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2011 11 20 German Workshop 5 Minuten Sprechen

Rudolf Reinelt

Contact: Ehime University Institute
for Education and Student Support,
Center for General Education
790-8577 Matsuyama

reinelt.rudolf.my@ehime-u.ac.jp

愛媛大学 教育・学生支援機構
共通教育センター

790-8577 松山市文京町3

T/F 0081-89-927-9359

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- Abstract from OLE NL 60 **Rudolf Reinelt**, “5 Minuten Sprechen”
- Dieser Beitrag hat das Ziel (Teil 1) zu zeigen, dass Studenten auch im zweiten Studienjahr noch mit Muttersprachlern der Zielsprache Deutsch sprechen können, obwohl die Lernbedingungen gegenüber dem ersten Studienjahr weit weniger gut sind (z.B. mehr Fachkurse, Kontakt nur einmal die Woche). Teilweise war sogar ein Fortschritt beobachtbar. In diesem Beitrag stelle ich, nach einer Einführung in den Unterricht beim

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Overview

- **Aim and hypothesis**
- **Background and conditions**
- **Theories**
- **This study**
- **Methods of research**
- - quantitative
- - qualitative
- **2 video examples**
- **Results and discussion**
- **Conclusion**
- **Literature**

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Ziel

- Im zweiten Studienjahr Deutsch:
- Herausfinden, ob Zunahme, Abnahme oder Vergessen der Fall ist

Hypothesen

- Hypothese 1) Abnahme aufgrund des reduzierten Kontakts
- Hypothese 2) Beibehalten oder Wiedererinnern durch kontinuierlichen Zielsprachenkontakt
- Hypothese 3) Zunahme durch Erlernen neuer Sprachinhalte/Fertigkeiten

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- **Background and conditions** here:

- - Second year of 2FL German learning(1st year 2x15(x2)x90min)
- - contact other than with the author unknown
- - reduced weekly active 2FL German contact
- - little progress to be expected
- - hypothesis 1: less ability than in the first year due to lack of contact and/or attrition/forgetting

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Hintergrund und Bedingungen

- Zweites Studienjahr
- Zielsprachenkontakt (ausser mit RR) unbekannt, nicht voraussetzbar
- Reduzierter Zielsprachenkontakt nur einmal 90 min pro Woche
- entsprechend wenig Fortschritt erwartbar
- Hypothese: Weniger als im ersten Jahr aufgrund von fehlendem Kontakt, Rueckgang oder Vergessen

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Theories

Three approaches become relevant here depending on the conditions considered.

There is no way to know in advance.

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1) 2nd Foreign language (German) **acquisition**:

- instruction does take place: Once a week for 90 min, regular homework, protocol writing of selected items which have surfaced during class
- progress: increase in learning, acquisition, etc.
- - new vocabulary
- - new grammar, e.g. subordinate sentences
- - new pragmatic items: requesting etc.

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2) Foreign language (2FL German) **maintenance** in the mother tongue context

- background: retention comparatively strong from first term to second term in the first year,
- can be supposed to be the case on through year two?
- factors?

Reilly, Tarey (???) Maintaining FL Skills. In Gleason, J. Berko (????) You CAN take it with you

<http://www.ericdigests.org/pre-929/skills.htm>

Bloomfield, Amber et al. (2011) Online resources for language maintenance and enhancement

CASL

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Reilly, Tarey (???) Maintaining FL Skills. In Gleason, J. Berko (????) You CAN take it with you
<http://www.ericdigests.org/pre-929/skills.htm>

Bloomfield, Amber et al. (2011) Online resources for language maintenance and enhancement

CASL Research Fact Sheet (2011?) FL Proficiency Testing. Sustaining and enhancing language skills (+report)

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3) 2 FL (German) target language **attrition**

- - instruction is reduced (considerably less than in the first year (2x90 min per week)
- - no need to take the course
- factors for attrition (Wenders etc.)

n.d. (2011) Second-language attrition.

http://en.wikipedia.org/wiki/Second-language_attrition

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This study

- here only speaking considered
- so far not available as study: Students did not have such skills until recently
- the former two-year German courses were never researched enough. No oral exams available. On-going mid-high FL contact (2x2 terms of contact hours, but hardly effective).

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- Two conditions:
- One student each for
 - - target language major
 - German
 - - non-target language major
- European studies (usually only done in Japanese)

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• **methods of research**

(usually determined by what is available, here complete documentation of two cases)

- - **quantitative**
- The generation of models, theories and [hypotheses](#)
- The development of instruments and methods for measurement
- Experimental control and manipulation of [variables](#)
- Collection of empirical data
- Modeling and analysis of data
- Evaluation of results

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- in this case e.g.
- length of uninterrupted (upheld) communication
- - nr of utterances
- <http://books.google.co.jp/books?hl=ja&lr=&id=ZipoGU1sFeYC&oi=fnd&pg=PR12&dq=FL+teaching+quantitative+research+methods&ots=KakD5nI9Q1&sig=3yeYBn3Ce4EVmJ6A0josXDM5rRQ#v=onepage&q&f=false>

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- method of research II
- - **qualitative**
- [grounded theory](#) practice,
- [-narratology](#),
- [-storytelling](#),
- classical [ethnography](#), or
- [shadowing](#).
- [action research](#) or
- [actor-network theory](#).
- http://en.wikipedia.org/wiki/Qualitative_research

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In this study e.g.

- topics addressed (successfully)
 - pragmatically sound
 - others
- <http://www.nova.edu/ssss/QR/syllabi.html>

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- Use transcripts to compare
- - the two students to each other
- - the oral exam contents with first year contents
- - with contents from their first term tests

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- speaking partner condition comparable:
- new partner
- no specific instruction on the oral exam
- (i.e. the same conditions hold from the first term oral exam)

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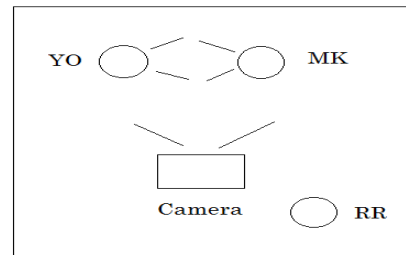
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- **2 video examples**
- both complete sets
- - set up
- - picture
- - TS
- - hyoka (about 90/100 in the example below)

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Set up



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Video



WS2010 Mo5 Oba 6 Min avibry Deutsch.avi

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TS Ooba

WS2010 2011 Mo5 Deutsche Kommunikation (fuer Nicht-1stsemester)
letzte Zeitmarke gueltig (gleichzeitige Markierungen sind nicht wirksam)
S1 Ooba
Prueferin: Helena Wiedermann (Austauschstudentin aus Freiburg an der EU)
RR 001 Ja, Start <00:00:18>
S1 002 Guten Tag
HW 002 Hallo <00:00:18> (nicht leicht=8)
beide lachen leicht (bil)
S1 003 Wie gehts
HW 004 Mir gehts gut, danke und dir? <00:00:23>
S1 005 Danke gut.
HW 006 Schoen <00:00:24> bil <00:00:24>
S1 007 Wie heissen Sie?
HW 008 Ich heisse Helena <00:00:26>
S1 009 Helena
HW 010 Und du? <00:00:30>
S1 011 Mein Name ist X Ooba <00:00:32>
HW 012 X Ooba. Darf ich dich duzen? <00:00:32>

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- TS Senba

WS10 11 口頭試験 Mo5 2kai S2Senba mit HelWied <00:06:48>
S1 Senba <00:06:48>
Gesprächspartnerin/Prüferin: Helena Wiedermann <00:06:48>
II leicht lachen, Eigenart von HW
RR 001 Start <00:06:59>
S2 002 setzt sich und sagt: Hello
HW 003 Hallo !!
S2 004 Mein Name ist Shoukou <00:06:56>
S2 005 (leise) Wie heißen Sie?
HW 006 Ich heiße Helena Wiedermann <00:07:00>
S2 007 Wiedermann?
HW 008 Sie können mich Helen nennen. <00:07:03>
S2 009 o.k.
S2 010 Hmmmm, sind Sie .. Studentin? <00:07:08>
HW 011 Genau, ich bin jetzt Austauschstudentin
S2 012 himm
HW 013 aus Deutschland, und studiere jetzt ein Jahr hier an der Ehime Universität in Matsuyama <00:07:19>
S2 014 hmhm

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- **Results and discussion**

- time length of interview
 - S1 5:23 min S2 7:30 min
 - S1 and HW 130 turns S2 and HW 140 turns
 - words used
- word count S1 S2
nr. of initiative utterances
correct reactions/answer
but also: make the partner speak
any longer breaks? neither

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- topics addressed
- repetition unavoidable with every new speaking partner
- enhancement?**
- new speech actions:
 - -initiate new topic and stay with it for a short time S1 033- 042
- ideally: going deeper on answers to questions as progress
S1 43-53
- HW 046fahre ich nach Tokyo
S1 051 Was mache Sie in Tokyo?
- new words: new use S1 095-97 viele
 - grammar: S2 120-2 viele Buecher ueber deutsche Kultur (not in first year)

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- - confirmation question:
- S2 038 Kennen Sie X? (not in 1st year)
- - give example
- HW 069 was fuer Musik? S2 070 zum Beispiel/ 072 Mozart

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- **Forgetting**
- presupposes good learning, intensive practice and repetition
- frequent phrase: S2 049 umsonst S2 063 Freizeit
- everything else:
- ability to conduct the oral exam = **maintenance**

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- Note: (Except for new vocabulary, new grammar and new speech actions) It is difficult to prove whether any progress was made due to the second year instruction !

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- Note: There is no positive evidence for attrition/ forgetting

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- **Conclusion**
- On the surface: Long speaking time
- From detailed results (only in part here)

- We may be able to say that even reduced instruction time can lead (as in these two cases) to
 - - sufficient retention
 - - increase in possible speaking time
 - - increase in demonstrated second foreign language abilities
- but also some forgetting

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- Future research:
- One student through from first term, second term and into second year oral exams.

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- Further research tasks
- - here only case studies
- - larger cohort (but hard to get!)

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References

- Note : First such example!
- Literature so far only for first year oral exam research in the same Japanese context
- For individual points:
- For references contact the presenter at
- reinelt.rudolf.my@ehime-u.ac.jp

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Background references

- in part:
- Jeffrey, D (?) The Challenges of Creation a Valid and Reliable Speaking Test as Part of a Communicative English Program. URL: <http://www.nuis.ac.jp/~handle/publication/jeffrey/jeffrey-speakingtest.htm>
- Hadley and Mort (1999) An Investigation of Interrater Reliability in Oral Testing. URL: <http://www.nuis.ac.jp/~hadley/publication/interrater/reliability.htm>
- Literature review
- None: world first
- Each presentation adds a new aspect

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- Entschuldigung fuer die Praesentation in Englisch
- Vielen Dank
- Fragen