

**Exploring structures and beliefs underlying textbook praxis in German foreign language courses at a South African university – a social realist perspective**

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10 December 2021



## Declaration of academic integrity

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I declare that the dissertation entitled “Exploring structures and beliefs underlying textbook praxis in German foreign language courses at a South African university – a social realist perspective”, which I hereby submit for the degree Doctor of Philosophy at Rhodes University, is my own work. I also declare that this dissertation has not previously been submitted by me for a degree at this or any other tertiary institution and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'Natasha Engelbrecht', written in a cursive style.

Natasha Engelbrecht

10 December 2021

## Abstract

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Commercial textbooks, aligned with the Common European Framework of Reference for Languages (CEFR), are prescribed in almost all undergraduate GFL courses offered at South African universities. Although providing practical relevance and quality assurance, the CEFR-level descriptors were developed for the European context. The projected relevance and appropriateness of teaching materials presently implemented in German curricula in South African higher education have been determined in Germany, not for local contexts, but for learners vaguely described as “Anfänger” (Evans, et al., 2012, p. 8) and “Erwachsene und Jugendliche ab 16 Jahren” (Hueber, 2019, p. 11), often with a focus on learning for prospective German immigrants or for the use in refugee- or immigrant integration courses. However, the textbook occupies a central position in the GFL course because of the structured grammar progression that it lends to the curriculum. The variety of resources available to lecturers (tests, worksheets, online learning platform) and students (exercises, English-German glossary, English grammar explanations) is also an asset to GFL courses.

Calls for the transformation and decolonisation of higher education have prompted academic disciplines to re-evaluate the common-sense assumptions which underpin knowledge practices in their curriculum. Following a social realist perspective and an exploratory case-study approach, this study presents a critical analysis of the textbook prescribed in the German Studies 1 course at Rhodes University and student experiences of the textbook to disentangle the complex relations which cause textbook praxis and lay bare power structures and tensions in the system.

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## List of Abbreviations

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CDA	Critical Discourse Analysis
CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
DaF	Deutsch als Fremdsprache
FL	Foreign Language
FLL	Foreign Language Learning
HE	Higher Education
HEI	Higher Education Institution
GFL	German as a Foreign Language
LTMs	Language Teaching Materials
MA	Morphogenetic Approach
SOTL	Scholarship of Teaching and Learning
TEFL	Teaching English as a Foreign Language

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## Chapter 1: Introduction

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It is characteristic of the South African German academic community to critically reflect on the positionality and responsiveness of the discipline in a post-apartheid South African context and commodified higher education landscape (cf. Noyes, 1998; Baker, 2007; von Maltzan, 2009; Mühr, 2011; Augart, 2012; von Maltzan, 2014; Annas, 2016; Gilman, 2016; Pakendorf, 2016; Wittke, 2016; von Maltzan, 2016; Weber, et al., 2017). These efforts have, however, largely been directed toward the transformation and legitimation of literature studies (Riedner, 2020, p. 41). Recent scholarship acknowledges that German foreign language (GFL) courses have been neglected in this ongoing process of *Selbstverortung* (Schiewer, 2010, p. 101) (cf. Groenewald, 2019 and Riedner, 2020), despite the central role that language courses play in the curriculum, and in general “with regard to research, there is presently a clear emphasis on literature studies and (to a smaller extent) on the intercultural and multilingual classroom” (Bauer, 2016, p. 624). This thesis hopes to offer a deep engagement with GFL courses with similar criticality as has thus far been noted in scholarship on teaching and learning of literature. By examining the professional and pedagogical beliefs which guide students’, lecturers’ and textbook publishers’ GFL textbook praxis one may make overt taken-for granted practices (Mezirow, 1990, p. 4) as a critically reflective practitioner (Thompson & Pascal, 2012, p. 319). Calls for the transformation and decolonisation of higher education have prompted academic disciplines to re-evaluate the common-sense assumptions which underpin knowledge practices in their curriculum (Du Preez, et al., 2016, p. 2; Department of Education, 1997). Transformation encompasses responsiveness to changing local (and international) social, political and economic circumstances as well as the diverse dispositions of students who enter higher education. In the South African context, ideals are couched in discourses of democracy, equity of access (Bozalek & Boughey, 2012, p. 688) and redress of social inequality (Du Preez, et al., 2016, p. 2). In a similar advocacy for equality, decolonising practices seek to decentre the Global North as the locus of knowledge building and dissemination in curricula (Teferra, 2017, p. 197) and can be aligned with the concept of transformation of higher education in the sense that “the inability of the curriculum to respond to local challenges is a vital reason behind the call for the decolonisation of the curriculum” (Teferra, 2017, p. 198). According to the integrative concept of responsiveness put forward by Moll (2004, p. 3ff.), academic disciplines

are tasked to address issues of employability (economic responsiveness), diverse student make-up in the classroom (cultural and learning responsiveness) and the nature of underlying knowledge within the discipline (disciplinary responsiveness) (cf. Teferra, 2017, p. 198).

This call for responsiveness to local circumstances is particularly urgent and complex in disciplines such as German Studies which are, by their nature, Eurocentric. Amidst ongoing debates surrounding decolonisation, the position of German Studies in South African higher education is awkward (von Maltzan, 2016, p. 275), as is its position in an ever more commodified university landscape where the value of a subject is measured in terms of its practical use and contribution to students' employability:

Die Prüfung unserer Legitimationsbestrebungen wird nicht durch unsere oder gar unserer Studenten Beurteilung der Kursinhalte geleistet, sondern durch die Einsicht, daß die Germanistik nicht nur ein Kuriosum ist, sondern einen Berufsweg für afrikanische Studenten anbietet. (Noyes, 1998, p. 572)

With the decline of German at South African schools (Annas, 2016), there are fewer students with prior knowledge of German and, along with the increase of students from under-resourced schools and general underpreparedness to meet the demands of university, there are few who meet the linguistic requirements to read, analyse and critique German literature, and few who will acquire the linguistic skills to do so. GFL courses have been incorporated into course curricula to prepare students for literature studies where German is the *lingua franca* of the course. In this sense, GFL courses serve an epistemological access function (Luckett, 2019, p. 36). Epistemological access has become a term synonymous with concepts of equality and empowerment; however, the concept has recently come under scrutiny for its “ontological assumptions [which have] normative effects [that] exacerbate the modernity/ coloniality contradiction” (Luckett, 2019, p. 36). The goal of epistemological access is to find ways to enable students to access to disciplinary knowledge, which takes the validity of that knowledge for granted and thus hold colonial knowledge structures in place. Another motivation for taking a beginner-level language course is the prospect of acquiring a practical communicative skill.

Whether one considers transformation in the broadest sense, more specific conceptions of transformation as a need to decolonise higher education (Ndlovu-Gatsheni, 2014, p. 186; Mbembe, 2016; Mgqwashu, 2016; Brock-Utne, 2017) or local knowledge systems in the need to Africanise institutions and curricula (Letsekha, 2013, p. 9), there is an urgency to adapt higher education to the changed needs and identities of current student bodies. The dichotomy

between the concept of homogenous learners within a commodified educational system and the actual hyper-diversity of students is reflected in more than just university spaces. This contradiction is visible in other areas of education, such as the publishing and marketing of teaching materials, including the area of (foreign) language teaching (Kullman, 2013; Kramersch, 2014, p. 302) (Chapter 3).

It is common practice in German courses to prescribe textbooks for every undergraduate level and the curriculum is structured to various extents around the progression and content of the book, depending on the institution, as reported by lecturers of German who participated in this study. However, Foreign Language (FL) textbook publishing today is such that one book must serve a global learner group, which in its attempt to accommodate everyone, inevitably engages no-one fully. Even though it is impossible for a commercial textbook to meet the needs of every individual learner, globalisation has “exacerb[ated the] social, cultural, and ideological diversity” (Kramersch & Vinall, 2015, p. 13) of learners and the contexts they are studying (cf. Kurtz, 2011). The textbooks prescribed in GFL courses are developed and published in Germany<sup>1</sup> and most are aligned with the Common European Framework of Reference for Languages (CEFR). Nine universities in South Africa offer German (Annas, 2016, p. 108), of which eight prescribe commercial textbooks published in Germany in their language courses. At first-year level these textbooks include *Menschen A1* (Evans, et al., 2012), *studio d A1* (Funk, et al., 2005), *Aspekte neu* (Koithan, et al., 2017), *Motive A1* (Krenn & Puchta, 2015) and *Deutsch: Na klar!* (Dinato & Clyde, 2016). One German section prepares its own material (cf. Chapter 6.4).

The projected relevance and appropriateness of teaching materials presently implemented in German curricula in South African higher education have been determined in Germany, not for local contexts, but for learners vaguely described as “Anfänger” (Evans, et al., 2012, p. 8) and “Erwachsene und Jugendliche ab 16 Jahren” (Hueber, 2019, p. 11), often with a focus on learning for prospective German immigrants or for the use in refugee- or immigrant integration courses.<sup>2</sup> Most textbooks published by German publishers follow a similar progression and

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<sup>1</sup> The textbook *Deutsch: Na klar!* (Dinato & Clyde, 2016), prescribed in one German section, is published in the USA.

<sup>2</sup> The *Menschen A1* textbook (Evans et al., 2012) claims to assist (prospective) immigrants in their preparation for the language exam (*Deutschtest für Zuwanderer*) which forms part of the process of obtaining German citizenship (<https://www.hueber.de/menschen/info>).

look very similar in terms of visuals, design, and layout. In the past there have been attempts to develop materials specifically for the South African university context but the surge of colourful, user-friendly and resource-packed CEFR-aligned textbooks has led to an almost unquestioning acceptance of these materials as the best option, as will be discussed in Chapter 3.1. There are many advantages to using commercial textbooks, hence its central position in the GFL classroom (Kurtz, 2011, p. 6). The textbooks provide reliable content with a variety of resources with which to facilitate tutorials and blended classrooms, all of which save lecturers (busy academics) the immense time and effort of building a language curriculum from scratch. The fact that the flashcards, communicative exercises, online exercises, moodle-based learning platform all speak to one another, lends structure and coherence to the course. Experts in GFL teaching and learning are regularly involved in the development of GFL textbooks.

The intention of this dissertation is not to suggest that commercial textbooks should be done away with. All language-teaching materials are flawed and lacking in some way or another and no language-teaching materials are timeless resources. Even if a teacher decided to do away with textbooks completely and create their own material –

[a]uch dann würde kein “Wunschlehrwerk” (Nold 1998) entstehen. Die Heterogenität bei Lehrkräften und Schülern ist zu groß, das Bedingungskonglomerat aus fachdidaktischen, ökonomischen und administrativen Bedürfnissen zu komplex. (Thaler, 2011, p. 27)

There is a lot of research that investigates the evaluation and adaptation of textbooks and there are many studies that look at the use of materials in the classroom context and analyse textbooks in isolation to reveal ideological discourses; these will be discussed in Chapter 3. Comprehensive studies which consider the entire system in which textbooks are situated and legitimised remain outstanding. In order to develop a perspective of the future of GFL aims and goals, this dissertation critically analyses existing discourses that constitute practice in the GS1 course before reflecting on ‘possible ways forward’.

This dissertation takes on the form of an exploratory case study in which I investigate a GFL course in the German Studies section at Rhodes University which I co-teach with my colleague. In particular, I focus on textbook praxis in the German Studies 1 (GS1) course. The first-year German Studies course at Rhodes University is mostly aimed toward language acquisition,

designed for students without existing proficiency in German<sup>3</sup>. Prescribed GFL textbooks play a much more central role in the GS1 curriculum than in other German Studies courses as students do not receive the level of exposure to and critical engagement with authentic language and culture as they will in literature, cultural studies and translation modules from second year onward. The *Menschen A1, A2* and *B1* (Evans, et al., 2012) textbooks are prescribed in the German Studies 1 (GS1), German Studies 2 (GS2) and German Studies 3 (GS3) courses respectively. The GS1 course follows the progression of the textbook with minimal deviation; students begin with *Lektion 1* and in an average academic year (on average 26 weeks) manage to complete 19 of the 24 chapters in the book. The textbook-provided resources like flashcards, board games and role-play activities are linked to the topics and outcomes of each chapter and they are useful for tutorials. Lecturers borrow from the textbook prepared tests, and the *Arbeitsbuch* is used for homework, self-study and tutorial exercises. Even though lecturers make use of additional resources and omit some sections of the textbook, the textbook has the capacity to support the GS1 course curriculum. Terms like textbook, *Kursbuch*, *Arbeitsbuch*, language teaching materials (LTMs) appear frequently in this dissertation and requires further explanation of how the different terms are understood in this text.

‘Language teaching materials’ is a collective term for all types of resources used for purposes of language teaching and learning, for example, textbooks, online quizzes, worksheets, handouts, exercises and activities. The term ‘textbook’ is used when referring to prescribed books, although these materials have different components that might be spread across multiple books. The GS1-prescribed *Menschen A1* textbook consists of three separate but linked books. The coursebook (*Kursbuch*) is used mostly in lectures to introduce new content and to structure contact session, while the exercise book (*Arbeitsbuch*) contains exercises based on the concepts and structures introduced in the coursebook. The glossary (*Glossar*) contains a German-English lexicon linked to vocabulary in the coursebook, as well as grammar explanations and cultural information about German-speaking contexts written in English.

The interrogation of knowledge practices (Chapter 4.3) is part of critical thinking about curriculum (Pascal & Thompson, 2012) as it involves questioning the common-sense ways of

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<sup>3</sup> In the last of the four terms of the German Studies 1 course (GS1), cultural studies and literature lectures are incorporated to compensate for the superficial treatment of society and culture in the prescribed language textbook and to prepare students for the engagement with literary texts, translation and cultural studies in their second and third year.

exchanging and building knowledge in an educational context. Only when knowledge practices are made visible, can they be scrutinised and can recommendations for change be put forward. Identifying principles on which students, lecturers and the *Menschen AI* textbook publishers base their practice, is not a straightforward process, as they shape and are shaped by experiential and discursive forces. As the objects of study involve tenuous phenomena such as beliefs, theories, attitudes, perceptions, discourses and relations, theory plays an important role of giving form to the objects of study, as well as providing me with the language to discuss them. Comparing the theoretical framework to a blueprint and research design to a house is conceptually useful, however the actual the planning and execution of this study was an iterative rather than a linear process. The final research questions were developed through an inductive process of considering existing knowledge on issues pertaining to my study (Chapter 2, 3) and scaffolding of the phenomena under investigation.

Knowledge claims related to observable subject matter (Benton, 2001, p. 124) (like most research in the natural sciences, and empirical research in general) are underpinned by the theory of realism which posits that there is one single reality which exists independent of human experience (Moon & Blackman, 2014, p. 4). From a realist perspective, research seeks to discover and describe the laws, structures or causal mechanisms which organise this independent reality (Benton, 2001, p. 124). At first glance, realism seems to align with the objectives of this study, as both are concerned with questions of causation and ontology. However, research following such an orientation will consider observable phenomena in order to make inferences about ‘the way the world is’ and yet, not everything of significance to this study, like attitudes, experiences and beliefs, is observable. In studying abstract phenomena such as mental processes, research adopts a relativist view of what counts as truth because relativism locates reality within the human mind (Lopez & Potter, 2005, p. 7). Relativism is therefore concerned with experience, cognition and epistemology. Since the aim of this study is to locate underlying structures and assumptions which guide LTM praxis (in GFL courses at South African universities generally, but specifically at Rhodes University) as a whole, its theoretical approach must be one which accommodates such systemic investigations.

Chapters 2 and 3 are dedicated to the examination of existing literature on issues which impact how the GS1 course, and textbook praxis in the course, is constituted. The way in which German LTMs are used by educators and how they are designed are to a large extent the result

of global developments in education and GFL curricula. Chapter 2 outlines the state of the current global and local higher education contexts, as well as the situation in which GFL programmes<sup>4</sup> in higher education outside of Germany find themselves. The second aim is to interrogate what shapes GFL practice and subject identities, in particular in our context as they are situated within the broader context of GFL. Inherited pedagogical ideas and learning cultures, (perceived) student needs and broader social demands from higher education institutions influence lecturers' teaching methodologies and students' learning methodologies. One could therefore argue that:

It is not sufficient to focus on interventions to broaden participation without adequately understanding what is required for previously excluded and/or marginalised students to successfully transition to university and to participate meaningfully in an educational context vastly different from prior educational experience. (Wilson-Strydom, 2016, p. 147)

Commodified education systems are criticised for catering to decontextualised learners (Boughey & Mckenna, 2016, p. 6), for reinforcing social inequality by ignoring the diversity of learners, and for its preference for utilitarian knowledge practices above those that involve critical thinking. Chapter 3 outlines some similar discussions in Foreign Language Acquisition (FLA) and LTM research which take issue with the commodification of language, most visibly in the packaging of language in commercial textbooks. These discussions uncover ideological discourses and teaching methodologies that inform the design of textbooks.

The aim of Chapter 3 is to provide an overview of literature on LTMs, specifically focusing on literature which critically engages with materials as they are, or ought to be, situated within specific teaching and learning contexts. Research on LTM content, consumption, and production (Harwood, 2014, p. 2) reveal multiple imbalances within the ecology of foreign language teaching and learning. One cause of these imbalances is the fact that textbooks are often used in contexts different from the ones in which (and for which) they were developed. In Chapter 3, research is reviewed that explore the misalignments between factors such as

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<sup>4</sup> The general term 'programme' is used in the case where any kind of structured German curriculum in HE is meant, as German is offered in different capacities and differ in size; some being departments, other sections within a larger department or school consisting of various language sections (as is the case in South Africa), and others which form departments with one other language (e.g., the department of German and Russian). In cases where a specific programme is mentioned, it will accordingly be referred to as a section, or department.

foreign language acquisition (FLA) theory, textbook content, reality of speakers and cultures depicted in textbooks, target learners and contexts, and actual learner contexts.

Chapter 4 unpacks the theoretical framework of this study. Critical Realism is a theory of science which offers a framework of ontology and epistemology that allows knowledge claims about more than one feature of reality in social research (Mader, et al., 2017, p. 8; Bhaskar, 2016). Chapter 4 firstly discusses Critical Realism as the philosophical orientation of my study and explores the possibilities offered by this orientation to social theory. A Social Realist framework of social ontology, underpinned by a Critical Realist ontology, is presented. In particular the “Morphogenetic Approach” (MA) (Archer, 2013b, p. 9) will be drawn on as a framework of analysis, as this Social Realist framework focuses on the objective and subjective elements of society, in which the interaction between objects and human mental processes is identified as crucial for social change (or reproduction) (Archer, 2003, p. 2). This framework equips my study with the concepts and vocabulary to investigate both the structures and beliefs that influence LTM praxis, and it demonstrates how lecturers’ and students’ reflexive abilities affect their relationship with curricular objects, such as LTMs and disciplinary conventions.

Finally, a theoretical discussion of the concepts of ‘curriculum’ (in GFL courses) and knowledge practices presents a conceptual delineation of the subject matter of this dissertation. The organisation of the theoretical discussion presented in Figure 1, presents the anatomy of social theories, specifically in relation to Social Realist research. Figure 2 shows the theory building process followed in Chapter 4:

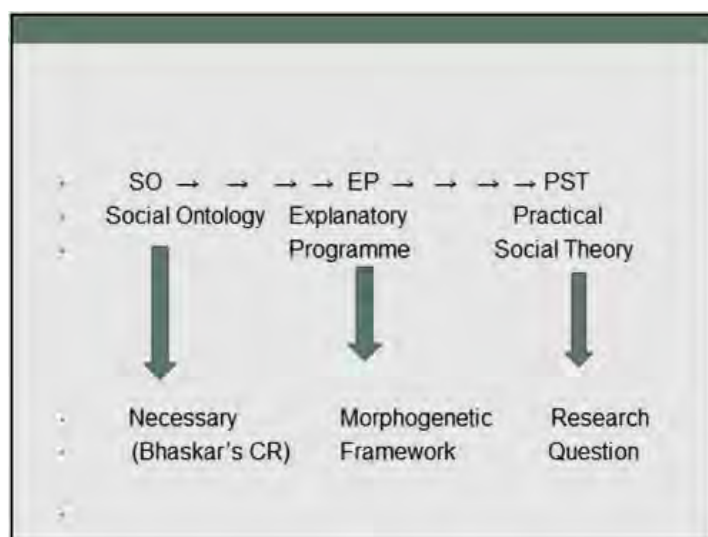


Figure 1: The structure of social theories (Archer, 2019, p. 536)

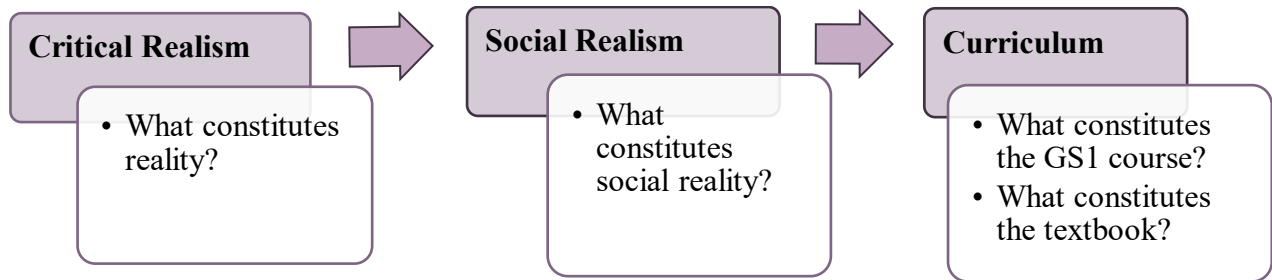


Figure 2: Dimensions of the theoretical and analytical components of this study.

In Chapter 5 the methodological framework that guides the collection, coding and analysis of data is developed. The methodological plan for this study is to generate texts in which lecturers and students share their experiences related to the nature and use of LTMs in GFL courses and to analyse texts from the course-prescribed textbook *Menschen A1* (Evans, et al., 2012), which includes the following:

- The *Menschen A1* textbook (*Kursbuch, Arbeitsbuch, Glossar, Lehrerhandbuch*) – Appendix VI,
- Promotional text on the *Menschen A1* textbook (Hueber, 2019) – Appendix VI,
- Information about the *Menschen* textbooks on the publisher website<sup>5</sup> (Hueber, 2021),
- Student homework exercises (*Stellen Sie sich vor, es gäbe eine Lektion 25...*) (2018, 2019, 2020), Appendix I and III
- Student course-evaluation responses (2018, 2019 and 2020) – Appendix I and II, and
- Lecture responses to an online questionnaire on textbook use in their GFL courses (2019).

Guided by the frameworks outlined in Chapter 4 and Chapter 5, the developed methods of data collection, coding and analysis seek to answer the following three research questions:

1. How do the agents of GFL curriculum (students, lecturers, LTMs (developers); as established in Chapter 4) experience other curricular agents and objects?
2. Which structures and beliefs (as defined in Chapter 4) underpin these experiences?

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<sup>5</sup> <https://www.hueber.de/menschen>

3. What do the relationships between beliefs and structures (identified in Chapters 6 & 7) reveal about the causation of GFL LTM praxis?

The first research question is pursued in Chapter 6. In this chapter, I examine and describe the data produced by students, lecturers and locally prescribed GFL textbooks (in particular *Menschen A1* (Evans, et al., 2012)) in terms of their conceptualisation of five constituents of curriculum – lecturers, students, content (or subject matter), context and curriculum purpose (Chapter 4). Drawing on Fairclough’s framework for practical CDA, (Fairclough, 2015; 1989), I describe the data at the level of its lexicogrammar (Halliday, 2003, p. 194; Berry, 2019, p. 92).

The meaning carried by the data is the result of a myriad of, mostly unconscious, decisions related to meaning making (Webster, 2019, p. 37), such as word choice and sentence construction. Texts in GFL textbooks are constructed according to the perceived lived realities and linguistic abilities of particularly A1-level target learners, of which the latter presents significant limitations to the linguistic resources available with which to construct texts. Grammar progression represents a significant structural force in the way texts can be constructed. While cognisant of pragmatic reasons for constructing meaning in specific ways based on the linguistic abilities of learners, this analysis entails descriptions of ‘what there is’ and not ‘what there ought (not) to be’. Hence, the intention is not to a critique of the language use in the textbook or any of the other data.

The intention is to search for structures and beliefs constitutive of a GFL curriculum, imbued in the meanings communicated in by texts produced by lecturers, students and LTMs:

What we do with language in a particular place is a result of our interpretation of that place; and the language practices we engage in reinforce the reading of that place. What we do with language within different institutions – churches, schools, hospitals – for example, depends on our reading of these physical, institutional, social and cultural spaces (Pennycook, 2010, p. 2).

The concepts that underpin the social world are embedded in the semantic system of a language (Ifversen, 2018, p. 127) and semiotic dimensions (Fairclough, et al., 2011, p. 357) of utterances and texts. In Chapter 5 the focus is on how to collect reliable texts, representative of the case at hand, for the purpose of analysis. Methodologies which deal with “rich, contextual, and

## Chapter 1: Introduction

generally unstructured and non-numeric data” (Ponelis, 2015, p. 537), such as the texts<sup>6</sup> generated by participants, fit within a qualitative research paradigm (Merriam & Tisdell, 2016, p. 106). However, generating data related to dominant beliefs embedded in GFL curriculum and LTM praxis, and identifying the theories, concepts or worldviews which form the basis of these experiences only account for the first step of the research design. The second step, embarked on in Chapter 7 and 8, is designed to shed light on the nature of the relationships between these beliefs and structures generative of GFL textbook praxis.

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<sup>6</sup> In the context of this study, ‘text’ refers primarily to the written word, although visual texts such as pictures, cartoons and drawings are also included where relevant.

## Chapter 2: Contextual framework – Teaching German as a foreign language at South African universities

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The responsiveness of German programmes in the world and in South Africa is discussed in this chapter. The parallels between processes of change in German and in higher education more broadly are highlighted with the intention of situating German within the discussion surrounding the transformation and decolonisation of higher education. This contextual discussion also offers insight into the benefits of using commercial GFL textbooks in GFL curricula. The circumstances of German sections at South African universities outlined in this chapter present reasons why commercial textbooks are prescribed GFL courses and indicate contextual limitations to future practice (Chapter 8).

German foreign-culture policy has aimed at promoting German abroad since the beginning of its modern statehood in the 19<sup>th</sup> century (Bauer, 2016, p. 612). As such, schools emerged worldwide (especially in the Americas, Africa, and the Middle East) due to growing German diasporas (Bauer, 2016, p. 613), and today one finds cultural institutions such as the Goethe Institut as well as universities and colleges offering German courses in most parts of the world (Ammon, 2020). German<sup>7</sup> as a subject and field of study came into being in the 19<sup>th</sup> century as part of a larger German nation-building movement (Hohendahl, 1989, p. 228; cf. Glück, 2014) and mainly involved the study and analysis of German literature. *Germanistik* taught outside of Germany aimed at disseminating knowledge about German literature and culture, following the same curriculum as *Germanistik* inside of Germany (Bauer, 2016, p. 612) to “preserve and disseminate the high cultural tradition of specifically German *Bildung* and *Bürgertum*” (Peck, 2000, p. 32).

Whereas *Germanistik* outside of Germany was previously modelled on the curriculum as it was in Germany, by the 1970s a growing tendency to avoid a Eurocentric view of the subject content led to a differentiation in academic discourse between *Inlandsgermanistik* and *Auslandsgermanistik* (Helbig, et al., 2001, p. vi; Földes, 2012, p. 30; Kretzenbacher, 2006, p.

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<sup>7</sup> At present, the subject at all South African universities comprises more than just language instruction, but also literature, cultural and (at Rhodes University) translation studies. At many universities, the subject is thus called German Studies, but not at all of them. For the sake of convenience of reference, I use the term ‘German’ when I mean the whole discipline, including all its subcomponents.

12f.). Instead, it was advocated that (*Auslands-*)*Germanistik* should adopt an external perspective to examining the German-speaking world (Altmayer, 2001, p. 128). Altmayer (2001, p. 128), at the beginning of the new millennium, attributes this impulse for self-identification and emancipation to reflections by international *GermanistInnen* on the legitimacy of the discipline within a postcolonial context.

As it struggled to remain current, the methodological and pedagogical considerations within the subject over time as it struggled to remain current (Hohendahl, 1989, p. 228), called into question the applicability of the subject in other parts of the world, which led to changes in how the discipline defined itself. Shifting the focus to students of German and adopting a more learner-centred and local orientation of the curriculum reflected the tenets of intercultural *Germanistik*; a concept of *Germanistik* which also arose in the 1970s aiming at making the study of German relevant and appropriate for foreign students (Vogel, 1989). Wierlacher (2003, p. 2) states that this marked the first time that a distinction was made between *Germanistik* as “Grundsprachenphilologie” and as “Fremdsprachenphilologie”. The question of what the main task should be of a subject that first and foremost used to occupy itself with German “Geistesgeschichte” (Mehigan, 2005, p. 21) through the study of literature (2005, p. 21), has since produced manifold perspectives on the subject (Földes, 2012, pp. 46-47; Schiewer, 2010, p. 101). Today, there are a variety terms with which to define the subject in its various contexts and capacities. *Germanistik* in non-German-speaking countries is often times simply called *Deutsch als Fremdsprache (DaF)*, some understand *Auslandsgermanistik* to be a form of *DaF*, and others consider intercultural *Germanistik* to be a variety of *Auslandsgermanistik* (Königs, 2000, p. 148; Földes, 2012, p. 34).

The establishment of *DaF* as an academic discipline contributed to the development of diverse international *Germanistik* curricula which employ their context as point of departure (Wierlacher, 1980, pp. 10-11). *DaF*, or German as a foreign language (GFL), became an academic field of study in its own right (in Germany) in the 1960s (Roche, 2009). The theorisation of foreign language pedagogy (Pfeiffer, 2012, p. 16) and how German language, literature and culture are experienced, engaged with and acquired by people to whom German is a foreign language (van Peer, 2009, p. 41) have allowed international German programmes to separate themselves from the traditional aims of *Germanistik* with more scholarly support and pedagogical justification. Today, subject-identities and outcomes are influenced by the

academic, societal, cultural, political, institutional context, and history of the discipline within those contexts<sup>8</sup> (Schiewer, 2010, p. 101f.). Developments toward the transformation of *Germanistik* and GFL teaching and learning have coincided with similar changes in higher education globally.

### 2.1. German programmes in Higher Education outside of Germany

The fact that the status of German (Studies) in many parts of the world is troubled by challenges of maintaining relevance and attracting as many students as in the past has been alluded to in this chapter. Causes include a waning interest in non-career orientated fields (Roggasch, 2010, p. 5), compounded by the increasing dominance of English as international language of socio-economic mobility (Kruss, 2004; Sin, et al., 2017; Gray, 2010). The interest in studying or learning German is to an extent piqued by events in Germany (Ammon, 2020, p. 950ff.). As the desire for knowing about German literature and scholarship has decreased, the teaching of language is a central support in German courses (Peck, 2000, p. 31). This waning interest is understandable to an extent; Bauer (2016, p. 613) claims that National Socialism had a long-term damaging impact on the German image and status of German as language of literature, philosophy and science, and although it did recover its economic standing in the world (and related interest in the subject), English has in the meantime become the leading international language (McGuinness-King, 2003, p. 23; Busse & Walter, 2013, p. 436).

While soft skills like intercultural competence are valuable in the workplace, concrete career paths are more convincing to students of German (Augart, 2012, p. 16). Globally, there are more students outside of Germany learning German as a foreign language than there are students of *Germanistik* (Ammon, 2020, p. 967). In fact, the number of GFL learners has increased worldwide (Spitz & Lewark, 2016, p. 38; Ammon, 2014, p. 967)<sup>9</sup>, and this growth correlates with Germany's growing reputation as a country of business and industry, and its central position in the European Union (Ammon, 2020, p. 967). Furthermore, Germany's higher education institutions draw a lot of students from abroad (Ylönen, 2016, p. 1; Spitz &

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<sup>8</sup> Von Hammerstein (2001, p. 12) notes that in the USA, student numbers in German programmes decreased significantly after the end of the Cold War and reunification of Germany, which prompted the subject to re-evaluate what it could offer student needs within the changing educational and, in this case, political landscape.

<sup>9</sup> The number of people who sit the Goethe-Zertifikat has risen from approximately 47 000 in 1995, to around 245 000 in 2013 (Ammon, 2020, p. 974).

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Lewark, 2016, p. 39). Not only does proficiency in German improve one's chances of successful study in Germany, but it also offers advantages for those who want to work in Germany (Ylönen, 2016, p. 1). While there is an upward trend in the number of people choosing to learn German, the university is not the only place where one can learn the German language. Arguments claiming that the place of German in educational spaces is endangered are reduced to concerns related to the university (and in some cases the schooling system), as it seems that this institution is particularly affected by changes in how education is utilised in society. These arguments also often refer to literature-based German courses. Arguments by *GermanistInnen*, built on "Victorian notions of a liberal education" (Gilman, 2016, p. 25), which insist that the German discipline is relevant in higher education, are naturally biased. Gilman (2016, p. 26) observes soberly that the only way to 'save' German in HEIs will be to reconstruct the societal, political, economic, and educational structures of the world in such a way that it will once again make sense to study subjects such as German.

Students entering German courses in higher education often have much less prior knowledge of German (as they very often did not learn German at school) and their motivations for taking German are based on perceived usefulness of the subject and the German language as a 'powerful language' (Groenewald, 2019; Ylönen, 2016, p. 1). Thus, the discipline manages to survive the changing relationship which societies worldwide have with higher education by adapting to language politics and being responsive to the changing needs of students (Ylönen, 2016, p. 1). Foregrounding the level of marketability of students' qualifications to potential employers or further studies (in South Africa or abroad) creates a competitive environment for institutions and academic disciplines. Hierarchies of prestige also exist between languages and these are shaped by political, historical and social processes. German Studies must both justify its place in the university and compete with other internationally prominent languages such as Chinese (Ammon, 2020, p. 452) and English:

[The] prominence of English [...] has an impact on whether and how other languages are taught and valued. In English-speaking countries, the world-wide status of English is increasingly seen as a key factor in the decline in interest in foreign languages, which is in turn clearly reflected in educational policies that clearly do not favour foreign language learning (Collins & Muñoz, 2016, p. 137)

In South Africa, the promotion of indigenous languages and the international status of English (as well as English enjoying preference over other official languages in public and official contexts) (Baker, 2007, p. 31) have led to an atmosphere of tolerance rather than support of

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European languages in schools and HE (Laurien, 2006, p. 442). This attitude exists despite the constitutional commitment<sup>10</sup> to nurture multilingualism in South Africa (von Maltzan, 2009, p. 206). Von Maltzan (2009, p. 209) highlights the contradiction between national and education language policy and actual practice. English dominates in practice and ‘foreign’, i.e. minority/non-indigenous languages are increasingly being marginalised and excluded from curricula, despite the constitution’s commitment to equal treatment of all local languages, including minority languages such as German which is spoken by less than 1% of the population) (von Maltzan, 2009, p. 209).

In a similar discussion, Baker refers to this phenomenon as the “problem of subtractive multilingualism” in South Africa (Baker, 2007, p. 31). She argues that the promotion of indigenous languages in education does not warrant the removal of foreign languages from school and university curriculum as they contribute valuable knowledge in a globalised society (Baker, 2007, p. 31). Arguments legitimising German in terms of its contribution to multilingualism and intercultural competence are unfortunately rarely compelling enough to see changes in practice. Questions regarding the relevance of teaching European languages at South African universities naturally arise amidst discourses on decolonisation. Not only are German sections tasked with competing with other languages, and with offering a subject that will increase students’ prospects for employment (von Maltzan, 2016, p. 271), they have had to reflect on the contribution that teaching German language and literature can make to an Africa-oriented scholarship (von Maltzan, 2016, p. 272).

In the African context, student numbers in German courses have risen in some countries, notably in West Africa but in general German is popular where learners can more readily see the benefit of studying German (Ammon, 2020, p. 459ff.). The growth of GFL in many African countries can be attributed to economic growth which has led to greater involvement with German companies (Spitz & Lewark, 2016, p. 39). National language and education policy also influence the success of German programmes and GFL programmes are growing in some African regions as a result of being widely offered at school level (Bauer, 2016, p. 623).

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<sup>10</sup> The South African Constitution, Ch. 1, Section 6(5)(b). See: <https://www.justice.gov.za/legislation/constitution/chp01.html>

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Where German is offered as a school subject it is more likely to be taken as a subject at university (Ammon, 2020, p. 947f.). German is not offered at many South African schools anymore. The decrease in schools offering German in South Africa has impacted German Sections in this regard, for example at the university of the Free State

hatte die Abteilung in den vergangenen Jahren viele Studierende mit guten Vorkenntnissen, die auch daran Interesse hatten, selbst Deutschlehrer zu werden. Der Rückgang des Faches Deutsch an den Schulen in der *Free State Province* [...] wirkt sich jetzt negativ auf die Zahlen der eingeschriebenen Studierenden in der Deutschabteilung aus (Annas, 2016, p. 111).

While there is a connection between the subject being offered at school and the enrolments at university, the existence of German in higher education depends on additional contextual factors related to that region such as economic, socio-linguistic factors and the historical relationship between the German language and that region. As many German programmes have been reflecting on how they should position themselves locally in relation to the global context and “handed down [...] philological models” (Peck, 2000, p. 32), specific regional subject-ontologies have emerged. The concept of an African *Germanistik* emerged from scholars in this region grappling with how they should define themselves as African *GermanistInnen* (Sadji, 1996; Augart, 2012, p. 9; von Maltzan, 2016, p. 272ff.).

Comparatively, scholarship that deals with the self-positioning of German Studies in South Africa has not been driven by the same force for recognition within the international disciplinary community. Instead, circumstances of German departments (now sections) since the end of apartheid are described, reflecting on the status of German in Higher Education rather than contemplating a shared local identity (Augart, 2012, p. 8). The pedagogy through which a German programme defines its objectives, its function and curriculum depends on the values which underpin this self-positioning. Based on the individual situation of the programme, the efforts and priorities of the discipline may be distributed differently. Efforts could be geared towards the development of a local identity within a post-colonial context, preservation or transformation of the disciplinary tradition, safeguarding the subject’s existence, or securing funding for research or teaching. Establishing a disciplinary identity in a subject which engages with language and literature with “colonial roots, [...] driven by Western paradigms” (von Maltzan, 2016, p. 271) is messy, and a central question is whether

aus der ‘deutschen’ eine ‘afrikanische Wissenschaft’ werden kann. Hinzu kommt die große Sorge, ob das Fach rein institutionell – und wohl auch vor dem

Hintergrund einer zunehmend ‘afrozentrischen’ Gesinnung in der Bildungs- und Kulturpolitik des Landes – überhaupt überlebensfähig ist (Pakendorf, 2016, p. 99).

Sections have responded to questions surrounding the position of German Studies in South African higher education by incorporating modules with an explicit “Afrika-Bezug” (Augart, 2012, p. 12). This movement ties in with the general espoused aim of cultural awareness raising, developing in students the ability to critically reflect on their own culture, or way of being, as well as the way that they perceive and understand others (Weber, et al., 2017, pp. 329-330; Weber, 2018, p. 107). As such, the contribution of (German) Studies to South African society lies in the cultivation of intercultural competence needed for mutual understanding and self-reflection among culturally diverse citizens (Weber, et al., 2017, p. 332).

## 2.2. German at South African universities

German was introduced as a school subject in South Africa in 1830 when the then Cape Colony was under British rule and as such adopted the British school curriculum which included German (Pakendorf, 2016, p. 85). When German was introduced as a subject at the University of the Cape of Good Hope in the 19<sup>th</sup> century, it was housed in a subject group together with Dutch and French, similar to how languages are housed in Departments and Schools at universities today (Pakendorf, 2016, p. 84; von Maltzan, 2009, p. 210). Another similarity between past and current circumstances is that the subject had been taught as a foreign language, often by non-German mother-tongue speakers until the 1930s. Pakendorf (2016, p. 87) explains that during this time, German immigrants began predominantly teaching in the subject, and as such, introduced a German mother-tongue curriculum underpinned by a *Germanistik*-model<sup>11</sup>.

During Apartheid, German was, for the majority of the time, only taught at so-called ‘white’ universities (Annas, 2015). According to Pakendorf (2016, p. 88), staff in German at English-speaking universities mostly came from Europe, (whereas staff from Afrikaans universities were mostly South Africans with German backgrounds) and showed little interest in local

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<sup>11</sup> There are few German academic associations outside of Germany which use German as “Verkehrssprache” (Pakendorf, 2016, p. 92) aside from the SAGV. Furthermore, only Rhodes University allows postgraduate students to complete dissertations and theses in English, even though students are almost exclusively foreign-language speakers of German, and research conducted in English has a much further reach than the confines of German academia.

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topics. Furthermore, many did not make much allowance for South African students who did not possess native-like proficiency in German (Pakendorf, 2016, p. 88). Out of the 23 universities in South Africa (15 of which offered German in 2003), only nine still offer German (Annas, 2016, pp. 105-106). Reasons for the closures are not necessarily the result of a decline in interest in the subject. Other causes include reforms within the schooling system post 1994, which were, in this instance, aimed at undoing the privileging of European over African languages and cultures during apartheid (Laurien, 2006, p. 438; Annas, 2016, p. 106). The merging of language sections into one department/ school has both to do with financial constraints and institutions' articulation of the national language and culture politics (Laurien, 2006, p. 438).

Student numbers in existing German sections seem to have stabilised since the early 2000s, and one reason might be that “die bestehenden Deutschabteilungen ihre Nischen gefunden [haben]” (Annas, 2016, p. 114). For example, Stellenbosch University offers a double Master's programme in co-operation with Leipzig University, North-West University (Potchefstroom campus) offers a separate beginner's course in Business German parallel to the 'normal' beginner's course (Annas, 2016, pp. 109,111), and at Rhodes University cultural studies and translation are taught as core modules alongside language and literature (although only from second year onward). Weber et al. sketch the scenario with regard to the situation at Rhodes University and other German sections in the country as follows:

A few decades ago, German Studies was taught like *Germanistik* in South Africa, in other words the study of German literature as taught in the German-speaking countries, which required mother-tongue or near mother-tongue competency on the part of the students. It incorporated some language study but hardly any cultural studies or translation studies, as the students were supposed to have gained insight into those fields either through their (German-speaking) upbringing or through their high school education. These are certainly not conditions which we can take for granted anymore, and it was furthermore a very exclusive approach to our discipline, which should not just be a personal enrichment course for a few students coming from either a privileged background or one that by chance enabled them to fulfil the preconditions of registering for *Germanistik*. (Weber, et al., 2017, p. 323f.)

In German Studies at Rhodes University there is a focus on cultural aspects, placing emphasis on German-speaking countries and their current affairs (which includes historical contextualisation), similar to the model of German Studies which developed in the USA in the 1970s (Seeba, 2003, p. 660). Seeba (2003) and Weber et al. explain, German Studies “broadens

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the scope for research [and teaching] possibilities [by offering the] acquisition of an additional language, [and] the inclusion of cultural studies and literature in the curriculum” (Weber et al., 2017, p. 326).

One observes that regardless of the number of first year enrolments in German courses, the postgraduate numbers remain similarly low across all universities. First-year courses are mostly *ab initio* courses for students who have not prior knowledge of German, and as has been noted, makes up to most attractive component of the curriculum.

*Table 1: Students of German at universities in SA and Namibia in 2016 (Annas, 2016).*

	<i>1. Jahr</i>	<i>2. Jahr</i>	<i>3. Jahr</i>	<i>UG ges.</i>	<i>Hons</i>	<i>MA</i>	<i>PhD</i>	<i>Gesamt</i>
UCT	66	19	5	90				90
UWC	35	7	8	50		2		52
SU	202	105	27	334	7	4		343
Rhodes	40	17	3	60	2	1		63
UFS	15	3	2	20	2			22
UZulu	75	0	6	81				81
NWU	125	20	7	152	0,5			152,5
Wits	40	17	7	64	2			66
UP	85	20	13	118	0,5			118,5
UNAM		41	23	19	5	1		89
Gesamt		724	231	97	18,5	8	0	1077

However, attracting postgraduate students is particularly important for two reasons. Firstly, South African universities receive much higher subsidies from the state for postgraduate students than for undergraduates, which makes subjects with high postgraduate numbers more valuable to the institution, and thus worth supporting financially and otherwise. German sections do not have the financial resources to appoint teaching assistants; this is the case at Rhodes University. UCT and US employ teaching assistants funded through the DAAD (German Academic Exchange Service) (Annas, 2016, p. 108f.). Not only teaching assistants have become a luxury, but in many cases lecturing posts have been frozen, normally following the retirement or resignation of a staff member (von Maltzan, 2009, p. 210). The fact that Annas reports with delight that posts at Rhodes University, University of the Free State, and

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University of Johannesburg (Annas, 2016, p. 114) were refilled after staff resigned, shows how common this practice has become.

A further pressure on academic staff is linked to research output and student throughput demanded by the institution for the sake of receiving more state subsidies (Bozalek & Boughey, 2012, p. 698; Stilwell, 2003, p. 53). The effects of this “academic capitalism” (Ntshoe et al., 2008, p. 394) is that the quality of teaching and research becomes compromised (Ntshoe, et al., 2008, p. 398). As student enrolments increase while the number of staff do not, finding time for research in-between teaching and administration is challenging. This, and the fact that efficiency is measured in terms of throughput rates might have negative impacts on academic standards (Stilwell, 2003, p. 54; Altbach, Reisberg, & Rumbley, 2009, p. iii). Challenges facing German sections discussed in the above section strengthen the argument that a critical reflection on the undergraduate GFL courses and their epistemological access function is necessary. Additionally, the context outlined in this chapter offers insight into reasons for the use of GFL textbooks in GFL courses at South African courses. Commercial textbooks offer standardised materials and allow lecturers to fulfil an internationally accepted standard (as determined by the CEFR).

## Chapter 3: Discourses in foreign language textbook development, use and reception

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Textbook research is concerned with the pedagogical and ideological content of LTMs, textbook consumption (how it is used and received) and production (conceptualisation, publication, distribution) (Harwood, 2014, p. 1). It is rare to find a publication on foreign language textbook development, use or reception that does not begin its discussion by stating the indispensable position that these materials play in the foreign language classroom. While there is an entire field of research dedicated to the interrogation of language teaching materials (LTMs), only rarely is the suggestion put forward that textbooks should be done away with. Among the disadvantages of commercial materials identified are the portrayal of a white middle class worldview, inappropriate cultural content for certain parts of the world, and teaching methodologies which might not be aligned with local teaching and learning cultures. Among the disadvantages of commercial materials identified are the portrayal of a white middle class worldview, inappropriate cultural content for certain parts of the world, and teaching methodologies which might not be aligned with local teaching and learning cultures. Textbooks do not dictate what happens in the classroom (Jiangqiong & Tin, 2010) and instead acts as the frame of reference of a language curriculum (Harwood, 2014, p. 1).

The position of commercial language teaching materials (LTMs) in GFL curricula is complex. Considering the staffing issues and lack of resources (like the aforementioned teaching assistants, and postgraduate students) in German Studies sections discussed in Chapter 2, commercial LTMs save lecturers the time they would otherwise have to spend on structuring a course curriculum, developing a plan for grammar-progression, developing communicative activities and finding texts (Maijala, 2007, p. 543). Allen (2015, p. 249) describes the relationship between foreign language (FL) teachers and commercial textbooks as “marriages of convenience” and these relationships have always been marked by tensions (Thaler, 2011, p. 16). A central criticism against FL textbooks is its essentialised representation of the target language, society and culture even though some essentialisation is unavoidable. Dobstadt & Riedner (2014) highlight another tension, namely between action-oriented aims of cultivating authentic (and as such, dynamic) communicative scenarios in which learners can actively participate, and the focus in GFL teaching and learning on standardisation, efficiency and measurability of competencies underpinned by the Common European Framework of

Reference for Languages (CEFR). It is further acknowledged in FL teaching and learning that globalisation has created tensions between real-life complexities of culture and language, and 19th century notions of a nation state (in the case of Germany) with homogenous native speakers, standard-language use and unilateral cultural practices (Kramersch, 2014).

Nevertheless, textbooks continue to project an image of ‘one-nation, one culture’ (Kramersch, 2014). This Chapter 3 considers the complex set of factors which play a role in the development, use and reception of LTMs, as well as the influence of its layout and normative content on learning processes through an examination of existing literature in this field. Research on this topic normally includes the (hyper-diverse) global learner group, the pedagogical necessity for simplification of complex subject matter and the dominant worldview of the context where these books are created. The dominance of research in the area of English as a foreign language (EFL) (also by German authors) is noticeable in LTM scholarship; with this dissertation, I hope to contribute to the body of work on languages other than English. There is however a lot of overlap between discourses surrounding representation in GFL and in EFL textbook research due to the languages’ prominence in the world and thus research on EFL nevertheless contributes to this discussion.

### 3.1. Tensions in FL textbook development, use and reception

The development of FL textbooks is a product of popular teaching and learning methods. The audiolingual method, popular in the 1960s, was characterised by the decontextualised presentation of language in the foreign language, and learning happened by means of repetitive drill-exercises (Quetz, 2006; Simon-Pelanda, 2001). The focus in FL textbooks of this time was on grammar progression, and instances of communication tended to be based on “verallgemeinerten ahistorischen Alltagssituationen” (Simon-Pelanda, 2001, p. 47). Hence, socio-cultural content was only complementary to the grammar. By the 1970s, communicative competence became the predominant outcome of foreign language learning (FLL) (Röttger, 2010; Dobstadt & Riedner, 2014) and coincided with the argument that real communication takes place within a real social context, and thus for the sake of (inter)cultural competence (Maijala, 2008) *Landeskunde* (cultural studies) also started occupying a space in FL textbooks (Simon-Pelanda, 2001). Yet, as language acquisition was still the main *raison d’être* of the materials, themes and content were chosen to serve the communicative outcomes, while socio-cultural engagement were placed on the periphery of the textbook’s focus (Simon-Pelanda,

2001) – see Chapter 6.1 for 6.2 for a discussion on the placement of cultural studies in the *Menschen A1* textbook.

Today, most GFL textbooks claim to follow a *handlungsorientierten* approach which, like the communicative approach, places emphasis on the practical use (*das Handeln*) of the language in realistic situations (Hölscher, Piepho & Roche, 2006). The nature and function of FL textbooks have made them a topic of debate since the beginning:

Trotz oder wegen dieser Dominanz des Lehrbuchs kann die Kritik am Lehrwerk auf eine lange Tradition zurückblicken. Die Debatte, ob man Lehrbücher verwenden sollte oder nicht, geht weit zurück (THALER 2004) – wenn nicht bis zum Jahre 1658, als COMENIUS den *Orbis Pictus* vorlegte, dann doch mindestens bis 1892, als MANGOLD für den freien mündlichen und gegen den buchgestützten Unterricht plädierte (KURTZ 2001a: 42 ff, folgende Autoren zit. nach ib.). Ob KARPFF (1915 „zeremonielle Langweiligkeit“), SAUER (1963 „sekundäres Unterrichtsmedium“), HEUER (1968 „didaktischer Diktator“), KLIPPEL 1987 „nicht bestes Medium zum Training kommunikativen Sprachhandelns“) oder KURTZ (2001a „Verengung des Blicks für Alternativen“) – an Lehrwerks-Kritikern und metaphorischen Verunglimpfungen hat es zu keiner Zeit einen Mangel gegeben (zu den *metaphors/images* im englischen Sprachraum vgl. McGRATH 2006: 173 ff). (Thaler, 2011, p. 16)

Similar critical debates on GFL textbook in the South African GFL are for the most part absent. Research on GFL textbooks in the local context usually concern themselves with high school materials, and mostly occur in the form of book-reviews. The few discussions on language teaching materials (LTMs) appear to take a less critical stance today compared to the 1980s. In a publication titled *Immer mehr Lehrwerke für Deutsch als Fremdsprache*, Skorge (1984, p. 2) reviews a number of then newly published commercial GFL textbooks. Skorge ascribes the influx of textbooks (at the time of publication) to changing learner groups, shifts in pedagogical perspectives and rivalry between well-known publishers.

During the time of Skorge’s publication, communicative language teaching had come to be considered the best way to teach foreign languages and this paradigm shift contributed to the developments in FL textbook design and publishing (Millard, 2000, p. 47). In addition to the role of FL pedagogy, Thornbury claims that ‘functional/ notional models’ of FL teaching and learning “emerged out of a Council of Europe project in the early 1970s that aimed to reform and standardise the teaching of modern languages to adults across Europe” (Thornbury, 2016, p. 224). Even though communicative orientations to FL teaching and learning resulted in changes in the design of FL textbooks, many educators still believed in the centrality of

grammar in FL learning<sup>12</sup>. One notes feelings of resistance to materials that prioritise communication and cultural competence in Skorge's description of the communicative and form-focused elements of the reviewed materials:

War „DEUTSCH AKTIV“ eine Reaktion auf alle Lehrwerke für Erwachsene vor der „Pragmawelle“, so gibt es jetzt schon wieder eine Art Gegenreaktion auf dieses in manchen außereuropäischen Ländern als zu aggressiv und aufreizen, unruhig empfundene Lehrmaterial und zwar durch die Veröffentlichung von „LERNZIEL DEUTSCH“. [...] Die Gegenteilstendenzen bestehen vor allem darin, daß

- die grammatische Progression wieder bestimmend ist
- Kulturspezifisches behutsam [...] vermittelt wird
- Äußerst sparsam mit Illustrationen umgegangen und wenig Aufwand mit dem Layout getrieben wurde.

Die Bewußtmachung grammatischer Regeln (im wesentlichen mit traditioneller Terminologie) nimmt hier [...] verhältnismäßig breiten Raum ein; sie dient aber immer nur der sicheren Hinführung zum Lernziel: zur mündlichen und schriftlichen Kommunikationsfähigkeit. (Skorge, 1984, p. 6)

Colourful textbooks with glossy pages and images also became commonplace. Klaus' (1995, p. 77) review of *Deutsch als Fremdsprache. Ein Lehrbuch für Anfänger* (1995) by South African author Ulrich Klingmann, demonstrates how perceptions of GFL had changed by 1995, while still displaying similar frictions between focus on form and focus on language in context from the previous decade<sup>13</sup>.

Klaus argues that a successful GFL textbook shows recourse to structural, socio-cultural and metalinguistic aspects of language. Challenges in applying all the input that is perceived as necessary for successful learning are related to time constraints, physical constraints of the textbook, assessment and the teacher's own educational experiences. By the 1990s a new

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<sup>12</sup> In this regard, Kußler explains that “[v]iele Lehrer sich durch die teleologischen Vorgaben und methodologischen Richtlinien dieses Lehrplans verunsichert oder überfordert [fühlten]. Die übergeordnete Zielsetzung „Kommunikationsfähigkeit“ schien ihnen abwegig; mit Kategorien wie „Sprechintention“, „Sprechhandlung“ und „Redemittel“ konnten sie nichts anfangen. Sie beklagten den Verlust des vermeintlich bildenden Einflusses durch die deutschen Klassiker und durch die deutsche Grammatik. (Kußler, 2001, p. 1612)

<sup>13</sup> ”Man kennt moderne Lehrwerke wie ‚Themen neu‘, ‚Deutsch Aktiv neu‘ und ‚Sprachkurs Deutsch neu‘, die weltweit eingesetzt werden, und ist deshalb eigentlich ganz anderes gewohnt: Buntheit, Comic-Figuren, exzellente Fotos etc. Warum geht Klingmann zurück zum reinen Buchstaben, zum schwarz-weißen Kontrast auf dem Papier? Ist es der Tribut ans Machbare oder ist es gar eine stille Kritik an der Moderne, dieser oberflächlichen Welt schreiender, greller, meist nur noch bewegter Bilder? [...] Man braucht sie, die Grammatik, sie sollte keinesfalls vergessen werden, aber sie ist nicht die alleinige Richtschnur für Progression und Lektionsaufbau. [...] Wenn [...] jeder Text nur in einer grammatischen Regel und im darauffolgenden Drill endet, dann wird die Sprache zur bloßen Verpackung abstoßender Grammatik. Nein, so soll es nicht sein. Schon gar nicht in diesem so dramatischen Wandlungsprozeß des neuen Südafrika. Kommunikative Kompetenz ist das Zauberwort. Heute versteht man Gott sei Dank Sprache als etwas Lebendiges, wozu Abweichungen, Variationen, Slang und andere Sprach-Diamanten gehören. Der Lerner soll damit umgehen können.” (Klaus, 1995, p. 74f.)

understanding of adult Foreign Language Acquisition (FLA) came to integrate functional and form-focused approaches (Reinfried, 2012), to which some refer as the post-communicative era of FL pedagogy (Katalin, 2019). Mishan (2013, p. 271) explains that the post-communicative method (see also Machida (2011)) views language not only as grammar, nor only as communication, but rather a hybrid of the two, and as such argues that language should be taught in a similarly holistic manner. A “post-communicative” or “post-method” paradigm does not endorse one particular method of developing communicative competence but instead supports an eclectic mix of resources and tasks suitable for the development of particular communicative skills and competencies (Katalin, 2019, p. 131ff). There is an ongoing competition for prominence between form-focused and communicative teaching methodologies in textbook reception, while at the same time, it is also commonly accepted that explicit grammar instruction aids adult FLA.

Gray (2010) acknowledges this complexity of LTM design and balancing of theory and practice by comparing it with the design of a map: “the inclusion of too much detail defeats the map’s purpose and results in the creation of something which is impractical” (2010, p. 1). For Gray (2010), this image extends beyond the level of language-teaching methodology and aims to illustrate the unavoidably essentialised way in which culture and language is presented in FL textbooks. Klaus (1995, p. 85f.) also takes issue with the disregard of the South African context and South African learners of German. The introduction of the Common European Framework of Reference for Languages (CEFR) led to changes in existing frameworks for measuring language proficiency (Byram & Parmenter, 2012). Annas (2001) discusses changes that he believes should be made to university GFL curricula to reflect the formulated level-descriptors for the then newly introduced *Zertifikat Deutsch*. As Klaus (1995) points out, by the mid-1990s, it had become commonplace to prescribe commercial textbooks.

The introduction of the CEFR and its adoption as a framework for textbook design proved to further legitimise the use these kinds of materials. Publications from the 2000s onward address textbooks only as part of a discussion which either deals with local disciplinary issues or as part of descriptions of specific German sections in the country:

As good as the books are that come to us from Germany and other reputable publishers of teaching materials, none of them take the South African language constellation into consideration, nor can they do so. It is up to South African researchers to develop suitable teaching materials and do the necessary research

that has to precede such a venture, e.g. comparative analyses such as the one referred to (Baker 2006) with respect to German and Zulu. (Baker, 2007, p. 42)

Im Anfängerbereich [an der UP] wurde ein neues Lehrwerk aus den USA eingeführt, welches für Studenten geschrieben ist und Erklärungen auf Englisch enthält (*Deutsch - Na klar!* von McGraw Hill Publishers). (Mühr, 2011, p. 57)

An den meisten Universitäten werden gängige deutsche DaF-Lehrwerke verwendet und das Sprachniveau richtet sich am europäischen Referenzrahmen aus und fast alle Deutschprogramme in Südafrika bieten die Abnahme international anerkannter Prüfungen des Goethe-Instituts am Ende des akademischen Jahres an. (Augart, 2012, p. 12)

Suggestions as to how better to enable the decolonising of the German curriculum include the development of supplementary content for language learning, based on the South African context, to be used in conjunction with international textbooks[...] (Groenewald, 2019, p. 18)

Wie positionieren Lernende sich selbst und wie werden sie in den meist aus Deutschland importierten und auf der Basis des instrumentellen Sprachbegriffs des europäischen Referenzrahmens für Sprachen konzipierten Lehrwerken positioniert? Inwieweit birgt eine Frage, wie z.B. „Was haben Sie diese Woche gekauft?“ in sozial heterogenen Lernendengruppen in sich eine Konstellation potenzieller epistemischer Gewalt – zumal vor dem Hintergrund der Forderung nach „authentischer Kommunikation“ im Rahmen der kommunikativen Methode? (Riedner, 2020, p. 48)

Looking beyond the South African context, tensions that are highlighted in research on FL textbooks internationally are usually related to contradictions with FLA theory, normative representations of language, society and culture and the misalignment between idealised and real learners. Teaching methodologies and content of FL textbooks are not exclusively derived from foreign language acquisition (FLA) theory or existing research. Tomlinson (2013a, pp. 15-18) claims that many of the accepted structures in textbooks, such as the PPP approach (presentation, practice, production), are not based on empirical evidence that it contributes to language learning. Kurtz (2011, p. 5) describes textbook content as reflecting a mixture of past and present trends of language pedagogy.

The *Menschen A1* textbook analysis conducted in Chapter 6.2 reveals a combination of elements of past and presently advocated FL pedagogies. Integrating familiar ‘ways of doing things’ with innovative content design, according to textbook writers Bell & Gower (1998, p. 120), is a way for publishers to cautiously ensure that their publications succeed. Tomlinson (2013a, p. 18) also describes the negotiation which takes place between publishers and

materials writers as coursebook publishers understandably publish and thus, “clone coursebooks which have been big sellers”. Successful publications are also indicators of textbook design are well-received by teachers and learners and which functions well in FL classrooms. Mares criticises communicative curricula, i.e. textbooks characterised by a “desire to have students use the language as soon as possible” (2003, p. 131), because this practice does “not reflect what we know about language acquisition” (Mares, 2003, p. 131; see also Islam (2003, p. 362)) (Krashen, 1981, p. 67).

An issue regularly problematised in LTM research is the fact that LTMs development is often far removed from any specific classroom context. Tomlinson (2013a, p. 2) expresses his concern about the misalignment between espoused theories of language acquisition and what is “actually done in materials development to help learners achieve acquisition”. While Tomlinson admits that one reason for the mismatch might be the difficulty to always apply theory to materials development, and further that neither theory nor materials developers “take into account [...] realities [such as] large classes, unmotivated learners, lack of adequate time, lack of resources and the need for examination preparation” (Tomlinson, 2013a, p. 2). Fäcke (2016, p. 40), however, points out that coursebooks increasingly take into account the heterogeneity and *sprachlich-kulturelle* diversity of learners who use these resources, although she admits that its application is still limited in as far as publishers are guided by an idea of the average learner situated at the intersection of all of these diverse profiles.

Gray (2010) views FL textbooks as “cultural artefacts [...] in addition to being ‘curriculum artefacts’” (2010, p. 1). The social and cultural reality depicted in LTMs cannot be an accurate reflection of the real society and culture. Canale describes FL textbooks as being “legitimised versions” (2016, p. 226) of the social world (2016, p. 226) and notes that its readership might not be critical of these underlying ideologies (2016, p. 226). Although textbooks today make some provision for intercultural reflection, these rarely form part of the core curriculum and might not always be engaged with by teachers:

Nach wie vor muss aber diese Auseinandersetzung in den meisten Fällen von einer Lehrkraft initiiert und gesteuert werden, die in Ausgangssprache/-kultur und Zielsprache/-kultur sehr bewandert ist, da vor allem die in den Zielsprachenländern und für eine internationale nicht näher bestimmte Lernerchaft geschrieben [*sic*] Lehrwerke nicht die spezifischen Interessen, Fragen oder Verstehensbedingungen der Ausgangskulturen der Lerner berücksichtigen. Chudak (2013, p. 21f.)

According to Kramsch (2014), published materials will not be completely rejected in any given context, but neither will they aim at succeeding fully in a particular context – hence materials manage to “surf” (2014, p. 302) communication and superficial aspects of culture. Kramsch & Vinall (2015, p. 25) refer to this characteristic of textbooks as a “tourism discourse” in which a “shallow treatment of diversity” is presented and in their study note an increase in this trend over the last few decades. Saraceni (2003, p. 74) recommends the incorporation of relevant, authentic, and culturally provoking topics in resistance to normative discourses.

In their study on authenticity in German coursebooks, Andon & Wingate (2013) find a correlation between the authenticity of language exposure and the motivation of learners – the more authentic the exposure and opportunities to use the language the higher the perceived relevance of what they are learning. However, when Bišofa (2012) asked Latvian students of German to comment on their preference of authentic or textbook materials, the majority felt that textbooks cannot be replaced by authentic materials completely. Students appeared to value clear structure, a lot of explanations and examples, and a revision section. Tomlinson reflects on this conflict in needs:

My own view is that meaningful engagement with authentic texts is a prerequisite for the development of communicative and strategic competence [...] I also believe, though, that for particularly problematic features of language use it is sometimes useful to focus learners on characteristics of these features through special contrived examples. (Tomlinson, 2003a, p. 6)

Studies that examine the correlation between the authenticity of texts and learner motivation seem to remain inconclusive. Gilmore (2007, p. 106ff.) reviews research on authenticity in FL teaching and learning and concludes that perceptions of authenticity positively influence learner motivation. In his literature review, Gilmore (2007, p. 98) argues that a discussion surrounding authenticity must begin with a deliberation of what authenticity is, by for example asking (here in the case of TEFL<sup>14</sup>) which English is authentic, and from which cultural perspective an ‘authentic’ text should be chosen. Furthermore, Gilmore (2007, p. 98) questions discourses which imply that authentic texts are always ‘good’ and contrived texts are always ‘bad’, since it depends on what kind of text would be effective for learning to happen.

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<sup>14</sup> Teaching English as a Foreign Language

Various scholars investigate the normative representation of language and culture in FL textbooks, which might be, in part, due to the lack of authenticity in commercial LTMs (cf. Chapter 6.3 which deals with issues of fiction and reality in the *Menschen A1* textbook). In his analysis of Spanish FL textbooks, Corti (2016, p. 88) addresses the normative representation of language varieties and socio-cultural aspects in textbooks and claims that these norms might not be decided upon consciously by the materials writers, but that it is nonetheless a “Darbietung bestimmter Sprachhandlung als neutral”. Similarly, Azimova & Johnston (2012, p. 338) explore the representation of diversity in a Russian language textbook and find it lacking. As learners will have very little (or no) contact with native speakers of Russian (similar to South African learners of German), they warn that learners’ “understanding of who Russian speakers are [is based on the] totality of the [...] speakers referred to or described in the pedagogical materials”, and thus certain minorities are erased (2012, p. 338) from the perceived reality of the learner.

Gray (2013, p. 52) raises the issue of erasure in (English) LTMs regarding the absence of LGBTQ representation, arguing that “heteronormativity is the default position when profits may be at stake”. In his analysis of French FL textbooks, Coffey (2013, p. 158f.) ascribes selective representation to the Communicative Language Teaching (CLT) (cf. Chapter 4.3 and Chapter 7.1), in particular its practice of selecting instances of communication depicted in textbooks. One could also argue that learners might not necessarily be passive or uncritical in their engagement with LTMs which present a reduced view of language and culture. For example, Coffey (2013, p. 150f.) argues that the chosen communicative scenarios included in a textbook are based on what materials designers perceive to be useful to learners. These presented contexts, however, might not reflect the real-life experiences of the learners, creating a misalignment between the book’s construction of the learner and the actual learner. The result is that learners participate as imitators of insider-communication.

Other authors like Kullman (2013) and Auerbach & Burgess (1985) posit that LTMs also elicit certain identities from learners. Auerbach & Burgess (1985, p. 478) show how the reality presented in textbooks for immigrant learners of English may add to “the shaping of social roles for students” (1985, p. 478) in, for example preparing them for “menial positions” and teaching them the “language of subservience” (1985, p. 478). In a similar investigation of representations of social and linguistic diversity in commercial GFL textbooks, Weber &

Weiner (2016, p. 26) find that the artificial ‘non-German’ characters in LTMs fulfil specific pedagogical functions rather than act as representations of actual FL speakers. The authors admit that learners might implicitly understand that real foreign language speakers residing in German-speaking contexts are not really as fluent and integrated as they are portrayed in the book. Kullman (2013) explains that this shaping of learner identities happens through the favouring of certain discourses in LTMs that validate certain identities, actions and attributes above others. In his analysis Kullman (2013, p. 29) finds, for example, that there is an emphasis on having students express themselves on topics such as lifestyle (marked by themes of affluence, employment, relationships and success), but not on topics such as religion and security.

The interaction between LTMs and the learning environment in which it is used is also investigated. Islam (2003) argues that input must be relevant to the learner for acquisition to take place – he believes that learners will be engaged if textbook themes are less predictable and superficial. In a study conducted at a Tunisian university, Trabelsi (2010) explores the suitability of materials to Business English students’ needs and concluded that students do not feel adequately prepared for contact with mother-tongue speakers – he finds the materials inadequate and advocates a more authentic approach. McCullagh’s (2010) study on the effectiveness of materials in the very specific context of Medical English reveals that both motivation and learning-culture (in this case a discipline-specific learning culture of medicine which require a different epistemology and ontology from students (Boughey, 2005)) play a significant role in the extent to which LTMs are received and accepted by students (2010, pp. 388-389). Moreover, the study highlights the role of summative assessment in learners’ perception of LTMs as either useful or not. Undergraduate students perceived the materials as not containing enough exercises to prepare them for exams, whereas qualified doctors found the authentic communicative tasks in the materials valuable.

Jianqiong & Tin (2010, p. 276) claim that “cultures of learning” are taken for granted by textbook publishers: “Each book holds [...] unique beliefs toward how best to learn language and how teachers and learners should behave in the [...] classroom” (2010, p. 281). They investigate differences in learning cultures promoted by LTMs used in China and the actual learning cultures in this context. They find that, for example Chinese language materials emphasise reflection and “mental alertness” (2010, p. 288), “understanding and reflecting on

the beauty and moral value associated with the text” (2010, p. 278), as opposed to English materials which prioritise “verbal alertness” (2010, p. 288), “a goal-oriented [exercise to] check one’s understanding about the factual content [...] and to perform communicative tasks” (2010, p. 279). Guerrettaz & Johnston (2014) and Schart (2005) agree that the teacher plays a mediating role in the application of LTMs. Indeed, Schart (2005, p. 4) challenges notions of “learning cultures” or “traditions”, and instead argues that a clash between materials and students might be caused by the way in which it is applied by the teacher or institution.

Kramersch & Vinall (2015) suggest that many current textbooks project consumerist views of learners and learning onto learners, framing them as disengaged participants in communicative interactions to whom learning is instrumental (2015, p. 17) and motivation is extrinsic (2015, pp. 18, 25). The suitability of any textbook will be measured in different ways by different stake holders. Angell et al. (2008, p. 564) explain that the publisher might view a successful book as one which sells well, an institution one which yields good exam results and lecturers one with an acceptable progression, is easy to use or affordable for students (cf. Sheldon, 1988, p. 239; Appendix V Survey responses by lecturers of German (2019)).

### 3.2. Mediating tensions in FL textbook development, use and reception

Many authors in the previous section claim that considering the context in which a textbook will be utilised is fundamental in ensuring its appropriacy and success, even though impossible to achieve total coursebook-context compatibility (Harwood, 2014, p. 1). Those educators and scholars who acknowledge the positive and aspects of LTMs in foreign language teaching and learning, have proposed various ways of optimising the suitability of Language Teaching Materials (LTMs) to the teaching context. The field of LTM research began in the 1970s with the evaluation of language textbooks (Kurtz, 2011, p. 5; Rösler & Schart, 2016, p. 485), firstly through the systematic analysis and review of textbooks and later the development of checklists and frameworks for teachers to evaluate textbooks. At this point (in the 1970s) the textbook was examined in isolation from the context for which it was intended (2012, p. 146). Mukundan & Ahour (2010) reviewed 48 evaluation checklists created between 1970 and 2007 in which they analysed characteristics such as length, criteria and overall structure. Their contribution highlights the major developments in this area of LTM research, in particular the progression of textbook-evaluation checklists.

Littlejohn (1998, p. 191) considers published textbooks to be “one of the most powerful devices” in spreading new ideas and in “shaping practice”, which is why he argues it is crucial to both analyse and evaluate these materials. Littlejohn problematises the fact that evaluation frameworks at the time required “general, impressionistic judgements on the materials” rather than a deep investigation of the content. Therefore, his framework stresses that the analysis should first and foremost consider materials as they are instead of speculative evaluations of “materials-in-action”. The aim of the framework is thus to enable a close analysis of materials to facilitate the evaluation of materials and in so doing foregrounds potential mismatches between the aims (or rather promises) of the textbook and actual nature of the resource (1998, p. 202). In their review of various checklists, Mukundan & Ahour conclude that there are too few “instruments for retrospective evaluation” (2010, p. 348). However, despite the extensive literature aimed at aiding the process of textbook evaluation and selection, Angell et al. (2008) and Kurtz (2011, p. 5) question whether educators are able to invest the necessary time and effort to engage with such frameworks to choose a suited textbook. Furthermore, Angell et al. (2008) note that the choice of textbook is not always available to the individual teacher, but rather by, for example, the department of education, the institution, or programme co-ordinator. In their study, Angell et al. found that those who were able to adopt a “subjective method reported [...] higher satisfaction [with the choice of textbook] than those who indicated a preference for objective methods” (2008, p. 568) – which contradicts Littlejohn’s (1998) distrust of subjective evaluation measures.

In a noticeably negative portrayal of language textbooks, Thornbury (2013) advocates a complete resistance of coursebooks and expresses his frustration at the fact that so many authors analyse the various problems with textbooks without challenging their “omnipresence” (Thornbury, 2013, p. 205). He contrasts the value of experiential, humanistic approaches to teaching and learning with the pre-packaged, transmission-style learning offered by textbooks. Although it is argued by Thornbury that textbooks to a large extent drive practice (2013, pp. 216-217), and suggests localisation and adaptation of materials, the contribution does not provide any guidelines for application. Al-Busaidi & Tindle (2010) evaluate the reception of in-house materials at a university in the Sultanate of Oman. Specifically, they wanted to determine whether common perceptions that in-house materials are less superior than commercial materials have any merit. The in-house materials were developed by teachers with the aim of engaging students in what they were writing when they wrote in English by

providing writing stimuli, which created a sense of personal relevance. Tensions surfaced between the expectations of students and the learning outcomes: both students and teachers agreed that their writing had improved by the end of the course; however, students were unhappy about the lack of explicit grammar instruction. The authors note a misalignment between student expectations (subjective needs) and learning outcomes (objective needs); in Chapter 7.2. a similar misalignment is identified in the student data.

In another case study, Zacharias (2005) examines the perceptions which English teachers at tertiary institutions in Indonesia hold of internationally published textbooks in comparison to locally produced LTMs. Despite multiple problems with international books, such as high cost and the need to contextualise both content and teaching approaches, these books are preferred by teachers. Zacharias (2005, p. 29) finds that teachers display a distrust of local resources based on past experiences where such materials were badly edited, and thus teachers believe that international materials provide “natural” and “accurate” English, appropriate cultural background, are of a better quality and are more comprehensive. However, teachers express dissatisfaction with the international materials, for example not understanding the cultural content and that the language is difficult for students – and thus they often modify the materials. Although many teachers had never worked with local materials, they were prejudiced against them, and they held a “belief of English as belonging to English speaking countries” (Zacharias, 2005, p. 32). Also significant is that teachers’ beliefs did not always match their practice, as they all modify the materials which they supposedly hold in such high regard.

In terms of an actual example where local materials were developed by teachers, Tomlinson (2012, p. 158f.) reports on projects which have undertaken the development of home-made materials. Among these projects is a textbook (*On Target*) which was written by six Namibian teachers with the guidance of Tomlinson, based on needs of teachers and students (collected through surveys), and included some controversial topics such as alcohol-abuse. Tomlinson writes that he wants to “see more localised textbooks which are designed to be flexible and to offer teachers and students opportunities for localisation, personalisation and choice” (2012, p. 158). Chababy’s (2009) study on the regional German textbook *Ihr und Wir*, however, demonstrates a drawback of materials developed for specific settings. The textbook under investigation was originally conceptualised for African francophone countries, but is used in the Comoros, Mauritius and Madagascar (where French is also used as the *lingua franca*). Here

teachers complain about its “Unbrauchbarkeit” (2009, p. 3) as the cultural content was either deemed inappropriate or proved inaccessible to teachers and learners. The decision to make use of in-house or locally produced materials inevitably excludes it from use in other contexts. The adaptation of existing commercial materials to suit local needs is a proposed middle ground. Different conceptualisations exist of what LTMs adaptation entails and adaptation of LTMs can be enacted in different ways and scopes. Adaptation can be exercised through adding, subtracting, simplifying, or replacing content (Islam & Mares, 2003). The main objective of adapting existing materials is articulated in literature as reducing the gap between the textbook and the context in which it is used (McGrath, 2002), which includes the local syllabus and needs of learners and teachers “by [bringing] the syllabus closer to the local culture of learning” (Dat, 2003, p. 2).

Clarke (1989) argues that the “externally imposed” (1989, p. 134) curriculum of teaching materials are bound to be influenced by the teaching and learning environment, and thus advocates a “negotiated syllabus” (1989, p. 134) which is instead internally generated both by teachers and learners – in this way the adaptation process becomes more meaningful and suited to the immediate context. Furthermore, by placing learners in the active role of collaborator in materials writing, their level of required commitment is not only increased, but it is naturally situated within content which is relevant to them and suits their “cognitive, emotional, and pragmatic needs” (Clarke, 1989, p. 133). One could argue that learners’ active involvement in creating materials also raises their awareness that LTMs are in fact selected compilations of *aspects* of language and culture instead of a neutral and constant depiction of reality. Another approach, which does not necessarily include adding to or localising the coursebook, is offered by Littlejohn & Windeatt (1989). In line with Paulo Freire’s orientation to education, they propose positioning the materials as the object of critical focus. Freire (2003, p. 32ff.) argues that education plays a role in cultivating critical attitudes toward one’s context and generally, naïvely accepted reality – only a critical awareness of one’s context can allow a meaningful interaction with the ‘way things are, or seem to be’. Thus, Freire (Freire, 2003) believes that by deepening one’s understanding of the social world, and in fact by questioning it, one gains the power to oppose shallow interpretations of reality.

By teaching learners to challenge simplified versions of reality, the learner becomes empowered to engage independently with knowledge. The learner becomes emancipated from

subject matter which make claims to what is real and what is normal. In a similar way, Littlejohn & Windeatt consider it vital to take into account what learners learn beyond language learning in order to obtain a “holistic impression” (1989, p. 174) of the materials – such as general knowledge about the speakers and their culture, which social values and attitudes enjoy preference (ontological aspects), as well as what their role in the learning context is, and an understanding of what is involved in language learning (epistemological aspects). It is then argued that this implicit information communicated to learners (mostly unintentionally) should be made explicit and scrutinised by teachers and learners. On that account, explicit critically reflective textbook-practice on the teacher’s part stands to foster a similar engagement with LTMs and language learning from students. Focusing on materials themselves, some authors, such as Tomlinson (2012, p. 158), suggest that materials should be written in a flexible way which inherently encourages and allows for adaptation and localisation (cf. Saraceni (2003)). However, considering the fact that multiple authors in this chapter highlight the need for teacher training in either developing in-house materials or being skilled in adapting existing materials meaningfully, one might question whether creating spaces for adaptation and localisation within the layout of a textbook will necessarily lead to actual meaningful adaptation, or adaptation at all.

The lack of studies on FLTMs in general situated within Africa and particularly Southern Africa is evident. Admittedly, many authors discussed in this chapter either express their discontent with commercial LTMs’ imposition of ontologies and epistemologies on learners from different contexts and few report on studies conducted in Africa, for example in Namibia. However, apart from Chababy’s thesis (2009), the majority of research stem from the same western countries where commercial LTMs are published. Even more relevant for the current study is the absence of critical engagement with *German* FLTMs in South African scholarship of teaching and learning as this thesis argues that such engagement is crucial for current local practice. This criticism has not been uncommon in discourses on theoretical engagement with LTMs in general, for example:

Darüber hinaus sind die Fragen, welche konkreten Wirkungen ein Lehrbuch im Unterricht hat und was ein gutes Lehrwerk ausmachen soll, Gegenstand einer ständigen Diskussion. Eine ausgereifte Theorie des (Fremdsprachen)Lehrwerks [sic] gibt es (immer) noch nicht. [...] Der Prozess der Lehrwerkentwicklung sollte in fachlicher Zusammenarbeit und mit fachkundiger Unterstützung der Universitäten erfolgen [...] Auch die Auslandsgermanistik braucht sich nicht zu

scheuen, das Lernen und Lehren der deutschen Sprache im Ausland stärker in ihren Mittelpunkt zu stellen. Forschungen zum Thema Spracherwerb und zum Thema Lehrwerke sind dazu [...] ebenso notwendig wie eine engere Zusammenarbeit mit der Germanistik in den deutschsprachigen Ländern. Hier sind die Universitäten aufgerufen, aus ihrem Elfenbeinturm herauszukommen und den Zusammenhang von Germanistik an der Universität und Deutsch in der Schule zu begreifen. (Maijala, 2007, pp. 543, 557)

The need to arrive at a theoretical framework for the development of LTMs and the investigation of its use in context persists in current research. These discourses are, however, dominated by LTM analyses with scarce consideration of actual practices. The textbook is a powerful actor in the foreign language curriculum, however, the agency of teachers and learners should not be underplayed. In studies which focus on users of LTMs, one finds a diversity of arguments and suggestions related to LTMs development and use. These arguments are all relative to contextual needs and perceptions, and importantly, ‘researchers’ underlying beliefs (King & Mackey, 2016, p. 217) of what constitutes meaningful language learning, ‘good’ teaching, and constructions of learners.

It is understandable that literature on the topic of FL textbooks is selective in its focus on either aspects of the book or on features of the context, as the contexts of language teaching and learning in which LTMs are used are complex and dynamic. Foreign language textbooks are neither dictators of teaching and learning practice nor are they innocent artefacts without bearing on students’ learning and their understanding of (German) language and culture. The field of LTM research is dominated by research on TEFL (Teaching English as a Foreign Language) and TESOL (Teaching English to Speakers of Other Languages). Most of the literature discussed in this chapter deals with English LTMs, and although the majority of concerns in LTM research are similar across languages, “globalization has exacerbated the competition among FLs taught at educational institutions around the world, it has skewed the playing field in favor of English” (Kramersch, 2014, p. 299). The drawback of studies which either criticise socio-normative representations in LTMs or the imposition of characters or goals onto learners, is that these rarely acknowledge the agency and ability of teachers and learners to intervene and engage with misrepresentations themselves. This once again highlights the inadequacy of analysing one aspect of language teaching and learning in isolation from the broader context (Kurtz, 2011, p. 4).

## Chapter 4: Conceptual & theoretical framework – a Social Realist framing of textbook praxis

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Engagement with literature on the development, use and reception of LTM in Chapter 3 uncovers a gap in LTM research which considers teaching and learning contexts in their entirety. The focus of research in this field is generally either on a specific aspect of the materials or the social context in which the materials are used. In Chapter 2, gaps are similarly identified in GFL research emanating from the local higher education context insofar as observable teaching and learning practices and experiences are discussed separately from disciplinary ideological and positional features which give rise to these practices and experiences in the first place (Luckett, 2019, p. 54). The theoretical traditions at the root of much of this scholarship require a narrowed focus on a specific aspect of an educational environment in which other factors are invariably disregarded. The aim of this study, however, is to gain insight into the entire system that causes textbook publishers, lecturers and students in the German Studies 1 course (GS1) to ‘do what they do’ and thus requires a robust theoretical framework to capture the complexity of interactions within the system. This chapter begins its search for an appropriate theoretical framework by considering the function of philosophical traditions at the basis of the social sciences (Moon & Blackman, 2014, p. 2) in order to consider the principles and assumptions (Moon & Blackman, 2014, p. 9) of sociological research according to which knowledge claims are deemed valid (Luckett, 2019, p. 47).

A research study’s epistemological and ontological orientation will determine the kinds of observations it can make and the types of questions it can answer. One area of philosophy which concerns itself with epistemology and ontology is the philosophy of science. The objective of this branch of philosophy is to understand and explain science<sup>15</sup> as a phenomenon in terms of the implications, forms, assumptions and merits of scientific enquiry (Reed, 2011, p. 37). At the two opposite ends of scientific theory lie strict positivism and interpretivism. Research based on observable data stem from a positivist theory of science and is most widely associated with the natural sciences. This research tradition may suit the natural sciences to the extent that scientific experiments make observations about studied subject matter which also

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<sup>15</sup> In the context of this discussion, ‘science’ refers to any scholarly endeavour with the aim of “objective and rational inquiry” (Ladyman, 2002, p. 2) in the broadest sense.

occur in nature, albeit in “more complex and unpredictable ways” (Benton, 2001, p. 125). However, transposing a purely empiricist research methodology onto the social sciences does not lead to sound inferences about social processes outside of the artificially closed systems which are designed to make unambiguous observations of society possible. Furthermore, the social world is itself a social construct (Sayer, 2005, p. 6), which includes the “epistemic modes” (Reed, 2011, p. 8) with which people interpret the social world and as such, “we cannot step outside these [constructs] to see how our knowledge claims compare to the things to which they refer” (Sayer, 2005, p. 6). As a lecturer in the German Studies 1 (GS1) course, and thus insider in the case-study, the theoretical framework must allow me to step outside of the constructs which shape my experience of ‘what is going’. The methodological implications of my positionality as lecturer and research are addressed in Chapter 5.3. Owing to the “irreducible complexity of the [...] social world” (Lopez & Potter, 2005, p. 4), interpretivism has been regarded an appropriate framework for social science as it focuses on understanding (‘interpreting’) society<sup>16</sup> rather than isolating certain elements to establish causal relationships between them (Lopez & Potter, 2001, p. 4; Reed, 2011, p. 9). The sparse commitment to robust investigations of LTMs as socio-curricular artefacts and GFL-teaching and learning contexts which “reach beyond the surface of colligated facts to grasp causal explanations of [curricular] action” (Reed, 2011, p. 38) is one such example. Interpretivist inferences unfortunately do not hold the same level of cogency offered by realist ‘facts’.

There are views of scientific enquiry, and the ability of science to explain the world, which integrate realist and relativist interpretations of reality. Such theoretical lenses are useful when grappling with both observable and experiential phenomena, such as this study which seeks to understand the relationship between objective and subjective structures that shape GFL textbook praxis. Social Realism and, by design, the Morphogenetic Approach adopts Critical Realism as its theoretical orientation or what can be called its philosophy or “meta-theory” (Archer, 2019, p. 536). The ‘explanatory programme’ (Archer, 1998a, p. 194), in this case the morphogenetic framework, in turn however, “has to be filled in [...] by using it as a toolkit with which to work on a specific issue” (Archer, 2019, p. 353), with the objective to answer a specific question (Archer, 2013b, p. 9). Practical social theory refers to those concepts of

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<sup>16</sup> Lopez & Potter (2005, p. 8) highlight the tradition of hermeneutics and postmodernist thinking as examples of interpretivist approaches to making sense of the (social) world.

particular facets of society being examined – Section 4.3 presents a Social Realist framework of the over-arching social (and disciplinary) concepts interrogated by this study, namely curriculum and educational knowledge practices.

#### 4.1. Critical Realism - a philosophy for critical social research

Critical Realism is usually associated with the work of Roy Bhaskar (Bhaskar, 1998a, p. ix; Bhaskar, 1998b) and presents a comprehensive and influential development of Critical Realist thought (Benton, 2001, p. 119; Vandenberghe, 2014, p. 3); not only relating to natural sciences (Bhaskar, 1975) but also the social sciences. Bhaskar discredits a strict positivism as it makes the mistake of viewing scientific research as explaining the natural world (Vandenberghe, 2014, p. 8), creating the “epistemic fallacy” (Bhaskar, 1975, p. 16) that knowledge about the world is the same as the world (Reed, 2011, p. 40; Vandenberghe, 2014, p. 3). Realists reject this view of science and scientific knowledge. Bhaskar argued that the *raison d’etre* of science is not to describe the causal structures of the world but rather to try and access, or discover, the mechanisms which shape the natural (and social) world (Bhaskar, 1975, p. 185; Benton, 2001, p. 124). Based on this premise, there must be a reality, separate from our epistemological reality, into which science continually seeks to gain ever more insight. This premise lays the foundation for further assertions about ontological and epistemological features of research and knowledge claims.

Critical Realism insists that reality is stratified into “three domains of the real” (Bhaskar, 1975, p. 13) – the Real, the Actual and the Empirical (see Figure 3). This layered view of what counts as real or existing is called a “depth ontology” (Bhaskar, 2016, p. 54).

	<i>Domain of Real</i>	<i>Domain of Actual</i>	<i>Domain of Empirical</i>
Mechanisms	✓		
Events	✓	✓	
Experiences	✓	✓	✓

Figure 3: *Domains of the Real, Actual and Empirical (Bhaskar, 1975, p. 13)*

The level of the Empirical comprises observable phenomena, truths, or facts without cognisance of the theories or generative mechanisms through which these phenomena are known or experienced (Bhaskar, 1975, p. 13). The domain of the Actual is underpinned by the

argument that the subject matter of scientific enquiry exists both in the confines of experimentation or research and in natural, and under more complex, conditions (Bhaskar, 1975, p. 13). Events or phenomena located within the Actual therefore exist regardless of whether they are identifiable or fully grasped by humans or not. The domain of the Real (a somewhat confusing designation as Critical Realism considers all three domains of reality to be ‘real’ (Benton, 2001, p. 125)) constitutes the generative “mechanisms, powers, tendencies, and so on, which science seeks to discover” (Benton, 2001, p. 124).

Fletcher (2017, p. 183) presents this layered reality in the form of an iceberg, with the Empirical level at the top as our knowledge of the world is most often the only part of reality observable to humans (Danermark, et al., 2002, p. 18). In relation to a learning environment, Brown (2009, p. 20) sketches the stratification of reality as follows: Students’ underlying beliefs and perceptions may be at the level of the Real. How these beliefs and perceptions manifest in behaviours and events occur at the level of the Actual, and how these events are observed and understood by lecturers is located in the Empirical. Ellery’s (2016) PhD study investigated educational practices in a university science curriculum through a Critical Realist lens, which allowed her to “[take] into account not only student experiences but also the structural and social aspects of the educational practices that give rise to these experiences” (Ellery, 2016, p. 42). The layered ontology of educational practices in her study sketches the organisation of different aspects of a learning environment into these different domains of reality, similar to Brown:

*Table 2: Depth ontology of educational practices as described by Brown (2009) and Ellery (2016).*

	<b>Brown (2009)</b>	<b>Ellery (2016)</b>
<b>Empirical</b>	Curricular events and artefacts observed by lecturers; commonly accepted ‘facts’ of teaching and learning.	Student and staff experiences
<b>Actual</b>	Curricular events	Curriculum, pedagogic practices, assessment
<b>Real</b>	Perceptions and beliefs held by students, lecturers, and institutions of higher learning.	Knowledge, discourses, codes, rules, disciplinary culture

Following from this rendition of reality, Critical Realism posits that epistemology follows ontology (Poulshock, 2011, p. 473; Reed, 2011, p. 40), which means that the object of study will determine the extent to which one can ‘know’ it in its entirety (Poulshock, 2011, p. 473). The combination of a realist ontology (there is one reality) with a relative epistemology (our knowledge of this reality is tentative and fallible) (Bhaskar, 2016, p. 6; Cruickshank, 2003, pp. 1-2) points to the relationship between theory and the subject matter under investigation.

By employing Critical Realist theory to explore the observable and unobservable phenomena in the local university GFL context, this study stands to bring about new ways of understanding what shapes this context, not yet fully articulated by established research conventions in this field (Reed, 2011, p. 22; Cruickshank, 2003, p. 2).

*Table 3: Critical Realist depth ontology as applied to GS1 at Rhodes University.*

<b>Critical Realist depth ontology</b>	<b>German Studies 1 textbook praxis</b>
<b>Empirical</b>	Chapter 6: Student, lecturer and textbook descriptions of 'reality'
<b>Actual</b>	Chapter 7.2: Textbook praxis in GS1 = Interplay between Empirical and Real
<b>Real</b>	Chapter 7.1: Structures and ideas that underlie textbook praxis

The fallibility of knowledge is even more pertinent in the human sciences as the theories used by social researchers to interpret human-related phenomena are themselves a human conception (Reed, 2011, p. 18; Sayer, 2005, p. 6). The quest for social knowledge with similar stature as those ‘facts’ generated about the natural world through a positivist approach is therefore tainted by the inherently subjective nature of social research (Benton, 2001, pp. 130-131). In response to this issue, Bhaskar set out in 1979, to establish whether society possesses underlying causal mechanisms which extend above and beyond human observation or knowledge of them, which would lend the social world to similar causal explanations pursued by natural scientists (Lopez & Potter, 2005, p. 8).

The dilemma confronted by Bhaskar in pinpointing social causation, and similarly by this study in locating curricular causation, lies in the impossibility of creating a closed system for the purpose of studying specific social processes. It is impossible to control social actors’ cognitive

ability to reflect on a situation and intervene in a myriad of creative and unpredictable ways (Archer, 1998, p. 190).

Archer (2003, p. 7) speaks of two open systems in the social world: “the world [...] and human agency’s reflexive acuity, creativity and capacity for commitment”. These deliberations pertain not only to role players in the GFL classroom but also to research which explains curricular and disciplinary features by presenting a critique on existing conditions, which inevitably rests on entrenched ideas of ‘better’ conditions or practices (Bhaskar, 1989, p. 89; Young, 2008, p. 3). Readily observable examples of ideal conditions expressed in publications by South African based academics of German include:

- enhanced learner reflexivity and meta-linguistic awareness (Riedner, 2015; van der Westhuizen, 2016; Engelbrecht, 2020a; Engelbrecht, 2020b),
- reflexive GFL lecturers, focused on enhancing their development as foreign language educators (Wittmann, 2019; Engelbrecht, 2020b),
- a curriculum which fosters intercultural competence and a perceptive understanding of German-speaking socio-political and cultural contexts (Laurien, 2010; Weber & Domingo, 2011; von Maltzan, 2014; Weber, 2015; Weber, 2018; Engelbrecht, 2020b),
- a legitimate and sustainable identity, purpose and sense of belonging of German as a university subject and an academic discipline in the postcolonial African context (von Maltzan, 2016; Wittke, 2016),
- a curriculum which fosters intellectual, critical and intercultural engagement with German literary texts. (Riedner, 2010; Weber, 2014; Augart, 2015; Singer, 2016),
- motivated and engaged language learners (Riedner, 2010; Weber, 2014; Augart & Stahl, 2016),
- accurate and appropriate methods of assessment, measurement and evaluation of learning and foreign language competencies; (Mühr, 2010; Dobstadt & Riedner, 2014; Domingo, 2015),
- and improved (‘natural’, academic) student writing (Baker, 2011; Ortner & Weber, 2018).

Such beliefs shape social theories, and so while the social sciences are seen as value driven, aspirations for social betterment is also the main impetus for (critical) social research (Bhaskar & Collier, 1998, p. 386).

In his Critical Realist account of social science, Bhaskar (1998b, p. 216) seeks to identify autonomous sociological features outside or beyond value-driven human action or thought (Bhaskar, 1975, p. 185) which lend themselves to causal explanations of society (at the level of the Real). Bhaskar (1979) argues that society is not created by people as such since the institutions, ideologies and practices which shape the social world predate human interaction with these structures. The commonly accepted disciplinary beliefs listed above existed before my induction into this disciplinary community and with time I have adopted most of these views intuitively. Instead of ‘producing’ structures and beliefs, these mechanisms are (knowingly or unknowingly) reproduced (by accepting them), challenged or altered. In reality, this continual interplay between structures and agents cannot be disentangled and plotted on a timeline. However, this conceptual temporal stratification of social ontology opens up the possibility to examine a social environment in terms of the structures and beliefs ‘as they are now’, a phenomenon ‘outside’ of the human, i.e. researcher’s mind and subjective interpretation (Bhaskar, 1979). The interaction between people and societal structures bring about human action which will either reproduce or modify existing social conditions because humans can choose how to respond to social objects. The process of interaction between the ‘people and the parts’ of society is where Critical Realism locates the causal explanations which constitute society (Bhaskar, 1998b, p. 207).

An investigation of social conditions may uncover false beliefs (Bhaskar & Collier, 1998, p. 389) which perpetuate existing circumstances (Sayer, 1997, p. 475). In an educational context, these ideas take on the form of disciplinary and curricular “legacies” (Luckett, 2019, p. 54) which manifest in “the [...] norms and assumptions on which the regular curriculum is based” (Luckett, 2019, p. 41). Critical Realism provides a fitting theoretical underpinning with which to examine structures and beliefs which comprise the GFL curriculum and textbook praxis. Critical Realism acts as an “underlabourer” (Bhaskar, 2016, p. 1; see also Archer, 2019, p. 535) in that it clears the ideological ground (Bhaskar, 2016, p. 2) of social-science research as it relies neither on interpretivist observations nor a “flat ontology” (Bhaskar, 2016) with the aim of making positivist inferences. Critical Realism does not provide concrete tools for analysing social environments as it is not equipped with “guidelines for other investigators about how to investigate what they seek to explain” (Archer, 2013b, p. 9). The Morphogenetic Approach, developed by social realist scholar Margaret Archer, is the methodological companion of a Critical Realist theory of social ontology (Archer, 2013b, p. 9).

## 4.2. The Morphogenetic Approach to studying social environments

Following the Critical Realist inclusion of both observable (empirical) and non-observable (experiential) phenomena in its account of reality, Social Realism considers both the objective and subjective constituents of the social world (Reed, 2011, p. 134); in social theory, these are represented by the concepts of structure and agency (Archer, 2004, p. 1). Archer's development of a robust theory of agency and overall framework which does not reduce social theory as either determined by structure or by agency shows the critical realist orientation of her work (Mader, et al., 2017, p. 19f.). Archer argues that the mediating force behind the structure-agency relationship is human reflexivity. People's capacity to reflect on the world and decide how to respond to it is where Archer locates social causation. Based on a person's disposition, personal and social identity, they will, knowingly or unknowingly, ratify existing structures and thus reproduce the status quo or modify social forms by acting otherwise (Archer, 2004, p. 2).

The process leading to either a reproduction or elaboration of structures is unpacked by Archer in her "Morphogenetic Approach" (Archer, 1995), illustrated through the "morphogenetic/static cycle" (Figure 4). This cycle presents the emergent shaping of the social world by social forms and human action by disentangling the interplay of social structures and agents which generate society. The Morphogenetic Approach views the social world as emergent (Archer, 1998b, p. 364) based on the argument that the outcome of structural and agential interaction cannot be predicted or determined because of the subjectivity (and creativity) with which humans approach the social world (Archer, 2007, p. 5). The structures do not solely determine how and why social environments are as they are but the way that these structures are understood and reflected upon by social actors (Archer, 2007, p.5). Those structures which hold power and influence stand at the beginning of the MA cycle (T1) and they signify the existing world preceding an individual's interaction with it. For example, the production of commercial textbooks is a temporally and socially located cultural practice, and through the investigation of these objects of curriculum one can uncover underlying values and traditions that guide LTM practice. (Littlejohn, 2012, p. 284).

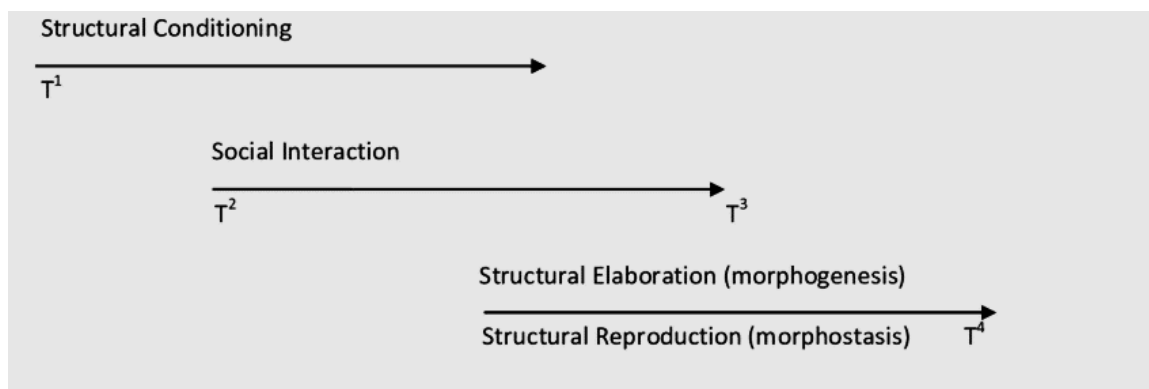


Figure 4: The basic morphogenetic cycle with its three phases (Archer, 1998b, p. 375).

The interaction between inherited social forms and human reflexivity is represented by the second phase of the cycle (T2) (Archer, 2003, p. 2), following the assertion that a person’s “internal conversation” (Archer, 2012, p. 12) and reception of social phenomena around them, mediate the causal influence of the objects of society on them (Archer, 2003, p. 2).

This study’s objective is to examine the social reality of the German Studies 1 course (GS1) at Rhodes university and prescribed textbooks pertaining to the structures and practices which currently play a part in shaping this educational environment (T1), which may have “become taken for granted as embodied knowledge” (Archer, 2007, p. 9). The relationship between ontology and epistemology becomes apparent once again in the sense that a person’s knowledge of social forms and approach to knowing them plays a crucial role in how “human reflexive deliberation” (Archer, 2003, p. 14) mediates social structures to either reproduce current conditions (morphostasis) or transform (morphogenesis) them. It is reflexivity which stimulates social morphogenesis (Archer, 2012, p. 2) because reflection affects the ‘culture’ aspect of social processes if culture, in this context, is understood to be “the ideas which at any point have holders”<sup>17</sup> (Archer, 1996, p. xxi).

Unlike traditional interpretivist or hermeneutic approaches to the transformation of existing social conditions, Social Realism does not base its critiques on normative discourses and value judgements residing in the relative and thus fallible epistemology of the social world<sup>18</sup> (Sayer, 1997, p. 476). Instead, Social Realism considers ontological aspects of a social environment to

<sup>17</sup> Italics in the original.

<sup>18</sup> For example, critiquing commodified and managerialist HE systems expresses the opinion that education, or learning, should not be a commodity.

shed light on what social reality “is” rather than what it “ought to be” (Bhaskar & Collier, 1998, p. 385). However, Social Realism cannot explain concrete social objects - it merely provides the equipment to do so (Archer, 2019, p. 536). The structural and cultural conditions related to this study are those which play a central role in organising GFL courses and practices, specifically the underlying mechanisms perpetuated by the social objects and views of curriculum and LTMs.

### 4.3. Curriculum and educational knowledge practices

Curriculum occupies a central position in this study as it represents the culmination of pedagogical and subject-matter-related decisions and actions within a discipline or programme (Null, 2011, p. 5). To gain a conceptual understanding of the practices and experiences surrounding GFL textbook praxis, following the Morphogenetic Approach, this section outlines the constituents of curriculum, since conceptualisations of curriculum (and its various components) inform its realisation in practice (Null, 2011, p. 6). Schwab’s (1969; 1973) seminal publications on curriculum studies recognise the problem proposed by Social Realism that affording one aspect of a social environment greater influence on the conditions of that environment than other constituents will most likely lead to knowledge claims with a weak reflection of actual conditions:

One curriculum effort is grounded in concern for the individual, another in concern for groups, others in concern for cultures, communities, societies, minds, or to the extant bodies of knowledge. [... N]o curriculum grounded in but one of these subjects can possibly be adequate, defensible. A curriculum based on theory about individual personality, which thrusts society, its demands and its structure, far into the background or ignores them entirely, can be nothing but incomplete and doctrinaire. (Schwab, 1969, p. 8)

“Narrow ways of thinking” (Null, 2011, p. 8) about curriculum restrict novel ways of tackling curriculum reform. In existing publications by South African scholars of German on curricular matters, common research questions relate to the purpose of German as a subject and academic discipline in the context of South African HE, student experiences and contextual factors impacting the curriculum (Chapter 2). A concentrated focus on one or two aspects of curriculum means that other influences are inevitably either neglected or taken for granted (Null, 2011, pp. 28-32). Scholarship in this disciplinary community is by no means unreflective or short-sighted – it does however display a dominant hermeneutic research culture (Lopez & Potter, 2005, p. 8).

As explained in the introduction to this chapter, an interpretivist research orientation is constraining in terms of the knowledge claims it can make about its subject matter. Therefore, discussing the ontological constituents of curriculum as a whole is an emancipatory exercise in itself. In his account of curriculum, Schwab posits five constituents of curriculum, which he calls the “commonplaces” (Schwab, 1973, p. 508) of curriculum – these are teachers, learners, subject matter, context and curriculum making. Curriculum making encompasses the actual practice through which the other four commonplaces and deliberations about the purpose and objectives of the curriculum are activated (Null, 2011, pp. 32-33). Implicitly following Social Realism, Schwab argues that the relationship between teachers, learners, subject matter, context and purpose of the curriculum, and the interaction of these social objects with theoretical and experiential concepts thereof, culminate in curriculum practice. Thus, the interplay of objective and subjective features of curriculum is what constitutes practice and Schwab (1969, pp. 15-20) argues that a robust account of curriculum considers both its ontological (practice) and epistemological (theory) features (Connelly, 2013, p. 627).

Pedagogical norms related to the various constituents of curriculum are often the subject of discussion in FL scholarship (see Chapter 3.1.3). In an historical overview of FL pedagogy, Gnutzmann & Salden (2010) show how specific conceptions of learners, or “Lernerbilder” (p.116), have guided FL teaching and learning practice. They explain that these concepts are linked to expectations and “Sprachvermittlungsmethoden” (Gnutzmann & Salden, 2010, p. 116) aimed at assisting learners in fulfilling those expectations. Below is a summary of some of the main teaching and learning methods:

*Table 4: Overview of dominant GFL teaching and learning methods (Gnutzmann & Salden, 2010)*

<b>Method</b>	<b>Expectations</b>	<b>Approach</b>	<b>Conceptual learner</b>
<b>Grammar Translation Method (developed 19<sup>th</sup> century)</b>	Proficiency in writing, comprehension and translation of the foreign language with an emphasis on <i>Sprachrichtigkeit</i> (p.119). Disregards spoken and communicative competencies.	Presentation of grammar rules (mostly abstract and out of context) by the teacher, which are applied by learners by means of translation exercises.	A teacher-centred concept informed by a presumed lack of independence on the part of the learner. All learners are identical and passive. The assumption is that all learners will respond to the teaching approach uniformly.

<p><b>Direct Method (developed towards end of 19<sup>th</sup> century)</b></p>	<p>Emphasis is on spoken language, which should be acquired in a similar way to mother-tongue language acquisition.</p>	<p>Teaching and learning happens exclusively in the target language so as to create a space conducive for natural language acquisition.</p>	<p>Learners will learn the language like they did their first language, and they can regulate their own learning to an extent. The idea of ‘learning by doing’ applies here.</p>
<p><b>Audio-lingual Method (developed 1940s)</b></p>	<p>The foreign language is acquired more speedily through repetition and imitation, with the objective to develop verbal skills for specific interactions with target-language speakers.</p>	<p>Repetitive drill exercises following a grammar-oriented progression which often take place in ‘language labs’. Learners do not interact with others in the target language unrehearsed, as it may lead to mistakes due to incorrect stimuli, and flawed language acquisition.</p>	<p>Reflecting a behaviourist <i>Lernerbild</i>, the learner is an empty vessel that reacts to stimuli and in so doing acquires skills which can later be applied in real situations. The learner is passive and has no bearing on content or pacing.</p>
<p><b>Communicative Method (developed 1970s)</b></p>	<p>The target language is to be used independently and functionally in real situations, for purposes unique to the learner, and to express individual opinions and needs.</p>	<p><i>Alltagskommunikation</i> and <i>-anlässe</i> (p.124) allow learners to actively participate in the teaching and learning process. Learning outcomes guide teaching and consider individual learner motivations. Outcomes relate to communicative abilities rather than correctness.</p>	<p>Learners are intrinsically motivated towards the independent, functional use of the foreign language in authentic situations. Learner needs and interests are significant in curriculum planning.</p>

Evidently, there exists a complementary relationship (Gnutzmann & Salden, 2010, p. 118) between notions of learners and notions of teachers. In approaches with passive learners, the teacher-conception would be that of an instructor who imparts knowledge which is uniformly received and internalised by learners. Conversely, learners who are presumed to be active in their learning are not taught, but rather guided by “Helfer und Berater” (Gnutzmann & Salden, 2010, p. 124) who facilitate their self-directed learning.

Normative concepts of learners and teachers include specific character traits, emotions and objectives, all of which play a significant role in how educators (or learners) are perceived by themselves and others as being a ‘good’ teacher (or learner) (Schart, 2014, pp. 36, 43). If the

conceptualised learner's ability to meet learning-outcomes depends on their level of motivation to learn, then the ideal teacher in this model exhibits an infectious enthusiasm for and interest in their subject matter to cultivate and nurture motivated learners. Such pedagogical concepts assign teachers and learners socially constructed identities which they must embody to succeed in meeting the expectations of the curriculum (Williams, 2012, p. 304). Observed in isolation, the parallels drawn between teaching-and-learning methodologies and conceptual FL learners and teachers do not, however, explain causes of these pedagogical concepts or why they change over time (Williams, 2012, p. 296).

Socio-economic and political conditions, dominant societal ideologies and related developments play a significant role in how conceptions of curriculum unfold. The Audiolingual Method, for example, emerged as a result of far-reaching political events, technological advances of the time and the then “scientific” (Littlejohn, 2012, p. 286) approach to social science and pedagogy (Gnutzmann & Salden, 2010, p. 122). The 1960s (in Europa and the US, at least) were similarly characterised by “shifts towards *alternative*<sup>19</sup> ways of doing things[,] ‘Flower power,’ ‘the love generation,’ ‘dropping out,’ ‘do your own thing’ and DIY (Do It Yourself) were all key concepts of the time” (Littlejohn, 2012, p. 286). As a result, more humanistic, learner-centred FLT methodologies emerged, as did the variety of unique and experimental teaching and learning methods<sup>20</sup>. The notion that the language learner is a unique individual with personal goals and needs also stems from this time.

Established contextual and pedagogical perspectives are reflected in the treatment of the subject matter of a curriculum in LTMs and GFL practice. Schwab demonstrates the relationship between social reality, dominant approaches to teaching, social theory and, using his term, “scholarly material” (1973, p. 502). In Critical Realist fashion, he poses three ontological features of scholarly material, an in the case of this study, LTMs:

1. Scholarly material is that which it conveys [because it] is an account of something real.  
[German language, culture, society]
2. Scholarly material is that which produced it. It is the outcome of an originating discipline, a coherent way of bringing a body of principles, methods and problems to

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<sup>19</sup> Italics in the original.

<sup>20</sup> The Silent Way and Suggestopaedia are examples of such methodologies (Littlejohn, 2012, p. 287).

bear upon some inchoate mass in order to give it order and meaning. [Approaches to teaching and learning, *Fremdsprachendidaktik*, societal and disciplinary norms]

3. Scholarly material is a compound object - a complex organisation requiring certain access disciplines. [Proponent hypotheses in the fields of linguistics, (neuro-) psychology and FLA inform the approaches to FL teaching and learning.] (Schwab, 1973, p. 515)

These ontological constituents of LTMs are frequently, and often in isolation, the topic of enquiry in research on LTM development, use and reception (Chapter 3). Schwab's delineation mirrors a Critical Realist framing of educational knowledge in that it encompasses both the ontological (German language, culture, society) and epistemological features (subjective boundaries put in place to enable "intelligibility of the world" (Weelahan, 2010, p. 8)) which make up the knowledge disseminated within a curriculum, which in South African GFL courses happens predominantly by means of commercial GFL textbooks.

Existing scholarship on the selection and sequencing of linguistic, social and cultural knowledge in LTMs generally aim to convey an "ideology critique" (Young, 2013, p. 105) and societal power relations (Chapter 3.1) (Barowski, 1999, p. 11). Such a relative, postmodernist treatment of educational knowledge is not helpful in understanding the "intrinsic features of [educational] knowledge [and pedagogy] itself" (Weelahan, 2010, p. 7). Moreover, this kind of critical research negates the inherent positionality of knowledge and intrinsic power relations which permeate the sociology of education (Young, 2008, p. 3). A filtered representation of reality in FL textbooks is inevitable, as material designers must "choose among multiple norms and endless sources" (Del Valle, 2014, pp. 369-370) to fit within the physical constraints and pedagogical outcomes of the LTMs. Without a guiding "theory of knowledge" (Young, 2013, p. 106), any critique of curricular knowledge will be value-laden and remain in a relative realm from where rational "curriculum alternatives" (Young, 2013, p. 106) cannot be constructed (Weelahan, 2010, p. 6; Corson, 1991, p. 230; Young, 2008, p. 5).

In line with this argument, some Social Realist curriculum theorists (Moore, 2013; Young, 2008; Weelahan, 2007) who grapple with the ontology of educational knowledge, conceptualise it as 'powerful knowledge'. According to this model, knowledge is powerful when it is specialised (theoretical or conceptual rather than general, 'everyday' knowledge) and when it "takes students beyond their experience" in an empowering and emancipatory

sense. Hence, ‘powerful knowledge’ is differentiated from the ‘knowledge of the powerful’, which frames “the curriculum [...] in terms of [...] power, politics, and ideology [...] reflecting wider and not just elite needs and interests” (Young, 2008, p. 2). Conceptualising knowledge in isolation, however, contradicts the fundamental premise of Social Realism since

knowledge on its own has no power to alter [social] processes, and ‘powerful knowledge’ is an oxymoron. Any power depends on how human agents decide to understand and apply the knowledge within their social contexts (Alderson, 2020, p. 103)

Legitimation Code Theory (LCT) offers conceptual tools with which to examine the abstract epistemological processes which shape GS1 textbook praxis, as its model of knowledge practices is based on a sociology of legitimation. Legitimation code theory (LCT) offers a tool to analyse common-sense assumptions, i.e. the internalised discourses, of students, lecturers and the *Menschen AI* textbook publishers which legitimise and constitute their textbook praxis.

The participants write about their experiences of textbook praxis, and these interpretations of the learning situation match or clash with “the legitimation device” (Maton & Chen, 2020, p. 18) of textbook praxis in the GS1 course. The agents in control of the ‘device’ establish what can be regarded as ‘common sense’ and as such determine “the rules of the game”, in our case the rules of the GS1 course curriculum (cf. Chapter 4.3). In educational contexts, power relations can be quite apparent. The fact that lecturers are in a more powerful position to determine legitimate knowledge practices in the GS1 course than students is not surprising; however, the relationship between lecturers and the textbook and the interface of these competing claims to legitimation needs elucidation.

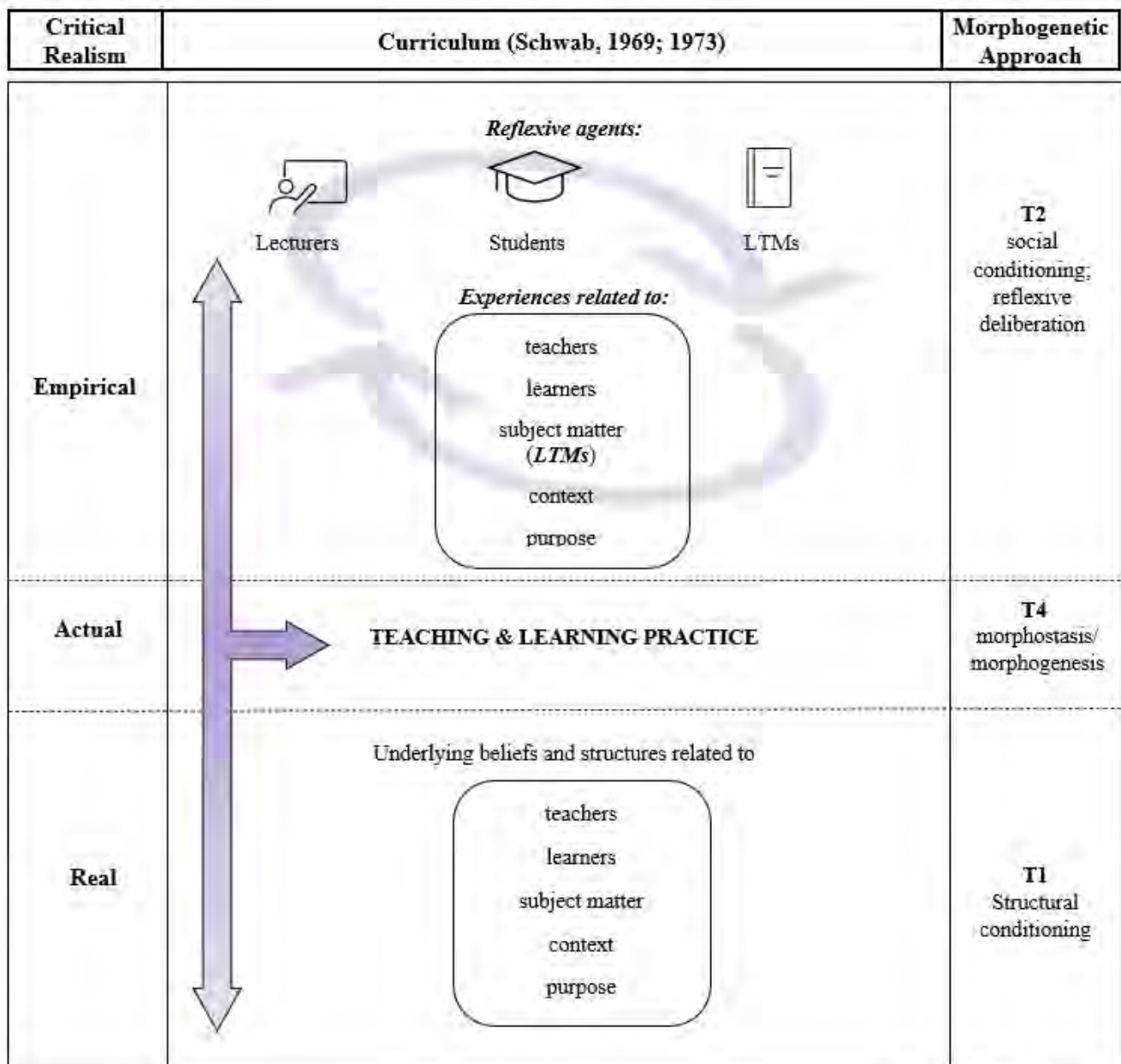
Educational practices are understood in LCT terms as knowledge practices, as they primarily involve the exchange and building of knowledge (Maton & Chen, 2020). Following the Social Realist orientation of this study (Chapter 4), one can separate the beliefs held by the participants from the structures which legitimise them by using LCT:

Social realism shows knowledge to be not only social but also real (hence its name) in the sense of possessing properties, powers and tendencies that have effects. Accordingly, research aligned with social realism explores the organizing principles of (or ‘relations within’) different forms of knowledge, their modes of change, and their implications for such issues as social inclusion, student achievement, and knowledge-building (e.g. Maton and Moore 2010b). (Maton, 2014, p. 9)

Through disentangling the social from the real one can identify clashes and matches between idealised knowledge practices embedded in the GS1 curriculum and how these are perceived by students. Underlying norms (Gass, et al., 2002, p. 3) which legitimise knowledge practices, are not embedded in curricular knowledge alone. The nature and extent of influence exerted by LTMs in shaping a GFL curriculum is dependent on lecturers' and students' reflection on and interaction with the materials (Rösler & Schart, 2016, p. 491). Following a Social Realist approach which highlights the complex interplay between social objects (such as educational knowledge and curriculum), and social agents (such as lecturers, students and LTM writers), the theoretical orientation adopted by this study is neither a top-down nor a bottom-up approach to investigating its subject matter. Instead, a theoretical model is proposed which focuses on the fluid interactions between constituents of a GFL curriculum and underlying causal mechanisms in order to determine the “degree of logical consensus [which] exists in the system” (Williams, 2012, p. 307).

The proposed theoretical framework indicates a host of interactions to be examined in order to establish a robust impression of a local GFL curriculum. The theoretical account developed in this chapter does not provide direction for the investigation of actual FL curricula. Hence, a methodological design which follows this model pays careful attention, not only to the construction of a systematic way to investigate these complex relations, but also considers relationships between constituents particular to the context which might emerge during the research. Building on the conceptual model of (G)FL curriculum, the focus now turns to the methodological design of this study. The Figure 5 on the following page presents a visualisation of the theoretical framework developed in this Chapter 4.

Figure 5: Visualisation of the study's Social Realist theoretical framework



## Chapter 5: In search of structures and beliefs – an exploratory case study

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In order for this study to capture the complexity (Hyett, et al., 2014, p. 2) of textbook praxis, it gives a detailed account of the example of the German Studies 1 (GS1) course at Rhodes University, rather than developing broad generalisations about LTM praxis as a phenomenon (King & Mackey, 2016, p. 217). In the data-collection phase of this methodology, the bounds of the case, or “unit[s] of analysis” (Duff, 2014, p. 246) are established. Establishing bounds may initially seem contradictory to Social Realism’s premise that all social environments invariably exist within an open system (Archer, 1998a, p. 190; Sayer, 2000, p. 24). Broader institutional, societal and global structures also influence LTM praxis and GFL curriculum to varying degrees, which means that the boundaries of this case study are “fuzzy around the edges” (Easton, 2010, p. 119).

The collection of data related to a case may result in a large amount of unstructured qualitative information. The richness of the data (Flyvberg, 2006b, p. 223), however, is more likely to yield reliable identification and explanation of complex interactions (Sayer, 2000, p. 24). Rich data signifies information which extends beyond participants’ opinions to include reports on their experiences, characterised by “complex, nuanced thoughts and descriptions of the phenomena of study” (Bearman, 2019, pp. 3-4; Maxwell, 2009, p. 244). Reliable, rich interpretations of local GFL curriculum emerge from qualitative sources of data when the methods and techniques of data collection result from a critical reflection on the “powerful and inescapable influence on the data collected” (Maxwell, 2009, p. 243). How I choose to interact with the participants affects the reliability and quality of their responses, just as the framework for analysis affects the validity of the research findings. These considerations are integrated into the following discussion.

### 5.1. Data collection methods and tools

Multiple data-collection methods and tools are employed to gather “a broad spectrum of evidence and perspectives to enhance the credibility and trustworthiness of the analysis” (Saldaña, 2011, p. 31). This data includes “factual information” such as which LTMs are prescribed at which institution, “behavioural information” related to students’ and lecturers’ (perceived) teaching and learning practices, “attitudinal information” about their experience of

teaching and learning practices, particularly those related to the *Menschen AI* textbook (McKay, 2006, p. 35). The intention of these methods and tools is to elicit honest and uninhibited responses from participants. The possibility of participants providing unreliable or superficial responses cannot be completely circumvented, nor is it always possible (or a priority) for participants to “fully articulate [...] situational understandings” (Allwright, 2003, p. 121). I consider issues of participant bias in the design and execution of methods and tools by paying critical attention to the way questions and instructions are formulated, as well as how I interact with participants.

*Homework exercises - Stellen Sie sich vor, es gäbe eine Lektion 25...*

In 2018, 2019 and 2020 GS1, students were asked (via email) to propose a title or topic for an additional chapter in their prescribed textbook, *Menschen AI Kursbuch* for homework. The rationale behind this creative task is to elicit students’ evaluation of the *Menschen AI* textbook. By asking students to produce a concept for an alternative chapter, I stand to gain insight into their beliefs surrounding how the textbook operates, what they believe the textbook content to embody, which themes are perceived to be appropriate and possibly even which themes they wish had been included. The homework instructions are intentionally open-ended to encourage spontaneous and candid responses. Specifying that I want to find out more about their perceptions of the textbook, may influence the intuitiveness of their responses, as they are prompted to reflect on their perceptions, and reflection alters perception and understanding. A similar situation would ensue if I instruct students, for example, to base their suggested chapter title or topic on a feature of the textbook which they find absent or inadequate, as this phrasing imposes an assumption on them that the textbook is flawed or problematic in some way (Maxwell, 2009, p. 225).

Decisions of a more practical nature include setting the homework exercise towards the end of the academic year when students are already familiar with most of the chapters in the book. Integrating the data collection into familiar curricular activities enables me to conduct research as part of my and my students’ course work (Allwright, 2003, p. 118) (students submit weekly homework assignments and exercises throughout the year, which often consist of creative, productive writing exercises). This approach is not only more time-efficient (for me and for students) than conducting interviews (or similar) outside of the normal curriculum but it also

increases the likelihood of receiving a substantial number of responses<sup>21</sup>. Furthermore, participant responses can remain unaffected by the traditional “artificial [...] researcher-produced environments established for the purposes of generating data” (Morgan & Hoffman, 2018, p. 252) (for example, when conducting interviews or focus groups).

Even though completing the homework is not optional, consent was obtained from both students and from the RU Registrar’s division to use their work for research purposes (Appendix VII). It is my “ethical obligation [...] to accurately present participants’ lived experiences [...] by identifying and addressing potential power dynamics between [myself] and participants” (Kornbluh, 2015, p. 398), and as a lecturer, I am aware of the authority which I hold in this context. To ensure that students participate in my research without influencing in any way their academic or personal well-being, personally identifying details are removed in the presentation and discussion of their submissions. Commitments to ethical and reliable research practice (Saldaña, 2011, pp. 24-25) also guides the design of GS1 course evaluations, the second type of data collected from students.

### *Online GS1 course evaluations*

Towards the end of the academic year in 2018, 2019 and 2020 respectively, students were asked to complete an online, Google-Forms based, course evaluation (Appendix I). The evaluation was shared in the form of a hyperlink posted on RUconnected<sup>22</sup>, and shared per email. Responses were recorded (with consent) in Google Forms and were anonymous. By means of the course evaluation, I seek to gain insight into experiences both on the macro-level (structures – textbook, lectures, assessment) and the micro-level (agency – behaviours, perceptions, attitudes) which guide student engagement and learning in the GS1 course. A typical course evaluation focuses on curricular events such as lectures, assessment, communication from lecturers and quality of instruction (Kember, et al., 2002, p. 422). Instead, this evaluation is designed in such a way that students direct attention back to themselves in terms of how they perceive and experience the course, the prescribed textbook and their engagement in the course. The types of questions vary so that their experiences can be

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<sup>21</sup> While homework tasks do not count towards the final course mark, completing a minimum of 70% of these tasks is a course requirement.

<sup>22</sup> Rhodes University’s moodle-based online learning platform.

examined from different angles. In each question they are required to articulate their experiences in a different format.

The first question prompts students to describe their conceptual understanding of the *Menschen A1* textbook by means of a metaphor: ‘Complete the sentence by making use of a metaphor: In my opinion, the *Menschen A1* textbook is like a/an..., because...’. This question is inspired by another study conducted by McGrath (2006; cf. Starr-Glass, 2005). Drawing on conceptual metaphor theory, McGrath (2006, p. 308) prompts FL learners of English to articulate their perceptions of the prescribed textbook by completing the sentence, “a coursebook is...”. Conceptual metaphor theory posits that people employ “metaphors of thought” (Gibbs, 2011, p. 530) to conceptualise, or to give form to (socially constructed) abstract phenomena (Lakoff & Johnson, 1980). These metaphors permeate language, making it possible for people to articulate and describe subjective social objects and, hence, “metaphoric language is particularly revealing of the subconscious beliefs and attitudes that underlie consciously held opinions” (McGrath, 2006, p. 173).

The second question elicits information from students about how they approach learning in GS1, through which mediums and with which resources. Multiple options are provided, such as ‘I use the textbook to study for tests and to go over work covered in class’, and students are asked to tick all the statements which they believe apply to them. The option to add an activity not listed is also provided. The remaining four questions aim to gain a more detailed understanding of the over-arching attitudes displayed in Question 1. These questions relate to positive and negative impressions of the prescribed textbook and GS1 course overall. The evaluation form is posted on RUconnected and students have approximately 3 weeks to complete the evaluation online. Prior to posting the evaluation, I discuss the aim of the evaluation and related ethical measures with students in class, in addition to the written explanation included at the beginning of the evaluation document.

#### *Online Questionnaire – lecturers of German*

As with the GS1 course evaluations, lecturers of German at South African universities were invited in 2019, via email and with consent from the respective institutions (Appendix I) to complete a Google-Forms based questionnaire (Appendix IV), and the recorded responses are anonymous. The questionnaire elicits information about the textbook(s) prescribed in GFL courses at the various institutions and, more specifically, lecturers’ experiences, beliefs and use

of LTMs in their language courses. To encourage spontaneous and unconstrained responses, the questions are unstructured and open-ended. The first question elicits information about the LTMs used in the various GFL courses taught by lecturers, whereas the remaining questions direct attention to attitudes, perceptions and experiences which guide these LTM-related decisions, such as ‘What are some of the reasons why this specific book was chosen?’.

### *The Menschen AI textbook*

The final piece of data to be analysed is the set of *Menschen AI* textbooks (and moodle-based resources) used in the GS1 course. The prescribed course materials include the *Menschen AI Kursbuch* (Evans, et al., 2012), *Arbeitsbuch* (Glas-Peters, et al., 2012) and *Glossar 1.1. & 1.2. (DE-EN)* (Ozorowska & Schwingshackl, 2014). Even though lecturers in this section do not regularly consult the *Lehrerhandbuch (1.1. & 1.2.)*, save making use of the prepared tests and worksheets at the back of the book, it is also included in the data analysis. The narrative, or conceptualisation, of GFL curriculum in action which is presented by the *Lehrerhandbuch* “provides insight into the values, ideologies [...] that [*Menschen AI*] is promoting” (Wenninger & Kiss, 2015, p. 50). Further details regarding the design and use of the *Menschen AI* textbook follow in Chapter 6.

## 5.2. Participants – students and lecturers of German

In Chapter 3, lecturers, students and prescribed course materials have been identified as both generators and holders of GFL curriculum. While the prescribed textbook represents a central object of the GS1 curriculum, the social actors of the curriculum, lecturers and students of German, make up the two groups of participants in this study. Student participants are limited to those students of German, registered for German Studies 1 (GS1) at Rhodes University. Lecturers from 10 South African German sections, including Rhodes University and University of Namibia (UNAM). UNAM has been included in the case study for the reason that lecturers consistently participate in German-related academic events and research in collaboration with academics based in South Africa. The GFL curriculum at UNAM is also similar to German Sections in South Africa. Collecting data from lecturers of German at a national level broadens the scope and generalisability of the study (King & Mackey, 2016, p. 223). As a lecturer of German, I have professional relationships with most of the lecturers of German in this context. Being an insider in both the context of German Studies at Rhodes and within the broader local

German academia could impact how lecturers respond to the questions I pose to them and, as a result, compromise the reliability and quality of their responses (Merriam & Tisdell, 2016, p. 63).

### 5.3. A Social Realist analytic framework and issues of positionality

One of the weaknesses of insider research is the bias which may impact on the validity of my observations about the case as I am a part of the context and can scarcely distance myself from my own interpretation of the case (Mercer, 2007, p. 5). The plan for data analysis shows the steps and approaches adopted which take issues of positionality and bias into account. I have an established rapport with the research participants, students and lecturers and I have an already established understanding of the context at hand and therefore enjoy ready access to the object of study. A positive aspect of being an insider is that my research does not intrude into or alter the curriculum (Mercer, 2007, p. 6). The downside of this relationship is the influence it has in “shaping the data in [...] discursive and symbolic ways” (Duff, 2014, p. 239). Lecturers might use politeness strategies or more formal language when responding to my questions and students might tell me what they think I want to hear to maintain the rapport we share. As the quality of my data (Kornbluh, 2015, p. 397) greatly influences the validity and reliability of the findings, the methods of data collection (Section 5.3.) are constructed in such a way that they circumvent the weaknesses of insider research as much as is possible. The analytic framework proposed in the following section serves to safeguard the validity of the findings which emerge through the process of analysis.

Drawing on Fairclough’s (2015, p. 128) framework for critical discourse analysis, I investigate formal features of the texts (vocabulary, grammar, structure) in order to foreground experiences and evaluations (what is “‘good’ or ‘bad’, ‘permitted’ or prohibited’ (van Dijk, 2011, p. 388)) of the constituents of curriculum. Relational values and structures expressed in these texts are also interrogated (Fairclough, 2015, p. 128). Discursive representations of relationships, like the pronouns *us* and *them*, show how people position themselves in relation to others, either in terms of in-groups and out-groups or based on power relations between groups or individuals. The notions of ‘power’, ‘discourse’ and ‘ideology’ are central to the research programme of critical discourse studies and, by extension, how I approach the data analysis. The numerous definitions of these terms warrant a description of the most basic understandings of the terms shared by researchers in this field (Wodak & Meyer, 2016, p. 5). Discourse is often discussed

alongside the concept of ideology. Discourses identified in the description-phase of analysis are “rearranged [...] into categories that facilitate comparison between things in the same category and between categories” (Maxwell, 2009, p. 237). The categories are based on Schwab’s (1969) delineation of curriculum (outlined in Chapter 4) and facilitates the triangulation of discourses drawn from texts produced by lecturers, students and LTMs.

In this final phase of analysis, I divide the discourses identified among lecturers, students and LTMs (respectively) into five categories. The categories represent the five constituents of GFL curriculum (lecturers, students, contextual factors, LTMs and purpose of the curriculum). In order to shed light onto the causal relationships which exist between discourses, structures and agents in this case study, the respective concepts of curricular components are compared through triangulation. Chapter 6 reports on the analysis procedure and findings which emerge.

[T]he grammar of a language [or text] is a system of ‘options’ from which speakers and writers choose according to social circumstances, with transitivity playing a key role in ‘meaning making’ in language. This means that the choice of certain linguistic forms always has significance, some of which may be ideological (Machin & Mayr, 2012, p. 104).

Transitivity, a stratum of Systemic Functional Linguistics (SFL) (Webster, 2019, p. 37), is the study of linguistic representations of actions or events in texts, as well as the social actors and structures which bring them about, or “simply [...] who does what to whom and how” (Machin & Mayr, 2012, p. 104). Figure 6 illustrates the process types based on the transitivity system together with the kinds of verbs and the aspect of experience linked to each process.

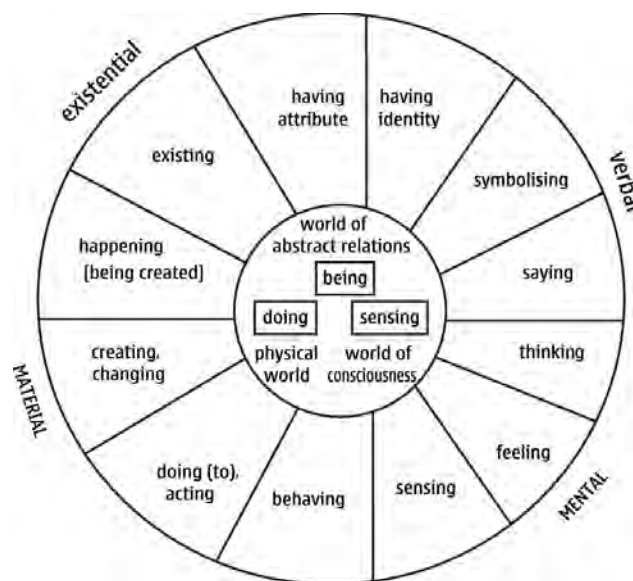


Figure 6: Configuration of process types in the transitivity system (Halliday, 2014, p. 213)

## Chapter 5: In search of structures and beliefs – an exploratory case study

Describing the data in Chapter 6 involves investigating the process types (the ‘what’) which occur in the data extends to the participants (or ‘doers’) of the processes and the circumstances surrounding the processes. SFL employs specific terminology of participants, processes and circumstances:

social actors (agents)	→	WHO	→	participants
agency (action)	→	WHAT	→	processes
structures, norms, values	→	HOW	→	circumstances

The term ‘participants’ also refers to research participants in other sections of this chapter. To avoid confusion, I refer to people as ‘social actors’. I examine the presentation of participants, processes and circumstances to foreground the experiential dimension of the world portrayed in the texts. The experiential dimension refers to the function of language which allows its author to articulate their experience of the world while taking into account the perceived lived reality of their target audience (Berry, 2019, p. 93).

## Chapter 6: Conceptualisations of GFL textbooks and curriculum

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This chapter sets out to answer the first research question of this study: How do the agents of GFL curriculum (students, lecturers, LTMs) experience each other and further curricular objects (context, purpose)? The social worlds of (European) German-speaking contexts presented in the *Menschen A1* textbook are informed by the lived reality of textbook writers and publishers and their concept of target users of the textbook (teachers, learners, institutions) (Chapter 3). The constructed emails, dialogues, blogs, advertisements and letters in *Menschen A1* are imbued with these experiences and concepts. As the dialogues and texts serve as pedagogical devices that model the communicative and grammatical outcomes of each chapter, learners are encouraged to adopt the presented narratives in their own speaking and writing. The promotional texts on the *Menschen* textbooks and introductions to the *Menschen A1* coursebook and teacher's guide (*Lehrerhandbuch*) state explicitly which pedagogical concepts underpin the textbook, revealing further publisher perceptions of GFL pedagogy and curriculum. Three dimensions of GFL textbooks (Chapter 4), are of interest in this discussion. These dimensions are:

1. the worldview of the textbook (in this case, the German language and German-speaking contexts),
2. its framework for content selection and organisation in relation to concepts of GFL pedagogy and FL acquisition and
3. its concept of GFL teachers and learners who make use of the textbook.

The student data also provide insight into the educational and social concepts which shape students' knowledge practices in the German Studies 1 (GS1) course at Rhodes University. Students were asked, as a homework exercise, to suggest a title and lexicon<sup>23</sup> for an imaginary additional chapter in the *Menschen A1* textbook. The homework submissions either repeat or diverge from the themes and the way that chapter titles and vocabulary are presented in *Menschen A1*. Students chapter titles may be revealing in terms of their awareness of conventions of content presentation in *Menschen A1* but do not reveal anything concrete about

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<sup>23</sup> Students were asked to provide at least five accompanying words or phrases which reflect the subject matter of the chapter.

their experience of the course. Students' course evaluation responses contain underlying concepts of foreign language learning and of curriculum, including the role of the lecturer, the student and of the textbook. Concepts of what the role of lecturers, students and GFL textbooks are, emerge differently when looking at the lecturer data compared to the student data. Students and lecturers perceive teaching and learning constraints differently.

### 6.1. Worldview in the *Menschen A1* textbooks

On the surface, the image is projected throughout the *Menschen A1* textbook<sup>24</sup> (Appendix VI) that German speakers are all white, middle-class, heterosexual, health-and-fitness seeking, educated, productive and ambitious individuals who speak flawless standard German and never swear or code-switch (Engelbrecht, 2020b, p. 41). As discussed in Chapter 3, textbook publishers must take into account their diverse target audience to ensure a positive reception and this includes not offending readers or presenting undesirable aspects such as crime or mental illness. The textbook as a representative of the foreign-speaking contexts can be understood as a 'non-place' (Augé, 2008; Engelbrecht, 2020b, p. 41). Non-places are not naturally occurring social places but have been constructed to serve a specific purpose (Augé, 2008), such as travel or consumption. These places have been created to be navigated and understood by any visitor and what these individuals have in common is their reason for being there – they are travellers, passengers or consumers. It could be argued that the GFL classroom a 'non-place', connected to the shared identity of those language learners who inhabit it. In *Menschen A1*, there is an emphasis on communication and social interactions in settings related to fitness and well-being, which includes leisure activities, professional development, work ethic, consumerist behaviour and productivity (Engelbrecht, 2020b, p. 41). German-speaking contexts are presented as being located exclusively on the European continent. Fictitious visitors, immigrants and foreign students who live, work or study in any of the presented German-speaking contexts come from every part of the world apart from sub-Saharan Africa, and the same applies to the places visited by the German-speaking characters.

Actual German-speaking contexts include Germany, Austria and Switzerland<sup>25</sup>. Information about urban areas in these countries most frequently deal with the well-known, major and

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<sup>24</sup> *Menschen Probeseiten*: <https://www.hueber.de/menschen/musterseiten?tabid501887=2>

<sup>25</sup> It is explained in one Cultural-Studies section of the Glossary 1.1 (p. 41) that Lichtenstein, Luxembourg, Belgium and many other European countries, albeit to a lesser extent, also have German speakers, but that

capital cities of Berlin, Munich, Bern, Zurich and Vienna. Highlights about the cities seem especially useful for tourists – topics include how to greet people in different regions, distinctive cuisines and public places like flea markets, parks and restaurants. One text, *Unterwegs in Zürich* (KB, p. 73)<sup>26</sup>, for example, is followed by an activity in which learners plan a day as a tourist in Zurich. Characters in *Menschen A1* display similar life trajectories. Between the ages of 20 and 24, people are completing a university degree, *Ausbildung* or *Praktikum*, they are unmarried and have no children. By the age of 27, people are employed and are either married or they live with their heterosexual partner with whom they have a maximum of two children. Student characters throughout the textbook are most often completing a STEM related qualification<sup>27</sup>.

It is not only significant which aspects of the German-speaking social world are articulated in texts, but also which ones are omitted or ignored (Fairclough, 2015, p. 129). The texts and overall lexis in the *Menschen A1* textbook exclude references to physical and mental disability<sup>28</sup>. In *Lektion 10 (Ich steige jetzt in die U-Bahn ein)*, the main character is blind. Without the photographs of him wearing a pair of dark glasses, a cane and armband for the blind, one would not guess that this man has a visual impairment as there is no mention of his disability in any of the texts in this chapter. Despite the significance of these observations, embedded beliefs and perceptions cannot simply be gleaned from a text. The processes, social actors and circumstances in selected texts from central sections of the textbook (Appendix VI) are presented below by means of a transitivity analysis (Chapter 5.3) and show how the reality presented by the textbook unfolds as book users progress from the first to the eighth module.

### *Processes of ‘doing’*

The first material processes (physical actions or verbs of ‘doing’) to which learners are introduced in *Menschen A1* are the lexically general verbs (Halliday, 2014, p. 241) *arbeiten*, *leben*, *studieren*, and *wohnen*. To work, study or reside involves many individual physical actions, such as answering emails, writing essays or buying groceries and, thus, do not signify

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Germany, Austria and Switzerland have the largest population of German speakers (Ozorowska & Schwingshackl, 2014, p. 41).

<sup>26</sup> KB - *Kursbuch*

<sup>27</sup> *Physik* (KB, p. 19; AB, 20), *Biochemie* (KB, p.23), *Business Management* (KB, p. 23), *Medizin* (AB, p. 17, 129), *Ingenieur-Studium* (AB, p. 129), *Architektur* (KB, p. 114)

<sup>28</sup> Themes in *Lektion 18* include physical well-being and short-term illnesses.

any single action. The two instances of verbal processes, “clauses of saying” (Halliday, 2014, p. 302), which appear at this point emphasise how well a language is spoken rather than what people say or why they speak: *Er spricht vier Fremdsprachen perfekt; Aileen ist Amerikanerin. Sie spricht nicht so gut Deutsch* (KB, p. 24). As learners are introduced to the grammatically gendered definite and indefinite articles in both the nominative and accusative cases, the texts in *Modul 2* also contain material processes with direct objects, mostly represented by the buying or selling of products:

Wir [Optik-Eicher] verkaufen die Brille in sechs modischen Farben: schwarz, weiß, blau, rot, orange oder grün.  
Sie bekommen [die Brille] bei uns in drei verschiedenen Farben: rot, schwarz und weiß.  
Sie bekommen [die Brille] in den Kombinationen braun-orange oder dunkelgrün-gelb.  
Sie stöbern und handeln gern? Dann sind sie hier richtig.  
Hier finden Sie alles aus Omas Zeiten: Bücher, Taschen, Uhren, Möbel, Kleidung und vieles mehr. (KB, p. 32)

Shifting from consumer to leisure activities in *Modul 3*, there is an increase in specific physical actions such as *lesen, singen, Rad fahren, wandern, Musik hören, Filme schauen, eine DVD sehen, essen, joggen, frühstücken, schlafen* and *Fußball spielen*. Compared to the initial chapters, there is almost no mention of work or work-related processes. Work and leisure are presented separately in the first half of the textbook. In this module, characters are increasingly involved in specific bodily and behavioural activities such as *essen, Sport machen, singen, lachen, schlafen, and wandern*. The circumstances surrounding weekday activities are different from those on weekends and on holiday, for example: *In der Woche frühstücke ich schon um sechs. Aber am Sonntag frühstücke ich erst um elf Uhr* (KB, p. 52.). In their spare time, characters do what they enjoy (*ich höre gern Musik*) and what they are good at (*Sie können aber toll Ski fahren*).

In *Modul 4*, characters still write about their daily activities but, with the introduction of the past tense (*Perfekt*), the focus is on recounting, often chronologically, how they have spent past days or weekends. Work, consumption, bodily movement and leisure-related material processes become more integrated at this point. The most frequently occurring material processes in *Modul 4* relate to mobility (*fahren, gehen, kommen*) and communication (*anrufen, telefonieren mit, einladen, schreiben*). Separable verbs are also introduced in this module and are presented within the lexical fields of *Verkehrsmittel* and *Reisen* (*ein-/ um-/ aussteigen,*

*abholen, abfahren, ankommen*) together with others from earlier themes in the book (*mitbringen, einkaufen, anrufen*). Characters tell of their daily activities by sharing their experiences and actions with each other:

Hallo mein Liebster,  
ich habe auch oft an Dich gedacht! Mit Frau Dr. Weber habe ich heute Morgen telefoniert. Mit unserem Baby ist alles okay, hat sie gesagt. Sie hat gemeint, ich kann noch bis Dezember arbeiten. Ist das nicht super? 😊 😊 😊  
Was habe ich noch gemacht? Von neun bis eins habe ich gearbeitet und dann hat mich Babs zum Mittagessen eingeladen. Wir haben uns ja schon lange nicht mehr gesehen, also haben wir viel geredet (und gelacht 😊). Nachmittags habe ich eingekauft und geübt und am Abend hatte ich Orchesterprobe. Was noch? Ach ja: Ich habe Herrn Bergmair eine Mail geschrieben. Er hat gleich angerufen. Der Küchenschrank ist fertig. Sie bringen ihn am Mittwoch 😊.  
Ich freue mich schon sooo auf Dich!  
Anja (KB, p. 65)

As group activities and shared social experiences or events increase (*Silvester feiern, zum 'Rock am Ring' gehen, in ein Konzert gehen, mit öffentlichen Verkehrsmitteln fahren*), characters phone and write to each other to recount, suggest, discuss, cancel, explain and plan activities. By *Modul 5*, material processes serve a more frequent metaphorical function: *Der Film läuft im Kino, Der Stadtteil gehört uns allen, Dein Text hilft mir sehr* (KB, p. 84). Texts also become longer, have longer sentences and more varied use of adverbs. Despite longer and more complex texts, the verbs in the texts do not become more varied. Out of the 20 material processes which appear in this module, *kommen* appears five times. Texts in *Modul 6* continue to have longer sentences with more than one clause and metaphorical use of material processes (*Wie verkaufe ich mich?* (KB, p. 96)). Actions which involve money also feature frequently in this module (*kaufen, verkaufen, berechnen, Geld verdienen/ verlieren, bezahlen, überweisen*). The material processes in *Modul 8*, the final module, do not fit into themes or categories as clearly as in previous modules, however, they represent a variety of general, everyday processes (*tragen, waschen, sammeln, mitmachen, schicken, sich setzen, losfahren, sitzen, öffnen, aufwachen, fahren, feiern, bestehen, kommen, einladen*).

Overall, the most frequently occurring material processes in the selected texts are *machen, arbeiten, kommen, gehen* and *fahren*. While *machen, kommen* and *gehen* represent three highly frequent verbs in written and spoken German, *arbeiten* and *fahren* do not (Tschirner & Möhring, 2020).

Table 5: Frequency of material processes in the Menschen A1 coursebook

<i>Material processes in texts in Menschen A1</i>	<i>Number of appearances</i>
machen	18
arbeiten, kommen, gehen	15
fahren	14
bekommen	7
wohnen, essen, (mit)bringen	6
studieren, anrufen, leben, helfen	5
schlafen, singen	4
verkaufen, laufen, spielen, telefonieren, lesen, tanzen	3
schreiben, besuchen, lernen, putzen, feiern	2
einladen, bestehen, lachen, nehmen, verschieben, anmelden, verdienen, versucht, bezahlen, sich entspannen	1

While processes involving work and mobility dominate in the coursebook, there are only a few instances of actions which reflect the daily activities of GS1 students, such as *lesen*, *schreiben*, *lernen* and *bestehen*. Throughout the textbook, physical actions are most often performed by the fictitious authors and narrators of texts; actions are most frequently performed by the personal pronouns *ich* and *wir*. When characters are not acting on their own, they complete activities with friends or family. Texts in which readers (learners) are directly addressed as *Sie*, readers are constructed as customers, tourists or people seeking health advice (*Sie stöbern und handeln gern?*, *Fahren auch Sie mit öffentlichen Verkehrsmitteln*, *Natürlich können Sie mit jedem Problem sofort zum Arzt gehen*).

In contrast to the individualisation of social actors through the use of proper nouns in the first two modules, actors become progressively more abstracted and obscured:

Table 6: Participants ('doers') of material processes in the Menschen A1 coursebook

<i>Module</i>	<i>Abstracted agents</i>	<i>Metonymy</i>	<i>Personal pronouns</i>	<i>Conceptual and physical objects</i>	<i>Proper nouns</i>
<i>1</i>			ich, er/ sie (family, celebrities)		Miguels Frau, Erna Klum

## Chapter 6: Conceptualisations of GFL textbooks and curriculum

2	Händler, Besucher, Verkäufer	wir [Optik Eicher]	ich, Sie (readers, customers)		
3			ich, wir (friends), du, Sie (recipe reader), man		Marlene, Gisi, Vera, Andi, Verena
4	Menschen in der ganzen Welt, viele Rockmusikfans, Besucher, Zürcher, Touristen	Wassertaxis, öffentliche Verkehrsmittel	ich, wir (friends), ihr, Sie (reader/ tourist)		
5	Alte und Junge, Arbeiter und Studenten, Deutsche und Ausländer	eine bayerische Blasmusik	ich, wir (Giesing, reader and tour guide/ tourist)	das Leben Text über Giesing, der Film von Sam Jung, Waren	
6	der Techniker, junge Leute, Studenten	unsere Hotline	ich, wir, Sie (reader/ ill person, customer caller), sie	die Naturmedizin, Wünsche Software, Salbei, meine Starbrille	
7	Mofafahrer, Rad-fahrer, Kollegen, Schlagersänger, Animateur, DJ, manche, Fans	Nachtdienst, Unser Frühdienst, mein Flugzeug	ich, wir (friends), sie (Mama), er (DJ Ötzi)		Yannick
8			ich, wir (couple, family, friends, du (Ronny)	ein Urlaub	

Actors are functionalised in terms of their occupation (*Verkäufer, Händler, Animateur*), mode of transport (*Fahrradfahrer*), origin and location (*Menschen in der ganzen Welt, Deutsche und Ausländer, Zürcher*) and their age (*Alte und Junge, junge Leute*). Such categorisation of people into groups aids the simplification of events, while unwittingly creating divisions, as in the case of *Deutsche und Ausländer*. Modes of transport and work-related concepts (are presented as performing actions through the use of metonymy: *Optik Eicher hat immer [...] Brillenmodelle für Sie auf Lager* (KB, p. 32), *Die Wassertaxis fahren über die Limat* (KB, p.73), *Der Nachtdienst beginnt pünktlich um halb zehn* (KB, p. 119). When actors are suppressed or impersonalised by devices like metonymy, attention is taken away from the individuals who are responsible for these processes.

The characters' goals and recipients of physical actions primarily have to do with education and professional development, plans and hopes for the future, festivities and celebrations, texts (*ein Buch, eine Mail*) and consumer products like clothing, food, home entertainment and household appliances. In comparison, few people are on the receiving end of these processes. Abstracted individuals include *Freunde, Gäste* and *manche* and characters themselves. Since

accusative and dative personal pronouns are introduced in *Modul 5*, characters are more likely to perform than be objects of actions.

*Table 7: Goals and recipients of material processes in the Menschen A1 coursebook*

<i>Module</i>	<i>abstracted agents</i>	<i>metonymy</i>	<i>personal pronouns</i>	<i>conceptual objects</i>	<i>physical objects</i>	<i>proper nouns</i>
1				Biochemie		
2				Psychologie, Ausbildung	Brille, Bücher, Taschen, Uhren, Möbel, Kleidung, Tische	
3				Leben, Ausflug, Fußball, Musik, Frühstück	Gitarre, Rad, Käsebrötchen, frische Zutaten, Buch, Müsli, DVD, etwas	
4			mich	Silvester und Neujahr, Tipp	Kühlschrank, eine Mail, Pfälzer Saumagen	Frau Dr. Weber, Herrn Bergmair
5	Freunde, Gäste	unserer Stadtbibliothek	mir			
6		Ihrer Firma	mich, mir, Ihnen (die Firma)	Image, Studienplatz, Komponieren, Singen und Tanzen, Antworten, Geld, Euro, Termin, Glück, ein Lied	Ihre Software, Buch von Schwester Angelika	
7	manche, frisch Operierten		mich, uns (Kollegen vom Nachtdienst)	Architektur, Ausbildung, Situation, Schreibarbeit, Geld, neue Show, Fahrt	Tisch, Spülmaschine, Bett, Müll, Helm, Mikro, Aufnahmegerät, Medikamente, Pflegeberichte, CDs, Strickmützen	Sohn Jonas, Musik-Managerin Sonja Kein
8			mir, dich (Ronny)	Heiligen Abend, ihre Abschlussprüfung	T-Shirt, Bilder, Texte, Tür, Wohnung, essen	

Based on the participants and recipients of actions, the publisher's claim (Section 6.2) that in the *Menschen* textbook "dreht [es] sich alles um Menschen" (Hueber, 2019, p. 11) does not refer to people as such but rather the actions they perform and belongings or products that surround characters in their everyday life. While the characters and their interaction with others are at the centre of each chapter, they are, in general, more concerned with how they spend their time, professional success and material wealth than they are about other people. However,

much of the textbook is devoted to ways of describing and classifying people, indicated by the relational processes of *sein* and *haben*.

### *Processes of 'being' and 'having'*

In clauses where *sein* indicates a state of being (Machin & Mayr, 2012, p. 110), people are identified in terms of their age, nationality and place of birth, occupation, familial relationships, likeability (*nett, dein perfekter Mitbewohner*), positive and negative attributes and behaviour (*ordentlich, faul, nicht normal, leise*), success and material wealth (*beruflich erfolgreich, reich*) and physical condition (*total/ ziemlich müde*). Characters are also situated in locations related to holiday destinations (*Ich bin im Urlaub*), work, educational institutions and home. In clauses where *haben* indicates possession, people are presented as possessing various 'things' as the book progresses. Based on the relational processes with *haben*, people across the eight modules have:

1. children and jobs,
2. possessions,
3. time,
4. plans, appointments and commitments (*Du hattest Orchesterprobe heute, richtig?*),
5. good views and apartments (*[Man] hat einen super Blick auf die Frauenkirche, Ich habe noch keine Wohnung dort*),
6. problems, apprehensions, opportunities, pain, wishes, hobbies (*Ich hatte Probleme mit dem Internet, Ein bisschen Angst habe ich schon!, Aber mit einer Berufsausbildung habe ich bessere Chancen, denke ich. [Haben Sie] Kopfschmerzen?, Ihre Mitarbeiterin hatte gerade keine Zeit, Jeder hat zahlreiche Wünsche, für sich und andere, Ich habe viele Hobbys: ... und will später unbedingt einen Sportwagen, ein Segelboot und ein Haus am Meer haben*),
7. breaks and leisure time (*Von halb zwei bis zwei haben wir Pause, Da habe ich um 13 Uhr schon Dienstschluss*),
8. favourite belongings, answers, holiday homes, perfect weather, bad luck, warm clothes, a tour guidebook, drinks and time.

Physical objects such as consumer products are most often classified in terms of their practicality and price but also in terms of their age and appearance. Events and activities are

generally associated with positive personal experiences – work is interesting, hobbies are fun and important to people, cooking is easy. Overall, positive evaluations and experiences occur more frequently than negative ones. Explicit negative experiences are attributed to poor weather conditions (KB, p. 127ff.) and exam stress (KB, p. 97).

In contrast to generic social objects (*Lampe, Uhr, Kino*) whose descriptions are based on superficial features, actual events and objects are classified as items of cultural heritage. Instead of describing superficial aspects such as appearance and size, the regional dish *Labskaus* is identified as a speciality and *ein traditionelles Seefahreressen* (KB, p. 57). Cities are similarly characterised as having a long history (*über 2000 Jahre alt*) (KB, p. 71). Real cities and events are also positively described in terms of their popularity (*Nummer eins in Sachsen* (KB, p. 41)) and high number of visitors or residents. Symbolic relationships and meanings characterise only real places and objects: *Die Kirche St. Michaelis ist das Wahrzeichen von Hamburg* (KB, p. 89), *Das Teehaus ist ein Zeichen für die Freundschaft der beiden Olympiastädte* (KB, p. 87) *Seit 1972 haben München und das japanische Sapporo eine Städtepartnerschaft* (KB, p. 87). Expressions related to culture and tradition, found in texts about German-speaking contexts, are not included in the *Redemittel* for learners. Learners can read these texts but based on the stated outcomes of the textbooks, learners are not expected to articulate themselves on the topics of tradition or heritage. Learners are, for example, prompted to describe their eating habits (*Was essen Sie gern zum Frühstück?, Wann frühstückst du?* (KB, p. 52)) but are not provided with the same vocabulary found in texts presenting dishes from German speaking regions, such as *typisch, Tradition* and *Spezialität*.

### *Processes of 'thinking', 'feeling' and 'sensing'*

Mental processes only start appearing from *Modul 2*. Before that, one does not gain insight into the internal world of characters. Overall, characters engage in more material than mental processes, mirroring the learning outcomes of the textbook that require learners to describe their actions more often than their thoughts. The expression of opinions (*seine Meinung sagen*) appears as a stated outcome for the first time in *Lektion 21*, which we in German Studies are only occasionally able to reach in the 26-week lecturing period of the GS1 course. The mental actions present an image of what people think (cognitive process), what they do, or do not like (emotive), what they perceive with their senses (perceptive) and what they want and need (desiderative). Cognitive processes include the verbs *finden, denken* and *meinen* which relate

to people's opinions, and facts and truths that are expressed by verbs such as *wissen*, *kennen*, *kennenlernen*, *vergessen* and *verstehen*.

Characters express their opinions about the appearance, affordability and functionality of consumer products and personal belongings. Also reflecting the outcomes *etwas bewerten* and *etwas beschreiben*, characters express their views and impressions of places, most notably cities, neighbourhoods and other urban spaces. Whereas general objects are evaluated on physical terms, real places in German-speaking countries are described as either *super*, *toll* or *normal* (KB, p. 84, 87). Characters' thoughts are overwhelmingly positive as they find products, belongings and places *super*, *toll*, *lustig* and *schön*. Negative thoughts are in response to high prices, unfavourable holiday weather and feeling homesick. People think about their loved ones, about the weather, their holidays and opportunities connected to education (*Ausbildung*). Characters also think about their aspirations and these are generally associated with employment, material wealth, leisure and vacations.

Emotive mental processes reflecting the likes and dislikes of characters foreground similar themes of work (*Diese Arbeit gefällt mir*, *Den Frühdienst mag ich besonders gern* (KB, p.119)), urban places (*Mir gefallen die Maxvorstadt und das Lehel sehr gut* (KB, p. 84), *Besonders gern mag ich die Atmosphäre am Großneumarkt* (KB, p. 89)), views (*Genießen Sie die tolle Aussicht auf die Stadt* (KB, p. 73), *Ich liebe diese Landschaft* (KB, p. 84)) and personal belongings. Loved ones also evoke positive emotions (*Am meisten mag ich an dem T-Shirt: In ihm habe ich meine Freundin kennengelernt* (KB, p. 125), *Ich freue mich auf dich* (KB, p. 65)), as do entertainment like music and film. The sensory experiences of characters are based on what they can see, echoing the emphasis on pleasant views and outward appearance of people and objects. The verbs *schmecken* and *riechen* do not appear in the *Menschen A1* textbook, and the verb *klingen* appears only once. Sight-related processes are employed in both literal and conceptual ways. People see (*sehen*, *erkennen*, *besichtigen*), for example, watches, clocks, museums, cherry trees, cities and celebrities like DJ Ötzi, but also 'see' (*mal sehen*, *nachsehen*) whether they have time or the right ingredients for a recipe. Processes which reflect people's desires further demonstrate the importance attached to time and money, as the verb *brauchen* is followed by the objects *Hilfe*, *Kartoffeln*, *Geld* and *Zeit*.

*Reality and fiction in Menschen A1*

Most of the characters and their interactions in the textbook are rather obviously fictitious, with references to actual German-contexts occurring almost exclusively in peripheral sections of the book<sup>29</sup>. Actual German-speaking contexts rarely appear in the central sections of the coursebook most likely to be dealt with in lectures. Actual German speakers with whom learners are acquainted include two contemporary celebrities, Heidi Klum (KB, p. 25) and DJ Ötzi (KB, p. 121)<sup>30</sup>, and four male historical figures who lived between the 17<sup>th</sup> and 19<sup>th</sup> century: König Ludwig II, Sebastian Kneipp, Johann Andreas Eisenbarth and Johann Sebastian Bach. Apart from DJ Ötzi, who is Austrian, everybody else is from Germany. In contrast to contemporary celebrities, the inclusion of historical figures enables the content to remain current by being timeless. In the “Cultural Studies” sections of the glossary, one learns about general aspects of life in German-speaking countries (mostly Germany). People who live in German-speaking contexts are presented as generally preferring to rent their homes, they sort and recycle their rubbish and they are hard-working. However, none of the fictitious German-speaking characters complete these actions in central parts of the coursebook. There is no mention of recycling in the coursebook, and characters are rarely shown while working<sup>31</sup>.

Most interactions take place outdoors in an undisclosed city, with people either interacting in person, over the phone or via email. The people engaged in these interactions are often only identified by their first name, no name at all (*der Mann, Mama*), or their function (*Fahrer, Besucher, Verkäufer*). The videogame *Glückstadt* that Elena and Maria play in *Lektion 14* does not exist, although it brings to mind the popular life-simulation video game *The Sims*. In *Lektion 18*, readers learn of the *Klosterladen Biberach*, which is fictional, although the name closely resembles the name of a Swabian town called *Biberach*. Imaginary places and videogames, as with historical figures, will less likely become outdated and, as a result, increases the longevity of a textbook. Not only are Elena and Maria fictitious, but they build houses and relationships for ‘Otto’ and ‘Vanilla’, the main (virtual) characters of the chapter, who are doubly unreal. In a similar situation, *Lektion 3* begins by introducing Herbert and

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<sup>29</sup> The *Modul-Plus* and Cultural Studies pages are described as offering “weitere interessante Informationen und Impulse, die den Stoff des Moduls über andere Kanäle verarbeiten lassen”(KB, p.9).

<sup>30</sup> Angela Merkel appears in *Lektion 1* but it is not explained who she is.

<sup>31</sup> In *Lektion 6*, Christian is working but he is sitting next to a lake when his work contacts him, and Christian is forced to go back to the office; Christian does not seem like a hard-working individual.

Elvira who are having an argument about a photograph which Elvira suspects is not, as Herbert claims, of his mother. Later in the chapter, one learns that their real names are Bernd and Olga Poppenreuther, that they are actors, and that Elvira and Herbert are just characters that they play on a soap opera. The characters are playing characters. Neither of the Poppenreuthers, nor the television programme on which they appear, are real. The fictional characters in the textbook serve exclusively pedagogical purposes, as their function is to provide an interesting *Einstieg* into the theme and communicative setting of a chapter (Evans, et al., 2012) and not to recreate German-speaking contexts or simulate genuine communication.

The stated learning outcomes of each chapter in the *Menschen A1* coursebook indicates a prioritisation of speaking and communicative competencies. The chapter titles (*Lektionen*) indicate the communicative and grammatical objectives of each chapter<sup>32</sup> rather than its theme or setting. Each chapter title is formulated as a statement, question or exclamation reflecting the communicative and grammatical outcomes of the chapter. The title of *Lektion 20*, “Komm sofort runter!”, for example, indicates that the chapter deals with the formulation of the imperative (with *du*), and with formulating commands and requests, but reveals nothing about the theme of the chapter, which has to do with household activities. The similarity of characters’ attributes and actions throughout the *Menschen A1* coursebook reveals social ideology as a major structural force in shaping pedagogical objectives and accommodating learners’ linguistic limitations.

### 6.2. GFL theory and method in *Menschen A1*

Descriptions of the pedagogical and social-scientific concepts which underpin the design and layout of the *Menschen* textbooks appear on the Hueber website (Hueber, 2021), in Hueber catalogues (2019, pp. 10-19), as well as in the introductions to the coursebook (Evans, et al., 2012, pp. 8-9) and teacher’s manual (Kalender & Pude, 2013). Overall, publisher descriptions of the *Menschen* textbooks attach importance to authentic communication and are underpinned by principles of communicative language teaching (CLT). In facilitating authentic communication in the GFL classroom, the textbook draws on GFL theories pertaining to learner-centredness, autonomous learning, and consolidation of vocabulary and language

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<sup>32</sup> *Hallo! Ich bin Nicole* – sich vorstellen; *Ich möchte was essen, Onkel Harry* – möchten, Bedürfnisse ausdrücken, Wortfeld ‘Essen’; *Geben Sie ihm doch diesen Tee!* – Imperativ mit Sie, Ratschläge.

structures. On the premise that memorisation and language awareness aid authentic language production (speaking, writing) and reception (listening, reading), an objective of the textbook is to provide resources which facilitate the memorisation of phrases, structures and lexis, as well as to foster language awareness.

A second objective is to provide materials which measure the efficacy of learners' linguistic abilities, and to prepare learners for "gängige Prüfungen auf dem [A1] Niveau" (KB, p. 8). Based on these two objectives, the materials state that they offer:

- a clear and recurring structure and layout,
- abundant and diverse additional teaching and learning resources, such as group activities, opportunities to repeat and revise new vocabulary, grammatical structures, communicative phrases (*Redemittel*), and digital components such as online exercises and moodle course pages,
- the provision of ample, varied prompts for interaction and discussion in German,
- the provision of ample, varied teaching and learning opportunities and 'tips' for flexible and personalised use,
- texts (*Hör- und Lesetexte*) which are interesting, engaging and relevant to learners' lived reality.
- authentic texts (*Hör- und Lesetexte*) and real communication,
- assessment preparation and training and
- summaries and overviews of new and important information.

The facilitation of authentic output is the foremost proclaimed priority of the textbook, which aligns with its underpinning communicative, or *handlungsorientes*, concept of FL teaching and learning (LHB, p. 4)<sup>33</sup>. Defining authenticity is not straightforward, as was discussed in Chapter 3.1.

A communicative framework builds on functional motives for teaching and learning a foreign language; hence, the objective of this approach is to enable learners to act (*handeln*) appropriately and independently in a range of social settings (Bax, 2003, p. 280; Katalin, 2019, p. 129). Following the CEFR descriptors, the *Menschen A1* textbook chooses settings

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<sup>33</sup> LHB - *Lehrerhandbuch*

associated with the communicative needs of “temporary visitors who are unlikely to enter into the vocational and educational life of the country” (Council of Europe, 2001, p. 52) and scenarios which “concern ‘real life’ tasks of a tourist nature” (2001, p. 31). Even though *Menschen A1* does not claim to teach culture, and although cultural competence is not included in the stated outcomes, Chapter 6.1 shows that the textbook nevertheless depicts a certain normative view of German culture and society. Owing to the context-based foundation of Communicative Language Teaching (CLT) (Katalin, 2019, p. 129), the textbook presents communication in social contexts, however, the dominance of fictitious people, places and processes allows the textbook to maintain an image of impartiality, currency and transparency and thus appeal to a larger audience. As assessment and learner success are the two main preoccupations of *Menschen A1*, the “functional-pragmatic concept of language and communication” (Hu, 2012, p. 72) takes precedence over concepts depicting the socio-cultural and historical embeddedness of language.

Teaching and learning methods adopted in *Menschen A1* are not exclusively oriented toward communicative action as they incorporate features of the direct and audio-lingual method (Chapter 4). Whereas CLT endorses natural communication in socially contextualised settings and assigns more importance to effective, spontaneous communication than the grammatical and structural correctness of language output, the audio-lingual method promotes language acquisition through decontextualised rote learning and accurate duplication of memorised input. CLT acknowledges that making explicit grammar and formulaic language patterns in cultivating linguistic and metalinguistic awareness (*Sprachbewusstheit* (LHB, p.15)), aids communicative competence and learner autonomy.

An autonomous learner can engage with language learning independently and effectively, which means that they can recognise structures and patterns and can shape these to express themselves and to understand others. The *Menschen A1* textbook aims to facilitate learner autonomy by providing “Anlässe zum selbständigen Weiterlernen”, and “Lerntipps und Vergleiche zu anderen Sprachen aktivieren individuelle Kenntnisse und Fähigkeiten” (Hueber, 2019, p. 11). Grammar presentation is staggered so that learners first recognise, then repeat and finally, produce utterances and texts using these structures. While learner autonomy is an objective of the *Menschen A1* textbook, it is not a self-access resource designed for the purpose of self-study. As several student participants observe (Chapter 6.3), the fact that apart from the

glossary, the entire *Menschen*-textbook set is written in German, including the introductory pages explaining how to use the materials, presents a significant hurdle for beginner learners of German in independently engaging with the many resources offered by the textbook.

The exclusive use of German in the *Menschen A1* coursebook and exercise book is comparable to direct method. A primary characteristic of the direct method is that the foreign language is taught without reference to learners' mother-tongue and classroom interaction only occurs in the foreign language (Reinfried, 2010, p. 68). This immersive approach to FL teaching and learning is meant to simulate circumstances conducive to natural language acquisition (Gnutzmann & Salden, 2010, p. 120f). As with CLT, the direct method prioritises the functional application of the foreign language above grammar and linguistic accuracy (Gnutzmann & Salden, 2010, p. 120f). The language learning environment presented by the *Menschen A1* coursebook is conceptualised around the idea that learners' emotional involvement in a task is what drives their learning:

Menschen erinnern sich an das, was sie persönlich bewegt. Und am meisten bewegt uns alles, was mit Menschen zu tun hat! Darum dreht sich in unserem Erfolgslehrwerk auch alles um Menschen. Emotional, spannend und unterhaltsam (Hueber, 2019, p. 11).

The lexical fields and stated outcomes do not reflect a learner-centred approach to teaching and learning as publisher descriptions suggest. In the process of “becoming a ‘proficient’ language learner”, learners construct identities with the “available resources presented in authoritative textbooks and cultural encounters” (Curdt-Christiansen & Weninger, 2015, p. 1). Target learners in *Menschen A1* relate to non-African visitors, migrants, consumers and tourists. The *Menschen A1* textbook caters to GFL learners driven to achieve the learning outcomes regardless of the textbooks' relevance to their lived realities. While each of the 24 chapters contains at least one speaking-related objective, writing outcomes are only explicitly stated in nine of the chapters (KB, p. 4-7) – proof of the textbook's communicative aims. Learning outcomes related to reading are stated in 16 chapters and listening-comprehension features in 12 chapters.

Two overlapping concepts of the self-directed learner are sketched in these publisher descriptions. Such learners are driven by functional and performative goals of meeting course outcomes or succeeding in a standardised language-proficiency exam. In contrast to this externally motivated learner, a self-directed learner is simultaneously assumed to appreciate

and be eager to take advantage of the opportunities to personalise their learning experiences, pointing to more intrinsic learner motivations. While tasks and resources offered by the *Menschen* textbook series reflect both learner conceptualisations described above, there is only the occasional textbook-prepared test<sup>34</sup> which includes unstructured questions or tasks in which learners are prompted to produce a personalised text. The *Arbeitsbuch*, (whose instructions are also provided exclusively in German) is intended to assist learners in revising and consolidating new content and allows them to prepare for “gängige Prüfungen der jeweiligen Sprachniveaus [A1, A2 und B1 des Gemeinsamen Europäischen Referenzrahmen]” (Kalender & Pude, 2013, p. 4). Each chapter, linked to a chapter in the *Kursbuch*, contains three ‘training’<sup>35</sup> sections, a (cloze) test and a *Lernwortschatz*. The training and test sections pay attention to equally significant components of CEFR-aligned language-proficiency exams (Chapter 2). The section of each chapter in the *Arbeitsbuch* labelled ‘Test’ deals exclusively with grammatical, lexical and phrasal aspects, whereas the other sections labelled ‘Training’ include free-writing exercises and reading and listening-comprehension activities. Grasping the grammatical concepts and reproducing certain communicative expressions are what counts most in terms of assessment.

GFL Teachers are envisaged by the *Menschen* textbook as facilitators of language learning. The textbook argues that learner motivation and engagement are of central value to language learning. The responsibility of the envisaged teacher is to cultivate active participation and attentive learners by making use of the textbook-provided media and resources in a varied and contextually appropriate way. This idealised teacher also prepares learners for assessments and ‘train’ them to meet course outcomes as they intuitively mediate learners’ intrinsic and extrinsic motives for learning German as a foreign language. The textbook offers an array of resources in different formats in order for teachers (and learners) to pick activities and themes suitable to their context, institutional circumstances and which are in tune with learner interests. Even though the textbook aspires to create “geringen Aufwand für Kursleitende” (LHB, p. 4),

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<sup>34</sup> There are *Selbsttests* at the end of each chapter of the *Arbeitsbuch* (intended for learners) and for each module in the *Lehrerhandbuch* (intended for teachers).

<sup>35</sup> *Basistraining (Vertiefen und Üben von Grammatik, Wortschatz und Redemitteln), Training Hören, Lesen, Sprechen und Schreiben (Gezieltes Fertigkeitstraining), Training Aussprache (Üben von Satzintonation, Satzakzent und Wortakzent)* (Glas-Peters, et al., 2012, p. 3).

enjoying the full potential of the textbook requires engagement with all the components and careful consideration of elements suited to the outcomes of the course and learner needs.

### 6.3. Student experiences of *Menschen A1* and the German Studies 1 course

As explained in Chapter 5, German Studies 1 students were asked to submit, as a homework task, a title for an imagined additional chapter title to include in the *Menschen A1* coursebook, with the aim to elicit responses regarding their perception and reception of the textbook. In addition to a chapter title, students had to submit at least five accompanying glossary items in the form of words or phrases that match the topic of the chapter. In 2018, 2019 and 2020 respectively, approximately a third of the students enrolled in the German Studies 1 course submitted a homework piece with suggestions for alternative chapter titles. Students were also asked to complete a course evaluation to which also about a third of the class responded:

*Table 8: GS1 student enrolment and participation in the study (2018-2020)*

<i>Year</i>	<b>Number of registered GS1 students</b>	<b>Number of homework tasks submitted</b>	<b>Number of completed course evaluations</b>
<b>2018</b>	41	15	13
<b>2019</b>	46	26	12
<b>2020</b>	44	11	22
<b>Total</b>	131	52	47

#### *Students' alternative textbook chapter titles*

The themes presented in students' devised chapter titles deal with social structures like history and culture, with social behaviour and being, and authentic language, particularly colloquial and idiomatic expressions (Appendix III). Some themes match textbook topics which only feature in the *Menschen A2* and *B1* textbooks (prescribed in the German Studies 2 and 3 language modules), others repeat familiar themes from *Menschen A1*, such as "Es kostet dich keine Cent" (Student 8), "Meine Lieblingsfarbe" (Student 21) and "Macht einen Mitternachtsnack" (Student 11). Students put forward themes of employment, pets and animals, visual art, environmental awareness and significant historical events, which students

are bound to encounter if they continue with German Studies 2 and 3. While concepts related to employment form a central part of the worldview of the *Menschen A1* textbook, work and professional training is only formally treated in *Menschen A2* and *B1*<sup>36</sup>. The most prevalent themes proposed by students concern natural or rural environments and animals, German history and culture and colloquial or idiomatic language use:

→ LANGUAGE

*Die Motivationseite* – Kümmere dich nicht um ungelegte Eier, Morgenstund hat Gold im Mund, Eile mit Weile (Student 2)

*Populäre Ausdrücke!* – Himmel und Hölle in Bewegung setzen!, Sich zum Affen machen, Zwei Fliegen mit einer Klappe schlagen, die Daumen drücken, Man soll den Tag nicht vor dem Abend loben! (Student 4)

*Umgangssprache* – cool, scheu, Falle, dope, yeet (Student 16)

*Das war super groovig, man* – groovig, blau/dicht sein, krass, reifen, sanft, verjüngt (Student 19)

*Ich kann immer noch kein Deutsch* – verstehen, überarbeiten, Erläuterung, Hilfe, lernen (Student 23)

*Verstehst du, was er sagt? (Homophone & Homonyme)* – die Leiter/ der Leiter, die Taube/ der Taube, das Tor/ der Tor, die Birne/ die (Glüh)birne, der Stift/ das Stift (Student 40)

*Deutscher Slang (Alltagssprache)* – Moin - “Moin Burkhard!”, Krass, Alter - „Alter, was geht ab?“, Mist - ”Ach, Mist!”, Kater - “Ich habe einen Kater!” (Student 45)

→ CULTURE AND HISTORY

*Dinge tun oder nicht tun wenn reisend in Deutschland* – abkippen, sich verspäten, betrunken sein, Schlechtes nachsagen vom Ministerpräsident, Kaugummi kauen (Student 7)

*Hier kommt der König* – die Königin, der Kaiser, der Knecht, der Bergfried, die Krone (Student 9)

*Deutscher Straßenstil* – glatt, bunt, qualität, bissig, Luxus (Student 15)

*Kultur und Erbe* – Bewohnen in Deutschland – Überlieferung, deutsche Lebensmittel, Wurst, Brot, Feste, die Architektur (Student 22)

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<sup>36</sup> The lexical items chosen for the imagined chapter “Brigit sucht einen Job” (Student 10, 2018) do not appear in *Menschen A1: die Stelle, der Lebenslauf, der Arbeitgeber, der/ die Angestellte, einstellen, Vollzeit/ Teilzeit, die Anstellung, die Erfahrung, fließend Deutsch sprechen*.

*Fußball in Deutschland* – Fußballtraditionen, Fußballstadion, Fußballmannschaften, Fußballligen, die Nationalmannschaft (Student 31)

*Die Stunde Null!* – Bundesrepublik Deutschland, Entnazifizierung, Nationalsozialistische deutsche Arbeitspartei, der Krieg, die Abwehrkraft steigern (Student 41)

*Vielfalt ist schön!* – Neurodiversität (f), non-binär, Lateinamerikanerin (f), Rollstuhl (m), jüdisch (Student 47)

*Was bedeutet es, Deutsch zu sein?* – pünktlich, freundlich, hilfreich, die Geschichte (Student 50)

→ NATURE AND ANIMALS:

*Wer ist wer im Zoo?* – Haustiere, Zootiere, Tierschutz, Tiergruppen, natürliche Lebensräume (Student 13)

*Wo wohnt das Tier?* – Bauernhof (Ente, Pferd, Esel, Kuh), Haus (Hund, Katze, Papagai), Wald (Hirsch, Bär, Fuchs), Grassteppe (Zebra, Elefant, Löwe), Dschungel (Affe, Schlange, Tiger) (Student 17)

*Ich liebe alle Tiere* – das Aquarium, das Hundefutter, der Kragen, das Stallgebäude, die Impfung (Student 20)

*Geh und hole die Kühe* – Bauernhof, Tiere, große Berge, fließende Flüsse, Traktor, Motorräder, Maisfelder (Student 26)

*Die Umwelt ist ja schön* – Umweltfreundlich, Umweltverschmutzend, Kreislauffähig, Das Abholzung, Der Naturhaushald (Student 42)

*Draußen* – ein Fluss, ein Baum, eine Wiese, das Meer, eine Blume (Student 43)

*Draußen im Busch* – Baum, Grass, Wasserfall, Felsen, Blumen (Student 48)

*Das Wilde* – Tiere, Löwe, Elefant, Naturschutzgebiet, Grass (Student 52)

These three categories are only presented in the *Menschen A1* coursebook to a limited extent, however, many students also propose themes and chapter titles which mimic the narratives framing each chapter in the *Menschen A1* coursebook.

With their titles and accompanying lexicon, many students sketch generic, ‘everyday’ scenarios like telling ghost stories around a campfire, going to the post office, or attending a magic show<sup>37</sup>. Often, student titles are constructed as communicative phrases like one finds in *Menschen A1* (*Mama, guck mal! Das ist ein Kaninchen!* (Student 25), while others are formulated as statements or questions which introduce the topic of the chapter (*Haustiere* (Student 39), *Was bedeutet es, Deutsch zu sein?* (Student 50)). It is unclear how close the

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<sup>37</sup> *Es tanzt ein Bi-Ba-Butzemann* – Vampir, Zelt, Gruselgeschichten, Außerirdische, Taschenlampe, Elwetritsch (Student 5, 2018); *Ich gehe zu Postamt* – das Päckchen, der Brief, die Post, das Postamt, der Postangestellte, schicken; *Eine Nacht in der Zaubershow* – Zauberer, Tricks, Stützen, Assistenten, Kostüme

selected themes are to the lived realities and interests of students. Many themes reflect an implicit understanding of the communicative outcomes of the textbook and its contextualised presentation of social interactions, while other contributions are less reflective of the *Menschen A1* pedagogy. Although several chapter titles explicitly focus on appropriate behaviour<sup>38</sup>, most glossary items comprise nouns. The course evaluation responses provide more concrete information about students' perceptions related to the textbook and its function in the GS1 course.

*Evaluations of the textbook and the GS1 course*

The first question of the evaluation asked students to complete the sentence 'The *Menschen A1* is like a/ an ... because ...' and thus using a metaphor which describes their experience of the textbook. Student responses express different concepts of what the textbook 'is' and what it is supposed to 'do'. Table 9 shows my grouping of students' metaphors into six conceptual categories<sup>39</sup>:

*Table 9: Categorisation of student metaphors of the Menschen A1 textbook*

<b>Categories of conceptual metaphors: The Menschen A1 textbook is like a/an ...</b>	
<b>Concept</b>	<b>Student metaphors</b>
<b>a person that facilitates learning</b>	...an old friend, a parent, a guide, a teacher, a tutor
<b>an object that provides access to important information</b>	...a lighthouse, a light, a window, a gateway, a ticket
<b>a resource/ tool.</b>	...a map, an encyclopaedia, a diary, a bible, the internet, a tool, a guidebook, a toothbrush
<b>a structure with many interconnected parts.</b>	...a puzzle, a spiderweb, a maze, a fridge
<b>a reduced version of the actual object</b>	...an outline, a summary, the foundation of a new house

<sup>38</sup> *Beißt du dir in die Nägel?* – schlechte Angewohnheit, regelmäßig trainieren, rauchen, viel im Internet sein, die Umwelt respektieren, Nägel kauen, Fastfood essen, viel hinauszögern, früh aufstehen (Student 27)

<sup>39</sup> Not all students understood that they were meant to use a metaphor, for example writing that the textbook is "like an outline of the German language" (Student 7).

<b>one part of a whole</b>	...a fish in water, butter on toast, cog in a clock
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Examples of all three dimensions of language teaching materials (LTMs) (Chapter 4.3) are foregrounded in students' metaphors. Metaphors depicting the textbook as a window or a ticket to the foreign language and culture focus on the subject matter conveyed by the textbook. These concepts highlight the first dimension of a textbook, namely the dissemination of information about real world phenomena. Metaphors which conceptualise the textbook as a structure with many interconnected parts foreground the dimension of content organising principles. The third dimension relates to the textbook's understanding of foreign language acquisition, and where students sketched the textbook as a tool or resource, they underscore aspects of the textbook linked to the promotion of independent learning.

Overall, students claim that they find the visual and structural features of *Menschen A1* most useful. They explain that the pictures and the colour-coded dots indicating noun genders help them remember vocabulary. The *Bildlexikon*, which presents the lexical field of each chapter in the form of words and images at the top of the page, is the most positively evaluated part of the *Menschen A1* textbook. Students also respond positively to the layout of the textbook and the summaries of covered grammatical structures and communicative phrases which appear on the final page of each chapter, claiming that the design of the textbook is easy to navigate and understand, and shows clearly which elements of each chapter are most important to learn.

The textbook is set up in an easy-to-understand manner and the important concepts and vocabulary are always easily visible and often repeated. (Student 2)

Nicely designed which makes it easier for me to find things I need. The colourful prints also help me to remember. (Student 9)

It's practical, user-friendly, well-organised, accessible, attractively packaged. The grammar tables at the end of chapters are especially helpful, as are the colour codes used to indicate the gender of nouns. (Student 28)<sup>40</sup>

Other, more seldomly mentioned positive aspects of *Menschen A1* include the presentation of "contextualised language" (Student 6) in texts, the tests and exercises in the exercise book

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<sup>40</sup> Student responses in the body of this dissertation have been edited as some spelling and language mistakes are somewhat jarring. The responses as they were recorded, are available under Appendix II.

which allow students to “practice new concepts” (Student 39), the audio tracks and online resources.

That the chapters are structured around themes and that the themes are relevant or appropriate are also mentioned favourably a few times, even though the selection and depiction of themes in *Menschen A1* are mostly negatively evaluated. Students find the settings and interactions between characters to be “far-fetched” (Student 9), “awkward” (Student 4), “silly and unrealistic” (Student 11), “out of date” (Student 19) or “not engaging” (Student 26). A number of students contradict themselves when reporting on the aspects of the textbook which they find positive and negative, evaluating the same element as both positive and negative:

*Q3. Please list positive aspects of the book; Q4. Please list negative aspects of the book.*

Student 2:

*Positive:* The textbook is set up in an easy-to-understand manner and the important concepts and vocabulary are always easily visible and often repeated.

*Negative:* The pages seem full of information and it is often quite overwhelming to look over and work through all the various exercises and boxes on each page.

Student 21:

*Positive:* Topics are well covered.

*Negative:* The textbook doesn't always provide sufficient information on certain grammar etc.

Student 28:

*Positive:* It's practical, user-friendly, well-organised, accessible, attractively packaged. The grammar tables at the end of chapters are especially helpful, as are the colour codes used to indicate the gender of nouns.

*Negative:* It isn't always easy to find your way around in (but I'm not sure that's the fault of the book, or how it could be done better).

One reason why students might feel ambivalent toward the format of the *Menschen A1* textbook is that they find it harder to navigate the various components without the guidance of lecturers, at least in the early stages of the course; the layout of the book is appreciated only once pointed out by the lecturers. Since the textbooks have various components which serve different purposes and most of the book is in German, it takes time and effort to familiarise oneself with its layout and how to use the different resources for learning. Attending lectures play a significant role in this regard:

It is easy to navigate once you have learnt some basic German. (Student 18)

It takes a while to understand how to use the textbook effectively. (Student 20)

There aren't many English words used in the textbooks, but the lecturers do clear things up for us. (Student 43)

At times, I feel I would struggle to interpret certain sections without the lectures. (Student 47)

Apart from the experience of a confusing structure and contrived themes of the *Menschen A1* textbook, students find that too little information is provided in English and that there are too few exercises, examples or solutions to exercises provided by the textbook for them to practise new content and to prepare for tests. The underlying frustration seems to be that students find it challenging to use the textbook without the assistance of lecturers due to its elaborately organised assortment of resources and opportunities for practising new content that spans across four books<sup>41</sup>. Almost all students report that they use their *Menschen A1* textbook to prepare for tests and to consolidate what was covered in class and hence make use of the textbook outside of lectures and tutorials.

Commenting on the component of the GS1 course which students find most valuable for learning, students also reveal how they approach learning in the course. Lectures and tutorials<sup>42</sup> are most often listed as crucial elements of the course. Students state that in lectures they “receive information” (Student, 2), “thorough” and “detailed” explanations (Students 4, 30), “interesting examples not found in the prescribed texts” (Student 6) and that lectures provide an overview of content being covered (Student 27). Several students also explain that they use lectures to “write [their] own notes to study from” (Student 3) as these are “useful for exam and test prep[aration]” (Student 13). While some students write that they find lectures beneficial due the space it creates to “ask questions” and interact with other students, most find the tutorials more conducive to asking questions and for interacting with classmates in German. Tutorials are seen as providing opportunities to practise and apply what was introduced in the lectures, particularly opportunities to speak German. Owing to the small groups in which these interactions take place, students describe tutorials as a ‘safe space’ in which to practise their German, as one student explains: “I feel that there is a certain benefit that comes out of the

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<sup>41</sup> *Menschen A1 Kursbuch, Arbeitsbuch, Glossar 1.1, Glossar 1.2*

<sup>42</sup> Tutorials take place once a week and are facilitated by final-year undergraduate and postgraduate students of German. At the beginning of the academic year, students are assigned a tutorial slot which they attend in groups of 10 to 14.

individual and more personal (also due to the smaller amount of people) aspect of tutorials that makes tutorials more helpful and boost confidence” (Student 17).

In response to the question ‘how do you think we can improve this course?’, students make various suggestions which involve increasing elements of the course that are already in place. Most often, students state that there needs to be more opportunities to speak, hear and read German:

Perhaps there is a way in which we could be encouraged to speak to each other in German in an environment other than lectures. (Student 2)

Definitely encourage more actual speech in German. It’s very nerve wracking to make people speak a language they aren’t 100% sure of yet, but it’s necessary for learning, so maybe focus more on speaking German and asking for replies and questions in German in lectures and tuts. (Student 17)

Moving forward the course can try to add more oral engagements, the tutorials could be used to alternate between language tuts and speaking. That way students can engage more with the language, learn the right pronunciation of words etc. (Student 25)

Their suggestions for improving the course indicate that students find it difficult to create opportunities for oral engagement without facilitation by lecturers or tutors. Students recommend more regular assessment like quizzes, vocabulary and oral tests and one student explains that weekly vocabulary tests would “force GS1 students to develop the foundational vocabulary” (Student 30). Another student writes that setting daily homework tasks and more regular oral exams will “help the ‘lazy’ kids who really want to learn German” (Student 10). Most recommendations for improvement of the GS1 course entail activities in which lecturers expect (and actively encourage) students to engage independently and (also) outside of lectures and tutorials. Also pointing to challenges with self-regulation and motivation, assessment is viewed as an incentive to practise and learn content without which students are less likely to revise and consolidate what they were introduced to in class on their own accord. Another group of students suggest the inclusion of more resources or visual aids, such as videos and lecture slides, “materials for private reading” (Student 6) and a “movie viewing” (Student 11). The value which students attach to the development of communication skills and familiarity with natural, or idiomatic, German language use is reflective of CLT and the outcomes of *Menschen A1*. However, students appear to require considerable external motivation to revise and memorise vocabulary and grammatical structures and hence simultaneously attach

importance to behaviourist type assessments in which they, for example, have to repeat structures and complete sentences. In this regard, students' perceptions of GFL pedagogy straddle communicative and audio-lingual orientations, matching the framework of *Menschen A1*, outlined in Chapter 6.2. While several students propose more spoken interaction in German in lectures, many express their frustrations about the lack of English in the *Menschen A1* textbook. Lecturers are both sketched by students as facilitators of active learning and as imparters of knowledge. The first *Lehrerbild* (Gnutzmann & Salden, 2010, p. 118) implies an active, self-directed learner and the latter image a more passive learner as the receiver of knowledge. Students highlight positive aspects of lecturers that are aligned with the idealised teacher in a communicative framework: passion of the lecturers (Student 20) who explain the content really well and make learning easier and more enjoyable (Student 47) I would say the department sets a pretty good standard in terms of balance between upholding standards and not putting too much pressure on students (Student 39).

#### 6.4. Lecturer descriptions of textbook use in GFL courses

In 2019, 11 lecturers of German completed my online questionnaire in which they responded to questions about textbook use in their German Section (Appendix IV). Out of the 26 HEIs in South Africa (and Namibia), nine have German Sections and I received either one or two responses from each section (Appendix V). In many ways, the undergraduate GFL courses at other institutions are comparable to those offered by the German Studies section at Rhodes University. Four other Sections adopt the same linguistic progression in their undergraduate language courses as German Studies at Rhodes University, namely A1-level in first year, A2 in second year and B1 in third year. Most German sections prescribe commercial, CEFR-aligned textbooks and two other sections also prescribe the *Menschen* textbooks. Lecturers 4 and 5 claim to have tried out *Menschen* but write that they changed to other books because it was disliked. The linguistic progression from first to third year is much steeper in some sections than in others (Table 10).

In German sections with higher linguistic requirements, the first-year curriculum covers levels A1 and A2, or even progresses up to B1 and students are expected to interact at C1 level by the time they are in their third year. Many sections have both courses aimed at beginner and more advanced students of German which run parallel to one another (Chapter 2), however, in my

study the focus is on courses for *ab initio* learners of German and hence my findings do not include courses for mother-tongue or near mother-tongue speakers of German.

*Table 10: Linguistic progression in undergraduate GFL courses at universities in SA.*

Institution	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	
UNAM	A1	A1-A2	A2	
Wits	A1	A2	B1	
Rhodes	A1	A2	B1	
NWU	A1	A2	B1	
UWC	A1	A2	B1	
Stellenbosch	A2	B1	B2/ C1	
UP	A2	B1	B2/ C1	
UCT	B1	B2	C1	
UFS	A2	B1	B2	C1

At UFS, students without any prior German instruction must first complete the beginner's course, which progresses to A2 level, before they can register for the first-year course (aimed at B1 level) and then progress to second and third-year German. Students need to reach a certain level of German proficiency in order to meet the outcomes of the course. The overarching objectives of GFL course guide the choice of and engagement with language teaching materials.

Not all German sections prescribe commercial textbooks in their GFL courses, although the majority have prescribed textbooks for each course, most of which are CEFR aligned. Lecturer 5 explains that they do not make use of "kurstragenden Lehrbücher" but rather excerpts from various "Materialienbände und Übungsgrammatiken" (Lecturer 5), and Lecturer 7 and colleagues develop their own materials.

*Table 11: Prescribed course materials in undergraduate GFL courses (2019)*

Participants	Course materials
Lecturer 1 (RU)	<i>Menschen A1, A2, B1</i>
Lecturer 2	<i>Studio d A1, Studio d A2, Study guides (German for Business &amp; for Tourism) developed by lecturers.</i>

Lecturer 3	<i>Menschen A1, A2, B1</i>
Lecturer 4	<i>Motive A1 (Kursbuch)</i>
Lecturer 5	<i>Keine kurstragenden Lehrbücher</i> <sup>43</sup>
Lecturer 6	<i>Deutsch Na klar!, Aspekte, EM Grammatik</i>
Lecturer 7	We prepare our own material.
Lecturer 8	<i>Menschen A1, A2, B1</i>
Lecturer 9	<i>Menschen A1, A2, B1</i>
Lecturer 10	<i>DaF Kompakt A1, A2, Aspekte neu Mittelstufe Deutsch (B1, B2, C1)</i>
Lecturer 11	<i>DaF Kompakt neu A1-B1, Aspekte neu B2, Aspekte neu C1</i>

The prescribed A1 level textbooks across German sections share several similarities with *Menschen A1*. *Motive A1*, *DaF Kompakt A1-B1* and *Studio d A1* are structured according to the CEFR level-descriptors, focus on themes of work and leisure and aim to facilitate consolidation of content and independent learning. Similar to *Menschen A1* (Chapter 6.3), these textbooks display CLT based outcomes while focusing on grammatical and syntactical structures reflective of the audiolingual method. The *Studio d A1* textbook differs from *Menschen A1* in that it is the only textbook with racially diverse characters, whereas the pictures in *Motive* are alike images found in the *Menschen* textbook. Older textbooks like *Studio d* and *Deutsch Na klar!* have more unique layouts than current publications which follow a much more generic design. *DaF Kompakt* states that it facilitates the rapid achievement of B1-level proficiency in German and because of its concentrated presentation of content, the publisher writes that *DaF Kompakt* “eignet sich daher besonders für Lernende, die schon eine andere Fremdsprache in der Schule oder im Studium gelernt haben” (Klett, 2015).

The first-year textbook *Deutsch: Na klar!* (Dinato & Clyde, 2016), contains a lot of English explanations and instructions. As the book progresses English appears less and less frequently. Lecturer 6 claims that having explanations and instructions in English “makes it easier to understand so that the contact sessions can focus on practicing”, reflecting elements of the grammar translation method (GTM). Lecturer 11 finds that the previously prescribed textbooks contained too much English (although it is unclear what the title of this textbook was), which

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<sup>43</sup> The lecturer does however make use of the following publications: *Klipp und Klar, Übungsgrammatik Mittelstufe* (Klett); *Grammatik mit Sinn und Verstand* (Klett); *Mitreden. Diskursive Landeskunde für Deutsch als Fremd- und Zweitsprache* (Klett); *Literatur Lesen Lernen. Lesewerkstatt Deutsch 2* (Klett).

points to pedagogical views closer aligned with the direct method. Lecturers espouse further different orientations to GFL teaching and learning. Some lecturers highlight the fact that the prescribed textbook is learner-centred (Lecturer 2) and appropriate for the linguistic level of our students (Lecturer 3),

Die Materialien bieten vielfältiges, wissenschaftlich fundiertes Material für den fortgeschrittenen DaF-Unterricht in der Hochschule, das ich flexibel und genau auf die Bedürfnisse meiner Lerner\*innen auswählen und einsetzen kann. (Lecturer 6)

We continuously try to improve our material depending on the students' needs. (Lecturer 7)

The textbooks are not specifically aimed at a GFL-learner in Southern Africa who is not constantly surrounded by German speakers or "German culture" and who is not taking part in a small-group intensive German language course that lasts from 9 to 5 over a few weeks. (Lecturer 1)

Lecturer 1 touches on another prominent textbook consideration, namely the context in which the textbook is to be used. These considerations include the price of the textbook, the fact that the courses are taught at "university level" (Lecturer 3) and broader societal or economic factors, such as the Business and Tourism context in Namibia (Lecturer 2).

Lecturers attach value to a textbook that is aligned with the CEFR level descriptors. One lecturer's motivation for their choice of textbook is that it is used by the Goethe Institut and another that the textbook offers good materials for Goethe exams. Four lecturers write that the content of their prescribed textbooks is attractive, authentic, relevant, up to date, modern and that it "reflects the language that is currently spoken in Germany" (Lecturer 2). while others emphasise the textbook's alignment with a "systematic approach to [teaching] grammar". Content-related descriptions of textbooks also include the positive evaluation of online materials and digital components:

Good supporting online materials (moodle-based course materials), online exercises, extra video content embedded. (Lecturer 3)

[The textbook] is user-friendly [...] in the sense that recordings, transcriptions, videos, etc. are available on the Hueber website. (Lecturer 9)

The books have a strong digital component in terms of supplementary material and online tests. (Lecturer 10)

Several lecturers write that they make use of additional/ auxiliary materials, either from the same textbook, from other LTMs, or they develop their own resources.

Perceived contextual circumstances influence not only which textbooks are prescribed but also how they are used in terms of adding or omitting content:

Due to time constraints, some content that is deemed non-essential is left out; occasionally textbook content is skipped because it is irrelevant to our context. [...] Supplementation, omission and thus, in general, adaptation is necessary as the textbooks are not specifically aimed at a GFL-learner in Southern Africa who is not constantly surrounded by German speakers or “German culture” and who is not taking part in a small-group intensive German language course that lasts from 9 to 5 over a few weeks. (Lecturer 1)

Lecturer 5 also raises the issue of time constraints, explaining that the book has “too much content” to get through in the academic year. In German Studies 1 at Rhodes University, there are four lectures per week, and we manage to cover approximately 80% of the *Menschen A1* coursebook. Time constraints are dealt with by lecturers in different ways, for example prescribing a textbook with English explanations and instructions so that unnecessary time does not have to be spent on explaining or translating these parts of the textbook. Since lecturers (and tutors) have limited time to facilitate interaction with the German language and culture, students are expected to create their own such opportunities outside of lectures and tutorials, which can be challenging seeing as they are “not constantly surrounded by German speakers or ‘German culture’” (Lecturer 1). Student participants indicate that they have a need for motivation to consolidate content and apply their language skills.

## Chapter 7: Interpretation and contextualisation of findings

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In this chapter, the findings from student, lecturer and textbook data presented in Chapter 6 are integrated with the aim of uncovering dominant discourses and mechanisms which give rise to textbook praxis in the German Studies 1 (GS1) course at Rhodes University. This interpretation phase seeks to draw connections between identified discourses of commodification and learner-centredness and social processes which shape textbook praxis, “showing how [discourse] is determined by social structures, and what reproductive effects discourses can cumulatively have on those structures, sustaining them or changing them” (Fairclough, 2015, p. 172). As explained in Chapter 5, such inferences cannot be drawn directly from the data, considering the fact that:

the relationship between text and social structures is an indirect, mediated one. It is mediated first of all by the discourse which the text is a part of, because the values of textual features only become real, socially operative, if they are embedded in social interaction, where texts are produced and interpreted against a background of common-sense assumptions [...] which give textual features their values. (Fairclough, 2015, p. 154)

There are two sets of learning outcomes which students seem to perceive as being most important, namely meeting the course outcomes and gaining proficiency in speaking German. Students express their need for lecturers and tutors to facilitate and monitor their communication in German and appear to attach value to correction and want lecturers to incentivise their learning efforts by increasing the frequency of assessment (Appendix II). Two factors which stand out in student responses as giving rise to these sentiments are low motivation (or capacity) to learn outside of lectures and tutorials and low self-efficacy. Lecturers have limited contact time with students and as such regularly explain to students that lectures and in tutorials serve the function of sharing information and tools that students need to learn and to provide feedback on their progress, all of which are only useful in conjunction with regular independent engagement and practise.

Even though there is nothing preventing students from practising their German with one another (or on social media), and although they are provided with diverse learning resources, students mostly report on actions which involve memorising vocabulary and practising grammar. Student responses to the multiple-choice question of how they learn in the GS1 course reflect a prioritisation of tests, exams and homework, which mostly comprise subject

matter related to grammar, structures and vocabulary, while neglecting listening and speaking activities:

<b><i>Q2: How do you learn in this subject? (Multiple answers are possible.)</i></b>	<b>2018 (%)</b>	<b>2019 (%)</b>	<b>2020 (%)</b>	<b>Avg. (%)</b>
I use the textbook to study for tests and to go over work covered in class.	92	91	91	<b>92</b>
I learn from resources put on the RUconnected course.	76	50	77	<b>68</b>
I do exercises from the <i>Arbeitsbuch</i> book to practise for tests and exams	54	83	50	<b>62</b>
I learn from notes I make in class and in tutorials.	54	68	59	<b>60</b>
I do my homework regularly to practise new grammar.	69	58	27	<b>52</b>
I practise my German pronunciation at home by reading aloud to myself.	23	50	64	<b>46</b>
I read German texts, listen to German music and watch films to learn more than what is in the book.	23	50	37	<b>37</b>
I listen to the audio-tracks from the book at home, i.e., outside lectures.	23	8	46	<b>26</b>
I don't take notes in class, because all the information is already in the book.	15	17	0	<b>11</b>
I barely use the textbook unless I am asked to work from it in a lecture.	8	0	9	<b>6</b>

The responses show the central position of the textbook in students' learning. One notes an increase in 2020 of students who claim to listen to the audio track, read texts, listen to music and watch German films. This change in behaviour could be a result of the period of remote online learning during which students had few opportunities to speak and hear German in lectures and tutorials. The national COVID-19 lockdown measures included social distancing and isolation could have contributed to more time online and the increase in German media consumption. Whereas Chapter 6 investigates the beliefs of the participants, representing the epistemological domain of their textbook praxis, the objective of this chapter is to understand how these domains are scaffolded. This depth analysis allows for an answer to the second research question posed by this study, namely: which structures underpin the conceptualisations and experiences of textbook praxis? In turn, these insights provide answers to the third and final question aimed at elucidating dominant causal mechanisms of GS1 textbook praxis.

### 7.1. Structural mechanisms of GS1 textbook praxis

The *Menschen A1* textbook presents a “Baudrillard world” (Richmond & Porpora, 2014) in which knowledge practices occur through the simulation of social interactions. Baudrillard argues that there is no point in searching for truth (reality), since in the textbook there are only simulacra which are stable and easy to consume (Baudrillard, 1994, p. 2). Speakers of German simultaneously embody knowers and objects of knowledge in the GS1 course. This conflation of knowledge and knower reduces subjects of knowledge to objects of knowledge (Armstrong, 2002, p. 175) for pedagogical purposes. The reality simulated by the textbook can be understood as a sequence of simulacra linked to objects in the real world. The classification of learners’ German language competence into definable levels, based on their ability to use the foreign language productively, and the organisation of language into the four skills of reading, writing, speaking and listening are two examples of simulacra. Students are not only confronted with an obvious simulation of real-world processes in the textbook, but they are also inducted into the simulation. Processes based on simulation “deny the realities of the situation [and] do not allude to the real but want to be it” (Humphreys, et al., 2021, p. 4f.). In GFL teaching and learning, the initial phase of language learning generally involves simplification and reduction of real processes, with the aim of preparing learners for real interactions. The intention of the textbook is to offer spaces for communication and functional use of German by learners, therefore interactions are simple, standard, positive and clear. Similar to the way advertisements cater to the perceived needs of consumers, and in turn create a need within the consumer, the system of objects in *Menschen A1* both mirrors publisher attempts to cater to the needs of their target teachers and learners, and simultaneously communicate to learners what they need to acquire basic language proficiency in German.

The textbook is not concerned with teachers and learners in Africa (or any specific location outside the German-speaking world) and as such these book users do not form part of the needs-exchange with publishers. Students are to an extent positioned as “cultural voyeurs” (Appiah, 2018) and this positioning can be seen in Chapter 6.1 where it is found that actors in the *Menschen A1* almost exclusively make use of their sense of sight as opposed to senses of hearing, touch, smell and taste. In Chapter 6.1 the subtle differences are highlighted between linguistic resources used to describe German-speaking contexts and those resources provided to learners in order to participate in conversations on their own context. The mental processes

related to sight corresponds to actions generally associated with tourists and consumers – sightseeing and browsing. Notably, in students’ evaluation of positive elements of the textbook, visual aspects of the textbook such as colour, images and layout, they show similar consumer tendencies as characters in the textbook:

***Q3. Please list positive aspects of the textbook.***

Lots of visual aids and well laid out. (Student 1)

Lots of reading material, colourful and has themes. Other languages courses I have done just list the grammar. (Student 3)

It's in colour and has pictures. (Student 10)

It has pictures and multiple access mechanisms from audio to video. (Student 12)

Layout, colour. (Student 16)

The pictures are really helpful as well as colour-coding and tables with conjugations for new verbs. (Student 17)

It's practical, user-friendly, well-organised, accessible, attractively packaged. The grammar tables at the end of chapters are especially helpful, as are the colour codes used to indicate the gender of nouns. (Student 28)

Grabs your attention and is pretty well organised. (Student 31)

It has images. New concept has a theme. The concluding page with all the learnt knowledge on the last page of the section. (Student 41)

The appearance of the textbook is not the only positive feature of the textbook reported by students, but almost all responses relate to the visual presentation of information. Other features that students mention include “extensive vocab” (Student 8), texts that offer examples of language in context, variety of resource media (“from audio to video” (Student 12)), encouragement of “interaction through proposed games and activities” (Student 30) and “exercises to practise new concepts” (Student 35).

The CEFR level-descriptors describe the A1 learner as being able to respond to familiar topics and in familiar settings where speakers are patient enough to speak slowly and repeat themselves for the sake of the foreign language speaker (Council of Europe, 2001, p. 26). In reality, speakers adopt a range of strategies to communicate with foreign speakers (Roche,

2006, p. 405ff.) based on assumptions of what the foreign language speaker will understand<sup>44</sup>. In such a scenario, the mother-tongue speaker selects certain terms and expressions which they believe will be understood by the foreign language speaker, whereas the foreign language speaker is activating all of their resources (Roche, 2006, p. 405ff.). One could argue that the book is “teaching and preparing students for a world that is a simulacrum” (Humphreys, et al., 2021) where simulated exchanges between L1 and foreign language speakers are overwhelmingly positive and equitable, while, in reality, such exchanges place the foreign language speaker in a more vulnerable and exposed position than portrayed.

Unlike the hyperreal world sketched by Baudrillard (1994, p. 2), where reality has become enmeshed with simulacra, students know that their experience is artificial. Students enter simulated encounters with the foreign language, during which they appear to experience both “mental alienation [and] ignorant” acceptance of information (Baudrillard, 1994, p. 3). In the absence of actual German-speaker knowers and knower contexts, students rely on lecturers and textbook characters for learning more than possibly learners who reside in a German-speaking context would. In the absence of trustworthy markers of reality in the textbook, students look to lecturers to veto the knowledge, to expand on it, dismiss it, and provide further reliable content (Merrin, 2003). This observation echoes other findings related to FL pedagogy and intercultural competence:

Erfahrungen im Inland wie im Ausland haben gezeigt, dass Versuche einer ‚einheitlichen‘ Vermittlung von Sprache und Kultur scheitern müssen. Mit standardisierten Grammatiken und ‚Grundwortschätzen‘ ist es nicht getan. Viele Lehrwerke, ‚kommunikativ‘ oder dialogisch anspruchsvoll konzipiert, zeichnen sich durch das (z.T. fragwürdige) Bemühen aus, dem ausländischen Schüler, Studenten oder ‚Lerner‘ den uns fraglos vertrauten ‚Alltag‘ zu vermitteln. (Hess-Lüttich, 1989, p. 178)

In Chapter 6.1, the textbook’s constructed world is described as a non-place; however, following the findings and analysis of the data, I would like to specify that it is not a non-place in the sense that airports and shopping malls are non-places (Augé, 2008). Non-places are designed to be easily navigable by any individual and to achieve this these places are designed to be sterile enough to be understood by a person from anywhere in the world (Augé, 2008).

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<sup>44</sup> Some speakers might switch over to English completely or partially, others might not speak slower, use gestures and some might be hostile towards foreigners.

The worldview underlying the *Menschen A1* textbook, offers evidence that the textbook does not fulfil the criteria of a non-place. All three dimensions of the textbook is Eurocentric – its worldview, its framework for content selection and organisation, and its idealised GFL teachers and learners. The framework for content selection and organisation, and idealised learners and teachers are derived from CEFR. The CEFR is Eurocentric in the sense that it is necessarily, and as its name suggests, conceptualised around the idea of foreign language speakers in the European context (Byram & Parmenter, 2012, p. 10).

People who benefit from the advantages derived from the position of German in the world, have an interest in preserving or strengthening this position (Ammon, 2020, p. 3). It is therefore in publishers' interest to promote German-speaking contexts and make them seem attractive (Ammon, 2020, p. 3). Lecturers also benefit from the position of German in the world in the sense that languages with strong political and economic position in the world are more likely to attract people wishing to learn them. With its organisation of content, great spectrum of prepared online and offline resources, the textbook significantly alleviates the lecturers' workload in a German Studies section with two staff members. The textbook also provides exercises for students to practise what they have learned and evaluate their progress. Students report that they use the textbook mostly for identifying important content, consolidating and practising new content and for studying for tests and exams. The communicative orientation of the textbook is visible in the foregrounded simulations modelled by fictional characters. The textbook creates conceptual spaces for communication in the classroom in the form of imagined scenarios which learners act out, such as asking for directions, paying somebody a compliment or ordering food in a restaurant. As much as these simplified examples of language in context are useful in the early stages of language learning, the essentialisation that happens as a result of the simplification unpacked in Chapter 6.1 exacerbates unequal power relations already inherent to foreign-language and native-language speakers.

The more familiar a student is with the role they are supposed to play in the simulated world presented to them by the textbook, the less alienating their learning experience. Students perceive their understanding of the layout of and instructions in the textbook as something they need to acquire. Lecturers acknowledge this need and spend time in lectures to explain the layout of textbook to them. Comparing what students report they find negative about the textbook and their suggestions for improving the course, one finds a correlation between the

type of problems (Q4.) and type of solutions (Q6.) that students put forth (Appendix II). Students who negatively evaluate the textbook's grammar explanations tend to suggest more grammar practice and more opportunities to speak German in lectures and tutorials. In a similar vein, students who find the layout and organisation of the textbook difficult to understand suggest more opportunities to speak German, more frequent assessment, and slowing the pace of the course. In contrast to these two groups of responses, a third group of students has fewer negative opinions of the textbook as a tool for learning and they suggest more supplementary content:

***Q4. Please list negative aspects of the textbook.***

***Q6. How do you think we can improve this course?***

***Q4.*** Hard to understand all the grammar sometimes, especially if you miss a lecture.

***Q6.*** More grammar practice towards the end of the year especially revision. The focus seems to shift away from it and I forget some of the basics. Also more working on pronunciation like when the whole class has to copy the lecturer and say the word aloud, it would have helped for the oral. (Student 3)

***Q4.*** The textbook doesn't always provide sufficient information on certain grammar etc.

***Q6.*** Perhaps allow even more engagement in class by for example doing more exercises in class. (Student 21)

***Q4.*** It does not do a well enough job at explaining the grammar.

***Q6.*** Focusing more on speaking the language during tutorials. (Student 22)

***Q4.*** The pages seem full of information and it is often quite overwhelming to look over and work through all the various exercises and boxes on each page.

***Q6.*** Perhaps there is a way in which we could be encouraged to speak to each other in German in an environment other than lectures. (Student 2)

***Q4.*** Slightly confusing in its arrangement. especially the glossary.

***Q6.*** Move slightly slower to ensure better understanding. The pace is a little fast to fully engage. (Student 31)

***Q4.*** The numbering is sometimes confusing and it's hard to understand the questions sometimes and you just rely on the example.

***Q6.*** The course does start off really slow and then it just increases the rate at which we learn. That makes it hard and overwhelming to keep up with everything. So, if it could just maintain a constant speed that would be nice. (Student 33)

***Q4.*** Sometimes its use of specific themes for every chapter felt awkward.

***Q6.*** Possibly more lecture slides or PowerPoints (just because visual guides are very useful). (Student 7)

*Q4.* Some chapters seem a bit far-fetched... as in it is not that relatable.

*Q6.* I think it is currently at a good shape. No need for further improvement.  
(Student 4)

*Q4.* Some of the content is a bit silly and unrealistic.

*Q6.* Adding a German movie viewing. (Student 11)

In some cases, students who comment on the unrelatability of the textbook content, ask for more assessment rather than more engaging content, which is an indication of how they prioritise their learning. Most value is attached to grammar and language competence, after which students most value relatability and representativeness of the textbook content. A third group of students feel the course could be improved with supplementary content; students in this group do not claim similar problems with using the textbook or consolidating the grammar as their classmates. Student 37 notes as a negative aspect of the textbook that it is exclusionary because all the characters are white. However, the student does not ask for more representative materials, they suggest more tests.

Perceptions of language learning and self-efficacy reported in the course evaluation reflect the diversity of the students in the course. The diverse socio-economic, socio-cultural and schooling backgrounds of students (Murray, 2016, p. 167) discussed in Chapter 5 show that some students are better prepared to succeed at university and in the GS1 course than others. Most students are used to a learning culture acquired in school in which they play a passive role of receiving and reproducing knowledge through memorisation (Wingate, 2007). This approach does not involve the type of higher-order thinking and treatment of knowledge required for university learning. Students are generally motivated to learn when course requirements and assessments require it and only a few students indicate learning efforts beyond what is necessary to obtain the course credit.

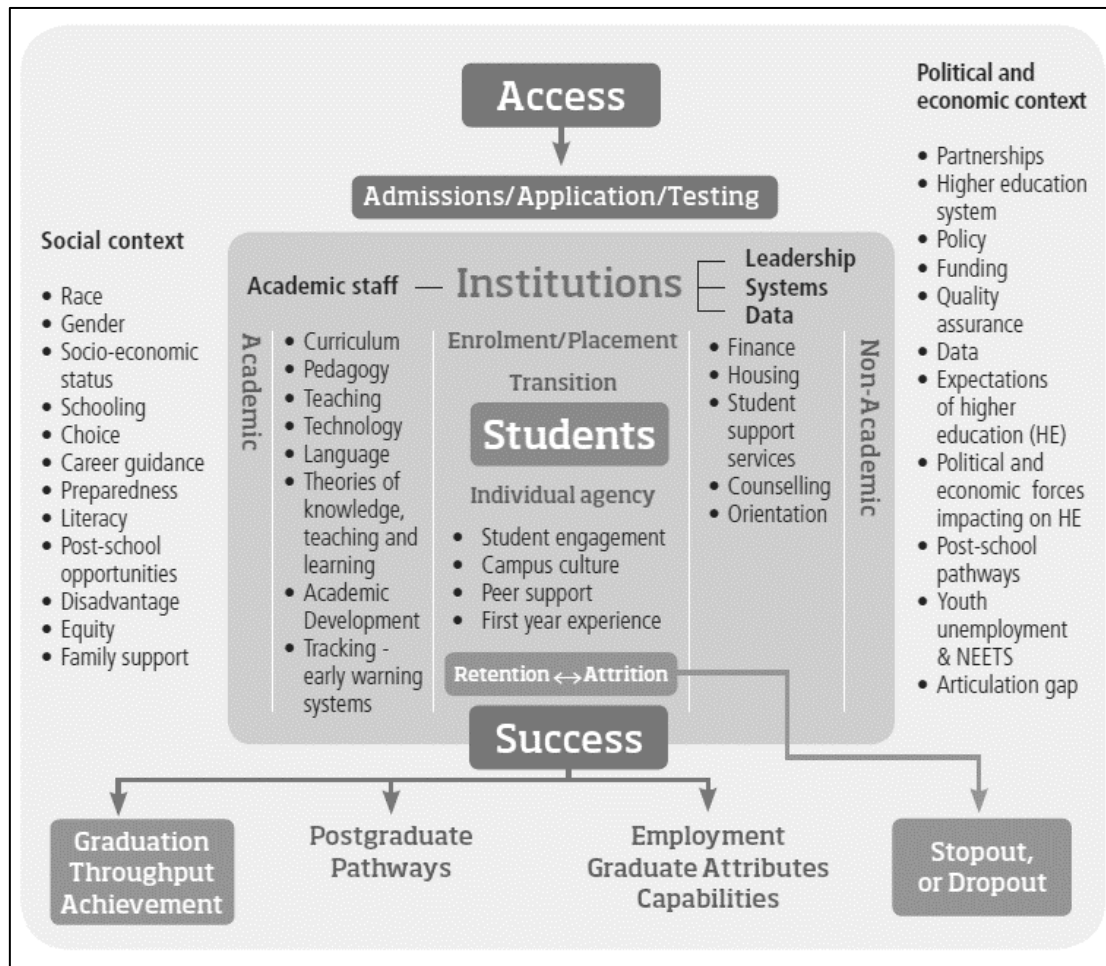
At the individual level, students' motivation and a range of other factors such as personal interests, self-efficacy and lifeload (Kahu, 2013, p. 767) may affect their approach to learning in the course. In a study on motivation and foreign language learning in higher education, Busse & Walter (2013) find a link between students' enjoyment in learning a foreign language at university and their sense of self-efficacy and progress. Rhodes University attracts a lot of students from the Eastern Cape, one of the two poorest provinces in the country<sup>45</sup>, adding to

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<sup>45</sup> Statistics South Africa 2019: <http://www.statssa.gov.za/?p=12075>

the lifeload of many students. The figure below, presented by Lewin & Mawoyo (2014, p. 42), shows the multitude of factors which influence student access and success.

Figure 7: Factors affecting student access and success in South African universities (Lewin & Mawoyo, 2014, p. 42)



Although student participants and the textbook find a positive emotional experience important for learning success, they conceptualised these experiences differently. The textbook claims that successful language acquisition lies in self-directed learning which allow learners to choose those parts of the textbook that match their interests and learning style (Hueber, 2019, p. 11). Students view themselves in a more passive position in that they expect the course to be made enjoyable, interesting and relatable for them. While the textbook locates the origin of the positive experience in the mind of the learner, students perceive it as an external force. When students are frustrated by their lack of communication skills at the end of the course, for example, they imply that they have too few opportunities to speak in German in class. Technically, students can interact in German with one another or from listening to people speak

German on YouTube channels, on German films and series, and in music. Even though students imply that speaking German in front of others where there is the danger of making mistakes is “nerve wracking” (Student 17), students seem to favour communicative situations where their interactions are highly structured, their output is monitored, and their performance evaluated.

Through its provision of “Erweiterungs- und Vertiefungsaufgaben sowie Automatisierungsübungen für das selbständige Arbeiten zu Hause” (Hueber, 2019, p. 12), the *Menschen A1* textbook envisions learners who are eager to practise their German outside of the classroom. The provision of ample resources for flexible use in the classroom and for learners to practise their German independently appears to have an opposite effect as the many components overwhelm students; leading them to depend on what lecturers identify as important and useful parts of the book. It is telling that none of the students wrote about a component of the textbook which does not feature in lectures, tutorials or in the homework. None of the students alluded to the *Lernwortschatz*-pages in the *Arbeitsbuch* where space is provided for learners to fill in translations of the chapter’s important vocabulary in a language of their choice, neither does anybody mention the *Literatur* section<sup>46</sup> at the end of each module featuring a story about Paul, Anja and a dog called Herr Rossmann that continues over the course of the *Arbeitsbuch*. None of the students mention the *Selbsteinschätzung* pages in the *Arbeitsbuch* where learners can evaluate their progress. These sections are normally pointed out by lecturers to students as useful and every so often used in lectures and tutorials, but do not form part of the main curriculum.

The exclusion of English explanations and instructions is reported by students to cause problems in understanding what is expected of them and this is another reason why they feel they need lecturers to make sense of the textbook. This, despite the fact that machine translators such as Google Translate and DeepL<sup>47</sup> produce fairly accurate translations and students use translation software when doing homework:

The homework is a bit tedious to and there is a point in the term where I use google translate. It would be better if homework was also to write notes in the first few weeks and marking the notes on the quality of information and effort. (Student 20)

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<sup>46</sup> Student 3: “Lots of reading material, colourful and has themes. Other languages courses I have done just list the grammar.”

<sup>47</sup> <https://www.deepl.com/translator>

Not only do students appear to lack the intrinsic motivation to engage with German outside of lectures beyond what counts for marks, they seem to lack the self-efficacy to create opportunities to communicate in German independently. Students are expected to spend time honing their German skills outside of contact sessions, and beyond homework, tests and exams. Lecturers make use of the lectures to provide the tools with which students should learn and practice on their own to develop their German proficiency. There are additional resources created by lecturers for students, such as ‘how to use your *Menschen* books’ to enable independent use of the textbook and posted on the university-internal learning platform. Lecturers’ and students’ reflexive abilities affect their relationship with curricular objects such as the *Menschen A1* textbook and disciplinary conventions.

The three processes which appear to prevail in the GS1 course are: learning how to use the textbook effectively (which means different things to different participants, learning grammar and vocabulary and making meaning through speaking and writing. While the textbook is an additional object of knowledge with which students need to come to grips, it also provides students with guidelines for learning and it packages subject matter in a coherent way. In this sense the textbook simultaneously enables and constrains learning. The textbook coherence is not equally apparent to all students, especially not to those who have not learned a foreign language before or those whose language learning experiences in school have thus far been unsuccessful or poor. Findings from the lecturer data presented in Chapter 6.4 show that lecturers evaluate textbooks based foremost on their grammar progression and their alignment with the CEFR, and secondly value other aspects of layout, design and content related issues such as selection of topics and presentation of the German language and German-speaking contexts. Grammar progression and the “Rezeptologie der Sprachvermittlung” (Roche, 2011, p. 204) signify theoretical specialised disciplinary knowledge while alignment with the CEFR points to practice based knowledge. CEFR-aligned textbooks contain standardised content (grammatical structures, lexical fields, communication scenarios, exercises), which makes it possible to use resources from a range of books and online materials based on the same level-descriptors (Byram & Parmenter, 2012, p. 9).

This alignment also affords the German Studies section practical relevance as the textbook aims to prepare learners for language exams such as the Goethe Certificate. Grammar instruction is supposed to equip students with knowledge to use the German language flexibly

and independently in future. Students who only spend their time on making sense of the textbook, memorising vocabulary, and practising grammatical structures will likely not progress beyond being passive knowers of simulated language structures, i.e. they will not become active users of the language who find practical value in what they have learned.

### 7.2. A causal model of textbook praxis in the GS1 course

The theoretical and analytical tools outlined in Chapter 4 are utilised in this section to present some of the most prominent causal mechanisms that can be drawn from the discussion above. In terms of the Social Realist perspective of this case study, as explained in Chapter 4:, causal mechanisms of textbook praxis are constituted by fluid interactions between the structures, cultures and agency within the GS1 course curriculum (Porpora, 2015, p. 187). A structure on its own is not a causal mechanism (Porpora, 2015, p. 186; Bygstad & Munkvold, 2011, p. 3). The Morphogenetic Approach (Archer, 1995) disentangles the mixture of causal interactions with the concepts of structure, agency and culture (SAC) by presenting these interactions as processes:

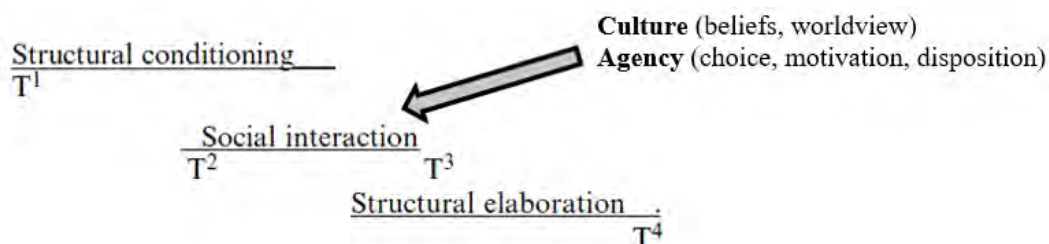


Figure 8: The location of Culture and Agency in the morphogenetic cycle. (Adapted from Archer, 1995)

The structures, cultures and determinants of agency in the GS1 course uncovered in this dissertation, in particular regarding textbook praxis, are summarised in Table 12. The most prominent structures, cultures and features of agency identified in Chapter 2, Chapter 6, and in Chapter 7.1. are presented in Table 12.

Table 12: Structures, cultures and determinants of agency in the German Studies 1 course

STRUCTURES	CULTURES	AGENCY
<i>Macro-structures</i>		

Commodification of education and language	Cultures of teaching and learning	Value commitments
Eurocentrism	(Inherited) methodologies of teaching & learning	Ignorance
Power relations	(Inherited) disciplinary values	Personal interests
Positional interests	Social ideologies	Motivation
<b>Meso-structures</b>	<i>Lerner- and Lehrer-bilder</i>	Self-efficacy
South African language politics		
Positionality of German (Studies)		
(Higher) Education policies		
Institutional		
<b>Micro-structures</b>		
Education background		
Socio-economic background		
Language background		

The causation of GS1 textbook praxis is, however, more complex than portrayed by the table above. As the (South) African context is not part of the needs-exchange conversation between publishers and their target audience, changes in the local context do not (intentionally or directly) lead to changes in textbook writing and design. This, and the power relations between students and lecturers indicate a hierarchical structure and the relational pattern that emerges is illustrated in Figure 9.

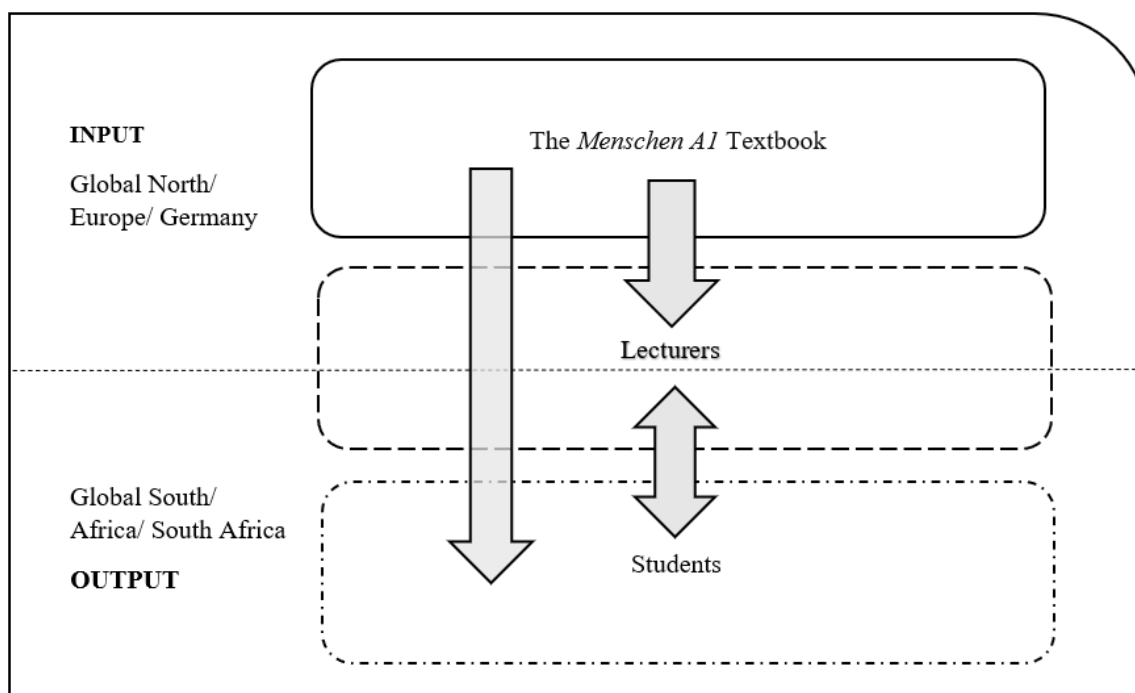


Figure 9: Visualisation of the relation between the textbook, lecturers and students

The diversity of reported experiences and stated needs from student participants, and the fact that students contradict themselves in their responses (cf. Chapter 6.3), are two notable characteristics of the student data. When reporting on how they use the textbook and how they learn in the course, students mostly mention grammar practise and memorisation of vocabulary and structures, but when they report on what kind of learning they feel they need, students comment on speech and pronunciation.

The student data also indicates a low capacity or willingness for self-directed and self-regulated learning. For these reasons, it is challenging to make sense of their experiences (positive and negative) and evaluations of the *Menschen A1* textbook and GS1 course in general. In this chapter, the diversity of students' circumstances and backgrounds have already been put forward as one reason for the diversity of responses. Their mostly unreflective course-evaluation responses also show how unprepared students are to reflect critically on their learning and on the textbook (content). With the massification of higher education, student bodies have become increasingly diverse – in terms of culture, background, language, level of academic preparedness, and economic status (van Schalkwyk, 2007, p. 955). However, diversity is not restricted to these structural characteristics. The implication of diverse student populations is that “fewer assumptions can be made about the necessary cultural [and

emotional] capital with which students enter higher education and thus their degree of ‘fit’ with the institutional habitus” (Murray, 2016, p. 167). The heterogeneity of students makes it difficult for staff to ensure that students have positive and successful learning experiences (Murray, 2016, p. 167).

That individual student responses are contradictory at times could be ascribed to tensions between subjective and objective learning needs (Al-Busaidi & Tindle, 2010). Subjective needs can be understood as a student’s personal expectations of a course, whereas objective needs relate to the learning or course outcomes. A link can also be drawn between subjective/objective needs and intrinsic/extrinsic motivation – intrinsically students might wish to have an enjoyable, comfortable and interesting experience but extrinsically they are motivated to learn in ways that will ensure their success in the course. There are more serious consequences if the course outcomes are not met than if students’ subjective needs are not met and thus here is a hierarchy of decisions which influence knowledge practices, with grammar and vocabulary at the top, followed by speaking and then listening and reading comprehension. One could argue that students’ intrinsic motivation relates to speaking and understanding German, while their extrinsic motivation is to master the grammar and syntax of German, although it was also shown in Chapter 7.1 that students also have different levels of intrinsic and extrinsic motivation.

Students implicitly subscribe to foreign language pedagogies that are reflective of a blend of methodologies of GFL teaching and learning. The beliefs reflected in the student data of foreign language learning share similarities with several well-known FL teaching and learning methodologies, presented in Chapter 4 (Table 4, p. 48). To illustrate the different composition of elements of different FL methods to which participants subscribe, I use Table 4 as a rubric. Although also underpinned by these methodologies, the *Menschen A1* textbook and lecturers draw on different aspects of them, and thus show misalignments between the ‘parts’ of each methodology with which each of the three participant groups construct (and thus legitimise) their textbook praxis:

**Grammar-Translation Method (GTM):**

*Expectations:* Proficiency in writing, comprehension, emphasis on correctness

*Approach:* Grammar applied through [...] exercises

*Lernerbild:* A teacher-centred concept informed by a presumed lack of independence on the part of the learner.

**Audio-Lingual Method:**

Expectations: To acquire the language speedily through repetition and imitation

Approach: Do not enter into interactions unrehearsed to avoid mistakes

Lernerbild: the learner is an empty vessel that reacts to stimuli and in so doing acquires skills which can later be applied in real situations.

**Direct Method:**

Expectations: Spoken language is acquired like natural language acquisition

**Communicative Method:**

Expectations: The target language is to be used independently and functionally.

(Gnutzmann & Salden, 2010)

Student expectations contain elements of four methodologies, although most of their reported approaches to learning are reflective of methodologies that focus on form and correctness. This blend of pedagogical concepts consists of principles underpinned by concepts of both natural language acquisition (*Erwerb*) (Direct Method and, to a lesser extent, Communicative method) and of instructed language learning (*Steuerung*) (GTM and Audio-Lingual Method):

Die partikularen Aspekte des Spracherwerbskontinuums, die gelegentlich zu holistischen Hypothesen des Spracherwerbs stilisiert werden, sind dabei nur wenig hilfreich, weil sie singulären und dekontextualisierten Erscheinungen zu viel Bedeutung beimessen. Symptomatisch dafür sind die Ansätze zum *input enhancement*. Nicht[,] dass gegen Input im Spracherwerb und die Bedeutung von Salienz etwas zu sagen wäre. Aber die Vorstellung, Lehrer, Lehrerin oder Lehrmaterial hätten diese Salienz zu liefern oder zu steuern, geht an den eigentlichen Prozessen des Spracherwerbs vorbei. [...] Viel Aufmerksamkeit wird darauf verwendet sicherzustellen, dass der Input für den Lerner möglichst optimal strukturiert ist, und Übungen zu konstruieren, mit denen der Lerner zur Beachtung wichtiger struktureller Merkmale gebracht werden kann. [...] Künstliche Hervorhebung genügt jedoch nicht als Bedingung für nachhaltigen Spracherwerb, wenn der Lerner ansonsten in einer passiven und weitestgehend unbeteiligten Rolle verharrt [...]. Demnach besteht die Rolle des Inputs in mehr als dem bloßen *noticing of input* und es verbleiben wichtige, selbstgesteuerte Aufgaben des Lerners für Output-orientierte Funktionen des Spracherwerbs. Das Erwerbsprinzip der Salienzorientierung wird in Inputmodellen dagegen an seiner eigentlichen Aufmerksamkeitsfunktion vorbei, nämlich einer aus einer Handlungsabsicht generierten, wesentlich vom Lerner selbst gesteuerten Funktion, in ein unterrichtsmethodisches, Form fokkusiertes Steuerungsverfahren umgewandelt. Es steht nicht mehr das vom Lerner gesteuerte Handlungsinteresse im Mittelpunkt des Lernens, sondern es rückt der Aspekt der artifiziellen Nachahmung zur Befriedigung struktureller Vorgaben (Formgenauigkeit) in den Mittelpunkt. Im günstigsten Fall ergeben sich daraus gute Noten, aber nicht unbedingt auch brauchbare kommunikative Kompetenzen oder Sprachbewusstheit. (Roche, 2011, p. 205)

There is a mixture of theoretical and practical knowledge practices in the GS1 course, and these blended concepts are also adopted by textbook publishers and lecturers, albeit in different ways. The result of this double pedagogy is not as reciprocal as commercial textbooks and FL pedagogy might espouse. The belief is that adult FL learners benefit from explicit grammar instruction (Dixon, et al., 2012). However, it appears that the focus-on-form approach, intended to enhance practical language learning, becomes students' main preoccupation. In this sense, a focus on form also hinders language acquisition, especially when learners display low levels of agency, as imitation and grammar knowledge alone will not lead to functional use of the language.

## Chapter 8: Conclusion and recommendations

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In this final chapter, I reflect on the insights gained in this study and on implications for future textbook practice. Based on these considerations, recommendations for future GFL curriculum and textbook praxis ensue. There are several structures, cultures and agential factors that give rise to the approach to teaching and learning, in GFL textbooks in general and in the GS1 course described in this dissertation. The GS1 course follows what could be considered a steep progression, considering that students have an approximate total of 97 contact hours<sup>48</sup> in their first year, German is not their only subject<sup>49</sup>, attendance is at times not at the obligatory 70% (Rhodes University, 2021, p.265) and they do not reside in a German-speaking context where they would have ready access to the language. The progression is such that students should be able to read literary texts and express themselves more flexibly from second year onward. Emphasis in the GS1 course on language rules is legitimised by the belief that the foregrounding of grammatical, syntactical, lexical and communication-related rules accelerates language learning. In this regard, the *Menschen A1* textbook plays a central role in the course as its function is to provide accessible, organised content, not only in terms of grammar, but also in terms communicative themes and scenarios. That an essentialised, simulated world is presented to students by the *Menschen A1* textbook can be regarded as both positive and negative.

The simplification of language and society lends to the *Gebrauchswert* of the textbook for learning, and simulated interactions ‘train’ learners for the functional use of the German language. German (Studies) generally legitimises its place in higher education by claiming relevance through research and epistemology, its role in developing intercultural competencies, and its pragmatic contribution in the form of career-oriented language learning (Hamann, 2009, p. 196). With the epistemological and intercultural aspirations of the discipline lacking in pragmatic substance, language teaching and learning makes up the most attractive and convincing component of the subject. This creates an implicit distinction that literature and cultural studies is the critical component and language is the practical component of a GFL

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<sup>48</sup> GS1 students have four lectures and one tutorial per week of 45 minutes each and there are an average of 26 teaching weeks in an academic year.

<sup>49</sup> Students choosing to take German come from all undergraduate and postgraduate levels. In their first and second year of study, students usually take four subjects. In their third year, they major in two subjects. (Rhodes University 2021, <https://www.ru.ac.za/admissiongateway/application/curriculumselection/humanities/>).

course and thus that GFL courses serve an epistemological access function. In the context of education in German Studies, and humanities in general, the objectives of *Bildung*<sup>50</sup> and *Ausbildung* compete for legitimacy (Scott & Pasqualoni, 2016, p. 121). Thus, the commodification of higher-degree courses, often for ease of ‘distribution’ and ‘consumption’ of knowledge, has led to a focus on procedural knowledge, which rewards the demonstration of specific products of disciplinary knowledge (Weelahan, 2007, p. 638). Spivak (2016) scrutinises this “knowledge management” (2016, p. 18) by asserting that the same practices that are put in place “to enhance teaching and learning [...] also limit teaching and learning” (2016, p. 20). (South) African universities have the challenge to “develop revitalized curricula [...] address African developmental problems and reply to the demands of a new global economy, while simultaneously maintaining the traditional occupation of a university as a place of objective and critical reflection” (Ndo Firepi & Cross, 2017, p.8). Ndo Firepi & Cross put forward localisation, internationalisation, functionalisation and (objective and critical) reflection as four tasks facing South African universities.

Making use of GFL textbooks that are published in Germany and that are aligned with the CEFR level-descriptors establishes a connection with the German-speaking and European context and the textbooks’ functional outcomes reflect its practical value. Lecturers may feel bound to conform to these standards, not only due to a “desire for affirmation” (Hu, 2012, p. 72), but also as standardisation promotes curriculum coherence and the impression of neutrality and transparency. This study argues that if GFL courses are to play an epistemological access function, it is pertinent for lecturers of German to interrogate, not only the pedagogical processes through which students are envisioned to gain this access, but also the “ontological assumptions” (Lockett, 2019, p. 36) that underlie these processes. Ontological assumptions include the worldview and target users of GFL textbooks and the lived realities and attributes of students who study German.

The one task in which the textbook fails is critical reflection, which is evidenced by its normative presentation of the social world. Although lecturers and students resist the essentialisation of social reality in *Menschen A1* in various ways, there is also a certain acceptance that beginner FL textbooks are characterised by trivial themes. Topics such as

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<sup>50</sup>From a Humboldtian perspective, teaching and learning under the umbrella of *Bildung* involves a search for truth by teacher and student. *Bildung* is the only means to develop the self’s full potential and to become the person only the self can become. (Scott & Pasqualoni, 2016, p. 212)

language acquisition, politics and climate change, for examples, only appear in *Menschen A2* and *B1* (cf. Chapter 6.1), revealing a common conception of *ab initio* learners:

Die Diskrepanz zwischen den zur Verfügung stehenden zielsprachlichen Mitteln und dem, was Lernende im Anfangsunterricht eigentlich zu einem Thema sagen könnten und möchten, gehört zu den Frustrationselementen, mit denen sich Lehrende und Lernende im Fremdsprachenunterricht auseinandersetzen müssen. Mit ihr kann auf unterschiedliche Weisen umgegangen werden. Man könnte sagen: Da muss man durch, man lernt nun mal am Anfang Strukturen und Wortschatz, damit man sich später, im sprachlichen Schlaraffenland von B2 und C1, mit interessanten Themen differenziert, sprachlich korrekt und angemessen beschäftigen kann. (Rösler, 2013, p. 151)

As students often have little prior knowledge of German or German-speaking contexts they look to lecturers to veto the language and social world portrayed in the textbook, to tell them how close to reality the depictions in the book are (Rösler, 2013, p. 156). Tracing the ideological beliefs in the discourse of the textbook provided insight into its worldview and the pervasive structures which underpin them. The ideological consensus is that language and culture is a commodity, education is a commodity, and learning is tied to performance. Charteris Black (2017, p. 203) explains that it is not the metaphor of performance per se that makes it problematic but rather the implications of the metaphor on the social relations between the participants – how are students positioned by the textbook as consumers and how are lecturers positioned as product providers? The power relations underlying textbook praxis position students in the least powerful position, whereas the position of lecturers and textbook are not as straightforward. The norming of appropriate content (Leung, 2005) leads to the acceptance of knowledge as relevant because it matches the norms, and in this process the scrutiny of knowledge is in reference to standardized norms and not reality. Hu (2012, p. 71) argues that the competence orientation of the CEFR produces a culture of performativity and “the learning subject who is created by this discourse is an enterprising individual, with an objectifying attitude towards him/herself”, which does not match the passive approaches to learning reported by students.

Lecturers do not use the textbook as is, but adapt, modify, omit, question and expand on textbook content. Lecturers possess the most visible power while the textbook’s power to legitimate knowledge practices is less explicit. The majority of students’ metaphors of the textbook frame *Menschen A1* as a resource or a guide, but in their evaluations, many highlight the fact that the textbook is only really helpful after lecturers explain the layout and content.

Rösler says about the responsibility of an FL teacher in situations where learners have a limited frame of reference of the foreign language and culture that:

Zumindest bei Fremdsprachenlernenden in der Fernfremde, und wohl nicht nur da, muss davon ausgegangen werden, dass sie den Kontakt mit der neuen Sprache mit sehr elementaren stereotypen Vorstellungen vom Zielsprachlichen Raum beginnen. Wenn bei Deutsch als Fremdsprache zu Lernbeginn Österreich und die Schweiz als separate deutschsprachige Entitäten nicht oder nur über die Alpen und Heidi – in der japanischen Zeichentrickfassung – bekannt sind und zum Wissen über den deutschsprachigen Raum Automarken und Hitler und ansonsten relativ wenig gehören, oder wenn aus der fernfremden Perspektive betrachtet von den Lernenden ‚die‘ Deutschen oder auch ‚die‘ Europäer als vom Selbstbild distinkte und durch Eigenschaften charakterisierbare feste Gruppen gesehen werden, dann hat der Fremdsprachenunterricht im Anfängerbereich nicht die Wahl, ob er sich mit diesem „Vorwissen“ beschäftigen soll oder nicht, er muss, wenn er erfolgreich sein will, auf dieses Vorwissen reagieren. Es geht also nicht darum, ob man sich mit diesen Bildern einer angenommenen homogenen Zielkultur beschäftigt oder nicht, sondern wie man sich mit ihnen beschäftigt und sie in Richtung Heterogenität führt, ohne dass daraus auf den Sprachniveaus A1 und A2 eine ausgangssprachliche landeskundliche Vorlesung wird. (Rösler, 2013, p. 156)

The presentation of social reality in commercial textbooks (in this case *Menschen A1*) prescribed in most GFL courses at South African universities is a problematic but indispensable part of the GFL curriculum. Faced with offering a solution to the problems of social and cultural representation, a recommendation could be to develop local materials that take the lived realities of our students into account and places the immediate rather than the European context as the point of departure. However, the development of successful teaching materials must take into consideration issues of profitability and perceptions of credibility of local materials (Chapter 3), as well as practicalities of publishing and distribution.

Contributing yet another textbook to an already overcrowded market might not be productive and the act of publication alone renders it unable to respond to rapid social changes. There was a regional textbook written for South African pupils and written by South African authors, *Deutsch ZA* (Skorge, et al., 1984). More modern commercial textbooks characterised by “Buntheit, Comic-Figuren, exzellente Fotos” (Klaus, 1995, p. 76) and alignment with standardised language-proficiency exams appears to have contributed to the redundancy of locally published materials. Furthermore, an institution’s accreditation of degrees by the Department of Higher Education and Training (DHET) in South Africa, with German Studies as a course and as a major, might be jeopardised if unknown, untested teaching materials are being used – a highly ironic situation in a context where decolonisation is an imperative.

Skorge (1984, p. 2) recognised the role that competition between FL textbook publishing houses play in textbook development, use and reception almost four decades ago. At this point, it seems as if the publishers have won, and currently it seems as if the global North has won. In order to not fall victim to the dictate of global north publications, and in order to pay tribute to the lived realities of students and lecturers, adaptation and revision of language teaching materials should consider all four dimensions of responsiveness (Moll, 2004, pp. 3-7) if the aim is curriculum transformation:

**Economic responsiveness** – the curriculum reflects needs of employers and industry, producing employable graduates.

**Cultural responsiveness** – the curriculum reflects the cultural backgrounds of students, taking into account multiple cultural perspectives.

**Disciplinary responsiveness** – the curriculum reflects the latest developments and discourses in the field.

**Learner responsiveness** – the curriculum allows space for the consideration of learner needs, prioritising learning over testing.

Responding to changes in what is required from curriculum beyond the economic level reduces feelings of alienation and resentment from students and staff, resists “the danger [...] that the role of higher education becomes reduced solely to its economic purpose, ignoring the social, moral, cultural, and intellectual purposes of education” (Kruss, 2004, p. 674).

The majority of student participants’ approaches to learning and to using the textbook align with GS1 assessment practices. Due to time constraints and the fact that there are only two staff members in the German Studies section, conducting oral assessments frequently is not a possibility, since orals cannot be conducted all at the same time (in contrast to written tests that students write together in one venue). During the period of remote online learning in 2020 and 2021 lecturers set oral assignments where students were asked to upload recordings of themselves, and with online tests it has been possible to incorporate listening-comprehension questions in tests and exams. Blended learning has proven beneficial in aiding continuous adaptation and (cost-effective) revision of content and it offers opportunities for collaboration with colleagues and with students.

Clarke (1989) argues that the “externally imposed” (1989, p. 134) curriculum of teaching materials are bound to be influenced by the teaching and learning environment, and thus advocates a “negotiated syllabus” (1989, p. 134) which is instead internally generated both by

teachers and learners – in this way the adaptation process becomes more meaningful and suited to the immediate context. Furthermore, by placing learners in the active role of collaborator in materials writing, their level of required commitment is not only increased, but it is naturally situated within content which is relevant to them and suits their “cognitive, emotional, and pragmatic needs” (Clarke, 1989, p. 133). One could argue that learners’ active involvement in creating materials also raises their awareness that LTMs are in fact selected compilations of *aspects* of language and culture instead of a neutral and constant depiction of reality.

Blyth (2009) argues that the “knowledge ecosystems” offered by a blended learning environment allow teachers and learners, “who have previously been shut out of the traditional publishing world”, to adapt, contextualise, localise and scrutinise textbook content. There are *Menschen* Moodle pages pre-loaded with resources, quizzes and interactive exercises, provided by the publisher – these can be deleted, hidden, moved as one pleases and one can add components. During the period of remote learning 2020 and 2021, students were given tasks that required them to be actively involved in creating content – for example, students were asked to create glossaries related to various themes and they could also upload useful resources to the page.

Disciplinary and learner responsiveness in our context also requires consideration of the next generation of academics of German in the South African higher education context (in this case particularly the Eastern Cape and at Rhodes University) and the fact that fewer students manage to meet the linguistic requirements to become academics of German in spaces where the *Verkehrssprache* is German. It is through postgraduate students that a disciplinary *Nachwuchs* can be nurtured (Spitz & Lewark, 2016, p. 42). Producing new scholars of German ensures the continuation of research and teaching in the discipline, and availability of qualified staff. There exists a general concern over the future of South African German academia (von Maltzan, 2009, p. 210; Augart, 2012, p. 13) and “der Druck [wird] immer größer, Einheimische und vor allem schwarze Akademiker einzustellen; die Hürden für ausländische Wissenschaftler, in Südafrika eine Arbeitgenehmigung zu bekommen, werden immer höher” (Annas, 2016, p. 114). The situation of German academia described by Kußler has not changed much since 1995:

Die 1995 insgesamt ca. 50 in Südafrika tätigen Universitätsgermanisten (vgl. Horn 1995: 9) waren ausnahmslos Weiße; und zwar überwiegend Deutschsprachige (Deutschstämmige oder Eingewanderte), die zumeist in Südafrika studiert und auch promoviert hatten. (Kußler, 2001)

## Chapter 8: Conclusion and recommendations

Insight into the practice of colleagues in the German foreign language academy would enable the conceptualisation of realistic and practicable new and relevant materials, based on actual current application of teaching materials in curricula. As a scope for further research deeper insight into „wie die Handlungen und Entscheidungen von Lehrenden im Unterricht jeweils subjektiv begründet sind“ (Schmenk) is necessary. Change in the discipline has already been noted in that more non-mother tongue speakers of German are joining the German academic community. In order to further transform our discipline, it will be necessary to involve students in creating materials and to cultivate a culture of challenging depictions of reality in the textbook.

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## Appendices

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### I. Online student course-evaluation (2018-2020)

#### A. Student informed consent form

Students were asked to give their consent and to complete the course evaluation via their GS1 online learning platform course page.

Student consent form:

In my research I investigate textbooks implemented in German courses at South-African universities, how they are used by lecturers and students inside and outside of the classroom and whether the textbooks on offer are relevant and appropriate for our context. My aim is to develop a framework for adapting materials which take into account the needs and values of both students and lecturers of German to aid curriculum transformation. I can only do this in a meaningful way if I include the input from my students (you!) in my research. You will be asked to submit homework assignments (which will be marked like all your other weekly homework assignments), and which I may use in my research. You will also be asked to complete a course evaluation (as we normally do from time to time in this course), in which questions pertaining to the textbooks will be included. Your feedback will be used for my research.

There are no anticipated risks for submitting any of your work in this subject which will be used for research purposes. Be assured that your work will be kept confidential and you will never be individually identified in the research. Data collected will be combined with other respondents' data. You can withdraw your consent at any point in time, but all the assignments for which you had given permission up until then will be included in my research.

I hereby consent to my homework and course evaluation being used for research purposes.

Yes  No

*B. Course Evaluation – Google Forms*

**GS1 course evaluation (URL)**

Please complete the following evaluation by answering in as much detail as possible. Your feedback will be used to investigate and consider the best way to teach this course, as well as the best way to make use of the language textbook. Your participation in this survey is optional. The survey should take you no more than 10 minutes to complete. Please give me your honest opinions and answers. There are no anticipated risks for participating in this survey. Be assured that your responses will be kept confidential and you will never be individually identified. Completion of the survey indicates your consent to participate. Data will be combined with other respondents' data.

**Q1.** Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because... \*

**Q2.** How do you learn in this subject? (Multiple answers are possible.)

- I use the textbook to study for tests and to go over work covered in class.
- I barely use the textbook, unless I am asked to work from it in a lecture.
- I learn from notes I make in class and in tutorials.
- I learn from resources put on the RUconnected course.
- I don't take notes in class, because all the information is already in the book.
- I do my homework regularly to practise new grammar.
- I do exercises from the Arbeitsbuch book to practise for tests and exams
- I listen to the audio-tracks from the book at home, i.e. outside lectures.
- I read German texts, listen to German music and watch films to learn more than what is in the book.
- I practise my German pronunciation at home by reading aloud to myself.
- Other: \_\_\_\_\_

**Q3.** Please list positive aspects of the textbook.

**Q4.** Please list negative aspects of the textbook.

**Q5.** Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)

**Q6.** How do you think we can improve this course?

## Appendices

### II. Student course-evaluation responses

Available as a Google-Sheets spreadsheet:

[https://docs.google.com/spreadsheets/d/1fhHv5g5zbLuNEgAfqeFyhKH051t084X8dw\\_Sfi3YcYQ/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1fhHv5g5zbLuNEgAfqeFyhKH051t084X8dw_Sfi3YcYQ/edit?usp=sharing)

STUDENT	<i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i>	<i>Q3. Please list positive aspects of the textbook</i>	<i>Q4. Please list negative aspects of the textbook.</i>	<i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i>	<i>Q.6 How do you think we can improve this course?</i>
<b>2018</b>					
<b>1</b>	...a fish in water because it does what it is supposed to.	Lots of visual aids and well laid out.	Nothing much	Everything together makes the whole learning experience valuable	A little more visual aids, especially videos. It can be very interesting
<b>2</b>	...an old friend because it is reliable and gives good tips and advice for German language learning	The textbook is set up in an easy to understand manner and the important concepts and vocabulary are always easily visible and often repeated.	The pages seem full of information and it is often quite overwhelming to look over and work through all the various exercises and boxes on each page.	Both the lectures and tutorials are extremely valuable and both provide different leaning environments, for example one to receive the information and the other to practice and employ the information learnt in lectures.	Perhaps there is a way in which we could be encouraged to speak to each other in German in an environment other than lectures.
<b>3</b>	...a parent, because it tells you just enough to figure out the rest.	Lots of reading material, colourful and has themes. Other languages courses i habe done just list the grammar	Hard to understand all the grammar sometimes, especially if you miss a lecture.	The homework helps, the lectures help as well. Mostly i use lectures and the textbooks to write my own notes to study from.	More grammar practice towards the end of the year especially revision. The focus seems to shift away from it and I forget some of the basics. Also more working on pronunciation like when the whole class has to copy the lecturer and say the word aloud, it would have helped for the oral.
<b>4</b>	...a diary because I write in it everyday.	I liked the images at the top of certain	Sometimes its use of specific themes	I learnt the most during lectures and	Possibly more lecture slides or

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STUDENT	<i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i>	<i>Q3. Please list positive aspects of the textbook</i>	<i>Q4. Please list negative aspects of the textbook.</i>	<i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i>	<i>Q.6 How do you think we can improve this course?</i>
		pages that gave vocal and highlighted genders. I also liked the summaries at the end so it is easy to go over what we covered in every chapter.	for every chapter felt awkward.	tutorials. I could make extra notes, see more examples and things were explained in more detailed.	powerpoints (just because visual guides are very useful).
5	...a light because it shines on all the things I'm unsure about.	The strips at the top of each section with vocab and gender	None	The tutorials were very helpful, as they cemented the knowledge we learned in class, and allowed us to ask questions and practice.	Na
6	...a window because, opened just a tiny sliver to reveal a peek into an interesting country an culture.	Topical themes with contextualised language; clearly aimed at young people (the main demographic group at first year level)	Some illustrations made it difficult to guess exactly what was being asked/required. The illustrations did not reflect the growing ethnic diversity in Germany.	Lectures (lecturers included interesting examples not found in the prescribed texts), tuts (opportunities to practise generating the language in safe, small groups, with a supportive tutor in attendance) and homework (consolidated newly acquired grammatical structures)	As early as possible, introduce material for private reading e.g. simple stories, short articles and even nursery rhymes and songs (it's ama-zing what one can remember if there's a tune associated with words!) The students may not understand every word, but they will be exposed to a range of language structures and patterns, that will make grammatical sense later on.
7	...a good outline of the German language.	Very insightful , simple and informative	No English is used so it's difficult to answer questions I don't understand.	The homework and tutorials.	More exciting homework that is practical .
8	...learning how to ride a bike because	The vocab provided is extensive. The	Modules are a bit to short and may not	Everything used to teach us plus the	The only suggestion that I would make is

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	<p>once you get the hang of it, and put in the effort, it becomes easier to understand and to build on.</p>	<p>indication of the genders makes it easier to you the vocab in sentences and use it correctly. The short texts provided gives a holistic understanding of the vocab.</p>	<p>always provide extra information which could be more helpful.</p>	<p>extra homework helped a lot, as you get to practice the work and it makes it much easier to study for tests.</p>	<p>to add more content to the textbook and/or lectures, but I feel like the course is well planned out and put together.</p>
<p>9</p>	<p>...a bible for introduction to German because it provides a lot of information plus it is not boring to read.</p>	<p>Nicely designed which makes it easier for me to find things I need. The colorful prints also helps me to remember.</p>	<p>Some chapters seem a bit far fetched... as in it is not that relatable.</p>	<p>Lectures and Homework.</p>	<p>I think it is currently at a good shape. No need for further improvement.</p>
<p>10</p>	<p>...the internet because it has what I need, but it gives it in a way that I do not necessarily want.</p>	<p>It's in colour and has pictures.</p>	<p>Not enough relevant practical examples.</p>	<p>All of them are useful. They are interdependent in helping to cope with the course.</p>	<p>I've learnt many languages throughout the course of my schooling career, and German is the only language that after a year of study, I fail to say even the most basic of phrases... I suppose I can say that it lacks the practicality element in the way that it is taught We have the vocab. We have the grammar. We even have some phrases. But, we cannot use the language to communicate; we cannot form our own sentences to say what we feel, even when we have all the words that go into the sentence. I guess it's a DIY situation for each individual, especially since this is Uni, but when I compare German to my Chinese course. I would say, that my Chinese is 50 times better than my German, and I roughly give them the same amount of attention. Tests and Exams: The questions asked and how they are asked are not exactly practical either. They don't actually help us in improving our speaking skills in German. Since in my opinion the topics of the</p>

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STUDENT	<p><i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i></p>	<p><i>Q3. Please list positive aspects of the textbook</i></p>	<p><i>Q4. Please list negative aspects of the textbook.</i></p>	<p><i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i></p>	<p><i>Q.6 How do you think we can improve this course?</i></p>
					<p>questions are not useful... Looking at it solely as a first year course, I want to actually now how to speak German at the end, and not simply know some basic rules... In simple terms, the course doesn't provide German Survival Skills, well there's an entire 50% which we're told will be taught in second and third. Which is good to know, but what if I won't be here in those years, but I want carry on learning German by myself? *Tests and exams should test practical ideas that is perilous to everyday conversations with peers. *I wouldn't say more oral exams. But that too is an options. *Don't wait to teach something next year when a question is raised about it. Take two minutes and try to explain it, and then say don't worry about it. *And I know, y'all try to be a light course as you understand that students have other difficult subjects. But, I would suggest you give out homework everyday, then have one giant exercise for the next week. Yes, people don't do their homework... That's because it's once a week. And you might be its not your responsibility? That's true too if they choose not to do it. But at least y'all would have tried to help ^^ *And definitely more German chocolate Overall this is just to help the "lazy" kids who really want to learn German.</p>
<p><b>11</b></p>	<p>...a gateway into German because it gives me a good sense of many aspects of the German language and culture.</p>	<p>It's laid out well.</p>	<p>Some of the content is a bit silly and unrealistic.</p>	<p>The lectures because it is a good space in which to learn and ask questions.</p>	<p>Adding a German movie viewing.</p>

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STUDENT	Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...	Q3. Please list positive aspects of the textbook	Q4. Please list negative aspects of the textbook.	Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)	Q.6 How do you think we can improve this course?
12	...a good guide, it breaks things down that make it easy for a wide range of students.	It has pictures and multiple access mechanisms from audio to video	the CD did work at all, it only has one race in it	online lectures, easy to revise, they make going through work fun because you can watch them like a movie with the benefit of learning	more online lectures
13	...a guide because it is helpful.	It has genders and categorized sections	the small quizzes dont have answers.	the lecture, i can take notes very useful for exam and test prep	more slides on reconnected explaining lectures conducted.
<b>2019</b>					
14	...a guide. It helps me progress from point to point.	Detailed, helpful.	None.	The tutorials. They facilitate greater understanding.	Make lessons more fun.
15	Dictionary. It has most of the answers. You just have to look for them in the correct place.	It's easy to use and to navigate around	I wish it had more German to English Translations	The Lectures and the Tutorials are the most useful to me. I learn most of my work from being it taught it by others.	If possible, to have more extra lessons and language sessions.
16	Good learning tool because it is laid out simply	Layout, colour	would be nice to have memos for questions when studying for tests	all of the above	A resource where we could take voluntary quizzes(online) that are based on each chapter so we can practice before tests and exams. Something where you could go on anytime and choose a chapter and be able to take the quiz that would cover all the aspects of that chapter.

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STUDENT	Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...	Q3. Please list positive aspects of the textbook	Q4. Please list negative aspects of the textbook.	Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)	Q.6 How do you think we can improve this course?
17	...a guidebook on how to be a functioning human being, just specifically a German one, because it teaches you all the basics of German and often things that are very creative and unexpected but useful (for example, the section on what was essentially gossiping.	The pictures are really helpful as well as colour-coding and tables with conjugations for new verbs	It would be nice if there were more vocab lists in the Kursbuch, and if the activities also therein didn't require us to listen to audio clips in class (ie ones we could complete on our own at any time)	The lectures and tutorials are very helpful, but I feel that there is a certain benefit that comes out of the individual and more personal (also due to the smaller amount of people) aspect of tutorials that makes tutorials more helpful and boost confidence	Definitely encourage more actual speech in German. Its very nerve wracking to make people speak a language they aren't 100% sure of yet, but it's necessary for learning, so maybe focus more on speaking German and asking for replies and questions in German in lectures and tuts
18	...butter to my toast. The butter won't melt unless the bread is toasted.	It is easy to navigate once you have learnt some basic German.	It is all in German	The Tutorials because we actually get to speak German.	Have more than one oral, perhaps one a term.
19	...an English as a foreign language at the same level because it combines similar grammar and vocabulary topics.	Clear grammar summaries at the end of each unit, clear language presentations and writing models	It can be a little out of date, but as a beginner's coursebook I think it's fine.	Tutorials which included communicative speaking practice were particularly useful, and the lectures were of course indispensable.	If it was possible, to include more communicative practice.
20	...the best language textbook I have used. German is the third language I have learnt	The glossaries ! The tests !	It takes a while to understand how to use the textbook effectively	The German Culture lecture and the passion of the lecturers	The homework is a bit tedious to and there is a point in the term where I use google translate . It would be better if homework was also to write notes in the first few weeks and marking the notes on the quality of information and effort

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STUDENT	<i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i>	<i>Q3. Please list positive aspects of the textbook</i>	<i>Q4. Please list negative aspects of the textbook.</i>	<i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i>	<i>Q.6 How do you think we can improve this course?</i>
21	...a ticket, because it allows you to enter the German world and explore everything the language and the culture has to offer.	Topics are well covered	The textbook doesn't always provide sufficient information on certain grammar etc.	The lectures and tutorials, because it gives students a chance to engage with the language.	Perhaps allow even more engagement in class by for example doing more exercises in class.
22	...a summary because it gives you the key points.	Bildlexicon	It does not do a well enough job at explaining the grammar.	The lectures	Focusing more on speaking the language during tutorials.
23	...great because it's interactive	Pictures	None	Lectures, group work.	More groupwork
24	...a helpful guide because I was able to learn quite a bit as a beginner.	Gender markings next to the vocab, the exercises on Arbeitsbuch	Not enough exercises for all grammatical practices	The lectures because of the interactive experience and the tutorial because we are able to speak German and ask more questions. Homework because it helps with practicing. Extra Resources because it helps to further my understanding.	None comes to mind
25	...a guide to German everyday life, it tries to explain the most basic things about Germany as a country, their beliefs e.g the chapter on Health, Festivals, Becoming a pop star.	The vocabulary section has pictures, it makes it easier to remember words.	It doesn't have English translations at the back. However, this is both a negative and a positive thing	I enjoyed the way the course was structured, the lectures, the literature, German history and Language lectures. The tutorial were also great, there was a lot of room for interaction both in the lectures and tutorials.	Moving forward the course can try to add more oral engagements, the tutorials could be used to alternate between language tuts and speaking. That way students can engage more with the language, learn the right pronunciation of words etc.
2020					

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STUDENT	Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...	Q3. Please list positive aspects of the textbook	Q4. Please list negative aspects of the textbook.	Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)	Q.6 How do you think we can improve this course?
26	...a toddlers book because of the slow pace and unengaging material.	It does explain the information in a straightforward way. Using a multimedia approach also has improved the effectiveness of my learning. It is accessible to people of various backgrounds and skill levels.	There are not enough exercises to help practice the language. It feels outdated in 2020, in that many of the scenarios played out in an audio file or text are not relevant anymore. It also paints general-ized and rela-tively stereo-typically picture of Germans and their culture.	The tutorials allow me to practice what I've learned in the week. The tut groups always felt like a good space to ask questions and gain a better understanding from the tutor.	It would be good to have more exercises.
27	...a guideline because it only provides enough information for the first few steps in learning German.	The layout is clear and easy to follow.	The answers to exercises are hard to find in the Arbeitsbuch or they are not there for if you want to check your answers.	The lectures, gives a summary of what we are handling in the moment, also providing extra resources for further research and practice. The tutorials, even though I sometimes don't want to do them because it takes time, it is beneficial because I'm applying what I have learnt in the week.	Perhaps more detail about grammar or explanation to why certain things are a way in the German language. Oral practice, perhaps every second week for tutorials we should send in an audio clip where we say a short monologue or orally provide the answers to the tutorial questions.
28	...my fridge because I can usually find something good in it (even if it isn't what I was looking for).	It's practical, user-friendly, well-organised, accessible, attractively packaged. The grammar tables at the end of chapters are especially helpful, as are the colour codes used to	It isn't always easy to find your way around in (but I'm not sure that's the fault of the book, or how it could be done better). One or two of the cartoons or staged photos feel a bit lame (but that's true of a lot of	The lectures are always helpful, especially now we have to work under lockdown. Because it's hard to find time to study properly, it's useful to be able to go back and access past lectures. Online tutorials (so far) haven't been	I think you're doing a great job under tough conditions, so it's hard to say. Maybe the occasional zoom meeting (say, once a term) would be nice to keep in contact better, but I don't know if that's viable for a class this size.

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		indicate the gender of nouns.	publications, even magazines).	much use, but I'm not sure it's possible/ practical to find equivalents for "live" tutorials. At the moment it makes more sense to try and find ways of "home-schooling", so the most helpful resources are the ones listed/posted via RUCconnected, including links to more online stuff.	
29	...a German Encyclopedia because it gives students key information about the German language.	I like the "bildlexicon" in the book as it gives us extra information.	There are too little information in the "bildlexicon".	The lectures and the tutorials	N/A
30	...a cog in a clock because it [is] necessary to make language learning work but there are so many different parts to it that if you miss one, you are at risk of losing function owing to how foundational it is.	it comes with audios, so can listen to pronunciation, it uses pictures, it has concise grammar explanations, it has a picture dictionary, it encourages interaction through proposed games and activities	it uses colour indicators for male and female in the picture dictionary for each lektion which might affect colourblind students, the grammar explanations are in the glossary which means that if one does not have the glossary with them then they will not be able to understand much of what each lektion is about in terms of grammar,	The lectures because this is when much of the grammar and information is explained thoroughly which helps one to make sense of the lektion content. The tutorials because currently that is how we can practice our German grammar and writing in order to get relevant feedback that points out to us what it is that we may not understand. The homework works	I think the lecturers are doing what they can currently. Perhaps having a weekly vocab test could be valuable where we get tested on knowing what the word for something is, and what the article for that word is. I think to do this, it would be necessary to draw up lists in a booklet so that the lecturer could say "Right, for this week we are doing these thirty words for the vocab test."

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				similarly to the tutorials. I also think having online videos of the lectures can be helpful as I often go back and re-watch lectures when I cannot understand something, or need a refresher on a concept.	The reason that I believe that this would be valuable is that it would force GS1 students to develop the foundational vocabulary. This would ensure that we have some sort of foundation. Additionally it would assist in letting us know that would be in check on constant basis, and we would know what to expect. this could be tested during tutorials or in the first ten minutes of the last lecture for the week.
31	...a puzzle because there are many pieces to it.	grabs your attention and is pretty well organised.	slightly confusing in its arrangement. especially the glossary.	The lectures	move slightly slower to ensure better understanding. The pace is a little fast to fully engage.
32	...a map, because it leads you the right direction	structured very nicely, the bildlexikon is so helpful (seeing the pictures aid in remembering)	there are no answers to the exercises, would love to check my work and progress	the lectures and the tutorials are most helpful because we get to listen and take note of how certain words are pronounced and surround ourselves in an environment that is a safe space for questions and growth.	introduce more opportunities to hear german and speak it, i find that hearing and attempting to speak a language can increase ones ability to become more comfortable with it.

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33	...a spider web because [it] is interconnected.	The picture dictionary, the examples put in place for each exercise	The numbering is sometimes confusing and it's hard to understand the questions sometimes and you just rely on the example	The lectures and the tutorials	The course does start off really slow and then it just increases the rate at which we learn. That makes it hard and overwhelming to keep up with everything. So if it could just maintain a constant speed that would be nice
34	...a teacher because it helps me learn.	The exercises that allow us to practice new concepts	Its sometimes difficult to understand a new concept with out an English explanation	The tutorials	Have videos that go over exercises similar to the tutorials so that we have clarification on more complicated aspects of the work
35	...a perplexing maze at the beginning because you are expected to understand some basic things off the bat, even though you are not familiar with the language. For one, the content page is in German, so is the legend informing you of the different symbols that are used in the book. The introduction/foreword to the book is also in German which honestly defeats the purpose of having it there in the first place as I am using the book	The colour coding helps with locating particular sections and modules. I like that is divided in modules with extra practice exercises. The 'bildlexicon' is also helpful as you can familiarise yourself with the particular nouns and verbs. The audio also cements the content as you are able to hear how the language is spoken and you can play it over and over again. The website is a great tool for practising grammar and sentence construction. The word list also at the	I have mentioned this above but I cannot stress enough the importance of writing the foreword, content page and introduction to the wordlist in English. Also, as a black person (black woman) I did not feel represented by the book. There are definitely a lot of black people (Afro-Germans) in Deutschland whose mother-tongue is German. It is really disappointing not to see any representation of other races	I believe all aspects are important as they work together to assist in understand and practising German.	The delivery of the course is well-rounded. I think it will also be helpful to recommend some German texts (music, shows, movies, books) that can help students in grasping and embedding the content. And perhaps an all expenses paid trip to Deutschland as an incentive for the top 10 students??? Just kidding... But it's not a bad idea, I suppose.

Appendices

STUDENT	<p><i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i></p>	<p><i>Q3. Please list positive aspects of the textbook</i></p>	<p><i>Q4. Please list negative aspects of the textbook.</i></p>	<p><i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i></p>	<p><i>Q.6 How do you think we can improve this course?</i></p>
	<p>to learn the German language. However, once you get the hang of it is a bit easier to get through it the content but it does feel like being in a time machine that frequents between die Zukunft and the past (sorry, I just finished 3 seasons of 'Dark).</p>	<p>back helps with remembering the correct articles and personal pronouns for the words found in the book.</p>	<p>excluding white people in a book published in 2012. I kept on flipping the pages hoping to see a person of colour and it was heartbreaking that I did not even see a single one. It made it hard for me to relate to the content and I kept asking myself if Germany has a space for black individuals.</p>		
36	<p>...quite a good textbook for German beginners</p>	<p>The picture frames are working for me and the book audios are helpful too.</p>	<p>I can't think of any negative things about it right to be honest</p>	<p>The homeworks because I get the time to do the homework and some revision on the work I did in a lecture, in my own time</p>	<p>By having a separate lecture maybe once a month or term for just doing some readings or a prepared speech to help with the pronunciation and getting used to speaking the language, don't know if this makes sense.</p>
37	<p>...Trump because it makes presumptions about people it is teaching which at times can be quite controversial</p>	<p>I like the manner in which work is laid out it is easy to follow</p>	<p>It is really white all the characters are white, which is quite exclusionary.</p>	<p>the Lectures because the concepts are explained during this time and it is the best time to ask questions.</p>	<p>Maybe more mini tests</p>

Appendices

STUDENT	<p><i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i></p>	<p><i>Q3. Please list positive aspects of the textbook</i></p>	<p><i>Q4. Please list negative aspects of the textbook.</i></p>	<p><i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i></p>	<p><i>Q.6 How do you think we can improve this course?</i></p>
38	<p>.....like the foundation of a new house". the foundation of a house is very important because it will determine the strength of the house and whether or not it will last a long time. this metaphor examples the Menschen A1 textbook because it lays a foundation to learning German, what you need to know, how you need to spell certain words, which words get a vowel change, how to know which noun is feminine, masculine or neuter. this textbook allows us to build on our German vocab.</p>	<p>the positive aspects of this textbook is that at the top of each page in a new lecture the new words as well as their genders are shown. this makes it easy to learn the unfamiliar word with its correct gender. another thing about the book is its diagrams, i am a visual learner which means that i require mind-maps and pictures in order to remember and understand the wok. the diagrams are really helpful. the exercises in both the Kursbuch and the Arbeitsbuch are helpful and easy to understand. also at the bottom of each page the spelling on the page number is there/present which makes it easier to remember the spelling on the word and to avoid confusion with other words that sound the same.</p>	<p>no negative aspects from my side</p>	<p>the lectures because we are able to hear the pronunciations of new words and that we are able to interact with other students and ask the lecturers questions if we dont understand. the tutorials and group work are important aswell because it allows us to interact with each other and also makes us feel more comfortable speaking German to each other. the homework is also important because it allows us to test and strengthen our knowledge on what we learn everyday in our German class.</p>	<p>im not sure on how this course can be improved because it is already excellent and im happy with the choice i made to learn German :)</p>

Appendices

STUDENT	Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...	Q3. Please list positive aspects of the textbook	Q4. Please list negative aspects of the textbook.	Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)	Q.6 How do you think we can improve this course?
39	...a toothbrush because it gets a very basic job done very well.	Easy to understand. Everything is in German which helps with practise. New concepts are introduced before they are taught in the book, which is a way to familiarise yourself with it before it comes up in the next topic. The textbook is also easy to reference when doing quick revising work for a test or from class.	While the textbook is good for quick revising it is not really that engaging, and so it is not something I would spend most of my German practising time with. Also, it may be helpful if the article was included with the nouns in the bildlexicon instead of just the blue , green or red coloured circles. For example: "der Hund" instead of just the blue coloured circle next to the word "Hund". The audio clips could also be a bit more straight to the point.	The most valuable aspect for learning are the lectures. It helps you get the general idea and contains a little bit of everything that you need - grammar, pronunciation vocabulary etc. It's also a mix of audio and visual learning and so it's easier to stay engaged with it. I feel other aspects can only solidify a concept that one should already have some idea about. Group work and homework can help someone engage with the content on a deeper level but can be a challenge for students who struggle with their attention span and confidence in their understanding of the course work.	I would say the department sets a pretty good standard in terms of balance between upholding standards and not putting too much pressure on students. From communication to the quality of teaching. If I had to suggest something I would say perhaps the course could be more "thought-provoking" in a sense. I feel like I know German is useful but why is it important?
40	...a picture story book because there's a lots of pictures.	The pictures are helpful	little english so its hard to learn sometimes	The lectures because it seems so much easier to understand everything	Speaking tutorials
41	...a lighthouse in a great sea of time.	Learning new vocabulary, Learning new words through pictures	The colors used to differentiate genders of things sometimes confuse me	The lectures and tutorials	Perhaps a whatsapp tutorial group for easier communication with the tutors

Appendices

STUDENT	<b>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</b>	<b>Q3. Please list positive aspects of the textbook</b>	<b>Q4. Please list negative aspects of the textbook.</b>	<b>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</b>	<b>Q.6 How do you think we can improve this course?</b>
42	...a well detailed atlas, because everything you need to help is right there, in three different books.	Conversational German, Immediacy/Relevance of learning material (ie. learn greetings, then things like professions), and the little notes in each new section.	Different books mean that what you need may be scattered, oftentimes it only makes sense with the audios, or a lecturer.	The lectures. The tutorials and homework exercises are just supplementary to the lectures, and only cement what has been taught. Nuanced, or not-so-obvious descriptions and differences between words and phrases are given too.	The pandemic-caused lockdown was an unfortunate turn of cosmic events, but the German department adapted very quickly, and efficiently. I have no suggestions for improving the course.
43	...a German tutor, because not only does it teach us the work, we are also able to interact with our textbooks through the different exercises and become more confident with our German.	All topics are extremely detailed and easy to understand.	There aren't many English words used in the textbooks, but the lectures do clear things up for us.	The lectures, the lectures are very detailed, set at a nice pace and makes everything that is said in the textbooks clear and easier for us to understand, it also helps with the pronunciation of different German words.	Setting up a forum and having a space in which students could interact with one another and talk to each other in German.
44	...a bible because even though you have learnt and understood the content you will always refer back to it.	It has images. New concept has a theme. The concluding page with all the learnt knowledge on the last page of the section.	None I've noticed	The lectures because it is easier for me to understand something when someone is teaching with visuals to accompany it.	Everything is okay with the course
45	...guide because of my ability to find what i need easily	Easy access to what i need	Does not cover every scope I may have questions for	The tutorials	I can't think of many ways. As far as learning online, it was a good course
46	...a Guideline, because it helps and aids in learning	The colour coding helps a lot with gender. The rest of the book is set out well too	The audios are often times very strange	The lectures, as it not only teaches me something new (I am an auditory learner primarily), it also gets my ear in	Just keep doing what you're doing!

## Appendices

STUDENT	<i>Q1. Complete the sentence by making use of a metaphor: In my opinion, the Menschen A1 textbook is like a/an..., because...</i>	<i>Q3. Please list positive aspects of the textbook</i>	<i>Q4. Please list negative aspects of the textbook.</i>	<i>Q5. Which aspects of this course are most useful or valuable for learning and why? (The lectures? The tutorials? The group work? The homework? etc.)</i>	<i>Q.6 How do you think we can improve this course?</i>
				for German pronunciation.	
47	...a map because it gives all the required information to get to your destination, but is easier to interpret with help (the lectures).	I feel the textbook is well-organised and is especially useful for practice and consolidation of the lectures.	At times, I feel I would struggle to interpret certain sections without the lectures.	I find the lectures to be the most helpful, as Dr Weber and Frau Engelbrecht are exceptional lecturers who explain the content really well and make learning easier and more enjoyable.	Nothing that comes to mind.

### III. Completed student homework task (2018-2020)

2018	Chapter title	Glossary items
1	Ferien in Deutschland	Weihnachten; Ostern; Neujahrstag; Oktoberfest; Urlaubsort
2	Die Motivation seite	Kümmere dich nicht um ungelegte Eier; Morgenstund hat Gold im Mund; Eile mit Weile
3	Das denke ich auch	abweisen; die Debatte; die Vereinbarung; zustimmen; die Idee
4	populäre Ausdrücke!	Himmel und Hölle in Bewegung setzen!; Sich zum Affen machen; Zwie Fliegen mit einer Klappe schlagen; die Daumen drücken; Man soll den Tag nicht vor dem Abend loben!
5	Es tanzt ein Bi-Ba-Butzemann	Vampir; Zelt; Gruselgeschichten; Außerirdische; Taschenlampe; Elwetrirsch

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6	Täglich in der Schule	die Bücher; die Schulkantine, die Schüler; der Schulglocke; der Rektor
7	Dinge tun oder nicht tun wenn reisend in Deutschland	abkippen; sich verspäten; betrunken sein; Schlechtes nachsagen vom Ministerpräsident; Kaugummi kauen
8	Es kostet dich keine Cent	kosten; Euro; das Geld; kaufen; Preis
9	Hier kommt der König	die Königin; der Kaiser; der Knecht; der Bergfried; die Krone
10	Brigid sucht einen Job	die Arbeit; die Stelle; der Lebenslauf; der Arbeitgeber; der/ die Angestellte; einstellen; Vollzeit/ Teilzeit; die Anstellung; die Erfahrung; fließend Deutsch sprechen
11	Macht einen Mitternachtsnack	die Töpfe; das Geschirr; das Besteck; der Herd; der Kühlschrank
12	Ich hatte den besten Urlaub	Jetski fahren; die Wanderung; das Bergsteigen; die Kreuzfahrt; das Seilrutschen
13	Wer ist wer im Zoo?	Haustiere; Zootiere; Tierschutz; Tiergruppen; natürliche Lebensräume
14	Das ist mein Hund, Snowy	Tierarzt; Haustier; Hundehütte; lange Spaziergänge; Haustiergeschäft
15	Deutscher Straßenstil	glatt; bunt; qualität; bissig; Luxus

<b>2019</b>	<b>Chapter title</b>	<b>Glossary items</b>
16	Umgangssprache	cool; scheu; Falle; dope; yeet
17	Wo wohnt das Tier?	Bauernhof (Ente, Pferd, Esel, Kuh); Haus (Hund, Katze, Papagai); Wald (Hirsch, Bär, Fuchs); Grassteppe (Zebra, Elefant, Löwe); Dschungel (Affe, Schlange, Tiger)
18	Ein Bild sagt mehr als 1000 Worte	erschaffen; der Künstler; das Atelier; die Malerei; der Pinsel
19	Das war super groovig, man	groovig; blau/dicht sein; krass; reifen; sanft; verjüngt
20	Ich liebe alle Tiere	das Aquarium; das Hundefutter; der Kragen; das Stallgebäude; die Impfung
21	Meine Lieblingsfarbe	gelb; grün; blau; orange; weiß

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22	Kultur und Erbe - Bewohnen in Deutschland	Überlieferung; deutsche Lebensmittel; Wurst; Brot; Feste; die Architektur
23	Ich kann immer noch kein Deutsch	verstehen; überarbeiten; Erläuterung; Hilfe; lernen
24	Wie steigt man aus einer linkischen Lage aus?	Selbstvertrauen; gesellschaftlich; unbehaglich; Kommunikation; Auflösung
25	Mama guck mal! Das ist ein Kaninchen!	hüpfen (das Kaninchen hüpf); der Wald (Im Wald gibt es viele wilde Tiere); Zelten (Dieses Wochenende werden wir Zelten)
26	Geh und hole die Kühe	Bauernhof; Tiere; große Berge; fließende Flüsse; Traktor; Motorräder; Maisfelder
27	Beißt du dir in die Nägel?	schlechte Angewohnheit; regelmäßig tranieren; rauchen; viel im Internet sein; die Umwelt respektieren; Nägel kauen; Fastfood essen; viel hinauszögern; früh aufstehen
28	Emotionen	glücklich; traurig; wütend; eifersüchtig; zufrieden
29	Wie geht es mir?	glücklich; traurig; aufgeregt; wütend; verwirrt; erschrocken; müde
30	Wonach Menschen A2 schmeckt es?	das Arbeitsleben; das Einkaufen; Berufe und Familie; der Tourismus
31	Fußball in Deutschland	Fußballtraditionen; Fußballstadion; Fußballmannschaften; Fußballigen; die Nationalmannschaft
32	Wie fühlst du dich?	glücklich; traurig; verliebt; wütend; krank
33	Vergleiche	lustig, lustiger, am lustigsten; gern, lieber, am liebsten; gut, besser, am besten
34	Wie fühlen Sie sich?	Mir ist peinlich; Mein Vater ist wütend auf mich; Ich fühle mich elend; Ich habe Sorgen; ich habe gute Laune
35	Willst du mit mir ausgehen?	verliebt; witzig; auf ein Date gehen; flirten; [sich] küssen
36	Ich gehe zu Postamt	das Päckchen; der Brief; die Post; das Postamt; der Postangestellte; schicken
37	Wiederverwenden deine Kleider	Kleid; Mütze; Hose; T-Shirt; Kleider; Kleidung

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38	Eine Nacht in der Zaubershow	Zauberer; Tricks; Stützen; Assistenten; Kostüme
39	Haustiere	Hund; Katze; Papagai; Maus; Goldfisch
40	Verstehst du, was er sagt? (Homophone & Homonyme)	die Leiter/ der Leiter; die Taube/ der Taube; das Tor/ der Tor; die Birne/ die (Glüh)birne; der Stift/ das Stift
41	Die Stunde Null!	Bundesrepublik Deutschland; Entnazifizierung; Nationalsozialistische deutsch Arbeitspartei; der Krieg; die Abwehrkraft steigern
<b>2020</b>	<b>Chapter title</b>	<b>Glossary items</b>
42	Die Umwelt ist ja schön.	Umweltfreundlich; Umweltverschmutzend; Kreislauffähig; Das Abholzung; Der Naturhaushald
43	Draußen	ein Fluss, ein Baum, eine Wiese, das Meer, eine Blume
44	Alltägliche Abenteuer in Deutschland	Wanderpfade; Picknickplätze; Radwege; Weinprobe; Berchtesgaden National Park
45	Deutscher Slang (Alltagssprache)	Moin - " <i>Moin Burkhard!</i> "; Krass; Alter - " <i>Alter, was geht ab?</i> "; Mist - " <i>Ach, Mist!</i> "; Kater- " <i>Ich habe einen Kater!</i> "
46	Haustiere	der Hund; die Katze; der Fisch; das Pferd; der Hase
47	Vielfalt ist schön!	Neurodiversität (f); non-binär; Lateinamerikanerin (f); Rollstuhl (m); jüdisch
48	Draußen im Busch	Baum; Grass; Wasserfall; Felsen; Blumen
49	Er spielt sehr gut Sport	Fußball; Pforten; Stangen; Schläger; Trete
50	Was bedeutet es, Deutsch zu sein?	pünktlich; freundlich; hilfreich; die Geschichte
51	Tante Carol, da ist das Zirkuszelt!	der Turner; der Jungleur; der Trapezkünstler; das Feuerwerk; die Zuschauer; die Zuckerwatte
52	Das Wilde	Tiere; Löwe; Elefant; Naturschutzgebiet; Grass

#### IV. Example of online survey completed by lecturers of German

Available online at: <https://forms.gle/fAnzyp9dDvfBo7ds9>

## Survey - Language Teaching Materials

In my research I investigate teaching practices surrounding textbooks in German foreign-language courses at South-African universities; how they are used by lecturers and students inside and outside of the classroom and whether the textbooks on offer are relevant and appropriate for our context. My aim is to develop a framework for adapting teaching materials which take into account the needs and values of both students and lecturers of German, to ultimately aid curriculum transformation. I can only analyse current attitudes in a meaningful way if I include the input from German academic staff in my research, which is the purpose of the following questionnaire.

Please note that apart from disclosing the name of the institution, all responses will be anonymous. Be assured that your feedback will be kept confidential and you will never be individually identified in the research. Data collected will be combined with other respondents' data.

Your participation in this questionnaire is optional and has the approval of the RU SOLL/Ling Ethics Committee (SOLLING17/80243), and the approval of your institution. You can withdraw your consent at any point in time.

Please click 'Yes' below to confirm your consent and 'Next' to continue to the questionnaire.

I hereby consent to my responses being used for research purposes. \*

Yes

No

### Survey - Language Teaching Materials

Obwohl der Fragebogen auf Englisch verfasst ist, dürften Sie die Fragen gern auf Deutsch beantworten.

## Appendices

Name of institution

Your answer

Which language textbook is/ textbooks are currently used in your language courses? Please specify which books are used for which year groups. \*

Your answer

What are some of the reasons why this specific book was chosen? \*

Your answer

Is the textbook taught as is, or are, for example, supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials. \*

Your answer

Have the textbooks been changed in the last five years? \*

Yes

No

Other: \_\_\_\_\_

If 'Yes', what was the motivation for changing textbooks? If 'No', why not? \*

Your answer

## Appendices

V. Survey responses by lecturers of German (2019)

Participant	Which language textbook(s) is/are currently used in your language courses? Please specify which books are used for which year groups.	What are some of the reasons why this specific book was chosen?	Is the textbook taught as is, or are supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials.	Have the textbooks been changed in the last five years?	If 'Yes', what was the motivation for changing textbooks? If 'No', why not?
<p><i>Rhodes University</i> <b>Lecturer 1</b></p>	<p>German 1, 2, 3: Menschen A1, A2, B1 (Hueber); Elective 2 (linguistically very advanced, e.g. from the Deutsche Internationale Schulen, in 2nd and 3rd year): Campus Deutsch Hueber: Lesen, Schreiben, Präsentieren und Diskutieren, Hören und Mitschreiben, all at B2 and C1 levels. Honours (Elective 1, i.e. usually students with completed 3 years of German language instruction): mixture between B2-level textbooks and sometimes C1-level textbooks like Grammatik aktiv (Cornelsen) (B2/C1) and the aforementioned Campus Deutsch series</p>	<p>Appropriate for the respective linguistic level, good preparation for Goethe Institut exams; esp. with regard to Menschen: good supporting online materials (moodle-based course materials), online exercises, extra video content embedded.</p>	<p>Due to time constraints, some content that is deemed non-essential is left out; occasionally textbook content is skipped because it is irrelevant to our context. Supplementary content (usually created by staff) is usually uploaded on our moodle-based learning platform, especially with explanations in English; YouTube video links are provided there as well if deemed helpful by the lecturers as well as links to other resources (English and German) like Toms Deutschseite and worksheets from, for example, Online-Aufgaben Deutsch als Fremdsprache (Schubert Verlag). Supplementation, omission and thus, in general, adaptation is necessary as the textbooks are not specifically aimed at a GFL-learner in Southern Africa who is</p>	<p>Yes</p>	<p>While many scholars do not approve of the grammar translation method that is present in the Themen aktuell textbooks (Hueber), their structure is still unbeatable (i.e. the sequence of grammatical topics covered). However, they are not modern enough in that they do not have online materials like moodle-based courses and in that they are also not very representative of racial and cultural diversity. We also tried Line 1 (Cornelsen) and Studio d - past and present staff deemed these</p>

Appendices

Participant	Which language textbook(s) is/are currently used in your language courses? Please specify which books are used for which year groups.	What are some of the reasons why this specific book was chosen?	Is the textbook taught as is, or are supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials.	Have the textbooks been changed in the last five years?	If 'Yes', what was the motivation for changing textbooks? If 'No', why not?
			not constantly surrounded by German speakers or "German culture" and who is not taking part in a small-group intensive German language course that lasts from 9 to 5 over a few weeks.		to lack substance and online materials. Menschen is not ideal as very expensive and based on the communicative approach (which does not always work well in our context), but under the circumstances, the most modern of the lot.
Lecturer 2	Year 1: Studio d A1. Kurs- und Übungsbuch. Year 2: Lehrerhandreichungen mit Kopiervorlagen plus DVD. Studio d A1. Studio d A2. Kurs- und Übungsbuch. Year 3: Studio d A2. Kurs- und Übungsbuch. Study Guide: LGB3731 German for Business & Study Guide: LGB3731 German for Tourism developed	Studio d: because of the progression Berlin, Berlin: because it promotes speaking skills	No, additional study guides are used to address needs in the Business and in the Tourism context in Namibia.	No	N/A

Appendices

Participant	Which language textbook(s) is/are currently used in your language courses? Please specify which books are used for which year groups.	What are some of the reasons why this specific book was chosen?	Is the textbook taught as is, or are supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials.	Have the textbooks been changed in the last five years?	If 'Yes', what was the motivation for changing textbooks? If 'No', why not?
	by the lecturers of the German Section.				
Lecturer 3	Menschen A1-B1 for first to third year respectively	Its learner-centred approach, its attractive contents and imaginative exercises. Also it reflects the language that is currently spoken in Germany.	The textbook is complemented by extracts and exercises from other textbooks. This is necessary especially when it comes to a more systematic approach to grammar, which is spread out over the whole spectrum of Menschen textbooks.	It was introduced exactly 5 years ago and may be replaced by a new textbook with a more systematic approach to grammar.	As mentioned above, a more systematic approach to grammar is desirable at university level, especially since students are expected to read, discuss and write on German literature from second year on.
Lecturer 4	Motive A1 Kursbuch	Kompakt und übersichtlich, nicht zu teuer	As is but with additional materials in 4th term (book only covers 3 terms). We also offer practicals with other additional materials relating to themes / Landeskunde	Yes	The previous book, Menschen, was disliked by colleagues and students for various reasons. It was also too expensive.
Lecturer 5	1st year: Deutsch Na klar! 2nd year: Aspekte und EM GRammatik, 3rd year: Aspekte	1st year: english explanations: makes it easier to understand and so that the contact sessions can focus on practicing. Second reason: good online components.	Deutsch na Klar: some sections are left out and the book is not completed throughout the year. It has too much content. Aspekte: Mainly as is, worksheets etc. are copied from the work	Yes	Menschen versus Aspekte: We went back to Aspekte because it is structured more clearly and the topics

Appendices

Participant	Which language textbook(s) is/are currently used in your language courses? Please specify which books are used for which year groups.	What are some of the reasons why this specific book was chosen?	Is the textbook taught as is, or are supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials.	Have the textbooks been changed in the last five years?	If 'Yes', what was the motivation for changing textbooks? If 'No', why not?
		Aspekte: im 2. Jahr sind Studierende in der Lage, alles auf Deutsch zu verstehen; da bietet ein "deutsches" Lehrwerk authentischeres Material.	book or from online material provided by the publisher		are not that stupid like in Menschen.
Lecturer 6	Keine kurstragenden Lehrbücher. Ich verwende jedoch die folgenden Materialienbände und Übungsgrammatiken: Klipp und Klar. Übungsgrammatik Mittelstufe (Klett); Grammatik mit Sinn und Verstand (Klett); Mitreden. Diskursive Landeskunde für Deutsch als Fremd- und Zweitsprache (Klett); Literatur Lesen Lernen. Lesewerkstatt Deutsch 2 (Klett)	Die Materialien bieten vielfältiges, wissenschaftlich fundiertes Material für den fortgeschrittenen DaF-Unterricht in der Hochschule, das ich flexibel und genau auf die Bedürfnisse meiner Lerner*innen auswählen und einsetzen kann	Ich verwende zusätzlich Texte und Materialien aus der Presse sowie literarische Texte und eigenes Übungsmaterial	Yes	Die auf dem deutschsprachigen Lehrwerksmarkt erhältlichen DaF-Lehrwerke werden den spezifischen Notwendigkeiten des fortgeschrittenen DaF-Unterrichts an südafrikanischen Hochschule aus nach meiner Einschätzung nicht gerecht
Lecturer 7	In the language stream, we prepare our own material. In the literature/film streams we use research material that we find in our library (digital or	The articles (not so much books) depend on the primary sources.	N/A	No	We continuously try to improve our material depending on the students' needs.

Appendices

Participant	Which language textbook(s) is/are currently used in your language courses? Please specify which books are used for which year groups.	What are some of the reasons why this specific book was chosen?	Is the textbook taught as is, or are supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials.	Have the textbooks been changed in the last five years?	If 'Yes', what was the motivation for changing textbooks? If 'No', why not?
	hard copies) depending on which texts/films we are discussing.				
Lecturer 8	Menschen A1 (1st year), Menschen A2 (2nd year), Menschen B1 (3rd year)	The book is widely used internationally, also by the Goethe-Institut and combines the different skills for language learning very efficiently.	Supplementary materials are used where necessary (eg additional grammar exercises, longer reading texts, songs, relevant discourses in Germany). Certain exercises might be left out.	Yes	We regularly change our textbooks to keep up with recent developments in language learning.
Lecturer 9	First year: Menschen A1.1, A1.2; Second year: Menschen A2.1, A2.2; Third year: Menschen B1.1, B1.2	Because it is based on the CEFR it provides reliable 'level content'. Also, it is user-friendly - especially in the sense that recordings, transcriptions, videos, etc. are available on the hueber website.	I use 80% of the Kursbuch as it is, but I have also developed my own homework exercises (especially for writing and grammar) because in this way I can choose what I want to focus on.	Yes	We have used studio d before, but it became outdated. Arnold Schwarzenegger was still married to Maria Shriver in the last edition that I used. Menschen is also much more focused on essential aims for learning communicative skills.
Lecturer 10	Aspekte neu Mittelstufe Deutsch (B1 - first year, B2 - second year, C1 -	The books have a strong digital component in terms of supplementary	Supplementary materials: Grammatik Aktiv for additional grammar exercises.	Yes	Yes, this was done by my predecessor. The books

Appendices

Participant	Which language textbook(s) is/are currently used in your language courses? Please specify which books are used for which year groups.	What are some of the reasons why this specific book was chosen?	Is the textbook taught as is, or are supplementary materials also used, or sections left out? Please elaborate on the way you use teaching materials.	Have the textbooks been changed in the last five years?	If 'Yes', what was the motivation for changing textbooks? If 'No', why not?
	third year) Daf Kompakt A1 A2 for the beginners' course	material and online tests. The content is up to date and relevant.	Much of the online materials provided as supplementary material to the textbooks are also used.		used up to then had been outdated.
Lecturer 11	DaF Kompakt neu A1-B1 (1st year), Aspekte neu B2 (2nd year) sowie Aspekte neu C1 (3rd year)	Mehr Möglichkeiten mit authentischem u zeitgemäßem Material für DAF zu arbeiten, steile Progression	Es werden kontinuierlich eigene Grammatikerklärungen , Übungen u Texte ergänzt und entwickelt	Yes	Das Material, das ich hier zu meinem Dienstbeginn im Mai 2019 vorgefunden habe, war veraltet u eher auf der Grammatik-Übersetzungsmethode basiert, alle Erklärungen und Texte waren auf Englisch

VI. *Menschen A1-B1* – table of contents and promotional text

Available online: [https://www.hueber.de/media/36/978-3-19-101901-3\\_Inhalt.pdf](https://www.hueber.de/media/36/978-3-19-101901-3_Inhalt.pdf)

 MODUL 1	1	BEGRÜSSUNG, BEFINDEN Hallo! Ich bin Nicole ...	11
	2	ANGABEN ZUR PERSON, BERUFE Ich bin Journalistin.	15
	3	FAMILIE Das ist meine Mutter.	19
 MODUL 2	4	EINKAUFEN, MÖBEL Der Tisch ist schön!	27
	5	GEGENSTÄNDE, PRODUKTE Was ist das? – Das ist ein F.	31
	6	BÜRO & TECHNIK Ich brauche kein Büro.	35
 MODUL 3	7	FREIZEIT, KOMPLIMENTE Du kannst wirklich toll ...!	43
	8	FREIZEIT, VERABREDUNGEN Kein Problem. Ich habe Zeit!	47
	9	ESSEN, EINLADUNG ZU HAUSE Ich möchte was essen, Onkel Harry.	51
 MODUL 4	10	REISEN, VERKEHRSMITTEL Ich steige jetzt in die U-Bahn ein.	59
	11	TAGESABLAUF, VERGANGENES Was hast du heute gemacht?	63
	12	FESTE, VERGANGENES Was ist denn hier passiert?	67

 MODUL 5	13	WEGE BESCHREIBEN Wir suchen das Hotel Maritim.	75
	11	WOHNEN Wie findest du Ottos Haus?	79
	15	IN DER STADT In Giesing wohnt das Leben!	83
 MODUL 6	16	TERMINE Wir haben hier ein Problem.	91
	17	PLÄNE UND WÜNSCHE Wer will Popstar werden?	95
	18	GESUNDHEIT UND KRANKHEIT Geben Sie ihm doch diesen Tee!	99
 MODUL 7	19	AUSSEHEN UND CHARAKTER Der hatte doch keinen Bauch!	107
	20	IM HAUSHALT Komm sofort runter!	111
	21	REGELN Bei Rot musst du stehen, bei Grün darfst du gehen.	115
 MODUL 8	22	KLEIDUNG Am besten sind seine Schuhe!	123
	23	WETTER Ins Wasser gefallen?	127
	24	FESTE UND FEIERN Ich würde am liebsten jeden Tag feiern.	131

		INHALTE	
MODUL 1	1	<p><b>BEGRÜSSUNG, BEFINDEN</b> Hallo! Ich bin Nicole ...</p> <p>11</p>	<p><b>Hören/Sprechen:</b> sich begrüßen/verabschieden; nach dem Befinden fragen; sich und andere vorstellen</p>
	2	<p><b>ANGABEN ZUR PERSON, BERUFE</b> Ich bin Journalistin.</p> <p>15</p>	<p><b>Sprechen:</b> über den Beruf und Persönliches sprechen <b>Lesen:</b> Visitenkarten, Internet-Profil <b>Schreiben:</b> einen Steckbrief / kurzen Text über sich schreiben</p>
	3	<p><b>FAMILIE</b> Das ist meine Mutter.</p> <p>19</p>	<p><b>Hören/Lesen:</b> Drehbuchausschnitt <b>Sprechen:</b> über die Familie und über Sprachkenntnisse sprechen</p>
MODUL 2	4	<p><b>EINKAUFEN, MÖBEL</b> Der Tisch ist schön!</p> <p>27</p>	<p><b>Hören:</b> Beratungsgespräche / Hilfe anbieten <b>Sprechen:</b> nach Preisen fragen und Preise nennen; etwas bewerten</p>
	5	<p><b>GEGENSTÄNDE, PRODUKTE</b> Was ist das? – Das ist ein F.</p> <p>31</p>	<p><b>Sprechen:</b> nach Wörtern fragen und Wörter nennen; um Wiederholung bitten; etwas beschreiben; sich bedanken <b>Lesen:</b> Produktinformationen <b>Schreiben:</b> ein Formular ausfüllen</p>
	6	<p><b>BÜRO &amp; TECHNIK</b> Ich brauche kein Büro.</p> <p>35</p>	<p><b>Hören:</b> Telefongespräche <b>Sprechen:</b> Telefonstrategien <b>Lesen:</b> E-Mail und SMS</p>
MODUL 3	7	<p><b>FREIZEIT, KOMPLIMENTE</b> Du kannst wirklich toll ...!</p> <p>43</p>	<p><b>Hören:</b> Aussagen zu Freizeitaktivitäten <b>Sprechen:</b> Komplimente machen; über Hobbys/Fähigkeiten sprechen; um etwas bitten; sich bedanken</p>
	8	<p><b>FREIZEIT, VERABREDUNGEN</b> Kein Problem. Ich habe Zeit!</p> <p>47</p>	<p><b>Sprechen:</b> sich verabreden; einen Vorschlag machen und darauf reagieren <b>Lesen:</b> SMS, Chat <b>Schreiben:</b> Einladung/Absage</p>
	9	<p><b>ESSEN, EINLADUNG ZU HAUSE</b> Ich möchte was essen, Onkel Harry.</p> <p>51</p>	<p><b>Hören:</b> Gespräch über Vorlieben beim Essen <b>Sprechen:</b> über Essgewohnheiten sprechen; Konversation beim Essen <b>Lesen:</b> Comic</p>
MODUL 4	10	<p><b>REISEN, VERKEHRSMITTEL</b> Ich steige jetzt in die U-Bahn ein.</p> <p>59</p>	<p><b>Hören:</b> Durchsagen <b>Sprechen:</b> sich informieren; ein Telefonat beenden</p>
	11	<p><b>TAGESABLAUF, VERGANGENES</b> Was hast du heute gemacht?</p> <p>63</p>	<p><b>Sprechen:</b> über Vergangenes sprechen <b>Lesen:</b> Terminkalender, E-Mail <b>Schreiben:</b> einen Tagesablauf beschreiben</p>
	12	<p><b>FESTE, VERGANGENES</b> Was ist denn hier passiert?</p> <p>67</p>	<p><b>Hören:</b> Interviews <b>Sprechen:</b> über Feste und Reisen sprechen <b>Lesen:</b> Informationstexte</p>



Menschen erinnern sich an das, was sie persönlich bewegt. Und am meisten bewegt uns alles, was mit Menschen zu tun hat! Darum dreht sich in unserem Erfolgslehrwerk auch alles um Menschen. Emotional, spannend und unterhaltsam.

**Emotion und Erfolg**  
 «Menschen» setzt auf drei Erkenntnisse der Lernpsychologie und Neurodidaktik:  
 1. Interesse weckt man durch Geschichten.  
 2. Unser Gedächtnis arbeitet mit Bildern.  
 3. Wiederholungen festigen und motivieren.  
 Darum werden Lerninhalte über „Storytelling“ eingeführt, ein Blickmixbox visualisiert den Lernwortschatz und Wiederholung erhält ganz viel Raum.

**Partizipation und Interaktion**  
 Interessen- und selbstgesteuerter Spracherwerb sitzt am tiefsten. Deshalb stellt

«Menschen» die Lernerautonomie in den Mittelpunkt. Die Lernenden wählen Themen selbst aus und erhalten Anlässe zum selbstständigen Weiterlernen. Lerntipps und Vergleiche zu anderen Sprachen aktivieren individuelle Kenntnisse und Fähigkeiten.

**Phantasie und Vielseitigkeit**  
 Der Mensch lernt mit allen Sinnen. Deshalb werden die Lerninhalte mehrkanalig vorgestellt. Unterschiedliche Lernformen wie Lieder, Aktivitäten, Spiele und Filme werden gezielt vernetzt für längere Aufmerksamkeitsspannen und mehr Lernerfolg.

**Multimedialität und Motivation**  
 Mit der interaktiven digitalen Ausgabe und der AR-APP nutzen die Teilnehmer\*innen die neuen Medien zum Deutschlernen.

Zielgruppe: Erwachsene und Jugendliche ab 16 Jahren  
 Medien:   
 A1 bis B1



**“Jeder Tag eine neue Chance, das zu tun, was du möchtest”**

Lehrwerke für Erwachsene / Anfänger

## Ihr kostenfreier Lehrwerkservice

[www.hueber.de/menschen](http://www.hueber.de/menschen)



- interaktiver Einstufungstest
- Unterrichtspläne, Lösungen, Transkriptionen
- aktuelle Lesetexte
- Kopiervorlagen
- Moodle-Kursräume
- Audiodateien
- Lernportfolio
- über 1.000 interaktive Übungen




Sandra Evans / Angela Putte / Franz Specht

## Menschen

### Die Lehrwerkskomponenten

Für den Kurs

 **Kursbuch mit zusätzlichen interaktiven Lernangeboten im Lehrwerkservice**

Wahlweise als Halb- oder Vollband pro Niveaustufe.

- modularer Aufbau: jedes Modul besteht aus drei kurzen Lektionen und vier zusätzlichen Modul-Plus-Seiten

Lektionsaufbau:


Die Lektionen umfassen je vier oder sechs Seiten und folgen einem transparenten, wiederkehrenden Aufbau

- jede Lektion beginnt mit einer interessanten Einstiegssituation – meist mit einem Hörtext kombiniert –, die in die Thematik der Lektion einführt und Emotionen und Interesse weckt
- auf der/den folgenden Doppelseite(n) werden, ausgehend von der Einstiegssituation, die neuen Wortfelder, die Strukturen und Redemittel anhand von authentischen Lese- und Hörtexten eingeführt und geübt
- das neue Wortfeld der Lektion wird in der Kopfzeile prominent und gut memorierbar als Bildlexikon präsentiert
- Abschlussseite: Schreibtraining, Sprechtraining oder Mini-Projekte greifen den Lektionsstoff auf und die Strukturen und wichtigen Wendungen werden übersichtlich zusammengefasst

Modul-Plus-Seiten:

- die vier zusätzlichen Modul-Plus-Seiten bieten weitere interessante Informationen
- Lesemagazin: Magazinsseite mit vielfältigen zusätzlichen Lesetexten
- Film-Stationen: Aufgaben zu den Filmsequenzen der DVD
- Projekt Landeskunde: Anregung für ein

- die zusätzlichen interaktiven Lernangebote bieten individuelle Erweiterungs- und Vertiefungsaufgaben sowie Automatisierungsübungen für das selbstständige Arbeiten zu Hause


 **Audio-CDs zum Kursbuch**

- siehe Medienpaket für den Kursleiter


 **App**

- alle Audiodateien und Filme über mobile Geräte (Smartphone, Tablet-PC) abrufbar

Für den Kurs & das Lernen zu Hause

 **Arbeitsbuch mit Audio-CD**


- zum selbstständigen Vertiefen von Grammatik, Wortschatz, Redemitteln
- gezieltes Training der vier Fertigkeiten
- Aussprachetraining, Selbsttests, Selbsteinschätzung und Lernwortschatz
- Literatursseite mit einer interessanten Fortsetzungsgeschichte

 **Vokabeltaschenbuch**

- der gesamte Wortschatz des Kursbuchs
- Beispielsätze
- viele Tipps zum leichteren Lernen im Kontext
- illustrierte Darstellungen wichtiger Wortfelder auf einen Blick


 **Glossare**

- chronologische, zweisprachige Wörterliste


 **Glossare XXL**

- chronologische, zweisprachige Wörterliste
- viele Tipps zum leichteren Lernen im Kontext
- illustrierte Darstellungen wichtiger Wortfelder auf einen Blick
- Grammatikerklärungen in der jeweiligen


- Landeskunde und interkulturelle Informationen

 **Intensivtrainer mit Audio-CD**

- zum selbstständigen Üben und Wiederholen des Lernstoffs
- Übungen zu Grammatik, Wortschatz und Redemitteln
- Training der Fertigkeiten Hören, Lesen, Schreiben
- zusätzliche Lese- oder Hörtexte mit landeskundlichen Informationen


 **Berufstrainer mit Audio-CD**

- geeignet für alle Berufsgruppen
- greift sprachliche und thematische Abwandlungen aus dem Kursbuch auf und überträgt sie ins berufliche Umfeld


 **Testtrainer mit Audio-CD**

- Tests zu allen Lektionen des Kursbuchs
- Testaufgaben zu Wortschatz und Grammatik sowie zu den Fertigkeiten Lesen, Hören, Schreiben, Sprechen

Für Unterricht & Vorbereitung

 **Medienpaket für den Kursleiter**

- Audio-CDs zum Kursbuch
- Lehrer-DVD mit landeskundlichen Filmen zu den „Film-Stationen“-Seiten im Kursbuch

 **Lehrerhandbuch**

- Konzeptbeschreibung
- ausführliches Unterrichtsrastrer mit Tipps zu Methodik, Landeskunde uvm
- Tests
- zusätzliche Kopiervorlagen zu den Lektionen
- Transkriptionen der Hörtexte
- Lösungen zum Kursbuch

VII. Ethical clearance documents (gatekeeper permission)



**RHODES UNIVERSITY**

Grabamstown • 6140 • South Africa

English Language and Linguistics • School of Languages

**Joint Research Ethics Committee**

27 August 2018

Undine Weber  
School of Languages

Dear Dr Weber

ETHICAL CLEARANCE OF PROJECT 94778

This letter confirms your application for ethical clearance with tracking number 94778 and title, *'Establishing Principles for the Re-Conceptualising of Teaching Materials for German Foreign Language Courses in Higher Education in Southern Africa: Transforming Teaching and Learning Practices'*, served at the SoL/Ling Joint Research Ethics Committee of Rhodes University on 220 August 2018. The project has been recommended for ethics clearance.

Please ensure that the SoL/Ling is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators.

Yours sincerely

A handwritten signature in black ink, appearing to be 'S. L. Z.'

CHAIRPERSON OF THE SoL/Ling Joint REC

**Gatekeeper permission form from other institutions can be accessed through this link:**

[https://drive.google.com/drive/folders/1hGTmrUDyOJ\\_CUyY1PZvUZK06mKLoX8TH?usp=sharing](https://drive.google.com/drive/folders/1hGTmrUDyOJ_CUyY1PZvUZK06mKLoX8TH?usp=sharing)