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"Integrating speaking, writing and grammar in 2FL German testing"

Rudolf Reinelt, Ehime University,
Matsuyama, Japan

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: "Integrating speaking, writing and grammar in 2FL German testing" Abstract: Considering all four skills The speaking writing and grammar interface. Integrating speaking, writing and grammar in 2FL German testing This presentation consists of the following parts 1 to 5: 1. While advances in CALL have enabled considerable outsourcing of listening, reading and writing activities during 2FL courses, speaking and writing still require analog testing. This contribution, exploiting a rare opportunity to compare target language (TL) German first-year-final speaking, writing and grammar-oriented test results at a mid-level Japanese university, aims at proving the following hypothesis: Students reaching a comparably advanced degree of a certain stage in their 2FL speaking simultaneously attain a similarly advanced level in both writing and grammar. 2. Speaking and writing have mutually supporting effects in FL learning (Walker 2010). In the presenter's case, e-mail and Moodle (listening, reading and) writing tasks vacate time for speaking. Considering further mutual influencing from listening and reading (Peregoy 2005), an advanced level in speaking should be mirrored in writing and consequently in advanced grammar abilities. 3. In the first-year-end oral exam, students speak with target language German native speakers for about 3 mins. They simultaneously write freely without materials on the topic "Ich" (I) as in a job application. 2011 students were also given the Dokken 4th grade test without pre-warning. This presentation shares one student's results of this 2FL German multi-skill testing. 4. The results of the literature/pedagogy class (T-23) are presented and discussed. Students, generally attained a high A1 in speaking on the CEFR (Reinelt 2009), wrote more than 100 phrases in the free writing task, and attained over 60% correctness in the Dokken. 5. In conclusion, this presentation proves that advancing to the speaking level of A1 in target language, leads to a considerably high level of writing and grammar without the latter being addressed explicitly.

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Preconditions

of the second foreign language course in this study (also background to placing it in the scientific context)

- A second foreign language is compulsory only for humanities, general politics (fac. of law & letters), and the international course of paedagogy (fac. of education) students
- Other (exc. medical students) may take a second foreign language course: still hundreds do

The second foreign languages on offer at Ehime University, Matsuyama, Japan are:

Chinese, Korean, German, French and Philipino

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Unfulfilled conditions of the course in this study at EU

- 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)
- 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)

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• Overall main goal of university 2FL education

- defined by Reinelt (2008b) as sufficient training in the five abilities of speaking, writing, listening, reading comprehension, and translation, as well as in the learning techniques to acquire these. The course should also enable the learners to make abstractions and analyse intercultural phenomena pertaining to what is dealt with in class. A further requirement is making the best use of technical developments for speaking.

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From the need to consider all four skills:

In this study we concentrate on the speaking, writing and grammar interface:

- Integrating speaking, writing and grammar in 2FL German testing -
- This presentation consists of the following parts 1 to 5.

- 1. While advances in CALL have enabled considerable outsourcing of listening, reading and writing activities during 2FL courses, speaking and writing still require analog testing. This contribution, exploiting a rare opportunity to compare target language (TL) German first-year-final speaking, writing and grammar-oriented test results at a mid-level Japanese university, aims at proving the following hypothesis: Students reaching a comparably advanced degree of a certain stage in their 2FL speaking simultaneously attain a similarly advanced level in both writing and grammar
- Before coming to this, we should take a brief look at how this is related to CALL

- The role of CALL in this study
- Start: The student initiated requirement to focus on speaking:

The role of CALL in this study

Start: The student initiated requirement to focus on speaking:

Table 1. Course introductory student questionnaire

設問と答え	Questions and answers	No of answers
この授業で習いたいものは何ですか	Item 1: What is it that you would like to learn in this course?	Total 196
ドイツ語会話全般 (日常会話)使えるドイツ語	All of German "conversation" (Everyday "conversation") Useful German	110
会話全体	Total mentioning of "conversation" (kaiwa)	137
これを達成したら満足します	Item 2 I would be satisfied if I reached	Total no. of answers 182
会話全体:	Total mentioning of "conversation"	102

Course contents

- Guten Tag! (Var. mit/ohne Herr, Frau - Tageszeiten) - „Tschüt!“ - 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?“ (Verwandtschaftsbezeichnungen - 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

- 一学期は例えば次のような内容である (抜粋) :
- こんにちは(+/-さん,朝, 昼, 晩), お別れ
- お元気ですか>評価
- 数字0-9, お名前は何ですか(4つの言い方)
- 自由時間に何をしますか (現在形 (=将来系)
- 電話番号の会話, 断り方, 皮肉?, 非協力性
- ご家族は? (親戚, 3人称, 性格, 形容詞)
- 何時ですか (0-99) (時計の (会話での) 言い方, 割り算)
- 好きな食べ物, 飲み物, 運動
- すみません, 何歳ですか (難しい会話)
- 日付, (特定の時間) 明日何をしますか, 日程, 週末, (朝, 午前中, 昼,...), 動詞を二番目, 分離動詞, 週末に誘う, 休みの計画
- あなたが調べた (ドイツの) 都市は何ですか, どこにありますか, 方位, 話を遅らせる:ちょっと待って,
- 疑問詞, 質問, 答え, nachfragen, 詳細を求める・言う
- 物の名前, 値段を聴く, 上げる, コメントを上げる, 受ける, 返す
- 引用:

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Goal remains: To learn all five abilities (four skills + translation)

But:

Only speaking ONLY in class



The need to vacate time for speaking

< All other abilities can be outsourced from the classroom

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Outsourcing

なぜOutsourcing?? > 会話の特徴 >

会話は自然な即時性を持っていて、相手と面と向かって話すのは授業時間内にしか習得できない唯一の技能である。

よって、(練習だけなら授業時間外でもよいが)授業時間内に、話す時間を確保する必要がある (Reinelt 実践2010)

Outsourcing

(例えばある技能の練習をLearning Management Systems(学習管理システム)に委託する)

• 技能の習得機会及び場所(最近の技術発展も考慮して)

十分な紹介の後 after sufficient introduction:

• 聞き取り(聴解) > listening, テープ、コンピューター、Internet

• 読む > reading テープ、コンピューター、Internet

• 書く writing: e-mail など

• (Landeskunde cultural studies 文化理解)

• ubiquitous availability

• (翻訳(外国語から母国語への場合: 母国語(日本語の問題) = ここで対象外))

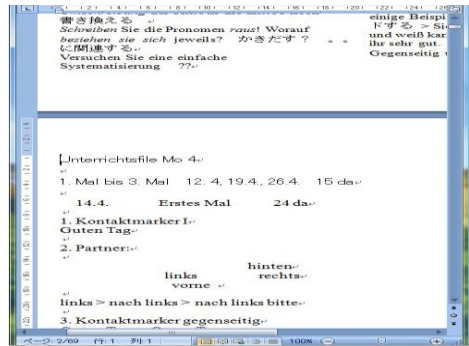
話す以外の技術は、大体大学が持っているLMS教育管理システムにゆだねられるが十分な助けが必要がある場合がある。

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• Moodle example



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• Active mail example



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- In the presenter's case,
 - -e-mail and
 - - Moodle
 - (listening, reading and)
 - writing tasks
- vacate time for speaking.

- While advances in CALL have enabled considerable outsourcing of listening, reading and writing activities during 2FL courses, speaking and writing still require analog testing such as in
- - oral exams with a native speaker
- - free compositions

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- This contribution, exploiting a rare opportunity to compare target language (TL) German first-year-final speaking, writing and grammar-oriented test results at a mid-level Japanese university, aims at proving the following hypothesis: Students reaching a comparably advanced degree of a certain stage in their 2FL speaking simultaneously attain a similarly advanced level in both writing and grammar
- (However: mutual influences are difficult to prove..)

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- overall achievements
- students in this course acquire fundamental target language (TL) vocabulary and grammar and practice this mainly dialogically during the class contact hours. They are at least partly familiar with using the TL for speaking, while practice of the other skills is in the main outsourced to homework and through the use of media available at the university such as *Moodle*. Writing is tested separately.

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- Hypothesis:
- Students reaching a comparably advanced degree of a certain stage in their 2FL speaking simultaneously attain a similarly advanced level in both writing and grammar
- (as a rough idea:
- -CEFR rankings: A1, A2, B1, B2, C1, C2
- -CEFR A2 is usually the ideal of intensive courses for Dokken
- - University freshmen English is usually B1 (English teacher est.)
- comparison of skills rare
- usual courses get to ?)

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- Further definitions:
- - to/on a comparably advanced degree/level
- - certain stage
- - 2FL speaking
- - simultaneously
- - to/on a similarly advanced degree/level
- - in both
- -- writing and
- -- grammar

Note: comparable material hard to get < asking other teachers *excellent* (few mistakes within the learned contents) vs *advanced* (able to ask and answer questions about one's room or daily activities) vs *fluent* (acquisition, no time here)

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- 2. Speaking and writing have mutually supporting effects in FL learning (Walker 2010). In the presenter's case, e-mail and Moodle (listening, reading and) writing tasks vacate time for speaking. Considering further mutual influencing from listening and reading (Peregoy 2005), an advanced level in speaking should be mirrored in writing and consequently in advanced grammar abilities.

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- Speaking and writing have mutually supporting effects in FL learning
- (by virtue of being productive skills/activities)

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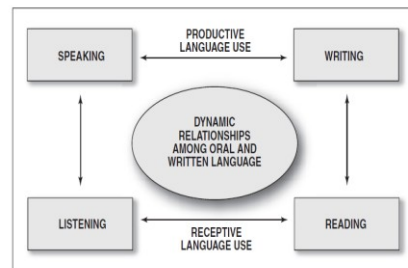


FIGURE 4.1
RELATIONSHIPS AMONG
WRITTEN AND ORAL
LANGUAGE

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- (Walker 2010).
- “Writing and speaking have a close relationship within languages as they are both about the person going them creating language”

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- Considering
- - further mutual influencing from listening and reading (Peregoy 2005),
- - an advanced level in speaking should be mirrored in
- - writing and
- - consequently in advanced grammar abilities.

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- Methods
- speaking: oral exam 2-3 minutes
- free writing “Ich”
- dokken (multiple choice) grade 4

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- 3. In the first-year-end oral exam, students speak with target language German native speakers for about 3 mins. They simultaneously write freely without materials on the topic “Ich” (I) as in a job application. 2011 students were also given the Dokken 4th grade test without pre-warning. This presentation shares one student's results of this 2FL German multi-skill testing.

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- In the first-year-end oral exam, students speak with target language German native speakers for about 3 mins.
- (present in Matsuyama and over Skype in Germany, ex below)

All students in WS 2011/12, in this study Di3-1 and 2, high number of students > spread out over 2 wks

	Mo2	Di3-1	Mi4	Mi6	Mo1	Mo5	Di3-2	Fr3
Speaking partners	2 Skype 1	2 Skype 2	2 Skype 1	3 Skype 1	Skype 2	Skype 1	1 Skype 3	1 Skype 3
stud years	1	1	1	1	1,3	2-4	1	1
Stud nr.	11	24	4	16	8	5	24	10

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- On Di3-1, all students simultaneously write freely without materials on the topic "Ich" (I) as in a job application. No shape necessary. Writing in a dialogue is also accepted.
- Example see below

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- On Di3-2, students were also given the Dokken 4th grade test without pre-warning.
- Although improved and updated in the recent year, this test is still a mostly grammar testing instrument.

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1. Welche der folgenden Aussagen ist richtig? (1 Punkt)
 1. Bucht 2. Mähdrescher 3. Österreich 4. Kirche
 2. Welche der folgenden Aussagen ist richtig? (1 Punkt)
 1. Hagebutte 2. Spitzer 3. sprichk 4. Apfel
 3. Welche der folgenden Aussagen ist richtig? (1 Punkt)
 1. Fibrose 2. Übung 3. Gemüse 4. Fülle
 4. Wie heißt die Hauptstadt von Deutschland? (1 Punkt)
 A. Was nennst du die Kaiserin oder Kaiser?
 B. Ich möchte gern Tee.
 1. Ich 2. möchte 3. gern 4. Tee

2. Welche der folgenden Aussagen ist richtig? (1 Punkt)
 1. Maria, I 2. bitte noch ein Lied! Du singst so schön.
 1. singt 2. singen 3. singt 4. sing
 1. Kinet 2. Kinet 3. Kinet 4. Kinet
 3. Mein Lehrer spricht sehr schnell. Ich () ihn gar nicht.
 1. verstehe 2. verstehe 3. verstehe 4. verstehe
 4. Wie ist mein Bruder jetzt? - Vor dem Haus. Er () sein Auto.
 1. wusch 2. wäscht 3. wäscht 4. wäscht

9. Lies den Text und beantworte die Fragen. (10 Punkte)
 Liebe Felka,
 danke für die Karte. Du bist jetzt wieder in Japan. Gefällt es dir, oder nicht?
 Ich bin glücklich wieder zurück nach Deutschland! Du schreibst, du studierst
 weiter Musik und gibst im März zum ersten Mal ein Konzert. Was singst du?
 Deutsche Lieder oder japanische Lieder? Du hast ja eine schöne Stimme. Es
 wird sicher ein wunderbares Konzert. Ich bin ganz stolz auf dich.
 Ich bin nächsten Jahr im Juni mit meinem Japanologiestudium fertig. Ich möchte
 jetzt eine Arbeitsstelle. Ich möchte bei einer japanischen Firma in Deutschland
 arbeiten. Durch die Zusammenarbeit mit Japanern kann ich bestimmt
 mein Japanisch verbessern. Ich werde aber auch Geld sparen. Du weißt ja,
 ich möchte in ein paar Jahren in Tokio studieren, um die Kultur der Edo-Zeit
 näher kennenzulernen.
 Viel Erfolg beim Konzert!
 Viele liebe Grüße,
 deine
 Stefanie
 1. Ffänger, 2. Ffänger, 3. Ffänger, 4. Ffänger
 2. Ffänger, 3. Ffänger, 4. Ffänger
 3. Ffänger, 4. Ffänger, 5. Ffänger
 4. Ffänger, 5. Ffänger, 6. Ffänger
 5. Ffänger, 6. Ffänger, 7. Ffänger
 6. Ffänger, 7. Ffänger, 8. Ffänger
 7. Ffänger, 8. Ffänger, 9. Ffänger
 8. Ffänger, 9. Ffänger, 10. Ffänger

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- This presentation shares one student's results of this 2FL German multi-skill testing.

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- 4. The results of the literature/pedagogics class (T=23) are presented and discussed. Students, generally attained a high A1 in speaking on the CEFR (Reinelt 2009), wrote about 100 phrases in the free writing task, and attained over 60% correctness in the Dokken

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- The results of the literature/pedagogics class (T=23) are presented and discussed.

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speaking test results only (partner and crit.ref. scorers KN and MH in Matsuyama, RB and YG and HS over Skype, RR holistic scoring only)

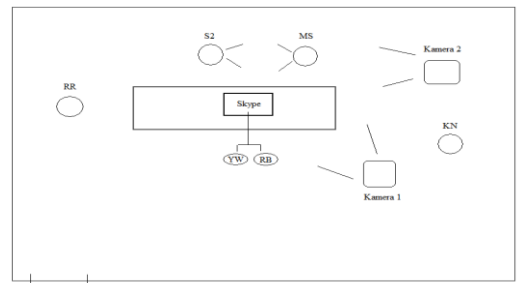
		KN	MH	RB	YG	RR		MH	RB	YG	HS	RR	
S1	①	95	87	100	100	92	S14	②	89	97	81	100	85
S2	①	87	73	82	87	93	S15	②	69	90	63	93	92
S3	①	85	77	79	79	94	S16	②	87	93	90	100	94
S4	①	79	67	80	75	92	S17	②				70	4
S5	①	85	92	98	85	90	S18	②	73	87	73	100	98
S6	①	87	85	85	87	98	S19	②	90	95	75	100	86
S7	①	87	73	94	87	90	S20	②	83	92	62	90	40
S8	①	88	89	85	100	96	S21	②	89	97	80	100	94
S9	①	90	83	87	81	92	S22	②	80	89	75	100	85
S10	①	83	79	82	87	91	S23	②	85	89	73	95	92
S11	①	81	68	89	75	84	S24	②	75	83	73	95	86
S12	①	75	63	82	71	64	S25		69	85	60	98	78
S13	①	70	81	93	71	20	S26			88		92	78

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- Explanations
- all native speakers took turns serving as partners
- all native speakers (even when partner) scored all students according to five criteria, here only totals adjusted to the Ehime University scoring system given 60=pass; 65=good; 80=excellent; 90=superior
- all native speakers are presumed to be equal
- KN in Di3-1 was replaced by HS in Di3-2

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Set



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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

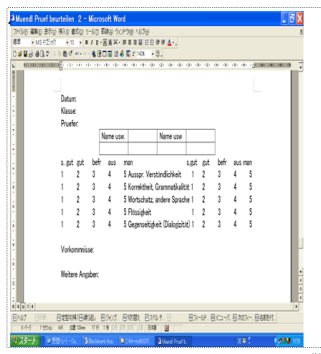
Aussprache = pronunciation (15%) a)

Korrektheit = correctness, grammar (15%) b)

Wortschatz = (richness in) vocabulary (20%) c)

Fluessigkeit = fluency (35%) d)

Gegenseitigkeit = mutuality, dialogicity (15%) e)



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Video



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- S2's oral exam as extremely short but complete example

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- WS2011/12 Di3 S2 AzOcmitt MaHiratKNSkypeYWRoBeHeSK
- ab <00:01:41>
- S2 Guten Tag <00:01:41>
- MH Guten Tag <00:01:41>
- S2 Wie heissen Sie <00:01:44>
- MH Mein Name ist Marc Hinobayashi. Wie heissen Sie? <00:01:47>
- S2 Mein Naem(?) ist Azoc <00:01:51>
- S2 Woher kommen Sie? <00:01:58>
- MH Ich komme aus Deutschland, aus Kiel <00:02:02>
- MH Woher kommen Sie?
- S2 Aus Imi <00:02:05>
- S2 Wo wohnen Sie?
- MH Ich wohne jetzt in Matsuyama <00:02:09> In Izumimachi
- MH Und wo wohnen Sie?
- S2 In Imi <00:02:16>
- S2 Wie gross ist dein Zimmer? <00:02:24>
- MH Mein Zimmer ist sehr klein, fuenf mal fuenf Meter gross <00:02:29>
- MH Wie gross ist dein Zimmer? <00:02:31>
- S2 Vierzig Quadratmeter <00:02:38>
- MH Das ist gross
- S2 Vierzehn, vierzehn <00:02:42> vierzehn, vierzehn Quadratmeter <00:02:45>
- S2 Hast du/ hast du 7alles??
- MH (zu ihr geneigt) hab ich was???
- S2 in dein Zimmer? <00:02:55>
- MH ah, was ich alles habe! Ich habe <00:02:57> einen Tisch, einen Fernseher
- S2 ja
- MH ich habe ein Bett <00:03:03>
- S2 Aber keine/aber keinen Blue-Ray-Spieler?
- MH Nein, keinen Blue-Ray-Spieler, leider <00:03:10>
- MH Hast du einen Blue-Ray-Spieler? <00:03:13>
- S2 Doch, natuerlich <00:03:16>
- RR (lacht laut im Off)
- S2 Ich habe ein Tisch/einen Tisch und eine Lampe <00:03:29>
- S2 ein Fernsehen (MH nickt) , ein Sofa <00:03:35>
- MH Ja <00:03:48>
- RR (koko made, motto shaberitali..)

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- - Note that S2
 - - started the after-introduction with a question belonging to the second term
 - - at 2:31 answers and afterwards corrects a difficult return question
 - at 3:03 aptly interrupts her speaking partner
 - lists the things in her room fluently and grammatically correct from 3:15 to 3:36
- Due to this superior performance the exam was kept to a minimum (2:07 minutes)

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The scoring for S2

- S2
- ①
- 87 KN in Matsuyama
- 73 HM in Matsuyama, partner
- 82 RB over Skype in Freiburg, Germany
- 87 YG over Skype in Stuttgart, Germany
- 93 RR holistic, in Matsuyama
- Due to the lucky circumstance that there were 5 raters, the highest and the lowest can be excluded
- with h/l: 84.4 without h/l: 85.3

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- Students generally attained a high A1 in speaking on the CEFR (Reinelt 2009)
- Level A2 of CEFR (the Common European Framework of Reference for Languages) (CEFR, 2011) was reached in part, as in the test many students were able to communicate "in a simple and direct exchange of information on familiar matters" (Cambridge, 2009, pg. 13). Some described "in simple terms family, living conditions, educational background, (and their) present or most recent job" (Cambridge, pg. 13).
- in this case: living conditions

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- students wrote about 100 phrases in the free writing task (S2: 96)

	word	phrase	grammar	total		word	phrase	grammar	total
Ich	—	—	—	—	Sie	—	—	—	—
					Haben Sie denn so alles?		1		1
Bei mir gibt es einen Tisch, ein Bett, eine Lampe, ein Fenster viele Bücher und ein Sofa.		6	3	9					
					Aber keinen DVD spieler?		1		1
Doch, natürlich.		1		1					
					Wo ist das Bett?			1	1
Das ist am Fenster.		1	1	2					
					Gut.				

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• Explanation

throughout: 1 letter mistake allowed except where such words exist (see also Rude 2012)

scoring:

- summer term:
1 point per word
1 point per communicatively correct phrase
- winter term:
1 point per expression (eine Tasche)
1 point per correct phrase
+ 1 point for difficult grammar
+ 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)

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- attained over 60% correctness in the Dokken
- S2 had 76% correct

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• Summary

- All Di3 WS 2011/12 results from excel including all koutou, Ich (word/phrases count), dokken, overall
- Graph without individual speaking skill grades

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		KN	MH	RB	YG	RR口頭	Ich	4級%
S1	①	95	87	100	100	92	102	57
S2	①	87	73	82	87	93	93	76
S3	①	85	77	79	79	94	68	65
S4	①	79	67	80	75	92	92	65
S5	①	85	92	98	85	90	83	62
S6	①	87	85	85	87	98	85	62
S7	①	87	73	94	87	90	66	49
S8	①	88	89	85	100	96	134	81
S9	①	90	83	87	81	92	148	76
S10	①	83	79	82	87	91	72	65
S11	①	81	68	89	75	84	64	
S12	①	75	63	82	71	64	35	38
S13	①	70	81	93	71	40	15	40

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		MH	RB	YG	HS	RR口頭	Ich	4級%
S14	②	89	97	81	100	85	68	59
S15	②	69	90	63	93	92	41	59
S16	②	87	93	90	100	94	82	57
S17	②				70	4	33	57
S18	②	73	87	73	100	98	159	38
S19	②	90	95	75	100	86	30	59
S20	②	83	92	62	90	40	38	49
S21	②	89	97	80	100	94	110	76
S22	②	80	89	75	100	85	49	59
S23	②	85	89	73	95	92	83	81
S24	②	75	83	73	95	86	134	57
S25		69	85	60	98	78		
S26			88		92	78		

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A=(KN or HS)+MH+RB+YG+RR (38): av of avs= 425.5 = per rater 85.1

Interrater correlation not yet

B=ICH: 78.5 (without end 2 76.6, without end 4 74.8)

Note: a usual degree would be 50? Points?

Hiroshima U 120 words(!)

C= Dokken4: 60.3

comparisons:

- simplest: graph
- correlations
- regressions

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- From the year-end questionnaire
- Moodle and Act Mail use: on request
- Student satisfaction?

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- Recommend the course to kouhai?
- 7
- 大いに推薦する 2
- 推薦する 15
- あまりしたくない 15
- 全く推薦できない 0

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- About the test and the course as a whole
- 試験
- 1 はい stop next year4
- いいえ continue 18
- 宿題の内容、期限を明確にすべき。1年間、難しくてめげそうにもなったけど、たのしくドイツ語が勉強出来ました。楽しかったです。宿題は文化やドイツ語を練習するのにとても役立ったと思う。宿題が大変だったけど、ドイツ語の力がとても身についたと思う。大変な宿題もありましたが、今考えればよい勉強になって良かったです。

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- 5. In conclusion, this presentation proves that advancing to the speaking level of A1 in a target language, leads to a considerably high level of writing and grammar without the latter being addressed explicitly.

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- this presentation proves that advancing to the speaking level of A1 in a target language

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simultaneously leads to a considerably high level of writing and grammar without the latter being addressed explicitly.

- Relationship to CALL:
 - - vacate time for speaking
 - - practice in writing tasks
- Further research tasks
- - reading also influenced?

Theoretical explanations

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- further tasks
- - how do the three parts of the exam influence each other, independently, each of itself, and in this combination
- - extensive statistical analysis
- both for the two sets independently (by definition equivalent to each other)
- but also as a whole (high significance: 25 of 85 check)

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