

For Citation:

Reinelt, Rudolf (2017) The Second time around: Is “Mein Deutsch II” necessary? In: Reinelt, R. (ed.) (2017) From active learning to optimizing in new FL teaching and learning. Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, p. 132 – 184.

The12thmatsu17

The second time around: Is "Mein Deutsch II"
necessary?

- with an introduction to learning and evaluating
writing in the author's optimized approach -

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Abstract

While the presenter's Ehime University, Matsuyama, German beginners' courses focus on speaking, learners also acquire the skills of reading and writing this language through a class file, which records the class contents, and written homework they have to submit almost weekly. In the first-term-final test called "Mein Deutsch" the learners have to write all they remember of what they have learnt so far in German. A similarly open writing test called „Ich“ concludes the second term.

However, as Japanese, amongst others, are famous for rote learning, i.e. remembering for a short time without learning (and accordingly forgetting contents soon after the test), there have been claims that these productions, which often contain hundreds of words and phrases, do not represent real learning, and that the results should be confirmed by a second (post)test a few days later, here called „Mein DeutschII“.

This presentation, starts with an introduction to learning writing, and its scoring, within the presenter's optimized approach. It then shows how the two open tests (Mein Deutsch and Mein Deutsch II) were scored and explores whether a second test, as conducted in the last two years, leads to significant differences which may prove whether rote remembering, which is not easily recallable a second time, took place, or indeed learning, i.e. acquisition, had taken place."

Overview

1. Introduction
2. Writing in the presenter's German for beginners courses and its testing
3. Issues with this kind of testing (rote learning? Scoring)
4. Scoring open tests / free writings
5. Towards analyses: Is „Mein Deutsch 2“ necessary?
6. Final results and considerations

References

1. Introduction

starting points:

a) writing

- position in society, everyday life: personal communication “line”, job hunting, others;
- position in FL learning: one of the 4 skills, interaction with reading, listening, speaking;
- little in Japanese HSs (Mulvey 2016);
- in university FLL: Academic English (Tanner 2016) learning,
- German FL learning;

b) students' wishes: conversation (still top!) (culture, grammar, etc.) , NO writing (presenter's first lesson questionnaire).

c) assessment: As one part of FL learning, writing has to be assessed

- includes preparedness for uptake after the summer break
- necessity in globalization (?)

> The need to find out how much learners have acquired and what they can produce in writing

Additions from literature (compared to the presenter's circumstances)

Iwata: Free Writing TLT Sept2017, 41.5, p.11-14 presents a structured free writing program, We had not time for this, but in the German course: "free" (writing) = remembered and combinations of special forms and shapes (chunks) as part of the course. There is, however, no special practice.

Yabukoshi/Katou TLT 41,5 p. 3- 10 Autonomous Learning Outside of classroom:

In the presenter's optimised course, this is a precondition. Active learning is also precondition for optimizing!

Harper, J. Movie Viewing Academic Writing 2015 TLT 39,4 3-7: Guided free writing.

The project highlights 6 points. It is not a writing course, but there is an informal essay at the end (300 to 500 words) *(in the German class already 300s!)(demonstrated below!)*

2. Writing in the presenter's German for beginners courses and its testing

The presenter's Ehime University, Matsuyama,
German optimized beginners' courses

- *focus on speaking*, but learners also
- *acquire reading and writing this language*
without in-class instruction as this can be done
everywhere (this time is used for speaking and
other activities)

*Details on the optimized course in Reinelt 2017a
and b.*

How is German writing learned then?

- a) re-introduction to sound-letter writing (a=a; not ae), sound-letter-mapping;
- b) (for all contents) delayed writing of contents after the third or fourth time of introduction in oral practice in short units;
- c) learners try to write first, the presenter helps (greetings, numbers, health Q/A, first talk 4 items > then only exceptions!);
- d) reading German city names (+ listening task: identify unlisted places);
- e) a class moodle as resource (forms, topics, information, homework etc.);
- f) a *class file*: It records the *lesson contents*, students have to consult it, and gives written homework the learners have to submit almost weekly *between* classes;
- g) copies to make sentences with **after** contents is introduced (free time, evaluations, one day activities, etc.) for use outside class (homework etc.);
- h) a textbook with similar (NOT same) contents as learnt in class;
- i) written work to be submitted: homework about every two weeks;
- j) short written tests at some time during class (teacher, learners to each other)

In the first-term-final test called "Mein Deutsch" the learners have to write all they have learnt so far in German (NO materials!). Ditto for the year-final „Ich“, see below.

- class file: Example from start to forth meeting here
also contains: FAQ, HA=homework, German city, (my German)

Frequently Used Expressions (AntConC), then

----quote-----

- Finden Sie etwas heraus über eine Stadt Ihrer Wahl: 探し出す Wörter im IN suchen und die Bilder ansehen インターネットで見える
- Die Waren im IN suchen インターネットで探す: Sauerbraten, Stollen, usw.
- Preise vergleichen (im IN nachsehen) 値段を比べる、インターネットで確認する
- Und das zieht er/ sie 200_ an? Aus dem IN einige Beispiele herunterladen ダウンロードする >
- Gegenseitig vorstellen お互いに紹介する
- -----unquote ---

Assessment

Two kinds of assessment

a) testing for: proficiency, level, etc.

standardized, forms, often multiple choice

b) learning-oriented assessment (Wicking 2017)

formative testing with the „focus on the potential to develop productive student learning processes“(Carless 2014 cited from Wicking 2017, p.10)

- one example: free writing (Tanner 2016)

Thus in the author's optimised courses, there are :

- in class: brief tests to a few points
- (standardized: Q/A, A/Q, dictation, completion etc.)

usually returned within a few days with grade or for correction

- brief tests in which students check each other (A and B; A and B, then give to C and D for correction)
- **Open tests** so learners can demonstrate the teacher and prove to themselves how much they already can do of and with the foreign language in a limited time: „***Mein Deutsch***“ and „***Ich***“.

Mein Deutsch & Ich

- *Mein Deutsch*: End of first term (April to end of July)
- Instruction: Put out all of what you have learnt so far of German
- (this teacher's, the parallel teacher's, all ok.)
- (no materials, 90 min available, but many finish much before)
- note: the oral exam is administered at the same time: students are called up for brief conversations with another student or a German native or „habitual“ (Reinelt 2017a) native speaker in between
- *Ich*: End of second term (February)
- Instruction: Present yourself and anything you have learned so you get hired in an imagined job interview

Recent results: example for Mein Deutsch R S (in part)

Mein Deutsch 1 RS						
Wie	heißen	Sie	?			
Ich	heiße	R	S			
Woher	kommen	Sie	?			
Ich	komme	aus	M.			
Wo	wohnen	Sie	?			
Ich	wohne	in	K			
Was	machen	Sie	?			
Ich	studiere	Humanwissenschaften				
Guten	Tag					
Wie	geht's	?				
Danke	gut					
Und	Ihnen	?				
Es	geht					
Dann	Tschüs					
Fantastisch						
Sehr	seht	gut				
Sehr	gut					
Nicht	so	gut				
Schlecht						
Gar	nicht	gut				
Was	essen	Sie	gern	?		
Ich	esse	gern	Käse	und	du	?
Was	trinken	Sie	gern	?		
Ich	trinke	gern	Tee			
der	Kaffee					
der	Tee					
der	Wein					
der	Whisky					
der	Orangensaft					

3. Issues with this kind of testing

Japanese, amongst others, are famous for rote learning, i.e. remembering for a short time without learning (and accordingly forgetting the contents soon after the test). There have been claims that these productions, which often contain hundreds of words and phrases, do not represent real learning.

rote learning?

problems of rote learning

- memorize large amounts
- forgetting/ replacing
- long term learning effects are doubtful

Assessment/testing

In the real sense of testing the/ any test results should be confirmed by a second (post)test a few days later.

This is not usual in FL courses!

- except in experiments
- pre-test - post-test design

Administering Mein Deutsch 2

(instruction: R was told to confirm that/what still they know after the first test)

Ideal: One week later

In reality (SS2017 as example)

Mo5 and Th5: Th5, then Mo5: 4 days later

Tu5: Tu5, then Tu5: 7 days later

Fr6: Fr6, then Fr6: 7 days later

Fr5: Fr5, then Tu5: 4 days later

Example Mein Deutsch 2

R S 2 (example, first ten lines) (on to 100 lines)

Mein Deutsch2

Guten

Tag

Wie

geht's

?

Es

geht

Und

Ihnen

?

Sehr

gut

Dann

Tschüs

Wie

heißen

Sie

?

MD1 and MD2 (same student) in comparison

A: Addition
D: Make dialogic
by adding
questions etc.
N: not, left out
QA Question and
answer

	A: Guten Tag
	D: Wohne, komme
majr	N: major
spiele (2)	A, QA: im sommer activities
koche (3)	
esse (3)	QA: essen
	esse (3)
trinke (2)	AQ(!) essen Sie
	esse (3)
Mein Vater (4)	Mein Vater (2) +essen(3) 3 gleich
Meine Mutter (2) +spielt,ist	same!
Bruder (5)	Bruder(3 gleich)
Ich kann auch	
habe X	
Das kostet	
80Euro	
	Q>2A Freitag abend
	Q>2A(wie spielt?spaet?
	QA Wie growth/alt
	QA 3Person:er
	2Q>3A

4. Scoring open tests / free writings

Problems of scoring and comparing open tests

Comparing;

If you have time, personnel and means: See Iwata

Here: Scoring by only one person, fast, but trying to be as impartial and positive as possible

see Wicking above for learner-oriented assessment

Scoring

we cannot presuppose that the students mentioned the same items, since this is an open test. So, for the learners, anything goes - both times

then: How can we score the productions?

Two approaches to scoring, both should be applied to each test

- A) word count > points
- B) holistic, but with criteria > new rubric, see below

A) *word count > points*

1) Background theory: Grounded theory (Harper 2015)

Here: Application of Grounded theory to FL assessment in an optimized course

- https://en.wikipedia.org/wiki/Grounded_theory

Stages of analysis (in brackets : use as written productions analysis)

Stage	Purpose
<i>Codes</i>	Identifying anchors that allow the key points of the data to be gathered (each word)
<i>Concepts</i>	Collections of codes of similar content that allows the data to be grouped (situations (from classes before))
<i>Categories</i>	Broad groups of similar concepts that are used to generate a <i>theory (not yet but in second term (“my family”))</i>
<i>Theory</i>	A collection of categories that detail the subject of the research (ideally the same as the course contents taught during the term)

https://en.wikipedia.org/wiki/Grounded_theory (in brackets application in this case)

- **Fit** has to do with how closely concepts fit with the incidents they are representing, and this is related to how thorough the constant comparison of incidents to concepts was done. (> do the lexical items fit)
- **Relevance.** A relevant study deals with the real concern of participants, evokes "grab" (captures the attention) and is not only of academic interest. (> do the chunks fit in the situation, are they appropriate?)
- **Workability.** The theory works when it explains how the problem is being solved with much variation. (> the target language use situations are appropriate (e.g. for development of relationships (getting to know, etc.)
- **Modifiability.** A modifiable theory can be altered when new relevant data are compared to existing data. A GT is never right or wrong, it just has more or less fit, relevance, workability and modifiability. (> learner can apply the course content flexibly/appropriately in his/her target language use)

2) word count > point scoring

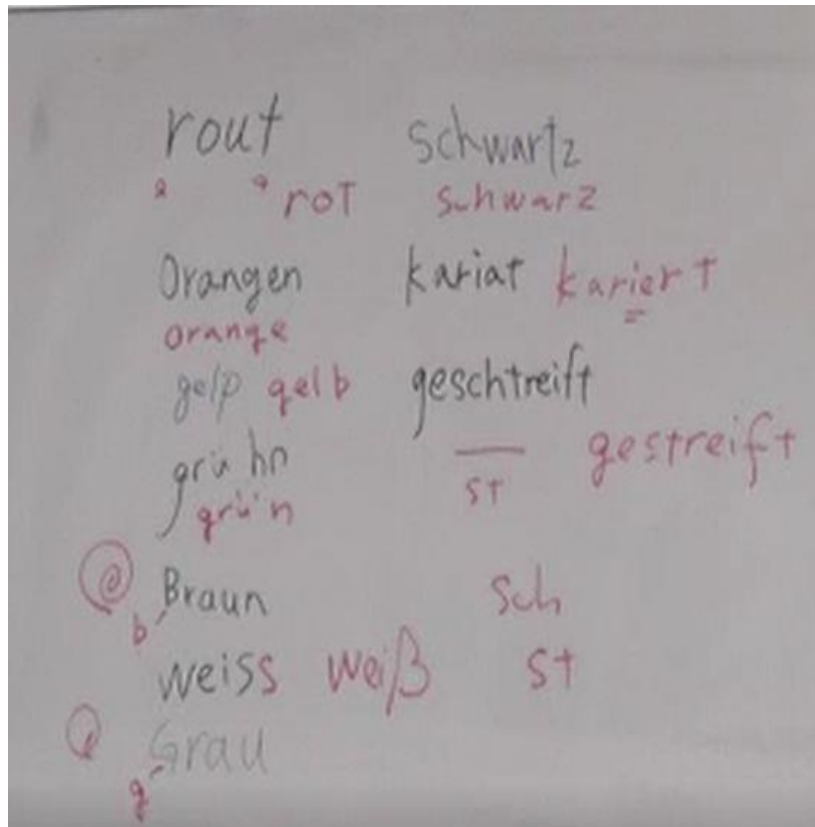
This is language dependent, i.e. different for English than for German.

For German:

Counting words, i.e. count every word > each 1 point

(details in the following slides)

Differences in counting by the same or separate scorers do occur! +- 10 points should be ok. due to the huge number of words and phrases to be counted.



3) A Japanese ideosyncrasy

Little perfect writing, but very often:

Exactly **one** mistake

- rout > rot
- schwartz > schwarz
- gelp > gelb

4) Point (p) scoring details

- A test has to remain scorable (not too detailed)
 - points are given for words and structures/sentences
 - One point for a word on its first appearance, afterwards only in special cases (part of a chunk, phrase, etc.)
 - Words/phrases consisting of several parts > 1 point: *nach Mittag* (afternoon) 1p
 - convention: there may be 1 spelling mistake per word, except the word exists separately in German and has already been learned
 - *Denn* (because) vs *den* (article) > no point
 - *Ales* (for alles, there is no word *ales* in German) 1 point
 - in fixed chunks, every word is given one point as there are many chunks which differ only in one word but have completely different meaning
- (das tut mir leid (sympathy) vs. es tut mir leid (weak apology))
- Was machen Sie heute Abend denn so alles? 8 p

A detailed example

- Y *Was machen Sie?* (your job)? Vs *was macht das* (how much)?
three points each
Variation of a chunk: Only the changed part is awarded points:
- *Was machen Sie heute Abend denn so alles* (what are you going to do this evening)? followed by
X with *Im Sommer* (in summer) is only rewarded 2 points
only change of person > 1 point for the sentence
- Structural points for a correct difficult structure
- Z *Anfang August fahre ich nach Hiroshima.*

Anfang August: 2 points for the sentence starter,
fahre ich 2 for correct grammar and inflection: *fahre*
Nach Hiroshima. 2 points for correct preposition and place Z+1
Anfang September fahre ich nach Ohzu.
Anfang September 1p for *September*
fahre ich nach Ohzu. 1 Sentence point

Z+2 *Mitte September gehe ich angeln.*

Mitte September 1p *gehe* 1 point for correct new word *ich angeln* 1 point for new contents word

additional points can be given for words and contents not yet treated in class!

On the other hand reduced points for very frequent chunks with one meaning such as:

Danke schön 1p

Sentence points are also given, if the contents is comprehensible despite faulty grammar.

Z+3 *Ende September sehe ich Film.*

Ende September 1 point for *Ende*

sehe ich 1 point for *sehe* and the correct word order and form

Film. 1 point for *film* despite the missing article (in German).

- If similar sentence structures are used, the full amount of points for all words is only given the first time, then only structural points if the same words are used.

B *Von 8 Uhr bis 9 Uhr esse ich.* 6 points (Uhr not necessary!)

B+1 *Von 9 Bis 10 schlafe ich*

1 point for *von 9 Uhr*

1 Point for *bis 10*

1 Point for *schlafe ich.*

B+2 *Von 10 bis 11 koche ich.*

1 Point for *von 10*

1 Point for *bis 11*

1 Point for *koche ich*

Note: 1 point may be enough for *von 10bis 11.*

- Peculiarities:
Obviously copied sentences: 1 sentence point only.

- Numbers: All numbers together > 1 point
Numbers written in letters: 1 point each as word
- Number and counting unit: Where necessary together 1 point each, otherwise 1 point only.
A wie alt sind Sie? 18 (how old > no *age* word necessary in German)
This question: 4 points
A+1 Wie. Schwer sind sie? 80 kg (lit. How heavy are you)
Question 1 point for *schwer* 1 point for heavy
80 kg 2 points, as *kg* is necessary
dialogic expressions: Wie geht's, alle Bewertungen sehr sehr gut und Gute n Abend
similar words: only new parts scored
C Woher kommt er? 3 Points
C+1 Er kommt aus Hamburg. 3 points for correct order and flection maintained (rare with Japanese students) and 1 point for the locality phrase.
- In the following, no more points for *er* or *woher*, but in case of new verbs or forms.
- No points for English words or phrases
Repetition: No points

- additional points for (self obtained) words of contents not treated in class
- point „reduction“ for frequent phrases with only one meaning: *Danke schön* > 1p (thanks)
- points are given even if the grammar is erroneous, if the contents is intelligible
- Z+3 Ende September sehe ich Film. (end of September watch I movie)
- Ende September > 1 for Ende
- sehe ich > 1 for sehe (=watch) and ist correct form and the correct word order
- Film > 1 for Film despite the missing article (German).
-

If the learner gives multiple examples for one topic, full points are given for all words only the first time:

B Von 8 Uhr bis 9 Uhr esse ich. 6 Punkte (from 8 to 9 I will eat) (Uhr not necessary)

Then only structural points for new sentences with new words but parallel construction

B+1 Von 9 Bis 10 schlafe ich (from 9 to 10 I will sleep)

1 point for von 9 Uhr

1 point for bis 10

1 point for schlafe ich.

The next one is contentious:

B+2 Von 10 bis 11 koche ich. (from 10 to 11 I will cook)

1 point for von 10

1 point for bis 11

1 point for koche ich

Note: There should be only 1 point for the new vocabulary item koche (cook)

Representing the points on an evaluation scale

			Proposal 1		
Ehime University scale:					500 (Harper)
90-100	秀	excellent	\leq	lg10?	log
80-89	優	very good	\leq		= real number
70--79	良	good	\leq		
60-69	可	passing	\leq		(50-70)log
0-59	不可 少 ない	fail to improve	\leq		(0-50?)log

This scoring accounts for one half = 50 points!/ =50 %

B) Holistic scoring

since there is no strict time limitation for the scorer >
criteria checking possible.

- overall impression o.k.
 - but somewhat more detailed evaluation possible
- rubric

criteria from oral exam > adjusted, corresponding

Rubric development: References

Tzipora Rakedzon 2017

Categories/criteria

Datum:

Klasse:

Prüfer:

Name usw.					Name usw.					
s. gut	gut	befr	aus	man	s.gut	gut	befr	aus	man	
1	2	3	4	5	Ausspr. Verständlichkeit	1	2	3	4	5
1	2	3	4	5	Korrektheit, Grammatikalität	1	2	3	4	5
1	2	3	4	5	Wortschatz, andere Sprache	1	2	3	4	5
1	2	3	4	5	Flüssigkeit	1	2	3	4	5
1	2	3	4	5	Gegenseitigkeit (Dialogizität)	1	2	3	4	5

Vorkommnisse:

Weitere Angaben:

Rubric RR Reinelt (2017c,d Testing writingII)

Use the same criteria set as in the oral exam (RR various)

Aussprache > Rechtschreibung **pronunciation > spelling**

Grammatik > Grammatik **grammar > grammar**

Wortschatz > Wortschatz viel oder nur wenig

vocabulary > rich vocabulary or few words

Dialogizitaet > in dialogen stoffe

**dialogicity > written as dialog or
understandable as such**

Fluessigkeit: > braucht man viele: Moeglichkeiten

fluency > many variations/ many topics

every criterion 5 to 10 points very good to bad (German system)

Ideal: Scan class file and check against that or all threads

50 points = half

- many different contents within the turn given as items vs students who only write the same in repeating examples
- naturally existing texts/ conversation vs rows without ordering principle or contents
- little in relation to the contents in class
- better: transcending learned contents, researched him/herself
- copied from other textbooks??

Scoring

every criterion 5 to 10 points very good to bad (German system)

Ideal: Scan class file and check against that or all threads

50 points = the other half of the final evaluation of the writing part

5. Towards analyses: Is „Mein Deutsch 2“ necessary

This part explores whether a second test, as conducted in the last two years, leads to significant differences which prove whether rote remembering, which is not easily recallable a second time, took place or actual learning, i.e. acquisition had taken place.

The project is still on-going. So far we have data for SS16, WS16 and SS17

In this presentation only points have been considered.

The rubric is being tested (Reinelt 2017d).

Also, *high point low contents* papers are not yet excluded (e.g. almost numbers only).

The hypothesis would be that student i would have less points in „MeinDeutsch 2“ than in „Mein Deutsch 1“ administered a few days earlier.

However things are not so easy:

- Students may actually write less (=hypothesis)
- students may write more because of ? (=refuting the hypothesis)
- - they have been warned of a second try by their *senpai* (*but this bond is very weak recently*)
- - they remembered through the one week in between;
- - they took the additional chance as another opportunity to show off their German achievement

Regressions Big increase SS16Fr6
in this term only this class showed an opposite tendency:
- is negative to hypothesis i.e. increase in points

Mein2Fr6Deutsch

ch

Mein1Fr6Deutsch

概要

101	42	-59
106	22	-84
71	75	
93	61	
162	81	
71	44	
126	96	
156	82	
96	35	
92	55	
187	78	

回帰統計

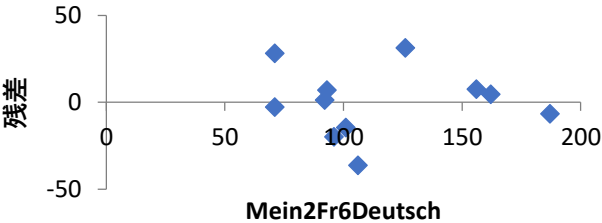
4重相関 R	0.535752
重決定 R2	0.28703
補正 R2	0.207811
標準誤差	20.74791
観測数	11

分散分析表

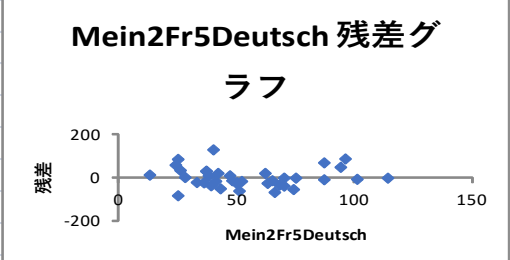
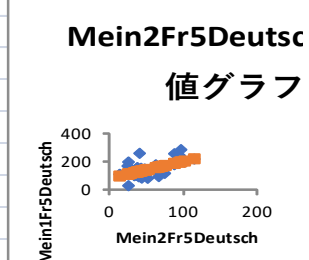
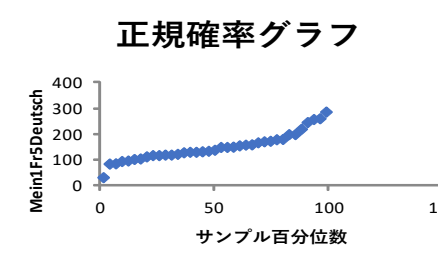
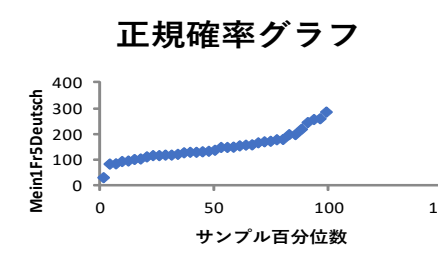
	自由度	変動	分散	観測された分散比	有意 F
回帰	1	1559.719	1559.719	3.623247	0.089389
残差	9	3874.281	430.4756		
合計	10	5434			

	係数	標準誤差	t	P-値	下限 95%	上限 95%	下限 95.0%	上限 95.0%
切片	23.67991	20.58003	1.150625	0.279539	-22.8754	70.23518	-22.8754	70.23518
Mein2Fr6Deutsch	0.325552	0.171103	1.903483	0.089389	-0.06134	0.712448	-0.06134	0.712448

Mein2Fr6Deutsch 残差グラフ



All other classes that year had a reduction (no positive values in column 3 below), here SS16Fr5

Mein2Fr5Deutsch	Mein1Fr5Deutsch	概要	Mein2Fr5Deutsch 残差グラフ									
75	173	98										
50	117	67										
24	171	147										
96	287	191										
74	119	45										
38	138	100										
33	102	69										
13	112	99										
68	132	64										
41	117	76										
37	159	122										
51	84	33										
37	158	121										
50	122	72										
43	85	42										
36	104	68										
47	150	103										
28	119	91										
70	167	97	<div>確率</div>									
94	246	152										
25	31	6										
87	258	171										
66	96	30										
87	180	93										
42	155	113	観測値	Mein1Fr5Deutsch	残差	標準残差	百分位数	n1Fr5Deutsch	<div> <div>正規確率グラフ</div>  </div>			
25	199	174	1	174.9074	-1.90736	-0.04186	1.351351	31				
26	149	123	2	144.6444	-27.6444	-0.60675	4.054054	84				
65	149	84	3	113.171	57.82903	1.269246	6.756757	85				
39	94	55	4	200.3282	86.67177	1.902294	9.459459	94				
52	130	78	5	173.6968	-54.6968	-1.2005	12.16216	96				
40	261	221	6	130.1182	7.881789	0.172991	14.86486	102				
62	179	117	7	124.0656	-22.0656	-0.4843	17.56757	104				
114	220	106	8	99.85527	12.14473	0.266555	20.27027	112				
101	199	98	9	166.4337	-34.4337	-0.75576	22.97297	117				
63	134	71	10	133.7498	-16.7498	-0.36763	25.67568	117				
70	130	60	11	128.9077	30.09231	0.660473	28.37838	119				
48	128	80	12	145.8549	-61.8549	-1.35761	31.08108	119				
			13	128.9077	29.09231	0.688525	33.78378	122				
			14	144.6444	-22.6444	-0.49701	36.48649	128				

In WS 16, only two classes, Fr5 24:4 (li) and Mo5 6:8 (tech) were re-tested for Mein Deutsch: One of them had less, one overwhelmingly more/ increasing points.

In SS17 all four classes, Fr6 5:7 (evening course), Mo5 9: 24 (tech), Di5 12:26 (lit) and FR5 2:23 (liT) almost all students had more points the second time around.

In SS17 all four classes, Fr6 5:7 (evening course), Mo5 9: 24 (tech), Di5 12:26 (lit) and FR5 2:23 (liT) almost all students had more points the second time around.

Regressions: Higher points

MeinDeut
sch2SS17 Mein1Fr6Deutsch1SS17Fr6
Fr6

115 38

156 147

66 66

126 191

72 160

144 116

151 120

48 67

89 117

123 89

123 93

概要

回帰統計

重相関 R 0.324138
重決定 R2 0.105065! 1
補正 R2 0.005628
標準誤差 36.27904
観測数 11

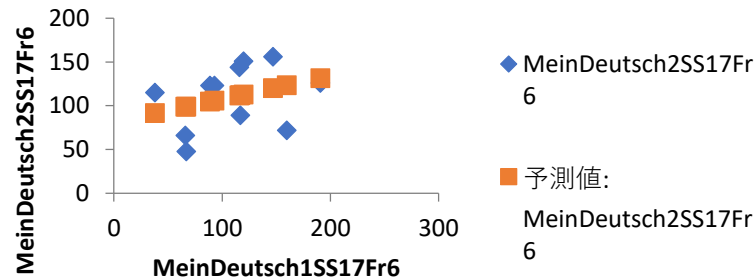
分散分析表

	自由度	変動	分散	観測され た分散比	有意 F
回帰	1	1390.662	1390.662	1.056599	0.330825! <0.05
残差	9	11845.52	1316.169		
合計	10	13236.18			

	係数	標準誤差	t	P-値	下限 95%	上限 95%	下限 95.0%	上限 95.0%
切片	81.63214	29.93317	2.727146	0.023333	13.9186	149.3457	13.9186	149.3457
MeinDeut sch1SS17 Fr6	0.261666	0.254562	1.02791	0.330825	-0.31419	0.837525	-0.31419	0.837525

MeinDeutsch1SS17Fr6 観測値

グラフ



• Regression: either tendency frequent

SS17Di5M
ein
Deutsch2

Mein Deutsch
215 161
183 137
55 58
212 192
231 170
290 205
175 128
125 112
86 72
236 188
150 106
164 161
114 98
99 95
209 170
148 109
65 52
204 248
226 149
126 122
179 135
167 111
157 127
102 101
160 110

概要

回帰統計	
重相関 R	0.870148
重決定 R2	0.757157
補正 R2	0.746598
標準誤差	23.43951
観測数	25

分散分析表

	自由度	変動	分散	観測された分散比	有意 F
回帰	1	39398.99	39398.99	71.71135	1.59E-08
残差	23	12636.45	549.4108		
合計	24	52035.44			

	係数	標準誤差	t	P-値	下限 95%	上限 95%	下限 95.0%	上限 95.0%
切片	18.51767	14.27303	1.297389	0.20736	-11.0083	48.04369	-11.0083	48.04369
SS17Di5M ein Deutsch2	0.699867	0.082646	8.468256	1.59E-08	0.528901	0.870833	0.528901	0.870833

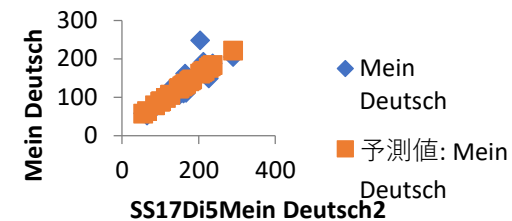
残差出力

確率

観測値	予測値: Mein Deutsch	残差	標準残差
1	168.9891	-7.98911	-0.34817
2	146.5934	-9.59336	-0.41808

百分位数	Mein Deutsch
2	52
6	58

SS17Di5Mein Deutsch2 観測値グ ラフ



slight tendency to write more the second time around

One possible reason:

students take Mein Deutsch 2 as a new phase/ opportunity

Looking at increases

- How and what do they increase?
- Only beginning phase

Looking at increases
How and what do
they increase?
Only beginning
phase

Guten	Tag	
Wie	geht's	?
Es	geht	
Und	Ihnen	?
Sehr	gut	
Dann	Tschüs	

Students rather
add (black) :
Phrases or
items sets

Wie	heißen	Sie	?	
Ich	heiße	R	S	
Woher	kommen	Sie	?	
Ich	komme	aus	M.	
Wo	wohnen	Sie	?	
Ich	wohne	in	K	
Wo	ist	das	denn	?
Im	Nordosten	von	Matsuyama	

Wie	alt	sind	Sie	?
neunzehn				
Wie	groß	sind	Sie	?
ein	Meter	sechshundfünfzig		
Wie	schwer	sind	Sie	?
achzig	Kilo			

SS2017Fr5MD1u2文章对照表.xlsx			
Comment:			
	Abbreviations	contents of one student's writings: Fr5162JunTa	
	A: Addition	change from MD1	to MD2
check: affluent writers vs. poor/little writers	D: Make dialogic by adding questions etc.		
	N: not, left out		
	QA Question and answer		
			A: Guten Tag
			D: Wohne, komme
		majr	N: major
		spiele (2)	A, QA: im Sommer activities
		koche (3)	
		esse (3)	QA: essen
			esse (3)
		trinke (2)	AQ(!) essen Sie
			esse (3)
		Mein Vater (4)	Mein Vater (2)
			+essen(3)
			3 gleich
		Meine Mutter (2)	same!
		+spielt, ist	
		Bruder (5)	Bruder(3 gleich)
		Ich kann auch	
		habe X	
		Das kostet	
		80Euro	
			Q>2A Freitag abend
			Q>2A(wie spielt?spaet?
			QA Wie growth/alt
			QA 3Person:er
			2Q>3A
		Meine Stadt (2)	Meine Stadt (2)
		liegt	isst

- Many students write more or the same amount in Mein Deutsch2 than in Mein Deutsch1
- At this point we can say that we only have to look at
 - - not so good students from MeinDeutsch1
 - - or students who only list up words

Priming effects etc.

Priming effects can be attributed to many sources:

- heard from senpai
- remembered in the oral exam
- self-enhancing
- remembered in the preceding exam

- **Washback** (not yet checked)
- more repetitions?
- return the results to the students >

yes, very important and probably further stimulating

The problem is how??

6. Final results and considerations

Mein Deutsch 2 seems necessary, but for other reasons than in the hypothesis:

It is taken by the learners as an additional opportunity for demonstrating their German achievement (to the teacher, to themselves?)

Using Mein Deutsch 2 to refute rote/ confirm learning?

At least doubtful

Does the extra-work pay? Again doubtful

But: As students' s self-check > Very good

Research tasks

- Comparing contents in Mein Deutsch/ Ich relative to the complete course contents (only research task)
- Checking the course contents: E.g with AntCONC: concordance the class file > then what was written, However, this possible on a larger scale only possible with OCR:

This is not yet available

- Are there differences according to time distance?

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