AN ORTHOGRAPHIC FAILURE ANALYSIS IN WRITTEN GERMAN OF STUDENTS

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ABSTRACT

The planned analysis follows the view that spelling is an issue that has been preoccupying German society for several centuries. Linked to this is also the spelling performance of students an often-controversial topic. The focus of the newly launched school reform was on individuality and equal opportunities. Despite everything, the depth of expertise in the existing school reforms seems to diverge greatly, as well as with regard to German lessons and the related knowledge of German orthography. This work tries to get an answer to this phenomenon. The theoretical part discusses influencing factors on the acquisition of written language, the most important key data of the German history of orthography and a scientifically founded knowledge of the areas of upper and lower case as well as separation and combination. The second part contains the research description and the data analysis. All results are then analyzed with regard to theoretical knowledge.

The aim of the project is to make the knowledge of German orthography more accessible and comprehensible to the learner.

Keywords: German orthography, knowledge, school reform, foreign language, written language, etc.

1. INTRODUCTION

Spelling competence is an important key qualification for life. Be it in at school, at work or in a private ambient. Who can write correctly, has higher career opportunities. Many factors have a great influence on orthography knowledge, which is by no means to be underestimated. To mention is the readiness of family within the family and the associated own reading interest as well as the social layer, in which one grows up, even if the child speaks German as a native language, as a second or foreign language.

In general, spelling difficulties are always present in lessons. Although all six areas of orthography are important, two of them represent a very large problem. On the one hand, it is case-sensitive (GKS) and on the other hand also to perceive large mistakes in the separation and coordination (GZS). The other four sections of the spelling: Explanations of the sub-sections Loam-letter assignment, Hyphenation, punctuation, and word separation at the end of the line can be found in this project.

Both sections, GKS and GZS, must be made comprehensible either on a morphological or syntactic level, as the case may have become. This was also confirmed by personal experiences with written work by students. The language and the associated orthography of the German language are not Topic that has only occupied us since yesterday, a week or a year. One of the most important names in connection with German orthography is Konrad Duden with his orthography dictionary. Today, the work is in its 27th edition and still has its status as a valid set of rules in the German-speaking world.

Due to the importance and the strong desire for a good spelling competence, also the knowledge to write correctly and in accordance with the standards, this topic is given high priority in school lessons. This work enriches my ideas for the field, so using empirical data collection to compare the spelling competence in students' written work. The core area of investigation is the two subareas GKS and GZS, since the highest mistake rate is to be perceived here.

- Which subarea has a higher mistake rate and whether the GKS and the GZS at the word or sentence level represent a greater difficulty?

1.1 Definitions

In order to understand the basic and recurring concepts of spelling standard/orthography, spelling rule, and spelling reform, it requires more precise definitions. By the terms of spelling standard or spelling we understand "(...) the norm of the spelling (...), the norm of the graphical representation of linguistic units from morpheme to text. (Nerius, Dieter (2004): S. 170).

An orthographic reform means the "(...) modification of relatively precisely codified standard-language orthography (...). (Rahnenführer, Ilse (1989): S. 288.)
An important milestone was set by Konrad Duden, "a man of the school 65", in 1880 with the first edition of his work - Complete Orthographic Dictionary of German - Language, an orthography dictionary of Prussian school spelling.

To understand how standards-based writing is learned at school, what difficulties learners and teachers encounter on a regular basis, and where spelling mistakes are the most common, will be explained in detail in this project.

2. THE AIM OF THE WORK

The aim of this thesis is to set out the rules for spelling in order to explain to Albanian students learning German as a foreign language the difficulties encountered in spelling lessons. The spelling is attributed great importance in the education sector, especially in German lessons. For this reason, this becomes an indispensable subject of the just mentioned subject. But what should be achieved with spelling lessons? As Menzel stated, learners should be "(...) qualified to write essentially (sic!) According to the communicative requirements (...).[1]

The requirement to correctly convey orthography in school requires didactic reflections. At this point, are the didactics with their tasks as a fulcrum for the achievement of this goal?
It should also examine, among other things, how orthography teaching is done, how spelling support is relevant and achievable, what function parents and school have for teaching spelling skills, what difficulties learners face in spelling lessons.

3. THEORETICAL FRAMEWORK

[1] Riehme 1981, S. 17 f., nach Menzel, Wolfgang (1994): S. 296-297.

At the beginning of my work, I will deal with an insight into the GKS and GZS. On the one hand, the difficulty for learners to learn these two areas of orthography in accordance with the standards and to apply them later in life, as well as on the other hand for teachers to impart didactically meaningful teaching of all these phenomena. One of the most important names in connection with German orthography is Konrad Duden with his orthography dictionary.

3.1 Corpus

For the German part I have included the following literature:

- Abraham, U., Beisbart, O. (u. a.) (2012). Praxis des Deutschunterrichts. Arbeitsfelder, Tätigkeiten, Methoden. 7. Aufl. Donauwörth: Auer Buch und Medien GmbH.
- Becker, T., Siekmann, K. (2012). Diagnose orthographischer Fähigkeiten bei mehrsprachigen Kindern. In: Grießhaber, Wilhelm; Kalkavan, Zeynep (Hgg.) (2012): Orthographie- und Schriftspracherwerb bei mehrsprachigen Kindern. Freiburg im Breisgau: Herbert-Jürgen Welke Fillibach Verlag.
- Bredel, G., Bredel, U. (Hgg.) (2006). Orthographietheorie und Rechtschreibunterricht. Tübingen: Niemeyer.
- Buchholz, O. & Fiedler, W. (1987). Albanische Grammatik. Leipzig: VEB Verlag Enzyklopädie.
- Bucholz, O. & Fiedler, W. (2000). Wörterbuch Albanisch-Deutsch. Berlin, München: Langenscheidt Verlag Enzyklopädie.
- Duden (2016). Die deutsche Rechtschreibung. Hg. von der Dudenredaktion. Bd 1, 26. Aufl. Berlin (u. a.): Dudenverlag.
- https://www.bmbf.gv.at/schulen/unterricht/lp/ahs7_781.pdf?4dzgm2 (letzter Zugriff am 23.März 2017).

For the Albanian part, I have included the following literature:

- Badallaj, I. (1977). Vështrim mbi sistemin foljor të Hasi. Filologji Nr.3. Prishtinë: Rilindja Verlag.
- Beci, B. (2005). Gramatika e gjuhës shqipe për të gjithë. Shkodër: EDFA Verlag.
- Eco, U. (1998). Si shkruhet një punim diplome. Tiranë: Dituria Verlag.

4. METHODS OF WORK

Always in the debate for efficient orthography lessons are various methods to achieve the previously explained objectives of the spelling theory. Whether spell-writers are inductive or deductive, particular or embedded in a context, and whether orientation is more likely to be due to individual phenomena or vocabulary in general, is one of the important considerations in spelling didactics. As so often in science, there is not the ideal method. Nevertheless, there are pros and cons that must be considered in the selection so that, depending on the situation, the seemingly most efficient method is to be chosen. For example, isolated orthography lessons have the disadvantage of being useless in part due to the lack of life-world situations of the learners.

5. HYPOTHESES

The following hypothesis is the starting point of this research:
In written works by students who attend a language school, there are more spelling mistakes in the two areas of GKS and GZS orthography than in written work by students attending AHS.

To answer the hypothesis scientifically, two different spelling tests are performed.
Influence of social factors into the evaluation becomes parallel. To do so, a survey conducted by means of a questionnaire in which questions about the age and sex, the native language of the subjects and the Parents, the occupation of the parents, as well as the reading socialization as well as the own reading interest are listed.

This research is an enriching task to get closer to both forms of education with a focus on teaching German and to get an even closer look at the two very complex parts of German orthography. Especially for my future work as a teacher, this knowledge is essential, because only those who are themselves in the areas to be taught can and may demand performance from their own students.

6. MODELS OF WRITTEN LANGUAGE ACQUISITION

First attempts to transcribe concrete letters are only recognizable in the next moment. The phase in which children first try graphemics becomes very important. Among other things, the terms such as logographic phase or logographic strategy are widely used. The strong emphasis on phonology in writing leads to more mistakes. If the pupils are in the subsequent phase, the orthographic ones, the difficulties with regard to spelling can be continuously raised be

reduced. In the penultimate stage, the morphemic strategy, the child is already focusing on the meaning and meaning of words.

Although the beneficial treatment of family and acquaintances, as already stated, very valuable for the acquisition of written language of the child, in spite of all, professional pedagogical action is also very important at school entry, especially in the first grade, because there it makes sense once again to draw children's attention to orthographic norms for the first time. Consequently, as a teacher and parent, it is important to motivate children to write their own texts, strategically expand their vocabulary horizon, and explore orthographic peculiarities with them.

7. CONCLUSIONS

In the course of this research work is also in the preparation of the spelling performance a possible correlation between the reading socialization and the spelling performance of the Questioned volunteers. The focus is on familial reading socialization. One of the most important instances is the parental home. The free access to German materials arouses the interest in children to make first contacts with the German writing. The home and family ambient also play a significant role.

An essential influencing factor is the education of the parents or the social origin of the child. Families with more favorable social conditions usually arouse their interest in reading very early her adolescent. This happens mainly through regular reading out of books.

So the child dives prematurely into the world of language. Students make manuals mistakes and they are allowed to. Only then can they explore and learn a language. Mending mistakes makes sense, but the way is crucial. In other words, we prefer to bother the child with mistakes while we adults write the word or sentence, rather than thwarting everything and possibly even commenting on it.

The visited educational institution

In addition to the reading socialization within the family, acquaintances and friends, the educational layer often associated with children and other educational institutions such as for example, nursery schools, which are extremely influential during the first phases of writing language acquisition, also occupy a further and equally significant position in the school (see

Bouda, Waltraud (2010): p.73). As Bouda (2010: 73) says, "(...) school is not the first, but the most important field of prevention", which should be aware of both parents and educators.

The way to a spelling

Before a closer examination of the spelling didactics should by the definition the term spelling standard or orthography and the spelling reform are offered a relevant basis of understanding.

List of abbreviations:

DaF ..... German as a foreign language
DaM ..... German as the first language
DaZ..... German as a second language
GKS ..... Large and lower case
GS ..... Capitalization
GTS..... Isolated case
GZS..... Separated written
KS ..... Lowercase
RT ..... Spelling test
PGK ..... Phoneme-grapheme correspondence
ZS..... Together with written

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