

Title	Drama Grammatik: Dramapädagogische Ansätze für den Grammatikunterricht Deutsch als Fremdsprache
Authors	Even, Susanne
Publication date	2002
Original Citation	Even, Susanne. 2002. Drama Grammatik: Dramapädagogische Ansätze für den Grammatikunterricht Deutsch als Fremdsprache. PhD Thesis, University College Cork.
Type of publication	Doctoral thesis
Link to publisher's version	http://library.ucc.ie/record=b1347342~S0
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Download date	2026-10-31 05:23:04
Item downloaded from	https://hdl.handle.net/10468/1602



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University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Drama Grammatik

Dramapädagogische Ansätze für den Grammatikunterricht Deutsch als Fremdsprache

in two volumes
Vol. II

PhD Thesis

submitted by

Susanne Even

Supervisor:

Dr. Manfred Schewe
Department of German
National University of Ireland
University College Cork

October 2002



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Anhang

1. Teilnahmeperspektive

1.1. Unmittelbare Retrospektive

1.1.1. *Wenn Grammatikunterricht immer so wäre...*

a. Leicester

- würde es mehr Vielfältigkeit geben und die Stunden würden nicht so langweilig sein
- würden wir nicht so viel geschriebene Aufgaben machen müssen
- würde ich es leichter finden, die Grammatik in Konversation korrekt zu benutzen
- würde ich mich gewöhnen, vor der Gruppe zu sprechen.
- wurde man viel mehr Zeit brauchen
- wurde es viel mehr Spaß machen
- wurde es einfacher zu lernen sein
- wurde man lernen und nicht vergessen.
- wurde ich mehr lernen!
- wird es interessanter
- wurde ich mehr Lust haben.
- wäre es interessanter sein
- werde ich mehr Lust es zu machen haben
- werde ich mehr lernen.
- würde ich sie lieber machen
- würde ich mehr lernen und sie besser verstehen und erinnern.
- würden die Stunden Spaß machen
- würde ich nicht so schlecht mit französischer Grammatik sein!!!
- lieben alle Leute Grammatik!
- würde man schneller lernen
- würde man mehr lernen
- würde die Zeit schneller gehen.
- habe ich ein bißchen Selbstbewußtsein
- bin ich nicht so glücklich die Warmup Spiele machen
- ist es gut, wenn man Beispiele hat, in manchen Themen, z.B. wenn man Konj II benutzt sollen
- bin ich nicht immer bereit zu bewegen
- muß ich konzentrieren.
- wir mehr Dinge lernen
- meine Grammatik perfekt sein würde.
- wäre es viel interessanter
- würde es mehr Spaß machen
- wäre Selbstbewußtsein stärker.
- wäre es interessanter als normal sein
- wäre die Studenten mehr lernen

- wäre die Studenten mehr Selbstvertrauen haben.
- würde ich viel mehr Grammatik lernen
- hätte ich endlich die Gelegenheit, Grammatik in praktischen Situationen zu benutzen, statt falscher Situationen
- würde ich fast immer zur Stunde kommen
- wäre es fast nie langweilig
- wäre es echt klasse, und nicht wie die anderen Stunden
- wäre es mir Spaß machen
- würde ich mehr Selbstvertrauen bekommen, Deutsch zu sprechen und vor anderen Leuten zu sprechen.
- würde ich mehr Grammatik lernen als in einer 'normale' Stunden!
- würde ich die Grammatik Stunden mehr genießen
- würde ich immer kommen
- wäre die Stunden nicht langweilig
- hätte ich mehr Selbstvertrauen.
- würde ich Grammatik besser kennen und lernen
- würde ich mich immer für Grammatikunterricht interessieren
- würden Grammatikunterrichten nie langweilig sein
- hätte ich mehr Selbstvertrauen.
- würde ich mich mehr dafür interessieren
- würde niemand es 'langweilig' nennen
- könnte ich es leiden
- hätte ich mehr Selbstvertrauen.

b. Cork

- hätten wir die Möglichkeit, etwas außer schriftliche Übungen zu machen
- gäbe es viel mehr Interaktion zwischen Lehrern und Studenten
- würde es immer leichter, Grammatik in Konversation anzuwenden.
- würde ich mehr Information erinnern
- würde ich mehr Spaß machen
- hätte ich die Gelegenheit, eine Alternative zur normalen Übung auszuüben
- würde ich öfter zur Stunde gehen.
- würde ich Strukturen in anderen Situationen sehen
- wäre ich anderen Dinge lernen
- würde ich anderen Interpretationen sehen
- hätten wir nicht so viel geschriebenes Hausaufgabe.
- würde ich gespannt im Unterricht sitzen/stehen
- würde ich mein Grammatik viel besser lernen
- würde ich die Grammatikregeln erinnern
- würde mein gesprochenes Deutsch besser
- könnte ich wie ein Deutscher sprechen.
- würde die Unterrichts viel interessanter
- würde ich mehr Spaß haben
- würde ich mehr konzentrieren
- würde ich mehr sprechen und weniger schreiben
- hätte ich ein bißchen Angst, weil ich vor den anderen stehen muss.

- würde ich nicht so viel lernen, als ein normaler Grammatikunterricht
- würde ich es ganz langweilig finden, wenn jedes Unterricht so gleich wäre
- würde ich es ganz schwer finden, jedes Unterricht zu gehen.
- würde ich mich mehr dafür interessieren
- wäre es viel Spaß
- lernte ich viel
- könnte ich nicht schlafen

c. Dublin

- würde ich mehr verstanden wenn wir mehr Zeit an die 'basics' verpassen könnten
- Ich kann besser lernen, wenn wir ein bisschen Theaterspiele und Aktivitäten machen aber nur wenn ich schon die Grammatik verstehe
- Manchmal gehen wir zum nächsten Dinge bevor ich die andere Thema wirklich verstehen habe
- More rules first
- I liked the games.
- könnte ich mehr über die Regeln verstehen
- würde ich nicht so langeweilt sein
- Ich glaube es ist praktischer wenn wir Workshops machen denn wir nützen die Grammatik. Es ist ganz anders wenn man nur über die Regeln spricht aber hier kann man sie wörtlich sehen (z.B. die Übung mit dem Standbild). Ich habe auch die Übung mit den drei Sätze sehr nützlich gefunden. Ich glaube Rollenspiele sind ein gute Idee um die Regeln zu üben und die Wörter zu hören.
- würde ich viel Spaß haben aber vielleicht würde ich nicht so viel lernen
- würde ich auf Grammatikunterricht freuen. Leider brauche ich ein bißchen mehr Struktur
- Die drei Sätzen waren sehr hilfreich um die verschiedenen 'Conditions' zu verstehen
- Now in English. I enjoyed it, had fun and did learn a lot but it can only be used as a refresher course. It doesn't actually teach you so much as remind you what you have already learned.
- würde Grammatik uns besser gefallen!!
- wir wären fähiger, Grammatik in praktischen Situationen zu benutzen
- außerdem machen Rollenspielen u.s.w. viel mehr Spaß als trockene Regeln lernen
- Die Unterricht war abwechslungsreich, und die Zeit ist schnell vorbeigegangen.
- wäre die Unterricht viel abwechslungsreicher; aber vielleicht ist so eine Unterricht zu zeitauswendig immer so zu haben
- es würde Spaß machen, aber Leute würden es nicht immer ernsthaft nehmen.
- grammar would not be so boring – it livens up the class, holds your concentration
- dann würde ich alles verstehen
- Wenn Grammatikunterricht in der Schule immer so gewesen wäre, hätte ich alles verstanden
- Ich würde keine Angst vor Prüfungen haben, wenn Grammatik immer so wäre
- This method of learning grammar is far more interesting – die drei Sätze würde hilfreich für alle Studenten sein. It will be a lot easier to practise at home now, using the 3 sentences.
- würde ich bestimmt mehr Spaß haben, deshalb würde ich mehr interessant für Grammatik haben
- zweitens, bin ich der Meinung, daß ich es besser lernen könnte
- Es wäre eine gute Übung für mich in Zukunft diese "3 Satz" Übung zu wiederholen

- Wenn es nicht so viel Emphasis/Nachdruck? auf die Regeln der Grammatik wäre es leichter denn ich könnte mich selbst "exceptions" finden, und ich könnte die Regeln für mich selbst formulieren, deshalb bin ich sicher, daß ich dann diese Regeln erinnern würde
- (Roleplays with 'impolite' fairly helped to see how Konjunktiv II can be applied.)
- würde ich immer begeistert sein!
- Perhaps rules could be introduced at the end for future reference
- The games were great and the hours flew – contrary to my expectations!
- Perhaps a few more examples or a role-play at the end that includes everything would help seal the knowledge
- It's a programme that, in my opinion, could only work with a small class
- Overall though it was a very refreshing class focusing more on grammar 'in use' than grammar for passing exams.
- würde ich mich für ihnen interessieren
- Pros: I liked the physical activities and the role playing
- the 3 sentences, for the 1st time, gave me a sense of perspective + understanding of the different conditions
- I don't know if I fully grasped the concept of the polite and impolite speech. If the aim was to show that certain constructions are suitable / sound contrived / must be adopted to suit the social circumstance, then I guess I understood it.
- I liked but didn't get the [?] 'tun als ob'
- würde es sehr hilfreich sein
- The method of using the three sentences is a really good way to grasp the proper meaning of the use of the tenses.
- I also found the final exercise made me think and brought together everything previously learnt in the workshop
- Repetition of the way the subjunctive works really makes rules / uses stick in your mind
- good teaching method!
- This was a very useful memory
- It not only refreshed your memory but reinforced both new and old important
- Every aspect was important particularly the 3 sentences and the role-playing
- I would recommend it to everyone who is unsure or doubtful
- Even though we didn't do Konj I, I feel my understanding of it is greater. The differences between Konj I and II became much clearer
- I thought it would be really boring but the time went quickly and it was very interesting.

d. Bratislava

- hätten die Lerner viel mehr Spaß an der Grammatik
- würde niemand mehr sagen, Grammatik sei langweilig
- müsste man sich als Lehrer viel mehr vorbereiten
- müsste der Lehrer abwechselnd auch mit den "herkömmlichen Methoden" arbeiten
- würden sich die Lerner mehr Grammatik wünschen
- müssten sich die Lerner mehr Grammatik wünschen
- müssten die Lehrer zusätzliche Kurse und Schulungen besuchen
- hätten die KT zunehmend mehr das Gefühl, nicht "richtig" und "intensiv" gearbeitet zu haben
- würde ich sagen zuviel Grammatik im Unterricht
- wäre er für Schüler und Lehrer viel einfacher und angenehmer
- dann würde ich lustigere Textimpulse nehmen.

1.1.2. Workshop Bertinoro (September 1999)

- Das Thema hat mir gefallen, weil Grammatik schwer zu vermitteln ist.
 - Es gab keine langweiligen Momente, ich war oft aktiv und habe an alle vorgeschlagenen Spielen teilgenommen.
 - Die Atmosphäre war nett und freundlich.
 - Die theoretische Einführung in das Thema 'Drama-Pädagogik' war klar und motivierend.
 - Es gab kritische Momente beim Spiel 'Das ist ein Dingsbums' – die Konzentrationsfähigkeit am Nachmittag ist weniger.
 - Ich habe etwas Gutes für meine Arbeit als Lehrerin gelernt und habe Spaß gehabt. Das ist toll!
-
- Das Thema war: Drama als Lehr- und Lernmethode im Grammatikunterricht.
 - Dieses Thema habe ich sofort als interessant gefunden, weil es etwas Neues in meine Erfahrung aufgebaut hat. Dazu kommt die angewendete Methode, die anregend und für eine motivierte kleine Teilnehmergruppe (10-11 Personen) sehr passend gewesen ist.
 - Die Atmosphäre gestaltete sich auf freundliche Weise und erreichte lustige Momente. Man kann ehrlich sagen man fühlt sich auf eigene Leistung/Performance stolz.
-
- Meine Erfahrung mit dem Unterricht von Frau Even über 'Drama als Lehr- und Lernmethode im Grammatikunterricht' war sehr positiv und interessant. Ich habe bemerkt und erfahren, dass das Lernen der Sprache mit dieser Unterrichtsform durch eine intensive Teilnahme sowohl auf emotionaler als auf multisensorieller Ebene geschieht.
 - Während der dramatisierten Spiele werden alle Sinne aktiviert und beteiligt.
 - Die Spiele sind lernerorientiert. Man kann sie variieren und sie verschiedenen sprachlichen Niveaus anpassen, damit sie den sprachlichen Fähigkeiten der Lerner entsprechen.
 - An der Vorbereitung und Durchführung sind sie relativ einfach zu organisieren. Sie können im Plenum oder in Kleingruppen oder mit einem Partner gespielt werden.
 - Die Grundform des Arrangements ist vor allem der Kreis, der Interaktionen verschiedener Art ermöglicht.
 - Die vorgespielten Spiele können auch im Unterricht mit fortgeschrittenen Lernern eingesetzt werden.
 - In den Spielen können sogar grammatische Bereiche geübt werden, die sehr schwer (z.B. Konjunktiv) für die Schüler sind.
 - Ich fand es wichtig, dass Mimik, Gestik, Sprachpausen, Intonation als extraverbale Informationsträger genauso gelten können wie das Wort selbst. Außerdem werden durch die Darstellungsformen Hemmungen, die eine sprachliche Produktion beschränken können, eliminiert, indem Neugierde, Motivation, Spaß und Interesse aufrechterhalten werden. Alle Fertigkeiten können kombiniert und integriert werden.
 - Der Lehrer kann sich aus dem Mittelpunkt des Geschehens zurückziehen und unauffällig beobachten.

- Man lernt mühelos und ohne zu merken, dass man lernt.
-

- Ich habe einen wunderbaren Nachmittag verbracht, weil ich etwas wirklich Neues gemacht habe.
 - Ich habe einen neuen Art gelernt, wie man unterrichten kann. Es ist mir sehr nützlich gewesen.
 - Ich denke, diese Vorschläge sind vor allem in einer Klasse von Erwachsenen besser verwendbar. Die Klasse muss auch notwendigerweise klein sein. In einer Klasse mit jüngeren Lernern ist es wahrscheinlich schwieriger, die gestern gemachten Spiele zu verwenden. Oder man muss ganz spezifische Spiele für die Jungen vorbereiten, die ihre Aufmerksamkeit und ihr Interess immer aktiv behalten.
 - Es ist sehr wichtig, Unterricht mit Spaß durch Spiel zu verwenden.
 - Meiner Meinung nach ist diese Methode sehr gut, weil auch die Kreativität des Lehrers und Lerners entwickelt wird, die sehr wichtig für Studium und Arbeit ist.
-

- Die von Gestern war eine sehr schöne Erfahrung. Ich hatte nie vorher einen Unterricht in diesem Art gehabt und das war prima!
 - Ich habe viel Spaß gehabt und jetzt habe ich auch viele Idee für meinen Unterricht... obwohl zur Zeit lehre ich Italienisch als Fremdsprache, was wir gestern gemacht haben, gilt es für jede Sprache!
 - Im Kopf sind fast alle 'Spiele' geblieben, aber vor allem habe ich eine neue Vorstellung des Sprachenlehrens und -lernens.
 - Für mich gab es keine kritischen Momente, alles ist es super gewesen.
-

- Das Thema: Es war für mich neu und unerwartet, aber sofort vom Anfang an sehr ergreifend. Ich hatte schon etwas davon gehört, aber nie geübt und hätte auch nicht gedacht, dass man es einigermaßen leicht anwenden kann.
- Die Seminarmethode: Die Lehrerin arbeitete auf eine sehr hinreißende Weise, ihre Erklärungen waren klar und leicht zu verstehen, sie wusste die Gruppe zusammenhalten und ließ sich hören, wenn es nötig war. Die Mischung von Theoretischem Input und aktiver Teilnahme war sehr gut ausgewogen.
- Die Atmosphäre: Sie war vom Anfang an sehr freundlich, wurde dann und wann auch sehr bewegt und lustig, aber die ganze Arbeit wurde von allen Teilnehmer immer sehr Ernst genommen.
- Die Teilnahme an der Werkstatt hat meine Kenntnisse erweitert und mir Anregungen für meine Unterrichtsarbeit gegeben. Ich habe schon während des Workshops zu überlegen begonnen, wie ich diese Tips mit meinen Schülern anwenden könnte. Ich weiß noch nicht was daraus kommen wird, ich denke aber, ich werde es ausprobieren.

1.2. Verzögerte Retrospektive: Auswertungsgespräche

1.2.1. Unterrichtseinheit 'Äußerungswiedergabe' (Montagsgruppe)

University of Leicester, 15. November 1999

Susanne: *The first few lessons, the first block where we did the 'indirekte Rede' (Konjunktiv I) – I want to finish it now, and then next week we'll start on something different. I need your feedback on this, in terms of did you get anything out of what we were doing here. If yes, what exactly was it; what things were maybe not so good; what things could have been done differently; what's your overall impression? What about your confidence, how do you feel about it, what have you learned – the Konjunktiv I, can you use it now? I would like to ask each of you to shortly comment, to show your 'Lernkurve' to the others and shortly comment. Beccy, can I ask you to start.*

Beccy: Okay, my oral contribution and self-confidence, basically that didn't change. I don't know, maybe that's a personal thing, I don't feel I have enough vocab in German sometimes to carry things off, and also I prefer talking within a group rather than to the whole group. Konjunktiv I knowledge, that completely went up, 'cause I was completely confused with that and then you explained it in this lesson and it just sort of clicked into place then; and usage, that just like went up slightly because we've been using it in the class and stuff....

Susanne: *Okay – as your overall impression, do you think the whole 'Unterrichteinheit' was helpful for you?*

Beccy: From the point of view of learning the grammar side of it, yes; from the point of view of have I improved orally, no – but that's probably because I'm crap! [laughter]

Susanne: *Well, I don't think so, but – thank you very much so far. Well done. Stefan, can you say something?*

Stefan: Knowledge of the Konjunktiv didn't get too much at first, but I think it was about the third time it started to click in. I think we had two sessions in a row where we used it quite a lot, and I think it sort of clicked in. I had to be reminded a bit but it still clicked in! The use – sort of similar, there's more to those...there's quite a few together that we had, so they were quite hard. At first we started dancing, waving our arms about, in the end we sat down and got some words out so that was quite good. I suppose confidence in the group....that's quite good.

Susanne: *And your overall general impression? In what ways was it useful, in what ways wasn't it useful for you?*

Stefan: For me personally? I think ways that it was useful was just speaking a bit – personally I'd like to just speak German all the time, and no English whatsoever, 'cause that's the only way I can learn things. What wasn't useful was warming up, 'cause that's always quite hard, getting going.

Susanne: *So that's more of a morning problem?!*

Stefan: That's more of a morning problem! Apart from that I enjoyed it.

Susanne: *Okay, danke schön. Charlene.*

Charlene: Okay, it at first was like drama and I'm not very good at it and don't really like doing it, but I got more used to it. As time's gone on it's gone up and I've got more used to it. Knowledge, gone up slightly 'cause we've been doing it but I always

find it better, easier, reading it out of a book; but because we've been using it confidence has gone up slightly as well.

Susanne: Overall impression? Did you get something out of it?

Charlene: Yeah, a little bit. I was expecting it to be more like oral class, more oral work.....

Susanne: Danke schön. Emma?

Emma: My knowledge of the Konjunktiv has gone up a bit, but again at the beginning I hadn't used it for a while. My use of it has gone up; now I remember when to use it. My oral performance has gone up, I feel a bit more used to speaking....once you get going it's quite good fun. My confidence has gone up a bit but I'm still not ready to jump around in front of the class [laughter]. Overall I think it's been really useful – you learn without realising that you're learning; you're doing it in fun situations so you want to learn, without it being boring – quite interesting.

Susanne: Okay, danke schön Emma. Lisa?

Lisa: The knowledge of the Konjunktiv was down there quite low and over the few weeks that we've really concentrated on it, sort of using child memories and stuff.... it went up, then the few weeks when we've not used it so much it's sort of levelled. Then obviously the usage, because we didn't really know the structures and the forms and when to use it, and we got confused at school – then the usage was really low because if you don't know how to use it then you don't tend to think 'right, I'll use that', because you don't know when to use it. That's gone up. The oral – again, at the beginning we didn't seem to be talking that much, but now we're doing a bit more theory; and then the confidence has gone up as well, but there are bits gone down because when I've been a bit confused on the exercises.

Susanne: So that put a slight dent in your self-confidence? We're going to do something about that....anything else?

Lisa: Quite fun that we didn't seem to be doing much writing, it's been more oral.

Susanne: Okay, danke schön. Claire.

Claire: When we did the exercises one person onto the other and the rumour ones, throughout the whole lesson it was just repeated over and over again, that week was really useful. Knowledge went up quite a lot there. The use of it, week 45 and 46 when it's been repeated over and over again in the lesson, that's when you used it most. I think the more it's repeated the more useful it is rather than just sitting and reading how it's formed – I know you have to know how it's formed but reading it out of a book is not really as useful as hearing it over and over again. Speaking in class and confidence has gone up slightly, generally just because the more lessons you have, the more you get to know your group and the more confident you are at speaking.

Susanne: Any overall comments?

Claire: When we first started I thought it was a bit of a strange idea – that you can't really learn grammar through drama, but it's not really drama but the act of it where it's repeated over and over again, and I find it quite easy to remember.

Susanne: Danke schön, Claire. Joy?

Joy: Knowledge. As everybody's said, because we've used it so much more, you automatically start thinking 'yes, I know what this means, it makes sense to me now' – so that's kept going up. I don't think I've forgotten any of it, because while

we've been here we've always had to use it. Use – obviously we're using it so that went up. Oral contribution – that went up in the middle, like the childhood memories thing, because everybody had to do it, there wasn't a choice, but personally I'd prefer not to speak [laughter]. But that's tied in with early morning, because I'm too tired! Self-confidence – it's gone up a bit, but not very much. Everybody's in the same boat so it's not about confidence but about having to get on and do it really. Overall it took a lot of getting used to, a bit strange – I came in a week later than everybody else and they all knew what they were doing and I didn't! Apart from that it is useful, in the way that you're actually using the grammar all the time – that's good cause you have it drummed into your head. I think it does what it's supposed to do. Maybe we don't speak as much as we did last year in normal classes, but....

Susanne: Danke schön. Cheryl.

Cheryl: My knowledge of it has gone up at the beginning when you explained, but the knowledge of it hasn't gone up any more after the beginning, it's stayed pretty much the same. Use of it, it's really good the more we use it, the more..... Overall from the grammar point of view it's been useful because we're forced to use it while we're speaking – you might know it but if you're not forced to use it while speaking you just ignore it.

Susanne: Danke schön. Rosanna?

Rosanna: From the knowledge of the Konjunktiv, it went up a lot in the second week, but it didn't really change after that – even though we knew a little bit more in the third week, I didn't really understand it any better. Obviously it's gone down again now. Use – we used a lot more in the third week, I found, but like I say it didn't make me understand it more. Oral participation didn't really change, I don't think, and confidence, I don't think that changed either – but I did get more used to it. I did find it strange to start with but I got more used to it.

Susanne: Good, danke schön. Alex?

Alex: My knowledge of the subjunctive, that's more quite a lot because like other people I didn't really know much about it. It probably went down a little bit after that because first of all we did it all, lists on the board; actually looking at it was good – it would come quite easily I should think. Use of the subjunctive has gone up because we've been practising it every week. Class participation has probably stayed the same but self-confidence has probably gone up because getting used to the same people every week, makes it easier. Overall, I was quite surprised at how different it was last year but I think we learn more...

Susanne: Gut, danke. Stefanie, die Letzte...

Stephanie: My knowledge of the subject has definitely gone up, it seemed to level out a bit after week 4 and just stayed the same, but it was a big difference from when we started doing it. The usage – we used it quite a lot, every lesson when we have been studying it, and just this last week it's gone down quite a bit, but all the rest of the time we were using it quite a lot. The speaking in the class, that stayed at exactly the same, so did my confidence – same as everybody else, you get more used to other people in the group so that was pretty much the same, it wouldn't make any difference what we were studying, I don't think. Overall we're not doing as much speaking as I thought we were going to do, but we are learning more grammar and I think we've done a bit more than last year but that was more discussions then.

- Susanne:** *Ja, danke schön. Jetzt nochmal a last question I would like to put to all of you. What things would you wish for, in terms of – is there anything where you'd say 'I'd like to do that more', even in the terms of grammar things – 'I'd like to have a look at this grammar issue, or that grammar issue' – so generally is there something you would like to have included in this class?*
- Lisa:** Perhaps more discussions.
- Susanne:** What kind of discussions?
- Lisa:** Certain topics, but also grammar....
- Beccy:** Things that were like quite interesting or quite funny, not sort of 'Should we go into Europe bla bla....' Subjects and topics that relate to us, that are relevant to us, that we care about rather than things that are a bit more staid and boring. I think if it's a laugh you're naturally more willing to speak and therefore perhaps learn more.
- Susanne:** Can you give me an example?
- Stefan:** I think similar to that but more one to one sort of thing – just take someone into the corner for five minutes and just have a general chat about what they've been doing lately or about a topic or something, whilst people are getting on with something. I think with a discussion people just wait for other people to say something, you might just say something then think, 'I've said something now', then sit back for a bit.
- Beccy:** It's better to be in little groups, in twos or something like that.
- Stephanie:** Especially if it's something personal, what you were doing at the weekend. When we were doing that it was quite hard cause I spent the whole time thinking I hope they don't come to me, I've got to think 'what was I doing this weekend', but if it's more one to one then you actually do discuss it rather than just thinking of ways to get out of saying anything.
- Susanne:** *Thank you very much for your feedback.*

1.2.2. Unterrichtseinheit 'Äußerungswiedergabe' (Dienstagsgruppe) *University of Leicester, 16. November 1999*

- Susanne:** *Okay, this is group B, this is the feedback session "Indirekte Rede", and I would just like somebody to start and say what you did, why you did it and maybe your overall impression of things...*
- Kathryn:** I'll do it.
- Susanne:** *Good, okay – very good....*
- Kathryn:** The two subjunctive ones, the understanding and the usage, are both kind of roughly the same, 'cause in the second week in May they both kind of went up, that's kind of when I got it, when we were telling each other stories then telling each to other people. The oral participation has just kind of gone up quite gradually, and then I think self-confidence takes place – a lot stronger.

- Susanne: Do you have any overall general comments at the end? What do you think you got out of it or not got out of it?
- Kathryn: Oh yeah, I definitely understand the subjunctive, where I didn't really understand ... I knew what it was before, but then not really when to use it and so I just didn't bother – whereas now I actually understand it, so...
- Susanne: *Good. Anything else you can think of?*
- Kathryn: No.
- Susanne: *Okay. Weiter, Linda, erzähl mal.*
- Linda: Well, I hardly ever used the subjunctive before these lessons, then started to understand it more and more as we've gone along, and my knowledge increased. I think I've participated a bit more, a little bit more every lesson. I started off reasonably confident, then it dipped a bit once we started the subjunctive; I was a bit dodgy on it, but then once I started to understand it I think that I'm getting more confident using it. That's jolly!
- Susanne: *Overall – general comments?*
- Linda: I definitely understand the subjunctive more now ... [?] useful.
- Susanne: *Ja, danke schön... Vicky?*
- Vicky: Well basically, everything's gone up, because I think that once we started using some subjunctive, it got easier every time we used it; self-confidence has improved cause everyone's doing everything to get involved and, I suppose I get more confident now in using it. It's definitely improved the way we speak it more.
- Susanne: Any general comments – how did you feel yourself, or what kind of feelings do you have for yourself in this class?
- Vicky: It was good because cause everyone participated you don't feel so stupid making a fool of yourself! [General laughter] If everyone gets involved, it's more fun.
- Susanne: *Ja, danke schön.*
- Tony: Er – pretty much the same; definitely over the last few weeks I've understood the subjunctive a lot more. Same as the others, I'd never really used it before these lessons, and with the knowledge I've found I use it a lot more as well. As for oral participation, that's remained pretty steady – I'd like to try and improve that – over the last few weeks it's been more or less the same, and self-confidence, that's gone up a little bit; as I say, I became more at ease with the class.
- Susanne: *Any general stuff you'd like to mention?*
- Tony: Just learning with the Konjunktiv, as I say I hadn't used it before and now I feel pretty confident using it, and just being able to use it, I feel a lot more confident.
- Susanne: *Thank you. Julie?*
- Julie: I'd used the subjunctive before quite a lot, I think I already knew quite a lot before we started classes, so I hadn't any problems, but I didn't particularly know when to use it So self-confidence has gone up a lot as well, and I don't feel like a prat any more; but I feel that maybe I'm not contributing as much as I used to do, so going to try to get that up a bit more. Apart from that ... I feel I can use the subjunctive now, you know properly; I feel more confident about using it anyway. I sort of had a bit of a dip and thought, oh my God I can't do it any more, and then it's come back again, so...

Susanne: Okay, thanks a lot... Tamasine.

Tamasine: Before this I knew subjunctive existed but I didn't really know when to use it or how to use it, but with these lessons it's made me understand when I can use it, and the endings and stuff, it's pretty easy now. I still don't think I use it as much as I could, but that's going to come with time... I think I contribute more – well, I hope I contribute more in lessons than I did. Self-confidence, that's certainly gone up.

Susanne: *Why's that?*

Tamasine: Because, as everyone keeps saying, you get to know everyone in your group, and you don't feel such a prat about speaking out in front of them. I mean at least if you make mistakes or you're being stupid you can laugh along with everyone as well. Generally I think that without these lessons, if you don't know how to use the subjunctive, you can't use it.

Kathryn: I just thought of a general comment – the way we've learnt it has helped as well, because it's been very like – we've been taught something and then we've actually practised it, rather than just sitting there with a grammar book and somebody saying 'Right, this is how you do it', we've actually – you've told us how to do it and then it's been different ways of practising it; the last four weeks we've just been using it in different situations and stuff, and that's helped as well, cause it comes more naturally rather than thinking, I'm going to have to look in a grammar book. It actually sticks in your head more when you have practised it.

Susanne: *Good stuff. Gehen wir einfach weiter?*

Martin: Yeah, I had very apprehensions about using Konjunktiv, cause I was just going 'What? What's this?' But as the weeks went on I got to understand it a bit better, and so my confidence about it rose a bit more. There were times when I just got completely confused, but then it got clarified and got better. I think the way that it was taught was good – you don't feel a berk, cause everyone's [all laugh at the word berk so he changes it to prat] doing it, so it's okay. It's worse if you're on your own and you're just staring at a book – it gets boring when you're staring at books... I didn't use the subjunctive so much last week cause I got a bit out of practise, and I didn't understand it as much as [...] in the week before. I thought I understood it a lot and then looked at it again and thought 'hang on a minute', but then it rose again in the next week.

Susanne: That makes sense in a way, cause we had the reading week in here – so getting out of practise... Ja, okay. Thanks a lot Martin – Lucy, can I ask you?

Lucy: Okay – I've been taught the subjunctive before, but being taught it in theory is a lot different to using it in practise, so I think in the first week my knowledge of the subjunctive went up a bit, and it's risen gradually over the past few weeks. My use of the Konjunktiv has definitely gone up a lot, because as I said in the past I've only ever been taught theory, whereas I've actually used it over the past few weeks. Contribution I feel has gone up a bit; self-confidence went down a bit the first week we did the subjunctive because you suddenly realise that you don't know as much about German as you thought you did, but I think it's gone back again to the way it was really. In general, I'm never that keen on getting up in the morning for these lessons, but once I'm here it's okay. Once I've got into it – when you're not here, you think 'Oh God, I've got to do all those stupid things again [general laughter], but once you're here everybody's doing the same thing, and once you're doing it you forget about it. In the end I think it's a good way to learn it.

Susanne: Okay. Thanks a lot... Laura?

Laura: I did quite a lot of work on the subjunctive last year, so I think I knew all the forms and things like that, but I still wouldn't have been able to use it off the top of my head, but now I think it's a lot easier to do now, because we've been using it all the time... I think the usage has got a lot better, and my self-confidence and participation has improved as well, getting to know the briefing, and everyone has to participate.

Susanne: And, in general?

Laura: I just think it's good that everyone has to participate...

Susanne: Ja, danke schön, thanks a lot. Tom – tell us...

Tom: I think my knowledge of the subjunctive has definitely improved, because I knew it existed but didn't really know how to use it properly or when to use it, and in the same way the use of it has improved as well. Having to go back to it week after week and use in different ways has been good, cause it kind of fixes it in your mind, so that's been good. And then confidence and participation kind of just going up since... never ending, the more stuff we do...

Susanne: Why do you think your confidence is going up?

Tom: It's the same reason that everyone's saying, like the more you have to do difficult stuff – the subjunctive or what ever – everyone's doing it together and everyone's in the same position, you just learn it and get on with it. It brings the group together as well, having to do it all together.

Susanne: Brilliant, I hear you. Hannah...

Hannah: My knowledge about the subjunctive – I used it a little bit but that was just from picking it up, I didn't know how to use it. If someone were to ask me what it was, I wouldn't have been able to give them a definition, and I found that every week my knowledge kind of rose and then sort of sunk a little bit in the week when we weren't doing anything, but the fact that we did it every week, it really re-inforced it, made you remember it, and all the practical that we did, I found that really good, and also the fact that we swapped groups and we didn't just do it with specific people, the people that we sat next to, but moving around – I think moving around's really good too, because you forget more about the German you're speaking and concentrate on the actions that you're doing as well. I think the oral contribution, that's been fairly steady throughout the week, and how much I use it, that's definitely gone up, although not too much because I think Tamasine said you need to let it sink in a bit first. Self confidence, yeah, exactly as everyone else has said, it's just from getting to know people and from seeing everybody make the same mistakes, you just get more confident.

Susanne: Ja, vielen Dank. Thank you. Chris?

Chris: Like Hannah's just said, in the beginning I didn't know much about the subjunctive, and I wouldn't have known how to define it. I was ill the first week, so when we started week 44 I hardly knew anything at all, but I think because I started off willing to get into it and speaking, I picked it up and caught up with everyone – but I only did one week before reading week so when it came to after reading week I'd forgotten quite a lot of it, but I picked it up again and my confidence has gone up, I feel okay with it now, but I'm really not sure how I'd go about it outside of the lesson. I'm okay in the lesson, but if I go outside into

another class, I don't think I'd use it, or I think I'd make the same mistakes. I think I need to spend a bit longer on it.

Susanne: *In what way would you like to spend longer on it?*

Chris: I don't know; if I've got the self-discipline to sit down and look at the books as well or something, I really think that outside this class I'd just...

Susanne: *What do you mean with 'if'? [laughter]*

Chris: No, you've got to have discipline to do that. If I go out and I go into written German now and he asks to see the subjunctive I think I'd make the same mistakes or I'd just try and avoid it.

Tamasin: Can I just say about the self confidence thing? What you put into a lesson you get out – if you don't contribute then you don't get anything out – you were lying before, weren't you? [Laughter] So if you don't contribute, then you're not going to get that much out of the lesson, cause last week, when we were doing corner things, I never said anything about what the Greeks said, I always let someone else do it just in case I made a mistake, so I just kept thinking, 'Yeah, I can give ideas but I'm not actually learning anything', so to have the self-confidence to say something is helping you as well, not just socially but also academically.

Kathryn: It's when you make mistakes, if you have the confidence to say it out loud and you make a mistake, that's when you learn, isn't it, rather than letting other people do it, cause everyone makes mistakes, you've got to be not embarrassed if you make mistakes. It's like the first few weeks when we first started cause I hardly knew anyone in this group so it was I'm going to show myself up, but now I don't really care.

Julie: I've got a lot more confidence just in getting up and speaking in front of the class now, I don't mind any more whereas before it was 'I can't do that!' The first week when you made us say something about ourselves it was 'Oh God!!' but now it's like – don't think twice about it.

Susanne: *Oliver?*

Oliver: A lot of it's already been said; basically as for my self-confidence, I know I'm not that good at German, and it's sort of a mixture between the two, the usage and self-confidence go up and down. When I get more confident using it, self-confidence itself goes up, and with the knowledge of it as well. That's general knowledge in German as well, not just on the subjunctive or whatever.

Susanne: Would you like to add anything about the general points?

Oliver: The way that the classes have been held – they're real live situations that obviously you put yourself in. That's the only way to, I think, properly learn a language rather than just sitting down doing grammar from a book – just get out and use it.

Hannah: Can I just say as well, I really think it was good that there was – a lot of teachers tend not to give a realistic estimate of how long it'll take the class to learn something, and they give you all the grammar points – you write them down, no practical experience, you don't say anything at large; you might do a few examples, and you're expected to remember it – and people don't, and if you want to use it then you have to go back to your notes and look at them. If you're actually speaking, that's useless because you haven't got time to say 'I'll just go back and look it up in Hammer' or whatever – and I thought it was really good because it

was a realistic estimate, I think everyone's got a good grasp of it now. But it did take that amount of time to get it in.

Susanne: *Yeah, that's right – that's what people also say to me [...] it takes such a long time – but I think it takes a while to sink in [general agreement].*

Kathryn: Yeah, in one lesson it would go in and you'd think 'I'm alright with that', but as soon as you went away you'd forget it all again.

Oliver: There were certain grammar points that the teacher at school – they expected to give you the ground points and then they'd expect you to know them like that, whereas this way you do get to properly word it.

Chris: You get to put it in context as well. People who just come up with the grammar points, it's meaningless.

Kathryn: When you're in a real situation you don't even think about it, whereas now we've done it so many times we know that when we're telling somebody what somebody else said, we automatically know that it's got to be in the subjunctive.

Susanne: For me, now that you've given me your feedback, I'd like to give you feedback too. I really think this class has improved very much in terms of how the group works together. I can see already a big change between the first lesson where everybody felt very very self-conscious to how you work together now. Things work quicker, you get things done quicker because you relate fairly well, you don't spend such a lot of time being shy about things, and I'm very pleased to see that. Let me just say I'm very pleased with all you've done so far; next week we're going to start on a completely different grammar topic, and can I now ask you very quickly to put tables and chairs back...

1.2.3. Unterrichtseinheit Konjunktiv II (Dienstagsgruppe) University of Leicester, 28. März 2000

Susanne: *We're at the end of the teaching unit on Konjunktiv II and I just wanted to get some general feedback from you, how you perceived this, what worked for you, what didn't work for you and any other general comments. Can I ask just anybody to start.*

Kathryn: Since we did this I feel like I've been able to use it more. I mean I never used it before. Whereas now I use it in written German. I have to think about it but, I can use it now, whereas before I couldn't.

Susanne: *That's great. So you can think about it and you can use it?*

Kathryn: Yeah, so it's improved my written German in that way.

Chris: I can use it if I have to. But... a lot of the time I'm still too lazy to! I just try and get round it another way.

Tamasine: It's also good to know, um, why they do it like that, as in to learn the actual rules of Konjunktiv II, because like in High School you just used to learn set phrases and that was it and they never explained what it was or why it was like that and then you get here and you learn why.

- Martin:** It was one of the easier topics we had to learn. There's been more difficult ones. But I felt, I personally felt it was easy-ish...
- Kathryn:** I think once you get your head round it. Like the first rule, it's a bit, mm, what's going on, but once you kind of understand why it's doing it and what it does then it's more easy to use and that.
- Hannah:** Yeah I think a lot of people already got a speaking-wise, they use it even if they don't realise, I know I do, but then I didn't know exactly the rules or how to use it. So that was helpful – find out exactly how it's formed, so you can do it logically not just instinctively.
- Oliver:** It's grammatically as well with little words like *als ob* and *als wenn* you knew that they existed and you could use them but you didn't know exactly how to form the verbs afterwards.
- Kathryn:** It helps you understand it more rather than just saying, you know, use it when it's expressing doubt or whatever or if it's not ... comparison or when you're doing like examples of it all the time it becomes clear. [Pause]
- Susanne:** While we were doing this, I mean, now you know the way I work and I always make you do things that have to do with acting and moving and interacting with each other and performing stuff, do you think like looking back on it that that kind of approach was...worked for you or didn't work for you? Or in what ways did it work.....
- Kathryn:** It took a while to get used to it, because I mean we're here to do a degree in modern languages not drama. Do you know what I mean, it was a bit strange at first but then I can see like the exercises and things we did, did help to make it...rather than just be told just like in a classroom. It helps your confidence, and gives you confidence in using it as well.
- Tom:** I think it's definitely a good way to start off something new... you know we did that, like through those photographs and everybody took a position in the picture and you said "what's everyone doing". It's kind of a good way to get everyone like aware of what the topic's going to be, then to focus...
- Beccy:** Everyone has to do the same thing as well. And like everyone makes mistakes, yeah, you just get used to it after a while.
- Kathryn:** Yeah, you get used to making a prat of yourself.
- Linda:** The practical approach is much more useful, in think, than sitting in a room and being told everything, writing it all down and then not thinking about it much after you've left the room.
- Chris:** It's more fun and more interesting. It sticks in your mind more.
- Kathryn:** Because you remember things like doing it with a scarf and stuff and that way you don't remember just what some bloke has said in the classroom.
- Hannah:** Also not having to worry about writing everything down...knowing that you're going to get the notes from that lesson.
- Martin:** It means you can concentrate more on what's being said.
- Kathryn:** When you talk about it and stuff you're not trying to write everything down so you don't forget it.

- Susanne: Are there any things that we can say why they didn't really work so well for me, or I would have liked to have that differently?
- Hannah: I was never too keen on the warm-up exercises first thing. I know that it was necessary to get us all, all moving and all a bit more awake, but sometime I felt so stupid when we were jumping like kangaroos or something.
- Kathryn: First thing in the morning as well, it was just like... not the thing you want to be doing first thing in the morning.
- Hannah: I do realise that you need to sort of get us awake somehow, I don't know.
- Chris: At first you think it's stupid because it's not helping your German at all, but like having said you look at it afterwards and it does wake you up more and it sort of prepares you for what else you can do.
- Hannah: It also gets you working together rather than just sitting everybody as an individual, sort of thinking, ok let somebody else do it, let somebody else talk.
- Julie: I prefer to having warm-ups than just diving straight into grammar or anything.
- Susanne: So in a way...sometimes you thought it was really stupid but on the whole you can see the point.
- Hannah: It was useful yeah. I don't know...occasionally I would have rather there was something slightly different rather than being a gorilla.
- Susanne: Right, ok, so the comment is not against warm-ups but like certain types of the animals were not really such a good idea for you.
- Hannah: Well, they were perhaps a good idea but I didn't like them.
- Susanne: Any other comments? Can I ask people who have remained silent so far?
- Emma: Maybe it's just because everything's quite relaxed in the classroom, but it's really really easy just to slip into English and I think I ended up speaking more English than German at times, so...don't know why, but it happens.
- Susanne: *Did the others perceive that too?*
- Kathryn: I think it was a bit inevitable though really because we are English, are we not...
- Susanne: Anything else, any other comments?
- Linda: I don't think I'd end up speaking more English. But I think if it was we were forced to speak German all the time then it would be...
- Kathryn: ... less enjoyable and you'd just end up hating it, do you know what I mean. If you wanted to say something you couldn't get it out. Yeah exactly, you'd just sit and not say anything sometimes.
- Susanne: Maybe could I have a comment from you generally...would you see it as a valid approach for learning, not only learning language but for learning grammar, would that work, or do you see problems with that? Why it wouldn't work?
- Hannah: We've got an hour grammar lesson every fortnight and I've learnt far more grammar in this than I have in the actual grammar class...
- ? [fem]: I've learnt so much more grammar in this...
- Hannah: ... yeah, because people, you're sitting in a classroom and you're just writing it down and you're not really concentrating and you've got your notes. You might have...
- Martin: ... you feel as though you're being spoken at rather than...
- Kathryn: ... you answer one thing ever ten minutes or so if you're doing exercises ...

- Hannah: ... and also there isn't the same continuity, because here...what I really liked was the way we were told over two or three weeks, which meant that every time you'd forget a little bit and then you'd remember it and then a bit more...
- Chris: ... you'd get back into it...
- ? [fem]: ... whereas if you just have one lesson...
- ? [fem]: ... it's constantly being built up, wasn't it
- Hannah: whereas if you just have one lesson you'd forget it again. And then if you need to use it you'd have to go through your notes again, whereas here you get, you sort of build the level up, and it maybe stays slightly higher, because of the four weeks progressive working...
- Kathryn: ... or just throwing you in at the deep end in like a grammar lesson and right this is how it works, that's it, see you later in an hour...
- ? [fem]: ... every week it's different isn't it...
- Kathryn: ... I mean in a week we might do like pronouns...
- Martin: ... and it's only every two weeks isn't it.
- Tony: ... so by the time you get to the next week, you've forgotten what was in the week before.
- Kathryn: Repeating it verbally sometimes helps more than just writing it down, because you can see it on the page the example that you wrote down, copy it out and see the same format, but not really understand why you're doing it.
- Hannah: Also, I thought when I saw my timetable at the start of this year and I saw a two hour German oral class I thought "oh my God, no", because last year it was a bit of a chore because we just sat down in a little hot, stuffy room and did...
- Oliver: ... supposed to have just read out a passage last year...
- Hannah: Yeah and it didn't capture your interest, it didn't really interest us, so it was more of a chore, whereas this was a lot easier to go to. I really thought I'd be struggling sitting through a two hour oral class but here you don't notice the time going as much, because it is, because you're getting up and doing stuff and.....
- Kathryn: ... instead of like ... rather than doing, covering everything, we've done a few things in detail but we're going to remember them. It's not just going to be like, I mean I've learnt adjective endings so many times, and I still don't know them. Whereas I think the way we've done it, it's going to stick in our minds more.
- Beccy: I think, you know, ideally you need a mixture of both, I mean doing it practically but having the oral aspect as well. But I agree with other people, having the grammar lesson every other week, it just doesn't work. Really hardly learnt anything in that grammar wise, but definitely a lot more here.
- Tamasine: I think it's a really good approach to grammar learning. It's much better than in a classroom.
- Susanne: *We are in a classroom!*
- Tamasine: Yeah, but you know what I mean.
- Kathryn: You don't think of this room as a classroom.
- Susanne: *Right, so what do you think of this classroom?*

Kathryn: I don't know. It's just like.... [general hubub and laughter] a fun room! [more laughter]
 Kathryn: ... it's more relaxed.
 Susanne: Well, thank you very much for your feedback. Vielen Dank.

1.3. Verzögerte Retrospektive: Abschlussinterviews

1.3.1. Mike K.

University of Leicester, 27. Mai 1999

- S: I'm speaking with Mike here about the dramagrammar year that we had. Mike's going to go away on his year abroad very soon after the Summer and he has kindly agreed to answer a few questions here. Okay Mike, all in all, what's your impression of the *dramagrammar* course you had – your overall impression?
- M: Well, it was definitely a new experience for me and not what I expected when I was told that I would be doing it, it wasn't really run how I expected it would be and it helped a lot. It helped me to gain confidence, definitely, and also there was perhaps a bit more German used towards the end, especially than I thought we would be able to use. I didn't think we would be able to use so much German to do those kinds of things. And I just thought that generally it was quite enjoyable as well, perhaps more interesting than the usual oral groups that we have with *Klausuren* and so on. I thought it was more enjoyable and I was glad that I got to do that rather than a normal group.
- S: *What did you expect at the beginning? You said it wasn't at all what you expected.*
- M: I didn't expect it to be so much acting and drama and things. I thought we would do more serious written work, sitting down and discussing it maybe, and more written stuff and grammar and things like that, and I thought it would be a bit more boring maybe, but as I said, it was quite enjoyable and it was something I looked forward to each week.
- S: *Did you also think that you benefited from it, apart from the fact that it was interesting and that it was fun? Do you think you've benefited from it?*
- M: Well, the classes we had on the Subjunctive, that helped explain it a lot because I wasn't clear with that and now I feel a lot clearer about that, and some other grammatical things as well, they were helped by studying them in a different way to the way we usually study them – through drama and things it made them stick in your mind better I think. And like I said before, it also helps you gain confidence, which will be important for the year abroad anyway – to be able to talk in front of people. It has brought me closer to people that I haven't really spoken to much before in the group, which again is quite useful for the year abroad I think.
- S: *What were the areas where you felt that you hadn't benefited as much or could have benefited more given a different situation?*
- M: I think definitely in speaking skills it helped a lot because – I know the purpose of it wasn't really to help us write – but I think certain grammatical things perhaps weren't covered that much that might have been useful to cover. I think it would have been a good opportunity to, like the subjunctive, to learn other grammatical things a bit more through methods as

we did with the subjunctives – that would have been quite useful. Maybe just going through adjective endings, things like that.

S: *Would you have preferred it if there had been more opportunity to write?*

M: I don't think I would have enjoyed it so much! I think we do enough writing as it is, but I think it might have made it more educational, we may have learnt a bit more maybe – I don't know. As I say, I think we did learn a lot but I think we might have learned a bit more, not necessarily by writing long essays and lots of notes, but writing things and doing exercises using drama and putting them up on the wall. Doing things like that, presentations, more like that maybe, that might have helped.

S: *You already said maybe adjective endings. Are there any other areas of grammar where you felt you would have liked to do work on that in the future?*

M: Yes, I suppose also things like the Conditional, and maybe go through the different tenses – I'm pretty sure about them anyway, but I'm sure that not everybody is a hundred per cent sure about all of them yet, and I think to go over some of the more difficult ones that people get wrong sometimes, that might be useful. Also doing something with the *-ing* form of verbs, I find that sometimes quite confusing. Perhaps going over that would have been quite useful.

S: *If you were on a committee devising the course, because this time around was the first time, if you were on a committee deciding what to do or how to run the course, would there be anything that you would like to change?*

M: That's quite a difficult question. I think for a first effort it was pretty successful. To be honest, I thought it went quite well. Everyone in the group played their part and did what they should have done and we got something out of it.

S: *You mentioned working in the group. How did you perceive working with the others, because normally in an oral group you answer back to me or we have a discussion that I chair, but in this case you often spoke to others when I wasn't necessarily around, so how did you perceive this?*

M: I thought it was a really good idea. The only bad thing was that when you weren't around to supervise us often people did start speaking in English, which is bound to happen with students. I don't think that was too much of a problem because in the end we always got our act together – when we had to perform something in we'd do it in German. Perhaps the only way you could get us speaking more German would be with you supervising us, checking up on us and forcing us to, because that's the only way it's going to happen. We don't often really want to speak in German when we can avoid it.

S: *But isn't that an interesting thing that you just said? If you study German why should you avoid speaking it at all costs?*

M: Personally I don't mind speaking German, in fact I want to speak more now because I need to improve, especially since I'm going to Germany. But I do get the impression that generally, what I think of other people, I don't think they particularly want to speak German – people did tend to speak English when they could.

S: *Of course, checking up and supervising is not always a very good method. It's not very effective because I can't listen to thirty people at once, and you check on school children, you don't really want to check on students. How would you go about it, if you were me, getting people to speak more German and not saying 'Okay, I'm really going to sit on top of you to make you speak German' – how would you go about it?*

- M: *I don't know if this is practical but perhaps have another adult who can speak German with enough adults to have one for each group maybe, that's one way of doing it. If you don't want to do that then you'd have to maybe get different groups to do different things at the same time, so one group is preparing something in German and they'd have you with them, another group could be doing something grammatical which involves German but not so that they'd have to do German but in another form perhaps? I don't think there's any way that you will be able to get people to always talk in German because it's just not going to happen.*
- S: *I hope to be able to do dramagrammar with the whole of the next year's Second Year. If you spoke now to First Years and they were to ask you 'What's it going to be like, we've never heard of this dramagrammar anyway' what would you tell them, or what would be the things you thought they should know?*
- M: *I'd tell them at the start not to be afraid, for their own sake. Just go in there and be open-minded and just do whatever you're asked to do and don't think that you're making a fool of yourself, otherwise you won't benefit from it. I felt that at first. I was really self-conscious but in the end I just thought 'It doesn't matter, I've got nothing to lose, everyone else is doing the same so just go in there, do your best, try to speak German when you can, even when you're not asked to, it'll make a good impression if you try to speak German anyway,' and perhaps try to look at it from a more grammatical point of view. I have to say that when I went there I saw it more for the fun and for the drama, and I didn't think in a German way which is probably why I didn't benefit as much as I could have done. But if they go there thinking that they're going to learn German and make an effort to do that, then they will.*
- S: *Okay, that's about it. Is there anything else that comes to mind that you would like to add?*
- M: *Just that, like I said, it was a good experience and that I'm glad I was part of it, and I hope it continues to do well.*
- S: *Okay, thank you very much.*

1.3.2. Julie D. & Jon M.

University of Leicester, 28. Mai 1999

- S: *Could you tell me your overall impression of the past year?*
- JM: *Entertaining.*
- JD: *Yes, I'd say definitely that. It was really good fun.*
- JM: *It was a good laugh, which gives you a bit of motivation to come to the classes.*
- JD: *I think the key to learning is having a good time while you're doing it. I think the fact that we had a two hour class meant that we could get quite a lot done, but it didn't feel like we were there for two hours.*
- JM: *It did actually seem shorter than most other classes.*
- S: *Apart from having fun and having a really good time, did you benefit in other respects?*

JD: Yes, I think confidence-wise, that was another important thing that came out of it. I remember our very first lesson with you when we were doing exercises and things like that we were looking at each other and cracking up every three seconds, and really really embarrassed...

JM: I was convinced someone could see us out of those windows as well...

JD: But by the end of the course Jon was walking round pretending to be a tomato...

S: We concentrated on grammar and first of all I would like to ask you has your attitude changed at all to grammar – has it, has it not, or if it has in what ways did it or has it changed?

JD: I think it has changed, by showing us that it can be taught in a different way and it can be made interesting. Unfortunately, in all other areas outside your class, grammar is still taught in the way that we learned at school which is a much more boring way, and even much more ineffective way as well. So in terms of showing us how it can be taught then, yes the attitude's changed but it doesn't change the fact that we're taught outside your class in other ways.

JM: I think that – I wouldn't say I was completely confident about all the things we've done so far but I'm confident that I can actually learn it now, whereas before it was a massive mountain of grammar...

JD: ...like the subjunctive, it was an incomprehensible mass and now it makes a bit more sense.

You always worked in different groups, sometimes in pairs sometimes in groups. How did you experience working in groups?

JM: Depends on what we had to do really. There were some things where you could just throw a lot of ideas together...

JD: ... and I think we got better at that as we went on. To start off with people just sat there saying 'Oh, I can't think of any ideas' and things were a bit stilted, but by the end we were a lot better at coming up with ideas quickly.

JM: I think it showed in that Year Abroad Workshop, because we had to do those things that we would have had to do anyway and everyone else was like 'Oh my God, what's happening here?'

JD: People were laughing and they said that they were very embarrassed and they took about fifteen minutes to think of something to do and we'd stood there and said 'Right, let's do this, blah, blah, blah'.

JD: I think that's something that we noticed as well, it was good for us to realise how much we'd changed, because unless you go into a situation like that where you see people that were like you were a year ago then you don't notice really...

S: *What was the thing you enjoyed most, and what was the thing you maybe enjoyed least? I mean it can be a lesson or a moment, whatever?*

JM: I liked the barn dance!

JD: I think for me there wasn't any one particular moment which stuck out more than the rest. I think it was just a general feeling about the classes, that it was good to be there and we all got on really well and it was just a nice atmosphere and a nice way of learning...

- S: *I'm putting this course on again next year and I'm hoping to get all the Second Years to do a two-hour weekly class, if you were on the committee that would plan the new dramagrammar class, after your experience, what would you like to include?*
- JM: Well, speaking German. I know we kept saying it during the year, but it needs to be enforced a bit more. It's kind of hard to strike a medium I suppose, because we always revert back to English...
- S: *How would you suggest I go about it?*
- JD: I think it's difficult, because when you're in a small group and you've only got a small amount of time to prepare, it's too easy to slip into English, and because you've only got a limited time you can't afford to be standing there trying to think of all the German words, because you've got to communicate with people fast enough...
- JM: I suppose maybe in the first lesson say straight away that things have got to be spoken in German, because in our first lesson I think, do we speak a bit of English first half, and then maybe...?
- JD: And then, on the other hand, it was the fact that we could speak in English a bit at the beginning which led to us having the confidence to do stuff... I think the reason we need to speak more German is that, outside that class, we don't speak German at all, and I think maybe that's the problem. Rather than changing stuff in the drama class, it's changing stuff that happens outside. I think things like the Modern Language society and stuff might help if we get together more, to sort of go to the pub and speak German – like we did when your brother came, that was fantastic, I mean we spoke German pretty badly at first but were better by the end of the night...
- S: *...beer always helps...*
- JD: ...but a few hours of German, if we all spoke a couple of hours of German every week at the pub then even that would help us out. I'm not suggesting that you try and table an hour at the pub every week extra curriculum... I think that maybe we need to do more German in other lessons as well and maybe then it wouldn't matter so much that we didn't speak quite so much German in the dramagrammar, or maybe that would lead to us speaking more German in the drama class.
- S: *Apart from speaking German, what are the other things that you would like to change or other things you would like to include?*
- JM: I don't know really. I can't really find any particular criticisms.
- S: *Any aspects of grammar? The next course will cover more because we will meet weekly, so apart from the 'Indirekte Rede, Konjunktiv und Wortarten', what other aspects would you personally think would be nice if we did something about it?*
- JM: I think the subjunctive's the big one, isn't it?
- JD: Yes, I think it's really getting to the core of things that upset people most, like the subjunctive and the passive. Maybe it's getting people to get their word order right when they're actually speaking. I mean, when you speak German you get your word order perfectly right obviously, but that's something that we find really difficult. We get to the end of the sentence and forget the verb...
- S: *So, active, passive and word order would be on the list?*
- JM: And conversations in German – real life conversations...
- JD: Rather than forced things...

- JM: You know when something's faked, don't you? It doesn't quite feel right.
- JD: It's how to be comfortable with a language like you are with English. We're choosing the correct words for things, we know this verb means this, but when you actually use them in sentences it's choosing the right words and just being more natural I suppose.
- JM: Kind of a big area though, isn't it?
- S: *If the First Years came to you now and said 'We have this really strange grammar class next year with drama, with Susanne Even, what's this going to be like? What should we be careful about? What should we keep in mind?' What would you say to them?*
- JD: Just tell them to go with it, really. Just not worry about it and just to turn up and have a good time, and not get too embarrassed if they can help it, and that they're going to learn a lot from it. When I first thought dramagrammar, I thought 'Aaargh, my two pet hates in one class' but I've loved it – I thought it was great.
- JM: Yes, because everyone makes a fool of themselves anyway, so there's no reason one should feel more embarrassed than any other really, is there?
- JD: I think that when you've got people in groups, like friendship groups, as well – that helps.
- JM: Because we all didn't actually know each other before we did it, because it wouldn't work in the first year, would it?
- JD: No, I don't think it would...
- S: *Okay, well thanks a lot and I'll break this off here...*

1.3.3. Joy F. & Cheryl R. University of Leicester, 22. Mai 2000

- S: *Ok. Heute ist der 22. Mai. Bei mir sind Joy Findlay und Cheryl Robinson und ja kurzes Feedbackgespräch zu Dramagrammatik. We're going to do this in English. What's your overall impression of this oral workshop with drama grammar class?*
- C: Different, but in a good way. I think. I don't think I'd go as far as to say I liked it a lot. It was a novel approach. I think it was better than the other classes.
- S: *In what ways would you say you have or you haven't benefited from it?*
- J: My grammar's improved a little bit being through the stuff we've actually sat down and learned and talked about. Apart from that....maybe. I don't think we spoke enough German unfortunately, so I think that's probably about stayed the same. Confidence building then yeah, that was quite good. Within that group we all felt pretty, very comfortable at the end of it. Seemed really silly but I didn't mind. Yeah I think it was more positive things for me than negative things about it.
- C: Yeah confidence, and getting to know one another it was great, but as far as actually speaking I didn't actually speak a lot. There were some situations like when we were doing a role play or whatever, everybody had to speak which was good because otherwise you have a tendency to sit out and let other people do it.

- S: *Ok, so it would have been better if you could have spoken, or you would have spoken more German. Back to the grammar bit where you said, yes you benefited grammar-wise, I what ways and which things were more useful than others?*
- J: Konjunktiv II because we sat down and learnt it. That was better. Just generally thinking a bit quicker with your grammar, verbs to the end and things like that. Because, you're not...while you were talking, then you had to think a bit quicker, and when you were talking to us as well in German then we were hearing things, and you just sort of think 'oh that's a good sentence'.
- S: *So what was more important for you – we had the conventional grammar homework to fill in, some exercises, and then the activities in class, so which did you think was like more helpful for your kind of learning?*
- J: In class ones. Because I can do as many exercises as I like at home but if I don't get it I, don't get it. And I need to understand that other people may not be getting it as well. And in class people...everybody's like "what, I don't understand that", and that makes sense, you know, once you said "Stop. Right, we'll go through it then" and that makes sense but if you just do it at home you'll give it to you and you'll give it back with a mark or whatever on it and you're just like...and then we'd have to come and see you and it takes time really.
- S: *What about you Cheryl? What worked better for you?*
- J: You're more of a homework person aren't you?
- C: Yeah I am. I'm much more of a homework written exercises person.
- S: *Apart from personal preference do you feel that you learn your grammar much better if you do the exercises at home?*
- C: Yeah as far as actually knowing how to use them, the written exercises were better but actually when it comes to putting them into everyday speech and everything, doing exercises at home doesn't really help that much. Yeah a combination of the two is good, in class you're more inclined to do them, encouraging you to use them and everything...
- S: *If you were to continue this course, let's say for another year, what kind of grammar areas, or areas of grammar would you like to cover?*
- J: Don't know. Hard to say really, because it's all individual to each person, but apart from that we should have really covered all of the grammar bits anyway. It's just the hard stuff that we need help with.
- S: *And what's the hard stuff?*
- C: I was going to say that different people find different things hard. Everyone seems to have problems with adjective endings.
- J: I know I do.
- C: I don't actually have a problem once again it's written exercises from A level, GCSE whatever I've done them, so I know what the adjective endings are. It's only when it comes to actually using them in everyday speech or whatever, that I just don't get the right ones, because it's just a matter of "oh quick put one on the end".
- J: When we did our GCSE's we were taught all the stuff like Konjunktiv II to put like in our exam and then ok you're going to get a good mark. I mean they really didn't bother with the basic stuff, like adjective endings. If we wanted to learn them then we had to learn them ourselves and we made them up if we didn't know.

- C: We covered it all and had to learn all the tables and everything, so and we did certain exercises and had to put the adjective endings in. I can do them when I've got an exercise but it's just not actually using them. So when we go over them everybody's, ok then we know what they are and I'm thinking "I know what they are", it's just using them that's a problem.
- S: *So you would actually see more need for actually putting them into practice, being forced to use them and and to use them right.*
- C: Yeah.
- S: *Any other grammar items?*
- J: Sometimes relative pronouns are tricky, but they're coming along but most people have problems with those.
- S: *What else?*
- C: The only other one that gets me is certain prepositions, because again you learn them and you get given a list of them and you do exercises and [...] you do the exercises but when you come to actually use them then you don't know which ones go with which and which ones take which case because sometimes the preposition can take either accusative or dative but in this particular context with this particular verb it takes whatever. I forget which one it is, and pick the wrong one.
- S: *Cheryl, you had a more critical approach 'I don't really like to do all this drama stuff and I don't feel ok with it', but at the same time at the moment you are saying we need something to actually put what we've learnt into practice.*
- C: Yeah it just depends on the exercises that you gave us though, because sometimes they're, they're designed to get you to use them in every day context, but they're designed also so that one person has to say it or just work out one sentence and so it's not so much using it all the time.
- J: It was better than last year though, in the way of speaking because last year we just sat around a table and she said right today we're going to talk about drugs, so give your opinion and you felt that whatever you said was wrong and people were looking at you and like Hannah constructing like perfectly formed German sentences and I'm just sat there going "I really don't actually have an opinion on drugs." At half past nine on a Monday morning I'm not really willing to give it to you if I did have one". So you know in the environment we had this year was a lot better you felt that you could say something and no-one was going to sort of point, laugh or sit there and go 'I don't really understand what she said'.
- S: *So what would you suggest in terms of format then?*
- J: Maybe every now and again throw in a discussion or topic or something, but make it kind of like something fun and everybody has like a character that they have to play, maybe that would be a good idea. Then you're not giving your opinion but giving the opinion of someone else so you won't feel as though what you say is a complete mess. It's just that someone going to think this so I'm going to say it even if I don't agree with it myself. Yes ... well the freedom of being somebody else.
- S: *I can see that. If you look back at the beginning of the year and now the end of the year would you say at all that your attitude to grammar has changed in any way?*
- J: For me I think it has. It's not the be all and end all, because you actually do have to get your grammar right but it's more important that you get your words out and sort of ask people what you want. I mean there's no point sitting there trying to construct a

grammatically perfect sentence when ten minutes later you turn round to tell the person and they've bugged off somewhere. You've got to try and get your words out. I think that's a bit more important for me than worrying about the grammar.

S: *Generally the way of using drama exercises. How did you rate that personally?*

J: I think it was something completely different and I think that was a bit of a break from the normal style.

S: *What was it like for you? A good break?*

J: Yeah it was a good break. I wouldn't say that I completely looked forward to it but it was something that I wasn't just sitting in a classroom staring blankly at someone. I was a bit more involved than normal.

C: Yeah it was quite good. But I'm not the drama type person.

J: Well nor am I but it's just something different. I'm getting sick of the same thing.

S: *Ok last question to you here. If I would put the same course again on, like for the next second years, people would now come to you and say well we have this really funny class it's like grammar and drama and whatever oral workshop thing. What are we supposed to do there? What kind of advice would you give them?*

J: Get on with it. Stop whingeing..

S: *Yeah. Well I mean they might feel like 'we've never done anything like this before and...'*

J: But that isn't exactly the point is it? They haven't done anything like that before and you're going to disappear off to a foreign country and you'd never have done that before. It's just getting your mind into that way of thinking, just get on with things and do the best you can. That's pretty much everything that I'd say anyway.

S: *Right. So basically what you're saying is that in terms of preparation for the unknown it will be very useful. In terms of at least realising that doing exercises at home with the grammar book is one thing but actually putting it into practice is the other thing. So to raise your sensitivity towards these points it was very useful. However it would have been better if more German had been spoken. Would that be a fair comment for closing off?*

Both: Yeah.

S: *Ok well that's it. Thank you very much and thanks for the feedback.*

1.3.4. Chris A. & Tamasine H.

University of Leicester, 24. Mai 2000

S: *Heute ist der 24 Mai und ich habe hier Tamasine Holt und Chris Allen zu einem kurzen Feedbackgespräch. Thanks to you for coming here and the first question for you is what's your overall impression of this year's oral workshop cum drama grammar?*

C: I know I've learnt more than last year. Definitely.

S: *What did you learn?*

C: Well last year in the oral classes ...we didn't learn as much. Then it was like listen to things and filling in the gaps on texts and doing little puzzles and each person had to do a Referat

but that was only a few minutes or something, ten or fifteen minutes, and you didn't manage to get grammar into it last year. So with the grammar in it this year we've learnt more I think.

T: There's definitely been times friends have said in the oral classes that they felt stupid doing some of the things but it's been so much fun and with it being fun then you learn more.

C: Everyone's the same if you think you look a bit stupid or whatever you don't worry about it so much because everyone's doing exactly the same thing and it's not so embarrassing. It's a good laugh.

S: *So apart from the fun bit in what ways do you think you've benefited from it personally?*

C: Confidence. I don't feel so bad now about going into a room and talking to people that I don't know. Just doing things where people are going to be looking at me, you know if I have to open a door and walking into a class late or something, go into an office, anything like that I don't feel as self-conscious about it now. I think maybe the dramagrammar classes have helped that.

S: *And in any other ways?*

T: Because we're playing you don't mind making a fool of yourself by speaking more in the classes; you learn your mistakes, if you make mistakes you don't really care because you know people in the class as you will do....

C: ...yeah it's not too big a group so everyone still gets individual attention.

S: *Are there areas where you feel you didn't benefit so much? Or where it could have been better or you could have benefited more?*

C: The warm-ups that we did at the beginning of each class they were good for waking us up and getting us into the spirit of things but I think sometimes they went on maybe a little too long.

S: *Yeah point taken.*

T: But they certainly did wake us up. They woke me up, anyway.

S: *The style of learning grammar or the varying style of learning grammar did that suit you?*

C: Yeah I think so. It's unusual at first because normally you're just used to sitting in a classroom with someone just saying....

T: ...blah blah blah this is what you do, this is how you use it.

C: ...and you take notes I mean you go out of the lesson and put your notes away and you don't look at them for ages. You'll look at them when it comes to now, to exam times but this had continuation as well, from one class to another. It just stuck in your mind a bit more. And because it was fun you could associate it with something good that you enjoyed. It wasn't like....

T: ...it wasn't stupid like that other lesson. I mean I thought what on earth are we doing but it was relevant!

S: *Chris you were somebody who said earlier on that you understood some things but you weren't quite sure whether you'd make the transfer into the exams now, you mentioned exams. That you weren't quite sure whether you could take what you learned and put it into other contexts. Is that generally the case or did you just feel that about this class?*

C: No it's generally the case. In writing German with Professor [...] we don't do so much grammar but we learn lots of vocabulary in it. I don't know, I think that's myself, I think

I'm too lazy. I write the vocabulary down and like in your course I write the grammar down but I don't...when I go back at the end of the day, I don't sit down and look at it and I know I should.

T: In the first year in written German we had vocab tests every week so that was supposed to make us learn the vocab ...

C: Yeah knowing that there was a test every week that we did last year kind of made me make a bit more of an effort to learn it. So the grammar that you taught us in the classes I think you could have given us like just a quick five minute test every week the week after on what we've learnt that week. I might have taken it in a bit more. I hope I will use it in the exams, but I am going to sit down and revise it first.

S: *Tamasine do you agree, would you have liked a test each week?*

T: Yeah.

S: *Or would that have taken the fun out of things?*

T: No, I mean tests aren't fun but it's one way of definitely learning it. I mean the fun was in the class so a little bit that's not as much fun [is okay] but you still definitely learning it.

C: It's not so much fun but it's practical to see how much you've learnt each week.

S: *I could actually think of a practical test, that you actually don't have to write, you have to do it. That would mean putting people on the spot but maybe from the second semester onwards you could do that once you got to know each other.*

C: It would have been good if you could have created a situation or something like just to act out a scene where you had to go in and you had to ask politely or you had to go in and make a comparison.

S: *Yeah good. Point well taken. If you had like dramagrammar for another year and you could determine what kind of grammar topics you would like to cover. What would you wish for?*

T: I don't know, I mean I'd have to say repetition of what we've done this year.

C: Definitely do the subjunctive again. Definitely, I mean we learnt it both years at A level and both years that we've been here at Leicester I still need to take it in because it is one of the more complicated...

T: ...and the passive.

S: *Anything else?*

C: Adjective endings.

T: Are you trying to tell me that you don't know that, still? Oh Christopher!

S: *If you think back to the beginning of the course when everything was new and you kind of felt there were lots of things you didn't really understand the reason of. Has your attitude to grammar changed over this year or has it more or less remained the same?*

C: No, I think back and I can look at the situation and I'm more able to think that, yeah I need to say this now. I need to phrase it like [this], if I need to be polite. Because I was writing letters to my German school the other day and I knew that I had to be really really polite so I was trying to think of things with 'hätte' and stuff. I kind of look at where it's needed to be used now.

S: *Well I mean not so much of that you've learnt more but maybe your attitude to the whole grammar thing, because grammar is normally such a subject that nobody likes.*

- T: Well, the thing is I don't even really think of it like that. Grammar is just oral workshop.
- S: *If I stayed here for another year and offered this course to the second years of next year and they would come to you having looked at the options and say we've got this really strange oral workshop drama grammar class with Susanne what am I going to expect, what would you advise us to do? What would you tell them?*
- C: To make sure that they go because there's people in our class who have missed a few sessions but if you do miss a session you do end up a little behind like I said there's continuation. You definitely have to go open minded. And get to know the people in your class because that way you don't feel as self-conscious or you don't want to sit out of it. And get involved. You know, the class first thing in the morning, I often thought I'm not going but then – 'I wonder what's happening today, see what Susanne is up to.' And then I turned up after all.
- T: Yeah. I mean there were some weeks when I woke up and I thought I really don't want to go to this, I'll just go in and sit at the back and watch. You get there and look out of the window ...
- C: ...right at the beginning of the year if we didn't want to do anything we didn't have to do it. But everybody did. Apart from Karen ... I think it was a waste of her day you know. I think she would have learnt more if she'd got involved.
- T: I mean half the fun is making a fool of yourself.
- S: *So you would say definitely the more you got involved the more you got out of it.*
- T: Yeah definitely.
- S: *Right, do you have any general comments at the end?*
- T: Yeah I thought it was definitely worthwhile, a lot more than, um, what's that class we have on Friday? Oh 'German grammar'. We learnt a lot more in oral workshop than we did in grammar. I mean how many did we have in the end, about six?
- C: It feels about that yeah, because it was basically every two weeks. I don't know. Say the lecturer misses one class then we go for four weeks without it.
- S: *Anything else?*
- T: I don't think so, no.
- C: It's just very good fun. It's been one of the modules that I've enjoyed most this year. It helps... I mean the type of module that it is has helped I mean knowing that it's fun and that you get a lot out of it, but it is dependent on personality as well. So, I mean thanks to you, because it's been fun working with you, but I can think of other lecturers in the university that if we had the same class with, it would have been terrible, it would have been a disaster. So it's a lot on the part of the tutor that runs it, the effort that they put in.
- S: *Well thank you very much. Ich danke Euch für dies Gespräch.*

1.3.5. Jill F.

University of Leicester, 24. Mai 2000

S: *General impression Jill, what's your overall impression of this year's oral workshop and drama grammar class?*

J: I found it would be a lot more beneficial than just a normal grammar class where you just sit and write and it's tedious and it's a chore to. Not just to write down the rules – anybody can do that. It's such a chore to actually learn it. That just gets... I can't be bothered to do that, whereas this [class] is like an active process and don't actually realise that things are sinking in, because you have fun doing it and I found it really helpful for my assistantship. I'm going to incorporate a lot of the games that we played when I go over there to Germany. I just found it fun and was learning at the same time. I didn't realise that, Konjunktiv II, I've never ever understood it, and now I think oh well actually. You know it was nice going back to the notes that I'd made and things and just saying 'oh that was the point of that lesson'. It was more than just learning grammar. Things like personal skills and you could sense the development of the group over the full year. Everybody became less inhibited as we got to know each other and because some of us have hadn't worked together before – well I certainly hadn't worked with half the people before –, that it was good... find somebody you haven't worked with before and that was good because it kind of brought down barriers, because people would normally just stick with who they know, and I enjoyed working with Emma or Chris because they were both passionate about what they were doing, but I would never have chosen to work with them before really, just because I didn't really know them. Things got more relaxed and it grew from there.

S: *So you said when you went over your notes 'oh that was the point of it'. So you did actually go over the stuff that we did.*

J: Yeah. At the time the two hours just flew over and you didn't realise that it had gone and it might be the Wednesday night afterwards and I'm sitting up where we had to fill in the notebook and I used to think 'oh that's what we were doing'. Like when we passed the scarf to each other, informal and formal registers and that's always puzzled me. It's something that's typically German and typically French, it's something that I can't understand. But then I started to think about it and it's like you call an aunt 'Auntie such and such', and no matter how old I get I'm not going to call her Aunt. I can't actually do it now.[...] It was so real, everything that we did was real, it wasn't just textbooks – it made sense to me and I found ways of putting it in my real life situation. The things that puzzled us beforehand, because we'd done it in a totally different style, put it into a real life context then I could understand it more.

S: *Is there anything where you think you could have benefited more from it or areas where you didn't really benefit so much?*

J: I can't think of any specific instances where that is the case. Some of the exercises where people didn't really want to take part. That annoyed me because I thought that's why we're all here, but that was few and far between there weren't many times like that. But that was just to do with specific people. That wasn't the exercises that we were doing. I can't think of anything that could have done better. Some of them I thought 'why did we do that?' and they went straight over the top of my head but there were some where I thought 'yes I definitely know why we did that' and that was, you know, I got the point of the whole thing then there were other ones where I wasn't quite sure about but as an overall picture there wasn't anything that sprung out and thought I really don't know why we did that. There were some that I was unsure about but as a general picture it was good.

- S: *So the style of active learning like when you recreate reality through drama, that style worked for you?*
- J: Definitely. The instance that I can think that's most recent. When we were using formal register, you know how to meet people, that was so important because I'm going away to Germany [...] and you know the shaking hands thing, that doesn't really happen here, it should probably but it doesn't and just things like that, it brought it home and it was just, it was so helpful.
- S: *If you had another year of that kind of learning what kind of grammatical areas would you like to cover?*
- J: Because grammar learning, like since I was fifteen has been so boring there were areas where I would just switch off on. Konjunktiv II, I hated anything to do with that. I mean....
- S: *Are there areas where you would like to give it a go and say "well let's see how it goes"?*
- J: Well I think, I know it's basic but just tenses. You know like working from present to pluperfect. Having a dialogue where you have to incorporate every different tense. And I think [...] it would be really helpful to go over English grammar as well. [...] I know that isn't really [the point of this class]. But sometimes I think, well because obviously you know a lot about English grammar and you use terms and I think... I did English 'A' Level and I'm not bad at English grammar but sometimes I say hang on a minute, and I've got a book that's got English grammar compared with German grammar, and I think [something like] that would be quite helpful but it's not really drama.
- S: *That's ok, so tenses would help.*
- J: Tenses yeah. Basic things like that just to feel a bit more confident. The work we did on the Konjunktiv II was really, really helpful. It became so much clearer – how to pronounce the two [u and ü], that seemed crazy at the time but it makes sense now. It all becomes clear after the event! It's like a cloud lifts and you think 'yes that's why we did that'.
- S: *Great. You mentioned before that you had done grammar for 'A' Level and didn't like it and certain areas of grammar you'd just switch off. Do you think that your attitude to grammar has changed?*
- J: Certainly.
- S: *In what way?*
- J: In that I don't mind looking at grammar books [anymore] and I've got a basic idea now, because otherwise I would have just switched off and would have just guessed. I think hang on I'll just have a look in my book and it doesn't seem such a chore now. I feel it's obviously an integral part of learning German but I just used to think 'oh I'll get by, I'll get by without doing any Konjunktiv II and I'll just look at some examples and I'll try and copy those' and rather than [...] me actually being confident and sure that what I was writing was right, I was never quite sure, and now, I did some work for Professor [...] and I thought "I'm not quite sure but I think that's right". Got my book and just went through and they had five exercises to do at the bottom and I did those and then checked my answers and then went back and I actually did more work than I had to do but for myself. It's because it didn't feel such a chore. It's like you will benefit from it so why run away from it. So it has totally changed. It changed my attitude to learning French grammar as well.
- S: *Oh right!*
- J: It just seems like "Jill, it's got to be done", because I just used to switch off and just didn't like talking German or French or the whole written process. But now I'm thinking that I've

done the revision for French over the holidays and things, which I would never have done. It was just 'oh well I'll do some grammar revision', because we haven't actually had any grammar classes in French so I knew that it had to be done. I thought that my German grammar has improved and my French is still at 'A' Level and it gave me the motivation to sort my French grammar out as well, so it had a knock-on effect. Thank you!

S: *Great! You just said that grammar is an integral part of learning German. Do you feel now that you can integrate it more into your spoken German?*

J: I would hope so. I don't think that you can actually consciously do it, it's just a whole confidence thing. You know, I feel more confident about speaking German, I feel more prepared to go to Germany in September and not to be [...] always consciously thinking about 'dass' and 'weil' and verbs to the end of sentences. Obviously I'm going to make mistakes and I'd imagined that people would be thinking 'oh her grammar's really awful' and like nit-picking. Of course they're not going to and the extra confidence that I've got knowing that my level of grammar has really improved I'm not bothered about making mistakes anymore, whereas I used to be. Because I was totally cut off from grammar. I couldn't be bothered to do any. I knew that I was making mistakes so I would be like "well I won't say anything then", but now I don't care really and I just get on with it.

S: *Great. So if you, if I stayed here for another year and offered that course again for the next second years and they would come up to you and say 'look we've got this drama grammar thing on our schedule and it's a two-hour thing with Susanne and it sounds really strange. What are we going to expect?' What would you tell them?*

J: Expect the unexpected. I'd expect to be pleasantly surprised. It's nothing that they've encountered before. We all came out and I spoke to Stefan and he has dramagrammar on a Tuesday and he came out and said 'Jill, that was the craziest lesson of my life'. He said: 'But do you know what it was?' He said: 'We do need to do warm up exercises.' – 'What do you mean?' – 'Well, I'm sitting in lectures and I've rushed to get ready and then you're back asleep again.' He said: 'Like I've got up at ten past nine and the twenty minutes when I get into university I've been rushing and I've been occupied and then my mind isn't occupied and then I'm still quite tired. [At this point] my mind wants to go to sleep again.' He said: 'So you do need to do these things.' And I thought at first 'What on earth is this?' [...] and then it does actually make sense! Like once you forget about all that and think I'll go with it, see what happens and I did that and then I thought "Yeah we do need to do warm-ups" and so I'd just say to them they'd be pleasantly surprised. They might be slightly [puzzled], because it's such a different method. It's like you go in, you sit down, [the teacher] normally just says "right Konjunktiv II", and it's just writing over and over again and exercises. It's just something totally different that you haven't experienced before and are unlikely to again, but just enjoy it and you will benefit from it.

S: *Would you give them any advice, looking back now on the year?*

J: To make the most of it. [...] I feel that I was inhibited from up until about Christmas time and that was just because I was finding my own feet like grammatical-wise. I hadn't worked with these people [the other students] before and after Christmas.... Not to be too shocked or if you feel slightly that oh this isn't working for me, because all of a sudden you come out the other side and you think 'oh!'. You've hit the brick wall again and again and then all of a sudden it disappears. For them not to be put off and think "I'm not getting anything out of this, I'm not getting anything", because I didn't think that I wasn't getting anything out of it, but I felt that it was me personally, because I didn't think that I was interacting with people as well as I should have, but it was just building up trust and relationships with other people that I had never really worked with before and then as soon

as that clicked then everything else fell into place as well. Not to be put off if they don't think it's working initially because it does do eventually.

1.3.6. *Julie T.*

University of Leicester, 24. Mai 2000

- S: *Heute ist der 24. Mai 2000. Hier sitzt Julie Trees... Ok, Julie, just generally what was your overall impression of the oral workshop cum drama grammar class?*
- J: From the beginning I started thinking that I wasn't speaking much German and that went straight through the year, but when you think about it I must have done something because I feel that I can speak German much more at the moment, and my confidence has gone straight through the roof. [...] interact with people and notice that they were making a fool of themselves too. It doesn't matter what you're doing because they're doing it as well. So it's helped me to do with that and it's helped me to stand at the front of the class and being able to do something. At the beginning it might feel a bit odd but then it just seems to happen.
- S: *So your overall impression was like you weren't sure quite how much German you actually learnt but confidence-wise it was really helpful.*
- J: You start thinking about two hours and what we're going to do. You think 'God two hours of speaking German' but you don't actually speak that much in the lesson. You think you don't but I ended up leaving some of the lessons thinking 'right I'm thinking in German now, this is good.' You tend to think that you're not speaking much German but I think that in the long run you probably do.
- S: *Are there any other ways where you think you've benefited from it?*
- J: Just confidence in general, because I was always in a group and I could just be myself in a group, but when you're with other people who don't know you quite so well with a teacher at the front of the classroom you just seem to be like 'oh I can't say anything, I'll stay quiet now'. And just over the years you get to know people better and you know I've become really confident now.
- S: *Did you also gain more confidence in terms of the foreign language?*
- J: Yeah definitely.
- S: *In what way?*
- J: Well, before I thought that I could only string a very simple sentence together, and all of a sudden it was like, relative clauses and God knows what else and it was all coming out. It may have been slow, but it came out. Somehow some of it has come together, and learning the grammar as well, I feel as though I've learnt so much more grammar in those lessons than I have in the actual grammar lessons. It's just really good to be able to use it in context rather than just thinking 'ok, you have a sentence, put it in the subjunctive'.
- S: *In what ways would you say that you maybe haven't benefited so much from it or what things could have definitely been improved?*
- J: I still get this impression, even though I keep on saying 'oh I probably do speak more German than I think', I still get the impression that I didn't speak as much German as I could have done. I thought a lot of the people, the usual people, like said their piece and

then I sort of like looked quiet and then thought 'oh I'll say something' but by the time I thought I was going to say something they'd already said it. Maybe just me in general, just try to speak more, but by then end of the year I felt there were more opportunities to speak, you went round like the group and said 'right what's this?' like the last lesson we had with the stone, describe your stone, so it's more of a chance to do that when it was more group work. I always felt that when you were in a small group, say four or five people, then it's so easy to just speak English. Just because I'm stupid I want to speak German.

S: *So you would rather like to have less group work? Or different group work?*

J: Somehow differently. It would be really good to be able to go off in different groups rather than working with the same group all the time. But somehow just when you've got 4 or 5 people it's really really easy to speak English, whereas a big group, like the whole class or whatever it doesn't seem to happen. I don't know why that is. But there again I hate working on my own because I never have any ideas, so it's good to interact with other people and get their ideas. So I don't know how you can improve that one, sorry!

S: *Would you rather have smaller or bigger groups?*

J: Maybe like pairs. That might work better, because we tend to do like as a five someone tends to say 'I can't say that' so they say it in English, whereas when you're one to one it doesn't really matter if you start making mistakes. That's probably what it is – you don't want to make mistakes within your little group. So just by being one to one you could say 'oh what's that word?' and help each other out.

S: *Did the overall style of learning grammar through drama, did that suit you?*

J: Mmm yeah.

S: *In what way? Or maybe you can describe why it suited you and in what way.*

J: Right well, at the beginning I tended to think 'oh God what are we doing?' First thing in the morning you'd just think 'I don't want to be running around the classroom looking like a prat' but then as you get into it the first warm-up things get you into German and rather than just thinking 'oh God it's jumping straight into grammar at 9:30 in the morning. So that warm-up thing was really good and then being able to put the grammar into context. So you've got a situation where you might have to use it [...] and it always sticks in your head because you've got the context [...] you can remember when you did it in that session. For some reason now whenever I think als ob it's 'ring ring ring' in my head I'm going to put the subjunctive in. So in that respect you just remember everything.

S: *I mean there were certainly people in the class that that style of learning didn't suit them so well...*

J: I think it's just like you do feel like a bit of a prat and you don't feel that you're learning German grammar or anything, you feel like you're there just to be having a drama lesson. I think a lot of people have sort of said 'I'm not here to be doing drama I'm here to be doing grammar', but I think once you get the confidence to be able to do that then it does work because it just gets you into it rather than just sitting there behind a desk and going 'ok, als ob plus subjunctive. Indirect speech, subjunctive' it's so boring. It just makes it more fun.

S: *When you look back over the year do you think that your attitude has changed?*

J: Yeah, in a weird way. Well before grammar was something... you sat down with a text book and [thought] 'right, ok I'm going to learn this. I'm going to do the exercises and then hopefully I'll know it and if I don't then I have to do more exercises to learn it.' And now grammar is less of a chore. Maybe it's just because I do know more but it just felt as if we

weren't really learning, unconsciously learning, so in that respect it's changed my perspective on grammar.

S: *I'm asking that specifically because I know you as a person who is actually quite good at going away and learning things out of a grammar book, then writing an essay and actually getting most of it right, so this very cognitive style of learning seems to suit you very well.*

J: Well it's like...it's almost changed my perspective on grammar. Before it was 'oh God I must know that, I'll have to sit down and learn it' and now I think I don't have to do that any more and I can just ask other people and have fun with it. It's made it less of a chore and I think grammar doesn't have to be boring like it was before, but I think my whole attitude has changed now. It's less of 'I don't want to sit down and do that thing', it's doing something with it.

S: *Right, ok. Would you say that you as a person, you have undergone a development during the course?*

J: Yeah. At the beginning, no matter what lesson it was, I'd be sitting there and I'd only contribute if I suddenly plucked up this huge amount of confidence and then went really, really quietly 'I think I know the answer' but I'm hoping that, I'm thinking that it's these lessons that we've had, you get to know the people in the lesson so well, that you can be confident around your little group and then as the year progresses I've suddenly noticed, even my mum and dad have said the same thing, there's been a complete change in the way I was at the beginning of the year and now at the end of the year, and I'm confident in everything now. Before, I think I would have been thinking 'oh God next year I've got to stand in front of a classroom of 30 people. I'm not going to be able to do it.' And now I feel 'oh well I don't really care any more.

S: *I know we've talked about this before but what would you describe as the most memorable incident ?*

J: Oh come on, kangaroo! Just jumping around like a kangaroo. I think that has to be the time when I did suddenly click and thought 'oh sod this I'm just going to go for it. I don't care what other people are doing.' Because at the time you were saying 'right go round the room as if you're doing this' and everyone did it, so that was fine. Then you said 'go round the room as if you were a kangaroo' and I just did it and thought everyone else was doing it and to turn round to find that they're not actually doing it, I thought 'oh well never mind I'll just carry on doing it. It doesn't really matter.' So that's just one example of just fun and ever since then I've been able to do it and not care what other people think.

S: *If I stayed here for a year longer and I would offer the same kind of course to the new second years and they would come up to you and say 'we've seen this two hours oral workshop and drama class by Susanne on the schedule, it sounds really weird, what can we expect and what kind of advice can you give us?' What would you say to them?*

J: Don't worry about it. We thought that at the beginning of the year, two hours of this oral drama grammar what? You know 'what the heck's this?' and you expect it to be like the first year but it's not at all. Just tell them that it's really really good fun. It's not like a lesson it's like you're going off for two hours, and two hours passes so damn quickly anyway, and I 'd just tell them to enjoy it from the very beginning. You do enjoy it but suddenly it all clicks and you enjoy it really, really lots when you get to the end of it so just tell them to enjoy it all the time and they'll learn more probably.

S: *How can you get to the point where it clicks?*

J: I don't know. Something just happens. I don't know what that is. I suppose as you get to know the group more and you get to know you more and just realising, pointing out all the

time that everybody's doing the same thing. It doesn't matter if they're jumping around like kangaroos, they're all doing it so it doesn't really matter. And you realise that everyone makes mistakes as well. So you can just string a sentence together and it might not make much sense but people know what you're talking about.

S: *But if the second years come and ask you 'yeah but what kind of advice would you give us? What are we supposed to do?' what advice would you give them to maximise their enjoyment?*

J: Just do it. Get into it and don't be bothered by what your friends might think, because in a way they're doing it as well, so they shouldn't care. Be yourself and speak German and don't be bothered about what it sounds like because once it gets going it will improve. You won't realise it but it will. And that's about it I think.

S: *Towards the end do you have any other general comments?*

J: It was great. I've really really enjoyed it. It something really different to normal lessons. You might think 'oh my God what the heck are we doing?' but it is really good fun and you can have a good laugh at other people and yeah that's about it really. I wouldn't say that you could improve a lot of it because we have learnt a hell of a lot and it's that little aspect of me saying I don't think I spoke that much German, but just a little tickling in my head, going 'mmm ok'.

S: *How would you go about altering that if you were me?*

J: I haven't got a clue. I don't know really. I suppose maybe if someone – it doesn't matter who, maybe you – had just said to me 'Right Julie you're not speaking much. Speak!' and I would have been like 'ok I'll speak' and, I don't know, maybe a bit of a kick up the bum would have been good. But that's just the way I work, it might not work for other people.

S: *Also what about the size of the group?*

J: Yeah, because last year it was quite a small group, I know we weren't doing the same thing, but it was quite a small group and once I got to know everybody then I had no problem speaking out or whatever. Yeah the size of the group. There's so many people that they jump in before you get the chance, and it's quite difficult to get a word in. And then when you want to say something, you have to get it right in your head before you say it and by the time you've done that, they've said it. Yeah so smaller groups maybe.

S: *It's something that still remains to be thought about. But I'm glad you brought that up. Ok thank you very much.*

1.3.7. Tim K. & Tom B.

University of Leicester, 25. Mai 2000

S: *Generally speaking what is your overall impression of the 'oral workshop cum drama grammar' class?*

TK: It's been enjoyable. Better than just sitting in a very dry atmosphere trying to do paperwork. It actually gets you using the language.

TB: It's been quite a contrast to the oral workshops that we did last year, when we were all sort of just sitting round and talking and stuff. It's been more... it's just been a bit of a change

from everything else. I mean to start with it was, I think, I know I did and am sure that most of the people found it really quite strange, you know for that first week, everyone was just sat there thinking 'what's this? What is she doing?' It's like when you get used to something as it goes on and stuff and everything became just like second nature really. Go in, put all the chairs away, you know you're going to have to do something funny for a while. It's been another way of looking at grammar and all that kind of stuff. It's been really good regarding like... I think it will probably be quite useful for next year as well. You know like having to stand up and do stuff. I think 'Ok I'm going to look a bit stupid but you know you have to do it, so.'

S: *You're going where?*

TB: Hamburg.

S: *Hamburg, yeah. As assistant teacher to Hamburg.*

TB: So I think it's been useful. I mean, all the grammar stuff has been useful...

TK: ...and it builds confidence as well. You get used to making a fool of yourself in front of other people.

S: *Are you going as an assistant too?*

TK: Yeah.

S: *Whereabouts?*

TK: To Thüringen.

S: *You've stressed that there's been so much of a change compared to any other class. What are the things that you can say you have benefited a lot from? Could you pinpoint that?*

TB: I've benefited from the grammar work. Things like the subjunctive, things like that.

S: *Why's that? How do you feel differently now?*

TB: I think it's because the way we did it. We did it over, it wasn't like just one lesson do this, the next lesson do this, you know what I mean? I think it was good that we had set aside a few sessions and we'd start off with the more simple stuff maybe and then like a three-week thing. You'd say that it was going to be three weeks so we're going to do this first and then we're going to do that and then that, so we knew what was going to happen. But it was broken down and it's always much easier when it's broken down. You don't have to face it all in one go. I think that was a help as well, to build slowly.

TK: And although it's not really connected with German, it's helped my dramatics techniques a bit too.

S: *Yeah. Like in what way did it?*

TK: I'm a fairly arty person but mostly I like expressing it through music rather than acting though I'm a little more confident now, taking on a character or persona or a different version of me or whatever, and presenting that and getting ideas across with me without hiding with instruments or computers and things like that.

S: *Great! So you play music?*

TK: Yeah.

S: *And do you play on stage too?*

TK: Yeah.

S: *And would you feel more confident on stage now?*

- TK: I think I would. I mean with music the confidence hasn't really been a problem for me. I started doing it when I was 8 years old, so I've kind of got used to it. But with music you always feel as if you're hiding behind the guitar, the (?) or whatever. When you're acting or doing presentations or things you are the audience there's no psychological barrier between them.
- S: *It's certainly good that you think that your dramatic abilities have improved. How do you feel about it?*
- TB: Well, I used to do quite well with drama, but I haven't done much since I came to university, but I used to belong to a drama group since about [the age of] 13 till I was about 18. We used to do a lot of, it was quite intense and we used to have rehearsal every week and we used to do Shakespeare and stuff like that. So I was quite familiar with some of the stuff like what tableau would work, so that wasn't new, I'd done that kind of stuff before. But it was good to do it again but in a different context. But I think that kind of acting is kinds different to the angle of doing it from the language, the German point of view.
- S: *... the difference between drama and drama in education ?*
- TB: ... yeah like drama in education, which, things that could be useful next year. But that's the same kind of thing. Two different aspects of it, so it's been good to do a similar kind of thing but from a different aspect.
- S: *Was there anything that you felt you didn't benefit as much as you would have liked to benefit from? [Pause] Or was there anything else that you would have liked to have done more or less of?*
- TB: When we had that to read that book. I thought that was really good.
- TK: The exercises we did on that were useful as well. We had four people playing one character and taking questions from the floor. Being made to improvise in the second language.
- TB: Yeah all that stuff was quite good.
- TK: I've done a bit of straight acting so it was nice to do someone out there with no script and no idea what you're going to do.
- TB: It's good because you don't have a sheet, do you?
- TK: Did you find a difference though? Had you done drama earlier? Was that more structured and scripted or what? Or did you do improvisations?
- TB: We used to do improvisations as warm-up exercises and things like that... just all kinds of stuff, you know all kinds of things and that thing we did with different family, university, or school and you came in and came up to someone randomly and you had to react on the spot and you don't know what they're going to do but you have to do it because we've all got something we had to do. So that kind of tests you and makes you think. That was good as well as all the grammar stuff.
- TK: Certainly an improvised angle. The impro work get you thinking more in German, thinking a lot quicker.
- S: *Do you feel that you can integrate [...] the grammar more into your spoken German?*
- TK: Yeah because the end result was that we learnt those grammar techniques and I the method of learning as the means to an end. No matter how you learn the technique, once you've got it mastered then you'll probably use it. Because I think learning it through drama got us using it a lot quicker than learning it on dry paper and converting it; very dry facts to real situations. Because we're in real situations, imaginary real situations, from day one. So you're forced to use what you've learned the second you start learning it.

- S: *Well if I did that for another year if you were to partake in such a course for another year, what kind of grammar areas or grammar topics would you like to be covered? What other things did you find difficult or that you always found difficult to put into practice?*
- TK: I've always had this thing with cases. Der, die, das, die, den, die and so on. Something working with that would be useful.. I don't know how you'd work it into a drama situation but that's just me not knowing about the cases.
- S: *Yes point taken. Would you like to add anything, Tom?*
- TB: If I hate anything then it's the subjunctive.
- S: *You mean you could happily do more exercises on the subjunctive?*
- TB: Well perhaps, well yeah I think, probaby yeah. I always think it's useful to go back and revise something... go over it again. Not necessarily to the same amount of time that we spent on it, but just to refresh your memory.
- S: *So you did find the subjunctive, the choice of topic useful? With the subjunctive?*
- TB: Yeah.
- S: *Do you think your attitude to grammar has changed?*
- TK: Possibly. You see it more as something... it's very hard to say how but I used to see it as very dry, factual being imprisoned on paper and things. It seems to have got off the paper and into my head a bit more now. Into real life. Obviously we've always known that it's important for communicating in reality, in real situations but I think there's a difference between knowing something and realising it. It's like that thing on your wall there 'the mere knowledge of the fact is pale but when you come to realise the fact it takes colour.'

2. Fremdperspektive

2.1. Erfahrungsprotokoll

Anngret Weiß (Herder-Institut Leipzig)

März / April 2000

ERFAHRUNGSPROTOKOLL I

Lernergruppe:	Studentinnen und Studenten des 2. Studienjahres; single subject, joint hon., modern language studies an der University of Leicester, England Gruppe B, 15 Personen, Alter: 19-21
Unterrichtsfach:	Dramagrammatik
Lektorin:	Susanne Even DAAD-Lektorin an der University of Leicester
Zeitraum:	Dienstag, 30.11.99, 09:30 - 11:30 Uhr (120 min)
Unterrichtseinheit:	Wortklassen
Unterrichtsziel:	kognitives, emotionales Wahrnehmen von Wortklassen und Klassifizierungsmöglichkeiten
Unterrichtsbeobachtung:	Annegret H. Weiß, Aufbaustudium DaF, Herder-Institut Leipzig

In meinen Unterrichtsbeobachtungen habe ich mich auf das Verhalten der Studenten und auf die Interaktion von Studenten und Lehrerin konzentriert. Wichtig war mir die Reaktion der Studenten auf die dramagrammatische Methode und die Art und Weise der Lernprozesse.

Da ich die Möglichkeit hatte, den Stundenablauf bei einer zweiten Lernergruppe zu verfolgen ("Montagsgruppe"), habe ich an den Stellen, die mir wichtig erschienen, einen Vergleich einbezogen.

Meine Beobachtungsweise ist geprägt von dem persönlichen Interesse an der dramapädagogischen Methode. Theoretisch habe ich mich mit dieser alternativen Methode im Rahmen meines Studiums auseinandergesetzt. Während meiner Lehrtätigkeit bei Linguarama, einer internationalen Fremdsprachentrainingsorganisation für Geschäftsleute, unterrichtete ich vorwiegend Kleingruppen (im Durchschnittsalter von 40 Jahren), welche das "spielerische Lernen" der Sprache bevorzugen und einfordern. Auf meiner Suche nach einer beruflichen Anwendung, Erfahrung und Hinterfragung der dramapädagogischen Methode habe ich mich für die Beobachtung des dramagrammatischen Unterrichts in Leicester entschieden.



09:30 **RÜCKBLICK**

Die Studenten sitzen im Kreis, die Tische sind zur Seite geräumt.

Die Stunde beginnt mit einem Rückblick auf die letzte Unterrichtsstunde. Jeder erhält ein von zwei Studenten erstelltes und von Susanne korrigiertes Protokoll. Der Protokollant liest es der Gruppe laut vor. Fragen gibt es keine.

09:45 - 10:30 **WARM-UP**

Susanne weist darauf hin, dass eine neue Unterrichtseinheit beginnt und wie immer mit dem Warm-up gestartet wird. Die Stühle werden dazu zur Seite gestellt.

Über das Thema der neuen Unterrichtseinheit waren die Studenten nicht informiert, und das schien sie völlig ungestört zu lassen. Mit einer Selbstverständnis folgen sie Susannes Anweisungen, getrieben von der (z.T. zurückhaltenden) Neugier "mal sehen, was heute wohl wieder passieren wird".

Körperbewegung

Die Gruppe steht im Kreis. Susanne gibt folgende Anweisung: "Stellt euch vor, ihr steht unter einem Apfelbaum und möchtet die Äpfel pflücken." Die Studenten recken und strecken sich, greifen nach oben und holen das Unsichtbare vom Baum. Sie steigen aus ihrem Alltag aus und in eine Welt der Vorstellungen und Phantasien ein. "Und jetzt habt ihr die Äpfel gepflückt und werft sie euch zu." Die Äpfel fliegen durch den Raum, erst einer, dann zwei zur gleichen Zeit, die Teilnehmer müssen schnell reagieren, damit die Äpfel nicht zu Boden fallen, manche sind schwierig zu fangen, einer landet beinahe in der Glastür. Zum Glück ist nichts zerbrochen. Das Lachen und die Körperbewegung wärmen und lockern auf. Die Wurfübung verlangt eine Konzentration aufeinander und fördert ein Gruppengefühl.

Summen

Susanne fordert die Studenten auf zu summen und dann die Lautstärke zu variieren. Die Studenten orientieren sich an ihrem Beispiel.

Im nächsten Schritt sollen sie mit geschlossenen Augen summend auf die Raummitte zugehen, bis sie dicht beieinander stehen. Sie werden dann aufgefordert, ihre Augen zu öffnen. Die Übung baut neben der Gruppenbewegung eine Spannung auf, die sich beim Öffnen der Augen im Staunen, Reden und Lachen entlädt. Die Stimmung ist aufgelockert und gelöst.

Laute

Die Studenten ziehen eine Karte aus einem Hut. Mir fällt auf, dass Requisiten zusätzlich Atmosphäre verbreiten und verstärken und ein gut auszuwählender Bestandteil der dramapädagogischen Arbeit sind. Der Hut zeigt Stil und vermittelt einen Hauch von Zauberei. Auf der Karte steht ein Buchstabe, der von dem Student als Laut ausgesprochen werden soll. Susanne fordert die Studenten auf, ihren Laut auszuprobieren und sich im Raum umherlaufend mit diesem Laut gegenseitig zu begrüßen. Die Ausführung der Aufgabenstellung scheint unvorstellbar. Je unvorstellbarer, desto hilfreicher scheint Susannes Beispiel für die Studenten zu sein, um ihre Barrieren zu überwinden und schneller in die Aufgabe einzusteigen. Langsam kommt eine Gruppendynamik in Gang und die Studenten beginnen sich nicht mehr an Susanne, sondern *aneinander* zu orientieren. Je mehr andere Gruppenmitglieder aus sich herausgehen,

desto mehr gehen sie selbst aus sich heraus. Dieser Prozess war sehr schön zu beobachten in stetig anwachsender Bewegung und Lautstärke.

Die Studenten werden nun aufgefordert, einzeln in die Mitte des Kreises zu treten und mit ihrem Laut folgendes darzustellen:

- böse zu sein
- einen Vortrag zu halten
- ein Geheimnis auszuplaudern
- jdn. zu verführen usw.

Sie reagieren sehr unterschiedlich. Einige haben Anlaufschwierigkeiten und zweifeln, dass sie fähig sind, mit nur einem Laut und Gestik etwas Sinnvolles auszudrücken. Hier und da erfolgt nach der Aufgabenstellung ein Stöhnen, verbunden mit einem Schmunzeln über die erwartete Komik ihrer Darbietung.

Bei der Übung paaren sich Skepsis und Staunen sehr dicht beieinander. Die Studenten betreten neues Feld, und für mich wird hier der erste Lernprozess deutlich; die Fähigkeit, sich über die Sprache hinaus ausdrücken zu können. Die Studenten erfahren die Kombination von Lauten und Gesten als eine sinntragende Einheit.

Zusätzliche Überwindung kostet es sie, sich in den Mittelpunkt der Aufmerksamkeit zu stellen, was kulturspezifische Hintergründe haben könnte. Die Ausführung der Aufgabe wird entsprechend dem persönlichen Wohlgefühl qualitativ und zeitlich begrenzt. Eine Studentin verweigert die Übung, was von Susanne als selbstverständlich akzeptiert wird. Sie leitet die Aufgabenstellung an eine andere Studentin weiter. Ich empfinde die Erlaubnis der Verweigerung für die Gruppe eher als Ansporn zum Experimentieren und erlebte diese Situation angenehm.

Lexikoneintrag

Susanne fordert die Studenten auf, Lautformationen zu bilden. Sie sollen durch den Raum gehen und sich mit ihren Lauten in Gruppen zu Nonsenswörtern zusammenfinden. Es entstehen 4 Gruppen mit den Wörtern:

schäüz, kauz, mao, rüwöu

Der nächste Schritt ist, zu diesen Wörtern einen Lexikoneintrag zu erfinden. Die Lexika als mitgebrachte Requisiten dienen als Orientierungshilfe. Beachtet werden soll die Wortklasse, Geschlecht, Numerus...

Mir fällt auf, dass Susanne Aufgabenstellungen sehr konkret und genau beschreibt. Sie wiederholt die Aufgabe unter Verwendung gleicher Wörter, was manifestierend wirkt und mit wechselnden Beispielen, was die Phantasie und Vorstellungskraft der Studenten anregt.

Die Gruppen werden darauf hingewiesen, zum Abschluss der Übung die Bedeutung des Wortes in einer kleinen Szene dramatisch umzusetzen.

Die vier Gruppen nehmen den Raum ein. Die Studenten sitzen auf dem Boden, auf Stühlen und Tischen. Sie arbeiten sehr zügig und begeistert miteinander. Es gibt viel zu lachen. Susanne gibt den einzelnen Gruppen Hilfestellungen, fragt nach vorhandenen Ideen, lobt die Ansätze

(“klasse, super”) und “spinnt” die Ideen mit der Gruppe zusammen weiter. Man definiert z.B. **Mao n**, -en *als eine Kreuzung zwischen einer Maus und einem Elefanten, dessen Fleisch genießbar ist, wovon es aber nur noch zwei Exemplare gibt...*(Ich habe bei dieser Zusammenarbeit von Studenten und Lehrerin, die Kreativität der Lehrperson als förderlich empfunden.) Susanne wird als Gruppenmitglied integriert, ihre Hilfe wird angenommen und die vorhandenen Phantasiegeheimnisse werden mit ihr geteilt.

An dieser Stelle merke ich, wie feinfühlig die Studenten der Lehrerin gegenüber reagieren und wie wichtig das entgegengebrachte Vertrauensverhältnis für eine fruchtbare dramapädagogische Zusammenarbeit ist. Die Studenten wissen, dass es bei Susanne kein “falsch” gibt und jeder Ansatz eine Berechtigung hat. Der Einsatz von Lob, aber auch Kritik als phantasieanregendes Mittel muss wohl dosiert werden.

Szenische Darstellung

Die Gruppen scheinen mit ihren Ergebnissen zufrieden und man merkt, dass sie präsentieren wollen. Susanne fragt nach Freiwilligen, die sich schnell finden, und sie lobt den Geist der Freiwilligkeit. Die Zuschauer sitzen im Halbkreis auf dem Boden. Die Gruppen verfolgen die Darbietungen mit Spannung.

Präsentation des Wortes: **Rüwöu n** -s, -en

Eine Studentin sitzt auf dem Boden und kaut auf einem Kugelschreiber. Jemand kommt vorbei und schlägt ihr auf den Rücken. Der Kugelschreiber rutscht ihr in die Kehle und sie fällt zu Boden. Sofort eilt Hilfe herbei und man holt den Kugelschreiber heraus. “Warum ist sie nicht gestorben?” fragt ein Mitspieler. “Wegen des Rüwöus” antwortet der andere und er zeigt auf das kleine Loch an der Kugelschreiberseite.

Die Scheu vor dem Schauspielen im Rahmen einer Gruppe ist sehr gering. Während der Präsentationsvorbereitung hat sich innerhalb der Kleingruppe eine Dynamik entwickelt. Bei der spielerischen Darstellung überträgt sich diese Kleingruppendynamik von einer Gruppe auf die anderen Gruppen. Die Gruppen stecken sich gegenseitig mit ihrem Mut der szenischen Darstellung und ihrer Begeisterung dabei an. Unbewusst applaudieren einige Studenten nach den Präsentationen. Ein schöner Ausdruck der Anerkennung und Ent-Spannung. Das Erraten der Wortbedeutung ist ein leichter Teil der Übung. Das Vorlesen der Definition schließt die Übung ab.

“Das Rüwöu ist das Loch in der Seite des Kugelschreibers. Es dient dazu, dass man nicht erstickt, wenn man den Kugelschreiber verschluckt.”

Anmerkungen:

- Im Vergleich zur Montagsgruppe nehme ich hier eine stärkere Gruppendynamik wahr. Meinen Beobachtungen nach treibt diese Dynamik zum einen das Arbeitstempo voran (es wird in dieser Lernergruppe eine größere Anzahl von Aufgaben in einem kleineren Zeitraum erledigt), zum anderen das Tempo der Phantasie und die Qualität der dramatischen Inszenierung.

- Die Phase des “Warm-up” erlebe ich nicht nur als eine Phase der Lockerung und Einstimmung, sondern auch als arbeitsintensive Vorbereitung auf den folgenden Teil.

10:35 - 11:10 ERARBEITUNGSPHASE

An der Tafel befindet sich ein Papierbogen mit der Gedichtstrophe:

*Verdaustig war's und glasse Wieben
Rotterten gorkicht im Gemank
Gar elump war der Pluckerwank
Und die gabben Schweissel frieben.*

Susanne liest das Gedicht laut vor und lässt es eine Sekunde lang wirken. “Ich verstehe kein Wort”, sagt ein Student. Spannung ist bereits vorhanden.

Susanne erklärt die Aufgabenstellung. Genau, präzise und zweisprachig, um sicher zu gehen, dass es alle verstehen.

Bei dem Gedicht handelt es sich um ein Nonsensgedicht. Die Studenten sollen:

1. eine Bedeutungsinterpretation vornehmen / Assoziation
2. eine wirkungsvolle Präsentation der Gedichtsinterpretation erarbeiten
z.B. das Gedicht vorsingen, in eine Handlung einbetten....

Die Studenten wollen die originale Bedeutung des Gedichtes wissen, um sich mit ihrer Übersetzung dem Original annähern zu können. Sie möchten gerne “richtig” interpretieren. Das Original ist für sie der Maßstab. Wiederum verweist Susanne darauf, dass es hier nicht um richtig und falsch geht, sondern um die eigene Phantasieentwicklung. Die eigenen Ideen sind gefragt, keine äquivalente Übersetzung. Das scheint für die Studenten nicht zufriedenstellend zu sein, aber sie lassen sich mit der versprochenen Aufklärung der Gedichtsherkunft am Stundenende vertrösten.

In neu gemischten Gruppen wird die Aufgabe sehr zügig erarbeitet. Die Verständigung innerhalb der Gruppe findet auf englisch statt (leider), nur mit Susanne wird deutsch gesprochen. Die Ideenfindung macht den Studenten Spaß, geheimnisvoll probt eine Gruppe ihren Auftritt im Flur. Schneller als erwartet sind die Gruppen mit ihrer Präsentation fertig, stolz auf ihr Ergebnis warten sie darauf, es vorzeigen zu können. Ich frage mich an dieser Stelle, ob dieser Arbeitsgeist die “Frucht” der Warm-up-Vorbereitungsphase ist?

Präsentation an einem Beispiel:

Im Hintergrund stehen vier Gruppenmitglieder, welche nacheinander die Strophen des Gedichtes lesen. Im Vordergrund steht ein Student, der sich entsprechend den einzelnen Strophen bewegt.

<i>Verdaustig war's</i>	er hält die Hand vor die Stirn und schaut um sich
<i>und glasse Wieben</i>	er hält die angewinkelten Hände vor der Brust und wiegt hin und her

<i>Rotterten gorkicht im Gemank</i>	er breitet die Arme zu Schwingen aus und bewegt seinen ganzen Körper wellenartig hin und her
<i>Gar elump war der Pluckerwank</i>	er geht herum und schaut nervös umher
<i>Und die gabben Schweisel frieben</i>	mit angewinkelten Händen vor der Brust hüpfte er durch den Raum

Die Darbietung ist mit viel Lachen verbunden und dem Darbieter, welcher eher einen zurückhaltenden Eindruck macht, hätte man das „Aus-sich-heraus-Gehen“ gar nicht so zugetraut. (Ich vermute, dass sein Engagement damit zusammenhängt, dass er die Herkunft des Gedichtes kannte und dadurch einen *persönlicheren Bezug* dazu hatte.) Die Studenten raten nun, worum sich die Darbietung gehandelt haben könnte und es ist nicht einfach, diese zu entschlüsseln. Susanne fragt die Darsteller nach ihren Überlegungen zum Gedicht – auf Deutsch! Die Studenten mühen sich, jedoch fehlt ihnen das Vokabular und Susanne übernimmt die Übersetzung sinngemäß ins Deutsche.

„ein Kobold in einer Zauberatmosphäre,
Elfen, die durch den Sumpf streifen
ein Monster im Gebüsch
der ängstliche Kobold flieht“

„Warum war der Kobold so ängstlich?“ wundert sich Susanne.

„Weil es so verdaustig war.“ antwortet ein Zuschauer.

Die dramatisch ausgehandelte Bedeutung basiert auf einer unbewusst stattgefundenen Wortklassifizierung. Die Studenten haben aufgrund ihres Sprach- und Wortgefühls das Gedicht *belebt*. Hier verstehe ich das Wahrnehmen von Sprache auf verschiedenen Ebenen – Sprache empfinden und fühlen, ästhetisch wahrnehmen und mit dem Körper ausdrücken.

11:10 - 11:30 KOGNITIONSPHASE

Susanne weist auf die Tafel und erklärt, dass die nächste Übung der Wortklassifizierung gilt. Am Beispiel von „Verdaustig...“ fragt sie:

„Zu welcher Wortklasse gehört dieses Wort?“

Antwort: „Zu den Adjektiven.“

„Woran erkennt ihr das?“

Antwort: „Weil es vor *war* 's steht und weil es die Endung *-ig* hat.“

Susanne fordert die Studenten auf, in Kleingruppen die Wortklassen der restlichen Wörter zu identifizieren. Bei dieser Übung findet bei den Studenten ein Übergang vom unbewussten Umgang mit den Wortklassen zum bewussten kognitiven Analysieren statt.

An der Tafel werden nun die Wortklassen für die restlichen Wörter des Gedichts diskutiert. Wörter, bei denen mehrere Wortklassen zur Diskussion stehen, werden unter morphologischen und syntaktischen Aspekten genauer betrachtet. Die Studenten analysieren beispielsweise *frieben* als das Präteritum von der Infinitivform 'freiben' (in Analogie zu *schrieben* – schreiben).

Die letzten Minuten nutzt Susanne zur kurzen Zusammenfassung. Sie weist darauf hin, dass es auch in den nächsten Stunden um Wortklassen gehen wird und dass es wichtig ist, Wörter aufgrund ihrer Endungen und ihrer Einbindung im Satz klassifizieren zu können.

Zum Abschluss gibt sie die Auflösung über die Herkunft des Gedichtes und sagt die englische Nonsensversion (aus: "Alice Behind the Looking-Glass") auf. Die Studenten sind überrascht und möchten wissen, wie jemand ein Nonsensgedicht überhaupt in eine andere Sprache übersetzen kann, ohne die Wortbedeutung zu kennen. Susanne erklärt den Studenten, dass diese Übersetzung auf einer vorher vorgenommenen Wortklassifizierung beruht.

Anmerkungen:

Ich habe diese 120 Minuten als eine geschlossene Einheit unter einem guten Zeitmanagement empfunden. Das Warm-up stellte einen fließenden Übergang zur Erarbeitungsphase und diese zur Kognitionsphase dar. Besonders ist mir der systematische Aufbau der Stunde aufgefallen, welcher eine Harmonie des Stundenablaufs bewirkte. Ich habe eine dynamische Entwicklung von der Körperbewegung über die Stimme und Laute bis hin zum gesprochenen Wort wahrgenommen. Die Lernprozesse waren sehr komplex und fanden auf verschiedenen Ebenen statt. Nach meinem Empfinden begreifen die Studenten die Analyse und Produktion von Sprache nicht nur als einen kognitiven Prozess. Sie lernen Sprache zu fühlen, sie mit ihrem Körper auszudrücken, in Bilder umzusetzen, mit Sprache kreativ und spielerisch umzugehen, sie gesamtheitlich wahrzunehmen. Je "aufgewärmter" die Atmosphäre war, desto engagierter und produktiver haben die Studenten gearbeitet und desto offener waren sie für die Sprache. Ich wünschte mir dann, dass die Studenten ihre Chancen zum Deutsch sprechen noch verstärkter wahrnehmen und ausnutzen würden. (So könnte der Bestandteil an Englisch als Arbeitssprache, während der Gruppenarbeiten reduziert werden. In einer homogenen Lernergruppe könnte dies wiederum zu künstlich wirken.) Der grammatische Aspekt dieser Lerneinheit ist von den Studenten durch ihre dramapädagogische Arbeit verinnerlicht worden. Die Wichtigkeit der Wortklassifizierung am Beispiel des Gedichtes wird ihnen in Erinnerung bleiben.

ERFAHRUNGSPROTOKOLL II

Lernergruppe:	Studentinnen und Studenten des 2. Studienjahres; single subject, joint hon., modern language studies an der University of Leicester, England Gruppe B, 15 Personen, Alter: 19-21
Unterrichtsfach:	Dramagrammatik
Lektorin:	Susanne Even DAAD-Lektorin an der University of Leicester
Zeitraum:	Dienstag, 07.12.99, 09.30-11.30 Uhr (120 min)
Unterrichtseinheit:	Wortklassen
Unterrichtsziel:	Identifizierung und kreativer Umgang mit Wortklassen auf der Grundlage kognitiven Wissens
Unterrichtsbeobachtung:	Annegret H. Weiß, Aufbaustudium DaF, Herder-Institut Leipzig

09:30 RÜCKBLICK

Die Studenten haben, wie gewohnt, die Tische bereits zur Seite gestellt und sitzen im Kreis. Das Verlaufsprotokoll der letzten Stunde wird von Susanne ausgegeben und von der Protokollantin vorgelesen. Still mitlesend, reflektieren die Studenten die Erfahrungen und Erkenntnisse der letzten Woche. "Wir haben gelernt, dass wir Wortklassen erkennen können, ohne ihre Bedeutung zu wissen", heißt es im letzten Satz.

Susanne verweist darauf, dass man sich in den nächsten zwei Unterrichtseinheiten weiterhin mit dem Thema "Wortklassen" beschäftigen wird. Sie stellt das Ziel in Aussicht, das Thema vor Weihnachten gemeinsam zum Abschluss zu bringen. Durch die inhaltliche und zeitliche Rahmgebung werden die Studenten in Susannes Arbeitsweise und Unterrichtsplanung einbezogen.

09:35 - 10:00 WARM-UP

Susanne erklärt, dass sich auch das folgende Warm-up um Wortklassen dreht. Dazu wird sie Karten mit jeweils vier verschiedenen Begriffen ausgeben. Aufgabe der Studenten ist es, diese Begriffe einander rein pantomimisch zu erklären. Die einzig erlaubten Angaben zu den Wörtern sind

- a. die Nennung der jeweiligen Wortklasse und
- b. Antworten mit "Ja" und "Nein" auf gestellte Fragen.

Die Gruppenmitglieder erhalten nun jeweils eine Karte und beginnen ihre Wörter pantomimisch darzustellen.

Beispiele:

<i>verrückt</i>	<i>Zebra</i>	<i>sie (Sgl.)</i>
<i>zwischen</i>	<i>wir</i>	<i>Weihnachtsbaum</i>
<i>er</i>	<i>hektisch</i>	<i>sich entschuldigen</i>
<i>Anrufbeantworter</i>	<i>unter</i>	<i>neben</i>

Ich beobachte, dass es keine Anlaufschwierigkeiten gibt, sehr zügig miteinander gearbeitet wird und das pantomimische Darstellen den Studenten Spaß macht.

Anmerkung:

Im Vergleich zur Montagsgruppe nehme ich an dieser Stelle sehr bewusst einen Unterschied wahr. Die aus dem Vergleich resultierenden Beobachtungen ergaben für die Montagsgruppe folgendes:

1. Die Studenten arbeiteten zögerlicher miteinander.
2. Sie wählten überwiegend die Möglichkeit der Fragen mit "Ja / Nein-Antworten", um sich der Bedeutung des Wortes anzunähern und versuchten somit einer pantomimischen Begriffserklärung auszuweichen.
3. Die Kleingruppen schienen mehr auf Susannes Beispiele angewiesen zu sein.
4. Bewegung kam sehr langsam ins Spiel.

Meiner Meinung nach ist hier die Größe der Kleingruppe ausschlaggebend gewesen. Es haben jeweils zwei Personen miteinander gearbeitet.

Die Atmosphäre scheint bei einer Anzahl von drei bis vier Personen gelöster zu sein. Man ist nicht direkt aufeinander angewiesen. Es fällt den Studenten leichter, aus sich herauszugehen, dramatisch aktiv zu werden und vor allem miteinander zu lachen!

Zum Abschluss des Warm-up (im großen Kreis) lässt Susanne Wörter der einzelnen Wortklassen noch einmal vorzeigen.

Beispiele:

- das Substantiv "*Weihnachtsbaum*"

Der Student hockt sich in die Mitte des Kreises und beginnt langsam zu wachsen und breitet seine Arme aus. Danach geht er einen Schritt zur Seite, nimmt dieses Gewächs auf seine Schulter und gibt es einer Studentin.

- die Präposition "*zwischen*"

Eine Studentin setzt sich zwischen zwei Teilnehmer.

Die Studenten haben bei dieser Übung die Möglichkeit, ihre Ergebnisse einander zu zeigen. Indirekt ermutigen sie sich gegenseitig, dramapädagogische Leistungen zu erbringen. Susanne lobt ihre Leistungen und macht sie darauf aufmerksam, dass man mit wenigen Mitteln sehr viel darstellen kann.

Ich empfinde sehr angenehm, dass den Aufgaben und vor allem dem sprachlichen Auseinandersetzen der Studenten mit den Inhalten der Darbietungen genügend Zeit gegeben wird. Der Präsentation wird somit die Möglichkeit einer Kommunikationsgrundlage gegeben.

10:00 - 10:10 KOGNITIONSPHASE

Das Gedicht der letzten Stunde ist an der Tafel angebracht.

*Verdaustig war's und glasse Wieben
Rotterten gorkicht im Gemank
Gar elump war der Pluckerwank
Und die gabben Schweisel frieben.*

Susanne klärt mit den Studenten die noch offene Frage nach der überzeugendsten Variante:

Ist	<i>Rotterten:</i>	ein Verb	u. <i>gorkicht:</i>	ein Adverb
		oder		oder
		ein Substantiv		ein Verb?

Durch die Analyse der Satzstruktur wird den Studenten deutlich, dass “*glasse Wieben rotterten gorkicht im Gemank*” eine syntaktische Einheit bilden kann, *rotterten* somit als Verb im Präteritum steht und *gorkicht* ein Adverb ist.

Die Sammlung und Zuordnung der Wortklassen resultiert in folgender Tabelle:

Pronomen	Verb	Adjektiv	Konjunktion	Artikel	Substantiv	Präposition	Adverb
's (es)	war	verdaustig	und	(dem)	Wieben	in	gorkicht
	rotterten	glasse		der	Gemank		gar
	frieben	elump		die	Pluckerwank		
		gabben			Schweisel		

Die Kognitionsphasen in der Art des Frontalunterrichts nehmen einen verhältnismäßig geringen Bestandteil der Unterrichtszeit ein. Ich stelle mir die Frage, ob hierfür ein methodischer, lernzielorientierter bzw. didaktischer Hintergrund besteht.

10:10 - 11:30 VERTIEFUNGSPHASE

Susanne heftet Karteikarten mit den acht Wortklassen an die Tafel und stellt folgende Frage:

Wenn die Wortklassen Menschen wären, welche Eigenschaften hätten sie?

Die Studenten sind völlig erstaunt über diese etwas “verrückte” Frage. Ein lautes “*What?*” geht durch den Raum. Langsam realisieren sie die Aufgabe. Schmunzeln und Stöhnen wechseln sich ab. Susanne gibt zu, dass es sich hier um eine ziemlich kreative Übung handle und richtet einen Appell an die Phantasie.

Sie fordert die Studenten auf, zu ihren Warm-up-Gruppen zurückzugehen, über die menschlichen Eigenschaften der Wortklassen zu diskutieren und zu verhandeln und sie niederzuschreiben – auf Deutsch!

Obwohl die Aufgabe abstrakt ist, gibt es keine Anlaufschwierigkeiten. Susanne gesellt sich zu den einzelnen Gruppen und hinterfragt ihre Ideen und Vorstellungen. Sie prüft, ob die Gruppen auf dem richtigen Weg sind.

“Warum sind eure Präpositionen herrisch und sagen gerne, was andere Leute machen müssen?” Die Studenten sind somit gezwungen zu argumentieren und sich genauer in die Funktion der Wortklassen hineinzusetzen. Die Gruppe begründet ihre Eigenschaftsbeschreibung damit, dass die verschiedenen Präpositionen verschiedene Fälle nach sich ziehen. Lob und Phantasieanregungen folgen.

Susanne gibt den Studenten eine weitere Aufgabenstellung:

Wenn die Wortklassen Menschen wären, welche Berufe hätten sie?

Die Studenten haben sich bereits über die kognitive Ebene mit den Funktionen der Wortklassen vertraut gemacht und sie über die kreative Ebene in menschliche Eigenschaften übersetzt. Aufgrund der vorgenommenen Personifizierung der Wortklassen fällt ihnen die entsprechende Berufsfindung leicht.

Das theoretische Wissen wird bei dieser Übung belebt und kann dadurch vorstellbar verinnerlicht werden.

Bei fehlendem Vokabular wird häufig Susanne nach einer deutschen Entsprechung gefragt. Selten wird mit dem Wörterbuch gearbeitet. Eher neigen die Gruppenmitglieder dazu, sich gegenseitig bzw. quer durch den Raum zu fragen. Die Offenheit des Unterrichts gibt den Studenten die Freiheit, auf unkompliziertem Wege sich gegenseitig auszutauschen und miteinander zu lernen. (Ein Beispiel für soziales Lernen.)

Von der Arbeitssprache Englisch innerhalb der Gruppe wird nicht abgewichen.

Beispiele für Berufe von Wortklassen:

- *Substantiv*: Politiker, die Queen, Schauspieler, Diva
- *Pronomen*: Souffleuse, Vertretungslehrer
- *Verb*: Regisseur, Geschäftsführer, Premierminister, Sportler
- *Adjektiv*: Schiedsrichter, Mannequin, Künstler, Clown
- *Adverb*: Schuldirektor, Lehrer, Gouvernante, Polizist
- *Artikel*: Sekretärin, Telefonistin
- *Präposition*: Bibliothekar, Verkehrspolizist, Reiseleiter, Chauffeur
- *Konjunktion*: Heiratsvermittler, Pastor, Scheidungsanwalt

Präsentation

Aus einem Karton lässt Susanne jeden Teilnehmer eine Karte ziehen. Auf jeder Karte steht eine Wortklasse, mit welcher der Teilnehmer sich der Gruppe gegenüber als Person vorstellen soll. Susanne möchte, dass sich die Studenten genau beschreiben und mindestens fünf bis sechs Sätze zu ihrer Person, ihren Charaktereigenschaften, ihrem Beruf usw. sagen. In den Gruppen tragen die Studenten gegenseitig ihre Ergebnisse zusammen und notieren ihre Ausführungen.

Nach einer kurzen Pause beginnt die Präsentation. Aus dem Stehkreis heraus treten die Studenten einzeln in die Mitte des Kreises und erzählen über sich. Um welche Wortklassen handelt es sich? (Hier eine Aufgabe an den Leser.)

Beispiele:

“Ich bin sehr kreativ und ich bin eine Quasselstrippe, weil ich immer mit meiner Freundin plaudere. Ich kann allein arbeiten, aber normalerweise arbeite ich mit anderen Leuten zusammen. Andere Leute brauchen mich z.B., um ihre Gefühle zu zeigen.”

“Wenn ich einen Beruf hätte, wäre ich ein Heiratsvermittler. Ich binde zwei Wörter zusammen und viele Wörter sind abhängig von mir. Ich bin sehr populär, weil ich sehr oft benutzt werde. Ich glaube, dass ich eine der berühmtesten Wortklassen bin.”

“Ich bin sehr lebendig. Ich springe hier, ich springe da. Ich habe viele Freunde. Oft verbringen wir Zeit zusammen, und zwar besonders, wenn wir zum Ende des Satzes geschickt werden.”

“Ich bin sehr sehr sehr sehr sehr langweilig. Ich habe keinen Ehrgeiz oder Ursprünglichkeit. Ich nehme den Platz anderer Wörter.”

“Ich bin Reisebürokauffrau. Ich organisiere, ob die Leute mit dem Zug, mit dem Auto oder mit dem Flugzeug reisen.”

Die Studenten beschreiben sich größtenteils sehr eindeutig und den anderen fällt die Wortklassenzuordnung leicht. Bei sehr kreativen Definitionen fragt Susanne nach hintergründigen Überlegungen. Studenten mit der gleichen Wortklasse erkennen sich oft gegenseitig an der ähnlichen Art und Weise der Beschreibungen.

Vorbereitung eines Szenarios

Die nächste Aufgabe soll in den verbleibenden 15 Minuten angedacht werden.

1. Es soll in zwei Großgruppen zusammengearbeitet werden.
2. Das bislang angesammelte dramatische und kreative Wissen sollen die Studenten in einer Szene verarbeiten.
3. Die Szene ist aus einem Klassentreffen. Susanne beschreibt das Szenario...*die alten Klassenkameraden (in Persona Wortklassen) treffen sich nach Jahren wieder. Es gibt viel zu erzählen. “Was hast du gemacht... und welchen Beruf hast du ergriffen?”* usw.

Susanne verteilt einen Aufgabenzettel, auf welchem die Übung: “Wortklassen on stage” noch einmal beschrieben wird. Die Studenten, in zwei Gruppen aufgeteilt, sollen sich bis zur Pause über die Rollenverteilung einigen und Ideen für das Szenario sammeln. Als Hausaufgabe sollen sich die Studenten im Laufe der Woche zur Vorbereitung des Szenarios treffen.

Das Layout des Aufgabenzettels erinnert mich an einen Filmabspann. Es gibt der Aufgabe eine zusätzliche Würze.

Anmerkungen:

Ich habe in erster Linie das Lernen im dramapädagogischen Unterricht als ein *komplexes, interaktives* Lernen verstanden. Die Lernziele und Ergebnisse werden nicht reinweg auf der kognitiven Ebene definiert. Die Zugangsmöglichkeiten zum Lernstoff sind vielfältiger und die oftmals vorgenommene persönliche Belebung des Lernstoffs ermöglicht meiner Meinung nach ein lebhafteres Erinnerungsvermögen. Kognitive Lernprozesse finden unter dem spielerischen Mantel unbewusst statt. Sie werden zwar von der Lehrperson bewusst angesteuert, aber von den Lernenden nicht unbedingt als solche wahrgenommen.

Mich interessiert die didaktische Aufbereitung des Lernstoffes. Inwieweit wird bei der Unterrichtsplanung von ganzheitlichen Lerneffekten ausgegangen und welches Gewicht hat die kognitive Wissensvermittlung, neben dem körperlichen, sozialen, emotionalen und ästhetischen Lernen?

In zweiter Linie habe ich den Aufbau der Unterrichtseinheit als eine geschlossene Einheit wahrgenommen. Die Übungen gehen fließend ineinander über und bauen aufeinander auf. Eine gelungene Unterrichtsplanung sehe ich mit einem sehr hohen Vorbereitungsaufwand (Ideen, Zusammenstellung der Unterrichtseinheit als geschlossene Einheit, Literaturquellen, Requisiten usw.) und persönlichem Engagement verbunden.

Weiterhin interessiert mich die Effektivität des Lernens. In den einzelnen Unterrichtsstunden habe ich gemerkt, dass die Studenten eine Anlauf- und Aufwärmphase brauchen. Gegen Ende der Stunde arbeiten sie zügiger und produktiver miteinander. Ich nehme an, dass eine progressiv steigende Effektivitätskurve auch für den Unterricht im Ganzen gilt. Hier stellt sich mir die Frage, in welchem zeitlichen Rahmen der Einsatz von Dramapädagogik effektiv und sinnvoll ist und in welches Verhältnis man Lernqualität und -quantität setzt?

Ich möchte mich für den Einblick in den dramagrammatischen Unterricht und für die Anregungen und Gespräche bei Susanne bedanken. Sie hat mich gelehrt, dass Dramapädagogik keine Methode ist, die man aus dem Ärmel schüttelt!

2.2. Beobachterinterview

Tim Griffiths (University of Leicester), 28. März 2000

S: Heute ist der 28. März. Dies ist ein Interview mit Tim. Tim ist Single Subject Deutsch Student an der University of Leicester, Finalist und hat für mich 12 Stunden der Konjunktiv II Einheit gefilmt. So we decided on English and the first question for you is I plunged you into this whole business. I didn't really tell you anything much except just saying could you film for me and what were your first impressions when you started filming?

Tim: I think it took me back. The first impression that I had in the classroom, the only experience that I had of a situation like that was the compulsory drama lessons that we had at my school in about year nine, particularly the warm-up exercises that try and relax you and make you loose the everyday inhibitions and something that would hold you back from reacting naturally in that kind of situation.

S: Something that would hold you back?

Tim: Yeah, like, I don't know. You walk into a classroom and when you're having a lesson you're used to sitting down at a desk and being talked at. The most input that's going to come from you is sort of putting your hand up and answering a question. But in a situation like that you're moving around and people become very conscious of their movements and what they're doing and not appearing to look stupid and what have you. And the way that the desks were all pushed away, that you had an open space in the side that people were moving around in, I think that was the big difference that struck me. And also the fact that once you'd sort of warmed up a bit the atmosphere in the room was very convivial, everybody was working along with you and was enjoying it as well.

S: About these drama lessons, I found that interesting. Did you enjoy the drama lessons at school?

Tim: Yeah, because I think it's all to do with this taking it out, taking you out of a normal situation that you expect in an everyday situation. Not just in a school situation but any kind of education situation, you don't expect. It's like something different; a complete contrast. And instead of using your brain – you're not just using your brain, you're using your body movements and everything else to express yourself.

S: Now you said that it was such a contrast even in year nine. The next question that I thought of was a question like 'Aus welcher Ecke kommst du selber?' 'What were your experiences with school in general, grammar lessons in particular at school and at university?'

Tim: I think the approach that I had was quite traditional. Very much teacher-centered. You know you're sitting at your desk, maybe you've got a book or a sheet in front of you, you've maybe got, thinking particularly about grammar now, you've got a model of the construction on the board, so you've been told and taken through. This is how you form, in this case Konjunktiv II, and then it was a case of either almost...in some cases chanting after the teacher the way it was done and really very traditional or, you know, her asking questions to get you to use the appropriate form in the response. But very, very traditional and sometimes always very dull. You know there was always the case of 'today we're going to do this grammar point' and it was like 'oh God' you know, grammar, because you knew that it was something that you were going to have to grapple with before you got it right. So I think that the background that I had in grammar was very traditional, certainly at school. At university maybe a little bit different because we had things like the C.A.L.L. exercises, where we were using a different medium. Instead of being in a classroom

situation you were using the computer to do it. Although I have to say that I don't feel that I got very much out of them.

S: Why's that?

Tim: I think because the onus is then on you too much to sit there with a machine. There's no feedback, there's no speaking, there's no doing apart from sitting and typing. I think that's what I found so novel in the way you were doing it really.

S: You've been to Berlin for a year and you were a teaching assistant at a school,... What was it like teaching English in a school especially teaching English grammar?

Tim: I think that was one of my big weaknesses actually. Certainly in the role of the assistant, in that there were several occasions, in fact more than several occasions where the staff would say to me 'perhaps you could explain as a native speaker the use of a certain tense in everyday English usage' and of course I knew the tense when I looked at it but they would give it a tag or a name that I was completely unfamiliar with and would ask me about forming it, and I would have to stop in my tracks and think 'ok, what is the formation here' because you know, in German we know particular tense, past participle plus something else or what have you, we know the formation but in English, when it's your own language you don't think about the actual mechanical formation of a tense.

S: So you didn't have English grammar at school?

Tim: Not as such, I wouldn't say, no. And I think that's one of my great weaknesses. I think it's one of the things that a lot of English learners of foreign languages come up against because how can you learn a foreign language when you don't understand your own language. And you know if you don't understand the actual technical terms sometimes, you know adverb, adjective, object, subject, different functions within a sentence. I think a lot of people come up against that.

S: Ok. I wanted to find out what kind of background, what kind of teaching and learning background you're coming from. Now let's go on to the actual teaching situation. Which moments in both the lessons have made the most impression, or, welche Momente sind dir am meisten im Kopf geblieben?

Tim: I think the picture making. That was more in the first session that I taped, where you had them all one end of the room, you gave them a picture that you wanted to build. The one I remember in particular was the fight and then one person would move themselves into the position and everyone else would sort of build themselves around that position into a picture. Then you would say 'freeze' and someone would have to come out and describe the situation using the construction that you were using that week. And that construction that you had on that occasion was *soundso sieht aus, als ob er blah blah blah wäre*. I thought that was really clever because you got them to imagine in their minds a role, so they've got a clear idea, in this situation maybe I'm somebody fed up, maybe a bit drunk coming out of the pub and going to thump somebody, so they've got an idea of a role in their head then you've called them out and they're describing the scene as they see it, as a complete outsider looking at a still life picture. And bearing in mind the grammar construction that you're trying to get and I thought that was a very good way of doing it.

S: Anything else, apart from that?

Tim: I think maybe the group situations as well. You had them in four different corners of the room and on the wall you had a particular construction for the day, and in the groups they were thinking of what situations might be appropriate to those particular constructions and the ideas that they came up with because then they're trying to think about the ways that that would be used in an everyday situation. And I think that's a good way of trying to

understand the grammar by actually thinking about it's usage rather than just the clinical 'ok this is the grammar form'. Think about 'ok what situation might I then use it in'.

S: *I always thought that you were a person who learnt well in the traditional way. I got the idea that you were actually one of the few people who can be given a construction, grammar construction we talked about, you'd go away and try to understand it and you actually use it. Does that work like that?*

Tim: I think so. I don't know why that is. Maybe it's just the way you get used to being taught and you accept that and your learning process develops around that maybe. But I think so, that has certainly always been my experience. And even at university when you've learnt the finer points, that's always been the way as well, you know, something's introduced to you and you get a basic idea of it and then you can go away and do an exercise and play around with it on your own.

S: *I mean, from this experience where traditional grammar usage was not necessarily perceived as always negative but as also quite helpful, how would you say or could you think of any problematic points or potential weak points in that way of alternative dramatic grammar teaching?*

Tim: The only way I can see it is if it's not taken seriously. So if they fail to see that you are actually there to learn something as well. You know if, I think you managed the balance quite well, but if it wasn't managed as well, then... I think there's a balance, I think that's what I'm trying to say, and if you strike the balance then you get a bit of both. So you get them enjoying themselves and enjoying themselves so much to the extent that they don't realise that they are learning, but they are because you are keeping your control over events so that you actually are ensuring that something is learnt out of a session as well. If the balance tipped over more so that they felt that they were enjoying themselves doing a nice bit of drama and acting out then I think the value would be lost. So I think that there's a lot to be said for it but I think perhaps it would need to be carefully handled. Particularly if you didn't have a very responsive group of students that were able to be controlled that easily.

S: *If you think back to the group, how would you say did the students react to this kind of teaching and learning approach?*

Tim: Almost without exception, I think quite positively even. What I thought was interesting, given that you'd combined this grammar session to also be their oral practice session, was that even the weaker ones were encouraged to speak and in fact did speak, which I'm not sure is always the case in a traditional oral session. You know, if you're not careful in traditional oral sessions then the ones that are perhaps the weakest or the shyest, unless they're really pushed, tend not to say very much and not participate. Whereas in that context... what I'm thinking about now is the exercise where you're in a circle and you had to describe a situation. One person went in and said their sentence, I think one example was 'wenn ich von zu Hause weg gehen würde'. They went in and described their own situation and then they went and touched somebody on the back and they had to go in, so everybody was really encouraged to say something and take a part and even the weaker ones participated.

S: *Can you remember phases within the two lessons where things didn't work so well, or where you felt people were slipping?*

Tim: No more so than in an ordinary classroom context. I think some of the times when I was going round within the group it was obvious that some people were more into it than others, some people were more getting into it, thinking carefully about it, whereas others were happy to let the leader of the group do the work. Or just treat it more as a bit of a

laugh... presumably because it is an unusual situation, you are out of a normal classroom environment, so maybe that was possibly one weakness. Apart from that I can't really think of anything in particular. Perhaps the vocabulary, they obviously, you know, it was a good idea that you had the writing of the Protokoll, and that it was different people took it in turns each week to do that, and that you'd chosen particular sentences, particular phrases from it that they had to learn each week. I got the impression that they weren't always really doing that, so in some senses they weren't getting the full benefit of that.

S: The overall atmosphere within the students, like between the students, how would you describe that?

Tim: I was quite positively surprised actually, particularly given my own experiences working in a school, particularly in something like a drama session when people are perhaps coming out of themselves a bit more. If you're not careful that can also open yourself up to ridicule. But that didn't seem to be the case. They somehow accepted what one another were doing and another's interpretations. I actually felt there was a fairly positive atmosphere all through. Perhaps, I haven't thought about this, but taking it another stage further, even more so than in a classroom situation because I sometimes feel in a classroom situation that if you have been having a normal grammar lesson and there's one person or maybe a couple of people, perhaps the more able ones who are always able to answer the question, and they're always the ones putting their hands up or doing the answers, then that is often a problem because then the weaker ones who perhaps aren't understanding it are thinking, you know, 'God it's them again, they can do it'. And then a gulf does open up between them. Maybe doing it through the drama way somehow avoids some of that problem. I hadn't thought of that before but maybe that's true.

S: What about how the atmosphere between the students and the teacher?

Tim: I thought it was very good. They seemed to respond very well to what you were saying. I didn't perceive that whenever you said 'ok right we're going to do this situation now' there was a kind of 'oh God what's she coming out with now?' I didn't perceive any sort of major switch off or turn off to any of the situations that you were suggesting, or 'oh God this is stupid' or you know, anything like that. And that they were aware that it wasn't a joke, that it was to be taken seriously. Particularly, I thought the mixture was good when you pulled them round in a circle to go over the finer points and maybe I think there was a homework that you had set them with some exercises to do. So they were then clear that it wasn't a sort of jokey, laughing around matter; that you were still in the teacher role rather than just someone nice who got them together in a room to do a bit of drama. And similarly when you went round the groups as well they responded quite well to your input and also asked you things as well.

S: Anything else that comes to mind?

Tim: I must admit, if I'm completely honest when you first told me about this project, you know teaching grammar through drama, I was like 'oh my God, you know, this sounds completely wacky' and as much as I respect you and I knew you wouldn't have done something if you didn't see value in it and all that sort of stuff, I did think 'I can't see this at all, I really can't see this happening and sort of working at all'. Particularly when you said you were writing your Ph.D. about it. This woman is going to create three years work by teaching grammar through drama. And so I kind of went into the classroom with a bit of a 'mmm... not sure about this really. Not totally convinced at all'. But when I saw what they were doing and that they were actually using the constructions. Being behind a camera you're almost like being a participant of it as well, it makes you realise that 'yes I did learn a lot because the second session when you were doing the nitty-gritty of the verb constructions I sat there and I realised that I was being engaged in the learning process as

well. That must have happened subconsciously, and it was only when I took a step back that I realised 'hang on, you're thinking about this as well' through this whole thing. And I thought that's the proof of the pudding in the eating, because if you're being faced with this and it's triggering something in your mind and a learning process then it must be doing the same for them as well. So I was kind of then convinced of its merits which perhaps I wasn't in the first case. So yeah, I think there's a lot to be said about it. I think if you were thinking of introducing it on a wider scale you'd face a lot of perhaps reluctance, simply because it does go against traditional grammar, getting it across. But in terms of getting over this idea of grammar as something boring and tedious and switching off to it. I think it could be excellent and also because understanding the grammar is such an integral part of learning a language.

S: *I sometimes felt that this kind of approach was almost too much of, don't get me wrong, but too much of an imposition for British students. To come with the complete set of other expectations to the class and I sometimes asked myself whether I was not asking too much from them.*

Tim: I think that's right and I think that's more of a cultural thing more than anything else. But we are used to, particularly the generation that are at student level nowadays – perhaps not younger generations where they've changed teaching methods further down the line but our generation have been used to this kind of frontal teaching methods –, you know this is the way it's done, on the board, doing examples, having questions fired at you, and so to then be put in a situation where they're asked to respond completely differently is perhaps a bit of a fish out of water thing. You know 'what, we're going to do grammar through this?' I could see what you mean about that. But I think that once they grasped the idea, you spoke to me about the fact that there had been a difference between the first semester and the second semester. So I think that once you've got over the initial shock of something completely new to them, then maybe you'd get there a bit.

S: *So as a sort of winding up the whole thing, concluding it, the question is what do you think they get out of it? What do you think they learn and why do you think they learn that particular thing?*

Tim: I think there's a couple of things to say there. I think, one is that they don't realise that they're learning which I think is brilliant, because I think a traditional grammar lesson just switches people off and the teacher has to fight twice as hard to get their attention to get something through to them. As soon as you mention the words 'ok today we're going to talk about the passive' or even worse is subjunctive it's like 'kajunk'. You know, shutters come down, very little give and take, whereas in that session, perhaps because they're concentrating more on their creative side, on playing out the roles, they don't realise that they're actually learning and thinking at the same time. So, I think to bring that back to your question, what they get out of it is leaning something subconsciously which will then come back to them unexpectedly, so then when they may be writing an essay, or if they're asked to write an essay for example with a hypothetical situation where they would use that kind of tense, without realising it they'll be in their head imaging the story that they're writing and because that's a creative thing as well, it'll suddenly come back to them and they'll think 'hang on a minute I can use this tense here because that's what I acted out'. So they'll tie up their essay writing with what they acted out, and that tense will come to them almost subconsciously which I think that's one of the big merits of it. Another big thing, on a less sort of academic note, which is equally as valuable, is that they're practising their oral skills in a more relaxed environment instead of sitting round in a sort of seminar fashion, having discussion where you're very conscious that you're speaking, it's a more relaxed way of speaking and also as I said earlier the weaker ones speak, and I think it works very well for pulling the class together and for them working together. I'm certainly

aware in my year that there are certain cliques, you know the certain groups of people, soandso's friends with soandso and they form one little group and what have you and so the year-group as a whole is kind of like split up a bit. Whereas I think that classes like that would pull you together more than a traditional class. So I think that that's something that they'd get out of it as well. And I think also the way that you structured the work processes, so you've not only got what goes on in the classroom, you've got that someone is responsible for writing the protocol, and theoretically learning the vocab each week. And then writing the diaries. I thought that was a really interesting way as well, because then you're asking them to reflect out of the classroom on what they've done. [...] The importance of that shouldn't be underestimated, because I think, a lot of people don't realise, perhaps also the more traditional teachers don't realise that that is a large factor on how much of it goes in and how much of it sticks. You know, the enjoyment factor or the level of engagement in the lesson, is a fairly large influence on how much you will remember and take in what the teacher has been trying to get across to you on that day.

S: Ok, I've suddenly run out of things to ask, unless you want to add something else?

Tim: No I don't think so. I think of an overall evaluation of what I saw, I was impressed. I think it was a really interesting idea.

2.3. Erfahrungsbericht

Joachim Gerdes (Lektor, Universität Genua), September 1999

Bericht über das Seminar „Das Drama des Grammatikunterrichts“ am Goethe-Institut Genua (Italien), Referentin: Susanne Even (Universität Leicester)

Das vom Goethe-Institut Genua angebotene und von Susanne Even (Universität Leicester) angebotene Fortbildungsseminar zum Thema „Dramapädagogik im Grammatikunterricht“ wurde in Form eines Workshops durchgeführt und richtete sich vorwiegend an Deutschlehrerinnen an staatlichen Schulen, ferner auch an Dozentinnen anderer Institutionen. Unter den Teilnehmerinnen waren neben Lehrkräften von staatlichen Schulen aus Ligurien auch Universitätsdozentinnen, Dozentinnen des Goethe-Instituts und Studentinnen. Die Deutschkenntnisse der italienischen Teilnehmerinnen waren größtenteils auf sehr hohem Niveau angesiedelt, einige wenige Teilnehmerinnen hatten etwa Mittelstufenniveau. Etwa ein Drittel der Teilnehmerinnen waren deutsche Muttersprachlerinnen, die in und um Genua leben und Deutsch unterrichten.

Nach einer kurzen theoretischen Einführung zu Vorgeschichte und aktueller Forschungslage der Dramapädagogik wurde der Workshop mit der dramapädagogischen Präsentation ausgewählter grammatischer Themen wie Konjunktiv II, indirekte Rede, Wortarten u.a. unter Einbeziehung der Teilnehmerinnen ganztägig durchgeführt. Die Übungen erforderten zum Teil erhebliches sprachliches Engagement sowie körperliche Aktivität, so dass eine beobachtende, rein passive Teilnehmerinnenhaltung ausgeschlossen war. Die Lehrerinnen erlebten also die Sprachlehrübungen, die von den Sprachlernenden durchzuführen sind, gewissermaßen am eigenen Leibe. Als Beispiele seien etwa die Vorbereitung und Präsentationen von sogenannten Standbildern zu einer selbst erarbeiteten Gedichtinterpretation, unterschiedliche Sprechakte mit dazugehöriger Gestik, Mimik und Aktivität oder pantomimische Darstellungen genannt. Die Teilnehmerinnen beteiligten sich weitgehend vorbehaltlos und mit offensichtlichem Vergnügen an den unterschiedlichen Übungen. Im Verlauf des Workshops lockerte sich die allgemeine Grundstimmung

schrittweise, so daß das angestrebte Ziel der lustbetonten Lernerinnenhaltung deutlich auch im hier gegebenen Personenkreis erreicht wurde.

In einer Diskussion auf Metaebene, die den ersten Teil des Workshops abschloss, wurde deutlich, dass besonders einige ältere Teilnehmerinnen zwar die Methoden und Ziele des dramapädagogischen Sprachlehrkonzeptes als insgesamt bedenkenswert betrachteten, aber auf die spezielle Unterrichtssituation an italienischen Schulen nicht für uneingeschränkt anwendbar hielten. Das wurde damit begründet, dass die übliche Lernerinnenhaltung italienischer Schülerinnen auf eine spielerische Unterrichtsgestaltung nicht eingestellt sei, weil das italienische Schulsystem eher auf Frontalunterricht und eine ausgeprägte Lehrer-Schüler-Hierarchie ausgerichtet sei. Es sei daher schwierig, den Schülerinnen zu vermitteln, dass vermeintlich „unernste“, und damit für sie „unschulische“ Lehrmethoden einen höheren Lernerfolg zum Ziel haben könnten. Gewisse Einstellungen, die einen solchen Unterricht überhaupt erst als „seriösen“ Unterricht wahrnehmen ließen, müssten im Vorfeld erst vermittelt werden.

Diesen Einwänden widersprach eine Reihe jüngerer Lehrerinnen, die alternative Sprachlehrmethoden auch in italienischen Schulen durchaus für einsetzbar hielten. Weniger die Schülerinnen als vielmehr die Kolleginnen würden den experimentierfreudigen Sprachlehrerinnen Schwierigkeiten machen.

Insgesamt wurde der Workshop als bereichernde Erfahrung und anregende Neuorientierung im Bereich didaktischer Möglichkeiten bewertet.

2.4. Expertinnenbericht

Christine Bremer & Gisela Schneider (University College Cork)

März / April 2000

Unterrichtseinheit zum dramapädagogischen Grammatikunterricht (Thema: Konjunktiv II)

Erste Stunde

Unterrichtsverlauf

In einer Einleitungsphase erläutert der Lehrende, dass er in den folgenden drei Stunden den Unterricht übernehme, um einen dramapädagogischen Unterrichtsversuch im Bereich Grammatik (Konjunktiv II) durchzuführen. Er fordert die Studierenden auf, sich darauf einzulassen, ohne lange zu überlegen, auch wenn ihnen einiges ungewöhnlich erscheinen mag.

1. Studierende stellen sich in einen Kreis (Tische stehen am Rand), stellen nacheinander in der Standbildtechnik eine Situation dar, die der Nachbar jeweils kommentiert mit der Satzstruktur: „Das könnte ... sein.“
Lehrperson wiederholt (gegebenenfalls korrigierte) Sätze.
2. Lehrperson nimmt Tuch, das schwer wie ein Stein / vorsichtig wie ein Baby etc. im Kreis herum gereicht wird mit der Satzstruktur: „Würdest du das bitte...?“ / „Würden Sie das bitte...?“

3. Lehrperson erklärt: Konjunktiv II wird benutzt, um etwas höflich auszudrücken (oder zumindest höflich von der Form her, aber eigentlich ironisch, was durch den Ton und die Körpersprache deutlich gemacht werden kann).
4. Gruppenarbeit: Studierende schreiben auf großen Bögen auf, wie man etwas höflich ausdrücken kann, diese Sätze werden anschließend von Lehrperson vorgelesen und gegebenenfalls korrigiert.
5. Lehrperson hatte in der Zwischenzeit Imperativsätze an die Tafel geschrieben, die jetzt durch Gebrauch des Konjunktiv II höflicher ausgedrückt werden sollen, wobei auch auf die Betonung geachtet werden soll; Studierende denken sich dafür in kleinen Gruppen Situationen aus, in denen diese Sätze benutzt werden könnten; anschließend werden diese kurzen Situationen szenisch dargestellt.
6. Abschließende Feedback-Phase: Lehrperson fragt Studierende, was sie von dieser Art des Grammatikunterrichts halten; viele Studierende äußern sich positiv, sagen, dass es interessanter, spaßiger und lebendiger sei als traditioneller Grammatikunterricht mit schematischen Drillübungen und langweiligen Sätzen, dass es besser sei, weil sie hier viel mehr involviert seien als Menschen und weil sie eine echtere Beziehung zu den Sätzen hätten. Gut sei auch, dass Elemente wie Kontext, Intonation und Körpersprache einbezogen seien. Einige fragten allerdings auch skeptisch nach der Durchführbarkeit dieser Methode im Unterrichtsalltag mit seiner Prüfungsorientiertheit und nach dem Lerneffekt dieser Stunde, wenn sie nicht schon vorher dem Konjunktiv II begegnet wären.

Zweite Stunde

Unterrichtsverlauf

Es fällt auf, dass in der zweiten Stunde dieser Unterrichtseinheit nur sieben Studierende (von ca. 22!) anwesend sind – und zwar allesamt Studierende, die den dramapädagogischen Ansatz der Lehrperson aus einem anderen Kurs kennen.

1. Wiederholung: Gebrauch des Konjunktiv II im höflichen Ausdruck, oder Ausdruck der Höflichkeit durch Körpersprache oder Ton (hierzu werden verschiedene Situationen vorgespielt und durchgesprochen).
2. Studierende stellen sich in Kreis, Tuch wird herum gereicht, jeweils mit der Satzstruktur: „Das sieht aus, als ob ... (Konj. II).“
3. Alle stehen weiterhin im Kreis, Lehrperson macht etwas vor (z.B. Fußball spielen), Nachbar fragt ihn: „Was machst du?“, Lehrperson gibt falsche Antwort („Ich koche.“), Nachbar reagiert mit Satzstruktur: „Das sieht nicht so aus, als ob ... (Konj. II).“ Besondere Schwierigkeit hierbei: Bewusst *falsche* Antwort geben – Anlass für viel Gelächter.
4. Studierende setzen sich im Kreis hin und lesen folgendes Gedicht an der Tafel:

Bedingungsformen

Ich sage

Ich würde sagen

Ich hätte gesagt

Aber man hat Frau und Kinder

Lehrperson fragt, in welchen Kontexten diese Sätze geäußert werden könnten; Studierende bearbeiten Aufgabe in Gruppenarbeit, stellen das Ergebnis in Form eines Standbildes dar; anschließend Gespräch über Gedanken und Gründe, warum man etwas nicht gesagt hat.

5. Weitere Feedback-Phase: (erschienene) Studierende äußern sich wieder positiv über den „tausendmal“ interessanteren Unterricht, der viel mehr Spaß mache, in dem die Zeit viel schneller vergehe, in dem man viel aktiver sei als sonst und in dem man mehr lerne über den „wirklichen“ Gebrauch der Sprache. Sie sagen, dass es zunächst schon ein bisschen Überwindung und Mut fordere, die Sicherheit des Tisches, hinter dem man sich sonst oft verstecke, zu verlassen und sich auf diese Methoden einzulassen.
6. Hausaufgabe: Lehrperson geht mit Studierenden in den zweiten Stock des Gebäudes, in dem gerade eine „Ausstellung“ mit Unsinnssätzen zu besichtigen ist, wie z.B.: „Wenn Hunde sprechen könnten, wäre die Erde rund.“ Studierende sollen zehn Sätze nach diesem Muster bilden. Lehrperson verteilt außerdem Handout mit schriftlichen Erläuterungen zum Konjunktiv II und mit einigen Übungssätzen.

Dritte Stunde **Unterrichtsverlauf**

Auch in der dritten Stunde dieser Einheit erscheinen nur sieben Studierende zum Unterricht.

1. Lehrperson möchte schriftliche Hausaufgabe (Handouts) besprechen, allerdings haben fast alle Studierenden ihre Kopien vergessen. Die Wiederholung der Regeln für die Bildung des Konjunktiv II wird dadurch erheblich erschwert. Die Bildung mit und ohne „würden“ und die Frage der gebräuchlicheren Formen werden angesprochen, mit Beispielen in verschiedenen Zeiten, im Passiv und mit Modalverben.

Beim Vorlesen einiger Unsinnssätze kommt dann mehr Gelächter auf.

2. Studierende sitzen im Kreis und bilden einen Kettensatz mit der „Wenn ..., dann ...“ - Struktur (z.B.: „Wenn ich mein Studium beendet hätte, dann würde ich eine Reise nach Australien machen.“), wobei sie das vorher Gesagte jeweils wiederholen müssen, und zwar zunächst mit den einfacheren „würde“-Umschreibungen, dann mit den „richtigen“ Konjunktiv II – Formen.
3. Lehrperson schreibt folgenden Text an die Tafel:

„Ich hätte ihn gern als offenen Menschen gekannt, jedenfalls etwas offener und sehr viel befreiter.
Ich würde gern zu seinen Gunsten erfinden, sehr gern für ihn schwindeln und für ihn zaubern.“

**Aufgabenstellung: Wie war das Vater-Sohn-Verhältnis?
Wie hätte es anders sein können?
Was erträumt sich der Autor?**

Bearbeitung der Aufgaben in Gruppenarbeit, Ergebnisse sollen in zwei Standbildern dargestellt werden (Wirklichkeit / Wunsch)

Standbilder werden dann von den anderen beschrieben; Versprachlichung der Wunschstandbilder erfordert Gebrauch der Vergangenheitsform des Konjunktiv II

- 4. Aufgabe: „Denkt an eine Person. Wie ist sie? Wie könnte / sollte sie sein?“
Studierende berichten von ihren Wunschbildern, Fehler werden mündlich korrigiert**
- 5. Schriftliche abschließende Evaluation der Unterrichtseinheit: „Wenn Grammatikunterricht immer so wäre, dann ...“**

Kommentar

In unserer eigenen Schulzeit haben wir vorwiegend traditionellen Grammatikunterricht genossen, worüber wir im Nachhinein einerseits froh und dankbar sind (vor allem der Lateinunterricht hat uns unserer Ansicht nach ein solides Basiswissen über grammatische Strukturen vermittelt); andererseits erinnern wir uns aber auch mit Grauen an oft kontextlos auswendigzulernende Regeln mit vielen Ausnahmen und an langweilige Drillübungen, die so manche Grammatikstunde zur Qual und eine lebendige Sprache zu einem toten Gerüst machten.

Unter dem Druck des Unterrichtsalltags mit seinen Prüfungen, mit seiner Zeitknappheit und dem enormen Umfang des zu vermittelnden Stoffes ist unser eigener Grammatikunterricht dem traditionellen in vielen Zügen ähnlich, wobei wir allerdings ständig „pädagogische Bauchschmerzen“ haben, möchten wir unseren Studenten und Studentinnen doch eigentlich letztere Erfahrungen gerne ersparen und ihnen stattdessen eine lebendigere Form der Grammatikaneignung ermöglichen.

Die geschilderte Unterrichtseinheit enthielt viele Elemente, die den Stoff interessanter erscheinen ließen und die Studierenden engagierter als sonst mit dem Stoff umgehen ließen. Schon durch die an den Rand geräumten Tische und das Sitzen im Kreis herrschte eine lockerere Atmosphäre, in der die Studierenden sich mehr öffneten und mit mehr Eifer bei der Sache waren. Der Umgang untereinander war ebenfalls durch mehr Aufmerksamkeit geprägt: Im Grammatikunterricht wird sonst selten wirklich auf das geachtet, was der Nachbar inhaltlich sagt, hier zeigten sich jedoch ein größeres Interesse an den oft sehr phantasievollen Äußerungen der anderen und insgesamt ein stärkeres Gruppengefühl, von dem eine positive Wirkung ausging. Die Lehrperson war in diesem Gefüge nicht vorwiegend der Wissensvermittler, sondern eher jemand, der Situationen initiiert, in denen gehandelt werden muss, und jemand, der bei eventuell auftauchenden Fragen zu Hilfe gerufen werden kann.

Auch bei den verschiedenen dramapädagogischen Elementen (Versprachlichung von Standbildern, kleine Rollenspiele, Tuch herumgeben, szenische Darstellungen etc.) war zu beobachten, dass diese Art des Unterrichts den Lernenden Spaß machte (es wurde viel gelacht) und sie dazu anregte, sich der grammatischen Struktur Konjunktiv II nicht nur über den Kopf zu nähern, sondern mit dem ganzen Körper, mit der eigenen Phantasie und den eigenen Erfahrungen und Gefühlen – was dem Lernen und Behalten sicherlich förderlicher ist als eine rein kognitive Herangehensweise. Und die benutzten Konjunktivformen waren zwar nicht alle fehlerfrei, durch

die spielerischen und szenischen Übungen und Wiederholungen bleiben aber sicherlich mehr richtige Formen hängen als dies beim traditionellen Grammatikunterricht der Fall ist. Die geschilderten Kommentare der Lernenden, besonders auch zur Berücksichtigung der Faktoren Körpersprache und Intonation, spiegeln diese positiven Aspekte wider und sollten uns Lehrende unserer Ansicht nach dazu anregen, so oft wie möglich solche Elemente in unseren Unterricht einzubauen.

Will man diese Unterrichtseinheit beurteilen, sollte man allerdings auch nicht vergessen, dass es sich bei der Gruppe von Lernenden um Final Year Studierende handelte, die fünf bis sechs Jahre Deutschunterricht an der Schule hatten und die Sprache drei bzw. vier Jahre lang an der Universität studiert hatten – mit anderen Worten: Sie waren in dieser Zeit dem Konjunktiv II sicherlich schon häufiger begegnet, so dass es sich hier eher um eine Wiederholung als um eine erste Vermittlung einer bis dahin fremden grammatischen Struktur handelte. Diese Tatsache macht es auch schwierig zu beurteilen, was in dieser Unterrichtseinheit wirklich neu gelernt wurde, kann es sich doch auch nur um eine Wiederauffrischung dessen handeln, was sie schon gelernt hatten. Dadurch, dass die Regeln zur Bildung der Konjunktivformen nur kurz angesprochen wurden, werden, so befürchten wir, diejenigen Lernenden, die vor der Einheit Probleme mit diesem grammatischen Phänomen hatten, auch danach noch Schwierigkeiten damit haben – allerdings werden sie einige szenisch durchgespielte Formen dank dieser Art des Unterrichts situationsadäquat anwenden können. Außerdem waren ihnen Handouts mit einigen Erklärungen zur Verfügung gestellt worden; die Aufforderung zum selbstständigen Erarbeiten der Regeln stößt zwar oft auf taube Ohren, wir hatten aber den Eindruck, dass die Lernenden, die wirklich bereit waren, sich auf diesen etwas experimentellen Unterricht einzulassen, auch einsahen, dass sie selbst für ihr eigenes Lernen verantwortlich waren und dass sie sich zu Hause hinsetzen würden, um vorhandene Lücken zu schließen.

Dieser Idealtyp des autonomen Lernalers scheint allerdings in der Realität nicht sehr verbreitet zu sein. Die Studenten als Produkte des irischen Bildungssystems wollen, so ist unser Eindruck, ohne großen Eigenaufwand mit prüfungsrelevantem Wissen gefüttert werden, um im Examen gute Noten zu bekommen. Die Reaktion vieler Studierender auf den geschilderten Unterrichtsversuch mit seinem dramapädagogischen Ansatz zeigt dies einmal mehr: Wie schon erwähnt, blieben viele Studierende der zweiten und dritten Stunde der Einheit fern; einige scheinen die erste Stunde nur als „Spielerei“ wahrgenommen zu haben, bei der nichts Prüfungsrelevantes zur Sprache kam – Anlass genug, sich in den nächsten beiden Stunden „freizunehmen“. Andere empfanden diesen Versuch anscheinend sogar als „Zumutung“, vor allem vor dem Hintergrund der Tatsache, dass diese Einheit im letzten Vierteljahr vor der BA-Abschlussprüfung durchgeführt wurde und sie das Gefühl hatten, um „richtigen“ Unterricht „betrogen“ und nicht auf die Prüfung vorbereitet zu werden. Statt sich allerdings mit der Lehrperson über die Bedenken und Kritikpunkte auseinanderzusetzen (immerhin war ihnen schon am Ende der ersten Stunde die Gelegenheit gegeben worden, diese zu äußern), beschwerten diese Studierenden sich an anderer Stelle und forderten ihr Recht auf Unterricht (ohne zu dem angebotenen Unterricht zu gehen!).

Will man einen Unterricht mit dramapädagogischen Elementen durchführen, sollte man sich als Lehrperson dieser Vorbehalte auf studentischer Seite bewusst sein und etwas Zeit einräumen, in der die Studierenden sich dieser ungewohnten Form des Unterrichts öffnen können. Die fehlende zur Verfügung stehende Zeit für eine umfassende Sprachausbildung ist unserer Ansicht nach in unserem irischen Kontext eins der Hauptprobleme: Bleiben bei einem dreijährigen Sprachstudium auf das Jahr verteilt nur ca. 24 Stunden (je 50 Minuten) zur Vermittlung der gesamten Grammatik, dann erscheint es uns schwierig, den Studierenden innerhalb dieses Zeitrahmens sowohl die Regeln zu erklären, als auch ihnen genügend Freiraum zu geben, in dem sie diese Regeln mit dramapädagogischen Methoden internalisieren können.

Mit anderen Worten: Als Beobachterinnen der Unterrichtseinheit sehen wir die Vorzüge des dramapädagogischen Ansatzes, angesichts der derzeitigen institutionellen Rahmenbedingungen (z.B. Zeitknappheit, starke Ausrichtung des Unterrichts auf Prüfungen) wissen wir aber nicht, wie dieser Ansatz (außer in kurzen Phasen einer Unterrichtsstunde) in unserem Unterrichtsalltag konsequent durchzuführen wäre. In diesem Zusammenhang wäre unserer Ansicht nach die Frage zu stellen, ob sich die Bildungsinstitutionen nicht neuen, innovativen Lehrmethoden gegenüber etwas mehr öffnen sollten, als dies gegenwärtig der Fall ist.

Christine Bremer, Gisela Schneider

