

Overview article

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Creating Follow-up Courses
(Creating a de-facto faculty of second foreign language courses)
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Why this overview paper?

In the presenter's yearly interview, where he has to report his activities throughout the year, the following characterization went undisputed;

ライネルト研究室は学部のように初心者の授業から研究、教員教育(FD)まで幅広い活動としてコースを提供します。

(Reinelt Research Laboratory offers much like a faculty a wide range of courses from beginner all the way to preparation for studying in Germany as well as the research and faculty development necessary for this).

If in an organizational context such as a university, learners continue to come to courses which can be developed further, two things are adamant: Continuing and developing courses further, at best into a recognized "program", and: creating the new organizational context and conditions for maintaining such courses as a program. For the latter, argumentations and supporting material have to be presented and the rest of this paper aims at demonstrating how and into what the "program" evolved and how it could develop in the future.

Participants

As any university course has to be created with live participants in various roles, these should be defined in advance in order to avoid too personal ascriptions in case of issues.

First, there is the university context, with all the positive (freedom, learning facilitating environment) and negative (limited financial resources, administrative barriers) characteristics this involves.

Within that context, we find the learners, in Japan usually 18 to 22 years of age, who, except for majors in that language and a few literature departments, usually only can or, at most, have to attend one year of German, or any other second foreign language, during their general education courses in Japan.

From among them, a few may want to continue after the first year in courses here termed DK (German communication), S1 to S3, and at some time even S4 (super courses 1 to 4). The presenter teaches five first year (=beginners) courses, each with up to 50

students, but only very few learners continue in the second term after second foreign language (2FL) courses have been scheduled for 4 pm recently, with the students already at their physical limit after two to four lessons before on that day. All non-beginner courses are voluntary and unpaid, and have to be developed by the presenter in accordance with the few (two to seven) participating learners. There are also administrative regulations which have to be followed or bent so the courses can take place as intended. There are also time restrictions to be followed or extended. All these courses appear on the transcript as 発展科目, especially developed courses. Further data are given throughout the paper.

As the target language of the courses is German, many points and target language phenomena in this paper remain in German. In some cases the Japanese wording is important and thus upheld. In case translations are wanted, please contact the author at reinelt.rudolf.my@ehime-u.ac.jp.

Abstract

In a time when students come to second foreign language (2FL) courses beyond the first year although there is no bracket for their courses, the teacher has to offer courses and develop them further on a daily basis. At that, all professional progress had to be developed from scratch. This paper demonstrates how the author's research laboratory developed into such a faculty like state and what became necessary and what it has to offer. In particular, part one this contribution briefly outlines the characteristics of the presenter's first year courses. Part two introduces the teaching system as it has been designed by the presenter for four years of German general education courses and their representation in the transcript. Part three outlines some of the requirements of such courses and demonstrates how the presenter attempted to meet them. Part four briefly introduces (the students' and other) evaluations of the courses and comments on their most recent holdings. Part five introduces future tasks such courses pose e.g, for research. All information given was valid at the time of writing in early January 2017, but circumstances have changed considerably since then, and only a few changes could be integrated in the most recent versions of this paper.

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Introduction

While the Japanese Ministry of Education pays lip-service to internationalization (Robertson 2015), its recent practice of abolishing non-technical courses and the reduction of required other foreign language courses at present or former national universities EhU (2015b, JGG (2015)) proves the depreciation of social science courses including foreign languages.

Nevertheless, a number of students majoring in various subjects at the presenter's Ehime university have requested follow-up courses to his extremely optimized first-year introductory German general education courses. This continued for the second, third and fourth year. Finally, students have become able to continue their German learning in graded courses until simultaneously majoring in their subject. The second to fourth year students developed superior German speaking abilities and could ensuingly serve as scorers and eventually as speaking partners in first-year students' oral examination dyads. Eventually, the presenter was able to build up a system of four years of continued and graded German second foreign language (2FL). Ample research has accompanied the course development and makes it available to research far beyond Ehime University. A considerable amount of presentations and papers about various aspects of the courses is already available on request from the author, therefore we limit references to a minimum.

1. Characteristics of the presenter's first year general education German courses

This part will especially mention characteristics of the first year which may lead the students to ask for a second year.

1.1. Conditions

1.1.1. Unfulfilled conditions

Lets start with the preconditions of the author's 2FL courses in the studies in this overview article. At the same time they are the background to placing it in the scientific context:

At Ehime University, a second foreign language is compulsory only for humanities, general politics (fac. of law & letters), (and until 2016) the international course of paedagogy (fac. of education) students; all others (excluding medical students) may take a

- An intensive course (intensive コース集中講座)
- speaking course (口頭表現を目的とする専門コース)
- students majoring in this 2nd FL (その未習外国語の専門学生向け)
- student with a special interest in the 2FL
(その外国語に対してそもそも強い興味を持っている者)
- students taking the course as a selective
(必修課目として取っている)
- more than two 90 min. units per week
(週2回90分以上の場合)
- high ranking universities
(上級大学)
- team teaching
(細かく合わせたteam teaching)
- And a few other characteristics supportive of FL learning
(又はいくつかの外国語習得を助ける性格を持っている要因)

Table 1: Unfulfilled conditions of the course in this study at Ehime University

second foreign language course, if their schedule permits: Still hundreds did take such courses since the university reform in the early 2000s, but the recent change to the fifth period has practically reduced their number to a few, depending on the language. The following languages are on offer at Ehime University, Matsuyama, Japan: Chinese, Korean, German, French and Philipino.

There are also a number of conditions, which are not the case, but are supposed to have positive effects on language learning if fulfilled (table 1).

1.1.2. Initial questionnaire: The students' wishes

Table 1. Course introductory student questionnaire

設問と答え	Questions and answers	No of answers
この授業で習いたいものは何ですか	Item 1: What is it that you would like to learn in this course?	Total 196
ドイツ語会話全般 (日常会話)使えるドイツ語	All of German "conversation" (Everyday "conversation") Useful German	110
会話全体	Total mentioning of "conversation" (kaiwa)	137
これを達成したら満足します	Item 2 I would be satisfied if I reached	Total no. of answers 182
会話全体:	Total mentioning of "conversation"	102

According to the author's term-initial questionnaire (administered at the end of first class), the course had to focus on speaking, as can be seen in table 2. The questionnaire asked for what students would want to reach to

1.1.3. The goal of university general education second foreign language learning

Despite a lengthy and intensive search including contacts with specialized teachers and researchers and members in important association positions, the author has not been provided with nor able to find a standard and nationally recognized definition of the university general education second foreign language education. (Reinelt: 2010) thus defined the subject as follows as in table 3:

Table 3: The overall main goal of university 2FL education

(For any second foreign language:) sufficient training in the five abilities of **speaking, writing, listening, reading** comprehension, and **translation**, as well as in **the learning techniques to acquire** these. The course should also enable the learners to **make abstractions** and **analyse intercultural phenomena** pertaining to what is dealt with in class. A further requirement is making the best **use of technical developments** for speaking.

1.1.4. Speaking and Outsourcing

In language learning, out of the five abilities (four skills + translation), which cross-influence each other inseparably (Reinelt Kansai Dai Nishinomiya?), **speaking** is the only one which can be practiced and learned only in class. This results in the need to vacate time for speaking, as all other abilities to be outsourced from the classroom. With nowadays ubiquitous internet connections, reading, writing and of course listening can be practiced everywhere and, as in the case of time-limited university courses, should thus be, after an introductory technical instruction, and in the sense of independent learning, be outsourced, for example to LMSs such as Moodle as much as possible.

1.2. Key contents

Administering the course and optimizing it over many years resulted in some of the following course contents key points being considered necessary (table 4 (G) and (J)), although many more are actually dealt with in class.

Table 4(G): First year course contents key points(G)(list not exhaustive!)

Table 4(J): First year course contents key points(J)

be satisfied, not do under any circumstances, would allow the teacher to do, and prefer especially. The result in table 2 is well representative for the last twenty years of its administering

Table 2: The course-initial questionnaire (example 2014)

EhU (2015a)

- Guten Tag! (Var. mit/ohne Herr, Frau - Tageszeiten) - „Tschüß!“ - Abschiede
 - „Wie geht's?“ (- Bewertungen)
 - „Wie heißen Sie?“ (4 Teile, Variationen)
 - „Was machen Sie in der Freizeit?“
 - „Haben Sie Telefon?“ (Ablehnung, Ironie, 0-9)
 - „Haben Sie Familie?“ (Verwandschaftsbezeichnungen - 3. Person, (Charakterzüge -) Adjektive)
 - „Oh, wie spät ist es?“ - Bruchzahlen, (20-99)
 - „Und was essen Sie gern?“ (Speisen, Getränke je 3)
 - „Entschuldigung, wie alt sind Sie?“ (3)
 - Datum, „Was machen Sie morgen?“ (einen Tag beschreiben)/
 Wochenende (alle Zeitangaben, Sätze mit trennbaren Verben und
 Zweitstellung (Tagesablauf, Wochenende, (Ferien)planung usw.)
 - „Wie heißt Ihre (in Deutschland recherchierte) Stadt?“ - „Wo ist das
 denn?“ - Himmelsrichtungen, Gesprächsmanagement: „Augenblick
 bitte“, „Keine Ahnung!“, „Ich suche mal.“
 - Fragewörter: Frage - Antwort - Nachfragen - Detaillieren usw.
 - Dinge und Preise erfahren und nennen, kommentieren, Kommentare
 aufnehmen

一学期は例えば次のような内容である(抜粋)：
 こんにちは(+/-さん,朝、昼、晩)、お別れ
 お元気ですか>評価
 数字0-9. お名前は何ですか(4つの言い方)
 自由時間に何をしますか(現在形(=将来系)
 電話番号の会話、断り方、皮肉?、非協力性
 ご家族は?(親戚、3人称、性格、形容詞)
 何時ですか(0-99)(時計の(会話での)言い方、割り算)
 好きな食べ物、飲み物、運動
 すみません、何歳ですか(難しい会話)
 日付、(特定の時間)明日何をしますか、日程、週末、(朝、午前中、
 昼...)、動詞を二番目、分離動詞、週末に誘う、休みの計画)
 あなたが調べた(ドイツの)都市は何ですか、どこにありますか、
 方位、話を遅らせる:ちょっと待って、
 疑問詞、質問、答え、nachfragen、詳細を求める・言う
 物の名前、値段を聴く、上げる、コメントを上げる、受ける、返す
 引用：

Research in the authors' classes has led to the conclusion, (recently also supported by Oota's German teachers association' presentation (2017) results) that in the actual course, it is not (rather: not even) necessary to cover these contents especially not consciously (and especially not advisable to teach grammar explicitly), but rather to incite learning and/or communication, part of which the contents above will then be.

1.3. Characteristics of the author's courses

The approach presented here below is different from many previous ones in that it includes among many other features

- short units (usually 5 to 20 minutes), which become increasingly longer, first practiced by the learners (Meyer 2010);
- very little “teaching” by the teacher (De Florio-Hansen 2014);
- introducing new contents by “spacing” over several weeks and delayed written representation (Reinelt 2005, recently Bury 2016a and b);
- no vocabulary learning as such;
- little writing in class (but students still learn it);
- very few explanations;
- grammar being made explicit only rarely;
- learners checking other learners;
- doing, especially speaking, before "learning" (Marui & Reinelt 2007);
- a year-final oral exam on the A2-level where the learners speak spontaneously and without props with a target language native or habitual native (s. below) speaker different from their course teacher.

Other characteristics and more detailed descriptions can be found in Reinelt (2017a, c, d, f, Marui & Reinelt 2007) and many other papers on request.

1.3.1. Comparative speaking time German and English

For learners with previous FL learning experiences, it is interesting to state their progress relative to the other language(s) learnt previously (as such, comparisons are made unconsciously anyway). Japanese students speak in their foreign language courses to different amounts. These amounts can be compared and offer an interesting - although subjective - comparison (Table 5).

Table 5: Target language speaking time of Japanese students

Speaking with a target language partner spontaneously without props across eight years of FL learning 2008-2015

Abbrev: UDSZP uninterrupted dialogic speaking time with a partner in min.; LZ learning duration; D=German; E= English; KT course participants; MS (Target language) mother tongue speakers; KL course teacher; J=years, W=weeks

words: nebenan= person sitting next to you, abgebrochen=terminated by.

LZ D	Start	2 W	8 W	13 W	Test (14W)(Ende SS)	28 W	Test (29W(ende WS))
Partner		KT nebenan	KT nebenan	andere KT	andere KT (SS2015 S)	andere KT	MS
UDSZP D: Min.	0	1 Min.	5 Min.	10 bis 15 Min, Abgebrochen vom KL	2-3Min	Etwa 20 m. aber endlos, unlimited, Abgebr. vom KL	3-4 Min
LZ E	6 J	6 J	6 J	6,5 J	6,5J	7 J	7 J
UDSZP E: Min	??	???	???	???	???	???	???

1.3.2. Feedback

Traditionally, many students stop coming after the first term, although all 2FL courses at Ehime University are designed as one-year (four quarter) courses. This may be the case due to the difficulty of the course, which may make many students stop coming throughout the term rather than failing in the term-final exam.

Another reason may be that administration fails to make it clear to students that the courses are one-year rather than one-term. However, since last year (2016) the learners have been speaking with German native speakers or habitual target language native speakers (Reinelt 2017c) already in their oral exam at the end of the first term. Since speaking with a native(-like) user of the target language is the utter goal of foreign language learning, this success may be a good reason to quit.

That this is at least in the realm of the thinkable can be demonstrated from the feedback received from the students in the term-final questionnaire developed by the author. Table 6 gives examples of the Japanese original as well as translations into English and the target language German.

Table 6: Feedback

Source: Reinelt 2015 The Virtuous Circle: Student feedback term/year final questionnaire (1,2,4 = WS 2014)

Nr .6	Japanisches Original	Deutsche Übersetzung des Verfassers	English by the presenter
1)	ライネルト先生が積極的に話し掛けてくださる授業だったので、ドイツ語を話すことに抵抗がなくなりました。ペアを作ったりして、クラスの人とたくさん関わることができてよかったです。1年間とても楽しかったです。	Weil es ein Unterricht war, wo Herr R uns positiv angesprochen hat, ist der Widerstand gegen das Sprechen auf Deutsch verschwunden. Die Paarbildungen und das Kennenlernen von vielen Leuten in der Klasse war sehr gut. Das Jahr hat mir sehr gut gefallen	because RR talked nicely to us, our resistance to speaking German vanished. Pair work and getting to know people was very good.
2)	ドイツ出身の人と話すのは緊張したけれど、1年間でここまで話せるようになった。うれしかった。	Ich war sehr nervös, als ich mit Deutschen sprechen musste, aber dass ich in einem Jahr soweit sprechen konnte, machte mich glücklich	• I was very nervous to when I had to speak with a German, but I was very happy, when I realized how far I had come in speaking within one year.
3) SS 20 15	最初のところは授業についていくのが大変だったけれど、テストの時にふつうにドイツ語で会話できたので驚いた。	Am Anfang war es schwer im Unterricht mitzukommen, aber als ich dann in der Prüfung ganz normal auf Deutsch gesprochen habe, bin ich erschrocken!	• At first I had a hard time to follow the class, but when I could speak German normally in the test, I was surprised!
4)	ドイツ語が英語よりもできるようになった気がします。	Mir scheint, dass ich jetzt Deutsch besser als Englisch kann	• It seems to me that I can do better now in German than in English
5)		“Gute Methode (sprechen können vor schreiben)”	(speaking before writing) is a good method/approach
6)		“Glücklich, soweit sprechen gelernt zu haben”	happy to have learnt speaking so far/much
7)		“(E-D Fortschrittsvergleichen d vorgehen)... Vergleich war gut”	E-G comparison was good
8)		” Zum Fremdsprachlernen ist dies die beste Unterrichtsform“ (SS2015).	This is the best way of doing foreign language classes

In the first-year-final questionnaire, besides many instructive critical comments, opinions and tendencies such as the following surfaced:

- feeling having learnt something;
- reduced or no fear of speaking in the target language (Apple 2013, Gaibani 2014, Kondo 2003, Suleymanova 2011)
- success comparable to former English FL learning;
- getting to know people;
- fun;
- starting from speaking successful;
- the class file was supportive.
- rekindled want for learning other languages (Yashima 2015)
- provide self-confidence in FL learning
- learn a FL (to a certain degree).

Obviously, emotional elements (Dewaele 2015) also play an important role.

Recently (summer term 2017), one learner summarized most of these points in her comment:

Am Anfang habe ich gar nicht verstanden, was lief, und es war uninteressant, und ich wollte nicht zum Unterricht gehen. Mit zunehmenden Malen habe ich immer mehr verstanden, was lief, und am Ende bin ich über mich selbst erschrocken, dass ich nach nur drei Monaten genau so viel oder sogar mehr (Deutsch) als Englisch sprechen konnte. Ich möchte noch viel weiter lernen. Die Methode, am Anfang eine Sprache nicht zu schreiben,

sondern zu sprechen, möchte ich auch für mein weiteres Fremdsprachenlernen fruchtbar machen“.

“At first, I didn’t understand what was going on and it was uninteresting, and I didn’t want to come to class. However, as classes proceeded, my understanding increased, and at the end I was surprised about myself that I could speak that much or even more in German than in English after only three months. I want to learn much more. I would like to utilize this method, refraining from writing in the beginning but practice speaking, even for my further foreign language learning”.

(Reinelt 2017f)

1.4. Disadvantages

We should probably also mention that the courses by the author have a number of backsides in comparison to “usual” courses by e.g. other German or native Japanese German as FL teachers.

Such disadvantages include:

- there are few explanations, if at all;
- outsourcing of reading, writing and partially listening, so learners have to study by themselves;
- short new units with rapid contents changes allowing little sleeping in class;
- the need to solve problems oneself;
- the need to speak with new partners in ever-changing constellations.

A course with such features is simply “shindoi” (hard work) as learning outside classes and especially speaking with others is onerous for not a few students in Japan.

2. The system: Four years of German courses in General Education at Ehime University

Offering courses to students over the four years they spend at Ehime University resulted in the following system. It was developed and designed by the presenter. There are no working-group style courses, all courses students take are accredited and thus represented in the students' transcript as S(uper Courses) and thus count in addition to their graduation (Reinelt 2013).

2.1. The four-year system in one overview

Usually, the courses spiral repeatedly from years one to four, and become repetitive to a certain degree every year, but the courses offered here may not reach the final self-improving stage, due to age limitations of the author. Thus, the presentation in table 7 below is top-down (as far as the system has been developed). After the graph, the system’s parts and important terms will be discussed in the body of this paper.

Table 7: The four year system

The system as in the summer term 2016

Source: ReineltDE 日本語 4yGermTeachingOver ライネルト研究室授業 4年全体表 Alle Unterrichte4JaSS2016Sept8.xls

SS2016 年度 ドイツ語の授業へ: 全体表はこちらです	ライネルト研究室が 2016 後期に提供していた授業 All classes offered by Rudolf Reinelt
	Overview of all classes

for each of the
following

初心者向き Beginners	Referenzfile 2Lehrer/teachers 参考ファイル 2人教員 Referenzfile 1Lehrer/teacher 参考ファイル 1教員 Ergaenzungen aus den mdl. Pruefungen jedes Jahr/update from oral exams 口答試験からの新規項目 ・直しなど			Materialien 様々な 資料 other materials	Pruefungen usw. Gesamtueberblick RR RR 開発上達確認 (試験)制度 全体表 testing overview	Abschluesse 卒業の種類 graduations, licences, certificates		Forschungen zu einzelnen Themen 様々なトピックについ ての研究 Research to topics
		Mo5 月5	Syllabus シラバ ス		Pruefungen 試験 exams			
授業に関するもの materials etc. related to the classes		Mo5 月5	Moodle Moodle コースの 項目		oral exam 口頭 mdl+Mein Deutsch+ Dokken			
1&2Qドイツ語 I 前期 及び1と2クォーター 1st and 2nd quarter	Pensen 短期計画	Mo5 月5	Unterrichtsfile (RR fuer alle) 授業ファイル (RR 提供) class file					
3&4Qドイツ語 II 3Q&4Q2Qドイツ語 I 後期及び3と4クォー ター 3rd and 4th quarter	Pensen 短期計画	Mo5 月5	(Google)Mail usw.von Kursteilnehmern 受講生からの (グーグル)メー ルその他 google mail from students of this course					
		Mo5 月5	Bewertungen 評価(匿名化) evaluations					
2年生以上(非初心 者) Nichtanfaenger Non-beginner	Pensen short-time planning 短期計画	Mo5 月5	Feedback アンケート —RR 開発 —愛媛大学		Pruefungen Gesamtueberblick RR Nichtanfaenger overview non-beginners testing RR 開発非初心者 のための上達確 認(試験)制度 全体表	Hattenkamoku Aidai Tsuyou) 愛大にしか通用しない発展科 目 transcript addition (valid for universit yonly) + Sprachzeugnisse 世界通用す る(Sekaituuyou) German language certificate (valid internationally)	Recycling: Einsatz als Pruefer (Scorer > Partner)	
Deutsche Kommunikation (DK=S1) German communication Mo4 und Mi4 ドイツ語コミュニケー ション月5と水5		Mo5 月5	?		HK 5-10 Minuten sprechen 話す mdl A2+ andere? 他は開発中 Speaking with others 5-10 mins	A2+		
S1(Level=DK) Mo2, Mo3, Fr1 S1 月2、月3、金1		Also similarly: Di5 火 fac. of letters Do5 木 nat. sc. Fr.5 金 5 Fac of letters Fr6 金 6 Evening course Fr2 金 2 チュートリアル Turorial						

S2 in Ueberlagerung mit S3 Mo6, Mi5, Do4, Fr4 S2 this term overlay with S3 S3と交代しながら月6、水5、木4、金4					HK 10-15 Minuten sprechen 話す mdl A2-B1 andere? 他は開発中 Swpeaking with the tester 10-15 mins	A2-B1		
S3 (S2 の 2) S3 in Ueberlagerung mit S2 Mo6, Mi5, Do4, Fr4 S3 this term overlay with S2 S2と交代しながら月6、水5、木4、金4					HK 30Minuten sprechen 話す mdl A2+ andere? 他は開発中 Spoeaking with the tester: 30 mins	approaching B1 and beyond DAAD Urkunde certificate (2students 2016) Arbeitsanfang?		
Abschluesse Graduations, Certificat es etc. 卒業	Ueber die Ehime-Uni hinaus beyond Ehime University 愛媛大学を超える					←←		
	DAAD Stipendium: Antrag und Urkunde DAAD 1 ドイツ学術協会 奨学金 申請書 証書 (2) DAAD M ドイツ学術協 会奨学金 申請書 証書							
	normaler Abschluss vorbereitet regular graduation (+preparation) (competencies?) 卒業時の就職活動準備 (コンペテンシー)他 M							
Nachbetreuung Follow-up 長期接触								

2.2. Course contents, tests and certificates

In particular, the relationships between course contents, exams, and given certificates etc. can be depicted as in table 8:

Table 8: Tests and contents and certificates of courses offered and studying at RR's research laboratory (a partly revised version is to appear in Reinelt 2018b)

StudiumBeiRRTestsUPruefungsinhalteN20Aug16.xls

Semester	wider goals s. definition RR	written exam (everything from the oral exam is also o.k.)	oral exam grade	oral exam partner	oral exam duratio n	oral exam contents	grammar	Vocabuar y I	Vocabulary II	written expression
SS 1y	general education(A 1?)	"Mein Deutsch" Dokken 5		Classmate/ student with the same level from a different class or if available native speaker or habitual native speaker in S2 or S3	2 min	Everything from class file including first talk, dialogic minimal and extended self and other intro, adjacency pairs, Q/A and continuals, chunks	Introduction, present tense (including future), 3rd person, discontinuous verbs, questions, answers	Introducto ry converstio n and extending this	Gespräch minimal gestalten Being able to manage the talk adequately	

WS 1.y	General Education A2	Ich ("I" as application for a job) Dokken 4	A2 Cefr	Native speaker or habitual native speaker S3	3 min+ according to available time	Total class file, complete first conversation with many extensions	Introduction: To be able to say everything Perfekt (form for past tense), prepositions, dating, long convincing talk, very long unlimited talk conversation. Topics still limited, elementary grammar	Introductory talk, all topics, with continuations, confirmation question		
SS 2nd y DK or S1	((keep 1 st year level!!)) End of verbal conjugation	What have you learned in this class? Dokken 3 new test still under development			3-5 min	A2++ What did you learn in the summer semester, contents of protocols Introductory talk + prepare one free topic	Subordinate clause position (verb at end) (exc. relative clause) end of verb system items declination/determination, verb positions	Topic realm extended, can include topics from own major Increase vocabulary himself	Start phrasal expressions (phrasal interpretation first)	
WS 2.y DK or S1	Keeping A2 level, and extend, subordinate clause incl. relative clause, determinants on in talk (nominal flexion)	What learned in class/week, theorizing?? Dokken 3 to 2 new test under development			5 min+	A2++ contents of last year + 1 topic from major	Finish nominal finish verb position (-V2, V1! discontinuous verbs, other positions wohl (4), end rest of grammar		Begin particles and long phrase Conscious use of communicative means and strategies	
SS 3.y S2		Transition to B1			5-10 min	A2-B1 prepare 1 free topic and 1 from major	No new grammar anymore, ask in case of trouble	Many topics (+own major) actual topics. politics	Phrasal expressions	
WS 3.Jahr S2	Important steps in speaking skills, also include other skills, also practice, no new grammar, no limits to speaking any more (but asking o.k.) extend vocabulary to own major and a few other topic (areas)	Last year of testing written skills locally (example?)		With External native speaker/native speaker/ habitual native speaker (native speaker only??)	15 min	(introductory conversation, +) one free topic + 1 topic from major, treat contrastively/take position/treat contradictorily (A thinks X, B says Y)			Phrasal verbs, adages and styles (adequate use), replace words/expressions by phrasal expressions	
SS 4.y Jahr S3		B1 ?????	B1?		30 mins open	All topics any time (with brief intro) Increase topics? ask for clearance, understanding, reply Open for any topic, also start controversial approaching		All topics, ask for clearance, details, country topics	Situationally appropriate language behaviour	

- proceed to speaking automatization careful, but as fast as possible. Others (reading, writing, etc.) later

- chunks and adjacency pairs

- learning with spacing (brief units, extended every week up to four weeks)

- spiraling

- writing in or after the fourth time, grammar, further (written or aural/oral) practice if necessary (**ich** heisse, komme aus, wohne in,...and other practice if necessary)

(- grasp/ get used to, replace, imitate) as much as possible from seeing (olfactory best for short term!), (learning from writing almost impossible!)

Communication situations und pronouns:

ich > selbst, self

du > Partner

andere, others = DetFl: d|er, d>s?S|ie d|as

(items: wir/ ihr)

Express feeling, before the sentence: Mensch,....

within the sentence: das ist aber gross, auch eigentlich, wohl usw.

Questions:

contents: > no repetition in answers!
Wo wohnen Sie? XIch wohne in...

Ja, Nein (Questions) > Ja/ Nein/
Alternativ/ Reasoning for acceptance/
rejection

general rule of communication in many (not all) western countries (but not e.g. many Asian) no repetition of contents the partner has already uttered (Tannen: "I have no time to the prison ward")

German specific: hug contents by discontinuous elements

- Um 10 Uhr **stehe ich auf** / **wo** kommen Sie denn **her**?

- **Determination! (under development)-**

- **No use in case of utterer (in speaking!): Ich reise, ich nehme teil**

English: I behold.....

Pronunciation: Inner-sentence weak words such as *wohl, eben, ja* require preceding stress!

Repertoire for beginning a sentence (usually NOT ich!)

Relations: da(her, usw)

question words (wo, usw, ob, kein FW!)

Probabilities: Eigentlich, Vielleicht

Time: Um 8 Uhr

Place: Vor dem Tor/ auf dem Tisch

Subordinate sentences of various kinds: (Nebensatz) Wenn ich Geld habe,

(In)(direct)relative clauses: Was er sagt, ist richtig.

Factuals: Dass er viel Geld hat, glaube ich nicht

Before the sentence: Attention getters

Vor dem Satz:

Aufmerksamkeitserreger usw.

Mensch,

Du,

Satzanfang:

Mensch...

Special:

Und/aber/ usw. nicht gezählt! Und was machen Sie heute abend?

?? gern, ueberhaupt, eigentlich

Partikeln: Not sentence-initial

ja, doch

wider scope:

Sentence internal structure: Separation and hugging

Satz: Trennung und Umfassen

Vorne nur ein Element.....Elemente nach hinten verschieben.

(auch komplexe moeglich:

teil.....nehmen > teilnehmenan >

teilgenommenan)

Sonder/hilfsverben: sein, haben, werden)

(Subjekt moeglichst frueh, also nach dem Verb oder den einleitenden Element bzw. Verb: *wo er wohnt, Um 8 Uhr stehe ich auf*)

Trennbare Elemente umfassen ihren Inhalt, dies einfacher zu verstehen als unumfasst:

aXbYc

a,b,c, (nach Moeglichkeit/ moeglichst) irgendetwas, kann aber auch leer sein.

X, Y bestimmte Elemente aus jeweils sehr beschraenktem Set

Nicht nur die beruehmten trennbaren Verben

- *Wo* kommen Sie *her*?

- Wann *fahren* Sie *Rad*?

er ist aufgestanden

er wird aufstehen

Grammatik Anfangsteil

5ReinGrammatik bei RR
Kommunikation Satz N V
DetArtAdjNPund Forschung18.doc

Bis p. 8

Grammatik bei RR

1. Lernen Fremdsprachenlernen
allgemein bei RR

Ziel des Lernens:

Was: Etwas von der Fremdsprache
beherrschen, NICHT Ueber die Sprache

Regeln usw:

- moeglichst wenige, einfache Regeln!

Ausnahmen/Items lernen, wenn noetig

gehen > gegangen

Sondern dafuer als Vorgehen:

Lernstufen, alle schnell zur
Automatisierung

- in Situation ganz kurz einfuehren als
sprachliche Loesung: Konzeptuell die
Situation begreifen, sprachliche Loesung
darin/davon (in der Muttersprache
bekannt, aber nicht SAGEN)mit
zielsprachlichen Mitteln, dieses
automatisieren ohne die Woerter zu
schreiben (d.h. anders als bildlich zu
repraesentieren)

- Chunks darin automatisieren:

- mehrmals durch Pausen (eine Woche?)
unterbrochen einfuehren

- dann schreiben

- dann u.U. Grammatik u- Regeln
moeglichst einfach

ich heisse, komme aus, wohne in,..

und weitere Uebungen, wenn noetig

(- begreifen/ gewoennen, ersetzen,
nachmachen),

- Moeglichst nicht oder nur besonders
eindrucksvoll: Lernen von schriftlichen
Vorgaben schwer (zu automatisieren).

Kommunikationssituation und
Pronomen:

ich > selbst

du > Partner

andere = DetFl: d|er, d>s?S|ie d|as

(items: wir/ ihr)

XXXXXXXXXX???

Gefuehle ausdruecken: Vor dem Satz:
Mensch,....

im Satz: das ist aber gross, auch
eigentlich, wohl usw.

Fragen:

Inhaltlich: > der Inhaltlich, nicht
wiederholen

Ja, Nein (Entscheidungsfragen) > Ja/
Nein/ Alternative/ Begrueundung der
Annahme/Ablehnung

Deutsch

- allgemeine Kommunikationsregeln:
(moeglichst) keine Wiederholung(,
Umfassung durch Trennung,
allgemeine Kommunikationsregeln:
erst recht nicht woertlich (Ja, ich habe
ein X)

- Determination! -

- Ich-Verwendung ausgeschlossen bei
einigen: Ich reise

Woerter im Satzinnern: *wohl, eben, ja* mit
vorausgehende Betonung!

Textbesonderheiten

Anapher/ Katapher: katapher leicht im D, beide schwer,
aber Anapher im Japanischen noch einigermaßen
moeglich

Elemente ins Gespraech **einfuehren!**

Nominale: VorDetArtAdjSchonN

Stellung der Elemente im Satz:

(De!)thematisierte Elemente am Anfang
(?) vor das Verb ziehen > Wenig
Anfaenge mit Subjekt, und noch viel
weniger mit ich!

Satzstellung: (Fast) Alles ist umstellbar
an die Satzspitze (oder auch ans Ende?)

Dies wesentlich einfacher zu verstehen,

da der Zusammenhang zum vorherigen
Satz erhalten bleibt.

Repertoire fuer den Satzanfang

da(her, usw)

Fragewoerter (wo, usw, ob, kein FW!)

Eigentlich

Um 8 Uhr

Vor dem Tor/ auf dem Tisch

(Nebensatz) Wenn ich Geld habe,

Was er sagt, ist richtig.

Dass er viel Geld hat, glaube ich nicht

Vor dem Satz:

Aufmerksamkeitserreger usw.

Mensch,

Du,

Satzanfang:

Mensch...

Und/aber/ usw. nicht gezaehlt! Und
was machen Sie heute abend?

?? gern, ueberhaupt, eigentlich

Partikeln: Nicht am Satzanfang

ja, doch

Satz: Trennung und Umfassen

Vorne nur ein Element.....Elemente
nach hinten verschieben.

(auch komplexe moeglich:

teil.....nehmen > teilnehmenan >
teilgenommenan)

Sonder/hilfsverben: sein, haben, werden)

(Subjekt moeglichst frueh, also nach dem
Verb oder den einleitenden Element bzw.
Verb: *wo er wohnt, Um 8 Uhr stehe ich*
auf)

Trennbare Elemente umfassen ihren
Inhalt, dies einfacher zu verstehen als
unumfasst:

aXbYc

a,b,c, (nach Moeglichkeit/ moeglichst)
irgendetwas, kann aber auch leer sein.

X, Y bestimmte Elemente aus jeweils

sehr beschraenktem Set

Nicht nur die beruehmten trennbaren Verben

- *Wo* kommen Sie *her*?

- Wann *fahren* Sie *Rad*?

er ist aufgestanden

er wird aufstehen

gehen-kommen

weitere Kombinationen:

er ist aufgestanden

er wird aufstehen

gehen-kommen

Konjunktion ... Verb am Satzende (alle anderen Elemente im Satz sind stellungsveraenderbar!)

dass er kein Geld *hat*.

???????????????? zu Verben!

gehen vs. kommen

kommen Sie

kaufen > gekauft

????????????????

Satz: Woerter an verschiedenen Stellen

Lex:

Wortbildung

-e einfuegen bzw. weglassen: arbeitet, d|er vs seiner /ihr

sinnvolle Reihen: gern, lieber am liebsten

schon, bald, usw.

oft, selten,

noch nicht (mal) > schon

Ueberblick mit Geschlechtern Hirao/Waragai p.20?

Adjektive:

Formenbildung: einige Abweichungen, Steigerung/ Zunahme (Ablaut), da mehr > alle maennlich:

stark > staerker, dies als neue Basis

gleich: wie; gleichsoalt wie ich.

unterschiedlich: als; groesser als Meier

DET/Nomen

Sonderfall: Wegfall von DetArt:

Redewendungen/ Sitten Gebraeuche/ Krankheiten

Geld/Lust/Zeit/Fieber/Angst haben

Verben:

Besondere Verben als items: sein, haben, werden, tun

Kasus: mit を > den, (die, das); mit に

oder で dem/der/dem/den, Auch fuer

Genetiv

2. Jahr mit Genetiv lernen

Satzphaenomene

X- Satzanfang

Elemente da:

- feste Redewendungen (Redewendungen: in allen Sprachen, Bedeutung kommt vor der von den Einzelwoertern!)

- feste Phrasen: Jedes Jahr

- Da als Zeiger, > davor, damit, usw. Deshalb, ..

X-Saetze veraendern durch Umstellen der Teile (jeweils ganz!)

An den Satzanfang, zwischen Verb und andere Teile, ins Nachfeld

X- Betonungen:

Das ist aber gross. Sind Sie schon einmal..

Komm doch mit!

Er hat doch KEIN Geld (nicht anzunehmen, dass er G hat)

Er hat DOCH kein Geld (Ich hatte angenommen, er hat welches)

Einzelelemente - lernen > mitlernen

X- Wort/Phrasen

- der Kaffee, die Milch, das Bier, Plurale wenn noetig

- Verben: -e, -t e/i und a>ae, s/h+PPP

- Adjektive: nur Ausnahmen

- praeferierte Stellungen: nicht schlafen, 4. Stelle im Satz: er trinkt gerade *wohl* ein Bier.

X- X+ Adj/Nomen -Konstruktionen

Det+FL+(schon+)N

dt:

b) Lexikon:

b1) Nomen.

nur drei Typen uebrig +Pl = vier Typen

das Haus 家

Wortbildung, -e, -er, usw.

2. Jahr: Wichtige kennelernen

3. Jahr: Selbst bilden

4. Jahr Verwendung in Redewendungen

EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE

Einzelbereiche

A) Nominaler Teil

Einfuehrung einer N in das Gespraech: Determinierung am Ort ODER schon allgemein Bekanntes (Prototypen. Konzepte, Beruehmtheiten/ Schemata, usw)

DetArtAdjNomen

Normalverwendung: (VorDet?+) Det+FL+(schon+)N

immer:

det(d-/ein-/viel-/10/Adj)+FL(0/e/en/er/em/es)+(schon(Kop/en(=Default)/e)+N, aber nicht immer sind alle Stellen.besetzt.

nicht immer alle Stellen besetzt

VorDet

Zahlen

ein e<Frau

zwei

DET

Materialien fuer Det/ FL/ schon

:

d|er

Fragebogen zum Forschungspraktikum EhU SS14.pdf
 Fragebogen zum Forschungspraktikum SS14 EhU.doc
 FuerKommentUntFileSS15 3 7 Fr6 11Mal Unterrichtsfile (3).doc
 Hospitation 授業参加監査
 Lesen bei RR.doc
 Muendliche Pruefungen bewerten Qualitaetssicherung.doc
 PraktikumsnetzMainz Anmeldung.doc
 SS14 Mo4 14 7 14U Unterrichtsfile 授業ファイル.doc
 SS14 SemesterendbewertungBsp 例
 SS140815v11UverschStraengeIn1 Unterricht.xls
 SS15mdlPrue 口頭 Score Fr6Aug14.xls
 SS20140815AktivitPartnerCheckenLernen.doc
 SS20140815DkS1undGrammatik.doc
 SS20140815FDRRWarumFSlehrenlehren.docx
 SS20140815FDUNachbesprechungen
 SS20140815UngleichheitsausgleichendurchLernerbefragung 受講生に聞く.doc
 SS2014Fr6MoodleGesView1St-1.xls
 SS2014fuerSPOD
 SS2014GesamtundPruefungsplan スコアラー等時間計算用 asofAug15.xls
 SS2014VortragMxxxxxAxxxxxEhUAnkuen 18 6 外国語としてのト?イツ語教材 neu.doc
 Straenge SS15MiFr6no9Mal.doc
 The OLE Center entwurf no5.doc
 warum Fs lehren lernen4.ppt
 WarumFSlehrenlehren.docx
 WarumFSlehrenlehrenN.doc
 口頭試験 Muendliche Pruefungen
 要 HPBeispielFUEREineStudentin2JahreNEUfOhxxxx.html
 要 HPBeispielFUEREineStudentin2JahreNEUfOhxxxx_files
 Pruefungspraxispresund Handbuch.doc

Courses are held for free and open to the public, whenever they are requested by a colleague or other interested teachers. A whole year of supporting events for an interested colleague with many special papers and seminars was held 2015/2016 (Reinelt, 2017a, f, 2018a).

2.5. Criteria for the four-year-system

Not all and everything is important, and in many cases, Ehime University has been helpful clearing things up or formulating. The following is a list of criteria (table 11), which should be completed in the following years and for every class. This list also makes a distinction between the first-year and all other years.

Table 11: Criteria and parts

Criteria for the four year system and the entries I

- students (beginners, non-beginners)
- syllabus
- Moodle reference (class) file (one or two teachers)
- class contents, short-term planning, updates
- Mails from and to students
- graduations, licences, certificates
- research to specific topics (available on request)
- which classes are offered, schedule
- tests/ exams (oral/ others): ratings/scoring etc.
- feedback from students

Criteria for the four year system and the entries II

- non-beginners: protocols and homework/ contents development/ test development
- overlapping classes
- graduations/ transcript
- follow up

This list is supplanted by the syllabuses as they were created for the four years of courses in consideration of the Common Framework of Reference and its steps.

2.6. Scheduling

In this part, we take the scheduling task as one example for the necessary arrangements resulting from increasing courses to become a program.

All courses are conducted by the author himself. The wishes of the students and the necessity to hold every course at least twice a week led to a considerable number of classes, listed below in table 12. Additional courses for faculty development are not yet mentioned in the schedule. The author is paid only for the first-year courses and a very basic research grant, everything else is out of his own pocket, so the schedule had to be adjusted again.

This resulted in the following classes (table 12), and we take as an example here the presenter's schedule for the summer term 2016 (including the students' numbers), including classes for

-five beginners' classes +

-all non-beginners: DK/S1, S2, S3(=S2upper in Ehime University administrative terms) each at least twice-weekly.

Table 12: The author's summer 2016 term schedule

Every field includes official titles (no name= first year, otherwise DK or S1 to S3), G for German, official administrative registration number, and number of students on average.

SS2016	Mo	Tu	Wd	Th	Fr
1 8:30-10:00					ドイツ語 G:S1 10936 6
2 10:20-11:50	ドイツ語 G:S1 1no1 10936 4				
3 12:40-14:10	ドイツ語 S1 1no2 10936 6		S2 チュートリアル Tutorial 10939 2		
4 14:30-16:00	ドイツ語コミュニケーション DK 113532 6	オフィスパワー	ドイツ語コミュニケーション DK 113542 4	ドイツ語 S2 10937 4	ドイツ語 S2 (上級) 10938 4
5 16:20-17:50	初級ドイツ語 G I・II 1QA07021 2Q B07021 41	基礎ドイツ語 G 1・2 1Q A10071 2Q B10071 37	ドイツ語 S2 (上級) 10938 4	初級ドイツ語 G I・II 1Q A07032 2Q B07032 39	基礎ドイツ語 G1・2 1Q 10062 2Q 10062 38
6 18:00-19:30	ドイツ語 S2 10937 4				初級ドイツ語 G I・II 1Q A07052 2Q B07052 12

2.7. Testing and recycling for testing

Some students, especially in their fourth year, become very fluent in German. They can help as “habitual” target language native speakers, especially since all communication at the university with them had been taking place in the target language anyway since their second year. Making use of their help, we could offer all first year students the chance to speak with a target language speaker after one year, or even after only one term in 2016 and 2017. The scheduling overview of this testing is in table 13. Tests for the non-beginners had to be arranged separately and are dealt with below in part three.

Table 13: Learners helping testing (> English)

学年 year	前期 SS	後期 WS	注意 Notes
1年生 共通教育 1 y learners	ドイツ語 German1	ドイツ語 German 2	Partners in the oral exam: any students si+sj, from German II NS 口頭試験相手はドイツ語 I は si+sj, ドイツ語 II からはドイツ語常用者
2年生 2 nd y learners	DK 及び S1	DK 及び S1	These students asked to be scorer or oral exam partners Scorer 及び口頭試験話し相手として作用 T/SA?
3年生 3 rd learners	S2	S2	Scorer 及び口頭試験話し相手として作用 T/SA?
4年生及び帰国者 4 th y learners or returnees	S3	S3	Scorer 及び口頭試験話し相手として作用 T/SA?

3. Requirements of the non-beginner courses and how the presenter attempted to meet them

3.1. Introduction

A few non-German-majoring students wanted to continue in the way they had learned this language previously beyond the first year. With students usually busy with their majors from the second year on, this is certainly conspicuous.

In the end, for the first time in Japan, students on the general education level of Ehime university can continue their 2FL (German) learning all four years they spend at university. The presenter's courses also cater to returnees. While students acquire ever more knowledge and abilities in the four years of their majoring, they can expand their German considerably at the same time, leading to effects similar to Kirchhoff's (2015).

One imaginable goal would be to reach B1 (i.e. almost their English present level in all skills (which is actually more like A2, according to an EhU English teacher) except for speaking where they usually surpass English early in the second year), but the jump from A2 to this level is probably too demanding (two students passed B1, one also B2 in 2016) (Dittrich, R. and Maenner, D. 2014).

3.2. Factors and multidimensionality

Courses for students continuing after the first year, i.e. designing follow-up courses, has to take various factors into consideration. The following three conditions are obvious:

- the students' wish for further speaking, as that is what students come for in the first place;
- outsourcing is feasible, as only a very limited part of further foreign language learning, except for speaking, can be managed in class;
- a system of preceding and follow-up courses as students should have an idea of where they are heading.

The courses' main feature, besides the speaking requirement, is the multidimensionality of each unit within each lesson.

Ideally, at least the following dimensions should be taken care of simultaneously in each and every unit /part of a class:

- - advance from the year before in grammar and vocabulary (areas) (Reinelt 2014, 2015a and b);
- - relate to the students' everyday life in various ways (ex. media use);
- - vocabulary developing by extending from known areas to new/ related areas, but there can also be jumps into any area;
- - actual goings-on in politics, society, Japan vs Germany, etc.;
- - communicative development: maintain talk, new subjects, guide one's interaction, etc.

-- Aside ---

Since this way of conducting classes uses teaching practices in a different way and combines them inherently with cultural elements in the very way the classes are conducted, we may speak of a new type of cultural learning. According to Altmeyer (2006) we speak of cultural learning if individuals can

- reflect on their present ways of ascribing meaning to when dealing with texts (in a wide sense of available communication opportunities of all kinds),
- adjust, restructure, change and further develop their thinking so that they fairly equal the cultural interpretations, which these texts use,
- ascribe the texts an adequate sense,
- and articulate their critique or affirmative position (Altmeyer 2006:55).

-- End of Aside -

Ideally, all contents of e.g. all German Communication and S1 classes and units can be put into a diagram where the mutual links can be shown. Reinelt (2016a, b) shows how this can be arranged in threads which can make the relationships even clearer. However, as tremendous follow-up work for every class is required, especially if there are a number of similar classes on the same level, this can only be done with outside help. The author has tried this for the first few weeks in 2016, resulting in the following table 14. Anything from complete, this table still shows the daunting task of making every class both overlapping, so that those who couldn't come can still catch on, and interesting for those who did come with a little but important progress.

Table 14: Threads in DK and S1 classes in early SS 2016

Thread of German contents (translation on request from the author)

Begrüßung,
Zustand

Wie gehts?

Evaluation zeigen und
evaluiert
bekommen

Wie ist das?

wie heißt
das auf
Deutsch/Japanisch

Anfangs
Kommunikation

Name

wie heißen Sie mit
Vorname /
Familienname?

Wie ist Ihr
Name?

Herkunft

Woher
kommen
Sie?

Wo kommen
Sie her?

Wo ist das denn? Im Norden von
Kagawa

Waren Sie
schon einmal in
Kagawa/ Sind
Sie schon
einmal in X
gewesen/ nach
Hokkaido
gefahren?

Was gibt es da
Besonderes?

Wohnort

wo wohnen
Sie?

Wo ist das
denn?

nordwestlich
von der Uni

wie weit ist
das? 3 km

Beruf

was machen
Sie?

Ich
studiere X
im Y.
Semester
an der Z
Uni in
Matsuyam
a in Japan

Am
Montag
habe ich in
der ersten
Stunde B
bei Herrn/
Frau C.

Vorlieben

Was
machen
Sie in der
Freizeit?

Essen,
Speisen,
Gerichte

Was essen
Sie gern?

Wurst mit
Currysosse
=
Currywurs
t

Lieblingsessen

Schwarzwälder
Kirschtorte

Was trinken
Sie gern?

Kaffee mit schwarz
Milch/
Zucker

ohne alles

X Zahlen 0-9,
10-12,
13-19,
20-99,
100+ eine
Million
eine
Milliarde

Daten
erfragen
und
angeben

heute, morgen,
Mittag, Montag,
diese Woche,
Wochenende,
nächste Woche
Freitag,

naechste
Woche
Dienstag >
naechsten
Dienstag

wie lange?

eine
Stunde

Das Datum

Den
wievielten
haben wir
heute?

Der
wievielte
war letzten
Freitag?

Welcher
Wochentag
ist der zehnte
Mai?

X Alter Wie alt sind Sie?

Wann sind
Sie geboren?

Wann haben
Sie
Geburtstag?

Koerpergr
oesse Wie groß sind
Sie?

Gespräch
mit Rü wie
groß/lang/breit/alt
/viel. ?

ckfragen

Was machen
Sie heute
Abend denn
so alles?

Von 21:00
bis 22:00
Bade ich.

Was machen
Sie morgen
denn So
alles?

Um 5:00
Wache ich
auf.
Um
ich weiß
noch nicht.
keine
Ahnung
ich habe
noch
nichts vor

Akkusativ und
Attributersätze

Kleidung

Möbel

Materialie
n

Was haben
Sie denn so
alles?

Bei mir
gibt es
einen
Tisch.

Der ist
von Nitori.

Der ist aus
Holz/ Eisen/
Tuch/Plastik/Pa
pier

der
Tisch

Bei mir
gibt es ein
Kissen.
Das ist
weich

über
Vergangen
es sprechen

was haben
Sie gestern
denn so alles
gemacht?

heute bin	Normaler
ich um	weise
8:00	stehe ich
aufgestand	um 7:00
en, aber	Uhr auf,
gestern bin	aber
ich schon	gestern bin
um 6	ich erst
aufgestand	um 9 Uhr
en	aufgestand
	en.

was ist
gestern denn
so alles
passiert?

Die Firma

was macht
die Firma in
der
Goldenen
Woche ,

was macht
die Firma?

wenn ich du wäre, wuerde ich.
 Grammatik: .Konj waere, haette, wuerde, +5 Modalverben
 (könnte, dürfte, sollte, möchte,)

Wenn A B
 (wäre / hätte / würde) ,
 (wäre / hätte / würde) ich ~

wissen Sie../können Sie mir sagen/ich würde gern,
 X- wo er wohnt,
 X- wie er heißt,
 X- ob er kommt
 X- weil er keine Zeit hat (denn er hat keine Zeit)
 X- der das Buch gekauft hat

Mehrere Leute involvieren
 Was macht Fr. T jetzt?
 Können Sie mir sagen, was er gemacht hat
 vorher er, bish er, fr über
 bevor er nach Matsuyama gekommen ist ?

Ich glaube, Sie sucht gerade eine Stelle

Ich glaube, dass Sie gerade eine Stelle sucht.

Weisst du, was sie macht?

Was machen Sie?

Ich
studiere X.

Sie
studiert X

Sie sagt, dass
sie X studiert.

er ist jetzt
gerade am
Essen

Dritte
Person

Familie

Haben Sie
Familie?

Struktur
voirstellen

Einer in
der
Famiie?

Einen gegenueber >
Deutschen auf der anderen
vorstellen Seite

?

Keine
Ahnung

das weiss ich
doch nicht

ich weiss noch
nicht

?

unentschiede
nheit

ich weiss
nicht

Deshalb/Deswege
n

Kansin

Glueck gehabt!

Schwein
gehabt!

den Papst
in der
Tasche
gehabt

Praepositionen	auf, unter, vor, hinter	auf dem Tisch, in der Tasche, in dem Etui, zwischen den Stuehlen	liegt auf dem Tisch	ist > liegt/steht/sitzt/ haengt
	PraepN + PraepN	Am Dienstag gehe ich zu meiner Großmutte r nach Hause.		

For example in order to connect the contents of learning with the life of the students and the “reality” in Germany, as well as an emotional element, the author has been able to sort a number of German hit songs in Germany (where most songs are still in English!) in an order of increasing grammatical and vocabulary difficulty as well as managing personal relationships, from becoming independent to having a boy/girlfriend to proposing to divorcing to settling for a mid-level of happiness (table 15). (see Reinelt 2016c,d) for more details, as on the topics in relation to the students’ previous learning: American Christmas, Hotel Mama and others). However, few subjects can be presented in such a nicely gradable way, so the instructor has to be on the prowl for materials literally all day and night.

Table 15 German hit songs with real-life relevance as multidimensional contents

A series of recent hit songs from Germany (G-pop), which deal with contents related to the learners’ everyday life: Managing personal relationships, from becoming independent to having a boy/girlfriend to proposing to divorcing to settling for a mid-level of happiness

Rosenstolz	Christina Stürmer	Die Firma	Revolverheld	Andreas Bourani	Joris	Dittberner	
Mid 1.Semester	End of 1.Semester	End of 2.Semester	DK/S1 2014	S2April 2015	S3 Mai 2015	S3 Juli 2015	
ich bin ich	Engel fliegen einsam	Die Eine	Ich lass für Dich das Licht an	Auf anderen Wegen	Herz über Kopf	Wolke 4	
independence	partner found!	proposal after longer relationship	sudden proposal	separation	after separation	how to avoid separation	
identifying	one vs the two of us; actions	Rap: partly known vocabulary	simple + subordinate clauses	Adversative sentences; parallel structuring	sentences simple but background difficult	simple happiness in German	

As presence in the courses can only take care of speaking, the learners have to take care of their writing themselves. This can also be managed as a service to each other if every learner enters one part of the writing on the blackboard during class afterwards into a class moodle for everyone to see, as can be seen in table 16. The teacher has those present enter one part each of the lesson contents into a protocol on the course moodle website as a record of what was spoken or new words etc. Alas not many participants actually enter something....

Table 16: Elements from protocols, here: S3

Note: The first entry has to be made as template for the others to enter contents.

Re: SS16S3 Mi5 20 7 2016 年 07 月 20 日(水曜日) 23:33 - REINELT Rudolf の投稿

Fr. M/Hr. C/Fr. M/Hr. K/Hr. K

1. Deutschlandreise von Hrn. K
2. Bei jmdm. übernachten
3. Münster, eine Landstadt in Nordwestdeutschland

Studentenstadt

Fahrradhauptstadt

Essen: Welche Speisen gibt es da?

Königsberger Klopse

Schnitzel

Potthast

Zigeuner Soße

Stadtmauer

Münsterland

Geschenke aus Münster

4. Gute Reise!!!

Re: SS16S3 Mi5 20 7 2016 年 07 月 21 日(木曜日) 13:46 - K の投稿

*Plattdeutsch --- Einige Leute im Nordwesten von Deutschland sprechen Plattdeutsch.
verbringen/ Fahrbahn --- Viele Straßen in Japan sind zu eng.*

SS16S3 Fr4 22 7

2016 年 07 月 23 日(土曜日) 00:16 RR-

Fr. M/Fr. M/Hr. C/ Hr. K

1. Pokemon-Go Vorstellung

wie spielt man das

Pokemon sammeln

Orte/Plaetze

wieviel Punkte haben Sie schon?

Welche Stufe sind Sie?

2. Kein Profil, kein Job

Linked-In Artikel im Spiegel

Das Protokoll kommt gleich!

HA Machen Sie Ihr Profil fuer Linked-In

also before: Brexit

In order to make the best use of the moodle course site, many actions would be required for the protocols, such as regular corrections, but as the author is alone, this has to wait. On the other hand, the protocols can be used as source for the term-final or mid-term tests as well as small tests. The possibilities are limitless and research into them has not even begun

4. Evaluations of the courses and comments on the most recent courses

As the courses are supposed to make sense and fall into a system, they have to undergo evaluations, not only as a whole, but every single part of and within them. Thus, every part has to be developed from scratch, especially ways of evaluating students and courses, and the need to develop new tests.

4.1. Evaluating the learners

In the case of evaluating the learners' progress, the first year oral exam can be extended and applied as indicated in the table about testing above. The oral exam should in any case be graded in two ways, *criterion-based* on a scorecard as in table 17, and *holistically* according to the prevailing scoring system in its institutional framework (in this case Ehime University). The scorecard, developed by the presenter (Reinelt 2012d), for the first year oral exam considers five criteria: pronunciation (n.d.), grammar, vocabulary, fluency and dialogicity; the grading is according to the German school system 1 is best and 5 is fail).

Table 17: The scorecard

Datum:
Klasse:
Pruefer:

Name usw.					Name usw.					
s. gut	gut	befr	aus	man		s.gut	gut	befr	aus	man
1	2	3	4	5	Ausspr. Verständlichkeit	1	2	3	4	5
1	2	3	4	5	Korrektheit, Grammatikalität	1	2	3	4	5
1	2	3	4	5	Wortschatz, andere Sprache	1	2	3	4	5
1	2	3	4	5	Flüssigkeit	1	2	3	4	5
1	2	3	4	5	Gegenseitigkeit (Dialogizität)	1	2	3	4	5

Vorkommnisse:
Weitere Angaben:

Note, however, that once learners speak with a native speaker as oral exam speaking partner, they can never revert to a course mate as partner. Progress allows no regress.

If we are lucky, we can have native speakers rate and comment on the non-beginners (Reinelt 2015d, Pruefung 2015). The following table 18 is a gathering of comments on the oral exams of S1 to S3 students in the summer term 2016.

Table 18 SS2016 Nonbeginners: Comments of native speakers as speaking partners and raters

Commentaries of a native German teacher on SW1 to S3 students SS16; unsorted and anonymized

St1(S3)

Dominates the talk positively, speaks independently, repairs own mistakes, has fun in speaking, humorous, very positive

St2 (S3) spoke less in the trilogue test, but with the same strengths as S1, repairs mistakes, shows liking for the language in her initiatives

St3 (S3) Good Dialog, no problems with understanding, clearance necessary only oncebut soon remedied

St4(S1) Good pronunciatiojn and asking questions, some difficulties in listening comprehension, and formulating a few sentences

St5(S1) Not very fluent, takes time to make sentences, thematically difficult, slow but o.k

St6(S1) partl about her topic difficult to understand, sounded by heart, little dialogic, alittle jumpy.

St7(S2)

Had to think at times, but prinbcipally fluent and good dialog, sonetimes unclear whether understood, but answers correct.

St8(S2+)

Very good dialogue, no comprehension problems, subordinary snetences with deshalb?!, very positive, very fluent

+5 others

overall impression: in total a very good impression. Learners, especially in the 3rd year reacha very good level as they are even able to exchange about their major and many become very fleunt, so that they have a good A-level and are very well on their jump to B1. Many students can mnaintaina conversation over more than 10 miunutes without difficulties. This is astounding especially with practical no outside target language native speaker contact.

As all tests have been recorded, there is still much room for research. In the end, we would have to come up with criteria that help our students in their development as well as demonstrate their step of achievement on their way to the next grade (formative assessment Wicking 2017).

4.2. Grammar

Grammar is usually not a big issue as students learn the necessary grammar while using it in class. Due to optimization requirements, minor mistakes remain, and a fundamental grammar review is necessary at certain stages, but we have no idea yet when this sh/would be the case. Profile Deutsch, the CEFR-oriented textbook, does not give any grammar beyond B1, and after A2 there are only certain areas which need special attention (Reinelt 2017b, e). For our testing, we can turn this situation around and ask the learners to provide us with examples which in the end demonstrate their abilities as in table 19.

Table 19 Grammar: Asking the learner (parts in English)

-- in part ---
Strasse neu 2.0 p. 133
Kopie hier:
Machen Sie Beispiele! Natuerlich mit anderen Woertern, bitte.
3. Aus den Protokollen
Oktober: Klavier, Party, Wochenende, Geburtstag, wie oft, vegetarisch, Material, Senzanki, Orte, Konjunktionen:
da, weil, usw., der X, der/dem/den, deshalb, Autos,
November: Verkleiden, faerben, Bericht schreiben (imperfekt), x: was gibt es da?,
Kennen Sie Y? Mir scheint....
Dezember: ueberhaupt? eigentlich
Bericht > eigenes Erlebnis (> Perfekt)
Uhrzeit! Mathematik: Kreis, usw.
だれか、 Die Katze im Sack usw.
4. Dokken 3
2016Feb10 WS 15 Final writing test DK and S1 Abschlusstest DK und S1
Sprechen:
SS ueber 5 Minuten, 1 Thema
WS lange (ueber 7 Minuten, 1 Thema aus dem Fach, 1 Thema aus Deutschland)
Schreiben
1.1. Text (ausser zu Ihren Themen) frei
1.2. Andere Laender, andere Sitten, aus Strasse Neu2, p. 91
Aufgabe:
Den Text lesen
- machen Sie eine Tabelle
- Was ist das Problem von Midori und wie loest sie das?
- Was koennte sie noch machen?

4.3. Writing

Writing in general can be tested with several tasks, some of which the students can actually elect. The following is a proposal for S2 und S3 (Table 20).

Table 20 Writing tests for S2 and S3: Schreiben (> ENGLISH)

1. Zwei Texte: 1 frei 1 Ueber ein Thema aus Deutschland
1. Two texts: 1 free, 1 about one topic about Germany
2. Grammatik
Stellen Sie ein Grammatikthema dar!
Grammar: Demonstrate one grammar problem/phenomenon
3. Aus den Protokollen
from the protocols
ab 21. 12.
- die lieben Verwandten!
- Schwellen: z. B. die Erwachsenenfeier
- der Unfall
- ein Ort: Dorf, Stadt, Glashuette, usw.
- Leute, Leute: Weisse,
- Selbstwerbung
- Was ist Kitsch? Beispiele
- eine/die Jugend in Deutschland
4. Dokken 2 (except the listening part)

4.4. Phrasal German

With grammar and writing problems partly out of the way, the problem of phrasal German, or in general phrasal language beyond the early stages remains, or comes to the fore at the stages of S2 and S3. While Profile Deutsch offers phrases, there are as yet very few textbooks on this level and we are integrating phrasal expressions and issues in the usual classes wherever possible. The task for the future, i.e. how they could be tested, however, remains.

4.5. Evaluating the classes

Finally, the classes as a whole should be evaluated. For SS2016, we do not have extensive material as the term had to close down in a hurry. Instead of developing a separate questionnaire, we had to administer the first-year one and ask the students to apply it to their further German learning with the author. There were only four students all of whom responded.

Table 21: Course evaluation by students

SS16 Moodle2 Gmail アンケート		
アンケートのまとめ Summary (all answers 1-4/5)		
4. Moodle の利用は勉強に役立ちましたか。was Moodle useful		
①復習について for repetition		
4① very much	大変役立った	2
somewhat	少し役立った	2
②新しい内容の予習として useful for preparing new contents		
4②very much	大変役立った	2
somewhat	少し役立った	2
③課題について for homework		
4③very much	大変役立った	1
somewhat	少し役立った	3
6. 来年以降の言語(外国語)講義に Moodle の利用を勧めますか? use Moodle next year		
6 recommended very much	強く勧める	1
Better have	あったほうがいい	3
宿題 About homework		
1. 宿題はしましたか? Did you do your homework		
1	100%	
	80%	1
	60%	1
	40%	2
2. 宿題の難易度はどうでしたか? was the homework difficult		
2	大変難しい	
difficult	難しい	2
rather easy	簡単な方	2
3. 宿題はドイツ語のよい練習になりましたか? 勉強に役立ちましたか? did the homework help / was it useful		
very good	とてもよかった	1
good	良かった	2
4. 面白かったですか? was the course interesting		
A little	少し面白い	1
Very interesting	とても面白い	3

5. 文化を理解するのに役立ちましたか？ Did the course help you understand the culture		
5 very much	とても役立った	1
Somewhat	まあまあ	3
6. 宿題の頻度はどうでしたか？ frequency of homework		
6	多過ぎ	
A little too much	ちょっと多い	1
Just right	ちょうど良い	3
	もう少しあっても良い	
	もっとあっても良い	
7. この授業を今後の学生に推薦できると思いますか？ don you recommend this course		
7 very much	大いに推薦する	1
recommend	推薦する	2
	あまりしたくない	
	全く推薦できない	
	(どちらでもない)	
【全体的な質問】		
全体		
1. 授業に対する満足度は？ 1 良い-5 悪い satisfaction with this course		
1	5	
	4	
somewhat	3	1
	2	
Very much	1	3
2. メディア使用について 1 良い-5 悪い media use		
2	5	
bad	4	1
	3	
good	2	2
Very good	1	1

After so much action by teacher and learners, we have to ask what has been attained and whether it was worth the effort. While the latter can only be answered by the learners themselves, the first question can be used to conclude this paper.

----- Aside -----

Due to the specific situation of the course, it is difficult to develop course tests. We are still in the early phases for this. Table 22 gives an example from one learner.

Table 22 Students' test answers

DKuS1uS2uS3 Studentenleistungen SS 2016

Was haben Sie im Kurs Deutsche Kommunikation bzw S1 bzw S2 gelernt? Beispiel KO

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

alles

Kennen Sie mir sagen, wo er ist?

Wissen Sie ~ ?

- Er soll wohl in Ohkaido sein.

Um Blumen zu kaufen, gehe ich nach Emiful

Ich sehe Ihnen kommen.

Ich sehe, dass Sie kommen.

Ich esse der Kuchen, wenn ich traurig bin.

Ich singe wenn ich froh bin.

Ich spreche mit meiner Freundin, wenn ich sauber bin.

Ich habe Deutsch gelernt, bevor ich nach Deutschland fahren.

Er war an der Uni, wenn ich anrufen habe.

Sie ist spazieren gegangen nicht, weil sie muede war.

Falls es regnet, gehe ich nicht.

Nachdem Sie die Hausaufgaben machen, duerfen Sie Pause machen.

Er hat ein Auto gekauft, obwohl er keine Geld hatte.

Was war Ihr Name?

Da habe ich mich vertan.

Zum Wohl!

DK/S1/S2/S3 HC

1. Ich studiertnen geographie in fünf Semester an der Ehime Uni in Matsuyama in Japan.
2. Konnen Sie mir sagen...?
3. Ich habe gehört/gelesen/gesehen, dass
4. Wurden / intersstanten / schämene ...sich zB: Ich intersstanten mich für sport.
5. Ich würde, möchste, muss, sollte
6. Das heißt: Brexit. Als ich kinder war...
7. Kleidurg (der darf das) smaller Sonnebrille. Sagler look. Sommer scharf usw.
8. Keine Profil, kein Job. Wir suchen Jetzt arbeit über Internet. Und
9. Stadtplan in München, ooplatz ist in der Mittel und ookirche ist in die Nehr von Bahnhof.
10. Was is der witz? Gute Reise!
11. drinnen draußen drauf
12. Weil / obwohl / ,
13. Wunderbar! Super! Gut!
14. Es Regnet /schmeit Es ist klar.
15. Genug, Ich habe ein Termin.
16. Welche sprache lernen Sie oder welcher sprache lernen Sie gern wenig.

Mein Theme Sommerferien

Sommerferien in Deutschland und in Japan / Taiwan.

Schuler haben kein hausaufgaben in Sommerferien aber in Japan oder Taiwan gebt es sehr viel.

Ich habe in Internet gesuchen warum kein Hausauf gaben in Deutschland aber keine Antworten.

Ich glaube dass Deutscher denken Sommerferien ist für spielen, nicht für lernen.

Was denken Sie?

Mit Hausaufgaben ist besser oder ohne Hausaufgaben ist bessen?

5. Conclusion: What has been attained, and future tasks

5.1. Habitual Native Speakers

5.1.1. Advanced learners as “habitual” native speakers

The fourth year students developed superior German speaking abilities. As all communication with them is usually in the target language, they can be considered “habitual” native speakers (Reinelt 2015e, 2017c). As such, we thought, they may be able to help us with the German teaching situation, for example in cases when no or not enough native speakers were available. However, a number of points had to be confirmed, in the following briefly described as scoring (lenient vs. severe) and speaking.

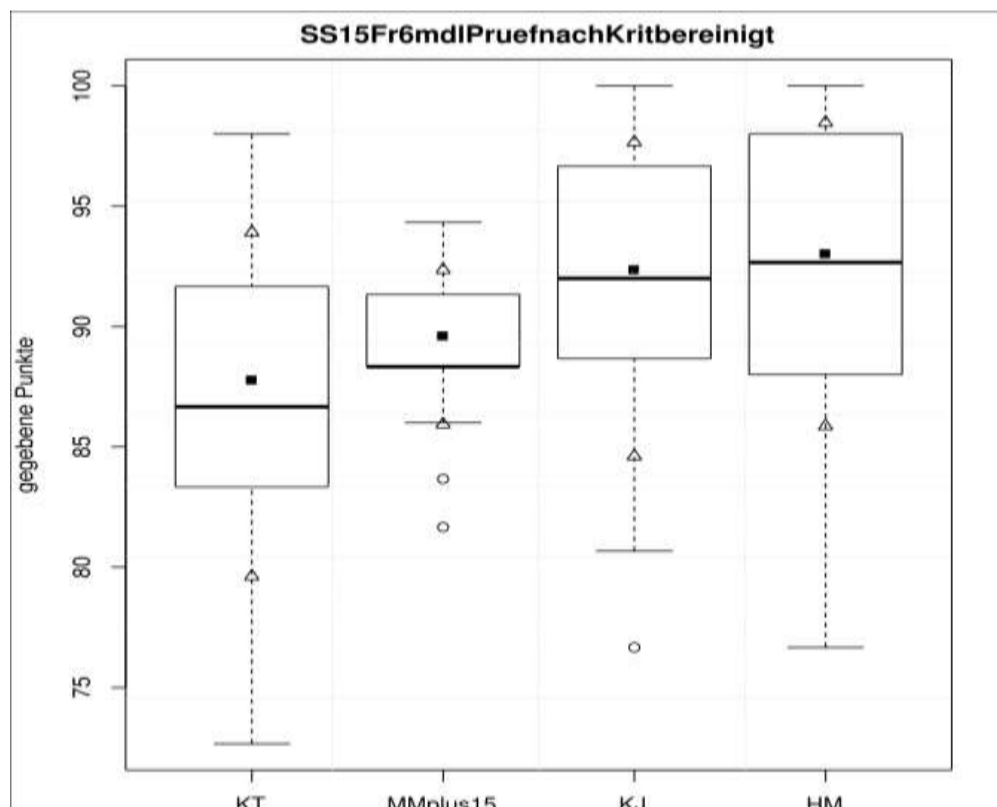
5.1.2. Scoring the first-year oral exam: Evaluations

When learners acquire a foreign language, they usually also acquire a feeling for and/or even knowledge about some lesser learner’s uses of this target language in speaking or writing. We thus asked the advanced learners to sit in and score in the oral-exams and checked their inter/intra-rater-correlation coefficient, and it showed that the differences were usually not very large, i.e. the ICC is in the 60 to 70% range.

However, in some cases the scoring may go astray on the whole, i.e, be too lenient, or too severe. For this, we also had to invent a measure, as the usual measuring of severity is too difficult (Yao 2014).

For one rater, who had consistently scored 10 points below the other raters, we had to adjust the evaluation, resulting in the following boxplot, see also Reinelt (2016b: table 23). Note that usually a re-training of the band would take place here, but we had no time for this nor was this useful as it may have influenced the overall rating by preventing spontaneity.

Table 23: Adjusted boxplots



Quality control beyond the basic statistics has been developed in Reinelt (2016b)

5.1.3. Advanced learners as oral exam speaking partners

Advanced learners could ensuingly serve as scorers and eventually as speaking partners in first-year students' oral examination dyads (see the example in the following table 24).

Table 24 An example with a habitual native speaker of German

	S1		RR		MM
		1	Zeit		
2	Guten Tag(0:8)			3	Guten Tag
4	Wie gehts?			5	Sehr gut, danke, und Ihnen?
6	Es gehtWie heissen Sie?			7	Ich heisse Lara, und Sie?
8	Ich heisse T. N. Woher kómen Sie?			9	Ich komme aus Freiburg...Und Sie?
10	Aus Matsuyama...Hm, wo wohnen Sie?			11	Ich wohne in Iyo-shi. Und Sie?
12	In Teppohcho.			13	Wo ist denn Teppohchoh?
14	Hm, in Mitter von Matsuyama			15	Hm.
16	Was trinken Sie gern? (50)			17	Ich trinke gern Wein.
18	Wein.			19	Und Sie?
20	Hm, ich trinke gern Cola.			21	Hm.(1:00)
22	(1:04) Wie alt sind Sie?			23	Ich bin ein'und'zwanzig. Und Sie?
24	Ich bin....ich bin.....achtzig.(1:18)				
25	(1:27) Wie gross sind Sie?			26	Ich bin ein Meter sechzig(1:30), und Sie?
27	Ich bin ein Meter siebzig.				
28	Haben Sie Telefon?			29	Ja!

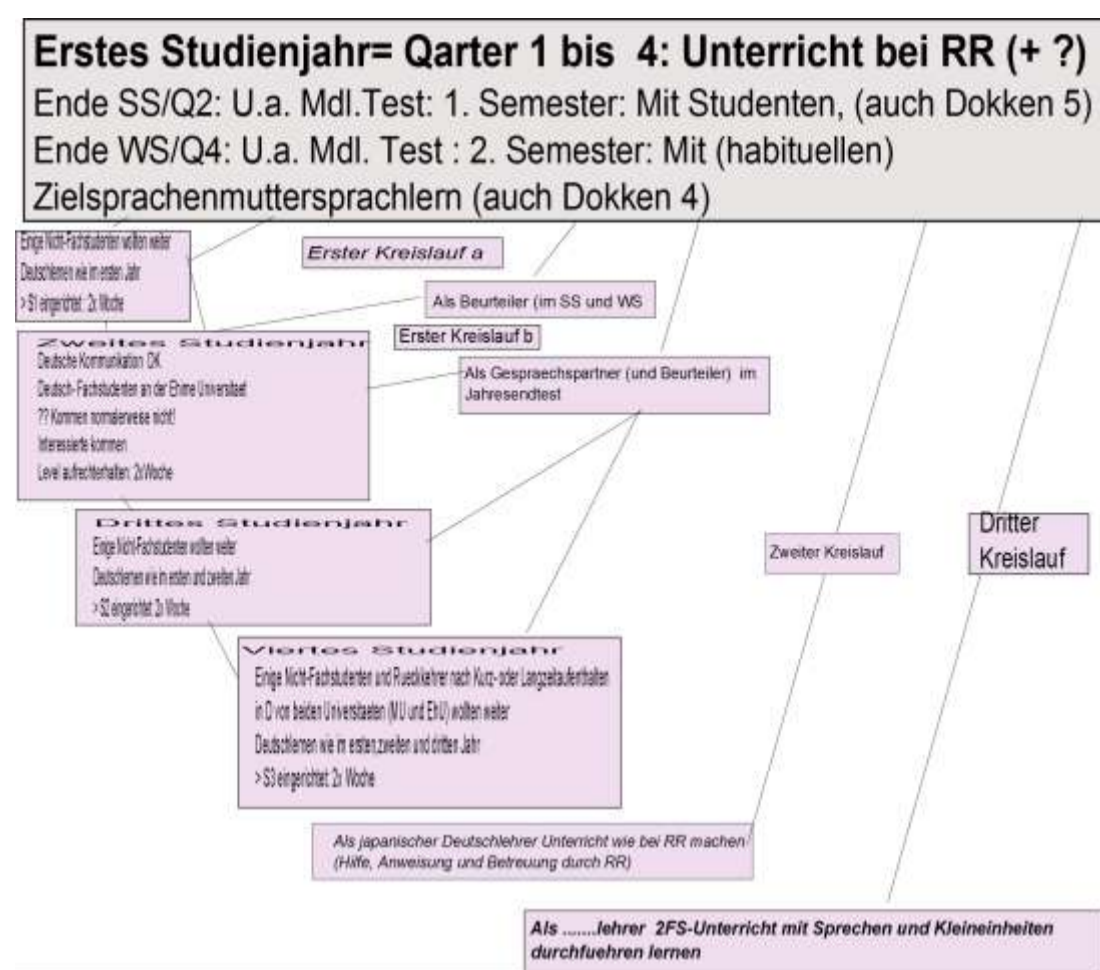
This dyad fulfilled all parts which a native speaker would have been able to speak with a new learner after one term.

5.2. The virtuous circle of learning German and the future of 2FLL in Japan

In the end the presenter was able to build up a recycling system of four years of continued and graded German second foreign language learning (Reinelt (2017d).

If this optimized course development continues to produce “good” target language speakers, and teaching along this approach is continued, the process may become circular on a larger scale, and this virtuous circle (table 25) may be one of the vistas for the future of vast parts of other foreign language education beyond (but maybe also including) English.

Table 25: The virtuous circle of teaching and learning German and other foreign languages in Japan



5.3. Other Findings

This part briefly summarizes the findings of this paper.

- All courses are adjusted to CEFR (GER 2000)

As one task at Ehime University, all courses had to be adjusted to the CEFR. The results can be seen on the Ehime University homepage. The main point is that not all parts could be considered, but the main framework could be maintained.

- start from speaking

Contrary to most foreign language teaching approaches, the methods used in the classes presented here all started from speaking. Only after this was mastered for any one part was it possible to proceed to the next one. Using this approach, it was not necessary to recover contents learned from writing to speaking which is usually possible only under very specific circumstances.

- support by writing etc. later.

However, this approach does not foreclude the other skills, but leads to learning then as well (Reinelt 2012a, b, c). This is attained by practicing them in outsourced spaces such as the class Moodle.

- grammar not to be explained (but practised!): inductive learning

Grammar itself is not an item in teaching, but acquired as part of the learning of speaking. However, it can be made conscious if necessary. There are however practices in the homework. This proved to be enough after the relevant parts were acquired in speaking.

5.4. Future tasks

This part briefly mentions further tasks.

-spread

One obvious problem consists in how to spread this approach beyond the present author. One attempt at doing this is supporting another teacher who wanted to use this approach in his teaching. Reinelt 2018b reports on how this was materialized in 2015/2016.

-loss of students

Notwithstanding the university policy to make learning a second foreign language beyond one term ever more difficult and actively discouraging continuing, some students still finish the first year. Recently, many technical students, if they take any 2FLL at all, finish their learning thereof after the first term. This does make sense, as they can already speak with a native speaker after only one term as the tests with habitual and real native target language speakers have proven.

- optimizing

Although all courses in the first year are optimized (Reinelt 2017, 2017f) to a considerable degree, this has to be developed further for all subsequent courses. We are still in the early stages of this huge task.

6. References

Preface

Ample research has accompanied the course development and makes it available to research far beyond Ehime University. At that, many presentations by the presenter on many individual topics are available from the presenter. Especially, information on all courses are available from the presenter on request. Observers are always welcome.

Each of the songs is available on their homepages.

The new approach as a whole is still under development.

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Feedback welcome!

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