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Language for Teaching Purposes: An analysis of the spoken language needs of non-native speaker language teachers

Ph.D. in Applied Linguistics

2014

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Summary

It is understood that the non-native speaker language teacher (NNSLT) requires a high level of language proficiency to be an effective and confident professional. However, the teaching of language to NNSLTs is often neglected in teacher training programmes (Medgyes, 1999), and it is not clear what the required language proficiency of this group entails (Braine, 2010). This thesis proposes that non-native speaker language teachers would benefit from language training designed specifically for them and adopts a Language for Special Purposes approach to assess their language needs. The language needs analysis focuses on non-native speaker teachers of German at second level schools in Ireland using a mixed methods research approach. Firstly, a document analysis and semi-structured interview investigated language teaching experts' and policy makers' expectations of language teachers' language skills. Secondly, a questionnaire regarding teacher language use was sent to all schools in Ireland where German is taught to gather the teachers' views on their own language needs. Lastly, 19 German classes given by six different teachers were observed, recorded, transcribed and analysed yielding nearly 63,000 words of spoken classroom discourse. This observational data set is used to triangulate the results of the previous research methods. Data analysis showed that teachers' language needs comprise three main areas: general language needs, classroom function and knowledge about language. The results highlight the importance of Language for Teaching Purposes and may inform the development of German language teacher education programmes.

In the first chapter of this thesis, I outline the rationale for the research. The research emerged from my experience of working with non-native speaker language teachers and through my reading about this topic. I present my research aims and describe the methodological approach that was selected to achieve these. I also introduce the context of the research. Chapter 2 explores the role of classroom talk in education in general and in language teaching and learning in particular. Firstly, classroom talk is discussed in relation to a number of theories of learning. Secondly, classroom talk as discourse is outlined, and the typical and alternative structures of discourse are described. Thirdly, I focus on the teacher's talk in the

classroom. Fourthly, I examine the use of target language and the students' first language in the foreign language classroom. Chapter 3 investigates the non-native speaker language teacher. I begin by discussing the native speaker and the issues regarding definition. I then describe the non-native speaker language teacher group as it appears in the research literature. Next, I explore the positive and negative self-perceptions associated with non-native speaker language teachers, and this leads to a discussion of the advantages and disadvantages of these teachers as viewed by their students and their employers. Finally in Chapter 3, I investigate issues regarding non-native speaker language teachers' language needs and the provision of language support.

Chapter 4 outlines the design and implementation of the research methodology used to analyse the needs of non-native speaker language teachers. I outline why mixed methods research was selected as the most appropriate research approach for this study. I describe the application of this approach to the needs analysis, describing the context and population of the research, the ethical considerations, the research informants identified, and the overview and timeline of data collection. I then describe the three phases of the research: the exploratory phase, the teacher questionnaire and the classroom observations. The results of these data collection phases are presented chronologically in Chapter 5.

Chapter 6 analyses the data thematically in relation to teachers' language use in the classroom. It describes the use of the target language in the foreign language classroom and identifies some factors which affect this. It investigates the non-native speaker language teacher as a model of language forms and use. Then, the teachers' use of language which is specific to the classroom is explored. These are: the use of language to organise the classroom, to elicit responses from students, to explain, and to provide feedback and discipline. Chapter 7 presents the conclusions that can be drawn from this data analysis. It proposes that non-native speaker language teachers' language needs comprise three broad areas: their general language needs with relation to their use of the target language in the classroom, their needs with regard to knowledge about the target language and their need to perform specific functions in the language classroom. The implications for teacher training and development, as well as the study of the non-native speaker language teacher, are discussed.

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1 Introduction

This thesis examines the spoken language needs of non-native speaker language teachers (NNSLT)[1]. It focuses on the importance of teacher talk in the classroom in general as a means of managing and supporting classroom discourse, and in the foreign language classroom in particular as a source of input for language learners. It proposes that non-native speaker language teachers have specific language needs which must be considered in order to encourage and facilitate effective use of the target language in the classroom. It aims to analyse these needs in order to inform language teacher training programmes, to contribute to an improved understanding of the nature of talk in foreign language classrooms and to enhance existing research regarding non-native speaker language teachers. Native English speaking teachers of German at post-primary schools in Ireland were selected as the as the research population for this study. In this introduction, I outline the rationale and background for my research, the aims of the study, the methodological approach and the research context.

1.1 Research rationale

The rationale for this project grew from my experience as a university *Lektor* for English Language and Cultural Studies (2007-2009) at a university in Germany. While teaching English language classes, I dealt both with students who were studying for a degree in Anglophone cultural studies and students who were in training to become post-primary English teachers. A group of student teachers requested a separate language class as they perceived that their language needs as trainee teachers were different from those of the cultural studies students, and that those needs were not being met in general language courses. This group was particularly concerned about their knowledge of target language grammar. I designed, implemented and evaluated a grammar course for teachers. In the grammar course, the students were given the opportunity to explore language issues, such the knowledge and skills needed to explain grammatical concepts precisely in the target language to their pupils. It was clear that the trainee language teachers had different language needs to those of their non-teaching fellow students, and that those needs could be best met in a course designed specifically for them. In considering the design of a course for trainee teachers in the German

[1] Researchers use a variety of acronyms when discussing teachers of languages which are not their first language. These acronyms depend on the context in which the researcher or teacher is working. For instance, in the English language teaching sphere, the acronyms NEST (native English-speaking teacher) and non-NEST (non-native English-speaking teacher) are common. NSLT (native speaking language teacher) and NNSLT (non-native speaking language teacher) will be used here as these refer to teachers of any given language, and their native and non-native relationship to it.

context, it occurred to me that the language needs of language teachers could extend beyond knowledge of, and ability to explain, target language grammar.

I began, therefore, to read about non-native speaker language teachers. My initial survey of the research on this topic found a relatively small but growing collection of scholarly material. I discovered many studies regarding the advantages and disadvantages of non-native speaker language teachers as seen by themselves and others (Benke & Medgyes, 2005; Goto Butler, 2007; Medgyes, 1994; Watson Todd & Pojanapunya, 2009). I also found that lively debate regarding the definition of the non-native speaker influenced much of the research on the non-native speaker language teacher (Canagarajah, 1999; Medgyes, 1994). There appeared, however, to be little research available regarding non-native speaker teachers as language learners, even though some studies showed that non-native speaker teachers view their own language skills as inadequate or problematic (Reves & Medgyes, 1994; Samimy & Brutt-Griffler, 1999). Further reading on the nature of classroom talk illustrated how teachers' language use is a specific genre which is realised within a particular discourse community (Olshtain & Celce-Murcia, 2001). Classroom talk often has a distinctive structure (Sinclair & Coulthard, 1975) and the participants have certain expectations regarding the roles of contributors to the classroom discourse (Musumeci, 1996). Teacher talk has many specific features and functions which are not normally performed in everyday settings (Edmondson & House, 2000; Markee & Kasper, 2004), and teachers' language use in the foreign language classroom presents its own challenges, as the target language is often both the object of study and the means of communication (Walsh, 2006). It became apparent to me that non-native speaker language teachers perform functions in their L2 which general language users do not, and that these language functions did not appear to be supported in language teacher training.

1.2 Research aims

This thesis proposes that non-native speaker language teachers operate within a specific situation of language use, and would, therefore, benefit from language training which is designed specifically for them. Language for Academic Purposes, Language for Business and Language for Scientific Purposes are well established fields within the teaching and learning of foreign languages. These fields developed because their respective learners had different learning needs to those of general language learners. Non-native speakers of a language who use the language for teaching purposes have, similarly, different needs which could be considered language learning for specific purposes. A key feature of the teaching of Language

for Specific Purposes (LSP) is that such programmes are based on an analysis of the language needs of the particular learner group. Therefore, this study considers how language teachers' language use may differ from that of general language users, and analyses the language needs of non-native speaker language teachers.

1.3 Methodological approach

A mixed methods research approach was chosen to achieve the study's research aims, as it allows for the use of both qualitative and quantitative methods to explore and quantify the language use and language needs of non-native speaker language teachers. The study comprises three phases of data collection:

1. An exploratory phase which investigates the opinions of language teaching and learning experts, using document analysis and semi-structured interview methods;
2. A teacher questionnaire phase which gathers the perspectives of non-native speaker language teachers on their language use and language needs;
3. A classroom observation phase in which teachers' language use in the foreign language classroom is observed, recorded, transcribed, and analysed both quantitatively and qualitatively.

These three data sets are combined to provide a comprehensive account of the language use and language needs of a group of non-native speaker, post-primary language teachers in Ireland. The study will contribute to the growing field of research on the NNSLT by demonstrating the usefulness of a Language for Specific Purposes approach to language provision for this group. It makes a particular contribution to existing research on this topic through its methodological design. In their state-of-the-art article on the non-native speaker language teacher, Moussu and Llurda (2008, p. 341) call for research that focuses specifically on classroom observation and the analysis of actual teaching performance of non-native speaker teachers, complemented by a triangulation of results obtained through different methods.

1.4 Research context

The needs of English speaking post-primary teachers of German in Ireland were selected as the focus of this study. Upon initial investigation of the teacher training landscape in Ireland, it appeared to me that the language needs of the non-native speaker language teacher were

perhaps overlooked, just as they had been at the university where I had taught in Germany. Few teacher training programmes in Ireland seemed to include a language component, and the available language courses for language teachers seemed to deal with general language, rather than classroom-specific language.

Ireland has a particular relationship with the teaching and learning of modern languages which makes effective language teaching especially pertinent. It has been documented (Committee for Modern Language Literary and Cultural Studies, 2011, p. 6) that Irish people are less inclined to make an effort to learn a foreign language, since it is perceived that most people speak English anyway and, therefore, English is enough. Ireland is one of only two countries in the European Union that does not have compulsory modern foreign language education at any level of schooling (Little, 2003, p. 7). The number of students electing to study German at post-primary schools has declined (Department of Education and Science & Council of Europe, 2007) since a short period of rapid increase in Irish student numbers after German reunification (Grix & Jaworska, 2002, p. 4). As is the case in Britain (Payne, 2012), French continues to dominate the Irish school system as the first foreign language. Furthermore, German is often seen by English speakers as *The Awful German Language* as portrayed by Mark Twain (1880), and Spanish, for example, is sometimes promoted as the 'easier' foreign language (Payne, 2012, p. 61). Many schools take advantage of language assistant programmes, such as the European Union's Comenius project which provides native German speaking student teachers as teaching assistants at Irish post-primary schools. However, the efficient training of local German language teachers can only serve to improve Irish learners' relationship with the language. Language teacher education was deemed of "extreme relevance" in a recent report published jointly by the European Commission and the Department of Education and Science, (Department of Education and Science, 2009, p. 27), while a report to the European Commission found that "[t]here is a need to increase the availability of courses that focus on perfecting trainees' language skills" (Kelly & Grenfell, 2005, p. 55).

In this introduction, I have presented an overview of the rationale for this research, the research aims, the methodological framework and the context of the research. These topics are dealt with in detail in the course of the thesis. In Chapter 2, I explore classroom talk from educational and linguistic perspectives, and with particular emphasis on teacher talk in the foreign language classroom. In Chapter 3, I discuss the non-native speaker language teacher,

including definitions of nativeness, advantages and disadvantages of non-native speakers as language teachers, and the language proficiency of non-native speaker teachers. Chapter 4 presents the research methodology for the study, outlining the methodological approach for the study, the research context and population, and data collection and analysis. In Chapter 5, I present the data in chronological order; these data are analysed thematically in Chapter 6. Chapter 7 summarises the findings of the study, its contributions and limitations, and I propose some areas which merit further research.

2 Classroom talk

2.1 Introduction

This chapter reviews the literature relating to talk in the classroom and specifically relating to talk in the foreign language classroom. The study of classroom talk is essentially concerned with education and learning, and researchers from many schools of thought have investigated classroom talk in order to understand various facets of the complexities of teaching and learning. Therefore, I begin by examining classroom talk from the perspective of various theories of education which will inform this project throughout. Firstly, I examine classroom talk in relation to the cognitive psychological theory of constructivism. This theory of learning requires a particular use of talk in the classroom which will actively engage the learner. Next, classroom talk is explored from a socio-cultural perspective which emphasises the interactive nature of learning, the central role of language and talk in cognitive development, and the role of scaffolding in education. Some sociological aspects of classroom talk are discussed with reference to the accessibility of language used in education. Classroom talk is then investigated from a linguistic perspective, specifically with regard to the body of work which involves classroom discourse analysis. In this section, I discuss how the classroom may be viewed as a discourse community. I describe the structure of classroom discourse, the teacher's control of discourse in the traditional western classroom is described and some alternative structures of discourse are outlined. The teacher's role in classroom talk is explored further in the following section in relation to three main areas of research interest: teachers' use of questions, teachers' provision of corrective feedback and modification in teacher language use. This leads to a more in-depth discussion of language use in the foreign language classroom with reference to the use of the target language and the first language in the final section of this chapter.

2.2 Classroom talk and theories of education

The role of classroom talk in the cognitive and social development of students has been examining from many theoretical perspectives. In this section, I discuss classroom talk as it is understood from a constructivist views, from a socio-cultural perspective and in relation to sociological issues.

2.2.1 Constructivism and classroom talk

The constructivist theory of knowing, pioneered by Piaget, explains the development of human knowledge in terms of new information coming into contact with previously existing knowledge. In this view of learning, individuals are active in constructing their own knowledge (Bruner, 1960). An individual constructs their understanding of the world by integrating new experiences into their previous knowledge of how the world works. Where the new experience or information does not align with the individual's current understanding of the world, the new information is either discarded, that is, forgotten, or the information is assimilated into the individual's understanding and accommodated to construct a new system of understanding (Piaget, Inhelder, & Weaver, 1969, p. 5). In the latter case learning occurs. Constructivism is based on an epistemology that views knowledge not as a true representation of an independent reality, rather as useful or 'viable' insofar as it serves as a tool for the achievement of goals within the realm of experience (von Glasersfeld, 1998, p. 24).

A central tenet of constructivism, therefore, is that all learning takes place only in relation to what one already knows. This view of learning has implications for the understanding of the role of the teacher and, in turn, for the use of talk in the classroom. The traditional role of the teacher as a provider of information is insufficient as the process of learning is more than adding new information onto existing pieces of knowledge. The constructivist view requires teachers "to set up situations and challenges that will encourage their pupils to relate new ideas and ways of thinking to existing understandings and expectations in order to modify them" (D. R. Barnes, 2008, p. 4). Douglas Barnes (2008) proposes that understanding can best be expanded through talk and that exploratory talk facilitates the learner in exploring new ideas and experimenting with them to see how they may be assimilated into previous understandings. After all, classroom talk is a central to education: "[a] school is a place where communication goes on; that is what it is for. Education is a form of communication" (D. R. Barnes, 1976). Mercer (1995, p. 10) states that a teacher needs to explore the scope of a learner's knowledge in order to be effective, that is, in order to exploit that existing knowledge for learning. The understanding of the use of talk in the classroom in constructivist views is then considerably different from the traditional teacher-led talk which involves the transmission of knowledge from the teacher to the passive learner. In order for learning to take place, the learner must be actively involved in the process.

2.2.2 Socio-cultural theory and classroom talk

A prominent view of the role of language in education derives from socio-cultural understandings of learning and cognitive development, particularly the work of Vygotsky. In this section, I examine some of the fundamental principles of Vygotskian theory which are relevant to the understanding of classroom talk: the role that language plays in this view of learning, the notions of interaction and mediation, and the concept of the Zone of Proximal Development in relation to scaffolding learning through classroom talk. One of the main principles of Vygotskian theory is that cognitive development, and thus learning, originates in the social context. Knowledge is created *interpersonally* before it is becomes *intrapersonal*:

> Every function in the child's cultural development appears twice: first on the social level, and later, on the individual level; first between people (inter-psychologically) and then inside the child (intra-psychologically). This applies equally to all voluntary attention, to logical and to the formation of concepts. All higher mental functions originate as actual relations between people (Vygotsky, 1978, p. 57).

Within socio-cultural theory, cognition is seen as transpersonal, that is, a distributed phenomenon which does not simply reside within a single head (Erickson, 1996, p. 29). This inherently social view of learning is relevant for the social world of the classroom (M. Antón, 1999, p. 304).

Whilst Vygotsky shared many ideas with Piaget in relation to the psychology of learning and child development, his work contrasts with Piaget's in relation to the role of language in learning. While both agreed that language and reasoning could develop independently, Vygotsky viewed language combined with thought as a powerful tool of human cognition, where language has a dual role: as a medium for teaching and learning, and as one of the materials from which a child constructs a way of thinking (Edwards & Mercer, 1987, p. 20). In the first instance, language is a cultural tool which allows for the sharing and co-construction of knowledge. In the second sense, it is a psychological tool which allows for the organisation of individual thoughts (Mercer, 2000, p. 10). Learning takes place when a child internalizes social interaction and, as a result, his or her thought processes are structured and re-organised. From this, we can argue that language and talk in the classroom may have a profound effect not just on a student's ability to acquire information, but also to develop cognitive capacities in the language he or she is learning.

Vygotsky developed his theories of how language supports learning in what he described as the Zone of Proximal Development (ZPD). This describes how a child develops cognitive ability through interaction with adults or more capable peers. Vygotsky (1978, p. 86) defines the ZPD as:

> the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

In other words, this refers to the discrepancy between what a novice can currently do on his or her own and that which he or she is capable of doing with the aid of a teacher or more capable peer; learning occurs when a novice moves through the stages of his or her ZPD. The ZPD has been adopted by researchers in foreign language learning to describe how instruction and interaction with a teacher can lead language learning (Donato, 2000; Lantolf & Aljaafreh, 1995).

The Zone of Proximal Development is associated with the concept of scaffolding. The metaphor of 'scaffolding' in relation to teaching and learning was introduced by Wood, Bruner and Ross (1976) and describes how a teacher assists a learner through a task:

> This scaffolding consists essentially of the adult 'controlling' those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. The task thus proceeds to a successful conclusion. We assume, however, that the process can potentially achieve much more for the learner than an assisted completion of the task. It may result, eventually, in development of task competence by the learner at a pace that would far outstrip his unassisted efforts (p. 90).

The completion of the task is not the ultimate aim of scaffolding. The aim is to develop cognitive abilities that would not be possible without the social interaction of an adult or more capable peer.

2.2.3 Sociology and classroom talk

Sociological perspectives on classroom talk view it as a specific genre and this has implications for learners and teachers. Genre refers to the system of communication events that is constructed and accepted by a specific discourse community:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style (Swales, 1990, p. 58).

Genre is important for Language for Academic Purposes, for example, as access to the accepted norms of academic communication is a requisite for academic success (Carkin, 2005; Donohue & Erling, 2012). Similarly, the ability to operate within the accepted generic parameters of the classroom is an important skill for students to acquire. Students must learn to interpret teachers' remarks, which may differ from normal language use, and react in a way that is appropriate. They must learn to adopt the expected communicative behaviour in order to take part in school life (D. R. Barnes, 1976, p. 17). Recently, with emerging interest in multilingualism in education, studies have focused on students who are native speakers of languages other than the language of the classroom. These highlight the importance of classroom talk and demonstrate how educational achievement may be inhibited by these students' difficulties in accessing the genre of the classroom (Creese, 2005; Feilke, 2012).

Teachers are understood to have acquired the elements of classroom genre through their own educational experiences. However, in the case of non-native speaker language teachers, trainee teachers do not automatically develop the language genre as they have not usually been educated in the target language context. Therefore, teachers must be facilitated in developing the skills that will allow them to deal with any situation with may arise in the course of everyday teaching (Shin, 2008). These must be systematically taught to teacher (Bludau, 1998). NNSLTs are L2 learners and need systematic exposure to and practice in target genres (Flowerdew, 2002).

2.3 Classroom discourse analysis

In the previous section, I have explored classroom talk from three different theoretical perspectives. This section discusses classroom talk from a linguistic point of view, in particular with reference to discourse analysis. I begin by examining the classroom as a discourse community with its own goals, norms and genres. Secondly, I describe the role of the teacher as controller of classroom communication within the structure of classroom discourse as described by Sinclair and Coulthard (1975). Thirdly, I address some alternatives to traditional classroom discourse structures.

2.3.1 The classroom as discourse community

The field of discourse analysis in educational settings has been influential in the study of classroom talk as it can uncover the ways in which talk in school is unique and, therefore, what students (and teachers) must be able to do linguistically in order to succeed there (Adger, 2001, p. 503). The classroom may be viewed as a discourse community of its own. Swales (1990) identified six defining characteristics of a discourse community and these features can be observed in the classroom. This section follows Olshtain and Clece-Murcia (2001, pp. 711-713) and applies the definition of a discourse community as outlined by Swales (1990, p. 24) to the classroom context.

1. *A discourse community has a broadly agreed set of common public goals.* There are usually very obvious public goals in a classroom which relate to students' learning outcomes. There may also be goals that are particular to a specific classroom and period of time.
2. *A discourse community has mechanisms of intercommunication among its members.* As discussed in Section 2.2.3, classrooms have specific mechanisms by which communication takes place between the teacher and students. Failure to adhere to the norms of communication can lead to negative consequences for the participants.
3. *A discourse community uses its participatory mechanisms primarily to provide information and feedback.* In traditional classrooms, the teacher is the sole provider of information and feedback, and holds a unique role with regard to the control of discourse in the classroom. This will be discussed further in Section 2.4 of this chapter.
4. *A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.* The teacher uses language in a way which becomes recognisable to students. In turn, students are expected to respond to the teacher in a particular way which is appropriate to the classroom setting.

5. *In addition to owning* genres, *a discourse community has acquired some specific* lexis. *A school may have a particular lexis.* For example, most Irish post-primary schools require students to have a journal to note their homework. In some schools this is called a diary, in others a homework journal, and some schools use the Irish word *dialann*. In addition, a class may develop its own lexis, and teachers may have "a preferred stock of words and phrases which become the lexis of the classroom" (Olshtain & Celce-Murcia, 2001, p. 712).
6. *A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise.* It may be seen that the teacher is the only expert in classroom communication. However, the students undergo a process of initiation into discourse norms throughout the school year.

According to the six defining characteristics outlined above, it is clear that the classroom may be viewed as a discourse community with its own goals, modes of communication, genre and even lexis. The teacher, particularly in the language classroom, is seen as the expert in this discourse code and holds the responsibility of initiating the students into its norms and usage. However, in the language classroom where the teacher is not a native speaker of the target language, he or she may exhibit deficiencies in his or her command of the target language classroom discourse. Shin (2008) states that non-native speaking teachers of English at American schools can find that they are less well equipped than their immigrant learners to negotiate the discourse of the classroom: "Since their own schooling took place in other countries, many of the non-native teachers lack cultural backgrounds to interpret and participate appropriately in the discourses of American schools" (p. 60). A lack of language support for non-native speaker language teachers may undermine them as experts in the language classroom.

2.3.2 Structure of classroom discourse

One prominent system of analysing classroom talk, by Sinclair and Coulthard (1975), attempts to described the structure of classroom discourse as a hierarchy comprising five ranks: *lesson, transaction, exchange, move* and *act*. Figure 1 below shows the relationship between elements of these five ranks.

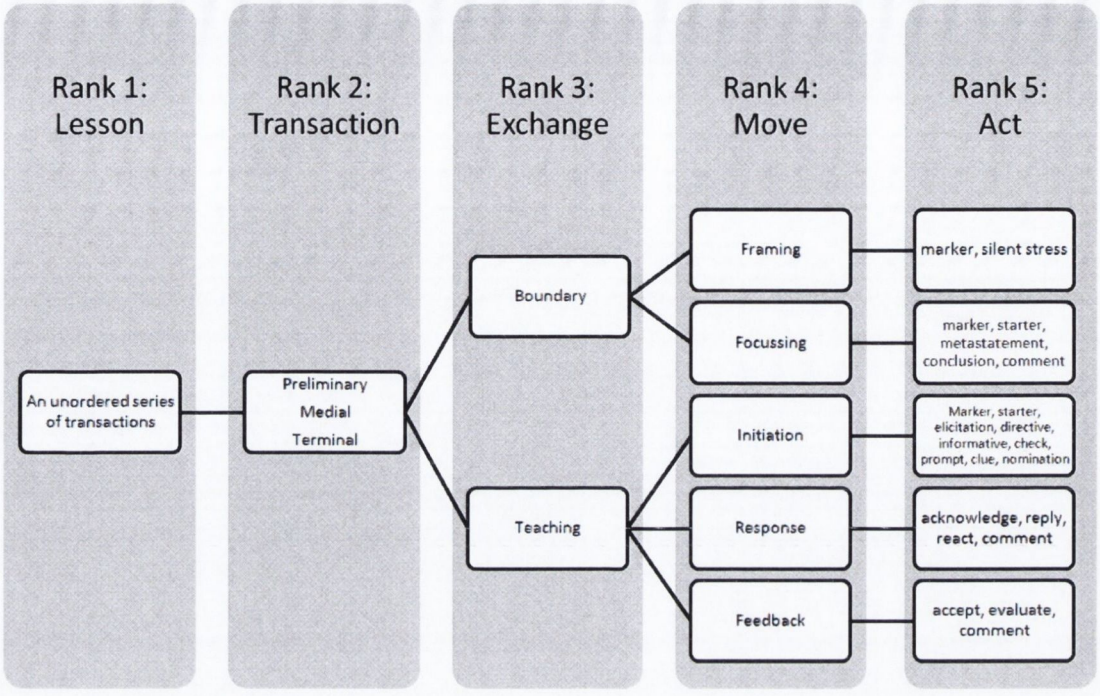

Figure 1: Structure of classroom discourse adapted from Sinclair and Coulthard (1978)

Sinclair and Coulthard's system of analysis recognises *lesson* as the overarching rank. This is described as an unordered series of transactions as they were unable to identify any definite elements of structure to a lesson. A *transaction* is the second rank of the system and may contain *preliminary, medial* and *terminal* elements of structure. A *transaction* comprises *boundary exchanges*, which serve to structure the lesson, and *teaching exchanges*. A *boundary exchange* may contain *framing* and *focusing* moves; a *teaching exchange* consists of *initiating, responding* and *feedback*. *Move* comprises the fourth rank of the system and is the minimal contribution a speaker can make to an exchange (Ellis, 2012). *Acts* occupy an even lower rank in the hierarchy. Sinclair and Coulthard (1975) realised that *moves* would be insufficient as a means of describing detail in classroom discourse and so assigned *acts* as a more refined classification of speech. *Acts* are defined by their function. The relationship between *moves* and *acts* is similar to the relationship between morphemes and words, where words are the smallest units but are comprised of morphemes, which may be bound or unbound. As can be seen from the Figure 1, a *move* comprises an *act* or a combination of *acts*.

The extract presented below in Table 1 (Sinclair & Coulthard, 1975, pp. 104,105) illustrates the application of the scheme to classroom talk. The column on the right shows the boundary and teaching exchanges. The boundary exchange consists of a framing move realised

by a marker (line 1), and a focusing move comprising a meta-statement (lines 2 – 4). The teaching exchange contains the Initiation-Response-Feedback sequence of moves (lines 5 – 11), where the initiation comprises an elicitation (lines 5 and 6), a cue (line 7) and a nomination (line 9). The response is evaluated in the feedback move in line 11.

Exchange				Move	Act
Boundary	1	T	Now,	Framing	Marker
	2		Let me test your brains	Focusing	Meta-statement
	3		Let me see if you can think of the		
	4		materials that I'm going to ask you about		
Teaching	5		If you mummy is going to make a frock,	Initiation	Elicitation
	6		what material would she use?		
	7		Hands up		Cue
	8	P	(non-verbal response)		Bid
	9	T	Marie		Nomination
	10	P	Cloth	Response	Reply
	11	T	Good girl	Feedback	Evaluate

Table 1: Example of Sinclair and Coulthard's (1978) scheme of classroom discourse analysis

The system of analysis has been challenged as lacking sufficient detail to deal with the complexity of classroom talk. As Walsh (2006, p. 48) notes, "any attempt to analyse classroom data using a discourse analysis approach involves some simplification and reduction."

2.3.3 Teacher control of classroom discourse

Classroom discourse is distinct from everyday discourse in terms of the roles that the interlocutors play in the exchange. In everyday conversation, all participants normally have equal rights to contribute to the discourse. In the classroom, the teacher has a specific role which includes the right to control both the topics and the turns in the discourse, as well as the right to evaluate the contribution of the students (Markee, 2000; Markee & Kasper, 2004). Lemke (1990, p. 11) notes that students have little or no opportunity to control the direction of classroom discourse or to contest the teacher's prerogatives within the traditional sequences of classroom talk. Douglas Barnes (1976) suggests that learners very rarely initiate an exchange in the classroom. He notes that student contributions become shorter as the teacher's questions become longer since the teacher is in control of the structuring of meaning so that all that remains for the student is "slot filling" (p. 173). Mercer and Dawes (2008) describe a number of implicit discourse "ground rules" which are understood in the classroom. These

dictate that only the teacher is allowed to nominate a person to speak, to speak without seeking permission and to evaluate the contributions of others. Learners, on the other hand, should answer the teacher's questions with relevant and brief responses, and should wait to be nominated before attempting to answer a question. The teacher can nominate a student to respond or invites 'bids' from the class where the students are encouraged to raise their hands if they know the answer (Sinclair & Coulthard, 1975). If the student response is incorrect or does not comply with the topic the teacher has chosen, the teacher may ignore the response by reformulating the initiation to elicit a correct response (K. E. Johnson, 1995, p. 96). The extent of the teacher's control of the classroom communication may depend on the teacher's view of his or her role and the pedagogical objectives of the lesson. Johnson (1995, p. 27) proposes that a teacher exerts greater control over the patterns of communication when he or she intends to inform the students; a teacher who aims act as a facilitator of learning may tend to allow for more self-selected student initiations and expanding student contributions.

The triadic pattern of exchange, which frequently occurs in the classroom, allows the teacher to maintain control of discourse. This Initiation-Response-Feedback (IRF) sequence of moves was first described in the 1970s (Mehan, 1979; Sinclair & Coulthard, 1975) and remains ubiquitous in traditional teacher-fronted classrooms today. It can be observed in all classes where the teacher controls the discourse (Ellis, 2012, p. 88). The teacher initiates an exchange, the learner responds and the teacher provides feedback on the learner's response. The extract below, taken from Sinclair and Coulthard (1975) and cited in Cook (2008), shows a short exchange which exemplifies this exchange pattern. The teacher initiates an interaction with the pupil by asking a question and the pupil responds to the question. The teacher provides feedback on the pupil's contribution, accepting it as correct. The third move of the exchange is particular to the classroom context where it is acceptable for the teacher to evaluate the pupil's response. This provision of feedback would not be appropriate in settings outside of the classroom.

Teacher:	Can you tell me why you eat all that food? Yes.
Pupil:	To keep you strong.
Teacher:	To keep you strong. Yes. To keep you strong. Why do you want to be strong? ...

(Cook, 2008, p. 156)

Cazden (2001, p. 31) refers to the IRF pattern of exchange in the classroom as the unmarked pattern or default option, as "doing what the system is set to do 'naturally' unless someone makes a deliberate change". Edmondson and House (2000, p. 246) emphasise the importance of the role of feedback in the IRF sequence. They propose that teachers' questions serve fundamentally to facilitate the provision of teacher feedback, even if the teacher pursues other pedagogical aims.

The endurance of the IRF sequence is possibly a result of its usefulness in the classroom. It allows the teacher to assess students' understanding, to encourage participation and to provide feedback (Mercer & Dawes, 2008, p. 57). In the language classroom, it minimizes the possibility of communication breakdown (Ellis, 2012). A study of L2 content-based instruction (Musumeci, 1996) suggested that the traditional structure of discourse persists for four reasons:

- both teachers and students accept the question and answer routine as appropriate classroom behaviour;
- teachers acknowledge the affective importance of the feedback move in reassuring learners;
- the asymmetrical power roles of the L2 classroom afford the teacher more talk time; and
- teachers view the question and answer routine as an efficient means of conducting the business of the classroom.

The IRF exchange pattern may also allow a teacher to lead students through complex sequences of thought. In a study of Mexican schools, Mercer (2000) found that one of the defining characteristics of successful teachers was the ability to use question and answer series, not just to test knowledge, but to guide the development of understanding. Nonetheless, it has been noted that the IRF exchange is limited and does not give students the opportunity to explore ideas and learn through talk (D. R. Barnes, 2008).

2.3.4 Alternative structures of classroom discourse

Teachers' control of classroom discourse inhibits variation in the type of talk learners employ. Some alternative structures of classroom discourse, and their effects on the type of teaching and learning that takes place in the classroom, have been put forward. For example, Douglas Barnes (1969) describes exploratory talk in which students may engage while working in groups and attempting to reach consensus. When a teacher then enters the conversation, the students revert to a presentation style of communicating where they no longer negotiate meaning and explore ideas, but seek to present the correct answer to the teacher. The teacher is dominant in this classroom setting and this dominance affects the quality of communication between students and the teacher. Cazden (2001) describes how a change of a curriculum can influence classroom discourse and a non-traditional structure can emerge. Using the example of a mathematics curriculum, she demonstrates how a shift toward educational goals, such as creating a mathematical community in the classroom and encouraging learners to initiate problems and questions, led to the diminished role of the IRF sequence of exchange in one classroom. The teacher accepts a variety of possible answers, learners speak to the teacher and each other and the teacher no longer speaks twice as much as the students, rather they speak twice as much as him or her.

With the emergence of learner-centred language teaching (Nunan, 1988a; Tudor, 1996), attempts have been made to return discourse responsibility to the learner. Antón (1999) argues that, by using various discursive moves, teachers can engage learners in the negotiation of meaning, language forms and classroom rules. A study of homework review activities in an English as a Second Language classroom (Waring, 2009) suggests that a student-led deviation from the traditional IRF sequence can offer a number of learning opportunities. The study found that a student initiation facilitated a more complex consideration of the grammatical structure in question, highlighted further areas of miscomprehension and promoted learning opportunities by virtue of the learner agency it entailed (p. 816). Gourlay's (2005) study of a Business English course also described how a teacher's deviation from the IRF sequence can provide the teacher with the opportunity to provide remedial and new input, while offering learners the opportunity to pursue their own personal agendas.

2.4 Teacher talk

So far in this chapter, I have examined classroom talk from a variety of theoretical perspectives. As the central focus of this thesis is on the teacher's use of language in the classroom, I now turn to some features of teacher talk. I begin by examining the role of

teachers' questions in the language classroom. This has been a focus of recent research interest as it represents one of the most frequently observed aspects of classroom talk. Next, the provision of feedback is discussed as a feature of teacher talk in the classroom. This leads to an outline of the modifications teachers make to their talk in order to accommodate students' understanding and learning.

2.4.1 Teacher questions

As mentioned above in Section 2.3.3, teachers tend to ask a lot of questions in the traditional, teacher-fronted classroom. The teacher controls the form and content of classroom discourse and this is achieved, in part, through the use of questioning. Teachers use a number of different types of questions to achieve various aims in the classroom, and much of the research on teacher talk in the classroom attempts to categorise these questions. Douglas Barnes (1969) notes the distinction between open questions and closed questions. When a teacher asks a closed question, she has only one acceptable answer in mind, whereas an open question allows for a variety of different answers. Another common distinction is made between referential and display questions (Long & Sato, 1983). A display question is asked when a teacher already knows the answer but asks the question in order to give learners the opportunity to demonstrate their ability to answer. A referential question is a question to which the teacher does not know the answer. A teacher's question may be a closed display question, an open display question, an open referential question and a closed type of referential question. These four types are described here.

A closed display question is asked when the teacher knows the answer to the question and there is only one acceptable response. In the excerpt below, the teacher asks a question relating to the well-known fairy tale, *Little Red Riding Hood*. The teacher knows how the wolf got to the granny's cottage but wants to test if the student knows. The only acceptable answer is that he took a short cut through the forest.

T: Which way did the wolf go to red riding hood's granny's cottage?
S: He took a short cut through the forest.
T: That's right.

(Nassaji & Wells, 2000, p. 377)

Open display questions are also employed by teachers, particularly in the language classroom where the teacher may seek to test content as well as linguistic knowledge. In an open display question, the teacher wishes to test the student's knowledge but there are a number of acceptable responses to the question. Edmondson and House (2000, p. 50) provide an example with the sentence "*Wer kann einen Satz mit* burst into tears *produzieren*?" (Who can produce a sentence with *burst into tears*?). Although the teacher does not know in advance what responses the learners may provide and a variety of responses is possible, the aim of the question is to allow the learners to demonstrate their knowledge of the phrase *burst into tears*. The question is both open and display. Display questions are often deemed inauthentic as they aim to test student knowledge rather than engage in an exchange of information, or they simply involve the learner in a minor way in what would otherwise be a lecture (Cazden, 2001, p. 50).

An open referential question is one to which the teacher does not know the answer and a number of responses are possible. The extract below (Walsh, 2006, p. 9) contrasts sharply with the previous extracts. It demonstrates how open referential questions can lead to classroom talk that is more equally distributed between the teacher and students. The original transcription conventions have been retained. In the extract, the teacher re-introduces an idea which the class has already been considering (turn 49) and poses a yes/no question. The students' responses in turns 50 and 51 are followed up by a further, more open question by the teacher (turn 52). This 'why' question and the further 'why' question in turn 54 open the discussion, and elicit longer responses from the learners. The teacher does not provide feedback on the students' responses other than to acknowledge and accept their ideas. The language errors are not addressed (e.g. 'supernaturals', line 53) and the emphasis is on the fluency of the discussion. The learners in this exchange are apparently higher proficiency learners as evidenced by their broad range of vocabulary. They also appear to be cognitively mature, showing signs of having thought about issues of religion, scepticism and the supernatural. Lower level language learners and younger learners may not be able to deal so competently with open question, particularly causal questions.

49	T	I agree do you do you believe in this kind of stuff? We talked about UFOs and stuff yesterday
50	L	no ...
51	L	well maybe ...
52	T	maybe no why not?
53	L3	um I'm not a religious person and that's the thing I associate with religion and believe in supernaturals and things like that and believe in god's will and that's so far from me so no =
54	T	I understand so and why maybe Monica? ...
55	L4	well I'm also not connected with religion but maybe also something exists but I erm am rather sceptical but maybe people who have experienced things maybe=
56	T	uh huh and what about you [do you]

(Walsh, 2006, p. 9)

The extract below (Seliger & Long, 1983, p. 181) shows an example of a closed type of referential question. The teacher has asked the students what they would buy with one dollar and has given them a minute to think about their answers. The teacher does not know what responses the students will provide. However, the emphasis here is not on the communication of ideas but on the production of the desired form. Even though the student produces an interesting and possibly controversial response (machine gun), the teacher does not comment nor invite further elaboration from the student. Instead she insists on a complete sentence incorporating the conjunctive. The original transcription conventions have been retained and the capitals denote articulatory emphasis.

T	uh, what would you buy, uh, chris?
P	a machine gun.
P2	what?
T	YOU SAY IT TO ME IN A COMPELTE SENTENCE. "i would buy a machine gun," ok, steven?

(Seliger & Long, 1983, p. 181)

Studies of teacher questioning have shown that language teachers prefer closed, display questions (Ellis, 2012, p. 122) which may mean that language teachers continue to prioritise accuracy over communication (Long & Sato, 1983). This leads us to a discussion of teachers' provision of corrective feedback in the classroom.

2.4.2 Provision of corrective feedback

As outlined in Section 2.3.3, feedback is the third move in the traditional Initiation-Response-Feedback sequence of classroom exchange. Feedback rarely occurs in discourse outside of the classroom and is a function of teacher controlled communication; the teacher has the right to evaluate the students' responses in a way that would not be acceptable in other exchanges. The provision of feedback for student responses in the form of correction and evaluation is often seen as one of the primary roles of the teacher (Chaudron, 1988). Feedback provision requires a system of complex decision making on the part of the teacher. In relation to error correction, Hendrickson (1978) posed six questions which remain relevant to classroom talk today:

1. *Should* learner errors be corrected?
2. If so, *when* should learner errors be corrected?
3. *Which* learner errors should be corrected?
4. *How* should learner errors be corrected?
5. *Who* should correct learner errors?

Whether an error *should* be corrected or allowed to pass without comment involves a number of factors. For instance, the teacher might consider whether or not the student had already been exposed to the form in question (Allwright & Bailey, 1991). The question of *when* errors should be corrected may be influenced, for example, by the aim of the lesson, that is, whether the teacher's goal is to promote accuracy or fluency. Hendrickson (1978) proposed three *types* of errors that should be corrected: those that impair communication, those that have stigmatising effects on the listener or reader, and those that occur frequently in students' output. *How* teachers provide feedback has been the focus of many studies and some of the strategies teachers use are discussed below. Teachers also have control over *who* provides the corrective feedback. Ellis (2012) notes that many teaching handbooks recommend that teachers allow the student to self-repair, and, failing this, that they ask for peer-correction. This decision making process is contingent on the teacher having noticed the learner error in the first place. Allwright and Bailey (1991, p. 100) note that, in a language classroom, teachers who are non-native speakers of the target language may experience difficulties with their ability to notice learner errors and, indeed, "may ask what their own place is on the interlanguage continuum".

According to Ellis (2012), the most commonly employed strategy for the provision of corrective feedback is that of recast. Recast involves the teacher reformulating all or part of

what the student has said in order to eliminate the error the student made. This is an input-providing strategy which offers feedback implicitly, rather than explicitly stating the nature of the error. Yoshida (2008) found that teachers most frequently used recast as an error correction strategy even if they professed a preference for other, more output-oriented techniques. This is a result of limited class time and the teacher's desire to avoid embarrassing students who are unable to provide corrections themselves. Recasting the student's response may be problematic as a teaching tool, as learners may not notice the subtle difference in the teacher's reformulation of their response, or they may not recognise the reformulation as input. Nicholas, Lightbrown and Spada (2001) examined the effectiveness of recast as an aid to learning and concluded that recast is most effective when the learner is aware that the recast is a reaction to the accuracy of form. Other possible forms of corrective feedback include explicit correction where the teacher states that the student's utterance was incorrect, elicitation where the teacher uses a question to elicit the correct form, and repetition where the teacher repeats the student's error in order to show that it is incorrect (Lyster & Ranta, 1997).

2.4.3 Modifications in teacher talk in the foreign language classroom

Teacher talk has been shown above to have specific features and specific functions in classrooms in general. Teacher talk in language classrooms is particularly important as it serves the dual role of medium of communication and object of study. Teacher talk in the language classroom must, therefore, facilitate both student comprehension of the target language and students' learning. The teacher is the main contributor to classroom discourse. If classroom communication follows the IRF pattern of exchange described above, the teacher's moves comprise at least two thirds of classroom talk (Chaudron, 1988, p. 50).

Ellis (2012, p. 117) describes teachers' use of modification as a sub-set of foreigner talk. Foreigner talk was first described by Ferguson (1971) and denotes the simplified type of language some native speakers of a language use when speaking with non-native speakers of that language. It is characterised by a conscious use of ungrammatical structures, such as the omission of the copula and verb inflections with the intention of assisting effective communication. However, as is noted by Ellis (2012) and Lynch (1996), teacher talk differs from foreigner talk since, although teachers modify their speech according to the level of the language learner, ungrammatical forms in teacher talk are rare. Lynch mentions that, in his experience, teachers are reluctant to admit their use of teacher talk as they associate it with

ungrammatical foreigner talk. Chaudron (1988, p. 55) surveys studies of teacher language modification to demonstrate that teacher modifications are temporary adjustments to speech which may contribute to learner comprehension and learning but do not constitute an unusual or stigmatised form of language use.

Teachers modify their language use with language learners in a number of different ways in order to facilitate understanding and support learning. Lynch (1996) describes how language teachers may modify their communication in terms of the language input they provide, the type of interaction they employ and the information they choose to convey. With regard to the modification of language input, language teachers, according to Lynch, may simplify their language use in four main areas. Firstly, teachers may adjust the vocabulary they use by choosing more common lexical items, avoiding idioms and being consciously explicit in their use of nouns rather than pronouns. Secondly, teachers may employ less complex grammar where, for example, shorter, less complicated utterances are favoured. Thirdly, pronunciation may be modified in teacher talk where, for example, clearer and more standard forms are used. Fourthly, increased non-verbal techniques such as gesture and facial expression are employed to support learner comprehension. In addition to the modifications that teachers makes to the language input they provide, they also modify the interaction by using increased checks to assess if she has understood what the learner means or that the learner has understood her. She may ask for clarification if the learner's message is unclear. In order to make her meaning clearer the teacher may repeat her message or reformulate the content. The teacher's modification of the choice of information may include the amount of detail they provide. Teachers tend to provide more detail with more repetition when speaking to lower level learners.

2.5 Target and first language use in the foreign language classroom

So far in this chapter, we have looked at the use of language in the classroom in educational settings with specific reference to the foreign language classroom. This final section addresses the language classroom in relation to the use of students' first language and the target language. Monolingual teaching (exclusive use of the target language) is examined, emerging understandings of the role of the first language are discussed, and some functions of L1 use are explored.

2.5.1 Monolingual language teaching

The 1970s saw the emergence of Communicative Language Teaching (Brumfit & Johnson, 1979; Widdowson, 1978), which places an emphasis on the development of learners' communicative competence (Canale & Swain, 1980; Hymes, 1972). Within this approach, language is seen as a means of communication rather than a set of structures and rules. Therefore, the communicative approach prioritises students' communicative needs and emphasises the exchange of meaning in the target language as a teaching method. The language classroom is often the only place where students can be exposed to the target language and so Communicative Language Teaching approaches attempt to maximise the amount of target language exposure through the exclusion of the L1 (Littlewood & Yu, 2011, p. 66). Communicative Language Teaching approaches saw the use of students' first language discouraged or even banned in many foreign language classrooms. Emphasis was placed on the authentic exchange of meaning in the target language and it was argued that the use of the L1 would interfere with this process. This view was further strengthened by early theories in Second Language Acquisition in the 1970s and 80s, which claimed a natural order of acquisition through exposure to comprehensible input in the target language (See, for example, Krashen, 1982; 1985). This marginalised the usefulness of any comparison to students' other languages and further promoted the exclusive use of the target language in the classroom.

However, exclusive use of the target language is not without its difficulties. Cook (2001), for example, notes that the strong version of target language use which bans the L1 from the classroom is only achievable where students and teachers do not share an L1 or where the students have multiple L1s. Indeed, it has been claimed that the prevalence of exclusive target language use is partly due to the dominance of English as a Foreign Language (EFL) in language teaching and learning research, since teachers in EFL contexts often work with students who have a different L1 (Atkinson, 1993). Macaro (1997, 2009a, 2009b) demonstrates that some teachers view the exclusive use of the target language as an unattainable ideal since perfect learning conditions do not exist in language classrooms. Levine (2011, p. 69) refers to the L1 as the "elephant in the room" since everybody knows that it is used in the language classroom, but it is consciously or unconsciously ignored. Despite recognising that the banning of the L1 is largely unachievable, it seems that using the L1 is often seen as a failure on the teacher's part, as it is often couched in pejorative terms such as "resorting to the L1" (Macaro, 2009a, p. 293).

2.5.2 L1 use in the L2 classroom

Despite methodological and theoretical approaches which promote the elimination of first language use, Hall and Cook (2012) state that there is overwhelming evidence of widespread first language use in language classrooms. Ellis (2012) describes how teachers make use of the learners' L1, even if they subscribe to the maximal position of target language use which requires the teacher to use as much target language as possible.

L1 use is prevalent in language classrooms and not necessarily for the right reasons. Butzkamm (2003) argues that the dogmatic approach to exclusive target language use may lead to overuse and misuse of the L1. He states that teachers who are less skilled in teaching methodology or less proficient in the target language are unable to maintain the use of the target language, and so revert to their first language in an unprincipled and ineffective way. Other reasons suggested for an increased use of the L1 include class size and examination pressure (Littlewood & Yu, 2011). Levine (2009) argues that the unconsidered use of the L1 is not pedagogically sound and, just as any other method, approach or technique would not be adopted in an unprincipled manner, it should not be simply allowed. In other words, "any use of the L1 should serve a pedagogical, discursive or social purpose in the classroom" (p. 2). Macaro (2009a, 2009b) can find no theoretical reasoning for the maximal use of the target language, and offers an alternative, "optimal use". This refers to the use of the code-switching between the target language and the L1 when it can enhance learning. It requires teachers to make principled decisions as to when it would be detrimental to learning to adhere to the target language.

Researchers have found that teachers do use the L1 for pedagogically principled reasons in the classroom. In a qualitative analysis of teacher target language use in university setting, Polio and Duff (1994) identified a number of functions for which the teacher uses the L1. These include the explanation of grammar and vocabulary, and classroom administration and management. Cook (2001) describes the use of such function in the L1 as positive. He claims that explaining grammar and organising the classroom by using the L1 is more efficient and ensures learner understanding, while disciplining students through the L1 makes the act of disciplining seem more real and serious to the students. Edstrom (2006) observes from her own teaching that she tends to explain grammar in both her L1 and the target language. She argues that the teacher must make a principled decision in which she evaluates the efficacy of a target language explanation in making a grammar explanation comprehensible as opposed to providing an L1 explanation which may be more efficient. The use of the students' L1 can result also from affective factors. It has been demonstrated that teachers use the L1 to build

rapport with their students, and to express empathy and solidarity (Polio & Duff, 1994). Edstrom (2006) describes an incident in her classroom where her concern for issues of feelings, respect and rapport caused her to slip into the L1. She was unable to pronounce the student's name and felt obliged to keep trying. Using the L1 to express her frustration at her inability to pronounce the student's name, as well as her determination to get it right, was important to her and her concern for the student as a human being. The use of the L1 or target language in such situations cannot be prescribed using a 'recipe style' solution. The teacher must weigh the pedagogical advantage of using the TL for real communication against the value of the L1 in providing security and support (Littlewood & Yu, 2011).

Some theories of L2 learning also advocate use of the first language in the language classroom. The L1 is understood by some researchers as a resource to be exploited for the purposes of language learning. Butzkamm (2003) suggests that, in naturally occurring bilingualism, both languages 'help' each other out and, indeed, interfere less than was assumed; code-switching is a normal part of communication between bilinguals. Levine (2009) encourages teachers to raise learners' awareness of code-switching as normal bilingual behaviour. From a socio-cultural perspective, the L1 can be seen as a tool for the scaffolding of learning (Dailey-O'Cain & Liebscher, 2009). Anton and DiCamilla's (1999) study analysed the talk of students engaged in collaborative pair-work. Their data demonstrated that, during the completion of collaborative tasks, the L1 was deployed to provide a scaffolded help in the Zone of Proximal Development (see Section 2.2), and functioned as "a powerful tool of semiotic mediation between learners (at the interpsychological level) and within individuals (at the intrapsychological level)" (p. 233). Similarly, a recent study (de la Colina & Mayo, 2009) of learner use of the L1 to complete tasks showed that the L1 allowed the learners to work at a higher level than would otherwise have been possible. Using the L1, they were able to think and self-regulate more quickly, and were then able to transfer their cognitive, metacognitive and social skills to the target language.

2.6 Summary

In this chapter, I have examined classroom talk from psychological, socio-cultural and sociological perspectives and have highlighted some of the features of classroom talk that are relevant to the study of language teaching and learning. The classroom can be seen as a community of discourse with its own specific norms and genre, where teachers play a vital role. This role is very different from everyday language use in terms of the functions of teacher

talk. The final section in this chapter focussed specifically on the language classroom and explored the complex decisions a teacher has to make regarding the use of the students' first language and the target language in the classroom. Chapter 3 explores the literature regarding the non-native speaker language teacher.

3 The non-native speaker language teacher

3.1 Introduction

Research interest in the non-native speaker language teacher was generated in the 1990s by the publication of Péter Medgyes' groundbreaking and controversial article, *Native or non-native: Who's worth more* (1992), and his landmark book, *The non-native teacher* (1994). Since then, two edited books (Braine, 1999; Llurda, 2005b), many journal articles, a state-of-the-art article (Moussu & Llurda, 2008) and two recent monographs (Braine, 2010; Mahboob, 2010) have been written on the topic. In addition, the concerns of non-native English speaking teachers (NNESTs) have merited an 'Interest Section' in TESOL[2], which has been steadily growing since its inception in 2008 with a dedicated webpage, regular newsletter and blog[3]. The proliferation of published material and professional interest which has developed over such a short time is testament to the gap in research which existed prior to Medgyes' work, as well as to the continued interest in the subject area.

This chapter surveys the literature on the non-native speaker language teacher and identifies key research themes. An issue which consistently arises is the debate regarding the 'native' and 'non-native' speaker labels (Braine, 2010; Canagarajah, 1999; Davies, 2003). Such labelling divides researchers and practitioners in the area, as well as linguists and sociolinguists, and is the first topic for discussion in this chapter. I provide a working definition of a non-native speaker for the purposes of this study. In Section 3.3, I introduce the non-native speaker language teacher and present some advantages that are associated with this group. In Section 3.4, I explore NNSLTs' self-perceptions, and the positive and negative self images they may possess. The fourth section explores the NNSLT as perceived by their learners. In Section 3.6, I examine the language needs of NNSLTs: I discuss the language proficiency requirements of the NNSLT and teacher language awareness; I introduce the concept of needs analysis in the context of a Language for Specific Purposes approach; and I outline the provision of language support for NNSLTs.

[2] Teachers of English to Speakers of Other Languages. See http://www.tesol.org/s_tesol/index.asp.
[3] http://www.tesol.org/connect/interest-sections/nonnative-english-speakers-in-tesol

3.2 The non-native speaker

In this section, I explore the definition of the non-native speaker. However, as the non-native speaker is often defined through a consideration of their lack of nativeness (Davies, 1991, p. 167), this exploration must necessarily consider also what it is to be a native speaker. The native speaker has been defined from a number of different perspectives. For Chomsky (1965, p. 3), a native speaker of a language is an "ideal speaker-listener, in a completely homogenous speech community, who knows the language perfectly." This idealized native speaker is the arbiter of grammaticality in the language (Chomsky, 2002, p. 13) and the only rightful informant of linguistic theory (Rajogopalan, 2005, p. 285). For practical purposes, however, this definition is problematic since it is not possible to identify such a native speaker in the real world (Paikeday, 1985, p. 67). Therefore, applied linguists have sought to provide a more useful definition of the native and non-native speaker. Cook (2008, p. 171) identifies three approaches to the definition of the native speaker and these are discussed in the following sub-sections.

3.2.1 Age and the native speaker

A first approach to the definition of the native speaker relates to when the language was learned. This is typified by McArthur's definition of a NS as "person who has spoken a certain language since early childhood" (McArthur, 1992). This definition of a native speaker is not unproblematic. Medgyes (1994, p. 10) asks what can be considered the range of childhood implying that there is a threshold before which a person can become a native speaker but beyond which a person must always be seen as a non-native speaker. Nonetheless, Davies (2004, p. 437) defines the native speaker as one who has acquired the language in early childhood. Cook (1999, p. 187) focuses on the primary language learned, stating that "an indisputable element on the definition of *native speaker* is that a person is a native speaker of the language learnt first." Issues in bilingualism demonstrate the complexity of this perspective on native speaker definition. Davies (2003) discusses how a child may learn two languages simultaneously so that there is no 'first language' as such. His exploration of bilingualism leads him to ask if it is possible to be a native speaker of two languages. He suggests that it is possible to be a native speaker of two languages in terms of linguistic but not in terms of communicative competence, as there are inevitably tasks which have such specificity that they can only be carried out in one language.

3.2.2 Characteristics of a native speaker

A second approach defines native speakers in terms of their characteristic language proficiency. Stern (1983) identifies five characteristics of a native speaker, where a native speaker has:

1. A subconscious knowledge of rules,
2. An intuitive grasp of meaning,
3. The ability to communicate within social settings,
4. A range of language skills and
5. Creativity of language use

This definition of the native speaker based on their characteristics is problematic on three levels. Firstly, a person may be a native speaker while lacking in any one of these characteristics. In relation to the third characteristic proposed by Stern, Cook (1999, p. 186) offers the example of native speakers who function poorly in social settings. Although these speakers are lacking in this characteristic, they are nonetheless considered native speakers. On the other hand, a non-native speaker may develop any one of these five characteristics but would still be considered a non-native speaker. A non-native speaker may develop subconscious knowledge of the rules of the language (1) and may be able to use the language even more creatively than native speakers (5). Vladimir Nabokov, the native speaker of Russian who wrote many celebrated English language novels including *Lolita* (Nabokov, 1955), is often cited as an example of a non-native speaker who possessed many of the characteristics of a native speaker. The third issue returns to the Chomskyan notion of the native speaker as the arbiter of the language. If we accept that the native speaker decides what is correct in, for instance, the rules of the language (1) or the appropriateness of language use in social settings (3), and we define the native speaker in terms of their proficiency in these areas, then we have a circular argument; the native speaker is a speaker who is proficient in the language to an extent that is acceptable to a native speaker.

3.2.3 Identity and the native speaker

The third approach identified by Cook (2008) involves the concept of language identity where a native speaker is defined by his or her relationship to the language and membership of a language community. A speaker's linguistic competence is insufficient to allow them to be defined as a native speaker. They must also be accepted as such by other native speakers:

> It is not enough to have intuitions about grammaticality and linguistic acceptability and to communicate fluently and with full competence; one must also be recognized as a native speaker by the relevant speech community (Kramsch, 1997, p. 363).

This definition of native speaker status may also be problematic. It may not be possible for members of the speech community to ascribe a native speaker identity. Medgyes (1994, p. 14) offers the example of a highly proficient non-native speaker of English who is mistaken for an Australian native speaker of English by British native speakers, and as a British native speaker by Americans. Inbar-Lourie (2005) investigated the ascription of native and non-native to teachers of English in Israel. Her study surveyed the self-identity of native and non-native speaker teachers, their students' perceptions of their language identities and the identities they ascribe each other. She concluded that her findings confirm the existence of an assumed gap between self and perceived identities among teachers of English as a Foreign Language.

3.2.4 The native speaker in a globalised world

The definition of the native speaker is further complicated by socio-political issues, related in particular to the role of English as a global lingua franca. As is the case in many areas of Applied Linguistics, much of the literature concerning native and non-native speakers is rooted in research relating to English as a foreign or second language. The range of Englishes which are spoken around the world make it difficult to define the language and consequently what a native speaker of the language might be. Estimates regarding the number speakers of English as a first or other language in the world range from 700 million to two billion (Medgyes, 1994); the relationship that these speakers have to the English language varies widely. Kachru's (1986; 2001) inner, outer and expanding circles describe the traditional English speaking countries (particularly Britain, USA and Australia), countries where English is a second language as a result of colonisation (for example, India, Nigeria, Singapore) and emerging English-learning countries (such as China or Japan) respectively. With so many varieties of English, the question of who owns the language and who has the right to contribute to English as a native speaker is problematic. Socio-political attitudes dictate that some Englishes are perceived to be more valid than others. For example, the prestigious British English standard variety of Received Pronunciation (RP) remains for many the gold standard of spoken English, despite the fact that so few British people employ RP. Davies (2003, p. 8) notes the inherent racism in references to native speakers of English which imply the exclusion of speakers of Singaporean, Nigerian and Indian varieties. It has been suggested that the focus on the native speakers of

traditional varieties of English has its roots in economic considerations. Rajogopalan (2005, p. 284) argues that there is a protectionist ideology behind this 'idolising' of the native speaker, ensuring that English is the "hottest commodity in the foreign language teaching market." Canagarajah (1999, p. 82) describes this phenomenon as the 'native speaker fallacy', and sees it as a means of "containing the development of indigenized variants of English and restricting the further diversification of the language." However, the number of speakers of English as a second language has exceeded the number of native speakers of English (Mauranen, 2005, p. 269) and many English speakers use the language as a lingua franca to communicate with native speakers of other languages. As a result, the delineation of an English language user as a native speaker or otherwise has become less relevant. In this perspective, the use of English as a lingua franca is seen as independent of adherence to native speaker norms (Swan, 2012, p. 379); the focus is on successful communication rather than perceived accuracy. Pacek (2005, p. 144) states that English "is no longer regarded as the property of NSs only."

McNeill (2005, p. 108) acknowledges the fascinating nature of the NS versus NNS debate but notes that many language teachers would not hesitate to designate themselves non-native speakers: "It is important to recognise that the majority of language learners receive their language tuition from NNSTs who would not make a claim to be considered NSs." This study recognises the necessity for a distinction between native and non-native speakers in order to address the needs of language teachers. It acknowledges the complexity of the native speaker definition but proposes an understanding of non-native speakers is useful in the context of language teacher training; the distinction between native and non-native speaker language teachers has implications for teacher education. With consideration of the native speaker definitions outlined above, this study views the non-native speaker as:

- a user of a language which he or she did not learn from an early age;
- a user of a language who may have lacunae in some areas of proficiency in that language; and
- a user of a language who would not designate him or herself as a native speaker of the language.

Having established the working definition of a non-native speaker for the purposes of this study, I now explore the non-native speaker language teacher.

3.3 The non-native speaker language teacher

In this section, I introduce the non-native speaker language teacher. The NNSLT is a teacher of a language that is not his or her first language. Research regarding the non-native speaker language teacher has taken place in a wide variety of cultural and social contexts, although English is, as has been shown, the primary focus of research in the area with very little work completed on languages other than English (A. Barnes, 2002). NNSLTs typically work in non-immersion settings where access to the target language and culture is scarce. Studies of the NNSLT working in non-immersion settings include the teaching English in Thailand (Watson Todd & Pojanapunya, 2009), Turkey (Tüzel & Akcan, 2009), Hungary (Árva & Medgyes, 2000; Medgyes, 1994, 1999), Japan (Shibata, 2010) and Brazil (Canagarajah, 1999). Many studies have also taken place in English as a Second Language settings where teachers are working in an English speaking environment (Kamhi-Stein, 1999, 2009; J. Liu, 1999; Shin, 2008). NNSLTs work in various language learning settings from primary schools to private language schools, yet this heterogeneous group is often treated as a single entity (Moussu & Llurda, 2008, p. 337).

Non-native speaker language teachers are often discriminated against in favour of native speaker teachers and the assumption that native speaking language teachers are superior endures (Braine, 2010; Canagarajah, 1999). However, it has been recognised that native speakers may not necessarily be better teachers of a language and that non-native speakers may have attributes that are of benefit to the profession. Medgyes (1992, 1999) lists six potential advantages of NNSLTs over their native speaker counterparts:

1. The NNSLT may serve as an *imitable model* of a successful learner
2. The NNSLT can teach *learning strategies* more effectively
3. The NNSLT can provide the learners with more information about *the workings of the language*
4. The NNSLT can *anticipate language difficulties*
5. The NNSLT can be more *empathetic* to the needs of their learners
6. The NNSLT can benefit from sharing the *learners' mother tongue*

It is posited that the non-native speaker language teacher represents an *imitable model* of language use than the native speaking teacher (1). Cook (1999) suggests that native speaker models in the foreign language classroom represent inappropriate goals for second language learners, and that language teaching should place more emphasis on the L2 user rather than on the monolingual native speaker (p. 196). He proposes that students may feel overwhelmed

by native speaking teachers who have achieved a level of perfection that they cannot hope to reach, and that fallible NNSLTs present a more achievable model (p. 200). The fact that NNSLTs have consciously learnt the language, as opposed to native speaking teachers who acquired it as children, may be a source of further advantages for NNSLTs (2-5). As was discussed above in Section 3.2, native speakers are understood to have an intuitive understanding of the rules of the language. The explicit knowledge of the *workings of the language*, which non-native speakers enjoy as a result of their extensive study of it, may be of benefit in the language classroom (3). On the other hand, it has been posited that NNSLT tend to be overly focussed on formal aspects of language instruction and, particularly, on student errors. It is suggested that NNSLTs employ infringement of rules as their main criterion for assessing errors, rather than intelligibility and stylistic elements (Hyland & Anan, 2006, p. 512). It is argued that NNSLTs can *anticipate language difficulties* which students will encounter as they have once been in the position of the learner themselves (4). McNeill's (2005) study suggests that this is the case with regard to the NNSLT's ability to predict the level of lexical difficulties in pedagogical texts. NNSLTs never cease to be learners of the language they teach (Medgyes, 1992, p. 347) so that they can empathise with the insecurities and difficulties that their learners encounter (5). The usefulness of the L1 in the L2 classroom was discussed in Section 2.5.2 of this thesis, where it was proposed that the principled use of their L1 can allow for more efficient and effective language learning. The sixth advantage proposed by Medgyes relates to the NNSLT's ability to incorporate the *learners' mother tongue* into their teaching. This advantage presupposes that the learners in question are a homogenous group and that the NNSLT shares the learners' L1. In addition, it presumes that the native speaker language teacher cannot speak the learners' L1.

Cook (2005) outlines similar advantages of NNSLTs, adding that NNSLTs often receive more appropriate training and possess insider knowledge of the local context. However, he also notes that such advantages are "predicated on the non native speaker who can speak fluently and communicate within the classroom" (p. 58). The advantages proposed by Medgyes presuppose that the NNSLT has a high proficiency in the target language as well as a high level of meta-linguistic knowledge, target language awareness, and strategy awareness and use (Cook, 1999). In order, for example, to be an imitable model of a successful target language learner, the NNSLT must be a highly proficient user of the language. The language proficiency of NNSLTs is discussed further in Section 3.6 of this chapter. In Sections 3.4 and 3.5, I discuss studies relating to the perceptions of NNSLTs' advantages and disadvantages.

3.4 Non-native speaker language teacher self-perceptions

Teachers' self-perceptions have been a key subject of research regarding non-native speaker language teachers (Árva & Medgyes, 2000; Inbar-Lourie, 2005; Samimy & Brutt-Griffler, 1999; Shibata, 2010). In this section, I consider non-native speaker language teachers' negative and positive self-perceptions with regard to his or her language skills and professional confidence.

3.4.1 Negative self-image

Studies of teachers' perceptions of themselves as non-native speakers of the language that they teach have highlighted some areas of language proficiency in which NNSLTs feel they are disadvantaged. One study (Medgyes, 1994; Reves & Medgyes, 1994) investigated NNSLTs' self-image using a questionnaire survey which yielded over 200 responses from 10 countries. The study suggests that differences perceived by NNSLTs affect their self-image and attitude towards teaching. The NNSLTs surveyed perceived themselves negatively in relation to certain aspects of their language proficiency, particularly vocabulary and issues of speaking such as fluency and pronunciation (Medgyes, 1994, p. 31). The understanding of grammar was reported far less often as problematic by the NNSLTs surveyed in this study. A possible reason for this is the fact that grammar rules are more concrete than vocabulary. However, this could lead to an over-emphasis on the importance of grammar and error correction in the NNSLT classroom (ibid., p. 35). Samimy and Bruffit-Griffler's (1999) study, which investigated NNS students of TESOL in the USA, produced similar results regarding language problems and included "understanding jokes and reading between the lines" (p. 134) among the areas of self-perceived difficulty for NNSLTs. Bernat (2008) investigated what she calls the 'imposter syndrome' in a group of NNSLT involved in a TESOL programme at an Australian university and found that they were concerned that their language skills, particularly their pronunciation, would be perceived as inadequate.

Negative self-perceptions of language proficiency among non-native speaker language teachers have been shown to exert a negative influence on their teaching confidence. Medgyes (1994) concludes that this group suffers from an 'inferiority complex' related to their self-perceptions of inadequate command of the language they are employed to teach. In a Brazilian study conducted by Rajagopalan (2005), NNSLTs were surveyed in relation to their professional fears. The majority of respondents did not feel they were marginalised in their profession for being NNSLTs. However, responses to questionnaire items regarding NNSLTs' perspective career advancement, NNSLTs' self-perceptions as second class citizen in language

teaching and psychological pressure highlighted areas of NNSLTs' professional anxiety. Bernat (2008) investigated non-native speaking students of Teaching English to Speakers of Other Languages using a "NNST Imposter Scale". Non-native speaker teachers collected images and text that represented their feelings toward themselves as language teachers and presented this collage. The aim of this process was to evoke symbolic representations in the form of metaphors in order to provide deeper insight into the teachers' thoughts about themselves. This study suggests that NNSLTSs are anxious regarding their perceived inferiority compared with their native speaking counterparts. The participants were also concerned with their potential disadvantage in terms of employment and felt anxious that their learners would expect a native speaker.

3.4.2 Positive self-image

The positive aspects of being a non-native speaker language teacher have been recognised by teachers in a number of studies. One area where non-native speaker teacher perceive themselves to be at an advantage is their explicit knowledge of language rules and structures. Studies of NNSLTs' self-perceptions (Medgyes, 1994; Reves & Medgyes, 1994; Samimy & Brutt-Griffler, 1999) found that NNSLTs were particularly positive in relation to their perceived competence in target language grammar. Non-native speaker teachers who participated in a guided interview study (Árva & Medgyes, 2000) reported feeling confident regarding their in-depth knowledge of the structure of the language they taught as well as a metacognitive awareness of how it worked (p. 362). A study of Japanese teachers of English and their perceptions of NNS English language teaching assistants showed that the deployment of correct grammatical knowledge was favoured over native-like pronunciation (Shibata, 2010). This can be seen as heartening for NNSLTs who may evaluate negatively their inability to attain native-like phonology. However, it must also be noted that such findings are not context-independent. Shibata acknowledges that the preference for grammatical competence is likely due to the structure of Japanese school examinations. This is supported by the fact that the preference for grammatical competence increases among the teachers of higher grades who participated in this study as their learners move closer to high school examinations. In Samimy and Brutt-Griffler's (1999) study, the NNS research subjects recognised that they would never achieve NS competence but were satisfied that they could perform well on their own terms as NNSLTs: "Although the construct of the native speaker is recognized and is psychologically real in the participants' consciousness, [teachers] did not express a sense of inferiority vis-á-vis native speaker professionals" (p. 141). These results may be partly due to the academic

achievement level of the research subjects, studying for MA or PhD qualifications in an immersion setting, which may account for their confident and reflective attitudes.

Both Medgyes (1994) and Samimy and Brutt-Griffler (1999) found that non-native speaker language teachers perceived that they use more first language in the classroom as a result of their perceived language deficiencies. Ávra and Medgyes (2000), however, found in fact that NNSLTs used the target language fluently and consistently when they observed their teaching practices. This suggests that the teachers' language anxieties may be exaggerated. As already discussed in Chapter 2, Section 2.5.2, there has recently been a shift in approaches to the use of students' first language in the classroom with some researchers advocating a principled use of the L1 to support learning. The NNSLT may be able to exploit the L1 in the classroom if she shares the students' L1, where a native speaker of the target language may not be competent in the students' first language. A further benefit of a shared L1 mentioned by teachers in terms of their self-perceptions is the ability to interpret negative transfer, where interference from the students' first language causes them to make errors in the target language. Non-native speaker teachers may be able to apply their understanding of the differences between the L1 and the target language in the classroom in order to support their learners (Samimy & Brutt-Griffler, 1999, p. 135).

Native speaker teachers may be criticised for their lack of understanding of the local context in which they are teaching. Non-native speaker language teachers who share the same background as their learners may be better equipped to interpret situations and serve their learners' needs. By investigating the NNSLTs' perception of their classroom practices in the Thai setting, Hayes (2009) argues that the teachers' empathy with their learners and in-depth knowledge of the context is more important than the native speaker label. Hayes (ibid., p. 9) suggests that:

> [t]eachers' 'nativeness' in this respect needs to be given its due prominence in understandings of teaching and learning English as a foreign language in context, rather than disproportionate attention paid to 'nonnativeness' in terms of English language competence.

It is important to note, however, that self-reported self-perceptions alone may not be reliable as an attitudinal measure. For instance, Ávra and Medgyes (2000) return to Medgyes' (1994) study and attempt to triangulate the results obtained with classroom observation and teacher interviews. Among other insights, they demonstrate that teachers' perceptions cannot be used as reliable compasses (p. 368), due to discrepancies between reported perceptions and actual

practice. This speaks for more rigorous methodological approaches in the investigation of the NNSLT. This present study employs a mixed methods research approach to investigate the NNSLT from different perspectives. This methodology is outlined in Chapter 4.

3.5 Non-native speaker language teachers as perceived by learners

In this section, learners' perceptions of their non-native speaker language teachers' advantages and disadvantages are outlined.

3.5.1 Learner perceptions of the advantages of NNSLTs

Studies of learners' perceptions of non-native speaker language teachers corroborate teachers' perceptions of their advantages over native speaking teachers. In a survey of over 400 Hungarian students of English (Benke & Medgyes, 2005) found that students acknowledged the advantages of having a non-native speaker of English to teach their classes. Learners responded to a questionnaire survey which included closed and open-response format items. Learners reported that NNS teachers had a more structured approach to teaching grammar, were better able to deal with grammatical difficulties, could provide better exam preparation, and could use the L1 to support comprehension and facilitate translation (p. 206). Similarly, a study of learners' perceptions of Local English Teachers (LETs) in Hong Kong (Ma, 2012b, p. 286) showed that learners most frequently rated the LETs' use of the L1 as a positive aspect of their teaching, followed by their understanding of the learners' needs and difficulties, and also rated them as easier to understand. Learners' positive perceptions of NNSLTs in certain aspects of language teaching were also considered in the Spanish context. Lasagabaster and Sierra's (2005) study suggested that NNSLTs' ability to teach learning strategies was most consistently identified as a strong point, followed by their ability to take advantage of the L1, and their more extensive knowledge and understanding of grammar. While 60% of respondents stated that they would prefer to be taught by NSLTs over NNSLTs, over 70% claimed they would rather be taught by both when they were given this option in the survey. In a study of international language learners at a British university, Pacek (2005) investigated learners' attitudes towards NNSLTs. Learners were asked to complete a questionnaire at the beginning and end of a course taught by a non-native speaker of English. Initial reactions to the NNSLT included negative responses from approximately one third of the students. However, almost half the group had not realised that the teacher was a non-native speaker, and positive comments were also reported. The positive responses included that the

teacher was a good model of a successful language learner since she had achieved a teaching position in England, that the teacher had a good understanding of different cultures having learned a language herself, and that, as a non-native speaker, she had a better understanding of the learners' worries and difficulties (p. 254). Although the learners were not unanimously positive toward the NNSLT, the positive comments did align the teachers' self-perceptions outlined in Section 3.4.2. It seems that there are perceived differences between NNSLTs' and NSLTs' teaching, but that learners are able to recognise the respective merits of each.

3.5.2 Learner perceptions of the disadvantages of NNSLTs

Whilst Benke and Medgyes' (2005) study of learners of English in Hungary identified many positive perceptions of non-native speaker language teachers, it also highlighted some negative perceptions. The fact that NNSLTs may share the learners' first language was seen by some learners as a disadvantage, as they perceived that NNSLTs tended to overuse the mother tongue during lessons. Learners also criticised their non-native pronunciation and outdated language use. However, although the study reported differences in perceived teaching behaviour between non-native speakers and native speakers of the target language, they do not necessarily mean that learners consider one group to be substantially better than the other, and suggest that "learners appreciate both groups of teachers for what they can do best in the classroom" (Benke & Medgyes, 2005, p. 208).

Negative perceptions are reported in a study in Hong Kong (Ma, 2012a) where learners most frequently cited the NNSLTs' inaccurate pronunciation and grammar as their disadvantages. Learners in Ma's study noted that NNSLTs were more traditional in their teaching and offered fewer opportunities for target language practice. Lasagabaster and Sierra (2005) also found that learners commented most negatively on NNSLTs' pronunciation. This was a more frequently mentioned category for criticism than the other categories of teaching style, vocabulary, speaking, language proficiency and cultural knowledge. Goto Butler (2007) investigated the attitudes of 6th grade learners of English in Korea toward native and non-native speaker teachers by using a matched guise test. The learners listened to two recordings and made judgements on what they heard. The recordings were in fact spoken by the same Korean-American individual using two different accents, an American accent (as the native speaker model) and a Korean accent (the non-native speaker model). The learners appeared to experience no difference in ability to comprehend the texts when read by the native and non-native speaking guise. However, they exhibited significant differences in attitude toward the

guises as potential teachers. Discrepancies were found in the learners' perceptions of the speaker's ability to use and to teach English, where the American guise was seen to be better at pronunciation, more confident and would focus on accuracy in the classroom. The learners were asked which speaker they would prefer as their English teacher and the students expressed a preference for the American English speaking guise.

The findings in a study of Thai students' implicit and explicit attitudes towards native speaker teachers over non-native speaker teachers indicated explicit preferences for NSLTs, although implicit attitudes demonstrated not only no difference in preference, but that learners felt "warmer" toward NNSLTs than NSLTs (Watson Todd & Pojanapunya, 2009). Implicit attitudes are thought to predict behaviour and be more difficult to change than explicit attitudes. The researchers are therefore optimistic that the explicit preferences of NSLTs can be changed over time in Thailand and elsewhere, and lead to both groups being "judged as individuals rather than as representatives of potentially prejudicial categories" (p. 31).

3.6 The non-native speaker language teacher's language needs

Having discussed non-natives speaker language teachers' self-perceptions and the perceptions of their students, it is clear that NNSLTs have particular language needs. This section examines language teachers' language proficiency and the target language awareness of NNSLTs. I discuss the concept of language needs analysis in relation to the NNSLT and explore the provision of language training for NNSLTs.

3.6.1 The importance of teacher language proficiency

It is recognised that, in order to be an effective teacher of language, non-native speaker language teachers need to have a high level or proficiency in that language: "Target language skills of student teacher in the foreign language classroom have been considered a prerequisite for effective language teaching" (Tüzel & Akcan, 2009, p. 271). Llurda (2005a, p. 146) proposes that a teacher's insufficient language skills may undermine their teacher methodology in that he or she "may eventually feel much more comfortable in a teacher-fronted text-book oriented class." Cullen (2001, p. 28) claims that a poor or hesitant command of the language will negatively affect classroom teaching procedures, particularly in a context which advocates a communicative approach to language teaching. A limited command of the language may also impact other areas of a teacher's life, such their interaction with colleagues,

ability to find employment and the assessment of their teaching by school supervisors and inspectors (p. 29).

There is some consensus regarding the importance of non-native speaker language teachers' language skills. However, there is not a clear understanding of what the required proficiency level for this group is. Medgyes (1999) indicates his stance on the language proficiency needs of NNSLTs; he argues that "for NNS English teachers to be effective, self-confident, and satisfied professionals, first, we have to be near-native speakers of English" (p. 179). It is not clear what is meant by near native proficiency. The highest proficiency level of the Common European Framework of Reference for Languages (Council of Europe, 2001), level C2, describes skills such as the ability "to read with ease all forms of the written language, including abstract, structurally or linguistically complex text such as manuals, specialised articles and literary works." Whether such skills are necessary for all language teachers (or achieved by all native speakers) is questionable. One study (D. Liu, 1999) suggests that the teachers themselves are unclear as to what their language proficiency level should be in order for them to be effective teachers. Trainee non-native speaker teachers of English were surveyed and almost half of the respondents of this study answered *not sure* when asked if they themselves had the English proficiency to be a truly qualified teacher (ibid., p. 205). Liu suggests that NNSLTs' fluent and idiomatic use of the language would be more beneficial than a focus on native-like pronunciation. Shin (2008) emphasises NNSLTs' pragmatic knowledge and understanding of the discourse of the school (p. 60), as well as their proficiency in "classroom language" (p. 62). A better understanding of NNSLTs' language proficiency needs may ameliorate the threat to their security and efficacy posed by their perceived inferior command of the language (Tüzel & Akcan, 2009, p. 272).

3.6.2 Target language awareness

Language awareness is important for any language learner but particularly so in the case of non-native speaker language teachers. Wright (2002, p. 115) proposes that a "linguistically aware teacher not only understands how language works, but understands the student's struggle with language and is sensitive to errors and other interlanguage features." As discussed in Section 3.5.1, non-native speaker language teachers may be considered by learners to have an advantage over native speaker language teachers in terms of their target language awareness. This is supported by research conducted in the US where language

teacher trainers reported that 84% of the NNSLTs in their programmes had an equal or higher level of language awareness than their native speaker counterparts (Llurda, 2005a, p. 142).

The fact that the NNSLT has gone through the conscious process of learning a language, as opposed to the NSLT who acquired it as a child, means that he or she may be better placed to explain language issues and empathise with learner difficulties. Andrews (2007) studied the grammar awareness of novice native speaker teachers and novice non-native speaker teachers and found that while the NSs were more accurate in their correction of errors, the NNS were far more accomplished in the ability to produce metalanguage and to explain the errors. This was particularly evident in cases where the NSs were not themselves experienced language learners. However, a study of NNSLTs in training in Turkey (Tüzel & Akcan, 2009) highlighted some of the difficulties that non-native student teachers face with regard to their language. Their case group participated in classroom observations and retrospective protocol sessions. The researcher kept field notes of classroom observations and also video recorded classes. The teachers watched the videotaped classes and reacted to their teaching. The researcher also kept field notes of these retrospective protocols. These data demonstrated numerous problems with the target language in the classroom, including explaining vocabulary in the target language where NNSLTs were prone to becoming panicked when confronted with new or difficult words.

3.6.3 Defining language needs

As has been demonstrated in Chapter 2, classroom talk is a specific genre which takes place within a particular discourse community. As is discussed in Chapter 4, Section 4.3.1.3, some teacher training programmes involved in this present study include a language training component. This language instruction is general in nature and not necessarily focussed on the language of the classroom. In his discussion of language provision for non-native speaker teachers of English, Cullen (2001, p. 29) suggests:

> An alternative approach would be to adopt an ESP[4] solution and concentrate on developing a command of classroom language – the language that teachers typically use when giving instructions, explaining, asking questions, responding to and evaluating students' contributions, signalling the beginning and end of activities and lesson stages, and so on. Such an approach to language improvement on in-service courses not only has the potential to enhance

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> teachers' language fluency- and by extension their confidence - in the classroom, but can also be combined easily and naturally with the pedagogical aims of training.

Teachers use language for a specific purpose and Language for Specific Purposes is inherently linked with language needs analysis. A defining feature of the teaching of LSP, which distinguishes it from general language teaching, is the awareness of the particular language needs of the learner group in question (Hutchinson & Waters, 1987, p. 53). Here I discuss the diverse definitions of what a learner group needs in order to function in the target situation. The main types of definition of learner needs are outlined, the problems of definition are discussed and the topic of needs analysis, a central feature of Language for Specific Purposes and of this thesis, is introduced.

The investigation of language learning needs in the form that we recognise today began in the 1960s and was mainly concerned with English for Specific Purposes. For the researchers of that time a need was "defined purely in linguistic terms as a special language or register" (West, 1994, p. 2). The aim of a register analysis was then to "identify the grammatical and lexical features of these registers" (Hutchinson & Waters, 1987, p. 10). Criticisms of this approach were aimed at the fact that the limiting of the language to be taught was an insufficient measure for the meeting of learners' needs. Mackay (1978, p. 5) asserts that the "restricted repertoire" of ESP was interpreted as:

> being concerned with the teaching of a special language as a statistically quantifiable 'register' defined in terms of formal linguistic properties, lexical items, collocations and sentence structures. The result has been that conventional structural approaches to syllabus design have been applied to a more restricted sample of language data.

Whereas, lexically, certain registers (e.g. medical or engineering) are quite obviously different from general language, it is more difficult to pinpoint the grammatical dissimilarities, and if it were only a case of identifying the specific lexical items needed, there was a danger of ending up with a long vocabulary list. Such lists exist for the purposes of teaching German as a Foreign Language[5] but the value of these as a means of educating non-native speaker German teachers is questionable.

With the emergence of Communicative Language Teaching, the focus of needs analysis was on the desired or optimal state for the learners. Hutchinson & Waters (1987, p. 55)

[5] See for example http://www.goethe-verlag.com/lehrersprache.htm

describe the functional needs of the learner as "what the learner has to know in order to function effectively in the target situation." This involves the investigation of the learners' achievement expectations and describing of these "in terms of the smallest functional units into which we break down the unwieldy set of abilities called communicative competence" (Holec, 1980, p. 27). As was shown in Chapter 2, the functions of classroom language have been extensively studied. However, the relationship between these and the non-native speaker language teacher has not been established. One study of the language use of NNSLTs (Tüzel & Akcan, 2009) suggests that classroom language is problematic for NNSLTs, in that the teachers who participated in the research used incorrect or inappropriate forms as well as a limited range of structures.

Tudor (1996) takes the focus on the learner in needs analysis further. He categorises all of the above as objective needs in that they are all outside of the learner. Therefore, to him, the subjective needs of a learner include considerations such as learning style and individual difference. He claims that failure to address these needs will result in a diminished quality of learning and affective involvement in the learning process (p. 97). Problematic for needs analysis is the lack of a comprehensive and generally accepted vocabulary for the description of subjective needs. In addition, it is difficult to say how these needs may be incorporated into a language curriculum, the ultimate aim of language needs analysis.

Most recent developments in needs analysis regarding types of needs have come from Long (2005c) and relate to the emergence of task-based language learning. He claims that it is not the lack of linguistic knowledge that causes problems for learners in the target situation but their "inability to accomplish the tasks required of them, for which language use is often highly differentiated and both field- and context-specific, and for which more than L2 knowledge is needed" (Long, 2005b, p. 4). The movement in language teaching and learning toward task-based approaches would point to the relevance of a task-based needs analysis. He asserts that task-based needs analysis will succeed where so many other have failed and manage to produce a methodology for conducting needs analyses that will "readily lend themselves as input for the design of a variety of ... second and foreign language courses" (ibid.).

Means analysis is the view that the constraints and restrictions that result from outside influences should be assessed within the needs analysis in order to aid the curriculum planning. Tudor (1996) claims that this will "allow the development of learning programmes

which are responsive to and capable of fitting in harmoniously with local conditions" and that the contextual factors should not be viewed negatively but neutrally as "local features" (p. 132). Advocates of means analysis claim that the resources and context available, including cultural factors must be considered and incorporated into course design. On the other hand it can be argued that, in the strict sense of the term, NA is concerned with the *"ends* to be attained rather than the *means"* (Witkin & Altschuld, 1995, p. 7).

It has been shown above that there is little agreement in the literature regarding the definition of the term 'needs' as it refers to language teaching and learning. With writers coming from different theoretical backgrounds the research often contradicts itself, overlaps and disagrees in its understanding of need. In addition to the array of interpretations of need in language teaching and learning, there are also incompatible definitions of more specific terms. Kormos, Kontra and Csölle (2002, p. 519) note the inconsistency of the use of objective and subjective needs in the literature. Nunan (1988b) sees objective needs as factual and subjective needs as perceived. Objective needs are considered by Tudor (1996) to be those needs which are outside of the learner and are usually functionally oriented whereas subjective needs are concerned with "perceptions of a given situation ... rather than more externally verifiable or objective factors" (p. 96) but where perceptions are seen as cognitive and affective factors of learning style and individual difference not just preference of materials or methods. Vandermeeren (2005, p. 159) perceives a difference between the terms 'need' and 'needs', where 'need' is objective and 'needs' are the learners' own report of deficiencies in language use and training. Pratt (1980, p. 88) identifies a further problem with definition of terms in that the informants, needs analysts and various stakeholders may not be on the same page and notes that "[s]emantic misunderstanding can invalidate the data collected and lead to unnecessary confusion." He suggests that a clear description of terms, such as need, be written down for all parties involved.

3.6.4 Language teaching for language teachers

This section examines the provision of language as part of the education of non-native speaker language teachers in various contexts. Studies included deal with concrete examples of training opportunities as well as suggestions for the development of courses designed specifically with the enhancement of pre-service teachers' language skills in mind. The discussion of appropriate content and the proposal of suitable teaching methodologies for this purpose are outlined and it is further demonstrated how the teaching of language skills for

language teachers would benefit greatly from a needs analysis approach. Cullen (1994, p. 163) notes that "in most parts of the world the main emphasis in English language teacher training, especially on in-service courses, is on methodology, and that the teacher's proficiency in the language itself is largely taken for granted".

3.6.5 Language course content for NNSLTs

There has been growing interest in the education and employment of non-native speaker teachers of English in the American context where international students have traditionally attended university courses in TESOL in order to bring their skills back with them to their home countries. In recent years students have chosen to stay in the US to teach English as a second language (Shin, 2008, p. 58). This poses different questions for language provision for these students. Shin notes that these student teachers need to be provided with training in English for classroom use as well as pragmatics and intercultural skills to assist them in both their professional and personal lives. Liu (1999) claims that the language provision in TESOL programmes is inadequate as it deals with the explicit knowledge of grammar and syntax. He proposes that it is training in language use and not explicit knowledge that the NNSLT needs, since they have already been trained extensively in grammar but lack the practice of using the language. In his study, 80% of trainee teachers surveyed reported that a usage course would be more useful than a grammar course (p. 206). The provision of language for NNSLTs is inadequate, according to this study, in terms of the content offered, however a demand for language use practice may also be insufficient if it does not expressly serve the teachers' specific needs. The context of Ann Barnes' (2002) study is very different to those outlined above and is one on the few studies in the teaching of language to NNSLTs of languages other than English. Her study discusses language provision for teachers of modern foreign languages in the British context and describes the course offered to the postgraduate students studying for teaching qualifications. The programme includes independent language learning, language diagnostics, a needs analysis of the NNSLTs' language and language refreshment. These components aim to ensure that teachers "have the language proficiency to provide an effective language model to pupils but also the pedagogic competence to exploit this proficiency in the service of pupil learning" (p. 199).

3.6.6 Language teaching methodologies for teaching NNSLTs

Some studies have identified teaching methods which are particularly suited for the provision of language for non-native speaking language teachers. Cullen (2001) illustrates the use of lesson transcripts as a basis for a NNSLT trainee language class, dealing with teachers' use of

questioning in the classroom. This method combines pedagogical training with language improvement in that the trainees are encouraged to become aware of the use of questions for teaching purpose but also are taught to use question forms more fluently and confidently. It also makes use of authentic material, in the form of the lesson transcripts, directly relevant to the trainees' future language use. As part of a course designed to raise the language awareness of pre-service NNSLTs, Tűzel and Ackan (2009) performed classroom observations which formed the basis of collaborative feedback sessions, discussions and retrospective protocols. They found that target language use in the classroom was a major concern for the pre-service teachers and verified this through their observations. The course in language awareness was deemed successful in building the teachers' confidence and it was concluded that courses in language teacher awareness should be integrated into language teacher training programmes. Medgyes (1999) questions the use of communicative language teaching methods for the improvement of NNSLTs' language skills claiming that the future foreign language teacher's needs "are far more urgent than those of an ordinary language learner" (p. 191). This seems to imply that communicative language teaching is inefficient and therefore unsuitable for the teaching of learners with urgent and immediate needs. It also overlooks the potential of language classes for language teachers to provide a language teaching model for them. It may, therefore, be important to lead NNSLTs by example and not to teach them in one way and expect them to teach their learners in another.

The provision of language training for non-native speaker language teachers is an integral part of their education programme. It is accepted that the improvement of their language skills is imperative to their success as language teachers. What remains problematic is the level of language that language teachers actually need, the types of functions that are required of them and the communicative competence level necessary. NNSLTs have certain advantages over NSLTs as a result of their language learning backgrounds but how to best make use of these advantages and to ameliorate the disadvantages through language course content remains to be seen. The way in which language should be taught to NNSLTs is also unclear.

3.7 Summary

This chapter reviewed the literature relating to the non-native speaker language teacher. Firstly, I outlined the debate surrounding the definition of native speaker and non-native

speaker labels, and the complexity of the discussion. I proposed that, in order to best serve the needs of the non-native speaker language teacher, the distinction between these two groups is useful. Next, I described the NNSLT group as it appears in the literature and demonstrated that there is an emphasis on the teaching of English as a foreign language. I then discussed the research into the self-perceptions of non-native speaker language teacher and illustrated both the negative and self-perception which may impact NNSLTs' teaching practice. This led to a discussion of the perceptions of others regarding NNSLT, specifically learners who are taught by them. Self-perceptions and learners' perceptions regarding NNSLTs relate largely to their language skills. Therefore, the language needs of NNSLTs are of utmost importance and these were discussed next, with particular emphasis on the proficiency and target language awareness of NNSLT, as well as the definition of language needs and the provision of language courses for NNSLTs. The next chapter will outline the methodology designed to analyse the needs of non-native speaker teachers of German at post-primary schools in Ireland.

4 Research methodology

4.1 Introduction

This chapter outlines the research methodology employed during the present study. In Section 4.2, I present the mixed methods research approach selected as the methodological approach. I describe the underlying principle of pragmatism, the mixing of qualitative and quantitative methods, and the importance of methodological triangulation. In Section 4.3, I outline the population and research context of the present study, I present the research informants consulted, and I provide an overview of the research framework, which comprised three data collection phases, and the timeline of data collection. I discuss ethics in educational research and the measures taken in this study to address ethical considerations. The remaining three sections (Sections 4.4, 4.5 and 4.6) of the chapter present each of the three phases of data collection in detail.

4.2 Mixed methods research

Mixed methods research, which combines quantitative and qualitative research methods, was chosen as the research approach most suitable for this present investigation of language needs. This section discusses mixed methods research with regard to the principle of pragmatism, qualitative and quantitative approaches to data collection, sampling and analysis, and the concept of triangulation.

4.2.1 Pragmatism and mixed methods research

Quantitative and qualitative research approaches imply particular epistemological and ontological world views. Quantitative research takes a positivist view, which assumes the existence of an objective reality that can be studied, and from which generalisations can be extrapolated. It is often "confirmatory in nature and driven by theory and the current state of knowledge about the phenomenon under study" (Teddlie & Tashakkori, 2009, p. 23). In contrast, researchers who subscribe to the interpretive paradigm of qualitative research understand the world as only knowable through the interpretation of the knower; that the knower and the known are inseparable (Tashakkori & Teddlie, 1998, p. 23). In the qualitative tradition, the focus is on the subjective reality that is only accessible through the interpretation of individuals.

During the so-called 'paradigm wars' of the 1970s and 1980s, many researchers positioned themselves firmly in either the qualitative or quantitative tradition. Mixed methods research emerged as a response to an over-emphasis on paradigmatic issues and the "relentless focus on the differences between the two orientations" (R. B. Johnson & Onwuegbuzie, 2004, p. 14), and brought the research question to the fore. Mixed methods research takes pragmatism as its guiding paradigm (Morgan, 2008). It places the focus on the research question, avoiding academic discussion of paradigmatic limitations, and rejecting the incompatibility thesis which states that qualitative and quantitative research approaches cannot be mixed (R. B. Johnson, Onwuegbuzie, & Turner, 2007). The pragmatist focuses on the outcomes of the research: "The bottom line is that research approaches should be mixed in a way that offers the best opportunities for answering important research questions" (R. B. Johnson & Onwuegbuzie, 2004, p. 16). In other words, "the research questions drive everything" (Teddlie & Tashakkori, 2009, p. 23). Pragmatists argue against what they consider a false dichotomy between qualitative and quantitative research approaches. They advocate using the most efficient methods of both approaches in order to understand social phenomena (Creswell, 1994, p. 176). Mixed methods research approaches emerged from research contexts such as health and education (Greene, Caracelli, & Graham, 1989; Morse, 1991) where the answering of research questions is of real, practical importance. A recent study in the provision of health care, for example, triangulates questionnaire, case study and interview data to investigate the support needs of caregivers to family members affected by HIV/AIDS (Petros, 2012).

The analysis of language needs attempts to solve important, real-world issues. For example, a number of recent studies in language needs analysis have focussed on students of medicine and pharmacology (Bosher & Smalkoski, 2002; Holme & Chalauisaeng, 2006; Mazdayasna & Tahririan, 2008) where the range of terminology and importance of effective communication necessitate focussed language instruction which is based on the learners' particular needs. Other areas that have benefitted from language needs analysis include business and law (Bacha & Bahous, 2008; Bosuwon & Woodrow, 2009; Deutch, 2003) and tourism (Jasso-Aguilar, 1999, 2005; Wozniak, 2010), where international learners and learners who aim to work in international contexts require specific language instruction. Mixed methods research allows needs analysts to concentrate on answering the important research questions without becoming entrenched in paradigmatic debate.

4.2.2 Qualitative and quantitative methods

Mixed methods research uses qualitative and quantitative research methods to answer a study's research questions. Here, I firstly describe sampling, data collection and analysis in the quantitative and qualitative traditions. Secondly, I outline how these can be combined in mixed methods research approaches. Thirdly, I discuss the advantages of mixing methods.

4.2.2.1 Quantitative and qualitative data collection, sampling and data analysis

Quantitative methods of data collection often aim to confirm or disprove research hypotheses, or quantify the occurrence of certain phenomena in a population. Methods in this tradition include experimentation, questionnaire and testing. Quantitative studies often aim to collect data from a large, random sample in order to gain numerical data which can be statistically analysed, and yield statistically significant and generalizable results. Other strengths of the quantitative approach are that studies in this tradition are seen as systematic and rigorous, and that data collection and analysis are efficient. The disadvantage of quantitative studies in the social sciences is that they can be seen as simplistic and reductionist: "[T]he findings of positivistic social science are often said to be so banal as to be of little consequence to those for whom they are intended, namely, teachers, social workers, counsellors, managers and the like" (Cohen, Manion, & Morrison, 2011, p. 15).

Qualitative methods of data collection, on the other hand, aim to explore a research subject in depth to generate information about unknown aspects of a phenomenon (Teddlie & Tashakkori, 2009, p. 33). Qualitative researchers may not begin a research study with set research questions; these questions may emerge over the course of data collection and analysis. The sample for qualitative research studies is often small and select. This purposive sampling allows the researcher to gain in-depth knowledge from relevant research participants. Qualitative studies in social sciences can generate rich, detailed, contextualised accounts of human experience (Castro, Kellison, Boyd, & Kopak, 2010, p. 343). However, qualitative methods are seen as deficient due to their reliance on the researcher's interpretation of the results, the bias this may include and the difficulty involved in generalizing qualitative results (Creswell & Plano Clark, 2011, p. 12). Methods used in the qualitative tradition include unstructured and semi-structured interviews, participant and non-participant observation, and narrative methods such as diaries and story-telling. Qualitative methods typically generate a large amount of empirical data which may be managed using computer assisted qualitative data analysis software (CAQDAS).

4.2.2.2 Combining qualitative and quantitative approaches

Mixed methods research approaches combine quantitative and qualitative research methods to allow a researcher to both explore a research subject, and to confirm or disprove hypotheses (Teddlie & Tashakkori, 2009, p. 33). Qualitative and quantitative methods may be deployed concurrently, sequentially or using multiphase combination timing (Creswell & Plano Clark, 2011, p. 66). In concurrent combinations, qualitative and quantitative methods are used separately but in parallel in order to investigate a phenomenon which has several levels (Dörnyei, 2007, p. 172). Sequential mixed methods design involves the use of qualitative and quantitative methods in distinct phases of the research; a method is deployed after the previous method has been completed and the data has been analysed. A quantitative method, for example, may be followed by a qualitative method, such that the qualitative results serve to explain the findings of the quantitative data analysis (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 227). Where qualitative data is collected and analysed first, a quantitative method may be employed subsequently to assist the interpretation of the qualitative results (ibid.). Multiphase combination occurs when a researcher implements three or more phases which include both concurrent and sequential designs (Creswell & Plano Clark, 2011, p. 66).

Similarly, sampling in mixed methods research can be achieved in a number of different ways. Teddlie and Yu (2007) identified four types of mixed methods sampling approaches:

- *Basic mixed methods sampling strategies* which include stratified purposive sampling where a population is stratified by, for example, academic ability and a representative of each stratum is studied;
- *Sequential mixed methods sampling* where, for example, the qualitative phase of a research study uses a subsample of the sample of a preceding quantitative phase;
- *Concurrent mixed methods sampling* which uses purposive and probability sampling in parallel; and
- *Multilevel mixed methods sampling* where a study involves a number of groups of research participants which must be sampled using different techniques.

The mixing of qualitative and quantitative approaches may also occur at the data analysis stage of a mixed methods research study. Qualitative data may be quantiticized, that is, textual data may be assigned numerical codes and analysed quantitatively (Collingridge, 2013).

4.2.2.3 Advantages of mixing methods

In combining both qualitative and quantitative research methods, mixed methods research can increase the strengths and ameliorate the weaknesses of qualitative and quantitative research methods (Johnson & Onwuegbuzie, 2004). As mentioned above, quantitative research may be criticised for its simplistic and reductionist analysis of a phenomenon. When the research is combined with a qualitative investigation the resulting study may provided a richer understanding of the processes involved. Similarly, quantitative data can provide rigorous and generalizable results to a qualitative study; a new phenomena, for example, may be explored using qualitative methods, but in order to test the breadth of its distribution in a population, a quantitative methods must be employed (Dörnyei, 2007, p. 164). Combining the two approaches leads to improved research. As Teddlie and Tashakkori (2009, p. 35) put it: "One type of data gives greater depth, whereas the other gives greater breadth; together it is hoped that they yield results from which one can make better (more accurate) inferences".

The use of both qualitative and quantitative methods in language needs analysis is advantageous as it allows the researcher to make sense of a complex phenomenon. When considering the term 'need' in relation to language curriculum design, theorists generally agrees that a need is a discrepancy between the current state and the desired or optimal state of language proficiency (Lambert, 2010; Pratt, 1980). Despite this relatively uncomplicated view of need, it is also recognised that needs are not objective facts that exist independent of context but are only accessible through interpretation, judgement and general consensus (Richards, 2001, p. 54). They are seen as multi-faceted and changeable (Graves, 2000, p. 98). Needs are not fully developed facts capable of being described objectively but are constructed by the individual or individuals from an actual complex experience (Richterich & Chancerel, 1978, p. 9). Needs analysis requires qualitative methods in order to access the subjective views of the people involved and to explore the language used in the target situation. However, it also requires qualitative methods to test hypotheses and to quantify results for the purposes of curriculum development. Vandermeeren (2005, p. 160) notes that the quantitative dimension of language needs analysis is revealed by asking questions such as, 'How often is language X needed?', while the qualitative dimension is accessed through questions such as, 'Which kind of competence in language X is needed?' Mixed methods research allows for both types of research questions so that both quantitative and qualitative traditions can be used, simultaneously or sequentially, for these purposes.

4.2.3 Triangulation and mixed methods research

The term triangulation refers a nautical or surveying process where two points are used to calculate the distance to a third point. Denzin (1978) adopted the term to refer to the use of at least two different data sources, investigators, theories or methodological approaches to study the same social phenomenon. The advantage of such triangulation in social research relates to the complexity of social phenomena. Researchers in the natural sciences may be confident that a single method has produced adequate and unambiguous information. However, researchers in social sciences investigate multifaceted and subjective social phenomena so that one single method may not capture a valid representation of the phenomenon: "Exclusive reliance on one method ... may bias or distort the researcher's picture of the particular slice of reality she is investigating" (Cohen, et al., 2011, p. 195). Mixed methods research exploits the benefits of triangulation in social research by seeking convergence and corroboration from different methods studying the same phenomenon (R. B. Johnson, et al., 2007, p. 115). The exploration of divergence in triangulated findings may also be useful to a study to enhance understanding of a phenomenon (Dörnyei, 2007, p. 165).

Long (2005a, pp. 29-31) advocates the increased use of triangulation in language needs analysis to improve the quality of inferences made, noting that few studies in needs analysis employ this technique. Moussu and Llurda (2008, p. 332) have called for a greater emphasis on the use of triangulation as a research approach in the study of non-native speaker language teachers. They identified deficiencies in the research methods used to study this group. Firstly, they assert that the relative youth of the research area and the lack of past experience researching non-native teachers has determined the simplicity of some research designs, and in some cases the rather 'naive' approach. They claim that there has been an over-reliance on non-empirical reflections regarding the nature and conditions of the NNS teacher, and that the use of personal experience and narrative cannot provide the validity needed to provide widespread recognition of the NNSLT research area. Therefore, more sophisticated and ambitious approaches to the exploration of this group are necessary. They advocate the use of mixed-methods and triangulation to lend further reliability to research in the area (Moussu & Llurda, 2008, p. 341).

Mixed methods research provides this project with the most appropriate research approach. Firstly, the pragmatic principle underlying mixed methods research is suitable for answering important, practical research questions that language needs analysis addresses. Secondly, the

use of both qualitative and quantitative methods is necessary for a language needs analysis. Thirdly, mixed methods research provides a framework for the triangulation of methods which ensures that the needs analysis is rigorous and provides valid results.

4.3 A mixed methods research design for language needs analysis

This section presents the population investigated in this study and the context of the research. It describes the research informants, and presents an overview of the methodological framework as well as a timeline of data collection.

4.3.1 Population and research context

This sub-section describes the population and research context for this present study. I discuss the selection of non-native speaker teachers of German in Ireland as the sample population. I also provide information on language education policy and provision, and language teacher training in Ireland.

4.3.1.1 The sample population

As has been discussed in Section 3.3, much of the research about non-native speaker language teachers has concentrated on the teaching of English as a second or foreign language. This current project aims to expand the field of research on the NNSLT by investigating teachers of a language other than English. Native English speaking teachers of German as a Foreign Language in the post-primary sector in Ireland were selected as the sample population for this study. This group was chosen as the research focus as a result of my relationship with the German language and the accessibility of the research subjects. Having spent a number of years living, studying and working in Germany, I speak German, and have contacts with the German teaching community in Ireland. I have worked as a language teacher at the German Department in University College Cork, and made contacts with post-primary German teachers and teacher trainers in that capacity. I have also worked as a German examination corrector for the State Examinations Commission and as a substitute teacher in a post-primary school. The post-primary German teaching community comprises approximately 1100 teachers at 450 post-primary schools; most are native speakers of English who trained at Irish universities.

4.3.1.2 Policy and provision of language education in Ireland

According to a Europe-wide survey of language skills (European Commission, 2012), Ireland is among the five countries where respondents are least likely to report that they can speak a second language well enough to hold a conversation. Just 40% of Irish respondents reported that they could converse in a second language, compared with the European average of 54%. The status of modern languages may be affected by three key factors. Firstly, Ireland does not have a holistic or integrated policy for language education (Bruen, 2013) which may account for a lack of coherence across the language education curriculum (Little, 2003). Secondly, the dominance of English as an international lingua franca is often cited as a contributing factor to the disregard for language skills in Irish society: "The widespread but erroneous perception that 'English is enough' militates against the kind of plurilingual ambitions and achievements common in nonanglophone EU member states" (Committee for Modern Language Literary and Cultural Studies, 2011, p. 6). However, this perception is changing as multinational companies publicise the need for proficient speakers of modern languages for the purposes of trade with European and Asian countries (Expert Group on Future Skills Needs, 2012). A third key factor may be the status of the Irish language which is protected and is a compulsory school subject from primary school up to the final school examination, the Leaving Certificate. Irish has been treated in isolation from other languages, and a more integrated approach and linkages to foreign languages in the curriculum have been called for (NCCA, 2005).

The diminished status of modern languages in Ireland is reflected in the provision of languages during primary and post-primary schooling. The Pilot Project on Teaching Modern Languages in Primary Schools was introduced in 1998 and became known as the Modern Languages in Primary Schools Initiative (MLPSI) in 2001. This initiative introduced French, German, Spanish and Italian language provision to 545 primary schools. It provided support and training to primary school language teachers, and promoted a cross-curricular approach which encouraged the use of Content and Language Integrated Learning and Information and Communication Technology (Committee for Modern Language Literary and Cultural Studies, 2011, p. 3). It was cancelled by the Minister of Education in 2012[6]. Currently, approximately 15% of Irish primary school schools, where pupils are aged between 5 and 12, offer a modern language to pupils in their final two years (Bruen, 2013, p. 101).

Most students in Ireland begin learning a modern language in post-primary schools (starting at approximately age 12). There is no provision in Irish education policy that makes

[6] See for example http://www.irishtimes.com/life-and-style/family/expelling-modern-languages-1.1067312

the learning of a modern language compulsory at any stage of schooling (Committee for Modern Language Literary and Cultural Studies, 2011). However, most schools offer modern languages as optional subjects to students. This may be due to the fact that, currently, university matriculation requires one modern language, that is, students who wish to study at one of the country's universities must have completed the Leaving Certificate Examination[7] or equivalent in at least one modern language. As a result, most post-primary students elect to take the Leaving Certificate Examination in one modern language. However, this may be changed as the matriculation requirement is not codified in policy. Little (2003, p. 3) notes that there is no guarantee that modern languages will remain a significant part of the post-primary curriculum should this matriculation requirement be removed.

French is the most commonly taught language at post-primary level, followed by German, Spanish and Italian. Table 2 below shows the number of students in the Republic of Ireland who took a modern language Junior Certificate[8] programme in state funded post-primary schools[9]. The numbers of students taking French have increased marginally since 2008, while numbers of students taking German remained stable in the five year period. Spanish and Italian were taken by considerably fewer students but both have also seen an increase in numbers in the five years between 2008 and 2012.

	German	French	Spanish	Italian
2008	35,722	111,142	16,487	1,419
2009	34,870	111,415	18,975	1,356
2010	34,638	113,089	20,783	1,256
2011	35,011	114,232	22,560	1,619
2012	35,830	114,634	24,509	1,977

Table 2: Number of students in Junior Certificate cycle learning German, French, Spanish and Italian at post primary schools between 2008 and 2012

7 The Leaving Certificate is the state examination taken in the fifth or sixth year of post-primary level schooling. Acceptance to any higher education institution is contingent on the outcome of this examination.

8 The Junior Certificate Examination is a state examination taken by students in the third year of their post-primary education.

9 These statistics were sourced from the Department of Education and Skills statistics website: http://www.cso.ie/px/des/database/DES/Second%20Level%20and%20Further%20Level%20Education%20Statistics/Second%20Level%20and%20Further%20Level%20Education%20Statistics.asp

In recent years, efforts have been made to introduce other languages such as Russian, Chinese and Japanese to some schools with the support of the Post-primary Languages Initiative[10]. However, the number of students choosing to study more than one language is falling (Department of Education and Science & Council of Europe, 2007). The Inspection of Modern Languages (Department of Education and Science, 2004, p. 7) notes that in a small number of schools, language provision is contingent on students' academic ability; only those students who are deemed to have sufficient aptitude are encouraged to take a modern language. German in particular is seen as a subject that should only be taken by students with "considerable linguistic ability" (ibid.).

4.3.1.3 Language teacher training in Ireland

Post-primary language teacher training in the Republic of Ireland is offered as a postgraduate diploma at third level institutions. Students complete a Bachelor degree in their chosen subject or subjects, followed by a Postgraduate Diploma in Education (PGDE). The PGDE includes lectures on teaching methodology and theories of education, and took one year to complete at the time of data collection. A teaching practice component is included in the diploma, where students teach at a post-primary school, and are supervised and graded on their teaching by members of university staff. The postgraduate diploma for German may also include German-specific didactics and, in some cases, language classes. Teachers are accredited by the Teaching Council of Ireland[11]. The Teaching Council requires German teachers to have completed a primary degree in which German comprises at least one third of the curriculum, and to have spent at least three months living in a German speaking country. The Inspectorate, a division of the Department of Education and Skills, is responsible for quality assurance in the primary and post-primary education, and carries out inspections in schools. More information on the training of teachers and publications of the Inspectorate can be found in Section 4.4.1.

4.3.2 Ethics in educational research

It is vital that any research conducted in schools is carried out to the highest ethical standards. The overriding concern of research ethics in education is that no harm comes to the

[10] http://languagesinitiative.ie/

[11] The Teaching Council is the professional body for teaching in Ireland. It was established by statute in March 2006 to promote teaching as a profession at primary and post-primary levels, to promote the professional development of teachers and to regulate standards in the profession. See http://www.teachingcouncil.ie/ for further details.

participants of the research as a result of the research process or the dissemination of research results (Gass, 2010). Another key concern of ethics in educational research is obtaining informed consent from research subjects. Informed consent means that subjects are provided with sufficient, clear and comprehensive information. This ensures that they are able to make an informed decision about their participation, that their participation is voluntary and that the subject is competent in making this decision (Mackey & Gass, 2005). Cohen, Manion and Morrison (2011, p. 80) list aspects of a research project that should be presented to potential participants in order to obtain informed consent. These include:

- the purposes, contents, procedures, reporting and dissemination of the research;
- any foreseeable risks and negative outcomes, discomfort or consequences and how they will be handled;
- benefits that might derive from the research;
- any incentives to participate or rewards from participating;
- right to voluntary non-participation, withdrawal and re-joining the project;
- rights and obligations to confidentiality and non-disclosure of the research, participants and outcomes;
- opportunities for participants to ask questions about any aspect of the research; and
- signed contracts for participation.

Where the subject of the research is not deemed to be competent in providing informed consent, a parent or guardian may be asked to provide consent on the participant's behalf. The subjects' right to privacy is another fundamental consideration in research ethics. A researcher may guarantee anonymity of the subjects where the researcher or another person cannot identify the subject from the information provided. For many data collection methods, especially qualitative methods, it not possible to guarantee anonymity as the subject is known to the researcher. In such cases, confidentially is guaranteed, meaning that no information that would identify a research subject or allow that subject to be traced is disclosed (Cohen, et al., 2011, pp. 91, 92).

This present study comprises three research phases (exploratory, questionnaire and classroom observation: See Sections 4.4 to 4.6), each with different research participants. Every effort was made to ensure the highest ethical standards were upheld when conducting this research. Therefore, seven documents were prepared in order to inform participants of the purpose of the study, to detail their participation, to obtain informed consent and to

provide guarantees of data confidentiality. These documents can be found in Appendix A, and are described here.

Firstly, a participant information leaflet was developed for the purposes of informing all research participants about the aims of the research project, the participants of the study, and guarantees of privacy and security of their data. It included my contact details as well as those of my supervisor and invited participants to contact one of us should they have any questions about the research. This leaflet was designed to be clear, concise and comprehensible, and was distributed to all research participants in either paper or electronic form, and was also available on the project website[12]. It can be found in Appendix A.1.

The second participant document prepared was a consent form for interview participants. The interview method was part of the exploratory phase of data collection and involved the semi-structured interview of German language teacher trainers (see Section 4.4.2). The interview participant consent form reiterates and expands on the information provided in the participant information leaflet. The form was signed by both me and the participant on the day of the interview, and the participant was given a copy to keep. This form can be found in Appendix A.2. In addition, interview participants were provided with an interview guide. This can be found in Appendix A.3.

This study included a classroom observation phase (See Section 4.6) which required particularly careful consideration with regard to ethical issues. The fourth participant document I developed was a letter seeking access to the school grounds. This letter was sent to school principals prior to my visit to the school. A sample of the letter sent to principals can be found in Appendix A.4. The fifth document I developed for participants was a consent form for teachers whose classes were observed. This form contains details of their participation, and further guarantees of confidentiality and security of the data collected. The teachers were requested to sign a copy of the form on the day of the observation and were given a copy to keep. This consent form can be found in Appendix A.5. The sixth document I drafted was a simplified version of the participant information leaflet which was distributed to the students in the observed classes (see Appendix A.6). This informed the students of the purposes of the research and that they were not obliged to take part in the observation. As the students in observed classes were not the direct subjects of the research, they were not asked to sign consent forms. However, their verbal assent was sought at the beginning of the lesson. In addition, where an observed class contained students aged 16 or under, their parents or

[12] www.languageforteachingpurposes.com

guardians were sent a consent form, informing them of the purposes of the study and their child's participation. This is the seventh participant document I developed and can be found in Appendix A.7. If the parent or guardian did not wish to sign the consent form, the student did not have to take part in the class and other provisions were made. For example, a student was given relevant work to complete and sent to another classroom for the duration of the observation.

This study also included a questionnaire phase (Section 4.5) and, in developing the questionnaire, I was also conscious of research ethics. Therefore, respondents to the questionnaire survey were given additional information at the beginning of the questionnaire. This information includes a short synopsis of the aims of the research and a guarantee that the information provided would be kept in strictest confidence. Respondents were not required to provide any identifying information. However, they were invited to provide their email address if they were interested in hearing more about the project or taking part in further research phases. The introduction to the questionnaire also informed respondents of the amount of time needed to complete the questionnaire. The questionnaire can be found in Appendix C.

4.3.3 Research informants in language needs analysis

This section outlines the research informants which may be consulted when conducting a language needs analysis. Richterich and Chancerel (1978) identified the learner, the teaching establishment and the user-institution (the employer) as the principal informants in a language needs analysis. Other possible informants range from academics and policy makers (Richards, 2001) to native speaker co-workers (Tarone & Yule, 1989). I have identified three main types of informants for needs analysis: learners, language experts and domain experts. These are described in more detail below and the relevant informant groups for this present study are outlined.

4.3.3.1 The learners as informants in language needs analysis

The main informants of many language needs analyses are the learners (Bacha & Bahous, 2008; Bosher & Smalkoski, 2002; Holme & Chalauisaeng, 2006). However, to what extent the learners' perceptions are important and reliable is a matter for discussion. On the one hand, learners may have special rights to determine the content of courses since they are the consumers of language education programmes (Long, 2005a, p. 26). Additionally, the learners

may have privileged knowledge relating to their target situation and may be able to provide valuable information about future communicative needs, which can help inform classroom tasks and activities (Tarone & Yule, 1989, p. 46). On the other hand, the learners may be unable to express their learning needs or may be unaware of what these needs are. Tudor's (1996) learner-centred approach to needs analysis sees the learner as the primary source of information but he notes that "a full specification of learners' needs can emerge only over time, as learners gradually come to understand their needs and acquire the ability to express them in a pedagogically useful manner" (p. 88). Scrivener (2005, p. 71) proposes that the learners may genuinely not know what they want or need, or that they cannot be bothered or do not think it is the learners' responsibility to think about future language needs. If learners are willing to participate in a needs analysis they may constitute unreliable sources of information (Long, 2005a, p. 25).

4.3.3.2 Language expert perspectives in language needs analysis

Language experts, including language teachers and applied linguists, are another potential source for consultations (Kaewpet, 2009; Mazdayasna & Tahririan, 2008). Many teacher-oriented and practical guides to needs analysis (Graves, 2000; Nunan, 1988b; Scrivener, 2005) presume the teacher to be the instigator of the needs analysis and the primary user of the data gathered. Teachers usually have a clear understanding of the current language proficiency of their students, including what they can and cannot yet do in the target language. However, Brindley (1989) notes that "teachers' approaches to needs will be heavily influenced by their practical experience as well as by their personal philosophy and conception of their role" (p. 65). They are experts in the teaching of language but not necessarily in their students' target situation of use. A study of the workplace language needs of textile merchandisers (So-mui & Mead, 2000) found that course designers and language teachers were not sufficiently familiar with the communication needs of non-native speakers working in that industry. The study, therefore, incorporated questionnaire and interview studies with students, as well as workplace visits, in order to gain a deeper understanding of the group's needs. Applied linguists and materials developers may also be instrumental in developing curricula for specific learner groups. However, language experts can receive criticism for their lack of understanding of the reality of the target domain of language use. Downey Bartlett (2005, pp. 309, 310) cites the example of developing of language teaching materials for business purposes, where materials developed may be considered too formal or too unrealistic when compared with actual language use in the domain.

4.3.3.3 Domain experts' contribution to needs analysis

A third group of informants which is often consulted in needs analyses are domain experts (Bosuwon & Woodrow, 2009; Deutch, 2003; Lambert, 2010). In contrast to language experts, domain experts have insider knowledge of the sphere of language use the learners in which the learners aim to participate. However, they may have little or no linguistic knowledge which would provide them with insight into the learners' specific language needs. Domain experts may include employers, representatives of educational institutions, teachers of content courses or former learners. They may provide insights into the target situation and/or difficulties they have observed with previous learners (Tudor, 1996, p. 74). Long (2005a, p. 28) identifies a difficulty with data collected from domain experts, as such informants are not usually linguists. He states that, "when asked about their language needs, most domain experts have proved unreliable, not just at the detailed linguistic level, but also where higher discourse events are concerned."

4.3.3.4 Research informants for this present study

As has been demonstrated above, researchers may consult a variety of sources in order to construct a comprehensive view of the language needs of a particular learner group. Learners may offer insights into their current language skills and projected language use in the target situation. Language experts, including language teachers and applied linguists, may able to identify language deficiencies. Domain experts, familiar with the target situation can describe expected tasks and functions. However, these informant groups are clearly insufficient when consulted in isolation, and a combination of these perspectives is therefore necessary (Long, 2005a). Mixing methods enables a researcher to collect data from a variety of informants allowing him or her to add insights and understanding that might be missed when only a single method is used (R. B. Johnson & Onwuegbuzie, 2004, p. 21).

A number of informant groups were consulted for the purposes of this present study. The learner group for this project consists of pre-service and in-service non-native speaker language teacher of German with both language and domain expertise. This group was invaluable as a source of information on the NNSLT's language needs. German language teacher trainers are experts the language use of teachers and, as teacher educators, in the classroom as a language use domain. Other relevant language experts included the policy makers who have domain knowledge in their understanding of the teaching and learning of

German at second level, and school inspectors who evaluate non-native speaker language teachers' competences. Figure 2 shows how these informants provide a comprehensive understanding of the language needs of non-native speaker language teachers from the perspective of the three key informant groups: learners, domain experts and language experts.

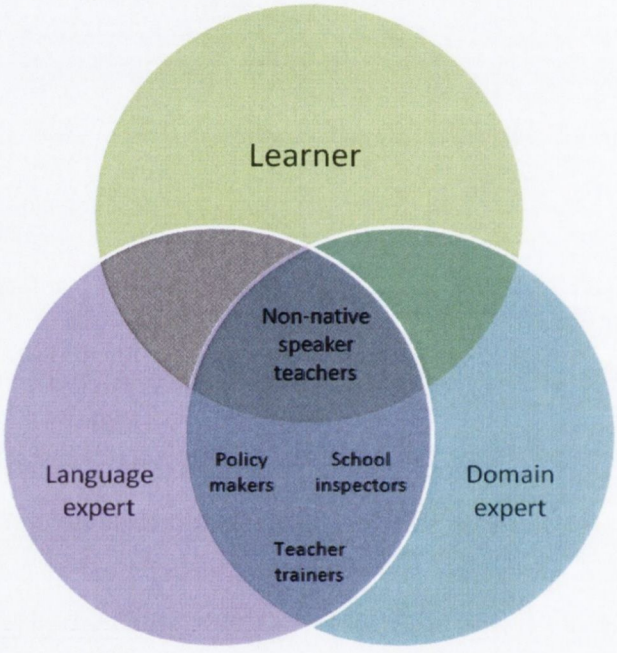

Figure 2: Research informants

4.3.4 Overview of data collection phases and instruments

Having identified the population and informants, and discussed issues of research ethics, it is now possible to discuss the research framework and the methods that were deployed in order to answer the project's research questions. The research methodology undertakes to identify the needs of non-native speaker language teachers employing a mixed methods research approach. It comprises three phases and employs both qualitative and quantitative research methods. The design of this study is depicted in Figure 3 below. This is based on the typographical organisation established by Morse (Plano Clark & Creswell, 2008, pp. 149-158):

- 'QUAL' or 'qual' stand for qualitative research.
- 'QUAN' or 'quan' stand for quantitative research.
- Capital letters denote priority or increased weight.

- Lowercase letters denote lower priority or weight.
- A plus sign (+) represents concurrent collection of data.
- An arrow (→) represents a sequential collection of data.

The narrow arrow denotes the sequential collection of data but also shows the influence of the data collection methods on the others. The first phase of the study was exploratory and comprised two research methods: the analysis of relevant documents, and semi-structured interviews with teacher trainers. These informed the second phase of the study, the teacher questionnaire. These two phases, in turn, influenced the design the classroom observation instrument. As well as informing the design of the other methods, each method contributed to a rich understanding of the needs of non-native speaker language teachers. Sections 4.4 to 4.6 describe each of these phases in more detail including the design of the methods employed, and the collection and analysis of data.

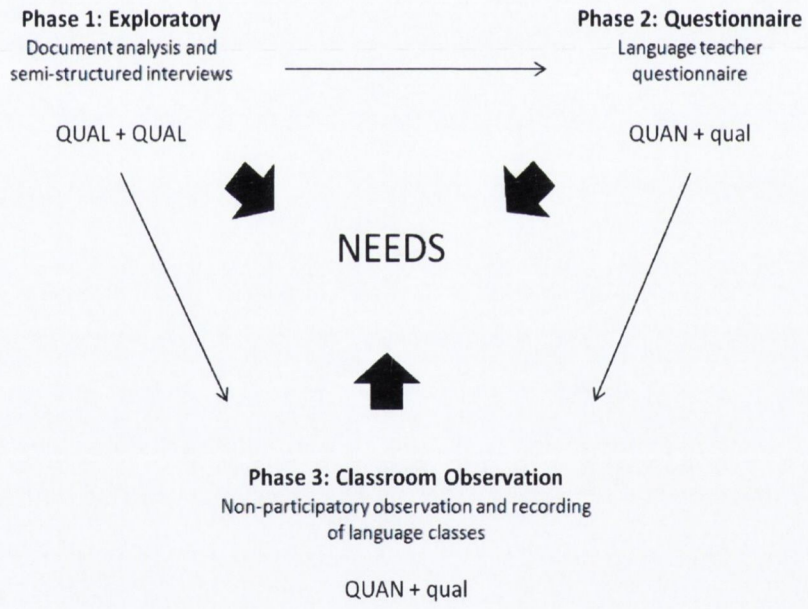

Figure 3: Research framework

4.3.5 Timeline of data collection

In Section 4.3.4, I presented an overview of the research framework. Before I describe the phases of the methodology in more detail, I present the timeline for the collection of data. Figure 4 is a Gantt chart representing the three phases of the research design and data collection as they took place from January 2011 to August 2012. Preparation for the empirical study began in January 2011 when an application was made to the Research Ethics Committee

of the School of Linguistics, Speech and Communication Sciences for approval for the research. Research ethics approval was granted in February, 2011 and data collection began immediately.

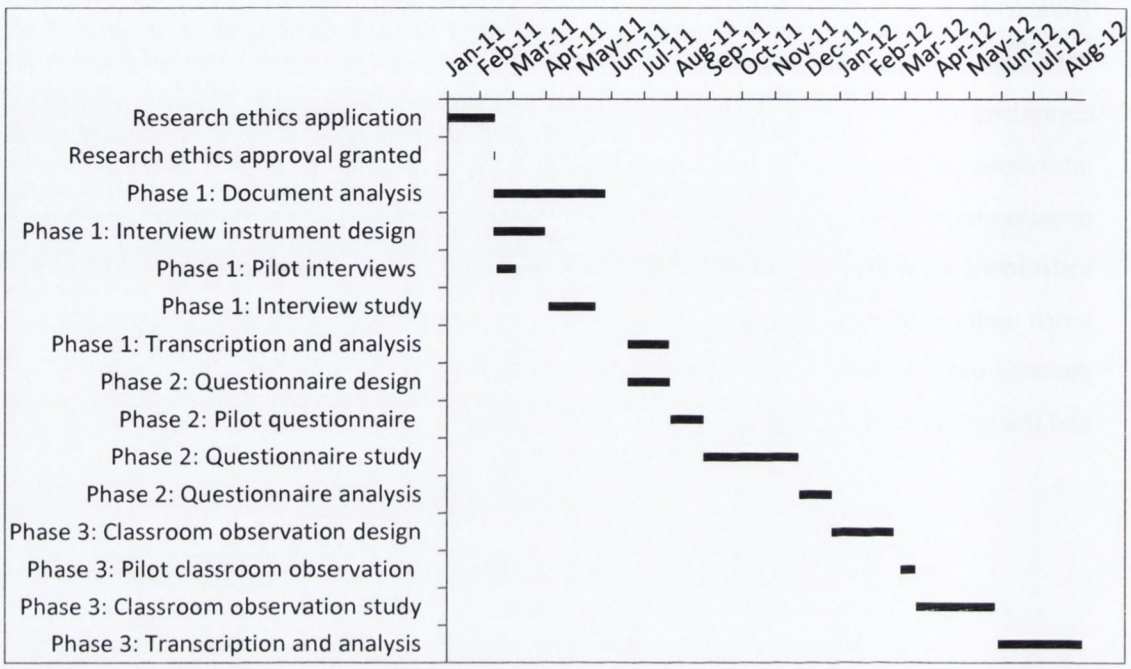

Figure 4: Timeline of data collection

The analysis of subject inspection of German supports and the review of supplementary materials, such as the German syllabus, described in Section 4.4.1 of this chapter, were undertaken from February until June 2011. The teacher trainer interview instrument was designed between February and April, and included piloting the interviews in the middle of March. The analysis of the Phase 1 data took place in conjunction with the design of the questionnaire during the summer of 2011. The pilot questionnaire was administered and the data were analysed in August. The questionnaire was distributed during the first three months of the school year in 2011 as this was deemed to be a less busy time for teachers making it likely that they would be able to complete the questionnaire. The Annual General Meeting of the German Teachers' Association also took place in November and the questionnaire was distributed at this event. The third phase of this study began at the start of 2012 with the design of the classroom observation study. Participants were recruited through the questionnaires. Pilot classroom observations took place in March 2012, and the main classroom observations took place over two months in April and May 2012. The transcription of this observation data was completed by September 2012.

4.4 Phase 1: Exploratory

The document analysis and interview methods which comprise the exploratory phase of the present study are described in this section. The document analysis surveyed relevant published material and analysed *Subject Inspection Reports of German*. This provided insight into language teaching and learning experts' views of teacher language use and language needs. In addition, language teacher trainers were interviewed as these informants are in the unique position of being both supervisors of language teacher classrooms as well as examiners on language teacher training programmes.

4.4.1 Phase 1a: Document analysis

A first step in language needs analysis is the analysis of pre-existing documents. These written sources may yield information about the target situation that would not otherwise be available to the researcher. Long (2005a, p. 61) asserts that such written materials are the best source on tasks that learners will be required to perform in the target situation and on the language itself, due both to the material's length and status as samples of insider-to-insider communication. These documents may include job descriptions or employee manuals in the case of Language for Occupational Purposes, or course descriptions, curricula and past examination papers in the case of Language for Academic Purposes. For this study, documents published by the Department of Education and Skills, the National Council for Curriculum and Assessment and the Council of Europe were consulted initially. This background study of the national and European documents provided the groundwork for an analysis of *Subject Inspection of German Reports*. These reports were published by the Department of Education and Skills, and provide insight into the priorities of the school inspector with regard to the teaching and learning of German. Here, I describe the syllabus for German and other official documents consulted, and I outline the analysis of *Subject Inspection of German Reports*.

4.4.1.1 Syllabus and guidelines for teachers

The Leaving Certificate German Syllabus (Department of Education and Science, 1995a) was consulted. The Leaving Certificate programme is the course taught to students in their final two years of secondary school; students are generally aged 17 or 18 when taking their final examinations. The *Leaving Certificate Syllabus* consists of three parts: *General Aims, Behavioural Objectives,* and *Assessment. Behavioural Objectives* is the most extensive section

as it contains information on communicative proficiency, language awareness and cultural awareness. The syllabus is accompanied by a set of guidelines for teachers (Department of Education and Science, 1995b) which expands on the behavioural objectives outlined and supplements these with further advice on themes such as the role of grammar and the teaching of literary texts. These documents do not consistently refer to teacher language use but they imply certain functions that a teacher must be able to perform in the target language, such as "asking students why they have arrived late, haven't done their homework, clarifying instructions, evaluating and correcting pupils' performance and for purposes of disciplinary intervention" (Department of Education and Science, 1995b, p. 8).

4.4.1.2 Official publications

Relevant documents relating to the teaching and learning of modern languages in Europe and in Ireland were also consulted during this phase of research.

- *The European Profile for the Language Teacher Education* (Kelly & Grenfell, 2005) makes reference to all aspects of language teacher training, including an emphasis on language teacher language competence. It describes important elements of language teacher education, including initial teacher education programmes that include a course in language proficiency as well as the maintenance and enhancement of teacher language competences on an ongoing basis.
- The National Council for Curriculum and Assessment's (NCCA) discussion paper, *Languages in the post-primary curriculum: A discussion paper* (Little, 2003) evaluates the curricula for modern languages and offers recommendations for their improvement.
- *Inspection of Modern Languages: Observations and issues* (Department of Education and Science, 2004) contains an analysis of 45 inspector reports and extracts the main themes regarding the teaching of modern languages French, German, Spanish and Italian at post-primary level. This publication collates the most frequently occurring recommendations made by the inspectors of modern languages in Irish schools. For instance, recurring recommendations regarding target language use include the development of strategies to increase target language use, and the teaching and use of grammatical terminology in the target language (p. 18).
- A further report published by the inspectorate, *Evaluating Languages* (Department of Education and Science, 2009) was part of a broader European project to test a set of

> classroom inspection instruments. This report emphasises teachers' linguistic competence as a pre-requisite for their ability to teach a modern language (p. 34)

These documents demonstrate the priorities relating to teaching modern languages here in Ireland and in Europe in general and references in to teacher language use illustrate what is expected of language teachers.

4.4.1.3 Subject Inspection of German Reports

Subject Inspections are carried out by the Inspectorate, a body of the Department of Education and Skills. They aim to evaluate the teaching and learning of an individual subject in post-primary schools, and the quality of teaching and learning in the subject department. The Subject Inspector, a civil servant employed by the Department of Education and Skills, visits schools and observes classes in the subject. A *Subject Inspection of German Report*[13] is subsequently published, including information on the subject provision, whole school support, planning and preparation of lessons, teaching, learning, and assessment. The reports highlight commendable practice observed in the school, and make recommendations to the school, where appropriate, on how the provision of the subject may be improved. Twenty *Subject Inspection of German Reports* published between November 2009 and June 2010 were analysed for references to German teacher language use. These reports were from a range of schools with varying numbers of students and German teachers. These reports were analysed for explicit reference to teacher language use, competence, skills and strategies. The references to teacher language use in each of these sets of documents were coded using the qualitative data analysis tool Weft QDA. This is an open source product which can be downloaded free of charge and allows for data to be coded, sorted and searched. Each category identified in the data was then reread and coded according to recurrent themes. The data set can be found in Appendix B.1.

In consulting the documents described in Section 4.4.1.1 and 4.4.1.2, I gained insight into curriculum designers' and policy makers' priorities for German teachers in Ireland. In analysing the *Subject Inspection of German Reports*, I acquired a rich data set which demonstrates the language used by German teachers as observed by School Inspectors. The second part of Phase 1 is presented next. It involved a series of semi-structured interviews with German teacher

[13] The reports are freely available online at www.education.ie. Links to the individual reports analysed for this study are provided in Appendix B.1.

trainers in Ireland in order to gain the perspective of this expert group regarding German teacher language use and needs.

4.4.2 Phase 1b: Semi-structured interviews

This study aims to understand the language needs of non-native speaker language teachers and, in conjunction with a document analysis, interviewing teacher trainers offered an opportunity to explore these needs as seen by these language and domain experts. Interviews are often employed in needs analyses in order to access the views of domain experts (Bosuwon & Woodrow, 2009; Deutch, 2003; Kaewpet, 2009). A study of the use of multiple methods to analyse the language needs of non-native English speaking journalists found that the interviewing of domain experts proved to be the most useful resource (Gilabert, 2005). Interviewing allows a researcher to access information that he or she cannot observe from a particular perspective. Semi-structured interviews involve the production of an interview guide which directs the flow of conversation of the interview and ensures that particular topics are covered. The interview guide is used by the researcher during a semi-structured interview to "build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined" (Quinn Patton, 2002, p. 343). In this way, the interview is focused but there is opportunity to explore areas of interest that arise.

German teacher trainers were interviewed as part of the exploratory phase of this project. Teacher training programmes in Ireland require students to undertake teaching practice, either by teaching a small number of classes throughout the year or teaching full-time for six week blocks. A teacher trainer supervises a number of their classes and reports on different aspects of the teaching and the student teachers are graded on their teaching practice. Teacher trainers are, therefore, in a position to comment on what is expected of teachers in the classroom, and what they have observed to be common language difficulties experienced by students when learning to teach. The transcripts of the interviews are available in Appendix B.2.

4.4.2.1 Sample and recruitment

A number of educators are involved in the training of German teachers in the Republic of Ireland. These educators may be experts on general educational theories, modern language teaching in general, or the teaching and learning of German as a Foreign Language. As this project focuses on the language aspect of the training of German teachers, the respondents

were limited to educators involved with language training or classroom supervision of German teachers. It is common in qualitative research to use such purposive sampling when the relatively small number of units can provide particularly valuable information which will enable the researcher to answer the research questions (Teddlie & Tashakkori, 2009, p. 25). Relevant interview subjects were identified through Higher Education Institutions, and through contacting their Education and German Departments directly. Relevant teacher trainers were contacted via email with a short introduction to the project. A further email was sent with the participant information leaflet and question guide, and a request for an interview. When the interview had been confirmed and the appointment had been arranged, the information leaflet, consent forms and question guide were sent by post to the subject's office address. Representatives of the six institutions where German teachers are trained in Ireland were recruited. Further information regarding the interview participants can be found in Chapter 5, Section 5.2.2, where the results of these interviews are presented.

4.4.2.2 Interview instrument

An interview guide was drawn up to serve as a checklist during the interview to ensure all relevant topics were covered. This was also sent to the participants in advance of the interview to make the process "more systematic and comprehensive by delimiting in advance the issues to be explored" (Quinn Patton, 2002, p. 342). The guide consists of a set of general questions broken down into three sections. The first section related to the training programme offered by the interviewee's institution. This section gathered general information on the training programmes available in Ireland as each institution approaches teacher education in a different way. This also provided participants with an 'icebreaker' in that it was a concrete and familiar topic. The second section asked about the teacher trainer's own experiences of trainee teachers' language skills, and their perceptions of these. The last section attempted to establish the trainer's opinions and values relating to teacher language proficiency in general. The interview guide can be found in Appendix A.3.

4.4.2.3 Pilot interviews

Pilot interview were conducted to ensure that the interview guide would yield relevant data and allow me to gain experience in interviewing teacher trainers. The subjects of the pilot interviews were practitioners who trained teachers of languages other than German, or who trained teachers of German but not at post-primary level. Five subjects were recruited: two

trainers of teachers of English as a Foreign Language at various levels, two trainers of teachers of German but not at post-primary level and one trainer of teachers of French at post-primary level. Two of the interviews, the first and the last, were transcribed in full. The pilot interviews highlighted some important issues. Firstly, they demonstrated the difficulties in contacting and recruiting participants; teacher trainers are busy with teaching, administrative and research duties. As I result I realised needed to contact participants as soon as possible, and to arrange interview appointments without delay. Secondly, the process of interviewing brought to light some issues in my interview technique, which were rectified. These included a tendency to talk too much rather than allow the participant to speak, and the overuse of certain fillers.

4.4.2.4 Interview procedure

The appointment for the interviews was set by the interview participant and took place in the participant's office, where possible. All but one participant were unknown to me prior to the interview. On meeting the participant, I introduced myself and ensured that the participant had received the information about the project. I also gave a brief outline of the interview questions to be asked. I used an Olympus Digital Voice Recorder, which is no larger than a mobile phone, but equipped with a sensitive microphone. The interview began with a short introduction:

> *Thank you for taking part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given a copy of that to keep. Please, don't answer any questions that you're uncomfortable with in any way and if you want to stop the interview at any time that's fine. You don't have to give a reason and there will be no consequences. If you're ready then we'll begin.*

This had proven useful during the pilot study in that it represented a break from the general conversation that usually preceded the interview and the beginning of the interview itself.

The interview questions were, mostly, asked in the order in which they appear on the interview guide (see Appendix A.3). After the questions had been addressed, the researcher asked if the participant had any comments, questions or insights. Some of the interviewees used the opportunity to find out more about the research project. Toward the end of the interview, where time allowed, I adopted a more conversational style to exchange ideas with the interviewee after the main questions had been addressed. This helped to follow up on topics of interest that arose during the interview, to address topics that may have arisen in

other interviews and to bring to light further issues that may have been overlooked in the course of the questions. Notes on information that may not have been captured by the recording were made immediately after the interview so that no information that may have been of interest would be lost.

4.4.2.5 Transcription of interview data

Interviews were transcribed with the aid of the open source software programme, ExpressScribe, which installs hotkeys allowing for the recording to be played, paused, rewound and forwarded using the keyboard, and without having to leave the word processing document. Identifying information was substituted or omitted. For instance, when a participant mentioned a colleague's name it was replaced by '[a colleague]'. I removed mentions of the institution where the participants worked and personal references. In some cases, the participant strayed off the topic and, where an anecdote was unambiguously irrelevant to the study, it was omitted. Transcripts were made available to the participants as outlined in the consent form information. Notes were made on each participant's responses during the course of the transcription and these were kept for future reference.

The above described the two data collection methods (document analysis and semi-structured interview), which comprise the first phase of this present study. This phase was designed to explore the needs of non-native speaker language teachers from the perspective of the experts who work with this group. The results of these two methods were used to inform the design of a questionnaire which collected data from the teachers themselves. This data collection method represents the second phase of this study and is described in the following section.

4.5 Phase 2: Questionnaire

Questionnaires are one of the most commonly used methods of data collection in needs analysis (Graves, 2000; Long, 2005a; Robinson, 1980; West, 1994; Witkin & Altschuld, 1995). Questionnaires are usually used to gain insight into learners' personal information, learning experiences and preferences, and projected language use. They offer a number of advantages to the needs analyst:

- They can reach a large number of respondents
- They are cheap and quick
- They can be reproduced easily
- Each respondent receives exactly the same set of questions in the same order
- The respondent can remain anonymous
- The data is uniform and structured so can be easily analysed

However, the disadvantages of questionnaires should not be overlooked:

- They require respondent co-operation and the response rate can be low
- A limited amount of data can be collected and there is little opportunity to follow up
- Questionnaire writers may be naïve, so too few, too many or inappropriate questions may be asked
- It is assumed that the researcher knows which questions need to be asked

(adapted from Long (2005a) and Pratt (1980))

In order to ameliorate these disadvantages, a questionnaire must be carefully designed. The format and distribution of a questionnaire may increase response rate. A questionnaire should be completed in a reasonable time period, and appear easy, attractive and interesting (Cohen, et al., 2011, p. 399) so as not to deter respondents from completing it. The sequencing of questions may also increase the response rate. Having been introduced to the topic of the study, and reading the instructions and information leaflets, respondents may be ready to look at some interesting questions dealing with the topic of the study (Dörnyei, 2002, p. 61) so biographical questions at this stage may be disappointing and de-motivating. The thorough design of a questionnaire can ensure that the data collected is sufficient for the purposes of the study, and that the questions are relevant and comprehensive. An interview study can be useful at the preliminary stages of designing a questionnaire, since it helps the designer obtain a sense of what topics and issues should be addressed in the questionnaire (Richards, 2001, p. 61). In this way, the questionnaire does not simply reflect the researcher's preconceived notions (Long, 2005a, p. 59).

A questionnaire is used in the present study to collect data on the perspectives of non-native speaker language teachers regarding their own language needs. The questionnaire

items were based on the analysis of exploratory data, avoiding researcher bias and ensuring that the issues identified thus far were addressed. The questionnaire instrument can be found in Appendix C and the data collected from the questionnaires can be found in Appendix D. In the sub-sections below, the content, administration and analysis of the teacher questionnaire are described.

4.5.1 Questionnaire content

The teacher questionnaire was divided into three separate sections, each of which addressed a different aspect of teacher language use and language proficiency. Section A of the questionnaire dealt with the respondents' language use in and outside of the classroom. Section B requested information on the respondents' self-rated language proficiency. Section C invited respondents to provide information on their biography and details of the school where they teach. These three questionnaire sections are described below and the questionnaire can be found in Appendix C.

4.5.1.1 Section A: Language Use

The first section of the questionnaire relates to teachers' language use and comprises a total of 24 items in three separate questions. The first question (QA1) relates to the teachers' target language use for specific purposes, which were identified in the exploratory phase of the research. An analysis of the qualitative data gathered through the teacher trainer interviews and document analysis identified a number of language acts that language teaching and learning experts expect teachers to carry out in the classroom. The item is a matrix of these 12 language acts and the respondents were asked to indicate how often they do these using the target language, using a five point Likert scale with *always, often, sometimes, rarely* and *never* as the response options. A comment box gave respondents the opportunity to elaborate on their answer. This question measures the teachers' use of the target language for these specific purposes as identified in the qualitative study. The second question in Section A (QA2) invited the respondent to estimate her[14] percentage of target language use in the classroom. A scale ranging from 0% to 100% was provided and respondents were requested to circle the percentage which most closely matched their estimated target language use. The third question (QA3) relates to language activities undertaken by respondents outside of the

[14] The majority of teachers and teacher trainers who participated in this study were female so that the feminine pronouns will be employed where appropriate.

classroom. Eleven language activities were named and respondents were invited to indicate on a how often they engage in those activities outside of the language class. Again a comment box was provided. The scales in this section of the questionnaire were tested during the pilot study, and some considerations that arose and how these were dealt with, are outlined in Section 4.5.2.1.

4.5.1.2 Section B: Language Proficiency

Section B of the questionnaire investigated the respondents' self-perceived language skills. Self-rating involves asking learners to rate their own strengths and weaknesses. The obvious disadvantage here is that "it provides only impressionistic information and information that is not very precise" (Richards, 2001, p. 61). However, this self-rating was just one of the methods of data collection employed for this study, so that the results of this method could be compared with the experts' views and classroom observation data. In the first question in this section (QB1), respondents were asked to rate their language proficiency in the areas of listening (QB1.1), reading (QB1.2), spoken interaction (QB1.3), spoken production (QB1.4) and written production (QB1.5) using the self-assessment grid of the *Common European Framework of Reference for Languages* (Council of Europe, 2001), where A1 is the lowest level and C2 is the highest. Respondents were provided with a summary of these levels for each of the five skills to aid them in choosing the level which corresponded to their language proficiency. In the second question in Section B (QB2), respondents were asked to estimate if their language skills were adequate for the purposes of teaching at second level using a three point scale with the options *more than adequate, adequate* and *inadequate*.

The third question in this section (QB3) related to specific language uses and difficulties that the respondents may experience as teachers. Respondents were asked to indicate to what extent they agreed with these statements, where 1 denoted *strongly agree* and 5 was *strongly disagree*. The statements were derived from comments made by the experts in the exploratory phase of the research. Six themes were identified in the exploratory data:

- Target language use
- Target language use for specific purposes
- Communication strategies
- Materials and resources

- Teacher language maintenance
- Specific learner strategies

The themes of *materials and resources*, and *specific learner strategies* do not relate directly to teachers' spoken language use. These were included as they recurred in the exploratory data and therefore merited further investigation. Figure 5 below is a colour-coded version of QB3 where each colour represents the theme addressed by each of the statements. The six themes were addressed in four items which were later tested for internal validity. The key describes which colour relates to which theme so that, for example, those questions highlighted in green relate to the theme of *target language use for specific purposes.* The final four statements, which are not highlighted, related to issues which arose in the exploratory phase but which did not fit comfortably into any of the six themes.

		1 = strongly agree , 5 = strongly disagree				
1.	I find it easy to communicate my message in German to my pupils.	1	2	3	4	5
2.	It is difficult for me to discipline pupils through German.	1	2	3	4	5
3.	I use visual aides to support understanding.	1	2	3	4	5
4.	I can write handouts for my pupils without making mistakes.	1	2	3	4	5
5.	German teacher language use is different from general language use.	1	2	3	4	5
6.	I am a good language learner.	1	2	3	4	5
7.	I revert to English when I can't get the students to understand me in German	1	2	3	4	5
8.	I am confident giving oral instructions in German.	1	2	3	4	5
9.	I use gestures to get my point across.	1	2	3	4	5
10.	I am confident giving written instructions in German (e.g. on work sheets).	1	2	3	4	5
11.	German teachers should be offered German language classes to refresh their German.	1	2	3	4	5
12.	I use strategies to help me learn new language.	1	2	3	4	5
13.	If the pupils don't understand what I say in German, I try to find another way of saying it in German.	1	2	3	4	5
14.	Explaining German grammar in German doesn't work for me	1	2	3	4	5
15.	I find it difficult to pitch my German use in class so that the pupils can understand me.	1	2	3	4	5
16.	Writing accurately in German on the blackboard is easy.	1	2	3	4	5
17.	I would like to take German language classes.	1	2	3	4	5
18.	I find it difficult to organise my language learning.	1	2	3	4	5
19.	I can paraphrase easily in German	1	2	3	4	5
20.	I never make language errors when I am explaining something in German orally.	1	2	3	4	5
21.	I am nervous about making mistakes when writing for school.	1	2	3	4	5
22.	Facial expression supports pupils' understanding of what I say in German.	1	2	3	4	5
23.	German teachers need different language skills to general language users.	1	2	3	4	5
24.	Language learning strategies are important for learning languages.	1	2	3	4	5
25.	I have difficulty pronouncing certain sounds in German (e.g. 'ch' or 'ü').	1	2	3	4	5
26.	I find it easy to use the imperative forms in German.	1	2	3	4	5
27.	I am up to date with German slang.	1	2	3	4	5
28.	I have difficulty understanding complex German grammar.	1	2	3	4	5

Figure 5: Colour-coded representation of the themes addressed in questionnaire item QB3

Key:

Theme 1: Target language use

Theme 2: Target language use for specific purposes

Theme 3: Communication strategies

Theme 4: Materials and resources

Theme 5: Teacher language maintenance

Theme 6: Specific learner strategies

It has been noted that questionnaire respondents are biased toward the left-hand side of a scale (Cohen, et al., 2011, p. 388), therefore the items are worded in such a way that not all categories on the left side were positive, that is, in some cases *strongly agree* referred to a negative attitude toward the language skills.

4.5.1.3 Section C: Biographical and School Details

The final section of the questionnaire gathered biographical and school details from the respondents. The first question (QC1) comprised five items which referred to the location (QC1.1), socio-economic status (QC1.2) and student composition (QC1.3) of the school where the respondent taught. Respondents were also requested to name the languages taught in the school (QC1.4) and indicate whether or not it was an Irish immersion *(Gaelcholáiste)* school (QC1.5). In QC2, which consists of three questions, respondents were requested to indicate the length of time they had been teaching (QC2.1), the other subjects apart from German that they taught (QC2.2), whether or not they were members of the German Teachers' Association of Ireland (QC2.3) and the university at which they had completed their teaching qualification (QC1.4). The third question in Section C investigated the length of time respondents had spent in the target language country and posed two questions; how much time in total the respondent had spent in a Germany speaking country (QC3.1), and what was the longest period of time spent in a German speaking country in one stay (QC3.2). Respondents were given the opportunity to make any further comments regarding language use or the research project. Respondents were also invited to provide their email addresses and to tick a box to indicate that they would be interested in being informed of the outcome of the study and in participating in further research phases.

4.5.2 Questionnaire administration

The following describes the questionnaire administration. Firstly, the pilot questionnaire and the consequent revisions of the questionnaire are discussed. Secondly, the layout of the questionnaire is described. Thirdly, the distribution of the questionnaire to relevant potential respondents is outlined.

4.5.2.1 Pilot questionnaire

The usefulness of a questionnaire can only be gauged through a rigorous piloting with relevant respondents. In this way it is possible to test the item scales and to infer difficulties that respondents may have had in understanding questions. A draft questionnaire was reviewed by my research supervisor and a pilot questionnaire was developed. The pilot questionnaire was developed in both paper and electronic forms, and distributed to non-native speaker teachers of languages other than German. These comprised native English speaking teachers of French in Ireland and native German speaking teachers of English in Germany, and 28 responses were

collected in total. The French teachers completed paper copies of the questionnaire while the English teachers completed the questionnaire online. In this way both electronic and paper forms of the questionnaire were tested for comprehensibility and clarity.

The pilot study indicated that the questionnaire design was generally successful in gathering the information required within a short response time and using as little space as possible. The use of both paper and electronic versions proved useful in reaching respondents in different ways. Teachers who completed the pilot questionnaire were very positive regarding the project and were also interested in learning about the results. However, a number of issues were amended for the main questionnaire administration:

- Section 1, Question B of the pilot questionnaire was reworded to avoid ambiguity. In the pilot the question asked was, *How often do you do the following activities through the target language?* It was observed that the question contained two separate issues; how often the respondents carried out the activity, and how often they did so in German. Therefore, the question was rewritten to read, *When you do the following activities in your German classes, how often do you do them through German?*
- Section 1, Question D requested information regarding the respondents' use of technology and the target language. The pilot study results showed that the information gathered through this question would not contribute to the study's understanding of teachers' classroom talk. The item was replaced with Section 3, Question C which requests information on respondents' use of the target language outside the classroom. This question was expanded to include activities mentioned by the pilot group
- Section 2, Question C is based on themes that occurred in the exploratory study. This question comprised six themes that arose in Phase 1 of the study. Based on the results of the pilot study, the question was strengthened by theme to increase internal validity.
- Section 3, Question A.1 asks for information on the school in which the respondent works and the respondent was asked to tick any box that was appropriate to her school. This question mixed diverse features of the school, respondents omitted information due to the question format. This question was reworked into separate questions where aspects such as socio-economic status and student composition are dealt with separately.

- The three sections of the questionnaire were relabelled as Sections A, B and C and the questions were numbered in order to allow for more manageable data input and analysis. .

4.5.2.2 Questionnaire layout

Respondents were informed at the beginning of the questionnaire about the aims of the research and of the confidentiality of their responses. They were also informed that the questionnaire would take no longer than 20 minutes to complete, and were thanked for their participation. The questionnaire comprised four A4 pages printed on both sides of an A3 page to form a booklet. This was divided into three thematic sections. In this way the respondent did not encounter too much paper, the booklet looked professional, and the danger of losing or mixing up pages from individual questionnaires was eliminated. I also produced a version of the questionnaire in electronic to allow for wider distribution. Therefore, questions asked in the paper version were presented in a way that was also possible in the electronic form. The paper version was distributed with an accompanying Participant Information Leaflet (See Appendix A.1), while the electronic version included a link to the project website[15] where this information could be found.

4.5.2.3 Questionnaire distribution and response rate

The two versions of the questionnaire, paper and electronic, were developed to maximise the response rate; the paper version to be posted to schools and distributed at events hosted by the German Teachers' Association of Ireland[16], and the electronic version to be emailed to schools and posted on the project website. The questionnaire was uploaded to a survey site called kwiksurveys.com which provided a free platform for the online version. A list of the 446 post-primary schools where German was taught in the academic year 2010/2011 was obtained by email from the Department of Education and Skills. This list contained the school's name, postal address, roll number and telephone number. It did not contain the school's email address and, on inquiry, the Department noted that they did not maintain school lists which include this information. Posting questionnaires to all schools on the list was not feasible due to the printing and postage costs. Therefore, the email addresses were obtained from each school's website. An email was sent to each school's administrator requesting that they pass

[15] www.languageforteachingpurposes.com
[16] *Gesellschaft der Deutschlehrer Irlands* (German Teachers' Association of Ireland)

on the information to the school's German teacher(s). This email included the link to the online version of the questionnaire, as well as a PDF file attachment of the questionnaire so that the teachers could print this and fill out a paper copy if they preferred. Paper copies of the questionnaire were distributed at the German Teachers' Association's Annual General Meeting in November 2011. Emails were sent to the German teacher trainers who were interviewed as part of the exploratory phase of this study, inviting them to convey the questionnaire to their German teacher trainees and offering to post paper copies if this was more convenient.

The German language and linguistics publisher, *Hueber Verlag,* was contacted and they offered support for the project by donating five sets of German language materials that were relevant to the questionnaire respondents. At the end of the questionnaire, respondents were invited to provide their email address if they wanted to be entered into a draw to win these resources. This aimed to encourage teachers to complete the questionnaire and to increase response rates. Questionnaires that were identified as duplicates or largely incomplete, mainly due to respondent errors while using the questionnaire software, and those identified as invalid, due to responses from native speakers of German, for example, were discarded. A total of 100 questionnaire responses were collected from German teachers: 37 responses were gathered from teachers who completed the online version of the questionnaire and these responses were assigned the labels W1 to W37; 25 respondents chose to print the questionnaire and return it by post, and these responses were labelled P1 to P25; and 38 responses were collected at the Annual General Meeting of the German Teachers' Association of Ireland, and these were labelled C1 to C38. According to the Teaching Council of Ireland, there were 1118 second level German teachers registered to teach in Ireland at the time of data collection (October and November 2011), so that the response rate was 9% (n=100).

4.5.3 Questionnaire data analysis

Data from the online version of the questionnaire was exported to Excel and entered into SPSS; responses from the paper copies were entered manually. A code sheet was created. In QC2, for the questions *What is/are your other subject(s) apart from German?* (QC2.2) and *At which university did you complete/are you completing your PGDE (HDip in Education)?* (QC2.4), answers were assigned codes as they occurred in the data. Respondents are invited to provide verbal responses in Section A and Section C. These were collated and coded. The questionnaire data as well as the code sheet can be found in Appendix D.

4.5.4 Limitations of the questionnaire

Every effort was made to ameliorate issues of response rate which are common in questionnaire studies. The questionnaire was accompanied by an information leaflet, the questionnaire format was attractive and brief as possible, and respondents were entered into a draw for a relevant prize on completion of the questionnaire. In most cases, the teachers were being 'cold called'; they were not previously aware of the project or the researcher until they received the questionnaire. This type of distribution is limited in the response rate that can be expected. However, the questionnaire achieved a response rate of approximately 10% (n=100), which can be deemed successful, particularly as the questionnaire results are triangulated with two further research methods (see Sections 4.4 and 4.6 of this chapter).

Respondents were, in a sense, self-selected in that there was no obligation for them to complete the questionnaire. This may mean that respondents have some characteristics which non-respondents do not. Dörnyei (2002, p. 75) notes:

> volunteers may be different from non-volunteers in their aptitude, motivation, or some other basic characteristic, and dropouts also may share some common features that will be underrepresented in the sample with their departure (e.g., dropouts may be more unmotivated than their peers and therefore their departure might make the remaining participants' general level of motivation unnaturally high).

In this study, this may mean that only the more active and enthusiastic teachers' views may have been gathered and those of the less engaged teachers' may have been neglected. This type of bias is difficult to eliminate in questionnaire studies and was important to recall during data analysis.

Phase 2 of this study collected data regarding teachers' views on their language use and language needs. Phase 3 comprised a series of classroom observations which allowed teacher language to be observed in context. This phase of data collection is described next.

4.6 Phase 3: Classroom observation

The third phase of this present study comprised a series of classroom observations where language use of both native and non-native speaking language teachers was observed and

recorded. Observation offers the researcher an opportunity to gather "live data and doesn't rely on second hand accounts" (Cohen, et al., 2011, p. 456). Observation allows for "in-depth, contextualised study of what participants actually do" (Long, 2005a, p. 43). In needs analyses, observation can be used to investigate the learners' current language competences and establish the students' language skills (Scrivener, 2005), or to analyse the language used in the target situation so that an "ideal agenda" for language use may be set (Tudor, 1996, p. 73). Richards (2001, p. 61) offers the example of observing clerks performing their jobs to draw conclusions about their language needs; Bosher and Smalkoski (2002) observed trainee non-native English speaking nurses performing clinical tasks at an American university to understand their language needs. Moussu and Llurda (2008) comment that an increase in the rigour of research methods employed in non-native speaker language teacher research would be beneficial to the area as a whole, particularly in relation to classroom observation. They perceive a shortage in this type of study and claim an urgent need for more classroom observations which would yield insights into "teacher talk, grammar explanations, promotion of varied interactional patterns, use of textbook, and all the many specific NNS 'characteristics' that have been mentioned in the literature" (p. 337).

The classroom observations allow for a deeper understanding of the language needs of NNSLTs; the results of this phase can be triangulated with data from the document analysis, interviews and questionnaires. In the following section, the preparation for classroom observation is outlined including the recruitment of participants and the development of relevant documents. Next the pilot is briefly described which then leads to the description of the data collection procedure. Lastly, the transcription and analysis processes are presented. The transcripts of these observations can be found in Appendix E.

4.6.1 Classroom observation participant recruitment

Teachers were recruited through the teacher questionnaire, a sampling method that is considered good practice in mixed methods research (Teddlie & Yu, 2007). Teachers who completed the questionnaire were invited to tick a box and provide their email address if they were interested in taking part in further phases of the research. A total of 27 teachers responded positively. These teachers were emailed details of the classroom observation. Once the teacher had received this information and agreed to take part in the study, the principal of the teacher's school was contacted by letter seeking permission to visit the school. The principal also received the same information that the teacher had received. Once permission

had been granted, the dates for classroom observations were arranged with the teacher, who was provided with the relevant consent and assent forms. See Section 4.3.2 for details of all documents given to participants; copies of these documents are available in Appendix A. More general information on the teachers who took part in the classroom observation study can be found in the presentation of results in Chapter 5, Section 5.4.1.

4.6.2 Classroom observation schedule and piloting

An observation schedule was developed containing basic information about the class being observed:

- Date of observation
- School in which the observation was taking place
- The name of the teacher being observed
- The school year of the class observed
- The level of the class (higher, lower or mixed) as reported by the teacher
- The observation number
- The time that the lesson took place
- The theme of the lesson

Further information regarding the teachers' use of language for particular functions in the classroom was recorded in the observation schedule grid. This was based on the language functions outlined in Sinclair and Coulthard (1975) and can be found in Appendix E. The schedule was divided into five minute blocks and 18 functions. Each time the teacher performed a particular function during a particular five minute block, the relevant box was ticked. The language used was recorded by a colour-coded tick; black for English and green for German. I also took short notes about the activities and content of the class during each lesson. The process of filling in the observation schedule served a dual purpose. Firstly, it allowed me to focus on the functions occurring in the classroom during the course of the observation. Secondly, it served as an auxiliary data set which was consulted during transcription. Each class observed was recording and transcribed in full (see Appendix E). In cases where it was difficult to decipher from the recording what was happening, the observation schedule served as a reference tool. The transcription of the classroom discourse

served, however, as the main source for data analysis. The observation schedule can be found in Appendix E.1.

The classroom observation instruments and schedule were piloted in German language classes at third level. Two classes were observed and recorded. It was noted that, whilst the voice recorder captured the teacher's speech when placed on the teacher's desk and when the teacher was speaking to the class, difficulty arose when the teacher spoke to students on a one to one basis during pair work. It was decided that the only way to address this would be to ask the teacher to wear a microphone, and that this would be uncomfortable for the teacher. Placing the recorder on the teacher's desk was deemed more appropriate and practical. Initially, it was also planned that the teachers would be requested to keep a diary of their language use for one week. In consultation with participants, it became apparent to me that the time commitment required would have been prohibitive for teachers, and that it may have deterred them from participating in the classroom observations. As the observations were a vitally important data source, I decided to focus on this data collection method and the diary study method was not deployed.

4.6.3 Observation procedure

I conducted observations with six teachers in five different post-primary schools in Ireland: Cork (3), Tipperary (1), and Dublin (1). Where possible, I met with the teacher before the observation was due to take place to ensure she felt comfortable with having a researcher in her classroom and to talk briefly about what to expect in the class. Some of the teachers in the study felt uncomfortable with having an observer in their classes as usually the only person who does this is the school inspector. It was important to put the teachers' minds at ease and to assure them that I was not there to judge their teaching but to observe and record their language use. At the beginning of each of the observed classes, I collected the consent form from the teacher, and the parent and guardian consent form from the students. The teacher introduced me to the class and reiterated that I was there to record her language use and not to observe the students. The students' oral assent was obtained. I placed a small voice recorder on the teacher's desk and took a seat at the back of the classroom. It was important for me to cause as little disruption to the normal activities of the classroom and to ensure that the language recorded was as authentic as possible. I kept track of the class using the observation schedule and noted any visual aids the teacher used during the lesson. After each class I spoke informally with the teacher and asked her about the lesson she had just given and

how it would compare to her usual lessons. Notes of these conversations were kept in my field notebook. This notebook served a personal reference function and was not directly included in data analysis.

4.6.4 Transcription and analysis

Teachers' speech was usually clear and comprehensible although, in many cases, frequent code-switching meant that it was sometimes difficult to transcribe. Students' speech was also difficult to transcribe as they were less inclined to speak loudly and in the direction of the recorder. It was nonetheless important to capture the students' speech in order to provide context for the teacher's utterances and allow the function of the teacher's language use to be understood. In some classes, discipline issues made it particularly difficult to transcribe classroom discourse, where one or more students are speaking over the teacher. The field notes and observation schedules were useful in these cases to help decipher what was being said. Teacher talk in German is italicised throughout the transcriptions, teacher talk in English is written in bold and student talk is not marked. Relevant notes on the non-linguistic activities in the classroom are underlined in the transcripts. Students' names have been changed. The transcriptions can be found in Appendix E. Once all of the classes had been transcribed in full, teacher talk was isolated so that a number of analyses could be performed. In order to focus on target language use, a version of the transcription where student talk and the teacher's English language use had been removed was also created. Analyses were performed using WordSmith[17] which is an integrated suite of software program for investigating how words behave in texts using frequency lists, concordances and keywords. The presentation of the results of these analyses can be found in Chapter 5, Section 5.4.

4.6.5 Limitations of the classroom observation

The teachers who participated in this classroom observation study were not randomly chosen but were self-selected and therefore may not fully represent the population of German teachers. As with all observation studies, there is the possibility of the 'Hawthorn effect', where the behaviour of the participants can be attributed, in part, to their feelings of pleasure about being involved in the study (Gass & Mackey, 2007, p. 171). This may have resulted in the increased and more conscious use of the target language. In addition, it was not possible to

[17] http://www.lexically.net/wordsmith/

transcribe all of the recordings as some of the speech was not clear enough to decipher from the recordings. This is particularly true of the students' speech. Nonetheless, a corpus of classroom language was recorded and useful analysis of teacher language use is possible.

4.7 Summary

This chapter presented the research methodology used to analyse the language needs of non-native speaker teachers of German at post-primary schools in the Republic of Ireland. In the first section, I argued for the use of mixed methods research for language needs analysis as this research approach allows for the use of both qualitative and quantitative research methods, is underpinned by a pragmatic principle and provides a framework for triangulation. I then described the use of a mixed methods research design in this present language needs analysis study. The population and research context were outlined and the relevant research informants were discussed. I presented the research framework for the study and provided information on the ethical issues taken into consideration during the study. I also presented a timeline of data collection. I then described each of the three phases of the study in detail. Firstly, the exploratory phase was outlined. This comprised two separate methods. The first method in this phase was the document analysis, and I described the documents which were consulted and analysed. The description of the second method in this phase, the semi-structured interview, included information on the sample, the piloting of the interview and the transcription of the recorded data. The second phase of the study was the teacher questionnaire. The description of this phase included the content of the questionnaire, the administration and the limitations. The third phase of the study comprised the classroom observations. I outlined the details of this phase including the recruitment of participants, the observation procedure, and the transcription and analysis of the data. The results of these three data collection phases are outlined in the next chapter.

5 Presentation of data

5.1 Introduction

This chapter presents the results of the data sets which were gathered during the three phases of this research project. Firstly, the results of the qualitative exploratory phase are presented. This phase included an analysis of relevant documents and a semi-structured interview of German teacher trainers in Ireland. The next phase of the study is a questionnaire which was administered to non-native speaker German teachers working at post-primary level schools in Ireland. The results of this questionnaire are presented, and I address the reliability of the scales developed and highlight key findings. In the third and final phase of this project, German language classes were observed, recorded and transcribed. Details of the classes observed and the teachers involved are presented and information regarding the language used in the classrooms is outlined. This chapter presents the results of the three research phases in the order in which they were completed, and provides a basis for data analysis and interpretation.

5.2 Exploratory phase results

The exploratory phase of this project aimed to gather the expertise and knowledge of language teaching and learning experts in the Republic of Ireland. It comprised two distinct data collection methods which are presented in the following sub-sections. Firstly, a document analysis investigated the perspectives of policy-makers, curriculum designers and school inspectors. Secondly, semi-structured interviews elicited the opinions of teacher trainers responsible for educating post-primary German teachers in Ireland.

5.2.1 Document analysis results

In this sub-section, the results of the analysis of relevant policy documents are outlined, particularly in relation to School Inspector reports. A total of 20 *Subject Inspection of German Reports* published between 2009 and 2010 were analysed for references to teachers' language use. These reports are published following a school inspector's visitation to a school, and include their observations of German language classes. They commend teachers for positive aspects of teaching and learning, and offer recommendations as to how teaching practice may be improved. The reports analysed for this study came from inspections of schools in various parts of Ireland:

- Half of the schools inspected were in the Dublin area (n=10) and a further two were in Kildare;
- Three schools in the west of Ireland were included in these reports, one in Mayo and two in Galway;
- Three schools on the east coast were represented in these reports, in Dundalk, Wicklow and Wexford; and
- One school in Kilkenny and one in Tipperary were also included.

Each of the 20 reports analysed comprises approximately 2,500 words; a corpus of approximately 50,000 words were analysed for this phase of the project. Each report is divided into six sections:

- ***Subject inspection report*** briefly describes the process by which the inspector observed and evaluated the provision of German in the school in question.
- ***Subject provision and whole school support*** describes the range of languages available at the school, the position of German in the school timetable, the school's support of German teaching and the German teaching staff available at the school.
- ***Planning and preparation*** refers specifically to curriculum and long-term planning undertaken by the German teaching staff. This includes the integration of information and communication technologies, the availability of shared teaching materials and the syllabus for each year group.
- ***Teaching and learning*** reports on the inspector's observation of language classes at the school. Themes such as classroom management, the use of visual stimuli and the use of the target language in the classroom are addressed in this section.
- ***Assessment*** comments on the teachers' use of homework and continuous assessment as teaching tools, as well as the students' performance in state examinations.
- ***Summary of main findings and recommendations*** upon which the school is expected to act prior to the next school inspection.

For the purposes of this present study, the section *Teaching and learning* is of most interest, however, all sections were read and any reference to teacher language use was noted. References to teacher language use were identified, collated and categorised. The results of this process can be found in Appendix B.1.

Further relevant documents were consulted as reference material to support and enhance the perspectives gained in the analysis of the *Subject Inspection Reports of German*. These

documents do not necessarily directly refer to teacher language use but imply the use of certain functions in the classroom. Firstly, the *German leaving certificate syllabus (Department of Education and Science, 1995a)* was consulted. This is a 26 page document which outlines the curriculum for German for the senior cycle (the final two years) of post-primary level education. It is divided into four main sections. The *General Aims* briefly outline the educational goals of the teaching of German; *Behavioural Objectives* describe what the learners should be able to do at the end of the course; *Basic Communicative Proficiency* addresses language and cultural awareness; and *Assessment*. The text entitled *Draft guidelines for teachers* (Department of Education and Science, 1995b) which accompanies the syllabus is a more substantial document of 80 pages. In this document, the areas mentioned in the syllabus are expanded upon and examples of exercises are given to show how the aims of the syllabus may be achieved in the classroom. It should be noted that both of the documents described above were published in 1995; much of the information is outdated. They are, however, the only documents related to the German language curriculum available to teachers in the Republic of Ireland.

Inspection of modern languages: Observations and issues (Department of Education and Science, 2004) is a report from the Inspectorate which collates subject inspector reports from 164 language classes and extracts the main themes from these. Chapter 2: The Quality of Teaching and Learning is of particular interest in the context of this present study as it deals with themes such as lesson content and teaching strategies. *Evaluating languages* (Department of Education and Science, 2009) is a later report published by the Inspectorate of the Department of Education as part of the European project, *Evaluation of Foreign Languages at Upper Secondary School*. Of particular interest to this present study is Chapter 6 of the report which refers to areas such as "Target language knowledge and classroom usage by teachers and students". *The European Profile for Language Teacher Education* (Kelly & Grenfell, 2005) is a set of 40 items which should comprise teacher education programmes in Europe. The 40 items are divided into four sections:

- *Structure* refers to the constituent parts and organisation of teacher education programmes;
- *Knowledge and Understanding* which describes what trainee language teachers should know and understand about education;
- *Strategies and Skills* that language teacher must possess; and
- *Values* that trainee teachers should learn to promote in and through their teaching.

5.2.2 Interview results

Semi-structured interviews were conducted as part of the qualitative data collection phase which aimed to gather the perspectives of language teaching and learning experts. Interview participants were teacher trainers responsible for the education of German language teachers at universities in the Republic of Ireland. Here, the timing and duration of interviews, as well as relevant information regarding the participants and the universities where they teach, are described.

Pilot interviews were conducted with relevant teacher trainers in February and March 2011. A description of this process can be found in Section 4.6.2. The main interviews took place from April to June 2011. Six interviews were conducted with staff from the six universities in the Republic of Ireland where German language teachers are trained. As can be seen from the Table 3 below, each trainer was assigned a code (TT1, TT2, etc.) to protect their identity. Interviews were recorded and transcribed. Recording time varied from 30 minutes and 21 seconds (TT6) to 54 minutes and 27 seconds (TT1), and a total of 270 minutes of interview data were recorded. It should be noted that in the case of TT6, the participant was only able to offer 30 minutes of her time which is why the recording is considerably shorter than the others. With the exception of the interview with TT5 which took place in a university restaurant as requested by the interviewee, interviews took place in the teacher trainers' offices. As a result, recordings were generally clear and comprehensible. Some sections were intentionally omitted from transcriptions where the inclusion of the information would lead to the possible identification of the interviewee, or where the response was off-topic. Transcribed interviews ranged in length from 4,000 (TT6) to 7,000 words (TT1) with a total of nearly 36,000 words of interview data transcribed.

	Recording Date	Recording time	Word count
TT1	06/04/11	54:27	6542
TT2	11/04/11	49:26	6856
TT3	12/04/11	51:28	7024
TT4	26/04/11	44:53	5432
TT5	16/06/11	40:00	5824
TT6	17/06/11	30:21	4139
Total		270:35	35,817

Table 3: Interview data by date, length of recording and word count

Two of the interview participants (TT4 and TT5) were native speakers of German and were educated at German speaking universities. The remaining four participants were native speakers of English. Four participants were staff members of the respective Education Departments (TT1, TT3, TT5 and TT6). Two of the participants (TT2 and TT4) were members of staff at the university's Language Department. In these cases, teacher training was a joint venture of both the Language and Education departments. The transcripts of these interviews can be found in Appendix B.2.

5.3 Questionnaire results

The second phase of data collection for this project comprised a teacher questionnaire. The questionnaire aimed to gather non-native speaker German teachers' perspectives on their language use, language proficiency and language needs. The design of the questionnaire was based on the analysis of data collected during the exploratory phase. More information on the design process can be found in Chapter 4, Section 4.5, and data from the questionnaire can be found in Appendix D. The questionnaire consists of three sections which request information on teacher language use, teacher language proficiency, and biographical and school details. A copy of the questionnaire can be found in Appendix C. The following presents the description of the sample, respondents' self-reported target language use and respondents' self-reported target language proficiency.

5.3.1 Description of sample

Below, I provide background information on the types of schools that were captured in the questionnaire data and on the respondents. This information was gathered in Section C of the questionnaire, entitled *Biographical and School Details*.

5.3.1.1 Types of schools where respondents teach

Respondents gave general information about the school where they currently work in Section C, Question 1. Instructions for this question requested respondents to refer to the school where they had last taught German, if they were not currently teaching. The first question in Section C, asked, *How would you classify the school location?* (QC1.1). The majority of respondents reported that they teach at schools in urban locations (n=70), 24 in rural locations and five respondents classified their school's location as neither urban nor rural. Respondents

were then invited to classify their school in terms of socio-economic status, *How would you classify the school socio-economic status?* (QC1.2). One third classified their school as advantaged (n=33), 17 as disadvantaged, and 49 classified their school as neither advantaged nor disadvantaged. Table 4 below cross-tabulates the responses to QC1.1 and QC1.2. It can be seen from the table that the largest numbers of respondents reported that they taught at advantaged, urban schools (n=29) and urban schools that they would classify as neither advantaged nor disadvantaged (n=29).

		QC1.2SocioEconomicStatus			
		Advantaged	Disadvantaged	Neither	Total
QC1.1 Location	Urban	29	12	29	70
	Rural	2	5	17	24
	Neither	2	0	3	5
Total		33	17	49	99

Table 4: School location and socio-economic status

The next item regarding respondents' school type asks, *What is the student composition?* (QC1.3), referring to the gender of the students attending the school. Responses to this question show a high number of schools in this study where boys and girls are taught separately, with over half of the sample being teachers who teach in single sex schools: 26% of the respondents teach at boys' schools, 25% at girls' schools and 49% at mixed schools. Single sex post-primary schools are common in Ireland and these figures suggest that the sample for this present study reflects the student composition of schools in Ireland where German is taught. According to the Department of Education and Skills' database on second level schools in Ireland[18], of the 377 schools that offered German as a Junior Certificate subject in 2012, 20% are boys' schools (n=75), 28% are girls' (n=104) and 52% are mixed (n=198).

Respondents were invited to refer to the languages used and taught at their schools. QC1.4 asks, *Is the school an Irish immersion* (Gaelcholáiste) *school?* Ten respondents reported that they teach at Irish immersion schools while 88 reported teaching at English medium

18 http://www.education.ie/en/Publications/Statistics/Education-Statistics-Database/

schools. Respondents were asked to name the other languages taught at their school (QC1.5). The majority indicated that only one other language was taught (n=56), and the most frequently taught language was French. Other languages included Spanish, Italian, Chinese (Mandarin and Cantonese), Japanese and Russian.

5.3.1.2 Description of respondents' professional and educational background

Section C invited respondents to provide information regarding their educational and professional backgrounds. QC2.1 asked how long the respondents had been teaching German at post-primary level in Ireland. As can be seen from Figure 6, the respondents reported a range of teaching experience with almost a quarter having over 20 years of service (n=23). The largest group was those with between 10 and 20 years of service (n=33) and the smallest group, with only two respondents, were those who were completing a Postgraduate Diploma in Education at the time of data collection (n=2).

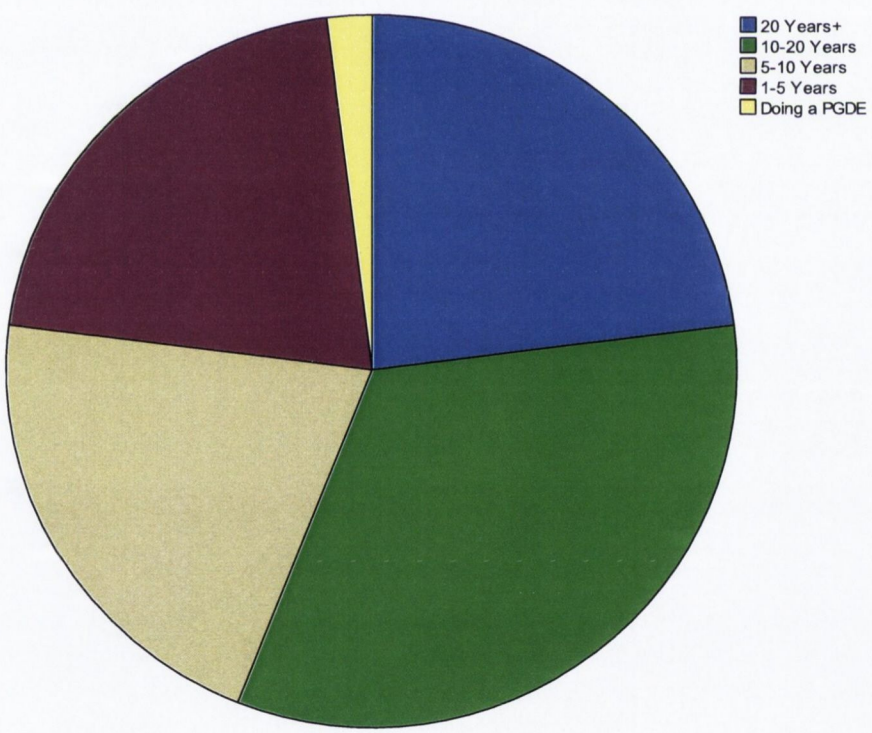

Figure 6: Questionnaire respondents' years of service

Respondents were asked to indicate which subjects they teach, besides German (QC2.2). This was an open-format question to allow for all possible subjects. Respondents reported teaching

between none and three other subjects. Where the question was left blank, it is not possible to say if the respondent only teaches German or if they overlooked the question. However, where respondents entered another subject, it can be assumed that she only teaches one other subject and not more. Table 5 shows the second subjects identified by the respondents. Third subjects are shown in Table 6, and fourth subjects in Table 7. Six respondents did not enter any additional subjects besides German; 15 reported teaching two additional subjects and seven reported teaching three. French is the most frequently taught subject with 31 of the respondents teaching this in addition to German. Seventeen respondents indicated that Irish was their second or third subject and 15 respondents indicated teaching English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	6	6.0	6.0	6.0
	French	31	31.0	31.0	37.0
	Italian	2	2.0	2.0	39.0
	Home Economics	1	1.0	1.0	40.0
	Geography	1	1.0	1.0	41.0
	Maths	4	4.0	4.0	45.0
	Art	1	1.0	1.0	46.0
	Other	2	2.0	2.0	48.0
	Irish	16	16.0	16.0	64.0
	Spanish	4	4.0	4.0	68.0
	English	12	12.0	12.0	80.0
	Business	5	5.0	5.0	85.0
	Music	3	3.0	3.0	88.0
	History	8	8.0	8.0	96.0
	CSPE[19]	3	3.0	3.0	99.0
	Career Guidance	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table 5: Second subject apart from German taught by respondents

[19] Civil, Social and Political Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	78	78.0	78.0	78.0
	Irish	1	1.0	1.0	79.0
	Spanish	1	1.0	1.0	80.0
	English	3	3.0	3.0	83.0
	Business	1	1.0	1.0	84.0
	Music	1	1.0	1.0	85.0
	History	3	3.0	3.0	88.0
	CSPE	4	4.0	4.0	92.0
	Career Guidance	1	1.0	1.0	93.0
	PE	1	1.0	1.0	94.0
	Computers	1	1.0	1.0	95.0
	Geography	1	1.0	1.0	96.0
	SPHE[20]	3	3.0	3.0	99.0
	Maths	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table 6: Third subject taught by respondents (where relevant)

[20] Social, Personal and Health Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	93	93.0	93.0	93.0
	Business	1	1.0	1.0	94.0
	CSPE	3	3.0	3.0	97.0
	EAL[21]	1	1.0	1.0	98.0
	Italian	1	1.0	1.0	99.0
	SPHE	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table 7: Fourth subject taught by respondents (where relevant)

QC2.3 asked whether the respondents were member of the German Teachers' Association of Ireland (*Gesellschaft der Deutschlehrer Irlands* - GDI). One respondent did not answer this question; 77 indicated that they were members and 22 said they were not. It is worth mentioning that 38 of the responses were collected at GDI events which may account for the high proportion of GDI members. QC2.4 gathered information on the respondents' educational background by inviting them to indicate at which institution they completed their teacher training programme (Postgraduate Diploma in Education or Higher Diploma in Education). Figure 7 shows the universities where respondents completed their teacher training. Three respondents did not answer this question. The majority of respondents were trained within the Republic of Ireland (n=89): 25 at University College Cork (UCC); 19 at University College Dublin (UCD); 17 at the National University of Ireland, Maynooth (NUIM); 13 at the National University of Ireland, Galway (NUIG); 13 at Trinity College Dublin (TCD); and two at the University of Limerick (UL). Three respondents trained in the UK and one trained in Germany. Three respondents did not have formal degrees in teaching which was indicated by the respondent writing No PGDE or similar in the space provided.

[21] English as an Additional Language

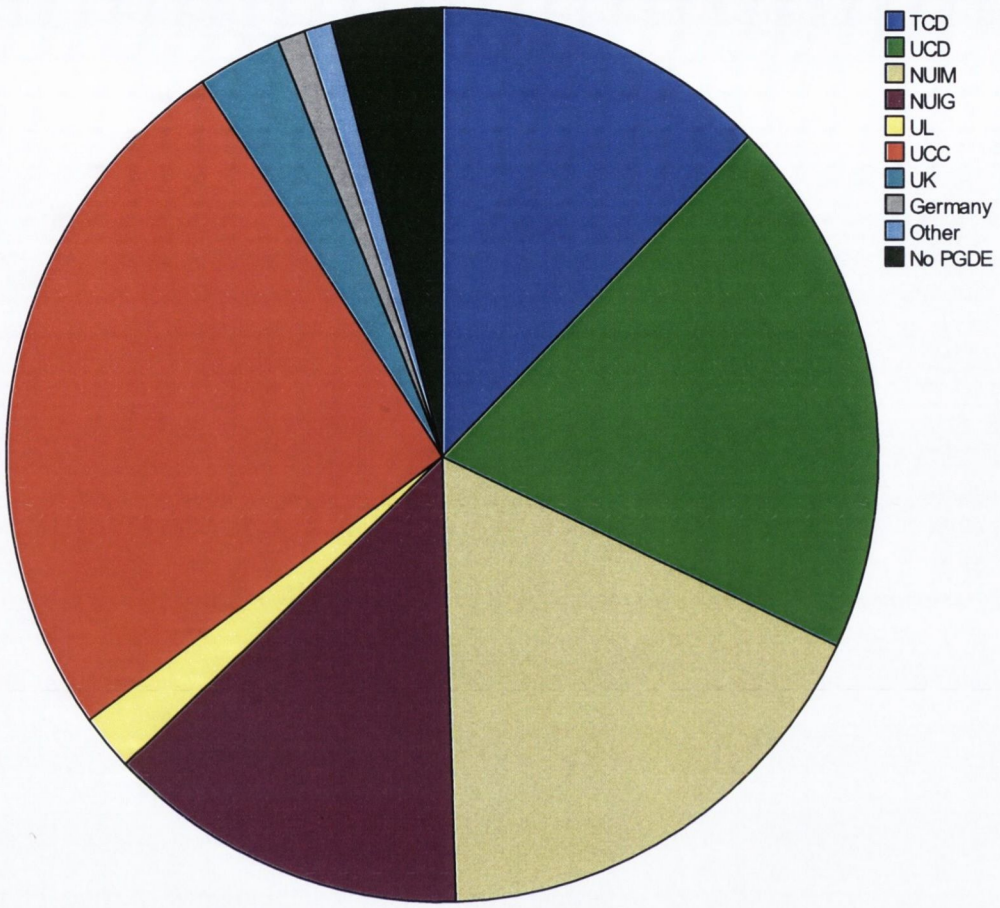

Figure 7: Teacher training institutions of respondents

5.3.1.3 Respondents' time spent in a German speaking country

Respondents were asked to estimate the amount of time they had spent in a German speaking country in total (QC3.1). Respondents were given a choice of six answers ranging from none to five years or over. Only one respondent had spent three months or less in a German speaking country. German teachers are required to have spent a minimum of three months in a German speaking country in order to be accredited by the Teaching Council of Ireland. As can be seen from Figure 8, the majority (n= 57) spent between one and five years in a German speaking country, eight spent six months or less, eight spent one year or less and 15 spent over five years. One respondent did not respond.

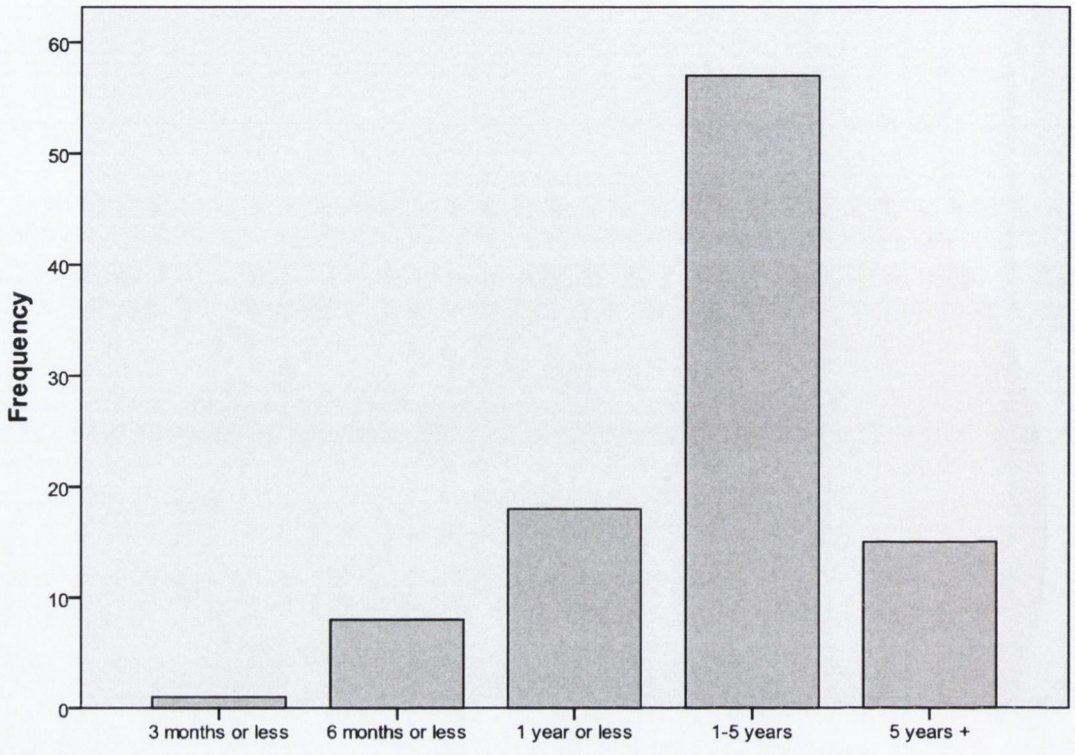

Figure 8: Questionnaire respondents' total time spent in a German speaking country

Respondents also noted the longest period of time they had spent in a German speaking country in one stay (QC3.2). This question gives a more comprehensive picture of the respondents' experience of the target language culture. The scale was the same as for QC3.1 but *none* was replaced with 2 *weeks or less.* As can be seen from Figure 9, one respondent indicated that she had spent less than two weeks in a German speaking country at any one time. A third of respondents had spent one year or less (n=32) and seven had spent five years or more in a German speaking country at any one time.

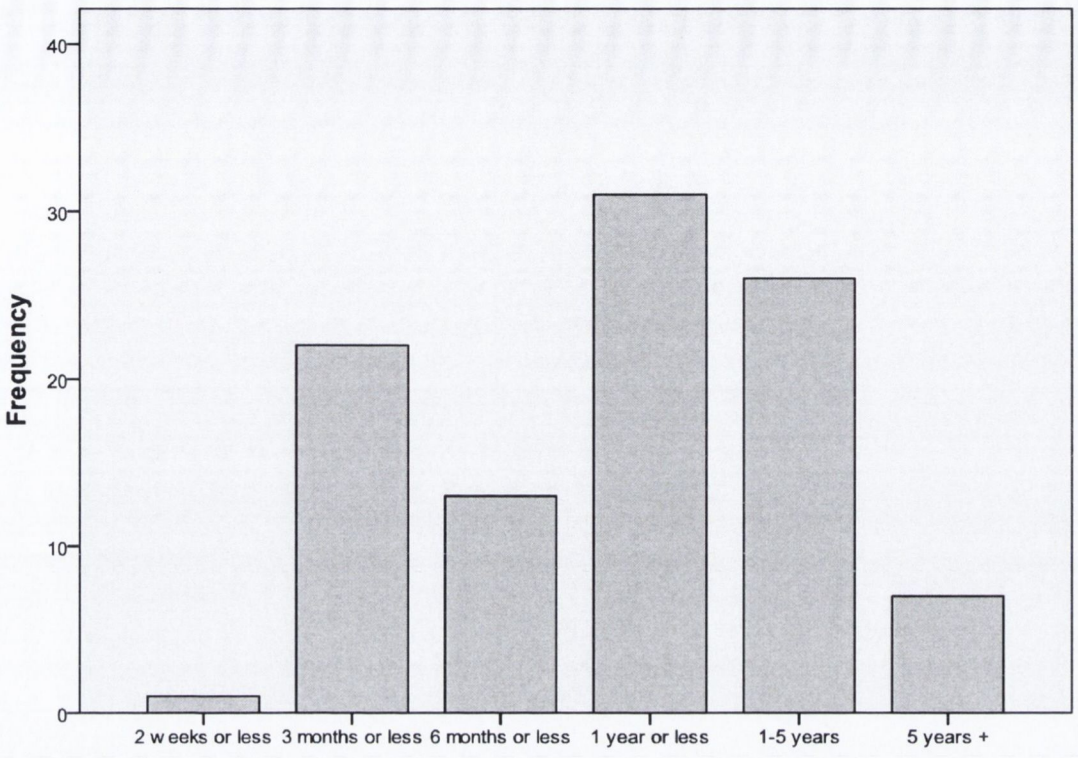

Figure 9: Questionnaire respondents' longest stay in a German speaking country

When the respondents' total time spent in Germany is cross-tabulated with their years of service (QC2.1), it can be seen that four respondents with 20 years or more experience teaching German have spent six months or less in German speaking countries in total.

		QC2.1 Years of service					
		20 Years +	10-20 Years	5-10 Years	1-5 Years	Doing a PGDE	Total
QC3.1 Total time spent in Germany	3 months or less	0	0	0	1	0	1
	6 months or less	4	1	0	2	1	8
	1 year or less	7	7	2	2	0	18
	1-5 years	9	22	16	10	0	57
	5 years +	3	2	3	6	1	15
Total		23	32	21	21	2	99

Table 8: Cross-tabulation of respondents' total time spent in German speaking countries and years of service

When the respondents' years of service (QC2.1) are cross-tabulated with the longest stay in Germany, we see that ten of the most experienced teachers have spent three months or less in a German speaking country at any one time. Respondents with between one and ten years' experience have spent longer periods of time in a German speaking country than their more experienced colleagues.

		QC2.1 Years of service					
		20 Years +	10-20 Years	5-10 Years	1-5 Years	Doing a PGDE	Total
QC3.2 Longest time spent in Germany	2 weeks or less	0	0	0	1	0	1
	3 months or less	10	7	1	3	1	22
	6 months or less	4	8	1	0	0	13
	1 year or less	6	8	9	8	0	31
	1-5 years	2	9	9	5	1	26
	5 years +	1	1	1	4	0	7
Total		23	33	21	21	2	100

Table 9: Cross-tabulation of longest time spent in German speaking countries and years of service

The sample for this questionnaire contained 100 hundred respondents. As can be seen from the descriptions above, these respondents show varied biographical and school details. The respondents reported teaching at a range of schools which differ in terms of their locations, socio-economic status, student composition and languages taught. The respondents had varying levels of teaching experience and taught a range of second and other subjects, although languages are by far the most common in this sample. Respondents had attended a number of different universities with all six of the teacher training colleges in Ireland represented, and the majority of respondents are members of the German teachers' Association of Ireland. Experience of living in the target culture varies among the respondents, although all have spent some time in a German speaking country.

5.3.2 Respondents' self-reported target language use

In this section respondents' target language use is presented. In Section A of the questionnaire, question A1 asks about use of the TL in the classroom for different functions, question A2 asks for an estimated percentage of TL use in the classroom overall, and question A3 asks about target language use outside the classroom.

5.3.2.1 Target language use in the classroom

The first question in Section A referred to the respondents' target language use in the classroom. Respondents were asked, *When you do the following activities in your German classes, how often do you do them through German?* (QA1). Twelve classroom activities were addressed in QA1 with a scale of answers: *always, often, sometimes, rarely* and *never. Always* was coded as 1 and *never* as 5 (Appendix D.1) meaning that a higher score indicates that the respondents carry out the task through German less often. A test of the internal consistency of the scale was performed with a Cronbach's alpha result of 0.842. Cronbach's alpha is often used as a test of reliability of scales. It measures the intercorrelations among test items to demonstrate how consistently they measure a phenomenon. Dörnyei (2007, p. 207) asserts that '[i]nternal consistency for well-developed scales containing about 10 items ought to approach 0.80', so that the scale for QA1 can be deemed reliable. Table 10 shows the mean scores for the responses regarding the 12 activities mentioned in QA1. German is used most often to give praise and to give homework, with means of 1.63 and 1.79 respectively, and least often to explain grammar and to talk about literature, where the means are 3.49 and 3.72.

	Mean	N	Std. Deviation
A.1.1 Give instructions	1.88	100	.642
A.1.2 Enforce discipline	2.78	98	1.099
A.1.3 Give homework	1.79	98	.733
A.1.4 Give praise	1.63	99	.724
A.1.5 Explain grammar	3.49	99	1.004
A.1.6 Talk about cultural topics	2.79	99	.812
A.1.7 Evaluate students' performance	2.49	99	.994
A.1.8 Chat informally with students	2.63	97	1.024
A.1.9 Correct errors	2.66	97	.945
A.1.10 Talk about literature	3.72	96	.959
A.1.11 Organise activities	2.03	96	.814
A.1.12 Provide feedback	2.54	99	.972

Table 10: Comparison of means for all 12 actvities in QA1

Respondents were asked to leave a comment in the space provided if they had indicated that they never or hardly ever do any of the activities mentioned through German. The full list of comments can be found in Appendix D.8. Of the 26 comments provided, 12 made reference to the difficulty of teaching grammar though German and the problems that students have with concepts.

> I find it difficult to explain the grammar in German (QA1: C12)

> Students have difficulty grasping the grammar in English, therefore I explain it in English so that they can relate it to their own knowledge of grammar (QA1: W31)

Eight respondents commented on their use of German to talk about literature. The reasons mentioned for the low level of German use for this purpose seem to relate more to the perceived lack of literature on the curriculum than to language issues.

> I never talk about literature in class in German or in English (QA1: W18)

> Literature plays little or no role as such in class (QA1: P8)

More general comments give insight into the reasons that respondents frequently use the students' first language in the classroom. In many cases the issue of time is mentioned.

> I hardly get time to talk to students informally but it's something I will try out! (QA1: W21)

> Sometimes [I use English] because of time pressure or even laziness on my part (QA1: P17)

Other comments suggest institutional pressure as a factor:

> I teach first years - none of whom have met German before. We only have 2 x 40 min classes per week. Don't want to put them off subject as an option in 2nd year[22] (QA1: P18)

> I tried to do this as a young teacher but parents complained to the principal that their kids were confused and that I refused to explain in English. Principal insisted I speak in English to deal with mixed ability students (QA1: C7)

QA1 demonstrated the activities that are most commonly carried out through German in the sample. It also showed which activities the respondents use German for the least often and the open-ended question offered some insight into why this may be the case. I discuss these responses in more detail in Chapter 6.

22 This comment refers to the situation in many schools in Ireland where students take all subjects available at that school in their first year, either for part of or for the entire school year. Based on their experience of the optional subjects, the students then choose which three subjects they want to continue with until their Junior Certificate examination in third year. This means that subjects are in competition with each other for student numbers at junior cycle level. This has a knock-on effect at senior cycle where students cannot take up a subject in fourth or fifth year that they have not done as a Junior Certificate subject.

5.3.2.2 Self-reported percentage target language use in the classroom

QA2 asked respondents to estimate the percentage of TL they use in their German classes. Table 11 below shows that the mean for the 92 valid responses was 58.8% German language use in the classroom with a standard deviation of 19.235. This indicates that there was a wide variety of responses to this question, where some teachers report that they use the target language 10% of the time and others 90% of the time.

	N	Mean	Std. Deviation	Std. Error Mean
A2PercentageTLUse	92	58.80	19.235	2.005

Table 11: Questionnaire respondents' mean self-reported target language use in the classroom

Figure 10 shows the frequency of responses, where the highest number of respondents (n=21) reported that they use the target language 70% of the time in class.

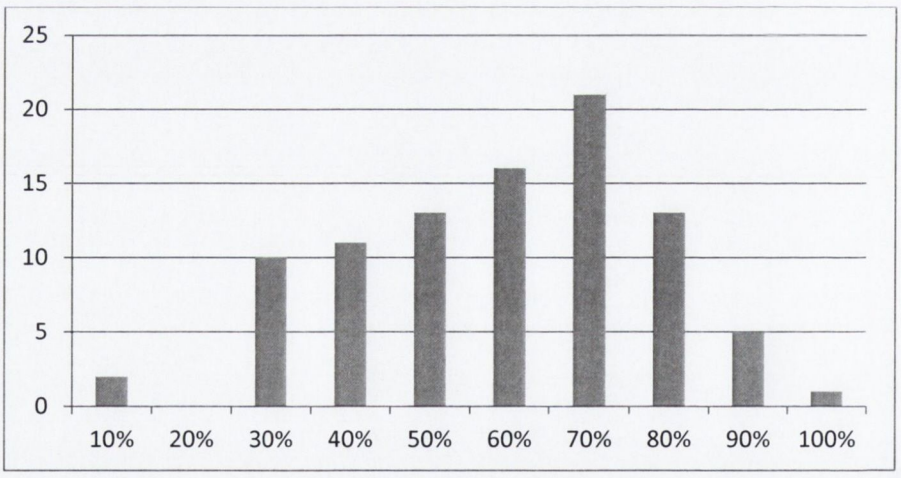

Figure 10: Questionnaire respondents' self-reported target language use by frequency

Table 12 shows the negative correlation between all of the items in QA1 and QA2 to be significant at the 0.01 level. This negative correlation reinforces the reliability of the data in that a lower score in QA1 demonstrates a higher frequency of target language use, whereas a higher score in QA2 denotes a higher percentage of target language use.

		QA2 Percentage TL Use
QA2 Percentage TL Use	Pearson Correlation	1
	N	92
QA1.1 Give Instructions	Pearson Correlation	-.620**
	N	92
QA1.2 Enforce Discipline	Pearson Correlation	-.328**
	N	90
QA1.3 Give Homework	Pearson Correlation	-.413**
	N	89
QA1.4 Give Praise	Pearson Correlation	-.513**
	N	90
QA1.5 Explain Grammar	Pearson Correlation	-.372**
	N	91
QA1.6 Talk about Cultural Topics	Pearson Correlation	-.402**
	N	91
QA1.7 Evaluate Students' Performance	Pearson Correlation	-.435**
	N	91
QA1.8 Chat Informally with Students	Pearson Correlation	-.294**
	N	90
QA1.8 Correct Errors	Pearson Correlation	-.447**
	N	89
QA1.10 Talk about Literature	Pearson Correlation	-.347**
	N	89
QA1.11 Organise Activities	Pearson Correlation	-.386**
	N	89
QA1.12 Provide Feedback	Pearson Correlation	-.404**
	N	91

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 12: Correlation of self-reported percentage target language use with target language use for specific functions in the classroom

5.3.2.3 Self-reported target language use outside of the classroom

Respondents were also asked to indicate their use of the target language in situations other than in the classroom. QA3 asks, *How often do you do the following language activities outside of class?*; 11 activities were mentioned, inviting responses on five point scale ranging from *very often* to *never*. A test of internal consistency was also performed for this question with a Cronbach's alpha score of 0.822 (n=80 with a list-wise deletion) indicating that the scale is reliable. Table 13 shows a comparison of the means for responses to the 11 activities in QA3 where 1 denotes *very often* and 5 is *never* (see Appendix D.1).

	Mean	N	Std. Deviation
QA3.1 Attend GDI Events	2.66	99	1.408
QA3.2 Visit German Speaking Country	2.18	98	.988
QA3.3 Attend Goethe Institut Courses	3.72	95	1.294
QA3.4 Attend Language Courses	3.81	91	1.134
QA3.5 Do Grammar Exercises	2.82	96	1.369
QA3.6 Speak German With Colleagues	2.97	99	1.336
QA3.7 Speak German With NSs	2.48	97	1.128
QA3.8 Read German Newspapers	2.57	97	.989
QA3.9 Watch German TV	2.98	98	1.210
QA3.10 Listen To German Radio	3.52	98	1.254
QA3.11 Read German Websites	2.15	99	1.110

Table 13: Comparison of means for all 11 activities in Question A3

Respondents rated reading German websites and visiting German countries as the activities which they most often do. Respondents were invited to leave a comment if there were any additional target language activity they wished to mention; a full list of responses can be found in Appendix D.5. Seven respondents mentioned other internet related activities such as Skype, social networking and YouTube which they engage in through German. Five respondents also commented on visits to German speaking countries through school exchange programmes and private trips. Attending language courses and *Goethe Institut* courses were reported to be the

language activities least frequently undertaken by respondents. Comments from respondents show that this to be due to a lack of availability of courses or at least of information regarding their availability:

> Classes not easily available (QA3: P8)

> What courses?? (QA3: C1)

> RE: Language courses - everything only in large cities (QA3: C26)

Also worth mentioning is that respondents rate speaking with German colleagues as an activity which they do less frequently in the target language, where 35 respondents said that they rarely or never speak German with their colleagues. This may indicate that German is not seen as a normal means of communication in the schools in question and is supported by the significant correlation (at the 0.05 level) between this question and responses to QA1.8 (*Chat informally with students*). This correlation suggests that respondents who often speak with colleagues in German also chat more often to students in German.

5.3.3 Respondents' self-reported target language proficiency

Respondents were asked to rate their target language proficiency in a number of different ways. Firslty, they were asked to rate their language profiency for each of the five skills according to the self-assessment scale outlined in the Common European Framework of Reference for Languages (Council of Europe, 2001). Secondly, respondents were requested to rate their language proficiency in of the five skills with regard to the adequacy for teaching purposes. Lastly, respondents were asked to indicate whether or not they have difficulty with the use of the target language in school-specific circumstances. The results of these three questions are outlined below.

5.3.3.1 Respondents' self-rated language proficiency according to the CEFR scale

Respondents were provided the CEFR self-assessment grid as well as a link to the full description of the scales should they need further information. QB1 then asked the respondents to rate their language skills according to this scale which ranges from A1 at the lower end denoting basic language skills to C2 which denotes very high language competency. Figure 11 shows the results of this question for each of the five skills. Over a third of respondents rated their proficiency in listening in the target language as C2 (n=36), while only 15 respondents rated their written production skills as C2 and just 17 rated their spoken production skills as C2.

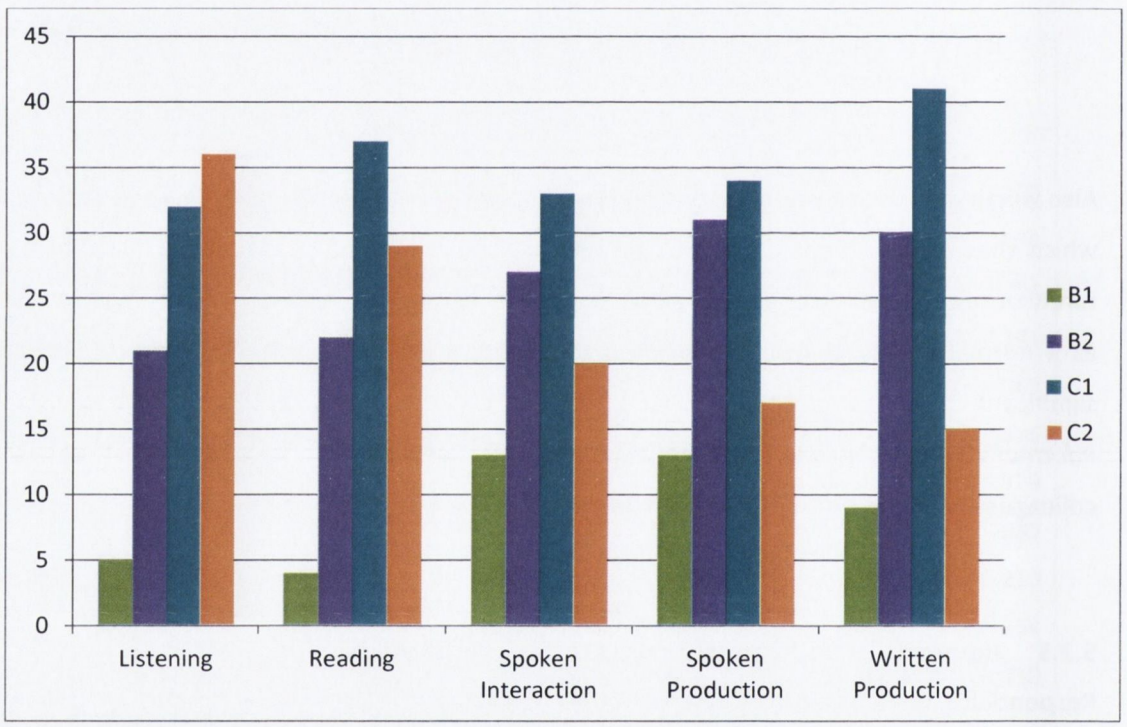

Figure 11: Questionnaire respondents' self-rated language proficiency in five skills

Table 14 shows the mean of the responses to QB1 where a higher mean represents a higher perceived language competence (Appendix D.1). Respondents rated their receptive skills, listening and reading, slightly higher than their interactive and productive skills.

	QB1.1 Listening	QB1.2 Reading	QB1.3 Spoken Interaction	QB1.4 Spoken Production	QB1.5 Written Production
Mean	5.05	4.99	4.65	4.58	4.67
N	94	92	93	95	94
Std. Deviation	.908	.858	.974	.941	.847

Table 14: Comparison of means for self-rated language proficiency across the five skills

Five respondents (W14; W17; W23; W27; C16) rated their language skills at level A1 and A2, however a number of issues indicate that this is a result of a misunderstanding of the scale. Firstly, the respondents who rated their language skills as A1 and A2 all also rated their skills for the purposes of teaching as either adequate or more than adequate which seems unlikely for such low language competence. Secondly, four of the five responses came from the online version of the questionnaire which may have lead to the misunderstanding of the scale as the reference grid may have appeared on a different page to the question table. Lastly, all of the five respondents had spend substantial amounts of time in German speaking countries which makes it unlikely that they would have such low levels of German skills. For these reasons, the five responses to this question which appear to be respondent errors are omitted from analyses of this question.

5.3.3.2 Respondents' self-rated language skills for the purposes of teaching

Respondents were then asked to rate their language proficiency in each of the five skills for the purposes of teaching the language. Figure 12 shows the responses for QB2, *How would you rate your German language skills for the purposes of teaching?,* which has three possible responses; *more than adequate*, *adequate* and *inadequate*. As can be seen from the bar chart in Figure 12, the majority of respondents were positive regarding their language skills for the purposes of teaching. Again respondents were more positive regarding the receptive skills of listening and reading with 90 and 89 respondents respectively rating their skills in these areas as *more than adequate*. Only 74 respondents rated their spoken interaction skills as *more than adequate*, 73 rated their spoken production as *more than adequate* and 76 rated their written

production as *more than adequate*. Three respondents rated their language skills as *inadequate* for the purposes of teaching: one respondent (W34) rated her spoken interaction, spoken production and written production skills as *inadequate* for the purposes of teaching; one respondent (P6) rated her spoken interaction skills as *inadequate* for the purposes of teaching; one respondent (C26) rated her spoken production skills as *inadequate* for the purposes of teaching. The respondents rated their skills in these areas at B1 level (P6; C26), with the exception of respondent W34 who rated her spoken and written production skills as B1 and her spoken interaction skills as B2.

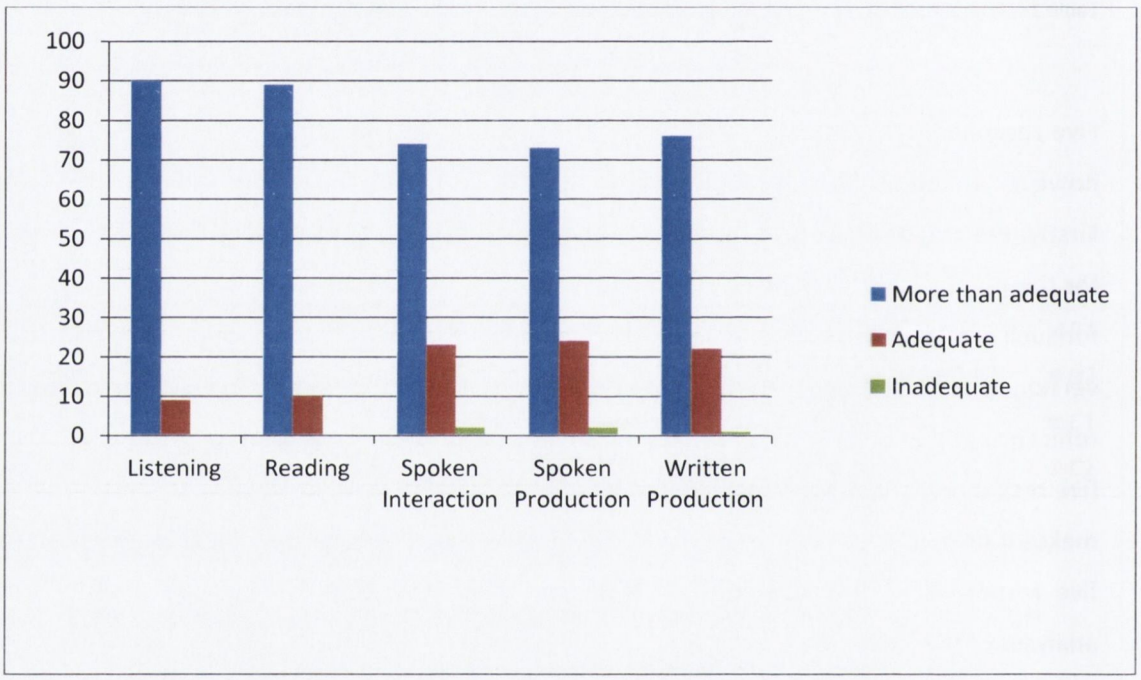

Figure 12: Respondents' self rated language proficiency in five skills for the purposes of teaching

Table 15 shows the significant negative correlation between items in QB1 and QB2. QB1 was coded from 1 to 6, where 1 represents the lower language competence level of A1 and 6 represents the highest level, C2. QB2 was coded from 1 to 3 where 1 represents the option *more than adequate* and 3 represents *inadequate*. Therefore, the negative correlation for these scales is to be expected and supports their internal consistency.

		QB2.1 Listening	QB2.2 Reading	QB2.3 Spoken Interaction	QB2.4 Spoken Production	QB2.5 Written Production
QB1.1 Listening	Pearson Correlation	-.346**	-.217*	-.352**	-.351**	-.298**
	Sig. (2-tailed)	.001	.036	.001	.001	.004
	N	93	93	93	93	93
QB1.2 Reading	Pearson Correlation	-.346**	-.303**	-.392**	-.385**	-.365**
	Sig. (2-tailed)	.001	.004	.000	.000	.000
	N	91	91	91	91	91
QB1.3 Spoken Interaction	Pearson Correlation	-.304**	-.242*	-.564**	-.619**	-.414**
	Sig. (2-tailed)	.003	.020	.000	.000	.000
	N	92	92	92	92	92
QB1.4 Spoken Production	Pearson Correlation	-.287**	-.296**	-.579**	-.634**	-.507**
	Sig. (2-tailed)	.005	.004	.000	.000	.000
	N	94	94	94	94	94
QB1.5 Written Production	Pearson Correlation	-.228*	-.204*	-.405**	-.445**	-.492**
	Sig. (2-tailed)	.028	.049	.000	.000	.000
	N	93	93	93	93	93

Table 15: Correlation between self-rated language skills and self-rated language skills for the purposes of teaching.

5.3.3.3 Respondents' self-rated language skills for particular teaching purposes

In QB3, respondents were asked to indicate agreement to items which relate to target language skills for particular purposes in the language classroom. QB3 consists of a five point Likert scale ranging from 1, *strongly agree* to 5, *strongly disagree*. There were 28 statements in the questions. These related to the self-rated language skills of the respondents with regard to specific functions within the classroom. The items were re-coded to provide consistency for positivity regarding self-perceived language skills. When a test of internal consistency is performed, the Cronbach's alpha for 68 valid cases (with listwise deletions) is 0.754. However, when the four items which relate to language teachers in general (QB3.5, QB3.11, QB3.17, QB3.23 and QB3.24) and not to the respondents' personal experience are removed, the Cronbach's alpha is 0.821 for 77 valid cases which indicates reliability. There are six main themes addressed by this question. Each of these themes has four items relating to it and the items are positioned at intervals in order to avoid respondent bias. The final four items are miscellaneous issues which were recurrent in the interview and document analysis but which did not fit into any of the six themes comfortably.

Target Language Use

Four statements in QB3 relate to strategies for the maintenance of target language use in the classroom. These include respondent's ability to communicate a message to students in German (QB3.1), reverting to English when the students can't understand (QB3.7) and paraphrasing in German (QB3.13, QB3.19). 72 respondents agreed or strongly agreed with the statement, *I find it easy to communicate my message in German to my pupils* (QB3.1) and only seven disagreed. Over two thirds of respondents (n=69) agreed with the statement in QB3.7, *I revert to English when I can't get the students to understand me in German*. Seven disagreed with the statement and one strongly disagreed. 80 respondents agreed or strongly agreed that if the pupils don't understand what they say in German, they find other ways of saying it in German (QB3.13), 16 neither agreed nor disagreed and four disagreed. 73 respondents agreed or strongly agreed that paraphrasing in German is easy and only five disagree.

Target Language Use for Specific Purposes

Four statements in this question related to the use of German in the classroom for particular purposes. These are disciplining students (QB3.2), giving oral instructions (QB3.8), explaining grammar (QB3.14) and explaining orally in general (QB3.20). 40 respondents agreed or strongly agreed that they find it difficult to discipline students through German (QB3.2), 37 disagreed or strongly disagreed with this statement and 20 neither agreed nor disagreed. As can be seen in Table 16, there is a significant negative correlation between items QB3.2 and QA1.2 which asked respondents how often they use German to enforce discipline in their classes. This demonstrates that those respondents who reported finding it difficult to discipline students in the TL also reported doing so less often.

		QB3.2 Difficult To Discipline	QA1.2 Use TL to Enforce Discipline
QB3.2 Difficult To Discipline	Pearson Correlation	1	-.357**
	Sig. (2-tailed)		.000
	N	97	95
QA1.2 Use TL to Enforce Discipline	Pearson Correlation	-.357**	1
	Sig. (2-tailed)	.000	
	N	95	98

**. Correlation is significant at the 0.01 level (2-tailed).

Table 16: Correlation of self-reported difficulty in using TL for discipline and self-reported frequency of use of TL for discipline

Nearly all of the respondents (n=91) agreed or strongly agreed with the statement, *I am confident giving oral instructions* (QB3.8), only two disagreed with this statement and seven neither agreed nor disagreed. When responses to B3.8 are correlated with responses to QA1.1 which asked the respondents to estimate the frequency with which they use German to give instruction, there is a negative correlation which indicates that those respondents reported being less confident with giving oral instruction in the target language also reported that they used the target language less frequently to give instructions.

		QA1.1 Use TL to give instructions	QB3.8 Confident with oral instruction
A1.1 Use TL to give instructions	Pearson Correlation	1	.240*
	Sig. (2-tailed)		.016
	N	100	100
B3.8 Confident with oral instruction	Pearson Correlation	.240*	1
	Sig. (2-tailed)	.016	
	N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Table 17: Correlation of self-reported difficulty in using TL for giving instructions and self-reported frequency of use of TL for giving instructions

Over half of the respondents (n=57) agreed or strongly agreed with the statement, *Explaining grammar in German doesn't work for me*, 27 neither agreed nor disagreed and only 15 disagreed or disagreed strongly. Once again, if the responses for item QB3.14 are correlated with the responses for QA1.5 relating to the frequency of use of German to explain grammar, there is a significant negative correlation. This suggests that the respondents who reported that they felt that explaining grammar does now work for them in German also reported that they used German less often to explain grammar.

		QB3.14 Explaining grammar in TL doesn't work	QA1.5 Use TL to explain grammar
QB3.14 Explaining grammar in TL doesn't work	Pearson Correlation	1	-.356**
	Sig. (2-tailed)		.000
	N	98	97
QA1.5 Use TL to explain grammar	Pearson Correlation	-.356**	1
	Sig. (2-tailed)	.000	
	N	97	99

**. Correlation is significant at the 0.01 level (2-tailed).

Table 18: Correlation of self-reported difficulty in using TL for explaining grammar and self-reported frequency of use of TL for explaining grammar

Nearly half of the respondents (n=48) disagreed or strongly disagreed that they never make language errors when explaining something in German (QB3.20) whereas almost one third (n=30) agreed or strongly agreed.

Communication Strategies

Four statements in Section B, Question 3 related to respondents' use of various strategies to support communication in the classroom: the use of visual aids (QB3.3); the use of gestures (QB3.9); pitching the use of TL (QB3.15); and facial expressions (QB3.22). Almost three quarters (n=74) of the respondents agreed or strongly agreed with the statement *I use visual aids to support understanding* (QB3.3), two disagreed and the remaining 22 neither agreed nor disagreed. Eighty-six respondents agreed or strongly agreed with the statement, *I use gestures to get my point across*, six neither agreed nor disagreed and a further six disagreed or strongly disagreed. Over half the respondents (n=57) disagreed or strongly disagreed that they have difficulty pitching their TL so that pupils can understand them. However, 21 respondents agreed or strongly agreed with the statement and 21 neither agreed nor disagreed. The majority of respondents (n=86) agreed or strongly agreed that facial expressions support pupils' understanding of what they say in German. This set of items suggests that respondents use strategies to maintain target language use in the classroom but have some difficulties in relation to the pitching of their language use.

Writing in the Target Language

Four statements in Section B, Question 3 referred to the writing skills of respondents for school purposes: writing handouts (QB3.4), written instructions (QB3.10), writing on the blackboard (QB3.16) and writing for school in general (QB3.21). Eighty-nine respondents agreed or strongly agreed that they can write handouts for their students without making mistakes (QB3.4) with only three respondents disagreeing or strongly disagreeing with this statement. Similarly, 88 respondents agreed or strongly agreed that they are confident giving written instruction in German and only two disagreed (QB3.10). Seventy-nine respondents agreed that writing on the blackboard in German is easy (QB3.16) whereas only three disagreed. Despite responses to the above items which suggest that respondents are confident

in writing in the target language, nearly a third (n=29) of respondents agreed or strongly agreed that they are nervous about making mistakes when writing for school (QB3.21). Fifty-one disagreed or strongly disagreed with the statement and 19 neither agreed nor disagreed.

Learner Autonomy

Respondents were asked to indicate whether they agree or disagree with statements regarding learner autonomy in language learning with regard to being a good language learner (B3.6), using learning strategies (QB3.12 and QB3.24), and organising learning (QB3.18). The majority of respondents agreed or strongly agreed with the statement (QB3.6), *I am a good language learner* (n=90). The majority (n=91) also agreed that language learning strategies are important for language learners. However, only 68 respondents agreed or strongly agreed with the statement (QB3.12), *I use strategies to help me learn new language,* and 15 respondents agreed or strongly agreed with the statement, *I find it difficult to organise my learning*. This suggests that respondents are aware of the benefits of learner autonomy and learning strategies but that they may have difficulties with the application of these in their own learning.

Miscellaneous Items

Four further items were included which address issues that arose in the qualitative study but which do not fit into the other categories. These are pronunciation (QB3.25), imperative forms (QB3.26), slang (QB3.27), and grammar comprehension (QB3.28). Seventy respondents disagreed or strongly disagreed with the statement, *I have difficulty pronouncing certain sounds in German* (QB3.25), and 17 agreed or strongly agreed with the statement. The majority of respondents (n=70) agreed or strongly agreed that it is easy to use imperative forms in German (QB3.26), however 10 disagreed or strongly disagreed. Almost half of the respondents (n=49) disagreed or strongly disagreed that they are up to date with German slang (QB3.27), with just under a third (n=29) disagreeing or strongly disagreeing with this statement. Seventy-five respondents disagreed or strongly disagreed with the statement, *I have difficulty understanding complex German grammar* (QB3.28), whereas 10 agreed or strongly agreed with this statement.

Teacher Language

The final set of statements in QB3 related to the respondents' views of teacher language. This differs from the previous sets of items as it examined their attitudes toward teacher language in general and not to their own language use. Forty-one respondents agreed or strongly agreed with the statement, *Teacher language use is different to general language use* (QB3.5), and 23 disagreed or strongly disagreed with this statement. Thirty respondents neither agreed nor disagreed, and six did not answer the question. Similarly, 40 respondents agreed or strongly agreed with the statement, *German teachers need different language skills to general language users* (QB3.23), 29 disagreed or strongly disagreed and 28 neither agreed nor disagreed. Three gave no response. Almost all of the respondents agreed or strongly agreed that German teachers should be offered German language classes to support their German language learning (QB3.11). However, only 61 respondents agreed or strongly agreed that they would like to take German language classes themselves (QB3.17) and 16 disagreed or strongly disagreed that they would like to take German classes.

5.3.4 Further comments provided by respondents

Respondents were given the opportunity to make additional comments at the end of the questionnaire. Thirty-one respondents wrote something in the space provided and these comments related mostly to factors affecting target language use, for example school policy and curriculum, and to teacher language maintenance opportunities.

Comments regarding language maintenance

Eight individual comments were made regarding the respondents' language maintenance and the difficulties teachers have with language skills. For example,

> Many German teachers of my acquaintance have problems and lack of confidence with their spoken German (QC: C26)

Comments were also made regarding lack of provision of language classes and in-service training:

I do not think that there are enough resources to support German language teachers (QC: W27)

German in-service??? Why are there none? (QC: C26)

I would absolutely love to be able to attend German in-service days/language courses, but the availability of same is few and far between (QC: W9)

One respondent noted that many of the courses that are available are only in Dublin:

All language classes for German teachers are offering in Dublin. This is not suitable for those of us who live in the south (QC: P2)

Suggestions of useful language provision for teachers were also made, for instance:

Flexible classes for teachers to refresh their German would be good. Different topics about 2 hours in length on different days/evenings (QC: P22)

List of phrases used in Germany in class for correcting and encouraging pupils would be of great benefit (QC: P23)

Comments on personal beliefs about target language use

A number of respondents commented on their own attitudes and beliefs regarding TL use. One respondent noted her preference for total immersion language teaching despite her experiences at university:

I believe full immersion in the German language is essential. I see colleagues in other language depts. who use the target language only and I believe students are a lot more resourceful in understanding a foreign language when challenged to push themselves in the target language (QC: P12)

> I do not use a translation type teaching philosophy. This method was used in [university] especially at degree level and I found it highly disappointing to be lectured to in English (QC: P12)

Another respondent described her approach to target language use:

> I use the 'sandwich' method when introducing new words or short phrases to my class: say it in German - English – German (QC: P4)

The role of teachers' second subject in their approach to language teaching was also mentioned:

> I think that you have to take into consideration if a teacher is teaching a second language as this has huge implications for the way he/she teaches or approaches the teaching of both subjects (QC: W23)

<u>Comments relating to target language use and class groups</u>

Respondents mentioned the relationship between target language use and the class group being taught. The age of the class is seen as an issue in that older class groups are less receptive to the use of German as a medium for instruction.

> I would love to use more German in class (which I am trying to do with my 1st year group). However I find that as the students progress through the years and get older they show more of an aversion to speak the language. I suppose they feel embarrassed and are afraid of sounding silly (QC: W2).

> I find younger groups more keen, while older groups seems to have the "just say it in English" attitude (QC: W20)

The effect of mixed proficiency level classes was also noted:

> [M]ixed ability classes and the fact that the modern language is the only subject not taught through English - pupils, parents often principals demand the use of English in teaching and refuse to belief the premise that the target language is best (QC: C7).

Teachers may 'inherit' classes from other teachers who have different teaching approaches and this may affect the feasibility of target language use with a particular group. One teacher writes,

> It's much easier to use German in class and encourage students to speak in German if you have them from first year. Going into a 5th year class, where the students have never spoken German in class before is extremely difficult because they do not have the confidence and seem aloof and uninterested if you try to start with them (QC: W18)

<u>Comments on target language use and curricular issues</u>

Five respondents made reference to the curriculum's influence on the use of the target language on class. One respondent mentioned that the state examinations for German contain a number of questions that are to be answered through English or Irish only, and felt that the use of German is, therefore, not supported by the curriculum.

> As so much Junior Cert and even Leaving Cert papers are answered in English, it means English must be used for exam practice in the classroom (QC: C7)

The place of student oral production within the curriculum was commented on with regard to the lack of oral examination at Junior Certificate level, and the perceived failings of the Leaving Certificate oral examination.

> I feel that the current Junior Cert exam give pupils no incentive to use German communicatively and a Junior Cert oral exam should be compulsory (QC: P9)

> The Dept of Ed encourages the use of the target language in class but the Leaving Cert oral exam is not geared towards encouraging students' fluency (QC: P2)

> The oral examination requires mere rote learning (QC: W31)

> I find the picture sequences for the L.C. Orals terrible; they are very old fashioned and out of date (QC: C23)

One respondent described the effect of the Leaving Certificate examination system on the teaching of language:

> I find the leaving certificate German examination rather academic, which can hinder the communicative approach to learning. The reading comprehensions are not conducive to discussion as they are often quite inaccessible. [...] the listening comprehensions are also aloof from pupils own experiences of the language. These factors very much determine the teacher's approach to teaching the language, as ultimately pupils want good grades at the end of the day. It is often through extra-curricular activity such as debating, that pupils benefit from authentic language learning (QC: W31)

The conflict between the curriculum, the school policy and parent expectations were also noted:

> Pupils, parents often principals demand the use of English in teaching and refuse to believe the premise that the target language is best (QC: C7)

Comments on the project

A number of teachers expressed their interest in hearing more about the project and its results[23]:

> I would be interested in hearing about the results of your research! (QC: C38)

> Research is very important so anyway German teachers can help, let us know (QC: P13)

> Can I hear the results of this project? (QC: P24)

Thirty respondents expressed an interest in taking part in the next phase of my research, by ticking the box provided. One respondent expressed the positive influence that completing the survey had on her attitude toward TL use.

> This is an excellent questionnaire, making me focus on how inadequate my language skills in German are (in comparison to my French). I realise how easy it could be for me to make improvements in my German, as now we have the internet newly installed in out classroom I can readily access newspapers, etc. (QC: P6)

This questionnaire was successful in gathering information from a variety of teachers from different school types, with varied educational and professional backgrounds and with a range

[23] The results were made available through the project website www.languageforteachingpurposes.com.

of experiences of the target language culture. Where possible it has been demonstrated that the scales developed for this questionnaire are internally consistent and reliable. Further correlations of related questions as well as comparisons with qualitative data have shown that the information collected through the questionnaire both corroborates and enhances other data sets. The respondents reported what they use German for inside and outside the classroom as well as how much TL they use during their classes. They rated their German language skills in terms of the common European proficiency levels, and in terms of the purposes of teaching the language. Data collected by questionnaire be triangulated with my other data sets and explored further in Chapter 6.

5.4 Classroom observation results

The third phase of the research for this present study was a series of classroom observations conducted at post-primary schools in different parts of the Republic of Ireland. Participants for classroom observations were recruited through the teacher questionnaire. Questionnaire respondents were invited to tick a box indicating their interest in taking part in further research and to enter their email address in the space provided. Of the 100 questionnaire respondents, 30 expressed an interest in taking part and these were contacted with the details of the classroom observation method. Eight teachers then expressed willingness to have their classes observed and recorded. Two of these were not viable options for observation due to the inaccessibility of the school in one case, and to personal reasons unrelated to the project in the other. This section describes the teachers who took part, the schools, and the year groups that were observed. The transcribed data is described by recording time, word counts, and types and tokens. This information is then broken down according to three different themes. Lastly, the most frequently used German words are presented in order to illustrate observed some target language functions.

5.4.1 Description of classes observed

A total of 19 classes given by six different teachers were observed in this phase of the project. German was offered as an optional subject in the schools where observations were conducted. One of the schools visited was a new school which meant that the subject German had not yet been established at all levels; it was only offered to students in the first and second years of post-primary schooling. Half of the teachers observed (n=3) were the only German teachers at their school; one of these teachers worked with a German language assistant who was visiting for one year from Germany. The other three teachers were one of two German teachers at their school. Class sizes varied in different schools. In one school, there were only six students in the German class. German was a relatively new subject in that school so that the numbers had not yet established at the time of observation. In another school where classes were observed, there were only two students in a fifth year class. The teacher reported that this was due to the fact that the students were able to choose the level at which they would complete their state examination in fifth year. The majority had chosen the 'higher[24]' level course leaving only two to the lower 'ordinary' level course. The teacher expected that the situation would change as the examinations approached. The remaining classes had up to 30 students.

Table 19 shows the breakdown of classes observed by teacher, school, and year groups. The teachers have a range of professional experience with two teachers of one to five years' service and two of over twenty years' service. Two of the teachers observed were German native speakers; their classes account for three of the 19 classes observed. These native German speaking teachers' classes provided insight into the non-native speaking teachers' language use as the two groups could be compared. Five of the teachers worked at schools which they classified as advantaged and one worked at a school that they classified as neither advantaged nor disadvantaged. No classes were observed at schools that the teacher classified as disadvantaged. Although none of the schools where observations took place was deemed disadvantaged, I noted a stark difference in the socio-economic status of one school classified as neither advantaged nor disadvantaged. This school did not have central heating (only an electric heater), and there were some discipline issues.

[24] In the Junior Certificate and Leaving Certificate examinations, students are given the option of completing a higher level paper or an ordinary level paper in German. The higher level paper is more difficult. Schools often stream students according to which paper they intend to take.

Teacher			School								Year group					
Years of service	L1		Advantaged	Disadvantaged	Neither	Boys	Girls	Mixed	Urban	Rural	Year 1	Year 2	Year 3	Year 5	Year 6	Total
	German	English														
10-20		X	X			X			X		1	1		1		3
20+		X	X			X			X					1	1	2
20+		X	X			X			X		1	1		1	1	4
1-5		X			X			X		X	2	2	1	2		7
1-5	X		X					X	X		2					2
5-10	X		X					X		X		1				1
	2	4	5	0	1	3	0	3	4	2	6	5	1	5	2	19

Table 19: Breakdown of classes observed by teacher, school and year group

Three of the teachers observed worked at single sex schools for boys and three worked at mixed schools. There were no classes observed at single sex schools for girls. This was not an intentional decision for the study; teachers who were willing to take part happened to work at mixed or boys' schools, despite the fact that there are more girls' schools than boys' in Ireland where German is taught (See Section 5.3.1.1). Four of the teachers whose classes were observed taught at schools in urban areas and two in rural. Therefore, this study observed classes with teachers in two advantaged urban schools for boys, one disadvantaged urban school for boys, one disadvantaged rural mixed school, one urban advantaged mixed school and one rural advantaged mixed school. The classes observed were across a range of year groups. Six first year classes were observed, five second year classes, one third year class, five fifth year classes and two sixth year classes. Teachers are often less willing for third and sixth classes to take part in research projects as these are seen as the examination classes, preparing for the Junior and Leaving Certificates. No transition year classes were observed[25].

[25] Transition year is a one year programme between junior and senior cycle. Schools are not obliged to offer a transition year, and at many schools, it is an optional year for the students. Transition year aims to offer students the opportunity to mature and develop without the pressure of examinations.

5.4.2 Word counts, types and tokens in classes observed

This section presents general information regarding the language used by teachers during the classes observed during this study. The first column in Table 20 shows the code assigned to each class. As can be seen from the second column, the average recording time for the classes was 37 minutes and 32 seconds. Classes were between 40 and 45 minutes long, however some of the teachers did not begin punctually and in one case (CO10) the recorder ran out of batteries during the classes. A total of just over 713 minutes of class time was recorded, and almost 62,000 words were transcribed.

The column 'Talk Word Count' shows the number of words spoken in the class by the teacher, the pupils and any other person who may have entered the room to speak to the teacher, for example another teacher who is looking for a particular student. The number of words spoken depends partly on the length of the recoding, however in some cases it also depends on the types of activities taking place in the class. For example, CO1 and CO19 have similar recording times but have a total word count of 5079 and 2823 respectively. This is largely due to the fact that students in CO1 were practising oral communication whereas students in CO19 were engaged in listening comprehension for part of the class. Teacher talk was isolated in the transcriptions and teacher talk word counts were taken for each of the classes. The high proportion of teacher talk is partially due to the fact that, when there were problems with comprehension for the purposes of transcription, it was generally the students' talk that was lost, as the teacher tended to speak more clearly and in the direction of the recording devise. However, it should also be noted that the classes observed were largely teacher-fronted and followed the traditional Initiation – Response – Feedback pattern, and only one class observed included pair work or group work of any kind. This may also account for the high proportion of teacher talk. Just over 50,000 words of teacher talk were transcribed in total.

Class	Recording Time	Talk Word Count	Teacher Talk Word Count	Teacher Talk German	% Teacher Talk German	Types German	Types German minus Most Common
CO1	41:01:00	5083	4215	2136	51	287	165
CO2	41:42:00	5566	4972	3435	69	611	415
CO3	41:19:00	4595	4099	2331	57	402	241
CO4	33:44:00	2080	1551	858	55	175	95
CO5	34:05:00	3341	2624	1035	39	252	146
CO6	34:43:00	2477	1990	804	40	192	99
CO7	36:44:00	2150	1715	1054	62	233	136
CO8	35:18:00	1875	1449	183	13	96	60
CO9	37:33:00	3176	2349	1085	46	151	82
CO10	26:15:00	2036	1652	523	32	95	57
CO11	37:10:00	3146	2432	561	30	126	64
CO12	40:07:00	2760	2183	763	35	167	91
CO13	43:03:00	3417	2760	1068	39	294	173
CO14	33:00:00	3385	2641	714	27	211	118
CO15	37:31:00	4331	3718	1519	41	273	181
CO16	39:30:00	4609	3711	1641	44	309	193
CO17	45:16:00	2491	2089	797	38	257	136
CO18	34:44:00	2508	2156	1416	66	377	223
CO19	40:30:00	2823	2006	1819	91	348	214
Average	37:32:22	3255	2648	1249	46	256	152
Total	713:15:00	61849	50312	23742		1883	1565

Table 20: Word count, types and tokens for all observed classes

The teacher talk was then marked for German language use on a word by word basis so that each word spoken by the teacher was designated as English or German. Only proper nouns such as students' names and place names that are the same in both languages were left un-coded as it was deemed unhelpful to include these in either language classification. The number of German words spoken by teachers was noted with 24,000 words of teacher talk in German captured. As can be seen from Table 20 there is a wide range in the number of distinct German words used by teachers, ranging from only 183 words in CO8 to 3435 words in CO3. The teacher talk in German was calculated as a percentage of overall teacher talk to give a clearer idea of the amount of German language input the students received in each class. The proportion of German teacher talk ranges from 13% in CO8 to 91% in CO19 with an average of 46% across the 19 classes.

The last two columns in Table 20 refer to the number of individual types spoken by the teachers. These include all forms of the lemma so that the words *spielen, spiele, spielt* and *gespielt*, for example are counted as four separate types. The column 'Types German' show the range of German words used by the teacher and the column to the right shows the range of German words used when the most common words are omitted from the count. The smallest range of German words was used in CO10 where only 95 distinct words were counted and 57 when the most common words are removed. The broadest range of German words was used in CO2 with 611 distinct words and 415 when the most common are removed. The average number of distinct words used in the classes was 256. The totals for the final two columns do not refer to the sum of the numbers in the column but to the number of distinct words counted when all nineteen texts are combined. This means that, in total across 19 classes, 1883 individual words were used.

5.4.3 Word lists and functions

Transcriptions were collated and the software tool Wordsmith was used to create lists of the most commonly used words. These lists offer insight into the type of language that teachers use in the classroom. In addition, the word lists were analysed for frequencies of different parts of speech. Various ways in which teachers use the target language becomes apparent and some difficulties that they encounter are highlighted. Table 21 show the twenty German words most frequently used by German teachers in each of the 19 classes observed. The frequency with which each word was uttered is displayed, as well as the percentage of all of the German words spoken. The number of texts, that is, individual class recordings in which the word was uttered, is also shown and the percentage of the texts that this represents is displayed in the final column. The German word SO, which has a similar meaning to English, appears 784 times and accounts for 3.32% of all the German words uttered. It appears at least one in each of the 19 classes. The prevalence of this word may be due to its similarity to the English word so. Indeed, the English equivalent appears in many of the texts. Whether the teacher intended a German SO or an English SO was interpreted from the context; instances of SO which occurred in a German sentence were considered to be German. The same approach was used for the word OK.

N	Word	Translation	Freq.	%	Texts	%
1	SO	SO	784	3,32	19	100,00
2	DAS	THE, THAT (neut)	734	3,11	19	100,00
3	OK	OK	699	2,96	19	100,00
4	IST	IS	613	2,60	19	100,00
5	UND	AND	594	2,52	19	100,00
6	JA	YES	559	2,37	19	100,00
7	WAS	WHAT	557	2,36	19	100,00
8	GUT	GOOD	539	2,28	19	100,00
9	ICH	I	535	2,27	19	100,00
10	DU	YOU	393	1,67	18	94,74
11	DIE	THE (fem)	357	1,51	19	100,00
12	MAN	ONE	343	1,45	16	84,21
13	NICHT	NOT	311	1,32	18	94,74
14	ES	IT	284	1,20	17	89,47
15	SIE	SHE	273	1,16	14	73,68
16	ODER	OR	260	1,10	17	89,47
17	WIR	WE	254	1,08	18	94,74
18	IN	IN	210	0,89	16	84,21
19	EIN	ONE, A (neut)	203	0,86	18	94,74
20	SEHR	VERY	191	0,81	17	89,47

Table 21: Twenty most frequently occurring German words in teacher classroom talk data

SO is the most frequently uttered word in the 19 classes recorded, and is most often used as a marker by the teachers in order to indicate boundaries in their discourse and in some cases it occurs together with OK to perform that function. Some examples of use and their translations are provided below. Reference to the classroom observation and the line number are provided:

So wir werden das jetzt korrigieren.
So we will correct that now (Classroom Observation 7: 6)

OK und. Seite zwölf. OK, so nochmal. Sie folgt?.
OK and. Page twelve. OK, so again. She follows? (Classroom Observation 5: 16)

Less frequent uses of SO are as an adverb, such as the following examples:

So Erdbeeren schmecken nicht so gut.
So strawberries don't taste so good. (Classroom Observation 15: 17)

Ich wurde zum Jugendamt geschickt, weil mein Benehmen.

I was sent to the youth welfare office because my behaviour was so
so unkooperativ war
was so uncooperative. (Classroom Observation 13: 101)

Many of the words in the list of the 20 most frequently used words are used to indicate the teachers' acceptance and evaluation of student talk. These include particularly JA, OK and GUT.

Gut, OK gut nochmal mit braunen Augen. OK, sehr gut.
Good, OK good. Again with brown eyes. OK, very good. (Classroom Observation 16: 140)

Ich gehe nicht gern wandern. Ja, sehr gut. OK.
I don't like to go hiking. Yes, very good. OK. (Classroom Observation 9: 441)

SEHR is also used most often to evaluate student talk occurring 191 times in the texts of which 161 occur with GUT in the first position on the right.

Some of the top 20 words are used as a means of checking understanding. These are particularly OK, JA and ODER, and are often used as tag questions.

Arbeitsheft Seite vierundfünfzig, bitte, OK?
Page fifty-four. Yes, fifty-four. So firstly exercise A, OK? (Classroom Observation 12: 113)

Kennen das alle, das Spiel? Kennen das alle? Ja? OK.
Does everyone know the game? Does everyone know it? Yes? OK. (Classroom Observation 17: 22)

ruddern, Fussball, was noch? Cricket, oder?
Rowing, football, what else? Cricket, isn't it? (Classroom Observation 2: 112)

The interrogative WAS is also used frequently to check and confirm understanding. This can be seen from the fact that 90 instances of the word WAS occur in conjunction with BEDEUTET and twelve times with HEISST suggesting that teachers in the classes observed frequently check students' understanding of a German word.

WAS is also used to elicit responses from students:

Was kann man machen, wenn man eine Sprache hat?
What can one do if one has a language? (Classroom Observation 1: 229)

Was heisst sollen auf Englisch?
What is 'sollen' in English (Classroom Observation 18: 29)

The use of DU and SIE in teacher talk is often indicative of elicitation where the teacher asks questions of the students, often relating to their personal opinions and experiences. It can also be seen in the below example, it can be seen that the teacher asks a question of the using the informal form with DU and then repeats the question using the formal SIE.

So machst du gern Sport? Bist du sportlich? Sind Sie sportlich?
So do you like playing sport? Are you sporty? Are you sporty? (Classroom Observation 3: 336)

Table 22 shows the 10 German nouns most frequently used by teachers in the classes observed. These relate almost exclusively to classroom language (NUMMER, SEITE, FRAGEN, SPIEL, SCHULE and HAUSAUFGABEN) and to language learning (DEUTSCH, ENGLISCH, SPRACHE and DEUTSCHLAND).

	N	Word	Translation	Freq.	%	Texts	%
1	26	NUMMER	NUMBER	158	0,67	13	68,42
2	36	DEUTSCH	GERMAN	106	0,45	16	84,21
3	53	ENGLISCH	ENGLISH	79	0,33	16	84,21
4	61	SEITE	PAGE	65	0,28	14	73,68
5	76	SPRACHE	LANGUAGE	53	0,22	2	10,53
6	80	FRAGEN	QUESTIONS	43	0,21	12	63,16
7	86	DEUTSCHLAND	GERMANY	43	0,18	5	26,32
8	91	SPIEL	GAME	41	0,17	3	15,79
9	93	SCHULE	SCHOOL	39	0,17	5	26,32
10	96	HAUSAUFGABEN	HOMEWORK	37	0,16	13	68,42

Table 22: Ten most frequently occurring nouns in teacher classroom talk data

Teachers in this sample used the word NUMMER to elicit a response or check work with their students. The word HAUSAUFGABEN was used in 68% of the classes with a frequency of 37 showing that most of the teachers made reference to homework in German. On the other hand, SPRACHE appears 53 times but in only two of the classes observed meaning that it occurred very often in those two transcripts.

Table 23 below shows the top ten verbs in all of their forms. SEIN and HABEN are the most commonly used verbs. Again here the prominence of classroom language can be seen with the verbs BEDEUTEN, SAGEN, LERNEN and SPIELEN. It is worth mentioning that the verb BEDEUTEN only occurs in the third person singular and appear with WAS to form the phrase, *Was bedeutet ...?* (What does ... mean?)

N	Word	Translation
1	SEIN	TO BE
2	HABEN	TO HAVE
3	KÖNNEN	TO BE ABLE TO
4	MACHEN	TO MAKE/DO
5	GEHEN	TO GO
6	BEDEUTEN	TO MEAN
7	SAGEN	TO SAY
8	MUESSEN	TO HAVE TO
9	LERNEN	TO LEARN
10	SPIELEN	TO PLAY

Table 23: Ten most frequently occurring verbs observed in teacher classroom talk data

Only five conjunctions were found in the 100 most frequently used German words in the class transcritps. These are shown in Table 24. As may be expected UND is the most frequently used conjunction followed by ODER. Only two of the conjunctions on this list are subordinating conjunctions (WENN and DASS) indicating a lack of complexity in teachers' speech and a tendency toward main clause sentences.

	Word	Translation	Freq.	%	Texts	%
5	UND	AND	594	2,52	19	100,00
16	ODER	OR	213	0,90	17	89,47
42	WENN	IF/WHEN	96	0,41	13	68,42
54	ABER	BUT	78	0,33	14	73,68
63	DASS	THAT	63	0,27	8	42,11

Table 24: Most frequently occurring conjunctions in teacher classroom talk data

A total of 17 of the 100 German words used most frequently by teachers n this study were adverbs. As has already been mentioned, SO is often used as a marker to indicate a change in the teacher's discourse. The same is true for the adverbs ALSO and DANN. GENAU is frequently used to accept students' answers where SEHR is often used to evaluate them positively in the

sense of *sehr gut*. JETZT and HEUTE are used for the purposes of meta-statements where the students are helped to see the structure of the lesson (Sinclair & Coulthard, 1975, p. 43). The word NOCHMAL is used when the teacher has not understood a students' response and requires her to repeat it. Teachers often use BITTE as part of their directives:

> *So macht die Bücher auf. Bitte auf Seite einhunderdfünf.*
> So open your books. Please on page one hundred and five. (Classroom Observation 10: 9)

> *Schreib das auf, bitte.*
> Write that down, please. (Classroom Observation 5: 331)

	N	Word	Translation	Freq.	%	Texts	%
1	1	SO	SO	784	3,32	19	100,00
2	13	NICHT	NOT	311	1,32	18	94,74
3	20	SEHR	VERY	191	0,81	17	89,47
4	30	GERN	GLADLY	142	0,60	9	47,37
5	35	ALSO	SO	106	0,45	11	57,89
6	37	DOCH	INDEED	104	0,44	6	31,58
7	40	AUCH	ALSO	101	0,43	18	94,74
8	43	JETZT	NOW	94	0,40	16	84,21
9	49	HIER	HERE	87	0,37	17	89,47
10	50	GENAU	EXACTLY	83	0,35	9	47,37
11	52	DANN	THEN	82	0,35	15	78,95
12	64	NOCHMAL	AGAIN	62	0,26	16	84,21
13	65	NOCH	YET	61	0,26	18	94,74
14	66	BITTE	PLEASE	58	0,25	14	73,68
15	73	HEUTE	TODAY	54	0,23	12	63,16
16	83	NUR	ONLY	47	0,20	11	57,89
17	92	VIELLEICHT	PERHAPS	40	0,17	9	47,37

Table 25: Most frequently occurring adverbs in teacher classroom talk data

It should be noted that the word lists were created using distinct words and not lemmas which may account for the paucity of adjectives in the 100 most frequently used German words. Adjectives in the German language change with case and gender so that GUT could appear as *gut, guter, gute, gutes, gutem, guter* or *guten*. GUT only appears in the list of 10 words most frequently used words in the uninflected form, *gut.*

The classroom observation phase of the study gathered data on teachers' language use in a variety of schools, classes and levels. The teachers had varying levels of professional experience; two of the participants were German native speakers. Nearly 62,000 words of classroom discourse were transcribed and coded, and teacher talk was isolated to provide an understanding of the way teachers use language in the classroom. A thematic comparison of teacher language demonstrates the difference in, for example, the amount and range of target language used in the language classroom by native speaking teachers and non-native speaking teachers in this sample. Finally, the most frequently used words in the classes observed were presented and some of the functions for which the target language was used are highlighted. These observations will triangulated with data from phases 1 and 2 in Chapter 6 in order to provide a deeper understanding of target language use in the foreign language classroom and the needs of the non-native speaking language teacher.

5.5 Summary

Both qualitative and quantitative data from a number of different sources were presented in this chapter. The qualitative data described in Section 5.2 was gathered from experts in the teaching and learning of language at second level in Ireland through interview and document analysis. Questionnaire data collected from 100 non-native speaking teachers of German in Ireland were presented in Section 5.3. The third data set comprises almost 62,000 words of spoken discourse from German language classrooms and this was presented in Section 5.4. The next chapter will analyse and discuss these three data sets thematically.

6 Analysis

6.1 Introduction

This chapter presents an analysis of all three data sets for the present study combined. In Section 6.2, the prescribed, self-reported and observed target language use of German teachers in post-primary German classrooms is analysed. A number of factors which appear to affect teachers' choice of code are presented. The teachers' role as model of target language use is analysed in Section 6.3, with particular reference to pronunciation, grammar, polite and informal forms of address, and the teacher as a model of what it means to be a user of the target language. I then proceed in Section 6.4 to investigate classroom organisation language employed by teachers, where functions such as structuring the lesson and giving instructions are analysed. Section 6.5 explores teachers' use of questions in the language classroom and the effect this has on teaching and learning. The provision of explanations for grammar and vocabulary as well as cultural information is discussed in Section 6.6. Lastly, I investigate feedback and discipline, and how these are dealt with by teachers in the target language. The conclusions and recommendation based on this analysis will be presented in the Chapter 7.

6.2 Teacher target language use in the classroom

This section draws together policy and practice in first and second language use in the classroom as described in relevant documents, by the school inspector for German and by teacher trainers interviewed in the course of the project. I then proceed to outline the teachers' self-reported use of the target language, and the teachers' code-choice in the classes observed during the classroom observation phase of this study. Discrepancies in the amount of target language advised by policy makers, reported by teachers, and observed in classes are discussed and some possible reasons for these are presented.

6.2.1 Prescribed target language use

The post-primary syllabus for German in Ireland advocates a communicative approach to language teaching, and an emphasis is placed on the meaningful use of the target language in the classroom. The guidelines for teachers states that German should be language of the classroom "where possible" (Department of Education and Science, 1995a, p. 8). Little (2003, p. 44) notes that "anecdotal evidence suggests that English is often the dominant medium of

classroom communication" while the *Inspection of Modern Languages* (Department of Education and Science, 2004, p. 20) highlights the "considerable scope for greater use of the target language" and an "over-reliance on translation as a teaching methodology" among its concerns regarding teaching strategies in modern languages. Teacher trainers reported that they encourage the use of the target language in the classroom:

> We would aim for 100% target language use (TT6: 20).

> We encourage them to do it because obviously if keep reverting to English, the kids don't really think that it's a method of communication (TT3: 118).

> We would expect the students to teach in L2 so using the target language in the classroom (TT4: 52).

Of the 20 German inspector reports analysed, all but one contained reference to good or consistent use of the target language in the classroom. However, only six of these reports mention that the students were "clearly accustomed to hearing German" (Inspector Reports: 76) or "showed good comprehension of the language both in the course of lessons and in interaction with the inspector" (Inspector Reports: 14), comments that indicate that the use of German is a regular occurrence.

Despite advocating the use of the target language, teacher trainers also noted that there are times when the use of the L1 is appropriate for certain reasons, including to reduce learner anxiety, to keep aligned with school policy and as a pedagogical tool:

> The pupils have to be told regularly, you don't have to worry, and give them this emotional support, you don't have to worry if you don't understand everything as long as, you know, it is normal, it is your mother-tongue and then at the same time, 'if you don't understand something and you feel that you don't, you can always ask me and I'll explain it in English as well. That's not a problem (TT5: 30).

> There's always a question of how far do you go with the target language and sometimes they will say that we'll aim for 100% but there are certain occasions when I know I need to make sure that they've got their homework or they know what homework they have to do so I'm going to say it in the target language and then I will repeat it in English. Or if there's any journals that need to be filled out, the teacher knows the students and they know the school that they have because it really depends on your school as well (TT6: 40).

> The principled use [of the L1], looking at what are the pedagogical reasons for the use of the mother tongue and I would do that, particularly in recent times, from a socio-cultural perspective. Looking at the use of the L1 as a cognitive tool, a resource, as a linguistic resource (TT1: 8).

Although many of the training institutions aim for complete immersion in the target language during class, this can be compromised in reality. Recommendations were made by the school inspector in eight of the 20 school reports examined regarding the type of target language use observed, particularly in relation to translation into English. For example in one school, where the target language use was stated to have been "very good" (Inspection Reports: 20), instructions were given in German and then in English:

> In some lessons instructions issued in German were automatically translated into English. This is less effective practice as students will not make an effort to understand the target language. It is recommended that instructional language which is used every day in the classroom not be translated into English. This will serve to enhance student comprehension (Inspection Reports: 22).

On the other hand, three schools were commended for the teachers' judicious use of translation to support learners (Inspection Reports: 28; 32; 90), demonstrating that the inspectorate does not always expect an immersion setting, and that some teachers may not be able to judge the best way to use the L1 in the classroom. It is also worth mentioning that parts of the Leaving Certificate and Junior Certificate written examination questions, particularly reading comprehension and listening comprehension questions, are to be answered in English.

This would seem to indicate that those sections should be taught through the L1. The teacher trainers interviewed recognised the bilingual examinations as conflicting with the target language use advocated in the syllabus:

> One of the things that has come up with us a lot has been the fact of trying to teach through the target language when the textbooks are actually bilingual and the exams are bilingual (TT2: 78) ... that syllabus doesn't match well onto the exams and the textbooks and you have that kind of set-up where things are almost competing against one another. It's very hard to teach solely through the target language in Irish schools (TT2: 86).

Teacher trainers note that the conflicting message regarding target language use from the syllabus and examination structure make it difficult to give student teachers clear guidance on target language use.

6.2.2 Self-reported and observed teacher target language use

Data was gathered on teachers' target language use in the questionnaire phase of the study. Teachers were asked to estimate what percentage of their talk time in the classroom is in the target language (QA2). The average percentage self-reported talk time in the target language, from the 92 valid questionnaire responses, was 58%. These responses ranged from 10% to 100% of target language use during class time. The highest number of respondents reported that they use approximately 70% target language (n=21). An analysis of classroom observation data, showed that, in the 19 German classes observed, teachers used the target language, on average, 46% of the time. The proportion of teacher talk in German ranges from 13% in Classroom Observation 8 to 91% in Classroom Observations 19.

When compared with the teacher questionnaire, it can be seen that teachers' perception of the percentage of their talk which is in German (58%) was higher than the percentage of the teachers' observed talk which was in German (46%). These data suggest that teachers over-estimate the amount of target language they employ in the classroom. Compared with the data from the document analysis and teacher trainer interviews, data from the questionnaires and classroom observations suggest that teachers use less target language than is prescribed by language teaching and learning experts.

6.2.3 Factors affecting teacher code-choice

An analysis of the data from the three data collection phases of this study reveals some factors which may influence the teachers' target language use in the classroom. Firstly, evidence from the data suggests that teachers who are more confident in their language skills use more target language in the classroom. Secondly, the socio-economic status of the school may influence the use of first and target language. Thirdly, it seems that the student composition in the classroom may also have an effect. These three factors are discussed in more detail below.

6.2.3.1 Teacher language skills and language background

The teacher's language learning background may have a significant influence on her target language use. It seems that if she has not learned German through the medium of German at school, or has not spent time in classrooms in a German speaking country, she may not have encountered some of the language that is required for the classroom:

> For the ones who are maybe not as confident or who haven't had the same exposure to German, part of the difficulty is that is dealing with spontaneous interaction so things that happen in class and to deal with the classroom management, types of things because they have no model themselves even if they've studies through German, you don't have very many discipline issues or you know people shooting in and out of the classroom or anything so they don't actually have any model from their own experience of how to deal with that and they often find themselves struggling with those types of areas where they don't really know quite how to stick with continuing to use the target language when they themselves don't have the language in order to do that (TT2: 30).

The *Subject Inspection Reports of German* analysed for this project suggest that the inspectorate also recognises the link between teachers' language proficiency and target language use. At one school the inspector recommended that teachers use more German in the classroom, and also that teachers should maintain their language skills:

> While most of teachers' instructions were in the target language, it is suggested that a more extensive use of German be promoted for the purposes of general classroom communication, as, in some cases, there was scope for the development of strategies

> which would promote the use of the target language to a greater extent ... Teachers should also remain mindful of the fact that they should actively engage with German language courses as part of their CPD[26] (Inspection Reports: 88).

In the questionnaire phase of this study, respondents were asked to rate their language skills according to the self assessment grid of the *Common European Framework of Reference for Languages* (Council of Europe, 2001). In Section B, Question 1 of the questionnaire, respondents self-assessed their spoken interaction at B1, B2, C1 or C2[27] proficiency levels. The mean target language use for each of these four groups was then compared and the analysis can be seen in Table 26 below. Respondents who rated their language skills at the lowest level, B1 (n=12) claimed to use the target language less frequently (45% of class time) than respondents who self-assessed their skills in spoken interaction at a higher proficiency level. Respondents who rated their spoken interactions skills as B2 (n=26) estimated that they used the target language most frequently in class (63.85% of class time).

QA2 Percentage TL Use

QB1.3 Spoken Interaction	Mean	N	Std. Deviation
A1			
A2			
B1	45.00	12	21.106
B2	63.85	26	15.512
C1	58.91	32	19.416
C2	60.00	16	20.897
Total	58.85	86	19.337

Table 26: Comparison of mean target language use for respondents grouped according to their self-rated spoken interaction skills.

Similar results are seen when the mean target language use is compared according to respondents' self-rated skills in spoken production.

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26 Continuing Professional Development.

27 Five respondents rated themselves as A1 or A2. These responses were discarded for this question for a number of reasons. See Section 5.3.4.1 for further discussion.

QA2 Percentage TL Use

QB1.4 Spoken Production	Mean	N	Std. Deviation
A1			
A2			
B1	42.50	12	17.645
B2	63.28	29	15.485
C1	59.69	32	18.003
C2	60.36	14	24.997
Total	58.80	87	19.235

Table 27: Comparison of mean target language use for respondents grouped according to their self-rated spoken production skills.

Teachers were asked in Section C, Question 3 of the questionnaire to indicate how much time they had spent in a German speaking country in total, and in one stay. The self-reported length of stay in a German speaking country was compared with self-reported mean target language use. Table 28 shows questionnaire respondents' total time spent in a German speaking country. Respondents who reported having spent a total of between one and five years in a German speaking country (n=54) reported using the highest percentage of target language in their classes (61.57%). Respondents who reported having spent six months or less in a target language speaking country (n=6) reported using the lowest percentage of target language (45%). One respondent who reported having spent three months or less in a German speaking country has been omitted from this analysis as an outlier. The questionnaire data suggest that teachers who are more confident in their language skills and teachers who have spent longer periods of time in a target language speaking country use more target language in class.

QA2 Percentage TL Use

QC3.1Total Time In Germany	Mean	N	Std. Deviation
3 months or less	60.00	1	.
6 months or less	45.00	6	18.708
1 year or less	58.33	18	23.825
1-5 years	61.57	54	15.984
5 years +	57.92	12	20.830
Total	59.34	91	18.637

Table 28: Comparison of means target language use by questionnaire respondents' total time spent in a target language speaking country

Table 29 presents word counts for the classroom observation data and compares the average word counts of the non-native speaker teachers in the study with those of the native speaking teachers. Three classes taught by NS teachers were observed and 16 taught by NNS teachers. The table shows the average total classroom talk word counts, the average teacher talk word counts, the average teacher talk in German word counts, and the numbers of types used by the respective groups. There was, on average, more classroom talk in the NNS teacher classes, with over 30% more teacher talk. However, NS teachers used more German words that the NNS teachers. In addition, NS teachers used a broader range of German words (85 more distinct lexemes), than the NNSs.

	Talk Ave. Word Count	**Teacher Talk Ave. Word Count**	**Ave. Teacher Talk German**	**% Teacher Talk German**	**Types German**	**Types German minus most common**
NNS Teachers	**3376**	**2754**	**1232**	**43**	**242**	**145**
NS Teachers	**2607**	**2084**	**1344**	**65**	**327**	**191**

Table 29: Comparison of observed target language use by native speaker and non-native speaker teachers

6.2.3.2 Socio-economic status of the school

Analysis of the data from the questionnaire and classroom observation phases of this study suggests that the socio-economic status of the school impacts the amount of target language used in the classroom. Self-reported teacher language use shows that teachers at disadvantaged schools reported using less German in their classes than those teaching at advantaged schools. Questionnaire respondents were invited to indicate whether they would categorise the school where they currently teach is advantaged, disadvantaged or neither. The average self-reported target language use was calculated for each of these groups of respondents. Table 30 below shows that the average self-reported target language use in schools deemed to be advantaged (n=30) was 62% of class time, for schools deemed to be disadvantaged (n=16) the average was 50.94% and for schools that respondents classified as neither advantaged nor disadvantaged (n=45) the average was just under 60%. The distribution of results for these three groups is not normal distribution meaning that a one-way ANOVA test is not possible. However, the data suggest that the target language may be used less frequently at disadvantaged schools.

QA2 Percentage TL use

QC1.2 Socio-economic status	Mean	N	Std. Deviation
Advantaged	62.00	30	19.191
Disadvantaged	50.94	16	17.722
Neither	59.22	45	19.568
Total	58.68	91	19.305

Table 30: Comparison of questionnaire respondents' self-reported mean target language use by schools' socio-economic status

Classes observed in the classroom observation phase of the study were unevenly distributed between advantaged and disadvantaged schools. Of the six teachers observed, five indicated that their school was advantaged; only one reported that their school was neither advantaged nor disadvantaged. Further research would be useful to confirm the tentative conclusions of the questionnaire phase of this study which suggest that students in disadvantaged schools are exposed to less target language than their counter-parts in advantaged schools.

6.2.3.3 Age of the students

A third factor which seemed to affect the teachers' use of the target language in the classroom was the age of the students in the class. Questionnaire respondents were given the opportunity to make further comments at the end of the questionnaire; these included respondents' perceived difficulties when using the target language with older class groups. Some respondents felt that younger groups are more open to the use of the target language whereas older groups are less interested in it:

> I find younger groups more keen, while older groups seems to have the "just say it in English" attitude (QC: W20)

One respondent also mentioned that it was more difficult to enter into an older class that she had not taught before and try to teach through the target language. In some cases, the students have not been accustomed to hearing the target language in the classroom and are therefore unable to engage with it:

> It's much easier to use German in class and encourage students to speak in German if you have them from first year. Going into a 5th year class, where the students have never spoken German in class before is extremely difficult because they do not have the confidence and seem aloof and uninterested if you try to start with them (QC: W18)

However, one teacher who was observed in the classroom noted that she tended to use a lot of English, the students' first language, in the classroom. She recounted how during a previous term, a trainee teacher had taken some of her younger class groups as part of his training programme. He had consistently used German with the first year and second year students. The observed teacher reported that she, therefore, found it easier to continue to use German with those students, whereas the older class groups were resistant of any effort to bring in more target language.

An examination of the classroom observation data supports the teachers' reported difficulties with using the target language with older classes. The teachers' use of German was

compared for second year (n=5) and fifth year classes (n=5). These groups were chosen for comparison as an equal number of classes were observed for each year group. The table below shows the teachers' language use across each of the year groups. Teachers observed used a higher average percentage of German with the second year groups (50%) than with the fifth year groups (43%). As is expected, teachers used a wider range of German words with the older class groups as their vocabulary is more developed than the younger groups.

	Talk Word Count	Teacher Talk Word Count	Teacher Talk German	% Teacher Talk German	Types German	Types German minus most common
2nd year	3028	2378	1104	50	218	129
5th year	3791	3140	1410	43	277	159

Table 31: Comparison of observed target language use for second year and fifth year class groups

To sum up, an analysis of the data shows that teachers' use of the target language is affected by a number of different factors. Particularly important for this research is that the teachers' target language proficiency may influence how much target language they use in the classroom. This finding points to a need for language instruction as part of teacher training programmes. That teachers' target language use is affected by the school type in which they teach is also significant. Currently, in many teacher training programmes in Ireland, trainee teachers undertake teaching practice in one school only, meaning that they do not have experience of different school types. Similarly, trainee teachers are generally only allowed to teach junior cycle classes (mainly first and second year students) which means that they do not have experience of dealing with the difficulties of using the target language with older class groups.

6.3 The teacher as model of target language forms and use

The non-native speaking teacher may be at a disadvantage as her language use may deviate from native speaker norms, and include errors which are transmitted to students. On the other hand, non-native speakers may be seen as advantageous as they represent an attainable goal

to the students; they have achieved proficiency in the second language (Medgyes, 1994, p. 50). This section examines the non-native speaker language teacher as a model of language forms and use. I discuss some issues that occur in the data which suggest that lacunae in the non-native speaker teachers' proficiency present a false model of the target language to their learners through their use of inaccurate target language forms. This will be discussed with regard to pronunciation, grammar and the use of polite and informal forms of address in German. This section also refers to the teacher as a model of a successful non-native speaking user of the target language.

6.3.1 The teacher as model of target language pronunciation and grammar

In a non-immersion setting, the teacher is the students' primary source of language input. There are few opportunities for the students to be exposed to the target language system of pronunciation and intonation, and the teacher's ability to model these is deemed to be important. In the *Subject Inspection Reports of German*, the school inspector commended teachers for their language skills and the consequent promotion of target language use and accuracy in the students:

> In line with subject planning objectives, students heard and used a lot of German. The natural idiomatic German of the teacher helped promote accuracy of pronunciation and intonation (Inspection Reports: 31).

Analysis of teacher trainer interviews demonstrated an emphasis on teachers' pronunciation and their role as models for their students:

> So we would expect a reasonably good command of general German when it comes to grammatical mistakes but also pronunciation, intonation because, after all, they are the model to the students. They are the people who the students hear most of the time (TT4: 58).

It was also mentioned in teacher trainer interviews that teachers may have difficulties with pronunciation: Pronunciation would be a problem [...] You hear all sorts of things. (TT3: 50). Yet, analysis of questionnaire data indicated that the majority of teachers surveyed did not find pronunciation to be problematic. Teachers were asked to indicate to what extent they agreed with the statement, *I have difficulties pronouncing certain sounds in German*. As can be seen from the figure below, 70% of the respondents (n=70) disagreed or strongly disagreed with the statement; 17% (n=17) agreed or strongly agreed that they had difficulties pronouncing certain sounds in German.

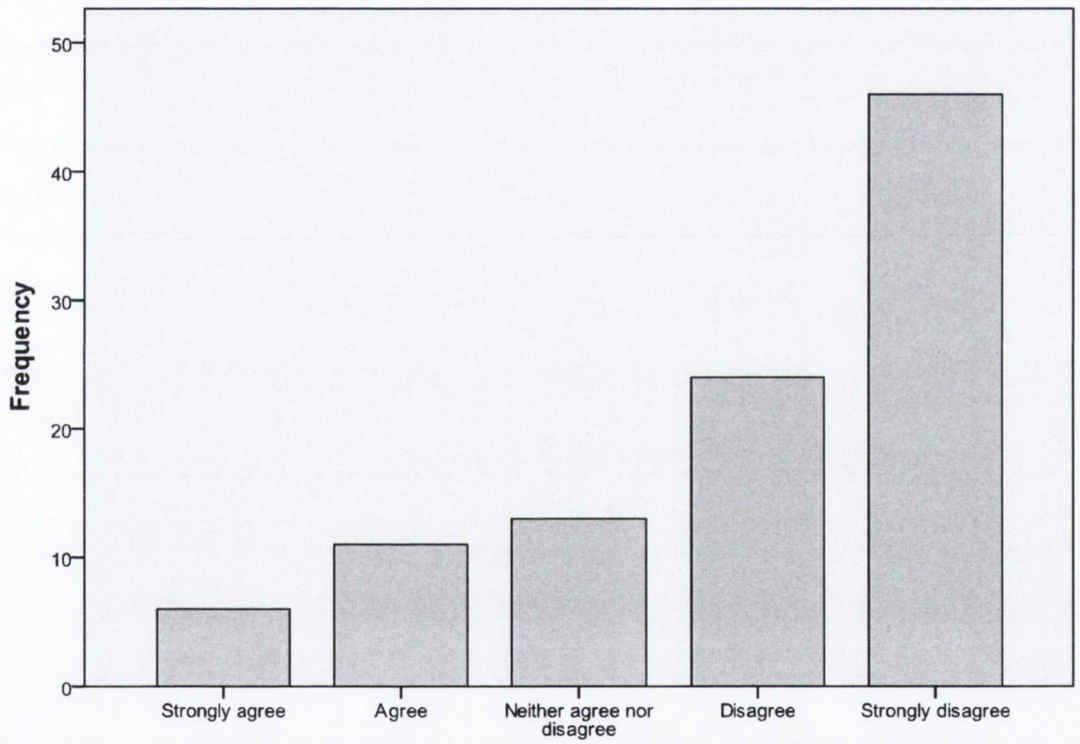

Figure 13: Questionnaire respondents' self-reported difficulty in pronouncing certain sounds in German

Classroom observation recordings, however, point to some difficulties with the pronunciation of certain German words. The *Umlaut* sounds in high frequency words such as *schön*, *Bücher* and *spülen* were not pronounced correctly by some teachers. The intonation of certain words was also problematic in some cases. This was particularly true of lexemes containing prefixes. German has specific rules about the intonation of certain verbs depending on whether the prefix is separable or inseparable. For inseparable verbs, and their related nouns, adverbs and adjectives, the second syllable is normally stressed; for separable verbs the prefix itself is

stressed. Examples of incorrect intonation in the data include the verbs *vorsichtig* (careful), *weglaufen* (to run away, infinitive) and *verloren* (to lose, past participle). Other examples of incorrect intonation include *Ananas* (pineapple) and *Grammatik* (grammar) where the stress was erroneously placed in the final syllable. In many of the classes observed, teachers switched frequently between German and English, even at the sentential level. This meant that, in some cases, the normal prosody was interrupted as the teacher changed from one code to the other.

One of the difficult areas for many students learning the German language is the acquisition of noun genders and the understanding of the rules of case, particularly the accusative case. Exposing learners to target language which includes the correct use of noun genders and cases may facilitate their acquisition of the rules and help them to hear when 'it sounds right'. It was observed from the classroom observation data that the teachers recorded did not always use these forms correctly. Table 32 below shows some of the errors in adjectival endings relating to noun gender and case that occurred in the data. There were no errors recorded relating to the genitive case.

Error	Explanation	Correction	Case
Ein kleines Test (Classroom Observation 16: 492)	*Test* (test) is a masculine noun in the nominative case.	*Ein kleiner Test*	Nom
Wer hast du? (Classroom Observation 16: 51)	The accusative case is required for the interrogative *wer* (who) as it is the object of the sentence.	*Wen hast du?*	Acc
Mit der Roten (Classroom Observation 2: 387)	Referring to *Stift* (pen), a masculine noun where the preposition *mit* (with) requires the dative case.	*Mit dem Roten*	Dat

Table 32: Examples of observed errors in teachers' use of noun gender and case in the target languages

Issues with teachers' explanation of grammatical phenomena will be discussed in relation to the explanation of grammar in Section 6.6.1.

6.3.2 The teacher as model of polite and informal forms of address

The German language, similar to many European languages, has a polite form of you (*Sie)* and an informal form (*du).* It is common practice to address younger students with the informal form. However, when students are in the final years of post-primary schooling (known as the 'senior cycle' in Ireland), they are often addressed using the polite form. Of the 19 classes observed for this project, seven were senior cycle classes and two of those were final year classes. In three of the seven classes, the students were addressed using a mixture of polite and informal forms. In four of the classes, students were addressed using the informal forms only. Below is an excerpt from Classroom Observation 1, a senior cycle class, where both *du* and *Sie* forms were observed. In direct questions to students in the target language using a form of you, the teacher used the polite form 17 times and the informal 13 times. In this excerpt (Classroom Observation 1: 417-421), the teacher is asking individual students why they learn German. In line 1, the teacher uses the informal form. In line 3, the teacher uses the polite form and refers to the *mündliche Prüfung* (the oral examination) implying that she is using the formal form, not because it is a normal means of addressing peers, but because the students will be expected to use this form in the state examination.

1 T: *So warum lernst du Deutsch?*
So, why do you learn German?
2 S: Es ist wichtig eine Sprache zu lernen, denn ich will im Ausland studieren.
It is important to learn a language because I want to study abroad.
3 T: *Gut, OK warum lernen Sie,* **so for the** *mündliche Prüfung* **going back to the polite**
Good, OK, why do you oral examination
4 **form**, *warum lernen Sie Deutsch* Michael?
why do you learn German
5 S: Ich lerne Deutsch, denn ich will im Ausland studieren und man kann überall reisen.
Eh, I learn German because I want to study abroad and one can travel anywhere.

Excerpt 1: Example of a teacher's use of polite and informal forms

Throughout this class, the teacher uses the polite form when eliciting responses relevant to the examination. For other uses of questions, such as in the Excerpt 2 below (Classroom Observation 1: 433), which implies a directive, the teacher reverts to the informal form.

1 T: Jack, *kannst du das nach oben bringen?*
can you bring that upstairs?

Excerpt 2: Example of a teacher's use of the informal form for classroom management

The mixing of formal and informal forms is an inauthentic use of the German language and does not model the language as it is spoken by native speakers.

6.3.3 The teacher as model of a target language user

In addition to being a model of the language for their students, teachers are also expected to be models of what it means to be a speaker of the target language. In a non-immersion setting where the learners are not able to come into contact with many speakers of the target language, the teacher acts as the interface between the learners and the target language community. The *Subject Inspection Reports of German* demonstrate the importance that is placed on the teacher's ability to model the target language community:

> The most important resource for the modern language classroom is the teacher who can effectively model the target-language country and community (Inspection Reports: 44).

This idea is further developed in the following excerpt from the interview with Teacher Trainer 2:

> I think the two things are for us is that they should be modelling as correct language as possible and that they should be modelling what it's like to be a multi-lingual or a pluri-lingual person. So that speaking language is a natural fun thing to do. So we would put a lot of emphasis on the talking. When you go out to observe one of the things that often happens is that the kids come in and they chat away in English to the teacher and everything and then the class starts and then the teacher switches to German and we say, 'Use that time until the class starts, when people are trundling in to just chat away to them in German because then it will be natural. They'll see that you use German outside the teaching of German as well'. And some of them are very successful at kind of creating situations where they'll report back later that somebody walked up to them in the supermarket and spoke German to them because they'd never heard the German teacher not speak German. When they see the teacher at the vegetables they kind of see that as an opportunity and they're really chuffed that they are able to do it and the teacher then responds in German (TT2: 58).

The teachers' use of the target language, not only during the class but also in informal situations, is important to show students that speaking a second language is not an artificial activity reserved for the classroom but a normal means of communication. However, when asked in the questionnaire how often they use German to speak with colleagues, 35 responded

that they rarely or never spoke to colleagues in German. Respondents were also asked to estimate how often they use German to chat informally with students. As can be seen from Figure 14 below, 11 respondents to the teacher questionnaire stated that they always use German when they chat informally with students. Almost 20% of the respondents (n=19) said they never or rarely use German to chat informally with their students.

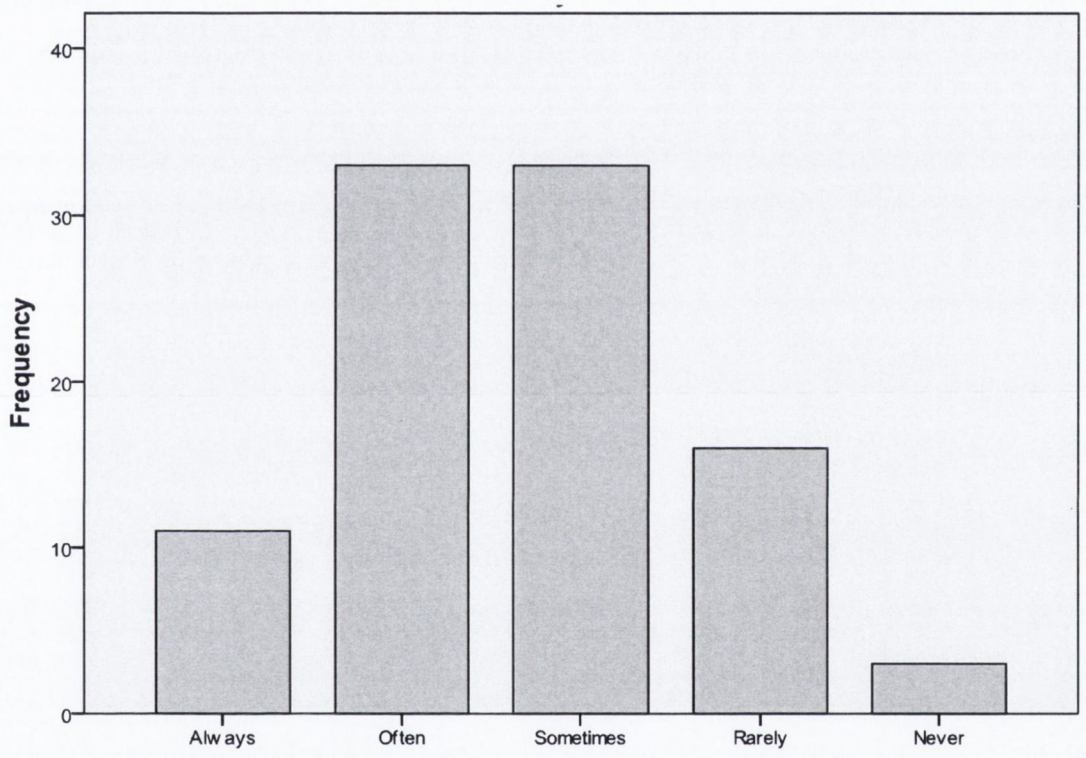

Figure 14: Questionnaire respondents' self-reported frequency of use of the target language to chat informally with students

It has been shown above that teachers are expected to be models for their students in a number of different ways. The teachers who responded to the questionnaire study reported some difficulties with the use of the target language and some reluctance to use it in certain situations. Classroom observation data highlighted areas of language use that may be problematic for teachers and which may impede their ability to act as models of target language use for their students.

6.4 Classroom organisation language

Having discussed the use of the target language in general in the classroom and the teacher as the model of target language use, I now move on to teachers' use of the target language for specific purposes in the classroom. The role of the teacher as organiser of the classroom is discussed in this section. Anecdotal evidence suggests that this role is problematic for non-native speaker language teachers as they tend to translate classroom language directly from English to German. One native German speaking teaching assistant told me that she was confused when a teacher told her class **Ich rufe jetzt die Rolle*, a direct translation of the English, 'I'll now call the roll'. This is not comprehensible to a native German speaker who might instead expect a version of *die Anwesenheit kontrollieren*. Some similar issues regarding specific functions of structuring the lesson for the students, nominating and cuing students to speak, and giving instructions were identified in the data. The language use for these purposes is specific to the classroom and an analysis of the data shows that it may be problematic for teachers.

6.4.1 Structuring the lesson

Teachers help guide students' attention through the lesson in order to maintain focus, and scaffold learning by structuring and signposting the lesson. One recommendation made in the *Subject Inspection Reports of German* is that the teacher should describe the aim of the lesson at the beginning of the class so that students are aware of what is expected of them and of what they can expect:

> Best practice was observed where the objectives of the lesson were shared explicitly with students. Sharing the objective of the lesson, with students at senior cycle particularly, helps students to focus on the purpose of the lesson from the outset and not to view the practice of linguistic structures or the creation of sentences in isolation or as an end in itself. Lessons were in the main effective in achieving their objectives (Inspection Reports: 96).

This practice was observed in only one of the 19 classes observed during the classroom observation phase of this project. The teacher observed in Classroom Observation 9 wrote *Heute lernen wir...* (Today we will learn) in German on the board. The objectives themselves,

however, were written in English (say what you like/dislike, say what you like doing best, ask what others like and dislike).

A number of minor errors were observed when teachers attempted to use the target language to structure the lesson. One such error occurred when a teacher wanted to change the topic of the class in Classroom Observation 1. The teacher attempts to demonstrate that the class has finished talking about football and is now turning to the topic of rugby. She says, *Von Fussball nach Rugby* (Line: 283). The use of the preposition *nach* in this context is inappropriate German (the preposition *zu* might be more acceptable). Another minor mistranslation occurs in Excerpt 3 below (Classroom Observation 7: 201-203) where the teacher is assigning the class a list of vocabulary to learn for homework numbering them from one to six. She says:

1. T: *So zu lernen. Nummer eins: Essensreste,* **can you mark that to learn?** *Essensreste.*
   So to learn. Number one: food scraps, Food scraps.
2. *Nummer zwei: Katzenfutter, nummer drei: Hundefutter, nummer vier: Heu, nummer*
   Number two: cat food, number three: dog food, number four: hay, number
3. *fünf: Fleisch und *endlich nummer sechs: Karrotten.*
   five: meat and lastly number six: carrots.

Excerpt 3: Example of a teacher's mistranslation of a signpost

The issue here is with the use of the term *endlich* in line 3. In German this word means eventually or at last, implying a certain frustration or sense of having waited a long time. What the teacher appears to mean is 'lastly' which is translated as *schliesslich* or *zuletzt*. Another error type was observed when teachers were assigning homework. In four classes, the teacher used the preposition *für* (for) in order to indicate that the assignment had to be done 'for' a certain day. For example, in Classroom Observation 14 (Line: 415), the teacher tells the class that they must read a text for Wednesday (*zum lesen für Mittwoch*). More usual in German might be the use of the preposition *bis* (until).

6.4.2 Cuing and nominating

Cuing is a speech act performed by the teacher to evoke an appropriate bid from students. It is an act which does not normally take place outside of the classroom. During the interviews, teacher trainers noted a common issue that arises when non-native speaker German teachers wish to evoke a bid in class:

> They would usually prepare that but often there would be something like a literal translation of 'hands up' like *'Arme hoch'*. The students understand that even though it's not idiomatic so that would not necessarily impede the classroom. We would point it out afterward (TT4: 22).

'Hands up' is frequently used in English speaking classrooms to alert students to the fact that the teacher expects students to offer a bid. *Arme hoch* or *Hände hoch* is not used in German speaking classes where the verb *sich melden* is most frequently used. Other alternatives are *strecken, aufstrecken, aufzeigen* or *aufheben*[28]. The mistranslation of 'hands up' was observed once in the classroom observation data. This can be seen in Excerpt 4 below (Classroom Observation 18: 25-26) where the teacher is a native speaker of German. The teacher notes that all students had their hands up. As can be seen from the short excerpt below, the German version where *die Arme oben* would not be understood by German native speakers[29].

1 T: **So everybody else had their arms up as well.** *Alle haben *die Arme oben also setzt*
Everyone had their arms up so sit

2 *euch. Danke, alle setzen. Gut.*
yourselves. Thanks, everyone sit. Good.

Excerpt 4: Example of cuing with 'hands up'

Another difficulty with cuing was observed with one of the non-native speaking teachers. In Excerpt 5 below (Classroom Observation 9: 119-125), the non-native speaking teacher struggles with the translation of the question, 'Who got that one?' The difficulty here seems to

28 More information can be found at http://www.atlas-alltagssprache.de/runde-5/f09/ where a map of the usage of the various options according to region can be viewed.

29 A discussion of the translation of 'Hands up' into German can be found on the forums of the online dictionary, Leo http://dict.leo.org/forum/viewGeneraldiscussion.php?idThread=1168099&idForum=4&lp=ende&lang=de.

be a result of the literal translation of the English into German. *Wer hat das bekommen?* (line 5) means 'Who received that one?'

1 T: *OK, und was ist das für ein Tier?*
OK, and what kind of animal is that?
2 S: A horse.
3 T: *Was ist das, ja aber auf Deutsch?*
What is that, yes but in German?
4 S: Pferd.
Horse.
5 T: *Ein Pferd, ja. Ein Pferd. Sehr gut. Wer hat das *bekommen? Wer hat das*bekommen?*
A horse, yes. A horse. Very good. Who got that? Who got that?
6 **Who got that one?**
7 S: I think I did.

Excerpt 5: Example of cuing with mistranslation

6.4.3 Giving instructions

Instructions or directives are initiations which anticipate a non-verbal response from students. Instructing students is an important facet of the organisation of the classroom and of language learning activities. It has been noted in the literature that non-native speaking language teachers may not be able to deliver instructions effectively, even if they are otherwise able to speak the language fluently (D. Liu, 1999, p. 206). The use of the target language to give instructions was mentioned in both the *Subject Inspection Reports of German* and in the teacher trainers' interviews. The *Subject Inspection Reports of German* commend teachers who use the target language to instruct students: There was good use of the target language as the main language of instruction and communication in the classroom by the teacher (Inspection Reports: 27). On the other hand, where teachers translated instructions into English, it was recommended that instructional language be exclusively in the target language to encourage students to attempt to understand:

> In some lessons instructions issued in German were automatically translated into English. This is less effective practice as students will not make an effort to understand the target language. It is recommended that instructional language which is used every day in the classroom not be translated into English. This will serve to enhance student comprehension (Inspection Reports: 22).

One teacher trainer, when speaking about teachers' language needs, noted that "there's a huge need just in terms of competence to work at a basic level of giving instructions" (TT1: 26).

When asked how often they use the target language when giving instructions (QA1.1) in the language classroom, the majority of respondents answered always or often (n=86). No respondent to the questionnaire said that she rarely or never used the target language to give instructions.

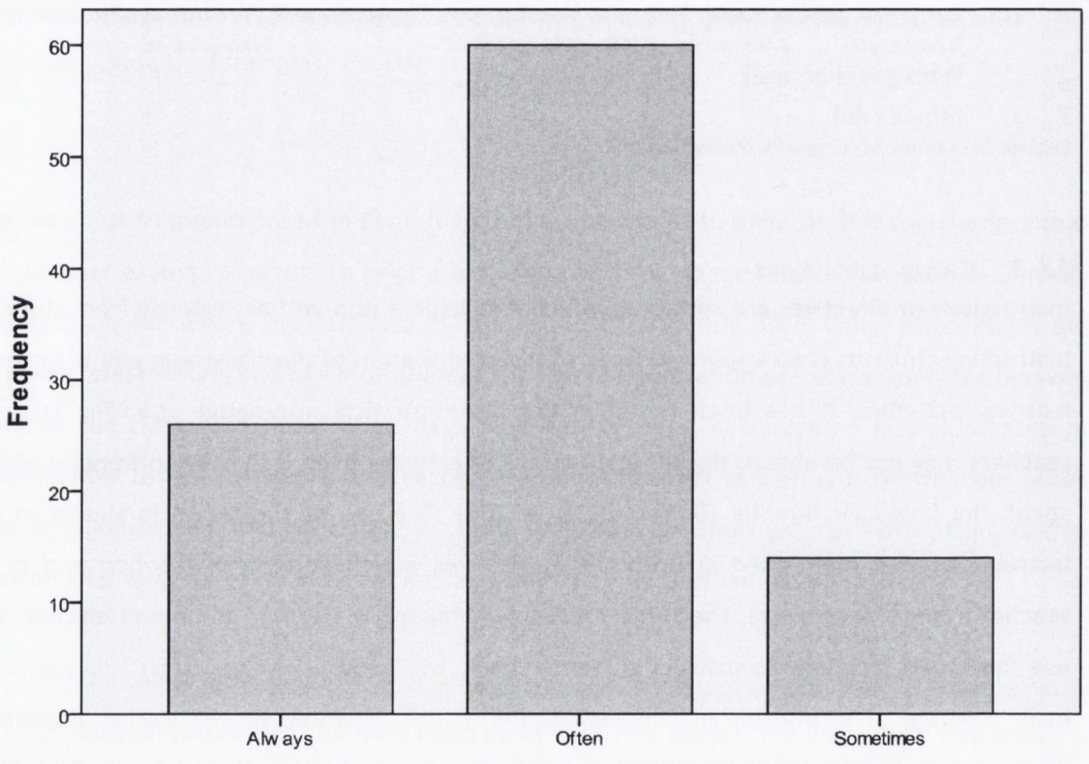

Figure 15: Questionnaire respondents' self-reported frequency of target language use for giving instructions

When asked to indicate to what extent they agreed with the statement, *I am confident giving oral instructions in German* the majority stated that they agree or strongly agree (n=90). Only two respondents disagreed or strongly disagreed with the statement.

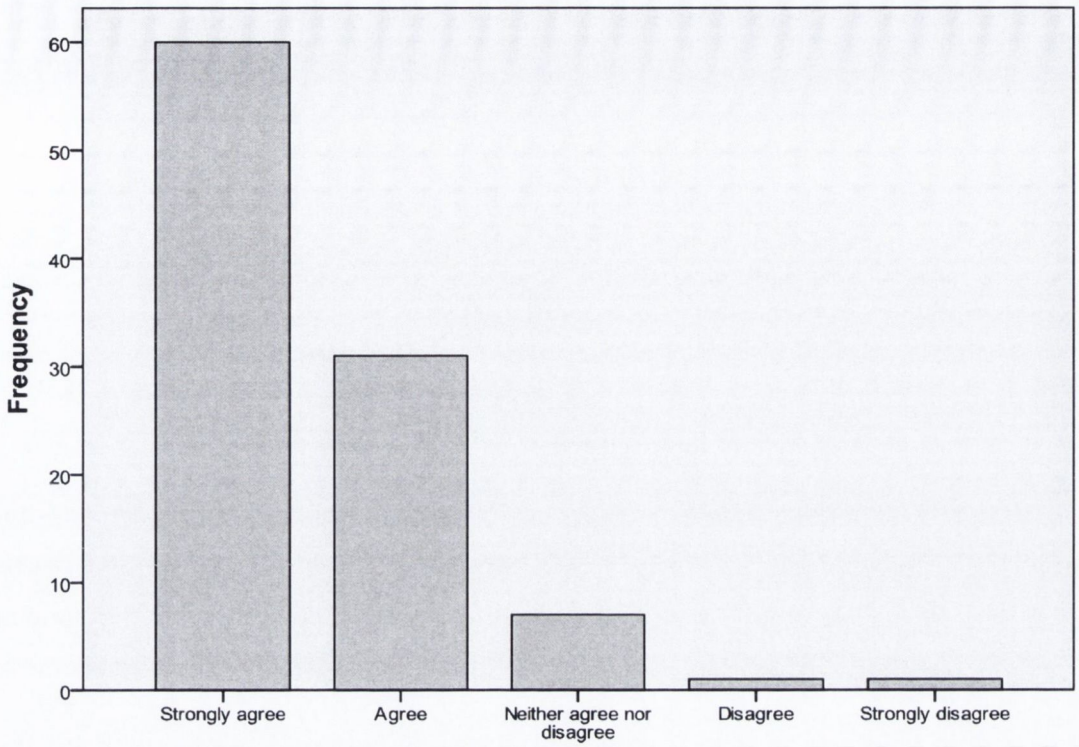

Figure 16: Questionnaire respondents' self-reported confidence in giving oral instructions in German

As can be seen from Table 33, there is a significant correlation between those respondents who reported being confident giving oral instructions in German and those who reported that they use the target language more frequently to give instructions.

		QA1.1 Give instructions in the TL	QB3.8 Confident with oral instruction
QA1.1 Give instructions in the TL	Pearson Correlation	1	.240*
	Sig. (2-tailed)		.016
	N	100	100
QB3.8 Confident with oral instruction	Pearson Correlation	.240*	1
	Sig. (2-tailed)	.016	
	N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Table 33: Correlation of questionnaire respondents' self reported frequency of target language use for giving instructions and confidence with giving instructions in the target language

One teacher trainer noted that the student teachers she observes often struggle with the imperative forms in German as these are irregular and not often used in everyday language:

> Well I think that most of them have problems with the imperative. Because I think, at least in German, it's often irregular, there's a lot of irregular forms. And usually in the normal language, and that's where you'd say that classroom grammar is sometimes different, it's not used that much. (TT5: 24).

In the questionnaire, respondents were asked to indicate to what extent they agreed with the statement, *I find it easy to use the imperative forms in German*. As can be seen from Figure 17, 10% of respondents stated that they disagree or strongly disagree with the statement, implying that they have difficulty with the imperative forms suggesting that teachers surveyed did not find using the imperative difficult.

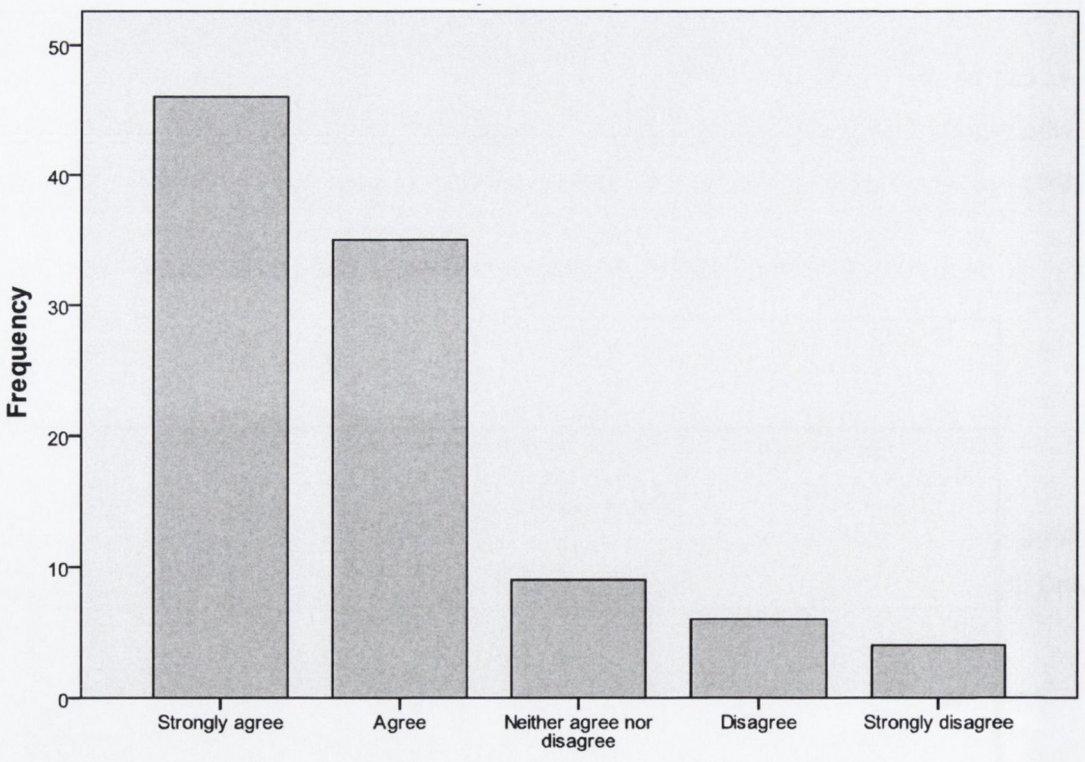

Figure 17: Questionnaire respondents' self-reported ease of use of the imperative form in German

In this section, the teacher's role as the organiser of the classroom and classroom activities was analysed. This role requires the use of target language structures which are not common in everyday language. Difficulties were identified by the teacher trainers and the school inspector for German. The majority of teachers who responded to the questionnaire did not report difficulties with giving instructions or using the imperative. However, classroom observation data reveal certain areas of classroom organisation which prove problematic in the target language.

6.5 Teachers' use of questioning in the language classroom

Much of what the teacher does in the classroom involves asking questions of the students. In many cases, particularly in the language classroom, the teacher asks a question to allow the student to demonstrate her ability to answer it. This may include, for example, using the correct form of the verb or the correct choice of vocabulary. This type of question is common in classrooms and is referred to as a display question (or sometimes cynically called the 'Guess what the teacher wants you to say' game (Ur, 1996, p. 228)). On the other hand, the teacher may ask a question to which she does not know the answer. This type of question, known as a referential question, does not test the student's knowledge but looks for information which is not known to the teacher. The occurrences of these question types in the classroom observation data are discussed below and some issues of teacher language use are considered.

6.5.1 Display questions

Display questions are questions to which the teacher already knows the answer. The teacher asks display questions in order to control the discourse of the classroom, or to give the student the opportunity to demonstrate her knowledge or use a particular linguistic form. The school inspector for German commended the use of questions in particular classes:

> Good use of questioning was noted in all lessons. This served to keep students on task and informed teachers of students' progress' (Inspection Reports: 6).

Display questions were used frequently by teachers during the 19 classes observed and recorded to elicit certain linguistic forms from the students. In Excerpt 6 below (Classroom

Observation 19: 40-43), the teacher uses a data projector to show the class a picture of a dog which is accompanied by the sound of a dog barking. She asks a student what it is, the student replies and the reply is evaluated.

1 T: *So und ihr könnt mir sagen, was ist das? So* [teacher shows a picture on the
So and you can tell me, what is that? So
2 projector which is accompanied by a barking noise] *Was ist das?*
What is that?
3 S: *Das ist ein Hund.*
That is a dog.
4 T: *Ja, genau.*
Yes, exactly.

Excerpt 6: Example of a display question

Display questions were also seen to be used as part of the control of classroom discourse. In many of the classes observed, teacher talk considerably out-weighed student talk. In some cases display questions were used to focus the students' attention and involve them in what would otherwise would have been an extended teacher monologue (Cazden, 2001).

Excerpt 7 below (Classroom Observation 1: 192-227) shows an example of a teacher's use of display questions which serve primarily to break up her talk. In this class the teacher was preparing the students for their Leaving Certificate oral examination, concentrating on questions relating to the learning of a foreign language, and the use of conjunctions and modal forms. It should be noted that the students in this class were fifth year students and the examination they were preparing for would take place the following academic year.

T: *So was du gesagt hast* Eoin *war man kann nach dem Weg fragen. So wo ist die Burg.*
So what you said was one can ask for directions. So where is the castle.

Wie komme ich am besten zum Bahnhof, man kann nach dem Weg fragen, **you can ask**
How do I get to the train station. One can ask for directions.

directions. We won't be using all these in our answer but the construction is good.

Die sind Vorteile **advantages and you haven't used the word advantages.** *O, so man*
They are advantages OK, so one

kann etwas machen. Ich hatte auch gestern Abend, Man kann ein Bier bestellen. Was
can do something. I also had yesterday evening, 'One can order a beer.' What

heisst das? Man kann ein Bier bestellen?
does that mean? One can order a beer?

S: Order beer, is it?

T: **Order a beer. So just to say something normal. So what are the advantages of having**
**a language when you're living in that country, ****du kannst etwas normales machen.*
you can do something normal.

Du kannst ein Bier bestellen, nach dem Weg fragen. **You can ask for directions**. *Man*
You can order a beer, ask for directions. One

kann einen Hamburger bestellen. **Don't be always thinking of the high-brow stuff.**
can order a hamburger.

Sometimes the ordinary can be just as effective. *Man kann ein Bier bestellen.*
One can order a beer.

Bestellen. Was hatte ich? Man kann überall reisen, ein Bier bestellen,
Order. What did I have? One can travel anywhere, order a beer

Klamotten kaufen, Kleidung kaufen, mit den Einheimischen plaudern. **So the** *plaudern*
buy clothes, buy clothes, chat with the locals. chat

is good, to chat. Watch the construction, *man kann, Infinitiv am Ende,* **it has to be at**
one can, infinitive at the end

the end. *Was sonst? OK im Moment in Irland gibt eine Rezession. Es gibt nicht so viel*
What else? OK at the moment in Ireland there is a recession. There is not so much

Arbeit. So ein grosser Vorteil **one huge advantage** *man kann in Deutschland arbeiten*
work. So a great advantage one can work in Germany.

or *man kann im Ausland arbeiten. Was kann man finden? Wenn man arbeiten will.*
one can work abroad. What does one want to find? When one wants to work?

Was könnte man in Deutschland finden oder in Frankreich oder in Australien finden?
What could one find in Germany or in France or in Australia?

Wenn man arbeitslos ist?
When one is unemployed?

S: Arbeit.
Work.

T: *Arbeit finden. Eine gutbezahlte Arbeit oder eine gut bezahlte Stelle.* **We can say, 'you**
Find work. Well-paid work or a well-paid position.

can work there', we can say, 'you can find a well-paid job'. *So man kann eine Stelle*
So one can find a position.

finden [writing on board]. *So man kann arbeiten ist perfekt auch. So man kann in*
So one can work is perfect also. So one can

Deutschland oder im Ausland arbeiten. Man kann eine Stelle finden, **a job,** *oder eine*
work in Germany or abroad. one can find a position or a

gutbezahlte [still writing on board], *also das Geld ist gut. Man kann eine gutbezahlte*
well-paid so the money is good. One can find a well paid position.

Stelle finden. Im Moment in Deutschland kann man eine gutbezahlte Stelle finden,
At the moment in Germany, one can find a well-paid position.

wenn man die Sprache hat. [writing on board] *Also mit Kultur können wir etwas*
if one has the language. So with culture can we do something?

machen? Wenn man Deutsch spricht oder wenn man eine Sprache hat? Was macht
If one speaks German or if one has a language? What

man mit einer Kultur? **What can we do with a culture if you have a language?**

does one do with a culture?

31 S: kennenlernen?
Get to know?

32 T: *Kennenlernen? Ja gut. Erfahren kennenlernen erleben. Die Kultur, die deutsche Kultur,*
Get to know? Yes good. Experience, get to know, experience. The culture, the German culture

33 *oder eine andere Kultur erfahren, erleben und kennenlernen auch.* [writing on board]
or experience another culture, experience and get to know, as well.

34 *So was haben wir? Eins, zwei, drei, vier, fünf, sechs, sieben. Man kann eine andere*
So what do we have? One, two, three, four, five, six, seven. One can

35 *Kultur erfahren.* [writing on board] *OK *als letzte, den Horizont erweitern. Also*
experience another culture. OK lastly, to broaden your horizons. So

36 *was heisst das auf Englisch?* **To broaden your horizons, isn't it? Yeah.** *Das ist ganz*
what does that mean in English? That is very

37 *einfach. Beginnen mit Arbeit, wohnen, studieren, plaudern ist auch gut, ein Bier*
easy. Begin with work, living, studying, chatting is also good, order a beer,

38 *bestellen, Klamotten kaufen, das könnten wir auch ganz einfach von ein oder zwei.* **If**
buy clothes, that we could also do very easily from one or two

39 **they're talking about recession, if they're talking about stuff for nowadays**. *Warum*
Why

40 *ist es wichtig eine Sprache zu haben.* [writing on board] *OK also nummer eins,* Mike.
is it important to have a language. OK so number one

41 *Warum ist es wichtig oder was kann man machen, wenn man eine Sprache hat?*
Why is it important or what can one do when one has a language?

42 **Wähl eine.* **Choose one.**
Choose one.

Excerpt 7: Example of teacher's use of display questions to control discourse

The teacher strictly controls the content of the exchange. The questions she poses produce minimal contributions from the students. The possible answers are written up on the board and Michael is then invited to answer the question, *Warum ist es wichtig oder was kann man machen, wenn man eine Sprache hat?,* (line 41) by choosing one of the responses provided.

6.5.2 Referential questions

A referential question is one to which the teacher does not know the answer. Referential questions may be open or closed. Closed referential questions elicit information that the teacher does not already know but anticipates a limited range of answers or a particular language form. In Excerpt 8 below (Classroom Observation 15: 13-23), the teacher asks the students about food they like and dislike. Students had prepared answers for homework.

1 T: *OK. Äpfel schmecken gut oder nicht gut?*
OK. Apples taste good or not good?

2 S1: Schmecken gut.
Taste good.

3 T: *OK, also, äpfel schmecken gut. Und* Dean?
OK, so, apples taste good. And Dean?

4 S2: Erdbeere schmecken nicht so gut.
Strawberries don't taste so good.
5 T: *Gut. So Erdbeeren schmecken nicht so gut. Gut. Haben wir ekelhaft? Was ist*
Good. So, strawberries don't taste so good. Good. Do we have disgusting? What is
6 ekelhaft? Was schmeckt, was schmeckt ekelhaft. Sean.
disgusting? What tastes, what tastes disgusting?
7 S3: Lauch *schmecken ekelhaft.
Leek taste disgusting.
8 T: *Lauch, sagen wir dann schmeckt?*
Leek, do we then say tastes?
9 S3: *Schmecken.
Taste.
10 T: *Schmecken oder schmeckt, was meinst du?*
Taste or tastes, what do you think?
11 S3: Schmeckt.
Tastes.

Excerpt 8: Example of closed referential questions

The teacher begins by asking if apples taste good or not so good. S1 responds with the correct form of the verb *schmecken* but omits the noun, *Äpfel*, which the teacher subsequently inserts. S2 also responds with the correct form of the verb in line 4. In line 5, the teacher asks specifically for an answer which uses the word *ekelhaft* (disgusting). The response from S3 is in the plural form rather than the singular and is therefore evaluated by the teacher in lines 7 and 9. The teacher does not request any further elaboration of the students in relation to their responses. It appears that, although the question seems to be referential in that it elicits students' opinions, the real focus of the questions is on eliciting the correct form of the verb and on using the correct vocabulary.

Open referential questions were rare in the classroom observation data. Excerpt 9 below (Classroom Observation 18: 171-175), shows a referential question where the teacher asks the student when her birthday was (line 1) and then asks what present she received (line 3). The teacher appears to focus on the content than the form of the answer and accepts the student's responses in English, translating the response for her.

1 T: *Wann war der Geburtstag,* Antonia*? Wann war der? Letzte Woche?*
When was your birthday, Antonia? When was it? Last week?
2 S: Yesterday.
3 T: *Gestern? Gestern? Herzlichen Glueckwünsch, ja. Und was hast du bekommen, als*
Yesterday? Yesterday? Happy birthday, yes. And what did you get, as
4 *Geschenk?*
a present?
5 S: A bracelet.
6 T: *Ah. Ein Armband.*
Ah. A bracelet.

Excerpt 9: Example of an open referential questions

Teachers are encouraged by the school inspector for German to promote general conversation in their classrooms in order to allow students to use the target language to talk about themselves and familiar activities:

> It is recommended that lessons begin with a short amount of general conversation about familiar daily routines or activities. Beginning lessons with general conversation every day allows for repetition and increases students' self confidence. It is a proven strategy to enhance student use of the target language (Inspection Reports: 24).

Of the 19 classes observed, only one began with a general conversation (Classroom Observation 19: 13-19). Excerpt 10 below shows how the teacher asks a student what he did on the previous day (line 1). The student responds (line 2) and the teacher asks him to elaborate (lines 3 and 5). The teacher corrects the student's error and evaluates the response (line 7).

1 T: Paul, *kannst du mir sagen, was hast du gestern gemacht?*
can you tell me, what did you do yesterday?
2 S: Ehm, ich habe, ehm, ich habe ein Buch gelesen.
I read, I read a book.
3 T: *Ja? Welches Buch?*
Yes? Which book?
4 S: Eh, [unclear]
5 T: *Und wie findest du das Buch?*
And how do you find the book?
6 S: Eh, ich finde *die Buch super.
I find the book super.
7 T: *Das Buch super. Hmmhm. Ja super.*
The book super. Yes, super.

Excerpt 10: Example of general conversation at the beginning of a class

The teacher asks a question to which she does not know the answer and to which there are many possible responses. The exchange differs from general conversation, however, in that the teacher provides corrective feedback and evaluates the student's response.

The data analysis shows that teacher questioning is a substantial part of classroom discourse. The classroom observation data demonstrated a number of different purposes of teacher

questioning. Teachers used display questions to elicit particular linguistic forms that they wished to practice, and to focus the students' attention on the task at hand. Closed referential questions were also used to elicit certain forms. Open referential questions were rare in the observation data even though the school inspector recommends the use of general questions to begin each class. Even where questions were open, the structure of discourse was still classroom-specific and differed from general language use.

6.6 Explaining in the language classroom

In this section, the exploratory, questionnaire and classroom observation data sets are examined in relation to teachers' use of explanation in the classroom: explanation of target language grammar, explanation of unfamiliar vocabulary, and discussion and explanation of target language cultural information.

6.6.1 Explaining grammar

Teachers need an explicit understanding of target language grammar instructions for a variety of reasons. They must be able "to talk about the target language system with their learners, and assist them in developing a conception of it as a system" (Mitchell, 1994, p. 221). In this study, language teachers' ability to explain grammar to their students is recognised by teacher trainers as an area which can present difficulties. One teacher trainer describes the complexity of explaining grammar:

> [Trainee teachers] have difficulties understanding the concept, translating it into subject knowledge, you've a whole area of work that needs to be done in relation to transforming disciplinary knowledge into subject knowledge and I'm sure there's a link there with the language as well. So you know you've a whole mix of challenges, trying to articulate clearly a concept like direct object, then to find the language to that in German with a level of accuracy. So it's not just about language it's about the ideas you are trying to develop, be able to articulate ideas and then to find the language for those ideas (TT1: 26).

Another teacher trainer noted that teachers may not have the skills necessary to translate their knowledge of grammar into an explanation that their students can understand. This may

be because they never developed these skills during their language learning experience, or because they learnt the grammar a long time ago and they have lost their explicit or declarative knowledge:

> It's the ones who are in a sense coming to grammar almost for the first time in a way, you know, they never really thought about the grammar in terms of having to explain it because they're working at the base they can't remember having learnt that level of grammar because it was such a long time ago. Because if they didn't learn it explicitly in some ways, they're often drawing on things that people taught them in school (TT2: 40).

These difficulties are borne out in the questionnaire data. Respondents were asked to indicate to what extent they agree with the statement, *Explaining grammar in the target language doesn't work for me*. As can be seen from Figure 18, over half of the respondents agreed or strongly agreed with this statement (n=57).

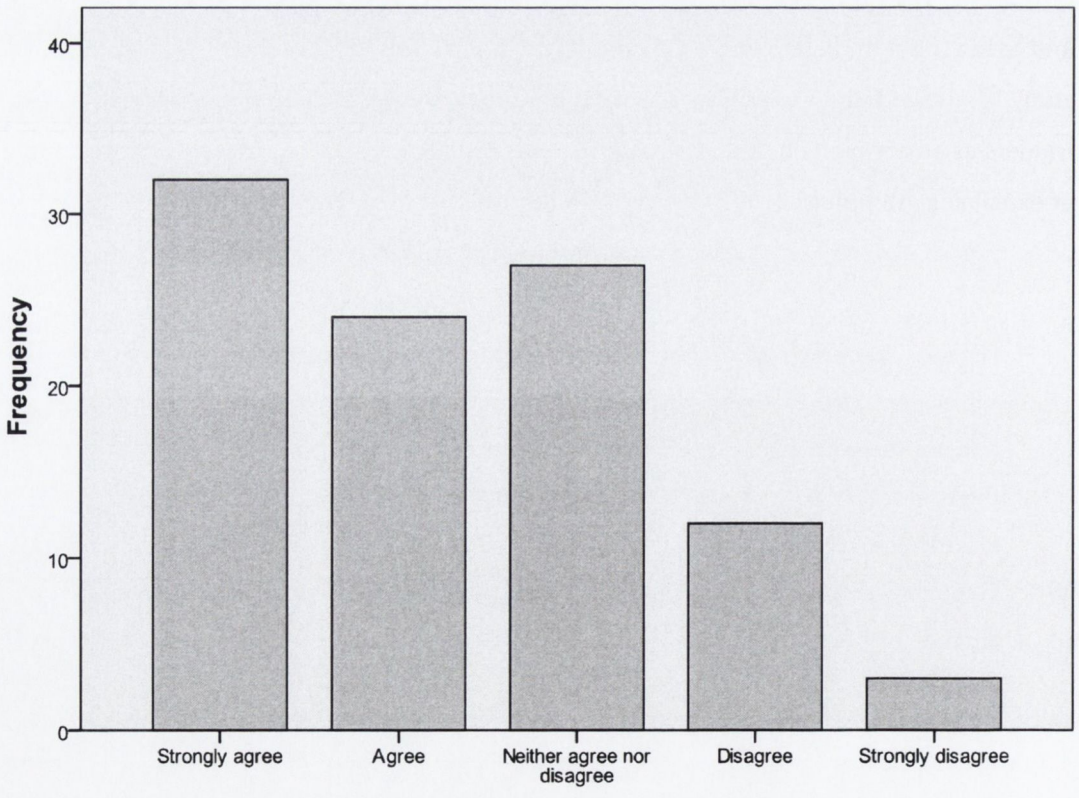

Figure 18: Questionnaire respondents' self-reported difficulty in explaining German grammar in German

When asked how often they use the target language to explain grammar, half of the respondents (n=50) stated that they never or rarely use German to explain grammar. Only one respondent stated that she always uses German to explain grammar.

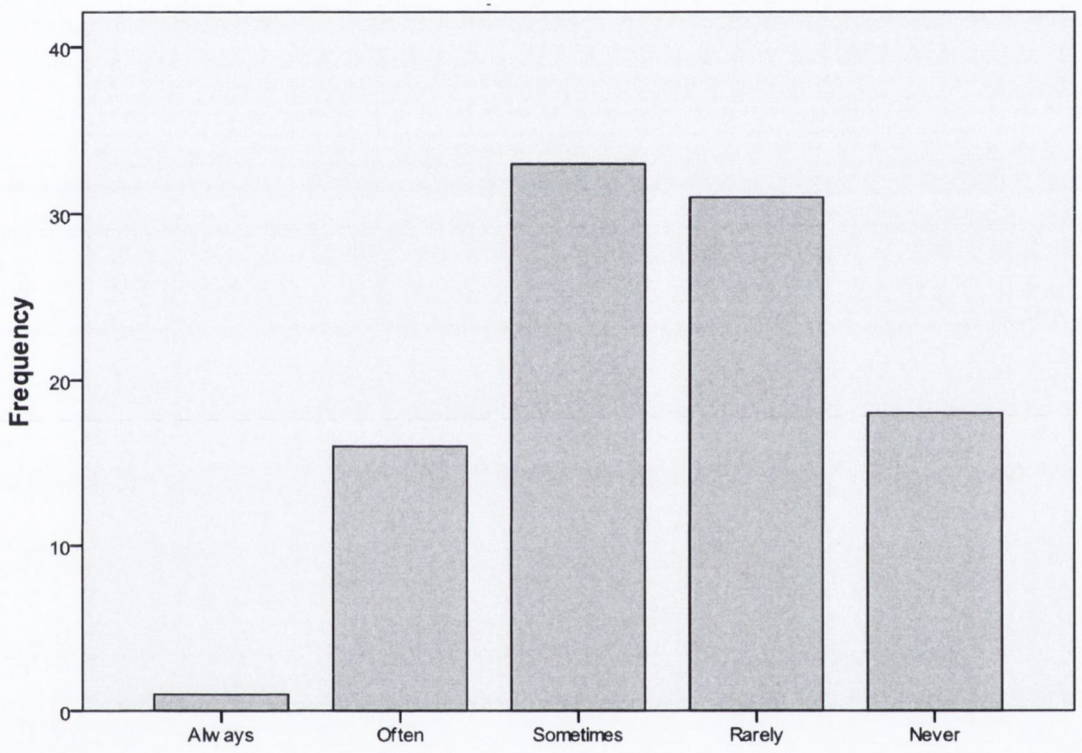

Figure 19: Questionnaire respondents' self-reported frequency of use of the target language to explain grammar

As can be seen from Table 34, there is a significant correlation between responses to the two questions regarding respondents' ability to explain grammar in the target language and the frequency with which they do so described above. This suggests that respondents who feel that explaining grammar in the target language doesn't work for them are less likely to use the target language to explain grammar.

		QA1.5 Explain grammar in TL	QB3.14 Explaining grammar in TL doesn't work for me
QA1.5 Explain grammar in the TL	Pearson Correlation	1	-.356**
	Sig. (2-tailed)		.000
	N	99	97
B3.14 Explaining grammar in TL doesn't work for me	Pearson Correlation	-.356**	1
	Sig. (2-tailed)	.000	
	N	97	98

**. Correlation is significant at the 0.01 level (2-tailed).

Table 34: Correlation of respondents' self-reported use of the TL to explain grammar and difficulties in using the TL to explain grammar

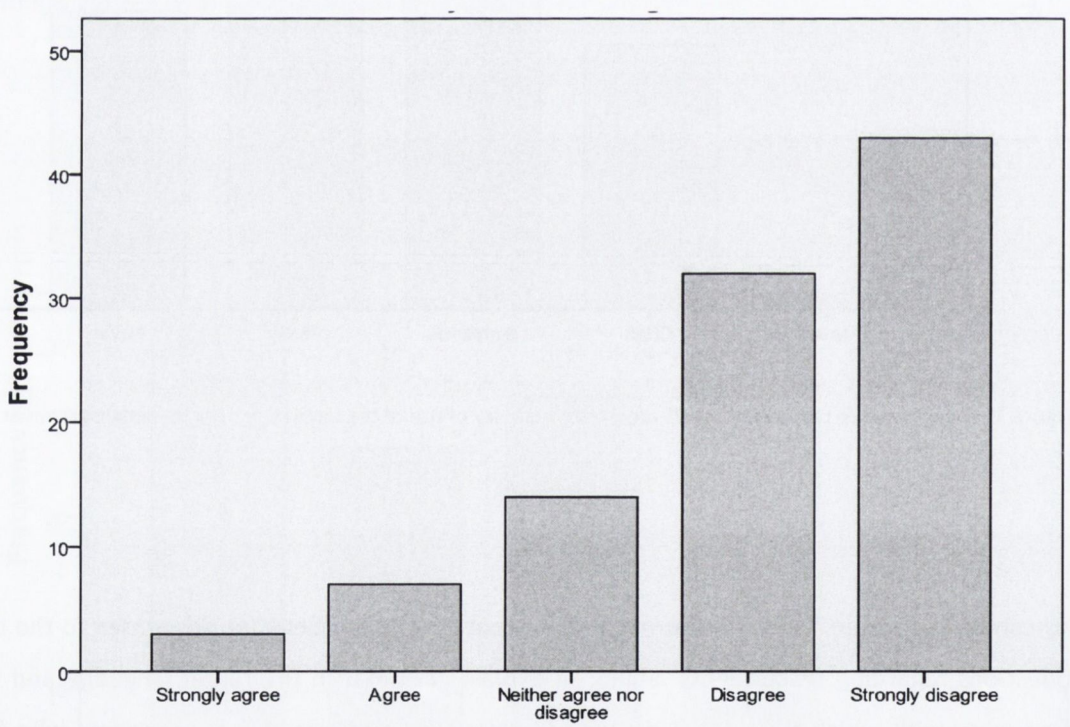

Figure 20: Questionnaire respondents' self reported difficulty in understanding complex German grammar

However, as can be seen from Figure 20 above, respondents do not seem to have difficulties in understanding complex grammar. The majority of respondents disagreed or strongly disagreed (n=75) with the statement, *I have difficulty understanding complex grammar*

(QB3.28). It appears, therefore, that whilst teachers understand German grammar, they find it difficult to explain to learners in German.

Classroom observation data analysis shows frequent use the students' L1 to explain grammar. Even when the observed teachers used the students' first language to explain grammar points, some issues with the explanations were observed. It appears that there may be difficult for the teacher to convert her knowledge of the language into terms that the students will understand, even in their first language. In Excerpt 11 below (Classroom Observation 7: 95-135), the teacher is using the theme of house pets to introduce a first year[30] group to the concepts of direct object and the accusative case. She approaches the grammar in a very explicit way. The students have completed a drill exercise and the teacher is checking the answers by asking one student at a time. She also asks each student whether the noun in the answer is in the accusative or nominative case. As this excerpt begins (line 1-3), she is attempting to give a short explanation of the condition under which a noun takes the accusative case[31]. She explains the direct object as "the second thing" in the sentence. However, when a student requests clarification of this point she contradicts it saying that there could be two accusatives (line 5). In line 16, she offers another clue to how one might discern the direct object by asking the student if there is another word with a capital letter[32], implying that if there are two nouns in the sentence, one of them will be accusative[33]. The sentence in question contains just one noun which is the subject of the sentence. The student misunderstands saying there are two words with capital letters; the one at the beginning of the sentence and the noun itself. At this point the teacher abandons the explanation (line 18) and the student asks no further questions.

30 The students are approximately 13 years old and this is their first year learning German.
31 In the case of the examples the teacher is using, the noun takes accusative when it is the direct object of the sentence, that is, when it receives the action of the verb.
32 All nouns in German are given a capital letter.
33 This is not necessarily the case. For example, while both subject and an object are required for this form of the accusative, either or both of these may be a pronoun in place of a noun. Pronouns in German do not begin with a capital letter.

T: **If there's a verb. It doesn't necessarily mean if there's a verb, if there's already a subject, if there's already a main thing in the sentence, you often then have a second thing in the sentence and then that goes down as accusative.**

S: Do both of them go down to accusative or just the second one?

T: **You could have two accusatives, you could have two nominative, you see? So it's not just if there's a verb there. So you must try and look now at exercise thirteen and see do I need to change the words. So you're looking at, is there a doer in the sentence? Is there something doing something? So if I've just one topic in the sentence,** *ja? ... Nummer drei.*

Yes? Number three.

S: Eh, *den Kanarianvogel singt gut.

Eh, the canary sings well.

T: *Nochmal.*

Again

S: *Den Kanarianvogel singt gut.

The canary sings well.

T: *OK und warum sagst du das?* **Why do you say that?**

OK, and why do you say that?

S: Because

T: **Is there any other word in the sentence that has a capital letter?**

Ss: Kanarienvogel.

Canary

T: **How many words in the sentence have a capital letter?**

S: Eh, two including the first one. One in the middle.

T: **There's just one word with a capital letter, isn't there?** *Und ist Kanarienvogel ist es*

And is canary, is it

der, die oder das[34]*?* **Is it originally a** *der, die* **or** *das* **word?**

S: *Der.*

T: **Any reason to change it?**

S: No.

T: *OK so nochmal.*

OK so again.

S: Der Kanarienvogel singt gut.

The canary sings well.

T: *Singt gut. So ist das nominativ oder akkusativ?*

Sings well. So is that nominative or accusative?

S: Eh, nominative.

Excerpt 11: Example of a problematic explanation of grammar

The lack of consistency and clarity in the explanation of the accusative and nominative cases causes confusion in the students, even when the explanation is given in the students' first language.

[34] *Der, die* and *das* are the nominative forms of 'the' in German. The teacher is asking if the noun is masculine, feminine or neutral.

6.6.2 Explaining vocabulary

The explanation of vocabulary plays an important role in the teaching of language at post-primary level. In their first year of post-primary school, most students are *ab initio* learners of German, and many have never previously learned a foreign language. Teachers must employ a variety of strategies to maintain target language use and communicate meaning to their students while trying to communicate an explanation. The school inspector for German commended teachers who use a range of methods to help broaden students' vocabulary. For instance, one inspector writes:

> It was good to observe teachers deploying different means of supporting students in their understanding and learning, such as through the use of synonyms in broadening the vocabulary base of students, thus avoiding the use of translation (Inspection Reports: 46).

Questionnaire respondents reported that they use strategies to support their students' understanding and learning of German vocabulary. Almost three quarters of the respondents (n=74) agreed or strongly agreed with the statement, *I use visual aids to support understanding*; 86 respondents agreed or strongly agreed with the statement, *I use gestures to get my point across* and 86 respondents agreed or strongly agreed with the statement, *Facial expressions support pupils' understanding of what I say in German*. Excerpt 12 below (Classroom Observation 19: 231-250) shows the variety of strategies that the teacher uses to explain the word *Tierheim* (animal shelter) to a group of second year students[35]. She begins in line 2 by suggesting that the students might already know the word (*vielleicht kennt ihr das*). Having received a number of incorrect guesses (lines 3 and 5), she attempts to activate the students' previous knowledge by prompting them to translate the words *Tier* (animal) and *Heim* (home) (lines 8 and 10). She then gives an explanation of the term in German (Line 12), which leads the students to a closer approximation of the definition. In line 18, a student offers the translation, pound, which the teacher doesn't know but it is clear that the students understand the concept. The teacher finally offers the English translation in order to make the meaning clear (line 21).

[35] The students are approximately 14 years old and have been learning German for one and a half school years. The teacher is a native speaker of German.

1 T: *Was denkt ihr ist das Wort 'Tierheim?' Wir haben das noch nicht gehabt aber*
What do you think is the word 'animal shelter?' We have not yet had it but
2 *vielleicht kennt ihr das.*
perhaps you know it.
3 S: Animal farm?
4 T: *Nein.*
No.
5 Ss: Animal.. Zoo.
6 T: *Nein.*
No.
7 S: That's Zoo.
8 T: *Wir haben das erste Wort 'Tier'. Was ist das?*
We have the first word 'animal'. What is that?
9 Ss: Animal.
10 T: **Animal**. *Und Heim? Ist ein anderes Wort wie zu Hause oder so.*
And home? Is another word for at home or so.
11 S: [mumbling]
12 T: *So, eh, Tiere, manche Tiere kommen in ein Tierheim, weil niemand sie haben*
So animals, some animals go to an animal shelter because nobody
13 *möchte. Ja, niemand*
would like to have them. Yes nobody.
14 S: Oh a kennel.
15 T: Eh, **no it's more like**
16 S: An adoption place.
17 T: *Ja, wie heisst das?*
Yes, what's that called?
18 S: A pound. That's it.
19 T: *Das Wort kenne ich nicht. Das Wort kenne ich nicht auf English.*
I don't know that word. I don't know that word in English.
20 S: You take stray dogs there.
21 T: *Ja,* **kind of**. *Ungefähr ja, so.* **Animal shelter**.
Yes something like that

Excerpt 12: Example of a successful explanation of vocabulary

6.6.3 Discussing culture and literature

As well as describing and explaining aspects of the target language, teachers need to be able to explain aspects of the target culture. As the students' primary interface with the target language speaking countries, teachers provide valuable information on cultural and literary topics. During the exploratory phase of this study, Teacher Trainer 2 noted in an interview that the training programme at her university provides language instruction for non-native speaker language teachers. This course aims to address all areas of classroom target language use, including discussing literature with the students:

> [W]e want to make to make [trainee teachers] feel that they are comfortable to do anything that they have to do so if they are going to do a bit of literature in class they

don't have to suddenly revert to English because they don't have the vocabulary to do it (TT2: 16).

Section A, Question 1 asks, *When you do the following activities in your German classes, how often do you do them through German?* The 11 activities in this question include *Giving instruction, Explaining grammar* and *Correcting errors*. A description of the responses to this question can be found in Chapter 5, Section 5.3.2.1. *Talking about literature* received the highest mean score of all the activities mentioned (3.72) indicating that the respondents reported using the target language least of for this purpose. As can be seen from Figure 21 below, the majority of respondents (n=63) stated that they never or rarely talk about literature in the target language; just two respondents stated that they always use German to talk about literature. One comment made by a respondent stated that: Literature plays little or no role as such in class (QA1: P8).

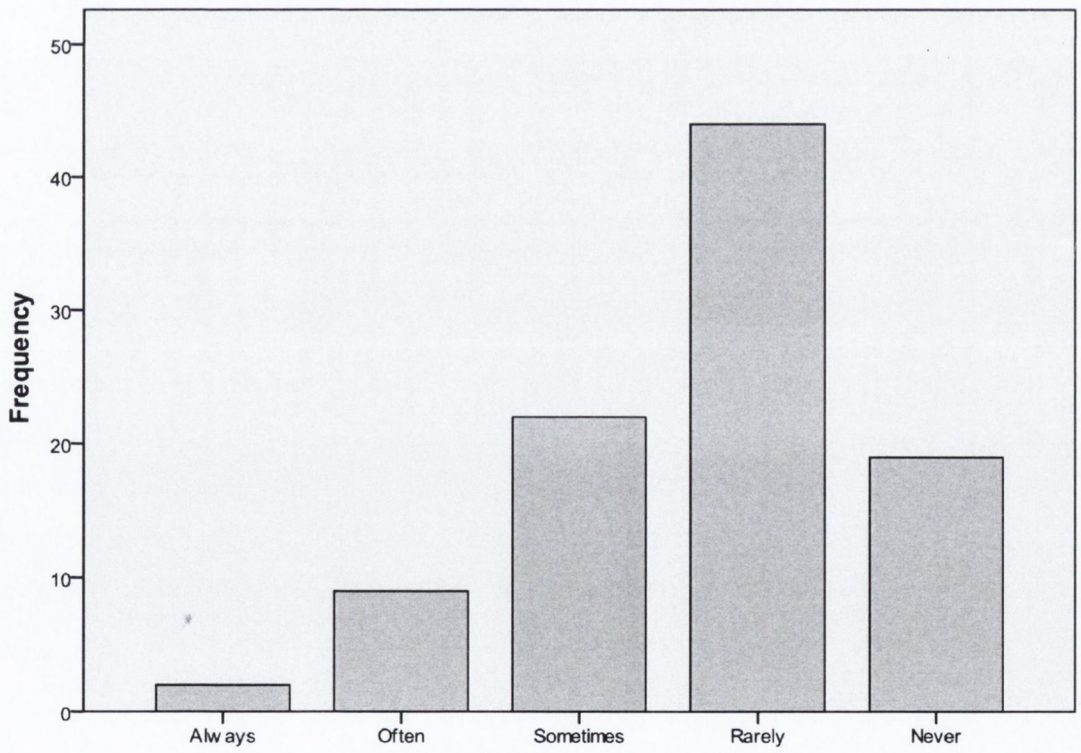

Figure 21: Questionnaire respondents' self-reported use of the target language to talk about literature

Only one teacher observed in the classroom observations (Classroom Observations 13 and 14) dealt with a literature topic; the class read a short story. The story, however, taken from a practice examination and was used for the purposes of comprehension checking.

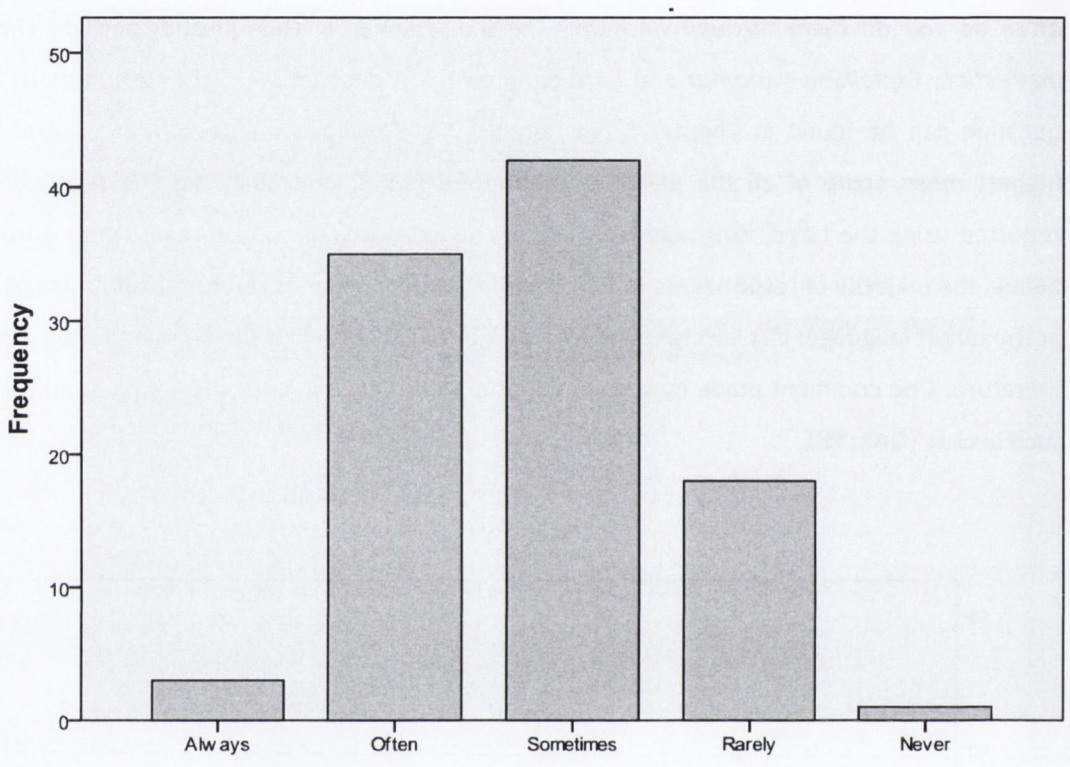

Figure 22: Questionnaire respondents' self-reported use of the target language to talk about cultural topics

In the section above, I have discussed the skills that a language teacher needs in order to be able to provide explanations that her students may need. The data suggest that the teacher needs an explicit knowledge of target language grammar in order to explain grammatical topics efficiently and effectively. Teachers also need a variety of strategies for the explanation of target language vocabulary. It seems that teachers do not view the discussion of literature and culture in the target language as an integral part of their teaching.

6.7 Feedback and discipline

This section discusses the provision of feedback and discipline in the language classroom. These are two areas of language use that general language users do not normally need in order to function in the target language. In the following, some issues regarding corrective feedback, praise and discipline in the language classroom are discussed.

6.7.1 Teachers' provision of corrective feedback

The provision of corrective feedback is an important feature of language teacher talk (Chaudron, 1988). One teacher trainer interviewed recognised the importance of feedback in the language classroom and the difficulties that may arise for non-native speaker language teachers if they are uncertain of their language skills:

> Students need a lot of practice, meaningful practice in the target language, and they need a lot of feedback, and if somebody doesn't have that level of accuracy themselves, they're not going to be able to provide that feedback to the learner in written form or whatever it might be so I think we have a huge problem, a serious problem if there is deficiencies teacher's own subject knowledge in terms of developing the teaching of German (TT1: 52).

German teachers were commended in the *Subject Inspection Reports of German* when they corrected student errors and it was recommended that this should be done in all classes:

> Errors in students' pronunciation were corrected with sensitivity in some lessons and this is good practice. In a minority of lessons, students' errors in pronunciation, grammar and expression were not addressed and students received no developmental feedback (Inspection Reports: 26).

When asked in the questionnaire to indicate how often they undertook various activities in German (QA1), 15% of respondents (n=15) stated that they *never* or *rarely* used the target language to correct student errors (QA1.9). As can be seen from Figure 23 below, 38 respondents reported that they sometimes use the target language to correct errors, 35

respondents stated that they often use the target language to correct errors and only 7 respondents reported that they always use the target language to correct errors.

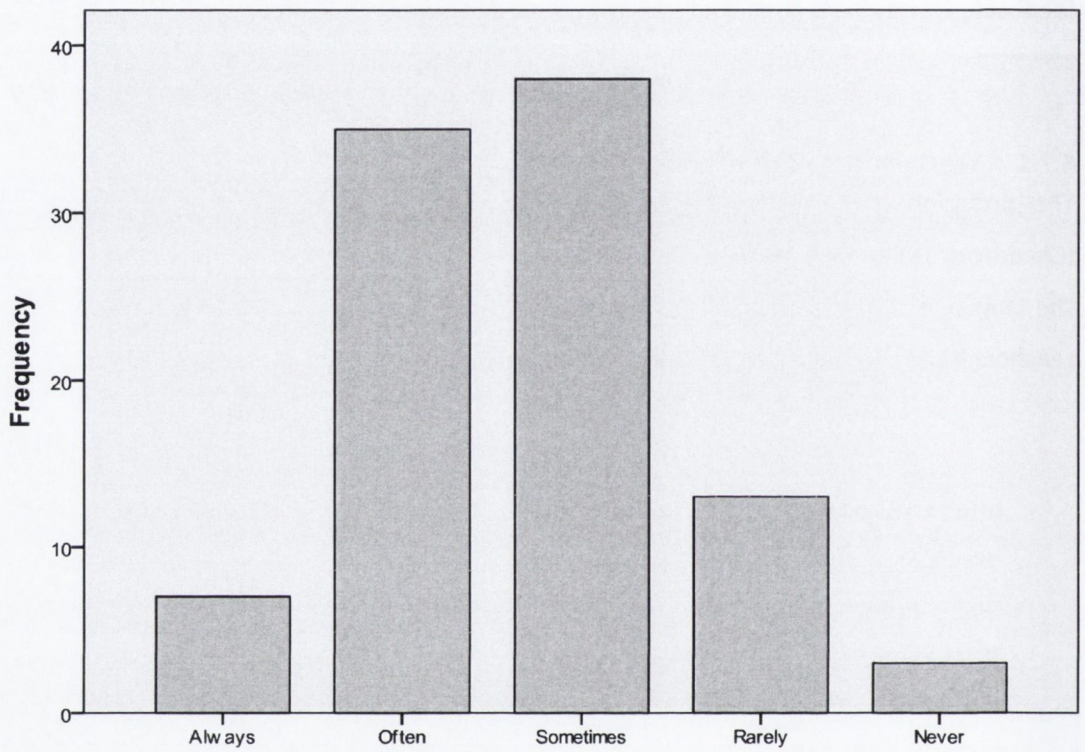

Figure 23: Questionnaire respondents' self-reported use of the target language to correct errors

The classroom observation data analysis highlighted some issues with corrective feedback provision. In Excerpt 13 (Classroom Observation 15: 34-41), the teacher is reviewing sentences that students wrote about food they like and dislike. S1 offers the sentence *Gemüse schmecken ekelhaft* (vegetables taste disgusting) in line 2. The use of the noun *Gemüse* in the plural form as indicated here by the inflection of the verb *schmecken* (to taste) is unusual in German; the singular form is more frequently used. The teacher does not correct this and instead elicits a further response from the student in line 3. The student responds with *Obst schmecken super* (Fruit tastes super) and again the verb *schmecken* indicates the plural form and the teacher accepts this response (line 5). However, the noun *Obst* (fruit) only exists in German in the singular form[36]. A second student responds with the sentence *Kohl schmecken*

[36] See http://www.duden.de/rechtschreibung/Obst

super (cabbage tastes great). Again here the subject and verb do not agree as the verb is in the plural form. The teacher corrects this error by recasting the sentence in line 9.

1 T: *OK,* Paul, *was hast du?*
what do you have?
2 S1: Gemüse schemecken ekelhaft.
Vegetables taste disgusting.
3 T: *Und hast du etwas, das sehr gut schmeckt? Oder toll oder prima?*
And do you have something that tastes very good? Or great or super?
4 S1: Obst *schmecken super.
Fruit taste super.
5 T: *OK, und was hast du, *das ist super? Etwas mit super oder toll oder prima. Negativ,*
OK, and what do you have that is super? Something with super or great or super. Negative
6 **negative**, *positiv.* **So I want another positive.** *Wir haben bloss gut.* **So give me**
positive We only have good.
7 **something** *positives.* *Also* Cormac.
positive. So
8 S2: Kohl *schmecken super.
Cabbage taste super.
9 T: *Also Kohl schmeckt super.*
So cabbage tastes super.

Excerpt 13: Example of a teacher's provision of corrective feedback

It is not clear why the teacher chose to correct one error and not the others. It may be an avoidance of complex explanations or a gap in her own knowledge. The inconsistency of correction may have an effect on the students' learning and their understanding of subject and verb agreement which seemed to be a focus of the lesson.

6.7.2 Teachers' provision of praise

Encouraging and affirming students' effort through praise may aid the learning process and promote a positive atmosphere in the classroom. However, giving praise in the target language may pose problems to teachers who have not been educated in a German speaking system themselves:

> [The student teachers] feel they have enough variety in what praise they use so they tend to continually say '*prima*' or something like that. And they may be more conscious of it because it's a foreign language and they hear themselves always saying the same thing. So trying to get a certain level of variety just to make it more interesting for themselves and for the class. Whereas, obviously, if they were teaching through their first language, they would do it automatically without even thinking about it (TT2: 36).

This difficulty with varying ways of praising learners was observed in classroom observations. As can be seen from the table below, teachers tended to use the same word *gut* (good) to praise student responses with 401 instances of the word in the data. *Sehr gut* (very good) occurred 161 times followed by *genau* (exactly) with 84 instances and super (super) with 24. Other words used to praise student responses were *prima* (super), *perfekt* (perfect) and *wunderbar* (wonderful), each with fewer than 10 occurrences in the data. Teachers may need language support to expand their range of vocabulary to use when praising students.

Word	No. of occurrences
Gut	401
Sehr gut	161
Genau	77
Super	17
Prima	4
Perfekt	6
Wunderbar	1

Table 35: Observed frequently used words used by teachers to praise students' responses

Teachers may have difficulty giving praise in the target language. Nonetheless, when asked how often they use the target language to give praise in their classrooms, the majority of the

questionnaire respondents said always or often (n=89). In fact, of the activities addressed the questionnaire, respondents report that they most often use the target language to give praise.

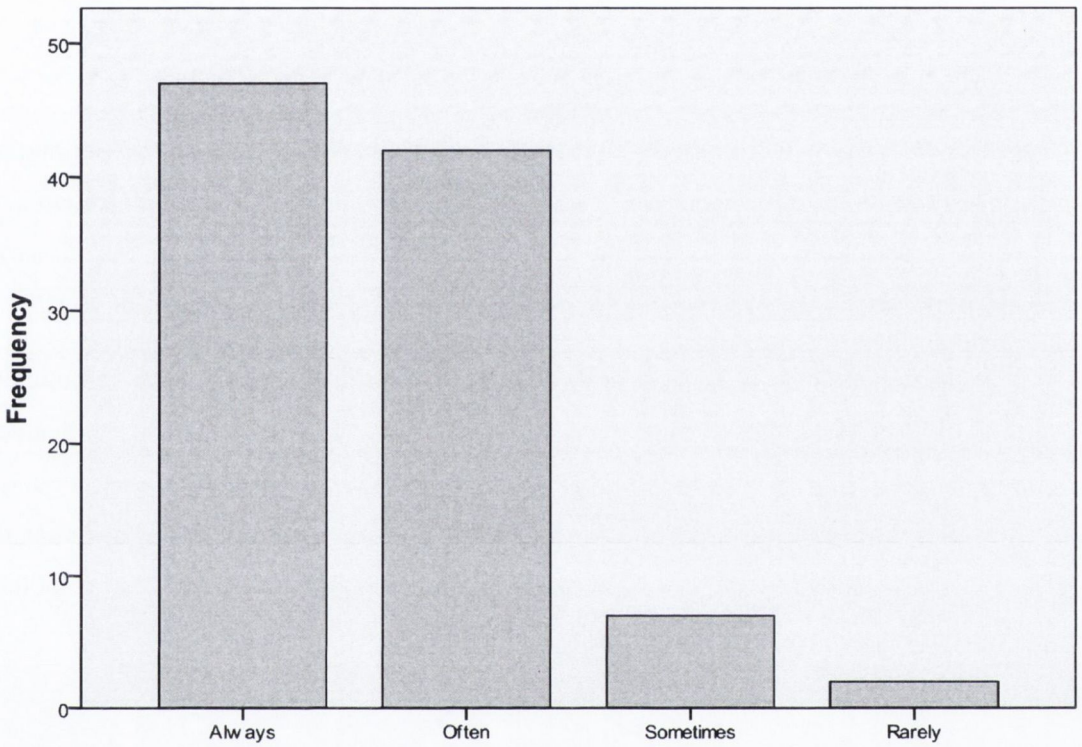

Figure 24: Questionnaire respondents' self-reported use of the target language to give praise

6.7.3 Discipline in the post-primary language classroom

Post-primary schools in Ireland cater for children from the ages of approximately 12 to 18. Schools deal with discipline issues in different ways. In one classroom observed during this study, students who had repeatedly broken school rules were given 'report cards'. These cards had to be handed to the teacher at the beginning of each class so that the teacher could sign the card and make a comment on the student's behaviour at the end of the lesson. In some classes observed, students were unruly and spoke out of turn, despite the fact that there was an observer in the classroom and they knew they were being recorded. Dealing with discipline issues in the target language was mentioned by a number of teacher trainers during the interview phase of this study. One teacher trainer noted that student teachers should have the language to deal with discipline issues and these should be introduced in the classroom as naturally as possible:

> If someone comes in late, somebody's talking, somebody's messing they should have a stock of those [phrases]. And what they might be inclined to do at times and you try to stop them doing it, and tell them not to do this under any circumstance but I've seen people try and give the kids out handouts of classroom phrases, instead of bringing them in naturally as they occur, and putting them on the wall (TT3: 120).

Faced with discipline issues but being unable implement disciplinary measures in German may impede the teacher's use of the target language as the normal means of communication in the classroom. This was highlighted in the questionnaire data as well as in the classroom observation data.

Questionnaire respondents were asked if they use the target language to discipline students in their classes. The example of asking why a student has arrived late was provided, in order to demonstrate that my question referred to the everyday infractions of the school rules and not serious disciplinary matters. Almost a third of respondents (n=27) stated that they never or rarely used the target language to enforce discipline (QA1.2). One respondent commented that she did not want to associate the language with discipline (QA1: P5).

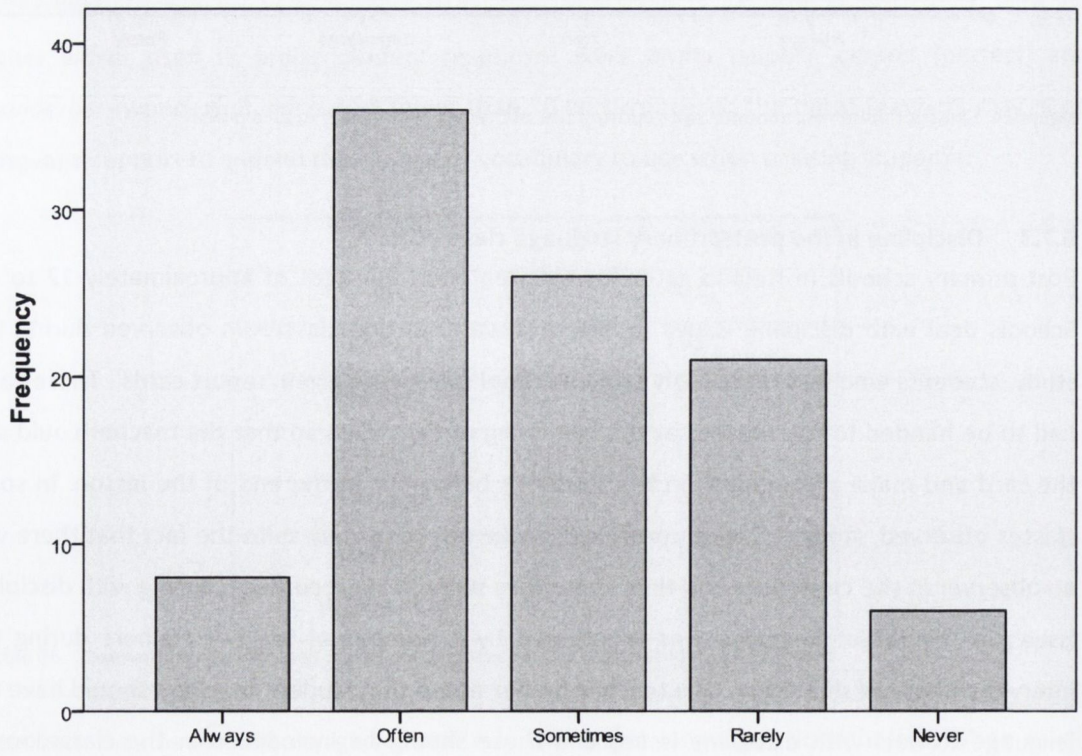

Figure 25: Questionnaire respondents' self-reported use of the target language to enforce discipline

When asked to indicate to what degree they agreed with the statement, *It is difficult for me to discipline students through German*, over a third of respondents said that they agree or strongly agree.

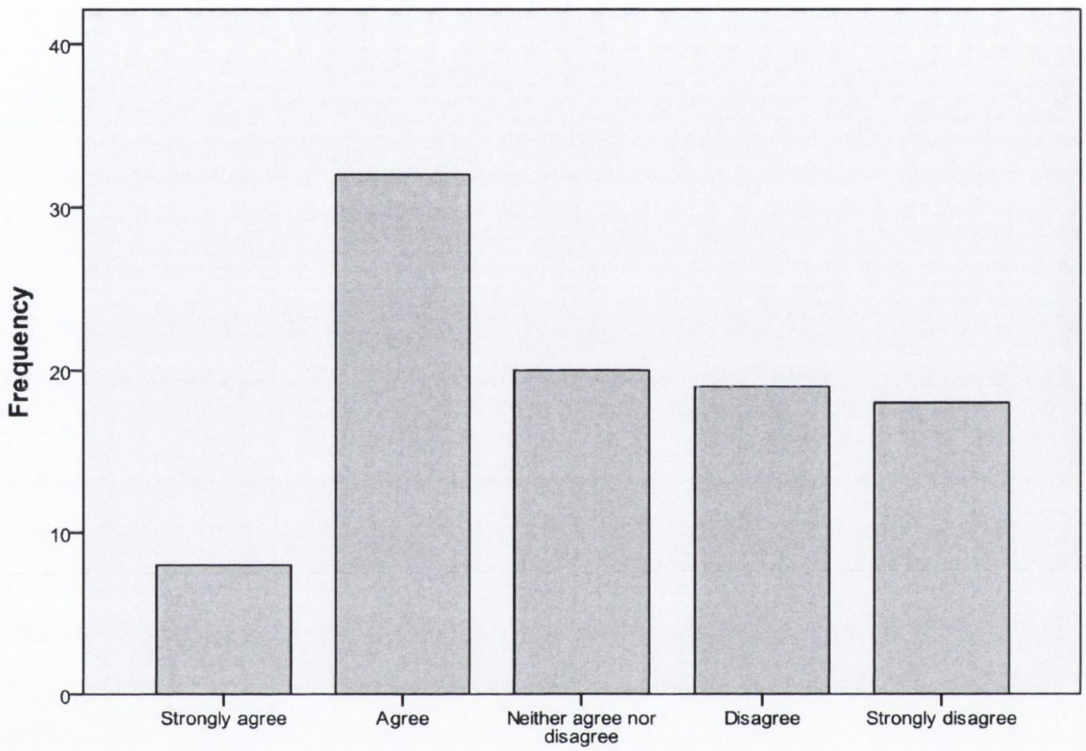

Figure 26: Questionnaire respondents' self-reported difficulty in using the target language to discipline students

		QA1.2 Use of the TL to enforce discipline	QB3.2 Difficulty with using TL to discipline
QA1.2 Use of the TL to enforce discipline	Pearson Correlation	1	-.331**
	Sig. (2-tailed)		.001
	N	97	94
QB3.2 Difficulty with using TL to discipline	Pearson Correlation	-.331**	1
	Sig. (2-tailed)	.001	
	N	94	97

**. Correlation is significant at the 0.01 level (2-tailed).

Table 36: Correlation of questionnaire respondents' self-reported frequency of use of the TL to enforce discipline and difficulty with using the TL to enforce discipline

As can be seen from Table 36 above, there is a significant correlation between those responses which indicate that the target language is used less often to enforce discipline and those responses which indicate that respondents find it difficult to discipline students in the target language. This suggests that teachers use the target language to enforce discipline less often if they are not confident in their ability to do so.

Of all the classes observed, Classroom Observation 8 had the lowest percentage of target language use by the teacher. Before the class began, the teacher indicated that the class group was particularly unruly and that there were a number of students who refused to take part at all. The teacher avoided addressing discipline issues, such as students chatting, which arose during the class. This may be due to the fact that there was an observer in the classroom. In the excerpt below (Classroom Observation 16: 105-126), two students arrived late into the class. One of these students was on crutches. As can be seen from the excerpt below, the teacher consistently uses German to ask questions and the students responded in German (lines 1-6). When the two students who are late for class enter the classroom, they speak to the teacher in English (line 7), the teacher continues the exchange in the L1 (Lines 8, 10 and 11), and then the teacher mixes English and German (lines 14-16). In line 19, the teacher returns to the task at hand and returns to the target language. She continues with the target language until the end of the activity. The late arrival of the two students interrupted the flow of the target language use and, while the target language is used for exercises relating to the theme of the class (describing people), it is not used to deal with the disciplinary issue of tardiness.

1 T: *Und* Chelsea, Brian.
And
2 S1: Eh, er heisst Didier Drogba. Er kommt aus Ivory Coast. Er ist dreiunddreissig Jahre
he's called He comes from He is
3 alt.
old.
4 T: *Dreiunddreissig? Das ist ziemlich alt als Fussballspieler.*
Thirty three? That is quite old as a football player.
5 S1: Er trägt nummer elf. Er ist sehr gross. Er hat lange braune Haare und braune Augen.
He wears number eleven. He is very tall. He has long brown hair and brown eyes.
6 Er ist Stürmer. Er ist sehr sportlich.
He is a striker. He is very sporty.
7 T: *Sportlich. OK, sehr gut.* Und? [two students come into the class, one is on crutches]
Sporty. OK, very good. And?
8 S2: The lift broke down and it skipped up and ...
9 T: **We broke the lift?**
10 S2: No, the wheelchair guy got there first.

11 T: **Wheelchair,** Daniel, **that's his name. Let's get to know each other if we're all going**
12 **to be in** [unclear, laughter]. So Daniel **broke the lift?**
13 S2: No he got there and then it skipped us and then a guy in sixth year or like fifth year
14 got there and then we had to go up to the C floor and down.
15 T: *Das ist eine lange Geschichte.* **It's a long story**. *OK wenn du willst, du könntest auch*
That's a long story. OK if you like, you could also
16 *hier. Das wäre besser.* **Wouldn't that be easier? That's actually where**
here. That would be better.
17 **the wheelchair guy, as you referred to him, sits in my class.**
18 S2: No I didn't.
19 T: **OK,** Daniel **from now on. You might as well sit there altogether with the crutches.**
20 **Does that make more sense? Just for a while until we**.. *OK der*
OK the
21 *dreiundreissigjährige. Wie heisst er nochmal?*
Thirty three year old. What's he called again?
22 S1: Didier Drogba.
23 T: Drogba.

Excerpt 14: Use of the students' first language to enforce discipline

In this section, I have discussed issues regarding teacher language use for the purposes of providing feedback and discipline. Teachers need to provide their students with corrective feedback in order to support their learning. They also need to be able to praise their students in order to promote a positive atmosphere and learning environment. In addition, discipline is an important feature of post-primary classrooms. These functions may be carried out in the target language to avoid interrupting the flow of target language use and to further demonstrate the target language as a normal means of communication. They are, however, classroom-specific functions and it appears that teachers lack the variety and specificity of language to carry them out.

6.8 Summary

This chapter presented the data analysis for the present study. The data collection comprised three phases (see Chapter 4, Section 4.3.4), and the three data sets were combined and analysed thematically. Firstly, the use of the target language by non-native speaker language teachers was explored. Here, I discussed the prescribed, reported and observed target language use for teachers in post-primary German classrooms. I proposed some factors which affect teachers' code choice in the classroom. Next, I discussed the NNSLT as the model for target language use for her students and the issues that NNSLTs may have as a result of their relationship to the target language. I then outlined the language teachers' use of language which is specific to the language classroom. This included structuring the lesson, nominating

students to speak and giving instructions. I analysed the data in relation to teachers' use of display and referential questions in the classroom. I discussed the complexity of providing concise, accurate explanations of vocabulary and grammatical forms, as well as the teachers' role in discussing literature and cultural topics with students. Finally, I examined teachers' use of the target language for the purposes of providing feedback and enforcing discipline. In Chapter 7, I discuss the conclusions that can be drawn from this analysis, the implications for teacher training and recommendations for future research.

7 Conclusions and recommendations

This chapter presents the conclusions of this study. It is divided into five main sections. Firstly, I summarise the central chapters of the thesis. Secondly, I summarise the findings of the study. In the third section, I discuss the practical and theoretical implications of the study. In the fourth section, I outline the limitations of the study. Lastly, I present some recommendations for further research.

7.1 Summary of chapters

The aims of this project were outlined in Chapter 1 where I also discussed the rationale for the research. The study set out to explore how language teachers' classroom language use differs from general language use and to examine the consequent language needs of non-native speaker language teachers. In this chapter, I also introduced the methodological approach of this study and the research context.

Chapter 2 demonstrated the complexity and importance of classroom talk, particularly teacher talk, in education in general, and specifically in foreign language teaching and learning. I discussed classroom talk with regard to three theoretical approaches to learning: constructivism, socio-cultural theories and sociology. I described classroom talk from a discourse analysis perspective, and investigated some typical and alternative structures of classroom discourse. I examined the teacher's role as the controller of classroom talk and the teacher's use of different functions in the classroom. Finally in this chapter, I focussed on the foreign language classroom and the use of the students' first and second languages as means of supporting communication and fostering learning.

In the next chapter, I explored research relating to the non-native speaker language teacher. I examined the issues regarding the definition of native and non-native speakers which are discussed in the literature, and I introduced the non-native speaker language teacher group. I described how NNSLTs perceive themselves both positively and negatively and explored the perceptions of learners of NNSLTs' advantages and disadvantages. In both cases, negative perceptions relate largely to the perceived language deficiencies and consequent teaching

practice. Therefore, I proceeded to explore the language needs of NNSLTs, their required proficiency and language awareness, as well as research into the provision of language support for them. I proposed that language skills, needs and training are key, but neglected, areas of research regarding the NNSLT.

Chapter 4 outlined the research methodology designed to investigate the language needs of non-native speaker language teachers. I discussed some aspects of mixed methods research approaches and demonstrated why a mixed methods research approach is the most appropriate for this study. I described the application of the mixed methods approach to the analysis of the needs of non-native speaking teachers of German at post-primary level schools in Ireland. I outlined the research context, the informants groups, ethical considerations, research framework and the timeline of data collection. I then described each of the three data collection phases in detail including the design, piloting, procedure and data analysis for each of the data collection methods used.

The following chapter presented the results of the three data collection phases. The data sets were presented in chronological order, that is, in the order that they were collected and analysed. Firstly, the qualitative results from the document analysis and semi-structured interviews were presented. This phase comprised the document analysis and interview methods. Qualitative data from the three sections of the teacher questionnaire were then outlined, and the qualitative elements of the questionnaire were summarised. Thirdly, the classroom observation data were presented.

Chapter 6 analysed these data thematically in relation to the non-native speaker language teachers' language use and language needs. I discussed the use of the students' first and target languages in the classroom as it is prescribed by language teaching and learning experts, reported by the teachers and observed during the research. I offered some explanations for the relatively low target language use observed in this study. I discussed the teacher as a model of the target language forms and use, and highlighted some areas of difficulty identified in the data. Classroom organisation language was then analysed with reference to classroom functions. I outlined the teachers' use of questions in the classroom and their explanations of

the target language and culture. I investigated the teachers' use of language to provide corrective feedback, praise and discipline.

7.2 Summary of findings

In this section, I outline the main findings of the present study. These relate to the language needs of non-native speaker language teachers and comprise three broad areas which are discussed below. Firstly, this study provides evidence of the general language needs of non-native speaker language teachers; it links the language proficiency of the teacher with the principled use of the target language in the classroom. Secondly, the data from this study suggest that there are certain functions that a teacher must carry out in the classroom. Three types of classroom-specific functions were identified: regulatory, explanatory and eliciting. These language functions are not common in everyday language use and non-native speakers of a language may lack proficiency in these functions. Thirdly, language teachers require a high level of knowledge, particularly grammatical and lexical knowledge, about the language they teach in order to be successful in conveying and explaining this knowledge to their students.

7.2.1 General language needs and classroom target language use

It was demonstrated in Section 2.5 that the use of the target language in the classroom is an integral component of many language teaching approaches. The use of the target language is seen as a means of demonstrating that the language is a means of communication and not merely an object of study (Littlewood & Yu, 2011, p. 66). In non-immersion settings, as is the case of the teaching of German in Ireland, the teacher's use of the target language is, on the one hand, an important source of language input. On the other hand, the use of the students' first language is increasingly recognised as a valid strategy for the scaffolding of learning, of expediting classroom management and of reducing learner anxiety (Cook, 2001). The integration of the L1 into the language classroom must be done in a judicious and pedagogically principled way which does not diminish the role of the target language (Macaro, 1997, 2009a, 2009b). Chapter 3 highlighted issues regarding non-native speaker language teachers, and their teaching practice and language use. NNSLTs are seen to be less fluent in their language proficiency and less flexible in their teaching (Section 3.5.2). Language deficiencies may affect NNSLTs' teaching confidence, and cause them to rely more heavily on text books and traditional teacher fronted activities than native speaking teachers, thereby undermining their teaching practice.

This present study was conducted in the Irish post-primary schools context where a communicative approach is advocated for the teaching of German and the target language is to be used "as much as possible" in the language classroom (Department of Education and Science, 1995b). Data from the three data collection phases of the study showed a correlation between the teachers' target language use and their general language proficiency. For instance, one teacher trainer interviewed noted that NNSLTs were more inclined to revert to the students' first language if they were unsure of their own language skills (TT2: 30). The questionnaire data demonstrated that teachers who rated their own language skills more highly also reported a higher percentage of target language use (Section 6.2.3.1, Table 26). Similarly, teachers who had spent longer in a target language speaking country reported that they used the target language more frequently in class. The classroom observation data showed that native speaking teachers used considerably more target language than their non-native speaking counterparts. These data suggest that the development and maintenance of NNSLTs' general language proficiency are required to allow them to exploit the target language in the foreign language classroom to its fullest extent.

In Chapter 2, I discussed the importance of the teacher's role in classroom talk. The teacher controls classroom discourse (Mercer & Dawes, 2008), defines the type of contribution learners will make (D. R. Barnes & Britton, 1969), and modifies his or her language to facilitate students' comprehension and learning (Lynch, 1996). These features of teacher talk are particularly important in the foreign language classroom where the object of study is also the medium of communication. Teachers' use of the target language serves as language input for the learners and therefore the teachers' accurate, fluent and idiomatic use of language may impact learning outcomes. Research outlined in Chapter 3, Section 3.5.2 demonstrates that the non-native speaker language teacher is often seen by students as a deficient model of target language forms (Benke & Medgyes, 2005; Goto Butler, 2007; Medgyes, 1994). This was shown to be particularly true with regard to pronunciation and idiomatic language use. On the other hand, NNSLTs may be seen as a realistic model of a non-native speaking user of the target language since they represent successful learners of the language (Section 3.5.1).

This present needs analysis study identified four areas of interest relating to the non-native speaker language teacher's role as a model of target language forms and use. Firstly, pronunciation was highlighted by teacher trainers as an issue for some of their student teachers (TT2: 4; TT3: 50; TT4: 58). Teachers themselves, however, did not perceive that they had particular difficulties with target language pronunciation (Section 6.3.1, Figure 13).

Classroom observation data showed that, in some cases, teachers provided pronunciation input which did not adhere to native speaker norms. Secondly, teachers were observed making grammatical errors, specifically in relation to noun gender and case (Section 6.3.1). Thirdly, the teachers' use of polite and informal forms was observed to deviate from native speaker norms (Section 6.3.2). Fourthly, the teachers involved in this study did not seem to present a model of a target language user to their students. Questionnaire respondents reported that they did not often use the target language in informal ways during school, such as chatting informally with students (Section 6.3.3, Figure 14). The classroom observation data showed that teachers rarely used the target language to chat informally with students and that, for example, the majority of questions asked by teachers were display questions designed to test students' knowledge rather than initiate genuine communication (Section 6.5.1). Overall, the teacher's role as a model of target language forms and use point to the need for support for teachers' general language skills, particularly relating to accuracy in pronunciation and grammar, language use, and interaction.

7.2.2 Non-native speaker language teachers' knowledge about language

One of the often cited advantages of non-native speaker language teachers is their ability to empathise with their learners, having once consciously learnt the language themselves (Medgyes, 1994; Reves & Medgyes, 1994; Samimy & Brutt-Griffler, 1999). This present study highlighted two areas of target language learning that are particularly important for language teachers: knowledge of grammar and knowledge of vocabulary. This study suggests that NNSLTs' difficulty in knowledge of grammar relates to their ability to convey that knowledge in a form that is comprehensible to students. One teacher trainer interviewed noted that teachers have difficulties in explaining grammar and emphasised the challenges involved in using their knowledge about grammar for teaching purposes:

> Students have difficulty explaining something like direct object or something more complex like passive voice. They have difficulties understanding the concept, translating it into subject knowledge, you've a whole area of work that needs to be done in relation to transforming disciplinary knowledge into subject knowledge and I'm sure there's a link there with the language as well. So you know you've a whole mix of challenges, trying to articulate clearly a concept like direct object, then to find the language to that in German with a level of accuracy (TT1: 26).

The majority of questionnaire respondents (n=75) reported that they did not have difficulties with complex German grammar (Section 6.6.1, Figure 20). However, the majority of respondents (n=57) also reported that explaining German grammar in German doesn't work for them (Section 6.6.1, Figure 18). Classroom observation data provided an example of a teacher's difficulty in explaining a grammatical phenomenon to her students (Section 6.6.1, Excerpt 12) where a lack of precision and consistency led to some confusion for the learners. The provision of feedback may also cause difficulties for teachers when there is a deficiency in their knowledge of grammar (Allwright & Bailey, 1991). Excerpt 14, presented in Section 6.7.1, provided an example of inconsistent error correction which may be a result of the teacher's lack of knowledge about the grammar in question or an inability to communicate the subtle differences effectively to her students.

Knowledge about vocabulary was also identified as a priority for non-native speaker language teachers. *Subject Inspection Reports of German* which were analysed highlighted teachers' ability to use a variety of strategies, such as synonyms and facial expressions, to explain vocabulary (Inspection Reports: 33; 46; 78; 87; 103). Classroom observation data demonstrated the complexity of strategies used when a teacher explains a lexical item without recourse to the students' L1 (Section 6.6.2, Excerpt 12). This includes activating learners' prior knowledge, paraphrasing in the target language and the judicious use of the L1 to ensure understanding.

7.2.3 Non-native speaker language teachers' language function needs

In Chapter 2, I discussed the classroom as a discourse community with its own genre and norms (Section 2.3.1). In Chapter 3, Section 3.6, I explored the language needs of non-native speaker language teachers which relate to teacher talk is a mode of communicating which differs from everyday language use in the functions that a teacher must carry out in the classroom (Section 2.3.2). As one teacher trainer stated:

> I suppose, generally, I would say that there is certain language and a certain discourse of a classroom, I presume all teachers when they are beginning teaching are developing a competence in classroom talk, in teacher talk, how to talk like a teacher (TT1: 24).

Developing competence in teacher talk includes the ability to perform certain functions in the classroom many of which do not occur in general language use. Data analysis from this study identified a range of functions that a teacher needs to be able to perform in the language classroom. The data also showed that some of these functions were difficult for teachers to conduct in the target language. Below, I have divided the functions of classroom language into three broad categories: regulatory, informative and eliciting.

7.2.3.1 Regulatory functions in the language classroom

Teachers use language to perform various regulatory functions in the classroom. The data analysis identified a number of specific ways in which post-primary language teachers in this study regulated their classes, and highlighted some difficulties that arose for non-native speaker language teachers. Firstly, teachers are expected to structure their classes by using the target language in order to guide their learners through the lesson (see for example, Inspection Reports: 62; 79; 83; 85; 96). Data in this study showed that teachers had some language difficulties which inhibited the successful structuring of classes through the target language (Section 6.4.1, Excerpt 3). Teachers organised classroom talk by cuing students to offer a response to their questions and by nominating an individual student to respond (Section 6.4.2). However, classroom observation data suggested that teachers sometimes experienced difficulties in performing such speech acts when, for example, they use non-native-like structures as the result of a direct translation from English (Section 6.4.2, Excerpt 5). Giving instructions to students is an important means of regulating classroom activity and is frequently noted as a function which should be carried out though the target language (see for example, Inspection Reports: 8; 22; 59; 93). Teachers reported that they frequently use the target language to give instructions (Section 6.4.3, Figure 15) and that they are confident in doing so (Section 6.4.3, Figure 16). Teacher trainers noted that student teachers often have difficulties with using the imperative forms (TT3: 54; TT4: 34; TT5: 24). However, only 10% of teachers who responded to the questionnaire reported difficulties with using the imperative forms (Section 6.4.3, Figure 17), and there were no instances of difficulty with this language structure found in the classroom observation data. Enforcing discipline was one of the activities for which teachers reported using the target language least often (Section 6.7.3, Figure 26). This was borne out in classroom observation data where teachers seemed to use the target language consistently until a discipline issue arose (Section 6.7.3, Excerpt 14). Teachers reverted to the students' first language to deal with the issue and returned to using

the target language when the lesson resumed. It is not clear whether teachers are unwilling or unable to use the target language to enforce discipline.

7.2.3.2 Informative functions in the language classroom

This study identified non-native speaker language teachers' language needs with regard to the informative functions they perform in the language classroom. Explaining aspects of language and culture was identified as an area where teachers should use the target language (see for example, Inspection Reports: 33; 46, TT1: 44) and this can prove problematic. Questionnaire respondents reported that they do not frequently use the target language for the purposes of explaining grammar to their students (Section 6.6.1, Figure 19). Open responses to QA1 indicate that teachers feel unable to communicate grammatical information to their students in the target language: I would lose students immediately if I started to explain grammar in German (W7). Data analysis showed a correlation between the responses to questionnaire items QA1.5 and QB3.18, which suggests that those respondents who reported using the target language less often to explain grammar are also less confident of doing so (Section 6.6.1, Table 34). Classroom observation data highlighted difficulties, such as lack of precision and clarity, which teachers may encounter when trying to explain target language grammar even in their first language (Section 6.6.1, Excerpt 12). The document analysis and questionnaire data showed that teachers use a variety of non-verbal aids to support their explanations of new vocabulary in the target language (Section 6.6.2). Classroom observation data demonstrated the complexity of explaining new vocabulary in the target language, and that the first language was used effectively as a learning support (Section 6.6.2, Excerpt 13). Language teachers also explain aspects of culture to their students. However, few questionnaire respondents reported that they did so in the target language (Section 6.6.3, Figures 21 and 22). The avoidance of target language use for informative purposes may be a result of lacunae in teachers' language proficiency, where they feel unable to communicate information to their students effectively.

7.2.3.3 Eliciting in the language classroom

As demonstrated in Chapter 2, an important amount of classroom talk time consists of teachers questioning students (Section 2.4.1). The use of the target language to elicit responses from students is central to the language classroom as it offers students the opportunity to use the target language for communication purposes. The effective use of

questioning in the language classroom is seen by the school inspector as a proven strategy to enhance student use of the target language (see, for example, Inspection Reports: 6; 36; 41; 56). Classroom observation data showed that teachers frequently used display questions to check students' knowledge of certain vocabulary and structures (Section 6.5.2). Even in cases where the teacher appeared to ask about students' personal opinions, the primary function seemed to be the elicitation of a certain target language phenomenon (Section 6.5.1, Excerpt 8). Referential questions, where the teacher does not know the answer to the question, occurred infrequently in the classroom observation data. The use of teacher questions to check understanding and test students' knowledge is a useful teaching strategy. However, the lack of teacher questioning for the purposes of eliciting information that the teacher did not already know may mean a paucity of classroom communication in the target language.

7.3 Summary of contributions

This section summarises the contributions of this study to our understanding teacher training and to research about non-native speaker language teachers.

7.3.1 Implications for teacher training and development

The first key contribution of this study is to the training and continuing professional development of non-native speaker teachers of German in Ireland. As noted in Section 4.3.1.3, teacher training programmes in Ireland do not necessarily include a language maintenance and development component. The Postgraduate Diploma in Education offered at many third level institutions presumes that the student teachers' primary degree in German is sufficient for teaching purposes. In addition, in-service teachers of German in Ireland are not currently required to engage in continuing professional development related to their language skills. Nor are they required by the Teaching Council to have spent more than three months in a target language speaking country. In the European context, it has been recognised that the maintenance of teachers' language proficiency is an integral part of teacher education and training (Kelly & Grenfell, 2005). This study presents robust evidence about the importance of teacher language skills and the inclusion of language provision for non-native speaker language teachers as part of their pre-service and in-service training.

In Section 4.2.2, I proposed that a language needs analysis is imperative to the development of effective Language for Specific Purposes courses, and that generic courses are likely to be inefficient and inadequate:

> Just as no medical intervention would be prescribed before a through diagnosis of what ails the patient, so no language teaching program should be designed without a thorough needs analysis (Long, 2005b, p. 1).

This study has shown that the teachers' target language needs are specific to the language classroom. Teachers use the target language to perform functions that are not required in general language use. Teachers' ability to carry out these functions accurately and fluently is integral to the optimal use of the target language for communication and learning. This study has provided a needs analysis on which effective and efficient courses for non-native speaker language teachers may be based; a needs analysis which may be replicated among teachers of other languages and in other settings.

7.3.2 Contributions to the study of the non-native speaker language teacher

The second key contribution of this study is to research on the non-native speaker language teacher, which is a relatively new field in Applied Linguistics, having emerged as a topic of interest in the 1990s. A recent state-of-the-art article (Moussu & Llurda, 2008) identified areas that require further attention and this study has addressed some of these areas. Firstly, Moussu and Llurda call for the inclusion of student teacher supervisors' perspectives in research studies, stating that this input would serve to better prepare NNS student teachers to teach (p. 339). This present study included the views of teacher trainers from six different universities who were interviewed as part of the exploratory phase of the study (Section 4.4.2). In addition, the perspectives of the subject inspectors for German, who observe and assess German teachers' performance, were analysed (Section 4.4.1.3). Secondly, Moussu and Llurda (2008) identify the need for more classroom observation-based studies, as their review of the state of the art found a lack of use of this method. My research methodology included a classroom observation phase which comprised the observation, transcription and analysis of 19 German classes, yielding a total of over 700 minutes (or nearly 62,000 words) of classroom discourse (Section 4.6). Thirdly, the authors emphasise the need for new and innovative research approaches to investigate the emerging field of non-native speaker language teacher research. They note particularly the potential benefit of using mixed methods and triangulation (p. 341). This present student employed both qualitative and quantitative methods of data collection and analysis (Section 4.2), and triangulated data from language teaching and learning experts, teachers and classroom observations. In addition, as demonstrated in Section 3.3, the majority of research studies on the NNSLT focus on non-

native speakers of English. This study helps to diversify the research area by examining teachers of German in an English speaking setting.

7.4 Limitations of the study

The questionnaire phase of this study successfully collected data from 9% of the target population (n=100). However, it was not possible to achieve statistically significant results in a number of the questionnaire items as the distribution of responses were unequal. Descriptive statistics were used to analyse, for instance, teachers' target language use (QA2) by socio-economic classification of the school where the teacher works (QC1.2). Although a comparison of means suggested that respondents working in what they designated to be disadvantaged schools reported using the target language less frequently in class, the number of responses in the three categories was insufficient to infer any statistically significant results. As part of a mixed methods study, these results were combined with results from further research phases. Nonetheless, statistical significance would have strengthened the generalisability of the study's findings.

Distribution of research subjects was also problematic in the classroom observation phase of the study. Teachers who agreed to participate in this phase were self-selected, and limited time and resources meant that no more than six teachers could be observed. Advantaged schools were disproportionately represented in this phase of the study. Of the 19 classes observed in total, 12 took place at schools which the teachers observed deemed to be advantaged, seven classes were observed at a school which the teacher deemed to be neither advantaged nor disadvantaged, and no class was observed at a disadvantaged school (see Section 5.4, Table 19). In addition, nine classes were observed at single sex schools attended by boys only and ten classes were observed at schools attended by both girls and boys. No classes were observed at single sex schools attended by girls. It should also be noted that the participants for this study were self-selected and this may have implications for the results. All participants were informed of the aims of the study and were aware that the research would focus on their language use in the classroom. It is, therefore, possible that the teachers who volunteered to take part in the classroom observation phase were particularly enthusiastic and engaged; teachers who, for example, were less confident in their language skills may have decided not to participate.

7.5 Recommendations for further research

This study has achieved its aims of identifying some features which distinguish teacher language use, and in analysing the language needs of some non-native speaker language teachers of German in Ireland. It has also highlighted areas for further investigation: the development of language provision curriculum for non-native speaking language teachers; the analysis of the language needs of teachers of languages other than German; and the further investigation of features of language classroom discourse.

7.5.1 A language curriculum for non-native speaker language teachers

This present study has identified key areas of target language proficiency that would benefit language teachers. Translation of these needs into a language curriculum would benefit language teacher training. A next step in the research of non-native speaker language teachers' language proficiency is to design a language curriculum based on empirical evidence of their language needs. This curriculum could then be implemented as a pre-service and in-service language support programme for NNSLTs. The development of metrics for measuring the success of such a programme would also be of interest. This might involve further interviews and questionnaires with teachers and policy makers to assess the effect that language provision for teaching purposes has on teaching and learning outcome. This could involve longitudinal classroom observations to investigate changes in teaching practice as a result of language provision for language teachers. An action research approach could be taken to evaluate the curriculum with cooperation from various stakeholders, redesign and re-implement. In this way, a robust, evidence-based language programme for language teachers could be developed.

This present study chose non-native speaking teachers of German as its sample population. Further research may include non-native speaking teachers of other languages. The inclusion of teachers of other languages would allow for inferences regarding teacher language use in general. Many of the results obtained in this study were specific to the teaching of German as a Foreign Language. The teachers' language issues relating to, for example, the use of formal and informal forms of address outlined in Chapter 6, Section 6.3.2 are German-specific. The study of further languages may demonstrate that this phenomenon is problematic for English native speaking teachers of other languages where these forms occur. This study focuses on post-primary teachers of German in Irish schools. Further needs analysis of non-native speaker teachers in other settings may bring to light cultural differences that affect the teachers' language needs. As was outlined in Chapter 4, Section 4.3.1, the

foreign language teaching and learning landscape in Ireland presents particular challenges with regard to attitudes, policy and provision of languages in the school system. Teachers working in other settings may face different challenges which affect their needs.

7.5.2 Features of foreign language classroom talk

This study investigated foreign language classroom talk for the purposes of assessing the language needs of non-native speaker language teachers. Research on classroom talk has been conducted in other settings, such as science classes (Lemke, 1990), mathematics classes and primary school classrooms (Mercer, 1995). Foreign language classrooms present particular challenges that are not relevant in these settings, particularly with regard to the use of target language use (Crawford, 2004; Littlewood & Yu, 2011; Macaro, 1997, 2009b). This present study highlighted the functions that teachers perform in the language classroom and how the dual role of the language as the means of communication and object of study can affect these. This study collected a corpus of nearly 62,000 words of bilingual spoken classroom discourse. This data set was analysed in relation to teachers' language needs. However, the data contain interesting aspects of foreign language classroom talk that were not pertinent to this study. Further investigation of the classroom observation transcripts would offer insights features, such as turn taking in the classroom, teachers' use of code-switching and students' use of the target language. This field is a rich area for further investigation.

The exploratory phase of this study investigated the perspectives of policy makers and language teaching experts regarding language use in the language classroom. Some which merit further investigation were encountered during this phase. For instance, there appears to be a conflict with regard to recommendations for teaching practice between the syllabus, the examinations, the teacher trainers and the inspectorate. One conflict concerns the prescribed target language use in the classroom. Whilst the syllabus encourages teachers to employ as much target language as possible (Department of Education and Science, 1995b, p. 8), teacher trainers expect student teachers to use the target language to varying degrees (TT3: 118; TT4: 52; TT6: 20), and the state examinations are contain questions which must be answered in English or Irish instead of in German meaning that the students' first language must be employed.

7.6 Summary

This chapter outlines the conclusions that were drawn from this present study and the recommendations for further research. Firstly, I summarised the chapters of the thesis. Secondly, I presented the findings of the study's data analysis. These relate to the language needs of non-native speaker language teachers and propose that their needs pertain to three main areas: general language needs; knowledge about language; and classroom language functions. Thirdly in this chapter, I described the contributions that this study has made to the areas of teacher training and development and the study of the non-native speaker language teacher. Fourthly, I discussed the limitations of the study with regard to the data collection methods employed. Fifthly, I recommended further research based on this study's findings: the development of a language curriculum for language teachers; the analysis of the needs of non-native speaking teachers of languages other than German and the study of features of foreign language classroom language.

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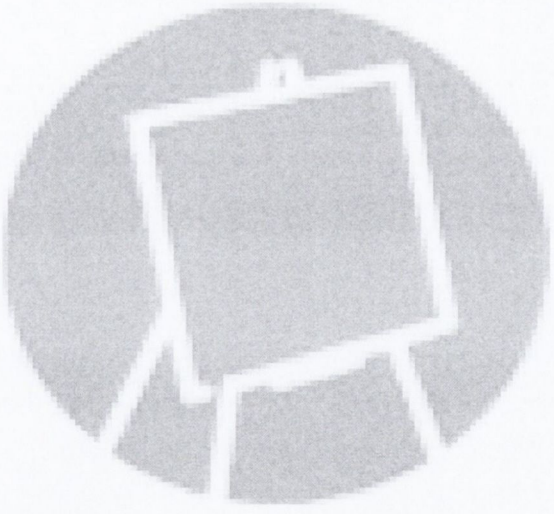
Appendix A: Participant documents

Participant Information Leaflet

Language for Teaching Purposes:

A language needs analysis of non-native speaker language teachers



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Participant Information Leaflet

The Research Project

This study is being conducted by Emma Riordan as her PhD project at the Centre for Language and Communication Studies at Trinity College Dublin.

It is designed to investigate the language needs of non-native speaker teachers of German at Irish second level schools. It will include consultation with experts in the fields of German language teaching and learning, surveying of language teachers, classroom observations and teacher diaries. It aims to understand what language skills language teachers need to have.

This research aims to contribute to the areas of language education and applied linguistics, and ultimately to improve language teacher training and development.

Research Subjects

Experts in the field of German language teaching and learning will be invited to take part in an hour long interview. They will be asked to comment on their views on non-native speaker German teachers' language needs.

All German teachers at second level in Ireland will be asked to fill in an anonymous questionnaire. This will relate to their views on their own language skills and their language needs. The questionnaire can be filled out electronically or in paper form.

A selection of schools who agree to take part will participate in classroom observations. The researcher will sit in on up to five German classes which will be audio recorded. The teacher will be asked to comment on the recording after the class. The teacher will also be invited to keep a language diary for one week, recording their experience of the German language in that time.

Participant Information Leaflet



Participation

Teachers and experts who are interested in taking part in the project will be asked to sign a consent form with further details of their involvement. However, even if someone agrees to take part they can choose to withdraw at any time without any consequence of any kind.

Pupils will be indirectly involved in classroom observations as they may be recorded during the class. They will be given information leaflets regarding their level of participation. If the pupils are under the age of 16, they will also be given consent forms for their parents or guardian to sign but if the pupil or the parent or guardian decides to withdraw at any time they can do so without any consequences.

Privacy and Security

Any information or data obtained during this research which can be identified with a participant will be treated confidentially. This will be done by assigning each participant and any data connected with them a code number. Their identity will only be known to the researcher and research supervisor and they will not be named in the study. Participants will be given the opportunity to review transcripts of research conducted with them so they can be sure that their anonymity is maintained.

The data will be stored in the researcher's personal computer which is password protected and any sensitive data will be encrypted. Hardcopy transcripts of interviews and classroom observations, and teacher diaries will be kept in the researcher's office which is only accessible to the researcher. Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators or to investigators in other academic institutions engaged in similar work. The recordings will be kept in a secure location which will be locked when the researcher is not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply. Hardcopy and electronic data will be securely stored for five years after the study's completion.



If you have any questions about this research you can ask the researcher. These are her details:

Emma Riordan

Tel: xxxxxxxxxx

Email: xxxxxx@tcd.ie

You are also free, however, to contact Dr. Lorna Carson (supervisor) to seek further clarification and information. These are her details

Tel: xxxxxxxxx

Email: xxxxxxx@tcd.ie

Appendix A.2: Consent form - Interview participants

Consent Form – German language teaching and learning expert

Language for Teaching Purposes:

A language needs analysis of non-native speaker language teachers

Emma Riordan BA, MPhil,
IRCHSS Government of Ireland Scholar,
Centre for Language and Communication Studies,
School of Linguistic, Speech and Communication Sciences,
Trinity College Dublin
Supervisor: Dr. Lorna Carson

I am invited to participate in this research project which is being carried out by Emma Riordan. My participation is voluntary and even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

The study is designed to investigate the language needs of non-native speaker teachers of German at Irish secondary schools. This research aims to contribute to the areas of language education and applied linguistics. Ultimately, it hopes to improve language teacher training and development by analysing teacher language needs as seen by me, other experts and teachers.

If I agree to participate, this will involve a one hour guided interview on the language use of non-native speaker teachers. I will be sent an outline of the questions one week before the interview appointment. The interview will be recorded, and transcribed at a later stage.

I will not benefit directly from participating in this research.

Any information or data obtained from me during this research which can be identified with I will be treated confidentially. This will be done by assigning me and any data connected with me a code number. My identity will only be known to the researcher and research

Consent Form – German language teaching and learning expert

supervisor and I will not be named in the study. I will be given the opportunity to review transcripts of research conducted with me so I can be sure that my anonymity is maintained. The data will be stored in the researcher's personal computer which is password protected and any sensitive data will be encrypted. Hardcopy transcripts will be kept in the researcher's office which is only accessible to the researcher.

Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators or to investigators in other academic institutions engaged in similar work. The recordings will be kept in a secure location which will be locked when the researcher is not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply.

If I have any questions about this research, I can ask Emma Riordan. Her telephone number is xxxxxxxxxx and her email is xxxxxx@tcd.ie. I am also free to contact Dr. Lorna Carson (supervisor) to seek further clarification and information. Her telephone number is xxxxxxxxxand her email address is carsnle@tcd.ie.

I understand what is involved in this research and I agree to participate in the study. I have been given a copy of the Participant Information Leaflet and a copy of this consent form to keep.

Participant's Name: _____

Participant's Signature: _____

Researcher's Signature: _____

Appendix A.3: Interview guide

Interview questions – Language teaching and learning experts

Language for Teaching Purposes:

A language needs analysis of non-native speaker language teachers

Emma Riordan BA, MPhil,
IRCHSS Government of Ireland Scholar,
Centre for Language and Communication Studies,
School of Linguistic, Speech and Communication Sciences,
Trinity College Dublin

Section 1: Training programme

Describe the teacher education programme offered at your institution for non-native speaker teachers of German.

What are the entry requirements?

Does this programme include a language component?

How much of the programme is German-specific?

Interview questions – Teaching and learning experts

Section 2: Trainee teacher language

What areas do trainee teachers find most difficult during their training?

What areas of language use do trainee teachers find less difficult during training?

What level of German do trainee teachers normally have when qualified?

Section 3: Teacher language

What level of German is required for a non-native speaker language teacher to be effective?

Does inadequate language proficiency affect other aspects of language teaching? How?

What types of language skills and competences are required to be a good non-native speaker language teacher?

Does teacher language use differ from general language use? How?

Appendix A.4: Letter seeking access to school grounds

Emma Riordan BA, MPhil,
IRCHSS Government of Ireland Scholar,
Centre for Language and Communication Studies,
School of Linguistic, Speech and Communication Sciences,
Trinity College Dublin

RE: Research project access

Dear Sir/Madam,

I am a PhD candidate at the Centre for Language and Communication Studies at Trinity College Dublin. I am conducting a research project focused on the language use of non-native speaker German language teachers at secondary level in Ireland entitled *Language for Teaching Purposes: A language needs analysis of non-native speaker language teachers.*

I have invited your German teachers to take part in the research project. This will entail the observation of German classes whereby classroom language use will be recorded. The details of the project are outlined in the Participant Information Leaflet enclosed.

I will contact you by telephone in one week's time. If you are interested in taking part and would grant me access to your school, I will issue the relevant teachers consent forms. I look forward to working with you.

Kind Regards,

Emma Riordan

Appendix A.5: Consent form - Classroom observation participants



Consent Form – German teacher

Language for Teaching Purposes:

A language needs analysis of non-native speaker language teachers

Emma Riordan BA, MPhil,
IRCHSS Government of Ireland Scholar,
Centre for Language and Communication Studies,
School of Linguistic, Speech and Communication Sciences,
Trinity College Dublin

I am invited to participate in this research project which is being carried out by Emma Riordan. My participation is voluntary and even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

The study is designed to investigate the language needs of non-native speaker teachers of German at Irish secondary schools. This research aims to contribute to the areas of language education and applied linguistics. Ultimately, it hopes to improve language teacher training and development by analysing teacher language needs as seen by me, the teacher, and other interested parties.

If I agree to participate, this will involve the researcher observing up to five of my classes. The researcher will take notes on my language use and may make audio recordings of the class. No special preparation will be necessary for the class. The researcher will spend up to 30 minutes with me after the class to review the notes or recording. I will also be invited keep a language diary for one week. This will involve making notes on my use of German during the day.

The researcher recognises that it may be uncomfortable for me to allow someone to observe my classes. I am aware that the study does not intend to judge my teaching but only to record my language use. Any data collected from my classes or from my teacher diary will remain confidential and secure, and my identity and the identity of my school will be known only to the researcher and the research supervisor. The researcher understands that my time is valuable and that I have many responsibilities as a teacher, and will make every effort to minimise the time cost to me.

Consent Form – German teacher



My participation in this project may be of benefit to me as it offers me the opportunity to reflect on my classroom language use. It may allow me to view my target language use from a different perspective and talk about any issues or difficulties I have.

Any information or data obtained from me during this research which can be identified with me will be treated confidentially. This will be done by assigning me and any data connected with me a code number. My identity will only be known to the researcher and research supervisor and I will not be named in the study. I will be given the opportunity to review transcripts of research conducted with me so I can be sure that my anonymity is maintained. The data will be stored in the researcher's personal computer which is password protected and any sensitive data will be encrypted. Hardcopy transcripts and teacher diaries will be kept in the researcher's office which is only accessible to the researcher.

Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators or to investigators in other academic institutions engaged in similar work. The recordings will be kept in a secure location which will be locked when the researcher is not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply.

If I have any questions about this research I can ask Emma Riordan. Her telephone number is xxxxxxxxxx and her email is xxxxxx@tcd.ie. I am also free to contact Dr. Lorna Carson (supervisor) to seek further clarification and information. Her telephone number is xxxxxxxxxand her email address is xxxxxxx@tcd.ie.

I understand what is involved in this research and I agree to participate in the study. I have been given a copy of the Participant Information Leaflet and a copy of this consent form to keep.

Participant's Name: _____

Participant's Signature: _____

Researcher's Signature: _____

Date: _____

Appendix A.6: Consent form - Parents or guardians



Consent Form – Parent/Guardian

Language for Teaching Purposes:

A language needs analysis of non-native speaker language teachers

Emma Riordan BA, MPhil,
IRCHSS Government of Ireland Scholar,
Centre for Language and Communication Studies,
School of Linguistic, Speech and Communication Sciences,
Trinity College Dublin

My child's teacher has been invited to participate in a research project which is being carried out by Emma Riordan. My child will not be required to take part in the research but will be indirectly involved as it includes the observation and audio recording of my child's class. My child's presence in this class is voluntary. Even if I agree that my child can attend class now, I can withdraw at any time without any consequences of any kind.

The study is designed to investigate the language needs of non-native speaker teachers of German at Irish secondary schools. This research aims to contribute to the areas of language education and applied linguistics. Ultimately, it hopes to improve language teacher training and development by analysing teacher language needs as seen by the teacher and other interested parties.

My child will not be the subject of this research but he or she may be recorded during class. My child will not be identified and the original recording and all copies will be available only to the present investigators, or to investigators in other academic

institutions engaged in similar work. The recordings will be kept in a secure location which will be locked when the researcher is not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply. The data will be stored in the researcher's personal computer which is password protected and any sensitive data will be encrypted. Hardcopy transcripts will be kept in the researcher's office which is only accessible to the researcher. Data from this research project may be published in future.

If I have any questions about this research I can ask Emma Riordan. Her telephone number is xxxxxxxxxx and her email is xxxxxx@tcd.ie. I am also free to contact Dr. Lorna Carson (supervisor) to seek further clarification and information. Her telephone number is 01 896 4035 and her email address is xxxxxxx@tcd.ie.

I understand what is involved in this research and I agree to participate in the study. I have been given copy of this consent form to keep. I can also contact my child's teacher or the principal of the school.

Pupil's Name: _____(my child's name will not be used in the study, this is for the teacher's use only)

Parent's/Guardian's Signature: _____

Researcher's Signature: _____

Appendix A.7: Information leaflet for pupils

Information Leaflet - Pupils

Language for Teaching Purposes

My name is Emma Riordan and I am studying for a PhD at Trinity College Dublin. For my studies, I have to do a research project. My project is called '*Language for Teaching Purposes: A language needs analysis of non-native speaking language teachers*' and I want to learn about the kind of language that German teachers use when talking to their pupils. That's why I have come to your class. I am going to listen to what your teacher says and record the class

If you agree to take part in the study, it means that you may also be recorded. You don't have to do anything that you wouldn't normally do in class. All the recordings and notes that I make will be kept in a safe place and you will not be named at any point so your identity will not be revealed.

If you decide at that you don't want to be observed, **you may stop whenever you want** and your teacher will instruct you about leaving the classroom. Ask your teacher if you have any questions about the research.

Appendix B: Exploratory data

Appendix B.1 presents the data from the analysis of subject inspection reports of German. References made to classroom language use in these reports have been identified and coded. The name of the school involved in each report, the date of publication and the URL where each report can be found have been provided. Appendix B.2 presents the teacher trainer interviews transcripts.

Appendix B.1: Document analysis data

	Cashel Community School, November 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report6_91497A.htm	
1	Teacher use of the target language was excellent in the majority of lessons.	Teacher TL use
2	It is recommended that all lessons begin with short general conversations which might include the school day, the weather and current events in school life or in the town.	Questioning
3	It is recommended that student use of the target language be facilitated more in lessons and that dedicated pronunciation exercises be done in the global class setting.	Student TL use
	Colaiste Chilliain, March 2010 http://www.colaistechilliain.ie/subject-inspection-german-report	
4	The use of the target language was excellent in most lessons observed. It was particularly impressive to witness the level of understanding of German, without any recourse to translation, among classes in junior cycle, including students who are only in their first year of learning the language. Virtually all classroom interaction and instruction was understood by all students. This provides clear evidence that the target language is used on an ongoing basis in these classes and is to be very highly commended.	Teacher TL use. Student TL comprehension
5	However, in a senior cycle lesson observed, some translation of questions was used to facilitate students' understanding. It is preferable that less translation be used and that the students be required to understand the target language.	Overuse of L1

6	Good use of questioning was noted in all lessons. This served to keep students on task and informed teachers of students' progress.	Teacher questioning
7	In some cases, but not in all, students receive detailed feedback regarding errors made. Positive annotations and comments were also noted.	Corrective feedback
	Coláiste Chiaráin, December 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report4_91371B.htm	
8	Teacher use of the target language was very good. German was used to communicate with the students in many instances. This is good practice as it ensures that students are required to comprehend and follow instructions in the target language. Teacher use of German clearly assisted in the processes of language acquisition.	Teacher TL use Instructing Student TL comprehension
9	Teacher use of the target language was very good.	Teacher TL use
10	In some instances typographical errors were noted in these handouts. It is recommended that all handouts be proofed for errors in advance of distribution to the learners.	Teacher TL proficiency and modelling
11	It is recommended that some dedicated pronunciation exercises be done in the course of lessons. When students make errors in pronunciation it is suggested that such dedicated pronunciation exercises be done in the first instance in the global setting followed by opportunities for individual students to practise pronouncing the German sounds that they find difficult.	Student TL use
12	In order to build on the good practice of using the target language in the classroom, it is recommended that increased opportunities be given to the learners to practise using German themselves. In particular tasks which involve student-student interaction will afford the students greater possibility of maximising their use of the language	Student TL use

13	When students make errors in pronunciation it is suggested that such dedicated pronunciation exercises be done in the first instance in the global setting followed by opportunities for individual students to practise pronouncing the German sounds that they find difficult.	Corrective feedback
	Coláiste Mhuire, November 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report2_t_60450U.htm	
14	Teacher use of the target language was excellent. German was used for all transactional communication in the classroom. In interaction with the inspector, the majority of students in all lessons showed very good comprehension.	Teacher TL use. Student TL comprehension.
15	Very good feedback is given to students and particularly noteworthy is the positive and affirming comments that are written in students' copybooks.	Corrective feedback; praise
16	Presently, the German department does not hold membership of the German teachers' association, Gesellschaft der Deutschlehrer Irlands (GDI). It is recommended that, resources permitting, this be reviewed.	Teacher TL maintenance
17	It is recommended that all lessons begin with general conversation about daily school activities, the weather, and seasonal events, which would help to stimulate student use of the target language. This activity, when repeated daily, becomes a ritual and serves the very positive purpose of increasing students' self confidence in use of the language.	Questioning
18	To build on this, it is recommended that more strategies be put in place to encourage greater student use of the target language. It is recommended that all lessons begin with general conversation about daily school activities, the weather, and seasonal events, which would help to	Student TL use; questioning

	stimulate student use of the target language. This activity, when repeated daily, becomes a ritual and serves the very positive purpose of increasing students' self confidence in use of the language.	
19	It is recommended that more strategies be put in place to encourage greater student use of the target language. It is recommended that all lessons begin with general conversation about daily school activities, the weather, and seasonal events. This would help to stimulate student use of the target language.	Student TL use
	Coolmine Community, School June 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report3_91315O.htm	
20	Teacher use of the target language was very good.	Teacher TL use
21	Errors in students' pronunciation were corrected with sensitivity in some lessons and this is good practice.	Corrective feedback
22	In some lessons instructions issued in German were automatically translated into English. This is less effective practice as students will not make an effort to understand the target language. It is recommended that instructional language which is used every day in the classroom not be translated into English. This will serve to enhance student comprehension.	Over use of the L1; TL use for instructing
23	In one instance, a handout designed for students contained spelling errors (umlauts were missing from certain words). It is recommended that due care be taken when preparing handouts to ensure correct spelling.	Teacher TL proficiency and modelling
24	It is recommended that lessons begin with a short amount of general conversation about familiar daily routines or activities. Beginning lessons with general conversation every day allows for repetition and increases students' self confidence. It is a proven strategy to enhance student use	Questioning

	of the target language.	
25	It is recommended that lessons begin with a short amount of general conversation about familiar daily routines or activities. Beginning lessons with general conversation every day allows for repetition and increases students' self confidence. It is a proven strategy to enhance student use of the target language.	Questioning
26	Errors in students' pronunciation were corrected with sensitivity in some lessons and this is good practice. In a minority of lessons, students' errors in pronunciation, grammar and expression were not addressed and students received no developmental feedback	Corrective feedback
	De La Salle College, Wicklow, February 2010 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report5_61850S.htm	
27	There was good use of the target language as the main language of instruction and communication in the classroom by the teacher.	Teacher TL use
28	There was judicious use of translation to support learners	Judicious use of the L1
29	Activities to stimulate oral production and further opportunities for students to use the target language should be created.	Student TL use
	Franciscan College, March 2010 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report7_64420I.htm	
30	The most important resource for any language classroom is the language teacher who can model the target language community effectively. This was the case in Franciscan College.	Teacher TL proficiency

31	The use of German as the main language of instruction and communication was exemplary and the German world created by the teacher was effectively sustained. In line with subject planning objectives, students heard and used a lot of German. The natural idiomatic German of the teacher helped promote accuracy of pronunciation and intonation.	Teacher TL use Student TL comprehension
32	The use of synonyms in broadening out the vocabulary base of students was an effective strategy observed. There was judicious use of translation as a strategy to support learning and other strategies for linguistic scaffolding were deployed by the teacher.	Judicious use of the L1
33	The use of synonyms in broadening out the vocabulary base of students was an effective strategy observed	Explaining
	Green Hills, March 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report2_70130I.htm	
34	Teacher use of the target language was generally good.	Teacher TL use
35	Members of the German department are currently not members of the Gesellschaft der Deutschlehrer Irlands (German Teachers' Association). It is recommended that membership be acquired, as the subject association provides useful support for teachers.	Teacher TL maintenance
36	In some lessons observed, German was used but was followed by an English translation. It is recommended that this be avoided and that the students be encouraged to understand the spoken language. In some lessons general questions on familiar topics were asked in German at the outset and students responded well. This practice should be extended to all German lessons as speaking on familiar issues instils in the learners a sense of confidence.	Over use of the L1; Questioning

	Jobstown Community College, June 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report2_70141N.htm	
37	In a lesson observed, students were given the opportunity to ask each other questions about where they lived and where they came from, in German. This is a good methodology and should be used a lot more frequently	Student TL use
38	Presently the German department does not hold membership of the German teachers' association, Gesellschaft der Deutschlehrer Irlands (GDI). Given that the management authorities of the school fund membership, it is recommended that membership of the teachers' association be acquired.	Teacher TL maintenance
39	The target language was used rarely in the lessons observed. It is recommended that, in all lessons, basic phrases which are common in the classroom setting be used in German.	Over use of the L1
40	It is recommended that use of the target language by teachers and students be increased and that all the skills of language acquisition be developed in the course of lessons.	Over use of the L1
41	Students should be encouraged to use German as the means of communication. It is recommended that, at the beginning of lessons, students be asked short questions in German relating to themselves, the weather, school life or the topic being studied. Similar questions should be used every day to build up learners' self-confidence in communicating in the target language.	Student TL use; questions
42	It is recommended that use of the target language by teachers and students be increased and that all the skills of language acquisition be developed in the course of lessons.	TL use
43	Students should be encouraged to use German as the means of communication.	Student TL use

	Kilkenny College, March 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report4_61570M.htm	
44	The most important resource for the modern language classroom is the teacher who can effectively model the target-language country and community.	Teacher TL proficiency: Teacher as model
45	The use of the target language by the German teachers as the main language of instruction and communication in the classroom was, in the main, very good and firmly embedded in practice. In the course of lessons, students heard a lot of German, understood a lot and a German world was effectively created and sustained.	Teacher TL use
46	It was good to observe teachers deploying different means of supporting students in their understanding and learning, such as through the use of synonyms in broadening the vocabulary base of students, thus avoiding the use of translation.	Explaining
47	There was sensitive correction of student errors.	Corrective feedback
48	Questions set were appropriate and accessible to the learners.	Questioning
49	It is important as students' progress in the learning of the language, that teachers at all times demand full sentences, not only isolated lexical items, as responses from students.	Student TL use
50	Assigning a paper free day whereby students would have no recourse to the written word would stimulate discussion and interaction in German.	TL use
51	Creating occasions on a daily basis where students are required to generate spontaneous and communicative language is recommended to build students' confidence in their own use of the target language.	Student TL use

	Loreto Abbey, January 2010 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report2_60130C.htm	
52	Exemplary use of the target language as the main language of instruction and communication in the classroom was observed and both teacher and students used German almost exclusively in the course of lessons... In one lesson observed, students worked in groups on a board game. The rules were explained in German and the students continued to communicate in German while playing the game. It was a fun activity which had the effect of creating opportunities for spontaneous oral production on the part of students.	Teacher TL use; Student TL use
53	Frequently used phrases of classroom language were also clearly on display	Classroom language
54	Pivotal to the success of the activities was the linguistic ability of the German teacher to effectively model the target language and community, as well as the experience and the pedagogical competence demonstrated.	Teacher as model
55	On completion of the group work, new vocabulary was assimilated and any errors were corrected sensitively.	Corrective feedback
	Loreto High School, Beaufort, January 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report6_60340N.htm	
56	There was exemplary use of the target language by teacher and students. Students responded to teacher questioning with full sentences and this is good practice. Any questions from students were expressed in German and student queries were responded to in German. Students were observed to interact with each other in German, were accustomed to spelling lexical items in German and were actively engaged in tasks assigned.	Teacher and student TL use

57	There was exemplary use of the target language by teacher and students demonstrated good mastery of the structures required for the completion of tasks.	Teacher and student TL use
58	While students completed the listening exercise, the teacher moved among the students checking accuracy of answering and interacting individually with students	Corrective feedback; praise
	Loreto College, Foxrock, December 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report3_60240J.htm	
59	In all lessons observed, there was very good use of the target language as the main language of instruction and communication. Very good linguistic competence in the target language was demonstrated and also an understanding of how strategies for effective language acquisition should be developed in students. Instructions about tasks were given in German and students were obviously accustomed to this. At senior cycle, students understood everything that was said to them in German and responded in German with ease.	Teacher and student TL use; Student TL comprehension; TL use for instructing
60	The quality of teaching observed was very good. In all lessons observed, there was very good use of the target language as the main language of instruction and communication.	Teacher TL use; TL use for instructing
61	The teacher used mime, gesture and synonyms effectively to demonstrate meaning and avoided unnecessary recourse to mother tongue, thereby sustaining the German environment created	Teacher TL use; Teacher use of strategies to maintain TL use
62	In one lesson, one simple clear question sufficed to ensure that students were aware of the purpose of the lesson from the outset.	Structuring the lesson
63	There was sensitive correction of student errors and affirmation of student interventions in the target language.	Corrective feedback; praise

64	Designating a "paper-free" day on a regular basis is recommended to ensure that each student becomes more confident in generating authentic oral language.	TL use
65	Some students at senior cycle, although engaged and diligent, were reticent in producing spontaneous oral language. Oral language needs to be practised every day and occasions created which are dedicated to student oral production without recourse to the written or aural word	Student TL use
	Loreto Secondary Wexford, December 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report3_63660A.htm	
66	The German department demonstrated both linguistic and pedagogical competence and the ability to effectively create a German world for its students.	Teacher TL proficiency
67	On the occasions when the use of German was not sustained throughout, valuable time was lost through having to re-establish the authentic German environment of the target language. On another occasion, the background to a new theme was explained through English instead of simple German. Teachers should use the target language throughout each lesson and devise alternative strategies to translation to support student learning. Where unfamiliar items of vocabulary were noted on the board and translated, the use of synonyms in simple German is recommended.	Over use of the L1; Teacher TL use; Explaining
68	Strategies to allow for the consistent use of the target language were also deployed in some instances and these should be strengthened, where appropriate	Teacher TL use
69	It is recommended that teachers devise strategies to firmly embed the target language as the main language of instruction and communication in the classroom.	Teacher TL use

70	The students heard a lot of German but could have used more themselves. While some good opportunities were created for students to interact in the language, further strategies to promote the spontaneous production of oral language by the students are recommended. Oral production needs to be practised every day and occasions and opportunities created for the generation of sentences which build on student confidence and fluency	Student TL use
	Pobalscoil Rosmini, December 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report3_91344V.htm	
71	The teacher use of the target language was excellent. All communication with students was carried out in German. Students showed good comprehension of the language both in the course of lessons and in interaction with the inspector. In all lessons, students were given opportunities to use German in a meaningful manner	Teacher TL use. Student TL comprehension. Student TL use.
72	The teacher use of the target language was excellent.	Teacher TL use.
73	The balance of teacher talk and student talk should be redressed so as to maximise the time available to students to speak in the target language.	Student TL use; Teacher talk time
74	To build on the good practice observed, it is recommended that students be given increased opportunities to practise the oral skill in the classroom. The balance of teacher talk and student talk should be redressed so as to maximise the time available to students to speak in the target language.	Student TL use; teacher talk time
	Rathdown School, October 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report5_60090Q.htm	
75	The use of the target language was exemplary and succeeded in creating and maintaining an authentic German environment for the learners. Students were also	Teacher TL use; Student TL use and

	clearly accustomed to hearing and using the target language in a simple way.	comprehension
76	The use of the target language was exemplary and succeeded in creating and maintaining an authentic German environment for the learners.	Teacher TL use
77	The use of synonyms was an effective strategy deployed to broaden the vocabulary base of students and avoided unnecessary recourse to the mother tongue.	Teacher use of strategies to maintain TL use
78	The use of synonyms was an effective strategy deployed to broaden the vocabulary base of students and avoided unnecessary recourse to the mother tongue. New vocabulary was introduced in context, written up on the board and the definite article was presented simultaneously. This is good practice.	Explaining
79	In the TY lesson observed, while students were attentive, the objective of the lesson was too ambitious for the group in question and this militated against effective progress. No matter how the tasks were broken down into manageable learning outcomes and into simple German, students needed more support and linguistic scaffolding to make the set tasks more manageable. Spending time on the area of communicative oral competence, as outlined in the TY plan, and building incrementally on student confidence should be the main focus for TY lessons.	Student TL comprehension; structuring the lesson
80	While translation as an exercise occurred infrequently, where it did occur, it should be replaced with alternative strategies.	Over use of the L1
81	Spending time on the area of communicative oral competence, as outlined in the TY plan, and building incrementally on student confidence should be the main focus for TY lessons.	Student TL use

82	Students, in the main, were both competent and confident and should be encouraged to speak in German more independently of teacher support. The German department should explore strategies to ensure that all students actively use the target language and at least part of every lesson should be devoted to the generation of authentic oral language.	Student TL use
83	In the TY lesson observed, while students were attentive, the objective of the lesson was too ambitious for the group in question and this militated against effective progress. No matter how the tasks were broken down into manageable learning outcomes and into simple German, students needed more support and linguistic scaffolding to make the set tasks more manageable. Spending time on the area of communicative oral competence, as outlined in the TY plan, and building incrementally on student confidence should be the main focus for TY lessons.	Structuring the lesson; student TL comprehension and use
84	The most effective lessons observed were where the learning objective was shared with the class group, thereby ensuring clarity of direction and purpose. This practice could be extended to all lessons and class groups and should include the students checking on their achievement of these objectives. Over time this would contribute to the school's stated objective of the development of learner autonomy.	Structuring the lesson
85	The practice of the explicit sharing of the learning objective with students should be extended to all lessons and class groups and should include the students checking on their achievement of these objectives.	Structuring the lesson

	Saint Joseph's Secondary School, June 2009 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report3_64590K.htm	
86	Teachers' use of the target language for classroom management was consistent, which is to be commended.	TL use for classroom management
87	Some teachers, instead of using translation into English to explain words and phrases, employed a number of strategies, such as the use of synonyms, facial expressions or gestures, to communicate with students. This is praiseworthy.	Teacher use of strategies to maintain TL use
88	While most of teachers' instructions were in the target language, it is suggested that a more extensive use of German be promoted for the purposes of general classroom communication, as, in some cases, there was scope for the development of strategies which would promote the use of the target language to a greater extent. The use of dictionaries should also be encouraged in order to promote greater student autonomy. Teachers should also remain mindful of the fact that they should actively engage with German language courses as part of their CPD.	Over use of the L1; Teacher TL maintenance
89	It is recommended that the learning objectives of each lesson be shared with the learners in order to focus them on the task at hand and to enhance their awareness of what exactly they will be learning in a given lesson.	Structuring the lesson
	Saint Brigid's School, June 2010 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report7_63160D.htm	
90	The routine daily tasks of the classroom were conducted in natural idiomatic German underlining the fact that German was the main language of instruction, interaction and communication throughout lessons observed. The checking of the roll was conducted through German and both day and date were noted in German on the board. Students	Teacher TL use; Student TL use; Judicious L1 use; TL use for instructing

	heard and used a lot of German. With the first-year group there was good use of the target language with judicious recourse to mother tongue for the mixed-ability group in question and for the students' stage of learning of the language. In one lesson observed, even in the context of preparing for a listening exercise where the questions were in English, instructions were articulated in German.	
	Scoil Mhuire, June 2010 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report6_91372D.htm	
91	There was very good use of the target language as the main language of communication and instruction in the classroom and the best practice was observed where this was consistent. The good linguistic competence of the German teachers ensured the authenticity of the German environment. Students heard and used a lot of German.	Teacher TL use; Teacher TL proficiency; Student TL use
92	Students were competent and confident in interactions with the inspector and demonstrated that they were capable of independently meeting the challenge of lesson content and consistently using the target language.	Student TL use
93	There was good use of the target language as the main language of communication and instruction in the classroom and the best practice observed was where this was consistent.	Teacher TL use TL for instructing
94	Occasions to promote the spontaneous oral production of the target language were created in all lessons observed.	Student TL use
95	When an effective German world is created, it is important that this be sustained throughout lessons. On one occasion, the use of translation particularly disturbed the rhythm of the lesson. The use of translation as a strategy to support students should be avoided and the use of alternative strategies needs to be consolidated. Even in the context where much of the assessment will ultimately be conducted through English, themes and exercises designed	Over use of the L1

	to develop examination preparation should be conducted in simple German.	
96	Best practice was observed where the objectives of the lesson were shared explicitly with students. Sharing the objective of the lesson, with students at senior cycle particularly, helps students to focus on the purpose of the lesson from the outset and not to view the practice of linguistic structures or the creation of sentences in isolation or as an end in itself. Lessons were in the main effective in achieving their objectives	Structuring the lesson
97	The use of the target language as the main language of communication and instruction in the classroom should be consolidated and the use of translation as a strategy to support students should be avoided.	Over use of the L1
98	Some reticence on the part of students was observed, as is normal for their stage of learning in the language. Therefore, a focus on oral production without the support of the aural or written word is recommended on a regular basis.	Student TL use
	St Mary's College, December 2010 http://www.education.ie/en/Publications/Inspection-Reports-Publications/Subject-Inspection-Reports-List/report2_62980N.pdf	
99	It is recommended that the German teachers devise short tasks and activities in every lesson, to ensure that students use and retain the language items covered, providing the students with opportunities for spontaneous language usage.	Student TL use
100	The most important resource for any language classroom is language competence of the teacher and the teacher who can effectively model the target language and community. This was the case in St Mary's Galway. The teachers used accurate and idiomatic German with correct pronunciation which allowed the creation of an authentic German learning environment for students. In some lessons observed, teachers deployed some good strategies to sustain the use of German and to reinforce learning by	Teacher TL proficiency; Teacher TL use; Student TL use

	using synonyms, by grouping words, and by isolating key German words in texts. This is commendable. In another lesson observed, individual students read their responses in German prepared as a homework exercise and it was good to hear consistent use of the target language by the teacher and students.	
101	The teachers used accurate and idiomatic German with correct pronunciation which allowed the creation of an authentic German learning environment for students	Teacher TL proficiency; Teacher TL use
102	In some lessons observed, teachers deployed some good strategies to sustain the use of German and to reinforce learning by using synonyms, by grouping words, and by isolating key German words in texts. This is commendable.	Teacher use of strategies to maintain TL use
103	In some lessons observed, teachers used a range of strategies to explain meanings.	Explaining
104	The use of synonyms in broadening the vocabulary base of students was also effective	Explaining
105	The German environment created was unfortunately not always sustained. It was regrettable to observe on one occasion that when the students spoke, they spoke mainly in English. On another occasion, instructions for tasks and activities were explained in simple German which is good practice. However, this was followed by translation which the students were clearly becoming dependent upon. The use of translation should be gradually decreased to ensure that the German environment created is sustained for the duration of the time available. Alternative linguistic scaffolding and support strategies should be employed to ensure student learning and understanding. This could be achieved through the use of visual stimuli, flashcards, realia and the inclusion and the integration of a range of media and resources including ICT. Additional strategies were discussed with the teachers at the time of the evaluation.	Over use of the L1; instructing; explaining; use of strategies to support TL use
106	When introducing new vocabulary or revising vocabulary, it is important for the teacher to present the definite article with the lexical items at all times and the teacher needs to be vigilant in this regard to develop the good practice in the students themselves.	Teacher TL use

Appendix B.2: Teacher trainer interview transcripts

	Interview with teacher trainer 1, 6th April 2011
1.	I: Thanks for taking part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given one to keep. If at any time you don't want to answer a question, that's fine and if you want to stop the interview at any time that's fine as well and there'll be no consequences. So if you're ready, we'll begin. Firstly, I just wanted to ask you to comment on or describe the German teacher training programme on offer here. Just in general terms, how does that look?
2.	TT1: The German teacher training programme. Do you want me to focus on the second language element or the full programme?
3.	I: Are they separate? Are the two of those separate?
4.	TT1: No but one is the methodology for second language and that fits into a range of modules for the different subjects and then there's obviously the overall programme.
5.	I: OK so maybe if you commented on German first and we'll see.
6.	TT1: So basically in relation to German, the students do a module on the two subjects they're teaching and it's the pedagogy, so the teaching of German. Others would be doing modules on the teaching of English, the teaching of Maths. So that's a module that focuses on the methodology, the pedagogy of the teaching of a particular subject. So I can talk about that particular module and I think it's just saying as well, generally the programme is organised so that teachers are in the schools in the morning and they're teaching anything up to six classes of German where they generally get hours in both their subjects, both their teaching subjects so they might have three or four classes of German a week. So that's the teaching practice element of the programme and then there's a university component which they get in the afternoons. It's probably worth saying as well that I also act as a tutor so I'm a lecturer in terms of the methodology and I'm also a tutor where I visit the German students in their class maybe once a month. I supervise, so I observe and then we discuss the practice and those students I would see once a week in a tutorial setting so there would be input and development and discussion around their teaching of German in the feedback session, following the observation and also in the weekly tutorial. I would have a mix this year for example I would have had a mix of language people and also people who might have German as a primary and might have English or history as a secondary and the tutorial is to serve as a support generally for the year and all that's involved in the programme both at the university level and school level and also focussed support for their teaching of German. So the programme, second language methodology is 24 sessions of one hour and it's organised with a focus on second language pedagogy and then that as it relates to German. It's run on a two week cycle so week one they would have, we'll say, second language reading and on week two that would be developed as it relates to German. It might be. For example, with reading I would use the opportunity to focus on literature, journalistic texts, I might focus on senior cycle as distinct from junior cycle. So the students get a grounding, if you like in the key areas of communicative language teaching, the principles of that, pronunciation, skills development. Focuses that

	would have been highlighted over the last two or three years would be: learning strategies, second language learning strategies and being quite explicit about those as they relate to the skills but also beyond the skills; meta-cognitive strategies, cognitive strategies, affective and social strategies; I also work a lot with the concept of task and developing that. My first few month in summary, I'm really trying to develop an understanding of key principles of communicative methodology and one of those which relates of which relates to your study would be the principle of teaching the target language through the target language so teaching German through German but importantly looking also at the role of the mother tongue.
7.	I: And the principled use of the mother tongue in the classroom.
8.	TT1: The principled use, yeah, looking at what are the pedagogical reasons for the use of the mother tongue and I would do that, particularly in recent times, from a socio-cultural perspective. Looking at the use of the L1 as a cognitive tool, a resource, as a linguistic resource, as a thinking tool but also in terms of the affective side of allowing, through use of the mother tongue, allowing the students to express themselves at a level that is in keeping with their development.
9.	I: And so there are three components then for German specifically; there's the general second language acquisition, that as it relates to German and the tutorials, and then also the classroom observation side. How many classroom observations would....?
10.	TT1: They have five. So I would be giving them targeted feedback in relation to generic pedagogical skills and subject-specific. So really focussing on planning for TL use, planning to teach German through German, looking at different issues relating to German culture, the grammar, the teaching of the grammar, how to go about, if you're talking about language needs, like one area that is maybe helpful for me to discuss with you is the language needs as they pertain to teaching German through German or certainly using German as the language of the classroom. A lot of the time that requires a particular level of German, it involves knowledge of certain vocabulary, there's the social side, if you think of something like the use of 'Sie', grammatically it's demanding use of the imperative something students won't have been used to.
11.	I: How do you support that type of language within the German teacher training programme? Is there a formal language component?
12.	TT1: There isn't a formal language component in the teaching of it but they have to plan their lessons and part of that plan is a section for every lesson they have to plan their target language use. They can do this under various headings like organisational language, instructional language, feedback language, student output language and they can go beyond that then. They do it in different ways sometimes they embed the language within the lesson plan, they sometimes plan separately under those headings at the end of the lesson plan, some of them use a mix, some will plan on a weekly basis, some will highlight the new language and they will continue to focus on some language that's known but generally the guideline would be once they think the students have acquired the language then they don't plan for that. For example, they can assume that after a few weeks phrases like *'Meldet euch'*, *'Dreht eure Bücher um'*, *'Schaut an die Tafel'*, *'Hör zu'*, all these very common instructional phrases. They'll pick them up over time. So maybe for a three or four week period they'll note those and when they get a sense that the

	learners are acquiring them they'll drop them and they'll try and develop the language. So ways I support them **retrieves a book from the shelf** for example there are some resources but they are limited, but one resource they would use is *'Unterrichtssprache Deutsch – Wörter und Wendungen'* by Wolfgang Butzkamm from Hueber Verlag and that is basically a book that outlines classroom language and is very, very helpful to support teachers in terms of ensuring they are accurate, extending their language, the complexity of their language, if they haven't taught in Germany there is a lot of support in terms of the appropriate cultural phrases. So I would give them lists, I would direct them to resources where there's lists of target language. **retrieves another book** They would also look at books such as 'Pathfinders Series' published by CILT which focuses on, some of them focus on target language use, so, for example there is a series of young pathfinders, one of them called 'Keep Talking: Teaching in the target language'. There isn't the time within the programme to be teaching the language. I will alert them to their needs. For example, if someone is really struggling then I might suggest where they might get some support, I would discuss different textbooks, for example *'Brennpunkt'* would have been a textbook I used myself, I would look at the use of German as the language the rubrics, the language of the textbook if you like and encourage them to use those kinds of resources, using *'Authentik'*, unfortunately the junior version of *'Authentik'*, *'Katapult'* is not being published anymore, so that's a real loss in terms of bringing more German into the class and authentic German because I think if they're going to use the target language a lot, they need to support themselves by using a lot of focussed tape-work. There isn't time, if you like, and it would be, I would say it would enhance the programme if there were so many hours where they could, you know, focus on the target language.
13.	I: In terms of the language, are there entry requirements for the programme? You expect a certain standard of language, presumably and what would that be?
14.	TT1: they have to have, the teaching council the requirements that you would need as a second level teacher to teach German. So you would need a degree and a degree in German and they look at the quality of the degree before they would accept a degree as being appropriate. And there is not language assessment after that.
15.	I: And could you maybe put a grading on the sort of level that student have when they come in? Do they have level C1 of the CEFR or are you talking B2, or could you even generalise in that sense?
16.	TT1: well you have people coming in with second class honours and first class honours degrees, you have people who will have spent and Erasmus year in Germany, but none of those necessarily... well you'd imagine if they have first class honours that they are going to have a higher competence level. So …
17.	I: It's difficult to say.
18.	TT1: Well it is. It is. I do think and this is just an observation I've made myself, that those that have spent time in Germany or Austria, in a German speaking country and we are getting more students now so this year or in the last two or three years I would have noticed that some of the mature students may have worked in Germany for a few years and obviously that increases their competence, particularly in spoken German.
19.	I: But a stay abroad in a German speaking country isn't a requirement of the programme?

20.	TT1: that would be something that is a requirement, I'm presuming, for their degree. I think there's a basic requirement of a three month stay but I don't know.
21.	I: You presume that if they have degree level German then they have a certain level of German and that's your requirement then.
22.	TT1: Yes officially.
23.	I: Do you find that trainee teachers have difficulties with certain aspects [of language]. So you already mentioned the imperative or some classroom vocabulary. Could you maybe expand on that and what kind of difficulties you observe in their classrooms with language in particular?
24.	TT1: I suppose, generally, I would say that there is certain language and a certain discourse of a classroom, I presume all teachers when they are beginning teaching are developing a competence in classroom talk, in teacher talk, how to talk like a teacher. They're becoming comfortable with developing their personality within the class so I don't think it's just a second language thing and obviously the language you use relates to your own developing identity as a teacher, how you see yourself, how you want to present yourself. I think that point is worth making. And then you look at second language and German in particular so there's obviously very basic requirements around vocabulary, the vocabulary of instruction, of the classroom, feedback language and then you can break them down, I mean, you can analyse them and say well if you're looking at instructional language you're obviously looking at a lot of verbs, and if you look at the form then you're going to get the imperative and the imperative plural and singular. Students won't if you think about it, if you think about the general student, has done the leaving cert gone to Germany and maybe spent a year in Germany, unless they've been teaching, they won't necessarily have a huge command, a very flexible command of the imperative.
25.	I: It's not something you use very often on a daily basis.
26.	TT1: No so that would be one area. I mean there's a huge need just in terms of competence to work at a basic level of giving instructions then you look at explaining grammatical concepts. Students have difficulty explaining something like direct object or something more complex like passive voice. They have difficulties understanding the concept, translating it into subject knowledge, you've a whole area of work that needs to be done in relation to transforming disciplinary knowledge into subject knowledge and I'm sure there's a link there with the language as well. So you know you've a whole mix of challenges, trying to articulate clearly a concept like direct object, then to find the language to that in German with a level of accuracy. So it's not just about language it's about the ideas you are trying to develop, be able to articulate ideas and then to find the language for those ideas.
27.	I: And at an appropriate language for the classroom that they're speaking to, presumably.
28.	TT1: absolutely, appropriate in terms of the simplicity, so it's like mapping an articulation of an idea clearly and then the language. But I do think one helps the other. I do think that by planning the target language it helps them to think about the ideas they're trying to express and then formulate that in German. I'm sure there's a benefit.
29.	I: So the first step of the process that you described is the understanding of a concept such as direct object. Do you think that students have problems with the

	this understanding of grammar in that maybe they've been speaking the language for a long time and they don't think about this consciously and then teaching it they really need to back to their basic language. Do you find they have a problem with that, understanding these concepts themselves?
30.	TT1: Yes I would have thought so. There could be basic problems, Emma, even word order problems in their own German sometimes and that's a serious problem if there are issues at that level. Then you move up the ladder as it were. I suppose learning to be a German teacher is about becoming more sensitive in terms of how the learners are receiving what you're saying. So my own experience would be over a number of years I would have developed different ideas in terms of explaining direct object, you know and that takes time and it takes a sensitivity as a pedagogue you know I mean some of them will still, I'm sure, use the definitions they were taught themselves and leave it at that and not really try to search for ways of making the concept accessible to all ability levels.
31.	I: so you mentioned then certain vocabulary that is needed for the classroom because you just don't come across words like blackboard, you don't use them as often in everyday life as you would in the classroom. And then grammar in terms of understanding the concepts themselves, then being able to articulate this in German and then being able to articulate this in appropriate German and that's difficult. So that would be vocabulary and grammar. Are there other areas of language, other skills or competences that are particularly difficult for your student teacher? Is there anything else that comes to mind in terms of their language difficulties when you're observing them in the classroom?
32.	TT1: well I know from my own research that it's not about the language, it's not just about the grammar, it's about an affective side of language use so that when they're using German and speaking German and requiring students to do the same, that involves students extending their own identities, you know, speaking German in the class. So it's not just about the grammar, it's not just about the language, it's about developing an identity in German if you like or extending their present identity, having the confidence, creating a culture in the classroom where that's something that's accepted or something that's valued. There's a lot of work to be done in creating a culture in your class where students are motivated to use the TL and that is seen as an acceptable practice for them.
33.	I: And how much do you think the student teacher's own language learning experience affects their teaching?
34.	TT1: Hugely. If you don't have a model of a communicative teacher then it's very different that if you do because you've had that experience maybe you know maybe if it's been well done that's something positive. So I mean if you look at the hours involved in the teacher education programme and you look at the hours that the PGDE have had as language learners, 13 years of schooling in English, in Irish, French, German, Spanish. The programme is only a drop in the ocean. You might look at the literature around teacher beliefs and how they impact on teachers' practice. So absolutely I think their own experiences, positively and negatively, I think if you get them reflecting on those experiences and really being providing them with pedagogical supports to move beyond, let's say a traditional approach.
35.	I: And presumably if they haven't heard the TL used in a classroom setting themselves at any stage, it's very difficult for them to suddenly be able to use the

	vocabulary and the grammar and pitch that is needed to teach in the target language.
36.	TT1: Yeah because I think there's a strong interplay and dynamic between generic teaching skills and subject-specific so if you look at a principle like teaching through the foreign language, part of doing that effectively is providing comprehensible input which involves pitching your structures, you vocabulary at an appropriate level and all the time progressing that, developing that to be able to do that involves a sensitivity to how the learners are comprehending what you are saying both the ideas and the language.
37.	I: And a huge amount of language awareness presumably when you think about how you think about how you can simplify something that would normally require a subjunctive or a complex conjunction you need to be very aware of your own language use.
38.	TT1: And that's where the planning comes in, if you have to plan it and then moving it on. A lot our Dip students teach in first year. They don't have the experience of senior cycle, so you know to what extent will the experience that they've had teaching first and second years, seeing the benefits because a lot of them do see the benefits and kind of sustaining that, you know to what extent will they be supported in the schools to sustain that, to what extent is the culture in the schools there to support that kind of an approach, you know.
39.	I: Do you also have native speaker trainee German teachers?
40.	TT1: Yes
41.	I: And do you notice a difference between those and the NNS trainee teachers?
42.	TT1: In what way?
43.	I: In terms of their language use. Do you think that there are also difficulties for the native speaker having not gone through for instance, what would be quite common in the literature is that a disadvantage for NS is that they haven't gone through the language learning experience themselves in their native language and therefore are less able to empathise with the learners. Have you experienced any differences in that sense between NS and NNS?
44.	TT1: I don't think you can stereotypically or in a categorical way say that's category native and category non-native because I'm presuming that a native will have learnt English and I imagine that they can use some of that experience relating it to the teaching of German. Yes I have had the experience of training NSs of German and they find it as useful and as necessary to plan their German as a NNS and I require that of them for lots of reason. We spoke about raising awareness as to the language you're using, simplifying that language, thinking about developing and explaining different concept in the target language so I think it probably has different benefits for the NS raising their awareness as to the language that they are using and helping them simplify it and become aware of the language they are using.
45.	I: And to maybe look at it in a different way than they normally would.
46.	TT1: Ya.
47.	I: And in general, we've spoken about the different types of language and language difficulties. Would you be able to maybe be able to comment, and I know it's quite difficult, on the level of language proficiency that a NNSLT needs in order to be effective? So are do they need to near-native speaker level or is there somewhere

	else on the spectrum where they can be effective at?
48.	TT1: I think it's very hard to speak in such generalisations. I've had the experience of working for two years in a different situation. In that particular context, I was working with primary teachers, some of whom wouldn't have had a high level of competence. I remember thinking about their language level and coming to the conclusion that it's very important if there are limits in your own competence that you're aware of those limits and you modify your practice accordingly. I mean if you look at an idea like providing a model of the language, obviously the richer that model, the more accurate that model the better. But I would also know of teachers that mightn't be described as near-native but would be effective teachers. Having said that, I think the more accurate you are the greater flexibility you have in your language use the better that is for you subject knowledge. The deeper your subject knowledge is, I think the potential is there for being a better teacher and I think that applies to maths, it applies across the board, even at the moment you have primary teachers calling for greater support in their subject knowledge in certain subjects. I think it's too simplistic to think, I'm only teaching the very basics so therefore I don't need to have a very high level. I think the higher level we have in any subject area and an understanding of the discipline and how it works the better for the teaching.
49.	I: What often comes up in the literature on the NNSLT is area of pronunciation and that being a difficulty for NNS in comparison to NS language teachers. Do you think that the modelling of correct pronunciation is difficult then for NNSTs?
50.	TT1: again I don;t think you can say, or I don't think it's true to say that a native speaker is by definition is able to provide a better model because I think they may not have a very clear pronunciation themselves. I remember being quite surprised going into a class and the teacher was a NS and a trained teacher, a trained primary teacher, it was a primary setting and I was very aware that, initially I was a bit surprised because the pronunciation wasn't what I thought it might be so I think there even if you are a native speaker you still have to focus on pronunciation and teach pronunciation. And the same holds for a NNS. You could have a good pronunciation but if you're not explicitly focusing on the pronunciation , for certain students, some students pick it up and others don't, and you need to focus and explicitly teach pronunciation.
51.	I: Presumably if you have yourself bad pronunciation and you want to model this pronunciation for your students then you're passing on something that is just simply wrong. And that's one of the areas that is problematic for NNSs, or NSs as you say, who have deficiencies in their language. What would you think, how would deficient language adversely affect teaching?
52.	TT1: Well in all kinds of ways: how they understand grammatical concepts; their level of accuracy; having taught German for a number of years from first to sixth year, students need a lot of practice, meaningful practice in the target language and they need a lot of feedback and if somebody doesn't have that level of accuracy themselves, they're not going to be able to provide that feedback to the learner in written form or whatever it might be so I think we have a huge problem, a serious problem if there is deficiencies teacher's own subject knowledge in terms of developing the teaching of German.

53.	I: And in terms of the teacher's own confidence and ability to stand in front of a class with the knowledge that they are not up to scratch, have you seen cases where a teacher's own teaching confidence has been brought down by the fact that they are aware of their own language deficiencies?
54.	TT1: That's difficult to respond to. I have some dual-linguistics and they would say in discussions I'm stronger in this language and then they would have more confidence. I mean I think it's, some of it as well is an awareness of areas you need to improve on in terms of your own subject knowledge, being motivated to develop those and knowing ways of supporting yourself. So for example, if you know your own German at the present moment is poor then using resources such as '*Authentik*', with a lot of use of CDs, video. So you're bringing other models of German into the class. You could do a lot to help yourself and help your students by providing different models.
55.	I: Then in that sense you need to be very much an autonomous learner and also an autonomous teacher.
56.	TT1: And self-reflective. I think one of the kind of terms that's bandied about in teacher education is reflective practitioner but I mean I think to really be a good teacher, to continue in your development you do need to be a reflective practitioner and be reflective about lots of areas of pedagogy, including your subject knowledge, to be motivated enough to develop it and to find ways of supporting yourself.
57.	I: And learner strategies must come into that as well as a teacher developing and maintaining your own language you need to be autonomous and also have good learning strategies.
58.	TT1: and a strong sense of where they level of your own competence. So if you have poor pronunciation at the moment to know that and then to go and find ways of supporting your pronunciation.
59.	I: So my last question and I think we've pretty much touched on it in general, so my hypothesis is that there is a difference between general language use and teacher language use. Now we've talked about many things in that but could you maybe summarise what your feeling is on that? The difference between general language use and teacher language use.
60.	TT1: there are certain roles, demands, a certain discourse and certain language but I would say a general competence in the TL obviously is important in terms of developing as a teacher. You could get very hung up on classroom language but I think classroom language can be developed and developed quite quickly if somebody is motivated and they have a good competence.
61.	I: If they've already got a grounding?
62.	TT1: Ya. I think probably the whole area though of talking about difficult concepts, they could be cultural concepts, they could be grammatical concepts I think that's a huge challenge. I think different features, being up to date in your own language use, knowing that you're using the kind of '*Umgangssprache*' that has currency at the moment so there's a need to continue to read in German and to be up-to-date in teenage language as well. I think that's very important. So I would say teachers need to develop their general competence and they need to develop the language for teaching and I think that relates to being able to talk about things cultural, things grammatical, things social within the classroom and if you talk about a second level teacher then also you're looking at how that's done with 13

	year olds and how that's done with 18 years olds.
63.	I: This goes back again to pitching so pitching in terms of the learners' own interests as well as in terms of their language capabilities where a 13 year old and an 18 year old will have very different needs and interests in terms of the language and themes.
64.	TT1: Yes.
65.	I: So that's all of my questions covered. Would you have any further comments or any questions for me?
66.	TT1: Yes. I'm interested in terms of your own ideas around the need to provide a language course. What do you think is needed if one were to provide such a course?
67.	I: i'm thinking, as you already mentioned, that it's too simplistic to say that it's just about vocabulary of the language classroom and it's not just about the vocabulary of the language classroom and the imperative. That's not what I'm thinking of. What I am thinking of are other things that you've mentioned and things that I've thought about the complexity of being a teacher and the complexity of the language use that a teacher has that is so different to a general language user in terms of, as you mentioned, having an understanding of the grammatical, to be able to translate that into German and also to be able to translate that into appropriate German for instance. That's a skill that a general language user doesn't need at any stage. They needn't even know why something is in the accusative or not. If they have a gut feeling and it works then that's fine for them. I'm trying to discover what the other skills might be. So something like that would be interesting. Something like the necessity for learner autonomy and the training of learner autonomy in a language teacher. I mean it comes up a lot that they need to keep up their own language and maintain their own language but if they've never been trained to be autonomous learners then maybe then they just don't know how and maybe their language just depletes over the years and they are going to be teachers for hopefully 40 years and more. So that's very important. So I think that yes there is a certain language that I want to look at, so classroom language, certain grammar but it's more about the skills and competences that I think as I look at this further, and as I say this is exploratory now so we'll see how we go, I think there are more language related things that are related to skills and strategies and competences than just grammar. So what I hope to do when I've spoken to other experts, so your self and other experts and extracted the themes I hope to ask the teachers what they feel about it. Do they feel that they don't have the necessary level of learner autonomy to maintain their language for instance would be a possible question area and if that's the case then that would inform, eventually a curriculum and maybe not produce a language course but offer a different way of looking at the language aspect of language teacher training. And also then I would like to have classroom observations to have another perspective on it, to look at language teacher language use in the classroom. So having had expert opinion, having had teachers' own perspectives, then to look at it as well from an objective observer perspective to see if all of these tie up or see if there's some discrepancy or whatever the case may be. That's basically what going to happen. As I say it's exploratory and it's mixed method with a lot of qualitative stuff going on so this could change direction but I want to explore language teacher language needs. I mean having taught language to language teachers in

	Germany, I found that they found that they were being left out in general language classes. Now it's slightly different to here because it was an undergraduate programme for language teacher training and they were in language classes with non language teachers but those students felt that they weren't having their needs addressed in the classroom, particularly in relation to grammar as you mentioned, understanding the concept and then being able to translate it into the target language and then being able to explain it in a very specific, concise and also understandable way they felt, though they were fantastic English speakers, many had spent a long time in England or America but it was very much gut feeling and felt very much scared and lacking confidence. SO I'm not sure what's going to happen. I know that in the PGDE there's so little time I mean it's just a short period of time but even exploring and researching those needs is going to be important.
68.	TT1: I think so absolutely and I do think that some of the other colleges are addressing the needs. I met a number of my colleagues both at primary and secondary level December 12 months ago and some of the courses are addressing language needs and that's great to see that. But I think the more targeted that kind of a course is in terms of looking at the needs of teacher and the language the better.
69.	I: I mean this is the thing, the Goethe Institut does offer language courses or cultural courses for language teachers and in the EFL world there are many language course for teachers but I feel that these are either general language courses offered to teachers or they are just your classroom language lists. I think that there is maybe a theoretical underpinning missing for these course. In English for Academic Purposes or language for Business Purposes there's needs analysis going on for those so there should also be needs analysis for teachers.
70.	TT1: what I would say to you is to certainly in relation to second language pedagogy, people are looking at using socio-cultural theories to analyse this and so that's what I would say to you, to look at some of those theories particularly I think the concept of identity because I think speaking a language is about extending identity, the notion that we negotiate our identity whether that's as a competent teacher and I think linking that to language needs would be very helpful way forward because I think it would be more rich than simply.. I think it's very helpful the notion that there are certain *Wortfelde* for the classroom and certain grammar elements that may be helpful absolutely to support teachers in that way but then at a much different level it's that whole ability to negotiate your identity as a teacher, help the learners to find an identity and that's real for them in the classroom through using German. I think that would be, certainly I would encourage you, Emma, to have a look at some of that literature because what might happen is, I mean the field is moving and using the socio-cultural understandings and I think it would be a shame if your study is just looking we'll say at the more the more superficial level, but useful, I don't mean superficial derogatory, superficial isn't the right word we'll say practical. The language that's there and the grammar that's required but to situate it, yes to have that, but situate it in a more complex notion of the kinds of interaction that take place in the classroom, the quality of that interaction and link that with needs analysis that's purely language.
71.	I: It is interesting for the NNSLT, there is a lot of research on the NNSLT and a

	lot of it has to do with learner perceptions of the NNSLT and teacher self-perceptions and also institutional perceptions and those sorts of things. To be honest a lot of it is superficial in a sense or practical or maybe just not sophisticated because it's still quite new but that's an interesting idea then to marry this idea of identity as a teacher and identity as a non-native speaker of a language and then those two things together.
72.	TT1: Absolutely, no that makes sense, and maybe when you're linking and looking at somebody's perception of themselves within a particular context, within a professional context and if a more refined language needs analysis is done that would then support their developing confidence. So that it one level it's quite superficial, now I have the language to explain X Y Z, but from that experience of success comes more confidence and maybe a growing in their own professionalism and also maybe a way of identifying the areas that need work on as a NNS and I think once you address something and you can be explicit about it and articulate it, it would help maybe the profession to get over this concern and genuine concern that parents might have or other professionals might have. Here you are as a NNS of German teaching German. I presume particularly it would be relevant in relation to not GFL in Ireland but imagine if you had Eastern Europeans coming here with hight levels of English teaching English in and Irish school as an L1 and that's really, I know that context form NNS of English teaching in Toronto. I was talking to some of those colleagues.
73.	I: That's a big issue in the states actually the fact that so many NNSs of English come to universities in America to be trained to teach English as a second or other language and then they can't get jobs there because of the professional prejudice against NNSLTs.
74.	TT1: As in English as an L1 as well I presume.
75.	I: A bit of that is English as an L2 actually. As NNSs it's almost impossible to get jobs in the US although they've been trained in the US.
76.	TT1: right that is interesting.
77.	I: Yes there are a lot of interesting areas around the NNSLT and as I say it's still in its infancy but I'm looking at expert opinion like your own and hopefully some teacher perspectives will give me a better understanding. But for the moment thank you very much for taking the time and I will provide you with the transcripts of this. Hopefully I'll get them done in the next couple of weeks. And I'll keep you up to date as to how the project is progressing if you'd like.
78.	TT1: ya, good luck with it.
79.	I: OK thank you.

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1	I: Thank you for taking part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given a copy of that to keep. Please, don't answer any questions that you're uncomfortable with in any way and if you want to stop the interview at any time that's fine. You don't have to give a reason and there will be not consequences. If you're ready then we'll begin. Firstly I just wanted to ask you could you give me a brief description of the programme that you're involved with here for the training of German teachers.
2	TT2: Right OK. It's mostly postgraduate you're interested in, isn't it?
3	I: Well whichever you feel is important.
4	TT2: Well the one that's been running the longest is the postgraduate one which is officially a graduate diploma and it has the same value, it's recognised in the same way as the Hdip are in other institutions and the students do a combination of modules some of which come from the department of education and professional studies so the generic education modules and they then also do a language pedagogy module which is run out of the [university's language school]. And they also have language study modules and the students have to do two languages. Those languages are French, German, Spanish, Japanese, and ESL and from next year we have approval to include Irish as well. So all the foreign languages are currently recognised by the teaching council and Irish has been recognised and the only one which is not recognised is ESL. And the reason that was given for that was that it's not a school subject, it's not a recognised school subject so the teaching council can't recognise it. But the students who do that combination, say French and ESL go through the same format as anybody else. So essentially they have five modules a semester, one of which is teaching practice and in first semester they do a module of language pedagogy and a module of language studies and those are two hours of each of the languages. I can say more of that later if you want. Those language studies carry all the way through the year. So if they have come in with [unclear] week and two hours of German a week. It's really designed to maintain and consolidate their own language learning over and above what they're using in class so that they don't drop down to the level of the students themselves. But also because, depending what their background it, they come in from very mixed experiences, and they've had different experiences of language learning themselves so sometimes they still have certain things to sort out in terms of pronunciation or grammar and that gives them the opportunity to do that.
5	I: Do you have entry requirements as regards language?
6	TT2: Yes. Don't ask me what they are. I can check those for you. But there's also, in addition to what they have on paper, I suppose that's the important thing, is in addition to what they have on paper which is, I can't remember. I know they have to have spent, they get extra credit for having spent time abroad and everybody is interviewed and as part of the interview process there are three interviewers, they would also be interviewed in French and German and what we would be doing would be to assess their language competence and their language confidence because we put a real pressure, I mean a real focus on them teaching through the target language so we want people, even if their language isn't totally accurate, people who are going to be able to give a model or the impression that it's a perfectly natural thing to use the language in any context and so we have at times not accepted people even though

	they would have all the right bits of paper and everything but because we don't think that they would actually cope with the programme as it's designed. So if their language skills aren't up to standard then we don't take them.
7	I: Could you put a level as regards would they upper intermediate or B2 or C1? Is that what you would expect?
8	TT2: On the framework, they probably have to be around C1 but they could be lower if they had confidence. We don't want the kind of person who's so confident that they can't recognise that they're making mistakes or that they won't be willing to try and improve their language. But if they've been, because we are asking them for two languages, they've often been abroad somewhere for a while and they're stronger in one language than the other so if you can see that they are say C1 in one language and they are only B2 in another but they recognise the gap in their languages and they're actively trying to do things to bring that second language up to scratch, we would probably take them on.
9	I: So already there you're looking for sort of language awareness from them and also a level of autonomy.
10	TT2: Yes, we're looking for language awareness and cultural awareness, linguistic competence and cultural understanding.
11	I: You don't ask for much [laughing]
12	TT2: In two languages! And they have to be suited to being a teacher as well and that's kind of done more from the education people so the interviews headed up by education but the languages people are there as well. The language people would tend to be the people who are teaching on the language pedagogy courses.
13	I: SO you mentioned that there's a language component to the PGDE. That's two hours a week?
14	TT2: it's two hours a week and it's open for each language area to do what really needs, what they deem to be most appropriate to be done. It can vary very much in terms of what kind of students you have from year to year because the groups will be quite small. Fifteen people come on to the programme so you might only have two for German or three for German or something like that and it's a combination of doing stuff around themes and so on that would be of interest from current affairs but also making sure that they know about the education system and so on in Germany so that they can make comparisons and so on. And also providing them with the type of language that they'll need in order to be able to teach through the target language. And a lot of work goes into that because most, our experience would be that most people have not learned German through the target language themselves.
15	I: Even at third level?
16	TT2: Even, many of them haven't studied through it either. At least not for all of it. They may have done their language classes through German but they've not necessarily done their literature and history or whatever else you know the cultural they may not have done through German. And we want to make them feel that they are comfortable to do anything that they have to do so if they are going to do a bit of

	literature in class they don't have to suddenly revert to English because they don't have the vocabulary to do it. So they often do like mini lessons and so on just to try out things and try out materials and so on. It's designed to support them as much as possible because it's quite and intensive course so they can bring problems back from the classroom and discuss it then with the teacher to try and see different ways, you know, they suddenly realise that they didn't know how to express something they can come back and check how to do it because in the first semester they go out one day every week to the schools and so the academic part if you like, the other modules are squashed into Tuesday to Friday so they often come out with the observations of teaching on a Monday and say 'Oh this happened in class and I didn't know how to deal with it' kind of thing. In second semester they're out on a block for the first half of the semesters and then they come back again and the language studies continues on but the language pedagogy is all in the first semester.
17	I: So you're dealing then in those two hours a week with a whole of things
18	TT2: A whole range of things. I don't actually teach on that because we have a, just on principle that given the fact that time is limited we made a decision that people who were teaching on the language studies were native speakers who have experience of teaching in schools or have a strong interest in language pedagogy and so on. There's a lot of interaction between what's going on in the language pedagogy and the language studies but I'd be more focused on doing the language pedagogy. That's kind of my thing.
19	I: Do you also do supervision of trainee teachers.
20	TT2: Going out to schools and things? Yeah. I've done less of it since I've been head of school but from when the programme started, I would have been one of the people who started doing it and I'll be going back to it. I've done less in the last couple of years. Andreas has been doing most of it but I'll be going back to do it when I come back in September.
21	I: And maybe if you could comment on the undergraduate programme as well because as far as I understand it's the only undergraduate programme in Ireland for the language teacher training.
22	TT2: Yes. The current programme is four years. They do two languages, there are, we're currently accredited for one and we're finding a mechanism by which they can be accredited for the second one because the … my understanding is that the teaching council is no longer recognising periods abroad as periods that would counts as language learning. So they're actually looking for in terms of counting up the number of credits, ECTS credits for programmes they're only taking into consideration on campus credits. So that's kind of meant a re-jigging of the programme in certain ways. But essentially what it would be is that they would do education and they would do language, two languages, the same suite of languages apart from Irish I think, I think Irish isn't on the undergraduate programme, they essentially share their modules with the applied language students. So they would have B2 at higher level in order to no B3 in the Leaving in order to come in at the higher level in one of the languages they are doing. And they can take up Japanese, obviously from beginners, German is available at beginners and post-leaving, Spanish is available at beginners and post-leaving, French is only available at post-leaving and ESL is on offer as well. So they start off

	with linguistics and language technology and then they go into TEFL modules later on in the programme they do language systems and so on as well. We already have undergraduate TEFL modules in existence so they take that kind of stream. And they would go out on their teaching practice in the second half of their fourth semester so the second half of second year and then their other teaching practice is end of semester seven.
23	I: And do the undergraduate student teachers and the postgraduate student teachers ever have the same courses or are they completely separate?
24	TT2: They're completely separate. They have language but the undergraduates have language pedagogy in second year so all of the first semester and the first half of the second semester and it's essentially the same content as the postgraduate language pedagogy but it's spread over a semester and a half rather than one. And it's probably more interactive and more geared towards hands-on helping them to cope in the classroom. Because what we're really trying to do at postgraduate level is to, with the language pedagogy, is to give them almost a portfolio to take away with them so that over the first couple of years if they come up against problems they can say 'Oh we did something about that' and then they can go back and check. So it's much more theoretically based than the undergraduate module.
25	I: Presumably to do with the fact that they just have more time.
26	TT2: Yeah. And the postgrads should be at a different level. If they've studied languages for four years already and they've lived abroad, there in a different place, at different stages in their linguistic development. Even in second year they are in a sense just straight out of school.
27	I: And the language courses that the undergraduates do would always be mixed with applied language students.
28	TT2: We have different modules you see so we would have modules for students who are doing language and cultural studies and they would have, a language and cultural studies student would have, has four hours of language but has a separate three hours of literature and the applied language modules are combined so they would have language and literature in the same module and there's a greater focus later on on doing things like translation and interpreting and so and so the language education students go into those modules. They're a bit less heavy on the literature. And a lot more on things like actually helping them to understand, like I do the language and text work and grammar for the first years on that stream of modules and there's a lot on actually helping them to understand the grammar through German, it's all taught through German so actually giving them the vocabulary and so on to understand how the grammar works rather than just using it whereas the other modules are probably more communicative it's kind of a combination of the two.
29	I: One of your responsibilities would have been the classroom observation for the students teachers, observing them teaching their classes and there's, as you said, a focus on teaching German through the target language. What kind of difficulties would you have seen with regard to language with the trainee teachers in their classrooms?

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30	TT2: I think it's, I we talk about the postgraduates, then a variety of things depending on the student. I know that's a bit complicated but if somebody has lived abroad for quite a long time and their German is very good they can have the same types of difficulties as sometimes native speakers have of getting their language down to the level that the pupils actually need and they can, I think at times when you're coming into the classroom they have to impress you with the language that they're using instead of thinking 'No no the focus is actually not on me as a teacher, it's on their learning. That's all that matters. This isn't the place to impress the observer as how great my German is'. So there can be those types of issues. For the ones who are maybe not as confident or who haven't had the same exposure to German, part of the difficulty is that is dealing with spontaneous interaction so things that happen in class and to deal with the classroom management, types of things because they have no model themselves even if they've studies through German, you don't have very many discipline issues or you know people shooting in and out of the classroom or anything so they don't actually have any model from their own experience of how to deal with that and they often find themselves struggling with those types of areas where they don't really know quite how to stick with continuing to use the target language when they themselves don't have the language in order to do that.
31	I: So the language itself is missing in terms of vocabulary and then also the difficulty of spontaneously responding to something that was unexpected.
32	TT2: I think apart from that it's, there's the continual problem that people have no matter what stage they're at, of having, of probably not being sufficiently prepared so that you see wrong genders going up on the board, you occasionally see wrong forms going up on the board. We would have a kind of an ongoing policy that it's ok to make mistakes if you're talking but anything which is going appear as a visual has to be correct so whether it's posters or whether it's handouts, those types of things. And it can be challenging to persuade students how important it is that, you know, that their learners will accept, if they are a teacher, that that is the correct form. And making that transition from being a student themselves to being the person who knows, in a sense, is quite difficult for them.
33	I: So you would expect a very high level of accuracy in written output then from the trainee teachers.
34	TT2: we wouldn't expect there to be any mistakes in anything they hand out because the handout, they're the things that they've had the time to prepare. If they make mistakes and if it's a sheet of vocabulary about going to the market or something I don't expect the vegetables to have the wrong gender. That kind of thing. And often it's just because they're so busy that they think 'Oh I need a handout on such and such' and they stick it together and they don't go back and think 'But I need to check that that is actually accurate' because that might be the only thing that the pupils learn.
35	I: And they take that in and the pupil will be stuck with that mistake forever. And about functions in the classroom, so you already mentioned discipline as being difficult, what about feedback or praise or any of those?
36	TT2: I suppose it's probably like this with all trainee teachers, I think a lot of the problem, the issues that would come up in general observation of classes apply in the language classroom as well so they're not necessarily linguistic issues, maybe they're

	not praising sufficiently or they're not praising evenly or they're giving more attention to one student than another and those manifest themselves through the language but they're not necessarily linguistic issues. They say sometimes that, I mean try and provide them with that, that they feel they have enough variety in what praise they use so they tend to continually say 'prima' or something like that. And they may be more conscious of it because it's a foreign language and they hear themselves always saying the same thing. So trying to get a certain level of variety just to make it more interesting for themselves and for the class. Whereas obviously, if they were teaching through their first language, they would do it automatically without even thinking about it.
37	I: How about explaining things, in terms of grammar or cultural phenomenon?
38	TT2: they are generally better at explaining cultural things because they've all been abroad, the can draw, they're normally quite good at drawing on anecdotes and so on to explain things. Grammar explanations they find difficult and I think that that is quite a bit of what they do in the language studies classes is actually trying to help them. Again it depends whether the students who come through have come from an undergraduate programme where there's been quite a strong emphasis on understanding the grammar as opposed to just learning it. My experience would be that students that come through from our applied language programme and some of the other programmes in Ireland would have, would be stronger on the … if they've come through from a stronger language based undergraduate programme they're going to be stronger at that than if they've come through a literature programme.
39	I: So the students learning background is very important and really affects their language teaching as well.
40	TT2: and affects their confidence because even if in that instance they don't know how to explain it they have a back catalogue of things they know they can explain. It's the ones who are in a sense coming to grammar almost for the first time in a way, you know they never really thought about the grammar in terms of having to explain it because they're working at the base they can't remember having learnt that level of grammar because it was such a long time ago. Because if they didn't learn it explicitly in some ways, they're often drawing on things that people taught them in school. The one who seem to be really fortunate are the one who had German native speakers in school who seem to have had ways of explaining things which they've remembered better, you know. So you have someone who was really explicitly taught the grammar then that helps them quite a bit so in fact I think they're often jumping over their studies and going back to their school times. That's maybe then the last time they were explicitly taught grammar and that's a long time ago.
41	I: If they haven't had a teacher who was able to explain things in the target language then they don't have a model.
42	TT2: No.
43	I: You mentioned as well native speaker trainees that there could be a difference at times or that they could be similar to very very proficient NNS trainees. Can you comment on any other differences you perceive between the two groups.

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44	TT2: one the issues with native speakers is there is that they often, it depends what stage they're at, but that maybe they've not actually learned the grammar of their own language. So it depends again where they've done their undergraduate studies and it depends whether they're returning teachers because what we would get, because the teaching council is tightening up on who's an accredited teacher, we would have had quite a few people who would have been, people with teaching experience in Irish schools, but who are not accredited teachers and don't have a teaching qualification who come back to do the programme. Sometimes they're released from their school because they can't get promoted without being an accredited teacher. And you can't actually get a job that easily now without being an accredited teacher. There are quite a lot of people in the system, particularly for German, who would have been taken on because there was a gap and there weren't enough accredited teachers and now they're finding that they're having to go to universities and get the bit of paper. They're quite a challenge because they have teaching experience, it's not necessarily well grounded teaching experience from a theoretical perspective and they're coming in with clear ideas of what language needs to be taught, not taught, whether it's possible to teach through the target language or not. Native speakers are sometimes less willing to teach through the target language then non-native speakers which is a bit unusual you would think. Because they're trying to make it easier because they want people to love German and to do German. But I think the main difference is a positive one in that they can bring in cultural experience, very real kind of family experience, so they can't talk about what it's like being in Germany or what it was like, what families do and it's very authentic and the learners can recognise that. So they've got that kind of cultural advantage that you never have with a non-native speaker of a language.
45	I: I wanted to ask you about your opinions as to what kind of level a teacher needs to have in order to be effective. So you've already mentioned that your programme is quite strict with regard to language capabilities.
46	TT2: We have high expectations [laughing]. I mean, we think, we've only got them for two semesters and we want to have a programme that they can achieve and if they're not going to be able to achieve it then it's not the right programme for them. We don't want people coming on to a programme who aren't successfully exiting it. So it's really from that.
47	I: I think it's interesting that you mentioned that a person who is a near-native speaker may lack confidence or teaching personality in some way or there could be a not terribly proficient speaker of the language but could have the confidence of the personality for it but do you think there's a threshold there at which point the level of proficiency is just too low?
48	TT2: Yes.
49	I: Could you put a number on it?
50	TT2: Hard, we don't expect them to be making basic mistakes so if when we're interviewing them they're making mistakes .. say if they make occasional wrong gender mistakes that's all right and it they make mistakes with genders where the words or the vocabulary is more complex then fair enough. But say for example wrong verb forms or irregular verbs and so on and they're complicated verbs then we'd be really quite concerned. Because the problem is, again it's that time span thing that they've been

	learning and studying German for such a long time that those are probably fossilized and with only a year to undo it, the chances are that you won't undo it. And those would be relatively major no-nos.
51	I: What about pronunciation?
52	TT2: Pronunciation we take into consideration and if they had real pronunciation with a particular sound, the kind of standard ones of between 'ü' and 'ö' and so on, if they were making mistakes which were really hindering comprehension then we would, you know. We would say to people that we take on, you know, you need to improve your pronunciation. Pronunciation is one of the things that I think you can actually improve relatively rapidly with a concentrated effort. It's about hearing more, hearing the difference.
53	I: Again awareness, language awareness.
54	TT2: Yes and it's something which you can build up relatively quickly once you you're aware yourself that it could be better. We give people loads of strategies and things to improve and we would tend to kind of keep an eye out for things like that where again they would be expected to be a model of sounds so there's no point in saying to somebody 'go in and teach them 'für' and 'durch" if they pronounce them differently there's a problem. It's all about, you know, it's not sort of saying 'your pronunciation isn't very good' as a person, it's about 'you're going to be a model as a teacher, what do you need to be able to do linguistically in order to present a good model?'
55	I: So obviously then if there's inadequate proficiency then the issue of modelling correct pronunciation or grammar is ..
56	TT2: is quite important for us.
57	I: and it's going to be problematic. What other issues would you see?
58	TT2: I think the two things are for us is that they should be modelling as correct language as possible and that they should be modelling what it's like to be a multi-lingual or a pluri-lingual person. So that speaking language is a natural fun thing to do. So we would put a lot of emphasis on the talking. When you go out to observe one of the things that often happens is that the kids come in and they chat away in English to the teacher and everything and then the class starts and then the teacher switches to German and we say 'use that time until the class starts, when people are trundling in to just chat away to them in German because then it will be natural. They'll see that you use German outside the teaching of German as well'. And some of them are very successful at kind of creating situations where they'll report back later that somebody walked up to them in the supermarket and spoke German to them because they'd never heard the German teacher not speak German. When they see the teacher at the vegetables they kind of see that as an opportunity and they're really chuffed that they are able to do it and the teacher then responds in German so.
59	I: So it's not just a classroom artefact, it's a thing that actually exists in the real world as well.
60	TT2: and to let them hear you use German to your colleagues if you use it so that they

	see that it's happening outside of the confines of the closed door.
61	I: being able to do that would be a very important thing. If you have poor proficiency levels that you're just not able.
62	TT2: Because you haven't got the confidence to do it because you're suddenly thinking 'oh how do I ask them how they got on with their camogie?' or this sort of thing.
63	I: Like this isn't on my list of things that I can say to them.
64	TT2: Or it's not on the list for today anyway.
65	I: So again it goes back to spontaneity. Could you think other skills or competences? You mentioned strategies in terms of improving their own pronunciation. Could you think of competences skills and strategies that a NNSLT needs?
66	TT2: That they need for themselves or that they need to be able to sell on to their pupils.
67	I: I think for themselves. For instance, I would think of being autonomous learners themselves. If they do become aware of a problem with their language that they are able to address it in some positive way.
68	TT2: yeah OK. Gosh that's difficult. I would take autonomous learning for granted at postgraduate level. I know that's the case but I think that I would expect them to be, I would expect them to have good planning skills and predicting skills so that when they're looking at a scheme of work or if they're looking at their lessons for the week that they're already predicting what kind of cultural back-up something needs or linguistic back-up so that they are then looking for opportunities to integrate language and culture as much as possible. So that if they were doing something on pastimes that they would be helping the students to talk about their own their own pastimes but that they would also be finding opportunities where they would show students or discuss with students what the normal pastimes or German, or Austrian or Swiss students of the same age are so that they get that sense that there is a different culture but that there are overlaps so that there's kind of a youth culture overlap but that there are still national differences and what those are and why they're there. You know, why does everybody in Germany in the summer seem to live in the *Freibad* which they don't here. So actually just raise the awareness and so on and to be predicting ahead in terms of planning, trying to not just focus on what I need to teach but what does that give me an opportunity to springboard to. They need to have, and I know it's kind of a para-linguistic thing, but in terms of .. I think they often need to improve their dictionary skills themselves so that they can help students learn how to use dictionaries more effectively. So that in making themselves more autonomous they're also helping their learners to become more autonomous. I've been quite shocked, I would say, by the number of times that first year undergraduates have come into class and said that they're really shocked by the fact that we allow dictionaries in class because they're not, they haven't been allowed to use a dictionary in school. And that seems to me, that's quite a shocking thing that the basic tool that you would use as a linguist is somehow forbidden in their language classroom. That means as well that many of these people who are becoming teachers have maybe not

	have much experience of using dictionaries when they were in school. So how to use it appropriately and those types of things. And how to read it correctly, how to read the linguistic and cultural information in a dictionary. So those types of, how to get at the information so you're not only being autonomous in the sense of knowing that it's your responsibility to find out certain things or to resolve problems yourself but knowing how to actually resolve them as well and what tools to use.
69	I: And even if they maybe had been in a position where they were using dictionaries, maybe it's been such a long time since they did it. You mentioned as well their level for the class when speaking to the students. That again is something that a general user of the language doesn't necessarily have to do so maybe they haven't been in a position where they've had to do that before. I would consider that perhaps a difference between general language use and teacher language use. Could you think of any other. I think you've touched on a few.
70	TT2: I think one of the things that quite interesting is that, is knowing what genuine classroom language is because a German classroom is very different from an Irish classroom so if they look at the ways in which .. many of them don't have any experience of having been in a classroom in Germany although they may have done if they did language assistance ships but our students that come from [this university] have a different structure so they don't have the year abroad where they can go and do that and so any textbooks or whatever that give them German language use don't necessarily fit or supplant then onto an Irish classroom. So they need to be able to find ways of finding vocabulary for things that don't exist in German classrooms. And to find modes that fit into the rhythms of an Irish classroom, so for example I observed one class where the bell kept going off at one point because there was a prayer in the middle of the class at particular times of the day. And that would just never come up in a German textbook, you know, for German in the classroom, you know how to deal with this very kind of localised types of ..
71	I: I have thought if you're talking about classroom language, which classroom are you talking about. Are you talking about the Irish classroom or the German classroom and are you trying to make it an authentic German classroom experience or are you trying to make it an authentic experience of the language in an Irish classroom setting. Because things like the distance between teacher and pupil is different in Ireland and in Germany. Even the use of '*Sie*' and '*du*'.
72	TT2: and I'm not sure to what extent, I don't think that, like say for example the switch to '*Sie*' happens at a specific year in the German system, it doesn't happen. And you see that carrying over into universities and so on where we would use '*du*' much more with our students than you would ever see in a German university.
73	I: So it's difficult, it's kind of artificial.
74	TT2: It is, you know, you're not creating a German classroom but I think in a sense maybe you're creating, you know Claire Kramsch's idea of a third place or a third space, it's almost maybe as if you are doing that. The space that you create in an Irish classroom through German is not quite an Irish classroom and not quite a German classroom but you're finding a mechanism and a form of interaction that works for the broader environment but takes into consideration different linguistic situations.

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75	I: So it's not enough to go and look at what happens in a German classroom and just supplant it into an Irish context.
76	TT2: I don't think so no. I don't know, it's made easier in the sense that what doesn't happen is that you get a whole supplanting of textbooks that you get at university. Universities tend to use German publishing textbooks and so you are getting that supplanting but that doesn't happen to the same extent at second level so you're probably retaining a stronger Irishness through the textbooks than you might otherwise have. I think if you try to supplant a German classroom you would have some issues in terms of what's expected of learners in a German classroom as opposed to an Irish one.
77	I: And familiarity with the teacher would be from my impression different.
78	TT2: in terms of one thing that is challenging for trainee teachers, one of the things that has come up with us a lot has been the fact of trying to teach through the target language when the textbooks are actually bilingual and the exams are bilingual. A lot of the comprehension questions, how can you convince the kids that it's important to speak German when to pass the exam, all they have to do is answer the questions in English and how to cope with the textbook where you are doing such and such through German when it's there in English. You know, the activities they're supposed to use to carry out in this textbook says, you know, is expecting a response in English but you're trying to create a German environment so that's been quite challenging.
79	I: Is that a language policy thing then for Irish schools? Or is it a textbook writer issue?
80	TT2: Well you know in terms of language policy, the documentation or the syllabus is very much geared toward that the desirable norm would be teaching through the target language. I don't know if you've had an opportunity to look at chief examiner reports.
81	I: I'm looking at the moment at inspector reports.
82	TT2: Yes. You get some of these things where they say things like 'I went into a classroom' and they have two formulae. One is 'I went into the classroom and it was all happening in the target language and the pupils seemed very comfortable with this' and then the other one is 'it was all happening through the target language and the pupils seemed rather surprised by this', you know. But the textbooks don't help, you know. If you really want to have teaching through the target language you've got to provide the teachers with the material support to do this.
83	I: Or you have to give a unified message. This is what is expected.
84	TT2: if a publishing house is publishing for the Irish market, it should be looking at what the syllabus is demanding but then the exams are set up in such a way that the exams don't match the syllabus either.
85	I: And which is realistically more important to teachers? The syllabus and following that or teaching toward the exam?
86	TT2: The syllabus obviously [laughing]. No but for their long-term learning the

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	syllabus is more important but the reality is that, the pragmatic reality is that the pressure will put the emphasis onto the exams. And so there is a real, I mean I've done quite a lot of work in this area, there is quite a mismatch between what the syllabus is, I'm on the committee for the Leaving Certificate at the NCCA for German, and there's a quite, because I was involved in creating the syllabus, that syllabus doesn't match well onto the exams and the textbooks and you have that kind of setup where things are almost competing against one another. It's very hard to teach solely through the target language in Irish schools.
87	I: It must be difficult then to give a clear message to your trainee teachers?
88	TT2: What we try to sell it as this is the pedagogically right thing to do, this is what the research says will most help you and pupils as well. And you have to, you know you have to try to do it as much as you can but the other difficulty for them is coming into environments where the norm is not target language teaching. In terms of other skills, they need to have negotiating skills with their colleagues to allow them to have enough space to teach through the target language because the permanent teachers can feel quite threatened if somebody's coming in from the university and suddenly teaching through the target language. They feel as if they're being undermined. We do talk to students about that, you know, you must work within the local context, you do what you can do. But that what we're trying to do is set you up for life as a teacher and that many of the things we're talking about you may not be able to do until you've actually got your own classes in your own school.
89	I: because the pupils might not be able to handle it either. Well that's all of my general questions covered. Do you have any questions or comments or anything you'd like to add?
90	TT2: I don't think so no.
91	I: Well then thank you very much.

	Interview with teacher trainer 3, 12th April 2011
1	I: Thank you for agreeing to take part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given a copy of that to keep. Please, don't answer any questions that you don't want to and if you want to stop the interview at any time that's fine. You don't have to give a reason and there will be not consequences. If you're ready then we'll begin. So you work at two institutions... Could you maybe just give me a brief description of the programmes the German language teacher training programmes at each of those?
2	TT3: well it changed over the years. In the past, I don't know how long you want me to make this but in the past [at the university] for many years [at the university] everybody did a modern languages programme and they didn't get all that much input for German. Now I'm going back quite a bit. In 1990 they took a person who would be fulltime for German because there was such a demand for German in those days and she was there for seven or eight years and she just supplemented what was done in the modern languages modules.
3	I: In the modern language teacher training module.
4	TT3: Yes so they would have had an hour a week of general modern language teaching and she would have done another hour. Now I don't know how often she did it just for German, specialising in German. When she actually left at one stage and it went back to being modern languages. I don't know exactly what happened with German, not an awful lot I suspect. Round about the year 2000 they got a new professor. The person who had been doing modern languages who had been a fulltime member of staff and went over into applied languages and the new professor came from [one university]. I had been teaching in [one university] for many years and had had a different system and she took on the system from [one university] and brought it into [the university]. And that system was that if you were doing a language, that was all you got in the way of modern languages. If you decided to do German, OK you did German and that was all the modern language input you got. So that went on for about 8 or 9 and that had been the same system in [one university] ever since I went to [one university] which was 1984 they have had the same system of, if you did German that was all the modern language teaching you got. So in a very short time you had to cover with them teaching modern languages with an emphasis on German. So that went on [at the university] for about 8 or 9 years I think and then they decided for some reason or other but I think it's a very good thing that they decided this to go back to the previous system where they would have a modern language course and then they would have some German. The first year they did this they had five sessions of German which is totally ridiculous as you can imagine. You were wondering what is it that was so essential about German that I had to get across in five lectures and what can I leave out. There's a lot I'll leave out, what will I actually put in? Then they changed that and they've now gone to the other extreme where they spend twenty four lectures for German on top of their modern language. So [one university] round about the same time adopted the same system which was new for [one university] but they have a better balance I think. They have ten lectures a year just for German, they have their normal quota for the entire year for modern languages. I hope this all makes sense.

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5	I: Can I just clarify? There's modern languages which is general language pedagogy, and then extra to that for each of the languages there is in [one university] ten hours and [at the university] 24. I'm with you.
6	TT3: I gave you the background because I think you need to know what happened in the past.
7	I: Sure, the context is great, thank you. And so in the German specific lectures then particularly, is that German language pedagogy in specific or how does that work?
8	TT3: yes, how to teach German basically. Now we don't for several reasons we don't go into how well they speak the language. We don't do anything with their language. Which sometimes is very bad and sometimes is very good. This is partly political because as an education school, they're calling it, we have no right to criticise people who hold a degree from a university. That's university politics. We cannot say, they can't speak German properly, because of the fact that they've got a degree means that the university thought that they did or thought that they were adequate so we are not really .. , because for years and years in [one university] this has been criticised in all subjects actually. OK they're not confident in the subject themselves but the answer was always the same; that may be the fact but there's nothing we can do about it because it's university politics and we have no right to say that the university has given them a degree and yet they're not competent.
9	I: would you have an entry requirement for German?
10	TT3: The entry is now that they would have a degree in German. That's relatively recent.
11	I: It doesn't matter what grade, first class honours or second?
12	TT3: no, well yes at the moment mainly honours degree people are preferred. To be honest, an honours degree doesn't mean anything as far as speaking German is concerned, as far as their German grammar is concerned. I would imagine it would mean that they were quite good at literature. I don't know but I would be quite critical actually of whether a degree is the right thing for a German teacher.
13	I: At all?
14	TT3: I just wonder sometimes, because you get such a variety of people, I have a student this year and she's absolutely fantastic, she taught in Austria and her German is great. Often you get people whose German's fantastic better than mine, you know but you get the opposite as well. People whose grammar is appalling, whose pronunciation's dreadful.
15	I: And you have to presume that if they've got a degree then they've got a certain level?
16	TT3: Yes you've no right to question it. Now I do actually in the sense that if I'm supervising I write down everything they say and do during the class just to know what's happening, to have a record and I have a margin down the right hand side and I know every pronunciation and grammar error. Now sometimes, I mean this year I didn't even bother filling them out in the end because she doesn't make any mistakes, she's great but I mean sometimes it would be full of things and I take them up with

	them afterwards and I tell them about them and I write them on the back of the sheet.
17	I: this is what you take down when you're observing?
18	TT3: Observing a class, yes.
19	I: Do you require as an entry requirement that students have spent time abroad?
20	TT3: I have no jurisdiction over that. It's the university that takes them. I don't even think it's the CAO. I think it's the universities who decide on what is now called the PGDE.
21	I: In the courses that you give on German-specific language pedagogy you're talking about German as a foreign Language and teaching difficult aspects of German teaching.
22	TT3: Yes, I try to go into the main problems for German as opposed to [other languages] and taking for granted and I know what they're doing as modern languages that they're learning out to teach modern languages and I would hone in on things that are specific to German.
23	I: Could you give me an example?
24	TT3: One of the things I would hone in on which is maybe particular to me is cognates. I try to get them to go into the cognate rules like 'ship' and 'Schiff' and things like that which I think is quite important. So that would be one of the first things I do. Grammar obviously comes in, how to teach grammar. They would be taught the idea of an inductive approach to grammar which I totally go along with but I'd be obviously with German there are cases and genders and neuter is specific to German. You know things like that that don't really happen in other languages. You've got the separable verbs, things like that that would be very specific to German so you would have to hone in on that. And then the fact that certain things wouldn't, I would try to get them to distinguish things that are really important from things like adjective endings that are not terribly important but are very difficult for most for the main cohort to grasp as in they never really grasp it. It's only really maybe the top maybe 15% who ever get to grips with adjective endings in school.
25	I: And do you deal also with cultural topics and literature?
26	TT3: A little bit. Yes you would, I mean obviously that's one of the strands of the leaving cert is cultural awareness so you would try to.. you see in a way it mainly methodological, you don't really get in too much to the content. It's more how to handle, you know.
27	I: And are those German-specific lectures taught through English or through German?
28	TT3: I would, except for this year when I was actually asked to do it in German by the students, I would do it in English and prefer to do it in English. Because I notice this year now I would say that the group is one of the worst groups I've ever had and it's partly to do with the fact that they didn't understand or possibly I didn't put it across very well but I don't think they really copped on to certain things simply because it was in German. I think that it's just too technical and it really needs to be in English.

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29	I: And why did they request this?
30	TT3: I think they thought it would be a nice idea. I think maybe there's one person steering this. At the time that's what they wanted. Now here in TCD I know they do very little input as you probably know for specific languages and they do do it through the target language and I know my colleague who does the French absolutely hates doing it in French. For the same reason. You just really need to get it across. Possibly a native speaker could do it but both of us find it difficult and inefficient.
31	I: There's no formal language training for your trainee language teachers? You have to presume that they have adequate proficiency.
32	TT3: What is more serious I think actually is that there is no, what I teach them is based on what I watched being done [at the university]. I was taken on as a supervisor [at the university] in 1980 and I would have been quite nervous about this because you know I was quite in awe of the person who did it at the time and I had a horror of not following the party line, you know, going in and telling them the students something different from what they had been told in the lectures so I was in the happy position at the time, although I was teaching full-time, we finished at 2.20 in the school I was in so I could go along at 3 o clock to her lecture so I sat in her lectures for years while supervising so that I would get the policy straight. So when I got the job of doing this in [one university] I had four years of her notes behind me and I based everything on what she did. Now over the years I altered things of course. And I found out more myself but I would have based it very much on what she did and where she was taking it from I have no idea. Because there is absolutely no overall syllabus for us to follow. It's totally left to academic freedom taken to the nth degree. You just do whatever you think and, I don't know if you've interviewed the other people, but there's a guy [at an Irish university], he tried a few years ago to try to get everybody together and to do.. his idea was .. but he didn't succeed in getting everybody together. It's gone by the wayside now. [Another teacher trainer] and myself went along. He was organising and
33	I: and was that for language teacher trainers or German teacher trainers?
34	TT3: language, it won't happen in German. You he does a general modern language course. He is very into language autonomy. He did a Ph.D. in it and maybe the ELP, I'm not sure but he is very into this and this German lady, there was a different person before, she was brought in to do four lectures in the year and there wasn't really much else in German [at that university]. But maybe that's improved.
35	I: I have been to two other universities and from the people that I've spoken to, the universities have very different programmes from each other. So that's why I wanted to get the context as well. So it's good to get the history from you.
36	TT3: In those days it really was the general modern language course I had to do as well German but obviously with emphasis on German And I sort of evolved a few things myself as far as German is concerned. Things from my own experience that I thought were important.
37	I: You mentioned that when you do supervision that you note errors and you discuss the errors. So that would be supporting language although you don't have formal language classes.

38	TT3: Yes it is.
39	I: Are there other ways that language is supported?
40	TT3: Not really. I mean as far as I am concerned, no. There isn't really. I did try to send people, they did have a sort of language lab and language resource room [at the university] at one time. They've done away with that now. My idea was that they would go there and ask for a course they could do and I don't think that ever really happened. And I had no way of enforcing it. Because again the education school, their story all the time is 'we can't do anything about the content'. OK if you can fit it into your lectures then fair enough but we can't make it a requirement'. It's university politics all the time.
41	I: The limited number of credits and the limited number of contact hours. When you note during your observations errors in pronunciation and grammar as you mentioned, do you see recurring errors in those things from the students?
42	TT3: well now most of them do actually try [to correct errors]. I don't supervise in any other university. Actually, supervision in [one university] is not done by subject specialists. I think it's a real drawback.
43	I: So the person who might supervise a German teacher might not have German?
44	TT3: I don't think that any of them have any German. I think that one or two of them have a little bit of a smattering. And there is one person ... who would be a language person. She would be languages. And [the person] who does the general language course in both [universities] and she now supervises too. So they would know the language methodology but neither of them would know enough German to know, to correct any errors. I've supervised Spanish [at the university] as a tutor when I was tutoring and I know the methodology but sure they could be making hundreds of mistakes, grammar mistakes and I wouldn't have a clue, you know.
45	I: And do you encourage them in both institutions where you teach, is there a focus on target language use?
46	TT3: Yes, therefore the supervisor [who can't speak the language] is at a complete disadvantage. I've have supervisors at [one university] say to me during the years 'oh they speak German very well' and I know that person does not.
47	I: So they might speak very fluently but inaccurately.
48	TT3: and of course they speak a lot of German when the supervisor is there because apart from anything else it's a defence for them. I mean it is very good that they speak the language but then you there again, [a colleague just told me recently that a supervisor in [one university] said to one of the student, 'I think you better speak a bit more English because they don't understand you speaking the target language'. There's a bit of a contradiction. That's a big problem in [one university], I think. But that's just the way they've always done it.
49	I: You can pick up on the errors that students make. Could you think of typical errors that come up all the time?

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50	TT3: Pronunciation would be a problem. But grammar as well. You hear all sorts of things.
51	I: Any particular forms in grammar?
52	TT3: Off the top of my head. Lately, I've had some very good people so I'm trying to think of not so good ones. I could email you a few.
53	I: That would be interesting. I would imagine that imperative or plural imperative would be difficult.
54	TT3: yeah the '*ihr*' form yes that's true. And I would encourage them to use that because that's the only time the kids are ever going to hear the imperative or to be called '*ihr*' even. That's a good situation for using '*ihr*' because it doesn't come up very often otherwise.
55	I: And what about vocabulary? Would students struggle with typical classroom vocabulary?
56	TT3: yes I would usually give them a handout with phrases that they should use. And I encourage them also to have classroom phrases, to introduce classroom phrases as you go along and to put them up on the wall. If it's needed you point to it and if anyone asks you 'What's this in German' you point the sign '*Wie sagt man hmm auf deutsch?*'. I saw somebody do that yesterday, it was very good. It's great. And what does that mean she pointed to '*Was bedeutet ..?*'. We would encourage them to do that. Just to have it up on the wall, the kids should have it in their notebook, once they've learnt it, you know, it goes into the notebook. We'd encourage them to do that. That wouldn't be a huge problem because you can actually give them that. Another thing I would encourage them to do is to record themselves. Because they don't really realise how much English they're speaking until they actually hear themselves back and then they realise that they do typically say, use things over and over again that they could say easily in German.
57	I: It's just becoming aware of that then. When they're speaking German in the classroom, in your experience, what kind of other problems would they so. Maybe their grammar isn't very accurate, their pronunciation may not be accurate, are there confidence issues or strategy issue?
58	TT3: Yeah well what I find very often, I mean it's weird, sometimes the better German they speak, the less happy they are to speak. Because they have this thing 'oh they won't understand, they won't understand.' sometimes you find people with very poor German who try really hard and do speak German all the time and make mistakes but you know so what. These will correct themselves eventually, that's why I think it's very important to point them out and usual again, isolate the universities and sort of say, I know you've spent three years or four years learning German and you're still making these mistakes. It's not really your fault. I mean I would be very keen on boosting confidence in teachers because I think if you crack somebody's confidence you kill them altogether. They're never going to recover or it's hard for them to recover so you usually try to build up their confidence quite a lot so I usually blame the university. You know it's this crazy system they have that you're doing literature all the time that you're not actually learning the language and I'm correcting you 'cause who else is going to correct you? I take that type of thing from day one.

59	I: you already mentioned that you tried to make it, not compulsory but advisable to go to the language laboratory.
60	TT3: Yeah but that didn't work to be honest.
61	I: Are there other ways you encourage them? I mean you point out a mistake and say there's a mistake, fix it.
62	TT3: I try to get them to go to Germany but some of them would have been on Erasmus. This is the awful thing. They could have been on Erasmus but hang around together and speak English. But then again the other side of the coin is that sometimes you have people that are just absolutely fantastic. You know I had the German advisor in. He came in a couple of years ago. He was quite keen to come in and he was bowled over by some of the people in the class. How good they were. I fixed it on a day that I couldn't be there. It fitted in quite nicely. He came in and took the group and I said to them to meet them. He said to me after that he was bowled over by the level of their German which is great. But you just get everything, you have no idea what you're going to get. Native speakers who may in the end be not allowed to teach German because the teaching council now requires that they have a degree in German. They might be very, very good, I had a very good girl last year, you know, her assignments were absolutely super but her degree was in something else. She was German and her degree was in something else. So I think there is something, an exam they can do or something. I'm not sure what it is.
63	I: and if somebody has very poor German then and you can tell from observing them that they have very poor German is there any mechanism by which you can either force them to improve their German or prevent them from becoming teachers?
64	TT3: I could, I could bring down their teaching practice grade and that's quite savage because that's very important. At the moment especially it's extremely important for jobs. They are paranoid at the moment about their grades.
65	I: So it's in their best interests to have good German.
66	TT3: You wouldn't really give them an A if their German isn't, was bad. In the past sometimes we have found a really good teacher... you see in some ways it's about potential. I mean some of them are really keen to improve, they would be aware how bad their German is and they are keen to improve and it a way you take it on trust that they will. I mean my grammar was appalling when I started teaching. I had a very good flow of German but my grammar really was very ropey and I learned as I went along.
67	I: you learnt the grammar because you had to explain it to other people.
68	TT3: yeah. That's the best way to learn it.
69	I: But you had to learn it on the job as well.
70	TT3: I did because I went on an exchange when I was 15 for six weeks and I came back speaking German which was quite unusual in those days. I could yack away in German and I actually managed to pass as a German when I was on a train going to Germany and I was so thrilled but this just goes to show that you can get away with murder in German because if you speak quickly enough they don't get the adjective

	endings etc. and this is what I did and I sailed through university on my fluency which was unusual in those days and scraped through all the time and at the end of the day my German was still quite bad. And when I started teaching...
71	I: But I mean your German wasn't bad, I mean your German was good, but for the purposes of communication.
72	TT3: But my grammar was very ropey.
73	I: Which wouldn't have mattered if you hadn't wanted to become a teacher?
74	TT3: That's true.
75	I: So the grammar for the teaching was important but not necessarily for conversing.
76	TT3: and nowadays the way the syllabus is based on the communicative approach and grammar is not so important any more really. The form goes to the function. You're really only supposed to learn what is useful for the function. That's where the emphasis is supposed to be. Meaning is everything and obviously, you want to be, if you're going to be a very proficient learner you've got to improve your grammar but .. it depends on how you define grammar obviously.
77	I: This is where I find a discrepancy between the syllabus for the Leaving Cert and the examination papers because then there is a very focussed point of grammar.
78	TT3: do you know the way the Leaving Cert is marked, you know it's 50% for content and 50% for expression so if you can get the content across in a way that it can be understood, you've got 50% of the marks.
79	I: but there is one specific question for grammar. Where it doesn't matter about the function.
80	TT3: Yes the *angewandte* Grammatik. Yes but it's not a lot of marks really.
81	I:But still it's giving that message where the syllabus is saying we're communicative, it's inductive, it doesn't matter but then on paper it's different.
82	TT3: Since 1997 that has changed. Although before that they had those, you know the compositional exercise. A lot of that was syntax, manipulating sentencing around. But actually I find though in teaching and very often it's the people who are not proficient in grammar themselves who push grammar in the classroom. And a lot of the books are dreadful. Have you seen the present cohort of books? *Lernpunkt* is one of the best but '*Viel Spass*' have you seen this? '*Viel Spass*', '*Klasse*, Leaving Cert deutsch, they're dreadful things but they're mainly Irish produced.
83	I: And are these also bilingual?
84	TT3: Oh yes, but I would have no objection to that actually. I have to say I would rather teach grammar through English because, did you come through the Irish system?
85	I: I did, yes. I don't remember much target language at all in the classroom.

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86	TT3: You this is the thing. I've found that it's such a strange concept to English speakers, the cases. I mean the subject and the object are totally alien concepts. And also children don't learn any grammar in school. Basically I know grammar from learning Latin so many years go. You know when you have seven cases in Latin German is a doddle. And that's how I learnt the difference between the subject and the object. I learnt a year of Latin before I came to German but the average child has no idea. First of all you're up against genders and the only way you can get across subject and object is going through pronouns in English. He and him, she and her. I've found that that's the most efficient way of doing it and that's how I would actually teach. Get them to, say to them 'can you say I see she, no you can't. Why not?' no idea. So then you go into the subject and the object and you do things like the cat catches the mouse. Have you ever seen a mouse catch a cat? And you do things like this. I believe in doing it through English.
87	I: So that's a principled use of English that is kind of coming back into vogue anyway really.
88	TT3: I don't know. My feeling is that speaking the target language is great. That's what I want you to do but I think you have to go back to, this is a personal thing. But that's you see where there's not absolute overall policy. They're probably learning something entirely different in [other universities].
89	I: I understand that. I've been reading inspector reports as well and the use of the target language is very important in that as it is in the syllabus but then in the textbooks it's bilingual and the papers are bilingual so again there's a big mismatch as far as I can see.
90	TT3: but then a big part of the communicative approach is the bilingual but because if you go back to audio-visual, audio-lingual and I've lived through all these things. I would say that the grammar translation is what's being used. The syllabus is based on communicative approach but a lot of it's grammar translation.
91	I: Why is that? Is that because of people's own learning experience?
92	TT3: I think so yeah, they just perpetuate it. And I've also seen and this is really a bit disappointing for me, sometimes my best students go abroad. And are never seen again. They can't find jobs and then from doing grinds with children of acquaintances and also from supervision... because they're students and they know what they're going to get the marks for, while you're there they certainly try and do what you're saying. But I think later on they probably revert to whatever they were taught. Unfortunately. Some of them anyway, not all.
93	I: Do they not have a different experience at university?
94	TT3: Sometimes it's worse at university.
95	I: There's not an emphasis on target language use and communicative approach at universities?
96	TT3: I don't think so. Where did you go?

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97	I: I went to [a university] and I wouldn't say there was a massive emphasis on the communicative approach. There was a lot of grammar and a lot of translation going on as well.
98	TT3: Some academics don't know what the communicative approach is. I came across this twice. One is a contemporary of mine, she was a university lecturer in Canada, I think she might even have been a professor but we had a conversation about this and she was totally confused as to the difference between audio-visual and communicative approach. She thought actually the communicative approach was audio-visual. She really didn't know. The other thing was there was a very prestigious institution in [Ireland] and there was this conference on and there was this visiting academic from somewhere or other and from a remark, a throw away remark from somebody who is high up in modern languages at another university and he didn't know either. I think you'll find that among academics, well CLCS of course they know all about it. But if you go into a German department anywhere around I don't think they have a clue.
99	I: because they're not linguists or applied linguists?
100	TT3: No. They're *Germanisten* and they don't actually know a lot about teaching languages.
101	I: So they're not modelling communicative language teaching?
102	TT3: Absolutely not. I mean what they get in university is even worse than what they get in school in the sense that it's all translation, translation and literature and I think there might be some linguistics nowadays. We did philology but I think that's gone now. And I think that's quite useful though I didn't appreciate it at the time.
103	I: So there's no model for teachers teaching through the target language in a communicative way. And then also they have never heard in an authentic context classroom language.
104	TT3: No. They brought it in post 1997 when the Junior Certificate came in. Higher Junior Certificate has a thing on target language but then there are these awful books *'Zur Sache'* etc. where they do exercises on it. Instead of actually using it in the classroom, you do an exercise on it. It's crazy. Honestly most of the books on the Irish market are appalling. The Irish books.
105	I: Why don't schools use German ones?
106	TT3: I don't know. Is it policy? I wonder myself. I would be, you probably don't approve of this, but I would go for the bilingual one because at least then they understand what they're supposed to be doing. I mean I've gone through it myself learning from a monolingual book. Because I come from Northern Ireland, didn't learn Irish at school, had to learn it later, I went a course.. I've been to Irish courses where they use monolingual books insofar as they use books at all and I couldn't make head nor tail of them. [personal story – omitted]
107	I: Do you think that if the book was a good book and the teacher is a good teacher and the target language is understood to be the language of the classroom?

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108	TT3: I haven't seen it in practice I suppose. In the audio-visual days that would have been the thing, I suppose. I suppose I did do it then come to think of it. But it was '*Auf Deutsch, Bitte*'. It was an audio-visual course that Goethe was pushing at the time. They have DAF for the adults and '*Auf Deutsch, Bitte*' for the kids. I did use that actually but I would have the English where necessary. Actually I wasn't trained in audio-visual. I went headlong into it in my first job, I hadn't even done the Dip... [personal story omitted]
109	I: You've already mentioned that you can't fail people on their language skills. Do you think there's a threshold at which point teachers just can't be very effective?
110	TT3: It's hard to say you see because if they are really good teachers they'll get over it. A lot of this is to do with motivation and learning how to learn a language . Some of them are really good at that. Learning the language themselves. Nowadays you've got all the resources, the internet, recordings. I mean I've seen people with fairly ropey German themselves but they use a lot of, OK they do use their bad target language but they hear a lot of recordings, they hear a lot of stuff.
111	I: So they are autonomous themselves then?
112	TT3: I see a lot of them have great potential because they are determined to go to Germany and they do go to Germany, you know they don't get a job here so off they go to Germany. And presumably will come back much better. But there are also people who don't care. But nowadays actually the calibre of student is very good because it's so hard to get into the course. There are so few jobs anyway. They know they are going into a something with very few prospects so they're dedicated, they're very dedicated. I mean years ago I remember one of the very first students I supervised, she wanted to be a buyer in [a fashion store]. They just drifted into the Dip because it wasn't that expensive, they didn't know what they wanted to do. You might want to teach some day so you'd go and do it. It's very different now, it's very expensive, very hard to get into. So people think twice and generally they've done some teaching before. A lot of them would have TEFL qualifications which is a great basis.
113	I: And if they aren't very proficient speakers, what kind of problems have you observed? Obviously you've seen grammar errors and pronunciation errors. Does it cause problems for them in other ways if their language is inadequate?
114	TT3: I would see the kids imitating them unfortunately. That would be a big problem and the fact, I suppose the grammar isn't such a big deal because the kids have so many grammar problems themselves, I don't think it makes a lot of difference really if I was to be honest about it. It's more pronunciation that bother me. That really bother me. Because German pronunciation is so easy. It's so regular. All you have to do is learn a few rules and you should be able to do it.
115	I: what about confidence and that? In the teachers? Have you found that teacher are lacking in confidence when they are aware of the fact that their language isn't up to scratch.
116	TT3: a little bit. I suppose I make a big thing of saying it's not your fault. You know it's not your fault, it's the evil universities who. I get really annoyed when I hear academics, and this has happened in the past, academics slating teachers all the time, that teachers don't know how to do it. They have no idea what it is like to be faced with 30 kids with

	social problems all sorts of social and emotional problems, discipline, mixed ability, all these things and you're worried because they don't know how to do adjective endings. Come on.
117	I: Would discipline and praise and feedback and that happen in German for the students you observe?
118	TT3: Some do some don't. We encourage them to do it because obviously if keep reverting to English, the kids don't really think that it's a method of communication. That is what you're encouraging, to use the target language and 'waste a little time' getting the phrases that you need so the kids learn them and then they are models for learning grammar. I would feel that you learn the grammar from you know '*Wo warst du gestern? Ich war beim Zahnarzt*'. You don't tell them it's the *päteritum*, you tell them *'Ich war'*. *'Ich würde plus Infinitiv'* is the *Konjunktiv 2*, you don't use that expression not for a long time anyway. They have a model. *'Habt ihr eure Hausaufgaben gemacht'* from day one they should be learning that. *'Wo ist deine Hausaufgabe?'* so that later on when they learn the perfect they have a model. *'Ich habe mein Buch verloren, ich habe mein Buch vergessen'* they should learn those things so that when they do those later they have a model for it and ..
119	I: So you are talking about using set phrases in the class like *'Ich habe etwas vergessen'* but what if the teachers have to respond to something spontaneously? If there's an issue of discipline in the class or somebody wanders in. How does the target language work there?
120	TT3: again it's standard phrases. They happen all the time. If someone comes in late, somebody's talking, somebody's messing they should have a stock of those. And what they might be inclined to do at times and you try to stop them doing it, and tell them not to do this under any circumstance but I've seen people try and give the kids out handouts of classroom phrases instead of bringing them in naturally as they occur and putting them on the wall. ..[personal story - omitted].
121	I: so my last question relates to the grammar you mentioned earlier on when you said your own grammar wasn't great but your fluency was very good and you got through an awful lot on your fluency but when you started teaching you realised that you needed grammar whereas normal general language user don't need to have the grammar, you don't need to have the explicit grammar you don't need to have the metalanguage to speak about the grammar. So that's a big difference between general language use and teacher language use. Can you think of anything any other similar differences between general language use and teacher language use?
122	TT3: well you do need the formal grammar and the metalanguage for yourself at least and actually in the *angewandte Grammatik* you need it. It was brought in in 97 but from 84 to 97 you didn't need to know what a verb was, not explicitly anyway. And it's a problem for native speakers. Sometimes they don't have the knowledge of grammar. That's where sometimes someone who has had to struggle with it themselves is better at teaching grammar. …
123	I: If you expecting someone to explain grammar in their second language it's difficult for them to be precise.

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124	TT3: It's also the audience you've got. You got a bunch of school kids who are not into language and who have all sorts of hormones and other things going on in their lives.
125	I: This is pitching of the level and also of their interest.
126	TT3: the crazy thing is that there is so much grammar brought in for Junior Certificate. You think why do they have to bother with that when they don't need it? And their vocabulary is so poor. Why don't we work on their vocabulary? And their comprehension and not worry about all this grammar which they are never going to have to produce. They don't need to produce that. And what they do is they all revert into translating from English when they are told to write. Whereas you actually want them to use models and collect up phrases and chunks of language. On the other hand there's the danger and this is an awful thing too that they are learning things off by heart that they don't understand. The whole idea of scaffolding you know when you read a text you know now how to say *ich wohne* in because you've seen it written in German rather than start by saying I am living = *ich bin lebend.*
127	I: I think that's all the questions I have to ask.

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1	I: Thank you for taking part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given a copy of that to keep. Please, don't answer any questions that you're uncomfortable with in any way and if you want to stop the interview at any time that's fine. You don't have to give a reason and there will be not consequences. If you're ready then we'll begin. Firstly, I just wanted to ask you to give us a brief outline of the German language teacher training programme that offered here and what that entails.
2	TT4: And that's the postgrad one, is it?
3	I: Postgrad firstly but then maybe also the undergrad one.
4	TT4: The postgrad is a one year course, a two semester course and the entry requirement for that is a 2.2 [in the primary degree] at the minimum and the students have to undergo and interview when they apply and this is to establish whether we think they are suited to a teaching profession or not from a language point of view and also from a, how should I say, developmental point of view or whether they should just take a year off to gain some experience maybe. And the students engage in a number of courses; language skills, language pedagogy and preparation for teaching practice, teaching practice itself. It's jointly run by the Department of Education and of course the School of Languages.
5	I: And there's also an undergraduate programme on offer here?
6	TT4: There is but this is more at an exploration stage so I'd prefer if you would focus on the postgrad.
7	I: That is possibly better for me anyway as it's the only undergraduate programme in the country so there's not very much to compare it to. So could you tell me then about your role in the teacher training programme, what your position in that is?
8	TT4: Well, I would usually teach in the LS module which are language skills and those are offered in semester one and semester two and that would be a double class so two hours a week and recently I have also taught in the language pedagogy module.
9	I: Are you also involved in the supervision of trainee teachers' classroom practice observation?
10	TT4: Yes. I also do that. [My colleague] is mainly responsible for that but I have been asked to take care of that because of a native speaker with a background in German as a second language, that suits my background as well so yes I've been doing that too.
11	I: So the students then have two hours of language skills courses in a week and also then language pedagogy and preparation for teaching practice. How often do the classroom observations take place for each student? How many would they have?

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12	TT4: They would have, well in semester one they go out once a week on a Monday, just to get to know the setting and the school whereas they are on a six week placement in semester two. They are seen by each language tutor once on each placement and the education tutor see them as well. So I would go out once and if we feel that a second visit is necessary then we would go a second time but so far this hasn't been necessary.
13	I: And what would you be looking for then, when you're supervising, observing classes from the trainee teachers?
14	TT4: That's a good question and not easy to answer because in the first semester we mainly look at how the students deal with a classroom setting, how they deal with the class, what their command of the language is. I mean, from my point of view, I would first of all look at the command of the language but don't ignore the way they teach, the methods they apply and all this, you know, interaction with the students and how the lesson is structured – I would have a look at the lesson plans –, are they well prepared, are they well planned, are they linguistically well prepared because that is sometimes an area that they find difficult, to actually adapt their command of the language to the students' command of the language and to anticipate mistakes that the students might make. So this is basically what we are looking for. So it's not only language, it's also they way they teach and how they plan themselves in the class.
15	I: And so you're concentrating somewhat then on the trainee teachers' language skills when you're supervising them. Do you see typical errors and typical problems that come up in the classroom?
16	TT4: No, I wouldn't say so because linguistically most of the student teachers of a high standard because usually they would have been abroad for a year. I now have who had been living France and in Germany for a number of years so her command of the language would be very well developed or very high. So the mistakes they make, I feel, are often individual mistakes. So not general mistakes. That would rather be someone that you would find in the undergrad programme generally not the education ones. That would be word order for example, subordinate sentences or classes. So no, I wouldn't say there are general mistakes that you can see.
17	I: Can you think of mistakes that you would have seen from individual students that would maybe affect the learners in any way?
18	TT4: Yes. Pronunciation, intonation is an area that they sometimes find difficult. As I said, word order is sometimes a problem and so is the range of vocab. That depends on the individual student and some are really well prepared and can make up for that. It's just that, that comes up when they have to react spontaneously whereas others, as I said, have a high command of the language and that really wouldn't be a problem and wouldn't affect the teaching at all. It's rather with the weaker students where it would affect the teaching in general. And those are usually the students that would have problems from the beginning and at the interview we decide whether to accept the student or not and if have the impression that the student will not make enough progress within a year then we reject the student. And that has been done before. It's not just on paper, we actually do that. Whereas, if we have the impression that the student can progress over the year, we accept the student and offer the placement.

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19	I: Even if they start off with relatively weak language skills?
20	TT4: It needs to be of an acceptable standard. If we have the impression the student is not up to scratch we would not accept them.
21	I: Do you see - in terms of functions in the classroom, explaining, giving feedback, praising – do you see problems with those for the students or is it the case that the prepare that language and that's enough then?
22	TT4: They would usually prepare that but often there would be something like a literal translation of hands up like '*Arme hoch*'. The students understand that even though it's not idiomatic so that would not necessarily impede the classroom. We would point it out afterward but generally the students prepare that quite well so that would not be the major problem.
23	I: You mentioned as well that the students might have difficulties pitching the language to their students' level and that's kind of a language awareness issue or possibly a strategy. Can you think of other skills or strategies that might be useful in the classroom that might be lacking in some students?
24	TT4: From a linguistic point of view?
25	I: Yeah. But say language awareness is linguistic but not about vocabulary and grammar. Could you think of others?
26	TT4: I think that that goes well beyond linguistic skills. It's an empathy, it's building rapport with the students. That is something they can't do by having linguistic skills. You need to know how to teach. So cultural awareness would be a major point that we feel is import and that really is difficult to answer because I don't think that you can pin-point individual skills that contribute, it's more like a sum of skills that a student teacher needs in order to run a class well so I find that difficult to answer.
27	I: I understand. I would think that when you speak about in the interview stage when you try to decide whether a student would be able to improve or not , I would that that would, for instance, entail a certain level of learner autonomy on their part.
28	TT4: This is what we expect because throughout the two semesters here which is not a long time. It is after all nine months and they would have to work on their own to a certain extent. We provide a great deal of help and support and we have the language support unit, we have the language resource area in the languages building where they can watch German news, German magazines are available, they are also available in the library of course. They can use the internet, they can use the Goethe Institut in Dublin so there's a number of sources and a great deal of help available to them but at the end of the day, they'll have to work on their own, after all they are postgrads and this is what we expect. Now having said this, and we also have the language classes where we try to improve, to extend the range of vocab, to work on idiomatic expressions to cover topics that students may want to talk about. So it's not like we have a programme that is applied every single year. We talk to the students at the beginning of the semester and say, 'What would you like to have covered in this class?' because that again is very individual and we have students who really want to do the Leaving Certificate topics but we would like to go beyond that of course because we feel that it's important for the teachers to know more than just what's actually covered

	in the Leaving Cert so we would make a couple of suggestions from which the students choose or we even ask for their own suggestions and try to establish what they feel is important.
29	I: And is that thematically or by language functions or how do they choose?
30	TT4: Both. We would try to cover the four skills and look which topic suits that. So when we discuss for example, last semester we discussed newspapers, and often we associate that with writing skills so they would have the different text forms, they know how to write an article. We would also provide the vocab then that is associated with newspapers.
31	I: So that would be more for the student's own language skills rather than for what they are going to give to their students?
32	TT4: Why would they not do that?
33	I: It's more a general language course where you're specifically focussed on teaching or on classroom language?
34	TT4: We do that as well. We would also have a class with classroom language but after all classroom language is the imperative form for instance so I mean, I personally expect that. I personally expect the postgraduate students to be able to form the imperative. If they are not able, then we would just revise that quickly but I'm not spending two weeks on forming the imperative 'Sit down', 'Get up', this is really something I expect the student to know themselves.
35	I: What kind of form does the class take, the language skills class? Do you have a communicative approach? Maybe if you could comment on the methodological approach that you use.
36	TT4: It's very interactive, I mean, it's very a small course. In total we do not accept more than 20 students so for German that would usually be between four and six or seven so it's quite a small group which enables us to focus on each individual student and their weaknesses just to pinpoint those but yes we would expect the students to participate in the class. It's a not a lecture, it's actually a tutorial or seminar style where we would expect the students to take part. They would give mini-lessons which also practices their teaching skills apart from their language skills. You can't really divide that into teaching language. It's quite an integrated course, integrated language teaching course and yes of course it's communicative.
37	I: How would a mini-lesson look? One of the students would present a topic to their fellow students?
38	TT4: We would usually give them, with we would ask them to tell us where they are in their teaching practice, in the first semester, and then ask them to continue, to give a brief outline of where they are at, what the students are like, whether it;s a mixed ability class, higher level, ordinary level and so on. And then they would teach a section of a class, not a whole class either introducing a specific point of grammar or do something entirely different. That's usually up to them or we give the setting and the task that they would have to do.

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39	I: How much of the class would that take up? Is that once a week or ?
40	TT4: No, that's usually once a semester. On the other hand, if the students ask us to do it more often, we would. We are quite flexible in that regard because we try to keep the students' interests in mind.
41	I: How is the course then examined?
42	TT4: They have .. I'll just check.. they have the mini lesson.
43	I: Which is part of their examination?
44	TT4: Yes. You would offer to have a practice mini-lesson before-hand. [pause while TT4 looks up course on the computer]. So this is true as of last academic year, because I wasn't teaching on the LS module this semester. So for the first semester actually no this academic year second semester, they would have an oral exam worth 15% and a written assignment which is 20% usually a learner profile, they have an end of semester written exam worth 15%, they have a listening comprehension worth 10%, they have an interim assignment which can be a mini-lesson and reflective practice, the oral exam 15, and the end of semester written exam which is 15, so it's pretty close to English as a Second Language.
45	I: Is all of this in the target language? The language skills course, would that be exclusively through German?
46	TT4: Oh yeah, absolutely.
47	I: So all of their course work and examined work would be done in German? I wanted to ask, do you ever have native speaker German teachers on your course. Does that occur often?
48	TT4: In the time I was here, I haven't had a native speaker in the postgrad course. We had an applicant now who was from Switzerland but it depends if she accepts the place she was offered or no. so we may have one next but so far we haven't had one.
49	I: I was interested in maybe asking if there would be differences between non-native speaker teachers in training and native speakers. I don't know if you would have any thoughts about that having not had the experience of training them.
50	TT4: We have that to a certain extent because, as I said, I'm also involved in the language pedagogy courses and in that class we have students who are teaching English as a Foreign Language or as a Second Language. What they mainly, often what they find difficult is to actually reflect on their own language and what I said before to pitch their level of language to the students' level of language and to form clear instructions. That isn't easy, not even in your own language so this is something that we try to point out. Generally, it's not too much of a difference having a native speaker in the class. I would assume, of course it depends on the individual student. You can't say that generally because I haven't had enough native speakers in class.
51	I: Do you think that the trainee teachers' own language learning experience has a big effect on their language teaching? So how they've been taught at school or at

	university, does that affect how they intend on teaching in their own classrooms.
52	TT4: Yes but that goes well beyond the purely linguistic experience. We would expect the students to teach in L2 so using the target language in the classroom. Some students find that very difficult whereas other students really subscribe to the idea right away. Now I say that some students find that difficult and that can be for various reasons; some have not been taught that way so some have been taught through English and I've seen that in schools quite often that teachers use English most of the time and barely manage to squeeze a German word in here or there. And the other major source of problems is the cooperating or can be the cooperating teacher. If the teacher uses a lot of English in the classroom, the students are not used to being taught through the target language and that of course poses a problem to our student teachers because they try to use L2 and it's difficult to establish in the classroom because they're are only there for 6 weeks on the second language placement and the pupils know that. But then we do have success stories when student teacher say, 'I've tried it and it worked' and we just can't repeat that often enough that really we insist on L2 in class. Not all of the time of course not, not too totalist, so to say. We try to promote the optimal use of L2 rather not entirely teaching through L2 and we try to encourage the student teachers to really take that up. Once they are fully qualified teachers and have students from the beginning because then it's much easier when they introduce the concept from day one whereas it's more difficult if students are in the senior cycle and have been taught through English all the time, you can't really change the world over night.
53	I: It's a bit of a shock to them.
54	TT4: Yes, even a culture shock. So that is something that we keep in mind when we go to assess the students, observe the students. But we surely want to see the attempt of using L2 in class.
55	I: You mentioned as well that the entry requirement for the programme is the minimum of a 2.2 in their primary degree and that's there's also an interview. Do you require a stay abroad? Is that part of the requirement for the entrance to the programme?
56	TT4: I couldn't say. We ask for it and most degrees would require a stay abroad anyhow so it's certainly desirable and beneficial. I mean at the end of the day, the command of the language that they have is decisive as well. If they have been abroad for a while that usually shows and reflects in their language.
57	I: You do expect quite a high proficiency level in the interviews or at least the potential for a high proficiency level. Do you think that in order to teach second level German in Ireland, is it necessary to be a near-native speaker of German or?
58	TT4: Absolutely. We would of course not expect our students to be fluent in specific subject areas like nuclear science or the often quoted rocket science but we would expect them to make very few mistakes when it comes when it comes to talking about the topics covered in the Junior and Senior cycle and everyday language beyond that. So we would expect a reasonably good command of general German when it comes to grammatical mistakes but also pronunciation, intonation because after all , they are the model to the students. They are the people who the students hear most of the time. So yes they would have to have a near-native command of the language and

	usually this is not a problem, I can say. Because as I said the postgrads have often spent a longer period of time abroad, not only for three months on Erasmus but they would have gone for another year after they have finished their primary degree so they would have a good command of the language and it's just work on the kind of hone the skills we want.
59	I: So would you say then C1?
60	TT4: Yes. A B2 would be, I would say, the absolute minimum, because .. no rather a C1 and by the end of the course they should have a high C1, even better a C2.
61	I: In the students that you've come across that were maybe weaker, that maybe slipped through the net or who weren't motivated or whatever the case may be, what kind of difficulties do they encounter due to their language proficiency deficiencies?
62	TT4: In the classroom? First of all, they easily become insecure. And that leads to all sorts of problems, or can lead to all sorts of problems because then classroom management becomes an issue because the students do pick up on that quite easily. They know whether a teacher is up to it or not and so it's also a question of respect, it's a question of classroom behaviour, it's a question of well prepared the students come in to the classroom so it affects all areas of teaching. That's my personal opinion now, but I do feel that a low command of the language reflects in all areas.
63	I: Also in the students' learning or the pupils' learning?
64	TT4: That first of all because, that goes without saying because the teacher needs to be well above the standard that he is actually teaching. Because there may be questions, you will have students in the class that ask in-depth questions that the teacher needs to be able to answer. We cannot have a situation where the teacher prepares every single example, puts it on the white board and that's the way we do it because they need to be flexible in the classroom. It doesn't always go according to plan so they need to have a plan B, first of all, this is what we expect and sometimes they have to deviate from the lesson plan entirely because the lesson does not develop in a way that they had anticipated. It happens all the time so they need to have that flexibility and that the moment where the weaker students would get lost because they could not stick to their prepared plan and would not be able to react in a flexible way and this is where things go bad in the classroom.
65	I: Then we've maybe spoken a lot about this in general but maybe just to sum up, would you think there is a difference between general language use and teacher language use in terms of non-native speakers? So the language that the teacher needs to use in the classroom does that differ from general language use, in your opinion?
66	TT4: Not only for non-native speakers. It does of course, because a classroom is always an artificial setting and by employing the communicative approach we try to lessen the artificial setting or try to make the language use in the classroom more natural but after all it's still an artificial setting and this is what we have to keep in mind and the teacher needs to adapt her language to the students' level so yes it is different. But in an ideal world we get the students in the higher classes, let's say years 5 and 6 so when they come closer to the Leaving Certificate to a level where a more natural language can be used but it does deviate from the general use of the language.

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67	I: Actually just briefly on that, you're saying that you are creating a setting, that the classroom is an artificial setting do you think there is a conflict between whether it should be a German classroom setting or an Irish classroom setting through German? Even say in how you address the students and how the students address you, there being a cultural difference there?
68	TT4: In real life it's probably a mixture because you would have, I mean if the students address you they need to use the polite form. Everything else would not be accepted. This is a bit different now in our classrooms here because we're on quite familiar terms with all of the students both undergrad and postgrad so the informal form, the 'du' form would be absolutely accepted even up to the head of school. But we need to know that our students are aware of that so they use the polite form when they address someone formally and in the classroom the pupils would be expected to address the teacher in the polite form. I'm not sure whether you would always succeed to create a German setting but if you do it cleverly you can kind of squeeze in the cultural dimension and maybe by reflecting on their own culture – because this is always what we expect, I mean this is part of the communicative approach that the students reflect on their own culture and question that a bit maybe. So this is introducing a German setting into the classroom but you never create a purely German classroom setting. You cannot do that because you still have Irish students or Irish pupils.
69	I: And there's differences in discipline?
70	TT4: Exactly, it's not desirable I would say. Because after all, it takes place in the Irish school system. We have certain limitations set by the teaching council and by the school rules that we have to keep in mind, that the student teachers have to keep in mind. But within that framework, there could be quite a bit of flexibility and as I said, we always encourage and expect our students to include the cultural dimension which goes well beyond the pure linguistic skills. And they are expected to include that.
71	I:I think that's pretty much all of my questions. Would you have anything that you would like to ask me or anything that you would like to add?
72	TT4: Yes, what are you trying to establish with the study?
73	I: I can tell you maybe a little bit of background about where it came from. As I mentioned, I was living in Magdeburg for two years and I was teaching English as a Lektor in the English the department. They still had Magister and Lehramt in MD at the time so I was teaching both groups in one classroom and the Lehramt students eventually came out and said – we were being communicative and inductive and that – but they said well actually we need to know explicit grammar for instance can we have a grammar class. We were doing oral communication and reading and so on but they wanted a grammar course specifically for teaching purposes so that they would understand how to explain explicit grammar and that wasn't happening in the general language courses. So my idea was that grammar is something that they need and they need to be able to explain and they need to have the specific language, vocabulary and it's very difficult, I think, to explain something concisely and accurately in a foreign language and in a way that will translate to younger students so if they need that as non-native speaker language teachers, what else could be needed. [...] As far as I know so far, UL is the only university that offers teacher language courses and that's

	great but I wonder can we be more focussed in what we are teaching.
74	TT4: That's difficult because I couldn't say that we always teach this and that because we usually talk to the students at the beginning of the year and try to establish what they need and if we compare what we've done over the last three years over the three years that I've been here, that was entirely different every single year because one year they would want to focus on grammar so fine we do grammar and we wouldn't do grammar exclusively we would try to cover all the skills and other topics other than grammar. But if you take the subjunctive, the *Konjunktiv* in German, that's an area that students often find difficult but that can be combined with newspapers because the *Konjunktiv* is often used there. So it's kind of a combination of topics but as I said we would really try to keep the students' needs in mind ... What we do in our language skills classroom is we would go in and say 'this is the communicative approach', we would try to set examples by teaching how to teach in a more inductive way. Coming back to my newspapers, you would have the different headlines and I would ask them, I would not say 'pretend you are the students' I would just say 'can you please match the headlines to the articles or the sections in the newspaper' and so on and that actually give them ideas of what they can do in school other than headline *überschrift*, translation exercise. We would try to employ inductive methods.
75	I: Where they might say then, 'I could use that in the classroom'?
76	TT4: Exactly. Rather than coming into the class and saying 'this is a way you could do it' because they actually discuss it then and say what do you think about it, would that work in the class that you are seeing at the moment or are there potential problems why that may not work there.
77	I: It is possibly even more important for teachers to be taught using the communicative approach because they need to get as far away from the grammar translation method as possible if that's what we expect them to use in their classrooms. Because let's be honest, in Irish classes, grammar-translation is still prevalent.
78	TT4: Even though they always claim it's the communicative approach. And the biggest problem is the exam driven senior cycle. Again this is something that I'm telling the student teachers all the time that they need to let their pupils know that everything that they do is for the Leaving Cert because the pupils are often likely to think if it doesn't say Leaving Cert it's relevant for me.
79	I: Another thing is the fact that it's bilingual, the Leaving Cert paper is bilingual and you're trying to tell them to use the target language all the time.
80	TT4: It's even trilingual, isn't it?
81	I: Yes with the Irish. That must be frustrating as well.
82	TT4: What we also do, we do an analysis of resources. So we have a look at text books and ask them to compare the approach that different textbooks take and what the advantages are, what the drawbacks are and how they could supplement the individual textbooks just to give them an idea what different kind of textbooks there are on the market.

Interview with teacher trainer 4, April 26th 2011	
83	I: But they're are still using Irish published books?
84	TT4: They could use different ones.
85	I: I often wonder why people don't use books from Hueber or Klett.
86	TT4: This is what we show them. We show them this is what we have on the market, Langenscheidt, Hueber, Klett and so on, to show them the variety of textbooks and also show them that no text book is perfect. They will always have to supplement the text book by their own materials.
87	I: Do you have anything else you would like to add?
88	TT4: The only thing is I had a look at the questions and I thought they were a bit limited. Because I find it difficult to describe our approach and what student teachers need from a purely linguistic point of view. There's more to it than just the language. Because they may be perfect in the language and they may be perfect in grammar but they may not have any cultural dimension. And they may not be able to explain how things are done in Germany and how people tick and I think this is not only Germany, Austria and Switzerland as well. So I think think the questions could be a bit broader maybe. Can you really separate language from cultural awareness because language takes place in a cultural setting. I think the way language is used requires a certain extent of cultural understanding. I think that needs to be brought across in the classroom.
89	I: I will think about this. Thank you very much for your contribution.

	Interview with teacher trainer 5, June 16th 2011
1	I: Thank you for agreeing to take part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given a copy of that to keep. Please, don't answer any questions that you don't want to and if you want to stop the interview at any time that's fine. You don't have to give a reason and there will be not consequences. If you're ready then we'll begin. So the first thing I wanted to ask you is if you could give a general outline of the German language teacher training programme offered here.
2	TT5: Well, there isn't really a German language teacher training programme. We don't have an undergraduate, concurrent teacher training education programme for any specific subject, well we do for mathematics education. But what we do is the postgraduate diploma in education which is the postgraduate one-year consecutive programme which follows the primary degree. Many of our students nowadays have additional postgraduate degrees before they enter or other but basically the idea of the programme is that, well our understanding, well the teaching council's understanding is that the students come in with the subject knowledge and this one year is used to prepare them for the teaching of the subjects. So yes there's mostly, the programme is mostly on teaching, and a lot of the lectures, workshops and everything they're doing would be cross-curricular – all the students together from different subject areas. There is obviously methodology, so there is obviously a methodology part to it and students would for the languages they have, have a language methodology a number of classes. I'm not exactly sure, I can give you the contact for the person who is in charge of the modern language programme. He can give you more information about this. I think it used to be ten hours and I'm not sure about the ECTS now but you can find that out on the web. And basically they have a modern methodology where the different languages are all together. We also have a number of hours where they are specifically looking at their own languages. I'm not sure exactly what happens in these. It depends because it's done mostly by tutors from the different language departments. So the methodology is done by a member of the staff of the school of education who's involved with the PGDE programme but the language classes as we call them – I think it's ten hours as well – are done by a tutor from the language departments so it would be a German tutor or a Spanish tutor and so on. I think it's quite mixed what they do. Some of them concentrate a little bit on the teaching, there's a lot of focus actually on the language. I gave you a contact and she would be able to tell you more about that.
3	I: I haven't been able to get in contact with her.
4	TT5: We'll try anyway to get her. She would be delivering this course and I'm not a hundred per cent sure what the focus is. Basically language and methodology, a little bit of a mix. And the students then that are trained to teach modern languages also have an oral exam in the language and they have to pass that in order to pass the

	methodology. They can't fail the oral exam. If they fail the oral exam, they wouldn't get the course because if they fail the methodology they fail a module of the course. It is quite important.
5	I: That language specific course could be language focused or methodology?
6	TT5: It's both. I think it varies a little bit depending on who's teaching it. By the way, I'm in my first year in this department at this school so I don't know the whole course inside out but I know friends of mine, there is a friend of mine who used to teach the Spanish, for instance, so she would have, there would have been a lot of focus on the language itself and also a little bit on the teaching. But basically, it's a little bit separate. They have the modern language methodology where they look at self-directed learning, using texts and teaching text-comprehension, you know general skills around language teaching and then there would be specific lessons that are delivered within individual languages.
7	I: And then also there's a teaching practice element to the programme.
8	TT5: there is a teaching practice element where they have to .. the teaching council requirement is for the students to teach 100 clock hours which is about 160 classes and yes they would teach them in their subject areas so if they teach a language and another subject then we try to give the language as much as possible but it's not always easy. For instance, if a student teaches Spanish there are not so many school that teach Spanish so sometimes they have difficulties finding a school. I have a girl now and her subjects are going to be Spanish and Italian and we don't know where to put her at all because there are hardly any schools doing those subjects. So obviously for German there is a good few schools but at the same time some schools are phasing out German at the moment and not all schools teach German so it's not always easy for them to get a place in school where they can teach their subjects.
9	I: And part of their course would also be supervision from a member of staff during their teaching practice hours. Are you involved in that side of the course?
10	TT5: Yeah. Yes, that's what, I've been involved with that for four years. I would have been supervising, most of my students would have had at least one language and another subject. So it would have been Spanish and German up to now. That said, it's not always necessarily a language expert that supervises the students, they could be teaching German and another subject and because of logistics and geography, I mean our course I think [at this university] the course, geographically I think we have the biggest spread in terms of where our students teach; they go up to [a wide range of placesin Ireland]. So when we send supervisors often we try to have them supervise two students. It has been a criticism from the students sometimes that the supervisor has not been a hundred per cent match in terms of their subject. It's not always a subject expert.

11	I: But there are restrictions in terms of schools and that. And when the students come in to you, they have to have a degree at least and many of them have more than that, you mentioned, do have a entry requirement regarding their language?
12	TT5: No. That is regulated through the teaching council, the teaching council recognises their subjects and looks in detail at, well they have a list of courses that are automatically accepted but, for instance, if students come from another country they have to send extremely detailed information about the course. At the moment, I think from a policy perspective it's down to the teaching council to accredit the subject expertise of the students. And there is no, and we have actually been discussing this lately because over the years the subject expertise, the language competency comes up with the student teachers because there is sometimes problems, not so much now because the teaching council is now here but when I started it was possible to enter and train as a German teacher, for instance, if you did a degree in business with German. That has only been changed very recently and there used to be discussion about this about subject expertise and from the schools that the principals thought that these teachers were not always prepared enough to teach the language. So that used to be a problem but the teaching council is now very strict and one of the requirements is that they have to have spent time in the country. That's one of the requirements I think for the languages so I would expect that it has improved hugely because you don't have any more business students who can just teach the language.
13	I: So the entry requirements mainly come from the teaching council?
14	TT5: well no. The entry requirements, you're doing this through Trinity aren't you? So you're not really familiar with the PGDE selection process.
15	I: From speaking to other institutions mainly.
16	TT5: So I'll tell you now. The PGDE selection process is a central selection process through the PGDE application centre, it's called. It used to be based on the primary degree result, it's a points, strictly a points system. So it's the primary degree result, further qualifications, so I thinks it's seven points for a masters up to ten points for a Ph.D. and teaching experience. And for teaching experience until last year it has just changed, teaching experience you could receive up to eight points in the selection process if you have been teaching I think 750 hours or more. Basically, it's a central selection process since 1999 for all the NUI colleges. So none of the NUI colleges have anything to do with the selection. We at some stage get the list of students who have been accepted into the course. The students themselves have to clarify that their subjects are going to be accredited with the teaching council and then they go through the selection process with the PDGEAC which is like the CAO for the PGDE programme. And the criteria have just changed so from this year on the teaching experience has gone. No more points for teaching experience because there was issues around not wanting to encourage unqualified teachers into schools because they were rewarded unqualified teaching hours and so on. So none of the NUI colleges have

	anything to do with the selection and we have discussed this only lately in relation to the language students because I would feel strongly that a certain level of competency is very important and very necessary. But the problem with that is, it is a central selection process so that we cannot as a college just introduce an additional exam for language students because then they would be disadvantaged in the selection process and that would mean that we would have to introduce something for all the subjects. And in other subjects it is much more difficult to determine the competency. How do you do it in History? How do you check their knowledge? In language it is relatively easy. So that was the problem and basically we can't do anything about it. So basically in the PGDE system the colleges would be trusting the teaching council to accredit the subject expertise and basically degree providers, we would say if they have a primary degree in Spanish or whatever then they should certainly be qualified enough to enter the PGDE programme and to eventually to be a teacher.
17	I: So you have to trust in their primary degree?
18	TT5: Because it's postgraduate diploma, it follows on so the understanding is that the subject expertise has been accomplished but now we build on that to make them teachers of that subject.
19	I: So in your experience then, have you come across any language problems, language specific problems while supervising students?
20	TT5: I haven't so much lately, I must say, now that I think about it. This year I had only three students teaching language this year. Actually one student was much stronger in French, because I don't speak French maybe [laughs], than in, I felt, in Spanish. I would have seen shortcomings in Spanish, grammatically and so on. There's a great mix, I feel. Some students have excellent language knowledge and those students would have been in the country for a long time. So I had a student who had spent five years in the country and he was like a mother-tongue speaker basically. Sometimes you know it's difficult to know because most of our students teach first and second year is introductory level, it's not advanced, it's a beginners' level. So when you only see them teaching first and second year and I'm sometimes concerned about that, that the schools always put the students to first and second year. Very few of them teach in the senior cycle at all. So you don't actually know and they don't actually get any experience during their PGDE to teach the senior cycle. So you can't be a hundred per cent sure because we don't actually test them.
21	I: Do you encourage the target language use in the classroom?
22	TT5: Oh yes. Very strongly. And that's something I feel where there is great variety and the students need most support with. Because they are not sure at the beginning and obviously there are issues around being aware of catering for the diversity and of introducing the target language and at the same time of not frightening students and of not giving enough support to students who maybe are not ready for that so I would

	usually, I'm always in favour of using it from the very start for the completely obvious things like giving praise or saying the page number or things like that. And then to tell them to move up and say that if you use the target language, use it as much as you can, support it with body language because often it's very clear and that helps the student and if necessary say it in both languages, especially at the beginning so that you're scaffolding them and eventually you can take it away. And obviously very important to take the time over a number of classes to spend ten or fifteen minutes explicitly teaching the classroom language to the students with actions or whatever, 'stand up, sit down, take out your book' and let them do these actions so that it is something for them that they have just actually learnt at some stage and then that they continuously apply in practice.
23	I: And would the student teachers themselves, would you ever come across teachers who have problems with certain functions in the classroom, so you mentioned praise would be one?
24	TT5: Well I think that most of them have problems with the imperative. Because I think, at least in German, it's often irregular, there's a lot of irregular forms. And usually in the normal language, and that's where you'd say that classroom grammar is sometimes different, it's not used that much.
25	I: Especially in the plural form.
26	TT5: Especially in the plural. You never really use it so that's one of the things that I find very often that either they shy away from it or they use the infinitive all the time or they use it incorrectly and then I actually say that have to study giving instructions through the target language.
27	I: And would they have problems with any particular vocabulary then for the classroom?
28	TT5: Well in some cases it's just small things like *'Hände hoch'* instead of *'Melden'* just these kind of things. So I just, we were talking teaching explicitly classroom language I had a course explicitly teaching classroom language so I understand where you are coming from and I think it is important.
29	I: You mentioned that they have to be able to cater for different levels in the classroom, do they have problems with gauging what the students will understand and how to pitch it?
30	TT5: Yes. They don't, often they are afraid that the weaker students will switch off if they use too much target language and I can see where they are coming from because there is a danger. I feel from my own teaching experience that you have to be flexible and you have to be careful and it really requires that you have a great awareness of what's going on in the classroom and that there is so many different levels. And that's why I say to explicitly teach it at some stage. Even maybe to use visuals to support it. I

	mean used have visuals for everything. For 'listen' I would have a big ear or 'reading'., I would just use visuals because I felt they were very effective. But yeah they would often be afraid to frighten them off. I'm not sure if they are actually afraid or if it's when you're sitting as a supervisor afterwards discussing the lesson then there is also a certain defence mechanism where they explain themselves and give you the reasons for why they were doing it the way they were doing which is completely normal. I find then when you encourage them often, in the use of classroom language I find I always see a huge improvement. Once you encourage them. Sometimes they haven't thought about it. And that's maybe because they weren't taught that way themselves and once you help and I would sit down with them and suggest where they can use it the different words for praise and I would say, you know, they have learnt this vocabulary *'stimmt'* or *'schreiben', 'lesen'* and so on. And so once you do that and you know say now take some time and think about this actually and think how you can implement it in the next class and also to tell them that, just to give them the idea that it's not, and again that's something to explicitly tell the pupils, that it's not about understanding a hundred per cent of what's going on all the time but it's about tuning in to the language and making this connection to the comprehensions that they have to do later even for their exams in the leaving cert and so on that it's about finding out key information and that this kind of attitude to language learning and to comprehension and so on that this has to be fostered from the very start and it has to do something with the dialogue in the classroom. The pupils have to be told regularly, you don't have to worry, and give them this emotional support, you don't have to worry if you don't understand everything as long as, you know, it is normal it is your mother-tongue and then at the same time, 'if you don't understand something and you feel that you don't, you can always ask me and I'll explain it in English as well. That's not a problem.'
31	I:Do you think that the student teachers themselves need to have that attitude? Do they need to understand that you don't need to understand everything and would they ever have a problem with that?
32	TT5: Maybe the other way around that they feel as a language teacher that they need to know everything but that's probably with all different subjects and then when I'm sitting there and I'm a mother-tongue speaker, I think they under even more pressure and I always feel and I always say, because there's always a situation where they don't know the word and then it's like 'eek' but then after that lesson, once that has happened, I say 'you don't need to know all of the vocabulary, you are not a dictionary. Bring a dictionary into the class. It's about, actually it can be a positive thing for the students to see that you are a learner, that you can look things up because they will follow you and they will have the same attitude.' And then you can see the total relief, you know. They don't need to know it all.
33	I: It takes a lot of confidence as a teacher I think to be able to say that.

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34	TT5:You have to have a certain competency in the first place obviously. You have to know a lot but obviously you can't know everything and that's completely acceptable. So it take competence but at the same time you would nearly expect – they have been to the country – so you would nearly expect that they have through experience come to the conclusion that you don't understand everything all of the time, you just don't. It's just for them to make this step, now they are a teacher but that doesn't that they have to be perfect.
35	I: How much do you think that their own language learning background and language learning experience affects their language teaching? You've mentioned already that they might not have seen the target language used as the language of the class, are their other ways that you've noticed?
36	TT5: I couldn't probably answer this question specifically for the language teachers but in general the literature in teacher education says that student teachers very often, or most of them start teaching the way they were taught [themselves] and they have these ideas of the ideal teachers that taught them well and that suited their learning styles and all that and that they often take that over and that is a consistent theme in the literature. I think that's true for the language teachers. What you haven't experienced, it's hard to imagine let alone implement.
37	I: For this project I think also that the methodology for teaching language teachers may also be important, to demonstrate how to …
38	TT5: Actually what I think that would be really good would be to – it's obviously the methodology but in the methodology you're teaching adult learners? I think the best thing is to implement it in the classroom together with the class teacher and maybe to let them do some team teaching or it's sometimes a bit easier at the beginning to implement some active learning methodologies and group work because you just have this extra set of hands. So that they can experience this in the classroom.
39	I: Can you think of other language related skills and strategies that a teacher might need. So we already mentioned language awareness, being aware of what language needs to be used in the classroom. So those sorts of skills, can you think of other things that have occurred to you while supervising students that they would have or would need to have in order to be effective?
40	TT5: Do you mean methodology?
41	I: Language related things such as language awareness or, for instance, I have come across [in other interviews] the idea of learner autonomy being important or communication strategies.
42	TT5:And using group work and so on. I feel that the language teachers are quite good at all of this because a lot of them have experience more than in other subjects where you often have to practice dialogues or little things like that. But sometimes it's a little

	bit automised where they say 'OK now you work in your groups' but they don't do enough with the outcomes of the group work but I would say that that's a problem of beginning teachers anyway to think it through and to structure it through properly. And I think that the pronunciation, the whole area of pronunciation is very important and that's something that student teachers completely over[look] and don't practice any pronunciation at all, even little things like let the students repeat in chorus. For any new words that they teach the students have to actually say them, all of them and not only one and different strategies.
43	I: Would you find that teachers would have problems with their own pronunciation?
44	TT5: Sometimes. Not too many. I think a lot of them have quite good pronunciation. It would be the minority but I had one this year who had a good few pronunciation problems but it wouldn't be the norm, I find usually they've quite good pronunciation but they don't explicitly practice the pronunciation with their pupils.
45	I: That could be as a result of their own language learning experience.
46	TT5:Maybe as well, yeah.
47	I: I wanted to ask you as well about the proficiency level that you would think, so you mentioned at the very beginning that you think that a very high proficiency level is important to be an effective language teacher. Could you put a number on that and maybe ?
48	TT5: I mean a proficiency level and now I don't know what you would call this but a fluency. I wouldn't say that they need necessarily a lot of specialised vocabulary in all different areas but a fluency grammatically as you say and obviously the vocabulary that's attached to the syllabus in the different subjects. You know talk about everyday things, you know hobbies, weather, all these things and classroom language would be important as well. So they are not struggling to put sentences together spontaneously.
49	I: So would that be near-native or would it be upper-intermediate, advance, B1, B2?
50	TT5: They would probably need advanced. If you look at the leaving certificate, it's quite advanced language that's used there so I mean it should be advanced.
51	I: To be able to be spontaneous and flexible you need to have a certain level yourself.
52	TT5: Yeah, exactly.
53	I: If you've come across teachers who have had deficient proficiency levels have you noticed how this can affect their teaching in an adverse way?
54	TT5: I think so but as I said I find that problematic because I don't see them teaching in the senior cycle. I think in first and second year you can teach with a much lower competence level because the vocabulary and the grammar they are teaching are

	completely basic, there's no long text work to be done and even the classroom language is more an introductory type language so I find it problematic really to assess that and I find that's a weakness. I find it's something really that we have to look at.
55	I: That they're never given the opportunity to practice teaching at a higher level?
56	TT5: Not really during their teacher education. I've hardly ever seen a student teaching a leaving certificate, not anyway because that's actually discouraged that students teach examination classes and understandably but even senior cycle in general, it's very very few. I have seen a girl in French who was a French native speaker but often they are just given first and second year or transition years as well. So it is kind of difficult I must say for me to … at this level I wouldn't really have had a student that was struggling. That was interfering. I know that a supervisor this year said that the French level really wasn't good enough that it was interfering but then this student was only doing the BA in French, he wasn't even recognised by the teaching council yet fully, so he was only upgrading.
57	I: You mentioned at earlier that if a student doesn't know a word and you're present and it's very embarrassing..
58	TT5: The confidence level I think is really important. That can interfere with their whole teaching and the methodologies they use, I find. So if they are not confident enough then they really shy away from using interactive or active teaching methodologies. It's more instruction style because they would be afraid of, you'd often I mean we are trying to encourage them to teach the students the language in a way that is relevant for them so they should be teaching them, when they are talking about hobbies the students should be talking about their own hobbies and not like read out some hobbies from the text book and then write a list of hobbies but, you know, there would be afraid that a hobby comes up that they can't translate, you know. So these little things, I find can interfere yeah. And again it's just about them that of course it can happen and you cannot know something and that's not a problem but it's important for the students that they talk about themselves.
59	I: And so my last question is do you think that there are differences between general language use – and you've touched on these already but maybe just to sum up – if there are differences between general language use and teacher language use and what those might be.
60	TT5: Yes, we've said a lot about these things, yeah. And it's still hard how you would divide this from the methodology, they are very intertwined. I mean, we talked about pronunciation. You wouldn't ever in general language use sit there and say a word three times and pronounce it really clearly and slowly and fast and louder... you know. You need to, when you're teaching, you need to work on the different competencies attached to the language. I mean, everything in the end that will also be assessed. Even reading comprehension, listening comprehension, it's all this whole attitude of

	language learning rather than general language competencies. Is that what you're referring to?
61	I: Yeah, and also the functions that you carry out as a teacher that you don't carry out as a general language user.
62	TT5: Yeah, exactly. You're not just somebody who speaks the language but you have to teach it. So you have to be aware also of, you have to build up experience of where problems arise or where difficulties lie for the students and that's something that comes in to teaching the classroom language and also relating it to the mother-tongue and to language learning in general to develop the meta-cognitive skills of the language learners and all these things.
63	I: And I think there are very few times as a general language user that you have to give somebody and instruction or explain something very clearly and concisely.
64	TT5: Repeat things and use the same structure ten times so it is very difficult, you know.
65	I: Well that's all the questions I have but do you have any questions or comments that you would like to or did I miss anything that you would like to add or is that everything covered?
66	TT5: Are you also talking to [the university], to the undergraduate programme?
67	I: The undergraduate programme I have touched on as well. I've spoken to people in [that university] but for the sake of my research methodology, I'm focusing on the postgraduate diplomas because of the fact that firstly the BA is quite new and secondly it's the only one in the country so there's nothing really to compare it to or at least it's easier for me to keep everything on one level. That's quite a new thing.
68	TT5: Because I think that is also the issue, especially for language, well I don't know if it's especially for languages or is it for all the different subjects but you know the separation of doing the degree, language done and now.. because as you were saying it's much more interlinked really.
69	I: To never think about teaching until you finish your BA and start your postgraduate is, you never think about the language as a teaching tool. No I think that's difficult as well. And I suppose coming from a German perspective..
70	TT5: And I suppose the German grammar is very difficult and you go into the classroom and just see these classroom posters and there's just a few small grammar mistakes and I'm like 'will I tell her, won't I tell her?'. I usually tell them, I say 'It's just a tiny little thing, it happens everywhere, I see it all of the time. Can you change it?'. I can't even remember an example but it happens to me in nearly every school and it's usually the schools that are the best schools because they have all these posters and

	you are more likely to find something, these little grammatical things.
71	I: It's more difficult when you've put something, you've committed it to paper. You can gloss over it if you're speaking but it's the writing of them.
72	TT5: Oh actually one area that I think is specific to language is the whole area of building confidence in the learner. That's what I find is very important and very tricky and really requires a lot of experience and judgement on the side of the teacher that when you have students and you encourage them that you always have to make a very informed and reflective decision on what do you correct in what instance. Especially in oral language and you encourage them to contribute and then to think if there was grammatical mistakes what do you let go and what do you correct, at what stage, how do you correct it, you know collecting all the little mistakes, the things that students are struggling with and giving feedback at the end of a discussion or in the middle or even when you're working on pronunciation and a student mispronounces a word. Do you correct them straight away or do you collect it and I think that that's very specific to language [teaching] because you can .. well maybe it's not specific to language, it's probably in other subjects as well. But you know, the confidence of the learner and when they make the effort and when they start speaking they are always making mistakes and for you to know the right level of correcting them without destroying their confidence.
73	I: I suppose there is also an element of language awareness there as well because you have to be able to gauge whether the fluency is more important than the accuracy at that point.
74	TT5: Or even the contribution, even different levels for different students, if this would be different again. Some students have a higher level of competency already and if you want to push them on and they know that they actually want to know and be corrected. If you look at a lot of adult learners, if I learn a language, I hate this when people just let me talk. I'd love them to point out every single little mistake that I make grammatically or whatever it is, you know.
75	I: Also there's an awareness of inter-language that there's a point in time when the message is understood or understandable and that's actually OK.
76	TT5: Exactly, in the first instance and I mean looking at the whole 'what do we learn a language for' the first instance is about communication, isn't it? And even in the written assignments, it's a tricky one because if you give somebody a written assignment back and it's red all over or corrections all over the place it can really destroy their confidence.
77	I: But that's a factor of the leaving cert and junior cert exams as well, right? I mean, because of the way those are corrected as well.

	Interview with teacher trainer 5, June 16th 2011
78	TT5: I know but you are leading to this, I mean they are not coming in and.. in first year you should not be thinking too much about the junior certificate exam. And in the junior cert there's not so much written production anyway. So it's a building of confidence because once they lose confidence it's very hard to get them back in. That's one of the difficult areas I find that I would struggle myself with as a teacher.
79	I: Well thank you very much for you time.

	Interview with teacher trainer 6, 17th June 2011
1	I: Thank you for agreeing to take part in the interview and for giving up your valuable time. You've received a participant information leaflet and you've signed a copy of the consent form and you've been given a copy of that to keep. Please, don't answer any questions that you feel in any way uncomfortable with and if you want to stop the interview at any time that's fine. You don't have to give a reason and there will be not consequences. If you're ready then we'll begin. So the first thing I wanted to ask you is if you could give a general outline of the German language teacher training programme offered here.
2	TT6: For the HDip or the PGDE as it's now called, there are two sessions that they go to, one on a Tuesday, one on a Wednesday and both of those are double session and they deal with methodology and practical sessions as well on the teaching across languages.
3	I: And is there also a German-specific lecture or course then?
4	TT6: No there's no specific section of the course at the moment, there was a few years ago but at the moment all the students who are teaching different languages come together and would have examples in different languages. Whoever is lecturing them would give different examples where possible in different languages.
5	I: And that's dealing with the methodology of language teaching and various aspects of that in general across languages? There's no formal language classes then either in that case?
6	TT6: No
7	I: And the requirements would be that the students would have a degree?
8	TT6: Yes the students would have to have to have a degree and they would only get on to the course if their degree has a literary component. The teaching council would be very specific about that so certain degrees with them they would not get in. Also what's different about [this university] is that we have an interview for the course so that we would interview maybe 40 or 50 students depending on the number of applications and we would ask them to speak in the target language they want to teach at the interview so we can actually assess their spoken language level at that stage as well.
9	I: Would students be rejected on the basis then of their language skills if they were deemed insufficient?
10	TT6: If they were absolutely awful we couldn't, you couldn't see a reason to let them in, unless they had, they actually acknowledged that and said that they hadn't practised it in years and said 'I'm intending to do a course' so if there's a self-awareness there,

	Interview with teacher trainer 6, 17th June 2011
	obviously you'd have to take that into consideration but ..
11	I: There's not an official level that is required then at that interview stage?
12	TT6: No, apart from the degree?
13	I: So the interview doesn't necessarily mean that if they have a level B1 or above or B2 or above, then ..
14	TT6: No, it's an impression.
15	I: Is there also a supervised classroom teaching practice element to the course as well.
16	TT6: Yes of course there is. There are four supervisions carried out during the year; three by one member of the team and one by another member of the team and then of course there's an extern who, depending on where he or she wants to go, may or may not get that person. We see them three times a year plus the extern plus our other team member so four times.
17	I: Is the person who supervises then a German speaker?
18	TT6: Not necessarily, no. Each of us has our languages that we're teachers of and we could supervise anything from Japanese to Russian to French or German.
19	I: Target language use is encouraged in the class?
20	TT6: One hundred per cent. We would aim for 100% target language use. So the attitude is if the teaching practice supervisors wouldn't have an amazing standard of the language that we're watching, neither will the students. So if they can't teach the students or can't make themselves understandable to the students then if you're sitting at the back of the class you know that communication has to be there. So you may not understand every single word but we do see if it's actually being taught.
21	I: Interesting. Then the language level is that examined as part of their qualification?
22	TT6: of the teacher?
23	I: Yes.
24	TT6: No. But you would obviously, you would notice if a teacher's language wouldn't necessarily be fantastic then you would point out things to them or 'you may want to check that'. You would be watching it.
25	I: So there would be some level of support then in that sense.
26	TT6: Oh yes. If we couldn't offer or answer any question then we would ask one of our colleagues to say ' can you help' or 'perhaps you might want to follow up with

	another member of the team'.
27	I: And then as a German speaker yourself, when you're supervising German teachers what kind of mistakes do you see that need following up?
28	TT6: Not so many mistakes actually with the German teachers. I suppose the classroom language or the language of instruction, classroom management wouldn't be as natural to them and we have to help them out with the instructions or show them where they can get them or equip them with them really. Other than that it's more how to teach grammar. I think how to teach grammar is one problem.
29	I: Would the teachers have a difficulty in their own understanding of grammar?
30	TT6: Not necessarily. It's always an interesting topic because they find, students don't actually know what a noun is or a verb, so they're dealing with the basics and working their way up. Not necessarily with the teachers, they have a fairly firm grasp but it's actually how to cope with students who have no knowledge of terminology as regards to grammar, how they deal with that in classroom. It's always an interesting topics.
31	I: and that would be taught then also through the target language? Grammar.
32	TT6: That's what we would try and suggest and obviously through the sessions we would show them how to do that.
33	I: And would it be difficult for them to explain things at that level in a precise way in the target language?
34	TT6: It depends on how precise they need to be at that particular time.
35	I: Have you experienced any difficulties that people have had in ..
36	TT6: Well there was one class that I was supervising and this just happened to be a French class and the teacher was trying to explain, I can't actually remember what it was, but they were trying to explain something through the target language and they naturally went back to English to sort of say, 'we've tried everything, let's try this in English'. But they failed to take into account that it was a multi-cultural classroom so that English was not necessarily the first language so it went that one student had to tell another person what it was in their own language. There was three or four different languages going on there. And it just sort of showed the necessity of keeping the target language as easy as possible when it comes to grammar but also using the target language when it comes to grammar and terminology. Because you eliminate the base mother-tongue to a certain extent.
37	I: So the explaining feature would be something that students would have to do in the target language. What other functions might be a difficulty for students?

	Interview with teacher trainer 6, 17th June 2011
38	TT6: As in grammatical topics?
39	I: As in you mentioned instructional language, but would there be problems with discipline or feedback or that kind of thing in the target language?
40	TT6: Yes. There's always a question of how far do you go with the target language and sometimes they will say that we'll aim for 100% but there are certain occasions when I know I need to make sure that they've got their homework or they know what homework they have to do so I'm going to say it in the target language and then I will repeat it in English. Or if there's any journals that need to be filled out, the teacher knows the students and they know the school that they have because it really depends on your school as well.
41	I: The policy of the school is it?
42	TT6: the policy of the school and also how attentive students are and how important the journals are because for discipline purposes if the homework is not written in the journal then the students may not necessarily be able to say that 'oh we got homework'.
43	I: Would the student teacher themselves have any difficulty - if they take the stance that everything is in the target language – in carrying out those functions in the target language? Would they ever encounter problems with giving praise for instance?
44	TT6: Praise never. They find it difficult at the beginning of the year because there is always the question of well how do we cope with 100% target language use in the classroom but we would find that by the end of the year, their attitude has changed so I would say it's probably more a mental block and then from the point of view of the students, if it's a first year class they know no different. If it's a class that the students teachers are just landed with that's different because they may not necessarily be used to it so it depends very much on the year.
45	I: How much do you think the student teachers' own language learning background, how they've experienced the language learning classroom themselves, and target language use in the language classroom affects?
46	TT6: I think they always try to imitate the good teacher they and everybody's got their own views as to what a good teacher is. I suppose it depends on their experience also in the target language country. Because if they got a great experience there then they'll be enthusiastic about imparting that knowledge and cultural awareness and [unclear] to the students so it's not so much their own schooling but it's sort of a mixture of post secondary and in college and life after college experiences.
47	I: Would you come across students teachers who have never been in a classroom where the target language is seen as the main language of communication?
48	TT6: Well the funny thing is probably no because an awful lot of them have done

	TEFL teaching so if we got some more mature students they may not have gone through the target language approach really but generally speaking I haven't come across anything like that. But we do have a six to eight week Chinese course in the first term where basically everything is through the target language, Chinese, a language that they don't know. They're put back straight into the learner environment so it's very interesting for them to see themselves what the learner and so they learn from their own experiences as a learner and see what they would implement in their own teaching so that's an insightful start for the course for them.
49	I: Is that obligatory or is it optional?
50	TT6: No, no, it's part of the modern languages [unclear]
51	I: What if the students have never as part of their own learning been in a German classroom where the target language is used. Would they be lacking in a certain awareness of how a classroom language functions?
52	TT6: It's hard, because most of them have been through it in college they are surrounded by the target language in college so it's hard to say.
53	I: I just imagine that for a person that hasn't been in a German classroom where German is the language of the classroom that there might be gaps in vocabulary .
54	TT6: There probably is gaps in vocabulary but I think any non-native speaker will have gaps in vocabulary unless they are fluent and the teacher has to accept that they know where their gaps are and they've got the internet, they've got dictionaries and if they don't know a word in the classroom we would encourage them to say 'OK let's look it up in the dictionary, let's look it up on the net' and students realise that teachers aren't infallible and you have to be able to admit that you don't know. That is a great advantage of a native speaker teacher most definitely.
55	I: Then learner autonomy for the teachers themselves is in fact, could be said to be an important feature of their own language.
56	TT6: Most definitely and then encouraging autonomy in the students.
57	I: And also different strategies and means by which they can improve ..
58	TT6: We encourage everything really. Get the students thinking as to how they can help themselves figure out something. Like for example one of the assignments that they do is to deal an authentic text, a text written for native speakers by native speakers in the target language. And they have to create a series of activities that allow the gradual understanding of that text. And in that they have to analyse basically the text to see what am I going to get out of it, what am I going to get the students to get out of it, what am I going to get them to ignore? And sometimes that's the most important part, not trying to get the students to read every word and understand every word but

	just to get the general meaning and enjoy it. So they'd be giving them coping skills and strategies most definitely.
59	I: Then a very high level of language awareness as well.
60	TT6: Especially with German, adjectival endings, you know, there's loads of things you can do and play around with them, new games and activities you could do to try and get them to look at the language like predictive texting. We use it all the time on our and if yo get them to do a text message by turning their prediction off they have to figure out what the message was. So that's really getting them to look at and say OK your prediction's gone, what's your friend in Germany trying to say to you? So there's different ways of getting them to look at language that links into the modern life of a teenager.
61	I: That's interesting. What I've come across in the past is that student teachers often have a problem with pitching the language level for their students, like you say if the supervisor can't understand them the students most certainly can't. Have you come across that that can be problematic?
62	TT6: I haven't seen any cases of that because I think that it obviously comes down to the teacher understanding the level of their class so sometimes that can go wrong and that's fair enough. But sometimes they can underestimate the ability of the students as well so underestimate rather overestimate.
63	I: To jump in with the L1 when it's not necessary?
64	TT6: Yeah definitely, because you sort of say I think teachers wait three seconds for an answer to a question or something ridiculous like that. Give them the chance to speak most definitely.
65	I: Do you have native speaker German teachers on the course at times?
66	TT6: We have. It depends on their degree because obviously sometimes if they do the degree in their native country they may not necessarily have the literature requirement or the other requirements that the teaching council wants and they may not necessarily be able to teach the language. This year we had a couple of native speakers and they weren't teaching their own language. They were teaching other languages.
67	I: Have you had experience with supervising native speaker teachers. I'm just interested to see if there are any differences.
68	TT6: No I actually haven't had any to date.
69	I: It just reminded me when you said that sometimes people underestimate, I've heard from other language teacher trainers that the native speakers are often guilty of that, that they often underestimate what they think their students can understand.

70	TT6: I haven't come across that because there's actually very few German teachers anyway. The numbers are very low. Declining.
71	I: I wanted to ask you then as well, do you think that it's necessary for a non-native speaker to have near-native proficiency in order to be an effective teacher or is there a cut off.
72	TT6: I don't necessarily believe that it's necessary but it would be nice. Because of the insights that language awareness and cultural awareness that the teacher can bring into the classroom. Obviously the knowledge of the language and knowing how it works but I don't necessarily think that they have to be 100% native speaker.
73	I: Do you think there's a cut off when the level of language is just too low?
74	TT6: Yes, definitely. If you can't converse naturally. We may have some people who would like to do the course but the language is not natural enough and you're not going to get any sort of natural environment in a classroom with people like that.
75	I: That's a priority then for the training programme that the ..
76	TT6: Not necessarily a priority but there's so many applications in that if somebody's standard is good and their marks are good and they're high up on the list it's an automatic grading system marks-wise and it's a very fair system. It's just that the interview allows us to talk to people as well. It's actually insightful but somebody with poor level of the language it probable reflects in the marks that they got in the degree so they would be further down the list anyway so it just would be sometimes you would just like to interview these people to see maybe they're better than they were in their degree. Do you know what I mean?
77	I: The flexibility and the knowledge of the language, you mentioned that they are creating an authentic communicative environment. Is that an important element for teaching do you think?
78	TT6: Yes, as close as possible to the actual country without ever getting. In this climate not a lot of people can go and it's different for Germany. For Spain there's more places they can go on their holidays where they'll see Spanish at work so to speak. But poor German is down the list in that area and there's a perception that all Germans speak English so therefore why should I?
79	I: So creating that environment is important then?
80	TT6: It's very important.
81	I: What do you imagine or what have you experienced, if a teacher has an inadequate proficiency level, can it affect other aspects of their teaching?

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82	TT6: Because we don't supervise any other subjects it's hard to see. How do you mean exactly?
83	I: I would think of something like if a teacher wasn't confident in their own language that they might avoid certain activities or group work.
84	TT6: Well we would always try and push them towards group work so if we didn't actually see group work in one visit then we would say 'perhaps you should try this' or 'you need to try group work'. And you'd be surprised, they pick up the confidence if they don't have it and it's their first time in a classroom in September by the time May comes they do find their feet. If at that stage they necessarily have great confidence in their own language I mean I'm sure there's ways and means of helping them out in university or offering them help that way. I haven't been in a situation where I've had to do that and you would obviously also suggest that they perhaps would go on a year as an assistant. And sometimes if people come into an interview and their level isn't great and they wouldn't have too much teaching experience, we would suggest that perhaps they would think about going off to France or Spain or Germany for a year and working as an assistant.
85	I: my overall concept involves the idea that there is a difference between teacher language use and general language use. Now we've touched on a couple of these things like instruction but maybe if you could just in summary comment on do you see a difference between general language use and teacher language use?
86	TT6: There is, yeah. In the classroom you're obviously speaking to a group and you have to be heard. That's not – it will strive towards normal conversation – but it's never going to be normal conversation because even if you listen to some of the dialogues that they have on the courses, they're not very normal at all. I mean how many of us has actually bought a ticket face-to-face? You don't do that anymore. So it strives towards it and through instruction obviously 'Close the window', 'Close the door', 'Open your book.' - that's normal within the classroom but I don't think you'd ..
87	I: That's not something you would normally be talking about.
88	TT6: I don't think so. The language of the classroom isn't necessarily the language of outside and that's why you try and bring in authentic texts to give them the real language. For example, in a normal conversation, how many stops and starts are there? You'll know when you transcribe this. How many tenses do we use? Loads. Do we change our mind when we speak? Yes, of course we do. Whereas we're striving towards full sentences in responses from the students. That's not necessarily natural.
89	I: So it's artificial..
90	TT6: Unfortunately. It's real language but you're aiming for real situations and it's very hard to get real situations and real scenarios when you're dealing with the current textbooks. You need to have real material. What people always say is that with the

	introduction of the internet in to most classrooms and direct access teachers actually can go and check out the *Bild Zeitung* and see what it had to say about Jedward the next day whereas you couldn't do that before. So it's desperately trying to bring new language in. As you know acronyms are coined practically every day in Ireland, in Germany. Language changes so it's very important to see language as a living think by bringing and changing the material and keeping it up to date that's how you do that.
91	I: Do you think that there is any problem regarding ICT in the language classroom regarding the teacher's ability to deal with that language.
92	TT6: No. I don't think so but I do think that some teachers misuse it because some of them see power point, at the most basic level, as a great way to teach but what they're actually doing is just replacing the chalk and talk. So moderate and correct use is the challenge but no difficulty with the language.
93	I: I just imagine that if there were, there is an internet language for English as well as for German. Is that something that teachers need to be aware of or is that something that they should avoid on the internet and show standard language.
94	TT6: No, I think they should embrace it because that's real language in German speaking countries.
95	I: Especially teenage talk in blogs and..
96	TT6:'Bloggen' is a verb so why not use it? That's what the teenagers are doing. Obviously, you don't want them using text language too much in their postcards [laughs] but then again. But then again how many people write postcards [like they do] for the Junior Cert? I think there has to be give and take over the next few years.
97	I: With the target language use that you encourage 100%, do you find it difficult considering that so much of the papers at Junior Cert level and at Leaving Cert are in English?
98	TT6: Yes. And you constantly get asked that and basically at the moment you have to work within the system but at long as the students know that that's part and parcel of the language paper that they've to sit then they can actually draw a line between every-day language and the exam to a certain extent. It's artificial again. And that's a question we are always asked, how and why and sometimes we would say to them don't give your students questions in English, give them to them in the target language because actually when you give them in English you've got a couple of translations going on so it's much easier in the target language and then when you get to the English and some of them answer through Irish as well.
99	I: But the textbooks as well often have instructions in English.

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100	TT6: I don't necessarily agree with it but that's the way it is.
101	I: Well that's about all of my questions. Do you have any questions or comments or anything that I have skipped over that you would like to add?
102	TT6: No. You just may want to get the guidelines for entry and the interview and the points system for entry.
103	I: Thank you very much once again.

Appendix C: Teacher questionnaire

Non-native Speaker Language Teacher Language Use

This questionnaire is designed to find out about German teachers' use of German as well as their proficiency and language learning background in order to get a better understanding of their language learning needs. It is part of Emma Riordan's Ph.D. project which she is undertaking at the Centre for Language and Communication Studies at Trinity College Dublin. For more information on the project see the Participant Information Leaflet or visit www.languageforteachingpurposes.com.

As a teacher you can best describe your relationship to German so your response will be very valuable to the research. Your answers will be kept in strict confidence and you will only be asked for details relating to your language teaching and learning. The questionnaire will take no more than 20 minutes. Please answer the questions as accurately and candidly as possible, and thank you for giving up your time to take part.

SECTION A: LANGUAGE USE

1. When you do the following activities in your German classes, how often do you do them through German?

		Always	Often	Sometimes	Rarely	Never
1.	Give instructions	☐	☐	☐	☐	☐
2.	Enforce discipline (e.g. ask why a student has arrived late)	☐	☐	☐	☐	☐
3.	Give homework	☐	☐	☐	☐	☐
4.	Give praise	☐	☐	☐	☐	☐
5.	Explain grammar	☐	☐	☐	☐	☐
6.	Talk about cultural topics	☐	☐	☐	☐	☐
7.	Evaluate students' performance	☐	☐	☐	☐	☐
8.	Chat informally with students	☐	☐	☐	☐	☐
9.	Correct errors	☐	☐	☐	☐	☐
10.	Talk about literature	☐	☐	☐	☐	☐
11.	Organise activities (e.g. pair work)	☐	☐	☐	☐	☐
12.	Provide feedback	☐	☐	☐	☐	☐

If you never or hardly ever use German when you do any of the above activities please indicate why here. You can attach a separate sheet if you need more space.

2. On average, approximately what percentage of your talk time in class is in German? Please circle the closest percentage.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. How often do you do the following language activities outside of class?

		Very often	Often	Sometimes	Rarely	Never
1.	Attend GDI (Gesellschaft der Deutschlehrer Irlands) events	☐	☐	☐	☐	☐
2.	Visit a German speaking country	☐	☐	☐	☐	☐
3.	Attend Goethe Institut courses	☐	☐	☐	☐	☐
4.	Attend German language courses	☐	☐	☐	☐	☐
5.	Do German grammar exercises	☐	☐	☐	☐	☐
6.	Speak German with colleagues	☐	☐	☐	☐	☐
7.	Speak German with German native speakers	☐	☐	☐	☐	☐
8.	Read German language newspapers	☐	☐	☐	☐	☐
9.	Watch German language television	☐	☐	☐	☐	☐
10.	Listen to German language radio	☐	☐	☐	☐	☐
11.	Read German language websites	☐	☐	☐	☐	☐

Are there any other language activities you do that are not on the list? Please enter them in the space provided.

	Listening	Reading	Spoken Interaction	Spoken Production	Written Production
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can write a series of simple phrases and sentences linked with simple connectors like „and", „but" and „because".
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

SECTION B: LANGUAGE PROFICIENCY

On the page opposite you will find the self assessment grid from the Common European Framework of Reference for Languages (see http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp for more information).

1. Please read the level descriptions and mark your corresponding German proficiency level (A1 to C2) for each of the five areas on the table below.

	1. Listening	2. Reading	3. Spoken Interaction	4. Spoken Production	5. Written Production
C2	☐	☐	☐	☐	☐
C1	☐	☐	☐	☐	☐
B2	☐	☐	☐	☐	☐
B1	☐	☐	☐	☐	☐
A2	☐	☐	☐	☐	☐
A1	☐	☐	☐	☐	☐

2. How would you rate your German language skills for the purposes of teaching?

	1. Listening	2. Reading	3. Spoken Interaction	4. Spoken Production	5. Written Production
More than adequate	☐	☐	☐	☐	☐
Adequate	☐	☐	☐	☐	☐
Inadequate	☐	☐	☐	☐	☐

3. Circle a number to indicate if you agree or disagree with the following statements regarding teacher language.

		1 = strongly agree , 5 = strongly disagree
1.	I find it easy to communicate my message in German to my pupils.	1 2 3 4 5
2.	It is difficult for me to discipline pupils through German.	1 2 3 4 5
3.	I use visual aides to support understanding.	1 2 3 4 5
4.	I can write handouts for my pupils without making mistakes.	1 2 3 4 5
5.	German teacher language use is different from general language use.	1 2 3 4 5
6.	I am a good language learner.	1 2 3 4 5
7.	I revert to English when I can't get the students to understand me in German	1 2 3 4 5
8.	I am confident giving oral instructions in German.	1 2 3 4 5
9.	I use gestures to get my point across.	1 2 3 4 5
10.	I am confident giving written instructions in German (e.g. on work sheets).	1 2 3 4 5
11.	German teachers should be offered German language classes to refresh their German.	1 2 3 4 5
12.	I use strategies to help me learn new language.	1 2 3 4 5
13.	If the pupils don't understand what I say in German, I try to find another way of saying it in German.	1 2 3 4 5
14.	Explaining German grammar in German doesn't work for me	1 2 3 4 5
15.	I find it difficult to pitch my German use in class so that the pupils can understand me.	1 2 3 4 5
16.	Writing accurately in German on the blackboard is easy.	1 2 3 4 5
17.	I would like to take German language classes.	1 2 3 4 5
18.	I find it difficult to organise my language learning.	1 2 3 4 5
19.	I can paraphrase easily in German	1 2 3 4 5
20.	I never make language errors when I am explaining something in German orally.	1 2 3 4 5
21.	I am nervous about making mistakes when writing for school.	1 2 3 4 5
22.	Facial expression supports pupils' understanding of what I say in German.	1 2 3 4 5
23.	German teachers need different language skills to general language users.	1 2 3 4 5
24.	Language learning strategies are important for learning languages.	1 2 3 4 5
25.	I have difficulty pronouncing certain sounds in German (e.g. 'ch' or 'ü').	1 2 3 4 5
26.	I find it easy to use the imperative forms in German.	1 2 3 4 5
27.	I am up to date with German slang.	1 2 3 4 5
28.	I have difficulty understanding complex German grammar.	1 2 3 4 5

SECTION C: BIOGRAPHICAL AND SCHOOL DETAILS

1. Please answer the following questions about the school where you currently teach German. If you are not currently teaching German, please refer to the school where you last taught German.

1. How would you classify the school location? Urban ☐ Rural ☐ Neither ☐
2. How would you classify the school socio-economic status? Advantaged ☐ Disadvantaged ☐ Neither ☐
3. What is the student composition? Boys ☐ Girls ☐ Mixed ☐
4. Is the school an Irish immersion (Gaelcholaiste) school? Yes ☐ No ☐
5. What other modern languages are offered at your school?

French ☐ Spanish ☐ Italian ☐ Other ☐ (please specify) _____

2. Please answer the following questions regarding your teaching of German at second level in Ireland.

1. How long have you been teaching German at second level in Ireland?

20 years + ☐ 10-20 years ☐ 5-10 years ☐ 1-5 years ☐ currently doing a PGDE ☐

2. What is/are your other subject(s) apart from German? _____

3. Are you a member of the GDI (Gesellschaft der Deutschlehrer Irlands)? Yes ☐ No ☐

4. At which university did you complete/are you completing your PGDE (HDip in Education)? _____

3. Please answer the following questions regarding the time you have spent in a German speaking country

1. Approximately how much time have you spent in total in German speaking countries?

None ☐ 3 months or less ☐ 6 months or less ☐ 1 year or less ☐ 1-5 years ☐ 5 years + ☐

2. What was the longest period of time you spent in a German speaking country in one stay?

2 weeks or less ☐ 3 months or less ☐ 6 months or less ☐ 1 year or less ☐ 1-5 years ☐ 5 years + ☐

If you have any further comment about German language use, or about this research project, please use the space below. You can attach a separate sheet if you need more space.

If you would like to be entered into a draw to win a selection of German resources from *Hueber Verlag* please enter your email address here. _____

If you are interested in hearing more about the research project and in taking part in further research methods, please tick this box. ☐

Thank you for taking part!

Appendix D: Teacher questionnaire data

The following contains the data from the teacher questionnaire, collected during the second phase of this study. Firstly, I present the codebook for each of the questions. The numerical data is provided. Respondents have been assigned a code according to the medium by which they responded: respondents W1 to W37 responded using the online version of the questionnaire, respondents P1 to P25 returned their questionnaires by post and respondents C1 to C38 returned their questionnaire at the German Teachers' Association conference. Responses gathered from the questionnaire's open questions have also be provided.

Appendix D.1: Questionnaire code book

Section A:

QA1	QA3	
Always	Very often	1
Often	Often	2
Sometimes	Sometimes	3
Rarely	Rarely	4
Never	Never	5

Section B:

QB1		QB2		QB3[1]	
A1	1	More than adequate	1	Strongly agree	1
A2	2	Adequate	2	Agree	2
B1	3	Inadequate	3	Neither agree nor disagree	3
B2	4			Disagree	4
C1	5			Strongly disagree	5
C2	6				

[1] This question was re-coded to test for internal validity (see Chapter 5, Section 5.3.4). Responses which indicated a positive self-assessment of language skills were rated 1 and those indicating a negative assessment of language skills were rated 5.

Section C:

QC1.2		QC1.1		QC1.3		QC1.4	
Advantaged	1	Boys	1	Urban	1	Yes	1
Disadvantaged	2	Girls	2	Rural	2	No	2
Neither	3	Mixed	3	Neither	3		

QC3.1		QC3.1	
2 weeks or less	1	none	1
less than 3 months	2	less than 3 months	2
less than 6 months	3	less than 6 months	3
1 year or less	4	1 year or less	4
1 to 5 years	5	1 to 5 years	5
5 years +	6	5 years +	6

QC2.1	
20 Years +	1
10-20 years	2
5-10 years	3
1-5 years	4
Currently doing a PGDE	5

QC2.2	
French	1
Irish	2
Spanish	3
English	4
Business	5
Music	6
History	7
CSPE	8
Career Guidance	9
EAL	10
PE	11
Italian	12
Home Economics	13
Computers	14
Geography	15
SPHE	16
Maths	17
Art	18
Other	19
N/A	0

QC2.3	
Yes	1
No	2

QC2.4	
TCD	1
UCD	2
DCU	3
NUIM	4
NUIG	5
UL	6
UCC	7
UK	8
Germany	9
Other	10
Have no PGDE	11

Appendix D.2: Questionnaire responses - Section A

Section A, Question 1

QA1.1 Give instructions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	26	26.0	26.0	26.0
	Often	60	60.0	60.0	86.0
	Sometimes	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

QA1.2 Enforce discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	8.0	8.2	8.2
	Often	36	36.0	37.1	45.4
	Sometimes	26	26.0	26.8	72.2
	Rarely	21	21.0	21.6	93.8
	Never	6	6.0	6.2	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QA1.3 Give homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	35	35.0	36.5	36.5
	Often	46	46.0	47.9	84.4
	Sometimes	15	15.0	15.6	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QA1.4 Give praise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	47	47.0	48.0	48.0
	Often	42	42.0	42.9	90.8
	Sometimes	7	7.0	7.1	98.0
	Rarely	2	2.0	2.0	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QA1.5 Explain grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	1.0	1.0	1.0
	Often	16	16.0	16.2	17.2
	Sometimes	33	33.0	33.3	50.5
	Rarely	31	31.0	31.3	81.8
	Never	18	18.0	18.2	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QA1.6 Talk about cultural topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	3.0	3.0	3.0
	Often	35	35.0	35.4	38.4
	Sometimes	42	42.0	42.4	80.8
	Rarely	18	18.0	18.2	99.0
	Never	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QA1.7Evaluate students' performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	16	16.0	16.2	16.2
	Often	38	38.0	38.4	54.5
	Sometimes	25	25.0	25.3	79.8
	Rarely	20	20.0	20.2	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QA1.8 Chat informally with students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	11.0	11.5	11.5
	Often	33	33.0	34.4	45.8
	Sometimes	33	33.0	34.4	80.2
	Rarely	16	16.0	16.7	96.9
	Never	3	3.0	3.1	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QA1.9 Correct errors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	7.0	7.3	7.3
	Often	35	35.0	36.5	43.8
	Sometimes	38	38.0	39.6	83.3
	Rarely	13	13.0	13.5	96.9
	Never	3	3.0	3.1	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QA1.10 Talk about literature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	2.0	2.1	2.1
	Often	9	9.0	9.4	11.5
	Sometimes	22	22.0	22.9	34.4
	Rarely	44	44.0	45.8	80.2
	Never	19	19.0	19.8	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QA1.12 Provide feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	10.0	10.2	10.2
	Often	40	40.0	40.8	51.0
	Sometimes	35	35.0	35.7	86.7
	Rarely	9	9.0	9.2	95.9
	Never	4	4.0	4.1	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

Section A, Question 2

QA2 Percentage TL use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	2	2.0	2.2	2.2
	30	10	10.0	10.9	13.0
	35	3	3.0	3.3	16.3
	40	8	8.0	8.7	25.0
	50	13	13.0	14.1	39.1
	55	1	1.0	1.1	40.2
	60	15	15.0	16.3	56.5
	70	21	21.0	22.8	79.3
	80	13	13.0	14.1	93.5
	90	5	5.0	5.4	98.9
	100	1	1.0	1.1	100.0
	Total	92	92.0	100.0	
Missing	System	8	8.0		
Total		100	100.0		

Section A, Question 3

QA3.1 Attend GDI events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	28	28.0	28.3	28.3
	Often	21	21.0	21.2	49.5
	Sometimes	22	22.0	22.2	71.7
	Rarely	13	13.0	13.1	84.8
	Never	15	15.0	15.2	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QA3.2 Visit German speaking countries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	29	29.0	29.6	29.6
	Often	33	33.0	33.7	63.3
	Sometimes	25	25.0	25.5	88.8
	Rarely	11	11.0	11.2	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QA3.3 Attend Goethe Institut courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	9	9.0	9.5	9.5
	Often	8	8.0	8.4	17.9
	Sometimes	18	18.0	18.9	36.8
	Rarely	26	26.0	27.4	64.2
	Never	34	34.0	35.8	100.0
	Total	95	95.0	100.0	
Missing	System	5	5.0		
Total		100	100.0		

QA3.4 Attend language courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	3	3.0	3.3	3.3
	Often	11	11.0	12.1	15.4
	Sometimes	17	17.0	18.7	34.1
	Rarely	29	29.0	31.9	65.9
	Never	31	31.0	34.1	100.0
	Total	91	91.0	100.0	
Missing	System	9	9.0		
Total		100	100.0		

QA3.5 Do grammar exercises

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	21	21.0	21.9	21.9
	Often	20	20.0	20.8	42.7
	Sometimes	26	26.0	27.1	69.8
	Rarely	13	13.0	13.5	83.3
	Never	16	16.0	16.7	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QA3.6 Speak German with colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	17	17.0	17.2	17.2
	Often	21	21.0	21.2	38.4
	Sometimes	26	26.0	26.3	64.6
	Rarely	18	18.0	18.2	82.8
	Never	17	17.0	17.2	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QA3.7 Speak German with NSs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	25	25.0	25.8	25.8
	Often	20	20.0	20.6	46.4
	Sometimes	36	36.0	37.1	83.5
	Rarely	12	12.0	12.4	95.9
	Never	4	4.0	4.1	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QA3.8 Read German newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	16	16.0	16.5	16.5
	Often	28	28.0	28.9	45.4
	Sometimes	36	36.0	37.1	82.5
	Rarely	16	16.0	16.5	99.0
	Never	1	1.0	1.0	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QA3.9 Watch German TV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	14	14.0	14.3	14.3
	Often	19	19.0	19.4	33.7
	Sometimes	31	31.0	31.6	65.3
	Rarely	23	23.0	23.5	88.8
	Never	11	11.0	11.2	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QA3.10 Listen to German radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	8	8.0	8.2	8.2
	Often	13	13.0	13.3	21.4
	Sometimes	24	24.0	24.5	45.9
	Rarely	26	26.0	26.5	72.4
	Never	27	27.0	27.6	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QA3.11 Read German websites

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	33	33.0	33.3	33.3
	Often	33	33.0	33.3	66.7
	Sometimes	24	24.0	24.2	90.9
	Rarely	3	3.0	3.0	93.9
	Never	6	6.0	6.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

Appendix D.3: Questionnaire responses - Section B

Section B, Question 1

QB1.1 Listening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	5	5.0	5.3	5.3
	B2	21	21.0	22.3	27.7
	C1	32	32.0	34.0	61.7
	C2	36	36.0	38.3	100.0
	Total	94	94.0	100.0	
Missing	System	6	6.0		
Total		100	100.0		

QB1.2 Reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	4	4.0	4.3	4.3
	B2	22	22.0	23.9	28.3
	C1	37	37.0	40.2	68.5
	C2	29	29.0	31.5	100.0
	Total	92	92.0	100.0	
Missing	System	8	8.0		
Total		100	100.0		

QB1.3 Spoken Interaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	13	13.0	14.0	14.0
	B2	27	27.0	29.0	43.0
	C1	33	33.0	35.5	78.5
	C2	20	20.0	21.5	100.0
	Total	93	93.0	100.0	
Missing	System	7	7.0		
Total		100	100.0		

QB1.4 Spoken Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	13	13.0	13.7	13.7
	B2	31	31.0	32.6	46.3
	C1	34	34.0	35.8	82.1
	C2	17	17.0	17.9	100.0
	Total	95	95.0	100.0	
Missing	System	5	5.0		
Total		100	100.0		

QB1.5 Written Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B1	8	8.0	8.5	8.5
	B2	30	30.0	31.9	40.4
	C1	41	41.0	43.6	84.0
	C2	15	15.0	16.0	100.0
	Total	94	94.0	100.0	
Missing	System	6	6.0		
Total		100	100.0		

Section B, Question 2

QB2.1 Listening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than adequate	90	90.0	90.9	90.9
	Adequate	9	9.0	9.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB2.2 Reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than adequate	89	89.0	89.9	89.9
	Adequate	10	10.0	10.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB2.3 Spoken Interaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than adequate	74	74.0	74.7	74.7
	Adequate	23	23.0	23.2	98.0
	Inadequate	2	2.0	2.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB2.4 Spoken Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than adequate	73	73.0	73.7	73.7
	Adequate	24	24.0	24.2	98.0
	Inadequate	2	2.0	2.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB2.5 Written Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than adequate	76	76.0	76.8	76.8
	Adequate	22	22.0	22.2	99.0
	Inadequate	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

Section B, Question 3

QB3.1 Easy to communicate message in the TL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	40.0	41.2	41.2
	Agree	32	32.0	33.0	74.2
	Neither agree nor disagree	18	18.0	18.6	92.8
	Disagree	7	7.0	7.2	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QB3.2 Difficult to discipline in the TL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	8.0	8.2	8.2
	Agree	32	32.0	33.0	41.2
	Neither agree nor disagree	20	20.0	20.6	61.9
	Disagree	19	19.0	19.6	81.4
	Strongly disagree	18	18.0	18.6	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QB3.3 Use visual aids to support understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	50	50.0	51.0	51.0
	Agree	24	24.0	24.5	75.5
	Neither agree nor disagree	22	22.0	22.4	98.0
	Disagree	2	2.0	2.0	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QB3.4 Can write error-free handouts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	57	57.0	57.0	57.0
	Agree	32	32.0	32.0	89.0
	Neither agree nor disagree	8	8.0	8.0	97.0
	Disagree	2	2.0	2.0	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

QB3.5 Teacher language use is different from general language use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	18.0	19.1	19.1
	Agree	23	23.0	24.5	43.6
	Neither agree nor disagree	30	30.0	31.9	75.5
	Disagree	13	13.0	13.8	89.4
	Strongly disagree	10	10.0	10.6	100.0
	Total	94	94.0	100.0	
Missing	System	6	6.0		
Total		100	100.0		

QB3.6 I am a good language learner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	59	59.0	59.6	59.6
	Agree	31	31.0	31.3	90.9
	Neither agree nor disagree	9	9.0	9.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB3.7 Revert to English when students don't understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	30.0	30.0	30.0
	Agree	39	39.0	39.0	69.0
	Neither agree nor disagree	23	23.0	23.0	92.0
	Disagree	7	7.0	7.0	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

QB3.8 Confident with oral instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	60	60.0	60.0	60.0
	Agree	31	31.0	31.0	91.0
	Neither agree nor disagree	7	7.0	7.0	98.0
	Disagree	1	1.0	1.0	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

QB3.9 Use gestures to get a point across

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	62.0	63.3	63.3
	Agree	24	24.0	24.5	87.8
	Neither agree nor disagree	6	6.0	6.1	93.9
	Disagree	4	4.0	4.1	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QB3.10 Confident written instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	63	63.0	63.6	63.6
	Agree	25	25.0	25.3	88.9
	Neither agree nor disagree	9	9.0	9.1	98.0
	Disagree	2	2.0	2.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB3.11 Teachers should be offered German classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	82	82.0	82.0	82.0
	Agree	13	13.0	13.0	95.0
	Neither agree nor disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

QB3.12 Use learning strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	40.0	42.1	42.1
	Agree	28	28.0	29.5	71.6
	Neither agree nor disagree	21	21.0	22.1	93.7
	Disagree	4	4.0	4.2	97.9
	Strongly disagree	2	2.0	2.1	100.0
	Total	95	95.0	100.0	
Missing	System	5	5.0		
Total		100	100.0		

QB3.13 Paraphase in German

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	44	44.0	44.0	44.0
	Agree	36	36.0	36.0	80.0
	Neither agree nor disagree	16	16.0	16.0	96.0
	Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

QB3.14 Explaining grammar in the TL doesn't work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	32.0	32.7	32.7
	Agree	24	24.0	24.5	57.1
	Neither agree nor disagree	27	27.0	27.6	84.7
	Disagree	12	12.0	12.2	96.9
	Strongly disagree	3	3.0	3.1	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QB3.15 Difficult to pitch language use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	2.0	2.0	2.0
	Agree	19	19.0	19.2	21.2
	Neither agree nor disagree	21	21.0	21.2	42.4
	Disagree	29	29.0	29.3	71.7
	Strongly disagree	28	28.0	28.3	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB3.16 Writing on blackboard easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	43	43.0	44.8	44.8
	Agree	36	36.0	37.5	82.3
	Neither agree nor disagree	14	14.0	14.6	96.9
	Disagree	3	3.0	3.1	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QB3.17 Would like to take German classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	42.0	45.2	45.2
	Agree	19	19.0	20.4	65.6
	Neither agree nor disagree	16	16.0	17.2	82.8
	Disagree	8	8.0	8.6	91.4
	Strongly disagree	8	8.0	8.6	100.0
	Total	93	93.0	100.0	
Missing	System	7	7.0		
Total		100	100.0		

QB3.18 Difficult to organise learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	6.0	6.3	6.3
	Agree	9	9.0	9.4	15.6
	Neither agree nor disagree	23	23.0	24.0	39.6
	Disagree	28	28.0	29.2	68.8
	Strongly disagree	30	30.0	31.3	100.0
	Total	96	96.0	100.0	
Missing	System	4	4.0		
Total		100	100.0		

QB3.19 Paraphrase easily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	31.0	31.3	31.3
	Agree	42	42.0	42.4	73.7
	Neither agree nor disagree	21	21.0	21.2	94.9
	Disagree	5	5.0	5.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB3.20 Never make errors when explaining

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	10.0	10.3	10.3
	Agree	20	20.0	20.6	30.9
	Neither agree nor disagree	19	19.0	19.6	50.5
	Disagree	43	43.0	44.3	94.8
	Strongly disagree	5	5.0	5.2	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QB3.21 Nervous writing for school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	7.0	7.1	7.1
	Agree	22	22.0	22.2	29.3
	Neither agree nor disagree	19	19.0	19.2	48.5
	Disagree	27	27.0	27.3	75.8
	Strongly disagree	24	24.0	24.2	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB3.22 Facial expressions support learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	54	54.0	54.5	54.5
	Agree	32	32.0	32.3	86.9
	Neither agree nor disagree	10	10.0	10.1	97.0
	Disagree	3	3.0	3.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QB3.23 German teachers need different language skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	18.0	18.6	18.6
	Agree	22	22.0	22.7	41.2
	Neither agree nor disagree	28	28.0	28.9	70.1
	Disagree	14	14.0	14.4	84.5
	Strongly disagree	15	15.0	15.5	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QB3.24 Language learning strategies are important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	60	60.0	61.9	61.9
	Agree	31	31.0	32.0	93.8
	Neither agree nor disagree	4	4.0	4.1	97.9
	Disagree	2	2.0	2.1	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

QB3.25 Difficulty in pronouncing certain sounds in German

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	6.0	6.0	6.0
	Agree	11	11.0	11.0	17.0
	Neither agree nor disagree	13	13.0	13.0	30.0
	Disagree	24	24.0	24.0	54.0
	Strongly disagree	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

QB3.26 Easy to use the imperative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	46	46.0	46.0	46.0
	Agree	35	35.0	35.0	81.0
	Neither agree nor disagree	9	9.0	9.0	90.0
	Disagree	6	6.0	6.0	96.0
	Strongly disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

QB3.27 Up-to-date with slang

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	9.0	9.0	9.0
	Agree	20	20.0	20.0	29.0
	Neither agree nor disagree	22	22.0	22.0	51.0
	Disagree	39	39.0	39.0	90.0
	Strongly disagree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

QB3.28 Difficulty understanding grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	3.0	3.0	3.0
	Agree	7	7.0	7.1	10.1
	Neither agree nor disagree	14	14.0	14.1	24.2
	Disagree	32	32.0	32.3	56.6
	Strongly disagree	43	43.0	43.4	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

Appendix D.4: Questionnaire responses - Section C

Section C, Question 1

QC1.1 School location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	71	71.0	71.0	71.0
	Rural	24	24.0	24.0	95.0
	Neither	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

QC1.2 School socio-economic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advantaged	33	33.0	33.3	33.3
	Disadvantaged	17	17.0	17.2	50.5
	Neither	49	49.0	49.5	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QC1.3 Student composition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boys	26	26.0	26.0	26.0
	Girls	25	25.0	25.0	51.0
	Mixed	49	49.0	49.0	100.0
	Total	100	100.0	100.0	

QC1.4 Irish Immersion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	10.0	10.2	10.2
	No	88	88.0	89.8	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

QC1.5 Number of other languages taught at the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	56	56.0	56.0	56.0
	2	29	29.0	29.0	85.0
	3	12	12.0	12.0	97.0
	4	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Section C, Question 2

QC2.1 Years of service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 Years+	23	23.0	23.0	23.0
	10-20 Years	33	33.0	33.0	56.0
	5-10 Years	21	21.0	21.0	77.0
	1-5 Years	21	21.0	21.0	98.0
	Doing a PGDE	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

QC2.2.1 Other subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	6	6.0	6.0	6.0
	French	31	31.0	31.0	37.0
	Italian	2	2.0	2.0	39.0
	Home Economics	1	1.0	1.0	40.0
	Geography	1	1.0	1.0	41.0
	Maths	4	4.0	4.0	45.0
	Art	1	1.0	1.0	46.0
	Other	2	2.0	2.0	48.0
	Irish	16	16.0	16.0	64.0
	Spanish	4	4.0	4.0	68.0
	English	12	12.0	12.0	80.0
	Business	5	5.0	5.0	85.0
	Music	3	3.0	3.0	88.0
	History	8	8.0	8.0	96.0
	CSPE	3	3.0	3.0	99.0
	Career Guidance	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

QC2.2.2 Other subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	78	78.0	78.0	78.0
	Irish	1	1.0	1.0	79.0
	Spanish	1	1.0	1.0	80.0
	English	3	3.0	3.0	83.0
	Business	1	1.0	1.0	84.0
	Music	1	1.0	1.0	85.0
	History	3	3.0	3.0	88.0
	CSPE	4	4.0	4.0	92.0
	Career Guidance	1	1.0	1.0	93.0
	PE	1	1.0	1.0	94.0
	Computers	1	1.0	1.0	95.0
	Geography	1	1.0	1.0	96.0
	SPHE	3	3.0	3.0	99.0
	Maths	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

QC2.2.3 Other subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	93	93.0	93.0	93.0
	Business	1	1.0	1.0	94.0
	CSPE	3	3.0	3.0	97.0
	EAL	1	1.0	1.0	98.0
	Italian	1	1.0	1.0	99.0
	SPHE	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

QC2.3 Member of GDI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	77.0	77.8	77.8
	No	22	22.0	22.2	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QC2.4 University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TCD	13	13.0	13.4	13.4
	UCD	19	19.0	19.6	33.0
	NUIM	17	17.0	17.5	50.5
	NUIG	13	13.0	13.4	63.9
	UL	2	2.0	2.1	66.0
	UCC	25	25.0	25.8	91.8
	UK	3	3.0	3.1	94.8
	Germany	1	1.0	1.0	95.9
	Other	1	1.0	1.0	96.9
	No PGDE	3	3.0	3.1	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

Section C, Question 3

QC3.1 Total time spent in Germany

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 months or less	1	1.0	1.0	1.0
	6 months or less	8	8.0	8.1	9.1
	1 year or less	18	18.0	18.2	27.3
	1-5 years	58	58.0	58.6	85.9
	5 years +	14	14.0	14.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

QC3.2 Longest time spent in Germany

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 weeks or less	1	1.0	1.0	1.0
	3 months or less	22	22.0	22.0	23.0
	6 months or less	13	13.0	13.0	36.0
	1 year or less	32	32.0	32.0	68.0
	1-5 years	25	25.0	25.0	93.0
	5 years +	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Appendix D.5: Questionnaire open responses

ID	Comments QA1
W1	
W2	
W3	
W4	Grammar is a very difficult topic for students to grasp, even in their native tongue, so I usually explain grammar mostly in English to ensure comprehension.
W5	
W6	I don't teach literature. The students who need disciplining are usually those who would not understand/not respond instructions in German. In limited time, grammar is easier to teach through English. Also, it ensures students understand.
W7	I would lose students immediately if I started to explain grammar in German.
W8	
W9	
W10	
W11	
W12	
W13	
W14	
W15	
W16	
W17	
W18	I never explain grammar in German because I think both the teacher and students find it easy to go through it in English. I never talk about literature in class in German or in English.
W19	
W20	
W21	Grammar terms I would always explain in German but going through the rules etc. I would do them in German. I have mixed ability classes so it wouldn't be fair to the

ID	Comments QA1
	weaker student. I hardly get time to talk to students informally but it's something I will try out!
W22	Students' understanding of basic English grammar is so limited I feel they would have very little hope of grasping the key concepts if explained in German.
W23	
W24	
W25	
W26	
W27	In terms of literature, I only have a second year class. Therefore, their need to know about literature is limited at this present time
W28	
W29	
W30	
W31	Students have difficulty grasping the grammar in English, therefore I explain it in English so that they can relate it to their own knowledge of grammar.
W32	In a mixed ability the weaker students do not understand and I end up giving the instructions in English - if I don't they tend to switch off
W33	
W34	
p1	Often leads to disruption if late student is begin challenged in German esp. If they don't understand me - depends on the situation for all of the above questions
p2	
p3	
p4	
p5	Discipline – I don't want to associate the language and discipline. Grammar - students don't know their grammar in English, this needs to be explained in English. Cultural topics - depends on the topic and proficiency of the class. Literature - depends on the topic and proficiency of the class.

ID	Comments QA1
p6	
p7	It's very rarely we talk about literature, only in Literaturverständnis
p8	For 2: worried student might not understand - time pressure. For 5: concepts v. Diff for students in English - imposs. In German- time is a factor. For 10: Literature plays little or no role as such in class. For 12: need student to understand, so important to not confuse them with German.
p9	
p10	
p11	
p12	T 6th year level, where grammar errors can be serious I speak with individuals in English and highlight problems and tips for improvement. Grammar can be a tricky one at senior level 'auf Deutsch'. Respondent comment that Discussing literature was not applicable.
c1	Don't do literature ... No time!
c2	
c3	
c4	
c5	
c6	
c7	I tried to do this as a young teacher but parents complained to the principal that their kids were confused and that I refused to explain in English. Principal insisted I speak in English to deal with mixed ability students - hence predominance
c8	
c9	
c10	
c11	
c12	I find it difficult to explain the grammar in German
c13	

ID	Comments QA1
c14	
c15	
c16	
c17	Students won't understand
c18	
c19	
c20	
c21	When teaching grammar I usually use English to make sure they understand it firstly. Once I have topic taught, I refer back to it through German
c22	Some of these things happen in both languages, first German then English as students always query, even when discouraged, e.g. Giving homework. Also this can vary greatly from year group to year group, to class depending on dynamics in the group
c23	
c24	for evaluation/feedback - A few words of German then details in English. Grammar - Students comprehend it very quickly in English
c25	
c26	Mixed ability classes - some very weak students who get lost very easily
c27	
c28	
c29	
c30	
c31	
c32	
c33	
c34	
c35	

ID	Comments QA1
c36	
c37	
c38	I am a newly qualified teacher, just three weeks into the job! I hope to use more instructions in German.
p13	
p14	
p15	
p16	
p17	Sometimes because of time pressure or even laziness on my part. If the students are well behaved I am more likely to teach through German.
p18	I teach first years - none of whom have met German before. We only have 2 x 40 min classes per week. Don't want to put them off subject as an option in 2nd year.
p19	
W35	
p20	
p21	Generally, the students requiring discipline have low level of language
p22	If there are discipline problems in a class
p23	
W36	
W37	
p24	
p25	

ID	Comment QA3
W1	

ID	Comment QA3
W2	Correspond with a German Partnerschule in Fürstenzell regulary. (using email or snail mail)
W3	
W4	
W5	
W6	Read books in German.
W7	
W8	
W9	
W10	Social Network through German
W11	
W12	
W13	
W14	
W15	
W16	
W17	joint language and outdoor education activities; student exchanges and e-twinning partnerships
W18	I listen to a lot of German songs also.
W19	I watch German films and listen to German music.
W20	Music, often
W21	
W22	I have organised an exchange for my pupils a number of years ago and am in the process of organising a second trip for next year, this will give me an invaluable opportunity to practice my own language skills.
W23	

ID	Comment QA3
W24	
W25	
W26	
W27	
W28	
W29	
W30	
W31	
W32	
W33	
W34	
p1	Recently I've not done any German language courses but I have completed some in previous years on a more regular basis
p2	
p3	
p4	Email in German
p5	
p6	
p7	
p8	Clarification (1) school v. Far from Dublin/Cork. Classes not easily available. (2) go on exchange once a year with students and speak German there.
p9	
p10	
p11	
p12	
c1	What courses??

ID	Comment QA3
c2	
c3	
c4	Read German for class preparation
c5	
c6	I have in the past attended classes and teachers' courses with Goethe/DES
c7	Phone people in Germany to organise events on behalf of town twinning (voluntary committee). Provide ideas for visits/tours to Ireland for Germans. Give guided tours in German in my town (voluntary).
c8	
c9	
c10	
c11	
c12	
c13	
c14	
c15	
c16	
c17	I have spent the last two summers in Berlin
c18	
c19	
c20	
c21	
c22	I write German quite regularly - emails/skype/MSN with friends in Germany. Phone friends in Germany
c23	
c24	debating with students

ID	Comment QA3
c25	
c26	RE: Language courses - everything only in large cities
c27	
c28	
c29	
c30	
c31	Listen to German music regularly
c32	
c33	Read German novels
c34	Watch films/DVDs/YouTube
c35	
c36	Read German - often. Cook w. German recipes - sometimes
c37	I watch mostly German TV
c38	I intend to increase my exposure to German through German classes, speaking with native speakers, etc.
p13	Correct L.C. Exams and do oral exams. Monitor orals. Skype my German friends
p14	
p15	
p16	
p17	Watch German films
p18	
p19	
W35	
p20	
p21	*im Internet surfen*

ID	Comment QA3
p22	
p23	Speak at parent teacher meetings in German to parent of non-irish pupils who don't speak much English. Speak at Lord mayors in Germany and German due to an exchange. Speak at Parent's evening in Germany due to exchange.
W36	
W37	
p24	
p25	Read language learning magazines - *Deutsch Perfekt* -use their website. Regularly attended Goethe Institut courses when involved in the MLPSI - very worthwhile

ID	Comments Section C
W1	
W2	As a [university] graduate, I was delighted to complete the survey. I found it very interesting. I would love to use more German in class (which I am trying to do with my 1st year group). However I find that as the students progress through the years and get older they show more of an aversion to speak the language. I suppose they feel embarrassed and are afraid of sounding silly. I suppose this could maybe be a very common feature with language learners from Ireland where languages are not seen as important as other subjects sometimes. Thanks.
W3	
W4	
W5	
W6	
W7	
W8	

ID	Comments Section C
W9	I would absolutely love to be able to attend German in-service days/language courses, but the availability of same is few and far between. At the present moment in time, I cannot afford expensive trips to German-speaking countries, which I feel is hindering my language learning. I also only have one German class this year (5th Years). All my other classes are French. I feel that my standard of French is much
W10	
W11	
W12	
W13	
W14	
W15	
W16	
W17	I agree that refresher courses for teachers would be very beneficial...but they should be financially supported in full. Also visits by pupils to German-speaking countries should be de rigeur ....financial restraints impede this greatly. Comenius grant applications are unwieldy and off-putting.
W18	It's much easier to use German in class and encourage students to speak in German if you have them from first year. Going into a 5th year class, where the students have never spoken German in class before is extremely difficult because they do not have the confidence and seem aloof and uninterested if you try to start with them.
W19	Some of the questions relating to the use of German/English/Irish (Gaelscoil) in the language class sometimes depends on the learners and the task at hand. For example, to teach grammar to 1st of 2nd year students, I use all the German terminology, eg. Nominativ/Akkusativ, etc., and I talk through it in German but then it needs to be explained in Irish/English. In many cases, I need to teach them basic grammar
W20	Percentage of talk-time in German can range from 100% (very rare) to much less. _x000D_ I find younger groups more keen, while older groups seems to have the "just say it in English" attitude.
W21	
W22	
W23	I think that you have to take into consideration if a teacher is teaching a second

ID	Comments Section C
	language as this has huge implications for the way he/she teaches or approaches the teaching of both subjects. Similarly at what stage German in introduced - for example German is an optional subject in our school (French being compulsory) and is introduced in Second year when pupils have already a year of Latin behind them
W24	
W25	
W26	
W27	I do not think that there are enough resources to support German language teachers. I also think that there is not enough done to promote the learning of German as numbers seem to be in decline. This is a pity as it is a very accessible language and it is more recommended for a student with an sen [special educational need] to take up German rather than French
W28	I find timetabling has a role to play in helping / hindering students acquisition of language. For example a double (80 mins) with first / 2nd years is a waste of contact time as at this age and stage students find it hard to maintain concentration. You can of course use the time to introduce fun language learning strategies. But all in all progress is slower than 4 x 40 mins slots spread over the week. Ideal
W29	
W30	
W31	I find the leaving certificate German examination rather academic, which can hinder the communicative approach to learning. The reading comprehensions are not conducive to discussion as they are often quite inaccessible. The oral examination requires mere rote learning and the listening comprehensions are also aloof from pupils own experiences of the language. These factors very much determine the teacher'
W32	
W33	
W34	
p1	
p2	All language classes for German teachers are offering in Dublin. This is not suitable for those of us who live in the south. The Dept of Ed encourages the use of the target language in class but the Leaving Cert oral exam is not geared towards encouraging

ID	Comments Section C
	students fluency
p3	
p4	I use the 'sandwich' method when introducing new words or short phrases to my class: say it in German - English - German. I also taught at NUIM, German Dept for one year (first year grammar/writing)
p5	
p6	This is an excellent questionnaire, making me focus on how inadequate my language skills in German are (in comparison to my French). I realise how easy it could be for me to make improvements in my German, as now we have the internet newly installed in out classroom I can readily access newspapers, etc.
p7	
p8	I wish you the best of luck with your Ph.D.
p9	I feel that the current Junior Cert exam give pupils no incentive to use German communicatively and a Junior Cert oral exam should be compulsory
p10	
p11	
p12	I believe full immersion in the German language is essential. I see colleagues in other language dept. Who use the target language only and I believe students are a lot more resourceful in understanding a foreign language when challenged to push themselves in the target language. I do not use a translation type teaching philosophy. This methods was used in [my university] especially at degree level and I found it highly
c1	
c2	
c3	
c4	
c5	
c6	
c7	As so much Junior Cert and even Leaving Cert papers are answered in English, it means English must be used for exam practice in the classroom. This combined with

ID	Comments Section C
	mixed ability classes and the fact that the modern language is the only subject not taught through English - pupils, parents often principals demand the use of English in teaching and refuse to belief the premise that the target language is best.
c8	
c9	
c10	
c11	
c12	
c13	*Ich wünsche Ihnen viel Glück mit dem Studium*
c14	
c15	
c16	
c17	
c18	
c19	
c20	
c21	
c22	
c23	I find the picture sequences for the L.C. Orals terrible; they are very old fashioned and out of date.
c24	
c25	
c26	teacher centres should offer spoken German courses. Many German teachers of my acquaintance have problems and lack of confidence with their spoken German. Poor teaching of spoken language in Arts/UCD. German in-service??? Why are there none?
c27	

ID	Comments Section C
c28	I lived in Germany during last recession from 1986-1994. I learned German through total immersion. I didn't know any German when I started teaching English in 1986 in Germany
c29	
c30	
c31	
c32	
c33	There is a huge lack of 'in-service' training for German teachers or other language teachers or opportunities to up-skill.
c34	
c35	
c36	
c37	
c38	I would be interested in hearing about the results of your research!
p13	Research is very important so anyway German teachers can help, let us know.
p14	
p15	
p16	
p17	
p18	My degree is not in German. I studied it in first year at uni. However, due to demand, I have been asked to teach German in first year.
p19	
W35	
p20	
p21	Use of ICT in classroom to enhance language learning
p22	Flexible classes for teachers to refresh their German would be good. Different topics about 2 hours in length on different days/evenings.

ID	Comments Section C
p23	List of phrases used in Germany in class for correcting and encouraging pupils would be of great benefit.
W36	Universities need to promote the learning of languages
W37	
p24	Can I hear the results of this project?
p25	Limited experience of teacher German at secondary school - subbing almost 10 years ago.

Appendix E: Classroom observation transcripts

The following are the transcripts of the 19 classes which were observed and recorded in the third phase of the research study. For each class, the observation schedule has been provided; the teachers' names and the names of the schools have been removed. The teachers' use of German has been italicised, their use of English has been marked in bold, and any proper nouns or student names are unmarked. In some cases, I inserted brief descriptions of classroom activities that were not captured in the recording. These are underlined.

Teacher Language Use Classroom Observation Scheme

1. Date: _____
2. School: _____
3. Teacher: _____
4. Year: _____
5. Level: _____
6. Observation no.: _____
7: Lesson Time: _____
8. Lesson Theme: _____

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

Teacher Language Use Classroom Observation Scheme

1. Date: 22.3.2012
2. School:
3. Teacher
4. Year: 5th year
5. Level: Nacd
6. Observation no.: 1
7: Lesson Time: 8.35 - 9.20
8. Lesson Theme: Oral practice Spracherlernen

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

Tot 83/22/60

12/5/7

74/46/38

ORAL practice board ⇒ Wenn ⇒ Um... ein ⇒ denn written work

T: *OK Jungs von Dienstag.* Sean *war nicht hier,* Sean *war nicht hier. Und beginnen wir dann mit Hausaufgaben. Das war die Fragen über warum machen wir Deutsch. Also, Leseverständnis machen wir später. Aber zürst machen wir die Fragen, warum du Deutsch machst, warum du Deutsch gewählt hast und so. Ich habe auch hier ein Paar Notizen gemacht so heute ab- gestern Abend. OK. Also fangen wir mit Frage nummer eins war, OK* Michael *was hast du?*
S: Ich lerne Deutsch seit sechs Jahren.
T: *So Sie lernen Deutsch seit sechs Jahren.*
S: Ja.
T: *Ja OK. Wie lange lernst du Deutsch,* Ronan?
S: Eh, ich lerne Deutsch seit fünf Jahren. Ich finde es interessant und es ist möglich eine Fremdsprache zu haben.
T: *OK, und warum, also für die Mündlicheprüfung, warm lernen Sie Deutsch,* ehm Jack? *Warum lernen Sie Deutsch oder warum haben Sie Deutsch gewählt?*
S: Erstens habe ich Deutsch gewählt, weil ich eh ich deutsche Verwandten habe. Ich möchte Deutsch mit ihnen reden. Ich habe auch Deutsch als eine Sprache, ich finde es logisch und praktisch, weil Latein nicht so nützlich ist.
T: *OK gut und warum lernen SIE Deutsch, ehm* Eamonn, *oder warum haben Sie Deutsch gewählt?*
S: Ich habe Deutsch gewählt, weil ich es ganz leicht und ziemlich interessant finde.
T: *Gut.*
S: Ich werde) auch Französisch auf keinen Fall machen. Es war unglaublich *schwerig und ich habe die Ausprache schwierig gefunden.
T: *OK gut. Und,* Roy, *was finden Sie schwierig?*
S: Ehm, ich hasse die Grammatick. Es ist [unclear] Mein Wortschatz is geschrankt (sic). Ich finde das nicht so gut aber die Wortschatz sind sehr kompliziert.
T: *Gut, OK so der Wortschatz, der Wortschatz. Gut.*
S: Can you say probieren instead of wahlen?
T: *Ich habe es probiert? Was meinst du?* **What do you mean?**
S: If you said I chose German..
T: *Ja, ich habe Deutsch gewählt. Ich habe Deutsch probiert,* **that gives the impression 'I tried it and I'm no longer doing it'.**
S: Oh right.
T: *So ich habe es gewählt,* **I chose it**. *Und ich mache es immernoch,* **you're still doing it, do you know what I mean** Eoin **there's a difference between the two**. *Ich habe es probiert, zum Beiscpiel im ersten Jahr, du hast Latein probiert, Deutsch probiert und Französisch und was hast du gewählt?*
S: Eh, Deutsch.
T: *Deutsch.*
S: Ja.
T: *Detusch und Französisch oder Deutsch und Latein.*
S: Eh, Latein.
T: *Latein. Ja, so probiert im ersten Jahr und dann gewählt. Ja, so Unterschied. Was finden SIE, so zurück zur mündlichen Prüfung, was finden Sie leicht an Deutsch? So leicht* Gavin, *was finden Sie leicht?*
S: Ich finde die Grammatik sehr leicht.
T: *Wirklich?*
S: Eh,
T: *Sie finden die Grammatik leicht?*
S: Ja.
T: *OK was finden Sie schwierig?*
S: Ich finde die mündliche Prüfung sehr schwierig.
T: *Sehr schwierig, OK. Was finden Sie leicht,* Gavin K.
S: Ich finde das Grammatik ziemlich leicht, weil es nicht so kompliziert.
T: *Nicht so kompliziert, OK. Eoin seit wann lernen Sie Deutsch?* Kian, *das war Frage nummer eins. So seit wann lernen Sie Deutsch?*
S: Ehm ich lerne Deutsch seit sechs Jahren und ich habe Deutsch als Leistungskurs für das Leaving Cert. Es ist ein Wählfach [

T: *Wahlfach ja.*
S:] Wahlfach und wir müssen über Latein, Französisch und Deutsch lernen für das Übergangsjahr.
T: *OK gut und was machen Sie im Unterricht?* [unclear] Peter, *was machen Sie im Deutschunterricht?*
S: Eh
T: *So jeden Tag in der Schule, was machen Sie?*
S: Eh,
T: *Im Detuschunterricht?*
S: (3sec) Oh em, wir lessen, wir sprechen [
T: *Ja*
S:] wir schreiben. Ehm.
T: *So wir lesen was?*
S: Wir lesen Bücher.
T: *Bücher.*
S: Ehm .
T: *Und was schreiben wir?*
S: EHm wir schreiben Notsen.
T: *Notizen, ja. Und wir hören?*
S: CDs.
T: *CDs ja. Gut und sprechen Sie Deutsch im Unterricht* Peter?
S: Eh ja. Wir sprechen Deutsch im Unterricht.
T: *So immer vier. Hören, lesen.. so wir hören, wir lesen, wir schreiben, wir sprechen. Aber es ist besser, wir hören CDs, wir lesen entweder Zeitschriften, Zeitungen, Bücher wenn du das sagen musst und finden Sie leicht in der Stunde,* Ben?
S: ehm.
T: *So im Deutschunterricht was finden Sie leicht?*
S: Ich finde die Grammatik leicht und sehr interessant. Ich denke auch, dass die Vokabeln einfach ist.
T: *So die Vokabel oder den Wortschatz. Wir hatten beide. Und was finden Sie interessant an Deutsch* Eoin McSweeney. *Was finden Sie interessant? So das war nicht dein Hausaufgaben aber was finden Sie interessant?*
S: Ehm, die Grammatik ist sehr interessant. Es ist meine Leidenschaft. Ehm
T: *OK.*
S: Weil es ist so ehm
T: *Interessant.* [laughter]
S: I don't know what to say to that question.
T: *Also, was ist interessant? Warum lernst du Deutsch?*
S: Ich lerne Deutsch, den es ist sehr leicht.
T: *So du hast es gewählt, weil es leicht war.*
S: Ich habe es gewählt, denn ich ..
T: *Leichter als Irisch, leichter als Französisch?*
S: Leichter als Französisch und Latein.
T: *Warum hast du, so zurück jetzt zu normalen Fragen. Warum hast du Deutsch gewählt,* Sean?
S: Eh.
T: *Ich komme zurück dann. Warum hast du Deutsch gewählt?*
S: ich fand Deutsch leichter als Französisch. Die Aussprache passt mich an und ich ?? mich für Deutsch. Französisch war schwierig.
T: *OK warum hast du Deutsch gewählt*, Eoin?
S: Oh ehm. Ich habe Deutsch gewählt, weil es leicht ist. Fremdsprachen sind auch wichtig und nötig, weil Irland Mitgleid (sic) der EU ist und es gibt viele deutsche Firmen hier. Es ist viel leichter als Französisch oder Latein.
T: *OK so wenn die Frage wäre,* **if the question was what do you find interesting. Say you didn't get the question you expected and they said 'Oh why do you find it interesting' you could use most of that answer couldn't you?**
S: yeah
T: **And that's the only thing. So** *die Fragen*, **the questions will change slightly but you've got your bank of vocab that you need to come in and use, particularly for the** *mündliche*. **OK Same idea now where I want to move on to. So if we go from '***Warum hast du Deutsch gewählt?***' to '***Was findest du*

interessant?', **same answers. And the next part we have to move on to for the written is, 'Why do people learn languages?'.**

[Someone calls to the door of the classroom]

T: *Also, warum lernen wir, oder warum lernst du oder warum lernen viele Sprachen so Fremdsprachen? Warum sind sie wichtig? So was kann man machen, wenn man zum Beispiel eine Fremdsprache lernt?* **So if we talk about this idea of what can you do, why do people learn a language, why are you learning German? What can you do when you go to a country if you have the language? Ok this idea.** *So was kann man machen? Oder warum lernst du Deutsch? OK zum Beispiel, man kann überall reisen* [writing on board]. *So wenn man ein Fremdsprache hat,* **if you have a foreign language what dös that enable you to do? So in the oral exam for the** *mündliche Prüfung* **it's all about you and** *'warum hast du das gewählt?', warum lernst du Deutsch?'*. **But if we're talking about the written exam like we did on** *Dienstag.* **Wasn't it** *zweitausendelf? Das wir gemacht haben, und zweitausendzehn?* **The questions were, ' Why do people learn languages?', 'What's the easiest way to learn languages? 'What are the benefits of learning language?'. So in the oral it will be about you and we have little bits of vocab for that. In the written, you just have to step up slightly and talk about why, what are the benefits of learning a language or why do people learn a language. So we can use the same stuff but we just have to look at our constructions. So if you have** *'Man kann überall reisen'. Reisen heisst was auf English? Reisen?*

Ss: to travel.

T: **To travel.** *So man kann reisen, wenn man eine Sprache hat*. **Wouldn't that be one reason if they asked you why do you want to learn a language? One can travel.** *Überall? So, überall in Irland wird Englisch gesprochen. Überall in Irland wird ..*

Ss: All over.

T: **All over. So it just makes it slightly better**. *So 'Man kann reisen'* **you could come up with yourself**. *Mit einer Sprache kann man reisen.* **One can travel**. *Man kann überall reisen,* **one can travel everywhere.** *Warum lernt man eine Sprache. Man kann überall reisen, zum Beispiel. OK, du lernst Deutsch. Du fährst nach München. OK so* Ben. *Du lernst Deutsch. Du fährst nach München.* **You're in Munich.** *Du sprichst Deutsch. Ja, was kannst du machen?* **What's the one important thing you might want to do if you were in Munich and you speak the language**?

S: Eh. Arbeit.

T: *Ja, so man kann*

S: Arbeiten in Munich.

T: *Also, pass auf. Wortstellung.* **What's your word order?**

S: Eh, one can.

T: *Also man kann, ja.*

S: Man kann in Munich arbeiten.

T: *Also* **Munich** *auf Deutsch.*

S: München

T: *München. So man kann in München arbeiten. Oder man kann in Deutschland arbeiten. Es muss nicht München sein. So man kann in Deutschland arbeiten.*

S: How do you say 'one can in a foreign country..'?

T: *Ja, das ist das nächste. So wenn es nicht nur Deutsch ist.* **When it's not just German.** *So man kann in Deutschland arbeiten oder man kann* [

S: In andere Land

T:] *In einem anderen Land,* **that's perfect.** *Aber im Ausland*. **And then you don't have the problems with all of you endings with the grammar.** *So im Ausland, man kann im Ausland arbeiten. Und nicht nur arbeiten, man kann auch?*

S: Studieren.

T: *Studieren, wohnen. Du kannst sagen. So es ist ganz einfach*. **Construction, you know it, it's just to remind yourself. In the written section you just have to up it slightly. Instead of saying 'I would like to work in Germany'. What are the advantages or benefits of having a foreign language** *'Man kann im Ausland arbeiten, man kann im Ausland wohnen, man kann im Ausland, was hast du gesagt, studieren.'* **If the question was particularly about why you are learning German, take away** *im Ausland. Man kann in Deutschland arbeiten, man kann in Deutschland wohnen, man kann in Deutschland studieren'. Es ist eine gute Gelegenheit, aber man kann.* **So it's about the benefits**. *Was sind die Vorteile?* **Do you remember the question on** *Dienstag, war das? Von zweitausendelf?* **Was it the 2011 one, what are the**

advantages and disadvantages of something? So you don't list them saying the advantages are and disadvantages are. You say and use your constructions like *'man kann'. OK du bist in München, du wohnst in München, du sprichst Deutsch. Was ist ein Vorteil?* **Another advantage if you're living in Germany and you speak German? Day-to-day things that you can do.** *Was kann man machen*?
S: Ask for directions?
T: *Ja, das habe ich auch. Und Abends in der Kneipe*. Eoin.
S: Ehm. Man kann..
S: [enters classroom] Ehm miss, Harry was feeling sick so I had to turn back.
T: **OK,** Harry's **not coming now I presume.**
S: No he's not.
T: *OK* Eoin. *Was kann man abends in der Kneipe machen?*
S: Man kann mit Leute plaudern.
T: *Plaudern hatte ich auch gestern Abend. So man kann plaudern. So 'man kann plaudern'* **is your basic to start. So one can chat.** *Mit wem? So man kann mit*
S: Leute
T: *Mit den Leuten. Mit den Deutschen. Mit den Leuten, mit den Deutschen.* **We are still talking about** *Deutschland so mit den Deutschen* **is perfect**. *Man kann mit den* [
S: Native people.
T:] *Einheimischen hatte ich auch gestern Abend. Das habe ich geschrieben*. **That's** *Einheimischen,* **natives. So if the question is directly** *über Deutschland, man kann mit den Deutschen*. **But in the case where it's foreign languages in general,** *man kann mit den Einheimischen plaudern. Also* **natives**, *dem Volk. So man kann mit den Einheimischen plaudern*.
S: Is it DER Deutschen?
T: **Den, dative, plural. Ns**.
S: Oh.
T: *So was du gesagt hast* Eoin *war man kann nach dem Weg fragen. So wo ist die Burg. Wie komme ich am besten zum Bahnhof. Man kann nach den Weg fragen*. **You can ask directions. We won't be using all of these in our answer but the construction is good.** *Die sind Vorteile*, **advantages and you haven't used the word advantages.** *OK, so man kann etwas machen. Ich hatte auch gestern Abend, ' Man kann ein Bier bestellen'. Was heisst das? Man kann ein Bier bestellen?*
S: Order beer, is it?
T: **Order a beer. So just to say something normal. So what are the advantages of having a language when you're living in that country,** *du kannst etwas normales machen. Du kannst ein Bier bestellen, nach den Weg fragen.* **You can ask for directions**. *Man kann einen Hamburger bestellen*. **Don't be always thinking of the high-brow stuff. Sometimes the ordinary can be just as effective.** *Man kann ein Bier bestellen*. [writing on board 7sec] *bestellen. Was hatte ich? Man kann überall reisen, ein Bier bestellen, Klamotten kaufen, Kleidung kaufen, mit den Einheimischen plaudern. So the plaudern* **is good, to chat. Watch the construction**, *man kann, infinitive am Ende,* **it has to be at the end**. *Was sonst? OK im Moment in Irland gibt eine Rezession. Es gibt nicht so viel Arbeit. So ein grosser Vorteil, one huge advantage, man kann in Deutschland arbeiten or man kann im Ausland arbeiten. Was kann man finden? Wenn man arbeiten will. Was könnte man in Deutschland finden oder in Frankreich oder in Australien finden. Wenn man arbeitslos ist?*
S: Arbeit.
T: *Arbeit finden. Eine gutbezahlte Arbeit oder eine gut bezahlte Stelle.* **We can say, 'you can work there', we can say, 'you can find a well-paid job'**. *So man kann eine Stelle finden* [writing on board]. *So man kann arbeiten ist perfekt? auch. So man kann in Deutschland oder im Ausland arbeiten. Man kann eine Stelle finden, a job, oder eine gutbezahlte* [still writing on board], *also das Geld ist gut. Man kann eine gutbezahlte Stelle finden. Im Moment in Deutschland kann man eine gutbezahlte Stelle finden, wenn man die Sprache hat.* [writing on board] *Also mit Kultur können wir etwas machen? Wenn man Deutsch spricht oder wenn man eine Sprache hat? Was macht man mit einer Kultur?* **What can we do with a culture if you have a language?**
S: kennenlernen?
T: *Kennenlernen? Ja gut. Erfahren, kennenlernen, erleben. Die Kultur, die deutsche Kultur, oder eine andere Kultur erfahren, erleben und kennenlernen auch.* [writing on board] *So was haben wir? Eins, zwei, drei, vier, fünf, sechs, sieben. Man kann eine andere Kultur erfahren.* [writing on board 11 sec] *OK als letzte, den Horizont erweitern. Also was heisst das auf Englisch?* [3 sec] **To broaden your horizons, isn't**

it? Yeah. *Das ist ganz einfach. Beginnen mit Arbeit, wohnen, studieren, plaudern ist auch gut, ein Bier bestellen, Klamotten kaufen, das könnten wir auch ganz einfach von ein oder zwei.* **If they're talking about recession, if they're talking about stuff for nowadays**. *Warum ist es wichtig eine Sprache zu haben.* [writing 13 sec] *OK also nummer eins,* Michael. *Warum ist es wichtig oder was kann man machen, wenn man eine Sprache hat? Wähl eine.* **Choose one.**
S: man kann überall reisen.
T: *OK gut. Und* Cian, *warum ist es wichtig eine Sprache zu haben und was kann man machen, wenn man eine Sprache hat?*
S: Man kann [unclear] wenn man eine Sprache hat.
T: *Gut und was kann man machen, wenn man im Ausland wohnt und man die Sprache beherrscht? OK wenn man die Sprache beherrscht.* **If you have the language and you really have it, a good hold of it.** *Was kann man machen,* Aiden?
S: Eh man kann den Horizont erweitern, zum Beispiel kann man eine gutbezahlte Stelle finden.
T: *Ja und das ist wichtig. OK Gut. Und was kann man machen, wenn man in Deutschland ist und man Deutsch sprechen kann?* Peter, *was kann man machen?*
S: Ehm, man kann Bier bestellen.
T: *Bestellen, ja.*
S: Wenn man ein Sprache hat.
T: *Ja, wenn man eine Sprache hat*. **This is the end**, *'wenn man eine Sprache hat'*, **if you have or when you have a language.** *OK jetzt machen wir umgekehrt*. **Look at our** *Wortstellung*, **the word order**. *Wenn man eine Sprache hat, kann man überall reisen. So, was kann man machen, wenn man eine Sprache hat?* **Let's try the sentence with** *'Wenn man eine Sprache hat' at the start. So wenn man eine Sprache hat, kann man überall reisen. OK,* James. *Was kann man machen, wenn man eine Sprache hat.*
S: Eh, wenn man eine Sprache hat, man kann zu Deutschland gehen und arbeit.
T: *OK, fast. Wortstellung,* **word order. If you start with** *'wenn man eine Sprache hat'*? [3 sec] **just listen to me on the first one.** *Wenn man eine Sprache hat kann man überall reisen.* **Can you hear the difference?**
S: Ja.
T: **OK so, choose one of the other ones and let's go with it again then.** *So was kann man machen, wenn man eine Sprache hat?*
S: Eh wenn man eine Sprache hat, kann man mit dem Einheimischen plaudern.
T: *OK so wenn man eine Sprache hat, kann man mit dem Einheimischen plaudern. OK also* Ben. *Was kann man machen, wenn man eine Sprache hat?*
S: Wenn man eine Sprache hat, man, or, kann man eine andere Kultur erfahren.
T: *Gut, und was kann man machen, wenn man eine Spache hat,* Ben?
S: Ehm wenn man eine Sprache hat, kann man ehm nach dem Weg fragen.
T: *Gut, und, ehm was kann man machen,* Paddy, *wenn man eine Sprache hat und im Ausland ist?*
S: Wenn man eine Sprache hat, kann man in Deutschland arbeiten.
T: *Ja. OK so du hast eine Wahl. You have the option. Wenn man eine Sprache hat, kann man in Deutschland arbeiten, oder man kann in Deutschland arbeiten, wenn man eine Sprache hat*. **So once you've got your bank of five or six sentences and you know the infinitives, then you're going to work out, you're going to say right, if I have a language or if you have a language this is possible or this is possible if you have a language. You decide on the word order to show them you can do both. If you get this done properly first. Sort out your two or three advantages, your** *Vorteile. Man kann mit den Einheimischen plaudern, man kann ein Bier bestellen und man kann eine Kultur erfahren.* **There are your three points. How are you going to best put that across in a written answer?** *Wenn man eine Sprache hat, kann man eine andere Kultur erfahren. OK is your nummer eins* **and then you change the other ones as you go down. Show them a variety of word orders**. Eoin?
S: What dös the last one mean?
T: *Man kann den Horizont erweitern*? **To broaden your horizons so you see the word** *'den Horizont'* **practically the same. And anything** *erweitern* **is to broaden it out or widen it out**. *OK so du hast 'wenn man..'* **so just make sure you have one example, a** *Beispiel* **written down with** *'wenn man eine Sprache hat, kann man in Deutschland arbeiten'*. **So one example with this one,** *so ein Beispieil, 'wenn man eine Sprache hat, kann man überall reisen oder kann man mit den Einheimischen plaudern'*. **So that was our** *nummer eins and our nummer zwei, als normal 'man kann eine gutbezahlte Stelle finden, wenn man eine Sprache hat'*. **Second example. So the sentences we started with, we stay with. The ideas are good we**

just have to look at the different ways we can express it for the written answer for the Leaving Cert. If you're looking at Honours Leaving Cert. *So man kann* **is your starting point and then we have a** *'wenn'* **clause, verb comma verb and we have an option of the** *wenn* **in the middle where it just kicks the verb to the end.** *So nummer zwei,* **same ideas, different construction** *so statt man kann.. warum lernen so viele Leute eine Fremdsprache? Warum lernen Sie eine Fremdsprache? Warum lernst du Deutsch,* Jim?
S: Ehm, ich lerne Deutsch, weil ich finde es sehr interessant und ich möchte nach der Schule ins Deutschland gehen.
T: *Pass auf die* **word order. Watch out for the word order again.** *Weil.* **The idea's good just watch the word order.** *Weil* **moves the verb.**
S: ich es interessant finde.
T: *Ja* **so when you read it back yourself again just make sure this moves. Any one last night have a construction with** *'um...zu'? Viele Leute in Irland, zum Beispiel, viele Jungs in dieser schule machen Deutsch um auf die Uni zu gehen.* **Is that trü**, *um auf die Uni zu gehen?* **They do German in order to go to college. OK so you've got the** *um...zu* **as the construction** *nummer zwei.* **Any ideas with the** *um...zu. Ich mache eine Fremdsprache um auf die Uni zu gehen* [writing on board]. **So in order to.** OK machen wir das mit 'in Deutschland arbeiten'. *All dies haben wir,* **we have all this** *Verben und Ideen. So warum machen viele Leute Deutsch, warum machen viele Leute in Irland eine Fremdsprache? OK wenn wir sagen wollen,* **if you want to say, in order to talk to the locals? Which one of these is that one?**
S: Mit den Einheimischen.
T: *OK mit den Einheimischen plaudern.* **So we have** *'mit den Einheimischen plaudern'* [3 sec] *So viele lernen eine Sprache. OK,* Eoin *willst du das machen?* **So many people learn a language in order to talk with the locals.**
S: Ehm, viele lernen eine Sprache um..
T: *So um.*
S: um mit den Einheimischen zu plaudern.
T: *OK so mit den Einheimischen* **with** *zu* [unclear] *So viele lernen eine Sprache um mit den Einheimischen zu plaudern. OK,* Ronan, *warum lernen so viele Leute eine Sprache? Wähl ein andere,* **choose another one.**
S: ehm viele lernen eine Sprache um den Horizont zu erweitern.
T: *Gut, ja. Um den Horizont zu erweitern. OK warum lernen viele Leute eine Sprache?* **Eh, Ryan, choose another one.** [3secs] *So warum lernen so viele Leute eine Sprache?* [6 secs]. **Right,** Ryan **are we getting it? See the** *'viele'* **here**? *Viele lernen eine Sprache.* **So that's many people learn a language, why? Choose one here now, any of the ones we had earlier.**
S: Man kann den..
T: **Which one?**
S: Man kann den Horizont..
T: **Na, done that. Gone**. [2 secs]. **Right** Ryan**, look at all the other ones on the board now. Two are gone and you've just chosen one of the two that are gone. So choose another one.**
[Interruption by announcement from PA system 6secs]
T: **right which one are you choosing?**
S: Ehm um überall zu reisen.
T: **Which one? This one? OK so you're choosing just the infinitive first, there's no** *man kann,* **there's no** *um..zu* **or anything, just the idea that you have in your head**. *Überall reisen,* **to travel everywhere. So the construction you decided to use because I'm forcing you to do it is** *'Viele lernen eine Sprache* **many people learn a language, in order to travel everywhere. So you know you need an um and you need a** *zu.* **So I just need you to show me where they go. So give me the full sentence.**
S: Viele lernen eine Sprache um [
PA announcement 6 secs
T:] *OK,* Ryan *schnell.*
S: zu reisen.
T: **OK I missed that. All together now because we were interrupted.**
S: Viele lernen eine Sprache um überall zu reisen.
T: *Zu reisen.* **OK give me** *a nummer zwei.* **Do another one.** [6 secs]
S: Ehm, viele lernen eine Sprache eh [9 secs] um eine gutebezahlte Stelle zu finden.
T: *Ja. So um eine gutebezahlte Stelle zu finden. OK von* Gavin, **just give me one more**. *Warum lernen so viele Leute eine Fremdsprache?*

S: Viele lernen eine Sprache um eine andere Kultur zu erfahren.
T: *Ja, um eine andere Kultur zu erfahren. OK haben wir in Beispiel*, **one example now in the notes, one example of one of those. So we know we can say** *man kann überall reisen, und nummer zwei 'viele lernen eine Sprache um überall zu reisen'.* **Two different constructions, we're still working in the same bank of eight or nine infinitives that we came up with. OK so we are looking to the** *Frage*, **looking back to the original question in the written question in the written exam. So you stick with your eight, seven or eight examples and you work from that.** *So um...zu*, **in order to so** *pass auf* **and use it as much as is possible to use it. OK,** Sean, *ist es wichtig eine Sprache zu lernen?*
S: Ehm, meiner Meinung nach ist es wichtig eine Fremdsprache zu lernen.
T: *OK und warum?*
S: Man kann im Ausland wohnen und das wäre ein Tapetenwechsel. Und man kann eine gutebezahlte Stelle finden.
T: *Ok dann zwei zusammen. Es ist wichtig eine Sprache zu lernen, denn*, **still working with the same ones if we can. Can we use anything here** Paddy? *Es ist wichtig eine Sprache zu lernen, important to learn a language because, why?*
S: Ehm, es ist wichtig eine Sprache zu lernen, denn [3 secs]
T: **So what can we do with these to connect that up?** *Es ist wichtig eine Sprache zu lernen, denn*
S: Im ausland studieren.
T: **OK we can use** *im Ausland studieren*, **but we need something with it.** *Es ist wichtig eine Sprache zu lernen, denn*. **What you've got is, it's important to learn a language because and then you have to study abroad. that's not going to work is it? It's important to learn a language because to study abroad.**
S: Oh
T: **Decide what you are going to say. Think in English now in your own head, what are you saying. It's important to learn a language because, why?** [3 secs]
S: Is it ??
T: **It's up to you now. You've got the freedom to do it now. We've given you one or two constructions and if you come back to your original question and you want to say right**, *es ist wichtig eine Sprache zu lernen* **because why? This is what you have written in your notes at the back**.
S: eh
T: **How are we going to connect it up?**
S: Denn um im Ausland zu studieren?
T: **Would that work?** *Es ist wichtig eine Fremdsprache zu lernen, denn um im Ausland zu studieren.*
S: I'm not sure.
T: *Ja* **well you need to be sure. What's your point? It's important to learn a language because, why?**
S: OH ehm, es ist wichtig eine Fremdsprache zu lernen, denn ich im Ausland studieren woll.
T: **OK, so before we do any, you can't tell me why it's important to learn a language yet because I haven't figured out what you're trying to say. Why is it important to learn a language?**
S: Because I want to study abroad.
T: **The first thing you need to do at the back of your exam. I want to study abroad, is it? OK, how do we do that?**
S: Ich will im Ausland studieren.
T: **OK so if you've got this,** *ich will im Ausland studieren. OK das ist perfekt*, **that's perfect. You start with that.** *Das ist gut.* **Then join the two**. *Denn* **dösn't do anything to the word order.**
S: Oh yeah.
T: *So, es ist wichtig*
S: Es ist wichtig eine Sprache zu lernen, denn ich will im Ausland studieren.
T: *OK*
S: I assume there's an ...
T: **Just take your two steps and you have it. Now what if they don't ask you about you. If it's a written exam from 2010.** *Die Frage ist 'Warum ist es wichtig eine Sprache zu lernen?'*. **They don't want to know about you anymore.**
S: Es ist wichtig eine Sprache zu lernen, denn man will im Ausland studieren.
T: **OK, man will, you'd get away with that. One wants to study abroad.**
S: Eh, man wollte.
T: **Think of it in English now. You say, it's important to learn a language because one wants to study**

abroad. Wouldn't it be better to say..
S: Leute wollen im Ausland studieren.
T: **Wouldn't it be better to say because one can study abroad?**
S: yeah.
T: **Do you agree with me on that?**
S: Yeah, I suppose.
T: **OK, you know the first ten or 15 minutes we were doing in class and we were doing** *man kann*. **Ring any bells there** Phil? **So that's all I'm saying. See, connect it up. What tends to happen sometimes, you do it any one or two others do it as well, we take some note because you've some lovely construction and then you get a question from the leaving cert and suddenly you go off in a direction of your own, do you know what I mean. Try and think of it and keep it as simple as. We started with these earlier. Most of these simple enough like** *im Ausland studieren, wohnen, arbeiten*. **I gave you maybe one or two other new ones that we have in. In an infinitive, and there's out little bank of things to do with languages, when you get a question then in the oral like we had earlier like** *warum lernst du Deutsch* **you can use** *Ich will im Ausland studieren, ich möchte München sehen* **and all this. But when it comes to the written work, they are suddenly going to make it seem harder. Why do people learn languages, what are the benefits of learning languages,** *was sind die Vortiele, was sind die Nachteile.* **But then you don't just go off and start writing down anything that comes into your head. It's still the same ideas. You started well**, *im Ausland studieren,* **so use it properly.** *Viele Leute lernen eine Sprache, denn sie wollen im Ausland studieren.* **They want to study abroad. Or** *es ist wichtig eine Sprache zu lernen*, **it's important to learn one because** *man kann* **and always go back to your** *man kann* **because you're not talking about you, you're talking about in general. One can study abroad so use the** *man, man kann* **will get you out of a lot of problems.** *Es ist wichtig, denn man kann. Es ist wichtig eine Sprache zu lernen,* **just have one example of that somewhere there too, we've got the,** *es ist wichtig eine Sprache zu lernen. OK, also zurück zu, zu meiner ersten Frage heute war, warum lernst du Deutsch*, Dermot?
S: Eh,
T: *So warum lernst du Deutsch?*
S: Es ist wichtig eine Sprache zu lernen, denn ich will im Ausland studieren.
T: *Gut, OK warum lernen Sie,* **so for the** *mündliche Prüfung* **going back to the polite form**, *warum lernen Sie Deutsch,* Michael?
S: Ich lerne Deutsch, denn ich will im Ausland studieren und man kann überall reisen.
T: *Überall reisen, ja. Vielleicht später eine gutbezahlte Stelle finden. Das sind drei.* **You've got three nice phrases there** *warum du Deutsch lernst*. **If they're asking you in the polite form in the oral.** *Warum lernen so viele Leute Deutsch heutzutage?* Jack, *so warum ist Deutsch eine wichtige Sprache?*
S: Eh, Deutsch ist eine wichtige Sprache, weil man auf die Uni gehen kann, und eh man kann eine andere Kultur erfahren oder eine gutebezahlte Stelle
T: *finden*. **OK very good.** *In ungefähr vier Minuten, so schreiben* [writing on board 8secs]. *Ungefähr vier Sätze*, **you're going to do four sentences for a written this would be now.** *Warum ist Deutsch ein wichtiges Fach? Jetzt. Vier Sätze. So warum ist Deutsch ein Wichtiges Fach.* **Your** *Meinung nach.*
S: Jetzt?
T: *Ja, ungefähr vier.*
[37:09 written work]
T: Jack, *kannst du das nach oben bringen* [attendance list].
[speaking to individual pupil unclear] *so entweder meiner Meinung nach oder ich denke, dass* [unclear].
[Bell]
OK wir gehen weiter später und mit dem Leseverständnis auch. Connor Gould? Harry *und* Cian, Sean *haben wir.*
S: Miss
T: **yeah**
S: [unclear]
T: **Then** *man kann nummer zwei. Viele lernen um.* Sean, *Tapetenwechsel* **as well** *ist sehr gut. Den Horizont erweitern* **and** *Tapetenwechsel*

C02

Teacher Language Use Classroom Observation Scheme

1. Date: 22.3.202
2. School:
3. Teacher:
4. Year: 6th
5. Level: Higher
6. Observation no.: 1
7: Lesson Time: 10.05 – 10.50
8. Lesson Theme: Oral practise
review of pre exam 30%

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

late start
correcting others → students reviewed
Lesson ended

T: *Wir haben eine Besucherin.* **A visitor, yeah?** *So wir haben eine Besucherin heute, ja. Ihr werdet jetzt nichts sagen. So ihr doch sprechen jetzt. Versteht ihr. Ihr müsst irgendwas sagen. Versteht ihr?*
S: Ja.
T: *Ihr müsst doch sprechen.* **Ye have to speak. Ye can't be afraid be afraid to say anything now just because this is taping. Is das OK? OK,** Emma *so du sitzt hier. OK so wir haben gesagt wir fangen mit dem Brief an. Also der Brief von zweitausendelf, bitte. Der Brief von zweitausantelf. Wie habt ihr es, ihn gefunden? Wie war es also dieser Brief? Wie war es? War es OK oder war es schwierig?*
S: It was OK.
T: *Es war OK. OK gut. So wir haben doch schon die ersten drei Pünkten gemacht und wir machen heute doch die letzen zwei Pünkte. Wir haben es gestern im Unterricht gesprochen or besprochen und wir haben das auch gut gemacht, glaube ich. OK so in dem Grundkurs ist es alles auf Englisch, ja. So der Brief ist doch auf Englisch, das wissen Sie auf jeden Fall wahrscheinlich. So zweitausendelf habe ich noch nicht. OK zweitausenelf.* **That's just Junior Cert.** *Das geht doch nicht. So zweitausendelf und das machen wir jetzt. Das war auf welcher Seite? Hundertsiebzig, oder? Hundertsiebzig? Nein?*
S: [unclear]
T: *Einhundertziebzig in meinem Buch. Ich habe doch ein anderes Buch, ja. Ich habe ein anderes Buch.* **OK so. Explain that the centre runs training camps for different sports.** *OK, wie kann man das auf ganz einfachem Deutsch jetzt sagen? Wie kann man das sagen?*
S: Das ist Sportzentrum hat Trainingcamps fuer Jungen und Maedchen.
T: *Für Jungen und Mädchen, gut*
S: Und Maedchen. Es ist zwoelf Jahre alt nach vierzehn Jahre alt pro Woche.
T: *OK so. OK wir fangen nochmal an. Wir beginnen nochmal. OK gut. So das ist Sportzentrum. Was ist das ist Sportzentrum?*
S: It's a like sport centre.
T: **What does**, *das ist Sportzentrum* **mean, lads?** *Das ist Sport zentrum?* **That is sport centre**.
S: Oh
T: **So you don't need the** *ist*. **So you remember the** *heute* **earlier today. You know we had class today. What were ye doing this morning that was wrong? What were ye letting out? Ye were letting out the verb and what are you doing now? You're putting in the verb when you don't need one, OK? so what you're saying there is** *das Sportzentrum. So das Sportzentrum*, **is the sport centre,** *hat Trainingcamps für Jungen und Mädchen. Ja, das ist sehr gut. Aber was für Trainingcamps sind sie? Was für Trainingcamps? Was ist was für? Was für*
S: What kind.
T: **Yeah what kind.** *Was für.* **Did we ever take down** *eine Liste von Fragewörter? Eine Liste von Fragewörter.* **Did we ever take down a list of question words? No? Right. Can you just take out your grammar notebooks there** *für eine Minute*. **Right**, *eine Minute. So Fragewörter. Was ist eine Frage?*
S: Question
T: **Question, good. And** *was sind dann Fragewörter?*
S: Question words.
T: **Question words. Good man Ed. So question words. So if you want to know the real word for it is interrogative pronouns. Or you have question words. Which would you prefer?**
S: Question words.
T: **Question words will do fine. Right so the** *Fragewörter, so Frage* **is a question so** *Fragewörter*. **Ye tell me they all, practically all, start with W. So what are they** *auf Deutsch***? Any question words you know.**
S: Wo
T: *Wo*. **We discussed that this morning actually, didn't we?** *Wo. Wo* **means where. Good.** *Was noch?*
S: Was
T: *Was. OK was ist was?*
S: What
T: **What good.**
S: Warum
T: *Warum. Was ist warum? Warum. Warum*
S: Why
T: **Good why**. *Warum* **is why. Good.** *So wo, was, warum,*

S: Wenn
T: **Well** *wenn* **isn't a question word.** *Wenn* **is more of a conjunction joining up. Right but there's another one though. If I wanted to say to you, when do you start school or when do you have school.** *Wann. Wann* **is what, right.** *Wann so wann* **is when. When you're asking a question.** *Wann* **is when. Anything else? How do you say to somebody, how are you, in German.** *Wie?*
S: Wie geht's
T: *Wie geht's dir? Wie geht's dir?* **So what does** *wie* **mean?** *Wie alt bist du?* **What does that mean?** *Wie alt bist du?*
S: How old are you.
T: **How, how.** *So wie geht's dir,* **how are you**. *Wie ist das Wetter heute? Wie ist das Wetter heute? Wie ist das Wetter heute? Regnet es? Nein.* **What am I asking?** *Wie is das Wetter heute?*
S: IS it raining?
T: **How is the weather today? OK? So you have** *wo, was, warum, wann, wie*. **Right** *wieviele. Wieviele Personen haben wir in diesem Zimmer? In dieser Klasse? Wieviele Persone gibt es in dieser Klasse?* **What am I asking you?** *Was frage ich? Wieviele Personen?*
S: How many?
T: **How many. Good man.** *So wieviele Personen gibt es in dieser Klasse?*
S: drei.
T: *Nur drei Leute, ja. So wieviele,* **how many.** *Wieviel, wieviel lernst du jeden Tag? Wieviel lernst du jeden Tag? wieviel lernst du jeden Tag in Deutsch?*
S: Do you?
T: **Well we hope you do learn something.** Ed**, I do worry sometimes though. I actually have my doubts.**
S: How much?
T: **How much? Good man.** *Wieviel* **is how much.** *Wieviel.* **So if I said to you**, *wieviel Geld hast du?* **Or** *wieviel Geld bekommst du jede Woche von den Eltern? Wieviel Geld bekommst du?* **What am I asking?** *Wieviel Geld bekommst du?*
S: How much money do you get?
T: **Yeah, how much money do you get. Sometimes I feel there's** Ed **and then** *die anderen zwei sagen nichts.* **What do you think,** Cian?
S: Eh, yeah.
T: **OK you agree, you just always say yeah. Don't you** Cian**? If I said, do you want to jump off a building you would probably say**?
S: Yeah.
T: **Yeah, and just don't come near me again. Ok so right,** Cian **you have to be making more of an effort. I'd say poor** Ed **flat out there are you** Ed? *Bist du müde?*
S: Ja.
T: *Was ist müde?*
S: Tired.
T: **Tired. Exhausted,** *ich bin die ganze Zeit*. Mark, *bist du müde?*
S: Nein
T: *Nein. Nein, es geht dir gut, ja. So wo* **is where,** *was* **is what**, *warum* **is why,** *wann* **is when**, *wie* **is how**, *wieviele* **is how many**, *wieviel* **is how much. Now**, *wer. Wer is das? Wer ist das?* **Now what would you presume, only that you know better, what would you presume when you hear** *wer*? **What would you think it probably means? If you didn't know any German**.
S: Where
T: **Where, you would think it means where. But you know** *wo* **means where. And if you saw** *wo* **on its own, if you saw** *wo* **there and somebody told you, well that is a question word, what would you presume that means?**
S: Who
T: **Who, yeah. Right so what does** wer **mean**?
S: Who.
T: **SO** wer **means who. Now we had there, remember I said to you**, *wasfür Trainingscamps habe sie im Sportzentrum? Wasfür Trainingcamps?* **What did I say** *wasfür* **means**? **This is what started this off actually**. *Wasfür. Wasfür?* **What types. What types. Now, it looks like it means what for doesn't it? But actually when you put it together like that it means what type.** *So wasfür.* **So if I asked you**, *was für Sportarten hat* Pres? **Wasfuer Sportarten hat** Pres?

S: What types of sport
T: **Do we have? So we have** *Rugby, ruddern, Fussball, was noch? Cricket, oder? Basketball.*
S: Tennis.
T: *Tennis, schwimmen auch, oder? Ich glaube schon. Oder segeln. Ein Paar Schüler segeln. Was ist segeln?*
S: Sailing.
T: **Sailing, yeah good. OK so**. *Wo, was, warum, wann, wie, wieviele, wieviel, wer, wasfür.* **I'm trying to think. I bet I'm after missing out on other ones. Can you think of them? Anybody think of any that I've missed out on there? They're the basic ones anyway.**
S: What.
T: *Was is what. Wieso* **I suppose and** *warum* **actually. There's two ways of asking why**. *Wieso und warum.* **So you could put in** *wieso* **as well. OK so you could in** *wieso* **as well, OK.** *wieso. So wieso und warum.* **We can add to it anyway. So coming back to you again**, Cian. **So we started now with your sentence. So you had**. *Das Sportzentrum?*
S: Hat Trainingcamps
T: **Right you've gotten rid of the** *ist. Also, ist geht nicht. Warum nicht? Man braucht ist dort nicht. OK? So, das Sportzentrum hat Trainingcamps für Jungen und Mädchen. Gut.* **Now**, *Trainingcamps, warum muss Trainingcamps mit einem Wort würde ich es schreiben, also als ein Wort und gross geschrieben. Was ist grossgeschrieben?*
S: Big writing.
T: **Big, capital letters. Why?** *Warum? Warum grossgeschrieben?*
S: Because it's the base of the sentence. It's eh
S1: A noun
S: Eh
T: **I taught you in first year, didn't I?**
S: Yeah
T: **And I'd say the second day I said to you, all the nouns in German**
S: Take capital letters.
T: **Say it five times.** *Fünfmal.*
S: All the nouns in German start with a capital letter. All the nouns in German start with a capital letter. All the nouns in German start with a capital letter. All the nouns in German start with a capital letter. All the nouns in German start with a capital letter.
T: Mark, **what did he say?**
S: All the nouns in German start with a capital letter.
T: **OK. you have to get that right. It's very basic. OK very basic,** Cian, **alright?** *Trainingcamps* **is one word and** *grossgeschrieben*. **But what you've written is good.** *So Jungen und Mädchen. Mädchen ist auch grossgeschrieben. Warum?*
S: Eh it's ^
T: **Why must** *Mädchen*, **god you see if I don't laugh I'll cry. Right must** *Mädchen* **be written with a capital letter?**
S: Beacuse it's a noun.
T: **Good lad. OK that's it.** *Gut gemacht*. **Because it's a noun. Good lad. OK? OK gut. And then you had,** *es* **go on you read it out.** *Es*?
S: Es ist zwoelf Jahre alt nach vierzehn Jahre alt pro Woche. I don't know if I've
T: **Yeah, you added** *pro Woche* **and that doesn't make sense there at all. I'd say no**. *So es ist.* **So what you wanted to say is**, *die Kinder sind, die Kinder oder die Teilnehmer,* **now** *Teilnehmer* **is difficult.** *Die Kinder sind* **or** ehm, *die Kinder*, **yeah I suppose**. *Die Kinder sind zwischen,* **what does** *zwischen* **mean**? *Sie sind zwischen zwölf und vierzehn Jahren. Sie sind zwischen.* **They are?**
S: Between.
T: **Between. Between. They are between twelve and fourteen years old, OK?** *So die Kinder sind zwischen zwölf und vierzehn Jahren alt. OK, gut.* **And** *Aus* **you had** *aus*, **now you know the German for Austria, do you?** *Wie heisst* **Austria** *auf Deutsch?*
S: I thought it was Austria.
T: Oess?
S: Oesterreich.
T: *Österreich,* **you see you know it alright**. *So sie kommen*. **You need the** *sie kommen* **then. What does**

the *sie kommen* **mean? They come from**. *Sie Kommen aus Österreich und Deutschland. So sie kommen,* **you have the** *aus* **there alright**. *So sie kommen aus Österreich und Deutschland. OK. so wasfür Trainingcamps gibt es,* Ed?
S: Fussball
T: *Fussball, gut*. **Because what does** *wasfür* **mean again?** *Wasfür?*
S: What type.
T: **What type**, *so es gibt Fussballkurse oder es sind Fussballkurse oder Trainingcamps und Korbballtrainingcamps, vielleicht oder egal.* **It doesn't matter really, sure it doesn't?**
S: What's Korbball?
T: *Korbball ist ein anderes Wort für Basketball. Was ist Basketball*? **It's obviously basketball and** *Korbball* **is also basketball. OK it's got two Bs in the middle of it.** *Korbball, Korb* **being a basket**. *Korbball. OK gut.* **Right, is that OK?** mark, **did you get that alright, as well?** *Was hattest du fer den ersten Satz?* **What did you have for the first sentence?**
S: Der Zentrum macht Trainingcamps. Der Sportzentrum hat gute Einrichtungen.
T: *Der Sportzentrum hat gute Einrichtung, OK. Gut OK*. **Write about the strict rules at the centre, OK so there's no alcohol, no smoking, in bed at eleven o' clock and give your opinion on that. Now you know** *der Grundkurs. Ihr macht den Grundkurs. Was ist der Grundkurs?* **In Leaving Cert**? *Ihr macht den Leistungskurs nicht, ihr mach den Grundkurs. Grundkurs?* **You're doing ordinary level, yeah? Und der Grundkurs, es gibt Vorteile und Nachteile. Was sind Vorteile und Nachteile?**
S: It's easier.
T: **No**, *es gibt* **advantages and disadvantages**. *So der Brief ist auf Englisch. Ist das ein Vorteil oder ein Nachteil? Glaubt ihr? Dass der Brief auf Englisch ist?*
S: Vorteil.
T: *Das ist ein Vorteil. Aber es gibt auch ein Nachteil, oder? Dann hat man doch den Vorschatz nicht*. **You don't have the vocab given to you in German either, do you understand? So there are advantages and disadvantages. The obvious advantage is it would be easier for you to understand. The disadvantage is, if you don't know alcohol or smoking or anything else like that in German, you're caught. Do you get it? So there are** *Vorteile und Nachteile. OK, so. Wie or was kann man hier schreiben?* **So about the strict rules? Anything, what do you think**? *Was denkt ihr*?
S: Alkohol
T: *Alkohol, gut.*
S: Alkohol und rauchen sind verboten.
T: **Right, so** *Alkohol und Rauchen sind verboten. OK, gut. Alkohol und Rauchen sind verboten. Gut. Noch etwas?*
S: Also man muss um elf Uhr ins Bett gehen.
T: **Right also** *man muss,* **you said, was it?** *Also man muss um elf Uhr*
S: ins Bett gehen.
T: **Now, what does also mean there? What does also mean?**
S: Also
T: **Now also isn't also in German. It's a really common mistake made, right. Also means so or therefore. So also is not** *ist nicht* **also. What is also** *auf Deutsch? Wie sagt man, OK* Ed, *spielst du gern Fussball?*
S: Ja.
T: *Ja, ich spiele gern Fussball. Und,* Mark. **I want to ask mark, do you also enjoy playing football. So I've said to** Ed, *spielst du gern Fussball und* Ed *hat gesagt. Was hat* Ed *gesagt? Er hat gesagt, ja ich spiele gern Fussball. Und* **I'll say to you,** Mark, *spielst du* **something** *gern Fussball? Spielst du, spielst du.* **What is the word for also. It begins with A**. ^
S: Aus
T: Mark **is laughing, he's thinking she's going to have to spell out the whole word for us here. A-U. Oh no lads. A-U-C**
S: Auchen.
T: **Auchen, OK. we are now putting together our own language. We are writing, we are starting our own language here in Pres.** *So wir hab, spielst du auch, auch.* **Now don't tell me you haven't heard of** *auch* **before.**
S: yeah, we have.
T: **OK so you just need to start learning vocab lads and trying to retain it.** *Auch, auch* **is the word for**

also. A-U-C-H now it isn't an adjective and it isn't a verb so there's no list per se for it to go into. But *auch, auch. So ich lerne auch or ich spiele auch gern Fussball.* **So how did we even come to** *auch* **there? Because you said also, isn't it. So right look at what you have now here. So you said again something like** *Rauchen und Alkohol sind verboten.*

S: I said, man darf nicht rauchen und es ist Alkohol ist verboten.

T: **Right now. You're, right OK. Call out the first part again now,** Cian. **It's quite good.**

S: Man darf nicht rauchen.

T: *Man darf nicht rauchen*. **Now** *das ist gut. Man darf nicht racuhen. Das ist gut. Und dann.*

S: Und es ist Alkohol ist verboten.

T: *OK es ist Alkohol?*

S: Ist verboten.

T: **Now you tell me how you got that wrong.**

S: It should be es ist ein Alkohol

T: **You just love verbs at the moment, don't you? You put them in everywhere. Right so, see now does it read right.**

S: Will I just read all of it?

T: **Do, yeah**

S: Dein Regel ist streng

T: **Now**, *dein Regel* **is your. You want to say the rules. Now** *wie sagt man das auf Deutsch? Wie sagt man das?* **The rules are strict. Now you're talking about plural because it's the rules. So you're not worried about whether it's masculine, feminine or neuter. All you're going to write down here now is the rules. How do you say, the rules** *auf Deutsch. Regeln* **are rules**.

S: Das regeln

T: **It's plural**. Ed, **it's plural so it's** *die Regeln* **so it's** *die Regeln* **and** *Regeln* **will have to be written with capital letters why** Cian?

S: Because it's a noun.

T: **Good man**, Cian. *Gut gemacht. Die Regelen* **now** *Die Regeln*. **Will it be** *die Regeln ist streng? Oder die Regeln sind streng?*

S: Sind

T: *Sind streng*. **Why? Because it's plural.** *So die Regeln sind streng. Man darf nicht rauchen. Alcohol ist auch verboten.* **What you're going to do is you're going to put your** *auch* **not at the start of the sentence put your** *auch* **after the verb**. *So Alkohol ist auch verboten*. **And then your last sentence.** *Dein letzter Satz? Man muss?*

S: Man muss um elf Uhr ins Bett gehen.

T: **OK sorry the** *auch* **is going in there, isn't it? So what you're saying is**, *das Sportzentrum hat Trainingcamp für Jungen und Mädchen. Die Kinder sind zwischen zwölf und ja so zwischen zwölf und vierzehn Jahren alt. Ja OK zwölf und vierzehn, zwölf und vierzehn Jahren alt. Sie kommen aus Österreich und Deutschland. Die Regeln sind streng. Man darf nicht rauchen und Alkohol ist, Alkohol ist auch verboten. Man muss um elf Uhr ins Bett gehen. Man muss um elf Uhr ins Bett gehen. Das ist doch ziemlich gut jetzt,* Cian, *ja. Man muss um elf Uhr ins Bett gehen. Aber ich habe Angst. Was ist ich habe Angst? Ich habe Angst, dass du doch die verben an der falsche Stelle*, **you put the verbs in the wrong place sometimes. Is that alright,** Cian? **So you must be careful of that. OK**, Ed, *was hast du doch für den nächsten Punkt.* **So write out the strict rules.**

S: Das Sportzentrum ist streng. Alcohol und Rauchen sind verboten.

T: *Gut.*

S: man muss um elf Uhr ins Bett gehen.

T: *Gut.*

S: Man muss raugen haben.

T: *Man muss?*

S: Raugen haben.

T: *Regeln haben. Warum muss man regeln haben?*

S: Eh

T: Ed, *du hasst doch die Fragen.* **He hates questions.** *Man kann es auch auf Englisch. Auf Englsich und Deutsch. Warum muss man regelen haben?*

S: Eh, denn.

T: *Denn gut, denn gut*. **And the answer now**. *Warum muss man regeln haben?* **Why do you have to**

have rules? *Auf Englisch* **even**. *Auf Englisch. Warum muss die Schule hier regeln haben?*
S: To have order.
T: **OK to have order. Ok gut. If you didn't have rules**, *wenn man keine Regeln hätte, was würde man dann machen? Chaos. Was ist Chaos?* **You'd have Chaos? Same as in English?**
S: Chaos.
T: **Chaos. You'd have chaos wouldn't you?** *Ohne Regeln. Hatten wir Chaos gestern bei dem Konzert? Wart ihr gestern bei dem Konzert in der Schule.*
S: yeah.
T: **You were**
S: No, I wasn't.
T: *Aber du hast gehört, dass es chaotisch war, ja?* **What did I say?** *Du hast gehört das es chaotisch war.* **You heard that it was chaotic**. **Was it?** *Warum? Es gab so viele Leute, die ins Theater gehen wollten, ja. Gestern. Warst du bei dem Konzert gestern?*
S: Ja.
T: *Und,* Mark, *warst du da? OK und wart ihr im Theater. Ja. So ihr seid reingegangen, ja? OK, aber viele Leute, sie durften nicht reingehen. Warum nicht? Warum nicht gestern? Warum konnten so viele Leute nicht ins Konzert gehen? ^ Auf Englisch. Auf Englisch*
S: It's a small theatre so.
T: *OK so das Theater war zu?*
S: Klein.
T: *Ja, das Theater war gestern zu klein. So viele Leute konnten nicht reinpassen. Wie viele Karten, Eintrittskarten haben sie verkauft? Verkaufen. Was ist kaufen? Was ist kaufen? Ich gehe ins, in den Supermarkt und ich kaufe Brot.*
S: To buy.
T: **To buy**. *Was ist verkaufen?* **If** *kaufen* **is to buy, what's** *verkaufen?*
S: To sell
T: **To sell.** *So ich kaufe Brot und der Supermarkt verkauft Brot. Versteht ihr? So wieviele Eintrittskarten oder KOnzertKarten haben sie verkauft? Wieviele, wieviele.*
S: How much, eh. Drei hundert
T: *ICh glaube es war fast fünfhundert Karten. Ja fast. Was ist fast? Nicht vielleicht fünfhundert sondern fast fünfhundert* **almost five hundred. They sold almost five hundred tickets to go to the concert.** *Wieviele Leute können ins Theater gehen oder können in Theater reinpassen*?
S: How many got in is it?
T: **Yeah, well** *wieviele können reinpassen*? **How many can get in there, actually?**
S: Zwei hundert.
T: *Zwischen zwei Hundert und drei Hundert. Ja, so nicht so viele, ja. Es gab Chaos. So man braucht Regeln. Man muss Regeln haben. Welche regel findet ihr hier an dieser Schule besonders streng. Welche Regeln findet ihr zu streng?*
S: Rauchen
T: *Rauchen. OK das ist zu streng. Würdest du gern rauchen,* Ed?
S: Do I smoke?
T: **Yeah. Would you like to smoke in the school?**
S: Nein.
T: **No**. *So ist das zu streng das man nicht rauchen darf?* **Do you think that's too strict that you're not allowed to smoke.**
S: OH, too strict.
T: *Ja, zu streng.* **Not so much,** *was für Regeln haben wir. Welche Regeln sind zu streng. So welche Regeln sind zu streng.*
S: Keine
T: *Keine Regeln sind zu streng?*
S: Ehm T-shirts or shoes.
T: *OK das man kein T-shirt unter dem Hemd tragen darf, oder.*
S: ja
T: *Das es muss weiss sein.* **Is that what you're saying? That it has to be white?**
S: Yeah.
T: *OK das ist ein Problem oder das ist zu streng. Gut. Und die Schuhe, die Schuhe müssen, welche Farbe*

müssen die Schuhe
S: Schwarz
T: *Also schwarze Schuhe. Das ist auch zu streng. Was würdest du lieber tragen,* Ed *in die Schule*
S: What would I?
T: *Was würdest du*, **what would you** *lieber tragen. Lieber tragen*. **What would you prefer to wear in shoes?**
S: Eh, brown
T: *Braune Schuhe vielleicht.* [announcement and the angeles!] *Ok so die Regeln. So schwarze Schuhe sind nicht so gut, oder?* Mark *gibt es eine Regel hier an der Schule, die du nicht so gut findest.*
S: Es ist streng die Blazer all the time
T: *Die ganze Zeit. So du findest doch den Blazer nicht so gut, oder?*
S: yeah that we have to wear it all the time like. In class
T: *OK so du denkst, dass vielleicht, wenn man doch den Blazer nicht den ganzen Tag tragen muss, würde es nicht so schlimm sein, ja? Es würde besser sein. Aber den ganzen Tag lang einen Blazer zu tragen findest du doch unfair, ja? Ja, OK gut. Ok so der Blazer gefällt Ihnen nicht oder gefällt dir nicht und die Schuhen, die schwarzen Schuhe gefallen dir nicht. Ja? Und,* Cian, *was ist zu streng, glaubst du?*
S: Um the traurige
T: *Welche?*
S: Just the traurige clothes.
T: *Traurige* **clothes. The sad clothes?** [laughter] *Traurig* **we had that this morning**, Cian, **remember**. *Traurig*, **what did you want to say** *auf Englisch*?
S: Kleider just the Kleider.
T: *die Uniform. Die Schuluniform gefällt dir nicht. Aber im grossen und ganzen. Was ist im grossen und ganzen und alles im allen? All in all ist diese Schule keine strenge Schule, oder?*
S: yeah
T: *Es ist nicht zu streng, glaube ich*. **Do you agree**?
S: Yeah
T: **It isn't half strict enough actually I don't know about ye**.
S: Parts, parts are very strict
T: *So Teile davon.*
S: You know like, behaviour wise it's grand but [unclear]
T: **They used to be a lot stricter. I'm telling you, it used to be strict when** Ken **was here. Yeah** [unclear] **That's why I was asking ye this morning. Wasn't I asking ye about coming in late? It was you,** Cian **remember you sauntered in** *spät heute Morgen* **and you thought it was Ok, didn't you? But you know now.**
S: Yes
T: *Es geht doch nicht, oder? Es geht nicht. OK so. Man muss doch also man muss immer fair sein. Was ist fair? Man muss immer fair sein. So die Lehrer sind fair mit euch und dann musst ihr auch fiar mit den Lehrern sein. Versteht ihr was ich meine? Was meine ich?* **What am I saying?** *So die Lehrer sind fair mit euch*
S: fair
T: **The teachers are fair with you.** *So ihr müsst fair sein und rechtzeitig in die Schule kommen. Ja, gut. OK so das war denn nicht so schlimm. So Alkohol und Rauchen sind verboten. Man muss um zehn, elf Uhr ins Bett gehen und die Schule ist ziemlich streng*. **Now we didn't have a, write a simple closing sentence. We don't have that yet, sure we don't. I'm just going to give you a very simple one right.** *Das ist alles für heute, OK? Das ist alles für heute.* **That is everything for today or, yeah**, *das ist alles für heute. Schreib bitte bald*. **What are you asking your German penpal to do then?** *Schreib bitte bald.*
S: write back
T: **Write back and** *schreib bitte bald. Also bald. Also nicht nächsten, nicht nächsten Monat oder nächstes Jahr. Also bald. Schreib bald?* **Write soon. Write soon.** *Bald* **is soon. You don't know** *bald*, **no?**
S: I know eh bis bald.
T: *Bis bald* **you got from somewhere means until soon. Until soon**. *Bis bald*. **Until soon. So what we're going to have now.** *Wo ist mein Stift? Mein Stift ist dort drüben. OK ich schreibe es mit der roten, mit der roten. Du musst es doch mit normalem mit normalem Kuli schreiben. OK? So das ist alles für heute. Das ist alles für heute. So das ist alles für heute. Schreib bald. So das ist alles für heute. Schreib bald. Und das ist, ich denke das ist doch leicht zu lernen, oder? Ja? Ist das leicht oder einfach zu lernen.*

S: ja
T: *Ja, es ist leicht oder einfach zu lernen. Es ist nicht zu kompliziert. So das ist alles für heute. Schreib bald. So schreib es jetzt bitte in die Vokabelheft, in das Vokabelhrft und lernt ihr bitte für das* Leaving cert. *Das ist doch eür Satz jetzt für das Leaving Cert, für den* Leaving Cert *Brief. So das ist alles für heute. Schreib bald. OK wie habt ihr doch diesen Brief gefunden? Es war doch eür erster Brief, glaube ich jetzt.* **Wasn't it? Was it your first letter?**
S: Yeah
T: *OK wie habt ihr es gefunden? Schwierig oder OK?*
S: Grand
T: *OK. Ok viel besser als in Leistungskurs auf jeden Fall. Morgen bin ich nicht in der Schule, ja. Morgen bin ich nicht in der Schule. Versteht ihr.*
S: ja
T: *So ihr geht zu* Miss Gillane. *OK? In ihr Zimmer. Ihr braucht nicht in die Bibliothek zu gehen. Ihr geht in ihr Zimmer morgen. Wann habe ich, wann habt ihr doch Deutsch morgen? Welche Stunde?*
S: Second
T: *In der zweiten Stunde, is it? Ja es könnte doch zweite sein.*
S: No it's not
T: *Nein?*
S: [unclear]
T: *Oh in der vierten Stunde. In der vierten Stunde geht ihr zur Miss Gillane und ihr macht doch ein Leseverständnis. So ihr macht, ich gebe euch jetzt ein Leseverständnis. Ihr habt doch alle dieses Buch. Das hast du auch* Mark. *Ja ok. ich gebe euch ein Leseverständnis von diesem Buch, das ihr nicht gemacht haben. So wir haben doch den Brief von zweitausendelf gemacht, oder*?
S: that's higher level, Miss.
T: *Das machen wir nicht so. Das wollt ihr nicht machen, oder? Vielleicht?*
S: Nein
T: *Danke. OK. heute nicht OK so wir haben doch den Brief gemachet. Wir haben das erste Leseverständnis schon gemacht. Deutscher Schulpreis zweitausendzehn,* [unclear] *Schule im* Allgäu [unclear] *Das habt ihr nicht gemacht, glaube ich. Nein? So in bitte in die Journals, bitte schreibt, Seite einhunderteinundneunzig zu einhundertdreiundneunzig. So einhunderteinundneunzig einhunderteinundneunzig zu einhundertdreiundneunzig. Ok so einhunderteinundneunzig gut einhunderteinundneunzig einundneunzig einhunderteinundneunzig. Ja gut zu einhundertdreiundneunzig. OK und dann nächsten Montag so für das Wochenende bitte, bitte, bitte die zwei Bildergeschichte super zu haben. Ihr habt sie jetzt auf dem Handy jetzt, glaube ich, oder? Habt ihr das benutzt? Habt ihr das vom Handy gehört oder nicht? Ist e seine Hilfe?*
S: Ja
T: Mark, *hast du es gemacht? Hast du doch das, ihr habt doch jetzt die zwei Bildergeschichten auf dem Handy, ja. Du musst es zuhören und so nächsten Montag will ich doch keine Ausrede haben. I don't want any excuses. Ihr müsst doch die zwei Bildergeschichten auswendig gelernt haben. Das hast du doch sehr gut heute morgen gemacht. Cian, OK viel viel besser. OK gut. OK so morgen geht ihr zu* Miss Gilane. **OK lads.** *Tschüss. Tschüss.*
S: Thanks miss
T: *Tschüss* Cian.

Appendix E.4: Classroom observation 3

Teacher Language Use Classroom Observation Scheme

1. Date: 22-3-2017
2. School:
3. Teacher:
4. Year: 5th
5. Level: Ordinary
6. Observation no.: 2
7: Lesson Time: 1150 -12:30
8. Lesson Theme: Correcting Letter from pass paper

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

tot 97

T E G 18/4/14

correcting (Change worker)

Regeln

T: *Wir haben eine Besucherin.* **A visitor, yeah?** *So wir haben eine Besucherin heute, ja. Ihr werdet jetzt nichts sagen. So ihr doch sprechen jetzt. Versteht ihr. Ihr müsst irgendwas sagen. Versteht ihr?*
S: Ja.
T: *Ihr müsst doch sprechen.* **Ye have to speak. Ye can't be afraid be afraid to say anything now just because this is taping. Is das OK? OK,** Emma *so du sitzt hier. OK so wir haben gesagt wir fangen mit dem Brief an. Also der Brief von zweitausendelf, bitte. Der Brief von zweitausantelf. Wie habt ihr es, ihn gefunden? Wie war es also dieser Brief? Wie war es? War es OK oder war es schwierig?*
S: It was OK.
T: *Es war OK. OK gut. So wir haben doch schon die ersten drei Pünkten gemacht und wir machen heute doch die letzen zwei Pünkte. Wir haben es gestern im Unterricht gesprochen or besprochen und wir haben das auch gut gemacht, glaube ich. OK so in dem Grundkurs ist es alles auf Englisch, ja. So der Brief ist doch auf Englisch, das wissen Sie auf jeden Fall wahrscheinlich. So zweitausendelf habe ich noch nicht. OK zweitausenelf.* **That's just Junior Cert.** *Das geht doch nicht. So zweitausendelf und das machen wir jetzt. Das war auf welcher Seite? Hundertsiebzig, oder? Hundertsiebzig? Nein?*
S: [unclear]
T: *Einhundertziebzig in meinem Buch. Ich habe doch ein anderes Buch, ja. Ich habe ein anderes Buch.* **OK so. Explain that the centre runs training camps for different sports.** *OK, wie kann man das auf ganz einfachem Deutsch jetzt sagen? Wie kann man das sagen?*
S: Das ist Sportzentrum hat Trainingcamps fuer Jungen und Maedchen.
T: *Für Jungen und Mädchen, gut*
S: Und Maedchen. Es ist zwoelf Jahre alt nach vierzehn Jahre alt pro Woche.
T: *OK so. OK wir fangen nochmal an. Wir beginnen nochmal. OK gut. So das ist Sportzentrum. Was ist das ist Sportzentrum?*
S: It's a like sport centre.
T: **What does**, *das ist Sportzentrum* **mean, lads?** *Das ist Sport zentrum?* **That is sport centre**.
S: Oh
T: **So you don't need the** *ist*. **So you remember the** *heute* **earlier today. You know we had class today. What were ye doing this morning that was wrong? What were ye letting out? Ye were letting out the verb and what are you doing now? You're putting in the verb when you don't need one, OK? so what you're saying there is** *das Sportzentrum. So das Sportzentrum,* **is the sport centre,** *hat Trainingcamps für Jungen und Mädchen. Ja, das ist sehr gut. Aber was für Trainingcamps sind sie? Was für Trainingcamps? Was ist was für? Was für*
S: What kind.
T: **Yeah what kind.** *Was für.* **Did we ever take down** *eine Liste von Fragewörter? Eine Liste von Fragewörter.* **Did we ever take down a list of question words? No? Right. Can you just take out your grammar notebooks there** *für eine Minute*. **Right**, *eine Minute. So Fragewörter. Was ist eine Frage?*
S: Question
T: **Question, good. And** *was sind dann Fragewörter?*
S: Question words.
T: **Question words. Good man Ed. So question words. So if you want to know the real word for it is interrogative pronouns. Or you have question words. Which would you prefer?**
S: Question words.
T: **Question words will do fine. Right so the** *Fragewörter, so Frage* **is a question so** *Fragewörter*. **Ye tell me they all, practically all, start with W. So what are they** *auf Deutsch*? **Any question words you know.**
S: Wo
T: *Wo*. **We discussed that this morning actually, didn't we?** *Wo. Wo* **means where. Good.** *Was noch?*
S: Was
T: *Was. OK was ist was?*
S: What
T: **What good.**
S: Warum
T: *Warum. Was ist warum? Warum. Warum*
S: Why
T: **Good why**. *Warum* **is why. Good.** *So wo, was, warum,*

S: Wenn
T: **Well** *wenn* **isn't a question word.** *Wenn* **is more of a conjunction joining up. Right but there's another one though. If I wanted to say to you, when do you start school or when do you have school.** *Wann. Wann* **is what, right.** *Wann so wann* **is when. When you're asking a question.** *Wann* **is when. Anything else? How do you say to somebody, how are you, in German.** *Wie?*
S: Wie geht's
T: *Wie geht's dir? Wie geht's dir?* **So what does** *wie* **mean?** *Wie alt bist du?* **What does that mean?** *Wie alt bist du?*
S: How old are you.
T: **How, how.** *So wie geht's dir,* **how are you**. *Wie ist das Wetter heute? Wie ist das Wetter heute? Wie ist das Wetter heute? Regnet es? Nein.* **What am I asking?** *Wie is das Wetter heute?*
S: IS it raining?
T: **How is the weather today? OK? So you have** *wo, was, warum, wann, wie*. **Right** *wieviele. Wieviele Personen haben wir in diesem Zimmer? In dieser Klasse? Wieviele Persone gibt es in dieser Klasse?* **What am I asking you?** *Was frage ich? Wieviele Personen?*
S: How many?
T: **How many. Good man.** *So wieviele Personen gibt es in dieser Klasse?*
S: drei.
T: *Nur drei Leute, ja. So wieviele,* **how many.** *Wieviel, wieviel lernst du jeden Tag? Wieviel lernst du jeden Tag? wieviel lernst du jeden Tag in Deutsch?*
S: Do you?
T: **Well we hope you do learn something.** Ed**, I do worry sometimes though. I actually have my doubts.**
S: How much?
T: **How much? Good man.** *Wieviel* **is how much.** *Wieviel.* **So if I said to you**, *wieviel Geld hast du?* **Or** *wieviel Geld bekommst du jede Woche von den Eltern? Wieviel Geld bekommst du?* **What am I asking?** *Wieviel Geld bekommst du?*
S: How much money do you get?
T: **Yeah, how much money do you get. Sometimes I feel there's** Ed **and then** *die anderen zwei sagen nichts.* **What do you think,** Cian?
S: Eh, yeah.
T: **OK you agree, you just always say yeah. Don't you** Cian**? If I said, do you want to jump off a building you would probably say**?
S: Yeah.
T: **Yeah, and just don't come near me again. Ok so right,** Cian **you have to be making more of an effort. I'd say poor** Ed **flat out there are you** Ed? *Bist du müde?*
S: Ja.
T: *Was ist müde?*
S: Tired.
T: **Tired. Exhausted,** *ich bin die ganze Zeit*. Mark, *bist du müde?*
S: Nein
T: *Nein. Nein, es geht dir gut, ja. So wo* **is where,** *was* **is what**, *warum* **is why,** *wann* **is when**, *wie* **is how**, *wieviele* **is how many**, *wieviel* **is how much. Now**, *wer. Wer is das? Wer ist das?* **Now what would you presume, only that you know better, what would you presume when you hear** *wer*? **What would you think it probably means? If you didn't know any German**.
S: Where
T: **Where, you would think it means where. But you know** *wo* **means where. And if you saw** *wo* **on its own, if you saw** *wo* **there and somebody told you, well that is a question word, what would you presume that means?**
S: Who
T: **Who, yeah. Right so what does** wer **mean**?
S: Who.
T: **SO** wer **means who. Now we had there, remember I said to you**, *wasfür Trainingscamps habe sie im Sportzentrum? Wasfür Trainingcamps?* **What did I say** *wasfür* **means**? **This is what started this off actually**. *Wasfür. Wasfür?* **What types. What types. Now, it looks like it means what for doesn't it? But actually when you put it together like that it means what type.** *So wasfür.* **So if I asked you**, *was für Sportarten hat* Pres? **Wasfuer Sportarten hat** Pres?

S: What types of sport
T: **Do we have? So we have** *Rugby, ruddern, Fussball, was noch? Cricket, oder? Basketball.*
S: Tennis.
T: *Tennis, schwimmen auch, oder? Ich glaube schon. Oder segeln. Ein Paar Schüler segeln. Was ist segeln?*
S: Sailing.
T: **Sailing, yeah good. OK so**. *Wo, was, warum, wann, wie, wieviele, wieviel, wer, wasfür*. **I'm trying to think. I bet I'm after missing out on other ones. Can you think of them? Anybody think of any that I've missed out on there? They're the basic ones anyway.**
S: What.
T: *Was is what. Wieso* **I suppose and** *warum* **actually. There's two ways of asking why**. *Wieso und warum.* **So you could put in** *wieso* **as well. OK so you could in** *wieso* **as well, OK.** *wieso. So wieso und warum.* **We can add to it anyway. So coming back to you again**, Cian. **So we started now with your sentence. So you had**. *Das Sportzentrum?*
S: Hat Trainingcamps
T: **Right you've gotten rid of the** *ist. Also, ist geht nicht. Warum nicht? Man braucht ist dort nicht. OK? So, das Sportzentrum hat Trainingcamps für Jungen und Mädchen. Gut.* **Now**, *Trainingcamps, warum muss Trainingcamps mit einem Wort würde ich es schreiben, also als ein Wort und gross geschrieben. Was ist grossgeschrieben?*
S: Big writing.
T: **Big, capital letters. Why?** *Warum? Warum grossgeschrieben?*
S: Because it's the base of the sentence. It's eh
S1: A noun
S: Eh
T: **I taught you in first year, didn't I?**
S: Yeah
T: **And I'd say the second day I said to you, all the nouns in German**
S: Take capital letters.
T: **Say it five times.** *Fünfmal.*
S: All the nouns in German start with a capital letter. All the nouns in German start with a capital letter. All the nouns in German start with a capital letter. All the nouns in German start with a capital letter. All the nouns in German start with a capital letter.
T: Mark, **what did he say?**
S: All the nouns in German start with a capital letter.
T: **OK. you have to get that right. It's very basic. OK very basic,** Cian, **alright?** *Trainingcamps* **is one word and** *grossgeschrieben*. **But what you've written is good.** *So Jungen und Mädchen. Mädchen ist auch grossgeschrieben. Warum?*
S: Eh it's ^
T: **Why must** *Mädchen*, **god you see if I don't laugh I'll cry. Right must** *Mädchen* **be written with a capital letter?**
S: Beacuse it's a noun.
T: **Good lad. OK that's it.** *Gut gemacht*. **Because it's a noun. Good lad. OK? OK gut. And then you had,** *es* **go on you read it out.** *Es*?
S: Es ist zwoelf Jahre alt nach vierzehn Jahre alt pro Woche. I don't know if I've
T: **Yeah, you added** *pro Woche* **and that doesn't make sense there at all. I'd say no**. *So es ist.* **So what you wanted to say is**, *die Kinder sind, die Kinder oder die Teilnehmer,* **now** *Teilnehmer* **is difficult.** *Die Kinder sind* **or** ehm, *die Kinder*, **yeah I suppose**. *Die Kinder sind zwischen,* **what does** *zwischen* **mean**? *Sie sind zwischen zwölf und vierzehn Jahren. Sie sind zwischen.* **They are?**
S: Between.
T: **Between. Between. They are between twelve and fourteen years old, OK?** *So die Kinder sind zwischen zwölf und vierzehn Jahren alt. OK, gut.* **And** *Aus* **you had** *aus*, **now you know the German for Austria, do you?** *Wie heisst* **Austria** *auf Deutsch?*
S: I thought it was Austria.
T: Oess?
S: Oesterreich.
T: *Österreich,* **you see you know it alright**. *So sie kommen.* **You need the** *sie kommen* **then. What does**

the *sie kommen* **mean? They come from**. *Sie Kommen aus Österreich und Deutschland. So sie kommen,* **you have the** *aus* **there alright**. *So sie kommen aus Österreich und Deutschland. OK. so wasfür Trainingcamps gibt es,* Ed?
S: Fussball
T: *Fussball, gut*. **Because what does** *wasfür* **mean again?** *Wasfür?*
S: What type.
T: **What type**, *so es gibt Fussballkurse oder es sind Fussballkurse oder Trainingcamps und Korbballtrainingcamps, vielleicht oder egal.* **It doesn't matter really, sure it doesn't?**
S: What's Korbball?
T: *Korbball ist ein anderes Wort für Basketball. Was ist Basketball*? **It's obviously basketball and** *Korbball* **is also basketball. OK it's got two Bs in the middle of it.** *Korbball, Korb* **being a basket**. *Korbball. OK gut.* **Right, is that OK?** mark, **did you get that alright, as well?** *Was hattest du fer den ersten Satz?* **What did you have for the first sentence?**
S: Der Zentrum macht Trainingcamps. Der Sportzentrum hat gute Einrichtungen.
T: *Der Sportzentrum hat gute Einrichtung, OK. Gut OK*. **Write about the strict rules at the centre, OK so there's no alcohol, no smoking, in bed at eleven o' clock and give your opinion on that. Now you know** *der Grundkurs. Ihr macht den Grundkurs. Was ist der Grundkurs?* **In Leaving Cert**? *Ihr macht den Leistungskurs nicht, ihr mach den Grundkurs. Grundkurs?* **You're doing ordinary level, yeah? Und der Grundkurs, es gibt Vorteile und Nachteile. Was sind Vorteile und Nachteile?**
S: It's easier.
T: **No**, *es gibt* **advantages and disadvantages**. *So der Brief ist auf Englisch. Ist das ein Vorteil oder ein Nachteil? Glaubt ihr? Dass der Brief auf Englisch ist?*
S: Vorteil.
T: *Das ist ein Vorteil. Aber es gibt auch ein Nachteil, oder? Dann hat man doch den Vorschatz nicht*. **You don't have the vocab given to you in German either, do you understand? So there are advantages and disadvantages. The obvious advantage is it would be easier for you to understand. The disadvantage is, if you don't know alcohol or smoking or anything else like that in German, you're caught. Do you get it? So there are** *Vorteile und Nachteile. OK, so. Wie or was kann man hier schreiben?* **So about the strict rules? Anything, what do you think**? *Was denkt ihr*?
S: Alkohol
T: *Alkohol, gut.*
S: Alkohol und rauchen sind verboten.
T: **Right, so** *Alkohol und Rauchen sind verboten. OK, gut. Alkohol und Rauchen sind verboten. Gut. Noch etwas?*
S: Also man muss um elf Uhr ins Bett gehen.
T: **Right also** *man muss*, **you said, was it?** *Also man muss um elf Uhr*
S: ins Bett gehen.
T: **Now, what does also mean there? What does also mean?**
S: Also
T: **Now also isn't also in German. It's a really common mistake made, right. Also means so or therefore. So also is not** *ist nicht* **also. What is also** *auf Deutsch? Wie sagt man, OK* Ed, *spielst du gern Fussball?*
S: Ja.
T: *Ja, ich spiele gern Fussball. Und,* Mark. **I want to ask mark, do you also enjoy playing football. So I've said to** Ed, *spielst du gern Fussball und* Ed *hat gesagt. Was hat* Ed *gesagt? Er hat gesagt, ja ich spiele gern Fussball. Und* **I'll say to you,** Mark, *spielst du* **something** *gern Fussball? Spielst du, spielst du.* **What is the word for also. It begins with A**. ^
S: Aus
T: Mark **is laughing, he's thinking she's going to have to spell out the whole word for us here. A-U. Oh no lads. A-U-C**
S: Auchen.
T: **Auchen, OK. we are now putting together our own language. We are writing, we are starting our own language here in Pres.** *So wir hab, spielst du auch, auch.* **Now don't tell me you haven't heard of** *auch* **before.**
S: yeah, we have.
T: **OK so you just need to start learning vocab lads and trying to retain it.** *Auch, auch* **is the word for**

also. A-U-C-H now it isn't an adjective and it isn't a verb so there's no list per se for it to go into. But *auch, auch. So ich lerne auch or ich spiele auch gern Fussball.* **So how did we even come to** *auch* **there? Because you said also, isn't it. So right look at what you have now here. So you said again something like** *Rauchen und Alkohol sind verboten.*

S: I said, man darf nicht rauchen und es ist Alkohol ist verboten.

T: **Right now. You're, right OK. Call out the first part again now,** Cian. **It's quite good.**

S: Man darf nicht rauchen.

T: *Man darf nicht rauchen.* **Now** *das ist gut. Man darf nicht racuhen. Das ist gut. Und dann.*

S: Und es ist Alkohol ist verboten.

T: *OK es ist Alkohol?*

S: Ist verboten.

T: **Now you tell me how you got that wrong.**

S: It should be es ist ein Alkohol

T: **You just love verbs at the moment, don't you? You put them in everywhere. Right so, see now does it read right.**

S: Will I just read all of it?

T: **Do, yeah**

S: Dein Regel ist streng

T: **Now**, *dein Regel* **is your. You want to say the rules. Now** *wie sagt man das auf Deutsch? Wie sagt man das?* **The rules are strict. Now you're talking about plural because it's the rules. So you're not worried about whether it's masculine, feminine or neuter. All you're going to write down here now is the rules. How do you say, the rules** *auf Deutsch. Regeln* **are rules**.

S: Das regeln

T: **It's plural**. Ed, **it's plural so it's** *die Regeln* **so it's** *die Regeln* **and** *Regeln* **will have to be written with capital letters why** Cian?

S: Because it's a noun.

T: **Good man**, Cian. *Gut gemacht. Die Regelen* **now** *Die Regeln.* **Will it be** *die Regeln ist streng? Oder die Regeln sind streng?*

S: Sind

T: *Sind streng.* **Why? Because it's plural.** *So die Regeln sind streng. Man darf nicht rauchen. Alcohol ist auch verboten.* **What you're going to do is you're going to put your** *auch* **not at the start of the sentence put your** *auch* **after the verb**. *So Alkohol ist auch verboten.* **And then your last sentence.** *Dein letzter Satz? Man muss?*

S: Man muss um elf Uhr ins Bett gehen.

T: **OK sorry the** *auch* **is going in there, isn't it? So what you're saying is**, *das Sportzentrum hat Trainingcamp für Jungen und Mädchen. Die Kinder sind zwischen zwölf und ja so zwischen zwölf und vierzehn Jahren alt. Ja OK zwölf und vierzehn, zwölf und vierzehn Jahren alt. Sie kommen aus Österreich und Deutschland. Die Regeln sind streng. Man darf nicht rauchen und Alkohol ist, Alkohol ist auch verboten. Man muss um elf Uhr ins Bett gehen. Man muss um elf Uhr ins Bett gehen. Das ist doch ziemlich gut jetzt,* Cian, *ja. Man muss um elf Uhr ins Bett gehen. Aber ich habe Angst. Was ist ich habe Angst? Ich habe Angst, dass du doch die verben an der falsche Stelle*, **you put the verbs in the wrong place sometimes. Is that alright,** Cian? **So you must be careful of that. OK**, Ed, *was hast du doch für den nächsten Punkt.* **So write out the strict rules.**

S: Das Sportzentrum ist streng. Alcohol und Rauchen sind verboten.

T: *Gut.*

S: man muss um elf Uhr ins Bett gehen.

T: *Gut.*

S: Man muss raugen haben.

T: *Man muss?*

S: Raugen haben.

T: *Regeln haben. Warum muss man regeln haben?*

S: Eh

T: Ed, *du hasst doch die Fragen.* **He hates questions.** *Man kann es auch auf Englisch. Auf Englsich und Deutsch. Warum muss man regelen haben?*

S: Eh, denn.

T: *Denn gut, denn gut*. **And the answer now**. *Warum muss man regeln haben?* **Why do you have to**

have rules? *Auf Englisch* **even**. *Auf Englisch. Warum muss die Schule hier regeln haben?*
S: To have order.
T: **OK to have order. Ok gut. If you didn't have rules**, *wenn man keine Regeln hätte, was würde man dann machen? Chaos. Was ist Chaos?* **You'd have Chaos? Same as in English?**
S: Chaos.
T: **Chaos. You'd have chaos wouldn't you?** *Ohne Regeln. Hatten wir Chaos gestern bei dem Konzert? Wart ihr gestern bei dem Konzert in der Schule.*
S: yeah.
T: **You were**
S: No, I wasn't.
T: *Aber du hast gehört, dass es chaotisch war, ja?* **What did I say?** *Du hast gehört das es chaotisch war.* **You heard that it was chaotic**. **Was it?** *Warum? Es gab so viele Leute, die ins Theater gehen wollten, ja. Gestern. Warst du bei dem Konzert gestern?*
S: Ja.
T: *Und,* Mark, *warst du da? OK und wart ihr im Theater. Ja. So ihr seid reingegangen, ja? OK, aber viele Leute, sie durften nicht reingehen. Warum nicht? Warum nicht gestern? Warum konnten so viele Leute nicht ins Konzert gehen? ^ Auf Englisch. Auf Englisch*
S: It's a small theatre so.
T: *OK so das Theater war zu?*
S: Klein.
T: *Ja, das Theater war gestern zu klein. So viele Leute konnten nicht reinpassen. Wie viele Karten, Eintrittskarten haben sie verkauft? Verkaufen. Was ist kaufen? Was ist kaufen? Ich gehe ins, in den Supermarkt und ich kaufe Brot.*
S: To buy.
T: **To buy**. *Was ist verkaufen?* **If** *kaufen* **is to buy, what's** *verkaufen?*
S: To sell
T: **To sell.** *So ich kaufe Brot und der Supermarkt verkauft Brot. Versteht ihr? So wieviele Eintrittskarten oder KOnzertKarten haben sie verkauft? Wieviele, wieviele.*
S: How much, eh. Drei hundert
T: *ICh glaube es war fast fünfhundert Karten. Ja fast. Was ist fast? Nicht vielleicht fünfhundert sondern fast fünfhundert* **almost five hundred. They sold almost five hundred tickets to go to the concert.** *Wieviele Leute können ins Theater gehen oder können in Theater reinpassen?*
S: How many got in is it?
T: **Yeah, well** *wieviele können reinpassen*? **How many can get in there, actually?**
S: Zwei hundert.
T: *Zwischen zwei Hundert und drei Hundert. Ja, so nicht so viele, ja. Es gab Chaos. So man braucht Regeln. Man muss Regeln haben. Welche regel findet ihr hier an dieser Schule besonders streng. Welche Regeln findet ihr zu streng?*
S: Rauchen
T: *Rauchen. OK das ist zu streng. Würdest du gern rauchen,* Ed?
S: Do I smoke?
T: **Yeah. Would you like to smoke in the school?**
S: Nein.
T: **No**. *So ist das zu streng das man nicht rauchen darf?* **Do you think that's too strict that you're not allowed to smoke.**
S: OH, too strict.
T: *Ja, zu streng.* **Not so much,** *was für Regeln haben wir. Welche Regeln sind zu streng. So welche Regeln sind zu streng.*
S: Keine
T: *Keine Regeln sind zu streng?*
S: Ehm T-shirts or shoes.
T: *OK das man kein T-shirt unter dem Hemd tragen darf, oder.*
S: ja
T: *Das es muss weiss sein.* **Is that what you're saying? That it has to be white?**
S: Yeah.
T: *OK das ist ein Problem oder das ist zu streng. Gut. Und die Schuhe, die Schuhe müssen, welche Farbe*

müssen die Schuhe
S: Schwarz
T: *Also schwarze Schuhe. Das ist auch zu streng. Was würdest du lieber tragen,* Ed *in die Schule*
S: What would I?
T: *Was würdest du,* **what would you** *lieber tragen. Lieber tragen.* **What would you prefer to wear in shoes?**
S: Eh, brown
T: *Braune Schuhe vielleicht.* [announcement and the angeles!] *Ok so die Regeln. So schwarze Schuhe sind nicht so gut, oder?* Mark *gibt es eine Regel hier an der Schule, die du nicht so gut findest.*
S: Es ist streng die Blazer all the time
T: *Die ganze Zeit. So du findest doch den Blazer nicht so gut, oder?*
S: yeah that we have to wear it all the time like. In class
T: *OK so du denkst, dass vielleicht, wenn man doch den Blazer nicht den ganzen Tag tragen muss, würde es nicht so schlimm sein, ja? Es würde besser sein. Aber den ganzen Tag lang einen Blazer zu tragen findest du doch unfair, ja? Ja, OK gut. Ok so der Blazer gefällt Ihnen nicht oder gefällt dir nicht und die Schuhen, die schwarzen Schuhe gefallen dir nicht. Ja? Und,* Cian, *was ist zu streng, glaubst du?*
S: Um the traurige
T: *Welche?*
S: Just the traurige clothes.
T: *Traurige* **clothes. The sad clothes?** [laughter] *Traurig* **we had that this morning**, Cian, **remember**. *Traurig,* **what did you want to say** *auf Englisch*?
S: Kleider just the Kleider.
T: *die Uniform. Die Schuluniform gefällt dir nicht. Aber im grossen und ganzen. Was ist im grossen und ganzen und alles im allen? All in all ist diese Schule keine strenge Schule, oder?*
S: yeah
T: *Es ist nicht zu streng, glaube ich.* **Do you agree**?
S: Yeah
T: **It isn't half strict enough actually I don't know about ye**.
S: Parts, parts are very strict
T: *So Teile davon.*
S: You know like, behaviour wise it's grand but [unclear]
T: **They used to be a lot stricter. I'm telling you, it used to be strict when** Ken **was here. Yeah** [unclear] **That's why I was asking ye this morning. Wasn't I asking ye about coming in late? It was you,** Cian **remember you sauntered in** *spät heute Morgen* **and you thought it was Ok, didn't you? But you know now.**
S: Yes
T: *Es geht doch nicht, oder? Es geht nicht. OK so. Man muss doch also man muss immer fair sein. Was ist fair? Man muss immer fair sein. So die Lehrer sind fair mit euch und dann musst ihr auch fiar mit den Lehrern sein. Versteht ihr was ich meine? Was meine ich?* **What am I saying?** *So die Lehrer sind fair mit euch*
S: fair
T: **The teachers are fair with you.** *So ihr müsst fair sein und rechtzeitig in die Schule kommen. Ja, gut. OK so das war denn nicht so schlimm. So Alkohol und Rauchen sind verboten. Man muss um zehn, elf Uhr ins Bett gehen und die Schule ist ziemlich streng.* **Now we didn't have a, write a simple closing sentence. We don't have that yet, sure we don't. I'm just going to give you a very simple one right.** *Das ist alles für heute, OK? Das ist alles für heute.* **That is everything for today or, yeah**, *das ist alles für heute. Schreib bitte bald.* **What are you asking your German penpal to do then?** *Schreib bitte bald.*
S: write back
T: **Write back and** *schreib bitte bald. Also bald. Also nicht nächsten, nicht nächsten Monat oder nächstes Jahr. Also bald. Schreib bald?* **Write soon. Write soon.** *Bald* **is soon. You don't know** *bald*, **no?**
S: I know eh bis bald.
T: *Bis bald* **you got from somewhere means until soon. Until soon**. *Bis bald*. **Until soon. So what we're going to have now.** *Wo ist mein Stift? Mein Stift ist dort drüben. OK ich schreibe es mit der roten, mit der roten. Du musst es doch mit normalem mit normalem Kuli schreiben. OK? So das ist alles für heute. Das ist alles für heute. So das ist alles für heute. Schreib bald. So das ist alles für heute. Schreib bald. Und das ist, ich denke das ist doch leicht zu lernen, oder? Ja? Ist das leicht oder einfach zu lernen.*

S: ja
T: *Ja, es ist leicht oder einfach zu lernen. Es ist nicht zu kompliziert. So das ist alles für heute. Schreib bald. So schreib es jetzt bitte in die Vokabelheft, in das Vokabelhrft und lernt ihr bitte für das* Leaving cert. *Das ist doch eür Satz jetzt für das Leaving Cert, für den* Leaving Cert *Brief. So das ist alles für heute. Schreib bald. OK wie habt ihr doch diesen Brief gefunden? Es war doch eür erster Brief, glaube ich jetzt.* **Wasn't it? Was it your first letter?**
S: Yeah
T: *OK wie habt ihr es gefunden? Schwierig oder OK?*
S: Grand
T: *OK. Ok viel besser als in Leistungskurs auf jeden Fall. Morgen bin ich nicht in der Schule, ja. Morgen bin ich nicht in der Schule. Versteht ihr.*
S: ja
T: *So ihr geht zu* Miss Gillane. *OK? In ihr Zimmer. Ihr braucht nicht in die Bibliothek zu gehen. Ihr geht in ihr Zimmer morgen. Wann habe ich, wann habt ihr doch Deutsch morgen? Welche Stunde?*
S: Second
T: *In der zweiten Stunde, is it? Ja es könnte doch zweite sein.*
S: No it's not
T: *Nein?*
S: [unclear]
T: *Oh in der vierten Stunde. In der vierten Stunde geht ihr zur Miss Gillane und ihr macht doch ein Leseverständnis. So ihr macht, ich gebe euch jetzt ein Leseverständnis. Ihr habt doch alle dieses Buch. Das hast du auch* Mark. *Ja ok. ich gebe euch ein Leseverständnis von diesem Buch, das ihr nicht gemacht haben. So wir haben doch den Brief von zweitausendelf gemacht, oder*?
S: that's higher level, Miss.
T: *Das machen wir nicht so. Das wollt ihr nicht machen, oder? Vielleicht?*
S: Nein
T: *Danke. OK. heute nicht OK so wir haben doch den Brief gemachet. Wir haben das erste Leseverständnis schon gemacht. Deutscher Schulpreis zweitausendzehn,* [unclear] *Schule im* Allgäu [unclear] *Das habt ihr nicht gemacht, glaube ich. Nein? So in bitte in die Journals, bitte schreibt, Seite einhunderteinundneunzig zu einhundertdreiundneunzig. So einhunderteinundneunzig einhunderteinundneunzig zu einhundertdreiundneunzig. Ok so einhunderteinundneunzig gut einhunderteinundneunzig einundneunzig einhunderteinundneunzig. Ja gut zu einhundertdreiundneunzig. OK und dann nächsten Montag so für das Wochenende bitte, bitte, bitte die zwei Bildergeschichte super zu haben. Ihr habt sie jetzt auf dem Handy jetzt, glaube ich, oder? Habt ihr das benutzt? Habt ihr das vom Handy gehört oder nicht? Ist es eine Hilfe?*
S: Ja
T: Mark, *hast du es gemacht? Hast du doch das, ihr habt doch jetzt die zwei Bildergeschichten auf dem Handy, ja. Du musst es zuhören und so nächsten Montag will ich doch keine Ausrede haben. I don't want any excuses. Ihr müsst doch die zwei Bildergeschichten auswendig gelernt haben. Das hast du doch sehr gut heute morgen gemacht. Cian, OK viel viel besser. OK gut. OK so morgen geht ihr zu* Miss Gilane. **OK lads.** *Tschüss. Tschüss.*
S: Thanks miss
T: *Tschüss* Cian.

Appendix E.5: Classroom observation 4

L04

Teacher Language Use Classroom Observation Scheme

1. Date: 23.3.2012
2. School:
3. Teacher:
4. Year: 2
5. Level: Mixed
6. Observation no.: 1
7: Lesson Time: 9.25 – 10.05
8. Lesson Theme: Essen und Getränke

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative		dictation →							
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

checking congratulations + role HW

dictate sentences + pass up worksheet attacher

12.8 →

explaining lieber am liebsten

2.9.0

T: OK, Barry. *Danke*. Eh, Rory.
S: Ja.
T: OK, Paul. Ok, Alan
S: [unclear]
T: OK, Dara. *Hast du es?*
S: Is the researcher [unclear]
T: **For me, that's for me, yeah. That's grand**, *danke.* Ok, Callum, **out** OK. David?
S: Sorry I forgot it.
T: *Und* Sean. *Super, kannst du das hier bringen, bitte?*
S: My mum just dropped it up to the office.
T: *OK, geh ganz schnell so. Ok, danke.* OK David *und* Alan. *So deine Mutter hat es*
S: She did
T: **So your mother has signed it**. *Und deine Mutter?*
S; ja.
T: **So you're OK to stay?**
S: Yeah.
T: *OK, OK gut.* So shh, shh [1:42 – 2:33 roll call, pupils answer; hier, anwesend, ja or abwesend]. *OK, Hausaufgaben.* **So your homework, guys.** *OK, gut so macht die Bücher zu. Alle Bücher. Alle Bücher. OK, wir werden es schreiben, schreiben.*
S: I was out, Miss.
T: *OK, kein Problem.*
S: Do you have my copy.
T: *Ich schaü.* **I'll have a look in a second, OK? That's fine**. David, *mach das Fenster auf, bitte. OK, fertig?*
S: Eh, no.
T: Patrick, *mach das Buch zu. Schreiben. OK, so nummer eins*: **I like to eat chicken and chips. OK, I like to eat chicken and chips**. *Nummer zwei:* **I like to eat ham and cabbage. I like to eat ham and cabbage.** *Nummer drei*: **I eat pizza**. *Nummer vier*: **I like to eat Irish stew**. *Und nummer fünf*: **I like to eat icecream. OK?** *So nach vorne. Danke, danke. OK? Ok, so. Unser Thema ist Essen.* **So we've been dealing with food.** [distributes handouts]. Cian, *ein Blatt Papier für die Dame. OK. Und, OK Seite einhundertachtundachtzig und Übung eins. OK, so hier haben wir Obst. Was ist Obst, was bedeutet Obst?*
Ss: Fruit.
T: *OK. So was passt zusammen? Es gibt Bilder. So there's pictures. Und wir haben schon Obst gemacht.* **So we did fruit before.** *So pair off the picture with the word. Verstehst du? Ja.*
S: [unclear]
T: *Probier es.* **Just try**. *Und heute. Ist heute Montag? Welcher Tag ist es? Ist es Montag oder Dienstag, oder?*
Ss: Freitag
T: *und der zweiundzwanzigste?*
S: Ja
T: *Ok, fertig? Ja oder nein? Ja, OK. So*. Killian, *bitte.*
S: Ehm, the orange.
T: *So, nummer eins.*
S: F, orange, die orange.
T: *Orange. OK. Nummer zwei, oder B.*
S: Die Apfel, D
T: *So nummer zwei, Apflel, D. Gut. OK, nummer drei.*
S: Ehm, is it Himbeer?
T: *Die Zitrone, nummer drei.*
S: OH, sorry.
T: *Welches Bild?*
S: a lemon.
T: *Ja, gut. Und welches Bild?* **Which picture?**
S: G.
T: *Sehr gut. OK, nummer vier.*

S: Die Banane, vier.
T: *Ja, die Banane ist nummer vier und welches Bild?*
S: eh B.
T: *B, sehr gut. OK nummer fünf.*
S: Eh, die Melone,
T: *die Melone.*
S: H
T: *H, ja gut. Nummer sechs.*
S: Eh, die Pflaume, E.
T: *Die Pflaume ist?*
S: E.
T: *C, ja? Auf Englisch, was bedeutet das?*
Ss: Plum.
T: *OK, nummer sieben.*
S: Erdbeer, eh, E.
T: *E, ja gut.*
S: Die Himbeer, E or A.
T: *A, so auf Englisch, was ist Erdbeere?*
S: Strawberries.
T: *Ja, gut. Und Himbeere?*
Ss: Raspberries.
T: *Sehr gut. OK, so wir haben vor, we've done before Essen und Trinken. OK?*
S: Ja
T: *So, nächste war* Cian.
S: Ehm,
T: *Bis du daran? So, trinken Cian? Steht nicht auf dem Blatt.* **So it's not on the page**. *So trinken.* **Go through the verb** *trinken* **for me, please.**
S: Ich trinke, du trinkst, er/sie/es trinkt, wir trinken, ihr trinke
T: *trinkt*
S: und sie trinken.
T: *Super. OK, sehr gut. Und essen?*
S: Ich esse, du isst, er/sie/es isst, wir essen,
T: *Sehr gut.*
S: Ihr essen
T: *Ihr?*
S: esst.
T: *esst, und*
S: Sie essen
T: **so you've used** *essen* **and** *trinken*, **alright? Ok, so. If I want to say how much I like something, what could I add to it?**
S: Ich esse gern.
T: *Sehr gut. Ich esse gern is an adjective*. **If I wanted to use the comparative**, *ich esse gern Pommes, ich esse*
S: gern ??
T: **Good have you done this with** Mr. Sheehan **at all?**
Ss: Ja. Ich mag.
T: *Ich mag* **we'll come back to**. *So ich esse gern.* **So we'll meet it as we go along so. You'll have to watch out for it, OK?** *So auf Seite einhundertneunundachtzig, Gemüse OK. So was passt zusammen.* **So there are**, *es gibt hier acht satze,* **so there's eight sentences. And you are going to see some words popping up now that I want you to be watching out for. OK, so can you pair off** *die acht Sätze, bitte. So, ich esse gern Karrotten,* **I like eating carrots. OK? Everybody clear? OK.**
S: is it OK if we put lines?
T: **Yeah, you can do it that way**. *Gut.* [10 secs]
S: Miss, do we have to do both of them?
T: *Eins. Nur Übung eins, ja.* **Are you OK?** [30 secs] *Und fertig?*
Ss: No.

T: *Noch nicht, nein*? [13 secs] *Ok, so wir werden das korrigieren. Und, ehm, nächste war* Paul, *ist das richtig? OK.*
S: Ich esse gern Karrotten.
T: *Ich esse gern Karrotten und was bedütet das?*
S: Eh D.
T: *OK, kannst du das für mich lesen?*
S: I like eating carrots.
T: *Sehr gut. OK, nächste.*
S: Ehm. Ich esse nicht gern ?? G, I don't like eating ??
T: *Gut, sehr gut. Nummer drei.*
S: Ehm ich esse gern Kohl, I really like eating cabbage, D.
T: *Genau. Ok, nummer vier. Nächste.*
S: Ich esse gern ??
S: Ich esse gern Gurken, H, I like eating cucumber.
T: *Nochmal. Es war richtig, glaube ich.*
S: H
T: *H, so kannst du das?*
S: I like eating cucumber.
T: *Sehr gut. OK nummer sechs.*
S: Wir essen nicht gern Kartofflen. C, we don't like eating potatoes.
T: *Sehr gut. Nummer sieben.*
S: Mein Vater isst sehr gern Zwieblen. A, my father really likes eating onions.
T: *Gut und nummer acht.*
S: Meine Mutter isst nicht gern Champinon.
T: *Champignon, ja*
S: E, my mother doesn't like eating mushrooms.
T: *OK, gut*. **Have you noticed the word** *gern* **in these sentences**?
Ss: yeah
T: *Ok, gut*.
S: Sehr gern and nicht gern
T: **Yeah, you've** *sehr gern* **and** *nicht gern*, **gut. And where are they in the sentence?**
S: Just before the ... Just after the verb
T: **Just after the?**
Ss: verb
T: *Genau, sehr gut*. **OK, so we have** *Ich esse gern und was noch*?
S: Ich esse nicht gern.
T: *Nicht gern. Ist das positiv oder negativ?*
Ss: negativ
T: *OK. Und, wir haben auch ich esse*
Ss: sehr gern.
T: *Ist das postiv oder negativ?*
Ss: Positiv.
T: **So where again does it go in the sentence? Right after the?**
Ss: verb.
T: **So we're going to look now for two more words that will help us describe things**. *So, was passt zusammen hier?* **And instead of going through all of these sentences, I want you to look at the sentences** *auf der linken Seite*, **on the left hand side, and can you find if you can for me please, how you might say prefer? And the most.**
S: Lieber.
T: *Gut, sehr gut. Lieber*
S: Lieber also means to.
T: **Yeah we can use it that way as well**, *sehr gut. Und auf Englisch* **when you're that** *in einem Brief.* **When you say** *lieber* Tom.
S: My name is.
T: **But before you say that when you say** *lieber* Tom**, what are you saying?**
S: to Tom.

T: **Not quite. What do you say at the top of an English letter?**
Ss: Dear.
T: **Dear, OK. So** *gern* **is like,** *lieber* **is prefer. Kind of dear is similar. And you were talking about** *Lieblings.*
S: Yeah.
T: **So give me an example where you'd use it.**
S: Mein Lieblingshobby ist [unclear]
T: *Und was bedeutet das*?
S: My favourite hobby.
T: **My favourite hobby so my favourite.** *Gern* **is like,** *lieber* **is**?
Ss: Prefer.
T: **What's your favourite? Look at the sheet**. *Gern, lieber,*
Ss: Am liebsten.
T: *Am liebsten*. **OK, so you've** *gern, lieber, am liebsten*. **Where will they come in relation to the verb in the sentence?**
S: Straight after it.
T: **Usually straight after it. OK**. *Drei beispiele so.* **Write three sentences using** *essen* **about what you like to eat, prefer to eat and what you like to eat the most.** *Drei Sätze*. **Come on**, *schnell.*
S: You have my copy.
T: *Have I? No.*
S: You took our copies.
T: [unclear] *auf ein Blatt Papier.* **On a piece of paper**. *Nur drei Sätze,* **just three sentences**. **Was isst du gern? Was isst du lieber? Was isst du am liebsten? OK?** Cian? [11 secs] *OK, fertig?*
S: no
S: can we use nicht gern?
T: *Wenn du willst*, **if you want.**
S: Do we write what we prefer to eat?
T: **All food gets a capital letter.** [40 secs] *OK*, David, *was isst du gern?*
S: Ich esse gern Gurken.
T: *Und, was isst du lieber?*
S: Ich mag lieber Fisch.
T: *OK, und was isst du am liebsten?*
S: Ich esse am liebsten Kohl.
T: *OK, kannst du jetzt mit jemandem sprechen. So, du kannst wählen,* **so you can choose. Who do you want to talk to?**
S: [unclear]
T: *OK, so frag ihn jetzt auf Deutsch*. **So ask him in German**.
S1: Ehm,
T: *Was?*
S1: Was, was du esse gern Fisch?
T: *OK, so nochmal. So was*
S1: esse
T: *Isst*
S1: gern
T: *Person. Was isst*
S1: Eh, du
T: *Sehr gut.*
S1: Gern.
T: *Sehr gut.*
S2: Ich esse gern Wurst.
T: *Ich esse gern?*
S2: Wurst.
T: *Und.*
S1: Magst du lieber gern? Magst du lieber?
S2: Ich mag lieber Pizza.
T: *Was isst du? Benutzt bitte essen, ja. So was isst du?*

S1: Was isst du am liebsten.
T: Aha
S2: Ich esse am liebsten Schinken.
T: *OK, gut.* **Right.** *So noch zwei. So,* Danny, *bitte. So was isst du gern?*
S: What?
T: *Was isst du gern?*
S: Ich esse gern Pizza.
T: *OK, was isst du lieber?*
S: Ich mag lieber.
T: *Ich esse lieber, ja.*
S: [unclear]
T: *Und was isst du am liebsten?*
S: Ich esse am liebesten
T: *Liebsten.*
S: Eis.
T: *Eis, Ok, sehr gut. So. Wir werden das wiederholen. So* [14 secs] *So wir haben hier essen gern, lieber, am liebsten and nicht gern. So, was bedeutet, ich esse nicht gern?*
Ss: I don't like.
T: *OK, Hausaufgaben.* **For homework**. *Mach die Tagebücher auf.* **Open your journals**. *Essen plus gern, essen plus lieber, essen plus am liebsten und essen plus nicht gern. OK?* **So you're writing them. So you're writing the verbs with** *gern, lieber* **and** *am liebsten. Und dann auch am Ende mit nicht gern*. **OK with don't like to eat.**
S: So we must do all three again?
T: *Ja, als wiederholung*. **As revision. Ye did** *essen* **with** Mr. Sheehan, **didn't ye? Ye did** *essen* **with** Mr. Sheehan **before? You've done** *essen*, **the verb** *essen*?
Ss: Yeah
T: **Now, it's in the book as well. It's a string verb. You conjugated earlier so you have done it. So you're just filling in** *als Hausaufgaben*.
S: Miss?
T: *Und,* shh, shh. *Seite einhundertneunundachtzig*. **You know what your homework is now. Everybody clear on what it is? Yeah?**
Ss: Yeah
T: **Ok, gut. Can you go back to where we met the words** *lieber* **and** *am liebsten* **and we're using another verb now that some of you used earlier. Right**, *Einhundertneunundachtzig*. **OK, so was** *passt zusammen*, **what do I like?** *Was mag ich?* **So earlier**, David, **if I asked you**, *was isst du gern,* **you could either say?**
S: Ich esse gern.
T: *Oder?*
S: Ich mage
T: *Ich?*
S: Mag.
T: *Mag.* **OK, there's no 'e' on it. So we're looking now at this verb that I can use in a similar way. So again, similar exercise, OK?** *So was passt zusammen? Das jetzt*. Cian, **are you keeping an eye out for, do you see** *lieber* **and** *am liebsten*?
S: Yeah
T: **OK so can you fill, so do that now, please.** [45 secs] *Und fertig?*
Ss: No.
S: What's liebsten?
T: *Am liebsten? So gern und dann am liebsten. So verstehst du es?*
S: [unclear]
T: *So, was bedütet ich esse gern?* **I?**
S: like.
T: *Ich esse lieber.*
S: I prefer, is it?
T: *Und, am liebsten.*
S: [unclear 30:13]

T: *Ja, genau. Ist das OK?*
S: Am liebsten is that like the best.
T: *Ja, genau*. **The best.** *OK, so wir müssen das korrigieren. So*, Patrick. *Nummer eins.*
S: Eh, ich mag ???, eh I like ???
T: *Gut, nummer zwei.*
S: Eh, ich [unclear]
T: *OK, sehr gut. Nummer drei.*
S: Ich mag am liebsten Schinken. Eh, I like chicken or beef or meat or
T: **Ham**
S: I like ham the best.
T: *Gut gemacht und nummer vier.*
S: Ich mag Hahnchen nicht.
T: *Hähnchen, ja.*
S: I don't like chicken.
T: *Und nummer fünf.*
S: Eh, Magst du Fisch? Do you like fish?
T: *Gut, nummer sechs.*
S: Magst du lieber Wurst? Do you prefer sausage?
T: *OK und nummer sieben so* ehm Killian.
S: I didn't get that far.
T: *OK so kannst du das für mich lesen? So nummer sieben. Lies das bitte. Aber zürst kannst du das auf Deutsch lesen.*
S: Ich mag Fleisch nicht.
T: *Ich mag Fleisch nicht. Und was bedeutet, ich mag nicht?*
S: Eh, I don't like.
T: *Sehr gut. Und was ist Fleisch. Fleisch?*
S: Eh, meat?
T: *Sehr gut. Ja, gut gemacht. Gut. So nochmal, was bedeutet das auf Englisch?*
S: Eh, I don't like meat.
T: *Sehr gut, nummer acht?*
S: Ehm, ich mag Putenfleisch nicht. E, I don't like turkey.
T: **OK, alright so**. *Das Fruhstück. Wir haben Fruhstück schon gemacht.* **We've done breakfast haven't we?**
Ss: yeah.
T: **OK,** ehm Cam. *Was hast du heute morgen gegessen?* **It's not on the sheet now. Just,** *was hast du heute morgen gegessen?*
S: Wurst und how do you say waffles?
T: *Waffeln.*
S: *Waffeln und trinke Orangsaft*.
T: *Orangensaft. Sehr gut*. [bell] *Gut gemacht*. **So you have your homework. Ok?**

Appendix E.6: Classroom observation 5

C05

Teacher Language Use Classroom Observation Scheme

1. Date: 23.3.2012
2. School: /
3. Teacher:
4. Year: 6
5. Level: Mixed
6. Observation no.: 2
7: Lesson Time: 10.05 - 10.45
8. Lesson Theme: Oral exam practice

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker		I		I	I	I	II		
2	Starter		III	I	II		I	I		
3	Elicitation		III	~~IIII~~ ~~IIII~~ III	~~IIII~~ ~~IIII~~ II	~~IIII~~ I	~~IIII~~ ~~IIII~~	~~IIII~~ ~~IIII~~	~~IIII~~ ~~IIII~~	
4	Check							I	I	
5	Directive		III	II	~~IIII~~ I	III		~~IIII~~ I	~~IIII~~ IIII	
6	Informative				III	~~IIII~~ ~~IIII~~ II	~~IIII~~ IIII	I		
7	Prompt			IIII	IIII	II	~~IIII~~ I			
8	Clue				I		II	II	~~IIII~~ I	
9	Cue			I						
10	Nomination						II		II	
11	Reply		II		I	II		~~IIII~~		
12	Comment			I		II	~~IIII~~			
13	Accept			IIII	I	I	I	I		
14	Evaluate		IIII	II	I	I	III	I	III	
15	Meta-statement			I	I	I	II	I	II	
16	Conclusion									
17	Loop			I	II	I				
18	Aside									

late start explaining + role ORAL rule plan T gen qn

1Eng

1

T: **OK, so**. Shhshhshh. *Und* Carl
S: Here.
S1: Miss, [unclear]
T: **Here I'll give you a key.** *So eine Schlüssel.* **Come straight back to me.** [unclear] Shhshh. **OK so** Carl.
S: Here [roll call students answer with here]
T: *Ok Hausaufgaben*. **So can you go to your homework so, please.** *OK zweite Szene* **so you were doing the second scene. Can you just make sure that the spaces are filled in on the second scene auf** *Seite zwölf und dreizehn.*
S: What page?
T: *Seite zwölf.* **Page twelve. The longer one's much better.**
S: Ich habe vergessen mein Hausaufgaben.
T: *Warum?*
S: Ich habe vergessen mein Tasche zu Hause.
T: *OK gut.* [lots of chatter] Emmit. OK, Liam, John, Aiden, George. Shhshh. Dara, shhshh. Brendan, Robert, *ausgegangen.* OK shhshsh. Mr. Bracken, **pick yourself up. As in sheet four.** Emit. [lots of chatter] OK shsh. OK Aiden. George, John. *OK und. Seite zwölf.* **Page twelve and we'll start here so.** Eoin.
S: Jetzt sieht man das Maedchen. Sie folgt dem Jungen nicht mehr.
T: *OK, so nochmal. Sie folgt?*
S: den
T: *D-E-M Jungen nicht mehr*. **OK what's causing the dative there?**
S: Folgt
T: *Ja, ok gut und* Karen **I don't think you were here, were you?**
S: Nein.
T: OK, Jimmy. *Sondern?*
S: Sondern sie geht direkt zum Polizei.
T: *OK Polizei, ist das der, die oder das?*
S: Not sure.
T: **OK so it ends on an 'l'**
S: Die
T: *Die* **so again.**
S: Zur
T: *zur* **and that's an abbreviation for?**
S: Zu
T: *Zu der, ok gut. Nächste,* Kevin.
S: Miss, I don't have the page.
T: **It's the** *zweite Szene* **second last line.** *OK? So da erklärt sie alles.* **On the very end of the page.**
S: Miss, I didn't get it
T: **So you're just taking from,** *da erklärt sie alles. Zürst glauben die Polizisten nicht.* **See at the very end of the page?** *Am Ende der Seite.* **Have you got it?**
S: Da erklaert sie alles. Zuerst [unclear]
T: **So we have, the end bit isn't maybe not copied. There's not space there but it's** *zürst glauben die Polizisten nicht, was das Mädchen sagt. Dann kommt eine Frau mit*
S: Einer Kind.
T: **Now is** *Kind der, die oder das?*
S: Das
T: **It's** *das Kind. Nach mit?*
S: Mit einem
T: *Einem Kind und nächste*.
S: Von nicht mehr als sechs Monaten.
T: *Monaten. OK nächste, sie?*
S: Sie erzaelt der drei Polizisten von
T: **OK so you have** *Polizisten. Ist das singular oder plural?*

S: Plural.
T: *OK so*
S: Denn
T: *Nochmal*
S: Denn
T: *Den drei Polizisten.* **So dative plural n, n, n**. *Den drei Polizisten von*
S: Dem Mann
T: *D-E-M Mann mit?*
S: dem Gewaeht.
T: *Sehr gut. Sehr gut. OK.*
S: Wo war das fragen die Polizisten und einen Stadtplan aus einem Schrank.
T: *OK einem Schrank und* George.
S: Die Frau zeigt auf dem Plan wo die Sackgasse ist. Ploetzlich zeigt das Maedchen einen Ball. Das Baby spielt damit. Das ist der Ball von meinem Bruder, ruft sie.
T: *Sehr gut, ruft sie. So meinem.* **OK so what's causing the dative there**?
S: Von
T: *Sehr gut. OK nächste.*
S: Er war in der Sack gasse [unclear]
T: **OK so this is now is** *Polizei*. **Is** *Polizei der, die oder das?*
S: Das
S1: Die
T: *Und bei* **causes what**?
S: Dative
T: **Dative, so what does die change to in the dative?**
S: den
T: *Nochmal.*
S: den
T: **That would be plural** *die*. **Plural** *die* **changes to** *den* **in the dative but just normal** *die*, **a feminine noun would change to?**
S: Der.
T: *Der. Sehr gut. Bei der Polizei.*
S: Sagt einer von den Polizisten.
T: *Polizisten. Sehr gut. Ist singular oder plural*?
S: Plural.
T: *Plural. OK nächste.*
S: Bietet die Frau eine Stuhl.
T: **OK now.** *Frau ist das der, die oder, das*.
S: Die.
T: *Die*
S1: [shrieks] die [laughter]
T: **With** *bieten*, **what do you need after it?**
S: ehm
T: **He offers, it's implied, to the woman a chair. ^ So you're going to change here to dative as well. What does die change to in dative?**
S: der
T: *Der. Einen stuhl an, aber?* Dermot
S: Aber dem Maedchen sagt er.
T: **Good, what's the nominative in that sentence**, emit? Shsh. **You have,** *aber dem Mädchen sagt* er.
S: Eh
T: **Find the nominative**
S: Sagt er.
T: **Just the, what would** *sagen* **be in the sentence? The?**
S: The noun.
T: **Capital letters are nouns. If I say** *sagen, gehen, kaufen*, **they're all?**
S: Verbs
T: **Verbs. So would the nominative, who is the doing person in that sentence?**

S: Maedchen.
T: **Is that the nominative though? If I have D-E-M in front of it.**
S: Ehm
T: **When I have D-E-M in front of** *Mädchen,* **what case is that**?
S: Accusative.
T: **That would be** *das Mädchen*. **If have it changed to D-E-M? You'll only see D-E-M where** Emmit? **In?**
S: Dative.
T: **Dative. Very good. So what part of the sentence is the** *er*? **^ What part of the sentence is the** *er*?
S: Nominative.
T: **OK right**. *Aber dem Mädchen sagt er,* Billy?
S: Du willst dein
T: *Bruder helfen*
S: Dem Bruder helfen.
T: *Sehr gut.* **It goes to** *dem* **what would** *dein* **go to?**
S: Deinem.
T: *Sehr gut*. **Same ending.** *OK deinem*. **Alright. Can you do the** *dritte und vierte Szene jetzt. OK, dritte und vierte Szene*. **Has anybody got two of those? Ok could we take one of these, OK. If you don't mind, Jack. Can you pass that over there.** *OK so dritte Szene und vierte Szene. Ganz schnell*. **Try do that very quickly.**
S: Have you a spare copy.
T: **I don't have a spare one**. **OK so.** John. *Ok so dritte und vierte Szene. Ok fertig?* **Come on**, Billy. Liam! *Bist du fertig? OK, werden wir es korrigieren*? **Are you ready to correct**?
S: ja
T: *Und wer ist dran.* Greg, **will you start so**. *Der Dieb*
S: Der Dieb [unclear] Er holt sich das Gewaehr heraus. Ja, sagt der Junge, ich bringe dich um, wenn du luegst. Sie warten ein Stunde dann kommt sie langsam aus der Gebaeude.
T: **Now** *Gebäude. Das.*
S: Oh dem
T: *So dativ dem*.
S: Dem Geaeude und die Polizei ist da.
T: *OK. vierte Szene. So,* Brendan
S: Nach vier Tagen bekommen die Kinder einen Brief von der ?? Vielen Dank fuer eure Hilfe, es steht in dem Brief. Die Hamburger Polizei sucht diesen Mann seit einem Jahr. Das Geld haben wir noch nicht. Das ist wahrscheinlich [unclear]
T: **OK. are we all clear with the filling in of the spaces?**
S: yeah.
T: **OK we have looked at** *Präpositionen*. **So prepositions for** *akkusativ und dativ und Verben auch*. **So the verbs that cause dative and accusative and dative prepositions. Right, that was our main focus. What we are going to look at now is for the purpose of the exam, you'll read a comprehension and you may have some** *Fragen,* **some questions auf Deutsch. So, we're looking at the questions here for each scene. So you have four scenes and we have various questions. A lot of the questions are 'w' words. So give me** *ein Beispiel,* **examples of 'w' words.**
S: Wo
T: **Sehr gut. Was bedeutet wo**?
S: where
T: **ja.**
S: was
T: **Was, woher,**
S: Wem
T: **Wem, oder?**
S: Wer
T: **wenn, womit, wohin**. *All of those tend to appear on the exam paper, alright. And we are going to encounter some of them now. We're focussing not necessarily on the full sentence but on the key part of the sentence.*
S: Warum
T: *Und warum, ja. Erste Szene und die erste sechs Fragen. So mit wem spielt der Junge? Wo spielen sie*

genau? Woher kommt der Mann? Womit kommt er heraus? Wohin läuft der Mann? Wem folgen die Kinder? So könnt ihr das jetzt auf Deutsch beantworten. So auf Deutsch. OK? Versuch es. **Just try it, OK? Use the words in the question to locate the part of the text you need but it is in the** *erste Szene.* **That should help. Watch the datives that you use. Sind die Fragen OK? Are the questions alright?**
S: yes.
T: *So erste Szene. Do you know what you're doing?* [talks to individual student, unclear] Mr. Bracken, Mr. Bracken. **So for the first one, right** [unclear] *So ein Mann kommt aus dem Haus mit einem gewähr, einer Pistole.* Shhshh. *Und der Mann läuft weg.* **What's** *laufen?* **What's** *weglaufen? Mach es allein.* **Ok and then** [unclear] *Es gibt eine Frau und einen Kinderwagen. Eine Frau?*
S: A woman.
T: *Was ist ein Kinderwagen? Kinder? Das Kind ist* [unclear] **and what's the child in, a** *Wagen.* [chatter] *Mit wem spielt der Junge. Woher kommt der Mann? Is number two.* Shh. [chatter] Shh. *Mit wem spielt der Junge? Ein Junge und ein Mädchen spielen zusammen. So der Junge spielt mit?* **Who's the boy playing with**? [unclear] **who's the other person in the sentence? The boy plays wit, what's** *Mädchen*? **A girl. Good so write that down. So just try it for me, yeah?**
S: What's, Womit kommt er heraus?
T: Hmm?
S: Womit kommt er heraus?
T: *Ok was bedeuter mit?*
S: With.
S1: With what.
T: *Sehr gut.* **With what**. *OK Fertig?*
S: No.
S1: Miss, do we have any test next week?
T: *Am Montag.* **Anybody that was out on Monday, you have a test.**
S: Miss, I won't be here next week.
T: **Why won't you be here next week?**
S: [unclear]
T: **OH, you're very concerned for each other gentleman. Where are you going?** *Wohin fährst du?*
S: [unclear]
T: **Alright** *zurück zur Arbeit.* **Back to work now, come on.** Shhshh. *Fertig?*
S: No
T: *Nummer eins bis sechs. OK so.* Carl. *Mit wem spielt der Junge*?
S: Der Junge spielen
T: *OK der Junge,* **keep the verb**, *spielt*
S: Mit ein Maedchen
T: *OK was hat man hier, mit?*
S: ein
T: **Always after** *mit*, **what comes after** *mit? Plus? Dativ.* **Can you remember** *einer, ein*?
S: E-M
T: *Einem. OK? OK. Nummer zwei. Wo spielen sie genau?*
S: Sie spielen auf der Strasse genau.
T: **So we just need**, *sie spielen auf der Strasse. Auf der Strasse. Was bedeutet genau?*
S: Exactly.
T: **Exactly or clearly. So you don't need it necessarily in that sentence, OK?** shhssh. Jimmy, *woher kommt der Mann?*
S: Der Mann kommt aus ??
T: *OK so aber Nummer drei. Woher kommt der Mann? Was bedeutet die Frage?* **What does the question?**
S: Where did he come from?
T: **Yeah, where does he come from**. *OK so nochmal. Der Mann kommt?*
S: Der Mann kommt aus dem
T: *Aus?*
S: Dem, der
T: *Sehr gut. OK Nummer vier. Womit kommt er heraus?* Kevin.
S: Er hat ein einen ??

T: *Das hat er, ja. Und was noch*? **What else?** *Schaün wir nochmal. Er hat ein Goldsack, ein Geldsack und auch ein?*
S: Geld.
T: *Ja, er hat Geld, vielleicht. Und?*
S: Gewaehr
T: *Ein Gewähr. So mit einem Geldsack, könnte man sagen oder mit einem Gewähr*. **OK is everybody clear what he comes out with? What a** *Geldsack*?
S: Money bag.
T: *Und Gewähr, eine Pistole*?
S: [unclear]
T: *OK*
S: Is it mit einem?
T: *Mit einem Gewähr. OK Nummer fünf. Wohin Läuft der Mann*?
S: Der Mann laeuft in Sackgasse??
T: *Oder, aber wohin läft er? So zurück. Nicht weit von der Bank ist ein Parkplatz. Der Mann läuft hin. OK. und er läuft auch. So er läuft in ein Parkplatz und in eine Sackgasse aus, auch. Was ist eine Sackgasse?*
S: Dead-end
T: *Gut*. **So you could say either, couldn't you? OK. good**. *So in eine Sackgasse. Und Nummer sechs. Wem folgen die Kinder*, Otto?
S: Die Kinder folgen dem Mann? Dem Mann.
T: *Ja, sie folgen.*
S: Dem
T: *D-E?*
S: M
T: *Folgen plus dativ. Dem*
S: That's what I said.
T: *Entschuldigung. Ich konnte es nicht hören. OK oder* **what's the other name that's the man's given?**
S: Dieb
T: *Dieb sehr gut. Was bedeutet Dieb*?
S: Thief.
T: *Gut*. **Ok. So you're doing OK with them, yeah?**
S: yeah
T: **These are the kinds of questions and question words that you will often get in a comprehension. Usually, you'll get two comprehensions in your Leaving Cert at higher level. After each comprehension you'll have five German or four German questions and four English questions. OK, so German ones are answered in German, auf Deutsch and the English ones in English, obviously. OK,** *versuch mal jetzt die zweite Szene zu machen,* **so try and do scene two. OK**, *was bedeutet wem*?
S: Who
T: Ahah. **What does it originate from?**
S: Wer.
T: *Sehr gut*. **So we have** *wer. Was bedeutet wer*?
S: Wer dem
T: *Auf Englisch*?
S: Who
T: *Nominativ. Akkusativ?*
S: Wen.
T: *Sehr gut. Dativ ist*?
S: Wem
T: *Genetiv?*
S: Wem
T: *Länger.*
S: Wessen.
T: *Wessen. OK wem ist* **whom. Often what does the dative introduce**?
S: A location
T: **Yeah so it could be to, from etc. Etc. Who. Genitive? What question would I be asking? What does genitive show us?**

S: Who it belongs to.
T: **So like** *das Haus des Vaters.* **What would I ask. What question?**
S: Of
T: **It's of, it's possession so what one word could I ask in English?**
S: Whose.
T: *Sehr gut.* **Just write those down again, please. Ok as a guide. What does it mirror? What does** *wer* **mirror?**
S: Der
T: *Der.* **It changes like** *der,* **it's similar, it changes like der. Write that down next to it please. Come on.** Shh. **And very quickly now, can you do the next part**. *So zweite Szene.*
S: Keine Ahnung.
T: *Was meinst du? OK, so zweite Szene.*
S: Which one?
T: *So diese sind die Fragen. Was bedeutet das? Was bedeutet, wem erklärt das Mädchen*? **Who does the what's** *das Mädchen? Ich bin ein Mädchen, du bist Junge. Mädchen. Medchen und Junge.* **What's a** *Mädchen? Mädchen?*
S: Girl.
T: **Girl.**
S: [unclear]
T: **Because it's a** *Mädchen.* **OK so who does the girl tell it to? Write it down, please. So write down, who does the girl tell everything to**. Shhssh. [unclear] *Du musst es auf Deutsch antworten.* **So you answer in German**. *Wem glauben die Polizisten nicht?* **Right, now obviously for those of you who, for who English isn't your first language, you're going through a third language. That does make it more difficult. Because you will have questions in English and you'll have to answer them in English. OK? so get the answers now from the** *zweite Szene. OK? Ok, fertig? OK.*
S: Miss, would you get upset if you couldn't teach us anymore.
T: **I'd be traumatised, I'd be very upset.**
S: Good.
T: **Why?**
S: Just wondering.
T: **OK, right so**. *Nummer sieben. Right, nächste. Wer war dran.* **Who's next? Down here? OK**, Liam *Nummer sieben. Wem erklärt das Mädchen alles?* Shhshh
S: Ehm
T: **OK, so** Liam. **If I started the question, right. I have,** *wem erklärt das Mädchen alles.* Liam, **if I start with my question to form my answer, can I start with my nominative?**
S: Start with the question?
T: **And keep my verb. So start off**
S: Das Maedchen
T: **Will I keep the** *wem* **in my answer.**
S: No
T: **So that's gone. So I now am going to put in the correct answer. Who does the girl explain everything to? So the** *alles* **is going to be kept, I'll put that to the end. I just need now to replace the** *wem* **I need my person that the girl explains everything to. So the** *zweite Szene.*
S: [unclear]
T: **What? Do you know the answer,** Liam? **Ok go back to the text**, *zweite Szene.*
S: Polizei.
T: *Polizei, sehr gut.* **Now** shhshh, **I need the word** *Polizei.* **Now,** *ist Polizei der, die oder das*?
S: Die
T: *Sehr gut.*
S: [shrieks] die [laughter]
T: **with** *erklären,* **what do I need to have with it? Was?**
S: die
T: **What does die change to in dative?**
S: der
T: *Sehr gut.* **Write it down, please**. *Schreib das auf, bitte.* **Everybody OK with that? OK**, John. *Wem glauben die Polizisten nicht?*

S: Eh
T: **Again you use your question to begin your answer.**
S: Die Polizisten
T: *Die Polizisten*, **the verb**
S: Nicht glauben [bell]
T: **Homework, guys. I want you to do, please** *die dritte und vierte Szene*. **The last two scenes.** *Die dritte und vierte Szene, OK?* [unclear] **Ye've a test on Monday, OK?**

Appendix E.7: Classroom observation 6

C06

Teacher Language Use Classroom Observation Scheme

1. Date: 23.3
2. School:
3. Teacher:
4. Year: 5
5. Level: Mixed
6. Observation no.: 3
7: Lesson Time: 12.20
8. Lesson Theme: DATIV

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker		IIII				II	I	I	
2	Starter		II		I				I	
3	Elicitation			IIII IIII IIII	IIII	IIII II	IIII IIII IIII	IIII IIII II	IIII IIII	
4	Check			I	II	III	III		II	
5	Directive		IIII II	I	IIII II	IIII II	IIII	IIII I	IIII I	
6	Informative		I		III	I	I	III	I	
7	Prompt						I			
8	Clue			IIII IIII II	I	II	IIII	III	II	
9	Cue				I					
10	Nomination		I	III	III		I		I	
11	Reply						III	II	I	
12	Comment				I	I	II	II		
13	Accept		I	IIII	I	II	IIII	IIII	III	
14	Evaluate		I	IIII I	II	III	IIII	II	II	
15	Meta-statement									
16	Conclusion									
17	Loop			II			I			
18	Aside									

late start role returning spelling test work sheet writing on board

T: **OK, so**. Shhshh. Cory, *nein*? Paul?
S: Yeah
T: Cian, Jamie. *Nein?* OK Michael? [roll call, students answer with yeah or here] Chris *ist ausgegangen. So, Bildergeschichte eins.* **So, picture sequence one**. *Ganz schnell.* S**o we'll do this at the start and** *ein Bisschen mündliche Arbeit*. **So we'll do some oral conversation as we say.** *Bildergeschichte eins, allgemeine Fragen***. We'll go back then to the pre, to the** *Aüsserung zum Thema*. **Come on. Try and get those sections done today. So** shhshh.
S: Miss, are you giving us back our oral?
T: **Yeah, I'll give it back to you in two seconds now. Shhshh. So**
S: Do we get sweets if we be good?
T: **Hmm?**
S: Do we get sweets if we be good?
T: *Vielleicht. OK so. OK* David. *Nur Seite sechsundzwanzig*. **Only page twenty-six.** *So sechsundzwanzig, Bildergeschichte eins. OK, erzählen Sie mir bitte was in der Geschichte passiert*.
S: Es ist sommer. Drei Jugendliche, John. Paul und Lisa arbeiten auf einem Bauernhof.
T: *Gut.*
S: Es ist etwa neun Uhr. Das Wetter ist Perfekt. Sie *traegen [unclear]
T: *Gut*.
S: Danach ist es Zeit fuer eine Pause. Sie sitzen auf der Boden und rauchen eine Zigarrette. Die Arbeit ist sehr schwierig und das Wetter ist sehr heiss. Dann hoeren sie jemanden kommen. Es ist Herr Linden. Sie wissen, dass das Rauchen auf dem Bauernhof verboten ist. Sie geraten in Panik und sie werfen die Zigarretten hinter einem Busch. Etwas spaeter kommt Frau Linden vorbei. Sie riecht der Rauch in der Luft. Sie ruft ihren Mann zu. Sie geraten in Panik. Er holt gleich eine Wasserschlauche. Sie holt zwei Eimer Wasser. Bald loeschen sie den Feuer aus. Sie sind erleichtert. Danach sucht Herr Linden die Jugendliche und sagt seine Meinung. Sie sagen, dass sie nichts damit zu tun hatten. Er ist sehr wutend. Es wird arger geben.
T: *OK, so. Ein Paar Fragen. So, Bild zwei. Warum sitzen sie hinter der Scheune?*
S: Denn sie wissen, dass das Rauchen auf dem Bauernhof verboten ist.
T: *Sehr gut. Und wie viel Uhr ist es?*
S: Es ist etwa zehn Uhr.
T: *Und sie rauchen. Und warum arbeiten sie nicht?*
S: Sie nicht arbeiten, weil sie, weil die Wetter sehr heiss ist.
T: uhuh. *Und machen sie vielleicht Pause?*
S: ja, sie machen eine Pause.
T: *OK, so. Sie sagen, dass das Wetter gut ist. Warum denken Sie das? Was tragen die jungen Leute?*
S: Weil sie tragen T-shirt und Hose.
T: *Gut und der Bauer ist wutend, haben Sie gesagt. Was wird der Bauer sagen*.
S: Der Bauer sagt, dass ihr werd unser Eltern anrufen.
T: *Er sagt, ja?*
S: Er sagt.
T: *er wird*
S: das ser wird ihren Eltern anrufen.
T: *Ja, und was wird er sagen*?
S: Dass sie haben, sie hat eine grosse Problem gemacht.
T: *OK und ist rauchen erlaubt?*
S: Ehm
T: *Ist rauchen auf dem Bauernhof erlaubt?*
S: Nein. Rauchen ist nicht erlaubt am Bauernhof.
T: *OK. und rauchen Sie?*
S: Nein.
T: *Warum nicht? Viele junge Leute rauchen*.
S: Rauchen kann Lungenkrebs eh
T: Ver? Ur? *Verursachen, ja?*
S: OK.
T: *OK, aber warum rauchen so viele junge Leute*?
S: Weil viele junge Leute denkt rauchen ist cool.

T: *ok gut.* **OK so if we look at the kind of structures he was using now when he was telling the story. Did he have** *drei oder vier Sätze?* **Definitely, OK. What other good thing was he using with regard to the linking of the pictures?**
S: Danach.
T: *Danach. Und dann* **and those kind of things, you get marks for those. That's good. OK. Did he ehm have ways of describing how the people felt? Give me an example of how he described how some of them felt.**
S: Panik
T: *Panik. Der Bauer ist? Was?*
S: Nicht gluecklich.
T: *Nicht glücklich. Die jungen Leute haben Angst. Die Frau hat Angst. So nicht glücklich.* **What other words did he use there for not happy? Really cross.** *Wutend OK? Wutend. Böse,* **any of those. So try and have a selection of those. Again with most of the pictures try and be able to describe, alright, what they're wearing, what they're thinking, what they're saying. OK, so that was that topic. Now we'll come back to** *rauchen* **and** *Zigarretten* **in a minute, ok, and** *die Gesundheit.* **So just very quickly** *allgemeine Fragen. Wer hat Lust das zu machen?* **Does anyone want to do the general questions,** *allgemeine Fragen?*
S: Dave
T: Luke, OK [laughter]. **First to speak. So** Luke. *Wo wohnen Sie?*
S: Ich wohne in Cork. ^
T: *Wie kommen Sie jeden Morgen zur Schule?*
S: Mit dem Bus.
T: *OK, und ihr Schultag. Erzählen Sie mir etwas über ihren Schultag.*
S: Mein Schultag beginnt um neun Uhr und endet um ^
T: *Halb?*
S: Halb drei. Vier. Mein Lieblingsfach ist Germanais, eh Deutsch.
T: ahah *und warum?*
S: Der Lehrer ist gut.
T: *Ich bin Lehrer?*
S: Eh
T: *Oder?*
S: Oder.
T: *Lehrerin. Ja? Danke* Luke. *Ok und.*
S: Die Schule hatte viele, is it Facilitaet?
T: *Möglichkeiten?*
S: Moeglichkeiten. Sie haben, sie haben ^
T: *Eine Turnhalle*
S: Turnhalle und eh Computerzimmer und Bibliothek.
T: *Sehr gut. Und wie finden Sie Irisch? Ist das einfacher als Deutsch?*
S: Ich finde Irisch nicht gut, denn mein Lehrerin ist nicht interessant und langweilig.
T: *OK, und was für Hobbys haben Sie?*
S: Ich spiel Fussball. Ich spiel Fussball. Ich spiel Fussball fuer die, can I say College Corinthians or do I have to say.
T: *Nochmal?*
S: Can I say ich spiele Fussball fuer die College Corinthians or do I have to say College Corinthians in German?
T: **No that's OK, just say College** Corinthians. *Und welche Farbe trägt* College Corinthians? *Ist es grün oder blau oder?*
S: Blau und what's white again.
T: *Weiss.*
S: weiss, ja
T: *Und wie oft spielen Sie?*
S: Am Wochenende.
T: *Für wie lange?*
S: Fuer neunzehn Minuten.
T: *Neunzehn Minuten. Nur neunzehn Minuten? Für ein Spiel ist es?*

S: Niney minutes.
T: *Neunzig. Neunzig. OK. Ok, gut. Und haben Sie Hobbys, die nicht sportlich sind?*
S: Kein.
T: *Gehen Sie gern ins Kino?*
S: Eh, nicht in Kino.
T: **OK so even if we just stop there because I want to go back to the** *Aüsserung zum Thema*. **What could you, how could you fix your sentences. What are you starting a lot of your sentences with? Think about it.**
S: I am
T: **yeah**
S: I'm not good under pressure [laughter].
T: **Ah no seriously. What are you starting a lot of your sentences with?**
S: [unclear]
T: **I know but if you're imagining. If only to make you aware of it. Anybody. What is he starting a lot of his sentences with?**
S: He's not starting them
T: **Yeah, not starting with a full sentence maybe. Yeah,** [unclear] **but what could you avoid?**
S: Ich
T: **Yes. There's loads of** *ich* **sentences, ok? So what you try and do is if you bring in one or two expressions of time, maybe. Alright so how could you do that? Say if you were talking about your** *Hobbys, OK? Am Wochenende, am Freitag, am Donnerstag*. **If you don't go to the cinema, if doesn't matter. Say you do.** [unclear] **One other thing. If you're talking about** *der Lehrer, die Lehrerin* **OK just make the difference when you're talking about one or the other. The thing that popped up with using these two.** *So was ist ein Gymnasium?*
S: A school
T: **A school. And** *eine Turnhalle*? **A sport hall. A** *Sporthalle.* **Just the words you often get them mixed up, just watch that. So Luke what you're saying is fine but what I'm trying to say is, to improve it can you try and avoid. So I'll be looking tomorrow alright, or Monday or whatever am** *Montag*, **I'm going to go through similar sentences but will you consciously make the decision that you're not going to start every sentence with i?**
S: It's just because I didn't listen.
T: **OK so right. We're going to go back to the** *Äusserung zum Thema* **so. Can you put that in front of you, please? We're going to go through the marks for it and we're going to look at then. So the** *Bildergeschichte* **throws up the topic of** *Rauchen*. **Ok Sshsh. The** *Äusserung zum Thema,* **what was the main theme there? Essen. Good.** *Die Gesundheit*. **OK so if you just put that in front of you for a moment, right.** *So Äusserung zum Thema A, Essen und Bewegung. Was bedeutet Bewegung? Essen ist klar. Was bedeutet Bewegung? Bewegung?*
S: Weight?
T: *Ich mache Sport.*
S: exercise
T: *Gut.* **OK, so we need to look at these. So the topic of** *Bildergeschichte eins* **is** *Rauchen OK. So, die Gesundheit, Essen. So was ist gut für die Gesundheit, was ist nicht gut?* **So just one or two things**. *So was ist gut für die Gesundheit*.
S: Rauchen [laughter]
T: *Das ist nicht gut für die Gesundheit*.
S: Sport
T: *Sport. Was noch? Was sollen wir trinken?*
S: Wasser.
T: *ja. Bewegung, OK.* **OK, so we're going to have a look at these. Your topic from the** *Bildergeschichte eins* **was** *Rauchen, OK?* **The topic from the** *Äusserung zum Thema* **was** *Essen und Bewegung.* **We're going to look in particular at the first one. First of all just the marks for it. So can you just write this down and I'll just give you a sheet about** *Gesundheit und Lebebstil. So beschreiben Sie das Foto in drei bis vier Sätzen.* **You're meant to describe, as you know. So that's worth four marks so can you just write four marks next to that, please. Now a lot of you did this.** *Was ist im allgemeinen gesund und was ist ungesund. Geben Sie drei Beispiele. Nochmal vier Pünkte*. **Four marks. OK?**
S: Four by three?

T: **The way it is is one, one and two. So they want three examples,** *Satz eins* **one**, *Satz zwei* **one and** *Satz drei zwei Pünkte*. **So again, if you're doubting. So you see here. So they wanted three**, *drei Beispiele*, **so you trust the two of these don't you? So it's one, one and two so it's divided. The last one:** *Sollte Sport in Schulen ein Pflichtfach sein?* **So it kind of ties in with what we were looking at**. *So ein Pflichtfach, was ist ein Pflichtfach? Was ist ein Wahlfach und Pflichtfach?*
S: Choice and
T: **Good**. *So Pflichtfach* **is compulsory. OK** *und wie stehen Sie dazu. Geben Sie zwei Gründe. So für die zwei Gründe nochmal, drei Pünkte.* **One and two. That you will find will come to eleven. There are two discretionary marks there. The way that the** *Äusserung* **is marked you have content and expression. Your total marks are out of twenty-five. The content are thirteen, the expression is twelve. Now if you had opted to do that first** *Äusserung,* **if you answer all of your questions, you are aiming at getting your content marks. The expression then goes back to what we were doing with the general conversation and the picture sequences. Are you starting your written work with loads of** *ich***? Are you trying to bring in your expressions of time like in your picture sequence.**
S: can you get expression marks without content?
T: **Say that again.**
S: can you get expression marks without content?
T: **Without content?**
S: Yeah, like. Not without but if you're expression is alright.
T: **You could try,** Peter **and you could see what happens. OK but what I'm saying is and what's important and it does kind of and I know that you're messing now but with regards to what you're saying, if you don't answer all of the content part, you're not going to be marked out of twelve for the expression. So they actually reduce the mark, OK. So your**
S: It's like in English essays. They mark you down for the content from thirty and everything else has to be marked if you go below that.
T: **Yeah. So yeah, essentially yeah. Content is, have you answered the question, have you dealt with the topic. Even with baby sentences. Have you dealt with the topic. Even if a native speaker went in and with regards to the content, say they only dealt with the first two bullet points, and they don't bother dealing with should it be a compulsory subject, they can't get the full content marks cos they haven't dealt with the third question. So you've got to answer all of the questions. So what I would say to you is, use the question to form your answer, right. And that's where you're marked out of twelve. Then when it comes to the expression marks you're then marked out, I'm sorry out of thirteen. When it comes to the expression marks, you're marked out of twelve. Again it's going to be marked in a grid similar to this so this is off the pre. You're in the top or the end box or the middle two. And what they're looking for there is your spelling, your, where your verbs are in the sentence, etc., etc. OK? so that's just explaining that and then we'll come back now to the topic of** *Gesundheit und Lebensstil*. **OK? So what I just want you to say or to see is if you make sure that you deal with all of the questions, you're getting closer to getting a fuller content mark. So don't ignore, what I found some of you doing was you were answering the content questions but not maybe doing, dealing with the topic of say** *Sport als Pflichtfach* **so that's sport as a compulsory subject. You just either, you just might have run out of time but you just didn't deal with it so those content marks are then gone and what goes with them is the expression marks attached to them. Alright? So make sure that you're using each of the questions. If it's asking for, some of them specify** *drei bis Sätze,* **if it's saying three to four, fine. If it's saying give examples, refer to again like on an English paper, give three or four examples. Alright? So that's the way that the marks were broken down on it now what we need to deal with is how would we deal with**, *was ist gesund, was ist ungesund und Sport als Pflichtfach.* **Alright? So in relation to that I'll give you a sheet there so** *ganz schnell.* **So we'll just get somebody to describe in** *drei oder vier Sätzen, das Bild*. Eh **alright** Michael. **Off you go**.
S: eh
T: *So was siehst du da?*
S: ^
T: *OK, ist es?*
S: Ich sehe ein ??
T: *Ist es ein Mädchen vielleicht?*
S: Ein Maedchen. Und eh.
T: *Ist sie alt oder jung?*

S: Jung
T: *OK was trägt sie? Was hat sie an?*
S: Sie hat ein ??, ein T-shirt und Jeans. Und sie hat Essen
T: *Und was isst sie? Was isst sie? Ist es gesundes Essen?*
S: Es ist nicht gesund
T: *OK und was macht sie?*
S: Eh, sie fern
T: *Sie sieht fern. Sie sieht fern. OK. OK versuch es nochmal.* **So somebody else now just trying it. OK,** Killian. *So drei oder vier Sätze, bitte.*
S: the first picture, is it?
T: *Ja, Bild eins.*
S: Ein
T: *Junge oder Mädchen?*
S: Maedchen.
T: *Gut*
S: sitzen
T: *OK, verben? Das Mädchen, nicht sitzen, das Mädchen? Singular. Das Mädchen?*
S: Sitzt. Sie seht fern.
T: *Sie sieht fern, ja.*
S: Sie sieht fern. Sie essen
T: ahah.
S: Sie esst
T: *Isst, ja.*
S: Isst, sie isst Hamburger.
T: *Einen Hamburger, ja. Vielleicht. ^ Ist das gesund?*
S: Nein es ist nicht gut fuer die Gesundheit.
T: *Sehr gut. Warum ist es nicht gut?*
S: Not sure.
T: *So was macht sie? Sie isst zu viel. Ist das richtig? Sie isst zu viel. Was bedeutet, sie isst zu viel?*
S: She eats too much.
T: *Ja, so ist das gut oder schlecht für die Gesundheit?*
S: Schlecht.
T: **OK, so. We're going to deal with** *Punkt zwei. So was ist gesund und was ist ungesund? So früher haben wir gesagt, so früher haben wit über Rauchen, Alkohol und Drogen. Ist das gesund oder ungesund?*
S: Ungesund.
T: *Ungesund. Ok. Sport, Wasser, Bewegung, gensund. OK. Seite acht, eh sechs, bitte. Seite sechs so. Seite sechs. Leben Sie gesund. So arbeiten Sie mit einem Partner und befragen Sie Sich gegenseitig und füllen Sie die Tabelle aus. So leben Sie gesund, stimmt absolut, stimmt meistens, stimmt manchmal, stimmt gar nicht. Was bedeutet stimmt? Das ist richtig, das stimmt.*
S: Correct
T: **Correct**. *Was ist absolut? Absolut? Das ist klar.* **It's absolutely true. What's** *stimmt meistens?*
S: Mostly.
T: *Sehr gut. Manchmal?*
S: Sometimes.
T: *Und gar nicht?*
S: Not at all
T: **OK. So, ok we're just going to speed this up a small with now instead of you discussing it maybe because we don't really have time, right**. Paul, *ok, kannst du das für mich lesen. So Nummer eins. Nummer eins, hier. Seite sechs, seite sechs.* **Are we all on page six?** Michael? *Seite sechs. OK, so Nummer eins.*
S: Ich habe viel Stress.
T: *Nummer zwei.*
S: Ich esse viel Obst und Gemuese.
T: ahah.
S: Ich trinke viel Wasser. Ich rauche. Ich schlafe genug. Ich trinke viel Kaffee. Ich bewege mich viel und

treibe Sport. Ich esse viel Suesses. Ich esse viel Fleisch und ich trinke kein Alkohol.
T: **Good so can you do that table there now**. *Ganz schnell*, **very quickly about yourself**. *Rauchst du? Trinkst du viel Alkohol? Isst du zu viel? Trinkst du zu viel Kaffee?*
S: Obst und Gemuese. Is that vegetables?
T: *Gemüse? Ist* **vegetables**.
S: Here, this?
T: *Die Tabelle,* **just check which would you be. And these will help for the** *Äusserung zum Thema,* **won't they?**
S: What's wenig?
T: Hmm?
S: What's wenig?
T: *Wenig. Nich viel.*
S: Not much.
T: *Ja. OK, fertig?* **Will you stop doing the wordsearch and back to the exercise.**
S: What's Suesses?
T: *Nummer acht? Süssigkeiten?*
S: Sweets.
T: *Sehr gut.*
S: [unclear]
T: *Nein, Obst ist Apfel*
S: Oh the other one is
T: *Gemüse. OK.*
S: [unclear]
T: *Fleisch ist wie Hamburger und OK? Ok so,* Cian. *Bist du gesund? Sind Sie gesund? So zum Beispiel. So trinken Sie viel Alkohol?*
S: Ich trinke viel Alkohol nicht.
T: *So Sie trinken keinen Alkohol? Warum nicht?*
S: Es gibt nicht fuer die Gesundheit gut.
T: *Es ist nicht gut für die Gesundheit, OK. Viele junge Leute trinken viel Alkohol. Warum machen sie das?*
S: Sie ehm mag Alkohol und
T: *Sie sind unter?*
S: Unter Druck.
T: *OK sehr gut*. **OK just to speed things up**. *Hausaufgaben*. **What I want you to do is you have ten sentences there that will help you with the** *Äusserung.* **We've practiced the** *Äusserung* **again there, Teil A so can you put into your journals so please. Those of you that have done this in your pre already it is, it has been corrected but I need you to add to it. So you're doing** *Äusserung zum Thema A, Essen und Bewegung. Beschreiben Sie das Foto.* **So you're describing the photo that we spoke about earlier.** *Was ist im allgemeinen gesund und ungesund.* **Alright so instead of shuffling with the things there so. OK** Kevin *so was ist gesund, was soll man machen?*
S: Eh
T: *Man soll, man soll.*
S: Man soll trinken wasser.
T: *Man soll Wasser trinken.* Shhshh *und?*
S: Und sich bewegen.
T: *Bewegen, sich bewegen.*
S: Und eh.
T: *SOll man Sport machen? Ist das gut für die Gesundheit?*
S: Sport ist gut fuer die Gesundheit.
T: *So was ist ungesund?*
S: Rauchen, Alkohol und Drogen ist
T: *Rauchen, Alkohol und Drogen nicht ist. Rauchen, Alkohol und Drogen?*
S: Sind nicht so gut.
T: **OK so you're going to deal with those points,** Jason, **and you're going to put all those together, and** Connor. **OK and OK** Connor **coming back to you**. *Soll Sport ein Pflichtfach sein, ist das eine gute Idee?*
S: eh
T: *So machst du gern Sport? Bist du sportlich? Sind Sie sportlich?*

S: [unclear]
T: *Aber soll es ein Pflichtfach sein? Was denken Sie?* **What's a** *Pflichtfach*? **Did you write it down a minute ago when we did it? That's the problem Connor. Write it down all of you above.** *Pflichtfach,* **what is it again?** *Was bedeutet das nochmal?*
S: Compulsory subject.
T: **Compulsory subject. Write it down, Connor. You're doing this for tomorrow or for Monday. OK** *Pflichtfach* **is compulsory subject**.
S: How long is the Aeusserung sum Thema?
T: **The** *Äusserung zum Thema* **so you're doing these three, OK**? *so beschreiben Sie das Bild,* **then** *was ist gesund was ist ungesund, und dann.* **So this is what we're dealing with now. So what's the question mean?**
S: Sport is compulsory.
T: **That isn't the question. What's** *soll es?*
S: Should
T: **Should be right. Should it be compulsory in school?** *So was denken Sie* Connor? *Soll es Pflichtfach sein? Oder ist es besser als Wahlfach?*
S: Sport in der Schule. It should be, like.
T: *So nochmal was ist Wahlfach? Pflichtfach man muss es machen, Wahlfach. Man kann es machen wenn man will.*
S: Choice.
T: *Ja, so ist es besser als Wahlfach? Was denken Sie?* [bell] *OK für Montag, OK?* David**, I'll give you those sheets tomorrow.**

Appendix E.8: Classroom observation 7

S07

Teacher Language Use Classroom Observation Scheme

1. Date: 26-3-2012
2. School:
3. Teacher:
4. Year: 1
5. Level: Mixed
6. Observation no.: 4
7: Lesson Time: 13:30 – 14:10
8. Lesson Theme: there (camera) Alex Vol

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker				||		||	|		
2	Starter						||			
3	Elicitation			卌	|||	卌 卌 ||	卌	|||	卌 |||	
4	Check			||||	卌 |		|||	|	|	
5	Directive	|	|	卌 |||	||	||	卌 |||	||		
6	Informative				||||		||	||		
7	Prompt									
8	Clue			卌	|	卌 |||	|||		卌 |	
9	Cue			|||		||			|	
10	Nomination		|	|	卌 卌	卌 |		||	||	
11	Reply				||	|	|	卌	||	
12	Comment			|	||	|	||	||	|	
13	Accept		卌	卌 ||	卌 ||	||||	||	||	|||	
14	Evaluate		卌 |	卌 ||	卌 卌	卌	||	|||	卌 卌 ||	
15	Meta-statement			||	||		|||			
16	Conclusion									
17	Loop	|	|		|	|||				
18	Aside	||	|||							

Late start

Role correcting HW using wrong [illegible]

ANK v NOM → | Tape work → → [illegible]

T: Shh. *Ok, jetzt. Dreh dich um. OK.* [roll call to 1:27 (might want to transcribe this as she says some things in German)] *OK, so Hausaufgaben. Seite fünfundneunzig, bitte. Seite fünfundneunzig. Und, entschuldigung, Seite dreiunneunzig war es. Seite dreiundneunzig. So war es schwierig? War es OK? Oder kompliziert?*
Ss: Kompliziert.
T: *Kompliziert, OK. So wir werden das jetzt korrigieren.* **So have a look down through it. And then we'll correct it, OK?** *Wir werden es dann korrigieren.* [12 seccs] *OK so wir haben es gestern gelesen.* **Who wants to read the answer?** *Die Antwort.*
S: NV
T: *OK, Und, OK so wir werden zwei nehmen. OK, so du kannst lesen. OK, danke* Eoin. **Who else would like to read with** Eoin? Simon? **OK.**
S: [unclear]
T: *OK, Moment. Guten Tag, so guten Tag war nummer eins. So nummer zwei. Guten Tag, kann ich Ihnen helfen.* **OK so the person is looking for something now.**
S: [unclear]
T: *Noch nicht*, **not yet. How do you say, I would like?**
S: Ich moechte.
T: *Ich möchte, sehr gut* **so look for that now,** Eoin, **it's in the sentence.**
S: Ja, ich moechte Kauknochen fuer meinen Hund kaufen
T: *Gut, und nummer vier. So ich möchte Kauknocken für meinen Hund kaufen.* **So, what would your response to that be,** Simon.
S: [unclear]
T: *Sehr gut.* Aha. *So die Frage ist für einen grossen oder für einen kleinen Hund.*
S: Fuer einen grossen. Ich habe einen Dachshund.
S2: ehm
T: **So, you're going to say now, you're looking for something like, the best**.
S: Am besten nehmen Sie diesen.
T: *Am besten nehmen Sie diesen, ja.* Steven.
S2: Was kosten sie?
T: *Sehr gut, gut gemacht.*
S: sie kosten sechs.
T: *Euro*, **how do you say fifty four**?
S: vierundfuenfzig.
T: *WUnderbar, und nummer neun.*
S2: Danke, auch. Aufwiedersehen.
T: *Danke auch, aufwiedersehen und dann am Ende, aufwiedersehen. Sehr gut. OK gibt es Fragen?* **Any questions? OK,** *OK so bitte Seite fünfundneunzig. Seite fünfundneunzig. So auf Deutsch, wie sagt man '***the***' auf Deutsch?*
Ss: der, die and das.
T: *OK, und ist das nominativ oder akkusative?*
S: Nominativ.
T: *Nominatic. OK, so Übung zwölf. So, Artikel im Nominativ. So könnt ihr das jetzt machen.* **Could you do that now?** *Übung zwölf. So, die Tiere.* **So it's the animals.** *Der, die oder das. OK? So nur* Peter *fehlt. Ist das richtig. Nur* Peter *ist nicht hier. Ist das richtig. OK?* [50 secs]
S: Is it just exercise 12?
T: *Nur Übung zwölf. Übung zwölf.* [20 secs] *Ok fertig? Ja oder nein. Fertig?*
Ss: Ja
T: *Gut, so wir werden das jetzt korrigieren. OK so* Karl, *nummer eins bitte.*
S: Der Hund.
T: *Nochmal, bitte?*
S: der Hund.
T: *Der Hund, sehr gut. Nummer zwei.*
S: Die Katze
T: *Gut, ja gut. Nummer drei?*
S: Das Kanninchen isst gern Karrotten.
T: *Karrotten, gut. Nummer vier.*

S: Der [unclear] isst Gemuese.
T: *Gemüse. Sehr gut. Nummer fünf.*
S: Die ?? frisst Gras.
T: Hmmhm. *Nummer sechs.*
S: Eh.
T: *Oh, du bist nur eingekommen. Nummer sechs.*
S: Eh, das Pferd trinket gern Wasser.
T: *Trinkt, sehr gut. Nummer sieben.*
S: Der Papagei frisst gern ??
T: *Sehr gut. Nummer acht.*
S: der Fisch frischt
T: *Frisst*
S: Frischt
T: *Frisst*
S: Oh, frischt, frisst, what is it?
T: *Fischfutter. OK, gut. Nummer neun.*
S: Eh, die Maus frisst gern Kasse.
T: *Käse. Und nummer zehn.*
S: Dis Katze frisst gern Maus.
T: *Ok, Maüse. Ja, OK gut. Probleme?* **No problems, no?**
Ss: No
T: *OK gut so früher haben wir Nominativ gehabt. OK, Akkusativ. Und was passiert?*
S: einen
T: **That would be, instead of the that would be a. But that's correct.**
S: den
T: *Der* **goes to?**
S: Denn
T: *Sehr gut. Und die und das?*
S: Stay the same.
T: *Sehr gut. OK. So jetzt werden wir Übung dreizehn machen.* **How do you know when to change the word?**
S: There's one subject in the sentence.
T: **Good, OK. And what one is the only one that changes?**
Ss: Der.
T: *Der.* **Changes to?**
Ss: Den.
T: *OK. So versucht das, ja. Übung dreizehn.* [5 secs]
S: Do we have to fit the verb? with the accusative?
T: **If there's a verb.. It doesn't necessarily mean if there's a verb, if there's already a subject, if there's already a main thing in the sentence, you often then have a second thing in the sentence and then that goes down as accusative.**
S: Do both of them go down to accusative or just the second one?
T: **You could have two accusatives, you could have two nominative, you see? So it's not just if there's a verb there. So you must try and look now at exercise thirteen and see do I need to change the words. So you're looking at, is there a doer in the sentence? Is there something doing something?** [30 secs]. **So if I've just one topic in the sentence, ja?** [20 secs] *OK, fertig? Ja oder nein?* [CD player starts] *Entschuldigung.* [22 secs] *OK, so. Wer ist dran?* **Who's next?** *Wer ist dran?* [unclear] *OK so nächste. Nummer eins*
S: Der Hamster ist vorloren.
T: *VERloren. Sehr gut. Ist das nominative oder akkusativ?*
S: Nominativ.
T: *Nominativ, ok gut. Nummer zwei*
S: ich
T: *Bitte?*
S: Ich suche
T: *Ich suche ja*

S: den Hamster.
T: *Ich suche den Hamster. Ist das nominativ oder akkusativ?*
S: Akkusativ.
S2: Nominativ.
T: *Akkusativ, OK gut. Nummer drei.*
S: Eh, den Canarianvogel singt gut.
T: *Nochmal.*
S: Den Canarianvogel singt gut.
T: *OK und warum sagst du das?* **Why do you say that?**
S: Because
T: **Is there any other word in the sentence that has a capital letter?**
Ss: Canarienvogel.
T: **How many words in the sentence have a capital letter?**
S: eh, two including the first one. One in the middle.
T: **There's just one word with a capital letter isn't there?** *Und ist Canarienvogel, ist es der, die oder das?* **Is it originally a** *der, die* **or** *das* **word?**
S: Der.
T: **Any reason to change it?**
S: No.
T: *OK so nochmal.*
S: Der Canarienvogel singt gut.
T: *Singt gut. So ist das nominativ oder akkusative?*
S: Eh, nominative.
T: *gut. Nummer vier,* Callum.
S: Ich hoere den Vogel.
T: *Genau, den Vogel, ja. Ist das nominativ oder akkusativ?*
S: Akkusativ.
T: *Sehr gut, nummer fünf.*
S: Miss what makes it den in number four.
T: *Nummer view. Sehr gut.* OK**, we don't have another word with a capital letter, sure we don't? So we must ask ourselves another question.** *Haben wir ich, du, er, sie or es, wir, ihr. Ich ist da.* **So when there's another person in the sentence, then that person is nominative.**
S: They change.
T: *Ja gut. So nummer fünf. Nächste war* Jack *glaube ich.*
S: Wir kaufen Kohl fuer den Kanninchen.
T: **Now, it ends on chen.** *Ist Kanninchen der,*
S: Die. Or das.
T: *Das, es ist das, ja?*
S: [unclear]
T: Eh, *Tagebuch. Ok, nummer sechs. Und bring das nach vorne ja. Nummer sechs.*
S: Der Katze ist sehr klein.
T: *Ok, ist Katze der, die oder das?*
S: Oh, ja. Die Katze.
T: *Sehr gut, die Katze. Ist das nominative oder akkusativ?*
S: Eh, nominative.
T: *Gut.* [10 secs] *Wie viel Uhr ist es? Wie viel Uhr ist es? Ein?*
S: It's five to two
T: *Fünf vor zwei.* **Thank you.** *Ok, kein Problem. Ok, nummer sieben.*
S; Ich mag der Katze
T: *Nochmal*
S: Ich mag der Katze
T: *Buchstabier das.* **Spell that for me.** *So wie schreibt man das? D*
S: Die Katze.
T: *Sagst du die Katze, oder?*
S: Die
T: *Die. Ok ist das Nominativ oder Akkusativ?*

S: Akkusativ.
T: *Sehr gut. Und nummer acht.*
S: Das Katze
T: *Ist Katze* **a** *das* **word?** *Katze, ist das der, die oder das? Ok also schau mal. OK zurück, was ist es? Auf Deutsch?*
Ss: Vierundachtzig
T: *Vierundachtzig. So Seite vierundachtzig.*
S: Die
T: *Die Katze, sehr gut. So die Katze mag*
S: Das no die Hund.
T: *Zurück, Seite vierundachtzig wieder. So Seite vierundachtzig.* **On page eighty four. Good.** *Sind die Tiere und oben. Und Hund. Ist das der, die oder das.*
S; der
T: *Der. So ich habe, die Katze mag hmm Hund nicht.* **So, have I something in the sentence with** *der Hund? Ja oder nein?* **I have two things in that sentence that have a capital letter, don't i? Tell me what they are.**
S: Katze and Hund.
T: *Katze und Hund.* **Now which of the two,** Mark **is the nominative?**
S: Ehm, [6secs]
T: **The cat doesn't like the dog. So which is the main one they're talking about? The cat?**
S: The cat.
T: *Sehr gut. Die Katze ist nominative.* **So I've a second noun now in my sentence and it's a** *der* **word. What happens a** *der* **word when I've another word in the sentence with them?**
S: They go to den.
T: *Den und was ist das? Ist das a?*
S: Akkusativ.
T: *Akkusativ, OK. So den Hund. OK, sehr gut. So* **was that OK? Yeah? Ok gut.** *So hier haben wir dann Tierfutter.* **So we've.** *Was ist Tierfutter?*
S: Pet-food.
T: **Pet-food. Yeah good. Or animal food.** *Ok und es ist auf Deutsch und auf Englisch geschrieben. OK so Essensreste, Katzenfutter, Fischfutter, Hundefutter, Gras, Heu, Fleisch, Fisch und so weiter. OK?* **So there's a list of various items here so just have a look at them. Ok** *zu lernen* **so we're going to learn some of these now.** *So zu lernen, nummer eins; Essensreste,* **can you mark that to learn,** *Essensreste, nummer zwei Katzenfutter, nummer drei Hundefutter, nummer vier Heu, nummer fünf Fleisch und endlich nummer sechs Karrotten. OK? So sechs Worte zu lernen. OK? So im Tagebuch. So schreib das bitte auf.* **Write that please into your journals. Six vocabulary** *auf Seite fünfundneunzig. OK? OK gut. So jetzt. Fertig? OK, jetzt machen wir ein Hör, eine Hörverständnisprobe.* **So we're just going to do a listening comprehension.** *Auf Seite sechsundneunzig. So auf Seite sechsundneunzig Übung zwei. Und wir schreiben die Antworten auf Englisch. So auf Englisch. Auf Seite sechsundneunzig ja Übung zwei. Ganz oben,* **up the top,** *ganz oben. OK? So alle Seite sechsundneunzig. So hört zu, bitte. Und gibt es Fragen,* **are you OK?**
S: yeah.
T: *Keine Fragen. Nein?* **Have you a question? OK, so we all know what we're doing?** *Ok, so wir werden jetzt anfangen und*
S: We're doing eh this
T: *Hörverständnis zwei. Genau, ok.*
[listening comprehension 21:20 – 22.34]
T: *Ok so wir werden das nochmal hören, OK? OK so das zweite mal.*
S: Is it only one food?
T: *Versuch zwei zu schreiben.*
S: There's usually more than one.
T: *So versuch zwei zu schreiben, ja?*
S: You know if they give more than one description, is it OK just to put one of them down?
T: **Try and get a little bit more than one. So start off the first time you might get one detail, second time you might get two.**
S: Does the age count? The age of the animal?

T: **Ehm, yeah it would do, yeah. And the other thing that would be, yes it would, the other thing that on a Junior Cert exam you'll be told if you' hear it** *zweimal, wie oft ist zweimal?*
Ss: two times.
T: *Oder dreimal.*
Ss: three times.
T: **OK so it depends on what section this would be in whether you'd hear it two times or three times. So we'll see how you are** *nach zweimal,* **after two times and if we need to hear it a** *dritte mal. Ok so. nochmal*
[listening comprehension 23:36 – 25.00]
T: *So habt ihr das genug mal gehört?*
Ss: Ja
T: *Genug? OK so wir werden es korrigieren. OK so* Karl. Suzie.
S: She has a rabbit.
T: **Good**
S: Brown and white and small.
T: *Sehr gut.*
S: and [unclear]
T: *Und was noch? Es isst Karrotten und?*
S: Kohl
T: *Kohl, was ist Kohl?*
S: Cabbage
T: *Sehr gut, ok. So wir werden das nochmal hören.* **So we'll just listen to it again.**
S: What is cabbage, miss?
T: *Kohl* **K-o-h-l.** *So es gibt eine Liste hier auf Seite fünfundneunzig, ja? OK. So wir werden das nochmal hören. So Moment mal. OK und.*
[25:46 – 26:04]
T: *Was bedeutet niedlich? Ganz süss, niedlich?*
S: Cute.
T: **cute,** *sehr gut, ja. Ok*
[26:15 – 26:20]
T: *OK, nummer zwei. OK so nächste.*
S: Patrick has a dog. It's a golden retriever. It's big and I think it's two years old.
T: *Ist es zwei jahre alt?*
Ss: Drei.
T: *Drei Jahre alt, drei. Aber*
S: Three.
T: **OK. But you had the other two correct so you'd be fine.**
S: He drinks water
T: *Sehr gut*
S: And eats meat.
T: **It eats meat and was there anything else that it eats?**
S: I said eh dog-food.
T: *Ok so hör nochmal zu.*
S: Does it say dog-food?
T: *Wir werden sehen.* **SO we'll see. OK**
[26:58 – 27:09]
T: *OK, Essensreste?*
S: Leftovers.
T: **No no no.** *Ok, Schau mal auf Seite fünfundneunzig. Essensreste, was bedeutet das?*
S: Leftovers.
T: *Sehr gut. OK? Das frisst er und*
[27:27 -27:30]
T: *Ok? OK gut.* Kieran *nummer drei.*
S: He has a parrot. Eh, it's blue, green, yellow and red and it eats grains and seeds.
T: *ja, sehr gut. OK.*
[27:49 – 28:55]

T: *So wie alt ist er?*
S: zwei
T: *Sehr gut* [27:58 – 28:07] *Ok, was ist sehr schon?*
S: multi-coloured
T: **Yeah, vielfarbig is multicoloured.** *Sehr schon* **is very nice, very pretty.** *Und das Essen, was er isst oder frisst.* [tape] *Ok, was sind Nüsse?*
Ss: Nuts
T: **Nuts.** *Gut so nummer vier.*
S: It eh [unclear] It's five years.
T: *Ein Bisschen älter. Nicht fünf. Fünfzehn. So fünf plus zehn. Was bedeutet zehn?*
S: It's ten.
T: *So was ist fünfzehn.*
S: It's fifteen.
T: *Sehr gut. OK, gut fünfzehn.*
S: He eats fish, cat-food and milk.
T: *Und Milch. Gut, gut gemacht. Ok sehr gut,* Ahmed. [tape] *Ok, so die Katze ist faul. Macht keine Arbeit.*
Ss: Lazy
T: *Gut. Spielt nicht gern?*
S: Doesn't like to play.
T: *Gut [tape] So was mach die Katze? Was bedeutet schlafen?*
S: Sleep.
T: *Schlaf* **is sleep.** *Fressen?*
S: like enjoy.
T: *OK Leute essen, und Tiere fressen. Ich esse gern Pizza.*
S: I eat pizza, not I but.
T: *Leute, ich bin ein Person. Ich esse aber Tiere fressen. Was bedeutet fressen?*
Ss: to eat
T: *Auch das OK? Erklär es,* **so explain that to me now.**
S: The top is for people eat and the bottom one is for animals.
T: *Sehr gut.* **You have your homework, guys.** *Danke, OK Tschüss.*
Ss: danke miss.

Appendix E.9: Classroom observation 8

C08

Teacher Language Use Classroom Observation Scheme

1. Date: 23.4.2012
2. School:
3. Teacher:
4. Year: 3
5. Level:
6. Observation no.: 1
7: Lesson Time: 9.40 - 10.20
8. Lesson Theme: Vocab test (Gesundheit) + listening Cam

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker		II			II	III			
2	Starter		I		I	I	I		I	
3	Elicitation				~~IIII~~ ~~IIII~~	~~IIII~~ ~~IIII~~	I	III	~~IIII~~ ~~IIII~~ II	
4	Check			~~I~~	II		III	II	II	
5	Directive		II	III	I	II	IIII	I	II	
6	Informative		I		I	I	II	II	IIII	
7	Prompt				I				II	
8	Clue					I				
9	Cue									
10	Nomination				II		II	II	IIII	
11	Reply				III	~~IIII~~	III		II	
12	Comment				I	III	III		II	
13	Accept				II	IIII			III	
14	Evaluate				II	II			IIII	
15	Meta-statement						III	II	II	
16	Conclusion								I	
17	Loop									
18	Aside									

German

writing a board Students transcribe

returning H/W test vocab students provide

students swap + correct.

teacher inputting marks

listening → + correction

+ returns

T: **Has anyone got any of those forms that I gave you last week?**
Ss: Yeah
S: Sir, can I get my exam papers because the sheet is in my copy.
T: **Will you just leave them up there for me so, Louise please OK? Will you get a sheet out so and we'll start on the test from the last week's sheet that we did, OK?**
[20 secs]
S: I forgot my ??, sir.
T: **You don't need it.**
S: I've got my sheet anyway.
T: **What sheet?**
S: [unclear]
[20 secs]
T: **Hurry up so and let's get started. Get out a sheet of paper, put your name at the top. Have you a piece of paper?**
S: Sir, can I've a sheet of paper?
T: **Have you got one?**
[120 secs of general background noise as the teacher writes on the board, students get quieter as they begin to write]
T: **OK, so, eh twenty words there, five sentences.**
[210 secs mostly silence with some whispering as students perform the task of translating the list on the board into English]
T: *Drei Minuten noch.* **Three more minutes.**
[170 secs]
T: *Ok, fertig?* **Are you ready? Ok so.** [collects sheets] **Thanks.** *Danke.* [chatting] *OK, so zwanzig Wörte ja,* **twenty words,** *und fünf Sätze,* **five sentences. OK, one mark each. OK and then we'll tot them up afterward.** *So Bauch, was bedeutet das Bauch?*
S: Belly
T: **Yeah, belly or stomach, very good.** *Eh, Zunge?*
S: Tongue
T: **Tongue.** *Haut?*
S: Skin.
T: Uhuh. ***Bein?***
S: Leg
T: **Leg.** *Handgelenk, was bedeutet das?*
Ss: wrist.
T: **Wrist,** *gut. Herz?*
Ss: Heart.
T: *Husten?*
S: Cough.
T: *Ja, so die sind alle Krankheiten,* **all illnesses, yeah.** *Husten* **is to cough.**
S: You said cold the last time. Cold.
T: *Nein. Heuschnupfen?*
S: Hayfever.
T: **Hayfever, yeah.** *Zahnschmerzen?*
Ss: Toothache.
T: **I spelt that wrong, did I? Yeah. Toothache.** *Gips?*
S: Plaster of Paris.
T: *Gips* **is the plaster cast, yeah?**
S: A plaster or a cast?
T: **A plaster cast.**
S2: A cast, not a plaster.
T: **It is plaster.**
S: Oh, I thought it was plaster like ..
T: *Augentropfen.*
Ss: eye-drops
T: *Eye-drops, ja. Salbe?*

S: cream
S2: Lotion
T: **Yeah, like cream lotion, yeah.** *Spritze?*
Ss: Injection.
T: **Injection.** *Gut. Unfall.*
Ss: Accident.
T: uhuh. *Notruf.*
Ss: Emergency.
T: **Emergency what?**
Ss: Call
T: **Emergency call, yeah.**
S: If they just put down emergency?
T: **No, emergency call. Emergency on its own is just** *Not,* **yeah. But** *Notruf* **is the actual call.** *Verletzt?*
Ss: Injured.
T: **Yeah, injured.**
S: If they said injury?
T: *Nein, das ist Verletzung, OK?* **That's a noun, this is not the noun. Ok,** *verletzt*, **is just injured.** *Arzt?* **Is a doctor, yeah.** *Krankenwagen?*
Ss: Amulance.
T: **Ambulance.** *Termin?*
S: Appointment.
T: **Appointment.**
S: [laughing]
T: **What's wrong Niamh?**
S: What was that?
T: *Termin* **is appointment. What's wrong with you?**
S: Nothing, what's wrong with you?
T: *gesundheit.*
S: Bless you.
S: Good health.
T: **Health.**
S: Is it good health or health?
T: **It's just health. Yeah. Your health is your** *Gesundheit.*
S: What if they put good health?
T: **No. No.** *Was fehlt dir?* **So a doctor might ask you this is you went to..**
S: What's wrong with you.
T: **What's wrong with you, what's the matter, yeah?**
S: Is that OK?
T: **No.** *Ich fühle mich schwach.*
S: I don't feel well.
T: **No.**
S: I feel unwell slash bad.
T: *Nein.*
S: I feel not well.
S: I feel weak.
T: **I feel weak, yeah.**
S: I got something right.
T: *Ich bin erkältet?* **I have a cold, yeah.**
S: Have or I had?
T: **have.** *Was ist passiert?*
S: what happened?
S: What is the prescription?
T: *Nein.* **Is that you or the person you're correcting?**
S: The person I'm correcting.
T: **No, I think it was you.** *Was ist passiert* **is what happened, yeah.**
S: Can you say, what's wrong?

T: **No, it's past tense so it's what happened, yeah. So if you had an accident,** *eine Unfall* **for example, and somebody said,** *was ist passiert*, **they're asking what's happened, OK? So it is something that could come up on a listening comprehension, OK?** *Was ist passier***t. Ehm, the final one then**, *ich habe mir den Finger geschitten*. **I?**
S: Cut my finger.
T: **cut my finger.**
S: If you said, I cut my finger badly would you still get the mark.
T: **I'll accept it. It's not technically correct but I'll accept it.**
S: Would you accept broken?
T: **No, not broken.**
S: what's it out of?
T: **It's out of twenty five like it always is. You add them up, multiply by four and you get the percentage.**
S: Mr. O'Connell, do you multiply it by four?
T: **You do.**
Ss: [chatting about the scores]
T: **eighty eight.**
S: What's it out of?
T: **It's out of twenty five. You multiply it by four and you get a percentage.**
S: One more and he would have got a.
T: **Ah, you could have given it to him. Now when you're ready we'll get the answers so.**
S: You forgot one.
T: **On the 2009 listening. So on the first section of the 2009.** [chatting 180 secs] **Well,** Niamh **what did you get?**
S: Eighty eight. What did you get, Laura?
S2: Fifty six.
T: **Now, as usual the same people are still getting good results in it and the same people who are failing all the time are still failing it. OK, so you need to start learning the stuff on the sheets, lads, yeah? It's about time now in fairness. There's only whatever, six weeks to go so you need to start looking over the sheets and start learning the vocabulary. Those of you who are doing it are doing it and doing it consistently. Those of you who are not are not doing it consistently. You have to keep looking over the words, OK? At this stage of the game if you spend about fifteen, twenty minutes a night just looking over the vocabulary on the sheets that I've given you, it'll make a huge difference at the end of the day. So you need to start doing that, OK? Any questions?** *Gibt's Fragen über das hier?* **No? Yes** Edel?
S: they corrected the back of my sheet and I got it right.
T: **OK, will you add it in so?**
S: Yeah.
T: **Good. Now so we left off there on 2009 paper, section A. So, we'll just go through this again. I think you had the first section done. which was 2009, yeah? Did you get your pages there?**
S: We did [unclear]
T: **We did the first guy, yeah? What's his name?**
Ss: Andreas.
T: Andreas, **yeah**. *So, erstmal, erstmal die Fragen lesen*. **Read the questions, try and figure out in your mind what stuff are they looking for. What is required of me here, what do I have to answer. If it helps keep an eye on the question words so you know what you're looking for, OK. Is it a what, where, who? What type of question is it? It'll help you when you're listening to focus and to..**
S: Is it 2009?
T: **2009. Yeah.**
S: Which one?
T: **Section A. OK?**
S: What page is it?
T: Niamh **are you all right? Did you find it yet? 2009 Section A.**
S: Is that with Andreas?
T: **Yes. Are we all right so? We are going to start with Ingrid because Andreas is already done**. [tape 24:41 – 25:30] **so that's** Andreas, **yeah.** Niamh, **listen up, please.**

S: What!? I'm not talking.
T: **You are talking, listen. Alright?** [tape 25:38 – 27:48] *OK so nocheinmal.* **One more time.** [27:51 – 28:55]*OK so. Wie war das?* **How was it?**
S: Grand.
T: *Ok, ja.* **Not too bad**. *Erste Frage war, wie alt ist* Ingrid. **How old is she**, Edel?
S: Fifteen.
T: **Yeah, fifteen years old. OK. Everybody get that, yeah? OK. Where does she live? She lives in?**
S: Leipzig.
T: **Yeah**, Leipzig. *OK, wo ist das?* Leipzig? **Anyone know where Leipzig is?** *Das ist in ost Deutschland, ja.* **Eh, over here, yeah**. *In Sachsen, Ostdeutschland. OK?* Leipzig. **How do you spell it?**
S: L-E-I-P-Z-I-G
T: **Very good L E I P Z I G. You remember last week when I showed you those sheets for the marking schemes? Ok, if you don't have the word spelt correctly, they don't give you the marks for it. It's an all or nothing question.**
S: What if you were like really close?

T: **Sorry?**
S: What if you were like really close?
T: **It's all or nothing. Normally marks**.
S: What about in ordinary level, do they give the marks?
T: **In ordinary level is, what is the question? Is it the same question?**
S: Where does she live?
T: **It should be eh all or nothing as well, yeah.**
S: Sir, that's ridiculous.
T: **Why is it ridiculous?**
S: Because we don't know all the German places.
T: **But you're supposed to.**
S: How? That's Geography, sir.
T: **Fair point. Eh, any other details about where she live?**
S: In ??
T: **In?**
S: In ??
T: *Im Stadtmitte, was bedeutet das, im Stadtmitte?*
S: In the street.
T: **City centre, yeah. City centre and she mentions the house as well so you could say house, city centre. Eh, where do her parents work**, Peter?
S: Dunno.
T: **Dunno, no idea?**
Ss: Restaurant.
T: *Restaurant. Im Restaurant.* **Yeah, they have their own restaurant. Yeah. Ok**.
S: If you said a cook?
T: *Nein.*
S: I said that for the next one.
T: **the question, Michael is what?**
S: Where do they work.
T: **Where do they work. It doesn't say what do they work as. Be careful when you're reading the questions. Be sure you're answering the correct question. So where do they work? So they work in a restaurant, OK? Eh, how does** Ingrid **help her parents? Give details,** Mary.
S: Me?
T: **Yeah**.
S: She sets the tables and she cleans the tables.
T: **Good. That's pretty much it. She sets the tables and she?**
S: Cleans up
T: **cleans up after the dinners. OK? Anybody..**
S: SO she's a waitress. Can you say that?
T: **No. It doesn't say anything about waitressing so just stick to what's being said on the tape, alright?**

She helps afterwards to clean up and she sets the tables before. OK? How many people got that one? Most of you, good. What are his or her eating habits, eh, Aine?
S: She has two rolls in school.
T: **Yeah.**
S: An apple, a pear and a banana.
T: **Good. Apple, pear, banana and.** *Was sagt sie noch?* **She says one more thing.**
S: Would you get the marks if you wrote apple in German?
T: **No**, Niamh. **Don't put anything in German. You must write it in English. The answers have to be in English. You don't get any marks for writing it in German. OK? Ehm she says one more thing.** *Ich esse keine Süssigkeiten, was dedeutet das? Ich esse keine Süssigkeiten?* Melissa?
S: She eats no sweets.
T: **Yeah, she doesn't eat any sweets or sweet things.**
S: Do you have to include that?
T: **Pardon.**
S: Do you have to include that?
T: **Well it just says as many details as you can give. So you'd have apple, pear, the two rolls, normally they would give you marks for each detail you have but it depends on the marking scheme. Ehm, how does he or she get to school?**
Ss: On foot
T: **yeah, on foot**. *Ja, zu Fuss.* **And,** Lauren **the last part there. What sports or activities does she take part in?**
S: Tennis and art.
T: *Sie spielt Tennis*, **yeah she plays tennis** *und*
Ss: art
T: *Sie macht auch* **what?** *Kunst. OK, Kunst.* **Alright? How did you find that one?** *Wie war das? Einfach? Schwierig?*
S: Easy.
T: **Easy, yeah. OK.**
S: When they're speaking, it's hard.
T: **In comparison to the, if you think back to the mocks it was very easy yeah.** Niamh, Niamh **are you alright? So for tomorrow be looking over those sheet again. And I want you to move on to the reading comprehension for the next, move on to the next reading comprehension in the papers for me please. Those of you I gave letters back to I put little comments at the bottom. Please, have a read of them and try and learn from your mistakes and we'll be doing more and more letters as we move along in the next couple of weeks, OK?**
S: Will we give these back to you?
T: **No, keep them. You need them to do the next reading comprehension.**

Appendix E.10: Classroom observation 9

C09

Teacher Language Use Classroom Observation Scheme

1. Date: 23.4.2012
2. School: _____
3. Teacher: _____
4. Year: 1
5. Level: mixed
6. Observation no.: 2
7: Lesson Time: 10.20
8. Lesson Theme: Hobbies

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

Eng

taking role pictionary revision 7 gern/ nicht gern Students write sentences

[class come in, chatter to 2:37]
T: *Ok, Guten Morgen.* Aaron *ist nicht hier, nein?* Scott, *auch nicht hier*. Aoife.
S: Hier
T: Audrey
S: NV
T: Brian
S: Hier
T: Niall *und* James
S: They're both playing Hurling.
T: *was machen sie? Sie?*
S: They're gone to the match.
T: *Ja, sie spielen?*
S: Sie spielen Hurling.
T: *Ja.* Louise.
S: Ja
T: Niamh
S: Ja
T: Gearoid? *Auch nicht hier*. Kate
[roll call 30 secs]
T: Stevie
S: He should be here.
T: *Er spielt hurling, oder? Spielt er Hurling?*
S: Nein.
T: *Und* Selena, *Gut*. **So, ehm today we have Ms. Riordan from Trinity College. She'll just be observing class today so you won't have to do anything out of the ordinary. It'll be the same as whatever you always do. And she'll just be taking a few notes down the back of the class so you don't have to worry about anything. OK? Happy enough with that? Ok.** *So was machen wir heute? Heute lernen wir* **how to say what you like and dislike doing, say what you like doing best, ask others what you like and dislike. So we are talking about the theme or the topic of hobbies.** Stevie.
S: There was a queue?
T: **Quickly, come on so.** *Erstmal, erstmal machen wir in Bisschen wiederholung. Was bedeutet Wiederholung? Wiederholung nochmal ist?*
S: favourite.
T: *Nein. Wiederholung* **is**? [writes on board]
Ss: revision.
T: *und wir machen das mit zeichnen, ja. Wir machen das mit zeichnen. OK?* **A bit of drawing.** *So wer will das zürst machen? Wer will das zürst machen? Wir machen das mit zeichnen.*
S: NV
T: *OK, willst du das machen? So, du kannst das hier nehmen und versuch das zu zeichnen.* **So she's going to try and draw it and you must try and guess what she's talking about. So whoever can guess it can come up the next time.** *So auf Deutsch, bitte. Ja? Auf Deutsch*
S: ??
T: *Nein*
S: Computerspiele spielen
T: *Computerspiele, sehr gut. Wer war das?* Louise? *Gut,* louise. *Danke*. **Thank you**, Kate. *So* Louise. *Und du kannst das auch saubermachen, wenn du möchtest. Sehr gut.* [draws] *So was ist das?*
S: Ich spiele Tennis.
T: *Gut, ja*. Adam, *sehr gut. Du bist dran.* [draws]
S: Ich spiele ein Instrument.
T: *Sehr gut.* Louise *nochmal.* **Will we give someone else a turn?**
S; Yeah.
T: *wer will das machen?* **Who wants to do it?** Robbie? *Nein.* Michael? *Nein.* Nicole? *Machst du das? Gut.* [comes to board and draws] *So.*
S: Musik.
T: *Ja, aber.*
S: Ich spiele Musik.

S2: Ich hoere Musik.
T: *Nicht spielen.*
S: Ich hoere Musik.
T: *Ich höre Musik. Gut,* Michael. *Sehr gut. Danke,* Nicole. *Sehr gut. So.*
S: [comes to the board, takes a card] What's this one again?
T: [whispers it to him]
S: Ah, really. Eh
S2: Ich fernseher.
T: *Ja, Ich?*
S2: Fern sehe.
T: *Ich sehe fern. Ja, ich sehe fern. Ja. Das ist ein Fernseher. Ich sehe fern.* **I watch TV. Good,** Niamh. *Danke*, Michael. *So,* Niamh. [gives her a card]
S: [draws]
T: *Was ist das?*
S: Is that a fish?
T: *So, wie sagt man das? Auf Deutsch?*
Ss: Ich angele.
T: *Ich angele. Gut, sehr gut. Ok. Wer war das? Du nochmal? Ja, willst du es nochmal machen?*
S: Ok
T: *Wie viel haben wir noch? Fünf. Ja.*
S: I don't know what it is.
T: *Weisst du noch?*
S: I don't know what it is.
T: [whispers]
S: Oh right. OK [draws]
S2: To read
S3: Ich lese.
T: *Ich lese. Wer war das? Hast du das schon gesagt?*
S: Kate got it.
T: Kate? [gives her a card] *Kannst du das machen?*
S: Is that like [whispers]
T: *Ja.*
S: [draws] I drew it a bit big.
S2: What is that?
S3: Oh I know, Ich rolle stuhl.
T: *Ich rolle? Du hast es aber nicht richtig gesagt.* **You didn't really say it correctly.** *Was, wie sagt man das?*
S: Rollschuh.
T: *Ja, ich..* **What's your verb?**
S: Ich fahre, ich fahre Rollschuh.
S2: Yeah, it was Michael.
T: *Ich fahre Rollschuh. Ja. Ich fahre Rollschuh. OK? Gut.* **Do you want to give someone else a go?**
S: I'll go.
T: Robbie, *willst du das machen? Danke*, Kate. *Ich fahre Rollschuh, ja. Ich fahre Rollschuh. Was bedeutet, ich fahre Rollschuh? Fahren. Fahren* **on its own,** *was bedeutet das auf Englisch?*
S: To go.
T: **To go or to travel. Good.** *So, wir haben wir haben noch eh vier, war es fünf, ja?* [give student a card] *Weisst du was das ist?*
S: No.
T: [whispers] **Right**. *Hört zu jetzt.* Shh, Robin. *Willst du.*
S: [draws]
Ss: ich segele.
T: Louise *nochmal.* **Do you want to give someone else a chance**, Louise?
S: yeah.
T: *Wer will das machen? Wer hat das noch nicht gemacht?*
S: Huh?

T: *Willst du das machen? Willst du zeichnen?* **Do you want to draw?** [laughter] **Come on.** [gives student the card] **Weisst du was das ist?**
S: Huh?
T: **Do you know what it is, yeah?**
S: yeah. [draws]
S2: Ich reite.
T: *Ich reite, ich reite. Wer hat das gesagt? Ok, und was ist das für ein Tier?*
S: A horse.
T: *Was ist das, ja aber auf Deutsch?*
S: Pferd.
T: *Ein Pferd, ja. Ein Pferd. Sehr gut. Wer hat das bekommen? Wer hat das bekommen?* **Who got that one.**
S: I think I did.
T: **You think you got it? Come on so.** *OK drei noch. Vier noch.* [gives student card, she draws, lots of background noise]
S: Ich spiele Fussball.
T: *Ich spiele Fussball, ja. Danke.* [gives student card] *Weisst du was das bedeutet?*
S: Yeah. What's that? I don't know what it is.
T: [whispers]
S: Ah right.
T: *Hier, du kannst es erstmal saubermachen.*
S: Eh?
T: *OK, so.*
S: Ich bastele.
T: *Ich bastele, nein.*
S: Ich male.
T: *Ich male, sehr gut. Sehr gut*, Kate. **Do you want to give someone else a go**, Kate? *Du hast das schon dreimal gemacht, oder?* Sam, *willst du das machen? Ja? Gut. Ich male, ja. Was bedeutet das? Ich male?* Ciara, *ich male. Was bedeutet das auf Deutsch? Auf Englisch?*
S: to paint.
T: **To paint, yeah. Or I paint.** *Ja, ich male. OK. Gut. So*, Sam. [gives student card, student draws] Shhshh.
S: What is that?
S2: Oh, ehm. Skit, schlittschuh.
T: *Wie sagt man das?*
S: Ich spiele ski.
T: *Nein. Nicht spielen, aber?*
S: Ich fahre ski.
T: *Ich fahre ski. Gut*, Sarah. *Ja, sehr gut. Danke*, Sam. *Gut gemacht. OK* Sarah. *Nur noch eins.* **Just one more.** *So* [gives student card] *Weisst du was das ist?*
S: No
T: [whispers]
S: OK
T: **Yeah?**
S: Yeah [draws]
S2: What is that?
S3: It's a bike.
S4: Ich fahre rad.
T: *Ich fahre rad, ja. Sehr gut. Sehr gut. Ich fahre rad.* **I?** *Was bedütet das auf Englisch? Ich fahre rad?*
S: Cyling.
T: **I cycle, yeah. I cycle.** *Ich fahre rad. OK, gut.* [writes on board]. *So was sind deine Hobbys? Was sind deine Hobbys? Was bedeutet das,* Niamh?
S: Ehm, what are your hobbies?
T: **Yeah**. *Was sind deine Hobbys? So ich?*
S: Spiele camogie.
T: *Spiele camogie. OK, gut.*
S: Federball.

169 T: *Federball? Ja, so, ich spiele?*
170 S: Ich spiele Federball und ich spiele Basketball.
171 T: *OK, OK gut.*
172 S: Was ist dein Hobbys.
173 T: *So was sind deine Hobbys, ja? Was sind deine Hobbys?*
174 S: Ich hoere Musik.
175 T: *Gut.*
176 S: Was sind deine Hobbys, Nicole?
177 T: *Du hast nur ein Hobby? Nur ein Hobby? OK.*
178 S: Ich surfe im Internet.
179 T: *OK, gut. Ja. Und kannst du jetzt jemand fragen?*
180 S: Was sind deine Hobbys, Nicole?
181 S2: Ehm, mein Hobbys ist Soccer.
182 T: **OK so you can just say,** *ich spiele..*
183 S2: Ich spiele Soccer.
184 T: *Ja, was ist* **Soccer** *auf Deutsch?*
185 S2: Fussball.
186 T: *Ja, gut. So, ich spiele Fussball. Ja. Gut.*
187 S2: Was sind deine Hobbys, Daniel.
188 S: Ich spiele Fussball. Was sind deine Hobbys?
189 T: *Ist das alles,* Daniel? *Nur Fussball?* **That's your only hobby. Nothing else? OK, fair enough.**
190 S: Was ist eine, was eine
191 T: *So, was sind*
192 S: Was sind deine Hobbys, Louise
193 T: *deine Hobbys. OK, gut.*
194 S: Meine Hobby ist eh, ich segele.
195 T: *Ich segele, gut.*
196 S: Was ist deine Hobbys, Ciara?
197 S2: mein Hobbys ist, ich hoere Musik, ich spiele Basketball.
198 T: *ich höre Musik, ich spiele Basketball. Ja, sehr gut.*
199 S2: Was sind deine Hobbys, Aoife?
200 S: Meine Hobbys ist, ist tanze und ich hoere Musik.
201 T: *OK*
202 S: Was sind deine Hobbys, Ciara?
203 S2: Ehm, ich gehe spiersen.
204 T: *Ich gehe spazieren, ja?*
205 S3: What's that mean?
206 T: *Ich gehe spazieren. Was bedeutet das,* Helena.
207 S: I go walking.
208 T: *Ja,* **I go walking.** *So, ich gehe spazieren. Kannst du das nochmal sagen? Ich gehe spazieren.*
209 S: Ich gehe spazieren.
210 T: *Sehr gut, ja. Ok,* Adam. *Magst du Sport?*
211 S: Ich fahre rad und ich surfe im Internet.
212 T: *Gut, sehr gut. Ich surfe im Internet. Ist das ein Sport?*
213 S: Oh, Sport. Ich fahre rad und ich spiele Fussball.
214 T: *Sehr gut, ja.* Robbie, *machst du Sport?*
215 S: Ich spiele Fussball und gaelisches Fussball.
216 T: *Und gälisches Fussball? Sehr gut. Ja,* Darren, *machst du Sport?*
217 S: Ich spiele Fussball, Rugby und gaelisches Fussball.
218 T: *Sehr gut. Ja,* Sam, *machst du Sport.*
219 S: ich [unclear]
220 T: *Sehr gut, ja. Ehm, wenn man kein Sport macht, wiesagt man das?* **I'm not sporty, how do you say**
221 **that? I'm not sporty at all,** Louise?
222 S: Nicht macht Sport.
223 T: *Nein.*
224 S: Ich Sport nicht.

T: *Ich?*
S: Ich bin sportlich nicht.
T: *Ich bin nicht*
Ss: sportlich
T: *Sportlich, ja. Ich bin nicht sportlich, OK? Ich bin nicht sportlich, OK? Sehr gut. OK, so. Jetzt machen wir das hier, ja.* **Say what you like and you dislike doing. Now, we had a word before for saying how you liked things when we talked about our subjects in school. If you can remember back to when we talked about school subjects. How do you say you like something or you don't like something?**
S: Ich mag.
T: *Ich mag, ja. Ich mag* **is I like**.
S: Ich mage nicht.
T: *Ich mag nicht* **is I don't like. Now, there's another way to say that you like something or that you don't like something, OK?** *Und das ist gern, ja? OK. So, gern* **is that you like something.** *Nicht gern, was bedeutet das?*
S: Don't like/
T: **yeah. Don't like. So if you take any hobbies that we spoke about there and you can add these little words to them to say that you like or you don't like something. So for example we talked about football, yeah? I play football.** Ellen, Nicole, **there's a lot of chat going on down there. Are ye OK? Will ye pay attention so and listen up? Yeah? I play football. How do you say that again?** *Wie sagt man das auf Deutsch?* **I play football?**
Ss: Ich spiele Fussball.
T: *Ich spiele Fussball, sehr gut.* **Now, if you wanted to say, I like playing foorball,** *ich spiele*, **we have this little word that we can put in after the word** *spielen. Ich spiele gern Fussball, ja? Ich spiele gern Fussball. So, was bedeutet das jetzt auf Englisch? Ich spiele gern Fussball,* Darren?
S: I like playing football.
T: **Good man, yeah. I like to play football. OK? Now, if I said**, *ich spiele nicht gern Golf, was bedeutet das,* Helena*? Ich spiele nicht gern Golf.*
S: I don't like playing Golf.
T: **Very good, yeah.** *Ich spiele nicht gern Golf. Ehm, ich fahre gern rad. Eh, was bedeutet das,* Stevie?
S: I, I like my bike.
T: **Yeah, I like?**
S: Riding my bike
T: **Yeah, I like cycling, yeah? I like cycling. OK? I like cycling, OK?** *Aber, ich fahre nicht gern Rollschuh. Was bedeutet das jetzt,* Louise? *Ich fahre nicht gern Rollschuh?*
S: I don't like going on my roller skates.
T: **I don't like rollerskating. So you can use these words to say what you like and what you don't like. Where do you put them in the sentence.**
S: In the middle.
T: **Yeah, all, the rule would be always after the verb. So this is your verb, yeah?** *So , was bedeutet spielen? Das ist ein verb.*
Ss: To play.
T: **What is a verb?**
Ss: A doing word.
T: **A doing word, an action word. Good, so** *spielen* **is to play. We have another verb over here,** *fahren* **which we said already earlier on was?**
Ss: To go.
T: **to go or to travel. So to do with moving or motion. So you'll always put the** *gern* **or the** *nicht gern* **after your verb. OK? Does that make sense?** *Versteht ihr? Ja? Ja oder nein?*
Ss: ja.
T: **Good, so what I want you to do now is write four sentences for me, OK? based on your own hobbies, stuff that you like and don't like. So two things that you like, so it can be football or cycling your bike or swimming or whatever it is, and two that you don't like doing. Alright?**
S: How do you start the sentence off for I do like?
T: **You start the sentence always with** *ich*, **I. So I do whatever**.
S: Is it sport or hobbies?
T: **It can be either.**

S: So I do or I like, sir I do or I like.
T: **So, let's say you wanted to say I like listening to music, how would you say that?**
S: ehm,
T: **What's the word or the sentence for listening to music?** *Ich höre Musik.* **So what I want you to do is use** *gern* **to say that you like listening to music. So you have to put,** I
S: gern.
T: **So the** *gern* **always comes after the verb, yeah?** *So ich höre gern Musik*, **alright? So do two that you like and two that you don't like.** [students work quietly, teacher speaks to individual students, some of this is unclear]. **Now, watch your spelling there.** [to class] **now,** eh, *Fussball, Golf, Rollschuh, Rad.* **What kind of words are they?** *Die sind alle,* **what kind of words?**
S: What's camogie?
T: *Camogie.*
S: Huh?
T: *Camogie ist Camogie*. **Eh, what kind of words are all these?** *Football, golf, die sind alle?*
S: verbs
T: *Nein.*
S: Proverbs
T: **Proverbs? Wall, door, floor, clock, table, chair are all?**
Ss: Nouns.
T: **Aren't they. So are football, golf, bike, they're all nouns.**
S: I thought that it was things. Golf's not a thing it's a sport.
T: Is that not a thing?
S: I thought it was an actual thing.
T: **How would you describe it so?**
S: A verb.
T: **Golfing is the verb. The act of playing golf is golfing but golf itself the sport is a?**
S: But it's not a physical thing, like you can't hand somebody a piece of golf.
T: [to the researcher] **How am I going to get out of this one? Professor?**
R: Lots of nouns aren't physical things like, idea or thought and those are also nouns.
T: **It doesn't have to be an actual physical thing, yeah? But anyway the point I was trying to make is that what do nouns in German take?** Robbie?
S: Capitals.
T: **And do you have capitals for all your nouns in that sentence,** Robbie?
S: No.
T: **No, can you do that so for me?** Nicole, **do you have capitals on your nouns in each sentence?**
S: No
T: **OK, just be careful with that. It's only a small thing but it's very important.** *So, fertig,* Stevie. *Hast du vier Sätze geschrieben? Nein? OK. Vier Sätze, ja*. **Four sentences.** [20 secs] *So fertig.* Louise, *ja?* Kate?
S: Fertig.
T: *Ja, vier Sätze.* Eh, Sam *fertig?*
S: Ja, I've them done.
T: *Du hast die Sätze geschrieben, ja.* **Good man.** Darren? *Fertig. OK eh,*. Aoife *kannst du deine Sätze lesen, bitte?* **Can you read your sentences, please.**
S: Ich spiele gern Fussball.
T: *Sehr gut. Und was bedütet das auf Englisch?*
S: I like to play football.
T: **Good. Next one.**
S: Ich spiele gern Basketball.
T: *Gut, was bedeutet das?*
S: I like to play basketball.
T: *Und? Nicht gern? Was machst du nicht gern?*
S: Ich fahre nicht gern Rollschuh.
T: *Sehr gut. Ich fahre nicht gern Rollschuh.* **I don't like roller-skating.** Ellen, *kannst du deine Sätze lesen?*
S: Ich spiele gern fussball. Ich spiele gern schwimmen.
T: **yeah, anybody see a little mistake that she made there?**
S: Yeah, she said I like to play swimming.

T: **Yeah. She said, I like to play swimming. You don't play swimming, sure you don't? So how would you say, I like to swim?**
S: Ich schwimme gern.
T: **Yeah, you just leave it as it is**, *so ich schwimme* **is I swim. And then you just put** *gern* **at the end, yeah, after your verb.** *So ich schwimme gern. OK*, Ellen? **Now what about nicht gern.**
S: Ich spiele nicht gern Hurling.
T: *Ich spiele nicht gern Hurling. Sehr gut, ja.*
S: Ich spiele nicht gern Tennis.
T: *Ja, sehr gut, ja. Ich spiele nicht gern Tennis. Eh,* Ciara, *was hast du geschrieben?*
S: Ich spiele gern Basketball.
T: *Sehr gut, ja.*
S: Ich spiele nicht gern Rugby.
T: *Ich spiele nicht gern Rugby, ja.*
S: Ich hoere gern Musik.
T: *Sehr gut, ich höre gern Musik. Ja, und?*
S: Ich spiele nicht gern Golf.
T: *Ich spiele nicht gern Golf, sehr gut. Ja. Prima.* Eh, Sam.
S: Ich fahre gern Skateboard.
T: *Gut.*
S: Ich spiele nicht gern Hurling.
T: *Gut.*
S: Ich spiele gern Golf
T: *Gut.*
S: Ich spiele nicht gern Rugby.
T: *Sehr gut, ja. Perfekt. OK*, Aoife.
S: Ich spiele gern ich Camogie. Ich.
T: *Nochmal*, Aoife. *Kannst du es nochmal sagen.*
S: Hmm?
T: **Can you say that again for me.** *Nochmal.*
S: Ich spiele gern ich Camogie.
T: **Why did you say** *ich* **again?**
S: Yeah, oh yeah. I had that scribbled out.
T: **OK**
S: Ich fahre gern reite.
T: hmm. **What's wrong with that?**
S: What?
T: *Was bedeutet ich reite?*
S: Ride
T: **So would you say** *fahren* **with** *reiten***? Did we do that before?**
S: What?
T: **How do you say I ride, I ride a horse.** *Ich?*
S: Ich reite Pferd.
T: **Yeah. It's just** *ich reite,* **yeah so there's no** *fahren,* **OK? So I like to ride?** Robbie?
S2: Yeah?
S: Ich gern reite.
T: *Ich?*
S: Ich gern reite. Ich gern spiele. Ich spiele gern.
T: **Your verb always comes next, your action word comes after** *ich* **and then you put** *gern* **or** *nicht gern.* [PA announcement] **Now,** Aoife.
S: Ich reite spiele. Wait no what. Ich reite spiele.
T: **Why are you putting** *spiele* **in there? That's got nothing to do with it whatsoever.**
S: Ich reite gern.
T: *Sehr gut, ja. Ich reite gern.* **I like to ride. Now, give me one that you don't like doing,** Aoife.
S: OK, ehm. Ich Tennis nicht gern.
T: **OK, you forgot your verb though. You forgot your action word. What are you doing with the tennis? You're?**

S: Ich Tennis spiele.
T: **Yeah, but swap it around,** *ich?*
S: spiele Tennis nicht gern.
T: **Now,** *ich* **then your verb**. *Ich spiele*
S: Yeah
T: **then** *nicht gern* **and then.**
S: Oh, yeah. Golf.
T: **It was tennis a minute ago. And now it's golf.** *OK so nochmal.* **Give me the full sentence again in the correct order this time. Yeah,** *ich?*
S: Ich spiele nicht gern Tennis.
T: *Sehr gut, ja. Gut.* **Is that what you have written down,** Aoife?
S: yeah
T: **Are you sure now?**
S: Yes.
T: **And why didn't you call it out so?**
S: I did.
T: *Ich spiele nocht gern Tennis. OK so gibt es Fragen?* **Any questions about any of this** *gern oder nicht gern?*
S: I got confused with Aoife with the one for the tennis and you put the gern after it
T: **Which one?**
S: What was the one before?
S2: Ich reite gern
S: Ich reite gern, you said ich reite gern it's not ich gern reite.
T: **No. You always say** *ich* **first then your verb comes next. What's the verb in** *ich reite*.
S: I don't know.
T: **What** *reiten?*
S: Oh ehm.
T: **What's your verb**.
S: reiten.
T: *reiten* **is to ride, that's the verb. And then the** *gern* **or the** *nicht gern* **comes after your verb. OK?** *Ich reite gern.* **Does that make sense**?
S: yeah, kind of. That makes sense.
T: **The verb and then** *gern. OK? Now noch Fragen?* **Anybody have any other questions about that? Is there anybody still confused about the order in which this stuff goes no? You're all OK with it.**
Michael, *was hast du geschrieben? Was hast du geschrieben?*
S: Ehm,
T: *Willst du deine Sätze lesen?*
S: Eh, ich speile gern Fussball.
T: **Yeah.**
S: Ich spiele gern Hurling.
T: *Gut*.
S: Ich spiele nicht gern Hockey
T: **Good.**
S: Ich nicht gern, no ich fahre, no it's ich gehe
T: *Ich gehe?*
S: Ich gehe nicht wander.
T: *Ich gehe nicht gern*
S: Nicht gern
T: *wandern. Ja, sehr gut. OK.* **Now, just before we go. Listen up, if I was to say,** *sehr gern. Was bedeutet das?*
S: Very
T: **Yes, very so I really like.** *Ich spiele sehr gern Fussball.* **I really like, so. Big smiley face yeah**. *Gar nicht gern. Gar nicht gern. Ich fahre Rad.*
S: [unclear]
T: huh? **Yeah, I really don't like** ***so*** *ich fahre gar nicht gern Rad.* **I really don't like cycling. OK? So, eh. After the break so we'll do some listening stuff on this. OK?**

CO 10

Teacher Language Use Classroom Observation Scheme

1. Date: 23.4.2012
2. School: _ _
3. Teacher: _ _
4. Year: 1
5. Level: Mixed
6. Observation no.: 3
7. Lesson Time: 11.20 - 12.00 ~~11.00 - 11.40~~
8. Lesson Theme: Hobbys

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

Listening comp → am liebsten → listening

T: *OK, nochmal ein Bisschen Wiederholung noch. Gern, was bedeutet gern?*
S: I like to.
T: *Ja. Nicht gern?*
S: Don't like to.
T: *Ja. Sehr gern.*
S: Really like to.
T: *Gut. Und gar nicht gern.*
S: Don't like to.
T: *Jetzt machen wir ein Bisschen hören. Ja, wir machen ein Bisschen ehm Kassette, ja? So macht die Bücher auf. Bitte, auf Seite einhunderdfünf. Seite einhunderfünf.* Steve, *hast du ein Buch? Noch nicht? Ist das dein Buch.*
S: I don't have it yet.
T: Miss Deloy **told me that she gave you a book, she covered it in front of you and gave it to you.**
S: She never gave it to me though.
T: **That's what she told me. Is that it? Is that it?**
S: She never gave it to me.
T: **Never gave it to you. Take that now so, please. And mind it.** *Hast du ein Buch?* **Oh you're missing those pages, yeah.**
S: Oh, I forgot my book.
T: *Kein Buch?* **No book?**
S: I'll write it in to bring it in tomorrow.
T: Robbie, *auch kein Buch.* **Why?**
S: Forgot it.
T: **Forgot it? Guys, you need to bring your books to class with you, OK? You can't be leaving them at home. I know we don't use it that often but you still need to have it. We will be using it from time to time.** *So* eh, Aoife, *kannst du mit Robbie teilen, bitte?*
S: [unclear]
T: *Nein, du kannst hier sitzten. Nein.* Eh, **did you bring your book? Yeah, you have one.**
S: I'll bring it tomorrow.
T: **Yeah, you should bring it every day**.
S: But sure we're going to [unclear] tomorrow.
T: **Not for both classes.**
S: [unclear]
T: **Bring your book, alright?** *Auf Seite einhundertfünf. Was bedeutet das? Ein hundertfünf?*
S: A hundred and five.
T: *Sehr gut, ja. Einhundertfünf.* Sam, *du hast auch kein Buch.* [sigh] **Now**, *Seite ein hundertfünf.* **Are we all there? Ya? OK**. *Übung zwei. Übung zwei.* **OK, so. Eh, listen carefully, tick the relevant boxes. What you need to do is fill in the sports that these people like, that they don't like, that they really like and that they don't like at all. The first one is done for you there.** Claudia, **yeah. What does she like? She likes?**
S: [unclear]
T: **If you don't have a book then you need to write it on a sheet. Just write it on a sheet, OK? So the first one is done. Claudia, she really likes tennis, she likes basketball, she doesn't like volleyball and she doesn't like gymnastics at all, OK?** *SO, wir spielen das drei mal, OK?* **We're going to play it three times, so you need to figure out first of all what sports they're talking about and then put it in to the right category. Is it like, very, eh, likes a lot, doesn't like or doesn't like at all? OK? so.**
S: Should we use pencil?
T: **Use pencil if you're writing it in to the book. Otherwise, write it on a sheet of paper. OK?** *So, fertig?* **We all ready?**
S: No
T: **Ready now**, Sam?
S: Yeah.
T: *So, hör zu jetzt bitte.* Michael.
S: What are we doing? Where are we supposed to write it?

T: **Write it on a sheet of paper. It's not your book so you need to write it on a sheet of paper.** [tape] *Das ist Claudia. So ich spiele gern Basketball.* **So the first one, that's the one that's done for you already. She likes to play basketball, OK?** [tape] *Und ich spiele sehr gern Tennis*, **I really like to play?**
S: Tennis.
T: **Yeah**. [tape] *Ich spiele nicht gern Volleyball.* [tape] *Und ich mache gar nicht gern Gymnastik*. **So, I don't like gymnastics, at all. OK, so you've to do the same think now for** Harald, **yeah? Now if you don't get it the first time, don't panic, it'll be played three times**. *Wir spielen das dreimal, OK?* [tape] Paul.
S: Do you put a sport into each box?
T: **yeah.**
S: Oh.
T: *So, jetzt Jessica, ja?* [tape] *OK? Jetzt* Thomas. [tape] *OK? OK, wie war das?* **How was it?**
S: [unclear]
T: **Impossible?**
S: I didn't understand any of it.
T: *Zu schnell? Very fast?*
Ss: [unclear]
S: What's laufen?
T: *Laufen? Was bedeutet das, laufen? Ich laufe?*
S: Run.
T: **Yeah, I run, yeah**. *Ich laufe. OK? So, ich spiele das nochmal.* **It is quite difficult sometimes, the first time you hear something it's quite difficult to pick up what they're saying but the second time you'll get more information and the third time it'll be a bit easier, OK? it is quite fast but just concentrate and see what you can get out of it. OK?** [tape] **So we'll just play** Harald **again this time and we'll go through it together then and see how you got on.** [tape] *So, ich spiele sehr gern Federball. Was bedeutet das?*
S: Badminton.
T: **What?**
S: Badminton.
T: **Yeah, so he really likes to play badminton**. *Ich spiele sehr gern badminton*. **Anybody get that? Anybody else? A couple of you, yeah.** *OK. ich spiele sehr gern Federball.* **OK, what about** *gern*, Robbie, **what does he like to do?**
S: Eh
T: *Keine Ahnung*? **No idea? Anybody get it?** Aoife?
S: Golf.
T: *Nein*. Sam.
S: Rollschuh.
T: *Rollschuh*?
S: Yeah.
T: *Nein.*
S: Wandern.
T: *Wandern, sehr gut. Ja, wandern*. **Listen up again, OK**. [tape] *So, ich spiele gar nicht gern Golf*. **So that goes in the last row there, yeah**. *Ich spiele gar nicht gern Golf. Was bedeutet das?* Michael. *Ich spiele gar nicht gern Golf.*
S: He hates golf.
T: **Yeah, he doesn't like golf, at all. Yeah. Did anyone get that one for the last row? Ich spiele gar nicht gern Golf. OK, gut.** *Next one* [tape] *Ich gehe gern wandern.* Nicole, *was bedeutet das?*
S: Wandern?
T: *Ja, was ist wandern?*
S: Oh, eh, walking.
T: *Ja. So, ich gehe gern wandern*. **I like to go walking or hiking, yeah. So the last one then. What does he not like doing**. Sunita, **did you get that one?**
S: No
T: *Nein*. Niamh?
S: [unclear]
T: **Didn't get it**. Michael?

S: Rollshuh.
T: *Rollschuh. Ja. Sehr gut*. **OK, listen up again**. [tape] *Ich laufe nicht gern Rollschuh*. **I don't like roller skating, yeah. I don't like roller skating. Yeah. Will we try the next one so with** Jessica. **Alright.** [tape] *So nochmal* Jessica. [tape] *So* Jessica *nochmal*. [tape] **OK, so. How did you get on with that.** Jessica. Sam. *Was macht sie sehr gern?* **What does she really like to do?**
S: Basketball.
T: **Good man. Yeah**. *Sehr gut, OK*. Ciara, *was macht sie gern*?
S: schwimmen.
T: *Schwimmen. Sehr gut. Ja. Und was macht sie nicht gern,* Stevie?
S: Reiten.
T: **Good man. Yeah**. *Reiten. Ja. Und was macht sie gar nicht gern*, Aoife?
S: Hockey.
T: **Very good. OK? How many people got all four of those correct? Anybody get three out of four? Two? One? None? OK. Just do Thomas so, OK? do the last one**, Thomas **and we'll leave it at that then. Alright?** [tape]
S: Sir, what was that?
T: *Ich fahre sehr gern ski und ich tauche gern.*
S: Tauchi
T: *Tauche.*
S: What's tauche?
T: *Tauche, was bedeutet das? Tauchen?*
S: Diving.
T: **Dive, yeah. To dive. OK?** [tape] **Now this one is kind of hard cos he's saying two at the same time, yeah? So just listen to it once more and see.** [tape] **So,** Robbie, **what does he not like to do?**
S: Gymnastics.
T: **Yeah**. *Ich mache gar nicht gern Gymnastik*. **He really doesn't like gymnastics. What does he not like doing?**
S: Angeln.
T: *Angeln, ja. Was bedeutet das,* Michael?
S: Fishing.
T**: Yeah. Good. OK?** Ehm, **did you find those hard, yeah**?
Ss: yeah.
T: **Very hard? What's the hard thing about them? Are they just too fast or you can't understand the words? Or what is it?**
S: Too fast.
T: **Too fast**. *Zu schnell.*
S: The way they say it.
T: **The way they say it?**
S: That it's really fast. It's really fast.
T: **OK. well, the speed is just something that it takes practice to get used to, yeah? Ehm, is it that you don't understand the words or is it the just that it's too fast.**
S: Too fast.
T: **Too fast. So you can understand the words OK, it's just the speed of it?**
Ss: Yeha.
T: **Yeah, well that's a practice thing more than anything, yeah. The more of the listening that you do, the easier it will become, OK?** ehm, **it is quite hard because you're trying to do two things at once when you're listening to that. You're trying to get what the sport is and you're trying to put it into the right category. So it's a difficult enough exercise, OK? Anybody completely lost by what they hear there? Didn't have a clue what was going on?** Alan?
S: I got one of them but that was it.
T: **One out of all of those?**
S: No out of the last row. Out of the last row I did.
T: **Oh, right OK.**
S: [unclear]
T: **It was a difficult enough one, the last one.**
S: the top bit was kind of hard, [unclear]

T: **Richt, ok. alright.** Ehm [6 secs]
S: Sir, can we play hangman?
T: **Huh?**
S: Can we play hangman?
T: **Can you play hangman?** *Nein.*
S: Come on, sir. It's a small class.
T: *Nein.*
S: There's only two people gone.
Ss: [general chatter]
T: *So, können wir das jetzt machen?* **Say what you like and dislike doing**, *können wir das jetzt machen*? **Can we do that now? Eh, would you be able to say stuff that you like and dislike doing,** Alan? **Would you be able to do a couple of sentences on what you like and what you don't like?** [7 secs]
S: Can't remember.
T: **Can't remember? You did it before the break. Remember back before the break. The sentences that you wrote? Can you remember the sentences that you wrote down there before the break in your copy book? Remember any of those? When you said what you like and you don't like?**
S: Ich spiele gern Fussball.
T: *Genau, ja*. Adam, *was machst du nicht gern?*
S: Ich oh ehm, ich spiele nicht gern Hockey.
T: *Sehr gut, ja.* Michael, *was machst du gern?*
S: What do I like?
T: Uhuh.
S: Eh, ich spiele gern Hurling.
T: ***Ich spiele gern Hurling. Gut.*** Eh, Robbie, *was machst du nicht gern*?
S: Ich spiele gern, nicht gern Tennis.
T: *Ich spiele nicht gern Tennis? OK, gut*. Aoife, *was machst du nicht gern?*
S: Ich fahre nicht gern Rollschuh.
T: *Ich fahre nicht gern Rollschuh. Ja, gut*. Eh, Louise *was machst du gern*?
S: Eh, ich segele gern.
T: *Ich segele gern, ja.* Eh, Niamh *was machst du nicht gern*?
S: Ich spiele nicht gern Fussball.
T: *Ich spiele nicht gern Fussball.* Stevie, *was machst du nicht gern*?
S: Ich spiele nicht gern Golf.
T: *Ich spiele nicht gern Golf.* Aoife, *was machst du gern.*
S: Ich, what?
T: *Was machst du gern?*
S: Oh ehm, ich. What did you say again?
T: *Was machst du gern?*
S: Ich. How do you say that?
T: *Was machst du gern,* Aoife? **What do you like to do?**
S: Ehm, camogie.
T: *So, ich spiele gern?*
S: Ich spiele gern Camogie.
T: *Gut.* Robbie, *was machst du nicht gern*?
S: Ich spiele nicht gern Volleyball.
T: *Gut,* Kate, *was machst du gern?*
S: Ich schwimme gern.
T: *Gut*. Sarah, *was machst du nicht gern?*
S: Ich wandere nicht gern.
T: *Und,* Sam, *was machst du nicht gern?*
S: Ehm, ich spiele nicht gern Rugby.
T: *Sehr gut. Ja. OK? So gern und nicht gern.* **You can also say** *sehr gern und gar nicht gern* **like we did there in the listening and prior to that just before the break.** *So sehr gern und gar nicht gern.* **OK, if you want to emphasise that you really like something or that you don't like something at all. OK? now, let's move on to the next one. So say what you like doing best and we've had this word or half of this word before when we were talking about school again and your subjects. Can you remember what it**

means, anybody?
S: Favourite.
T: **So** *Lieblings* **is always your favourite. So this one is** *mein Lieblingshobby*?
S: My favourite hobby.
T: **My favourite hobby. So if you wanted to say what your absolute favourite hobby was**, *mein Lieblingshobby ist, ja? So,* ehm, Aoife, *was ist dein Lieblingshobby? Was ist dein Lieblingshobby?*
S: Mein Lieblingshobby ist Fussball.
T: *Sehr gut. Ja*. Eh, Sam *was ist dein Lieblingshobby?*
S: Mein Lieblingshobby ist Fussball.
T: *Gut.* Sunita, *was ist dein Lieblingshobby?*
S: Eh, das Lieblings, mein Lieblingshobby ist, does that mean what's your favourite hobby?
T: **Yeah**.
S: Mein Lieblingshobby ist Fernsehen.
T: *Fernsehen?*
S: Ja.
T: *Fernsehen. Ja. So mein Lieblingshobby ist Fernsehen. Ja. OK*? **Now if you wanted to use the sentences that we had before with our hobbies.** *Ich spiele am liebsten Hurling. Ja. Ich spiele am liebsten Hurling. OK, was bedeutet das?*
S: My favourite.
S1: I play my favourite hurling.
S2: I play my favourite hurling [laughter]
T: **Right**. *Ich spiele am liebsten Hurling?*

Teacher Language Use Classroom Observation Scheme COIL

1. Date: 23·4·2012
2. School:
3. Teacher:
4. Year: 2
5. Level: mixed
6. Observation no.: 4
7: Lesson Time: 12·00 – 12·40
8. Lesson Theme: modal verb

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

role modal HIW → TxtBook work sheet → correcting individually

S: Sir, can I go to [unclear] for the second class?
T: **Where?**
S: [unclear] we're just doing a project.
T: **With who?**
S: With Mr. Cullinan.
T: Mr. Cullinan. **For the second class, is it?**
S: yeah
T: **You have permission to go, you have?**
S: Yeah.
T: **OK** [general noise]
S: My mother denied access for me to be in the classroom so I'm going to sit outside. I'm going to sit outside. Sir, I have permission actually.
T: **Go on then. Listen up now so.**
S: Sir, can I go down there?
T: **You can, yeah.** [roll call 1:44 – 2:00 students answer with yeah] Ellie? *Nicht hier.* Eh Sally?
S: Nicht hier.
T: *Gut*, **now before I start I just want to introduce you to** Ms. Riordan **here from** Trinity College **and she is going to be observing the class today. As I told you last week she's be coming in , taking a few notes. You don't need to worry about anything. She won't be asking you any questions and she's not here to inspect you, ok so. Eh, don't be worried about anything like that, just do the class as you normally do and you won't even know she's there basically, yeah. OK? Ehm, have you got those forms for me so?** [general noise] **Now**, *letzte Woche*
S: Next week.
T: *Danke. Letzte Woche haben wir über modal Verben gesprochen, ja? Was sind Modalverben?*
S: Oh eh the where the verb has to go to the end. There are six.
T: *Es gibt sechs Modalverben, was sind sie?*
S: Muss
T: *Ja, müssen. Ja. Gut. Müssen. Was noch?*
S: [unclear]
T: *Nein.*
S: wollen.
T: *Wollen, ja.* Cliodhna.
S: Duerfen.
T: *Dürfen, gut. Noch was?* Ciara?
S: Sollen.
T: *Sollen. Gut.* Jack.
S: Koennen
T: *Können. Und? Mögen, ja? OK? Was bedeuten die alle? Was bedeutet das?* Robert, *müssen?*
S: Can't remember.
T: Katelin.
S: To have to.
T: **yeah to have to. To have to do something. So for example, I must do my homework tonight, yeah**. *Ich muss meine Hausaufgaben machen.* **I have to do my homework.** *Wollen?* Kaly, *was bedeutet wollen? Weisst du noch? Nein?* **Anybody?**
S: to want.
T: **To want to do something. Good**. Eh, *dürfen*, Ciara.
S: [unclear]
T: *Nein.*
S: to be allowed.
T: **To be allowed. Good**. *Sollen?* Connor.
S: What? I mean yeah.
T: **Do you know that?** *Sollen.*
S: Should do.
T: **Yeah. Should. And** *können.*
S: To be able.
T: **Yeah, good man. To able to. OK. The last one**, *mögen*?

S: To like
T: **to like to do something. Yeah. Now, was there anybody who wasn't here last week? Some of you were away playing matches or whatever and didn't get these verbs taken down from the board. You weren't here,** Robert? *Du warst auch nicht hier,* Michael?
S: No.
T: **You've never seen these before?**
S: I have all the modal verbs.
T: **You've never seen these before?**
S2: No
S: I don't have the examples, you know the examples where you wrote them down.
T: **OK so. First of all, we'll just go through the stuff I gave you for homework, I gave you, those of you who were here I gave you exercises und** *das war auf Seite einhundertachtundvierzig, ja.* **Page one four eight. Yeah.**
S: Can I go to the science room to get my German books?
T: **Why would your German books be in the science room?**
S: We did study there this morning.
T: **Studying German, were you?**
S: I was doing homework.
S2: [unclear, laughter]
T: **go on, Declan. You've got two minutes to find it, OK?** *So auf Seite einhundertachtundvierzig. Ja?* **I asked you to do the first two exercises there** *als Hausaufgaben.* **As Homework. Yeah. So, those of you who don't have this stuff taken down, just bear with me for a second and I'll explain it to you when the others**
S: Sir, it was just the second.
T: **Well the first one was done in class and the second you had to do for homework. But some people in the other group had to do both. Yeah. So how did you get on with them.** *Wie war das?* **Was it difficult, was it easy?**
S: It was fair hard.
T: **Fair hard. Why? What was the problem?**
S: I didn't know if you put [unclear] The verbs always separable I know that but I mean like [unclear]
T: **Let's rewind first of all. We were just thinking about last week, when you're using modal verbs, OK? What is a modal verb? What does it do?**
S: It gets the one in the middle to go to the other side.
S2: It goes to the end.
S3: You have two verbs.
T: **It basically helps you to say something that you want to do, that you have to do, that you should do, yeah. But you need another verb in the sentence in order to use it. So with any of these modal verbs you need another verb in the sentence. Now, the modal verb is the first verb in the sentence and where does the other verb in the sentence go?**
S: The end.
T: **It goes to the end of the sentence. OK, and I gave you a few examples on the board. Can anybody think of any of the examples on the board or read them out to us. They should be in your notes if you took them down off the board.**
S: Ich muss mein Hausaufgaben machen.
T: *Ich muss mein Hausaufgaben machen*. **I have to do my homework**. Yes, Dillon.
S: Wir sollen um eleven Uhr in Bett gehen.
T: *Wir sollen, shsh, wir sollen um elf Uhr ins Bett gehen. Dillon, yeah? Wir sollen um elf Uhr ins Bett gehen. Was bedeutet das auf Englisch?*
S: Say it again.
T: *Wir sollen um elf Uhr ins Bett gehen.*
S:We should go to be at eleven.
T: **We should go to bed at eleven. OK? So there are two examples. Can anybody give me another example? I gave you a load of examples on the board the other day. Come on, you must have them written down in your copies.**
S: Did we take them down in our copies?
T: **You should have. I put them on the board.** [knock on door] **Hi**.

T2: Is Eoin here?
T: **No**.
T2: Do you know where he'd be now?
S: Room twenty four. Twenty four or eight.
S2: French
T2: Perfect.
T: **Can anybody give me another example of the sentences that I gave you the other day?**
S: Sie koennen, sie kann ihr Tasche nicht finden.
T: *Ja. So, sie kann ihre Tasche nicht finden.* **What does that mean?**
S: She can't find her bag.
T: **She can't find her bag. Yeah.** *Sie kann ihre Tasche nicht finden.* **So they are all examples of where you would use the Modal.**
S: Which one of them is using that one?
T: *Sie kann. Können, OK?*
S: Sir
T: **What's wrong? The examples that you did for homework. Just put all this kind of theory into practice. The examples I gave you for homework. Some of you did the first lot in class already. So we'll just run through them quickly again. It's basically just rearranging sentences.** Tommy, **will you do the first ones for us there? Please, C on page one hundred and thirty.**
S: Ich muss zu Hause helfen.
T: *Ich muss zu Hause helfen. Ja. Was bedeutet das in Englisch.*
S: I must help around the house.
T: **Yeah, I must help at home or around the house, yeah.** Paddy, *du warst nicht hier, ja?*
S: No I wasn't here.
T: Rebecca. D.
S: Ich nicht darf geht ins Kino
T: *Nochmal.*
S: Ich nicht darf geht in Kino
T: **Couple of things wrong with that. What is the first mistake?**
S: It should be gehen.
T: **Yeah, the first thing is that your verb comes second.** *So ich and then your Modalverb which is?*
S: Gehen.
T: **No that's your infinitive, that's your other verb that goes to the end.** *Darf, ja. So, ich darf next.*
S: Nicht gehen.
T: *Nicht?*
S: Gehen.
T: *Gehen* **goes to the?**
S: End.
T: **End.** *So, ich darf nicht ins Kino gehen. Ich darf nicht ins Kino gehen. OK?* Sadie, C.
S: Oh, ich darf keine Computerspiele kaufen.
T: *Gut, ja. Ich darf keine Computerspiele kaufen. Was bedeutet das auf Englisch?*
S: I can buy computer games.
T: **Yeah,** *dürfen* **is what?**
S: To be
T: **To be allowed**
S: To be allowed. I'm allowed to buy computer games.
T: *Ich darf keinen Computer kaufen.*
S: I'm not allowed.
T: **Yes. I'm not allowed to buy a computer. D**.
S: I don't have it.
T: *Warum nicht? Keine Bücher*? **No books?**
S: No.
T: Cliodhna.
S: Ich muss immer abwaschen.
T: *Gut, ich muss immer abwaschen. Was bedeutet das,* Cliodhna*? Weiss du?*
S: I must do the washing up.

T: **Yeah, I must wash up.** *Immer* **is?**
S: Ehm
T: **Always, yeah. Always.** Ehm, Kieran, E.
S: ICh darf nicht in Konzerte gehen.
T: **Good man, yeah.** *Ich darf nicht in Konzerte gehen. Was bedeutet das?*
S: I am not able to go to concerts.
T: **Not allowed. Not allowed go to concerts. And** Dillon, F.
S: I don't know it.
T: **Try it for me there now.**
S: Ich muss, eh, ich muss jeden, ich muss jeden Abend lernen.
T: **Good man. Yeah**. *Ich muss jeden Abend lernen. Und auf Englsich?*
S: I must learn
T: *Jeden Abend*?

S: eh. I must study in the evenings.
T: **Yeah,** *jeden Abend* **is every evening, yeah**. *Ich muss jeden Abend.*
S: I must learn, study every evening.
T: **Yeah. I must study or I must learn every evening. OK? So the main point from this is to put things in the correct order so you have** *ich* **at the beginning of the sentence, the person who is doing the verb, is** *ich* **me, yeah? Then your** *Modalverb,* **the correct form of the** *Modalverb*. **OK? Then the other verb which goes to the end of the sentence. Alright? Now in D** *eins,* **what were you supposed to do here? There are sentences there which you must put into the can form.** *So wir können,* **we can. So the first is given for you as an example, a** *Beispiel. Man kann ins Freizeitszentrum gehen.* **So one can go to the** *Freizeitzentrum? Like the leisure centre, yeah. What would B be here. Wir machen einen Eingkaufsbummel*. **So I want you to put that into a sentence using the** *Modalverb Können,* **yeah**.
S: Man kann ein Einkaufsbummel machen.
T: *Yeah, man kann einen Einkaufsbummel machen. Was ist ein Einkaufsbummel? Was ist Einkaufen? Einkaufen?* **Shopping, yeah. Shopping.**
S: Is kaufen not to buy?
T: *Kaufen* **is to buy, yeah.** *Einkaufen* **is to shop. So you can do it using either** *man* **or** *wir. So wir können einen Einkaufsbummel machen oder man kann einen Einkaufsbummel machen*. **So one can,** *Einkaufsbummel* **is like a shopping trip or a shopping spree, yeah. One can do a shopping spree or we can do a shopping spree, OK? C.** *Wir gehen ins Museum*. **How do you put that into a sentence using the** *Modalverb können?* Sadie. *Hast hast du das gemacht*? **Did you do it for homework, no?**
S: No, I mean yeah. I tried to but I couldn't.
T: **Will you try to do it now for me.** *Wir gehen ins Museum.* **So we go into the museum. Now, you want to say, if I asked you, what can somebody do in this town, what can we do in this town? We can go to the museum. How do you say that?**
S: Wir?
T: *Ja.*
S: koennen ins Museum gehen.
T: **Exactly, yeah**. *Wir können ins Museum gehen, ja. OK. Ich gehe in die Eisbahn. Ich gehe in die Eisbahn, Georgiana.*
S: [unclear]
T: **So, one can go to the** *Eisbahn?*
S: Ice rink.
T: **Ice skating, yeah.**
S: Ich kann ehm in die Eisbahn gehen.
T: **Yeah, so, one can go. How do you say that one can go?**
S: No, ich is I.
S2: Man.
T: *Man*
S: Man kann in Eisbahn gehen.
T: *Eisbahn gehen, ja. Man kann in die Eisbahn gehen. OK? Wir machen ein Picknick. Wir machen ein Picknick,* Cathal.
S: Wir koennen ein Picknick

T: **Yeah? Where's your verb at the end**? *Wir können ein Picknick*?
S: Gehen no eh machen.
T: **Yeah.** *Wir können ein Picknick machen, ja? Und F*, Michael. *Do warst nicht hier, nein?*
S: No
T: **OK,** Dillon.
S: Wir
T: **So, one can go to the swimming pool.**
S: Man kann, is that right?
T: **Yeah**.
S: Man kann, I don't know.
T: **No idea?**
S: No.
T: *Man kann ins Schwimmbad gehen. Ja? Ok*. Eh, **I get the idea that a lot of people are not entirely sure what they're supposed to be doing here with these modal verbs, yeah?**
S: Yeah.
T: **Can you remember back to last week when we started off with the** *Modalverben.* Sam**, what were we talking about.**
S: I wasn't there.
T: **You weren't there. How many people were not here last week when we did these verbs? Just a couple of you, yeah? The rest of you were all here, yeah. OK. can anybody explain to me what exactly we're trying to do with the modal verbs?** Colin**? What exactly are we trying to do with them. Why do we use them? What are they for? Explain this to me. Can you not remember?**
S: You have to use them with another verb.
S2: Sir, what day was it that we did this last week?
T: **We did it both days. Hello, anybody?** Ciara**? Could you read out what it says in the book for us?**
S: [unclear]
T: **OK, so you're saying what you want to do, that you should do, that you're allowed to do, that you're able to do, that you must do. OK? That's what you're using modal verbs for. OK? The hardest part of it is getting the order of the words right. So I have to do my homework, for example**. *Ich muss meine Hausaufgaben machen. Ja?* **The first verb is the** *Modalverb,* **OK? and the other verb is the verb that you're going to do. It's the actual action that you're doing in the sentence. And that goes to the end of the sentence, OK? Now, let's have a look at the book so and see if we can get some examples to try and explain this more clearly. Ok, if you open up** *Seite zweiundsiebzig. Seite Zweiundsiebzig, bitte, ja*. **Top of page seventy two.** *Was kann man in Köln machen? Was kann man in Köln machen.* **So, here is an example of how you would use modal verbs.** *So, was kann man in Köln machen? Was bedeutet das auf Englisch? Was kann man in Köln machen?*
S: What can one do in Cologne.
T: **what can one do in** *Köln*, **yeah. So what is there to do in** *Köln*, **basically**. *Was kann man in Köln machen. So, was kann man in Köln machen? Man kann*
S: Ins Museum gehen.
T: *Ins Museum gehen. Was bedeutet das? Man kann ins Museum gehen.* **One can**?
Ss: Go to museums.
T: **go to a museum.** *Man kann ins Jugendzentrum gehen. Was bedeutet das? Was ist ein Jugendzentrum?*
S: Youth centre.
T: *Ja. So, man kann ins Jugendzentrum gehen.*
S: One can go to the youth centre.
T: **one can go to the youth centre.** *Man kann einen Einkaufsbummel machen.*
S: Ice skating.
T: *Nein. Einkaufen nochmal? Einkaufen?* **One can go shopping, go on a shopping trip**. *Man kann ins Freizeitzentrum gehen.*
S: Art gallery.
T: *Nein*
S: Leisure centre.
T: **Yeah. Leisure centre, yeah**. *Man kann ins Fastfoodrestaurant gehen.*
S: One can go to McDonalds.

T: **I can go to the fast food restaurant. Yeah.** *Man kann ins Popkonzert gehen.*
S: One can go to a pop concert.
T: *Gut. Man kann ein Picknick machen.*
S: One can make a picnic.
T: **Yeah, have a picnic, yeah.** *Und man kann in die Eisbahn gehen.*
S: Ice rink
S2: Which one is [unclear, laughter]
T: **OK**, Ciara? **You alright? So, they're all examples of when you'd use modal verbs, OK? Now, let's have a go again at these exercises then. You weren't here. Were you here the last day**?
S: [unclear]
T: [noise as teacher hands out pages] **Just one sec now and I'll explain what I want you to do. You have one? Now on these exercises on the sheet. Some of ye had the sheet that's doubled, OK so. It's the same exercise you just have to do the first one. What you're doing here is putting the correct form of the** *Modalverb* **into the sentence. OK so the ones that are in brackets are all modal verbs, OK. I gave you the other day the conjugation of those verbs, OK. what does conjugate a verb mean,** Ciara?
S: to decline it.
T: **Yeah, what does that mean?**
S: To say no.
T: **what?**
S: Nothing.
S2: Is it to separate it up into the person.
T: **Yeah, you divide it up or into, you lay it out for each person that's actually doing the verb, OK? So I gave you those in your copies the other day, yeah? So, what you need to do is read the sentences, put the correct form of the** *Modalverb* **based on those little tables that I gave you into the sentence. Yes,** Cathal.
S: Nothing.
T: **Are you still with me?**
S2: Sir, will we write out the full sentence?
T: **You write out the full sentence, yeah. So the first one.** *Ich?*
S: Muss
T: *Muss zum Zahnarzt gehen. Ich muss zum Zahnarzt gehen. Ja?* **I have to go to the dentist.** *Du musst besser aufpassen.*
S: Are we not supposed to do these ourselves?
T: **So, see how you get on with those. Try and fill in the correct form for me there, please. OK, now.** [students work, some chatter] **You all right?**
S: yeah.
T: **You alright,** Brian?
S: Yeah
T: **Do you know what you're doing?**
S: Yeah
S2: Sir, what do you've to change?
T: **Pardon?**
S2: What do you've to change?
T: **You have to change the word in the brackets. This one here, yeah?**
S2: Oh yeah, sir.
T: **So it's going to be for each person that's doing it**.
S: [unclear]
T: **Exactly, yeah. So get on with it.**
S: Sir, what date is today?
T: **Today is the twenty-third.**
S: Sir, are you from Claire?
T: **Pardon?**
S: Are you from Claire.
T: **I am from Claire, yeah.**
S: [unclear, laughter]
S2: Wha' ehm, what person is die? Is that a girl?

T: *Die Kinder* **so it's the children. So it's plural so it would be?**
S: Sie
T: **Them. OK?** [students working, teacher prepares tape] *Fertig?*
S: I'm only on six.
S2: Sir, for Peter would you say er?
T: **Yeah.** [lots of chatter]
S: Sir, is Inge or inge a girl?
T: **yeah**
S2: Inge! [laughter]
S: [unclear]
S: sir
T: **Yeah. What you do there now is change** [unclear, chatter] **For each person you change the verb. Put in the correct form.** [unclear]
S: no
T: **What's wrong?**
S: What's that?
T: *Die Kinder. Die Kinder* **are***? Was ist ein Kind?*
S: I don't know.
T: **Children. The children. So it's, work it out. Is it me, you, him, her, we, ye or they?**
S: They
T: **They?**
S: Yeah.
T: **So it's they. Which one is they?**
S: Wir.
T: **No** *wir* **is we.**
S: Ihr.
T: **No,** *ihr* **is ye.**
S: sie.
T: **the last one, yeah.** Robert, *fertig*?
S: Yeah.
T: **Good man. Now** *das ist falsch. Nummer fünf. Wir?*
S: Eh
T: *Dürfen*. **It should be** *dürfen* **not** darfen. **Not** darfen, **it's** *dürfen* **so change that. Excellent, yeah. Well, how are you getting on?**
S: I'm done.
S2; You're great.
T: **Good man** [to a different student]. **You're right so far. Good stuff**
S: Mr. O' Connell, I'm done.
T: **OK**. [to another student] **Good all right. Very good.**
S: Mr. O' Connell.
S2: Sir.
T: **yeah**.
S2: For children would you use sie.
T: **Yeah, you're talking about, they, the children. About them, yeah. Good man. Brian, how you getting on? Now, you've them all right except number fourteen. You've got the children.** [unclear] **OK? All right other than that. Good man. Excellent. Now** [unclear] **Did you take these down from the board the other day? The verbs?** [unclear] **OK, now, who's doing the verb? It's** Inge **and** Inge **is a girl so it's? She. OK? OK? Ciara**, *fertig?* [bell] **How are you getting on?** Cathal, *fertig?*
S: Kann ich zur Toillette gehen.
T: *Du willst zur Toillete?*

CO12

Teacher Language Use Classroom Observation Scheme

1. Date: 23·4·2012
2. School:
3. Teacher:
4. Year: 2
5. Level: Mixed
6. Observation no.: 5
7: Lesson Time: 12·40 - 13·20
8. Lesson Theme: modal verbs -

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

correcting worksheet
workbook
teacher photocopy
corrects
tape work →
work book

[cont. From CO11]
T: **You have to put those in between, OK?**
S: Sir
T: *Fertig?*
S: Yes
T: **All done?**
S: Yes.
T: [unclear, quite noisy]
S: Sir
T: **Yeah.**
S: Sir, I've something here [very noisy]
T: **So it's** *er* **will, so it's him, him.** [unclear] *OK so. Fertig?* **Are you all done?** Robert? *Fertig? Ja?*
S: Who just went home?
T: **She's gone up to do science. So you seem to be getting on OK with the now, yeah? Putting the correct form into the sentence. All you have to do is find who is doing the sentence. Is it me, you, he, she, we, ye or they. Find out who's actually doing the sentence and then put in the correct form of the** *Modalverb* **into the sentence instead.**
S: Sir, are you going to be talking about the [unclear]
T: **Which ones?**
S: The [unclear]
T: **OK, we'll come to those in a second. The first one so.** *Ich,* Brian **start us off there, please**. **Nummer eins. Ich?**
S: Ich muss zum
T: *Zahnarzt, ja. Ich muss zum Zahnarzt gehen. Was bedeutet das auf Englisch*?
S: I don't know.
T: **I have to go to the** *Zahnarzt*?
S: Dentist.
T: **Dentist, yeah. Next one** Jamie.
S: Du musst besser aufpassen.
T: *Gut. Du musst besser aufpassen. Nummer drei,* Michael.
S: Peter muss zum Direcktor gehen.
T: *Gut*. Peter *muss zum Direktor gehen. Gut so nummer vier*, Denis.
S: Inge darf nicht in die Disko gehen.
T: *Gut. Was bedeutet das auf Englisch*?
S: What's her name, Inge?
T: **yeah.**
S: Inge is , oh she's not allowed go to the disco.
T: **Good man, yeah. Yeah, she's not allowed go to the disco.** *OK nummer fünf,* Katelyn. *Wir*?
S: Me?
T: **Yeah.**
S: Wir duerfen nicht im Fluss schwimmen.
T: *Ja, wir dürfen nicht im Fluss schwimmen.* **OK, we are not allowed to swim in the river.** Ah, *nummer sechs* Robert.
S: ehm ihr duerft nur bis vier Uhr Tennis spielen.
T: **Good man, yeah.** *So ihr dürft nut bis vier Uhr Tennis spielen.* **Ye are only allowed to play tennis until?**
S: [enters class] Sorry sir, is Annette here?
T: **She's gone.** *Die Kinder,* Cliodhna?
S: Die Kinder sollen Regenmaentel mitbringen.
T: *Ja, die Kinder sollen Regenmäntel mitbringen*. **They should bring rain jackets. They should bring rain jackets, OK. Next one,** Cathal. *Nummer acht.*
S: Du sollst duch nicht so schnell aufregen.
T: *Ja, du sollst dich nicht so schnell aufregen. Du sollst dich nicht so schnell aufregen. Nummer neun,* Ciara.
S: Du sollst nicht so viel rauchen
T: **So, do you remember what that means from the last day,** *rauchen*?
S: Smoke

T: **Yeah**. *So du sollst nicht so viel rauchen?* **You**?
S: You shouldn't smoke.
T: **Yeah. You shouldn't smoke so much**. *Nummer zehn,* Liam.
S: Peter will dich um acht uhr abholen.
T: *Abholen*. Peter *will dich um acht Uhr abholen*. **He will, he wants to collect you at eight o' clock.** *Wollen* **is to want, yeah. So he wants to collect you at eight o' clock.** Eh, [unclear]
S: Otto will Arzt werden.
T: *Ja,* Otto *will Arzt weden. Was bedeutet das? Was denkst du?*
S: Otto wants,
T: **yeah.**
S: a doctor.
T: **More than that, he wants to be a doctor. He wants to be a doctor.** Kieran, *nummer zwölf.*
S: wir wollen in [unclear]
T: *Ja, wir wollen. Nummer dreizehn*, Tommy.
S: I didn't get that taken down.
T: **You don't have it taken down?**
S: No, I have all the other ones.
T: *Können. Können hast du nicht?*
S: Ehm [unclear]
T: **You don't have it done?**
S: [unclear]
T: **You couldn't have stayed until it was all taken down, no?**
S: No.
T: **Alright**. Paddy.
S: Which one?
T: *dreizehn.*
S: eh, ihr koennt
T: *Ja, ihr könnt mit dem Rad*
S: Ihr koennt mit dem Rad zum Freizeitszentrum.
T: **Good man, yeah**. Declan, *nummer vierzehn.*
S: Kinder [door opens lots of noise]
T: Declan *nochmal.*
S: I don't know.
T: *Die Kinder*, **anybody?**
S: Die Kinder kann
T: **Now, who are we talking about here when we're talking about** *die Kinder. So ein Kind* **is a child.** *Die Kinder* **are the children. So we're talking about?**
S: They.
T: **They, yeah. We know it now. So it's** *die Kinder*
S: Koennen
T: *Können, ja. Die Kinder können die Aufgabe nicht machen. OK? Nummer fünfzehn.* **Yes,** Ciara.
S: Can I go to the toilette, please?
T: **You'll have to wait.** *Nummer fünfzehn, ich?*
S: Kann
T: *Kann nicht so schnell laufen. Nummer sechszehn. Du?*
S: Kannst.
T: *Mir bei Arbeit helfen. Und nummer siebzehn.* Kieran.
S: Moegen.
T: *Ja, wir mögen es lieber nicht glauben, OK?* **Now, does everyone understand first of all how we got them. So the person who is doing the verb and find the correct person, you've got to find the correct person who's doing the verb. Then the other verb in your sentence goes to the end. OK? what's wrong with you?**
S: I didn't get down all the modal verbs the last day.
T: **You know what, they're in the back of the book, alright? Don't worry about that OK? Now let's move on. Is there any questions about any of those. We'll be going over them again as we go through this chapter because it comes up time and time again in the various topics that we'll be talking about,**

OK. *So erstmal Arbeitsheft, ja? Arbeitsheft Seite vierundfünfzig, bitte. OK? Arbeitsheft Seite vierundfünfzig.*
S: Fifty-four.
T: *Ja, vierundfünfzig. So erstmal Übung A, OK? Übung A.* **So these are all places in a town or a city that we spoke about, mentioned already in the main book. They're all jumbled up so I just want you to put them into the correct order. So the first one is done for you.** *Nummer eins ist* eh.
S: Eisdiele.
T: *Und was bedeutet das? Eisdiele?*
S: Sir are we?
T: *Seite vierundfünfzig. Im Buch. Eisdiele ist?*
S: High street.
T: **It's a place in town.**
S: Street.
S2: Say it again.
T: *Eisdiele.*
S: ICecream stall.
T: **Yes icecream?**
S: Shop
T: **Ice-cream parlour or ice-cream shop. See if you can figure out what the others are. If you're stuck they're all in your book. Some of them you have done already, some of them we spoke about a few minutes ago.** *Seite vierundfünfzig.*
S: Fiftyfour.
S2: What page?
T: *Zweiundsiebzig.*
S: Sir, I thought it was vierundfuenfzig.
T: *Im Arbeitsheft.* **It's page fifty-four in the work book. The words, if you're stuck, are on page seventy-two in the book. Now**, *du hast auch kein Buch.*
S: Huh?
T: **No workbook? No workbook, no workbook.**
S: I'll have it for the next day.
S1: I have to get one but [unclear].
T: *Wer hat kein Arbeitsbuch?* **Who doesn't have a workbook? You, you, you.** Michael? [lots of chatter, difficult to know if they are talking to the teacher or to each other]
S: Sir, I got them all except the second one. I didn't look at the book at all.
S1: Sir, I don't know any of them.
T: **You don't know any. Not a thing?**
S1: Sir, I'm confused.
S: Sir, I didn't even use the book and I've all of them done right.
T: **Lads, this is really simple primary school stuff. All you're doing is rearranging words, putting them into the correct order. The words are there in the book. A lot of them or most of them you know already.**
S: Easy.
T: **It's not rocket science, yeah. Just rearrange the words and put them in the correct order, OK? several people are already finished so it can't be that hard**.
S: Yeah, like me.
T: **right are you done?** Connor, *fertig?* Niamh, *fertig?*
S: No.
T: *Nein*. Steven, **what's wrong**?
S: He's doing his nails.
T: Michael **are you done?**
S: Yeah.
T: Michael **hasn't even the book open yet. Ok, you've got thirty more seconds to finish it off and then we'll correct them.** *OK, nummer eins ist Eisdiele*, **ice-cream parlour**. *Nummer zwei* Cian, *was ist das?*
S: Eis
T: *Nummer zwei.*
S: Nummer zwei, oh. Fastfood Restaurant.

T: *Fastfood Restaurant. Gut. Nummer drei*, Georgiana.
S: Schwimmbad
T: *Schwimmbad, OK. Schwimmbad. Nummer vier,* Liam. *Nein? Hast du nicht*?
S: Eisbahn.
T: *Eisbahn* **is the?**
S: Ice rink
T: **Ice rink, yeah**. *Nummer fünf,* Cathal.
S: Ehm Eisbahn.
T: *Das ist Nummer vier. Nummer fünf.*
S: Nummer fuenf. Freizeitzentrum.
T: *Freizeitzentrum. Ja und auf Deutsch, das auf Englisch. Freizeitzentrum ist?*
S: Leisure centre.
T: **Leisure centre, good.** *Nummer sechs*, Cliodhna.
S: Judendzentrum.
T: *Jugendzentrum, ja. Jugendzentrum ist?*
S: Youth centre.
T: **Youth centre, good.** *Nummer sieben*. Robert.
S: Kino.
T: *Kino, gut. Und Kino ist, auf Englisch?*
S: Cinema.
T: *Gut. Nummer acht,* Dillon.
S: Cafe.
T: *Cafe, gut. Nummer neun.*
S: I don't know it.
T: **Come on, make some bit of an effort now, will ya? It's not that hard.**
S1: Musik.
T: *Musik, ja gut. Und Nummer zehn*, Paddy.
S: I don't know.
T: Tommy, *Nummer zehn. Wer hat Nummer Zehn*?
S: Theater.
T: *Theater, ja Theater. OK gut. OK? Now, Übung B, B1. Was kann man in* Basel *machen?* ***What*** **can one do in** Basel**? What is** Basel**?**
S: A Place
T: **What?**
S: A place.
T: **It's a place. Anybody know where it is?**
S: Switzerland.
T: *Wo ist das?* Huh?
S: Switzerland.
T: **It is in Switzerland, very good. How did you know that?**
S: Soccer.
T: FC Basel. **Yeah, OK**. *So, was kann man in Basel machen?* **What can one do in** Basel**? So you are going to hear on the tape, people are going to say various things that you can do in** Basel**. All I want you to do for the first part of the exercise is to write them down, the numbers down in the little box. OK so the first one is done for you.** *Man kann ins Museum gehen, ja?* **OK, that's number one. So let's have a look at the symbols first of all just to make sure we understand what they are. The top one up here is what?**
S: swimming pool.
T: *Schwimmbad, ja*. **This one here?**
S: Eis
T: *Eisbahn, ja.* **This one?**
S: Theater.
T: **Good. This one?**
S: Jugendzentrum
S1: Disko.
T: *Freizeitzentrum*. **That one here?**

S: Cafe
T: *Cafe. Das hier?*
S: Museum.
T: *Und?*
S: Kino
T: *Kino*. **So just write in the numbers beside the correct** [unclear] **That's all you have to do, OK? Listen up.** *Hört zu*. [tape] **OK, so that's the first one.** *Wir können ins Museum gehen* **and there's a one in the box. So next one** [tape] *So das ist Nummer zwei.*
S: What was it?
S1: Eisbahn.
S2: How do you spell that? [laughter]
T: **you don't have to spell anything. All you have to do is write in the number. Here look. Number two.** *Eisbahn*. **Right? Right, cut it out. No need for that. Alright, next one**. [tape] Shhshh. *Das ist Nummer drei. Das ist nummer fünf, ja*. [student makes a noise, laughter] **Are you alright over there,** Danny? **Last one so, listen up.** Shhshh. [tape] *Ok, so. Ich spiele das nochmal.* **I'll play that again.**
S: Is endlich finally?
T: *Endlich* **is finally, yeah.** [tape] *so, alles ist langweilig. Was bedeutet das?* **What's she saying there?**
S: Boring.
T: **Everything is boring. Yeah so**. *Was machen wir? Was können wir machen*? **What can we do?** [tape] *Wir können ins Museum gehen.* **We could go to the?**
S: Museum.
T: **Museum, good**. [tape] **Why does she not want to go to the museum**?
S: Cos it's boring.
T: *Ich mag das Museum nicht?*
S: I don't like it.
T: **I don't like the museum. Good.** [tape] *Und es ist?*
S: Langweilig.
T: **It's boring, yeah**. [tape] **So what's the second one he suggests,** Robert?
S: Ice rink.
T: *ja. Gehen wir dann in die Eisbahn.*
S: She says no it's the summer.
T: **What does she say then? So she doesn't want to go to the ice rink in summer**. *Ja, das mag ich nicht.* **I don't like it. So he makes another suggestion.** Ciara, **what's the third one he suggests**. *Nummer drei.*
S: Schwimmbad.
T: [tape] *Wir können ins Schwimmbad gehen, ja.* **And why does she not want to go there**, Paddy? **Listen up**. [tape]
S: She's just eaten toast.
T: **She's just after eating. Chicken is not** *Schinken.* **What's** *Schinken?*
S: Ham.
T: **Ham, yeah. Chicken is** *Hähnchen.*
S: What's chicken?
T: *Hähnchen. Nummer vier,* Tommy. **What does he suggest then after that?**
S: Leisure centre.
T: **Yeah, leisure centre. Good.** *Wir können ins Freizeitzentrum gehen*. [tape] *Tennis spielen, ja.* [tape] **So, she doesn't want to go there either,** Georgiana, **why?**
S: Cold, because it's too cold.
T: *Es regnet und es ist.*
S: It's raining and it's cold.
T: *OK, gut* [tape] *Gehen wir dann ins Theater,* Brian.
S: Go to the theatre.
T: **Yeah the theatre. She doesn't want to go there either, why?** [tape]
S: Costs too much.
T: *Es kostet zu viel.* **It costs too much, yeah**. [tape] *Man kann ins Kino gehen,* Cathal. **Is the next one, where's that?**
S: Six.
T: **What's the** *Kino?*

S: Theater.
T: **No.**
Ss: The cinema!
T: *Es gibt einen neün Trickfilm.* **There's a new?** *Trickfilm?*
S: Cartoon
T: **Cartoon, yeah? But she doesn't want to go there either,** Dillon. **Why not? Listen up.** [tape] **She doesn't really give a reason. She just says,** *nein danke.* **And the last suggestion then is,** David? **It's?**
S: Cafe
T: *Ins Cafe, ja.* [tape] *Eine gute Idee. Was bedeutet das, eine gute Idee.* **A good?**
S: Idea
T: **Idea, yeah.** *Das ist eine gute Idee.* [tape] *Endlich,* **he says**, *endlich, ja.* **At last.** *So musst ihr Sätze schreiben, ja. Auf Seite zweiundsiebzig, Übung zwei.* **So I want you to write sentences using the same structure as the sentences that were in the listening there. In your workbook.** *So was kann man in* Bremen *machen?* **What can one do in** Bremen**? Now there's four other things given for you there. The first one is Bremen**. **So was kann man in** Bremen **machen**?
S: what page is this?
T: **Seventy two. The first one there, there's a museum and a**?
S: Concert
T: *So man kann ins Museum gehen und man kann?*
S: [unclear]
T: **Well, that one is a concert,** *ins Konzert gehen*, **yeah?**
S: [unclear]
T: *ja.* **In your copy. On a separate page. So one for each of those cities.** Ciara**, do you know what you're doing? Does everybody know what they're doing?** Dave?
S: What page, sir?
T: **Page seventy two** Dave**. The following page. Exercise two. See this here, see the examples**. *So man kann ins Museum gehen und man kann ins Konzert gehen.*
S: Sir, what's a concert.
T: *Konzert.* **It's written up on the top in the yellow box. Now** *ins Museum und? Ins Konzert gehen, OK?*
S: Sir, what's shopping again?
T: **What?**
S: Shopping.
T: **Shopping**? *Einkaufen. Oder Einkaufsbummel. Einkaufsbummel* **is a shopping spree or shopping trip. Now that one? What's wrong with it?**
S: [unclear]
T: [unclear] **You alright** Dave?
S: No. Is that right?
T: **No, why did you put** Bremen **there**?
S: I don't there.
T: **Look, there's the example there with** Bremen. *Man kann ins Museum gehen.* **You need a verb, it goes to the end.**
S1: What's that a pop concert?
T: **Yeah**. *So man kann ins Museum gehen und man kann ins PopKonzert gehen. OK?*
S: Sir, what's like [too much chatting to hear]
T: **You alright,** Grace?
S: I am, yeah.
T: **Are you done? Now, you forgot your verb here**. *Man kann ins Museum gehen und ins Popkonzert gehen.* [lots of chatter] *Was kann man in* Bremen *machen. Man kann ins Museum gehen* [chatter] *OK, dreissig Sekunden noch. OK?*
S: How do you say ice-skating?
T: Huh?
S: How do you say ice-skating?
T: **You don't have to say ice-skating you just say in** *die* **ice rink, yeah?**
S1: Sir, is Jugenzentum a youth centre.
S: Ice-cream?
T: **Ice rink.**

S: How do you say that?
T: *Die Eisbahn.* **It's a youth centre.**
S: sir, what's that one there?
T: *OK, so. Fertig*, Brian.
S: Ja.
T: *Kannst du Nummer eins machen? Was kann man in* Bremen *machen?*
S: Man kann, man kann ins Museum gehen und Popkonzert gehen.
T: *Ja, so man kann ins Museum gehen und man kann ins Popkonzert gehen. OK? Ja, gut.* Sadie, *Nummer zwei.* Kiel.
S: Man kann ins Picknick gehen und Freizeitzentrum.
T: **Now one of the things a couple of people had problem with that. Yeah in German they say we do a picnic so** *man kann? Ein Picknick machen. So man kann ein Picknick machen.*
S: Do you say ins?
T: **Yeah there's no** *ins. Man kann ein Picknick machen und man kann ins Freizeitzentrum gehen. Ja, sehr gut.* Kim, Stuttgart. *Was kann man in* Stuttgart *machen?*
S: man kann in die Eisbahn gehen, ins Jugendzentrum gehen.
T: *Gut, ja. Wie sagt man* **youth centre***? Jugendzentrum. So man kann in die Eisdiele gehen, sorry in die Eisbahn gehen und man kann ins Jugendzentrum gehen. OK? gut.* Cathal, *was kann man in* Genf *machen?*
S: man kann in, in Fastfood Restaurant und ein Einkaufsbummel machen.
T: **Yeah, you forgot the word from the first part**. *Man kann ins Fastfood Restaurant what?*
S: Gehen.
T: *gehen.* **Yeah. One can go into a fastfood restaurant. And** man kann ein Einkaufsbummel?
S: Machen.
T: **again you use** *machen* **with the shopping spree. To do a shopping trip, OK? Alright? Good.** *So Hausaufgaben jetzt. Seite dreiundsiebzig. Seite dreiundsiebzig. Übung vier, ok? Schreib die Sätze richtig.* **So the sentences are just jumbled up. You must put them into the correct order, OK? so again the person that's doing the verb, then the modal verb, whatever the rest of the sentence is and the second verb at the end, OK? so just put them in the right order.** *Und auch fünf A. Übung fünf A.*
S: What page?
T: *Seite dreiundsiebzig. Seite dreiundsiebzig, Nummer vier und Nummer fünf A.* **Listen up. It's a little email and you must fill in the blanks using the words in blue there at the top. It's four and five A and listen up we're not finished yet**. im Arbeitsheft, **in the workbook,** *im Arbeitsheft Übung C*
S: What page.
T: *das ist Seite fünfundfünfzig, Übung c.* **True or False**. *Richtig oder Falsch, OK?* **what are you on report for**, Brian?
S: What?
T: **what are you on report for?**
S: I don't know.
T: **wait for the bell. Listen up. Someone's after leaving a bag behind**, Niamh **is that you**?
S: I'll get it.

Teacher Language Use Classroom Observation Scheme

1. Date: 23·4·202
2. School:
3. Teacher:
4. Year: 5
5. Level:
6. Observation no.: 6
7. Lesson Time: 14.00 – 14.40
8. Lesson Theme: lesen – Drogen

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

quiet work

[lots of noise as students enter]
LA: Can I take Laura and Sarah out? Wenn das OK ist.
T: *Ja, wenn du willst. Du kannst. Du kannst drei haben. Das kannst du auch machen.*
LA: [Laughter] Ne.
T: *Nein. Mit zwei ist es nicht so gut, oder?*
LA: Did you practice the picture stories?
S: Yeah
LA: OK, gut.
T: *Tschüss. Gut, danke. Ciao.*
LA: Tschuess.
T: **So, this is cosy. OK**. *So letzte Woche haben wir über die Drogen gesprochen, na? Und wir hatten, wo ist das jetzt? So haben das gelesen und ein Paar Fragen gemacht und dann haben wirh das als Hausaufgaben gemacht, ja? Leseverständnis. Und wie war das,* Aisling? *War das einfach zu verstehen, oder?*
S: OK
T: **OK just.** *Und die Fragen. Waren die Fragen schwer, oder*?
S: ja.
T: *So ihr habt nur die* **Ordinary level questions** *gemacht, ja? OK. So worum geht die Text? Worum geht das?* **What's it about**?
S: Eine Maedchen mit Drogenproblemen.
T: *Genau. So ein Mädchen, die Drogenprobleme hat, ja. Und*, **anything else** Aisling?
S: Eh
T: **Tell us.** *Du kannst es auf Englisch sagen worum das geht*. **What she's talking about or what problems she has.**
S: She has drug problems, she's trying to [unclear]. She turned to God for help.
T: **Yeah, she basically turned back to the church, to God.** *OK so, wo ist das jetzt. So* [reads] *mit elf Jahren wurde ich zu Hause immer schwieriger, immer schwieriger. Meine Mutter versuchte mir zu helfen.* **So the first line there tells us that she's what?** *Sie wird immer shwieriger?* **She is**?
S: Difficult.
T: **Yeah, she becomes more and more difficult.** *Und meine Mutter versuchte mir zu helfen*. **So my mother tried to help me, OK? So it goes on there, basically to say what problems she has and how she eventually gets out of it. So the questions themselves. Choose a suitable heading from the box for each numbered paragraph. Explain your choice for each.** *Jahrelang süchtig.* **We spoke last week about the word** *Sucht* **and what it meant**. *Was bedütet das, Sucht?*
S: Addiction.
T: **Yeah.** *So jahrelang Züchtig?*
S: A year long addicted.
T: Eh, **not a year long but?**
S: Years.
T: **Yeah. Years long addiction, OK? So which paragraph do you think that would match with?**
S: Zwei
T: *Eins, zwei, drei oder vier?*
S: Zwei
T: *Zwei, ja.* Eh *so Nummer zwei, ja? Dann, man soll jeden Tag feiern. Man soll jeden Tag feiern. Was bedeutet das?*
S: Celebrate every day.
T: **Yeah, one should celebrate every day, yeah.** *Und eins, zwei, drei oder vier?*
S: Vier.
T: *Vier, Paragraf vier, yeah.* Eh, *niemand konnte mich kontrollieren.*
S: No one could control me.
T: **No one could control me, yeah**. *Und das ist Paragraph?*
S: Ein
T: *Eins, ja. Und endlich ein neüs Leben.*
S: Finally a new life.
T: **Yeah, finally a new life.** *Endlich ein neüs Leben.* **Alright.** *Nummer zwei.* **So answer the questions in**

T: **English. What age did the narrator start misbehaving**, Aisling?
S: Eleven.
T: *Ja, mit elf Jahren, mit elf Jahren.* **So at the age of eleven she started misbehaving. How long was she addicted?**
S: She was addicted for five years.
T: **OK, can you tell us where it says that?**
S: Second last line of the second paragraph.
T: **Yeah**. *Ich war schon fünf jahrelang zuchtkrank, ja. Bevor ich began* [unclear] **So five year. What brought about the change in her life,** Aisling?
S: Her faith in god. She went to [unclear] she didn't give him a chance.
T: *OK so dann begann ein Wandel in mir, ja.* **A change began in her**. *Ja, meine glaube, meine glaube an Gott.* **So her belief in God. So what did she do, how did she suddenly turn to God, or? What was the circumstances there?** *In einem miserable Zustand. Suchte ich*
S: in a miserable state
T: Hmm? **Yeah in a miserable?**
S: State
T: **Yeah.** *Suchte ich eine Kirche, in einer Kirche Gott auf.* **So she?**
S: Found god in a church.
T: **Yeah,** *suchen* **is to?**
S: Seek
T: **Yeah, seek, to look for. Yeah. So she looked for God in a church. Yeah. Name three factors which, according to the narrator, can cause suffering.**
S: Poverty, personal beliefs and attitudes, and politics.
T: *OK gut. So Armut* **is the first one, yeah**? **Poverty.** *Politik des Glaubens* **again is your**?
S: beliefs.
T: **Beliefs, yeah. OK und poverty is the other one. Yeah ok. anything else. Did you get anything different?**
S: I just got attitudes.
T: **Yeah**. *Persönliche Einstellungen. OK. Gut*. [unclear] **corresponds to each sentence below. So that was exactly what I wanted.**
S: Das war genau, das was ich wollte.
T: **Yeah. I wasn't prepared to see what she saw in me,** Aisling?
S: Ich war aber nicht vorbereitet zu sehen was sie in mir sah.
T: *Ja, das ist genau richtig, ja. Und C*
S: Heute sehe ich das mit anderen Augen.
T: *Ja, alle richtig, OK gut. Und D?*
S: [unclear]
T: *ja, OK.* **Last part so. Match the sentence that reflects the contents of the text**. *So Nummer eins, ich wurde zum Jugenamt geschickt.*
S: Weil mein Benehmen so unkooperativ war.
T: *Ja, und was bedeutet das auf Englisch? So ich wurde zum Jugendamt geschickt*,
S: I was difficult.
T: *Nein, Jugendamt? Was bedeutet Jugendamt? Was ist Jugend?*
S: youths
T: **Yeah it's like the youth office. I think it gives the word for it there. Youth welfare office, yeah**. *Ich wurde zum Jugendamt geschickt, weil mein Benehmen so unkooperativ war. Benehmen?*
S: Behaviour.
T: **What's** *Benehmen***? Say it again**
S: Behaviour
T: **Yeah. Behaviour**. *Ja, gut. Nummer zwei. Obwohl ich gegen meine Mutter war?*
S: Hatte sie immer Vertrauen in mich.
T: *Gut, ja.* **So although** *ich gegen meine Mutter war, was bedeutet gegen?* **Our prepositions, can you remember?** *Nein?*
S: Nein
T: **Against, yeah. So although I was against my mother,** *hatte sie immer vertraün in mich.*
S: She had faith in me

T: **Yeah, she always had trust or faith in me.** *Ja, gut. Nummer drei ich war sehr eigenwillig.*
S: und hatte keine Ruecksicht auf andere.
T: *und hatte keine Rücksicht auf andere. Ja. Keine Rücksicht auf andere. So das auf Englisch.*
S: I was very [unclear]
T: **yeah.**
S: And I had no consideration for other people.
T: **yeah. Exactly.** *Eigenwillig.* **Is it weak willed?**
S: Single minded
T: **Single minded, does that make sense?**
S: Yeah
T: **It says self-willed here but that doesn't make sense either, does it?** *Eigenwillig.* **The last one**, *egal wie krank man ist*
S: Man kann wieder gesund werden.
T: *ja. Was bedeutet egal?*
S: It doesn't matter.
T: **Yeah, so it doesn't matter how sick you are.** *Egal wir krank man ist, kann man auch wieder gesund werden.* **So regardless of or it doesn't matter how sick you are, you can become healthy again, yeah.** *OK, gut. OK. Können wir jetzt die* Higher level *Fragen machen? Beantworten Sie die folgenden Fragen auf Deutsch. So was bedüten die Fragen erstmal? Wie wurde die Erzählerin bestraft als sie klein war?*
S: How was she when she was small?
T: *Ja, bestrafen* **is to? Is to punish, yeah?** *So wie wurde sie bestraft als sie klein war?* **How was she punished when she was small, yeah?** *Geben Sie zwei beispiele.* **So give two examples. Anything you can spot there.**
S: Kein Fernsehen heute Abend.
T: Hmm?
S: Kein Fernsehen heute Abend.
T: *Ja.*
S: Und kein Besuch [unclear]
T: *Gut, ja. Und?*
S: Muss sie zu Hause blieben.
T: *Ja, ich musste zu Hause bleiben, während die anderen Kinder spielten. Gut.*
S: Sie durfte nicht fernsehen.
T: *Ja, OK.* **So how are we going to put that into a sentence. If we want to put that into a sentence in German to answer that question? How would you go about doing that?** *Wie wurde die Erzählerin bestraft, als sie klein war?* **How would you start off?**
S: Sie wurde bestraft zum Beispiel.
T: *Ja.* **Ask yourself how you would answer it in simple English first of all.** Ruth.
S: [unclear]
T: **Yeah, so she had to stay at home. How do you say that? You're talking in the imperfect tense**. *Sie?*
S: Musste.
T: **You could say** *sie* **or you could start off saying,** *die Erzählering, ja, musste zu Hause bleiben. Was noch?* **What else? Now the other one there the** *kein Fernseher heute Abend,* **that's in inverted commas so that speech basically, yeah? So you just want to take it out of speech and just put It into your sentence. How would you go about doing that?**
S: Sle sehe keine fern.
T: **Yeah, how do you say she wasn't allowed watch TV?**
S: Sie durfte nicht.
T: *Sehr gut, ja. Sie durfte,* **how do you say no TV?**
S: Kein fernsehen.
T: *Sie durfte kein Fernsehen. Und es gibt noch was. Keine Besucher von Freunden zu Hause.* **Again if you take that out of the direct speech and try and use it, use the information in it in your answer.**
S: Sie hat keine Besucher.
T: **How would you say, she wasn't allowed have friends at home, she wasn't allowed visits, and?**
S: Sie durfte nicht Besucher und Freunde zu Hause.
T: *Ja, so sie durfte keine Besuche von Freunden,* **now because it's a modal verb we need another verb at the end, yeah. What verb would you put there at the end? Does that count as a verb for this?**

R: You'd have to have nicht instead of kein.
T: **Instead of** *kein. So sie durfte nicht fernsehen* **but that as a noun.**
R: Sie durfte keinen Fernseher sehen.
T: **Doesn't sound right**. *Sie durfte nicht fernsehen.*
R: That's what I'd say anyway.
T: *Sie durfte nicht,* **small f, like that?**
R: Yeah, is it?
T: I **don't know. You're the professor. So for this one? She wasn't allowed have visits from friends.** *Sie durfte keine Besuche von Freunden*? **So you're negative is already there so no visits. So all we need is a verb. She wasn't allowed have.**
S: Hat
T: **Yeah. In the infinitive?**
S: habt
T: *Haben, ja? So die Erzählerin musste zu Hause bleiben, sie durfte nicht fernsehen und sie durfte keine Besuche von Freunden haben, OK?* **That make sense?**
S: Ya
T: **yeah.** *OK Nummer B, wie lange war die Erzähler süchtig? Das ist ein Bisschen einfacher. Wir haben das schon mal auf Englisch gemacht. Wie machen wir das jetzt auf Deutsch? Wie lange war sie süchtig?*
S: Sie war suchtkrank schon fuenf Jahren.
T: **Yeah, small bit of rearranging to do. How would you do it just with your word order?**
S: Sie war schon fuenf Jahre suchtkrank.
T: **Yeah, exactly. Yeah. OK? So again you could say** *die Erzählerin* **or** *sie war fünf jahrelang suchtkrank.* **Or the words that was in the question again? Try and use the words that are in the question if you can. You don't have to but** *süchtig* **is the other word they give there for addicted, yeah. OK can you try the other two yourselves so.** *Was passierte der Erzählerin als sie Gott aufsuchte? Passieren* **is to what?**
S: Happen.
T: **What?**
S: Like what happened.
T: **Yeah. So what happened to the narrator** *als sie Gott aufsuchte? Laut der Erzählerin, was muss man machen um jeden Tag zu feiern? So laut?*
S: According to.
T: **According to. According to, yeah. According to the narrator, what should one do in order to celebrate every day? Yeah. So have a go at those two and we'll correct them together**. *Dann korrigieren wir die dann zusammen.*
S: I couldn't get the end of it
T: **a bit of weird question really, isn't it?**
S: Because it doesn't say anything specific
T: **It doesn't tell you where. Did you get an answer to the last one?**
S: I didn't.
T: **yeah, it's tricky isn't it?**
S: Yeah, I didn't really understand. [unclear]
T: **OK. right now, eh this one?**
S: I don't know
T: *So schaün. Was bedeutet schaün.*
S: What?
T: *Wo ist das? Ich schaü nicht zurück sondern nach vorne. So schaün is?*
S: I don't know
T: **To look or to eh to look I suppose. So if you're using** *man muss* [unclear] *so man muss nicht nach unten, nicht zurück sondern nur nach vorne schaün.* **You see? Yeah**. *Fertig?*
S: [unclear]
T: **Yeah, OK. Now** eh. *Frage C ist ziemlich kompliziert, nicht kompliziert aber es steht nicht genau im Text was ihr passiert ist, oder*? **It doesn't really say what happened her. It just says how or where she found God. So it's a kind of tricky one to answer but the next one, D**. *Laut der Erzählerin was muss man machen um jeden Tag zu feiern?* **So what must one do** um *jeden Tag zu feiern?* **So** Aisling. **Start that one off.**
S: Man muss nicht nach unten, nicht zurueck sondern nur nach vorne schauen.

T: **yeah, so in the text it says** *schaut nicht nach unten, nicht zurück nut nach vorne*. **So don't look?**
S: Back
T: *Unten?*
S: Oh down
T: *Schaut nicht zurück?*
S: Don't look back
T: *Zurück* ahah. *Und? Nicht nach vorne.*
S: Ahead.
T: **Yeah don't look ahead. So what are they basically saying there. Don't look down, don't look back, don't look ahead?**
S: Live for the moment.
T: **Yeah, live for the moment, live for the day. Yeah. Now if you want to take that little piece that they said there and put it into your own answer, so** *muss*, **you'll have to take out the** *schaut* **part and put it into the infinitive and put it to the?**
S: End
T: **End, yeah. So what would it be,** Aisling? *Man muss*?
S: Nicht unten, nicht zurueck sondern nach nur nach vorne schauen.
T: **Yeah. What's the rest of it?** *Nicht unten, nicht zurück*
S: Sondern nur nach
T: Oh *sondern nur nach vorne.* **What does** *sondern* **mean? I thought it was** *auch nicht nach vorne. So nach vorne schaün. Sondern* **means**? *So nicht unten, nicht zurück sondern nur nach vorne,* **yeah. Only look ahead or forwards, yeah. OK. And** *schaün* **at the end then**. *Schaün*. **Alright**? *Gibt's Fragen?* **Any questions about those? OK. The next ones then** *sind auf Englisch, ja*? **What belief about adults did the narrator have as a child?** *So das ist Paragraf eins*. **What beliefs did she have about adults.** *Wie sagt man* **adults** *auf Deutsch?*
S: Eltern
T: *Ja, Eltern sind* **parents, yeah? Adults?**
S: Erwasch
T: Hmm? *Ja. Erwachsene, ja.* **So what is her opinion about adults or what does she say that adults?**
S: That they all lie.
T: *Ja, dass alle Erwachsene immer nur logen, ja?* **Alright. So will you write that down for the first one. So she believed that adults just lied all the time, yeah. Eh B. How** [unclear] **again a repeat of the question we've done already. C, how did her mother encourage her?** *Das ist Zeile zwei.*
S: She told her [unclear]
T: **Yeah**, *mit meinen Talenten sei doch alles möglich.* **So she told her that with her talents, anything was possible, she could do anything she wanted to. OK. D. How does the narrator feel one can best develop courage?**
S: What's courage?
T: *Mut.*
S: To find a friend.
T: *Wenn Suchtkranke Mut haben, können sie gegen ihre inneres Schweigen kämpfen. Was bedeutet das? Kämpfen* **is what?** *Kämpfen* **is to fight or to struggle. So she is fighting against what?** *Mein Kampf,* **have you heard of** *Mein Kampf?* **Should I mention** *Mein Kampf*. **Any, neither of you do history no?** *Mein Kampf* **was** Hitler's **biography basically that he wrote before he came to power and all the Germans were forced, pretty much forced to read it. It basically means my struggle, yeah.** *So kämpfen* **is to fight or to struggle so what are** *Suchtkranke* **fighting against in order to have courage, they must fight against their** *inneres Schweigen*.
S: Their inner silence.
T: **Yeah, their inner silence. Does that make sense? To fight against your inner silence in order to have courage? Does it no?**
S: Then a few sentences down it says, man braucht nur einen Freund. Dieser Freund befindet sich in dir.
T: **Yeah I suppose, is that linked back to the courage?**
S: Yeah
T: *Ja, man braucht nur einen Freund. Dieser Freund befindet sich in dir*. **That makes more sense than fighting against the silence, does it? Man only, one only needs one friend and that friend you find in yourself. Yeah, OK.** *Gut letzte Frage.* **The text underlines the importance of compassion. Three**

examples of people in this text who need compassion. And explain why.
S: The mother.
T: **OK, yeah. Explain why.**
S: Because she was trying to control her daughter.
T: **Right.**
S: And she just couldn't control her.
T: **Yeah**. Ehm, **anybody else who deserve compassion, or who needs compassion?**
S: The person who's addicted.
T: **Yeah, so the drug addicts themselves need compassion, yeah. And anyone else?**
S: [unclear]
T: **In paragraph four there it says, it kind of expands a bit on the** *viele Menschen leiden täglich*. **So lots of people suffer daily.** *Wegen ihrer persönlichen Einstellungen, ihrer Politik, ihres Glaubens, oder leiden unter Armut*. **Yeah, so** ehm **lots of people**. *Was bedeutet leiden?*
S: Suffer.
T: **Suffer, yeah. So they suffer from, or they suffer because of their**
S: Poverty.
T: **Yeah poverty's one. They suffer because of** *ihre Politik.*
S: Personal beliefs.
T: **Yeah well their politics. And** *ihre Glaubens.*
S: Beliefs
T: **Their beliefs yeah or their ideals,** *und ihre persönlichen Einstellungen.* **Their personal?**
S: Attitudes.
T: **Yeah. OK? so they're probably the people that they're talking about there, OK? a bit of a wishy-washy old text, isn't it?**
S: yeah
T: **yeah**. *Finden Sie die passende Synonym für das angegebene Wort, OK?* **so what's a synonym? A synonym is a?**
S: Word that means the same thing.
T: **yeah,** *so sich benehmen?*
S: Behave
T: **Yeah.** *So randalieren, reagieren, verhalten, tyrannisieren.*
S: Verhalten
T: Huh?
S: Verhalten.
T: **Very good yeah.** *Verhalten*. **Ok to behave. What about the other words there?** *Randalieren?*
S: Riot, riot or something.
T: *Keine Ahnung. Was ist randalieren?*
R: I think rioting.
T: **Is that what you said?** *Reagieren?*
S: Respond.
T: **Yeah, respond or react yeah.** *Tyrannisieren?*
S: Tyranny.
T: **Tyrannise, is there such a word as tyrannise? To?**
S: Bully.
T: **Yeah. Along those lines. How do you say to tyrannise? No.** [unclear] **Talent?**
S: Skills
T: **yeah same as English basically. Talent.**
S: [unclear]
T: *Nein.*
S: Begabung
T: *Ja, Begabung. Begabung* **is like a gift. Yeah so a gift or talent. And the other words then. A** *Geschenk* **is a?**
S: Present
T: **A present, yeah**. *Geschmack*?
S: Taste
T: **Yeah.** *Und Genuss*?

S: Enjoyment
T: **Enjoyment, yeah. Enjoyment OK**. *Verhalten?* **It's already there in the first one. This time it's the noun, yeah.** *Verhalten. Verhältnis, Begeisterung, Benehmung, Haltung*
S: Benehmung
T: *Benehmung.*
S: Is it not just the same thing?
T: **Yeah**. *Verhältnis?*
S: Ratio?
T: **Ratio?** *Verhältnis.* **I thought you said ratio. That's not to do with a** *Beziehung. Verhältnis* **is like a relationship between people.** [bell] *Begeisterung?*
S: Enthusiasm.
T: **Yeah**. *Benehmung*
S: Behaviour.
T: *Und Haltung*?
S: Attitude.
T: **Yeah. Now I don't know which one is the best there. I presume it would be** *Benehmung,* **yeah. Would be the best fit. OK the last one so.** *Setzen Sie unten das richtige Pronomen ein*. **What's a pronoun? Anybody any idea what's a pronoun?** [unclear] **a pronoun is me, you, him, her, we, ye, they, yeah? So what could you put there instead of** *meine Mutter?*
S: Sie
T: **Yeah.** *Sie versuchte mich mit Sanktionen zu stoppen. B, ich musste zu Hause bleiben*. **So instead of** *die anderen Kinder* **what would you put in there?**

S: They, sie
T: **yeah**. *Viele Menschen leiden täglich?*
S: Sie
T: *Ja. Und also sage ich den Leuten?*
S: Sie
T: **This one is slightly different because you're saying to them. So you need they in the dative.** [interruption] *Denen, ja?* [language assistant returns]
LA: Hallo. [noise]
T: *Was habt ihr mit* Christine *gemacht?*
S: the picture stories.
T: *Und wie geht das?* **How's it going?**
S: Grand
T: **Are you doing the same one since?**
S: The second one.
T: *Und worum geht das?* **What's it about?**
S: [unclear]
T: *OK was passiert?*
S: Sorry?
T: *Was passiert?*
S: I'll just get my copy. Ein Schueler aus Irland macht Urlaub. Wir wollen Skifahren. Ein Bus auf die [unclear] auf dem Flughafen in Salzburg.
T: *OK*
S: Um sie zum Hotel zu bringen. Die Schueler [unclear] alle Schueler sind gefaehrlich und bestaunen die schneebedeckten Berge.
T: **Say again?**
S: Eh
T: *Alle Schüler sind freundlich, Fröhlich?*
S: Froehlich und bestaunen [unclear]
T: *Bestaunen*, **is it?**
S: B E S T A U N E N
T: **OK**.
S: Die Schneebedeckten Berge.
T: *OK, ja. Was bedeutet das? Die schneebedeckten Berge?*

S: The snow-covered hills.
T: **So they are in awe of the snow-covered hills is what you're saying, yeah?** *OK. willst du weiter machen? Kannst du weiter machen, bitte?*
S: Am Nachmittag auskommen die Schueler im [unclear]Die Schueler steigen aus dem Bus aus. Sie nehmen ihr Gepaeck und ihre Ski, ski.
T: **Yeah.**
S: Und sie gehen ins Hotel. Das Hotel seht orig aus.
T: *Wie?*
S: Orig. Sieht org. O R E G
T: Oreg. O-R-E-G
S: Aus, ja. Das Hotel sieht oreg aus.
T: **OK I never heard of it.**
S: [unclear]
T: Oreg?
S: Yeah, well Christine gave it to us anyway.
T: *OK, weiter machen. Das war es.*
S: She's going to look it up. Maybe I just spelt it wrong.
T: **Are you sure took that one down right?**
S: Sir, ich habe keine Heft.
T: *Und?*
S: Ich habe ein Bild. Eins und vier aber ich habe die
T: *Hast du nicht gemacht oder du hast kein Heft mit?*
S: Ich habe kein Heft mit.
T: *Aber du hast es gemacht?*
S: Ja.
T: *OK, wir machen das zusammen jetzt,* die Ordinary level questions, *nochmal.*
S: Aber ich finde [unclear] schoen.
T: *Was findest du schön?*
S: [unclear]
T: *Nummer eins? Ok. Jahrelang süchtig. Was bedeutet süchtig. Das hatten wir letzte Woche, ja? Süchtig is?*
S: It's addiction.
T: **Yeah or addicted.** *So Jahrelang süchtig* **is?**
S: Sorry?
S2: Yeah long addiction.
T: **Yeah, not one year long but** *jahrelang.* **Addicted for years so** *jahrelang süchtig* **is addicted for years. So which paragraph would be good.**

C014

Teacher Language Use Classroom Observation Scheme

1. Date: 23.4.2012
2. School:
3. Teacher:
4. Year: 5
5. Level: mixed
6. Observation no.: 7
7: Lesson Time: 14.40 – 15.20
8. Lesson Theme: Les verdeler

Eng

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

T: *Man soll jeden Tag feiern. Man soll jeden Tag feiern. Was bedeutet feiern? Feiern* **is to?**
S: Sorry?
T: *Was bedeutet feiern?*
S: I just put before because they were talking about every day.
T: **Ok, yeah but I'm asking you** *was bedeutet feiern*. **No idea**? Sarah.
S: Afraid.
T: *Nein. Man feiert Weihnachten. Man feiert Geburtstag. Man feiert.*
S: Celebrate.
T: **Yes. Celebrate.** *So man soll jeden Tag feiern*. **One should?**
S: Celebrate
T: **Celebrate every day, yeah.** *So das ist ja Nummer vier, ja. Niemand konnte mich kontrollieren.*
S: No one could control me.
T: **Yeah, nobody could control me yeah.**
S: Eins.
T: *Eins, ja. Gut. Und endlich ein neüs Leben.*
S: Ending a new life.
T: *Endlich? Was bedeutet?*
S: Finally
T: **Finally, yeah. So finally a new life.** *Und das ist?*
S: Sir, I didn't understand it.
T: **So you couldn't understand any of those sentences there? Did you look them up?**
S: I didn't want to use google translate.
T: **Yeah, I don't want you to use google translate but you can use a dictionary or an online dictionary. Did you not do that?**
S: No
T: **Did you look up some of the words?**
S: I downloaded a dictionary last night. [unclear]
T: **You have dictionaries at home, do you not?**
S: Yeah
T: **so why didn't you just use dictionaries?**
S: I did.
T: **And why didn't you use it?**
S: I don't know.
T: **Come on,** Sarah. **It's not like you. Look them up. Look the words up if you can't understand them, yeah. OK?**
S: Yeah
T: **Number two so, why does the writer start misbehaving?** *Paragraf eins?* [unclear] **How long is she addicted,** Laura?
S: Fuenf Jahre.
T: *Ja, gut. Fünfjahrelang süchtig.* **Five years. What brought about a change in her life.**
S: Ihre Familie. Her family.
T: *Ihre Familie, ja. Und*
S: Und
T: **Something else happened to her that kind of changed her life.**
S: I just wrote her family.
T: **OK if you look down to the middle of paragraph three there.** *Dann begann ein Wandel in mir. Mein Glaube an Gott.*
S: In einem miserablen.
T: *Ja, in einem miserablen Zustand. Suchte ich in einer Kirche Gott auf.* **So what?**
S: Religion.
T: *Ja, Gott?* **Who's** *Gott?*
S: God.
T: *Ja, so mein Glaube an Gott?*
S: Her belief in God.
T: *Ja, OK und D,* Laura.
S: [unclear] chance to live, no? I don't know.

T: **Two things that can cause suffering? People's,** *ihre Politik?*
S: Politics
T: *Ja. Armut, ist?*
S: Poor
T: **Poverty, yeah. Und see what it says there**. *Glaubens. Ihres Glaubens.*
S: Beliefs
T: **Yeah. Their beliefs. So their beliefs, their politics, their poverty can all cause suffering, yeah. OK. next part, in the text mark sentences which correspond to the English. That was exactly what I wanted, paragraph one.**
S: Das war genau was ich wollte.
T: *Ja, genau ja. Gut. D*, Laura. **I wasn't prepared to see what she saw in me.**
S: Ich war aber nicht bereit zu sehen was sie in mir sah.
T: *Ja, gut. Ja und C,* Sarah.
S: [unclear] the third one
T: **I see things differently.** *Nein?* **What's the word for today?** *Wie sagt man today auf Deutsch?*
S: I can't remember.
T: **Is your brain gone?**
S: hmm?
T: **Is your brain gone?**
S: I don't know
T: Laura.
S: Sorry?
T: **Today.**
S: I can't find it at all.
T: **Today?**
S: Tag, no? It's an attempt.
T: **Good effort but.** *Heute. Heute* **is today. So can you find** *heute* **anywhere in that paragraph?**
S: Heute sehe ich
T: *Ja, heute sehe ich das mit anderen Augen, ja.* **So today I see things or see that with different eyes. See things with different. D every day is a gift to each one of us.**
S: Jeden Tag ist ein Geschenk an uns alle.
T: *Genau, ja. Gut*. [unclear] *ich wurde zum Jugendamt geschickt*. Sarah, **which one does that match with?**
S: C.
T: *ja, weil mein Benehmen so unkooperativ war.* **So what does that all mean?** *Was bedeutet das alles auf Englisch? Ich wurde zum Jugendamt geschickt.*
S: Cherish life or something
T: **Hmm?**
S: Is that present or?
T: *Nein, geschickt* **is sent. So I was sent to the** *Jugendamt*?
S: Youth welfare office.
T: *Ja. Weil mein Benehmen so unkooperativ war.*
S: She was uncooperative
T: **Because her** *Benehmen?* **Her? Behaviour. Yeah. So uncooperative, yeah.** *Obwohl ich gegen meine Mutter war*
S: Hatte sie immer Vertrauen in mich.
T: *Gut. Was bedeutet das,* Laura, *auf Englisch?*
S: Although my mother was.
T: *So obwohl ich gegen meine Mutter war.* **Although I was**. *Was bedeutet gegen? So das hatten wir, wenn wir präpositionen gemacht haben. Gegen. Gestern hat* Tipperary *gegen* Cork *gespielt.*
S: Lost
T: *Nein.*
S: Oh they played.
T: *gegen.*
S: I'll look it up. Against.
T: **Yes**.

S: Oh.
T: *So obwohl ich gegen meine Mutter war.*
S: Although I was against my mother
T: **yeah.** *Hatte sie immer Vertraün in mich.*
S: She saw
S1: Believed in me
T: **Yeah she always believed or had faith in me, yeah good. Alright the next one** Sarah. *Nummer drei, ich war sehr eigenwillig.*
S: B
T: *ja, und nahm keine Rücksicht auf andere. Auf Englisch?*
S: I was very self willed
T: **yeah, self willed is what it says another word for it, what did we say? Wilful like headstrong, stubborn. Say it again, stubborn.** *Ich war sehr eignenwillig und nahm keine Rücksicht auf andere.*
S: I just can't think at all
S1: Consideration
T: **yeah, I didn't have any consideration to others. Ok. and the last one.** *Egal wie krank man ist?*
S: kann man auch wieder gesund werden.
T: *Sehr gut.* **Yeah so regardless of how sick one is, one go on.**
S: No you can finish it, it's grand.
T: **go on.** *Man kann immer, man kann auch wieder gesund werden.* **One can always**
S: again
T: **Yeah. Be or become** *gesund*? **Come on**. *Was ist die Gesundheit? Was bedütet das?*
S: Excuse me. [laughter]
T: **Yeah.**
S: Entschuldigung.
T: *Gesundheit.* **You do say it, if somebody sneezes you say** *Gesundheit*. **Yeah, but what does it actually mean, literally?**
S: Bless you
T: **No, it doesn't mean bless you.** *Gesundheit. Gesundheit* **means health, yeah? So if** *gesundheit* **is health, what do you think** *gesund* **might be?**
S: Someone sneezes and you say health?
T: **It makes just as much sense as saying bless you. That doesn't make sense either.**
S: [unclear] saying bless you so that if you sneeze you won't catch the plague or something. You say bless you.
T: **So if you say good health to somebody, it's the same thing.**
S: Yeah but you just say health. You don't say good health. You don't say gute gesundheit. You just say, health.
T: **OK, we are getting off the point. If** *Gesundheit* **is health, what's** *gesund***?**
S: healthy
T: *Ja, so man kann auch wieder Gesund werden.* **One can?**
S: Always have their health?
T: **Or be healthy again, OK? Yeah. How did ye find those questions?**
S: They were grand.
T: **Grand?**
S: Yeah, grand. They were fine.
T: **A minimum of effort was put into them I'd say, was there?**
S: Yeah [unclear]
T: **Yeah. How did you find the text?**
S: It wasn't as hard as the ones you normally give us but it was still hard.
T: **OK. Not too bad to understand?**
S: No
T: **But**
S: Still some of the words were [unclear] I actually got on great with that. German's great but.
T: **Yeah but that's just the way it is, unfortunately. This time next year there won't be any buts. Let's go to the higher level questions so.** *Wie wurde die Erzählerin bestraft?* **We'll just do it together so. Ourselves.** *Wie wurde die Erzählerin bestraft als sie klein war? So was bedeutet das erstmal?* **What does**

the question mean, before we start to answer it we must figure out what they are talking about.
S: What the narrator did?
T: **So it was**, *wir wurde sie bestraft. Strafen* **or** *bestrafen* **is to punish. OK so how was she punished** *als sie klein war*. **When she was?**
S: Small
T: *Ja. Ok so geben sie zwei Beispiele.* **Give two examples.**
S: She was sent to the welfare office.
T: **Yeah, that kind of came afterwards. So that was when she kind of went out of control completely but before that her mother tried to discipline her or punish her. How?**
S: No TV
S1: She has to stay in the house.
T: *Ja, so kein Fernsehen.*
S: Keine Besuche con Freunden.
T: *Ja, keine Busuche von Freunden.* **And the first thing you said.**
S: She had to stay in the house.
T: **Yeah so there was three things mentioned there so. How would you put that into a sentence auf** *Deutsch? Wie wurde sie bestraft?*
S: Sie war
T: **So let's just say that she had to stay at home, she wasn't allowed watch TV and she wasn't allowed have visitors. Or visits from friends.**
S: Sie hat kein Fernsehen.
T: **Now what tense are we using here?**
S: Past
T: **Yeah which past tense? The?**
S: Imperfect
T: **Yeah the imperfect yeah. So she had to stay at home.**
S: She hat zu Hause bleibt.
T: **Yeah don't use have to. How else do you say in English had to do something?**
S: Must
T: **yeah** *müssen* **is better, yeah**. *So sie?*
S: Musst zu Hause gebliebt.
T: **Now, you're getting mixed up with, you've already put in your past tense. That's what you said when you said** *mussten, ja?*
S: Oh Yeah. I get it now.
T: *so sie,* **if you were doing this in the present tense you'd say,** *sie muss zu Hause bleiben*. **She has to stay at home. If you want to put it into the imperfect, you just say, what do you do?**
S: T-E
T: *Gut, sie musste zu Hause bleiben. So sie musste zu Hause bleiben.* **OK so that our first one,** *bleiben.* **Now the second one is she wasn't allowed to watch TV. So to be allowed to do something is?**
S: Duerfen?
T: **Yeah, now again put that into the imperfect.**
S: Sie durfte.
T: **Excellent, yeah.**
S: nicht kein fersehen,
T: *So sie durfte.* **Which did we say this was earlier?** *Kein* **or** *nicht*?
S: Nicht
T: *Sie durfte nicht fernsehen, ja. Sehr gut.* **And the last thing then was, she was not allowed have visits from friends. Laura, can you try that one?**
S: [unclear]
T: **Well, there's only two of you there. There's not that many people I can ask, yeah.**
S: Sie how do you say it though?
T: **So you can use this again, she's not allowed have visits from friends, let's say.**
S: Sie durfe nicht
T: *Sie durfte, ja.*
S: Nicht Freunde besuchen.
T: **Eh**

S: Besuche von Freunden.
T: **Yeah so use, try and use as much as what's in the text as you can.** *So sie durfte keine Besuche von.* **What**?

S: OK yeah
T: *Von*
S: Freunden
T: **Now we need a verb at the end of the sentence. If you're using the modal then you need another verb at the end. So she wasn't allowed to have any friends?**
S: Have
T: **To visit.** *Hab*
S: Habt
T: **No**
S: haben.
T: **Yeah it's in the infinitive. It stays in the infinitive. What's the infinitive of a verb?**
S: It's the proper word.
T: **Yeah, it's like the original, original form of the verb. It's the kind of word that you see if you look it up in the dictionary. What you see is the infinitive. OK?** *OK so sie musste zu Hause bleiben. Sie durfte nicht fernsehen. Sie durfte keine Besuche von Freunden haben.* **OK? That alright? So again when you're answering these questions, try and, try and process it in your brain first of all, what you actually want to and just try and simplify. Keep it as simple as possible. Alright?** *Nummer zwei. Wo sind wir jetzt? Wie lange war die Erzählerin süchtig? Ok das ist ein Bisschen einfacher. So.*
S: How long was she addicted.
T: *Ja, wie sagt man das auf Deutsch?*
S: Die, would you say the narrator or?
T: **Either or, it doesn't really matter. You can start off with** *die Erzählerin war?*
S: Die Erzaehlerin war.
T: *War, ja*
S: Schon fuenfjahrelang suechtig.
T: **Yeah. So I wouldn't really use** *schon* **in there. I'd take that out.**
S: OK.
T: **But the rest is fine**. *So sie war?*
S: Sie war fuenfjahrelang suchtkrank.
T: **yeah or what's the other word for** *suchtkrank***? Is? The word is in the actual question?**
S: Oh suechtig.
T: *Süchtig* **yeah. So sometimes it might be an idea just to use the words in the question. Just so it doesn't look like you're robbing the whole thing from the text, yeah. OK so kind of changing it around. Now C is kind of a random question so I don't know.**

S: Don't ask me.
T: **The question asks** *was passierte die Erzählerin als sie Gott aufsucht. Was bedütet das, als sie Gott aufsuchte.*
S: [unclear] her belief in God.
T: *Was passierte? Was ist passiert?* **What does that mean?**
S: What is it about?
T: **No what happened.** *So was passierte*
S: What happened the narrator.
T: **What happened the narrator.** *Als sie Gott aufsuchte.*
S: Searched for.
T: **Same as** *suchte, oder?* **But it doesn't really say in the text what happened to her, it just says that she found God. So there's no real answer that I can see in the text.**
S: Sir, kann ich auf Toilette gehen?
T: *Kannst du warten? Es gibt nur noch fünfzehn Minuten.*
S: [unclear]
T: **Go on so. So** Sarah**, you're on your own.**
S: that's not fair.

T: **Nearly done now. Part D**, *was muss man machen um jeden Tag zu feiern?* **So according to the narrator**
S: What must one do to celebrate every day.
T: **Yeah.**
S: [unclear]
T: **That's your answer but what does the text actually say?**
S: In welcher [unclear]
T: **Yeah it's both that bit. So she kind of gives advice.** *Also sage ich den Leuten.* **So I say to people**
S: Schaut nicht nach unten, nicht zurueck sondern nur nach vorne.
T: *Gut so was bedeutet das? Schaut nicht unten. So schaün* ***is to?***
S: See
T: **Yeah or to look**. *Ja, so schaut nicht nach unten.* **Don't look?**
S: Down.
T: *Schaut nicht zurück.*
S: Don't look back.
T: *Sondern nur nach vorne.* **Just look?**
S: Forward
T: **Forward. Or ahead. Yeah good. So how would you put that into a sentence then?** *Was muss man machen? So man muss*
S: Man muss
T: *Ja*
S: schaut
T: **Now,** *schaut* **is your verb OK?** *schaün* **is your verb but you're using the modal verb muss so what must you do with** *schaün?*
S: Put it to the end.
T: **Yeah in the? The word that I just asked you two seconds ago what it meant? Two minutes ago?**
S: Passt
T: **No. The original form of the verb?**
S: Infinitive
T: **Yeah so you put the verb** *schaün* **at the end in the infinitive.** *So man muss?*
S: NIcht
T: **yeah**
S: Nach unten schauen.
T: *Ja, man muss nicht nach unten schaün, nicht zurück, sondern nur nach vorne schaün.OK?* **Does that make sense?**
S: Yeah
T: **Good. Now part two there, a lot of questions are similar to the ordinary level ones so we're just going through them quickly. Two A what belief about adults did the narrator have as a child?** *Wie sagt man* **adults?** *Auf deutsch?* **What's the word for adults?**
S: We never had it? Did we have that before?
T: **Ye probably had, I'd say, yeah. It's in the first paragraph there in the middle of the paragraph.** *Er?*
S: Er what?
T: *Erwachsene.* **Did you ever see that before? No? Really. I believe you, I'm just wondering. So what does she think or believe about all adults.**
S: They lie
T: *Ja, alle Erwachsene immer nur logen, ja.* **Liars, yeah. How was she punished for her misbehaviour? So we kind of spoke about that already. Yeah. How did her mother encourage her? Laura. Paragraph two. How did her mother encourage her?** *Meine Mutter erzählte mir immer,* **so my mother always told me.** *Was?*
S: [unclear]
T: *ja so spät, ja.* **It's not too late**. *Mit meinen Talenten seien mir alles möglich.*
S: With her talent she could go far.
T: **Yeah with her talents anything is** *möglich?*
S: Possible
T: **yeah, OK. D how does the narrator feel one can best develop courage?** Laura.
S: Not looking down and back.

T: **yeah I suppose you could say that. There's a little bit, piece before that though. It talks about Mut which is courage, yeah.** *Wenn Suchtkranke Mut haben, können sie gegen ihr inneres Schweigen Kämpfen. Sie sollten es wissen man kann Mut entwickeln.* **So you can, you should know that** *Mut* **or courage can be developed. Yeah.** *Man braucht nur einen Freund und dieser Freund befindet sich in einem selbst. So brauchen* **is to**?
S: find
T: *Nein.*
S: I'm trying to think now. It's break.
T: **No.** *Brauchen* **is to need, yeah.** *So man braucht nur einen Freunden.*
S: You need your friends.
T: **Yeah one only needs** *einen Freund.*
S: One
T: **You only need one friend. Who is that friend?** *Dieser Freund befindet sich in einem selbst.*
S: In youself
T: **Yeah. OK so you only need one friend and that friend can be found in yourself. OK? so that's basically how you get, how you develop courage, yeah. By finding the friend within yourself. OK? the text underlines the importance of compassion. Select three examples of people in this text who need compassion. Last paragraph.**
S: People in [unclear] like the person that's addicted.
T: **Yeah it mentions, the text mentions people in specific. You could say in general people who are addicted, or** *suchtkrank* **or** *süchtig.* **Yeah.**
S: People in povery.
T: **Yeah, that's one. So people who suffer because of their poverty.** *Ihrer Politik.*
S: Politics.
T: **Because of their politics and** *ihres Glaubens*. **Yeah. And their beliefs, yeah. OK. Part three so. Synonyms. What's a synonym,** Laura?
S: The same meaning as the word.
T: **Good. What's the opposite of synonym?**
S: An antonym.
T: **Very good.**
S: Woohoo.
T: *So A. Sich benehmen.* **Which would you match with** *sich benehmen* **out of those four?**
S: Verhalten.
T: *Ja, gut.*
S:How did you get that?
S1: Because verhalten looks like. I mean their kind of. I think I read it somewhere.
T: **Good. Yeah, we've come across those words before**. *Benehmen und verhalten, ja. Randalieren?*
S: Oh, I heard that, I heard that on the news I think.
T: **Did you? What news are you listening to?**
S: I was looking for the English people on the news and I went into a German channel on my Sky TV with the news on it and you could hear, that's all you could hear. And it was going across the bottom of the screen.
T: *Randalieren* **and where was it?**
S: They were going on about the English, the all about the riots. In England.
T: **Very good. I'm impressed. Very impressed**. *Randalieren* **is to riot, yeah. That's hilarious. That's over a year ago, isn't it?**
S: No.
T: **Do you remember it since then? It was last year.**
S: No. Last summer.
T: **Yeah, that's a year ago**. *Ja, reagieren? Reagieren* **to react. Yeah. And the last one** *tyrannisieren.* **Find an English word for that. To**? *Tyrannisieren?*
S: The only thing that comes to my mind is tyranisaurus or something like that.
S1: Did we do this before?
T: [to students outside the class door] **Lads, are ye alright there, ye are? Can you stay away from the door, please.**
S: Did we do this before?

T: **No. But you know what it means, yeah? To I still can't think of an English word for it. To tyrannise? To it's not an English word but.**
S: Bully
T: **Yeah, bully is. But it's more than that it's to terrorise. Terrorise, no? Anyway to put fear into people basically, yeah.** *Tyrannisieren. B, Talent?*
S: Geschenk.
T: **No**
S: Is that more like present?
T: *Geschenk* **is a present but talent is a different type of gift. It's** *Begabung,* **yeah.** *Geschmack? Es hat mit essen zu tun. Geschmack.*
S: Hmm?
T: *Geschmack hat mit essen zu tun.*
S: Food
T: *Ja. Es schmeckt gut. Geschmack.*
S: Taste.
T: **Taste yeah.** *Und Genuss?* **Enjoyment, yeah. The last one then,** *verhalten.* **OK it's the same as the first one, OK. So it's** *benehmen.* **OK? right. We OK with that?**
S: yeah
T: **Yeah. Right I gave you a load of words there to learn over the weekend. How did ye get on with those?**
S: Great
T: **Did ye learn them? A little test so on those on Wednesday. They're all out of that text that I've just given you there. And you took them down the other day.** *Und zum lesen für Mittwoch.*
S: You can't go a day without giving us homework, no?
T: **Afraid not.**
S: Sir think of our summer tests. [unclear]
T: **Yeah we will start to revise pretty soon. The different areas of**
S: You know our picture stories? Will they being lying flat on the table? Will they pick one or will we pick one?
T: **Normally they just kind of hand them to you like that and you just pick one out.**
S: So we pick it?
T: **yeah**
S: But we can't see them?
T: **No.**
S: OK
T: *So das ist Seite einhundertachtundsiebzig. Warum nehmen Jugendliche Drogen, ja? Einhundertachtundsiebzig. So nur lesen, ja.* **So just read it. There's some words there at the bottom. If there's anything you don't understand try and look it up, please. Try and get the general gist. I don't expect you to understand every single word but I want you to get a general idea, the general gist of what the article is about and we'll discuss it in more detail then on Wednesday, yeah. OK, gut. Laura, where are we in this thing now? The last one?**
S: Yeah [unclear, bell]

Appendix E.16: Classroom observation 15

C015

Teacher Language Use Classroom Observation Scheme

1. Date: 15.5.2012
2. School:
3. Teacher:
4. Year: 1st 2nd
5. Level: Mixed
6. Observation no.: 2
7: Lesson Time: Wed 10.10 - 10.50
8. Lesson Theme:

Ger
Eng

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker			I	II	II	I	I	I	
2	Starter			IIII		I			I	
3	Elicitation	卌 II	卌 卌 III	卌 III	卌 卌 卌 II	卌 卌	IIII	卌 III	II	
4	Check	I								
5	Directive	I	II			卌	I	卌 III	卌 I	
6	Informative	I	卌	卌 I	I	卌 卌	卌 I	卌 I	IIII	
7	Prompt									
8	Clue		III	I	I		III			
9	Cue		I		IIII					
10	Nomination	IIII	IIII	卌 I	卌 卌 I	IIII	II	卌 II		
11	Reply			I			I	卌	I	
12	Comment	III	II			III		卌 III	II	
13	Accept		卌	III	卌 卌 II	III	II			
14	Evaluate	I		III	卌 III	III	I	卌		
15	Meta-statement	III	IIII	卌	I	IIII		III	IIII	
16	Conclusion								I	
17	Loop	卌	II	I	III			I		
18	Aside		II							

T G Eng
19/8/11

start 10.14 / HW —
bylphone Revision
Role

Modelling → giving example

class Bacha

going around checking writing

HW

[pupils come in lots of noise]
S: Miss, where will I sit?
T: **Unless you want to move.** *OK, wenn wir Platz haben.* **Or** Shane, **if there's someone out.** Dave. *OK, schnell. So wer ist nicht hier. Ist* Sam *hier? Oder nicht?* Alan *ist nicht hier,* Sam *ist nicht hier.* Michael *ist nicht hier? OK also gehen wir direct zum Hausaufgaben. Und das war mit Essen.* **OK so, we're on revision now gents. And next week's the last week so we have what is it, four classes left? Ok four periods. So we're looking at the revision of all of this year plus last year. OK?** *Also Essen und Getränke* **is what we're looking at and I want to move towards** *Schule auch. So ein Bisschen wiederholung. OK von gestern Abend for hausaufgaben, was war es? OK, also* Daniel *was hattest du?*
S: Apfel schmecken gut.
T: *Nochmal.*
S: Apfel schmecken gut.
T: *OK Äpfel schmecken gut oder nicht gut?*
S: Schmecken gut.
T: *OK, also, Äpfel schmecken gut. Und* Dean?
S: Erdbeere schmecken nicht so gut.
T: *Gut. So Erdbeeren schmecken nicht so gut. Gut. Haben wir ekelhaft? Was ist ekelhaft? Was schmeckt, was schmeckt ekelhaft.* Sean.
S: Lauch schmecken ekelhaft.
T: *Lauch, sagen wir dann schmeckt?*
S: Schmecken
T: *Schmecken oder schmeckt, was meinst du?*
S: Schmeckt.
T: *OK, was heisst Lauch auf Englisch?*
S: Leek.
T: *OK, so sagen wir schmeckt ekelhaft oder nicht so gut?*
S: Ekelhaft.
T: *Gut und nochmal mit ekelhaft,* Tadgh.
S: Ananas schmecken gut.
T: *Ananas. Hast du ein Ekelhaft?* **Do you have one with** *ekelhaft*? **You have a** *gut, nicht so gut.*
S: Nein.
T: **OK, can I have an** *ekelhaft von*, **right**, Paul? *Doch du hast*, Tadgh, **you do**.
S: Pilze schmecken ekelhaft.
T: *Ok, Pilze schmecken ekelhaft. OK,* Paul, *was hast du?*
S: Gemuese schemecken ekelhaft.
T: *Und hast du etwas, das sehr gut schmeckt? Oder toll oder prima?*
S: Obst schmecken super.
T: *OK und was hast du das ist super? Etwas mit super oder toll oder prima. Negativ, negative, positiv.* **So I want another positive.** *Wir haben bloss gut.* **So give me something positives.** *Also* Cormac.
S: Kohl schmecken super.
T: *Also Kohl schmeckt super. Und noch eins positives.* Patrick.
S: I said, heisse Schokolade schmeckt wunderbar.
T: *OK, heisse Schokolade schmeckt, was hast du gesagt? Super oder toll oder was war es?*
S: Wunderbar.
T: *Wunderbar. Ok mit noch ein Getränk. So gibt es ein Getränk,* **anyone with drinks? We had** *heisse Schokolade. So if we go ganz durch,* **if we go** *durch schnell.* **So some revision, if we can think of any drinks. Cos we have all food.** Cormac?
S: Eh, Apfelschorle schmeckt furchtbar.
T: *Sehr gut so Apfelschorle schmeckt furchtbar. Apfelsaft, Orangensaft.* **OK, So don't forget the juices.** *OK mit Frucht.* **The fruit juices.** *Heisse Schokolade,* **give me another hot drink. So we'll just have a quick revision of drinks.**
Ss: Tee, Kaffee.
T: *Kaffee, OK Kaffee, Tee schmeckt wunderbar. Heisse Schokolade schmeckt wunderbar. Apfelsaftschorle hatten wir von* Cormac. **Do you remember that was the** *Apfelsaft mit* **Ballygowen sparkling? Do you remember the two things together and that you get an** *Apfelsaftschorle* **from that. So it's like sparkling, it's like our Cidona. OK now is there one other one that we would have had that you need**

to remember? For the test, if we're talking about next week. *Sprudel. Ja, du hast es* Tony, *was ist es?*
S: Tart.
T: **No,** *Strudel* **is what you're thinking of.** *So für eine Getränk,* **so it's a drink. Don't know did we have it the last time, if we have it in our list of drinks. So when we're revising it check it. You won't have a problem with** *Wasser, Tee, heisse Schokolade, Kaffee*, **they'll all be nice.** *Fanta, Cola*, **no problems.** *Keine Probleme.* **But we've to watch out for the** *Apfelsaftschorle* **that** Cormac **mentioned. It's the fizzy apple juice. And the** *Sprudel.* **Sparkling water. Did we have it the last time? I can't remember. We did. Just check that we have it on a list somewhere. When we're revising drinks, just watch the** *Sprudel.* **It's sparkling water.** *Ok von den Notizbuchern*, **can we check our notebooks?** *Wir haben Obst, Gemüse, fleisch, so wenn wir wiederholen*, **when we're revising**. *So wir haben Getränke, Tee, Kaffee, heisse Schokolade, habe ich etwas vergessen?* **Am I forgetting anything on hot drinks?** *Tee, Kaffee, heisse Schokolade, greener Tee, Pfefferminztee.* **So then** *Sprudel heisst Wasser mit Kohlensäure*. **So it's water with, what do you call** *Kohlensäure*? **Gas in it, bubbles. OK so it's sparkling mineral water. Just** *pass auf.* **Be careful of it. OK so that's** *Essen.* **This is our** *Wiederholung* **now.** *Obst, Gemüse, Fleisch, Fisch, Getränke*, **to be able to write** *mein Lieblingsessen*, **to be able to read them for next week. So you're making smaller lists in the** *in den Notizbuchern.* **Or** *heften*. **So in your notebooks now you've small little lists that you're going back over. You've got the chapters in the book and you go to those as well. Yeah**, Patrick.
S: What's Spuelmittel again, Miss?
T: *Spülmittel?*
S: Yeah.
T: **OK, not something to drink**. *Spülmachine in der Küche.* **In your kitchen. If you have a** *Spülmachine.*
Ss: Washing machine.
T: **That would be a** *Waschmachine*.
Ss: Dishwasher.
T: **Dishwasher. Ok, so if I say,** *ich helfe zu Hause. Ich spüle*. **How am I helping?**
S: I'm doing the dishes.
T: **I do the dishes.** *Ich brauche Spülmittel.* **To do the dishes I need** *Spülmittel.*
S: Dishwasher tablets?
T: **Yeah, dishwasher tablets or it can be, old-fashioned? For people who don't have dishwashers?**
S: Washing-up liquid.
T: **Washing-up liquid. Anything that, so it's either the liquid or the tablets. So your** *Spülmachine*, **your** *Waschmachine, two different things. OK, so von gestern Abend mit Essen.* **So we've some of our sentences from last night with** *schmecken*. **Now the other thing that I mentioned that coming up in the test in two weeks that we have to revise for is again with our word order. Ok, do you remember with the** *wenn,* **the** *weil* **and a new word that I said we'd have to have a look at this week.**
Ss: dass
T: **OK, the** *dass.* **OK, how are we going to do it?** *Ok zum Beispiel. Ich denke, dass Äpfel gut schmecken. Ich denke,dass Cola nicht gut schmeckt. Ich denke, dass Pilze sehr gut schmecken. Aber* Paul *denkt, dass Pilze ekelhaft schmecken. OK, so wenn ich sage, ich denke, dass?*
Ss: I think that.
T: **I think that.** *Ich könnte auch sagen, ich finde, dass, oder? Ich finde, dass, ich finde, dass Fanta wunderbar schmeckt. Ich finde, dass Cola ekelhaft schmeckt. Ok, so ich denke, dass* **you've got I think that.** *Ich finde, dass,* **I find that. Now that's the conjunction and if it does the same thing as the** *wenn* **and the** *weil* **that we had recently, what does it do to the verb in a sentence?**
Ss: Puts it to the end.
T: **Puts it to the end. So we'll keep the three together. We've got a** *wenn*, **a** *weil* **and** *dass*. **That** *dass* **with the two 's's puts the verb to the end. OK** Louis?
S: do you have to have the comma, Miss?
T: **No I just, it's just handy to know that once you have that. It's just I think, pause for yourself, and then you're moving the verb. So just take it one step at a time. Because these are sentences from last night, short sentences. Verb, verb, OK**. *ich denke, dass Äpfel gut*, **where does the verb move to?**
Ss: to the end.
T: **Down to the end.** *Schmecken. Also mit nummer zwei. Erdbeeren schmecken nicht so gut. Was findest du?* **Right**, Paul. *Was findest du?* **Give us that sentence with** *finden. Nummer zwei. Was findest du?*
S: Ich finde Erdbeeren schmecken nicht so gut.

T: **Are you going to use the** *dass*.
S: Ich finde, dass Erdbeeren nicht so gut schmecken.
T: *OK gut. Was findest du,* **and we'll go with the** *Lauch. Was findest du* Patrick?
S: Ich finde, dass Lauch ekelhaft schmeckt.
T: *Ok schmeckt. Und das Verb kommt hier. Ok was denkst du?* **Do you often think about mushrooms? So what do you think about mushrooms.** [laughter] *Was denkst du über Pilze?* **Ok**, Louis. **Using ich denke.**
S: Ich denke, dass Pilze ekelhaft schmecken.
T: *Gut und was denkst du* Daniel? *Hier. Kohl*
S: Ich denke, dass Kohl super schmeckt.
T: *Schmeckt und nächste dann,* Evan. *Sprudel.*
S: Ich denke, dass Sprudel wunderbar schmeckt.
T: *OK, gut. Dass, Konjunktion, Verb muss am Ende kommen. OK, wenn, weil, dass mit zwei 's',* **verb has to move to the end. OK, now we are going to** *Schule,* **our** *Wiederholung* **of** *Schule.* **Revision of school as a theme and anything we have about school. So let's think about it. How often will you be talking about school and saying, I think that or I find that. Alright, a lot more than you probably will be about food. So we were looking at food last night, so we'll just start on that. So that shows us that the verb moves. But if we're looking at** *Schule***, you'll see that you use these expressions a lot more.** *Also ich denke, dass, ich finde, dass.* **So we're going** *zur Schule. OK also mit Fächern. Also ganz so Wiederholung von Fächern. Was ist dein Lieblingsfach, dein Lieblingsfach,* Patrick? *Was ist dein Lieblingsfach in der Schule?*
S: Mein Lieblingsfach is Latein.
T: *Latein. Ok was ist dein Lieblingsfach*, Ryan?
S: Eh, mein Lieblingsfach ist Deutsch.
T: *Deutsch. Und,* Shane, *hast du ein Lieblingsfach*?
S: Mein Leiblingsfach is Mathe.
T: *Mathe. Und was ist das Fach, das du nicht gut findest?* Alex, *hast du ein Fach, das nicht so gut ist?*
S: Englisch.
T: *Englisch? Und was ist das Fach, das du hasst?* Cormac, *gibt es ein Fach, das du hasst?*
S: Ehm, ich hasse Mathe.
T: *Mathe. Ok, Mathe haben wir. So ein anderes Fach.*
S: Ich hasse Irisch.
T: *Irisch, ja. Und wie findest du Naturwissenschaften,* Paul? *Lieblingsfach, nicht so gut?*
S: Nicht so gut.
T: *Nicht so gut. Also Naturwissenschaften. Naturwissenschaften, OK. Also, ist Irisch interessant? Ist Irisch interessant?* Tony? *Ist Irisch interessant? Nicht interessant?*
S: Irisch ist eh langweilig.
T: *langweilig, OK. Ok langweilig. Wenn es sehr langweilig ist?* **What about very very very** *langweilig*?
S: Todlangweilig.
T: *Todlangweilig. Und*
Ss: Stinklangweilig.
T: *Stinklangweilig. Gut. Also negativ. Langweilig, todlangweilig, stinklangweilig.*
S: Kompliziert.
T: *Kompliziert, gut. Gegenteil von langweilig? So wenn es nicht langweilig ist, ist es?*
S: Interessant.
T: *Interessant, mit positiv.*
S: Nicht schlecht.
T: *Nicht schlecht. Hier zum beispiel, nicht schlecht.*
S: Praktisch.
T: *Praktisch. Wer hat praktisch gesagt? Ja, praktisch ist gut. Praktisch habe ich vergessen*. I **forgot that myself**. *Praktisch. Und?*
S: Nuetzlich.
T: *Nützlich. Ja das wäre es. Ja, das ist gut. OK, so was haben wir? Eins, zwei, drei, vier, fünf, sechs, sieben, acht. Mindestens acht Adjektive.* **There's just eight that we just straight away when we are revising, we have eight of them. So that when next week or the week after when you're writing in a test or in the Junior Cert next year that you don't say** *interessant* **and** *langweilig* **for everything.** *Stinklangweilig, sehr*

langweilig, ziemlich langweilig, gut nicht so gut. **They're all fine as well but look at the other ones. Try and vary it.** Loius?
S: Mittellangweilig, mittel langweilig.
T: **Midboring? Does that sound good in English? Does it?**
S: No.
T: *Mittelgross.* **If you were kind of of average height. Are you talking about average boring?**
S: yeah.
T: **Does that sound good in English,** Louis? **I'll go back to that idea.**
S: No.
T: **No. So let's lose it in German, as well.** Patrick?
S: Schur und leicht.
T: *Ja, leicht und schwer.*
S: Schwer.
T: *Ja, die habe ich auch vergessen. Zwei mehr. Schwer kann positiv oder negativ sein? Schwer oder schwierig oder leicht.* Daniel, *hast du noch eins?*
S: Nie langeweilig.
T: *Nie langweilig, gut. Nie langweilig?*
S: Never boring.
T: **Never boring. So we've a** *nie.* **I'll leave it there for a second.** *Ok, also. Wie findest du latein? Wer macht Latein. OK,* Alex, *wie findest du latein*?
S: Ich finde Latein kompliziert.
T: *Gut, ich finde Latein kompliziert. Wie findest du Deutsch*, Paul?
S: Ich finde Deutsch praktisch.
T: *OK, praktisch. Wie findest du Mathe, wie findest du Mathe,* Evan?
S: Ich finde Mathe nuetzlich.
T: *Gut, und wie findest du Naturwissenschaften,* Dillon? *So, wie findest du Naturwissenschaften*?
S: Ich finde Naturwissenschaften interessant.
T: *Interessant. Gut.*
S: Und praktisch.
T: *Und praktisch. Gut, ja. Gut, interessant und praktisch.* **OK, why didn't I use a** *dass* **in that sentence? And why didn't you use it when I asked you the question? I said**, *wie findest du Deutsch. Ich finde Deutsch interessant.* **You're a hundred percent correct, ye all answered it correct but why wasn't there a** *dass* **in your answer.**
S: You don't need a dass.
T: **No need. Think of it in English. I find English interesting. Ok, what if you wanted to say, I find that English is interesting? Could you say that in English? I find that English is interesting**.
S: You could.
T: **You could, couldn't you?**
S: Sounds better.
T: **Sounds better, yeah. You know that you have an option. You don't have to say it. OK, you can if you want. Every time you use** *finden* **you don't have to have a** *dass* **hanging on next to it. You can just say**, *ich finde Irisch interessant.* **OK, but let's step it up a bit if you're writing your letter next month or next year. I find that,** *ich finde, dass* **and you want to talk not just about the subject. You're saying**, *ich finde Mathe interessant* **but you want to say something about** *der Mathelehrer.* **For example.** *OK, wie findest du den Mathelehrer? Ich finde, dass der Mathelehrer interessant ist, zum Beispiel. Oder*, Daniel, *was hast du*?
S: Ich finde, dass der Mathelehrer ehm streng ist.
T: *Streng ist, gut. Streng habe ich auch vergessen. OK und* Patrick.
S: Ich finde, dass meine Mathelehrerin ist sehr, or, sehr kompliziert ist.
T: **Yes good**. *Ich denke, dass, können wir auch sagen, oder? Ich denke, dass der Mathelehrer interessant ist.* **OK so you have options. We can talk about the subject.** *Das Fach ist stinklangweilig. Irisch ist interessant. Ich finde Naturwissenschaften interessant.* **But you can also say**, *ich finde, dass der Mathelehrer streng ist*. **So just when you're making your letter, just when you're writing your letter or your paragraph in the letter, it's up to you to show that you can vary what you're saying. We did all this in first year and second year. We have the adjectives, we have the subjects so now when we're revising we need to know what they all mean but we're trying to step it up a bit as well with our**

sentences. OK? *So als Beispiel dein lieblingsfach,* Rory?
S: Eh, mein Lieblingsfach ist Geschichte.
T: *Gut. Warum?*
S: Es ist interessant.
T: *Gut. Und?*
S: Und Nuetzlich.
T: *Nützlich, und?*
S: Und ich finde, dass der Lehrer ist or der Lehrer nett ist.
T: *Sehr gut.* **So we're just stepping it up from first year where you could just say**, *ich, Mathe ist gut, Mathe ist interessant, der Lehrer ist streng. Aber jetzt, Mathe ist mein Lieblingsfach, ich finde Mathe kompliziert aber praktisch, und ich finde, dass der Lehrer sehr nett ist.* **And we've suddenly gone a step up. And our paragraphs a small bit more** *interessant* **to read. Now besides the dasses from today,** *weil* **was another conjunction we had last week, meaning?** Auf Englisch?
Ss: Because.
T: **Because. And then we had the German word for when which is?**
Ss: Wenn.
T: *Wenn.* **OK the three of them. It's one of the words for when. The three of them do what to the sentence when we're talking about** *Wortstellung?*
Ss: they put the verb to the end.
T: **OK, they put the verb to the end.** *OK, also jetzt. Eine Mischung.* **I want** *eine Mischung von.* **I want you to give me** *Antwort*, **this is from a letter and one of the questions is,** *was ist dein Lieblingsfach in der Schule.* **So let's go with** *ungefähr, wenn wir können, vier oder fünf Sätze.* **Now**, *in den Hausaufgabenhefte ist besser nicht in den Notizheften in den Hausaufgabenheften. Also, lieber Ulli, mein Lieblingsfach ist. So was ist dein Lieblingsfach?* **So part of a letter, it's just a paragraph within.** *Heute ist der sechszehnte Mai, oder?*
Ss: Ja.
T: *Ja, der sechszehnte Mai. So was ist dein Lieblingsfach. So ihr musst nicht alles,* **you don't have to use** *weil, wenn, dass*, **all these altogether. You have options. So we're revising the subjects**, *was ist dein Lieblingsfach,* Thomas?
S: Mein Lienlingsfach ist Detusch.
T: *Deutsch, OK gut. So mein Lieblingsfach ist Deutsch.* **Now** *warum?* **And don't ever wait for them to ask why. Just go straight into it. Also, for anyone who was** *abwesend* **and doesn't remember them,** *leicht,* **easy**, *nützlich,* **useful,** *interessant* **is OK,** *praktisch ist OK, kompliziert* **for complicated. Just make sure you have your list** *in den Notizbuchern*. Patrick?
S: would it be too confusing to say, weil ich finde, dass.
T: **It's up to you.** *Mein lieblingsfach ist Geschichte, weil?*
S: weil ich finde.
T: *Mein Lieblingsfach ist Geschichte, weil es interessant ist. Ich finde* **is even more complicated.** *Heute ist der sechszehnte. Mein Lieblingsfach ist was?*
S: Latein.
T: *Latein, ja. Heute ist der sechszehnte.*
S: How do you say at something?
T: *Komparativ?* **Are you comparing?**
S: Like how do you say, because I'm good at it?
T: **I am good?** *Wie sagt man das?*
S: I don't know, Miss.
T: *Wie sagt man, I am good. I am,* Louis?
S: Ich bin.
T: **Go from there**. *Was ist*?
S: Mein Lieblingsfach ist Kunst, weil ich gut bin.
T: *Ist Kunst, ja. Oder gut in Kunst bin. So Kunst grossgeschrieben. Mein Lieblingsfach ist Englisch. Ich denke, dass meine Lehrerin. OK, so wenn die Frage ist, was ist dein Lieblingsfach, pass auf*. **If it's**, *was ist dein Lieblingsfach*, **what the answer going to start with?**
Ss: Mein.
T: *Mein*, **so don't start suddenly making it** *meine*. **So a few of you there are saying** *meine Lieblingsfach. So the Frage ist, was ist dein Lieblingsfach, mein Lieblingsfach, Antwort. Was hast du?*

S: [unclear]
T: *Gut.* [unclear] Brian *was hast du*?
S: [unclear]
T: *sechszehnte. In der Schule* [unclear teacher speaks to individual students]. *Lieblingsfach* Mike. *Was ist dein Lieblingsfach.*
S; Detusch.
T: *Mein Lieblingsfach ist Deutsch.* [unclear] *Ich spreche gern Deutsch ist gut, ja.* [unclear] *OK, also. Von* Colin. *Ich habe nichts von dir gehört. Was ist dein Lieblingsfach,* Colin?
S: Geschichte ist mein Lieblingsfach.
T: *Ok, gut. Und warum?*
S: Ich finde Geschichte leicht und praktisch. Ich become gute Note, gute Noten in Geschichte. Aber mein Lehrer ist nett und fleissig. Und mein Lehrer ist immer gutgelaunt. Ich habe Geschichte am Dienstag und Freitag.
T: *Sehr gut. Gut. Ok sehr gut. Und am Dienstag, am Freitag. Was hattest du*, Shane? *Oder was das* Steven *mit sechsmal pro Woche war das*?
S: Ehm wir haben Erdkundeunterricht zweimal pro Woche.
T: *Zweimal pro Woche. Ja, das habe ich vergessen*. **That's another thing we had before. Just to remind each other. We're revising together. So it's** *zweimal pro Woche, viermal pro Woche, am Dienstag, am Montag ist perfekt.* Rory?
S: Zweimal and dreimal. Is that all one word?
T: *Ja, so pro Woche. Die Woche. Und was hattest du*, Jack? *Was ist dein Lieblingsfach*?
S: Mathe ist mein Lieblingsfach. Mein Lehrer ist sehr nett und nicht langweilig. Ich habe Mathe viewmal pro Woche.
T: *Gut. Ja, Unterricht hatten wir auch. Hattest du Unterricht,* Shane?
S: Ja.
T: *Was hast du gesagt?*
S: Ich finde, dass den Unterricht leicht und interessant ist.
T: **Yeah. It's** *der Unterricht so ich finde, dass der Unterricht interessant ist.* **So you can find the class interesting, the teacher interesting or the subject interesting.** *OK, pass auf*, **just be careful of one other thing before we leave** *die Schule. Lehrer, Lehrerin. OK so. Meine Lehrerin*.
Ss: Feminine.
T: **OK, alright so and** *Lehrer*?
S: Mein
T: *Mein. Ok so pass auf*. **Same idea was** *ist dein Lieblingsfach*? **It's** *das Fach, mein Lieblingsfach. Der Lehrer, mein Lehrer.* **But if you're going to say** *Lehrerin* **and make it female, you've got** *meine Lehrerin.* **Ok, you don't have to because no one knows in the Junior cert whether your teacher is** *Lehrerin oder Lehrer*. **It's up to you but grammatically you need to show them that you know that it's** *meine Lehrerin oder mein Lehrer*. Rory?
S: You know when you say aber, does that put the verb to the end?
T: **No**, *aber*. **It's a conjunction though as well. Your** *wenn*, **your** *weil*, **your** *dass* **are conjunctions, joining two phrases or clauses together and** *aber* **joins as does** *und*. **They're conjunctions, as well. Does und change the word order? Whenever we used it? It doesn't**. *Aber* **is the same as that. They don't change anything. You just go on as normal. The only three we've had really in first year and second year**; *wenn, weil, dass*. **Verb just moves. Think of a simple example for yourself**. *Ich finde, dass Cork schön ist.* **If you're talking about, say**, *Wohnort. Mein Wohnort. Ich wohne in Cork. Ich denke, dass Cork eine schöne Stadt ist.* **A simple sentence like that reminds you that** *dass* **puts the** *ist* **to the end**. *So wenn, weil, dass.* **So you know next week in your test you're going to get ten sentences and you have to join them with those, one of those three. So you know in each one of those, what's going to be the last thing in each sentence you write?**
S: The verb.
T: **The verb. OK so that's all we'll be testing on that. But in your little paragraphs you can bring it in yourself. If you want. Just know that it moves the verb to the end. Yeah,** Patrick?
S: do you lose marks if you use a conjunction that doesn't really suit it?
T: **Well, it has to make sense, you don't use anything unless it makes sense.**
S: No but like if it makes sense but you wouldn't say it like. Like what Louis said you could say like.
T: **Are we using Louis' example now as a?**

S: Well you know, you could say average bored but it doesn't really suit the sentence.
T: **If it suits the sentence use it, but you don't use it for the sake of using it. Don't be showing of and not when it just doesn't sound right. I mean you won't have that problem. Only use it if you want to use it and it sounds good. If it adds to it, that's great. To show variety. You want to show that you have a variety of structures. That not every single sentence has to be just one clause.** Louis?
S: if we have the ten sentences and we have the paragraphs, do we have anything else?
T: **You do perfect tense. When we revise that. We'll be going through that now as well. OK so I wanted to start with two. What was the one we did the other day? We did, wasn't it** *Essen, Getränke, Gebaüude*, **that was from** *Dienstag* **from last Tuesday the 8th of May we looked at those. So we're just going through the chapter headings, is the best way of doing it and just taking out the main points. OK so that was** *Schule* **really.** *Adjecktive, Fächer, wie findest du die Schule.* **That's all we'll have on there really. So you can revise it quite, you'll have to revise it at home now again, obviously. I'm just pointing you in the direction of it.** Daniel?
S: You know if you said, because I think that, does it just put the one verb to the end or does it change like the whole sentence?
T: **That's the thing with the German if you over-complicate it. I think Patrick you had one of those, didn't you? You said because I find that.** *Ich finde dass,* **the** *dass* **governs it and puts the verb to the end. But if it gets over-complicated even in English sometimes in our own language if you find you've a lot of conjunctions, it doesn't sound very good. You want to be clear number one. You want to answer, make it very clear what you're communicating.**
S: OK
T: **And if it hinders that then step back from it. Make it simpler.** *OK, also Hausaufgaben und Wiederholung.* **So, we're still on our revision.** *Filme, Sendungen, Bücher, Zeitschriften haben wir vergessen.* **Did we forget from last year at the end of** Viel Spass 1 **and** Viel Spass 2 **has a bit of it as well but it's** *sehr wichtig für uns. Wie findest du?* **OK the different types of films, different types of television programmes, different types of books that we did and** *Zeitschriften auch.* **So from** Viel Spass 1, *Kapitel was war es? Ja, es war mit Taschengeld.* **It was the chapter** *mit Taschengeld und so und Hobbys.*
S: What are we doing with it?
T: **We're actually going to back, this is for you and your** *Wiederholung* **at home. Your own revision, I'm just trying to guide you towards it. Looking at** *Kapital sieben und acht,* **I'd say, in** Viel Spass 1. **And in your** *Notizbucher.* **What we took into our notebooks, mainly from those chapters. We still have the book at home with** *Kapital sieben und acht,* **in our** *Notizbuchern* **we have the main vocab about Hobbies and what type of television programme. Remember,** *mein Lieblingssendung*, **your favourite television programme**, Simpsons, *Komödie.* **Let's go back and look at those again. OK so. You've got** *Filme, Sendungen, Bucher.* **What** *Adjeckitve* **can you use for talking about** *Filme, Adjektive und Sendungen.* **Can any of these adjectives be used again?**
S: Yes
T: **A lot of them can be. You've got your** *interessant,* **your** *stinklangweilig*, **your** *todlangweilig. Lustig* **another one, maybe. Just check that you have that for funny**. *Ok sagen wir.* **That's the** *Wiederholung und dann zehn Sätze*, **let's go with** *zehn Sätze für Freitag. So für Freitag, ja. OK so zehn Sätze mit, ich denke, dass und ich finde, dass. Also fünf mit ich denke, dass und fünf mit ich finde, dass. Also zum Beispiel, ich denke, dass* Tallaghfornia *nicht so gut ist* [laughter], Tony. *OK? Zum Beispiel. Ich finde, dass* The Late Late Show *stinklangweilig ist. OK so fünf und fünf*. **So we're revising, it's mainly revision again,** *Wiederholung*. **And the only writing that we'll look for**; *fünf Sätze mit ich denke, dass, fünf mit ich finde, dass.*
S: Can it be about anything?
T: *Filme, Sendungen, Bücher.* **Don't just get the**
S: What's Sendungen.
T: **The** *Sendungen* **would be the programmes so don't just have, you can have** the Late Late Show **and name one other show but besides that have a look in the book where we had the German word for talk shows, quiz shows. Go back and revise those and use them in the sentences**. *OK zehn. Das ist für Freitag.*

Appendix E.17: Classroom observation 16

C016

Teacher Language Use Classroom Observation Scheme

1. Date: 16.5.2012
2. School:
3. Teacher:
4. Year: 1st
5. Level: Mixed
6. Observation no.: 3
7: Lesson Time: 11:30 - 12:10
8. Lesson Theme: Revision

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker		I	III		I	I	I	I	
2	Starter		I	I						
3	Elicitation	卌 I	卌 卌 II	卌 卌 卌 I	卌 卌 卌	卌 III	卌 卌 III	I	III	
4	Check					卌 II			IIII	
5	Directive	III	II	II	I	IIII	卌 I	III	卌 III	
6	Informative	IIII	II	卌	II	IIII	卌 II			
7	Prompt		I						I	
8	Clue			I	III	I	III			
9	Cue			I		I				
10	Nomination	I	卌 I	卌 II	VII	卌 I	卌	II	I	
11	Reply	II		II			II	IIII	I	
12	Comment	II	I		II		卌	I		
13	Accept		II	卌	I	IIII	II		II	
14	Evaluate		卌 I	卌 I	II	IIII	卌	I		
15	Meta-statement	卌		III	I	II	I	II	III	
16	Conclusion			I					II	
17	Loop		IIII	II	I	I				
18	Aside		I							

29/21 Ge 8

HW → A Vandelen - football chessa v Bayern

wer hast du

baund q.b.

forgot to change

T: *Also die zwei sind frei. Wo du warst. Is Ronan hier oder nicht hier? Nicht hier.*
S: [unclear]
T: *So, wo sind die anderen?* **Where are the others?**
S: [unclear]
T: *ja. Ok wo wart ihr?* **Where were ye before here?**
S: At a match.
T: *OK so schnell. OK also* ronan. *OK dann schnell.* Ben *ist nicht hier und* Cronin *ist hier oder nicht Hier? Nicht hier?*
S: [unclear]
T: *OK zwei* Bens *fehlen.* Brian *ist hier oder nicht hier?*
S: Hier
T: *Nicht hier*
S: Hier
T: *Ist hier. OK also Hausaufgaben, so schnell wie möglich.*
S: Was that Bayern Muenchen?
T: *Bäyern und Chelsea, ja. OK also gestern wart ihr in* Oysterhaven. *Heute haben wir Deutsch. Freitag haben wir Deutsch. Ja. OK also heute, Freitag. Nächste Woche?*
Ss: Dienstag.
T: *Dienstag. Mittwoch, Freitag. So insgesamt.*
S: vier.
T: *Vier oder fünf?*
S: Fuenf.
T: *Nächste Woche, heute und Freitag so das ist fünf. Ich bin nicht so gut in Mathe normalerweise,* Jack *aber das ist fünf. OK so wir haben fünf Unterrichtsstunden.* **Ok, so we know exactly where we are now gents on the** *Wiederholung,* **on the revision that we're supposed to be doing at home and in class. So I'm guiding you to the revision. I'm not going to do every single sentence that we did since September, just guide it. So you go back and check. So you've got the chapters in** Viel Spass 1. **You've got, even more importantly than that,** *die Notizbücher* **with your notes. The main things we have in there and we have the** *Hausaufgabenhefte haben wir auch.* **So you need to look at all of those three all the time as you're going. So I'll guide you in the direction of it. The themes so for today for** Chelsea *und* Bayern *we have Beschreibungen,* **don't we? We have descriptions of people**. *Wie heisst du? Wie alt?* **So we're revising. I know we're doing it** *durch* Chelsea *und durch* Bayern **but think of the main things. You're talking about people in your family, describing what they look like, describing how old they are. So it's not just us having a laugh about** Bayern *und* Chelsea. **Even though that will come as well. OK? so think about what we're doing. And I'll move towards where I think we're going next then with our** *Wiederholung.* **So anything that you do** *wieder,* **think of** *aufwiedersehen, was heisst aufwiedersehen?*
Ss: Goodbye.
S: Until we meet again.
T: **OK until we** *sehen*?
Ss: see again.
T: **see each other again. So if I was on the phone and I said** *aufwiederhören.*
S: Until we hear again.
T: ***Until we hear each other again. And so what are we doing for the next five classes now,*** *Wiederholung?*
S: Revision
T: **Revision. Yeah, we're revising, we're going back over. We're doing it again. OK?** *So, Wiederholung* **is we're going back and anything new that we have, we'll put it with it as well.** *OK, also von Wiederholung* Bayern *und* Chelsea. *So* Bayern *war hier, oder? Und* Chelsea *da. OK, also,* Mark?
S: Er heisst Manuel Neuer. Er kommt aus Deutschland. Er wohnt in Muenchen. Er ist sechsundzwanzig Jahre alt. Er ist sehr gross. Er hat blonde braune Haare und blaue Augen. Er spielt fuer Schalke null vier und Bayern Muenchen. Er gewannt fuenthunderttausand Euro auf wie wird Millionaer.
T: *Gut. Er gewann, hat er das gemacht? Wie wird Millionär im Fernseher.* **On the television**. *Er hat es gewonnen? Wie viel?*
S: Hah?
T: *Wie viel?* Hah! [laughter]. *So wie viel hat er gewonnen?*

S: Er gewannt, how do you say, it's five hundred thousand euro?
T: *Du hast es gesagt,* **I just want to hear it again.**
S: Oh, er gewannt
T: *Er gewann ja,* **just drop the 't'**.
S: Er gewann fuenfhunderttausand auf wie wird millionaer.
T: *Millionär. Fünfhunderttausand Euro?*
S: Ja
T: *Nicht schlecht. Eine halbe Million, oder? Meine Mathe ist nicht so gut, aber das ist eine halbe Million. Ist das?*
S: Ja
T: *OK, das haben wir nicht gewusst. Woher hast du die Information bekommen?* **Information from?** Google?
S: Wikipedia, yeah.

T: Wikipedia. *Sehr gut, und er hat blaue Augen hast du gesagt. Das ist interessant. Blaue Augen,* **you just made that up.**
S; Yeah.
T: **OK. we'll believe it. OK, so funny. The half a million is true and we've made up the** *blaue Augen. OK, gut mit* Bayern *nach* Chelsea. *OK, von* Chelsea Chris. *Wer?*
S: Er kommt ais Czech Republic. Er ist neunundzwanzig Jahre alt. Er spielt fuer Chelsea. Er hat blonde Haare und balue Augen. Er ist sehr gut.
T: *Er ist sehr gut?*
S; Ja.
T: *Wie heisst er?*
S: Peter Czech.
T: Peter?
S: Czech
T: *OK gut von* Bayern *noch eins von* Bayern. **Also one.**
S: Er heisst Sebastian Schweinsteiger.
T: *OK* Schweinsteiger. *Wie alt ist er?*
S: Er ist siebenundzwanzig Jahre alt. Er kommt aus Deutschland. Er wohnt in Muenchen. Er ist ziemlich gross. Er hat blonde Haare und blaue Augen.
T: *OK die alle haben blaue Augen, heute. OK und* Chelsea.
S: ER heisst Frank Lampard.
T: Lampard? *Ok gut.*
S: Er kommt aus England. Er wohnt in England.
T: *England, ja.*
S: Er ist sehr sportlich. Er spielt Fussball mit Chelsea. Er ist dreissig Jahre alt. Er hat braune Haare und brauen Augen.
T: *Braune Augen. OK nummer eine mit braunen Augen heute. OK, gut.* Bayern David.
S: Er heisst Paul Long. Er kommt aus Deutschland. Er wohnt in Muenchen. We ist achtundzwanzig Jahre alt. Er ist klein. Er hat blonde Haare und eh
T: *Blaue Augen?*
S: Blaue Augen. Er ist sportlich. Er tragt die nummer sechszehn. [unclear] fuer Bayern und Deutschland.
T: *Gut. Sehr gut. Also er trägt. Gut, sehr gut. Und* Chelsea, Brian.
S: Ehm, er heisst Didier Drogba. Er kommt aus Ivory Coast. Er ist dreiunddreissig Jahre alt.
T: *Dreiunddreissing? Das ist ziemlich alt als Fussballspieler.*
S: Er traegt nummer elf. Er ist sehr gross. Er hat lange braune Haare und braune Augen. Er ist stuermer. Er ist sehr sportlich.
T: *Sportlich. OK, sehr gut.* Und? [two students come into class]
S: The lift broke down and it skipped up and
T: **We broke the lift?**
S: No, the wheelchair guy got there first.
T: **Wheelchair** Daniel, **that's his name. Let's get to know each other if we're all going to be in** [laughter]. So Daniel O' Dwyer **broke the lift?**
S: No he got there and then it skipped us and then a guy in sixth year or like fifth year got there and then

we had to go up to the C floor and down.
T: *Das ist eine lange Geschichte*. **It's a long story**. *OK wenn du willst, du könntest auch hier. Das wäre besser.* **Wouldn't that be easier? That's actually where the wheelchair guy as you referred to him sits in my class.**
S: No I didn't.
T: **OK,** Daniel **from now on. You might as well sit there altogether with the crutches. Does that make more sense? Just for a while until we**.. *OK der dreiundreissigjährige. Wie heisst er nochmal?*
S: Didier Drogba.
T: Drogba. *OK also von* Chelsea *nach* Bayern. *Die nummer vier aus* Bayern. *So*, Schweinsteiger *hatten wir.*
S: Ehm, er heisst [unclear]. Er kommt aus Deutshland.
T: *Er kommt aus Deutschland, ja.*
S: Er wohnt in Muenchen. Er ist siebenunddreissig Jahre alt.
T: *Gut. Siebenunddreissig?*
S: Ja.
T: *Das ist ziemlich alt, ja?*
S: He's a goal keeper.
T: *OK, siebenunddreissig, ja* Darren.
S: Er hat braune Haare und braune Augen.
T: *Braune Augen nochmal. OK gut. Nochmal mit* Chelsea *und dann wir machen eine Pause.* Ok Chelsea. **Right**, Eoin.
S: Er heisst Matte. Er kommt aus Spain.
T: *Aus wo?*
S: Er kommt aus Spain.
T: *Spanien.*
S: Spanien.
T: *Gut.*
S: Er wohnt in Chelsea. Er ist vierundzwanzig Jahre alt. Er ist mittelgross. Er hat braune Haare und braune Augen.
T: *Gut, OK gut nochmal mit braunen Augen. OK, sehr gut. Also moment.* **We'll come back to it in** *zwei Minuten oder drei Minuten. In den Hausaufgabeheften* **just on our** *Wiederholung*, **still on revision.** *OK so hört zu*. **I just want you to listen to a tiny little thing on the tape**. *Und ich habe einige Fragen.* **I've just got two or three little questions. OK?**
S: Can we write [unclear]
T: **Just listen first and then I'll give you** *die Fragen*. [tape 10:23 – 10:59] *OK, meine Fragen. Als Wiederholung*. **We have** *Zahlen, Uhrzeit, Tage, Farben, Alphabet*. **What I kind of want to have a look at today and this week. OK, so our** *Zahlen* **OK for our numbers**, *Uhrzeit*?
S: Time
T: **OK for times. It's coming up here so we need to look back and revise that because we haven't seen it in a while in detail**. *Tage* **just remind us of our** *Montag, Dienstag, Mittwoch,* **the days.** *Farben?*
Ss: Colours.
T: **The colours. To just to go through them** *ganz schnell. Alphabet* as **well for our spellings.** *OK, also zürst hier* **can you tell me the day of the week, and we'll just have hands for this now, that these people are talking about.** [11:43 – 12:03] *Ok also. Wir haben Donnerstag.* **Day of the week** Jack.
S: Thursday.
T: **OK Thursday. And Tuesday,** Shane, **is what**?
S: Ehm.
T: **That's why we need to revise them.** *OK es gibt sieben*. Rory?
S: Dienstag.
T: *Dienstag. So pass auf. So Donnerstag, Dienstag. So Donnertag* **is the answer here for Thursday but we've to remember for the next two days between now and Friday, we have to revise our days of the week.** *OK wer spielt?* **The next thing I want from you is who's playing.** [tape] *OK so wer spielt?* Ehm, connor or David, *Entschuligung.*
S: Ehm, Bayern or eh Hamburg und Dortmund.
T: *Hamburg ja und Dortmund. OK sehr gut. OK so Hamburg gegen Dortmund.* **OK, time of kick-off.** [tape] **OK so they're treffing, they're going to meet each other. I'm just reminding you in our revision the things to look out for.** *Also, Shane.*

S: Half four.
T: **Half four. Any one disagrees with Shane?** *OK sehr gut* Shane. **Ok to remind you that the** *halbs* **are the ones to watch out for. OK when it comes to times**. *So halb fünf?*
S: Half four.
T: **Half before five so that would be** Rory?
S: eh half four.
T: **Half four, correct**. *Viertel nach viertel vor* **and we'll look at those again in a minute. Just to remind us that we have to. If you haven't seen them you forget them quite easily. Days of the week. We have the** *Dienstag, Donnerstag, am Donnerstag, am Dienstag*. **Times**; **um halb fuenf, um viertel vor acht.**
S: What's im then? Is that in months?
T: *Im* **if you're talking about, yeah, months. Ok so we'll come to those now.** Meine *Fragen. Über Bayern und Chelsea. Frage nummer eins: wie heisst der Manager von Chelsea? Wie heisst der Manager?*
S: Will we write it down, Miss?
T: *So wie heisst der Manager*?
S: Will we put it on our books?
T: *Also*, Brian?
S: Roberto de Matteo.
T: ^ **Full sentence.**
S: Oh, die Manager
T: *So wie heisst der Manager?*
S: Der Manager heisst Roberto De Matteo.
T: *Gut, sehr gut. Wie heisst der Manager von Bayern*?
S: [unclear]
T: *OK got sei Dank haben wir* Mr. O' Keefe. *Der Fussballspieler. Ich habe ihn gefragt.* **I had to ask him myself.** *Jemand weisst?*
S: He's the manager of [unclear]
T: Henkes *heisst er. Er heisst* Henkes. *Kenne ihn nicht. Er kommt aus Holland denke ich.* Henkes *kommt aus Holland und hat lange braune Haare. OK gut und Spielt Bayern in Schwarz? Wenn Bayern spielt, spielt Bayern in Schwarz?*
S: Bayern spielt in die Allianz Arena.
T: *Ja, das stimmt aber welche Farbe?*
S: Oh
T: *Schwarz? OK,* Jack.
S: Bayern spielt in rot.
T: *Rot? Ja, normalerweise rot weiss, oder? Ja, rot weiss sagen wir. Normale Farben. Schwarz heisst?* **OK, there we go. Number one on your list of revision**, *Farben* **with the colours**. *Ja, gut. Spielt Chelsea in weiss? Spielt Chelsea in weiss?* Brian.
S: Nein, er spielt in blaue.
T: *OK so Chelsea spielt in?*
S: [unclear]
T: *OK so normalerweise blau, aber diese Woche*?
S: In weiss.
T: *In weiss. OK so weiss und blau, normal. Wo ist das Spiel?* [unclear] *Wo ist das Spiel? Wo ist das Spiel Bayern gegen Chelsea? So in Irland, England, Schottland, Wales? Uganda?* [pause] *OK so wo findet das Spiel statt?* Chris?
S: Deutschland.
T: **Yeah, full sentence**. *Das Spiel*?
S: Das Spiel ist in Deutschland.
T: *Ist in Deutschland. Ja, so das Spiel ist in Deutschland. Wo in Deutschland? In welcher Stadt? Oder in welchem Bundesland? In welcher Stadt oder in welchem Bundesland? Also, wo ist das Spiel? Also* , Brian, *wo ist das Spiel*?
S: Er ist in der Allianz Arena in Muenchen.
T: *In München, gut. So in München. In Bayern. So wie heisst das Stadion?*
S: Allianz Arena.
T: *OK das heisst das Allianz Arena. Gut. Um wie viel Uhr fängt das Spiel an? So wann beginnt das Spiel? Wann beginnt das Spiel, ungefähr? Also, wann beginnt das Spiel. So Uhrzeiten. Um zwölf, um elf, um*

zehn, was weiss ich? Wann beginnt das Spiel?
S: Eh, das Spiel beginnt um..
T: *Um zehn, elf, nün*?
S: Um acht Uhr.
T: *Um acht Uhr.*
S: sieben.
S1: No It's vier.
T: *Um acht, das ist OK. das Spielt beginnt um acht. Wann ist das Spiel. Ist das Spiel am Samstag, Sonntag, Mittwoch, Dienstag, Donnerstag? So wann ist das Spiel? Es beginnt um acht aber wann. Am welchen Tag ist das?* David?
S: Ehm, am Samstag, or.
T: *OK, so das Spiel?*
S: Eh, Sonntag.
S1: Samstag.
T: *Samstag denke ich. Ist es am Samstag?*
Ss: Samstag, ja Samstag.
T: *Ja, so das Spiel ist am Samstag,* David. *OK das Spiel ist am Samstag um acht Uhr. Denken wir. Und wer gewinnt? Wer gewinnt,* **who do we think is going to win?** *Also, wer gewinnt? OK, wer gewinnt*, Eoin?
S: Ehm gewinnt Bayern.
T: *Gewinnt Bayern, oder Bayern gewinnt?*
S: Bayern gewinnt.
T: *OK, Bayern gewinnt. Und wer denkt, dass Chelsea gewinnen wird? Zwei bloss? OK. schreibt es jetzt.* **I want the result on your page and we'll look at it** *nächste Woche. Ganz schnell. Wer gewinnt? Bayern, Chelsea.*
S: What date is it today?
T: *Heute ist der sechszehnte oder fünfzehnte?*
S: sechszehnte.
T: *Sechszehnte. OK, also* [unclear]. *Was sagst du?*
S: [unclear]
T: *Zwei eins. OK, wer gewinnt?* Michael. *Bayern oder Chelsea*?
S: Eh, Chelsea.
T: *OK, und* **result?**
S:Ehm null eins.
T: Chelsea?
S: Ja.
T: **OK, right,** Gary?
S: Bayern. Eh, ehm,
T: *Fünf vier, neun zwei*?
S: Ehm vie reins.
T:*Vier eins.*
S: No eh drei eins.
T: *Drei eins. Hast du das geschrieben?* **Do you have it written down?**
S: Yeah.
T: *OK, gut, und was sagst du* Shane?
S: Eh, Bayern gewinnt zwei null.
T: *OK, zwei null.* [unclear] *Und was sagst du*, Eoin?
S: Bayern drei, Chelsea ein.
T: *Eins?*
S: Ja.
T: *OK, zwei eins. OK so zwei eins, zwei null und* Mark?
S: Eh Bayern gewinnt, zwei eins.
T: *Zwei eins. Und*, Ross?
S: Chelsea gewinnt drei zwei.
T: *Drei zwei. OK, sehr gut. Jetzt in den Hausaufgabenheften,* **just underneath last night's** *Hausafgaben. Heute ist er secheszehnte,* **just put in the date so we know in the next few weeks if I say look on the sixteenth we revised that.** *So der sechszehnte* **will be on the same page.** *Ok, so ich stelle die Fragen* **and**

you're going to *die Antworte schreiben.* **I want you to write the answers now in these ones. OK?** *Also, meine Frage* [writes on board]. **OK I want** *der Tag, wann spielt Leinster? Diese Woche.* **Give me a full sentence but I want** *der Tag,* **I want the day. We are looking at the day.** *So Leinster spielt. So Finale* **I'm talking about now. Are we all on the same page.** *Von Fussball nach Rugby. Wann spielt Leinster? Also,* Chris?

S: Ehm Leinster spielt am Samstag.

T: *Sehr gut. Am Samstag.* **See what I had up here before you came in**? *Am Samstag. Sehr wichtig. So Leinster spielt am Samstag.* **OK, on**. *Nummer zwei.* [writes on board] **OK, so full** *Satz.* **So I want a full sentence now.** *Wann beginnt das Spiel? Ungefähr,* **gents. It doesn't have to be precisely, exactly on the button.** *So pass auf.* **Just is it** *am oder um. Im. So wann beginnt das Spiel?* **Full** *Satz. So und wann beginnt das Spiel?*

S: Das Spiel beginnt um halb fuenf

T: *OK gut. Das Spiel beginnt um halb fünf.* **Doesn't have to be true.** *Halb acht, halb neun. Halb sieben. Ist das ganz klar. Aber um ist wichtig. Das Spiel beginnt um.* [writes on board] *OK oder welche Farben, vielleicht. So welche Farben oder Farbe trägt Ulster? Also, rot, gelb, weiss, Schwarz, was haben wir? Lila, rosa. So, welche Farben? Ist das zwei farben oder eine farbe? Ich denke zwei, oder? So was tragen die Spieler, wenn die spielen? Welche Farben trägt Ulster? So die Mannschaft. Ulster als Mannschaft. Niemand? Haben wir eine Antwort?* **Any answers? For** *Farben. Also, versuch's. Ok* Brian.

S: Ulster tragt rot und weiss.

T: *OK trägt. Ok Ulster trägt rot und weiss, ja. Man kann auch sagen, Ulster spielt in rot und weiss. Aber tragen heisst?*

S: To wear.

T: **To wear, cos we had it earlier.** *OK, gut. Und welche Farben trägt Leinster? So was sind, welche Farben. Gut, also,* Killian?

S: Ehm Leinster spielt im blaue.

T: *Ja, so Leinster spielt in blau. Oder Leinster trägt blau. Blau und weiss oder blau?*

Ss: Blau.

T: *Blau. OK Leinster trägt blau.*

S: How do you spell that, Miss? Is it with an 'e'?

T: *Ja, also hatten wir.* **With** *Augen,* **it's** *blaue Augen cos* **it's plural** *aber blau* **for the colour**.

S: So if you were saying, they wear blue, you'd say blaue.

T: **Just** *blau.*

S: But if you said

T: **But if you said blue shorts or a blue jumper you'd have an ending then. But if you're just saying the colour blue, there's no 'e' at the end of it. OK?** *Also, nummer.* [writes on board] *Wo ist das Spiel oder wo findet das Spiel statt? Wo? In welchem Land oder in welcher Stadt? Wo ist das Spiel? OK, also,* Matt, *wo ist das Spiel?*

S: Eh, I didn't get it. I'm still writing down the question.

T: *Wo wohnst du? Was ist the Frage?* **Or** *die Antwort.*

S: Eh, I don't know.

T: *Wo ist das Spiel?* **What don't you know?** *Das Spiel?* **The** *wo?* **I asked you** *die Frage, wo wohnst du.*

S: [unclear]

T: **Nothing about you now, if I said,** *wo wohnst du?*

S: Where do I live.

T: **OK perfect, now take the** *wo* **out**.

S: Eh, where do I play.

T: **OK, now look at the question.**

S: Where do you play.

T: **Where's the you?** *Wo ist das Spiel? So wo ist das Rugbyspiel?*

S: Where's the

T: **You have it.**

S: In the Aviva. Oh wait is that the Leinster?

T: **Yeah.**

S: In the Aviva, or yeah.

S1: No

S: I think so.

T: *OK, auf Deutsch. Wo ist das Spiel.*
S: das Spiel in Aviva.
T: *Das Spiel ist* **in the Aviva. Your Information is wrong but your German is OK? OK,** Matt **so let's get the Information correct. The Aviva is next year, isn't it?**
Ss: yeah
S; Das Spiel ist in Twickenham.
T: *Also,* **give me a** *Land*, **country,** Brian.
S: Das Spiel ist in Twickenham in England.
T: *England. England.*
S: England.
T: *OK, so das Spiel ist in England, oder das Spiel ist in Tickenham in England.*
S: How do you spell England?
T: *England*? **Exactly the same. Don't have that now on my list of countries. That will probably be towards, have a look at it yourselves. Next week I'll be looking at countries again in more detail but England is exactly the same.** *So das Spiel ist in England. OK, mit* [writes on board] *OK, wo ist das Spiel,* **we have it, where. As in**, *wo wohnst du.* **Now** *wer ist der beste Spieler? Wer ist der beste Spieler?* **So your opinion**. *Deine Meinung. OK, so der beste Spieler ist?*
S: My opinion, is it?
T: *Deine Meinung,* **your opinion. Take one.**
S: from the whole team?
T: **No, just take one from both. You have to make a call.** *So, wer ist? OK, gut. Was hast du*, Mark?
S: Der beste Spieler heisst Ferris.
T: *OK gut. Und,* Chris. *Deine Meinung*.
S: Der beste Spieler heisst Sean Ryan.
T: *OK, gut. Und?*
S: I said, der beste Spieler ist Carly und Ferris, I said one from each team.
T: **Now if you decide to put in two, what do you have to change?**
S: Eh die, is it?
S2: Der.
T: **It's just the verb we're looking at now.**
S: Der beste,
T: **Let's talk about the verb first now. Can** *ist be there if you're going to name two people?*
Ss: No
S: Der beste Spieler heisse or heissen
T: *Heissen,* **perfect. You're going to definitely have the** *heissen* **changing. Now, we can't say,** *der beste Spieler,* **because that's one, so we have to make it?**
S: Die
T: *Die*
S: Der beste, or die beste Spieler heissen Carly und Ferris.
T: *Sehr gut. Ja. Die besten Spieler heissen.* **So if you decide to take two, you have to change the verb first,** *heisst* **becomes** *heissen.* **Now, welcome to German. The grammar follows through. There's going to be more grammar changes.** *Die* **cos it's plural. Like,** *die Kinder* **or anything with the plural is** *die.* **And you just stick on the 'n' but you just get used to it after a while. Every time you're saying plural,** *die besten Spieler sind, die besten Spieler heissen*. **If it's one man,** *der Spieler heisst.*
S: you have a der and then you take away the 'n' on the
T: **You get used to it after a while when you're talking about it. The best teachers**, *die besten Lehrer.* **When you're talking about them over the years, it gets easier then. OK it's just the grammar ending of it.** *OK das letzte* **that I wanted to remind you to revise, OK because we are going to have a short listening test now next week as well**. *Alphabet.* **OK I'm now going to spell out the Bayern manager's name and the Ulster manager's name and you're going to write them down. Before we do, any time we've got the Alphabet how do we revise them? You've to be very clear on your Alphabet, most of it is very easy. Just watch out for?**
S: BMV
T: **OK the** *BMW,* **we know it the cars so that tells us. So the** *BMW* **you've got that covered and then to doubly sure then, the other car?**
S: VW

T: **The** *VW* **so we know what they sound like. Those two sort them out in your own head. And that's very unusual. All the rest we should be OK on. If you're not that's your revision at home then. OK the jot, yeah. Some people have some other ones that are tricky. Sort them out at home. OK**, Mark? **At home, in your own brain, in the privacy of your own room. Right, OK.** *Also, von Bayern. Dreimal* **we're going to do it. Also, you're just writing down the letters as you hear them,** *H – E – Y –N – C – K – E –S.* **So the manager** *von Bayern Heisst?*
Ss: Henckes.
T: *also, nochmal. H – E – Y –N – C – K – E –S. Also, Heynckes. So* Dara *auf Englisch.*
S: H – E – Y –N – C – K – E –S
T: *Ja, sehr gut. Das war es. OK, also Ulster. Der Manager von Ulster. M-C-L-A-U-G-H-L-I-N. OK, also typisch, der Name ist Irisch Schottisch M-C-L-A-U-G-H-L-I-N.* Right, Connor.
S: McLaughlin. M-C-L-A-U-G-H-L-I-N.
T: **Yeah, L-I-N, wasn't it?**
S: Yeah.
T: *L-I-N McLaughlin. Gut.* **OK, be clever with your** *Wiederholung,* **with your revision. You don't have to be sitting there going M is M, N is N and L is L. OK, don't be wasting your time. You sort it out to the ones that cause the problem and that can be your alphabet revised before, every time you do a listening. OK, every time you need to spell when you're ordering a pizza, if you're living in Germany, you've to speli your name out you know straight away the ones to watch out for. OK, also.**
S: Miss, will the listening be part of our summer test?
T: **Just, very.. it'll be** *Montag sind wir nicht hier so Dienstag. Ja, am Dienstag, vielleicht. Just ungefähr fünf MInuten* **and I'll one or two spellings, one or two with numbers just to check that.**
S: And it's going with our Christmas test.
T: **Of course. OK? So we have** *Farben,* **don't forget them.** *Alphabet* **that should be OK. Days of the week, ye seemed OK today but look at them again cos that can come up in reading comprehensions and listening comprehensions.** *Uhrzeit* **is always there. Your times. OK**, *Zahlen* **up the very top,** *nummer eins* **always. Numbers because they come up everywhere with the price of things, people's ages, they could be every where. So just be sure you go back over them again.**
S; How far do we need to know.
T: **Up to a hundred. Once you're up to**
S: A hundred and does it kind of follow on then?
T: **it does really and within the thousands you'd be fine up to Christmas**. Eoin
S: Eh will there be a paragraph about our [unclear]
T: **There will be. I'll talk more about the actually written part now and that. So as you're going through look at your** Viel Spass. **You revised for the** *Hausaufgaben für heute.* **You did** *wie heisst du, woher kommst du, wie alt bist du.***So we had the** *Bayernspiel* **earlier, remember. We were saying**, *er heisst, er kommt aus.* **That's** *die ersten drei Kapital* **were done on that.** *Wie siehst du aus was Kapital vier*, **we did that**. *Er hat schwarze Haare, blaue Augen. Nummer fünf,* Rory **are you checking as we are going though. The opening of the book would be essential in that though**, Rory. *OK, Kapital fünf,* **now we didn't do this and this is where we need to go next. Now** *erzähl mir über deine Familie und hast du ein Haustier. OK, so. Familie und Haustier. So it's Kaptial fünf, Kapital sechs. So Seite neunund fünfzig* **so we don't need every single page of the chapter, get out the main details about** *Familie,* **check your notebooks. Your** *Notizhefte sind sehr wichtig.* **And if we go back, the** *Hausaufgaben* **we did them. Check your** *Hausaufgaben* **as well. It'll help you towards the main important parts. You do not have to go through every single page in the book. So if we're talking about** *für Freitag. Familie, Haustier und Hobbys. OK, Familie, Haustier und Hobbys*. **Are we** *klar*, Michael?
S: Yeah.
T: **Talking chapters now,** Michael **might be easier rather than going to pages. So**, Michael, **let's go back to the index at the very front. Go, see the blues**, *alles blau*. **OK, over** und du hast Kapital, *was war es? Fünf, sechs, sieben. Deine Familie, Haustiere, Hobbys. Ja*? **See them,** Michael?
S: Yeah.
T: **You do? OK so yes Miss will do me fine. Just to make sure, right. Those three we're looking at** *für Freitag.* **So, you go through them and the** *Hausaufgabenheft* **and the** *Notizbücher*. **And a small bit of writing to prove to me that you did look through these. OK let's take** *vier Sätze* **on** *Familie, vier* **on the** *Haustier und vier* **on** *Hobbys*. **So, I'm looking for four** *Sätze*, **four sentences even. On** *deine Familie nochmal, dein Haustier, und wenn du kein Haustier hast*, **if you don't have an animal, what do we do**

448 **with the four sentences?**
449 Ss: Make it up
450 T: **We make it up. OK, so**. *Vier on deine Familie, vier on Haustiere, vier on Hobbys*. **Now for the hobbies,**
451 **gents;** *ich spiele Fussball, ich spiele Cricket, ich spiele Federball und ich spiele Rugby* **doesn't work for me**
452 *im Mai,* **OK not in May. Let's look at the unusual ones again. I know you can say,** *ich spiele Fussball* **so**
453 **let's look at the other ones that you might have forgotten because you mightn't have seen them in a**
454 **while. OK so let's your heads. Was,** mark?
455 S: Ich mache ??
456 T: *Interessant, danke*. **It doesn't matter if you don't. As we say, you can lie as long as it's good German.**
457 **What about the collecting, didn't we?**
458 S: sammeln
459 T: *Ich sammle*. **You see, unless, I'm not going to be there to talk into your ears unfortunately so just**
460 **push yourselves to find the ones that we haven't seen in a while.**
461 S; Flugzeuge.
462 T: *Wasfür Zeuge?*
463 S: Ich mache Modellflugzeuge.
464 T: *Ich mache Modellflugzeuge*. **Did you get that there,** Michael, **from** Killian **as a present?** Michael, **did**
465 **you get the present? Say it to him again**.
466 S: Ich mache Modellflugzeuge.
467 T: **So I'm sure that's somewhere in your notebook as well. Let's go look for it.** *Modellflugzeuge. OK das*
468 *war fünf, sechs, sieben*. [bell] *OK, das ist für Freitag, oder?*
469 S; Ja.
470 T: *Dienstag, nächsten Dienstag. So wir sind am Freitag hier und dann am nächsten Dienstag. Ein kleines*
471 *Test* **now. It's only a tiny listening test**.
472 S: [unclear]
473 T: **Spelling, numbers and probably time.**
474 S: So just look over the [unclear]

Appendix E.18: Classroom observation 17

Teacher Language Use Classroom Observation Scheme

1. Date: 21.5.2012
2. School:
3. Teacher:
4. Year: 2nd
5. Level: Mixed
6. Observation no.: 1
7: Lesson Time: 12.50 - 13.30
8. Lesson Theme: ~~Wortschatz~~ Hörverstehen Modal Verbs

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker	I		I	卌	I		I	I	
2	Starter	II			II	I	I	I		
3	Elicitation	卌	III	卌 II	I	I	卌 III	卌 III	卌 卌 III	
4	Check	II	II	III	I	II	I		II	
5	Directive	卌 卌 卌 II		卌 III	II	I	III	I	卌 II	
6	Informative	III	I	III	卌	I	III	I	卌	
7	Prompt									
8	Clue						I			
9	Cue						I	I		
10	Nomination	I	I	卌 II		I	卌 I	卌 I	卌 IIII	
11	Reply	I					I		I	
12	Comment		I	II			II		II	
13	Accept	I		卌			卌 II		III	
14	Evaluate	II	III	II		I	卌 II	III	IIII	
15	Meta-statement	III	I	III	II				III	
16	Conclusion								III	
17	Loop	I							I	
18	Aside				I		I			
		exactly 12.50 Simon says pg 8	quiet work	qs writing	tape end		answering question/TW		answering qs H/W	

Geer Eng

T: Craig, *ist* Linda *da*?
S: [unclear]
T: *Ok ja*. **Are you staying there?** [bell] *So, guten Tag Deutsch Klasse zwei.*
S: Guten Tag, Frau Murray.
T: *Ist* Emma *Krank?*
S: Ja
T: *Und* Ryan *auch?*
S: Ja
T: George *kommt gleich und* Deborah *hast du noch die zwanzig Euro mit für.*
S: Nein
T: *Aber du willst mitkommen, ja? Nach Friedrichshafen? Nein, doch nicht? Ja, nein, ja? Du kommst nicht mit?*
S: Ja
T: *OK*. Cian, **before I forget it, if you could just hang back one minute after class. Yeah? So,** Shona. **Did you ask again at home about the exchange?**
S: Yeah
T: **And? No?**
S: No
T: **No is the answer. That's fine.** *OK gut. So wir fangen gleich mal an mit einem Spiel.* [writes on board] *Was heisst das auf Englisch?*
S: Simon says.
T: *Ja, genau. OK Ihr weisst wisst wie das geht. Kennen das alle, das Spiel?* **Does everybody know how it goes?** *Kennen das alle? Ja? OK.* **Simon** *sagt, steht auf. Setzt euch hin.* **Simon** *sagt, setzt euch hin.* **Simon** *sagt, öffnet das Buch. Schliesse das Buch.* **Simon** *sagt, öffnet das grosse Heft. Öffnet das kleine Heft.* **Simon** *sagt, schliesst das kleine Heft. Ah, ihr seid zu gut.* **You're too good.** *Ihr seid zu gut. Keiner hat sich reinlegen lassen.* **Nobody got tricked**. *OK gut wir gehen alle auf die Seite römische Nummer acht. Seite acht im Lehrbuch. Römische Nummer acht.* **We know now that modal verbs can be used to give instructions but here on top of page Roman number eight, the blue box you see that you can use them also when you want to ask something in a polite form, yeah**. *Höfflich fragen*. **Ask politely**. *Höfflich fragen. Darf ich, soll ich, muss ich, kann ich? Darf ich zur Toilette gehen, bitte. Alle zusammen.*
S: Darf ich zur Toilette gehen, bitte.
T: *Darf ich zu meinem Schliessfach gehen, bitte.*
S: Darf ich zu meinem Schliessfach gehen, bitte.
T: *Schliessfach*
S: Schliessfach
T: *Ja, es kommt von schliessen und dann das Fach ist die kleine Box, wo du das reintust, ja? Schliessfach. Zusammen.*
S: Schliessfach
T: *Darf ich das Fenster öffnen?*
S: Darf ich das Fenster oeffnen?
T: *Darf ich das Fenster schliessen?*
S: Darf ich das Fenster schliessen?
T: *Soll ich das aufschreiben?*
S: Soll ich das aufschreiben?
T: *Soll ich das lernen?*
S: Soll ich das lernen?
T: *Soll ich das lernen?*
S: Soll ich das lernen?
T: *Muss ich das lernen?*
S: Muss ich das lernen?
T: *OK, öffne dein grosse Heft vorne. Schreibe ab diese seiben Fragen*. **Write down these seven questions.** *Sieben Fragen.*
S: Miss.
T: *Ja*
S: Do we have to take down, darf ich [unclear]

T: **Yeah, we already have that. That's right, we might not have been here, Kim. We ticked the ones that we already have so everybody else has a tick already next to that so no you would start with,** *darf ich* **so that's only six. Then let's go as far as,** *muss ich das aufschreiben* **then. The two** *muss*. **So from,** *darf ich zu meinem Schliessfach gehen bis muss ich das aufschreiben. Sieben Fragen. Das ist eure erste Hausaufgabe.* [students work in complete silence] *Schon fertig,* Uris?
S: Ja
T: *Gut. Wie sagst du,* **may I got to my locker please?**
S: ehm Darf ich zu meinem schleib, schleib
T: *Schliessfach*
S: Schliessfach gehen.
T: *Ein langes i.* **Do you remember the rule when you see those combinations of I and E and E and I? What was the rule we said?**
S: EI is I
T: **You look at the last letter and the way it's pronounced in English, the whole diphthong is pronounced. So if you say that's an English E then in German that's an E. That only works for English speakers**. *Also, langes I, Schliessfach. Schliessfach. So nochmal,* Uris.
S: Darf ich zu meinem Schliessfach gehen, bitte?
T: *So ein scharfes S. Schliess.*
S: Schliess.
T: *Das ist kein B, ja. Schliessfach. Darf ich zu meinem Schliessfach gehen, bitte? Genau. OK.* Kim, *fertig?*
S: Ja
T: *Wie sagt man,* **may I open the window?**
S: Darf ich, darf ich das Fenster oeffnen?
T: *Und* Jasmine. *Bist du auch fertig? Mit abschreiben?*
S: ja
T: *Wie sagt man,* **may I close the window?**
S: Darf ich das Fenster schlie?
T: *Schliessen*
S: Schliessen
T: *Hier haben wir wieder Schliessfach und schliessen. Ja, das Verb. Gut. Und* Victoria, *wie sagst du,* **shall I write that down?**
S: Soll ich das aufschreiben?
T: *Aufschreiben, gut. OK, alle fertig?*
S: nein
T: *Nein, nicht. Fast.* George, *wie sagst du, soll ich das lernen*?
S: Should I learn that?
T: *Ja, genau. Umgekehrt.* Leah, **do I have to learn that?**
S: Muss ich das lernen?
T: *Gut. Und,* Goerge *nochmal auf Deutsch*. **Do I have to write that down?**
S: Soll ich das aufschreiben?
T: **Do I have to? It's a bit stronger. Do I have to? Shall I write,** *soll ich.* **Do I have to write that down?**
S: Muss ich das aufschreiben?
T: *Hast du das aufgeschrieben? Ja, das waren sieben Sätze, ja? Sieben Fragen. Von darf ich zu meinem Schliessfach gehen, bitte bis muss ich das aufschreiben. OK?* Greg, *wo bist du?*
S: Where do we stop?
T: *Bis muss ich das aufschreiben. Bist du da?*
S: Muss ich das aufschreiben?
T: *Ist das dein letztes?* **Is that your last one?**
S: Yeah
T: *Ja, OK.* **So just finish that.** *So alle andere nehmen bitte ihre Kopie zur Hand, Ihr Handout. Die Höraufgabe und* Deborah *ich habe deins hier. Wir haben schon die* **Unit One** *gemacht und jetzt* ***Unit two***. **Now before we do that there's another little listening exercise that I will do with you so we'll do two parts on Thursday. One with this one and the other one will be the one that we are going to practice now. There's two photocopy machines now in our workroom, now both of them don't work so we're going to have to go back to good old fashioned board. So if I could ask you, beside this sheet to have your** *kleine Heft, grosst Heft, ist mir egal. Vielleicht ist kleine Heft, das Übungsheft. Überschrift Hören.*

Und ich schreibe die Aufgabe schnell an die Tafel. Wieder alles auf Englisch beantworten. **You answer in English, yeah? If the question's in English you answer in English. You don't need to write down the question. Just write down one**. *Wir haben fünf Fragen so numeriere von eins bis fünf.* Uris *kannst du mal die Frage vorlesen auf Englisch? Lies mal vor auf Englisch.*

S: What does [unclear]. Why does the class have a new teacher. In what subjects? What homework do they get and

T: **Yeah, what does the class plan to do the following week? Give details. So what does the class plan to do sorry the following week? To do the following week. Can everybody read and understand those questions.**

S: Do have to write the questions.

T: **No.**

S2: What? Ah.

T: **You don't have to.** *Nicht abschreiben, nur nummerieren.* **Only need number one to five.** *So jetzt geht's los.* **You've heard this** *dreimal. Einmal durch, das zweite mal mit Pause und das dritte Mal ganz durch. Ja* **so you hear it three times**. **The second time with breaks. Apologies about these technical difficulties.** *Los geht's.* [tape] *So das ist das Ende vom letzten. So jetzt geht's los. So jetzt das zweite Mal.* **If I don't find it I'll just read it out.** [tape] *Ich denke das wird nichst.* [unclear] *OK Nochmal mit Pausen. OK Nummer zwei.* **I don't see many people writing. Does everyone have answers for number one and two? Yeah, OK. I go on to** *Nummer drei.* **Name three things they did in that subject that day.** *Nummer vier. Und Nummer fünf. So noch ein letztes Mal. Einmal ganz durch.* **After this one you should have written down all your answers to all five questions**. *So los geht's.* **What does he have for lunch when he comes home from school?** Sean.

S: Tomato soup, sausages with potato salad and dessert.

T: **Very good, excellent. Did everybody get that?** *Alle haben das?* **Tomato soup, sausage, potato salad and dessert. Good. Full marks there.** *Volle Punktzahl.* Florian's **class has a new teacher in what subject?** George.

S: English.

T: *Richtig. Ja.* **And why**?

S: Because their teacher's sick.

T: *Sehr gut.* **Full marks there as well**. *Volle Punktzahl, alles richtig. Nummer drei.* **Name three things they did in that subject that day.** Jasmine, *hast du was verstanden*?

S: I said, two comprehension like reading comprehensions, they had to take down twenty vocab words and ten sentences.

T: **did anybody find out what the ten sentences were about? They had to write about ten sentences about themselves.** *Über uns selbst schreiben.* **About themselves**. *Über uns selbst.* **But I would say you would get the full marks for saying writing ten sentences. So writing ten sentences now the comprehension was two pages of an English text, the reading comprehension not two different texts that was two pages. But correctly, twenty vocab**. *Zwanzig Vokabeln. Gut.* **What homework did they get**, Victoria?

S: I thought reading comprehension but I think I got it wrong.

T: **yeah the next two pages of the text as a reading comprehension. Well done. yeah you would get marks for that, definitely. And there was something that was before I stopped.**

S: Was it finish classwork?

T: **kind of but that's very general**. **More specific.** *Dann mussten wir die zwanzig Vokabeln abschreiben, die wir heute auch lernen müssen.* **They have to, the ones that they have to write down, like we just did, yeah. From Roman number eight. We wrote them down in class and then we learn them off at home. So guys if you sometimes didn't get it the third time then think logically how would you do it. What is the most logical thing, yeah? So he had to learn twenty vocab as homework as well.** *Und das letzte, Nummer fünf.* **What does the class plan to do for the following week?** *Wer hat es verstanden?* Uris, **did you understand that?**

S: I think so. Go to Koeln?

T: *Köln, ja. Wie heisst es auf Englisch? Köln?*

S: cologne.

T: **Cologne, yeah. Cologne.**

S: [unclear] twenty euro.

T: **So it says as much detail as possible. So we know where, how much**.

S: Is the teacher going with them?
T: **Which teacher?**
S: Art teacher
T: **Arts teacher. Excellent. So you've already three details. That's very good**. *Den Dom besichtigen.*
S: Church no cathedral.
T: **Yeah it's a cathedral. Well done.**
S: Yeah we learned that in Geography. Is it the highest cathedral in Europe.
T: **Oh you learned about the Dom about the Cologne cathedral, did you?**
S: yeah.
T: **And what is it, the oldest one?**
S: Yeah it's standing since world war one.
S2: Yeah it's the only building that survived it.
T: **It's still standing. Oh right yeah. I don't know. I don't want to go into history.** *Gut, sehr gut, ja. Wer die Zeit vielleicht noch verstanden hat*. **how do they get there? Did you hear that?** *Zug.*
S: Train.
T: **Yeah, train.** *Zug* **is train**. *Aber ihr hattet drei. Ich würde sagen wer drei, vier Details hat ist es OK?* **So three to four details should get you the full marks there**. *Gut. Jetzt habt ihr eure Tabelle. Ja, jetzt nehmt eür Handout und die Tabelle für* **Unit two, question eight.** Leah, *hast du die Tabelle? Genau, gut.* Kevin *auch, ja? Ja. Los geht's* [tape] *So noch ein letztes Mal.* [tape] **Now** Deborah **didn't know that, everybody else knew that it's only twice**. *Nur zweimal für Teil A. OK lost geht's*, Martin. *Hast du was rausgekriegt?*
S: [unclear] something like that.
T: Deborah, **did you understand that?**
S: No. Was it Dortmund?
T: Isalon. **Did anybody understand near which big city it is? Maybe.**
S: Dortmund.
T: **Is it Dortmund, yeah? I have a different transcript here. So if you can't understand the small town then you just say it's near this and this city if you understand the big city.** *Die Strasse*, **what was the street called?**
S: Heidestrasse
T: *Heidenstrasse. Heidenstrasse oder Heidestrasse.* Greg, *das war jetzt leicht, ja?* **Brothers and sisters?**
S: He has one sister, Anna.
T: *Gut.* Leah, **date and month of birthday?**
S: fifth of May.
T: *Sehr gut.* Kevin, **did you understand anything about the pets?**
S: No
T: Kim
S: I think he has twenty birds.
T: **What kind of birds? Budgerigars or budgies.** *Kanarienvogel.* **OK and in his pastime, what's he doing?** Shona?
S: Bird watching and football.
T: **He's looking after the birds, I guess. So.**
S: And lesen
S2: yeah, lesen
T: *Lesen auf Englisch?*
S: He reads
T: *Ja, gut. Und Instrumente*. Victoria, *hast du das verstanden*? **You didn't understand that,** *nein*?
S: Klavier.
T: *Klavier auf Englisch. Die Frage ist auf Englisch.*
S: Piano.
T: Genau. Victoria, *Taschengeld?*
S: Fifteen euro.
T: **Per week? You said fifteen.**
S: I said fifteen as well.
T: *Fünfzig. Fünfzig. Ja* **can we get one more detail here.**
S: Per month
T: **Per month.** *Fünfzig.* **Not** *fünfzehn. Fünfzig. Und die* Christiana. *Das war wieder schwer zu verstehen.*

Krankenau. **Just do your best, whatever you understand. Maybe the street**. *Hat das jemand verstanden, die Strasse?*
S: [unclear]
T: *Ja, sehr gut.*
S: Do we write that in German then?
T: **You do. Yeah, you don't translate the place or the street**.
S: [unclear]
T: **I wouldn't expect you to know what a** *Heide* **is in English. No, no the address is.** *OK schnell. Nummer,* **number of brothers and sisters. Yeah.**
S: One brother, one sister.
T: *Gut.* **Date of birth.** Sean**, what did you get?**
S: tenth of June
T: *Sehr gut.* **Pets**, Deborah.
S: I said she had none, but she wished she had a dog.
T: **So we really have to say none. If you understood that she wishes then you can write, wishes to have a dog. Or wants dog for birthday or something. Good. Pastimes,** Greg.
S; Computer
T: *Ja.* Uris, *was noch*
S: I said computer, too
S2: Tennis.
T: *Und*
S: There was something else.
T: **Oh no that was it, wasn't it? It was tennis and computer games. Tennis three times a week. That's what I wrote down. Instruments** George?
S: The guitar.
T: *Gut. Und Taschengeld.* Kim
S: I had zehn
T: *Auf Englisch.*
S: ten euro per week.
T: **Good**. *OK. sehr gut. Prima*. **I think we have to practice that again. Yeah, you might as well speak a bit more in class. Your months, your numbers. You saw what you need, you need your months, your numbers for the date of birth, the amount of brothers and sisters, sometimes the amount of pets. Just look at hobbies again, instruments. So that's really for that and the other listening task is about, could be anything. Anything that we've done. food, school, subjects, that's all on your revision list. Now homework for tomorrow apart from the seven questions.** *Die sieben Fragen lernen*. **Learn those by heart. There will be classroom language in either the aural or the written test. And homework too is a written one [bell] and they're both on your revision sheet as well. You will be asked to write about somebody else's birthday so can you imagine it was your father's fiftieth birthday and you're writing about. Or your fortieth, I don't know how old your dad is.**
S: My dad's thiry six.
T: *OK. so fünf Sätze.* **So instead of,** *ich habe eine Party, mein Vater hat eine Party gehabt*. **So all you need to do is change what?**
S: the last one
T: **Not the last one**
S: The verb
T: **The verb. The conjugated verb. The first verb. The first of the two. The** *haben. Fünf Sätze, der fünfzigste Geburtstag meines Vaters oder meines Onkels oder meiner Mutter oder werauchimmer*. **Yeah. So third person singular, we'll be practicing here**. *Alles Klar? Gibt es Fragen?*
S: Nein
T: *Gut, dann bis Morgen. Aufwiedersehen.*

C018

Teacher Language Use Classroom Observation Scheme

1. Date: 22.5.2012
2. School: _____
3. Teacher: _____
4. Year: 2nd (same group)
5. Level: Mixed
6. Observation no.: 2
7: Lesson Time: 9.20 - 10.00
8. Lesson Theme: Modal verbs + future tense

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

Gen Avg

Iphone at 9.25

powerpoint modal verbs.

board with brain storming

AM

T: *So, bis alle hier sind* [unclear, movement]. *Seite acht, römische Seite acht. Wir haben* [unclear, students entering classroom]. *Wir sind nur vier. Wo ist der Rest der Klasse? Fünf, sechs, acht.* [chatter] Leah, *machst du das Licht aus, bitte.* [unclear] *Du hast das vergessen, oder?*
S: [unclear]
T: *Ja, du darfst. Ganz schnell.*
S: I forgot my book
T: *Wie bitte? Hausaufgaben vergessen? Lehrbuch, das Lehbuch vergessen? OK, brauchst du heute nicht, ja. So jetzt haben wir alle Technik. Die läuft, gut. So alle stehen. Alle Bücher zu. Macht die Bücher zu. Und melden wenn du es weisst. Darf ich zur Toillette gehen, bitte?*
S: Can I go to the toilet, please?
T: *Gut, ja. Setzen. Muss ich das aufschreiben*, Joel?
S: Must I write that down.
T: *Ja* **or do I have to.** *Gut, setzen. Darf ich das Fenster schliessen*?
S: May I close the window.
T: **May I close the window or can**. *Gut, setzen. Soll ich das aufschreiben. Ja.*
S: Will I write that down?
T: *Ja, sehr gut. Ja. Darf ich das Fenster öffnen*? Kevin.
S: May I open the window.
T: *Sehr gut. Das ist super. Setzt dich. Prima. Und darf ich zu meinem Schliessfach gehen, bitte?* Greg.
S: May I go to
T: *Schiessfach, schliessfach.* George.
S: Can I go to the locker.
T: *Ja. Muss ich das lernen?* Victoria.
S: Do I have to learn that.
T: **So everybody else had their arms up as well.** *Alle haben die Arme oben also setzt euch.* **Danke, alle** *setzen. Gut. Die Hausaufgaben zu gestern waren die Konjugation von den sieben Modalverben. Bitte, oeffnet dein grosses Heft mit den Konjugation der Modalverben.* [chatter as the students get their books] *Sollen ist mein erstes, vielleicht nicht dein erstes oder eures aber mein erstes Verb ist sollen. Übersetzen wir nochmal. Was heisst sollen auf Englisch?* Greg.
S: Ought to.
T: *Sehr gut. So wenn du das noch nicht dastehen hast. Sollen, ought to. Auch beim ersten Verb möchte ich, dass ihr Übersetzung der Personalpronomen auf Englisch schreibt.* **We realised that in the second last class, some students did still not know what** *ich, du, er, sie, es, wir, ihr, sie* **means in English so just for the first one, let's have the translations for the personal pronouns.** *Kannst du das machen. Ja, du hast es schon auf Englisch daneben geschrieben. Ja.*
S: I thought [unclear]
T: *Du schaust ja schon auf die Endung. Ich bin ja noch bei den hier, bei den Wörtern. Wollen wir die erstmal übersetzen?* Emma, ich?
S: Soll
T: *Übersetzen*, **translate**.
S: Oh, I ought to.
T: *Gut mach es mal nur die Personalpronomen. Dann machen wir die Verben. Moment. Ja so jetzt mal auf Englisch nochmal daneben haben.* [struggles with the powerpoint] *Ja, OK. Jetzt machen wir das ein Bisschen anders. So das es sich ganz so fort steht?? Er, sie, es,* Greg, *heisst auf Englisch*?
S: He, she, it.
T: *ja, es kommt jetzt alles durcheinander hier. Ahah. Gut, gibt euch Zeit das zu kontrolieren, ob ihr das richtig habt. Ich schreib das nur so.* Leah, *ihr?*
S: We
T: *Wer weisst es? Ihr auf Englisch?* George.
S: You plural.
T: *Genau. You plural. Sehr gut.*
S: Could you say they?
T: *Jetzt kommt they. Ja, und was ist Sie, grosses S Sie?*
S: You polite.
T: *Genau beides kann man sagen.* **You polite** *oder* **you formal** *auf Englisch. Ich mach das gleich wieder ordentlich. So ich wollte das mit euch zusammen machen. OK,* emma *jetzt kannst du alles vorlesen. Ich?*

S: Ich soll,
T: Du
S: Oh *sorry. Du sollst, er, sie, es, soll, wir sollen, ihr sollt and sie sollen.*
T: *Gut. Ich mache das gleich weider sauber. OK das jetzt. Gut. Jetzt haben wir das. Das mache ich nur bie dem ersten Verb mit dem Englischen. Jetzt seht ihr das auch anders. OK das wird nichts mehr. Wir machen einfach weiter. Ihr versteht es generell? Ja. So gut nächstes. Können heisst auf Englisch?* Shona.
S: Ehm
T: *Ich kann Deutsch sprechen.*
S: I can. I can.
T: *Genau. Und so heisst der Infinitiv, können. Gut so.* [unclear] *Was hast du herausgefunden?* **What did you find out?** *Was hast du herausgefunden?*
S: It doesn't take an e on ich or a t on er, sie, es.
T: *Ja. Kein e hier, kein t, gleiche Form für erste und dritte Person singular. Was bleibt*? **What's the same**, Jasmine?
S: ehm
T: *Du hast eine andere Frage, ja?*
S: du, is it?
T: *Das du bleibt mit dem st. Ja, das habe ich ein Bisschen dünkler gemacht.*
S: Miss, do normal verbs take an Umlaut on the plural?
T: **Do normal verbs take an Umlaut on the plural. Are you thinking of just any verb now? Regular verbs, is it?**
S: Yeah, would that be different that they take an Umlaut on wir.
T: **I'm not quite sure if I understand your question. Are you talking about the modal verbs or any verb now?**
S: Modal verbs. Mostly.
T: **Do they stay the same for the plural? Is that your question, do they stay the same for the plural? Yeah. If they have an Umlaut. Yeah. I think they do. Let's just quickly find out. I don't think it's considered a rule. But if you look at it as a pattern, you can't really say it because it stays the same in here has well. We can't really say that it's a rule so let's not do that. OK?** *zurück, gut. Was ist gleich? Was ist noch daselbe in Vergleich zu den Regelmässigen Verben?* **What is the same for regular verbs as for modal verb conjugation?** Killian.
S: The n's on the plural.
T: *Genau. Ja, für alle plural Formen. So die plural Formen sind alle gleich. Das immerschon gleich wie der Infinitiv und das war immer normalerweise wie hier. Aber das ist jetzt die ausnahme.* **This is the exception now**. *Ja, in Prinzip nur erste und dritte Person singular ganz anders*. **They are very different of course you still have to be careful with your vowel that changes. Good. I don't see you writing. Does everybody else have their book open.** *Grosses Heft. Und vergleich.* **So from now on, this was homework.**
S: [unclear]
T: **All right. OK. Good.** *So jeder vergleicht seine Hausaufgabe und Korrigiert was falsch ist. OK? Möchten. Ich möchte ein Eis. Was heisst möchten auf Englsich?*
S: I would like.
T: **Would like.** *Gut. Alle vergleichen. Alle haben es so?* **Maybe everybody would maybe have it already like you should, OK?** *das ist immer ein Bisschen schwierig mit dem Umlaut, mit der Aussprache. Spreche das mal nach. Ich möchte, zusammen.*
S: Ich moechte
T: *Du möchtest*
S: Du moechtest
T: *Er, sie, es möchte*
S: Er, sie, es moechte
T: *Wir möchten*
S: Wir moechten
T: *Ihr möchtet*
S: Ihr moechtet
T: *Sie möchten*
S: SIe moechten

T: *Möchten*
S: Moechten
T: **No it's like the ch in** *ich. Nicht, richtig, möchten, ja?* **So it's the soft ch.** *Ich bin müde. Ich möchte schlafen gehen. Was heisst das auf Englisch? Ich möchte schlafen gehen.* Victoria.
S: I'm tired, I have to go to bed.
T: **Does** *möchte* **mean I have to?**
S: I would like to.
T: **I would like to go to bed, yeah.** Kevin, *ich möchte Wasser trinken.*
S: I would like to drink water.
T: *Sehr gut.* Greg, **eleven or twelve students don't have the time to wait until you've copied all this. No that was homework. This was homework til yesterday. This is just to check did you do your homework correctly. Why are you writing complete, I see you writing complete words. Maximum maybe changing an ending or something. Yeah, we don't have the time for that.** *Müssen.* Shona *auf Englisch.*
S: I must.
T: **Or have to, yeah.** *So dann Übersetzung mache ich mal und wer noch nicht richtig hat, soll dahinter schreiben.* **I have to do my homework.**
S: Ich muss meine Hausaufgaben machen.
T: *Sagst du das ein Bisschen lauter dann für alle.*
S: Ich muss meine Hausaufgaben machen.
T: Victoria, *wiederhol mal. ^ Wiederhole, repeat, wiederhole.*
S: Ich muss meine Hausaufgaben machen.
T: Maria
S: Ich muss meine
T: *Haus*
S: Hausaufgaben
T: *Aufgaben. Hausaufgaben. Aufgabe* **is the task or the, yeah. And house is home so your** *Aufgabe* **is your work.** *Hausaufgaben.* **That's home, yeah.** *Aufgaben machen.* Shona *was heisst das auf Englisch? Ich muss meine Hausaufgaben machen?*
S: I must have to do my homework. I must do my homework.
T: *Ja.* **I have to do my homework. OK?** *OK,* George *fertig, ja? Dürfen.*
S: To be allowed.
T: *Sehr gut. Ich darf, du darfst, er, sie, es darf, wir dürfen, ihr dürft, sie dürfen.* **The students are allowed to go home.**
S: Die schueler duerfen, duerft
T: *Die Schüler*
S: Duerfen, duerfen.
T: **Because the** *Schübuler sind sie.* **They.** *Sie dürfen.*
S: Die Schueler duerfen zum
T: *Du denkst jetzt an* **building,** George **but this is the exception. Remember we had the rule with** *nach* **and** *zu?*
S: Nach Hause.
T: **So it's** *nach, ja?* **Just know that as a phrase**. *Nach Hause.* **To go home**. *Die Schüler dürfen nach Hause gehen. OK? Alle haben dürfen korrigiert? Und wollen.*
S: To want
T: *Gut.* **To want**. *Das ist der* **false friend**, George. *Nicht wie im,* eh *nicht wir im Englischen sondern* **want to.** *So ihr seid in Ludwigshafen im Oktober und dann gibt es bestimmt eine Schuldisko zu euren Ehren. Und dann geht der Uris zu seiner Brieffreundin und sagt* **would you like to dance.** *Und was sagt der* Uris?
S: Is dancing the verb.
T: Hmm. **And he's asking her.**
S: He's asking a girl would she like to dance? Come on Uris.
S1: Willst du tanzen?
T: *Ja, genau. Super.* **Disco sorted**. *OK. willst du tanzen. Und alle haben das, ja?* [unclear] *wir haben das O und hier das I. Und das letzte.* [unclear] *mit Technik. So nächste. Mögen.*
S: To like.
T: *Wahrscheinlich sagt die Brieffreundin nur ja gerne* **which has the same meaning as** *ja, ich mag tanzen.*
S: Antonia got a birthday present from her pen friend.

T: *Nochmal, bitte.*
S: she got a present.
T: Ahh. *Wann war der Geburtstag,* Antonia*? Wann war der? Letzte Woche?*
S: Yesterday.
T: *Gestern? Gestern? Herzlichen Glückwünsch, ja. Und was hast du bekommen, als Geschenk?*
S: A bracelet.
T: *Ah. Ein Armband. Ein Arm, was ist ein Arm? Ein Armband. Ein Armband. Wow. Sehr schön. Klasse. OK das waren unsere Modalverben. Eure Hausaufgaben bis zum Donnerstag, ^ hat mit den Modalverben zu tun. Bitte, in das grosse Heft schreiben. Pläne für meine Sommerferien. Was heisst das auf Englisch? Pläne?*
S: Plans for my summer holidays.
S1: Summer holidays.
T: *Pläne für meine Sommerferien.* [chatter] **Ah now you get excited yeah.** *Jetzt haben wir ein Thema gefunden. Aktivitäten. Ich möchte gerne Verben hören, die sich mit den Aktivitäten verbinden. Nennen wir Verben, nur Verben erstmal. Auf Englisch oder auf Deutsch. Wenn es geht auf Deutsch. Kann aber auf Englisch sein, wenn du das deutsche Verb nicht kennst. Los geht's. Sommerferien Aktivitäten. Verben.*
S: Gehen
T: *Weiter.* **Come on.**
S: Sollen
T: *Sollen?*
S: Yeah like if you have to do something.
T: *Ja, das sind jetzt die Modalverben. Ich möchte jetzt die Infinitive, das wir am Ende des Satzes haben, ja? Was heisst aufräumen?*
S: To clean.
T: **Cleaning or tidying up. To tidy your room.** *Naja, mit sollen geht das gut, ja? Ich soll mein was aufräumen. Was soll man meistens aufräumen in den Ferien? Ich soll mein z.*
S: Zimmer
T: *Zimmer aufräumen. Gehen, aufräumen, spielen, weiter.*
S: TV
T: *Was macht man mit Musik?*
S: Horen.
T: *Hören. Sehr gut. Hören. und teenager, Teenager machen was gerne. Die lange*
S: Oh schlafen.
T: *Sehr gut. Ja lange schlafen in den Ferien.*
S: Fliegen.
T: *Fliegen.*
S: ICh bin Klasse
T: *Du bist super klasse, grosse klasse. Spitzenklasse. Und wenn man nur das hier hat.*
S: Fahren.
T: *Und dann kann man hier mit dem Auto oder mit dem Zug oder mit dem Bus, ja. Oder vielleicht will man auch die Gitarre spielen lernen. Zum Beispiel heute. Und dann hat man viele freunde, Familie, Verwandte. Was heisst besuchen?*
S: Visit
T: **To visit**. *OK, gibt es Fragen, verstehen alle die Verben? Ja?* **Does everybody understand the verbs?** *Muss ich noch was übersetzen? Schreibe das ab und die Hausaufgaben schreibe ich darunter, ja.* **I'm going to write the task underneath. Just write down this brainstorming display here.**
S: SOll ich das aufschreiben?
T: *Ja. Also,* Kevin *und* Kim *wieder heute und* gary *kommt, Ja.*
S: JA
T: Kevin, *ist das für* Shannon.
S: Danke.
T: [writes on board, class works in silence] *Was heisst W O?*
S: Wo
T: *Auf Englisch.* **No it's my abbreviation when I correct your letters for word order, OK? So I'm using the English one.** Ehm *wenn das Futur, future ist, was heisst das dann? ICh werde nach Spanien fliegen. Was heisst das auf English. I'll go, yeah? Das ist jetzt die Englische Übersetzung, aufpassen.* **We will**. *Und*

wie bei den Modalverben, der Infinitiv am Ende. Ich werde nach Spanien fliegen. Ganz am Ende vom Satz. Machen wir noch ein Beispiel jetzt mit ehm. Die Zeit, **the time comes first. In or during my summer holidays**

S: In mein Sommerferien.

T: **So this is your time phrase, that comes first, that's in first position.** *Und was kommt als zweites immer?*

S: The Verb.

T: Aha. *Wer hat es gesagt? In meinen Sommerferien* ehm

S: Gehe ich

T: *Mit fliegen. Erstmal werde* **for future form**. *Das bitte auch abschreiben, ja. In meinen Sommerferien werde ich.* **Can you write this down, as well, please what's on the interactive white board. When you've finished with the normal white board, continue here**. *Werde ich das ist mein Subjekt, nach Spanien, und dann kommt das Verb am Ende fliegen, das zweite Verb. Der Infinitv.* [unclear] **Time in first place, my** *Hilfsverb* **or my auxiliary as we are in English we might as well stay in English, so my auxiliary verb or my** *Hilfsverb* **in second place.** *Ich die Zahl darunter, ja. So erstens zweitens und dann kommt das Subjekt,* **the person that we are talking about. In English, the subject.**

S: Miss, what's that two lines down or two lines across the side.

T: *Das ist ein Wiederholungszeichen. Das heisst das ist auch ein Infinitiv hier.*

S: OK

T: **Are you not familiar with that, no?** [unclear] *Entschuldigung. Das ist der Infinitiv hier. Fliegen. So Hausaufgabeheft auf. Zehn Sätze schreiben. Sechs mit Modalverben. Ich möchte meine Oma besuchen, ich will alle Folgen von Star Wars sehen. Ich möchte gern meine Lieblingsmusik hören. Ich muss mein Zimmer aufräumen. Ich will gerne lange schlafen. Ja. Zehn Sätze, sechs mit Modalverben, vier mit Futur.* **You would use the future for something that's already fixed. You know you're going to Spain. You know you're going to do that but if you have a wish or you know this is coming, this demand for your parents, that you know that you have to clean up your room then you use your** *soll, ich muss, ich will, ich werde. Sorry ich werde is the Futur. OK. hausaufgabenheft. Zehn Sätze bis Donnerstag und am Donnerstag machen wir unsere Hörprüfung, ja?* **Listening exam for the third term assessment is on Thursday**. *Ein, zwei, drei, zwo, vier, sechs, acht, zehn, zwölf. Also nur Ryan fehlt. Alle anderen Donnerstag* **is listening exam. Don't come in here and say, miss I didn't know that. Put it in your journal if you didn't know it. Listening exam.** *Das wird bestimmt nur fünfzehen, zwanzig Minuten gehen und dann gucke ich mir die Dialoge an* [bell] **sorry not dialogues, the little paragraphs about your dad's fiftieth birthday**. *Wer war gestern nicht hier?* **Who wasn't here yesterday?** Emma *und* Iman **you have to basically change sentences about your birthday and make them right in the third person singular. Like my Dad's birthday his birthday.** *Fragen? Gut dann wünsche ich euch einen schönen Tag noch.* Kevin, Kim *und* Jasmine *dürfen ihre Hausaufgabenheft für ein Merit bringen.* [lot's of noise as the students leave]

S: When will we have the oral exam?

T: *Nein wir machen kein* **Oral. We don't do an oral**.

COL9

Teacher Language Use Classroom Observation Scheme

1. Date: 16.3.2017
2. School: [illegible]
3. Teacher: [illegible]
4. Year: 2nd
5. Level: Mixed
6. Observation no.: 1
7. Lesson Time: 10.20 – 11.00
8. Lesson Theme: Haustiere

	Time (5 mins)	0	5	10	15	20	25	30	35	40
1	Marker									
2	Starter									
3	Elicitation									
4	Check									
5	Directive									
6	Informative									
7	Prompt									
8	Clue									
9	Cue									
10	Nomination									
11	Reply									
12	Comment									
13	Accept									
14	Evaluate									
15	Meta-statement									
16	Conclusion									
17	Loop									
18	Aside									

corrects? | greetings + ppt slides → Q+A RE students' own | Hörverstehen | checking ans | work book in pairs

T: *Guten Morgen*
Ss: Guten Morgen
T: *Eh, wie geht's dir,* James?
S: Mir geht's gut.
T: *Bist du müde?*
S: Eh, nein.
T: *Nein. Du bist top fit heute. Eh, wir haben hüte eh Besuch hier. Das ist Frau* eh Riordan. *Sie kommt aus* Cork *ursprünglich eh aber sie macht ihren Doktor. Was bedüdet das? Sie macht ihren Doktor.*
S: She's doing a doctorate.
T: *Ja, genau. Sie möchte sehen wie ich Deutsch unterrichte. Sie möchte nicht sehen, wie eür Deutsch ist, nein, nein, nein, sondern sie möchte sehen wie ICH unterrichte. So, habt ihr das verstanden?*
Ss: Ja
T: *Sie möchte sehen wie ich unterrichte.* Ehm, James *kannst du mir, oder* Paul, *kannst du mir sagen, was hast du gestern gemacht?*
S: ehm, ich habe, ehm, ich habe ein Buch gelesen.
T: *Ja? Welches Buch?*
S: Eh, Die [unclear]
T: *Und wie findest du das Buch?*
S: Eh, ich finde die Buch super.
T: *Das Buch super. Hmmhm. Ja super. Und* Tom, *hast du auch ein Buch gelesen?*
S: eh, ja. Ich habe 'Harry Potter and the Order of Phoenix' gelesen.
T: *Ja so. Sehr gut und was sonst. Was hast du noch gemacht*?
S: Ich habe, ehm...
T: *Hast du Orgel gespielt?*
S: Eh ich, eh, ja.
T: *Ja, so ganzer Satz.*
S: Ich habe Orgel gespielt.
T: *Gespielt, ja. Und,* Isabel, *was hast du gestern gemacht?*
S: Eh, gestern eh, ich habe meine Hausaufgaben gemacht.
T: *Ja, so fast richtig. Gestern* [
S: meine Hausaufgaben
T:] *habe ich ..*
S: Habe ich meine Hausaufgaben gemacht.
T: *Genau, ja. Und eh könnt ihr mir erzählen. Was haben wir gestern gemacht? Welches Thema haben wir gestern gemacht?*
S: Haustiere.
T: *Haustiere. Und was bedeutet Hautiere auf Englisch?*
Ss: Pets.
T: **Pets**, *genau ja. Und, em, ich habe etwas vorbereitet und eh, so das Thema, Haustiere. Und ein Moment, ich muss das irgendwo hinstecken, so ein Moment. So und ihr könnt mir sagen, was ist das? So* [barking from the projector] *was ist das?*
S: Das ist ein Hund.
T: *Ja, genau. So das ist ein Hund. Alle zusammen, der Hund.*
Ss: Der Hund.
T: *Genau. Und weiter.* [squeak from the projector, laughter from the students and teacher]. *So, was ist das?*
Ss: Das ein Meerschweinchen.
S: No, Hamster [laughter].
T: *Hamster, genau. Das ist ein Hamster, ja. Das haben wir gestern diskutiert was ein Hamster ist oder ein Meerschweinchen. Ja, so das ist ein Hamster, so alle zusammen.*
Ss: Der Hamster.
T: *Genau. Und weiter.* [tweeting from the projector] *Was ist das*, Tom?
S: Das ist ein Vogel.
T: *Das ist ein Vogel. Noch genaür, was für ein Vogel.*
S: Canarianvogel.
T: *Nein, das ist kein Canarianvogel. Ich glaube ein Canarianvogel ist gelb.*

S: Ein Papgei.
T: *Nein, das ist kein Papagei.*
S: Ein Wellensittich.
T: *Ja, genau. Ein Wellensittich. So alle zusammen.*
Ss: Ein Wellensittich.
T: *Genau. And das ist. Ja, ich habe keinen Ton gefunden.* [laughter] *Was ist das*, Paul?
S: Eh, das eine Fisch.
T: *Nicht eine Fisch sondern.*
S: Ein Fisch.
T: *Warum ist es ein Fisch? Ist Fisch maskulin, feminin oder neutrum?*
S: Maskulin.
T: *Maskulin, genau. Und was ist der Plural?*
Ss: Fische.
T: *Genau, ja. Und dann weiter. So der Fisch.*
Ss: Der Fisch.
T: *Weiter* [meiow from the projector, laughter]. *Was ist das* James?
S: Eh, das ist ein Katze.
T: *Ein Katze*?
S: Eine Katze.
T: *Eine Katze, genau. Super. Und alle zusammen.*
Ss: Die Katze.
T: *Und weiter* [squeaking, laughter]. *Was ist das*, Aoife?
S: Eh, das ist ein Maus.
T: *Ein Maus, oder?*
S: Eine.
T: *Eine Maus, genau. Das ist eine Maus. Ja und weisst jemand was der Plural ist? Von Maus.*
S: Eine Mausen.
T: uhuh.
S: Die Mause?
T: *Mäuse, Mäuse. So, alle zusammen.*
Ss: Maeuse.
T: *Ja, so. Die Mäuse. So die Mause, die Mäuse. Und weiter* [giggle]. *Was ist das*, Tom?
S: Eine Schildkroete.
T: *Genau, eine Schildkröte. Perfekt. Alle zusammen.*
Ss: die Schildkroete.
T: [whinny from the projector]. *Was ist das* Isabel?
S: Das ist ein Pferd.
T: *Genau, das ist ein Pferd. So, alle zusammen. Das Pferd.*
Ss: Das Pferd.
T: *Genau. Und das ist* [squeaking].
Ss: Ein Meerschweinchen.
T: *Ja, so* James, *kannst du das nochmal sagen?*
S: Meerschweinchen.
T: *Genau und eh wir haben hier Meerschweinchen. So was, welche Worte sind im Meerschweinchen.*
S: Meer.
T: *Meer, was bedeutet Meer.*
S: Sea.
T: **Sea,** *ja. Und was* [
S: Schweinchen, a small pig.
T: *was ist ein Schweinchen.* **A small pig,** *genau. Und ist es der, die oder das Meerschweinchen.*
Ss: das
T: *Und warum?*
S: Because it ends in 'chen'.
T: *Genau. Super. So alle zusammen.*
Ss: Das Meerschweinchen.
T: *Und das hier, was ist das?*

Ss: Ein Kaninchen.
T: *Genau, Kaninchen. Oder ein?*
S: Hase.
T: *Hase, genau. Ein Kaninchen... OK gut. Nehmt jetzt bitte eure Hausaufgaben. Ja, so, so das war.. Hat jeder seine Hausaugaben.*
S: Ja.
T: *Ja, super. Gut.* Ronan, *hast du deine Hausaufgaben?*
S: Nein. I wasn't sure..
T: *Ja, das hier war Hausaufgaben. Du musst das bis Dienstag nochmal machen. So bis Dienstag. .. So, OK gut. Dann fangen wir an. Hast du ein Haustier* Gabi. *Ja, ich habe einen Hund. Kann mir jemand sagen, warum ist es 'einen Hund' und nicht 'ein Hund'?*
S: Because it's eh because there's a subject and an object and dog is masculine.
T: *Ja.* **And what is the object, who is the object?**
S: The dog is the object.
T: **And** ehm **which case is it?**
Ss: Accusative.
T: *Genau, ja, so. Gut,* Aoife, *kannst du bitte beginnen?*
S: Hast du ein Haustier U [
T: Uli. *Genau.*
S:] Uli? Ja, ich habe ein Goldfisch.
T: *Einen Goldfisch.*
S: Goldfisch.
T: *Ja und eh wie schreibt man Fisch?*
S: ehm F I S C H
T: *Ja, perfekt, gut. Und dann* Isabel? *Das nächste.*
S: Hast du ein Haustier Yilsen? Ja, ich habe ein Schildkroete.
T: *Eh, ist Schildkröte der, die oder das?*
S: Der?
T: Hhmhmm.
S: Die?
T: *Also,* ***it's not*** *ein sondern* [
S: eine
T:] *Genau ich habe eine Schildkröte. Dann weiter,* Tom.
S: Eh hast du ein Haustier, Kei? Ja, ich habe ein Kaninchen.
T: *Genau. Ein Kaninchen. Super und dann weiter,* Paul.
S: Ehm, hast du ein Canarianvogel? Nein [
T: *Vogel.*
S:] Vogel.
T: Fff ff **like**, *wie 'f'.*
S: Nein, ich habe kein Canarianvogel. Ich habe ein Hund.
T: Hmmhmm. *Mach gleich weiter.*
S: Wie bitte?
T: *Mach weiter. Hast du ein Pferd,* Max?
S: Ehh
T: *Mach weiter.*
S: Oh, ehm.
T: *Noch einmal, das nächste.*
S: Hast du ein Pferd, Max? Nein, ich habe kein Pferd. Ich habe einen Papagei.
T: *Genau und hat jeder 'einen Papgäi'?*
Ss: Ja.
T: *ja, gut super. Und,* James *dann das nächste.*
S: Ehm, hast du eine Ratte Ina. Nein, ich habe eine katze.
T: *Ja, ehm noch ein Bisschen mehr.*
S: Oh eh. Nein ich habe keinen, ehm, ich habe keine Ratte, ich habe eine Katze.
T: *Ja, genau. Und eh* Aoife. *Dann das letzte noch.*
S: Hast du einen Hund, Udu? Nein, ich habe [

T: Udo, udo.
S: Oh Udo. Nein, ich habe keinen Hund. Ich habe einen Pferd?
T: *Ist es der, die oder das Pferd*?
S: Eh, das.
T: *Also*.
S: Ehm, ein Pferd?
T: *Ja, genau. Ich habe ein Pferd. Super. Ehm, erzähl mir mal,* Tom. *Hast du ein Haustier?*
S: Eh, ich habe keine Haustiere.
T: *Du hast keine Haustiere. Und was ist mit dir,* ehm Paul? *Hast du ein haustier?*
S: Ja, ich habe eine Fisch.
T: *eine Fisch?*
S: Oh eh, einen Fisch.
T: Ahah. *Einen Fisch. Und eh erzähl mir etwas über deinen Fisch.*
S: Ehm er heist Hamster [laughter]
T: *Er heisst Hamster.*
S: Ehm, ich ehm, ich habe Hamster ehm, ja, ich habe Hamster fuer 12 Jahre.
T: *Bekommen. Du hast den Hamster vor 12 Jahren bekommen?*
S: Ja
T: *ja, so mit 2 Jahren?*
S: Eh.
T: *Du warst 2 Jahre alt.* Hmhm. *So dein Goldfisch ist sehr alt.*
S: Hmm
T: *Ja so. Und was ist mit dir,* James. *Hast du ehm ein Haustier?*
S; Ehm, ja. Ich habe 2 Hunde.
T: *Und wie heissen deine Hunde.*
S: Eh sie heiss Maggie und Pepsi.
T: *Sie heissen* Maggie *und* Pepsi.
S: Ja.
T: *Ja und was machen deine Hunde gern?*
S: Pepsi macht gern spielen und Maggie macht gern schlafen.
T: *Ja, macht spielen und der macht schlafen?*
S: Er spielt gern und er schlaft ger.
T: *Ja, genau. Er schläft gern genau.*
S: Oh.
T: *Und,* Isabel *hast du ein* Pfe. *Hast du ein Haustier?*
S: Ja, ich habe Pferde und ich habe viele Goldfisch – e.
T: *Viele Goldfische. Ja.*
S: Und ich habe zwei Hund und ich habe [
T: *zwei Hunde, ja*
S:] hens?
T: Eh, *das hatten wir gestern. Was sind* [
S: Hennen?
T: *Hennen, genau. Ich habe Hennen.*
S: Und ich habe eine Katze.
T: Uhuh. *Und,* eh, Aoife, *erzähl mir etwas über deine Haustiere. Hast du ein Haustier?*
S; Eh, ja. Ich habe einen Hund.
T: Hmhm *und erzähl mir etwas über deinen Hund.*
S: Eh, er heisst Alfie und er ist zwei Jahre alt, und er spiele gern..
T: Eh *er?*
S: spielt?
T: *Er spielt gern, genau, er spielt gern. OK gut. Wir machen jetzt eine Hörverstehensaufgabe. Nehmt jetzt deshalb eür Übungsheft. Ja, eür Übungsheft. Und die Überschrift ist 'Grüsse aus dem Tierheim'. So 'Grüsse aus dem Tierheim'. So kennt ihr das Wort 'Grüsse'?*
S: Nein.
T: Hmm, *ich glaub' schon.*
S: Greetings.

T: *Genau.*
S: Oh.
T: *Und So wo* ken.. *woher kennt ihr das? Woher kennt ihr das?*
S: From the letters?
T: *genau und was ist* **'letter'** *auf Deutsch?*
S: Brief.
T: *Genau. So im Brief schreibt man 'viele Grüsse' am Ende. Ja und was denkt ihr ist das Wort 'Tierheim'. Wir haben das noch nicht gehabt aber vielleicht kennt ihr das.*
S: Animal farm?
T: *Nein.*
Ss: Animal.. Zoo.
T: *Nein.*
S: That's Zoo.
T: *Wir haben das erste Wort 'Tier'. Was ist das?*
Ss: Animal.
T: **Animal**. *Und Heim? Ist ein anderes Wort wie zu Hause oder so.*
S: [mumbling]
T: *So, eh, Tiere, manche Tiere kommen in ein Tierheim, weil niemand sie haben möchte. Ja, niemand*
S: Oh a kennel.
T: eh, **no it's more like**
S: An adoption place.
T: *Ja, wie heisst das?*
S: A pound. That's it.
T: *Das Wort kenne ich nicht. Das Wort kenne ich nicht auf English.*
S: You take stray dogs there.
T: *Ja,* **kind of**. *Ungefähr ja, so.* **Animal shelter**.
Ss: Ah [laughter]
T: *Kann man auch* **animal home** *sagen?*
S: ya.
T: *Kann man das sagen?*
S: Ja.
T: *Ja, so. Weisst man dann auch was gemeint ist?* **Kennels** *ist anders, oder?*
S: It's the same thing.
S: Kennels is like they stay there for a couple of days.
T: *Das ist doch,* **kennels** *ist wie Urlaub für Hunde.*
S: Ja, usually.
S: Like a hotel.
S: It's where you bring your pets when you're going away.
T: *Ja, so aber a Tierheim ist ja, die.. niemand will die Tiere haben, ja. Ach so. Und wir machen jetzt eine Hörverstehensaufgabe so Hörverstehensaufgabe* [writing on the board], *Seite fünf, die Aufgabe fünf. Und wir machen vier Spalten [drawing on the board] . So eine Frau spricht über drei Tiere im Tierheim. So ein Tier, das zweite Tier und das dritte Tier und hört gut so. Und ich möchte wissen, was für ein Tier das ist. Und ich schreib das auf English so, welches Tier, dann welche Farbe. Was ist Farbe?*
Ss: Colour.
T: *Genau. Dann zusätzliche Informationen noch. Und dann das nächste für wen ist das Tier.*
S: Miss, why is one animal ..?
T: *Ihr musst dann hier Katze oder Pferd oder irgendwas hier hinschreiben. Das ist das erste Tier, das zweite Tier und das dritte Tier.*
S; Oh
T: *So ist das Klar?*
S: Ja.
T: *Und dann das erste Tier hat welche Farbe und wie ist das erste Tier und das letzte noch* [writing] **best suitable for.** *So für wen? So schreibt das bitte auf English wir müssen das üben für das* **Junior Cert,** *ja. Da müssen wir auch die Sachen auf Englisch schreiben ja. So schreibt das bitte auf Englisch. Ehm, ein, ja, das Gespräch ist ein bisschen schwierig, ja. Wir hören das drei mal oder vier mal. So drei mal oder vier mal hören wir das. Seid ihr fertig?*

Ss: Ja
S: Si.
T: [laughter] *Wir sind hier nicht im italienischen Unterricht. OK also.* Paul, *bist du auch fertig?*
S: Ja
T: *Gut. Super also dann fangen wir an.*
Time: 21.41
TAPE RECORDING
Time: 24.14
T: *So, wie findest du das, die CD oder?*
S: Ja, es geht.
S: It was hard.
T: *Schwiering, ja. So wir machen das nocheinmal und wir hören* [
S: Did she say the stuff twice or did?
T: *Ja, am Schluss hat sie es noch einmal gesagt.*
S: Oh.
T: Genau
Time 24.40 – TAPE
T: *So, möchtet ihr das nochmal hören*?
Ss: Ja.
Time 27.19
T: *OK so dann. Wollen wir dann das jetzt besprechen? SPrechen wir darüber? Ehm so was für ein Tier ist das Tier nummer eins? Das war ziemlich schwierig aber habt ihr das herausbekommen?*
S: was it a dog?
T: *Ja.*
S: Ah, I had Meerhund or something.
S: Miss, was he called Wedel the dog miss?
T: *Wedel.* **And** *wedeln* **means to** ehm, **is it, it means to eh wag your tail.**
Ss: OH
T: **So you know so you would have that, yeah. And** ehm *es ist ein Mischling.* **That would be a cross-breed so that was very difficult. But** *aber sie hat auch gesagt ehm der ideal Hund für ältere Menschen.*
S: old people
T: *So habt ihr das*? **So best suitable for?**
S: Older people.
T: *Und was..*
S: Miss if you just put down dog would you get the marks?
T: *Ja.*
S: And was he six years old?
T: *Ja, genau.*
S: He's friendly and ruhig but I have no idea what that is.
S: It means he's quiet.
T: *Also, wir beginnen oben noch. So Hund und welche Farbe.*
Ss: Black and white.
T: *Genau. Schwarz und weiss so* **black and white**. *Dann* **any additional information?**
S: sechs Jahre alt.
T: *Genau.*
S; He's friendly.
S: Er ist freundlich und ruhig.
T: *Ja, genau und was bedeutet freundlich auf Englisch?*
Ss: Friendly.
T: *Und ruhig?*
Ss: Quiet.
T: **Quiet,** *genau***. And eh, for whom.**
Ss: Older people.
S: For Eltern.
T: *Genau. Nicht für Eltern, was sind Eltern?*
Ss: Parents.

T: *Ja und für ältere Leute sind?*
S: For older people.
T: **For older people.** *Genau, ja.*
S: Could you say alt Eltern. Old parents?
T: *Er hat alte Eltern, ja.* **You would say that.** *Ja, er hat alte Eltern. Ja, genau. Dann das nächste Tier. Habt ihr das herausbekommen? Was ist das zweite Tier,* Tom?
S: Eh a dog.
T: *Ja, es ist auch ein Hund. Genau und dann es ist ein spezieller Hund. Es ist ein Schäferhund. Und was denkt ihr könnte das sein? Ein Schäferhund? Was für ein* [
S: Pure bred
T:] *Wort ist hier drin?*
S: Ah a sheep dog.
Ss: Ah.
S: I really should have got that.
T: *So, was für ein Hund ist das?*
Ss: A sheepdog.
T: **And, do you know,** *kennt ihr ein?*
S: A kind of sheepdog.
T: *Kennt ihr* **German shepherd?**
Ss: Ah
T: *Auf Deutsch heisst ein* **German shepherd** *Schäferhund.* **So there,** *Schäferhund. Genau, und welche Farbe hat der Hund?*
S: Brown
T: **And any additional information?**
Ss: A bit of an acrobat/loves to play or something.
T: *Ja, genau.* **He likes playing. He likes children, ya. So that's suitable for children and then** *genau. Dann das nächste, das dritte Tier. Was für ein Tier ist das dritte Tier,* Paul?
S: Das Meerschweinchen.
T: *Und was ist ein Meerschweinechen?*
S: A guinea pig.
T: *Ja, genau. Und welche Farbe hat das Meerschweinchen,* Ronan?
S: Ehm, brown, white and black.
T: **Brown, white and** *ja genau*. **So brown, white and black.** *Und dann*, **any additional information**?
Ss: Likes children.
T: **Yeah he likes children.**
Ss: [mumble]
T: *lieb* **means nice, you know. And good, you know.**
S: Lovely
T: *Lieb ja* **good is probably a better word. Just well-behaved.** *Und eh habt ihr,* **did you find out why the owner had to hand it to the shelter.**
S: Was it too expensive?
T: *Nein, nicht zu teür. Die Besitzerin hatte eine Allergie.*
Ss: Oh an allergy.
T: *Ja, genau. Und deswegen musste sie das geben. Ja, so. Ich weiss die, der Clip war sehr schweirig, aber ihr habt das gut gemacht, super. Gut gemacht. Dann nehmt jetzt bitte eür ehm Arbeitsbuch auf Seite einhundertneun. Und ich möchte das ihr zu zweit arbeitet. Ja, so* Aoife *mit* Isabel, Ronan *kannst du rüber zu* Tom *gehen und* Paul *und* James. *Und ich möchte das ihr die Aufgabe zwei macht. Die Frage ist, ist das singular oder plural. Seite einhundertneun, die Aufgabe zwei. Was ist Seite einhundertneun?*
S: A hundred and nine.
T: *genau, die Aufgabe zwei. Ihr habt hier eine Liste auf der, eine Liste und es steht singular und plural da neben. Und ihr musst sagen, ist das Wort singular oder plural, oder singular und plural. Ja und das musst ihr ankreuzen. Ja so habt ihr das verstanden.*
Ss: Ja.
T: *Ja. Das macht das noch die nächsten zwei Minuten und wir sprechen darüber.*
Ss: [work in pairs speak in English]
S: What do you do if it's neutral?

T: *Wenn es singular ist*
S: If it's neutral and it's both.
T: *Ja, genau.*
Ss: [work in pairs speak in English]
T: *Ja, seid ihr fertig?*
Ss: Ja
T: Isabel *und* Aoife, *seid ihr fertig.*
Ss: Ehm
T: Ah *das besprechen wir jetzt. Nehmt nicht eure Taschenrechner, den brauchen wir nicht. OK. Also dann beginnen wir.* Paul, *kannst du bitte das Wort lesen und auch immer der, die oder das sagen, wenn es in singular ist.*
S: Ehm
T: *Versuch's ohne Hilfe.*
S: Hund.
T: *Ist es der, die oder das Hund.*
S: Oh, ehm. Das Hund oh no, der Hund.
T: *Der Hund, genau. So singular oder plural?*
S: Singular.
T: *Genau. So und dann das nächste,* Isabel.
S: ehm, Meerschweinchen, das.
T: *Das Meerschweinchen, genau.*
S: And it's, it's not singular and it's not plural.
T: Ehh.
S: Is it both?
T: *es ist beides, ja.* **So you have das** *Meerschweinchen*
Ss: [Mumble]
T: *Ja du musst beides ankreuzen. Ja, so beides ankreuzen. Dann so das nächste,* Ronan.
S: Ehm Ratten. Ratte is feminine and it's plural here.
T: *Ja, genau. Genau.*
S: Die Ratte und die Ratten.
T: *Ja, genau. Die Ratte und die Ratten plural. Und dann das nächste,* James.
S: Ehm der Katzen.
T: Hmm **is it** *der, die oder das Katze.*
S: Oh das Katzen
Ss: Die
T: *Die und was ist das, singular oder plural?*
S: Plural.
T: *Ja so was ist der Singular? Der, die oder das Katze?*
S: die Katze [school bell rings]
T: *OK wir machen nächsten Dienstag weiter. Ihr habt am Dienstag eür Vokabelntest, ja über Essen und Trinken. Ja so Essen und Trinken ehm. So vergesst das bitte nicht und ehm der, und sonst wiederholt auch die Vokabeln zu Hause, ja. So dann aufwiedersehen. Schönes Wochenende. Und danke schön.*
Ss: Danke schoen.
T: *Aufwiedersehen.*
S: How do you say Happy St. Paddy's Day in German?
T: Hmm.
S: Or Happy St. Patrick's Day.
T: *Schönen Sankt* **Patrick's Day**, *vielleicht. Glaube ich.*
S: Schoenen St Patrick's Day.
T: *Danke schön. Tschüss.*
Ss: Aufwiedersehen.