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PanSIG11 June 17, 2012 Hiroshima  
Writing despite/ because of speaking

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• **Abstract**

- The productive skills of speaking and writing are supposed to mutually support each other. Exploring this relationship, the first part of this presentation briefly introduces the theory and the author's German courses. Part two explains the mutuality hypothesis and operationalizes it for verification in a small, low-proficiency class. Part three demonstrates the methods used in this study. Part four presents a video example and introduces the results of a complete class set of oral and written exams. The final part discusses ramifications for analyzing the relationship of speaking and writing in wider contexts and how to further prove mutually enhancing effects.

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Introduction

The productive skills of speaking and writing are supposed to mutually support each other.

Literature preview

- Walker (2010) Speaking and writing have mutually supporting effects in FL learning

- (by virtue of being productive skills/activities)

ERIC (1984)

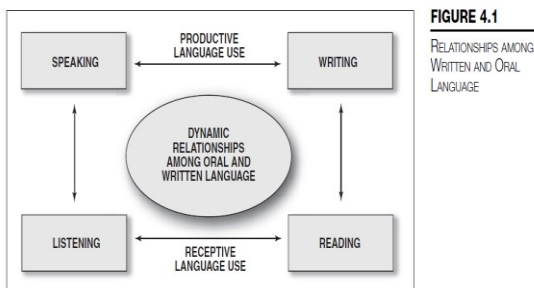
"Writing and speaking have a close relationship within languages as they are both about the person going them creating language"

Peregoy (2005)

- (even more important for 2ndFLs in Japan: less time!)

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(Peregoy 2005),



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- In the presenter's case, e-mail and Moodle (listening, reading and) writing tasks vacate time for speaking. With further mutual influencing from listening and reading (Peregoy 2005), an advanced level in speaking is mirrored in writing and consequently in advanced grammar abilities (Reinelt: JaltCALL 2012).

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- Before we go any deeper: The research situation seems to be very thin..
- Hubert(2011)
- At the present time only a small amount of descriptive and quasi empirical research evidence is available to describe the relationship that may exist between speech and writing in adult L2 learners” (2011, p. 172)

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- 1. Exploring the speaking-writing relationship, the first part of this presentation briefly introduces the theory and the author's German courses.

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- introducing the theory
- skills influence each other

Productive skills: The more you use words/phrases, the more they will become remembered/be available for production

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- speaking as requested skill

student questionnaire

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

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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.
- In this study we only concentrate on the speaking and writing interface in first-year 2FL German testing.

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Unfulfilled conditions of the course in this study at EU, a non-elite university

- 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 2<sup>nd</sup> FL (その半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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• course contents

- 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 Zweiteilung (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

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- 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> 詳細
- 数字0-9, お名前は何か(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, 値段を聞く, 上げる, コメントを上げる, 受ける, 返す
- 引用:

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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置けない唯一の技能である。  
 よって、(練習だけでなく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委ねられるが、
- 十分な助けが必要である場合がある。

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- the author's courses
- end of course: oral exam
- 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)
- WS 2011 overview
- from Reinelt (JALTCALL 2012)

	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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- 2. This part explains the mutuality hypothesis and operationalizes it for verification in a small, low-proficiency class.

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- the mutuality hypothesis
- acquired skills influence each other additively
- but: **research is difficult**
- *one item*  
 Researching one influencing item:  
 Pretest A > treatment > posttest B
- *Two items influencing each other*  
 Pretest A                      Posttest C  
 Pretest B                      x                      Posttest D

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- operationalizes it for verification in a small, low-proficiency class.
- Left-over of large class
- varying degrees
- speaking production in oral exam (Transcript) vs
- writing in the final exam (Ich) administered simultaneously in the same location

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- 3 This part addresses the methods used in this study
- methods
- - speaking with native speaker
- - written texts by the students

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- speaking: oral exam
- 2-3 minutes with new native speaker
- no fixed topic/theme
  - spontaneity: no practice
  - no rater training
  - students practiced in class almost every week
  - no advice to either, but
  - (upon the student)see to that the winter term contents is duly represented (e.g. es gibt, acc., room, clothes + communicative activities: describing, compliment, etc.)

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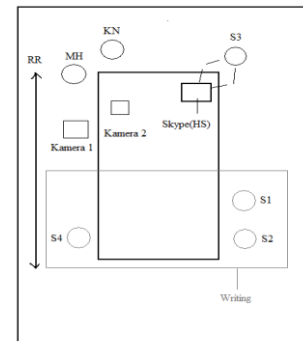
- writing: Free writing: Topic: Ich (write as if applying for a job, and include as much as possible from the class contents, dyadic style is ok., details available in a class file)

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- 4. Part four presents a video example and introduces the results of a complete class set of oral and written exams.

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- setting etc.



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- 4a) video example



WS12/13 Mi2 SKOheSkraKraKraMi2.avi

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- scorecard

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

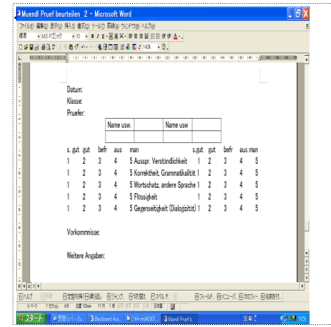
Aussprache = pronunciation (15%) a)

Korrektheit = correctness, grammar (15%) b)

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

Fluessigkeit = fluency (35%) d)

Gegenseitigkeit = mutuality, dialogicity (15%) e)



- 4b) the results of a complete class set of oral and written exams (4 students): WS 2012 Mi2
- 4b1) The oral exam
- I like to draw your attention to these three parts:

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14	Freiburg	1	15	Hm <00:01:29>
17	Aus, aus Okayama <00:01:35>	1	16	Und Sie? Woher kommen Sie? <00:01:32>
19	Sind sie schon einmal in Okayama gewesen? <00:01:39>	1	18	Aha!
21	Wo wohnen Sie?	1	20	Nein, ich war noch nicht dort. <00:01:43>Nein
23	Eh Ich wohne in eh in Iwaidani,??	1	22	Ja, ich wohne in Freiburg, in der Gerberau, heisst die Strasse Gerberau. und wo wohnen Sie? <00:01:56>

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35	Am Freitag, am Freitag habe ich, habe ich Schokoladenkuchen gekocht,	1	alle lachen etwas	34	Und,Und was hast du am Wochenende gemacht? <00:02:45>
36	Schokoladenkuchen gekocht <00:03:00>			37	Jaya!
38	Am, am Samstag, am Samstag habe ich,hm, Schokoladenkuchen gegessen	1	Alle Oh!(lachen)		
39	mit meinen Freunden <00:03:14>	1		40	Ah! Schoen!
41	lacht auch				

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			Alle lachen	69	Meine Schwester <00:05:04> studiert auch Biologie. <00:05:09>
70	Ah! <00:05:09>			71	hm
72	Oh <00:05:09>				
73	ah, wie heisst/ wie heisst sie? <00:05:13>	1		74	Meine Schwester heisst Kerstin <00:05:17>
75	ah/was trin/eh, was/was machen/was macht/was macht sie/was macht sie in der Freizeit	1		76	In der Freizeit. Sie arbeitet in einem Restaurant <00:05:35>
77	Oh			78	Ja. <00:05:37>

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4b2) The written exam (full text see transcript reverse

- example of student writing: Mats.
- counting words and phrases in
- SS (> words)
- and WS (mainly phrases)
- Achievement despite mistakes

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Spiegel, eine Uhr, eine Kissen, einen Tisch, eine Lampe,... Haben Sie familie?				3
Wir sind: 5.			1	
Mein Vater, meine Mutter, mein Schwester und ich.			1	
Mein Vater heißt Yasushi Matsushima.			1	
Er ist Lehrer.			1	
Er ist nett.			1	
Meine Mutter ist Lehrerin.			1	
Sie ist schon.			1	
Sie ist gern kuchen.			1	
Am Winter koche ich Schokoladekuchen und Käsekuchen und Obstkuchen.			3	

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- Total point overview

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

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#### Explanation and interpretation

- Observations:
  1. S1 and S2 speak very much and write extensively
  2. S3's speaking is outstanding, his writing, although very good, brief
  3. S4's speaking basic and writing not enough
  4. More speaking to more writing
  5. More writing comes from more speaking??
  - 6 Effect of presence of the speaking exam in the same room?

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- 5. Conclusion
- The final part discusses ramifications for analyzing the relationship of speaking and writing in wider contexts
- 5.1. Ramifications for analyzing the relationship of speaking and writing in wider contexts
  - Speaking very much > writing very much??
  - Writing very much > speaking very much
  - Can a statistic relationship be proven?
  - Can speaking little lead to writing much?
  - Is the amount of speaking the minimal precondition for the amount of writing?

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- 5.2. How to further prove mutually enhancing effects.
  - Example Hubert: No statistically relevant effects from speaking with writing for writing
  - Limitations in our case:
    - No control group possible
    - class without one part???

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**Thank You!**