^ gibts denn da Sprachbücher? Lehrwerke?
73	18:56.0 - 19:22.1	Nee. Noch nicht. Ha,ha,...Es gibt noch keine Sprachbücher. Ich muss mir das selbst ausdenken und die Texte zusammenstellen. Es gibt absolut noch keine. Es sei denn, dass ich irgendein Sprachbuch aus Amerika einführe.
74	19:22.0 - 19:44.7	Interviewer: ^^^^^
75	19:44.8 - 20:05.7	Q8. Interviewer: Wirst du von deinen Studenten evaluiert? Inwieweit beeinflussen dich diese Bewertungen?
76	20:05.8 - 20:16.6	Und die Bewertungen, die finden im Klassenzimmer statt. Und wie war die zweite Frage?
77	20:16.6 - 20:26.5	Interviewer: Es gibt Fragebögen und die kommen von deiner Abteilung...?
78	20:26.6 - 20:42.6	Nee, die machen das im Internet. Irgendwann im Internet. Die machen so, dass...sie müssen zuerst diese Evaluierung machen, dann können sie erst neue Kurse wählen.
79	20:42.7 - 20:46.5	Interviewer: Es ist also ein Zwang, dass sie das machen müssen?
80	20:46.7 - 20:48.7	Ja,ja. Genau.
81	20:48.8 - 20:53.2	Interviewer: Und diese Fragebögen sind dann für alle Lehrer gleich, oder...?
82	20:53.2 - 20:57.3	Für alle Lehrer gleich, nehme ich an. Ha,ha, ...
83	20:57.4 - 21:02.6	Interviewer: Also, es gibt nicht irgendwie einen Unterschied zwischen Sprachunterricht und Fachunterricht?
84	21:02.8 - 21:20.4	Ich glaube nicht. Ich habe die anderen nicht gefragt, aber ich glaube nicht. Das ist einheitlich. Deswegen kriege ich nicht immer unbedingt die besten Noten, weisst du.
85	21:20.4 - 21:33.0	Interviewer: Wenn du jetzt mal nicht so gute Noten bekommst, inwieweit beeinflusst dich das? ^^^^^ Änderst du deinen Unterricht? Oder bist du dann traurig?
86	21:33.0 - 22:02.0	Am Anfang, ja. Und jetzt gewöhne ich mich daran. Ha,ha! Ja, ich meine, wenn der Kurs im Durchschnitt zu schlecht abgeschnitten hat, dann bin ich ein bisschen deprimiert, aber dann überlege ich, ob ich meine Methode mal umändern soll oder mache ich persönlich eine Umfrage bei den Studenten, usw.
87	22:02.1 - 22:03.1	Interviewer: Aha, d.h. du machst dann auch noch mal eine eigene Evaluierung?
88	22:05.2 - 22:20.8	Ja. Ja. Am Ende des Semesters, mitten im Semester und am Anfang des Semesters. ^^^^^ Und dann anonym und die sollen ihre Meinungen

		schreiben, usw.
89	22:20.8 - 22:37.8	Interviewer: Es gibt also von der Schule eine Gesamtevaluierung pro Semester und du machst auch noch einmal drei Evaluierungen? Und was fängst du dann mit diesen Evaluierungen an, mit diesen dreien?
90	22:37.8 - 23:00.5	Ich wollte nur vergleichen. Ja. Zum Beispiel, wenn sie am Anfang des Semesters diese Evaluierung machen, ob zum Schluss ihre Meinungen sich dann geändert haben oder ob sie ihr Lernziel erreicht haben, usw.
91	23:00.5 - 23:07.1	Interviewer: Sind deine Fragebögen dreimal gleich, oder sind das unterschiedliche Fragen?
92	23:07.2 - 23:14.2	Es variiert...es verändert sich ein bisschen.
93	23:14.3 - 23:24.3	Interviewer: Du reagierst dann auf die Antworten und wertest du das aus, oder....?
94	23:24.4 - 23:30.4	Ich werte das aus, und ich reagiere dann, wenn es nötig ist.
95	23:30.3 - 23:52.7	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen?
96	23:52.8 - 24:11.8	Seit drei oder vier Jahren gibt es so eine Selbstevaluierung der Lehrer. ^^^^^ Einmal pro Jahr.
97	24:17.8 - 24:22.9	Interviewer: Und dann gibts aber auch noch eine Bewertung vom Erziehungsministerium?
98	24:23.0 - 24:27.5	Aber, das ist dann für die ganze Abteilung.
99	24:27.6 - 24:34.2	Interviewer: Da muss dann aber jeder Kollege auch noch mal Evaluierung machen?
100	24:34.3 - 24:41.3	Mhhh, ich glaube nicht.
101	24:41.4 - 24:58.1	Interviewer: Wenn wir jetzt mal die Selbstevaluierung nehmen, was hat die denn für Konsequenzen?
102	24:58.0 - 25:41.2	Ich glaube, es gibt eine Bestimmung in der Schule. Und zwar, wenn man dreimal durchgefallen ist, dann kriegt man nicht...ich kann mich nicht mehr so daran erinnern. Es gibt so bestimmte Strafen, sozusagen. Man kriegt Gehalt abgezogen. Man kriegt kein Forschungszimmer mehr, usw. usf. Aber es gibt so ein Jahr Probezeit. D.h. du wirst vorgewarnt, und du hast noch ein Jahr, um dich zu verbessern.
103	25:41.3 - 25:55.8	Interviewer: Weisst du ungefähr, wie die Prozentzahlen sind? Also zum Beispiel an der XXXX gibts 70% für Forschung...
104	25:55.8 - 26:23.7	Ich glaube,...ich, ich...die Verteilung habe ich vergessen. Aber ungefähr ist es so, ich glaube 30% für Forschung...aber ich kann dir nicht so genau sagen, dann muss ich nochmals nachschauen.
105	26:23.7 - 26:51.5	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
106	26:51.5 - 28:21.1	Prüfungsorientiert...das ist nicht mehr so schlimm wie früher. ^^^^^ D.h. es gab früher noch <i>liankao</i> (Chinesisch) (Aufnahmeprüfungen) usw. und das war wirklich prüfungsorientiert. D.h. man achtet nur auf die Noten, usw. Aber ich glaube, die Situation hat sich ein bisschen gebessert. Aber inwiefern kann ich dir leider nicht sagen. Aber diese Passivität bleibt immer noch. Ha, ha, ...zum Beispiel, wenn ich einen 20jährigen Student mit einem 20jährigen Student in Deutschland vergleiche, nicht unbedingt in Deutschland in Europa vergleiche, die Passivität ist schon auffallend. Passivität nicht in alltäglichen Sachen. Passivität mit dem Gedankenmachen. Mitdenken, oder über das Leben Gedanken zu machen oder die Passivität mit den Ausdrücken, usw. Es ist schon auffallend. Es ist

		nicht nur ein Problem der Prüfung, sondern das ist ein Problem der Kultur, glaube ich.
107	28:21.2 - 28:28.7	Interviewer: Die Prüfungsorientierung ist vielleicht nicht mehr ganz so stark, aber die Passivität ist trotzdem geblieben?
108	28:28.8 - 29:07.0	Das ist genau so wie der Verkehr in Taiwan. Inzwischen gibt es so viele promovierte Leute, hochgebildete Leute, die im Ausland studiert haben, aber der Verkehr ist immer noch so durcheinander. Ha, ha! Es ist das selbe Problem, weisst du. Es ist schlimmer sogar, wie kommt das? Ja.
109	29:07.0 - 29:17.1	Q11. Interviewer: Was sind für dich die entscheidenden Herausforderungen außerhalb des Unterrichts?
110	29:17.2 - 29:24.2	Zeit und Ruhe!
111	29:24.3 - 29:27.9	Interviewer: Kannst du das mal ein bisschen ausführen, bitte?
112	29:28.0 - 31:16.1	Ich meine, ausserhalb des Unterrichts möchte ich gerne meine Forschungsarbeit fortsetzen, aber es gibt so viele Verpflichtungen. Ich meine, egal, ob man in der Verwaltung arbeitet oder nicht. Es gibt so viele neben (-sächliche) Verpflichtungen, äh, bei den Lehrtätigkeiten. Und die Zeit und die Ruhe, dass man die Ruhe hat konsequent für seine Forschungsarbeit etwas machen zu können. Das ist für mich immer das Problem....und noch ein anderes Problem, Gesprächspartner. D.h. mit mir nicht über den Schulalltag zu diskutieren, sondern über andere Probleme zu diskutieren. Wir sind ja in einer Hochschule, keine Lehrer in einem Gymnasium. Aber unser Gesprächsthema konzentriert sich immer auf die Studenten, auf den Unterricht; mehr gibt es nicht. Das ...adäquate Gesprächspartner oder -partnerin, das ist für mich ein Problem. Man verdummt in seinem Job. So ist das.
113	31:16.2 - 31:20.5	Q12. Interviewer: Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
114	31:20.6 - 32:24.2	Oh. Haha. Es gibt so viele Schwierigkeiten. Welche soll ich da nennen? Wenn es so viele gibt, dann kann man gar keine finden...die Zusammenarbeit muss ich sagen. Offene Umgangsformen und Toleranz und gegenseitiger Respekt! Und mindestens, man sollte sich verhalten als wenn man schon mal studiert hat. Solche Sachen.
115	32:24.3 - 32:42.6	Interviewer: Das klingt ja alles nicht so nett. Musst du irgendwie im Team arbeiten im Unterricht?
116	32:42.6 - 32:48.1	Ich überlege...ich glaube, momentan noch nicht.
117	32:48.3 - 33:08.7	Q13. (erster Teil der Frage) Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich?
118	33:08.7 - 33:13.2	Selbstverständlich auch.
119	33:13.3 - 33:17.6	Interviewer: Wenn ja, woran liegt das, dass sie so ein geringes Niveau haben?
120	33:17.7 - 34:32.6	Es kommt darauf an. Die Studenten in welchem Jahrgang. Ja. Und geringe Niveau und nach welchem Maßstab wird es gerechnet. Und geringe Niveau, ich kann das schlecht sagen, weil es hängt von Fach zu Fach ab, sei es von Kurs zu Kurs ab. Die lesen zu wenig, die denken zu wenig nach, die haben ausser studieren zu viele Nebentätigkeiten. Und Studium ist für sie nur ein Job unter anderen. Tut mir leid, das Niveau der Studenten ist nicht so hoch, wie wir uns vorgestellt haben.
121	34:32.6 - 34:50.2	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?

122	34:45.3 - 35:09.1	(Die gleiche Frage neuformuliert)
123	35:09.1 - 46:26.0	Ja. Ich seh das auch so.
124	35:11.2 - 35:19.1	Interviewer: Was für Aufgaben werden von dir verlangt, und was hältst du von diesen Aufgaben?
125	35:19.2 - 36:11.5	Von mir verlangt...ich habe momentan Verwaltungsarbeit wieder. Und dann wird zum Beispiel von mir verlangt, für die Schule oder für das College mehr Image oder das College auszubauen und Kontakt nach aussen hin zu verknüpfen, zum Beispiel.. Oder mehr Projekte oder mehr Möglichkeiten hereinholen. Und was halte ich davon? Es muss im bestimmten Rahmen gemacht werden. Aber nicht so unbedingt in großer Menge.
126	36:11.7 - 36:17.3	Interviewer: D. h. an deiner Arbeitsstelle wird zu viel verlangt?
127	36:17.3 - 36:22.7	Ja. Genau.
128	36:22.7 - 36:26.0	Interviewer: Dann frag ich noch mal nach. D.h. Werbung machen an den Oberschulen?
129	36:26.0 - 36:40.3	Werbung machen? Ja, zum Glück brauche ich das nicht, brauchen wir noch nicht.
130	36:40.3 - 37:11.5	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so?
131	37:11.6 - 37:25.3	Es ist ziemlich langweilig, wenn man das so macht. Es sei denn, dass man konventionelle Sprachunterricht macht.
132	37:25.4 - 37:33.7	Interviewer: Bei deinen Fachkursen machst du das da auch so? (Damit hat sich die Frage Q15 B erledigt.)
133	37:33.8 - 38:13.9	Nee. Nee. Ich mache Thematik oder Problematik. In diesem Unterricht bearbeite ich die Thematik „Diaspora“. Und im Unterricht mache ich zum Beispiel Holocaust, usw. Ich mache in jeder Lerneinheit integriere ich eine bestimmte Thematik.
134	38:14.0 - 38:25.5	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt wie sie aufeinander aufbauen?
135	38:25.5 - 38:31.6	Aufeinander aufbauen nicht unbedingt, aber Kurse darstellen, ja. Hi , hi....
136	38:31.6 - 38:34.6	Interviewer: Und wie werden die Kurse dargestellt? Mit Namen und Inhalten, oder?
137	38:34.6 - 38:57.0	Mit Lernziel, Lerneinheit, und Lernmethode...weiss ich nicht...Kursbeschreibung.
138	38:57.2 - 38:59.4	Interviewer: Also, es gibt so was....
139	38:59.4 - 39:19.7	Ja. es gibt so was. Und es gibt jetzt sogar eine elektronische Form.....Moment, XXXX (Name der Webseite.)
140	39:19.7 - 39:55.8	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
141	39:55.9 - 40:24.2	Das bedeutet für mich Interaktion. D.h. Gruppenarbeit, Teamwork im Unterricht. Mehr Kommunikation, mehr interaktiv mit den Studenten. Für mich ist das so. Ich bin kein Dafler, deshalb kann ich nur grobe Begriffe nennen.
142	40:24.4 - 40:37.7	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?

143	40:37.7 - 40:52.7	Interviewer: Ich kann ja auch so rum fragen. Als du Deutsch gelernt hast in Taiwan und wie heute Deutsch unterrichtet wird, hats da eine Veränderung gegeben?
144	40:52.7 - 42:32.6	Ich würde so sagen...in der Zeit als ich Deutsch gelernt habe, wir können zwar Texte lesen, aber wir können kein Deutsch sprechen. Wir sind nicht dazu fähig von uns aus etwas auszudrücken. Und heutzutage durch die kommunikative...durch diese Unterrichtsform können die Studenten mehr ausdrücken, aber die haben leider keinen Inhalt. ^^^^^ D.h. die können echt dadurch....sie haben mehr Möglichkeiten etwas zu bekommen, aber das Wissen das sie bekommen haben, ist nicht tief genug. Das Wissen, das sie bekommen haben, es reicht zum Gespräch, und die trauen sich auch ein Gespräch zu führen oder trauen sich eher was auszudrücken, aber Inhalt fehlt. Der Inhalt! Wenn man beide Formen zusammen bringen könnte, dass wäre sehr gut....wäre es ideal.
145	42:32.7 - 43:05.7	^^^^^ die haben keine innere Ruhe, um etwas zu lesen, um etwas nachzudenken. Die Gesellschaft ist zu laut...ja, schnell auch.
146	43:05.8 - 43:17.9	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
147	43:17.9 - 44:20.8	Ich habe eine gewisse Freiheit etwas selbst zu machen. Weil ich meine, Lehrtätigkeit schön und gut. Es gibt bestimmten Druck. Aber, wie ich meinen Unterricht entwerfe, usw. es liegt ein bisschen....ich meine, ich habe noch ein bisschen Möglichkeit für mich behalten oder Freiraum für mich behalten. Und auch das Wissen weiterzubringen, macht auch Spass. Und durch diesen Beruf, ich zwingen mich auch dazu etwas Neues zu lernen, usw, und an die Entwicklung der Gesellschaft anzupassen. Sonst bleibe ich nur im Archiv, weisst du. Ha, ha...
148	44:21.0 - 44:36.4	Q19. Interviewer: Was ist für dich die größte Herausforderung/Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
149	44:36.5 - 46:19.2	Weiss ich nicht, ich muss mal überlegen....^^^ ^^ Alle zufriedenzustellen! Ha, ha, ha...ja, das ist meine Schwierigkeit, zum Beispiel die Studenten, bei allen Studenten Interesse zu erwecken für mein Fach. Und noch eine andere Schwierigkeit ist <i>jiaoshi guanli</i> Disziplin den Studenten beizubringen. Ja. Das ist für mich ein bisschen schwer. Disziplin beim Lernen. Weil für mich ist es so, ob du lernen willst oder nicht, das liegt an dir; nicht an mir, weil du lernst für dich, nicht für mich. Und diese Einstellung habe ich immer noch. Ich kann nicht wie die anderen Lehrer so machen, die verlangen von den Studenten was was was, usw. Babysitter, das kann ich nicht. Wenn die Studenten nicht lernen wollen, dann kann ich auch nicht dafür.
150	46:19.2 - 46:26.0	Interviewer: Danke für das Gespräch. ENDE

Appendix 5.7: Interview Transcription “Mei-Zhen”

Name: Mei-Zhen **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 43 minutes; Page number: 10;
 ... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.1 - 1:28.5	(Begrüßung) (über etwas aus dem Interview sprechen)
2	1:28.5 - 1:33.3	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
3	1:33.3 - 1:36.9	XXXX (6-10 Jahre)
4	1:36.9 - 1:40.9	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichte?
5	1:40.9 - 2:02.4	Ja. Vorher Teilzeit in XXXX (<i>der Name einer Universität</i>). Ein Semester.
6	2:02.4 - 2:08.5	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
7	2:08.6 - 2:35.9	In XXXX (<i>Name einer Stadt</i>) promoviert. Hauptfach ist Neu Philologie, Nebenfach ist "Sprachwissenschaft" und "Sprachlehrforschung".
8	2:35.9 - 2:43.9	Ja. Doktor in XXXX (<i>Name einer Stadt</i>) an der XXXXUniversität.
9	2:43.9 - 2:53.0	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten? Interviewer: Praktikum oder Training in deiner Studienzeit?
10	2:53.0 - 3:01.7	Nicht sehr direkt, nein.
11	3:01.6 - 3:06.3	Nicht so viel, nein. Während meines Studiums nicht.
12	3:06.2 - 3:14.6	Aber nach meinem Studium, während meiner Lehrtätigkeit, ja.
13	3:14.6 - 3:15.8	Interviewer: D.h. du hast sehr viel Fortbildungen gemacht?
14	3:15.7 - 3:21.6	Ja. D.h. in den vergangenen zehn Jahren habe ich Fortbildung gemacht, ja.
15	3:21.6 - 3:45.7	Q4A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du?
16	3:45.7 - 4:12.2	Am Anfang? Am Anfang, so wie jetzt auch, diese Passivität von den Lernenden. (<i>Damit hat sich Q4 B erledigt.</i>)
17	4:12.1 - 4:13.2	Interviewer: D.h. du hast das Problem am Anfang gehabt und jetzt immer noch, also die ganze Zeit?
18	4:13.1 - 4:56.9	Und am Anfang, das ist ganz neu für mich als Lehrer und daher so Lehrmaterial muss ich noch gewöhnen, neu Kurse muss ich anarbeiten, vorbereiten. Neue Lehrwerke auch. Wenn ich Lehrmaterial einführen möchte, dann muss ich das auch neu bearbeiten. Und ich denke, wenn ich unterrichtet anbieten vor allem im XXXX Kurs (<i>ein sehr fortgeschrittender Kurs</i>), dann ist es schlecht, wenn ich nur den gleichen Material alljährlich, also jedes Jahr, den gleichen Material anzubieten, ist schlecht.

19	4:56.9 - 7:41.4	Ich habe vor zehn Jahre promoviert und daher wenn ich immer Unterricht solche Lehrmethode oder Inhalt anbieten, was ich früher gelernt habe, ist dann uninteressant. Und daher tendiere ich immer mehr neue Sachen einzubringen. Sei es in der XXXX oder XXXX (zwei Programme in dieser Institution), ja. Und in der XXXX (vierjähriges Programm) wir haben ein Team hier, für Studienanfänger und alle drei Jahre wechseln wir ein Lehrwerk für Sprachkurs für Anfänger. Sei es Grammatiklernen oder Lektüre, <i>duben wenfa</i> (Chinesisch) (<i>Lesen, Grammatik</i>) nennen wir das. <i>Duben</i> oder <i>wenfake</i> solche Kurse benutzen wir auch so ab und zu neue Lehrwerk. Ich habe nur 6-10 Jahre gearbeitet, ich habe drei verschiedene Lehrwerke für das vierjährige Programm schon benutzt. Einmal ‚Moment Mal‘, einmal ‚Passwort‘, und jetzt sind wir daran bei den ‚Schritte‘ ^^^^^ Zwischendurch haben wir auch eine Berliner Platz benutzt. Die sind so für wichtige Grundbasis für unsere Studierenden, ja, im ersten Jahr und zweiten Jahr, ich unterrichte meistens Kurse im ersten und zweiten Jahr und daher bis jetzt haben wir vier, vier verschiedene Lehrwerke benutzt. Und ausserdem für Laborunterricht, da müssen wir auch ständig neu Lehrmaterial einbringen und daher wir haben von..am Anfang gabe es ‚Hallo aus Berlin‘, ‚Familie Baumann‘, auch ein bisschen, ^^^^^ ‚Deutsch Alltag‘, und dann haben wir auch ‚Redaktion D‘, ganz neu ist ‚Redaktion D‘, dieser multimediale Kurs.
20	7:41.3 - 8:02.8	Deutsche Welle auch online, die sind interaktiv. Also, quasi für Sprachunterricht, vor allem dies auditive Unterricht, dieser Laborunterricht müssen wir ständig neue Lehrwerke wechseln. Zusatzmaterial herstellen.
21	8:02.8 - 8:08.3	Interviewer: Warum macht ihr das?
22	8:08.3 - 8:53.3	Aus verschiedenen Gründen, hauptsächlich ist für die Studierenden, dass sie online etwas finden können. ^^^^^ Es gibt eine große Differenz in der Klasse, manche lernen schneller, manche lernen langsamer, manche fehlt in der Klasse, von daher machen wir oft sehr oft Webseite und stellen wir in der Webseite die Sache die man lernen müssen
23	8:53.3 - 8:59.6	Interviewer: Digitalisierung des Unterrichts, da macht ihr auch mit?
24	8:58.3 - 9:05.2	Ja. Auf jeden Fall.
25	8:59.6 - 9:00.6	Interviewer: Machst du das alleine, oder gibt es da eine Arbeitsgruppe?
26	9:05.1 - 9:38.9	Je nach Projekte. Es gibt so Projekt, die wir beantragen bei den NSC National Science Council bei diesem NSC beantragen wir auch Unterstützung, finanzielle Unterstützung und bekommen wir mehr Geld, dann können wir bessere Webseite herstellen, mit XXXX, Frau XXXX, Frau XXXX mit andere Lehrer....
27	9:38.9 - 9:40.0	Interviewer: Teamarbeit?
28	9:40.0 - 9:54.4	Hauptsächlich im Team. Es gibt von der Universität, dass wir für verschiedene Kurse auch Webseiten herstellen können. Es gibt auch so privat also allein für bestimmten Kurs. Das ist auch möglich.
29	9:54.4 - 10:03.2	Interviewer: Anreize von der Universität. Gibt es da Vorgaben von der Universität, dass ihr das machen müsst?
30	10:03.2 - 10:14.3	Müssen wir nicht. Wir können das machen und die geben uns Unterstützung, finanzielle Unterstützung von der Uni auch.
31	10:12.2 - 10:39.6	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
32	10:42.7 - 12:08.8	Mittlerweile bekommen wir Exzellenzprojekt. (Keine Antwort auf die Frage.) Man bekommt einen Haufen Geld vom Kultusministerium, das ist extra für Unterrichten oder für Teaching, ähh, Unterstützung. Und daher bekommen wir auch TA, teaching assistant, also Magistranten oder bessere Studenten,

		die dürfen auch so Stunden anbieten, Nachhilfestunde, den Studierenden anbieten. Dann nicht nur das, die bieten auch Kurse an, für die Betreuung der Studenten auch, die Magistranten betreuen die Studierenden auch. Solche Projekte gibt es auch. Und die Magistranten unterstützt unsere Lehrtätigkeit auch. ^^^^^ Und jeder Lehrer bekommt einen Magisterant, einen Studenten zum Korrektur oder zum Tippen, ja, die helfen uns einige...oder Lehrwerk zu suchen, oder eine Literatur zu suchen in der Bibliothek...
33	12:08.7 - 12:26.2	Interviewer: ^^^^^...Ist denn dein Arbeitsaufwand so extrem, dass du Hilfe brauchst bei der Verwaltung?
34	12:26.1 - 12:58.9	^^^^^ In Bezug auf meine Lehrtätigkeit bekomme ich Hilfe, in Bezug auf Verwaltung wenig. Also, in diesem Sinne unsere Belastung Verwaltungssache wird erleichtert. In diesem Sinne. Einigermaßen erleichtert.
35	12:58.9 - 13:07.8	Interviewer: Diese Erleichterung muss es geben...ist denn eure Belastung ausserhalb des Unterrichts so sehr angestiegen?
36	13:07.8 - 13:54.1	Diese bürokratische Verwaltungssachen gibts immer noch, dass der Lehrer, unsere Lehrer ständig diese Formular ausfüllen, jene Formular ausfüllen, ha, ha...oder für die Evaluation von aussen alle vier Jahre gibt es eine Evaluation von aussen, von der Kultusministerium, da kommen Fachbegutachter zu uns im Dezember kommen welche zu uns, dafür gibt es auch Verwaltungsbelastungen...
37	13:54.0 - 14:08.4	Interviewer: ^^^^^ Sind Belastungen immer noch gleich?
38	14:08.5 - 15:12.7	Warte mal, ja, warte mal. D.h. ob ich jetzt neue Herausforderungen habe? ^^^^^ Jaaaaa! Die Hauptschwierigkeit für heute ist, je länger ich hier arbeiten, fragt man mich, ob ich weiter forschen. Also, d.h. anderer Schwerpunkt kommt. Nicht nur unterrichten sollte ich, sondern ich muss auch forschen. Und schließlich werde ich von Kollegen gefragt, ob ich genug Recherche, so Forschungsarbeit gemacht habe, ob ich meine Habilitation geschrieben habe. Man fragt mich danach.
39	15:12.6 - 15:15.0	Interviewer: Warum fragen dich die Kollegen danach?
40	15:15.0 - 15:40.1	Die Kollegen von anderen Abteilungen oder Fakultät fragen mich, XXXX, warum schreib deine Habilitation nicht? Ha, ha... <i>gangkuai shengdeng</i> (Chinesisch) (<i>Mach schnell deinen Upgrade</i>) sagen sie ständig.
41	15:40.2 - 15:46.0	Q6. Interviewer: Findest du es schwer, deine Studenten zu motivieren? Warum, oder warum nicht?
42	15:46.0 - 16:39.0	^^^^^ Ich denke, sie haben zu wenig Übungsmöglichkeiten. Ich meine aktive Sprechübungen, oder Schreibübungen. Dieser Output ist zu wenig. Die Chance ist zu wenig da. Und, ja, na ja, in diesem Sinne merke ich, wenn sie da noch mehr Chance hätten, dann ist das leichter. Äh, dann werden sie eher motivierende (?) wenn es so verschiedene Wettkampf gäbe, oder Kontaktmöglichkeiten mit Muttersprachlern, mehr Chancen hätten, dann werden sie auch motiviert, denke ich...
43	16:43.2 - 16:51.0	Interviewer: Was sind denn das für Wettbewerbe?
44	16:51.0 - 17:29.1	XXXX-Pokal bei uns...oder insgesamt im ganzen Taiwan gibt es Rheinpokal. ^^^^^ Solche Pokal, ich denke, du kennst die auch, ^^^^^ ahh, es gibt verschiedene Inhalte bei diesem Rheinpokal, Text vorlesen, freies Sprechen, oder Gesang oder Theater aufführen oder Sportart oder verschiedene Arten von Wettkampf gibt es bei dem Rheinpokal.
45	17:29.1 - 17:32.3	Interviewer: ...solche Aktivitäten motivieren deine Studenten?
46	17:32.3 - 17:38.3	Auf jeden Fall.

47	17:38.3 - 17:45.1	Interviewer: Im Unterricht gibt es keine Probleme, da bist du zufrieden?
48	17:45.4 - 19:35.8	Habe ich diesen Eindruck. Wir haben jetzt eine Lehrwerk heisst Schritte gefunden. Schritte ist gut konstruiert, konzipiert, dass man auch lernt sofort lernen und Output sofort sprechen können, das ist schon eine motivierende Sache. Habe ich diesen Eindruck, dass die im Unterricht schon kleine Aktivitäten, also Unterrichtsaktivität, so <i>jaoxuehuodong</i> (Chinesisch) (<i>Lernaktivität</i>) nennen wir das, wenn sie mehrmals erzählen können, darbieten können, dass kann auch Gruppenarbeit oder role-play sein, solche kleinere Dialoge wenn sie die auswendig lernen und darbieten können, dann freuen die sich. Auf jeden Fall im Unterricht. Und ich merke, es hat mit dem Lehrwerkkonzept viel zu tun. Und Schritte merke ich, ist sehr gut für mündliche Übung. Für Sprechübung auch. So, kürzere Dialoge, sofort lernen und sofort kann ich anhand von solche kürzere Dialoge, daraus so pattern drills Übungen machen lassen. Und das hilft ein bisschen habe ich diesen Eindruck. Das man Audio-linguale Methode einbringen, nicht nur immer GÜM, nicht nur immer Schwerpunkt auf Grammatikvermittlung, ha, ha, ha.
49	19:35.8 - 19:46.2	Interviewer: Dieses Lehrwerk habe ich noch nicht gesehen.
50	19:46.2 - 20:17.1	Und vor allem, ich denke Berliner Platz. Du kennst Berliner Platz auch. ^^^^^ Ich bin auch davon begeistert und von Berliner Platz ist diese Lernstrategie dabei. ^^^^^ Und diese Lernstrategie sollte man nicht nur wissen, sondern auch mehrmals üben. Das ist in diesem Sinne eine gute Lehrwerk zu finden, so geeignet zu finden, ist nicht leicht.
51	20:17.5 - 20:43.6	Interviewer: Das war gut am Berliner Platz und das alle drei Lektionen eine Wiederholungslektion stattfand. Wenn du Schritte machst, nimmst du dann noch was aus dem Berliner Platz?
52	20:43.6 - 20:54.2	Leider nicht. Ich kann nur Lesetext...nicht viel von Berliner Platz.
53	20:54.1 - 21:02.6	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
54	21:03.9 - 22:40.8	Ja,ja. Also, ich denke, die GÜM Methode mögen die Taiwaner so sehr, dass sie unbedingt Grammatik lernen möchten. Aber, ich denke, ich merke, die Studenten sprechen ja ausserhalb des Unterrichts nicht viel. Es ist dann notwendig im Unterricht mehr Sprechübungen zu machen. Von daher es wäre es gut, wenn sie diese Audio-linguale....Anreiz geben und dann Response, schreiben, oder schreiben....Sprechübungen machen lassen, finde ich, dass ist auch eher wichtiger. Solchen Stil hab ich ein bisschen geändert. Früher sehr viel Grammatik und dann mittlererweile denke ich, sehr viel zu erklären, lohnt sich nicht. Die lernen das sowieso nicht. Aber zweimal dreimal üben für die Studierenden, die auditive Lerntypen sind, werden sehr schnell merken, wenn sie hören sprechen üben Übungen machen, dann lohnt sich auf jeden Fall, einen anderen Lehrstil zu verwenden.
55	22:40.8 - 22:44.0	Q8. (erster Teil der Frage) Interviewer: Wirst du von deinen Studenten evaluiert?
56	22:44.0 - 22:46.2	Oh, ja.
57	22:46.1 - 22:56.1	Q8. (zweiter Teil der Frage) Interviewer: Inwieweit beeinflussen dich diese Bewertungen?
58	22:56.1 - 24:30.2	Diese Evaluation machen wir jedes Semester einmal. Und zwar schriftlich. Früher gibt es noch strengere und zur Zeit gibt es nur online Version. D.h. Studenten müssen zuerst ihre Evaluation auf der einen Webseite machen und dann dürfen (<i>können sie erst</i>) sie ihre Note, die Semester abschlußnote sehen. Und manche machen das und manche machen das nicht...und daher....Evaluation für uns ist sehr wichtig. In dem Sinne, es gibt insgesamt 7 Punkte, am höchsten Punkte ist 7, aber müssen über 3,5 sein, ja, gut, also wer unter 3,5 kriegen, bekommt nicht Ärger, sondern man ärgert sich

		selbst. D.h. die Universität, die Uni weiss das, der Institutsvorsitzende weiss das von auch und der Lehrer werden auch eingeladen zu einem Gespräch von der Uni ^^^^^ Aber bis jetzt, ich denke, dass ist für mich kein Problem. ...legen sehr viel Wert darauf. Ich weiss, dass ist nicht schief, bei mir nicht schief.
59	24:30.9 - 24:48.5	Interviewer: ^^^^^ Sind die Fragestellungen bei den Evaluierungen überhaupt nützlich? Nützen dir die Fragen denn so als Lehrkraft?
60	24:48.5 - 25:51.2	Äh, ich denk, merke, das sind Evaluationen für ganzen Universität fast gleich. Es gibt zwei verschieden Sorten von Evaluation. Es gibt auch Evaluation für ein Praktikum, so praxisorientierter Unterricht. und einen Unterricht für allgemeine Vorlesungsunterricht, obwohl es zwei Sorten von Evaluationsbogen gibt, ich denke, dass ist zu allgemein. Das ist nicht bestimmt praktisch für Fremdsprachenfakultät. Fremdsprache ist so, ich denke man lernt Fremdsprache nicht nur kognitiv, nicht nur für gute Laune, diese affektive, dass ist eher so Skill, das ist eine Skill, das ist eine Fähigkeitstraining. Man sollte eine andere Evaluationsbogen herstellen für Fremdsprache.
61	26:04.6 - 27:26.7	^^^^^ Jeder Lehrer hat auch Bogen (<i>Selbst-Evaluierung</i>) auszufüllen. Es geht da um Lehrtätigkeit um Forschung und Service, also Bedienung. D.h. Service <i>fuwu (Chinesisch) (Dienstleistung)</i> nennen wir das ^^^^^ <i>yanjiu (Chinesisch) (Forschung)</i> 70%, ^^^^^ <i>fuwu (Chinesisch) (Dienstleistung)</i> 15%, dass wir die Univerwaltungsarbeit auch mitmachen und auch Lehrtätigkeit 15%. D. h.wir sind gefragt, jeder Lehrer sollte mindestens jedes Jahr eine Publikation, eine Forschungsarbeit schreiben, in einem Journal oder in einer Konferenz einen Vortrag zu halten. Solche Evaluationsbogen haben wir auch.
62	27:26.7 - 27:31.9	Interviewer: D.h. diese Evaluierung ist einmal pro Jahr?
63	27:31.8 - 27:36.4	Ja. Ja.
64	27:36.4 - 27:43.0	Q 9. Interviewer: Was hat das für Konsequenzen, wenn du nicht gut wärest?
65	27:42.9 - 28:21.2	Das könnte schlimme Konsequenzen haben. Die Univerwaltung lädt uns wieder ein, die bieten uns natürlich auch extra Kurse an, wenn wir unterrichten schlecht. Also, wer bei Lehrtätigkeit schlechte Noten bekommen unter 3, dann bekommen die auch eine Umschulung.
66	28:21.2 - 28:30.5	Interviewer: Aha, wenn Lehrer Probleme haben, gibt es <i>buxiban (Chinesisch)</i> , also Nachhilfe!
67	28:30.6 - 29:11.5	Ja. Ja. D.h. jeder Lehrer hat nicht Didaktik Methodik gelernt, die haben zwar in Deutschland promoviert, aber nicht jeder hat Didaktik Methodik gelernt. Daher die Universität bietet auch solche Sitzungen, Vorträge auch oft. Und wenn der Lehrer bei diese Frageevaluationsbögen schlechte Noten bekommen könnten, werden auch (<i>auf-</i>) gefordert solche Vorträge zuzuhören. Also.....
68	29:11.5 - 29:23.1	Interviewer: ^^^^^ also du wirst aufgefordert, aber du kannst das auch freiwillig?
69	29:23.0 - 29:40.8	Normalerweise ist freiwillig bis jetzt. ^^^^^ Und natürlich die Uni ist noch nicht so streng, die haben noch keine richtigen Regeln gesetzt. Im Augenblick ist es noch ganz locker gestellt, dass wir alle drei Jahre nur eine Arbeit schreiben.
70	29:40.8 - 30:04.5	Interviewer: Und diese Arbeit, du dagst, dass muss im Journal sein oder können Konferenzen sein. Ihr seid nicht gezwungen diese SCI Standards zu erfüllen?
71	30:04.5 - 30:11.1	Nein. Irgendein Journal.
72	30:19.2 - 30:31.6	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine

		Meinung und Erfahrung dazu?
73	30:31.6 - 33:03.3	Prüfungsorientiert? Ich denke, vor der Universität ist es auf jeden Fall prüfungsorientiert. Und jetzt ist es mittlerweile auch, mancher Lehrer bedroht die Studierenden hier mit den Noten. Das sind alles schlechte Mittel natürlich. Prüfungsorientiert in diesem Sinne jetzt unsere Abschlussqualifikation ist ZD Zertifikat Deutsch das ist unsere <i>biyemenkan</i> (Chinesisch) (<i>Abgangsvoraussetzung</i>) nennen wir das. Die Studierenden im vierjährigen Programm müssen auch das Niveau erreichen. Bei den Magisteranten, die sollen dann TestDaF in allen Bereichen 3 schaffen. Ja, ja, ja. Aber meisten schaffen das noch. Bis jetzt kein Problem. Gott sei Dank! In diesem Sinne denke ich, prüfungsorientiert ist auch gut! Es gibt diese Europäischen Sprachreferenzrahmen. Ich denke, dass ist genau gut für uns als Lehrer, dass wir uns daran orientieren. Und wir versuchen uns auch solche Lehrwerk zu benutzen. Und dann auch ständig jedes Semester bieten wir auch interne Prüfungen an. Interne Zertifikat Deutsch Prüfung an. Und wir ermutigen unsere Studenten auch nach XXXX zu gehen und da diese richtige ZD zu machen. Damit sie so eine Dokument bekommen, ja. Am schönsten ist dieses Zertifikat für den Beruf aber wir für Lehrer wir setzen das als Ziel, aber bis jetzt alles noch im Plan....
74	33:03.3 - 33:06.5	Interviewer: ^^^^^ das wäre etwas höher als ZD?
75	33:06.6 - 33:35.4	Auf jeden Fall. Richtig. Mit Schwerpunkt Wirtschaftsdeutsch auch... und dafür müssen wir noch den Kopf ...grübeln wie wir mit dem Curriculum planen...den Studenten weiter dahinzuführen...ich denke, das kommt noch....da müssen wir uns noch viel Gedanken drüber machen.
76	33:35.4 - 33:52.2	Q11. Interviewer: Was sind die entscheidenden Herausforderungen außerhalb des Unterrichts?
77	33:52.2 - 34:58.5	Forschung? Auf jeden Fall, ja, ja. Hauptsache ist wir werden auch weiter gefordert zu forschen. Ich merke ja auch in Bezug auf Didaktik Methodik, es gibt ständig neue Lehrmethoden, die ich auch gerne einsetzen im Unterricht. Und ausserdem, wenn ich die Zukunftsaussichten meiner Studenten Studierenden vor allem Magisteranten denken, man denkt dann überlege ich mir auch, wie sie am besten und effektivsten Deutsch lernen und was ihre zukünftige Arbeit könnten, wir bilden Studenten für Dolmetschen als Schwerpunkte, und Didaktik Methodik und dann überlege ich mir auch wie ich meine Studenten also Magisteranten ausbilden, also quasi zukünftige Lehrer ausbilden....
78	34:58.6 - 35:17.0	...überlege ich mir auch und in diesem Sinnne muss ich auch die neue Tendenz im Bereich Didaktik Methodik auch wissen. Ja. und dann auch im Unterricht vermitteln, natürlich.
79	35:17.0 - 35:18.0	Interviewer: Also, das sind alles Herausforderungen....
80	35:18.0 - 36:08.8	Die sind neue Herausforderungen vor allem die neuen Herausforderungen mit den neuen Medien und neue Technologie..., ja, das man heutzutage auch sehr oft Fremdsprachelernen durch Medien. Medien entwickelt sich so schnell und in diesem Sinne...Mit Wahrscheinlichkeit könnten unsere Studierenden in der Zukunft Unterricht online anbieten. In der Lage sind Internet (?) medien (?) benutzen und online Kurse anbieten, wenn sie irgendwo sich befinden und da keine Schule oder Schule keinen Unterricht anbieten können aber sie können dennoch online Kurse anbieten, vermute ich.
81	36:08.8 - 36:21.2	Q12. Interviewer: Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
82	36:21.2 - 38:04.3	Schwierigkeiten? ^^^^^ Viele Probleme hat die Uni hier. Ganz konkret. Finanzielle Zuschuss werden abgekürzt. Und daher wir konfrontieren zur Zeit auch mit diesem finanzielle Probleme. Das ist erstens. Stellenabbau. Sowohl bei den Sekretärin als auch bei den Lehrer...^^^^^ wenn ein

		Lehrer in den Ruhestand geht, dann wird seine Stelle nicht besetzt. ^^^^^ Die Stelle wird abgestrichen, ja. D.h. es gibt Beschränkungen jetzt. Also, d.h. die Kultusministerium bieten nicht mehr weitere Stelle an, aber die Kultusministerium hat andere Entwicklungsideen, dass sie...die tendiert mehr online Kurse anzubieten.
83	38:04.3 - 38:10.7	Interviewer: Das ist allgemein für eure Uni?
84	38:10.7 - 39:08.2	Das ist allgemein nicht nur für unsere Uni und für ganz Taiwan auch! Da wird auch Stelle angeboten, aber nicht normale Klassenzimmerunterricht. Es gibt virtuelle Klassenzimmer. Da wird Stelle angeboten und Zuschüsse bekommt man. Zum Beispiel Kurse für Berufstätige...Magisterprogramme, da gibt es mehr Geld. Und, ja, verstehst du? ^^^^^ Für normale Lehrer dann eher nicht.
85	39:08.1 - 39:48.0	(Interview kurz unterbrochen) Drei Lehrer benutzen das gleiche Lehrwerk....und daher müssen wir auch koordinieren ein bisschen. D.h. sie müssen wissen, wie weit ich bin, ich bin heute mit der gleichen Klasse von daher ist es gut wenn er weiss wenn sie weiss wie weit ich bin.
86	39:48.0 - 39:49.4	Interviewer: Und die Teamarbeit klappt bei euch?
87	39:49.3 - 41:27.1	Joo. ^^^^^ Gott sei Dank, heutzutage gibt es Email. Wenn ich mit manche Lehrer nicht zurechtkomme, dann schreibe ich derjenige oder die denjenige einen Email und die reagieren, die rufen mich zwar nicht an, aber die schreibt zurück. Hat bisher gut geklappt. Ich denke Lehrer hat einen Konsens, wenn ich derjenige oder diejenige darauf hingewiesen habe, dass wir soweit sind, dass die Lernende haben nur bis welchen Lektion gelanden, dann jeder hat Verständnis die wissen Bescheid okay gut die sollen nicht zu schwierige Texte oder Übungsblatt in die Klasse bringen. Manche Lehrer benutzt kein Lehrwerk, kein feste Lehrwerk, zum Beispiel Konversation für Anfänger die machen Kopieren und von hier ein bisschen von da ein bisschen, hach, und daher ist nötig ab und zu zu koordinieren. Ich bin Klassenlehrer und daher kümmer ich darum.
88	41:28.3 - 42:09.5	^^^^ Ich bin Klassenlehrer für ein ersten Jahr dieses Semester. Von daher gucke ich, was die gelernt haben und dann wenn ich merke da ist ein Lehrer, der kopiert eine Seite von andere Lehrwerk und wenn das zu schwer ist, dann merke ich das ist zu weit, dann schreibe ich ihm oder ihr eine Email. Das ist einwandfrei, kein Problem, dann bekomme ich auch eine Rückmeldung.
89	42:09.5 - 42:43.7	Interviewer: ^^^^^ ...sich nicht wohlfühlen in der Abteilung. Hast du sowas auch?
90	42:43.6 - 43:15.3	Für mich nicht so sehr. Also, in der Abteilung herrscht vielleicht für manchen Kollegen dieses Problem, aber ich denke, ich habe total Verständnis, wir haben eine Büro und jeder kann zur Mittagszeit kommen oder gehen, daher ich denke für mich ist gut da ein bisschen Austausch zu machen.
91	43:15.3 - 43:19.0	Interviewer: ^^^^^ aha, Austausch unter Kollegen in der Mittagszeit....
92	43:19.1 - 43:20.4	Richtig.
93	43:20.3 - 43:42.8	Wir essen zusammen. oder dazu noch eine Tasse Kaffee zu trinken mit verschiedenen Kollegen. In diesem Sinne herrscht hier für mich noch eine gute Arbeitsstimmung....atmosphäre hier.
94	43:42.8 - 44:04.6	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich?
95	44:04.6 - 45:00.5	Nein (kein Problem für mich). Ich denke, vielleicht hat damit zu tun, ich begleite oft den Anfängerkurs, ja, und von daher denke ich auch das ist

		unvermeidlich, die fangen von null an und die lernen nur vier Jahre und was kann man innerhalb vier Jahre schaffen? An und für sich nicht viel ahh, wenn ich mich beschweren möchte, dann eher bei den Magisteranten. Die Magisteranten, ich merke diese Tendenz, Kinder heutzutage oder Absolventen heutzutage beherrschen nicht höhere Sprachniveau nach vierjährige Studium Deutsch.
96	45:00.5 - 45:08.3	Interviewer: Du meinst von der Tendenz sind Studenten heute schlechter?
97	45:08.2 - 45:47.0	Mhh, bei den Studenten, schlechter, eher nicht. Wir können leider nicht bessere Studenten bekommen. Die Studenten, die Magisteranten, die Absolventen sagen wir die Absolventen, die zu uns kommen, die wollen an und für sich studieren, weiter fortbilden lassen, ja. Das ist ein paar gute, die äh, Deutsch interessanten, auf jeden Fall.
98	45:47.0 - 46:00.9	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?
99	46:00.9 - 47:29.7	^^^^ (Interview noch mal unterbrochen) ^^^^^ Aufgaben steigen auf jeden Fall. ^^^^^ Dieses Semester habe ich eine Verwaltungsaufgabe genommen. Das ist von Fakultät her. D.h. ich bin die XXXX. Der Dekan hat mich gebeten. Der Dekan ist auch nur Vertreter, das ist kein richtiger Dekan. Wir brauchen neuen Dekan und keiner hat sich bei uns beworben von daher, das ist auch ein Vertreter zur Zeit. Und der Dekan braucht eine Lehrer, der ihm helfen kann, ab und zu zu verschiedene Sitzungen gehen. Von daher, genau, gerade vor zwei Minuten (Mei-Zhen meint die Interviewunterbrechung von gerade eben) hat jemand angeklopft, für Fakultätsverwaltungssache.
100	47:29.7 - 47:35.6	Interviewer: D.h. du hast auch noch auf der Fakultätsebene zu arbeiten?
101	47:35.6 - 47:37.1	Ja. Muss ich, ja.
102	47:37.1 - 47:43.4	Interviewer: Finanzielle Entlastung oder freiwillig?
103	47:43.3 - 48:34.8	Das mache ich freiwillig. Aber die Uni hat deswegen für mich auch eine Entlastung gegönnt, gewähren. Nämlich, ich darf zwei Stunden weniger unterrichten. Also, d.h. ich übernehme die Verwaltungsarbeit und dabei darf ich zwei Stunden weniger unterrichten, XXXX (Details über die Arbeit) und dann kann ich zwei Stunden weniger unterrichten.
104	48:34.7 - 48:45.5	Interviewer: ^^^^^ hält sich das die Waage Verwaltungsarbeit und Stundenausgleich?
105	48:45.4 - 49:03.5	Mhhh, jetzt balanciert. Jetzt gehts noch. Ja, das finde ich fair. Ich kriege keinen Pfennig mehr, aber zwei Stunden weniger ist auch gut.
106	49:03.5 - 49:53.9	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so?
107	49:53.9 - 50:38.4	Bei uns ist das auch so, meistens, erstens. Das ist eher eine offizielle Formalität. Und in der Wirklichkeit, wir unterrichten quasi nach diesen Konzept von Lehrwerk. Und von daher, dieser Syllabus online für uns ist auch rein bürokratische Sache, aber wir müssen das tun, leider,....
108	50:38.4 - 50:49.9	Interviewer: Es wird von der Uni vorgegeben und ihr müsst das machen, obwohl ihr eigentlich das Lehrwerk unterrichtet?
109	50:50.0 - 51:44.0	Hm, ja, richtig. Wir unterrichten den Lehrwerk. Von daher dieses Syllabus online trage ich auch meistens von den Lehrwerk was der Lehrwerk, was im Lehrwerk steht, dann trag ich ungefähr ein. (Damit hat sich die Frage Q15 B erledigt.) ...dann überlege ich mir auch wie viele Stunden brauche ich für eine Lektion um zu bearbeiten, und ich finde neue Lehrwerk hat diese Funktion. Auch das neue Lehrwerks ist etwas Anderes als das alte Lehrwerk. Das

		neue Lehrwerks steht da drin, was wird in diesem Unterricht gelernt? Diese pragmalinguistische Sache wird hergestellt nicht nur das Thema, das macht auch sehr viel Sinn, denke ich.
110	51:42.9 - 51:56.1	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt wie sie aufeinander aufbauen?
111	51:56.1 - 54:07.8	Richtig. Haben wir. ^^^^^ Bis jetzt sind wir noch nicht so weit. Wir haben nur dadrin gestellt 138 Scheine müssen sie innerhalb vier Jahre schaffen ^^^^^ da drin steht so was und wie viel müssen sie in allgemeine Ausbildung machen, diese <i>tongshi (Chinesisch)</i> . Und wie viel sind Pflichtkurs, 32 allgemeine Bildung, 82 <i>zhuanye bixiu (Chinesisch)</i> , Pflichtkurs 82 Scheine, 12 Wahlkurse, 4 fachspezifische Wahlkurse, 18 für <i>xuecheng (Chinesisch)</i> . Das ist Extra eine Curriculum, da legen sie dann ihre Schwerpunkte auf Wirtschaft, elektronische Wirtschaftsführung, insgesamt 18 Scheine müssen sie holen. Eins von den beiden sollte man wählen. ^^^^^ So was gibt es online bei uns. ^^^^^ Studierende muss das wissen am ersten Tag.
112	54:07.9 - 54:15.5	Interviewer: Ihr macht eine Einführung für die Erstsemester?
113	54:15.4 - 54:25.6	Richtig. In der ersten Woche, ein Einführungskurs.
114	54:25.6 - 54:52.1	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
115	54:52.1 - 55:30.5	Kommunikativ ist, wenn man so Pragmalingustik oder auch Diskurstheorie einigermaßen auch einsetzen im Unterricht als Zielsetzung, und ich denke, für die meisten Lehrer ist das nicht ganz konkret und daher hilft uns sehr so sehr wenn wir solche Lehrwerk einführen für Sprachkurs. D.h. wenn wir entsprechende Lehrwerk benutzen und das ist schon sehr kommunikativ.
116	55:30.5 - 57:28.6	D.h. im Unterricht gibt es es auch schon so Sprechübungen, Dialoge, kürzere Dialoge und mündliche, eher so Sprachmittel werden auch vermittelt. Und der Schwerpunkt wird nicht auf Grammatikvermittlung gelegt, sondern eher auf pragmatische Sache. ^^^^^ Ich denke heutzutage, legen wir auch schon sehr viel Wert darauf. Wir benutzen Lehrwerke, die na ja so nach dieser Referenzrahmen konzipiert und das versichern uns auch einigermaßen, wir sind leider nicht so eine Fachleute Fachfrau oder Fachmann so viele Fachleute gibt es hier zwar viel Professoren hier an der Uni, aber leider schaffen wir noch nicht eigene Lehrwerk herzustellen. Und daher benutzen wir ständig vom Hueber Verlag oder Cornelsen Verlag..Hueber Verlag, Schritte ist Hueber Verlag, von Verlage weitere solche Lehrmaterial ich denke es gibt genug so Team so richtige Team vom Deutschland und da versichern uns auch das wir schaffen anhand oder mit solche Lehrwerk schaffen wir auch können wir unsere Schüler so weiterleiten bis zum Zertifikat oder darüber hinaus bis B2 oder C1 Niveau. Sonst schaffen wir mit eigene Ideen ich denke nicht leicht.
117	57:28.6 - 57:49.8	Interviewer: Normalerweise wird bei den Verlagen sehr experimentiert mit neuen Lehrwerken....Ich denke auch, es ist besser ein fertiges Lehrwerk zu kaufen als eins selber zu machen.....
118	57:49.8 - 58:10.0	Und vor allem diese kommunikative Lehrmethode von Piepho, das kennen nicht alle Lehrer und wir schaffen nicht selber so ein Text nach seiner Idee rezeptive reproduktive
119	58:10.0 - 58:26.5	Produktive oder kreative Übungen herzustellen. So was schaffen wir nicht. Und daher entsprechende Lehrwerk zu benutzen ist leichter.
120	58:26.5 - 58:33.2	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
121	58:33.1 - 58:40.6	Meinst du..... ^^^^^

122	58:40.6 - 58:46.3	Interviewer: ^^^^^ wenn du vergleichst wie du gelernt hast und wie du unterrichtest...?
123	58:46.2 - 59:33.9	^^^^^ Da hat sich etwas verändert. Wenn, ja, wenn ich vergleiche, was ich damals mit welchem Lehrwerk ich gewachsen bin oder gelernt habe mit jetzige Lehrwerk ist ganz anderes natürlich, ja. Und vor allem mündliche Überlieferung bekomme ich mehr. Diese Introjektionen (?) durch CDs, diese Tondateien, versteht man auch versteht Deutsch mündliche Überlieferung auch besser. Authentische Sprache besser.
124	59:33.9 - 59:52.4	Interviewer: Eine Kollegin hat erzählt, der Lehrer redet, alles schreibt mit...keiner spricht...das wäre heute anders...siehst du das auch so?
125	59:52.3 - 1:00:19.0	Zum Teil. Ich habe in XXXX gute Lehrer und zwar Muttersprachlerlehrer....und.....zum Teil, ja. ^^^^^ Richtig. Da wurde sehr viel gesprochen auch.
126	1:00:19.0 - 1:00:22.3	Zwischen den Studenten eher wenig.
127	1:00:22.4 - 1:00:28.4	Interviewer: Und wie hat das dann ausgesehen, war das dann so ein Q & A, so ein Antworten und Fragespiel?
128	1:00:28.4 - 1:00:38.7	Ja. Eher Frage und Antwort. Ja, richtig. Ja.
129	1:00:38.7 - 1:00:50.9	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
130	1:00:50.9 - 1:02:16.3	Schön ist, wenn ich jeden Sommer nach Deutschland fahren darf. Also, einerseits um diese Sprache zu erfrischen, andererseits die Neuigkeit der Dinge dieser Entwicklung ein bisschen näher zu wissen. Ich denke, das verbindet die sowohl eine Reise als auch die Arbeit, und ich gönne mir selber auch, und ich finde, das ist auch wichtig. Wie gesagt, die neue Stand der Sache mehr zu wissen. Vor allem, ich unterrichte nicht nur Deutsch, sondern auch Landeskunde auch, Kulturkunde auch. Gibts solche Kurs, das ist zwar Wahlkurse, aber dennoch muss ich wissen, was ist neuig (?) in der Schulsystem da oder in der Familieentwicklung da...andere soziale Wohlfahrtsystem, usw. das Politiksystem, diese Geschehnisse, da muss ich auch wissen, und von daher natürlich kann ich in Taiwan viel durch Internet wissen, aber dennoch das ist schöner, Freundschaft pflegen, ja.
131	1:02:16.3 - 1:02:25.7	Q19. Interviewer: Was ist für dich die größte Herausforderung/Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
132	1:02:25.5 - 1:03:13.8	Was ist die große Herausforderung? Ich denke, noch eine Arbeit in Bezug auf Didaktik Methodik zu schreiben. Eine Habilitation ist eine Herausforderung.
133	1:03:13.8 - 1:03:21.5	Interviewer: Vielen Dank für das Gespräch! ENDE

Appendix 5.8: Interview Transcription “Wen-Zhong”

Name: Wen-Zhong **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 1 hour 12 minutes; Page number: 13; ... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.1 - 0:24.8	(Begrüßung)
2	0:24.9 - 0:35.1	Q1. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan? Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
3	0:35.1 - 1:00.7	Beide Fragen muss ich mit Ja beantworten. Insgesamt XXXX (6-10) Jahre immer am gleichen Ort. Habe an keinem anderen Institut in Taiwan gearbeitet.
4	1:00.7 - 1:07.2	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
5	1:07.1 - 1:43.8	Meine Magisterstudienfächer sind Sinologie als Hauptfach, Germanistik und Japanologie als Nebenfächer. Und ich habe eine Zusatzausbildung in XXXX (<i>Name der Uni</i>) gemacht...das nennt sich Deutsch als Fremdsprache. Zusatzaufbaustudium. Aber ohne Bescheinigung.
6	1:43.7 - 1:57.9	Q3. (hat sich damit erledigt) Interviewer: War das ein rein theoretisches Studium oder hast Du da auch was Praktisches machen können?
7	1:57.9 - 2:38.4	Beides. Theoretisches mit Praktischem verbunden. 8 Scheine sind zu machen und ich habe sieben davon gemacht, deshalb habe ich keine Bescheinigung bekommen. Praktikum mussten wir machen an einem Studienkolleg. Das war für Rußlanddeutsche.
8	2:38.4 - 2:39.9	Interviewer: War das Praktikum auch mit Bewertung, also, dass dir jemand gesagt hat, was du falsch und richtig gemacht hast?
9	2:39.9 - 3:04.8	Weniger. Also, im Prinzip war mir jemand zugeteilt von dem Studienkolleg. Eine Lehrerin, eine erfahrene, die aber natürlich, genau, wie wir das auch getan hätten, mich ein bisschen Unterricht hat beobachten lassen. Ein, zwei Mal selber machen lassen, ein paar Aufgaben korrigieren lassen...aber, relativ wenig Feedback gegeben.
10	2:49.9 - 3:12.1	Ah, soll ich dir sagen, warum, die kein Feedback gegeben hat?
11	3:12.6 - 3:13.7	Interviewer: Ja! Warum?
12	3:13.7 - 4:23.0	Weil sie überwältigt war von diesen Vorbereitungen. Ich mache doch immer diese schönen Vorbereitungen auf Papier mit kleinen Icons links. Das habe ich damals angefangen, von da an fortgeführt und damals stand dann auch noch die Zeitdauer dieser Aktivität dabei. Also, d.h., sagen wir mal, ich hatte Partnerarbeit und dann 17 Minuten und dann die Beschreibung der Aktivität. Das als Plan für die ganze Stunde untergebracht und ihr natürlich vorher gegeben. Aber, da sie selber so etwas nicht machte und wohl gedacht hat, der ist ja völlig neue Generation, dass sie mir deswegen dann wenig Feedback gegeben hat. Die hat wahrscheinlich gedacht, wenn ich dem jetzt irgendwas sage, dann zweifelt der meine Kompetenz an, oder so.

13	4:23.0 - 4:47.8	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du? Q4 B. Interviewer: Hast du sie lösen können oder sind sie immer noch ein Problem?
14	4:47.7 - 6:57.7	Okay. Das größte Problem ist immer der Anspruch, mein Anspruch an die Studierendenschaft. Die...Ich denke immer, und das tue ich heute noch, um den zweiten Teil deiner Frage vorweg zu nehmen, äh, das müssten sie doch schon können, und sie lernen ja jetzt schon zwei Jahre oder drei Jahre Deutsch. Dann sollte doch eine einfache Unterhaltung möglich sein, dann müssten sie meine Arbeitsanweisungen auf Deutsch verstehen, sie müssen Fragen stellen können, also, was sie nicht verstehen, und generell sind meine Aufgabenstellungen, wenn ich da nicht sehr aufpasse, häufig, überfordern die die einfach. Das ist einfach zu viel verlangt. Und das war von Anfang an so, und das ist heute auch noch so, wenn ich nicht höllisch aufpasse. Mir sozusagen an die Wand einen Zettel mache, Studenten sind Anfänger! Das passiert mir heute auf noch mit unschöner Regelmäßigkeit, dass ich in den Unterricht gehe und denke, ich bin gut vorbereitet und stelle fest, dass alles viel zu schwer und viel zu schnell ist. Und dann muss ich drei Gänge runterschalten; sehr langsam sprechen, manchmal sogar Chinesisch sprechen, damit sie überhaupt noch wieder zurück aufs Gleis finden und damit die Stunde irgendwie zu einem Abschluß kommt.
15	6:57.6 - 7:19.2	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe? Zum Beispiel mit deinem Problem der Vorbereitung oder dem Studentenniveau. Hat es da Vorgaben gegeben oder hat dir da irgendjemand geholfen?
16	7:19.2 - 8:23.4	Nee. Natürlich nicht. Institutionell sowieso nicht. Oder, die Kollegenschaft ist natürlich mehr oder weniger hilfreich. Natürlich führst du deine Gespräche. Irgendwie kommt man dann schon zurecht. Es gibt ja auch keinen Konsens. Was die in irgendeinem Stadium lernen müssten. Wir haben seit zwei oder drei Jahren die Bestimmung, dass sie vor ihrem Abschluß Zertifikat Deutsch machen müssen. D.h. die einzige qualitative Schwelle ist eben das vierte Jahr. Im vierten Jahr müssen sie dann irgendwann das Zertifikat Deutsch bestehen. Was aber im ersten Jahr gelehrt oder gelernt werden soll, oder im zweiten und dritten...das ist überhaupt nirgendwo festgehalten.
17	8:23.3 - 8:37.5	Interviewer: Das wäre dann eine meiner Fragen zum Curriculum. Hilfe gab es also nicht und Vereinbarungen auch nicht?
18	8:37.5 - 8:40.5	Genau.
19	8:40.5 - 8:59.0	Q5. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht? Interviewer: Du hast gesagt, dass wären die Studenten?
20	8:58.9 - 9:02.8	Das Niveau der Studenten, mit dem ich häufig nicht klar komme. Ja.
21	9:02.7 - 9:19.9	Interviewer: Jetzt hast du gesagt, das geht dir immer wieder so. Was machst du, um das zu verändern? Du hast gesagt, du machst dir kleine Zettel, um dich selber zu erinnern; das sind Anfänger!
22	9:19.9 - 11:19.0	So ein Zettel, der hängt eigentlich bei mir hinter dem Computerbildschirm. Den nehme ich aber ab, wenn Studierende reinkommen, weil die wollen das nicht sehen, also, wenn was weiß ich, ein viertes Jahr Student bei mir reinkommt und die sehen bei mir den Zettel „alle“ dick unterstrichen, dann denken die sich, na ja, der Herr XXXX mal wieder und gehen wieder aus. Also für mich ist jetzt ein neues Problem aufgetaucht, aber ich denke, das könnte mit

		verschiedenen Faktoren zusammenhängen. Du darfst nicht vergessen, dass ich ja jetzt aus einem Jahr der Freiheit wieder zurück in die Klappsmühle komme, oh, ..du nimmst das auf...also zurück in meine Institution gesperrt worden bin. Und dass ich da nicht mehr so ganz im Trott bin und jetzt ist da ein neues Problem aufgetaucht und die Studierenden sind sehr empfindlich. Also, ich versuche immer, meistens vergeblich, den Unterricht aufzulockern, indem ich irgendwie lockere Sprüche mache oder irgendwie ein bisschen den Clown vor der Klasse mache, oder so was...und darauf reagieren die Studenten ablehnend. Und häufig wirklich aggressiv im Sinne von Du nimmst uns ja nicht ernst. Also, muss ich das wohl sehr runterfahren und sie ernst nehmen.
23	11:18.9 - 11:21.8	Interviewer: D.h., die kommen dann vielleicht mit deinem Humor nicht klar?
24	11:21.7 - 11:29.6	Mit Humor sowieso nicht. Aber das weiß ich eigentlich schon alleine.
25	11:29.5 - 11:35.5	<i>(der Interviewte muss eine kurze Pause einlegen)</i>
26	11:35.5 - 11:47.4	Interviewer: Gibt es da dann von deiner Institution für dich auch keine Unterstützung? Also, zum Beispiel, psychologische Seminare „Der neue Student?“
27	11:47.4 - 12:49.7	Ich denke, die Frage stellst du, obwohl du weißt, dass es jede Menge von diesen Seminaren gibt. Ich habe heute, glaube ich, noch zwei neue Einladungen aus meiner In-box gelöscht. Zu solchen und ähnlichen Veranstaltungen. Äh, eine war sogar ein richtig interessanter Titel, der nur leider zu einem Zeitpunkt anberaunt war, wo ich nun wirklich keine Zeit habe. Der hieß so ...äh, ... <i>goutong</i> (Chinesisch) Kommunikation mit deinen Studenten, oder so....konstruktive Kommunikation mit deinen Studenten im Klassenzimmer. Da habe ich mir gedacht, dass würde ich mir jetzt ja doch gerne mal antun und ein bisschen Fragen stellen und so...ging leider nicht. So etwas gibt es ständig. Das Problem ist dann, na ja, nennen wir es Faulheit. Ich gehe dann halt nicht hin.
28	12:49.6 - 13:08.9	Interviewer: Na ja, das ist dann eine Art von Fortbildungsangebot. Sie kommen aber nicht spezifisch auf dich zu und fragen, wie können wir ihnen helfen? Oder, was brauchen sie?
29	13:06.8 - 13:10.5	Nee. Um Gottes willen..., nein, nein.
30	13:10.5 - 13:15.5	Q6. Interviewer: Findest du es schwer deine Studenten zu motivieren? Warum oder warum nicht?
31	13:15.5 - 15:35.8	Ja. Ich denke, da sind wir in dem gleichen Thema. Also, es gibt keinen so direkten Draht zu den Studenten. Ich bin nicht so sehr mit deren Welt vertraut. Um sie zu motivieren, müsste ich ja zumindest wissen, was ihre Hoffnungen sind, oder was sie gerne tun und was sie gerne wären und tun würden und da habe ich schon eigentlich keinen Zugang. Und auf die Frage, was sie denn nun gerne machen würden, ist ja immer die Antwort: Egal. Deutsch wollen sie eigentlich in den seltensten Fällen tatsächlich lernen, wenn dann haben sie möglicherweise an anderen Stellen Frustrationen erfahren, und das möchten sie dann nicht sich dem noch mal aussetzen, insofern sind sie nicht sehr kooperativ bei Motivations-versuchen. Und ich weiss nicht so recht an welcher Stelle ich sie packen kann. also, mit was ich sie motivieren kann. D.h. meine Motivationsversuche beschränken sich eigentlich darauf, dass ich na ja, ich sag mir kleine Kinder, das ist eigentlich nur menschlich, wenn was Guts ist, dann lob ich das über den grünen Klee und wenn Fehler auftauchen dann versuche ich diesen Fehler zu kaschieren und mit der positiv richtigen formulierung zu überdecken. Also, ich

		versuche den Studenten sein Gesicht zu lassen. Äh, das motiviert dann schon irgendwo; zumindest zum Weitermachen und nicht zum völlig Passivwerden.
32	15:35.7 - 15:52.7	Interviewer: Liegt das dann daran, dass du mehr fortgeschrittene Kurse hast und die dann alles zu schwer finden? Oder ist das vielleicht...weil das hört sich so mehr danach, an als wenn das gar nicht so richtig dein Problem ist....
33	15:52.7 - 16:16.2	Ja. Also, ich bin mir nicht sicher, ob das nicht ein Verdrängungsmechanismus bei mir ist. Also, ähhh, gut! Ja, ich habe grundsätzlich keine Anfängerkurse. Die werden uns ausländischen Lehrenden nicht gegeben.
34	16:16.5 - 16:34.9	Interviewer: Ja. Das ist auch eine interessante Frage. Das ist bei uns ja auch ähnlich. Da heißt es dann immer, die Taiwaner sollen mal die Anfängerkurse machen.
35	16:34.8 - 18:47.8	Ja, ja. Also, das ist bei uns auch so. Und ich stelle da immer neue Vermutungen an, die meistens zynisch, aber schön formuliert sind. Äh, ich denke, das ist ein Thema für eine andere Zeit. Fakt ist, dass ich keine Anfängerkurse habe und äh, die Studierenden, die müssten wie gesagt auf einem gewissen Niveau sein. Ich würde sagen zweites Jahr, im dritten, vierten Semester sollten sie so an sich auf A2 sein. Im dritten Jahr sollten sie von A2 zu B1 kommen, und im vierten Jahr sollten sie dann irgendwann bei B2 landen. Das ist so das Ziel, was ich denke, das müsste erreichbar sein. Und das erwarte ich natürlich auch von der Klasse. Normalerweise ist es so, also bisher war es eigentlich immer so, dass, wenn ich eine Klasse mit 20 Studierenden habe, zum Beispiel, dann kann ich davon ausgehen, dass 10 von denen, irgendwo dieser Niveau-vorstellung entsprechen, also die Hälfte ist irgendwo da. Äh, oder da drüber eben. Die andere Hälfte, mit der muss ich dann irgendwie klarkommen. Ich konzentriere mich dann nicht darauf, denen, die das bisher nicht mitgekriegt haben, sozusagen Nachhilfe zu geben, sondern ich konzentriere mich eher darauf, äh, die etwas Besseren zu fördern. Das führt natürlich dann schon dazu, dass die Schlechteren nicht besser werden. Das nehme ich dann in Kauf. Andere Kollegen machen das andersrum. Mit einer, meiner Meinung nach genauso validen Erklärung, aber ich bin eben auf dieser Schiene und nicht auf der anderen.
36	18:47.8 - 18:54.2	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
37	18:54.1 - 19:25.0	Ich ändere es eigentlich konstant, ständig. Ich, äh, weil das Ergebnis nicht optimal ist. Vielleicht bin ich dann da sehr deutsch. Also, ich möchte dann schon einen Weg finden, dass das ein gutes Ergebnis zeitigt. Wobei, meine Definition von gutes Ergebnis ist: Die Studierenden können hinterher besser Deutsch als vorher.
38	19:25.0 - 19:38.3	Interviewer: Das ist einleuchtend. Was änderst du denn aber nun ständig? Die Methodik, die Inhalte? Oder?
39	19:38.5 - 21:52.7	Je nachdem. Also, im Moment, ich habe einen Kurs, der mir jetzt bisher viele Schwierigkeiten gemacht hat. Und das ist ein Aufsatzkurs im dritten Jahr. Und bis vor drei Wochen hatte ich wirklich massive Probleme überhaupt das richtige Material zu finden. Das sie in irgendeiner Weise noch bewältigen können. Also nicht nur drei, sondern mindestens 10 von 20 Studierenden. Und, äh, das ist ein ganz interessantes Phänomen in meinen Augen, weil diesen Kurs, also speziell den Aufsatzkurs im dritten Jahr, den unterrichte ich jetzt seit fünf, sechs Jahren, und habe da natürlich in diesen fünf, sechs Jahren mein Material angesammelt und die Vorbereitung vom Unterricht auch relativ schon fertig und die Aufsatzthemenstellung gegeben, usw. Das ist eigentlich alles ein Paket, was schon geschnürt ist. Was ich eigentlich nur vorziehen

		muss, um es zu benutzen. Äh, ja, und dieses Semester gings überhaupt nicht mit diesen Aufsätzen. die waren einfach überfordert durch die freien Aufsätze und jetzt muss ich das gesamte Programm umstellen und ihnen ganz andere Themen geben, die viel geleiteter sind. Äh, das ist ein Ding, wo ich sagen muss, irgendwas ist da vorher anders gelaufen als es in früheren Jahrgängen gelaufen ist. Da muss also ganz konkret nicht gelehrt worden sein, was früher schon da war. Da muss ein Problem sein. Oder die Studierenden sind tatsächlich ganz speziell, vollkommen anders als die in den letzten Jahren, was ich mir so jetzt nicht vorstellen kann.
40	21:52.7 - 21:58.7	Q8. Interviewer: Wirst du von deinen Studenten evaluiert? Inwieweit beeinflussen dich diese Bewertungen?
41	21:58.6 - 22:41.0	Ja..das ist natürlich jetzt eine schwierige Frage. Wir werden evaluiert. Jeweils zum Ende des Semesters. Äh, die Fragebögen gefallen mir natürlich nicht, da sie in einer Weise formuliert sind, das sie möglichst für die gesamte Uni passen. D.h. da stehen dann Fragen drin wie z. Bsp. äh,...das verwendete Lehrmaterial
42	22:41.1 - 24:23.4	fand ich angemessen oder hat mich überfordert, oder so was, ne. Das kann, wenn du das Lehrmaterial selber auswählst und einen Kurs unterrichtest, sagen wir mal, was weiss ich, Automechaniker oder so, das kann das sein, dass das jemanden überfordert. Aber, wenn das ein Lehrbuch ist, was fortgesetzt wird, vom zweiten ins dritte Jahr und dann ins vierte Jahr, oder so, und du machst dann Lektion vier anstatt Lektion drei wie du vorher gemacht hast, dann passt diese Evaluierung nicht unbedingt, das Kriterium ist nicht gut, äh, ähnliche Kritikpunkte an dem Evaluationsbogen gibt es mehrere, wo mir eben die Kriterien nicht aussagekräftig erscheinen. Also, dass ich dann wenig mit der Evaluation anfangen kann. Äh, ein Problem für mich ist, ähh, dass Studierende oft gar nicht in der Lage sind zu beurteilen, ob was für sie passt oder nicht und häufig auch nicht verstehen, was sie gelernt haben, also, ich bemühe mich auch in letzter Zeit häufiger, am Ende der Stunde, jeder Stunde zu sagen: Sie haben jetzt das gelernt. Das haben wir jetzt neu gemacht. Damit sie wissen, was sie gelernt haben. Das vergeht leider oft im Deutschen. Ich sag das auf Deutsch, und das kommt dann leider nur bei den ersten 10 an und bei den anderen 10 nicht.
43	24:25.2 - 25:19.9	Und dann, ein anderes Problem dabei ist, das es häufig einfach subjektive Noten sind, wie sagt man da, Haß- und Liebe-Noten. Was gefällt dir am besten im Unterricht, da steht dann immer, Herr Meier, und was gefällt dir am wenigsten im Unterricht Herr Meier. Also, das ist irgendwie, was soll ich damit. Evaluation ist, wie du weisst für uns ein Kriterium für das Fortsetzen der Karriereleiter. Also, wenn du dich befördern lassen willst, musst du eine ununterbrochene Evaluationsrate von 50% haben. Du musst immer mehr als 3,5 von 7 Punkten erreicht haben. Sonst kriegst du Ärger.
44	25:19.8 - 25:22.5	Interviewer: Aha, und wie sieht dann so ein Ärger aus.
45	25:22.5 - 26:11.2	Ärger heisst, ganz konkret im Rahmen der Beförderung ist die studentische Evaluation ein Punkt von vielen. Der zählt 15% deiner Gesamtevaluation, 70% dagegen sind besetzt durch die Forschungsergebnisse und die letzten 15% setzen sich zusammen aus mehreren Teilen darunter sind so Dinge wie Leistungen fürs Institut, Leistungen für die Uni,....
46	26:11.1 - 26:20.9	Interviewer: Da weiss ich gar nicht, warum du dir dann noch Mühe gibst zu unterrichten. Da wird ja dann nur noch geforscht.
47	26:20.9 - 27:39.0	Ja. Das ist eigentlich tatsächlich ein sehr heikler Punkt, denn ich kann zwar sagen, ich möchte das unsere Uni eine Forschungseinrichtung ist, den Satz habe ich in Deutschland häufig gehört, die sagen immer, die Universität XXXX ist eine

		Forschungsanstalt und weniger eine Lehranstalt. Und die versuchen dann ihr Exzellenzprogramm, ihr Exzellenzmärkchen da zu setzen. Das finde ich legitim genug, das wäre auf keinen Fall mein Ansatz, aber ich kanns verstehen und ich kanns auch durchaus gutheissen für eine Uni...nur, nicht im Bereich Sprache, also, äh, im Bereich Sprache. Ein ganz anderer Punkt ist, gehört der Bereich Sprache überhaupt in die Universität. Also, Sprachlehre. Das ist eine Sache über die man sich wirklich lange und gut streiten kann, und da möchte ich jetzt weiter gar nicht zu was sagen, aber, wenn du ein Sprachlehrer bist, dann finde ich, darf die Evaluation für deine Beförderung
48	27:39.0 - 29:08.6	nicht von deinen Forschungsergebnissen abhängen, sondern die sollte hauptsächlich von der Lehre abhängen; weniger von den Forschungsergebnissen. Das ist das, was du tun sollst, nachher. Aber das ist ein grundsätzliches Problem, was ich vorher schon mal habe versucht anzuschneiden, indem ich gesagt habe, je nachdem wie du Fortschritt definierst, also, wenn du sagst, ich ab Erfolg bei, in meinem Sprachunterricht, dann kannst du das definieren an „Die Studierenden können hinterher besser Deutsch als vorher.“ Das ist eine Möglichkeit der Definition, und die schreibe ich mir auf meine Fahnen. Also, als Ziel. Nicht das ich das Ziel unbedingt erreiche, aber das möchte ich gerne erreichen. Während andere Leute sagen, äh, die Studierenden sind zufrieden. Das ist mein Ziel. Oder die sagen dann, ich bekomme eine gute Note von den Studierenden. Oder, es heisst, die Studierenden haben das Gefühl, dass sie gut Deutsch können. Das ist ein feiner aber durchaus markanter Unterschied. Ob sie das können oder, ob sie das Gefühl haben. Solche Sachen. Da gehen die Definitionen wirklich auseinander. Und auch, nicht nur, dass das Institut irgendwie eine Meinung hätte, sondern jeder unserer Lehrer hat da seine eigene Meinung.
49	29:08.5 - 29:40.8	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen? Interviewer: Also, du hast gerade gesprochen von den Studenten, die dich bewerten. Aber du kriegst auch eine Bewertung von deiner Abteilung?
50	29:40.7 - 30:46.6	Ja. Richtig. Also, die Bewertung...also, für eine Beförderung musst du verschiedene Stufen durchlaufen, die erste Stufe ist eben die Bewertung durch die Abteilung, die besteht aus der studentischen Evaluation, der Evaluation durch die Kollegenschaft, immer belegt durch konkrete Beispiele, Beweisen. Also, wenn du sagst, ich habe etwas für das Institut getan, dann musst du das beweisen können. Da muss dann mindestens ein Dankeschreiben vom Dings vorliegen oder so etwas. Sonst zählt das nicht. Und ähhh, die zweite Stufe ist dann Fakultät, die dritte Stufe ist immer die Universität und dann wirst du befördert. Diese Evaluationen funktionieren eigentlich immer nach dem gleichen Prinzip, es gibt verschiedene Gremien und verschiedene Evaluationsbögen, die dazu benutzt werden.
51	30:46.6 - 31:10.6	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: passive taiwanische Studenten! Was ist deine Meinung und Erfahrung dazu?
52	31:12.6 - 34:02.7	Also, ich kann das nicht festmachen am jahrhundertealten, wie nennt man das „exam –Ding“, äh, Prüfungswesen. Da kann ichs nicht dran festmachen, aber ich sehe das auch so, dass die Studierenden sehr passiv sind. Doch, würde ich auf jeden Fall unterschreiben. Äh, ich habe einen Kollegen, der letzthin mal sagte, es stimmt gar nicht, die sind gar nicht passiv, die wollen ja alle was lernen, die sind nur aktiv in der falschen Richtung. Er gab dann das Beispiel von den ganzen gesenkten Köpfen, die fleissig schreiben, während der Lehrer spricht. Das war für mich dann eigentlich ein nettes Beispiel. Wo ich

		dann überlegt habe, was stimmt da dran nicht. Da stimmen natürlich viele verschiedene Dinge nicht. Das erste ist, der Lehrer sollte nicht die ganze Zeit sprechen. Die Studierenden sollten irgendwie zu Aktivitäten herangezogen werden. Also, da stimmte dann etwas mit dem Unterricht schon mal so nicht. Aber, wenn das ein Konversationskurs ist, dann sollten die Studenten nicht mit gesenktem Kopf da sitzen und schreiben, weil das ist dann nämlich einfach nur ein Zeichen, dass sie damit nur vermeiden aufgerufen zu werden. Die schreiben möglicherweise mal irgendwas ihrem Nachbarn, nur, damit sie nicht aufgerufen werden, und den Kopf senken können. Äh, und, im Konversationskurs sollte eben möglichst wenig geschrieben werden. Die Tendenz dieses Schreibens, erlaube mir, dass ich das noch zu Ende führe, also, du nennst dieses Schreiben während eigentlich irgendwas Anderes stattfinden sollte, das stört mich tatsächlich in meinem Unterricht. Ich habe häufig die Geschichte, dass sie eine Vokabel fragen. Und gut, Vokabel in einer Aufgabenstellung oder in einem Text, der dann tatsächlich tiefengelesen werden soll, oder so was, die gebe ich ihnen dann natürlich und ich versuche das relativ kurz zu machen, aber manchmal fällt mir dann eben eine zweite Vokabel ein, mit der ich die erste Vokabel erkläre, und wenn sie die dann auch nicht kennen, dann eben die dritte dazu. Und die schreibe ich dann an die Tafel. Das sind dann aber häufig sehr spezielle Dinge.
53	34:02.6 - 35:43.4	Also, heute, um ein Beispiel zu bringen, was mir gerade im Kopf ist, heute, war, äh, haben wir über Krankheiten, und krank sein gesprochen, und den Besuch beim Arzt. Und dabei dann das Terminvereinbaren beim Arzt, usw. gemacht. Thema der Stunde war eigentlich, wie vereinbare ich einen Termin, wie führe ich ein Telefonat. Inhalt der Stunde war eben Arzt, Krankheit, ein bisschen Diagnose und Therapie, so in der Richtung, „der Arzt sagt“, „ich habe Fieber“, „ich muss Tabletten nehmen“, oder so was. Gut, dann hat einer der Studenten pfiffigerweise gefragt, was heisst Hämoriden auf Deutsch. Das hat er auf Chinesisch gefragt. Und dann habe ich natürlich mit großer Begeisterung das Wort an die Tafel geschrieben. Und habe gesagt, das wäre ein Wort, das sehr schwer zu schreiben ist, das müsse man halt auch sehr selten schreiben, also, das bräuchten sie sich jetzt nicht unbedingt zu notieren, aber hier wäre das Wort. Na ja, und es gibt keinen einzigen in dieser Klasse, der sich das nicht notiert hat. Denn da kannste immerhin schon mal zwei drei Minuten mit rumbringen. Das Wort abzuschreiben von der Tafel und die chinesischen Zeichen daneben zu schreiben. Dann sind diese zwei drei Minuten verbracht, und das steht dann am Rand der Lektion 3.6 im Lehrbuch, wo sie sowieso nie wieder reinschauen. Also, dieses ganze Notieren, das ist für mich sehr störend.
54	35:43.4 - 35:44.4	Interviewer: Was ist das für ein Lehrwerk?
55	35:44.4 - 35:52.7	Das ist jetzt „Unternehmen Deutsch“. So ein berufssprachlich orientiertes Lehrwerk.
56	35:52.6 - 36:06.2	Interviewer: Du würdest also praktisch sagen...passiv ja bzw. aktiv, aber dann in die falsche Richtung?
57	36:06.1 - 36:37.1	Ich würde sagen: passiv. Und gewisse Aktivitäten lassen sich nicht verleugnen. Die Frage nach den Hämoriden finde ich ja an sich gut. Das ist eine Aktivität, die finde ich positiv. Äh, die Aktivität des Kopfsenkens und Schreibens, das ist für mich, tja, in der Juristik nennen wir das Ausweichhandlung, das tun sie, um was anderes nicht tun zu müssen.

58	36:37.1 - 37:06.4	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
59	37:06.4 - 37:11.0	Ja. Ja, gut, das haben wir ja ganz am Anfang schon gesagt! (<i>Dazu hatte Wen-Zhong schon vorher geantwortet</i>)
60	37:10.9 - 37:28.2	Interviewer: Ich bin jetzt schon etwas....Das hast du eigentlich schon gesagt. Du hast das schon erzählt. Es ist eigentlich klar, was das Problem ist. Du hast gesagt, es gibt keine richtige Koordination von den einzelnen Niveaus, da ist diesmal was passiert, und die erfüllen das nicht. Ne?
61	37:28.1 - 37:48.5	Ja. Würde ich so sagen. Also, meine Erwartungen sind zu hoch. Die Studierenden erfüllen meine Erwartungen nicht. Welche Gründe das hat, das steht auf einem anderen Blatt, ja.
62	37:48.4 - 37:54.0	Interviewer: Das wäre aber auch eine Frage.
63	37:53.9 - 39:02.5	Ja. Ach, stimmt ja. Das würde ich sagen, der allererste größte Grund dafür ist ein fehlendes Curriculum. Also, wir haben ein Curriculum, was einfach aus der Anhäufung von wohlklingenden Kursnamen besteht, und das wars! Also, inhaltlich wird da nichts festgelegt. Und, äh, das ist natürlich dann kein Wunder, wenn jeder Lehrer in jedem Jahr und in jedem Jahrgang sich auswählen kann, welches Lehrwerk er benutzt und sogar in einer parallel unterrichteten Klasse d.h. wenn aus der Gesamtschülerzahl zwei Klassen gemacht werden, die aber die gleichen Kurse haben, wenn da sogar zwei verschiedene Lehrwerke verwendet werden, oder das gleiche Lehrwerk in völlig unterschiedlicher Weise usw. usw. , dann kann man da eben überhaupt nicht von geplanter Progression sprechen. Und wenn da keine Progression stattfindet, wie sollten die da am anderen Ende mehr wissen als vorher.
64	39:02.5 - 39:42.6	(<i>Also, ich fürchte, wir könnten jetzt ein Mikrofonproblem bekommen, also, wenn du mich schlecht hörst, sag Bescheid. Ich muss jetzt Nudeln schaufeln..... ich habe noch nichts gegessen.</i>)
65	39:42.6 - 39:51.1	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?
66	39:51.1 - 44:03.2	Ha! Also, administrative Dinge. Es gibt grundsätzlich zwei Kategorien von administrativen Dingen, die mich nerven, das eine sind die ständigen Wiederholungen von Berichten über die Aktivitäten. Also, ich muss über alles....Dokumentation, okay. Dokumentation meiner Arbeit ist die eine administrative Richtung. Die Zweite, äh Kategorie von administrativen Nervereien ist ausserkurrikulare Aktivitäten. Also kommen wir zuerst zu dem Ersten. Die Dokumentation der Arbeit. Die geht in letzter Zeit sogar soweit, dass ich eine Kladde bekommen habe mit sechs Seiten, glaube ich, liniertem Papier, auf dem die Studierenden sich eintragen sollen, wenn sie in meine Sprechstunde kommen, und wir über drei Kategorien von Problemen sprechen, das erste ist dann <i>xueye fudao (Chinesisch)</i> - also Unterrichtsbezogenes, dann Lebenslaufbezogenes oder <i>qitade (Chinesisch)</i> Anderes. Ich habe den strengen Verdacht, dass wenn ich <i>qitade (Chinesisch)</i> ankreuzen lasse, dass das dann einfach nicht gezählt wird. Dann ist die Vorgabe, dass ich im Semester 60 Stunden nachweisen muss, die ich mit den Studierenden in dieser Art der Kommunikation verbracht habe. Die muss ich dokumentieren, und äh, das ist ein Irrsinn. also, nimm mal den normalen Studenten. Der normale Student ist weiblich, äh, 23 Jahre alt, kommt zweimal im Semester zu dir. Das eine Mal ist kurz nach der Zwischenprüfung. Heulend,

		Rotz und Wasser, aufgelöst, steht sie da in der Tür zwei Meter entfernt, weil sie furchtbar Angst vor dem fremden Ausländer hat und fragt, was denn mit ihrer Zwischenprüfung so schlimm gewesen sei, dass sie weiss was nur knapp Punkte bekommen hätte. Jetzt sag doch dem Mädchen, ja, Mädchen, erstmal unterschreibst du jetzt bitte, dass du hier bist, und mach da bei <i>xueye fudao</i> (<i>Chinesisch</i>) ein Kreuzchen, und dann sag ich dir jetzt, wo es mit dir hapert. Also, das ist die eine Kategorie, und solche Kategorien, äh Beispiele, gibt es hunderte. Letztes Jahr, also, nee, vorletztes Jahr war die gleiche Dokumentation weniger quantifiziert, also es mussten nicht 60 Stunden nachgewiesen werden, aber es musste eine Aktivität nachgewiesen werden, ich glaube, die hatten gesagt, wenn du <i>daoshi</i> (<i>Chinesisch</i>) Klassenlehrer bist, musst du mit jedem deiner anvertrauten Tutories ein Gespräch nachweisen. Und damals gab es pro Gespräch ein DIN A 4 Blatt, das wir mit einem Foto vom Gespräch versehen mussten, und ausdrucken, eine kurze Zusammenfassung des Gesprächs da hinschreiben, und dann ausdrucken, dann mussten wir das an unser Institutssekretariat geben. Dort musste es von der Institutsleiterin gestempelt werden, bevor es an das Fakultätssekretariat ging, wo es wiederum gestempelt wurde, um es dann im Human Resources Department der Uni abzulegen, also im Personalbüro.
67	44:03.1 - 44:29.4	Das ist jetzt aber nur ein Ding, nämlich die Betreuung der Studenten, die dir als Klassenlehrer anvertraut sind. Von solchen Dingen gibt es noch ganz andere. Man muss auch dokumentieren, äh, zum Beispiel, was du veröffentlichst, oder, äh, wo du Vorträge besuchst, und wo du Vorträge hältst, und in welche Kategorie diese Vorträge gehören.
68	44:29.3 - 44:40.1	Interviewer: Warum wird das gemacht? Hat das mit Evaluierung zu tun?
69	44:40.1 - 47:38.5	Tja, ein Wasser auf meine Mühlen. Na, glaube jetzt nicht, dass du bald fertig wirst mit dem Interview. Also, das ist tatsächlich ein Bestandteil der Evaluation. Aber, halt dich fest, das wird dir nicht gesagt, vorher. Meine letzte Evaluation hat jetzt gerade stattgefunden. Also, alle vier Jahre muss so eine Evaluation stattfinden. Bekannt war mir die Geschichte mit äh Wo war ich stehengeblieben? Mir war bekannt, das ich evaluiert werde durch die Studierenden, und dass das einen gewissen Prozentsatz ausmacht von meiner Evaluationsgesamtnote und das ich eine gewisse Anzahl von Veröffentlichungen haben muss, ungefähr zwei oder so was in der Richtung. Zwei Aufsätze müssen gemacht werden. Was dann tatsächlich der Fall war, war, dass sie gefragt haben nach so Dingen wie die Dokumentation von deinen Tutories, gib die doch mal rüber, auf wievielen Konferenzen hast du etwas gesagt, ich erinnere mich, bei der schriftlichen Geschichte da gab es eine Kategorie, die vorher überhaupt nie erwähnt worden war. Während die Dinge, die vorher erwähnt worden waren, von denen ich auch sicher bin, dass die in den Statuten der Uni irgendwo festgehalten sind, äh, von denen war dann gar nicht mehr die Rede. So dass ich dann tatsächlich in Bedrängnis gekommen bin mit der Anzahl meiner Veröffentlichungen, die dann plötzlich nicht in der richtigen Kategorie waren, oder so. Das war aber nie gesagt worden. Zum Anlass der Evaluation habe ich das erfahren, durch den Evaluationsbogen, den ich dann wiederum ausfüllen musste. In dem dann Fragen gestellt wurden, von denen vorher nie die Rede war. Also, das war irgendwie Scheiße!
70	47:38.5 - 50:06.5	Ja. Äh, dann zurück zu den eigentlichen Evaluationen. Die sind ja schon wichtig für das berufliche Fortkommen. Du musst dich ständig evaluieren lassen. Jedes Mal wenn du fortkommen willst, in der beschriebenen Weise von vorhin, wird das eben bewertet. Das

		Dumme ist..wir haben zum Beispiel zentral ein System, was uniweit erlaubt, jedem Lehrer sich da einzuloggen und seine Aktivitäten per Mausklick festzuhalten. Das ist ein bisschen unübersichtlich und schwer zu bedienen. Äh, gerade für Leute deren Muttersprache nicht Chinesisch ist, wenn sie nicht genau den Unterschied wissen zwischen was weiss ich einer selbstständigen Veröffentlichung auf einer Konferenz, oder einem Vortrag auf einer Konferenz. Wenn du das mal begriffen hast oder deine Kollegen gefragt hast, dann kannst du nämlich auch eintragen, was du gemacht hast. Das ist nervig und zeitraubend, aber das kann man ja tun. Das Dumme ist, die gleichen Fragen werden dir dann auf einmal gestellt, wenn es um die Evaluation geht. Also, diese Fragen stellt die Institutssekretärin, die nämlich keinen Zugriff hat auf dein Profil, die Fragen stellt dir aber auch die Verwaltung, ich weiss jetzt nicht mehr, ob es das Personalbüro war, oder welcher Teil, die nur Zugriff haben auf das letzte Jahr und nicht die vier Jahre, die jetzt beurteilt werden sollen. Warum können die auf ihr eigenes System nicht zugreifen? Also, das ist irgendwie dieser Frust. Okay, das war aber nur die eine (Evaluation)....(Gespräch über die Tonqualität und Nudeln)
71	50:09.7 - 50:45.9	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so? Interviewer: Das wäre dann so ein Syllabus da steht dann: Kapitel 1, Seite 15 bis 20 und dann und dann Kapitel 2, Seite sowieso bis sowieso. Ist das bei euch auch so Gang und Gäbe?
72	50:45.8 - 51:25.5	Bevor ich diese Frage beantworte, muss ich eben noch meine Beschimpfung von eben fortsetzen. Ich habe nämlich eben nur die erste Kategorie bei den Anforderungen durch die Verwaltung beschrieben. Die zweite Kategorie habe ich noch gar nicht beschrieben. Die zweite Kategorie sind ausserkurrikulare Aktivitäten, die da ständig von dir verlangt werden. Ich soll zum Beispiel im Moment ein Projekt betreuen, was im Rahmen des Exzellenzprogrammes stattfindet.
73	51:25.4 - 51:29.0	Interviewer: Ach ja, das Exzellenzprogramm, das hat ja auch jede Uni am Laufen.
74	51:28.9 - 54:29.4	Ja. Die laufen in den letzten vier, fünf Jahren ständig durch. Das Problem ist jetzt die laufen neben meiner normalen Arbeit. Im Moment muss ich ein Programm durchführen, das nennt sich XXXX (Name des Programms), und muss dafür vier Vorträge im Semester und einen Firmenbesuch pro Semester organisieren. Das klingt so simpel, aber das ist nicht so simpel wie es klingt, denn man muss ja um jemanden zu einem Vortrag zu überreden, der daran kein kommerzielles Interesse hat, muss man eine ganze Menge Energie aufwenden. Man muss jemanden suchen, der etwas zu sagen hat, muss mit dem Kontakt aufnehmen, muss ihm erklären, dass er dafür kein Geld kriegt, und dass er trotzdem kommen soll, und man muss ihn betreuen, dass er nämlich etwas sagt, was die Studierenden verdauen können. In irgendwelchem Fach ist er ja gut, dann muss er gebrieft werden, dass er die Erwartungen nicht zu hoch steckt, um a) selber nicht frustriert zu werden und b) die Studierenden nicht zu überfordern, denn die evaluieren dann ja wieder den Vortrag und damit auch deine Arbeit, und das wird dann in deine Evaluation ja auch wieder eingebaut. Also, ich bin heute zum Beispiel von 9 Uhr morgens bis 19 Uhr abends hatte ich keine Zeit mehr in der Nase zu bohren. Ich musste ständig nur telefonieren, Poster entwerfen, zwischendurch in den Unterricht gehen, dann Brief an die Studierenden entwerfen, Brief an die anderen Fakultäten entwerfen, usw. usw. mit dem Vortragenden konferieren. Einfach nur, um einen dieser Vorträge einen Schritt weiter zu bringen. Es gibt bestimmt

		noch sieben acht andere Schritte bis dann der Vortrag stattfindet. Wenn der stattgefunden hat, dann gibt es die Nacharbeit zum Vortrag. Die besteht dann in Fragebögen an die Studierenden, die Fragebögen auswerten, dem Vortragenden die Auswertung in möglichst schönen Worten zu berichten, und nochmal zu danken, dass er hier war. Diese Geschichte läuft vollkommen ausserhalb sämtlicher anderen Kategorien, ausser, wenn du es schlecht machst, wirst du negativ evaluiert. Also, positive Evaluation davon, ist nicht abzusehen. Das ist eine Arbeit, die absolut nichts mit meinem Unterricht zu tun hat und extrem viel Zeit, extrem viel Zeit (!) und Energie verbraucht.
75	54:25.4 - 55:01.8	Ähnliche Aufgaben gibt es bei uns viele. Wir haben Oktoberfest, wir haben Ostern wir haben andere Dinge wie, ähh. Also, was weiss ich jetzt, ich mache gerne mal einen Backabend mit den Studierenden, usw. usw. also, da gibts Vieles, was keinen Nährwert für mein berufliches Fortkommen hat, aber was gemacht werden muss. Was ich dann unter Verwaltungsaktivitäten Typus 2 Backen unterbringe.
76	55:01.8 - 55:31.0	Nun, zurück zu deiner Syllabusfrage. <i>(Fortsetzung der Frage Q15A und B)</i> Unter Syllabus habe ich mir immer völlig etwas Anderes vorgestellt, aber mittlerweile habe ich gelernt, dass der amerikaische Gebrauch des Wortes Syllabus bedeutet, der geplante Klassenfortschritt, also, die, äh, was man in einem gewissen Kurs im Semester erreichen will, stimmt?
77	55:30.9 - 55:32.5	Interviewer: Ja, einmal das. Oder wie der Kurs aussieht. <i>(Fortsetzung der Frage Q15A und B)</i>
78	55:32.4 - 55:35.6	Kursplanung.
79	55:35.5 - 55:48.2	Interviewer: Also, ein Kapiteleintrag und ein Seiteneintrag. Und kannst du das so nachvollziehen?
80	55:48.1 - 57:34.1	Absolut. Also, meine Kursplanungen sind auch so. Wenn ich das in diesem wunderbaen zentralen Computersystem eintragen muss, dann bemühe ich mich Formulierungen zu finden, die unverbindlich genug sind, dass mich da keiner drauf festnageln kann. Denn würden sie mich festnageln, dann könnten sie mich ja dann tatsächlich verklagen, wenn ich nicht genau das mache, was ich vorher ankündige. Das hängt ja mit den anderen Problemen zusammen, über die wir vorher gesprochen haben. Das erste Problem wäre ja zum Beispiel, du stellst zu Beginn des Semesters fest, dass das von dir eingeschätzte Niveau gar nicht da ist, und du den Kurs auf einem ganz anderen Niveau führen musst als du das ursprünglich geplant hast. Das bringt die Kursplanung ja zwangsläufig durcheinander, und du musst umplanen. D.h. in so einem Syllabus, der öffentlich ausgehängt und einklagbar ist, gibt man sich Mühe, den möglichst wenig konkret zu backen. Also, ich sag auf keinen Fall, wir machen in der ersten Woche Kursbuch Lektion 3 und in der zweiten Woche Lektion 4. Sondern ich sage, wir machen vor der Zwischenprüfung Lektion 1 bis 2 und nach der Zwischenprüfung Lektion 3 bis 5. Und da komme ich dann schon irgendwo mit klar. Also, ein 100% Ja zu deiner Frage.
81	57:34.1 - 57:42.9	Interviewer: D.h. du hast in deinem Syllabus dann wenig drin zum Inhalt?
82	57:43.0 - 57:57.2	Kommt sehr darauf an. Also, das war jetzt eine Frage zu einem Kurs mit Lehrbuch, ne? Sonst muss man sich dann doch gewisse inhaltliche Sachen aus den Fingern saugen.
83	57:57.2 - 58:08.4	Interviewer: Gut. Das ist ja eine prima Sache. Also, da kann man sagen, das eine sind die Kurse mit dem Kursbuch, da kann man es machen, oder wo es Gang und Gäbe ist. Und das andere sind die Kurse ohne Kursbuch. Da musst du, ja, da musst du selber ran.

84	58:08.4 - 58:11.6	Genau.
85	58:11.5 - 58:29.2	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt, wie sie aufeinander aufbauen?
86	58:29.2 - 1:00:05.7	Die Frage ist recht schwierig gestellt. Äh, du hast gefragt, sieht man das in diesem Curriculumsplan? Wir haben einen sehr schönen Übersichtsplan über das Curriculum das unsere Studierenden durchlaufen sollen bevor sie ihren Abschluss bekommen. Und der Übersichtsplan besteht eben aus sehr wohlklingenden Kursnamen. Äh, wenn du ein erfahrener Deutschlehrer bist, dann denkst du dir natürlich irgendwas bei diesen Kursnamen und wenn du siehst, da ist jetzt im ersten Jahr etwas, und da ist etwas im zweiten Jahr, dann würdest du als Leser diese Verbindung durchaus herstellen, wie das zusammen zu gehören hätte, damit das einen Sinn ergibt. Das ist aber jetzt die Antwort auf die erste Ebene deiner Frage: Sieht man das in der Darstellung. Ja, das sieht man durchaus. Die tiefergehende Antwort wäre, nee, wir haben keine entschiedene inhaltliche Festlegung. Die Kurse bauen nicht aufeinander auf. Und das, was der Leser da aus seiner Lektüre extrapoliert, wenn er diesen schönen großen Plan mit all den netten Namen liest, das findet ausschließlich im Kopf des Lesers statt. Das hat mit der Realität nichts zu tun.
87	1:00:07.8 - 1:00:30.9	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
88	1:00:31.0 - 1:01:01.6	Willst eine ernste Antwort darauf? Also, ja, das heisst...Kommunikation. Also, miteinander sprechen. D.h. ich höre mir die Fragen der Studenten an und dann rede ich. (<i>Ironische Bemerkung</i>)
89	1:01:01.6 - 1:02:29.1	Ja, doch. Also, ich glaube, du hast die Frage schon mal gestellt in deinem schriftlichen Fragebogen, und für mich bedeutet das, äh, zunächst mal, dass die Unterrichtsaktivitäten sich, äh, auf, äh, also eben nicht sich durch Frontalunterricht auszeichnen, sondern dass es Unterrichtsaktivitäten gibt, die aus Hören und Reagieren auf Gehörtes...auf Hören und sprachlich angemessenes Reagieren auf Gehörtes...bestehen. Das ist eine Aktivität, die stattfinden sollte. Unterrichtsziel ist dabei die Erreichung einer kommunikativen Kompetenz. D.h. der Studierende sollte hinterher in der Lage sein, sein Anliegen in der Zielsprache so vorzutragen, dass es von einem muttersprachlichen Gesprächspartner verstanden wird, wobei eben nicht der Schwerpunkt darauf liegt, dass es grammatisch unbedingt korrekt sein muss, sondern dass es das kommunikative Ziel erreicht. Das wäre jetzt meine ernsthafte Antwort.
90	1:02:29.0 - 1:02:43.3	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
91	1:02:43.4 - 1:02:52.2	Nö!
92	1:02:52.2 - 1:03:04.9	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
93	1:03:04.9 - 1:04:47.0	In my profession...wiederum da ist die Frage so gestellt, dass ich jetzt antworten könnte, das Schönste am Lehrerdasein ist eigentlich das Leuchten in den Augen der jungen Studierenden, wenn sie plötzlich etwas begriffen haben, was sie vorher nicht wussten, und du kannst mit dem schönen Gefühl nach Hause gehen: Heute habe ich etwas vermittelt, was den Studierenden auf ihrem weiteren Lebensweg sicherlich hilfreich sein kann. Das ist das Schöne am Lehrerdasein. Konkret jetzt aber mal auf meinen Lehreralltag bezogen, um diese Frage ein bisschen umzuformulieren, also, in

		ihrem Lehreralltag, muss ich sagen, kommt dieses Leuchten relativ selten in die Augen der Studierenden, und ich freue mich dann eigentlich am meisten, das befriedigendste berufliche Erlebnis ist eigentlich, wenn ich einen Unterricht ungefähr so habe durchführen können, wie ich ihn geplant habe und so das Gefühl habe, das ist in der geplanten Weise bei den Studierenden angekommen. Das ist ein sehr befriedigendes Gefühl. Das wäre dann Nummer eins. Oh, Gott, da haben wir noch zwei weitere, die ich sagen muss. Drei Dinge, die sehr befriedigend sind.
94	1:04:47.0 - 1:05:01.9	Interviewer: Es müssen nicht drei sein. Es war eher so gemeint, dass nicht Leute mit vier, fünf oder sechs Sachen ankommen.
95	1:05:01.9 - 1:05:12.5	Ach so, maximal drei. Also, dass wäre, was mich am meisten befriedigt, wenn mein Unterrichtsplan hinhaut.
96	1:05:12.5 - 1:05:17.9	Interviewer: Aber auch das Leuchten in den Augen, oder nicht?
97	1:05:17.9 - 1:05:23.2	Würde mich sehr befriedigen!
98	1:05:23.2 - 1:05:33.7	Q19. Interviewer: Was ist für dich die größte Herausforderung/Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
99	1:05:33.7 - 1:06:00.8	Schwierige Frage. Ich würde sagen, das ändert sich von Woche zu Woche. Es gibt nicht das Schwierigste. Es gibt ständig irgendwelche Schwierigkeiten!
100	1:06:00.7 - 1:06:09.2	Interviewer: Na ja, eher so im Sinne die größte Herausforderung für dich?
101	1:06:09.1 - 1:06:26.3	Kann ich so nicht beantworten. Also, äh, ich muss sagen, die Schwierigkeit würde ich besser beantworten können als die Herausforderung.
102	1:06:26.3 - 1:06:28.3	Interviewer: Dann mach die Schwierigkeit!
103	1:06:28.3 - 1:07:26.6	Äh...Damit klar zu kommen, dass nicht alle.... jetzt muuss ich vorsichtig sein, wie ich es formuliere - also, nicht alle Lehrenden, das nicht die Institution als Ganzes ein einheitliches Lehrziel formulieren kann. Denn ich fände es schön, wenn wir uns darauf einigen könnten, dass die Studierenden hinterher Deutsch auf einem gewissen Niveau sprechen sollten. Beim Abgang. Aber darüber ist kein Konsens zu erzielen. Das finde ich dann schon sehr schwierig. Also, äh,..für die größte Herausforderung ist dann eigentlich unter diesen Bedingungen doch noch irgendwo dazu zu kommen, Deutsch zu vermitteln.
104	1:07:26.1 - 1:07:38.9	Interviewer: Das ist aber auch komisch. Das ist ein Widerspruch an sich, ne? Weil ihr habt doch <i>XXXX (bestimmte Abgangsvoraussetzungen für Studenten, externe Prüfungen, um das Studium abschließen zu können)</i> als Schwellen.
105	1:07:38.9 - 1:10:21.1	Ja. Das sind eben die, äh, die, wie sagt man <i>biye menkan (Chinesisch)</i> ? Abschlußschwellen...am Ende des Studiums muss diese Prüfung stehen, bestanden werden. Ähm, das ist aber nicht gleich zu setzen mit a) wir vermitteln das, was in der Prüfung gefragt wird, also als Fertigkeiten; oder b) es gibt kleinere Schritte, die am Ende da hinführen sollen - sondern das ist einfach nur, am Abschluß muss diese Prüfung bestanden sein. Richtigerweise müsste daher sein, wir machen einen Unterricht, der dahin führt. - Um das hier jetzt mal aus dem Nähkästchen zu plaudern, jedes Mal, wenn es so eine Prüfung gibt, wie zum Beispiel Zertifikat oder so was, dann machen wir spezielle Vorbereitungskurse für diese Prüfung. Das ist doch eine Perversion. Eigentlich müsste das im normalen Unterrichtsgeschehen so lange vermittelt werden bis du eben zum Ende des Studiums oder irgendeines Punktes deines Studiums so

		weit bist, dass du dieses Sprachniveau erreicht hast, was mit der Prüfung geprüft werden soll. Wenn du einen Bimstest machst für die Prüfung, dann führst du ja die Prüfung ad absurdum. Dann erkennst du ja eigentlich den Prüfungswert sogar gar nicht an. Wir wollen jetzt nur die Prüfung bestehen und die Studierenden müssen ja nicht wirklich B1 haben, sondern die müssen nur die B1 Prüfung bestehen. Das mache ich, indem ich ihnen ganz spezielle Formen einbimse, die in der Prüfung auftauchen und vielleicht Taktiken vermittele, mit denen sie die Prüfenden hinters Licht führen können, damit sie glaubten, die könnten noch mehr als das, was sie gerade gesagt haben. Also, das ist eine sehr chinesische Art an Prüfungen heranzugehen, aber das reicht mir nicht als curriculares Ziel, oder äh als überhaupt Definition der Aufgabe eines Lehrers oder so was.
106	1:10:21.2 - 1:11:41.6	Wir hatten das Gleiche auch letztens mit Dolmetschen. Da sollte für die XXXX (<i>Name der Veranstaltung</i>) gedolmetscht werden. Und da hat unsere damalige Institutsleitung darauf bestanden, dass es dafür einen extra Vorbereitungskurs geben muss. Wobei wir im dritten und im vierten Jahr, ich glaube, es gibt sogar schon irgendwie etwas im zweiten Jahr, dolmetschen. Die Art des Dolmetschens, die bei so etwas stattfindet, Gesprächsdolmetschen, bilateral, zwischen Leuten, die sich einfach unterhalten, und so lange warten bis du mit deinem Dolmetschen fertig bist, die du nachfragen kannst, ob du alles richtig verstanden hast. Äh, wo du an der Reaktion des Gesprächspartners sofort siehst, ob du richtig gedolmetscht hast oder nicht. Diese Art der simpelsten aller Dolmetscharten, die sollte doch als erstes vermittelt werden in einem Dolmetschkurs. Aber das Problem ist, scheinen wir, zumindest haben wir nicht das Selbstbewußtsein, dass so etwas vermittelt wird. Und deswegen muss dann für jede Gelegenheit ein Extrakurs eingerichtet werden, ein Überlebenskurs.
107	1:11:41.5 - 1:11:50.5	Interviewer: Das kennen wir. Das ist dann das <i>buxiban</i> (<i>Chinesisch</i>) System (<i>Cram school / Nachhilfeschool</i>).
108	1:11:50.5 - 1:12:00.6	Interviewer: Herzlichen Dank für dieses Gespräch. ENDE

Appendix 5.9: Interview Transcription “Yi-Chen”

Name: Yi-Chen Description: Location: Taiwan; Style of transcription: full transcription; Interview Time: 42 minutes; Page number: 9;

... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:08.2 - 0:09.2	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in Taiwan?
2	0:08.2 - 0:15.7	XXXX (6 - 10 Jahre).
3	0:16.7 - 0:20.5	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
4	0:20.5 - 0:22.2	Ja.
5	0:22.1 - 0:23.8	Interviewer: Okay. Du hast also nicht vorher schon irgendwo Deutsch unterrichtet?
6	0:23.7 - 0:26.9	Nein. Überhaupt nicht. Nee.
7	0:26.8 - 0:33.2	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
8	0:33.1 - 0:39.8	Ich habe in Geschichte und Politik den Magister gemacht.
9	0:39.8 - 0:45.0	Interviewer: Und, du hast aber auch einen Doktor?
10	0:45.0 - 0:50.4	Ja. Genau. Den Doktor habe ich in Geschichte gemacht.
11	0:50.4 - 0:54.6	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
12	0:54.5 - 0:56.3	Nein.
13	0:56.4 - 1:28.5	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen / Schwierigkeiten hattest du?
14	1:28.5 - 1:50.5	Einmal die Großgruppe mit 50 Leuten, einmal. Ich hatte einfach keine Unterrichtserfahrung. Ich war eigentlich relativ hilflos, stand ich am Anfang vor der Klasse. Ich kannte keine Unterrichtstechniken, usw. und da habe ich mich einfach so ein bisschen, ja, so alleine gelassen gefühlt.
15	1:50.5 - 1:56.5	Q4 C. Interviewer: Das ist interessant. Du hast also keine Unterstützung für dich von deiner Institution bekommen?
16	1:56.5 - 1:58.3	Zu wenig. Ja.
17	1:58.3 - 2:03.5	Interviewer: Also, auch kein spezielles Training oder Hilfen?
18	2:02.9 - 2:05.2	Genau. Ja, ja. Genau.
19	2:05.2 - 2:16.0	Q4 B. Interviewer: Hast du die Probleme lösen können, oder sind sie immer noch ein Problem?
20	2:15.9 - 2:32.3	Sie haben sich auf jeden Fall reduziert. Aber, so ein kleiner Rest an Schwierigkeiten mit einer Großgruppe, gerade mit der Großgruppe zu arbeiten, auch...
21	2:32.3 - 2:35.5	Interviewer: Du redest von Großgruppe...wie viele Leute hast du da vor dir sitzen?
22	2:35.5 - 2:38.1	50 Leute.

23	2:38.0 - 2:44.6	Das bleibt eigentlich bestehen.
24	2:44.5 - 2:55.4	Q5. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht? Wie gehst du damit um?
25	2:55.3 - 3:26.6	Also, vor allem, das extrem unterschiedliche Niveau. D.h. eine Gruppe von Schülern hat einen relativ hohen Leistungsstand, eine so mittlere Gruppe, die so irgendwie dazwischen hängt, aber auch sehr viele, wo ich das Gefühl habe, an die komme ich gar nicht ran. Die kann ich gar nicht erreichen.
26	3:26.5 - 3:28.2	Interviewer: Und das ist eine Schwierigkeit?
27	3:28.2 - 3:30.5	Das ist eine Schwierigkeit, auf jeden Fall.
28	3:30.4 - 3:34.2	Interviewer: Und was meinst du, woran liegt das, dass du die nicht erreichen kannst?
29	3:34.1 - 4:09.9	Einmal haben die ein zu geringes Wortschatzniveau. Die verstehen mich einfach nicht. Und ich habe das Gefühl eigentlich keinem gerecht zu werden. Sowohl den leistungsstarken Schülern, die sich unterfordert fühlen, als auch den leistungsschwachen Schülern, die mich nicht verstehen und die dann irgendwann abschalten. Und dann merkst du schon, dass die nicht ganz da sind im Unterricht und irgendwas Anderes machen.
30	4:09.8 - 4:14.8	Interviewer: Gut. Jetzt hast du das Problem. Wie gehst du damit um?
31	4:14.8 - 4:23.2	Interviewer: Die daran anschließende Frage wäre, erhältst du dafür Unterstützung von deiner Arbeitsstelle?
32	4:23.2 - 4:56.0	Ja, ich...also mit diesem Problem, ich versuche das so zu machen, dass ich denen unterschiedliche Aufgaben gebe. Je nachdem, also, die ein relativ hohes Sprachniveau haben, die bekommen schwierige Aufgaben, und die ein bisschen mit dem niedrigeren Niveau, denen stelle ich einfache Aufgaben. Um das so ein bisschen zu differenzieren.
33	4:56.0 - 5:25.9	Ja, zum Beispiel bei den Aufgaben, äh, Wortschatzarbeit. Wo ich weiss, da ist nicht so viel Wortschatz nötig, da stelle ich die Fragen an diesen Personenkreis, der schwächer ist. Und anspruchsvolle Aufgaben, was Wortschatz angeht, die lasse ich dann die starken lösen. So, mache ich das.
34	5:25.9 - 6:02.4	Unterstützung kriege ich eigentlich nicht. Ich mache es jetzt gerade dieses Jahr, das ich relativ eng anfangs mit XXXX zusammen zu arbeiten. Das ist das erste Mal, dass ich eng mit einem Lehrer zusammenarbeite und gut zusammenarbeite. Und das hilft auf jeden Fall. Man spricht sich ab, was man macht. Und so gegenseitige Ideen. Wir machen auch gegenseitige Unterrichtsbesuche, usw.
35	6:02.3 - 6:07.6	Interviewer: Unterrichtet ihr einen Kurs zusammen?
36	6:07.6 - 6:14.0	Genau. Ja, ja. XXXX Dieselbe Klasse XXXX.
37	6:14.0 - 6:20.8	Interviewer: Aha, es geht um den Sprachunterricht. Und den teilt ihr euch, das sind dann 10 Stunden und jeder macht fünf?
38	6:20.8 - 6:25.0	Ja. Genau. So ist das. Das Buch teilen wir uns, usw.
39	6:25.0 - 6:29.5	Interviewer: Und du sagst, das ist das erste Mal, dass du ein gutes Team hast?
40	6:29.5 - 6:33.5	Ja. Eigentlich sehr positiv.
41	6:33.4 - 6:58.0	Also, was mich auch bewogen hat mit XXXX zusammen zu arbeiten, ist XXXX Und da dachte ich, kann ich vielleicht eine Menge von XXXX lernen.
42	6:58.0 - 7:05.6	Interviewer: Das klingt ein bisschen so als wenn du vielleicht früher auch schon mal Teamarbeit gemacht hattest, aber das nicht so gut geklappt hat?

43	7:05.6 - 7:15.2	Jaahh, nee, wir hatten zwar Partnerarbeit, aber die Zusammenarbeit war nicht so gut. Das war mit XXXX und das lief nicht so.
44	7:15.1 - 7:21.7	Interviewer: Egal, wer das ist, es hat vorher nicht so geklappt.
45	7:21.6 - 7:23.1	Nee, das hat nicht so geklappt.
46	7:23.0 - 7:49.7	Interviewer: So, das habe ich jetzt auch schon öfter gehört, es gibt Probleme bei der Teamarbeit oder dabei mit den Kollegen zusammen zu arbeiten.
47	7:49.6 - 7:51.4	Ja. Genau.
48	7:51.4 - 8:01.2	Q6. Interviewer: Findest du es schwer deine Studenten zu motivieren? Warum oder warum nicht?
49	8:01.2 - 8:14.5	Die Klasse ist in verschiedene Subsysteme auch unterteilt.
50	8:14.4 - 8:48.3	Es gibt vielleicht ein Subsystem, das ist sehr motivierbar. Und das andere Subsystem sitzt praktisch demotiviert da. Man muss interessantes Material bringen. Zielgruppengerechtes Material, dann hat man...äh..und man muss einen Unterrichtsstil finden, der bei den Sozialformen sehr abwechselt. Da denke ich dann, kann man ein bisschen was erreichen, aber das klappt....von Klasse zu Klasse ist das unterschiedlich.
51	8:48.3 - 8:58.5	Interviewer: Das hört man auch immer wieder, das es von Klasse zu Klasse ganz anders sein kann. Wie erklärst du dir denn das? Warum ist es denn von Klasse zu Klasse ganz anders?
52	8:58.5 - 9:50.4	Ich denke, dass hat vielleicht mit der Aufnahmeprüfung zu tun. Also, dass in einem Jahr sich viele für die Aufnahmeprüfung entschieden haben und die Auswahl relativ gut war. Oder ähm...oder es ist vielleicht eine Gruppe in der Klasse, die sehr intensiv interessiert ist am Deutschlernen, ja, und die ziehen die anderen so mit. Das kann auch sein.
53	9:50.4 - 9:56.5	Interviewer: Das heisst Motivation ist schwierig!
54	9:56.5 - 9:59.1	Ist schwierig, ja.
55	9:59.1 - 10:12.2	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
56	10:12.2 - 11:01.0	Ich habe sie angefangen jetzt zu verändern. Und zwar in Richtung, dass ich mehr auf gerade jetzt in diesem Semester, mehr auf Zeitmanagement achte. D.h. ich versuche, ich habe früher sehr lange Dialoge...ich habe versucht alle ranzunehmen. Das mache ich jetzt nicht mehr. Ich arbeite bei...also gerade wenn ich jetzt jemanden mündlich rannehme, dann mache ich das nur punktuell. Und versuche dafür mehr andere Sozialformen, also unterschiedliche Aufgaben, also, zum Beispiel lesen oder Spiele und so was einzubauen.
57	11:01.0 - 11:09.4	Das versuche ich schon zu machen. Wie das ankommt, weiss ich noch nicht. Aber, das wäre...hmmm.
58	11:09.4 - 11:19.9	Interviewer: D.h. du hast das Gefühl, dass du schneller, also du machst icht mehr so Kettensachen, dass alle mal rankommen müssen?
59	11:20.0 - 11:21.3	Ja. Genau.
60	11:21.3 - 11:23.5	Interviewer: ... sondern nimmst dann so einzelne..
61	11:23.5 - 11:29.6	Ja. Genau. Die picke ich mir dann raus. Gerade beim Sprachunterricht jetzt im dritten Jahr mache ich das auch so.
62	11:29.5 - 11:43.5	Ich, äh, urteile auch strenger, ja. Von den Noten her auch, bin ich jetzt strenger.
63	11:43.4 - 11:50.7	Interviewer: Das habe ich auch bei mir beobachtet, damals. Nach einer Weile wirst du strenger.
64	11:50.6 - 11:56.1	Interviewer: Ja, was meinst du, warum wirst du strenger?

65	11:56.1 - 12:34.1	Weil ich das Gefühl habe, wenn du zu locker bist, wenn du das Notensystem praktisch so über 80 läßt, ja, und die im 80er und 90er Bereich läßt, dann habe ich das Gefühl, dann denken sie, sie sind so gut, dass sie nichts mehr zu tun brauchen. Vieles wird praktisch, ähh...das Arbeitspensum, was sie haben, wird vielfach durch die Notengebung erreicht. Also, wenn du ihnen schlechte Noten gibst, werden sie automatisch aktiver. Das ist ganz witzig. (Interviewer: Noten als Korrektiv) Ja, als Korrektiv.
66	12:34.0 - 12:47.8	Q8 (erster Teil der Frage) Interviewer: Wirst du von deinen Studenten evaluiert?
67	12:47.8 - 12:53.8	Du meinst jetzt durch die Schule oder ob ich selbst Bewertungen...?
68	12:53.8 - 13:00.0	Interviewer: Das ist interessant. Du scheinst dann mehrere Evaluierungen zu haben?
69	13:00.0 - 14:00.0	Ja. Ja. Also, Ich habe...das ist so, dass ich einerseits durch die Schule, also diese übliche, diese Bewertung durch die Schüler. Die gucke ich mir natürlich auch an. Und da gibt es ja nun eine Englische Version inzwischen. Da gucke ich genau an, wo habe ich da Probleme, zum Beispiel bei der Methode, die Schüler verstehen mich nicht. Das gucke ich genau an, was ist das. Ja. Das ist die eine Seite. Die andere Seite ist, dass ich am Ende jedes Semesters einen Fragebogen rumgebe, auf dem steht, ich...in dem die Schüler praktisch qualitativ antworten können. D.h. da steht dann drin: Ich wünsche mir, dass XXXX im Unterricht...Ich wünsche nicht, dass XXXX im Unterricht....äh, Ich fand gut, dass XXXX...Ich fand nicht so gut, dass XXXX.....und da können sie dann sowohl auf Deutsch, auf Englisch und auf Chinesisch schreiben.
70	14:00.0 - 14:10.0	Interviewer: Das heisst mit der allgemeinen Evaluierung, damit bist du nicht so ganz einverstanden...?
71	14:10.0 - 14:16.0	Ich brauche ganz konkrete Sachen, die ich verändern kann.
72	14:16.0 - 14:21.6	Interviewer: Das heisst die allgemeine hilft dir gar nicht so?
73	14:21.6 - 14:27.3	Interviewer: Wenn dann Kommentare kommen, veränderst du das auch? Q8 (zweiter Teil der Frage) Interviewer: Inwieweit beeinflussen dich diese Bewertungen?
74	14:27.3 - 15:05.6	Ja. Ich versuche das schon zu verändern. Zum Beispiel Schrift deutlicher zu schreiben. Das sind ganz konkrete Sachen. Oder die Gruppen. Es war jetzt eine Evaluation, die ich gerade gemacht habe, da war, dass ich immer die selben Leute in den selben Gruppen habe. Das versuche ich dann auch mehr zu mischen. Die Schüler haben da auch oft sehr konkrete Vorschläge und das hilft mir eigentlich auch...oder nicht zu viel Zeit für Dialoge zu verwenden, usw. ja, das ist..das sind solche Sachen.
75	15:05.6 - 15:26.8	Q9. Interviewer: Gibt es andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen?
76	15:28.9 - 15:53.9	Also, die Abteilung, das betrifft...hmm, ja, höchstens, wenn unsere Abteilung sagen wir mal mit zwei bewertet wird, da stehen ja jetzt die Evaluierungen an, dann kann das natürlich sein, da habe ich so ein bisschen Angst, dass Personal abgebaut wird. Das ist meine Angst, die ich so habe. Aber so für den Unterricht eigentlich nicht.
77	15:53.9 - 16:00.2	Interviewer: D.h., es gibt also eine Bewertung, da wird die Abteilung beurteilt?
78	16:00.2 - 16:02.2	Hmm, hmm.
79	16:02.2 - 16:14.6	Interviewer: Gibt es noch andere Evaluierungen. Also, zum Beispiel, ich denke da, es gibt ja immer so Punktesysteme, an den einzelnen Institutionen für Forschung...

80	16:14.7 - 16:35.2	Ach, ja. Diese...genau. Dass, denke ich, ist also da, was mir dabei auffällt, dass gerade für Forschung sehr sehr viel Punkte gegeben werden, für den Unterricht..ja...das spielt.
81	16:35.3 - 16:48.5	äh, ...gerade wenn man da einen Artikel hat, dann kriegt man da sehr viel Punkte...aber für den Unterricht, das wird eigentlich zu wenig evaluiert...also zu wenig Bedeutung beigemessen.
82	16:48.5 - 17:01.6	Das ist so...du bist immer natürlich gezwungen, Forschung zu machen. Was auch einen ziemlichen Zeitaufwand bedeutet, da jedes Jahr eine Publikation zu schaffen.
83	17:01.6 - 17:04.9	Interviewer: D.h. du musst jedes Jahr tatsächlich eine Publikation bringen?
84	17:04.9 - 17:07.4	Ja, genau. So ist es.
85	17:07.3 - 17:10.7	Interviewer: Das ist interessant, weil das muss man nicht mal an der NTU.
86	17:11.4 - 17:24.6	Interviewer: Weisst du da, wie viele Punkte du bekommst? Von dieser Gesamtevaluierung, wie viele Punkte da für die Forschung und wie viele für den Unterricht?
87	17:24.6 - 17:45.7	Also, ich glaube, für die Forschung, insgesamt sind das für so einen Artikel, 14 Punkte glaube ich, ich hab's nicht genau im Kopf, aber das ist so ein bestimmter Prozentsatz und Unterricht, das ist auch nicht so viel, na vielleicht so 20, oder so.
88	17:45.7 - 17:50.9	Interviewer: Forschung sind 20, Unterricht 20, ja wo kommt dann der ganze andere..
89	17:50.8 - 18:02.1	und dann, dann...Evaluation, kommt für mich Verwaltungsarbeit, hinzu XXXX, das ist auch eine sehr zeitaufwendige Arbeit...
90	18:02.1 - 18:27.3	Interviewer: Da kannst du nachher noch mal kurz was zu sagen, da habe ich noch mal eine Frage...also, zu dem Zeitaufwand und deinen Arbeiten. Okay, das sind die Evaluierungen. Das ist ja dann interessant, weil bei euch Forschung und Unterricht weniger machen als der ganze Rest.
91	18:27.3 - 18:39.6	Viel Verwaltungsarbeit, auch und so, Sprechstunden kommen da noch dazu, und so. Theaterarbeit habe ich auch gemacht. Das war ziemlich zeitaufwendig.
92	18:39.6 - 19:11.9	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: <i>passive taiwanische Studenten!</i> Was ist deine Meinung und Erfahrung dazu?
93	19:11.9 - 20:07.3	Auch relativ unterschiedlich solche Studenten gibt es sicherlich in der Klasse, aber, ich habe auch die Erfahrung gemacht, dass die Studenten, die motiviert sind, wenn sie einen Unterrichtsstil haben, der interessant ist, gar nicht in dieses Schema passen, sondern sich aktiv am Unterricht beteiligen, Ideen haben, kreativ sind, usw. ja, ...das trifft für Studenten zu, die sagen, ich bin hier um meine Zeit abzusetzen, für die trifft das sicherlich zu, die erwarten vom Lehrer, dass er alles macht, aber das ist wie gesagt innerhalb der Klasse sehr sehr unterschiedlich. Das kann sich auch von Klasse zu Klasse unterscheiden, die Prozentzahl die aktiv und die passiv sind...hängt davon ab.
94	20:07.3 - 20:08.3	Interviewer: Dazu hast du ja auch mal Forschung gemacht?
95	20:08.7 - 20:26.1	Hmm, hmm. Also, grundsätzlich ist auch ein gewisses Interesse auch an Deutschland da. An der deutschen Sprache da, wenn das da ist, dann, so ein gewisses Grundinteresse, dann werden sie schon aktiver.
96	20:26.1 - 20:51.6	Q11. Interviewer: Was sind für dich die entscheidenden Herausforderungen außerhalb des Unterrichts?
97	20:51.6 - 21:06.5	Verwaltungsarbeit. D.h. einmal muss man unheimlich viel Formulare ausfüllen, Dokumente sammeln, für solche Sachen, ja.
98	21:06.5 - 21:12.4	Interviewer: Dein Mikro ist so ein bisschen verrutscht. Das ist unklarer!

99	21:12.3 - 21:19.1	Interviewer: Verwaltungsarbeit...Warum musst du Dokumente sammeln?
100	21:19.0 - 21:31.0	Diese Bewertungen. Das alles erst mal zusammen zu bekommen. Die Formulare sind ja in Chinesisch. Da muss man gucken, usw. Das nimmt also Zeit auch weg.
101	21:31.0 - 21:36.3	Interviewer Also, das ist dann eine zusätzliche Belastung.
102	21:36.3 - 21:49.7	Das ist eine zusätzliche Belastung, ja. Dann, jetzt durch meine Arbeit als XXXX (<i>Verwaltungsarbeit</i>). Pro Tag sind das zwei bis drei Emails, die ich mache, also noch extra schreiben muss.
103	21:49.7 - 21:54.7	Interviewer: Was hast du da übernommen? Was musst du da machen?
104	21:54.6 - 22:00.1	Na, den Austausch. Ich bin für das Austauschprogramm unserer Universität mit XXXX zuständig.
105	22:00.0 - 22:02.0	Interviewer: D.h., du bist jetzt also verantwortlich für euer Austauschprogramm.
106	22:02.1 - 22:16.1	Ja, XXXX haha. Aber, das Programm ist expandiert.
107	22:16.1 - 22:19.6	Interviewer: Ja, XXXX
108	22:19.6 - 23:03.9	XXXX
109	23:03.9 - 23:13.0	Interviewer: Also, d.h., du bist jetzt dafür zuständig, 30 Studenten zu betreuen und für sie ein Programm zu machen?
110	23:13.0 - 23:22.5	Na ja, wir haben einen Arbeitskreis gegründet, denn ich kann das nicht alleine machen. Aber, ich bin sozusagen der Hauptverantwortliche dafür. Das stimmt.
111	23:22.5 - 23:25.6	Interviewer: Wieder ein neuer Arbeitskreis. Wie viele Kollegen sitzen da drin?
112	23:25.6 - 23:40.1	Vier oder fünf. XXXX.
113	23:40.0 - 23:58.5	Interviewer: D.h., das sind extracurriculare Veranstaltungen, die haben ja nun nichts mit dem Unterricht zu tun. Wird das denn irgendwie finanziell entlohnt?
114	23:58.5 - 23:59.9	Ja, genau. Es sind ca. 100 bis 120 Euro, die ich mehr kriege.
115	23:59.9 - 24:06.7	Interviewer: Aber das ist jetzt diese Arbeit XXXX. D.h., du hast noch mehr Verpflichtungen....
116	24:06.7 - 24:19.6	Ja, ja. Ich muss dann natürlich mit denen nach Deutschland fliegen. Dort die Studenten da ein bisschen betreuen.
117	24:19.6 - 24:26.6	Interviewer: Das muss man ja dann mal sagen, das sind dann nur 100 Euro oder 120 Euro mehr!
118	24:26.6 - 24:29.9	Ja, aber was der Arbeitsaufwand ist...haha...
119	24:30.0 - 24:36.2	Interviewer: Ja, das meine ich. Die Summe ist lachhaft, wenn du vergleichst, was du an Stunden...
120	24:36.2 - 24:46.9	Ich muss mit den Studenten die Formulare durchgehen (<i>die Visa-Anträge</i>), XXXX korrigieren, usw. usf. das ist alles viel Arbeit....
121	24:46.9 - 24:54.1	Interviewer: XXXX, ich weiss ja auch, dass du euer Theater betreut hast. Das ist ja auch noch wieder eine Extraarbeit gewesen, oder?
122	24:54.2 - 25:06.8	Das habe ich bisher gemacht. XXXX. Im nächsten Jahr wollte ich das dann nicht mehr machen. Das wollte ich dann Herrn XXXX überlassen.
123	25:06.8 - 25:11.8	Interviewer: Gibt es noch andere Sachen, die dich ausserhalb des Unterrichts belasten?
124	25:11.9 - 25:38.2	Ich bin in der Lehrmittelkommission, in der Kommission für auswärtige Zusammenarbeit, im Personalgremium der Abteilung, und im Curriculumsgremium, also, es kommt schon einiges zusammen....
125	25:38.1 - 25:45.1	Interviewer: Kommst du denn dann bei all diesen Verwaltungssachen überhaupt noch zur Unterrichtsvorbereitung?

126	25:45.1 - 25:53.4	Na ja, irgendwie versuche ich dann auch noch ein bisschen Zeit dafür zu haben. Der Rest, der mir bleibt.
127	25:53.3 - 26:10.1	Interviewer: Ich hatte eine andere Lehrkraft, die sagte, so zwischen dem ganzen Verwaltungskram springe ich mal in die Klasse und versuche da zu unterrichten...mein Gott, so sieht das aus.
128	26:10.2 - 26:11.6	Haha, ja, hmm.
129	26:11.6 - 26:28.8	Und Herr XXXX, der schreibt ja jetzt Sitzungsprotokolle. XXXX und dann mache ich mit ihm diese Protokolle zusammen, ja. Ich bin auch, wenn Einstellungsgespräche sind mit deutschen Kollegen, bin ich dabei, und solche Sachen auch.
130	26:28.8 - 26:54.5	Q12. Interviewer: Welche Schwierigkeiten gibt es innerhalb deiner Abteilung?
131	26:54.5 - 27:32.1	Mangelnde Zusammenarbeit zwischen Kollegen. XXXX Haha,... Aber, ich habe das Gefühl gerade bei einer unserer letzten Fortbildungsveranstaltungen haben auch Kollegen mitgemacht, von denen ich dachte, die haben bisher gar nichts dazu beigetragen, und ich denke, das war sehr sehr positiv.
132	27:32.0 - 28:02.5	Wir wollten auch zum nächsten Semester noch mal zu Fortbildungen einladen. Also, gerade der jetzigen Abteilungsleitung ist der Unterricht sehr sehr wichtig. Wichtiger als Forschung, habe ich den Eindruck. Die vorherige Leitung war ja eher auf Wissenschaft fixiert, XXXX...also, der Unterricht liegt der Leitung jetzt sehr am Herzen.
133	28:02.5 - 28:29.8	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
134	28:29.8 - 29:35.9	Es ist insofern schwierig, weil einige Studenten einen sehr geringen Wortschatz haben. Der mündliche Ausdruck ist eigentlich nicht schlechter geworden. In der Zeit, wo ich hier arbeite, sondern eher besser geworden. Aber, es gibt ganz erhebliche Probleme bei der Schreibfähigkeit. Also, bei der Schreibkompetenz. Oder Aufsatzschreiben, ist ganz schwierig. Wenn man eine Aufgabe stellt, wo es ums schreiben geht, die schreiben da Sätze, du glaubst es nicht. Völlig wie Kraut und Rüben, alles durcheinander. ... Das merkt man auch bei XXXX. Der schriftliche Ausdruck ist weiterhin ein grosses Problem.
135	29:35.8 - 29:40.8	Interviewer: D.h. also, Moment mal, das Problem war jetzt das unterschiedliche Niveau?
136	29:40.7 - 29:56.3	Ja, das unterschiedliche Niveau der Studenten. Vielleicht wäre es eine Möglichkeit, darüber wird jetzt auch nachgedacht, ob man nicht nach Leistung die Kurse differenziert.
137	29:56.4 - 30:06.1	Interviewer: Das sage ich nur mal so in Klammern, das haben wir bei uns schon vor drei Jahren gefordert. XXXX
138	30:06.0 - 30:07.6	Ja, ja.
139	30:07.6 - 30:38.9	Q14. Interviewer: Die Ergebnisse zeigten außerdem einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon? Interviewer: Aber das hast du ja schon gesagt. Das waren für dich die entscheidenden Herausforderungen ausserhalb der Abteilung. Oder willst du dazu noch etwas sagen?
140	30:38.9 - 30:41.7	Nö. Eigentlich ist das okay.
141	30:41.7 - 30:57.4	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt.

		Siehst du das auch so?
142	30:57.3 - 31:08.1	Nee. Ich denke, wichtig ist es, dass man von den Kompetenzen ausgeht.
143	31:08.1 - 31:16.2	Interviewer: Ach so. Nee, was ich meine, ist es allgemeine Praxis, dass die Kollegen so schreiben... ?
144	31:16.3 - 31:18.8	Ja. Hmm,....
145	31:18.7 - 31:20.1	Interviewer: Das siehst du aber nicht so?
146	31:20.2 - 31:28.8	Nee. Wie meinst du das...ich habe dich jetzt nicht so ganz richtig...ähh..
147	31:28.8 - 31:48.7	Interviewer: Die meisten Kollegen, die ich kenne, die schreiben ihren Syllabus für den Sprachunterricht, ähh, die gehen praktisch durchs Buch durch, Wohnen, Kapitel 5, die und die Seite, Kapitel 6, das und das...und dann ist das ... Syllabus fertiggeschrieben.
148	31:48.7 - 31:53.1	Hmm, hmmm, hmmm
149	31:53.0 - 31:54.0	Interviewer: Das weißt du aber nicht?
150	31:53.2 - 31:59.1	Ob das allgemeine Praxis ist? Das weiss ich nicht.
151	31:59.2 - 32:04.4	Interviewer: D. h. bei dir sieht dann der Syllabus scheinbar ein bisschen anders aus? Q15 B. Interviewer: Falls du einen Syllabus hast, der den Inhalt deines Kurses auflistet, könntest du kurz Beispiele geben, was du da hineinschreibst?
152	32:04.3 - 32:13.5	Ich schreibe...äh, du meinst jetzt, ähh, ... die Ziele, die Kursziele?
153	32:13.5 - 32:14.5	Interviewer: Den Kursplan.
154	32:17.0 - 32:40.6	Ja. Ich habe...ähh...eine Thematik, ja, also, irgendein Thema, was ich habe, und ich schreibe auch die Gruppen, also die Arbeitsformen mit rein, Projektarbeit, usw. Dann auch viele eigene Materialien versuche ich dabei zu verwenden, ne...
155	32:40.7 - 32:44.8	Interviewer: Sprichst du jetzt von einem Sprachkurs mit Lehrwerk? Oder von einem Fachkurs?
156	32:44.7 - 33:31.5	Ähh, was ich mache, das ist der vierte Jahrgang...also sowohl die...das ist ein Landeskundekurs. In den Sprachkursen, da versuche ich schon mich zumindest an den Büchern zu orientieren. Ja. Wobei, sagen wir mal, ich, den Syllabus...äh, also was...das, was ich im Unterricht konkret mache, muss nicht so ganz exakt mit dem Syllabus übereinstimmen, den ich da geschrieben habe, ja.
157	33:31.4 - 33:33.0	Interviewer: Du bist da ein bisschen flexibel?
158	33:33.0 - 33:45.7	Ich bin da flexibel, ja. Wenn ich merke, ich muss ein bisschen, entweder das Tempo anziehen oder ein bisschen zurück. Das hängt immer von dem Kurs ab. Da bin ich ein bisschen flexibel.
159	33:45.7 - 33:54.5	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt wie sie aufeinander aufbauen?
160	33:54.5 - 34:41.2	Ähmm, ... Du meinst jetzt die Sprachkurse? XXXX wir haben das jetzt auch gemacht, dass die Sprachkurse aufeinander aufbauen sollten. Das haben wir jetzt auch besprochen. Da gibt es jetzt ein Portfolio. Und in den anderen Fächern, in Wirtschaftdeutsch, wollen wir das erst machen. Also, ein Curriculum dafür. Aber bisher ist das wirklich nur vom ersten bis zum dritten Jahrgang XXXX, so, sehe ich das.
161	34:41.2 - 34:50.3	Interviewer: Das ist für die Sprachkurse. Und wie siehst du das für die Fachkurse?
162	34:50.4 - 35:21.3	Für die Fachkurse muss das gemacht werden, meiner Meinung nach, für Wirtschaft. XXXX und ich hatten das ja mal angeregt. Aber das ist leider in der Schublade verschwunden. Die neue Leitung möchte das

		wieder auch mal umsetzen. Und da wollen wir jetzt dran arbeiten. Und dann wäre das auch wichtig für unsere Spezialfächer (<i>Schwerpunktbereiche</i>) XXXX da sollte das eigentlich auch der Fall sein.
163	35:21.3 - 35:25.4	Interviewer: Das heisst, das gibt es nicht, und das wollt ihr jetzt einrichten?
164	35:25.3 - 35:49.5	Wie bitte? Ja, für unsere Schwerpunktbereiche wollen wir das einrichten. Genau. Das wird jetzt geplant. Aber das ist noch nicht..wir haben...Unsere neue Leitung hat praktisch die Vorschläge, die wir vor ein paar Jahren mal hatten, wieder aufgegriffen, und das wollen wir dann noch genauer ausarbeiten.
165	35:49.4 - 36:13.6	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
166	36:13.7 - 37:03.1	Kommunikativer Sprachunterricht heisst für mich, dass die Studenten ja auch im Unterricht lernen, ja, sich in Gruppenarbeit lernen miteinander zu kommunizieren, und der Lehrer ist eigentlich mehr so der Moderator und der Supervisor des Ganzen. Ja, das ist so meine Konzeption, die ich im Prinzip habe. D.h. wenn ich das mache, dann gehe ich in die Gruppen und höre mir das an und korrigiere und verbessere aber die eigentliche Arbeit müssen die Studenten schon selbst machen, ja.
167	37:03.0 - 37:15.2	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
168	37:15.2 - 37:44.2	Wie es in anderen Kursen ist, habe ich keinen Überblick. Aber ich denke, dass gerade in unserer Abteilung, so jüngere engagierte Kollegen wie XXXX, das bereits praktizieren. Ja. Und es wird immer mehr. Es verändert sich immer mehr. Das ist richtig. Ja.
169	37:44.1 - 37:49.5	Interviewer: D.h. du würdest doch einen Einfluß sehen bei jüngeren Kollegen?
170	37:49.5 - 37:51.2	Ja, ja. Genau.
171	37:51.2 - 38:00.5	Interviewer: Das ist eine interessante Frage. Wenn du sagst, jüngere Kolleginnen...welches Alter haben die denn?
172	38:00.4 - 38:40.4	Das sind die Teilzeitlehrer auch. Dann, ...ähhh.....bei den Muttersprachlern, dann..ähhh..nicht bei allen jüngeren Kolleginnen, aber doch, die jetzt neu eingestellt sind, da denke ich mir, was ich so gehört habe, ähhh, da tut sich so ein bisschen was. Das ist so mein Eindruck, aber wie das nun konkret aussieht, oder so, das kann ich nicht sagen.
173	38:40.5 - 39:08.8	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
174	39:08.8 - 39:33.8	Einfach, die Möglichkeit Unterricht zu gestalten, selbst zu gestalten, positives Feedback von Studenten zu bekommen, also, so die...also etwas zurückkriegen eigentlich, und...ähh,
175	39:33.8 - 39:37.4	Interviewer: Was bekommst du denn da zurück?
176	39:37.4 - 40:15.1	Positive Rückmeldungen, ja, also zum Beispiel wenn mir gesagt wird, ich habe viel von dir gelernt. Das ist für mich schon sehr wichtig. Da habe ich...wo ich das Gefühl habe, ich habe irgendwas bewegt. Oder, zum Beispiel, als..als...nicht nur im Unterricht, sondern jetzt zum Beispiel Studenten nach Deutschland zu schicken, die an dem Land interessiert sind, ihnen Interesse an Deutschland und an Deutsch...das Interesse zu wecken und ähh, ja, ihnen auch.
177	40:15.0 - 40:22.8	Eine mögliche berufliche Perspektive mit Deutsch zu geben, usw. Das finde ich wichtig.
178	40:22.8 - 40:35.0	Q19. Interviewer: Was ist für dich die größte Herausforderung / Schwierigkeit im Zusammenhang mit

		Deutschunterricht an deiner Arbeitsstelle?
179	40:35.0 - 40:53.2	Die Großgruppen. Die Großgruppen sind meiner Meinung nach....es ist zum Beispiel ein Kommunikationsunterricht mit einer solchen großen Gruppe nur sehr sehr begrenzt möglich.
180	40:53.2 - 40:58.0	Interviewer: Das heisst, da steht dann tatsächlich im Stundenplan Konversation mit 50 Leuten?
181	40:58.0 - 41:00.0	Ja!
182	41:05.6 - 41:10.6	Interviewer: Danke für dieses Gespräch! ENDE

Appendix 5.10: Interview Transcription “Yi-Xun”

Name: Yi-Xun **Description:** Location: Taiwan; Style of transcription: full transcription; Interview Time: 1 hour 2 minutes; Page number: 8;
 ... short pause; ^^^^^ long pause ; XXXX taken out; (*meaning or explanation*)

ID	Timespan	Content
1	0:00.0 - 0:17.2	(Begrüßung)
2	0:17.2 - 0:27.2	Q1 A. Interviewer: Wie lange unterrichtest du schon Deutsch in TW?
3	0:27.2 - 0:41.6	XXXX (21 - 25 Jahre).
4	0:41.7 - 0:50.3	Q1 B. Interviewer: Hast du die ganze Zeit an deiner jetzigen Arbeitsstelle unterrichtet?
5	0:50.2 - 1:27.6	Nein. Meinst du, ...Moment, woanders....Bevor ich hier in XXXX angefangen habe. Früher als ich Studentin war, habe ich mal als Teilzeitlehrerin bei einem Studentenverein, Deutsche Studentenverein in XXXX unterrichtet. Aber nur einmal in der Woche.
6	1:27.5 - 1:33.0	Q2. Interviewer: In welchen Studienfächern hast du deinen Uni-Abschluss gemacht?
7	1:32.9 - 1:57.3	Ich habe an der XXXX Universität, diese graduate school, ich glaube, ...Literatur und Deutsche Sprache, ich kann mich nicht mehr gut erinnern, Deutsche Literatur und Sprache.
8	1:57.2 - 2:00.0	Interviewer: Und das war damals ein Magister, ja?
9	2:00.0 - 2:01.4	Ja, ja.
10	2:01.4 - 2:10.5	Q3. Interviewer: Hast du irgendeine spezielle Ausbildung, um Fremdsprachen zu unterrichten?
11	2:10.5 - 2:26.8	Ja, ich habe im Jahre XXXX, habe ich eine viermonate Fortbildung in Deutschland gekriegt. Bei dem Goethe Institut. Ja. Das hat mir sehr viel geholfen.
12	2:26.8 - 2:29.5	Interviewer: Wie lange sagst du, war die Ausbildung? Vier Monate?
13	2:29.5 - 2:31.6	Ja. Vier Monate.
14	2:31.6 - 2:35.1	Interviewer: Das ist ja super.
15	2:32.4 - 2:34.9	Ja. Das war super.
16	2:34.9 - 2:35.9	Interviewer: Das ist ja eine gute Sache.
17	2:36.0 - 2:38.6	Mhh, mhh, finde ich auch.
18	2:38.8 - 2:41.5	Du, ich kann dich gut verstehen, jetzt, akustisch!
19	2:41.6 - 2:43.5	Interviewer: Das ist prima, also, die Qualität ist gut...
20	2:43.4 - 3:09.8	(kurze Bemerkungen zur Tonqualität)
21	3:09.8 - 3:22.7	Q4 A. Interviewer: Als du angefangen hast in Taiwan Deutsch zu unterrichten, welche besonderen Herausforderungen/Schwierigkeiten hattest du?
22	3:22.7 - 3:59.5	Damals, als ich angefangen hatte, ich kannte damals überhaupt keine Methodik. Und im Unterricht kann ich nur...also, machen, was ich früher im Unterricht von dem Lehrer gelernt habe. Wie die Lehrer

		unterrichtet haben, das kann ich nur nachmachen. Ja...und ich glaube, eigentlich damals habe ich nicht so gut unterrichtet. Weil ich überhaupt keine Methodik kennengelernt habe.
23	3:59.5 - 4:09.5	Und dann, ich muss auch viel vorbereiten...für den Unterricht.
24	4:09.9 - 4:18.2	Interviewer: Gerade wenn man anfängt, muss man ja sehr viel vorbereiten.
25	4:25.3 - 4:33.7	Q4 B. Interviewer: Hast du deine Anfangsprobleme lösen können, oder sind sie immer noch ein Problem?
26	4:33.7 - 4:50.4	Heute, äh, ich glaube...mit der Zeit sind die Probleme wieder anders. Zum Beispiel, jetzt....
27	4:50.7 - 5:10.3	Interviewer: Das frage ich gleich noch mal....welche Probleme du jetzt hast...könntest du bitte noch mal etwas zu deinen Problemen am Anfang sagen?
28	5:10.3 - 5:40.6	Ja, aber früher als ich angefangen habe Deutsch zu unterrichten, damals war ich noch nie in Deutschland. Mit der Sprache bin ich nicht so vertraut. Ja, und damals war es auch nicht so einfach Deutsch zu hören. Es gab wenige Kontakte mit dem Muttersprachler. Ehm, damals, das war schon eine große Schwierigkeit für mich.
29	5:40.5 - 6:01.5	Und nachdem ich vier Monate in Deutschland studiert habe, dann hatte ich dann mehr Vertrauen zu der Sprache. Aber jetzt die Sprache ist immer noch ein Problem für mich. Aber nicht mehr so groß wie damals, als ich angefangen habe.
30	6:01.5 - 6:08.9	Interviewer: Das ist eine interessante Frage. Fühlst du dich denn manchmal noch unsicher mit deinem Deutsch?
31	6:09.0 - 6:13.1	Ja, ja. Natürlich fühle ich mich noch unsicher.
32	6:13.1 - 6:30.7	Q4 C. Interviewer: Gab es Unterstützung für dich von deiner Institution? Irgendein Lehrertraining? Irgendwelche Hilfe?
33	6:30.7 - 7:09.2	Ich glaube...eigentlich nicht. Nein. Weil...damals, es gab überhaupt keine Einführung, wie man unterrichtet. Und Hospitationen gab es auch nicht. Deshalb muss man sich selbst mit diesem Problem lösen, oder mit den anderen, den Kollegen darüber diskutieren. Man kann schon Hilfe von den Kollegen bekommen.
34	7:09.2 - 7:12.9	Interviewer: Von den Kollegen ja, aber nicht von der Institution, von der Arbeitsstelle?
35	7:12.9 - 7:15.2	Nein. Nein.
36	7:15.2 - 7:23.5	Interviewer: Wenn du dann Hilfe von den Kollegen bekommen hast, was war das dann für Hilfe? Waren das Gespräche? Wie hat die Hilfe ausgesehen?
37	7:23.4 - 7:55.9	Das war so...damals war ich mit Frau XXXX gut befreundet. Ja. Und wenn ich zum Beispiel wie ich mit den Leuten umgehen soll oder zum Beispiel im Unterricht, wie man die Schüler, die Studenten betreut. Damals habe ich sie gefragt. Und dann auch also Erfahrungen ausgetauscht.
38	7:55.8 - 8:14.6	Q5 A. Interviewer: Was sind heute die entscheidenden Herausforderungen für dich im Unterricht?
39	8:14.7 - 8:54.6	Jetzt ist mein größtes Problem die Zeit. Weil ich einerseits meine Doktorarbeit machen muss und andererseits habe ich nicht mehr so viel Zeit für die Studenten, aber, wenn ich eine Klasse mit 50 Schülern unterrichte, brauche ich eigentlich viel Zeit. Zum Beispiel, wenn ich Klassenlehrer bin, dann muss ich viel Zeit in die Betreuung stecken. Mit ihnen Gespräch führen, usw. Das ist eine große Herausforderung für mich.
40	8:54.7 - 9:12.1	<i>(Interviewer redet noch einmal über den Begriff Herausforderung)</i>
41	9:12.1 - 9:19.5	Interviewer: ...die Zeit reicht dir eigentlich gar nicht?

42	9:19.5 - 9:38.5	Ja. Zum Beispiel in diesem Jahr bin ich kein Klassenlehrer...keine Klassenlehrerin, dann, plötzlich habe ich gesehen, dass ich viel mehr Zeit habe. Ich unterrichte jetzt auch nur am Abend, deshalb habe ich viel mehr Zeit als früher.
43	9:38.5 - 9:47.5	Interviewer: Klassenlehrerin. Wie wird man denn das, wird das bestimmt? Wird das von der Uni bestimmt, dass du Klassenlehrerin bist?
44	9:47.5 - 10:10.6	Im Augenblick haben wir mehr Lehrer als Klassen, deshalb müssen nicht alle Lehrer Klassenlehrer sein. Aber dieses Mal, ich habe unserer Leitung gesagt, ich möchte keine Klassenlehrerin werden.
45	10:10.6 - 10:29.7	Interviewer: Damit du mit deiner Arbeit vorankommst? Und, das hat eure Leitung dann auch gemacht? Na, das ist ja nett! Das hört sich nach einer Veränderung an, ja ein bisschen anders als vorher. Vorher hattest du auch schon deine Arbeit geschrieben, aber du hattest keinen guten Stundenplan bekommen?
46	10:29.7 - 10:42.9	Vor zwei Jahren hatte ich schon vor nur am Abend zu unterrichten. Aber die alte Leitung hat es nicht erlaubt, und hat mich gezwungen im ersten Jahr Klassenlehrerin zu werden.
47	10:43.0 - 10:51.6	Interviewer: Also, da kann man sagen, von der Abteilungsleitung vorher keine Hilfestellung für dich?
48	10:51.6 - 11:01.2	Nein. Von XXXX konnte man so etwas nicht erwarten! Ha, ha (<i>Lachen</i>)...
49	11:01.2 - 11:15.3	Q6. Interviewer: Findest du es schwer, deine Studenten zu motivieren? Warum oder warum nicht?
50	11:15.3 - 12:27.5	Manche Schüler kann man schon motivieren. Zum Beispiel, wenn sie...aber nur von der Lehrerseite her, das ist schwer. Wenn man sieht, dass die Schüler selbst ein bisschen motiviert sind, dann muss man sie auch noch ermutigen, dann kommt etwas heraus. Aber nur von der Lehrerseite, dann passiert nichts.
51	12:27.5 - 12:32.8	Interviewer: Die Studenten müssen auch schon eine gewisse eigene Motivation mitbringen.
52	12:32.9 - 12:36.4	Ja. Ja.
53	12:36.4 - 12:44.4	Interviewer: Bringen deine Studenten diese Motivation mit?
54	12:44.4 - 13:02.9	Natürlich die meisten....hm, die meisten kann man nicht sagen, also, viele Schüler wissen nicht, warum sie Deutsch lernen, und sind nicht so motiviert.
55	13:03.0 - 13:08.1	Interviewer: Die sind nicht so motiviert und wissen nicht warum sie Deutsch lernen. Dann muss ich dich fragen, warum sitzen die denn da?
56	13:08.1 - 14:11.8	(<i>Frage wurde akustisch nicht verstanden, und Interviewer wiederholte die Frage</i>) Zum Beispiel, die Schüler vom Abendprogramm, sie wollen einen Abschluss bekommen. Einige Studenten sagen, die wollen einfach nur diesen Abschluß. Sie sagen es nicht, aber es sieht so aus. Und von dem Tagesprogramm, ich glaube die Schüler eigentlich sind noch jung. Und vielleicht betrachten sie es nur als ihre Aufgabe Deutsch zu lernen, nur so. Aber von dem vierjährigen College, ja, einige sind schon sehr motiviert...aber die meisten...keine so gute Erfahrung...
57	14:11.7 - 14:30.4	Interviewer: Wenn die in der Abendschule einen Abschluss machen...warum machen die den Abschluss? Aber die können doch kein richtiges Deutsch sprechen! Haben die dann bessere Arbeitschancen? Oder warum machen die das mit dem Abschluß?
58	14:31.5 - 15:42.6	Ja, das ist eine gute Frage. Weil...also, eigentlich, mit diesem Abschluß haben sie auch keine bessere Berufschance...wenn sie überhaupt kein Deutsch können. Sie wollen einfach diesen Abschluß haben, und dann sagen sie, eh, wo shi daxuesheng (<i>ich bin ein Uni-Student</i>).

59	15:42.6 - 15:54.8	(Interviewer wiederholt laut) ...sie glauben, dass sie bessere Chancen haben, aber vielleicht stimmt das gar nicht...
60	15:54.8 - 16:01.4	Das stimmt überhaupt nicht. Richtig. Ja.
61	16:01.4 - 16:17.4	Q7. Interviewer: Hast du deine Art und Weise zu unterrichten in den letzten Jahren verändert?
62	16:17.5 - 17:19.0	Also, die große Wendung für mich ist nämlich die Ausbildung in Deutschland für vier Monate. Damals habe ich viel hospitiert und auch viel gelernt. Ich glaube, damals habe ich mich sehr viel geändert. Aber in diesem Jahr also, wenn ich Abendschule unterrichte, dann...ich meine, also, bei den Studenten von der Abendschule verlange ich dann nicht so viel. Aber von den Studenten des Tagesprogramms verlange ich mehr. Aber, ich glaube, ich habe mich viel geändert, ja.
63	17:18.9 - 17:47.5	(Interviewer wiederholt nochmals die Antwort, da es Probleme mit der Tonqualität gibt.)
64	17:47.4 - 17:51.1	Q8 A. Interviewer: Wirst du von deinen Studenten evaluiert?
65	17:51.1 - 17:53.7	Ja.
66	17:53.6 - 18:03.3	Interviewer: Wie wirst du evaluiert und inwieweit beeinflusst dich diese Bewertung?
67	18:03.2 - 19:54.0	Das ist auch eine gute Frage. Dieses Evaluieren, eh, ...manchmal denke ich daran, wenn ich unterrichte, aber...mhh, ich weiss...aber ich werde nicht deswegen den Schülern bessere Noten geben. Zum Beispiel, ...letztes Jahr XXXX war schon ein bisschen streng, die Durchschnittsnote ...ich glaube, eine ist nur 68 und eine ist 70, aber trotzdem, sie haben mir auch eine nicht schlechte Evaluation gegeben. Vor allem eine Klasse, es war immer eine gute Stimmung bei dieser Klasse und ich, dann haben sie mir sehr gute Noten gegeben...wenn man immer an diese Evaluation denkt, dann geht man so locker mit den Noten um. Das finde ich nicht so gut. Ich habe gesehen, die meisten, jetzt sieht man die Durchschnittsnoten von den Klassen, manche sogar 85, 87. Das finde ich viel zu hoch. D.h. die Lehrer denken vielleicht viel zu viel an die Bewertungsnoten.
68	19:54.1 - 20:03.0	Interviewer: D.h., so ein bisschen ist das dann ein Evaluierungsspiel. Ich gebe dir eine bessere Note, und dafür gibst du mir auch eine bessere Note.
69	20:03.0 - 20:15.6	Ja. Ja. Ich möchte nicht youlian daoshi (<i>Exzellenter Lehrer</i>) oder jiaoxue pingjian (<i>bei den Lehrerbewertungen</i>) die Nummer eins sein, ja, ich denke nicht daran, aber ich möchte auch nicht, dass ich zu schlechte Noten bekomme.
70	20:15.6 - 20:35.3	Aber, normalerweise, ich bin noch mit meinen Noten zufrieden. Aber, ob ich gut unterrichte oder nicht, das hat mit dieser Evaluierung nicht viel zu tun. Wenn ich mit einer Klasse gut umgehe, dann bekomme ich bestimmt bessere Noten.
71	20:35.2 - 20:49.8	Interviewer: Wenn die dich jetzt schlecht bewerten, was hat das dann für dich für Konsequenzen?
72	20:49.7 - 21:23.3	Ich glaube, ich habe nur einmal bei einer Klasse die Vorgabenote nicht bekommen. Und natürlich, wenn ich diese Note bekommen, dann überleg ich zuerst, überleg mir, was ich falsch gemacht habe. Warum ist die Note so niedrig? Aber, wenn es nicht an mir liegt, dann kümmere ich mich nicht mehr so daran.
73	21:23.3 - 21:37.2	Interviewer: Wenn du das mal bekommst, macht dir dann deine Arbeitsstelle Ärger? Dass man dir zum Beispiel sagt, sie müssen besser werden, oder so was?
74	21:37.3 - 21:55.0	Nein. Niemand sagt was. Oder? Aber, man kriegt schon ein schlechtes Gefühl. Ehrlich gesagt. Für mich dauert es nur einige Tage, hahaha...

75	21:55.0 - 22:11.2	Q9. Interviewer: Gibt es noch andere Evaluierungen, die dich betreffen? Welche? Was haben die für dich an Konsequenzen?
76	22:11.2 - 22:35.4	Interviewer: (wiederholt die Frage noch einmal) ... also an anderen Universitäten gibt es Selbstbewertungen...
77	22:35.4 - 22:53.1	Ach, ja, ja, ja, ja....Vorgestern habe ich meine gerade fertig gemacht, haha.. XXXX daher habe ich jetzt Zeit für dieses Interview.
78	22:53.0 - 23:10.1	Interviewer: Das ist die Selbstbeurteilung, da musst du dich selbst beurteilen? Und wenn du da nicht die richtige Punktzahl hast, bekommst du dann Ärger?
79	23:10.1 - 24:01.1	Meinst du, wenn man zu niedrige Punkte bekommt? So, etwas habe ich noch nie....weil meine Punkte sind noch hoch. Bei dieser Selbstbewertung ist es ganz einfach, wenn man nur etwas veröffentlicht hat, oder wenn man Forschungsprojekte oder Kooperationsprojekte mit der Wirtschaft hat, dann bekommt man schon 14 Punkte, dann bekommt man eine höhere Note, deshalb habe ich noch keinen Ärger damit bekommen. Was kann ich da noch sagen?
80	24:01.0 - 24:05.4	Interviewer: D.h. du kannst das nicht sagen, weil du hast noch nie Probleme gehabt.
81	24:05.5 - 24:35.0	Nein. Noch nicht. Aber, letztes Jahr....na das war auch kein Problem...aber ich...jetzt muss ich was sagen, Frau XXXX ist eigentlich unsere beste Klassenlehrerin in unserer Abteilung. Ja. Aber, weil sie keine Publikation hat, deshalb bekommt sie auch keine gute Note. Das finde ich eigentlich unfair. Aber, was kann man da noch machen?
82	24:35.0 - 24:59.8	Interviewer: Also du sagst, die Kollegin ist richtig gut, sie macht allerdings keine Forschung, und deshalb bekommt sie keine volle Punktzahl. Wie viele Punkte gibt es für Forschung, wie viele für Unterricht?
83	24:59.7 - 25:33.4	Für Forschung 14 Punkte, wenn man diese 14 Punkte nicht bekommt, wenn man also niedriger als 70 Punkte bekommt, dann muss man betreut werden. Normalerweise, auch wenn man keine Forschung hat, bekommt man über 70.
84	25:33.4 - 25:38.4	Interviewer: Forschung sind 14, wie viele gibt es für Unterricht?
85	25:38.3 - 26:00.0	Das weiss ich nicht. Weil es auch noch Studentenbetreuung gibt, also mindestens 50%.
86	26:00.1 - 26:06.3	Interviewer: Es gibt also auch Ungerechtigkeiten in dieser Evaluierung.
87	26:06.3 - 26:09.7	Natürlich.
88	26:11.2 - 26:41.6	Q10. Interviewer: Es wird viel Geredet über den traditionellen chinesischen Unterrichtsstil, über das prüfungsorientierte Bildungssystem und als ein Ergebnis: <i>passive taiwanische Studenten!</i> Was ist deine Meinung und Erfahrung dazu?
89	26:41.6 - 27:23.3	(Interviewer wiederholte die Frage)
90	27:23.3 - 28:27.0	Eigentlich nicht. Wo bu jue! (Finde ich nicht!) Weil...für manche Schüler schon, aber nicht so viel. Vor allem in XXXX. Weil, eigentlich haben sie nicht so viel Druck von den Noten und die Schüler haben auch...sehr viele von ihnen machen auch, was sie gerne machen. Zum Beispiel, sie sind sehr aktiv bei den shetuan (Arbeitsgemeinschaften; Studentenclubs) ...ja...oder einige bringen deswegen auch ein schlechtes Zeugnis nach Hause...
91	28:27.0 - 28:36.6	Interviewer: Du bist der Meinung, das stimmt nicht so unbedingt. Du bist der Meinung, dass sie eher aktiv sind!
92	28:36.5 - 29:15.0	Q11. Interviewer: Was sind für dich die entscheidenden Herausforderungen außerhalb des Unterrichts?

93	29:15.0 - 29:49.5	Ha, ausserhalb, die Deutschabteilung, mit den Kollegen umzuziehen! Ha, ha,...mit einigen, nur mit einigen....mit den anderen kein Problem, ich bin schon zufrieden..... einfach zu wenig Zeit, für mich ...für mich. Zum Beispiel, ich treibe auch gerne Sport, oder mache gerne auch Reise, aber jetzt muss ich auch darauf verzichten.
94	29:49.5 - 29:55.3	Interviewer: Warum ist das so? Wegen deinem Unterricht und deiner Forschung?
95	29:55.3 - 30:07.6	Ja, ja, ja.
96	30:07.6 - 30:13.1	Interviewer: Du sagst innerhalb der Abteilung ist es manchmal problematisch mit manchen Kollegen oder Kolleginnen?
97	30:13.1 - 30:27.6	Und dann also manchmal zum Beispiel die Leitung...also, die Leitung einer Abteilung ist auch wichtig, weil sie kann auch die Atmosphäre, die Stimmung in der Abteilung bestimmen.
98	30:27.6 - 30:55.2	Interviewer: Das ist auch ein interessanter Punkt. Vorher hat es bei dir an der Abteilung einen Wechsel gegeben. Und es sind nicht nur die Kollegen, die wichtig sind, sondern auch die Abteilungsleiter.
99	30:55.2 - 31:26.7	Ja, ja. Also, zum Beispiel, in den letzten Jahren, wenn wir Sitzungen hatten, dann kriegten wir Ärger (<i>mit der alten Leitung</i>). Aber jetzt nicht mehr. Jetzt ist alles wieder gut gelaufen.
100	31:19.2 - 31:31.9	Interviewer: Mit Ärger meinst du, es war dann in den Sitzungen nicht angenehm?
101	31:26.6 - 31:27.6	Natürlich nicht angenehm! Ha, ha! XXXX
102	31:31.9 - 31:49.2	Interviewer: XXXX Du sagtest mit den Kollegen gibt es Probleme. Was ist das Problem? Kann man mit den Kollegen nicht reden? Oder gibt es mit den Kollegen keine Teamarbeit, wie würdest du das Problem beschreiben?
103	31:49.2 - 32:11.7	Das Problem ist also, manche Leute arbeiten....wie sagt man so...mit denen kann man nicht richtig diskutieren, ja. Oder, schwierig in einem Team zu arbeiten.
104	32:11.7 - 32:16.7	Interviewer: Wenn du deine Abteilung so siehst, wie viel Prozent sind das von deinen Kollegen?
105	32:16.6 - 32:38.2	10%
106	32:37.7 - 32:46.1	Nicht unbedingt. Wenn man nicht mit ihnen zusammenarbeitet (zusammenarbeiten muss), dann ist das alles kein Problem.
107	32:38.1 - 32:39.1	Interviewer: Aber die 10% machen das Leben schwerer?
108	32:46.2 - 33:23.0	Q13. Interviewer: In meiner Umfrage haben über 70% der Lehrkräfte geäußert, sie seien frustriert über das geringe Niveau ihrer Studenten. Ist dies auch ein Problem für dich? Wenn ja, was meinst du, woran liegt dieses Problem?
109	33:23.0 - 34:15.5	Eigentlich nicht. Es kommt darauf an, welche Schüler man hat. Zum Beispiel, bei den Studenten des Abendprogramms, dann erwarte ich nicht so viel. Dann bin ich nicht frustriert. Aber frustriert bin ich beim Tagesprogramm. Weil einige von ihnen möchten wirklich lernen, aber die meisten von ihnen wollen nicht lernen, dann fühlt man sich schon ein bisschen frustriert. XXXX
110	34:18.1 - 34:26.5	Interviewer: XXXX
111	34:26.5 - 34:40.2	Interviewer: Wenn du dir also deine Studenten mal anschaust im Tagesprogramm, dann meinst du, die haben kein Problem mit dem Niveau?
112	34:40.1 - 34:58.4	Weil ich nur im ersten und zweiten Jahrgang unterrichtet. Deshalb weiss ich auch nicht, wie es in den höheren Jahrgängen aussieht. Da kann ich das nicht beurteilen.
113	34:58.4 - 35:32.9	Q14. Interviewer: Die Ergebnisse zeigten außerdem

		einen Anstieg der zu leistenden Aufgaben für Lehrkräfte außerhalb des Unterrichts? Trifft das auch für Dich zu? Was für Aufgaben werden von dir verlangt? Was hältst du davon?
114	35:32.9 - 35:48.4	(Wiederholung von Frage 14)
115	35:48.4 - 36:24.6	Als Klassenlehrer, dass mache ich eigentlich gerne... was wird noch von mir verlangt? Eigentlich nicht viel, haha, weisst du, warum das so ist, weil ich nur eine kleine Dozentin (<i>ohne Dokortitel</i>) bin. Deshalb verlangt man von mir auch nicht so viel, haha. Deshalb habe ich auch nicht so viele Sitzungen oder Verwaltungsarbeit.
116	36:24.6 - 36:29.8	Interviewer: Du meinst, weil du noch keinen Dokortitel hast, musst du nicht in diese ganzen Kommissionen rein?
117	36:29.9 - 36:32.1	Ja, ja. Stimmt.
118	36:32.0 - 36:40.8	Darf ich nicht! Darf ich nicht!
119	36:40.9 - 36:55.4	Interviewer: Also, sie geben dir nicht mit Absicht mehr Zeit, weil du deinen Doktor schreibst, sondern das ist zufällig.
120	36:55.5 - 36:58.6	Hmm, hmm, hmm!
121	36:58.6 - 37:02.4	Interviewer: Wie ist das denn mit den kewaihuodong (<i>Aktivitäten ausserhalb des Unterrichts</i>)? (immer noch zur Frage 14)
122	37:02.4 - 37:36.3	Ja, zum..die, die...zum Beispiel, wenn man ein Theaterstück betreut, dann ist es eine große Belastung. Finde ich. Biyegongyan (<i>Abschlußtheater</i>)...aber zum Beispiel bei meiner Klasse, die müssen auch für den Rheinpokal spielen. Diese Theaterstückbetreuung finde ich auch noch okay.
123	37:36.2 - 37:49.0	Interviewer: D. h. es gibt also nicht nur das Abschlußtheater, sondern es gibt dazwischen wieder andere Theaterstücke, wo man an Wettbewerben teilnimmt? Da musst du auch helfen?
124	37:49.1 - 37:51.7	Ja.
125	37:51.6 - 37:55.0	Interviewer: Wenn so ein Wettbewerb an einem anderen Ort stattfindet, musst du dann mit deiner Klasse mitfahren?
126	37:55.0 - 38:06.7	Nein. Normalerweise, das machen das die Leiter oder die anderen Lehrer.
127	38:06.6 - 38:27.1	Q15 A. Interviewer: Die allgemeine Praxis für das Schreiben von einem Sprachkurs-Syllabus ist, dass man dabei dem Lehrwerk folgt. Siehst du das auch so? Interviewer: Du schreibst Kapitelzahl und Seitenzahl und fertig?
128	38:27.1 - 38:49.0	Ah, ja, normlaerweise ist es so. Aber, wenn ich was anderes machen möchte, ja, dann schreibe ich es noch dazu, zum Beispiel, wenn ich noch Lesestücke in dem Unterricht machen möchte, dann schreibe ich auch das.
129	38:49.0 - 38:56.5	Interviewer: Was schreibst du dann hinein? Den Namen des Lesestücks? Q15 B. Interviewer: Falls du einen Syllabus hast, der den Inhalt deines Kurses auflistet, könntest du kurz Beispiele geben, was du da hineinschreibst?
130	38:56.4 - 39:02.5	Ja, und auch den Kapitel...
131	39:02.4 - 39:09.3	Interviewer: Was ist das denn dann? Sind das dann so extra kleine Lesebücher, die du lesen läßt, oder sind das Kopien, die du verteilst?
132	39:09.2 - 39:16.4	Die kleinen Lesestücke, die müssen die Schüler kaufen.
133	39:16.4 - 39:24.9	Interviewer: Aha, das sind dann Easy Reader?
134	39:24.9 - 39:28.4	Ja, Ja. Easy Reader.

135	39:28.3 - 39:50.5	Ja. Das schreibe ich extra. Unterrichtsplan. Aber komisch...mein Unterrichtsplan, manchmal gebe ich den Studenten noch was Anderes, haha..
136	39:50.5 - 39:54.6	Interviewer: D.h. du schreibst nicht alles ganz genau in deinen Kursplan.
137	39:54.7 - 39:56.0	Nein, nicht ganz genau.
138	39:55.9 - 40:14.1	Q15 C. Interviewer: Gibt es an deiner Einrichtung ein Curriculum, das alle Kurse darstellt und zeigt, wie sie aufeinander aufbauen?
139	40:14.1 - 40:27.3	Nein.
140	40:27.4 - 40:34.4	... noch einmal...Curriculum, wie meinst du das? Ich habe das nicht richtig verstanden.
141	40:34.3 - 41:04.4	Interviewer: Curriculum, das ist immer schwer zu übersetzen. Das ist ein Plan....(hier wird noch ausgeführt) welche Kurse werden angeboten, was machen die Kurse, was ist der Inhalt der Kurse...
142	41:04.4 - 41:11.9	Doch, das haben wir auch bei kechengbiao (Kursplan)...oder?
143	41:11.9 - 41:16.6	Interviewer: Aber, es gibt nicht so einen großen Plan für die ganze Abteilung?
144	41:16.6 - 41:28.5	Aha, von wem?
145	41:28.4 - 41:30.2	Interviewer: Für die Sprachkurse gibt es da einen Plan, was man im Kurs machen muss, und was die Inhalte sind?
146	41:30.1 - 41:41.6	Nee, ich glaube nicht.
147	41:41.5 - 41:53.4	Interviewer: Und du hast gerade gesagt, das ist dann kechengbiao?
148	41:53.4 - 42:10.0	Kecheng gangyao...der Inhalt des Unterrichts und das Ziel des Unterrichts muss man schreiben.
149	42:10.0 - 42:45.9	Q16. Interviewer: In den letzten Jahren ist viel über kommunikativen Sprachunterricht geredet worden, aber jeder scheint seine eigene Vorstellung darüber entwickelt zu haben, was das bedeutet. Was bedeutet das für dich?
150	42:53.5 - 43:52.7	Erstens, nicht nur der Lehrer redet. Die Schüler oder auch schülerzentriert. Und kommunikativ heisst noch, dass die Schüler auch im Unterricht mal sprechen können. D.h. was sie gelernt haben, können sie auch üben...mit den anderen kommunizieren, weil die Funktion der Sprache ist Kommunikation, ja, die Schüler müssen die Gelegenheit haben, die Sprache zu üben.
151	43:52.7 - 44:11.7	Q17. Interviewer: Hat der kommunikative Sprachunterricht deiner Meinung nach den Deutschunterricht in Taiwan entscheidend verändert?
152	44:11.7 - 44:55.5	Ich weiss nicht, wie die anderen Lehrer unterrichten. Aber für mich schon. Ich habe dir ja schon erzählt, also diese Ausbildung, diese Fortbildung in Deutschland, hat mich auch geändert...muss ich sagen. Ja, ich weiss nicht...Aber, allerdings glaube ich, die meisten Lehrer haben das schon im Kopf, aber ob man es im Unterricht umsetzt, das weiss ich nicht.
153	44:55.5 - 45:05.6	Interviewer: Du redest immer von diesen vier Monaten. War das irgendwie ein Stipendium vom Goethe Institut, oder...?
154	45:05.7 - 45:15.4	Ja. das war ein Stipendium. aber so einen Kurs gibt es jetzt auch nicht mehr.
155	45:15.4 - 45:31.6	Interviewer: Richtig. Jetzt sind die nur noch vier Wochen lang die Kurse. Das finde ich gut. Vier Monate, das ist eine schöne Zeit.
156	45:31.6 - 45:51.4	Q18. Interviewer: Was findest du an deinem Beruf wirklich schön? Könntest du drei Punkte nennen?
157	45:51.4 - 46:53.9	Also, wenn ich was schön finde, dann ...natürlich die Ferien. Ha, ha, ha.... Nein, nein! Den Umgang mit den Schülern finde ich also interessant. Mit manchen Kollegen zusammen was unternehmen,

		finde ich auch gut. Und dann als Lehrer kann man immer was Neues lernen, dass finde ich auch gut.
158	46:54.0 - 47:09.7	Q19. Interviewer: Was ist für dich die größte Herausforderung / Schwierigkeit im Zusammenhang mit Deutschunterricht an deiner Arbeitsstelle?
159	47:09.8 - 47:38.3	Immer die Sprachkenntnis. Ich hätte besser einen Deutschen geheiratet. Ha, ha, ha....oder, wenn ich in Deutschland einige Jahre studieren könnte. Das wäre eine Hilfe für mich.
160	47:38.2 - 47:41.3	Interviewer: D.h. es ist immer so eine Unsicherheit da...?
161	47:41.3 - 47:48.3	Ja. Die Unsicherheit ist immer da.
162	47:48.2 - 48:22.9	Interviewer: Ja, wenn ich Chinesisch unterrichten sollte, dann würde ich mich auch immer unsicher fühlen. Im Englischunterricht auch. Ich habe ja auch Englisch unterrichtet und dann....man fühlt sich eben nicht....weil man nicht weiss, wie ist das jetzt...dein Deutsch ist sehr gut, deine Aussprache ist prima und ich kann dich sehr gut verstehen, ich finde du brauchst da nicht so unsicher sein...ha,ha,
163	48:22.8 - 48:25.0	Na vielen Dank für die Komplimente...
164	48:22.9 - 48:30.5	Interviewer: Vielen Dank. ENDE

Appendix 5.11: Research Log: Interview transcriptions (statistic)

Inter view	Aka name	Transcrip tion time in hours	Audio file time (h:min:sec)	Audio file size (MB)	Comment
1	Kaya	13 hrs	0:44:49	20, 4 MB	(14 pages Nvivo8 transcriptions)
2	Wen-Zhong	13.8 hrs	1:12:00	32, 9 MB	(17 pages Nvivo8 transcriptions)
3	Liu-Hong	12.8 hrs	0:56:52	26, 0 MB	(17 pages Nvivo8 transcriptions)
4	Yi-Chen	7.4 hrs	0:41:10	18, 8 MB	(13 pages Nvivo8 transcriptions)
5	Yi-Xun	10.6 hrs	0:49:06	22, 4 MB	(13 pages Nvivo8 transcriptions)
6	Fei-Fei	8.7 hrs	0:42:58	19, 6 MB	(12 pages Nvivo8 transcriptions)
7	Mei-Zhen	11.6 hrs	1:11:27	32, 7 MB	(17 pages Nvivo8 transcriptions)
8	Martin	8. 91 hrs	0:46:26	21, 2 MB	(12 pages Nvivo8 transcriptions)
9	Alexa	10.08 hrs	1:16:04	34, 8 MB	(12 pages Nvivo8 transcriptions)
10	Andreas	11 hrs	1:05:57	30, 1 MB	(13 pages Nvivo8 transcriptions)
TOTAL		107.08 hrs	09:26:49	258, 9 MB	(140 pages of Nvivo
Average	per interview	10.70 hrs	57 min		14 pages

Appendix 6:
Consent Forms

Appendix 6.1: English Consent Forms - Teachers



THE UNIVERSITY OF
WAIKATO
Tē Whare Wānanga o Waikato

Research project: Teaching German in Taiwan

Dear Colleague,

I am currently doing a PhD at the University of Waikato in New Zealand. The research involves an investigation of current approaches to teaching German in Taiwan. This research is intended to contribute to debate about best practice and to be of benefit to teachers and students. As part of the research project, I would like to videotape some German lessons. These lessons will later be transcribed. In writing up the research, reference will be made only to the transcriptions (from which all references to the names of students and teachers will be deleted). This is to protect the privacy of both the students and the teachers (whose names will not be revealed in my thesis or in any publications relating to the research). The overall aim of the classroom observations is to examine different types of teaching of German in Taiwan and to identify some of the methods that seem to be particularly effective.

If you would like any further information, please contact me by email at parchwitz@mail.wtu.edu.tw. If you agree to participate by allowing me to videotape one or more than one of your lessons, I should be very grateful if you would complete the attached form and return it to me in the envelope supplied. Before any videotaping is undertaken, the permission of your students will also be sought.

If you decide to participate but wish to withdraw after your lesson had been videotaped, you may do so at any time up to six months from the date of the videotaping.

All of those who participate in the research will be provided with a summary of the research findings when the work has been completed.

I would like to thank you for taking the time to read this letter.

Yours sincerely,

Jörg- A. Parchwitz

(Staff member: Wenzao Ursuline College of Languages)

PhD student, The University of Waikato, Private Bag 3105, Hamilton, New Zealand.

Tel. in Taiwan: 886-7-3597471

Email: parchwitz@mail.wtuc.edu.tw

I agree to participate in the doctoral research of Jörg-A. Parchwitz by permitting him to videotape one ☐ or more than one ☐ of my German language lessons if my students agree. I understand that the videotaped lesson will be transcribed and that reference will be made only to the transcription in the reporting of the research. I also understand that neither my name nor the names of my students will be communicated to anyone in the reporting of the research.

Name:

Signature:

Date

Please return in the envelope supplied to:

Mr. Parchwitz, Rongcheng San St. 22, 4 F – 4 , Zuoying District, 81362 Kaohsiung City Taiwan, R.O.C.

Appendix 6.2: English Consent Forms - Students



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research project: Teaching German in Taiwan

Dear Student,

I am currently doing a PhD at the University of Waikato in New Zealand. The research involves an investigation of current approaches to teaching German in Taiwan. This research is intended to contribute to debate about best practice and to be of benefit to teachers and students. As part of the research project, I would like to videotape some German lessons. These lessons will later be transcribed. In writing up the research, reference will be made only to the transcriptions (from which all references to the names of students and teachers will be deleted). This is to protect the privacy of both the students and the teachers (whose names will not be revealed in my thesis or in any publications relating to the research). The overall aim of the classroom observations is to examine different types of teaching of German in Taiwan and to identify some of the methods that seem to be particularly effective.

Your teacher has agreed that I may videotape one of your German lessons if you agree. We will videotape lessons only where all of the students taking part in them agree. If you agree, this is not a problem. Please complete the form below and return it to your teacher.

If you would like any further information, please contact me by email at parchwitz@mail.wtuc.edu.tw.

I would like to thank you for taking the time to read this letter.

Yours sincerely,
Jörg-A. Parchwitz

(Staff member: Wenzao Ursuline College of Languages)
PhD student, The University of Waikato, Private Bag 3105, Hamilton, New Zealand.

Tel. in Taiwan: 886-7-3597471
Email: parchwitz@mail.wtuc.edu.tw

(Please tick (✓) the appropriate box.)

I AGREE that one or more than one of the German lessons I take part in will be videotaped

☐

I DO NOT AGREE that one of the German lessons I take part in will be videotaped

☐

I understand that the videotaped lesson will be transcribed and that reference will be made only to the transcription in the reporting of the research. I also understand that neither my name nor the names of my teacher will be communicated to anyone in the reporting of the research.

Name: Signature: Date:
Please return the form to your teacher.

Appendix 6.3: German Consent Forms - Teachers



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Forschungsprojekt: Deutsch als Fremdsprache in Taiwan

Liebe Kollegin, Lieber Kollege,

zur Zeit arbeite ich an meiner Dissertation an der Universität Waikato in Neuseeland. Meine Forschungsarbeit beschäftigt sich mit der gegenwärtigen Situation des Deutschunterrichts in Taiwan. Diese Untersuchung hat die Absicht die besten Ansätze in der Praxis zu analysieren und sie Lehrern wie Studenten dadurch nutzbar zu machen. Dazu sieht ein Teil meines Projektes die Aufzeichnung einiger Unterrichtsstunden vor. Die entstandenen Videos werden später transkribiert. Im weiteren Verlauf der Ausarbeitung des schriftlichen Teils meiner Arbeit werden Referenzen zu der Transkription erstellt, wobei keine Nennung von Namen der Studenten oder Lehrer erfolgt. Dies geschieht zum Schutze der Privatsphäre von Studenten und Lehrkräften, deren Namen weder in meiner Dissertation noch in anderen entsprechenden Publikationen angegeben werden. Das generelle Ziel der Unterrichtsaufzeichnung besteht darin, die verschiedenen Unterrichtsformen in DaF in Taiwan zu dokumentieren und diejenigen Methoden zu identifizieren, welche als besonders effektiv erscheinen.

Für weitere Informationen können Sie mich gern unter meiner Email parchwitz@mail.wtuc.edu.tw anschreiben. Wenn Sie einer Teilnahme zustimmen und mir erlauben, eine oder mehrere Ihrer Unterrichtsstunden aufzuzeichnen, wäre ich Ihnen sehr dankbar, wenn Sie den beigefügten unteren Abschnitt ausfüllen und ihn mir im beigefügten Briefumschlag zurücksenden könnten. Vor dem Beginn einer Videoaufzeichnung müsste ebenfalls das Einverständnis der Schüler/der Studenten eingeholt werden.

Falls Sie es sich anders überlegen sollten und wünschen Ihre Zustimmung zurückzunehmen, können Sie dies gern bis zu einem Zeitraum von sechs Monaten nach der Videoaufzeichnung vornehmen.

All denjenigen, die sich an dieser Forschung beteiligen, wird eine Zusammenfassung der Forschungsergebnisse zugesandt, sobald die Arbeit beendet ist.

Ich möchte mich recht herzlich dafür bedanken, dass Sie sich die Zeit genommen haben, diesen Brief zu lesen.

Mit kollegialen Grüßen
Jörg-A. Parchwitz

(Lehrkraft am Wenzao Ursuline College of Languages), PhD student, The University of Waikato,
Private Bag 3105, Hamilton, New Zealand.
Tel. in Taiwan: 886-7-3597471 Email: parchwitz@mail.wtuc.edu.tw

(Bitte markieren (✓) Sie das entsprechende Kästchen.)

Ich stimme der Teilnahme an der Promotionsforschung von Herrn Jörg-A. Parchwitz zu und erlaube ihm, Videoaufnahmen einer ☐ oder mehrerer ☐ meiner DaF-Stunden vorzunehmen, sofern meine Schüler / Studenten zustimmen.

Ich habe verstanden, dass die aufgenommenen Unterrichtsstunden später transkribiert werden und das es lediglich Referenzen zur Transkription geben wird. Ich habe auch verstanden, dass weder

mein Name noch der meiner Schüler / Studenten bei der Veröffentlichung der Forschung weitergegeben wird.

Name: (bitte deutlich in Druckschrift schreiben)

Unterschrift: Datum:

Bitte senden Sie das Blatt im beigefügten Briefumschlag an:

Mr. Parchwitz

Rongcheng San St. 22, 4 F – 4, Zuoying District, 81362 Kaohsiung City, Taiwan, R.O.C.

Appendix 6.4: German Consent Forms - Students



Forschungsprojekt: Deutsch als Fremdsprache in Taiwan

Liebe Studentin, Lieber Student,

zur Zeit arbeite ich an meiner Dissertation an der Universität Waikato in Neuseeland. Meine Forschungsarbeit beschäftigt sich mit der gegenwärtigen Situation des Deutschunterrichts in Taiwan. Diese Untersuchung hat die Absicht die besten Ansätze in der Praxis zu analysieren und sie Lehrern wie Studenten dadurch nutzbar zu machen. Dazu sieht ein Teil meines Projektes die Aufzeichnung einiger Unterrichtsstunden vor. Die entstandenen Videos werden später transkribiert. Im weiteren Verlauf der Ausarbeitung des schriftlichen Teils meiner Arbeit werden Referenzen zu der Transkription erstellt, wobei keine Nennung von Namen der Studenten oder Lehrer erfolgt. Dies geschieht zum Schutze der Privatsphäre von Studenten und Lehrkräften, deren Namen weder in meiner Dissertation noch in anderen entsprechenden Publikationen angegeben werden. Das generelle Ziel der Unterrichtsaufzeichnung besteht darin, die verschiedenen Unterrichtsformen in DaF in Taiwan zu dokumentieren und diejenigen Methoden zu identifizieren, welche als besonders effektiv erscheinen.

Dein Lehrer hat bereits zugestimmt, dass ich eine oder mehrere Unterrichtsstunden aufnehmen darf, wenn du auch zustimmst. Wir können nur Videos aufnehmen, wenn alle Studenten zustimmen. Bitte fülle den Abschnitt unten aus und gib es an deinen Lehrer/deine Lehrerin zurück.

Wenn du mehr Informationen haben möchtest, dann kannst du mich unter der Emailadresse parchwitz@mail.wtu.edu.tw erreichen.

Ich möchte mich recht herzlich dafür bedanken, dass du dir die Zeit genommen hast, diesen Brief zu lesen.

Mit freundlichen Grüßen

Jörg-A. Parchwitz

(Lehrkraft am Wenzao Ursuline College of Languages)

PhD student, The University of Waikato, Private Bag 3105, Hamilton, New Zealand.

Tel. in Taiwan: 886-7-3597471

Email: parchwitz@mail.wtuc.edu.tw

(Bitte markiere (✓) das entsprechende Kästchen.)

Ich stimme der Videoaufnahme einer oder mehrerer Unterrichtsstunden, an denen ich teilnehme, zu. ☐

Ich stimme der Videoaufnahme einer oder mehrerer Unterrichtsstunden, an denen ich teilnehme, nicht zu. ☐

Ich habe verstanden, dass die aufgenommenen Unterrichtsstunden später transkribiert werden und dass es lediglich Referenzen zur Transkription geben wird. Ich habe auch verstanden, dass weder mein Name noch der meines Lehrers bei der Veröffentlichung der Forschung weitergegeben wird.

Name: (bitte deutlich in Druckschrift schreiben)

Unterschrift: Datum:

Bitte gib das Blatt an deinen Lehrer/deine Lehrerin zurück. Danke.

Appendix 6.5: Chinese Consent Forms - Students



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

研究主題: 在台德語教學

同學 您好:

我正在紐西蘭懷卡多大學博士班進修中。目前正著手研究關於德語教學在台灣之現況以作為我的博士論文。本研究之目的在於探討什麼樣的教學實踐方式，對於教師和學生雙方皆有助益。為使此研究計畫順利執行並更加周備，我誠心希望徵求您同意，讓我錄製貴班德語課堂上課的情況。而全程錄影，隨後將轉抄錄為文字。

為確保您的隱私，在上述的資料中您的姓名將不會被公開，並且僅供學術研究用途，絕不挪作他用。其課堂觀察的目的在於，記錄目前在台灣所使用的不同的德語教學方式，並且從中分析哪些在實際教學上尤其具有幫助。

若在取得您的同意之情況下，您的老師也同意我錄製貴班德語課上課的情形。請您填寫下方的資料，並且交予您的老師。

若您對本研究有任何疑問，歡迎您隨時和我聯絡。Email:

parchwitz@mail.wtuc.edu.tw

感謝您花時間閱讀此份研究參與同意書。

期待您的參與，

Joerg-A. Parchwitz 白秋石

(文藻外語學院教師)

紐西蘭懷卡多大學博士生，Private Bag 3105, Hamilton, New Zealand.)

Email: parchwitz@mail.wtuc.edu.tw

請勾選

我同意讓研究者錄影一堂或一堂以上我所參與之德文課 ☐

我不同意讓研究者錄影一堂或一堂以上我所參與之德文課 ☐

我了解上述之課堂錄影隨後將轉抄錄為文字，以作學術研究用途，我也了解無論是我的姓名或是我的任課老師之姓名皆不會被公開。

參與者(簽名)：

日期：

請將此同意書，交予您的老師。

Appendix 7:

Classroom observation: Data collecting and analysis - examples

Appendix 7.1: Recording Log

Research Notes Form

‘Documentation of lessons of German as a Foreign Language in Taiwan’

Teacher: _____ Track No.: _____ Research CD No.: _____

How to contact: (phone) _____ (email): _____

Class/Course title: _____ Location: _____

Date: _____ Time (hours): _____

Institution/Program: _____

Number of students (listed/present): _____

Course book/materials used: _____

Syllabus/curriculum: _____

Institutional settings/team

teaching: _____

Personal teaching experience in this institution: _____

Prior to this

institution: _____

Keywords about content of class:

Events /specific notes:

Appendix 7.2: Final Observation Sheet

Classroom observation A: Specifics of the course & materials & way of teaching & interactional pattern & notes

TAKE NO

Course Title	Programme/year	Time	Date	Number of students
Book (s)	Supplements / media	Course content	Teaching activities	Methods & techniques
Objectives	Stages / management	Context / meaningful	Interactional pattern	Application of material
Students behaviour	Begin:	End:	Overall:	
<u>Impression in general:</u> <u>Summary:</u> <u>NOTES:</u>				

Appendix 7.3: Screenshot I - Example of Excel spreadsheet (partial)

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Appendix 7.4: Screenshot II - Example of Excel spreadsheet (partial)

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Appendix 8

Transcription Lesson

Appendix 8.1: Transcription Lesson 1

Transcription TAKE 27 page 01/24

Course title: GRAMMAR

Class time: 2 x 50 minutes

Student number: 48

Years of study: third year

Seating arrangement: Ss sit in orderly rows. Every S sits at a little desk. T has a desk with a chair in the middle, in front of the class.

Recorded data and approx. time: TAKE 27 (46 minutes); TAKE 28 (51 minutes)

Following transcription: TAKE 27 – 46:00 minutes – 24 pages (ID 1 – 146)

ID	Time	P	Event	Code
1	0030	T	Guten Morgen. (T stands in front of class, but there is no response from the C.)	
2	0038	T	Wir haben heute Besuch. (T stands in front of class and explains about the research project, then gives consent forms to a few Ss, who further distribute them.)	
3	0210		(T sits down at the teachers' desk.)	
4			(Ss go on with distribution and signing of consent forms.)	
5	0418		(Since the beginning of the lesson, a group of Ss prepares a PowerPoint presentation on the left side in front of the class using a high desk equipped with a computer; now this G switches off the lights in the class room.)	
6	0420	T	Nein. Wir <u>wollen</u> * <u>später</u> machen. Nicht jetzt. (T reacts and informs this G: "Not now.")	*
7	0425	Ss	Ohh...nicht jetzt. (Ss of the G are surprised. "Ohh...not now.")	
8	0430	T	Also...schaltet zuerst die Lampe* aus, ja, wenn wir mit den Kurzgeschichten drankommen, dann sage ich euch*. Ja? Jetzt noch nicht. [現在還沒有，等一下。] (T wants that Ss switch off the projector and says in Chinese: "Not yet, wait a moment.")	** Ch
9	0501		(One S of the G switches the lights on.)	
10	0505	T	Ich gebe euch die Aufgaben zurück. Ich habe sie korrigiert. (T still sits in front at the desk and announces to	

			hand out the corrected homework assignments. T is calling the first S, who comes to the desk and takes the paper. No comments are given by the T. All other Ss sit and wait until they are called up. This goes on for about eight minutes until all assignments are handed out.)	
11	1240	T	(T asks R something about the consent forms.)	
12	1258	T	(T still sits at the desk and is sorting or looking at papers.)	
13	1307	T	Wir lernen heute...äh... Adjektive* als Nomen. 我們今天學形容詞。它在 etwas, wenig, viel, nichts 的後面。我們當名詞用。 [We are going to learn today...eh...adjectives as nouns.]{Today, we are going to learn about adjectives following [something, less, much, (and) nothing] that function as nouns.}	* Ch
14	1332	T	Ihr habt das Blatt schon bekommen. (T stands up from the chair and takes a worksheet and goes with it in front of the class of 48 students and takes position on the right hand side between the first and the second row.)	
15			(Ss have more than one sheet, since there is teaching material from the previous lesson, so Ss are busy looking for or going through their worksheets.) (Time: 1319 - 1345)	
16	1348	T	Zuerst dieses Blatt. Das hab ich euch schon gegeben. Ja? (T holds up the worksheet and says: "First, this one. I already gave this one to you. Yes?")	
17	1353	S	Ja! (One S takes teachers' "Yes?" as a question and agrees eagerly from the back of the class.)	
18	1357	T	Interessant ist ein Adjektiv*. Ja? Aber man kann Adjektive als Nomen benutzen. Alle Nomen im Deutschen schreibt man groß. Diese Adjektive* stehen nach etwas, wenig, viel und nichts. Und sie haben immer die Endung –es. Immer. Und man schreibt sie groß. ("Interessant is an adjective. Yes? But we can use adjectives as nouns. All nouns in German we have to write them with a capital letter. These adjectives follow behind etwas, wenig, viel and nichts. And they always have the ending –es. Always. And we have to write them with a capital letter." T points	* *

			with one finger onto the worksheet.)	
19	1435	T	Wir lesen bitte diese Sätze. Bitte. Sie hat etwas Interessantes erlebt. ("Let's read these sentences. Please." T wants that Ss read the four given examples of sentences and starts reading the first one "She has experienced something of interest.")	
20	1441	C	Sie hat etwas Interessantes erlebt. (chorus reading)	
21	1443	T	Es gab nur wenig Neues.	
22	1447	C	Es gab nur wenig Neues. (chorus reading)	
23	1451	T	Wir haben viel Schönes erlebt.	
24	1455	C	Wir haben viel Schönes erlebt. (chorus reading)	
25	1459	T	Ich möchte nichts Gefährliches machen.	
26	1502	C	Ich möchte nichts Gefährliches machen. (chorus reading)	
27	1505	T	Das sind also interessant, neu, schön und gefährlich...sind Adjektive*. Aber jetzt benutzt man sie als Nomen. Ja? Und zwar hinter etwas. Zum Beispiel: etwas Interessantes. Und jetzt ist Interessantes ein Nomen. Ein Nomen...hat aber die Endung -es. Ja? (T explains the rule again, saying these four adjectives are used as nouns, for example etwas Interessantes and Interessantes is now a noun, but it has the ending -es. T points with one finger onto the adjectives of the worksheet.)	*
28	1546	T	Genauso mit neu. Neu ist ein Adjektiv*. Jetzt benutzen wir neu hinter oder nach wenig als Nomen. Es gab nur wenig Neues...Neues...Ja? Und wir haben viel Schönes erlebt. Ihr habt schon den Satz geschrieben: Im Urlaub haben wir viel Schönes erlebt. Ja? Viel Schönes. Ja? Das kann zum Beispiel...wir haben Museen besichtigt oder wir haben Leute kennengelernt, usw. Wir haben etwas Gutes gegessen, zum Beispiel. Ja? Und all das...das ist Schönes. Und zwar viel Schönes. Wir haben viel Schönes erlebt. (T stands still on the right hand side of the class between the first and the second row and gives several example sentences.)	*
29	1700	T	Und, ich möchte nichts Gefährliches machen. Eine Sache ist gefährlich. Ich möchte aber nichts Gefährliches machen. Ja? Das ist für mich zu gefährlich. Gefährlich benutze ich jetzt als Nomen. Zwar hinter nichts. Ja? Also...die erste Regel...das	

			heisst Adjektive* nach etwas, wenig, viel und nichts...Ja?...kann man sie als Nomen benutzen. Man schreibt sie groß. (T gives further examples and is saying again the adjectives are used as nouns and one has to write them with capital letter.)	*
30	1743	T	Zum Beispiel: Man schreibt hier Interessantes groß als Nomen. Ja? Und diese Adjektive* gelten jetzt als Nomen und zwar mit der Endung immer –es. Dann weiß ich, aha, es geht hier um Dinge. Also, viel Schönes. Ja? Das sind immer schöne Sachen, schöne Dinge. (T says again that Interessantes is written with a capital letter since it is a noun with the ending –es and exemplifies again.)	*
31	1816	T	Habt ihr Fragen? (T asks, if Ss have questions.)	
32	1817		(But T does not give time for a response and continues immediately.)	
33	1818	T	Dann ist das klar. Schön! [Then it is clear. Very well!] (T goes back to the teacher's desk.) Wir wollen Übungen machen. [We are going to do exercises.]	
34	1846		(T gives another worksheet to a few Ss, who each start to distribute it.)	
35	1928	T	Wer braucht noch das erste Blatt? [Who still needs the first sheet?] (T stands in front of class and holds up a worksheet from a previous lesson.) Wer braucht das noch? Habt ihr das alle? [Who still needs it? Does everyone have it?]	
36	1944		(Class does not respond.)	
37	2008	T	Eine Kindheit auf dem Rhein. Alwins Töchter erzählen. [Alvin's daughters talk about their childhood on the Rhine.] (T stands in front of the class and reads the two sentences that make up the heading of the exercise.) Also Alwins Töchter haben auf dem Schiff...äh...ihres Vaters gelebt. Und zwar nicht nur einen Tag, eine Woche, sondern ihr Vater war	*

			Rheinschiffer*, das heißt, ihr Vater hat auf dem Rhein... kennt ihr den Rhein? Kennt ihr den Rhein? [So, Alvin's daughters lived on their father's ship... And not for only one day, one week, but also their father was a Rhine skipper. This means their father had on the Rhine...Do you know the Rhine? Do you know the Rhine?]	
38	2047		(Class shows no reaction to this question; one or two students are laughing.)	
39	2049	T	Das ist der berühmteste Fluss in Deutschland. Rhein. 萊茵河。Rhein. [This is the most famous river in Germany. Rhine. {Rhine.} Rhine.]	Ch
40	2057		(Class does not respond; some students laugh with a glance towards the recording camera.)	
41	2100	T	(T goes on talking about the first two sentences of the exercise's title.) Der Rhein ist ein Fluss in Deutschland. Ja? Die Töchter haben dann lange Zeit auf dem Schiff ihres Vaters gelebt. Ja? Und der Vater war Rheinschiffer. Und, also, die Töchter denken jetzt an die Zeit zurück. Ja? [The Rhine is a river in Germany. Yes? The daughters lived a long time on their father's ship. Yes? And the father was skipper of a Rhine ship. And so, these daughters remember that time now. Yes?]	
42	2129	T	Da kommt ihnen Vieles in Erinnerung. In Erinnerung. Ja? Sie erinnern sich an die Zeit auf dem Rhein. Die ganze Familie auf dem Rhein. Ja? Und sie erzählen. Sie erzählen. Ja? [There are a lot of memories. Memories. Yes? They remember their time on the Rhine. The whole family on the Rhine. Yes? And they talk about it. They talk about it. Yes?]	
43	2152	T	Wir lesen zusammen den ersten Satz. Bitte. Wenn wir... [We will read the first sentence together. Please. If we...]	
44	2155	T/C	Wenn wir an unsere Zeit auf dem Rhein denken, kommt uns eigentlich nur viel Gutes in Erinnerung. [If we think about our time on the Rhine, we actually have only good memories.] (chorus reading) (T and class are reading the first sentence of the exercise together.)	
45	2204	T	Also, etwas kommt uns in Erinnerung, wir können	

			uns an Vieles erinnern. Aber das war alles schön. Alles. Also, viel Gutes, viel Gutes. Ja? Wir können uns an viel Gutes auf dem Rhein erinnern. Ja? [So, we remember something, we remember a lot. However, it was all good. Everything. So, many good memories, many good memories. We are able to remember many good memories during our time on the Rhine.]	
46	2230	T	Satz 2. Bitte. [Second sentence. Please.] (T wants the class to read the second sentence of the first exercise.)	
47	2233	T/C	Wir haben nichts vermisst, denn wir haben Tag für Tag... [We did not miss anything, because we had day by day...] (chorus reading) (T and class are reading together, but the reading breaks down all a sudden after the second occurrence of day.)	
48			(Students stop here, because they have to choose between two modifiers and they do not know which one.)	
49	2240	T	Neues erlebt....denn wir haben Tag für Tag...Ja?... Neues erlebt. Ja? Also, wir haben nichts vermisst. Die anderen Kinder...Ja? Sie sind auf der Schule und wir waren mit der Familie auf dem Rhein, aber wir haben nichts vermisst. Nichts vermisst. (T continues as before, explaining the meaning of the sentence or the meaning of words.)	

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ID	Time	P	Event	Code
50	2305	T	Vermissten, etwas vermissen. Ja? Das heißt, etwas fehlt uns. Nein. Nichts fehlt uns. Ja? Also, was benutzen wir hier .. <i>denn wir haben Tag für Tag etwas.. oder.. wenig Neues erlebt.</i> (T explains the meaning of the word <i>vermissen</i> - <i>missing</i>.)	
51	2330	T	Etwas Neues. Tag für Tag...etwas Neues. Ja? Also, hier steht Neues. Etwas Neues. Ja? [Something new. Day by day...something new. Yes? So, here is new. Something new. Yes?] (T gives the correct answer.)	
52			(Students wait until the correct answer is provided and then mark the appropriate check box.)	

53	2349	T	Satz 3. Außerdem... Bitte. [Third sentence. Besides... Please.] (T wants the class to read the third sentence of the first exercise.)	
54	2350	T/C	<i>Außerdem haben wir viel Zeit mit unseren Eltern verbracht. Das war im Gegensatz zu vielen anderen Kindern ... Normales für uns.</i> (chorus reading) (T and C are reading together. T reads faster than the class at the end of the sentence.)	
55	2405	T	Also. Wir <u>haben*</u> <u>schöne Zeit</u> mit unseren Eltern verbracht...verbringen...verbracht. Ja? Verbringen. Wir <u>haben*</u> <u>schöne Zeit</u> mit unseren Eltern verbracht. Und das war im Gegensatz zu vielen anderen Kindern...das heißt, die anderen Kinder haben nicht wie wir <u>so*</u> <u>schöne Zeit</u> ...Ja?...mit den Eltern verbracht. Und... aber das war für uns viel .. oder .. etwas Normales? (T continues to talk about the sentence.)	* * *
56	2440	T	...viel Normales? Das sagt man nicht viel Normales, sondern etwas Normales. Das war etwas Normales für uns. Das ist...das war ganz normal für uns. Ja? Das war etwas Normales für uns. Ja? (T gives the correct answer.)	
57	2506	T	Satz 4. Bitte. Wir haben... (T says: "Fourth sentence. Please. Wir haben...")	
58	2509	T/C	Wir haben viele europäische Städte kennengelernt. In den Häfen gab es immer sehr...Spannendes zu sehen. (chorus reading) (T and C are reading together.)	
59	2519	T	Was heißt spannen*? Spannen*. Etwas ist spannen*? Etwas ist interessant. Ja? Und, mit ihrem Vater haben sie viele europäische Städte kennengelernt. Und in den Häfen von Amsterdam, von Hamburg, oder so. Ja? Da haben sie immer Spannendes... Ja?...Spannendes zu sehen gehabt. Ja? Und da sagen sie, ohh, das ist spannend. Das ist interessant für uns. Sagen wir hier wenig Spannendes oder viel Spannendes gesehen? (T explains the word spannend and asks at the end, which choice is the correct one.)	***
60	2610	Ss	(There is a reaction of some Ss, who mumble...) ...viel...	
61	2611	T	(T does not react to these utterances and gives the correct answer.)	

			Wir haben viel Spannendes gesehen. Ja?	
62	2615	T	Satz 5. Bitte. Manchmal...Bitte! (T says: "Fifth sentence. Please. Manchmal... Please!")	
63	2620	T/C	Manchmal fehlten uns andere Spielkameraden. Aber mit den Kindern der anderen Rheinschiffer haben wir in den Häfen ... Interessantes gemacht. (chorus reading) (T and C are reading together.)	
64	2635		(The reading of Ss breaks down again, since Ss seem not to know which of the choices is the correct one.)	
65	2636	T	...oft...Interessantes gemacht. Fehlen bedeutet hier, das haben wir nicht. Die anderen Kinder haben das. Wir haben das nicht. Aber manchmal fehlte* uns andere Spielkameraden. Ja? (T says: "Lack means here, we do not have it. The other children have it. We do not have it. But sometimes, we had a lack of other play mates.")	*
66	2655	T	Denn sie haben auf dem Schiff gelebt. Ja? Da hatten sie keine anderen Spielkameraden. Kameraden...Spielfreunde. Ja? Denn die anderen Kinder waren in der Schule. Ja? Und sie waren auf dem Schiff. (T continues to explain the lack of play mates.)	
67	2716	T	Und manchmal fehlten sie. Das heißt, oh, warum haben wir keine Spielkameraden. Ja? Aber. Aber, sie konnten... sie konnten mit den Kindern der anderen Rheinschiffer...denn auf dem Rhein fahren viele Schiffe...Ja? Und sie konnten noch mit den Kindern anderer...von anderen Rheinschiffen spielen. Ja? In den Häfen. Ja? Eh, und dann...was haben sie gemacht? Sie haben Interessantes gemacht. In den Häfen. Ja? (T first continues to explain the lack of play mates and then turns to explain the other sentences.)	
68	2806	T	Sagen wir hier oft etwas .. oder .. nichts Interessantes gemacht? (T asks which choice is the correct one.)	
69	2813		(This time no response from Ss, but T does not wait and continues immediately by giving the correct answer.)	
70	2815	T	...etwas Interessantes gemacht. Ja?	

			(T gives the correct answer and Ss mark the appropriate check box on their sheets.)	
71	2820	T	Satz 6. Bitte. Wir lesen. Ob wir... (T says: "Sixth sentence. Please. We read. Ob wir...")	
72	2824	T/C	Ob wir selbst Rheinschifferinnen werden wollen? Oh, heute hat die Schifffahrt... Romantisches mehr. Es ist harte Arbeit und vor allem viel Technologie dabei. (chorus reading) (T and C are reading together, but Ss seem not really to follow anymore. Some Ss have a problem with the pronunciation of Technologie.)	
73	2839	T	(T repeats it.) Tech-no-lo-gie dabei. Ja?	
74	2840		(Some Ss practice pronunciation again quietly by themselves.)	
75	2843	T	Man hat sie gefragt, ja? Wollen sie...wollen sie Rheinschifferinnen werden? Oh, äh...vielleicht denken sie / Sie * also das Leben auf dem Rhein ist romantisch. Natürlich, wenn man als Tourist da ist, ja? Als Tourist findet man den Rhein romantisch, schön. Aber, als Rheinschiffer ist es gar nicht so romantisch wie man sich* denkt, nicht wahr? Nicht wahr? Und das sagt sie*, dann muss man hart arbeiten und auf dem Schiff dann ist viel Technologie*. Technologie...das heißt, das sind Maschinen, das sind äh...Apparate usw. Ja? Gar nicht so...gar nicht so schön, gar nicht so romantisch, ja? Und Sie wissen nicht, ja, ob Sie später, ja...später Rheinschifferinnen werden wollen. Dann sagen sie, ja, heute hat die Schifffahrt etwas Romantisches.. oder nichts Romantisches mehr? Was sagen wir... was sagen wir hier? (T explains the meaning of the last part, exemplifies again, repeats and modifies. T asks finally about the correct choice.)	* * * *
76	3006	Ss	(A few Ss murmur...)...nichts...	
77	3007	T	(T does not respond to these answers and asks again.) Nichts .. oder etwas Romantisches mehr?	
78	3010	Ss	???? (It follows a non-comprehensible murmur from Ss.)	
79	3012	T	Etwas Romantisches mehr? Das passt nicht gut zusammen mit mehr...	

			(T reacts by saying that this answer does not fit very well.)	
80	3020	S	(A shy murmur...)...nichts...	
81	3021	T	Nichts. Natürlich! Da sagen wir nichts mehr, ja? Und nichts Romantisches mehr, ja? (T agrees and gives the correct answer.)	
82	3030		(Silence in the classroom.)	
83	3032	T	(T announces: "We do exercise 2. We do exercise 2.") Wir machen Übung 2. Wir machen Übung 2. Wir haben hier Adjektive** interessant, kulturell...was ist kulturell? ...kulturell? (T seems to go on with teaching in the same way like before. T explains that we have adjectives here and asks: "What is cultural? ...cultural?")	* **
84	3046		(T addresses the question to the C, but T answers immediately.)	
85	3047	T	Das hat mit Kultur zu tun, ...etwas zu tun, kulturell. Kulturell...Kultur, [culture] [文化 °] Ja? Und kulturell ist Adjektiv* von Kultur. Neu, gut, warm, unbekannt. Ja? Was ist unbekannt? (T continues: "It has something to do with culture...something to do, cultural. Cultural...culture. And cultural is the adjective of culture. Neu, gut, warm, unbekannt. What is unbekannt - unknown?")	E Ch **
86	3107		(T addresses the question to the C again, but also continues immediately with explanations.)	
87	3108	T	Das ist mir unbekannt, ja? Ich kenne das nicht, das ist mir neu. Dann sagt man, das ist mir unbekannt. Ja? Schön? (T finishes talking about the two adjectives cultural and unknown and goes on explaining the first sentence; its words and meaning.) Die Zeitung meldet. Melden heißt die Zeitung berichtet, ja? Meldet wenig Interessantes auf der Hannover Messe. Eine Messe, das ist eine Ausstellung... und in Hannover, das ist die berühmte, ja, weltberühmte Industriemesse. Aber, die Zeitung berichtet, meldet...äh...nichts, wenig. Mh...nicht nichts ja, sondern in diesem Jahr...ja...ist auf der Hannover Messe wenig Interessantes. Nur wenig, ja... Interessantes.	

			(T stops explaining.) Satz 2, bitte. Erich... (T says: “Second sentence, please. Erich...”)	
88	3206	T/C	Erich Maria Remarque schreibt den Roman “Im Westen nichts....”. (chorus reading) (T and C are reading together.)	
89	3213	T	Kennt ihr*? Wer kennt den Roman? Das ist ein berühmter Roman über den zweiten Weltkrieg*. [雷馬克。] Ja? Wir haben hier äh...Übersetzung. Übersetzungen von diesem Roman. [西線無戰事。]Das heißt im Westen[西線。]An der West Front* [西線。]Das ist [戰線哦。]Front*. Front*, also “Im Westen nichts”. [西線無戰事。]Nichts. [沒甚麼，一切照舊。]Das sagen wir – nichts Neues. Ja? ...nichts Neues, das ist der Titel des Buches, des Romans. Ja? (T explains about the famous novel of Erich Maria Remarque about the Second World War (!) and translates the title into Chinese and gives the correct answer for filling in the blank on the answer sheet.)	* * Ch Ch Ch * * Ch
90	3310	T	Satz 3. Erich Kästner sagt... Erich Kästner, Erich Kästner ja...war ein deutscher Autor, ein Schriftsteller. Er hat Bücher geschrieben. Ja...Jugendliteratur. Kennt ihr ein...ein Buch von ihm, Erich Kästner? Wir haben in der Bibliothek...ja...ziemlich viele Bücher von Erich Kästner, denn er hat viele Bücher geschrieben für junge Leute, Jugendliteratur. (T talks about Erich Kästner that he was a German author, a writer, and that he wrote books: “Youth literature. Do you know a book of him, Erich Kästner? We have many books of Erich Kästner in the library, because he wrote many books for young people, youth literature”.) Bitte, und Erich Kästner sagt... (T wants that the C continues reading.)	
91	3352	T/C	Es gibt nichts... (chorus reading) (T and C are reading the three words together, and then Ss stop...not knowing the correct answer.)	

92	3357	T	..., außer man tut es. Das heißt, man muss es tun, nicht nur davon reden, davon sprechen, sondern nur wenn man es tut, ist es gut. Also, es gibt nichts...nichts Gutes, außer man tut es. Nur wenn man es tut...macht...ist es gut. (T explains again and gives the correct answer.)	
93	3432	T	Ja? Bitte, Satz 4. (T wants that C reads the fourth sentence, but Ss do not follow right away, so T repeats again.) Der Koch... bitte.	
94	3435	T/C	Der Koch meint "Etwas... (chorus reading) (T and C are reading the four words together, and then Ss stop not knowing the correct answer.)	
96	3442	T	(There is noise from another class. T is saying something about being loud and a party XXXX and gestures; a few Ss are laughing about it.)	
97	3455	T	Junge Leute sind immer sehr laut. XXXX	
98	3500		(Several Ss seem to agree.)	
99	3501	T	Schön! Bitte. Der Mensch braucht jeden Tag etwas.. was? Der Koch...der Koch...etwas Warmes	
100	3519		(The camera records one S sitting among the front rows, who does not understand the full answer Warmes and just writes down the adjective warm. The same was done by her with the previous answers of this exercise. She just copied the adjectives from top of the exercise into the blanks. – means neu, gut and now warm – She turns to look at the answers of a classmate and changes gut into gutes.)	
101	3521	T	Warmes, Warmes, ja. Vergesst nicht, diese Adjektive* immer groß zu schreiben und mit der Endung - es. Ja? (T says again: "Warmes, Warmes. Do not forget the capital letter and the ending –es.")	*
ID	Time	P	Event	Code
102	3540	T	Satz 5, bitte. Im Reiseführer..., bitte. (T wants C to read fifth sentence.)	
103	3541	T/C	Im Reiseführer steht "Berlin hat viel... (chorus reading) (T and C are reading together. Ss are stopping after viel, but T goes on.)	
104	3448	T	...zu bieten". Wenn man nach Berlin fährt, dann sieht man, also es gibt Museen, Galerien äh...in Berlin. Ja, und... Berlin hat viel zu bieten. Bieten	

			heißt, in Berlin, kann man sehr viel erleben, sehen, usw. ja? Berlin hat viel .. zu bieten.. .. hat viel...	
			(T continues with explanations.)	
105	3624		(Complete silence of C.)	
106	3626	T	..viel Kulturelles. Kulturelles... Kulturelles. äh... Hat Taidong auch viel Kulturelles zu bieten?	
107	3641		(No response of C.)	
108	3643	T	Was meint ihr?	
109	3644		(Again, no response of C.)	
110	3645	T	Hat Taidong auch viel Kulturelles zu bieten? Wisst ihr, am letzten Freitag habe ich mit deutschen XXXX... zu Abend gegessen, ja?	
111	3656		(The camera shows that many Ss' body language or facial expression or sitting position are indicating cognitive overload. A few Ss still keep their heads up and look to the T.)	

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ID	Time	P	Event	Code
112	3705	T	Diese deutschen XXXX sind von XXXX, ja? Warum sind sie hier? Denn sie lassen XXXX...XXXX hier produzieren XXXX... ja...haben wir am letzten Freitag gegessen, zusammen, wir haben uns unterhalten, ein Manager. Ein Manager von XXXX hat mich gefragt. Bitte, hört gut zu! Die Frage... das geht uns alle an als Taidonger, ja? Also, da hat er mich gefragt... (T puts the worksheet down on the teacher's desk.) „Was muss man unbedingt in Taidong gesehen haben?“ Was muss man gesehen haben? Das heißt, ich bin schon einige Zeit hier in Taidong, was empfehlen Sie mir? Was soll ich als Deutscher, als Ausländer unbedingt sehen?...unbedingt sehen? (T talks about an experience from the previous evening, a supper with Germans, who work in Taiwan and who asked which places in this town would be worthwhile of visiting.)	
113	3830		(There is a reaction to this question in so far as several Ss lift their heads and look at the T.)	
114	3840	T	(T claps hands once, and more Ss look at the T now.) Die Deutschen .. ja, interessieren sich nicht für Häuser. Denn die Häuser in Taidong sind nicht besonders schön. Ja? (T says that Germans are probably not very interested in the houses, since the houses are not especially beautiful.)	
115	3900	T	Was kann man in Taidong besichtigen? Was fällt euch ein?...Da habe ich chinesische....einen chinesischen Freund gefragt.. (T asks again what to visit in town continues talking.)	
116	3917	T	(T whispers, but it is not clear why...) .. und dann hat er gesagt.. (T continues in Chinese...)	
117	3919	T	[XXXX，一定要去看甚麼？一定要去看甚麼？你們的回答－ Katzenssee。] (T asks also in Chinese “What do you must see? What do you must see? Your answer is – the Cat-Lake.”)	Ch
118	3930		(A few Ss laugh about the answer.)	
119	3935	T	Bitte, nennt einige Sehenswürdigkeiten. Denn ich	

			wusste nicht, ja...was ich ihm als Antwort geben kann, denn er hat mich gefragt, ja. Was muss ich unbedingt sehen? Unbedingt! Und dann hat er mich gefragt, ja, denn er wohnt jetzt im Hotel Kaiser, das ist neben dem Katzenssee, und da hat er mir* gefragt: „Warum heißt das Katzenssee?“ Habt ihr eine Erklärung? Warum nennt man das Katzenssee, warum? Hat das mit Katzen zu tun? (T still asks what is good for sightseeing and why the Cat-Lake has this name and if Cat-Lake has something to do with cats.)	*
120	4024		(A few Ss laugh.)	
121	4025	T	Nein. Früher, früher... Und da hat er mich... wisst ihr, Ausländer interessieren sich für unsere Stadt, ja? Aber, wenn sie uns fragen, was soll man, was muss man in Taidong, ja, gesehen haben? Also, meine Frage, meine Frage... Hat Taidong auch viel Kulturelles zu bieten?	
122	4053		(Ss do not say a word, but T does not expect an answer. T shakes the head to indicate a No-answer.)	
123. 1	4101	T	Und deswegen hat Taidong einen schlechten Ruf. Ja, im Hinblick auf Kultur. Man sagt Taidong ist eine Kulturwüste. Stimmt das? Stimmt das? Einigermaßen...Leider. Da müssen wir versuchen, Taidong zu einer Kulturstadt zu machen. Wir haben einen Hafen, aber was kann man im Hafen machen? Wir haben einen Katzenssee, aber was kann man auf dem See machen? Denn das Wasser stinkt und schwarz ist*, ja, dann ist es nicht mehr so schön. Und die Luft usw. (T goes on that the town is culturally not very attractive and explains that. T picks up the worksheet again, but then continues with the topic culture.)	*
123. 2	4157	T	Aber R kommt aus Berlin. Berlin ist nicht nur die Hauptstadt, Berlin ist auch eine Kulturstadt... hat sehr viel Kulturelles zu bieten. Ja, bitte. Also, ich sage euch das nur weil wir...weil wir...weil Taidong meine Heimatstadt ist. Ich möchte, dass Ausländische*, z.B. Deutsche, ja, einen guten Eindruck von meiner Heimatstadt haben. Aber leider, leider...hat Taidong wenig, wenig Kulturelles zu bieten. Wir haben einen Nachtmarkt, ja, dort kann man Seefrüchte essen, ja. Aber man braucht Kultur, ja...das gehört zur Kultur, Esskultur. Und der Nachtmarkt, gut, alles gut, schön und gut. (T stretches furthermore the cultural topic. Then T says: "Please, the sixth sentence. Der	*

			Kritiker...please.”) Bitte, Satz 6. Der Kritiker...bitte.	
124	4303	T/ C	Der Kritiker schreibt nach dem Konzert “Der Musiker spielte etwas...” (chorus reading) (T and C are reading together.)	
125	4313	T	Etwas ..was? (T asks C about the correct answer)	
126	4314	Ss	Unbekanntes. (First time that many Ss give a “chorus answer”.)	
127	4315	T	Unbekanntes. Etwas Unbekanntes. Was heißt - Der Musiker spielte etwas Unbekanntes? Was heißt Unbekanntes? (T gives the answer and asks about the meaning of Unbekanntes?)	
128	4326		(No responses from C. Camera shows Ss, who seem to be daydreaming and absent minded, other Ss are talking to each other, like the two Ss in the last row.)	
129	4329	T	Das heißt, das ist äh...ja... ist Symphonie, neunte Symphonie von Beethoven...unbekannt. Doch*, doch*...das ist sehr berühmt, nicht wahr? Aber ... der Musiker spielte etwas Unbekanntes. (T tries to explain unbekannt – unknown.)	* *
130	4347	T	Schön! Wir haben Übungen* gemacht, wir haben Übungen* gemacht, schön. [Well! We have done (the) exercises; we have done (the) exercises, well.] (T looks at the time.) Und jetzt wollen wir mal sehen, was Gruppe 1 für uns vorbereitet hat. [Now, we are going to see what the first group did prepare for us.]	
131	4358	T	(T turns to the teacher desk and takes up another paper.) Wir haben hier eine kurze Geschichte, eine Geschichte - „Verstehen“... „Verstehen“. Jetzt brauchen wir dieses Blatt.	*
132	4410		(Ss are taking out another paper sheet.)	
133	4415	T	Wir haben hier eine kurze Geschichte, ja. Wir lesen zuerst zusammen... zusammen und dann .. das ist Gruppe 1, ja. Gruppe 1 ihr könnt jetzt die Lampe* einschalten und zeigen, was ihr vorbereitet.. für uns	*

			vorbereitet habt.	
134	4425		(S from group 1 stands up and goes to turn off the light; he probably understood the keyword Lampe - lamp.)	
135	4438	T	Nein. Zuerst wollen wir sehen*...das Gedicht lesen. (T says: "No. First, we want to read.")	*
136	4440		(S turns on the light.)	
137	4442	T	Lesen, einmal lesen, bitte. "Verstehen", bitte. (T wants C to read the short text.)	
138	4446	T/ C	"Verstehen"	
			TEXTLESEN (4446 – 4517) (T and C are reading together.)	
139	4518	T	Ja. Also Gruppe 1 hat für uns etwas Schönes vorbereitet. Jetzt wollen wir mal sehen. Bitte, Gruppe 1. (T says: "So, group 1 has something nice prepared for us and we are going to see it. Please, group 1.")	
140	4526		(Ss of group 1 are standing up, one turns off the light again, a few others walk towards the desk with the computer.)	
141	4540	T	(T holds up one hand and then points on the watch indicating a time issue and asks...) Oder wollen wir erst nach der Pause? ...denn jetzt kommt die Pause...	
142	4542	S	OK (One S answers clearly through the noise of the class.)	
143	4543	T	Also wir machen jetzt eine Pause und nach der Pause...also in der Pause kann Gruppe 1 das alles fertig machen. (T announces the break and members of group 1 switch on the light again. They have to wait until the break is over.)	
144	4548	Ss	(Few Ss start to leave their seats and class becomes noisy.)	
145	4551	T	Schön! Jetzt machen wir Pause, bitte. (T repeats: "Well! We are going to have a break, please.")	
146	4557	Ss	(More Ss are leaving their seats and taking a break.)	
			END OF TAKE 27	

Appendix 8.2: Transcription Lesson 2

Transcription TAKE 25 page 01/66

Course title: GRAMMAR

Class time: 2 x 50 minutes

Student number: 28

Years of study: first year

Seating arrangement: Ss sit in a horseshoe formation in one double row. Every S sits at a desk. T has a desk with a chair positioned in the middle, in front of the class.

Recorded data and approx. time: TAKE 25 (53:27 min); TAKE 26 (51:17 min)

Following transcription: TAKE 25 – 51:13 minutes – 66 pages (ID 1 – 408)

ID	Time	P	Event	Code
1	0000		(A S holds a plate with a German Christmas cake and shares it with class mates. Ss are excited and noisy.)	
2	0020		(Bell rings. Ss are still excited, noisy and taste the cake, which is called a <i>Stollen</i> and T writes the word on the whiteboard.)	
3	0200	T	(T talks in Chinese that Ss may finish eating their cake a little bit faster and then go back to their seats.)	
4	0215	T	(T says more, but it is not comprehensible since the class is too noisy.)	
5	0221		(T goes to the whiteboard and starts to prepare something.)	
6	0228		(The S with the cake stands now in the middle of the class and asks who wants another piece. The class is still very noisy.)	
7	0331	T/R	(T welcomes R. And R explains the research and distributes consent forms. All Ss indicate that the recording is okay for them.)	
8	0433	T	(T sticks three green DIN A 4 paper sheets on the right side of the whiteboard: <i>ist geworden – ist gekommen – ist geflogen</i> and asks in Chinese, if the Ss are ready?)	
9	0458	T	[寫好了嗎?] (T asks if Ss have finished their writing. Probably T means copying the words from the whiteboard.)	Ch
10	0500	S	Moment! (One S answers in German; the other Ss are still noisy.)	
11		T	(T reorganizes three green DIN A 4 sheets on the right-hand side of the whiteboard. By the end of that reorganization, there are five sheets posted: <i>ist geflogen ist geworden – ist gegangen – ist gekommen – ist gewesen.</i>)	

12	0540	T	好，就這麼多了。就這麼多。我寫在黑板上 ist 對不對？ {Well, there are many. There are many. I wrote on the blackboard [is], right?}	Ch
13	0546	Ss	對。 {Right.} (A few students react; most of the class does not.)	Ch
14	0555	T	好，就開始。好。 {Well, then (let us) start. Well.} (The class is still noisy and many students are still enjoying their piece of Christmas cake, which was prepared by classmates and shared during the intermission.)	Ch
15	0604	T	Guten Tag, meine Damen und Herren! [Good day, Ladies and Gentleman!] 可以了嗎？都吃飽了。 {Can (we)? (Have you) all eaten already?} (T asks a question, but allows no time for an answer.)	Ch
16	0608	T	Wir haben schon gegessen. Ich esse einen* Stollen*. [We have already eaten. I eat Christmas cake.] (T answers her own question in German.)	**
17	0623	T	Der Stollen*. Der Stollen*. [The Christmas cake. The Christmas cake.] (T writes der Stollen on the whiteboard and says it twice. It is not clear what the students are supposed to do – to read the writing in chorus or to repeat after the teacher, for example.)	*
18	0637	T	(T asks Ss how to say I eat Christmas cake and writes on the whiteboard the sentence Ich esse den Stollen. – I eat the Christmas cake - which is in present tense - and then asks Ss about the perfective form.)	
19	0639	Ss	Ich habe den Stollen gegessen. [I have eaten the Christmas cake.] (The class does still not react – but there is a response from a group of three students.)	
20	0640	T	(T writes the sentence Ich habe den Stollen gegessen. on the whiteboard under the sentence of the same meaning in present tense.)	
21	0653	T	好嗎？可以嗎？可以。 {Okay? Can (I/you/we) (do it)? (I/you/we) can.} (It is not clear who is being addressed here. T moves from the whiteboard to the desk and leans over the teaching materials and continues talking.) Ich habe den Stollen gegessen. Jeder hat ein	Ch

			Stück Stollen. Dankeschön. Gut. Wir können heute weiter... Essen. [I have eaten the Christmas cake. Everybody had a piece of Christmas cake. Thank you very much. Good. We can go on today...food.] (The purpose of these utterances is not clear. T picks up the course book and continues talking.)	
22	0707	T	Was haben sie/Sie heute noch gegessen? [What have they/you furthermore eaten?] 請問你們¹⁹⁶今天又吃了什麼東西？ {Please tell (me), what kind of stuff did you eat today?} (T does not wait for an answer, continues talking, turns around, goes to the whiteboard, and starts writing the next sentence.)	Ch
23	0709	T	[我們可以說，我們吃．．．吃．．．你們吃過中餐沒有？] (T: “We can say, we eat...eat... Did you have your lunch?”)	Ch
24	0711	Ss	[有。] Ja. (There are always three Ss, who react eagerly; here they affirm in Chinese and German.)	Ch
25	0715	T	[吃過了。請問中餐，吃中餐叫什麼？] (T: “Have (you) eaten? Please, lunch, eat lunch, how to say it?” T faces the whiteboard starts writing Ich esse - I eat while at the same time Ss try to utter an answer. But T goes on talking.) Ich ...esse....	Ch
26		T/Ss	(As a result T and a few Ss speak accidentally at the same time.) Ich ...esse....	
27		Ss	Ich ...esse.... (Several other Ss read aloud what T writes at the whiteboard or Ss speak on their own.) Mittag! (One of the three more active Ss shouts “Lunch!”)	
28	0717	T	[Ich esse 什麼？] ...zu Mittag	Ch

¹⁹⁶ The Chinese translation does not clarify the former ambiguity. It adds further uncertainty, since it uses the second person plural {你們}.

			(T still faces the whiteboard while talking. T: “Ich esse - what?...zu Mittag - lunch.”)	
29	0724	T	(T writes Ich esse followed by a line indicating a blank and goes on with another word, then pauses, looks for a whiteboard eraser, erases the line and the beginning of the word and goes on talking and writing.)	
30	0726	T	Ich esse zu Mittag..... Ich esse um 12 Uhr zu Mittag. [對不對？] (T: “I eat lunch.....I eat lunch at 12 o’clock, right?”)	Ch
31	0735	T	[然後這個後面寫什麼？ 請問這個是什麼東西？] (T: “Then, this at the end what did {I} write? Please, what is this thing?”)	Ch
32	0736	S	[我十二點吃午餐。] (One of the three active students answers in Chinese: “I had lunch at 12 o’clock.”)	Ch
33	0740	T	[這個怎麼變完成式？] (T: “How to transform this into Perfekt?”)	Ch
34	0742	Ss	Ich habe um 12 Uhr zu Mittag gegessen. (chorus translation) (The three active students are dominating the answer again, but the camera also shows that the other Ss follow and try to speak, too.)	
35	0750	T	[有這個 haben，然後呢 gegessen, gegessen.] (T says: “There is this haben, and gegessen, gegessen.”)	Ch
36	0753	T	[你們就看到了。Haben gegessen。我把我以前的東西再帶來了，我把這個東西帶來了。] Sie kennen das schon längst. Das ist... [第二位放動詞。句尾放什麼？這個是句尾，對不對？句尾放這邊，所以句尾的東西，我們可以放得東西越來越多了，包括這個。] (T: “You can see it; haben gegessen. I brought this from earlier {lessons} again, I brought this again. Sie kennen das schon längst. Das ist...- You know it already for some time. This is... The second position to put the verb. At the end of	Ch

			the sentence to put what? This is the end, of the sentence, right? Here is the end of the sentence, therefore the things at the end of the sentence; the things, we can put at the end of the sentence, become more and more, including this one.”) (T stays in front of the whiteboard and there are two green A 4 sheets indicating the possible positions of verbs within a German sentence {main clause sentence }. On the first sheet one can read in Chinese Verb second position and on the second sheet sentence end, the writing is done very casual. The second sheet is not readable, since the T stays in front of it, when talking.)	
37	0812	T	[這個叫什麼？Was heisst das? 這個叫做過去分詞。過去分詞的東西也慢慢能夠放，放在句尾。如果我們要變成完成式的時後，Ich habe um 12 Uhr zu Mittag 包括這個東西都要放進 Mittag gegessen 這樣 OK 嗎？那每一個人都要 OK,那這個句子可以考 OK.] (T: “How to call this? Was heisst das? - What is this called? This is called a Partizip Perfekt. Partizip Perfekt, this thing, we can also put slowly {into the sentence}, place {it} here at the end of the sentence. If we are going to form Perfekt. Ich habe um 12 Uhr zu Mittag...including these things, all must be placed into it ...Mittag gegessen.” T underlines at the blackboard the modal verb, the participle, and zu Mittag (!). T continues: “Is this okay? So, if it is okay for everybody, then this sentence can be tested, okay.”)	Ch
38	0833	T	[所以第二個位置是放動詞，對不對？那如果...Maria 好了，Maria 十二點吃中飯怎麼說？] (T: “So, the second position is the verb, right?” T points to the green sheet placed under the verbs at the whiteboard, then stops to think how to go on...T continues: “So, if ...Maria, well {let’s take her}, Maria eats lunch at 12 o’clock, how to say {this}?” T faces the C.)	Ch
39	0842	Ss	Maria... (Ss try to answer, but it is just an undistinguishable babble.)	
40	0851	T	(T interferes and writes the words Maria hat, then	

			draws a dotted line to gegessen.) [這裡的完成式怎麼寫呢？完成式。] (T: “Here, how to write the Perfekt? Perfekt. Maria hat... um 12 Uhr zu Mittag ...gegessen.”)	Ch
41	0858	Ss	Maria hat... um 12 Uhr zu Mittag... gegessen. (chorus answering) (Ss and again the one active S are saying the sentence.)	
42	0902	T	[也是一樣，對不對？那表示說，...表示說在這裡做變化就好了，對不對？好 OK 所以我們只有這樣的複習，對不對？ Ich habe und sein.] (T: “{This} is also the same, right? This expresses,...expresses that here happens the change, that’s it, right? Good, okay. This is merely our way of reviewing, right? Ich habe und sein – I have and to be.”)	Ch
43	0919	T	[好，你們看到我今天多帶了一些道具來，有沒有？為了錄影要做很多道具。] (T stays in the middle of the classroom, turns around and points to the whiteboard saying: “Well, you can see, I brought today many props, aren’t there? For the recording of the lesson, {I} had to prepare more props.”)	Ch
44	0925		(Ss are laughing.)	
45	0927	T	(T goes back in front, stays near the whiteboard and faces the class.) [可是這個道具也有意義哦！這個句子學會了之後，我們就,想說那些字都寫在綠色的紙上面。你看到的這邊都用 haben, haben 加 pp2，這叫 pp2。叫做過去分詞。過去分詞，haben 再加上 pp2，這種東西叫做過去分詞。好，這個叫過去分詞。加過去分詞的方式。] (T: “But these props also have meaning! After we learnt this sentence, we can talk about these words, {which are} written on the green paper sheets. You can see, here all use haben, haben add pp2, this is called pp2. It is a participle. Participle. Haben and then add pp2. This thing is	Ch E Ch

			called participle. Well, this is called participle. The way of adding a participle.”)	
46			(T points on the written sentences with their verb positions; the prepared green sheets on the right and left hand side of the whiteboard, which were just now mentioned by the T are not used. T goes from the board to the middle of the class.)	
47	0955	T	[好，那可是我們昨天也稍微的提了一下，另一種方式叫 sein。你看我在這個上面，寫在這上面的字都不太一樣了。] (T: “Well, but yesterday, we also pointed out a little bit that there is another way called sein - to be. You see, I wrote it here on {it}, the words written here on {it} all are not similar.”)	Ch
48	1000	T	(T goes to the left hand side of the whiteboard and points at two green sheets and reads them.) Ist geblieben, ist gewesen.	
49	1007	T	(T goes to the right hand side of the whiteboard and points at the five green sheets.) [要不然這邊要寫什麼 ist gefahren, ist geflogen, ist geworden, ist gekommen, ist gegangen. 噢，這個好像不太一樣，對不對？] (T: “Otherwise, here {we have} written ist gefahren, ist geflogen, ist geworden, ist gekommen, ist gegangen. This seems different, right?”)	Ch
50	1012	S	[對!] (Just the active S confirms: “Right!” No response from the other Ss.)	Ch
51	1014	T	[跟那個 habe, habe gegessen, hat gegessen 不太一樣，對不對？好，我們昨天教到這邊，對不對？] (T: “With this habe, habe gegessen, hat gegessen not the same, right? Well, we taught yesterday until here, right?”)	Ch
52	1021	S	[對!] (Just the active S confirms: “Right!” No response from the other Ss.)	Ch
53		T	Das haben wir gestern ein bisschen gehört. Hier Seite 72. Seite 72. 看到了嗎？Seite 72!	Ch

			(T: "We have heard this yesterday a little bit. Here page 72. Page 72. Do you see it? Page 72!")	
54	1032	Ss	Ja. (Two Ss answer with a Yes.)	
55	1033	T	OK. Gesten haben wir Seite 72 Treffpunkt Augustusplatz... [Okay. Yesterday, we did page 72 Meeting point Augustus Square.] 有嗎？有。好，請你們唸好了。四個人，開始唸吧。 Vier Personen. {(Do you) have it? (You) have. Well, please read (it), well. Four people, start reading!}[Four people.]	Ch
56	1047	Ss	Vier Personen sind nicht gekommen. Was ist passiert? [Four people did not come. What happened?] (Several students are reading the sentences, but not the whole class.)	
57	1054	T	好，請問看到 vier Personen 主詞在哪裡？ Vier Personen. Die Person, die Personen....有看到它的動詞是什麼嗎？ {Well, please, can you see [four people], where is the subject? [Four people. The person, the people].... Do (you) see its verb, what is (the verb)}? (T writes the sentence from the book on the whiteboard, mentions the singular and plural of Person and continues talking.)	Ch
58	1106	Ss	Sind. [Are.] (Several students answer, but the answer is not correct. The class does not respond as a whole.)	
59	1107	T	(T does not react to the incorrect answer. Continues to write on the whiteboard and continues talking.) 過來是什麼嗎？ Gekommen.中間有一個字是什麼？ {What is come? [To come.] There is a word in the middle, what is it?}	Ch
60	1114		(Several students give a response, but it is not audible on the recording.)	

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ID	Time	P	Event	Code
61	1115	T	Nicht. 對不對？ [Not.] {Right?} (T wrote already <i>Vier Personen sind gekommen</i> with a gap before <i>gekommen</i>, where T writes now the word <i>nicht</i>.) Vier Personen sind nicht gekommen. 那請問 <i>gekommen</i> 從哪裡來的？ [Four people did not come.] {So, please, <i>gekommen where does that come from?</i>}	Ch
62	1118	S	Kommen.	
63	1119	T	Kommen, 原型叫 kommen。Kommen. (T writes <i>kommen</i> above <i>gekommen</i>.) [那你有發現一個現象，發現一個現象，它現在用 <i>sein</i> 了對不對？用 <i>sein</i> 變起來了。好，你們還記得這個字，原型叫做 <i>sein</i> 對不對？] (T: “Did you discover one phenomenon, discover one phenomenon, it uses now <i>sein</i>, right? {It} uses <i>sein</i>, changing it. Well, do you still remember this word; {its} original form is <i>sein</i>, right?”)	Ch
64	1131	T	[<i>sein</i>, <i>war</i>, 然後呢 <i>ist gewesen</i>] (T writes down these three words above <i>sind</i>. The huge whiteboard is now almost full with writing and paper sheets of T.) [先生小姐們，<i>meine Damen und Herrn</i>，先生小姐們，這個字我沒有寫？我有寫嗎？] (T: “Ladies and gentlemen, <i>meine Damen und Herren</i>, ladies and gentlemen, this word, did I not write {it}? Did I write {it}?”)	Ch
65	1142	T	(T stays in front of the whiteboard, looking for the word.) ...<i>ist gewesen</i> [在這裡。] (T is pointing at a green sheet to show <i>ist gewesen</i> and says: “...<i>ist gewesen</i> is here.”) [從這裡來的，它的原型是 <i>sein</i> 哦。它的原型是 <i>sein</i>。Sein, <i>war</i>, <i>ist gewesen</i>, <i>sein</i>, <i>war</i>, <i>ist</i>	Ch

			gewesen. 這是什麼？這是是，對不對？是是。好，它原來是從這邊的，所以這裡開始，現在開始我們要做動詞變化了。] (T says: “From here it comes, its original form is sein. Its original form is sein. Sein, war, ist gewesen, sein, war, ist gewesen. What is it? This is to be, right? {It} is to be. Well, it is originally from here, so, it starts here, now, we are going to transform {this} verb.”)	
66	1205	T	(T writes something on the board) 請問這個句子的原型是什麼？Vier Personen sind nicht gekommen 的原型是什麼？原型。Vier Personen kommen nicht. (T: “Please say, what ist the original form of this sentence. What is the original form of Vier Personen sind nicht gekommen? Original form. Vier Personen kommen nicht.”)	Ch
67	1214	Ss	Vier Personen komm ... (Although the T already gave the answer, some Ss still try to give the answer on their own.)	
68	1216	T	[沒錯。Vier Personen kommen nicht. 對不對？如果把它變成現在式的話，就是 Vier Personen kommen nicht.] (T writes the sentence on the board and says: “That’s correct. Vier Personen kommen nicht, right? If {you} change it into present tense, then it is Vier Personen kommen nicht.”).	Ch
69	1231	T	[這樣子 OK 嗎？從 kommen nicht 變成 sind nicht gekommen，這樣子聽懂了哦。...sind nicht gekommen... 那如果是這樣子的話，那我們接下來可以用同樣的概念，sind nicht gekommen 這樣的概念，就是中間的東西括進去就對了，好不好。Sind heute nicht gekommen. (T: “Is this okay? Kommen nicht changes into sind nicht gekommen. Do you understand this? Sind nicht gekommen. So, if this {change} is like this, then we can continue and apply the same concept...” T is all the time writing and facing the whiteboard, but points now to the two green sheets {verb position 2 and end of the sentence}, which the T locates below the verbs of the newly	Ch

			written sentences, and continues: "...sind nicht gekommen, this concept, and then {we} just put things in the middle, right? Sind heute nicht gekommen.")	
70	1250	T	[好，請問今天幾個人沒有來。Eins, zwei, drei, 三個人沒有來，.四個，四個 vier Personen sind nicht gekommen. 如果有一個空位，五個，fünf Personen sind nicht gekommen. Na ja, lassen wir*. 好，來，四個人沒有來，Was ist passiert? 發生什麼事情？] (T: "Well, please, how many people did not come today? Eins, zwei, drei, three people did not come, four, four, vier Personen sind nicht gekommen. But there is one empty place, five, fünf Personen sind nicht gekommen. Na ja, lassen wir. Well, four did not come. Was ist passiert? What did happen?")	Ch *
71	1309	T	[昨天我們聽過這個了。嗯，昨天聽過這個了。Sagen Sie mir. Sagen Sie mir. Wer ist krank gewesen? 請你們看 B. ... B,你們寫好答案了，對不對？答案上面什麼？Wer ist krank geworden?] (T: "We heard this one yesterday. We heard this one yesterday. Sagen Sie mir. Sagen Sie mir. Wer ist krank geworden? - Tell me. Tell me. Who became sick? Please, you look at B. B, which answer did you write? What did you write above the answer? Wer ist krank geworden" T stands now in the middle of the class and reads out of the course book, but also lifts it up and points at something on the page.)	Ch
72	1325	Ss	Sascha. (Here most Ss seem to participate and read the answer from their book.)	
73	1326	T	[Sascha. 答案是 Sascha。那我們造一個句子，Sascha 生病了怎麼說？] (T: "Sascha. The answer is Sascha. We make a sentence, Sascha became sick, how to say it?")	Ch
74	1331	Ss	Sasha ist krank geworden. (Again, most Ss respond and read the answer from their book.)	
75	1334	T	OK. Eh. Eine Person ist auch nicht gekommen. Das heisst Kevin*. Kevin ist auch nicht	*

			gekommen. Kevin. Warum ist Kevin nicht gekommen? (T: “Okay. Eh. One person also did not come. This is called Kevin. Kevin did not come either. Kevin. Why did Kevin not come?”)	
76	1344	Ss	Kevin ist ins Café gegangen. (Here fewer Ss answer than before.)	
77	1348	T	[好，所以你們忽然看到我問第四句了，對不對？ Wer ist ins Café gegangen?...答案是 Kevin. Kevin ist ins Café gegangen.] (T: “Well, you can see, all a sudden I asked the fourth sentence, right? Wer ist ins Café gegangen?...the answer was Kevin. Kevin ist ins Café gegangen.”)	Ch
78	1356	T	[好，再來 Elisabeth 呢？ Warum ist Elisabeth nicht gekommen?] (T: “Well, next one is Elisabeth. Warum ist Elisabeth nicht gekommen? - Why did Elisabeth not come?”)	Ch
79	1401	Ss	Elisabeth ist nach Erfurt gefahren. (Many Ss answer.)	
80	1406	T	[嗯，meine Damen und Herren. 你有看到 ...Sie haben gesehen, was ich frage... Ich habe gefragt: Warum 對不對？] (T: “Eh, ladies and gentlemen. Do you see it?... You can see, what I ask...I asked: Why. Is that right?” T goes to the whiteboard and writes Warum ist....)	Ch
81		T	[Warum ist Maria... 哦不，現在是不是叫 Tanja, Tanja. Also Tanja. Warum ist Tanja nicht gekommen? 對不對？好，請問 Wissen Sie warum? Warum ist Tanja nicht gekommen?答案是 什麼？] (T: “Warum ist Maria... oh no, now {it} is Tanja, Tanja. So, Tanja. Why did Tanja not come? Right? Well, please Wissen Sie warum? - Do you know why? Warum ist Tanja nicht gekommen? What is the answer?”)	
82	1433	Ss	Tanja ist nach Spanien geflogen. (Many Ss answer.)	

83	1437	T	[Sie ist nach Spanien geflogen. 所以 fliegen, flog, ist geflogen 在這邊對不對？這個昨天學過了，啊，schön. 這個叫做，原型叫做什麼？Geflogen 的原型叫做什麼？] (T: “She flew to Spain. And fliegen, flog, ist geflogen - to fly, flew, flown are here, right? We learnt that yesterday, ah, sweet. This is called, what is the original form? The original form of geflogen, what is it?”)	Ch
84	1451	Ss	fliegen (Fewer Ss respond.)	
85	1452	T	[Fliegen, fliegen 原型叫做 fliegen，請問 fliegen 中文叫做什麼？] (T: “To fly, to fly. The original form is to fly. Please, what is to fly in Chinese?”)	Ch
86	1455	Ss	[飛行。]	
87	1458	T	[飛行，OK。好 kommen 沒有問題了。Oh, wunderbar, haben wir einiges schon gelernt*... OK 請你們開始唸吧 Heute sollen* wir Teil 2 weiter lesen.] (T: “Flying, okay. Well, kommen - to come is not a problem. Oh, wonderful, we already learnt something. Okay, please start reading. Today we ought to read the second part.”)	Ch * *
88	1511	T	Die Postkarte von Elisabeth. Wohin ist Elisabeth geflogen? ...oder was macht Elisabeth? Warum ist Elisabeth nicht gekommen? Warum ist Elisabeth nicht gekommen? [Elisabeth’s postcard. Where did Elisabeth fly to? ...or what did Elisabeth do? Why did Elisabeth not come? Why did Elisabeth not come?] (T holds the book up in front of the face, and starts to read the heading, but then starts to ask questions, still holding up the book high as if reading.)	
89	1522	Ss	Elisabeth ist nach Erfurt gefahren. (Ss: “Elisabeth drove to Erfurt.”)	
90	1526	T	[嗯，Erfurt 好，我們看一看請問今天的地點在哪裡？Wo sind wir heute hier? In dieser Lektion. Diese Lektion ist Leipzig 對不對？]	Ch

			(T: “Hm, Erfurt, well, let’s see, where is today’s location? Where are we here today? In this chapter. This chapter is Leipzig, right?”)	
91	1538		(No response from the C, but the active S.)	
92	1539	T	(T stands in the middle of the class and holds the book still in front of face.) Gut. Das heisst Elisabeth ist nicht in Leipzig. Sie ist nach Erfurt gefahren. Elisabeth ist nicht in Leipzig. Sie ist nach Erfurt gefahren. [好，我們聽聽看 was passiert mit Elisabeth? 看一下標題七十二頁的二。] (T: “Good. This means Elisabeth is not in Leipzig. She drove to Erfurt. This means Elisabeth is not in Leipzig. She drove to Erfurt. Well, we are listening (!) what happened to Elisabeth? Let’s see the title of no. 2 page 72.”)	Ch
93	1559	T	Die Postkarte von Elisabeth. [這沒有問題哦? Die Postkarte, 好請問 Wer schreibt die Postkarte? 誰寫的?] (T: “Die Postkarte von Elisabeth. Is this a problem? Die Postkarte, well, please Wer schreibt die Postkarte? Who wrote it?”)	Ch
94	1608	Ss/T	Elisabeth. (Here Ss say the answer, but T suddenly also speaks loud at the same time.)	
95	1609	T	Von wo? Von wo schreibt sie diese Karte? (T: “From where? From where did she write this card?”)	
96	1613	Ss	Von Erfurt. (A few Ss answer immediately.)	
97	1624	T	(T seems to think and think aloud.) [Von von... von Erfurt. Von Erfurt. Von Erfurt. 已經有人有反應了啊。Erfurt, 好。我稍微上網查了一下 Erfurt 在哪裡啊? 不過，我們也有漂亮的，你們看一下漂亮的 Karte. Die Post, die Karte hier. 看到，看到 Erfurt 嗎? 有，有嗎?] (T: “Von von... von Erfurt. Von Erfurt. Von Erfurt. Already someone responded, ah. Erfurt, well, I checked a little bit online, where is Erfurt	Ch

			located? But, we also have a pretty one, you have a look, a pretty Karte - map. Die Post - the mail, die Karte hier - the card/map here. Do you see? Do you see Erfurt? Do you have it, do you have t?")	
98			(Many Ss turn pages to find the map.)	
100	1635	Ss	[有，在中間。] (Ss: "{We / I} have it, in the middle.")	Ch
101	1638	T	[有，在中間。它在哪一個省啊？在 Thüringen 有沒有？好，我告訴你哦，這裡頭我們看不到萊比錫，對不對？] (T: "It is in the middle. It is in which province? It is in Thüringen, right? Well, I tell you, here, we cannot see Leipzig, right?")	Ch
102	1644	Ss	Ja	
103	1646	T	[嗯，請問你們看得到 Dresden 嗎？] (T: "Ehn, please, can you see Dresden?")	Ch
104	1649	Ss	Dresden (Some Ss repeat the word.)	
105	1650	T	[Dresden 看到了，Dresden 在左右上方。Links oben. Sehen Sie da ist ein Gelb*.有一個黃色的區塊，有沒有？請你們在那邊寫 Leipzig.再唸一遍。Dresden 看到了嗎？有一個革勒斯登叫 Dresden. Dresden an der Elbe. 有一條河叫做 die Elbe，有沒有看到一條藍色的河流？] (T: "Do you see Dresden, Dresden is {on the} left right upper side. Links oben. Sehen Sie da ist ein Gelb. There is a yellow marked area, right? Please write there Leipzig. I say it once more. Do you see Dresden? There is {Chinese name of Dresden} called Dresden. Dresden an der Elbe. There is a river called die Elbe. Can you see the blue line of {that} river?")	Ch *
106	1713	Ss	[有。] (A few Ss respond.)	Ch
107	1714	T	[有沒有看到革勒斯登？然後, nach links ...nach ... West*...Osten nach Westosten* nach Westnorden* nach ...nach...nach Nordwest* ...nach Nordwes*西北部，往西北部走有一個黃色的區塊，有沒有？請你在那邊寫萊比錫 Leipzig。再說一遍，在那邊寫	Ch *** * Ch

			Leipzig。這樣子 OK 嗎？] (T: “Have {you} found {Chinese name of Dresden}? Then, nach links...nach...West...Osten nach Westosten, nach Westnorden...nach...nach...nach Nordwest...nach Nordwest Northwestern part, towards the Northwestern part, there is a yellow marked area, right? Please, write there {Chinese name of Leipzig} Leipzig. I say it once more, write there Leipzig. Is this okay?”)	
108	1736	S	OK	
109	1737	T	(T draws three crosses on the whiteboard representing the position of Dresden, Leipzig, and Erfurt.) Dresden ist hier und dann Leipzig ist hier. Und dann wo ist Erfurt? Hier ist Erfurt. Erfurt. Erfurt ist in Thüringen. Erfurt ist in Thüringen. [好嗎？這樣子 OK 嗎？這邊是，這邊如果是 Dresden 革勒斯登，dann hier links, hier links oben, das ist Nordwest*. 好，就是萊比錫，這樣 OK, 一個黃色的區塊的地方就可以了。] (T points at the crosses saying: “Dresden ist hier und dann Leipzig ist hier. Und dann wo ist Erfurt? Hier ist Erfurt. Erfurt. Erfurt ist in Thüringen. Erfurt ist in Thüringen.” T continues saying the positions of Dresden and Leipzig again in Chinese.)	Ch *
110	1805	T	(T draws a fourth cross indicating the position of Eisenacht*, then realizing that the towns name is Eisenach. T writes the correct spelling and repeats it verbally several times.) 好，那我再告訴你另一個地方。這裡往左邊走一點點，Erfurt 往左邊一點點有一個小小的地方叫做 Eisenacht*. Eisenacht*. 啊！Eisenach，對不起。Eisenach 所以没有 nacht。等一下看到一個地點叫做 Eisenach, Eisenach. Eisennach. OK. Eisenach. 它在 Erfurt 的旁邊一點點而已。但，可是我不知道 Wartburg 在哪裡，我查了半天可是不知道 Wartburg 在哪裡。好，這樣子 OK 了。 {Well, I tell you now another place. Here on the left side, a little bit to the left, a little bit to the left from Erfurt, there is a small place called Eisenacht. Eisenacht. Ah! Eisenach, sorry.	* Ch * Ch

			Eisenach has no nacht. Wait a moment, can you see a place called Eisenach, Eisenach, Eisenach. Okay. Eisenach. It is only a little bit near Erfurt. But, I do not know, where Wartburg is. I looked it up for half a day, but could not find it. Well, that's it, okay?}	
111	1838	T	[好，來，那回來，回來。] Diese Lektion ist in Leipzig. (T: "Well, let's return, let's return. This lesson is in Leipzig." T stays in front of the whiteboard pointing at the town name of Leipzig.) Und Elisabeth ist nach Erfurt gefahren. (T: "And Elisabeth drove to Erfurt." T points at the town name of Erfurt.) Elisabeth kann nicht dabei sein. Elisabeth kann nicht dabei sein. Noch einmal. (T: "Elisabeth can not be there. Elisabeth can not be there. Once more." Now T starts to write the sentence onto the whiteboard.)	Ch
112	1856	T	Elisabeth ist nach Erfurt gefahren. E..li..sa..beth kann nicht dabei sein oder kann nicht da sein ...oder... kann nicht dabei sein... nicht...dabei...sein. (T: "Elisabeth drove to Erfurt. E..li..sa..beth can not be there or can not be over there ...or...can not be there... not ...be...there." The whiteboard is now almost covered with T's writings.)	
113	1912	T	[她不能夠在場，對不對？ Sie kann nicht dabei sein. 她不能在這裡。] OK, hier ist Leipzig. Sie treffen sich in Leipzig. Und dann Elisabeth ist nach Erfurt gefahren. Gut. Er.. sie kann nicht kommen. [好，來我們看七十二頁的內容吧。] (T: "She can not be at the event, right? She can not be there. She can not be there. Okay, here is Leipzig." T points again at the town name on the blackboard. T: "They meet each other in Leipzig." T points then shortly on the town name of Erfurt saying: "And then, Elisabeth drove to Erfurt. Gut. He..she can not come. Well, let's see the content of page 72.")	Ch Ch
114	1932	T	[她寫信給誰？ An wen schreibt sie? 請問她寫	Ch

			信給誰？]	
			(T: “She wrote the letter to whom? To whom did she write? Please, she wrote the letter to whom?”)	
115	1936	Ss	Kevin. (Only a few Ss answer.)	
116	1938	T	[Kevin. Kevin 是男的？是女的？] (T: “Kevin. Kevin, is it a male or is it a female?”)	Ch
117	1940	Ss	男的。 (Ss: “Male.”)	Ch
118	1941	T	[所以你哪裡看的到？] (T: “Where do you see it?”)	Ch
119	1942	Ss	Lieber	
120	1943	T	[Lieber. Lieber. 好，我們來唸唸看。她從 Erfurt 寫信，對不對？所以我們要唸成 Erfurt. 然後 Dreizehnten. Dreizehnten. 好不好？ Dreizehnten Juli. 請你們唸吧。Lieber ...eh eh ...Kevin.]	Ch
121	1957	Ss	Lieber Kevin.....Erfurt gefahren. (chorus reading) (The class is reading about half of the post card's text on page 72, no. 2 a) until T stops them.)	
122	2023	T	OK, bis hier. Warum ist Elisabeth nach Erfurt gefahren? Warum ist sie nach Erfurt gefahren? (T: “Okay, until here. Why drove Elisabeth to Erfurt? Why drove she to Erfurt?”)	
123	2030	Ss	Ihre Großmutter hat Geburtstag gehabt. (Many Ss try to answer the question.)	
124	2036	T	Ihre.. Ihre Großmutter hat Geburtstag gehabt. Gut. Wie alt ist Großmutter geworden? Wie alt ist Großmutter geworden? (T: “Her grandmother had birthday. Good. How old became her grandmother? How old became her grandmother?”)	
125	2045	Ss	85. (The active S dominates the answer, other Ss answer is not so clear.)	
126	2046	T	85. Sie ist 85 geworden. Sie ist 85 geworden.	Ch

			Deshalb, Deshalb... [因此 bin ich ... 如果我們改成因此她没有來。因此她没有... 嗯，因此... 因此她去了 Erfurt 怎麼說？因此她去了 Erfurt。] Deshalb... (T: “85. She became 85. She became 85. Therefore, therefore... Therefore bin ich ...if we form therefore she did not come ...eh, therefore ... therefore she went to Erfurt, how to say that? Therefore she went to Erfurt. Deshalb...”)	
127	2105	Ss	Deshalb sie ... (Ss are not able to answer, so they just repeat Deshalb followed by sie.)	
128	2107	T	Eh...deshalb...eh...deshalb... (T falls into the answer; some Ss still continue to say the sentence.)	
129	2109	Ss	Deshalb sie ... ist... sie nach Erfurt gefahren. (Some Ss get it right, some not.)	
130	2113	T	[請問這樣的句子造得出來嗎？因此她去 Erfurt 怎麼說？] (T: “This kind of sentence, can {you} produce it? Therefore she went to Erfurt, how to say {it}?”)	Ch
131	2118	T/Ss	Deshalb ist sie nach Erfurt gefahren. (T and Ss speak the sentence together.)	
132	2123	T	[Wunderbar. 接下來下一句。前面說 vielen Dank für die Einladung 對不對？Einladung 是什麼？] (T: “Wonderful. Then the next sentence. The beginning says thank you very much for the invitation, right? Invitation is what?”)	Ch
133	2129	S	[邀請。]	Ch
134	2130	T	[我們學過 einladen 對不對？Ich lade Maria ein. Ich lade Peter ein. Einladen 是接形容詞... 接受格。好，再來 leider 是很可惜。] Leider kann ich nicht kommen. Meine Großmutter, also ihre Großmutter hat Geburtstag. Die Großmutter ist 85 geworden. Und deshalb bin ich nach Erfurt gefahren. Deshalb ist Elisabeth nach Erfurt gefahren. [好，來，請你們繼續唸吧。] Wir haben...	Ch

			(T: “We learnt einladen - to invite, right? I invited Maria. I invited Peter. To invite is connected with adjectives...connected with objects. Well, next one leider is unfortunately. Unfortunately I cannot come. My grandmother, which means her grandmother, has birthday. The grandmother became 85. And therefore I drove to Erfurt. Therefore Elisabeth drove to Erfurt. Well, let’s go on reading. Wir haben... ”)	
135	2200	Ss	Wir haben schön gefeiert und ich habe endlich wieder viele Freunde und Verwandte getroffen. (chorus reading)	
136	2214	T	[Getroffen. 好，來留在這邊，留在這邊。她說，她說什麼？Was heisst das hier? Wir haben schön gefeiert. Sagen Sie mir was ist gefeiert? 原型是什麼？] (T: “Getroffen. Well, let’s stay here, stay here. She said, she said what? What does it mean? We celebrated nicely. Tell me, what is celebrated? What is the original form?”)	Ch
137	2226	Ss	fei.. feilen. (Some Ss are trying to say the word.)	
138	2227	T	[fei.. fei.. 嗯，叫什麼？原型是什麼？慶祝。] (T is laughing and walks toward the whiteboard and says: “fei.. fei.. ehn, how to say it? What is the original form? To celebrate.”)	Ch
139	2234	T	Gefeiert 的原型是什麼？原型叫 feiern ... feiern ... feiern. {What is the original form of gefeiert? The original form is}[to celebrate ... to celebrate ... to celebrate.] (There is no space left on the whiteboard. T erases half of the writing on it and writes down the new words while repeating them.)	
140	2239	T	Feiern, feierte, gefeiert. Feiern, feierte, gefeiert. Feiern, feierte, gefeiert.. ge..fei..ert. Feiern, feierte, gefeiert. 叫做慶祝。慶祝，對。慶祝，沒錯。 {(This) is to celebrate. To celebrate, okay. To celebrate, (that’s) right.} (T repeats all verb forms four times in German, then says the Chinese expression three times and writes the Chinese meaning on the whiteboard,	Ch

			too.)	
141	2253	T	[好，來。唸唸看好了，唸唸看。你們看哦，她說什麼？她說．．．Wir haben schön gefeiert*. Wir haben schön gefeiert. 我們慶祝得．．．你也可以說 Wir haben gut gefeiert. Wir haben gut gefeiert，你可以說。好，來，下一句。] (T: “Well, come on; read it, okay, read it. You see, she said what? She said... Wir haben schön gefeiert. Wir haben schön gefeiert. We celebrated... you also can say Wir haben gut gefeiert. Wir haben gut gefeiert. You can say {this}. Well, come on, next sentence.”)	Ch*
142	2310	T	...und ich habe endlich wieder viele Freunde und Verwandte getroffen. [你們看到那個 getroffen？猜猜看它的原型是什麼？] (T: “...und ich habe endlich wieder viele Freunde und Verwandte getroffen. Do you see this getroffen? What do you guess is its original form?”)	Ch
143	2318	Ss	Treffen. (Many Ss respond.)	
144	2320	T	[好。OK，回家可以背這個。] Treffen, treffen, traf, getroffen, hat getroffen, hat getroffen. [當然這個可以不一定要記。Hat getroffen, getroffen, getroffen...treffen, traf, hat getroffen.可以嗎？treffen, traf, hat getroffen.] (T is at the whiteboard and writes verb forms again, saying: “Well, okay, back home, {you} can memorize this. Treffen, treffen, traf, getroffen, hat getroffen, hat getroffen. Of course, this may not necessarily have to be remembered. Hat getroffen, getroffen, getroffen...treffen, traf, hat getroffen. {Do you understand?} Treffen, traf, hat getroffen.”)	Ch
145	2341		[好，可以了。我們來這邊，稍微有一個，稍微難的字，叫做 der Verwandte 對不對？什麼是 der Verwandte？] (T: “Well, you understand. We come to this here; there is a little bit, a little bit difficult word, it is der Verwandte, right? What is der Verwandte?”)	Ch
146	2350	S	[親戚。]	

			(The active S answers: “Relative.”)	
147	2351	T	[沒錯，叫做親戚。] (T: “Right. {It is} called relative.” T writes the German and its Chinese meaning onto the board.)	Ch
148	2357	T	[Der Verwandte. 它也可以是 die Verwandte. 它也是男的，是女的，所以這個字複數是 n。然後叫做親切的親，親戚。好。Das heisst... 嗯不太容易的一個字。嗯... 請問那個複數是加 n，對不對？] (T: “Der Verwandte. It also can be die Verwandte. It also can be male, be female, therefore the plural of this word is n.” Here T makes a remark to the way how the Chinese character is written and continues: “Well. Das heisst ... ehn, not an easy word. Ehn... please, this plural is adding an n, right?”)	Ch
149	2423	T	(T flips pages in the book, seems to check something about this word.) [Die Verwandte? 嗯... 非常不容易的一個字，因為，嗯... 好，等一下哦。那，我們來看一下哦，Verwandte, Verwandte 嗯...] (T: “Die Verwandte? Ehn... really not an easy word, because... ehn... well, wait a moment. So, we have a short look, Verwandte, Verwandte, ehn...”)	
150	2437	T	[嗯，你看到，我們如果找出來，你們問我說，請問她碰到一個人還是兩個人，還是三個人？到底碰到幾個人？這邊會碰到很多人。] (T: “Ehn, you can see if we {want} to find out, {and} you {would} ask me, please, did she meet one person or two persons, or three persons? How many people did {she} actually meet? {She} met there a lot of people.”)	Ch

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ID	Time	P	Event	Code
151	2453	T	(T walked back to the board, stays much closed in front of it, facing the words <i>der Verwandte</i>, and T seems to have a conversation with the whiteboard.) [所以這個字複數加 n，der 的時後複數加 n，嗯。可是在這裡．．．嗯．．．老師為什麼它是複數？問得好，問得好，問得好！這個字叫做形容詞。] (T: “So, the plural of the word adds an <i>n</i>, when using <i>der</i> {definite article masculine}, ehn. But here, . . . ehn . . . Teacher, why is it plural? Good question. Good question. Good question. This word is an adjective.”)	Ch
152	2500	T	(T writes the word adjective in Chinese onto the whiteboard and encircles it, followed by keywords and phrases in Chinese comprising the same of what the T is just saying in Chinese.) [形容詞，形容詞大寫當做名詞，名詞。好，我先暫提哦，它是一個形容詞大寫當名詞。這個名詞，它原來是一個形容詞。它原來是一個形容詞。形容詞大寫可以當做名詞，然後這樣的名詞要按照，要按照，要按照形容詞來做變化。要按照形容詞來做變化。所以我不太...，我們可以暫不談這個話題，按形容詞來變化，來變化，好嗎？我覺得你們只要大概了解這個字。] (T: “Adjectives, adjectives written with capital letter function as {a} noun, {a} noun. Well, oh, I first have to point out; it is {such} a noun {here in this case}, an adjective with capital letter. This noun, it is originally an adjective. It is originally an adjective. An adjective written with capital letter can become a noun; moreover, this kind of noun has to follow, has to follow, has to follow the changes of adjectives. {It} has to follow the changes of adjectives. Therefore, I {am} not too... We {just} can temporarily talk about this topic. {It} has to follow the changes of adjectives, ... {has} to follow this changes, is this okay? I think, you just have to understand this word only roughly.”)	Ch

153	2540	T	[這個字很不容易。所以如果我們以後有機會再談形容詞變化的時後，形容詞有很多很多變化。形容詞的變化．．．改天我們再談那個形容詞變化。] (T: “This word is not easy. Therefore, later there is time when we have the chance to talk about the changes of adjectives, adjectives have many many changes. Changes of adjectives... at another day we will talk again about changes of adjectives.”)	Ch
154	2548	T	[它可以是...Verwandte 是親戚，親戚可以是男的，也可以是女的。這個叫男的，然後這個是女的，好嗎？它原來是從形容詞變化，形容詞大寫當做，當做名詞。當做名詞。那這樣的名詞要按照形容詞的字尾來做變化，好嗎？] (T: “It can be... Verwandte is a relative, a relative can be male, also can be female. This is male...” T points at the writings on the whiteboard and continues: “...and this is female, okay? It originally is from the adjective changes. Adjectives with capital letter are regarded, are regarded as nouns. Are regarded as nouns. So, this kind of nouns have to follow the changes of the word’s end of adjectives, okay?”)	Ch
155	2606	T	(The Chinese writing on the whiteboard is strongly clustered means unstructured. All characters and phrases are encircled, but it does not help to clarify meaning or importance, since it reflects what the T just said.) [所以我覺先停留在那邊就好，好嗎？那請問，那我要說什麼呢？我要說的是，這一個 Verwandte 事實上是複數的 Verwandte，許多，Verwandte，就是許多。這樣子 OK 嗎？] (T: “So, I think I first stop here, okay? So, what did I want to say? {What} I wanted to say was {that} this one Verwandte actually is plural of Verwandte, many, Verwandte just are many. Is this okay?”)	Ch

156	2621	T	[好，再來。Der Freund，因為前面不是寫 viele 嗎？前面已經寫 viele 好嗎？前面是 viele，好那麼形容詞的另外一個口訣變化是．．．形容詞的另外一個口訣變化是，當形容詞沒有字尾，當形容詞沒有冠詞的時後，形容詞表達冠詞。所以，你們有看到那個 die，很多的時後 die 的時後，它會寫 Verwandte，其實就是表達 die 的概念。e 在結尾當做 die 的概念，所以它表達 viele Verwandte 要這樣，許許多多的 Verwandte，這樣子 OK 嗎？你們大概知道這樣的一個概念就好。] (In the following the T states that the word viele in front of Freunde is another kind of adjective with its specific way of changes; adjectives without a word's end (!) and in cases of adjectives without articles - the adjective would represent the article. T continues and takes Verwandte again as an example. T explains that Verwandte are here many, the article die represents the concept of many and the e at the ending follows this concept too. Therefore viele Verwandte expresses this concept of many many Verwandte. T finishes by mentioning that if Ss have a general concept about it that would be okay.)	Ch
157	2704	T	[這個是我們在唸第三冊的時後再來談這個話題，好。Später sprechen wir noch darüber. Weiter über solche Adjektive ... 形容詞變化。] (T remarks further that Ss would read about it in the third course book and at that time they would talk about this topic again. Then T tries to say the same in German.)	Ch

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ID	Time	P	Event	Code
158	2718	T	[好，來。Der Freund, die Freunde 對不對？好，請你們繼續唸吧。好，我們剛剛唸到 Wir haben schön gefeiert und ich habe endlich viele ...wieder viele Freunde und Verwandte getroffen. 好，來，請你們唸。] Und jetzt... (T says <i>friend, friends</i> and asks the C to continue reading, but repeats first the sentence they were reading last.)	Ch
159	2733	Ss	Und jetzt bin ich noch ein paar Tage in Erfurt ge..blie..ben. Wir sind auch schon in Ei..se..nach gewesen und haben die Wartburg gese..hen. (Ss continue reading the post card text. The reading is slow and indicates that many Ss have problems with reading this text.)	
160	2759	T	[嗯 ...noch einmal. Und jetzt bin ich noch ein paar Tage. Ein paar 就是一些。Ein paar Tage, 請問 Tage 是什麼？Der Tag 對不對？所以我們才會說 Guten Tag 對不對？Der Tag, die Tage. 她說 Und jetzt bin ich noch ein paar Tage in Erfurt geblieben. 請問，你們從來沒有學過 bleiben 這個字，對不對？] (T is first saying noch <i>einmal</i> - <i>once more</i>, but then continues to explain the meaning of words of the sentence, which the Ss just read. T translates <i>ein paar</i> – <i>a couple</i>, and <i>Tag</i> - <i>day</i>. The verb is <i>bleiben</i> and T points out that Ss did not learn this verb yet.)	Ch
161	2822	S	[嗯。]	Ch
162	2823	T	[嗯。好，來，看一下這個字在這邊。它的原型叫 bleiben. Bleiben. Bleiben.] (T walks back to the whiteboard saying: “Ehn. Well, come on, have a look to this word here. Its original form is bleiben - to remain. Bleiben. Bleiben.” T is pointing to a green sheet on the left side of the whiteboard, and then writes on top of it bleiben. The word is small, since the sheet already reads <i>ist geblieben</i>.)	Ch
163	2824	T	Wo bleibst du? Wo bleibst du Adam? (T is saying “Wo bleibst du? Wo bleibst du Adam?”, but writes Wo bleibst Adam? on the board.)	

164	2833	T	[我立刻告訴你一個文學名著叫做 Böll*. Heinrich Böll*. 有一個文學家叫做 Böll*, 他就會有一個這樣的, 這樣子的文學名著。可是這個很簡單, 你們知不知道亞當夏娃嗎? 問說亞當你在哪裡? Wo bleibst du? 你停, 留在哪裡? 你留停在哪裡? 停留, 停留。我其實只是造一個句子, 對不對?] (T: “I immediately tell you the name of a writer called Böll. Heinrich Böll. There is a writer called Böll. He just has this kind, this kind of literature.” Here T underlines the word Adam on the board and goes on: “But it is simple. Do you know Adam and Eve? Asking Adam, where are you? Wo bleibst du? You stop, remain where? You remain where? Remain, remain. Actually, I only made up a sentence, right?”)	*
165	2905		(The camera shows that Ss still take their notes and copy what the T writes on the whiteboard and look up to see what is going on.)	
166	2907	T	[我也可以說 Wo bist du? Wo bleibst du denn? 你到底在哪裡? 你停留在哪裡? 所以這個字叫做留, 留, 停留的意思。停留。當然, 我要說的是波爾, 這是一個很有名的文學作家。他曾經也寫過一本書叫做 Wo bleibst du Adam?] (T goes on to talk about bleiben by giving two sentences in German and then repeats them in Chinese, the same applies to the verb, which is said several times in Chinese. The T says the authors name in Chinese and tells the C that Wo bleibst du Adam? is a book's title.)	Ch
167	2926	T	[這樣子聽懂了嗎? 這樣子聽懂了, 嗯? Wo bleibst du Adam? 好, 來, Wo bleibst du denn? 那我也可以, 我中間少一個字, 對不對? Wo bleibst du 然後 Komma Adam. 這樣子聽懂了, 他在叫那個 Adam, Adam, Adam 你在哪裡? 你在哪裡? 你到底在哪裡逗留, 或是停留? 它可以叫做逗留或停留的意思。逗留或停留。] Wo bist du denn? Wo bleibst du denn? Warum sehe ich dich nicht? [這樣子 OK 嗎? Wo bleibst du denn? 這樣子聽懂了嗎?] (T asks twice, if Ss do understand, and then continues to repeat the German sentence with slight modifications and realizes that the sentence on the whiteboard is erroneous and corrects it. T goes on	Ch

			to repeat the sentence and the verb meaning in Chinese, followed by repeats of the German sentence again. Finally, T asks if Ss do understand it.)	
168	2956		(Camera shows notes taken by a S. It shows the post card text and Chinese translations written by the S above the German words. The S further wrote all the three verbforms of every single, which were given by the T, near the post card.)	
169	2958	T	[好，OK，所以 bleiben, blieb, ist geblieben，如果你們回家開始慢慢這個 bleiben, blieb，我們上次寫的那六張，四張，四張紙慢慢背哦。 Bleiben, blieb, ist geblieben, ist geblieben. Bleiben, blieb, ist geblieben. 好嗎？Bleiben, blieb, ist geblieben.] (The T repeats here five times the verbforms bleiben, blieb, ist geblieben. Furthermore, the T reminds Ss that they received four sheets of paper and that they have slowly to memorize all the verbforms on it.)	Ch
170	3016	T	[好，來，所以她說 Und jetzt bin ich noch ein paar Tage in Erfurt geblieben. 請你們唸吧。] Wir sind... (T reads the last sentence again and asks C to continue reading.)	Ch
171	3027	Ss	Wir sind auch schon in Ei..se..nach gewesen und haben die Wartburg gesehen.	
172			(While Ss read the town name haltingly, T says Eisenach.)	
173	3035	T	[好，請問，請問 gewesen 是什麼東西？原型是什麼？] (T asks what gewesen means and what its original form is.)	Ch
174	3038	Ss	Sein. (A couple of Ss answer.)	
175	3041	T	Sein. sein. [過去式呢？] (T affirms sein and asks for its Präteritum.)	Ch
176	3042	Ss	War. (A couple of Ss answer.)	
177	3043	T	[War，然後呢？ist gewesen，什麼叫做 sein 啊？什麼叫做 sein 啊？be 動詞嗎，德文的 be 動詞。那也就是今天我們所有的，綠色的紙上面的重點哦！所有的綠色紙上面都會用這樣的重點	Ch E

			哦！...ist gewesen, ist geblieben, ist gekommen, ist geflogen.那它當然會按照動詞放第二位的時後，用動詞第二位的變化，然後要句尾要用句尾的變化。] (T talks about sein again and that it is the German be verb and then points to the green sheets stuck to the whiteboard and that they show the emphasis of today. All green sheets emphasize the same. T reads the German verb forms and then repeats that verbs come in the second position in the sentence and that verbs have to follow this position's specific changes and at the end of the sentence verbs have to follow this.. position's specific changes)	
178	3111	T	[好，請你們，請問，請問，請問，剛剛我們學過的 bleiben, bleiben, blieb, ist geblieben. Wo bleibst du, Adam? 像這樣的句子，wo bleibst du dann? Wo bleibst du, Adam? Wo bleibst du?請問你在哪裡逗留？好，請問這樣的句子變成完成式要怎麼唸啊？按照這樣的完成式怎麼變啊？按照這樣的完成式怎麼變？] (T repeats again the verbforms of to remain, repeats twice the title of the Böll book and twice the sentence Where do you remain? Then T translates it into Chinese and asks Ss three times how to form the Perfekt of this sentence.)	Ch
179	3140	Ss	Wo.. bist..du..geblieben? (Very few Ss respond.)	
180	3141	T	[Wo 然後呢？bist du 然後呢？geblieben. 是的 Wo bist du 然後呢？geblieben.這樣子 OK 嗎？我們今天其實跟昨天的東西很像，只是多幾個字而已。] (T writes Ss answer on the board saying: "Actually, the stuff we do today is very similar with yesterday's stuff, only some more words.")	Ch
181	3201	T	[好，那請問我去了台北，ich bin in Taipei.. ich.. 你看啊，你看那個句子它說 Wir sind auch schon in Eisenach gewesen. 就這個句子的原，這句可以翻成什麼？Wir sind auch schon in Eisenach. Eisenach 是一個地名，對不對？Eisenach 是地名，對不對？ist gewesen 原型是什麼？你可以想像那個原型是什麼嗎？現在式是什麼嗎？OK 開始想啊，開始想啊，原型是什麼？]	Ch

			(T: “Okay, please, I went to Taipei, ich bin in Taipei... ich..” T stops all a sudden and continues with something else: “Look, look at this sentence, it says Wir sind auch schon in Eisenach gewesen.- We went already to Eisenach, too. What is this sentence origin, how can you translate this sentence?” T says the sentence in present tense: “Wir sind auch schon in Eisenach. Eisenach is the name of a location, right? Eisenach is the name of a location, right? What is the original form of ist gewesen? Can you imagine what its original form is? What is {its} present tense? Okay, start to think; start to think, what is {its} original form? ”)	
182	3232	Ss	Ich bin.. (Very few students try to respond.)	
183	3234	T	(T seems not really to listen and cleans the left side of the whiteboard, because it was full again.) [請問這一句的原型是什麼？Wir sind auch schon in Eisenach gewesen. 那我們在 Eisenach 怎麼說？Wir sind in Eisenach. 就是這樣子。Eisenach.] (T says the answer while writing it onto the board and does actually not wait for Ss response.)	Ch
184	3243	Ss	Wir sind in Eisenach. (Ss and T seem to do their own thing. Ss answer, T writes.)	
185	3250	T	[没有大問，没有大學問。可能只有小學問哦。Sind, sind, sind 這個字就是 sein 嗎？對不對？。Sind 就是 sein 對不對？所以，它的完成式是什麼呢？啊我們已經去過，我們已經到過那裡了怎麼說？這個句子的完成式是什麼？] (T: “This is not a big question, nor an academic one, more a primary school one. Sind,sind, sind this word it is sein, right? Sind it is sein, right? Therefore, its Perfekt is what? Ah, we went {there} already, we already reached there, how to say it? The Perfekt of this sentence, what is it?”)	Ch
186	3308	Ss	Wir sind in ... (Very few Ss try, but they stop after in.)	
187	3311	T	[Sind 然後 in Eisenach 然後呢？] (T asks what comes after sind and few Ss answer and T asks again what comes after in Eisenach.)	Ch
188	3315	Ss	...gewesen.	

			(It seems the same group as before tries answer.)	
189	3315	T	[...gewesen. 好，就這樣子完成了，完成了。恭喜你們完成了。] (T finishest the sentence on the whiteboard saying: "...gewesen. Well, this way it is completed, completed. Congratulations, you have completed it.")	Ch
190	3320	T	好，接下來．．．．．最後一句。Wir sind auch schon in Eisenach gewesen und haben die Wartburg.. 恩 Wartburg 可能是一個地...可能是一個城堡，Burg 是 die Burg。可能是城堡，可能是一個城堡的名字叫做 die Wartburg ...在 Eisenach 的一個城堡的名字，可能啦，它不是一個地名。它不是一個地名。] {Okay, next one...the last sentence. [We also went to Eisenach and did the Wartburg...] eh [Wartburg] could be a place...could be a castle, [castle] is [feminine]. (It) could be castle, could be the name of a castle called [the Wartburg] ... the name of a castle in Eisenach, yes, could be, it is not the name of a location. It is not a name of a location.}	Ch
191	3346	T	[好。Wir haben die Ein... die Wartburg ...gesehen. 請問 gesehen 的原型是什麼？] (T finishes reading the sentence and asks immediately for the original form of gesehen.)	Ch
192	3354	Ss	Sehen. (Several Ss answer.)	
193	3355	T	[Sehen. 那我們看這個 Wartburg 就是 Wir sehen die Wartburg.這個請問學過 besichtigen? 參觀學過嗎？] (T explains that the sentence meaning is to see the Wartburg and then asks if Ss learnt already besichtigen - to visit.)	Ch
194	3403	S	[有。] (The active S confirms.)	Ch
195	3405	T	[你也可以說 Wir haben die Wartburg besichtigt. 你們學過 besichtigen 對不對？] (T says the sentence with besichtigt, then confirms that Ss learnt besichtigen.)	Ch

196	3411	S	[有。] (The active S confirms.)	Ch
197	3413	T	[Besichtigen, 好那個完成式的時後就是 hat besichtigt, besichtigt, hat besichtigt. 好嗎? OK.] (T writes the infinitive and the Perfekt form on the board and is saying them, too.)	Ch
198	3425	T	[好 gesehen 可以用 besichtigt 來代。Wir haben auch die Wartburg besichtigt 就是參觀的意思, 參 觀。OK.] (T says that instead of gesehen one also could use besichtigt.)	Ch
199	3436	T	[Viele Grüße und hoffentlich, hoffentlich. OK. hoffentlich 會寫, hoffentlich bis bald, bis bald 是 什麼? 不久再見的意思。希望不久再見的意 思。Deine Elisabeth.] (T reads the last part of the post card alone and explains bis bald and translates hopefully see you soon.)	Ch
200	3450	T	[Das heisst, Elisabeth schreibt den Brief an Kevin, an Kevin.... Elisabeth schreibt den Brief an Kevin. 我們把它寫在來。Elisabeth schreibt den Brief an Kevin. 後面有看到她寫 an Kevin. 噯, 你看一下 右邊好不好? 右邊是它的信封寫法。有沒有看 到信封寫法? 有沒有看到信封上面寫 Herrn?有 沒有看到 Herrn?這就是, 它其實最上面會寫一 個 An, 是 an 的意思, 是給的意思。給 Kevin 的 一封信的意思。Elisabeth schreibt einen Brief an Kevin. OK. Das war's dann.] (T says the sentence Elisabeth writes this letter to Kevin four times and writes the same sentence onto the whiteboard. Then T explains: "Can you see at the end, she {Elisabeth} writes an Kevin - to Kevin. Ehn, you have a look on the right side, okay? The right side is the way to write a letter's address. Do you see the letter's address? Do you see that there is written on top of it Herrn? Do you see Herrn? This is where you write on top an, {this} is the meaning of an (!), {this} is the meaning of to give. {It is} the meaning of to give Kevin a letter. Elisabeth writes a letter to Kevin. Okay. That was it.")	Ch
201	3542	T	[好, 請你們開始做吧。現在開始做吧。做下面 的習題。做下面的習題。Was hat Elisabeth	

			gemacht? 好，請你們開始寫吧，寫框框的東西，我來看你們寫框框的東西。好，那我就可以休息一下。可以嗎？你們就開始寫，框框該填的字就填進去，可以嗎？] (T: “Well, please start working. Now start working. Do the following exercise. Do the following exercise. Was hat Elisabeth gemacht? Well, please start writing into the blanks, I walk around and have a look what stuff you are going to write into the blanks. Well, I can have a little rest. Can {I}? You start writing, the words {you} should fill into the blanks, just fill them in, can {you}?”)	
202			(The exercise in the book, repeats the sentences of the letter and Ss have to fill in six blanks. Ss have to decide, if they need to fill in sein or haben for the given verb.)	
203	3603		(T walks around in the class and looks into a few books of Ss.)	
204	3611	T	(T is walking back to the desk.) [可以嗎？框框寫框框，寫完框框寫完了之後，我們等一下來造句。] (T asks if Ss can do it and tells them to fill in the blanks and that afterwards they would make {a} sentence.)	Ch
205	3627		(Camera shows that Ss are quiet and working on their exercise. Some Ss look into the books of their classmates or ask them.)	
206	3630	T	[嗯，OK。]	
207	3636	T	[框框寫完的人想想 Überlegt ihr mal, rechts...右邊 Seite 73 右上方。右上方看看你可以把左邊跟右邊填入什麼樣的字？哪幾個字 Welchen Wörter* haben oder sein? 哪些是 haben? 哪些是 sein? 究竟哪些是 haben? 哪些是 sein?] (T says that Ss, who already have finished, should have a look at page 73 and that they have to distinguish between words using sein and haben.)	Ch *
208	3702	T	[哪些是 haben? 哪些是 sein?] (T repeats: “Which one using haben? Which one using sein?”)	Ch
209	3705		(Ss are still working to complete the exercises.)	
210	3722	T	[可以嗎？] (T: “Can {you do it}?”)	Ch
211	3727	T	[框框，請問下面七十二頁寫完了嗎？]	Ch

			(T asks, if Ss have finished page 72?)	
212			(There's no response from the Ss. They are still working. C is quiet.)	
213		T	[來，我來看。] (T announces again to walk around and have a look.)	Ch
214	3742	T	(T bows down and talks to a S.) [OK，寫完的人順便想辦法哦，想辦法可以開始造句。想說，我要怎麼樣把它造成一個完成式？] (T: "Okay, everybody, who has finished writing, should think about a way, about a way of beginning of making {a} sentence{s}. How can I transform it into a Perfekt?")	Ch
215	3753	T	[好，造什麼句子？等一下我要看右邊的句子，要開始造句了。我們如同往昔 wie immer. 好，先看一下七十二頁的下面，好不好？七十二頁的下面，請你們開始唸七十二頁下面。Was hat Elisabeth gemacht? 請你們唸吧！] (T: "Okay, what sentence can {I / you / we} make? Wait a moment; I have to look at the sentence{s} on the right side, then {I} will start to make a sentence. We do it like always, wie immer - like always. Okay, first we have a look onto page 72 below. Was hat Elisabeth gemacht? Please, you read it!")	
216	3809	Ss	Sie ist nach Erfurt gefahren. (chorus reading)	
217	3812	T	Elisabeth ist nach Erfurt gefahren. Weiter. Ihre Großmutter... (T falls into the reading, reads the sentence and then wants Ss to continue.)	
218	3816	Ss	Ihre Großmutter ist 85 geworden. Dort hat Elisabeth viele Freunde getroffen. (chorus reading)	
219	3828	T	Dann...	
220	3829	Ss	Dann ist Elisabeth noch ein paar Tage geblieben. (chorus reading)	
221	3834	T	In ...in Erfurt geblieben 對不對？好，對。Gut. Weiter.	
222	3839	Ss	Sie ist auch in Eisenach gewesen und hat die Wartburg gesehen.	

			(chorus reading) (Ss finish reading the sentences from exercise 2 b) on page 72.)	
223	3849	T	[你們有觀察到一個現象最後一個。 Sie ist in Eisenach gewesen... ist gewesen. 然後呢 hat gesehen 有沒有看到？那個 sehen 要用 hat, hat gesehen. 有不同的東西，對不對？我該怎麼說呢？有的時後動詞要加 haben，完成式的時後要加 haben。 Hat gesehen, hat besichtig。 有的時後要加，要加 ist gewesen, ist geblieben, ist gekommen, ist gefahren, ist geflogen 這些東西有的時後加上 ist，有的時後要加 haben。 不太一樣哦，這兩個。 所以最後一句 Sie ist auch in Eisenach gewesen，因為那個 sein, war, ist gewesen 要背這個東西，背出來的。] (T: “Did you observe a phenomenon, {with the} last one. Sie ist in Eisenach gewesen... ist gewesen. And then hat gesehen, did {you} see it? This sehen uses hat, hat gesehen. There is a difference, right? How can I say {it}? Sometimes the verb adds haben, at times using Perfekt, it adds haben. Hat gesehen, hat besichtigt. Sometimes {it} adds, {it} adds ist gewesen, ist geblieben, ist gekommen, ist gefahren, ist geflogen. These things sometimes add ist, sometimes add haben. These are not the same, these both. Therefore the last sentence {is} Sie ist auch in Eisenach gewesen, because of this sein, war, ist gewesen; {you} must memorize this stuff, memorize it. ”)	
224	3935	T	[Sehen. 如果它沒有特別的話，如果不是那幾個重要的字的話，就是那些綠色紙上面的字的話，目前我們只有學那幾個字，其他的都是用 haben。 這樣子 OK 嗎？] (T: “Sehen. It is particular the case, if you do not use the important words, the ones written on the green sheets. So far, we just learnt these words, the other ones all use haben. Is this okay?”)	
225	3947	S	[嗯。]	

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ID	Time	P	Event	Code
226	3948	T	[只有那幾個字，到目前為止。 Bis jetzt wir haben nur die paar Wörter ..mit sein ..im Perfekt <u>sonst nicht</u>*...就這幾個字，其他的沒有哦。]	Ch E *

			(T repeats again that so far they just learnt these words mit <i>sein</i> .)	
227	3958	T	[好，好了。那我們來看右邊，好不好？右邊七十三頁，Seite 73, 73 分類一下吧。請你們唸 haben und sein.] (T: “Well, well. Let’s look to the right, okay? Right, page 73, Seite 73, 73 {let’s} classify a little. Please, read <i>haben und sein</i> .”)	
228	4013	Ss	Haben und sein. (chorus reading) (Ss read the title’s three words from exercise no. 3 on page 73.)	
229	4015	T	[原型這個 Infinitiv und Partizip Perfekt 就是它的 pp2 過去分詞，你們可以叫做 pp2。...可能是我叫它的。我們簡稱 pp2，就是過去分詞。就是它那個 Partizip Perfekt 好難哦，我們就叫它 pp2。] (T: “This original form <i>Infinitiv und Partizip Perfekt</i> is its pp2 participle, you can call it pp2.” T is laughing and continues: “I might call it {this way}. {What} we refer to as pp2 is {a} participle. This is the <i>Partizip Perfekt</i> , really difficult, we call it pp2.”)	Ch E
230	4038	T	好。Bitte ordnen Sie. 是什麼？請你排列一下，填一填好不好？ (T: “Okay. <i>Bitte ordnen Sie</i> . What does it mean? Please, sort it, fill it in, okay?”)	
231	4044	T	Bleiben 的完成式叫做什麼？ (T: “What is the Perfekt of bleiben called?”)	
232	4046	Ss	geblieben... (chorus answer)	
233	4047	T	...ist geblieben 對不對？我是不是寫了，在左上方的那一塊。 (T points to a green sheet on the board saying: “...ist geblieben, right? I wrote it, the piece on the upper left side.)	
234	4050	S	Ja.	
235	4052	T	...ist geblieben. Werden 的原型是，werden 的完成式叫什麼？ (T: “...ist geblieben. Werden ist he original form, what ist the Perfekt of werden?”)	
236	4058	T	啊？這個我們昨天學了。	

			(T: "Ah. This is really not an easy word. It does not matter, this is called re-write it again, it is <i>wirst</i> . One can see that this word is not easy. <i>Das ist auch nicht leicht</i> . - <i>This is really not easy</i> ."	
244	4248	T	...du wirst...ich werde, du wirst, er wird, wir werden... 真的不太容易，對不對？請問它的完成式叫做什麼？請問它的完成式叫做什麼？ (T is repeating the forms again. But it seems more for the T not for the C. T says: "...du wirst...ich werde, du wirst, er wird, wir werden... really not easy, right? What is the Perfekt of it? What is the Perfekt of it?")	
245	4302	Ss	...i.s.t..geworden.	
246	4303	T	...ist geworden.. ist geworden. Er ist reich geworden... ist geworden...Er ist reich geworden. Er ist reich geworden. 它變得時後，要變成這樣。你變漂亮了吔！怎麼說？ [...became... became. He became rich. ...became... became... He became rich. He became rich.] {When it is transformed, it must be transformed this way. You became beautiful! How does one say this?}	
247	4314	S	Danke. [Thank you.] (The active student makes a joke using German by saying: "Thank you for this compliment." The other students are laughing.)	
248	4314	T	(T shows no reaction and continues.) 說什麼？叫什麼？叫什麼？叫什麼？ {How to say (it)? How does one say it? How does one say it? How does one say it?}	
249	4318	Ss	(A few students try to answer.) Du bist... schooon... [You became ...] (T goes on writing without response. The few students also go on.) ...schön geworden. [...beautiful.]	
250	4321	T	(T continues to write down the sentence.) 美麗的美叫什麼？schön, schön, schön geworden. 好，可以嗎？...schön geworden. {How does one say beautiful?} [beautiful, beautiful, became beautiful.] {Well, (did you) get it?} [became beautiful.]	

251	4331	T	我們可以說你長高了，變高了，變高了怎麼說？變高了怎麼說？ (T asks four times: “How to say became tall?”)	
252	4334	S	Du bist groß geworden. (The active S dominates the answer again.)	
253	4341	T	Kind, Kind, du bist groß geworden. 好，來，再來。下面，下面，下面看看。Werden...ist geworden... fahren, fahren, 昨天學了，對不對？Fahren, fahren 的完成呢？所以要背的時後，要背 fahren, ist gefahren. Er ist nach Taipei gefahren; fahren, ist gefahren. 可以嗎？Fahren, ist gefahren. 要背的時後，要背 fahren, ist gefahren. (T: “Kind, Kind, du bist groß geworden. Okay, go on, next. Below, below, below have a look. Werden...ist geworden...fahren, fahren, {we} learnt that yesterday, right? Fahren, fahren {what is} its Perfekt? So, when {you} memorize, {you} must memorize fahren, ist gefahren. Er ist nach Taipei gefahren; fahren, ist gefahren. Okay? Fahren, ist gefahren. When {you} memorize, {you} must memorize fahren, ist gefahren.”)	
254			(The exercise 3 on page 73 has eight verbs in infinitive form. T started to talk about the first infinitive at time stamp 4013, repeated repetively its three verbforms and/or made sentences. This continues with all the other seven verbs until 4537.)	
255	4407	T	這幾個字要特別去記哦。Fahren, ist gefahren... fahren, fuhr, fahren, fuhr, ist gefahren. 回家開始慢慢記，好不好？Fahren, fuhr, ist gefahren. (T writes on the green sheet reading ist gefahren: fahren, fuhre* - must be fuhr, while saying: “These words must be especially remembered. Fahren, ist gefahren... fahren, fuhr... fahren, fuhr, ist gefahren. At home start slowly to remember, okay? Fahren, fuhr, ist gefahren.”)	*
256	4420	T	Werden, werden 好難哦！Werden 這個的原型。Werden, wurde, ist geworden, werden, wurde, ist geworden. 你們都知道不是很容易的。 (T: “Werden, werden really difficult! Werden is the original form. Werden, wurde, ist geworden, werden, wurde, ist geworden. You all know, {it} is	

			not an easy one.”)	
257	4430	T	再來。Haben 完成式怎麼辦？嗯！沒有，haben, gehabt. Ich habe Urlaub gehabt. Haben, gehabt. 所以 haben 放左邊，對不對？Fahren 放哪裡？你寫完了嗎？Fahren 放哪裡？右邊還左邊？ (T: “Next on. Haben what’s the Perfekt? Ehn! No, haben, gehabt. Ich habe Urlaub gehabt. Haben, gehabt. Therefore {you} put haben on the left side, right? Fahren where to put {it}? Did you finish writing? Fahren where to put {it}? Right or left?”)	
258			(From here on T asks Ss, if the verb is sorted into the left {haben} or right {sein} column of the exercise.)	
259	4445	Ss	右邊。放右邊。 (A few Ss: “Right. On the right.”)	
260	4447	T	Ist gefahren. Haben, gehabt 是左邊。Feiern 呢？Feiern 慶祝怎麼辦？ (T: “Ist gefahren. Haben, gehabt on the left. And feiern? Feiern, what’s about to celebrate?”)	
261	4451	Ss	左邊。左邊。 (A few Ss: “Left. Left.”)	
262	4454	T	放左邊。Feiern, feiern 的過去式是什麼？ (T: “On the left side. What’s the Präteritum of feiern, feiern?”)	
263	4457	Ss	...gefeiert. (Two, three S respond.)	
264	4458	T	Gefeiert, gefeiert, gefeiert. Er hat gefeiert. Wir haben ihr* Geburtstag gefeiert. 好，右邊再下來的 treffen 呢？Treffen 的完成式是什麼？ (T: “Gefeiert, gefeiert, gefeiert. Er hat gefeiert. Wir haben ihr Geburtstag gefeiert. Well, on the right the next one treffen? What ist the Perfekt of treffen?”)	*

265	4509	Ss	...getroffen. (More Ss respond.)	
266	4511	T	Hat getroffen 對不對？ (T: "Hat getroffen, right?")	
267	4512	S	Ja. (The active S responds: "Yes.")	
268	4513	T	放左邊對不對？ (T: "On the left side, right?")	
269	4514	S	Ja. (The active S responds: "Yes.")	
270	4515	T	好，再來下一個 sein 呢？sein 呢？ (T: " "	
271	4516	Ss	...gewesen...ist...gewesen (A few Ss respond.)	
272	4517	T	ist gewesen.要記住 ist gewesen.所以請你們這幾個字，一二三四五六七，七個字而已哦，我們就只有七個字就開始背說 ist gewesen. sehen 的完成式呢？ (T counts the verbs done so far of this exercise, and then announces that they had seven words, and that Ss have to start memorizing them. Afterwards, T immediately asks of the Perfekt of sehen.)	
273	4529	S	ist gesehen. (The active S dominates the responds.)	
274	4531	T	不是哦！ (T: "No!")	
275	4532	S	不是嗎？ (The active S: "No?")	
276	4533	T	不是嗎！ (T: "No!")	

277	4535	S	是 hat 吔！ (The active S: “{It} is hat!”)	
278	4536	T	Hat, hat. 是 hat 吔！所以看左邊，好不好？ (T: “Hat, hat. {it} is hat! Therefore, see the left, okay?”)	
279	4537	S	好。 (The active S responds: “Okay.”)	
280	4538	T	如法炮製，請你們開始寫，我要下課了 (T says that Ss have to start writing and that the T wants to finish the lesson.)	
281	4542	S	好。 (The active S responds: “Okay.”)	
282	4543	S	要下課了？ (The active S responds: “This lesson is over?”)	
283	4545	T	我要下課了，可是你們要造完句才可以下課。 來吧！ (T: “I want to finish {this} lesson, but you must make a sentence, then you can finish {this} lesson. Go on!”)	
284	4548	S	造完八個句子啊？ (The active S: “{We} have to build eight sentences?”)	
285	4854	T	造完一個句子才能下課！來哦！來哦！來哦！ 來，快點。七十三頁。 (T: “Finish one sentence, then {this} lesson is over! Go on! Go on! Go on! Go, hurry up. Page 73.”)	
286	4558	S	沒有啊。 (The active S: “There is no {such exercise}.”)	
287	4600	T	七十三頁上面 finden, ich habe eine Arbeit gefunden. 好，開始造一個句子跟 finden 有關的，或是 ich, er. 請問那個框框要填什麼？四個框框填什麼？ (T: “On top of page 73 finden, ich habe eine Arbeit gefunden. Okay, start making a sentence with	

			finden or ich, er. Please, what must {we} fill into the blanks? What to fill into the four blanks?")	
288			(T starts with the exercise no. 4 on page 73. The instructions are vague or wrong. It is in the middle of the page and there are six blanks to fill in.)	
289	4614	Ss	Haben. (A few Ss: "To have.")	
290	4615	T	Hat. Er hat Kuchen gegessen. Ihr, 你們怎麼樣？Ihr habt Geburtstag gefeiert. 可以填嗎？會填嗎？填完了。好，來，右邊的東西如果它有，它有 Veränderung，昨天有教過 Veränderung 是什麼嗎？改變。Bewegung. 有沒有看到 Bewegung. Bewegung 有一些行動的話，好不好？它的完成式就要用 sein 有沒有看到？Mit sein. (T: "Hat. Er hat Kuchen gegessen. Ihr, you {pl.} how to say? Ihr habt Geburtstag gefeiert. Can {you} fill it in? Are {you} able? Finish it. Okay, come on, the stuff on the right, indicates Veränderung; Yesterday, {I} taught {it}, Veränderung, what is it? {It's} change. Bewegung. Do you see Bewegung? Bewegung. If there is movement, okay? Its Perfekt uses sein, do you see it? Mit sein.")	
291	4637	T	好，來，開始填框框。fahren 的完成式要寫什麼？Wir 什麼？Wir sind nach Prag gefahren. 然後 du 呢？Gehen. Gehen. Du bist ins Kino gegangen. Werden. (T: "Okay, come on, start fill in blanks. What is the Perfekt of fahren? What about wir? Wir sind nach Prag gefahren. And then du? Gehen. Gehen. Du bist ins Kino gegangen. Werden.")	
292			(The T just told the answers of the first five blanks of the exercise to Ss. Only for the last blank Ss were given time to answer.)	
293	4656	Ss	Er ist krank geworden. (chorus answer) (Ss: "He became sick.")	
294	4659	T	Krank. Er ist krank. Er ist krank geworden. 那還有一個字叫做 sein 對不對？Sein. (T: "Sick. He is sick. He became sick. There is still	

			one word, sein, right? Sein.)	
295	4710	T/Ss	Ihr seid in Erfurt gewesen. (T and Ss speak together: “You {pl.} have been in Erfurt.”)	
296	4713	T	請問這句要怎麼翻？ (T: “Please, how to translate this sentence?”)	
297	4714	Ss	他已經在 Erfurt. (Ss: “He already was in Erfurt.”)	
298	4718	T	(T shakes head and indicates that Ss’ answer is wrong.) Ihr 是誰？ (T: “You {pl.} are who?”)	
299	4721	S	他們。他們。 (Ss: “They. They.”)	
300	4722	T	(T shakes head and indicates that Ss’ answer is wrong again.)	
301	4724	S	你們，你們。 (Ss: “You {pl.}, you {pl.}.”)	
302	4725	T	你們，你們，你們。Bingo！你們，你們，你們。要翻成你們。Ihr seid in Erfurt gewesen. 那怎麼翻？原來是 Ihr seid in Erfurt 現在式，完成式叫 Ihr seid in Erfurt gewesen. 嗯．．你們去...，你們去過 Erfurt 的意思。你們到過 Erfurt. Ihr seid in Erfurt gewesen. 要完成式，你們曾經去，是在 Erfurt，你們到過 Erfurt 的意義。就是這個意思。 (T: “You {pl.}, you {pl.}, you {pl.}. Bingo! You {pl.}, you {pl.}, you {pl.}. {It} must be translated you {pl.}. Ihr seid in Erfurt gewesen. How to translate {it this way}? It is original in present tense Ihr seid in Erfurt, and in perfect it is Ihr seid in Erfurt gewesen. Ehn.. It means, you {pl.} go..., you {pl.} have been to Erfurt. You {pl.} have been to Erfurt. Ihr seid in Erfurt gewesen. This is its perfect with the meaning, you were in Erfurt, you have been to Erfurt. This is what it means. “Okay, bleiben, do you see bleiben. Sie sind in Leipzig geblieben. Please, read it. Sie sind...”)	

304	4755	T	好 bleiben，有没有看到 bleiben. Sie sind in Leipzig geblieben. 請你們唸吧。Sie sind... (T: “Okay, bleiben, do you see bleiben. Sie sind in Leipzig geblieben. Please, read it. Sie sind...”)	
305	4800	Ss	Sie sind in Leipzig geblieben. (chorus reading)	
306	4803	T	好，可以了。請問你們的框框填完了，對不對？四個框框 OK 了嗎？ (T: “Okay, {you} can do {it}. Your blanks are already filled in, right? Four blanks, okay?”)	
307	4805	Ss	OK 了。 (Ss: “Okay.”)	
308			(The exercise no. 4, page 73 is finished. T goes on with no. 5 A). Four boxes are given containing words, which Ss have to connect to form sentences.)	

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ID	Time	P	Event	Code
309	4807	T	好，那我接下來只好告訴你們這個，那請你們連連看哦！好來，請你們看五。Wer hat was gemacht? 五，Wer hat was gemacht? 好，來，開始唸吧。Bilden Sie Sätze. (T: “Okay, for the next one I only tell you this, you try to connect {it}, please! Come on, have a look at five. Wer hat was gemacht? Five, Wer hat was gemacht? Well, come on, start reading. Bilden Sie Sätze.”)	
310	4820	Ss	Bilden Sie Sätze. (chorus reading) (Ss read the sentence, which is just the instruction for the exercise: <i>Build sentences.</i>)	
311	4823	T	第一個是什麼？Sascha, Elisabeth. Sascha, Elisabeth. (T: “The first one is what? Sascha, Elisabeth. Sascha, Elisabeth.”)	
312	4828	Ss	Sascha...Elisabeth. (chorus reading) (Ss want to read the names, but T falls into their saying of Elisabeth and goes on.)	
313	4829	T	Elisabeth...好，來，hat, haben, ist, sind. 右邊呢，nicht nach Leipzig, Freunde, krank, in Erfurt.這個都知道。Geworden, gekommen, geblieben, getroffen 都會了，對不對？ (T reads the words in the boxes of the exercise: “Elisabeth, okay, next, hat, haben, ist, sind. Right side, nicht nach Leipzig, Freunde, krank, in Erfurt. These all {we} know. Geworden, gekommen, geblieben, getroffen all {we have} done, right?”)	
314	4839	Ss	嗯。 (Ss agree.)	
315			(T starts reading page 73, no. 5 B). Two boxes are given containing words and Ss are supposed to take a part out of each box and build a sentence in Perfekt.)	
316	4840	T	Sprechen Sie im Kurs...好，來，看一下，下面那個框框是什麼？Gestern 是什麼？昨天。Letzte Woche 呢？上星期。全部都是過去的時間。Letztes Jahr. Das Jahr.	

			(T: "Sprechen Sie im Kurs. - Talk in class. Okay, come on; have a look, below what is this frame about? Gestern what's that? Yesterday. And letzte Woche? Last week. All this is past. Letztes Jahr. Das Jahr.")	
317			(Some Ss always answer to the questions of the T. Here in the case of yesterday T seems to wait for an answer, but then T does not respond to Ss answer, just says the answer and goes on asking about last week, but does not wait for an answer, either. However, T asks about last year and seems to wait for an answer.)	
318	4852	Ss	去年。 (Ss: "Last year.")	
319	4853	T	去年。Im Jahr 2000 是什麼？ (T: "Last year. Im Jahr 2000 what's that?")	
320	4856	Ss/T	在二千年。 (Both parties talk at the same time: "In the year 2000.")	
321		T	..keine Sport*.. ach so, keinen Sport machen 是什麼？ (T: "...keine Sport..ach so, keinen Sport machen what's that?")	*
322	4901	Ss	沒有運動。 (Ss: "No sport.")	
323	4902	T	沒有做運動。Freunde getroffen 呢？ (T: "Not doing sport. And Freunde getroffen?")	
324	4905	S	跟朋友見面。 (Ss: "Meeting friends.")	
325	4906	T	碰到朋友，對不對？Kuchen gegessen, Kuchen essen, Kuchen gegessen，對不對？ (T: "Meeting friends, right? Kuchen gegessen, Kuchen essen, Kuchen gegessen, right?")	
326	4911	Ss	吃蛋糕。 (Ss: "Eating cake.")	
327	4912	T	keinen Urlaub machen?	
328	4914	Ss	????	

			(Ss' utterances are not comprehensible.)	
329	4915	T	Arbeiten. 請問 arbeiten 的完成式叫做什麼？ 噫！Arbeiten 叫做，沒有在這七張紙上面。叫做 hat gearbeitet, hat gearbeitet, arbeiten, arbeitete, hat gearbeitet, hat gearbeitet 就是原本用 haben 的樣子。 (T: "Arbeiten. Arbeiten what's its Perfekt called? Ehn! Arbeiten is not on the seven sheets. It is hat gearbeitet, hat gearbeitet, arbeiten, arbeitete, hat gearbeitet, hat gearbeitet and it needs haben.")	
330	4937	T	好，再來。快完了，快完了！ (T: "Well, next one. It's soon over, it's soon over!")	
331	4943		(Bell starts ringing.)	
332			請你們造個句子再下課吧！最後，spazieren gehen 是什麼？ (T: "You make a sentence and then this lesson is finished! The last one, what's spazieren gehen.")	
333	4948	Ss	散步，散步。	
334	4950	T	看到 gehen 要用 sein 還是要用 haben? (No response from T, instead T asks: "Seeing sein, do you have to use sein or haben?")	
335	4954	S	haben. (A single response from the active S.)	
336	4955	T	真的，我這邊沒有寫啊！有，在這邊，在這邊，在這邊。Gehen 對不對？Gehen 動態。Gehen, ging, ist gegangen. Ist gegangen 在這張紙上面，ist gegangen 是非常新的哦！新的哦！有看過嗎？ (T: "Really, don't I have it written here! There, it's here, it's here, it's here. Gehen, right? Gehen movement. Gehen, ging, ist gegangen is a very new one! It is new! Can you see it?" T is laughing and seems to be excited.)	
337	5013	T	Neu, ganz neu. 去哦，是去哦。Ich bin nach Taipei gegangen. Maria ist nach Taipei gegangen. 瑪麗亞去台北了。好，Maria ist Spaziergang gegangen*. 我要造一個完成式的時後，就說	Ch *

			Maria ist spazieren gegangen. 好，來吧，可以嗎？造個句子再下課。我們去對著鏡頭造個句子吧！ (T: “New, very new. To go, {it} is to go. Ich bin nach Taipei gegangen. Maria ist nach Taipei gegangen. Maria went to Taipei. Well, Maria ist Spaziergang gegangen. If I want to make one in Perfekt, then it is Maria ist spazieren gegangen. Well, next on, okay? Make a sentence and this lesson is over. We face the camera and make a sentence!”)	
338	5038	Ss	不要啦！不好，不好。 (Ss respond: “{We} don’t want! {It’s} not good, {it’s} not good.”)	
339	5039	T	好，不好，不好。第一個句子來了。 (T: “Well, not good, not good. Go on with the first sentence.” T points at a S, who looks embarrassed.)	
400	5043	S	Gestern bin ich Kuchen gegessen. (S makes a sentence.)	
401	5046	T	啊，請問 gegessen 用 hat? 在這些字上面嗎？沒有。沒有的時後，要用 haben。所以呢？ (T: “Ah, does gegessen need hat? Is it among these words {on the blackboard? / in the book?}? No. And if it is not there, {you} must use haben. Therefore?”)	
402	5048		(The S, who answered, realizes that it was wrong and puts the hand in front of the mouth.)	
403	5052	S	Gestern habe ich Kuchen gegessen.	
404	5049	T	可以，再來，下一個。你可以先走了。Bye, bye. (T: “Okay, come on, next one.” T says to the first S, who gave the wrong answer: “You may leave first. Bye, bye.”)	Ch E
405			(S jumps from the seat and leaves the class.)	
406	5058	T	Bitte ...nächste .. bitte, bitte. 我要下課了。開始造句，開始造句。 (T: “Bitte ...nächste .. bitte, bitte. I want to finish this lesson. Start making a sentence, start making a sentence.”)	

407	5103	T	Wer den Satz gemacht hat.. darf erst ...also ...aufs Klo zu gehen*. Daher... jeder bleibt hier. (T has an idea and says into the camera: “Who made a sentence.. may first ...leave for the toilette. For this reason, everybody has to stay here.”) – (5113)	*
408			The camera still records until 5327. 11 Ss have to say a sentence and afterwards each one prepares immediately to leave the classroom.	
			END OF TAKE 25	

Appendix 8.3: Transcription Lesson 3

Transcription TAKE 10 page 01/30

Course title: GRAMMAR

Class time: 2 x 50 minutes

Student number: 61

Years of study: first year

Seating arrangement: Ss sit in orderly rows, but not in a classroom. It is a lecture theatre. Every S sits in a theatre chair with a swivelling tabletop. T has a high desk equipped with an integrated computer set. The desk is positioned on the right hand side in front of the lecture theatre.

Recorded data and approx. time: TAKE 10 (31 minutes, due to a late start caused by a problem with the recording equipment and the collection of consent forms); TAKE 11 (45 minutes)

Following transcription: TAKE 10 – 30:59 minutes –30 pages (ID 1 - 235)

ID	Time	P	Event	Code
1	0012	T	(T walks through the lecture theatre and collects consent forms. T states in Chinese that students are to slow with handling the forms.)	
2	0030	T	(T finishes collecting the forms.)	
3	0033	T	OK, R ... sind alle hier... [OK, R...are all here...] (T gives the signed consent forms to R.)	
4	0040	S	這裡還有。 {Here (is) still one.} (S holds up a consent form. T goes to pick it up.)	Ch
5	0055	T	(A Word document is projected onto a screen showing the conjugation of the modal verb mögen.) OK, 我們今天就這個 mögen...mag。來，我們一起念一下好不好？Mögen. {OK, we have [to like ... likes] today. Come on. How about reading it together?} [To like.]	Ch
6		C	Mögen. [To like.] (chorus reading)	
7	0105	T	Ich mag. [I like.]	
8		C	Ich mag. [I like.] (chorus reading)	
9		T	Du magst. [You like.]	
10		C	Du magst.	

			[You like.] (chorus reading)	
11		T	Er mag. [He likes.]	
12		C	Er mag. [He likes.] (chorus reading)	
13		T	Wir mögen. [We like.]	
14		C	Wir mögen. [We like.] (chorus reading)	
15		T	Ihr mögt. [You like.]	
16		C	Ihr mögt. [You like.] (chorus reading)	
17		T	Sie mögen. [They like.]	
18	0117	C	Sie mögen. [They like.] (chorus reading)	
19	0118	T	好，OK。這叫喜歡。比如說：我喜歡冰淇淋叫甚麼？ {Good, OK. This means like. For instance, how do we say: I like ice cream?}	Ch
20	0123	C	Ich mag.....Eis. {I like.....ice cream.} (chorus translation) (It starts as chorus translation, but some of the students pause for a while, because they do not know how to say 'ice cream' in German.)	
21	0130	T	我喜歡蛋糕。 {I like cake.}	Ch
22	0131	C	Ich mag.....Kuchen. {I like.....cake.} (chorus translation) (It starts as chorus translation, but some of the students pause for a while, because they do not know how to say 'cake' in German.)	
23		T	我喜歡你。 {I like you.}	Ch
24		C	Ich mag dich. {I like you.} (chorus translation)	
25		T	這講要有一點調。要 Ich mag dich! {Saying this (you) have to stretch it a little bit. Like}[I like you!]	Ch
26			(Some Ss are laughing, because T tries to be	

			funny and overemphasises the German intonation.)	
27	0143	C	Ich mag dich. {I like you.} (chorus repeating)	
28	0145	T	這樣就很曖昧囉。 {(Using) this (expression) then it is still up in the air (between both of them).} (T tries to make a joke.)	Ch
29			(Class is laughing)	
30	0149	T	好，還有呢...我問... Mögt ihr (teacher's name)? {Well, still ... I ask...}[Do you like (teacher's name)?] (T asks, if the class likes the teacher.)	Ch
31	0153	Ss	Ja... Ja! {Yes... Yes!} (Few Ss answer very fast, then the whole class seems to realize what to answer...)	
32	0200	T	Wir mögen.... {We like...}	
33		C	(teacher's name). (C is saying the teacher's name.)	
34	0203	T	Ja, wunderbar! {Yes, wonderful!} (T gestures like a comedian and claps hands enthusiastically.)	
35			(Class is laughing about it.)	
36	0208	T	會不會啊？如果你們跟男生或跟女生說 ich mag dich，這個是有特別的意思知道嗎？ {Do you understand? If you say [I like you] to a male or a female, this has a special meaning, (you) know?}	Ch
37	0220		(More Ss start talking quietly and seem not to follow the lesson.)	
38	0226	T	甚麼意思噢？那麼大了還不知道甚麼意思... 哀，我也沒辦法。 {What does it mean? Already that old and still do not know what that means...ey, (then) I really cannot help you.} Ich mag dich. Mögt ihr mich? {I like you. Do you like me?} (The question is a kind of confusing. The English translation does not reveal this fact.)	Ch

39	0230		(There is no reaction of Ss.)	
40	0231	T	Mögt ihr mich? {Do you like me?} (T asks a second time.)	
41	0233	Ss	(Ss seem to realize that it is a question addressed to them, but do not know how to answer.) Ja... {Yes...} (Some Ss are laughing again.)	
42	0236	T	Ja, 好, OK。Wir mögen dich 哦, 好, 快點再講一遍。呵呵。 {Yes, well, OK. [We like you.] Eh, well, hurry up (and) say it once again. Ha, ha.}	Ch
43	0247	C	Wir mögen dich. [We like you.] (chorus repeating)	
44	0253	T	Ja, 好, OK。這個都是我們在點菜的時候會用到的字。OK, 這講那麼快怎麼辦啊? [Yes,] {well, OK. All these words are used when we order food. OK, talking (like) this, (we are / I am) pretty fast, what can (we / I) do (about it)?}	Ch
45	0305	T	(T takes the textbook and turns pages, looking into the book.) 好, 那個我們直接翻到第 64 頁。我看看啦, 我覺得應該不會很難啦, 看你們會不會搞不清楚。 {Well, we open page 64. (Let) me (have a) look; I think it should not be very difficult, let's see if you are able to get it right.}	Ch
46	0330		(The atmosphere in class is similar to that in a movie theatre. Students lean back in their comfortable chairs in the large auditorium hall, seeming to prepare to watch a show, but still taking notes.)	
47	0333	T	好, 我們來看 64 頁的第 12。Punkt 12, Seite 64, Punkt 12. OK. Magst du Pizza? Magst du Pizza? ...在回答的時候要怎麼回答?喜不喜歡吃披薩? {Well, we are going to read page 64, no. 12. [Point 12, page 64, point 12.] OK.[Do you like pizza? Do you like pizza?] ...when you have to answer this question, how do you do it? Do you like to eat pizza?}	Ch Ch
48	0344	Ss	Ja... [Yes.]	

[illegible]

			fried pork steak.} [Schnitzel. Do you know Viennese schnitzel?]	
57	0450		(Many Ss are writing eagerly into their course or note books.)	
58	0455	T	如果 ja 你怎麼回答? {If [yes] how do you answer?}	Ch
59	0456	T/C	Ja... [Yes....] (Ss know that they have to say „yes“, but then they stop; this is when the T falls in giving the answer and they all speak together) ...ich kenne Wiener Schnitzel. [....I know Viennese schnitzel.] (chorus speaking)	
60	0505	T	如果不的時候呢? Nein,... {And if no?}[No,...]	Ch

Transcription TAKE 10 page 08/30

ID	Time	P	Event	Code
61	0508	C	Nein, ich kenne <u>keine</u> *... Wiener Schnitzel. [No, I do not know Viennese schnitzel.] (There are Ss answering incorrect, but T continues.)	*
62	0517	T	恩。然後呢... Isst du nicht gern Hamburger? 這邊呢，開始有了一些我們中文跟英文都沒有的。它問句的時候有否定的時候，例如：Isst du nicht gern Hamburger?有沒有。它有個 nicht 對不對？那這句是甚麼意思阿？ {Well, then... [Do you dislike eating hamburgers?] Here, we start to have something which does not exist either in Mandarin Chinese nor in English. A question sentence can be negative. The example is like: [Do you dislike eating hamburgers?] Right? There is a [not] in the sentence, right? What does this sentence mean?}	Ch Ch
63	0541		(Ss do not answer.)	
64	0543	T	Gern. Essen gern. 是甚麼？ [Like. Like to eat.] {what is it?} (T asks what this means.)	Ch
65	0546	Ss	喜歡。 {Like.}	Ch
66	0547	T	喜歡吃。Essen gern 叫做喜歡吃。那這句的	Ch

			意思是甚麼？ { <i>Like to eat.</i> }[Like to eat]{ <i>means like to eat.</i> <i>What is the meaning of the sentence?</i> }	
67	0551	Ss	你喜歡吃漢堡嗎？ { <i>Do you like to eat Hamburger?</i> }	Ch
68	0555	T	恩，漢堡。 {Hm, Hamburger.} (T repeats the Chinese word for Hamburger and walks into the theatre and asks a student.) Isst du gern Hamburger? Ja oder nein? [Do you like to eat Hamburger? Yes or no?] (S does not answer. T answers for the S, and then T walks to another student and asks the same question. Afterwards T addresses the whole C.) Isst du gern Hamburger? Ja. 整句呢？ Ja, ich esse gern... [Do you like to eat Hamburger? Yes.]{A whole sentence?}[Yes, I like to eat...]	Ch
69	0614	C	Ich esse gern Hamburger. [I like to eat Hamburger.] (chorus answering)	
70	0616	T	Ich esse gern Hamburger. 那它....對不起，我講錯了，教錯了。歹勢阿！ [I like to eat Hamburger.]{So, it...sorry, I just said (it) wrong and taught (it) wrong. Sorry!} (T reads the sentence from the course book.) Isst du nicht gern Hamburger? [Do you dislike Hamburgers?] 如果在德文句子裏頭，它的問句有一個否定字的時候...你不愛吃漢堡哦？你不愛吃漢堡哦？然後你的回答是我喜歡是漢堡，但它不是用 ja 它是用 doch。 {If within a German sentence, when its question has a word of negation... You do not like to eat Hamburgers? You do not like to eat Hamburgers? Then your answer is I like to eat Hamburgers, but it does not use [yes] it uses [(the opposing) yes].}	Ch
71	0639	Ss	(Ss seem not to know what is expected of them and just repeat the last German word, which the T said...)	

			Doch. [(The opposing) yes.] (T stays the whole time in the back of the lecture theatre, so that Ss have difficulties to see the T.)	
72	0640	T	Doch, doch, doch.... Doch, doch, doch... 愛吃，愛吃，愛吃。他要用 doch 這個字。然後呢，或者是說－噢？你不吃冰淇淋噢？ Isst du nicht gern Eis? [(The opposing) yes, yes, yes.... Yes, yes, yes...]{Love to eat, love to eat, love to eat. One has to use [yes] this word. Then, or say...hm? You do not eat ice cream?}[Do you dislike ice cream?]	Ch
72a	0657	Ss	Doch, doch. doch... [(The opposing) yes, yes, yes....] (Ss seem not to understand what the teacher wants and just imitate the previous reaction of the T.)	
72b	0703	T	(T goes on talking.) Doch, doch... ich esse sehr gerne Eis, ...und wie, und wie... [(The opposing) yes, yes...I like very much to eat ice cream, ...and how, and how....]	Ch
72c	0709	T	還有呢... Trinkst du keinen Tee? Trinkst du keinen Tee? 來我們找一個－42 號。Trinkst du keinen Tee? {There is more...} [Do you dislike drinking tea? Do you dislike drinking tea?] {Come on, we look for another one – no. 42.} [Do you dislike drinking tea?]	Ch
73		S	沒有 42 號。 {(There is) no no. 42.}	Ch
74	0716	T	42 號咧？ {No. 42?} (T calls again student number 42.)	Ch
75	0717	Ss	沒有 42 號。 {(There is) no no. 42.} (Two Ss repeat it that there is no number 42 in class.)	Ch
76	0719	T	沒有 42 號阿？ {Is there no number 42?}	Ch

77	0720	Ss	有～有阿！ {There is...there is!} (Now, a few students answering loudly.)	Ch
78	0721	T	誰啊？ {Who?}	Ch
79	0725	S	(The student, whose number was called, raises one hand.)	
80	0727	T	(T knows the name of this particular student.) 哦～ Frank 阿。Trinkst du keinen Tee? {Oh, Frank eh.} [Don't you drink tea?]	Ch
81	0729	S	Doch. [(The opposing) yes.]	
82	0730	T	Ich trinke... Doch, ich trinke.....ich trinke Tee. OK 嗎？這樣練？ [I drink ... (The opposing) yes, I drink ... I drink tea.] {Is that OK? (Can you) practice (it) this way?} (The teacher asks the class if they understand.)	Ch
83	0740	C	(No response from the class.)	
84	0743	S	(Finally, the addressed student gives an answer, but in a very low voice. One can barely hear it.)	
85	0745	T	R 有沒有聽到？ {R, did you hear it?} (The teacher asks if the researcher heard the student's answer.)	Ch
86	0750	S	Ich trinke Tee. [I drink tea.] (Student repeats the answer louder again.)	
87	0751	C	(The whole class breaks into applause.)	
88	0759	T	OK！我們再找一個問問看哦。8 號是誰？ Magst du (teacher's name) nicht? Magst du (teacher's name) nicht? {OK! Let's look for another one to ask. Who has (the student) number eight?}[Don't you like (teacher's name)? Don't you like (teacher's name)?] (T asks a student if she likes the teacher.)	Ch
89	0811	S	Doch, doch, doch, doch! [(The opposing) yes, yes, yes, yes!] (The S's answer still imitates the teacher's previous reaction.)	

90	0813	T	大聲點。 {A little louder.}	Ch
91	0815	S	Doch, ich mag T. [(The opposing) yes, I like T.]	
92	0816	Ss	(Other students are laughing.)	
93	0817	T	Lauter. 大聲點，快點。Nochmal, bitte. [Louder.] {A little louder. Hurry up.}[One more time, please.]	Ch
94	0822	S	Doch... [(The opposing) yes...]	
95	0824	T	Doch? [(The opposing) yes?]	
96	0825	S	Doch, ich mag T. [(The opposing) yes, I like (teacher's name).]	
97	0829	T	Gute Antwort! Wunderbar! [Good answer! Wonderful!]	
98	0831	C	(Again, much applause from the class.)	
99	0835	T	然後咧，再找一個來 Barbara! Essen wir heute zum Mittag zusammen? {After this, (I) call up another one}[Barbara! Do we eat for lunch together today?]	Ch
100	0845	S	Ja. {Yes.}	
101	0847	T	Ja. 對。Essen wir heute Mittag... zum Mittag zusammen? 聽得懂嗎？Essen 懂哦？....wir....heute? [Yes.]{Right.}[Do we eat lunch...for lunch together today?]{(Do you) understand?}[To eat]{(Do you) understand?}[...we...today?]	Ch
102	0858	Ss	Heute. 今天。 [Today.] {Today.}	Ch
103	0901	T	Zum Mittag zusammen. [For lunch together.]	
104	0902	Ss	Zum Mittag...zusammen. [For lunch... together.] (Some Ss repeat the sentence, since T's purpose is not clear.)	
105	0903	T	Ja, wir essen heute zum Mittag zusammen. Zusammen zum Mittag, wunderbar! OK... Angelika! [Yes, we eat for lunch together today. Together for lunch, wonderful! OK.....Angelika!] (T calls up another S.) Essen wir heute zum Mittag zusammen?	Ch

			[Do we eat for lunch together today?]	
106	0915	S	Nein.... ja. [No.....yes.] (S does not know, how to answer.)	
107	0917	T	Nein. 我們今天沒有約。 [No.] {We have no appointment today.}	Ch
108	0922	S	Ja... nein. [Yes...no.] (S still does not know what to say and answers the same again.)	
109	0926	T	OK, doch, nein...naja, mal schauen...mal gucken. 再看看，好嗎？ [OK, yes, no...well, let's see...let's see.]{Let's see, well?} (T's utterances are not clarifying.)	Ch
110	0929	S	再看看怎麼說？。 {How to say - Let's see?} (The meanings of the previous utterances are perplexing, which is why a S wants to clarify them. This event is remarkable, since it was the only question asked by students.)	Ch
111	0931	T	再看看待會教。 {Let's see (this will be) taught later.} (T answers that this will be taught later.)	Ch
112	0933	T	OK，我們再來下面。下面那個你們自己試試看會不會寫好不好？] {OK, we are going to do (the exercise) below. Below, this one, you try it on your own, (if you are) able (to) write (it), okay?}	Ch
113	0940		(There is no response.)	
114	0942	T	來，我們一起講哦。Isst du nicht gern Hamburger? Isst du nicht gern Hamburger? 如果你喜歡吃的話這邊要甚麼？Doch... {Then, we say it together.}[Do you dislike Hamburger? Do you dislike Hamburger?]{If you like to eat, what is needed here?}[(The opposing) yes,...]	Ch Ch
115	1000	Ss	Doch, ich... [(The opposing) yes, I.....]	
116			(Ss are not able to finish the sentence on their own.)	
117	1005	C/T	(Ss read it first, and then T falls in...)	

			Doch..., ich...esse gern...Hamburger. [(The opposing) yes..., I ...like to eat...Hamburger.]	
118	1007	T	那你不愛吃呢？ {And you do not like to eat?}	Ch
119			(Again, Ss are not able to finish the sentence on their own and T is saying the sentence.)	
120	1011	T	Nein, ich esse...Hamburger nicht...gern. {No, I do not like to eat Hamburgers.} (Some Ss try to answer along with the T.)	
121	1020	T	Nicht gern. 那個喜歡不喜歡。Esse gern 是那個...gern 是不是去形容那個 Essen。 [Do not like]{is to like not to like.}[Like to eat]{is this}...[like]{, which describes this}[Essen.]	Ch
122			(Ss seem obviously not to understand this confusing explanation.)	
123	1038	T	(T is typing the sentence in order to explain it. On the screen appears: Ich esse gern Hamburger. [I like to eat Hamburger.])	
124	1045	T	Ich esse gern Hamburger.叫做我愛吃漢堡，可是你不愛的話，叫做...。他這個 gern 是不是去形容 essen 這個字...愛吃。對不對？那你今天講你不愛吃的時候，那你是去否定 gern 那個字，這樣懂嗎？ [I like to eat Hamburger.]{means I love to eat Hamburger, but if you do not love to, then....This [like] describes [to eat], isn't it. So, if you say today you do not love to eat (it), you have to negate [like]. Do you understand?}	Ch
125	1106	S	懂。 {Understand.} (One student answers loudly.)	Ch
126	1107	T	懂哦，所以你這個時候不會說 Ich esse gern...gern keine (*) Hamburger. 它是不對的。那你要用 nicht 去否定 gern. {Well, therefore, you cannot say here [I like to eat no Hamburger]. This is not correct. You have to use [not] to negate [like].}	Ch (*)
127	1120	T	(T is typing and on the screen appears Ich esse nicht gern Hamburger. [I do not like to eat Hamburger.]) 這樣 OK 嗎？它這個 nicht 要去否定 essen 那個字，因為他不愛吃！可以哦？	Ch

			{Is this okay? This [not] is used to negate [to eat] (!), because someone does not love eating it! Alright?}	
128	1141		(Ss still take notes and T walks into the theatre to have a look and starts talking again.)	
129	1147	T	Edeltraut, 你這樣對嗎?.....。都在笑。 Edeltraut, 這樣會不會? 這樣聽得懂嗎? (T demands of a S to pay more attention.)	Ch
130	1213	T	所以哦。Ich esse nicht gern Hamburger. 那下面那題我們一起試試看要怎麼說。 {Therefore. [I do not like to eat Hamburger.] The following item (of the course book) we will try together how to say (it).}	Ch
131	1215	T	那下面那題怎麼說? 那下面那題怎麼說? {The following item (of the course book) how to say (it)?.... The following item (of the course book) we will try together how to say(it).}	Ch
132	1224	Ss	Magst du keine Lasagne? [Do you like no lasagne?] (Ss read kind of slow; they seem not to be sure)	
133	1229	T	Magst du keine Lasagne? 你要是愛吃的話怎麼說? [Do you like no lasagne?] {How to answer, when you love to eat it?}	Ch
134	1234	Ss	Doch.... [(The opposing) yes.....]	
135	1236	T	Doch. [(The opposing) yes.]	
136	1238	T/Ss	Ich mag Lasagne. [I like lasagne.] (Ss and T say it together.)	
137	1246	T	OK. 那...那個你不愛吃呢? {OK. And... and you do not love it?}	Ch
138	1248	Ss	Nein, ich mag...keine...Lasagne. [No, I do not like lasagne.]	
139	1258	T	然後...下面一個。Sprichst du Chinesisch? {Then...the next one.} [Do you speak Chinese?]	Ch
140	1303	Ss	Ja,...ich...spreche...Chinesisch. [Yes, ...I...speak...Chinese.] (Only a few Ss answer now, most Ss stay quiet.)	
141	1310	T	然後呢? {And then?}	Ch

			(T indicates that Ss also should give a negative answer.)	
142	1314	Ss	Nein, ich spreche...nicht... [No, I do not... speak....] (The few Ss, who participate, stop now, because the following word seems to be a difficulty. However, most Ss instead of speaking are taking notes.)	
143	1321	T	Ich spreche nicht Chinesisch. OK, gut. Ich spreche kein Chinesisch. 都可以。 [I do not speak Chinese. OK, well. I speak no Chinese.]{All is possible.}	Ch
144	1327	T	R，都可以吧？來，我們來問 R 會不會說中文怎麼說？ {R, all is possible, isn't it? We are going to ask R, if he speaks Chinese, how to say (it)?} (T addresses the researcher.)	Ch
145	1335	C	Sprichst du Chinesisch? {Do you speak Chinese?}	
146	1340	R	Ich spreche etwas Chinesisch. {I speak a little Chinese.}	
147	1344	T	有一點啦，說一點。 etwas Chinesisch, ein bisschen. Er spricht gut Chinesisch. Er spricht gut Chinesisch. 聽懂嗎？ {A little, speaks a little bit.}[He speaks Chinese well. He speaks Chinese well.]{Do you understand?}	Ch Ch
148	1400		(Few Ss nod their heads.)	
149	1402	T	他...他中文很厲害。你們德文老師那個 XXXX 中文很好哦。 {He...his Chinese is remarkable. Your German teacher (name of this teacher), (his) Chinese is (also) well.}	Ch
150	1410	C	(C is laughing.)	

Transcription TAKE 10 page 19/30

ID	Time	P	Event	Code
151	1412	T	真的！你們不要被他騙囉。他中文很好！他都說 Chinesisch 聽不懂...聽不懂，其實懂..懂.. (T insists that this teacher's Chinese is very good and Ss should not get fooled by this colleague, when saying that he does not understand Chinese.)	Ch
152	1423	T	Aha, <u>nächste</u> * Frage ist ganz wichtig. Nächste Frage, Frage 6, sehr wichtig. Wie ist deine Antwort? Lernst du keine Wörter zu Hause? [Aha, the next question is really important. Next question, question 6, very important. How is your answer? Do you learn no words at home?] (T goes on with the next question in the course book.)	*
153	1441	Ss	Doch, doch, doch... [(The opposing) yes, yes, yes.....] (First one S answers, then more and more...)	
154	1445	T	Doch, doch, doch...Doch 甚麼？ [(The opposing) yes, yes, yes.....Yes]{what?}	Ch
155	1446	Ss/ T	Ich lerne ... Wörter... zu Hause. [I learn... words...at home.] (Ss answer slowly, so T falls in and they speak together.)	
156	1453	T	Wie lange lernst du Wörter zu Hause? [How long do you learn vocabulary at home?]	
157	1456	S	Ich... [I...]	
158	1458	T	Wie lange? 多久啊？Wie lange? 來 Ingeborg! Wie lange? [How long?]{How long?}[How long?]{Come on} [Ingeborg! How long?] (T asks loud and calls a S.)	Ch
159	1507	S	Ich lerne eine Stunde...Wörter...zu Hause. [I learn one hour ... vocabulary... at home.]	
160	1512	T	Du lernst eine Stunde. Jeden Tag 還是 eine Woche*? [You learn one hour. Every Day]{or}a week?]	Ch *
161	1516	S	(S thinks for a while...) Eine Woche. (S starts laughing.)	
162	1519	T	OK, besser als gar nichts. Besser als gar nichts. OK.	

			怎麼辦？教完了。 [OK, better than nothing. Better than nothing. OK.] {What now? I have finished my teaching.}	Ch
163	1530	Ss	聽歌...聽歌。 {Listen to a song. Listen to a song.} (This kind of question seems to be already well known to the Ss, since they react immediately with an answer.)	Ch
164	1534	T	先跟你們預告一下我們待會要幹嘛。我們要上那個 Imperativ。命令式。命令式是 65 頁這邊，它是命令句哦。然後英文的命令句你們會嗎？祈使句阿。例如說—小心！怎麼說？ {I tell you what we're going to do next. We're going to cover [imperative]. Imperative. Imperative is shown on page 65. It's an imperative sentence. Do you know any imperative sentences in English? Imperative sentences. For example, how to say: Be careful!}	Ch
165	1558	C	Careful!...be careful!	E
166	1600	T	或者 Be careful！對不對？我們等一下要上那種東西。那像那種東西呢...來，我們就來直接上了，會不會太快？你們會不會吸收不了？ {Or Be careful! Right? We're going to cover that. That kind of thing... Come (on). Let's start right away. Is it too fast? Can you still digest (it)?}	E Ch
167	1613	Ss	會。 {It is (too fast).}	Ch
168	1614	T	會哦。怎麼辦？ {Too fast. What to do?}	Ch
169	1617	Ss	唱歌。 {(Let's) sing a song.}	Ch
170	1619	T	唱歌。OK，好，我們唱歌。我們來唱 Lena。 {(Let's) sing a song. OK, well, we sing a song. We are going to sing Lena.}	Ch
171	1624		(Ss express that they do not want to sing that song, but they are looking for the lyrics.)	
172	1633	T	有沒有帶？ {(Did you) bring the lyrics?}	Ch
173	1634	C	有。 {We have.}	Ch
174	1638	T	好，我先在講一點點那個祈使句的長相，然後我們來唱，好嗎？ {Well, I will first talk a little bit about the form of	Ch

			sentences in imperative, then we are going to sing, is it OK?}	
175	1647	Ss	好。 {OK.}	Ch
176	1649	T	先講那個祈使句長甚麼樣子。 {I first talk about how imperative sentences look like.} (T has typed some examples of separable verbs to explain imperative forms: zuhören – Du hörst zu. – Hör zu! – aufschreiben.)	Ch
177	1706	T	好，比如說 zuhören 你們知道是甚麼意思嗎？ zuhören 叫甚麼？ {Well, for example [to listen] you know what that means? [To listen] what is it called (in Chinese)?} (T asks if Ss know the meaning of [to listen]?)	Ch
178	1712	S	仔細聽。 {To listen carefully.} (One student translates loudly.)	Ch
179	1714	T	仔細聽、聽清楚。那個...我們平常在講，去命令別人說的話，你一定不會命令我自己嘛，對不對？我也不會命令他，他又不在旁邊。你只可能命令你或你們，對不對？或者是「請坐」，我又不會跟他說請坐，不可能。我講「請坐」的時候，那個人一定在旁邊。我一定是跟你講話，這樣 OK 嗎？所以祈使句跟命令句我們只可能對你、你們或您。三種狀態而已，我們不會跟他講請坐，這樣你就看到鬼了。跟這個鬼說「請坐」，對不對？ (T explains that imperative can only address directly a second person in singular or plural and that we cannot give an order to he / she. T exemplifies it with {Please have a seat!} which can be only address a person directly at our side otherwise we would address a ghost. T tries here to be funny.)	Ch
180	1807	T	這樣可以哦？你們不要那麼嚴肅。今天上課超快的....R，每一堂課都來拍阿，告訴你，這樣這學期這本書就教完了。 (T states again that teaching went very fast today and if there would be more lessons scheduled then the course book would be finished already this semester. Ss are laughing.)	Ch
181	1824	T	OK，我們說 zuhören 的時候叫做注意聽。那...你注意聽的時候叫做 Du hörst zu. 對不對？OK 嗎？這樣可以哦？好...這是...	Ch

			(T explains now the use of <i>zuhören</i> in a normal sentence.)	
182	1852	T	但是它變成祈使句，來，聽好，你怎麼說？變成 <i>Hör zu!</i> (T tells how to use this verb in an imperative sentence.)	Ch
183	1901	Ss	<i>Hör zu!</i> (Some Ss repeat it, but T did not indicate Ss should do so. It hints at a routine that Ss are not really listening and just automatically - when listening a German term repeat it.)	
184	1903	T	<i>Hör zu!</i> 你給我聽好！ <i>Hör zu!</i> 好。你注意到 <i>Du</i> 時候的字尾變化 <i>st</i> 它沒有。有沒有看到？然後那個 <i>Du</i> 也不要。這個沒有了。這個也不要。它就變成這樣是它的祈使句。 (T goes on explaining and marks <i>Du</i> and <i>st</i> on the screen yellow to indicate they will not be used when forming imperative.)	Ch
185	1940	T	好嗎？可以嗎？OK 嗎？ <i>Martha</i> OK 嗎？好，再來 <i>aufschreiben</i> 抄下來。作筆記、作筆記...抄下來。那個...你抄下來！要怎麼說？ (T asks if Ss got it and tells them to try the same with <i>aufschreiben</i> - to write something down; to take notes.)	Ch
186	2005	Ss	<i>Du...schreibst...auf.</i> (Ss react very slowly and utter a normal sentence using the separable verb, indicating not to being able to form an imperative sentence.)	
187	2010	T	那變成祈使句、命令句叫甚麼？變成 <i>Imperativ</i> 叫甚麼？ {If you change the sentence into an [imperative] one, how do you say it?}	Ch
188	2018	Ss	<i>Schreib auf!</i> (A few Ss give the right answer.)	
189	2020	T	<i>Schreib auf!</i> ... <i>Schreib auf!</i> <i>Zeig mal!</i> <i>Zeig mal!</i> <i>Schreib auf jetzt!*</i> <i>Und ich sehe*</i> . 你們寫好我來看看好嗎？ <i>Du schreibst auf!*</i> 然後便祈使句會變怎麼樣？ [Write it down! ... Write it down! Show it! Show it! Write it down now! And I see.]{You (plural form)}	** Ch

			write it and I have a look, okay?}[You (singular form) write down!]{Then the imperative changes how?}	
190	2038	Ss	Schreib...auf... (Ss are confused and not sure what to do or how to answer.)	
191	2046	T	Aufschreiben 叫做抄下來。你有沒有注意聽啊？帥哥，人家 Hör zu! 教過了拉，然後 aufschreiben 是抄下來。 (T explains again the meaning of aufschreiben in Chinese, demands that a certain S may listen and says again the meaning of aufschreiben in Chinese.)	Ch
192	2105	T	然後你抄下來叫做甚麼呢？用 du 的時候呢？用 du 的時候呢？ {Then, how to say, you write it down? When using [you]? When using [you]?}	Ch
193	2107		(Ss do not respond and take notes. There is also whispering as well as talking going on; Ss seem to be confused.)	
194	2109	T	Write down 了沒啊？ Write down {finished yet?} (T starts to walk through the theatre again, asks first individual Ss if they can write it, and then speaks all a sudden louder in English, but receives no response.)	E Ch
195	2133	T	Schreiben. 它有一個 b 哦。它有一個 b 哦。那個 b 不要沒了。那你要變祈使句是甚麼？Schreib auf! OK. 你們跟旁邊看一看寫得一不一樣？ [To write.] {It has a b. It has a b. This b, you do not want not to use it. How to form an imperative sentence? }[Write (it) down!] {OK. You look to your side (what your neighbours) wrote, is it the same?}	Ch
196	2157	T	(T has a look at a S's writing and talks to the S.) Du schreibst auf. 對阿。你有 du 的時候就要有 du 的變化。你有沒有寫？ (T asks the S, if the S wrote the sentence for the [you] form.)	Ch
197	2208	Ss	(Most Ss have no work to do, they lean back in their theatre chairs, some Ss talk to their classmates, a S in the front row asks her classmate for help about the imperative (2212).)	

198	2221	T	要我來看的舉手。OK 嗎？對。可以哦？會哦？ (T announces that Ss have to lift up their arms in case they want that the T checks on their answers. But nobody is doing it.)	Ch
199	2238	T	然後還有一個意思我們會常常看到哦，叫做簽名。簽名常常用為什麼？因為常常一來，請簽名。對不對？給你們看到了，真糟糕！ (Here T announces that there is another verb, which Ss often have to use: to sign; since we often have to sign something and now T wants to present this verb.)	Ch
200	2259	T	Unterschreiben. Unterschreiben 它是一個不可分離的動詞。像我們 aufschreiben 要把它拆開對不對？那 unterschreiben 他是絕對不可以拆開來的。Unten...unter—德文的 unter 就是下面。那寫在下面；下面寫一寫通常就是幹嘛？簽名啦。簽名通常是不是都在信的最下面？好，那 unterschreiben 用 du 的時候...你簽名！該怎麼講？ [To sign. To sign.]{This verb is not a separable one like [to write down], which is separable. [To sign] is absolutely a non separable one. [Below]...[under], this German [under] means under. So, why do we often to write under a text? For signing. Signing normally happens at the end of a letter, isn't it? So, when we use [to sign] with [you] ... you sign! How should (we) say it?}	Ch
201	2335	C	Du unterschreibst. [You sign.] (Ss answer correctly.)	
202	2338	T	Schreib [有沒有 st ?] [Sign] {does it have st (at the end)?}	Ch
203	2343	C	有。 {(It) has.}	Ch
204	2344	T	Schreibst. Du unterschreibst, okay. 然後呢，請簽名。簽名，來 T, unterschreib!...你來跟我講 unterschreib 我就把你給當了。要客氣一點阿！Bitte. 拜託。Bitte, bitte, bitte, bitte...unterschreib hier. Hier 是這裡，你們會啦。下次假單拿給我 是怎麼講啊？ (T explains jokingly if Ss would approach the T with a holiday application form and say [sign], then the T would not let them pass the course. They have	Ch

			to be polite and use [please] and then, the teacher asks Ss what to say in this kind of situation.)	
205	2425	Ss	Bitte ..unterschreib... (Ss seem not very sure what to answer.)	
206	2430	T	Hier. 那你簽一格，就是一個 bitte；兩格，就是兩個 bitte；三格，就是三個 bitte。然後 Wanja 來要 bitte, bitte, bitte bitte...Petra 你要幾個 bitte？下次簽假卡一定要說德文 OK 嗎？ (T is joking that if Ss want one signature, then they have to say one [please], two signatures two (please), and three then three [please]. T mentions individual names of Ss, who have to say more [please]. T points out next time, when Ss need a signature, they have to speak German and asks, if this is OK.)	Ch
207	2452	C	OK!	
208	2501	T	OK，很好。都可以。但你一格，就是一個 bitte；兩格，就是兩個 bitte 哦。我會把它寫下來，我們教室規則是這樣。好不好？教完了耶。教兩個了耶！好，在教一下那個，比較特別的是 ”be” 動詞。我先教一個 be 動詞然後再講其他不規則變化好不好？ (T still tries to be funny and mentions how many [please] Ss have to say. T announces again that teaching is finished, but contradicts this by saying immediately that first the “be” verb will be taught and then irregular verb forms.)	Ch E Ch
209	2532	T	來，這個是甚麼？”be” 動詞 sein。Sein 它就不規則，拜託背一下好不好？Du 的話變 Du sei；然後 ihr 變 seid；然後 Sie 的話就是 seien。好...那個...灰色的省略，然後通常在祈使句的時候都是大寫。 (T types and comments [to be] (and its verb forms), then T uses the color gray to indicate omissions, when using the imperative and states that the verb is written with a capital letter at the beginning of the sentence.)	Ch
210	2618		(Although Ss look now very exhausted (cognitive overload is obvious), they still take notes.)	
211	2620	T	...對阿...因為它沒有名字。我造一個句子好不好？ {...ah, right...because it has no subject. I will make a sentence, OK?}	Ch

212	2640	T	安靜!安靜哦!我們常常上課需要這個。叫你...你不要吵哦!你的話叫做 Sei ruhig! OK 嗎?你要安靜叫 Sei ruhig!...那你們呢?老師常常叫你們上課要安靜。叫做 Seid ruhig! Seid ruhig! OK 嗎?反正都快下課了,就把它講完好不好?講完我們下一節課再唱歌。有被騙的感覺嗎?有沒有被騙的感覺? (T explains the imperative of [be quiet]. And then the plural form of [be quiet]. The T further states that the singing of the song is going to happen during the next hour and then asks twice, if Ss would feel cheated.)	Ch
213	2730		(Some Ss laugh a little.)	Ch
214	2732	T	沒有。 {No.} (T indicates that a no answer was expected of the C.)	Ch
215	2745		(Many Ss speak with their classmates and look to the screen, their gestures indicating that they still try to figure out the grammar.)	
216	2750	T	然後你要安慰人家。像這種 sei 的東西常常會有,比如說你要安慰別人,不要傷心要怎麼說? Traurig 是傷心 “sad”。那不要傷心!叫人家不要傷心!那個男人不是東西,不要傷心!怎麼說? {Furthermore, if you want to comfort someone, then something like [be] is often used. For example, you want to comfort someone, don't be sad, how to say it? [Sad] means “sad”. So, don't be sad! You tell someone, don't be sad ! (For example) this male is not a thing (!), don't be sad ! How to say it?}	
217	2823	C/ T	Sei...traurig! [Be...sad!] (Again Ss seem not able to answer; therefore T provides the correct answer.)	
218	2826	T	Sei nicht traurig! Nicht traurig. [Don't be sad! Not sad.]	
219	2829	Ss	Nicht traurig. [Not sad.] (Very few Ss react now and echo the teacher's second utterance, which is not an imperative.)	
220	2835	T	Sei nicht traurig! 叫做不要傷心。那...還有呢...我還準備甚麼?你要...小心!剛剛我在這邊不是快要摔跤嗎?對不對?絆了一下。英文叫 “be careful” 對不對?那德文叫甚麼?小心叫	Ch E Ch

			vorsichtig, vorsichtig. 那小心！快要摔跤了。那你要說 T 小心，摔了會地震啊！怎麼說？] [Sei nicht traurig!] {This means, don't be sad. So... what else ... what else did I prepare? You have... to be careful! Just a moment ago, I was short before falling here, right? In English you say "be careful", right? In German, how to say it? Careful is called [vorsichtig, vorsichtig]. So, careful! and then T asks how to say it.)	
221	2917	Ss	Sei...vorsichtig! Sei...vorsichtig! [Be... careful! Be... careful!] (Again very few Ss answer now.)	
222	2926	T	來我們一起念一下好不好？ (T demands that Ss say it again.)	Ch
223	2927	C	Sei vorsichtig! [Be careful!]	
224	2930	T	然後呢，不要傷心叫甚麼？ {And then, don't be sad! How to say (it)?}	Ch
225	2934	C	Sei nicht traurig! [Don't be sad!] (chorus answer)	
226	2938	T	Sei nicht traurig! Sei nicht traurig! 叫甚麼？ [Don't be sad! Don't be sad!] {what (does it) mean?}	
227	2946	Ss	不要傷心！ {Don't be sad!}	Ch
228	2948	T	Don't worry, be happy! Don't worry 待會兒教，be happy 怎麼說？ Don't worry, be happy! Don't worry {will be taught later} be happy, {how to say it?}	
229	3002	Ss	Sei...! [Be...!] (Ss do not know the German answer.)	
230	3008	T	Sei glücklich! Sei glücklich! Don't worry, be happy! [Don't worry 待會兒教。Mach keine Sorgen!* ...Be happy! [Be happy! Be happy!] Don't worry, be happy! Don't worry] will be taught later. [Have no worries!...] Be happy! (Ss still take notes)	E * Ch
231				
232	3040	T	好，OK，我們這堂課到這裡好不好？ {Well, OK, this lesson until here, alright?}	Ch
233	3043	C	好。	Ch

			{Alright.} (Ss signal agreement.)	
234	3045	T	OK，好，下課吧。 {OK, well, let's finish this lesson.}	Ch
235	3050		(Ss have a 10 minutes break.)	
			END OF TAKE 10	

Appendix 8.4: Transcription Lesson 4

Transcription TAKE 08 page 01/26

Course title: GRAMMAR

Class time: 2 x 50 minutes

Student number: 50

Years of study: first year

Seating arrangement: Ss sit in orderly rows. Every S sits at a little desk. T has a desk with a chair in the middle, in front of the class.

Recorded data and approx. time: TAKE 08 (48 minutes); TAKE 09 (51 minutes)

Following transcription: TAKE 08 – 48:02 minutes – 26 pages (ID 1 – 282)

ID	Time	P	Event	Code
1	0010	T	(Ss signing consent papers, which the T had already distributed.) Alles fertig? [Have you finished?]	
2	0040		(Ss ask if they have to collect the papers now. Ss are a kind of noisy. Relaxed atmosphere.)	
3	0047	T	[Please... please collect the papers. We become movie stars on German television.] (T is joking.)	E
4	0058		(A few Ss seem to understand the joke and laugh. Some Ss are going around collecting the consent forms.)	
5	0132	T	So,...danke. Sind das alle? Alle abgegeben? [全部嗎?]	Ch
6	0146	R	Danke erst mal. (One S answers „Bitte!“ C is laughing!)	
7	0157	T	So, schönen guten Morgen. (T addresses the class.)	
8		C	Guten Morgen. (C answers eagerly and loud.)	
9	0159	T	Wie geht's? (T asks: “How are you?”)	
10		C	Sehr gut. (C answers eagerly and loud: “Very well!”)	
11	0207	T	Gut! Hm,...am Anfang.. [we just repeat a little bit, okay? I think,] ...äh, welcher Tag ist heute?	E

			(T: "Good! ...eh, what day is it today?")	
12	0222	C	Heute ist Donnerstag. (C answers eagerly and loud, but it is not a chorus answer: "Today is Thursday.")	
13		T	Wie bitte? Heute ist...? (T: "Excuse me? Today is...?")	
14	0232	C	Donnerstag.	
15	0229	T	Ja, okay. Wie ist das Wetter heute? [Yes, okay. How is the weather today?]	
16		C	(Ss start flipping through their books)	
17	0243	T	Wie ist das Wetter? [How is the weather?] (T repeats the question again slowly.)	
18	0246	Ss	Heute ist...sonnig*. [...is sunny today.] (The delay before students' response suggests that they are unsure what they should answer.)	*
19		T	Henning. Wie ist das Wetter heute? [Henning. How is the weather today?] (T calls one S by taking a name card out of a tin can and asks the question again.)	
20	0255	S	Heute ist sonnig*. [...is sunny today.]	*
21		T	Es ist sonnig, sehr gut. Ist es zu heiß? Henning. [It is sunny, very good. Is it too hot? Henning.] (T says the sentence in a correct way and goes on asking the same S.)	
22	0310	S	Heiß...heiß... [Hot...hot...] (S seems not to know what to answer.)	
23		T	Es ist heiß. Okay, es ist heiß. Gut. [It is hot. Okay, it is hot. Good.]	
24	0317	T	Wie spät ist es? Wie spät ist es? (T looks onto the watch and draws another name card.) Wie spät ist es? Wie spät ist es? Petra. (T: "How late is it?")	
25	0336	S	Es ist...es ist...acht.	
26		T	Es ist acht und...?	
27	0341	S	Acht [阿 °]	Ch
28			(Class is laughing, because S talked in German and Chinese and the answer does not fit, too.)	
29	0345	T	[A little bit more.]	E
30		S	Acht Uhr.	

31	0347	T	Acht Uhr...fünfzehn.	
32		S	Acht Uhr fünfzehn. (S repeats the answer.)	
33	0354	T	Ja, okay. Äh...[how to say...Merry Christmas] ? (T again draws another name card.)	E
34	0359	C	Frohe...Weih...Weihnachten.	
35	0413	T	Wanja. „Merry Christmas“. Wanja. [How do you say]...Wie sagt man [Merry Christmas]? Wanja. (T again draws another name card.)	E
36	0422	S	Frohe...Weihnachten.	
37	0426	T	Ja, frohe Weihnachten, sehr gut. Äh, Karsten, how do you say [Happy birthday]?	E
38	0430	S	Alles Gut* zum Geburtstag. (S's answer was not fully correct, so T repeats loud and slowly again...)	*
39	0435	T	Alles Gute zum Geburtstag. [Happy Birthday.] Okay, hm...how do you say "I want to eat a steak."?	E
40	0502	Ss	Ich esse... [I eat...] (Many Ss are responding, but there seems to be some confusion about how to answer.)	
41	0504	T	(T draws another name card while Ss try to figure out the answer.) Jasmin. I want to eat a steak.	E
42	0513	S	Ich möchte...ein Steak...essen. [I would like to eat a steak.]	
43	0523	T	Sehr gut. Ich möchte ein Steak essen. [Very good. I would like to eat a steak.] Hm, how do you like the steak? 好吃嗎? {(Does it) taste good?} How to say this? (T draws another name card from the tin can.) How do you like the steak? Gut oder nicht gut? [Good or not good?] Hermine.	E Ch E
44	0552	S	Schmeckt ... (Here the recording is not clear. However, T understands the answer.)	

45	0602	T	Schmeckt das Steak? Ja. Schmeckt das Steak? Ludwig. [How is the steak? Yes. How is the steak? Ludwig.]	
46	0604	S	Hm?	
47	0605	T	Was sagst du? Hermine fragt: Schmeckt das Steak? Und du sagst...? [What do you say? Hermine asks: How is the steak? And you say...?]	
48	0614	S	Hm....hm... (The student seems not to know how to answer.)	
49		T	Hermine fragt.... Schmeckt das Steak? Du sagst...? [Hermine asks... How is the steak? And you say...?] (T allows further time for a response...)	
50	0627	S	Ja. Es ist...gut. [Yes. It is...good.]	
51	0633	T	Es ist gut, okay. Es ist gut. Ja, es ist gut. Es schmeckt oder ... ja, fantastisch. Fantastisch. Okay, wie sagst du [It is well, okay. It is well. Yes, it is well. It tastes good... yes, fantastic. Fantastic. Okay, how do you say] In the morning I drink a coffee and eat a bread?	E
52	0700	C	Morgens... essen ich eine...Kaffee und... trinken Tee. (C tries to say the whole sentence.)	
53	0707	T	So, Moment, Moment, Moment! Magdalena. Magdalena, so...[in the morning I drink coffee and eat bread].	E
54	0718	S	Morgens esse ich ...eine Kaffee...einen Kaffee	
55	0732	T	Und...?	
56	0740	S	(Magdalena asks her classmate and answers.) und ein Brötchen.	
57	0744	T	Okay, ein Brötchen. Gut. Wie sagst du – [Do you want your coffee with or without sugar?] Also...[your coffee, with or without sugar?] (T draws a further name card.) [Do you want your coffee with or without sugar?]	E E E
58	0811		(Some Ss start flipping through their note books or course books to find the right words.)	
59		S	Mit Zucker...mit oder ohne Zucker.	
60	0819	T	Sehr gut. Mit oder ohne Zucker, sehr gut. Also – Möchten Sie den Kaffee mit oder ohne Zucker?	
61	0837	T	[Okay, how do you say...you sit in a restaurant], also, du bist in einem Restaurant und...[here is the food, but, there is no knife, there is no fork and there is no	E E

			spoon, so you will say?] (T is acting as if there is food on a table but fork and knife are missing.)	
62		C	Entschuldigung! (C answers: "Excuse me!")	
63	0857	T	Entschuldigung! Was sagst du da? Johannes. Also...im Restaurant... [here is the food but]...	E
64	0913	S	?????....Teller. (S: "?????....Plate")	
65	0915	T	Teller ist okay, aber...ich möchte ein... (T: "Plate is okay, but...I would like a...")	
66	0923	Ss	Messer. (Classmates are helping Johannes and tell him the correct vocabulary.)	
67		S	Messer.	
68	0925	T	Messer. ... und ... Gabel. Messer und Gabel.	
69	0930	T	Hm....[How do you say – Excuse me, my plate is dirty.] Ehh (T acts as if the plate is dirty.)	E
70	0945	Ss	(Several Ss respond by trying to say the sentence.)	
71	0949	T	(T gives Ss time to practice the answer and draws another name card out of the tin can.) Verena.....Verena	
72	0955	S	Entschuldigen Sie, mein...mein Teller ist... (Verena flips through her course book.) ...schmutzig.	
73	1006	T	Sehr gut. Mein Teller ist schmutzig.	
74	1011	T	Was ist dein Vater von Beruf? [We repeat more back.] Was ist dein Vater von Beruf? Ernst... Ernst.... Was ist dein Vater von Beruf? (T: "What is your father's profession? Ernst. What is your father's profession?")	E
75	1037	S	[我嗎?] (S: "Me?")	Ch
76	1041	T	Ernst.... du bist Ernst.... ja? Was ist dein Vater von Beruf? Was arbeitet dein Vater?	
77	1052	S	(Ernst also flips to the beginning of his course book)	

			Mein...mein Vater...s Beruf ist... (He asks his classmate and then answers) ...Lehrer.	
78	1103	T	Ah, dein Vater ist Lehrer, okay. Woher kommst du? Woher kommst du? (T: "Where do you come from?")	
79	1111	S	Ich komme aus Tainan. (S: "I am from Tainan.")	
80	1113	T	Aus Tainan, aha....hast du Geschwister?....Hast du Geschwister?	
81	1116	S	[蛤?]	Ch
82	1117	T	Hast du Geschwister? (T: "Do you have siblings?")	
83	1119	S	Geschwister...[我不知道。] (S: "Geschwister. I do not know." Then he scans through his notebook.)	Ch
84	1125	T	(T modifies the question and takes out the problematic word) Hast du einen Bruder oder eine Schwester? (T: "Do you have a brother or a sister?")	
85	1130	S	Mein Geburtstag ist...[幾月我不會講。] Mein Geburtstag ist... (S seems to have stayed focus on Geschwister and mixes it up with Geburtstag – birthday. Therefore he answers "My birthday is on...")	Ch
86	1145	T	Hast du eine Schwester oder einen Bruder? Hast du Geschwister? (T asks again: "Do you have a brother or a sister? Do you have siblings?")	
87	1153	S	(Class mates sitting beside and in front of Ernst tell him the key words in order to help him answering the question.) Ich habe ein...ich habe ein Bruder*.	*
88	1158	T	Okay, und wie alt ist er? Wie alt ist er? (T: "Okay, and how old is he?....How old is he?")	
89	1204		[他幾歲?]	Ch

			(A classmate helps to translate the question into Chinese)	
90	1207	S	Er ist...er ist sixzehn*.	*
91	1212	T	Sechzehn, okay, sehr gut. [Yesterday, there were some things new. How do you say – “Please take your book.”?.... Remember yesterday – “Please take some more salat.” So, how do you say – “Please take your book.”? Please take your book. Yesterday we had] “Salat”...etwas Salat. [So, how do you say – “Please take your book.”?]	E E
92		Ss	(Ss check their books, what they have learned yesterday.)	
93	1253	T	Book ...Please, take your book. How to say this? Sarah. How do you say? Please, take your book. Sarah....	E E
94	1317	T	(T tries to help Sarah.) [How to say take?... there is].... nehmen. Also, [please take].	E
95	1328	S	Bitte nehmen...deine* Buch.	*
96	1333	T	Bitte....noch einmal?	
97	1335	S	???? nehmen* deine Buch*!	*
98	1336	T	Nimm.... dein Buch! Nimm dein Buch! Take your book!	E
99	1343	T	Okay, so, wir machen weiter, und zwar.... wir brauchen jetzt erste Aufgabe im Kursbuch. Und zwar...auf Seite 38. Seite 38, die Aufgabe 18, bitte. Also, im Kursbuch...Entschuldigung! Im Arbeitsbuch, im Arbeitsbuch auf Seite 38....Nr. 18. [Okay, so, we are going on, and actually.... we need now first exercise in the course book. And actually.... on page 38. Page 38, the exercise 18, please. So, in the course book... I am sorry! In the work book on page 38....no. 18.]	
100	1414		(T writes at the blackboard the page number and the exercise number that Ss are supposed to do now.)	
101	1420	T	Also, das ist nicht neu, das kennt ihr. Also, vielleicht 5 Minuten, okay? [So, this is not new, you know it. So, perhaps 5 minutes, okay?] (T gives a time limit of 5 minutes.)	
102	1434		(Ss take out pencils, open their work books, and start reading. The exercise is to match 10 simple questions with 10 simple responses.)	
103	1439	T	(T walks around the classroom and monitors what Ss are doing or answers questions to Ss.)	

104	1520	S	(One S calls the T for help.)	
105			(C concentrates on doing the exercise; T is still helping when Ss have questions.)	

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ID	Time	P	Event	Code
106	2111	T	Okay, seid ihr fertig? [Okay, have you finished?] (After about six minutes T addresses the C.)	
107			(No response. C goes on with the exercise.)	
108	2142	T	Äh... <i>there are two words maybe you don't know.</i> (T writes the first word on the blackboard.) <i>The first one is scharf...scharf bedeutet: Huuh</i> (T gestures with one hand in front of the mouth to underline the meaning of spicy/hot.) Also, zum Beispiel: Chilli. Chilli ist scharf. [So, for example: chilli. Chilli is spicy.]	E
109	2200	Ss	辣。 { <i>spicy/hot</i> } (Ss say it in Chinese.)	Ch
	2201	T	辣。辣的意思。 { <i>Hot. It means hot/spicy.</i> } <i>Spicy, spicy.</i> Die Suppe ist scharf. [The soup is spicy.] <i>...is very spicy.</i>	Ch E E
110	2213	T	(T writes down the second word <i>glauben</i> – to believe)	
111	2219	T	[Another word is].... <i>glauben</i> . Glauben. [<i>Glauben</i> in your sentence is like] „Ich glaube,...” [so what do you think is the meaning?]	E E
112	2233	S	[I want.] (One S gives an answer in English.)	E
113	2234	T	[I want....it could be I want. But it's a different meaning. What else?]	E
114	2245	S	[Change.]	E
115	2246	T	[I change].... ja...[could be change.]	E
116	2248	S	[I think]	
117	2249	T	[I think] ja [that's it. I think.] So, ich glaube, bedeutet....[I think.][So, I am not sure but I think.... onion is good.] Also, ich glaube.	E E
118	2310	T	(T writes down in brackets think under the German	

			word glauben.)	
119	2320	T	Gut, seid ihr fertig? Ja. [Have you checked your answers?] (The work book has the correct answers at the end.) Ja. [Everything is correct?] Okay, gut. [Please, if you can't finish it now, please finish it at home and ah.....please also check your answers.]	E E E
120	2339	T	Gut. Was wir jetzt haben, wir gehen wieder ins andere Buch. Im Kursbuch, bitte. Auf Seite 40! Seite 40, im Buch. Die Aufgabe 15, hier. (T points out that everybody has to go back to the course book. T says that it is page 40, exercise 15 and points at the exercise in the book.)	
121	2406	T	Also, Seite 40 im Buch Aufgabe 15. So! ehh....[you can see ehh on the corner here, there is a symbol, a sign, what's the meaning of the sign here?] (T stays in front of 50 Ss and raises the course book to point out the symbol. Probably only the Ss in the first rows are able to see, where it is.)	E
122	2416		(C still seems to look for the sign.)	
123	2417	T	(T raises the book again and points to the spot.) [You see beside 15 it's a small, red sign. This sign means...?]	E
124	2425	T	[Yeah, it's a CD and a tape. So, this exercise is...]	E
125	2428	Ss	[Listen.]	E
126	2429	T	[Listening. So, please make sure you also know what the symbols are. Okay, it's a listening exercise. So, where do you start?... if it is a listening exercise? What's the first thing you do?]	E
127	2445	S	[聽阿。] (One S answers: "Listen.")	Ch
128	2447	T	You listen, okay. If there's a Äh? (T acts as if not able to understand something.) ...you listen again. Okay, and listen again and again. So, where do you start? What's the number 1.... for a listening exercise?	E
129	2459		(This time, there are no answers from the class. Silence.)	
130	2505	T	Okay, first is....what's the topic? So, what's the topic here? What's the situation here?	E

131	2513	Ss	Kommst du... zum Abend...essen? [Do you come...for dinner?] (Several students try to mumble an answer or others read the exercise's heading from the course book.)	
132	2515	T	Kommst du zum Abendessen? [Do you come for dinner?] So, it means...?是甚麼意思 ? {What's the meaning?}	E Ch E
133	2528	Ss	???? (Few Ss say something in English, but it is not audible on the recording.)	
134	2530	T	Kommst du zum Abendessen? So... [Will you come...for dinner? So...] Do you come for dinner? Okay, so, the topic is something about eating, about food, about do you want to come or not. So, the next step is...you know the topic now, the next step is?	E
135	2552	T	You listen, really? No, no, no, no! The next step is the picture. You see, there is a picture and a small text. So, the next step is....look at the picture! Okay, make sure what is the situation. So, please have a look. Look at the picture and make sure, what is the situation. What are they doing? What are the people doing? How many people?	E
136	2621	Ss	Two. (A few students answer in English.)	E
137	2622	T	[What do they say? What time is it?] Also, wie spät ist es? [Maybe you can guess what the time is. And what will happen maybe.]	
138			(C is quiet and Ss are looking into their course books.)	
139	2630	T	Just think. There is no correct or wrong now. So, okay? Of course, there is a small text here; in the text....what's written here? Please, read the text. Also, bitte lesen Sie den Text, den gelben hier. Was steht hier? [So, please read the text, the yellow one here. What's the information here?] Please read by yourself. (T allows time for reading.)	E E
140	2717	T	[Okay. So, what do you know already? What time is it?] Also, wie spät ist es?	E
141	2726	Ss	8 Uhr.	
142		T	8 Uhr. Welcher Tag?	
143	2731	Ss	Samstag.	

144	2733	T	Samstag, 8 Uhr abends.... okay. [Saturday at 8 in the evening...okay.] So, the next step. So, the first one is make sure... the topic. What's the topic? It's about eating, you know. Second one is, look at the picture. You see the picture and the text. The next step is, for a listening exercise....what? Because it is an exercise, so.... you have to answer some questions, right? So, of course, you read the questions. Okay, please read the questions.	E
145	2809		(C starts reading the questions of the listening exercise.)	
146	2828	S	(S calls T for help)	
147	2832	T	Okay, okay. (T turns to the blackboard and starts writing.)	
148	2848	T	So, es gibt hier neue Wörter. [New words for you.] Speisekarte, kennt ihr. Speisekarte [means...?]	E E
149	2900	S	[Menu.][菜單。]	E Ch
150	2902	T	[Menu, Menu.] Okay, so...Speise ist [food or means something you can eat. Okay, so what is]... Vorspeise?	E E
151	2918	S	[Before the dinner.]	E
152	2922	T	[Before the dinner, so the starter, the starter, which you start. The first thing you eat.]	E
153	2930	Ss	[前菜。]	Ch
154	2933	T	[The first thing you eat, so] Vorspeise.	E
155	2936	T	[The next one is?] Haupt...Hauptgericht. Hauptgericht ist [the main dish. So, the main dish is maybe a steak, or it's ehh.... meat, fish. And? The next one is?]	E E
156	3000	S	Dessert*.	*
157	3001	T	Ja, Nach...Nachspeise, Nachspeise. So, Nachspeise [means...?]	E
158	3014	Ss	Dessert.	
159	3015	T	Dessert, also etwas Süßes. [Something sweet, maybe] äh...Kuchen, Obstkuchen, Schokoladenkuchen, Eis zum Beispiel, okay. Also, Vorspeise, Hauptgericht und Nachspeise. [Anything else?]	E E
160	3033	S	???? (S asks probably about the meaning of "als")	
161	3037	T	[Not important. Do not worry about this "als" here. Not important, more important is].... Vorspeise, Hauptgericht, Nachspeise.	E
162	3049	T	Gut, so[first the topic, then the picture and the text, a small text, and then....the questions. Did you	E

			read the questions?]	
163		S	Yes.	
164	3109	T	[So, what is next?]	E
165	3110	S	[Listen]	E
166	3111	T	[You go home?] (several Ss laugh) [No. Okay, yes, listen.] ...Ja, gut, [so, we start.].... So, bitte zuhören. Wir hören den Text zwei Mal, ja? Beantworten Sie die Fragen. Wir hören den Text zwei Mal, wir haben fünf Fragen. Es geht los.	E E
167	3133		(T starts playing the audio file and C has to listen)	
			HÖRÜBUNG - „Seite 40 Übung 15“ – (3137-3319)	
168	3320	T	Mhh....So, das war das erste Mal....so gleich noch einmal. (T plays the audio file immediately a second time and asks) [You understand already?]	E
169	3327	S	Bitte langsam.	
170	3331	T	Ha. (T smiles about the answer; a few Ss laugh) bitte langsam. Bitte noch einmal. Okay, also noch einmal.	
171	3337		(C has to listen a second time.)	
			HÖRÜBUNG(3337-3518)	
172	3518	T	Mhh, okay, gut. Also, erste Frage....Was trinkt Berta?	
173	3526		(Ss are laughing, because there is a student of this name in the class.)	
174	3530	T	Ja, also Berta. Das ist Berta. (T points onto the book page and draws a name card.) Was trinkt Berta? Gertrude. Was trinkt Berta?	
175	3549	S	Sie trinkt Rotwein. [紅酒。]	
176	3550	T	Sehr gut, Rotwein. Sie trinkt Rotwein. Was trinkt Markus? (T draws a further name card.) Magrit....Magrit Was trinkt Markus?	
177	3614	S	Wein.	
178	3620	T	Ja,...was trinkt er? Welchen Wein?	
179	3621	S	Weiß. (S answers: “White.”)	
180	3624	T	Ja. [Give me a sentence, please.] [給我一個句子。]	E

				Ch
181	3627	S	Markus...trinkt...Rotwein.	
182	3633	T	Markus trinkt Rotwein. Markus trinkt auch Rotwein. Okay. Sehr gut. Frage C....Was essen sie als Vorspeise? Was essen sie als Vorspeise? Maya. Was ist die Vorspeise? (T asks: "What do they eat as an appetizer?"	
183	3655	S	Suppe. (S:"Soup.")	
184	3657	T	Suppe, okay, sehr gut! Kannst du...[can you make a sentence please?] Maya, einen Satz, bitte.	E
185	3707	S	Sie essen Suppe.	
186	3710	T	Okay, gut. Nächste Frage E, Hauptgericht. Was ist das Hauptgericht? Albert. (T: "Okay, good. Next question E, main menu. What is the main menu? Albert.")	
187	3720	S	???? (S answers only one word, so T indicates through body language that there should be more and asks again.)	
188	3725	T	Was essen Sie als Hauptgericht?	
189	3727	S	Sie...sie...sie essen....	
190	3734	T	Sie essen....?	
191	3736	S	Steak.	
192	3737	T	Die einfachste Antwort....Sie essen Steak. Gut. Und.... Nachspeise, was ist die Nachspeise? (T: "The most simple answer....They eat steak. Good. And....dessert, what is the dessert?"	
193	3746	Ss	(Ss already say the answer: "Ice cream.") Eis.	
194	3748	T	(T draws a name card.) Irmgard....Irmgard.... Was ist die Nachspeise?	
195	3757	S	Eis....	
196	3758	T	Äh...? Einen ganzen Satz. Was essen Sie? (T wants a whole sentence and repeats the question.)	
197	3810	S	(S does not answer, T allows time) ???? (The utterance on the record is not comprehensible.)	
198	3821	T	Sie essen Eis mit Früchten, okay, sehr gut!	

			(T does understand the answer and repeats it: Theye at ice cream with fruits, okay, very good!)	

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ID	Time	P	Event	Code
199	3826	T	[So, maybe you could understand in the text they are saying something like]... (T turns to blackboard and writes) <i>Guten Appetit. Guten Appetit.</i>	
200	3841	S	[Enjoy your meal.]	
201	3843	T	[Enjoy your meal. Enjoy your meal.] [請慢用。] [Enjoy your meal. So,...if I cook for you, here is the food so] <i>Guten Appetit.</i> [Or if you go out to a restaurant, you start eating, you say <i>Guten Appetit.</i> Enjoy your meal.]	E Ch E E
202	3906	T	(T writes another new word on the board.) [The other thing is].... <i>Prost.</i> Was heißt Prost? [When eating is <i>Guten Appetit.</i> And here also... drinking.]	E E
203	3926	Ss	[Cheers!]	E
204	3927	T	[Cheers! So in Chinese you will say?]	E
205	3930	Ss	[乾杯！、乎乾啦！]	Ch
206	3932	T	Ahm...auf Deutsch heißt das...?	
207	3935	Ss	Prost!	
208	3936	T	Prost! Und, das hier ist? (T points at the word on the blackboard)	
209	3944	Ss	<i>Guten Appetit!</i>	
210	3945	T	<i>Guten Appetit!</i> Und... (T pointing at the word <i>Prost.</i>)	
211	3949	Ss	Prost!	
212	3951	T	Gut. Äh, wollt ihr noch einmal hören? [You want to listen again?] Ja? Okay. Also, bitte aufpassen, die zwei Wörter hier.... <i>Guten Appetit</i> und <i>Prost.</i> (T starts the audio file for a third time.)	E
213	4008		HÖRÜBUNG (4008-4149)	
214	4150	T	Okay, gut....aehh.... So, [how do you say “Enjoy your meal.”?]	E
215	4159	Ss	<i>Guten Appetit!</i>	

216	4200	T	[How do you say] [乾杯?]	E Ch
217	4202	Ss	Prost!	
218	4204	T	Prost. Okay. Äh... (T looks at the time) wir haben noch 5 Minuten. [Okay, we stop here.]	E
219	4215	T	Wie sagst du....Du hast sehr viel gegessen... (T puts hands on the belly, expressing that the belly is full, saying) Ach, ich kann nicht mehr essen.	
220	4223	Ss	Ich bin satt.	
221	4224	T	Ich bin satt. Oder...?	
222	4226	Ss	Ich habe...ich habe... (Ss do not know what to say.)	
223	4230	T	Huh!	
224	4231	Ss	Ich habe...ich habe... (One S thinks of the expected word saying.) Ich habe ge...genug.	
225	4234	T	Ich habe genug! Ja, ich bin satt, ich habe genug. Gut. Äh [how do you say....Do you want anything else?]	
226	4245	Ss	Noch etwas? (The camera shows that several Ss are still answering; however, there are more and more Ss losing focus and concentration.)	
227	4248	T	Noch etwas? Ja, okay.	
228	4251	T	Ja....beginnen.... [We start the next one. I think in 5 minutes we start another one.] Äh...[in the dialogue you could hear, they are drinking wine. So, he is asking a question, he is asking...about the wine, he is asking is the wine...? How can a wine be?]	
229	4320	S	Weißwein. (One S makes a guess by answering "White wine.")	
230	4320	T	(T does not react to that specific answer.) [Okay!...How can the wine be? The wine can be...sweet.]	E
231	4328	S	Sauer. (S:"Sour.")	

232	4330	T	Sauer, okay. [So, what we have here now, is to describe food. Okay, we describe some food. The first one is] Wein. So, der Wein ist sauer. [Sauer 是甚麼意思？]	E Ch
233	4346	Ss	[酸。] (Ss mention a person from the course book with the surname Sauer) Frau Sauer.	Ch
234	4353	T	???? Ja. ??? der Wein ist süß.	
235	4354	Ss	[Sweet]...süß	E
236	4355	T	Sweet. [甜的。] Der Wein ist warm. Der Wein ist warm.	E Ch
237	4402	Ss	Warm. [烈、熱。]	Ch
238	4405	T	[Warm.] Ja, bisschen heiß, nicht heiß, aber nicht kühl. [The wine is warm. Warm wine is]	E E
239	4416	S	[烈酒。] (S says: "Liquor.")	Ch
240	4420	T	Huh? Das Brot, das Brot is alt.[是甚麼意思？]	Ch
241		S	[不新鮮。] [Old.]	Ch E
242	4428	T	[Not fresh.] Nicht frisch, ja, ist nicht frisch... ist alt. Trocken, trocken ist...?	E
243		S	[Dry.]	E
244	4435	T	[Dry, dry. I need to drink something, because I can not swallow. It is very dry. [乾。] [Dry.]	E Ch E
245	4442	S	[乾的。]	Ch
246	4445	T	Hart.	
247	4447	Ss	[Hard.]	E
248	4449	T	(T is using body language again to explain the meaning of the word. It is funny, so the class is laughing.) [It is so hard] Ja. Äh... das Fleisch ist zu fett.	E
249	4502	Ss	[Fat.] [太肥了。]	E Ch
250	4507	T	[If you think of English now] zu fett [means...?]	E
251	4508	Ss	[Too fat.]	E
252	4510	T	[Too fat. Yeah, but the fat is not meat...is the white one, the oily one, the fat one, you know, you don't want the fat. In Chinese you will say?]	E
253	4521	Ss	[太肥、太油。]	Ch
254	4523	T	[太油。] [Yeah, okay. So there is no meat, there is only the fat thing.]	Ch E

255	4533	T	Okay, das Fleisch ist kalt. Kalt kennt ihr.	
256	4534	Ss	[Cold.]	E
257	4537	T	Hm...nicht gut. Trocken, [again.]	E
258	4540	Ss	[Dry.]	E
259	4541	T	[Dry or hard or you need to drink something otherwise it is]... (T shows chewing motions)	
260	4549	S	(One S makes a guess again.) [Thirsty.]	
261	4550	T	[No, not thirsty.] Das Fleisch ist trocken. [The meat is dry, so it is very hard...very difficult to eat.] [乾。乾的意思。]	E E Ch
262	4603	T	Das Bier ist...	
263	4604	S	Bitter.	
264	4605	T	Bitter. Was ist bitter?	
265	4608	Ss	Bitter, bitter. [苦。]	Ch
266	4610	T	[苦。] (T's facial expression indicates something bitter.)	Ch
267	4611	T	Das Bier ist warm, ist ...????...Die Suppe ist salzig.	
268	4616	Ss	[鹹。]	Ch
269	4617	T	Salzig.... salzig ist?	
270	4621	Ss	[鹹。]	Ch
271	4624	T	Zu scharf.	
272	4625	S	[Spicy.]	E
273	4627	T	Vorne hier bei mir.... scharf ist?	
274	4630	S	[Spicy.]	E
275	4631	T	Aber aufpassen.... zu scharf [it's too spicy. Too spicy for me, I cannot eat anymore.] Scharf! Die Soße ist salzig, scharf. Die Limo ist warm und zu süß. Der Salat ist zu salzig und hier ein neues....frisch. Der Salat ist nicht frisch.	E
276	4652	S	[不新鮮。] [Not fresh.]	Ch E
277		T	[It is not fresh and how to say it in a different way?]	E
278	4704	S	Alt. (S: "Old.")	
279	4706	T	Alt, alt. Hm...so'n bisschen. Der Salat ist nicht frisch, also er ist schon ein bisschen alt. (T: "Old, old. Hm...a little bit. The salat is not fresh, so it is a little bit old.")	
280	4715	T	(T finished the introduction of the vocabulary, which is necessary in order to do the next exercise within the course book.)	E

			So, wir machen so...Die Übung.... [we do after the break. You first take a break.] Gut, Pause. (Bell rings, Ss leave their seats and take a 10 minutes break.)	
281	4728	S	(S asks T about the meaning of Soße.)	
282	4730	T	Soße? In English...sauce. [醬。醬的意思。]	E Ch
			END OF TAKE 08	

Appendix 8.5: Transcription Lesson 5

Transcription TAKE 58 page 01/29

Course title: German 1

Class time: 2 x 50 minutes

Student number: 68

Years of study: first year

Seating arrangement: Ss sit in orderly rows. Every S sits at a little desk. T sits at a high desk in the middle, in front of the class.

Recorded data and approx. time: TAKE 58 (50 minutes); TAKE 59 (51 minutes)

Following transcription: TAKE 58 – 50:00 minutes – 29 pages (ID 1 - 166)

ID	Time	P	Event	Code
1	0014	T	(T stands behind a high desk, takes a microphone and explains today's programme.) 那我們今天要用的東西就是說我們上一次那個，幾個人在這裡排，那有關 Dativ 跟 Akkusativ 的受詞的那個文法，我想再做一次，然後我們就是上課文的東西，還有那個第九課課文裡面有很多的完成式，所以我也準備了一些完成式的那種遊戲，然後到時候還是會叫人。那我算了一下呢，應該到時候呢，是差不多，應該是每個人都有機會上台，那我同時等於是在點名，看你有沒有來。 ("So, we are going to apply today the stuff of which we talked the last time. Several students have here (in front of the class) to line up. This is in relation to the grammar of (dual) objects with dative and accusative, which I would like to do once more again. Then we go on with the text book's chapter nine, in which (there is) a lot of perfective form. For this reason, (I) have also prepared some activities, so that if the time comes students will be called up. I calculated it, (therefore) the number needed for these activities matches almost that of our class, so that everyone should have a chance to come to the front., (and) at the same time, I will check your attendance, (then I will) see if you are here or not.")	
2	0057	T	我是滿佩服說德文可以上課用功，啊用自修的人，天才。現在呢，我需要叫七個人上台。 (While the T is speaking, few of the Ss are drinking water or eating and some Ss are turning pages in their books. Ss are quiet and attentive. T calls seven Ss to the front.)	
3	0114	T	好，Frank 來，上來。Frank. Susanne Lee. Helen Wang, Helen Wang. Peter Chen, Ellen Tsai. 一二三四五，Martha Xu, Christian Wu。OK，我看看，一二三	

			四五六，還少一位，Martin Lin, Martin Lin. (T calls up Ss and reassures, which one is who, and marks them as present, one is absent, and therefore T counts only six and calls another name. At the end seven Ss stay in front of the class.)	
4	0200	T	你們七個人對不對?你們商量一下你們要怎麼排? 這是一個句子、一個動詞，包括 Dativ 跟 Akkusativ 受詞。這邊還剩一張。 (The Ss in front receive the instruction to take a sheet of DIN A 4 paper from the teacher's desk. The sheets were prepared by the T. Every sheet shows a word and all sheets build a sentence including accusative and dative objects. The Ss in front are supposed to identify their position within the sentence, take that position and hold their sheet up, so that the C can read it.)	
5	0218		(It seems that most Ss of the C watch the seven Ss in front of them.)	
6	0225	T	他們很快喔，很快。很簡單。因為我把那個名詞的冠詞都拆開了。靠桌子這邊，靠近一點。 (T: "They are quick, very quick. It is very simple, because the subject's article is the beginning. Come more beside the desk, closer to each other." Ss stay in a row now forming a sentence with their sheets.)	
7	0309	T	好，你往前面移一點，往前面移一點，好，你們依序念出來，大聲一點。 (T still directs the seven Ss to step closer to the class, and then says: "You read the sequence with a loud voice.")	
8	0319	C	Der Lehrer ... erklärt ... den Schülern ... die Regeln. (chorus reading) (It is not clear, who is addressed, and therefore, Ss of the C as well as the seven Ss on stage read the sentence. The teacher explains the rules to the students. The speed of reading and the pronunciations of the majority of Ss indicate that they have difficulties reading German, and that they are in need of practice.)	
9	0332	T	Regel* 是什麼? 蛤，Regel*是什麼? 規則，規則，現在是複數的。 (T asks twice, what is Regel - rule? And few Ss answer, but T goes on by saying twice its meaning in Chinese and explains that it is the plural form here (within the sentence).)	*
10	0340	T	好，我們的動詞在哪裡，舉手，有動詞的那個人，	

			把你的字抬高。 (T asks the seven Ss, who of them has the verb, and that this student ought to hold up the sheet higher.)	
11	0345	T	所以他是第二個位置對不對?前面雖然有兩個字，但是實際上是一個位置而已。Der Lehrer 是主詞對不對，那後面現在他接了兩個受詞。那這個 erklären 這個動詞的直接受詞是誰?你們自己提高一點。 (T: “It (the verb) takes the second position, right? Although there are two words in front of it, there is indeed only one position. [The teacher] is subject, right? And at the end, two objects are added. And who is now the direct object of this [to explain]? You lift it up higher by yourself.” The students, who hold the words that occupy direct object position, raise their sheets a little bit higher.)	
12	0407	T	Ja. Die Regel*, 一定要注意到，所以我們把他叫做 Akkusativ。他是直接受詞。好，放下。 (T: “Ja. The rule; you have really to pay attention here. We call it accusative. It is the direct object. Well, (you can) put (the sheet) down.” Ss lower their sheets.)	*
13	0418	T	[間接受詞是哪一個，den Schülern*. 好，den Schülern* 的主格呢，應該是 die Schüler*, 他單數是 der Schüler，現在是 die Schülern*，後面加了個 n，因為我們絕大多數名詞的複數 Dativ 後面都應該有 n。他在主格的時候沒有那個 n。但複數 Dativ 加上那個，den 是沒有問題。你們方向很好。] (T continues: “The indirect object is here den Schülern. Well, the nominative of den Schülern is die Schüler, and its singular is die Schüler. Now, den Schülern has an n at the end, because we most of the time add an n to the dative plural form. The nominative has not such an n. But the plural form of the dative adds it; den is not a problem. You {the seven Ss} lined up very well.”)	* *
14	0452	T	[現在我們要求他們自己選擇，我現在在這個地方我放了紙。我要把他的 Akkusativ 改成代名詞。他們自己找。] (T stood during previous explanations in the back of the class and walks now to the front. T shows that there are more sheets on the teacher’s desk. T explains further that the accusative should become a personal pronoun. Ss should look for themselves. The seven Ss seem not to understand and change several sheets, so T, who stays in the back of the class again, points at the seven Ss in	

			front and gives them instructions.)	
15	0507	T	[Akkusativ, 沒有沒有, 你先不要, 那其他的 Dativ 還是留著。Dativ 先留著, 我現在只要把 Akkusativ 改成代名詞。] (T: “Accusative, no, no, you first do not need that; the other dative is still kept. Dative first stays, I first want that only accusative becomes personal pronoun.”)	
16	0517	T	[所以這個代名詞就變成他們兩個, 然後就變成剩下只有一個人, 對不對? 然後他們就立刻換位置。是不是? Ja? 那這個 Akkusativ 受詞變成代名詞是 sie, 所以是複數的。好, 立刻往前移。Dativ 受詞移到後面。] (T: “Therefore, those two are able to become a personal pronoun, then after the change only one person is left, right? And then they have immediately to switch their position, isn’t it? Ja? So, the Accusative object, which changed into a pronoun, is sie and it is plural. Well, it moves immediately forward. The dative object moves backward.”)	
17	0536	T	[好, Dativ 受詞拿代名詞出來, ja? 你看他這個還在這裡, 如果, 如果我們現在, 我現在的事情有點倒了, 對不起, 我們現在把 Akkusativ 還是回到名詞, Akkusativ 還是回名詞, 然後 Dativ 變成是代名詞。對不對? 看到? 那代名詞是在這裡。現在兩個都變成代名詞, 然後位置自己再看。] (T continues with the seven Ss in front. First the Ss, who represent the dative and accusative objects, have to take their original positions and sheets. Then the Ss, who represent the dative object, have to choose personal pronouns; they look for the right sheet and also switch their position with the accusative object; all explained and described by the T like above.)	
18	0617	T	[Ja, 你看, 看到沒有? 兩個都變成代名詞的話, Akkusativ 在前面, Dativ 在後面, 就是這麼回事。我想已經非常的清楚, 以後千萬記得兩個都是名詞的時候, Dativ 在前, Akkusativ 在後。其中一個代名詞的話, 那個代名詞立刻向前, 把名詞移到後面, 留在後面; 如果兩個都是代名詞的話, Akkusativ 在前, Dativ 在後, 這是我今天想要趕快給你們補充, 因為我們上一次, 禮拜一的時候 ??? (0645, not audible), 這個觀念弄清楚, OK? 好, 他們剛才也很棒, 很快的就把他整理出來。OK, 我們謝謝他們。]	

			(T goes on and explains that if accusative and dative both become pronouns, they also switch their position {within the sentence}. T points out again that this should be absolutely clear now and then repeats all again: normal objects dative comes before, if one of the two objects becomes a pronoun then it moves before the object, if both become a pronoun accusative moves before dative. T finishes that this is a fast review and supplement of Monday's lesson, ???? (this part is not audible on the record). This concept had to be made clear. Then T remarks that they {the seven Ss} were great, because they were fast in sorting it out. And T reminds C to give them a big hand. Ss applaud and the seven Ss go back to their seats.)	
19	0712	T	[好，然後我們現在繼續看我們的第九課，待會呢，完成式的東西呢，等我們把第九課看完，我們再來叫人上來排完成式的東西。] (T explains that they will now continue with chapter nine and the perfective form, later, when they have finished chapter nine, the T will again call up Ss to come and form something with the perfective form. C opens course books.)	
20	0738	T	[好，我們現在第九課呢，我們一方面把我們聽錄音，聽 CD 的那個講義拿出來。我們在課本五十七頁的地方，我們前面讀過對不對？然後我們聽了兩個，一個是 A9 跟 A10 的那個 CD 裡面的那個對話。那我現在要重放的是 A10 的，也就是說那個 Jenny 他收到了這個 Brief 以後，他自己在那邊自言自語的我就放一下，然後他去找那個捷克男孩子來幫他忙的部分，我們用聽的不要看，你們這個當然那個講義放在那裡喔，但是呢盡量不要看，因為他是非常瑣碎的對話，對不對？啊你們試試看，那個瑣碎而簡短的對話呢，每個人講的字其實很少，不是長篇大論，所以應該是可以聽。現在來聽聽看。] (T goes back to the desk and takes the microphone saying: "Well, we are in chapter nine. We will on one hand listen to the sound recording, take out the handouts for the CD listening exercises. We are in the course book on page 57. We read through the previous {pages of the handout}, right? Then we listened to two dialogues, one is A 9 and A 10 on the CD. Now, I am going to play A 10 again. It is about Jenny. After she received this Brief – letter, she talked there to herself, I played that, afterwards she went looking for this Czech boy to help her. For this part, we are going to listen, not to read. Of course, you can put the handout beside	

			{you}, but try not to look at it, because it is a very trivial dialogue, isn't it? Just let's try this trivial and simple dialogue. The words said by every person are actually pretty few. It is not a long speech; therefore you should be able to understand it. Now, let's listen to it.")	
21	0920		(C listens to CD track A 10.) (0920-1135)	
			HÖRÜBUNG - „Seite 57 Übung A 10“ – (0920-1135)	
22	1141	T	[我們把這封捷克文的信念一次，回去會念了嗎？] (T says: “We take that Czech letter and read it once, {when you} go back will you be able to read it?”)	
23	1146		(Ss are laughing.)	
24	1148	T	[我們念一下，把他念一次，滿好玩的，五十七頁這邊。] (T: “We read {it} once, just read it one time, just for the fun of it, on page 57.”)	
25	1151	T / C	(T reads first the Czech, and then Ss try to repeat.)	Cz
26	1216	T	[那個 XXXX (Czech word)，那個 XXXX (Czech word) 上面打一個勾，XXXX (Czech word) 比較軟一點。好，那。] (T explains the pronunciation of several Czech words and letters, then T goes on reading and many Ss try to follow.)	Cz
27	1236	T	[我們這一頁下面是一個練習喔，我們還會再做，然後配合我們的 Arbeitsbuch 裡面喔，譬如說 Wie ist das Wetter in London? Wie ist das Wetter in Berlin? Wie ist das Wetter in Kaohsiung? 等等，對不對？喔。會再做練習，喔。那後面你就要解釋說，喔，現在是在下雨，然後幾度，等等喔。現在是很冷還是很熱，我們到時候都可以要再補充喔。所以這個你們稍微看一下。] (After reading the Czech text, T goes on and says: “On our page below is an exercise, we still will do it, and it relates to our workbook. For example: Wie ist das Wetter in – How is the weather in - London? Wie ist das Wetter in Berlin? Wie ist das Wetter in Kaohsiung? ...and so on, right? You still will practice it; then you have to describe: Now it is raining and how many degrees - and so on - it is very cold or very hot. When we come to it, all this will be further explained. So, you do not view it for the moment as important.”)	
28	1305	T	[那他剛剛有一個就是說，那 so ungefähr, so ungefähr, 就是其實不是完全正確，對不對？那個	

			啦，對啦，就是這樣，大約如此啦，ungefähr，大概就是這樣，所以說可以跟人家講話可以用這個字。] (T: “So, there was just something said and this was so ungefähr – roughly, so ungefähr that means actually not completely correct, right?” T states five more Chinese expressions which describe ungefähr and continues: “Therefore, this word can be applied when talking to people.”)	
29	1322	T	[Wie heißt denn das? denn 是究竟。Wie heißt denn das? Wie heißt das? 是一種。Wie heißt denn das? 到底這是什麼啊? 非常的疑惑，而不是只有說這是什麼? 這到底是什麼? Wie heißt denn das? Ja? Balónek (Czech word). Das heißt bestimmt Ballon*. Ja, 他說這個一定是 Ballon*. Bestimmt. Ja. Ich versteh überhaupt nichts. 我什麼也不懂，我一點兒也不懂。Nichts, nothing. Versteh das*? Ich versteh überhaupt, überhaupt, 根本不懂，Ich glaube, das ist Tschechisch. 我猜想，這裡可以說猜。我猜想，那是捷克文吧。不能那麼肯定，我認為，有時候說 glaube，也可以說相信。那這裡是我猜想，這個你們都可以看一下，我們以後都會回頭再做這些講話的練習。] (T continues with sentences at the bottom of the book page: “Wie heißt denn das? - denn means exactly. Wie heißt denn das? Wie heißt das? - is one part {of it}. Wie heißt denn das? What is this actually? {It means} very confused; moreover it is not only - what is this? {It means} - what actually is this? Wie heißt denn das? Ja? Balónek (Czech word), das heißt bestimmt Ballon. Ja. Ich versteh überhaupt nichts. I really do not understand; I even do not understand a little bit. Nichts, nothing. Versteh das? Ich versteh überhaupt, überhaupt – basically not understand. Ich glaube, das ist Tschechisch. I guess, here {one} can say guess. I guess, this is Czech. {I am} not so sure, I think sometimes by saying glaube, {it} also means believe. This means believe. This you all will see again, when we later come back and do the speaking exercise / practice”)	Cz * * E *
30	1427	T	[OK，現在來我們來看一下五十八頁的課本跟六十五頁的生字。] (T: “Okay, now we are going to have a look at page 58 of the course book and page 65 of the vocabulary {booklet}.”)	
31			(Camera shows that many Ss take notes or look into their textbook. Ss are already not as attentive as at the beginning. There is more movement: Ss turn pages, seem to daydream or play absent minded with their hair. However, they are quiet and seem still to follow T’s talk	

			and act immediately, when T asks them to turn to another page and open a page of the vocabulary booklet.) (1408 – 1438)	
32	1440	T	[我們這一課的課文就剩下這兩頁而已，好，那我們的進度是很超前的，甚至於現在都已經好像都有點超前。原來的大綱，原來的計劃。不過沒有關係。] (T: “Our text from this chapter has only two more pages left, well, so, our progress is fast moving forward, even now {it} seems we are a little ahead. {In comparison to our} original outline, original plan. But it is no problem.”)	
33	1509	T	(T starts to explain the text Der Traum - the dream, course book, page .58.) [Der Traum , Traum , 是夢 , ja , 做夢 , 動詞是什麼?] (T: “Der Traum, Traum is dream. Ja. Have a dream. What is the verb?” Here T’s question about the verb is unclear as it is not clear which verb is meant.)	
34	1519		(A few Ss respond by murmuring a wrong verb: “Machen - to make”. But T does not react and continues.)	
35	1522		[A 上面要打兩點，所以是?] (T: “On top of the A {you} need to put two dots, then {it} is?”)	
36	1524		(A faint murmur occurs from somewhere within the class: “träumen – to dream.” T does not respond.)	
37	1525	T	[Träumen 。 蛤，你在做夢嗎? Du träumst. 你在作夢，哪有這種事。Das ist doch nicht möglich.對不對? Der Traum.我們在六十五頁生字你們會看到喔，träumen 。] (T: “Träumen. Are you dreaming? Du träumst. Are you dreaming, how can that be? Das ist doch nicht möglich. Right? Der Traum. We are on page 65 in the vocabulary booklet, you can see there träumen.”)	
38	1544		(A S from the first row stands up and runs out of the classroom. T does not react and continues talking.)	
39	1547	T	[好，我們來看一下課文說什麼。其實，其實我們在五十八頁這邊看到的是 Jenny 他拿到了這個(One S puts a something on T’s desk.)，這封信以後，他就開始非常有興趣說，啊，怎麼這麼好玩，我這樣子隨便飛上去的氣球，就真的是有人拿到，而且會來一封信，真是太有趣了，而且知道他住哪裡。這下子，他晚上睡覺他就開始做夢了，就夢見說他跟他	

			的那個朋友，是不是他們可以騎他們各自擁有的兩匹馬，就去那邊，所以這下，這個五十八頁裡面都是那種。] (T: “Well, we will have a look at what our book is saying. In fact, in fact, we are on page 58, (and) there (we can) see Jenny. She received this...this letter. Afterwards, she started to become interested and very excited that she just casually had sent off a balloon and someone had really got it and sent a letter (back to her). (It is) really very exciting. Moreover, (she) knows where the person lives. Under this impression, she went to bed. She started to dream, dreaming that she and her friend were riding on their own horses to that place. So, the following on page 58 is all about it.”)	
40	1615	T	[Jenny sieht die Wolken am Himmel und träumt. 他看到，看著天空的雲，然後他就在做夢，ja，對，這裡其實可以說他就這樣子夢想，其實不一定要睡著喔，而是說他就在外面，看到天上的雲，die Wolken, die Wolken. Ja. Am Himmel，天上，在天上，我們的用的介係詞是 am 這個字，因為是 der Himmel，所以是 am Himmel，und träumt，他就在那邊胡思亂想，甚至於可以這樣講喔，他就開始胡思亂想了。] (T reads the first sentence and translates it: “She sees, she sees the clouds in the sky and then {she} dreams. Ja. Well. In fact, here {we} can say that she is just dreaming like this. In fact, {she} is not sleeping. She is outside, looking at the sky and the clouds, die Wolken, die Wolken. Ja. Am Himmel, in the sky, in the sky, the preposition we need is am. This word, because of der Himmel, it is am Himmel, und träumt. She is here imagining things, {you} could say {it} this way, she starts to imagine things”)	
41			(Ss still seem to listen and take notes or check in their vocabulary booklets.) (1656-1721)	
42	1703	T	[Sie reitet mit Karin nach Osten zur Grenze. 她跟 Karin 一起向東邊，朝向，nach Osten，我們那個東西南北方向，那向上面、向下面，我們前面的介係詞都是 nach。但是 Grenze 是一個比較具體的地方，對不對，ja，那他是用 zu，那 Grenze 是 die Grenze，zu 是永遠接 Dativ，所以是 zur Grenze，zur Grenze。我跟你們講過喔，那現在 zur Grenze 是 zu der 的簡寫，對不對，那在這個地方，我們不需要把 zur 把它拆開變成 zu der，因為你說 zu der Grenze 跟 zur Grenze 他們的差異是很大的。Zu der Grenze 那個 der 有特別強烈的感覺，對不對，那我們不需要嘛。]	

			Ja, 朝邊界走, 不需要說朝「哪一個」邊界走, 大, 絕大多數情況下是這樣, 所以你根本把他寫成一個字是比較常的, zur Grenze。] (T goes on to explain text content and certain grammar points: “Sie reitet mit Karin nach Osten zur Grenze. She and Karin ride towards the East together, towards, nach Osten, our East West (direction concept is here) South North direction (concept), towards the top, towards the bottom; our preposition before (the direction) is always nach. But Grenze is a relative specific place, isn't it? Ja, so, it uses zu. Grenze is die Grenze, zu always needs dative, therefore it is zur Grenze, zur Grenze. I told you {before} that zur Grenze is a simplification of zu der, right? So, here, we do not have to write it separated as zu der, because if you say zu der Grenze or zur Grenze makes a big difference. Zu der Grenze, the der has a special strong feeling, right? And we do not need it. Ja. {When} moving toward a borderline, {you} do not need to say which borderline, in the vast majority of cases it is like this; therefore {that} you basically write it as one word which happens relatively often, zur Grenze.”)	
43			(NOTE: This way of talking about the text <i>Der Traum</i> - page 58 of the course book - started at time stamp 1509 and continues until 3911, when T wants the C to read the text. - These are 24 minutes.)	
44	1811	T	[Die Reise dauert bestimmt eine Woche hin und zurück. Hin und zurück 就是來回, 我們中文會先講來然後才回, 那他是去、回, 因為他是往那邊去, 那我們中文就是來回。那來回呢要有一個星期, ein Woche 在這裡是什麼格?是我們四個格裡面的哪一個?用德文說, Akkusativ. 我們花了多少時間? Akkusativ, bestimmt, bestimmt 就是一定, dauern 是延續, 所以 die Reise 就是這趟旅行, die Reise, 這趟。我們的動詞是什麼? Reise, die Reise 的動詞就是 reisen, reisen. Ja, die Reise 是他的名詞。]	
45	1918	T	[Darum nehmen sie ihre Schlafsäcke mit. 因此他們兩個就帶著, darum 叫做因此, 為什麼叫什麼? Warum. 那因此叫 Darum, 因此呢 nehmen sie ihre, 他們的, 然後動詞是 mitnehmen 對不對?那分離的前綴擺在後面, 他們帶著他們的 Schlafsäcke, Schlafsäcke 的單數你可以看到六十五頁, der Schlafsack, 然後 Schlafsäcke, 那我們上次, 我曾經提過, 我說 Sackgasse, Sack 是袋子, Gasse 是 Straße 比 Straße 要小的街, 所以我們常常講小街或者巷道, 那 Sackgasse 我提過, 叫什麼意思?]	
46	2005	T	(T asked C what „Sackgasse“ meant? Ss show no	

		/ C	response.)	
47	2009	T	[Sack 是袋子，那 Gasse 是一條小巷，他是像袋子一樣的小巷，所以是死巷。]	
48	2018		(T gives the answer and a few Ss laugh. It is because the answer has a funny assonance.)	
49	2019	T	[你知道嗎?，後面是不能再車子開過去的，他是有一個底的，後面是封住的。Sackgasse，好，那這裡是 schlaf, schlafen, 睡，那 Schlafsack, 所以是睡袋，那他現在是複數，因為他們兩個人嘛，對不對? 左右兩個人看的到，所以 ihre Schlafsäcke mit, 那現在當然是 Akkusativ, Schlafsäcke。好，Karin reitet links, Jenny rechts. 那 Karin 呢是騎在左邊，Jenny 在右邊。Der Weg ist gut. Das Wetter ist schön. Ja, 那這條路是很好的，也就是很，很好騎的，並不是好像崎嶇不平的，很順喔，路是很好的。喔，這個，天氣呢是很好，也是很好。]	
50			(Camera shows one S talks to her classmate to ask something. Most of Ss are writing notes and seem to be listening. C is still quiet. A few Ss checking for words, one uses his note book, another one uses his electronic dictionary, while T explains the text.) (2032 until 2110)	
51	2131	T	[Sie lachen und reden und freuen sich. Freuen 我們提過喔，這個動詞是背的時候最好 sich freuen 跟他的反身代名詞一起背你就不會忘記。Freuen sich 他們笑啊，談話啊，然後非常開心。Sich freuen, 覺得很高興很開心。]	
52	2149		(Camera shows in detail the notes taken by a S.)	
53	2150	T	[Ach, schöner Traum. 這是一個美夢，美好的夢。Ja, 多麼棒，結果，他就，他就繼續想，他說，這個 ein schöner Traum 也可以用講 Das ist ein schöner Traum. 對不對? Ja? 美好的夢想，說不定可以實現，可以去付諸實現，對不對? Sie kommen an die Donau. 他們就來到了多瑙河，那多瑙河是陰性的，然後現在我們用 an, 為什麼用 an?]	
54	2221		(T asks C a question, but no one answers. Most Ss are looking into their books or taking notes.)	
55			(Another S's notes in detail are shown.) (2227-2241)	
56	2224	T	[我們跑到多瑙河，然後往多瑙河去，為什麼用 an? 或者說你不用 an, 我說我們現在騎騎騎到多瑙河，你就要想，糟糕了，我現在要用什麼介係詞? 那他這裡用的是什麼? 他們就騎啊，來到了多瑙河畔，an 我們可以說在什麼之上，也有，也有說是在哪裡。他並不是來到多瑙河裡，對不對? Ja? 所以一定在，在那個水的邊上，這樣子，這個時候是 an.]	

57	2258	T	[好，我們現在是 an，是往這個地方是 wohin，所以現在後面是 an die Donau. 是什麼格? Akkusativ. Ja, Sie kommen an die Donau. Ja, hier ist keine Brücke. Brücke, die Brücke, die Brücken 是橋樑，Hier ist keine Brücke.這裡沒有橋，我們中文如果講說，喔，我們說喔，這裡沒有橋這句話，那你德文要講說「這裡沒有」難道要用“haben“嗎? 也有人說“Es gibt“來用，也可以，ja. 那即使你說 Es gibt 或者 Hier ist 的話你都要記得後面不能用 nicht, 因為“Brücke“是一個名詞，前面就必須要有“kein“，那 Brücke 是陰性的，所以就 keine，後面就加 e。然後 ist 是接主格，ist 兩邊是同位格，如果 Es gibt 後面的話會出現 Akkusativ。對不對?那，那 Hier ist keine Brücke.這裡沒有橋。]	
58	2409	T	[Eine kleine Fähre bring sie über den Fluss. 好，der Fluss, die Flüsse. Ja, 是河流。Ja, 那 Fähre，我們這邊有渡船，die Fähre，這個字是有 fahren 這個字藏在裡面喔。所以 Fähre 就是可以，可以行走的一個東西喔，就是一個渡橋。Eine kleine Fähre. Eine kleine-e. 對不對?陰性的，一個小渡船把他們帶過 den Fluss。帶過這個，這條河，就是多瑙河這條河。über，我們現在越過去，現在越過去是個動態的，ja，所以我們現在用 Akkusativ, ja.]	
59	2503	T	[他說 Und weiter geht die Reise durch den Bayerischen Wald. Wald 是你這裡一看就知道那個 Wald 是什麼性別? 是 der, das, die? 蛤? der，對不對?雖然還不知道他是什麼，什麼意思，啊你就知道一定是 der，因為他 durch 是接 Akkusativ。那 durch den Wald，穿過，他說 weiter，那麼這裡不是說更遠，而是繼續。那 geht die Reise 就是這一趟行程，就是繼續往前走，穿過 Bayerischen Wald，den，這個 den Bayerischen Wald，這個 den 已經把他變格了，後面 Bayerischen 是 en.那本來是 Bayerischer Wald 對不對?或者 der Bayerische Wald, ja, 那是巴伐利亞，那這個 Bayerisch 在這裡是用，用，用大寫的。因為他是一個專有的一個，一個森林的一個字，喔，那就是巴伐利亞森林，ja，穿過去，那這個巴伐利亞森林裡面當然有 Wälder, Hügel，ja, 有 Wald 有樹林，有丘陵，或有山坡地。]	
60	2637	T	[Und die Sicht ist weit.那 Sicht 我們上次講過，Sicht 就是視野，那這個 und die Sicht ist weit 這個視野非常的，不是遠，而是遼闊，對，視野非常遼闊，這個都滿有點，這個我覺得滿有一點文學美感的，這種解釋方式，非常好，ja，Die Sicht ist weit.你如果	

			哪一天跟一個德國人，到他那個十四樓的高樓，Oh, das ist so schön. Die Aussicht ist schön. Die weit, Die Sicht ist weit.他也覺得嗯，你會用字對不對? Die Sicht ist weit，這是一個非常愉快的事情。Es ist Oktober. 這是十月天。Die Blätter sind schon gelb. 因為你就是視野很遼闊，非常非常舒服，因為這是十月，十月是秋天，對不對? Ja. 那 Die Blätter sind schon gelb, rot, braun, orange. Ja, 那樹葉已經變成黃、紅、棕色還有橘色，很多彩，對不對? 好，那麼他說，Die Wiesen sind ganz grün. 可是呢，草地還是完全是綠的，還是這麼綠。Wiese, die Wiese, die Wiesen.]	
61	2808	T	[Ja, 好，我們現在看一點我們六十五頁那個生字。他說 Der Bayerische Wald 巴伐利亞森林，ja, Bayern 如果 Bayern 那個 r 後面加個 n 就是巴伐利亞的意思，英文我們就覺得比較難聽。] (One S is falling asleep. And one S rests her head on the desk and takes notes.) [我們就用德文比較好聽，Bayern，好聽喔，巴伐利亞喔。Der Wald, die Wälder. 森林或者很多的樹林，很多樹林，也可以這麼說喔。那他說 Das Blatt, die Blätter, das Blatt, die Blätter. 樹葉，那 Blatt 我們曾經講過說 ins Drucker Blatt 對不對? 也可以變成報紙，來借來用，因為 Blatt 也是一張一張紙，就是一個 Blatt。然後 die Wiese, die Wiesen 是一葉一葉草地。一般來說是比較常這樣講，是草原，他這裡解釋為原野。那 Wiese 他們那邊是非常多，特別是在歐陸的地帶。田野非常遼闊，Die Wiesen sind sehr weit. 好，再來他就朝向 Phillips Ranz (?), 他說 Hier ist die ???? (ca. 2926, not audible), Hier ist die Grenze. 他說他們就騎到，這都還是，還是他在胡思亂想喔，他說 Ach, hier ist die Grenze, 啊，那個邊界喔。Hier ist Deutschland zu Ende, (S, who felt asleep, wakes up.) 在這裡德國就到了盡頭，zu Ende。我們說，欸，我們如果一直到了六月，我們說，啊，現在學期結束，Jetzt ist das Semester, Semester zu Ende.是結束，那現在德國已經到了邊界了。Hier ist Deutschland zu Ende und die Tschechischen Republik beginnt.然後就開始了捷克共和國。]	
62	3010	T	[所以他們說，Los, Marco, los Vanja.他們就叫他們的	

			馬說，跑啊，這樣子，而不是慢慢走，因為在 Wiese 上面走 Die Sicht ist weit. 非常的 ???? (ca. 3025, not audible) 對不對? 很舒服，慢慢的走，現在就 los! 好高興喔，要過這個，über die Grenze. 所以我們平常，比如說我們幾個人，我們說我們約好現在要出來，大家都集合的時候，大家說，los, gehen wir. 懂嗎? 我們現在走吧! Los Marco, los Vanja. Weiter, immer weiter, bald sind wir da. Weit, weiter, weiter 就是再跑，再跑，再向前，再向前，繼續，繼續這樣子的意思。Ja, 繼續跑，繼續跑，bald sind wir da. 我們很快就到了，很快就要到了。他現在用現在式也可以有未來式的意思，我們在未來式不一定要每次都 Ich werde, Wir werden 那樣，我們不一定要那樣，就用動詞現在式就 OK 了。Bald sind wir da, 我們很快就要到囉! Schrieben, 他現在又再看他那個，看那個那封信帶在手上，他說，XXXX (Czech)，他說，他剛，他不是寫過嗎? 他說我們已經把那個欸，那個那個你的那個 Ballon 給他繫在，繫緊在樹上嗎? Schau, da hängen ja viele Ballons. Der Ballon, die Ballons. Ja, 他說，啊，你瞧，大概有一個人跟另外一個人講，Schau, ja, 你瞧，你瞧，就是你瞧，那個 du 一定要殺掉，然後把那個 st 要殺掉，或者 en 殺掉這是一樣。Schau mal, da hängen ja viele Ballons. 欸，你瞧，那裏真的是有好多 Ballon 呢。那 ja，我們不能說是的，而是一種語氣說真的欸，真是對的欸。Da hängen ja 那裏真是掛了很多的 Ballon，我們現在 viele Ballons 對不對? 因為可數，或是 viel Ballons, viel Ballons? (While T is speaking, some Ss are looking at their textbooks and some are looking at the T. One S yawns.)	
63	3230	T	[XXXX (Czech names), die aufgehängt. 這個 die 我們一般會講稍微強烈一點，為什麼? 他後面的 Ballons 不見了，他的名詞省略掉了，也就是說這個 die 這個定冠詞我們現在來代替名詞使用，所以怕你聽不清楚，他就是說 die，他說欸，這個 XXXX (Czech name) und XXXX (Czech name) 他們兩個是不是把這些汽球掛起來的啊? 動詞原型是什麼? (T asks what the infinitive is of to hang up. Some Ss answer aufhängen. T does not respond and continues.) Aufhängen，你們 hängen 背了沒有，ja，hängen 怎麼變化? 拿出來看，拿出來看。	

			(T asked C to take out their handouts and find the answer. Most Ss start to take the handouts. Some Ss didn't bring the handout, and have to look into the handouts of their classmates.) 你們每天在家裡都要背喔，要背喔，hängen, hängen 然後 hing, hing, gehangen. (T starts to read and some Ss follow the T.) 好，aufhängen 怎麼背? aufhängen, 然後 hing auf, 然後 aufgehangen. 蛤? 過去分詞怎麼背? (T asked what is the PP for aufhängen? Some Ss answer aufgehangen.) Aufgehungen 對不對? Ja, hängen, hing, gehangen, 然後 aufhängen 是 hing auf 然後 aufge, ge 要卡在中間，然後連成一個字，aufgehungen.	
64	3416	T	所以這就是我們表格沒有 aufhängen 這個字的原因。還有那麼多可以掛的，可以掛的那種前面，掛在前面，hängen 這個字前面的前綴啊，對不對，ja，所以當然，當然是最重要，常用的就是 aufhängen 這個字。掛我們還要怎麼掛，就是掛上去嘛，對不對? 還要有什麼介係詞? 不太 fits，我現在一時也想不起來，好，那 auf。喔! 對不起，對不起，我現在講錯了一個，因為他現在 hängen 這個字喔，有兩個變化，hängen 這個字有兩個變化，hängen, hängt, gehängt, 這是掛，然後 hängen, hing, gehangen 也是一個掛，可是是兩種東西，我剛剛完全錯誤喔，完全錯誤。那 hängen 是這個東西，我要把他往上掛，ja，這個是用規則的變化，那如果呢，是，欸，他本身掛在上面的話那就是不規則的。所以 aufhängen 是不可能用不規則的，因為 aufhängen 是掛上去，所以他應該是規則，我剛剛有嚴重的錯誤。你懂嗎? 聽懂嗎? Ja，就是 hängen 有兩種變化，他的過去式跟過去分詞 hängen, hing, gehangen 是這個東西本身掛在那裏，那我現在要把他往上掛，這個應該是，是，欸，規則的變化，如果本身掛在那裏是靜的，這個是用不規則的，hängen, hing, gehangen, 所以 aufhängen 是 hängt auf, aufgehängt, 所以是這裡，aufgehängt, 對不起喔，aufhängen, hängt auf, aufgehängt. 所以我們這裡是 aufgehängt 聽懂嗎? (While T explains the verb forms, most Ss are taking	

			notes and the S, who is felt asleep before, does so again.)	
65	3624	T	其實 hängen 這個字，我們這種字呢，類似的有 legen 跟 liegen. legen 是把什麼東西往哪裡擺，好，然後擺了以後他就是放著，那就是 legen，那個是規則的，但是 liegen 是這個東西本身就擺在那裏或者平放在那裏，那 liegen 在一定會在我們的不規則動詞變化表裡面，那 liegen 你可以看到我們的變化表，liegen, lag, gelegen，那個是平放在這裡，ja，那是不規則，所以我們 hängen 也是一樣，如果他自己就是掛在那裏，那也就像 liegen 一樣，也是平掛在那裏，或者是說平放，那是不規則，ja，如果呢我們要把他往上掛或者往哪裡擺，這是規則。所以 aufhängen 應該是 hängte auf, aufgehängt. Ja，抱歉喔，所以 haben，什麼人把他們 aufgehängt。Wo sind die beiden? 他們兩個在哪裡? Ja，如果沒有這個冠詞，那這個是 beiden，如果後面，前面有個冠詞，我們後面那個 die 呢後面會出現一個 beiden，就是定冠詞後面類似形容詞的字尾多一個 die beiden. 這兩個人到底在哪兒啊? Ja，那這是他的一個夢想。就是自己在想說我們是不是可以去啊? 然後他就覺得，欸，這個胡思亂想的這樣的一個，一個狀況又回到，回到正常的狀況以後他就想，好啦，我要來跟 Karin 寫一封信，他們兩個居然不是真的住的很近喔，他要跟他寫一封信，然後就告訴他說，欸，我做過一個夢耶，然後我們是不是真的要去? 好嘛! 所以旁邊就有這一個用手寫的這一封信。那所以我們待會會先下課喔，那這封信呢我們要請同學唸，因為我要看你們會不會看字，所以現在我們先來看五十八頁，我們一起唸一下。 (One S uses an electronic dictionary to check something. When the T had finished the text, the C has to read it. Some Ss put down their pens or move their notebooks then start chorus reading.)	
66	3911	T	Der Traum.	
67		C	Der Traum. (chorus reading)	
68		T	Jenny sieht die Wolken am Himmel.	
69		C	Jenny sieht die Wolken am Himmel. (chorus reading)	
70		T	und träumt.	
71		C	und träumt	

			(chorus reading)	
72		T	Sie reitet mit Karin,	
73		C	Sie reitet mit Karin,	
			(chorus reading)	
74	3925	T	nach Osten,	
75		C	nach Osten,	
			(chorus reading)	
76		T	zur Grenze.	
77		C	zur Grenze.	
			(chorus reading)	
78	3929	T	好我們再唸一次。 Sie reitet mit Karin nach Osten	
79		C	Sie reitet mit Karin nach Osten	
			(chorus reading)	
80		T	zur Grenze.	
81		C	zur Grenze.	
			(chorus reading)	
82	3938	T	Die Reise dauert bestimmt eine Woche	
83		C	Die Reise dauert bestimmt eine Woche	
			(chorus reading)	
84		T	hin und zurück.	
85		C	hin und zurück.	
			(chorus reading)	
86	3945	T	這個很好用啊， hin und zurück， 去買票也是這樣， hin und zurück， 對不對? 叫來回票。	
87	3954	T	Darum nehmen sie	
88		C	Darum nehmen sie	
			(chorus reading)	
89		T	ihre Schlafsäcke mit.	
90		C	ihre Schlafsäcke mit.	
			(chorus reading)	
91		T	Karin reitet links,	
92		C	Karin reitet links,	
			(chorus reading)	
93	4005	T	Jenny rechts.	
94		C	Jenny rechts.	
			(chorus reading)	
95		T	Der Weg ist gut.	
96		C	Der Weg ist gut.	
			(chorus reading)	
97	4010	T	Das Wetter ist schön.	
98		C	Das Wetter ist schön.	
			(chorus reading)	
99		T	Sie lachen und reden und freuen sich.	
100		C	Sie lachen und reden und freuen sich.	
			(chorus reading)	
101		T	Ein schöner Traum.	
102		C	Ein schöner Traum.	
			(chorus reading)	

103	4023		(It seems that all Ss try to read, even the Ss in the seats at the back of the class.)	
104	4024	T	Sie kommen an die Donau.	
105		C	Sie kommen an die Donau. (chorus reading)	
106	4029	T	所以我們上次提過，藍色多瑙河就會有怎麼講？ (T: “Last time, we pointed out, how to say blue Danube. How to say it?”)	
107	4031	S s	Die.....die..... (T asks C to say the word blue Danube and some Ss try to answer.)	
108	4033	T	還是怎樣？ die blau? (T asked C what is the correct declination of the adjective „blau“ before the noun Danube, and some Ss answer „e“ and teacher shows a kind of reaction to the correct answers.) ...e. Die blaue Donau. 當然也還是有人講 blaue Donau 對不對？ Blaue Donau, ja. 好，然後我們剛剛唸到哪裡？ (T: “...e. The blue Danube. Of course, there are still people saying blue Danube, right? Blue Danube, yes, well, and we just read until where?”)	
109		T	Hier ist keine Brücke.	
110		C	Hier ist keine Brücke. (chorus reading)	
111		T	Eine kleine Fähre	
112		C	Eine kleine Fähre (chorus reading)	
113		T	bringt sie über den Fluss.	
114		C	bringt sie über den Fluss. (chorus reading)	
115	4052	T	Und weiter geht die Reise	
116		C	Und weiter geht die Reise (chorus reading)	
117		T	durch den Bayerischen Wald.	
118		C	durch den Bayerischen Wald. (chorus reading)	
119		T	Wälder, Hügel	
120		C	Wälder, Hügel (chorus reading)	
121		T	und die Sicht ist weit.	
122		C	und die Sicht ist weit. (chorus reading)	
123	4115	T	Philippsreuth	
124		C	Philippsreuth (chorus reading)	

125			(Some Ss tell the T that he has skipped a sentence.)	
126		T	蛤? Oh, 我跳了一段是不是?	
127		T	Es ist Oktober.	
128		C	Es ist Oktober. (chorus reading)	
129			(C follows T's reading. And some Ss are laughing.)	
130		T	Die Blätter sind schon gelb,	
131		C	Die Blätter sind schon gelb, (chorus reading)	
132		T	rot, braun, orange.	
133		C	rot, braun, orange. (chorus reading)	
134	4136	T	那個 orange 就不能變化字尾, 其他的都可以, 其他的這邊都可以。 (T: "This orange, it can not be changed at its ending, the other (adjectives) all can (be changed at their endings)")	
135		T	Die Wiesen sind noch ganz grün.	
136		C	Die Wiesen sind noch ganz grün. (chorus reading)	
137		T	欸, 我們說, 我們中文會說, 啊, 草地或原野還非常的綠, 那我們也許會加上這個, 其實不是很好聽, 我們說 ganz grün 是完全的綠, 那我們中文還是把它解釋為非常綠, 他們習慣, 滿喜歡用這個 ganz, ja。 (T explains the meaning and function of ganz.)	
138			(Some Ss are taking notes.)	
139	4207	T	Philippsreuth	
140		C	Philippsreuth (chorus reading) (Some Ss pronounce it very differently, but T continues.)	
141		T	hier ist die Grenze.	
142		C	hier ist die Grenze. (chorus reading)	
143		T	Hier ist Deutschland zu Ende,	
144		C	Hier ist Deutschland zu Ende, (chorus reading)	
145	4219	T	und die Tschechischen Republik beginnt.	
146		C	und die Tschechischen Republik beginnt. (chorus reading)	
147		T	Los Marco, los Vanja!	
148		C	Los Marco, los Vanja! (chorus reading)	
149		T	Weiter, immer weiter!	
150		C	Weiter, immer weiter! (chorus reading)	
151		T	Bald sind wir da!	
152		C	Bald sind wir da!	

			(chorus reading)	
153	4241	T	XXXXXXX (Czech language)	
154		T	Schau, da hängen ja	
155		C	Schau, da hängen ja	
			(chorus reading)	
156		T	viele Ballons.	

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157		C	viele Ballons.	
			(chorus reading)	
158		T	我們 Ballon 是球嘛，Ballon 剛才是解釋氣球，那如果你特別加上空氣的球，氣球應該怎麼說？Luftballon.	
159			(When T says Luftballon, some Ss repeat it in a low voice.)	
160	4307	T	我去坐那個熱氣球所以前面加一個 heiß，Heißluft 就是熱空氣，那個我是覺得奇怪，我朋友跟我講的時候，一點都沒有想到那個會是可能是危險的，會有嗎？我都滿懷疑的，會爆炸，因為他是瓦斯，我們有一個瓦斯桶跟著我們一起上去，是真的，然後那個我們原來那個布，他是布嘛，那個布是扁的嘛，我們用車子開去，開到郊外，因為必須在郊外，對不對？ (While the teacher is telling the own experience of travelling in a hot air balloon, some Ss look at the teacher, some Ss look into their books, one S is eating, and some are drinking water.)	
161	4347	T	那個時候是冬天嘛，im Winter，所以滿地是雪，我們到郊外當然更是雪，整個那個雪還會剷掉，郊外全部一片雪地，然後這個布就我們就幫忙拉開拉很大，然後我當然很好奇啊，要怎麼樣把這塊布變成一個我看到圖案上面的你說那個球，多大才會把我們帶上去，對不對？然後就就，旁邊就就就有一個電風扇，一個很大的電風扇就在那邊吹，在那邊一直吹一直吹，然後就就就，欸真的越來越大，然後就開始有那個熱的氣，瓦斯就開始充充充，我們就看到，喔，真的，然後就開始他就從平躺在地上就變成站起來，然後下面就有一個籃子，我說，喔真的我們要進這個籃子，這樣，然後我們那次去呢，XXXX (text, names omitted) 然後呢有一個人會帶著我們上去，那個人從頭到尾，他帶著我們那一位男生，XXXX (text, names omitted)，告訴你們喔，現在你們等會上去的時候是在什麼時候上去，我如果	

		怎麼樣口令，我們在上來的時候是怎麼樣爬上去，不能用不好的姿勢爬上去，怎麼樣爬上去以後必須要注意什麼什麼什麼，然後我們大概會往哪邊飛，我們要 nach Ostern，我們其實往 XXXX (text, names omitted)，我們那個時候也是往 XXXX (text, names omitted)，然後就變成非常期待對不對？真的，真的有球就出來了，那樣子，那個 Ballon 就出來了，然後我們就，哇，爭先恐後就進去啊，然後進去，XXXX (text, names omitted) 後來我們就飛到空中，下面就看到很多鹿在跑，很多鹿，然後看到一片一片的很多 Wald，然後我們就看到下面都是霧，完全看不見，然後他們那個人會掌控， (One S is still working by using an electronic dictionary.)	
162	4604	然後用他的手機，其實比手機更強的，然後就會通知他們說我們現在往哪裡飛，然後飛到哪裡，你們要在哪裡，車子要開到哪裡去等，???? (ca.4621, not audible)，然後我們就很高興，後來我們下來的時候我們還有儀式，他們就頒贈我們叫做學位證書。 (Some Ss laugh, when the teacher mentions that they received diplomas for their hot air balloon flight.)	
163		那我有證書，我到現在還有證書，然後他封我為 XXXX (text, names omitted)，(Some Ss laugh again.) XXXX (text, names omitted)，好難聽喔，XXXX (text, names omitted) 好像鞋帶一樣， (Some Ss laugh loudly.) 然後還有儀式喔，還有，還把我的，還把我們叫我們排好，然後還講很多，剛才你們所飛過的所有的天空都是屬於你們的，我們這些都是爵士嘛，所以你們要有領地嘛，不能只有那個天空是你們的，然後就把我們的頭髮用個打火機拿出來，咻，讓它燒，哇，這樣子，然後就趕快再用水噴，這樣子，好好玩，然後我們還要跪下來領那個證書。嘖，很好玩，我們後來就是在 XXXX (text, names omitted) 界下來，然後就在那個小旅館，小餐館裡面吃飯。在陽光下，冬天的陽光下頒證書，所以然後我的朋友，我回來他有照相，我們在天空也有照相，地上的也幫我們照相，對不對？所以我有一個 CD，有一個光碟片，那很好玩，對不起，我只看到 Ballon 這個字我就會想到以前。 (At the end of his story, the teacher excuses herself politely for talking too much about his personal experience with hot air balloon travelling (4307 until 4840).)	

164	4842		唉，我們是到哪裡了?講完了是不是，好，我們看下面五十八頁下面。Wohin reiten die beiden?這兩個人是往哪兒去啊?騎馬，nach Ostern zur Grenze 或者 an die Grenze.是騎到邊界去，我們這個 die 還是 Akkusativ，durch den Bayerische Wald，他們騎著穿過巴伐利亞森林。Wie sieht die Landschaft aus? aussehen. Ja, 這是，這個 Landschaft 是風景。 (T continues on page 58 and translates the sentences of exercise A11.)	
165	4906		(The bell rings, but most Ss still seem to take notes.)	
166			風景如何，我們中文不要說看起來如何，千萬不要這樣翻， 風景如何。Die Blätter sind schon gelb, die Wiesen sind noch grün. Sie sehen Wälder und Hügel.他說樹葉已經黃了，草原還是綠的，而他們看到了樹林和山丘或者是，或者是丘陵，非常美對不對?好，Wir machen jetzt Pause. Ja, zehn Minuten Pause, OK. 你們要注意喔，我們還沒有叫的人待會叫你們唸。 (The teacher finishes the translations of exercise A11 and most students still seem to take notes. When the teacher says that they are going to have their break now, Ss start to pack their stuff in a way that indicates they are going to leave. So, the teacher reminds them that students will be called up (in the following hour) and absence will be checked.)	
			END OF TAKE 58	

Appendix 9:
Teaching Materials of Sample Lessons

Appendix 9.1: Teaching Materials Lesson 1

Teaching materials – extracts of worksheets

Applied text of first worksheet (Arbeitsblatt 1)

1 Adjektive als Nomen nach: etwas, wenig, viel, nichts
 Sie hat etwas Interessantes erlebt. Es gab nur wenig Neues. Wir haben viel
 Schönes erlebt. Ich möchte nichts Gefährliches machen.

Second worksheet (Arbeitsblatt 2)

1. Eine Kindheit auf dem Rhein. Alwins Töchter erzählen. Bitte kreuzen Sie an.

1. Wenn wir an unsere Zeit auf dem Rhein denken, kommt uns eigentlich nur
☒ viel ☐ nichts Gutes in Erinnerung.
2. Wir haben nichts vermisst, denn wir haben Tag für Tag ☐ etwas ☐ wenig
 Neues erlebt.
3. Außerdem haben wir viel Zeit mit unseren Eltern verbracht. Das war im
 Gegensatz zu vielen anderen Kindern ☐ viel ☐ etwas Normales für uns.
4. Wir haben viele europäische Städte kennen gelernt. In den Häfen gab es immer
 sehr ☐ wenig ☐ viel Spannendes zu sehen.
5. Manchmal fehlten uns andere Spielkameraden. Aber mit den Kindern der
 anderen Rheinschiffer haben wir in den Häfen oft ☐ etwas ☐ nichts
 Interessantes gemacht.
6. Ob wir selbst Rheinschifferinnen werden wollen? Oh, heute hat die Schifffahrt
☐ etwas ☐ nichts Romantisches mehr. Es ist harte Arbeit und vor allem viel
 Technologie dabei.

2. Ergänzen Sie die Adjektive.

interessant kulturell neu gut warm unbekannt

1. Die Zeitung meldet: „Wenig Interessantes auf der Hannover Messe.“
2. Erich Maria Remarque schreibt den Roman „Im Westen nichts _____“.
3. Erich Kästner sagt: „Es gibt nichts _____, außer man tut es.“
4. Der Koch meint: „Etwas _____ braucht der Mensch.“
5. Im Reiseführer steht: „Berlin habe viel _____ zu bieten.“
6. Der Kritiker schreibt nach dem Konzert: „Der Musiker spielte etwas _____.“

Appendix 9.2: Teaching Materials Lesson 2

Copy of text book "Passwort 1" page 72:

Treffpunkt Augustusplatz

1

Hören Sprechen Lesen Schreiben

Vier Personen sind nicht gekommen. Was ist passiert?

a) Bild und Wort. Was passt?

fliegen

gehen

krank werden

nach Erfurt fahren



b) Hören Sie den Dialog und ordnen Sie die Namen zu.

1. Wer ist krank geworden? _____
2. Wer ist nach Erfurt gefahren? _____
3. Wer ist nach Spanien geflogen? _____
4. Wer ist ins Café gegangen? _____

Sascha Kevin
Elisabeth
Tanja

2

Hören Sprechen Lesen Schreiben

Die Postkarte von Elisabeth

a) Bitte lesen Sie.

Erfurt, 13. Juli

Lieber Kevin,

vielen Dank für die Einladung. Leider kann ich nicht kommen. Meine Großmutter hat Geburtstag gehabt, sie ist 85 geworden! Und deshalb bin ich nach Erfurt gefahren. Wir haben schön gefeiert und ich habe endlich wieder viele Freunde und Verwandte getroffen. Und jetzt bin ich noch ein paar Tage in Erfurt geblieben. Wir sind auch schon in Eisenach gewesen und haben die Wartburg gesehen.

Viele Grüße und hoffentlich bis bald,
deine Elisabeth

Herrn
Kevin Wagner
Nikolaistraße 9
04109 Leipzig



b) Was hat Elisabeth gemacht?

Sie ist nach Erfurt gefahren. Ihre Großmutter ist 85 geworden. Dort Elisabeth viele Freunde getroffen. Dann ist Elisabeth noch ein paar Tage geblieben. Sie ist auch in Eisenach gewesen und hat die Wartburg gesehen.

Copy of text book "Passwort 1" page 73:



3 Hören Sprechen Lesen Schreiben

haben und sein

Infinitiv und Partizip Perfekt: Bitte ordnen Sie.

bleiben werden fahren haben feiern treffen sein sehen

Verben mit haben	Verben mit sein
haben – gehabt,	werden – geworden,

4 Hören Sprechen Lesen Schreiben

Schreiben und verstehen: das Perfekt (2)

Perfekt mit haben	Perfekt mit sein: Veränderung/Bewegung
finden ich eine Arbeit gefunden	fahren wir nach Prag gefahren
essen er Kuchen gegessen	gehen du ins Kino gegangen
feiern ihr Geburtstag gefeiert	werden er krank geworden
	sein ihr seid in Erfurt gewesen
	bleiben sie sind in Leipzig geblieben

5 Hören Sprechen Lesen Schreiben

Wer hat was gemacht?

a) Bilden Sie Sätze.

Sascha
Elisabeth

hat haben
ist sind

nicht nach Leipzig
Freunde krank
in Erfurt

geworden gekommen
geblieben getroffen

► Sascha ist krank geworden.

b) Sprechen Sie im Kurs.

gestern letzte Woche
letztes Jahr im Jahr 2000

keinen Sport machen Freunde treffen
keinen Urlaub machen viel arbeiten
Kuchen essen
spazieren gehen

Gestern bin ich
spazieren gegangen.

Ich bin gestern nicht spazieren gegangen.
Ich habe viel gearbeitet.

Appendix 9.3: Teaching Materials Lesson 3

Copy of text book “Berliner Platz 1” page 64, exercise 11 and 12:

.....

11 Ja oder Doch – Hören Sie und ergänzen Sie.

● Magst du Wiener Schnitzel? ☐ _____, sehr!
 ● Magst du **keinen** Schweinebraten? ☐ _____, aber nicht mit Sauerkraut.

► S. 183 **12 Ja/Doch oder Nein – Ergänzen Sie bitte. Fragen Sie im Kurs.**

1. Magst du Pizza?	(+) <u>Ja.</u>	(-) _____
2. Kennst du Wiener Schnitzel?	(+) _____	(-) _____
3. Isst du nicht gern Hamburger?	(+) <u>Doch.</u>	(-) _____
4. Magst du keine Lasagne?	(+) _____	(-) _____
5. Sprichst du Chinesisch?	(+) _____	(-) _____
6. Lernst du keine Wörter zu Hause?	(+) _____	(-) _____

13 Käthes Imbissbude

a Hören Sie zu. Was bestellen Frau Sans, Herr Bouslimi und Frau Org?



Copy of text book “Berliner Platz 1” page 65, exercise 15 and 16:

15 Vorschläge machen – Ergänzen Sie Beispiele an der Tafel.

Infinitiv	Sie-Form	du-Form	ihr-Form
nehmen	Nehmen Sie Gemüse.	Nimm Gemüse.	Nehmt Gemüse.
probieren			
essen			

16 Vorschläge machen – Arbeiten Sie mit der Speisekarte auf Seite 62–63.

Probier doch mal Schweinebraten.

Essen Sie doch einen Salat.

Igitt! Schweinebraten mag ich nicht.

Gute Idee! Das mache ich.

► S. 183

Copy of text book "Berliner Platz 1" page 69, Grammar sum up of the respective chapter:

Grammatik

3 Komposita und Artikel

das Gemüse + **die** Suppe → **die** Gemüsesuppe
 der Apfel + der Saft + **die** Schorle → **die** Apfelsaftschorle

Das letzte Wort bestimmt den Artikel.

4 Das Verb mögen

ich	mag	wir	mögen
du	mag st	ihr	mö gt
er/es/sie	mag	sie/Sie	mögen

Ich mag Pommes.

Magst du Currywurst?

Mein Freund mag keine Pommes.

5 Ja/Nein-Fragen und Antworten

(+) Magst du Sauerkraut?	Ja. / Nein.	(-) Magst du kein Sauerkraut?	Doch. / Nein.
(+) Lernen Sie viel zu Hause?	Ja. / Nein.	(-) Lernen Sie zu Hause nicht ?	Doch. / Nein.

6 Verbposition im Imperativsatz

Position 1	Position 2	
Nehmen	Sie	doch ein Bier.
Frag/Fragt	-	doch den Kellner.

7 Verbformen Imperativ: Sie-Form, du-Form, ihr-Form

Präsens	Imperativ	Imperativsatz	
Sie probieren	probieren Sie	Probieren Sie mal die Pizza.	<i>Sie-Form</i>
du nimm st	~~du~~ nimm st	Nimm Gemüse!	<i>du-Form</i>
ihr es st	~~ihr~~ es st	Esst bitte noch Gemüse!	<i>ihr-Form</i>

Appendix 9.4: Teaching Materials Lesson 4

Copy of work book "Themen aktuell 1" page 38, exercise 18:

LEKTION 3

Nach Übung

14

im Kursbuch

18. Was passt zusammen?

A	Wer möchte noch ein Bier?
B	Möchtest du noch Kartoffeln?
C	Haben Sie Gemüsesuppe?
D	Das schmeckt sehr gut.
E	Wie schmeckt es?
F	Isst du gern Reis?
G	Wie viel macht das?
H	Schmeckt es nicht?
I	Ist das Rindfleisch?
J	Was gibt es zum Abendbrot?
K	Schmeckt die Suppe nicht?

1	Vielen Dank.
2	Nicht so gern, lieber Kartoffeln.
3	Ich, bitte.
4	Danke, sehr gut.
5	13,70 €.
6	Ich glaube, Zwiebelsuppe.
7	Doch, das Fleisch ist fantastisch.
8	Nein, die ist zu scharf.
9	Nein danke, ich bin satt.
10	Nein, Schweinefleisch.
11	Nein, aber Zwiebelsuppe.

A	B	C	D	E	F	G	H	I	J	K
3										

Copy of text book "Themen aktuell 1" page 40, exercise 15:



15. Kommst du zum Abendessen?

1/52

Lesen Sie zuerst die Fragen und hören Sie dann das Gespräch.

- Was trinkt Inge?
- Was trinkt Markus?
- Was essen sie als Vorspeise?
- Was essen sie als Hauptgericht?
- Was ist die Nachspeise?

Hallo Inge,
kommst du
zum Abendessen
(Samstag,
20.00 Uhr)?
Ich koche selbst!
Dein Markus!



16. Üben Sie.

- Schmeckt der Wein nicht?
- Nein, er ist sauer.

Der Wein ist

sauer.
süß.
warm.

Das Brot ist

alt.
trocken.
hart.

Das Fleisch ist

zu fett.
kalt.
trocken.

Das Bier ist

zu bitter.
warm.

Die Suppe ist

salzig.
zu scharf.

Die Soße ist

salzig.
zu scharf.

Die Limo ist

warm.
zu süß.

Der Salat ist

zu salzig.
nicht frisch.

Appendix 9.5: Teaching Materials Lesson 5

Copy of text book “Moment mal 1” page 57, exercise A 7 – A 10:

4 Der Brief

Nach fünf Tagen bekommt Jenny einen Brief:

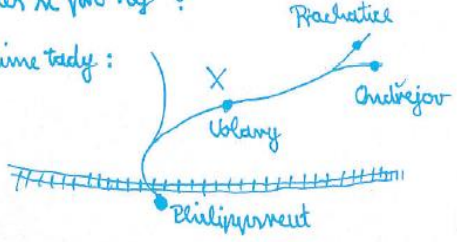
Ahoj Jenny

Včera k nám přiletěl tvůj balónek.

Moc se nám líbí. Přivázali jsme na strom.

Přijedeš si pro něj?

Bydlíme tady:



Mnoho pozdravů od Zdenky a Honzy



A7 

Sprache und Inhalt identifizieren

a) Woher kommt der Brief?

b) Was verstehen Sie?

A8  

Was versteht Jenny? Was vermutet sie?

A9  

Hören Sie Jennys „Selbstgespräch“ und notieren Sie.

A10  

Hören Sie Jenny im Gespräch mit einem tschechischen Freund. Was steht in dem Brief?

A5 Wie ist das Wetter?

- Es regnet (nicht). Es ist (nicht) kalt.
Die Sonne scheint (nicht).
Am Himmel sind dunkle Wolken.
Es kommt ein Gewitter.

A10 Was heißt denn das?
Ich versteh überhaupt nichts.

- „Balónek“, das heißt bestimmt „Ballon“.
Ich glaube, das ist Tschechisch.

→Ü13 – Ü17

Copy of text book “Moment mal 1” page 58 (see next page).

Copy of text book "Moment mal 1" page 58, exercise A 11:

5 Der Traum

A11

Reiseweg
schreiben

den Text.
it Jenny im
Traum?

J18 - Ü21



Jenny sieht die Wolken am Himmel und träumt:
Sie reitet mit Karin nach Osten zur Grenze.
Die Reise dauert bestimmt eine Woche hin und
zurück. Darum nehmen sie ihre Schlafsäcke mit.
Karin reitet links, Jenny rechts. Der Weg ist gut,
das Wetter ist schön. Sie lachen und reden und
freuen sich.
Ein schöner Traum ...

Sie kommen an die Donau. Hier ist keine
Brücke. Eine kleine Fähre bringt sie über den
Fluss. Und weiter geht die Reise durch den
Bayerischen Wald: Wälder, Hügel, und die
Sicht ist weit.

Es ist Oktober, die Blätter sind schon gelb, rot,
braun, orange. Die Wiesen sind noch ganz
grün.

Philippsreut, hier ist die Grenze. Hier ist
Deutschland zu Ende, und die Tschechische
Republik beginnt. „Los Marco, los Vanja!
Weiter, immer weiter! Bald sind wir da!“

„Přivázali jsme na strom –“. Schau, da hängen
ja viele Ballons! Haben Zdenky und Honzy die
aufgehängt? Wo sind die beiden?



A11 Wohin reiten die beiden?

- Nach Osten zur Grenze.
An die Grenze.
Durch den Bayerischen Wald.

Wie sieht die Landschaft aus?

- Die Blätter sind schon gelb.
Die Wiesen sind noch grün.
Sie sehen Wälder und Hügel.

Appendix 10:

Sample lesson 2: Analysis: Teaching delivery - exercise 2A

Appendix 10: Sample lesson 2: Analysis: Teaching delivery - exercise 2A

Analysis of teaching delivery in relation to exercise 2 A, *Die Postkarte von Elisabeth* (T 25, ID 87 – ID 200).

T=teacher; Q=question; C=Chinese; G=German

- ID 87 T announces the first time to start with the post card.
- ID 88 T starts first reading the heading and then starts asking three questions:
 Wohin ist Elisabeth **geflogen**? Was macht Elisabeth? Warum ist Elisabeth nicht gekommen? [To where did Elisabeth fly? What did Elisabeth do? Why did Elisabeth not come?]
- ID 90 T talks about the **LOCations** Erfurt and Leipzig; **translates** Q from C into G.
- ID 93 T starts a second time reading the postcard's heading and asks *Wer schreibt die Postkarte?* [Who writes the postcard?]; **translates** Q from G into C.
- ID 96 T focuses on the **LOCation** Erfurt again.
- ID 97-107 T tries to explain the **LOCations** of Erfurt, Dresden, and Leipzig, using a map in the course book, and making crosses on the **whiteboard** to indicate the positions of these towns.
- ID 105 **Translation** from G into C; *Links oben. Sehen Sie da ist **ein Gelb**.* [Left (side) on top. There is yellow.]
- ID 107 T **translates** from G into C; **nach Westosten nach Westnorden** [from East West from North West]
- ID 108-111 T mentions the **LOCation** of Eisenach and marks its position with another cross on the **whiteboard**.
- ID 112-113 T writes the sentence *Elisabeth kann nicht dabei sein.* [Elisabeth cannot be there.] at the **whiteboard**, and **translates** it from C into G into C.
- ID 113 T starts a third time with the postcard.
- ID 114-120 T does concept checking on the addressee of the postcard. Kevin (name), male (gender).
- ID 121 C **reads in CHORUS** the first half of the text (four sentences of seven).
- ID 122-125 T does concept checking and asks questions concerning the text. *Warum ist Elisabeth nach Erfurt gefahren?* [Why did Elisabeth drove to Erfurt?]
Wie alt ist die Großmutter geworden? [How old did the grandmother become?]
- ID 126-131 T focuses on **deshalb** [therefore] and the sentence *Deshalb ist sie nach Erfurt gefahren.* [Therefore, she drove to Erfurt.]
- ID 134 T focuses on **einladen** [to invite] and says two sentences *Ich lade Maria ein. Ich lade Peter ein.* [I invite Maria. I invite Peter.], **translates** **leider** [unfortunately] into C.
- ID 135 C **reads in CHORUS** the next sentence.
- ID 136-141 T focuses on **verb forms of feiern** [to celebrate]- *feiern, feierte, gefeiert*; writing at the **whiteboard**.

- ID 141 *Wir haben schön gefeiert.* [We did celebrate nicely.]; translates from C into G.
- ID 142-144 T focuses on *verb forms of treffen* [to meet]- *treffen, traf, hat getroffen*; writing at the **whiteboard**.
- ID 145-155 T focuses on *Verwandte; as grammar topic* ; translation from G into C; writing at the **whiteboard**.
- ID 158 T mentions singular and plural form *der Freund, die Freunde* [friend, friends]
- ID 159 C **reads in CHORUS** the next sentence.
- ID 160-162 T translates *ein paar* [a couple of]; mentions singular and plural form *der Tag, die Tage* [day, days]; talks about *bleiben* [to remain]; writing at the **whiteboard**.
- ID 163-169 T talks about a book title, which includes *bleiben - **Wo bleibst du Adam?** by Heinrich Böll*; brings *verb forms of bleiben – bleiben, blieb, ist geblieben*; ; writing at the **whiteboard**, and points out that there were sheets handed out in a previous lesson, containing these kind of verb forms and students have to keep in mind to memorize them.
- ID 171 C **reads in CHORUS** the next sentence.
- ID 173-177 T brings *verb forms of sein – sein, war, ist gewesen*; and mentions that *the last position in sentences is reserved for verb forms*; writing at the **whiteboard**.
- ID 178 T refers ***Wo bleibst du Adam?** by Heinrich Böll* ; translates it from G into C, and asks students to transfer it into perfect.
- ID 180 T focuses on the sentence *Wo bist du geblieben?*; writing at the **whiteboard**.
- ID 181-189 T focuses on *verb forms of sein – sein, sind, ist gewesen*; then the sentences *Wir sind in Eisenach. Wir sind in Eisenach gewesen.*; writing at the **whiteboard**.
- ID 190 T focuses on the LOCation of Eisenach and Wartburg.
- ID 191 T focuses on *verb forms of gesehen – sehen*
- ID 193-197 T translates *besichtigen* [to have a look at] from G into C; brings *verb forms of besichtigen – besichtigen, besichtigt, hat besichtigt*; writing at the **whiteboard**.
- ID 199 T translates the last part of the letter from G into C.
- ID 200 T focuses on *preposition an* [to] (verb + preposition – *schreiben an*); writing at the **whiteboard**.

Table in relation to teaching delivery see next page.

Findings *Die Postkarte von Elisabeth* (T 25, ID 87 – ID 200):

Teaching delivery	times
writing at the whiteboard	13x
translation	12x
of sentences 7x of words 5x	
from German into Chinese 10x from Chinese into German 2x	
grammar topics	11x
in relation to verb forms 7x	
vocabulary explanation	7x
geographical topics	4x
talking about a novel by Heinrich Böll	2x
chorus reading as whole class activity altogether approximately 75 seconds	4x

Appendix 11:
Overviews of sample lessons

Appendix 11.1: Interactional patterns, staging, error correction, teaching repertoire, teaching methods

Analysis of	interactional patterns	staging error correction	teaching repertoire	teaching method
Lesson 1	frontal	no staging no error correct.	limited mostly talking	not identifiable
Lesson 2	frontal individual	no staging no error correct.	limited mostly talking monitoring	not identifiable
Lesson 3	frontal individual	no staging no error correct.	limited mostly talking monitoring	not identifiable
Lesson 4	plenum frontal individual	staging error correct.	moderating facilitating monitoring	4 skills teaching
Lesson 5	frontal	no staging no error correct.	structured lecturing	Grammar Translation Method

Lesson 3 was no Q&A in terms of a question and an answer (as an act of communication like in Lesson 4, where the teacher in most of the occurrences asked students how to say or translate something).

Appendix 11.2: Achievement objectives, lesson activities, 3 primary activities of students

Analysis of	“can do” achievement objective/s	lesson activities	3 primary activities of students
Lesson 1	not identifiable	limited	listening to teacher’s talk mostly in German note taking chorus reading (approx. 2,5 min)
Lesson 2	not identifiable	limited	listening to teacher’s talk mostly in Chinese note taking chorus reading (approx. 2 min)
Lesson 3	not identifiable	limited	listening to teacher’s talk mostly in Chinese note taking chorus translation (approx. 1,5 min*)
Lesson 4	identifiable	4 activities	4 skills practice of German listening, reading, speaking
Lesson 5	not identifiable	3 activities	listening to teacher’s lecturing in Chinese note taking chorus reading (approx. 4 min)
*time includes chorus reading and chorus repetition			

Appendix 11.3: Speaking time of teachers, language mostly used by teachers, students' output time

	speaking time teacher	language mostly used by teacher	Chorus reading output whole class	exercise output whole class
Lesson 1	32 min of 42 min (76%)*	German	2.5 min	no
Lesson 2	45 min of 50 min (90%)	Chinese	2 min	2 min
Lesson 3	28 min of 31 min (90%)	Chinese	1.5 min	no
Lesson 4	35 min of 50 min (70%)	German	no	10 min
Lesson 5	34 min of 50 min (68%)	Chinese	4 min	no
* 42 minutes of teaching delivery				

Appendix 11.4: Application of teaching materials, media, learning strategies

Analysis of	application of teaching materials	application of auxiliary aids	application of media	available class room equipment	learning strategies autonomous learning
Lesson 1	initiation for talk and translation not in accordance with design	no	no	pc / projector loudspeaker blackboard	no support
Lesson 2	initiation for talk and translation not in accordance with design	A 4 sheets	blackboard	loudspeaker blackboard	no support
Lesson 3	initiation for talk and translation not in accordance with design	no	pc / screen as blackboard microphone	pc / projector loudspeaker blackboard	no support
Lesson 4	in accordance with design	no	pc /CD blackboard	pc / projector loudspeaker blackboard	support
Lesson 5	initiation for lecturing and translation not in accordance with design	A 4 sheets hand outs transcripts vocab. booklet	recorder / CD microphone	loudspeaker blackboard	no support