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CONVERSATIONS ABOUT COMPOSITION: INVESTIGATING WRITING
CONFERENCE AND FACULTY FEEDBACK ON WRITING IN GERMAN AS A
FOREIGN LANGUAGE

By

Mitchell D. Place

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ABSTRACT

CONVERSATIONS ABOUT COMPOSITION: INVESTIGATING WRITING CONFERENCE AND FACULTY FEEDBACK ON WRITING IN GERMAN AS A FOREIGN LANGUAGE

By

Mitchell D. Place

Some attention has been paid in recent years to responses to student compositions, whether in peer group review or in writing conferences. Much of this attention has focused on compositions by students writing in English either as a first or a second language. However, very few studies have been conducted regarding response to compositions written in languages other than English. This dissertation investigates response to third year German students' compositions by comparing the feedback received from the course instructor with the feedback received by trained peer-consultants in a writing conference. The feedback from both sources on two different compositions was collected for nine students. A quantitative analysis revealed that there was a striking similarity between the quantity and type of feedback received from each source; the majority of the comments relating to grammatical forms in German. This analysis also revealed that comments regarding the content of the composition were overwhelmingly made by the instructor.

In addition to this analysis, case studies are provided for three of the students, paying attention to ways the students used the feedback from each source when revising their compositions. In each case study I investigate the tendency of the student to attempt to correct structures while reading the composition aloud, the actual comments and

suggestions received from each source and the final revision made. Based on these analyses I attempt to determine which feedback students assimilated into the revised version of their writing. This dissertation reveals valuable implications for implementation of writing conferences by showing that the type and quality of feedback elicited in a writing conference is quite similar in comparison with feedback from the instructor, with the exception that conference feedback focused almost solely on forms, while the instructor feedback dealt additionally with content. The results also speak to the value of the writing conference dialog and reading aloud for self-evaluation of interlanguage and thereby aid in acquisition. Finally, the results uncover implications for future research studies in the area of writing response focusing on one type of feedback or the other.

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Dedicated to Earl J. Place

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Chapter 1: Introduction

1.1 Positioning the study in foreign language writing discourse

Response to student writing takes many forms. In one paradigm the classroom instructor is the student author's sole source of feedback, while in others the feedback on compositions comes from the author's peers in the classroom, or from more experienced writers who may give advice in the setting of a writing lab or writing center. All of these forms of response are taking hold in courses at U.S. universities in which students are expected to compose in English.

Several studies conducted in the 1980s characterize the feedback student authors often receive from their instructors, some reporting a positive effect on subsequent writing, others reporting it to have no effect. These include studies by Zamel (1985) as well as Cohen (1987) and Fathman and Whalley (1985;1990) in English as a second language (ESL), and Lalande (1982) in German. More recently, peer response groups and writing conferences have also become the subject of study and one tool of pedagogy in ESL courses. Studies like Nelson and Murphy (1993), Caulk (1994), Connor and Asenavage (1994) and Tsui and Ng (2000) are among those which focus on peer response groups, characterizing the feedback student authors receive from interaction with other students enrolled in the same course and often comparing it with feedback received from

the course instructor. Some studies on peer response in foreign language writing instruction have also been conducted, including Hedgecock and Lefkowitz (1992), and one description of the implementation of peer editing in a high school and beginning college German classroom comes from Byrd (1994). Very little research has been conducted to date, however, which focuses on writing conferences for English speaking students writing in a language other than English. This dissertation will investigate the implementation of writing conferences into the writing and revision process in a third year German course.

Writing conferences are differentiated from peer response or peer editing in that the feedback in writing conferences is received in a face-to-face, conversational setting either from the course instructor or from a more experienced writer, often called a consultant. Writing conferences often take place in writing centers, and it is in that venue that a new call for research in second and foreign language writing has been issued. In outlining the types of writing consulting available at Michigan State University's writing center, Stock (1997) speaks of less experienced writers benefiting from the "greater experience and expertise" of the consultants in the center (13). She goes on to characterize the work of the writing center and its consultants as having been made "the object of our inquiry in order to improve and refine it on a continuing basis." (17) This type of inquiry, of continually discovering ways to fine tune the procedures of writing

consultancy by asking questions about what gets done and why it gets done in certain ways is also important to Severino (1994). In her article she claims that “the writing center has the potential to become a truly multicultural, twenty-first century research site where first language writing and second language writing research intersect.” (53) When Severino writes about second language research, she is referring specifically to ESL research, but I would extend the breadth of this definition to include foreign language writing as well. Garner and Young (2001) name the writing center as the venue and writing consultants as the facilitators of group conferencing as a supplement to peer editing in ESL classrooms, while Youngs and Green (2001) describe a successful model for foreign language writing assistance in what they call an “out-of-class model,” meaning that assistance took place in a writing center.

This dissertation is intended as an initial response to this call for more writing center research in second and foreign language writing. It describes a study conducted at Michigan State University analyzing the feedback given by trained consultants in foreign language writing conferences where German is the language of composition, and investigates the extent to which this feedback paralleled responses given by an instructor of German as a foreign language. Nine subjects received the two layers of feedback on two different compositions, and I analyzed the revisions made to the writing after the

suggestions in order to explore whether one type of feedback seems more generative of revisions in subsequent drafts of a composition.

1.2 Research Questions

Since little research exists regarding writing conferences for American students composing in a language other than English, my study is conceived as one that seeks information and methods in order to inform not only the questions I pose at the outset of the study, but also those which arise from the study itself. By doing so, the study contributes to a future research agenda on writing conferences in German as a foreign language. I initially set out to investigate the following three questions:

- 1) What similarities and differences exist between the verbal feedback students receive in a writing conference and the written comments they receive from their instructors?
- 2) Do students tend to prefer one type of feedback over the other when they make revisions to their compositions? and
- 3) What implications do findings of this study hold for teaching and for future research on writing conferences in foreign languages?

The first question is informed by tabulating the types and frequency of feedback given both in the writing conference and in the instructor's comments. The latter question is informed by noting the extent to which the comments from either situation culminated in

a revision in the final draft of the student composition. In addition to the analyses mentioned above, case studies of three of the subjects give a comprehensive description of the procedures and outcomes of the writing conference and lead to more questions for consideration.

1.3 Limitation of the study

This dissertation and the information provided through the case studies can not answer every question about using writing conferences in the teaching of German as a foreign language. Even the implications suggested by the three main research questions of section 1.2 will only scratch the surface in beginning to provide answers. As Hillocks (1994) points out, the categories and questions in this type of qualitative research "...are the result of an interpretive act on the part of the researcher." (194)

One major limitation of my study is the lack of generalizability of the findings to any larger population of subjects. I will not be able to make claims based on the case studies as strong as those which could be made using statistical measures and experimental or quasi-experimental research designs. Beginning with case study research, however, will allow future studies to be constructed using those types of designs as is appropriately suggested by the data collected here. Thus, what may be seen as a limitation of the study can provide potential for future studies in this line of inquiry.

Chapter 2: Literature Review

2.1 Introduction

Literature supporting the present study on writing conference feedback for writing in foreign languages comes from three areas of inquiry including 1) a body of work presenting theory and research on teacher feedback on writing in a general sense, 2) a set of studies investigating writing conferences for native speakers of English, and 3) investigations into writing conferences for students writing in English as a second language.

The studies on general feedback document various types of feedback composition teachers give, and report on which types of responses to their writing students prefer. These studies inform the research question regarding the comparison of instructor feedback and writing conference feedback mentioned in the previous chapter. One of the purposes for consulting the literature on native English writing conferences and writing center work is to help frame the concept of the writing conference for the present study. Included here are articles suggesting and testing writing center strategies for conducting conferences and how students respond to the application of those strategies in the conference. The studies on writing conference feedback for students who write in English as a second language help inform the questions this current research will raise about the similarities and differences between the types of feedback given in ESL writing conferences and the types given in foreign language conferences.

Currently, there is scant research on writing conferences in foreign language composition instruction, and the implications of the present study contribute to this body

of research. As introduced in the previous chapter, the research questions guiding this study are 1) What similarities and differences exist between the verbal feedback students receive in a writing conference and the written comments they receive from their instructors? 2) Do students tend to prefer one type of feedback over the other when they make revisions to their compositions? and 3) What implications do findings of this study hold for teaching and for future research on writing conferences in foreign languages?

2.1.1 Literature on teacher feedback on writing in first and second language composition instruction

Studies on teacher feedback on writing in first and second language composition instruction have focused on different genres of instructor feedback, including studies on traditional written corrections made in red ink by the teacher, studies of one-on-one writing conferences, investigations of peer group discussion in the classroom or teachers giving feedback on multiple drafts of papers based on special correction codes. The research literature presented here investigate the preferences students have for particular types of feedback and instructors' reasons for offering students particular types of feedback. This dissertation compares and contrasts feedback given by an instructor to that given by writing center consultants, and by doing so will contribute to this particular area of inquiry.

Hendrickson (1980) outlines various approaches to error correction utilized by foreign language writing teachers. First, he justifies error correction in adult foreign language learning by invoking Krashen's "monitor," arguing that monitor users who receive corrective feedback will begin to better understand the boundaries of the second

language grammar and improve their use of it. Hendrickson then provides his view on various techniques used by teachers to identify and correct errors in student writing. The first technique he discusses is one in which the correct form is provided for the student in writing, a situation he likens to editing and identifies as particularly time-intensive and frustrating for the teacher. In contrast to the technique above, Hendrickson also describes other techniques for responding in which errors are selectively corrected. He lists four factors which should be considered when instructors use this type of correction: (1) awareness of the student's goals for writing, (2) the student's proficiency in writing in the target language, (3) awareness of the types of errors committed, and (4) student's attitudes toward errors and their correction. Based on these factors, teachers should respond differently according to the individual situation of the student composing the text. Hendrickson next discusses the differences between indirect and direct correction, and gives examples of each. In his discussion, indirect correction entails merely acknowledging the presence and location of errors in the student text without giving any specific suggestions for improvement. In contrast to indirect correction, direct correction both shows the errors and gives suggestions. He advocates a mixture of direct and indirect correction in a "discovery approach", in which students are "given as many opportunities as possible to discover solutions to their written errors." Finally, Hendrickson gives some ideas for implementing these "discovery" techniques in the classroom, including having students discuss their compositions with the teacher individually, even suggesting that the discussion be recorded on audio cassettes. This early endorsement of the writing conference as an individualized discussion of errors in foreign language writing did not result in a revolution in either foreign language writing

research or foreign language teaching. Hendrickson merely suggests these techniques for response to students' compositions, he does not give any data to support or detract from any particular technique. His practical article brings several ideas about error correction and response to writing into discussion. This dissertation, however, looks closely at data collected from sources using at least two of the techniques Hendrickson suggests, and discusses real implications for classroom instruction

While Hendrickson discusses the merits of response techniques without presenting any data to support the choice of one in particular, Semke (1984) reports on the results of a study in which four different techniques of responding to errors are applied to student papers. Semke's research agenda is based on the idea that written errors must be corrected; that the errors students make will fossilize if not corrected and this in turn impedes acquisition of the target language. She wanted to see whether correction of errors helped improve student writing or whether the improvement came with practice only. Therefore, she divided 141 students in a first year German course into four groups and gave them weekly journaling assignments. In one group no errors were corrected, the instructor made comments only. For another group's papers the instructor corrected the errors by providing the right form. Students in the third group received feedback in the form of both correction and comments, and the fourth group was required to correct their own errors based on a symbolic key provided by the instructor. The instructor provided the correct forms for any errors still occurring after the students in this group rewrote their papers. Pre- and post-tests in the form of timed free writing assignments and cloze exercises were given to students in all of the groups. These functioned as measures of accuracy (the ratio of errors to words), fluency

(the number of words produced within ten minutes) and proficiency (score on the multiple choice cloze exercise) in German. Results of the tests showed that there was no significant difference among the groups regarding accuracy. For fluency however, the group that received no correction along with comments had a significantly higher score than the other groups, and the group that was required to rewrite had lower scores than the groups receiving teacher correction. The group receiving no correction also became more proficient than the groups with correction. Semke concludes that instructor correction does not serve to enhance or improve student writing in areas of accuracy, fluency or proficiency and that students also do not improve significantly when they are forced to correct their own errors.

The considerations Semke's study raises are pertinent for this dissertation because I compare the instructors' written commentary with feedback from the writing conference sessions on a text which will then be revised. Since my subjects receive correction key type feedback from their instructor along with another layer of feedback from a writing center consultant, I can observe whether any set of feedback was preferentially implemented in the final drafts of compositions. Thus, the study will provide further insight into the attention paid to each type of feedback, and its effect on later versions of the composition.

Another article on teacher comments on writing and the subsequent development of writing comes from Onore (1989). Onore presents the results of a case study involving three undergraduate students in an expository writing course. She argues for a more collaborative strategy for teachers to respond to student compositions, i.e. the writing conference. This approach will, according to Onore, create an environment more

conducive to a process - oriented approach to writing, in which students are asked to write multiple drafts of their papers. The students participating in the study completed writing assignments and discussed the first draft of their papers with a peer group for written and oral comments. They then composed a second draft which received written commentary from the teacher, before they composed a final draft. Onore and two other teachers gave comments on the second drafts, with the goal of giving feedback focusing on meaning rather than on grammar. In addition to the compositions, students were asked to “report in” on an audio tape whenever they made a pause in their writing process. On these tapes students described their thoughts as they were writing and gave reasons for the decisions being made about the text. At the end of the study each of the three sets of papers were scored by three raters who evaluated the works holistically, wrote reflective comments about their evaluation of the papers and also wrote (short statements identifying the main ideas in the papers) about them. One student’s work was evaluated as having improved from the first to the third draft, whereas the writing of the another student in the study was thought to have improved between first and second drafts, then declined between the second and third drafts, and yet another set of papers was judged to have declined overall. Onore admits that the results of the study did not bear out her initial assumption that the facilitative and meaning centered comments would necessarily improve the students’ writing. She understood from the results that even though the comments from the teachers remained consistent, the writer’s interpretation of them did not necessarily do the same. She calls for a redefinition of “improvement” in writing, and argues that focusing on the development of one artifact of writing from one author over time may impede the development of abilities for that

author over many projects (possible detrimental effect of multiple draft writing). She makes these claims, even though improvement is never defined clearly in the study. Improvement is only measurable to the extent that all three of the raters agreed on whether it occurred. In addition, Onore uses non-specific terms like "work was consistently judged to have improved" or "work consistently declined in quality, according to the raters" (p. 236). My project currently focuses on the similarities and differences between written and conference feedback rather than on improvement, though in terms of grammatical forms I am able to determine whether the correct form was incorporated into the revision of essays and in some cases can clearly show which set of feedback likely inspired the revision. Some future research study on writing conferences may, however, attend more to the question of improvement, and might also incorporate Onore's use of audio tape for recall protocols, recording students' reasons for changing their writing or revising processes.

The purpose of Wall and Hull's study (1989) is to describe the way teachers identified and evaluated errors in student writing. The researchers want to see how much agreement there is amongst raters in the identification of the errors in a text. They create a task for twenty elementary teachers, twenty-five secondary English teachers and ten college professors who do not teach English. This task asks the teachers first to read a student essay and identify punctuation, grammar, syntax and spelling errors. Secondly, the teachers are to explain the three most serious errors, and third they are asked to comment on the strengths and weaknesses of the student's writing. The instrument for response is an actual student essay which had been composed as part of a college entrance exam. For analyzing the data, six categories were established:

punctuation/spelling, grammar, logic/clarity, style/structure and unclassifiable. The resulting analysis led to the discovery of errors which had a high rate of consensus among the teachers, those which had a medium consensus, and those with low consensus ratings. Errors with the highest consensus tended to be punctuation errors, medium consensus errors were mainly in the areas of style/structure and logic/clarity, with these same areas also prevailing in the low consensus group. Wall and Hull give many examples of errors that were marked differently by different instructors. The results of the study indicate that teachers respond in various ways to various errors and that labeling errors does not always convey to the student author exactly how the error interferes with a reader's understanding of the text. This study is useful because it facilitated the development of categories for coding the feedback data for the current project. It also serves as a reminder that instructors do not necessarily respond consistently across compositions and students, but also that students do not necessarily interpret feedback consistently. Both of these issues are discussed in the case studies which follow and have implications for the future of research on writing conferences in German language instruction.

Hedgcock and Lefkowitz (1994) investigate questions about writing instruction and both ESL and Foreign Language learners. They wanted to know how writers react when they receive feedback from the teacher, how those reactions might affect the composing process, and whether there are differences in response to feedback between ESL and FL learners. It is important to distinguish here between this type of research and the type that I am endeavoring. Hedgcock and Lefkowitz (1994) propose to inform their research questions solely through survey response, so indeed, what they find will be student's perceptions and preferences, not the result of actual composition and revision.

However, there are issues addressed in their study which can also be important for this dissertation. One such issue raised by Hedgcock and Lefkowitz (1994) and by my research project is that extremely few studies on the effect of instructor's feedback on student revision of writing have included foreign language learners as subjects.

In Hedgcock and Lefkowitz (1994) a total of 247 second language writers were given a survey designed to gather information about the kinds of feedback they were getting from their instructors. Among the subjects were 137 foreign language students, including 79 in French, 28 in Spanish and 30 in German. These foreign language learners were all in the second or third year of college language study. The 110 ESL students also included in the study were all enrolled in first or second semester freshman composition for non-native speakers. In one part of the survey, the students were asked whether they enjoyed their writing classes, whether the skills they were learning were useful and they were asked to give a self-assessment of their proficiency in writing. Both the ESL writers and the foreign language writers felt the skills were useful, and students in both groups assessed themselves as "average" writers. The ESL students did hold a less positive attitude toward writing instruction, which led the researchers to believe this indicated a lower motivation to learn on the part of the ESL students. That did not surprise the researchers, however, since the ESL students were in required coursework whereas the foreign language students were in electives. Further types of data collected by means of the survey included which methods of feedback were preferred and beliefs about the usefulness of various types of feedback in various categories (content, organization, style, grammatical accuracy). Regarding the preferred type of feedback, the foreign language writers preferred written comments over comments given verbally to a

much greater extent than did the ESL writers. Both groups most appreciated feedback that combined written comments and writing conference discussions with the instructor, whereas the writing conference alone was least preferred for both groups. ESL students were more likely to say that the instructor should evaluate the ideas in the paper and the way they are organized. In contrast, foreign language students preferred that the instructor pay closer attention to grammatical errors and punctuation errors. This was true for both first and final drafts. Hedgcock and Lefkowitz (1994) characterize the results of this study as “good news” and “bad news.” Good news for instructors of ESL students who are concerned with content, organization and style in their papers; perhaps bad news for foreign language instructors, whose students seem to prefer form-focused feedback, attributable, according to the researchers, to the view among many foreign language teachers that writing is mainly an exercise in language practice. In light of the findings of this study, it is necessary that a study of the actual revisions made by students based on instructor feedback and writing conference feedback be conducted, rather than gathering data only through surveys of perceptions and preferences. My research project seeks to address this matter, while at the same time investigating the actual response foreign language writers have to writing conferences.

Ferris (1997) provides a study on the effects of teacher commentary on the revision of student’s written work. She feels her study is important because there is little research conducted in the area of teacher response to ESL writing, while the number of studies on peer response in that area is growing. The subjects of her study were 47 students in a college composition course for non-native English speakers. The students were native speakers of various languages. Two hundred twenty of the students’ papers

were used in the study, including first drafts with teacher commentary and later revisions. The teachers' comments were counted and categorized as to their purpose or aim, as described below. The comments were then evaluated for the extent to which they helped the student effectively revise, and whether they had a positive or negative effect on the revision. In analyzing the comments, Ferris looked at the length of the comments, their type, the use of hedges and the apparent specificity of the comment to the text. A comment was considered short if it consisted of 1 to 5 words, very long if it was made up of 26 or more. The teacher comments were categorized according to their purpose as follows: 1) to ask for information, 2) to make a request, 3) to give information, 4) to make a positive comment, or 5) to make a comment on grammar or mechanics. The revisions made by the students were rated as to how they related to the comments of the teacher, as well as on the effect they had on the paper. The rating was done on a scale from 0 to 6, a rating of 0 meaning no change was made by the student for a particular comment, 6 meaning substantive changes were made with an overall positive effect. It should be noted here that Ferris has created a rating system for revisions that is based on negative, mixed or positive effect on the paper; three terms which are never specifically defined in her article. Overall, the comments that teachers wrote in the margins of the papers were average in length (6-15 words), asked for information, did not make use of hedges and were specific to the text. The comments that teachers wrote at the ends of student compositions were also average in length, yet tended to make a positive comment or a request, while also avoiding hedges and remaining text specific. When the revisions were rated it was seen that the highest percentage of both marginal and end comments initiated no change in the paper. The category with the second highest percentage of

occurrence initiated substantive changes with a positive effect. Ferris's study then showed the relationships between the types of comments given and the rating of the changes they initiated. For example, 97% of end comments which made a positive statement affected no change on the paper, 60% of the marginal comments which made a request seemed to cause a substantive change with a positive effect, and 36% of marginal comments that gave information seemed to cause a minimal change with a mixed effect. Ferris is careful to say that she cannot claim a direct causal relationship between the teacher feedback and the student revisions, since the study did not control for other factors that may have influenced the revision. The main claim Ferris makes at the end of the study is that students pay attention to feedback, but that they also sometimes ignore or avoid it. The student's response seems to depend on the type of comment given by the teacher. In the case studies that follow it is also noted that students sometimes ignore comments. However, due to the similarities between instructor and writing conference feedback, it is not always possible to determine the source of the ignored comment. Future research into modes of responding to writing will provide further information about that phenomenon.

Reichelt and Waltner (2001) provide a descriptive analysis of writing projects in a second year German class, focusing on the overall context of the assignments, especially seeking to name the purposes for assigned writing in the second year. In their study, a professor of German and a professor of ESL conducted survey and interview research on a subject pool of 12 students in the second year German course. Six of the twelve students volunteered to be interviewed about their writing, and three were finally selected to participate in the interviews. All twelve of the students, however, completed the

survey on their perceptions of the purposes of writing as well as on instructor feedback. The first two writing assignments were assigned as homework. One of them was designed around a specific grammatical form which students were expected to produce in the composition. For the second assignment, the grammar requirements were eschewed, but students were asked to write for a specific audience and adopt a certain style, in that they were asked to compose a travel brochure.

The resulting compositions were found to be technically correct for the first assignment in which the students included the required structure, yet for the second assignment the compositions showed a decline in proficiency compared to previous writing in which grammar or vocabulary was a focus. The authors hypothesize that the students had written with a particular audience in mind and that, while attempting to adjust the level of their language to fit that audience, they became overwhelmed with unfamiliar structures. As a result, the next assignment was created within a more specific context. Students were asked to write their own children's story after reading and discussing several in class, identifying characteristics of the genre and learning lists of new vocabulary related to the stories.

The students who participated in the interview were interviewed both after completing a rough draft which had also received commentary from the instructor and after completing a final draft with instructor comments. The authors' admit that the interviews did focus on the children's stories, but information about the other assignments was collected as well. The interviews were conducted by the ESL professor, not by the course instructor. The interview and survey topics included assignment preference, difficulty/ease of assignment, and difficulty/ease of class activities.

Responses were mixed, but most of the students said they liked the children's story assignment best, and that they thought grammar and vocabulary practice were most valuable. The authors note that "several" students did express a desire for more content based feedback, as opposed to the forms based feedback they received from the instructor, but readers are not told how many students are "several". This lack of specificity in the study and the lack of clear delineation of the research design are points of which I am critical. The authors conclude that both students and teachers view one of the main purposes of writing in foreign language to be practice of grammar and vocabulary, leaving other concerns in the background. In order to expand this focus to include content and organization of writing, the authors urge foreign language teachers to take advantage of or invent programs which will increase students' awareness of audience, such as having pen pals in Germany or creating a contextual unit like the children's story assignment.

The Reichelt and Waltner (2001) study highlights the dilemma in foreign language writing instruction that both content and form must be addressed, but that foreign language instructors often focus more on the latter when giving feedback. This may very well occur because content must in some sense follow form. This study highlighted the differences between writing instruction in ESL, which tends to focus more on organization and argumentation, and Foreign Language writing instruction, which tends to focus primarily on form. This dissertation will consider these differences and investigate the foci of each set of feedback in the data. An interesting follow-up study to this dissertation would look at compositions that receive form feedback from a writing consultant, followed by content feedback from a faculty member.

2.1.2 Literature on writing conferences in English

The second set of studies pertaining to this dissertation consists of the literature on writing center work and writing conferences in English for native speakers of English. It is this body of literature that helps set the parameters for the type of writing conferences to be introduced in the present study. By describing what other scholars have done in the past, it becomes easier to clearly define the procedures of the present study. It is from this set of studies, for example, that some of the support for the use of the case study method comes. In addition, many of the procedural aspects of writing conferences are described and analyzed in the following articles.

Freedman and Sperling (1985) conducted research focusing on the writing conference as a method of response to writing. Specifically, they wished to test theories that high achieving students receive different responses from teachers than low achieving students do. The same is thought to hold true for students from minority groups versus mainstream middle class students. With this in mind Freedman and Sperling seek to inform the following question: Do high and low achieving students elicit different responses from teachers in a conference? The researchers hoped that writing conferences would provide better data even than classroom observations, because of the focus of the conference, and its individual nature.

Eight students at a California university participated in the original data collection and then the stories of four of them were reported as case studies. The four who were selected were a high and a low achieving Caucasian and a high and a low achieving Asian-American. For this study, high achievement is defined as having a verbal SAT score greater than 500. Low achievers were characterized by a score of below 350. The

teacher was chosen from a pool of instructors who had completed specific training courses for teachers of composition. All drafts and notes for all writing assignments from the semester were collected, and all of the conferences were audiotaped.

In the analysis of the data, topics of conversation, backchanneling, and instances of teacher talk were examined. Topics of conversation were placed into three categories: intellectual, affective and other topics. The frequency of backchannel cues was determined, as well as whether they interrupted the discourse. The final analysis measured and analyzed the talk initiated by the teacher and recorded occurrences of “expository modeling,” which was the researchers’ term for mini compositions composed orally and extemporaneously by the teacher. Another element of teacher initiated talk that was coded was the invitation to return for another conference. The results of the analyses showed that the teacher initiated more topics than the student in each conference, suggesting that the teacher took the lead in each situation, regardless of ethnicity or achievement of the student. In the analysis of the backchannel cues, the lower achieving students, regardless of ethnicity, produced more, and the backchannel of the low achievers seemed to be misplaced, interrupting the flow of the foreground talk. For consequences to the student; the analysis of the teacher talk, tabulations showed that the high achieving Caucasian student received more than four times the amount of expository modeling from the teacher as the low achieving Asian-American. The teacher is also much more willing to have the high achieving Caucasian come back for another conference than the low achieving Asian-American. The authors note that the invitation to return for the former takes up forty-four turns, while that of the latter takes only seven.

This article provides a precedent for case studies in writing conference research for the present study, by showing how the case studies of individual students in writing conferences can allow for certain generalizations regarding the comparison of feedback students receive, and at the same time, can raise additional research questions. One limitation of the Freedman and Sperling study, is the lack of analysis of the students' post-conference revisions and whether and how the conference talk seems to have influenced those revisions. This dissertation does analyze those revisions and the influence of the discourse in the conference on them, however.

Using one of the students in the previous study as a subject of further analysis, Freedman and Katz (1987) investigated the characteristics of writing conference dialogues and their influence on developing the student's independent use of effective procedures for improving writing. Five conferences with the student were recorded, and one of these was chosen for analysis in the article. The particular conference chosen was one in which the student first talks about her key challenges in writing. Freedman and Katz use the turn-taking analyses of Sacks, Schegloff and Jefferson (1974) and Mehan (1979) as the basis for describing the elements of the teacher/student interaction. These elements include the initiation of a topic by one party, response from the other and finally a period of evaluation which comments on what has been said and leads into the following turn. In the writing conference segment analyzed by Freedman and Katz, the turn-initiating dialog was a broad question posed by the instructor that forces the student to engage at once in the conference and to set the direction for development of the first topic. The authors provided transcribed segments of the conference in the article to illustrate this. The teacher had asked in this case whether there were any portions of the

student text that the student considered to be good, or that the student thought the teacher would consider good. Then the teacher entered a less directive mode and the student focused the direction of the conference through her response.

Freedman and Katz (1987) found that there seem to be two different types of evaluations happening in the discourse of writing conferences. One occurs during the student response and serves as reinforcement for the student writer and encouragement for the student to continue her analysis of her writing. The other evaluation functions to end the sequence and consists of a teacher controlled topic change that redirects the conversation and opens another sequence. In analysis of the conference for transitions between turns, it was found that many more long pauses were documented, even though the researchers cite studies indicating that in normal adult conversations pauses are precisely timed.

In this writing conference, especially during the response portion of the initiation, response, evaluation sequence, longer pauses on the part of the student were permitted, providing time for internalization of the procedures of writing. Freedman and Katz argue that this is crucial to writing conferences, and that the discourse of a conference tends to operate according to different criteria than normal conversations. The conclusion drawn from this analysis of conference data is that the writing conference is a speech event that operates according to its own set of predictable discourse conventions that students must learn. The present study does not use the technical terminology or categories for the analysis of the discourse of the writing conferences in the case studies, since I do not attempt to analyze the structure of the conversational turns as much as the content of the feedback. A future study may well benefit from this type of analysis, however.

The opening moments of writing conferences with students in a freshman writing course at the University of New Hampshire provide the data for an analysis by Newkirk (1989.) The conferences were taped, transcribed and annotated. Newkirk analyzes the ways the openings proceed, and how the first five minutes or so of a conference set the “agenda” for what follows. When Newkirk writes about setting the agenda, he is referring to the negotiation phase of the conference in which instructor or consultant and the student agree on one or two major concerns that will be addressed in the conference. This is necessary for the efficient use of the time allotted to the session, otherwise the session might go on for too long and in the end not address some of the important issues of the writing. It also allows the student to identify for him or herself those areas in the essay that need to be discussed. Setting the agenda gives the student a better sense of development as a writer at the end of the conference. This is preferable to leaving the student with the sense that the teacher said what was wrong with the writing and now it is up to the student to fix it. Newkirk analyzes the opening segments from three conferences, and concludes that the most important part of the conference is the negotiation that takes place between student and instructor, or conversely, that the lack of negotiation in setting an agenda leads to the most confusion. He stresses the important role played by talk in revision. The student should be allowed to talk through the revision, thereby making the next draft of the composition one that has already been spoken. The author lists five lessons to be learned from the analysis of the segments, which he refers to as being “painfully obvious” but necessary to remember. They are as follows: 1) Teachers tend to talk too much, a fact that stalls negotiation in writing conferences. 2) The opening minutes give the conference direction. 3) The conference

should focus on one or two concerns. 4) A paper marked up by the teacher before the conference leads the student to believe the agenda has been determined solely by the teacher. 5) The teacher needs to be not only responsive to the student's talk, but also to be directive in a way that provides a model for the student.

These lessons provide guidelines for the present study in terms of defining what a writing conference is. They provide ideas as to what to look for in the conferences included in the data set, and questions that will expand the scope of the study now and in the future like: Which party in the conference does the most talking? Do the student and consultant agree on an agenda? Is the agenda followed through the course of the conference? These questions are discussed in the case studies and the implications chapters to follow.

2.1.3 Literature on writing conferences in ESL/FL

The fact that so little attention has been paid to the writing conference as a mode of response to writing in foreign language teaching shows the need for the present research study. The body of research cited here identifies the questions that have been investigated, as well as those that still need to be investigated.

Patthey-Chavez and Ferris (1997) frame their research by investigating whether changes in student writing could be an effect of writing conferences, and whether the strength of the student in terms of grade, the native language of the student or the type of writing course the student is involved in would change the process or outcome of the conference. They framed these questions based on what they considered to be important limitations of past studies in the area of writing conferences. They claim that the effects of conferences have been difficult to trace due to the lack of attempts to connect the

analysis of the conferences with the student revisions of the compositions. In addition to this, the authors also claim that little attention has been paid to the context in which the students are writing. Examples they give of such contexts include differences in ability and varying native languages among the students participating in the conferencing and subsequent revision.

The two authors, and two other graduate students participated in writing conferences with six students of differing native language backgrounds who were enrolled in an advanced ESL course, as well as two native speakers of English completing their second year of composition courses. The instructors each worked with one student he or she had assessed to be academically stronger and one considered weaker. They collected data from rough drafts of an essay written in class, tapes of a conference with the student several days later, final drafts, and the first draft of the next writing assignment.

It was found that the conferences were longer in total number of words for the stronger students, and that the stronger students contributed a greater percentage of the talk in the conference than did weaker students. However, no conference yielded a greater amount of student talk than teacher talk. Weak students seemed to make different types of utterances during the conference than strong students. For example they tended to backchannel and take shorter turns. All of the students revised their compositions in areas that had been discussed in the conference, parallel to the suggestions received from the instructor. It was also noted that the weaker students tended to make revisions very closely or exactly following the suggestions of the instructor, whereas the revisions of the stronger students did include ideas addressed in the conferences, but there was more

evidence that the students had processed the instructor's comments and not merely copied them. This was seen as an affirmative answer to the question of whether student ability had an effect on the revision.

No evidence was found to support the idea that native language or cultural differences changed the process or outcome of implementation of the suggested revisions. The authors do list factors that may account for this, including the small sample size (six students) and the fact that all non-native speakers of English were enrolled in the most demanding ESL course at the university.

This study points to the actual effects of writing conferencing as an area in need of further investigation, moving beyond the documentation of student attitude toward this form of response into discussion of the other reasons why conferences are successful in writing pedagogy. It also raises questions as to what differences might be found between ESL writing conferences and those conducted for American students of foreign language, questions that will be addressed further in the course of the present study.

Cumming and So (1996) also investigate effects of certain circumstances on writing conferences through the use of a quasi-experimental research design. Specifically, they are interested in whether differences in the discourse of writing conferences appeared when the conference was conducted in the student's native language as opposed to conferences conducted in a second language. Concurrently, they investigate the effect on conference discourse of two different types of feedback in the conference.

The tutors who led the conferences were seven graduate students and one professor. They provided twenty ESL students with four writing conference sessions

each. Two of the sessions utilized English, and the other two were conducted in the student's native language. Likewise, two of the sessions provided feedback which was straightforward error correction, whereas another two sessions utilized a prompting technique designed to prompt the students into independent revision.

Each student brought a 300 to 400 word draft of writing to the conference, and each conference was audio-taped. The tapes were analyzed and each utterance was counted in which 1) a problem was identified in the writing, 2) revision was negotiated and 3) the problem was resolved. This method of dividing up the discourse to make it countable is similar to the way in which I will divide the conference talk in my study into episodes. In that case, however, I will compare written feedback from the instructor with oral feedback in the conference. Therefore my episodes are based on the interaction between student and consultant and include instructor's comments for the sake of comparison, so that not all instructor comments are included in an episode.

Cumming and So (1996) performed a Wilcoxon matched pairs test which showed that there was no significant difference in the discourse regarding the number of events of identification, negotiation or resolution of problems between conferences using prompting and those using error correction in English. They were not able to use the same statistics to determine significance of differences across languages, however, due to the variable of having different tutors for different languages. It was decided that they would not be able to tell whether a difference in the discourse was due to the language of the conference or due to the tutor. Therefore, they provided descriptions of the behavior of the tutors and transcripts of segments of the writing conferences to show that the language of the conference did not tend to change the process of identification,

negotiation and resolution of problems in the discourse. They advise against exclusive use of the native language in conferencing, since using the second language in this functionality may positively impact acquisition of the second language. Exclusive use of the second language in conferences, or encouraging the conference participants to switch languages during the conferences could certainly be incorporated into the research agenda for second language writing conferences.

Goldstein and Conrad (1990) provide another important study that included a more thorough analysis of the actual procedure followed in a writing conference for ESL speakers and the effect of the conference on their writing. The following questions provided the framework for their research: 1. Do ESL writing conferences ensure student talk? 2. How much meaning is negotiated in ESL writing conferences? and 3. How does the conference talk relate to revision in the final draft? Three students in the last ESL course leading to Freshman Composition were selected for the study. The students came from three different cultural backgrounds, but had similar levels of proficiency. Two of the students participated in three writing conferences with their teacher, while one participated in four conferences. All of the conferences were taped, and each draft of all the papers was collected.

First drafts were compared with revised drafts and a pattern of revisions surfaced suggesting that revisions occurred when they had been negotiated in the conference. Next, the researchers wanted to know whether the negotiation produced revisions that were successful, unsuccessful or if there were instances where no revision was made after one was negotiated. Goldstein and Conrad's operationalization of a successful revision was one they judged as having "solved or improved upon a rhetorical problem discussed

in the conference while being consistent with the writer's purpose, main point, and audience." (p. 449)

The results regarding the relationship between negotiation and revision affirmed the existence of a positive relationship between negotiation and successful revision. The negotiated revisions for all three students were considered successful, and the students engaged in successful revision for each item negotiated in the conference. The non-negotiated revisions, however, were considerably less successful for all the students, and completely unsuccessful for one of them.

According to Goldstein and Conrad (1990), the implications of their study are that composition teachers need to be aware of the various contexts in which their students live and write. Each student will come to the writing conference with a different point of view, a different style and different expectations. The authors are also convinced that more of this type of research needs to be done, that is, research focusing on the discourse of the conference and its effect on subsequent revision instead of attitudes and perceptions of students toward the conference. It is exactly into this niche that my research fits, because I study the procedures and language of actual writing conferences carried out with real students and real compositions, rather than merely asking students whether they would like their instructors to use conferences as a way to respond to writing. One addition to my research that makes it separate from the studies reviewed here is the comparison of instructor feedback without a conference with conference feedback that does not come from an instructor, but from advanced students who have completed similar work, and that the conferences take place in a writing center.

The tutoring of ESL students in writing centers is the subject of Harris and Silva (1993.) In their article they discuss the main issues a tutor (also known as consultant or peer expert, depending on the writing center) needs to keep in mind when working with ESL students in a writing center environment. The authors state that it takes time for new tutors to understand the concept that the tutorial will focus on only one or two aspects of the student's work. They mention the importance of concentrating on global errors and local errors; global errors being those that interfere with the communicative function of the text (p. 526). Therefore, it makes the most sense to concentrate on those types of errors if indeed language pedagogy is going to focus on communication and meaning. It also makes sense to concentrate on global errors because as students correct them, other more local concerns may be remedied as well, and because one duty of the tutor is to impart strategies that will make the students they tutor into independent writers. One must be able to identify whether a particular writer's challenges are the result of low proficiency in the target language, and to recognize that the student is probably capable of quite a bit more when writing in the native language. Tutors must resist the urge, according to the authors, to tell a student all of the answers. They must provide strategies that will enable the student to locate answers and solutions independently. Harris and Silva suggest that there is research bearing out the fact that verbs, nouns, articles and prepositions are the four major grammatical areas of concern for ESL students at higher levels of proficiency. At lower levels there are problems with basic sentence structure and of course limited vocabulary. Since that is the case, it is important for tutors to be able to prioritize the time spent talking about any given topic in grammar. Another suggestion that Harris and Silva make is for students to read their papers aloud to listen

for errors. It is based on this source that my study has incorporated read-aloud protocols into the writing conference, and the phenomenon of auto-correction is examined. Harris and Silva conclude their article by claiming that ESL and writing center professionals need to keep working with and learning from each other. For the purposes of the present study, it is equally important that foreign language teachers join them and investigate the commonalties that seem to exist between the three areas of scholarship.

Chapter 3: Methodology

3.1 Qualitative methodology

The current research project was conducted using qualitative research methods for various reasons. First, the project is meant to be a preliminary investigation that will lead to further research possibilities. There were no hypotheses developed prior to beginning the study that would be proven or disproved by the resulting data. Instead, the research was begun with broad questions, and data was collected to refine and focus these questions, and to generate additional questions. Three major research questions were framed, as follows: 1) What similarities and differences exist between the verbal feedback students receive in a writing conference and the written comments they receive from their instructors? 2) Do students tend to prefer one type of feedback over the other when they make revisions to their compositions? and 3) What implications do findings of this study hold for teaching and for future research on writing conferences in foreign languages? The focus of the study is therefore not on the success or failure of the writing conferences, rather it is on the process and quality of student revision and sources of effective revision. By reporting on the revisions made, and on the intervention that apparently led to those revisions, I hope to gain a general picture of the influence writing conferences can have on students' compositions as compared to the influence instructors' written commentary can have on student compositions.

Second, due to the small size of the subject population, and since the project makes use of case studies in order to discuss writing conference procedures in more detail, the results of any quantitative analysis will necessarily not be statistically

significant. However, quantitative analysis can help identify patterns in the data that point to the students' attitudes toward writing conferences and the quantity and type of feedback from conferences or from an instructor, as well as their implementation of suggestions made either in the conferences or in the written commentary of the instructor. Therefore Chapter Four of this dissertation will focus on some of the quantitative analysis conducted as part of the study as a whole.

Another reason for using case study methods in this project arises from the necessary ethical considerations of research conducted in a classroom setting. This is one critical point at which use of other methodologies could not provide the same insights, at least not in an acceptably ethical manner. An experimental research design, for example, would entail the designation of a control group and an experimental group. Those students comprising the control group would not receive the same information as the students in the experimental group, a fact that can potentially put the students in the experimental group at an unfair advantage, especially if better compositions, and therefore higher scores in the course are the goal. I decided to proceed with a case study method in which observation of the phenomenon of the writing conference was the major objective. The students who participated in the conferences were put at ease by reassuring them that they were receiving another set of feedback on their writing, and that it would benefit everyone's composition. In that type of design, an advantage in the course becomes a desirable side-effect of the conference meetings instead of a real or perceived unfair practice. An experimental design is also very difficult to execute in classroom-based research such as this, since so many variables come into play.

Gathering observations through case study at this point in the iterative cycle of action research on writing instruction will lead to a time of reflection on and critique of the study later, and ultimately foster positive change and growth in the field of foreign language writing instruction. Subjects of the study are also afforded the sense that they are contributing to that positive change due to their participation in the data gathering experiences

Finally, the present study falls into the same category as some precedent setting studies in writing conference research in the recent past which relied primarily on qualitative methods. For example, Freedman and Sperling (1985) and Freedman and Katz (1987) use interviews and case studies to document the development of student writing. These studies characterize a body of research that is in its early stages, still seeking questions and seeking methodology. Indeed, Sperling (1994) claims "Discourse analysis of teacher-student writing conferences is a relatively new methodology, with disciplinary reference points dancing in the intersection where ethnomethodology meets linguistics." (221) It is among these types of studies that this dissertation takes its place, and case study has been chosen as a method for presenting the data here as well, since the specifics of a given case might help provide direction for future research questions and methodologies.

3.2 Subjects:

3.2.1 Student Authors

The subjects of the present study were nine students of German as a foreign language who were enrolled in the second half of a third year two-semester sequence in German for business at Michigan State University during Spring Semester 2001.

Students were not required to participate in the study, but they were encouraged to do so and were paid \$50.00 if they completed the study. All nine of the students who participated in the writing conferences also completed a survey intended to gather demographic data about the subject population. There were seven men and two women who participated as subjects in the study. All were native speakers of English and none reported that German was spoken as a preferred language in their homes, though one student reported Chinese as the language preferred at home. Five of the nine reported that they had studied abroad, three of those in Germany. All of the subjects reported they had had German courses in high school, and all but two of them began their German studies at the university at the second year level or above. One student completed high school in Austria, and one attended school in Germany for four years.

Five of the students had a junior class standing at Michigan State University, two were sophomores and one was a senior. The Business German course fulfills a requirement for the major in German, however several students typically enroll in the course not to fulfill a requirement, but to gain valuable knowledge that supplements other areas of study. Therefore the students enrolled in the course are highly motivated to improve their language skills and learn the content component of the course. Further results of the survey data will be discussed in the following sections and in the case studies themselves to identify possible links between this information and the conferences or the revision of the essays.

In their course, the students were required to write three compositions responding to assignments given in the textbook. The text used for the course was *German for Business and Economics, Band II: Die Betriebswirtschaft* by Paulsell, Gramberg and

Evans (2000). In the three writing assignments, students were asked to adopt the persona of an employee of an American firm opening a branch in Germany. In the first composition students were asked to argue the case for which business form should be adopted. In the second, they must discuss whether German or American personnel should be employed, and the topic of the third was which management style should be used in the new German branch of the company. The compositions were to be written as professional reports to the supervisor, and increase in length with each subsequent assignment. The instructor has invested in revision with regard to writing in the course, by requiring the students to turn in a rough draft of each of the compositions first, then incorporate feedback from the instructor in a revised draft due at a later date. For this study, the writing conferences provide another layer of feedback that students in the course in other semesters have not had.

Since the students turned in rough drafts, revised, then turned in final drafts of the compositions for the first two writing assignments, these drafts have become the focus of the case studies. For the final writing assignment in the course, due to the course schedule and the fact that papers were due in the final examination week of the semester, students only turned in one draft. For the final assignment, some students met with consultants before turning in the draft, but all nine subjects were not able to meet with consultants, nor were all consultants able to carry out conferences. Therefore, writing conferences for the third assignment were not included in this study, but may become the focus of later research.

3.2.2 Student Consultants

In addition to the student authors, three advanced level students in German served as the writing consultants with whom students met during the conferences. One of the consultants was an undergraduate who had completed the same course as the subjects in the Spring Semester of 2000 with the same instructor, and two were graduate students in German. Of the two graduate student consultants, one had completed the business German course as an undergraduate with a different instructor, and one had been associated with the course as an assistant to the instructor, as well as teaching certain topics in the course in a mentoring situation with two previous instructors. All the consultants had English as a first language and various acquisition experiences leading to their current skill level in German. The undergraduate consultant, to whom I will later refer as Martin, had a double major in German and International Relations with a GPA of 4.0 in German coursework. He had participated in a six week summer study abroad course in Germany through the university. He had taken some German in high school, but began his studies of German at the university at the elementary level and had completed ten courses in German language, literature and culture at the time of the study. One of the graduate consultants, later referred to as Richard, earned the Master of Arts in German in the same semester as the study was conducted. He reported four years of German in high school, a German major as an undergraduate and a year in Germany as an undergraduate. As a graduate student, this consultant taught German 101 and 102 at the university and also spent two more years at the university in Germany, during which time he taught English as a foreign language. He reported a GPA of 3.75 for graduate

coursework in German. I served as the third consultant in the study. I began studying German at the elementary level in college, graduated with a German major and studied for one year in Germany as an undergraduate. I earned the Master of Arts degree in German and taught elementary and intermediate German while progressing toward both that degree and the Doctor of Philosophy in German Studies. I also completed a four-week summer course at a Goethe Institute in Germany during my doctoral program. My GPA for coursework in the Ph.D. program is 4.0.

The consultants were all trained in methods of Writing Center consultancy through reading of pertinent literature, observation of writing conferences on student writing in English and practice sessions conferencing writing in German. The training of consultants consisted of a weekly meeting in which assigned reading was presented and discussed. The articles discussed in the meetings included Byrd (1994), Tsui and Ng (2000), and Goldstein and Conrad(1990). Though some of these studies focus on peer editing rather than on writing conferences with faculty or more advanced students, they still provided valuable material for discussions about methodology and implementation of our project, and about the concerns surrounding writing pedagogy and writing centers in general.

3.3 Procedures and Instruments for Data Collection

The students who participated in the study drafted a response to the writing assignments given in class according to the instructions in their textbook and the instructor's requirements. They turned in each rough draft to the instructor (known in later chapters as Clyde) on the prescribed due date, then brought an exact copy of each rough draft to the Writing Center to confer with one of the advanced student writing

consultants. The students were assigned by lottery to one of the three consultants. The students met with the same consultants for consulting on the first two writing assignments for the course. Due to scheduling in the final examination week when the third assignment was due, however, some students met with a different consultant for that session. The conferences for the first two assignments were video-taped and the writing samples photocopied with the students' consent.

The writing conference is a conversation about the drafted writing generally lasting about fifty minutes. Typically, the consultant will begin the session by asking the student to identify some areas in which he or she feels a need for improvement. Based on experience of writing center consulting on writing in English, students will commonly ask for help with organization of the composition, structure of arguments and support, and making sure the product meets the instructor's requirements. Students will often ask for help with grammar and usage in their compositions as well. If this is the case, the consultant helps the student identify specific areas of grammar where global errors are occurring, so the conference does not become a process of changing every ending, verb form and word placement issue. The consultant will also spot some areas in the paper, which were not mentioned by the student, and will attempt to help the student clarify how to improve these areas.

After identifying the areas needing particular attention, the consultant generally asks the student to read her or his composition aloud, while the consultant takes notes. When the composition has been read, the consultant may begin to ask questions regarding certain areas of the composition, or the student may initiate discussion, having come to the session with specific questions in mind or having discovered challenging sections in

the writing during the reading of the piece. A conversation thus ensues, in which the student and consultant work together to improve or strengthen the writing. In these conversations consultants frequently ask writers to clarify meaning and to explain connections between various parts of the text. One of the observations that emerged is that these conversations remained to a large extent in German, though it was not required that German be the language of the conference. Typically the consultant simply began in German and the student replied also in German, though one or both of the conference participants sometimes switched over to English for particularly challenging moments in the discussion. Many of these instances are discussed in the case studies in chapters five, six and seven.

Table 3.1 shows the various parts of a typical writing conference as was set forth in the training of the consultants for this study, including purposes and participants for each part.

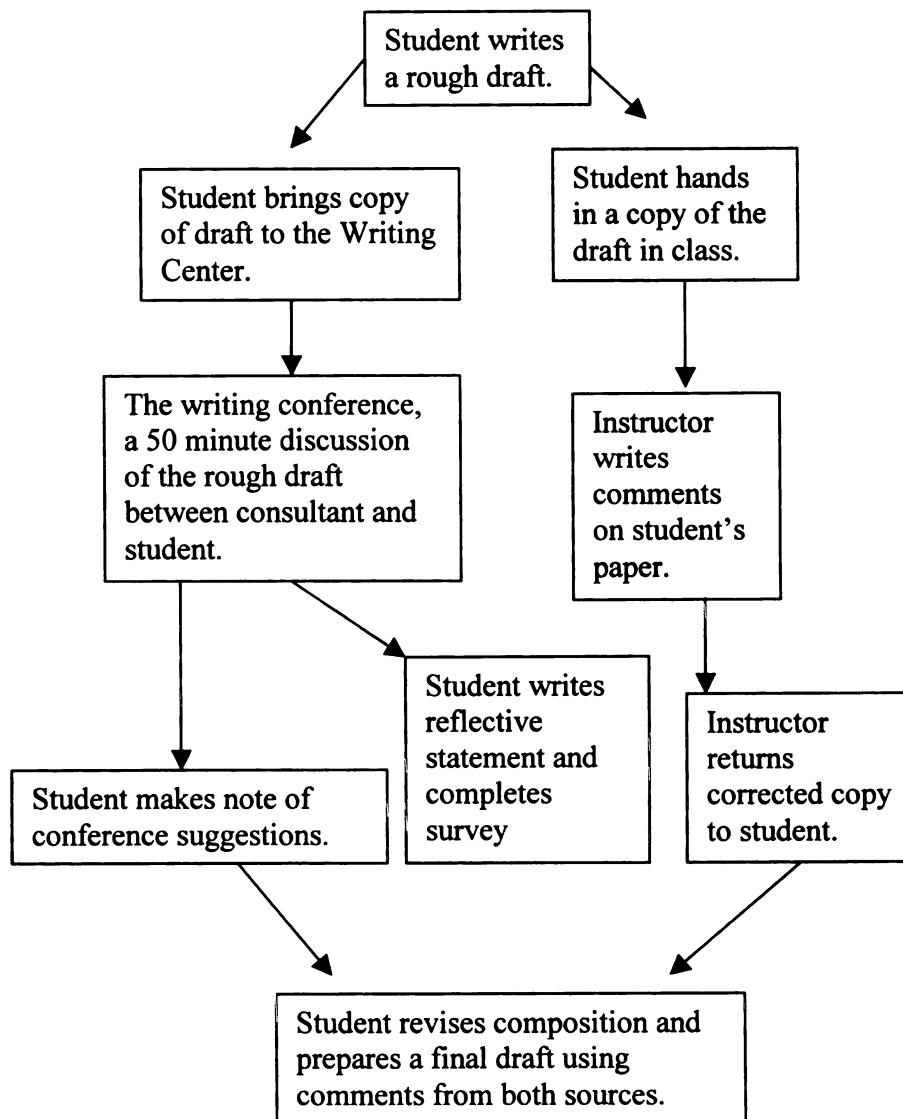
Table 3.1: Structure of a typical writing conference

Phase	Participants	Purpose
1. Setting the Agenda	Consultant and Student discuss.	Student is encouraged to voice concerns. Goals of conference identified.
2. Read Aloud Protocol	Student reads. Consultant is silent.	Student may auto-correct. Consultant makes preliminary assessment.
3. Discussion of Issues	Student and Consultant discuss.	Agenda items addressed individually. Specific text passages analyzed and revisions negotiated.
4. Wrap Up	Student Writes Reflective Statement.	Student is encouraged to recall issues discussed in conference. Student is encouraged to think about how they will revise.

In addition to the videotape of the conference, other instruments were used to gather information from the students. One of these instruments was a post-conference reflection- a survey in which students were asked to respond to questions about the conference they just completed (see questions in Appendix). Another instrument of the data collection was a demographic survey intended to gather information about the students' prior language experiences, coursework, study abroad, etc. Results from this survey were used to characterize the subject population above in section 3.2.

While the students attended writing conferences with the advanced level consultants, Clyde, the instructor, was also reading the students' drafts and making comments on them as he normally would. Clyde and the consultants were blind to each other's work at this time. Only after the conferencing was complete and the students had turned in their final revisions did the instructor share his written commentary with the writing consultants. After all of the students had attended a writing conference, and after Clyde had written comments on all of the papers he photocopied them, keeping one copy and returning the other to the students. Therefore, the students were able to refer to feedback from both consultant and instructor while writing a revision. Figure 3.1 presents the sequence of events followed by each of the student writers participating in the study, beginning with the composition of a rough draft and leading to the final revised version. The entire procedure was followed for the first two composition assignments.

Figure 3.1: Sequence of Data Collection Events



3.4 Data Analysis

The available data sources for each student consist of the following: the first draft of composition one and composition two with written instructor comments, first draft of composition one and composition two with some written consultant comments,

videotapes of conferences for composition one and composition two, reflective statements written after each consulting session, and a revised draft of each composition. The copy of the first draft with Clyde's comments was compared to the video of the corresponding conference, with the investigator making note of the nature of each set of comments and determining the similarities and differences between the two. When the final draft of the paper was turned in, it was photocopied and compared to the first draft. I compared the feedback from the taped consulting sessions with the written instructor feedback appearing on the first draft. This analysis consisted of two parts. Part one is intended to provide an overview of the types of comments made in each response situation. I counted the number of comments on each first draft, both from the conference and from the instructor and grouped them according to categories corresponding with those on the instructor's correction key (see fig. 4.1). Similarities and differences between the two sets of comments were noted. The results from this analysis are reported in the following chapter.

In part two of the analysis I compared the final drafts of the compositions with the rough drafts in order to determine what revisions the students had made. When a revision was found in one part of the paper I referred to the same section of the rough drafts and located the comments made by the instructor and consultant for that section. This helped to determine the apparent source of the revision, which in the case of similar feedback, is probably a blend of both instructor and consultant influence. In cases in which the feedback coming from the instructor differs from the consultant feedback for a given area of the paper, I determined which feedback apparently led to the revision. Results of this analysis are discussed in the three case studies to follow in chapters five, six and seven.

Also discussed in the case studies are analyses of the extent to which the stated agenda for each conference corresponds to the perceived outcome of the conference based on the student's reflective statements as well as a discussion of the number and types of elements of the composition which the students auto-corrected during the read-aloud phase of the conference. In other words, the former analysis discusses whether the students got what they expected out of the conference, and the latter investigates the extent to which students are willing or able to contribute to the revision of writing on their own. First, however, the focus of this dissertation will turn to a quantitative analysis of the number and type of comments made on the rough drafts by both the consultant and the instructor, before moving into the three case study reports.

Chapter 4: Quantitative Analysis

4.1 Introduction

This chapter provides a quantitative analysis of data collected over the course of the study. It includes a tabulation of the total written comments made by the instructor on the rough drafts of the first and second writing assignments, and compares the total number of instructor comments with the number of comments made by the writing consultants during the writing conferences for the first and second compositions. Looking at the feedback from each source in this way helps inform the three research questions guiding the study: 1) What similarities and differences exist between the verbal feedback students receive in a writing conference and the written comments they receive from their instructors? 2) Do students tend to prefer one type of feedback over the other when they make revisions to their compositions? and 3) What implications do findings of this study hold for teaching and for future research on writing conferences in foreign languages? In addition, this perspective on the data leads to another series of questions that will supplement the main research questions and may guide future research. For example, it generates two basic questions: 1) Did one source provide more feedback than the other and if so, what may be some reasons for this? and 2) What types of feedback did the consultants give compared to what types the instructor gave?

In addition to the quantitative analysis of the feedback on the rough drafts, this chapter also includes an evaluation of the extent to which the conferences met the students' expectations. Negotiation of the topics to be covered in the conferences compared to the subjects' responses in the post-conference reflective statements enables

the investigation of whether the conferences had the desired outcome for each student. This analysis provides material for the discussion of the pedagogical implications of writing conferences, as well as generating ideas for modification of future paradigms for research on the topic of using writing conferences in foreign language teaching; both of which will be discussed in the final chapter of this dissertation.

4.2 Analysis of the feedback on the rough drafts

To ascertain what types of feedback and just how much feedback came from each source, I first counted all of the comments on each of the rough drafts. Comments included in this tabulation were those comprising the written feedback from the instructor and written feedback from the consultant's notes during the session. It must be noted here that, only on very few occasions did a consultant make an oral comment in a conference that diverted from comments the consultant wrote on a copy of the draft while the student read the paper aloud in the beginning of the conference. In these cases, the oral suggestion was included in the count, although it was seen in the videotape of the conference and not in written form on the draft of the composition. The following sections outline the suggestions from each of the sources, discussing the types and amount of suggestions made.

4.2.1 The instructor's suggestions

Clyde employed a correction key for labeling passages in the compositions where revisions for grammar and usage were suggested (see figure 4.1). This key was distributed to the students with some explanation of the items. While Clyde evaluated the drafts of the essays, he typically circled words or phrases in need of revision, and wrote one of the abbreviations from the key above them. To tabulate the amount of comments

made pertaining to each error type in Clyde's key, I used this key as an aid for categorizing his suggestions as I counted them.

Figure 4.1: Instructor's Correction Key

sp: spelling

ww: wrong word. (the word you used does not make sense or is incorrect. Replace it with a different word).

c: case mistake

e: ending mistake

g: gender mistake

pl: incorrect plural form

w.o.: word order mistake

sva: subject-verb agreement mistake (e.g., *he take*, or *we goes*, *ich hat*, *er haben*)

wvf: wrong verb form (either conjugated incorrectly, or you used a participle instead of infinitive, subjunctive instead of indicative, etc.)

Clyde made other comments on the drafts, which did not fit clearly into the categories listed in the key. I assigned these comments to categories of my own invention, including addition, deletion and replacement of text, and requests for clarification. The latter category included notes dealing mainly with content or organization of the paper. These notes varied in length and were most frequently written in English. They often urged the students to clarify, expand or explain some concept mentioned in the text. This category also included instructor responses such as a question mark written in the margin when the text passage was confusing. A large proportion of the suggestions for replacing text in the essays diverged from the instructor's correction key. In other words, the instructor often suggested a replacement for the text in question,

which provided a more acceptable word or form, rather than requiring the student to make the correction on his or her own. A good example of this comes from the rough draft of a student who had written the following sentence about German business forms. "*Jede From had ander Ordnungen, die haben die individuelle Firma gegründet.*" The second and third words of this sentence both have spelling errors, yet the instructor did not respond to them in the same manner. For the second word, he drew a line through the word and suggested replacing it with *Form* by writing the latter word above the original. For the third word, however, also a spelling error, the instructor circled the word and employed the code "sp" from his correction key to denote a spelling mistake. For the purposes of this analysis, replacements such as the first example above with *Form* were grouped in the category called "replacement". However, such diversion from the correction key raises questions about how consistently foreign language instructors adhere to their keys, and how appropriate the application of such keys to student compositions may be. These questions may prove valuable for a future study on the use of correction keys in foreign language writing instruction.

Table 4.1 below provides an overview of the number of instructor comments in each category of the correction key as well as categories of comments I identified, and the proportion of comments in each category to the total number of comments made by the instructor. The categories above the dashed line appeared in the correction key. The items below the dashed line were identified by me in the analysis. These include suggestions for deletion, addition or replacement of elements of the student composition, suggestions for solving punctuation problems, and a category which encompasses margin notes requesting clarification of passages or referring to content. In addition, the

categories of subject-verb agreement and wrong verb form have been combined due to ambiguity in the instructor's definition of these errors and the fact that subject-verb agreement was far more readily used in responding to the students' verb errors.

Table 4.1: Instructor comments by category on 9 rough drafts for each assignment

A1	#	%	A2	#	%
e	96	5.9%	e	232	10.1%
sp	126	7.7%	sp	226	9.9%
sva,wvf	45	2.8%	sva,wvf	52	2.3%
wo	71	4.3%	wo	108	4.7%
ww	35	2.1%	ww	97	4.2%
c	64	3.9%	c	129	5.6%
g	117	7.2%	g	63	2.7%
pl	23	1.4%	pl	85	3.7%
delete	201	12.3%	delete	330	14.4%
add	101	6.2%	add	107	4.7%
replace	437	26.7%	replace	465	20.3%
request	207	12.7%	request	251	10.9%
punct	113	6.9%	punct	148	6.5%
total	1636	100.0%	total	2293	100.0%

4.2.2 The writing conference suggestions

The three writing consultants did not use a specific correction key, rather they were introduced to aspects of writing conference responses through the literature they read and the practice consulting they did during the course of their training as described in the previous chapter. One particularly useful article proved to be Harris and Silva (1993). This article suggests differentiating between errors that will disrupt the reader's ability to understand, which they refer to as global concerns, and errors that will not, which they refer to as local concerns. The consultants did agree that such global concerns should be the focus of each session, also taking into account what the student reported as his or her main concerns. Nonetheless, one sees that much of the sessions revolved around the discussion of local concerns, which, when appearing in great

numbers in a student's essay, do tend to distract the reader from the meaning of the text. In some of the sessions it can be argued that the grammar needed to be corrected before any mention of the organization or content of the essay could be made. Therefore, the discussion of grammar points could not be overlooked in the sessions, but useful suggestions for dealing with grammatical errors also came from Harris and Silva (1993). In discussing ESL writing conferences, they claim that "most of the errors made by ESL writers..." constitute the four areas of verbs (including inflection and verb forms), nouns (including inflection for plural forms), articles (whether misapplied or missing altogether) and prepositions (mainly when they are linked with nouns and verbs in idiomatic expressions).

Even though the consultants did not use a correction key and never saw the instructor's key during the course of the study, there appears to be a common understanding of what errors are important, in that the consultants' comments aligned closely with Clyde's in proportion and type over both assignments. With only a few exceptions the consultants made written comments on the rough drafts for those areas of the text which they discussed with the student authors. The types of comments made only orally were to point out spelling errors or to give some general comment on the way the student's writing flows. Table 4.2 below provides an overview of the number of writing conference comments in each category, and the proportion of comments in each category to the total number of comments made in the conference. Again, the data for both writing assignments are shown.

Table 4.2: Consultant comments by category for 9 rough drafts of each assignment

A1	#	%	A2	#	%
e	3	0.6%	e	35	3.9%
sp	77	15.3%	sp	105	11.8%
sva,wvf	9	1.8%	sva,wvf	13	1.5%
wo	45	8.9%	wo	55	6.2%
ww	10	2.0%	ww	75	8.4%
c	16	3.2%	c	118	13.3%
g	7	1.4%	g	2	0.2%
pl	3	0.6%	pl	5	0.6%
delete	59	11.7%	delete	48	5.4%
add	40	7.9%	add	72	8.1%
replace	178	35.3%	replace	278	31.3%
request	19	3.8%	request	20	2.3%
punct	38	7.5%	punct	62	7.0%
total	504	100.0%	total	888	100.0%

4.3 Comparing the two sets of feedback

When comparing the data shown in Tables 4.1 and 4.2 in an attempt to characterize the feedback from each source, one observes that the total number of comments written by the instructor is greater than the number of comments written or verbalized by the consultants. There are two reasons why this fact is not surprising. First of all, since the instructor was limited to using written commentary to get his points across he needed to make more comments than the consultants who also had body language and dialog at their disposal. Secondly, the time frame of the writing conference may have played a role in limiting the number of comments made by the consultants in comparison to the number of instructor comments.

I also studied the data in the tables 4.1 and 4.2 to determine whether one category or type of feedback was more commonly used in one source, and why this might be the case. The two most commonly used feedback categories for the instructor's feedback were replacement and clarification requests. Replacement suggestions were also the most

commonly made suggestions in the writing conferences, probably since they allow for alternative ways of expressing the meaning carried by the text, which is much of the point behind response to writing in the first place. The next most common suggestions in the writing conferences were those meant to draw attention to spelling errors, which included misspelled words, missing umlauts and failure to capitalize a noun. Table 4.3 shows the rank of categories from most commonly used to least commonly used based on the numbers and proportions seen in tables 4.1 and 4.2 for the first composition. It is noteworthy that four of the categories received the same rank across both sources: replacement, deletion, punctuation and plurals. Two other categories varied only slightly in rank: agreement/wrong verb and case.

Table 4.3: Rank order of categories for both feedback sources for assignment 1

Writing Conference	Instructor
Replacement 35.3%	Replacement 26.7%
Spelling 15.3%	Request 12.7%
Deletion 11.7%	Deletion 12.3%
Word Order 8.9%	Spelling 7.7%
Addition 7.9%	Gender 7.2%
Punctuation 7.5%	Punctuation 6.9%
Request 3.8%	Addition 6.2%
Case 3.2%	Ending 5.9%
Wrong Word 2.0%	Word Order 4.3%
Agree/Wrong Verb 1.8%	Case 3.9%
Gender 1.4%	Agree/Wrong Verb 2.8%
Ending/Plurals 0.6%	Wrong Word 2.1%
	Plurals 1.4%

Though the rank of the categories for the second composition varies in many ways from the rank of categories for the first composition, many similarities can also be seen in Table 4.4. The replacement category is once again at the top, and punctuation also shares

the same rank in instructor and conference feedback. In addition, two other categories come very close to sharing ranking positions, namely word order and verb agreement.

Table 4.4: Rank order of categories for both feedback sources for assignment 2

Writing Conference	Instructor
Replacement 31.3%	Replacement 20.3%
Case 13.3%	Deletion 14.4%
Spelling 11.8%	Request 10.9%
Wrong Word 8.4%	Ending 10.1%
Addition 8.1%	Spelling 9.9%
Punctuation 7.0%	Punctuation 6.5%
Word Order 6.2%	Case 5.6%
Deletion 5.4%	Word Order/Addition 4.7%
Ending 3.9%	Wrong Word 4.2%
Request 2.3%	Plural 3.7%
Agree/Wrong Verb 1.5%	Gender 2.7%
Plural 0.6%	Agree/Wrong Verb 2.3%
Gender 0.2%	

Thus the analysis of the comments from both sources as shown in the tables above invites two interesting observations. First, even though the consultants did not have access to or knowledge of the instructor’s key during the data collection, their comments tended to follow the same categories as those used by the instructor to label items for revision. That kind of parallelism suggests that both consultant and instructor were able to pinpoint the features of the language in the compositions which, if left unrevised, would hinder communication between the author of the text and its reader. It may also be the case that the consultants, having previously participated in foreign language writing as students and/or assistant teachers, had developed a schema for evaluating student writing based on the ubiquitous use of similar correction keys in language courses. Whether one or both of the above explanations is true, the consultants and instructor were each targeting the same grammatical forms in the compositions, a fact that holds positive

implications for the use of writing conferences in teaching foreign language writing. Secondly, looking at the data regarding the proportions of comments made in each category to the total number of comments showed that there was overlap in the feedback received from both sources. Similarity exists not only in the type of feedback the students received from both sources, but also in the quantity of feedback. The proportion of comments in the categories of the writing conference is very similar to the proportion of written comments in the same categories in the instructor's feedback. In six of the categories the difference constituted one percentage point or less, and in one other category less than two percentage points. This result speaks to the first research question by showing that the feedback student authors received from the writing conferences was very similar to the feedback they received from the instructor of the course. Such a finding holds implications for the implementation of writing conferences in foreign language writing pedagogy which will be discussed in the final chapter of this dissertation.

4.4 Analysis of student expectations and perceived conference outcomes

At the outset of each conference, in a process hereafter described as "setting the agenda" (Newkirk, 1989), the consultant and the student discuss the student's desires for the focus of the writing conference. Questions typically asked by the consultant to initiate the conference include: What aspects of your writing or of your paper would you like to focus on? What do you want to talk about? Are there some specific areas you have challenges with? When the student responds to these questions by suggesting an area to focus on, it is reasonable to assume that the student expects that area to be treated in the dialog of the conference in some way. Therefore, the responses to the agenda

setting questions in the beginning of each conference will be referred to here as the students' expectations.

The perceptions of conference outcomes were gathered from the post-conference reflective statements written by each student. Effort was always made on the part of the consultants to offer help in the areas specifically mentioned by the students. However, in all cases the consultants also found other aspects of the student compositions which the student did not identify him- or herself, yet which needed attention because they interfered with the comprehensibility of the text. Therefore, the perceived outcomes listed in the reflective statements did not always exactly match the expectations of the students, but they did represent areas in which the student felt that the conference had been helpful.

Table 4.5 lists the expectations of each student for the conference (i.e. the areas or aspects of the composition they wished to talk about in depth and for which they wished to receive feedback), as well as students' perceived outcomes as taken from the reflective statements. Regarding expectations, whenever the student replied to the consultant's agenda setting questions that he or she would like to discuss the grammar of the paper, the consultant explained that grammar is a larger concern and perhaps one or two aspects of grammar could be discussed in the session. In spite of this attempt on the part of the consultant to pare down the students' expectations regarding grammar, students sometimes replied that they wanted to cover all grammar concerns that happen to arise out of their papers. Regarding perceived outcomes, the statements include outcomes falling into two categories. Many of the statements outline what the students felt they learned from the session pertaining to their product; the composition under

scrutiny in the conference, while many other statements, sometimes from the same student, describe a **motivation** to change their writing process arising out of the present conference. The latter are denoted in the table with the distinction M=. The notations in the table are key words taken from the conference or from the reflective statements. For the complete text of the reflective statements see Appendix A.

Table 4.5: Expectations and Perceived Outcomes by Subject: Assignment 1

Subject	Expectations	Perceived Outcomes
Herman	Arguments Genitive Case	Complicated Structure Precision/Clarity
Harley	Unspecified "need help with everything"	Tense/ Case M= Proofread
Homer	Support and Length Complicated Forms	Clarity Simple Errors
Harris	Expressions Sentence Structure Organization	Organized Well Grammar Variety
Harold	Sentence Structure Main Ideas	Clarity Flow of Ideas/Argumentation
Hazel	Grammar Content	Vocabulary M= Support thesis
Helen	Organization Word order Case	Organization of arguments
Elmer	Case Argumentation	M= Take more time M= Think through writing

Table 4.5 cont.

Howard	Word order Endings Expression	Word order Endings M= Read aloud
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The results for student authors Harris, Harold, Helen and Howard show a direct correlation between the expectations they had at the beginning of the writing conference and the perceived outcomes of the dialog. Even in cases for which there was not direct correlation between the wording of the agenda and the reflective statement, however, the perceived outcome certainly arose from some aspect of the writing conference. It is quite probable then, that a discussion of case and argumentation in Elmer's composition (to use just one example) resulted in the student's motivation to take more time on the next assignment and think through the process of writing and the structure of the essay.

Table 4.6 shows the expectations and perceived outcomes for the conferences in the second writing assignment. In many cases these outcomes are more aligned with the expectations student-authors had at the outset of the conferences. Lengthier discussion of the agreement or disagreement of expectations and outcomes will appear in the three case studies to follow this chapter.

Table 4.6 Expectations and Perceived Outcomes by Subject: Assignment 2

Subject	Expectations	Perceived Outcomes
Herman	No Agenda Set	Relative clauses Capitalization Verbs Complexity
Harley	Length Word Order	Extended Modifiers M=Read Aloud M=Proofread

Table 4.6 cont.

Homer	Content Complex Forms	Genitive Passive M=Simplify
Harris	Style Verbs	M=Avoid long sentences M=Proofread for Verbs M=Read Aloud
Harold	Grammar Content Main Arguments and Support	Clarity Grammar Content M=Read Aloud
Hazel	Unspecified "need help with everything"	Extended Modifiers M=Read Aloud
Helen	Adjective Endings Grammar Organization	Need for supporting Arguments Endings M=Proofread
Elmer	Unspecified "need help with everything"	M=Make Sentence Structure More Complex M=Read Aloud
Howard	Word Order Spelling Endings Subject/Verb Agreement	Problems with Ambiguous Subjects Subject/Verb Agreement M=Read Aloud

4.5 Looking ahead toward the case studies

Of the nine students participating in the study, the data regarding only three are selected for incorporation in the following chapters of the dissertation. I wished to describe the writing conferences of one student with each of the three consultants, and began a process to eliminate the data sets of six of the student authors. The pool of nine subjects was narrowed down to these three by eliminating the best student in the group, the poorest student in the group, one student who had had extensive experience living and

attending school in Germany, one student for whom the first writing conference could not be entirely recorded. By this point in the elimination there was only one student remaining in the groups working with two of the three consultants, therefore it was determined that Harold's conference with Martin and Homer's conference with me would become the subjects of case studies. This left three sets of data for the remaining consultant, Richard, two of which needed to be eliminated for the sake of consistency. The elimination continued over the course of analyzing the data until I determined that Herman's case provided the most informative dialog between student and consultant.

In order to more fully inform the research questions guiding the study, as well as the additional questions raised in this chapter, the cases of these three student authors are investigated in the following three chapters of this dissertation. I will discuss the dialog between the consultant and the student author during the writing conferences, the comments made by the consultant, the comments made by the course instructor, and the reflective statements written by the student immediately following the writing conferences. This analysis will serve to inform the three research questions of the study by (a) providing another look at the similarities and differences between writing conference feedback and instructor feedback on the essays, (b) revealing whether students use one set of feedback preferentially when revising their written work and (c) allowing me to make some statements regarding the pedagogical implications of writing conferences for German as a foreign language.

Chapter 5: Herman's Case

5.1 Profile of Herman

Herman is a Caucasian male who at the time of the study had sophomore standing at Michigan State University with a major in Marketing. He has a self-reported grade point average of 3.5 out of 4.0 in German. He reported English as his first language, had not studied abroad and reported four years of German as a foreign language in secondary school. Herman brought 6 full typed pages of text with him to both the first and second writing conferences. In the first writing assignment Herman presented the advantages and disadvantages of various business forms in Germany, concluding that AmeriChemists should choose to create the subsidiary in Germany as a limited liability corporation. His draft in response to the second assignment provided background information on various management styles in the United States and Germany, listed advantages and disadvantages of intercultural training for managers, and concluded that the fictitious company should employ local German management rather than importing management from the U.S. due to concerns over cost and effectiveness of intercultural training.

5.2 Negotiated agenda for the conferences (expectations) and perceived conference outcomes

A clear agenda for the first conference is set before Herman begins reading his paper aloud. In this phase of the session, he and Richard agree to focus on two aspects of the essay. These include clarity and support of Herman's arguments throughout the paper as well as the use of the Genitive Case. Both of these topics are only briefly treated in the

conference dialog, and in the reflective statement, Herman mentions that he is motivated to attend more to clarity and specificity and avoid being redundant in his statement and restatement of ideas. This motivation to avoid redundancy is influenced by the discussion at the end of the conference, which is really the only time any mention is made of support or organizational issues. The agenda was set at the beginning of the conference as follows:

Richard: ...Bevor wir das machen, gibt es Bereiche, also spezifische Bereiche, wo du dein Schreiben schwach findest oder gibt es-

Herman: uhhh Wir müssen Nachteile und Vorteile für GmbH oder Aktiengesellschaft finden und dann unterstützen, und vielleicht ist das wo ich Probleme hätte.

Richard: Mit der Argumentation?

Herman: Mit der Unterstützung vielleicht, mit AG und GmbH und die Unterschiede zwischen die beide.

Richard: Was im Spezifischen? Ob die Argumente klar sind, oder ob sie gut sind?

Herman: Beide, klar und gut, Ja beide.

Richard: Gut. Andere Bereiche? Einige Personen kommen zu mir und sagen, "Ja meine Organisation ist...ich möchte Organisation angucken oder Übergänge." Oder gibt es andere Bereiche, die wir besprechen sollen? Manchmal haben sie Probleme mit einem spezifischen grammatischen Konzept.

Herman: Vielleicht etwas mit Genitiv.

(Herman/Richard/A1)

As the conference progresses, however, focus is shifted to word choice, word order and sentence structure, where it remains through the entire session until Richard returns to the agenda topics at the very end. The genitive case is only the focus of discussion twice during the conference, and both times Richard only needs to remind Herman that it was probably his intention to implement the genitive case, upon which reminder Herman promptly provides the correct forms, as in the following example:

Richard: (reads from text) "Die Führung..." ok Unternehmen?

Herman: das

Richard: das Unternehmen, und du willst Genitiv damit meinen.

Herman: die Führung des?

(Herman/Richard/A1)

In contrast to the opening moment of the first conference, in which possible topics for discussion are mentioned, no specific agenda was set during the second writing conference, rather Herman began to read aloud after a brief introduction to the topic. Richard explained from the beginning that he would be stopping the reading at various points to determine whether Herman wished to discuss the content of a given paragraph or section of the paper. Richard also used these opportunities to raise his own concerns about the understandability of the text.

Richard: Was für ein Werk ist das?

Herman: Das ist ein Bericht über Americhemists. Die haben jetzt eine deutsche Tochterfirma und sie entscheiden, ob sie Führungskräfte aus Deutschland anstellen sollen, oder Leute aus Amerika nach Deutschland schicken sollen.

Richard: Und hier darin gibt es Argumente für und gegen?

Herman: Ja, genau.

Richard: Überall ein Argument dafür aber es gibt Gründe von beiden Seiten.

Wunderbar—und nochmal wir machen, dass du liest das vor. Wir machen das ein bisschen zwischendurch, dann am Ende besprechen wir das ganz durch.

Herman: OK

(Herman/Richard/A2)

Based on Herman's response in the post-conference reflection, he felt the discussion had informed him on how to revise relative clauses, capitalization, verbs and complexity. Since no agenda was set for the conference, it is difficult to ascertain what the student author expected from the session, and therefore also difficult to draw a correlation between expectations and the perceived outcomes mentioned above as responses to the survey.

Regarding the subject of complexity, it is unclear whether Herman is motivated to make his sentences more complex or less complex, but in the following excerpt from the

conference Richard advocates caution whenever Herman attempts more complex forms, so that the intended meaning of the passage is still communicated.

Richard: “Wenn die Vorgesetzten aus dem Land die Tochterfirma kommen...”

Was meinst du damit? Ah! Du meinst von der Tochterfirma, ja?

Herman: Ja, wenn sie in dem Land die Tochterfirma wohnen.

Richard: Eigentlich, ich glaube du willst hier Genitiv benutzen. Genitiv, die Firma?

Herman: der Firma.

Richard: Ja, der Firma. Das ist eine Möglichkeit. “Wenn die Vorgesetzten aus dem Land der Tochterfirma kommen.”

Herman: When the management comes from the land of the new branch of the company—“verstehen sie besser die Kunden und Mitarbeiter”—they understand better the consumers and workers of the company.

Richard: Hier kommt das ein bisschen ungeschickt vor. Ein bisschen unbequem. “aus dem Land der Tochterfirma.” Wir wissen die Tochterfirma ist in Deutschland, ja? Also, “wenn die Vorgesetzten aus Deutschland kommen.”

Herman: OK OK

Richard: Es gibt nichts falsches damit, aber es ist kompliziert, wo es nicht kompliziert sein muss.

(Herman/Richard/A2)

5.3 Herman’s auto-correction during the read aloud protocol and its impact on revision

Harris and Silva (1993) characterize asking the author to read aloud as a strategy that can be successfully used to get students in native language writing conferences to find and correct some of their own errors. At the same time they caution that reading aloud is not as effective for error detection even for high proficiency writers in English as a second language. Nevertheless, self-correction of errors during the writing conference was quite common among the nine student authors in this study. Herman provides an excellent example of this, since he found fifteen errors while reading his first essay aloud, orally correcting all of them. The errors included wrong spelling, omitted umlauts, wrong case markers, wrong relative pronoun and unnecessary words. Table 1 shows the original

text of the rough draft and Herman's utterances during his reading of the paper. He successfully self-corrected errors numbered 7 and 8 with confidence, then reassessed his corrections, however, and read just what was printed on the paper. Both of these errors were later discussed in more detail in episodes 15 and 18 of the conference.

Table 5.1: Herman's self corrections while reading aloud in the first conference

No.	Original Text of Rough Draft	Herman's Utterance
1	Hochentwichelte	hochentwickelte
2	In die Verfassung des Unternehmens erklärt	Die Verfassung des Unternehmens erklärt
3	sind...Unterschiede...leicht sehen	sind...Unterschiede...leicht zu sehen
4	Beschräkt	beschränkt
5	Fromen	Formen
6	ein einer Aktiengesellschaft	In einer Aktiengesellschaft
7	Unternehmen, der wachsen wollen	Unternehmen, die (pause) der wachsen wollten (pause) wollen
8	Hier gibt es einer Vorstand	Hier gibt es einen (pause) einer Vorstand
9	Drei Güppe	Drei Gruppe
10	Jede Güppe	Jede Gruppe
11	Diese Güppe	Diese Gruppe
12	Gehoren	gehören
13	Auslandische	ausländische
14	Wachst	wächst
15	gewöhnlich	gewöhnlich

Though these errors were discovered and corrections were attempted by the student, not all of them were also noted by the instructor in the written commentary on the rough draft, neither were all of them identified as topics for discussion in the writing conference. Table 5.2 shows whether each of the fifteen self corrections was also addressed by conference talk or by the instructor, and whether a revision was made on each in the final version of the composition.

Table 5.2: comments and revisions on Herman's self-corrected elements (A1)

Error No.	Conference comment	Instructor comment	Revision made
1	No	No	No
2	Yes	Yes	Yes
3	No	No	Yes
4	Yes	Yes	Yes
5	No	No	No
6	Yes	Yes	Yes
7	Yes	Yes	Yes
8	Yes	Yes	Yes
9	No	Yes	Yes
10	No	No	No
11	No	No	No
12	No	Yes	Yes
13	Yes	Yes	Yes
14	Yes	Yes	Yes
15	No	Yes	No

As the data show, the fact that the student notices the error in the read aloud does not guarantee that a revision of the error will occur in the final draft. Of all the errors noticed, in fact, the ones to spur revisions in the final draft were those which had been commented on either in the conference or by the instructor, usually both. This leads one to the conclusion that what gets marked on a paper gets corrected. Even grievous spelling errors like *Güppe* for *Gruppe* in 9,10 and 11 above, though noticed in a close reading aloud session, are left in the paper if not included in the talk of the conference or the written commentary of the instructor. This is a fact that is borne out by the occurrence of the inverse situation. For number 9 above, the instructor did label *Güppe* as an error, namely a false plural form. The revision made by Herman in the final draft of

the paper reflected his attention to the instructor's comment, yet belied his self-corrective moment in the conference: he had changed *Güppe* to *Güppen*.

Error number three provides one exception to the statement made above that the self corrections leading to revisions in the final draft were those that were mentioned in one source of feedback or the other. No mention of an error was made at that spot by the consultant or by the instructor, yet an important revision was correctly made in the final version. This exception among so many other counterexamples of self-correction supports the claim made by Harris and Silva (1993). They agreed that students could self-correct while reading aloud, but they also argued that the method was not a very effective one for students writing in a second language (535). The exception of error number three speaks to the former part of their claim, the majority of counterexamples speaks to the latter. The student's attention to the error is often not enough to spur a correction. Rather, some extended attention must be paid to the error by another party, either by talking about it or making some notation about it, before the student understands how to properly identify and correct it.

In the second conference between Herman and Richard, ten attempts at self-correction were made during the read-aloud phase. All of the instances in which corrections were made had to do with spelling and word choice. Table 5.3 outlines the original text and the self-correction for each item, followed by Table 5.4, which considers whether each self-correction was followed up by a comment from either the consultant or the instructor and whether the revision was then made in the final draft of the composition.

Table 5.3: Herman's self corrections while reading aloud in the second conference

No.	Original Text of Rough Draft	Herman's Utterance
1	Tocheterfirma	Tochterfirma
2	Geography	Geographie
3	möglich	möglich
4	erreichten	erreichen
5	Erforg	Erfolg
6	alle	Die
7	Idtitifizieren	Identifizieren
8	Die Erfolg	über die Erfolg
9	diese Führungskräfte	Sie
10	verschieden	verschiedene

Table 5.4: comments and revisions on Herman's self-corrected elements (A2).

Error No.	Conference comment	Instructor comment	Revision made
1	No	No	No
2	No	Yes	Yes
3	Yes	No	Yes
4	Yes	Yes	Yes
5	Yes	No	No
6	No	No	No
7	Yes	Yes	Yes
8	Yes	Yes	Yes
9	Yes	No	Yes
10	No	Yes	Yes

Once again, with only two exceptions, the elements Herman self-corrected while reading aloud were only subsequently incorporated in the final draft of his essay when also mentioned by the instructor or in both the conference and the instructor feedback. The exceptions can be seen in errors 3 and 9 in Table 5.4 above. The first instance of note is the omission of the umlaut in “möglich” which constitutes error 3 in Table 5.4. This omission is not mentioned outright in the conference, though Richard did mark the

word on the rough draft copy which Herman later took with him from the session. Clyde did not make mention of the umlaut in his commentary, yet the revision is incorporated in the final draft. Therefore, Herman must have made the correction based on either his own correction, or the mark Richard made on the draft. Conversely, the auto-corrected error 9 in Table 5.4 was explicitly mentioned in the conference talk. Herman read a long passage from the rough draft, after which Richard was inclined to stop the reading and begin a discussion of the text. This episode of the conference focused on use of the genitive case and word choice, including consulting a dictionary on two separate occasions. Near the end of the episode, Richard tests out the passage with the suggestions he had negotiated with Herman.

Richard: Ja genau. Wie liest das jetzt? “Wenn ortsfremde Führungskräfte zu einer Tochterfirma reisen müssen...”

Herman: müssen sie

Richard: Ja, OK. “müssen sie” klingt besser-nicht so redundant- “müssen sie über viele Aspekte des neuen Landes wissen.”

(Herman/Richard/A2)

It is noteworthy that Herman reiterated his auto-correction in the conference talk, and gained acceptance for his own suggestion from Richard. Clyde made no suggestion for revision of this element, however. Therefore it is clear that the auto-correction did in this case precipitate attending to the error, which then led to the precise incorporation of the revision in the final draft.

Items 8 and 10 in Table 5.4 are also noteworthy when discussing the precision of final revisions. In the case of item 8, Herman had originally written the following sentence: “Die MitarbeiterInnen müssen eine Selbstverantwortlichkeit die Erfolg des Betriebs fühlen...” As he reads aloud, Herman notices that a preposition should precede

“die Erfolg.” In his auto-correction he chooses the preposition “über.” During the conference, however, Richard makes another suggestion.

Richard: Also der letzte Satz. Das heißt “Die MitarbeiterInnen müssen eine Selbstverantwortlichkeit für den Erfolg...”

Herman: für?

Richard: The workers must feel a responsibility for the success of the company.

Herman: OK

(Herman/Richard/A2)

The use of the preposition “für” in this position is also suggested in Clyde’s comments, though it is made in conjunction with other suggestions which ultimately render the instructor’s comments unclear. The phrase “die Erfolg des Betriebs” has been crossed out, the note “OK” written underneath the printed line, and “für den” written in front of the crossed out words. In addition, a box has been drawn around the entire phrase and the verb “fühlen” replaced with “spüren.” Through these various layers of corrections, it appears that Clyde is suggesting “Die MitarbeiterInnen müssen eine Selbstverantwortlichkeit für spüren...” and precisely that wording finds its way into the final draft.

Clyde’s suggestion for the revision of item 10 was also followed precisely. While reading aloud Herman changed “verschieden” to “verschiedene” to denote that the adjective was modifying a pluralized noun. In this case the reader’s instinct was correct, but when it came time to make the final revision he chose to incorporate the suggestion made by the instructor, who had marked the word, yet not given any indication as to which type of error it constituted. Clyde had only drawn a line through the letter “n” on the end of the word, and Herman revised it precisely as “verschiede.”

5.4 Comparison of episodes of conference feedback, instructor feedback and actual revisions

In the conference on the first writing assignment, Richard made 80 comments in eleven episodes of talk, whereas Clyde's written suggestions totaled 214. Figure 5.1 presents the full, original text of Herman's first writing assignment, annotated to show the source of comments made for each episode of the conference. A similar figure will be provided for each writing assignment discussed in the following case studies. The term **episode** refers to an instance of feedback arising from the discussion of the student's text in the writing conference, as observed on the videotape of the conference. A numeral in brackets in the text of the figure designates the episode number which corresponds to the episode discussed in detail later in the chapter (note that for figure 5.1 the first episode is at the end of the composition). Conference feedback for each episode is then compared with written feedback from the instructor. Bold text in Figure 5.1 signifies that a suggestion for correction of the passage in question came only from the conference, underlined text signifies that a suggestion came from both the conference and the instructor. Since a criterion for definition of the episode is that feedback occurred in the videotaped writing conference, there are no episodes in which feedback came only from the instructor. This is not to say that there were no points in the text in which the instructor alone made comments. These passages are not the focus of my study, however, rather it is the comparison between the conference and instructor feedback for the episodes discussed.

Figure 5.1: Annotated text of Herman's first writing assignment

Nach viel Forschung hat Herr Klebstoff eine Entscheidung gemacht. AmeriChemist wird eine Tochterfirma in Deutschland errichten. Jetzt wissen wir das AmeriChemists eine neue Produktionsstätte in Deutschland errichten wird, aber welche Unternehmensform soll AmeriChemists wählen? In Deutschland gibt es viele Formen von Unternehmen der sehr hochgesetzt und spezifisch [2] sind. Es gibt in Deutschland Einzelunternehmen, Personengesellschaften, (OHGs, und KGs) und Kapitalgesellschaften (AG und GmbH). Beide Hauptformen von Gesellschaften haben hochentwickelte Organen darunter, aber was ist für AmeriChemists besser? AmeriChemists ist neu in Deutschland und es ist in seiner beste interessen [2] eine Kapitalgesellschaft zu sein mit der Prinzipien [2] einer GmbH als Unternehmensform zu benutzen.

In Deutschland gibt es wirklich zwei haupt Wahle wenn ein Unternehmen sich in Deutschland gründen wollte. Diese Wahle sind die Personengellschaft oder die Kapitalgesellschaft. Beide Formen haben ihre innere Ordnung von den gesetzlichen Rahmenbedingungen bestimmt. Diese regeln handeln sich hauptsächlich mit Unternehmensformen und Mitbestimmungsrecht. Die regeln und Bedingungen von diesen Rechtsformen sind in der Verfassung des Unternehmens geschrieben.

In die Verfassung des Unternehmens erklärt die Haftung der KapitaleigentümerInnen, die Regeln für Gewinn und Verlustbeteiligung, und einen Plan für die Leitung des Unternehmens. Hier sind die grosse unterschiede zwischen Personengesellschaften und Kapitalgesellschaften leicht sehen.

Allerdings ist die grösste unterschied zwischen die zwei Formen die träger von Verlusst [2]. Personengesellschaften haben fast alle unbeschränkte Haftung. Das heisst, der Besitzer oder die Gesellschafter tragen alle Verlust des Unternehmens. Wenn das Unternehmen mehr als die Wert des Unternehmens selbst verliert, müssen der Besitzer oder die Gesellschafter aus ihrer eigenen Taschen Bezahlen. Auf der anderen Seite, Kapitalgesellschaften haben meistens beschränkte Haftung. Das heisst, wenn die Kapitaleigentümer oder aktienbesitzer ihre Anteil verloren, sie müssen nie mehr bezahlen [3]

Erst gibt es die Personengesellschaften die Offene Handelsgesellschaft (OHG) und Kommanditgesellschaft (KG) heissen. In Einer Offene Handelsgesellschaft gibt es mindestens zwei Gesellschafter. D.H. eine OHG ist eine Partnerschaft wie andere Personengesellschaften. In so eine Unternehmensform haben beide oder alle Gesellschafter gewöhnlich die gleiche Rechte und Pflichten. Hier in diesem Form gibt es unbeschränkte Haftung und das Gewinn und Verlust sind zwischen die Gesellschafter gleich beteiligt. Die Führung der Unternehmen ist auch gleich beteiligt.

Die zweite Halbe von Personengesellschaften handelt sich mit Kommanditgesellschaft (KG) [4]. Eine Kommanditgesellschaft hat zwei verschiedene teile die Komplementäre und Kommanditisten heissen. Die Komplementäre sind wirklich die Führer des Unternehmens. Sie haften unbeschränkt wie in einer OHG. Doch sind die Komplementäre anders. Die Komplementäre sind beschränkt und nur für ihre Einlage verantwortlich.

Wenn einen Betrieb grosser werden wollte, oft wählen sie ein Form von einer Kapitalgesellschaft [5]. In einer Kapitalgesellschaft gibt es zwei Fromen die Aktiengesellschaft (AG) und Gesellschaft mit beschränkter Haftung (GmbH) heissen. Kapitalgesellschaften sind viel anders als Personengesellschaften und die Unterschiede dafür handeln sich mit dem Grundkapital, die beteiligung von Gewinn und Verlust, und die Führung des Betriebs.

Der Kapital einer Akteingesellschaft kommt von Kaptialeigentümer der Aktien kaufen. Diese Aktienbesitzer einlagen ihr Geld in dem Unternehmen und bekommen Aktien dafür. Diese Aktien sind an der Böse gehandelt. ein einer Aktiengesellschaft haften die aktienbesitzer beschränkt. Das Heisst die Aktienbesitzer sind nur für ihre Aktien verantwortlich und wenn das Unternehmen mehr als das Grundkapital verliert, müssen die Aktienbesitzer nie mehr bezahlen. Diese Unternehmensform ist gewöhnlich für grosse Unternehmen und Unternehmen der wachsen wollen [6]. In eine Aktiengesellschaft gibt es viel mehr verantwortungen als in eine Personengesellschaft. Und zwar, Eine AG muss mindestens 1000000 DM als Grundkapital haben um zu errichten.

Endlich gibt es die Leitungsform einer AG. Hier gibt es einer Vorstand, einen Aufsichtsrat, und ein Hauptversammlung. Der Vorstand ist eine Sammlung von die Topmanager des Unternehmens. Die Mitglieder des Vorstands dürfen höchstens 5 jahre darin sein [7]. Diese Mitglieder sind verantwortlich vierteljährlich einen Bericht über die Unternehmensentwicklung zu erstatten. Auch müssen sie einen Jahresabschluss vorbereiten und die Hauptversammlung einmal im Jahr einberufen. Der Aufsichtsrat ist das überwachende Organ der AG. Die Mitglieder sind jede vier Jahre berated. Ihrer Hauptpflicht ist den

Figure 5.1 cont.

Jahresabschluss zu prüfen und die Hauptversammlung zu informieren. Doch, wenn ein Unternehmen weniger als 500 Beschäftigten hat müssen sie keinen Aufsichtsrat haben. Das letzte Teil der AG Organ ist die Hauptversammlung. Diese Gruppe ist aus den Aktienbesitzer gemacht und sie wählen der Aufsichtsratsmitglieder. Sie dürfen Satzungsänderungen machen aber sie brauchen eine qualifizierte Mehrheit (75%) um diese Änderung zu machen. Insgesamt vertritt die Hauptversammlung die Interessen der Aktienbesitzer.

Obwohl eine GmbH eine Kapitalgesellschaft wie eine AG ist, haben sie einer Form der ein bisschen anders ist. Bei einer GmbH gibt es auch drei Guppe in der Inner Ordnung, jede Guppe spielt eine verschiedene Rolle als in einer AG. Eine GeschäftsführerInnen gibt es in einer GmbH statt eines Vorstandes. Diese Leute sind die Leiter des Unternehmens aber sie sind auch die GesellschafterInnen, das heisst sie sind oft die Kapitaleigentümer aber sie müssen nicht Gesellschafter sein. Direkt darunter steht der Aufsichtsrat. Wie in einer AG, überwachen diese Leute das Unternehmen. Endlich sind die von der Gesellschafterversammlung gewählt. Das Letzte Teil des Unternehmens ist diese Gesellschafterversammlung. Diese Guppe ist wie die Hauptversammlung einer AG, aber sie ist nicht aus Aktienbesitzer gemacht. Diese Leute sind die Kapitaleigentümer insgesamt und sie berufen die GeschäftsführerInnen und Aufsichtsräte und zur selben Zeit haben sie eine Stimme in die Leitung des Unternehmens [8].

Die Entscheidung der Herr Klebstoff jetzt machen muss ist ziemlich schwer. Er will eine Kapitalgesellschaft in Deutschland errichten, aber er muss jetzt zwischen einer AG und eine GmbH wählen. Welche ist besser für das AmeriChemists Unternehmen? Um diese Frage zu antworten müssen wir die Vorteile und Nachteile von beiden Formen besprechen.

In einer AG gibt es wirklich das Rezept für ein grosses Unternehmen mit beschränkter Haftung. Beschränkte Haftung ist wirklich einen Vorteil der AG. Und zwar, wenn die Gesellschafter für nie mehr als ihre Aktien verantwortlich sind sind sie oft bequemer in dem Unternehmen zu investieren. Noch einen Vorteil der AG sind die Möglichkeit viel Grundkapital durch Einlagen zu versammeln. Das heisst, wenn ein Unternehmen eine AG ist, können alle Leute den ganzen Welt darüber Kapitalgesellschaften durch ihre Aktien sein [9]. Leute investieren ihr Geld im Unternehmen wenn die Zukunft der Wirtschaft und des Unternehmens sehr gut aussieht, aber wenn alles an der Böse schief geht, senkt die Produktion und der Wert des Unternehmens sehr schnell. Endlich der Nachteil von Mitbestimmungsrecht im Aufsichtsrat [10]. Wenn eine AG viele Beschäftigten hat, dann müssen fast halb die Mitglieder des Aufsichtsrats Vertreter der Arbeitnehmer sein. Das ist ziemlich schlecht für die Geschäftsführer einer AG weil sie die Meinungen so viele Aktienbesitzer anhören und oft gehören müssen.

Viel mehr benutzt als Unternehmensformen in Deutschland ist die GmbH. Eine GmbH ist eine Gesellschaft mit beschränkter Haftung. Eine GmbH ist wie eine AG, aber sie ist mehr flexibel als eine AG. Auch ein Vorteil der GmbH die sehr wichtig für AmeriChemists ist [11], ist dass die GmbH sehr leicht für Ausländische Unternehmen in Deutschland zu errichten. Und zwar, die Gesetze und Regelungen einer GmbHs sind weniger und leichter zu folgen als in einer AG. Es braucht auch nur 50,000 DM eine GmbH zu errichten statt 100,000 bei einer AG. Endlich, Die meisten Entscheidungen einer GmbHs sind auch persönlicher und oft leichter zu machen weil GmbHs keine Aktienbesitzer haben, d.h. viel weniger Meinungen um zufrieden.

Die Nachteile einer GmbH sind weniger als eine AG aber es gibt ein Paar. Erst, eine GmbH wächst viel langsamer als eine AG und zweitens, die Kapital um zu wachsen ist oft schwer zu finden. Doch, anders als diese zwei Ideen gibt es nicht viel andere Nachteile einer GmbH.

Meiner Meinung nach ist die GmbH die bessere Wahl für AmeriChemists. AmeriChemists wird ein neues Unternehmen in Deutschland und sie brauchen einen Form der sehr leicht für ein neues Unternehmen sich zu Gründen ist. In einer GmbH müssen die GesellschafterInnen nur 50,000 DM haben sich zu errichten, sondern auch 100,000 DM in einer AG. Auch sind die Entscheidungen des Unternehmens leichter weil sie weniger Meinungen zufrieden müssen [1]. Wir wissen dass GmbHs wachsen gewöhnlich oft langsamer als AGs weil sie weniger Grundkapital haben und keine Aktien verkaufen aber AmeriChemists muss sich so leicht wie möglich in Deutschland errichten. Die beste Wahl für AmeriChemists ist eine GmbH.

Figure 5.1 cont.

In Deutschland gibt es viele Unternehmensformen die oft sehr hochentwickelt und Gesetzt sind. Es gibt Personengesellschaften wo alles persönlich ist mit nur ein Paar Gesellschafter. Auch gibt es Kapitalgesellschaften. Kapitalgesellschaften haben mehrere Geschäftsführer als Personengesellschaften und auch eine Gesetzlich Leitungs Organ. Für AmeriChemests, die Beste Unternehmensform ist die GmbH. Eine ausländische Firma wie AmeriChemists braucht den leichsten Form eines Unternehmens um sich zu errichten. Es gibt keine bessere wahle für AmeriChemists als eine GmbH.

Herman was able to read all but the last paragraph of his essay aloud before Richard stopped the reading to begin discussing corrections. Thus, the discussion of the first episode begins with Richard's interruption of the reading in the penultimate paragraph, which he characterizes as too wordy and complicated.

Herman: (reads) "In einer GmbH müssen die GesellschafterInnen nur..."
Richard: Moment, Moment, Moment. Stoppen wir. Kannst du das wieder lesen?
AmeriChemists wird?
Herman: (reads) "AmeriChemists wird..." I'm trying to say here that AmeriChemists is going to become a German company, but they need a form that's easy to ahh, they need the easiest possible form to start with.
Richard: Sehr leicht zu gründen ist, ja?
Herman: Sehr leicht zu gründen ist—maybe too many words in there, huh?
Richard: Ja. Zu viele Wörter.

(Herman/Richard/A1)

Richard suggests that the word *Unternehmen* appears too many times in the paragraph and recommends deleting one instance. He also notices an incorrect relative pronoun (*des*), a capitalized verb (*Gründen*), and problems with word choice and word order in a subordinate clause. Specifically regarding word choice, Richard recommends using *statt* instead of *sondern* and the verb *befriedigen* opposed to the adjective *zufrieden*. Clyde's comments on the same passage are similar in many aspects. The instructor also recommends the deletion of one occurrence of *Unternehmen*, and the replacement of the words discussed above, giving the same suggestions as were provided in the conference. Clyde also notes a necessary change for the incorrect relative pronoun and for the word order in the subordinate clause. He recommends deletion of the capitalized verb, as it

appears in the clause with the instance of *Unternehmen*, which is to be deleted; and for which Clyde has suggested a revised construction.

In the final draft Herman incorporates the word replacements suggested in both sets of feedback. He also correctly revises the subordinate word order. He has deleted the capitalized verb and rewritten the clause in which it appeared, as was suggested by Clyde, but he has not corrected the relative pronoun, though it was mentioned by both the consultant and the instructor.

What I characterize here as episode 2 consists of several brief suggestions Richard made regarding spelling throughout the first page of Herman's text. Richard sets up the episode with a general statement regarding the amount of spelling errors he sees in the text, which is then followed up by specific treatment of each error.

Richard: Wir haben einige Tippfehler, und ich glaube du wirst sie wahrscheinlich auch sehen. Hier durch—durch das ganze Papier wieder gibt es—nicht dasselbe Wort—aber gibt es bestimmte Nomen, die du nicht gross schreibst.

Herman: OK.

Richard: Du musst einfach darauf achten, dass du alle Nomen gross schreibst.

(Herman/Richard/A1)

The suggestions Richard makes in the conference are to change *spezifisch* to *spezifisch*, *interessen* to *Interessen*, *Prinzipen* to *Prinzipien* and *Verlusst* to *Verlust*.

Turning to Clyde's commentary; *spezifisch* is part of a clause which Clyde recommends be deleted altogether, the same revised spelling as in the conference is suggested for *interessen*, *Prinzipen* is not noted as an error, and an alternative is suggested for the entire clause to which *Verlusst* belongs. In the final draft, Herman has made the corrections exactly as suggested by Clyde, leaving the resulting misspelling intact.

Episode 3 includes comments from Richard regarding articles, dative plural declension, correcting a capitalized verb, adding a missing Umlaut, accusative case endings, and word order. The following excerpt from the dialog includes discussion of the missing dative plural forms, in which Richard suggests that Herman maintain the plural form and change the ending on the possessive pronoun.

Richard: "...müssen die Besitzer oder die Gesellschafter aus ihrer eigenen..."

Herman: die Tasche

Richard: Ja, die Taschen, plural, was ist plural dativ?

Herman: Taschen oh!

Richard: plural dativ von diesem Artikel hier—Ihrer.

Herman: ihren

Richard: ihren -- aus ihren eigenen Taschen bezahlen.

(Herman/Richard/A1)

It is interesting to note that in Clyde's comments he took the opposite approach to the problematic sentence. Instead of changing the pronoun to agree with the plural noun that Herman intended, Clyde suggests leaving the ending on the possessive pronoun and changing the noun to a singular form. In the final draft Herman has incorporated elements of the feedback from both sources resulting in a still incorrect form. He has changed the ending of the pronoun to agree with the dative plural, yet used the singular form of the noun. Additionally, Clyde commented on the capitalized verb, accusative case endings, addition of the umlaut, and the word order problem; all of which were corrected in Herman's final draft.

Episode four includes Richard's suggestions for implementing the genitive case and for correcting a problematic word choice. Richard quickly identifies that Herman intends the genitive case for this passage, and draws the focus of the discussion towards that topic, which is concisely revised.

Richard: Die Führung—OK Unternehmen?

Herman: das.
Richard: das Unternehmen. Und du willst Genitiv damit meinen.
Herman: Die Führung des
Richard: des Unternehmens.

(Herman/Richard/A1)

The lack of genitive case declension was also noted in Clyde's commentary, but in spite of the notation of the error in both feedback sources and the conference discussion of the correct form, Herman only changed the definite article preceding the word from masculine to neuter without including any genitive markers on the article or on the noun in the final draft.

This brief exchange regarding case was immediately followed in the conference by a longer discussion of the appropriateness of a word choice. Here Richard suggests that Herman's word inaccurately describes the relationship between two types of companies.

Richard: "Die zweite Halbe von Personengesellschaften handelt sich mit Kommanditgesellschaft." Was meinst du zweite Halbe?
Herman: weil unter Personengesellschaft gibt es zwei Teile; die offene Handelsgesellschaft...
Richard: Ja, aber sie sind nicht unbedingt Halb von dem selben Kuchen.
Herman: Ja, zweitens gibt es...
Richard: Ja, zweitens, gut, könnte man sagen. Oder man könnte das sagen, oder mein Gedanke da war, man könnte einfach das Wort "Form" benutzen. Das ist eine Form von einem Geschäft. Die zweite Form.

(Herman/Richard/A1)

Clyde takes a different view of the error in his commentary, suggesting that Herman delete the entire sentence and blend the remainder of the newly begun paragraph into the preceding one. In the final draft, Herman follows Clyde's advice and deletes the sentence, reorganizing the structure of the paragraphs at this point.

In the passage discussed during the fifth episode, both Richard and Clyde note a missing umlaut, a tense error and problematic word order. In the original Herman had

written the following sentence: “Wenn einen Betrieb grosser werden **wollte**, oft wählen Sie **ein** Form von einer Kapitalgesellschaft.” In the discussion Richard first makes Herman aware of the missing umlaut on *grosser*, then he draws attention to the tense error of *wollte*.

Richard: ...OK welche Zeitform willst du hier benutzen? Ist das Präsens, Vergangenheit oder Zukunft?

Herman: Zukunft...werden wollte

Richard: werden wollte—OK—werden ist Zukunft, wollte ist Vergangenheit.

Herman: ah! Werden will, werden will. Wants to get bigger.

Richard: genau, will, oder einfach möchte.

(Herman/Richard/A1)

Herman corrects both the umlaut and the tense problem in the final draft, just as was suggested in both sources of feedback. Both Richard and Clyde also make comments regarding the word order. Of course, the face-to-face nature of the conference feedback yields concrete suggestions for correction, whereas Clyde has merely circled errors and labeled them as "case," "spelling" or "wrong verb form." Richard and Herman discuss the rules for placement of verbs in main clauses, and the fact that in this sentence the subordinate clause is occupying the position of the first sentence element and therefore must be followed by the main clause verb. Richard's suggestions take on a different focus after this reiteration of word order guidelines, in that he opens a discussion of word choice in the second clause.

Richard: “Wenn einen Betrieb grösser werden will, wählen sie oft...” Ja, sie bezieht sich auf was?

Herman: einen Betrieb.

Richard: und ist ein Betrieb?

Herman: er

Richard: Ja, gut.

Herman: uhh wählt er oft?

Richard: Ja, der Satz ist ein bisschen umm “awkward” ein kleines bisschen, weil ein Betrieb will nichts. Ein Betrieb hat keine Wille.

(Herman/Richard/A1)

Herman explains the meaning he is trying to convey in this passage, first in German, then in English, and the two discuss possible ways of restructuring the sentence to avoid attributing such an active role to the company. First, Richard suggests changing the subject from the company itself to a person or group within the company, naming *der Leiter* and *die Führung* as alternatives. But at the end of the episode, they mutually agree on another circumlocution.

Richard: I think my problem with that sentence is “wählt er oft.” That’s awfully active for a...

Herman: ja, ja.

Richard: I would rather say the owners, or...

Herman: Ist die beste Wahl eine Kapitalgesellschaft.

Richard: Ja, there you go uhh das ist gut.

(Herman/Richard/A1)

Clyde did not suggest any change in the words of the passage, only the modification of the word order, and in the final draft, Herman makes the changes suggested in the conference.

One final suggestion for revision in this part of the text was made only by Clyde. This was the modification of the ending on the indefinite article *ein*, which in the first draft indicated accusative case declension (einen Betrieb). In the final draft Herman does make an attempt at correction of this element, but changes it to the also incorrect *einer*.

In the next episode Richard makes mention of the repetitive nature of the text, in which Herman has used the word *Unternehmen* three times. Richard advises Herman to replace *Unternehmensform* simply with *Form*, and to replace another instance of the noun with a pronoun. Richard also suggests changing a relative pronoun (*der*) so that it corresponds with the number and case of the noun to which it refers (*Unternehmen*, pl.) Clyde also suggests the revision of the relative pronoun, but no deletion or replacement

of any other words in the passage. Herman changes the pronoun correctly in the final draft, making no other modification to the sentence.

Episode seven consists of Richard drawing attention to four errors within two sentences; two word choice problems, two incorrect case markers, and a capitalization mistake. First of all, Richard suggests replacing a word with one that he feels is more appropriate and better communicates Herman's intended meaning. Clyde, on the other hand, suggests deleting the entire sentence in which the word occurs. In another case of problematic word choice, Richard again recommends that Herman replace the word. Clyde also suggests replacement at this point, yet using a different word than was recommended by Richard. Both sets of feedback make reference to the missing accusative case marker, as well as to the missing dative plural declension. Finally, both sets of feedback also suggest the capitalization of the lower case noun.

In his final draft Herman incorporates the accusative and dative case marker corrections flawlessly. He also correctly capitalizes the noun. Herman exclusively incorporates Clyde's feedback regarding both of the word choice corrections. He deleted the sentence, rather than replacing the word in question, and chose Clyde's suggestion over Richard's for the second word choice issue.

Episode eight begins after Richard makes mention of how quickly time is passing and consists of Richard suggesting that a long sentence be broken up into two separate sentences. Richard also reminds Herman at this point to capitalize the first word of the new second sentence, and points out a missing case marker.

Richard: OK. Ich glaube das ist ziemlich gut-nächste Seite, die Zeit vergeht umm...ich wähle die größten aus hier. Und und und Ich glaube dieser Satz ist zu lang. Vielleicht kannst du zwei Sätze daraus machen.

Herman: OK. Vielleicht nach "insgesamt" einen neuen Satz.

Richard: Ja, und “Sie” muss groß geschrieben werden.

Herman: OK

Richard: in die Leitung—Dativ

Herman: in der Leitung.

Richard: OK Das klingt besser.

(Herman/Richard/A1)

Clyde does not, however, suggest breaking up the sentence, but makes several other comments on errors in the text, including two word choice problems, a missing comma, two spelling errors and the missing dative case marker. All of Clyde’s suggestions were incorporated perfectly into the final draft, and the sentence remained intact as it was in the draft.

The ninth episode of the conference talk yields two interesting points regarding both the negotiation between student-author and consultant and the final revisions. First of all, Richard points out a possible word choice problem in the text. He and Herman discuss the intended meaning and possible alternatives to the word in question, and also consult a dictionary to further inform their discussion. Of the possibilities they discuss, Richard does not recommend the use of one word over another, rather he leaves the final decision up to Herman.

Richard: Das ist ein Bisschen unbequem oder wie könnte man das anders sagen?

Herman: Confident, umm they’re more confident

Richard: Comfortable, confident

Herman: Haben sie mehr “trust?”

Richard: Trust? Vertrauen? Confidence? (dictionary consulted) Wie wäre es, wenn man sagt, vielleicht “ist es ihnen bequemer beim Investieren.” Oder “haben sie mehr Vertrauen beim Investieren?” Was willst du haben? Du kannst beide hinschreiben und dann selbst wählen.

Herman: Ja.

(Herman/Richard/A1)

Clyde's commentary, however, does not note this passage as a word choice error, though he does suggest some restructuring of the sentence, and in the final draft Herman makes no changes to the sentence at all.

Another noteworthy point in the conference episode revolves around the restatement of a phrase. Herman writes the following in the rough draft: "...können alle Leute den ganzen Welt darüber Kapitalgesellschafter durch ihre Aktien sein." Richard points out that there is a better idiom to convey the intended meaning, though he states it incorrectly.

Richard: ...Ja es gibt einen besseren Ausdruck dafür. Man sagt "rum um die Welt," all around the world. Man kann "um die Welt" sagen. That's around the world. "rum um die Welt" all around the world.

Herman: OK

(Herman/Richard/A1)

Clyde also notes this problematic idiom and suggests the correction "Leute überall in der Welt," but Herman chooses to incorporate Richard's entirely incorrect suggestion into the final draft.

In the tenth episode Richard notes that one "sentence" in the rough draft is actually only a fragment. Richard suggests a reworking of the passage to convert the fragment into a complete sentence. Clyde also notes the fragment, but does not give a concrete suggestion for fixing the problem, rather he circles the fragment and makes a note in the margin "not a sentence." In the final draft Herman utilizes Richard's suggestion.

The final episode of the conference entails Richard and Herman discussing a spelling mistake and an incorrect relative pronoun.

Richard: Flexibel, wie schreibt man flexibel? Wie schreibt man das? -el, und was noch? "Auch ein Vorteil der GmbH, die sehr wichtig ist." Das ist ein

Nebensatz, gel? Ist ein Relativsatz. Es muss noch ein Komma geben—“Auch ein Vorteil der GmbH, (Komma) hier maskulin, feminine oder neutrum?

Herman: Vorteil, das, no, der

Richard: ...der sehr wichtig ist.

(Herman/Richard/A1)

Interestingly, though the spelling error is corrected, no attention is paid in the conference to the fact that the error is caught up within another error regarding the comparative adjective. Herman has written *mehr flexible*, which should actually be *flexibler*. Clyde does notice this problem, and make suggestions for correction, which Herman works into the final draft. On the other hand, it is only in the conference that the incorrect relative pronoun is noted. Herman used the feminine pronoun (*die*) instead of the masculine (*der*), as Richard pointed out, but Clyde overlooked this error, and the incorrect feminine form was retained in the final draft of the paper.

In his second writing conference with Herman, Richard made 138 comments in 12 episodes of conference talk whereas Clyde's comments totaled 382. Figure 5.2 illustrates the text of the writing assignment discussed in the conference and shows the episodes of discussion between Richard and Herman, noting the sources of feedback for each passage.

Figure 5.2: Annotated text of Herman's second writing assignment

Führungskräfte

1.) Einführung

Wenn eine Firma eine ausländische Tochterfirma erreichen will, muss die Firma starke und effiziente Führungskräfte finden. Es gibt wirklich zwei Wahlen wenn eine Firma diese Entscheidung machen muss. Die Firma muss entweder einheimische Führungskräfte anstellen oder ortsfremde Führungskräfte nach der neuen Firma schicken. Heutzutage ist aber der Trend, einheimische Führungskräfte anzustellen. Wenn die Vorgesetzten aus dem Land die Tochterfirma kommen [1], verstehen sie besser die KundInnen und MitarbeiterInnen. Die Auslandsmanager einer multinationalen Firma soll wirklich mindestens ein Jahr im Ausland studieren um die Kultur, Geography, und Wirtschaft besser zu verstehen. Diese Auslandsmanager soll auch mehrsprachig sein und auch spezifische Fachqualifikationen und Auslandserfahrung haben. Es gibt ein Paar verschiedene Interkulturelles Training Programmen in den USA um ortsfremde Vorgesetzten auszubilden, aber diese Programmen sind oft sehr teuer. Mit so viele

Figure 5.2 cont.

Kulturelle, Wirtschaftliche, und Führungs Unterschiede zwischen die Amerikaner und Deutscher ist das beste Wahl für AmeriChemists einheimische Führungskräfte anzustellen.

Hintergrundinformationen:

Es gibt ein Paar allgemeine Hauptziele für eine Firma um Erfolgreich zu sein. Um Erfolgreich zu sein muss eine Firma wachsen, konkurrenzfähig sein, und Gewinn erzielen. Um diese Ziele zu erreichen muss eine Firma so effizient wie möglich sein und auch für eine konfliktfreiye Zusammenarbeit arbeiten. Diese Ziele sind oft schwer zu erreichen. Um diese ziele zu erreichen muss eine Firma eine funktionierende und effiziente Führung haben.

In der Vergangenheit war die totale Unterordnung des Betriebs der steilste Weg zum Erfolg. Diese Stil ist wirklich der steilste Weg jetzt in den USA. Die Mittle Manager haben oft eine Stimme in die Entscheidungsprozess aber diese Stimme ist nicht gesetzlich. Es gab ein Paar Topmanager in Deutschland die alle Entscheidungen machten und die MitarbeiterInnen hatten wirklich keine Stimme [2]. Heutzutage aber ist die Unternehmensführung hauptsächlich auf Partnerschaft gebaut. Es gibt jezt in steigende gegenseitige Abhängigkeit zwischen den Vorgesetzten und die MitarbeiterInnen. Das Heisst, die ArbeiterInnen haben oft eine Mitbestimmungsrecht in dem sie gesetzlich eine Stimme in die Einscheidungsprozess des Unternehmens haben. Mit einer Mitbestimmungsrecht dürfen den Vorgesetzten keine Entscheidungen ohne die Zustimmung die MitarbeiterInnen machen.

Auch eine grösser werdende Prozess in meiste Firmen sind SpezialistInnen zu benutzen [3]. Durch die Benutzung von SpezialistInnen, sind Entscheidungen leichter zu machen und oft erfolgreicher weil diese SpezialistInnen viel über spezifische Aspekte des Betreibs wissen. Durch die übertragung von Entscheidungsbedürfnisse sind die Führungskräfte und MitarbeiterInnen für spezifische Jobs und Entscheidungen des Betriebs verantwortlich.

Jetzt ist der Trend mehr demokratische Führungssile zu benutzen staat autoritatische Führungsstile. Durch die übertragung von spezifische Verantwortungen, spielen die mittlern und unteren Management eine grössere rolle in die Entscheidungs und Führungs Prozessen. Durch dieser demokratischen Trend haben die Deutscher drei neue bestimmte Führungsstile etabliert.

Führungsstile:

Die erste von diese Führungsstile ist Führung durch Zielvereinbarung oder (MbO). In dieser Stil sind die Unternehmensziele von die MitarbeiterInnen und den Vorgesetzten zusammen gemacht. Hier sind die MitarbeiterInnen für die errichtung die Ziele des Unternehmens verantwortlich. Das Heisst, die MitarbeiterInnen arbeiten auf bestimmte Arbeit und die Vorgesetzten greifen ein, nur wenn die Zielerfüllung nicht erfolgt.

Zweitens gibt es einen Stil der Führung durch Bedürfnisbefriedigung oder (MbM) heisst. Dieser Führungsstil ist anders als MbO weil bestimmte Verantwortungen auf die MitarbeiterInnen übertragen sind. Durch dieser Stil wächst die Selbstverantwortlichkeit die MitarbeiterInnen aber alle Führungsverantwortungen liegen mit dem Vorgesetzten. Hier haben die MitarbeiterInnen spezifische Handlungsverantwortungen die aus bestimmte Sachaufgaben bestehen.

Letzlich gibt es Führung durch Bedürfnisbefriedigung oder (MbM). In dieser Stil sind die MitarbeiterInnen durch motivation geführt. Die Individuelle Leistung die MitarbeiterInnen steigt durch Motivation. Durch Motivation können die ArbeiterInnen besser mit dem Arbeit Idtitifizieren und dadurch steigt die Produktivität die ArbeiterInnen. In allgemein müssen die MitarbeiterInnen ein "wir-gefühl" haben um produktiv zu sein. Das Heisst, die MitarbeiterInnen müssen eine Selbstverantwortlichkeit die Erfolg des Betriebs fühlen und eine Stimme in die entscheidungen des Betriebs haben um die beste Leistung wie möglich zu machen [4].

2). Interkulturelles Training:

2.1: Die Notwendigkeit für Interkulturelles Training:

Figure 5.2 cont.

Wenn Ortsfremde Führungskräfte nach eine Tochterfirma um zu arbeiten reisen müssen, müssen diese Führungskräfte über viele Aspekte das neue Land wissen. Diese Führungskräfte müssen über Geschäftsüben, Sitten, ungesprochene Geste, und andere Zollen wissen um Kulturelle Unterschiede zu verstehen und Kulturstoß zu vermeiden [5]. Ob die Führungskräfte diese Kulturelle Unterschiede nicht verstehen, werden sie nicht erfolgreich in dem neuen Land bei der Tochterfirma.

Es kostet zwischen 2 und 2.5 milliarde Dollar pro Jahr für nicht erfolgt Führungskräfte im Ausland. Die Zahl von unerfolgreichen Aluminium macher Führungskräfte ist jetzt in der Nähe von null weil sie jetzt Interkulturelles Training benutzen [6]. Es ist aber nicht billig Ortsfremde Führungskräfte nach Training-Programmen zu schicken. GM gibt \$500,000 pro Jahr für Training Programmen aus, aber GM hat nur eine 1% Ziffer von unerfolgreiche Ortsfreme Führungskräfte. Auf der anderen Hand haben Firmen die keine Training für Ortsfremde Führungskräfte machen eine 25% Ziffer von unerfolgreiche Manager [7].

2.2 Die Zunahme an interkulturellen Training:

Heutzutage ist interkulturellen Training von mehr und mehr Firmen die Tochterfirmen haben benutzt. In der Nähe von den halben alle grosse amerikanische Betriebs benutzen jetzt interkulturellen Training im vergleich zu nur 10% von vor zehn Jahren [8]. Die Zahl von training Programmen steigt auch Heute. Mit die steigende Zahl von Globale Firmen ist die Nachfrage für interkulturellen Training Programmen jeden Tag grösser. Zweihundert Mitmacher in eine interkulturelle Training Programm waren gefragt ob kulturelle Training wichtiger als Sprache Training war. Der allgemeine Gedanke war das Kulturelle Training mehr wichtig als Sprache Training war [9].

2.3 Die Verschiedenen Arten von Programmen und angeboten für interkulturelles Training:

Wenn eine Manager einer Firma nach Ausland zu arbeiten reisen muss, reist er oft nicht allein. Diese Manager haben oft Familie die mitkommen müssen. Diese Manager haben oft Frauen und Kinder und deswegen gibt es verschieden Arten von interkulturelle Training Programmen. Oft gibt es verschiedene Programmen für Kinder die Uuber Ihre Bedürfnisse zu tun haben und zur selben Zeit gibt es Programmen für die Frauen. Die Kinder probieren oft Ausländische essen das Popular in Ausland ist und sie lernen über staatlich Beförderung und Büsse. Auch lernen die Kinder über Teile die Fremdsprache das neue Land. Letzlich lernen sie Uuber die lieblings Tatigkeiten und Sport von die Kinder im Ausland. Die Eltern lernen über die Gefährliche Aspektiven und auch die Geography, Klima, Kulturen, und sitten das neue Land.

2.4 Die Kritik an interkulturellen Training:

Obwohl fast alles das vorgeschrieben war ist ziemlich Positiv, gibt es ein Paar Probleme mit interkulturellen Training [10]. Einer Nachteil diese Training sind die hohe Kosten. Es kostet \$6000 für nur drei Tage von Training. Auch eine Problem ist, das es keine Bewiese gibt das diese Programmen erfolgreich sind. Doch, GM sagte das man braucht kein Vorschung um diese Frage zu antworten weil so viel Geld schon an ubersee Aufgaben anebaut ist [10].

3.) Abschluß: Stellungnahme:

Wenn eine Firma wie AmeriChemists Führungskräfte für eine tochterfirma in Deutschland finden muss, gibt es wirklich zwei Wahle. Die firma muss entweder amerikanische Führungskräfte nach deutschland schicken oder Einheimische Leiter in Deutschland finden. Das beste Wahl ist ziemlich schwer zu machen weil es so viele Faktoren in dieser Wahl gibt. Allgemein gibt es viele grösse Unterschiede zwischen die Deutscher und Amerikaner. Diese Unterschiede sind hauptsächlich Kulturelle aber es gibt auch Geographische und Wirtschaftliche unterschiede. Ob eine Firma Ortsfremde

Figure 5.2 cont.

Führungskräfte nach Deutschland schicken will, muss die Firma die Leiter in nicht nur Kultur, Geography, und wirtschaftliche Unterschiede trainieren sondern auch in die Fremdsprache und spezifische Fachs im Ausland [11]. Diese Führungskräfte sollen auch Auslandserfahrungen haben. Diese Qualifikationen sind oft schwer zu finden und schwer zu lehren. Doch gibt es viele Formen von interkulturellem Training die mit diesen Problemen helfen kann. Es gibt Programmen die über die kulturelle Unterschiede und Sitten von Deutschland unterrichten, aber diese Programmen sind oft teuer und Kritiker sagen das diese Programmen arbeiten nicht. Diese Kritiker sagen das es wirklich keine Vorschung gibt, aber GM und andere Firmen fühlen anders. Meisten Firmen fühlen das diese Programmen halten die Zahl von schlechten Arbeitsergebnisse in Deutschland niedrig [12].

Meiner Meinung nach ist das beste Wahl für Americaner Einheimische Führungskräfte anzustellen. Wenn eine Firma Einheimische Führungskräfte anstellt, sind die Kosten die Firma oft niedriger und die Leistung den Vorgesetzten oft besser. Das heißt, die Firma muss für keine interkulturelle Training Programmen bezahlen und einfach die neue Leiter einbisschen über die Ziele des Unternehmens lernen. Diese neue Einheimische Leiter werden wahrscheinlich auch mehr effizient sein weil sie viel über die Bedürfnisse die Deutsche wissen. Obwohl Ortsfremde Führungskräfte wahrscheinlich viel über die Ziele von Americaner wissen, ist es billiger und mehr effizient Einheimische Führungskräfte anzustellen.

As mentioned earlier, Herman did not read his entire composition aloud before the discussion of specific points in the text ensued. Rather, he typically read a paragraph or two at a time, and Richard stopped the reading when he wished to discuss some aspect of the composition. In the first episode of the discussion Richard stops the reading to ask Herman whether there is some element of the paragraph which might need to be attended to. First, Richard points out that the text would be clearer if the genitive case were used. However, both he and Herman later decide that the best option is to replace the genitive case circumlocution *Land der Tochterfirma* with the more specific *Deutschland*. This episode is also excerpted above in section 5.2. In his written comments, Clyde also noted an error in case usage, but in the final draft Herman chose to incorporate the suggestion from the conference.

The second episode focuses first on a question of word choice, then leads into a discussion of organization of sentences in the paragraph based on the use of tense. As Herman was reading aloud, Richard noticed a word that interfered with his understanding of the text.

Richard: Was meinst du damit “der steilste Weg zum Erfolg?”
 Herman: Die umm most popular or traditional.
 Richard: Was ist das auf Englisch steil?
 Herman: the most common?
 Richard: Steil ist “steep” na?
 Herman: steep, steil, ich weiß nicht.
 Richard: wir tun einfach ein Fragezeichen darüber.
 Herman: Was ich meine hier ist traditionell oder populär.
 (Herman/Richard/A2)

Herman and Richard agree to continue discussing the passage while keeping the possible intended meanings of the word in mind. Herman reads another paragraph from the draft and Richard intervenes again, asking whether Herman has noticed anything problematic with the passage. Richard makes it clear that he wishes to talk about Herman’s tendency in this passage to switch from present tense to past tense, and makes a final recommendation that the sentences be reordered in the paragraph to better facilitate the meaning carried by the switches in tense.

Richard: “Es gab ein paar Topmanager...” Also, jetzt sind wir in der Vergangenheit. Das ist hier alles im Präsens, ja?
 Herman: umm Vergangenheit.
 Richard: Dieses hier jetzt. “Diese Stil ist jetzt”—Präsens, “Die mittlere Manager haben oft eine Stimme”—Präsens.
 Herman: ja, ja.
 Richard: “Es gab ein paar Topmanager und die MitarbeiterInnen hatten keine Stimme.” Diese hin- und her von Präsens in die Vergangenheit ist ein Bisschen konfus...Ich würde das gleich nach dem ersten Satz tun.
 Herman: hatten , OK
 Richard: weil das bezieht sich auf den Weg in Deutschland und auch auf die Vergangenheit. Wenn sie zusammen sind ist das mir klarer.
 Herman: Ja.

(Herman/Richard/A2)

In the instructor comments the same questions are asked. Clyde has underlined the word *steil* and written a note in the margin, “what do you mean?” He has also marked the past tense verb in the sentence discussed above and indicated that it is in the

wrong tense. In the final draft Herman changes *steil* to *populär*, as he suggested himself in the session and he rearranges the sentences in the paragraph, as Richard recommended, in order to accentuate the relationship between the past tense sentences. He also has added time expressions in the sentences to make it even clearer whether he is talking about the present or the past.

In the third episode of the session Richard makes suggestions for changing a gender marking, replacing the phrase *in meiste Firmen* with *in vielen Firmen* and a subject verb agreement problem between the singular subject *Prozess* and the plural verb *sind*. He also discusses a word choice with Herman, using a dictionary to find the appropriate word with which to replace the one used in the draft. Instead of *Prozess*, Richard suggests *Trend* oder *Tendenz*. Clyde also notes the gender error, and the agreement problem, yet does not make a suggestion for changing *Prozess*, nor does he advocate a replacement of the phrase with the indefinite pronoun, only noting that it requires a case marker. In the final draft Herman opts to use the word *Trend* for *Prozess* as suggested only by Richard. He makes the gender and agreement corrections as well, as suggested by both sources. He also makes the change from *meiste* to *viele*, but does not add the case marker there, even though it was suggested in both sets of feedback.

The majority of the fourth episode of the conference appears as part of the discussion of the auto-corrected prepositional phrase in item number 8 of section 5.3 above. Two further suggestions are made in this episode, however, and they will be the focus of discussion here. First, Richard suggests an addition to the text of some kind of example, which will further explain the concept Herman is describing in this paragraph,

namely a particular style of management. After Herman reads the passage aloud, Richard intervenes with the following.

Richard: Das ist ziemlich klar—dieses Erstes ist ziemlich klar, aber hier ich würde sagen, es wäre gut, wenn du ein kleines Abschnitt schreiben könntest, wo es eine eigentliche Situation beschrieben wird. Zum Beispiel wenn der Chef so und so macht...

Herman: OK

(Herman/Richard/A2)

Clyde did not make a similar suggestion in his commentary, yet the final draft does contain another sentence at this point giving clarification through a more concrete example. The second suggestion Richard makes here is to replace *die beste* with *optimale*. Richard argues that the use of this term will add to the quality and appropriateness of the language in the paper. He does this cautiously, however, so as not to appear eager to take over Herman's authorship.

Richard: ...und das klingt mir ein Bisschen... "die beste Leistung wie möglich" OK also die Bedeutung ist da, aber noch komplexer oder fach-spezifisch würde ich sagen "optimal" das heißt so gut wie möglich—optimal, das ist ein schönes Wort. Ich würde sagen "um die optimale Leistung zu haben," but that's just my personal taste.

(Herman/Richard/A2)

Clyde's feedback does not give any suggestion for replacing "die beste," rather it suggests the deletion of the word and the clause to which it belongs. In his final draft, Herman incorporates Richard's suggestion, modifying the word, rather than deleting a portion of the sentence.

The fifth episode is also partly discussed in section 5.3 above. However, further suggestions made by Richard as well as by Clyde are also noteworthy. These suggestions include the necessity to use the genitive case as well as suggestions for the revision of word choice on three occasions. Richard and Herman struggle through the appropriate

use of the genitive in this passage, yet their struggle provides a useful explanation not only of genitive case, but also of adjective endings.

Richard: Du willst Genitiv hier benutzen, na?

Herman: das Land

Richard: Genitiv von "das Land?"

Herman: der das des

Richard: des, gut.

Herman: des neue

Richard: des neuen

Herman: des neuen?

Richard: Ja, des neuen. Always when you have your adjective endings, when you have

Herman: Genitive?

Richard: Genitive, Dative and Accusative, all of them. You've already shown the reflection of the Genitive, Dative or Accusative, every ending after that is going to be an "n."

(Herman/Richard/A2)

After this discussion the episode continues with Richard suggesting replacement of the word *Geschäftsübun* with *Verfahrensweisen*, and with the help of a dictionary it is determined that Herman has used the word *Zoll* incorrectly to refer to the customs or traditions of a culture, which Richard recommends be changed to *Bräuche*. Richard also suggests replacing *Kulturstoß* with *Kulturschock*. Clyde notes the misused words in his commentary by placing question marks over them, yet he does not make any suggestions for their replacement, except in the case of *Kulturstoß*, where he also suggests *Kulturschock*. In his final draft Herman makes the substitutions exactly as have been prescribed in the conference.

Episode six provides a clear example of the benefits of the writing conference for the student author. As the discussion of this passage begins Richard poses the question "Verstehst du, was du geschrieben hast?" It is clear that Richard notices segments of the passage which require correction, or perhaps need to be completely rewritten. Since the

author and consultant are already discussing the paper, it is natural that Richard offer some suggestions for reworking this section, and that he and Herman negotiate the corrections to be made. Clyde, on the other hand, does not give any concrete suggestion for the improvement of this passage. He merely circles the unclear elements, makes question marks over them and writes in the margin: “reword.” The feedback from the conference is in this case much more useful to the student for later revision, and the consultant's comments are readily incorporated into the final draft.

The seventh episode of the conference begins again with the request that Herman read aloud. After a paragraph has been read, Richard begins again to ask questions clarifying the meaning of what he has heard. He mainly makes suggestions for changing words Herman has misused in the text. Two examples of word choice errors are discussed in the following excerpt:

Richard: Ja. General Motors pays five hundred thousand dollars...hier ist ein Bisschen redundant. GM und GM. Ich würde GM ausnehmen und ich würde sagen das ist das erste Element in dem Satz und dann kommt das Verb als zweite Element...pro Jahr?? Das kann man sagen aber nicht schreiben. Only has a one percent digit? Ziffer is digit.

Herman: amount or count? Boy I don't know. You know what I'm saying here?

Richard: (looks in dictionary) I really don't know. “Rate” is a rate, but that sounds funny. Wie kann man das anders sagen?

Herman: Nur ein prozent die ortsfremde Führungskräfte GMs sind unerfolgreich.
(Herman/Richard/A2)

Richard makes the suggestion to leave out the word *Ziffer* and to change *pro Jahr* to *im Jahr*. Clyde also makes the suggestion to leave out *Ziffer*, but does not label *pro Jahr* as an error. He does, however, suggest changing *auf der anderen Hand* in the next sentence to *auf der anderen Seite*. Herman blends the two sources of feedback in the final version by including *im Jahr* as well as *auf der anderen Seite*.

After Herman reads another sentence or two from the draft, Richard interjects again, and in one turn makes a positive comment, suggests several corrections regarding word choice, spelling and plural form, which constitute what I characterize as episode eight. There is no real dialog at this point between Richard and Herman, rather a list of corrections and agreement from the student, followed by a request to continue reading the draft.

Richard: sehr schöner Satz. OK es gibt ein paar Sachen hier. “In der Nähe von”...Ich würde sagen es ist viel einfacher “fast Halb.”

Herman: fast Halb, ja.

Richard: “fast Halb von allen grossen amerikanischen”—mit kleinem “a”, weil das ein Adjektiv ist, ja? Betriebs? Betriebe. “im Vergleich” Vergleich wird gross geschrieben, von ist extra, das brauchst du nicht. Weiter.

(Herman/Richard/A2)

In this passage Clyde also comments on *in der Nähe von*, suggesting the phrase be replaced with *fast die Hälfte*. He also notes the spelling mistakes for *Amerikanisch* and *Vergleich*, the incorrect plural form, and also suggests the deletion of *von*. In addition to these suggestions, Clyde further suggests the use of the passive voice in one sentence, the addition of the words *im Ausland* to more closely define the companies to which Herman is referring. In the final draft Herman has once again blended the suggestions from the two sources of feedback. He incorporates all of the suggestions common to both sources, with the exception of changing the spelling of *Vergleich*, he prefers Richard’s suggestion of *fast Halb* over Clyde’s, and he does add *im Ausland* to the sentence.

The ninth episode begins with Richard’s suggestion of changing the noun *Gedanke* to *Meinung*, and also includes a recommendation of the correct comparative form of an adjective (*wichtig*). Clyde also suggests the correction to the adjective, but does not request a change for the previously discussed noun. In addition he makes one

suggestion which had not been made in the conference, namely to change the spelling of another adjective, (*kulturelle*) which Herman had capitalized. Herman makes corrections in the final draft based on both sets of feedback. He corrects the comparative form of one adjective, as was suggested in both responses, changes the spelling of the other, as Clyde suggested, and replaces the noun with Richard's more precise wording.

The beginning of the next episode is focused on the restructuring of an argument that Herman was not able to express successfully in German. Richard suggests the use of the passive voice to correct the problem. The remainder of the episode deals with some other problematic points in the text, revolving around word order, verb-subject agreement and endings. The discussion of the paragraph commences after Herman has read it aloud.

Richard: Das finde ich ein bisschen problematisch. The aforementioned is what you mean, right? I would say it a little differently. Ich würde sagen "Obwohl Interkulturelles Training bis jetzt ziemlich positiv scheint," seems oder we're discussing it "...diskutiert wird." Because that puts you back in the perspective of "alles, was vorgesprochen war." You're referring to your discussion.

Herman: Diskutiert wird is future, right?

Richard: its passive—Es wird diskutiert.

Herman: Oh, right. It is being discussed.

Richard: So you're saying although this has been discussed up til now fairly positively, there are a couple of problems. —Gibt es doch, because *doch* enforces the opposite opinion.

Herman: OK

Herman/Richard/A2

Clyde's comments show agreement with the assessment that the first sentence needs to be reworded. He does not, however, suggest the use of the passive voice here, rather a less complicated revision through the deletion of some words. In the remainder of the episode, Clyde's comments mirror those of the conference regarding word order and endings. In his final draft, Herman successfully incorporates the passive voice as suggested in the conference.

One other noteworthy correction suggested in the conference regards word choice. Herman has used a word that does not convey the meaning he wishes in German, and judging by the fact that he initiates the discussion of it, he is aware that it is not quite the word he is searching for. Richard attempts to help Herman decide which word would provide the intended meaning:

Herman: anebaut—wasted.

Richard: "...so viel Geld an übersee Aufgaben anebaut ist."

Herman: anebaut.

Richard: anebaut?

Herman: wasted.

Richard: anebaut.

Herman: ein anderes Wort für "waste"—verschwinden.

Richard: OK. Was ist das Wort? Verspielen, ver- ver- verschwenden...verschwendet ist. Anebaut, das kann auch sein, aber ich kenne das Wort nicht.

Herman/Richard/A2

Clyde's comments also show confusion about the word in question, yet he does not give any suggestions for replacement, probably because the lack of face-to-face dialog with Herman denies him any further insight into the intended meaning of the word. Therefore, he underlines the word and places a question mark in the margin. In the final draft of the essay, Herman changes *anebaut* to *verschwendet*, just as Richard had suggested.

In the eleventh episode Richard suggests the modification of several adjectives, which Herman has capitalized, and of nouns, which have not been capitalized. Richard also suggests replacing the word *Leiter* with *Manager*, using *wenn* instead of *ob* in a subordinate clause and replacing the preposition *in* with *über*, to be used in conjunction with the verb *trainieren*. Clyde's commentary also calls for changing the capitalization and replacing the subordinating conjunction, however he does not suggest changing

Leiter or replacing the preposition. In the final draft Herman makes the corrections as Clyde suggested.

The final episode is similar in that once again capitalization of nouns, not of adjectives is one focus. Other problematic topics include adjective endings and subject-verb agreement. Clyde notes these errors in his commentary as well, and the corrections are made in the final draft. Another set of errors attended to in this episode is characterized by problematic word choice. In the following excerpt the use of the word *arbeiten* is discussed.

Richard: ...und arbeiten, das macht man körperlich.

Herman: ja.

Richard: Arbeitet ein Programm so körperlich?

Herman: Arbeiten nicht—They don't prepare them well.

Richard: "dass diese Programme nicht funktionieren?"

Herman: ja.

Herman/Richard/A2

Herman thus has the suggestion to change the verb, as well as a potential replacement. Clyde also makes the suggestion to change the verb, but does not suggest a substitute for *arbeiten*. Herman uses Richard's suggestion in the final draft.

Interestingly, the next suggestion for replacement based on a word choice error comes not from Richard, but from Clyde. Richard is satisfied with Herman's use of the verb *fühlen*, but Clyde suggests a change. This time, the instructor does provide a replacement verb; *meinen*, and that is the verb appearing in Herman's final draft. Herman discovers his own replacement for the third word choice error in this passage:

Richard: Ja. Arbeitserlaubnisse?

Herman: experiences

Richard: Ah. Erlaubnisse, das ist "allowances." Arbeits-
Herman: Erfahrung
Richard: gut.

Herman/Richard/A2

The dialog of the writing conferences involving Herman and Richard can be summarized as follows regarding adherence to the agenda, trends in self-corrective moments and actual revisions made. In the first conference, a specific agenda was set but not closely followed. Herman had indicated his preference to discuss issues of clarity and support of the argumentation in his composition. Only once in the conference did Richard steer the conversation toward these issues, however, when he suggested caution in implementing complicated grammatical structures. The use of the genitive case, also a point Herman requested in the conference, was only brought to the forefront of the conversation twice. In the second conference no agenda was set, so it is not possible to discuss the dialog in these terms.

Regarding self-corrective moments in the conferences, Herman was consistent in following the instructor's suggestions, even when it meant ignoring his own correct intuitions. One exception is provided from the read-aloud phase in the first conference in which he provided a correct revision based solely on his own intuition since neither the instructor nor the consultant suggested a change.

Herman's revisions to the first composition show that he consistently applied the suggestions from the instructor, even in cases leading to a faulty revision. For the final draft of the second composition, however, Herman has made revisions based on a combination of consultant and instructor feedback. The feedback he received is so similar from both sources that it is very difficult to tell which suggestions are being

implemented. Implications of the trends for auto-correction and implementation of suggested revisions observed in Herman's case are discussed in more detail in chapter eight.

Chapter 6: Homer's Case

6.1 Profile of Homer

Homer is a Caucasian male who at the time of the study had sophomore standing at Michigan State University with a major in Economics. He had a self-reported grade point average of 3.0 out of 4.0 in German. He reported English as his first language, had not studied abroad and reported three years of German as a foreign language in secondary school. Homer brought just over four full typed pages of text with him to the first writing conference, and six typed pages to the second conference. His response to the first assignment included a discussion of the advantages and disadvantages of each of two business forms; the stock corporation and the limited liability corporation, as well as a concluding statement recommending the choice of the latter for the fictitious company. The second essay weighed the advantages and disadvantages of training American managers for employment in the German subsidiary, and concluded that American managers should indeed be trained and employed by the company.

6.2 Negotiated agenda for the conferences (expectations) and perceived conference outcomes

During the agenda setting phase of the first conference the student and consultant mutually decide on two aspects of the text which will be discussed in the session, though deciding on these areas does require some prompting by the consultant. The two areas to be discussed are supporting information for the arguments the author makes and the complexity of the language in the paper. Homer's perceived conference outcomes, as documented in the reflective statement included a perceived improvement in his ability to

write with clarity as well as to find and correct simple mistakes by reading aloud and talking them through with the consultant. Though the expectations and outcomes for this conference do not exactly match, it is clear from the reflective statement that the author felt as though his product benefited from the conference. It is also clear from the conference talk itself that attention was indeed paid to at least the concern about incorporating more complex forms. In this section I will provide excerpts from the agenda setting phase of the conference and excerpts from the conference corresponding to them.

First, I remind Homer that before the start of the videotaping he had mentioned experiencing some difficulty in finding appropriate sources for support of the paper. Further discussion of this aspect leads Homer to identify his concern as relating to the length of the essay. However, in spite of my second statement in this excerpt, no concrete ideas for lengthening the essay were actually suggested in the conference. Thus, those expectations were not met.

Mitchell: Zum Beispiel du hast schon erwähnt, dass es nicht immer so leicht war, Informationen zu finden oder Informationen aus dem Buch oder aus anderen Quellen in den Bericht zu bringen.

Homer: Ja ich habe viele wichtige Information aber nicht so viel Information das ist leicht für fünf Seiten. Ich habe viel für zwei oder drei vielleicht vier Seiten, aber das fünfte Seite war sehr schwer, weil ich muss so wenige Information für diese lange Bericht.

Mitchell: So etwas mit der Länge des Berichts. Vielleicht können wir dann ein Paar Ideen besprechen, wie du das dann länger machen könntest oder so.

Homer/Mitchell/A1

The conference talk does, however, provide some examples of Homer and myself working out the incorporation of some more complex forms. Suggestions for using the passive voice , the genitive case and subordinate clauses all fall into this category, although they were not all specifically mentioned as part of the agenda for this

conference. First I will look at the moment when this aspect was raised as an expectation for the session, then I will show some examples of how I attempted to fulfill the Homer's request. We had just settled on the first aspect of the agenda when I suggested another. As earlier, the student was not forthcoming with ideas, therefore a bit of prompting was necessary.

Mitchell: OK gut. Also, die Länge. Wie fühlst du dich, wenn es um Grammatik geht? Um die Sprache... so Grammatik oder Stilistik. Fühlst du dich gut da in diesem Bereich?

Homer: Es war OK umm... der Grammatik...Ich will nicht nur leichte Sprache aber so immer habe ich mehr schwerere Sprache in mein Bericht.

Mitchell: So, du versuchst kompliziertere Sätze zu schreiben, mit Nebensätzen und so...

Homer: Ja

Mitchell: OK

Homer: Ich will kompliziertere Formen aber es geht nicht aber

Mitchell: Ja das ist nicht immer so leicht zu machen aber wir können das besprechen, wenn wir den Bericht dann durchlesen.

Homer: OK

Homer/Mitchell/A1

The incorporation of sentences with subordinate clauses was suggested on occasion during the conference, in keeping with the Homer's stated expectations. One particular example of such a discussion follows the discovery in the text of a subordinating conjunction followed by normal word order. This example is fortuitous for the conference not only because it provides an occasion for the teaching of the appropriate use of the form in question, but also because it provides the student with an example of a mistake that he noticed during the read aloud protocol. The discussion of this mistake therefore has the potential of impacting the student's writing process on various levels.

Mitchell: und dann hier. Hier hast du "weil" benutzt, und "weil" ist was für ein Wort? Was für ein Wort ist "weil" oder wie funktioniert das Verb mit "weil?"

Homer: Ja, es geht dann am Ende.

Mitchell: Das Verb muss dann ans Ende gehen.

Homer: Ich habe das gesehen, wenn ich es lese.

Mitchell: Ja. Siehst du? Wenn du das vorliest, dann siehst du etwas. OK.

Homer/Mitchell/A1

While setting the agenda for the conference on the second writing assignment Homer again expressed his need for advice in the areas of content and complexity of syntactic forms. Based on his response to the conference in the reflective statement, Homer made no mention of a perceived outcome for the former issue, but perceived a positive outcome for the latter, specifically mentioning help he received with passive voice and genitive case. Apparently contradicting himself, though it was agreed in the conference that he would like help with composing more complex sentences, he mentioned in the reflective statement a motivation to simplify his writing. The agenda for this conference was set in the following excerpt. Here Homer responds to my questions as to what areas of the composition he needs help with and I restate what Homer is telling me in order to clarify the exact request.

Mitchell: OK, gut. Welche Stellen hier im Text oder welche Sachen gibt es, die du sehr gern besprechen möchtest? Gibt es so irgendwelche Probleme, die du gehabt hast oder...Fragen, die du gehabt hast?

Homer: Ich habe viele Probleme, aber meistens über die Information nicht über die schreiben, über die—die was?

Mitchell: So über den Inhalt, also was eigentlich da steht oder welche Informationen du dann reinbringst und nicht so viel über das Deutsche oder das Schreiben von dem Ding.

Homer: Ja.

Mitchell: Also die Grammatik nicht viele Probleme? Oder irgendwelche vielleicht?

Homer: Wenn ich mache die Grammatik zu schwer dann hat ich ein paar Probleme aber nicht so...

Mitchell: Also, wenn du versuchst so schwierigere Sätze oder kompliziertere Sätze zu schreiben, dann kann das ein Problem sein.

Homer: Ja.

Homer/Mitchell/A2

The middle part of the conference is dominated by the discussion of how to add information for support of an argument favoring intercultural training for managers sent to foreign subsidiaries. This provides an example of the conference talk adhering to the agenda set at the beginning of the session. In this example, Homer and I have just finished correcting some stylistic elements of a previous sentence when I express my inability to understand the next sentence. In the course of the following discussion excerpt it becomes clear that Homer has attempted to support his claims using examples from another source, namely an article on intercultural training from the *Wall Street Journal*. I suggest he make his argument even more specific than it is in the first draft of his essay by citing the article. The discussion of how to do this continues for several minutes and switches mainly into English, with attempts to formulate a paragraph explaining the article in English and then translate the paragraph into German.

Mitchell: ...diesen Satz habe ich nicht verstanden.

Homer: OK. umm Es ist zwei Beispiele, nicht nur ein . Die erste Beispiel ist von das Programm über Sprache mit Kunden—es ist über Arbeitskultur. Und das Programm lehrt über Versammlungen in ahh...

Mitchell: Im Familienhaus?

Homer: Im Familienhaus...umm...für beide andere Kunden und andere familien in ihr Platz oder etwas so.

Mitchell: Und ich glaube hier das Versammlungen in Familienhaus—ich glaube ich erkenne das Beispiel aus dem Artikel.

Homer: yeah.

Mitchell:...Ich glaube du beschreibst hier, was für Training es im Programm gibt—also das beschreibst du hier und dann hier versuchst du, konkrete Beispiele zu geben, aber das sind eigentlich keine konkrete Beispiele.

Homer: OK

Mitchell: Vielleicht wenn du sagen würdest, zum Beispiel im Artikel, also vielleicht kannst du diesen Artikel zitieren...

Homer/Mitchell/A2

Other parts of the session provide examples of talk surrounding the second item on the conference agenda; namely, the use of more complex grammatical forms. The

passive voice became a topic of discussion in no less than four instances during the conference, and the genitive case dominated the discussion twice. In the following excerpt, for example, I am guiding Homer in an attempt to use the passive voice correctly. We had previously gone through another example of the passive in which we discussed the idea of the agent in a passive voice sentence. In this excerpt Homer even refers back to the agenda setting phase of the conference, reiterating his desire to work together with me on this type of grammatical question.

Mitchell: and then is it "bei AmeriChemists?" This is an agent now.

Homer: it's an agent, it would be "von."

Mitchell: von, kann von AmeriChemists...

Homer: verstanden

Mitchell: Verstanden, gut verstanden... and then at the very end of a passive sentence...

Homer: werden

Mitchell: werden, ja. I think that's right. Boy, that's a rough sentence there.

Homer: Yeah, that's kind of what I was talking about when I was talking about the more complex sentences.

Homer/Mitchell/A2

It is clear from the examples above that the writing conferences did indeed address issues raised by the student in the initial agenda setting phase of each session. The issue of correctly implementing more complicated grammatical forms was specifically addressed in each session, and, though no concrete suggestions were given regarding the length of the first assignment, much time was devoted to the discussion of content and the appropriate use of supporting information for the arguments in the second assignment.

6.3 Homer's auto-correction during the read aloud protocol and its impact on revision

As in the conferences of the previous student author, Homer made several self-corrections while he read his paper aloud at the beginning of the conference. These

corrections consisted mainly of revisions to the spelling of various words, or were revisions of word choice which Homer perceived to be more appropriate to the meaning he was attempting to impart in the essay. The following table outlines the corrections which were made during the first conference and compares them with the text as originally conceived by the student.

Table 6.1: Homer's self corrections while reading aloud in the first conference

No.	Original Text of Rough Draft	Homer's Utterance
1	From	Form
2	kliene	kleine
3	Aufsichtsratmitgleider	Aufsichtsratmitglied
4	eind is	ein ist
5	Aufsichtsratmitgleider	Aufsichtsratmitglieder
6	den	die
7	eine	die
8	Ordnung	Ordnung
9	hoher	höher
10	die	viele
11	schrieben	schreiben
12	einen	eine

An item orally corrected by the student while he read aloud does not necessarily result in the incorporation of the correction in the final draft of the paper. In fact, as was also seen in the previous chapter, nearly all corrections of this type which later did appear in the final draft were also suggested by the instructor or in both instructor and conference feedback. As is evident in table 6.2 below, revisions were made on these items only when the instructor also made a comment, or only in the case of item 1, if both consultant and instructor commented. An exception to this statement is found in the case of item 8, for which a comment was made by the instructor, yet no adjustment was made to the word in the final draft. A discussion of this exception and of one other item of particular interest follows.

Table 6.2: Homer's comments and revisions on self-corrected elements (A1).

Error No.	Conference comment	Instructor comment	Revision made
1	Yes	Yes	Yes
2	No	Yes	Yes
3	No	No	No
4	No	Yes	Yes
5	No	No	No
6	No	Yes	Yes
7	No	No	No
8	No	Yes	No
9	No	Yes	Yes
10	No	No	No
11	No	No	No
12	No	Yes	Yes

Of the twelve auto-corrected items, only the first is also mentioned in the conference discussion. I pointed out this misspelling briefly near the end of the conference.

Mitchell: ...Also hier kleine Sachen hier-- eine falsche Buchstabierung.

Homer: Ja, das ist Form.

Mitchell: Form.

Homer: Form, nicht From

(Homer/Mitchell/A1)

This spelling error was also noted by the instructor, who suggested the appropriate spelling in his feedback, and the revision was correctly made by Homer in the final draft.

In the case of item 8, the only auto-corrected item for which an instructor comment was made and then not implemented in the subsequent draft, Homer noticed and auto-corrected the misspelling *Ordunung* while reading aloud. In the instructor's feedback, attention was brought to the same section of the text, yet not to the misspelling specifically. The instructor had circled the phrase *lange gesetzliche Ordnung* and

written question marks underneath the text. Thus, in the final draft of the essay, Homer dropped one word out of the phrase so that the text read simply *gesetzliche Ordnung*.

The feedback received and the revisions made for item 2 are also of particular interest. A situation similar to that described above for item 8 occurred, in that the instructor did draw attention to the text in question, this time to the specific word, yet suggested a revision other than that provided by the student in the final draft. The student auto-corrected the misspelled word *kliene* to *kleine* in the read aloud. The instructor notated the same word in his feedback, indicated via the correction key that this constituted an ending error, since the adjective preceded a masculine noun and was itself preceded by an indefinite article. Therefore, the correct form would be *ein kleiner Bericht*. The student had actually used the incorrect word here, (he meant *Betrieb*) a fact which was noted both in the conference and in the instructor's comments and will be discussed in section 6.4 below. At any rate the text of the final draft was corrected to read *einen kleinen Betrieb* revealing an effort on the part of the student to correct the adjective ending, though still choosing an incorrect ending and leaving the spelling error intact.

The following table shows the nine auto-corrections Homer made while reading aloud during the second writing conference, and table 6.4 shows whether in-conference or instructor comments were also made for these errors, as well as whether a revision was implemented for the item in the final draft. The information in table 6.4 once again yields a situation in which the instructor drew attention to a misspelled word, suggesting a correction differing slightly from the auto-correction.

Table 6.3: Homer's self corrections while reading aloud in the second conference

No.	Original Text of Rough Draft	Homer's Utterance
1	einen Deutsche	ein Deutscher
2	einen Amerikaner	ein Amerikaner
3	Deutscher	Deutsche
4	größten	größten
5	die	sie
6	den	der
7	Probelmen	Probleme
8	daß	die (pause) daß
9	das	die

Looking further into the situation surrounding item 7 on tables 6.3 and 6.4, I found that Homer corrected both the inversion of characters and the wrong plural form in the word *Probelmen* while reading aloud. However, he did not pay enough attention to his own correction to appropriately produce the word on the final draft of the essay. He did pay attention to the instructor's intervening comment, though, in which Clyde had only suggested a change to the plural form. In the final draft, then, Homer produced the word *Probelme* as suggested, oblivious to the spelling problem to which he had previously attended.

Table 6.4: Homer's comments and revisions on self-corrected elements (A2).

Error No.	Conference comment	Instructor comment	Revision made
1	No	Yes	No
2	No	Yes	No
3	No	Yes	Yes
4	No	Yes	Yes
5	No	No	No
6	No	Yes	Yes
7	No	Yes	Yes
8	No	No	Yes
9	No	No	Yes

Three other revealing results are apparent from table 6.4. In item 1 as well as item 2, Homer made a self-correction which was also mentioned in the instructor's feedback. Yet, contrary to the most frequent pattern noticed in the study of auto-correction, the revision suggested by the instructor was not made in the final draft. There is no clear evidence to suggest why Homer did not incorporate the feedback for the two items, but they stand out as exceptions to the pattern of making revisions based on self-corrected elements.

Another way in which Homer's self-corrections contradict the patterns seen in the other case studies and the patterns suggested in the literature becomes evident in elements 8 and 9. Homer corrected both items while reading aloud, but no suggestion was made for either item in the conference, and the instructor did not suggest a correction for either item. Even so, Homer made the revision in the final draft, just as he had made it verbally during the conference.

6.4 Comparison of episodes of conference feedback, instructor feedback and actual revisions

In the first conference I made 31 suggestions in the course of 11 episodes of consultant-student talk, while the instructor made 210 suggestions in his written feedback. Again, I will be discussing features of these episodes in order to ascertain the type of suggestions given by the consultant in comparison with the type of suggestions given by the instructor. This will be followed in each case by a discussion of which revisions were made in the final draft. As in the previous case study, I provide the complete texts of the writing assignments discussed in the conferences, annotated as to episode number and sources of feedback for each episode. Again, the discussion

presented here is focusing on a comparison between writing conference feedback and instructor feedback for the same passages in the text, therefore passages which generated feedback only from the instructor are not included in this discussion.

Figure 6.1: Annotated text of Homer's first writing assignment

Soll Americhemist für seine deutsche Tochterfirma die Unternehmensform einer AG oder GmbH wählen?

In Deutschland gibt es viele verschiedene Unternehmensformen. Die wichtigste Unternehmensformen sind Einzelunternehmen, Offene Handelsgesellschaft (OHG), Kommanditgesellschaft (KG), Aktiengesellschaft (AG), und Gesellschaft mit beschränkter Haftung (GmbH). Jede Form [6] hat andere Ordnungen, die haben die individuelle Firma gegründet. Zum Beispiel, einer kleine Bericht [6] mit nur 5 ArbeiterInnen und einem Eigentümer ist eine Einzelunternehmen. Aber gibt es viele Bedingungen für eine Unternehmen, wenn es will ein Form finden. Regeln über Profit- und Verlustbeteiligung ist auch sehr wichtig, so ist Leitung des Betriebs und auch Pflicht für informieren, zum Beispiel einen Jahresabschluß. Wie eine internationale Firma, AmeriChemists kann diese Formen zu zwei möglichen Unternehmensformen [1]. Die zwei sind Aktiengesellschaft (AAG) und Gesellschaft mit beschränkter Haftung (GmbH).

Rahmenbedingungen und Gesetzliche Organe der AG und der GmbH

Beide AG und GmbH sind Kapitalgesellschaften; eine Kapitalgesellschaft ist eine Firma, die ihre Grundkapital in viele teilen [2] ist, das heißt die Aktien sind mit viele EigentümerInnen. Es ist sehr wichtig, weil die KapitaleignerInnen investieren nur ihre Aktiengeld; ihre Haftung ist beschränkt. Die AG und die GmbH haben viele Regeln für eine Firma eine AG oder GmbH werden [2].

Eine AG muß fast immer 100 000 DM das Grundkapital zu betragen. Die gesetzlichen Organe der AG sind der Vorstand, der Aufsichtsrat, und die Hauptversammlung, weil jede GesellschafterInnen kann nicht die AG kontrollieren. Der Vorstand ist das leitende Organ der AG, und kann mit ein oder mehr Personen bestehen [7]. Sie können AktionärInnen sein, aber sie dürfen nicht Mitglieder des Aufsichtsrats sein, wenn sie einen Mitglieder des Vorstands ist. Der Aufsichtsratsmitglieder dürfen auch AktionärInnen sein. Der Aufsichtsrat ist das beratende Organ des Betriebs. Sie überwacht die Geschäftsführung des Vorstandes. Der Aufsichtsrat kann auch den Vorstand absetzen, wenn es die besten Interessen der Gesellschaft ist. Wenn eine AG mehr als 500 Beschäftigten haben, muß der Bericht [6] ArbeitnehmerInnen das Recht geben, Aufsichtsratsmitglieder zu wählen. Zum Beispiel, für eine AG mit über 20 000 Beschäftigten muß der Aufsichtsrat 20 Mitgliedern. 10 Vertreter des Aufsichtsrat sind Eigentümer, oder Aktionär, 9 sind Arbeitnehmer, und einer ist der "leitender Angestellter." Dabei ist 50% der Aufsichtsrat ArbeitnehmerInnen, oder Menschen, die Arbeiter wählen. Die dritte Gruppe ist die Hauptversammlung, die vertritt die Interessen der AktionärInnen. Sie haben eine Mitbestimmung in der Firma durch ihr Stimmrecht. Sie können die Aufsichtsratsmitglieder wählen, und auch feuern. Alle HauptversammlungInnen sind Aktienbesitzer, und haben eine Aktienanteile der Gesellschaft.

Der Grundkapital einer GmbH ist weniger als der Grundkapital einer AG; 50 000 DM. Die Leitung der GmbH ist die GeschäftsführerInnen, wie der Vorstand die Leitung einer AG ist. Eine GmbH hat auch die Gesellschafterversammlung, die entspricht der Hauptversammlung der AG. Meistens hat eine GmbH weniger GesellschafterInnen als eine AG AktionärInnen hat, so jede Gesellschafter hat einen großen Teil der Firma. Eine GmbH kann einen Aufsichtsrat auch haben, aber es ist nur eine gesetzliche Regel für größere Firmen. Ein Betrieb muß einen Aufsichtsrat wählen, wenn der Betrieb mehr als 500 Beschäftigten anstellen. Meistens ist die GmbH in der Regel kleiner als eine AG auch, weil es gibt weniger EigentümerInnen [8].

Figure 6.1 cont.

Vor- und Nachteile der Unternehmensformen AG und GmbH

Eine AG hat viele Vor- und Nachteile. Es gibt meistens viele Aktienbesitzer in einer AG, weil eine AG sehr groß ist. Diese Aktien der AG können die Öffentlichkeit tauschen, wo es macht ein Markt für die AGs Aktien werden [3]. Es kann eine gute Idee eine Firma einer AG wählen, wenn es groß ist. Aber es ist nicht so eine gute Idee, wenn eine internationale Firma, wie AmeriChemists, wählt eine AG für den Unternehmensform. Der Unternehmensform einer AG ist sehr komplex, und die gesetzliche regeln sind Lang und hinderlich. Es gibt auch viele Kosten, wenn diese Regeln wählen muß. Der Aufsichtsrat muß fast immer zwischen ein Drittel und ein Halb von der ArbeitnehmerInnen wählen. Wenn fast 50% der Aufsichtsrat Arbeitnehmer sind, Gewinn bekommt eine kleinere Priorität. Oft hat zu viele Gruppen eine Mitbestimmungsrecht, und es würde viele Konflikte zwischen diese Gruppe, z.B. ArbeitnehmerInnen vom Aufsichtsrat und den Vorstand [4]. Es gibt nur mehr Kosten zum Betrieb, wenn die Firma in Konflikt ist. Der Grundkapital ist auch sehr hoch für eine AG; 100 000 DM. Es ist zweimal die Kosten einer GmbH. Am letztens, die wirtschaftliche Vorteile einer AG für AmeriChemists ist nicht so groß. Ohne diese Regeln und lange gesetzliche Ordnung, AmeriChemists AGs Gewinn würden nicht so viel hoher als AmeriChemists GmbH.

Obwohl der Unternehmensform GmbH hat viele kleinere Kosten, hat eine GmbH viele gesetzliche Regeln auch. Es hat die GeschäftsführerInnen und die Gesellschafterversammlung. AmeriChemists ist eine große internationale Firma, dabei muß unseren Betrieb auch einen Aufsichtsrat wählen. Manche Vertreter des Aufsichtsrats müssen auch von ArbeitnehmerInnen wählen, wie eine AG. Aber eine GmbH ist sehr flexibel, und obwohl eine GmbH viele Regeln haben, haben viel weniger als eine AG. Es gibt keine Vorstand in einer GmbH, nur Geschäftsführer. Es gibt auch keine Aktien, und dabei es keine Aktienbesitzer gibt. In einer AG ist Aktienpreis sehr wichtig; mit keinen Aktien, gibt es keinen Aktienpreis. So Entscheidungen kann in den besten Interessen AmeriChemists machen, nicht in den besten Interessen dem Aktienpreis [9]. Gesetzliche Organe eine GmbH kann eine klare und einfache Erklärung schreiben, wo eine AG muß eine lange und kurze Erklärung geschrieben.

Abschluß

AmeriChemists soll eine Unternehmensform GmbH für seine Tochterfirma wählen. Die Kosten für gesetzlichen Regeln ist weniger, und sehr leichter als einen AG Unternehmensform. Auch kann AmeriChemists keine Aktien verkaufen, wie es hat schon in den USA getan. Auch kann AmeriChemists fast trotzdem Organe in seine Tochterfirma als AmeriChemists [5]. Mit über 500 Beschäftigten muß AmeriChemists eine Aufsichtsrat formen, aber wird einen Aufsichtsrat wählen, wenn es eine GmbH oder eine AG wird. Eine GmbH ist auch sehr Flexibel; sehr wichtig für eine moderne Chemiekalienfirma, wenn die Industry sehr Flexibel auch ist. Am wichtigstens kann AmeriChemists, mit einer GmbH Unternehmensform, mehr Gewinn als bevor und auch als eine AG Unternehmensform verdienen.

Episode 1 begins when I request clarification of the meaning of one portion of the composition. The fragment to which the focus of the conference is drawn is as follows:

"Wie eine internationale Firma, AmeriChemists kann diese Formen zu zwei möglichen Unternehmensformen." I offer to help Homer formulate his thoughts in English and then bring them into an appropriate German form. This never actually happens in this episode, however, and won't until episode 5. Rather, we stay in German and negotiate the meaning of Homer's paper through our dialog with one another.

Mitchell: Ich habe nur ein Paar Stellen, wo ich ein bisschen Erklärung brauche, weil ich nicht genau verstanden habe, was du versucht hast zu schreiben. Also vielleicht können wir das dann auf englisch feststellen, was du damit meinst und dann so eine bessere Form in deutsch...

Homer: In deutsch.

Mitchell: Also, zum Beispiel hier am Ende des ersten Paragraphen. "Wie eine internationale Firma, AmeriChemists kann diese Formen zu zwei möglichen Unternehmensformen." (umm) Das habe ich nicht genau verstanden.

Homer: OK

Mitchell: Ich verstehe hier du sprichst von den verschiedenen Unternehmensformen in Deutschland: AG, GmbH, KG, OHG und so weiter aber hier ich glaube du versuchst zu sagen, daß eigentlich nur zwei Typen, nur zwei...

Homer: Formen.

Mitchell: Formen für AmeriChemists möglich sind, und das sind AG und GmbH. Hier hast du das nicht so gut ausgedrückt. Ist das richtig? Ist das, was du gemeint hast?

Homer: Ja, weil es eine internationale Firma und eine ganz große Firma. Wenn es seine Tochterfirma wählen die Form will es und diese Formen OHG und KG sind nicht für Americhemists.

Mitchell: Kommen nicht in Frage?

Homer: Ja, nur AG und GmbH

Mitchell: Gut. Dann meinst du vielleicht nicht "wie" sondern "als". Aber ist es der Fall, daß in Deutschland, daß internationale Firmen in Deutschland nur AG oder GmbH sein können? Oder können auch internationale Firmen auch KG sein?

Homer: Ja

Mitchell: Ja sie können auch?

Homer: Aber weil es eine große Firma ist...

Mitchell: OK. Also, es ist nicht nur, daß es eine internationale Firma ist, sondern auch daß es so groß ist... Dann vielleicht "Als eine sehr große internationale Firma"

Homer: Ja, mit vielen Beschäftigten und Arbeitnehmer/innen

Mitchell: (mm hmm) "kann AmeriChemists nur"

Homer: Ja. OK.

Mitchell: "nur zwei mögliche Unternehmensformen"...und dann brauchst du noch ein Verb hier. Können ist ein Modalverb.

Homer: Ja, natürlich.

Mitchell: "kann AmeriChemists nur zwei mögliche Unternehmensformen"...(umm)

Homer: wählen.

(Homer/Mitchell/A1)

I was concerned with the meaning Homer was attempting to convey and negotiated modifications to the forms used to convey that meaning. The suggested

modifications arising out of the dialog included replacing *wie* with *als*, adding adjectives to denote the size of the company, inverting the word order in the main clause, replacing *diese Formen zu* with *nur* and adding the infinitive form *wählen* at the end of the clause. For the same fragment the instructor suggested deletion of the subordinate clause at the beginning, addition of the preposition *von*, addition of a dative case marker on the pronoun following, deletion of *zu*, and addition of the infinitive form *wählen* at the end of the clause.

Homer chooses to incorporate a combination of the conference and the instructor feedback in his final version. In addition to my comments, some of the revised material came from Homer's own utterances in the conference, revealing his attention to the dialog and strong motivation on his part to revise acceptably. The first part of the revised sentence clearly comes from the conference dialog. Homer writes: "Als eine internationale und sehr große Firma mit vielen Beschäftigter kann AmeriChemists". The remainder of the sentence is motivated by the instructor's comments, or more precisely, a blend of the two sets of feedback, particularly regarding the final infinitive, which is suggested in both sources. Homer wrote: "von diesen formen zwei mögliche Unternehmensformen wählen".

The second episode in the writing conference also arises from the desire of the consultant to understand the meaning Homer wanted to convey. I point out another area in the text and talk about its lack of understandability. Homer had written the following sentence: "Die AG und die GmbH haben viele Regeln für eine Firma eine AG oder GmbH werden." I invite Homer to explain in more detail what he means with this sentence. Homer's response indicates that he wishes to stress the fact that both forms

have legal guidelines, which he would treat more thoroughly in the following paragraph. I suggest that Homer use the form *beide* in his revision, a form the student had successfully used in a previous sentence. It was also suggested that the preposition *für* be replaced with a subordinating conjunction *wenn* and the word order of the clause be modified, also with inclusion of a modal verb. In contrast Clyde's feedback suggests that Homer begin a new paragraph with the new sentence, add a full stop before the preposition and delete the remainder of the sentence.

Homer's revision again blends feedback from both sources. He does begin a new paragraph, as the instructor had suggested, but he also attempts to implement the suggestions from the consulting session, replacing *für* with *wenn* and adding the modal verb. However, in doing so, he leaves out the main verb of the sentence resulting in this final draft revision: "Die AG und die GmbH haben viele Regeln, wenn eine Firma eine AG oder GmbH möchte."

In the first two episodes of this conference Homer receives feedback which he then creatively blends with the feedback received from the instructor to produce the revisions discussed above. In the third episode, Homer disregards the instructor's feedback and relies completely on the suggestions made in the conference. This fact makes the examination of the conference talk surrounding this portion of the composition particularly interesting and provides data for further discussion of the implications of providing writing conference feedback.

The following excerpt from Homer's rough draft becomes the focus of the third episode: "Diese Aktien der AG können die Öffentlichkeit tauschen, wo es macht ein Markt für die AG s Aktien werden." I ask for some further explanation of Homer's

meaning and understanding is achieved through Homer's use of English in the ensuing dialog.

Homer: OK. (umm) Die Aktien für die Firma, die (umm) Eigentümer teilen (umm) die Aktien kann tauschen mit (umm) in der Markt in (umm) der "Stock Exchange".

Mitchell: an der Börse

Homer: Börse, ja. (umm) die tauschen an der Börse so sie können an der Börse in eine öffentliche Börse

Mitchell: getauscht werden. "Diese Aktien der AG können öffentlich getauscht werden" oder vielleicht "an der Börse getauscht werden" Das ist dann Passiv.

(Homer/Mitchell/A1)

Homer incorporates this suggestion in the final draft of the essay, along with other suggestions for the sentence including deletion of *macht*, addition of an accusative case marker on the indefinite pronoun *ein* and replacement of *werden* with *gibt* at the end of the sentence. These suggestions are incorporated, even though the instructor had advocated deleting the entire sentence.

Further along in the passage under scrutiny, I make the comment that Homer should think about expanding the paragraph a little to specifically state whether the facts he is writing about indeed constitute advantages or disadvantages for the company. I argue that this is a necessary step, since the section bore the heading "Advantages and Disadvantages". I attempt to help Homer improve the flow of his paragraph by proposing transitions to link the sentences together and give an example why the statements he was making are important. The following dialog occurs as a result of my recommendation.

Mitchell: So das könntest du vielleicht ein bisschen weiter erklären--ob du das für einen Vorteil oder für einen Nachteil hältst. Ja? Und hier dann sprichst du von... also indirekt von Vorteilen und Nachteilen.

Homer: So vielleicht (umm) "Es kann eine gute Idee sein, eine deutsche Firma...eine nur deutsche Firma eine AG wählen, wenn es groß ist aber es ist vielleicht ganz mehr schwer, wenn eine große internationale Firma eine AG wählt.

Mitchell: Ja, das ist besser. Also, es geht hier nur um so ein paar kleine Wörter zwischen den Sätzen, so eine Übergang von einem Satz zum anderen. "Es ist nicht so eine gute Idee, weil..." oder "Es ist nicht so eine gute Idee. Das ist der Fall, denn..." Also, es geht um ein paar kleine Wörter, verstehst du?

(Homer/Mitchell/A1)

These suggestions required Homer to provide more language than was already in the paper. The instructor's suggestions focused more on the existing language and included word order corrections in the subordinating clause and corrections of gender errors. In the final draft Homer incorporated the conference suggestions, adding transitional language to the paragraph.

It has become clear through the discussion of episode three that the suggestions from the conference feedback played a larger role in the revision than did the suggestions from the instructor. Why this is the case here remains an open question. Why did the student find it important to reconstruct the first sentence based on the consultant's feedback rather than delete it as the instructor had suggested? Why did the student go out of his way to add transitional elements between the sentences, rather than correct the language that already existed? One might speculate that the student's interest was so piqued by learning the new phrase *an der Börse* that he then wished to incorporate it in the revision, thus demonstrating his acquisition of business vocabulary and perhaps making a better impression on the instructor. Questions like this will be discussed further in the implications for future research in the final chapter of this dissertation.

The talk in the fourth episode of the conference focused on a missing verb in one of Homer's sentences. I point out that a verb is missing and Homer rather quickly provides the form *geben* to complete the clause "es würde Konflikt zwischen den Gruppen [geben]." This is the only change I suggest, although Homer's sentence contains

other structure errors, which had been found by the instructor. For example, Clyde draws attention to a subject-verb agreement error, a gender error, two case errors and a missed plural ending. Clyde also advocates replacing *würde* with *könnte* as well as adding the missing verb *geben*. I did not consider these structural problems to be as great a hindrance to the meaning of the sentence as the missing verb. In his final revision, Homer incorporates all of the suggestions successfully, with the exception of the gender mistake. He changes the gender of "Mitbestimmungsrecht" from feminine to masculine instead of neuter.

Once again the impetus for the discussion in the next episode was the incomprehensibility of Homer's sentence. The discussion begins when I read the sentence aloud and request clarification of its meaning.

Mitchell: "Auch kann AmeriChemists fast trotzdem Organe in seine Tochterfirma als AmeriChemists." Was heißt das?

Homer: OK (umm)

Mitchell: Vielleicht hier ist die beste Idee, dass wir das halt auf Englisch ausdrücken und dann versuchen das Deutsch zu finden.

(Homer/Mitchell/A1)

I was perplexed by what the possible meaning of the fragment could be, yet saw that it was a potentially important statement in support of the argument that the fictitious company should choose a certain form over another. Therefore, I made the decision to attempt to get at the meaning in English first, then find the German forms to match the meaning. At this point the language of the conference switched to English.

Mitchell: What did you try to say with that?

Homer: (umm) Let's see. That way or also AmeriChemists can keep or have or...that's the verb I'm missing right there, that I'm not sure on (umm) almost all the same (umm) company organization in its partner firm, its subsidiary as AmeriChemists itself.

Mitchell: Ah. So say that again. Let's get it in English first. Say that again.

(Homer/Mitchell/A1)

From this point we worked together to write out Homer's thoughts in English and decide which verb seemed most appropriate to add. The language of the conference then switches abruptly back to German as I make some suggestions, including restructuring the idea into a subordinate clause, replacing the wrong word choice "trotzdem", and adding the verb Homer had not been able to find.

Mitchell: Ich würde vorschlagen, wir sagen nicht "auch kann" sondern wir sagen (umm). Die ganze Argumentation ist, daß AmeriChemists GmbH wählen soll, nicht?

Homer: Ja.

Mitchell: GmbH soll sie wählen, also etwas mit wenn. "Wenn AmeriChemists GmbH als Unternehmensform wählt" -- und welches Modalverb würdest du benutzen?

Homer: kann oder soll.

Mitchell: OK. Kann. "...kann die Firma fast alle"... das ist nicht so schlecht, nun daß ich das verstehe, aber dieses Wort kann nicht bleiben-das bedeutet etwas anderes. "fast alle-- fast diesselben Organe in ihrer Tochterfirma..." und das Zauberverb *to keep or maintain*.

(Homer/Mitchell/A1)

As in episode 3 above, Clyde suggests the deletion of the sentence without giving any suggestions for improving it. As a result of the conference talk, however, Homer decided to revise the sentence instead, producing a result still with some errors, yet vastly easier to comprehend than the original fragment. He wrote in the final version: "Wenn wählt AmeriChemists GmbH als Unternehmensform, kann die Firma fast die selben Organe in ihren Tochterfirma als AmeriChemists Mutterfirma behalten." The use of the term *Mutterfirma* was also a topic of discussion in the conference. Neither party was sure of the word's viability, and I suggested that it sounded right as an extension of the metaphor in the term *Tochterfirma*, but that Homer should consult a dictionary to be sure. Either Homer did consult the dictionary, or he was willing to take the risk of including the questioned term in his revision. After the conference I did consult a dictionary and

found the term *Muttergesellschaft*, reinforcing my thinking that *Mutterfirma* was also a possibility. This is just one example of the writing conference as a learning experience for both parties involved.

Episode 6 consisted of correcting a word choice error in two separate areas of the essay. Although Homer had used the appropriate term in other contexts within the composition, he twice mistakenly wrote *Bericht* when he meant *Betrieb*. Clyde also noted these errors, and both were corrected in the revised draft.

Though brief, episode 7 provides an example of a case in which the conference feedback precisely paralleled the instructor's feedback. Homer had written "Der Vorstand ist das leitende Organ der AG, und kann mit ein oder mehr Personen bestehen." In the conference, I explain that the verb *bestehen* in this sense is part of an idiomatic expression in German requiring use of the preposition *aus*, instead of *mit*. I also explain that the indefinite articles that follow this preposition must reflect the dative case. Clyde's feedback on this passage consisted of notes meant to draw Homer's attention to the word choice error involving the preposition and an error designated as an ending error on the indefinite article *ein*. In his final draft Homer completed the revisions exactly as had been suggested in the conference. The preposition was changed to *aus*, the dative case marker was added to *ein*, resulting in *einer*, and the word *mehr* was changed to *mehreren*, a word choice suggested in the conference, but not by the instructor.

Clyde's feedback regarding the ending error on *ein* is noteworthy since the instructor's correction key included a code used to designate case errors, which more closely identifies the mistake here, yet that particular code was not used in this passage. The question of what type of feedback instructor's give when using a correction key as an

impetus for student revision will be discussed among the implications for future research in a later chapter.

A word order problem was the focus of episode 8. I remind Homer that the main verb of a subordinate clause should go to the end of the clause. The instructor also made this suggestion in his feedback, and Homer moved the verb in the revision.

In episode 9 the suggestions from both sources were quite similar to one another. I suggest replacing the conjunction *so* with *deshalb* or *deswegen*, in order to better convey the effect described in the sentence as attributable to the cause in the previous sentence. I also suggest changing the conjugation of the verb and using the passive voice. All of these suggestions were also made by Clyde, the only difference being the suggestion of replacing *so* with *also*. In the final draft Homer chose the conjunction *deshalb* to begin the sentence, changed the conjugation of the verb to agree with the subject, and employed a passive voice construction.

Episodes 10 and 11 were both brief, discussing a spelling error and an adjective ending, respectively. Clyde also commented on each of these errors, suggesting correction of the spelling error, just as I had. Regarding the adjective ending, the instructor advocated deletion of the adjective, whereas I propose a change in the ending. In the final revision Homer correctly changed the spelling error and deleted the adjective, following both my suggestion and Clyde's for the former, and Clyde's suggestion for the latter.

For the second writing assignment I made 51 suggestions for correction in the nine episodes of the conference, more than I suggested in more episodes in the first conference. The instructor, by contrast, made fewer comments on this paper than on the

first, with a total of 199 comments and corrections. I will present those suggestions discussed in the conference here and also provide details from the instructor's feedback in regard to the same points in the text and the actual final revisions in the post-conference draft of Homer's essay. Figure 6.2 provides the text and sources of feedback for this writing assignment.

Figure 6.2: Annotated text of Homer's second writing assignment

Soll AmeriChemists amerikanische Führungskräfte nach Deutschland schicken?

1. Einführung: Hintergrundinformationen

In der Tochterfirma AmeriChemists GmbH muß ein Managementteam wählen werden [4]. Wir können entweder ein deutsche Team oder ein amerikanische team wählen. Beide deutsche und amerikanische ManagerInnen haben viele Vorteilen, und auch haben eine gute Kenntnis über AmeriChemistss. Die beiden Gruppen sind sehr qualifiziert, und beiden Gruppen werden gut für AmeriChemists, ob einer Team die Mutterfirma gewählt wird [5]. Obwohl beide deutsche und amerikanische ManagerInnen qualifiziert sind, der Managementstil einen Deutsche als einen Amerikaner sind ganz anders. Deshalb muß Americhemists sich entscheiden, welcher Managementstil ist besser für AmeriChemists; beide die Mutterfirma und die Tochterfirma.

Ein deutscher Managementstil ist ganz anders als ein amerikanischer Managementsil, der Managementstil AmeriChemists, weil die Kultur so anders zwischen Deutschland als den USA ist. Daher muß AmeriChemists deutschen Kultur verstehen, bevor den deutschen Managementstil wird bei AmeriChemists verstehen können [6]. Erstens ist Zeit sehr wichtig für Deutscher, und auch deutschen ManagerInnen. Deutsche sind pünktlich, und sie erwarten jeden Mann auch pünktlich sein. Ein deutsche Manager hat eine Aufstellung, die sehr wichtig zum Manager ist. Ein deutsche Manager ist auch ganz Privat. Er braucht seinen Platz, wo anderen Menschen sollen nicht stören. Deutsche ManagerInnen machen sehr gründliche Entscheidungen auch, ob es eine kleine Wirtschaftsentscheidung oder die größten entscheidung der Firma ist. Planung ist sehr wichtig für einen deutschen Manager, und die Planung scheint in ihren Entscheidungen [7]. Es gibt eine "Entscheidungshierarchie," wo die Entscheidungen muß an vielen Managementebenen billigen. Obwohl wenn Entscheidungen gemacht sind, verändert die Entscheidungen fast nie. Der Fahrplan viele Entscheidungsprozesse sind sehr Lang, so sind ManagerInnen sehr inflexibel, wenn Mann die Entscheidung verändern möchte.

Der amerikanischer Managementstil ist ganz anders als den deutschen Managementstil. Erstens sind amerikanischen ManagerInnen nicht so Formal als ihren deutschen Gegenstück. Amerikanische ManagerInnen sind flexibler, und auch mehr kreativ mit ihrer Managementsstrategie. In amerikanischen Firmen gibt es eine Entscheidungshierarchie, die weder so groß noch so stark als die Hierarchie eines deutsches Betriebs [8]. Kommunikation zwischen ManagerInnen ist sehr wichtig innerhalb eines amerikanisches Managementteams [8]. Deshalb sind amerikanischen ManagerInnen informaler und auch ziemlich freundlicher als deutschen ManagerInnen. Zum Beispiel kennen amerikanischen ManagerInnen miteinander oft mit "Bob" oder "Mary," während in Deutschland muß einen Manager fast immer mit "Herr" oder "Frau" miteinander kennen [9]. Wielen amerikanischen ManagerInnen denken, daß Kreativität und Schnelligkeit ist wichtiger als Planung in Managementstrategie, besonders in die neue Globale- und Technologie- Wirtschaftswelt.

2. Interkulturelles Training

Figure 6.2 cont.

2.1 Die Notwendigkeit für interkulturelles Training

Ein deutscher Managementstil ist fast immer eine gute Strategie für eine deutsche Firma, so wie ein amerikanischer Managementstil ist fast immer eine gute Strategie für eine amerikanische Firma. Aber in internationalen Firmen gibt es vielen Konflikten zwischen die Strategie des Managers und die Strategie des Betriebs. Natürlich will eine firma ihren ManagerInnen die gleiche Interessen der Firma haben, so bringt die firma ManagerInnen von ihrer Mutterfirma zu ihrer Tochterfirma mit. Zum Beispiel will AmeriChemists vielleicht amerikanische ManagerInnen zu der deutschen Tochterfirma mitbringen.

Obwohl die ManagerInnen sind Qualifiziert, und sie werden für AmeriChemists' Top-Zielen arbeiten, hat die amerikanischen ManagerInnen fast immer keine Kenntnis über deutsche Kultur. Die amerikanischen ManagerInnen wissen weder die Arbeitsstil den ArbeitnehmerInnen noch die Strategien und Stilen den anderen deutschen ManagerInnen. Wenn ein internationale Manager kennt die Kultur nicht, können vielen Problemen sehr schnell entwickeln. Ein Manager kann sehr offensiv zu seinen ArbeiterInnen sein, wenn nur der Manager mit den ArbeiterInnen ein Kulturmissverständnis hat [1]. Aber die Missverständnissen werden oft sehr schlecht für die firma. Produktivität senkt, Ziele der Firma sind nicht erreichen, und am wichtigsten, Gewinn senkt auch.

Deshalb ist interkulturelles Training so wichtig für internationalen Firmen, so die ausländischen ManagerInnen haben ein Kenntnis über die andere Kultur, wo die Tochterfirma ist. Wenn der ausländischen Manager eine Kenntnis über die Kultur und den Arbeitsstil seinen ArbeitnehmerInnen, gibt es weniger Problemen für den Manager. Meistens sind die Problemen dann über Arbeit, nicht die Sprache, oder Religion oder anderen Missverständnissen [2].

2.2 Die Zunahme an interkulturelles Training

Der globale Wirtschaftsmarkt in den 21en Jahrhunderts macht mehr internationalen Firmen. Die kleine Firmen, die nur sich in ein Region befinden, oder ein Land, sind jetzt abnehmen. Die Zunahme internationalen Firmen, mit vielen Tochterfirmen in vielen Ländern, ist sehr wichtig für den globale Wirtschaftsmarkt. Die Tochterfirmen brauchen vielen ManagerInnen von dem einheimischen Land der Mutterfirma. Deshalb arbeiten vielen amerikanischen ManagerInnen Übersee, manche ManagerInnen mit keiner Kenntnis über die Kultur, die ManagerInnen brauchen für Arbeit. Deshalb mit der Zunahme internationalen Firmen kommt die Zunahme interkulturellen Training. Das Training gibt den ManagerInnen die kulturellen Geschicklichkeiten, daß sie für wirksame Arbeit brauchen. Natürlich wollenb internationalen Firmen ihren ManagerInnen am besten Arbeiten, und jetzt wissen diesen Firmen, daß interkulturelles Training ist am bestens für wirksame Arbeit in anderen Ländern, wo die Tochterfirmen sind.

2.3 Die verschiedenen Arten von Programmen und Angeboten für interkulturelles Training

Die Arten von diesen Programmen sind sehr wichtig für die ManagerInnen. Das Programm ist nicht nur für die ManagerInnen, aber auch für ihren Familien. Das Programm lehren beiden Kultur und Sprache zum Familie. Es lehrt auch beide Arbeitskultur, und auch Personalkultur. Zum Beispiel lehrt das Programm über Sprache mit kunden, aber auch über Versammlungen im Familiens Haus [3]. Das Angebot für interkulturelles Training ist jetzt so hoch, weil Kultur den wichtigsten Aspekt für eine familie in einen anderen Land ist.

2.4 Die Kritik an interkulturellem Training

Interkulturelles Training ist eine sehr gute Idee, für eine Firma, die will amerikanische Manager für ihren ausländischen Tochterfirmen wählen. Die Kosten des Programms sind sehr hoch, besonders wann der Managers Familie auch trainieren. Aber die Kosten des trainingprogramms sind niedriger als die Kosten von Versagenen in der Tochterfirma, weil die TopmanagerInnen der Tochterfirma keine Kenntnis über Kultur haben. Auch wenn die ManagerInnen wissen die Kultur und Sprache der Tochterfirma, und

Figure 6.2 cont.

auch die Ziele und Gewinnstrategie der Mutterfirma, ist es am besten für AmeriChemists, weil AmeriChemists die besten TopmanagerInnen für die Firma beschäftigen.

3. Abschluß: Stellungnahme

Wie eine große internationale Firma, AmeriChemists braucht die besten ManagerInnen für beide die Mutterfirma und die Tochterfirma. Die Firmen wollen die ManagerInnen, daß die gleichen Ziele und Perspektiven als AmeriChemists haben. Deshalb soll AmeriChemists amerikanische ManagerInnen sollen auch ein interkulturelles Training Programm, bevor sie nach Deutschland zu arbeiten fahren werden. Durch dieses Programm können die ManagerInnen ein Kenntnis über deutsche Kultur und auch Sprache, seit beiden deutscher Kultur und Sprache sind so anders als amerikanische Kultur und Sprache. Mit diesen ManagerInnen können AmeriChemists die beste mögliche Tochterfirma in Deutschland.

Episode 1 begins shortly after Homer finishes reading the essay aloud. First, I outline some of the globally problematic areas of his writing, including passive voice, genitive case, word order and word choice. After mentioning these I begin discussion of a particular area in the text, noting that I had difficulty understanding the meaning Homer was trying to convey.

Mitchell: ...aber zuerst besprechen wir die Stellen im Aufsatz, wo ich nicht so gut verstanden habe oder wo es -ich glaube- Probleme mit dem Stil gab. Umm Hier zum Beispiel auf Seite drei.

Homer: mmm hmmm.

Mitchell: (reads from draft) "Ein Manager kann sehr offensiv zu seine ArbeiterInnen sein, wenn nur der Manager mit den ArbeiterInnen ein Kultur Mißverständnis hat." Und ich glaube du willst dann betonen, dass es nur ein Mißverständnis ist.

Homer: Ja.

Mitchell: Und dass es nicht irgendwie von dem Manager eigentlich gemeint ist, ja? Aber ich glaube vielleicht ist das ein bisschen zu viel hier.

Homer: OK mmm hmmm.

Mitchell: Vielleicht können wir das ein bisschen verkürzen.

Homer: OK

(Homer/Mitchell/A2)

The episode continues on in this way, taking longer turns myself and Homer responding with extremely short utterances. Only when I switch to English does Homer offer more for our dialog. Our switch to English, however, leads to a lengthy discussion of how to incorporate language which is not gender specific, and the remainder of the

episode is carried out mainly in English, interspersed with individual words or phrases in German.

Mitchell: ...And basically what you're doing here is just repeating nouns: "Manager, ArbeiterInnen, Manager, ArbeiterInnen, Kulturmißverständnis..." You know, it's almost like you're repeating the exact same thing that you said up in front.

Homer: Yeah. I wasn't sure how to refer back without making it ambiguous, and that's how it got so-

Mitchell: Right, because if you try to put pronouns in you know "er, sie" and then it could be a woman or a man.

Homer: exactly.

Mitchell: The whole bit, so you open that whole can of worms.

Homer: Yeah. That's why I did it that way.

(Homer/Mitchell/A2)

Once we work through this digression, the actual suggestions I make for revising the passage include changing the word *offensiv* to *beleidigend*; which was the word Homer chose to use from several potential synonyms for *offensiv* listed in a dictionary entry, changing the pronoun from *zu* to *gegenüber*, and rephrasing the second part of the sentence to a more concise "wenn der Manager so etwas nicht meint." I also give several suggestions for implementing gender inclusive language, then leave it up to Homer to make a final decision about how to approach that issue in his final draft.

In his feedback, Clyde suggests only deleting the word *sehr* and replacing *offensiv* with *beleidigend*, and it is clear from the final draft that Homer used both sets of suggestions in his revision of the passage. He wrote: "Ein Manager kann beleidigend gegenüber seinen ArbeiterInnen sein, wenn er so eine Beleidigung nicht meint."

The second episode of conference talk is not as lengthy, and consists of two suggestions for revision for each of two sentences. The suggestions I make for the first are that Homer correct an adjective ending and that he add a verb missing from the end of his subordinate clause; those for the second sentence include changing an incorrect plural

form and finding a way to shorten the sentence by consolidating the words *Sprache, Religion und andere Mißverständnisse* under a heading like *Kulturelle Sachen*, to provide a parallelism between them and the heading *Arbeit* which he had used in the opening clause of the sentence.

Clyde also makes mention of the adjective ending in the first sentence, and advocates changing the wording of the subordinate clause from "Kenntnis über die Kultur und den Arbeitstil (missing verb)" to "die Zielkultur und den Arbeitstil besser versteht." He also notes a spelling error, an incorrect case marker and an incorrect plural form in the first sentence. In the second, he only notes an incorrect plural form; not the one I noticed, but another which would have been replaced by my suggestion for revision of the final clause of the sentence. Again Homer blended elements from both sets of feedback into his final revision. In the first sentence he changed the adjective ending, the case marker and revised the subordinate clause using Clyde's suggestions. For the second sentence he changed the incorrect plural form I had noted and revised the end of the sentence according to my suggestion, writing *kulturelle Eigenschaften*.

In the third episode I make many suggestions for revision, and give advice on inserting specific examples from a secondary source for Homer's discussion of the various types of intercultural training. The discussion of this passage is lengthy and is conducted mainly in English. It begins in German, again arising from my inability to fully understand what meaning Homer is attempting to express with his text, and focuses first on correcting an agreement error, then on changing the verb altogether. As seen in the following excerpt, I choose English in the middle of this discussion. After three turns

we switch back into German, yet Homer continues to answer some of my queries in English.

Mitchell: Und noch eine Stelle, wo es zu viele Wörter gibt wahrscheinlich, oder...ah. Hier nicht zu viele Wörter aber ich habe das gar nicht verstanden. Ich verstehe "diese interkulturelle Trainingsprogramme sind sehr wichtig für die ManagerInnen. Das Programm ist nicht nur für die ManagerInnen aber auch für ihre Familien. Das Programm," und was ist hier am Verb falsch?

Homer: ummm...oh...lehrt.

Mitchell: lehrt, gut. "Das Programm lehrt beide Kultur und Sprache" Hier brauchst du nicht "zu Familie." Du kannst auch sagen, "Das Programm bringt der Familie beides Kultur und Sprache bei." Beibringen, hast du das gehört?

Homer: beibringen.

Mitchell: ein anderes Wort für lehren-- Es bedeutet dasselbe aber das ist dann trennbar. Also, dann würde man sagen "Das Programm bringt der Familie beides Kultur und Sprache bei." Ein bisschen komplizierter.

Homer: OK

Mitchell: Ein bisschen deutscher. Hier das ist ein bisschen Englisch glaube ich.

Homer: Ja.

Mitchell: The program teaches both culture and language to the family.

Homer: To the family. It was screaming English to me, but I wasn't sure of anything.

(Homer/Mitchell/A2)

From this initial discussion of verbs and style, we move on to discuss the general examples Homer gives and advise him to use more specific examples and cite the source from which they come, which was indeed part of the assignment for this essay. As is seen in the following excerpt, we switch into English, again at my suggestion, to thoroughly discuss the points made in the article and their potential impact on the text.

Mitchell: ...ich erkenne das Beispiel aus dem Artikel.

Homer: Yeah.

Mitchell: Im Artikel gab es so ein Beispiel und ich glaube das war sehr spezifisch für den Artikel. Vielleicht ist das nicht das beste Beispiel für deinen Aufsatz, ja? Also vielleicht, ja, ich wollte halt sagen--vielleicht kannst du den Satz weglassen. Ich glaube du beschreibst hier, was für Training es im Programm gibt. Also das beschreibst du hier und dann hier versuchst du, konkrete Beispiele zu geben, aber das sind eigentlich keine konkrete Beispiele.

Homer: OK

Mitchell: Vielleicht wenn du sagen würdest, "zum Beispiel im Artikel" also vielleicht kannst du dann diesen Artikel zitieren und dann sagen ja "Zum Beispiel

im Artikel aus dem *Wall Street Journal* 1992 blah blah blah. Im Artikel aus dem *Wall Street Journal* wird ein Programm beschrieben..." Let's get this in English before we try it in German.

(Homer/Mitchell/A2)

Clyde's suggestions for this passage parallel my own in two areas. First, he also suggests replacing the verb *lehren* with *beibringen*, then further suggests replacing *lehren* with *betonen* in another occurrence of the verb, arguing in a margin note that "a program is not animate, therefore cannot teach." Second, the idea behind his suggestion for replacing *beide...und* with a *sowohl...als auch* construction matches mine, although I incorrectly suggest *sowie...als auch*. Beyond those two items, Clyde's suggestions also include modifying three incorrect case markers which I had overlooked. He does not make as sweeping a suggestion for revising the examples Homer gives, or for appropriately citing the article, but he does underline much of the passage under scrutiny and place many question marks in the margins and between the lines of text, signifying his wish for Homer to clarify this section.

In his final draft, Homer again blends elements of the feedback from each source. He changes all of the incorrect case markers, as Clyde suggests, includes the verb replacements suggested by both myself and the instructor, and replaces *beide...und* with *sowie...als auch*, as I suggest. He does not, however, include any of the citation we had so thoroughly discussed.

Episodes 4, 5 and 6 all deal with the appropriate use of the passive voice, which was one of the assigned elements for the essay. These episodes include brief discussions regarding the use of the participle and the concept of the agent (see the example in section 6.2 above). Clyde's comments corresponding to episode 4 of the conference talk also include recommending the use of the past participle to complete the passive voice

construction. For episode 5, however, Clyde suggests deletion of a subordinate clause in which the passive construction appears, whereas I suggest only the addition of the preposition *von* and the addition of a dative case marker to change the noun into a passive agent. In his comments corresponding to episode 6 of the discussion Clyde suggests changing the word order, replacing an infinitive with a participle and replacing *bei* with *von* in order to tweak Homer's attempt at a passive construction. In the final draft, Homer successfully incorporates the suggestions made by both myself and Clyde for episodes 4 and 6, and for episode 5, Homer chooses to make the corrections I suggest for the passive voice (which he does successfully), instead of deleting the clause and making the adjustments the instructor suggests.

The focus of the brief seventh episode is on word choice. I suggest the replacement of the phrase "die Planung scheint in ihren Entscheidungen" with "die Planung erkennt man an ihre Entscheidungen," which adds a passive voice alternative, yet another required element of the assignment.

Mitchell: OK. A verb. This can't be the right verb here. "Die Planung scheint in ihren Entscheidungen." I understand what you mean

Homer: but...

Mitchell: it shines through. It's kind of poetic. Bist du ein Poet?

Homer: No.

Mitchell: Bist du ein Dichter? (laughter) "Die Planung erkennt man..." and there's a passive voice alternative if I ever saw one. "Die Planung erkennt man an ihre Entscheidungen." Yeah, that's good.

(Homer/Mitchell/A2)

In Clyde's written feedback he does not make any suggestions for changing the text, he merely underlines the phrase and writes in the margin "what do you mean?" Homer incorporates my suggestion with some success, this time misspelling the verb, but it is apparent that he attended to the error in some way.

Another of the more complex forms Homer had asked for help with was the genitive case, which finally makes its way into our discussion in episode 8, very near the end of the conference. I draw his attention to two consecutive sentences in which he correctly uses the genitive case with the exception of the adjective ending. He has inappropriately written "eines deutsches Betriebs" and "eines amerikanischen Managementteams" and I, of course, remind Homer of the correct adjective ending for all preceded adjectives in the genitive case. Clyde overlooks both instances of incorrect endings in his feedback, yet in the final draft Homer perfectly incorporates my suggestion both times, leading to the correct use of the genitive.

The final episode of this conference was also brief and focused on word choice. The only difference apparent between my suggestions and Clyde's for this passage is that I give a suggestion for replacing the words *kennen* and *miteinander* with *grüßen* und *einander*, respectively, whereas Clyde only notes the errors with the appropriate symbol from his correction key; "ww." (See Figure 4.1 for key.) Homer incorporates my suggested word changes in the final draft.

Again, I provide here a three part summary regarding adherence to the agenda, self-corrective moments in the read aloud phase and general trend in revisions. In the first conference between Homer and me, the agenda items, again of clarity and support were not precisely followed, but the dialog did result in some worthwhile discussions of Homer's attempts at complicated grammatical forms. Practically the same agenda was set for the second writing conference, and Homer reported positively on the outcome of the conference regarding these issues, particularly passive voice and genitive case.

Regarding the self-corrective moments of the read aloud phase of the first conference, Homer's behaviors followed the trend in that he only incorporated those self-attended items which had also been mentioned by the instructor. In the second conference, however, two exceptional examples appear in which Homer incorporated his own changes even though no comment was made on those items by either the instructor or myself.

As in the previous case study, Homer made revisions generally incorporating feedback from both sources. The feedback from each source was so similar that it is difficult or impossible in some episodes to ascertain whether Homer preferred the instructor's or the consultant's suggestions. In some cases, however, it becomes very clear that Homer preferred the consultant's feedback; mainly in the two cases in which it was chosen over the instructor's suggestion to delete a sentence fragment. In those cases Homer produced more language in a more precise manner in his final draft. Implications of the trends for auto-correction and implementation of suggested revisions observed in Homer's case are discussed in chapter eight.

Chapter 7: Harold's Case

7.1 Profile of Harold

Harold is a Caucasian male with English as a first language who reported senior standing in the university with a double major in marketing and German. He approximated his grade point average in German as 3.4 out of 4.0 and reported four years of German in secondary school and six weeks of study abroad experience in Germany.

His response to the first writing assignment was five typed pages in length, including an introductory section, a discussion of the advantages and disadvantages of the various German business forms, and a concluding statement advocating the choice of a limited liability corporation for the fictitious company's German subsidiary. His response to the second assignment was six typed pages in length and included the elements of the assignment as outlined in the course textbook. These included an introduction giving background information about management policies in Germany and the United States, as well as a section on intercultural training with subtopics regarding 1) the need for intercultural training, 2) the increase in intercultural training for management personnel, 3) the various types of programs offered and 4) the critical arguments against intercultural training. In addition to these, the student provided a conclusion in which he argued against the employment of foreign managers in the fictitious company's German subsidiary.

7.2 Negotiated agenda between Harold and Martin (expectations) and perceived conference outcomes

During the agenda-setting phase of the conference on the first writing assignment Harold responds to Martin's questions regarding the focus of the conference. Harold is mainly concerned with sentence structure and the main ideas in his essay, especially with providing enough support for the claims he was making in each section of the composition. The following excerpts from the conference delineate Harold's wish to ensure that his topics and subtopics are supported.

Martin: Normalerweise wir bitten die Studenten alle Studenten zu vorlesen ihr Bericht so man kann hören, wo es Probleme gibt oder sowas und ..uh.. weißt du, gibt es drei Orte in diesem Bericht oder Ziele, daß du Probleme hast mit diesem Bericht das du möchtest wiederholen...

Harold: ...nicht viel über die Grammatik mehr für Satzstruktur.

Martin: Ja OK Satzstruktur word order, stuff like that.

Harold: Ja und, also Hauptthemen und Subthemen oder Unterthemen.

Martin: We'll use that kind of as a guide.

Harold: Ja jede Hauptthema hat auch ein Hauptsatz oder Hauptidee und dann Unteridees, wo ich die besprechen und dann..uh..you know, a concrete detail for each one of them.

Martin: Unterstützung

Harold: Ja, Unterstützung that's it. Soll ich mein Bericht vorlesen?

Harold/Martin/A1

After reading the entire composition aloud, Martin begins to give feedback on various elements in the essay. Although Harold has requested that the conference focus on argumentation and support, Martin chooses to first give feedback on other concerns he has identified in the essay. His first utterance steers the focus away from grammar, which corresponds with Harold's expectations, and a discussion ensues about spelling errors in the paper and word order. These had also been mentioned in the opening

sequence, and it is therefore not a total deviation from the agenda to discuss them. In the following excerpt Harold and Martin speak generally about the spelling and word order errors before discussing each specific error in further detail. Examples from the longer discussion of the details of each error will be given in section 7.4 below, where a comparison between Martin's feedback and the instructor's feedback will be made.

Martin: OK

Harold: Das war's

Martin: Ausgezeichnet. Ich denke, daß deine Grammatik ist nicht so schlecht.

Harold: Nicht so schlecht.

Martin: Es gibt nur ein Paar Probleme, und die meisten sind nur...uh...word order.

Harold: Ich habe auch ein Paar Typos gesehen.

Martin: Ja. Falsch buchstabieren. Ich habe bis ein Paar bemerkt, so wir können jetzt wiederholen und ich kann dir zeigen, was ich bemerkt habe hier.

Harold/Martin/A1

After several minutes of attending to the specific errors not directly related to argumentation, Martin steers the conference talk back onto the track set in the agenda. Harold is eager to revisit the composition at this point and talk about the arguments and support in each section. This part of the writing conference is characterized by Harold or Martin (sometimes both) reading paragraphs from the essay quickly and quietly (though not silently) and discussing the way the sentences relate to each other and any problems this flow of ideas might pose for the reader. Both conference participants agree that the first section of the composition does not need much further support, since Harold has used this section to provide the reader with information about various business forms in Germany and has not yet made an argument for or against a specific form.

Martin: ...um und als ein Ziel du hast gesagt, dass du möchtest wissen, ob ihre Hauptideen sind unterstützt, so der erste Teil...

Harold: Ja. Vielleicht sollen wir nicht durchlesen, we können, ja we können.
Let's just go through it real quick and make sure that I've got one or two sentences for each.

Martin: OK. Ich habe bemerkt, dass die erste Teil von ihrem..um..Bericht ist am meisten..um..informative (English). Es gibt die Grundfakten die Hintergrundfakten so.

Harold: OK.

Martin: (reads from text)...Der erste Absatz ist ziemlich gut.
(both read from text)

Martin: Was ist die Hauptidee von diesem zweiten Absatz?

Harold: Ich habe nur die Rahmenbedingungen beschrieben von den verschiedenen Rechtsformen.

Martin: Ich denke es ist nicht so wichtig hier, daß du hast eine sehr klare Hauptidee als am Ende, weil in diesen Absätze ich denke die Hauptidee oder was ich verstehe als Zuleser ist, daß es nur für informing the reader about the background stuff so ..uh..you're not really making an argument so to speak that you need to be concerned that you're supporting as such. But I mean it's important what you're saying.

Harold: Well I kind of broke it down like OK they're organized by rules and there's two forms and then each form's got, you know, however many and then inside of these there's however many different conditions so I kind of went on a "Hierarchie" so to speak.

Martin: Flowchart

Harold: Ja. There you go. There's really no point for argument in the first

Martin: Right, right.

Harold: "Teil" I guess you would call it, the first section...

Harold/Martin/A1

In the previous exchange Martin and Harold are addressing the issues they had negotiated while setting the agenda. This discussion of argumentation and support in the paragraphs of the essay continues in the following example, but is thereafter abandoned again when Martin draws the attention to word order, word choice and spelling problems for the balance of the conference. The discussion is focused on the second section in the paper in which Harold delineates the advantages and disadvantages of each form in order to come to an informed conclusion about the form that will be adopted by the fictitious company. In this excerpt both participants agree that support is necessary, but no

concrete suggestion is given regarding how the student should revise his text to provide the support.

Martin: So es ist betont, dass du hast die Kapitalgesellschaft entscheidet als die richtige..uh.. Form.

Harold: Rechtsformen oder Unternehmensformen. Vielleicht soll ich ein bisschen unterstützen also ich habe diese Hauptidee sehr betont aber nicht so viele meat, I guess, on the bone.

Martin: Ja.

Harold: ein bisschen nachschlagen und überlegen.

Martin: Vielleicht ein paar Sätze schreiben,

Harold: ein paar Sätze schreiben.

Martin: die unterstützen diese Idee.

Harold: (writes on draft) Unterstützung? Unterstützung.

Harold/Martin/A1

The areas to which Harold referred in the reflective statement he wrote immediately following the first conference correspond with those that were mentioned when the agenda was set at the beginning of the interaction. He originally asked for assistance with support of the main ideas in the essay, and according to the reflective statement, left the conference knowing that there was much room for improvement on that aspect of his writing. However, no clear detail on how to proceed with revisions to his arguments came out of the conference. Much more discussion was devoted to spelling and word order problems in the composition.

A portion of the agenda-setting negotiation for the second writing conference is missing from the videotape, but based on the portion that was recorded, as well as the consultant's notes on the draft of the essay, it is apparent that the student had requested help with grammar, content and support for the main arguments in the paper. This agenda was set in the following excerpt from the conference:

Harold: ...ziemlich gut ist, die Topic ist ziemlich eng also man kann nicht so viel schreiben.

Martin: Du möchtest wissen dann, ob alle Inhalt gehört zu dem Thema.

Harold: Ja.

Martin: OK ganz klar.

Harold: So jeder Absatz oder Teil hat ein Hauptthema so zuerst Grundinformation des Managements in Deutschland und der USA. Ich glaube das ziemlich gut ist.

Martin: Du möchtest wissen, ob deine Hauptthemen unterstützt sind.

Harold: Ja. Soll ich vorlesen und...

Martin: Ja, bitte, bitte.

Harold/Martin/A2

The aspects of this second writing assignment that Harold hopes to discuss are the same as those named in the agenda of the first conference. We will see, however, as we look at excerpts from the conference, that more discussion is actually devoted to these topics in this session, and more concrete details and suggestions for revising the paper are given for this paper than for the first. As soon as Harold has finished reading his paper aloud, Martin begins by talking about some grammar problems he has noticed. Since grammar is also one of the areas mentioned while setting the agenda, this is not a derailment of the conference goals for this session. Shortly after bringing the grammatical issues to Harold's attention, Martin switches the focus to the argumentation in one paragraph of the essay. The following excerpts show Martin referring to the initial paragraphs of the composition and praising Harold for the way he has supported his arguments.

Martin: Also ich denke, dass deine Hauptidee ist hier sehr stark unterstützt. Also, es geht, es paßt.

[short intervening discussion of a grammar point]

Martin: So diese Absätze sind über die Unterschiede in Deutschland.

Harold: Ja, so die ersten zwei Absätze sind gut.

Martin: Ja.

Harold: Ich wundere...nicht wundere aber ich denke manchmal, ob diese Unterthemen oder Subthemen sind genug unterstützt.

Harold/Martin/A2

It is at this point in the discussion that Martin moves from praising the supports Harold has given for his arguments to posing questions to spur Harold to think critically about his work and offering suggestions for clarifying arguments and strengthening his support. In the ensuing discussion Harold is convinced of the need for further support in the areas of the text under scrutiny. The length of his utterances also increases as he explains and defends his main points.

Martin: So du sagst hier, dass weil diese Firmen Tochtergesellschaften im Ausland haben, ist es wichtig, dass sie diese interkulturelles Training für ihre Personen, ihre Mitarbeiter, die nach diesem Ausland geschickt OK dann du hast in diesem Absatz und im zweiten und dritten diese Idee unterstützt, dass es wichtig ist für diese Manager und andere Leute Training zu haben. So was ist deine Hauptidee hier, nur die Notwendigkeit, warum es so notwendig ist?

Harold: Ja. (reads from draft) "Diese sogenannte Multinationalfirmen müssen ihre Positionen anstellen aber können alle Stellungen nicht immer besetzen." Das ist die Hauptidee.

Martin: OK. So eine Frage, die ich stellen würde ist: Sprichst du über die Probleme, die es gibt, wenn man schickt oder eine Firma schickt ein Manager nach Ausland ohne dieses Training?

Harold: Nein, noch nicht. Das soll vielleicht am Ende sein.

Martin: OK

Harold: Das ist nicht wirklich (unintelligible) mein Hauptthema. Meine Hauptidee ist, daß sie können alle Stellen nicht nur besetzen, das könnte Probleme sein, aber sie müssen Training haben, um diese Probleme mit den unbesetzten Stellen zu vermeiden...I think.

Harold/Martin/A2

Harold also gives some indication of his general opinion of the assignment during this discussion when he responds to Martin's question regarding the necessity and importance of a paragraph.

Martin: Was bedeutet dann Zunahme?

Harold: increase.

Martin: Du sprichst hier über ein Trend?

Harold: Ja.

Martin: Denkst du, daß dieser Absatz wichtig ist für die...

Harold: Ja, wir müssen diese vier Subthemen haben.

Martin: So du mußt über das sprechen, es ist nicht deine Wahl. (laughs)

Harold: Nein, es ist keine Demokratie.

Martin: Es ist eine Diktatur?

Harold/Martin/A2

At this point in the writing conference the consultant really has done his job in eliciting comments from the student that reflect on the text he has written, and cause him to think critically about the text and the assignment. Though Harold did not mention argumentation in the post-conference reflection as an area benefiting from the conference, it is clear that issues of argumentation did make up a major portion of the talk. After intervening discussions mostly focusing on word choice and word order, Martin once again steers the discussion toward content and argumentation near the end of Harold's essay. In the section outlining the critical arguments against intercultural training, Martin states what he believes to be the main point of Harold's argument and brings up a critical question which Harold admits he had been trying to avoid. Any effect this discussion may have on the revision of the draft will be discussed in a later section in this chapter.

Martin: Deine Hauptidee hier ist, daß es gibt kein Grund dafür, amerikanische Manager in dieser Tochterfirma zu haben. Es ist sinnlos. Es gibt überhaupt keinen Grund. OK. Noch eine Frage; denkst du, daß es wird ein Problem geben, wenn diese Tochterfirma muß den Hauptsitz in den USA haben?

Harold: Ja, sie müssen es haben.

Martin: OK. Aber denkst du, wenn die Firma hat deutsche Management oder Manager, daß wie zum Beispiel DaimlerChrysler es gibt ein Kampf zwischen der Tochterfirma in Deutschland und Hauptsitz in den USA? Vielleicht ist das nicht ein Problem oder das kommt gar nicht in die Tüte. (laughs)

Harold: Ich habe versucht, diese Idee also mit amerikanische Topmanager und deutsche Topmanager eine kämpfen... Ich habe versucht, das zu vermeiden. Vielleicht kann ich etwas erklären.

Harold/Martin/A2

7.3 Harold's auto-correction during the read aloud protocol and its impact on revision

As was the case with Herman and Homer, Harold also engaged in auto-correction during the read aloud protocol at the beginning of each writing conference. The adjustments he made while reading were mainly corrections of misspellings or adjustments to word order and verb endings, suggesting that reading a composition aloud can make one aware of these particular areas. As noted in the discussion of the analysis of student's expectations and perceived conference outcomes in chapter four, Harold also shared in his post conference reflective statement that he felt convinced that reading a composition aloud before turning it in would be a good way to note mistakes in the text, and was motivated to use the strategy for future writing assignments. Table 7.1 compares the original text of the first composition with the utterances made by Harold while reading aloud.

Table 7.1: Harold's self corrections while reading aloud in the first conference

No.	Original Text of Rough Draft	Harold's Utterance
1	verschieden	verschiedenen
2	erschiene	erscheinen
3	tragen	tragen (pause) tragen
4	tragen	tragen
5	Deutschland	Deutschland
6	gibt es kein Problem	gibt es Probleme
7	gehändelt	gehandelt
8	GmbH	AG
9	Das bedeutet, daß falls	Das bedeutet falls
10	viel	weil
11	entweder sie Aufsichtsrat sind oder nicht.	entweder sie Aufsichtsrat oder nicht sind.
12	scwere	schwere
13	Zweifel	Zwiefel
14	amerkanische	amerikanische
15	and	und
16	werdern	werden

The majority of the corrections made in this manner would benefit the composition by improving the language of the final draft. Examples such as 6,8 and 10 above would also prove crucial to the message of the text. Table 7.2 below will provide information as to whether these auto-corrections were actually implemented in the final draft.

The conference talk yields clues to the motivation of some of the corrections, but not all. For example in item 6 it is not clear whether Harold meant to make this utterance as a correction. He mentions again in the conclusion of his essay that there would be no problem *kein Problem*, and no further mention of the previous adjustment of these words is made in the conference. Corrections 3 and 4 point to an interesting case in which Harold talks himself into an incorrect form. Unfortunately, there is no further discussion of this utterance in the conference discussion, but it seems as though the student is engaged in an inner dialog, unsure of the correct revision. He at first says *tragen*, correctly revising the printed *trügen*, then pauses briefly and changes his revision back to *trügen* which he then utters again as an incorrect revision of the same verb in the following sentence. A similar phenomenon occurs in the case of item 13; Harold wants to use the word *Zweifel*, but it appears incorrectly as *Zwiefel* in an early paragraph. When Harold comes across this error he does not attend to it, and later in the essay, when he sees the correct form, he modifies it incorrectly by applying the incorrect form from the earlier occurrence of the word. This is one correction which is later brought up by the student in the conference, and, as will be described below, he ultimately corrects the mistake.

Attention will now turn to the conference discussion of items 9,11 and 13 from table 7.1 which provides clues to Harold's reasons for modification. In the case of item 9 the student initiates the topic, indicating that he indeed means to attend to that section with a revision. With the help of his own suggestion for correction, another suggestion made by the consultant, and a dictionary to verify the gender of a noun, the matter is discussed and the revision decided upon in the span of only a few lines of dialog.

Harold: Should there be a "daß" in there?

Martin: "Das bedeutet, daß" is that what you have a question about?

Harold: When I was reading I skipped over it because I wasn't sure whether it should be "das bedeutet, daß falls" or just "das bedeutet, falls."

Martin: Ich denke es soll "in der Fall" sein.

Harold: Oh. In dem Fall oder in der Fall?

Martin: Ich denke es ist "in der Fall," weil ich denke, daß "Fall" feminin ist, aber ich schlage nach. (Martin consults dictionary) Es ist maskulin.

Harold: So "in dem Fall" oder "falls" I don't like that daß in there anyways, I'm gonna cross it off.

Harold/Martin/A1

In the conference discussion surrounding item 11, Martin initiates the dialog, recalling that Harold had made a correction while reading aloud, and both parties consider the various options for revision, focusing on the use of the conjunction *entweder* and whether the verb should then be placed at the end of the clause. The main problem with this exchange is that neither party realizes at this point that the meaning the student is trying to convey in the text is best carried by another conjunction altogether, namely *ob*.

Martin: und dann ich habe bemerkt, daß als du diesen Satz gelesen hast du hast gesagt "entweder sie Aufsichtsrat oder nicht sind." Was hast du lieber?

Harold: Keine Ahnung. Vielleicht habe ich nur mißgelesen oder ein Mißverständnis gehabt.

Martin: Ich denke (reads to self) Ich denke, daß vielleicht es soll mit "sind"

Harold: am Ende?

Martin: am Ende sein. "entweder sie Aufsichtsrat oder nicht sind."

Harold: vielleicht kann ich "entweder sie Aufsichtsrat sind" und kein "oder nicht" haben.

Martin: Ja...

Harold/Martin/A1

The matter is thus considered settled. Harold has decided on his revision, and Martin moves on to ask questions about the concluding remarks of the composition. Shortly after beginning this dialog, Harold breaks in with a single line in which he attends to the matter of item 13; the correctness of *Zweifel* vs. *Zwiefel* as described above. Martin remains silent at this point as Harold seems to rectify the problem on his own.

Harold: Zweifel...Zwiefel?...Zwiebeln is onion...Zwiefel...I don't think that's a word.

Homer/Martin/A1

As noted in previous chapters, the occurrence of an auto-correction during the read aloud protocol does not necessarily guarantee the adoption of the revision in the final draft. Table 7.2 shows whether the auto-corrections listed in table 7.1 were further discussed in the conference, also suggested in the instructor's feedback, and whether they were ultimately accepted by the student in the essay's final version.

Table 7.2: comments and revisions on Harold's self-corrected elements (A1).

Error No.	Conference comment	Instructor comment	Revision made
1	Yes	Yes	Yes
2	Yes	Yes	Yes
3	No	No	No
4	No	No	No
5	Yes	No	No
6	No	No	No
7	No	Yes	Yes
8	No	No	No
9	Yes	Yes	Yes

Table 7.2 cont.			
10	No	Yes	Yes
11	Yes	Yes	Yes
12	Yes	No	No
13	Yes	No	No
14	Yes	Yes	Yes
15	No	No	Yes
16	Yes	No	No

It is again apparent that auto-corrections were only accepted into the final draft when they had also been suggested by the consultant or the instructor's feedback. More specifically for the case of Harold, they were only accepted when also suggested in the instructor's feedback, as seen in corrections 5, 12 and 16 in which the consultant discussed the correction, but the instructor did not. These particular corrections were spelling problems which the consultant and student had noted together, yet the instructor overlooked when giving feedback. Correction 13 also follows this pattern, but is a special case because the problem (Zweifel/Zwiefel) was worked out by Harold in the conference, and no correction was actually required at that point in the text. Strikingly, an earlier occurrence of *Zwiefel* in the text, which may have been the impetus raising Harold's initial doubts about the correctness of the word, was not noted by any of the parties involved and remained in the text, even in the final draft. One other exception to the statement that revisions were only made when suggested by the instructor is embodied by correction 15. Correction 15 involved the use of English *and* in the place of German *und*, and was indeed modified by the student, though not noted in either set of feedback.

While reading aloud during the second writing conference Harold made only half as many auto-corrections. Table 7.3 shows the original text and the actual utterance for each.

Table 7.3: Harold self corrections while reading aloud in the second conference

No.	Original Text of Rough Draft	Harold's Utterance
1	stärk	stark
2	erzielen	Erzielung
3	hoher	höher
4	Tochtergesellschaften	Tochtergesellschaften
5	fremde	fremden
6	machen	macht
7	jeder 15 Monaten	jeder 15 Monaten nachher
8	mehrsprachig	mehrsprachig

These corrections are all related to spelling, endings or verb forms, with the exception of number 7 showing the addition of a word for clarification of the sentence. In this case the conference talk yields virtually no clues to the motivation for the self-corrections in that only item 5 was mentioned by the consultant. Nevertheless, the instructor did give feedback on these mistakes, and as Table 7.4 below shows, that feedback did have an effect on the revisions the student made in the final draft. The instructor's feedback differed in some cases from the student's self-correction. For example, instead of suggesting a correct spelling for item 1 the instructor raised a question about the relevance of the sentence in which the word appeared and suggested that Harold delete the entire sentence, which he did. Deletion was also the suggestion made by the instructor for the word in item 2. Harold made all the revisions the instructor had suggested except for item 5, the only mistake for which both consultant and instructor had offered an adjustment.

Table 7.4: Harold's comments and revisions on self-corrected elements (A2).

Error No.	Conference comment	Instructor comment	Revision made
1	No	Yes	Yes
2	No	Yes	Yes
3	No	Yes	Yes
4	No	No	No
5	Yes	Yes	No
6	No	No	No
7	No	Yes	Yes
8	No	Yes	Yes

7.4 Comparison of conference feedback, instructor feedback and actual revisions

Regarding Harold's first writing assignment, the difference between the amounts of consultant feedback and instructor feedback is striking. For the first assignment the consultant makes a total of 17 suggestions for revision, while the instructor makes 130. The focus of the suggestions from the sources is also disparate. Less than a dozen of the suggestions in the instructor's feedback on the first assignment are comments asking for clarification or expansion of an argument, while the rest serve to illuminate grammar mistakes. In the conference, some grammar points are briefly discussed and corrected, but then Martin offers to switch the focus to content and argument. Two facts suggest reasons for these differences; 1) the conference takes place within a limited time frame, while the instructor can spend more time on each comment, and 2) the conference participants set an agenda concentrating less on grammatical issues and more on argumentation and support as outlined in section 7.2.

Figure 7.1 illustrates the suggestions made on the rough draft of Harold's first writing assignment, which are specifically discussed in the text following the representation of the text.

Figure 7.1 Annotated text of Harold's first writing assignment

Americhemists: AG oder GmbH?

I. Einleitung:

Die Unternehmensformen in Deutschland sind gesetzlich organisiert. Es gibt nämlich zwei Hauptformen von Unternehmensformen, die Personengesellschaft und die Kapitalgesellschaft, deren Subformen sind offene Handelsgesellschaft, Einzelunternehmen, Kommanditistengesellschaft (oder KG), Aktiengesellschaft und Gesellschaft mit beschränkter Haftung. Die erste drei gehören zu den Personengesellschaften und die andere zwei zu den Kapitalgesellschaften. Die verschiedene Formen haben auch verschieden Eigenschaften [1], zum Beispiel größe, Haftungs- und Leitungsformen.

Die offene Handelsgesellschaft muß mindestens zwei GesellschafterInnen aufweisen, das heißt, daß sie eine Partnerschaft ist. Die GesellschafterInnen haften unbeschränkt und müssen den Gewinn und Verlust selbst teilen. Dieser Rechtsform soll nur erschiene [2], wenn die Firma nicht allzu groß oder differenziert ist. Alle oHG's müssen über der Zusatz oHG, oder und Co., und Tochter und beziehungsweise und Sohn verfügen. Zum Beispiel, wenn ich eine offene Handelsgesellschaft errichten will, nenne ich sie dann Firma Harold und Sohn. Zunächst gibt es ein Einzelunternehmen, eine Firma die nur aus einer Person steht. Dieser Person haftet unbeschränkt und muß sowohl das Gewinn als auch das Verlust selber tragen. Einzelunternehmen tragen immer einen Personennamen, und dieser Person muß nicht nur das Unternehmenskapital sondern auch ihre Privatvermögen selbst für die Führung ihrer Geschäft gründen. Die letzte Personengesellschaftsform ist die Kommanditistengesellschaft, oder KG. Bei der KG gibt es zwei Typen von GesellschafterInnen, die Komplementäre und die Kommanditisten. Die Komplementäre haften mit ihr [3] Privatvermögen und haben bei diesem Rechtsform die Geschäftsführung. Die Kommanditisten haften nur mit ihrer Einlage, das heißt daß sie beschränkt in der Firma verantwortlich sind. Die Firma trägt immer einen Personennamen und auch der Zusatz und Co. KG.

Der zweite Form von Gesellschaften in Deutschland [4] ist die Kapitalgesellschaft, wem die AG und GmbH [5] gehören. Das Grundkapital einer AG werden in Aktien zerlegt. Die KapitaleignerInnen einer AG haften nur mit ihrer Aktien, d.h. sie haften [6] beschränkt, weil sie nur den Verlust ihre Aktien riskieren. Die Aktien werden an der Börse gehandelt und irgendein Person können aktien von verschiedenen Firmen besitzen. Eine Gesellschaft mit beschränkter Haftung ist auch eine Kapitalgesellschaft, aber in einer GmbH gibt es fast immer weniger GesellschafterInnen, die mehr Anteile der Firma besitzen. Eine GmbH ist allerdings in der Regel kleiner als eine AG.

Aller Welt weißt schon, daß Americhemists eine große Firma ist. Weil die Firma jetzt in Deutschland errichten will, muß die EigentümerInnen eventuell eine große Entscheidung treffen, das heißt, was für eine Firma sie errichten wollen.

II. Vor- und Nachteile der Unternehmensformen

Americhemists wissen schon, daß ihre Firma ziemlich groß ist, und daß sie verschiedene GesellschafterInnen haben. Meiner Meinung nach gibt es kein Problem, auf ein Rechtsform eine Entscheidung zu treffen. Eine Kapitalgesellschaft ist ohne Zweifel der Rechtsform, aber GmbH oder AG steht jetzt in der Frage.

Eine AG ist größer als eine GmbH, eine Idee die nicht immer pracktisch ist. Die AG muß ihre Rahmenbedingungen genau gesetzlich schaffen, das heißt mit bestimmte Wörter und Organen. Die Aktien einer AG muß mindestens DM 50 wert besitzen, das heißt, sie haben ein "par value" von DM 50 haben müssen [7]. Die Verfassung einer AG steht aus wahnsinning viel Regeln, die die management und andere Bedingungen beschreiben. Eine AG muß mit DM 100 000 Grundkapital gegründet und hat ein Aufsichtsrat, der aus mindestens ein drittel der ArbeitnehmerInnen besteht. Wegen des Mitbestimmungsgesetzes müssen Aktiengesellschaften bestimmte Teilung im Aufsichtsrat haben. Die AG ist in Deutschland unter mehrere gesetzliche Nachteile geprägt, und zwar, hat keine besondere Vorteile einer GmbH gegenüber [13].

Andererseits ist die GmbH die berühmteste, bzw., beliebteste Rechtsform einer deutschen Firmen. Bei einer GmbH gibt es nicht so viele Gesetze. Es ist leichter, die Artikeln zu bauen, und der Staat hat weniger Kontrolle über die Geschäftsführung [14]. Die GmbH muß nur DM 50 000 Grundkapital schaffen,

Figure 7.1 cont.

und die GesellschafterInnen haben bestimmte Einlage. Die Anteile sind größer als eine AG und die GesellschafterInnen und Managers haften mit ihren Einlagen beschränkt. Die Anteile werden nicht an der Börse gehandelt, sondern sie kriegen Geld [8] wenn der Gewinn und Bilanzrest sind stark und die Firma rentabel bleibt. Es ist auch leichter, neue Geschäfte, das heißt "franchises" bei der Rechtsform einer GmbH zu errichten. Die gesetzlichen Rahmenbedingungen sind für eine GmbH wie gesagt ziemlich lockerer als die der AG. Jedes Unternehmen muss seine eigene Verfassung haben. Das bedeutet [9], daß falls eine AG neue Produktionsstätte in einem anderen Bundesland errichten will, müssen jede Firma die neue Verfassung haben [15].

Für Amerikaner gibt es viele Möglichkeiten, AG oder GmbH zu errichten, und eine Zusammenfassung brauchen sie vielleicht am Besten. Die GmbH ist ganz berühmt für Fremde, die Geschäft in Deutschland treiben wollen. Es gibt weniger Rahmenbedingungen in der Verfassung und sie müssen nicht so viele Gesetze wie die AG folgen. Aktiengesellschaften sind teurer, nicht nur weil sie DM 100 000 als Grundlage haben müssen, sondern auch weil sie mehrere ArbeitnehmerInnen gebrauchen werden und mehr Steuern bezahlen müssen. Die Topmanager einer AG müssen auch die Wünsche der Aktienbesitzer hören, entweder sie Aufsichtsrat sind oder nicht [10].

III. Abschluß

Meiner Meinung nach gibt es keine schwere [11] Entscheidung zu treffen. Amerikaner soll ohne Zweifel GmbH sein. Die Vorteile sind herrschend und die Nachteile sind los [16]. Die amerikanische Firma kann ihr Geschäft im Ausland von den USA führen. Sie müssen nicht mindestens einen Drittel ihrer Arbeitskraft auf dem Aufsichtsrat haben, und die anfängliche Einlage einer GmbH ist ein Halb von der einer AG. Es gibt weniger Eigentümer in einer GmbH, was sehr gut für die Führung der Firma ist. Wenn, zum Beispiel, wir eine AG haben, dann müssen wir viele Stimmen hören, die von der Hauptversammlung und dem Aufsichtsrat und Vorstand kommen [17]. Bei der GmbH gibt es nicht so viele führende Teile. Die GmbH hat nur zwei führende Teile, und müssen auf nicht so viele Stimmen aufpassen. Es wird kein großes Problem geben, wenn eine wichtige Entscheidung getroffen werden [12] müssen, weil es nur ein paar Manager in einer GmbH gibt. Im großen und ganzen empfehle ich Ihnen eine GmbH in Deutschland als Tochtergesellschaft zu errichten. Ich habe früher gesagt, daß die Firma eine große Entscheidung treffen muß. Nach diesen Gründen soll Amerikaner so schnell wie möglich die GmbH in Deutschland errichten.

The first five episodes of conference talk involving suggestions for revision are short and entail Martin pointing out the following mistakes: 1) a missing adjective ending, 2) an incorrect verb form, 3) lack of a case marker on a possessive pronoun, 4) a misspelled word, and 5) a missing definite article. In each of these cases Harold agrees that the item in question needs to be revised. The instructor also notes only three out of the five mistakes and suggests revision according to his key, as described in Chapter Four above. He suggests adding an ending for the adjective, changing the verb form, and adding the case marker. The misspelling is overlooked by Clyde, and the missing article (which is actually only optional) is not noted. Harold does incorporate the first three suggested revisions in the final draft. An adjective ending is added, although it is not the

correct ending in the context, the verb form is corrected and the proper case marker is added to the pronoun. The misspelling remains in the final draft, and the optional definite article is left out. These facts again support the claim that Harold only makes revisions when the same suggestions are made by both consultant and instructor, or if the revision is suggested by the instructor alone.

Episodes six and seven are more interesting in that they elicit lengthier discussion between Harold and Martin. The focus of episode six is Martin's question as to the nature of *d.h.* He questions whether it is a subordinating conjunction that will move the finite verb to the end of the clause. No definitive answer to this question is given in the conference, yet this discussion engages the participants, who abandon German for several lines, returning to it again on the next suggestion:

Martin: Ich weiß nicht genau aber, wenn man "das heißt" schreibt, soll es Subjekt, Verb, blah blah blah sein oder macht das...Does this conjunction put the verb at the end? I don't know for sure I can't remember.

Harold: I don't know. I think if you want to put the verb on the end it has to be "das heißt, daß..."

Martin: So "das heißt" by itself is not a subordinating conjunction?

Harold: I don't know. I'm not the person to ask about that kind of stuff. (laughs)

Martin: I was curious about that 'cause I was thinking back to papers I had done and wondering whether it is or not.

Harold/Martin/A1

Clyde does not note this portion of the text in his written commentary, and no revision is made by Harold in the final draft.

Episode seven begins with Martin's request for clarification of one sentence in the text. Harold responds to this request in a longer explanation, for the most part in German. Once Harold switches into English briefly, Martin picks up on it for his response as well, but the message is clearly stated in both German and English; namely,

the verb *haben* appears twice when it should only appear once, and the word order needs to be modified.

Martin: Hier ist problematisch ein bisschen. "Sie haben ein 'par value' von DM 50 haben müssen." So was meinst du da?

Harold: Ich muss mich ein bisschen überlegen...uh...(reads from text) "das heißt sie müssen ein 'par value' von 50 Mark haben." Also sie müssen...die 'par value' in Amerika die Aktien müssen wenigstens 50 Mark Wert besitzen oder behalten. So ich glaube, daß es ein bisschen besser aushörte...zuhört...It sounds better when I say "sie müssen ein 'par value' von 50 Mark haben."

Martin: OK. I just wanted to clear up the fact that there was

Harold: too many verbs.

Martin: mass verbage in there. (laughs)

Harold/Martin/A1

Clyde suggests the same revision, and Harold carried these out in the final draft.

Episodes 8 through 12 are once again brief notations of incorrect word order or spelling. In episode 8, there is some question in the conference as to the impact of the conjunction *sondern* on the word order of the clause. Martin suggests there may be a problem there and Harold says he will double check his usage of the word. The instructor does not find the word order problematic in this particular case. He does note the ambiguity of a pronoun in the sentence, however, and it is that suggestion that is implemented in Harold's revision. Episode 9 consists of Martin mentioning the incorrect spelling of a word and Harold asking for clarification of the correct spelling.

Interestingly, although Harold notes that there is an error, and invests time in negotiating a correction for the error, the error remains in the final draft, presumably because it was overlooked in the instructors feedback. The focus of the tenth episode in the conference has been described in section 7.3 above and appears as item 11 in Table 7.1. It is a word order question originally auto-corrected as the student read aloud. As mentioned in the previous section, the real problem with this portion of the text is that the wrong

conjunction is used. Clyde suggests the change from *entweder* to *ob* in his comments, and it is that suggestion which Harold finally incorporates in his essay. Episodes 11 and 12 follow the same pattern as episode 9 above. They are spelling errors, brought to the attention of Harold in the conference talk, at which point he agreed that the spelling for each item needed to be corrected. However, as in episode 9, Clyde overlooked these errors, and they remain in the final draft.

Episodes 13 through 17 occur as Martin and Harold go over the essay a second time, attempting to place more focus on organization and argumentation than on grammar. Episode 13 was discussed above in section 7.2, with Martin suggesting that extra support was needed, yet not giving any concrete suggestions. Harold agreed that he should write a few more sentences supporting his claims, and did indeed make changes in the final draft for this point in the text. The revisions he made, however, correspond to Clyde's suggestions that the content of this paragraph needed to be revised. Clyde asks for clarification here with marginalia stating "explain," "give examples," and "logic!" In response to these cues, Harold composed nearly 150 words of new text.

The original focus of episode 14 is a misspelled word, more specifically, a missing umlaut. Martin draws this to Harold's attention in the following brief dialog.

Martin: Braucht "Geschäftsführung" ein Umlaut über dem "a"?

Harold: Ja, nicht "Geschäfts-" "Geschäfts-." Gut bemerkt!

Harold/Martin/A1

Clyde also suggests revision of this item in his feedback, along with marginalia requesting further explanation. Harold responds to both of the instructor's suggestions, adding the umlaut as well as forty words of new text further explaining Harold's point. Episode 15 is explained in detail in section 7.3 above. The text in question appears as the

ninth auto-correction in Table 7.1. At the end of the conference discussion Harold was determined to delete *daß* from the text. That is also the suggestion Clyde made, and the revision appeared in the final draft.

Episode 16 focuses on Harold's sentence regarding the advantages and disadvantages of the type of corporation he argues would be best for the fictional company. He writes "Die Vorteile sind herrschend und die Nachteile sind los." During the conference Harold questions the correctness of this sentence and initiates a short dialog with Martin, in which Harold actually produces his own viable alternative.

Harold: (reads) ...die Nachteile sind...Is "los" the right word there? Die Vorteile sind herrschend, they're prevalent. Die Nachteile sind los, wrong, not there...I'll just put a big question mark there.

Martin: You want to say that they're not there?

Harold: I could just say they "existieren nicht."

Martin: Ja- einfach so.

Harold/Martin/A1

When it comes time to revise the passage, however, Harold chooses to abandon this solution and follow Clyde's suggestion of replacing *herrschend* and *los* with *überwiegend* and *wenig*.

The 17th and final episode of this conference contains a lengthy suggestion made by Martin, with which Harold vehemently agrees, yet only minimal changes are made in the final draft of the passage. The student's argument is that the limited liability corporation is the most appropriate form for the company, one reason being that in that form, fewer voices must be heard. Martin asks for clarification and suggests that Harold add another sentence to the paragraph further explaining this line of argument.

Martin: Ich denke, daß es wird ein bisschen klarer sein, wenn du einen Satz schreibst oder tippst, in dem steht dass "wir müssen viele Stimmen hören" und na und, so "es ist schwerer, eine Entscheidung zu machen." So eine kleine Beschreibung oder Erzählung, warum es so schrecklich ist oder so schlimm ist

mehr Stimmen zu haben, weil meisten Personen oder Menschen oder Leute würden sagen, "Oh, es gibt viele Stimmen. Das ist besser, weil wir können mehrere Ideen haben."

Harold: Genau!

Martin: Aber du meinst, dass mehr Stimmen nicht gut ist, überhaupt nicht. So ja I think it would be a little bit of a stronger point if you did that. I mean it's implied, but it could be easily argued against.

Harold: Oh Bingo! Bingo Bango!

Harold/Martin/A1

Echoing Martin's idea, the instructor includes the directive "explain why this is important and gives advantage to GmbH" in his commentary. Clyde also suggests adding the appropriate plural ending to the noun *Stimmen*, which Harold has rendered *Stimme*, and changing the term *führende Teile* to *leitende Organe*. In the final revision Harold does make the latter two changes, but does not respond to the previously mentioned directives of either the instructor or the consultant. Now the discussion will turn to the suggestions in Harold's second writing conference session.

The suggestions for revision of the second writing assignment included 19 from the consultant and 251 from the instructor. Many of the comments from the consultant in the nine episodes of the conference were more closely related to organization and support than to grammar, as Harold had requested. Figure 7.2 illustrates the episodes of the conference and the comments made by both Martin and Clyde.

Figure 7.2: Annotated text of Harold's second writing assignment

1. Einführung: Hintergrundinformationen

Die Management Methoden in Deutschland und den USA sind ganz anders. Natürlich kämpfen beide Gruppen von ähnliche Sachen wie Gewinn, aber die Stilen eines deutschen Topmanagers und eines amerikanischen Topmanagers haben viele Unterschiede gegenüber. Die amerikanische Manager konzentrieren sich auf eine "Hire/Fire" Mentalität, das heißt sie haben nicht viel Geduld wenn eine Mitarbeitende ein Fehler macht. Die amerikanische Manager sind mehr Gewinnorientiert. Sie wollen Gewinn auf jeden Fall erzielen, dann auf die ArbeiterInnen und Aktienbesitzer achten. Die Amerikaner planen kurzfristiger als die Deutschen und haben sich immer vorbereiten, schnell zu entschieden und Richtungen zu wenden. Amerikanische Manager sind auch lockerer in der Büro, sie sind nicht so formal

Figure 7.2 cont.

und nennen jeder mit der "Einheits- You." [1] Amerikanische Manager betonen ein lockere Verhältnis und möchten daß jeder die gleiche Meinungen bin. Amerikanische Manager haben nichts dagegen, wenn eine Mitarbeitende irgendeine Frage bestellt. Die Unterschiede zwischen deutschen und amerikanischen Manager sind sowohl ganz stark als auch entgegengesetzt.

In Deutschland konzentrieren sich die Manager zuerst auf das Wohlergehen den Mitarbeitenden und zweitens auf den Gewinn und Profit erzielen der Firma und den Aktienbesitzer [2]. Die deutschen Manager planen mehr langfristig, und können weder ihre Meinungen noch die Richtung des Unternehmens schnell ändern. Das Gefühl in den deutschen Arbeitsplätze ist mehr streng und die Manager sind mehr autoritärer. Die Mitarbeitende müssen die Manager immer setzen und dürfen gar nicht über die Leitung der Firma direkt an den Leitern sagen. Manche Firma erlauben, die Mitarbeitende ein paar Male pro Jahr "ein Brief an den Leiter" schreiben, indem die Mitarbeitende dürfen ihre Gedanken nach die Leitung des Unternehmens erwähnen. Obwohl die deutsche Mitarbeitende haben ein Betriebsrat und eine Mitbestimmung, die Manager der deutschen Firma sind mehr streng den Amerikaner gegenüber.

2. Interkulturelles Training.

Falls eine Firma ihre Manager im Ausland schickt, muß dieses Person fast immer eine Form von Training haben. Interkulturelles Training wird heutzutage mehr herrschend weil alles so globalisiert ist. Viele Firmen haben Tochtergesellschaften überall in der Welt und müssen irgendeine Führungskraft finden, die das Unternehmen leiten können.

2.1 Die Notwendigkeit für interkulturelles Training

Je größer eine Firma, desto höher liegt in der Regel die Möglichkeit daß die Firma eine Tochtergesellschaft im Ausland hat. Diese sogenannte Multinationalfirmen muß ihre Positionen anstellen aber können alle Stellen nicht immer besetzen. Dieses Problem führt zu mehreren Problemen, hauptsächlich, ob die Firma ihre eigenen Manager für die Arbeit im Ausland geeignet sind, oder muß die Firma einheimische Führungskräfte anstellen. **Es ist wichtig, wenn eine Firma ihre eigenen Manager nach Tochtergesellschaften im Ausland schicken, daß sie Training haben.** [3] Es gibt überall in der Welt unterschiedliche Kulturen, Sitten und Gesetze, die erlernt von den ortsfremden Ausländern müssen. Das Training wird auch benutzt, um die "Turnover" von Arbeitern zu niedrigen. Es ist teuer für eine Firma, wenn sie immer wieder Arbeiter anstellen müssen. Es gibt viele verschiedene Kosten, die die Firma vermeiden kann, wenn sie dieses Training macht. Irgendeine Firma gibt viel Geld aus, wenn sie eine Stelle besetzen will.

2.2 Die Zunahme an interkulturellem Training [4]

Wie gesagt sind viele Firmen schon im Ausland. Alles wird globalisiert und die Multinationale Firmen haben die Gelegenheit, viel mehr Geld zu kriegen. Sie müssen sowieso eine Arbeitskraft finden, die in fremden Umgebungen jobben [5] kann. Interkulturelles Training ist vor kurzem von manchen großen Unternehmen sehr stark benutzt, weil diese Firmen ihre eigenen Arbeiter am Arbeitsplatz haben will, statt die Leute die in den selben Ländern wohnen. Mehrere Firmen haben ihr eigenes Programm entwickelt, je nach dem Land, der Firma oder den Sitten im Ausland. Notwendig ist es, nicht nur die Unterrichtung sondern auch das Verständnis des Trainings. Viele Firmen wissen schon daß ihre Manager auf dem ersten Rang in der Geschäftswelt sind, deshalb müssen sie diese Leute nach anderen Ländern schicken, wenn sie die Möglichkeit haben. Das Training hat soviel zugenommen, daß ein paar Firmen dieses Training am Anfang jedes Jobs machen, nicht nur wenn sie Leute im Ausland haben.

2.3 Die verschiedenen Arten von Programmen und Angeboten für interkulturelles Training.

Das Training von Arbeitenden, die bald im Ausland arbeiten werden, ist heutzutage ganz beliebt von den LeiternInnen die in Amerika bleiben werden geworden [5]. Es gibt verschiedene Gründe fürs Training, zwar gibt es auch verschiedene Formen von dem Training. Die älteste Form [6] ist die "Crash-Course" indem eine Familie, oder nur ein Person, meistens der der bald ins Ausland fährt [7]. In dieser

Figure 7.2 cont.

Kurse gibt es ein bisschen von dem Sprache, immer was über die regelmässige Sitten und Religion, und Handgeste. Man kann sagen, daß dieses Kurs ein "dos and don'ts" Kurs ist. Man lernt viel, in kurzer Zeit, und es ist schwer für die "StudentInnen" alles zu verstehen und akzeptieren. Diese Form von Training findet immer im Land der Heimatstaat der Arbeiter statt und verbraucht ein Klassenzimmer Form von Training. Es gibt auch eine Form, das die selbe als die letzte, aber es findet sich im Ausland statt, und ist mehr "hands-on.". Diese Form von Training beginnt, als die Arbeitende im Ausland ankommt, aber verkörpert die selbe Ideen. Die Leute müssen alles schnell lernen, und es ist schwer für sie, alles so bald nicht nur zu verstehen sondern auch zu üben. Ein paar Formen sind moderner als die andere zwei, zum Beispiel das "vorher und nachher" Training Programm. Leute haben ein schnelles Kurs in Amerika, wir nach Ausland geschickt, haben noch ein paar Kursen und dann vielleicht ein Jahr oder jeder 15 Monaten gibt es noch mehr Training Kursen.

2.4 Die Kritik an interkulturellem Training

Der amerikanische Professor Robert Bontempo aus Columbia Universität sagt daß manche Training Müll ist. Seine Argument ist es, daß diese Firmen die so viel fürs Training ausgeben, haben keine beweisen, daß ihr Programm etwas wertvoll für die "Kunden" schafft. Diese Programmen kosten die Firmen wahnsinnig viel Geld aber haben keine bestimmte Resultaten. Das Training hat auch kein Platz in den Herzen den Kunden. Natürlich können sie etwas davon lernen, aber ob sie etwas davon nehmen und verstehen, wissen niemand wie das gemessen kann [8]. Eine den größten Argumenten gegen das Training ist, daß eine schlechte Umzug für die Familie führt zu mehr "Turnover" als die Arbeitsfähigkeit des Managers. Das Training Programm könnte auch nie vorhersagen, ob die Familie es gut im Ausland finden werden, und ob sie da von den Menschen akzeptiert werden. Im großen und ganzen, gibt es riesig Druck auf die Familie, die ins Ausland fährt. Die Firma glaubt, daß diese Familie alles gut gehen kann, und wenn es nicht passiert, hat die Familie die Erwartungen der Firma enttäuscht. Obwohl das Training keine bestimmte positive eigenschaften die erhärten können hat, gibt es ein paar positive Ideen, für die Leute die nur kurze Besuchen im Ausland erfahren werden. Die Beratung einer Firma könnte ganz stark von dem Training beeinflusst. Die Berater, wenn sie aus Amerika kommen, haben nur kurze Zeit im Ausland, und es wird wahrscheinlich hilfreich, wenn sie irgendeine Form von Training haben bevor sie nach Ausland reisen., Deswegen können diese Berater sehr schnell arbeiten ohne über die Probleme den Kulturellen Unterschieden Sorgen zu machen. Es gibt die Berater auch die Gelegenheit, Mehrspachig zu werden. Wenn eine Firma ein Manager ins Ausland schickt, dauert es für längere Zeiten, und sie müssen die Sprache und Sitten der Kultur lernen, aber wenn eine Firma ein Berater ins Ausland schickt, dauerte den Besuch nur ein oder zwei Wochen. Er muß nicht alles verstehen, aber es wird ihm hilfreich, wenn dieser Berater etwas über die Sprache kennt. Überall gibt es eine Funktion fürs Training, aber es gibt keine Maßstab, um die Wirkung des Trainings zu messen.

3. Abschluß: Stellungnahme

Meiner Meinung nach gibt es keine Gründe, daß Americhemists amerikanische Führungskräfte in Deutschland braucht [9]. Sie haben so weit ohne die Hilfe den Amerikaner in Deutschland gekommen und es würde sinnlos, neue Manager nach Deutschland zu schicken. Die Deutschen sind sehr gut ausgebildet und haben die Kenntnisse, die man braucht, um eine Firma zu leiten. Die Deutschen wissen die Formen einer GmbH und könnte die Firma ganz fein ohne die Leitung den Amerikanern führen. Americhemists könnte Amerikaner als Beratung nach Deutschland ein paar Male pro Jahr schicken, aber sie brauchen das nicht, über eine amerikanische Führungskräfte immer in Deutschland zu verfügen. Diese Training könnte gut für manche sein, aber wie gesagt gibt es kein System, mit dem das Training geschätzt kann. Bis es ein Programm gibt, daß garantierte Resultaten hat, ist es Unsinn, daß Americhemists so viel für das Programm ausgeben will, wenn die Firma schon eine ausgebildete Arbeitskraft in Deutschland hat.

Episode one begins with Martin suggesting the addition of a transitional element. He suggests adding “das heisst” to his clarification of the manner in which American managers are more informal in the office than their German counterparts:

Martin: OK Ich habe nur geschrieben, dass du sollst vielleicht nur ‘das heisst’ hier schreiben.

Harold: das heisst

Martin: So es ist für mich dann ist es klarer, was du meinst.

Harold: Ja

Martin: Das ist nur ein sogenannte ‘stylistic’ Sache.

Harold: Ich benutze ein bisschen Umgangssprache.

Harold/Martin/A2

On the other hand, Clyde does not suggest the use of the connector, but does question the validity of the example Harold provides in his attempt to get his meaning across. In the final draft Harold changes the argument in response to the instructor’s feedback.

In episode 2 Martin suggests the repetition of a preposition in a phrase and the movement of the verb to the sentence final position. Harold remarks that he will be able to consult another resource to find the appropriate grammar to use in this passage. Clyde suggests deletion of the verb, and no addition of preposition, and it is that set of suggestions which is implemented in the final draft of the essay.

Martin: so ich weiss es nicht genau aber vielleicht soll es “auf den Gewinn und Profit und auf den Aktienbesitzer” sein. Vielleicht ist das nicht wichtig.

Harold: Ich kann das nachschlagen.

Martin: Ja, sowas (unintelligible)

Harold: nach dem “und?”

Martin: Ja. “auf den Gewinn und Profit der Firma und auf dem Aktienbesitzer.” Vielleicht brauchst du das nicht, aber für mich, als ich das gelesen habe...

Harold: Ich kann das nachschlagen

Martin: Ja, Ja.

Harold/Martin/A2

The third and fourth episodes of the writing conference focused on organization, and have been previously discussed near the end section 7.2. Episode five however, centers the discussion first around a question of word choice, and secondly around the clarification of a sentence which Martin does not understand due to its construction. At the beginning of episode 5 Martin calls a word into question and makes the remark that he has never heard the word. No alternate word is overtly suggested, though Martin does ask about the meaning of the word by way of naming a synonym, and the episode continues. Clyde also calls the word into question in his commentary by circling the word and identifying it as a word choice error, since the use of the colloquialism Harold chose does not fit well within the context of the assignment as a business report, nor with the situation being described in the essay. In the final draft Harold replaces *jobben* with *arbeiten*, a better choice, and the synonym named by Martin.

Martin: Oh, hier habe ich "die in fremden jobben?"

Harold: Ja.

Martin: sowas wie arbeiten?

Harold: ja.

Martin: (laughs) Ich habe das nie gehört, jobben. OK das ist klar.

Harold/Martin/A2

The remainder of the episode focuses on the clarification of the passage mentioned above. Martin attempts to ascertain the meaning of the sentence, Harold agrees there is some problem with the sentence, and attempts to explain, yet never fully articulates his intended meaning, and the discussion breaks down. From the point of view of the instructor, the sentence is certainly problematic. He circles the many verbs at the end and indicates confusion by writing several question marks above the text. He also makes a note in the margin that the sentence introduces a new topic which does not

correspond with the discussion in the rest of the paper. Harold deletes the entire sentence from the final draft. The following excerpt from the conference portrays Harold's inability to explain the meaning of his sentence and Martin's inability to support Harold's attempt well enough to satisfactorily resolve the issue.

Martin: Ja, wir haben beide bemerkt, dass es gibt ein Problem hier mit diesem Satz "Das Training von Arbeitenden, die bald im Ausland arbeiten werden, ist heutzutage ganz beliebt von den LeiterInnen, die in Amerika bleiben werden geworden."

Harold: Yeah, I don't know why that "geworden" is there. Es ist klar, also ziemlich klar, wenn ich kein "geworden" habe.

Martin: OK. So du meinst sie haben es lieber heute, weil sie

Harold: Die LeiterInnen lieben es oder...

Martin: Sie verstehen, warum es so wichtig ist.

Harold: Ja, ja.

Martin: Die LeiterInnen, die in Amerika bleiben finden es so das gefällt ihnen oder whatever.

Harold: Ja.

Harold/Martin/A2

In episode 6, Martin points out a missing umlaut and suggests replacing the word *bischen* with *bisschen*. Clyde also mentions the missing umlaut in his commentary, as well as several case marker errors. He also suggests a modification of the sentence in this passage which would delete the word *bisschen* altogether. In the final draft Harold adds the umlaut, following the suggestion of both Martin and Clyde, yet regarding the other correction, he opts to incorporate the instructor's feedback. Episode 7 is longer, again focusing on a point for which Martin has requested clarification. In the ensuing dialog both Martin and Harold concur that they do not fully understand the passage, and Harold excuses himself for having written the paper hurriedly. Though the conference participants discuss the passage, neither one is able to concisely state the problem with the prose at this point. Clyde, however, notes on his copy of the draft that the verb is

missing from the attempted relative clause, and Harold does add a verb in the clause for the final draft.

Martin: Was meinst du da? Ich verstehe das nicht (reads from text) "indem eine Familie oder nur ein Person, meistens der, der bald ins Ausland fährt."

Harold: Also diese Person, wenn es nur eine Person gibt, wird schnell ins Ausland gehen, nach, nach Ausland gehen. I don't know why there's all this mumbo jumbo.

Martin: OK. Das ist was ich habe nicht verstanden...all diese Plus Wörter.

Harold: Ja. Wie ich früher gesagt habe, habe ich diesen Bericht sehr schnell geschrieben, so...

Martin: Ja, am Morgen.

Harold/Martin/A2

The eighth episode of conference talk includes a content clarification request on the part of Martin, to which Harold responds, to Harold's satisfaction. The episode then continues with a question of verb forms and their place in the structure of a specific sentence. Martin suggests changing the verb form to agree with the singular subject, and using a passive voice form to complete the second clause of the sentence. The instructor also notices the agreement error, and suggests that Harold end the first sentence and transform the dependent clause into a second sentence which would employ the passive voice. Harold did not follow the advice of either Martin or the instructor, however; he chose to delete the sentence altogether from the final draft.

Martin: OK. Ich denke das ist klar. Ich habe das gefragt...(reads from text) "ob sie etwas davon nehmen und verstehen, wissen niemand wie das gemessen kann."

Harold: Ja, vielleicht weiß niemand.

Martin: Ja, weiß niemand. Vielleicht du sollst noch ein Verb hier haben. "Aber ob sie etwas davon nehmen und verstehen, weiß niemand, wie das gemessen wird."

Harold: Ja, I need a huge Aufklärung.

Harold/Martin/A2

The ninth episode of the conference focused on organization of the essay and elements of the argumentation which have been previously discussed in section 7.2. The

conference discussion dealt with organization and argumentation, and really only served to draw Harold's attention to the passage. Clyde's comments on this passage included many dealing with syntax and one content question written in the margin requesting elaboration on the point Harold was making about intercultural training. In the final revision, Harold incorporated all of Clyde's suggestions and responded to the comment question with 70 words of new text.

To summarize the adherence to the agenda set in the first conference I will first mention that Harold had suggested discussion of sentence structure and support of arguments. In that word order may be considered as relating to sentence structure, the first expectation in the agenda was met fairly well through the conference dialog. The second expectation was also met, although only later in the conference, and with Harold taking over more control in the situation. In the second conference, the agenda included very broad, general issues of grammar, content and support. In spite of this very general request, though, the second conference yielded many more concrete suggestions for revision, showing a much stronger correlation between the expectations and outcomes of the session.

Harold's self-correction behaviors were typical in that he only made revisions in the first composition for those self-attended items also mentioned by the instructor. He did basically the same in the second composition, with one exception only in which he failed to make a revision that had been suggested in a self-corrective moment as well as by both Martin and Clyde.

Generally characterizing Harold's writing conferences and revisions, he, like Herman and Homer, also responded to feedback that was at times very similar from each

source. He did, however, also show more indication of an ability to incorporate revisions suggested on his own. In addition, he responded in great quantity to many of the content and organization related comments Clyde wrote in the margins of his compositions. Implications of the trends for auto-correction and revision observed in Harold's case will be discussed in chapter eight.

Chapter 8: Implications

8.1 Introduction

The preceding quantitative and qualitative analyses of writing conference and instructor response to student writing have informed the research questions formulated in the earlier chapters of this dissertation. These research questions included the following: 1) What similarities and differences exist between the verbal feedback students receive in a writing conference and the written comments they receive from their instructors? 2) Do students tend to prefer one type of feedback over the other when they make revisions to their compositions? and 3) What implications do findings of this study hold for teaching and for future research on writing conferences in foreign languages?

Through presentation and discussion of the writing conferences it has been shown that there are striking similarities between writing conference feedback and instructor feedback on the essays, with minimal, yet sometimes noteworthy differences. It has also been revealed that these students are generally more likely to use the feedback given by the instructor when they revise their work, though there are also cases in which the feedback from the consultant is clearly preferred. Indeed, there are also instances in which the student is able to make corrections on his or her own during the read-aloud phase, yet seems hesitant to use those corrections in a final draft of the essay unless the particular change is also supported in the instructor's feedback. These observations allow for the presentation in this chapter of various implications writing conferences have for the teaching of composition in German as a foreign language, as well as the implications for further inquiry into writing conferences in German.

8.2 Implications for Teaching

There are two main implications of the data presented in this dissertation which provide a positive outlook for the use of writing conferences in German composition courses. First, the similarities, both in number and in type, of the comments made by both sources give the impression that the feedback students receive from the writing conferences is just as appropriate as the feedback from the instructor. The fact that the consultants focus in on many of the same details of the writing, even without having conferred with the instructor in the beginning of the study, suggests that writing consultants who have been previously involved in the types of writing the subjects are expected to do in the classroom are able to pick out many of the key features of writing appropriate to the course. This claim is limited by the likelihood that the instructor still may have a broader vocabulary in the target language, or more experience in the content area in which the students are writing. Nonetheless, evidence from the quantitative analysis in chapter four and from all three case studies shows that a large amount of the feedback given in the conferences is also given by the instructor.

This makes it difficult to determine which source of feedback the students prefer in the revision stage, especially in the cases of Herman and Harold. Most often, Herman revises using feedback which is the same from both sources. On some exceptional occasions, however, he chooses one source's suggestion over the other, usually with unfortunate results. One demonstrative example in Herman's case is the second episode of the first conference, in which he chooses the instructor's feedback and the misspelling

Prinzipien is retained. Another is the ninth episode of the same conference in which Herman uses the inappropriate idiom "rum um die Welt," as suggested by the consultant.

It is also difficult to determine from which source Harold's revisions come, since there is much overlap in the comments. When the sources differ, however, he most often chooses to use Clyde's suggestion, as markedly seen in the first five episodes of Harold's first writing assignment, again an example of the student choosing to make the revisions suggested by both sources, yet leave out revisions suggested by the consultant only.

Homer, on the other hand, makes several revisions based on the suggestions of the consultant. He is more willing to take a risk and incorporate revisions I suggest, even when Clyde makes a differing comment. The third episode of the first assignment provides an example of Homer's use of comments generated through the discussion of the conference rather than the instructor's suggestion that he delete the sentence.

In spite of the above examples it must be said that most of the revisions are made based on feedback which is very similar or identical across sources, so that it is not possible for me to determine whether one source or another was likely to have been the impetus for change. Thus, I argue here in favor of using writing conferences in teaching foreign language writing, because this study suggests that the feedback students receive by participating in them is appropriate and very similar to that which they receive from the course instructor; at least regarding forms of the language used.

Regarding content and organization, however, Clyde makes many more comments than any of the three consultants. In addition, many of the expectations for the conferences do not match the perceived outcomes on this level. Many of the students want to talk about argumentation and support in the papers, yet all of the consultants tend

to focus mainly on grammar issues. Herman's conferences, for example, provide examples of disagreement between expectation and outcome. His request to talk about organization is included seemingly as an afterthought for the first conference, and in the second, Richard does not help him set an agenda at all. Homer's expectations are only partially met as well. He is concerned about the content of both writing assignments, yet I give very few suggestions regarding content, rather focusing on another request he makes for help with complex grammatical forms. Also Harold's conferences with Martin are characterized by dialog that addresses language issues in the writing, and also makes mention of support for the arguments as Harold requested in the agenda. It is merely mentioned, however, and no concrete suggestions for revision of the organization or argumentation of the essay are made. These data speak in favor of a partial incorporation of writing conferences into the writing curriculum in German. An instructor could potentially rely on writing consultants to do much of the initial work in evaluating and responding to language issues in student writing. In a course invested in revision the instructor could enter the response situation much later, to add suggestions arising from his or her content expertise and to help students strengthen arguments in their papers.

A second implication is that using writing conferences in teaching can foster closer readings of compositions, which can inspire them to think more critically about their writing, to compose more carefully, and to revise more successfully. This is evidenced by the phase of the writing conference in which students read their compositions aloud. This phase was very popular with the students, and many characterize it as very helpful in encouraging them to consider their process of writing and revision, yet it is only moderately successful in eliciting meaningful revision in the

final drafts. Time and time again students self-correct during the read aloud, but as a rule they only incorporate revisions noticed also by the instructor. Harold and Homer both consistently incorporate in their revisions only those initially self-corrected items which are also mentioned by the instructor. Herman, however, does incorporate certain items he notices while reading aloud when they are also noted by the consultant. I believe that this lack of attention to auto-corrected items may just as often occur as a result of speed in producing the final draft as it does as a result of lack of faith in one's own interlanguage. Perhaps the students compose and revise their work electronically, not really rereading and thinking about their essay, rather merely scrolling from point to point in the document, adding, deleting or changing text. In doing so, and not having marked the self-corrections on paper, they would see no apparent reason to move the cursor to a particular point in the text during the revision process. Thus, I am convinced that the fact that students did self-correct ultimately has a positive implication for reading aloud in the writing conference, when it is used in conjunction with noting the correction in the text passage, and discussing the correction with the consultant.

8.3 Implications for Future Research

There are many implications for future research into the area of writing conferences arising from this study. As stated early on in the dissertation, I have positioned this study among the question seeking investigations in the early stages of defining a focus area for research. Therefore, as a result of seeking to inform the main research questions noted above, many other questions have developed regarding data in the case studies and the quantitative analysis of the feedback. These new questions guide

the following ideas for a research agenda in writing conferences for foreign language teaching.

One commonly occurring and interesting phenomenon in the study is that of students receiving feedback from each source that is similar in type, yet the suggestions given by each source are actually opposed. Students often receive this opposing feedback regarding agreement errors between nouns possessive adjective, since these take endings in German. For example, the consultant might suggest using plural noun and adjective, whereas the instructor suggests employing the singular forms. Both sets of feedback are valid, and would lead to a successful revision, but the student confuses the two and ends up with a revised sentence just as incorrect as the first. An excellent example of this comes from Herman's first writing assignment. He uses an ending on a possessive adjective in the dative case (*ihrer*) to denote the singular, but renders the noun plural (*Taschen*). Richard suggests that Herman change the pronoun to agree with the noun, and Clyde suggests the pronoun be left and the noun be changed to agree with it. Herman actually makes both changes, and still has problematic sentence in the end. To avoid situations such as this, a future study might only investigate one mode of response to the student writing, or consist of more than one group of subjects, utilizing various modes.

One limitation of this study is that it is impossible at times for me to determine which source of feedback serves as the impetus for any given revision. This is due to the fact that the feedback is so similar across sources. I have previously discussed this fact in a positive light, since it points to the equality of feedback from consultants compared to feedback from faculty. A future study could potentially produce a better set of data

regarding the ability to determine impetus for revision if it incorporates a recall phase in which students are interviewed as to their motivations for each revision.

Another revealing study implied by the data collected for this project would be one investigating the current practices of foreign language teachers regarding their use of correction keys for responding to writing. Over the course of this study I noticed that the instructor's key is sometimes applied inconsistently. For example he uses the code for an ending mistake in one passage in the text, but merely corrects the error in another. In a future study I would survey foreign language teachers to investigate trends in their use of correction keys. Another manner of collecting relevant data on this topic is to provide teachers with a key I have made and ask them to use it when responding to student writing, then collect the writing samples they have assessed. Data collected in such a study would allow for discussion of the implications and usefulness of correction keys for foreign language writing response.

Research on writing conferences in foreign language teaching is only beginning. More and more studies will be conducted as more courses and more writing centers implement this type of response. This study has successfully informed some questions and equally successfully raised others. It has suggested possible advantages as well as drawbacks of implementing writing conferences in language teaching. It has also provided a large body of data suitable for analysis in many ways in future discussions. As a result, the scholarly discourse on writing conferences can benefit from future research, and foreign language educators might choose to add writing conferences to their curricula as another way to help their students think and talk about the process of response and revision.

APPENDIX

Following each writing conference, each of the nine students authors were encouraged to complete the following form reflecting on the feedback experience they had just received.

Writer's Post Conference Reflection

Please spend a few minutes reflecting on any or all of the following questions on what you just did during your session with your Writing Consultant...

- What did you learn or discover about your topic that you didn't know before?
- What did you learn about writing in your foreign language that you didn't know before?
- What did you learn about your writing process?
- What will you carry away from the session that you might use when you write another paper?
- What else do you want researchers to know about this session?

The following are the full text reproductions of what the students wrote in response to the above questions for assignments 1 (A1) and 2 (A2).

Herman (A1): I learned about the construction of German sentences as it gets more complicated. I learned how to say what I wanted to in a more concise and professional manner. I will pay more attention to stopping redundant ideas and becoming more clear and specific with my thoughts.

Herman (A2): I need to watch my relative clauses. I also need to watch for capitalized adjectives. Some of the verbs I used needed refining. German sentences can be made more complex. Be more specific and concise with thoughts. Make sure the writer knows everything he is talking about before the session.

Harley (A1): I learned that I make a lot of careless grammar mistakes, such as present and future tenses and mistakes dealing with Dative and Accusative and Genitive forms. I think I need to proof-read more and read out loud. I tend to catch a lot of mistakes by hearing my writing.

Harley (A2): I have no clue what Management by Exception means. I learned more about extended adjective modifiers. I still need to read aloud prior to handing in my paper. Proof Read! Thank You!

Homer (A1): I learned a great deal about my writing style, and more specifically, how to make certain sentences more clear, and how to try to make these problem areas better by talking and writing it out into what I want to say. By knowing this, and also by being able to read the essay aloud, I noticed a lot of simple errors that can't be caught just by reading to myself, which will be sure to help me improve my writing after the first time of writing.

Homer (A2): Better ways to express example, verb and grammar forms (genitive and passive). Better passive and alternative passive constructions and forms and uses for these constructions. At times a bit too much, can simplify down to much more understandable phrases. Proper grammar forms, better endings and just how to write more concisely. It was extremely helpful to find the basic concepts within the writing and how to build up based on the suggestions.

Harris (A1): I learned that I followed the required organization scheme fairly well and that doing so led to a clear, well organized product. I learned also that there were a few places in my paper that were clear to me, but didn't necessarily come off the page well and accordingly must be revised. Going over grammar was very helpful. Hopefully I'll be able to get my first drafts into better shape in the future as I write more carefully considering organization, variety and grammar.

Harris (A2): Everything was pretty much as it appeared in the given text and the assignment. We didn't really discuss the content of my paper so much as the writing itself. I learned how important it is to pay attention to sentence length, long sentences which are comprised of numerous small clauses and ideas can occasionally confuse the purpose of the sentence. I learned that it wouldn't hurt to proofread a little more closely to make sure all the verbs are close to the proper positions. Again, the importance of reading out loud to ascertain that what appears on the page makes sense and flows well. I was pleased with how Mitch worked with me to find alternate expressions to those I used that were faulty. A different approach to my ideas helped with clarity and expression.

Harold (A1): The biggest problem I have is clearly stating and separating ideas. Being concise yet descriptive is something I have tried to and will continue to strive to do. The session allowed me to reflect not necessarily on the relevance of the content but rather on the flow of the ideas and the way they tie into and lead into each other. I think the most helpful thing will be to create an outline and list not what I want to talk about but how I want to justify my assertions.

Harold (A2): Clarity is key-some parts can be misconstrued so it has to be very specific. Grammar needs to make sense in order to understand the message of the sentence. Content is pretty good- writing an outline prior to the paper works well. Read it once out loud to see how it sounds and to make grammatical corrections before the final copy is turned in. Go through before and figure out what to look for before you do the correction instead of going through one mistake a time, you can always find simple mistakes, but if you know what to look for you'll be better off.

Hazel (A1): That my paper is at least well organized and professional. Sometimes I have sentences that are too long and need to be shortened and my standpoint in the essay should be made clearer and reinforced. Some course material were explained to me thoroughly and effectively in the course of this consultation process. Business nomenclature such as "fiscal year", "shelf companies" etc. To ask for help when I come across confusing terminology instead of speculating.

Hazel (A2): DaimlerChrysler example. Too complicated. To think out extended modifiers more. It's a good idea to make students read their papers out loud, especially foreign language ones.

Helen (A1): I learned to go back and make sure that I've answered all the questions I brought up in my thesis. I learned that I tend to wait to the end to state my positions, but that's OK as long as it is well supported. I will read my papers out loud to catch errors and start referring back to my thesis more during my writing. I would like to learn to increase the complexity of my sentence structure by the end of the semester.

Helen (A2): I realized that this topic takes a lot of support--you can't use a filler sentence or BS in any of it. Everything needs to be supported. The way Americans refer to all people or employees as "he" doesn't quite work in German. You can't say "Each employee has his" and it doesn't automatically entail all genders in German. I am sloppy with grammar and should reread over my paper for relevance to the topic. Check my endings and grammar and typos. It definitely helped me to learn how to read over my own work and where I have problems.

Elmer (A1): I learned that my writing process should be better thought out. When I write my next paper I will rethink and take some more time in the writing process.

Elmer (A2): That I need to work on my complex sentence structure. I know now that I should read over my paper a couple more times to listen how it sounds. Concentrate more on sentence structure. I want them to know that it is beneficial for students to have this resource.

Howard (A1): I found the consultation helpful. Reading out loud helps me hear my own mistakes. I find that as I read papers to myself, I skip over big problems over and over. In addition, there are simply some things I can not find myself. For example, some word endings and order.

Howard (A2): I have some problems with ambiguous subjects and Richard helped me clear it up. I just developed my understanding of subject/verb agreement more. I need to read the papers out loud more often. When I write another paper I will read it out loud.

Following are the transcriptions of the writing conference dialogs for Assignment 1 (A1) and Assignment 2 (A2) for Herman, Homer and Harold.

Herman (A1)

Richard: OK Herman, what class is this for?

Herman: German 312

Richard: Which is?

Herman: Basically economics and German, like a general overview.

Richard: What type of work do you have here, what did you write about?

Herman: Well it's a theoretical company called AmeriChemists and their decision to move to Germany whether they want to become an Akteingesellschaft, which is a stockholder company or a Kapitalgesellschaft, which is basically like more of a partnership. Oh, excuse me, Kapitalgesellschaft; the overall idea of a stockholder company or more of a limited liability company.

Richard: OK the first thing we usually have you do—Können wir das auf deutsch machen?

Herman: Ja.

Richard: OK, gut. Zuerst, was ich am besten finde, ist das du das vorliest, laut vorliest und wir können das zusammen angucken und dann meistens hört man seine eigene Fehler auch.

Herman: Alles zusammen oder hier dann stoppen?

Richard: Ich werde zwischendurch ein Bisschen stoppen.

Herman: OK.

Richard: Aber meistens werden wir einfach durchlesen und dann nachher die Fehler besprechen. Bevor wir das machen, gibt es Bereiche, also spezifische Bereiche, wo du dein Schreiben schwach findest? Oder gibt es-

Herman: uhhh Wir müssen Nachteile und Vorteile für GmbH oder Aktiengesellschaft finden und dann unterstützen, und vielleicht ist das wo ich Probleme hätte.

Richard: Mit der Argumentation?

Herman: Mit der Unterstützung vielleicht, mit AG und GmbH und die Unterschiede zwischen die beide.

Richard: Was im Spezifischen? Ob die Argumente klar sind, oder ob sie gut sind?

Herman: Beide, klar und gut, Ja beide.

Richard: Gut. Andere Bereiche? Einige Personen kommen zu mir und sagen, "Ja meine Organisation ist...ich möchte Organisation angucken oder Übergänge." Oder gibt es andere Bereiche, die wir besprechen sollen? Manchmal haben sie Probleme mit einem spezifischen grammatischen Konzept.

Herman: Vielleicht etwas mit Genitiv.

Richard: Genitiv?

Herman: Ja ich habe viel Genitiv darin geschrieben

Richard: OK, gut...diese zwei Punkte können wir ein Bisschen angucken. OK, bitte lies mal vor!

Herman: (reads) "In einer GmbH müssen die GesellschafterInnen nur..."

Richard: Moment, Moment, Moment. Stoppen wir. Kannst du das wieder lesen? AmeriChemists wird?

Herman: (reads) "AmeriChemists wird..." I'm trying to say here that AmeriChemists is going to become a German company, but they need a form that's easy to ahh, they need the easiest possible form to start with.

Richard: Sehr leicht zu gründen ist, ja?

Herman: Sehr leicht zu gründen ist—maybe too many words in there, huh?

Richard: Ja. Zu viele Wörter. Du hast hier, du hast hier AmeriChemists wird ein neues Unternehmen und dann wieder ein neues Unternehmen

Herman: OK

Richard: Vielleicht klingt das ein Bisschen klarer wenn man einfach ein neues Unternehmen ausnimmt. "AmeriChemsts wird ein neues Unternehmen in Deutschland und sie brauchen einen Form"...Also, der, die oder das Form?

Herman: der

Richard: die

Herman: die

Richard: die Form. Sie braucht eine Form, die

Herman: die sehr leicht zu gründen ist

Richard: Ja, die sehr leicht zu gründen ist. Gründen?

Herman: to found

Richard: wird klein geschrieben.

Herman: OK

Richard: OK, OK weiter
(Herman reads remainder of draft)

Richard: OK Hast du ...hast du vielleicht Bereiche gesehen, wo es Probleme gab?

Herman: Nochmal die uhh Unterstützung von meiner Meinung für GmbHs ist vielleicht ein Bisschen schwach.

Richard: Also meiner Meinung nach, zuerst muss ich sagen, ich glaube du hast einige sehr schöne Übergänge in deinem Werk.

Herman: sehr gute Über-?

Richard: Übergänge—transitions?

Herman: OK

Richard: und uhh zweitens ich glaube zu erst fangen wir am Ende hier an, weil das das fin an hier ein Bisschen donfus und lang zu werden. Die Sätze sind sehr lang. (begins reading from text) ...und sie brauchen eine Form komma –ja wir haben jetzt einen Nebensatz, Relativsatz—die sehr leicht zu gründen ist. "In einer GmbH müssen die Gesellschafter nur 50.000 DM haben sich zu errichten" hier wieder sich zu errichten.

Herman: um sich zu errichten

Richard: um sich zu errichten, gut "sondern auch 100,000 DM in einer AG" was willst du damit sagen?

Herman: Das ist eine Vorteil. Sie müssen weniger, you know, fast Halb die Grundkapital einer AG haben.

Richard: Ah...ich glaube du willst hier nicht sondern auch, weil sondern eigentlich "rather" ist.

Herman: OK I wanna say "instead of" statt.

Richard: Statt mm hmm statt statt 100,000 und ich würde sagen statt 100,000 DM wie in einer AG. Komma wie in einer AG. Klingt das dir besser?

Herman: Ja.

Richard: um zufrieden müssen--zufrieden müssen?

Herman: to satisfy?

Richard: Das klingt mir komisch...befriedigen, befriedigen? (consults dictionary)

Herman: zufrieden is satisfied.

Richard: Ja, zufrieden das ist ein Adjektiv, aber befriedigen ist das Verb das ist was man macht.

Herman: OK

Richard: (reads farther) OK "wir wissen, dass GmbHs gewöhnlich oft--usually often?"

Herman: (laughs)

Richard: sometimes maybe (laughs) gewöhnlich oder oft?

Herman: gewöhnlich.

Richard: oft ausstreichen, OK...bist du damit zufrieden?

Herman: Ja.

Richard: Und wir machen das später--gehen wir hier durch. Wir haben einige Tippfehler, und ich glaube du wirst sie wahrscheinlich auch sehen. Hier durch—durch das ganze Papier wieder gibt es—nicht dasselbe Wort—aber gibt es bestimmte Nomen, die du nicht gross schreibst.

Herman: OK.

Richard: Du musst einfach darauf achten, dass du alle Nomen gross schreibst...spezifisch, ich habe spezifisch hier gesehen, falsch geschrieben.

Herman: Falsch getippt, aber spezifisch ist kein Nomen.

Richard: nein, nein, aber wie schreibt man das? Spezifisch (exaggerates) Zinsen, Zettel, zet, zet.

Herman: Oh, ja ja ja.

Richard: Aber du hast hier ein Problem--beide Besitzer und Gesellschafter müssen mit müssen gehen. Also ich würde sagen man sagt einfach die

Herman: OK

Richard: Dann ist das mehr als ein Besitzer und theoretisch also der Leser soll einsehen können, es kann mehrere Besitzer geben, es kann ein Besitzer geben "...müssen die Besitzer oder die Gesellschafter aus ihrer eigenen..."

Herman: die Tasche

Richard: Ja, die Taschen, plural, was ist plural dativ?

Herman: Taschen oh!

Richard: plural dativ von diesem Artikel hier—Ihrer.

Herman: ihren

Richard: ihren -- aus ihren eigenen Taschen bezahlen. Und ich glaube du hast das schon gesehen, ja ohne heißen? Lies den Satz vor.

Herman: Erst gibt es...ja.

Richard: Die Führung—OK Unternehmen?

Herman: das.

Richard: das Unternehmen. Und du willst Genitiv damit meinen.

Herman: Die Führung des

Richard: des Unternehmens.

Richard: "Die zweite Halbe von Personengesellschaften handelt sich mit Kommanditgesellschaft." Was meinst du zweite Halbe?

Herman: weil unter Personengesellschaft gibt es zwei Teile; die offene Handelsgesellschaft...

Richard: Ja, aber sie sind nicht unbedingt Halb von dem selben Kuchen.

Herman: Ja, zweitens gibt es...

Richard: Ja, zweitens, gut, könnte man sagen. Oder man könnte das sagen, oder mein Gedanke da war, man könnte einfach das Wort "Form" benutzen. Das ist

eine Form von einem Geschäft. Die zweite Form. Beschränkt, wie schreibt man das?

Herman: Oh, mit n.

Richard: Größer, wie schreibt man das?

Herman: esszet und umlaut.

Richard: gut. (reads) "Wenn ein Betrieb größer werden wollte, oft wählen sie..." OK welche Zeitform willst du hier benutzen? Ist das Präsens, Vergangenheit oder Zukunft?

Herman: Zukunft...werden wollte

Richard: werden wollte—OK—werden ist Zukunft, wollte ist Vergangenheit.

Herman: ah! Werden will, werden will. Wants to get bigger.

Richard: genau, will, oder einfach möchte.

Richard: "Wenn einen Betrieb grösser werden will, wählen sie oft..." Ja, sie bezieht sich auf was?

Herman: einen Betrieb.

Richard: und ist ein Betrieb?

Herman: er

Richard: Ja, gut.

Herman: uhh wählt er oft?

Richard: Ja, der Satz ist ein bisschen umm "awkward" ein kleines bisschen, weil ein Betrieb will nichts. Ein Betrieb hat keine Wille.

Richard: I think my problem with that sentence is "wählt er oft." That's awfully active for a...

Herman: ja, ja.

Richard: I would rather say the owners, or...

Herman: Ist die beste Wahl eine Kapitalgesellschaft.

Richard: Ja, there you go uhh das ist gut. Oder Form...ist die beste Form.

Herman: Ja, Form ist gut.

Richard: Das klingt dir besser? Bist du damit zufrieden?

Herman: Ja.

Richard: OK, was denkst du über diesen Satz?

Herman: umm

Richard: unternehmen, unternehmen, unternehmen, unternehmen.

Herman: Ja.

Richard: "...und diese Form ist gewöhnlich für große Unternehmen und Unternehmen...

Herman: der wachsen wollen.

Richard: Ja, Unternehmen, ist das hier plural oder singular?

Herman: plural, die?

Richard: die, die wachsen wollen. Das ist ein Relativsatz das muss mit einem komma abgesetzt werden.

Herman: Ja.

Richard: OK. Ich glaube das ist ziemlich gut-nächste Seite, die Zeit vergeht umm...ich wähle die größten aus hier. Und und und Ich glaube dieser Satz ist zu lang. Vielleicht kannst du zwei Sätze daraus machen.

Herman: OK Vielleicht nach "insgesamt" einen neuen Satz.

Richard: Ja, und "Sie" muss groß geschrieben werden.

Herman: OK

Richard: in die Leitung—Dativ

Herman: in der Leitung.

Richard: OK Das klingt besser. Das ist ein Bisschen unbequem oder wie könnte man das anders sagen?

Herman: Confident, umm they're more confident

Richard: Comfortable, confident

Herman: Haben sie mehr "trust?"

Richard: Trust? Vertrauen? Confidence? (dictionary consulted) Wie wäre es, wenn man sagt, vielleicht "ist es ihnen bequemer beim Investieren." Oder "haben sie mehr Vertrauen beim Investieren?" Was willst du haben? Du kannst beide hinschreiben und dann selbst wählen.

Herman: Ja.

Richard: ...Ja es gibt einen besseren Ausdruck dafür. Man sagt "rum um die Welt," all around the world. Man kann "um die Welt" sagen. That's around the world. "rum um die Welt" all around the world.

Herman: OK

Richard: "wenn" automatically implies "dann." "Müssen fast Halb die Mitglieder--OK das ist eine genitive Form willst du machen. Ich würde sagen Halb, das ist auch ein Nomen.

Herman: Ja.

Richard: die Mitglieder-- Was ist das? plural? singular?

Herman: plural

Richard: genitiv plural

Herman: uhh der?

Richard: der. "...müssen fast Halb der Mitglieder des Aufsichtsrats sein..." So 50% of the Board of Trustees basically have to be representatives of the employees.

Herman: Wir müssen der hier.

Richard: Ja. Half of the members of the

Herman: Sie sind beide

Richard: genitiv, ja. Zwei Genitivformen aufeinander. Flexibel, wie schreibt man flexibel? Wie schreibt man das? -el, und was noch? "Auch ein Vorteil der GmbH, die sehr wichtig ist." Das ist ein Nebensatz, gel? Ist ein Relativsatz. Es muss noch ein Komma geben—"Auch ein Vorteil der GmbH, (Komma) hier maskulin, feminine oder neutrum?

Herman: Vorteil, das, no, der

Richard: ...der sehr wichtig ist. Wir haben schon die Sachen auf der letzten Seite besprochen. Gibt es Bereiche, wo du ...oder siehst du noch etwas?

Herman: Das ist fast alles. Unterstützung war meine größte Frage.

Richard: Ich glaube die Unter--also meiner Meinung nach ist die Argumentation gut. Das Einzige, was ich ein bisschen problematisch finde, und mir ist das immer problematisch-- Einleitungen und Abschlüsse sind mir immer problematisch, aber dein Abschluss hier ist -- du sagst genau das und in Detail

auch am Ende, was du schon gesagt hast und mir kommt das ein bisschen redundant vor.

Herman: kommt ein bisschen?

Richard: redundant, redundant

Herman: oh, OK

Richard: Vielleicht wenn du das ein bisschen

Herman: spezifisch?

Richard: Nein. Bleib ein bisschen allgemeiner oder etwas mehr in Richtung Thema.

(end of video tape)

Herman (A2)

Richard: Was für ein Werk ist das?

Herman: Das ist ein Bericht über Americhemists. Die haben jetzt eine deutsche Tochterfirma und sie entscheiden, ob sie Führungskräfte aus Deutschland anstellen sollen, oder Leute aus Amerika nach Deutschland schicken sollen.

Richard: Und hier darin gibt es Argumente für und gegen?

Herman: Ja, genau.

Richard: Überall ein Argument dafür aber es gibt Gründe von beiden Seiten.

Wunderbar—und nochmal wir machen, dass du liest das vor. Wir machen das ein bisschen zwischendurch, dann am Ende besprechen wir das ganz durch.

Herman: OK (Herman reads first paragraph only)

Richard: Stop. Gibt es Sachen hier darin, hast du etwas gesehen?

Herman: uhh

Richard: ein Fehler oder etwas, wo du dir denkst vielleicht ist das nicht so...vielleicht kann ich etwas ändern?

Herman: Vielleicht ist es nicht genug allgemein eine Vorbereitung für den Körper des Berichts nicht genug allgemein, oder ich weiß nicht.

Richard: Ich weiß auch nicht, weil ich nicht genau weiß, was du im Körper des Werks hast... "Wenn die Vorgesetzten aus dem Land die Tochterfirma kommen..." Was meinst du damit? Ah! Du meinst von der Tochterfirma, ja?

Herman: Ja, wenn sie in dem Land die Tochterfirma wohnen.

Richard: Eigentlich, ich glaube du willst hier Genitiv benutzen. Genitiv, die Firma?

Herman: der Firma.

Richard: Ja, der Firma. Das ist eine Möglichkeit. "Wenn die Vorgesetzten aus dem Land der Tochterfirma kommen."

Herman: When the management comes from the land of the new branch of the company—"verstehen sie besser die Kunden und Mitarbeiter"—they understand better the consumers and workers of the company.

Richard: Hier kommt das ein bisschen ungeschickt vor. Ein bisschen unbequem. "aus dem Land der Tochterfirma." Wir wissen die Tochterfirma ist in Deutschland, ja? Also, "wenn die Vorgesetzten aus Deutschland kommen."

Herman: OK OK

Richard: Es gibt nichts falsches damit, aber es ist kompliziert, wo es nicht kompliziert sein muss. OK ich glaube das reicht im Moment. Noch ein bisschen weiter.

(Herman reads)

Richard: Was meinst du damit "der steilste Weg zum Erfolg?"

Herman: Die umm most popular or traditional.

Richard: Was ist das auf Englisch steil?

Herman: the most common?

Richard: Steil ist "steep" na?

Herman: steep, steil, ich weiß nicht.

Richard: wir tun einfach ein Fragezeichen darüber.

Herman: Was ich meine hier ist traditionell oder populär.

Richard: Ja, OK

(Herman reads)

Richard: Stop. Stop. Hast du etwas gesehen? Gibt es etwas, was dir aufgefallen ist?

Herman: uhh ich weiß nicht, was ich mit steilste meine nochmal glaube ich traditionell.

Richard: OK. Mir ist es aufgefallen, also ich lese das auch mal vor. "In der Vergangenheit war die totale Unterordnung des Betriebs der steilste (oder traditionellste) Weg zum Erfolg. Dise Stil ist wirklich der steilste Weg jetzt in den USA." Das heißt jetzt ist dieser Stil auch populär hier.

Herman: total Unterordnung.

Richard: mm hmm. "Die mittlere Manager haben oft eine Stimme in die Entscheidungsprozess, abver diese Stimme ist nicht gesetzlich." Also das ist halt-- just throwing the dog a bone more or less.

Herman: repeating myself?

Richard: Nein, nein Ich spreche über das Stoff jetzt.

Herman: OK, OK

Richard: They have a voice. So what you're saying is these middle managers have a say in things, too, but really when it comes right down to it...

Herman: It doesn't mean anything.

Richard: yeah right. Dann sagst du weiter "Es gab ein paar Topmanager..." Also, jetzt sind wir in der Vergangenheit. Das ist hier alles im Präsens, ja?

Herman: umm Vergangenheit.

Richard: Dieses hier jetzt. "Diese Stil ist jetzt"—Präsens, "Die mittlere Manager haben oft eine Stimme"—Präsens.

Herman: ja, ja.

Richard: "Es gab ein paar Topmanager und die MitarbeiterInnen hatten keine Stimme." Diese hin- und her von Präsens in die Vergangenheit ist ein Bisschen konfus... Ich würde das gleich nach dem ersten Satz tun.

Herman: hatten , OK

Richard: weil das bezieht sich auf den Weg in Deutschland und auch auf die Vergangenheit. Wenn sie zusammen sind ist das mir klarer.

Herman: Ja.

Richard: OK und diesen Satz finde ich auch problematisch. In meisten Firmen...das sagt man einfach nicht. Man sagt "in den meisten Firmen: oder ich würde eher sagen "in vielen Firmen."

Herman: Ja. Ein größer werdende Prozess.

Richard: größer werdende ist grammatisch korrekt

Herman: OK ein Prozess ist?

Richard: Ja, ist, genau. Gucken wir das genauer an. Spezialisten zu benutzen ist ein Prozess?

Herman: ahhh Spezialisten anzustellen oder

Richard: Ich würde eher auf Prozess konzentrieren. Gibt es ein anderes Wort für Prozess?

Herman: Trend?

Richard: größer werdende Trend--Trend würde da gut passen.

Herman: Ja alles klar

Richard: Machen wir weiter... "Führungstile"

(Herman reads)

Richard: Das ist ziemlich klar—dieses Erstes ist ziemlich klar, aber hier ich würde sagen, es wäre gut, wenn du ein kleines Abschnitt schreiben könntest, wo es eine eigentliche Situation beschrieben wird. Zum Beispiel wenn der Chef so und so macht...

Herman: OK

Richard: Also der letzte Satz. Das heißt "Die MitarbeiterInnen müssen eine Selbstverantwortlichkeit für den Erfolg..."

Herman: für?

Richard: The workers must feel a responsibility for the success of the company.

Herman: OK

Richard: ...und das klingt mir ein Bisschen... "die beste Leistung wie möglich"

OK also die Bedeutung ist da, aber noch komplexer oder fach-spezifisch würde ich sagen "optimal" das heißt so gut wie möglich—optimal, das ist ein schönes Wort. Ich würde sagen "um die optimale Leistung zu haben," but that's just my personal taste.

(Herman reads)

(Richard sighs)

Herman: zu lang.

Richard: OK Das ist vielleicht ein komplexerer Satz in sich selbst. Also, man geht nach einem Land, aber man geht nicht

Herman: zu

Richard: Ja, man geht zu

Herman: zu einer Tochterfirma reisen.

Richard: "um zu arbeiten" das kannst du nicht, das muss hier.

Herman: ahhh, Vielleicht brauchen wir "um zu arbeiten" nicht, weil Führungskräfte arbeiten natürlich.

Richard: Natürlich--kannst du einfach ausnehmen. Du willst Genitiv hier benutzen, na?

Herman: das Land

Richard: Genitiv von "das Land?"

Herman: der das des
Richard: des, gut.
Herman: des neue
Richard: des neuen
Herman: des neuen?
Richard: Ja, des neuen. Always when you have your adjective endings, when you have
Herman: Genitive?
Richard: Genitive, Dative and Accusative, all of them. You've already shown the reflection of the Genitive, Dative or Accusative, every ending after that is going to be an "n."
Herman: des neuen Landes.
Richard: Ja genau. Wie liest das jetzt? "Wenn ortsfremde Führungskräfte zu einer Tochterfirma reisen müssen..."
Herman: müssen sie
Richard: Ja, OK. "müssen sie" klingt besser-nicht so redundant- "müssen sie über viele Aspekte des neuen Landes wissen." Was ist Geschäftsüben?
Herman: business practices.
Richard: oh, üben, practice (uses dictionary) Gewohnheit, Sitten, Gebrauch in business Verfahrensweise und das ist spezifisch für Business.
Herman: Verfahrensweise?
Richard: OK über Gesten und über andere -- was sind Zollen?
Herman: Geste sind gestures und Zollen
Richard: Zoll das ist wo man bezahlen muss, wenn man in ein anders Land geht. Was willst du damit sagen? (dictionary) ahhh, Sitten, Gewohnheit
Herman: Sitten
Richard: ...OK machen wir weiter
(Herman reads)
Richard: Ja. General Motors pays five hundred thousand dollars...hier ist ein Bisschen redundant. GM und GM. Ich würde GM ausnehmen und ich würde sagen das ist das erste Element in dem Satz und dann kommt das Verb als zweite Element...pro Jahr?? Das kann man sagen aber nicht schreiben. Only has a one percent digit? Ziffer is digit.
Herman: amount or count? Boy I don't know. You know what I'm saying here?
Richard: (looks in dictionary) I really don't know. "Rate" is a rate, but that sounds funny. Wie kann man das anders sagen?
Herman: Nur ein prozent die ortsfremde Führungskräfte GMs sind unerfolgreich.
Richard: Machen wir weiter, ich glaube wir haben das zum Tode verprügelt. (laughter. Herman reads.)
Richard: sehr schöner Satz. OK es gibt ein paar Sachen hier. "In der Nähe von"...Ich würde sagen es ist viel einfacher "fast Halb."
Herman: fast Halb, ja.
Richard: "fast Halb von allen grossen amerikanischen"—mit kleinem "a", weil das ein Adjektiv ist, ja? Betriebs? Betriebe. "im Vergleich" Vergleich wird gross geschrieben, von ist extra, das brauchst du nicht. Weiter.
(Herman reads.)

Richard: Das finde ich ein bisschen problematisch. The aforementioned is what you mean, right? I would say it a little differently. Ich würde sagen "Obwohl Interkulturelles Training bis jetzt ziemlich positiv scheint," seems oder we're discussing it "...diskutiert wird." Because that puts you back in the perspective of "alles, was vorgesprochen war." You're referring to your discussion.

Herman: Diskutiert wird is future, right?

Richard: its passive—Es wird diskutiert.

Herman: Oh, right. It is being discussed.

Richard: So you're saying although this has been discussed up til now fairly positively, there are a couple of problems. —Gibt es doch, because *doch* enforces the opposite opinion.

Herman: OK

Richard: ...OK. Eine Nachteil, der Teil should be ein. Ein Nachteil sind?

Herman: Single. Nachteil ist

Richard: der, die oder das Problem?

Herman: das--nicht geprüft sind?

Richard: ja und sind ist am Ende, warum?

Herman: a clause a dass clause.

Richard: ja, genau.

Herman: anebaut—wasted.

Richard: "...so viel Geld an übersee Aufgaben anebaut ist."

Herman: anebaut.

Richard: anebaut?

Herman: wasted.

Richard: anebaut.

Herman: ein anderes Wort für "waste"—verschwinden.

Richard: OK. Was ist das Wort? Verspielen, ver- ver- verschwenden...verschwendet ist. Anebaut, das kann auch sein, aber ich kenne das Wort nicht.

Herman: OK. Abschluss

Richard: Abschluss, wir machen bis zum Ende, ja?

(Herman reads)

Herman: OK, now I know you're not a big fan of the Abschluss--that you like it to be real simple. But he said he wanted it to be like a page and a half.

Richard: it's not that I'm a big fan of it, it's just...

Herman: You like it to be pretty condensed.

Richard: I'll tell you what I think about it. I think that most of this stuff is just facts and you're plain old stating things. And that it's just a lot easier to take information from what you already know and just state it. And it happens in everybody's paper, not just yours.

Herman: I see.

Richard: ...und arbeiten, das macht man körperlich.

Herman: ja.

Richard: Arbeitet ein Programm so körperlich?

Herman: Arbeiten nicht—They don't prepare them well.

Richard: "dass diese Programme nicht funktionieren?"

Herman: ja.
Richard: Ja das klingt viel besser.
Herman: ...Zahl gross geschrieben?
Richard: Ja. Arbeitserlaubnisse?
Herman: experiences
Richard: Ah. Erlaubnisse, das ist "allowances." Arbeits-
Herman: Erfahrung
Richard: gut.

Homer (A1)

Mitchell: So gibt es dann besondere Aspekte von diesem Bericht, die du besprechen möchtest?

Homer: umm

Mitchell: So nennen wir zum Beispiel drei Aspekte

Homer: In diesem Bericht?

Mitchell: Ja global.

Homer: OK

Mitchell: Allgemeine Aspekte zum Beispiel Organisation oder Grammatik oder etwas.

Homer: oder

Mitchell: was?

Homer: Ich weiß nicht aber umm die viele Aspekte muss ich möchte dieser Bericht übergeben so...

Mitchell: Zum Beispiel du hast schon erwähnt, dass es nicht immer so leicht war, Informationen zu finden oder Informationen aus dem Buch oder aus anderen Quellen in den Bericht zu bringen.

Homer: Ja ich habe viele wichtige Information aber nicht so viel Information das ist leicht für fünf Seiten. Ich habe viel für zwei oder drei vielleicht vier Seiten, aber das fünfte Seite war sehr schwer, weil ich muss so wenige Information für diese lange Bericht.

Mitchell: So etwas mit der Länge des Berichts. Vielleicht können wir dann ein Paar Ideen besprechen, wie du das dann länger machen könntest oder so.

Homer: Ja wenn es der Bericht zehn oder zwölf Seiten oder so...und dies kann ich umm die längere Bericht benutzen die Information.

Mitchell: OK gut. Also, die Länge. Wie fühlst du dich, wenn es um Grammatik geht? Um die Sprache... so Grammatik oder Stilistik. Fühlst du dich gut da in diesem Bereich?

Homer: Es war OK umm... der Grammatik...Ich will nicht nur leichte Sprache aber so immer habe ich mehr schwerere Sprache in mein Bericht.

Mitchell: So, du versuchst kompliziertere Sätze zu schreiben, mit Nebensätzen und so...

Homer: Ja

Mitchell: OK

Homer: Ich will kompliziertere Formen aber es geht nicht aber

Mitchell: Ja das ist nicht immer so leicht zu machen aber wir können das besprechen, wenn wir den Bericht dann durchlesen.

Homer: OK

Mitchell: Gut, also ich frage dann zuerst, ob du diesen Bericht ganz durchleses würdest, so laut lesen. Ich glaube, dass wenn man so etwas laut liest, merkt man Stellen, wo etwas verbessert werden könnte so ich meine das ist eine gut Übung...bitte.

(Homer reads)

Mitchell: Gut geschrieben. Auch gut argumentiert, glaube ich.

Homer: Danke.

Mitchell: Ich habe nur ein Paar Stellen, wo ich ein bisschen Erklärung brauche, weil ich nicht genau verstanden habe, was du versucht hast zu schreiben. Also vielleicht können wir das dann auf englisch feststellen, was du damit meinst und dann so eine bessere Form in deutsch...

Homer: In deutsch.

Mitchell: Also, zum Beispiel hier am Ende des ersten Paragraphen. "Wie eine internationale Firma, AmeriChemists kann diese Formen zu zwei möglichen Unternehmensformen." (umm) Das habe ich nicht genau verstanden.

Homer: OK

Mitchell: Ich verstehe hier du sprichst von den verschiedenen Unternehmensformen in Deutschland: AG, GmbH, KG, OHG und so weiter aber hier ich glaube du versuchst zu sagen, daß eigentlich nur zwei Typen, nur zwei...

Homer: Formen.

Mitchell: Formen für AmeriChemists möglich sind, und das sind AG und GmbH. Hier hast du das nicht so gut ausgedrückt. Ist das richtig? Ist das, was du gemeint hast?

Homer: Ja, weil es eine internationale Firma und eine ganz große Firma. Wenn es seine Tochterfirma wählen die Form will es und diese Formen OHG und KG sind nicht für Americhemists.

Mitchell: Kommen nicht in Frage?

Homer: Ja, nur AG und GmbH

Mitchell: Gut. Dann meinst du vielleicht nicht "wie" sondern "als". Aber ist es der Fall, daß in Deutschland, daß internationale Firmen in Deutschland nur AG oder GmbH sein können? Oder können auch internationale Firmen auch KG sein?

Homer: Ja

Mitchell: Ja sie können auch?

Homer: Aber weil es eine große Firma ist...

Mitchell: OK. Also, es ist nicht nur, daß es eine internationale Firma ist, sondern auch daß es so groß ist... Dann vielleicht "Als eine sehr große internationale Firma"

Homer: Ja, mit vielen Beschäftigten und Arbeitnehmer/innen

Mitchell: (mm hmm) "kann AmeriChemists nur"

Homer: Ja. OK.

Mitchell: "nur zwei mögliche Unternehmensformen"...und dann brauchst du noch ein Verb hier. Können ist ein Modalverb.

Homer: Ja, natürlich.

Mitchell: "kann AmeriChemists nur zwei mögliche Unternehmensformen"...(umm)

Homer: wählen.

Mitchell: Ja. Und das hier das ist sehr gut als Einleitung meine ich--es gibt ein paar Sachen, die wir später besprechen können also Sachen mit Wortwahl und so. OK und das ist hier nicht so verständlich... Was meinst du damit?

Homer: OK umm let's see. Ob eine Firma eine AG oder GmbH wählen dann muss diese Firma als eine AG oder GmbH die Firma hat viele Regeln--gesetzliche Regeln und auch GmbHs haben viele Regeln.

Mitchell: OK so AG und GmbH haben viele Regeln.

Homer: Ja.

Mitchell: Hier oben hast du schon eine Form benutzt, die sehr gut is, glaube ich. Hier sagst du "Beide AG und GmbH sind Kapitalgesellschaften." Vielleicht könntest du das dann weiter benutzen hier "beide AG und GmbH haben viele Regeln.

Homer: OK

Mitchell: weil hier machst du einen Vergleich zwischen AG und GmbH. Und hier ist für ich glaube das ist hier aus dem englischen. Ja, du hast ein anderes Wort benutzt, als du gerade gesprochen hast.

Homer: umm

Mitchell: wenn.

Homer: OK

Mitchell: Wenn eine Firma AG oder GmbH werden Modalverb hier.

Homer: Modalverb...soll?

Mitchell: Soll oder will oder möchte.

Homer: möchte.

Mitchell: Ich glaube das ist gut.

Homer: OK

Mitchell: Und die andere Stelle hier auf Seite drei. Nochmal habe ich das nicht verstanden.

Homer: OK. (umm) Die Aktien für die Firma, die (umm) Eigentümer teilen (umm) die Aktien kann tauschen mit (umm) in der Markt in (umm) der "Stock Exchange".

Mitchell: an der Börse

Homer: Börse, ja. (umm) die tauschen an der Börse so sie können an der Börse in eine öffentliche Börse

Mitchell: getauscht werden. "Diese Aktien der AG können öffentlich getauscht werden" oder vielleicht "an der Börse getauscht werden" Das ist dann Passiv.

Homer: OK ja

Mitchell: Klingt das vielleicht besser?

Homer: Ja ganz besser.

Mitchell: Aber hier würde ich sagen im Allgemeinen sprichst du in diesem Paragraphen von Vor- und Nachteilen der Unternehmensformen, aber du schreibst nicht, ob das Dings mit den Aktien ein Vorteil

Homer: oder Nachteil

Mitchell: oder ein Nachteil ist. OK

Homer: OK

Mitchell: So das könntest du vielleicht ein bisschen weiter erklären--ob du das für einen Vorteil oder für einen Nachteil hältst. Ja? Und hier dann sprichst du von... also indirekt von Vorteilen und Nachteilen.

Homer: mm hmm

Mitchell: Also warum ist das nicht so eine gute Idee, wenn eine grosse internationale Firma AG wählt?

Homer: OK

Mitchell: Erklärst du das hier? Die Unternehmensform ist komplex?

Homer: So vielleicht (umm) "Es kann eine gute Idee sein, eine deutsche Firma...eine nur deutsche Firma eine AG wählen, wenn es groß ist aber es ist vielleicht ganz mehr schwer, wenn eine große internationale Firma eine AG wählt.

Mitchell: Ja, das ist besser. Also, es geht hier nur um so ein paar kleine Wörter zwischen den Sätzen, so eine Übergang von einem Satz zum anderen. "Es ist nicht so eine gute Idee, weil..." oder "Es ist nicht so eine gute Idee. Das ist der Fall, denn..." Also, es geht um ein paar kleine Wörter, verstehst du?

Homer: Ja.

Mitchell: "Es gibt auch viele Kosten, wenn diese Regeln wählen muss." Also Es gibt viele Kosten, wenn...

Homer: Die Regeln...die...That's not what I wanted to say. Nicht wählen.

Mitchell: Und viele Kosten sind auch ein Nachteil, ja?

Homer: Ja.

Mitchell: So. "es gibt auch viele Kosten, die mit dieser Unternehmensform verbunden sind, vielleicht? Aber du willst dann die Idee geben zum Leser, dass viele Kosten ein Nachteil sind und kein Vorteil.

Homer: OK.

Mitchell: Hier fehlt ein Verb in deisem Satz.

Homer: Ja (laughs)

Mitchell: Alles ist da, außer dem Verb.

Homer: Ja.

Mitchell: Und welches Verb passt da sehr gut?

Homer: gehalten, oder?

Mitchell: OK das könntest du sagen, oder "Es würde viele Konflikte zwischen diesen Gruppen geben...

Homer: Nach Vorstand dann und nicht nach Gruppen?

Mitchell: "Auch kann AmeriChemists fast trotzdem Organe in seine Tochterfirma als AmeriChemists." Was heißt das?

Homer: OK (umm)

Mitchell: Vielleicht hier ist die beste Idee, dass wir das halt auf Englisch ausdrücken und dann versuchen das Deutsch zu finden.

Mitchell: What did you try to say with that?

Homer: (umm) Let's see. That way or also AmeriChemists can keep or have or...that's the verb I'm missing right there, that I'm not sure on (umm) almost all the same (umm) company organization in its partner firm, its subsidiary as AmeriChemists itself.

Mitchell: Ah. So say that again. Let's get it in English first. Say that again.

Mitchell: Ich würde vorschlagen, wir sagen nicht "auch kann" sondern wir sagen (umm). Die ganze Argumentation ist, daß AmeriChemists GmbH wählen soll, nicht?

Homer: Ja.

Mitchell: GmbH soll sie wählen, also etwas mit wenn. "Wenn AmeriChemists GmbH als Unternehmensform wählt" -- und welches Modalverb würdest du benutzen?

Homer: kann oder soll.

Mitchell: OK. Kann. "...kann die Firma fast alle"... das ist nicht so schlecht, nun daß ich das verstehe, aber dieses Wort kann nicht bleiben--das bedeutet etwas anderes. "fast alle-- fast diesselben Organe in ihrer Tochterfirma..." und das Zauberverb *to keep or maintain*...Also, es gibt viele Verben, die du benutzen könntest aber ich denke an behalten.

Homer: behalten.

Mitchell: Ja "dieselben Organe behalten als Americhemists in den USA oder als die Mutterfirma oder so. Ich weiß nicht, ob es Mutterfirma gibt. Has du ein Wörterbuch dabei?

Homer: Ich weiß nicht. Ich suche für ein besseres Wort.

Mitchell: Ja, du kannst ein besseres Wort suchen und dann das reinstecken, aber sonst ist das kein Problem--Ich meine es gab nur ein paar Stellen, wo ich Fragen gehabt habe, weil ich nicht verstanden habe, genau was du meintest. Jetzt ein paar globale Sachen zum Wortwahl oder der Benutzung von Wörtern, zum Beispiel...zwei oder dreimal hast du dieses Wort benutzt, Bericht. "Wenn eine AG mehr als 500 Beschäftigten hat, muss der Bericht..."

Homer: Nein, nein. Betrieb.

Mitchell: Ahh, Betrieb.

Homer: Ja, ich bin doof.

Mitchell: Nein

Homer: Ein dummes denken, weil...

Mitchell: Du schreibst einen Bericht und du denkst an Bericht.

Homer: Ich denke, dass ich ein oder zweimal, aber ich sehe das nicht, wenn ich es lese.

Mitchell: nicht so schlimm.

Mitchell: und dann hier. Hier hast du "weil" benutzt, und "weil" ist was für ein Wort? Was für ein Wort ist "weil" oder wie funktioniert das Verb mit "weil?"

Homer: Ja, es geht dann am Ende.

Mitchell: Das Verb muss dann ans Ende gehen.

Homer: Ich habe das gesehen, wenn ich es lese.

Mitchell: Ja. Siehst du? Wenn du das vorliest, dann siehst du etwas. OK. ...Also hier kleine Sachen hier-- eine falsche Buchstabierung.

Homer: Ja, das ist Form.

Mitchell: Form.

Homer: Form, nicht From

Mitchell: und "eine KG ist eine Firma, die ihr Grundkapital in vielen Teilen ist." Was wäre ein besseres Verb?

Homer: Ein besseres Verb?
Mitchell: Ja. Klingt das richtig?
Homer: in vielen Teilen haben? Oder?
Mitchell: Ja, hat. Es heißt, dass viele Eigentümer die Aktien besitzen. Kein Passivsatz hier, aktiv. Verstehst du?
Homer: Ja.
Mitchell: Hast du andere Fragen?
Homer: Nein ich sehe nicht mehr aber vielen Dank.
Mitchell: Bitte schön.
Homer: Und ja das Bericht ist ganz besser jetzt.

Homer (A2)

Mitchell: Was für ein Bericht soll das sein? Was sind die Aufgaben?
Homer: Die Aufgaben ist soll AmeriChemists ein Deutsche oder Amerikanische Top Management Team für ihre deutsche Tochterfirma.
Mitchell: OK und du sollst für oder gegen argumentieren?
Homer: mm hmm
Mitchell: OK, gut. Welche Stellen hier im Text oder welche Sachen gibt es, die du sehr gern besprechen möchtest? Gibt es so irgendwelche Probleme, die du gehabt hast oder...Fragen, die du gehabt hast?
Homer: Ich habe viele Probleme, aber meistens über die Information nicht über die schreiben, über die—die was?
Mitchell: So über den Inhalt, also was eigentlich da steht oder welche Informationen du dann reinbringst und nicht so viel über das Deutsche oder das Schreiben von dem Ding.
Homer: Ja.
Mitchell: Also die Grammatik nicht viele Probleme? Oder irgendwelche vielleicht?
Homer: Wenn ich mache die Grammatik zu schwer dann hat ich ein paar Probleme aber nicht so...
Mitchell: Also, wenn du versuchst so schwierigere Sätze oder kompliziertere Sätze zu schreiben, dann kann das ein Problem sein.
Homer: Ja.
Mitchell: OK. Kompliziertheit sozusagen. Gut und vielleicht dann, während du das vorliest findest du andere Stellen worüber wir bestimmt sprechen sollen oder sprechen können.
Homer: mm hmm
Mitchell: OK Bitte lies das mal vor.
(Homer reads)
Mitchell: Es scheint hier das alle Argumente da sind. Also nicht alle sind sehr gut erweitert, aber wir können diese besprechen. Ich habe drei oder vier Sachen mit der Grammatik gefunden. Das eine ist Passiv.
Homer: OK
Mitchell: Noch etwas ist Genitiv.
Homer: OK
Mitchell: Oh, und dann gab es auch ein paar Sachen mit Verben.

Homer: Natürlich.

Mitchell: Oder mit Wortstellung nach Verben und "ist das das richtige Verb" und so weiter. Aber zuerst besprechen wir die Stellen im Aufsatz, wo ich nicht so gut verstanden habe oder wo es -ich glaube- Probleme mit dem Stil gab. Umm Hier zum Beispiel auf Seite drei.

Homer: mmm hmmm.

Mitchell: (reads from draft) "Ein Manager kann sehr offensiv zu seine ArbeiterInnen sein, wenn nur der Manager mit den ArbeiterInnen ein Kultur Mißverständnis hat." Und ich glaube du willst dann betonen, dass es nur ein Mißverständnis ist.

Homer: Ja.

Mitchell: Und dass es nicht irgendwie von dem Manager eigentlich gemeint ist, ja? Aber ich glaube vielleicht ist das ein bisschen zu viel hier.

Homer: OK mmm hmmm.

Mitchell: Vielleicht können wir das ein bisschen verkürzen.

Homer: OK

Mitchell: Fangen wir mit offensiv an. Ich weiß nicht, ob das das beste Wort ist. (consults dictionary) Vielleicht gibt es ein anderes deutsches Wort. Ja, OK hier steht offensiv, anstößend, beleidigend...

Homer: beleidigend.

Mitchell: Natürlich das ist ein gutes Wort. Da hast du dann ein paar Beispiele, Vorschläge für Wörter, die da vielleicht besser wären. Und dieses "zu seinen" ist ziemlich Englisch.

Homer: OK

Mitchell: gegenüber wäre gut.

Homer: gegenüber?

Mitchell: Hast du das gehört?

Homer: eine oder zwei Zeiten.

Mitchell: So das wäre genug dann, ja? So das auf englisch zu sagen without going into so much detail and such a long-- And basically what you're doing here is just repeating nouns: "Manager, ArbeiterInnen, Manager, ArbeiterInnen, Kulturmißverständnis..." You know, it's almost like you're repeating the exact same thing that you said up in front.

Homer: Yeah. I wasn't sure how to refer back without making it ambiguous, and that's how it got so-

Mitchell: Right, because if you try to put pronouns in you know "er, sie" and then it could be a woman or a man.

Homer: exactly.

Mitchell: The whole bit, so you open that whole can of worms.

Homer: Yeah. That's why I did it that way.

Mitchell: And you do need to be sensitive to that but I think it's enough if you just cut this down and say something like "a manager can be offensive to his or her workers

Homer: workers

Mitchell: without meaning to. You know, something simple and short as that.

Homer: yeah.

Mitchell: So now we just need to get that into the German. So maybe we'll just leave it at "Ein Manager kann sehr beleidigend gegenüber seinen...I guess you have to, you can't really avoid it because it's a masculine word.

Homer: yeah.

Mitchell: You know. And without putting all those extra little things in your paper like ein(e) Manager/in kann sehr beleidigend sein, wenn nur er/sie" That is so difficult!

Homer: If I can somehow find a miraculous way

Mitchell: If you can find a way to get the inclusive language, that'd be good. But that's a digression, because we weren't originally talking about that, we were talking about how we're going to pare down this lengthy subordinate clause to get at the real heart of the matter. "Ein Manager kann sehr beleidigend gegenüber den Arbeiterinnen sein, wenn er...

Homer: denkt, denken oder meint?

Mitchell: Wenn er denkt, dass...but that's setting it up to be even longer.

Homer: yeah That's setting it up to be longer.

Mitchell: ...wenn er das nicht meint, oder wenn er sowas nicht meint...wenn er so eine Beleidigung nicht meint, ja?

Homer: OK

Mitchell: Und noch eine Stelle, wo es zu viele Wörter gibt wahrscheinlich, oder...ah. Hier nicht zu viele Wörter aber ich habe das gar nicht verstanden. Ich verstehe "diese interkulturelle Trainingsprogramme sind sehr wichtig für die ManagerInnen. Das Programm ist nicht nur für die ManagerInnen aber auch für ihre Familien. Das Programm," und was ist hier am Verb falsch?

Homer: ummm...oh...lehrt.

Mitchell: lehrt, gut. "Das Programm lehrt beide Kultur und Sprache" Hier brauchst du nicht "zu Familie." Du kannst auch sagen, "Das Programm bringt der Familie beides Kultur und Sprache bei." Beibringen, hast du das gehört?

Homer: beibringen.

Mitchell: ein anderes Wort für lehren-- Es bedeutet dasselbe aber das ist dann trennbar. Also, dann würde man sagen "Das Programm bringt der Familie beides Kultur und Sprache bei." Ein bisschen komplizierter.

Homer: OK

Mitchell: Ein bisschen deutscher. Hier das ist ein bisschen Englisch glaube ich.

Homer: Ja.

Mitchell: The program teaches both culture and language to the family.

Homer: To the family. It was screaming English to me, but I wasn't sure of anything.

Mitchell: ...diesen Satz habe ich nicht verstanden.

Homer: OK. umm Es ist zwei Beispiele, nicht nur ein . Die erste Beispiel ist von das Programm über Sprache mit Kunden—es ist über Arbeitskultur. Und das Programm lehrt über Versammlungen in ahh...

Mitchell: Im Familienhaus?

Homer: Im Familienhaus...umm...für beide andere Kunden und andere familien in ihr Platz oder etwas so.

Mitchell: Und ich glaube hier das Versammlungen in Familienhaus—ich glaube ich erkenne das Beispiel aus dem Artikel.

Homer: yeah.

Mitchell: Im Artikel gab es so ein Beispiel und ich glaube das war sehr spezifisch für den Artikel. Vielleicht ist das nicht das beste Beispiel für deinen Aufsatz, ja? Also vielleicht, ja, ich wollte halt sagen--vielleicht kannst du den Satz weglassen. Ich glaube du beschreibst hier, was für Training es im Programm gibt. Also das beschreibst du hier und dann hier versuchst du, konkrete Beispiele zu geben, aber das sind eigentlich keine konkrete Beispiele.

Homer: OK

Mitchell: Vielleicht wenn du sagen würdest, "zum Beispiel im Artikel" also vielleicht kannst du dann diesen Artikel zitieren und dann sagen ja "Zum Beispiel im Artikel aus dem *Wall Street Journal* 1992 blah blah blah. Im Artikel aus dem *Wall Street Journal* wird ein Programm beschrieben..." Let's get this in English before we try it in German. I think what you're doing is drawing comparisons out of this article, but I think you want to give credit and draw the specific examples.

Homer: So specific.

Mitchell: and feed that in here to support your argument about what the program offers.

Homer: So I'd be better off directly quoting it?

Mitchell: Yeah. In the article a program is described, and in the program the family is going to Kenya and they have to get some language training and some cultural training so they'll know that it's not always safe to let the kids ride the bus by themselves, and that it's not good to have a business meeting in a restaurant.

Homer: yeah.

Mitchell: A family is trained in social, social what

Homer: social aspects, social skills

Mitchell: How about trained in acceptable social behaviors, I don't know.

Homer: Well, it will probably sound better in German.

Mitchell: Yeah, so let's try and get this. We're running out of time here and we still have to talk about the passive.

Homer: Well, I can go back and find something for that.

Mitchell: Yeah.

Homer: Adjust a little bit. As long as I get the gist.

Mitchell: Well, you understand that you have to move around the word order a little bit.

Homer: exactly

Mitchell: ...in dem eine Familie trainiert wird...that's another passive, and that will bring us to our discussion of the passive. Hier hast du ein paar Probleme, zum Beispiel im ersten Satz versuchst du Passiv zu benutzen. Du hast Recht, Passiv ist mit werden, aber dann muss man Partizip haben.

Homer: mit gewählt?

Mitchell: Ja.

Homer: gewählt werden.

Mitchell: Ja, gewählt werden, gut. Here you've got the passive part right, but in a passive sentence this right here is not a subject, but it's something called the agent. In front of the agent comes a certain preposition...and that is?

Homer: I don't remember

Mitchell: von

Homer: Whenever the subject ist turned into an agent then it always has to be preceded by von.

Mitchell: There are some cases where it's durch, but here it's better to use von. The only time I've ever heard durch used really in real German is when somebody is talking about the bombing of Dresden or something.

Homer: OK

Mitchell: Clyde might tell you something different on that, but put von and he'll be proud of you for doing the passive. OK "bevor den deutschen Managementstil..." hier ist ein Problem mit Wortstellung. "Daher muss AmeriChemists deutsche

Homer: deutsche

Mitchell: Ja die deutsche Kultur verstehen, bevor den deutschen Managementstil-
-this verb has to go up here kann

Homer: kann OK.

Mitchell: and then is it "bei AmeriChemists?" This is an agent now.

Homer: it's an agent, it would be "von."

Mitchell: von, kann von AmeriChemists...

Homer: verstanden

Mitchell: Verstanden, gut verstanden... and then at the very end of a passive sentence...

Homer: werden

Mitchell: werden, ja. I think that's right. Boy, that's a rough sentence there.

Homer: Yeah, that's kind of what I was talking about when I was talking about the more complex sentences.

Mitchell: Yeah, complex sentences. OK two more things real fast 'cause we're running out of time. OK. A verb. This can't be the right verb here. "Die Planung scheint in ihren Entscheidungen." I understand what you mean

Homer: but...

Mitchell: it shines through. It's kind of poetic. Bist du ein Poet?

Homer: No.

Mitchell: Bist du ein Dichter? (laughter) "Die Planung erkennt man..." and there's a passive voice alternative if I ever saw one. "Die Planung erkennt man an ihre Entscheidungen." Yeah, that's good.

Homer: Auch mit Genitiv.

Mitchell: Ja . eines deutschen

Homer: Is it deutschen?

Mitchell: Ja. All adjective endings in Genitive are -en. It's these other endings that will get you, because it has to be eines Betriebs so you think everything has to get an s, but the adjective gets an n.

Homer: Oh. So I can go through that.

Mitchell: There were a couple of places where you were trying to use a feminine genitive....what's the ending for feminine Genitive, the der word ending?

Homer: Wait a minute feminine...I thought it was der.

Mitchell: Ja richtig, der.

Homer: der Stadt.

Mitchell: Yeah and I'll give you a photocopy of this where I've circled some of the endings so you can get an idea of what I'm getting at. One thing--this one here really pushed my ability to understand. Kennen doesn't belong in there and miteinander doesn't because you've already got mit. Zum Beispiel nennen oder grüßen, that would work.

Homer: For some reason I remember going back because I missed the second mit and I thought einander that doesn't sound right and I put in miteinander and just ignored the second mit.

Mitchell: So let's real quickly just review here--We talked about passive voice and went through a couple of those and I think

Homer: I can go back and check that out.

Mitchell: You can go back and get that. Genitives we went through, that's real easy here's one of those

Homer: feminine ones

Mitchell: yeah. Right here it's a feminine or a plural it has to be der.

Homer: OK That's where I got screwed up.

Mitchell: Here I had "sich entwickeln" and then we fixed that sentence basically we fixed that one and then we talked about this one--basically you've just got to get that big thing in German.

Homer: Yeah, gotta fix it up.

Mitchell: Git es noch Fragen? Deinerseits?

Homer: Nein, das ist alles toll, danke.

Mitchell: Bitte schön.

Harold (A1)

Martin: Wir versuchen Deutsch zu sprechen, aber wenn es gibt ein Problem oder ein Problem gibt, dann wir können Englisch sprechen.

Harold: OK

Martin: Normalerweise wir bitten die Studenten alle Studenten zu vorlesen ihr Bericht so man kann hören, wo es Probleme gibt oder sowas und ..uh.. weißt du, gibt es drei Orte in diesem Bericht oder Ziele, daß du Probleme hast mit diesem Bericht das du möchtest wiederholen.

Harold: ein bisschen. Ich möchte mit diesem Bericht nicht nur die Formen einer AG oder GmbH uhh besprechen, sondern

Martin: oder Inhalt

Harold: Ja, ja.

Martin: Sachen über die AG oder GmbH

Harold: nicht viel über die Grammatik mehr für Satzstruktur.

Martin: Ja OK Satzstruktur word order, stuff like that.

Harold: Ja und, also Hauptthemen und Subthemen oder Unterthemen.

Martin: We'll use that kind of as a guide.

Harold: Ja jede Hauptthema hat auch ein Hauptsatz oder Hauptidee und dann Unteridees, wo ich die besprechen und dann..uh..you know, a concrete detail for each one of them.

Martin: Unterstützung

Harold: Ja, Unterstützung that's it. Soll ich mein Bericht vorlesen?

Martin: OK

(Harold reads)

Harold: Das war's

Martin: Ausgezeichnet. Ich denke, daß deine Grammatik ist nicht so schlecht.

Harold: Nicht so schlecht.

Martin: Es gibt nur ein Paar Probleme, und die meisten sind nur...uh...word order.

Harold: Ich habe auch ein Paar Typos gesehen.

Martin: Ja. Falsch buchstabieren. Ich habe bis ein Paar bemerkt, so wir können jetzt wiederholen und ich kann dir zeigen, was ich bemerkt habe hier. So im ersten Absatz es soll verschiedene haben auch verschiedene Eigenschaften. So die Adjektivendungen...der erste Absatz sieht ziemlich gut aus in meiner Meinung.

Harold: Ja, ich stimme das zu.

Martin: umm und dann Ist das ein Verb, soll das erschienen sein?

Harold: Ja

Martin: OK Ich habe zuerst gedacht, dass das ein Adjektiv war und dann zum größten Teil ist dieser Absatz auch OK. Und dann in diesem nächsten Absatz...Deutschland ist falsch buchstabiert. (laughs)

Harold: Ja, das weiß ich. (laughs)

Martin: Und dann ich denke es soll ein Artikel für GmbH geben wie "die AG und die GmbH"

Harold: OK

Martin: Das ist etwas, was sehr spezifisch für Deutsch ist. Man muss immer einen Artikel vor den nächsten Subjekt geben. That's just particular to German.

Harold: Ja.

Martin: Ein bisschen anders als Englisch. Ich habe eine Frage. Ich weiß nicht genau aber, wenn man "das heißt" schreibt, soll es Subjekt, Verb, blah blah blah sein oder macht das...Does this conjunction put the verb at the end? I don't know for sure I can't remember.

Harold: I don't know. I think if you want to put the verb on the end it has to be "das heißt, daß..."

Martin: So "das heißt" by itself is not a subordinating conjunction?

Harold: I don't know. I'm not the person to ask about that kind of stuff. (laughs)

Martin: I was curious about that 'cause I was thinking back to papers I had done and wondering whether it is or not. umm Seite drei--Wert. Ich denke das muss ein grosses W sein. Und dann diese

Harold: Ja

Martin: Hier ist problematisch ein bisschen. "Sie haben ein 'par value' von DM 50 haben müssen." So was meinst du da?

Harold: Ich muss mich ein bisschen überlegen...uh...(reads from text) "das heißt sie müssen ein 'par value' von 50 Mark haben." Also sie müssen...die 'par value' in Amerika die Aktien müssen wenigstens 50 Mark Wert besitzen oder behalten. So ich glaube, daß es ein bisschen besser aushörte...zuhört...It sounds better when I say "sie müssen ein 'par value' von 50 Mark haben."

Martin: OK. I just wanted to clear up the fact that there was

Harold: too many verbs.

Martin: mass verbage in there. (laughs)

Harold: I love using the word wahnsinnig

Martin: Yeah, it's a good word.

Harold: wahnsinnig viele Regeln.

Martin: Und dann ich denke alles in Ordnung steht aber hier am Ende dieses Absatzes soll es "sondern kriegen sie Geld wenn der Gewinn und Bilanzreste..."

Harold: Die Anteile werden nicht an der Börse gehandelt, sondern sie kriegen... I think sondern funktioniert wie aber so I don't think it has any impact on the word order--I'll check that with my anderer Bericht.

Martin: Ja, und dann es gibt nichts, was ich habe falsch gefunden und dann hier das bedeutet ist falsch buchstabiert.

Harold: eu right eut?

Martin: Ja. Und dann ich habe bemerkt, daß als du diesen Satz gelesen hast du hast gesagt "entweder sie Aufsichtsrat oder nicht sind." Was hast du lieber?

Harold: Keine Ahnung. Vielleicht habe ich nur mißgelesen oder ein Mißverständnis gehabt.

Martin: Ich denke (reads to self) Ich denke, daß vielleicht es soll mit "sind"

Harold: am Ende?

Martin: am Ende sein. "entweder sie Aufsichtsrat oder nicht sind."

Harold: vielleicht kann ich "entweder sie Aufsichtsrat sind" und kein "oder nicht" haben.

Martin: Ja, und dann Abschluss. "Meiner Meinung nach gibt es keine schwere

Harold: schwere, ja.

Martin: Und dann das ist ihre Entscheidung hier: AmeriChemists soll ohne Zweifel GmbH sein.

Harold: Ja.

Martin: OK. Das ist sehr klar. Es ist gut. Es ist betont hier am Anfang des Abschlusses.

Harold: Keine Unsicherheit.

Martin: Ja, genau. (laughs) Und dann ich habe keine Probleme gefunden da und dann werden ist falsch buchstabiert "getroffen werden müssen."

Harold: Ja.

Martin: Und dann die meisten grammatischen Sachen sind korrekt und ganz in Ordnung.

Harold: Ich habe drei Verbformen benutzt. That's pretty cool!

Martin: That is pretty sweet. umm Und als ein Ziel du hast gesagt, dass du möchtest wissen, ob ihre Hauptideen sind unterstützt, so der erste Teil...

Harold: Ja. Vielleicht sollen wir nicht durchlesen, we können, ja we können.
Let's just go through it real quick and make sure that I've got one or two sentences for each.

Martin: OK. Ich habe bemerkt, dass die erste Teil von ihrem..um..Bericht ist am meisten..um..informative (English). Es gibt die Grundfakten die Hintergrundfakten so.

Harold: OK.

Martin: (reads from text)...Der erste Absatz ist ziemlich gut.
(both read from text)

Martin: Was ist die Hauptidee von diesem zweiten Absatz?

Harold: Ich habe nur die Rahmenbedingungen beschrieben von den verschiedenen Rechtsformen.

Martin: Ich denke es ist nicht so wichtig hier, daß du hast eine sehr klare Hauptidee als am Ende, weil in diesen Absätze ich denke die Hauptidee oder was ich verstehe als Zuleser ist, daß es nur für informing the reader about the background stuff so ..uh..you're not really making an argument so to speak that you need to be concerned that you're supporting as such. But I mean it's important what you're saying.

Harold: Well I kind of broke it down like OK they're organized by rules and there's two forms and then each form's got, you know, however many and then inside of these there's however many different conditions so I kind of went on a "Hierarchie" so to speak.

Martin: Flowchart

Harold: Ja. There you go. There's really no point for argument in the first

Martin: Right, right.

Harold: "Teil" I guess you would call it, the first section. I could go through and fix it, too- all the dribble drabble.

(both read from text)

Martin: Du beschreibst was ein Kapitalgesellschaft ist, und was es bedeutet und was es macht. Und das ist ein...dieser kurze Absatz hier ist ein guter sogenannte segue into the rest of it.

Harold: sogenannt ist ein gutes deutsches Wort.

Martin: Ja, ich habe es gern.

(Martin reads from text)

Martin: So es ist betont, dass du hast die Kapitalgesellschaft entscheidet als die richtige..uh.. Form.

Harold: Rechtsformen oder Unternehmensformen. Vielleicht soll ich ein bisschen unterstützen also ich habe diese Hauptidee sehr betont aber nicht so viele meat, I guess, on the bone.

Martin: Ja.

Harold: ein bisschen nachschlagen und überlegen.

Martin: Vielleicht ein paar Sätze schreiben,

Harold: ein paar Sätze schreiben.

Martin: die unterstützen diese Idee.

Harold: (writes on draft) Unterstützung? Unterstützung.

(both read from text)

Harold: Genitive in there.

Martin: Der letzte Satz da ist ein guter Übergang da.

(Harold reads)

Harold: OK Vielleicht I should put "eingreifen" in there somewhere, that's a good verb.

Martin: Braucht "Geschäftsführung" ein Umlaut über dem "a"?

Harold: Ja, nicht "Geschäfts-" "Geschäfts-." Gut bemerkt!

(Harold reads)

Harold: Should it be bleibt or bleibt?

Martin: bleibt.

Harold: bleiben blieb--sie bleiben rentabel, sie müssen rentabel bleiben. Ja that sounds right I think...Should there be a "daß" in there?

Martin: "Das bedeutet, daß" is that what you have a question about?

Harold: When I was reading I skipped over it because I wasn't sure whether it should be "das bedeutet, daß falls" or just "das bedeutet, falls."

Martin: Ich denke es soll "in der Fall" sein.

Harold: Oh. In dem Fall oder in der Fall?

Martin: Ich denke es ist "in der Fall," weil ich denke, daß "Fall" feminin ist, aber ich schlage nach. (Martin consults dictionary) Es ist maskulin.

Harold: So "in dem Fall" oder "falls" I don't like that daß in there anyways, I'm gonna cross it off.

Harold: Zweifel...Zwiefel?...Zwiebeln is onion...Zwiefel...I don't think that's a word. (reads) ...die Nachteile sind...Is "los" the right word there? Die Vorteile sind herrschend, they're prevalent. Die Nachteile sind los, wrong, not there...I'll just put a big question mark there.

Martin: You want to say that they're not there?

Harold: I could just say they "existieren nicht."

Martin: Ja- einfach so. Es gibt eine falsche Buchstabierung hier. Amerikanische.

Martin: Ich denke, daß es wird ein bisschen klarer sein, wenn du einen Satz schreibst oder tippst, in dem steht dass "wir müssen viele Stimmen hören" und na und, so "es ist schwerer, eine Entscheidung zu machen." So eine kleine Beschreibung oder Erzählung, warum es so schrecklich ist oder so schlimm ist mehr Stimmen zu haben, weil meisten Personen oder Menschen oder Leute würden sagen, "Oh, es gibt viele Stimmen. Das ist besser, weil wir können mehrere Ideen haben."

Harold: Genau!

Martin: Aber du meinst, dass mehr Stimmen nicht gut ist, überhaupt nicht. So ja I think it would be a little bit of a stronger point if you did that. I mean it's implied, but it could be easily argued against.

Harold: Oh Bingo! Bingo Bango!

(Harold reads)

Harold: Managers...Manager we learned today has no plural, it's Manager and Manager.

Martin: OK. Pretty good to me.

Harold: Ja. There's room for improvement. I think if I tie this together with Clyde's comments which will probably focus on the grammar, I should be all set.

Martin: I'm not in any way shape or form exact on the grammar.
Harold: Oh, that's alright--I can always use my dictionary.
Martin: Right but Alles in Allem ich denke, dass dein Bericht ist gut.
Harold: Immer Raum für Verbesserungen aber so weit so gut...oder etwas.
Martin: Ja, OK, sonst noch etwas?
Harold: Mittagessen.
Martin: Mittagessen.

Harold (A2)

Harold: ...ziemlich gut ist, die Topic ist ziemlich eng also man kann nicht so viel schreiben.

Martin: Du möchtest wissen dann, ob alle Inhalt gehört zu dem Thema.

Harold: Ja.

Martin: OK ganz klar.

Harold: So jeder Absatz oder Teil hat ein Hauptthema so zuerst Grundinformation des Managements in Deutschland und der USA. Ich glaube das ziemlich gut ist.

Martin: Du möchtest wissen, ob deine Hauptthemen unterstützt sind.

Harold: Ja. Soll ich vorlesen und...

Martin: Ja, bitte, bitte.

(Harold reads)

Harold: The end.

Martin: zum Schluss und das war es. Gut gemacht. Ich habe ein paar grammatische Fehler bemerkt und ein paar grammatische Notizen gemacht, aber ich denke es ist wichtig

Harold: Unterschiede--ich habe Unterscheide ein paar Mal gesagt.

Martin: Oh, das habe ich nicht bemerkt. Steht das im Text? Hast du das falsch gelesen oder geschrieben?

Harold: Ja falsch geschrieben, so. Ich kann das nicht finden.

Martin: Aber du hast das bemerkt. Umm OK. Deine Hauptidee ist hier "Die Management Methoden in Deutschland und den USA sind ganz anders." Und ich denke das ist betont hier in diesem Absatz. Du hast viele Gründe gegeben, diese Idee zu unterstützen. So ich denke das ist kein Problem aber, was ich hier gefunden habe. So es gib keine Pluralform für Manager?

Harold: Nein es ist Manager Manager.

Martin: OK Ich habe nur geschrieben, dass du sollst vielleicht nur 'das heisst' hier schreiben.

Harold: das heisst

Martin: So es ist für mich dann ist es klarer, was du meinst.

Harold: Ja

Martin: Das ist nur ein sogenannte 'stylistic' Sache.

Harold: Ich benutze ein bisschen Umgangssprache.

Martin: Also ich denke, dass deine Hauptidee ist hier sehr stark unterstützt. Also, es geht, es paßt. So ich denke hier, dass alle diese Sachen sind, was in Deutschland anders ist. (Martin reads) So ich weiß es nicht genau, aber vielleicht

soll es "auf den Gewinn und Profit und auf den Aktienbesitzer" sein. Vielleicht ist das nicht wichtig.

Harold: Ich kann das nachschlagen.

Martin: Ja, sowas [unintelligible]

Harold: nach dem und?

Martin: Ja "auf den Gewinn und Profit der Firma und auf den Aktienbesitzer" vielleicht brauchst du das nicht, aber für mich, als ich das gelesen habe...

Harold: Ich kann das nachschlagen.

Martin: Ja, ja. So diese Absätze sind über die Unterschiede in Deutschland.

Harold: Ja, so die ersten zwei Absätze sind gut.

Martin: Ja.

Harold: Ich wundere...nicht wundere aber ich denke manchmal, ob diese Unterthemen oder Subthemen sind genug unterstützt.

Martin: Oh, noch etwas hier.

Harold: Das habe ich schon bemerkt.

Martin: So, Interkulturelles Training. So das ist ein...

Harold: Introduction

Martin: Einführung, eine kurze Einführung. So dann die Notwendigkeit für IT. So du sagst hier, dass weil diese Firmen Tochtergesellschaften im Ausland haben, ist es wichtig, dass sie diese interkulturelles Training für ihre Personen, ihre Mitarbeiter, die nach diesem Ausland geschickt OK dann du hast in diesem Absatz und im zweiten und dritten diese Idee unterstützt, dass es wichtig ist für diese Manager und andere Leute Training zu haben. So was ist deine Hauptidee hier, nur die Notwendigkeit, warum es so notwendig ist?

Harold: Ja. (reads from draft) "Diese sogenannte Multinationalfirmen müssen ihre Positionen anstellen aber können alle Stellen nicht immer besetzen." Das ist die Hauptidee.

Martin: OK. So eine Frage, die ich stellen würde ist: Sprichst du über die Probleme, die es gibt, wenn man schickt oder eine Firma schickt ein Manager nach Ausland ohne dieses Training?

Harold: Nein, noch nicht. Das soll vielleicht am Ende sein.

Martin: OK

Harold: Das ist nicht wirklich (unintelligible) mein Hauptthema. Meine Hauptidee ist, daß sie können alle Stellen nicht nur besetzen, das könnte Probleme sein, aber sie müssen Training haben, um diese Probleme mit den unbesetzten Stellen zu vermeiden...I think.

Martin: OK. Du sprichst über Kosten und hast gesagt dann warum oder was diese Kosten sind.

Harold: Ja.

Martin: OK. Das ist klar, und du sprichst über turnover das ist OK. Ich denke dieser Absatz ist OK es ist ganz klar, was du meinst und das ist unterstützt.

Harold: OK.

Martin: Aber was denkst du da?

Harold: Ja

Martin: OK

Harold: Das ist ziemlich klar.

Martin: Was bedeutet dann Zunahme?
Harold: increase.
Martin: Du sprichst hier über ein Trend?
Harold: Ja.
Martin: Denkst du, daß dieser Absatz wichtig ist für die...
Harold: Ja, wir müssen diese vier Subthemen haben.
Martin: So du mußt über das sprechen, es ist nicht deine Wahl. (laughs)
Harold: Nein, es ist keine Demokratie.
Martin: Es ist eine Diktatur?
Martin: Oh, hier habe ich "die in fremden jobben?"
Harold: Ja.
Martin: sowas wie arbeiten?
Harold: ja.
Martin: (laughs) Ich habe das nie gehört, jobben. OK das ist klar.
Martin: Ja, wir haben beide bemerkt, dass es gibt ein Problem hier mit diesem Satz "Das Training von Arbeitenden, die bald im Ausland arbeiten werden, ist heutzutage ganz beliebt von den LeiterInnen, die in Amerika bleiben werden geworden."
Harold: Yeah, I don't know why that "geworden" is there. Es ist klar, also ziemlich klar, wenn ich kein "geworden" habe.
Martin: OK. So du meinst sie haben es gerner heute, weil sie
Harold: Die LeiterInnen lieben es oder...
Martin: Sie verstehen, warum es so wichtig ist.
Harold: Ja, ja.
Martin: Die LeiterInnen, die in Amerika bleiben finden es so das gefällt ihnen oder whatever.
Harold: Ja. [unintelligible]
Martin: yeah, I know.
Harold: klar machen.
Martin: Eine Aufklärung soll es sein.
Harold: Es gibt also älteste Form, first form, crash course.
Martin: Ich glaube es soll ein Umlaut auf das a hier sein, ob das ist superlativ. Ich denke das ist richtig, aber vielleicht sollst du nachschlagen.
(Harold reads)
Harold: Es soll ein ß hier sein.
Martin: ß?
(both read)
Martin: Was meinst du da? Ich verstehe das nicht (reads from text) "indem eine Familie oder nur ein Person, meistens der, der bald ins Ausland fährt."
Harold: Also diese Person, wenn es nur eine Person gibt, wird schnell ins Ausland gehen, nach, nach Ausland gehen. I don't know why there's all this mumbo jumbo.
Martin: OK. Das ist was ich habe nicht verstanden...all diese Plus Wörter.
Harold: Ja. Wie ich früher gesagt habe, habe ich diesen Bericht sehr schnell geschrieben, so...
Martin: Ja, am Morgen.

Harold: Ich glaube dass 2.3 ist meine beste Sub-Absatz, subtopic. Ist das alles ziemlich gut?

Martin: Ja, ich frage nur um diesen Satz hier: "Diese Form von Training findet immer im Land der Heimatstaat der Arbeiter statt und verbraucht" vielleicht soll es ein komma hier geben.

Harold: Ja.

Martin: OK Es ist klar zu mich jetzt aber wenn ich habe gehört...

Harold: Ja, ich habe Staat und statt. Das habe ich nicht gesprochen. (aside) Hi, Bob!

Martin: Das hier ist nicht m sondern n. "dass manche Training Müll ist" Müll.

Harold: Ja. It's garbage.

Martin: Es ist Müll, dumm, sinnlos.

Harold: Seine Argument ist es ...ist es...His argument is that

Martin: I don't know if that's necessary or not. It might just be a little [unintelligible] Es ist komma. Ja das ist nicht wichtig.

Harold: Also sein Argument ist, dass es Müll ist. Es gibt keine Beweise, keine Maßstab, die Kosten sind sehr sehr teuer.

Martin: Und es gibt keine bestimmte Resultaten. Was meinst du damit?

Harold: Also es hat etwas im Buch gesagt, dass die Kunden nicht immer das Training gern hätten, dass sie finden keine Bedeutung darin, es klingt. Can't measure it.

Martin: OK. Ich denke das ist klar/ Ocj jabe das gefragt "...wissen niemand wie das gemessen kann."

Harold: Ja vielleicht wißt niemand.

Martin: Ja, weiß niemand. Vielleicht du sollst noch ein Verb hier haben. "Aber ob sie etwas davon nehmen und verstehen kann, weiß niemand

Harold: wie das gemessen wird.

Martin: Ja.

Harold: I need a huge Aufklärung.

Martin: (reads) Oh das ist ein grosser Absatz. Kannst du das in zwei Teile bringen?

Harold: I would probably start at about "die Beratung" Ich sollte später zuerst vorlesen also selber vorlesen vor dem Spiegel oder etwas.

Martin: Ja wie es hört zu dir dann. Ja, oder du kannst ein neues Absatz schreiben. Ich habe diesen Satzbau gefragt "Er muss nicht alles verstehen, aber es wird ihm hilfreich, wenn..."

Harold: Vielleicht soll ich nur "es wird hilfreich sein."

Martin: Ja, weil diese Pronoun hier es ist verwirrend. Ich denke das ist eine wichtige Idee. Du könntest ein neues Absatz, ob du möchtest mit dieser Idee haben, weil du hast das zweimal oder mehr erwähnt. Ich denke da ist die Hauptidee.

Harold: Keine Gründe, ja, that's the Hauptidee.

Martin: Du sagst nee.

Harold: OK We've gotten this far without American workers (reads) OK, that'll make sense.

Martin: Und die Produkte, die AmeriChemists in Deutschland produziert werden in Deutschland verkauft?

Harold: Ja.

Martin: So sie wissen, sie kennen sehr gut ihren eigenen Markt?

Harold: Ja.

Martin: Ich denke das ist vielleicht auch wichtig. Deine Hauptidee hier ist, daß es gibt kein Grund dafür, amerikanische Manager in dieser Tochterfirma zu haben. Es ist sinnlos. Es gibt überhaupt keinen Grund. OK. Noch eine Frage; denkst du, daß es wird ein Problem geben, wenn diese Tochterfirma muß den Hauptsitz in den USA haben?

Harold: Ja, sie müssen es haben.

Martin: OK. Aber denkst du, wenn die Firma hat deutsche Management oder Manager, daß wie zum Beispiel DaimlerChrysler es gibt ein Kampf zwischen der Tochterfirma in Deutschland und Hauptsitz in den USA? Vielleicht ist das nicht ein Problem oder das kommt gar nicht in die Tüte. (laughs)

Harold: Ich habe versucht, diese Idee also mit amerikanische Topmanager und deutsche Topmanager eine kämpfen... Ich habe versucht, das zu vermeiden. Vielleicht kann ich etwas erklären.

Martin: Vielleicht ist das nicht wichtig, weil sie keine Kontakt haben, oder weniger Kontakt. So OK. Das ist alles, was ich habe. Hast du andere Fragen? Probleme?

Harold: Nein, nein.

Martin: Ich denke es ist ganz klar, was du meinst und es ist unterstützt, dieser mitteler Teil du musst dann dieser Teil haben, weil es ist ein Teil der Aufgabe.

Harold: Es ist demanded.

Martin: Nach

Harold: Nachgefragt.

Martin: Angeboten und nachgefragt.

Harold: Das nächste Mal werde ich zuerst vorlesen, also vor dem Spiegel.

Martin: Ja, das ist gut. Ich mache das immer, wenn ich ein jbericht schreiben muss. Du kannst das Flow besser messen und

[end of videotape]

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