



Instructional phases to teach how to do things with words: The case of requests

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Katharina Kley

Online follow-up activities

Task 1: Read Betz & Huth’s (2014) article “Beyond Grammar” on how to teach interaction patterns and answer the questions below.

- a. Define “translingual and transcultural competence”.
- b. What is an “intercultural speaker”?
- c. From an interaction-based perspective to language learning and teaching, Betz and Huth argue that language is inseparable from culture. What do they mean by that?
- d. Explain how “interaction”, “language”, “culture”, and “translingual/ transcultural competence” interrelate.
- e. Since interaction involves both language and culture, conversation analytic findings have been used to develop materials to teach interaction patterns. Conversation analysis is a research methodology that describes the systematic and social organization of ordinary talk. Read the fill-in-the-blanks text on conversation analysis and fill in the blanks with the words from the list.

- a. *actions*
- b. *back and forth*
- c. *co-construct*
- d. *contextual machinery*
- e. *making sense*
- f. *prior*
- g. *same verbal activity*
- h. *social and interactional*

One major principle of conversation analysis is that interlocutors display what they understood from the _____ turn when they were in the role of the listener. Thus, the speaker determines whether his or her utterance was interpreted as intended, and the hearer learns whether his or her analysis of the speaker’s turn was adequate when the original speaker takes the floor again. In _____ of the other’s action and displaying that understanding, interactants _____ understanding.

In real-life conversation, there appears to be a _____ at work that is sensitive to _____ context, that is, who is speaking with whom and what is being said at what moment. When people talk to one another, they monitor what was just said and then decide what fits to come next. An action informs a given speaking turn that, in turn, serves as reference point for the next turn, and so

forth. It is the research on this _____ of taking turns or the sequentiality of interaction that are supposed to inform the teaching materials on interaction patterns.

Betz and Huth also emphasize that turns at talk do not primarily accomplish language but rather _____. They are understood as contextualized, sequentially embedded objects that constitute a sequential arena in which at least two speakers are getting things done in that they jointly orient to the _____ (such as extending an invitation—accepting or rejecting an invitation) in a given social-interactional context.

- f. Briefly explain the difference between Austin and Searle’s speech act theory and conversation analysis.
- g. Are actions such as requests, compliments, invitations, the same in all cultures? Explain. What does that mean for your teaching?
- h. Decide whether the following statements are true or false (based on Betz and Huth’s article). Correct the wrong statements.

Statements	That’s true.	That’s wrong.
<p>Instruction in language usage and interaction is not suitable at the elementary level. Complex interaction patterns can be taught only at higher proficiency levels and thus in the advanced foreign language classroom.</p> <p>Correction: _____ _____</p>		
<p>L2 learners are able to notice or correctly interpret culturally variant structures in the materials used. Teachers have the option to teach interaction patterns implicitly.</p> <p>Correction: _____ _____</p>		
<p>Learners have to discuss how the interaction patterns work in their native language and in the target language. Integrating the L1 in the classroom is beneficial to the students.</p> <p>Correction: _____ _____</p>		
<p>Students should discuss how culturally unique speaking practices in the native language connect to perceptions and evaluations of the target language culture. When based on tasks of analysis and practice in the L1 and the L2, such translingual/ transcultural discussion is grounded in empirical evidence, that is, research on interaction patterns and authentic spoken language data.</p> <p>Correction: _____ _____</p>		

- i. Based on Barraja-Rohan (1997, 2011), Betz and Huth introduced a set of instructional phases that can be used to teach interaction patterns in the foreign language classroom. Read the description of each phase below. Bring the phases in the right order by indicating what phase comes first, second, ..., last. Use the numbers 1 through 5, that is, #1 for the phase that comes first, #2 for the phase that comes second, #5 for the phase that comes last, etc.

Phase #	Description
	Students practice the L2 structures they have learned about. The practice materials include activities that go from simple to complex and from individual turns to connected discourse. The materials also include activities that target different skills, e.g., writing and speaking.
	Students analyze both L1 and L2 structures and compare and contrast the patterns of the both languages. Incorporating the L1 is insofar of importance since students are oftentimes not consciously aware what mechanisms drive their own culture's speaking practices. Knowing the L1 interactional structures makes it easier for students to analyze and discover the regularities of the L2.
	Each lesson concludes with a translingual/ transcultural discussion and reflection. In this phase, the students review the interaction structures that were taught in the lesson. Instructors may have students compare and contrast summatively L1 and L2 structures. The discussion may then target on how structure in language encodes social meaning and may implicate culture.
	In this phase, students are sensitized to the learning target. That is, students reflect on how language in action works. For the first few lessons on interaction patterns, this phase also serves to make students understand that they need more than merely words and grammar to effectively communicate. They need to know that we use language to do things and that what we say and do is not random but rather systematic.
	Betz and Huth argue to incorporate naturalistic data examples from corpora and conversation analytic research articles. The instructor guides the students to discover the L2 structures in a given context by using real-life interactional language data.

- j. What suggestions do Betz and Huth give in terms of teaching interaction patterns and: (1) students' agency and choice, (2) overgeneralization and essentialism, (3) leading discussions, and (4) expecting students to engage in speaking practices that may make them uncomfortable. Find the authors' main points for each part.

1) Students' agency and choice:

2) Overgeneralization and essentialism:

3) Leading discussions:

4) Expecting students to engage in speaking practices that may make them uncomfortable:

Task 2: Look at the activities below and decide what activity fits what instructional phase. Complete the table.

Instructional Phases	Activities
1. Reflection on how language in action works	
2. Contrastive analysis of L1 and L2 structures on the specific learning target	
3. Analysis of L2 structures based on authentic transcripts and audio-video materials	
4. Practice of L2 structures in speaking and writing	
5. Translingual/ transcultural discussion and reflection	

Activity A:

Vorschläge für Verabredungen machen und annehmen im Deutschen: Lesen Sie den Dialog zwischen Renate und Hanna. Beantworten Sie die Fragen zusammen mit einem Partner. (Aus Imo, 2013)
Making and accepting suggestions for arrangements in German: Read the dialogue between Renate and Hanna. Answer the questions together with a partner. (From Imo, 2013)

Wörter:

- Zeile 1: eigentlich – actually
- Zeile 2: Lust haben – to be in the mood for sth.
- Zeile 17: überlegen – denken, nachdenken
- Zeile 18: beziehungsweise – or rather

1 Renate Ich wollte dich eigentlich mal fragen äh (kurze Pause) ob
 2 du nicht mal wieder Lust hast nach Kassel zu kommen
 3 (kurze Pause)
 4 Hanna Ja [total gerne]
 5 Renate [also ob du was ge]plant hast
 6 so (kurze Pause) in den [nächsten paar Wochen]
 7 Hanna [h ähm]
 8 Ich hab (kurze Pause) das sogar so ein bisschen geplant
 9 und zwar ähm (kurze Pause)
 10 meine Eltern die ähm fliegen am(.) höä
 11 ich glaub am (kurze Pause)
 12 ja am achtundzwanzigsten (kurze Pause)
 13 Renate [ja]
 14 Hanna [hhh] in die Türkei
 15 und die kommen am siebten wieder
 16 und (kurze Pause) ähm (kurze Pause)
 17 da überleg ich momentan grade ob ich dann für die Woche

18 nach Kassel beziehungsweise nach Fulda komme
19 Renate Für die ganze Woche?
20 Hanna ja
21 Renate cool (kurze Pause)

1 Renate I actually just wanted to ask you uh (short Pause) if
2 you don't want to come to Kassel some time
3 (short pause)
4 Hanna Yes [very much so]
5 Renate [so if you have pl]anned something
6 so (short Pause) in the [next few weeks]
7 Hanna [h uhm]
8 I have (short pause) even planned that a little bit
9 namely uhm (short pause)
10 my parents uhm fly on (.) höä
11 I think on (short pause)
12 yes on the twenty-eighth (short pause)
13 Renate [yes]
14 Hanna [hhh] to Turkey
15 and they come back on the seventh
16 and (short pause) uhm (short pause)
17 I am currently thinking about coming to Kassel or rather to
18 Fulda for the week
19 Renate For the whole week?
20 Hanna yes
21 Renate cool (short pause)

- a. Wer macht einen Vorschlag (suggestion, proposal)? Hanna oder Renate? *Who makes the suggestion? Hanna or Renate?*
- b. Wo in der Konversation ist der Vorschlag? Unterstreichen Sie ihn. *Where in the conversation is the suggestion? Underline it.*
- c. Was schlägt die Person vor? *What does the person suggest?*
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- d. Wie konstruiert die Person den Vorschlag? Kreuzen Sie an, was stimmt. *How does the person construct the suggestion? Select all options that are correct.*
- Der Vorschlag ist ein Fragesatz. *The suggestion is a question.*
 - Der Vorschlag ist ein Aussagesatz. *The suggestion is a statement.*
 - Es gibt einen bestimmten Tag und eine bestimmte Zeit für das Treffen. *There is a specific day and specific time for the meeting.*
 - Es gibt keinen bestimmten Tag und keine bestimmte Zeit für das Treffen. *There is no specific day and no specific time for the meeting.*
 - Renate verwendet den Konjunktiv II. *Renate uses Subjunctive II.*
 - Renate verwendet nur Präsens. *Renate uses only present tense.*
- e. Was kann man über Renates Vorschlag sagen? Kreuzen Sie an. *What can you say about Renate's suggestion. Select what applies.*
- Der Vorschlag ist konkret. *The suggestion is correct.*
 - Der Vorschlag ist vage. *The suggestion is vague.*

f. Welche Strukturen machen den Vorschlag vage oder konkret? *What structures make the suggestion vague or correct?*

g. Nimmt Hanna den Vorschlag an (annehmen = akzeptieren)? Finden Sie den Satz im Dialog. Was genau sagt sie? *Does Hanna accept the suggestion? Find the sentence in the dialogue. What does she say exactly?* _____

h. Woran sieht man, dass Hanna den Vorschlag wirklich annimmt und nach Kassel kommen möchte? Kreuzen Sie an. *How do you know that Hanna really accepts the suggestion and wants to come to Kassel?*

Hanna sagt, dass sie schon eine Reise nach Kassel geplant hat. *Hanna says that she has already planned a trip to Kassel.*

Hanna sagt ein Datum. Welches? *Hanna says a date. Which one?*

Hanna sagt, wie lange sie bleiben kann. Wie lange? *Hanna says how long she can stay. How long?* _____

i. Finden Sie alle Zeit- und Ortsangaben im Dialog. *Find all times and locations in the dialogue.*

Zeitangaben *Times*: _____

Ortsangaben *Locations*: _____

Activity B:

Schreibübung: Zusammen mit einem Partner verabreden Sie sich für heute Abend.

Schreiben Sie zwei Gespräche auf. Schreiben Sie, was Sie sagen würden, wenn Sie den Vorschlag annehmen und wenn Sie ihn ablehnen. Präsentieren Sie dann Ihre Verabredungen im Plenum.

Writing activity: Work with a partner to make an arrangement for a meeting tonight. Write out two conversations. Write what you would say when you accept and reject the suggestion. Present your arrangements to the whole group.

Activity C:

1. Wie schreibt man eine SMS, um sich zu verabreden auf Englisch und auf Deutsch? Arbeiten Sie mit einem Partner. *How do you write a text message to make an arrangement in English and in German? Work with a partner.*

a. Schreiben Sie SMS? Wie ist die Sprache in SMS? *Do you write text messages? What is the language like in text messages?*

b. Überlegen Sie zusammen mit einem Partner, wie Sie eine SMS auf Englisch schreiben würden, um sich zu verabreden. Und wie würden Sie einen Vorschlag per SMS annehmen? Und wie ablehnen? Schreiben Sie beide Nachrichten auf. Teilen Sie (=share) Ihre zwei SMS im Kurs. *Together with a partner, think how you would write a text message in English to make an arrangement. Also, how would you accept a suggestion for an arrangement in a text message. How would you reject the suggestion? Write out both messages. Share your two text messages with the other in the course.*

Vorschlag annehmen *Accepting the suggestion:*

Vorschlag ablehnen *Rejecting the suggestion:*

c. Und auf Deutsch? Wie würden Sie die beiden SMS auf Deutsch schreiben? *And in German? How would you write the two text messages in German?*

Vorschlag annehmen *Accepting the suggestion:*

Vorschlag ablehnen *Rejecting the suggestion:*

Activity D:

Gibt es englische Äquivalente für die Tokens *ach so, achja/ ahja*? Oder wie drücken Sie die Funktionen von *ach so, achja/ ahja* im Englischen aus (ausdrücken=to express)? Gibt es vielleicht auch Tokens, die es nur im Deutschen oder nur im Englischen gibt? *Are there English equivalents for the tokens ach so, achja/ ahja? How do you express the functions of ach so, achja/ ahja in English? Are there tokens that only exist in German or only in English?*

Activity E: (Taleghani-Nikazm & Golato, 2016)

Beispiel 1: Dieses Gespräch findet in einer Kinderarztpraxis zwischen dem Arzt und der Mutter des Patienten (Robert Sawyer) statt. Lesen Sie das Gespräch und beantworten Sie dann die Fragen. *Example 1: This conversation occurs at the pediatrician's between the doctor and the mother of the patient (Robert Sawyer). Read the conversation and answer the questions.*

Aus Stivers, 2004, S. 266

01 DOC: Now you're
02 (pause)
03 MOM: Sawyer
04 (pause)
05 DOC: Ye[s
06 MOM: [Rober[t Sawyer]
07 DOC: [Yes yes yes yes
08 (pause)
09 MOM: A very bad cough.

In Zeile 1 versucht der Arzt den Namen des Patienten zu bekommen. Er beginnt einen Satz und überlässt es der Mutter, ihn fertig zu sagen. *In line 1, the doctor tried to elicit the patient's name. He begins the sentence and leaves it to the mother to complete it.*

- Wie reagiert die Mutter? *How does the mother respond?*
- Was sagt der Arzt in Zeile 4? Erkennt (recognize) der Arzt den Namen? *What does the doctor say in line 4? Does the doctor recognize the name?*
- Was macht die Mutter in Zeile 6? Wie ist das anders (different) von ihrer Antwort in Zeile 3? *What does the mother in line 6? How is that different from her response in line 3?*
- Was sagt der Arzt in Zeile 7? Glauben Sie, dass der Arzt wollte, dass die Mutter den vollen Namen sagt? *What does the doctor say in line 7? Do you think that the doctor wanted the mother to say the full name?*

Wenn Sie die letzte Frage beantworten, dann schauen Sie sich an, wann der Arzt beginnt zu sprechen, in Relation zur Mutter in Zeile 6. *When you answer the last question, then look at when the doctor begins to speak, in relation to the mother in line 6.*

Activity F: (Huth, 2014)

German *bitte*: Ist das eine Aktion oder eine Reaktion? Schreiben Sie es in die Tabelle. *Is that an action or a reaction? Write it in the table?*

<i>English</i>	<i>German</i>	Aktion oder Reaktion? <i>Action or Reaction?</i>
Pardon?	Bitte?	
Please.	Bitte.	
Go ahead.	Bitte.	
Here you go.	Bitte.	
You're welcome.	Bitte.	
Not at all.	Bitte.	

Diskutieren Sie mit einem Partner: Aktion oder Reaktion? Warum? *Discuss with a partner: Action or Reaction? Why?*

Interaktions-Modell *Interaction-Model*:

A: „Pardon?“ Ist das eine Aktion oder eine Reaktion? „Pardon?“ *Is that an Action or a Reaction?*

B: Das ist eine _____. *That is a _____.*

A: Warum? *Why?*

B: ...

Activity G: (Taleghani-Nikazm & Golato, 2016)

Welche Funktion passt zu welchem Beispiel? *What function fits what example?*

Funktion von <i>jaja</i> <i>Function of jaja</i>	Beispiel? <i>Example?</i>
Ich habe das selbst schon gesagt. <i>I have just said that myself.</i>	
Das hab ich nicht gemeint, also warum darüber reden? <i>I didn't mean that, so why talking about it?</i>	
Ich weiß mehr über dieses Thema. <i>I know more about this topic.</i>	
Ich weiß es schon, hör auf zu erzählen. <i>I already know that, stop talking about it.</i>	

Activity H: (Taleghani-Nikazm & Golato, 2016)

Was würden Sie in diesen Situationen sagen? Welche Funktion von *jaja* kommt in den jeweiligen Situationen vor? *What would you say in these situations? What function does jaja have in each of the situations below?*

Situation 1:

Oma *Grandma*: Du, ich will dir endlich mal erzählen, wie ich den Opa kennengelernt habe. Also

da war 1950 und ich war in der Tanzschule. Und da habe ich... *You know, finally, I want to tell you how I met grandpa. So, it was 1950 and I attended dance school. And there I have...*

Sie You: _____.

Situation 2:

Klaus: Was wollen wir heute Abend machen? *What do we want to do tonight?*

Anita: Ähm... keine Ahnung... *Uhm... no idea...*

Sie You: Wie wäre es, wenn wir heute Abend ins Kino gehen. Da laufen ein paar tolle Filme, die für Oscars nominiert wurden. *What do you think if we went to the movies tonight? They are screening a few great movies, which are nominated for the Oscars.*

Klaus: Wir könnten auch bei mir zu Hause Karten spielen. *We could also play cards at my place.*

Anita: Also, nee, das ist langweilig. ((Anita sieht jetzt Sie an.)) Hast du Lust ins Kino zu gehen? *Well, no, that is boring. ((Anita is looking at you.)) Are you in the mood to see a movie?*

Sie You: _____.

Situation 3:

Freund *Friend*: Ich habe heute gehört, dass Markus eine neue Freundin hat. Sie heißt Monika, studiert Medizin und ist mit Nicole und Oliver befreundet, und ... *I have heard today that Markus has a new girl friend. Her name is Monika, she studies medicine and is friends with Nicole and Oliver, and...*

Sie You: Ja, die ist total nett *Yes, she is very nice*

Freund *Friend*: Das ist die, die im Seminar immer vorne sitzt. Die mit den langen Haaren. *That is the one that sits in the first row in class. The one with the long hair.*

Sie You: _____.

Situation 4: (Sie sind bei Ihren Freunden als tolle(r) Keksebacker/in bekannt *Your friends know you as great cookie baker*)

Rosi: Du, ich habe ein total neues und leckeres Backrezept. *You know, I have new and delicious recipe.*

Sie You: Ach, echt? Du backst doch eigentlich nie. *Oh really? You actually never bake.*

Rosi: Das sind Schokoladenkekse aus Amerika. Also, ganz wichtig ist, dass man den Backofen vorheizt, und dann... *These are chocolate cookies from America. Well, it is very important to preheat the oven and then...*

Sie You: _____.

Situation 5:

Sie You: Hier, ich habe dir ein Buch für deine Eltern über Spanien mitgebracht. Du hattest ja gesagt, dass deine Eltern dort im Sommer Urlaub machen wollen. *Here, I have brought you a book for your parents about Spain. You said that your parents want to go on vacation there.*

Freund: Kann ich das Buch an meine Eltern weitergeben? *Can I hand over the book to my parents?*

Sie You: _____.

Activity I: (Drake & Drake, 2015)

1. *Oder was* hat ein lexikalisches Äquivalent im Englischen (*or what*). Denken Sie, dass diese zwei TAGs (*oder was* und *or what*) die gleiche Funktion haben? *Oder was has a lexical equivalent in English (or what). Do you think that these two tags (oder was and or what) have the same function?*

2. Basierend auf dem (based on), was Sie über englische und deutsche TAGs (*right, isn't it, or, oder was, ne?* und Ihre Intuitionen zu *or what*) wissen, wie überlappen (overlap) Sprache und Kultur? *Based on what you know about English and German tags (right, isn't it, or, oder was, ne? and your intuitions about or what), how do language and culture overlap?*

Activity J: (Taleghani-Nikazm & Golato, 2016)

Was sagen Sie? What do you say?

Sie haben einen Freund, der Benjamin (Benni) Müller heißt, der mit in Ihrer Wohngemeinschaft wohnt und der plötzlich die Grippe bekommen hat. Wie nennen Sie Benni in den folgenden Situationen? Wählen Sie (select) eine (oder mehrere) Formen aus: *You have a friend, called Benjamin (Benni) Müller, who shares an apartment with you and suddenly gets the flu. How do you call Benni in the following situations? Select one (or more) forms:*

1. Sie informieren einen zweiten Mitbewohner von Bennis Grippe. *You let your other roommate know that Benni has the flu.*

	(der) Benni	
	(der) Benjamin	
	Benjamin Müller	
	mein Freund Benni <i>my friend Benni</i>	
„Du, Klaus,	mein Freund Benjamin <i>my friend Benjamin</i>	hat die Grippe.“
„You know, Klaus,	mein Freund Benjamin Müller <i>my friend Benjamin Müller</i>	has the flu.“
	mein Mitbewohner Benjamin <i>my roommate Benjamin</i>	
	mein Mitbewohner Benjamin Müller <i>my roommate Benjamin Müller</i>	
	der Herr Müller <i>Mr. Müller</i>	

2. Sie rufen beim Arzt an und wollen um einen Hausbesuch bitten. Sie sagen zur Sprechstundenhilfe. *You call the doctor and want to ask for a home visit. You tell the receptionist.*

	(der) Benni	
	(der) Benjamin	
	Benjamin Müller	
	mein Freund Benni <i>my friend Benni</i>	
„Guten Tag,	mein Freund Benjamin <i>my friend Benjamin</i>	hat die Grippe.“
„Hello,	mein Freund Benjamin Müller <i>my friend Benjamin Müller</i>	has the flu.“
	mein Mitbewohner Benjamin <i>my roommate Benjamin</i>	
	mein Mitbewohner Benjamin Müller <i>my roommate Benjamin Müller</i>	
	der Herr Müller <i>Mr. Müller</i>	

3. Sie informieren die Lehrerin im Mathematikkurs von der Grippe. *You let the teacher in the math class know about the flu.*

	(der) Benni	
	(der) Benjamin	
	Benjamin Müller	
	mein Freund Benni <i>my friend Benni</i>	
„Frau Meier,	mein Freund Benjamin <i>my friend Benjamin</i>	kann heute nicht kommen.“
„Ms. Meier,	mein Freund Benjamin Müller <i>my friend Benjamin Müller</i>	<i>cannot come today.</i> “
	mein Mitbewohner Benjamin <i>my roommate Benjamin</i>	
	mein Mitbewohner Benjamin Müller <i>my roommate Benjamin Müller</i>	
	der Herr Müller <i>Mr. Müller</i>	

4. Sie informieren die Nachhilfeschülerin, die Benni montags unterrichtet, dass er krank ist. *You let the student that Benni tutors on Mondays know that Benni is sick.*

	(der) Benni	
	(der) Benjamin	
	Benjamin Müller	
	mein Freund Benni <i>my friend Benni</i>	
„Sandra,	mein Freund Benjamin <i>my friend Benjamin</i>	kann heute nicht.“
	mein Freund Benjamin Müller <i>my friend Benjamin Müller</i>	<i>cannot come today.</i> “
	mein Mitbewohner Benjamin <i>my roommate Benjamin</i>	
	mein Mitbewohner Benjamin Müller <i>my roommate Benjamin Müller</i>	
	der Herr Müller <i>Mr. Müller</i>	

Warum haben Sie das gesagt? *Why did you say that?*

Suchen Sie sich einen oder zwei Partner. Vergleichen Sie (compare) Ihre Antworten in Aktivität 1 und füllen Sie gemeinsam die Tabelle aus. *Find one or two partners. Compare your answers from activity 1 and fill in the table together.*

	Welche Form haben Sie gewählt? Gab es mehrere mögliche Antworten? <i>What form did you select? Were several options possible?</i>	Warum haben Sie die Form(en) gewählt? <i>Why did you choose the form(s)?</i>	Wie würde Ihr Gesprächspartner bei den anderen Formen reagieren, die Sie nicht gewählt haben? Warum? <i>How would your conversational partner respond to the other forms that you haven't selected? Why?</i>
Situation 1			
Situation 2			
Situation 3			
Situation 4			

Gibt es eine allgemeine Regel, nach der Sie den Namen/ die Beschreibung gewählt haben? *Is there a general rule that helped you select the name/ the description?*

Activity K:

Suchen Sie sich einen Partner und spielen Sie die drei Szenarien. Verwenden (=use) Sie ablehnende oder abschwächende (=downgrading) Reaktionen auf die Komplimente. *Find a partner and play the three scenarios. Use rejecting or downgrading reactions to the compliments.*

Szenario a: Am Ende Ihres Aufenthalts (=stay) in Berlin kochen Sie etwas für Ihre Gastfamilie. Ihren Gasteltern schmeckt Ihr Essen sehr gut. Reagieren Sie auf das Kompliment. *At the end of your stay in Berlin, you cook something for your host family. Your host parents enjoy the food. Respond to their compliment.*

Szenario b: Sie waren einkaufen in Berlin und haben ein Souvenir gekauft. Sie möchten es mit nach Hause nehmen. Sie zeigen es Ihrem Sprachpartner und der findet es ganz toll. Reagieren Sie auf das Kompliment. *We went shopping in Berlin and bought a souvenir. You would like to take it home with you. You show it to your language partner, who thinks it's great. Respond to his compliment.*

Szenario c: Sie machen eine Fahrradtour mit ein paar anderen Leuten (zum Beispiel mit Ihrer Gastfamilie, Ihrem Sprachpartner, Klassenkameraden). Sie können richtig gut Fahrrad fahren und sind immer der/ die Schnellste. Einer in der Gruppe findet das beeindruckend (=impressive) und macht Ihnen ein Kompliment. Reagieren Sie auf das Kompliment. *You go on a bicycle tour with a few people (for example, your host family, your language partner, your classmates). You can ride your bicycle very well; you are always the fastest. One person in the group is impressed and compliments you. Respond to the compliment.*

Activity L: (Ghaffarian, 2015)

Funktionen von *denn* Functions of *denn*

- Welche Funktion von *denn* kennen Sie schon? Schreiben Sie einen Beispielsatz mit *denn*. *What function of denn do you already know? Write an example sentence with denn.*
- Schauen Sie sich nun die Beispiele unten an. Übersetzen (translate) Sie die Dialoge mit einem Partner ins Englische. *Look at the examples below. With a partner, translate the dialogue into English.*

A. Surfdiskussion (Audio-Labor Münster: DAAD Projekt Gesprochenes Deutsch für die Auslandsgermanistik)

Pia: Guck mal*, du weißt, dass ich NULL Gleichgewichtsgefühl* habe.
Ich fall* sogar um*, wenn ich normal laufe manchmal.
Wie soll ich **denn** dann auf so 'nem * Surfbrett stehen?
Ralf: Indem* du einfach in die Knie gehst.

Pia: *Look, you know, that I have zero sense of balance.
I even fall over when I walk normally sometimes.
How am I supposed to stand on a surfboard.*
Ralf: *In that you bend your knees.*

B. Lateinlehrer (Betz, Collection Brit, 2007)

Erna: Am Anfang hat Peter Latein* studiert, aber hat dann gewechselt*.

Brit: Achso.

Erna: **Denn** vor 10 Jahren war das so, dass man als Lateinlehrer überhaupt keine Zukunftsaussicht* hatte. Das ist aber jetzt wieder ein bisschen anders*. Er hat gesagt, dass in Schulen jetzt Lateinlehrer wirklich gesucht werden.

Erna: At the beginning Peter studied Latin, but then he switched.

Brit: I see.

*Erna: **Because** 10 years ago it was such that Latin teachers didn't have any future prospects. That is now a little bit different. He said that schools now really look for Latin teacher.*

C. In der Bäckerei (Audio-Labor Münster: DAAD Projekt Gesprochenes Deutsch für die Auslandsgermanistik)

Kunde: Wieviel kostet **denn** so'n Baguettebrötchen?

Verkäufer: Zwei Euro.

Kunde: Und das mit Mozzarella?

Verkäufer: Ein Euro sechzig.

Customer: How much is such a baguette roll?

Vendor: Two Euro.

Customer: And the one with mozzarella?

Vendor: One Euro sixty.

D. Kalkulation (Audio-Labor Münster: DAAD Projekt Gesprochenes Deutsch für die Auslandsgermanistik)

B: Ja, das muss funktionieren, ich rechne es auch mal aus, und öh, dann frag ich auch noch mal Frau Schmidt.

A: Ja, hm.

B: **Denn** die kennt* sich in solchen Sachen prima aus.

A: Gut!

B: Yes, that must work, I will do the maths, and uh, then I will ask Ms. Schmidt.

A: Yes, hm.

*B: **Because** she is very well familiar with such things.*

A: Good!

Vokabelliste:

guck mal = look

anders = different

Latein = Latin

umfallen = to fall over

wechseln = to change, to switch to

Zukunftsaussicht = future prospects

indem = by, in that

Gleichgewichtsgefühl = sense of balance

Ich rechne es auch mal aus = I'll do the figures, too

auskennen = be familiar with something

so'nem (so einem) = such a

c) In welchen der Beispiele kann *denn* auf Englisch übersetzt werden? *In what examples can you translate denn into English?*

d) Kreuzen Sie nun die korrekte Antwort für jedes *denn* an. *Select the right answer for each denn.*

Je nach seiner Funktion (depending on its function), wird *denn* in verschiedenen Satzteilen und in verschiedenen Positionen verwendet. *Depending on its function, denn is used in different sentence parts and in different positions.*

<i>denn</i>	Erstposition von <i>denn</i> im Satzteil oder Turn <i>First-position of denn in sentence part or turn</i>	Mittelposition von <i>denn</i> im Satzteil oder Turn <i>Middle-position of denn in sentence part or turn</i>	W- oder ja/nein Fragen <i>Wh- or yes/no questions</i>	Aussagen (statements)	Beispiel # <i>Example #</i>
Als Modalpartikel <i>As modal particle</i>					
Als kausale Konjunktion <i>As causal conjunction</i>					

e) Schauen Sie sich noch einmal *denn* in den Dialogen oben an und ergänzen Sie. *Look at denn in the dialogues above and complete the text below.*

According to its context of use the word *denn* in German has different functions: *Denn* can be used as a conjunction to connect sentences; its meaning in this use is _____, or it can be used as a _____. These kinds of words fulfill *interactional functions* rather than having *lexical* _____. For *denn*, this means that it is used very generally to refer to *shared knowledge*.

Task 3: Here you see parts of a lesson plan on telephone openings in German. The lesson plan was developed by Huth (2014) and is targeted at first-year learners of German.

- Read the description for each of the four steps (A–D) of the lesson plan.
- With respect to the instructional phases (Betz & Huth, 2014), bring the four steps in the right order and write them in the table.
- For each activity, write what the goal or Learning Focus of the activity is.
- As you can see, there are only four steps (A–D) listed. Since there are five instructional phases to teach interactional patterns, at least one important step is missing. Phrase the Activity/ Topic as well as the Learning Focus for this one step (E). Where in relation to the other four steps (or phases) does this step fit? Write step E in the table.
- Can you include more steps, meaning another one or two activities per phase? If so, where and what (including Activity/ Topic and Learning Focus) would you add? Write the steps in the table. Provide a rationale for the steps that you would add below.

Instructional Phases	Steps (A–E)
Phase 1	
Phase 2	
Phase 3	
Phase 4	
Phase 5	

Step A

Activity/Topic

In pairs, the students explore an authentic telephone opening sequence in their native language, English. The students read the dialogue out loud line by line. They answer questions about the words and grammar used to accomplish specific actions.

Learning Focus

Step B

Activity/Topic

The students create two telephone-opening sequences in German. They write out their dialogues and then share them with the other students in class.

Learning Focus

Step C

Activity/Topic

Two of three learners open up a telephone call in English while one learner (pen in hand) writes exactly what was said in the opening turns. The students compare their notes. The findings can be gathered on the white board. The instructor elicits from the students *what was said* and *what was done* in the opening sequence.

Learning Focus

Step D

Activity/Topic

The students are provided with a set of reflection questions, which they discuss in pairs or small groups. The questions target the content of the lesson. For example, the students reflect on the similarities and differences of telephone openings in German and American English.

Learning Focus

Step E

Activity/Topic

Learning Focus

Can you include more steps, meaning another one or two activities per phase? If so, what steps (including Activity/ Topic and Learning Focus) would you add? Write out your ideas here:

Task 4: Develop a lesson plan on telephone closings in German.

Target group: 1st-year learners of German, high school or college

Time: 50-minute class

Your lesson plan should include the following elements:

- Description of Steps with Activities/ Topics and Learning Focus
- Activities for students
- Time for each activity, learning group configuration (individual work, pair work, small group work, whole class interaction), materials needed

Use the conversation analytic findings on closing sequences in German and American English as well as the authentic spoken language data provided below (from Robinson, 2014). Keep in mind what you learned about the instructional phases and activities to teach interaction patterns. Also, look at the different activities in Task 2. You could use similar ones for your activities.

Closing Sequences in American English
<ul style="list-style-type: none">• Steps to a successful closing sequence:<ol style="list-style-type: none">1. Main topic of conversation is complete.2. Participant 1 suggests a closing with a possible pre-closing (Example: Okay?).3. Participant 2 ratifies closing (Example: Okay).• Alternatively: at step 3, Participant 2 brings up something else to talk about, which results in a return to step 1.• Closing sequences in English tend to be short (Example: Okay? Okay. Bye. Bye.)

Closing Sequences in German
<ul style="list-style-type: none">• Closing sequences in German consist of two negotiation sequences—participants first negotiate when they are ready for the conversation to end, and then they negotiate when to say their good-byes (terminal greetings).• Interpersonal relationship affirmation is important in the closing sequence. This can be seen in its length, references to future plans, and efforts at consolidation.• The word <i>dann</i> ‘then’ plays an important role in the closing sequence.

English Example

- 1 Dorrinne: Uh- you know, it's just like bringing the- blood up.
2 Theresa: Yeah well, things uh always work out for the best
3 Dorrinne: Oh certainly. Alright Tess.
4 Theresa: Uh huh, okay,
5 Dorrinne: Goodbye.
6 Theresa: Goodnight,

German Examples

Dialog 1: Silas und Kathi

- 1 Silas: Also, ich komm dann irgendwie vorbei wenn ich in Richtung Uni fahre.
2 Kathi: Okay.
3 Silas: So gegen halb eins oder so. Bist du dann da?
4 Kathi: Ja
5 Silas: Gut.
6 Kathi: Gut. Dann bis morgen.

7 Silas: Dann bis morgen. Einen schönen Abend noch.
8 Kathi: Danke schön.
9 Silas: Bis dann.
10 Kathi: Tschüss.
11 Silas: Tschüss.

1 Silas: *So, I'll come by then somehow when I go toward the university.*
2 Kathi: *Okay.*
3 Silas: *So around half past twelve or so. Will you then be there?*
4 Kathi: *Yes*
5 Silas: *Good.*
6 Kathi: *Good. Then till tomorrow.*
7 Silas: *Then till tomorrow. Have a nice evening.*
8 Kathi: *Thank you.*
9 Silas: *See you then.*
10 Kathi: *Bye.*
11 Silas: *Bye.*

Dialog 2: Fanny und Anja

1 Fanny: Also dann sehen wir uns spätestens Montag wieder.
2 Anja: Montag, genau.
3 Fanny: Okay.
4 Anja: Okay, bis dann.
5 Fanny: Bis dann, ne?
6 Anja: Tschüss.
7 Fanny: Tschüss.

1 Fanny: *So, then we'll see each other again on Monday, the latest.*
2 Anja: *Monday, exactly.*
3 Fanny: *Okay.*
4 Anja: *Okay, till then.*
5 Fanny: *See you then, right?*
6 Anja: *Bye.*
7 Fanny: *Bye.*

Dialog 3: Hanna und Katha

1 Hanna: Und dir wünsche ich ne schöne Woche.
2 Katha: Danke.
3 Hanna: Und wir sehen uns dann nächste Woche, ne?
4 Katha: Genau.
5 Hanna: Okay.
6 Katha: Mach's gut, ne?
7 Hanna: Bis dann, Ciao.
8 Katha: Tschüss.

1 Hanna: *And have a good week.*
2 Katha: *Thanks.*
3 Hanna: *And we'll see each other then next week, right?*
4 Katha: *Exactly.*
5 Hanna: *Okay.*
6 Katha: *Take care, right?*
7 Hanna: *See you then, Ciao.*
8 Katha: *Bye.*

Dialog 4: Jutta und Katha

1 Jutta: Gut. Machen wir das, ne?
2 Katha: Ja.
3 Jutta: Schreibe ich mir das nämlich gleich ein.
4 ((Pause))
5 Katha: hm hm?
6 Jutta: Gut.
7 Katha: Ja. Hahaha
8 Jutta: Prima.
9 Katha: Okay.
10 Jutta: Okay.
11 Katha: Dann um ((Pause)) drei an der Deutschen Bank übermorgen,
ne?
12 Jutta: Deutschen Bank, genau.
13 Katha: Bis dann.
14 Jutta: Bis dann.
15 Katha: Mach's gut du, ne?
16 Jutta: Mach's auch gut.
17 Katha: Ciao.
18 Jutta: Tschüss.

1 Jutta: *Good. That's how we'll do it, right?*
2 Katha: *Yes.*
3 Jutta: *I'll write it down.*
4 ((Pause))
5 Katha: *hm hm?*
6 Jutta: *Good.*
7 Katha: *Yes. Hahaha*
8 Jutta: *Great.*
9 Katha: *Okay.*
10 Jutta: *Okay.*
11 Katha: *Then at ((Pause)) three at the Deutsche Bank the day after
tomorrow, right?*
12 Jutta: *Deutsche Bank, exactly.*
13 Katha: *See you then.*
14 Jutta: *See you then.*
15 Katha: *Take care, right?*
16 Jutta: *Take care.*
17 Katha: *Ciao.*
18 Jutta: *Bye.*

Task 5: Develop a lesson plan for your own class.

Target group: your students

Time: 45- to 60-minute class

Your lesson plan should include the following elements:

- Description of Steps with Activities/ Topics and Learning Focus
- Activities for students
- Time for each activity, learning group configuration (individual work, pair work, small group work, whole class interaction), materials needed
- A rationale of what worked out well and what needs to be changed after you tried out the lesson.

Follow the steps:

Step 1: Find an interaction-based learning target (for example, opening or closing a conversation, extending an invitation, expanding a question-answer sequence, indicating understanding, indicating incomprehension, etc.)

Step 2: Search for conversation analytic findings on the learning target that you selected. Search online; for example, use google or google scholar. If you have access to academic journals at your library, you can also look for conversation analytic articles in the following journals: Research on Language and Social Interaction, Journal of Pragmatics, Language in Society, Text and Talk, Discourse Studies, Qualitative Research.

Step 3: Find authentic spoken language data (audios, videos, transcripts of spoken language) on the learning target in both English and the target language. You can find language data online (e.g., on youtube), in online corpora, and in journal articles.

Step 4: Review Betz and Huth's (2014) instructional phases. Also, look at the different activities in Task 2. You could use similar ones for your own activities.

Step 5: Create your lesson plan and the activities for your lesson. Try out your lesson. What can you change or improve? Write a rationale.

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