Reading in German as a Foreign Language at Undergraduate Level:

An investigation of learners' reading experience when reading texts in German for academic purposes

- APPENDICES -

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Appendix 1: Overview of think-aloud protocol coding systems

<table>
<tr><th>Ericsson and Simon (1984) also used by Aarnoutse and Weterings (1991)</th><th>Block (1986), also used in Upton (1997)</th></tr>
<tr><td>think-aloud protocol coding</td><td>think-aloud protocol coding</td></tr>
<tr><td>verbatim repeating</td><td rowspan="5">general comprehension strategies
(includes comprehension-gathering and comprehension-monitoring strategies)
anticipate content
recognize text structure
integrate information
question information in text
interpret the text
use general knowledge and associations
comment on behavior or process
monitor comprehension
correct behavior
react to the text emotionally</td></tr>
<tr><td>paraphrasing</td></tr>
<tr><td>inferring</td></tr>
<tr><td>verbalizing information stored in long-term memory</td></tr>
<tr><td rowspan="2"></td></tr>
<tr><td>local strategies
paraphrase
reread
question meaning of a clause or sentence
question meaning of a word
solve vocabulary problem</td></tr>
</table>

Salataci and Akyel (2002) based on Davis and Bistodeau (1993) based on Block (1986)
think-aloud protocol coding
bottom-up strategies individual word focus: The reader's attempts to understand the meanings of individual words *questioning the meaning of a word* *using dictionary* intrasentential features: The reader's attempts to understand the meaning or structure of a clause or sentence *questioning meaning of a clause or sentence* *questioning grammatical structures* restatement: The reader restates the content by paraphrasing or rereading. *paraphrasing one sentence* *rereading a text segment more than once* translating a word or phrase into L1 translating and restating one sentence: The reader translates or paraphrases the sentence.
top-down strategies prediction: The reader predicts the likely content of the succeeding portons of the text. confirmation / modification of prediction: The reader confirms or rejects the prediction he has made about the content of the succeeding portion of the text. inferences: The reader makes an inference or draws a conclusion about the content. associations with prior knowledge: The reader uses his/her prior knowledge and experience about the content of the text. text order questioning / assessing / commenting on the information in the text: The reader comments on the significance of content, questions the information in the text. personal comments: The reader reacts emotionally to the text. skimming / scanning reading material for a general understanding: The reader skims/scans the whole or some portion of the text for a general understanding. reference to the antecedent information: The reader connects new information with the previously stated content. visualising the information in the text: The reader forms an image about the content in his/her mind. summarising: The reader summarises the whole or some portion of the text.
metacognitive strategies comments on the task itself: The reader comments on the reading or the task itself. comments on own behaviour and process: The reader expresses awareness of the components of the process, describes strategy use in case of comprehension failure, monitors comprehension, and assesses his/her degree of understanding of the text.

Tung-hsien He (2001) based on Oxford (1990) and Pritchard (1990)
think-aloud protocol coding
processing intra-sentential comprehension strategies transferring translating: verbatim re-reading paraphrasing interpreting words/expressions by using linguistic clues guessing words according to memories making inferences/summaries/judgments of individual sentences intentionally skipping words/expressions while the reminder of a sentence is comprehended
processing intra-paragraph comprehension strategies confirming/disconfirming judgments/inferences in later sentences within the identical paragraph referring/relating/connecting sentences to other portions within the identical paragraph constructing judgments/inferences across sentences within the identical paragraph by using clues intentionally skipping words/expressions/discourses while the reminder of the paragraph is comprehended
processing inter-paragraph comprehension strategies confirming/disconfirming judgments/inferences across different paragraphs referring/relating/connecting sentences to other portions within the identical paragraph constructing judgments/inferences across sentences within the identical paragraph by using clues intentionally skipping words/expressions/discourses while the reminder of the paragraph is comprehended
processing inter-paragraph comprehension strategies confirming/disconfirming judgments/inferences across different paragraphs referring/relating/connecting sentences to other portions across different paragraphs constructing/reconstructing/commenting judgments/inferences across different paragraphs by using clues intentionally skipping words/expressions/discourses while the remaining paragraphs are comprehended
activating background knowledge strategies making inferences/confirmations/judgment by using background knowledge of the topics/issues under discussions associating incoming information to concepts in memory in terms of its sounds. visualizing images in terms of associating incoming information to concepts in memory relating to personal experiences speculating beyond presented information
accepting ambiguity strategies involuntarily skipping identified words/expressions/discourses formulating questions/uncertain answers regarding the contents suspending judgments guessing unknown words/expressions/discourses
monitoring/evaluating comprehension strategies selectively paying attention to specific aspects of information and/or situational details evaluating comprehension progress by stating failure of comprehension and/or by making positive statements constructing alternative guesses/inferences

Anderson (1991)
think-aloud protocol coding focussing on processing strategies
supervising strategies refers to the experimental task recognizes loss of concentration states failure to understand a portion of the text states success in understanding a portion of the text adjusts reading rate in order to increase comprehension formulates a question makes a prediction about the meaning of a word or about text content refers to lexical items that impede comprehension confirms/disconfirms an inference refers to the previous passage responds affectively to text content
support strategies skips unknown words expresses the need for a dictionary skims reading material for general understanding scans reading material for a specific word or phrase visualizes
paraphrase strategies uses cognates between L1 and L2 to comprehend breaks lexical items into parts paraphrases translates a word or a phrase into the L1 extrapolates from information presented in the text speculates beyond the information presented in the text
strategies for establishing coherence in text rereads uses context clues to interpret a word or phrase reacts to author's style or text's surface structure reads ahead uses background knowledge acknowledges lack of background knowledge relates the stimulus sentence to personal experience
test-taking strategies guesses without any particular considerations looks for the answers in chronological order in the passage selects an answer not because it was thought to be correct, but because the others did not seem reasonable, seemed similar, or were not understandable selects an alternative through deductive reasoning matches the stem and/or alternatives to a previous portion of the text selects a response because it is stated in the text selects a response based on understanding the material read makes reference about time allocation reads the questions and options after reading the passage changes an answer after having marked one receives clues from answering one question that are helpful in answering another stops reading the options when they reach the answer expresses uncertainty at correctness of an answer chosen skips a question and returns to it later skips a question that is not understood and leaves the response blank marks answers without reading in order to fill the space recognizes during the think-aloud protocol that an answer marked is incorrect

Huckin and Bloch (1993)	**Pressley and Afflerbach (1995)**
lexical inferencing model	list of activities based on think-aloud studies
knowledge module component vocabulary knowledge module text schema module syntax and morphology module text representation module	**text meaning construction activities** skimming identifying important text information reflecting on text information
metalinguistic strategic component cognitive strategies decision-making strategies	**monitoring reading behaviour activities** perceptions during reading monitoring immediately followed by fix-it processes

Jiménez, García and Pearson (1996)	**Trabasso and Magliano (1996), also used by Zwaan and Brown (1996)**	**Nagy (1997)**	**Coté et al. (1998)**
think-aloud protocol coding	think-aloud protocol coding focusing on inferences	discussion of factors involved in lexical inferencing	think-aloud protocol coding
text-initiated strategies using text structure focusing on vocabulary summarizing restating the text paraphrasing using context rereading decoding	**explanation**	**linguistic knowledge** *(knowledge that learners possess about the linguistic context in which the word has occurred)* syntactic knowledge lexical knowledge knowledge of word schema	**paraphrasing**
	association		**elaborating**
	prediction		**monitoring**
	meta comments		**identifying a comprehension problem**
interactive strategies inferencing questioning predicting confirming/disconfirming	**paraphrases** partial reproduction verbatim repeating restatement	**world knowledge** *(learner's understanding and use of the relevant domains of knowledge)*	**remaining comments**
reader-initiated strategies invoking prior knowledge monitoring visualizing evaluating noticing novelty demonstrating awareness bilingual strategies *searching for cognates* *translating* *code-switching* *transferring*		**strategic knowledge** *(knowledge of the actual strategies learners employ during the act of inferencing and attempting to deduce the meaning of the unknown word from the context)*	

OSORS by Anderson (2003) based on SORS by Mokhtari and Sheorey (2002)
think-aloud protocol coding focusing on online reading strategies
global reading strategies
I have a purpose in mind when I read on line.
I participate in live chat with other learners of English.
I participate in live chat with native speakers of English.
I think about what I know to help me understand what I read on-line.
I take an overall view of the on-line text to see what it is about before reading it.
I think about whether the content of the on-line text fits my reading purpose.
I review the on-line text first by noting its characteristics like length and organization.
When reading on-line, I decide what to read closely and what to ignore.
I read pages on the Internet for academic purposes
I use tables, figures, and pictures in the on-line text to increase my understanding.
I use context clues to help me better understand what I am reading on-line.
I use typographical features like bold face and italics to identify key information.
I critically analyse and evaluate the information presented in the on-line text.
I check my understanding when I come across new information.
I try to guess what the content of the on-line text is about when I read.
I check to see if my guesses about the on-line text are right or wrong.
I scan the on-line text to get a basic idea of whether it will serve my purposes before choosing to read it.
I read pages on the internet for fun.
problem solving strategies
I read slowly and carefully to make sure I understand what I read on-line.
I try to get back on track when I lose concentration.
I adjust my reading speed according to what I am reading on-line.
When on-line text becomes difficult, I pay closer attention to what I am reading.
I stop from time to time and think about what I am reading on-line.
I try to picture or visualize information to help remember what I read online.
When on-line text becomes difficult, I re-read it to increase my understanding.
When I read on-line, I guess the meaning of unknown words or phrases.
I critically evaluate the on-line text before choosing to use information I read on-line.
I can distinguish between fact and opinion in on-line texts.
When reading on-line, I look for sites that cover both sides of an issue.
support strategies
I take notes while reading on-line to help me understand what I read.
When on-line text becomes difficult, I read aloud to help me understand what I read.
I print out a hard copy of the on-line text then underline or circle information to help me remember it.
I use reference materials (e.g. an on-line dictionary) to help me understand what I read on-line.
I paraphrase (re-state ideas in my own words) to better understand what I read on-line.
I go back and forth in the on-line text to find relationships among ideas in it.
I ask myself questions I like to have answered in the on-line text.
When reading on-line, I translate from English into my native language.
When reading on-line, I think about information in both English and my mother tongue.

Nassaji (2006)	**Wolfe and Goldman (2005)**	**Schellings, Aarnoutse and van Leeuwe (2006)**	**Seng and Hashim (2006)**
think-aloud protocol coding focusing on lexical inferencing strategies	think-aloud protocol coding focusing on processing strategies	think-aloud protocol coding	think-aloud protocol coding
identifying repeating word analysis word-form analogy	**paraphrases**	**word identification** reading an error skipping text	**text-based strategies** rereading summarizing paraphrasing using context using text structure questioning (word-related) questioning (idea-related) using dictionary
	evaluations		
	comprehension problems		
evaluating verifying self-inquiry	**comprehension successes**	**reading comprehension**	
monitoring monitoring	**elaborations**	**reproductive activities (text-based)** rereading repeating summarizing paraphrasing paraphrasing incorrectly reacting on the call or question in the text	
	sources of information prior knowledge information from earlier in the (same) text information from previous text information from a previous think-aloud comment		**reader-based strategies** translating guessing inferencing rejecting or confirming guess expressing need for a dictionary using prior knowledge reacting to text reading on evaluating comprehension
	elaborative processes self-explanations *causal* *comparative* *associative* *evaluative* *analogy* *example* *alternative* surface text connections irrelevant associations predictions	**reflecting reading strategies (prior knowledge-based)** predicting responding to a picture commenting upon text identifying a contradiction adding information	
		metacognitive activities commenting upon own reading behaviour responding to the task evaluating a text fragment	

Appendix 2: Think-aloud protocol coding scheme (based on Anderson 1991 and the comparative analysis of the think-aloud protocol coding schemes included in appendix 1

SS	schemata strategies	Example
SS1	**text schemata strategies**	
SS1.1	applies knowledge on text structure	Peter: But the fact that it weighs less and is quieter and the whole, that it lasts longer is basically summarized in the second sentence [researcher note: student refers to the lead]
SS1.2	applies knowledge on text type, e.g. using the references	Tamara: Where does it come from? I have a look on the website. [researcher note: student refers to the URL provided]
SS2	**context schemata strategies**	
SS2.1	applies knowledge on text topic / content	Ryan: It's obviously some kind of textile, some kind of […] material. [researcher note: student attempts to find meaning of the word ***Gipskartonplatte***]
SS2.2	recognises contextual relations between words	Tamara: might be that ***ausdehnen*** then relates to (?) ***sich verwandeln*** [researcher note: student recognises relationship between both verbs but does not elaborate on grammatical relationship, i.e. that both verbs refer to the same subject in the subordinate clause]
SS2.3	elaborates beyond the content of the text, thus creating new knowledge/context	Peter: Like, uhm, like you have ***Milchschaum***, it's what you can get, like *froth* on your coffee or something. [researcher note: student elaborates on the meaning of the word ***Schaum***]

OMS	organising and monitoring strategies	Example
OMS1	reads text silently	Peter [researcher note: see transcript]
OMS2	reads text aloud	Peter: So ***künftig darf der natürliche Baustoff dank einer neuen Besch-Beschichten... Beschichtung auch in Hochhäusern eingesetzt werden.***
OMS3	intentionally skips an unknown word/phrase	Jill: ***Stahl*** I wasn't sure of but it's not really important to understand, I don't think.
OMS4	visually marks unknown words	N/A
OMS5	summarises the text or portions thereof	Peter: Uhm, it's about a new, uhm, a new, uh, a new product, uhm, which they're using to build bridges, uhm, uh, roads, I think it's also been used for, uh, ships as well, and it's called Elastogran. Uhm, and they weigh up to 70% less and it's some kind of sandwich plate system.
OMS6	identifies key words	Steve: It kind of just repeats words like ***Brücken*** over and over again.
OMS7	identifies difficulties with the text or portions thereof	Steve: There's a few words that I don't recognise but possibly cause they're sort of to do with the technology itself that I don't know much about because I don't do any engineering or anything.
OMS8	indicates success in understanding a portion of the text	Peter: Sentence structure generally is not that difficult.
OMS9	makes notes	N/A
OMS10	singles out unknown words / incomprehensible phrases	Ryan: Not sure what ***Lemförder*** is.
OMS11	singles out words as non-key words	Maria: I'm not sure that's vital to understanding the sentence. [researcher note: student refers to the word ***vergeblich***]

LKS	linguistic knowledge strategies	Example
LKS1	**word formation strategies**	
LKS1.1	recognises a compound	Ryan: Okay, uhm, ***Brandschutz*** - protection of… Peter: of fire, so *protection against fire*. [researcher note: translation successful]
LKS1.2	recognises derivation	Ryan: I'm actually not sure about ***Verbund*** but it's from ***verbinden***.
LKS2	**syntax strategies**	
LKS2.1	identifies a syntactic category (noun phrase, verb phrase, noun, verb)	Peter: prepositional, prepositional cause you've got ***mit***. [researcher note: student refers to the noun phrase ***mit einem Millimeter***]
LKS2.2	identifies a grammatical category (person, number, tense, gender, case)	Fiona: ***Das Material entwickeln Wissenschaftler diverser...*** - it´s like genitive.
LKS2.3	identifies grammatical relations in a phrase or sentence (subject, direct object, indirect object)	Ryan: ***Wissenschaftler*** Peter: is the object.

LKS3	lexical knowledge strategies	Example
LKS3.1	finds a possible meaning for a word/phrase	Ryan: Uhm. ***Vergeblich***. What do you think ***vergeblich*** means? Peter: I had a feeling that it was *apparently*.
LKS3.2	finds several possible meanings for a word/phrase	Ryan: ***Festigkeit*** I suppose is like *strength* or *stability*
LKS3.3	amends or corrects the meaning of a word/phrase	Ryan: I think I translate ***haltbar*** – *durable*, maybe, uhm [researcher note: amended translation; previously translated with *maintainable*]
LKS3.4	uses cognates	Peter: quite a lot of foreign words and particularly English which makes it easier. Uhm, like, uh, ***Paneelen***, uhm,
LKS3.5	uses other languages	Maria: The steel *poles*? Steel, maybe from the French ***baton***
LKS3.6	gives literal translation for a word	Ryan: *Art material specialist* is ***Kunststoffspezialist.***
LKS3.7	excludes a possible meaning for an unknown word	Maria: I think that isn't estimate either, I think it's praised, not praised but, ahm,… It can't be estimated because of its Optik [researcher note: student attempts to understand the phrase ***"der wegen seiner Optik geschätzt wird"***]
LKS3.8	paraphrases a word/phrase	Peter: to ***Serienreife*** so it means that *it's ready to be used*
LKS3.9	circumscribes a word/phrase	Peter: Yeah, it's something like you paste on, so the special paste that they put on [researcher note: student attempts to translate ***"lackieren"***]
LKS3.10	identifies a connotation, style or idiomatic meaning of an unknown word	Ryan: Uhm, it sounds quite negative – ***schlappmachen***. [researcher note: student notes connotation after attempt to find meaning]

CS	collaborative strategies	Example
CS1	asks peer for the meaning of an unknown word directly	Ryan: What do you think ***vergeblich*** means?
CS2	asks peer for the meaning of an unknown word indirectly, signalled through intonation	Maria: ***züngelnde*** – that's (?) Tamara: yeah, *burning*
CS3	asks peer for confirmation	Ryan: How do you, how do you think we should translate ***geschätzt***? To treasure or to value…
CS4	asks peer for explanation of a word or phrase	Ryan: What did you say ***Schaum*** was? Peter: Like a *foam*.
CS5	corrects peer	Ryan: Okay. Uhm. And then ***eine neue Art von…*** Peter: with a new *way* Ryan: *type*

Appendix 3: Final pre- and post-module reading test and questionnaire

3.1 Pre-module reading test and questionnaire

INITIALS: **BIRTHDATE:** **COURSE:**

aus: Wirtschaftswoche
30.09.2002 15:00:20

EU billigt Joint Venture von Infineon, Agere and Motorola

Die Europäische Kommission gab Infineon Technologies AG, München, Agere Systems Inc und Motorola Inc, Schaumburg, grünes Licht, ein Joint Venture (JV) zur Entwicklung und Vermarktung der Digitalsignalprozessor-Technologie (DSP) zu gründen.

vwd. BRÜSSEL. Das Gemeinschaftsunternehmen unter dem Namen StarCore LLC weise mit seinen Muttergesellschaften nur wenige Überschneidungen auf, sodass aus Wettbewerbssicht keine Probleme bestünden, teilte die EU-Behörde am Montag mit. Die Gesellschafter hatten ihre Pläne Mitte Juni mitgeteilt.

Hauptsitz des neuen Unternehmens soll Austin, Texas, sein. Darüber hinaus werde das Joint Venture eine Niederlassung in Tel Aviv unterhalten. Hauptkunden von StarCore LLC werden den Angaben zufolge zunächst die drei Anteileigner sein. Außerdem werde StarCore seine Produkte weltweit Herstellern von Halbleitern und Kommunikationssystemen zur Verfügung stellen. Die DSP-Technologie wird im Mobilfunk oder in CD-Playern für die Komprimierung von Sprache, Musik und Videodaten verwendet. Ziel des neuen Unternehmens sei es, ein führender Anbieter von DSP-Technologie zu werden, wie es hieß.

Die Technologie gewinnt mit der verstärkten Anwendung von Breitbandübertragungen zunehmend an Bedeutung. Das Marktforschungsinstitut Forward Concepts erwartet für den Bereich DSP eine jährliche Wachstumsrate von 27 % bis 2006. Für 2003 prognostiziert das Institut einen Gesamtmarkt für DSP von 6,5 Mrd $.

(198 Wörter)

Aufgabe:
Fasse die Hauptinformationen des Textes einmal auf Deutsch und einmal auf Englisch zusammen und beantworte danach den Fragebogen.

Questionnaire

(If there is not enough room provided to answer the questions please use the backside of the sheet. Thank you!)

1. How difficult did you find the text?

very difficult	☐	
difficult	☐	
appropriate		☐
easy		☐
very easy		☐

2. Which feature(s) of this text did you find most difficult to understand? (e.g. content, vocabulary, sentence structure, grammar, stylistic features or others)

3. Please explain why you found these features difficult to understand.

4. Which reading strategies did you use to help you understand the text? (e.g. reading text several times, underlining, highlighting, taking sentences apart or others)

5. Please evaluate your reading skills in German, especially in regard to reading longer texts for academic purposes in German.

6. Do you feel that you were given enough time to read and understand the text and to write the summaries?

7. Which summary did you find easier to write and why?

8. What do you expect to learn in this module?

9. What do you expect to improve most by taking this module?

10. Which other modules do you do this semester (for all your subjects)?

3.2 Post-module reading test and questionnaire

INITIALS: **BIRTHDATE:** **COURSE:**

aus: Wirtschaftswoche
30.09.2002 15:00:20

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Die Technologie gewinnt mit der verstärkten Anwendung von Breitbandübertragungen zunehmend an Bedeutung. Das Marktforschungsinstitut Forward Concepts erwartet für den Bereich DSP eine jährliche Wachstumsrate von 27 % bis 2006. Für 2003 prognostiziert das Institut einen Gesamtmarkt für DSP von 6,5 Mrd $.

(198 Wörter)

Aufgabe:

Fasse die Hauptinformationen des Textes einmal auf Deutsch und einmal auf Englisch zusammen und beantworte danach den Fragebogen.

Questionnaire

(If there is not enough room provided to answer the questions please use the backside of the sheet. Thank you!)

1. How difficult did you find the text?

very difficult	☐
difficult	☐
appropriate	☐
easy	☐
very easy	☐

2. Did you find working with the text easier now than at the beginning of the semester?

yes ☐ → **3.1**
no ☐ → **3.2**

3.1 If you ticked **yes** in the previous question, please explain why.

3.2 If you ticked **no** in the previous question, please explain why.

4. Which feature(s) of the text did you still find difficult to understand? (e.g. content, vocabulary, sentence structure, grammar, stylistic features or others)

5. Please explain why you still found these features difficult to understand.

6. Which strategies did you use this time in approaching this text?

7. Please evaluate if your reading skills in German improved compared to the beginning of this semester?

8. If any, what contents/aspects of the module helped you to better understand this text?

9. Which contents/aspects of the module did you find most helpful for yourself as a student of German?

10. What did you learn in this module?

11. What did you improve most by taking this module?

12. Which other contents/aspects should be covered within this module?

13. Please state how often you used Blackboard and how useful you found it.

Appendix 4: Final version of the questionnaire study

Questionnaire about Reading and Studying Texts for Academic Purposes in German: Reading Strategies/Skills and Reading/Text Comprehension

This questionnaire is designed to find out which strategies you use as a student of German to read, understand and study German texts for academic purposes (= German texts to be read for modules you take in the German Department on history, literature, linguistics etc.). I am also interested to find out to what extent you felt prepared to read and study such texts as an A-Level student and as a university student, and which reading strategies you use when reading texts in your native language. Moreover, I would very much value your opinion on the teaching and assessment of reading skills at university level.

Excellent reading skills/strategies will eventually lead to reading literacy:
"Reading literacy is understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." (definition used by OECD/PISA)

Please try to answer all questions as thoroughly and extensively as possible. It may be possible that you cannot understand or answer a question in which case please explain why. Thank you very much for your help.

SECTION 1

Part I: Personal Data

1. Your Initials:
2. Your Date of Birth:
3. Your Gender:
4. Your Studies (e.g. German and French JH):
5. Your Year of Studies:
6. Please list here all modules taken of all the subjects you study, per year:

Year I Year II Year IV

Part II: Background Knowledge

7. Why did you study German for your A-Level?

8. What kind of texts (e.g. newspaper articles, novels) did you have to read for your A-Level in German? Please be as precise as possible.

9. From what topic areas (e.g. history, politics) did you have to read for your A-Level in German? Please be as precise as possible.

10. Why did you choose to study German at university?

11. To what extent did you expect to read longer texts for academic purposes in German
    for your studies at university?

12. To what extent did you feel prepared to read longer texts for academic purposes in German before you came to university?

13. What kind of texts (e.g. newspaper articles, novels) did/do you have to read for your studies in the German Department? Please be as precise as possible.

14. From what topic areas (e.g. history, politics) do/did you have to read for your studies in the German Department? Please be as precise as possible.

15. In some modules, you have to read German texts from the areas:
    a) technology
    b) business
    c) linguistics
    d) law

Which do you expect to be the hardest to understand and which one the easiest? Put a) to d) in the appropriate order and explain your choice.

Part III: Support

16. To what extent do you expect the German Department to support you with developing and improving your reading skills/strategies during your studies?

17. Regarding question 16, please state how far the department met your expectations.

18. Do you feel that the German Department should take more responsibility for developing students' reading skills/strategies? Why, why not?

19. Do you feel that reading skills should be assessed? Please explain your answer.

20. In what ways would you like to develop and improve your reading skills/strategies?

Part IV: Motivation

21. In general, how motivated are you to read texts for academic purposes in German and what does this depend on?

22. Which methods of teaching could possibly increase your motivation to read such texts and why?

23. Which methods of assessment could possibly increase your motivation to read and study such texts and why?

24. What else could increase your motivation to read and study such texts and why?

Part V: Reading Strategies/Skills

25. Do you see reading/studying texts for academic purposes as an active or a passive activity? Please explain your answer.

26. If you have to read a longer text in German without a task attached, how do you approach it?

27. If you have a text and a task attached, how does this change your approach?

28. Which reading/text comprehension strategies do you use most frequently when reading/studying texts for academic purposes in German, and why?

29. Do you feel that by using these strategies, you read more efficiently?

30. If you feel that your reading skills are not yet fully competent what do you think could help to improve them?

Part VI: Reading/Text Comprehension

31. What difficulties do you usually encounter when reading texts for academic purposes in German?

32. How do you try to solve these difficulties?

33. Are these problem-solving strategies usually successful?

34. How do you know if you have successfully understood a text for academic purposes in German?

35. Reading texts for academic purposes in German usually is primarily about studying these texts to gain information and knowledge. How do you go about collating this information and knowledge?

36. When you take notes how do you go about organizing them?

Part VII: Reading Literacy in the Native Language

37. What reading strategies do you use when reading texts for academic purposes in your native language?

38. What difficulties do you usually encounter when reading texts for academic purposes in your native language?

39. What strategies do you use to solve these difficulties?

40. Do you use texts in your native language to help you understand texts in German? If so, please explain in which way you use them

Please move on to Section 2 of the questionnaire.

Section 2

Part VIII: Reading/Text Comprehension Tests

In this part, I would like to ask you to complete four reading/text comprehension tests and to answer 6 questions for every test immediately after the completion of each test.

Please handle every text as if you were reading it for an assignment. That also means, please work on the text as if it was a hard copy.

All resources (except for the help of a native speaker) are permitted.

your initials:

your date of birth:

Thank you very much!

Leseverstehen - Test 1: Stimmen die Aussagen mit dem Text überein? Wenn ja, markieren Sie a) richtig, wenn nicht, markieren sie b) falsch.

http://www.wiwo.de/pswiwo/fn/ww2/sfn/buildww/cn/cn_artikel/cn/bm_morecontent/id/156/id/24749/fm/0/fl/0/bt/2/SH/0/depot/0/index.html (16.06.2003) - Wirtschaftswoche

Energie

Wasser gegen Strommangel

Die erste von vier Turbinen in Europas größtem Pumpspeicherkraftwerk ist in Betrieb. Die drei noch fehlenden Aggregate folgen im Laufe dieses Jahres.

Das Kraftwerk Goldisthal in Thüringen stellt im Endausbau mit 1060 Megawatt fast so viel Leistung zur Verfügung wie ein Kernkraftwerksblock. Anders als dieser wird Goldisthal allerdings nur in Betrieb genommen, wenn Stromlücken auftreten.

Innerhalb von drei Minuten stellte es dann seine Leistung zur Verfügung. Der Strom in den neuen Bundesländern wird weit gehend in Braunkohlekraftwerken produziert. Diese laufen rund um die Uhr mit gleicher Leistung, können also keinen Spitzenbedarf decken. Andererseits produzieren sie in ruhigen Zeiten, nachts beispielsweise, wenn mehr Strom produziert als gebraucht wird. Goldisthal wirkt als Puffer.

Überschüssiger Strom wird genutzt, um Wasser vom unteren ins obere Speicherbecken zu pumpen. Bei Strommangel schießt das Wasser zu Tal und treibt bis zu vier Turbogeneratoren an. Bauherr und Betreiber der Anlage ist die Berliner Vattenfall Europe AG.

Wolfgang Kempkens (10.6.2003)

1. Das Kraftwerk Goldisthal ist als Europas größtes Kernkraftwerk in Betrieb.
   a) richtig
   b) falsch

2. Das Kraftwerk Goldisthal wird benutzt, wenn Strom knapp ist.
   a) richtig
   b) falsch

3. Das Kraftwerk Goldisthal produziert nachts mehr Strom als am Tag.
   a) richtig
   b) falsch

4. Das Kraftwerk Goldisthal ist ein Berliner Unternehmen.
   a) richtig
   b) falsch

Questions 1-6 to Leseverstehen – Test 1:

1. On a scale from 1 to 5 (1 being very difficult and 5 being very easy), how difficult did you find this text?

2. Did you use a dictionary to find out the meanings of some words and if so, what kind of dictionary (monolingual, bilingual) did you use?

3. Which features of the text did you find most difficult (e.g. vocabulary, grammar, sentence structure)? Please explain why.

4. Which reading/text comprehension strategies did you use to understand this text?

5. Please list all the words and phrases you did not know before reading the text but you managed to understand them. Try to explain why you understood them and give a translation:

Word / Phrase	How did you find out what it means?	What does it mean?

6. Please list all the words and phrases you did not understand at all:

Leseverstehen - Test 2: Beantworten Sie die unten stehenden Fragen. Eine Antwort ist richtig.

http://www.koestritzer.bx24.de/servlet/SendFile?id=F1A6D34DDD.doc&File=Jahresmeldung2001.doc (16.06.2003) – Köstritzer Schwarzbierbrauerei GmbH & Co (Jahresmeldung)

Köstritzer Schwarzbierbrauerei baut Position aus

Bad Köstritz. Die Köstritzer Schwarzbierbrauerei GmbH & Co, ein Tochterunternehmen der Bitburger Getränkegruppe, meldet für das Jahr 2001 außerordentliche Erfolge. Die Verkäufe der „magischen Biere" erreichten einen historischen Höchststand. Nie zuvor in der fast 460-jährigen Firmengeschichte gelang es, mehr als 806.510 Hektoliter (hl) Köstritzer Biere abzusetzen. Im Vorjahr betrug der Absatz 796.000 hl. (…)

Der Umsatz im abgelaufenen Jahr betrug 75,8 Mio. € (Vorjahr: 73,5 Mio. €) und stieg somit um 3,1 %. Die Umsatzsteigerung wird mit der Verschiebung hin zu den teureren Produkten und Verpackungen der Köstritzer Schwarzbierbrauerei begründet. Auch der Gewinn legte gegenüber 2000 leicht zu. Er wird zur weiteren Rückzahlung der immensen Investitionen der Muttergesellschaft in den vergangenen zehn Jahren genutzt werden. Die Bitburger Brauerei Th. Simon, die das Unternehmen im April 1991 komplett übernahm, investierte seitdem über 100 Mio. Euro in Marke, Markt und Braustätte. Dieser Einsatz zahlt sich inzwischen aus. So erhöhte sich beispielsweise die Anzahl stabiler Arbeitsplätze in Bad Köstritz auf 200 (Vj. 196).

Bad Köstritz, 7. März 2002

1. Im Geschäftsjahr 2001 wurde
   a) die bisher größte Menge an Bier verkauft.
   b) die gleiche Menge Bier wie im Vorjahr verkauft.
   c) die bisher größte Menge an Schwarzbier verkauft.

2. Die teureren Produkte und Verpackungen
   a) haben zu einem Umsatzverlust geführt.
   b) haben zu einem größeren Umsatz beigetragen.
   c) haben die Umsatzzahlen nicht beeinflusst.

3. Die Gewinne
   a) werden für die Finanzierung neuer Investitionen verwendet.
   b) fließen vor allem in Rückzahlungen an die Bitburger Brauerei Th. Simon.
   c) werden die Übernahme der Bitburger Brauerei Th. Simon finanzieren.

4. Die Zahl der Arbeitsplätze
   a) blieb stabil.
   b) verringerte sich leicht.
   c) nahm zu.

Questions 1-6 to Leseverstehen – Test 2:

1. On a scale from 1 to 5 (1 being very difficult and 5 being very easy), how difficult did you find this text?

2. Did you use a dictionary to find out the meanings of some words and if so, what kind of dictionary (monolingual, bilingual) did you use?

3. Which features of the text did you find most difficult (e.g. vocabulary, grammar, sentence structure)? Please explain why.

4. Which reading/text comprehension strategies did you use to understand this text?

5. Please list all the words and phrases you did not know before reading the text but you managed to understand them. Try to explain why you understood them and give a translation:

Word / Phrase	How did you find out what it means?	What does it mean?

6. Please list all the words and phrases you did not understand at all:

Leseverstehen - Test 3: Beantworten Sie die unten stehenden Fragen in ganzen Sätzen so ausführlich wie nötig.

http://www.linguistik-online.com/10_02/gruetz.html (16.06.2003) - Linguistik Online 10, 1/02
Textpassage in Auszügen aus:

Doris Grütz (Weingarten):
Die Vorlesung - eine fachsprachliche Textsorte am Beispiel der Fachkommunikation Wirtschaft.
Eine textlinguistische Analyse mit didaktischen Anmerkungen für den Fachsprachenunterricht Deutsch als Fremdsprache.

2.2 Die Vorlesung ist gesprochene Fachsprache

Fachsprachliche Textsorten weisen spezifische lexikalische und textuelle Besonderheiten auf, die, besonders wenn es sich um die Ebene der Wissenschaftssprache handelt, den Erfordernissen der Präzision und Ökonomie (Wyler 1987: 79) sowie der Sachlichkeit, Objektivität, Logik und Klarheit entsprechen müssen (Hoffmann 1987a: 42). Die Festlegung dieser Stilmerkmale scheint vor allem an der geschriebenen wissenschaftlichen Fachsprache orientiert zu sein. (...)

2.3 Die Vorlesung als Textsorte konzeptioneller Schriftlichkeit und realisierter Mündlichkeit

Um die Vorlesung als Textsorte der gesprochenen Sprache zu erfassen, reicht es nicht, sie einem Element disjunktiver Begriffspaare wie z.B. "vorbereitet" versus "spontan" zuzuordnen (vgl. Dirven 1984: 22). Zwar ist eine Vorlesung geplant und vorbereitet, in der aktuellen mündlichen Realisierung jedoch durchaus spontan: Zum einen können es Fragen aus dem Auditorium sein, zum anderen auch spontane Gedanken des Sprechers selbst, welche in den vorgefertigten Vorlesungstext eingreifen. Beides schlägt sich in einem Wechsel der sprachlichen Mittel und des Sprechstils nieder (vgl. dazu ausführlicher Grütz 1995: 54ff.).

1. Durch welche stilistischen Merkmale zeichnen sich fachsprachliche Textsorten aus?

2. Welche Merkmale sind typisch für die Vorlesung als fachsprachliche Textsorte der gesprochenen Sprache?

Questions 1-6 to Leseverstehen – Test 3:

1. On a scale from 1 to 5 (1 being very difficult and 5 being very easy), how difficult did you find this text?

2. Did you use a dictionary to find out the meanings of some words and if so, what kind of dictionary (monolingual, bilingual) did you use?

3. Which features of the text did you find most difficult (e.g. vocabulary, grammar, sentence structure)? Please explain why.

4. Which reading/text comprehension strategies did you use to understand this text?

5. Please list all the words and phrases you did not know before reading the text but you managed to understand them. Try to explain why you understood them and give a translation:

Word / Phrase	How did you find out what it means?	What does it mean?

6. Please list all the words and phrases you did not understand at all:

Leseverstehen - Test 3: Beantworten Sie die unten stehenden Fragen in ganzen Sätzen so ausführlich wie nötig.

http://home.t-online.de/home/scheurmann-schraad/av.htm (16.06.2003) - Rechtsanwaltskanzlei Scheurmann, Schraad & Partner (Auszug aus einem Arbeitsvertrag-Muster)

I.

Das Arbeitsverhältnis beginnt am 01. September 2003.

Für die Dauer von sechs Monaten wird das Arbeitsverhältnis zur Probe abgeschlossen und endet mit Ablauf der Probezeit, sofern es nicht zuvor verlängert wird. Innerhalb der Probezeit kann das Arbeitsverhältnis mit einer Frist von zwei Wochen unbeschadet des Rechtes zur fristlosen Kündigung gekündigt werden. (...)

V.

Der/die Arbeitnehmer(in) ist verpflichtet, dem Arbeitgeber jede Dienstveränderung und die erforderliche voraussichtliche Dauer unverzüglich anzuzeigen. Auf Verlangen sind die Gründe mitzuteilen. Im Fall der Erkrankung ist sie/er verpflichtet, vor Ablauf des dritten Kalendertages nach Beginn der Arbeitsunfähigkeit eine ärztliche Bescheinigung über die Arbeitsunfähigkeit sowie deren voraussichtliche Dauer vorzulegen.

Die Gehaltsfortzahlung im Krankheitsfall richtet sich nach den gesetzlichen Bestimmungen: Es gilt die gesetzliche Regelung des Entgeltfortzahlungsgesetzes. Danach werden lediglich 80 % des Gehaltes fortgezahlt oder ein Tag Urlaub für x Tage Krankheit entfallen.

1. Ein spanischer Freund spricht weniger gut Deutsch als Sie und bittet Sie daher, die wichtigsten Informationen zu Probezeit und Krankheitsfall in einem verständlicheren Deutsch zusammenzufassen.

2. Eine britische Bekannte bittet Sie, die wichtigsten Informationen zu Probezeit und Krankheitsfall auf Englisch zusammenzufassen. (8-10 lines)

Questions 1-6 to Leseverstehen – Test 4:

1. **On a scale from 1 to 5 (1 being very difficult and 5 being very easy), how difficult did you find this text?**

2. Did you use a dictionary to find out the meanings of some words and if so, what kind of dictionary (monolingual, bilingual) did you use?

3. Which features of the text did you find most difficult (e.g. vocabulary, grammar, sentence structure)? Please explain why.

4. Which reading/text comprehension strategies did you use to understand this text?

5. Please list all the words and phrases you did not know before reading the text but you managed to understand them. Try to explain why you understood them and give a translation:

Word / Phrase	How did you find out what it means?	What does it mean?

6. Please list all the words and phrases you did not understand at all:

Please move on to Section 3 of the questionnaire.

SECTION 3

Part VIII: Evaluation of Part VII

Please answer the following questions after completion of part VII.

your initials:

your date of birth:

41. Having accomplished all four tests, you have read texts from the following areas:

a) Text 1: technology
b) Text 2: business
c) Text 3: linguistics
d) Text 4: law

Which text was the hardest to understand and which one the easiest? Put a) to d) in the appropriate order and explain your choice.

42. Having accomplished all four tests, which one do you prefer to assess your reading/text comprehension skills:

a) Test 1: "richtig" – "falsch" answers
b) Test 2: multiple choice answers
c) Test 3: questions on the text
d) Test 4: summary of relevant text passages in German and English

Please indicate your answer with the appropriate letter and explain your choice.

43. Apart from the choices in question 2, would you prefer a mix of a) to d) and/or completely different ways of assessing your reading/text comprehension skills? Please make your suggestions.

44. Have you had any experience working with computers to improve your knowledge of a foreign language or to develop any learning skills? If so, please explain and evaluate this experience.

45. Regarding Part II of the questionnaire (test part), how would you rate the computerised version of the tests? Please explain what you liked about it and what you did not like about it.

46. Could you imagine improving your reading/text comprehension skills by working with a computer? If so, please explain why and how. If not, please explain why not.

47. Please let me know if you have any other suggestions or comments on the subject of this questionnaire.

If you are interested in being interviewed further on this subject please put down your name and contact details:

Thank you very much for all your time and help!

Appendix 5: *Fachsprachen im Alltag* – Course outline 2004/05

German Department

Second Year Module 2004/2005, Semester 1

Level 2, 10 credits

Fachsprachen im Alltag

convenor: Dorit Hahn

Fachsprachen im Alltag is a ***linguistics*** module. The course will examine different ***aspects of technical German linguistic usage*** by studying a variety of authentic texts, such as business German (e.g. company reports), legal German (e.g. tenancy agreements, work contracts), 'official' or bureaucratic German (e.g. business letters, application forms) and academic German.

To succeed in a thorough and careful ***text analysis*** we will first examine various theoretical approaches to the distinction between 'technical' and 'everyday' linguistic usage, then classify different types of texts as well as text functions and, finally, identify typical linguistic features of technical registers in German. After having achieved this basic linguistic understanding of texts, we will work on authentic *Fachsprachentexte* by examining their lexical and syntactical features.

The module aims at expanding students text analysis skills and enabling them to develop a theoretical and practical awareness of *Fachsprachen*. Participants are therefore encouraged to practise their analytical skills and are expected to examine texts independently in small groups. Since the module will be assessed in German, the active participation in the course will improve the students' linguistic and communicative competence in the German language.

The module will be available in a Virtual Learning Environment (Blackboard). Students will have an introductory session on Blackboard, but are then expected to familiarise themselves with this programme in order to use it actively throughout the course as a source for information, reference, exercises and communication.

Reading: Students are expected to prepare themselves for each session by fulfilling the reading requirements. All texts to be read are provided for the students.

Assessment will be by one 800-1000 word essay (50%) and one 1.5 hour written examination (50%) at the end of the semester. All assessment will be in German.

Teaching: Participants are taught in weekly lectures (one hour per week) and fortnightly seminars (two hours per week). Occasionally, students will have to prepare short presentations or small pieces of written work at home. The course is conducted in German.

Class: t. b. a.

Appendix 6: Detailed token analysis of texts used in questionnaire study

6.1 Text A

Wortform	Occurrences (Text)	Stem / Components	Frequency (core vocab)	Word class	Other info
in	7		4	prep	
wird	4	werden	9	verb	
als	3		25	conj	
Goldisthal	3			proper noun	
Leistung	3		597	deriv noun	
Strom	3		1693	noun	
Wasser	3		297	noun	
zu	3		6	prep	
Betrieb	2		546	deriv noun	
die/Die	4		1	art	
drei	2		101	num	
im	2	in + dem	4 + 1	prep	
ist	2	sein	3	verb	
mit	2		13	prep	
produziert	2	produzieren	1467	verb	
Strommangel	2	Strom + Mangel	1693 + 1601	comp noun	
um	2		47	prep	
und	2		2	conj	
Verfügung	2		694	deriv noun	
vier	2		195	num	
von	2		11	prep	
wenn	2		43	conj	
zur	2	zu + der	6 + 1	prep	
1060	1			num	

AG	1	Aktiengesellschaft	1272	abbrev	53 occurrences per million -10th most frequent abbreviation
Aggregate	1			noun	cognate
allerdings	1		221	adv	
also	1		40	adv	
an	1		19	prep	
Andererseits	1		840	adv	
Anders	1		306	adv	
Anlage	1		1348	deriv noun	
auftreten	1		615	verb	
Bauherr	1	Bau + Herr	1414 + 187	comp noun	
Bei	1		29	prep	
beispielsweise	1		601	adv	
Berliner	1		918	adj	
Betreiber	1	betreiben	926	deriv noun	verb
bis	1		73	prep	
Braunkohle-kraftwerken	1	braun + Kohle + Kraft + Werk	2178 + 3469 + 558 + 449	comp noun	
Bundesländern	1		1546	comp noun	
dann	1		33	adv	
das / Das	2		1	art	
decken	1		2512	verb	
den	1	der	1	art	
der / Der	2		1	art	
Diese	1	dies	24	art	pron
dieser	1	dies	24	art	pron
dieses	1	dies	24	art	pron
ein	1		5	art	
Endausbau	1	Ende + Ausbau	204 + 3160	comp noun	
erste	1		91	adj	
es	1		14	pron	

Europas	1			proper noun	181 occurrences per million - 4th most frequent proper noun
Europe	1			noun	English
fast	1		223	adv	
fehlenden	1	fehlen	446	adj	verb
folgen	1		202	verb	
gebraucht	1	brauchen	201	verb	
gegen	1		117	prep	
gehend	1	gehen	69	adj	verb
genommen	1	nehmen	139	verb	
genutzt	1	nutzen	463	verb	
gleicher	1	gleich	148	adj	
größtem	1	gross	74	adj	
Innerhalb	1		510	prep	
ins	1	in + das	4 + 1	prep	
Jahres	1		51	noun	
keinen	1	kein	50	pron	
Kernkraftwerks-block	1	Kern + Kraft + Werk + Block	2425 + 558 + 449 + 3852	comp noun	
können	1		23	verb	
Kraftwerk	1	Kraft + Werk	558 + 449	comp noun	
Laufe	1		1106	noun	
laufen	1		248	verb	
Megawatt	1			comp noun	cognate
mehr	1		58	adv	
Minuten	1		361	noun	
nachts	1	Nacht	335	adv	noun
neuen	1	neu	80	adj	
noch	1		37	adv	
nur	1		44	adv	
obere	1		1243	adj.	

produzieren	1		1467	verb	
Puffer	1			noun	cognate: buffer
pumpen	1			verb	cognate: to pump
Pumpspeicher-kraftwerk	1	Pump + speichern + Kraft + Werk	na + 2045 + 558 + 449	comp noun	
ruhigen	1	ruhig	905	adj	
rund	1		316	adj	
schießt	1	schießen	1531	verb	
seine	1	sein	36	pron	
sie	1		10	pron	
so	1		21	adv	
Speicherbecken	1	speichern + Becken	2045 + na	comp noun	
Spitzenbedarf	1	Spitze + Bedarf	1509 +2022	comp noun	
stellt	1	stellen	192	verb	
stellte	1	stellen	192	verb	
Stromlücken	1	Strom + Lücke	1693 + 3898	comp noun	
Tal	1		2161	noun	
Thüringen	1			proper noun	
treibt	1	treiben	869	verb	
Turbinen	1			noun	cognate
Turbogeneratoren	1			comp noun	cognate
Überschüssiger	1	überschüssig	na	adj	
Uhr	1		349	noun	
unteren	1		2013	adj	
Vattenfall	1			proper noun	
viel	1		60	pron	
vom	1	von + dem	11 + 1	prep	
weit	1		122	adj	
wie	1		28	pron	
wirkt	1	wirken	501	verb	
Zeiten	1		90	noun	

Collocations (including support-verb constructions [*Funktionsverbgefüge*] and figurative expressions [*figurative Ausdrücke*]):

in Betrieb sein	
im Laufe	high-frequency (25 occurrences per million)
zur Verfügung stellen	high frequency (40 occurrences per million)
in Betrieb nehmen	
rund um die Uhr	
zu Tal schießen	

Separable verbs (listed as inidvidual tokens above):

an-treiben

Number of tokens by word class

Nouns	34	
of which comp nouns		13
of which derivational nouns		5
of which prop nouns		4
Verbs	18	
Adjectives	13	
Adverbs	12	
Numerals	3	
Prep	14	
Conj	3	
Pron	6	
Art	8	

Abbrev	1
Total number of tokens	**112**

Token analysis based on TextSTAT 2.8g
(c) Matthias Hüning 2000/2009
http://neon.niederlandistik.fu-berlin.de/textstat/

Frequency ratings based on Jones and Tschirner (2006)

6.2 Text B

Token	Occurrences (text)	Stem/Components	Frequency (core vocab)	Word class	Other info
der / Der	10		1	art	
die / Die	6		1	art	
in	4		4	prep	
Köstritzer	4			proper noun	
im / Im	3	in + dem	4 + 1	prep	
Mio	3	Million	206	abbr	
Schwarzbier-brauerei	3	schwarz + Bier + Brauerei	451 + 1713 + na	comp noun	
und	2		2	conj	
aus	2		41	prep	
Bad	2			part of proper noun	
betrug	2	betragen	997	verb	
Biere	2		1713	noun	
Bitburger	2			proper noun	
das	2		1	art	
den	2		1	art	
hl	2	Hektoliter		abbr	
Jahr	2		51	noun	
Köstritz	2			proper noun	
sich	2		15	pron	
Vorjahr	2		2129	deriv noun	
wird	2	werden	9	verb	
zu	2		6	prep	
796000	1			num	
3.10%	1			num	
100	1			num	
196	1			num	
1991	1			num	

200	1			num	
2000	1			num	
2001	1				
460-jährigen	1	jährig	486	adj	
73.5	1			num	
806510	1			num	
75.8	1			num	
abgelaufenen	1	ablaufen	1490	adj	verb
Absatz	1		487	deriv noun	
abzusetzen	1	absetzen	2733	verb	
als	1		25	conj	
Anzahl	1		1292	noun	
April	1		1709	noun	
Arbeitsplätze	1		1184	comp noun	
Auch	1		16	adv	
auf	1		17	prep	
außerordent-liche	1		2743	adj	
baut	1	bauen	686	verb	
begründet	1	begründen	1015	verb	
beispielsweise	1		601	adv	
Brauerei	1		na	deriv noun	
Braustätte	1		na	comp noun	
Co	1			abbr	
Dieser	1	dies	24	art	pron
ein	1		5	art	
einen	1		5	art	
Einsatz	1		677	deriv noun	
Er	1		20	pron	
Erfolge	1		577	deriv noun	
erhöhte	1	erhöhen	729	verb	
erreichten	1	erreichen	305	verb	
es	1		14	pron	

Euro	1		333	noun	
fast	1		223	adv	
Firmengeschich-te	1	Firma + Geschichte	555 + 273	comp noun	
für	1		18	prep	
gegenüber	1		326	prep	
gelang	1	gelingen	578	verb	
genutzt	1	nutzen	463	verb	
Getränke-gruppe	1	Getränk + Gruppe	3736 + 363	comp noun	
Gewinn	1		1239	deriv noun	
GmbH	1		1176	abbr	
Hektoliter	1			noun	cognate
hin	1		521	adv	
historischen	1		752	adj	
Höchststand	1	hoch + Stand	129 + 1343	comp noun	
immensen	1			adj	cognate
investierte	1	investieren	2146	verb	
Investitionen	1		1897	deriv noun	
inzwischen	1		454	adv	
Jahren	1		51	noun	
komplett	1		2151	adj	
legte	1	legen	296	verb	
leicht	1		285	adj	
magischen	1			adj	cognate
Marke	1		2698	noun	
Markt	1		508	noun	
mehr	1		58	adv	
meldet	1	melden	738	verb	
mit	1		13	prep	
Muttergesell-schaft	1	Mutter + Gesellschaft	227 + 275	comp noun	
nehmen	1		139	verb	

Nie	1		196	adv	
Position	1		1010	noun	
Produkten	1		643	noun	
Rückzahlung	1		na	deriv noun	
seitdem	1		1863	adv	
Simon	1			proper noun	
So	1		21	adv	
somit	1		906	adv	
stabiler	1		2324	adj	
stieg	1	steigen	456	verb	
teureren	1	teuer	936	adj	
Th	1			abbr	
Tochterunter-nehmen	1	Tochter + Unternehmen	514 + 291	comp noun	
über	1		48	prep	
übernahm	1	übernehmen	549	verb	
um	1		47	prep	
Umsatz	1		1698	noun	
Umsatzsteige-rung	1	Umsatz + Steigerung	1698 + 3791	comp noun	
Unternehmen	1		291	deriv noun	
vergangenen	1	vergehen	398	adj	verb
Verkäufe	1		2126	deriv noun	
Verpackungen	1		na	deriv noun	
Verschiebung	1	verschieben	2216	deriv noun	verb
Vj	1			abbr	
weiteren	1		292	adj	adv
werden	1		9	verb	
zahlt	1	zahlen	965	verb	
zehn	1		314	num	
zur	1	zu + der	6 + 1	prep	
zuvor	1		790	adv	

Collocations (including support-verb constructions [*Funktionsverbgefüge*] and figurative expressions [*figurative Ausdrücke*]):

mehr als	236 occurrences per million words
nie zuvor	

Separable verbs (listed as inidvidual tokens above):

aus-bauen

aus-zahlen

zu-legen

Number of tokens by word class

Nouns	38	
of which comp nouns		9
of which deriv nouns		12
of which prop nouns		5
Verbs	17	
Adjectives	12	
Adverbs	11	
Numerals	12	
Prep	11	
Conj	2	
Pron	3	
Art	7	
Abbrev	6	
Total number of tokens	**119**	

Token analysis based on TextSTAT 2.8g

(c) Matthias Hüning 2000/2009

http://neon.niederlandistik.fu-berlin.de/textstat/

Frequency ratings based on Jones and Tschirner (2006)

6.3 Text C

Token	Occurrences (text)	Stem/Components	Frequency (core vocab)	Word class	Other info
der	7		1	art	
und	6		2	conj	
Vorlesung	4		3814	deriv noun	
die /Die	6		1	art	
es	3		14	pron	
in	3		4	prep	
als	2		25	conj	
den	2		1	art	
des	2		1	art	
einem	2	ein	5	art	
Fachsprache	2	Fach + Sprache	698 + 367	comp noun	
ist	2	sein	3	verb	
sein	2		3	verb	
sich	2		15	pron	
spontan	2		2945	adj	
Textsorte	2	Text + Sorte	403 + na	comp noun	
um /Um	2		47	prep	
vgl	2	vergleiche		abbr	31 occurrences per million
vorbereitet	2	vorbereiten	1043	adj	verb
zu	2		6	prep	
zum / Zum	2	zu + dem	4 + 1	prep	
1984	1			num	
1987	1			num	
1987a	1			num	
1995	1			num	
2.2				num	
2.3				num	
22	1			num	

42	1			num	
54ff	1			num	
79	1			num	
aktuellen	1		777	adj	
allem	1	all	42	pron	
an	1		19	prep	
anderen	1		59	pron	
auch	1		16	adv	
Auditorium	1			noun	cognate
auf	1		17	prep	
aus	1		14	prep	
ausführlicher	1		2740	adj	
Begriffspaare	1	Begriff + Paar	440 + 284	comp noun	
Beides	1		130	pron	
Besonderheiten	1		3556	deriv noun	
besonders	1		242	adv	
dazu	1		150	pron	
dem	1		1	art	
dieser	1	dies	24	art	pron
Dirven	1			proper noun	
disjunktiver	1			adj	cognate
durchaus	1		820	adv	
Ebene	1		784	deriv noun	
eine	1	ein	5	art	
einen	1	ein	5	art	
eingreifen	1		2817	verb	
Element	1		1354	noun	
entsprechen	1		254	verb	
erfassen	1		1373	verb	
Erfordernissen	1	erfordern	1621	deriv noun	verb
Fachsprachliche	1	Fach + sprachlich	698 +1801	adj	noun + adj
Festlegung	1	festlegen	1237	deriv noun	verb
Fragen	1		152	deriv noun	

Gedanken	1		529	noun	
geplant	1	planen	499	verb	
geschriebenen	1	schreiben	245	verb	
gesprochene	1	sprechen	157	verb	
gesprochenen	1	sprechen	157	verb	
Grütz	1			proper noun	
handelt	1	handeln	301	verb	
Hoffmann	1			proper noun	
jedoch	1		191	adv	
Klarheit	1	klar	255	deriv noun	adj
können	1		23	verb	
konzeptioneller	1	Konzeption	3755	adj	noun
lexikalische	1			adj	cognate
Logik	1	logisch	2923	noun	adj
Mittel	1		649	noun	
mündlichen	1		2787	adj	
Mündlichkeit	1	mündlich	2787	deriv noun	adj
müssen	1		45	verb	
nicht	1		12	part	
nieder	1		na	adv	
Objektivität	1	objektiv	1178	deriv noun	adj
Ökonomie	1	ökonomisch	1656	noun	adj
orientiert	1	orientieren	1244	verb	
Präzision	1	präzise	3339	deriv noun	adj
realisierter	1	realisieren	1602	adj	verb
Realisierung	1		3024	deriv noun	
reicht	1	reichen	658	verb	
Sachlichkeit	1	sachlich	3493	deriv noun	adj
scheint	1	scheinen	276	verb	
schlägt	1	schlagen	539	verb	
Schriftlichkeit	1	schriftlich	1659	deriv noun	adj
selbst	1		98	pron	
sie	1		10	pron	

sowie	1		214	conj	
spezifische	1		1508	adj	
spontane	1		2945	adj	
Sprache	1		367	deriv noun	
sprachlichen	1	sprachlich	1801	adj	
Sprechers	1		1181	deriv noun	
Sprechstils	1	sprechen + Stil	157 + 2439	comp noun	verb + noun
Stilmerkmale	1	Stil + Merkmal	2439 + 1728	comp noun	
Textsorten	1	Text + Sorte	403 + na	comp noun	
textuelle	1	Text	403	adj	noun
versus	1			prep	cognate
vor	1		55	prep	
vorgefertigten	1		na	adj	
Vorlesungstext	1	Vorlesung + Text	3814 + 403	comp noun	
Wechsel	1		1945	noun	
weisen	1		2289	verb	
welche	1	welch	138	art	pron
wenn	1		43	conj	
wie	1		28	pron	
wissenschaftlichen	1		632	adj	
Wissenschafts-sprache	1	Wissenschaft + Sprache	958 + 367	comp noun	
Wyler	1			proper noun	
z.B.	1			abbr	149 occurrences per million
zuzuordnen	1	zuordnen	2051	verb	
Zwar	1		178	adv	

Collocations (including support-verb constructions [*Funktionsverbgefüge*] and figurative expressions [*figurative Ausdrücke*]):

vor allem

zum Beispiel

zwar ... jedoch

zum einen ... zum anderen

Separable verbs (listed as individual tokens above):

auf-weisen

nieder-schlagen

Number of tokens by word class

Nouns	34	
of which comp nouns		8
of which prop nouns		4
Verbs	18	
Adjectives	16	
Adverbs	6	
Numerals	10	
Prep	9	
Conj	4	
Pron	9	
Art	10	
Abbrev	2	
Part	1	
Total number of tokens	**119**	

Token analysis based on TextSTAT 2.8g

(c) Matthias Hüning 2000/2009

http://neon.niederlandistik.fu-berlin.de/textstat/

Frequency ratings based on Jones and Tschirner (2006)

6.4 Text D

Token	Occurrences (text)	Stem/Components	Frequency (core vocab)	Word class	Other info
die / Die	7		1	art	
der / Der	5		1	art	
des	4		1	art	
Arbeitsverhält-nis	3	Arbeit + Verhältnis	167 + 517	comp noun	
das / Das	3		1	art	
Dauer	3		1518	noun	
Ablauf	2		1838	deriv noun	
Arbeitsunfähig-keit	2	Arbeit + Fähigkeit	167 + 1188	comp noun	
es / Es	2		14	pron	
für / Fuer	2		18	prep	
im / Im	2	in + dem	4 + 1	prep	
ist	2	sein	3	verb	
mit	2		13	prep	
nach	2		38	prep	
Probezeit	2	Probe + Zeit	2938 + 90	comp noun	
und	2		2	conj	
verpflichtet	2	verpflichten	1226	verb	
von	2		11	prep	
voraussicht-liche	2		3519	adj	
werden	2		9	verb	
wird	2	werden	9	verb	
zur	2	zu + der	6 + 1	prep	
1	1			num	
2003	1			num	
80%	1			num	

abgeschlossen	1	abschließen	974	verb
am	1	an + dem	19 + 1	prep
anzuzeigen	1	anzeigen	1884	verb
Arbeitgeber	1		1749	comp noun
Arbeitnehmer	1		1840	comp noun
ärztliche	1		3395	adj
Auf	1		17	prep
Beginn	1		762	deriv noun
beginnt	1	beginnen	239	verb
Bescheinigung	1		na	deriv noun
Bestimmungen	1		1755	noun
Danach	1		437	pron
dem	1		1	art
den	1		1	art
deren	1		265	pron
Dienstveränderung	1	Dienst + Veränderung	982 + 829	comp noun
dritten	1	drei	101	num
ein	1		5	art
eine	1		5	art
einer	1		5	art
endet	1	enden	1846	verb
entfallen	1		2899	verb
Entgeltfortzah-lungsgesetzes	1	Entgelt + Fort + Zahlung + Gesetz	na + 3001 + 2385 + 552	comp noun
er	1		20	pron
erforderliche	1		891	adj
Erkrankung	1		1929	deriv noun
Fall	1		160	deriv noun
fortgezahlt	1	fort + zahlen	3001 + 965	verb
Frist	1		2609	noun
fristlosen	1	Frist	2609	adj
Gehaltes	1		2682	noun

Gehaltsfortzah-lung	1	Gehalt + fort + Zahlung	2682 + 3001 + 2385	comp noun	
gekündigt	1	kündigen	2695	verb	
gesetzliche	1		1156	adj	
gesetzlichen	1		1156	adj	
gilt	1	gelten	185	verb	
Gründe	1		230	noun	
I.	1			num	
in	1		4	prep	
Innerhalb	1		510	prep	
jede	1		88	art	pron
Kalendertages	1	Kalender + Tag	na + 108	comp noun	cognate
kann	1	können	23	verb	
Krankheit	1		865	deriv noun	
Krankheitsfall	1	Krankheit + Fall	865 + 160	comp noun	
Kündigung	1		2541	deriv noun	
lediglich	1		896	adv	
mitzuteilen	1	mitteilen	1828	verb	
Monaten	1		304	noun	
nicht	1		12	part	
oder	1		30	conj	
Probe	1		2938	noun	
Rechtes	1		199	noun	
Regelung	1		1207	deriv noun	
richtet	1	richten	782	verb	
sechs	1		408	num	
September	1		560	noun	
sich	1		15	pron	
sie	1		10	pron	
sind	1	sein	3	verb	
sofern	1		1982	conj	
sowie	1		214	conj	
Tag	1		108	noun	

Tage	1		108	noun	
über	1		48	prep	
unbeschadet	1		na	prep	
unverzüglich	1		3670	adj	
Urlaub	1		1192	noun	
V.	1			num	
Verlangen	1	verlangen	671	deriv noun	verb
verlängert	1	verlängern	2574	verb	
vor	1		55	prep	
vorzulegen	1	vorlegen	1745	verb	
Wochen	1		209	noun	
zuvor	1		790	adv	
zwei	1		77	num	

Collocations (including support-verb constructions [*Funktionsverbgefüge*] and figurative expressions [*figurative Ausdrücke*]):

für die Dauer von
mit einer Frist von
auf Verlangen

Separable verbs (listed as individual tokens above):

none

Number of tokens by word class

Nouns	32	
of which comp nouns		10
of which deriv nouns		9
of which prop nouns		0
Verbs	18	

Adjectives	7
Adverbs	2
Numerals	8
Prep	13
Conj	4
Pron	6
Art	10
Abbrev	0
Part	1
Total number of tokens	**101**

Token analysis based on TextSTAT 2.8g
(c) Matthias Hüning 2000/2009
http://neon.niederlandistik.fu-berlin.de/textstat/

Frequency ratings based on Jones and Tschirner (2006)

Appendix 7: Texts used in think-aloud sessions with intervention group

7.1 Paired session

http://www.wiwo.de/pswiwo/fn/ww2/sfn/buildww/id/133/id/84519/fm/0/bt/2/SH/0/depot/0/index.html

Brandschutz

Holz wird feuerfest

Mit einer neuartigen Beschichtung wird Holz feuerfest und deshalb auch wieder beim Bau von Hochhäusern eingesetzt werden.

In mehrstöckigen neueren Gebäuden sucht man den Werkstoff Holz vergeblich. Aus Brandschutzgründen muss er mit feuerfestem Material abgedeckt werden, mit Gipskartonplatten beispielsweise. Künftig darf der natürliche Baustoff, der wegen seiner Optik geschätzt wird, dank einer neuen Beschichtung auch in Hochhäusern eingesetzt werden. Der Speziallack ist transparent, mit einem Millimeter allerdings deutlich dicker als normale Farbe. Der Lack enthält Materialien wie Kohlenstoff, die sich bei Erwärmung in ein Gas verwandeln und ausdehnen. So entsteht ein bis zu zehn Zentimeter dicker Schaum, der so hart und feuerfest ist wie Keramik. Bis zu eine Stunde schützt er das darunterliegende Holz vor den züngelnden Flammen, genug Zeit, um den brennenden Bereich zu evakuieren. Das Material entwickeln Wissenschaftler diverser Fraunhofer-Institute unter Führung des Instituts für Holzforschung in Braunschweig gemeinsam mit acht mittelständischen Unternehmen jetzt zur Serienreife.

7.2 Individual session

http://www.wiwo.de/pswiwo/fn/ww2/sfn/buildww/id/133/id/83311/fm/0/bt/2/SH/0/depot/0/index.html

Werkstoffe

Brücken aus Kunststoff

Mit Paneelen aus einem Stahl-Kunststoff-Verbund soll der Brückenbau revolutioniert werden. Mit der neuen Technik sind die Brücken leichter, leiser und länger haltbar.

Mit Paneelen aus einem Stahl-Kunststoff-Verbund will der Lemförder Kunststoffspezialist Elastogran den Brückenbau revolutionieren. Die Module, die die eigentliche Fahrbahn bilden, wiegen bis zu 70 Prozent weniger als der normalerweise verwendete Stahlbeton, sind genauso stabil und vor allem weitaus haltbarer. Sandwich Plate System (SPS) nennt Elastogran die Paneele. „Auf einer Brücke mit SPS können noch unsere Urenkel fahren“, sagt Guy Turner von Intelligent Engineering, London, Entwicklungspartner von Elastogran. SPS hält mindestens 100 Jahre, während Stahlbeton nach spätestens 40 Jahren schlappmacht. Außerdem dämpft das Sandwich den Lärm. Dank seiner Korrosionsfestigkeit bevorzugen Werften SPS bei Schiffsdecks und als Bodenbelag in Frachträumen. Seit Einführung von SPS im Jahr 2001 würden bereits 30 000 Quadratmeter Schiffsdecks mit den Sandwichpaneelen erneuert.

Appendix 8: Texts used in think-aloud sessions with non-intervention group

8.1 Paired session

http://www.bpb.de/publikationen/8OHPDO,0,0,Deutschland_nach_der_Wiedervereinigung.html

Innenpolitische Bilanz

Während die deutsche Außenpolitik nach 1990 somit - bei aller Veränderung der Rahmenbedingungen - durch ein hohes Maß an Kontinuität und Stabilität gekennzeichnet war, erscheint die innenpolitische Bilanz mehr als zehn Jahre nach der Wiedervereinigung weniger eindeutig. Zwar wurde die "innere Einheit" in juristischer und materieller Hinsicht weitgehend verwirklicht: Die Deutschen leben in einem gemeinsamen Staat mit gemeinsamen Rechten und Pflichten sowie - abgesehen von der im Osten teilweise immer noch weit höheren Arbeitslosigkeit - annähernd gleichen Einkommensverhältnissen. Doch im Selbstverständnis, der sozialen Struktur und der Mentalität großer Teile der Bevölkerung sind die Unterschiede nach wie vor beträchtlich.

Manche Bewohner der ehemaligen DDR scheinen in der Bundesrepublik noch nicht "angekommen" zu sein, obwohl sie in ihrer großen Mehrheit 1989/90 den Weg dorthin selbst gewählt haben. Nach Aussage einer der zahlreichen Umfragen fühlen sie sich immer noch verunsichert, fremdbestimmt und nach dem Verlust ihrer alten DDR-Identität noch ohne neues "bundesrepublikanisches" Bewusstsein. (…)

8.2 Individual session

http://www.bpb.de/publikationen/8OHPDO,0,0,Deutschland_nach_der_Wiedervereinigung.html

Europäische Union

Mittelpunkt der deutschen Außenpolitik bleibt die Europäische Union. Sie erfüllt aus deutscher Sicht gleich mehrere wichtige Aufgaben:

Zum einen sorgt sie für die dauerhafte Integration Deutschlands in europäische Strukturen. Die Entwicklung in der Bundesrepublik wird damit für die europäischen Nachbarn transparent und kontrollierbar, so dass Befürchtungen, Deutschland könne erneut zu einem nationalistischen Alleingang starten, von vornherein entkräftet werden.

Zweitens zieht die Bundesrepublik Deutschland als größte Wirtschaftsmacht Europas aus dem großen Markt der Union besonderen Nutzen.

Zum dritten bietet die Union neben den Möglichkeiten gemeinsamen Handelns einen allgemein akzeptierten Rahmen für die Heranführung osteuropäischer Staaten an westliche Institutionen, die nicht zuletzt dem Ziel dient, die Entwicklung in Ostmittel- und Osteuropa zu stabilisieren, das politische, ökonomische sowie soziale Gefälle an der Ostgrenze Deutschlands zu vermindern und eine erneute Teilung Europas zu verhindern.

Appendix 9: Transcript and coding of paired think-aloud session (example)

R: Okay, uhm, ***Brandschutz*** - protection of fire (LKS1.1)…
P: of fire, so protection against fire. (LKS3.3)
R: Yeah. Protection against fire, sorry, yeah. Okay, uhm. And then we've got the subtitle (SS1.1): ***Holz wird feuerfest***.
P: Yeah, so that's, it means that it's ah…
R: wood is becoming fire resistant? (CS3)
P: fire resistant. Yeah.
R: Yeah. ***Fest*** – resistant (LKS1.1), yeah.
P: Yeah.
R: Okay. Uhm. And then ***eine neue Art von*** …
P: with a new way
R: type (LKS3.3)
P: a new type of layering the wood
R: Yeah.
P: ***Beschichtung.***
R: Is that we're you're getting… (?) (CS4)
P: Yeah. ***Schicht*** is like layer. (LKS1.2)
R: Is it?
P: I'm guessing it's the layer of the wood. (SS2.2)
R: Yeah.
P: Maybe more synsetic...synthetic woods. (SS2.1)
R: Yeah. Yeah. Uhm. That's how the wood is becoming fire-resistant (SS2.3).
P: Yeah.
R: And because of that, uhm
P: being used
R: again in the, in the building
P: of, uhm, tall houses (LKS3.1) like that so… (?)
R: high-rise, high-rise kind of buildings (LKS3.3)
P: yeah
R: it's, uhm, it's being kind of
P: introduced (LKS3.1)
R: re-integrated (LKS3.3) into the building, yeah, of those types of buildings, yeah.
Uhm. There you go: ***In mehrstöckigen*** (OMS2)
P: yeah. So (?)
R: several storeys (LKS3.1)
P: yeah, several storeys
R: more modern, more new (LKS3.2) buildings
P: new yeah, newer buildings (LKS3.3) uhm ***sucht man***, so it's ah restructuring of the passive, so another way of putting the passive (LKS2.3)
R: impersonal, yeah
P: yeah
R: ***sucht man***, uhm, the material is ***Werkstoff***? (CS3)
P: Yeah.
R: Uhm. **V*ergeblic*h**. What do you think ***vergeblich*** means? (CS1)
P: I had a feeling that it was apparently. (LKS3.1)
R: Yeah, it is. It's presumably, presumably, presumably. (LKS3.3)
Uhm. So once again, we can use wood for these buildings (OMS5 and SS2.3), is the general gist, isn't it (CS3)?
P: yeah
R: Presumably, you know, because of that
P: yeah, apparently, yeah.
R: For reasons

P: for reasons
R: so like protection of, protection against the fire
P: yeah
R: uhm
P: ***muss er*** is the ***Holz*** (LKS2.3)
R: Or ***Werkstoff*** (CS5)
P: Yeah. Cause it's ***das Holz.*** (CS5)
R: yeah must the w… yeah. It's material (LKS3.1), is it then? (CS3)
P: I wonder if I can find it anywhere else. (OMS10 to identify LKS2.2)
R: It is ***der Holz***. Yeah, it's also ***der Holz*** (LKS2.2)
P: No, ***das Holz***.(CS5)
R: Oh.
P: Later on.
R: Okay so it's…
P: that must refer to the ***Werkstoff.*** (LKS2.3)
R: yeah. Uhm, must the material, uhm, with
P: must be covered – ***abgedeckt*** (LKS3.1)
R: yeah. It must be covered, uhm,

NEGOTIATION START

P: fire-resistant
R: fire-proved material
P: fire-resistant material.

NEGOTATION END

R: yeah, ***Kartonplatten***…(LKS1.1) for example with
P: ***Gipskarton***…
R: obviously that's a compound (LKS1.1) isn't it? (CS3) So
P: yeah
R: ***Karton…Kartonplatten*** is you know a compound by itself. (LKS1.1)
P: Yeah. ***Platte*** is…
R: It's obviously some kind of textile, some kind of
P: yeah
R: material. (SS1.3)
P: Yeah. Okay. Ah**,** ***künftigt*** (sic!), so in the future (LKS3.1). Yeah? (CS3)
R: Yeah.
P: So the natural building material
R: uhm, which is, uhm,
P: hang on
R: valued **–** ***geschätzt***. ***Schätzen*** is like to value, is valued (LKS3.1)
P: yeah, hang on. It's a different, there's a more complicated ah, formulation of the sentence (OMS7) because it's after, uhm
R: yeah, we need an infinitive
P: and then that's all
R: in
P&R: in brackets (LKS2.3)
P: So ***künftig darf der natürliche Baustoff dank einer neuen Besch-Beschichten... Beschichtung auch***
P&R: ***in Hochhäusern eingesetzt werden.*** (OMS2)
R: And then we can translate the thing, I mean
P: That's Kasus. (LKS2.2)
R: that's how you do it in English isn't it?
P: yeah.
R: translate the, the relative clause afterwards. (LKS2.1)

P: So it's
R: Should we try that?
P: it's basically in the future
R: the natural
P: the natural
P&R: building material
R: may up to its new, uhm, layering even it may even be integrated
P: it may also be used in (LKS3.3)
R: high
P: in high-rise buildings
R: high-rise buildings
P: uhm
R: which is valued because of its or which is valuable (LKS3.2)
P: because of its look – ***Optik***? (LKS3.1)
R: aesthetic, aesthetic maybe (LKS3.3)
P: yeah
R: That makes sense cause it would look nicer. (SS2.3) Yeah, aesthetics maybe, uhm. How do you, how do you think we should translate ***geschätzt***? To treasure or to value…(CS3 and LKS3.2)
P: Yeah, to value. Which is (?)

NEGOTIATION START

R: which is sought after maybe? It's the kind of meaning, isn't it. It's sought after cause it's, you know, it's good.
P: Or valued, give it value cause valued as in not money-wise but more as a
R: as a material. Does that sound right?
It's valued because of its, yeah, I suppose it's valued because of its aesthetics
P: yeah, as a valuable material (LKS3.3 and SS2.1)

NEGOTIATON END

R: yeah
P: to the building trade.
R: Yeah. Uhm *Lack. Speziallack.* (LKS1.1)
P: Yeah. So it's to do with
R: Do you know what it means? (CS1)
P: ***lackier*****en** (LKS1.2)
R: What does ***lackieren*** mean? (CS1)
P: It's like
R: paste (LKS3.1)
P: Yeah, it's something like you paste on (SS2.1), so the special paste that they put on (LKS3.9)
R: is transparent
P: transparent and, uhm,
R: right, well, that's one big, uhm, kind of parti… not participle but it's from the (?)
P: prepositional, prepositional cause you've got **mit** (LKS2.1)
R: Yeah, that's right, yeah. So I mean to all intents and purposes we can
P: So it's, uhm, it's only one millimetre thicker than normal colours, so normal paint (LKS3.3)
R: Yeah, yeah, that makes sense.
P: Yeah.
R: What does **allerdings** here mean? (CS1)

Deutlich – clearly, clearly thicker than normal (LKS3.1). ***Allerdings*** – of all things (LKS3.6)

P: Isn't it like for all intents and purposes? (CS3 and LKS3.1)
R: Could be. I mean, I don't know but that makes sense like to
P: for all
R: basically kind of
P: yeah, basically (LKS3.2)
R: yeah which might as well, well, I don't know. (OMS7)
P: yeah. okay.
R: uhm.
P: So the paste
R: contains
P: contains materials like carbon
R: yeah
P: which
R: transform or - ***sich verwandeln*****,** yeah
P: yeah
R: transform, uhm,
P: What's, what, what about ***ausdehnen***? (CS1)
R: uhm, ah, evaporate? (LKS3.1)
P: okay.
R: Like literally maybe, transform and evaporate into a gas during, uhm, ***bei Erwarmung, bei Erwärmung*** (OMS2), during
P: when it's heated (LKS3.8)
R: during heat (LKS3.3), yeah. Yeah.
P: I don't know whether it is evaporate because if he then ? ***so entsteht ein bis zu zehn Zentimeter dicker Schaum*** (OMS2). So it kind of, it's like it bubbles out of the wood to provide like, uhm, like, uh, (LKS3.9 and SS2.1)
R: a layer (LKS3.1)
P: yeah, like a foam (LKS3.3)
R: yeah
P: so when it's heated it comes out of the thing, out of the wood, and makes this foam (OMS5 and LKS3.9)
R: so in that case then it's just ***sich,*** uhm**,** ***bei Erwärmung in ein Gas verwandeln*** and then separately ***ausdehnen.*** (LKS2.1) Right, it's not reflexive (LKS2.1) it's just ***ausdehnen***
P: yeah
R: which could mean spread out. (LKS3.1) Is that what you mean? (CS4)
P: yeah. Like to
R: could be, yeah
P: uhm, ***so ensteht*** so
R: arises
P: so arises, uhm
R: uhm, a thick
P: from one to ten centimetre
R: thicker
P: thick ***Schaum*****.**
R: What did you say ***Schaum*** was? (CS1)
P: Like a foam. (LKS3.1)
R: Okay.
P: Like, uhm, like you have ***Milchschaum*****,** it's what you can get, like froth on your coffee or something. (SS2.3)
P: yeah
R: yeah, uhm. So thus arises, uhm
P: so from this
R: a foam

P: comes a
R: a foam which
P: a foam between one to ten centimetres
R: centimetres
P: which is as hard and
R: fire-resistant
P: fire-resistant
P&R: as ceramic
R: Uhm, for up to an hour it's, ah, protects the, ah, the wood that's lying underneath it (LKS3.8)
P: yeah
R: from, uhm, so
P: ah, well you've got like ***Zunge*** (LKS1.2) which is tongue so it's like licking (LKS3.1), licking flames
R: yeah, from, uhm, what's that called I mean what's the technical? (CS1)
P: Uhm…
R: Just an open, open fire (LKS3.3) isn't it really? (CS3)
P: How do you mean? (CS4)
R: Just like an o… just like an unprotected (LKS3.3)
P: yeah, it's like ***Zunge*****,** it's like the licking flames
R: yeah
P: if you imagine like tongues coming around the wood (SS2.3)
R: Yeah.
P: Uhm, so enough time
R: in order to
P&R: to evacuate
P&R: the burning area
R: zone (LKS3.3)
R: ***Bereich*** – zone, area (LKS3.2), uhm
P: material
R: I think you gotta go straight to ***Wissenschaftler*** (OMS6)
P: yeah
R: Scientists are developing
P: ah, scientists of the ***Frau***… of the the various ***Fraunhofer*** institutes are developing the material, so you have to
R: under, ah
P: so that's all one thing, that's the subject (LKS2.3) and material
R: ***Wissenschaftler***
P: is the object. (LKS2.3)
R: Yeah.
P: And then
R: under the kind of
P: under the leadership
R: there is a, there's a more of a technical, under the guidance (LKS3.3) maybe?
P: the guidance
R: the guidance of the institute for resea… wood research, basically
P: yeah
R: Does that sound right? (CS3)
P: research
R: into wood (LKS3.3)
P: yeah
R: ***in Braunschweig*****,** that's the place isn't it? (CS3)
P: Yeah.
R: Yeah.
P: Uhm, together with eight we've got ***mittel*** (LKS1.1**)**

R: ***mittelständisch***
P: ***Stand*** (LKS1.2)
R: middle-standing (LKS3.6)
P: yeah, so medium-sized (LKS3.1), uhm
P&R: companies
R: companies, yeah.
P: ***jetzt zur Serienreife*** (OMS2)
R: it's talking about, it's still talking about the, uhm
P: it's
R: development. (LKS2.3)
P: What I think it's doing, what it means is if we'd look back at the sentence, so you've got the ***Wischen***, the ***Wissenschaftler*** of various ***Fraunhofer*** institutes
R: yeah
P: are developing
R: the material
P: under
R: well ya
P: under the material
R: guidance
P: under guidance of, uhm, institutes for wood research, research into wood, in ***Braunschweig*** together with eight medium-sized firms ***jetzt zur Serienreife***, so it's ***das Material entwickeln (wie wer?)*** developing the material now (this has organising/monitoring purpose – OMS5)
R: for
P: to ***Serienreife*** so it means that it's ready to be used (LKS3.8)
R: Or, uhm, ***Serien*** (LKS1.1) - series like, you know, you've got prototypes and then you've got the actual production maybe, production line, production line, for production? (SS2.3)
P: okay, ready for production. (LKS3.3)
R: ***In Serien*** obviously is series like a ser… a series of things but I mean, what is, do you know what ***Reife*** means, ***reifen***? (CS1 and LKS1.2)
P: ***Reif*** is, uhm, mature, so it's ready. (LKS3.1)
R: Right. So that sounds, sounds about right.
P: Uhm. Yeah. Should we have another look at how sentences are made or (negotiation, organising)… I think that we've under... I think we've gone through
R: yeah
P: understanding
R: all the bits that were
P: which means
R: are now broken down

Appendix 10: Transcript and coding of individual think-aloud session (example)

Maria

Starts at 0:13

Okay, I'm just gonna read it all the way through first (OMS1) … and underline any words I don't recognize (OMS4)

0:26 – 1:23

Okay, I go back to the title (SS1.1). Uhm, I don't know what ***Brücken*** means (OMS10) but if I was guessing it would be bricks (LKS3.1) as it's talking about building and ***Werkstoffe*** (SS2.1), so I'd say it was an article about building materials (OMS5).

Uhm, ***Stahl*** is steel (LKS3.1), so it must be made out of a combination of steel and ***Kunststoff –*** art stuff (LKS3.6). I still understand what it means as opposed to not knowing the exact meaning of that one word.

So with panels made out of a steel compound, brick building will be revolutionized (LKS3.1). With this new technique, the bricks will be lighter (LKS3.1), ***leiser***, I don't know what ***leiser*** means (OMS10), but they will last longer, ***länger haltbar*** (LKS3.1). They will last longer.

Uhm, ***Lemförder***, I don't know any of the bits of that word (OMS10). I'd never come across a word with ***Lem*** in it (LKS1.2). I presume it's to do with the, the company Elastogran (SS2.2) which are a specialist (LKS1.1) in making this material the bricks are made out of (LKS3.9).

So with panels, panels made of this compound, this specialist will make, will revolutionize the building of bricks, building with bricks (OMS5). Not sure.

Uhm, I don't know if that means module as opposed to the English, don't know whether they use the same word module (LKS3.4), the module of, referring back to the, the steel compound which builds roads (LKS2.3), ***Fahrbahn - fahren und Bahn*** (LKS1.1), ***Bahn*** would be a train (LKS3.1) - so it builds some kind of transportation (SS2.1), weigh up to 70% less than the steel we usually use (LKS3.1). I don't recognize ***Beton*** (OMS10, LKS1.1). The steel poles? (LKS3.1) Steel, maybe from the French ***baton*** - steel poles (LKS3.5)… I'll come back to that bit later. (OMS7)

They are just as stable (LKS3.1) and they are, they last longer – ***haltbare***r – superlative[sic!] (LKS2.1)

Sandwich plate system, it's obviously English, so that's what we'd call it. Uhm, the panels are called SPS by Elastogran (LKS3.1), the company. The subject is ***Urenkel*** (LKS2.3), which I don't know what it means (OMS10) So the company's ***Urenkel*** can drive on a bridge, a bridge even, that's what it means (LKS3.3)… They can drive on a bridge made of SPS, says Guy Turner who's from Intelligent Engineering in London. He's a development partner of Elastogran (LKS3.1), so they obviously work together (SS2.3).

It lasts at least 100 years whilst steel poles, steel (?) after mostly 40 years (LKS3.1) ***schlappmacht*** (LKS2.3). I don't know what ***schlapp*** means (LKS1.1) but I would

guess that it's some kind of deterioration of the steel (LKS3.10) that makes it ***schlapp***, weak, breakable (LKS3.2) maybe.

Uhm, the sandwich also reduces noise (LKS3.1) thanks to a ***Festigkeit***, corrosion, ***Festigkeit*** (LKS1.1). A guarantee of corrosion (LKS3.1)… . Thanks to its corrosion stability (LKS3.3), maybe, the fact that it doesn't corrode (LKS3.9) ***Werften***, they (LKS2.2) prefer SPS on boat decks (LKS3.1) and as floor covering or floor layer (LKS3.2) in ***Frachträumen***, I presume that's another kind of transport (SS2.1), ***Frachträumen***, room, ***Fracht*** (LKS1.1), a room that's got ***Fracht*** (LKS3.8) which I don't know what it means (OMS10).

Since the introduction of SPS in the year 2001, 30.000 square metres of boat decks have already been renewed with sandwich panels. (LKS3.1)

So it's ***Fracht***, ***Werften*** and ***Urenkel*** (OMS10). Unsere ***Urenkel***... . Because it's with the verb ***fahren***, I would say it is a type of transportation (SS2.2), uhm, but other than that, I wouldn't get any further. ***Werften***, it's gotta be a noun because it's capital (LKS2.1), and ***werfen*** – to throw (LKS1.2), maybe those who would use it, those who would buy it, prefer (SS2.2). And ***Fracht***.