

An evaluation of a first-year university course in Business German

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ABSTRACT

Key words: Business German, German as a foreign language, language for specific purposes, language skills, language proficiency, teaching materials, course evaluation

The central problem addressed in this study was the need for an evaluation of the North-West University (NWU) Business German (BG) course as no such study has been conducted yet. The aim of this study was to evaluate whether the NWU BG course satisfied the basic requirements for a language for specific purposes (LSP) course and whether the course was worthwhile, possibly effective, and sufficient for the majority of research participants. Guidelines towards the improvement and enhancement of the course were further provided.

The evaluated NWU BG course was initially aimed at first-year International Trade students only but was later made available to first-year students in other disciplines as well. To gain an in-depth perspective as to what the NWU's BG course could further entail, a literature study was done on LSP at tertiary level. In addition, course evaluation was defined, and evaluation models were discussed to help guide the evaluation process. After the BG evaluation model was identified, a case study design based on the constructivist paradigm was used to collect and interpret data provided by the BG students and lecturers.

Qualitative data were collected by means of questionnaires and document analysis. In addition to the qualitative data, the BG proficiency tests were used to accumulate quantitative data. The focus of the empirical research was on the qualitative methods and results, whereas the quantitative data were used to expand on the qualitative findings. The research process was also divided into phases so as to obtain a broad scope for the case study.

From the empirical research, it became evident that the BG course did not cater for the research participants' needs. What these needs entail and how they could be met in the future, are discussed in the guidelines towards the improvement of the course. The BG students expressed the need for more emphasis on the business aspects of the BG course. They also complained that there was insufficient focus on learning the basics of the German language. Furthermore, the current BG lecturer was of the opinion that it might be best if the BG course was not offered at beginner level (§¹ 5.3). Reasons why it might be more suitable to present the BG course at an intermediate level are provided in chapters 5 and 6.

¹§ refers to "see section".

At the time of this study, interest in the BG course was still high and the number of students reflected positive. Interest in the BG course could be ascribed to the need for a German course that is tailor-made for the students' course of study. The quantitative data further showed that the BG pre- and post-test intervention together with the BG classes had a positive effect on the BG test scores.

The contributions of the study are as follows: first, this study provided an overview of the research participants' needs with regard to the BG course; second, the NWU BG course was evaluated and a new BG evaluation model was created (§ 4.3.1); third, a BG pre- and post-test with an assessment rubric were created. In future, a proposal could be made to relevant institutions, such as universities, hotel and/or business schools, to implement occupation-specific courses.

OPSOMMING

Slutelwoorde: Besigheidswaardigheids, Duits as 'n vreemde taal, taal vir spesifieke doeleindes, taalvaardighede, taalvaardigheid, onderrigmateriaal, kursusevaluering

Die kernprobleem in hierdie studie was die behoefte om die Noordwes-Universiteit (NWU) se Besigheidswaardigheids-kursus (BD) te evalueer aangesien daar tans nog geen so 'n studie gedoen is nie. Die doel van die evaluering was om te bepaal of die NWU-BD-kursus voldoen aan die basiese vereistes vir 'n taal vir spesifieke doeleindes-kursus (TSD) en of die kursus die moeite werd, effektief en voldoende was ten opsigte van al die navorsingsdeelnemers. Riglyne ter verbetering en versterking van die kursus is voorts voorsien.

Die geëvalueerde NWU-BD-kursus was aanvanklik gemik op eerstejaar-Internasionale Handelstudente, maar is later ook aan eerstejaarstudente in ander vakvelde beskikbaar gestel. Ten einde 'n indiepte-perspektief te verkry van wat die NWU-BD-kursus verder mag behels is 'n literatuurstudie uitgevoer oor TSD op tersiêre vlak. Kursusevaluering is gedefinieer en evalueringsmodelle is bespreek om die evalueringsproses te help rig. Ná die BD-evalueringsmodel geïdentifiseer is, is 'n gevallestudie gebaseer op die konstruktivistiese paradigma gebruik om data wat deur die BD-studente en -dosente voorsien is, in te samel en te interpreteer.

Kwalitatiewe data is deur middel van vraelyste en dokumentanalise ingesamel. Daarbenewens is die BD-taalvaardigheidstoetse gebruik om kwantitatiewe data in te samel. Die fokus van die empiriese navorsing was op die kwalitatiewe metodes en bevindings, terwyl kwantitatiewe data gebruik is om op die kwalitatiewe bevindings uit te brei. Die navorsingsproses is ook in fases verdeel om 'n breë oorsig van die gevallestudie te verkry.

Die empiriese navorsing het getoon dat die BD-kursus nie in al die deelnemers se behoeftes voorsien het nie. Wat hierdie behoeftes behels en hoe dit in die toekoms vervul kan word, word in die riglyne ter verbetering en versterking van die BD-kursus bespreek. Die BD-studente het die behoefte uitgedruk dat meer klem op die sake-aspekte van die BD-kursus geplaas word. Hulle het ook gekla dat daar onvoldoende aandag gegee is aan die basiese vaardighede om Duits aan te leer. Die huidige BD-dosent was voorts van mening dat dit beter sou wees as die BD-kursus nie op beginnersvlak aangebied word nie (§ 5.3). Redes waarom dit meer geskik is om die BD-kursus op intermedieêre vlak aan te bied, word in hoofstuk 5 en 6 voorsien.

Tydens dié studie was die belangstelling in die BD-kursus nog steeds hoog en die studentesyfer het positief reflekteer. Belangstelling in die BD-kursus kan toegeskryf word aan die behoefte vir

'n kursus in Duits wat op studente se studierigtings toegespits is. Die kwalitatiewe data het voorts onthul dat die BD-voor- en natoetsintervensie tesame met die BD-klasse 'n positiewe effek op die BD-toetstellings gehad het.

Die bydrae van die studie is soos volg: ten eerste, hierdie studie het 'n oorsig voorsien van die navorsingsdeelnemers se behoeftes ten opsigte van die BD-kursus; ten tweede, die NWU-BD-kursus is geëvalueer en 'n nuwe BD-evalueringsmodel is geskep (§ 4.3.1); ten derde, 'n BD-voor- en -natoets tesame met 'n assesseringsrubriek is geskep. In die toekoms kan 'n voorstel aan tersaaklike instellings soos universiteite, hotelle en/of besigheidskole gemaak word om beroepspesifieke kursusse te implementeer.

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ABBREVIATIONS AND ACRONYMS

NWU – North-West University

BULATS – Business Language Testing Service

BG – Business German

CAM – context-adaptive model

CAQDAS – Computer-aided qualitative data analysis software program

CEFR – Common European Reference Framework

CLT – Communicative Language Teaching

DAAD – Deutscher Akademischer Austauschdienst

DaF – Deutsch als Fremdsprache

DaZ – Deutsch als Zweitsprache

ELP – European Language Portfolio

GIZ – Deutsche Gesellschaft für Internationale Zusammenarbeit

LMS – Learning Management System

LSP – Language for Specific Purposes

PASCH – Partners for the Future

UK – United Kingdom

USA – United States of America

CHAPTER 1 INTRODUCTION

1.1 Introduction

In this study, I evaluated the Business German (BG) course at the North-West University (NWU). Based on the outcomes of the evaluation, I made recommendations towards the improvement of the BG course to present as a viable option to the university and/or other institutions. Furthermore, the evaluation of the BG course determined whether the NWU BG course satisfied the basic requirements for a Language for Specific Purposes (LSP) course.

In this chapter, I provide an overview first. The purpose of this overview is to contextualise the importance of the German language worldwide and in South Africa. Next, I give information on the evaluated BG course. Thereafter, the problem statement and research questions are provided. This is followed by the research aims and method. Lastly, I discuss the relevance of this study, and the chapters are outlined. The above-mentioned are discussed in this order to successfully guide the evaluation process.

1.2 Overview

There is a worldwide shortage of skilled workers in Germany (Bauer & Kunze, 2004; Zech, 2019). Due to the lack of trained workers, Germany is also looking for skilful employees abroad (The Economist, 2019). It is estimated that a German company, such as the Deutsche Bahn, needs to employ around 22 000 workers (Railway-news, 2019). In South Africa alone, there are more than 600 German companies – such as Bayer, BASF, BMW, DHL, GIZ, Lufthansa, Mercedes Benz, Volkswagen, Siemens, Zeiss, etcetera – providing over 90 000 jobs (Goethe-Institut, 2019a). A number of these companies either require prospective employees to have certain German language proficiency or require their employees to attend German courses. It is therefore clear that there are employment opportunities for South Africans in Germany,

Courses in German are mainly provided by six universities in South Africa (Goethe-Institut, 2019a). The Goethe-Institut in Johannesburg and the Goethe Zentrum in Cape Town also provide German courses to young learners and adults (more information on the Goethe-Institutes is presented in § 2.6.1). In addition, adolescents can learn German at Partners for the Future (PASCH) schools, 80 high schools, and three German schools in Cape Town, Johannesburg, or Pretoria. Also, both adolescents and adults could learn German online through the Goethe-Institut, Deutsche Welle, or Deutsch-Uni online (Oakenhelm, 2018; DAAD, 2019). A basic requirement is that courses in German should be relevant and address the needs of students (cf. Brown, 2009).

Schirmer and Töpfer (2008:85) add that BG is often taught based on needs of students to apply what they have learned in their work environment one day. As mentioned earlier, there is a need for skilled workers

in Germany (Zech, 2019). What is more, Germany is recruiting skilled employees from abroad (Bauer & Kunze, 2004). In this regard, the National Development Plan of South Africa argues that “there should ... be clear linkages between education and training and the world of work” (National Planning Commission, 2011). This implies that courses should be aimed at specific purposes. Such courses fall within the field known as LSP (Belcher, 2009; Gollin-Kies, Huckin, 2003; Hyland, 2009; Long, 2017; Swales, 2000; Upton, 2012).

LSP courses display certain characteristics. Belcher (2009:3) points out that such courses are primarily designed to meet specific needs of the student (before, during and after instruction) and that the understanding of language use in specific contexts is essential. A course in BG is a typical example of a course aimed at specific purposes. Examples of German LSP courses available worldwide and in South Africa are provided in § 2.6. This study, however, focussed on the BG course at the NWU Potchefstroom Campus. Therefore, more information on the NWU BG course is given next.

The general BG language course at the NWU (GERB 111 and GERB 121) – which was the focus of this study – is offered over two semesters. This course is aimed at beginners with no previous knowledge of German and at the time of the study, made use of the textbooks (*Menschen A1 & Menschen Berufstrainer A1*), which are based on the Common European Reference Framework (CEFR). The CEFR outlines the levels of proficiency (cf. Figure 1.1) and the students’ progress is measured at each stage of learning by means of an examination (Trim & North, 2000:1). Furthermore, the CEFR provides guidelines and a common basis to develop syllabuses, curriculums, examinations, textbooks, and so forth (Trim & North, 2000:1). The *Menschen Berufstrainer A1* textbook is used for beginner-level students (A1) (cf. Figure 1.1) and can be used in conjunction with the German beginner textbook *Menschen A1*.

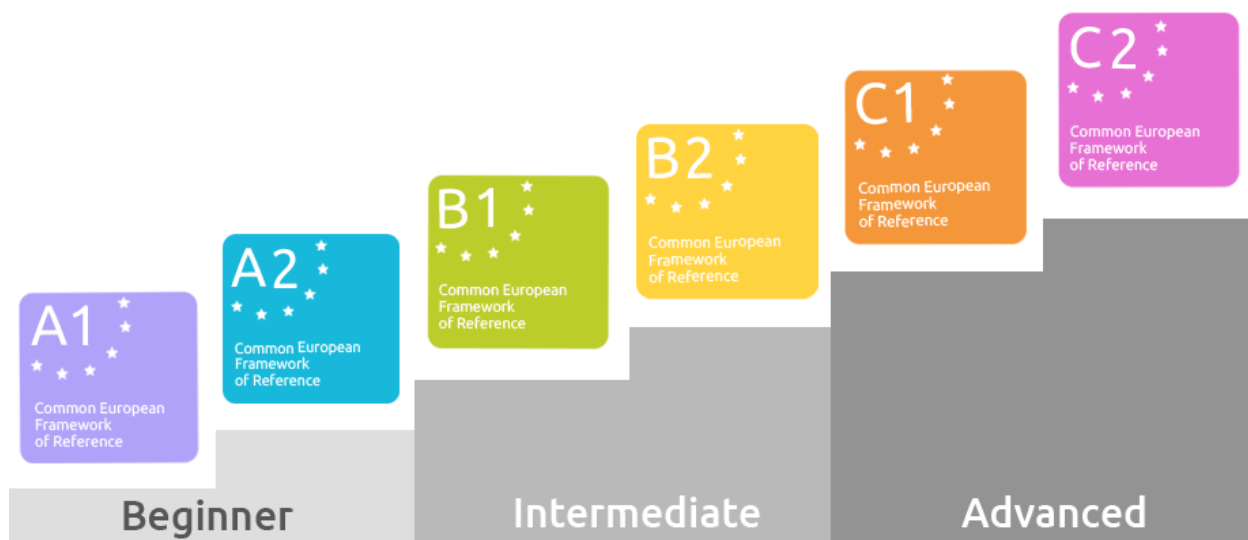


Figure 1-1: CEFR levels from A1–C2 (Monnalisa, 2017)

Additional materials such as the *Menschen A1* workbook and free internet sources are made available by Hueber (Hueber, 2016). Furthermore, videos, activities, assignments, reflection journals, and so forth, are uploaded to *eFundi*. *eFundi* is an online platform known as a learning management system (LMS) operated by *Sakai*. *Sakai* is an educational software platform mainly focusing on higher education in supporting teamwork, teaching and research (Berg & Dolphin, 2019).

Since the introduction (first Business German study guide dates back to 2012) of the BG module at the NWU, interest in the subject of German has risen (Annas, 2016:111-112). Especially worrying, however, is that between 2003 and 2015, six German departments were closed in South Africa (Annas, 2016:106-107). This could emphasise the need for German speakers by companies. As BG is an industry-related course, German departments at universities might benefit from making their own German courses more business-specific. At the time of this study², the BG course at the NWU Potchefstroom Campus was the only one of its kind in South Africa and therefore it had to be evaluated so that it could be presented as a viable option for other universities.

The central problem addressed in this study was thus the need for an evaluation of the BG course. I attempted to answer the following research questions:

- Does the Business German course satisfy the basic requirements for an LSP course?
- Is the course that is being evaluated worthwhile, possibly effective, and sufficient for the majority of research participants.?
- What guidelines can be provided towards the improvement and enhancement of the course?

1.3 Research aims

The aim of this study was to evaluate whether the NWU BG course satisfied the basic requirements for an LSP course and whether the NWU BG course was worthwhile, possibly effective, and sufficient for the majority of research participants. Furthermore, the study aims to provide guidelines for the improvement and enhancement of the course.

² As from 2019, a BG course will also be offered at the Vaal Campus of the NWU (NWU, 2019). The BG course presented at the Vaal and Potchefstroom Campuses are aligned (Oxford, 2018). This means the BG courses are identical to enable BG students to have the opportunity to commence their first year at the Potchefstroom Campus and finish their third year at the Vaal Campus, for example (Oxford, 2018). It could be worthwhile to evaluate the BG course at the Vaal Campus in future. For now, the focus of this study was first and foremost to evaluate the BG course at the NWU's Potchefstroom Campus.

1.4 Research design and methods

1.4.1 Literature review

The relevant literature on LSP and course evaluation was reviewed.

1.4.2 Empirical research: paradigm

The constructivist research paradigm (§ 4.2.1) was utilised in this study. As this study relied on the constructivist research paradigm, the focus was mainly on qualitative methods and results (§ 4.4). The results obtained by quantitative means were used to expand on the qualitative findings and were considered to have supplementary value (§ 4.2.2).

1.4.3 Design

This study was based on a case study (Lynch, 2003:27) of one course at a university. According to Watanabe *et al.* (2012:3), the purposes of a case study are to document what actually happened, track perceptions, behaviour, identify obstacles in the course, and to understand individuals' needs and expectations. Both qualitative and quantitative methods (mixed-methods evaluation) were used to validate and increase reliability of the data (Long, 2005). Regarding course evaluation, Datta (1997:344) says that using a combination of both qualitative and quantitative data provides answers to “formative, process, descriptive, and implementation questions”. Although a mixed-methods evaluation design (§ 3.3.4) was used, the focus of this study (as mentioned in § 4.4) was predominately on the qualitative methods and results. Nieuwenhuis (2007:100) added that, in analysing qualitative data, “[t]he goal is to summarize what you have seen or heard in terms of common words, phrases, themes or patterns that would aid understanding and interpretation of that which is emerging. The aim is not to measure, but to interpret and make sense of what is in the data”.

1.4.4 Research participants

The primary research participants were the BG students (n=20) who gave written consent and had enrolled for the BG course in 2018. The secondary research participants were the Business German lecturers (n=2).

1.4.5 Qualitative data: instruments, participants and procedure

The qualitative data were evaluated according to my proposed BG evaluation model (§ 4.4). Furthermore, data obtained from the qualitative and quantitative results were divided into phases to obtain multiple viewpoints on the BG course (Lynch, 2003:27) (cf. chapter 5). The instruments, participants and procedure of qualitative data processing are discussed next. Thereafter, the instruments, participants and procedure of analysing the quantitative data are discussed.

1.4.5.1 Student questionnaires

Business German students were requested to complete three separately developed questionnaires: before the course; after the first semester; and at the end of the course. These three questionnaires were completed using *Google Forms*. The questionnaires consisted of both open- and closed-ended questions. The results from the student questionnaires were analysed and then grouped into themes. This was done by utilising the computer-aided qualitative data analysis software program (CAQDAS) *Atlas.ti*. More information on *Atlas.ti* (Saldaña, 2009:89) is provided in chapter 4.

1.4.5.2 Lecturer questionnaires

Information-rich participants (Palinkas *et al.*, 2013:1) such as the two BG lecturers (a previous lecturer; and the current [2019] lecturer), were requested to complete a questionnaire developed in *Google Forms*. The questionnaire consisted of open- and closed-ended questions (§ 4.5.2). *Atlas.ti* (Saldaña, 2009:89) was used to analyse the results from the lecturer questionnaires.

1.4.5.3 Course materials evaluation

The BG textbook, workbook, study guides, test and examination paper were evaluated in terms of the essential requirements for a course, developed from the literature review (§§ 2.5 & 5.8) and document analysis. The results from the document analysis were analysed and themes were identified. This was done by utilising *Atlas.ti* (Saldaña, 2009:89).

1.4.6 Quantitative data: instrument, subjects and procedure

The quantitative data were also analysed by means of my proposed BG evaluation model (§§ 1.3.5 & 4.4).

1.4.6.1 Business German pre- and post-test

I developed the BG pre- and post-test (cf. Bonate, 2000). The same format but different vocabulary and topics as those of *Menschen A1 Einstufungstest* (proficiency test) (cf. Haubfleisch, 2003) were used in creating the BG pre- and post-test. For example, in the general proficiency pre- and post-test, one introduces oneself to others, asks for directions and makes appointments with friends. In the BG pre- and post-test, one introduces oneself to colleagues, gives directions in the workplace, makes appointments for business purposes, etcetera. The vocabulary and topics of the BG pre- and post-test were thus based on the content of the BG course. The test consisted of 50 multiple-choice and true/false questions. The maximum time for the test was 45 minutes. The goal of the pre- and post-test was to assess the level of general proficiency and business knowledge.

1.4.6.2 Procedure

The same pre- and post-test were written by the students at the beginning of the course and at the end of the course. An arrangement with the lecturer was made beforehand.

1.4.6.3 Analysis

A t-test was used to compare the differences between the pre- and post-test (§ 4.5.4). Cohen's (1988) effect size was also used in analysing the results of the quantitative data. The t-test and Cohen's (1988) effect size were used in the analysis to determine whether there was a change in the BG students' proficiency and/or business knowledge in German. The NWU's Statistical Consultation Services assisted with the data analysis.

1.5 Ethical aspects

Before any of the research instruments were implemented, the Statistical Consultation Services of the NWU was consulted. Ethical clearance (NWU-00218-18-S7) was obtained from the faculty's Research Ethics Committee. Before the research commenced, written informed consent was obtained from all research participants. Participants' confidentiality was assured and participation was completely voluntary. Participants could withdraw at any point. Data will be stored safely for a period of seven years.

1.6 Relevance of study

As was seen in the problem statement, the National Planning Commission (2011) stresses the importance that "there should ... be clear linkages between education and training and the world of work". This implies that courses could be aimed at specific purposes. At the time of this study, the NWU was the only university in South Africa offering a general BG course. Since such a course had not been evaluated before, an evaluation seemed timely. The aim of this study was to investigate whether the NWU BG course was worthwhile, effective and sufficient.

1.7 Chapter outline

The dissertation consists of six chapters.

Chapter 2 provides information on teaching and learning a foreign language and the various modes of delivery and approaches are discussed. In addition, an LSP is defined and the characteristics of an LSP course are identified. German LSP courses available worldwide and in South Africa are also discussed.

In chapter 3, course evaluation is defined and information on various types of course evaluations is provided. Furthermore, an overview of the evaluation models and the newly developed BG evaluation model is provided. Lastly, the BG course is described.

Chapter 4 presents the research paradigm, approach and design for the evaluation of the BG course. A summary of the case study evaluation design and research methodology is also provided.

Chapter 5 provides the analysis and discussion of the results in seven phases. In the seventh phase, it was determined whether the BG course adhered to the characteristics of an LSP course.

In chapter 6, a conclusion is drawn about the BG course evaluation. In addition, guidelines towards the improvement of the BG course are provided.

CHAPTER 2 FOREIGN LANGUAGE TEACHING AND LEARNING FOR SPECIFIC PURPOSES AT TERTIARY LEVEL

2.1 Introduction

The main focus of this chapter is on teaching and learning an LSP at tertiary level. In this chapter, I discuss foreign language teaching and learning first in order to obtain a broad overview as to what the teaching of a BG course could entail. Thereafter, I review the modes of instruction delivery and approaches to language teaching and learning. The goal is to demonstrate how language teaching and learning has evolved in general and to indicate what methods the BG course were employing or could have employed. Thereafter, the overview is narrowed down to the language teaching approach used in the BG course and more information on the BG course – taught as an LSP course – is given. Subsequently, LSP is defined and contextualised. Next, I discuss the characteristics of an LSP course to determine whether the NWU BG course truly adhered to the characteristics of an LSP course. This is followed by an overview of German courses provided worldwide and in South Africa.

2.2 Foreign language teaching and learning

2.2.1 Introduction

In this chapter, I first define foreign language teaching and learning. Foreign language teaching and learning is described to obtain a better understanding of how the BG course is or could be taught. Thereafter, I identify the benefits of learning German as a foreign language. Advantages of learning German as a foreign language are presented to highlight the reasons why to learn German as a foreign language. This is done as there is currently a decline in learning German as a foreign language at South African universities (Annas, 2016; Payne, 2012). In addition to the benefits of learning German as a foreign language, possible solutions to increase interest in learning German as a foreign language at South African universities are presented.

2.2.2 Foreign language teaching and learning

According to Moeller and Catalano (2015:327), a language is considered foreign when it is spoken outside of the environment where it is commonly spoken. A second language, on the other hand, refers to an additional language that is learned after the first language(s) has been acquired (Ortega, 2011:181). Furthermore, language scholars differentiate between the concepts of acquisition and learning (Moeller & Catalano, 2015:327). *Acquisition* refers to the process of learning a first and/or second language without formal instruction, whereas *learning* implies that a second or foreign language is learned with the help of teaching in a classroom environment (Moeller & Catalano, 2015:327). Besides the distinction that is made

between acquiring and learning a language, it is important to note that the term *second language acquisition (SLA)* often refers to foreign language acquisition (Strauss, 2015:15). Moeller and Catalano (2015:327) add that SLA is a general term that is sometimes used in research that examines the human capacity to learn languages other than the first language. However, in Germany, the term SLA is not used for learning German as a foreign language and/or acquiring German as a second language (Costa & Katelhön, 2019). Two separate terms are used: when learning German as a foreign language, the term *Deutsch als Fremdsprache (DaF)* is used, and when acquiring German as a second language, the term *Deutsch als Zweitsprache (DaZ)* is used (Costa & Katelhön, 2019). Furthermore, *DaZ* is used to refer to learning German in Germany, while *DaF* is used to refer to German learning outside the country (Ortega, 2011:181).

Furthermore, the learning content on *DaF* and *DaZ* courses vary significantly (Schirmer & Töpfer, 2018). *DaZ* courses, for example, are often subsidized through the German government (Schirmer & Töpfer, 2018). The learning content in *DaZ* courses is predominately about learning the German language, culture, and German law system (Schirmer & Töpfer, 2018). The Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge, 2019) adds that it is important to learn German and have knowledge about Germany, its history, culture, and its legal system. With respect to *DaF* courses, they are not regulated by the German government and the learning content has a more general approach to learning German (Schirmer & Töpfer, 2018).

The learning materials employed in *DaZ* and *DaF* courses depend on the students' level of proficiency (Schirmer & Töpfer, 2018:84). As regards *DaF* courses, learning materials range from focus on familiar everyday-life situations (based on A1 level of the CEFR) to complex topics such as politics or the educational system (from B1 level according to the CEFR) (Schirmer & Töpfer, 2018) (§ 1.2). This study focussed on *DaF* because South Africa is so far away from Germany. By learning German as a foreign language, students are encouraged to communicate and participate in real-life situations (Moeller & Catalano, 2015:327). Other than the advantage of being able to communicate with first-language speakers, there are additional advantages of learning a foreign language. For example, learning a foreign language provides students the opportunity to acquire linguistic and social knowledge to know when, how and why to say what to whom (Moeller & Catalano, 2015:327).

Learning a foreign language is essential for effective human-to-human interactions outside one's own language group and cultivates a better understanding of one's own language and culture (Moeller & Catalano, 2015:327). Germany currently holds the leading position in the global economy (Lingoda, 2019). The German economy is the largest in Europe and the fourth largest worldwide (Lingoda, 2019). This also means that learning German as a foreign language is important for those working in the automotive, manufacturing, and engineering sectors (Lingoda, 2019). These industries employ a substantial number of people, which support the German and ultimately the world economy (Lingoda, 2019).

Currently, 15,4 million people around the world are learning German as a foreign language (Oakenhelm, 2018). Germany's recent role in the eurozone crisis also contributed to the number of people, especially Southern Europeans, wanting to learn German (Edwards, 2015). Ulrich Ammon adds that students want to learn German as a foreign language because they are under the impression that they would gain access to countries that are flourishing economically, which, in turn, offer better career opportunities, as well as education and training (Edwards, 2015).

Even though there are benefits of learning a foreign language, there has been a decline at South African universities to learn German as a foreign language (Annas, 2016; Payne, 2012). Between 2003 and 2015, six German departments were closed in South Africa (Annas, 2016:106-107). Baker (2007:1) attributes the decrease in learning German as a foreign language to the political climate in South Africa. She explains that promoting the learning of indigenous languages at schools and universities is more important in the South African context than teaching foreign languages. As a result, ever fewer schools and universities offer German as a subject and students are unaware of the excellent opportunities when they study or teach German as a foreign language (Baker, 2007:1).

I already mentioned some of the opportunities that learning German as a foreign language could offer (§ 1.1). In § 1.1, I stated that there is a need for skilled workers in Germany (Zech, 2019) and that there are more than 600 German companies providing over 90 000 jobs in South Africa (Goethe-Institut, 2019a). Also, as the global marketplace and language service industries rapidly expand, there is an increasing demand for German proficiency in multicultural environments (Wagaba, 2010:96). Wagabe (2010:96) emphasises that it is crucial when learning German as a foreign language to be sensitive to differences in culture values and customs as it could affect local and global business practices.

Due to a general curiosity to learn more about Germany, Mbohwa-Pagels and Rode (2014:14) propose that exchange possibilities between South Africa and Germany could lead to an increase in student numbers to learn German. Furthermore, the number of students wanting to learn German as a foreign language in South Africa could be boosted by presenting new courses that would meet students' needs. To meet students' needs, learning German as a foreign language must be relevant to their course of study and world of work (National Planning Commission, 2011). Such a course is currently presented at the NWU Potchefstroom Campus and could be identified as an LSP (§ 2.5) course. The course is a BG course, and since the introduction of the course (§ 2.7), interest in learning German has risen (Annas, 2016:106-107).

Learning German as a foreign language could also be advanced by combining German literature and grammar to make learning German interesting to students (Weber, 2013:6). German grammar is considered to be the most difficult aspect in language learning (Edwards, 2015) (§§ 5.4 & 5.6), and literature has proven to make students more curious and wanting them to learn more about a language

(Liu, 2019; Weinrich, 1981). Muhammed (2013:28-29) says that learning about literature has such a positive impact on language learning and proposes that teaching literature should not be separated from language teaching. In Weber's (2013:316-317) study, the research participants' responses coincided with the above statement:

"I think the combination of the two (i.e. grammar and literary texts) is very important because the one helps and benefits the other. For that reason, I really enjoyed the year and it was truly [sic] interesting!"

"I enjoyed it because it not only taught me grammar, but in many instances it provided me an opportunity to learn something about the German history."

"I find it extremely helpful, having to write a parallel text forces the student to understand the section that is being taught with that text. I have enjoyed it and find it is a creative effective way of learning."

"It makes the lessons interesting and easier to understand because it is creative. I really enjoyed this year and I've learned new ways to learn something."

Students appeal for certain literary texts as they can relate to previous/current life experiences and want to learn more about the German culture (Labo-Popoola, 2010:52). Certain literary texts are also written very well, and students enjoy reading such texts as they grant them the opportunity to be creative in the thought and writing processes (Weber, 2013:6). Furthermore, some literary texts could already be introduced at beginner level (Weber, 2013:24). It is suggested that it would be best to introduce literature texts, such as certain poems, before the language is learned (Weber, 2013:24). Moreover, a liking to the subject of German could be advanced by following current modes of delivery, or even combining new and/or old teaching and learning approaches. These modes of instruction delivery and teaching and learning approaches are discussed in the next section. This is done to investigate which modes of instruction delivery and approaches could be or are currently employed in the BG course.

2.3 Major modes of delivery and approaches in language teaching and learning

2.3.1 Introduction

Though language teaching and learning has a long history, discussions on language teaching and learning were especially trending at the beginning of the 20th century (Richards & Rodgers, 2014:3). Applied linguists³ wanted to develop principles for new teaching methods and materials due to the increased

³ Applied linguists are focused on practical issues that concern language in the life of the community. The most fundamental of these is the learning of second or foreign languages (The University of Melbourne, 2017).

demand for second and foreign language speakers (Richards & Rodgers, 2014:3). Examples of some of the modes of delivery are discussed next.

2.3.2 Major modes of delivery in language teaching

Some of the major modes of delivery in language teaching, as mentioned by Chong (2018), include blended learning, mobile learning and gamification. Blended learning means combining teaching through digital media with conventional ways of teaching (Chong, 2018). Moreover, blended learning is known to be specifically suited for LSP courses as it allows for the customisation of learning to suit students' needs (Garrett, 2009). For example, Trinder (2009) evaluated a Business English course on how combining an online environment together with face-to-face instruction could increase the learning potential of a course and accommodate students' different learning styles. Another way the Internet is used is called mobile learning. Mobile learning are online resources made more accessible with a mobile app or a mobile-friendly version (Chong, 2018).

Mobile learning can also be implemented in the BG course (Memrise, 2018a). *Memrise* (2018b) could serve as an example for mobile learning. *Memrise* is a game where students learn vocabulary. The game is based on growing your own garden. When learning a new word, students can think of it as planting a new seed in their garden. Reviewing a word at the right time is like watering your garden and making it grow. Learning new words in a fun and stress-free way makes new words easier to remember (Memrise, 2018b).

The third major method of delivery is called gamification. *Gamification* is where students learn a language through an interactive adventure game such as *Learn Languages with Ruby Rei* (Wibbu, 2018). They use their language skills to converse, build friendships and work together to escape from a long-forgotten planet. Any learning that takes place is incidental (Chong, 2018). Such a language learning game is not yet available in the *Menschen* textbook series.

Acquiring a language through such a language learning game can be fun, but the question arises whether students are properly trained for real life in the 21st century (Chong, 2018). When in a work or everyday environment, it is ideal not only to learn a language by means of playing games, but also to communicate (online or face-to-face) with someone in a real-life context (Burk, 2016:10-11). Moreover, when a person communicates with others, it increases the communicator's sociocultural competence (Burk, 2016:33). Sociocultural competence is the understanding of social rules of language use and the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction (Celce-Murcia, 2001; Celce-Murcia, Brinton & Snow, 2014).

It is, however, not always possible for students to foresee what sociocultural aspects would be suitable for every context. According to Celce-Murcia (2001) and Celce-Murcia *et al.* (2014), sociocultural competence includes a general empathy and willingness to engage in the active negotiation of meaning. They further add that it is important to suspend judgement and to take cultural differences into account. Students could develop sociocultural competence through courses in which they learn more about Germany's culture through storytelling, for example (McCullum *et al.*, 2014). These types of courses could give more information as to how Germans would react in certain situations. An example of such a course, which is available online, is called *Perspectives* (National Geographic Learning, 2018). *Perspectives* uses stories of people to motivate students to think innovatively and be in touch with what is currently happening in the world. Moreover, the *Menschen* textbook series that is used for teaching BG could also inspire students to learn German and its culture by telling real-life stories.

The learning material from the *Menschen A1* textbook is introduced in a storytelling form, starting with a scene from an everyday type of situation (cf. chapter 5, Phase 7) and a listening text. In contrast to the *Menschen A1* textbook, the *Menschen Berufstrainer A1* textbook is oriented differently. For example, a chapter in the *Menschen Berufstrainer A1* textbook does not commence with a story, but business-oriented dialogues are used to convey how conversations in a business environment could occur. Even though the *Menschen A1* textbook provides more extensive information with regard to the German culture and language, *Menschen Berufstrainer A1* presents learning content that is more business-oriented. Thus, both the *Menschen A1* and *Menschen Berufstrainer A1* textbooks are employed in the BG course to ensure that knowledge on the German language, culture and business is acquired (§ 4.5.7). In addition to the knowledge that is obtained, the *Menschen A1* textbook provides ample opportunities to practise; for example, a picture dictionary is used to illustrate new vocabulary. Different types of activities are then used to expand on what has been learned. These include songs, movement exercises, games, and film excerpts. The goal is to ensure that all students with different learning styles (visual, auditory, tactile, extroverted, introverted, closure- and open-oriented) are accounted for when practising new vocabulary, structures and phrases (The European Bookshop, 2018).

It is important to account for the different learning styles as they influence the strategies⁴ used to communicate and their communicative effectiveness (Littlemore, 2003) (§ 5.4). The successful implementation of listening, reading, writing and speaking strategies depends on whether students' learning style is accommodated. If students' learning styles are not kept in mind, their communication efficiency will be affected (Littlemore, 2003). Furthermore, it is not only essential to keep students' different learning styles in mind. Due to globalisation, it has also become fundamental to remember to adjust an international product – such as BG language courses – to harmonise with what people want in their country

⁴ Strategies refer to both general approaches and specific action or techniques used to learn a language (Ellis, 2012).

or culture (Chong, 2018). This is called learning *Languages for Specific Purposes* (LSP), and the more we understand what students' needs are, the more lessons can be customised to suit their needs. Examples of LSP courses and BG language courses available worldwide and in South Africa are discussed in §§ 2.4 and 2.6. In this next section, I focus on the Communicative Approach to emphasise the most conventional method used in language teaching in the 20th century (Celce-Murcia *et al.*, 2014:13). Finally, the teaching approach used in the BG course is described.

2.3.3 Approaches to language teaching

Approaches to language teaching, according to the British Council (2017), can be defined as a way of looking at teaching and learning. Underlying any language teaching approach is a particular theory of language learning (The British Council, 2017; Richards & Rodgers, 2014). According to Yilmaz (2011), language learning theories are vital for effective teaching as they enlighten various aspects of the learning process. Examples and a clarification as to how teaching and learning a language are associated with these theories and approaches, are provided below.

The **Grammar-Translation Approach** is also known as the classical approach in which the classical languages like Greek and Latin were taught. This method was developed in the 18th and 19th centuries in Germany (Zhou & Niu, 2015). Classical literature texts, which were often difficult, were commonly used to read and translate. A typical example of an activity would be to translate a literature text into the students' mother tongue or into the target language. Furthermore, instruction is provided in the students' mother tongue and there is little focus on the target language (Celce-Murcia *et al.*, 2014:2-14). Students would typically be provided with examples of grammar rules to memorise. Thereafter, they would apply the rules they have learned in the examples (Zhou & Niu, 2015). An advantage of this approach is its accuracy in acquiring the target language in a written manner. A disadvantage of the Grammar-Translation Approach is that insufficient oral communication in the target language takes place. According to Kim (2008), no communication or listening comprehension are included in this approach. Subsequently, the **Direct Approach** was developed.

Contrary to the Grammar-Translation Approach, the Direct Approach focusses on the ability to communicate in the language that has been studied. One of the characteristics of the Direct Approach is to speak only in the acquired language. Moreover, to help ease communication in the target language, teachers need to be mother-tongue speakers or have a native-like proficiency (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14). However, it is problematic that few teachers can use their foreign language effectively enough to successfully implement the Direct Approach. As a result, the **Reading Approach** was identified. Here, teachers do not need to have good oral proficiency skills in the language that is taught and reading comprehension is the only language skill that is focussed on (Celce-Murcia,

2001:3-13; Celce-Murcia *et al.*, 2014:2-14). A disadvantage of the Reading Approach is that it lacks oral communication.

As a result, the **Audiolingual Approach** became known to language teaching. The Audiolingual Approach is also known as the Army Method as during World War II, armies had to learn their enemies' language as fast as possible (Alemi & Tavakoli, 2016). Furthermore, the Audiolingual Approach is based on the behaviourism theory⁵ and believes that language is acquired through habit formation (Alemi & Tavakoli, 2016). Habit formation tools such as mimicry and memorisation are used to acquire the target language. Furthermore, teachers need to be proficient in only the structures and vocabulary of the language that they are teaching as learning materials are meticulously planned (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14).

Like the Audiolingual Approach, the **Oral-Situational Approach** was also produced due to lack of communication. The difference between the Audiolingual Approach and the Oral-Situational Approach is that lessons are introduced and practised situationally. For example, in the Oral-Situational Approach, locations such as the post office, the cafeteria and the bank are used to practise lexical and grammatical structures (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14). A disadvantage of the Audiolingual and Oral-Situational Approaches, however, is their behaviourist features.

According to the **Cognitive Approach**, language is not only acquired through habit formation, but through rule acquisition as well (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14). In other words, a language is not only learned by means of repetition. It became necessary to know why and how students make sense of and process information (Yilmaz, 2011). One of the key features related to the Cognitive Approach is to speak with imperfections. Mistakes are to be used constructively in the learning process.

In addition, teachers must have good general proficiency in the target language, together with competence to analyse the target language (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14). The next approach to language teaching was produced as it was found that there was a lack of concentration on the not learner-friendly way of learning in the Cognitive Approach, Audiolingual Approach, and Oral-Situational Approach. In other words, these approaches are more teacher-centred than learner-centred (Firdaus & Mariyat, 2017). As a result, the **Affective-Humanistic Approach** was developed and is more focussed on students and their feelings. The goal is to develop talent and potential in students by respecting their feelings, creating a positive class atmosphere and working together in groups to support

⁵ According to Parkay and Hass (2000), behaviourism is mostly concerned with observable and measurable aspects of human behaviour and emphasises that changes in behaviour result from stimulus-response associations made by the student. Furthermore, a student will choose one response over the other due to prior conditioning (Parkay & Hass, 2000).

each other (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14; Firdaus & Mariyat, 2017:30). This is not to say that in many teachers' practice this was not the case already, or similar.

Finally, the last two mentioned approaches to language teaching were not developed in reaction to the previous approaches. The **Comprehension-Based Approach** was introduced due to the outgrowth in first-language acquisition research and was developed on the assumption that learning a second or foreign language is similar to acquiring a first language (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14). Some of the principles of this approach are that comprehension should precede communication of the second language and students should not be forced to speak or write before they are ready. Also, learning takes place best when students are relaxed and tension is minimal in the learning environment. Furthermore, students proceed at different rates when learning a second language, and a great deal of language acquisition takes place when students are exposed to interesting, comprehensible learning materials in the target language (Lightbown *et al.*, 2002:4).

Lastly, the **Communicative Approach** was developed due to the belief that language is a system for communication. The main focus in the Communicative Approach, also known as Communicative Language Teaching (CLT), is on students' capability to speak in the target language (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14). In this approach, students use all four language skills (listening, speaking, reading and writing skills) to communicate (Prasad, 2013:1). Today, reading and writing skills are not viewed as passive skills anymore. Listeners and readers are seen as active contributors in the negotiation of meaning (Celce-Murcia, 2001:3-13; Celce-Murcia *et al.*, 2014:2-14).

Listeners, speakers and readers could complete communicative tasks through task-based activities. Task-based activities can be defined as a student-centred approach to second-language teaching where activities focus on students' utilisation of the target language to complete meaningful tasks (Ludwig, 2019:1). These tasks include typical situations that students could encounter in real life – for example, providing information about oneself during an interview, making appointments, and asking for directions in a workplace (§ 2.7.1). Furthermore, CLT today is based on core principles that can be applied in various ways. The different manners in which these principles could be applied depend on the teaching context, the level, age and goals of the students (Prasad, 2013:1). The overarching qualities of CLT are to (Richards, 2006:1580):

- make real communication the focus of language learning;
- provide opportunities for students to experiment and try out what they know;
- be tolerant of students' errors as they are building up their communicative competence;
- provide opportunities for students to develop both accuracy and fluency;

- link the different skills, such as speaking, reading and listening, together as they usually occur in that way in the real world;
- let students induce or discover grammar rules.

As seen in the first-mentioned principle above, CLT puts the focus on students' ability to communicate in the target language. Throughout the history of language teaching, it has been important to focus on the meaning of what is being said and the actual use of language for communication (Celce-Murcia, 2001:13; Celce-Murcia *et al.*, 2014:15). In addition, CLT requires sociocultural competence (§ 2.2.2) as it is important to comprehend the social context in which language is used and to have empathy and openness towards other cultures (Celce-Murcia, 2001:13; Celce-Murcia *et al.*, 2014:15).

Overall, the Communicative Approach is seen as the most popular approach to language teaching today (Celce-Murcia, 2001; Celce-Murcia *et al.*, 2014; Prasad, 2013; Richards, 2006). The teaching approach of the BG course is also based on the CLT approach (cf. chapter 5, as confirmed by the current lecturer) and, according to Nyinondi, Mhandeni and Mohamed (2017:90), CLT should continue to inspire language teachers to teach language in a manner that would enable students to use the target language in a range of social situations. Most of the mentioned principles of CLT are advantageous to students. CLT provides many opportunities for students to communicate in the target language, for example. A disadvantage, however, is that the CLT approach focusses on fluency but not accuracy: it focusses on not always correcting students when they do not use the appropriate grammatical structures during communication. As a result, students may produce incoherent and grammatically incorrect sentences (Priski, 2018:1). The CLT approach is nonetheless the most popular method used in language teaching in the 20th century.

In this section, a description of the nine 20th-century approaches with their underlying theories were examined. Not every teaching situation is and will remain the same. In other words, one learning approach and theory that could work in a certain learning environment would not work well in another learning situation. Furthermore, the first five approaches were produced due to shortfalls of earlier approaches. The last four approaches are based on different theories on how students learn a second or foreign language (Celce-Murcia, 2001:13-29; Celce-Murcia *et al.*, 2014:15-31):

- Cognitive Approach: Language is rule-governed cognitive behaviour (not habit formation);
- Affective-Humanistic Approach: Learning a foreign language is a process of self-realisation and of relating to other people;
- Comprehension Approach: Language acquisition occurs if the student comprehends meaningful input;
- Communicative Approach: The purpose of language (and thus the goal of language teaching) is communication.

According to Celce-Murcia (2001:13-29) and Celce-Murcia *et al.* (2014:15-31), these four approaches are not necessarily in conflict with each other as it is not difficult to consider an integrated approach that would include attention to rule formation, affect, comprehension and communication. In fact, teachers could find an integrated approach attractive, provided that it is well-conceived in the learning environment in which it takes place. At the time of this study, the BG course was not grounded on such an approach. Rather, the BG course was based on the Communicative Approach (§ 5.3). In the Communicative Approach, focus is put on student(s) and their needs (Thamarana, 2015:91). The BG student needs were disclosed in this course evaluation (cf. chapter 6). Subsequently, courses and lessons could be adapted in accordance with these needs. This is also known as teaching LSP. The NWU BG course could be identified as an LSP course. In the next sections, I provide more information on LSP and discuss the characteristics of an LSP course to verify whether the NWU BG course could indeed be identified as an LSP course.

2.4 Language for Specific Purposes: definition and contextualisation

According to Frendo (2005:1) and Golin-Kies *et al.* (2015:3), LSP is language use for communication with other people within a specific context. For example, a tour guide providing information to tourists in their language is an indication that communication within the target group in their language is achieved. A tour guide acquires this skill by learning the steps on how to present a German city in German during his or her LSP course training. In addition, LSP courses are defined as the target language being utilised based on identified needs of students (Golin-Kies *et al.*, 2015:3). Students may possibly express the need for professional communication in the target language for their field of work once their studies are completed. Sánchez-López (2012:x) explains that the specificity of LSP courses depends on the students themselves and courses are usually developed in accordance with their level of communicative competence, the urgency to use the language in a professional context, the specific characteristics of such a context and the design of a programme that promotes the learning process. Furthermore, LSP courses are predominantly aimed at students in Higher Education. This is mainly because LSP courses are intended to prepare students in Higher Education to communicate effectively in a work environment (Frendo, 2005:1; Gollin-Kies *et al.*, 2015:3; Ramirez, 2015:379).

Common examples of LSP courses other than BG include Mandarin for Tourism, Spanish for Doctors, and Japanese for business (Trace, Hudson & Brown, 2015:3). However, these courses were not always available worldwide. LSP first needed to evolve before the aforementioned courses could be implemented. The origins of LSP can be traced back to the 1930s when Germans introduced the concept of LSP due to the need for subject-specific communication in the work environment (Liimatianen, 2008:165). There was a demand for professionals worldwide to conduct business with one another to boost the economy (Liimatianen, 2008:165). LSPs in the 1930s was and still is also known as *Fachsprachen* (Gálová, 2007:2). According to Liimatianen (2008:163), *Fachsprachen* was conducted by

Fachleute, who are known as specialists and not linguists (specialists differ from linguists in the sense that specialists put more emphasis on features of specialised jargon rather than general lexis).

Van der Yeught (2018:7) contested Gàlovà's (2007) and Liimatianen's (2008) statement. According to Van der Yeught (2018), LSP started when medical dictionaries appeared in England in the 17th century. He says that, to know when LSP emerged is to find out when specialised dictionarisation happened. Specialised dictionarisation is when a dictionary is produced in a specialised language. For example, in a medical dictionary, specialised jargon is used. One of the features of specialised jargon is that it is defined without any interventions from general language (Liimatianen, 2008:164). To put it simply, the new words that are created for the specialist language are not derived from any similar word in the general language – for example, medical terms such as *Pitocin*, *macrosomia*, and *preeclampsia*. Wüster (1991:91) praised the uniqueness, precision, expressive neutrality, context independence, and so forth, of the terms produced in technical language.

Although a great foundation on general terminology theory in LSP was laid, emphasis soon changed to rhetorical uses of language in precise discourses (Ramirez, 2015:383). Especially after the Second World War, growth in scientific, technical and economic activity worldwide escalated (Monnier, 2018:5). It became not only vital to use specific terminology but also to communicate and understand one another in a specific context. A practical example would be a doctor from a foreign country who wants to work in Switzerland. When the doctor provides options as to how the patient's medical treatment should proceed, it is vital that the patient must fully comprehend the ensuing processions; it would be of no use to the patient to only use medical terms like *preeclampsia* without explaining what her medical condition entails.

In the 1960s, attention shifted to grammatical analysis of technical texts (Ramirez, 2015:385). However, this changed during the 1970s. Duan and Gu (2005:2) mention that the syllabus and curriculum of a language were not solely based on features of grammar and vocabulary anymore but started to focus on discourse analysis as well. This trend on concentrating more on language use rather than language form led to the movement of developing or adapting one's own learning material (Ramirez, 2015:379). The purpose of adding or constructing one's own learning material was and still is due to LSP being about meeting students' needs. Frenco (2005:43) adds that a textbook seldom meets all the students' needs without having to add to or adapt the learning material in some way. The needs of each student or group of students differ according to their cultural background and/or learning context (Frenco, 2005:43). Thus, new or additional materials can be implemented from time to time.

Though new or additional materials were employed, and attention was not only paid to language form but language use, lecturers still noted that students were not making the necessary progress (Gollin-Kies *et al.*, 2015:25). An explanation for this may be students lacking certain study skills. Consequently, acquiring study skills such as note-taking, reading, essay-writing, and so forth, became significant. It was not only

important to learn a language but to take the language-learning processes into account and apply study skills to their real-life tasks (Ramirez, 2015:381).

Language discourse analysis and the development of one's own teaching material have become even easier in the new millennium due to the advancement of technology (Gollin-Kies *et al.*, 2015). The Internet, for example, has granted the opportunity for access to multimodal data. Lecturers can use one another's learning material and in return optimise the LSP classroom experience by having a variety of material to offer LSP students. Furthermore, a textbook can evolve into an online multimodal experience that could be tailored according to the students' needs (Gollin-Kies *et al.*, 2015:44).

Additional exercises to the ones presented in the *Menschen Berufstrainer A1* textbook are provided online (cf. Hueber, 2018). Here, the opportunity is provided to listen to sentences repeatedly and practise pronunciation skills. In addition, a video could show how a conversation during a business meeting in Germany could occur. Provided that students have internet access, they would be able to have unlimited access to the site and view these videos and listen to these sound files repeatedly. Other advantages are exercises, sound files and links to videos that have already been uploaded to the site. This affords the lecturer the opportunity to immediately implement the activities in an online classroom. If the lecturer notices that students are having difficulties with certain exercises, he or she could add additional exercises, videos or sound files to explain them in a different manner. Such materials are currently not uploaded to the *Menschen* online platform but are instead uploaded to *eFundi* (§ 1.1). Internet access for *eFundi* is a prerequisite for the NWU BG course (Wittmann, 2018:1).

To conclude, a brief history and definitions as to what LSP entails have transformed over the years. At first, I mentioned that LSP was more theory driven. Focus was first on laying the groundwork for technical terminology (Liimatianen, 2008:164). Emphasis then soon changed to rhetoric uses of language (Ramirez, 2015:383); in other words, language use in written and oral communication. Attention was then paid to language form and language use (Duan & Gu, 2005:2). In the 1990s and the new millennium, LSP was no longer theory driven and researchers were more willing to collaborate (Gollin-Kies *et al.*, 2015). New technological advancements, such as internet and access to multiple electronic devices, made old and new LSP material more accessible (Gollin-Kies *et al.*, 2015:44). Even though the focus of LSP has transformed over the years, there are absolute and variable characteristics that still define LSP. This leads to a further investigation of highlighting what these characteristics entail.

2.5 Characteristics of LSP courses

As I mentioned in the previous section, LSP courses have absolute and variable characteristics. These characteristics of LSP are discussed to determine if the BG course that was evaluated in this study adhered to the criteria (discussion follows below) of an LSP course.

First, I discuss the criteria of an LSP course. Following the analysis of all data and study materials in chapter 5, I present a discussion on whether the evaluated BG course adhered to the characteristics of an LSP course.

Dudley-Evans and St. John (1998:4-5) put forward a list of absolute and variable characteristics that reflect specific characteristics of LSP courses.

Absolute characteristics are amongst others (Dudley-Evans & St. John, 1998:4-5):

- **LSP courses are defined to meet specific needs of students.**

LSP is focussed on meeting students' needs (Lamri, 2016:5). More information on the needs of the BG student follows in chapter 5. In chapter 5, it is also confirmed whether these needs were met.

- **LSP courses make use of the underlying methodology and activities of the disciplines they serve.**

Decisions on content and method are based on the specialised field (Lamri, 2016). In § 5.7.6, an example is provided on how the activities and methodology were applied in the BG course.

- **LSP courses are centred on the language (grammar, lexis, register), skills and discourse appropriate to these activities.**

In each discipline, an LSP course focusses on the relevant language, skills and discourse. In acquiring a foreign language, the skill of communication plays a pivotal role. In addition, grammar, lexis and register influence how efficient the communication is. In § 5.7.6, it is identified whether the activities implemented in the BG course were centred on the acquirement of the relevant language, skills and discourse.

Furthermore, Dudley-Evans and St. John (1998:4-5) provide the following variable characteristics. Practical examples as to how the BG course related to these variable characteristics are indicated in § 5.8.6.

- **LSP courses may be related to or designed for specific disciplines.**

Learning material is not necessarily based on a specific discipline when learning a language for general business purposes. The BG course, for example, is made available to students of all disciplines. But when a student studies a course such as *Menschen im Beruf Tourismus* (German in the tourism occupation), *Menschen im Beruf Pflege* (German in the nursing occupation), or *Deutsch für Ingenieure*

(German for engineers), the learning content of the LSP course is tailored to the specific discipline. An example is provided in the following point of discussion.

- **LSP courses may use, in specific teaching situations, a different methodology from that of general language.**

In a course such as *Menschen im Beruf Tourismus* (German in the tourism occupation), a different methodology from that of general German language might be used. Focus can be on situations where a tour guide provides information to tourists. A tour guide acquires the skill to tell a story in a more interesting manner, for example. In contrast, students who learn German for general purposes gain skills to implement in an everyday type of situation – for example, ordering food, or asking for directions.

- **LSP courses are likely to be designed for adult learners, either at tertiary level institutions or in a professional work situation.**

An LSP course is intended for adult learners as it prepares them for the world of work.

- **LSP courses are generally designed for intermediate or advanced students.**

As an LSP is designed for adult learners, an LSP course is primarily intended for intermediate or advanced students.

- **Most LSP courses assume that students have some basic knowledge of the language system, but it can be used for beginners.**

Some LSP students might have had the relevant subject in school. In some instances, it is possible for an LSP course to be developed for beginners.

In addition to Dudley-Evans and St. John's (1998) characteristics, there are three additional features, according to Carver (1983:134), which are related to LSP courses:

- **Authentic materials**

Authenticity plays a role in LSP when choosing a textbook or any other materials (Belyaeva, 2015:79). In some cases, textbooks are adapted for teaching purposes only. This presumes that fabricated texts are used. In other words, texts are adapted or changed in such a manner so that students could better grasp the language they are acquiring. According to Frendo (2005:44), some regard it as an advantage as these artificial texts consist of useful lexis. In addition, it simplifies learning and, in turn, makes it

more effective and efficient. Other teachers insinuate that fabricated texts come across as contrived because they have been developed to focus only on specific lexis or forms.

- **Purpose-related orientation**

Purpose-related orientation refers to the simulation of communicative tasks. Such roleplays prepare students for real-life communication (Fosch, 2017:34-35).

- **Self-direction**

Self-directed learning, also known as learner autonomy, is when students take responsibility for their own learning (Fourie, Wittmann & Olivier, 2017). Research has shown that self-guided language acquisition achieves the most permanent results (Hueber, 2016:7) as students become more independent and active participants in the learning process (Tredoux, 2012:5). Furthermore, when focusing on learner autonomy as a teaching principle, learning content, goals, strategies, social forms of learning, and evaluation must be considered (Wolff, 2002:4).

The learning content in a learner autonomy teaching environment is based on authentic learning materials rather than a selected textbook (Wolff, 2002). Authentic learning materials, such as reading texts (literary or ordinary texts), audios, videos, CDs or information from the Internet, are used to meet learning goals. The focus in fostering learner autonomy in foreign language learning is on communicative competence (Wolff, 2002). The students' communication competence is not restricted to only speaking and listening skills but also to writing and reading skills (Wolff, 2002). Furthermore, the learning goals are determined and set by students (Wolff, 2002). Students should recognise where improvement is needed to set learning goals and adapt learning strategies accordingly.

Learning strategies are important when students want to learn a foreign language independently (Wolff, 2002). These learning strategies are outlined in the relevant programme and students should select the learning strategies and reflect on how these strategies are positively/negatively affecting their language studies (Wolff, 2002). As regards the most popular social form used in learner autonomy, group work is favoured (Wolff, 2002). In addition, learner autonomy is regarded as a social progress, and when learning materials or instruction do not suffice, student peers could give other insights to help answer a question (Wolff, 2002). Lastly, the most important principle in learner autonomy is to reflect on marks attained. For example, students should make notes of their marks with respect to homework or tests in a European Language Portfolio (ELP) (Wolff, 2002).

In the development of learner autonomy in FLT it is common to use authentic materials, whilst selecting the relevant learning strategy to enable effective communication in the language spoken. The outcomes are then reflected upon to obtain a perspective as to how marks could be improved by possibly changing

the selected learning strategy. Furthermore, the social form preferred in learner autonomy is group work. After the learning process, students evaluate their perspective on their learning and marks obtained. This helps them to self-reflect and adapt their learning strategies if needed (Wolff, 2002).

This concludes the criteria for an LSP course. In § 5.8.6, I confirm whether the BG course adhered to the above-mentioned characteristics of an LSP course. Next, I give an overview of German courses available worldwide and in South Africa. A summary is given to indicate how the other LSP courses differ, if at all, from the NWU BG course.

2.6 German LSP courses available worldwide and in South Africa

In this section, I discuss what German courses are available worldwide and in South Africa. A description of German courses worldwide is provided so as to broaden the view of which type of BG courses are available. Thereafter, BG courses available in South Africa are discussed to provide a description of the NWU BG course, which was evaluated in this study.

2.6.1 German LSP courses available worldwide

The Swedish University of Economics and Business Administration serves as one of the examples of a university presenting an LSP course. The BG courses at said university focus on subject-specific knowledge and intercultural business relations (Breckle, Bask & Rodenbeck, 2007). Subject-specific knowledge pertains to the relevant information needed to comprehend and carry out future tasks in the work environment (Breckle *et al.*, 2007). The term intercultural business relations, on the other hand, refers to being mindful of one another's culture and traditions to advocate positive business relationships (Breckle *et al.*, 2007). For example, when business is conducted in Germany, it is important to be punctual to avoid discrediting co-workers' time (Breckle *et al.*, 2007). More information on what is acquired with regard to subject-specific knowledge and intercultural business relations on the various CEFR levels, is provided below.

Table 2-1: Hankens CEFR profile (Breckle *et al.*, 2007:91)

Speaking A2	Writing A2	Listening A2	Reading A2
Can communicate in simple and routine tasks, requiring a simple and direct exchange of information on familiar topics. Can handle very short social exchanges, answer questions and respond to simple statements.	Can write very short, simple texts and messages about people, places, jobs and studies, as well as events and past activities. Can convey personal and professional information using short	Can understand simple speech, phrases and expressions on familiar, everyday matters and simple business-oriented subjects, provided the speech is clearly articulated and rather slow. Repetition	Can understand short, simple texts on familiar, everyday matters and simple business-oriented subjects.

Can give a simple rehearsed presentation on a business-related topic.	sentences linked with simple connectors.	is sometimes necessary.	
Speaking B1	Writing B1	Listening B1	Reading B1
Can use a wide range of simple language to deal with most typical situations likely to arise while travelling on business or leisure. Can reasonably fluently describe studies, experiences and events. Can give reasons and explanations for opinions and plans. Can give prepared basic presentations on enterprises, products and services.	Can write straightforward, simple connected texts on familiar subjects within his or her work or studies. Can link a series of shorter elements to a linear sequence. Can write short routine business message using templates.	Can understand straightforward factual information about common everyday and business-related topics, identifying both general message and specific details, provided these are delivered in clearly articulate standard speech.	Can read straightforward factual texts on subjects related to business, culture and society with a satisfactory level of comprehension.
Speaking B2	Writing B2	Listening B2	Reading B2
Can communicate with a degree of fluency and spontaneity, expanding and supporting ideas with subsidiary points and relevant example. Can interact reasonably effectively in business discussions and negotiations explaining and justifying points. Can make presentations fairly fluently in business contexts.	Can write clear and detailed texts on a variety of subjects, especially in business and cultural contexts. Can synthesise and evaluate information and arguments from a number of sources. Can explain a viewpoint giving the advantages and disadvantages of various options. Can write routine business correspondence.	Can understand the main ideas of complex speech, dealing with concrete and abstract topics, especially in business, academic and cultural contexts.	Can independently read longer texts of different types, especially in business, academic and cultural contexts, and understand different viewpoints and arguments. Can use different reading strategies
Speaking C1	Writing C1	Listening C1	Reading C1
Can interact fluently and spontaneously, especially in business contexts. Can give clear, detailed professional and academic descriptions and presentations on complex subjects, integrating sub-themes, highlighting significant points and rounding off	Can write clear, well-structured and mostly accurate professional and academic texts. Can draw attention to the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round	Can understand extended professional and academic speech on abstract and complex topics, though he or she may need occasional clarifications, especially if the accent is unfamiliar.	Can understand in detail long, complex professional and academic texts, but may have to reread difficult sections.

with an appropriate conclusion.	off with an appropriate conclusion.		
Speaking C2	Writing C2	Listening C2	Reading C2
Can use accurate professional and academic expression to convey precise finer shades of meaning. Can give a clear, smoothly flowing and well-structured academic presentation which helps recipients to notice and remember significant points. Can adapt and restructure critical points to give clarification when necessary.	Can write clear, highly accurate and smoothly flowing complex professional and academic texts that are appropriate and effective in conveying finer shades of meaning. Can use a logical structure that helps the reader find significant points.	Can understand with ease virtually any kind of spoken language, especially in professional and academic contexts, even when the accent is unfamiliar.	Can understand and interpret critically virtually all forms of long and complex texts, especially in professional and academic contexts. Can appreciate subtle distinction of style and implicit as well as explicit meaning.

Important to note is that the BG courses at the Swedish University of Economics and Business Administration are based on A2 to C2 level of the CEFR (cf. chapter 1). This means that these BG courses are not grounded on a beginner level. According to one of the characteristics of an LSP course, it is ideal when a BG course is designed for intermediate or advanced students (Dudley-Evans & St. John, 1998:4-5)(§ 2.5). The thought behind presenting LSP courses at intermediate or advanced level is to allow students to first learn the basics of a language to enable them to speak German and specialise in professional contexts later on (§ 2.5). Another example of a university offering an LSP course, is the Leipzig University focussing on teaching chefs how to communicate in German (Universität Leipzig, 2012).

The LSP course for chefs commences at B1 level of the CEFR as those of a proficiency level lower than B1 could be exposed to feeling excluded from the group (Universität Leipzig, 2012). The content pertaining to the chef course include learning how to communicate with colleagues, customers and supervisors in German (Universität Leipzig, 2012). Also, learning about the production and work processes in preparing food is an integrate part of the course (Universität Leipzig, 2012). In addition to learning about the preparation of food and how to work with ingredients, acquiring knowledge on the quality control of food and how to employ new recipes are explained (Universität Leipzig, 2012).

The Goethe-Institut is also an organisation presenting LSP courses worldwide. The Goethe-Institut promotes German culture and language and is regarded as the world's greatest cultural organisation for German speakers and learners (Lingoda, 2019). The organisation was founded in 1951 and has more than 150 branches worldwide (Lingoda, 2019). Furthermore, the Goethe-Institut has over 60 years of experience in designing German language programmes and the instructors are certified by the Goethe-

Institut and the German Chamber of Commerce and Industry (Goethe-Institut, 2018b). The language courses that the Goethe-Institut presents are general language courses from A1 to C2 level (Goethe-Institut, 2019b) (§ 1.1), youth courses, and specialised courses introduced to companies and business clients. A discussion on the nature of these courses is presented in § 2.6.2.

Another example of an organisation that provides LSP courses worldwide is *Cactus*. *Cactus* is an organisation that provides German courses for general and specific industry needs in the United Kingdom (UK) and the United States of America (USA). Some of their main focusses lie in industry terminology, cultural etiquette and pronunciation. Online courses are also available to those based in the UK or the USA. They have a reputable team of mother-tongue German teachers and tailor the language training course according to participants' desired goals, learning style, budget, time available and level of German language proficiency (Cactus language training, 2015). Some of their clients include TripAdvisor, eDF, Siemens, and Eurostar.

One-on-one or group training in German, with an emphasis on BG or standardised German, is also provided by a private tutor based in London. According to a private tutor from *Olesen Tuition*, Jens Olesen, research has shown that communicating in English is not nearly as fruitful as speaking to your clients in their mother tongue (Olesen Tuition, 2017). He has developed most of the teaching materials himself and teaches how to pitch to German-speaking clients in German, how to write a professional letter, communicate via e-mail, how to conduct face-to-face and telephone conversations with clients in German, how to network effectively and negotiate contracts. During this language training course, he also incorporates typical German business etiquette and nuances of professional and formal language. Olesen's BG courses are tailored for various sectors, such as finance, event management, the leisure industry, retail, fashion, and IT. In these courses, the following are also included: introductory meetings to assess level of German; detailed course and progress reports; advising on language in letters or presentations; and preparing employees for relocation to Germany (Olesen Tuition, 2017).

Sprachcaffe, on the other hand, offers German courses for professionals whilst in Germany. Here, one would learn the basics of the language and the workings of communication in a professional environment (Sprachcaffe, 2018). The student is surrounded by German culture and has direct access to corporate organisations. It is emphasised that the German language is one of the leading languages in the European economy and has become a vital part of the business world. Other German language courses include face-to-face, blended and virtual training programmes available at the Communicaid centre in Brussels or online.

Communicaid is known as one of the world's leading providers of BG training courses and allows one to interact more confidently when dealing with German speakers, build rapport and strengthen relationships with German-speaking colleagues and facilitate international communication at both a personal and

organisational level (Communicaid, 2018). These courses are offered at beginner, intermediate or advanced level and focus on topics such as spoken fluency, listening skills, reading skills, telephone skills, e-mail skills, sector-specific terminology, presentation and negotiation skills (Communicaid, 2018). Tailored and published German course materials are used. In the tailored course materials, references to online sources, self-study material and additional reading material are included. The German trainers have at least three years of professional German training experience and training programmes are assigned according to the students' objectives and focus areas. Some of their clients include Deutsche Bank, Kingfisher, Standard & Poor's, Terra Firma, and DEFRA.

To conclude, there are various BG courses available worldwide. Each of these LSP courses I described are also accessible online. In the above description, I stated that the need not only exists to conduct business in English but in German as well. The Goethe-Institut served as another example of an international organisation that offers German for business purposes. More detail on the Goethe-Institut's courses in South Africa is provided in the next section. Other BG courses available at South-African universities are also discussed.

2.6.2 German LSP courses available in South-Africa

The Goethe-Institut in South Africa offers standard German courses that last 10 weeks or four weeks at the local Goethe-Institut. In addition, the Goethe-Institut offers tailor-made course formats at the Goethe-Institut or relevant companies. The Goethe-Institut has provided tailor-made courses for GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), for example. The GIZ relies on the quality of the Goethe-Institut's language courses in preparing them to reach an A1/beginner level of German. These courses would typically last four weeks and would prepare GIZ employees for a one-year stay in Germany (Goethe-Institut, 2018c). During their one-year stay in Germany, they further extend their German skills and attend a qualifications training course relating to their job positions.

Furthermore, the Goethe-Institut provides the Goethe-Test PRO, which assesses the language skills of employees. The Goethe-Test PRO can also be taken to assess one's own language ability. By doing so, one would get an indication as to which courses and training opportunities would be best suited. The computer-based test lasts 60 to 90 minutes and evaluates listening and reading competence. The results are immediately accessible and can be taken at the Goethe-Institut's test centre or on the company's premises. The test uses the approaches of the Business Language Testing Service (BULATS) and is grounded on the Common European Framework of Reference for Languages (CEFR) (Goethe-Institut, 2018c) (§ 1.1 & Figure 1.1). Interested parties can gain insights into how the test works through online examples (Goethe-Institut, 2018d).

In South Africa, the University of Zululand, Richards Bay Campus, offers a diploma in Hospitality Management with a German for Hospitality module in the second year (Annas, 2016:111; University of

Zululand, 2017) and Scientific German as a second-semester half-module, focussing on the reading of scientific/technical texts in German (University of Kwazulu-Natal, 2017). At the time of this study, the NWU was the only university offering a complete first-year general BG course. As from 2019, the Vaal Campus of the NWU also offer BG as a subject. As mentioned previously, the BG courses at the Potchefstroom and Vaal Campus are aligned (cf. chapter 1). As they should be identical in the content that is presented, the focus was first to evaluate the Potchefstroom Campus' BG course. Thereafter, the BG course at the Vaal Campus could be evaluated when and if needed.

2.7 Conclusion

To summarise, I commenced the chapter by defining foreign language teaching and learning. Foreign language teaching and learning was discussed first to obtain an overview of what an LSP course, such as the NWU BG course, could entail. Thereafter, I highlighted the advantages of teaching and learning a foreign language to emphasise the importance of learning German as a foreign language. Next, the advantages and the importance of learning German as a foreign language were discussed as there has been a decline in the number of students wanting to learn German as a foreign language (Annas, 2016; Payne, 2012). Subsequently, various ways in which interest to learn German as a foreign language could be advanced were disclosed.

This was followed by a discussion about the major trends and approaches to language teaching and learning in order to indicate how language teaching and learning has progressed and to ultimately reveal the approach of the BG course. Thereafter, I provided an overview of LSP. I first defined and contextualised the overview to give the reader a background as to what the BG course could entail. It was important to uncover whether the NWU BG course shared the same characteristics of an LSP course and whether the BG course satisfied the basic requirements for an LSP course (§ 5.8.6). After a discussion on the characteristics and features of an LSP course, I gave a description of BG courses available worldwide and in South Africa.

CHAPTER 3 COURSE EVALUATION

3.1 Introduction

Course evaluation⁶ is concerned with the systematic inquiry into instructional sequences and/or the collection of information about the characteristics of a course (Lynch, 2003:1; Patton, 2008:39). Such an evaluation is undertaken to make considered judgements about a course to improve and ensure efficiency, sufficiency and worthiness of what is being done in teaching and learning (Scarino & Liddicoat, 2009:88).

In this chapter, I define course evaluation. Furthermore, I examine the different types of course evaluations. Thereafter, I provide an overview of evaluation models. The overview of the models guided the evaluation process to empirically evaluate the BG course. Lastly, I give a description of the NWU BG course in its teaching and learning context (cf. Kiely & Rea-Dickens, 2005). This is done to provide a background on the course before the chapter on the research design and methods is presented.

3.2 Defining course evaluation

Course evaluation is a systematic process whereby course information is collected and feedback is given so that improvements can be made continuously (Scarino & Liddicoat, 2009:88). Zohrabi (2012:141) adds that a course evaluation is a continuous process, and evaluation takes place from the start of the course, during the course, and even after the course has ended. He also states that course evaluation attempts to generate some essential and adequate amendments. Furthermore, a course evaluation differentiates what works from what does not work (Patton, 2008:xvii) and establishes the strengths and weaknesses of a course (Patton, 2008:5).

In this study, the term **course** refers to the BG course presented in the first year of studies. The NWU BG course is divided into two modules: Business German Elementary 1 (GERB 111) and Business German Elementary 2 (GERB 121). Zohrabi (2012:141) stresses that, without a course evaluation, we are uncertain whether students' true needs are met, whether they are satisfied with the course, whether the course is achieving its objectives, or whether the materials are effective.

Course evaluation can also form part of teacher professional development. It "involves teachers critically examining what they do in the light of contemporary developments and thinking" (Scarino & Liddicoat, 2009:88). It thus gives teachers the opportunity to reflect on their teaching and adapt their teaching

⁶ Please note that even though the terms "programme evaluation" and "course evaluation" are used interchangeably, the term "course evaluation" is used for this study. Course evaluation in this study refers to the evaluation of the Business German one-year course modules (GERB 111/121) at the North-West University (NWU).

methods. It also gives students the opportunity to improve on their learning as teaching methods aid learning and help communicate ideas and skills (Dorgu, 2015).

The decision on the type of teaching methods mentioned above depends on the objective or purpose of the course (Dorgu, 2015). Patton (2015:248) adds that decisions about design, data gathering, analysis and reporting all flow from purpose. Identifying the purposes of a course evaluation can sometimes be communicated at the beginning of the evaluation process and remain relatively constant (Lynch, 2003:11). At other times, the findings would determine the purpose of the evaluation (Patton, 2008:98), or the purpose of evaluation would evolve and change over the course of evaluation (Lynch, 2003:11). Before I state the purpose of this course evaluation in chapter 4, the various types of course evaluation are explained. The different types of course evaluation are discussed first in order to obtain an overview of what course evaluation entails.

3.3 Various types of course evaluation

In this section, the various types of course evaluation – formative evaluation, summative evaluation, qualitative evaluation, quantitative evaluation, and quantitative-qualitative evaluation – are discussed.

3.3.1 Formative and summative evaluation

According to Ross (2009:776), approaches to course evaluation depend on the factors that lead a course to an evaluation process. One such approach to course evaluation is a formative evaluation. A formative evaluation is a continuous process and occurs during the implementation or development of the course (Lynch, 2003:10). The goal is to recommend changes and to adjust the course accordingly. In a formative evaluation, a variety of qualitative assessment tools – such as in-class discussions, group work, weekly quizzes, reflection assignments, surveys and homework assignments (Yale University, 2016) (cf. Table 3.1) – are employed to receive feedback on students' perception of learning.

In contrast to a formative evaluation, which is conducted throughout the course, a summative evaluation is carried out after completion of the course and its goal is to make an ultimate judgement about the course's worth by determining whether the course has succeeded in meeting its objectives or not (Lynch, 2003:10). During a summative assessment, students' knowledge or proficiency are assessed through quantitative data collection (Patton, 2015:175). Examples of such summative assessments include instructor-created exams, standardised tests, final projects, final essays, final presentations, and final reports. These are almost always formally graded and often heavily weighted (Yale University, 2016).

Furthermore, summative evaluations contribute to decisions about the overall effectiveness of a course and whether the course should be continued or replicated (Patton, 2015:527). Here, a full report on data, interpretations and recommendations needs to be put forward (Patton, 2015:527). For formative evaluations, however, a formal written report may not be necessary. This is due to more emphasis being

placed on helping students understand the ways in which they can use the evaluation process for their own learning (Patton, 2015:527). Patton (2015:527) adds that the costs of a formal written report can be too high and recommends an executive summary or observations, which are listed in outline form.

According to Dolin *et al.* (2018), it might be a good idea to combine summative and formative evaluation. Theal and Franklin (2010:159) add that two kinds of purposes (formative and summative evaluation) and the qualitative or quantitative data they generate can be mutually supportive. Patton (2015:179) supports this statement by saying that qualitative data are increasingly presented in combination with quantitative data to give a bigger picture of both the level and meaning of outcomes attained or not attained. Both qualitative and quantitative data were employed in this study. Qualitative background questionnaires, questionnaires after the first semester and questionnaires at the end of the semester were employed to evaluate the BG course (cf. chapter 5). Furthermore, quantitative BG pre- and post-tests were used to collect data to determine whether the intervention showed a statistically significant difference between the BG pre- and post-test outcomes (cf. chapters 5 & 6). The results obtained by quantitative means expanded on the qualitative findings (cf. chapters 5 & 6).

To conclude, a summative evaluation is more judgment-oriented and judges the overall effectiveness of a course, whereas a formative evaluation is more improvement-oriented and focusses on continuously improving the quality of a course (Patton, 2008:113-116). In this section, I described a summative and a formative evaluation and provided examples of both. Furthermore, examples of the different kinds of data (qualitative and quantitative) the evaluation of the BG course had produced, were presented. Subsequently, more information with regard to a qualitative evaluation is provided in this next section. Thereafter, a quantitative evaluation and a combination of both a qualitative and quantitative (mixed-methods) evaluation are described.

3.3.2 Qualitative evaluation

Qualitative researchers find it difficult to separate facts from values and understand reality as being constructed in and through observations (Lynch, 2003:4-5; Patton, 2015:87). Vanclay (2012:7) adds that, in qualitative research, the focus tends to be on new “issues where understanding is required rather than on confirming prior hypotheses”. When it comes to the advantages of a qualitative evaluation, Rogers and Goodrick (2010:429) agree that qualitative data present more substantial data on failure or successes of courses. According to Patton (2015:14), qualitative findings are mostly based on three kinds of data:

- **Interviews**

“Open-ended questions and probes yield in-depth responses about people’s experiences, perceptions, opinions, feelings, and knowledge. Data consist of verbatim quotations with sufficient context to be interpretable” (Patton, 2015:14).

- **Observations and fieldwork**

A report on activities, behaviours, “actions, conversations, interpersonal interactions, organisational or community processes, or any other aspect of observable human experience are documented. Data consist of field notes: rich, detailed descriptions, including the context within which the observations were made” (Patton, 2015:14).

- **Documents**

The following are collected: “written materials and documents from organisational, clinical, or programme records; social media posting of all kinds; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs, and memorabilia; and written responses to open-ended surveys. Data consist of excerpts from documents captured in a way that records and preserves the context” (Patton, 2015:14).

Even though Patton only mentions these three methods of data collection, Lynch (2003:130-131) adds that questionnaires can be regarded as written interviews. Questionnaires can thus also be used as a method when collecting qualitative data. Other methods of qualitative data collection include checklists, discussions, records analysis, journals, record keeping, and document analysis. According to Bowen (2009:27-32), document analysis is regarded as a systematic process for studying or evaluating documents and then interpreting the relevant data. Document analysis and questionnaires were used in this study to collect qualitative data. Chapter 4 provides more information on the types of qualitative data and how the data were collected in this study.

3.3.3 Quantitative evaluation

In contrast to a qualitative evaluation, quantitative data (results from exams, tests, final essays, and so forth) is organised by means of statistics, equations, charts, and formulae (Lund, 2005:128; Patton, 2015:87; Thiétart, 2007). The data that have been collected and organised are then viewed from an objective standpoint. The two types of designs within quantitative evaluation are known as classical experimental and quasi-experimental designs (Lynch, 2003; Mouton, 2007; Patton, 2008). In these designs, a comparison is made between outcome measures. This is achieved by means of end-of-programme achievement or proficiency tests (Lynch, 2003:6).

In the classical experimental approach, students are randomly assigned to either a treatment or non-treatment condition with the possibility of pre- and/or post-test measures (Mouton, 2007:494). Lynch (2003:23) adds that measurement can occur several times before, during and after treatment. This is known as time series testing. For example, students in a treatment group are assigned to an alternative course, whereas students in a non-treatment group are assigned to the course of interest. The two groups

are then compared to determine if the course had the desired effect and if the non-treatment group outperformed the treatment group.

When having to decide between the classical experimental and the quasi-experimental design, it is important to mention that problems with the classical experimental design arose and this soon led to the use of quasi-experimental designs as the main methodology (cf. Mouton, 2007:494). In a quasi-experimental design, students are also assigned to a treatment or non-treatment group with the possibility of time series testing, pre- and/or post-test measures.

The difference between a classic experimental and a quasi-experimental design is that students are not randomly assigned to a treatment or non-treatment group. The groups of students are either already intact, or there is a non-random assignment of students to a group (Lynch, 2003:23). Another difference between classic experimental and quasi-experimental designs is that there is no control group available. In a classic experimental design, two groups are available in a quasi-experimental approach, known as a comparison-group design, and involves a comparison between a group of course participants and some other group of students (Lynch, 2003:23). When no comparison group is available and only the course group participants are available, it is known as a programme group-only design. This design allows evaluators who do not have a control group to have something to say about change in student learning and achievement (Lynch, 2003:24-25).

Lynch (2003:25) nonetheless asserts that the programme group-only design may be regarded as weaker than the classic experimental or the comparison-group design when time series testing, pre- and post-test periods do not make use of multiple measures, such as proficiency tests, achievement tests (quantitative data) linked to the outcomes of the course, classroom observations, or questionnaires (qualitative data) concerning perceptions of the lecturers and students. As mentioned in this section, the quantitative results are sometimes interpreted with the help of qualitative data. Thus, qualitative-quantitative evaluation is now explored.

3.3.4 Qualitative-quantitative (mixed-methods) evaluation

According to Bryman (2008:253) and Massey (2011:21), it is common for evaluators to use both qualitative and quantitative methods. This is also known as mixed methods (Bryman, 2008), and by using both qualitative and quantitative methods, it allows the qualitative and quantitative data to be triangulated. Triangulation refers to the multiple techniques that are employed to gather data (Adami & Kiger, 2005:19). It (triangulation) is regarded as a primary strategy and such an approach, according to Ross (2009:776), is more likely to verify that there has been a programme effect. Long (2005) claims that by utilising both qualitative and quantitative methods will validate and increase reliability of the data obtained.

Although both qualitative and quantitative data collection methods can be used, the one method is more predominant than the other. According to Creswell (2003:4), studies tend to be either more qualitative or quantitative by nature. More detail on whether this study is more qualitative or quantitative follows in chapter 4 where the method of research is discussed.

3.3.5 Relevance of the various types of course evaluations to this study

The focus of this study was on a qualitative evaluation as the aim was to evaluate whether the NWU BG course was worthwhile, possibly effective, and sufficient for the majority of research participants. The opinions and experiences of the research participants were heavily weighted to gain an in-depth view from different perspectives (Gollin-Kies *et al.*, 2015:156). Because this study was based on a qualitative evaluation, the focus is mainly on the qualitative methods and results.

The results obtained by quantitative means expanded on qualitative findings and were of supplementary value. Furthermore, this study was based on a case study design. One of the strengths of case study designs is that various techniques – such as qualitative questionnaires, materials evaluation, and quantitative pre- and post-tests – can be used to collect qualitative and/or quantitative data (Nieuwenhuis, 2007:76). As I mentioned, triangulation of data is regarded as a primary strategy and “would support the principle in case study research that the phenomena be viewed and explored from multiple perspectives” (Baxter & Jack, 2008:556). More detail on the design of this study is provided in chapter 4.

3.4 An overview of evaluation models

Watanabe and Sinicropo's (2008:1) model for foreign language programme evaluation is described because it fits the purpose of this study, which was to evaluate the NWU BG foreign language course. Although Watanabe and Sinicropo's (2008:1) more recent model for foreign language evaluation was used, Lynch's (1996, 2003) context-adaptive model (CAM) is also considered. Lynch's well-known and respected CAM for language programme evaluation is used as it is flexible and adaptable (Lynch, 1996:3). Since the CAM is adaptable, Watanabe and Sinicropo's (2008:1) model for foreign language programme evaluation and Lynch's CAM for language programme evaluation are combined to effectively guide the evaluation process. Ross (2009:776) supports the studying of alternative programme evaluation models to discover their strengths and weaknesses in order to improve or devise better alternatives.

The first part of this section consists of a brief description of Watanabe and Sinicropo's (cf. Table 3.1) foreign language programme evaluation model. This is followed by a discussion on Lynch's CAM (cf. Table 3.2). Thereafter, the model of Watanabe and Sinicropo's foreign language programme evaluation and Lynch's CAM are combined (cf. Table 3.3). The combined model is called the Business German (BG) evaluation model and is discussed in detail to indicate its relevance to this study (cf. Table 4.1).

3.4.1 Watanabe and Sinicrope's foreign language programme evaluation model

Watanabe and Sinicrope (2007:3) describe four phases (Figure 3.1) that occur in a course evaluation process. During the first phase, indicators are determined for each question. Questions such as for what purpose the data will be collected, how the information will be used, what type of information will best inform the evaluation questions and programme decision-making, and so forth, are asked. The second phase involves designing a data collection methodology, creating a timeline and conceptualising a plan as to how to analyse and interpret data. During the third phase, information is gathered, and the programme is revised. In the fourth phase, the evaluated programme is monitored and sustained.

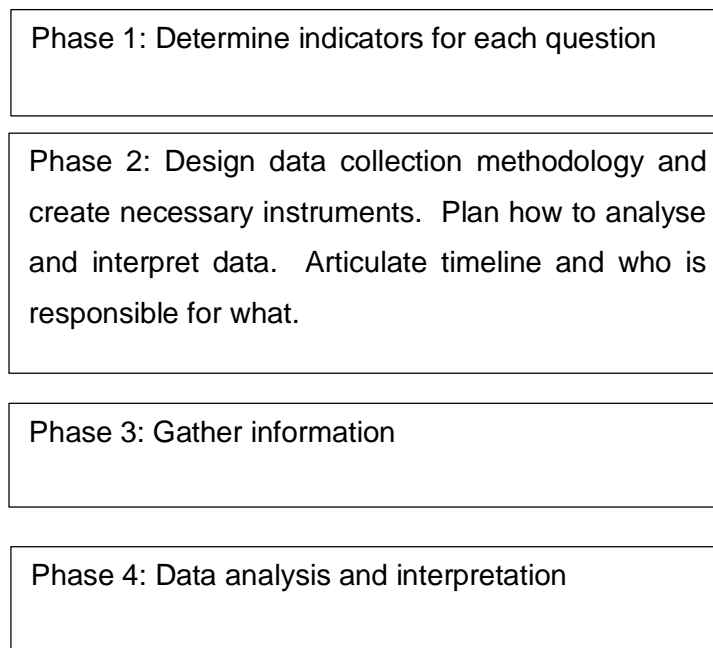


Figure 3-1: Watanabe and Sinicrope's (2007:2) four phases during foreign language programme evaluation

Watanabe and Sinicrope's (2007:3) model for foreign language program evaluation is divided into 11 steps. The first step is to find the research participants, whilst the second step focuses on finding a small group of decision-makers. During the third step the decision-makers focus on the purpose(s) of the evaluation and set out specific questions for the investigation in step 4 to determine which evidence is prioritised in step 5. The answers in step 5 are then used in step 6 to determine the methodology used for the evaluation. Throughout step 7 data is collected, thereafter analysed in step 8 and reported in step 9. Lastly, recommendations are made in step 10 and a plan for the next evaluation is considered. Watanabe and Sinicrope's (2007:3) model for foreign language programme evaluation is now presented and summarised in Table 3.1.

Table 3-1: Watanabe and Sinicrope's model for foreign language programme evaluation (2007:3)

Step 0 Initiator	Who is the initiator?
Step 1: Identify specific programme and research participants.	Identify individuals and groups in the programme or with interests in the programme by answering the following: What role do they play in the course? How are they affected by the evaluation? Who among them will actually use evaluation findings?
Step 2: Identify primary intended users (PIUs).	Small group of decision-makers identified. Which research participants should be represented in an evaluation committee? Why?
Step 3: Determine evaluation purposes and uses.	PIU group prioritises uses for evaluation.
Step 4: Define and prioritise evaluation questions.	PIUs operationalise specific questions for investigation.
Step 5: Determine indicators for each question.	The researcher elicits types of evidence considered relevant for answering questions from PIUs: For what purpose is the data going to be collected? How will the information be used? Whose values and assumptions are reflected? Whose values and assumptions count? What type of information will best inform the evaluation questions and programme decision-making? How accurate and credible is the information to the primary intended users?
Step 6: Design data collection methodology and create necessary instruments. Plan how to analyse and interpret data. Articulate timeline and who is responsible for what.	The researcher and PIUs develop methods for gathering data in accord with indicators.
Step 7: Gather information.	Information from student test performances and questionnaires are collected.
Step 8: Data analysis and interpretation.	The researcher makes first pass at summarising and displaying findings; faculty and instructors review findings in meetings, decide on interpretations.
Step 9: Report findings.	The researcher reports findings.

Step 10: Determine immediate and long-term action plan to implement findings.	Recommendations for improvement; PIUs develop new policies and practices.
Step 11: Plan for the next cycle of evaluation.	From one stage to the next, PIUs consider new priorities and propose to the faculty; overall, full-department consideration of findings leads to planning.

3.4.2 Lynch's context-adaptive model (CAM) and other course evaluation models

In contrast to Watanabe and Sinicrope's (2008) four-phased evaluation model, Alderson and Beretta (1992:20) suggest a three-phased (Figure 3.2) model for the course evaluation process. These three phases presented by Alderson and Beretta (1992) are not only followed by the evaluation model of Lynch (1996:4, 2003:17) but also by the evaluation models of Dudley-Evans and St John (1998:130), Nunan (1993:196), and Pfannkuche (cited in Omaggio, Eddy, McKim & Pfannkuche, 1979:254).

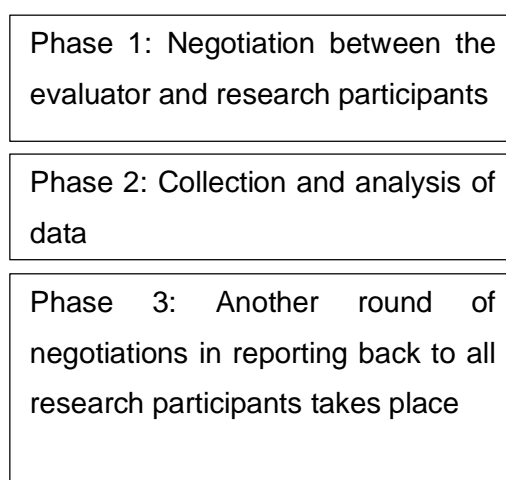


Figure 3-2: Alderson and Beretta's (1992:20) three phases during the evaluation process

Lynch's (1996:4, 2003:17) CAM (cf. Table 3.2) also follows Alderson and Beretta's three-phased model. During the first phase, negotiation between the evaluator and research participants takes place. The second phase involves data collection and analysis. During the third phase and final phase, another round of negotiations in reporting back to all research participants takes place.

Table 3-2: Lynch's (1996:4, 2003:17) CAM

Step 1: Audience and goals	Identify the audience and goals for the evaluation.
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	Who is requesting the evaluation? Who will be affected by the evaluation? Why is the evaluation being conducted? What information is being requested and why?
Step 2: Context inventory	The context inventory identifies the features of a course and its setting. The inventory needs to be tailored to the particular course setting. The context inventory consists of a checklist (Lynch, 1996:5) which extracts information regarding resources available for the evaluation or assessment, the timing of the evaluation, characteristics of the language classroom or course, and traits/attributes of the course participants.
Step 3: Preliminary thematic framework	After compiling the context inventory, certain key themes arise, which aid the evaluation design process. A list of major themes is made here.
Step 4: Data collection design/system	What type of data will need to be gathered – qualitative, quantitative, or both? What will be the best methods for gathering the data?
Step 5: Data collection	Appropriate conduct of the data gathering procedures.
Step 6: Data analysis	Selection of suitable techniques to interpret results.
Step 7: Evaluation report	The evaluator/researcher must be wary of audience and goals of the evaluation when drawing up the final report(s).

3.4.3 Combined steps of Watanabe and Sinicrope's foreign language programme evaluation model and Lynch's context-adaptive model

An overview of the combined steps of Watanabe and Sinicrope's (2007:3, 2008:2, 4) foreign language programme evaluation model and Lynch's CAM (1996:4, 2003:17) is provided in Table 3.3. Thereafter, the newly combined model is proposed as the BG evaluation model and an in-depth summary is provided of the newly created BG evaluation model to effectively guide the evaluation process (cf. Table 4.1).

Table 3-3: Combined steps of Watanabe and Sinicrope's (2007:3, 2008:2, 4) foreign language programme evaluation model and Lynch's (1996:4, 2003:17) CAM

Watanabe and Sinicrope's model	Lynch's CAM	Combined steps

Step 0 Initiator	Step 1: Audience and goals	Step 1: Initiator, audience and goals of the evaluation identified
Step 1: Identify specific programme and research participants.		
Step 2: Identify primary intended users (PIUs).		
Step 3: Determine evaluation purposes and uses.		
Step 4: Define and prioritise evaluation questions.		Step 2: Evaluation questions defined
Step 5: Determine indicators for each question.	Step 2: Context inventory Step 3: Preliminary thematic framework	Step 3: Checklist (context inventory)
Step 6: Design data collection methodology and create necessary instruments. Plan how to analyse and interpret data. Articulate timeline and who is responsible for what.	Step 4: Data collection design/system	Step 4: Data collection design and timeline
Step 7: Gather information.	Step 5: Data collection	Step 5: Methods for data collection
Step 8: Data analysis and interpretation.	Step 6: Data analysis	Step 6: Analysis and interpretation of data
Step 9: Report findings.		Step 7: Draw up evaluation report

Step 10: Determine immediate and long-term action plan to implement findings.	Step 7: Report findings	
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This concludes the summary of the combined steps of Watanabe and Sinicrope’s (2007:3, 2008:2, 4) foreign language programme evaluation model and Lynch’s CAM. More information on the newly created BG evaluation model is provided in Table 4.1. Next, the BG course is described.

3.5 Course description: GERB 111 and GERB 121

In this section, an overview of the BG course is given. Thereafter, the aims, rationale for this course, prerequisites, content, module outcomes and methods of assessment are provided. A course description of GERB 111 (Business German Elementary 1) and GERB 121 (Business German Elementary 2) is given as the main aim of this study was to evaluate the NWU BG course.

3.5.1 An overview of the NWU BG course

The general BG language course at the NWU (GERB 111 and GERB 121) is presented over two semesters. This course is aimed at beginners with no previous knowledge of German and makes use of the textbooks (*Menschen A1 & Menschen Berufstrainer A1*), which is based on the Common European Reference Framework (CEFR) (§1.1 & Figure 1.1). The *Menschen Berufstrainer A1* textbook is used because it focusses on beginner-level German (A1.1 & A2.2) and can be used in conjunction with the German beginner textbook *Menschen A1*.

3.5.2 Aims

The main aim of the BG course (GERB 111) in the first semester is to acquire elementary communication skills in everyday situations and business activities. In the second semester, GERB 121 focusses more on developing basic communication skills and the exchange of information in everyday situations and business activities. Elementary and basic communication skills are developed through the related speaking, reading, writing and listening activities at the A1.1 and A1.2 level as provided by the CEFR (§ 1.1 & Figure 1.1). The learning of the German history, culture, geography, pronunciation and grammar also form part of the course as they support the development of communication skills (Wittmann, 2018:1).

3.5.3 Rationale for this course

This course enables students to learn how to speak, write and understand German at an elementary level. After the completion of the course, there are opportunities to either study or work in Germany. The *Deutscher Akademischer Austauschdienst* (DAAD), for example, offers bursaries to study in Germany. To attain these bursaries, or to work in Germany one day, it is recommended and at times required to have a qualification in German (Wittmann, 2018:2).

Furthermore, knowledge of German provides access to a variety of careers in trade, commerce, marketing, tourism, diplomacy, music, and so forth (Van der Merwe, 2012:iii). Learning German also fosters understanding among people and cultures and contributes to the development of an individual as a well-rounded person (Van der Merwe, 2012:iii; Wittmann, 2018:2).

3.5.4 Prerequisites for this course

No previous knowledge of German is needed to take Business German Elementary 1 (GERB 111). Passing the module Business German Elementary 1 (GERB 111) is a prerequisite to continue with Business German Elementary 2 (GERB 121) in the second semester. Furthermore, it is mentioned that class attendance, regular study and practise are vital in acquiring a new language (Wittmann, 2018:1). There are four periods per week and each period lasts about 50 minutes. In total, the lectures per semester would amount to roughly 50 hours.

3.5.5 Module outcomes

It is important that, when the student completes the course, he or she should be able to do the following (Van der Merwe, 2012:vii; Wittmann, 2018:3):

- comprehend the basic rules of pronunciation in the German language;
- apply basic rules of German grammar;
- know the relevant vocabulary;
- understand and apply basic German expressions and phrases at an elementary level;
- use analytical, synthetic and evaluation skills to read and write simple texts;
- have basic knowledge of life and culture in German-speaking countries in comparison to South Africa.

3.5.6 Assessment methods

Methods of assessment include formative assessments (for example, tests, homework assignments, *Landeskunde*, oral tests, reading comprehension, listening comprehension, and class work), summative

assessments (for example, an examination), and informal assessments (for example, participation tests and revision exercises). A summary of assessment methods is provided below (Wittmann, 2018:4):

A) Formative assessment:

1. Test (20%)
2. Homework assignments (20%)
3. *Landeskunde* (10%)

Students should be able to do the following:

- Demonstrate knowledge and understanding of German culture, traditions and conventions.
- Compare certain aspects of German-speaking countries to their home country.
- Be able to critically evaluate and discuss current and historical social and economic problems in German-speaking countries (Wittmann, 2016:7).

4. Oral tests (20%)
5. Reading comprehension (10%)
6. Listening comprehension (10%)
7. Classwork (10%)

B) Summative assessment:

Examination (150 points, 3 hours and 40% of the module)

C) Informal assessment

Participation tests and revision exercises/tests.

As seen above, both formative and summative assessments were used. As regards formative assessment tools, a test, homework assignments, projects on the German culture, traditions and conventions (also known as *Landeskunde*), oral tests, reading and listening comprehensions and classwork were used in the BG course. Summative assessment comprised an examination. Lastly, informal assessment consisted of participation tests and revision exercises/tests. I presented these assessment methods, outcomes, prerequisites, rationale, aims and description of the BG course to indicate what the NWU BG course entailed. Some of the information mentioned in this section is used in the BG evaluation model (cf. Table 4.1) presented in chapter 4.

3.6 Conclusion

In this chapter, I first provided a definition of course evaluation. I described course evaluation to present the reader with an overview as to what the evaluation of the BG course could entail. I then explored different types of course evaluation. The various evaluation types were formative, summative, qualitative, quantitative and qualitative-quantitative (mixed-methods) evaluation designs. During the discussion on formative and summative evaluation, it was expressed that it might be most beneficial to implement both a formative and summative evaluation. Such a combination proves most effective as both formative and

summative evaluation provide a bigger picture of the level of knowledge attained/not attained and the meaning thereof. In the BG course, and during the evaluation of the BG course, both a formative and summative evaluation were employed.

Next, qualitative, quantitative and qualitative-quantitative (mixed-methods) evaluation designs were examined. It is common for the two evaluation methods – qualitative and quantitative evaluation – to be combined. This is known as a mixed-methods design and was employed in the evaluation of the BG course. In this study, a mixed-methods evaluation gave a good indication as to whether there was a programme effect.

Thereafter, I provided an overview of the evaluation models. Watanabe and Sinicropo's model for foreign language programme evaluation was used as it is the most recent model for foreign language evaluation. Together with Watanabe and Sinicropo's model for foreign language programme evaluation, Lynch's CAM was employed. I selected Lynch's CAM to be combined with Watanabe and Sinicropo's (2008:1) model as Lynch's CAM is well-known, respected, flexible and adaptable. I outlined these two models in Table 3.3. A full description of the combined model – now known as the BG evaluation model – is provided in Table 4.1. Lastly, I described the BG course to prepare for the evaluation process (discussed in chapters 4 and 5).

In the next chapter, more information is provided on the types of qualitative data and how the data were collected. In addition, more detail on the research design and an in-depth summary are provided in the newly created BG evaluation model to effectively guide the evaluation process (§ 4.4).

CHAPTER 4 METHOD OF RESEARCH

4.1 Introduction

In this chapter, I give an overview of how the evaluation of the BG course was conducted. First, research paradigms and the constructivist research paradigm I selected for this study are discussed (§ 4.2). The approach to this research project is then discussed (§ 4.3), whereafter I describe the research design for this study (§ 4.4). This is followed by the research methodology (§ 4.5). Finally, I discuss validity and the ethical considerations in this study (§§ 4.6 & 4.7). A conclusion is then drawn (§ 4.8) to summarise the information in this chapter. I outlined all of the above in this particular order to indicate how the NWU BG course was empirically evaluated.

4.2 Research paradigm

4.2.1 Constructivist paradigm

According to Creswell (2009:6), Lynch (2003:2) and Patton (2015:89), a paradigm is the way in which one views the world and how one attempts to understand it. A paradigm is thus a basic set of beliefs that guides action and “influence[s] what should be studied, how it should be studied, and how the results of the study should be interpreted” (Kivunjal & Kuyini, 2017:26). Differentiating between paradigms is deemed as important in research due to the different types of data (i.e. qualitative, quantitative, qualitative-quantitative) generated (§ 3.3). Some of the dominant research paradigms applied in educational research, according to Candy (1989), are positivist, constructivist (interpretivist), or critical paradigms. However, Tashakkori and Teddlie (2003a, 2003b) suggest that there is a fourth paradigm, namely the pragmatic paradigm. Even though there are multiple paradigms available, a constructivist paradigm will be followed in this study. The relevance of the selected constructivist paradigm for this study is then examined in the subsequent section (§ 4.2.2). Thereafter, the research approach and design for this study is revealed.

The **constructivist paradigm** can be defined as the interpretation of data based on perceptions or experiences of research participants. Creswell (2003:9) adds that qualitative researchers do not start with a theory but use a range of participants in generating or inductively developing a theory or pattern of meanings as the study progresses. Therefore, several phases (cf. Table 4.1) were implemented in this study to generate new knowledge from all the research participants (BG students and BG lecturers).

Qualitative questionnaires were one of the means by which the data for this study were collected (§ 4.5). However, as this was a case study, quantitative data collection tools were also implemented (§§ 4.2.4 & 4.4) (Kim, 2005). According to Kivunjal and Kuyini (2017:37), a case study is one of the methodologies suited to the constructivist paradigm. A case study design for this study was selected to present an

extensive description of the case. Furthermore, a case study approves qualitative and quantitative (mixed-methods) data collection methods to be implemented in various phases so as to obtain multiple perspectives from the research participants (Kivunjal & Kuyini, 2017:37). The emphasis of the results was on the qualitative findings, and the outcomes of the quantitative analysis were used to expand on the qualitative findings (§ 4.2.4).

This was done to attempt to determine whether the NWU BG course was worthwhile, possibly effective, and sufficient for the majority of research participants (the BG students and BG lecturers). I decided not to combine the constructivist and pragmatic paradigms as they reflect opposing worldviews and may exploit pluralism in the sense that any method suitable for the study may be used (Feilze, 2010; Goldkuhl, 2012; Goles & Hirshheim, 2000). Thus, a constructivist paradigm with a case study design was preferred.

As mentioned earlier, a case study is approved to be used in a constructivist paradigm. A case study furthermore allows qualitative and quantitative data collection methods (mixed-methods) to be used to present an extensive description of the case (Kivunjal & Kuyini, 2017:37). In the next section, I highlight and summarise the relevance of the constructivist paradigm in this study.

4.2.2 Relevance of the constructivist paradigm in this study

The constructivist research paradigm was followed in this study as the aim was to evaluate whether the NWU BG course was worthwhile, effective and sufficient. The opinion and experiences of the research participants were heavily weighted to gain an in-depth view from different perspectives (Gollin-Kies *et al.*, 2015:156). As this study relied on the constructivist research paradigm, the focus was mainly on the qualitative methods and results.

The results obtained by quantitative means expanded on the qualitative findings and were considered of supplementary value. As mentioned earlier (§ 3.3.4), data triangulation is regarded as a primary strategy and “would support the principle in case study research that the phenomena be viewed and explored from multiple perspectives” (Baxter & Jack, 2008:556). More detail on the approach and design of this study follows in §§ 4.3 and 4.4.

4.3 Research approach

In this study, a course evaluation method was used (cf. chapter 3). When courses are evaluated, they can be either qualitative or quantitative by nature. However, numerous evaluations designs incorporate qualitative and quantitative (mixed-methods) evaluations (Lynch, 2003:10). Qualitative and quantitative evaluation and mixed-methods designs were discussed in chapter 3. This chapter reports on how qualitative and quantitative designs were incorporated in this study.

The qualitative assessment was done to obtain feedback on students' perception about their learning and the BG course so as to adjust the BG course if needed. Questionnaires as qualitative assessment tool were mainly used. This study was also based on a quantitative evaluation approach. The BG pre- and post-tests (§ 4.5.4) were developed to assess students' German language proficiency in a business context. The quantitative data collected from the summative evaluation determined each students' language proficiency level after the first semester and at the end of the second semester. The quantitative evaluation was a good indication as to whether the BG course should be continued or replicated (Patton, 2015:527).

4.4 Research design: case study design

This study is based on a case study design (Lynch, 2003:27) of one course at a university (NWU). Yin (2003:13) defines a case study as "an empirical inquiry that explores a modern-day phenomenon within its real-life context". A case study design in research is important because it allows for an in-depth evaluation of educational courses, for example (Grassel & Schirmer, 2006; Gulsecen & Kubat, 2006; Royse *et al.*, 2001:97; Simons, 2009:13).

Various techniques (for example, qualitative questionnaires, materials evaluation, and quantitative pre- and post-tests) can be used to gather qualitative and/or quantitative data (Nieuwenhuis, 2007:76) (§ 4.2.4). Data are triangulated by employing various data collection techniques. According to Adami and Kiger (2005:19), triangulation in research refers to the use of various techniques to collect data. Triangulation of data is regarded as a primary strategy and such an approach is more likely to provide evidence that there has been a programme effect (Ross, 2009:776). Long (2005) adds that, by utilising both qualitative and quantitative methods, the data would be validated and reliability would be increased.

Although both qualitative and quantitative methods (mixed-methods) (§ 3.3.4) were used, the focus of this study (as mentioned in § 4.4) was mainly on the qualitative methods and results. To ensure inter-rater reliability (Saldaña, 2009:27), another rater analysed the qualitative data in this study. This is to warrant that the same results can repeatedly be obtained. Krueger and Casey (2009:115) support this, saying that "[a]nalysis is verifiable if another researcher is able to arrive at similar findings using the same forms of data".

When conducting a case study, various steps can be followed, including determining the initiator, audience and goals of the evaluation; defining evaluation questions; having a checklist, data collection design and timeline; methods for data collection, analysis and interpretation of data; and an evaluation report (Lynch, 1996:4, 2003:17; Watanabe & Sinicrope, 2007:3, 2008:2, 4). In order to effectively guide the case study evaluation, a combination of Lynch's (1996:4; 2003:17) context-adaptive model (CAM) and Watanabe and Sinicrope's (2007:3, 2008:2,4) steps were followed. A summary of Watanabe and Sinicrope's (2007:3, 2008:2, 4) foreign language programme evaluation model and Lynch's (1996:4; 2003:17) CAM is provided

in chapter 3 (§§ 4.1 & 4.2). Based on the combined steps of Lynch’s CAM and Watanabe and Sinicrope’s foreign language programme evaluation model, the case study evaluation design for this study is summarised in Table 4.1.

Table 4-1: Summary of the case study evaluation design: the proposed Business German evaluation model

The Business German evaluation model
<p>Step 1: The initiator, audience and goals of the evaluation are identified</p> <ul style="list-style-type: none"> • I (the researcher) initiated/requested the study because the BG course at the NWU, Potchefstroom Campus, was the only one of its kind in South Africa and had not been evaluated. • Written consent (Shenton, 2004) had been obtained from the primary research participants which were the students (n=20) who enrolled for the BG course in 2018. The secondary research participants were BG lecturers (n=2) (one previous lecturer, and one who currently teaches the 2019 BG course). These research participants were selected as they were directly involved in the BG course. The students’ and lecturers’ opinions were thus heavily weighted to ultimately provide guidelines for the improvement and enhancement of the course. All research participants will be able to use the evaluation findings. Students could use evaluation findings to reflect and improve on their own learning. Lecturers would also find evaluation findings helpful in terms of how to improve the course. It was anticipated that both stakeholder groups would be positively affected by the evaluation. • The goals for this study were to evaluate whether the NWU BG course satisfied the basic requirements for a LSP course; whether the course was worthwhile, possibly effective, and sufficient for the majority of research participants.; and to provide guidelines for the improvement and enhancement of the course.
<p>Step 2: Evaluation questions defined</p> <p>Evaluation questions:</p> <ul style="list-style-type: none"> • Does the BG course satisfy the basic requirements for an LSP course? • Is the course that is being evaluated worthwhile, possibly effective, and sufficient for the majority of research participants.? • What guidelines can be provided towards the improvement and enhancement of the course?
<p>Step 3: Checklist (context inventory)</p> <ul style="list-style-type: none"> • Is a comparison group available?

- As no comparison group was available, a programme group-only design was decided on.

- Are reliable and valid measures available?

The reliability of the BG pre- and post-test was established by using the same framework as from Haubfleisch (2013).

- Are various types of evaluation expertise available?
 - The research project had ethics approval from the Research Ethics Committee of the NWU (Appendix A).
 - The NWU's Statistical Consultation Services assisted with the analysis of the results.
- What will be the timing of the evaluation?
 - The background and lecturer questionnaires were conducted at the beginning of the first semester. Thereafter, a questionnaire and the BG pre- and post-test were provided at the end of the first semester. Lastly, the final questionnaire together with the same BG pre- and post-test were given to students to complete.
- Are specific students selected for the course?
 - No students were pre-selected. All BG course participants were allowed to participate in this research project.
- What are the characteristics of the BG students and the BG lecturers?
 - The BG students who completed the one-year course were enrolled for GERB 111/121 during the first- and/or second semester.
 - The current and previous BG lecturers were full-time lecturers at the NWU.
- What is the size and intensity of the course?
 - The general BG language course at the NWU (GERB 111 and GERB 121) was offered in two semesters.
 - The first-year BG course was aimed at beginners with no knowledge of German. Absolute beginners start at A1 level. Proficiency course levels were based on the Common European Reference Framework (CEFR) (§ 1.1 & Figure 1.1) for languages.
 - Approximately 40 students were enrolled for the GERB 111/121 modules.
 - There were two lessons per week. One lesson lasted 75 minutes and the other lesson about 105 minutes.
 - The entire course (first- and second semester) lasted about 31 weeks.
- What instructional materials and resources are available?

- The *Menschen Berufstrainer A1* textbook, which was based on the Common European Reference Framework. It was focussed on beginner-level German (A1) and could be used in conjunction with the German beginner textbook *Menschen A1*.
- Additional materials such as the *Menschen A1* workbook and free Internet sources were made available by Hueber (Hueber, 2016).
- Videos, activities, assignments, reflection journals, and so forth, were uploaded to *eFundi* (§ 1.1), an online platform used by the university.
- What are the purposes/aims of the course?
 - The aims of the course were to develop basic speaking, writing, listening, and reading skills at the A1 level according to the CEFR (§ 1.1 & Figure 1.1). In addition, pronunciation, German grammar, history and culture formed part of this course (Wittmann, 2018).

Step 4: Data collection design and timeline

- According to Lynch (2003:21), the evaluation approach informs the data collection design.
- This was a case study (Lynch, 2003:27) of one course at a university.
- Timeline:
 - Phase 1: Obtained ethics approval from the Research Ethics Committee of the NWU
 - Phase 2: BG students and lecturers were given the option to participate and subsequently signed consent letters.
 - Phase 3: Background questionnaires at the beginning of the first semester were handed out to GERB 111 students who had provided written consent.
 - Phase 4: Questionnaires were administered to the current and the previous BG lecturer after written consent had been obtained.
 - Phase 5: GERB 111 students were provided with the second questionnaire at the end of the first semester.
 - Phase 6: The GERB 121 students who still wanted to participate in the research project received and completed the BG pre-test.
 - Phase 7: GERB 121 students received the BG post-test and last questionnaires at the end of the second semester.

Step 5: Methods for data collection

Data were collected by means of qualitative questionnaires and quantitative programme group-only pre- and post-tests (§ 4.2).

Step 6: Analysis and interpretation of data
<ul style="list-style-type: none"> – Qualitative data were analysed by means of <i>Atlas.ti</i> software and <i>Google Forms</i>. – Quantitative data were analysed by means of a t-test (Cohen, 1988) and <i>Google Forms</i>. <p>Interpretation and findings of qualitative and quantitative data were written up:</p> <ul style="list-style-type: none"> – Phase 1: <i>Google Forms</i> background questionnaires for GERB 111 students before the course started. – Phase 2: <i>Google Forms</i> questionnaires for a previous and the current BG lecturer at the beginning the first semester. – Phase 3: <i>Google Forms</i> questionnaires for GERB 111 students at the end of the first semester. – Phase 4: BG pre-test written by GERB 111 students at the end of the first semester. – Phase 5: <i>Google Forms</i> questionnaires for GERB 121 students at the end of the second semester. – Phase 6: BG post-test written by GERB 121 students at the end of the second semester. – Phase 7: Course materials evaluation.
Step 7: Report findings
<ul style="list-style-type: none"> – Introduction – Overview – Findings – Guidelines towards the improvement and enhancement of the course – Recommendations for further research – Limitations of the study – Final comments

4.5 Research methodology

The research method that was employed was a course evaluation (§ 4.3) and as previously mentioned, both qualitative and quantitative methods were used for data collection to ultimately evaluate the NWU BG course. The primary research participants were the students (n=20) who granted written consent (Shenton, 2004) and enrolled for the BG course in 2018. The secondary research participants were the BG lecturers (n=2). The research was conducted with these research participants and course materials were evaluated in various phases to gain multiple perspectives on the case (Lynch, 2003:27). A summary of the different phases is provided in Table 4.1.

4.5.1 Phase 1: *Google Forms* background questionnaires for GERB 111 students before the course starts

According to Dörnyei (2003:14), questionnaires are a highly structured data collection tool. Questions may vary from asking specific questions (for example, students' names, academic/historic year, and so forth) to providing numerous options for the students to choose from by ticking a box (Dörnyei, 2003:14). The background questionnaire consisted of both open-ended and closed-ended questions and was distributed by means of *Google Forms*. One of the important advantages (Themely, 2018) of using *Google Forms* is that it is a free online tool which allows the user to collect information efficiently. The form can be sent by email, or the link can be shared on social network platforms. What is more, the user only needs average internet knowledge and a *Google account* to be able to use *Google Forms*. The interface is easy to use, and *Google Forms* saves the relevant data. The stored data are then analysed in detail and can also be viewed in a *Microsoft Excel* spreadsheet. Although *Google Forms* is a great tool to view and analyse relevant data, the Internet is needed to access *Google Forms*. There are also certain limitations to using *Google Forms*. For example, in *Google Forms*, texts up to 500 KB and images up to 2 MB are accepted. Furthermore, the spreadsheets used in *Microsoft Excel* are limited to 256 cells or 40 sheets (Themely, 2018).

Overall, *Google Forms* is a great tool to use to systemise data. During Phase 1, *Google Forms* was used to compile a profile of the course participants and questions regarding course expectations were asked. The questions used for this questionnaire are found in Appendix F. The results from the student questionnaires were analysed and then grouped into themes. This was done by utilising the CAQDAS *Atlas.ti* (Saldaña, 2009:89). I was aware that the computer software could not do the analysis on my behalf but could provide assistance to analyse data through coding and annotating large sets of data (Hwang, 2008:524; Smit, 2002:65-74). After the relevant background data were received and analysed, the *Google Forms* questionnaires for the previous and the current BG lecturer were distributed.

4.5.2 Phase 2: *Google Forms* questionnaires for the previous and the current BG lecturer at the beginning the first semester

The current BG lecturer (at the time of the study) and one of the previous BG lecturers were requested to complete a questionnaire by means of *Google Forms*. Open-ended and close-ended questions were developed. The questions for the current BG lecturer were asked to gain a current and futuristic perspective on the BG course. Questions such as the suitability of the course, approach to teaching, selection of materials, and so forth, were asked. The questions for the previous BG lecturer were to gain a more historical perspective on the reason for the development of the BG course and its implementation. Questions about previous experiences, approach to teaching, selection of the materials, and so forth, were

developed (cf. Appendix D). *Atlas.ti* (Saldaña, 2009:89) and *Google Forms* (§ Phase 1) were used to analyse the results from these questionnaires. Thereafter, Phase 3 was implemented.

4.5.3 Phase 3: *Google Forms* questionnaires for GERB 111 students at the end of the first semester

In the second questionnaire, after the first semester, questions regarding course expectations were asked (cf. Appendix G). *Atlas.ti* (Saldaña, 2009:89) and *Google Forms* were used to analyse the results (cf. Phase 1). Eleven open-ended and four close-ended questions were asked. According to Dörnyei (2003:14), close-ended questions make questionnaire data susceptible for quantitative, statistical analysis; whereas, open-ended questions provide qualitative data which are more exploratory by nature. Dörnyei (2003:15) further states that open-ended questions do play a vital role in questionnaires but appraises the combination of qualitative and quantitative collection procedures. In this study, a combination of open-ended and close-ended questions were incorporated in all the questionnaires. This was of value to this study as the results obtained by quantitative means expanded on qualitative findings.

4.5.4 Phase 4: Business German pre-test written by GERB 111 students at the end of the first semester

In this pre-test, the level of general language proficiency in a business context was determined. The same format but different vocabulary and topics to those in *Menschen A1 Einstufungstest* (proficiency test) were used to develop the BG pre- and post-test. For example, in the BG pre- and post-test that were used in this study, questions with regard to formal introductions, asking for directions in the workplace, making appointments for business purposes, and so forth, were developed. The vocabulary and topics of the BG pre- and post-test were thus based on the content of the BG course. The test consisted of 50 multiple-choice and true/false questions. The maximum time for the test was 45 minutes. An assessment rubric similar to *Menschen A1 Einstufungstest* (proficiency test) was developed.

The first part of the BG test consisted of 25 questions. These questions were based on accrued knowledge in Business German elementary 1 (GERB 111). The second part of the test consisted of 25 questions and was constructed by means of knowledge that was gained in Business German elementary 2 (GERB 121). If the student passed the first part of the test, it was an indication that the student was ready for the GERB 121 module. Should the student have made the grade for the second part of the test, it signalled that the student was likely to advance to German intermediary (GERM 211). German intermediary is based on the A2 level of The Common European Framework (CEFR). The CEFR was described in § 1.1.

Google Forms (§ 4.5.1) was used to summarise the results of the pre- and post-test. A paired-samples t-test was used to compare the differences between the pre- and post-test (Field, 2018) (§§ 5.5 & 5.7). A paired-samples t-test is also known as a dependent t-test and is used when two means are compared

using the same conditions (Field, 2018) – for example, the same pre- and post-test were used to compare the results. This was done to determine whether the course had any effect on students’ proficiency and/or business knowledge in German. Cohen’s (1988) effect size was also considered in the results (§ 5.5).

4.5.5 Phase 5: Google Forms questionnaires for GERB 121 students at the end of the second semester

Questions in the third questionnaire focussed on the following: if course expectations have been met at the end of the course; views of BG experiences at the end of the course; learning needs; sufficiency and adequacy of course content, amongst others. *Atlas.ti* (Saldaña, 2009:89) and *Google Forms* were used to analyse the results. This questionnaire consisted of four close-ended questions, eight open-ended questions, and seven questions where one option may have been selected (Appendix H).

4.5.6 Phase 6: Business German post-test written by GERB 121 students at the end of the second semester

The BG post-test and the BG pre-test were the same. The same test was distributed twice in order to determine whether students’ knowledge on the subject BG had advanced or deteriorated after the intervention (cf. Table 4.2).

Table 4-2: Quantitative collection method

	Pre-instruction		Post-instruction	
Research participants: GERB 111/121 students	BG pre-test	Intervention: GERB 121	BG post-test	

By taking the test, it was determined whether the student could advance to BG in the second semester, or whether he or she could advance from BG in the second semester to German intermediary in his or her second year. Advantages of pre- and post-tests are that they can be scored and easily analysed (Skidmore College, 2018). A disadvantage of pre- and post-tests is that little useful information can be used if students complete the post-test at the beginning of the semester (Skidmore College, 2018). Therefore, the BG pre-tests were handed out at the end of the first semester. This way students already accrued some knowledge of the German language.

4.5.7 Phase 7: Course materials evaluation

The BG syllabus, current textbook, online materials, tests, and examination papers were evaluated in terms of the essential requirements for a course developed from the survey of the literature and document analysis. According to Bowen (2009:27-32), document analysis is regarded as a methodical procedure for examining documents and then interpreting the relevant data. The results from the qualitative document analysis were analysed and grouped into themes. This was done by utilising *Atlas.ti* (Saldaña, 2009:89).

4.6 Validity and reliability

As previously mentioned (§ 4.4), the use of qualitative and quantitative methods validates and increases the trustworthiness of the data (Long, 2005). What is more, the reliability of the data would be increased by another rater verifying results similar to those of the researcher (Krueger & Casey, 2009:115). Credibility was also added to the newly created BG pre- and post-test as the BG pre- and post-test were developed based on the already established *Menschen A1 Einstufungstest* (proficiency test). Ethical considerations that were taken into account before the research commenced are discussed below.

4.7 Ethical considerations

The research adhered to the normal ethical procedures as stipulated by the Faculty's Research Ethics Committee. Ethical clearance (NWU-00218-18-S7) (cf. Appendix A) by the Faculty's Research Ethics Committee was obtained, and Statistical Consultation Services of the NWU was consulted before the research instruments were implemented. The BG students willingly completed the questionnaires and pre- and post-tests. The BG lecturers also freely agreed to complete the questionnaires. Furthermore, the BG students and BG lecturers had received written informed consent before the research commenced. All the BG students and BG lecturers remained anonymous.

4.8 Conclusion

To conclude, this chapter described the research paradigm, research approach, research design, and research methodology that were selected to empirically evaluate the BG course. The constructivist research paradigm was selected for this study. Quantitative methods and results were the main focus and results obtained by quantitative means expanded on the qualitative findings. The formative assessment tool (questionnaires) was predominantly used, but the study also relied on a summative evaluation approach. In the summative evaluation approach, the BG pre- and post-test were developed to assess students' German language proficiency in a business context.

Furthermore, a case study design was selected for this study and a summary of the proposed BG evaluation model was provided. Thereafter, the research participants and the course materials were

presented in different phases to gain a broad scope for the case study. An explanation of the research methodologies in their various phases followed. Lastly, validity and ethical considerations in this study were discussed. The results and interpretation thereof in the various phases are discussed in chapter 5.

CHAPTER 5 RESULTS AND INTERPRETATION OF DATA

5.1 Introduction

In chapter 4, the methods of data collection and analysis in various phases (§ 4.5) were described. *Atlas.ti* (Saldaña, 2009:89) and *Google Forms* (§ 4.5.1) were used to analyse the qualitative data, whereas a t-test (Cohen, 1988) and *Google Forms* (§ 4.5.1) were used to analyse the quantitative data. The rationale behind implementing these methods was explained in § 4.5.

The results and interpretation of the data are discussed in this chapter. Firstly, the data on the background questionnaire are analysed to obtain a profile of the BG students. Thereafter, the responses of the previous lecturer and the current BG lecturer are examined. The answers of the previous BG lecturer are analysed to gain a more historical viewpoint on the BG course. In contrast to the historical knowledge that was acquired on the BG course, the current BG lecturer's answers to the questionnaire are analysed to accumulate current knowledge on the BG course.

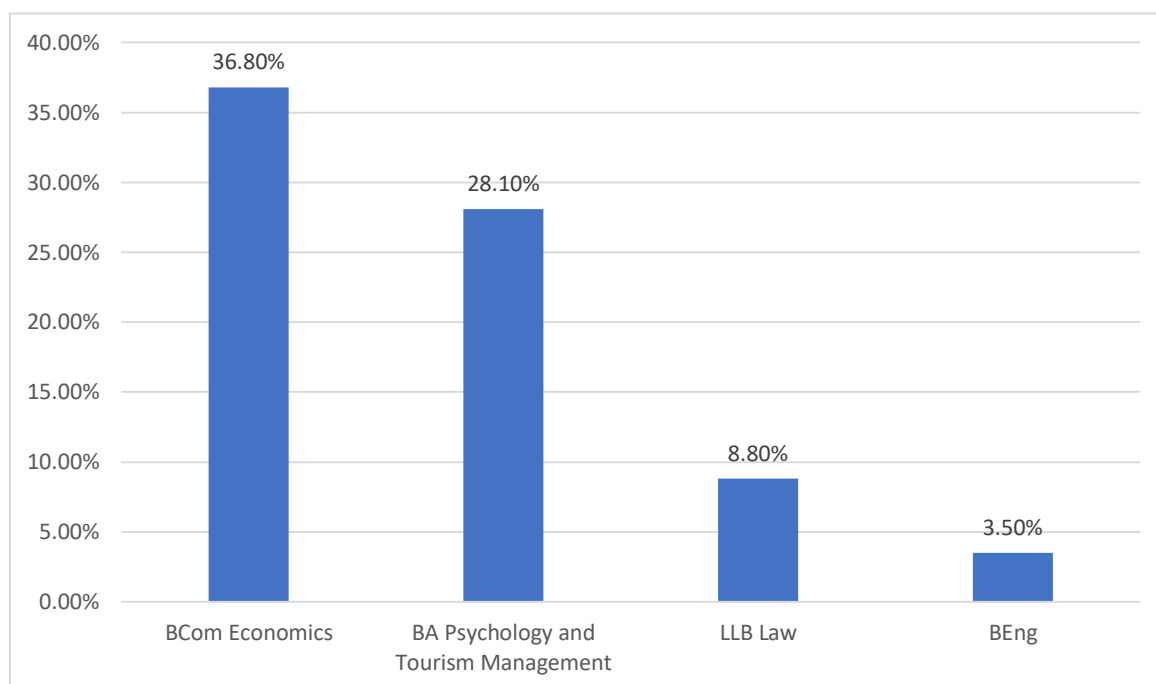
Responses to questions regarding what the future holds for the BG course are also scrutinised. This is followed by the investigation of the GERB 111 students' answers in the *Google Forms* questionnaire at the end of the first semester. Next, the results of the BG pre-tests are studied and the replies of the GERB 121 students' answers in the last questionnaire are evaluated. Lastly, the outcomes of the BG post-test are written up and the conclusions of the course materials evaluation are discussed.

The interpretation and findings of the results are now examined in their various phases.

5.2 Phase 1: *Google Forms* background questionnaires for GERB 111 students before the course started

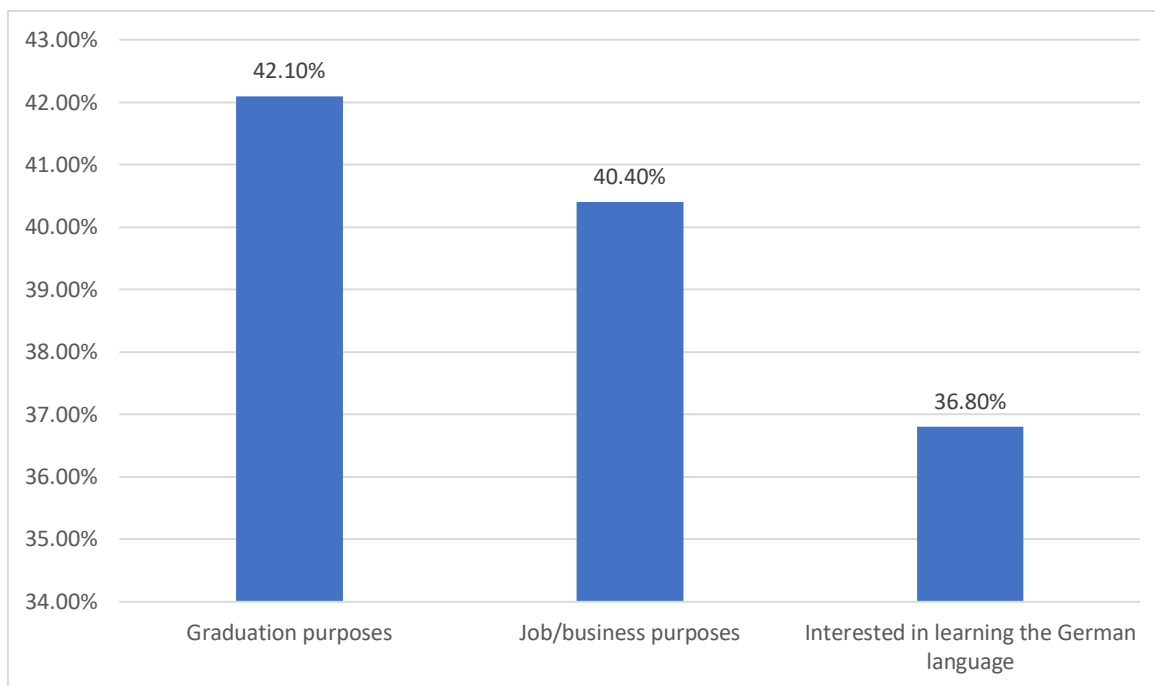
In Phase 1, the profile of the student population was established. The results of the profile indicated that 36,8% of the BG students studied BCom Economics and International Trade, whilst 28,1% studied BA Psychology and Tourism Management. This is followed by 8,8% of BG students who studied LLB Law and 3,5% who studied BEng in Mechanical Engineering. For reference regarding the BG students' course of study, refer to Table 5.1. The numbers mentioned in Table 5.1 are of interest to the study as the BG module was first intended for International Trade, Marketing and Tourism students (Van der Merwe, 2003:vii) (§ 2.3). Remarkably, the number of BCom Economics and International Trade and BA Psychology and Tourism Management students that take BG is still the highest. An explanation for the high number of students in these fields of studies is given next.

Table 5-1: The BG student profile



When asked what the reasons were for selecting the BG module, 42,1% of the respondents answered that they needed the BG module to obtain their degree; 40,4% of the students said that they were taking the BG module for job/business purposes; whilst 36,8% said that they decided on the BG module due to an interest in learning the German language (cf. Table 5.2). Upon further investigation, it was confirmed that the BCom Economics and International Trade students had a choice between the Business German module, the Business French module, or an Introduction to Computing and Programming module in order to obtain their degree (NWU, 2018). Thus, the number of BCom Economics and International Trade students is the highest because BG is one of the subject choices. However, BCom Economics and International Trade students must still have had an interest in BG as they had a choice between two other subjects as mentioned above. What these interests in BG might entail, are discussed in Phases 3 and 5.

Table 5-2: The reason for selecting the Business German module



In addition to the results the profile of the student population has produced thus far, the data also showed that 84,5% of the students' mother tongue was Afrikaans. This is followed by 8,6% of students whose mother tongue was English, and 6,9% whose mother tongue was Setswana. The data also revealed that 60,3% of the students were female, whilst 39,7% of the students were male.

To conclude, this background information was provided to present a demographic profile of the students. This was done to see which type of student would have an interest in BG and why. Next, how the BG course started and what the future holds for the NWU BG course are reflected on.

5.3 Phase 2: *Google Forms* questionnaires for the previous BG lecturer and the current BG lecturer at the beginning the first semester

Following are the networks for the affordances and challenges of the course according to the BG lecturers created in *Atlas.ti*:

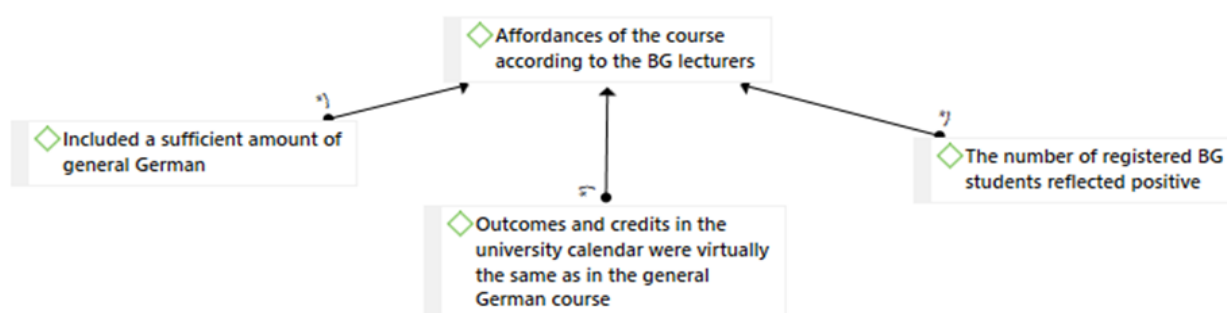


Figure 5-1: Network for the affordances of the course according to the BG lecturers

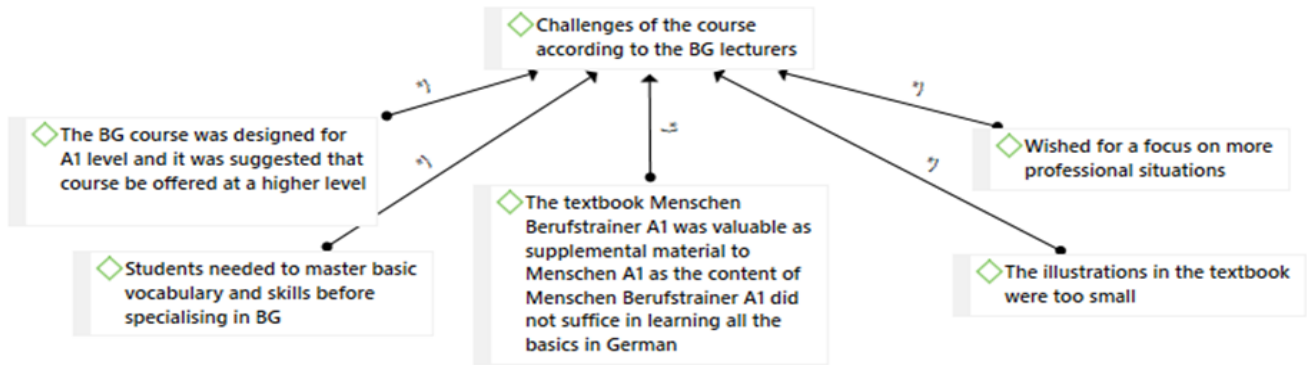


Figure 5-2: Network for challenges of the course according to the BG lecturers

The previous BG lecturer was asked what the reason for the interest in the BG course was. The response to this question was that the BG course was relevant and interesting as it accommodated students who wanted to start learning German to ultimately use it in their professions. The previous BG lecturer was then asked why the BG course was developed. According to this lecturer, it was an initiative to accommodate especially International Trade students who wanted to learn German as a foreign language. This lecturer added that, as regards the implementation of the BG modules, the focus of the BG course was on the different business topics (examples mentioned below) but was still primarily implemented as a foreign language course for beginners. The course was initially offered to International Trade students, but was not limited to only these students:

The modules were offered to International Trade students because of the nature of their studies and future careers. However, other students studying Economy (B.Com.), Law, Tourism, Information Technology, Engineering, etc. with a specific interest in business and trade also chose these modules instead of the more general German Elementary I & II because they felt that it would prepare them better for communicating in German contexts in their future careers. (94:208)

The next question related to whether the BG course was suitable for first-year students. The previous BG lecturer explained that the BG course was designed to start learning German at a beginner level and

therefore it was suitable for first-year students. Even though the BG course was developed for beginners, the current BG lecturer concluded that a BG would be more suitable for students who already had a basic knowledge of German. The current BG lecturer said that beginners first need to master basic vocabulary and skills before they can specialise in BG. This is also confirmed by Dudley-Evans and St. John (1998:4-5), who said an LSP course is predominantly intended for intermediate or advanced students (§ 2.5).

The previous lecturer mentioned some of the advantages of *Menschen A1*:

I think Menschen A1.1 and A1.2 are excellently suited for the level A1. It is comprehensive enough without having a discouraging effect that other too ambitious A1 textbooks unfortunately sometimes had in the past. It is also very systematic, i.e. ideal to allow the student to build knowledge and skills step-by-step upon acquired knowledge and skills. (4586:4657)

When it came to the current lecturer's opinion on using *Menschen Berufstrainer A1*, this lecturer said that it was advantageous to use the textbook as it focussed on the workplace. One of the disadvantages of using the textbook, mentioned by the previous BG lecturer, was that the illustrations (photographs and drawings) were sometimes a bit too small. The previous BG lecturer was further of the opinion that most of the content was useful and that it was an excellent textbook. Contrary to the previous BG lecturer, the current BG lecturer said that *Menschen Berufstrainer A1* (focusses on work-oriented German) was most valuable as supplemental material to the *Menschen A1* (concentrates on general German) as it did not offer enough information on basic German vocabulary and grammar knowledge and skills.

As from 2019, *Menschen A1* will be the prescribed textbook for BG, while supplementary material will be taken from *Menschen Berufstrainer A1*, the current lecturer mentioned. Thus, as from 2019, the first semester will have a stronger emphasis on general basic German, while the focus in the second semester will be slightly more business orientated. The next question was related to how the textbooks *Menschen Berufstrainer A1* and *Menschen A1* differed from one another. Both lecturers agreed that *Menschen Berufstrainer A1* focusses more on work-orientated German and *Menschen A1* focusses on general German. Furthermore, the current lecturer said that the tests and exams differed in the following manner:

They do differ in the sense that they are completely separate modules taught by different lecturers who have different focus points. While the level of difficulty and outcomes are the same, each lecturer places emphasis on different skills. Grammar-orientated questions are often similar, but vocabulary often varies. One lecturer also prefers longer questions, while the other lecturer prefers short questions. (4586:4657)

The previous lecturer added that the tests and exams differed as the BG tests and exams were more business oriented. In contrast, the questions in the general German tests and exams were based on more

everyday communication. The previous BG lecturer also mentioned that some of the test and exam questions overlapped: *“There would then also be overlapping to a certain extent like booking a hotel room for a business trip or booking accommodation for a trip as a tourist/holiday maker would have similarities.”* (7932:8060)

The following question related to whether the BG lecturers’ approach to teaching differed from when teaching BG. The previous BG lecturer replied that the BG course was still taught as a *DaF* (§ 2.2.2) course. Only the themes and vocabulary were more business-related. In contrast to the previous BG lecturer, the current BG lecturer replied that, irrespective of which module is taught, a communicative teaching approach (§ 2.3.3) is followed in all modules.

The previous BG lecturer mentioned some of the strengths of the BG course: *“Business German accommodates learning German from a more focused perspective. That has motivational value for a student with an interest in learning the language because he or she feels that it is relevant for his/her studies or future career.”* (8494:8570)

The current BG lecturer concurred with the previous BG lecturer by saying that the BG course was enjoyed by those who wanted to use BG in their career contexts (§ 2.2.2). However, the current BG lecturer suggested that the BG course be improved by offering this course at a higher level when students have mastered the basic skills.

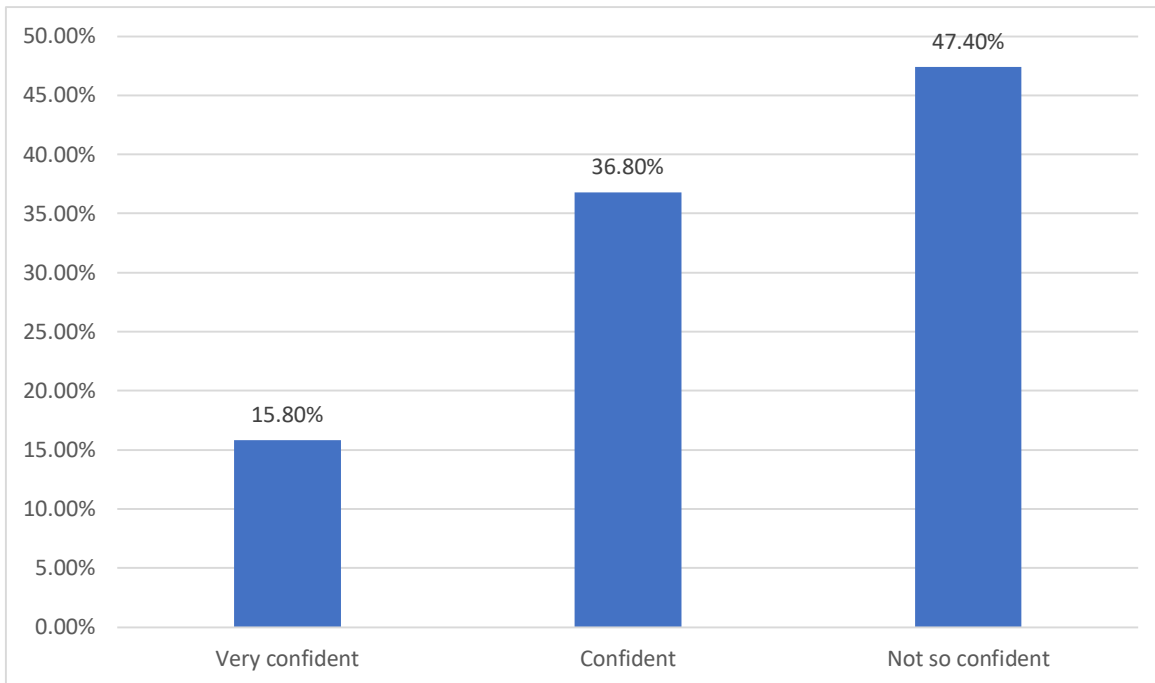
Lastly, the lecturers were asked what the future held for BG. The current BG lecturer said that the student numbers for BG still looked attractive and students still had a wish not only to communicate in German, but to learn German with a focus on professional situations. The previous BG lecturer added that not only International Trade students chose BG and therefore it would make sense that, at a university, “Business German” would evolve into something that one could call “professional German”.

Further detail on what such courses could entail is provided in chapter 6. This is discussed in chapter 6 as guidelines for the improvement and enhancement of the BG course are provided in the chapter. For now, the responses of the GERB 111 students to the questionnaires at the end of the first semester are scrutinised in order to determine whether the BG students would have liked the BG course to be more specific to their course of study. In addition, the students’ overall impression of the course and course materials is discussed.

5.4 Phase 3: Google Forms questionnaires for GERB 111 students at the end of the first semester

When asked how the GERB 111 students felt about their performance in GERB 111, 15,8% revealed that they felt very confident, 36,8% felt confident, and 47,4% felt not so confident (cf. Table 5.3). The reasons as to why some felt confident or not so confident are discussed later in this section.

Table 5-3: The confidence levels of the BG students at the end of the first semester



The results of the next question showed that 40% of the GERB 111 students really enjoyed the BG course, 55% enjoyed the BG course, whilst only 5% did not enjoy the course.

When asked what they enjoyed most about the BG course up until the end of the first semester, the students replied that they liked the learning of a new language and the German culture the most:

“Seeing what German is like and learning about German history and culture.” (203:275)

“Mostly being able to learn a new language.” (745:816)

“Learning more about German culture and its language.” (1516:1566)

The motivation to learn German to acquire knowledge on the German culture is confirmed in the literature (§ 2.2.2). According to Payne and Spurgin (2013), learning more about the German culture encourages students to take up German as a subject. Wanting to learn more about the German culture could also go hand in hand with the desire to gain linguistic and social knowledge to know how to interact with Germans and to know when, how and why to say what to whom (Moeller & Catalano, 2015:327) (§ 2.2.2).

What the GERB 111 students enjoyed the least, was the early classes, the tests, grammar (§ 2.2.2), not enough emphasis on the business part, and having to answer out loud in class. Having to speak in front of the class establishes that the Communication Approach is followed in the BG course (§ 2.3.3). As

mentioned in § 2.3.3, the Communication Approach focusses on students' ability to communicate in the target language. However, having to speak out loud in class was problematic for some students:

"Having to answer out loud." (1924:1949)

"Not concentrating on the business part of GERB." (1993:2038)

"Finding sentence construction a bit hard." (2364:2403)

As previously mentioned, the BG course was based on the Communication Approach (§ 2.3.3) and the main aim of the BG course was to focus on communication skills. Activities that students had to complete did not necessarily need to be presented in front of the whole class all of the time. Suggestions on how this could be addressed are made in chapter 6. In addition to the fear of having to speak out loud in class, the BG students said there was a lack of emphasis on business in the BG course. As discussed in the literature (§ 2.2.2), a course must be relevant to the students' course of study and world of work (National Planning Commission, 2011).

Furthermore, the BG students found the BG course was based on more general German. The current BG lecturer concurred that the BG course focussed first on general German as the BG students first had to learn the basic skills before they could focus on the specific aspects of the German language (§ 5.3). A suggestion was then made by the current BG lecturer that the BG course should not be presented to beginners, and/or to put the focus on acquiring the basic vocabulary and skills in the first semester and to concentrate on business aspects in the second semester (§ 5.3). Even though the plan was to focus more on business in the second semester, the BG students still complained that there was a lack of emphasis on the business aspects in the BG course (§ 5.6). Recommendations are made in chapter 6 as to how to meet BG students' needs to acquire more business knowledge.

What is more, 47,4% of the GERB 111 students said that they struggled with grammar the most (§ 2.2.2). This was followed by 26,3% who had difficulty with speaking, 15,8% with listening, and 10,5% with reading (§ 2.3.3). This is supported by the following quotations:

"The der/die/das is for example is different for alot [sic] of nouns." (3613:3719)

"The pronunciation [sic] is difficult with certain words." (3839:3888)

*"When they played an audio that is in German, the people speaking speaks too fast."
(3721:3800)*

"I get confused and lost when I read." (3802:3837)

When asked how the BG course could improve on the above mentioned, they said to practise more by means of studying, reading, or working through examples online. The next question related to whether the GERB 111 students would have liked this module to be more specific to their course study. Feedback from the students indicated that some would have liked the module to be specific to their course. Others said that the course was fine as is, whilst a group of students would have preferred to learn basic German at the beginning.

“Yes. As I am in the business trade I would like to focus on it's Jargon [sic].” (8058:8131)

“Yes, I would've understood my field of study a bit more.” (8275:8330)

“Perhaps. It would be good to learn specific words or phrases that would be used in my course.” (9316:9409)

The needs of the BG students appeared to be a bit conflicted. On the one hand, the BG students wanted the focus to be more on business. On the other hand, they wanted to acquire basic skills in German. The BG course could rather be presented at an intermediate level so that the basic German skills could be acquired first (§ 5.3). After learning the basic skills of the German language, a BG course could be offered. What is more, the GERB 111 students revealed that the course could be improved by being more exposed to German in the following ways:

“By focusing even more on the basics, such as vocabulary, tenses, sentence construction, etc.” (11224:11315)

“Exposing the students to more German. Video's, Music and text's for example. Also more oral oppertunities [sic] so that students can improve their speaking and listening.” (11779:11944)

“Having more activities that doesn't put presure [sic] on shy people.” (10695:10755)

Thus, the BG students would have liked to have additional learning materials such as video's, music and reading texts. In addition, the BG students would have liked the opportunity to speak German, but not in front of the whole class. The BG students would have also liked to have the opportunity to listen to German more. Even though the BG students revealed that they would have liked to have the opportunity to have access to more audio material, they expressed that they were satisfied with the quality of the audio provided in the textbook and that they found the textbook advantageous to use:

“The audio that is used with the text book.” (14027:14693)

“The pictures help a lot.” (12289:13452)

“Good examples of work done, and I can revise at home.” (12289:13452)

From the above-mentioned statements, it is also evident that the BG students would have liked to learn German with the help of pictures. The BG students agreed that the textbook was visual and that sufficient examples were provided for revision. The audio that was integrated with the textbook also assisted the BG students, but they would have liked to have the opportunity to have access to more auditory learning opportunities. The BG students could practise their listening skills if the *Menschen A1* workbook was prescribed for the BG course (§ 5.8.2). In addition, according to the GERB 111 students, *Menschen Berufstrainer A1* could also be improved through English–Afrikaans translation, vocabulary lists, more examples, and small tests:

“Have an English/afrikaans [sic] translation as well.” (14770:16021)

“It could have a Glossary or translations.” (14770:16021)

“Put more exercises in to practise more.” (14770:16021)

The *Menschen A1* workbook consisted of a glossary, tests and additional exercises. Unfortunately, the *Menschen A1* workbook was not prescribed for the BG course. Only selected material was taken from the *Menschen A1* workbook. More information on the *Menschen A1* workbook is provided in § 5.8.2. Other learning material that the GERB 111 students would have liked to add were mainly linked to Edutainment (examples mentioned below). Edutainment is the process of amusing and teaching students at the same time by implementing video’s, games, television programmes, or other material in the classroom (Cambridge Dictionary, 2019). The BG students also mentioned that they would have liked to add a German book to the learning materials:

“If there is a way to correct our phones to the internet and play german [sic] games as a class, I believe that could help.” (16781:16895)

“Videos and maybe more audios.” (17122:17206)

“Magazines, books to read, german [sic] movies.” (17294:17332)

“Perhaps the use of a book to read at home – a novel for example.” (17383:17445)

By adding more of the above-mentioned learning materials, BG students could learn the basic skills of German faster and more efficiently. Once the fundamental skills in German have been acquired, more attention could then be paid to learning the business aspects of German. Lastly, the GERB 111 students were asked whether their expectations of BG had been met. The GERB 111 students who answered that BG had met their expectations up until then, said that it had been a good introduction to learning German. The GERB 111 students who replied that the BG had not been satisfactory, thought that there would have

been more business-related content, or that it was still too early to tell if their expectations had been met as there was still one semester left:

“Yes, I've learned basic communication thus far which could help to build a strong foundation.” (17814:18050)

“Not yet. But GERB 121 wil cover more buiseness [sic] as discussed.” (18261:18321)

“No. I want to learn more Business vocabulary.” (19380:19424)

As discussed in this section, the BG students' needs were conflicted. Not only did the BG students want to learn the basic skills in German, but they also wanted to focus more on the business part. Plausible solutions as to how to meet BG students' needs efficiently are discussed in chapter 6.

In the next section, the results of the BG pre-test written by the GERB 111 students at the end of the first semester are scrutinised to determine the level of BG language proficiency and whether these students' marks improved after the intervention (GERB 121: Business German elementary 2) (§ 4.5.4). In addition, an overview of the results of the BG pre-test is provided.

5.5 Phase 4: Business German pre-test written by GERB 111 students at the end of the first semester

A paired-samples t-test – also known as a dependent t-test (Field, 2018) (§ 4.5.4) – was used to compare the differences between pre-test and post-test scores. This was done to determine whether the intervention (GERB 121: Business German elementary 2) had any effect on the test scores (§ 4.5.4). According to Field (2018:581-633), when $p > 0.05$, there is no significant difference, but when $p < 0.05$, it shows that the intervention (GERB 121: Business German elementary 2) is statistically significant.

In addition, Cohen's (1988) effect size was also considered in the results. Cohen (1988:21-25) suggests that $d=0,2$ be considered a “small” effect size; $0,5$ represents a “medium” effect size; and $0,8$ a “large” effect size. This means that if two groups' means do not differ by $0,2$ standard deviations or more, the difference is trivial, even if it is statistically significant. Before the results of the paired-samples t-test and Cohen's (1988) effect size are discussed in § 5.7, the toughest and easiest questions in the BG pre-test are summarised.

For the BG students, question 26 (cf. Appendix I) was the most difficult to answer. Ten percent of the BG student study population responded correctly. The question was: “Wo finde ich Kopierpapier? Kopierpapier ist (auf dem) Tisch neben dem Papierkorb. / Where do I find paper for the copier? The paper is (on the) table next to the dustbin”. Question 26 was a difficult question because the BG students had

not yet accrued the knowledge to answer this question. The required response is related to German grammar in the second semester.

The second hardest question was question 4: “Woher kommt Paula? Sie (kommt) aus Holland. / Where does Paula come from? She (comes) from Holland”. Question 4 was part of the first section of the pre-test. The BG students had already learned the relevant material in order to answer this question correctly. However, only 15% of the BG student study population answered this question correctly. The confusion of this question lied with “Sie”, which is written with a capital letter. “Sie” written with a capital letter implies that the situation is formal, whereas “sie” written in lower case indicates that the situation is informal. “Sie” in question 4 is capitalised as it is used in the beginning of the sentence.

Thus, most of the BG student study population answered with “kommen” because they thought that the situation was formal. Both questions 26 and 4 were related to German grammar. This supports the data provided in § 5.3, which indicated that the BG student study population struggled most with grammar. It was also indicated in the literature that learning German grammar is the most difficult aspect when learning German as a foreign language (Edwards, 2015) (§ 2.2.2). This is followed by speaking, listening and then reading (§ 2.3.3). Next, the questions on which the BG student study population scored the highest are discussed.

Question 5 recorded that 95% of the BG student study population responded correctly to the question: “Wo wohnen Sie? Ich (wohne in) Berlin. / Where do you (formal) stay? I (stay in) Berlin”. Question 30 was also a question on which the BG student study population scored high: “Ich finde die Arbeit super. Die Tätigkeit finde ich (*interessant*). / I find this job super/great. The work is (interesting)”. Eighty-five percent of the study population answered accurately, whilst 80% responded correctly to question 10: “Wie alt (sind) Sie? Ich (bin) 20 Jahre alt. / How old are you (formal)? I (am) 20 years old”.

The content in question 5 and question 10 was continuously repeated (§ 5.7.1) because the phrases such as “How old are you? / Wie alt bist du?” and “Where do you live? / Wo wohnst du?” were frequently used in the GERB 111 (Business German elementary 1) classroom. However, question 30 was based on the content that appeared in GERB 121 (Business German elementary 2). It can be argued that 85% of the BG student study population gave the right answer as the words “super” and “interessant” sound and are written almost the same way as the English words “super” and “interesting”.

In the next section, it is determined whether the results of the BG pre-test correlated with the responses in the BG post-test; but first the results of the questionnaire at the end of the second semester are discussed to obtain an overview of the GERB 121 students’ opinion of the course.

5.6 Phase 5: Google Forms questionnaires for GERB 121 students at the end of the second semester

With the help of the *Atlas.ti* programme, the following themes with related codes were identified in the following networks:

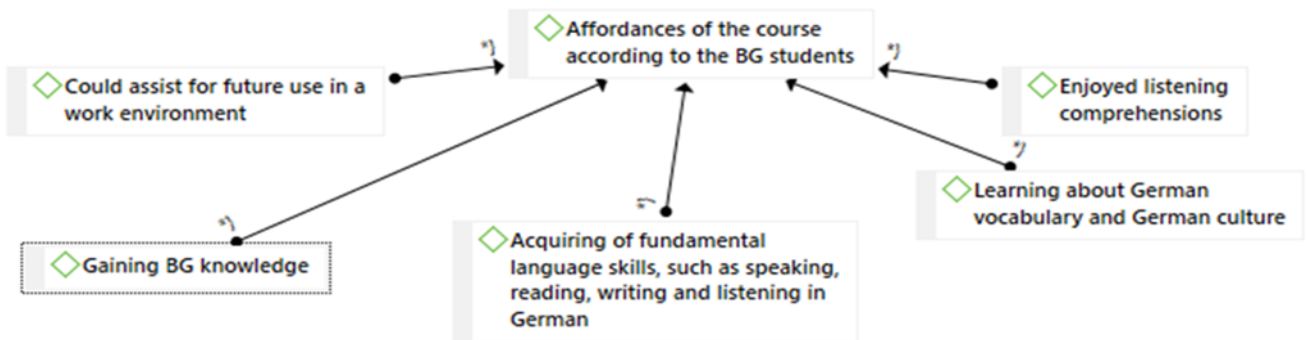


Figure 5-3: Network for affordances of the course according to the BG students

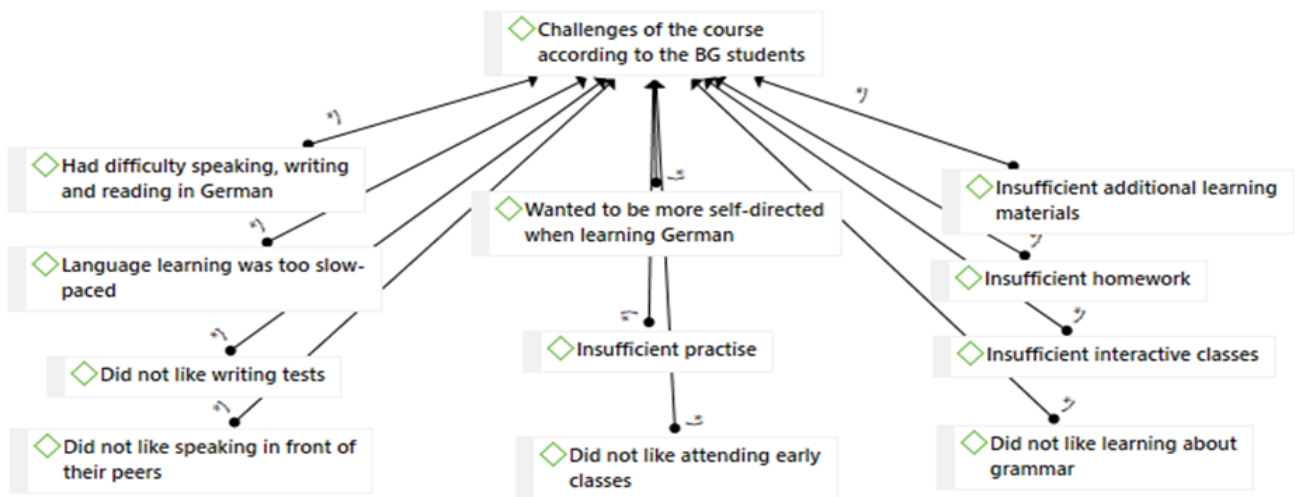
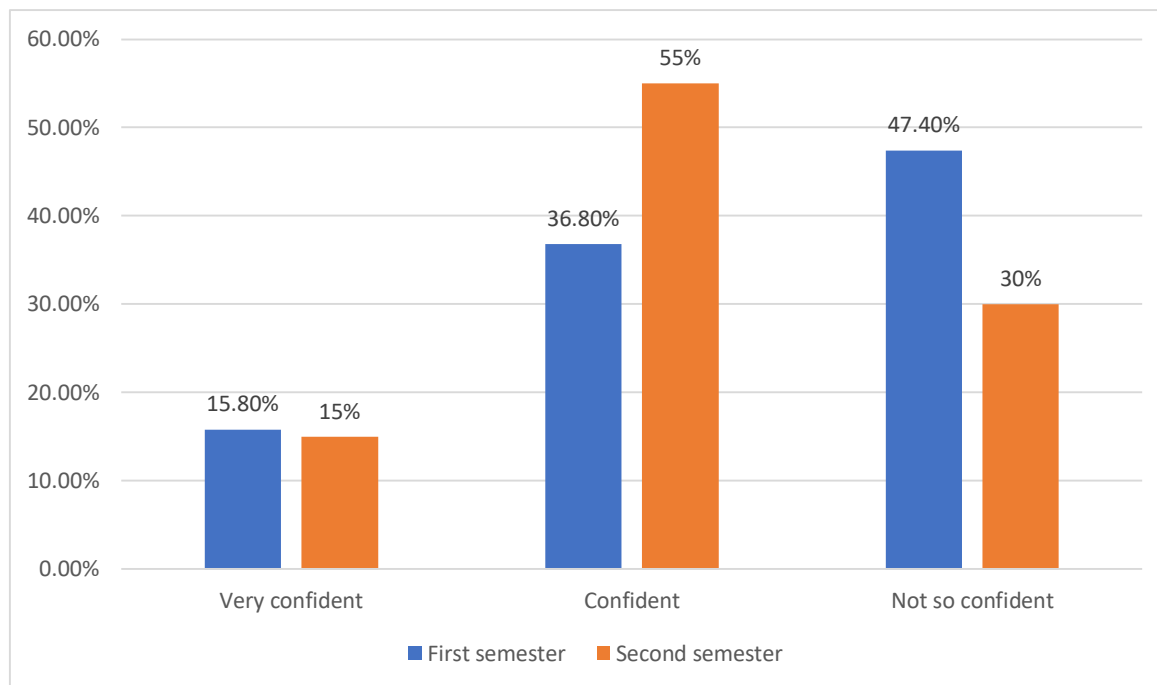


Figure 5-4: Network for challenges of the course according to the BG students

When the GERB 121 students (n=20) were asked how they felt about their performance in GERB 121, 15% said that they felt very confident, 55% felt confident, and 30% felt not so confident. Compared to GERB 111, the GERB 121 students felt more confident (55%) than in the first semester (36,8%) (cf. Table 5.4).

Table 5-4: The confidence levels of the BG students at the end of the first and second semester



Also, more students enjoyed BG in the second semester. Sixty percent of the GERB 121 students compared with the 55% of GERB 111 students enjoyed BG. When it came to what they liked most, their experiences were the same as in the first semester (§ 5.4). They were keen on learning a new language and the German culture. The GERB 121 students especially liked to watch videos when learning German (§ 5.4):

“Hearing how it sounded, when watching videos.” (1074:1117)

“The things we learned about German culture.” (673:701)

What the GERB 121 students disliked the most, was again the same as in the first semester (§ 5.4), namely early classes, having to speak in front of classmates, grammar, and not enough focus on business jargon:

“No doing many verbal excercises [sic].” (1264:1294)

“Not learning a lot of business German.” (11185:11258)

“Talking infront [sic] of the class.” (1342:1369)

Furthermore, 73,7% of the GERB 121 students said that they had difficulty with grammar. This is noteworthy as the number of students who struggled with grammar in the second semester had risen by 26,3%. This was followed by 26,3% who had problems with listening and 10,5% who had problems with

speaking in German. Remarkably, none of the GERB 121 students found reading the most troublesome. Thus, reading skill had improved by 10,8% (§ 5.3). The students gave the following reasons for struggling with the above mentioned:

“Well with the speaking goes the grammar [sic], which made it difficult for me to say a full sentence fluently.” (2384:2487)

“When listening to a [sic] audio recording, they sometimes speak very fast and I cannot understand what they are saying.” (2065:2176)

“It is not practiced enough. Class discussions are not long, but long time is taken to discuss with a pattern (which doesn't always happen) [sic].” (2976:3085)

The last comment may be related to the *Menschen Berufstrainer A1* textbook. In each chapter, the rule is not depicted as a whole. It can thus be confusing at times as students learn a new part of the grammar in each chapter, but they do not know how it all fits together. However, there is a solution to this problem. Students did not know this as they only had the textbook and the workbook was not prescribed for the BG course. In the workbook of the *Menschen* course book series, there is a summary of the grammar at the end of the book. The summary of the grammar can also be found online (cf. Hueber, 2012).

Furthermore, the GERB 121 students were asked how they thought they could improve on the difficulties they were experiencing. They disclosed that by practising (listening to German, completing more exercises, reading German, and by speaking) German more, they could better their German skills. The next question enquired about BG being more specific to the students' course of study. The GERB 121 students stated that they were satisfied with the course because, at the time, the main goal to speak German had been met. It was more important to them to learn the basics from the beginning rather than focussing on specific jargon right from the start. The other group of students expressed that they would have liked the BG module to be more specific to their course of study so as to be prepared for the world of work one day. As mentioned in § 5.4, possible solutions to meet BG students' needs are discussed in chapter 6. For now, the outcomes of the BG post-test are examined in § 5.7.

5.7 Phase 6: Business German post-test written by GERB 121 students at the end of the second semester

The goal of the post-test was to determine whether the test scores had improved or weakened. The results from the pre- and post-tests indicated that $p = 0,001 < 0,05$ (§ 5.5 & cf. Table 5.5), which suggests that the intervention (GERB 121: German elementary 2) had a positive effect on the test scores:

Table 5-5: Comparison of the BG pre- and post-tests

		Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean	Sig. (2-tailed)	Effect Size
Pair 1	PreTest	24.0000	20	7.79338	1.74265	0.001	0.468345941
	PostTest	27.6500	20	6.68285	1.49433		

This result can be considered as statistically significant. In addition, there was a small effect size of 0.46 (§ 5.5 & cf. Table 5.5) (Cohen, 1988). Regardless of the small effect size, it is still difficult and controversial to prove the possible effect of a programme. Lynch (2003:25) stresses that:

[a]ny change in the pattern of measurement from the pre-intervention period to the post-intervention period cannot be unambiguously claimed as being the result of the program. Other factors may have been present in the instructional (and wider community) context that could explain the change.

Thus, as mentioned in § 4.2, the emphasis of this study was on the qualitative research results, and the results obtained by quantitative means were considered of supplementary value.

Question 5 (§ 5.4) scored the highest in the BG pre- and post-test. In the BG pre-test, 95% of the BG student population provided the correct answer, whereas in the BG post-test, all (100%) of the BG students answered accurately. In questions 10 and 30, there were also indications of progress: the percentage of correct answers in question 10 increased from 80% in the BG pre-test to 85% in the BG post-test. Furthermore, the percentage of correct answers in question 30 increased from 85% in the BG pre-test to 95% in the BG post-test. The BG student population also progressed in the questions in which they did not do well. In question 4, for example, the percentage of correct responses increased from 15% to 31,6%. In question 26, there was an improvement of 10% to 20%.

Overall, the outcomes of the BG post-test indicated that there had been an increase in marks allocated since the BG pre-test was administered. Thus, it can be established that the BG student population improved on their BG knowledge in the second semester. Next, a course materials evaluation was conducted to determine whether the course materials correlated with the outcomes of an LSP course (§ 2.5).

5.8 Phase 7: Course materials evaluation

In this course materials evaluation, document analysis (Nieuwenhuis, 2007:2) was conducted on the materials used in the BG course. As mentioned in § 4.5.7, the results of the document analysis were

analysed and then grouped into themes by using *Atlas.ti* (Saldaña, 2009:89) (cf. Table 6.1). First an analysis of the textbook, workbook, study guide, test, and exam were covered. Thereafter, *Atlas.ti* (Saldaña, 2009:89) was employed to provide an explanation as to how these course materials coincided with the outcomes of an LSP course. The textbook was examined first.

5.8.1 *Menschen Berufstrainer A1/Menschen A1* textbook

Following are the *Atlas.ti* networks of the affordances and challenges of the textbooks:

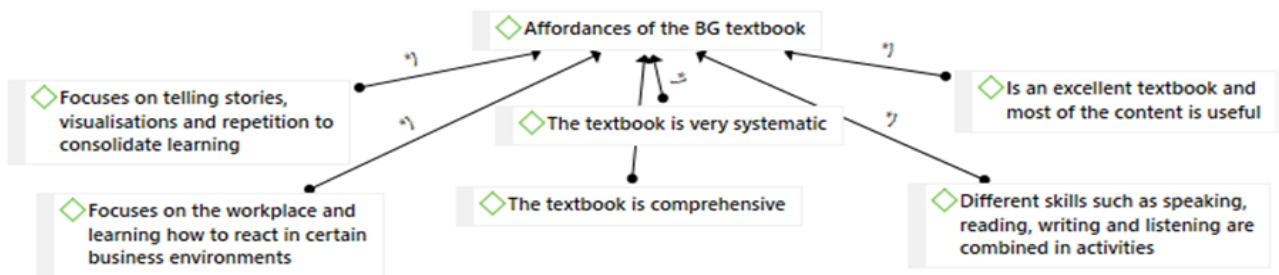


Figure 5-5: Network for affordances of the BG textbook

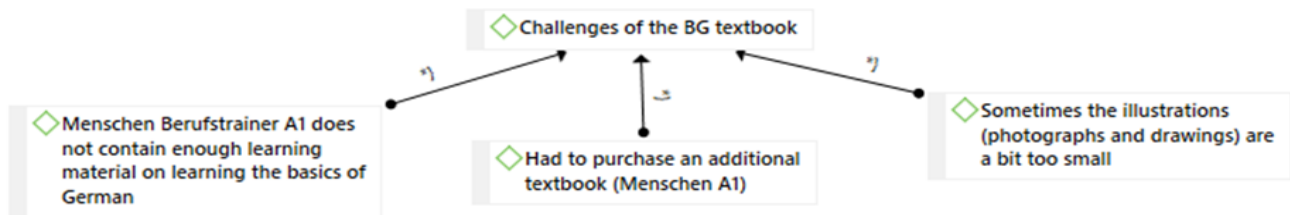


Figure 5-6: Network for challenges of the BG textbook

As mentioned by the current lecturer in section 5.3, *Menschen A1* will be the prescribed textbook for BG in 2019, while additional material will be taken from *Menschen Berufstrainer A1*. Thus, both textbooks will be described. The *Menschen Berufstrainer A1/Menschen A1* textbook was developed with hindsight of three findings in the psychology of learning and neurology that were found exceptionally important for learning languages. The first finding is that stories best create interest and emotions; the second finding is that our memory works with visualisations; and the third finding is that repetitions strengthen and consolidate what we have learned (Hueber, 2016:7). Each chapter is introduced by telling a story (cf. Figure 1). Here, the students listen to a dialogue between an uncle and his nephew. Knowledge about how to speak about food preferences in German is acquired in this chapter through storytelling.

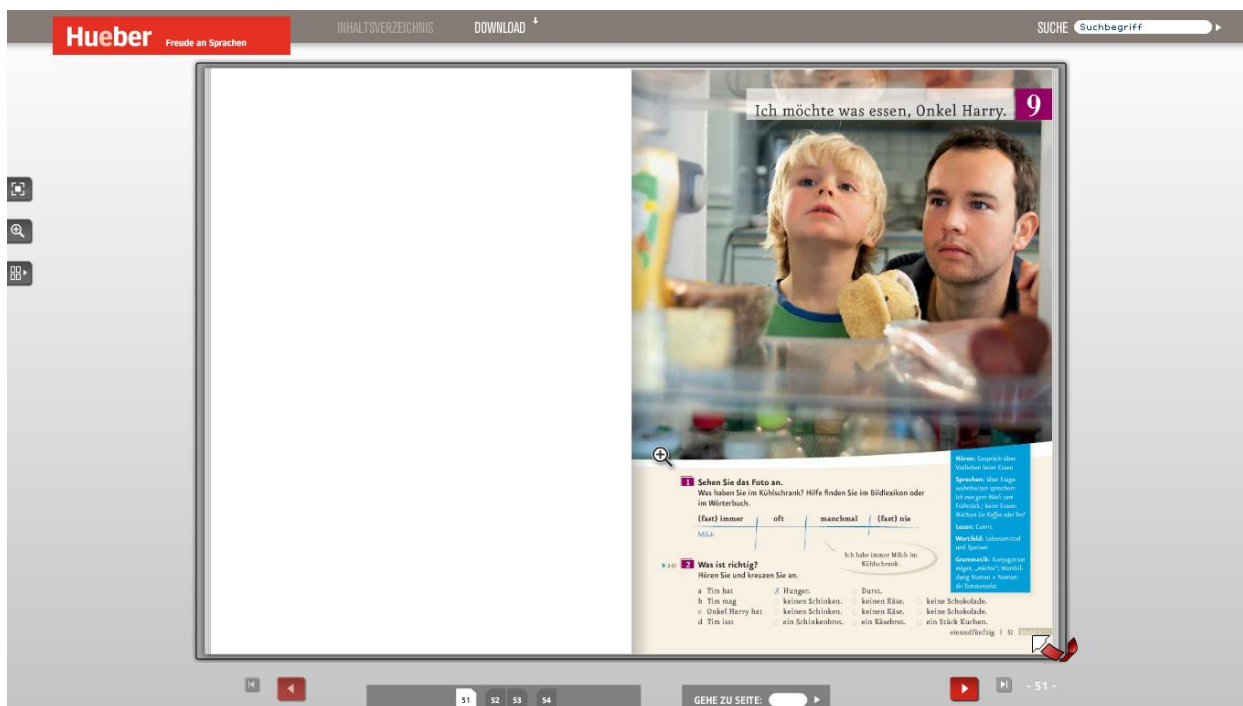


Figure 5-7: Screenshot of the first page of chapter 9 in the textbook *Menschen A1*

In addition, a picture dictionary visualises vocabulary and a lot of attention is paid to repetition as well as automation (Hueber, 2016:7). Furthermore, the target groups for the *Menschen Berufstrainer A1* textbook are adults and young adult learners. *Menschen Berufstrainer A1* consists of eight modules and 24 chapters. Every module contains three chapters and it takes approximately nine hours to master a chapter. In these chapters, one acquires German as a foreign language through reading, listening, writing, and speaking activities. One of the features of the Communication Approach is to combine different skills, such as speaking, reading and listening, since they typically take place in the real world (§ 2.3.3).

This example and others mentioned in this chapter confirm that the Communication Approach was used in the BG course. The reading, listening, writing and speaking activities are also intertwined at the end of each chapter where four additional pages (Lesemagazin [article excerpts from a magazine]; Film-Stationen [short films]; Projekt *Landeskunde* [projects on German culture]; and Ausklang [listening and/or singing to songs]) are presented. One also learns how to react in certain business environments, such as how to introduce colleagues, give information about colleagues, give information about oneself during an interview, order office supplies, solve problems in the workplace, serve guests in a restaurant, make appointments, talk about the advantages and disadvantages of a job, ask for directions in a workplace, leave messages on an answering machine, read job advertisements, and give advice (Van der Merwe, 2003).

This also verified that the BG course used the Communication Approach (§ 2.3.3). Focussing on speaking in the target language when acquiring a language is another characteristic of the Communication

Approach. As mentioned in the previous paragraph, a lot of attention is given to repetition and automation of learning material. Repetition provides students the opportunities to improve on precision and fluency. Reciting the learning material also presents students opportunities to experiment with what they know, which forms part of the features of the Communication Approach (§ 2.3.3).

Thus, some of the advantages (cf. Table 6.1) of the *Menschen Berufstrainer A1* textbook are that it focusses on telling stories, visualisations and repetition to consolidate learning. Furthermore, the BG students acquire knowledge on how to react in certain business situations. According to the previous BG lecturer, 95% of the content is was useful, but the illustrations (photographs and drawings) were sometimes a bit too small (§ 5.3). The *Menschen Berufstrainer A1* textbook also does not contain enough learning material on learning the basics of German (§ 5.3). Thus, a combination of learning materials was implemented. This implies that the BG students/lecturers possibly had additional expenses.

The BG lecturers have to make various copies from the different learning materials. This could also confuse the BG students as they are not working from only one source. Multiple books or pages could become challenging to organise and learn for an exam/test. The question arises if it is indeed necessary to purchase the *Menschen Berufstrainer A1* textbook when BG students must first learn the basics skills in German.

The BG students also revealed that, at the time of the study, there was a lack of emphasis on the business aspects in both semesters (§§ 5.4 & 5.6). As the focus is more general German, it might be a good idea to present such a BG course on an intermediate level (§ 5.3). In short, it might be best to use the *Menschen A1* textbook instead of *Menschen Berufstrainer A1* textbook (§ 5.3).

I would concur with the current BG lecturer (§ 5.3) that the *Menschen A1* textbook be used instead of the *Menschen Berufstrainer A1* textbook because the *Menschen A1* textbook contains more information. For example, the *Menschen A1* textbook contains 192 pages, whereas the *Menschen Berufstrainer A1* textbook only consists of 72 pages. Explanations on German grammar are in the *Menschen A1* textbook. However, in the *Menschen Berufstrainer A1*, there are little to no descriptions on German grammar (§ 5.8.3). Furthermore, in the *Menschen A1* textbook, there is a section at the end of the book to practise communication skills in German. In the *Menschen Berufstrainer A1* textbook, there are no opportunities to put knowledge into practice.

To conclude, material from the *Menschen Berufstrainer A1* textbook could still be used as supplemental material to cover some of the business aspects in the BG course. The best recommendation would be for the BG course to be presented at an intermediate level and to use a textbook covering enough everyday and business German. Should the *Menschen A1* textbook be used, I would also propose that the *Menschen A1* textbook and the *Menschen A1* workbook be combined. At the time of the study, the textbook and the workbook were separate books as more money could perhaps be made by purchasing

two books instead of only one. Furthermore, selected work was taken from the workbook because some of the content in the workbook was used for class tests. I propose that some of the exercises and small tests should still be used in combination with the *Menschen A1* textbook. With the textbook and the workbook more intertwined, students can better prepare for class tests and exams. Alternatively, a new textbook with enough practice exercises could be made available (cf. chapter 6).

Next, the content of the *Menschen A1* workbook is discussed to clarify the benefits of combining the textbook and the workbook.

5.8.2 The *Menschen A1* workbook

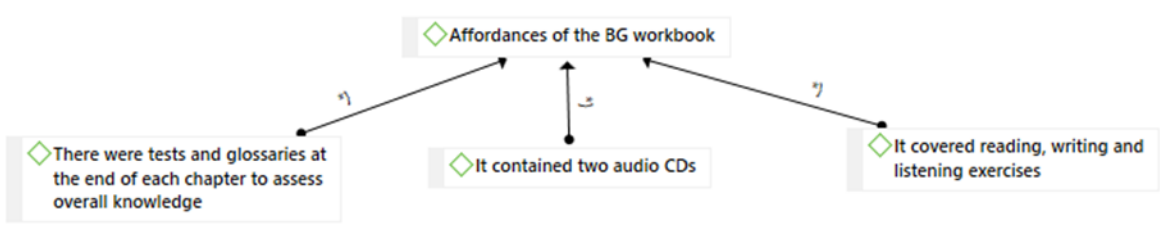


Figure 5-8: Network for affordances of the BG workbook

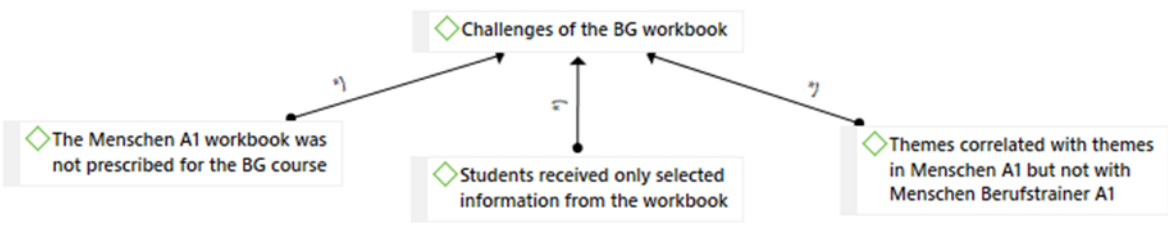


Figure 5-9: Network for challenges of the BG workbook

The *Menschen A1* workbook contains two audio CDs for students to further practise their listening and pronunciation skills. Moreover, the workbook covers reading, writing and grammar exercises. At the end of each chapter, a test (cf. Figure 5.2) and glossary are provided to assess overall knowledge on the chapter.

TEST

1 Ordnen Sie zu.

WÖRTER Alter | Wohnort | Beruf | Herkunft | Name | Arbeitgeber | Familienstand

a	Name	Maria Oberhuber	e	_____	verheiratet
b	_____	83026 Rosenheim	f	_____	Lehrerin
c	_____	Deutschland	g	_____	„Sprachschule
d	_____	33 Jahre		Rosenheim“	_____ / 6 PUNKTE

2 Ergänzen Sie die Zahlen.

WÖRTER

a	neunundneunzig	99	d	fünfzehn	_____
b	vierundfünfzig	_____	e	fünfzig	_____
c	fünfundvierzig	_____			_____ / 4 PUNKTE

3 Wie heißen die Berufe?

WÖRTER Kran | cha | Schau | tin | schwes | ter | Stu | rin | ni | spie | fe | ken | Me | käu | ker | ler | den | Ver | tro

Figure 5-10: Screenshot of an example of a test in the *Menschen A1* workbook

In addition to the *Menschen A1* workbook, free Internet sources, videos, activities and assignments were made available on *eFundi*, an online platform used by the university (§ 1.1). Examples of online sources were not provided at the time of this study. The current BG lecturer explained that these activities were not part of the course and that the type of exercises and video material used changed every year. The latter statement can be supported because the BG course could be identified as an LSP course. As this was an LSP course, the study and learning materials were tailored according to the BG course by combining the *Menschen A1* textbook, the *Menschen Berufstrainer A1* textbook, the *Menschen A1* workbook and free Internet sources made available by Hueber (Hueber, 2016) and YouTube. As discussed in § 2.2, developing or adapting one's own learning material (Ramirez, 2015:379) meet students' needs. According to Frendo (2005:43), a textbook rarely meets all the students' needs without having to add to or adapt the learning material in some way. Thus, new or additional materials are implemented from time to time.

However, it might be difficult to combine the *Menschen Berufstrainer A1* textbook with the *Menschen A1* workbook as the themes are not entirely the same (§ 5.3) (more information on how these themes vary and overlap is provided in § 5.8.3.). The themes in the *Menschen Berufstrainer A1* textbook are more business-oriented, whilst the themes in the *Menschen A1* textbook and *Menschen A1* workbook match up perfectly. As new or additional materials are used only at certain times, students receive only selected information from the workbook. By using selected materials, additional costs could be incurred due to copying. In addition, only a certain number of pages may be copied due to copyright.

I would suggest that the *Menschen A1* textbook and the *Menschen A1* workbook be sold as one book. If not, the *Menschen A1* workbook could be prescribed for the BG course. This is recommended as the BG student participants in this study complained that German grammar was the most difficult aspect. The BG students would also have liked to have the opportunity to practise more. The *Menschen A1* workbook provides a sufficient amount of exercises related to grammar, reading and writing (cf. Figure 5.3)

KS 2b **1 Berufe**

WÖRTER

a Ordnen Sie zu.

Architektin | Ärztin | Lehrer | Schauspieler | Sekretärin | Verkäufer

b Wie heißen die Berufe auf Deutsch und in Ihrer Sprache? Ergänzen und vergleichen Sie.

Deutsch	Englisch	Meine Sprache oder andere Sprachen
IT-Spezialist	IT specialist	
	journalist	
	architect	
	student	
	secretary	

KS 2c **2 Ordnen Sie zu.**

STRUKTUREN

a Ich arbeite als
b Frau Stern arbeitet bei
c Katharina hat
d Peter macht
e Herr Wagner ist

Siemens.
eine Ausbildung als Mechatroniker bei Airbus.
einen Job als Kellnerin.
Ingenieur von Beruf.
Friseurin.

KS 2d **3 Ordnen Sie zu.**

WÖRTER

arbeite | habe | mache | mache | bin | bin

Was machst du beruflich?

a Ich mache eine Ausbildung als Krankenschwester.
b Ich _____ Schülerin.
c Ich _____ Historikerin von Beruf.
d Ich _____ ein Praktikum bei Vestas.
e Ich _____ als Journalistin.
f Ich _____ einen Job als Verkäufer.

Figure 5-11: Screenshot of an example of exercises in the *Menschen A1* workbook

In addition to the grammar, reading and writing exercises provided in the *Menschen A1* workbook, a summary of all of the rules with regard to German grammar at A1 (cf. Figure 1.1) level is presented. This is not the case with the *Menschen A1/Menschen Berufstrainer A1* textbooks. A summary of German grammar at A1 level is only provided in the *Menschen A1* workbook and online (cf. Hueber, 2012). At the time of the study, the BG students were unaware of the summary of German grammar. This could have prevented them from fully understanding German grammar as only one part of German grammar is discussed per chapter. Providing a summary of German grammar at A1 level could improve BG students' understanding of German grammar (§ 5.6).

This concludes the summary of the *Menschen A1* workbook. In the next section, information about the BG study guides is provided and evaluated. Details are also provided as to how the themes from the *Menschen A1* textbook differ from those in the *Menschen Berufstrainer A1* textbook.

5.8.3 Study guides



Figure 5-12: Network for affordances of the BG study guide

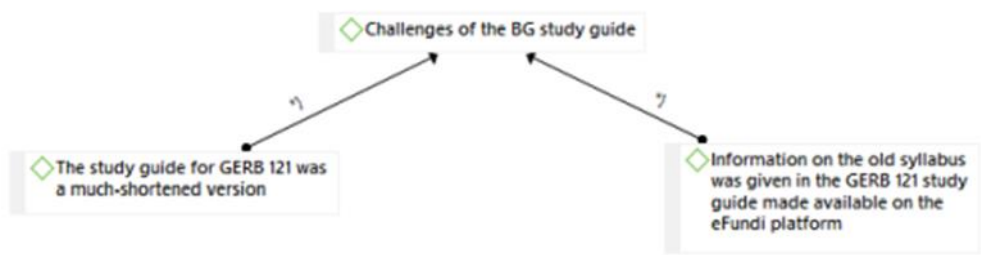


Figure 5-13: Network for challenges of the BG study guide

The study guides Business German Elementary 1 and 2 were analysed. This section gives an overview of the content of the first 12 chapters (Wittmann, 2018). The study guide for Business German Elementary 2 (Van der Merwe, 2012) was examined. The study guide for German Elementary 1 was made available on the *eFundi* platform used by the university. Here, the aims, course prerequisites, module outcomes, and assessment methods, with a calculation of the module mark, were provided (§ 2.7).

Next, a summary of the study content is provided. The outcomes of the first 12 chapters are discussed first. Thereafter, I clarify which of the outcomes appeared in the *Menschen Berufstrainer A1* textbook and/or the *Menschen A1* textbook. These differences are then highlighted to obtain a clearer picture as to which textbook is used the most and if it is worthwhile to work from multiple sources. Only 12 of the 24 chapters were examined as the study guide for GERB 121 did not provide an overview of the last 12 chapters. How these study guides varied and the implications hereof, are reviewed at the end of this section. The GERB 111 study guide is summarised as follows:

Chapter 1: Kollegen vorstellen: Das ist Herr Rijkaard (introducing colleagues: this is Mr. Rijkaard).

In this chapter, students should be able to greet and say goodbye to people, ask people how they are, introduce themselves and others, give information about colleagues, and give information about themselves during an interview. The German alphabet and vocabulary associated with different countries are acquired. In grammar, students learn how to conjugate a verb. Thereafter, forming questions with “wer/who”, “wie/how”, “was/what”, and so forth, is practised. Lastly, basic information about Germany, the German-speaking countries and history are presented.

Even though it is stated that the above-mentioned outcomes are acquired in the first chapter, the first chapter in the *Menschen Berufstrainer A1* textbook does not cover all of these outcomes. For example, in the *Menschen Berufstrainer A1* textbook, the German alphabet and vocabulary are not presented. In addition, no information is provided on how to conjugate a verb according to a personal pronoun, forming questions with “wer/who”, “wie/how”, and “was/what”, or learning more about German-speaking countries and their history. This gives rise to the question in §§ 5.8.1 and 5.8.2 as to whether it is recommendable to use the *Menschen Berufstrainer A1* textbook. An alternative textbook that covers a reasonable amount of general and business German could rather be made available (§ 5.8.1). The difference between these textbooks and the implications thereof are discussed in chapter 6.

Chapter 2: Über Kollegen Auskunft geben: Sie kommt aus Frankreich (to give information about colleagues: she comes from France).

On completion of this chapter, students should be able to talk about their occupation and other personal information. They also learn how to read business cards and internet profiles. Students write a short text, and vocabulary connected to occupations and marital status is acquired, and the numbers 1–100 are covered. Verb conjugations in singular and plural forms are explained. Lastly, students should be able to use the negation with “nicht” and form nouns with the suffix -in.

The *Menschen Berufstrainer A1* textbook lacks in providing information on learning numbers from 1–100 in German and a description of verb conjugation in the singular and plural forms. In addition, in the *Menschen Berufstrainer A1* textbook, students do not learn how to use the negation with “nicht” and to form nouns with the suffix -in. Most of the information provided above are covered in the *Menschen A1* textbook.

Chapter 3: Im Bewerbungsgespräch über sich Auskunft geben: Ich spreche gut Deutsch und Englisch (to give / giving information about oneself in a job interview: I speak German and English very well).

The outcomes the BG students must reach are to understand what they listen to and read from an excerpt from a film, talk about family, and obtain knowledge of foreign languages. Vocabulary pertaining to family

and different languages is covered. Grammar with “yes/no” questions and possessive pronouns, such as mein/dein, are explained.

In the *Menschen Berufstrainer A1* textbook, providing information about oneself during an interview is covered. The rest of the outcomes, such as vocabulary related to family and different languages, appear in the *Menschen A1* textbook. In addition, grammar with “yes/no” questions and possessive pronouns are presented and explained in the *Menschen A1* textbook.

Chapter 4: Beratungsgespräch: Der Drucker ist sehr günstig (a consultation: the printer is very cheap).

This chapter deals with listening and understanding consultations. Students are taught how to ask what the prices for items are and how to name and evaluate something. Numbers 100–1,000,000 and vocabulary with regard to furniture and adjectives are introduced. Grammar topics such as definite articles (der, die, das) and personal pronouns (er, sie, es) are included.

Here, the grammar areas related to definite articles and personal pronouns are discussed in the *Menschen A1* textbook. In the *Menschen Berufstrainer A1* textbook, a conversation of purchasing a printer is depicted. In both textbooks, BG students obtain knowledge on asking prices for items and describing them. However, the numbers 100–1,000,000, new words about furniture, and adjectives only appear in the *Menschen A1* textbook. It is clear that the information provided in the *Menschen A1* textbook differs entirely from the content provided in the *Menschen Berufstrainer A1* textbook. Consequences of these dissimilarities are discussed in chapter 6.

Chapter 5: Bestellung beim Großhandel: Büro & Co., Barnier. Guten Tag (ordering from a wholesaler: office & co., Barnier, good afternoon).

The learning outcomes entail the ability to ask/name words, the ability to ask people to repeat what they have said, describe something, to thank people, read product information, and how to complete a form. Vocabulary associated with colours, things, materials and forms is acquired. The *Menschen Berufstrainer A1* textbook does not meet most of the outcomes mentioned above. The *Menschen Berufstrainer A1* textbook covers reading product information and how to complete a form; the rest of the outcomes are addressed in the *Menschen A1* textbook.

Chapter 6: Büromaterial bestellen: Ich brauche einen Kalender, Bleistifte.. (ordering office supplies: I need a calendar, pencils...).

In this chapter, students should understand telephone conversations and learn how to implement telephone strategies. In addition, students learn how to read e-mails and text messages in German. Vocabulary concerned with office equipment and computers is covered. In the grammar section, the students learned the plural and singular forms of nouns, as well as the accusative case. However, in the

Menschen Berufstrainer A1 textbook, no topics on grammar are covered. In the *Menschen Berufstrainer A1* textbook, telephone conversations, telephone strategies and reading of e-mails are included in the study plan for chapter 6.

Chapter 7: Fähigkeiten am Arbeitsplatz: Ich kann Probleme selbständig lösen (skills in the workplace: I can solve problems independently).

Students should be able to understand statements about leisure time activities, pay compliments, talk about hobbies and skills, ask for something, and learn how to thank someone. In addition, students learn new words that have to do with leisure time activities. Lastly, the forms of the modal verb “können” should be mastered. In the *Menschen Berufstrainer A1* textbook, none of these outcomes are met. In this chapter of the *Menschen Berufstrainer A1* textbook, what one is able to do at work is talked about. The rest of the outcomes, such as how to conjugate the verb “können”, is not discussed in the *Menschen Berufstrainer A1* textbook. How the *Menschen Berufstrainer A1* textbook and the *Menschen A1* textbook further varies and information on chapter 8 in the BG study guide are discussed next.

Chapter 8: Absprachen bei der Arbeit: Kannst du den Nachtdienst machen? (agreements at work: can you take the nightshift?).

By the end of this chapter, making appointments, suggesting what to do, reading text messages and chats, days of the week, telling the time, times of the day, and different types of leisure activities should be comprehended by the student. Grammar such as verb position in a sentence and temporal prepositions “am” and “um” is acquired. Once again, none of these topics on grammar appear in the *Menschen Berufstrainer A1* textbook. What is discussed in this chapter in the *Menschen Berufstrainer A1* textbook relates to conversations of taking care of the elderly. Furthermore, reading texts with regard to working night shifts are presented.

Chapter 9: Gäste beraten im Restaurant: Was möchten Sie als Vorspeise (serve guests in a restaurant: what would you like as a starter)?

The learning outcomes of this chapter entail understanding statements about food preferences, talking about eating customs, and reading comics. Food and drink vocabulary should be learned. Lastly, grammar of how to form words with nouns and the conjugation of the verbs “mögen” and “möchten” should be understood. In the *Menschen Berufstrainer A1* textbook, the German grammar just mentioned is not explained. However, understanding statements about food preferences is covered in the *Menschen Berufstrainer A1* textbook. Furthermore, the themes of talking about eating habits and reading comics only appears in the *Menschen A1* textbook.

Chapter 10: Eine Reiseroute beschreiben: Sie steigen in Berlin auf Gleis 5 ein (to give a description of a travel itinerary: you get on on platform 5 in Berlin).

On completion of this chapter, students should be able to understand announcements, find out information that is needed for travelling, and end a telephone conversation. New words that have to do with vehicles and travelling are grasped. Finally, grammar on separable verbs should be comprehended. In the *Menschen Berufstrainer A1* textbook, information required for traveling and comprehending announcements are covered. New vocabulary with regard to traveling is made available. However, more new words are acquired in the *Menschen A1* textbook. In addition, German grammar is only described in the *Menschen A1* textbook.

Chapter 11: Termine vereinbaren: Geht es heute um 14 Uhr? (arrange an appointment: would it suit you at 2 o'clock today?).

At the end of chapter 11, one should be able to talk about the past, read an appointment calendar and e-mails, and write a daily routine. New words that deal with everyday activities and grammar, such as the present perfect tense, are studied. The content on writing a daily routine and reading an appointment calendar is presented in the *Menschen Berufstrainer A1* textbook. The rest of the above-mentioned outcomes are covered in the *Menschen A1* textbook.

Chapter 12: Über den beruflichen Werdegang und Wünsche für die Zukunft sprechen: Ich war zwei Jahre lang als...tätig (to talk about your career and wishes for the future: I worked as ... for two years).

Understanding interviews, talking about festivals and journeys, reading informational texts, and knowing the seasons and months of the year are prerequisites on completion of this chapter. Grammar with regard to the present perfect tense with the helping verb "sein" is learned. Comprehending and talking about interviews are the only tasks that are dealt with in the *Menschen Berufstrainer A1* textbook. The rest of the above-mentioned information is covered in the *Menschen A1* textbook.

This concludes the summary on the first 12 chapters of the first-semester BG study guide. This overview was given to shed light on how the outcomes of the BG course were attained. The results of the discussion showed that most of the information and explanations thereof appeared in the *Menschen A1* textbook. In the *Menschen Berufstrainer A1* textbook, more topics on business are dealt with. Furthermore, the outline of the GERB 111 study guide revealed that the *Menschen Berufstrainer A1* textbook is not suitable for a beginner's course as none of the basics with regard to learning the German language are presented.

Some of the vocabulary is presented in the *Menschen Berufstrainer A1* textbook, but an in-depth version is provided in the *Menschen A1* textbook. Furthermore, no explanations on German grammar are provided in the *Menschen Berufstrainer A1* textbook. The question arises as to whether it is worthwhile to implement the *Menschen Berufstrainer A1* textbook. According to the current BG lecturer, the *Menschen Berufstrainer A1* textbook is best as supplemental material and the focus of the first semester will be on general German (§ 5.3). Thus, the *Menschen A1* textbook will be used in the first semester and the

Menschen Berufstrainer A1 textbook will be used as additional material in the second semester to focus more on the business aspects of German.

Due to the shift of focus to general German in the first semester, the study guide for the first semester should be altered as information on the content in the *Menschen Berufstrainer A1* textbook is provided. At the time of the study, the study guide/language schedule for the second semester (GERB 121) was a much-shortened version (Appendix K). An outline was given on how marks were to be distributed: 20% of the marks was to be allocated to a listening test; 20% to classwork; 20% to reading comprehension; 25% to tests; and 15% to the oral. Thereafter, class times and a schedule were provided (Appendix K). In the GERB 121 study guide on the *eFundi* platform, information on the old syllabus was given (Van der Merwe, 2012). I would recommend an updated version as students would not be able to use information provided on an old textbook. The advantages of using the BG study guides are that BG students are informed of the aims, prerequisites and assessment methods of the BG course.

This concludes the analysis of the Business German Elementary 1 and 2 study guides. In the next section, the BG test is discussed to indicate whether the focus was on business or general German in the first and/or second semester.

5.8.4 Business German test

Following are the *Atlas.ti* networks for the affordances and challenges of the BG test:

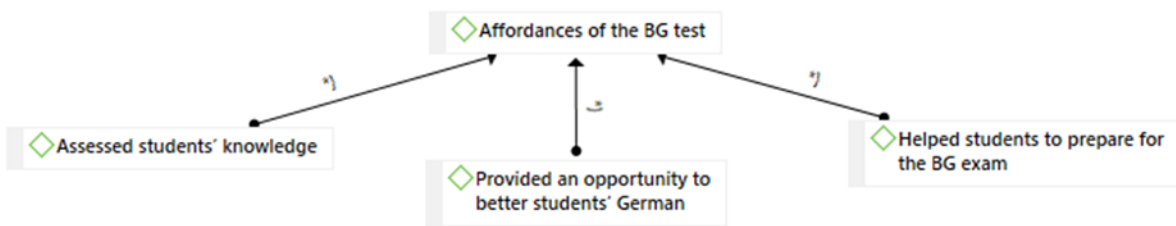


Figure 5-14: Network for affordances of the BG test

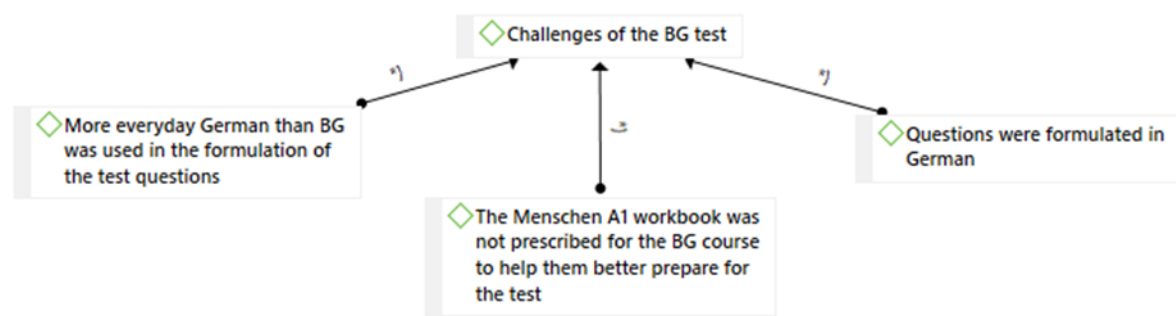


Figure 5-15: Network for challenges of the BG test

An example of a test in the second semester is provided in Appendix L. A total of 50 marks are allocated. Here, it became evident that more everyday German than business German was used in the formulation of the test questions. In the first question, the correct answer had to be chosen. The types of questions were everyday type of questions. For example: “Wer hat meinen Ring gefunden? Ich habe ihn in der Cafeteria vergessen.” / “Who has found my ring? I forgot it in the cafeteria” matched with the answer “Erika sucht etwas, das sie verloren hat.” / “Erika is looking for something which she has lost.” In the second question, the students had to describe their home and/or room in five sentences. The rest of the questions were examined to determine whether there were any other business aspects present.

In the third question, the students had to leave a message on an answering machine and ask to move his or her appointment. Question 4 required students to answer questions with regard to direction. For example: “Wo liegt die Bank?” / “Where is the bank situated?”. The answer would be: “Die Bank liegt der Kirche gegenüber.” / “The bank is situated across from the church.” Furthermore, students had to fill in the gaps and give directions to a doctor’s office. In the fifth question, a curriculum vitae was completed, and in the sixth question, students filled in the gaps with answers that had to do with direction. For example: “Ich habe kein Geld. Wo ist hier eine (Bank)?” / “I have no money. Where is a (bank)?”

Even though the content used in the third and sixth question seemed related to some of the business aspects of German, it appeared in the general German course as well. By reviewing all the questions of the test, it became evident that more everyday German language from the *Menschen A1* textbook was used. Some of the themes related to business overlapped with the themes in the *Menschen A1* textbook (§§ 5.3 & 5.8.3).

One may ask whether it is worthwhile to purchase the *Menschen Berufstrainer A1* textbook as the content of the BG test was based solely on the *Menschen A1* textbook. What is more, the BG students enrolled for a BG course. Based on the document analysis of this test, it seemed as if no unique business content was used. In other words, the same aspects that were covered in the *Menschen A1* textbook (general German course) were dealt with in the BG course.

Other disadvantages of the BG test were the test questions that were formulated in German. Even though being able to answer questions in German is an outcome of learning the language, it could make the questions difficult to understand. Furthermore, the *Menschen A1* workbook is not prescribed for the BG course to help the BG students better prepare for the test (cf. Table 6.1). Despite these disadvantages, the BG test assessed BG students’ knowledge on German. Furthermore, the BG test provides the opportunity for students to better their German skills and to prepare for the BG exam.

This concludes the document analysis of the BG test. In the BG test for the second semester, it was established that information from the *Menschen A1* (general German) textbook was used. The disadvantages and advantages with regard to test questions formulated on general German knowledge were presented.

In the next section, the BG exam will be investigated to determine whether more business-oriented questions were asked. It was important to verify if the BG exam was slightly more business-oriented in order to reveal whether it was still worthwhile to identify the course as a BG course.

5.8.5 Business German exam

Following are the *Atlas.to* networks of the affordances and challenges of the BG exam:

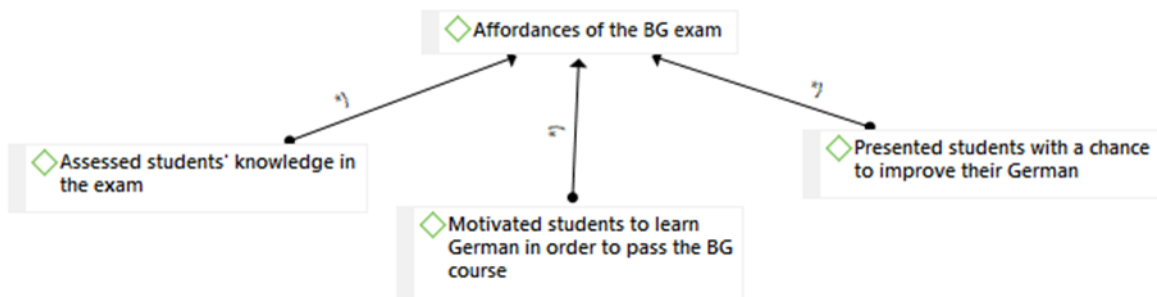


Figure 5-16: Network for affordances of the BG exam

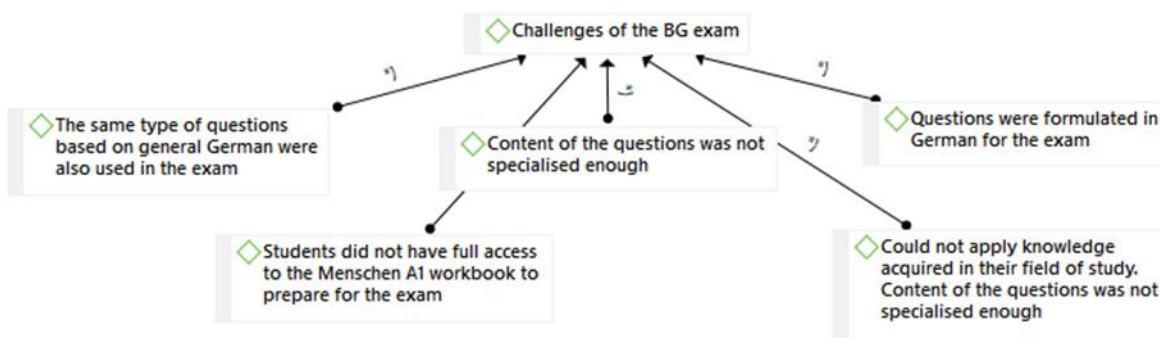


Figure 5-17: Network for challenges of the BG exam

The same type of questions that were formulated in the test were used in the exam (cf. Appendix M). However, it is very important to add that limited and more everyday-type of vocabulary is introduced on A1 level of the CEFR (cf. Figure 1.1). Thus, as mentioned in §§ 2.5 and 5.3 it might be best to introduce an BG course on intermediate or advanced level. The questions of the BG exam will now be analysed to

determine whether they are more general or/and business-oriented. In the first question, the correct answer had to be given to the question. For example: "Oh, das tut mir leid. Hast du auch (Fieber)? Ja, es ist nicht sehr (hoch). Aber gut geht es mir nicht. Und meine (Arme) und Beine tun auch (weh)." / "Oh, I am so sorry. Do you also have (a fever)? Yes, it is not very (high). But I am not well. And my (arms) and legs are (sore)." The second question related to giving commands. For example: "Soll ich viel trinken? / Should I drink a lot?" The students had to give an answer, "[j]a, trinken Sie viel!" / "Yes, drink a lot!" The third question related to modal verbs, such as should, will, and can. Students had to reply with what they wanted to do during the holidays, what children should not do, and what they wanted to do before they go to bed.

The fourth question related to direction:

"Wohin gehen Sie, wenn Sie krank sind?" / "Where to you go to when you are sick?". A typical answer would be: "Ich gehe zum Arzt. / "I go to the doctor."

"Sie sind gerade an der U-Bahn-Station angekommen und möchten eine Freundin im Krankenhaus besuchen. Beschreiben Sie bitte, wie Sie dahin kommen." / "You are currently at the station and want to visit a friend in the hospital. Give her directions."

In the fifth question, students described where they lived in five sentences. They gave information with regard to furniture and living space. The BG students revealed their likes and dislikes. In the sixth question, students communicated what they did during the semester. The seventh question required that the BG students fill in the gaps with "viel, mehr oder mehr als" / "a lot, more, or more than". Question 8 was a reading comprehension. Students filled in the gaps, answered true or false questions, corrected sentences, and wrote three to four sentences about a famous South African. In Question 9, it was expected of students to write a 50- to 60-word e-mail to their lecturer as to why they could not come to class to write the test.

Question 10 involved writing a sms to their secretary to explain that they were stuck in traffic and that all of their appointments had to be moved. In question 11, students wrote a dialogue on finding a home that was big and sunny. The dialogue consisted of five to 10 sentences. Question 12 also required that students write a dialogue between them and the grocer about buying ingredients that they would need for a recipe. Question 13 related to giving yes or no answers from advertisements, and in question 14, students indicated whether statements were true or false.

The above-mentioned questions were all presented in German, which could make it difficult for BG students to understand and answer the questions correctly (§ 5.8.4) (cf. Table 6.1). Furthermore, the questions were also formulated according to the general German textbook (*Menschen A1*) and not according to the BG textbook (*Menschen Berufstrainer A1*). Questions based on general German were

used because of the necessity to acquire the basic skills of German before focussing on the business aspects of German (§ 5.3). The previous BG lecturer mentioned that some of the exam questions could overlap – for example, booking a hotel room for a business trip, or making a reservation for accommodation as a tourist would have similarities (§ 5.3)

However, it was problematic that both the first- and second-semester exams were mostly based on general German knowledge. This could be problematic as there should be a difference between general and business German. This is only fair to students as they enrolled for the BG course and not for the general German course. The current BG lecturer concurred that the BG course was less suited for beginners and that the BG course should rather be presented at a higher level (§ 5.3)

This concludes the information provided on the course materials. *Atlas.ti* (Saldaña, 2009:89) was used to categorise the above findings. The themes that were identified were collated with the results of the questionnaires to indicate whether the BG course adhered to the characteristics of an LSP course (§ 6.2.2).

5.9 Conclusion

In this chapter, the results of the questionnaires and tests in their various phases were discussed. Gathered from the data during Phase 1 was a profile compiled of the BG students. Most of the BG students conveyed that they needed the BG module to obtain their degree. Phase 2 represented the previous and current BG lecturers' opinions of the BG course. Important information conveyed by the lecturers was to rather present the BG course on an intermediate level and to explore German courses with a focus on professional situations. In Phase 3 and Phase 5 the BG students expressed the need to learn more about BG content. Even though the BG students wanted to learn more about BG content, it was confirmed that it might be best to acquire the fundamental German skills first before one could specialise in BG. It was advised that the focus should be on general German in the first semester, whilst more emphasis should be placed on business-related content in the second semester (§ 5.3)

Furthermore, the results from the BG pre- and post-tests (cf. Phase 4 & 6) indicated that the intervention of instruction improved the BG students' test scores. Lastly, the materials evaluation (cf. Phase 7) confirmed that focus of instruction and summative assessment was based on more general aspects related to the German language.

In the next chapter, a final conclusion is drawn on whether the BG course was worthwhile, possibly effective, and sufficient for the majority of research participants. In addition, the effects of the BG course not adhering to all of the prerequisites of an LSP course are discussed. Lastly, guidelines are provided to improve and enhance the course.

CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

In this chapter, an overview of the evaluated BG course is provided first to determine whether the results from the empirical investigation adhered to the criteria in the literature. Thereafter, guidelines towards the improvement of the BG course are presented. Lastly, recommendations for further research are made, the limitations of the study are highlighted, and final comments are made.

6.2 Overview

In § 1.1, need for proficiency in German in South Africa (Goethe-Institut, 2019) was highlighted. Even though there is a demand for German speakers in South Africa, six German departments closed between 2003 and 2015 (Annas, 2016:106-107). Fortunately, research has shown that when the BG module was introduced as an LSP course at the NWU, interest in acquiring German for business and/or work purposes rose (Annas, 2016:111-112). Other universities could possibly benefit by implementing the NWU BG course to increase the number of enrolled students at their respective universities. The importance of the evaluation of the NWU BG course was highlighted in chapter 1 to ultimately to answer the following research questions:

1. Does the Business German course satisfy the basic requirements for an LSP course?
2. Is the course that is being evaluated worthwhile, possibly effective, and sufficient for the majority of research participants.?
3. What guidelines can be provided towards the improvement and enhancement of the course?

The central problem in this study was thus the need for an evaluation of the BG course to answer the above-mentioned research questions as no such study has been conducted yet. To address the research questions, the relevant literature on LSP and course evaluation were reviewed. In the first literature chapter (cf. chapter 2), the basic characteristics and features of an LSP course were discussed in order to determine whether the BG satisfied the basic requirements for an LSP course (§ 6.2). In addition to the information that was provided in chapter 2, chapter 3 presented literature on course evaluation to guide the BG course evaluation efficiently. In chapter 4, the methodology of the BG course evaluation was provided, and in chapter 5, the results were discussed. In the next section, the literature and findings from the BG course evaluation are summarised and the research questions are answered.

6.3 Findings

The findings discussed in chapter 5 are summarised in § 6.3.1. The research questions mentioned in § 6.1 are addressed in § 6.3.2.

6.3.1 Summary of the results

In § 3.2, it was mentioned that a course evaluation distinguishes between what works and what does not work (Patton, 2008:5). The course evaluation was done to determine what the strengths and weaknesses of the BG course were (Patton, 2008:xvii). A dichotomy of affordances and challenges in the BG course is summarised in Table 6.1 so as to review the affordances (strengths) and challenges (weaknesses) in the BG course.

Table 6-1: Dichotomy of affordances and challenges in the BG course

Affordances of the course according to the BG students	Challenges of the course according to the BG students
Acquiring of fundamental language skills, such as speaking, reading, writing and listening in German	Had difficulty speaking, writing and reading in German
Learning about German vocabulary and German culture	Did not like to speak in front of their peers, write tests, learning about grammar and attending early classes
Gaining BG knowledge	Wanted to be more self-directed when learning German
Could assist for future use in a work environment	Insufficient practise and wanted more interactive classes, homework and additional learning materials
Enjoyed listening comprehensions	Language learning was too slow-paced
Affordances of the course according to the BG lecturers	Challenges of the course according to the BG lecturers
Included a sufficient amount of general German	The BG course was designed for A1 level and it was suggested that course be offered at a higher level
Outcomes and credits in the university calendar were virtually the same as in the general German course	Needed to master basic vocabulary and skills before specialising in BG
The number of registered BG students reflected positive	Wished for a focus on more professional situations
	The textbook <i>Menschen Berufstrainer A1</i> was valuable as supplemental material to <i>Menschen A1</i> as the content of <i>Menschen Berufstrainer A1</i> did not suffice in learning all the basics in German
	The illustrations in the textbook were too small
Affordances of the BG textbook	Challenges of the BG textbook
Focuses on telling stories, visualisations and repetition to consolidate learning	<i>Menschen Berufstrainer A1</i> does not contain enough learning material on learning the basics of German

Focuses on the workplace and learning how to react in certain business environments	Had to purchase an additional textbook (<i>Menschen A1</i>)
Is an excellent textbook and most of the content is useful	Sometimes, the illustrations (photographs and drawings) are a bit too small
Different skills such as speaking, reading, writing and listening are combined in activities	
The textbook is very systematic	
Textbook is comprehensive enough without a discouraging effect	
Affordances of the BG workbook	Challenges of the BG workbook
There were tests and glossaries at the end of each chapter to assess overall knowledge	The <i>Menschen A1</i> workbook was not prescribed for the BG course
It contained two audio CDs	Students received only selected information from the workbook
It covered reading, writing and listening exercises	Themes correlated with themes in <i>Menschen A1</i> but not with <i>Menschen Berufstrainer A1</i>
Affordances of the BG test	Challenges of the BG test
Assessed students' knowledge	More everyday German than BG was used in the formulation of the test questions
Provided an opportunity to better students' German	The <i>Menschen A1</i> workbook was not prescribed for the BG course to help them better prepare for the test
Helped students to prepare for the BG exam	Questions were formulated in German
Affordances of the BG exam	Challenges of the BG exam
Assessed students' knowledge	Same type of questions based on general German were also used in the exam
Motivated students to learn German in order to pass the BG course	Students did not have full access to the <i>Menschen A1</i> workbook to prepare for the exam
Presented students with a chance to improve their German	Questions were formulated in German
	Could not apply knowledge acquired in their field of study. Content of the questions was not specialised enough
Affordances of the BG study guide	Challenges of the BG study guide
Course information was provided	The study guide for GERB 121 was a much-shortened version
The BG students were aware of the BG course's aims, prerequisites and assessment methods	Information on the old syllabus was given in the GERB 121 study guide made available on the <i>eFundi</i> platform

6.3.2 Did the Business German course satisfy the basic requirements for an LSP course?

To determine whether the BG course satisfied the basic requirements for an LSP course (§ 2.5), the characteristics of an LSP course are now reviewed. Dudley-Evans and St. John (1998:4-5) provided the following absolute characteristics:

- **LSP courses are defined to meet specific needs of the students.**

For example, at the NWU, the International Trade, Marketing and Tourism students saw the need for a BG course (Van der Merwe, 2003:vii). The BG course was then implemented according to the needs of these students. Afterwards, the BG course became popular and was soon presented to students from other faculties. However, the results that emerged from the questionnaires revealed that all of the needs of the students of the BG course had not been met. The results indicated that there was not sufficient focus on business jargon. Furthermore, students felt uneasy when they had to answer out loud in front of classmates and found the early class time unsatisfactory (§ 5.3).

- **LSP courses make use of the underlying methodology and activities of the disciplines they serve.**

In the BG course, students selected BG to acquire German to use in their future work environment (cf. chapter 5, Phase 3). Students who wanted to acquire German for work purposes started at beginner's level when taking the BG course. The *Menschen Berufstrainer A1* textbook was used in conjunction with the German beginner textbook *Menschen A1* to employ the relevant methodology and activities. These activities are focused on language and discourse skill as mentioned below.

- **LSP courses are centred on the language (grammar, lexis, register), skills and discourse appropriate to these activities.**

As mentioned above, the same language progression used for German for beginners was implemented in the BG course as well. Most of the students had no previous exposure to German and had to acquire the same language skills as the *German for Beginners* students. They learned German grammar, such as how verbs change according to the use of a personal pronoun, for example. In addition, vocabulary had to be learned. By learning grammar and learning new words in German, one acquires the skill of speaking and writing. The topics in the BG course were more business-related.

Furthermore, Dudley-Evans and St. John (1998:4-5) provide the following variable characteristics. An explanation as to how absolute and variable characteristics differ was provided in § 2.5. Practical examples as to how the BG course related to these variable characteristics are given.

- **LSP courses may be related to or designed for specific disciplines.**

At first, the BG course was presented to International Trade students as the need to communicate with international clients arose. Thereafter, the BG course grew popular and was made available to students of all disciplines.

- **LSP courses may use, in specific teaching situations, a different methodology from that of general language.**

A different methodology from that of general German might sometimes have been implemented in the BG course. This is due to particular topics covered in the BG course which did not feature in the beginner German course. Students had to learn how to be more formal in certain situations. For example, a first-time introduction in a business setting requires one to be more formal and less personal. The BG lecturer would focus more on teaching students how to be more professional. The lecturer teaching the Beginner German course, on the other hand, would teach students how to be a bit more personal.

- **LSP courses are likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation.**

The BG course was intended for university students; it prepared them for the world of work.

- **LSP courses are generally designed for intermediate or advanced students.**

In this case, the BG course was designed for beginners.

- **Most LSP courses assume that students have some basic knowledge of the language system, but it can be used for beginners.**

Some students may have previous knowledge of German as they had it as a subject at school, or learned it at home. The majority of the BG group, however, were beginners and had no basic knowledge of the German language system.

In addition to Dudley-Evans and St. John's (1998) characteristics, three additional features, according to Carver (1983:134), are related to LSP courses. The NWU BG course adhered to three of Carver's (1983:134) features of an LSP course, namely authentic materials, purpose-related orientation, and self-direction (see § 2.3 for an in-depth discussion).

- **Authentic materials**

In the BG textbook *Menschen Berufstrainer A1*, authentic texts were used. The meaning of the textbook's name is "people, occupational trainer". This implied that texts were not fabricated but were voices and opinions of real people. The *Menschen Berufstrainer A1* textbook made use of

authentic texts by telling stories about German-speaking people's real-life experiences. This was of benefit to the BG students as they were afforded the opportunity to learn about the German native's culture. In addition, the students would have had an honest experience as to how Germans would react in certain given situations.

- **Purpose-related orientation**

In the BG course, students simulated how they would introduce themselves to their new boss, or a colleague, for example. Important to note is that basic vocabulary was used. One would be able to understand one another at a basic level. This is because the NWU BG course was only offered at the first level. Should one wish to further develop one's skills in German, German Intermediary could be taken.

- **Self-direction**

As mentioned in § 2.5, self-directed learning lets BG students take responsibility for their own learning and, in turn, they become more independent and active participants (Fourie *et al.*, 2017; Tredoux, 2012:5). It was also imperative that the GERB 111/121 students knew how to work on the *eFundi* platform as it was a requirement for the GERB 111/121 modules (§ 2.2). If students master skills on operating these programmes, they could broaden their knowledge on German. On the *eFundi* platform, for example, links on additional learning material are added. Students then have access to suggestions and prompts for independent study (Hueber, 2016:7). They are thus more self-directed and can choose when and what they want to learn.

Thus, it was found that the NWU BG course did indeed have some of the characteristics of an LSP course.

In addition, the NWU BG course adhered to most of Dudley-Evans and St. Johns' (1998) absolute characteristics and variable characteristics. The first absolute characteristic is to meet the students' needs. As previously mentioned (§ 5.8.6), all of the students' needs were not met due to the insufficient focus on business jargon. Furthermore, students felt uncomfortable when they had to speak in front of classmates and found the early class time inadequate (§ 5.3).

Even though the rest of the absolute characteristics had been met, one of the variable characteristics, namely that an LSP course is generally designed for intermediate or advanced students, did not correlate with the NWU BG course. This BG course, for example, was not planned for intermediate or advanced students, but for beginner students. However, the term *variable* in variable characteristics implies that the situation may change at any given time (§ 2.3). An LSP course is thus usually designed for intermediate or advanced students but does not exclude beginners.

Considering the above-mentioned, guidelines towards the improvement of the BG course are provided in § 6.3.4. However, the next section first provides insights from all the research participants as to whether the BG course proved worthwhile, effective and sufficient.

6.3.3 Was the evaluated BG course worthwhile, possibly effective, and sufficient for the majority of research participants.?

The research participants in the BG course evaluation comprised BG students (n=20) and BG lecturers (n=2). One of the BG lecturers had previously taught the BG course at the NWU, and the other BG lecturer currently teaches the 2019 BG course. In §§ 5.3, 5.4 and 5.6, it was disclosed by the BG lecturers and the BG student population the BG course was founded worthwhile, but not entirely effective and sufficient. The BG course was viewed as worthwhile by the BG students because it assisted them to acquire the basic German skills, such as speaking, reading, writing and listening in German (cf. Table 6.1). The BG students also enjoyed listening comprehensions and learning new vocabulary.

Even though the BG students found the BG course worthwhile with regard to certain aspects, they stated that all of their expectations had not been met. The BG students revealed that they had the need for more business-related language (§ 6.2.1) and had difficulty speaking, writing, listening and reading in German. They especially struggled with speaking in front of their classmates, writing tests and learning about grammar. They added that language learning was too slow-paced, but also recognised that they could have taken more responsibility for their learning by setting aside more time to practise. As a result, the BG students wished for more homework and additional learning materials to enable them to practise more.

In contrast to the BG students wanting to practise more to improve their fundamental skills, the BG lecturers advised that BG should rather be offered at a higher level. In the literature, I also confirmed that it is ideal for BG courses to be presented at an intermediate level (§ 2.5). Other BG courses worldwide follow the same principle by offering BG courses from A2–C2 level (§ 2.6). Presenting BG courses at a higher level allows the students to acquire the basics of the German language first before specialising in BG. With regard to the textbook series *Menschen* used in the BG course, the BG lecturers said that it was comprehensive enough without having a discouraging effect. They also stated that the textbook series *Menschen* worked very methodically.

Additional aspects with regard to the *Menschen* textbook series that the BG lecturers and BG students regarded as positive, were that the *Menschen* textbook series focusses on telling stories, visualisations and repetition to strengthen learning. Furthermore, the *Menschen Berufstrainer A1* textbook focusses on the workplace, and the BG students learned how to react in a business situation. Various skills such as speaking, reading, writing and listening in German whilst in a business environment were obtained. Overall, the *Menschen* textbook series was found excellent and most thereof was regarded as useful (cf. Table 6.1).

Weaknesses of the *Menschen* textbook were the photographs and drawings that were sometimes regarded as too small. In addition, the content of the *Menschen A1* textbook varied from the content in *Menschen Berufstrainer A1*. When the *Menschen Berufstrainer A1* textbook was used on its own, it did not suffice for learning the basics in German. The two textbooks, *Menschen A1* and *Menschen Berufstrainer A1*, had to be used in combination to acquire the basics in German and business-related information. This implies that there were additional costs, either for the BG lecturer or for the BG students. To purchase two books instead of one could have a financial impact on the students and the German department. Should BG students do not have to purchase a second book, the BG lecturer would still have to make copies for them. In addition, the *Menschen A1* workbook was not prescribed for BG students and they only received selected information. As a result, the BG students did not get the opportunity to work through examples of the BG test and BG exam to help them be better prepared. What is more, the BG test and exam were predominately about answering general language questions. Thus, the BG students could not learn how to apply knowledge they had acquired in BG in their field of study and/or work environment. Moreover, the BG students did not have the same guidelines in their second-semester study guide.

In the next section, I suggest guidelines towards the improvement and enhancement of the BG course.

6.3.4 Guidelines towards the improvement and enhancement of the course

In §§ 6.2.1 and 6.2.2, the BG student population expressed the need for another class time, to speak less in front of their peers, and to focus more on the business aspects of the BG course. All of the BG students' needs cannot be met all of the time. Another class time, for example, cannot always be arranged as the NWU determines the class time schedule ahead of time to ensure no conflicts with other class times exist. In addition, the need to never speak out loud in class cannot always be met as the NWU BG course is based on the Communicative Approach (§ 2.3.3). However, the way in which the BG students communicate can be altered from time to time. For example, more group discussions could be implemented to ensure that the BG students do not have to speak in front of the whole class.

The need to focus more on business jargon can be met. According to the current BG lecturer, as from 2019, more focus will be on the acquirement of general basic German in the first semester, whilst emphasis in the second semester will be to some extent more business-orientated (§ 5.3). The question arises whether it is feasible to present more business-related content in the second semester. As revealed in § 5.3 and in the literature (§ 2.5), beginners first have to learn the basic skills with regard to the German language before they can specialise in BG. The current BG lecturer added that, for the moment, the BG course will still be presented to first-year students as the amount of students that enrol for the BG course reflects positive.

Even though the BG course is still presented at the NWU, it could be debatable whether more occupation-related courses could be implemented for not only first-year students but also second- and third-year students. Currently, course materials are available for students who want to focus on communication in professional contexts. *Menschen im Beruf Tourismus* (German in the tourism occupation), *Menschen im Beruf Pflege* (German in the nursing occupation), and *Deutsch für Ingenieure* (German for engineers) (Hueber, 2016) are a few examples of such learning materials. These learning materials could be implemented in professional German courses in the future and could be recommended for further research. In the next section, recommendations for further research are made.

6.4 Recommendations for further research

It is recommended that further research be done to investigate the interest in occupation-related German courses in detail. In addition, more research on the implementation of occupation-related courses can be done. Thereafter, a proposal to the relevant parties to implement occupation-related German courses at the NWU and/or other universities can be made. What is more, research does not only have to take place after this BG course evaluation, but could also occur during the BG course by means of using data from summative and formative evaluations (§ 3.3.1). Recommended changes could then be implemented to alter the BG course as needed.

For example, summative evaluations could be used in the future by analysing test/exam data to determine what the BG students' weaknesses/strengths are. In addition, data from a formative evaluation could be used to apply changes throughout the BG course (§ 3.3.1). Weekly quizzes or in-class discussions can be held to help the BG students to better understand their own learning processes (§ 3.3.1). Furthermore, by partaking in interesting activities, it creates the opportunity for the BG students to be more active, motivated and self-directed when learning (§ 6.3.2).

Also, using one textbook to learn the basics of German could be advantageous as the BG students do not have to buy additional books or keep record of multiple copies. Such a textbook is known as *Im Beruf: neu* (in occupation: new) (Hueber, 2016), which is suited for B1 (intermediate) level candidates of the CEFR. Furthermore, this textbook is suitable for students of all career-types and contains a sufficient amount of general and business-related German. Even though these recommendations could enhance the BG course even more, there were certain limitations to this study.

6.5 Limitations of the study

Only a small population of the BG students participated in the evaluation of the BG course. As regards the first questionnaire, 46 questionnaires were received back. At the end of the second semester, only 20 questionnaires and pre- and post-tests were completed. The decline in completed questionnaires and pre- and post-tests at the end of the second semester can be ascribed to various factors, such as BG

students dropping out in the second semester. In addition, BG students are less motivated to come to class at the end of a year. After the completion of the empirical study, 20 BG questionnaires and pre- and post-tests were completed. Moreover, the recommendations towards the improvement and enhancement of the BG course could not be tested, but they could be investigated in future research.

6.6 Final comments

This study was an evaluation of a BG course presented at the NWU, Potchefstroom Campus. Since a BG course had not been evaluated at a South African university before, the evaluation of the NWU's BG course proves extremely timely. Important information from the data collected in this study, showed that the students had an interest in learning more about business-oriented themes. However, the BG students still wanted to master the basics first, before concentrating on specific jargon. Because the basics of a language has to be mastered first, the current BG lecturer suggests that a BG course ought to be presented from B1 level of the CEFR.

My unique contribution to this research project was the newly created BG evaluation model (§ 4.3.1) based on the combined steps of Watanabe and Sinicrope's (2007:3, 2008:2, 4) foreign language programme evaluation model and Lynch's CAM (1996:4, 2003:17). Furthermore, the newly constructed BG pre- and post-tests with an assessment rubric were developed by using the same format employed in the *Menschen A1 Einstufungstest* (proficiency test) (Haubfleisch, 2013) to increase the validity of the BG course evaluation. Lastly, the BG course evaluation could be presented to respective parties interested in developing a BG course and/or occupation-specific courses.

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APPENDIX A ETHICAL CLEARANCE LETTER



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13 February 2018

Dear Dr L Olivier

ETHIC CLEARANCE APPROVED

This letter serves to indicate that your ethics application was approved by the Ethics Committee for Language Matters (Humanities):

Faculty application number: NWU-00218-18-S7
Project leader: Dr L Olivier
Applicant: H Fourie
Project title: An evaluation of a first-year university course in Business German
Duration: 2017-03-13 to 2019-03-17
Ethics Clearance date: 13 February 2018

The Ethics Committee for Language Matters wishes you well with your project.

Yours sincerely



Prof C Van Eeden

Chair: Ethics Committee for Language Matters


APPENDIX B LETTER FROM LANGUAGE PRACTITIONER


Dr. JACKIE DE VOS 

Academic copy editor / Akademiese teksredakteur

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EDITING

18 November 2019

To whom it may concern

This letter serves to confirm that the following dissertation was edited:

“An evaluation of a first-year university course in Business German”

The onus is on the client(s) to work through the proposed track changes and to accept or reject proposed changes. Clients might make changes to the content after the editing process. Clients should also make certain that all sources/references have been cited.

APPENDIX C LETTER TO STUDENTS AND LECTURERS

AN EVALUATION OF A FIRST-YEAR UNIVERSITY COURSE IN BUSINESS GERMAN (GERB111/121) NORTH-WEST UNIVERSITY: LETTER TO PARTICIPANTS



NORTH-WEST UNIVERSITY
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Dear Student/Lecturer,

I am currently conducting research on the GERB111/121 modules. You are invited to take part in this research project, which I am conducting as part of the requirements for my Master's degree. The research project has ethics approval from the Research Ethics Committee at the North-West University (NWU). The aim of this study is to evaluate whether the NWU Business German course satisfies the basic requirements for a language for specific purposes (LSP) course and whether the NWU Business German course is worthwhile, effective, and sufficient with regard to all stakeholders. Furthermore, the study aims to provide guidelines for the improvement and enhancement of the course.

If you choose to take part in the project you will be requested to complete questionnaires and complete pre- and post-tests. All information collected during the research project will be treated confidentially and will be coded so that you remain anonymous. The information will be presented in a written report, in which your identity will not be revealed. You may be sent a summary of the final report on request. Participation in this project is voluntary and you are free to withdraw at any time and there will be no penalty for doing so.

I herewith give my permission that the information used in this study may be used for research purposes.

Name and Surname: _____

Signature: _____

Witness: _____

Thank you for your time,

Yours sincerely,

Ms. Helga Fourie

APPENDIX D QUESTIONNAIRE TO THE PREVIOUS LECTURER

AN EVALUATION OF A FIRST-YEAR UNIVERSITY COURSE IN BUSINESS GERMAN (GERB111/121) AT THE NORTH-WEST UNIVERSITY: PREVIOUS LECTURER OF GERB111/121 QUESTIONNAIRE

Dear colleague,

This questionnaire forms part of my Master's study. The purpose of this questionnaire is to evaluate the present GERB111/121 modules which is currently presented to first year students. Your input and advice would be appreciated.

1. Name and surname: _____.
2. Position: _____.
3. Reason for involvement in the GERB111/121 modules? _____.
4. Duration of involvement in the GERB111/121 modules? _____.
5. What was the reason for the development of the Business German course at the NWU?
_____.
6. How was GERB111/121 implemented?
_____.
7. Was the course offered to all students or only specific students? Why? _____.
8. In your opinion, would you say that the GERB111/121 modules are suited best for first year students? Why/why not? _____.
9. Which learning material did you use and why?
_____.
10. What were some of the disadvantages of the material you used?
_____.
11. What were some of the advantages of the material you used?
_____.
12. In your opinion, what are the advantages of working in the textbook *Menschen* and *Menschen Berufstrainer*?
_____.
13. In your opinion, how can the textbook *Menschen* and *Menschen Berufstrainer* be improved?
_____.
14. Was the material used different to the material used in GERM111/121? Why?
_____.

15. How did the GERB111/121 tests/exams differ if at all from the tests/exams used for GERM111/121?

16. Did your approach to teaching differ from the approach whilst teaching GERM111/121? Why?

17. In your opinion, what has been some of the strengths and weaknesses of GERB111/121?

18. What do you think the future holds for GERB111/121?

Thank you for your co-operation in making this survey a success.

APPENDIX E QUESTIONNAIRE TO THE CURRENT LECTURER

AN EVALUATION OF A FIRST-YEAR UNIVERSITY COURSE IN BUSINESS GERMAN (GERB111/121) AT THE NORTH-WEST UNIVERSITY: CURRENT LECTURER OF GERB111/121 QUESTIONNAIRE

Dear colleague,

This questionnaire forms part of my Master's study. The purpose of this questionnaire is to evaluate the present GERB111/121 modules which are currently presented to first year students. Your input and advice would be appreciated.

1. Name and surname: _____.

2. Position: _____.

3. Reason for involvement in the GERB111/121 modules? _____.

4. Duration of involvement in the GERB111/121 modules? _____.

5. In your opinion, would you say that the GERB111/121 modules are suited best for first year students? Why/why not? _____.

6. Which learning material do you use and why? _____.

7. In your opinion, what are the advantages of working in the textbook *Menschen Berufstrainer*?
_____.

8. In your opinion, how can the textbook *Menschen Berufstrainer* be improved?
_____.

9. Is the material used for GERB111/121 different to the material used in GERM111/121? Why?
_____.

10. How do the GERB111/121 tests/exams differ - if at all - from the tests/exams used for GERM111/121? _____.

11. Does your approach to teaching differ from the approach whilst teaching GERM111/121? Why?
_____.

12. In your opinion, what has been some of the strengths and weaknesses of the GERB111/121 modules? _____.

13. What do you think the future holds for GERB111/121?
_____.

Thank you for your co-operation in making this survey a success.

APPENDIX F BACKGROUND QUESTIONNAIRE TO THE STUDENTS

AN EVALUATION OF A FIRST-YEAR UNIVERSITY COURSE IN BUSINESS GERMAN (GERB111/121) AT THE NORTH-WEST UNIVERSITY: BACKGROUND QUESTIONNAIRE

Dear Student,

The purpose of this questionnaire is to evaluate the present GERB111/121 modules which is currently presented to first year students. Your input and advice would be appreciated.

Please answer all the questions.

1. Name and Surname: _____.
2. Student number: _____.
3. E-mail: _____.
4. Field of study (e.g. BA Communication studies, BA Languages, etc.):
_____.
5. Academic year (in which year are you currently in your studies?):
_____.
6. Historic year (how many years have you been registered at the North-West University?):
_____.
7. Mother tongue: _____.
8. Other languages spoken: _____.
9. Have you studied/learned German before? If yes, where and when?
_____.
10. Age: _____.
11. Female/Male: _____.
12. Reason for selecting the Business German module (more than one option may be selected):
A) Because I have an interest in learning Business German.
B) For job/business purposes.
C) I need this module to obtain my degree.
D) To study/work in Germany.
E) Other. Please elaborate:
_____.
13. What are your expectations regarding the GERB111/121 modules?
_____.

14. Do you only want to learn German or is it for a specific purpose?

Thank you for your co-operation in making this survey a success.

APPENDIX G QUESTIONNAIRE AFTER THE FIRST SEMESTER

AN EVALUATION OF A FIRST-YEAR UNIVERSITY COURSE IN BUSINESS GERMAN (GERB111/121) AT THE NORTH-WEST UNIVERSITY: QUESTIONNAIRE AFTER FIRST SEMESTER

Dear Student,

The purpose of this questionnaire is to evaluate the present GERB111/121 modules which are currently presented to first year students. Your input and advice would be appreciated.

Please answer all the questions:

1. Name and Surname: _____.
2. Student number: _____.
3. E-mail: _____.
4. Course of study _____.
5. How do you feel about your performance in GERB111?
a) not confident at all b) not so confident c) confident d) very confident
6. How much did you enjoy the GERB111 module thus far?
a) I really did not enjoy it b) I did not enjoy it c) I enjoyed it d) I really enjoyed it
7. What did you enjoy most thus far?
_____.
8. What did you enjoy least thus far?
_____.
9. The German grammar that I have learned thus far is....
a) very insufficient b) insufficient c) sufficient d) very sufficient
10. The reading of German/business German texts I have done thus far is...
a) very insufficient b) insufficient c) sufficient d) very sufficient
11. The listening of German texts I have done thus far is...
a) very insufficient b) insufficient c) sufficient d) very sufficient
12. The speaking of German in a business context is...
a) very insufficient b) insufficient c) sufficient d) very sufficient
13. What did you struggle with the most?
a) grammar b) reading c) listening d) speaking
14. Why did you struggle with this the most?
_____.

15. How do you think you can improve on this?

16. Would you have liked the module being more specific to your course of study? Why?

17. Are you continuing with GERB121 in the second semester? If not, why are you not continuing?

18. How do you think the GERB111/121 modules can be improved?

19. In your opinion, what are the advantages of working in the textbook *Menschen Berufstrainer*?

20. In your opinion, how can the textbook *Menschen Berufstrainer* be improved?

21. Are there other learning materials that you would like to add?

22. Have your expectations regarding Business German been met? Please specify below.

Thank you for your co-operation in making this survey a success.

APPENDIX H QUESTIONNAIRE AT THE END OF THE SECOND SEMESTER

AN EVALUATION OF A FIRST-YEAR UNIVERSITY COURSE IN BUSINESS GERMAN (GERB111/121) AT THE NORTH-WEST UNIVERSITY: QUESTIONNAIRE AT THE END OF THE COURSE.

Dear Student,

The purpose of this questionnaire is to evaluate the present GERB111/121 modules which are currently presented to first year students. Your input and advice would be appreciated.

Please answer all the questions:

1. Name and surname: _____.
2. Student number: _____.
3. E-mail: _____.
4. Course of study _____.
5. How do you feel about your performance in GERB121? I feel...
a) not confident at all b) not so confident c) confident d) very confident
6. How much did you enjoy the GERB121 module?
a) I really did not enjoy it b) I did not enjoy it c) I enjoyed it d) I really enjoyed it
7. What did you enjoy most?
_____.
8. What did you enjoy least?
_____.
9. The German grammar that I have learned is....
b) very insufficient b) insufficient c) sufficient d) very sufficient
10. The reading of German/business German texts I have done is...
b) very insufficient b) insufficient c) sufficient d) very sufficient
11. The listening of German texts I have done thus far is...
b) very insufficient b) insufficient c) sufficient d) very sufficient
12. The speaking of German in a business context is...
b) very insufficient b) insufficient c) sufficient d) very sufficient
13. What did you struggle with the most?
a) grammar b) reading c) listening d) speaking
14. Why did you struggle with this the most?
_____.

15. How do you think you can improve on this?

16. Would you have liked the module being more specific to your course of study? Why?

17. How do you think the GERB111/121 modules can be improved?

18. Have your expectations regarding Business German been met? Please specify below.

19. Would you have liked to continue with Business German in second year?

Thank you for your co-operation in making this survey a success.

APPENDIX I BUSINESS GERMAN PRE- AND POST-TEST

MENSCHEN – Test zum Berufstrainer: Aufgabenblatt

1. Guten Tag, Frau Müller. Wie geht es ___?

Sehr gut, danke.

A dir B Ihnen C du D Sie

2. Guten Tag, ich bin Véronique Martin. Und wie ___ Sie?

Daphne Nikopolidou.

A heißen B heißt C heiße D bist

3. Guten Tag, Frau Larsen. Wer ist das?

Das ___ Frau Baily, sie ___ Assistentin.

A ist ... bin B ist ... ist C sind ... heißt D heiße ... ist

4. Woher kommt Paula?

Sie ___ aus Holland.

A komme B kommst C kommen D kommt

5. Wo wohnen Sie?

Ich ___ ___ Berlin.

A in ... wohne B wohnen ... bei C wohne ... in D wohne ... bei

6. Sind das deine Eltern?

Nein, das sind nicht ___ Eltern.

A meine B deine C meinen D deinen

7. Wo arbeiten Sie?

Ich arbeite ___ X-Media.

A als B bei c in D im

8. Die Ausbildung ___ Hotelfachmann/-frau ist sehr interessant.

A als B bei C für D in

9. Welche Sprachen sprechen Daphne und ihr Mann?

Daphne und ihr Mann ___ sehr gut Deutsch, aber auch Englisch und Griechisch.

A spricht B sprechen C sprichst D spreche

10. Wie alt ___ Sie?

Ich ___ 20 Jahre alt.

A bin ... sind B sind ... ist C sind ... bin D heiße ... bin

11. Ist der Drucker sehr teuer?

Ja. Der Drucker ___ 139 Euro.

A kostet B kosten C koste D kostest

12. Guten Tag, Herr Barnier. Brauchen Sie Stifte?

A Ja, sehr. B Gut, danke. C Nein, bitte. D Ja, bitte.

13. ___ Herr Schwan Büromaterial und Computer?

Ja, er ___ Büromaterial und Computer.

A bestellen ... bestellt B bestellst ... bestelle C bestellt ... bestellt D bestellt ... bestellen.

14. Brauchen Sie noch Kalender und Heftklammern?

Nein, ich brauche nur noch 5 Bleistift _ und 4 Radiergummi _.

A -en ... -s B -s ... -en C -e ... -en D -e ... -s

15. Was können Sie bei der Arbeit?

Ich kann am Empfang ___ und die Rechnungen ___.

A arbeiten ... schreiben B machen ... telefonieren C beantworten ... machen D schicken ... schreiben

16. Ich ___ gut im Team ___.

A kannst ... arbeiten B kann ... arbeitet C kann ... arbeiten D können ... arbeiten

17. Was möchten Sie ___ Vorspeise?

A für B zur C bei D als

18. Guten Tag. Was möchten Sie essen?

Ich ___/___ das Wiener Schnitzel.

A möchte/nehme B schmecke/möchte C nehmen/möchten D schmecke/nehme

19. Ich bin Vegetarier. Woraus ist das Gemüseschnitzel?

Das Gemüseschnitzel ___ ___ Biogemüse und Ei.

A aus ist B ist aus C sind aus D aus sind

20. Holen Sie Frau Münch vom Bahnhof ab?

- a. Nein, Frau Damm holt ab Frau Münch vom Bahnhof.
- b. Nein, Frau Damm holt Frau Münch vom Bahnhof ab.
- c. Nein, Frau Münch holt Frau Damm vom Bahnhof ab.
- d. Nein, Frau Münch holt ab Frau Damm vom Bahnhof.

21. Entschuldigen Sie, wo steige ich ein?

Sie ___ in Hannover auf Gleis 5 ___.

A steigen ... ein B ein ... steigen C steigst ... ein D steige ... ein

22. Wann kommt der Zug an?

Der Zug ___ um 15.36 Uhr ___.

A kommt ... an B an ... kommt C kommen ... an D an ... kommst

23. Wann haben Sie Zeit?

Ich habe ___ 9 Uhr ___ 12 Uhr Zeit.

A bis ... von B am ... um C von ... bis D um ... am

24. Haben Sie einen Termin am Mittwoch?

Nein, ich habe ___ Termin am Mittwoch.

A einen B keine C eine D keinen

25. Ich möchte gern einen Termin ____ Frau Schmitz.

A beim B für C bei D von

Gesamt 25 Punkte

26. Wo finde ich Kopierpapier?

Kopierpapier ist ____ ____ Tisch neben dem Papierkorb.

A auf ... den B auf ... dem C dem ... auf D auf ... der

27. Können Sie mir bitte noch mal helfen?

Ja, gern.

Ich ____ eine Schere.

A habe B bekomme C suche D hat

28. Entschuldigung, wo ist bitte die Cafeteria?

Sie gehen den Flur ____ .Dann ist ____ die Cafeteria.

A geradeaus ... links B zurück ... links C weiter ... rechts D hinter ... rechts

29. Ich finde die Arbeit nicht so super. Ich arbeite ____ im Team.

A gern B nicht gern C sehr gern D immer

30. Ich finde die Arbeit super. Die Tätigkeit ist ____.

A anstrengend B langweilig C uninteressant D interessant

31. Was bedeutet diese Ansage: Sprechen Sie nach dem Signalton?

- a. Hier ist die Bau AG.
- b. Es macht gleich "Piep", dann können Sie sprechen.
- c. Sie können zurzeit nicht mit uns telefonieren.
- d. Sie können auf die Mailbox sprechen.

32. Timo Schäfer ____ später wieder ____.

A rufen ... auf B ruf ... an C ruft ... an D rufst ... auf

33. Frau Lech möchte später ____ vereinbaren.

A einen Termin B eine Termin C einer Termin D ein Termin

34. Worauf soll man beim Bewerbungsgespräch achten?

- a. Man muss unhöflich sein.
- b. Man soll pünktlich kommen.
- c. Man muss nicht das Handy ausmachen.
- d. Viele E-Mails an Freunde schreiben.

35. Ich habe Fieber, aber ich komme trotzdem ins Büro.

Nein, ____ ____ zu Hause!

A bleiben Sie B blieb Sie C bleibt Sie D Sie sollen

36. Ich finde diesen Kurs interessant. Ich möchte das Programm aber noch besser ____.
 A wissen B kennenlernen C lernen D kennenlernt
37. Wie viele Tage_ dauert der Kurs?
 Der Kurs dauert vier Tage_.
 A -e ... -e B -en ... -en C -e ... -en D -en ... -e
38. Guten Tag. Ich möchte einen Word-Kurs machen.
 Haben Sie Vorkenntnisse?
 Ja, ich kenne Word schon ein ____.
 A bisschen B viel C gut D noch nicht
39. Die Zimmermädchen haben ____ Chefin. Sie heißt Hausdame.
 A ein B einen C eine D einer
40. Jeden Morgen gibt es ____ eine Besprechung.
 A erste B zuerst C früher D vorher
41. Eine Person ist krank. Er ____ nicht arbeiten.
 A kann B möchte C will D mag
42. Ihre Krankheit – Kopfschmerzen, Zahnschmerzen, Fieber – ist Privatsache, über die Krankheit
 müssen Sie den Chef ____ informieren.
 A unbedingt B sicherlich C nicht D gern
43. Man muss die Krankmeldung vom ____ haben.
 A Arzt B Arbeitgeber C Chef D Geschäft
44. ____ darf man in jeder Firma das Handy nutzen.
 A In der Arbeitszeit B In den Pausen C Im Schichtdienst D Im Büro
45. Wo kann ich bezahlen?
 An der ____ im Erdgeschoss.
 A Kasse B Kiosk C Schalter D Ticketschalter
46. Heute ist das Wetter richtig schön!
 Ja, das finde ich _____. Hoffentlich bleibt es so!
 A nicht B gern C auch D gut
47. Wann ist die Feier?
 Die Feier ist am ____ März (18.3.).
 A achtzehnte März B achtzehnter März C achtzehnte März D achtzehnten März

Lesen Sie und kreuzen Sie auf dem Antwortblatt an: **richtig oder falsch?**

Liebe Kolleginnen und Kollegen,

ich werde 30 und würde das gern mit Euch feiern. Es gibt Kaffee und Kuchen. Wann? Am Montag, den 27. März ab 15.00 Uhr. Wo? In der Kaffeeküche. Bringt gute Laune mit!

Viele Grüße

Judith

48. Judith feiert in ihrem Haus eine Party.

49. Judith wird 30 Jahre alt.

50. Es gibt Kaffee und Kirschtorte.

Gesamt 25 Punkte

APPENDIX J BUSINESS GERMAN ASSESSMENT RUBRIC

MENSCHEN – Test zum Berufstrainer: Antwortblatt (Haubfleisch, 2013:5)

Name: _____ Datum: _____

Punkte: _____ Einstufung: _____

Bemerkung: _____

Menschen A1.1 (Lektion 1-12)										Menschen A1.2 (Lektion 13-24)									
1	A	B	C	d	14	a	b	c	d	26	a	b	c	d	39	a	B	c	d
2	A	B	C	d	15	a	b	c	d	27	a	b	c	d	40	a	B	c	d
3	A	B	C	d	16	a	b	c	d	28	a	b	c	d	41	a	B	c	d
4	A	B	C	d	17	a	b	c	d	29	a	b	c	d	42	a	B	c	d
5	A	B	C	d	18	a	b	c	d	30	a	b	c	d	43	a	B	c	d
6	A	B	C	d	19	a	b	c	d	31	a	b	c	d	44	a	B	c	d
7	A	B	C	d	20	a	b	c	d	32	a	b	c	d	45	a	B	c	d
8	A	B	C	d	21	a	b	c	d	33	a	b	c	d	46	a	B	c	d
9	A	B	C	d	22	a	b	c	d	34	a	b	c	d	47	a	B	c	d
10	A	B	C	d	23	a	b	c	d	35	a	b	c	d	48	Richtig	Falsch		
11	A	B	C	d	24	a	b	c	d	36	a	b	c	d	49	Richtig	Falsch		
12	A	B	C	d	25	a	b	c	d	37	a	b	c	d	50	Richtig	Falsch		
13	A	B	C	d						38	a	b	c	d					
_____ Punkte										_____ Punkte									
20 Punkte und mehr → Menschen A1.2, Lektion 13										20 Punkte und mehr → Menschen A2.1, Lektion 1									

APPENDIX K GERB 121 STUDY GUIDE/LANGUAGE SCHEDULE

GERB 121 - Sprache

Hörverstehen (20 %); Mitarbeit (20%); Leseverstehen (20 %); Test (25%); Mündlich (15%)

NB: Please note that the module schedule and the evaluation points and weights are subject to the possibility of slight changes. Please speak to your lecturer in case of any queries.

Film evenings will be held during the semester. While attendance is not compulsory, students are expected to have a knowledge and understanding of the films shown.

Mittwoch 7:30 – 8:25

Freitag 14:30 – 15:00

Week	Dates:	Important information	Theme	Assessments
1	16-20 July		Einführung in GERB 121	
1	23 - 27 July		Eine Frage bitte: Wo finde ich ...?	
2	30 July – 3 August		Wo bitte ist?	
3	6-10 August July	9 August Women's Day	Die Tätigkeit ist verantwortungsvoll.	
4	13-17 August		Richtungen	
5	20-24 August		Mein Haus	
6	27-31 August		Guten Tag, hier spricht ...	
7	3 – 7 September		Stellenanzeigen	
8	10 – 14 September		Ratschläge geben	Test
9	17-21 September		Kommen Sie pünktlich!	Hörverstehen
10	24-28 September	Assessment 24 September: Heritage Day	Self-study: Wie viele Stunden hat der Kurs insgesamt?	
11	1-5 October	Recess	Self-study: Ist das richtig: Ich soll ...?	
12	8-12 October		Kann ich Ihnen behilflich sein?	Leseverstehen Mündlich
13	15-19 October		Einen schönen Tag noch!	
12	22-26 October	25 October: lectures end	Ich möchte mit Ihnen meinen Ausstand feiern.	

APPENDIX L BUSINESS GERMAN TEST

GERB 121 – TEST 1

NAME: _____

STUDENTENNUMMER: _____

13. September 2018







_____ /50

1.. Lesen Sie die Zettel 1-6 und die Sätze A-G. Welcher Zettel passt zu wem?

Schreiben Sie den richtigen Buchstaben (A – G) in die rechte Spalte. Sie dürfen jeden Buchstaben nur einmal wählen. Zwei Buchstaben bleiben übrig.

Beispiel:

0	Gebe ein Paar schwarze Fußballschuhe in Größe 38 günstig ab. Sie sind fast neu.	Z
---	--	----------

1	Wer hat meinen Ring gefunden? Ich habe ihn in der Cafeteria vergessen.	
2	Wir brauchen jemanden, der gut Gitarre spielen kann. Wer hat Lust?	
3	Wer will mit mir am Wochenende in den Nationalpark gehen?	
4	Ich habe Probleme in Mathe und Englisch. Wer kann mir helfen?	
5	Wer möchte die Hauptrolle spielen in unserem Stück „Romeo und Julia“?	
6	Suche ein Biologie-Buch für die Klasse 9. Wer hat eins?	

Z	Dieter möchte seine Sportschuhe verkaufen.
----------	---

A	Anna ist gerne in der Natur.
B	Die Theatergruppe sucht ein neues Mitglied.
C	Caroline will ihre Trompete verkaufen.
D	Dieter sucht jemanden, der ihm in einigen Unterrichtsfächern hilft.
E	Erika sucht etwas, das sie verloren hat.
F	Falk möchte Schulbücher kaufen.
G	Die Schülerband sucht ein neues Mitglied.

(6)

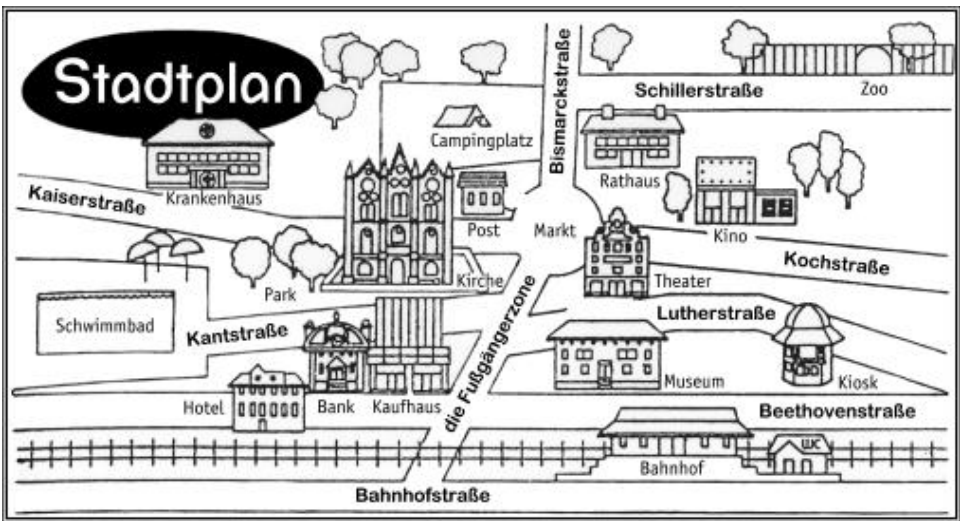
2. Beschreiben Sie Ihre Wohnung / Ihr Haus / Ihr Zimmer bitte in 5 Sätzen.

(10)

3. . Sie stehen im Stau und werden leider erst in 2 Stunden bei der Arbeit sein. Sprechen Sie Ihrer Sekretärin auf den Anrufbeantworter und bitten Sie sie, Ihre Termine zu verschieben.

(4)

4. Sehen Sie sich den Stadtplan an und beantworten Sie die Fragen.



Beispiel: Wo liegt die Bank? Die Bank liegt der Kirche gegenüber.

4.1.1 Wo liegt das Kaufhaus?

4.1.2 Wo liegt der Bahnhof?

4.1.3 Wo liegt das Schwimmbad?

6)

4.2 Wohin kommen Sie, wenn Sie den Anweisungen folgen?

4.2.1.1 Sie stehen auf dem Markt. Gehen Sie die Bismarckstraße entlang bis zur Schillerstraße. Dort biegen Sie rechts ab. Auf der linken Seite sehen Sie _____.

4.2.2 Sie stehen vor dem Theater. Gehen Sie in die Fußgängerzone, und dann links bis zu der nächsten Kreuzung. Biegen Sie in die Beethovenstraße links ab, und gehen Sie bis zum Ende der Straße. Dort auf der linken Seite sehen Sie _____.

4.2.3 Sie stehen vor dem Hotel. Gehen Sie rechts bis die Fußgängerzone, und dann links bis zum Markt. Am Marktplatz biegen Sie rechts ab. Auf der linken Seite neben einem Baum sehen Sie _____.

(3)

4.3 Sie stehen vor dem Hotel und fühlen sich nicht wohl. Sie denken, dass Sie krank sind. Wohin gehen Sie?

Ziel: _____

Weg

(6)

5. Ergänzen Sie bitte den Lebenslauf.

Vorname	
Nachname	
Familienstand	
Geburtsdatum	
Geburtsort	
Sprachen	
Wohnort	
Adresse	

Nationalität	
Studium	

(10)

6. Ergänzen Sie

Stadtplan	Post	Bahnhof	Stadtmitte	Hotel	Bank
-----------	------	---------	------------	-------	------

Beispiel: Wie gefällt Ihnen das Hotel „Maritim“?

Sehr gut, die Zimmer dort sind wirklich schön.

6.1 Können Sie bitte Briefmarken mitbringen?

Ja, gerne. Ich gehe heute Vormittag zur _____.

6.2 Oh je, mein Zug fährt in 30 Minuten. Wie komme ich zum _____?

6.3 Können wir Sie etwas fragen? Wir suchen den Dom.

Der ist in der _____.

6.4 Ich habe kein Geld. Wo ist hier eine _____?

6.5 Entschuldigung, kennen Sie die Frankfurter Straße?

Nein, leider nicht. Aber hier ist ein _____.

(5)

APPENDIX M BUSINESS GERMAN EXAM



Instructions / Instruksies

1. This is a fill-in paper. Please answer all the questions on this examination paper. / Hierdie is 'n invulvraestel. Beantwoord asseblief al die vrae op hierdie eksamen vraestel.

ABTEILUNG A: SPRACHE (50 Punkte)

1. Ordnen Sie zu.

Arme	Bleibe	Fieber	Hoch	krank	Weh
------	--------	--------	------	-------	-----

Hallo Lena, ich kann heute leider nicht zum Schwimmen kommen. Ich muss absagen.

Warum denn?

Ich bin krank.

Oh, was hast du denn?

Ich habe Kopfschmerzen und ich___.

Oh, das tut mir leid. Hast du auch___?

Ja, es ist nicht sehr___. Aber gut geht es mir nicht. Und meine _____und Beine tun auch___.

Ach Mensch! Wie schade!

Ja, das finde ich auch. Also, ich___lieber im Bett.

(3)

2. Was sagt der Arzt? Schreiben Sie im Imperativ.

Beispiel: Soll ich viel trinken? – Ja, trinken Sie viel!

2.1 Soll ich im Bett bleiben?

2.2 Soll ich diese Salbe nehmen?

2.3 Darf ich rauchen?

(6)

3. Beantworten Sie bitte die folgenden Fragen mit Hilfe von Modalverben (können, müssen, dürfen, wollen, sollen) in der richtigen Form.

3.1 Was können Sie besonders gut?

3.2 Was wollen Sie im Dezember machen?

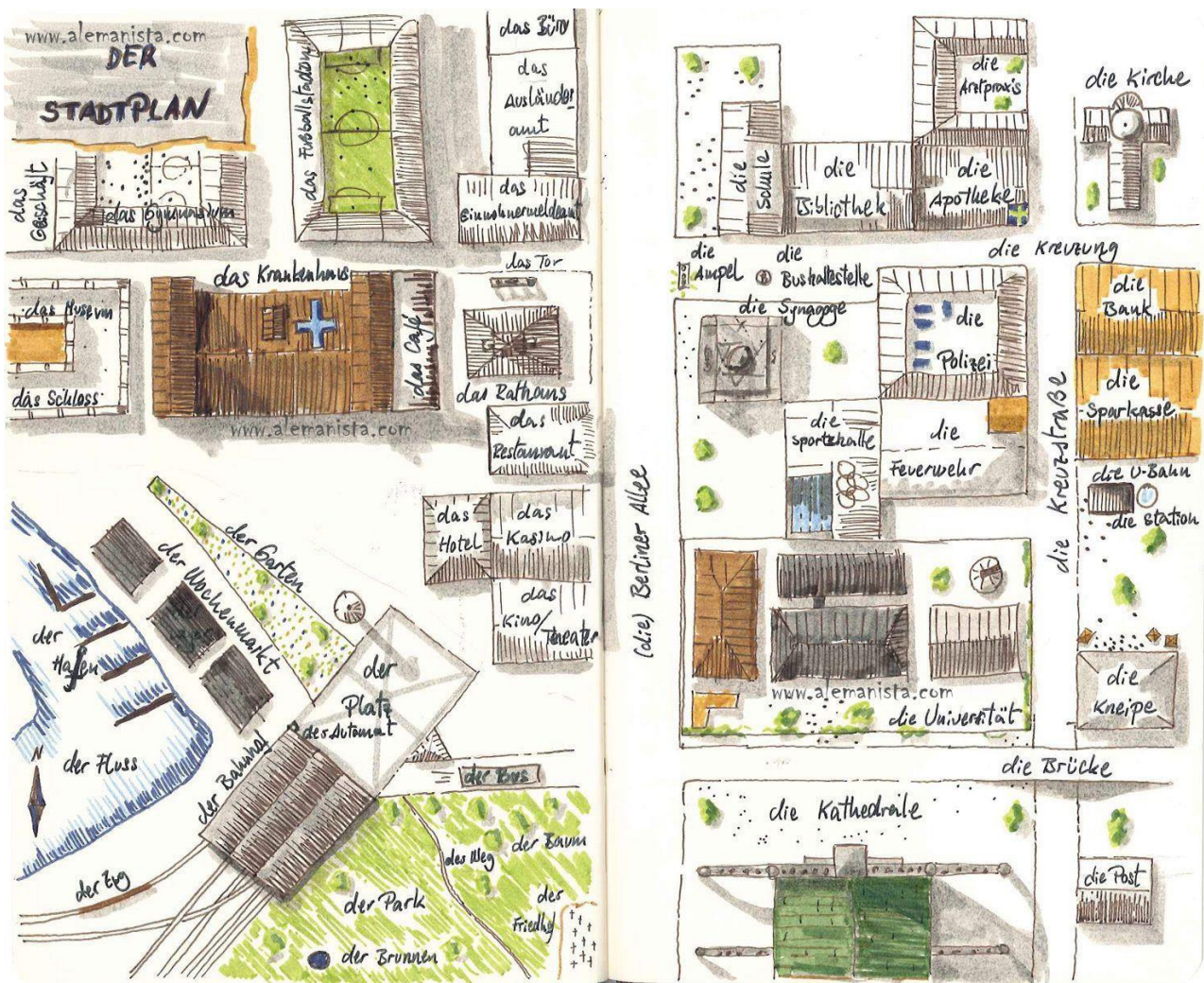
3.3 Was sollen GERB 121 Studierende regelmäßig tun?

3.4 Was dürfen kleine Kinder noch nicht tun?

3.5 Was müssen Sie heute vor dem Schlafengehen noch machen?

(10)

4. Beantworten Sie die Fragen in Bezug auf den Stadtplan in vollständigen Sätzen.



4.1 Wohin gehen Sie, wenn Sie krank sind?

_____ (1)

4.2 Wo können Sie etwas lernen?

_____ (1)

4.3 Sie stehen zwischen der Bank und der Kirche. Sie gehen geradeaus. An der zweiten Kreuzung biegen Sie links ab. Was ist das vierte Gebäude auf der rechten Seite? (1)

4.4 Sie sind gerade an der U-Bahn-Station angekommen und möchten eine Freundin im Krankenhaus besuchen. Beschreiben Sie bitte, wie Sie dahin kommen.

--

5. Beschreiben Sie bitte Ihre Wohnung / Ihr Zimmer in 5 Sätzen. Wie sieht es da aus? Welche Möbel und Zimmer haben Sie? Was gefällt Ihnen? Was gefällt Ihnen nicht?

(10)

6. Was haben Sie alles in diesem Semester im Potchefstroom gelernt, gemacht und erlebt? Schreiben Sie bitte 5 Sätze im Perfekt.

(10)

7. Ergänzen Sie den Lückentext mit *viel*, *mehr* oder *mehr als*.

7.1 Döner ist „in“. In Berlin gibt es ___Döner-Lokale_in Istanbul.

7.2 In Deutschland und Österreich essen die Menschen ___Wurst, in der Schweiz isst man ___Käse.

7.3 Die Menschen essen in Deutschland, Österreich und in der Schweiz _
Kartoffeln ___in Südeuropa.

7.4 In Österreich gibt es ___Dessertvariationen ___in Deutschland.

7.5 In Deutschland, Österreich und in der Schweiz kocht man ___zu Hause.

(5)

ABTEILUNG B: TEXTARBEIT (100 Punkte)

8. Wer ist das? Lesen Sie den Text und schreiben Sie den Namen der Person.

Sie ist 1954 in Hamburg geboren. Als Kind hat sie in Brandenburg gelebt. Später hat sie in Leipzig Physik studiert. Sie ist 1,68 Meter groß und hat blaue Augen. Sie liebt die Natur. Darum arbeitet sie gern im Garten und wandert in ihrer Freizeit. Im Moment lebt und arbeitet sie in Berlin. Dort hat sie ein sehr großes Büro, wo viele Menschen für sie arbeiten. Ihr Terminkalender ist immer voll.

Sie ist oft unterwegs und reist durch Deutschland und Europa oder fliegt nach Asien, Amerika und Afrika. Sie besucht die Präsidenten von anderen Ländern. Man kann sie sehr oft im Fernsehen sehen. Dann redet sie meistens über Politik. Sie erklärt, was die deutsche Regierung macht und was sie plant. Vielleicht ist sie die berühmteste Frau in Deutschland. Sie hat keine Kinder, aber sie ist verheiratet. Allerdings sieht man ihren Mann fast nie.

8.1 Sie heißt: _____ (1)

8.2 Welche Aussagen sind richtig? Kreuzen Sie an.

1. Sie hat Politik studiert.
2. Sie lebt in der Natur.
3. Sie ist in Ostdeutschland geboren.
4. Sie ist zum Studium nach Leipzig gegangen.
5. Ihr Mann kann nichts sehen.
6. Sie hat viel Freizeit.
7. Sie spricht im Fernsehen über Politik.
8. In Deutschland kennt sie fast jeder.

(4)

8.3 Korrigieren Sie die falschen Aussagen in Aufgabe 2.

(8)

8.4 Schreiben Sie jetzt einen kurzen Text zu einer berühmten südafrikanischen Person. Schreiben Sie 3 – 4 Sätze.

(7)

8.5 Sie können die gesamte nächste Woche nicht in den Unterricht kommen und verpassen einen Klassentest. Schreiben Sie Ihrer Dozentin eine E-Mail, erklären Sie die Situation und entschuldigen Sie sich. Bitten Sie darum, den Test nachholen zu dürfen.

Denken Sie bitte an die richtige Anrede und den Schluss. Schreiben Sie etwa 50 – 60 Wörter.

(20)

10. Verfassen Sie eine SMS an Ihre Sekretärin. Sagen Sie ihr, dass Sie im Stau stehen und sie alle Termine verlegen soll. Schreiben Sie 3 – 5 Sätze.

(10)

11. Schreiben Sie einen Dialog mit einer Maklerin. Sie suchen eine neue Wohnung, die groß und sonnig ist und wo auch Ihre 3 Hunde Platz haben. Leider können Sie aber nur R 5 000 für die Miete ausgeben. Die Maklerin hat Probleme damit, die richtige Wohnung für Sie zu finden. Schreiben Sie 5 – 10 Sätze.

(20)

12. Sie möchten Apfel-Kürbis Marmelade kochen. Hier ist das Rezept. Sie haben schon einige Zutaten wie Gelierzucker (preserving sugar), Ingwerpulver (ginger powder) und Wasser. Sie müssen zum Markt gehen, um die fehlenden Zutaten zu kaufen. Schreiben Sie einen kurzen Dialog zwischen Ihnen (S) und dem Gemüsehändler (GH). Schreiben Sie ungefähr 10 Sätze.

DAS REZEPT: Apfel-Kürbis-Marmelade



Zutaten:

- 500 Gramm Äpfel
- 1 Kilogramm Gelierzucker
- ½ Teelöffel Ingwerpulver 500 Gramm Kürbis
- 1 Schuss Wasser
- 1 Stück Zimt
- 1 Flasche Zitronensaft

Zubereitung:

Äpfel und Kürbis schälen und in kleine Würfel schneiden. Mit Zitronensaft übergießen und durchmischen.

1 Schuß Wasser in einen Topf geben und Apfel-Kürbis-Mischung, Zimtstange und Ingwer dazugeben - weich kochen.

Zimtstange entfernen und Gelierzucker unter ständigem Rühren untermischen, dann ca. 4 Minuten kochen lassen. Die noch dampfende Marmelade sofort in ausgekochte Gläser füllen und gut verschließen.

Beispiel: GH: Guten Tag, was darf es sein?

(20)

13. Lesen Sie die drei Anzeigen. Beantworten Sie die Fragen mit JA oder NEIN.

ORDINATION
DR. HUBERT KAMPER
FA f. Zahn-, Mund- und Kieferheilkunde
alle Kassen

Di.-Fr. 10:00 - 16:30

Nur nach telefonischer Anmeldung:
345 56 21
Gugelgasse 17/3
1110 Wien

13.1 Kann man am Montag zu Dr. Kamper gehen? _____

13.2 Muss man anrufen? ____

BERUFSINFORMATIONSZENTRUM
Jeden Montag, Mittwoch und Freitag
9 – 11 Uhr
BERATUNG UND INFORMATION

- Trends am österreichischen Arbeitsmarkt, Berufe mit Zukunftschancen
- Lehrstellen, Ausbildungsplätze, Weiterbildung und Umschulung
- Spezielle Informationen für ausländische MitbürgerInnen
- Arbeitslosengeld und -versicherung

Neutorgasse 2

13.3 Ist das Berufsinformationszentrum am Dienstag geschlossen? _____

13.4 Bekommt man auch Informationen über Arbeit in anderen Ländern? _____

Einkaufszentrum Kramerstraße

Tolle Angebote beim
ERÖFFNUNGSFEST
am nächsten Samstag

bis **-50%** bei Kleidung
bis **-30%** bei Sportgeräten
neu: größerer Lebensmittelmarkt

Extralanger Einkaufssamstag:
9:00-19:00!

Kramerstraße 18/direkt bei der U-Bahn

13.5 Gibt es die ganze Woche Sonderangebote? ___

(5)

14. In einer Jugendzeitschrift lesen Sie folgenden Brief. Unterstreichen Sie bitte: RICHTIG oder FALSCH.



Liebe Frau Brandt,
mein Problem ist vielleicht nicht so groß, aber ich möchte Sie trotzdem um Hilfe bitten! Ich bin in meiner Familie das dritte Mädchen und muss immer die Kleidung von meinen Schwestern anziehen. Meine Eltern sagen, sie haben einfach nicht genug Geld. Na ja, das mit dem Geld stimmt leider, mein Vater ist Architekt, aber zur Zeit arbeitslos, und meine Mutter arbeitet als Krankenschwester und verdient nicht so gut. Die Kleidung ist aber oft nicht mehr modern, wenn ich sie bekomme, und die Farben sind meistens auch nicht mehr schön! In meiner Klasse lachen manche Mädchen schon über mich! Die haben immer die modernsten Jeans und T-Shirts an und finden meine Sachen hässlich. Und zum Teil haben sie leider ja auch Recht!
Was soll ich nur machen?
Leonie

14.1 Leonie hat ein sehr großes Problem.

RICHTIG

FALSCH

14.2 Leonie hat zwei ältere Schwestern.

RICHTIG

FALSCH

14.3 Leonies Eltern arbeiten beide.

RICHTIG

FALSCH

14.4 Leonies Mutter bekommt wenig Geld für ihre Arbeit.

RICHTIG

FALSCH

14.5 Leonies Jeans sind sehr modern.

RICHTIG

FALSCH

(5)

TOTAL/TOTAAL: 150