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Test A includes Test B across abilities!
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Overview Abstract

The fact that passing test A includes passing all lower tests B, C etc. in a series of tests is the main tenet of developing successive tests for one skill, e.g. listening, as well as general tests such as Oxford Placement (Lit), Cambridge (Lit) and Dokken (Lit), and even holds for point-awarding tests such as TESOL (ezine) or HSK (Chinese)(LIT). Thus in the following order

[FCE](#) (First Cambridge English) > [CAE](#) (Certificate in advanced English) > [CPE](#) > [IELTS](#) (Cambridge (LIT))

passing the one to the right is supposed to include passing the one to the left of any two tests with the rightmost IELTS the most advanced and inclusive of all on its left. For other hierarchies see the exams index (Lit).

This contribution, however, aims at demonstrating how passing a test for one skill such as speaking includes passing a test for other skills such as writing or grammar. In the following this is demonstrated from four studies.

The *first* part briefly introduces the main points of the author's German for beginners' course at Ehime University, at the end of whose second term students undergo a speaking test developed by the author.

In part *two*, study one demonstrates that students taking the oral exam simultaneously attain an adequately advanced level of writing and vocabulary.

Study two in part *three* found that the students' results on this level turned out to be equivalent to A1 and in part A2 of the CEFR speaking abilities.

Study three in part *four* briefly demonstrates that the same learners, when administered Dokken 4, the German test developed and administered nationally throughout Japan, also passed this grammar oriented test, although this was not explicitly part of the teaching content.

Finally, study four in part *five* demonstrates that even students after their first term of learning German and passing its term-final speaking test also passed the grammar-oriented Dokken 5.

Part *six* outlines ramifications for general courses and their preference over ability/skill oriented courses. It also mentions further courses for Japanese and general 2FL learners where only limited time and material resources can still lead to mastering various abilities and skills without addressing them explicitly.

Introduction: The inclusiveness of tests

The fact that passing test A includes passing all lower tests B, C etc. in a series of tests is the main tenet of developing

- successive tests for one skill, e.g. listening,
- as well as general tests such as Cambridge and Dokken,
- and should even hold for point-awarding tests such as TESOL or HSK (Chinese).

In contrast to tests addressing specific skills in an in- or decreasing line of tests and in general tests, we may wonder whether there is any interaction between checking on a skill on one test and the same learner's progress in other skills as well. Although common sense tells us that this should be the case at least to some degree (someone who can speak a (foreign) language, can usually also write (in) it to some degree), the research situation is anything from splendid (Hubert 2011). Nevertheless, initial informal checking on written exams administered simultaneously with a course-final speaking exam led us to set up the following hypothesis:

Hypothesis: Inclusiveness also holds across abilities (even if they are not addressed explicitly (in the course))

This contribution demonstrates that passing a test for one skill such as speaking includes passing a test for other skills such as writing or grammar. This will be demonstrated from four studies.

1. Course background to the oral exam

Before entering the discussion we have to mention the characteristics of RR's course up until and including the speaking test. The course itself is under constant development and renewal as new opportunities have to be availed of, and, as advanced as the course is, circumstances can change suddenly.

The usual course is for beginning students in their first and second term (general education) at Ehime University, a non-elite university, where e.g. the following conditions are not fulfilled:

Table 1: Conditions unfavorable to 2FL learning if not fulfilled (Reinelt 2010)

<ul style="list-style-type: none"> - An intensive course (intensive コース集中講座) - speaking course (口頭表現を目的とする専門コース) - students majoring in this 2nd FL (その未習外国語の専門学生向け) - student with a special interest in the 2FL (その外国語に対してそもそも強い興味を持っている者) - students taking the course as a selective (必修課目として取っている) - more than two 90 min. units per week (週2回90分以上の場合) - high ranking universities (上級大学) - team teaching (細かく合わせたteam teaching) <p>And a few other characteristics supportive of FL learning (又はいくつかの外国語習得を助ける性格を持っている要因)</p>
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If anyone or a few of the conditions in table 1 are fulfilled, the discussion provided below, is in no way surprising.

There are two classes of 90 mins. per week, only one of which is with the author (and it is usually not possible to adjust the partner teacher's course contents).

Students taking the course are usually eighteen to nineteen years of age, male or female, and major in:

- literature (selective) & general politics & education: 2 classes//
- all natural science students: 2 classes//
- the evening course (general politics and humanities)

In class, students mainly perform speaking, with writing, listening and reading outsourced (table 2) to a moodle site and e-mails.

Table 2: Outsourcing

why outsourcing?

The characteristic of speaking: Conversation with natural spontaneity is the only skill which can only be acquired in face to face speaking with a partner in class.

Therefore, although practicing is possible outside class, it is necessary to reserve ample time for speaking (Reinelt 実践2010), for example by handing skill practicing over to a Learning Management System. Using the most recent technical developments of the internet with its ubiquitous availability, this “outsourcing” offers, after a sufficient introduction and with enough help, opportunities and venues for learning listening, reading and writing as well as cultural studies (Reinelt: 2010).

The overall contents has changed little over the last few years for all students from different classes and majors and all course-final speaking tests share almost the same administering and content realm.

The course covered e.g. the following contents (table 3):

Table 3: Course contents example (Reinelt: 2010)

- Guten Tag! (Var. mit/ohne Herr, Frau - Tageszeiten) - „Tschüß!“ - Abschiede
- „Wie geht’s?“ (- Bewertungen)
- „Wie heißen Sie?“ (4 Teile, Variationen)
- „Was machen Sie in der Freizeit?“
- „Haben Sie Telefon?“ (Ablehnung, Ironie, 0-9)
- „Haben Sie Familie?“ (Verwandschaftsbezeichnungen - 3. Person, (Charakterzüge -) Adjektive)
- „Oh, wie spät ist es?“ - Bruchzahlen, (20-99)
- „Und was essen Sie gern?“ (Speisen, Getränke je 3)
- „Entschuldigung, wie alt sind Sie?“ (3)
- Datum, „Was machen Sie morgen?“ (einen Tag beschreiben)/ Wochenende (alle Zeitangaben, Sätze mit trennbaren Verben und Zweitstellung (Tagesablauf, Wochenende, (Ferien)planung usw.)
- „Wie heißt Ihre (in Deutschland recherchierte) Stadt?“ - „Wo ist das denn?“ - Himmelsrichtungen, Gesprächsmanagement: „Augenblick bitte“, „Keine Ahnung!“, „Ich suche mal.“
- Fragewörter: Frage - Antwort - Nachfragen - Detaillieren usw.
- Dinge und Preise erfahren und nennen, kommentieren, Kommentare aufnehmen

2. Study one: Advanced speaking includes advanced writing and vocabulary

In part two, study one demonstrates that students in the RR first-term and also year-final speaking test at the same time reach an adequately advanced level of writing and vocabulary.

The productive skills of speaking and writing are supposed to mutually

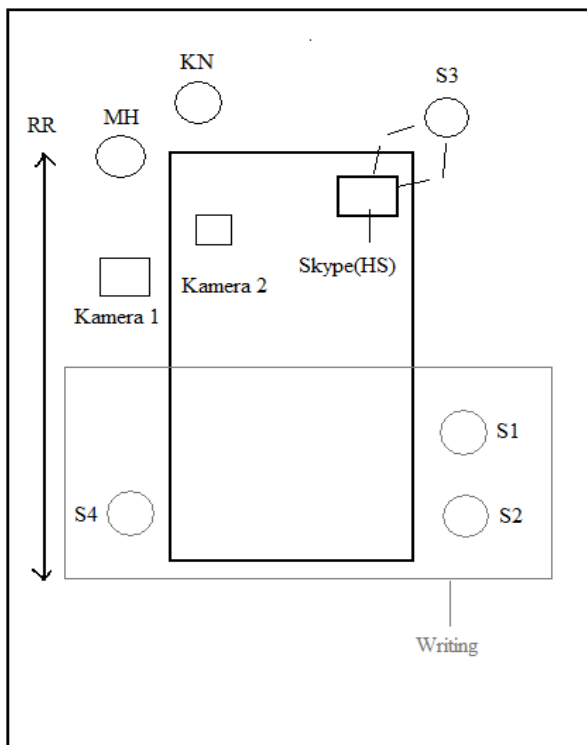
support each other (Reinelt 2012a,b). By virtue of both being productive skills/activities, speaking and writing have mutually supporting effects in FL learning (Walker 2010, ERIC 1984). “Writing and speaking have a close relationship within languages as they are both about the person going them creating language” Peregoy (2005). This is even more important for 2ndFLs in Japan as there is little time for learning. However, Hubert (2011) states that so far little research is available.

In order to make our point we first present parts from a speaking example. This is the setting (table4). The starting scene shows the student S2 speaking with the partner in Germany over Skype (table 5).

camera and the other three students in this small course sit on the long end of the table towards the right.

The raters (including the speaking partner in the dyad used the following scorecard developed by the author (Reinelt 2010) as in table 6.

Table 4: Setting oral exam 1



Two more native speaker raters (MH and KN) are in the room to the left of the

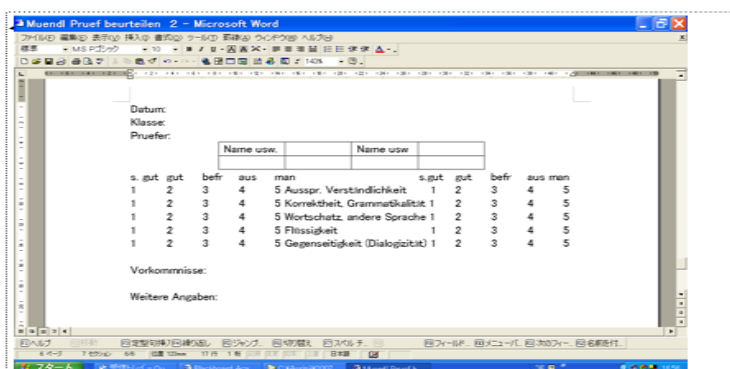
Table 5: Starting scene shot



Table 6: The scorecard (Reinelt: 2010)

Criterion referenced rating

- Need to develop own system for 2FL German
- The scoreboard on the right was developed in accordance with Jeffrey scoreboard for this university (Reinelt 2007)
- Weighing of criteria variable, e.g. as in the brackets
- Aussprache = pronunciation (15%) a)
- Korrektheit = correctness, grammar (15%) b)
- Wortschatz = (richness in) vocabulary (20%) c)
- Fluessigkeit = fluency (35%) d)
- Gegenseitigkeit = mutuality, dialogicity (15%) e)



Additionally, the author (RR) rated the dyad holistically on a 100 points scale.

The dyad in the example was very much along the lines of all other oral exams in this class, with few breaks, and only a few misunderstandings. However, this student's results of the speaking test stand out e.g. in the following respect:

1. Rather than simply going through the first talk algorithm (name? where from? living where? job?), he expands on his partner's answer by asking for a detail (19). Such a speech action is remarkable, as few Japanese students could do this in English, let alone in their second foreign language.
2. After the sudden topic change to weekend activities, (34) he reacts fast and appropriately, again rare for Japanese students even in their English.
3. The student on the spot (develops and) tells (35~) a brief story consisting of three elements (making the cake on Friday, eating it on Saturday, and doing this with his friends), almost unimaginable with the students' English abilities

Table 7: Transcript I

14	Freiburg	1	15	Hm <00:01:29>
17	Aus, aus Okayama <00:01:35> From Okayama.	1	16	Und Sie? Woher kommen Sie? <00:01:32> Where do you come from?
19	Sind sie schon einmal in Okayama gewesen? <00:01:39> Have you ever been to Okayama.		18	Aha!
21	Wo wohnen Sie?	1	20	Nein, ich war noch nicht dort. No, I have not yet been there. <00:01:43>Nein No
23	Eh Ich wohne in eh in ID. Er, I live in ID	1	22	Ja, ich wohne in Freiburg, in der G. , heisst die Strasse G, und wo wohnen Sie? <00:01:56> Oh, and I live in the G. in FR. And where do you live?

35	Am Freitag, am Freitag habe ich, habe ich Schokoladenkuchen gekocht, On Friday, on Friday, I made a chocolate cake	1	alle lachen etwas all laugh slightly	34	Und,Und was hast du am Wochenende gemacht? <00:02:45> And, and what did you do on the weekend?
36	Schokoladenkuchen gekocht <00:03:00> cooked a chocolate cake			37	Jaja! Oh, I see
38	Am, am Samstag, am Samstag habe ich,hm, Schokoladenkuchen gegessen On Saturday, on Saturday, I, well, had chocolate cake	1	Alle Oh!(lachen) all laugh		
39	mit meinen Freunden <00:03:14> with my friends	1		40	Ah! Schoen! Well, thats nice
41	lacht auch also laughs				

Free writing

Starting from the abovementioned similarity between productive skills (and in order to kill time before and after one's term), a writing task was administered. Students had only sporadic written tasks through out the winter term, and no training in writing longer passages or to any topic was possible.

At the time one student was speaking with the dyad partner (a class mate in the first (summer) term, a native speaker in the second term course final exam) the other students did the writing task. Both times it consisted of a free writing task in the form of a "kakihoudai" (write as much as you like/ as possible). Note that the students did not know anything about the writing task beforehand and that no materials of any kind were allowed .

Table 8: Term final written exams

	Title	Additional hint
End of first term	Mein Deutsch (=My German)	(all the German) what I have learned in this term
End of second term	ICH (That's me!)	like for a job application

The following example of student writing is the text S2 produced (with carriage returns entered by the author).

Table 9: S2 writing example

<p>Ich Guten tag. Ich Heiße FuMa. Sind Sie schon einmal in Okayama gewesen? Okayama ist groß und gut.</p>
--

Ich wohne. in Iwaidani. Im Norden von Matsuyama.
 Was trinken Sie geru am liebsten? Am liebsten trinke ich Kaffee.
 Ich esse gern Schokoladekuchen. Am Wochenende habe ich Schokoladekuchen gekocht. Freitag Abend esse. ich Schokoladekuchen mit meine Freunde.
 Was machen sie 2012 denn so alles? Im Januar habe ich „Osechi“ gekocht. Im Februar esse ich Schokolade. Im Mearye denke ich „Amazake“.
 Wie groß ist dein Zimmer? Meine zimmer ist 23 m².
 Was haben Sie denn so alles? Bei mir gibt es einen. Spqel, eine Uhr, eine kissen, einen Tisch, eine Lampe,...

Haben Sie familie? Wir sind: 5. Mein Vater, meine Muter, men Schwester und ich. Mein Vater heißt YaMa. Er ist Lehrer. Er ist nett. Meine Muter ist Lehrerin. Sie ist schon. Sie ist gern kuchen.
 Am Winter koche ich Schokoladekuchen und Käsekuchen und Obstkuchen.
 Meine Schrester ist Studentin. Sie studiet Biologie. Sie ist schon. Sie trinkt gern Kaffee.
 Ich habe einen Pullover an. Ich habe eine Jacke an. Ich hebe einen Hocker an. Der ist schwarz.
 Ich gehe gern ins Kino mit meine Freunde.
 Wan treffen wir uns?
 Wo treffen wir uns?
 Hast du Geld?
 Meine Freunde spricht gern. Danke schön. Tschüs.

Considering that Japanese students rarely have to produce more than a few words in their previous English foreign language learning, the sheer length is remarkable, although it does not stand out in this respect in comparison to productions by other students in the author's courses.

Contents- and grammar-wise, this student's production, brief though it is, covers almost all points dealt with during the winter term, and can be classified excellent already on this criterion alone.

The vocabulary, despite containing a few typos and being by no means outstanding, is nevertheless enough to be representative of what was covered in the winter term.

In order to keep objectivity and comparableness, we introduced the following system for counting words and phrases. It differs slightly according to the summer and winter terms:

Table 10: Adjusted item counting and point attribution in written productions

term	items counted	scoring
SS summer term	(> words)	1 point per word 1 point per communicatively correct phrase
WS winter term	(mainly phrases)	1 point per expression (eine Tasche) 1 point per correct phrase + 1 point for difficult grammar

Explanation to point attribution:

Throughout the whole text: 1 letter mistake was allowed per word or phrase except where such words exist (see also Rude 2012);

+ 1 point for contents or words not learned in RR's class (i.e. self-prepared or applied from other class);

+ 1 point for outstanding communication (e.g. uptake beyond second time)

The following table (11) demonstrates an application. A discussion of each and every type of point has to be left for future research.

Table 11: Point attribution example

(W= word, p=phrase, g=grammar, c= conversation, n=phrase number, cut for point attribution, not sentences)

n	FuMa	w&p	g	c
1	Guten tag.	1		
2	Ich Heiße FuMa.	1		
3	Sind Sie schon einmal in Okayama gewesen?	1	1	1
4	Okayama ist groß und gut.	1		
5	Ich wohne in ID.	1		
6	Im Norden von Matsuyama.	1		
7	Was trinken Sie gern? am liebsten?	1		
8	Am liebsten trinke ich Kaffee.	1	1	
9	Ich esse gern Schokoladekuchen.	1		
10	Am Wochenende habe ich Schokoladekuchen gekocht.	1	1	
11	Freitag Abend esse.		1	
12	ich Schokoladekuchen mit meine Freunde.	1		
13	Was machen sie 2012 denn so alles?	1		1
14	Im Januar habe ich „Osechi“ gekocht.	1		
15	Im Februar esse ich Schokolade.	1		
16	Im Mearze thinke ich „Amazake“.	1		
17	Wie groß ist dein Zimmer?	1		
18	Meine zimmer ist 23m ² .	1		
19	Was haben Sie denn so alles?	1		1
20	Bei mir gibt es einen	1		
21	Spiegel, eine Uhr, eine Kissen, einen Tisch, eine Lampe.	5	3	
22	Haben Sie familie?			1
23	Wir sind: 5.	1		
24	Mein Vater, meine Muter, men Schwester und ich.	1		
25	Mein Vater heißt YaMa	1		

26	Er ist Lehrer.	1		
27	Er ist nett.	1		
28	Meine Mutter ist Lehrerin.	1		
29	Sie ist schön.	1		
30	Sie ist gern kochen.	1		
31	Am Winter koche ich Schokoladekuchen und Käsekuchen und Obstkuchen.	3	1	
32	Meine Schwester ist Studentin.	1		
33	Sie studiert Biologie.	1		
34	Sie ist schön.	1		
35	Sie trinkt gern Kaffee.	1		
36	Ich habe einen Pullover an.	1	1	
37	Ich habe eine Jacke an.	1		
38	Ich habe einen Hocker an. Der ist schwarz.	1	1	
39	Ich gehe gern ins Kino mit meine Freunde.	1		
40	Wann treffen wir uns?	1		
41	Wo treffen wir uns?	1		
42	Hast du Geld?	1		
43	Meine Freunde sprechen gern	1		
44	Danke schön. Tschüs.	2		
44	T 63	49	10	4

The written exam is quite advanced relative to what you would usually expect at the end of a German one –year course in Japan. Since (except for extremely high scores) many students gained between 60 and 100 points, the Ehime University rating system (60 to 64 pass, 65 to 79 good, 80 to 89 very good, 90 to 100 excellent) was applied directly.

Table 12: S2's class total point overview

	KN	MH	HS	RR 口頭	ICH
S1	85	90	90	95	60
S2	84	77	89	98	63
S3	95	77	95	98	49
S4	80	85	93	90	39

S2 was successful in his examination. His oral exam earned him 85, 90, 90 (his

Skype speaking partner), 95 (RR holistic) points, and his written work, though not especially long, earned another 63 points.

3. Study two: RR Speaking test students fulfill CEFR A1 and partly A2

Study two in part three found that the year-final students' speaking results on this level turned out to be equivalent to A1 and in part A2 of the CEFR speaking abilities (Reinelt 2009). This example was discussed at length in Reinelt (2010b).

Table 13: Set-up in Reinelt (2010b)

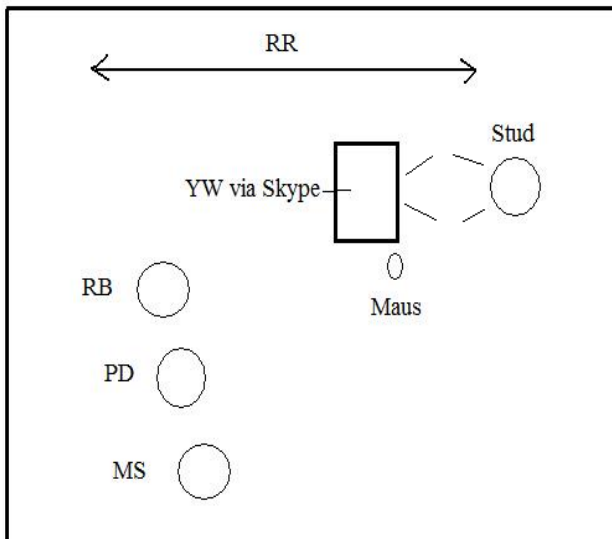


Table 14: Starting scene for S7 speaking with a partner in Germany over Skype:

Table 15: Transcript S7's oral exam transcript (original and English)

U= utterance number

U	Student S7's dialogue contributions Original in German <Time line> (English translation)	U	Tester YW's dialogue contributions Original in German <Time line> (English translation)
3	Guten Tag (good afternoon)	4	Guten Tag <00:00:57> (good afternoon)
5	Wie gehts? <00:01:01> (How are you?)	6	Gut! Und Dir? <00:01:05> (Very well, how about you?)
7	Hmmm, danke, gut <00:01:06>		

	(hm, thank, fine)		
8	Übrigens, ...wie/wie heißen Sie? <00:01:24> (By the way, what/what's your name?)	9	Ah, ich heiße YW <00:01:27> (My name is YW)
10	YW<00:01:28> (YW)	10a	Wie heißen Sie? <00:01:29> (What is your name?)
11	MS <00:01:33> (MS)	12	Ah, schön <00:01:33> (M. oh, nice, M)
13	Ja! <00:01:36> (yes)		
14	Wie..wo..wo/wo/wo wohnen Sie? <00:01:53> (how..where..where/where/where do you live?)	15	Ich, also ich wohne jetzt in Freiburg in Deutschland <00:01:58> (I, well, I now live in Freiburg in Germany.)
16	Wo/wo ist das denn?	16a	Wo wohnen Sie? <00:02:01> (Where is that? where do you live?)
17	Äh, im/in Dogo. (eh, in Dogo)	18	Ah, schön <00:02:08> (oh, nice)
20	Ah, ja! ja! <00:02:12> (oh, yes, yes)	19	Dogo Onsen, Dogo (Dogo Spa, dogo)
21	Was ... was machen Sie <00:02:26>in..am...am Wochenende? <00:02:38> (What do you doat on..on the weekend?)	22	Am Wochenende, äh, muss ich leider lernen <00:02:43> (on the weekend, eh, I'll have to study)
		23	Ich hab bald Prüfung <00:02:45> (I'll soon have a test)
25	Äh, eh, .in, eto..eh..Sonntaku..hmm. eeh hmto eh..male ich, hm hm, ja, male/male ich <00:03:16> (eh,eh, on, eh, Sunday, hmm, ehh I, eh I'll paint, hm hm, yea, I'll paint)	24	Und Sie, was machen Sie am Wochenende? <00:02:48> (and what do you do on the weekend?)
		25a	Hmhm (surprise)
		26	Heee? Sie können auch malen, oh schön <00:03:22> (hei? you can paint, that's nice)
28	Wie bitte? <00:03:33> (Beg y pardon?)	27	Was studieren Sie? <00:03:26> Kunst, oder was? <00:03:30> (what do you major in? art or something like that/)
30	Ach, eh eh.. ich, eh, ich studiere	29	Was studieren S/ was studieren

	<00:03:50> .eh..eh/ Päd/ Pädagogik <00:03:54>		Sie? <00:03:37> (What is your major, what do you major in?)
	31 RR Hm!	32	Ah! schön <00:03:58> (oh, nice)
34	N/Nein <00:04:07> (n/no)	33	Und was malen Sie dann, also Manga oder was, nein <00:04:03> oder? <00:04:05> (and, so what do you paint, Manga/comics or what, no?)
35	Übrigens, ...Was. Was eh, eh..(ab hier bis zum Ende schniefen) Entschuldigung..eh, was...wo.. by the way....what, what, eh (from here to end of test sobbing slightly)	35a	hmhm
36	Ha/Haben Sie Telefon? <00:04:54> (Do you have telephone)	37	Ja,ja, ich hab ein Handy <00:04:57> (yes, yes, I have a handy)
38	Ehm, eto ihre/ihre Nummer bitte <00:05:01> (eh, your number, please)	39	Ähm, null eins sieben sieben. zwei drei zwei sechs zwei null neun neun <00:05:12> (eh, 0,1,7,7,2,3,2,6,..... 9)
40	Ja, dan/danke schön <00:05:13> (oh, yes, than/thank you)	41	ja (yes!)
43	etwas erleichtert (relieved)		42 RR Okey! Ja, geht doch, na also <00:05:17> daijoubu yo (RR okay, look, you did it, everything is o.k.)

After the test, S7 said that this part of the test should not be abolished, and that she had just been nervous. It had been very interesting for her.

Her point results were as follows in table 16.

Table 16 : Criterion based results for S7:

pr. 10%	gr. 15%	vo. 25%	fl. 35%	di. 15%	T %	R/p
1	2	2	3	2	2.25	RB: 83
2	2	3	3	1	2.45	PD: 81
1	2	2	3	2	2.25	MS: 83
2	2	2	3	3	2.5	YG: 80

((each with percentage settings for the criteria), pr= pronunciation, gr= grammar and correctness, vo= vocabulary, fl=fluency, di=dialogicity, T=Total 100%, R/p=rater name: points given by this rater)

From the table, we can see that her individual skill results were rated very good throughout, but not excellent. Together with the holistic and her written test, she gained 82 of 100 points.

Table 17: S7's other scores

Studentnr.	RR holistic RR 口頭	writing 筆記	Final score 総合評価
S7	78	80	82

This point system is made to fit the Ehime university point system. However in order to get an idea of a comparative level, the example, video and text, were shown to a professional rater for the Common European Framework of Reference (=CEFR), the most recent world-wide language testing benchmark. Student S7's test gained the following comment from the CEFR rater, a person outside of the organizing Ehime University: A1 is fulfilled, and A2 reached in the relevant parts. Only as an aside we may mention that usually Japanese students at much better universities, even with many more weekly classes and special training can reach A1 only with special efforts, intensive courses etc. after the first year of studies. None of these did take place in the above course, and students had to fulfill a fairly stuffed schedule of other courses and of course their major.

4. Study three: The year-final speaking test includes Dokken 4

This study briefly demonstrates that similar students in the speaking test, when administered Dokken 4, also passed this grammar oriented test, although this ability/skill was not explicitly part of the teaching content.

We can assume that someone who is good at the mutually supportive productive skills of speaking and writing is also able to use (if not also judge) grammatical items correctly (otherwise he/she would not be able to communicate effectively). Still, many Japanese (and probably many other) foreign language teachers emphasize that without extensive, explicit grammar teaching, students would not be able to build (and correct) German sentences. This argument is also used to justify grammar-oriented language courses.

In the winter term 2011, we had the rare chance to administer Dokken 4 to one of the classes (different from the examples in parts two and three above). Dokken is a series of scaffolded tests for many languages with usually 5 steps and often pre-steps in between. The German version starts with five, then four and goes all the way to one, the most difficult one. The test is developed and highly popular in Japan. Universities and private businesses offer preparation courses. However, it is recognized only in Japan, as it is, despite many revisions, still heavily grammar-based, as the following example demonstrates. All items are multiple choice with only one

answer to be chosen.

Table 18: Dokken 4 test item examples

<p>1 次の(1)~(4)の条件に当てはまるものが各組に一つずつあります。それを下の1~4のうちから選び、その番号を回答欄に記入しなさい。</p> <p>(1) 下線部発音が他と異なる。</p> <p>1 <u>Buch</u> 2 M<u>ä</u>ch<u>e</u>n 3 Ö<u>ö</u>st<u>e</u>r<u>e</u>ich 4 Kir<u>ch</u>e</p>
<p>2 次の(1)~(4)の文で()の中に入れるのに最も適切なものを下の1~4のうちから選びその番号を回答欄に記入しなさい。</p> <p>(4) Wo ist mein Bruder jetzt? – Vor dem Haus. Er () sein Auto.</p> <p>1 wascht 2 wäscht 3 wäscht 4 wasche</p>
<p>3 次の(1)~(4)の文で()の中に入れるのに最も適切なものを下の1~4のうちから選び、その番号を回答欄に記入しなさい。</p> <p>(3) Kannst du () helfen? Sie braucht Hilfe.</p> <p>1 ihr 2 sie 3 es 4 Ihnen</p>
<p>4 次の文に()の語を挿入して文を完成する場合、最も適切な箇所はどこですか。①~④のうちから選び、その番号を回答欄に記入しなさい。ただし、()内の語は文頭に来る場合でも、すべて小文字で表記してあります。</p> <p>(2) (fahr)</p> <p>Ich habe Angst. ① nicht ② zu ③ schnell ④ !</p>
<p>5 次の(1)~(4)の文で()の中に入れるのに最も適切なものを下の1~4のうちから選び、その番号を回答欄に記入しなさい。</p> <p>(2) Kannst du schnell Bier aus dem () holen?</p> <p>1 Fenster 2 Keller 3 Stuhl 4 Tisch</p>
<p>6 次の(1)~(4)の会話が完成するように、()の中に入れるのに最も適切なものを下の1~4のうちから選び、その番号を回答欄に記入しなさい。</p> <p>(1) A: Morgen treffen wir uns um 10 Uhr vor der Kirche. B: O.K. Also, ()!</p> <p>1 bis zur Kirche 2 bis gleich 3 bis morgen 4 guten Morgen</p>

8 以下は3人の学生アントン、ベルント、ユーリアの会話です。空欄(a)～(e)の中に入れるのに最も適切なものを下の1～8のうちから選び、その番号を解答欄に記入しなさい。

Anton: Hallo, Leute!
 Bernd, Julia: Hallo, Anton! (a)
 Anton: Danke, sehr gut.
 Julia: Kommst du mit uns zum Schwimmbad?
 Anton: (b)
 Julia: Heute Nachmittag.
 Anton: Das geht nicht. Heute Nachmittag muss ich zum Training.
 (c) Ihr müsst auch zum Spiel kommen.
 Bernd: Ja, gern. Also kannst du heute nicht mitkommen, schade.
 Julia: Und morgen? Wir haben fast keine Hausaufgaben diese Woche. (d)
 Anton: Ja. Morgen habe ich Zeit.
 Bernd: Dann gehen wir morgen Nachmittag zum Schwimmbad.
 Wo treffen wir uns?
 Julia: (e) Dann gehen wir zusammen zum Schwimmbad.

- 1 Wann denn?
- 2 Wie geht's?
- 3 Wo spielt ihr Fußball?
- 4 Woher kommst du?
- 5 Kommst du mit?
- 6 Am Wochenende ist ein Fußballspiel.
- 7 Hier an der Schule.
- 8 Um zwei Uhr.

The following table gives the students' point percentages attained in various test parts including Dokken 4.

92	102	57	47	46	93		
93	93	76	45	48	93		
94	68	65	41	42	83		
92	92	65	42	47	89		
90	83	62	44	34	78		
98	85	62	43	41	84		
90	66	49	32	33	65		
96	134	81	47	48	95		
92	148	76	47	46	93		
91	72	65	42	38	80		
84	64		42	44	86		
64	35	38	27	34	61		56
20	15	40	20	35	55	評価しない	34
85	68	59	40	37	77		
92	41	59	33	41	74		54
94	82	57	44	43	87		
4	33	57	27	30	57	評価しない	34
98	159	38	46	44	90		
86	30	59	27	30	57	評価しない	41
40	38	49	30	30	60	評価しない	42
94	110	76	48	47	95		
85	49	59	40	37	77		
92	83	81	34	46	80		
86	134	57	46	46	92		

Table 19: Dokken 4 after one year

(Columns according to their ratings for the first case S1: 92= overall criterion based points; 102 =free writing Ich; 57= points gained in the Dokken 4 test; 47=points awarded by the partner teacher ; 46= final grade by this teacher; 93=final points given. Failure notes and point reductions on the right).

Basic statistics for the percentage points in the Dokken 4 part are given in table 20:

Table 20: Basic statistics for the Dokken 5 class

平均	60.30435
標準誤差	2.584871
中央値 (x)	59
最頻値 (モ)	57
標準偏差	12.39661
分散	153.6759
尖度	-0.29882
歪度	-0.10339
範囲	43
最小	38
最大	81
合計	1387
標本数	23
最大値(1)	81
最小値(1)	38
信頼区間(95%)	5.360695

As can be seen from the basic statistics, the average percentage achieved was 60 points. The standard deviation was 2.5 and the median 59. The average passing was not excellent, but acceptable. This is overall certainly a remarkable result as none of the students had any special preparation for this (kind of) unannounced test.

5. Study four: The first-term-final speaking test includes Dokken 5

Finally, study four in part five demonstrates that even students after their first term of learning German and passing the first-term-final speaking test also passed the grammar-oriented Dokken 5.

While increased foreign language contact, for example over one year, can naturally lead to learning various parts and important grammatical features of a foreign language, few of this can be expected after only three months of twice weekly target language contact, especially at non-elite university first semester courses, which many students take for often unclear reasons. This is in contrast to the students in the studies one to three where only motivated students continued beyond the first term. With the larger number of students, the less specified motivation and the much less content covered, we would expect at least a drop in the average if the test step 5 is equally easier to step 4. Without preparation for this test, a further considerable drop should be expected, even though Dokken 5 is supposed to be simpler than Dokken 4 above.

The oral exam in the penultimate class of the summer term is similar to the year-final oral exam, only with a classmate as a speaking partner this time. The topic of the written task is “Mein Deutsch,” an indiscriminate “kakihoudai” (write as much as you can) free writing task of all the German one has learnt so far. In the last class of the 2012 summer term, Dokken 5 was administered as a second writing exam. A copy of the test as given is included below:

Table 21: Dokken 5 examples

<p>1 次の文で空欄 (a)~(d) の中に入れるのに最も適切な動詞の形を、下の1~3のうちから選び、その番号を回答欄に記入しなさい。</p> <p>A: Was (a) du kaufen?</p> <p>(a) 1 möchten 2 möchtest 3 möchtet</p>

2 次の(1)~(3)の文で()の中に入れるのに最も適切なものを、下の1~4のうちから選び、その番号を回答欄に記入しなさい。

(3) () ist die Post? – Am Marktplanz.

1 Wann 2 Was 3 Wo 4 Wohin

3 次の(A)~(C)に挙げられた1~4の単語のうち、例にならって一つだけ他と異なるものを選び、その番号を回答欄に記入しなさい。

例) 1 Taxi 2 Auto 3 Bus 4 Tomate

4の Tomate(トマト)だけが乗り物ではなく、食べ物なので他と異なります。

(B) 1 Schnee 2 Sonne 3 Wind 4 Wohnung

4 次の(1)~(4)の条件にあてはまるものが各組に一つずつあります。それを下の1~4のうちから選び、その番号を回答欄に記入しなさい。

(1) 下線部の h を発音する。

1 gehen 2 Jahr 3 Schuhe 4 woher

The following table 22 gives the point results (left column) and percentage points (right column) each for students in the four classes where this test was administered.

Table 22: Points and percentage points for Dokken 5

Mo4		Di3		Mi4	
5級(25)	5級(100)	5級(25)	5級(100)	5級(25)	5級(100)
15	60	19	76	17	68
16	64	21	84	13	52
18	72	20	80	14	56
19	76	19	76	18	72
21	84	16	64	17	68
17	68	18	72	17	68
18	72	16	64	11	44
13	52	15	60	11	44
16	64	12	48	13	52
13	52	22	88	17	68
16	64	14	56	20	80
16	64	21	84	16	64
20	80	17	68	17	68
18	72	21	84	15	60
19	76	17	68	16	64
20	80	16	64	15	60
23	92	17	68	16	64
21	84	18	72	20	80
13	52	14	56	12	48
19	76	15	60	Mi6	
17	68	14	56	5級(25)	5級(100)
13	52	12	48	18	72
15	60	17	68	20	80
20	80	16	64	16	64
21	84	10	40	14	56
15	60	18	72	20	80
17	68	20	80	20	80
20	80			17	68
15	60			17	68
21	84			18	72
18	72			18	72
20	80			22	88
20	80			17	68
18	72			20	80
20	80				
19	76				

The statistics for this study can be summarized as in table

Table 23: Basic statistics

5級(100)	
平均	68.50526
標準誤差	1.158045
中央値 (x)	68
最頻値 (モ)	68
標準偏差	11.28723
分散	127.4016
尖度	-0.43929
歪度	-0.31429
範囲	52
最小	40
最大	92
合計	6508
標本数	95
最大値(1)	92
最小値(1)	40
信頼区間(95%)	2.299326

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The statistics show that the 95 students who took the test averaged 68 percentage points, a good result and remarkable given all the conditions mentioned above in the introduction to this part. With a standard variance of 1.1 and a median of 68, the results are even more speaking.

6. Ramifications

Part six outlines ramifications for general courses and their preference over ability/skill oriented courses. It also delineates further courses for Japanese and general 2FL learners where only limited time and material resources can still lead to mastering various abilities and skills without them being addressed explicitly.

If, as in second foreign language courses in Japan, time and number of classes are very limited, it seems that a general course such as the one mentioned above takes precedence over any ability/skill oriented courses. In this definition we speak of a general course with

- Speaking in class, and
- other skills outsourced but taken care of in homework.

There are a number of contingencies such as the difficulty to score, but multiple scores lead to a better evaluation, and the achievements in areas not explicitly addressed should justify the extra work.

- From speaking enough so that they can pass the oral exam, students will remember words and grammar anyway due to the many repetitions and practical uses.

Grammar courses are a necessary component of any linguistics course, but they are also limited to that part. For the field of foreign language learning, where grammar courses have traditionally been conducted, the results of the research presented above indicate that they are not necessary and simply a *waste of time at best*: Learners will automatically learn the grammar of the part they learn communicatively. Germain (2012) reports where this already has led to dramatic consequences: The (Basic) Core French (usual grammar oriented course) was abandoned in Canada in 2008, because very little language learning (as measurable in the oral proficiency interview (OPI) took place and a speaking course WITH all other components was started successfully.

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