

## **Professional vision in German as a Second Language (GSL) teacher education: a digital video observation aid for noticing GSL micro-scaffolding and teachers' language use**

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### **Angaben zur Veröffentlichung / Publication details:**

Stahl, Christine, and Kristina Peuschel. 2025. "Professional vision in German as a Second Language (GSL) teacher education: a digital video observation aid for noticing GSL micro-scaffolding and teachers' language use." In Teacher professional vision: empirical perspectives; volume 2, edited by Rebekka Stahnke and Andreas Gegenfurtner, 168–83. London: Routledge.  
<https://doi.org/10.4324/9781003370604-13>.

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## PROFESSIONAL VISION IN GERMAN AS A SECOND LANGUAGE (GSL) TEACHER EDUCATION

A digital video observation aid for noticing GSL micro-scaffolding and teachers' language use

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### Introduction

The language of the teacher and the language used while teaching becomes increasingly interesting for teacher education, as *language* is not only the subject of the language classroom and the focus of linguistically responsive teaching but also the main medium in which the processes of teaching and learning are communicated in the classroom. To contextualize the suggestions we make in this chapter about micro-scaffolding and teachers' language use, we begin with some general information about academic German as a Second Language (GSL) teacher education in the German states. Further on, we introduce the concept of professional vision into our domain and refer to some central research findings about how professional vision is developed.

On this basis, we draw attention to aspects of classroom interaction, such as micro-scaffolding and teachers' language use, and suggest an observation aid that aims to develop a professional vision of GSL interactional teaching strategies. Knowing that the direct experience of real-life classroom interaction can be overwhelming, we suggest developing more digital, video-based study opportunities for pre-service GSL teachers, as offered in the video corpus *ViKo\_spracHe*.

## Academic GSL teacher education in Germany – preliminary notes

The teaching of GSL within the regular educational system of Germany has developed within the last 10 to 15 years. This development has led to research on different models of language teaching for multilingual migrant children and adolescents from submersion models to parallel models, and research on the effects of teaching German as a language and of teaching subjects in the German-based but multilingual school system in a linguistically responsive manner. While linguistic, cultural, and social heterogeneity seems to be one of the new standards in research on education (cf. Hartinger et al., 2022), GSL teacher education is still a low-standardized field within the German academic teacher education context. The structural differences in GSL teacher education vary significantly between the German states, where full academic study programs are offered in one state, additional certificates for in-service teachers, or the inclusion of linguistic heterogeneity as a topic into the general teacher education curriculum, are offered in other states (cf. Becker-Mrotzek et al., 2016; Ricart Brede et al., 2024). Within the cluster of possible, domain-specific, GSL teaching competencies, different dimensions and fields of knowledge have been identified (see Lemmrich et al., 2020). GSL competence as suggested by the *DaZKOM-model* “depicts what teachers need to know to be able to act linguistically responsive” (Lemmrich et al., 2020, p. 127), and focuses on the three central knowledge dimensions, “*subject-specific register, multilingualism, and didactics*” (Lemmrich et al., 2020, p. 127, emphasis in original). These dimensions focus first on language (i.e. German as the language of schooling, the classroom language, and the language of subjects), second on multilingualism and plurilingualism with a focus on language learning and acquisition processes, and third on knowledge about the teaching process itself. We consider the last as the core interest of domain-specific GSL teacher education and find the explanation of the dimension *didactics* is rather unsatisfactory when it says: “Based on knowledge about subject-specific registers and the specific characteristics of second language development, teachers plan and conduct their lessons. Consequently, the teaching process is at the focus of this dimension” (Lemmrich et al., 2020, p. 128). Even though the dimension of *didactics* in GSL-teaching competencies is underspecified, one can find here micro-scaffolding, macro-scaffolding, and corrective feedback as facets (cf. Köker et al., 2015, pp. 184–191).

Already some years ago Lucas and Villegas (2013) developed the concept of linguistically responsive teaching (LRT) for the context of teaching English language learners (ELLs) in the subject classes in an inclusive way. The authors claim, besides pedagogical knowledge, some general orientations for teachers, such as (1) sociolinguistic consciousness, (2) value for linguistic diversity, and

(3) the inclination to advocate for ELLs (ibid., p. 101). They define as core concepts of pedagogical knowledge and skills of linguistically responsive teachers four fields of expertise, of which we draw attention to the fourth one – “a repertoire of strategies for scaffolding instruction for ELLs” – which is of special interest to our proposal for the development of a professional vision of GSL teaching.<sup>1</sup>

The focus on general and specific scaffolding can be discussed critically, as GSL didactics include far more aspects than scaffolding or corrective feedback. Nevertheless, scaffolding and especially teacher-sided micro-scaffolding strategies determine communicative, hence language learning opportunities for students in the GSL classroom, and are, therefore, an interesting topic for the development of professional vision in GSL teacher education.

### **Professional vision in GSL-teacher education: concept, observation aids, and a video corpus**

#### **Concept**

Besides test-based research on the development of GSL teaching competencies or studies on GSL classroom interaction, other studies have different approaches, one of them being domain-specific research on professional vision (cf. Stahl, 2022a, 2022b; Weger, 2019). Professional vision “describes what teachers see in the classroom, where they look, how they make sense of what they see, and which actions they take in response” (Gegenfurtner, 2020, p. 16; see also Gegenfurtner, Chapter 6 of Volume 1). The model of professional vision goes back to Goodwin (1994), who explains that “professional vision . . . consists of socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group” (p. 606). This is understood as profession-specific perception and is based on the three practices of coding schemes, highlighting, and material representations. This structure was transferred to teacher education by Sherin (2007) and to German-speaking contexts by Seidel et al. (2010, p. 297) who coined the term “*Professionelle Wahrnehmung*.” This concept includes the competence to recognize relevant teaching characteristics and to draw conclusions from them for the teachers’ actions (cf. Barth et al., 2018, p. 141). The concept of professional vision is divided into two components, *noticing* and *knowledge-based reasoning*. In *noticing*, the identification of relevant, learning-effective situations and events in the classroom is central. These identified situations are processed in a *knowledge-based reasoning* process (cf. Seidel et al., 2010, pp. 297–298). As part of their professionalization, teachers should increasingly develop the competence to both perceive (their own) teaching actions as well as statements, reactions, and actions of students and react to them appropriately.

### **GSL-specific research findings and observation aids**

In the meantime, professional vision has been the subject of numerous research studies. Some of these studies deal with more general concepts like classroom disruptions (cf. Barth et al., 2018) or classroom management (cf. Gold et al., 2016). From a subject content perspective and the perspective of teaching and learning, specific multiple perceptual foci often emerge, depending on the specific subject. The fact that partial competencies of professional vision can already be formed during academic teacher education was a result of the dissertation by Stürmer (2011), and from Brouwer and Robijns (2013) we learn about the high relevance of observation aids when classroom videos are analyzed. The more structured the observation aid, the more statements students made, and the more likely they were to engage in the interpretation of the situations they watched.

While research on professional vision in educational science has strongly developed in the last years, subject-specific professional vision on language learning and teaching situations has only recently been at the center of attention. Janík and Janíková (2019) examined the processes within the development of future German as a Foreign Language (GFL) teachers' professional vision in the sub-processes of *knowledge-based reasoning*. They found in the context of video training that students predominantly described, interpreted, and evaluated these classroom situations. Explanations, alternative actions, and predictions, on the other hand, occurred less frequently. Another finding was that the students made shorter and more coherent comments after the video training. In addition, the focus of perception moved from the teacher to the students. Research findings from the field of GSL teacher education on subject-specific professional vision have so far been missing in the research universe. About GSL teacher education, domain-specific perceptual foci can be on linguistically responsive teaching elements. This includes numerous facets of foreign language teaching that focus on dealing with linguistic diversity and heterogeneity, e.g., the way teachers phrase their questions or the way they give corrective feedback (e.g., Rost-Roth, 2017). Different features of linguistically responsive teaching have their origin in concepts such as oral scaffolding or language-sensitive subject teaching (cf. Peuschel & Burkard, 2019). One study by Weger (2022) addresses the development of professional action competence for multilingual language-aware teaching as a design research project. Here, the development of student teachers' professional teaching perceptions of the linguistic dimension of teaching is focused. Stahl (2024) deals with the professional vision of aspects of language-sensitive teaching as part of her dissertation.

In one of her contributions, Stahl describes the development of the qualitative survey instrument sHiVa (sprachliche Heterogenität in Videos analysieren; analyze linguistic heterogeneity in videos) to capture the professional

vision of videotaped classroom recordings (Stahl, 2022a, p. 231). The genesis of the observation aid based on theoretical and empirical findings took place in an iterative-cyclical process (cf. Ricart Brede et al., 2009). Based on the literature review of the chosen observation foci, a preliminary observation system is developed. In these first two steps, the content of the selected observation focus is analyzed, developed, operationalized, and prepared as points of analysis. In the next step, the observation aid is tested. This testing can be done using the lesson recordings or in the classroom. Lesson recordings have the advantage in contrast to the classroom that they can be viewed repeatedly. This pre-structuring of the video analysis employing the observation focal points enables the (pre-service) teachers to focus on empirically proven, high-quality language learning effective elements of teaching, such as corrective feedback (cf. Stahl, 2022b). At the same time, by specifying the principles of high-quality teaching in linguistically heterogeneous classes, this observation aid offers flexibility by not prescribing all the small steps with possibilities, for example, when a teacher gives corrective feedback. This procedure enables (pre-service) teachers to assess which aspects of quality features are conducive to language learning. An example of a structured, more detailed observation aid is the observation sheet of Birnbaum and Ahrenholz (2021). Which observation aid is used in the analysis of lessons depends on the aim. At the beginning of the training, structured observation aids may be more suitable for (pre-service) teachers than the specification of observation foci. Structured, detailed observation aids can help to identify targeted aspects in videos, while less detailed observation aids focus more on identifying aspects of quality teaching themselves.

### ***GSL classroom videos and the Augsburg video corpus ViKo\_spracHe***

In addition to structured observation aids, classroom recordings have proven to be a suitable medium for learning to perceive teaching professionally and interlock pedagogical, domain-specific, and content knowledge with teaching performance (cf. Junker et al., 2020; see Junker & Holodyniski, Chapter 8 of Volume 1). The use of authentic classroom videos in teacher education and research on teacher education has been widely discussed (e.g. Rauin et al., 2016; Sonnleitner et al., 2018). Instructional videos are usually used for illustration or as a model and make different teaching practices available for analysis (Janík & Janíková, 2019 Schramm & Aguado, 2009; Schramm & Bechtel, 2019). On the one hand, prototypical and problem-oriented video examples aim to sharpen pedagogical thinking; on the other hand, the development of selected instructional actions is targeted in video-based interventions (cf. Schramm & Bechtel, 2019). In foreign language didactic teacher education, working with instructional videos is a high priority. Video-based teaching and training materials with recordings from German as a Foreign

Language (GFL) lessons outside the German school contexts have been developed worldwide since the 1990s for GFL teacher education and the development of GFL teaching competencies (e.g. Ziebell & Schmidjell, 2012).

More recent recordings from GSL contexts are available in the Augsburg *ViKo\_spracHe* (*Videocorpus Linguistic Heterogeneity in School*), a multimodal digital video corpus that is used in GSL teacher education. The multimodal digital material in the *ViKo\_spracHe* was created to use classroom recordings in (higher) teacher education and research since 2020. It comprises a total of 14 fully videotaped lessons from different subjects, language classes in GSL, as well as Mathematics, Art, Geography, Catholic Religion, German, English, and Chemistry, taught to multilingual groups in a linguistically responsive manner. A total of 12 hours of multi-perspective lesson videos is available and completed by full transcripts (GAT2 convention),<sup>2</sup> written texts from learners, orally narrated language biographies of the recorded students, instructional materials, and lesson plans. In addition to the use of the classroom recordings from *ViKo\_spracHe* in GSL teacher education, the videos and transcripts are organized in a database for the research on GSL interaction and research on teaching and learning in multilingual classrooms of German primary and secondary schools (cf. Peuschel & Stahl, 2021; Stahl & Peuschel, 2022a, 2022b). In the development of professional vision for learning to teach GSL and to teach subjects in multilingual classrooms in a linguistically responsive manner, the videos and additional material from *ViKo\_spracHe* are considered to have a significant impact on the development of teaching competencies. One of the aspects that we consider to be important is the effective use of micro-scaffolding strategies in classroom interaction, which we would like to focus on in the next section as one of the many opportunities for developing professional vision in the field of GSL teaching competencies.

### **An observation aid for video-based noticing of GSL micro-scaffolding and teachers' language use**

#### ***Aspects of micro-scaffolding and teachers' language use***

It is a goal of GSL teacher education that teachers become aware of, reflect on, and improve their verbal (and nonverbal) interactional teaching patterns, using micro-scaffolding strategies and consciously manipulating their language use, for instance in the form of recoding learners' utterances, paraphrasing, or giving corrective feedback (Peuschel & Burkard, 2019, p. 97). To achieve this goal, one of the first steps should be to professionally perceive interaction in GSL lessons and/or linguistically responsive subject lessons, notice specific interactional patterns, and understand the ways of how instructional language in GSL is consciously used. To do so, we suggest

training the students' professional vision with videotaped lessons and their transcripts and, with the help of observation aids, on which we will focus in the following paragraphs.

For teaching GSL and teaching subjects in multilingual classrooms, linguistically responsive strategies of micro-scaffolding within communicative approaches for language learning such as the *dialogic approach* (Gibbons, 2015; Kniffka & Siebert-Ott 2012) are widely discussed. A general definition of scaffolding says:

Scaffolding, however, is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone.

(Gibbons, 2015, p. 16)

More specifically used for interactional patterns in the classroom and classroom talk, this approach starts from the hypothesis that adaptations in the teachers' communicative actions can support students' linguistic development – especially when these students are language learners in a dominantly monolingual school context. Following Gibbons (2015), we see micro-scaffolding strategies as oral supportive interaction between the teacher and the students that require a specific language use by teachers themselves. These oral supportive actions are concretized in the form of various principles. According to Gibbons's principles (cf. 2015, pp. 40–42), teachers should:

- Respond to meaning (instead of the form).
- Slow down the dialogue.
- Allow thinking time before students are expected to answer.
- Help students to explain their reasoning, not just give information.
- Treat students as worthy conversational partners.

These principles cannot be implemented without being aware of the language of the teachers themselves, i.e. being aware of which interactional patterns are more supportive than others, what kind of vocabulary use and explanation activities is more supportive than others, or what kind of phrases and questions the teachers should pose that can help the students not only to understand the content but at the same time develop competencies in the new language. They are highly relevant for GSL teaching, but also highly underrated in GSL teacher education programs. To improve pre-service teachers' professional vision of micro-scaffolding, help them notice interactional patterns in videotaped GSL classrooms interaction, and not overload the students' noticing capacities, we identified three additional aspects of teachers'

language use that are closely connected with Gibbons's principles of micro-scaffolding. These are recoding, paraphrasing, and corrective feedback. We consider these aspects highly relevant for classroom interaction in GSL teaching and will expand on them in the following.

Before we do so, we have to draw attention to the theoretical basis of these terms and some research results from second-language interaction research without being too detailed. Especially recoding and paraphrasing can be seen as speech activities that are very closely related. Also, corrective feedback can be given by recoding the students' utterances without changing the content, explicitly pointing out the error, or explicitly giving the right word or structure. Understood as verbal behavior on the part of the teacher to support language learning, they are different from the point of view and decision-making of the teachers themselves in the interaction, as the speech act has different outcomes and goals.

### *Recoding*

When helping students to explain their reasoning and not just give information as a response to a teachers' question, teachers can recode the utterances of the students. When teachers do so, they "model academic language by building on, extending, and rewording what students say" (Gibbons, 2015, p. 28) without changing the content of what a student wants to articulate. This interactional pattern can be also seen as an implicit correction when one thinks that the students' utterance was wrong in some structural parts. Scaffolding instead allows teachers to provide students with target language utterances of a higher complexity compared to the preceding utterance of the student. This means that recoding makes a linguistic offer that can be an occasion for implicit learning processes for the students, based on a preceding student's participation in the classroom talk. If the teacher encourages the students to rephrase their utterances, the students can make longer and more coherent contributions and thus increasingly expand their linguistic competencies.

Peuschel and Stahl (2021) demonstrate in a qualitative analysis of three GSL-classroom videos and transcripts from *ViKo\_spracHe* that GSL teachers indeed use recoding as a micro-scaffolding strategy. They pick up on the students' utterances, build on them, extend them, and/or reword them. In recoding, GSL teachers focus on both linguistic form and subject content. They provide further information on individual utterances and topics and try to link them to the everyday life of the students. In addition, they model individual words by using them correctly in more complex sentence constructions. Recoding is also offered in the context of vocabulary work, where teachers explicitly and intentionally provide the students with a rich linguistic offer. The authors conclude that recoding is thus considered an instructional

interaction of high quality that aims to promote second-language acquisition in language and subject classrooms.

### *Paraphrasing*

Research on how GFL or GSL teachers use paraphrasing to explain, for instance, vocabulary, dates back to 1980 (cf. Löschmann & Löschmann, 1982) and has been scarcely researched in recent years. Bührig (1996) and Reder, Guckelsberger, and Graßler (2013) part from a pragmalinguistic position and use the term *reformulieren* with the two subordinated acts *umformulieren und rephrasieren*, which differ slightly in the focus, goal, and speech realization (Reder et al., 2013, 48–49). From a more general linguistic point of view, *paraphrases* are the verbalization of content that has been verbalized once and is now paraphrased (cf. Schwitalla, 2012). As such utterances, realized by teachers in the GSL classroom, it is here seen as a competence that teachers can and should acquire. In the context of the competencies of GSL teachers and linguistically responsive teaching in multilingual classrooms, paraphrasing a teacher's utterances can be seen as “[the] ability (of teachers) to model the language of teaching and instruction in such a way as to offer goal- and purpose-oriented formulations of the content knowledge to be acquired” (cf. Peuschel, 2019, p. 80). Paraphrasing as competence is implemented by pre-service teachers in different types: by using basic, everyday language, by translation, and by expanding the semantics of a word and giving examples (cf. Peuschel, 2019, p. 82). While recoding focuses on the upgrading of students' utterances, paraphrasing focuses more on the richness and variability of teachers' utterances without the need to respond to students directly. Therefore, paraphrasing that is realized by teachers provides a variety of language input as part of the usual and necessary standard interactional teaching patterns.

### *Corrective feedback*

Giving students feedback on their utterances, ideally, corrective feedback is a significant principle of language teaching and linguistically responsive teaching. Corrective feedback is usually preceded by an incorrect or incomplete utterance of students and hence a reaction to these utterances (cf. Rost-Roth, 2009, p. 430). In the field of GSL/GFL feedback or corrections, especially in the instructional interaction between teachers and students, has been widely discussed and researched (e.g. Brandt & Gogolin, 2016; Harren, 2013; Peuschel & Burkard, 2019; Rost-Roth, 2009, 2013, 2017; Schoormann & Schlak, 2012). Teachers can correct students directly or encourage them to correct their utterances themselves. This is referred to as external correction vs. self-correction. Depending on the situation and the students' language

level, it may make sense for the teacher to correct the students or point out – verbally or nonverbally – that the utterance was incorrect or that there is an alternative way of expression that is closer to the standard language. Teachers have a wide range of options for responding to students' incorrect utterances. They can point out the error, point out the correct target language structure, or provide metalinguistic information related to the error, as could reminding the student of the correct verb order or preposition. As research on corrective feedback in language learning is extensive, we limit ourselves to summarizing that giving and receiving oral corrective feedback is a complex interaction that can consist of verbal, nonverbal, and/or para-verbal elements (cf. Schoormann & Schlak, 2012). Through consistent corrective feedback, teachers support students in building vocabulary and transforming their linguistic knowledge from passive to active (cf. Harren, 2013, p. 21). In this context, language-related specific feedback and direct support in oral formulation take on a special significance in GSL teaching and linguistically responsive teaching (cf. Harren, 2013). However, there is not one answer to the question of how corrective feedback can be carried out most effectively, especially when individual differences of learners come into play.

### ***Noting GSL teachers' language use in micro-scaffolding with a digital observation aid***

As already pointed out, (pre-service) teachers notice selected aspects of teaching more purposefully if they have an observation aid as a supporting element (cf. Appel & Rauin, 2016). Observation aids can be structured to different degrees. They can – similar to sHiVa – specify observation focal points or – similar to Birnbaum's suggestion – specify detailed aspects of the respective observation focal points. In the following, we present a detailed, structured observation aid for (1) recoding, (2) paraphrasing, and (3) corrective feedback as a first step of professional vision: noticing, and its application as digital study material in GSL-teacher education.

Observation aid: Noting GSL teachers' language use in micro-scaffolding

#### **1 Recoding**

- The teacher recodes by providing target language utterances of higher complexity compared to the preceding utterance of students (*recoding as building on*).
- The teacher recodes by expanding students' utterances (*recoding as extending*).
- The teacher recodes by embedding students' utterances in larger overall contexts (*recoding as rewording*).
- The teacher recodes by offering linguistically rich input in the form of vocabulary (*vocabulary expansion*).

## 2 Paraphrasing

- The teacher paraphrases by formulating an additional sentence in the sense of a definition.
- The teacher paraphrases by formulating an additional sentence in the sense of an additional question.
- The teacher paraphrases using synonyms.
- The teacher paraphrases by switching between the word class.

## 3 Corrective feedback

- The teacher performs external and explicit corrections.
- The teacher picks up on the students' utterances and comments on their content.
- The teacher addresses the correct phonetics of (subject) terms.
- The teacher repeats or models students' utterances in a linguistically correct form without judgment.

In the context of digitally enhanced GSL teacher education, we use the H5P software to implement the presented observation foci into the selected instructional videos from *ViKo\_spracHe*. In addition to the video itself, the (pre-service) teachers also have the transcripts at their disposal for following the classroom interaction closely and using its detailed information for analysis. Each time they discover an observation focal point in the video, such as recoding, paraphrasing, or corrective feedback, the video can be stopped and the button can be clicked for support. The observation items then appear as an ad hoc observation aid. If viewers want to comment on the video, they can do so below the video. When they do, a time stamp is set automatically, and thoughts or additional comments, depending on the task, can be entered as free text in the text field beneath the video. Putting all the data together, like time stamps, comments, and observation tasks, noticing processes can be reflected upon in a teacher training seminar and lead to the next steps of the development of professional vision, the knowledge-based reasoning about the scaffolded interaction and its possible effects on the language acquisition process of the learners (for more information about possible video analysis task in academic GSL teacher education, see Stahl & Peuschel, 2022b).

## Conclusions and upcoming research

There is much more research to be done in the field of GSL teacher education in our contemporary migrant societies, especially with a focus on teaching competencies to deal effectively with the heterogeneous and multilingual language competencies of the learners. This domain-specific chapter aimed to show how, in GSL teacher education, the concept of professional vision adapted to classroom video analysis is a relatively new tool to focus pre-service

teachers on domain-specific interactional competencies. Micro-scaffolding and the verbal interactional behavior of the teacher frame the points of observation and channel the noticing of interactional patterns. Digitally enhanced classroom video analysis of a variety of domain-specific teaching situations, as we proposed by using the *ViKo\_spracHe*, should be understood as a linking activity between theoretical knowledge and pre-in-the-field practice. This we consider a prerequisite of academic GSL teacher education.

The prospective project IVAPro\_DaZF (Interactive Videos in problem-oriented subject didactics in GSL/GFL)<sup>3</sup> addresses the professional vision of a different set of topics from a domain-specific perspective. There we move from the digitally enhanced micro-analysis of classroom interaction to the professional vision of aspects of gender, race, class, and participation. We move from authentic classroom videos to staged videos, from GSL-school contexts to the GSL/GFL adult teaching situations field. The development and implementation of the project outcomes will broaden our knowledge about the domain-specific development of professional vision in teacher education.

## Notes

- 1 Focusing on the fourth field of expertise should not put the other three in the background of our attention. These are building up (1) “a repertoire of strategies for learning about the linguistic and academic backgrounds of ELLs in English and their native languages . . . (2) an understanding of and ability to apply key principles of second-language learning . . . (3) ability to identify the language demands of classroom tasks” (Lucas & Villegas 2013, p. 101).
- 2 GAT2 – Gesprächsanalytische Transkriptionskonvention 2 (Selting et al., 2009) – is a convention to transcribe audio and video data into text. GAT2 is often used in linguistic and language teaching research.
- 3 A short description of the project IVAPro\_DaZF is at [https://www.uni-augsburg.de/de/fakultaet/philhist/professuren/germanistik/deutsch-als-zweit-fremdsprache-und-seine-didaktik/forschung/laufende-projekte/teilprojekt-ivapro\\_dazdaf/](https://www.uni-augsburg.de/de/fakultaet/philhist/professuren/germanistik/deutsch-als-zweit-fremdsprache-und-seine-didaktik/forschung/laufende-projekte/teilprojekt-ivapro_dazdaf/) (30.10.2024).

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