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FORM OR FUNCTION FIRST
IN
FOREIGN LANGUAGE CLASSROOMS?

by

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ABSTRACT

An abstract of the thesis of Senta Görtler for the Master of Arts in Teaching English to Speakers of Other Languages presented July 10, 2001.

Title: Form or Function First in Foreign Language Classrooms?

The study was inspired by continuous discussion in the field of second language acquisition and teaching on the role of grammar instruction in successful language learning. Traditionally foreign language and second language classrooms have been taught with a pedagogical focus on language structure. More recently there has been support for second language classrooms focusing on content, function, or communication rather than form. The purpose of this quasi-experimental study was to compare the effectiveness of an innovative function-based classroom with a traditional form-based classroom.

During a ten-week period, one class of Intermediate German was taught in a form-based classroom while another was taught in a function-based class. Both classes met three times a week for 65 minutes each. The form-based class was lectured on grammatical forms and engaged in repetitive grammar exercises. The function-based class was placed in communicative situations. Both classes were tested on form by a traditional form test based on the grammar textbook used in the class and on function by an unofficial OPI in the beginning and in the end of the

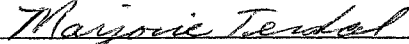
class. The scores on these test were later analyzed for their learning effect by 2 x 2 repeated measures ANOVA in order to determine the effect of the teaching approach on the students' improvement on the two tests. A survey was also administered at the beginning and the end of class, to record changes of attitude and students' satisfaction with the class.

The students in the form-based classroom improved more on the form test and the students from the function-based classroom more on the OPI. The students from the function-based classroom wrote more on a final essay than the students from the form-based classroom. The students from the function-based classroom rated their improvement better than the form-class. Most students from the form-based classroom had a negative change of attitude towards the continuation of German, whereas the students from the function-based class had either no change of attitude or a positive one. Over all the results suggest that the choice of timing and amount of grammar instruction depends on the goals of the stakeholders.

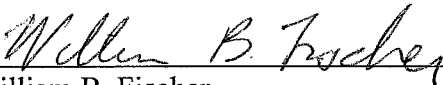
THESIS APPROVAL

The abstract and thesis of Senta Görtler for the Master of Arts in Teaching English to Speakers of Other Languages were presented July 10, 2001, and accepted by the thesis committee and the department.


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Für meine Familie

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CHAPTER I

INTRODUCTION

Purpose

The purpose of this quasi-experimental study is to compare the effectiveness of an innovative function-based classroom with a traditional form-based classroom. The difference between the two classrooms is their approach towards teaching the form of the language. Traditionally in foreign language classrooms the focus has been on analyzing structures, i.e. the form of the language. Thus it is called a form-based approach. The function-based classroom, on the other hand, focuses on communication of meaning. The curriculum in this study is based on an experimental design that was inspired by the American Council on Teaching Foreign Languages (ACTFL) proficiency guidelines (ACTFL, 1999; ACTFL, 1982). The advantages and disadvantages of this experimental, function-based classroom in comparison with a form-based classroom and its implications for the foreign language program curriculum are examined in this study.

Statement of Problem

This study was inspired by continuous discussions in the field of Second

Language Acquisition (SLA) and amongst teachers on the question of the amount of grammar instruction necessary for successful language learning. Traditionally foreign language and second language classrooms have been taught with a pedagogical focus on language structure. Thus, the traditional curriculum includes analyses of syntax, morphology, and phonology. In this approach there is little emphasis on communication.

More recently there has been support for second language classrooms which do not focus on the form of the language, but rather on content, function, or communication. This change of attitude in teachers is different across languages. For example, it seems especially high among English as a Second Language instructors and especially low in Latin instructors (Schulz, 1996). Critics of this more recent approach argue that the exclusion of form from the curriculum leads to an inability of the students to speak accurately, i.e. they make grammatical errors and/or choose the wrong register. In addition, critics believe that students will develop a language variety with fossilized mistakes (Schmidt, 1983; Higgs & Clifford, 1982; Bardovi-Harlig & Bofman, 1989). This debate centers around the timing and the appropriateness of explicit grammar instruction. Can form develop when the main focus is on communicative functions? Can instruction on form lead to communicative skills?

As already mentioned, language instruction has traditionally focused on the structure of language, which assisted learners to be able to cognitively understand

the syntax and morphology of the language. It was believed that the learners would be able to speak the language accurately through repetitive structure exercises. Critics, however, argue that this approach does not lead to communicative competence, for example (Krashen, 1982; Prahbu, 1987).

In the 1970s new teaching approaches were developed in order to increase the learner's success in the target language. Research findings in SLA led curriculum developers to believe that there is a similarity between first language acquisition and second language acquisition, which needed to be taken into consideration in new teaching approaches. In the 1980s Terrell and Krashen developed the Natural Approach, based on the idea that, with enough comprehensible input, learners will be able to acquire language. These new teaching approaches were based on the idea that second language learners and first language learners learn languages in the same way, and, therefore, excluded explicit instruction of form. Second language learners, like first language learners, go through developmental stages in their language acquisition process. Input and negotiation help both the first and the second language learner to advance to the next developmental stage.

The traditional teaching approaches did not take these developmental stages into consideration. They were based on the idea that, in order to successfully learn a foreign or second language, a learner needs to cognitively understand the structure of the language in order to apply it in communicative situations. These traditional

approaches did, however, not include such communicative situations. Therefore these traditional approaches have been criticized in light of new research findings in SLA about the similarities between first and second language acquisition (Ravem, 1968; Milon, 1974).

During the last two decades the traditional approaches have also been criticized because they do not promote communicative competence and cannot predict the learner's success in an authentic second language setting. On the other hand, the new methods were criticized for their exclusion of grammar, since it was believed that students taught with a function-based approach could not achieve accuracy.

The innovative curriculum in this study does include instruction of form, and, therefore, lies in the middle between the form first and the no form approaches. This experimental curriculum is based on the idea that languages are learned through negotiation with a more proficient speaker and a text (Long & Robinson, 1998). The curriculum will be discussed in more detail in chapter three.

At the same time that language teaching underwent changes, language testing also underwent changes, from achievement tests, which measure the ability to recall learned materials, to proficiency tests, which measure students' overall performance. In the 1950s the Foreign Service Institute (FSI) developed a proficiency interview to predict the success of officers in overseas assignments. American Council on the Teaching of Foreign Languages (ACTFL) adapted this

interview in the early 1980s to fit an academic setting. Hence a team of researchers developed the ACTFL Oral Proficiency Interview (OPI). The OPI is a proficiency assessment instrument which tests implicit knowledge of structure or correct use of structures without explicit knowledge about the forms. The OPI, however, is not just an assessment tool; it can be applied to the curriculum as well.

During an OPI workshop I attended in Corvallis, Oregon, in April 2000, I discovered answers to the problems faced in the Foreign Languages and Literature Department of a public university. Students come into our programs at different levels, and by the time they are in their fourth year, some of them are at the same level as a beginning second year student while others are capable of having a conversation with a native speaker without adaptations and can be understood by a native speaker unaccustomed to non-native speakers. The ACTFL rating system might provide a chance to see more clearly what the proficiency levels of the students are, and group them with students on the same proficiency level to avoid multilevel classes.

Students are often confused by the traditional format of a program's curriculum. Many second-year students believe that they have native-speaker like abilities in the target language after two years of formal foreign language instruction, especially since all of the important grammar has been taught to them, or so the table of contents in their textbooks indicates. For example, a ninth-grade French student said on her first day of French class: "After this year, I will be able

to say everything in French that I can say in English” (as cited in Heilenman & Kaplan, 1985). One of my students said at the beginning of second year German: “By the end of this year I will be able to read all German newspapers and submit articles to them.” He redefined his goals at the beginning of Third Year: “By the end of this year I will be able to read and understand articles in German newspapers on topics I am familiar with.”

Neither administrators, nor parents, nor students, and in some cases not even teachers, know with certainty what a student can do in the target community after a certain number of years of language instruction. It is especially important, however, for administrators as well as employers to understand what a language learner is capable of doing with the foreign language. National standards of measuring are necessary for transfer students, for employment opportunities, and for the transition between high school and college (Heilenman & Kaplan, 1985). Years of instruction are not a precise measure of proficiency, since other factors, such as motivation, age, actual time spent on task, aptitude, and input play an important role in language acquisition as well (Larsen-Freeman & Long, 1991).

Passing a second year level foreign language class does not accurately describe a functional proficiency. Hence the traditional language curriculum design is faced with questions of accountability and of real-world validity (Heilenman & Kaplan, 1985). The ACTFL OPI rating, however, can have implications for language learners and program administrators, and the general public, since it

translates proficiency into functions an individual can master in the foreign language. Therefore, the OPI has been used as a measure for job placement, and for placement of students in foreign language programs and study abroad experiences. Some states require an OPI rating of Advanced or higher from high school teachers (Young, 1986).

In this study the ACTFL proficiency guidelines are used for the design of an experimental classroom. In addition the ACTFL OPI is used as a measure for language proficiency. This study is guided by the question of the order in which grammatical form and communicative functions should be taught in order to achieve the highest level of language proficiency and success in the target language.

This study evaluates the following claims in second language acquisition research and second language pedagogical theories:

- foreign language learners go through stages of an interlanguage
- function-based classroom will lead to poor accuracy
- form first is not necessary for language acquisition
- focus on form cannot lead to communicative competence

These claims will be discussed in more detail in the literature review.

Statement of Research Hypotheses

1. Students taught in a form-based classroom will improve more on a traditional

- grammar test than will students taught in a function-based classroom.
2. Students taught in a function-based classroom will improve more on an unofficial OPI than will students taught in a form-based classroom.
 3. Students will report more satisfaction with their improvement in a function-based classroom as measured by a survey than will students in a form-based classroom.

Hypothesis 1:

If students taught in a form-based classroom improve more on a traditional grammar test than students in a function-based classroom, this will indicate that a form-based classroom leads to the faster learning of language rules. Depending on how low the experimental group scores it can also imply that a function-based classroom without explicit instruction in form leads to poor accuracy.

If, however, both groups improve, and there is no significant difference between the two groups, this will imply that it does not matter whether we teach function or form first, since both approaches will lead to accuracy.

In the case that the experimental group improves more on the form test than the control group, it could imply that communicative language teaching leads to the acquisition of form more so than does the explicit learning of form. Krashen (2000)

argues that acquisition, as a subconscious process, is more effective than conscious language learning. He argues that only acquired language is readily available. If the students who implicitly learned, hence acquired, form improve more on the form test than the students who learned form explicitly, it would be an argument in favor of Krashen's claim that form is recalled more effectively through acquisition rather than learning.

Hypothesis 2:

If students taught in a function-based classroom improve more on an OPI than the students taught in a form-based classroom, this will suggest that a function-based classroom leads to higher communicative competence. This will also indicate that students taught using a function-based approach will be more successful in the target community. It will also imply that form first is not necessary for oral language acquisition.

If, however, the improvement on the test scores does not show significant differences between the two classes, this will suggest that the order in which form or function are taught is inconsequential for the achievement of communicative competence. The implication is that both approaches lead to acquisition of language, hence to a higher proficiency at the end of class than in the beginning of the class.

If, however, the form-group (control-group) improves more than the

function-group (experimental group) on the OPI, then the tests will have to be further analyzed. One possible explanation for this would be that the low test scores in the experimental group were due to poor accuracy. Accuracy is part of the assessment rubrics on the ACTFL OPI. This would confirm that the exclusion of explicit form instruction leads to poor accuracy, potentially even fossilization.

Hypothesis 3:

If students report more satisfaction in a function-based classroom as measured by a survey, it will suggest that students feel more satisfied due to fewer struggles with accuracy. They might also feel more satisfied since it is more apparent to them what they can do with the language due to the applications they use.

If students in both groups are similarly satisfied or dissatisfied it suggests that their opinions might be based on individual differences, or they are evaluating the class based on their like or dislike of the instructor. Since the students come from different backgrounds and have previously been exposed to different kinds of teaching approaches, they might prefer the teaching approach they are most familiar with.

If the control group reports more satisfaction it would suggest that students still believe in older teaching methods, as Schulz (1996) found in her study of teacher and student beliefs towards grammar instruction and error correction.

The question of their satisfaction might also be related to their familiarity with the approach in which they are taught. Since students in second year classes come from different backgrounds, the analysis of the data might require an individual analysis of each survey rather than grouping results by approach.

The Study

Since second year classes are usually multi-level proficiency classes with students from diverse backgrounds, a starting target proficiency level and exit proficiency level needed to be established prior to the collection of the data. Therefore, prior to this study a preliminary assessment of a 30% sample of all German students at the institution was conducted. The study was conducted at Portland State University, a public university in the Northwest. The sample group was tested on their language proficiency on an ACTFL OPI. The preliminary testing suggested that the OPI level for the second year classes starts at a mean score of Novice High and Intermediate Low and moves to Intermediate Mid or High by the end of the year. These results were also confirmed by faculty members at Linfield College, Oregon, and Heilenmann and Kaplan (1985). When they investigated the appropriate ACTFL OPI level for the second year German class they also decided on Intermediate Low/Mid.

According to the ACTFL OPI guidelines an Intermediate speaker of a

language is able to "... create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to questions" (ACTFL, 1999, p. 22). Depending on the sublevel, the speaker can sometimes or almost always "... narrate and describe in all major time frames and deal effectively with an unanticipated situation" (ACTFL, 1999, p. 22).

Based on the preliminary testing, the accuracy of speakers in this study would advance from being able to be "... understood with some repetition by speakers accustomed to dealing with non-native speakers" (ACTFL, 1999, p. 28) towards being able to be "... understood without difficulty by speakers unaccustomed to dealing with non-native speakers" (ACTFL, 1999, p. 28). The speakers then are able to "... handle some informal settings and a limited number of transactional situations" (ACTFL, 1999, p. 31) in the beginning of the year. At the end of the year they should almost always be able to handle "... most informal and some formal situations" (ACTFL, 1999, p. 31). They will be able to talk about "... predictable, familiar topics related to daily activities and their personal environment" (ACTFL, 1999, p. 31) . At the end of the term they will be able almost always to talk about "... topics of general interest" (ACTFL, 1999, p. 31). In addition their text type should expand from a string of disconnected sentences to paragraphs including connected sentences (ACTFL, 1999).

The preliminary testing provided me with information about students' abilities on global tasks and functions, accuracy, context, content, and text type as

described above. Based on these findings, I designed an appropriate function-based curriculum for the Intermediate level for fall 2000. I taught both classes with the same two textbooks: Concise German Review Grammar (Moeller & Liedloff, 1991) and Was ist deutsch? (Leblans, Mifflin, Mullens, Paskow, Poser & Strauch, 1999). The textbooks were, however, adapted to fit the two different approaches.

During the ten-week term, one class of Intermediate German was taught in a form-based classroom while another was taught in a function-based classroom. Both classes met three times a week, on Monday, Wednesday, and Friday, for 65 minutes during the late morning hours. The form-based class was lectured on grammatical forms and engaged in repetitive grammar exercises. The function-based class was placed in communicative situations. The students engaged in communicative activities based on the functions appropriate to their level as defined for the ACTFL Oral Proficiency Interview (OPI) (ACTFL, 1999). Both classes were tested on form by a traditional form test based on the grammar textbook and on function by an unofficial OPI at the beginning and the end of the class. The scores on these tests were later analyzed for their learning effects by 2 x 2 repeated measures ANOVA in order to determine the effect of the teaching approach on the students' improvement on the two tests.

Definitions

This study uses terminology that is specific to this study and terminology

which has varied interpretations. Therefore the key terminology needs to be defined at this point.

First of all it has to be stated that both classes received some instruction on form, however, at different times, and with different intentions. In the form-based classroom form is taught first in a synthetic approach. Hence, grammar is taught explicitly. Long and Robinson (1998) refers to this approach as a focus on formS, which describes traditional language teaching approaches. FormS entails isolation or extraction of linguistic features from contexts or from communicative activities. FormS is limited to a focus on formal elements of language. The learner must synthesize learned material for use in communication. In this study a focus on formS teaching approach is referred to as form-based teaching.

Function-based is not the opposite, but rather can be seen as a middle point on a continuum from form-based, which is limited to a focus on formal elements of language, to a meaning-based approach, which excludes such a focus. In a meaning-based approach, students learn incidentally, while in a function-based approach, or as Long calls it a FonF approach, the students learn incidentally or implicitly (Long, 1991; Long & Robinson, 1998). In the function-based classroom form is taught through the negotiation with texts and with more proficient learners. The syllabus is organized by content.

I chose the terminology form in contrast to function rather than Long's terminology, since I found it less confusing and more in accordance with ACTFL.

Function, according to ACTFL (1999), means global tasks that speakers are able to perform in the foreign language, such as narrating in all major time frames. An example of a specific task using this function could be telling an anecdote.

The goal of both classes is to increase the proficiency level of the learners. Several different terms are used in the definition of proficiency and the definition of how to teach it. These terms will be discussed in chapter two and are only briefly introduced at this point. Following is a list of key terminology in alphabetical order.

<i>accuracy</i>	the ability to use the language without grammatical errors, except speech errors. Accuracy also includes the ability to use the appropriate language in different contexts.
<i>ceiling</i>	the skills that a test taker is not able to perform all the time.
<i>communicative competence</i>	“the ability to use language in a variety of settings, taking into account relationships between speakers and differences in situations. The term has sometimes been interpreted as the ability to convey messages in spite of a lack of grammatical accuracy” (Lightbown & Spada, 1999, p. 172). In this study communicative competence is interpreted as the ability to convey messages with a level of grammatical accuracy that does not interfere with the comprehensibility of the message.
<i>comprehensible</i>	students’ output, which can be understood by an interlocutor, or another person’s input that can be understood by the learner.
<i>comprehensible input</i>	Language a learner can understand through simplification of the linguistic output by the speaker and gestures, context and background information or

	through negotiation.
<i>explicit</i>	focus of the instruction on aspects of the structure of the language. Rules and forms are taught.
<i>first language acquisition</i>	the learning of one's native language. Children go through developmental stages. Through interaction with their language environment children learn languages.
<i>fluency</i>	the ability to perform in a language spontaneously, to recall learned rules of grammar and vocabulary at any moment. In addition it is the ability to deal with unexpected events in a conversation.
<i>floor</i>	the skills that a test taker can do at all times.
<i>foreign language learning</i>	the learning of a language other than the native language in an environment where the target language is not commonly spoken.
<i>fossilization</i>	"Interlanguage patterns which seem not to change, even after extended exposure to or instruction the target language" (Lightbown & Spada, 1999, p. 175).
<i>implicit</i>	the teaching that is done by interaction with the learner and by showing examples. The main focus is not on the teaching, but the student might be taught in incidents of negotiation of meaning.
<i>input</i>	"the language which the learner is exposed to (either written or spoken) in the environment" (Lightbown & Spada, 1999, p. 176).
<i>interlanguage</i>	"the learner's developing second language knowledge. It may have characteristics of the learner's first language, characteristics of the second language, and some characteristics which seem to be very general and tend to occur in all or most interlanguage systems. Interlanguages are systematic, but they are also dynamic, continually evolving as learners receive more input and revise their

hypotheses, about the second language (Lightbown and Spada, 1999, p. 176).

<i>language acquisition</i>	“... often used interchangeably with language learning. However, for some researchers, most notably Stephen Krashen, acquisition is contrasted with learning. According to Krashen acquisition represents ‘unconscious’ learning, which takes place when attention is focused on meaning rather than language form” (Lightbown & Spada, 1999, p. 177).
<i>language learning</i>	The learners’ developing competence and performance in the target language. For Krashen learning is the conscious process of learning, usually achieved when the learner is trying to learn about the structure of the language.
<i>major level</i>	ACTFL OPI has four major levels: Novice, Intermediate, Advanced, and Superior. These levels are defined by a floor and a ceiling.
<i>native speaker</i>	person who has acquired the language at an early age and used the language on a daily basis for the majority of his or her life.
<i>negotiation of meaning</i>	“Interaction between speakers who make adjustments to their speech and use other techniques in order to facilitate communication” (Lightbown & Spada, 1999, p. 178).
<i>proficiency</i>	ability to speak fluently and accurately in the target language.
<i>second language</i>	language other than the first language. It is often further differentiated between second and foreign language. A second language is learned and maintained in an environment where it is commonly used, where as the foreign language is learned and maintained in an environment where it is not commonly used.
<i>second language acquisition</i>	acquisition or the learning of a foreign or second

language. Second language acquisition like first language acquisition goes through developmental stages. They are, however, different since second language learners are older and have more advanced cognitive abilities. In addition in a second language acquisition environment the Input differs from a first language acquisition situation in quality and quantity. Furthermore a first language has the potential of interfering with the second language acquisition process.

sublevel

three lower major levels on ACTFL OPI are further divided into three sublevels: low, mid, and high. Low means the learner can perform the skills of the next level less than fifty percent of the times, mid means half the time, and high means almost all the time.

target language

language that is being learned as it is spoken by native speakers of that language.

Benefits of the Study

This study was intended to provide information about effective teaching approaches in the foreign language classroom. As will be discussed in the following chapter there are many factors influencing second language acquisition. The complex system of SLA, which still has many unanswered questions, makes it hard to decide on a teaching approach that will achieve best proficiency in the learners. In addition, there is also the question of how to measure proficiency and what it means in a real situation in the target community.

When designing a curriculum for a foreign language program,

administrators are faced with these questions: what is proficiency, how is it taught, and how can we measure it. This thesis hopes to give some suggestions to administrators for a more effective foreign language program.

CHAPTER II

LITERATURE REVIEW

Introduction

This quasi-experimental study was designed to provide more insight on the effect of teaching approach on foreign language learning. The questions considered in this chapter are: What is proficiency? How do adults achieve proficiency? How can teachers teach towards increasing proficiency? How can foreign language proficiency be measured? To provide further theoretical background this chapter summarizes some of the literature on second language acquisition (SLA), Communicative Language Teaching (CLT), and the ACTFL OPI.

SLA Research

Second language acquisition research is searching for answers to the question how languages are learned. Over the last three decades SLA research has increased and provided linguists, pedagogical theorists, and practitioners with new information about how foreign and second languages are learned most effectively.

SLA is influenced by individual factors dependent on the learner such as age, aptitude, social-psychological factors such as motivation and attitude,

personality, cognitive style, hemisphere specialization, and learning style (Larsen-Freeman & Long, 1991). Since these factors are dependent on the learner, a teacher cannot control them. Teachers can attempt to be diverse enough in their teaching to be effective for different kinds of learners. They, however, cannot change these factors in the learner.

There are, however, other factors that teachers can control. SLA is influenced by factors independent from the learner, which can be manipulated by a researcher or teacher. Such factors include: quality and frequency of input, opportunities for output, quality and quantity of feedback on language production, quality and quantity of instruction, and the pedagogical approach (Larsen-Freeman & Long, 1991).

Under investigation in this study is the effect of teaching approach on foreign language acquisition. As Ellis (1997) points out it is important to share information between practitioners such as teachers and administrators and SLA researchers for a more effective foreign language curriculum. The interaction between research and practice is important but has been limited (Ellis, 1997). Before considering what researchers have discovered about how proficiency can be increased, and how teachers can help students, it is necessary to define what proficiency is.

What is Foreign Language Proficiency?

The goal of foreign language classrooms is a higher level of foreign language proficiency. What is language proficiency? Ritchie and Bahtia (1996) define proficiency as the "... level of mastery of a language" (p. 702). But how are these levels defined? Brown (1994) notes that language proficiency can mean different things for different people. Even the means by which proficiency is measured are unclear. Is proficiency what language learners know? What they produce? Is it grammar?

Chomsky (1965) distinguished between competence and performance. Competence is the knowledge a speaker has of the language. Performance is how a speaker uses that knowledge during speech production. Campbell and Wales (1970) found this distinction too limited, for the definition did not address the issue of appropriateness and sociocultural significance. Chomsky's definition, therefore, did not address the issue of knowing in which context to say what. His definition only addresses grammatical competence, whereas Campbell and Wales' definition also includes communicative competence. During the 1970s there was discussion whether or not grammatical competence is included in communicative competence (Omaggio Hadley, 1993).

Savignon (1983) defines communicative competence as an interpersonal phenomenon that depends on the negotiation of meaning. It applies to both written and oral language production. Communication is context specific; therefore, in

order to be competent in a communicative situation one needs to choose the right register and style. In addition, she points out the complications of communicative competence, for it depends on the cooperation of the communication partners and only communicative performance can be observed by others and not communicative competence, since competence is what one knows and not what one does with the language. Her understanding is that in order to be truly competent in communication a speaker needs to be linguistically competent. Therefore, linguistic competence is seen as a part of communicative competence.

Canale and Swain (1980) developed a model of communicative competence that includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence is the mastery of morphology, syntax, phonology, and semantics of a language. Canale and Swain see grammatical competence and, therefore, grammatical accuracy as an important component of communicative competence, especially on a higher level of proficiency. Sociolinguistic competence is the ability to choose the style and register appropriate for a particular communicative setting. In German, for example, this includes the ability to appropriately decide whether to say *du* or *Sie* to someone. In cases where one chooses the wrong form it will be offensive to the communication partner. The third component of this communicative competence is discourse competence, which is the ability to connect thoughts and ideas in a cohesive manner. Cohesion is achieved through the help of cohesive devices such

as pronouns and conjunctions. The last component of communicative competence according to Canale and Swain is strategic competence, which is the ability to find alternative ways of expressing a message, when the appropriate tools are lacking. These strategies include non-verbal strategies such as gestures and verbal strategies such as circumlocution.

Bachman (1990) evaluated Swain and Canale's earlier model and developed a more complex model, which includes three aspects: language competence, strategic competence, and psychophysiological mechanisms. Language competence includes both organizational competence and pragmatic competence. The organizational competence includes grammatical competence -- the morphology, syntax, phonology, semantics of a language -- and textual competence -- the skills of organizing a text in a cohesive manner. Pragmatic competence is further divided into illocutionary competence, which is the different functions of language use, and sociolinguistic competence, which is the sensitivity to different language varieties.

Considering the research on communicative competence, proficiency is the ability to communicate effectively in a foreign language, which includes knowledge of the structure of the language, knowledge of text organization, the ability to interpret the language input for its variety, and the ability to use the language in order to fulfill communicative functions such as expressing emotions, and solving problems. In addition, for actual communication the language learner has to be able to apply and retrieve the knowledge from his communicative competence in a

spontaneous matter in order to achieve fluency.

The term fluency was defined by Lightbown and Segalowitz (1999) as the ability to perform in reading and writing in a rapid and smooth manner. According to this definition fluency requires three cognitive abilities: “ (1) the ability to rapidly retrieve from memory appropriate linguistic knowledge and speech routines as they are needed, (2) the ability to perform in a smooth manner in the face of competition from potentially distracting ongoing, unrelated events (external noises, intrusive thoughts), and (3) the ability to perform without disruption when confronted with related but unexpected events (a surprise turn in the conversation, an unexpected word from the interlocutor or text being read, a change in speech register, etc.)” (p. 51). The learning environment for students should resemble these conditions, so that they can successfully apply learned material from the classroom in the real world.

Interlanguage

The previous pages show that foreign language proficiency is a complex goal of foreign language classrooms. In the following some of the SLA research will be discussed in order to understand how this proficiency goal can be reached for adult learners. Proficiency is the ability to communicate effectively, which does include accuracy, with a speaker of the target language.

Foreign and second language learners increase their proficiency as they

learn a foreign language. They move from their native language through developmental stages of an interlanguage towards native speaker proficiency; therefore, they move towards the target language. The concept of interlanguage (IL) was introduced by Selinker in 1972. The existence of an interlanguage is "... based on the observable output which results from a learner's attempted production of a target language norm " (Selinker, 1972, p. 214). IL output is a result of the learner's first language, the conclusions drawn from the target language (TL) input, and the learner's ability to copy the TL. The IL is a continuum with the TL as the goal. It is important to note that at any stage the learner has a system of rules in mind when communicating, i.e. all stages of the IL are rule-governed.

Selinker (1972) assumes that learners achieve higher proficiency without having been taught all facts about a target language explicitly. On the one hand, not all rules of the target language are known; therefore, a language learner cannot be taught all of these rules, yet many learners achieve high levels of proficiency, even native-speaker like proficiency in a foreign language. On the other hand, learners apply rules that are not appropriate in the target language on lower stages of the interlanguage. However, it is unlikely that they were taught these rules. Therefore, it can be assumed that learners can achieve proficiency without explicit instruction in form.

Current SLA research suggests that language is acquired systematically. This means that a great majority of errors students make are actually signs of

progress and not of unsuccessful language learning. If the learner does not move beyond a certain pattern of error, then the learner is fossilized (Larsen-Freeman & Long, 1991).

SLA researchers have identified interlingual and intralingual errors. Interlingual errors are signs of first language interference. Intralingual errors are signs of stages in the developmental stages of the interlanguage (Richards, 1971). Intralingual errors are errors committed by second language learners from diverse backgrounds. These types of errors include overgeneralization, when one rule is expanded to others; simplification, where a rule is not applied in all cases where it needs to be applied; communication-based errors; and induced errors.

It is also important to understand the difference between errors and mistakes. Corder (1967) defines errors as systematic, while mistakes are performance slips. Learners will likely commit the same error until they move to the next stage in the IL. Mistakes, however, are random and can be self-corrected by the learner.

Learners who do not feel the need to improve or do not get enough input and practice can fossilize at any level. Selinker (1972) first described this phenomenon, and is currently working on further research on this topic (conversation with Diane Larsen-Freeman at TESOL, 2000). Selinker states that once a learner is fossilized no amount of instruction or input will help the learner to advance to a higher stage of the interlanguage. According to Corder (1971),

language learners who can communicate effectively can lose their motivation to improve and, therefore, fossilize at that stage. Clifford and Higgs (1982) identified a common stage of fossilization as the terminal 2+ on the FSI scale. This kind of learner has a large vocabulary but has a great deal of ungrammatical language. Clifford and Higgs (1982) believe that these patterns are almost impossible to correct. They are concerned that only in a program that is concerned with the accuracy of linguistic forms will these learners have a chance to correct their fossilized patterns.

On the one hand, Selinker (1972) argues that explicit instruction on form is not necessary for advancing in the interlanguage; on the other hand, Clifford and Higgs (1982) warn of the danger of fossilization as a consequence of lack of explicit grammar instruction.

The Role of Grammar in the Foreign Language Classroom

Over the last decade the role of grammar has been a point of discussion amongst theorists and practitioners. When should grammar be taught, and how? Until the mid twentieth century grammar was recognized as an essential part of any foreign language classroom. These days, the role of grammar is not defined as clearly any, ranging from no grammatical instruction at all to grammar as the center of instruction.

Grammatical competence, as discussed earlier, is part of communicative

competence. Grammar alone, however, is not sufficient. In order to be effective with the use of language, one needs the form or the structure of the language, the meaning or semantics or words, and the pragmatics. In other words in order to use the language, one needs to know what to say when and in what order. The three dimensions of language described by Larsen-Freeman (1991) (structure, meaning and function) are interconnected. Since all three dimensions are connected it is important to teach grammar (Brown, 1994).

Brown (1994) sees teaching grammatical forms in an adult classroom as essential for a speedy learning process. He stresses the importance of appropriate grammar focusing techniques. Forms that “are embedded in meaningful, communicative context, contribute positively to communicative goals, promote accuracy within fluent, communicative language, do not overwhelm students with linguistic terminology, are as lively and intrinsically motivating as possible “ (Brown, 1994, p. 349).

Celce-Murcia (1991) argues that the role of grammar in the adult classroom depends on six variables: age, proficiency level, educational background, language skills, register, and needs and goals. For adult learners grammar is more important. The higher the proficiency level of the student the more important the inclusion of a focus on form. Furthermore, the higher the educational background the more important grammar instruction is. Even if one decides that grammar is important in the classroom one teaches, there still is the issue of how to teach it. Should

grammar be taught explicitly or implicitly?

Arguments in favor of implicit teaching, or as Brown (1994) calls it inductive grammar teaching, include the following: an inductive approach is more similar to natural language acquisition; it conforms with the idea of the interlanguage; it provides the learner with an opportunity to develop a feel for the language in contrast to raising the affective filter with grammatical terminology the learner is not familiar with; and it is more intrinsically motivating (Brown, 1994).

Whereas Brown (1994) differentiates between inductive and deductive teaching, Ellis (1997) differentiates between form-focused instruction and meaning-focused instruction. A form-focused approach turns the learners' attention to the form and its relationship with the meaning, whereas the meaning-focused approach intends to encourage learners to complete tasks. It is essential to realize that both approaches do include form, but the goal of the class is different. In a meaning-focused class the primary goal is to communicate effectively, whereas the primary goal of the form-focused approach is linguistic accuracy.

The discussion of the place of grammar in language instruction is based on the SLA findings that learners go through stages which are rule-governed and systematic. Newberg (1996) suggested that grammar instruction would interfere with the natural sequence of learning; therefore, teachers should allow learners to learn grammatical structures as they are ready for them. Another proposal is to match the timing of the grammar instruction with the natural order of language

acquisition of the learners (Pienemann, 1985). Krashen (1982) suggests providing students with input one level above their current stage, so that they are challenged while still comprehending the input with ease. He refers to this idea as $i + 1$. Krashen also encourages teachers to use as little explicit grammar teaching as possible, and provide more comprehensible input instead, which will stimulate the students' interlanguage development.

Widdowson (1990), however, argues that SLA research has not yet provided enough evidence that giving enough opportunities to communicate and comprehensible input will promote second language acquisition. Widdowson encourages teachers not to attempt to copy nature, but rather to find a better way of learning languages than the natural way.

As discussed in the previous passages the role of grammar is seen in different ways by different people. Krashen (1982) and Prahbhu (1987) argue in favor of the zero option, which does not include grammar instruction, excludes error correction, and should include authentic language. Stevick (1980) has argued that explicit form teaching which includes practice can lead to the implicit knowledge needed for communication. This position has been referred to as the Interface Hypothesis (Ellis, 1997). Lightbown (1985) argues that while grammar instruction might not directly influence SLA it will provide the learners with helpful knowledge for a later point when they are ready to acquire a certain structure. This has been referred to as the Delayed-Effect Hypothesis (Ellis, 1997).

Long and Robinson (1998) differentiate three ways of teaching grammar: implicitly, incidentally, and explicitly. The implicit instructional approach teaches grammar through the use of communication and authentic language. The incidental approach includes explicit instruction on grammatical forms in moments of communication breakdown. Explicit grammar instruction focuses on the structure of the language. Empirical studies have provided evidence for both extremes of the continuum from no grammar to grammar first (Ellis, 1997).

Ellis (1997) notes that the empirical studies have not provided enough evidence to prefer one way of grammar instruction over the other. Beretta and Davies (1985) found in comparing a more communicative classroom with a more structured classroom that students improved on the skill taught in their class. Hence, the students from the communicative class were better with communicative tasks and the students taught with a more structured class were better with tasks involving analyzing the structure. Lightbown (1983) also found that the achievement of the learners depended on the method and the assessment tool. While an experimental group that engaged in activities that were similar to a natural setting of language acquisition improved in their language skills, they performed more poorly on the program's language tests than a control-group, however, after three years they outscored the control group on tests not specific to the program. The research so far has not been conclusive. Ellis (1997) and Larsen-Freeman and Long (1991) give a good overview of studies conducted to investigate the role of

grammar in the language classroom. Krashen (2000) also reviewed the research results, and noted procedural problems of the studies that suggested that a focus on form in the language classroom leads to better language acquisition by the learners than a language classroom excluding the focus on grammar.

Communicative Language Teaching

Traditionally foreign language classrooms were taught with approaches that focused on grammar such as the grammar-translation method. However, as SLA research has provided new findings, new teaching approaches have been developed. The question is, how can we best teach towards proficiency?

Krashen (1985) recommends that grammar should be excluded in instruction, because provision of a comprehensible input that is one level above the learners' current level of proficiency would encourage the acquisition of language. He calls this the $i + 1$ hypothesis. Long (1983) however argues that the learning of grammatical structures requires a focus on these structures. He says that the negotiation of meaning in incidents of communication breakdown, will require interactional modifications by the speakers, and hence the learner can recognize patterns. Sato (1986) argues that learning might not happen without explicit instruction on form.

Krashen (1985) argues that there are two processes of second language (L2)

development -- acquisition and learning. Acquisition is the natural subconscious process of language development encouraged by comprehensible input. Learning, on the other hand, is a conscious process encouraged by language instruction focusing on form. Ideally the input that encourages the acquisition is on the $i + 1$ level.

During the 60s foreign language instruction was grammar centered with teaching methods such as the audio-lingual method, and grammar-translation approaches. Modern teaching approaches are based on the idea that acquiring a foreign language is more like acquiring a first language. The most commonly referred to method today is Communicative Language Teaching (CLT).

CLT developed out of innovative methods of the 1980s such as Krashen and Terrell's Natural Approach (NA) (Brown, 1994; Krashen & Terrell, 1983). The theory of language underlying CLT is that language is meaning. People use language to communicate and to interact. These interactions and communications are based on functions, such as expressing agreement, narrating, or comparing. The form is not as important as the function, and often times different forms can be used for the same function. For example, in order to report what someone said, in German a person can use subjunctive one and two for writing and even indicative in oral language. Even though speakers can use these different forms, there is a connection between form and function. When form interferes with function, attention is often necessary for the interlocutors to negotiate the right meaning

(Long & Robinson, 1998). Such negotiation will help the learner to notice the correct form. Noticing can then lead to learning and eventually to the acquisition of a structure (Long & Robinson, 1998; Schmidt, 1990).

Since the learners in this study are intermediate speakers of German, CLT was deemed more appropriate as a teaching approach rather than NA, which is intended for lower level learners (Brown, 1994). Since CLT is designed to engage learners in communication on an intermediate and advanced level, it puts meaning before form. A CLT classroom is driven by students' needs, abilities and interests. The teacher functions as a facilitator of the communication as well as the provider of comprehensible input, which should lead to acquisition and progress through interlanguage stages.

Even though many people claim to use CLT, it seems that they have different interpretations of the CLT from no inclusion of grammar to explicit grammar instruction in moments of linguistic breakdown (Doughty & Williams, 1998). The CLT curriculum designed for the experimental class in this study considered Nunan's (1991) guidelines for CLT:

1. learning to communicate through interactions in the second language
2. use of authentic materials
3. opportunities for the learners to understand language-learning processes
4. learner centered classroom
5. relationship between language classroom and language activities outside of the

classroom.

The CLT approach not only matches some of the new research in SLA but also matches the OPI format, since it is based on the belief that activities involving real communication and carrying out meaningful tasks encourage the use of language meaningful to the learner. This focus on meaning leads to subconscious language development. Thus, it is supposed to encourage language acquisition rather than language learning. The OPI and a CLT classroom put the focus on meaning and function rather than on form; hence the evaluation and the instruction of language are implicit.

ACTFL OPI

Now that this chapter has established what proficiency is, how it is achieved, and different views on how it can be taught, the question remains, how it can be measured. Based on the idea that language is acquired rather than learned, there now is a new trend not only in language teaching, but also in language testing. This testing in many cases, has moved away from discrete point achievement tests, and towards more holistic proficiency tests and portfolio work. A proficiency test evaluates a learner's acquisition at a current stage rather than specific learned material that only applies to one class. The OPI is a proficiency test which measures language acquisition. An achievement test, a test on learned material from one

class, tests language learning.

We have also learned from SLA research that motivation, intrinsic as well as extrinsic, has an influence on language development. It is assumed that students are motivated when the classroom is learner-centered (Brown, 1994). This could also be translated to learner evaluation. The OPI is designed to focus on the learners' interests. If learners are given a chance to talk about themselves and things that matter to them, they are more likely to show the examiner everything they can do, instead of the examiner evaluating what the learner cannot do.

In this way the OPI is an especially effective measurement for employers and administrators of study abroad programs, since it can describe functions that the students and employees will be able to carry out in the target language. In a real-life situation, function is more important than form. Only when form interferes with the comprehensibility of the function is form an issue (ACTFL, 1999).

The OPI has been criticized and revised many times and has now reached a respectable level that can be used in the actual classroom (Omaggio Hadley, 1993). The ACTFL OPI was adapted from the FSI after the validity of the test was established to fit the purpose of academic foreign language teaching. The ACTFL OPI was changed in the course of its development. Today the OPI is administered by only one certified tester. For inter- and intrarater reliability, the OPI is tape-recorded on one side of a 60-minute tape. An official OPI, that is a ratable sample, must have an established floor and ceiling, be administered by a certified tester, and

be second rated by another certified tester. The original rating scale was expanded in the lower level and compressed in the upper levels. The ratings now are: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, and Superior (Clark & Clifford, 1988).

The OPI, as well as other oral proficiency interviews, has been viewed critically, as well as positively. The ACTFL OPI, however, is the most established and most structured oral interview (Omaggio Hadley, 1993). This might be due to ACTFL's heavy promotion of the test. The ACTFL OPI is also gaining popularity among high school teachers, since it conforms with current pedagogical approaches. The OPI has been criticized by some, while others see endless possibilities for its application in the classroom and beyond (for further research on the OPI see Lantolf & Frawley, 1988; Lazaraton, 1996; Magnan, 1998; Moeller & Reschke, 1993; Raffaldini, 1988; Reed, 1992; Ross & Berwick, 1992; Tschirner & Heilenman, 1998; Young, 1987; Young & Milanovic, 1992).

Clifford and Clark (1988), even though not critical of the test itself, are skeptical of the validity and interrater reliability of the OPI, since in 1988 it had not been tested after its adaptation from the FSI interview. Bachman (1988), however, is critical of the test itself, since the tester rates and conducts the interview at the same time. He examined the validity of the ACTFL OPI as a language test, and concluded that the ACTFL OPI is not a valid language proficiency test because of

simultaneous eliciting and rating. He argues that the test does not follow the basic rules of testing, and believes that test results can only be as good as the test itself. Testers are tempted to prejudge and manipulate the learner. The biggest danger is that the tester will not allow the learners to show all of their potential due to lower judgement. Bachman asks for more research and a rewriting of the ACTFL OPI rating system.

Since these published criticisms ACTFL has redefined the rating scale, but still has not found a solution to the fact that the tester conducts and rates at the same time. Even though the tester only focuses on major levels during the interview, it is still rating and conducting at the same time. The tester has to adapt the interview to the learner's proficiency level. Before interviewers can do this, they have to determine a major level of the learner.

Other researchers discuss the reliability of the OPI. Halleck (1996) argues that there is a high inter-rater reliability among trained raters. However, the high inter-rater reliability might be caused by the fact that the tester rates and conducts at the same time. A second rater is not necessarily rating the learners' language performance, but rather the examiner's techniques, or might at least be influenced by the examiner's interview strategies. Once second raters hear the level-checks and the probes from the examiner, they know how the examiner, who is also the first rater, rated the interview.

Heilenman (1986) and Young (1986) both look at the applications of the

OPI. Heilenman sees applications for the classroom, whereas Young sees a danger in the language requirement for teachers measured by the OPI. The pressure for teachers to do well during such an interview might make them nervous and then cause them to score lower. Even though Heilenman (1986) had suggested application of the OPI in the classroom, he did not develop a curriculum and evaluate it.

It is important to see that the ACTFL OPI is based on the assumption of developmental stages, just like IL. The ACTFL OPI scoring guidelines concentrate on the order of functions that are required rather than linguistic forms. A function though cannot be properly executed without the acquisition of the corresponding linguistic forms.

Summary

As discussed in this chapter proficiency is the ability to communicate effectively in the target language. In order to communicate effectively a speaker has to have an appropriate level of grammatical accuracy. The role of grammar in the classroom has been the center of attention of many practitioners and theorists. The two extremes of the continuum are no grammar at all and grammar as the main focus. What this study is concerned with is communicative functions and forms of the language. According to Bachman's definition form or the goal of accuracy is the

teaching of organizational competence, and the function is the teaching of pragmatic competence. The form has been the center of approaches such as the grammar translation method, whereas function has been the center of CLT.

The grammar driven teaching approaches have been criticized for they do not take into consideration the natural order of acquisition and not resemble the natural way of learning a language, i.e. first language acquisition. In reaction to the heavy focus on grammar, methods of teaching were developed in the 1960's and 1970's that excluded explicit grammar instruction. These methods have been criticized for their danger of fossilization of error in language learners. Both sides have provided arguments. Many studies have shown the other method wrong, but not the advantages or disadvantages of the two different approaches in comparison. Hence, research is needed on the improvement on form as well as function in a function-based curriculum in contrast to a form-based curriculum.

CHAPTER III

METHODOLOGY

Introduction

This study was inspired by an ACTFL OPI workshop and a workshop by Krashen on effective SLA. The question of whether explicit instruction on grammatical form will advance or hinder the language development has not yet been answered conclusively. However, as discussed in the previous chapter, interesting points have been made on both sides.

Since the question of if and how best to teach grammar had not been answered, I decided to teach two reinvented classes in second year German: one with an experimental curriculum and one, a control group, with a traditional curriculum in order to evaluate an innovative way of teaching foreign languages. The purpose of the experiment was to compare the learners' improvement in form and function after instruction in a function-based curriculum in contrast to a form-based curriculum. The thesis is intended to be a pilot study for a longitudinal study to be conducted in the future to determine the long-term effects of function-based teaching of foreign languages on acquisition and fluency as positive results versus fossilization of errors as a possible negative consequence.

Research Design

This was a quasi-experimental study. Under investigation was the effect the teaching approaches had on the learners' success rate on test scores on a traditional form test and an unofficial ACTFL OPI. These teaching approaches both intend to improve language proficiency, and both tests, the ACTFL OPI and the form test are intended to measure language proficiency as discussed in chapter two. Therefore, analyzing the improvement on test scores is a valid measure of the effectiveness of one teaching approach over another.

The independent variable is represented by the teaching method which was expected to influence the dependent variable as represented by the test scores. The interaction between these variables can lead to suggestions for selecting the most successful teaching approach. According to Nunan (1992), an experimental study should be controlled and highly selective. Therefore it should be systematic, logical, tangible, replicable, and reductive.

This study was systematic, for it followed procedural rules developed in conjunction with the philosophy stated in Nunan's work, ensuring the internal and external validity of the study. Preliminary testing was conducted in order to determine the proficiency level in question, so only subjects who fell into this category were considered. In addition pre-tests and the post-tests in both classes were conducted during the same week so that the time of test and the amount of

input would be the same for the subjects. Both classes were given in similar settings and at similar times of day to avoid the influence of factors other than the teaching approach on the success in language learning between the two groups. In order to ensure that I was following the teaching approaches I proposed to use, other trained teachers familiar with both approaches observed me three times during the term, and I was videotaped in order to determine the appropriateness of the class activities for the particular approach. The observers and the videotapes confirmed that I was using the appropriate activities for the approach, although one observer pointed out that he thought that I showed more enthusiasm in the function-based class than in the form-based class.

A step-by-step progression ensured that the study was logical. It included eight steps: (1) preliminary testing, (2) defining of the level of proficiency and the approach, (3) development of the curriculum, (4) pre-tests, (5) presentation of the stimuli, (6) observations to ensure validity, (7) post-test, and (8) data analysis. During the preliminary testing, a 30 % sample of all enrolled German students at Portland State University were assessed by an unofficial ACTFL OPI in order to determine entry and exit proficiency level for the second year German class at this institution. The preliminary testing suggested that first year students ranged throughout the Novice level, second year students ranged from Intermediate Low to Intermediate Mid, third year students exited at Intermediate High, and the fourth year students were at the Advanced Level, where the sublevel was predictable

largely by the amount of time the test-takers had spent living in Germany. The resulting placement of Intermediate Mid for second year German students has also been found by other researchers (Heilenman & Kaplan, 1985; Richardson in private conversation at ACTFL OPI workshop 2000).

The level of proficiency was defined during the second phase of the study in order to determine the kinds of activities in which the experimental group would engage. Due to its flexibility and focus on communication, Communicative Language Teaching (CLT) was considered the most appropriate teaching method for the function-based class as discussed in the previous chapter. Due to the fact that students would move from section to section after the first quarter of second year German, I used the same textbooks in both classes. The textbooks were adapted for each approach and the focus was different, as will be described in the fourth section of this chapter.

The actual experiment consisted of four elements: the pre-test, the class, the observations, and the post-tests. I administered the pre-tests during the first week. Students who scored more than one sublevel lower or higher than the target proficiency level on the OPI were disregarded, and students who scored more than ten points higher or lower on the traditional test were also disregarded. They were still allowed in the class, but were not considered for the data analysis. For ten weeks the two groups of students were taught using the two different approaches. While I was observed in order to ensure I was using the appropriate teaching

approach, there was no control over the students' out-of-class activities i.e. participation in school sponsored activities or extra-curricular pursuit of German. The post-tests were conducted after the completion of the ten-week course. After the experiment the data were analyzed. The data analysis phase required the assistance of a statistics consultant. The data were analyzed in a qualitative as well as a quantitative fashion.

The project was also tangible for it was based on data from a real classroom. The setting and the subjects were reflective of a normal university classroom. Nothing additional, outside of the classroom requirements, was expected from the students. The study is also replicable, i.e. different researchers could reproduce the study under similar conditions and obtain similar results. In addition, one could replicate this study with a less inflectional language such as English, or use different proficiency levels to determine if target language or proficiency level makes a difference in the results.

As mentioned earlier in determining the validity of the study, the pre-test was intended to ensure the comparability of the two groups. The two groups needed to be comparable so that any difference in improvement might be attributable to the teaching approach and no other factors might influence its outcome. As a consequence the students in both groups needed to be at the same proficiency level at the beginning of the study. Therefore, the students were tested on form and function during the first week of the term. In order to document their improvement,

the students were tested in the eleventh week on the same two tests, an unofficial ACTFL OPI and a traditional grammar test adapted from Concise German Review Grammar (Moeller & Liedloff, 1995).

Although the study controlled for differences in the level of entry proficiency, a control of student assignment to the groups was impossible. As the students were part of existing classes the student assignment was a sample of convenience rather than a random assignment to groups. Therefore, it cannot be assumed that no factor other than the teaching approach may have influenced the improvement in proficiency on the two tests. Thus this study is a quasi-experimental study rather than an experimental study.

The results of this study are intended for the use of teachers and administrators in the future. In order to allow the adaptation of this research by these educators, a quantitative method was chosen. Quantitative research investigates facts of social phenomena, in this case language learning and teaching, without regards to the subjective states of the individuals (Nunan, 1992). Quantitative research is outcome oriented producing reliable data which can be generalized. Following a quantitative approach in the research conducted allows the researcher to give suggestions about the preference of teaching approach to administrators and teachers.

Participants and Setting

The study included twenty participants from two German 201 classes at Portland State University (PSU). PSU is an urban campus with 15,000 students, of whom many are commuting and part-time students. The average age of the students is 28. The participants were recruited from two of three second year German classes taught at PSU in the fall of 2000. The students were asked for permission to use their tests as part of an experimental study. The subjects were told that their willingness to participate would not have an effect on their grades in the class. The data analysis phase did not start until three weeks after grades were due, so subjects had an opportunity to withdraw from the study, which none did.

Both classes met between the core hours of 10 a.m. to 1 p.m. on Monday, Wednesday, and Friday. The classes met for 65 minutes three times a week over a ten-week period. Both classes met in classrooms without windows and with poor ventilation. Each of these classrooms had twenty-five to thirty desk/chair combinations and seemed crowded with only fourteen students, often making it challenging to assign group practice. The classrooms included a chalkboard and an overhead projector. Both a stereo and a television/VCR in American and European configuration were available for use; however, they were not located in the classroom. This setting is typical for German classes at this institution. The class from 10:15 to 11:20 was the traditional-based class, and the class from 11:30 -

12:25 was the experimental class.

The participants in the study were a heterogeneous group of students from varied backgrounds. Some of the subjects had completed a proficiency-based first year program at Portland State University, while others came into class from other schools with often more traditional approaches. Some returned from study in Germany, while others entered directly from high school. The proficiency level of the students was diverse, and ranged from Novice High to Intermediate Mid on an ACTFL OPI. The intended starting proficiency level for the class was an Intermediate Low. Students that differed by more than one sublevel were disregarded in this study. The students were selected to participate since second year language instruction is a critical period when many small changes in language acquisition may occur. German, a language with much inflection, seemed like an appropriate language to use for discussing form-first or function-first classrooms.

Each class started with 18 students, 14 of whom completed the class. An additional four students exceeded the expectations on the pre-tests. Therefore, they were disregarded in the study. Four students failed to take one or more tests and thus could not be used for the study. As a consequence each class included ten participants.

The Control Group

The control group (form-based approach) consisted of six female and four

male students. The class was unusual as it included two graduate students. This is important to point out since a graduate student will likely have different study habits than a freshman. Three students were planning on continuing with German after fulfilling the language requirement. Two students were German majors, and two students were planning to live in Germany, as they have German partners. These two had previously lived in Germany, one of them for three months with her husband's family, and the other for four years with her mother on an American Army base. Another student had just returned from living in the Netherlands for a year. None of the students in the control group was motivated enough to attend a weekly conversation group, although they were encouraged to do so on a regular basis.

The Experimental Group

The experimental group (function-based approach) was made up of seven female and three male students. This class also included two graduate students. Four students were planning on continuing with German after fulfilling their language requirement. None of the students were German majors, although one was a foreign language major and another was an International Studies major. Both of these majors require intensive foreign language studies, which might make them more apt to study an additional foreign language. One of the students' partners was a German teacher, which gave her more opportunity to practice her German outside

of class. Two students are planning on living in Germany, and one student's parents have lived in Germany for the past ten years. Three students had previously lived in Germany for less than three months. Three students participated in the weekly conversation group. One additional student built a tandem partner relationship with a German student, which means that he regularly met with a German person so that they could help each other with language problems and cultural difficulties. Encouraged by the same effort on behalf of the instructor as the control group, significantly more students in the experimental group, almost half in contrast to none, engaged in German communication outside of the classroom. This was true in spite of the fact that fewer students were German majors in the experimental group.

The Teacher/Researcher

The teacher was the researcher. This was my fourth year of teaching this class. I am a native-speaker of German seeking an advanced degree in Applied Linguistics. In addition I am younger than half of the students, which can make some students feel uncomfortable.

Instruments

In this study three instruments were used: a traditional form test adapted from the grammar textbook, an unofficial ACTFL OPI, and a survey. During the

data analysis, it became apparent that a fourth instrument needed to be regarded in this study, the final essay.

Traditional Form Test

The form test was a fill-in-the-blank, written achievement test on the grammatical forms taught during the first term of second year German: present tense conjugation, modals, word order in simple questions and statements, simple past tense, present perfect tense, connectors, word order in dependent and independent clauses, and nominative and accusative cases. A copy of the test is included in Appendix A. The test was adapted from the self-test in Concise German Grammar Review (Moeller & Liedloff, 1995).

The test was comprised of five sections with a total of eleven exercises. Each sentence was worth one point with a total of 99 points possible. The first section was about present tense and included three exercises. In the first exercise, students were asked to fill in the verb with the correct present tense conjugation. In this portion of the exam, eight sentences were statements and five sentences were imperatives. The second part of this section was present tense word order for statements and questions. Students were asked to put four strings of words into the correct word order.

The second section dealt with modals and verbs that behave like modals such as *lassen*. The first exercise was a fill-in-the-blank exercise that asked students

to conjugate nine modals in the present tense. In the second part, students were asked to put eight strings of words containing a modal in the correct word order. The third section also contained two parts. Both exercises were fill-in-the-blank exercises. The students had to conjugate fourteen verbs in the simple past tense in exercise five and conjugate ten verbs in the present perfect in exercise six.

Following three sections on verb conjugation, there were two additional sections. The fourth section contained three exercises: Exercise seven was a multiple-choice exercise. Students were given a sentence with a blank, and they had to choose one out of three possible connectors. In many of the sentences the students were asked to differentiate between *als*, *wenn*, and *wann*, one of the most challenging differences for English-speaking learners of German. The second exercise in this section was a fill-in-the-blank, in which students were asked to fill the correct subjunction or conjunction in the blank. In the last exercise for this section, students were asked to put a string of words into the proper word order, each sentence including more than one clause. Each exercise in section four was worth nine points.

The last section dealt with the two cases discussed in the first term of second year German: nominative and accusative. The first exercise was a multiple-choice exercise in which students were asked to fill in a blank with one out of four possible forms of different determiners. In the last exercise, students were asked to fill in the correct form of five masculine weak nouns and their determiners.

Each sentence in the test was worth one point. Sentences that were largely correct were worth half a point. The starting level of proficiency for inclusion in the study was between twenty and sixty, ideally between thirty and fifty. At the end of the class students were expected to score between sixty and one hundred, ideally between seventy and ninety. The test was rated twice. In 90% of the cases, the test results did not differ by more than three points.

Since the experimental group had not been taught grammatical terms, the instructions were in English and with only few grammatical terms such as “verb”, “noun”. The exercises always included a model, so that students unfamiliar with the grammatical term could still do the exercise.

Unofficial ACTFL OPI

The ACTFL OPI, as mentioned in the previous chapters, is an oral proficiency assessment tool. It was developed by ACTFL for the academic setting modeled after the FSI interview. The actual OPI is a structured and manipulated conversation between the tester and a test-taker.

In a warm-up, the tester tries to gather information about the test-taker’s interests, get a first impression of his/her linguistic abilities, and raise his/her comfort-level. The second part of the interview is the actual testing phase. First, the tester establishes a floor with level-checks. A level-check is a test of a function on the predicted level of the test-taker. If a test-taker sustains all functions of a given

level at all times, the floor is established. The tester then probes up to the next level in order to establish the ceiling. A ceiling is established when the test-taker has linguistic breakdown on one or more functions and/or topics on the next higher level. Floors and ceilings are established on the major levels of Novice, Intermediate, Advanced, and Superior. The quality and quantity of language on the established level, as well as on the next higher level, will determine the sublevel. Sublevel low means minimum quality and quantity, Mid means the learner peaks into the next level with his functional abilities but accomplishes this less than 50 % of the time, and High means that the learner can function on the next level more than half, but not all, of the time. For most levels, the tester will also give the test-taker a role-play as a probe or a level-check. Certain functions must usually be elicited through a role-play, such as handling a complicated situation. The last part of the OPI is a wind-down. This part is intended to make the test-taker feel positive about the test and leave the interview happy (ACTFL, 1999).

In order to ensure the validity of the test, the OPI is taped on one side of a sixty-minute audio-tape. An official OPI must be conducted by a certified tester and then must be second-rated by another certified tester. If the tester is only a trained, but not a certified tester, it is an unofficial ACTFL OPI, as is the case in this study.

I conducted the unofficial ACTFL OPI's in this study during the first and the eleventh week of the term. The students from both class sections were randomly assigned testing time slots. I second- and third-rated all tapes to ensure intra-rater

reliability. Ninety percent of the tapes were rated the same in each of the three ratings, and 100% of the tests were rated the same at least two out of the three times.

The subjects were expected to advance from Intermediate Low to Intermediate Mid during the ten-week class. Students who differed more than one sublevel were disregarded in the study. During the first day of conducting the interviews, it became obvious that the rating scale had to be defined in more detail for the purpose of this study. Thus tapes at the same sublevel were compared with each other in order to determine a below average, average, and above average sample of each level. The levels were then assigned numbers: A Novice Low tape that was below average was a 1, an average Novice Low was a 2, and an above average Novice Low was designated 3. Each sublevel was now assigned three numbers for below average, average, and above average: Novice Low was one to three, Novice Mid four to six, Novice High seven to nine, Intermediate Low nine to eleven, Intermediate Mid twelve to fourteen, and Intermediate High fifteen to seventeen (for details see Appendix B). In light of this renaming of the levels, students were expected to score between seven and fourteen at the beginning of class, ideally between nine and eleven. At the end of class they were expected to score between nine and seventeen, ideally between twelve and fourteen.

The two levels in question are defined by ACTFL (1999) as follows:

Intermediate Low Speakers at the Intermediate Low level are able to handle successfully a limited number of uncomplicated

communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives (p. 87).

Intermediate Mid

Speakers at the Intermediate Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable topics and concrete exchanges necessary for survival in the target language culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and

aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives (p. 87).

The main difference between the two levels was best described by one of the participants in the OPI workshop as, "moving from painful to bearable." The goal of the class was to assist students in moving to the level where they could comfortably function on a simple conversational level with a sympathetic interlocutor (for two sample OPIs from the end of class, see Appendix C, and D).

The Survey

The survey was designed in order to gather background information on variables other than the teaching approach that might influence the students' improvement on the tests. In addition, the repeated administration of the survey was a measure of change in attitude towards the language and students' own language learning. Students were asked to fill out the survey on the first and the last day of class. The survey consisted of ten questions (see also Appendix E):

1. Why are you studying German?
2. What was your previous exposure to German?
3. How would you describe your own language skills in German?
4. What do you plan to do with German?
5. How do you feel about using German in the real world?
6. How do you usually learn languages?
7. What do you think is the best way to learn languages?
8. Compare your language skills now to the beginning of the year?
9. How do you feel about using German in the real world now in comparison to the beginning of the year?
10. Will you take German after 203?

The survey was considered in cases where the improvement of a student did not match the class profile. The survey was also considered in order to determine students' enthusiasm for German and potential changes, as well as their own reflection on their learning throughout the term

Essay

During the last week of the term, both classes of students were asked to write a 250-word essay as part of their final exam. They were given three questions from which to choose: What do you plan to give to whom for the winter holidays? What did you do for the winter holidays last year? How are foreigners treated in Germany? For more details see Appendix F, G and H. The students were given example sentences for all questions:

*Ich schenke meiner Schwester eine CD zu Weihnachten.
I give my sister a CD to Christmas.
I will give my sister a CD for Christmas*

Ich habe letztes Jahr an Weihnachten meine Eltern ueberrascht,

*I have last year on Christmas my parents surprised
und bin nach Deutschland geflogen.
and am to Germany flown.
Last year I surprised my parents at Christmas, and I flew to Germany.*

*Ausländer in Deutschland fühlen sich oft als Aussenseiter,
Foreigners in Germany feel themselves often as outsiders,
weil die Deutschen sie nicht in ihren Aktivitäten mit
einschliessen.
because the Germans them not in their activities with include.
Foreigners in Germany often feel like outsiders, for the Germans do
not include them in their activities.*

The essay was graded on its content, richness of words, and its grammatical accuracy. The content part of the grade was mainly dependent on comprehensibility. For the purpose of this study, length, comprehensibility, and accuracy will be analyzed.

Materials: Curricula

Introduction

The ultimate goal of both the experimental as well as the traditional classroom approach was to improve language proficiency. However, the teaching approaches used to achieve this goal differed in these classes. The traditional classroom used a traditional approach similar to a grammar-translation approach although it included some applied communicative activities and did not exclusively focus on translation. The experimental group was taught with a communicative language teaching approach. As a consequence, the activities in the two classes also

differed. Both classes had the same goals but with different emphasis. The traditional class focused on the grammatical features assuming that the function that can be executed with these structures would automatically be learned at the same time. The experimental group focused on the functions assuming that the grammatical features necessary to express these functions would be acquired along the way. Since the goal of both classes was to achieve higher proficiency, the same textbooks were used in each class: a grammar textbook and a reader.

Materials used in the function-based class were designed to promote communication and had to be authentic. The textbook chosen for the German class contained authentic materials, such as newspaper articles, advertisements, and short stories. It was supplemented with German music, TV, movies, and other realia. It was impossible to find a second-year book adopting the proficiency guidelines. There are only a few textbooks and classrooms which apply a curriculum that follows proficiency guidelines strictly. One example of a book that follows the ACTFL proficiency guidelines, and is based on Krashen's theory of language teaching, is the first-year German book used at the same institution at which the study was conducted; Wie bitte? (Fischer & Richardson, 1988). The book is written for first year students and intended to move them through the entire level of Novice and into Intermediate.

A complete curriculum was not designed, but rather an existing textbook, Was ist deutsch? (Leblans, Mifflin, Mullens, Paskow, Poser & Strauch, 2000) was

supplemented with authentic materials from personal realia collections available to the instructors and students in this setting. The control group worked more closely with the grammar reference book (Moeller & Liedloff, 1995) and the activities in it. For the experimental group the book was supplemented with communicative activities, personalized projects and realia. Designing an entire curriculum would have been too time-consuming for the extent of this thesis. The other problem with a complete second year curriculum is that German 201 is only one class out of a sequence. Therefore it would be unfair for the students who decide to switch sections in the second or third quarter to use two different books.

Grammar Textbook

The grammar textbook includes fifteen chapters on basic German grammar. Each chapter introduces several different aspects of a grammatical structure piece by piece. For example in the chapter on present tense and imperative there are nine components: (1) infinitive stems and endings, (2) basic present-tense endings, (3) present tense of stem-changing verbs, (4) *haben*, *sein*, *werden* und *wissen* in the present tense, (5) *wissen* and *kennen*, (6) use of present tense, (7) separable-prefix verbs, (8) imperative forms, (9) use of the imperative. After each of these pieces of explanation are exercises, usually fill-in-the-blank, sometimes multiple choice and sometimes translations. In a second section of the chapters all of the features are combined in similar exercises. At the end of each chapter are communicative

exercises, such as role-plays, personal questions and open-ended grammar specific essay questions. All of the instructions and explanations are in English.

The textbook is adapted from one of the most widely used textbooks Kaleidoskop (Moeller, Liedloff, Adolph, & Mabee, 1998). In contrast to Kaleidoskop, this book does not include topics and readings, just grammar exercises and explanation with an Appendix that includes charts and vocabulary lists. The reading materials from Kaleidoskop were substituted by the reading materials from Was ist deutsch? (Leblans, Mifflin, Mullens, Paskow, Poser & Strauch, 2000).

During the term in question the first five chapters were discussed in the class. In the form class this book was the main medium of instruction. For the function class it was a self-study option for the students, and the communicative components were used when fitting the rest of the class.

The topics discussed were: Present tense verb conjugation, modals, simple word order in statements and questions, simple past tense, present perfect, past perfect, word order in dependent and independent clauses, subordinations and conjunctions, nominative case, and accusative case. In the second term of the year the noun declension would be taught, and the third term would focus on different moods and aspects of the verbs such as subjunctive and passive voice.

The Reader

Was ist deutsch? (Leblans, Mifflin, Mullens, Paskow, Poser and Strauch, 2000) is a reader textbook intended for an Intermediate to Advanced classroom. This was the first time the textbook was used for this class. It was soon apparent that many selections were challenging for the students and had to be supplemented by more pre-reading materials and reading strategies.

The textbook is divided into eight chapters on the topic of what is German. Most of the chapters include political and social critical texts and information materials. All of the texts are authentic materials, such as newspaper articles, short stories, poems, flyers, song lyrics, etc. The texts are accompanied by pre-reading, reading and post-reading exercises. In addition each text is preceded by pictures and background information. The exercises include vocabulary exercises, comprehension questions, background knowledge activation questions, questions relating the material to the personal life of the reader, and discussion questions. At the end of each chapter is a section that asks students to engage in further research on the topic. All of the instructions are in German.

The form class read the texts and analyzed the structure of the sentences, but hardly ever discussed the meaning of the text or spent extensive time on the accompanying exercises. Often the students translated the text in parts or completely. In the function class the texts were read, and discussed; and most of the exercises were covered in class. Due to the difficulty level of the texts the students

discussed reading strategies, and summaries of the texts were provided to be read after reading the texts in order to check comprehension. The materials were enriched by appropriate and relevant communicative activities.

During the ten-week period the following topics were discussed: what is German, national identity, and foreigners in Germany. Each of these chapters included four texts and various pre-reading, comprehension, and discussion exercises. Before the texts there was an introduction to the topic to activate the students' background knowledge. At the end of each chapter were questions for further investigation of the topic.

It was important that students not only gain linguistic knowledge but also some cultural information; therefore, Was ist deutsch? was used in both classes.

Control Group

The control group focused on form first and function second. This means that the classroom concentrated on the grammatical structures. Therefore, the goals of the class were defined in terms of grammar as follows (for a detailed syllabus refer to Appendix I):

At the end of the class the students will be able to

- Conjugate verbs, including the modals, in the present tense and in all past tenses.
- Decline nouns in the nominative and the accusative with both ein-words and

der-words

- Put dependent and independent clauses into the accurate word order.

In order to teach towards these goals a modern version of the grammar-translation method was used. The students engaged in activities that required them to analyze sentence structure. The teaching approach was mainly grammar-translation with elements of communicative exercises. This was previously referred to as a modern version of a grammar-translation classroom, or the traditional classroom. This has been the method followed in the second year German class for at least the last four years.

The curriculum strictly followed the textbook and allowed few extra activities. The activities included fill-in-the blank, multiple choice, translations, essays, analysis of structure in texts, and a few short communicative exercises. In the essays students were asked to apply the forms learned in a functional context.

The students were lectured on a new grammatical form, by explicitly introducing the form and its use. Afterwards the students practiced the form in multiple choice exercises and fill-in-the blank exercises. They also applied the grammatical skills in one-page essays which required them to use a specific grammatical feature. At the end of the class students should have been able to use a grammar reference book, identify forms and understand readings with the help of a grammar reference and a dictionary.

Experimental Group

The overall goal of the class was to achieve communicative competence, hopefully accompanied by accuracy. The goals of the class were adapted from the ACTFL guidelines for the level in question and the target level (for more detailed description of the curriculum consult the syllabus in Appendix J). At the end of the class students were expected to be able to:

- Answer and ask simple questions
- Engage in simple transactions
- Create with language
- Half the time be able to narrate, describe and compare in all major time frames
- Half the time deal with a complicated situation (ACTFL, 1999)

“Half the time” means that sometimes they would still have linguistic breakdowns, or the accuracy was lacking, or the length of utterances did not fulfill the expectations of the level in question, which is paragraph length.

As discussed in the literature review, the most appropriate teaching approach for this class was Communicative Language Teaching (CLT). Since the interpretations of CLT are so diverse, this curriculum followed the guidelines set by Nunan (1991). A CLT classroom will promote second language learning through communicative interactions in the second language, the reading of authentic texts, opportunities for the learner to understand the language learning process, focusing on the learner’s own personal experiences, and establishing a relationship between

the language classroom and language activities outside of the classroom

All of these five factors were regarded in the design and the teaching of the function-based class. Students were engaged in communications in the target language in pair and group work. Role-plays prepared students for the real world. Students were also asked to write and talk to real audiences inside and outside of the classroom. The materials in the classroom were unadapted materials from the target community such as TV clips, movies, music, literature, newspapers, advertisements, bus schedules, maps, pictures, and the internet. Former students who have been successful learners were asked to come to class and guest-lecture on their strategies in learning languages and how they processed the language. The students were also asked to reflect on their own language learning goals in a poster. The curriculum focused on the learners' needs through individual correction and one-paragraph feedback on one-page essays as well as two weeks of daily journal entries. The students controlled choice of topics in their projects. The curriculum was adapted to the students' interests as far as possible in conjunction with the textbook. Projects were designed to encourage creativity and reflect personal experience such as: writing a skit, writing essays, making a poster, teaching the rest of the class something, and telling an anecdote. Content chosen for the class was considered relevant for communication with native speakers of German. Students learned about German culture and traditions and got the opportunity to share their culture with native speakers of German through interviews. This component is

intended to raise cultural awareness and understanding. Learners were asked to engage in tasks involving them in the local German community as well as the international community of German speakers.

For the development of the curriculum and specific activities the following diverse selection of works was consulted (Bachman & Palmer, 1996; Brinton & Master, 1997; Brown, 1998; Fantini, 1997; Higgs, 1985; Larsen-Freeman, 2000; Littlewood, 1981; Long & Richards, 1987; Nunan, 1988; Nunan, 1989; Richards & Rogers, 1986; Shameem & Tiekoo).

The framework of the OPI -- warm-up, level-check, probe, wind-down -- was used as a format for a curriculum and daily lesson plans. In a warm-up activity students entered the "German world". These were casual conversations about the day before, a compact disc playing in the background, or anything else that might set the mood for German usage. The activities in the lesson-plan moved from familiar topics and functions to challenging topics and functions. The wind-down was the discussion of the homework, or the weekend plans, or another activity to practice the learned material. These components (warm-up, old information, new information, wind-down) are in accordance with guidelines to good lesson planning as established in Brown's language teaching textbook (Brown, 1994).

The focus on function in the experimental curriculum allows students to focus on what is important to them, and what they need in order to use the foreign language appropriately. The classroom becomes learner-centered, since the OPI

style requires the tester, or in this case the teacher, to adapt to the students' interests and proficiency levels. The tester/teacher then provides comprehensible input, and also probes the student on the next higher level, in accordance with Krashen's $i + 1$ (Krashen, 1999). He argues that learners can only acquire a linguistic item if they are ready. This is based on the assumption that language acquisition is a continuum and in its process the learners move through several stages of interlanguage (Selinker, as cited in Larsen-Freeman & Long, 1991). Comprehensible input for learners is one level above their current level or stage in the intralanguage, hence $i + 1$ (Krashen, 1985). In the OPI, a probe is similar in the way that the tester challenges learners one level above their current proficiency level.

The format and the focus of the OPI are to make meaningful conversation in accordance with the learners' linguistic abilities and their interests. The test, as well as the innovative curriculum, are personalized and focus on communication. More detailed lesson plans are included in Appendix K.

Some activities in contrast:

Both classes discussed the same texts and the same grammar topics. The experimental group focused on reading and understanding the authentic texts. The grammatical topics were not discussed explicitly, but rather explained on a phrasal level in order to complete function-based tasks. For example, after reading a text about home, the students were asked to describe a moment when they realized their

home was their home. In class some example phrases were gathered with which the task could be accomplished. The control group read the same texts, but not in depth. The focus was more on the grammar topics. Students were asked to identify grammatical forms in the text, and complete fill-in-the-blank exercises. The homework for the experimental group was function-based activities and for the control group form-based activities.

The difference between the two classes can be illustrated by a class on simple past tense. In the control group the form was introduced, and its formation was explained. The students then identified simple past tense forms in the reading of that day. The students named the infinitive and the correct simple past tense form of the verbs in the text. Later they completed an exercise, where they put the correct simple past tense form of the verb into a blank. The verb was given in brackets.

The experimental group read a newspaper article and discussed the purpose of news articles. The students looked at two similar newspaper articles and established the function of reporting an incident. As a class, teacher and students compiled a list of phrases used to describe the incident. Since simple past tense is the tense to report an event, students were introduced to the form in these phrases without being told explicitly what it is. The students then played a game in small groups. One student was the police officer, one student was a murderer, and the others were suspects. All students were given a picture of their character and a couple of key phrases of what their character did during the time of the incident.

The police officer then tried to reconstruct the story and solve the crime. As homework the students wrote the report for the newspaper.

Another example was the function of narrating in past time and the grammatical form of present perfect. In the control group a lecture was given on the form of the present perfect and verbs were conjugated. Later the students completed some fill-in-the-blank exercises and translated a few sentences. In the function-based class the students were asked to keep a journal for a week. In class the students discussed things they do every day, and the sentences were written on the board in present perfect tense. The students could then report on their own day by adapting these phrases.

The interesting point about these two lessons in contrast is that simple past tense and present perfect are often controversial topics as part of the German form versus function discussion. Some regard it unnecessary to teach the simple past tense, others insist on teaching the simple past tense already in first year. Simple past tense in German speaking countries is mainly used in formal writing and some formal speech, which students are most likely not going to engage in at the second year level. Therefore some teachers argue that simple past tense only needs to be known by the students on a passive basis, especially since even many native speakers do not know all the correct simple past tense forms. Other teachers think it is important to teach the simple past tense. In many textbooks it is actually taught before the present perfect as the case in the grammar book used in this class. The

present perfect tense in German is commonly used to expressed past events in oral language and most informal writing such as letters, and email messages. As a consequence of this functional aspect of the grammatical features the experimental group mostly spent time with the simple past tense as a feature in their passive language knowledge and focused on the active use of present perfect. In the form class, however, both past tenses were treated equally, even though the students were also taught when to use which past tense.

The two groups discussed the same grammatical features, but they were introduced from different perspectives. The control group learned about the form and then its usage. The experimental group learned a function and saw examples of the form that is being used for this function.

Summary

The goal of both ten-week courses was to assist students in the achievement of higher proficiency in German. The means of achieving these goals differed by the teaching approach. Assessment tools relevant for the two teaching approaches measured their improvement. One assessment tool focused on form and conjugation, the traditional form test; the other assessment tool focused on functional use of the language, an unofficial ACTFL OPI.

The form class was expected to improve more on the form test, since the

assessment tool matched the method of instruction. The function-class was expected to improve more on the OPI. However, during the data gathering process, other information became relevant, such as the students' essays and the survey, in which students indicated change of attitude towards German. The survey asked students to comment directly and indirectly on their satisfaction with the class. The data from the survey was analyzed to comment on students' satisfaction with the class. The data analysis will be discussed in the next chapter.

CHAPTER IV

DATA ANALYSIS

Introduction

The data for this study included four sets of data: pre- and post-test on form, pre- and post-test on function, pre- and post-surveys, and the final essay. The test scores of each group in the beginning were compared with their scores at the end of the term to see if one group improved more than the other. The improvement differences between the two groups was intended to provide information to the field about the most effective teaching approach. These data were analyzed with a 2x2 repeated measures ANOVA. In addition all data were also analyzed in a qualitative fashion. The quantitative analysis was conducted in cooperation with a statistics consultant.

A 2x2 repeated measures ANOVA was appropriate for it can compare the relationship between teaching approach and learning effect. Although the results of the function test were, technically, not on an interval scale, it is reasonable to treat them as such since they consisted of more than four categories and were normally distributed (Bentler & Chou, 1988).

A 2x2 repeated measures ANOVA compares improvement of one group with another group. The analysis requires three different tests: a test of learning

effect, a test of method effect, and a test of interaction. The test of learning effect determines if learning took place. A test of the method effect analyzes whether there was a difference in the combined pre- and post-test scores for the two different groups. Finally, the test of interaction answers the question: Did the amount of learning depend on the group? This study is especially interested in the test of interaction for it can give implications to teachers for the best teaching approach.

Form Test

The form test was a test of the ability to synthesize grammatical structure. The highest possible score was 99 points. All 20 participants took the test in the beginning and at the end of the ten-week course.

Statistical Analysis of Improvement of Test Scores

Table 1.

Descriptive Statistics for Improvement on Form Test

		Pre-test	Post-test
Form-based Class	Count (<u>N</u>)	10	10
	Mean (<u>M</u>)	39.4	72.6
	Standard Deviation (<u>SD</u>)	17.1	14.6
Function-based Class	Count (<u>N</u>)	10	10
	Mean (<u>M</u>)	33.2	54.1
	Standard Deviation (<u>SD</u>)	12.3	11.7

The form-based group had ten participants with a mean score of 39.4 on the pre-test and 72.6 on the post-test. The variance on the pre-test was 292.8 and 212.1 on the post-test. The Standard Deviation was 17.1 on the pre-test and 14.6 on the post-test. The function-based group also consisting of ten subjects started out at a slightly lower level on the form test with a mean score of 33.2. However, on the post-test the mean score was clearly lower than that of the control-group with only 54.1. The Variance was 150.8 on the pre-test and 136.5 on the post-test. The Standard Deviation was 12.3 on the pre-test and 11.7 on the post-test.

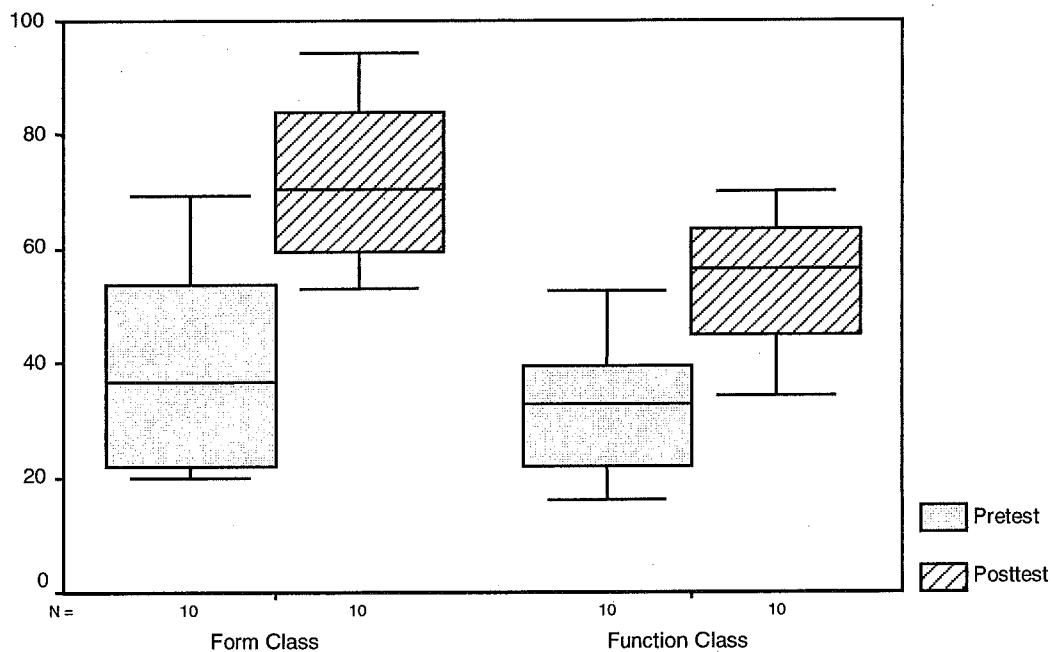


Figure 1.

Box's Plot for Form Test

The descriptive statistics for the pre-and the post-test results divided by form vs. function are represented in figure 1. It appears that the post-test scores were higher than the pre-test scores as a whole for both the function-based class as well as the form-based class. There is hardly any overlap between the scores on the pre- and the post test, which indicates that learning took place in both places. In the box plots most of the students scored on the same level, with the form-based class scoring slightly higher than the function-based class on both the pre- and the post-test. Most students in the form class scored between 20 and 50 on the pre-test and 60 and 85 on the post-test. In the function class students scored between 20 and 40 in the beginning and between 50 and 70 at the end of the ten-week course. It appears in this figure that the increase in score from pre- to post-test was slightly higher in the form-based class than in the function-based class.

In order to test these assumptions a two-way repeated measures ANOVA was performed. First two tests of basic assumptions were necessary. First Box's test of Equality of covariance was performed. In order to test whether there was a significant difference between pre- and post test scores, a test of the null hypothesis that there was no difference in pre- and post-test scores was performed. The ANOVA results provided an f-statistic for the ratio of within group variances versus between groups variances for the pre- and the post-test along with a p value indicating the risk of accepting a type I error if the hypothesis is rejected.

To test that the variances were equal across groups for the within subjects

test, Box's test of Equality of covariance was performed to test the null hypothesis that the variances of the pre- and post-test scores were equal. The significance level for the test was .727; therefore, the null hypothesis was not rejected and the analysis was carried out assuming equality.

In addition, Leven's test of equality of error variance was performed to test the null hypothesis that the variances for both the pre- and the post-test scores were equal across the two different teaching approaches. The variance of the pre-test was .202, and .427 on the post-test. Since both values were less than .5 the null hypothesis was not rejected and the analysis was carried out assuming equality.

While the test of learning effect can tell us whether learning happened, it can only say this for everyone, and not for one group in contrast to the other group. Similarly the test of group differences tells whether there was a difference as a whole between the groups on both pre- and post-test scores together, but it does not address how learning is connected. The crucial question is the dependency of the amount of learning on the teaching approach. In order to address this question a statistical analysis was performed that considers the interaction between the means of the two groups. The value of F was 4.805 and the p value was .042. Since the p value was less than .05 the null hypothesis was rejected and the teaching approach was found to have a significant effect on the increase in scores on the form-test (See Table 2).

Table 2.

The Learning Effect on the Form Test

Source	F	Sig.
Learning	92.931	> .001
Learning + Method	4.804	0.042*

* p < 0.05

After the statistical analysis of the data, it was found that the form class significantly improved more on the form test than did the function class. Although the overall mean scores on the post test as well as the improvement were significantly higher in the form-based group than in the function-based group, in a more detailed look at the components of the test, indication can be found that this is not true across topics. In addition one can argue that the function group's answers were often partially correct; for example, in a compound tense only one part of the verb phrase was incorrect.

Comparison of Subsections

Although a statistical analysis was not performed on the subsections of the form-test, it is appropriate to consider the raw data of two exercises on the test, as an example for differences and similarities in errors on the form test across the two groups. Exercises five and six on the form test dealt with past tenses, first simple past tense and then present perfect tense. As mentioned in the previous chapter, in German simple past tense is used in formal writing and present perfect in informal writing and speaking. The present perfect is the form for past time that students are

more exposed to in speaking and in their own writing. On the other hand the present perfect tense is a compound tense, so when conjugating verbs in the present perfect tense students need to consider several different factors such as whether to use *haben* or *sein*, and what the past participle is. In this exercise there were more options for getting a partially correct answer.

Table 3.

Data of Exercises Six and Seven on Form Test

Form-Class	SA*	SB	SC	SD	SE	SF	SG	SH	SI	SJ	Total
<i>5 Pre</i>	0.0	1.0	1.0	0.0	0.0	1.0	1.5	0.0	4.0	3.0	11.5
<i>5 Post</i>	1.5	7.0	9.0	5.5	13.0	10.5	9.5	13	10.0	13	95.0
<i>Improved</i>	1.5	6.0	8.0	5.5	13.0	9.5	8.0	13	6.0	10	83.5
Function-Class	Sa	Sb	Sc	Sd	Se	Sf	Sg	Sh	Si	Sj	Total
<i>5 Pre</i>	2.0	0.0	0.0	4.0	2.5	1.5	0.0	0.0	0.0	5.0	15.0
<i>5 Post</i>	7.5	2.0	2.5	6.0	2.5	11.0	2.0	4.5	9.0	6.5	35.5
<i>Improved</i>	5.5	2.0	2.5	2.0	0.0	9.5	2.0	4.5	9.0	1.5	20.5
Form-Class	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	Total
<i>6 Pre</i>	1.5	4.0	1.5	1.0	2.0	1.0	5.5	8.0	5.5	5.0	35.0
<i>6 Post</i>	8.0	2.5	6.0	3.5	6.5	7.5	2.5	8.5	7.0	9.5	61.5
<i>Improved</i>	6.5	1.5	4.5	2.5	4.5	6.5	-3.0	0.5	1.5	4.5	26.5
Function-Class	Sa	Sb	Sc	Sd	Se	Sf	Sg	Sh	Si	Sj	Total
<i>6 Pre</i>	1.0	7.5	3.5	2.5	2.0	2.0	0.0	1.0	3.0	3.5	26.0
<i>6 Post</i>	5.0	6.5	2.5	3.5	2.5	2.5	4.0	4.5	7.0	6.0	44.0
<i>Improved</i>	4.0	1.0	-1.0	1.0	0.5	0.5	4.0	3.5	4.0	2.5	18.0

* The students were assigned letters, capital letters for the form-class and lower case for the function class.

Table 3 indicates that the form-based class did improve more on the simple past section from a total score of 11.5 to 95, whereas the function-based class only improved from 15 to 35.5. In section six on present perfect the difference in improvement is not as apparent between the two groups. The form-based class' total score improved from 35 to 61.5, whereas the function-based class' total score

improved from 26 to 44. In the next chapter the implications of these results will be discussed.

Two Sample Exams in Comparison

At this point some example mistakes are contrasted from the form and the function class on exercises five and six. Student g from the function class filled in only two of the fourteen blanks in exercise five on simple past tense. She did fill these two in correctly. If students from this group were familiar with simple past tense forms in their active vocabulary, it was usually the modals, auxiliary verbs, and extremely frequent words. Student g knew the simple past tense of the auxiliary verb *haben* and of the frequent main verb *essen*.

In section six on present perfect tense her answers were all partially correct, some even 100% correct. She made three kinds of mistakes: (1) using a form of *haben* instead of *sein* or vice versa, (2) using an incorrect stem vowel change, and (3) taking a strong verb ending for a weak verb ending. For example she formed a past participle of *wohnen* by using *-en* ending, which is used for strong verbs, many of which undergo a stem vowel change between present and present perfect, but she did not change the stem vowel. This would have been incorrect anyway, since *wohnen* is a weak verb, but she would have consistently followed the rules for strong verbs.

Student g from the function-based scored a total of 16 points on the pre-test

and 41 on the post-test. In contrast Student C from the form class, scored 20.5 on the pre-test and 66 on the post-test. Even though they had a similar score at the beginning of the course, Student C's score was significantly higher at the end of the course than hers. Both students had had the equivalent of one year college German prior to this class; she had a summer intensive course, and he had two years in high school. The students were similar in profile. They had approximately the same entry score, the same language background, and they both received the same grade in the term under investigation, both being average.

Student C correctly conjugated the two auxiliaries *haben* and *sein*, and the main verbs *essen* and *bestellen* in exercise five. *Bestellen* is a regular weak verb, therefore easy to conjugate once you know the rules, although it is not a frequent word. Weak verbs do not undergo stem vowel change. The other verbs were partially correct in their conjugation. He correctly added the tense marker *-te-* to the weak verbs, but his verbs did not agree with the subject. He also did not recognize all strong verbs, and conjugated them with the tense-marker *-te-* and no stem-vowel change. Strong verbs do not get an explicit tense marker, since the stem vowel change already indicates the change in tense. In contrast to Student g, Student C had an understanding of how simple past tense is formed, but he did not always recognize strong verbs as strong verbs and sometimes he did not identify the right number of the noun, therefore producing an error in subject verb agreement.

He had a similar problem in exercise six. Even though he correctly applied

the basic rule for *haben* and *sein*, which means if there is a change of location one has to use *sein* as an auxiliary and not *haben* for perfect tense. He did, however, not apply the subrules correctly. For example in number six the verb was *bleiben*, which even though it does not appear to indicate change of location, is an exception and does require *sein*. In addition, in number nine, *fahren*, a verb indicating change of location, is used focusing on the action itself and not the motion; therefore, it is used with *haben*. In this section he also struggled with subject verb agreement, but not as random as Student g. He usually only missed the number and not the person, for example he interpreted a subject as being singular when it was actually plural, but he used the correct person. In addition, his proposed stem vowel changes were not always correct. In contrast to student g he was aware of their existence though.

Both students made many mistakes, but also conjugated many verbs correctly. Student g was more limited in her knowledge of simple past tense forms, but she did know some, even though she was never taught them. Both students were systematic in their approach to the conjugation, lacking knowledge of all rules. Student C knew more subrules than Student g. Overall the students from the form class were more successful in recalling grammatical rules in the application of fill-in-the-blank exercises than were the students from the function class.

Unofficial ACTFL OPI

The unofficial ACTFL OPI was intended to measure functions, which were the focus of the function class. The highest possible score was 30. All 20 participants took the test in the beginning and at the end of the course. For the descriptive analysis please refer to Table 4.

The form-based group had ten participants with a mean score of 10 on the pre-test and 13 on the post-test. The Variance was 5 on the pre-test and 8 on the post-test. The Standard Deviation was 2 on the pre-test and 3 on the post-test.

Table 4.

Descriptive Statistics for Improvement on ACTFL OPI

		Pre-test	Post-test
Form Class	Count (<u>N</u>)	10	10
	Mean (<u>M</u>)	10	13
	Std Deviation (<u>SD</u>)	2	3
Function Class	Count (<u>N</u>)	10	10
	Mean (<u>M</u>)	11	15
	Std Deviation	2	2

The function-based class also consisted of ten subjects, who started at almost the same level with a mean score of 11 on the pre-test. On the post-test, however, the function-based group scored slightly higher with a mean score of 15.

The descriptive statistics for the pre- and the post-test results divided by

form versus function are represented in figure 2.

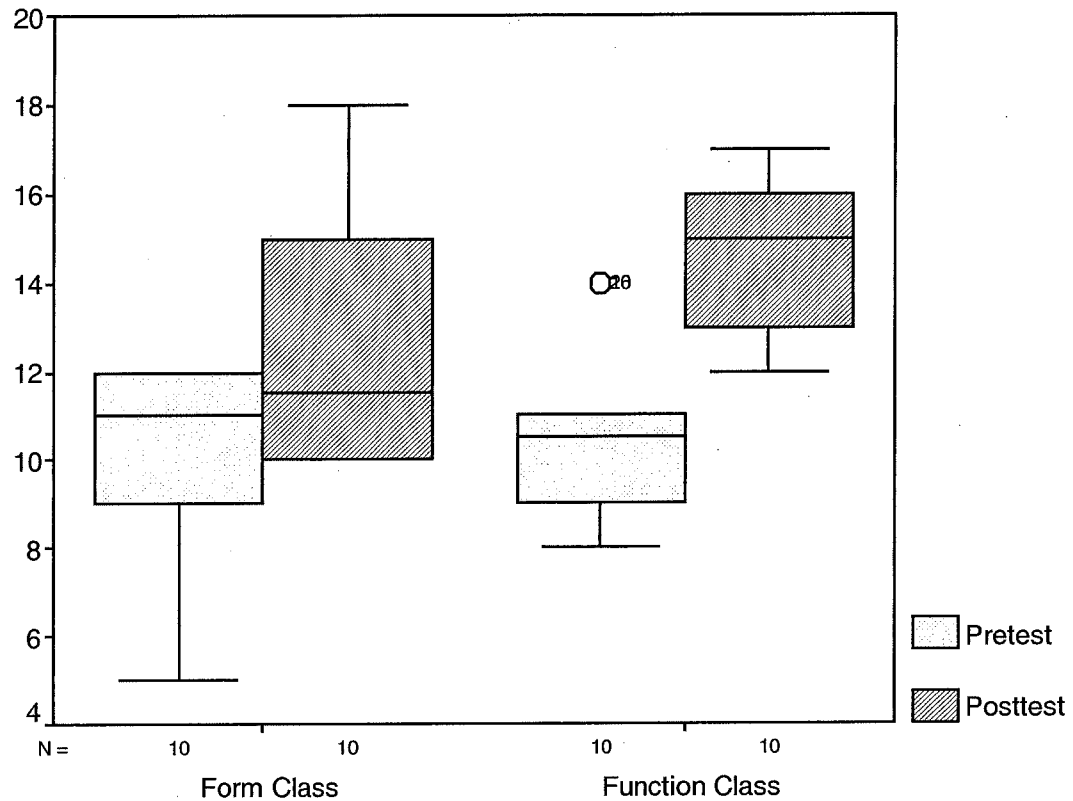


Figure 2.

Box's Plot for Unofficial ACTFL OPI

It appears that the post-test scores were higher than the pre-test scores. In the box plots it appears that many students scored in the same area with an almost equal level on the pre-test and the function group slightly higher on the post-test. However, some students differed significantly in their pre-test scores from the rest

of the class in the function-based group. It appears in figure 2 that the increase in score from the pre-test to the post-test on the Unofficial ACTFL OPI was slightly higher in the function-group than the form-based group.

One assumption of the ANOVA procedure is that the various groups being examined have equal variances. Depending on which groups of scores within the design are being examined, different tests of this assumption are used. In the present study, Box's test of Equality of covariance was performed on the pre and the post-test scores (within subjects learning effect) and Leven's test of equality of error variances was performed on the pre and post-test variances for each of the different teaching approaches (between subject effects). The observed significance level for Box's test was .517; therefore the null hypothesis was not rejected and the analysis was carried out assuming equality of variances. Similarly, the observed significance levels for the Leven's tests were .840 and .087 on the pre and post-test respectively. Therefore, again, the null hypotheses were not rejected and the analysis was carried out assuming equality of variances.

Table 5

The Learning Effect on the ACTFL OPI

Source	F	Sig.
Learning	46.771	> .001
Learning + Method	3.199	0.091*

* $p < 0.05$

In order to address the question of the effect of the teaching method on the amount of learning a statistical analysis was performed that considers the

interaction between the means of the two groups. The value of F was 3.199 and the p value was .091. Since the p value was more than .05 the null hypothesis was not rejected. However, with a p value of $>.09$, the teaching approach does have an effect on the increase in scores on the function-test that is approaching significance.

A further discussion of the statistical issues of this test will be included in chapter five in the suggestions for further research and the limitation section. Although the statistical evidence was not as clear as expected, listening to the tapes does indicate that the students from the form-based class talk significantly less and with less ease. On the other hand, the students from the function-based class make more errors per 100 words. Two sample transcripts are included in the Appendix C and D for a more detailed look at the differences in oral proficiency of the two groups at the end of class.

Survey

In addition to the two tests, students also completed a survey about their attitudes towards German, teaching methods, and their improvement. The test was administered at the same two times as the form test. In order to discuss the effect of the teaching methods, four aspects of the survey were under investigation: (1) students' rating of their language skills, (2) their attitude towards the use of the target language, (3) their preferred teaching method; and (4) their future plans with

German. The survey questions were open-ended so that students were not led in a certain direction. The students filled out the survey after they saw the textbooks and the syllabus, which in some cases might have influenced their answers, especially on the question of method preference. A copy of the syllabi is in Appendix I and Appendix J and a copy of the survey is in Appendix E. In the analysis of the survey themes were extracted from the responses. In the analysis the answers from the beginning of the term were compared with the answers at the end as described in Tables 6 and 7.

Table 6

Self-Rating of Language Skills

	Form	Function
Increase	5	7
Maintain	2	2
Decrease	3	1

The students were asked to describe their language proficiency in the beginning and in the end of the ten-week course. The self-ratings were compared with each other in order to determine an increase or decrease in the self-rating of German language skills. In the form class five students' self-rating increased, two maintained the same level and three decreased. However, when directly asked about their improvement, two students said they improved a lot, five said they improved and one said she had improved a little. Two students reported not having improved at all. Seven students felt they improved on their structural understanding of the

language, four students felt more comfortable with the language, and one student pointed out his improvement in reading and writing.

In contrast to the form class, most students in the function class rated themselves better at the end of class than at the beginning of class. Seven students rated themselves higher, two the same and one less. When asked about their improvement, all of them thought they had improved, one much, six normal, and three a little. In contrast to the form class no one reported not having improved. Interestingly almost the same number of students in the function class as in the form class mentioned an improvement on grammatical aspects of the language. Three in contrast to four students in the form class mentioned an improvement of comfort level. Two students pointed out improvements on speaking, writing, and vocabulary, and one student on reading. Therefore, the skills mentioned in their improvement rating are more diverse in the function class than in the form class.

Overall the function class's self-rating went up more than that of the form-class. In addition the function class rated their self-improvement higher than the form-class. However, when asked about their comfort level with using German in the real world the answers were comparable between the two groups.

Four students in the form-class and three students in the function class described a higher comfort level at the end of class. The described comfort level stayed the same for five students in the form class and six students in the function class, and for one student in each class the comfort level dropped. Both of these

were students who preferred the opposite teaching approach (student C from the form class and student b from the function class).

Students were also asked about their preferred way of learning a foreign language. In both classes half the class believed in grammar drills and memorization and the other half in interaction and other forms of applied language use. In the form class six students did not change their opinion. Three students were looking for more function at the end of the class and one student for more form. In the function-class eight students stayed with their opinion, and two students switched their opinions, one from form to function, and the other from function to form.

There was also no change in either class in terms of the students' proposed future use of the language. In both classes it was evenly spread between travel, professional reasons, entertainment, and living in Germany. However, when asked about their plans of continuing the study of German after the fulfillment of the language requirement there were differences. In the form class a majority of six students that initially proposed to continue German after the language requirement, were not sure about that anymore at the end of the ten-week course. Two students still wanted to continue, one student was still uncertain, and one student, who did not want to continue at the beginning of the ten-week course was no longer opposed to the idea at the end of the ten weeks. These numbers are illustrated in Table 7.

Table 7

Change of Attitude towards Continuation with German Studies

Class	Change of Attitude	N
Form-based Class	Positive Change	1
	No Change	3
	Negative Change	6
Function-based class	Positive Change	8
	No Change	2
	Negative Change	0

In the function class, however, all six students that wanted to continue beyond second year German at the beginning of the ten-week course, confirmed their opinion at the end of the term. One student, who was not sure before, was confident to continue at the end of the ten-week course. One student that did not want to continue at the beginning of the course, was in favor of continuing at the end of the class. Two students who did not want to continue still did not want to continue at the end of the class. All students in the function class did not change their attitude towards a continuation of their German studies beyond second year in a negative way, two even positively. In contrast to that, in the form-class there was only one positive change and six negative changes.

Looking at the survey data using indirect measures it can be concluded that the students in the function-based class were more satisfied with their progress. Their attitude towards German stayed the same or changed positively, in contrast to mostly negative changes in the form class. It is interesting that the students in both classes commented on their improvement on grammar.

Essay

At the beginning of the study only the test scores and the survey were expected to provide relevant information. However in the process of teaching the class, essay writing also appeared to provide information. Therefore, the final essay was included as part of the data set. The essays were analyzed for their length, grammatical accuracy, and comprehensibility.

In terms of length the essays of the function class were almost twice as long as those from the form class. The form class wrote between 97 and 150 words with an average of 117.8 words, and the function class wrote between 151 and 241 words, with an average of 207.2 words. A native-speaker rated the essays for their comprehensibility on a scale from 1 to 10, 10 being most comprehensible. She rated the form class between 6 and 10 with an average of 8.3, and the function class between 7 and 10 with an average of 9 (See Table 8 for an overview). Therefore the comprehensibility rating was slightly higher for the function class.

The accuracy of the essay was based on the ratio between length and mistakes in the essays, it was also rated on a 1 to 10 scale. Overall the accuracy of the form class ranging from 7 to 10 with an average of 8.3 was higher than the accuracy of the function class ranging from 5 to 9 with an average of 7.1. The function class had a lower level of accuracy than the form class.

Table 8.

Essay Evaluation

Class	Student	Length	Comprehensibility	Accuracy
Form	<i>A</i>	113	8	8
	<i>B</i>	146	8	8
	<i>C</i>	98	7	8
	<i>D</i>	100	8	7
	<i>E</i>	124	10	9
	<i>F</i>	102	7	7
	<i>G</i>	97	6	8
	<i>H</i>	123	9	9
	<i>I</i>	150	10	9
	<i>J</i>	125	10	10
	<i>Average</i>	117.8	8.3	8.3
Function	<i>a</i>	221	8	6
	<i>b</i>	232	9	8
	<i>c</i>	187	9	5
	<i>d</i>	241	10	9
	<i>e</i>	151	10	9
	<i>f</i>	212	8	7
	<i>g</i>	195	9	6
	<i>h</i>	210	7	6
	<i>i</i>	233	10	8
	<i>j</i>	190	10	7
	<i>Average</i>	207.2	9	7.1

The essays were, however, often on a higher cognitive level, discussing more complex issues than the essays of the form class, e.g. most students from the form class chose to write about their Christmas vacation, while most students from the function class wrote about the difficulties for foreigners in Germany. It seemed that the form class was mainly interested in saying things correctly and the function class in getting their opinion across. For sample essays consult Appendix G and Appendix H which contrast two essays.

On the essay writing tasks, students from the function class were more likely to choose a more difficult question. These students wrote almost twice as much as the students in the form-based class. The form-based class, however, received a slightly higher accuracy rating, while the function-based class received a slightly higher comprehensibility rating.

Summary

This chapter was concerned with the description of the findings, whereas the next chapter will interpret the data in order to give suggestions to administrators and teachers for more effective foreign language teaching.

The results were diverse not suggesting one method over the other. On a form test students taught with a form-based approach improved significantly more over a ten-week period than students taught with a function-based approach. However, in analyzing the tests in detail, it was found that while some grammatical topics showed large differences, others were similar. In a qualitative analysis of sample tests it was found that students from both courses applied a system of rules while completing the test. The students from the form-class knew more subrules than the function-based class, but the function-based students still were able to form some basic rules.

On a test of oral proficiency the students taught in a function-based

approach improved more than the students from the form-based class. The difference was approaching significance. The tapes of the OPIs and the transcripts of sample tapes included in Appendix C and Appendix D show that students from the function-class produced more language and spoke with more ease than the students from the form-class. Students explicitly taught about the form of the language were concerned with their accuracy more than with the content of their message in a communicative situation, whereas students taught to execute functions, did just that, with little attention to their accuracy.

A similar result was found in the essay writing. Students in the form-based class wrote less and chose essay topics requiring a lower cognitive ability. The students from the function-based class wrote essays that were interesting in their content with many mistakes in the language. Students from the form-based class, however, wrote more accurate sentences, but the ideas did not flow together.

In addition a comparison of surveys administered in the beginning of class and at the end of class suggested that students in the function-based class were more satisfied with their improvement. In addition the negative change of attitude towards the continuation of the study of German in the form-class can give implications for the retention of students.

Overall it can be said that both approaches have their advantages and disadvantages. The form-based approach produces better accuracy, whereas the function-based approach produces better communicators with more satisfaction in

the classroom. The next chapter will provide suggestions for administrators how to deal with these results.

CHAPTER V

DISCUSSION

Introduction

Over a ten-week period two second year German classes at Portland State University were taught with two different approaches; one put an emphasis on grammatical structures and was called form-based approach, the other put an emphasis on communicative functions and was called function-based approach. The students were tested on form and on function at the beginning and at the end of the class. They were also asked to self-rate their German skills in the beginning and at the end of the ten-week course and to comment on their improvement at the end of the class.

The data and the data analysis were presented in the previous chapter. In this chapter the results will be discussed especially in regards to the hypotheses of this thesis, the claims that were to be evaluated, and the implications for the field. In addition, the chapter will discuss limitations and give suggestions for further research.

Hypotheses

In the beginning of the study three hypotheses were proposed to be relevant. However during the process of the data collection further results were found, which will be mentioned after the discussion of the three hypotheses.

The three hypotheses were:

- (1) Students taught in a form-based classroom will improve more on a traditional grammar test than will students taught in a function-based classroom.
- (2) Students taught in a function-based classroom will improve more on an unofficial OPI than will students taught in a form-based classroom.
- (3) Students will report more satisfaction with their improvement in a function-based classroom than as measured by a survey will students in a form-based classroom.

Hypothesis 1:

This hypothesis that students taught in a form-based classroom will improve more on a traditional grammar test than students taught in a function-based classroom was found to be true, since the comparison of improvement on test scores showed that the students in the form-class significantly improved more on the form test than did the function class. This confirms findings of studies such as

Lightbown (1983). However, in a more detailed look at the subsections it was discovered that on some sections the form class students improved much more than the function class students while on other sections the improvement was at a similar level.

It is safe to say that the explicit instruction on form helped students improve more on a form test. Celce-Murcia and Hilles (1982) suggested that a form-based approach might be faster, or it might simply be better for the retrieval of knowledge about the structure of the language as Clifford and Higgs (1982) pointed out. However, students without an explicit instruction on form still improved, which supports Krashen's (1985) claim that explicit instruction on form is not necessary for second language acquisition. Their improvement on simple past tense verb conjugation was much lower, and on the perfect tense they had not yet fully deducted all the subrules.

These results suggest that a form-based classroom leads to faster learning of language rules. Since the students from the function class did make systematic errors, it is concluded that they were on a lower level of interlanguage with the potential to advance. A function-based classroom leads to a lower level of accuracy than a form-based classroom at least over a short period of time. This study cannot take into account the issue of fossilization.

Hypothesis 2

The hypothesis that students taught in a function-based classroom will improve more on an unofficial OPI than will the students taught in a form-based classroom was not supported statistically. The statistical analysis only indicated a difference that is approaching significance. However, it is still important to mention that the students in the function-based classroom did improve more on the function test than did the form-based class. Often the amount of language produced by the speakers from the function-based class was much more than speakers from the other class; however, they were often lacking accuracy. Clifford and Higgs (1982) also stated the difficulty of fast accuracy development in a classroom without focus on form. According to Corder (1971) the students could lose their motivation to improve their accuracy, since they are successful in their communication. The lack of motivation to improve could then cause fossilization.

Students in a classroom with focus on interaction and students in a classroom with focus on form can interact when put on the spot. However, the function class was faster in their communication and produced more language. It is, therefore, recommended that when communicative competence is the goal of the class students should be taught in a function-based approach. These results suggest that a function-based classroom leads to higher communicative competence. Therefore students will be more successful in the target community. It also indicates that an explicit focus on form is not necessary for oral language

acquisition. A function-based approach is recommended for students who need to work with or live in the target community. However, depending on their function in the target community their accuracy needs to be higher for better social and professional success. Therefore, in these cases a German for specific purposes with a form-based approach for the general language and a function-based approach for the specific is recommended. The structure of the language should still be taught as an overview with a form-based approach. Since the learner will need to handle job specific situations for his purpose, these should be taught in a function-based approach.

Hypothesis 3

The hypothesis that students will report more satisfaction with their improvement in a function-based classroom than in a form-based classroom as measured by a survey was also found to be true. The students in the function-based class reported more self-improvement, and rated their language skills higher at the end of the class than in the beginning of the class. This extent of satisfaction was not the case for the form-based class. Interestingly no matter whether the students were taught grammatical structures explicitly or implicitly, they reported having improved on grammatical features.

In addition, it was found that many students in the form class had a negative attitude change towards their continuation of German after the fulfillment of the

language requirement. The students from the function-class either did not change their opinion or had a positive change of attitude. This indicates that the students in the function-class were more satisfied with the class, thought they learned more, in general were more satisfied, and were more motivated to continue with German.

A focus on communicative function motivates students. They enjoy the language classroom and feel comfortable using their skills inside and outside the classroom. A function-based approach achieves better retention, helping a program to keep the students in the program.

Further Results

Even though I started the study considering only the tests and the survey as important data, I found other useful information through other sources such as the students' final essays. Through my interactions with the students throughout the following two terms, I was able to see more long-term effects in an informal way.

Essays

Throughout the data collection, it became apparent that the essays were also an important set of data. In the analysis of the final essays it was found that the students in the function-based class produced more language, and were a little more comprehensible, however a little less accurate than the students in the form-based

class. These findings on the essay portion were also true for the oral test.

Students taught in a function-based approach produce more language with more ease than students in a form-based class. This is true for oral as well as written language production. While students in the form-class were concerned with their accuracy and spent time thinking about how to form their sentences, the students in the function-based class were concerned with having an meaningful conversation or writing a cognitively more demanding essay, therefore communicating content more effectively. The students from the function-based class usually picked tasks on a higher cognitive level than the students in the form-class, even though their grammatical knowledge and accuracy were lower. Depending on whether the goal of the classroom is the amount of language production or accuracy one or the other teaching approach should be preferred.

Continuation with German

In addition over the course of the academic year, it was found that the drop-out rate was higher among the form-based students than students from the function-based class. All of the students considered in this study from the function-based class did complete second year German. Three students from the form-based class that were considered in this study did not continue with German after 201.

However, for the students that switched sections, and therefore approaches after the first term, the transition was easier from form to function than from

function to form. The students that changed from the function-based classroom to the form-based classroom expressed a high level of anxiety. With extensive out-of-class tutoring they were calm and comfortable again at the end of the second term. Their discomfort after the switch needs to be taken into consideration for students switching programs, or for the design of a coherent foreign language curriculum. Should a program decide to use different approaches at different levels, the transition needs to be smooth, hence, either from form to function or from function to form with extensive assistance.

Extracurricular German Activities

Students in both classes were encouraged to participate in extra-curricular activities. However, during the first term, none of the students from the form-based class did. During the first term four students from the function class regularly attended Stammtisch, a weekly conversation group. During the following term the students that had switched from the function-based class to the form-based class made friends in the new section and brought their new friends to Stammtisch with them. Hence some students from the form-based class started attending Stammtisch as well as the students from the function-based class.

In addition, over the course of the year, the students who originally were in the function-based class engaged in more extracurricular activities in the German community than did the students from the form-based class. No matter what

assignment I gave the students over the course of the year, when it came to communicating with German native-speakers, or other proficient German speakers, the students from the function-class were more eager to do it, often doing extra work, and they usually were more successful.

The Rest of the Year

Even though the two last terms of second year German were not considered as data for this study, I still would like to make some closing comments about them. At the end of the year the difference was still visible in many students, even though they were taught in a more mixed method for the rest of the year. The students from the form-based class continued to have higher accuracy and more explicit grammatical knowledge, whereas the students from the function-based class wrote and talked more, and simply seemed to enjoy German more than the other students.

Curricular Goals

At the beginning of the fall term two sets of goals were designed, one set of goals for the form-based class and another set for the function-based class. In the following the goals will be reintroduced and based on the findings in the data it will be determined whether the goals were met by both groups.

The goals for the form-based class were:

At the end of the class the students will be able to

- Conjugate verbs, including the modals, in the present tense and in all past tenses
- Decline nouns in the nominative and the accusative with both ein-words and der-words
- Put dependent and independent clauses into accurate word order

The goals for the function-based class were:

At the end of the class students will be able to

- Answer and ask simple questions
- Engage in simple transactions
- Create with language
- Half the time be able to narrate, describe and compare in all major time frames
- Half the time deal with a complicated situation (ACTFL, 1999)

The students in the form-class on average were able to conjugate verbs including modals in the present tense. Although they had theoretical knowledge about the verb conjugation rules for past tense, they did not always apply these rules correctly. Most students were able to decline nouns in the nominative, still struggling with gender identification, however. The accusative case endings were applied correctly when the students were given enough time to think about them. Students in the form-class had theoretical knowledge about the word order in dependent and independent clauses; however, they often had difficulties

differentiating between subordinations and conjunctions, and distinguishing between dependent and independent clauses with connectors. In terms of the function class' goals students were able to answer and ask simple questions and create with language. Half of the time they were able to narrate, describe and compare in all major time frames. However, most students in the form-based class had difficulties dealing with complicated situations. In addition, their language production was rarely on the paragraph level.

The students in the function-class on average were able to conjugate verbs including modals in the present tense, even though they were still at times struggling with second person plural. They were able to use phrases in the past tense. They did extract rules from the phrases they were familiar with, but they were not consistently able to correctly form the past tense forms. However, they were able to understand simple past tense as well as present perfect tense in the reading materials presented to them. Most students were able to decline nouns in the nominative, still struggling with gender identification, however. The students mostly did not master accusative case, but seemed to start recognizing the masculine accusative ending and applying it. For the students in the function-class word order was not a big issue. They mostly put words in the right order in independent clauses, but did struggle with some dependent clauses. In terms of the function class' goals the students in the function-based class were able to answer and ask simple questions and create with language. Half of the time they were able

to narrate, describe and compare in all major times frames. Often they were struggling with accuracy, but their stories were at least a paragraph long and were comprehensible for a native-speaker. In contrast to the form-class these students had no difficulties in handling a complicated situation.

Although the two classes were taught with different approaches and with different goals in mind, the goals of both classes were partially met by both classes. The form-class satisfied more of the form-class' goals, and the function-class more of the function-class' goals. However, they also achieved the other class' goals in part. The students from the form-based class had more theoretical knowledge about the language than the function-class. Therefore, they were able to analyze their mistakes. However, the students in the function-based class had more practical knowledge. Therefore, they were able to successfully handle even complicated situations.

SLA Claims

The following claims in second language acquisition research were proposed to be evaluated:

- foreign language learners go through stages of an interlanguage
- function-based classroom will lead to poor accuracy
- form first is not necessary for language acquisition

- focus on form cannot lead to communicative competence

The students in both classes, whether they were taught explicitly on form or on communicative functions, developed a system of rules. Thus this study lends support to Selinker's (1972) argument that languages are acquired systematically and that language learners move through stages of an interlanguage. In addition the data analysis suggests that both groups went through the same stages, with the form-class moving more quickly through the stages.

Due to the short time period in which the data was collected it cannot be said that the students taught without explicit focus on grammar will fossilize as Clifford and Higgs (1982) have warned. It can also not be answered that the students from the form-based class would forget their knowledge of form faster, as has been argued by Krashen (at a workshop in Portland, 2001).

In the study it was found that the function-based classroom led to poorer accuracy than the form-based classroom. However, it cannot be determined whether or not the students will stay at a lower level of accuracy, or whether or not the students from the form-based class will stay at the higher level of accuracy even when they quit formal study of the language.

In accordance with Krashen (2000) the data suggest that form first is not necessary for language acquisition. However, the data cannot predict how high the students can advance without explicit focus on form, especially since their accuracy

is lower.

In contrast to the belief of the critics of form-based teaching (see for example Krashen, 2000) this study shows focus on form can lead to communicative competence. However, the level of communicative competence reached by the students in the form-based class was lower than the level reached by the students in the function-based class. The students from the form-based class had more accuracy, whereas the students from the function-based class simply produced more language. In addition, the students from the form-based classroom were more hesitant to communicate, but regained strength once they were forced to do so.

Implications

The implications for the field of second language acquisition and teaching are:

- foreign language learners go through stages of an interlanguage
- a function-based classroom will lead to lower accuracy than a form-based classroom
- both a function first and a form first classroom will lead to language acquisition
- both focus on form first and on function first will lead to communicative competence
- students taught in a function-based approach produce more language than

students taught in a form-based classroom

- focus on function lowers the affective filter

How can a classroom teacher utilize these findings? Since foreign language learners go through stages of an interlanguage, teachers should temporarily accept a certain pattern of error as a sign for an earlier developmental stage. Error correction is recommended only for mistakes that are signs of an earlier developmental stage.

Since both a function-based and a form-based classroom will lead to language acquisition, choice of method may depend on the goals of the program and preference of the teachers. For programs concerned with communicative competence which excluded grammatical competence, I recommend a function-based classroom. For programs that focus on accuracy, I recommend a form-based approach.

Since a function-based approach produces a lower level of anxiety and results in more language production by the students, I recommend a function-based approach for any non-academic program, especially survival programs. No one approach is right for every situation though, and a needs analysis should be conducted before deciding on an approach.

Limitations

Although precaution was given to execute this study in the most appropriate

way, the study still faces some limitations. Due to the short time period in which data were collected, the study cannot give any implications for long-term effects of either approach. Students from the function-based approach might fossilize, or they might catch up with the form-class in regards to accuracy. The study can also not give implications for the long-term language recalling abilities. One of the students, who had studied several languages in the past reported that she remembers more Spanish, which she was taught in a function-based approach, than French, which she was taught in a form-based approach. However, this could be due to other factors. This study cannot provide any evidence for the claim that implicit language learning is more effective in a long-term perspective.

The second limitation of this study is the low number of participants. Since each group consisted of only ten participants, it is hard to make generalizations, especially since a random selection was also not possible. In addition there was no group that did not receive any treatment at all. One could argue that students had improved on the test because they took it more than once.

However, there are other issues with the administration of the test that are limitations to this study. The test was administered the first time as a placement test without consequences, and the second time as the final exam, which was 20% of the grade in the class. Therefore, students might have tried harder on the post-test than on the pre-test. On the other hand, some students might have had a higher affective filter, because of the pressure, at the end than at the beginning, hence

scoring lower than their actual competence. The same was true for the unofficial ACTFL OPI. The students also might have scored higher on the OPI, because they were more familiar with me after ten-weeks in class together than in the beginning of class.

The biggest issue for the study is the fact that I was researcher, teacher, and test administrator at the same time. Therefore, one could argue that I was biased. I tried to avoid this bias by careful lesson planning, and several observations throughout the term.

Suggestions for Further Research

Several recommendations arise from these limitations. Since the number of participants was so low in this study, I recommend that the same research be conducted with more participants, who are randomly assigned classes. In addition, the researcher, the tester, and the teacher should be at least three different persons. However, everyone involved needs to be familiar with the study. The ACTFL OPIs should be rated by one or two outside raters.

In order to evaluate the claims in second language acquisition and teaching research that were proposed to be evaluated in this class, I suggest that more levels are studied. In this study I can give short-term implications only for Intermediate German in an academic setting. Therefore, I recommend another study with a

higher level proficiency, and a variety of languages. Especially on the higher level language study, the level of accuracy might be a problem for the overall evaluation of the student, since at a higher language proficiency level a higher level of accuracy is also expected.

Since German is an inflectional language, which requires grammatical knowledge for accurate application of rules, it would be interesting to study a less inflectional language in which grammatical structure might not be an issue.

The question of fossilization is a question that has inspired this study, but unfortunately due to the time constraints could not be answered in this study. In the future, I would hope that this study can be used as a pilot study for a longitudinal experimental study measuring the long-term effects of a form and a function-based teaching approach on communicative competence and on grammatical accuracy. Even though these data do not show evidence of fossilization, they imply that fossilization is a likely consequence of a function-based approach.

Conclusion

The analysis of the data in this study has provided some answers, but also left many questions unanswered. A few weeks ago I was in a meeting with administrators of a language program, who wanted to know what is the best way to teach a foreign language. Although this is the question I wanted to answer, the data

do not give me enough evidence to recommend one approach over the other.

The approach one uses in a classroom depends on the goals of the class and the foreign language programs' overall curriculum at that institution. In addition, it depends on the goals of all stakeholders, teachers, administrators, community-members, students, and sometimes government agencies. I recommend that before deciding on a teaching approach, a thorough needs analysis involving all the stakeholders be conducted. Based on the findings the method of teaching should be chosen.

For the particular setting that I was working with, I propose a three-track model. At this college students take second year German for three main reasons: to fulfill the language requirement or other academic requirements, to be a language major or to interact with members of that language group. These three different goals might overlap at times.

For the students who need the foreign language in order to fulfill their language requirement or to read secondary materials for their major in the foreign language, I recommend an early-morning class taught in a form-based approach. These students need to learn many rules fast. In addition, the language requirement is meant to assist students in their major, and to provide students with structural knowledge about languages in general. The students taught in this class will read and engage in drills, hence learn the structure of a language and reach reading competence. For the students who are language majors there should be at least one

class during the core morning hours. This class will start with a form-based overview of one term, and the next two terms will be taught in a function-based approach, engaging in activities that involve communication with the target community. For the third group of students, who want to study the language to communicate with friends, family members, and business partners, or simply while traveling, I recommend an evening class taught in a function-based approach.

In addition I recommend that students be allowed to audit one of the other two classes for free, when signed up for one of the classes. Some students who are lacking in skills that are not the main focus of their class should be strongly encouraged to audit the appropriate other class. Even though these recommendations will be difficult to implement in small language programs such as German or French, they can easily be implemented in Spanish.

My second recommendation is an indirect finding of my study. I realized that even after one term the gap between students widens as the term progresses. Since there are so many factors influencing second language acquisition, it is inappropriate to expect all students to acquire the same amount of language at the same time. The proposed three-track model, especially in combination with the required audit of a second class for the weaker students, might partially solve the problem. However, overall I recommend that students not advance to the next level before they are ready, and to advance when they are ready. In practice this is hard to administer. I do believe, though, that it would make the experience better for

everyone involved.

Given the fact that most programs do not have the administrative capacity to implement my second recommendation, I hope that they will implement my first one. The three-track model allows for a more efficient foreign language classroom that is geared towards the needs of the students and the university as a whole.

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APPENDIX A: Traditional Form Test

Copy of Students' Test

Name _____

Zweites Jahr Deutsch Endprüfung**Aufgabe 1:****a. Complete each sentence with the appropriate verb form.**

Bsp: Stefan _____ in die Schule. (gehen)

Stefan geht in die Schule.

1. Wann _____ du auf den Brief? (antworten)
2. Cornelia _____ oft im Park. (laufen)
3. _____ ihr jeden Tag die Zeitung? (lesen)
4. Du _____ aber viel Arbeit! (haben)
5. Ich _____ Briefmarken. (sammeln)
6. Sein Bruder _____ Bäcker. (werden)
7. Wie _____ ihr den Film "Das Boot"? (finden)
8. _____ Sie jeden Tag Vitamintabletten, Herr Müller? (nehmen)

b. In the following Peter is ordering people to do something, please complete the sentences with the appropriate verb form.

Bsp: _____ Deine Vitamintabletten, Jürgen! (du-Imperativ; nehmen)

*Nimm**Deine**Vitamintabletten, J.!*

1. _____ jetzt endlich ruhig, Katrin und Michaela! (ihr-Imperativ; sein)
2. _____ endlich ein Eis! (wir-Imperativ; essen)
3. _____ bitte die erste Geschichte im Buch, Anne! (du-Imperativ; lesen)
4. _____ nicht mit dem Auto, Mama und Papa! (ihr-Imperativ; fahren)
5. _____ doch meinen Bleifstift, Herr Müller! (Sie-Imperativ; nehmen)

Aufgabe 2**Form complete sentences using the cues provided.**

Bsp: Hannes / gehen / heute / zum Bäcker/.

Hannes geht heute zum Bäcker.

1. ich / zurückkommen / am Sonntag / .
2. ihr / wegfahren / am Wochenende / ?
3. er / ausgehen / jeden Freitag / .
4. der Film / anfangen / um acht Uhr / ?

Aufgabe 3**Complete each sentence with the appropriate verb form.**

Bsp: Hannes fährt Skateboard. - _____ er das denn? (können)

Kann er das denn?

1. Ulrike fährt Auto. - _____ sie das denn? (dürfen)
2. Hilfst du mir? - Nein, ich _____ nicht! (wollen)

3. Claudia _____ nicht schwimmen gehen. (möchte)
4. Wir _____ bis morgen die Wörter lernen. (sollen)
5. Warum _____ ihr den Hund nicht in den Garten? (lassen)
6. _____ du schon wieder krank? (werden)
7. Ich _____ heute mittag einkaufen. (müssen)
8. _____ ihr eure Katze, Ellen und Heike? (mögen)
9. _____ er wirklich Ski laufen? (können)

Aufgabe 4

Form complete sentences using the cues provided.

Bsp: Claudia / können / fahren / Skateboard / .

Claudia kann Skateboard fahren.

1. er / dürfen / fahren / Auto / .
2. wir / sollen / spülen / das Geschirr / ?
3. ich / sehen / kommen / ihn / ins Haus / .
4. du / lassen / schneiden / deine Haare / ?
5. sie / hören / weinen / das Kind / .
6. er / müssen / putzen / die Wohnung / .
7. sie / werden / fahren / ans Meer / .
8. ihr / mögen / das Buch "Andorra" / nicht / .

Aufgabe 5

Complete the sentences using the verbs in parentheses in the simple past tense. Imagine you are writing these sentences for a German newspaper about the events that happened last year.

Bsp: C. _ gestern mit ihrem Skateboard hin. (fallen)

C. fiel gestern mit ihrem Skateboard

hin..

1. Andreas _____ nach dem Biologieseminar meistens auf Antje. (warten)
2. Unsere Grosseltern _____ schon sehr früh. (heiraten)
3. Der Patient _____ unruhig. (atmen)
4. Die Studenten _____ oft die ganze Nacht. (tanzen)
5. Wir _____ nur sehr wenig in der Schule. (lernen)
6. Letzten Mai _____ er 23. (werden)
7. _____ ihr dieses Jahr schon im Urlaub? (sein)
8. Als Studentin _____ ich nie Geld. (haben)
9. Uwe _____ einen Apfelsaft. (bestellen)
10. Ich _____ italienisches Essen noch nie. (mögen)
11. _____ ihr jeden Morgen das Frühstück machen? (müssen)
12. Am Wochenende _____ wir oft im Wald spazieren. (laufen)
13. Er _____ immer schrecklich viel. (essen)
14. Die Geschichte "Tod in Venedig" _____ mir in der Schule immer am besten. (gefallen)

Aufgabe 6

Complete the sentences using the verbs in parenthesis in the present perfect. Imagine you are telling a friend about last year's events.

Bsp. C _____ mit dem Skateboard hin _____. (fallen) C. *ist mit dem Skateboard hingefallen.*

C. _____ sich dabei sehr weh _____. (tun) C. *hat sich dabei sehr weh getan.*

1. Sophie _____ heute morgen im Park ein Portemonnaie _____. (finden)
2. Oliver _____ gestern mit Lufthansa nach Deutschland _____. (fliegen)
3. Ich _____ ihm einen Stuhl in den Garten _____. (bringen)
4. Wo _____ ihr in Berlin _____.? (wohnen)
5. _____ Sie mit ihrem Chef über das Projekt _____.? (sprechen)
6. Warum _____ Stefanie am Samstag zu Hause _____.? (bleiben)
7. Alle _____ den Konjunktiv _____.! (verstehen)
8. Warum _____ sich Mark heute morgen nicht _____.? (rasieren)
9. Ulrike _____ gestern ihren Freund nach Hause _____. (fahren)
10. Wo im Schwarzwald _____ ihr _____.? (wandern)

Aufgabe 7

Complete the sentences with the correct form: a, b, or c.

Bsp. Cornelia hat sich die Nase gebrochen, _____ sie mit dem Skateboard fiel. a. als b. wenn c. wann

Cornelia hat sich die Nase gebrochen, als sie mit dem Skateboard fiel.

1. Wir wissen nicht, _____ Erikas Zug in München ankommt.
a. als b. wenn c. wann
2. _____ sie heute nicht anruft, ist sicher etwas passiert.
a. Wenn b. Als c. Wann
3. _____ ich früher Kaffee trank, wurde ich immer sehr nervös.
a. Wann b. Wenn c. Als
4. _____ die Ferien begannen, freuten sich meine Eltern sehr auf ihren Urlaub.
a. Als b. Wann c. Wenn
5. Carolin geht ins Kino, _____ den Film "Metropolis" _____ sehen.
a. ohne zu b. anstatt zu c. um zu
6. _____ in der Bibliothek _____ lernen, ging sie im Park spazieren.
a. Anstatt ... zu b. Ohne zu c. Um zu
7. _____ das Kind ein Eis bekommen hatte, war es wieder glücklich.
a. Bevor b. Nach c. Nachdem
8. Lernt ihr schon _____ vier Jahren Deutsch?
a. vor b. nach c. seit
9. _____ Karin mehr schläft, ist sie nicht mehr so oft müde.
a. Nach b. Seitdem c. Bevor

Aufgabe 8

Complete the sentences with one of the following conjunctions:

aber, bis, da, dass, denn indem, oder, sondern, weil

Bsp: Ich studiere Deutsch, _____ Opa deutsch ist. *Ich studiere Deutsch, weil Opa Deutsch ist.*

1. Anna geht zum Arzt, _____ sie Fieber hat.
2. _____ es heute sehr heiss ist, sind viele Studenten am See.
3. Wir fahren nicht nach Hannover, _____ nach Hamburg.
4. Daniel und Chris waren in Paris, _____ sie haben den Eiffelturm nicht gesehen.
5. Er bleibt im Bett, _____ er hat eine Erkältung.
6. Wusstest du, _____ Sacramento die Hauptstadt von Kalifornien ist?
7. Kommt Vincent mit, _____ möchte er zu Hause bleiben?
8. Julia wartete, _____ der Zug abfuhr.
9. _____ Dennis mich ansah, sagt er: "Ich mag dich."

Aufgabe 9

Form complete sentences in the present tense. Watch the word order.

Bsp: Anne / nach Berlin / letzten Monat / mit dem Zug / fahren // weil / krank / Oma / war

Anne fuhr letzten Monat mit dem Zug nach Berlin, weil ihre Oma krank war.

1. ich / spaziergehen / im Park / mit meinem Freund / am Sonntag / .
2. du / sehen / nicht / das Auto / ?
3. warum / Erich / einladen / nicht / seinen Bruder / ?
4. meine Eltern / fahren / nach Wien / in den Ferien // oder / sie / bleiben / in Salzburg / .
5. Andreas / können / gehen / nicht / ins Restaurant // weil / er / haben / kein Geld / .
6. seitdem / Petra / arbeiten // sie / sein / immer / müde / .
7. wir / spielen / heute / nicht / Tennis // sondern / Golf / .
8. du / wollen / Kaffee trinken / oder / Kuchen essen / ?
9. Elly und Martin / können / gehen / nicht / auf die Party / mit uns / am Samstag / .

Aufgabe 10

Complete the sentences with the correct form : a, b, c, or d.

Bsp: Im Klassenzimmer stehen viele Stühle. Aber _____ ist meiner. a. diese b. dieses c. diesen
d. dieser

Im Klassenzimmer stehen viele Stühle. Aber dieser ist meiner.

1. Beide Tische sind neu. Wie findest du _____ Tisch?
a. dieser b. diese c. diesen d. dieses
2. Nicht alle Leute liegen gern am Strand. _____ wandern lieber.
a. Mancher b. Manches c. Manchen d. Manche
3. _____ Bücher lese ich nicht. Sie sind mir zu trivial.
a. So eine b. Solche c. Jede d. Welche
4. Warum gefallen dir meine Ohrringe nicht? - Ich finde _____ zu gross.
a. sie b. es c. ihr d. ihn
5. Wann besuchst du deinen Grossvater? - Ich besuche _____ nächsten Monat.

- a. es b. ihn c. sie d. er
6. Kauft ihr Geschenke für das Fest? - Nein, wir kaufen _____ Geschenke.
a. keines b. kein c. keine d. keinen
7. Wo ist euer Auto? - _____ Auto ist in der Garage.
a. Unser b. Sein c. Ihr d. Dein
8. Hat deine Schwester einen Freund? - Ja, aber _____ Freund lebt in Italien.
a. euer b. ihr c. sein d. Ihr
9. Kennst du diese Person? - _____ meinst du? Den Mann oder die Frau?
a. Wer b. Wen c. Welchen d. Was

Aufgabe 11

Complete the sentences with the correct form of the cued words.

Bsp: Ich sehe _____ auf der Strasse. (der Mann)

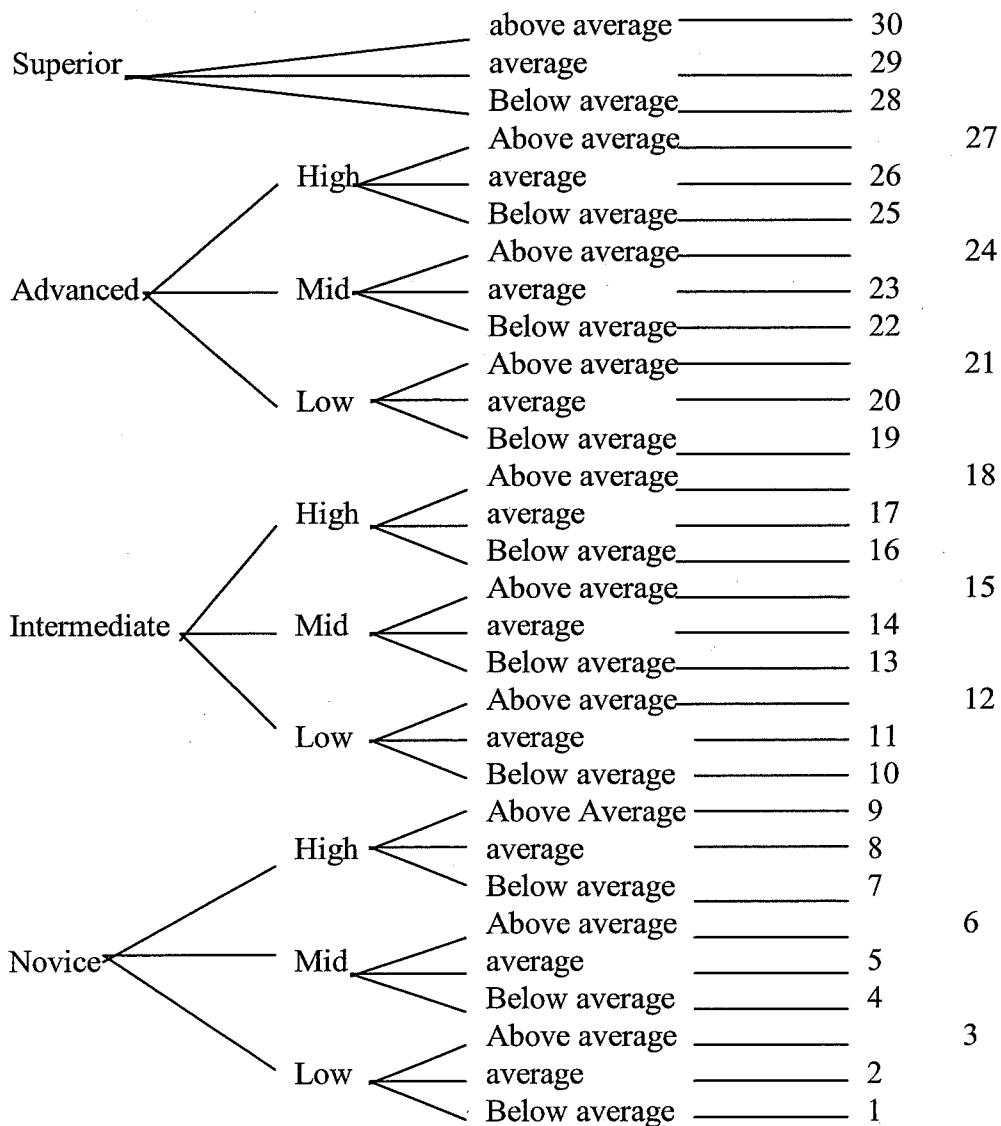
Ich sehe den Mann auf der

Strasse.

1. Der Polizist fragt _____ nach seinem Führerschein. (der Tourist)
2. Der Tourist sieht _____ böse an. (der Polizist)
3. Die Stürme beunruhigten _____. (der Bauer)
4. Wir wollen _____ durch Europa reisen. (ein Monat)
5. Ich kaufe ein Hemd für _____. (mein Bruder)

APPENDIX B: ACTFL OPI

Modification of ACTFL OPI Scale for the Purpose of this Study:



APPENDIX C: ACTFL OPI

Sample Transcript of ACTFL OPIs from form class

Student E

T = Tester

S = Student

T: Wie geht's?

S: Es geht mir gut und Sie?

T: Ja, auch gut. So wie war die finals week? War es schlimm?

S: schl....?

T: Die Prüfungswoche. Hast du viele Prüfungen gehabt.

S: Ammm Die ... Diese Prüfung ist mein .. meine ... or nach diese Prüfung ehhe ... bin ich fertig.

T: Oh schön! Und war es schwer diese Woche? Hast du viele Prüfungen gehabt. ... Du hattest Deutsch schriftlich und Deutsch mündlich und ..?

S: ehhe ... ahhe ... ich ... ich habe Arkeologie und Anthropologie und Soziologie.

T: Alles Prüfungen oder Hausarbeiten?

S: Ahhe ... ehhe .. zwei Prüfungen und ... eins Papier, paper.

T: Ja, paper, oder Hausarbeit eigentlich. Ja. Und was hast du am Wochenende gemacht? Studiert, studiert, studiert?

S: Nein

T: Letztes Wochenende

S: Ah, ja. Ha ha. Ja, ah, Es ist ... ohh .. ich bin gemacht .. no .. ich habe gemacht?

T: Mhm. Ja. Das tut mir leid. Gar nichts anders? Kein Spass? Was sagt deine Familie dazu? Dein Mann, du hast einen Mann, richtig? Hast du auch Kinder, ich kann mich nicht mehr richtig daran erinnern.

S: Ja, zwei Kinder.

T: Was sagen dein Mann und deine Kinder dazu?

S: Ehhehehe....

T: Haben sie gesagt: "Mama, Mama, wo bist du?"

S: Nein, die Kinder ... are ...alte.. altern.... So... ehhe ... ehhehe Euch studieren auch?

T: Ach, die studieren beide schon? Wie alt sind die Kinder?

S: vierundzehn und achtzehn

T: Sie hatten dann auch finals, eigentlich dann.

S: Ja.

T: Na, das ist ja dann fair. Die Mama hat studiert und die Kinder haben auch studiert. Was macht ihr für Weihnachten oder Hannukah?

S: Wir ... ehhe ... gehen ... meinen Bruder ... Hause ... Meinen B .. meine Familie .. wohnen .. or in Portland wohnen.

T: Ahh, so ihr feiert hier in Portland.

- S: Ja.
T: Feiert ihr Weihnachten oder Hannukah oder ...?
S: Weihnachten.
T: Weihnachten, okay. Und ehmm, was wirst du den Rest der Ferien machen?
... Was wirst du für den Rest der Ferien machen?
S: Ehmm, hmhm ... ehmm ... ick weiss nicht ... Ich muss schaffen gehen ...
Ich habe kein Geschenk.
T: Ups. Was hast du denn die ganzen letzten zwei Monate gemacht?
S; Ich .. ehmm ... Ich muss ein Baum kaufen .. Diese Wochenende ...
T: Ja, ich muss auch noch einen Baum kaufen., Ich hab noch keinen.
S: Ehmm ... Ich will Nickt ... einkeitszentrum ... ehmm gehen am
Wochenende.
T: Nein, es wird sehr voll sein. Wie war letztes Jahr an Weihnachten? Hast du
da auch so deine Geschenke am dreiundzwanzigsten Dezember gekauft?
Oder hast du letztes Jahr deine Geschenke früh gekauft?
S: ...
T: Dieses Jahr bist du im Stress. Du hast .. Heute ist der siebte und du hast
noch keine Geschenke. Wie war das letztes Jahr?
S; Ehmm ... ehmm ... letztes Jahr... ich habe keine Ge .. Geschenke gemacht.
.. gekauft.
T: So, hast du dann letztes Jahr keine Weihnachten gefeiert?
S: Ehh ... ehmm ... ohh ... letzte year ... ick ... nack Schule ... gekauft.
T: Ah, also dieselbe Situation wie dieses Jahr.
S; Ja.
T: Ah ja. Ahh und ehmm du hast gesagt du hast zwei Kinder. Also, sind die
Kinder sich sehr ähnlich? Oder sind sie sehr unterschiedlich?
S: Ehh, was ist unterschiedlich?
T: Sie sind anders oder gleich. Du hast gesagt einer ist fünfzehn und einer ist
achtzehn. Ja?
S: Ja.
T: Also sie sind bestimmt ... Also einer ist ja eigentlich noch ein richtiger
Teenager, und der andere ist schon fast nicht mehr ein Teenager.
S; Ja.
T: So gibt es ... sind sie anders. Sind sie sehr verschieden?
S: Ja.
T: Was ist ein Unterschied zwischen den beiden? Der eine ist fünfzehn der
andere sit achtzehn. Der eine ist gross der andere klein?
S: Ahh. ... Ehhm ... Der Sohn ist ... ist ... sehr gross ... sehr grosse. How do
you say tall?
T: Ja, das ist gross.
S: Ohh, okay. Und ... ehmm ... die Tochter ist ... eine grosse ...
T: Und was sind ihre Hobbys ... von der Tochter und dem Sohn?

- S: Was ist was...?
- T: Was sind die Hobbys von deiner Tochter und deinem Sohn.
- S: Hmm. Fussball.
- T: Beide?
- S: Ehh ... für der Sohn. Or für meine Sohn. Und ... ehmm ... mein ... meine Tochter ... sie ... hat ... einen Freund...
- T: Und das ist ihr Hobby. Das ist gut! Das mag ich. Gut okay, wir machen jetzt ein kleines Rollenspiel. Und zwar, lass mich mal sehen, was wir da haben Mhm ... Okay, du hast Kinder. Also das ist eine gute Idee. Und zwar... Ich bin der Manager von einem Haus und du ... in deiner Wohnung ist ein Fenster kaputt. Und du musst mir erklären wie es passiert ist und versuchen, dass ich es dir reparieren lasse.
- S: Okay ... Ehmm ... Guten Tag.
- T: Guten Tag.
- S: Ja ... Ich habe ... in ... meine Hause ich habe ... in meine Hause ... ehmm ... Fenster ... ehh how do you say broken?
- T: kaputt
- S: Kaputt. Okay. Fenster kaputt.
- T: So ihr Fenster ist kaputt. Ah ha.
- S: Ja.
- T: Wie ist denn das passiert.
- S: ... Mein Sohn ... ehmm ... wirft ... einen Ball ...
- T: Einen Ball in der Wohnung, also nein.
- S: Ja. Kann ich ...
- T: Also das ist dann eigentlich ihr Problem und nicht mein, es war doch ihr Sohn.
- S: Ja.
- T: Das müssen Sie selber reparieren.
- S: Ja ... Okay ... Ich will... rufe
- T: Also, Sie rufen den Handwerker an?
- S: Ich will habe meinen Mann ...
- T: Ahh, okay. Hat er eine Leiter? Er kann das, ja?
- S: Ich weiss nicht.
- T: Okay gut. Danke. ... Okay, so jetzt darfst du mir noch ein paar Fragen stellen. Du darfst mich etwas fragen.
- S: Ehmm ... Was machen Sie für Weihnachten?
- T: Ich werde mit meinem Freund und seiner Familie Weihnachten feiern.
- S: Mhm ... Ehmm ... ist ... ist .. er .. oh no ... ist ... ist ihm ... Familie in Portland.
- T: Ja, well, ja seine Mutter wohnt in Portland sein Bruder wohnt in Kalifornien, aber er kommt für Weihnachten auch hier her.
- S: Und .. was machen ... deinen Familie?

T: Meine Familie wird ganz traurig sein, weil ich nicht da bin. Und sie werden weinen. Nein, sie werden Weihnachten feiern in Deutschland mit meinen Grosseltern.

....

APPENDIX D: ACTFL OPI

Sample Transcript of ACTFL OPIs from Function Class

Student h

- T: Guten Morgen.
 S: Guten Morgen.
 T: Wie geht's.
 S: Ehh, ich bin müde. Ich ehh, ich gehat, ehh ein Rückschmerzen, Rückenschmerzen. Und sehr. Und ich schläft nicht gut.
 T: Ja, Hm, hast du oft Rückenschmerzen?
 S: Ehm, nicht sehr oft. Ein ein Wochen pro month, pro Monat, ja. Und...
 T: So, was hast du gestern gemacht?
 S: Gestern, ich lernen Greek Story und ein bisschen Deutsch, und ich ehh, habe ich ehh Sex in the City gesehen mit meinen Schwester, und ehh wie ich kochen ehh Abendessen .. für .. ja .. ja das ist alles. Habe ich sehr spät geschlaft.
 T: Was hast du gekocht?
 S: Ich gekocht ... Sie wie heisst Beef und Risotto, es ist italienisch. Habe ich gekocht, ehh, Brot, Pumpkinbrot. Habe ich gemacht eine Apfelicider für meine Familie und das ist alles.
 T: So, was ist in einem Risotto.
 S: Risotto ist ehmm, es ist Reis und ehm, ich weiss nicht, Reis in Deutsch.
 T: Ja, Reis.
 S: Ja Reis, und im Broth und dann ist Zimmer steamed und ehh das ist mit ehm Butter und Milch.
 T: Aha, und was ist dein Lieblingsessen?
 S: Mein Lieblings? Was ist Lieblings?
 T: Dein Lieblingsessen, das beste Essen der Welt?
 S: Oh, ehh, I see, in Spanish es heisst jelata. Hm, ice-cream. Das ist mein Liebling, und dann mein andere ist, ich weiss nicht, ehmm ... Pizza und Hamburger
 T: Gestern hast du aber keine Hamburger gegessen?
 S: Nein. Heute ich essen Hamburger. Das ist meine letzten Prüfung.Und dann ich gehen zum arbeiten und dann ich gehen zum Bett.
 T: Ohh, das ist so schön.
 S: I know, ehh, Ich weiss.
 T: Das will ich auch.
 S: Ja, und ich bin sehr müde für die letzte zwei Wochen.Und ich kann nicht schläfen.
 T: Also wie waren die letzten zwei Wochen? Was hast du alles gemacht in den letzten zwei Wochen.
 S: Ohh, ich, ich, habe zu viele Arbeiten, und ich, meine Kurse waren sehr

schw.. schwierig, und.. ich , ich hat fünf oder sechs Papiers geschrieben in der letzte zwei Wochen, und dann ich hat vier Prüfungen diese Woche geneehmt. So, ich,... ein, ein, viel, viel, v... ich viele , viele Arbeiten ..

T: Aber jetzt hast du Ferien?

S: Ferien? Was ist Ferien?

T: Weihnachtsferien jetzt. Du hast freivon heute bis 8.Januar.

S; Ja, in zwei Wochen, an der 23. Ich, ich, ich hat, ich geh ehh auch nach Colorado gehen. Ich will meinen family sehen und schläfen, und ich will Schnee ein bisschen, und mein Freunden sehen.

T: Das wird sicherlich schön. Gut. Warst du letztes Jahr auch an Weihnachten auch zu Hause.

S: Ehm... Wie bitte?

T: Warst du letztes Jahr an Weihnachten in Colorado?

S; Ehm, Ja, ehm, ja, ich wear in Colorado, ehm, wann war das, im Mai, ja, im Mai, mein Bruder hat Schul gefund.. gefind

T: Fertig?

S: Fertig, ja. So, ich, ich, ich, habe dann gegangen. Ich habe nicht mein Vater im in drei Monaten gesehen, und mein Vater ist in der Krankenhaus für er, er Knie. Ist haben, ein neues nee, or ist,... ja, ist haben eine neues nee ge, ge, ... ahhh, ein... hmmm, lalala.

T: bekommen

S: bekommen.... Ja, und das ist alles. Und ... ich, ich will bleiben, or ich will im Colorado für zwei Wochen blieben, und am Januar, dreizehnten, viersehnter Januar, ich will ehkh Portland kommen und arbeiten für eine Woche, und dann ein neuse Semester beginnt.

T: So wie wird dein nächstes Semester sein.

S: Ich weiss nicht.Also, ich will Deutsche nehmen, ich weiss, und ehm, ich weiss nicht, anderen Kursen....

T: Du hast ja noch Zeit. Erst sind die Ferien, und Weihnachten, und

S: Ja, und meine Neffen Geburtstag.

T: Wie alt ist er.

S: Wie alt ist mein Neffe?

T: Ja.

S: Er ist ein Jahr , er hat geboren am 1. Und Januar, ja, eins und Januar 2000. Ja. Ich war da im Krankenhaus, und ich hat trinken zu viel champagne. Meine Schwesters Wassers ist ge., ge, ... eh, wie heisst, eh, wenn eh, wenn sie hat ein Baby in ihr, in hier, und sie hatte, ich hatte eine Baby gesagt.

T: Du warst dort, toll.

S: Ja, und das ist alles in meinem Leben. Ja, hmm, nächste Woche ich habe einen neuen Haus. Ich bin umzog mit meinem Freund, er heisst HJHJHJ, und er , er er Haus. Ja, aja, ich denke es ist gut.

- T: Aha, das wird anders sein mit deinem Freund.
 S: Ja.
 T: Hast du bis jetzt allein gewohnt?
 S: Nein, ich leben mit meinem Schwester und meinem Bruder für ein Jahren. Ja, für zwei Monate ich hat geglaubt, ich möcht, ehh, umzug, und so, ich, ich ,war ehh, eine Wohnung, ehh seak, und mein Freund, hat, ehm, hat mit mich fragen, leben mit mich. So ich dacht, aha .Okay.
 T: Wo ist die Wohnung?
 S: Südost Stark Strasse. Und es ist nicht so lange zum Schule, zur Universitat und meine Arbeit, So das ist nett, und ich , ich ehh, ehm, ich glaube, da, ehm, ich glaube, dreihundert pro Monat, und das ist nett, das ist auch. Mein Lieblings ist die Tür, es ist lila und rot. Ich liebe das Tür.
 T: Wo wohnt er Stark und was ist die andere Strase?
 S: Es ist dreissig Strasse, dreissig Strasse und Stark Strasse. Ist es das was du fragst.
 T: Ja, das ist wo ich gewohnt habe,
 S: Die Hausnummer ist GHGHG.
 T: Also er wohnt auf Stark.
 S: Ja, mhm.
 T: Ja, ich wohnte auf der dreissigsten, und jetzt wohne ich auf der zweinunddreissigsten und Stark.
 S: Ja, und dann ich laufe zur Belmont strasse und nehmt den vier Autobus, nein, den fünfzehn, nein vier.

 T: So wir machen ein kleines Rollenspiel, und zwar ..., Du hast einen Pullover gekauft, und er gefällt dir nicht mehr, und du möchtest ihn umtauschen.
 S: ... ehm, ... puhh ... ehm ... das ist interessant
 Bitte, hier ist mein Pullover, und ich hat gekauft letzte Woche angekauft. Und es ist nicht gut. Der, der Knopf, drei nicht da, und es, es ist, es ist ehm, es ist nicht komfort.
 T: Ja, aber Sie haben sich den Pullover ausgesucht.Sie haben den gekauft. Sie haben vielleicht selber die Knöpfe abgemacht.
 S: Dieselbe.
 T: Sie haben die Knöpfe abgemacht, und jetzt wollen Sie ihr Geld zurück. Nö
 S: Bitte, hier ist mein, mein, mein ehh gekauftpapier und hat, ich hat letzte Woche gekauft, ehmm und und, es , es, es hat gesagt, ich hab dreissig Tage ehm to ehm für nehmt.
 T: Ja, aber wo sind die Knöpfe.
 S: Knöpfe?
 T: Knöpfe!
 S: Ich weiss nicht.Ehh, ich hat gekauftg es letzte Woche und ich hat nicht geseht es, und wenn ich möchte hat, ehh, Pullover, ehh, ehh, und ehm, wenn

es liegt an mich, es war nicht da, und ich konnte nicht, ehh nicht zusammen beide, und dann.

T: Na ja, gut okay, Sie können es umtauschen.

S: Und alles Geld.

T: Ja, gut einen Gutschein.

S: Ja, ach gut. Danke.

Ahhh, das ist so schwer, und ich hat nicht die der Worte gelernt. Pullover, und ehh, ich weiss es nicht. Es tut mir leid.

T: Ach du hast das gut gemacht. Ich glaube in Deutschland hättest du einen neuen Pullover bekommen.

S: Ich weiss nicht, was ist das?

T: Hast du denn die Bewerbung fertig für Deutschland fertig? Hast du alles Anne gegeben?

S: Ich weiss nicht?

T: Deinen Aufsatz und das Formular, und

S: Ja, und ich hat Anne gegeben zwei Wochen oder ich ein Wochen ehm, letzte Woche. Und dann sie hat ehh, ehh, mich Telefon mich gesagt, in ein paar ,.. Herr Fischer hat gesagt, er willt schreiben ein Brief für mich, ich weiss es nicht.

T: Na, viel Glück und viel Spass.

S: Danke.

APPENDIX E: Survey

Copy of Student Survey

Name: _____

Survey

Please answer the following questions with as much detail as possible:

1. Why are you studying German?
2. What was your previous exposure to German?
3. How would you describe your own language skills in German?
4. What do you plan to do with German?
5. How do you feel about using German in the real world?
6. How do you usually learn languages?
7. What do you think is the best way to learn languages?
8. Compare your language skills now to the beginning of the year?
9. How do you feel about using German in the real world now in comparison to the beginning of the year?
10. Will you take German after 203?

APPENDIX F: Essay

Copy of Student Essay

Teil II:

Beantworten Sie EINE der folgenden Fragen mit circa 250 Wörtern.

1. Was wirst du wem zu Weihnachten geben?

Bsp: Ich gebe meiner Schwester eine CD zu Weihnachten.

2. Was hast du letztes Jahr in den Weihnachtsferien gemacht?

Bsp: Ich habe letztes Jahr an Weihnachten meine Eltern überrascht.

3. Wie fühlen sich Ausländer in Deutschland. Geben Sie Beispiele aus den Texten.

Bsp: Ausländer in Deutschland fühlen sich oft als Aussenseiter, weil die Deutschen sie nicht in ihren Aktivitäten einschliessen.

APPENDIX G: Essay

Sample Essay from Form Class

Student E:

Ich will für Weihnachten meine Mutter eine Bluse kaufen. Ich will für meinen Vater einen Anzug kaufen. I habe für Weihnachten jetzt keine Geschenke kaufen. Ich muss einen Einkaufsbummel machen. Ich möchte für meine zwei Nichten viele Geschenke kaufen. Ich will wenn die Schule ist fertig, shoppen gehen. Ich habe für meinen Mann kein Geschenk. Ich weiss nicht, was ich soll für ihn kaufen. Er möchte ein bisschen teures zeug. Meine Familie und ich schenken einander am erster Weihnachtsfeiertag viele Gechenke. I will meinen Hund Spielzeug auch kaufen. Meine Grossmutter möchte Schokolade. I will fur sie Schokolade kaufen. Ich denke, dass Weihnachten ist die beste Zeit des Jahres.

APPENDIX H: Essay

Sample Essay from Function Class

Student I:

Für Ausländer die in Deutschland wohnen, kann das Leben hart sein. Viele Deutsche mögen die Ausländer nicht, weil sie nicht wie sie sind. Nach dem zweiten Weltkrieg haben die Deutschen die Ausländer gebraucht. Sie brauchen Leute zum arbeiten. Viele Staat waren zerstört, und mussten wieder auf gebaut werden. Die Ausländer waren billige Arbeitskräfte. Die Deutschen waren mehr teurer. Heute in Deutschland ist es andere. Ausländer wohnen in Deutschland, aber die Deutschen brauchen sie nicht mehr für arbeiten. Die Deutschen glauben dass die Ausländer die Arbeitsplätze wegnehmen. Einige Deutsche denken die Ausländer ruinieren die deutsche Kultur. Die Regierung macht es den Ausländer schwer, die deutsche Staatsangehörigkeit zu bekommen. Deswegen haben es die Ausländer nicht leicht. Sie können nicht Länder reisen. Es ist schwierig für sie, einen Job zu bekommen. Um die deutsche Staatsangehörigkeit zu bekommen, müssen sie fünf Bedingungen erfüllen. Ersten von der Buch sagt müssen sie die deutsche Sprache in Wort und Schrift beherrschen. Zweiten müssen sie einen einwandfreien Lebenswandel führen. Dritten müssen sie einen sicheren Job und eine Wohnung haben. Viertens müssen sie acht Jahre in Deutschland gelebt haben. Fünftens müssen sie das bedeutet ärztliche Untersuchung und im Verdachtsfall AIDS-Test haben. Ausserdem müssen sie dafür bezahlen. Manche Ausländer haben es geschafft in Deutschland heimisch zu werden, andere sind immer noch Fremde. Die Deutschen wollen Ausländer nicht. Sie machen sehr hart für ein Ausländer ein Deutscher zu bekommen. Und viele Deutschen Leute machen sie Ausländer nicht.

APPENDIX I: Syllabus

Syllabus Form Class

Ger 201 -- Herbst 2000

Senta Görtler, Privatdozentin

Büro: NH 451 P**Telefon:** 725 5294**email:** SentaClause@hotmail.com**Sprechstunde:** Montag und Mittwoch 9:00 - 10:00; Dienstag 10:00 - 11:00**Textbücher:** Deutsches Wörterbuch; Was ist Deutsch? Concise German Review Grammar**Semesterplan**1. Woche: Einführung

Montag,	25. September	Einführung	
Mittwoch,	27. September	während dem Kurs	Schriftlicher Einstufungstest
Freitag,	29. September	den ganzen Tag	Mündlicher Einstufungstest

2. Woche: Present Tense

Montag,	2. Oktober	Present Tense	
Mittwoch,	4. Oktober	Present Tense	Quiz 1
Freitag,	6. Oktober	Imperative	last day to add

3. Woche: Imperative and Modals

Montag,	9. Oktober	Imperative	
Mittwoch,	11. Oktober	Modals	
Freitag,	13. Oktober	Modals	Quiz 2

4. Woche: Future Tense

Montag,	16. Oktober	Future Tense	
Mittwoch,	18. Oktober	Future Tense	Quiz 3
Freitag,	20. Oktober	Simple Past Tense	last day to drop

5. Woche: Past Tenses

Montag,	23. Oktober	Simple Past Tense	
Mittwoch,	25. Oktober	Present Perfect Tense	
Freitag,	27. Oktober	Present Perfect Tense	Quiz 4

6. Woche: Midtermweek

Montag,	30. Oktober	Past Perfect Tense	
Mittwoch,	1. November	Past Perfect Tense	
Freitag,	3. November	während dem Kurs	Zwischenprüfung

7. Woche: Word Order

Montag,	6. November	Word Order	
Mittwoch,	8. November	Word Order	

8. Woche: Clauses and Phrases

Montag,	13. November	Conjunctions	
Mittwoch,	15. November	Infinitive Phrases	
Freitag,	17. November	Infinitive Phrases	Quiz 5

9. Woche: Cases

Montag,	20. November	Nominative	
Mittwoch,	22. November	Nominative	Quiz 6

10. Woche: Cases

Montag,	27. November	Nominative	
Mittwoch,	29. November	Accusative	
Freitag,	1. Dezember	Accusative	

Benotung:

Quizzes und Projekte	20%	Bemüfung (Verbesserung, Teilnahme, Hausaufgaben)	20%
Zwischenprüfung	20%	Schriftliche Prüfung	20%
		Mündliche Prüfung	20%

APPENDIX J: Syllabus

Syllabus for Function Class

Ger 201 – Herbst 2000

Senta Görtler, Privatdozentin

Büro: NH 451 P**Telefon:** 725 5294**email:** SentaClause@hotmail.com**Sprechstunde:** Montag 12:45 - 14:00; Dienstag 10:00 - 11:00; nach Vereinbarung**Textbücher:** Deutsches Wörterbuch; Was ist Deutsch? Concise German Review Grammar**Semesterplan**1. Woche: Einführung

Montag,	25. September	Einführung	
Mittwoch,	27. September	während dem Kurs	Schriftlicher Einstufungstest
Freitag,	29. September	den ganzen Tag	Mündlicher Einstufungstest

2. Woche: Identitätsfindung

Montag,	2. Oktober	Dein Nachbar nur ein Ausländer	
Mittwoch,	4. Oktober	Dein Nachbar nur ein Ausländer	Projekt 1
Freitag,	6. Oktober	Ausländer raus	Last day to add

3. Woche: Melting Pot

Montag,	9. Oktober	Ausländer raus	
Mittwoch,	11. Oktober	Kulturschock	
Freitag,	13. Oktober	Kulturschock	Projekt 2

4. Woche: Heimat

Montag,	16. Oktober	Heimatgefühl	
Mittwoch,	18. Oktober	Heimatgefühl	Projekt 3
Freitag,	20. Oktober	Heimat	last day to drop

5. Woche: Deutsche Heimat

Montag,	23. Oktober	Heimat	
Mittwoch,	25. Oktober	Deutschlandlied	
Freitag,	27. Oktober	Deutschlandlied	Projekt 4

6. Woche: Nationalbewusstsein

Montag,	30. Oktober	Stolz in Deutschland	
Mittwoch,	1. November	Stolz in Deutschland	
Freitag,	3. November	während dem Kurs	Zwischenprüfung

7. Woche: Ausländer in Deutschland

Montag,	6. November	Rosskastanien	
Mittwoch,	8. November	Rosskastanien	

8. Woche: Zueinanderfinden

Montag,	13. November	Lächeln für die Deutschen	
Mittwoch,	15. November	Lächeln für die Deutschen	
Freitag,	17. November	Bis heute glücklich	Projekt 5

9. Woche: Staatsbürgerschaft

Montag,	20. November	Bis heute glücklich	
Mittwoch,	22. November	Bürger Erdem	Projekt 6

10. Woche: Projektwoche

Montag,	27. November	Bürger Erdem	
Mittwoch,	29. November	Projekte	
Freitag,	1. Dezember	Projekte	

Benotung:

Quizzes und Projekte 20%

Zwischenprüfung 20%

Bemühung (Verbesserung, Teilnahme, Hausaufgaben) 20%

Schriftliche Prüfung 20% Mündliche Prüfung 20%

APPENDIX K: Lesson Plans

Lesson Plan for Form Class on 10/09**A. Warm-Up**

- Interviewfragen
- Geben Sie sich gegenseitig Befehle

B. Aktivitäten

- Ha: S. 12 A, B
- Modals: Vortrag 1, 2, 3
- die ersten drei Beispiele von A, B, C
- 4, 5
- D, E

C. Cool-Down

- Beschreiben Sie in einem Partner Ihre Pflichten für den Tag

D. Hausaufgaben:

- S. 16 A
- S. 17 B, c
- S. 18 D
- S. 19 E
- S. 25 D.1.

Lesson Plan for Form Class on 10/11**A. Warm-Up**

- Interviewfragen mit Modalverben

B. Aktivitäten

- Ha: check: S. 16 A, S. 17 B, c, S. 18 D, S. 19 E immer ab 4
- Grammatik 6, 7
- S. 21 F, G, die ertsen drei
- Beschreiben Sie einem Partner ihren Tagesablauf
- S. 14 lesen

C. Cool-Down

- Was lässt die Frau von wem machen?
- S. 16 Fragen zum Text

D. Hausaufgaben:

- S. 21 F, G
- S. 15 Aufgabe 1, 2 in Was ist Deutsch

Lesson Plan for Function Class on 10/09**A. Warm-Up**

- Aerzte Schrei nach Liebe spielen
- Fragen: über wen ist das Lied, wann wurde das Lied geschrieben

B. Aktivitäten

- Lesen: Artikel über Rassismus (jeder einen anderen Artikel)
- Fragebogen zusammenin team ausfüllen
- Rollenspiel: Ender
- Video von Solingen

C. Cool-Down

- Problem in den USA: Nennen Sie Beispiele

D. Hausaufgaben:

- Poster: Ausländer in meinem Leben

Lesson Plan for Function Class on 12/09**A. Warm-Up**

- Interviewfragen
- Die Studenten daran erinnern, dass Hausaufgaben wichtig sind

B. Aktivitäten

- S. 14 lesen zusammen
- S. 15 vergleichen von den Hausaufgaben
- S. 16 Fragen zum Text in kleinen Gruppen

C. Cool-Down

- Was dürfen, sollte, müssen die Ausländer in Deutschland machen
- Hausaufgabe erklären

D. Hausaufgaben:

- S. 16 Aufgabe 1
- S. 17 Aufgabe 2 und 3