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REAL COMMUNICATION IN ELEMENTARY FOREIGN LANGUAGE CLASSES

ARTIFICIAL VERSUS REAL COMMUNICATION  
IN  
ELEMENTARY FOREIGN LANGUAGE CLASSES

By  
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## ABSTRACT

The purpose of this study was to investigate the types and amounts of speaking activities in which beginning foreign language students engage, in order to determine how and to what extent students practice the language artificially in drills, directed dialogues and other forms of pseudo-communication, and how and to what extent they use the foreign language as a real means of communication.

Seventeen grade 10 and grade 11 German classes in Hamilton-Wentworth publicly supported secondary schools were observed, and teacher questionnaires were completed by twenty local German teachers to verify the accuracy of the observations.

The results of the observations and the questionnaires reveal that student talk in elementary foreign language classes is largely in the foreign language (86%), but that this talk falls almost exclusively in the artificial range (98%). Only 2% of everything spoken by the students in grade 10 classes was real communication in the target language. Further, the data indicate that real communication activities do not increase substantially at the grade 11 level.

Student exposure to real uses of the foreign language occurred primarily in the form of listening comprehension,

in that 75% of all real communication spoken in German in the grade 10 classes was the teacher giving instructions or making explanations. Even in this category, teachers used more English than German (61% English). In general a tendency was shown both by teachers and students to use English whenever real communication was intended.

Real communication is believed to be essential both to student motivation and to student achievement at the earliest stages of foreign language learning. Yet real communication activities rarely occurred in the beginning foreign language classes observed in this study. Teachers cited two major obstacles in achieving real communication with their first year students: their limited vocabulary and their limited knowledge of structure. Teachers who overcame these two obstacles in the observations achieved real communication via the following technique: by using the vocabulary and structure from a drill, text, or dialogue which the students had already mastered to ask the students personal questions. This technique may be utilized as a follow-up step to every practice activity from the beginning of foreign language study and needs only to be planned and practiced regularly for real communication in elementary foreign language classes to substantially increase.

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## CHAPTER I

### INTRODUCTION

#### Background

In the 1970's secondary school foreign language enrolment has steadily declined. The problem is now described as so grave, that foreign language instruction will have to change or it may disappear from the curriculum.<sup>1</sup>

Two explanations for the decrease in foreign language enrolment in recent years are, for North America in general, the removal of foreign language requirements by universities,<sup>2</sup> and for Ontario in particular, Ministry Guidelines granting students more freedom in electing courses and reducing the number of credits required for graduation.<sup>3</sup> This relaxation of requirements has been followed by a decline both in the French enrolment in the Province<sup>4</sup> as well as in other-language enrolment. The steady decrease in the latter category over the past four years is reflected in Table 1.

An important factor in this low enrolment is the consistently high dropout rate after the first year of language study. Both U.S. and local statistics indicate that approximately 50% of the students who enrol in a foreign language course drop out after one year.<sup>5</sup>

In an effort to offset the alarming dropout figures, surveys have been conducted to determine what students want



TABLE 1

ENROLMENT IN LANGUAGES OTHER THAN OFFICIAL LANGUAGES,  
ALL DIVISIONS FOR PUBLICLY SUPPORTED SECONDARY  
SCHOOLS IN THE PROVINCE OF ONTARIO,  
SEPTEMBER 1972, 1973, 1974 AND 1975

	FOREIGN LANGUAGE ENROLMENT	SCHOOL ENROLMENT	% STUDENTS ENROLLED IN FL
1972	55,604	583,013	9.58%
1973	53,398	585,725	9.12%
1974	51,610	589,650	8.75%
1975	51,054	605,160	8.44%

Source: From Table 4.17, "Education Statistics," Ministry of Education, Ontario, 1975, 50. Totals include Guideline and Experimental Courses taught in English and French schools.

and expect from foreign language study and to identify the causes of student dropout. The results of these studies are as follows:

An extensive survey conducted among secondary school students in Toronto in June 1972<sup>6</sup> revealed "interest in learning new languages" to be the most important reason for enrolling in a foreign language course.<sup>7</sup> Interest was chosen over other reasons such as travel, career, culture, and university preparation.

More specifically, interest in learning foreign languages appears to be an interest in learning to speak the language. A study conducted among 500 secondary school students in Erie County, New York in 1973<sup>8</sup> reports "oral communication" or "ability to speak the language in various

situations" as the students' main goal.<sup>9</sup>

The major factor in foreign language dropout in a 1971 survey among 443 secondary school students in Connecticut<sup>10</sup> was loss of interest.<sup>11</sup> The majority of French and German students in the North York survey in Toronto, on the other hand, cited such problems as: "too difficult," "marks are low," "too much memorization," and "trouble remembering," as main reasons for dropping the foreign language course.<sup>12</sup> The dropout factors identified by these two studies--loss of interest in the former, and difficulty in achievement in the latter--rather than being contradictory, appear to be related. Savignon concluded from her experiment in communicative competence with first year French students at the University of Illinois in 1972<sup>13</sup> that interest in learning a language is a function of past success.<sup>14</sup> "To the extent that the student does well in his foreign language course, he will want to continue." Even the highly motivated student loses interest if he fails to do well.<sup>15</sup>

Rivers also links loss of interest with lack of achievement and identifies this lack of achievement more specifically as a failure to acquire the speaking skill:

Students come to the study of a foreign language in high school with the strong conviction that "language" means "something spoken." They are often discouraged and lose interest when they find that foreign language study is just like other school subjects: "Learning a whole lot of stuff from a book," and that being able to speak the language is some far-distant goal, attainable only after years of uninteresting labor.<sup>16</sup>

She explains further that if students believe the goal of the course is to "develop the powers of communication in the foreign language," but they do not achieve "facility in normal conversation situations," they become discouraged.<sup>17</sup>

Although the present study deals primarily with secondary school foreign language instruction, it is interesting to note that dissatisfaction with the speaking aspect of their courses was also emphasized by university language students in a departmental opinion questionnaire administered at the University of Texas in 1972.<sup>18</sup> In the essay portion of the questionnaire students made such comments as "I have had \_\_\_\_ years of language and I still can't say a word." The most frequently mentioned item was the need for more speaking practice. The students did not show a preference for the audio-lingual approach,<sup>19</sup> but wanted an opportunity to use what they were learning and what they really wanted to master in some kind of controlled classroom activity. Beyond studying grammar, they wanted to use the language as a "living language."

In summary, the results of the above-mentioned studies suggest that most students elect a foreign language out of an interest in learning to speak the language, and that many of these students lose interest and drop out because they feel they make no advance in learning to converse in the language.

### Purpose of the Study

Loss of interest in the foreign language course and lack of achievement in the speaking skill, the two factors identified above which influence dropout, may be related to the kinds of speaking activities in which the student engages in the beginning foreign language course. Since the audio-lingual revolution of the 1960's, providing a sufficient amount of practice in the target language is no longer a major problem. In 1963 a national U.S. survey of high schools and universities determined that foreign language classes spend about half of their time in the foreign language without English and that grammar discussion in English averages well under 20% of class time.<sup>20</sup>

Whereas the above study investigated how much foreign language was spoken, an area which has been widely discussed but has not yet been researched is what kind of talk takes place in the target language. It is not difficult to keep students talking artificially in the foreign language through audio-lingual methods of mimicry-memorization and drill. Most educators agree, however, that in addition to the many forms of language practice, students must also experience using the foreign language for real purposes, to communicate what they themselves have chosen to say, if they are to achieve a level of facility to converse in the foreign language.<sup>21</sup>

The purpose of this study was to describe foreign language classroom speaking activities in order to determine if they provide the beginning student with experiences in using the language for real purposes, beyond manipulation and practice. The study seeks to answer the following question: How and to what extent do beginning foreign language students practice the foreign language artificially, and how and to what extent do beginning foreign language students use the language as a real means of communication?

### Procedures

#### Definition of Speaking Categories

The first step in investigating classroom speaking activities was to develop an observation instrument which defines all categories of speaking activities, locating them in a sequence from total linguistic dependence to total linguistic independence on the part of the speaker for the purpose of real communication. The four categories were defined as (1) No Selection: the student is totally dependent on a text or the teacher, making no selection of grammatical forms or content; (2) Manipulation: the student performs drills, selecting grammatical forms, but not content; (3) Pseudo-communication: the student selects grammatical forms and content, but for the sake of pseudo-communication, staged for language practice; and (4) Real Communication: the student is in complete charge of

selecting grammatical forms and content, for the purpose of conveying or obtaining information.<sup>22</sup>

### Observations

After defining the categories of speaking activities, nine grade 10 German classes (Level I German) in publicly supported secondary schools of Hamilton were observed to determine the frequency of occurrence of the various categories of speaking activities. Five grade 11 German classes were also observed. Since educators warn that real communication activities are necessary from the beginning and should not be postponed until more advanced classes, a comparison of grade 10 and grade 11 talk was made to determine if teachers tend to postpone real communication until more advanced classes.<sup>23</sup>

### Teacher Questionnaires

Questionnaires prepared by the researcher were completed by twenty German teachers in Hamilton-Wentworth, in which the teachers stated directly how often specific speaking activities occur in their classes.

### Significance

Foreign language courses are strictly electives in today's curriculum, and as such must appeal to student interests or needs if they are to compete with spare periods or less demanding electives. This study attempts to shed light on whether the student's interest in learning to

communicate in the foreign language is being met at the beginning level, when he must make the decision to continue or to drop out, by identifying the kinds and amounts of speaking activities in which the student engages in the beginning foreign language class.

This descriptive study could lay the groundwork for subsequent experimental investigations of the effect on motivation, achievement and dropout of changes in the kinds and amounts of speaking activities identified by this report, particularly the effect of an increase in real communication in beginning classes.

Foreign language classes locally and elsewhere are already being cancelled due to low enrolment and high rates of attrition.<sup>24</sup> The scope of this report does not allow a discussion of the value of foreign language study for secondary school students. It focusses rather on those students who themselves found sufficient motivation to enrol in the beginning foreign language course, but then dropped out from disappointment. Studies such as the present one could assist in reversing the serious downward trends in enrolment and help secure the position of foreign language courses in the secondary school curriculum.

In chapter II the types of speaking activities recommended by foreign language educators will be reviewed with particular emphasis on the nature and importance of real communication. In chapter III procedures used in this study

for determining the frequency of occurrence of the various types of speaking activities will be reported in detail. The results of the investigation will be presented in chapter IV. An analysis of the results, the implications and recommendations for further study will be presented in chapter V. Chapter VI provides a summary of the report.



## FOOTNOTES TO CHAPTER I

<sup>1</sup>For Ontario see W. T. Mitchell, Min. of Education, Canadian Modern Language Review (CMLR), XXX (March 1974), No. 3, 262. For the U.S. see John Berwald, "An Assessment Study of Innovative High School Foreign Language Programs" (unpublished Ph.D. dissertation, Ohio State University, 1971), 9-10; Lorraine Strasheim, "The Anvil or the Hammer: A Guest Editorial," Foreign Language Annals (FLA), 4 (Oct. 1970), 53; David E. Wolfe and Leland W. Howe, "Personalizing Foreign Language Instruction," FLA 1 (Oct. 1973), 81.

<sup>2</sup>For Ontario see Francoise Howard, "Teacher Preparation for Student-Centered Learning in Modern Languages," CMLR, XXX (Oct. 1973), 20. Also Muriel McCuaig, "Concerns and Trends in the Teaching of French," The Board of Ed. for the Borough of York, CMLR, XXX (Oct. 1973), No. 1, 13; R. C. Gardner and P.C. Smythe, "Motivation and Second-Language Acquisition," CMLR, 31 (1975), Nr. 3, 221. In the U.S. see Norma Klayman, "Views of Secondary School Educators on the Foreign Language Requirement in Higher Education," Modern Language Journal (MLJ), LIX (April 1975), No. 4, 173.

<sup>3</sup>The credit system is explained in Circular H.S.1, Ontario Ministry of Education, 1975-77. See also McCuaig, 13; Howard, 20-21; Gardner and Smythe, 221; Robert McConnell, "Currents in Contemporary Moderns Teaching," CMLR, XXX (Oct. 1973), No. 1, 49.

<sup>4</sup>For a comparison of the drop in French for all provinces, see Gardner and Smythe, Figure 1, 220.

<sup>5</sup>For statistics on the U.S. dropout rate see Robert Lafayette, "An Investigation of Causes Leading to Early Attrition in Foreign Language Study" (unpublished dissertation, Ohio State University, 1971), 16; Theodore Mueller and Robert Harris, "The Effect of an Audio-Lingual Program on Dropout Rate," MLJ, L (March 1966), No. 3, 135; Virginia Wilson and Beverly Wattenmaker, Real Communication in Foreign Language, The Adirondack Mountain Humanistic Education Center, Springfield Road, Upper Jay, NY, 6. Ontario statistics are not readily available for the dropout after grade 10, since enrolment statistics for grades 9 and 10, and 11 and 12 are combined. A study by this researcher in nine Hamilton secondary schools revealed a dropout rate after grade 10 German of 55%, with a dropout after grade 11 of 31%.

<sup>6</sup>The study was made by the Board of Education, North York, 1972, and reported by Isabel Fram in a series of Research Reports for French, German, Italian and Spanish.

<sup>7</sup>Only the French study, which involved 498 students in 18 schools, and the German study, which involved 261 students in 12 schools, are considered here. Reporting interest as the major reason for electing a foreign language course were 79.5% of grade 9 French students (p. 6 of grade 9 French report), 82.8% of grade 10 French students (p.7 of grade 10 French report), 87.3% of grade 12 French students (p. 6 of grade 12 French report), and 88.1% of grade 11 German students (p. 7 of German report.) Note that the German study was conducted only at the grade 11 level.

<sup>8</sup>The study was conducted in two school districts in Erie County, New York, by Anthony Papalia of the State University of New York at Buffalo. See "Students, Parents, and Teachers as Data Sources for Determining Foreign Language Instructional Goals," FLA, (Oct. 1973), 117-119.

<sup>9</sup>Ibid., 118. Skills related to travel were also ranked high by the students. Other choices were oral comprehension, reading, writing, culture, and career. Teachers, on the other hand, emphasized (1) understanding the FL when it is spoken, (2) understanding the foreign culture, and (3) learning to speak, read and write the FL.

<sup>10</sup>The study was conducted by a random sample survey of small, medium and large schools in Connecticut. See Kenneth Lester, "Factors Related to Dropout Between Levels Two and Three of Modern Foreign Language Study in the Public Secondary Schools of Connecticut" (unpublished dissertation, Boston University, 1971).

<sup>11</sup>Ibid., vi. The study failed to support the hypotheses that low aptitude and negative attitude towards the teacher were significant factors in dropout after Level 2.

<sup>12</sup>The highest ranked reason for dropout: "Prefer another option" sheds little light on the problem, since it is not specified why the students preferred another option. There may be a causal relationship between "Prefer another option" and the other reasons reported above--too difficult, low marks, trouble remembering, etc.

<sup>13</sup>For this and the following see Sandra J. Savignon, Communicative Competence: An Experiment in Foreign Language Teaching, Language and the Teacher: A Series in Applied

Linguistics, Vol. 12, The Center for Curriculum Development, 1972, 16, 162-63.

<sup>14</sup>This is in contrast to Lambert, et al, (1961), who emphasized the importance of initial motivation in predicting success. Savignon explains that Lambert measured attitude several months after the course had begun, and for students in first, second and third year of study. Results of her study indicate that achievement influences attitude, rather than vice versa. Cf. Savignon, 162-63.

<sup>15</sup>Jakobovits states the same conclusion negatively: "It is well known that lack of achievement in a subject lowers student motivation." See L. A. Jakobovits, Foreign Language Learning, A Psycholinguistic Analysis of the Issues, 1970, 248.

<sup>16</sup>Wilga Rivers, Teaching Foreign Language Skills (Chicago: University of Chicago Press, 1968), 161. Also Pimsleur in his study of underachievers found them most interested in speaking the language. See P. Pimsleur, D. M. Sundland, and R. D. McIntyre, Under-Achievement in Foreign Language Learning (New York: MLA, 1966), 6.

<sup>17</sup>Wilga Rivers, The Psychologist and the Foreign Language Teacher (Chicago: University of Chicago Press, 1964), 57.

<sup>18</sup>For this and the following see John L. Walker, "Opinions of University Students about Language Teaching," FLA, 7(1) 1973, 102-103.

<sup>19</sup>Mueller and Harris actually attributed a high dropout rate to a rigid audio-lingual approach. See Mueller and Harris, 133.

<sup>20</sup>Scarvia B. Anderson, Lynn K. Gaines, and Rosemary Russell, A Survey of MFL Instruction in High Schools and Colleges, Princeton, N. J., Educational Testing Service, 1963, 4-15. The results reflect responses from 1,210 secondary schools chosen by random sample from the entire list of 23,537 U.S. secondary schools, and responses from 425 colleges chosen by random sample from the total list of 1,987 U.S. colleges. In this survey teachers completed questionnaires in which they estimated the amount of time spent in various activities.

<sup>21</sup>Real communication as an essential step in the language learning process is emphasized, to name only a few, in the following: Wilga Rivers, Teaching Foreign

Language Skills; Rivers, Speaking in Many Tongues: Essays in Foreign Language Teaching (Rowley: Mass: Newbury House, 1972); D. Hicks, "Real Conversation?" English Language Teaching (ELT) 3:57-68; Adrian Palmer, "Teaching Communication," Language Learning (LL), 20 (1970), 55-68; John Macnamara, McGill University, "Nurseries, Streets and Classrooms, Some Comparisons and Deductions," MLJ, 57 (1973), No. 5-6, 250-54.

<sup>22</sup>Support for this choice of categories is detailed in Chapter III.

<sup>23</sup>For more detailed discussion of the importance of real communication from the beginning of language study see Chapter II.

<sup>24</sup>Interviews with teachers revealed that in some schools grade 10 German is cancelled if fewer than thirty students enrol. This policy is based on attrition statistics which indicate that too few students would be left from the original thirty after two years to justify a third year German class. Since the program could very likely not be carried through for the intended three-year sequence, the entire program is cancelled, or postponed for one year.

## CHAPTER II

### REVIEW OF LITERATURE

The goal of secondary school foreign language students was presented in the introduction to this study as a facility to communicate in the foreign language, and disappointment in learning to converse in the foreign language was identified as a possible factor in the large dropout rate after the first year of language study. In this chapter the literature on the problem of achieving communication in a foreign language will be reviewed: first, by outlining the speaking activities prescribed by current teaching approaches, all of which propose a sequence of activities leading toward the goal of real communication; and secondly, by examining in particular the final step in the sequence, real communication--its nature and importance.

#### Sequence of Speaking Activities Prescribed by Current Teaching Approaches

##### Audio-Lingual

The audio-lingual approach, as described by Brooks, involves "the establishment of a set of habits that are both neural and muscular, and that must be so well learned that they function automatically."<sup>1</sup> The approach is based on Skinnerian principles that language, like all other behavior, is conditioned by a process of stimulus-response.

These principles applied to foreign-language learning require that responses be reinforced immediately, and that patterns be practiced until they become automatic. These tenets led to the mimicry-memorization and pattern drills characteristic of the audio-lingual approach and the use of the language laboratory for the immediate reinforcement and drill to the point of saturation. Grammar rules were de-emphasized, usually learned inductively after extensive pattern practice.<sup>2</sup>

Although this approach has often been described as a "mechanical" one as opposed to a "thoughtful" one,<sup>3</sup> actually a sequence of activities was very soon proposed by the proponents of this approach in which only the beginning stages were purely mechanical. Diller describes "the linguistic sequence" in learning to speak as follows:

A. Mimicry-memorization: Imitation of the speaker and memorization of patterns. Emphasis on accurate pronunciation. Pattern sentences, dialogues, story narration, songs, poems, etc.

B. Recombinations: Drills in manipulating sections of sentences. Recombining of known patterns. This is an important step in establishing flexibility in speaking to offset the rigidity of rote dialogues and to develop ingenuity in constructing desired responses. Since natural conversation is never a pre-arranged push-button-response affair, one must learn to have accuracy and flexibility in the use of the foreign language.

C. Pattern Alterations: Basic parts of learned patterns altered by means of substitution (morphological changes). Subject-verb, noun-adjective agreements; time (tense) changes indicated through inflectional changes, etc.

D. Spontaneous Expression: Recall of sounds which convey ideas, observations, and emotions. This is the ultimate goal in speaking.

The sequence of activities advances in this model from mimicry-memorization, in which the student makes no selection of his own, to spontaneous expression, in which the student uses the language to convey information. Hok describes basically the same sequence when she speaks of manipulating the foreign language in the various drills (repetition, substitution, conversion, pyramid and combination) in order to reach the goal of "a natural utterance."<sup>5</sup> And Politzer recommends a gradual relaxation of teacher control proceeding from "absolutely rigid control" in repetition drills, to more freedom in substitution exercises, then to transformations, and finally to use of the pattern independently in a personal context, for the purpose of self-expression.<sup>6</sup>

#### Cognitive-Code

The cognitive-code approach is based on Chomsky's theory that "language is not a 'habit structure.' Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and new patterns in accordance with rules of great abstractness and intricacy . . . . There are no known principles of association or reinforcement, and no known sense of 'generalization' that can begin to account for this characteristic 'creative' aspect of normal language use."<sup>7</sup> He explains language rather as an innate capacity to



internalize a "generative grammar--a system of rules that can be used in new and untried combinations to form new sentences and to assign semantic interpretations to new sentences."<sup>8</sup>

Chomsky himself is "skeptical about the significance for the teaching of languages, of such insights and understanding as have been attained in linguistics and psychology," stating that neither linguistics nor psychology "has achieved a level of theoretical understanding that might enable it to support a 'technology' of language teaching."<sup>9</sup> Chomsky's theory has, however, had an impact on second-language learning in the form of a re-emphasis on rule-learning. Although the cognitive code-learning theorists agree with the audio-lingualists that speech is an unconscious or automatic process, they believe that the procedure for developing the speech skill must be a conscious one and therefore place primary emphasis on comprehension of structure.<sup>10</sup> This differs from the audio-lingual approach in that practice occurs after presentation of the grammatical rules, and the purpose of the practice is not to achieve mechanical automaticity, but to practice composing original responses by cognitive processes.<sup>11</sup>

It is important to note here that these two conflicting theories of language learning do not result in very different overt steps in the actual learning process.



Regardless of "how" the learning is believed to take place--whether by an innate capacity or by habit formation--the sequence of overt activities remains very much the same. Both approaches begin with totally dependent speech in the form of repetition (by the audio-lingualists for habit formation, by the cognitive-code theorists for phonology) and proceed through practice stages of whatever kind to the ultimate goal of totally independent linguistic response.

### Individualized Instruction

A third approach (which could involve both the audio-lingual and the cognitive code, as well as other approaches) is individualized instruction. This approach is intended to meet the needs of the individual students by individualizing "according to course objectives, rate of learning, method of learning, content of learning, or a combination of two or more of these approaches."<sup>12</sup> Thus, if the course is individualized according to method of learning, the student may choose between a habit-forming (audio-lingual) or more rational (cognitive code) approach. Regardless of the method followed, the procedure remains the same. Disick emphasizes that the ultimate teaching goal is to develop communication competence, and that "drills and exercises remain undeniably essential prerequisites to free communication."<sup>13</sup> She classes these activities from the simplest to the most complex as follows:

Stage I. Mechanical Skills. Students make discriminations, repeat, recite, or copy without necessarily understanding the material they are dealing with.

Stage II. Knowledge. Students know and understand the facts and rules they have been taught. Their responses vary little from those originally learned.

Stage III. Transfer. Students apply their knowledge in new situations such as oral drills or guided writing exercises. Student performance is controlled and predictable. The drill and exercise material consists of recombinations of familiar vocabulary and structure.

Stage IV. Communication. Students use the language creatively either to understand new information or to express their own ideas. The material to be comprehended may contain unfamiliar linguistic elements. Student responses are not entirely predictable. Some performance at this stage should be a goal of all foreign-language courses.

Stage V. Criticism. Having largely overcome most major communication difficulties, students focus primarily on analyzing and evaluating material presented to them. Performance at this stage may be the goal of advanced language, literature, and culture courses.<sup>14</sup>

### Importance of the Complete Sequence

The failure of many language programs to achieve the goal of real communication has been attributed to a failure to properly emphasize all stages of the language-learning sequence. Frequently, new approaches are reactions to the weaknesses of previous approaches and consequently overemphasize or underemphasize essential activities.

Grittner explains:

Proponents of pattern practice see the technique as the link which had heretofore been missing in the chain of skill development which begins with dialog memorization and ends when the student is able to apply language patterns spontaneously to express what he wants to say in an unanticipated situation. To be fluent in a foreign language the student must have an immediate command of all the sounds, structures, and word-order sequences which are used commonly by native speakers. The drill is intended as a means of providing systematic

practice on these elements so that the student has the potential for free conversation.<sup>15</sup>

He has found, however, that "overenthusiastic proponents of the drill have tended to use it to the exclusion of other techniques which are needed to produce free responses in the new language."<sup>16</sup> Politzer also warns in his discussion of pattern practice that "failure to let the student 'generate' patterns rather than just 'manipulate' them may result in a student who goes through a training program without making a single mistake--but also without learning to express himself in the foreign language."<sup>17</sup>

In Rivers' view, for a language program to be successful there must be adequate learning at both the mechanical, lower level of manipulation and the rational, upper level of selection or "the level of expression of personal meaning."<sup>18</sup> She finds that the audio-lingual approach is effective in developing the lower-level manipulative skill, which involves "certain automatic connections, verb endings . . . , rigid word order, question forms, negations," but that it unfortunately neglects the upper levels of selection and self-expression. On the other hand, a program which emphasizes the cognitive rule-learning aspects of language and neglects the lower-level automatic responses which must be acquired by the mechanical process of repetition and drill will also fail to produce a level of free expression, resulting instead in

hesitant speech. She emphasizes therefore that "we cannot neglect either level."<sup>19</sup>

Paulston also sees a sequence in structural pattern drills, which she divides into three categories--mechanical, meaningful, and communicative:

A mechanical drill is defined as a drill where there is complete control of the response, where there is only one correct way of responding . . . . In a meaningful drill there is still control of the response (although it may be correctly expressed in more than one way and as such is less suitable for choral drilling), but the student cannot complete the drill without fully understanding structurally and semantically what he is saying . . . . In a communicative drill there is no control of the response. The student has free choice of answer, and the criterion of selection here is his own<sup>20</sup> opinion of the real world--whatever he wants to say.

She emphasizes that "there should be an orderly progress from mechanical drilling through meaningful to communicative drills . . . . We then need to proceed systematically, not leaving out any one step."

#### Real Communication: Its Nature and Importance

Although the literature on the problem of language learning consistently proposes a sequence of steps, all of which are deemed essential to language mastery, special attention is given here to one of these steps--frequently termed real communication--because of its nature and importance.

In each of the teaching approaches described in the beginning of this chapter, real communication was listed

as the final step in the language-learning process. It was defined as the conveyance of ideas, observations, and emotions, or the free, uncontrolled expression of one's own ideas.

Real communication was presented in the introduction to this study as the goal of foreign language students. That communication in the foreign language is the goal of foreign language methodologists and teachers is also overwhelmingly attested. Grittner, for example, has suggested that all classroom practices should be evaluated on the basis of whether or not they "promote direct, spontaneous communication in the target language."<sup>21</sup> Wilkins says that "our aim for language learners" is "that they should be able to produce and receive communication in the language."<sup>22</sup> Rivers says the ultimate purpose is expression or real communication.<sup>23</sup> According to Palmer, "the ultimate goal of language learning is communication."<sup>24</sup> "Das echte Sprechen" is emphasized by Rott.<sup>25</sup> Politzer defends pattern practice only if it leads to the creation of the ability "to communicate in the foreign language."<sup>26</sup> Referring to the foreign language teachers in Ontario, Mitchell says that they "purport to teach the language as a means of communication."<sup>27</sup> And Laws affirms that the current programmes in Ontario attempt "to lead the student from closely restrained automatic behavior to realistic conversation."<sup>28</sup>

Thus, the role of real communication is twofold. It is at once the goal of foreign language study, and also the essential final step toward achieving that goal. In Rivers' words: "To develop skill in communication in the foreign language the student must have continual practice in communicating, not merely in performing well in exercises, no matter how carefully these may have been designed."<sup>29</sup> "Preoccupation with other aspects of the work must not be allowed to whittle away the time spent in this activity."<sup>30</sup> Also Rott explains: "Insofern ist das Sprechen nicht nur ein Ziel des neusprachlichen Unterrichts, sondern gleichzeitig ein hervorragendes Mittel der Spracherlernung überhaupt."<sup>31</sup>

The principle that real communication is not only the goal but is itself the means to the goal is the rationale behind a "second language plus content subject," as explained by Tucker: "The theoretical rationale for such an approach is that the student can most effectively acquire a second language when the task of language learning becomes incidental to the task of communicating with someone . . . about something . . . which is inherently interesting to the student."<sup>32</sup>

Macnamara goes so far as to suggest that the main difference between the child's rapid learning of a second language on the street with playmates and the foreign language in the classroom is that the student sees the

language as something to be learned. The child is not interested in language per se, but in what it communicates.<sup>33</sup>

As the final step in the learning sequence, real communication should not be left to chance extra-curricular activities, but rather should be a regularly planned classroom activity. And because of its importance to motivation and achievement, real communication should be practiced from the beginning of foreign language study. Politzer explains that in order to keep student motivation alive, more is needed than to "hold out the promise of reward to be earned in the distant future. The idea of progress and its motivating force must therefore not only be built into the curriculum, but must be part of its individual components. It must be part of each unit, each lesson, each drill."<sup>34</sup> Since progress is measured by how close the student comes to the ultimate goal of free expression, Politzer continues by explaining that self-expression not only keeps alive the student's motivation, but also effects achievement by teaching "him how to make the expressions and patterns of the lesson part of his active knowledge, how to transfer them from the contexts in which he has learned them to contexts in which they may be of use to him."

Rivers also relates self-expression to motivation and achievement. As for motivation, she explains that

drills at the early stage which do not lead immediately to communication result in boredom. Students are not willing to wait until some far-distant future time to begin using what they supposedly are learning.<sup>35</sup>

As for achievement, she explains:

It is not sufficient for him to use a pattern to complete an exercise or to answer as the teacher requires; he must practice selection, from the earliest stages of instruction, in an attempt to combine what he knows and what he is learning in the expression of a message he has personally chosen . . . . No matter how simple the pattern, it is important in the communication system for its possibilities of occurrence and combination, and it takes its place in the second-language system the student is building up as soon as it becomes a medium of communication, rather than a simple manipulative operation."<sup>36</sup>

In other words, "production must be regarded as preliminary . . . so that from the earliest stages all learning activities lead to some form of real communication rather than remaining at the level of pseudocommunication through imposed utterances."<sup>37</sup>

The importance of, contrasted by the neglect of, self-expression at the early stages of language learning has also been expressed by Diller:

Conversation . . . is the ultimate goal in language learning and now as always the major problem in any foreign-language curriculum is how to move the student from the mechanical stage of language manipulation to a degree of real communication and free expression . . . . Personal expression must begin at the initial stages of language learning; but unfortunately the critical question of how the student is to formulate his own ideas in the foreign language is often overlooked or disregarded at the early stages of skill development. But from the outset some simple form of



question-and-answer pattern in which the decision of what to communicate rests on the speaker, is certainly possible.<sup>38</sup>

Salama also emphasizes the seriousness of neglecting real communication at the early stages of language learning:

The well-known techniques are repetition, substitution, addition, combination, and transformation drills. These techniques are effective for habit formation and to give physical practice in producing the sound combinations of the language. But no one can pretend that, when nothing but pattern practice is given, the learners are communicating their own ideas or responding to natural cues and people in their environment. Pattern practice needs a follow-up step of application which is as immediate and as frequently and regularly repeated as any pattern practice. A transition from pattern practice to natural speech is needed.<sup>39</sup>

Grittner, who values the drill for developing "an immediate command of all the sounds, structures, and word-order sequences," attributes the success or failure of a course to the presence or absence of the follow-up step of free expression. "Whether or not the students actually develop the ability to converse freely depends upon teacher and student followup[sic](or lack of followup)."<sup>40</sup>

The most convincing evidence for the necessity of this follow-up step is provided by Savignon. In her experiment on communicative competence those students who had been given the opportunity in class to use the linguistic knowledge for real communication were able to speak French at the end of the study when the tests of communicative competence were administered. The students in the control group and the other experimental group, who had received the same language instruction except for

the follow-up step of real communication experiences, were not able to speak French.<sup>41</sup> The speaking tests included discussion, interview, reporting, and description activities. In each section the student was evaluated not on correctness of grammar but on the amount and the accuracy of the information he was able to obtain or convey in the target language.<sup>42</sup>

### Implications

The implications of this language-learning sequence are of utmost importance to the everyday activities of the foreign-language teacher. In light of the agreement on the necessity of all stages of the sequence from the very beginning of language study, it follows that the effectiveness in terms of motivation and achievement of any language program, textbook, or lesson plan can be predicted on the basis of how adequately each stage is represented. Overemphasis of the higher levels of selection with insufficient preparation at the lower levels could explain speech hesitancy. Overemphasis of the mechanical end of the sequence at the early stages to the exclusion of self-expression could explain much of the lack of achievement in the speaking skill and loss of interest in the subject.

While much has been written on the need for all stages of speaking activities and particularly for real communication experiences from the beginning of foreign

language learning, no study known to this researcher has been conducted to determine to what extent these proposals are being carried out.

In chapter III the procedures used in this study for determining how and to what extent each of these types of speaking activities occurs in beginning foreign language classes will be described.

## FOOTNOTES TO CHAPTER II

<sup>1</sup>Nelson Brooks, Language and Language Learning (New York: Harcourt, Brace and World, 1964), 21.

<sup>2</sup>For thorough expositions of the audio-lingual approach see Brooks; Robert Lado, Language Teaching (New York: McGraw Hill, 1964), especially 99-112; Wilga Rivers, The Psychologist and the Foreign-Language Teacher, especially 26ff, and Rivers, Teaching Foreign Language Skills. Concise summaries are given by Kenneth Chastain, "The Audio-Lingual Habit Theory Versus the Cognitive Code-Learning Theory: Some Theoretical Considerations," reprinted in Robert C. Lugton, Toward a Cognitive Approach to Second-Language Acquisition (Philadelphia: The Center for Curriculum Development, 1971), 112-114, and by Renee Disick, Individualizing Language Instruction: Strategies and Methods (New York: Harcourt Brace Jovanovich, 1975), 13-21.

<sup>3</sup>Chastain, 113f.

<sup>4</sup>Edward Diller, "The Linguistic Sequence in Learning Foreign Languages," reprinted in Eberhard Reichmann, The Teaching of German: Problems and Methods (Philadelphia: Carl Schurz, 1970), 89.

<sup>5</sup>Ruth Hok, "Oral Exercises: Their Type and Form," reprinted in Reichmann, 144.

<sup>6</sup>Robert Politzer, "The Macro and Micro Structure of the Foreign Language Curriculum," reprinted in Reichmann, 86.

<sup>7</sup>Noam Chomsky, "Linguistic Theory," Language Teaching: Broader Contexts, ed. Robert Mead (Northeast Conference on the Teaching of Foreign Languages, 1966), 44.

<sup>8</sup>Ibid., 46.

<sup>9</sup>Ibid., 43. For a thorough investigation of the impact of Chomsky's theory on foreign language teaching see Pedro Dominguez-Flores, The Impact on Second Language Teaching of Chomsky's Theory (unpublished thesis, University of Toronto, 1973), especially 57: "... the impact of TG grammar in creating new types of drills based on a sounder description of language structures has been non-existent." Also 65: "An examination of recent second language text books shows just how little of any consequence has been contributed by the theory of transformational grammar itself to the development of teaching materials (Lammendella)."

<sup>10</sup>Chastain, 120.

<sup>11</sup>For expositions of the cognitive code-learning approach see Weber Donaldson, "Code-Cognition Approaches in Language Learning," reprinted in Lugton, 132f; Chastain, 114-117.

<sup>12</sup>Disick, 57.

<sup>13</sup>Ibid., 43.

<sup>14</sup>Ibid.

<sup>15</sup>Frank M. Grittner, Teaching Foreign Languages (New York: Harper and Row, 1969), 209.

<sup>16</sup>Ibid., 20.

<sup>17</sup>Robert Politzer, "Pattern Practice," reprinted in Reichmann, 138.

<sup>18</sup>For this and the following see Wilga Rivers, "Teaching Foreign-Language Skills," address delivered in Toronto at the Ontario Institute for Studies in Education, 1970, reprinted in Alice Weinrib, ed., A Study Guide to Accompany Wilga River's Teaching Foreign Language Skills (Toronto: OISE, 1972), 11.

<sup>19</sup>Ibid. Cf. also Teaching Foreign-Language Skills, 78.

<sup>20</sup>For this and the following see Christina Paulston, "Structural Pattern Drills: A Classification," FLA, 4 (1970), 189-193.

<sup>21</sup>Grittner, 172.

<sup>22</sup>David A. Wilkins, Second Language Learning and Teaching (London: Edward Arnold), 1974, 84.

<sup>23</sup>Rivers, Speaking in Many Tongues, 1.

<sup>24</sup>Palmer, "Teaching Communication," 55.

<sup>25</sup>Heinz Rott (Pedagogical U., 50000 Erfurt/Mühlhausen G.D.R.), "Methodische Stufen zur Entwicklung der Ausdrucksfähigkeit der Schüler im neusprachlichen Unterricht," Deutsch als Fremdsprache, 1973, 10 (4), 239.

- <sup>26</sup>Politzer, "Pattern Practice," 138.
- <sup>27</sup>Mitchell, 263.
- <sup>28</sup>Peter Laws, "How Much? How Soon?--Second Language Learning," CMLR, 31 (Oct. 1974), No. 1, 41.
- <sup>29</sup>Rivers, Speaking in Many Tongues, 58.
- <sup>30</sup>Rivers, Teaching Foreign-Language Skills, 205.
- <sup>31</sup>Rott, 239.
- <sup>32</sup>G. Richard Tucker, "Methods of Second-Language Teaching," CMLR, 31 (Nov. 1974), No. 2, 104f.
- <sup>33</sup>Macnamara, 252.
- <sup>34</sup>For this and the following see Politzer, "Macro and Micro," 86.
- <sup>35</sup>Rivers, The Psychologist and the Foreign-Language Teacher, 58.
- <sup>36</sup>Wilga Rivers, "From Skill Acquisition to Language Control," reprinted in Lugton, 165.
- <sup>37</sup>Rivers, "Teaching Foreign-Language Skills," in Weinrib, 17.
- <sup>38</sup>Edward Diller, "Dialogue and Conversation," reprinted in Reichmann, 157.
- <sup>39</sup>Nancy Salama, "Let Them Speak," ELT, vol. 28, 1(1973), 23.
- <sup>40</sup>Grittner, 209.
- <sup>41</sup>Savignon, 9. The students were tested on listening and reading by CEEB tests, and were evaluated on speaking by their instructors. The experimental group which had participated in real communication scored significantly higher in speaking skills and had higher mean scores than the other groups in listening and reading as well.
- <sup>42</sup>For a complete description of the tests of communicative competence, see Savignon, 82-89.

### CHAPTER III

#### PROCEDURES

Two basic procedures used in gathering the data for this study were class observation and teacher questionnaire. Both the observation instrument and the teacher questionnaire were designed by the researcher and will be described in detail in the following sections of this chapter. Procedures, scope and limitations of the observations and the questionnaires will also be explained.

#### Observations

The first step in determining the frequency of artificial and real speaking activities in beginning foreign language classes was to develop an observation instrument. The only observation tool which had been developed previously for assessing "the kinds and amount of student and teacher talk in the target and native languages" is the FLint System.<sup>1</sup> This observation system is designed, however, to analyse teacher and student interaction and contains many categories, including non-verbal ones (silence, gestures, facial expressions), which are not applicable to the present study. Also, the categories in FLint which do specify kinds of talk in the target and native languages are defined according to direct or indirect teacher influence. (Examples of direct teacher influence are

"Gives Directions" or "Directs Pattern Drills." Indirect teacher influence includes "Praises or Encourages" or "Jokes." Student Talk is divided into three categories: "Student Response, Specific," "Student Response, Choral," and "Student Response, Open-Ended or Student-Initiated." See Appendix I for details.) An instrument was needed for the present study which defined the kinds of talk according to "artificial" or "real" communication. The precise meanings of the terms artificial and real communication, and the specific activities which fall under each category, will be defined in the following section.

#### Definition of Speaking Categories

In this study artificial talk refers chiefly to practice exercises, in which the student is to varying degrees limited in his selection of words by the nature of the exercise. Included in such activities are repetition and pattern drills, staged dialogues and question/answer sessions on assigned texts. This kind of talk is artificial in the sense that it is strictly language "practice." Real communication, on the other hand, refers to talk for the purpose of conveying or obtaining information, i.e., for the real communication of ideas, emotions, or experiences. In this kind of talk the speaker is in total charge of selecting the words and structures to convey his own meaning. It is recognized, of course, that within the



classroom setting even talk which conveys information may ultimately be for the purpose of language practice. The difference between these two categories is that artificial talk has no function outside the classroom learning setting, whereas real communication is appropriate in any real life situation.

In developing the observation instrument, the researcher listed the specific speaking activities in sequence from the most limited degree of selection by the student to the greatest degree of selection by the student, as follows:

- (1) No Selection. The student selects neither content nor grammatical form. This includes activities such as oral reading, verbatim repetition, and recitation of memorized dialogues not composed by the student.
- (2) Manipulation. The student selects grammatical forms, but not content. This includes activities such as substitution, transformation and translation drills and directed dialogues.
- (3) Pseudo-communication. The speaker selects grammatical forms and content to varying degrees, but not for the purpose of real communication. This includes activities such as presentation of dialogues composed by the students, and question/answer sessions when the questioner is not really seeking information, but is asking strictly for the purpose of language practice.

(4) Real Communication. The speaker selects grammatical forms and content, not only for the sake of language practice, but in order to convey or obtain information. This includes activities such as instructions from the teacher and questions asked by the teacher or student for the purpose of obtaining information.

Categories one, two, and four are based upon a consensus of scholars as to the proper sequence of speaking activities in foreign language learning. The initial step is described<sup>2</sup> as follows:

- an imitation or memorization (Diller, 89)
- repetition (Hok, 144)
- repeating, reciting or copying (Disick, 43)
- automaticity, repetition (Rivers, in Weinrib, 11)

The final step is described in the following terms:

- spontaneous expression conveying ideas, observations, emotions; real communication, free expression (Diller, 89)
- a natural utterance in a natural setting (Hok, 144)
- use of the pattern independently in a personal context, free expression, self-expression (Politzer, 86)
- expression in unstructured situations, real communication, the expression of a message personally chosen (Rivers, in Lugton, 165)
- expression of one's own ideas (Disick, 43)<sup>3</sup>
- spontaneous application of language patterns to express what one wants to say in an unanticipated situation,

free conversation (Grittner, 209)

--no control of the response, criterion of selection is one's own opinion of the real world, whatever one wants to say (Paulston, 189ff)

--responding to natural cues and people in their own environment, natural speech (Salama, 23).

From this consensus among teachers and methodologists on the nature of the initial and the final stages of language learning, the researcher defined the first stage as one in which the student makes no selection of any kind, contrasted with the final stage in which the student is in complete control of selection for real communication purposes rather than for language practice.

The middle stage between no selection by the student and total selection for real communication purposes is described as drills, practice, pattern practice, or manipulation.<sup>4</sup> Therefore the second stage on the observation instrument was defined as manipulation, comprising all types of language practice drills in which the student selects grammatical forms, but not content. The content is imposed by the drill cue.<sup>5</sup>

An additional middle stage was defined by the researcher to include all those language practice activities which permit more selection than the rigid manipulation of grammatical forms, but less than total selection for real communication. In this study it is labelled pseudo-

communication,<sup>6</sup> and includes all speaking activities in which the student selects both grammar forms and to varying degrees content, but for artificial rather than for real communication. The following rule was used to differentiate between these two types of communication: if the speaker requests or imparts new information, he speaks for the purpose of communicating and not for language practice only. If he requests information already known to himself or imparts information already known to his listeners or conversation partners, he does so for language practice, not for communication.<sup>7</sup>

The researcher tested the preliminary list of four speaking categories for completeness by observing two grade 10 classes and manually recording all teacher and student utterances. (See section on recording for details, p.41ff.) As a result of this test for completeness, it was determined that the four basic categories were adequate for the purpose of identifying artificial versus real communication, but that a breakdown into sub-categories would aid in identifying more specifically the various speaking activities in categories one, three and four. Sub-categories were added, therefore, which differentiate monolog (no exchange) from verbal exchange between two or more speakers, and, further, verbal exchange on grammar from conversational exchange on topics other than grammar. The final list of categories is shown in Table 2.

Table 2

## CATEGORIES OF SPEAKING ACTIVITIES

1. No Student Selection. The student selects neither content nor grammatical form.

(a) No exchange. Includes oral reading and recitation of memorized material in which no exchange occurs between speakers and no selection is practiced by the student.

(b) Repetition or teacher's cue to repeat.

(c) Conversational exchange. Includes recitation or reading of dialogues in which an exchange occurs between speakers and no selection is practiced by the students.

2. Manipulation. The student selects grammatical forms, but not content.

Includes manipulation or teacher's cue to manipulate, as in substitution, transformation, or translation drills, directed dialogue, etc.

3. Pseudo-communication. The speaker selects grammatical forms and content, but for the sake of language practice only.

(a) No exchange. Includes reporting for the sake of language practice only, not for the transmittal of information.

(b) Exchange on grammar for pseudo-communication: the answers are known to the questioner.

(c) Conversational exchange on topics other than grammar for the sake of language practice only, not for the transmittal of information. Includes performance of dialogues written by the speakers, and question/answer sessions when the answers are known to the questioner.

4. Real Communication. The speaker selects grammatical forms and content, not only for the sake of language practice, but for the transmittal of information.

(a) No exchange. The speaker reports, lectures, gives instructions, explains grammar, asks rhetorical questions, makes exclamations, corrects, evaluates, comments, commands, reprimands, etc.

(b) Exchange on grammar for real communication: the questioner really seeks information.

(c) Conversational exchange on topics other than grammar for the real communication of information not previously known to the conversation partner.

As outlined in Table 2, speaking activities are divided into four basic categories: (1) No Selection, (2) Manipulation, (3) Pseudo-communication, and (4) Real Communication. Categories 1, 3, and 4 are further divided into three sub-categories each, for a total of ten categories altogether. This number is doubled when the e (English) category is considered. The parallel subdivisions of categories 1, 3 and 4 can easily be memorized for rapid scoring by any observer. Sub-section (a) each time refers to no exchange (monolog), section (c) to conversational exchange. Section (b) in categories 3 and 4 refers also to an exchange, but specifically on the topic of grammar. These subdivisions are summarized as follows:

(a) No Exchange

(b) Exchange on Grammar

(c) Conversational Exchange

The only other division is category 1b which refers to repetition.

Thus, conversation can occur on three levels: in categories 1, 3, and 4. The differences are as follows. In category 1 the student does not participate in composing the dialogue. He makes no selection of any kind. In category 3 he composes the conversation for language practice. In category 4 he participates in real, spontaneous conversation.

It must be noted that although the first two categories are defined in terms of the degree and kind of selection exercised by the student ("The student selects . . ."), these categories also apply to teacher utterances. For example, category 1b applies not only to repetition by the student, but also to the model which the teacher supplies for the student to repeat. Likewise, category 2 applies at once to the teacher's model for the student to manipulate and the student's answer. It is understood that only the student's selection is limited in these two categories; the teacher exercises total selection of what he says. The definitions of categories three and four, on the other hand, apply both to teacher and to student talk ("The speaker selects. . .").

Other clarifications of the categories in Table 2 are as follows:

(1b) Verbatim repetition refers not only to repetition drills but to repetition in general. This technique is frequently employed by teachers to reinforce a correct answer or to correct pronunciation flaws.

(3a) Pseudo-reporting occurs when a student "reports" or retells the content of a selection read by the entire class. This type of reporting is strictly language practice, and not language for the purpose of conveying information.

(3b) & (4b) In order to determine how much conversational practice students have in the classroom on topics other than grammar, categories 3b and 4b were set up to separate exchanges on grammar from conversation on other topics. Consistent with the definition of artificial and real, in category 3b the questioner does not really seek information. Usually the speaker is the teacher asking questions on grammar rules. In category 4b information is really sought by the questioner. Usually the speaker here is the student seeking a rule or a correct form.

(4a) This division represents the language of instruction by the teacher, i.e. the language in which the teacher instructs, explains, commands, praises, etc. Student talk is also possible in this category, e.g., if a student gives a report for the purpose of conveying information to the class, not strictly for language practice.<sup>8</sup>

### Recording

The researcher recorded all teacher and student utterances by hand,<sup>9</sup> in full when possible, or by a code system for rapid utterances. (See below for the code.) This method of recording differs from the FLint System in that the categorization of utterances takes place following the observation, rather than during the observation. With FLint, no attempt is made to record the



utterances. Rather the observer must memorize the categories of FLint and record the appropriate number of one of the categories every three seconds during the observations. A major criticism of FLint is that it is extremely difficult, if not impossible, to choose accurately the appropriate category from the twenty-plus possibilities under split-second timing.<sup>10</sup> By recording the complete observation the researcher was able to deliberate at length or seek consultation before categorizing each of the utterances. Also the problem of keeping mental track of the three-second intervals is eliminated, since the objective in the present study is to determine how many utterances of a particular kind are made rather than how much time is spent in a particular kind of talk. The actual number of utterances can be accurately counted from the transcript. Another criticism of FLint is the subjective nature of certain categories, such as "accepts feelings" (FLint Category 1).<sup>11</sup> The categories used in this study are strictly objective: overt utterances are tallied rather than subjective feelings. Also, there are no non-speech categories which must be subjectively interpreted such as gestures or facial expressions (FLint Category n), since the purpose of the observation is not interaction analysis, but the identification of types of speaking activities.

The transcription was made in three columns: one for teacher utterances, one for student utterances and a third for student utterances which followed the previous student utterance immediately, without intervention by the teacher (student to student communication). (See Appendix II for sample pages of an observation transcript.) In cases of rapid utterances a simple code of abbreviations was used: Q for question, A for answer, RC for real communication, PC for pseudo-communication, M for manipulation, R for repetition, and DD for directed dialogue. English utterances were designated, as in FLint, by e, for example: Qe for a question asked in English, Ae for an answer given in English. The codes were rarely used, however. It was found that the majority of the utterances could be noted in their entirety with minimal difficulty, since there were adequate pauses between utterances for transcription. The rapid utterances were usually in the form of repetition drills, in which case the utterance was recorded only once and ditto marks were used for the repetition. Textbook page and drill numbers were noted in cases where drills or dialogues were performed rapidly from the text, and these were later transcribed from the book. Careful note was made as to the number of the drill items or dialogue lines performed, in order to keep the number of tallies for the various categories accurate. Occasionally utterances could not be heard

in their entirety due to the observer's position in the back of the room. However, it was possible in these cases to determine what language was spoken and how the utterance should be categorized, even though the exact words could not be transcribed.

### Scoring

Following the observation, the researcher typed the handwritten transcript in full, using the textbook where necessary. On this typed transcript the researcher categorized each utterance by writing beside it the appropriate designation (number and letter) from the observation instrument. These categories were then recorded on the tally sheet for that class, which was divided vertically into Teacher Talk: English/German and Student Talk: English/German, and horizontally by the ten categories: 1a, 1b, 1c, 2, etc. Each category was totalled, revealing the total number of utterances in each kind of speaking activity. From these totals each column was totalled, revealing the total teacher talk in English, the total teacher talk in German, the total student talk in English, and the total student talk in German for that class. From these totals the following information was derived: total teacher talk, total student talk, total English talk, total German talk, and total talk. (See Appendix III.) These raw scores and totals were then recorded on the Raw Scores Sheet. (See Appendix IV.)

In most instances the utterances recorded in the observations fell clearly into one category or the other. One area which needs clarification is category 4a . Occasionally teacher commands were worded as questions. For example, "What does that mean?" or "Wie sagt man auf deutsch . . . ?" may resemble the beginning of a question/answer sequence, but they are considered here as commands to translate. "Was ist die Du-Form?" was actually a command for the student to respond to the next drill item in the book. "Singular oder Plural?" was a correction to which no conversational answer, but a correct drill response, was expected. These apparent questions are a pedagogical technique for achieving a particular student behavior, and as such must be considered in context. At the same time, a few items which may sound like commands are scored in this study as cues for repetition (1b). Occasionally the cue for repetition consisted of the exact model which was to be repeated verbatim. Frequently, however, the model to be repeated was the correct response to a grammar drill. In these cases, the model for repetition was actually provided by the student who had answered correctly. The teacher then "cued" the class to repeat this model by saying "Alle!" or a similar brief cue, which was scored by the researcher as 1b . Precisely worded commands to repeat, on the other hand, were scored as 4a , such as "Wiederholen Sie etwas lauter, bitte!"

### Scope

Since the purpose of the observations was to investigate speaking activities at the beginning levels of language learning, the observations concentrated on grade 10 classes.<sup>12</sup> Grade 11 observations were made where possible for the purpose of determining if foreign language teachers tend to postpone real communication activities until more advanced classes. Grade 11 classes were observed, therefore, in only those schools where the same teacher taught the grade 10 and grade 11 classes.<sup>13</sup> All observations were made in April and May so that the students had completed approximately eight months of language study at the grade 10 or grade 11 level. The observations were limited to German classes, the most widely taught language other than the official languages.

Seventeen German classes were observed in the Hamilton-Wentworth area, representing eleven grade 10 classes and six grade 11 classes. The statistics are based on nine of the eleven grade 10 classes, and on five of the six grade 11 classes. The reasons for omitting the remaining three classes are as follows: the first two grade 10 observations were used to test the preliminary list of speaking categories from which the final list of categories was developed. These two observations are considered test runs, and were made at schools outside Hamilton (Wentworth County) so that all Hamilton observations could be included in the report. One grade 11 observation is also omitted from the results of the

observations, since no grade 10 observation could be made at that school for comparison. The school follows the semestering plan, and all grade 10 classes had met the previous semester.

Since the researcher wanted to study the proportion of artificial and real speaking activities which occur on a regular daily basis in beginning foreign language classes, it was considered more important to observe as many different grade 10 classes as possible than to make multiple observations of the same class. Therefore only one observation was made per class. Because only one observation was to be made, the researcher specifically requested to visit what the teacher considered a typical class, and emphasized that the researcher did not want to visit on testing or film days.<sup>14</sup>

#### Limitations

A scientifically accurate percentage of the frequency of occurrence of real communication and other speaking activities in daily foreign language classes was not sought. Many more observations than the limitations of the present study allowed would have been required to obtain this degree of accuracy. Rather, the researcher sought to determine more generally in what kind of speaking activities the student primarily engages in daily grade 10 German classes, and to what degree, if at all, real communication is

included among those activities. It should be emphasized that a complete evaluative picture of each class is not attempted through the one observation, but rather a trend is sought in the average of all the classes observed.

Because of the importance of observing the same teacher for grade 10 and grade 11 classes, observations from only five grade 11 classes could be included in this study. Problems were due primarily to scheduling. Either a class was not being offered, or it was taught by a different teacher.

Since single observations were made of each class, questionnaires were an important follow-up step to indicate whether the observations left an accurate impression as to the frequency of the various speaking activities. In the questionnaires the teachers stated directly how frequently these activities occur. A description of the teacher questionnaire is found in the final section of this chapter.

#### Teacher Questionnaire

The purpose of the questionnaire was to ask the teachers directly how often the various speaking activities occur, in order to determine whether the observations were representative of typical classes. (See Appendix V for complete questionnaire.) Questions 1-4 were directed at determining whether the observations were typical of the use of German and English in grade 10 classes and whether

the use of German is postponed for particular activities until more advanced classes. Questions 1-3 were aimed at determining the language of instruction of the class and question 4 asks directly at what level conversing in the target language begins. Questions 5-10 ask the frequency of the various types of speaking activities and attempt to determine the adequacy of the textbook in providing teachers with material for each of the activities. The labels of the four categories--no selection, manipulation, pseudo-communication, and real communication--were not used in order to avoid possible negative connotations for some of these terms. Instead the specific activities were named: repetition, grammar drills, dialogues, question/answer sessions on an assignment, conversing for real, and using German.<sup>15</sup> Questions 11 and 12 were for determining if the frequency of any of these speaking activities changes intentionally in more advanced classes. Question 13 asks if the teachers agree with the introductory statement of this thesis that communication is the primary goal of foreign language study. And the final question was asked to determine what variables besides the actual teaching program affect foreign language enrolment.

### Scoring

A blank questionnaire was used for the tally sheet. The answers of teachers who were observed are tallied



separately from the answers of the teachers who completed questionnaires but were not observed,<sup>16</sup> and are circled, so that a direct comparison can be made of their answers with the observation results. Main points of lengthy comments are outlined on the tally sheet.

### Scope

The questionnaire expanded the scope of the study, since it was administered not only to the teachers who had been observed, but to all Hamilton, Ancaster and Dundas publicly supported secondary school German teachers, with the exceptions only of Hamilton's one grade 13 German teacher and one teacher whose German program was already being phased out.<sup>17</sup> Teachers who did not return the questionnaire were polled by telephone so that 100% of the twenty questionnaires were completed.

### Limitations

The questionnaires did not parallel the observations in two regards. As mentioned above, the terms manipulation, pseudo-communication and real communication could not be used because of negative connotations associated with these terms. Instead, specific activities falling under those categories were named in the questionnaires. Also, the teachers were asked to rate the frequency of the various speaking activities on a unit or chapter basis, rather than on a daily basis. The questions were worded on a

unit basis in order to determine if real communication was likely to occur at some other time during the unit, in case it did not occur during the observation. Some teachers might plan real communication activities as the culmination of a unit's work, for example, rather than for each section of the unit. In this case the teacher would have answered "always" or "usually" to questions 9 and/or 10.

It must be recognized that the nature of such a questionnaire is largely subjective, and that teacher answers on the questionnaire are therefore at best subjective estimates of the frequency of particular occurrences. Thus, teacher responses should be considered cautiously together with other results. They are used here to substantiate or to question the results of the observations.

The results of the questionnaires and the observations are presented in the following chapter.

### FOOTNOTES TO CHAPTER III

<sup>1</sup>Described in Gertrude Moskowitz, "Interaction Analysis--A New Modern Language for Supervisors," FLA, 5 (Dec. 1971), No. 2, 213-221. See p. 213 for the list of categories, copied here in Appendix I.

<sup>2</sup>See chapter II of this thesis for elaboration of this and the following.

<sup>3</sup>Disick's fourth step is "Communication" and her fifth and final step is "Criticism." This last step is actually just a specific example of communication.

<sup>4</sup>Cf. again Diller, Disick, Chastain, Grittner, Politzer, Salama, and Rivers, in chapter II of this thesis.

<sup>5</sup>The only drills which do not fall into this category are repetition drills, since no student selection takes place in verbatim repetition. This type of drill belongs in category 1: No Selection.

<sup>6</sup>The term is borrowed from Wilga Rivers. Cf. Rivers, Tongues, 23-24, 37, 41-42: "pseudo-communication"; also Rivers, "The Language Learner: Reaching His Heart and Mind. Cognition, Relationship, Relevancy," CMLR, Oct. 1971, 7-16, esp. 15: "Pseudo-language," which is good for questions and answers on the material read . . . "but has nothing whatever to do with expressing your own thought." See also Weinrib, esp. 17.

<sup>7</sup>One example may suffice to clarify this distinction: A student asks his neighbor in a practice session, "Ich heie Bob. Wie heit du?" If he is meeting the student for the first time and does not know his name, this is real communication. If he knows the student's name and asks just to complete a classroom exercise, this is pseudo-communication.

<sup>8</sup>It is recognized that under certain circumstances some of the categories in 1-3 could become real forms of communication, e.g. oral reading for literary appreciation, performance of dialogues (or plays) for entertainment, question/answer sessions for the learning of subject content. These activities occur primarily at advanced levels, however, and are therefore not elucidated further in this report on elementary language instruction.

<sup>9</sup>The recording was done by hand since class behavior might have been affected by the presence of a tape recorder.

<sup>10</sup>Cf. Leona G. Bailey, "An Observational Method in the Foreign Language Classroom: A Closer Look at Interaction Analysis," FLA, 8 (1975), 339.

<sup>11</sup>Ibid., 338.

<sup>12</sup>Grade 10 refers to the first level of language study in this report on German classes, since grade 10 is the first level at which German is offered in the schools involved. Grade 11 refers to the second level of language study.

<sup>13</sup>It was necessary to observe the same teacher for grade 10 and grade 11 in order to make a direct comparison of the amount of real communication in the grade 10 and grade 11 class of a particular teacher. See Analysis of Results, p. 94 for this comparison.

<sup>14</sup>Only two teachers felt that the classes observed were not entirely typical, one due to a quiz, and the other to a grammar review. Both of these were grade 11 classes.

<sup>15</sup>Repetition refers to category 1b on the observation instrument; grammar drills refer to category 2; dialogues refer to 1c or 3c depending on who composed them; question/answer sessions refer to 3c; conversing for real refers to 4c; and using German refers to 4a, 4b or 4c.

<sup>16</sup>See the following section on "scope" for further clarification.

<sup>17</sup>The grade 13 teacher was not contacted, since the study deals with beginning foreign language instruction. Also, no questionnaire was submitted to the Hamilton school where German was already being discontinued.

## CHAPTER IV

### PRESENTATION OF RESULTS

In this chapter results will be presented which identify the kinds of talk which took place in the observations and to determine what percentage of the talk was real communication by the students. Three sets of results will be presented from the observations: (1) the distribution of talk in grade 10 classes among the categories of speaking activities listed in the observation instrument, with particular emphasis on category 4--real communication; (2) the distribution of talk in grade 11 classes compared to grade 10 classes, with particular emphasis on category 4; and (3) other results, which include (a) the proportion of student talk to teacher talk, and (b) the amount and uses of English. Finally, the results of the teacher questionnaires will be presented and compared to the data from the observations.

#### Observations: Grade 10

##### Student Talk

Table 3 reports the raw scores and the total number of student utterances in each of the twenty categories<sup>1</sup> for the nine grade 10 classes and the average occurrence of each category in terms of (1) percent of total student talk, and (2) percent of total class talk (student and teacher talk combined).

Table 3

## GRADE 10 STUDENT TALK

RAW SCORES & TOTALS OF NINE GRADE 10  
GERMAN CLASSES FOR 20 CATEGORIES  
OF SPEAKING ACTIVITIES EXPRESSED  
AS % OF TOTAL CLASS TALK &  
% OF TOTAL STUDENT TALK

		GRADE 10 STUDENT TALK																					
		RAW SCORES & TOTALS OF NINE GRADE 10 GERMAN CLASSES FOR 20 CATEGORIES OF SPEAKING ACTIVITIES EXPRESSED AS % OF TOTAL CLASS TALK & % OF TOTAL STUDENT TALK																					
		(1) No Selection					(2)	(3) Pseudo-Communication					(4) Real Communication					Total Student Talk		Total Class Talk			
No Exchange	Repetition	Convers.	Exchange	Manipulation	No Exchange	Grammar	Discussion	Convers.	Exchange	No Exchange	Grammar	Discussion	Convers.	Exchange									
		1a e	1a b	1b e	1b b	1c e	1c b	2 e	2 b	3a e	3a b	3b e	3b b	3c e	3c b	4a e	4a b	4b e	4b b	4c e	4c b		
A		-	16	-	25	-	36	6	27	-	-	1	-	1	16	-	-	-	-	5	-	133	321
B		-	6	-	10	-	-	-	25	-	-	-	-	-	69	-	-	-	-	16	-	126	269
C		-	5	-	47	-	-	-	19	-	-	27	1	-	-	-	-	8	-	11	3	121	303
D		-	4	-	10	-	-	-	26	-	10	-	-	-	3	-	-	-	-	14	12	79	183
E		-	8	-	-	-	-	2	6	-	-	1	-	-	46	-	-	1	-	4	2	70	184
F		-	36	-	39	-	-	3	60	-	-	2	-	1	36	-	-	1	-	9	1	188	447
G		-	-	-	11	-	41	-	26	-	-	10	3	-	124	-	-	-	-	2	9	227	414
H		-	10	-	32	-	-	-	45	-	-	6	-	1	44	-	-	1	-	-	3	142	352
I		1	1	-	61	-	8	3	65	-	-	15	4	-	14	-	-	2	-	26	1	201	507
TOTAL		1	86	-	235	-	86	14	277	-	10	62	8	3	352	-	-	13	-	87	31	1287	2980
% of TOTAL STUDENT TALK		-	7%	-	18%	-	7%	1%	23%	-	.8%	5%	.6%	-	27%	-	-	1%	-	7%	2%	100%	
% OF TOTAL CLASS TALK		-	3%	-	8%	-	3%	.5%	10%	-	.3%	2%	.3%	-	12%	-	-	.4%	-	3%	1%	43%	

e = English

This breakdown into the twenty sub-categories for each of the nine classes identifies the precise categories of highest frequency for the students: 1b--repetition, 2--manipulation, and 3c--pseudo-conversation. 18% of what the students said was verbatim repetition, 23% was manipulative drill, and 27% was pseudo-conversation.

Whereas Table 3 reports the total breakdown into the twenty sub-categories, Figure 1 depicts more generally grade 10 student talk in German distributed across the four basic categories of the observation instrument with all English utterances grouped together at the side as a fifth category.<sup>2</sup> The final bar shows the mean distribution of these five groupings for the nine classes.

The results show that 14% of what the grade 10 students said was spoken in English. The 86% spoken in German falls into the four basic categories as follows:

1	(No Selection)	=	32%
2	(Manipulation)	=	23%
3	(Pseudo-comm.)	=	29%
4	(Real Comm.)	=	2%
	(English)		(14%)
			<hr/> =100%

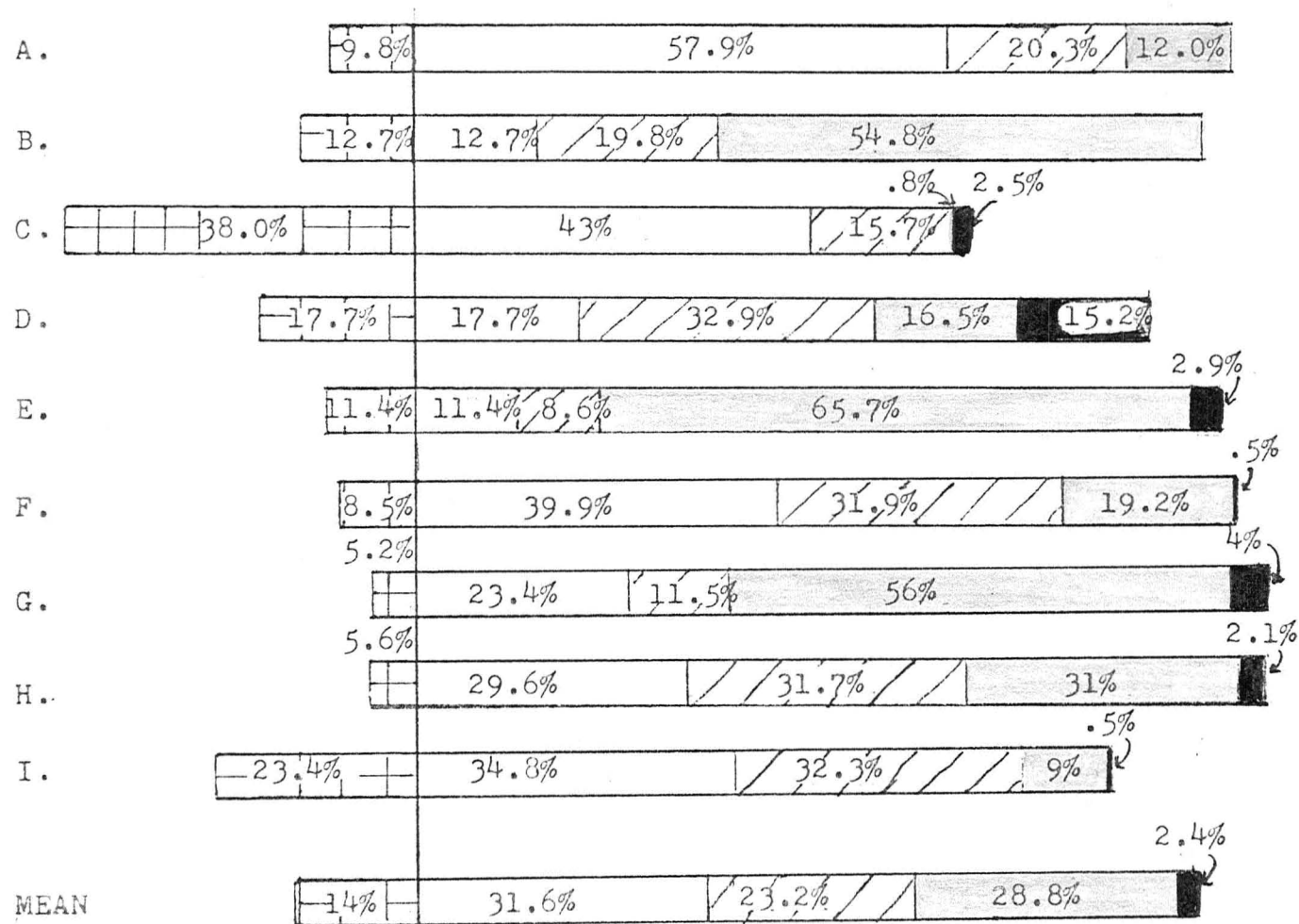


Figure 1. Grade 10 student talk distributed among 5 categories of speaking activities expressed as % of total student talk.  
 English: German: 1 (No Selection) 3 (Pseudo-Com.)   
 2 (Manipulation) 4 (Real Com.)



### Real Communication

Since the occurrence of real communication is the question of particular interest in this study, it is essential to note that 2% of what the students said in the classes was real communication, in German. In terms of total class talk, an average of 1% of everything spoken in the classes (i.e. both by teachers and students) was the student engaging in real communication. (See Table 3.)

In Table 4 the scores for real communication in German--categories 4a, 4b, and 4c, as shown in Table 3--are totalled for each class, compared with the total number of student utterances for that class and expressed as percent of student talk for each class.

Table 4

OCCURRENCE OF REAL COMMUNICATION IN NINE GRADE 10  
GERMAN CLASSES EXPRESSED AS % OF  
TOTAL STUDENT TALK

Class	A	B	C	D	E	F	G	H	I
Total RC in German	-	-	3	12	2	1	9	3	1
Total Student Talk	133	126	121	79	70	188	227	142	201
RC as %/Student Talk	--	--	2%	15%	3%	.5%	4%	2%	.5%

Here it is important to note that real communication utterances in German were totally absent in two classes and only minimally present (.5% of total student talk) in two others.

It is also helpful to note the sub-elements of category 4. The totals and percent of student talk, reported in Table 3, are repeated here:

	4ae	4a	4be	4b	4ce	4c
Total RC Utterances	---	---	13	---	87	31
RC as % of Student Talk	---	---	1%	---	7%	2%

The highest frequency of real communication occurs in the conversation category in English (4ce). 7% of student talk fell into this category in comparison to the 2% of real communication which was spoken in German. The only other occurrence of category 4 was discussion of grammar in English (4be), which constituted 1% of total student talk.

The following is an account of all student real communication utterances in German in the nine grade 10 classes. Seventeen of the thirty-one real communication utterances dealt directly with planned classroom learning activities:

----Five personal questions were directed to the observer (all of these occurring in one class):

<u>Student</u>	<u>Observer</u>
"Warum bist du gekommen?"	"Ich wollte diese Klasse sehen."
"Wo arbeitest du?"	"Ich arbeite nicht. Ich studiere."
"Bist du Lehrerin?"	"Nein, ich studiere."
"Bist du Deutsch[sic]?"	"Nein, ich bin Amerikanerin."
"Willst du nach Deutschland gehen?"	"Ich war schon in Deutschland."

----Four manipulation exercises were converted into real communication activities by the teacher asking personal questions of the students, using the same structure and vocabulary as in the drills:

<u>Teacher</u>	<u>Student</u>
"Wen hast du besucht?"	"Ich habe meinen Vetter besucht." <sup>3</sup>
"Bist du eine Turnerin?" (Two more of the latter type.)	"Ja." <sup>4</sup>

----Six pseudo-conversation activities from student-prepared dialogues were converted to real communication by the teacher asking questions on what the students meant in their dialogues:

<u>Teacher</u>	<u>Student</u>
"Hast du keinen guten Freund?"	"Im Dialog!"
"Sie haben ihn nicht gern?" (Four more of this type, all occurring in one class.)	"Ja, aber er ist so . . . ." <sup>5</sup>

----Of the remaining two real communication responses which occurred directly in connection with German class activities, one occurred when the teacher introduced a singing session by asking:

<u>Teacher</u>	<u>Student</u>
"Wollt ihr singen?"	"Yeah! O wie wohl ist mir am Abend."

----And one dealt with instructions to a drill, in response to the teacher's comment:

TeacherStudent

"Aber, Sie haben missverstanden. Wir machen keinen Dialog. Wir bilden Sätze."

(Student responded in German, inquiring as to how long the sentences should be.)

Fourteen of the thirty-one student real communication utterances in German were of a spontaneous nature, rather than results of activities planned by the teacher.

----One occurred as a greeting:

TeacherStudent

"Tag, wie geht's?"

"Gut, danke."

----Two regarded attendance:

TeacherStudent

"Ist sie krank?"

"Nein."

"Wo warst du am Donnerstag?  
Warst du krank?"

"Nein, ich musste arbeiten."

----Five regarded schedule to visit the school nurse  
(all occurring in one class):

TeacherStudent

"Wann musst du gehen?"

"Um neun Uhr zwanzig."

"Wann musst du gehen?"

"Um neun Uhr dreissig."

"Wann musst du gehen?"

"Um neun Uhr fünfunddreissig."

Later, one student concerned about keeping his appointment asked:

StudentTeacher

"Wie spät ist es?"

"Es ist halb zehn."

Afterwards the teacher asked:

<u>Teacher</u>	<u>Student</u>
"Was hat die Kranken- schwester gemacht?"	(Student answered in German.)

----Of the remaining six spontaneous real communication responses, one occurred when the teacher interrupted a drill to notice that a student was not wearing his glasses:

<u>Teacher</u>	<u>Student</u>
"Wo ist die Brille heute?"	"In der Tasche."

----One occurred in a spontaneous discussion of the movie "Cabaret," when one of the student comments on the movie was in German.

----One was in the form of a reprimand:

<u>Teacher</u>	<u>Student</u>
"Heinrich, was ist los?"	(Student responded in German.)

----Two were of a jesting nature. One student whispered jokingly to the observer: "Der Lehrer ist schlecht." And another student jested to the teacher: "Schnell! Schnell!"

----One student, predicting that the bell would soon ring, remarked: "Die Klasse ist zu Ende."

#### Teacher Talk

Table 5 reports the raw scores and total number of teacher utterances in each of the twenty categories for the

Table 5

## GRADE 10 TEACHER TALK

RAW SCORES & TOTALS OF NINE GRADE 10  
GERMAN CLASSES FOR 20 CATEGORIES  
OF SPEAKING ACTIVITIES EXPRESSED  
AS % OF TOTAL CLASS TALK &  
% OF TOTAL TEACHER TALK

		GRADE 10 TEACHER TALK																				Total Teacher Talk	Total Class Talk
		(1) No Selection					(2) Manipulation	(3) Pseudo-Communication					(4) Real Communication										
		No Exchange	Repetition	Convers.	Exchange	No Exchange		Grammar	Discussion	Convers.	Exchange	No Exchange	Grammar	Discussion	Convers.	Exchange							
		1a	1a	1b	1b	1c	1c	2e	2	3a	3a	3b	3b	3c	3c	4a	4a	4b	4b	4c	4c		
A		-	8	8	18	-	18	-	13	-	-	1	-	1	16	93	7	-	-	5	-	188	321
B		-	-	-	10	-	-	2	22	-	-	-	-	-	34	23	47	-	-	5	-	143	269
C		2	4	-	47	-	-	-	5	-	-	34	-	-	-	64	11	5	-	7	3	182	303
D		-	4	-	10	-	-	-	22	-	-	-	-	-	-	13	29	-	-	4	22	104	183
E		3	5	-	-	-	-	-	-	-	-	3	-	-	50	36	12	1	-	1	3	114	184
F		2	-	-	36	-	-	-	35	-	-	2	-	-	2	103	60	2	-	10	7	259	447
G		-	-	-	11	-	-	5	16	-	-	10	3	-	62	4	59	-	-	3	14	187	414
H		-	16	-	32	-	-	4	22	-	-	6	-	-	54	36	31	1	-	2	6	210	352
I		-	1	-	62	-	-	-	49	-	-	25	7	-	16	71	28	1	-	35	11	306	507
TOTAL		7	38	8	226	-	18	11	184	-	-	81	10	1	234	443	284	10	-	72	66	1693	2980
% TOTAL TEACHER TALK		.4%	2%	.5%	15%	-	1%	.6%	11%	-	-	5%	.6%	-	14%	26%	17%	.6%	-	4%	4%	100%	
% OF TOTAL CLASS TALK		.2%	1%	.3%	8%	-	.6%	.4%	6%	-	-	3%	.3%	-	8%	15%	10%	.3%	-	2%	2%		57%

nine grade 10 classes and the average occurrence of each category in terms of (1) percent of total class talk, and (2) percent of total teacher talk.

It should be noted that three categories of high frequency for the teachers are the same as for the grade 10 students: 1b--repetition (in this case the teacher gives the cue for the student to repeat), 2--manipulation (the teacher supplies the cue for the manipulation drill), and 3c--pseudo-communication (the teacher asks questions to which he already knows the answer).

The two categories of highest frequency for the teachers, however, are 4ae and 4a. These two categories represent the language of instruction for the classes (teacher gives instructions, corrects, evaluates, comments, commands, reprimands, etc.). 43% of everything the teachers said in the classes fell into these two categories, with 26% recorded for 4ae and 17% for 4a.

Figure 2 depicts the distribution of teacher talk across the four basic categories for German, with all English utterances grouped together at the side as a fifth category.<sup>6</sup> The results show that 37% of what the teachers said in the grade 10 classes was spoken in English. The 63% spoken by the teachers in German falls into the four

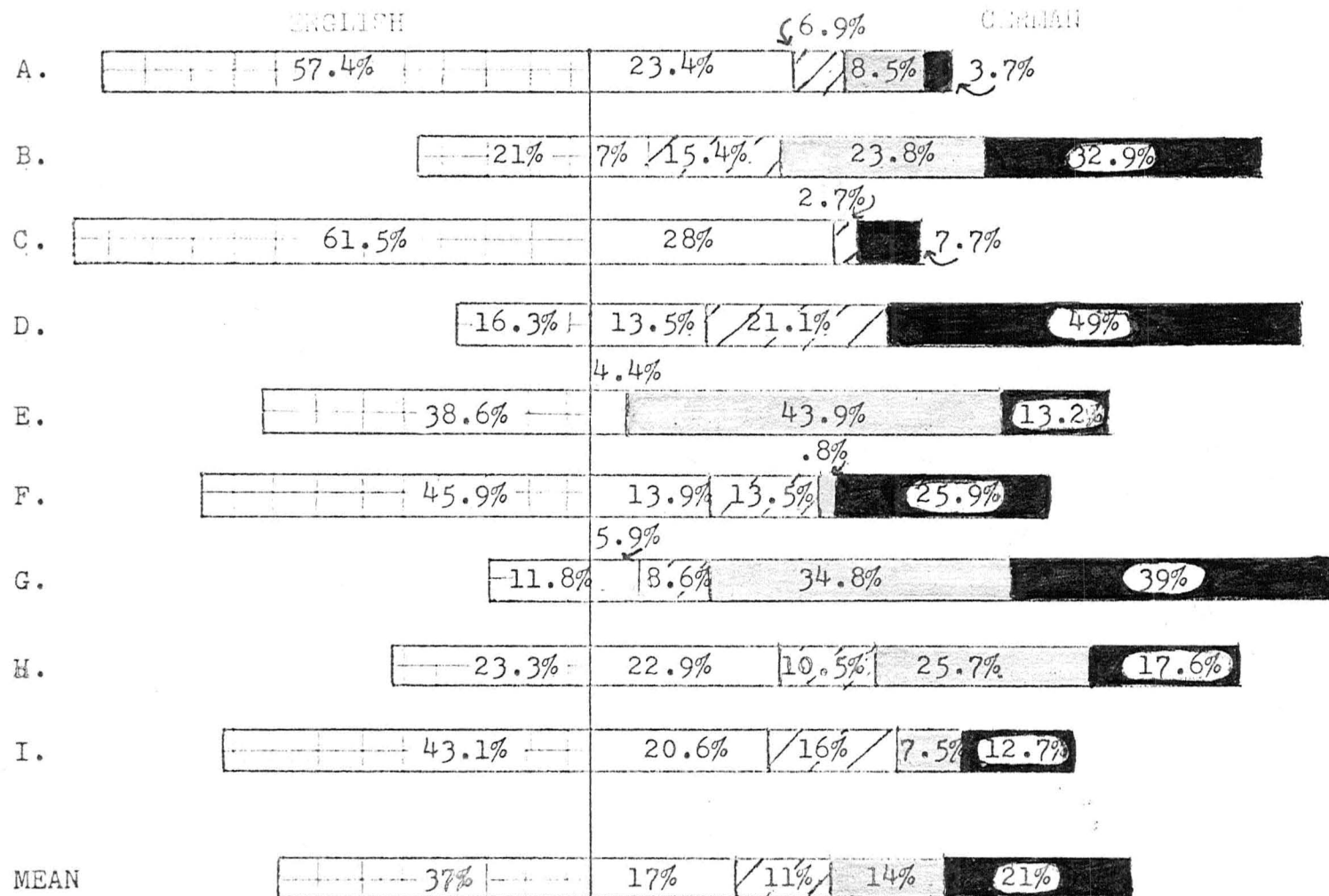


Figure 2. Grade 10 teacher talk distributed among 5 categories of speaking activities expressed as % of total teacher talk.  
 English: German: 1 (No Selection) 3 (Pseudo-Com.)   
 2 (Manipulation) 4 (Real Com.)



basic categories of the observation instrument as follows:

1	(No Selection)	= 17%
2	(Manipulation)	= 11%
3	(Pseudo-comm.)	= 14%
4	(Real Comm.)	= 21%
	(English)	=(37%)
		<u>=100%</u>

### Real Communication

The percent of real communication in German by the teachers differs greatly from that of the students, because of the high frequency of occurrence of category 4a, the language of instruction by the teacher. The scores for all real communication categories for the teachers in grade 10 classes, as reported in Table 5, are repeated here:

	4ae	4a	4be	4b	4ce	4c
Total RC Utterances	443	284	10	--	72	66
RC as %/Teacher Talk	26%	17%	.6%	--	4%	4%

It is important to note that although 21% of the teachers' talk was real communication in German (sum of categories 4a, 4b, and 4c), 31% was real communication in English (sum of 4ae, 4be, and 4ce). In other words, 52% of what the teachers said was real communication, but 61% of that real communication was in English.

### Observations: Grade 11

In the following sections on grade 11 talk, data will be compared from five grade 11 classes and five grade 10 classes taught by the same five teachers. Grade 10 totals and averages differ slightly from the previous sections, therefore, where all nine grade 10 observations were considered.

#### Student Talk

Table 6 reports the raw scores and total number of student utterances in each of the twenty categories for the five grade 11 classes and the occurrence of each category in terms of (1) percent of total class talk and (2) percent of total student talk. Section (b) of the table reports the totals and averages for the corresponding five grade 10 classes. Drill (2) and pseudo-conversation (3c) are the highest frequency categories for both grade 10 and grade 11 classes. There is a notable decrease, however, in repetition (1b), from 17% of total student talk in grade 10 to 6% in grade 11.

Figure 3 depicts German talk for each of the five grade 11 classes distributed across the four basic categories with all English utterances grouped together as a fifth category.<sup>7</sup> The final bar shows the mean distribution of the five groupings for the five classes. The same information is also presented for the corresponding grade 10 classes. The results show that 21% of what the

Table 6

STUDENT TALK IN FIVE GRADE 11 GERMAN CLASSES COMPARED WITH  
CORRESPONDING FIVE GRADE 10 CLASSESTable 6a: Raw Scores & Totals of Five Grade 11 German Classes  
for 20 Categories of Speaking Activities Expressed  
as % of Total Class Talk & % of Total Student Talk

	(1) No Selection					(2) Manipulation	(3) Pseudo-Communication					(4) Real Communication					Total Student Talk	Total Class Talk
	Exchange	Repetition	Convers.	Exchange			Exchange	Grammar	Discussion	Convers.	Exchange	Exchange	Grammar	Discussion	Convers.	Exchange		
	No						No					No						
	1a	1b	1c			2	3a	3b	3c			4a	4b	4c				
	e 1a	e 1b	e 1c			e 2	e 3a	e 3b	e 3c			e 4a	e 4b	e 4c				
A	- 10	- 5	- 17			8 27	- 56	5	- 2	52		-	-	1	- 1	2	186	344
B	-	-	-	-	-	- 6	-	-	-	1 33		- 12	-	- 15	4		71	229
C	- 2	- 25	- 1			- 23	-	12	1	- 15		-	-	9	- 11	4	103	262
D	-	-	- 1	-		1 18	- 10	6	- 5	22		-	-	- 15	35		103	243
E	-	-	-	-	-	12 60	-	-	6	6	- 8	-	-	1	- 2	-	98	235
TOT	- 12	- 31	- 18			21 134	- 56	32	7	8 130		- 12	11	- 44	45		561	1363
%ST	- 2%	- 6%	- 3%			4% 24%	- 10%	6%	1%	1% 23%		- 2%	2%	- 8%	8%		100%	
%CT	- .9%	- 2%	- 1%			2% 10%	- 4%	2%	.5%	.6% 10%		- .9%	.8%	- 3%	3%			41%

Table 6b: Same as above for Five Grade 10 German Classes  
Taught by Same Five Teachers

	1a	1b	1c			2	3a	3b	3c			4a	4b	4c				
	e 1a	e 1b	e 1c			e 2	e 3a	e 3b	e 3c			e 4a	e 4b	e 4c				
TOT	- 39	- 92	- 36			8 103	- 10	27	1	1 134		-	- 9	- 50	17		529	1260
%ST	- 7%	- 12%	- 7%			2% 19%	- 2%	5%	1%	1% 25%		-	- 2%	- 9%	3%		100%	
%CT	- 3%	- 7%	- 3%			.6% 8%	- .8%	2%	.1%	.1% 11%		-	- .7%	- 4%	1%			42%

Note: ST = Student Talk CT = Class Talk e = English

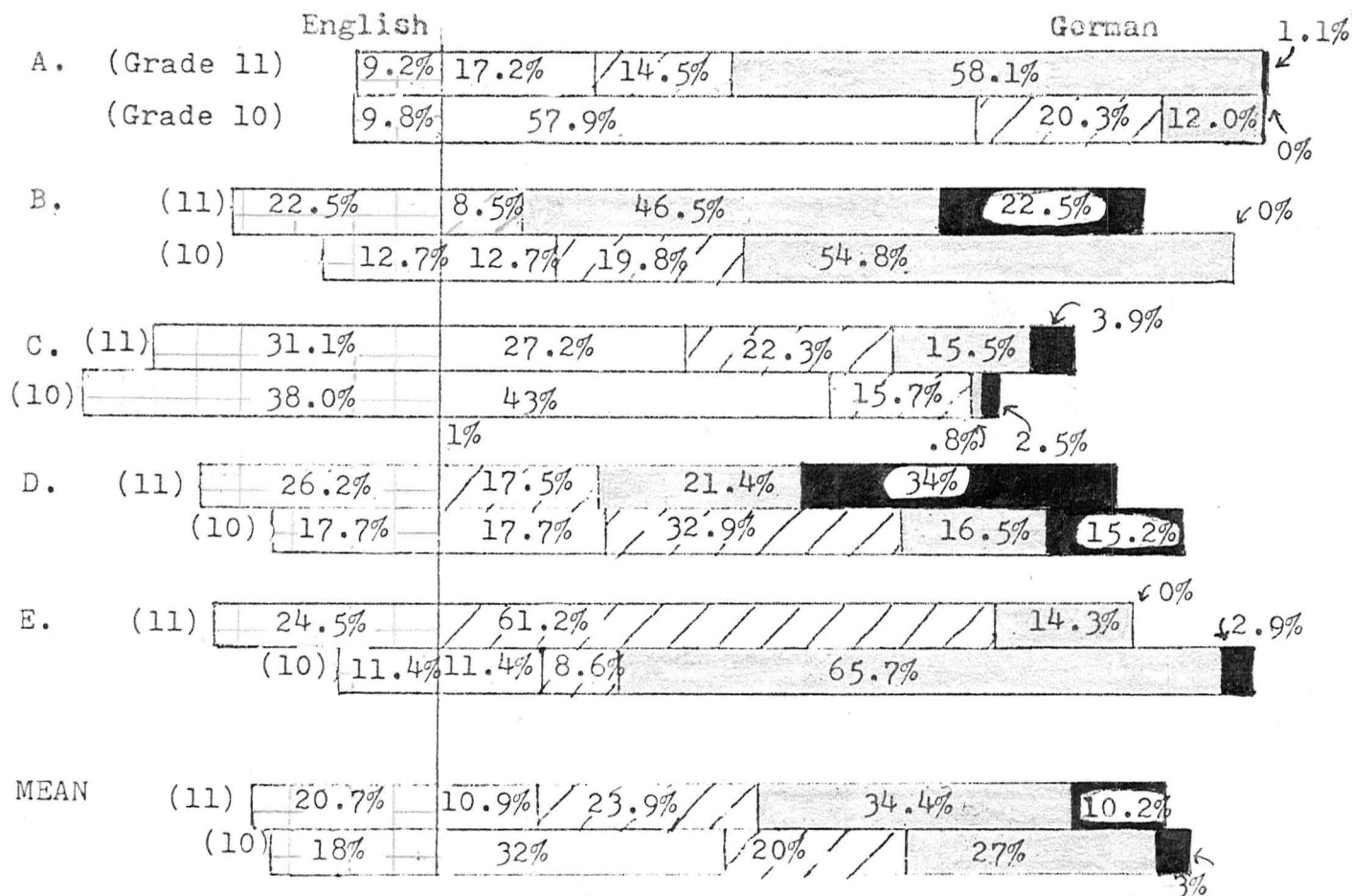


Figure 3. Grade 11 student talk distributed among 5 categories of speaking activities expressed as % of total student talk and compared with corresponding 5 grade 10 German classes.

English: 1 (No Selection) 2 (Manipulation) 3 (Pseudo-Com.) 4 (Real Com.)

German: 1 (No Selection) 2 (Manipulation) 3 (Pseudo-Com.) 4 (Real Com.)

grade 11 students said and 18% of what the grade 10 students said was spoken in English. The remaining talk in German falls into the four basic categories as follows:

	Grade 11	Grade 10
1 (No Selection)	11%	32%
2 (Manipulation)	24%	20%
3 (Pseudo-comm.)	34%	27%
4 (Real Comm.)	10%	3%
(English)	(21%)	(18%)
	<u>100%</u>	<u>100%</u>

#### Real Communication

Of primary importance is the increase in real communication in four out of five classes, for an average increase from 3% to 10% of total student talk. Expressed in terms of total class talk this represents an increase from 1% to 4% of everything that was said in the five classes.

In Table 7 the scores for real communication in German--categories 4a, 4b, and 4c, as shown in Table 5--are totalled for each class, compared with the total

Table 7

OCCURRENCE OF REAL COMMUNICATION IN FIVE GRADE 11  
GERMAN CLASSES EXPRESSED AS % OF  
TOTAL STUDENT TALK

Class	A	B	C	D	E
Total RC in German	12	16	4	35	-
Total Student Talk	186	71	103	98	-
RC as % of Student Talk	1%	23%	4%	34%	-

number of student utterances for that class and expressed as percent of student talk for each class. Here it is important to note that there was a high occurrence of student real communication in two classes, and that student real communication was totally missing in one class.

Again, it is helpful to note the sub-elements of category 4. The totals and percent of student talk, reported in Table 5, are repeated here and compared with the corresponding grade 10 classes:

	4ae	4a	4be	4b	4ce	4c
% of Student Talk Grade 11 ---		2%	2%	--	8%	8%
% of Student Talk Grade 10 ---		--	2%	--	9%	3%

In grade 11 the highest frequency of real communication occurs again in the conversation category, but unlike the grade 10 classes, occurs in approximately the same ratio for English and German. While conversation in English remained about the same as in grade 10, conversation in German increased from 3% to 8%. Discussion of grammar in English remained about the same, and there was no discussion of grammar in German. Again, the 4ae category was not used, but a new category used by the grade 11 students was 4a. A review of the transcripts reveals that all responses of the 4a variety were reporting of grades on a quiz by students in one class.

The following is an accounting of the forty-five student utterances in the 4c category:

- Twenty-two were conversion of drills to real communication (eighteen of these in one class, four in another).  
 ----Eleven were questions regarding the observer (all occurring in one class).  
 ----Four regarded assignments (all in one class).  
 ----Eight were of a spontaneous conversational nature.

#### Teacher Talk

Table 8 presents the raw scores and total number of teacher utterances in each of the twenty categories for the five grade 11 classes and the average occurrence of each category in terms of (1) percent of total class talk, and (2) percent of total teacher talk. Also, total utterances for each of the corresponding grade 10 classes are reported in Section (b) of this table and expressed, as above, in terms of percent of total class talk and percent of total student talk for the five classes.

Noticeable differences between grade 10 and grade 11 averages are as follows:

- 1a (oral reading) increased from 3% of total teacher talk in grade 10 to 12% in grade 11. Most of the scores were in classes B and C. An examination of these two transcripts reveals that the 1a utterances were the oral reading of quiz items for written quizzes.  
 ----1b (repetition) decreases from 12% in grade 10 to 4% in grade 11, with most of the scores occurring in one class.

Table 8

TEACHER TALK IN FIVE GRADE 11 GERMAN CLASSES COMPARED WITH  
CORRESPONDING FIVE GRADE 10 CLASSES

Table 6a: Raw Scores & Totals of Five Grade 11 German Classes  
for 20 Categories of Speaking Activities Expressed  
as % of Total Class Talk & % of Total Teacher Talk

	(1) No Selection					(2) Manipulation	(3) Pseudo-Communication					(4) Real Communication					Total Teacher Talk	Total Class Talk			
	No	Exchange	Repetition	Convers.	Exchange		No	Exchange	Grammar	Discussion	Convers.	Exchange	No	Exchange	Grammar	Discussion			Convers.	Exchange	
	1a	1b	1c				2	3a	3b	3c			4a	4b	4c						
	e	la	e	lb	e	lc	e	3a	e	3b	e	3c	e	4a	e	4b	e	4c			
A	-	6	-	5	-	-	-	5	-	2	24	84	14	3	-	1	-	158	344		
B	-	60	-	-	-	-	-	-	-	-	36	12	23	-	-	9	18	158	229		
C	1	20	-	25	-	9	12	-	-	13	3	1	12	30	15	5	1	3	9	159	262
D	1	1	-	1	-	-	7	-	-	3	3	-	33	10	34	-	-	3	44	140	243
E	-	9	-	-	-	23	25	-	-	14	2	-	-	101	10	1	-	2	-	187	285
TOT	2	96	-	31	-	32	58	-	-	35	8	3	105	237	96	9	1	18	71	802	1313
%TT	.2%	12%	-	4%	-	4%	7%	-	-	4%	2%	3%	13%	30%	12%	1%	-	2%	9%	100%	
%CT	.1%	7%	-	2%	-	2%	4%	-	-	3%	6%	2%	8%	17%	7%	7%	-	1%	5%		59%

Table 6b: Same as above for Five Grade 10 German Classes  
Taught by Same Five Teachers

	1a e	1b la e	1c lb e	1c lc e	2 e	2 2	3a e	3b 3a e	3c 3b e	3c 3c e	4a e	4b 4a e	4c 4b e	4c 4c e								
TOT	5	21	8	85	-	18	2	62	-	-	38	-	1	100	229	106	6	-	22	28	731	
%TT	.7%	3%	1%	12%	-	2%	-	8%	-	-	5%	-	-	14%	31%	15%	8%	-	3%	4%	100%	
%CT	.4%	2%	.6%	7%	-	1%	-	5%	-	-	3%	-	-	8%	18%	8%	5%	-	2%	2%	58%	

Note: TT = Teacher Talk CT = Class Talk e = English



----2e (translation cue given in English) increased from negligible in grade 10 to 4% in grade 11. Most of these scores were in one class, which was reviewing the meanings and uses of verb/preposition combinations.

----4c (real conversation) increased from 4% in grade 10 to 9% in grade 11.

The results show that 41% of what the teachers said in the grade 11 classes was spoken in English. The remaining 59% spoken in German fell into the four basic categories as follows, with corresponding figures for the grade 10 classes:

	Grade 11	Grade 10
1 (No Selection)	16%	17%
2 (Manipulation)	7%	8%
3 (Pseudo-comm.)	15%	14%
4 (Real Comm.)	21%	19%
(English)	(41%)	(42%)
	<u>100%</u>	<u>100%</u>

#### Real Communication

The following is a breakdown of category 4 for the teachers in grade 11 classes, with figures for the corresponding grade 10 classes:

	4ae	4a	4be	4b	4ce	4c
% of Teacher Talk Grade 11	30%	12%	1%	--	2%	9%
% of Teacher Talk Grade 10	31%	15%	.8%	--	2%	4%

All sub-categories of real communication remain approximately the same, except for the increase in real conversation from 4% in grade 10 to 9% in grade 11.

### Other Results from Observations

#### Student Talk/Teacher Talk Ratio

Figure 4 reports more teacher talk than student talk in eight out of nine grade 10 classes, for an average of 57% teacher talk. Figure 5 compares the five grade 10 classes with the corresponding grade 11 classes. There was more teacher talk than student talk in four of the five grade 11 classes for an average of 59% teacher talk, an amount almost identical to the proportion of teacher talk in grade 10.

#### English/German Ratio

Figure 6 reports more German than English spoken in eight out of nine grade 10 classes, for an average of 73% German. Figure 7 compares the five grade 10 classes with the corresponding grade 11 classes. There was more German than English in four out of five classes, for an average of 67% German, a decrease of 1% from the 68% German in the corresponding grade 10 classes.

The English/German ratio for Teacher/Student Talk in grades 10 and 11 is compared in Table 9 . The use of English increased slightly in grade 11 by both teachers and students.

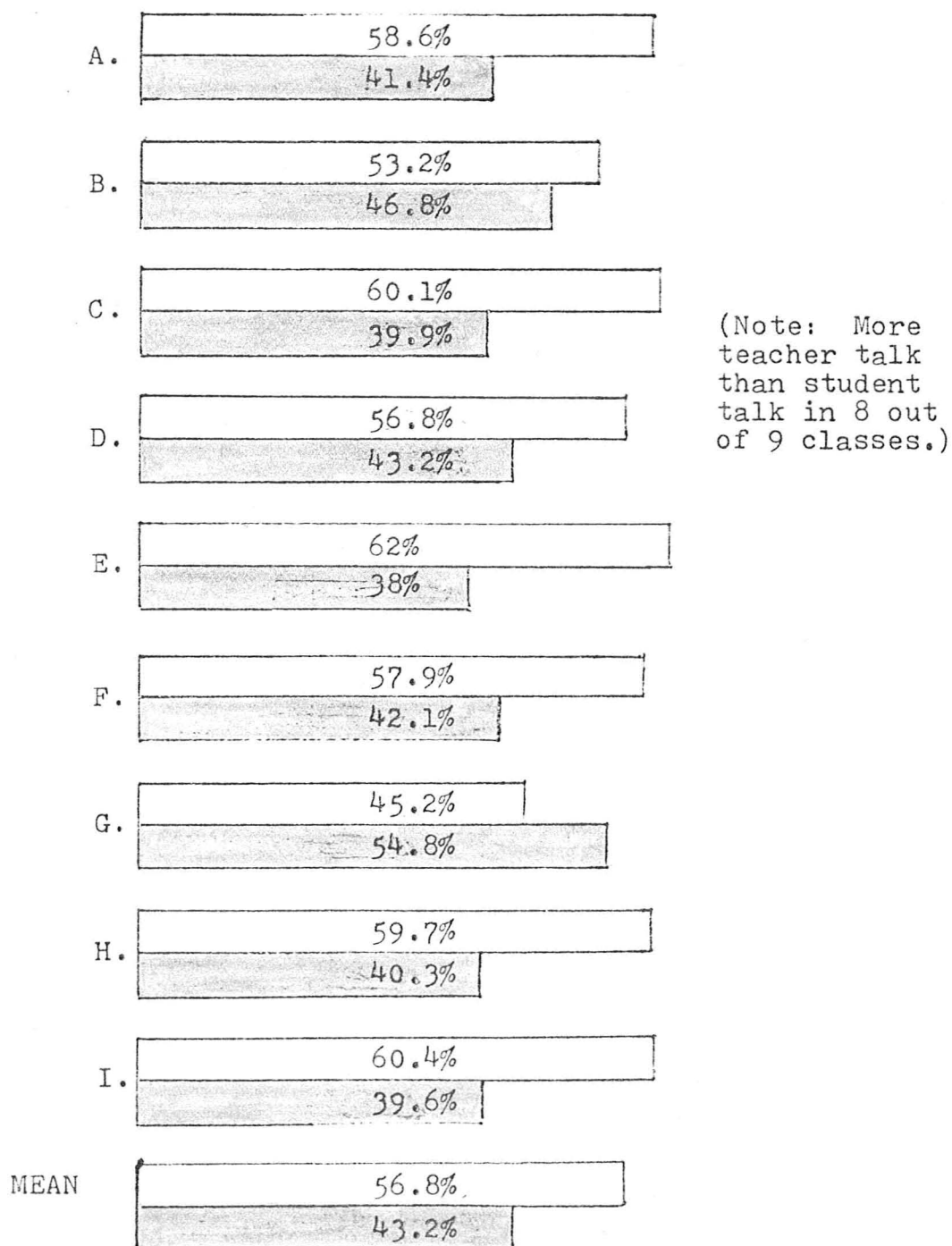


Figure 4. Comparison of amount of teacher & student talk in nine grade 10 German classes: teacher & student talk expressed as % of total talk.  
Teacher talk:  Student talk:

CLASS	TEACHER	STUDENT	GRADE
A.	45.9%	54.1%	
	58.6%	41.1%	
B.	69%	31%	
	53.2%	46.8%	
C.	60.7%	39.3%	
	60.1%	39.9%	
D.	57.6%	42.4%	
	56.8%	43.2%	
E.	65.6%	34.4%	
	62%	38.0%	
MEAN	58.8%	41.2%	
	58%	42%	

Figure 5. Comparison of amount of teacher & student talk in five grade 11 German classes, compared with corresponding five grade 10 classes: teacher & student talk expressed as % of total class talk.  
 Teacher talk: ☐ Student talk: ☐

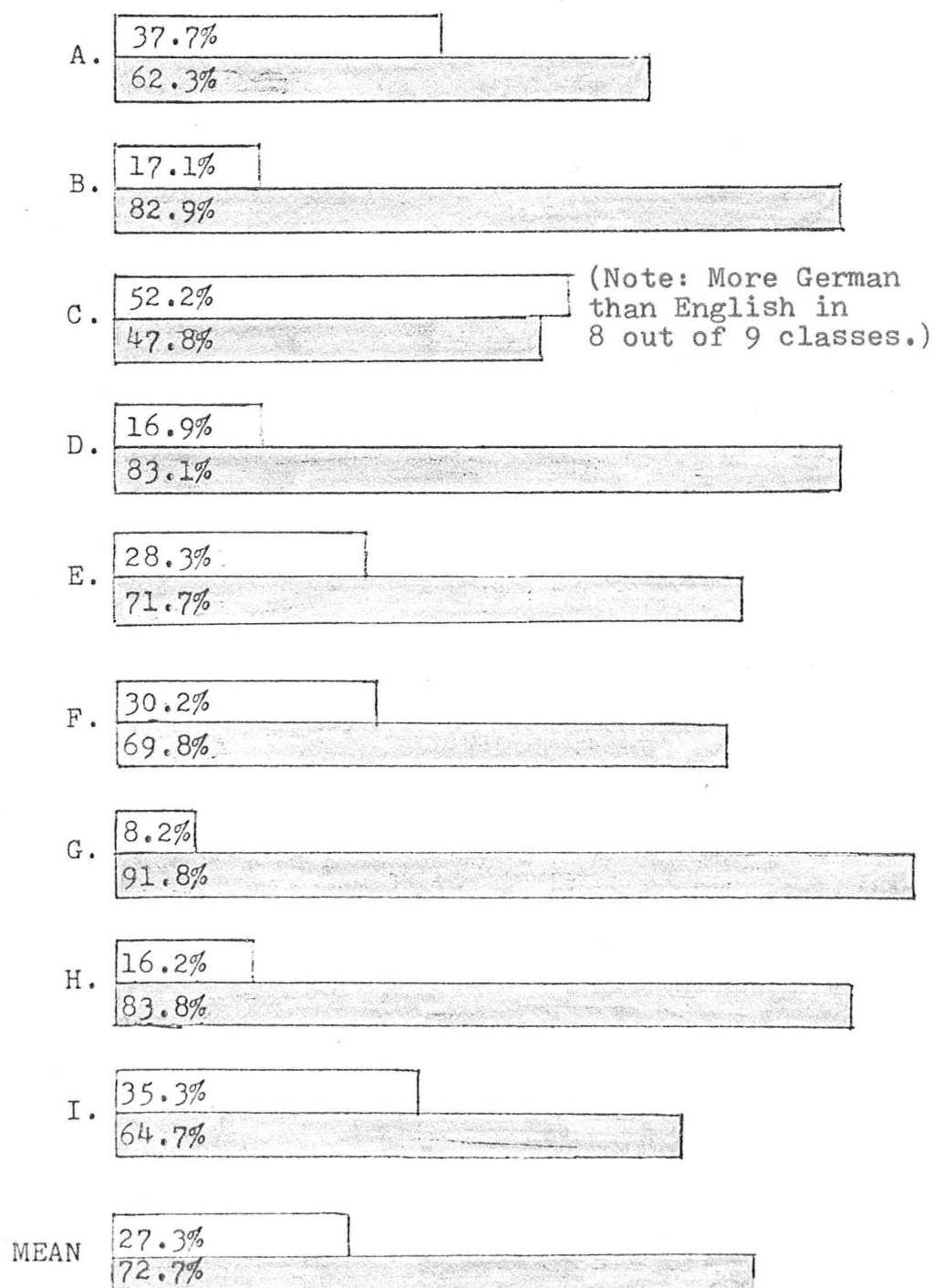


Figure 6. Comparison of amount of English & German in nine grade 10 German classes: English & German expressed as % of total class talk.

English:  German:

CLASS	ENGLISH	GERMAN	GRADE
A.	32.6%	67.4%	11
	37.7%	62.3%	10
B.	16.2%	83.8%	11
	17.1%	82.9%	10
C.	35.9%	64.1%	11
	52.2%	47.9%	10
D.	18.1%	81.9%	11
	16.9%	83.1%	10
E.	57.9%	42.1%	11
	28.3%	71.7%	10
MEAN	33.2%	66.8%	11
	32%	68%	10

Figure 7. Comparison of amount of English & German in five grade 11 German classes compared with corresponding five grade 10 classes: English & German expressed as % of total class talk.

English: ☐ German: ☐

Table 9

COMPARISON OF AMOUNT OF GERMAN/ENGLISH BY TEACHERS/STUDENT  
IN NINE GRADE 10 AND FIVE GRADE 11 GERMAN CLASSES:  
ENGLISH & GERMAN EXPRESSED AS % OF  
TOTAL CLASS TALK

Grade 10				Grade 11			
Teacher Student Total				Teacher Student Total			
English	21%	6%	27%	English	25%	8%	33%
German	36%	37%	73%	German	34%	33%	67%
Total Talk	57%	43%	100%	Total Talk	59%	41%	100%

Table 10 reports the uses of English by students and teachers for grades 10 and 11. In all four sections of the table the primary use of English was for category 4: real communication. The category of highest frequency for teachers was 4ae: giving instructions, etc., in English, and for the students was 4ce: real conversation in English. The category of next highest frequency in English was 3be: discussion of grammar.

Figure 8 shows that the primary teacher language of instruction is English in 6 out of 9 of the grade 10 classes, for an average of 61% English. In the grade 11 classes, three out of five of the teachers used more English than German as the language of instruction, for an average of 71% English. This was an increase in the use of English by the same five teachers from 68% in grade 10 to 71% in grade 11, as shown in Figure 9.

Table 10

USES OF ENGLISH BY TEACHERS & STUDENTS IN GRADE 10 & GRADE 11  
GERMAN CLASSES: NO. ENGLISH UTTERANCES EXPRESSED AS  
% OF TOTAL STUDENT OR TOTAL TEACHER ENGLISH

Table 10a: Uses of English by Grade 10 Students  
in Classes A-I

	1ae 1be 1ce	2e	3ae 3be 3ce	4ae 4be 4ce	Total Eng.
No.	1	14	62 3	13 87	180
%	.5%	8%	34% 1.6%	7% 48%	
	1=.5%	2=8%	3=36%	4=56%	

Table 10b: Uses of English by Grade 11 Students  
Compared with Grade 10 Students Classes A-E

	1ae 1be 1ce	2e	3ae 3be 3ce	4ae 4be 4ce	Total Eng.
No.		21	32 8	11 44	116
%		18%	28% 7%	10% 38%	
	1=0%	2=18%	3=35%	4=48%	
No.		8	29 1	9 50	97
%		8%	30% 1%	9% 52%	
	1=0%	2=8%	3=31%	4=61%	

Table 10c: Uses of English by Grade 10 Teachers  
in Classes A-I

	1ae 1be 1ce	2e	3ae 3be 3ce	4ae 4be 4ce	Total Eng.
No.	7 8	11	81 1	443 10 72	633
%	1% 1%	2%	13% .2%	70% 2% 11%	
	1=2%	2=2%	3=13%	4=83%	

Table 10d: Uses of English by Grade 11 Teachers  
Compared with Grade 10 Teachers Classes A-E

	1ae 1be 1ce	2e	3ae 3be 3ce	4ae 4be 4ce	Total Eng.
No.	2	32	35 3	237 9 18	336
%	.6%	10%	10% .9%	76% 3% 5%	
	1=.6%	2=10%	3=11%	4=79%	
No.	5 8	2	38 1	229 6 22	311
%	1.6% 2.6%	.6%	12% .3%	74% 2% 7%	
	1=4%	2=.6%	3=12%	4=83%	



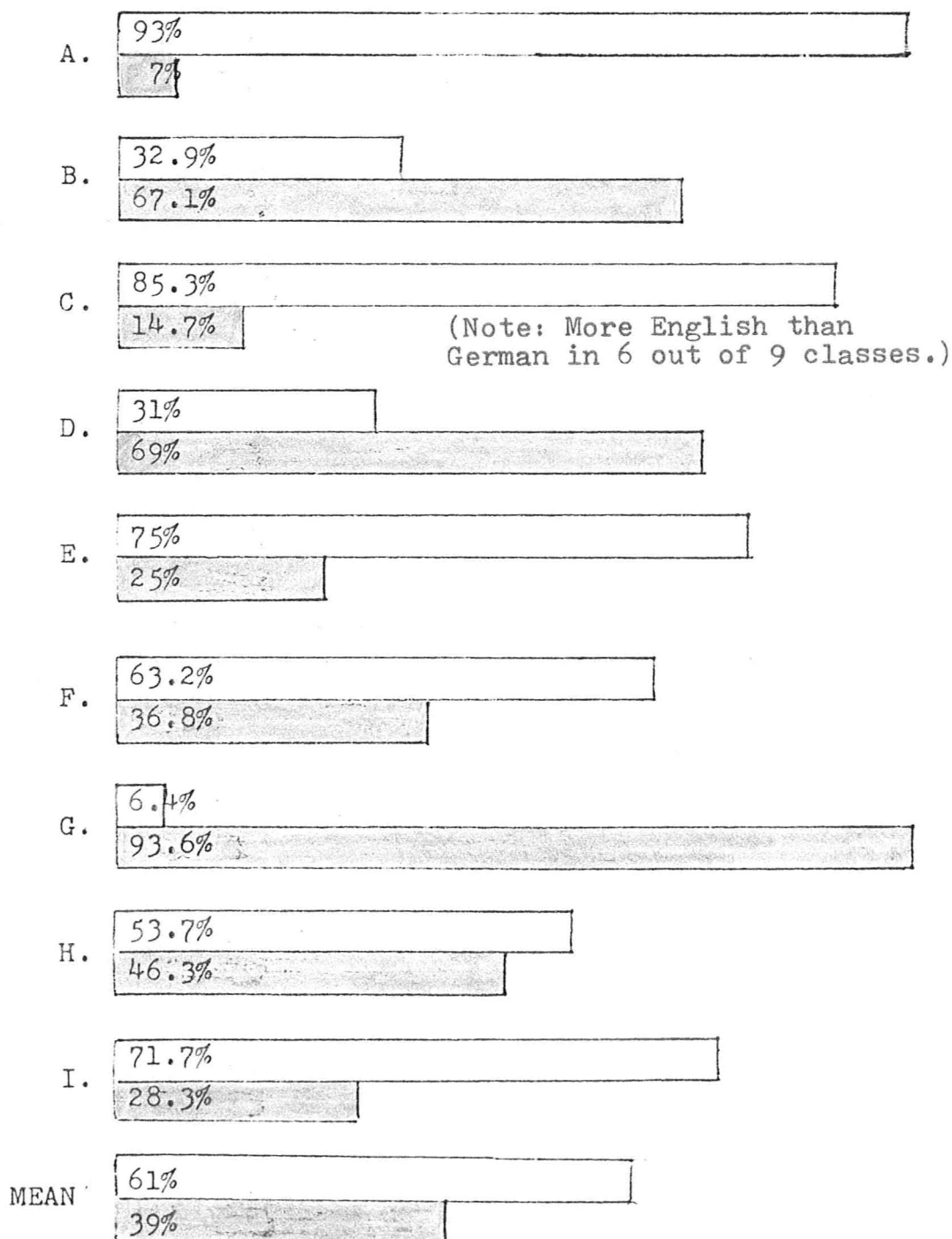


Figure 8. Comparison of amount of English & German used as language of instruction in nine Grade 10 German classes: English & German expressed as % of total teacher talk in category 4a of observation instrument.

CLASS	ENGLISH	GERMAN	GRADE
A.	85.7%	14.3%	11
	93%	7%	10
B.	34.3%	65.7%	11
	33%	67.1%	10
C.	66.7%	33.3%	11
	85.3%	14.7%	10
D.	22.7%	77.3%	11
	31%	69.1%	10
E.	91%	9.0%	11
	75%	25%	10
MEAN:			
	71.2%	28.8%	11
	68.4%	31.6%	10

Figure 9. Comparison of amount of English & German used as language of instruction in five grade 11 German classes compared with corresponding five grade 10 classes: English & German expressed as % of total teacher talk in category 4a of observation instrument.

English: ☐ German: ☐

Teacher Questionnaire<sup>8</sup>

There was general agreement among teachers on the first three questions in regard to the use of English and German in classes. They all reported using as much German as possible, but do not hesitate to use English whenever necessary. While the majority of the teachers reported making grammar explanations in English, half of them felt that they give instructions in German from the beginning.

Again, there was general agreement among the teachers on question 4 as to conversing with students in German. Whether they checked "from the beginning" or "not by third year," the written comments indicate that they generally consider the possibility of conversing with students at the beginning level or even later to be extremely limited due to the students' limited vocabulary and grammar. The general thrust of the comments was that free conversation ("off the cuff") rarely or never occurs and that any "conversing" is limited to such things as "What did you do on the weekend?" Twelve of the twenty teachers reported that this type of limited conversation is possible.

In questions 5-10 the majority of the teachers reported that their students regularly participate in drills and question/answer sessions, but much less frequently converse in German or use German in class to convey or to obtain needed information. Half reported that their

students perform dialogues. The breakdown of the teachers who answered "always" or "usually" to the following activities is as follows:

repetition drills	60%
oral grammar drills	75%
dialogues	55%
question/answers	75%
conversing on topics	20%
using to convey or obtain information	15%

It should be noted that repetition drills above represent category 1b on the observation instrument, oral grammar drills represent category 2, dialogues represent 1c unless composed by the students (3c), question/answer sessions on texts represent 3c, conversing is 4c and using for conveying information can be 4a, 4b, or 4c.

Teachers were also asked who prepares the materials for the above activities: whether the textbook is adequate, whether they themselves prepare the materials, or whether their students prepare the materials. Most teachers reported that the textbooks supply adequate repetition and grammar drills, dialogues and questions on texts. Many teachers supplement the book, however, by devising additional drills. Fourteen of the twenty teachers reported having their students prepare their own dialogues.

Nine have their students prepare questions for discussion of texts or dialogues.

Fewer reported adequate stimuli for conversation in the textbooks. Only three reported that their textbooks provide any conversation stimuli. In these cases reference is made to the "free response" exercises.<sup>9</sup> Four stated that there are no conversation stimuli in the books. Eleven devise their own. Two stated that they do not devise conversation stimuli.

Most of the teachers reported no change in techniques for second and third year German, in answer to questions 11 and 12. Of the comments which were made, one teacher felt that the use of English increases, because of the need to make more complicated grammar explanations. Two felt that there are fewer drills in the more advanced classes. Two reported more expression or free conversation in grade 11.

There was almost unanimous agreement among the teachers on question 13, that communication is the primary goal of foreign language study. Five of the teachers polled specified oral communication, five placed equal emphasis on speaking, reading and writing, and one specified reading comprehension.

Numerous factors influencing enrolment were reported in answer to the final question. These generally dealt with counseling and scheduling factors and with the reduced

number of credits required for graduation. Many teachers reported that they no longer get primarily the academic student, but rather a mixture of all types of students, many with seemingly low aptitude for foreign language.

#### Comparison of Questionnaires with Observations

The results of both the questionnaires and the observations indicate that while most teachers regularly use repetition, pattern drill, and question/answer techniques, students rarely participate in real conversation in German or use German in real ways. According to the questionnaires a large proportion of class activities are of the pseudo-communication type, as exemplified by student-composed dialogues and questions. In the observations pseudo-communication comprised 23% of grade 10 student talk and 34% of grade 11 student talk.

Of the three teachers who reported that their students "usually" use German to convey or to obtain needed information, two of these cases are substantiated by the observations. These two classes scored highest in student real communication (See Table 3, classes D and G). The third case can neither be substantiated nor denied by the observations since too little real communication occurred either in English or German (See Table 1, class E).

Changes in teaching techniques in more advanced classes mentioned by the teachers in the questionnaires are also largely borne out by the observations. One teacher

reported using more English in second year, because of more complicated grammar explanations. In the observations teacher use of English did increase in three out of five classes, for an average increase of 3%. Other comments suggested a decrease in drill work and an increase in "use" of German, sometimes based on reading passages. Observation results indicate a decrease in repetition drills from 17% to 6%, but an increase in manipulative drills from 19% to 24%. Real use of German increased from 3% to 10%.<sup>10</sup>

In summary, teachers' comments on the questionnaires generally agree with the results of the observations. Teachers reported using regularly the techniques of categories 1-3 and reported far less frequently experiencing student real communication in their classes. This contrast was borne out by the observations. Also, teachers reported using English in class whenever necessary, although the percentage of English evident during the observations was higher than might have been expected from the results of the questionnaires. And most teachers defined the possibility of conversing with their students as extremely limited. The infrequency of such conversational exchanges was again borne out by the observations.

## FOOTNOTES TO CHAPTER IV

<sup>1</sup>There are actually only four basic categories, which are divided into a total of ten sub-categories. The possibility of any of the ten being in English doubles the number of categories to twenty.

<sup>2</sup>For uses of English see Table 10a.

<sup>3</sup>This took place in a drill reviewing the present perfect tense.

<sup>4</sup>This occurred after the reading of a text which introduced sports vocabulary.

<sup>5</sup>This exchange followed the performance of a dialogue in which two girls were discussing the difficulty of getting a date for the weekend.

<sup>6</sup>For uses of English see Table 10c.

<sup>7</sup>For uses of English see Table 10b.

<sup>8</sup>See Appendix V for Teacher Questionnaire Tally Sheet.

<sup>9</sup>In most cases these exercises represent pseudo-communication. The textbook provides questions which the student may answer any way he chooses, but it is clear that no real communication is intended. For example: "Regnet es oder schneit es?" Perhaps it is doing neither. The student answers "Es regnet" strictly in order to complete the exercise. (The example is taken from ALM German: Level One-Unit 8, p. 132.)

<sup>10</sup>See Table 6.



## CHAPTER V

### ANALYSIS OF THE RESULTS, IMPLICATIONS AND RECOMMENDATIONS

#### Analysis of the Results

##### Observations: Grade 10

It is clear from the very low percentage of real communication in grade 10 German classes--2% of total student talk--that these beginning foreign language students experience the foreign language chiefly as a pseudo-language, used primarily for practice rather than for communication.

Although the students spoke far more German than English in all classes (86% German),<sup>1</sup> the uses of German fell almost exclusively in the artificial range. In Figure 10 ample practice can be seen in the artificial categories 1-3 of the language-learning sequence, but the follow-up step, category 4, is clearly neglected.

Student exposure to real uses of the foreign language occurred primarily in the form of listening comprehension, in that 75% of all real communication spoken in German in the grade 10 classes was teacher talk of category 4a type, to which no conversational exchange with the students was expected.<sup>2</sup> Even in this category, which represents the language of instruction for the classes, teachers used more English than German (61% English). In general, a tendency

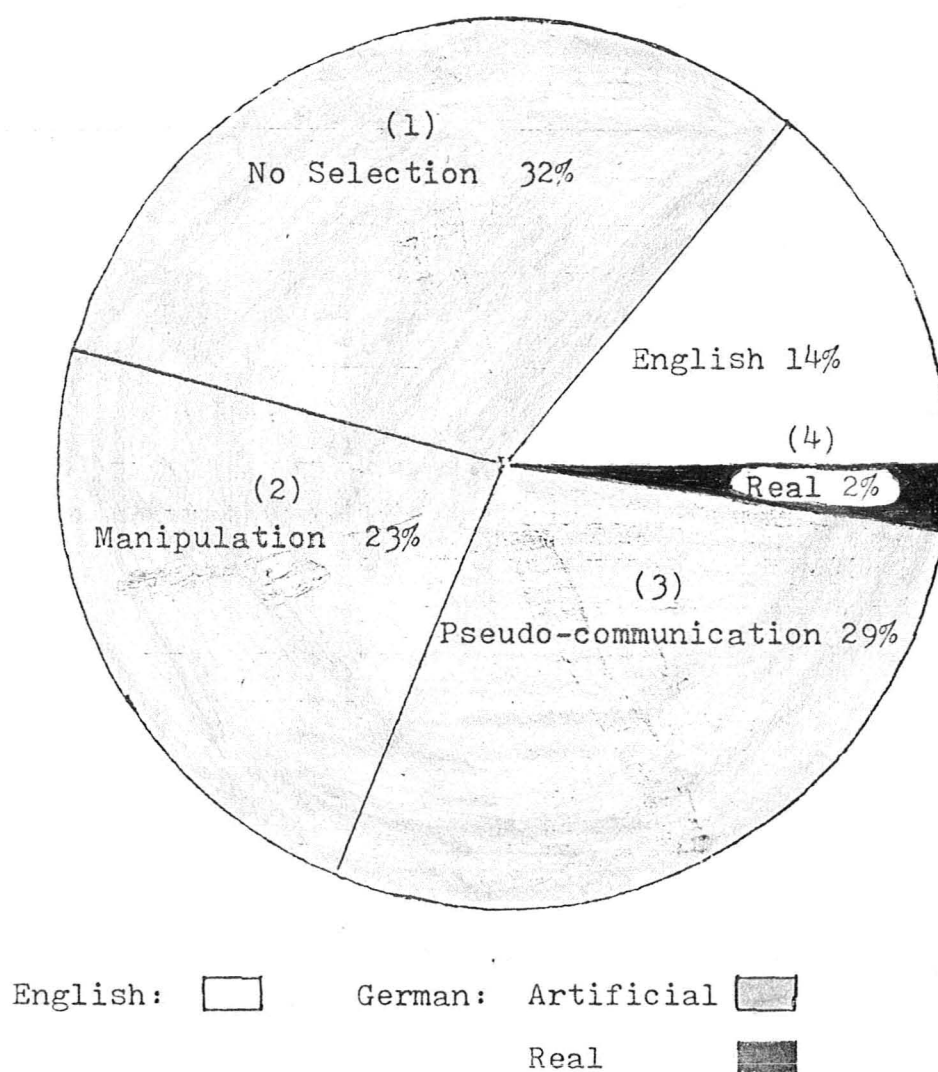


Figure 10. Grade 10 student talk distributed among five categories of speaking activities: expressed as % of total student talk

was shown both by teachers and students to use English whenever real communication was intended.

Observations: Grade 11

The results of the grade 11 observations must be interpreted cautiously, since only five observations were made and two of these were reportedly not typical classes, in that one was an intensive grammar review session, resulting in more English than usual, and the other included a quiz, resulting in more oral reading (of quiz items) by the teacher and more real communication by the students (in the reporting of their grades).

The mean distributions appear to support the theory that real communication activities increase in more advanced classes, since an increase in real communication from 3% of total student talk in grade 10 to 10% of total student talk in grade 11 was reported. Similarly, Figure 11--which compares grade 10 and grade 11 student talk--indicates a shift away from the more dependent end of the sequence toward more independent talk (i.e. more student selection). However, an analysis of the individual classes (supported by teacher comments on the questionnaires) reveals little change in the tendency of particular teachers to omit or include real communication activities, as shown in the following comparison:

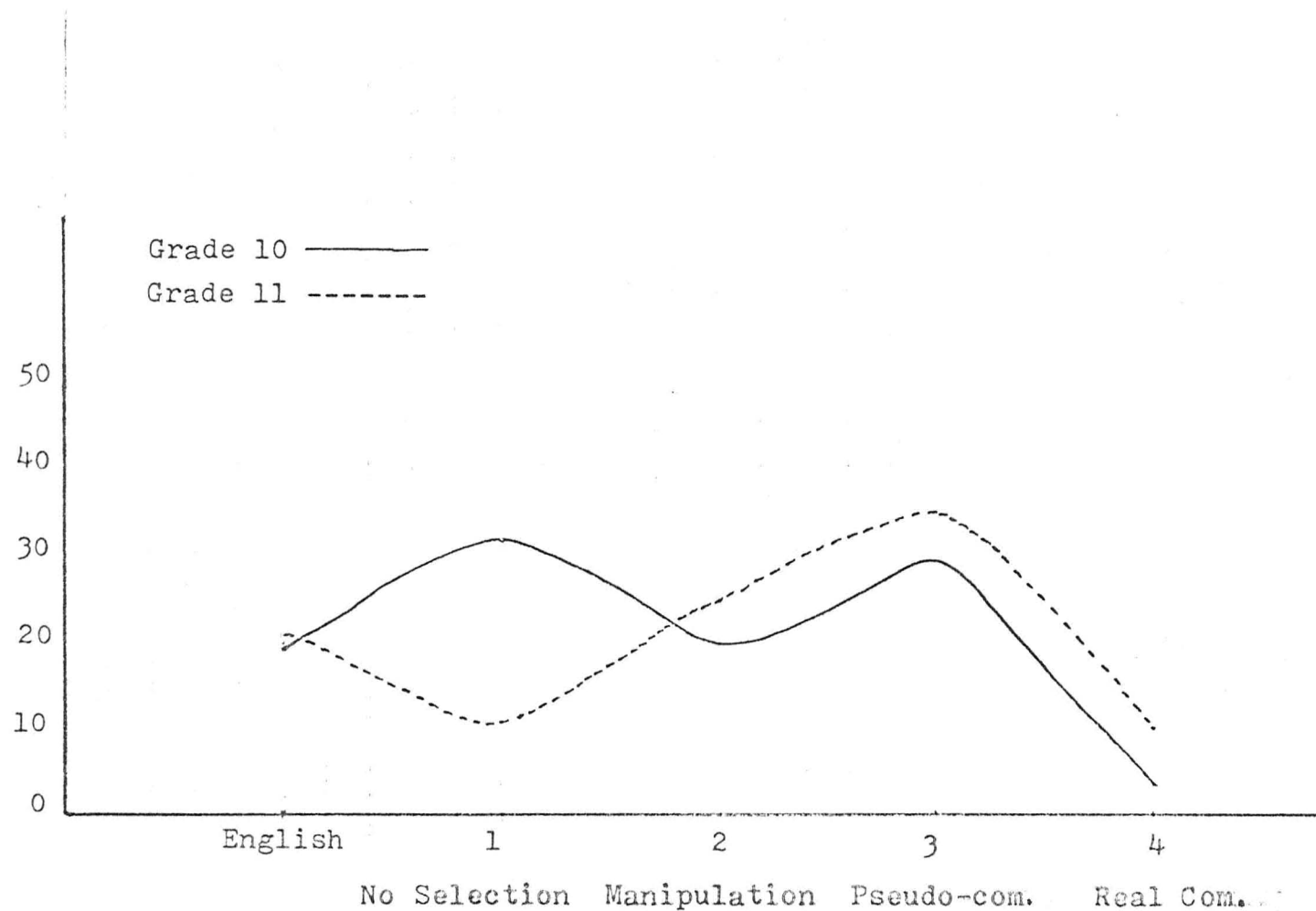


Figure 11. Grade 11 student talk distributed among 5 categories of speaking activities expressed as % of total student talk and compared with corresponding 5 grade 10 German classes.

<u>Class</u>	<u>Grade 10</u>	<u>Grade 11</u>
A	0	2
B	0	16 (12 of these reporting grades)
C	3	4
D	12	35 (highest score in grades 10 and 11)
E	2	0 (grammar review)

The three classes with little or no real communication in grade 11 (classes A, C, and E) had little or no real communication in grade 10. The class which scored highest in real communication in grade 11 (class D) also scored highest in grade 10. The increase in real communication in class B resulted from each student reporting his grade on a quiz in German. It would seem, therefore, that the tendency by individual teachers to provide real communication activities in grade 10 and grade 11 remained approximately the same, although the mean for category 4 increased.

#### Teacher Questionnaire

Teacher comments on the questionnaires corroborate the results of the observations in regard to the frequency of occurrence of various speaking activities. According to the questionnaires most teachers regularly include activities which fall into categories 1-3, and much less frequently include real communication activities.

Possible differences in interpretation of the term "converse" must be considered in analyzing the answers to questions 4 and 9. Some teachers understood "converse" to mean "off the cuff" free, lengthy conversation, and answered that this never happens. Others understood pseudo-communication activities to qualify as conversing, and answered that these happen from the beginning. Therefore the precise answers selected by the teachers cannot be considered in the analysis. In spite of apparent differences in interpretation, however, comments written in by teachers clearly indicate that whatever conversing takes place is extremely limited, due to the students' limited vocabulary and grammar.

It is important to note that even though question 9 was based on a unit of material, rather than on a daily basis, the majority of teachers checked "sometimes" or "never" rather than "always" or "usually." If real communication activities were regularly planned for any time during an entire unit, teachers should have checked one of the latter two answers, even though real communication did not occur on a daily basis. Therefore, although only one observation was made per class, it can be assumed on the basis of the teachers' answers that more real communication would likely not have occurred during additional visits.

One point in which the questionnaires did not corroborate the results of the observations was in the use of English in beginning classes. Whereas many teachers reported giving grammar explanations in English, they also reported giving all instructions in German from the beginning or by end of first year. In the observations, however, (which were conducted at the end of the first and second years of language study) English was the primary language of instruction. While it is not possible to determine from the observation tallies how much of category 4a (language of instruction by the teacher) was grammar explanation, a review of the transcripts of the observations reveals that almost all grammar explanation fell under category 3be, which represents questions and answers on grammar rather than grammar lecture. It might be helpful in future observations to tally grammar explanation separately from 4a, in order to determine how much English is used for giving instructions, apart from making grammar explanations.

The discrepancy between the observations and teacher testimonies as to the amount of English used in classes could be explained in two ways: either the observations were not representative of typical classes, or teachers use more English than they realize in giving instructions. In regard to the first possibility, the presence of the observer may have influenced the amount of English used.

It would seem more likely, however, that teachers would strive to use even more German in the presence of an observer, particularly since all the teachers observed were fluent speakers of the language. The second possibility offers a plausible explanation. Since by far the predominant language spoken in all classes was German, the misconception could easily arise that the predominant language used by teachers for instruction was German. However, the results of the observations show that the predominant language of the classes was German because of the abundant drill work and other practice activities, rather than use of German in giving instructions or any other form of real communication.

The questionnaires not only corroborate the results of the observations that real communication is lacking in most classes, but also suggest at least two reasons for this lack: the difficulty of conversing at the extremely limited vocabulary and grammar level of the student, and the failure of textbooks to provide real communication activities. In the following section, an analysis of the techniques used by teachers in this series of observations to elicit real communication responses from students shows how local teachers overcame these two problems.



### Implications

Real communication is believed to be essential both to student motivation and to student achievement at the earliest stages of foreign language learning. Yet real communication activities rarely occurred in the beginning foreign language classes observed in this study.

Development of new teaching materials geared to real communication would be one method of rectifying the situation. In many cases, however, school budgets will not permit a change of teaching materials.

Another way to increase real communication is simply to increase the use of the very techniques used by teachers, however sparingly, in this series of observations to elicit real communication responses from students.

They employed the following techniques:

- (1) conversion of manipulation drills to real communication by using the same vocabulary and grammar from the drills to ask the students personal questions;
- (2) conversion of pseudo-conversations to real communication by asking the students what they meant in the dialogues they composed, or other personal questions related to their dialogues;
- (3) use of the foreign language to obtain information from students regarding school matters, attendance, assignments, etc.;
- (4) spontaneous conversation in the foreign language.

Obviously the latter technique--spontaneous conversation--cannot be planned. One can, however, resolve to initiate as many spontaneous conversations as possible. Items 1 and 2, on the other hand, are very easily planned for the vocabulary and grammar range of the student. The teacher simply converts the content of the drill or conversation, employing the same vocabulary and grammar, to ask the student a personal question. In answering these personal questions the student conveys information not previously known to the questioner, and thereby engages in real communication. That item 3--using the foreign language to obtain information--can also be accomplished within the linguistic range of the students is exemplified by such exchanges recorded in these observations.

The basic technique of applying the vocabulary and grammar from a drill or from a dialogue to the student's personal life, thereby allowing him to really convey a message chosen and composed by him, can be utilized with each drill or other speaking activity from the very beginning of language learning. That real communication can be achieved at the elementary level via this and the other techniques listed above, without the purchase of new instructional materials and well within the linguistic range of the student, is demonstrated by these observations. This follow-up step needs only to be planned and practiced regularly for real communication to substantially increase.

### Recommendations for Further Study

The effects of increased real communication on attrition and enrolment should be studied. Whereas the present research was a descriptive study of what is currently being done in elementary foreign language classes, the study of the effect of real communication on enrolment and attrition would have to be a carefully controlled experiment. Extraneous variables such as scheduling and counseling would have to be eliminated, and the teaching programs in the control and experimental groups would have to be identical except for the variable of real communication. A complete follow-up of each student would have to be made the following year to determine whether the student dropped the course and why.

At the same time the achievement of the students in the two groups could be tested, to determine the effects of real communication on foreign language learning. The students in Savignon's experiment in communicative competence were tested on listening and reading by standardized (CEEB) tests, and were evaluated on speaking skills by their instructors. The experimental group which had participated in real communication scored significantly higher in speaking skills and had higher mean scores than the other groups in listening and reading, although the differences were not statistically significant. Since the tests were made after only eighteen

weeks of instruction, Savignon suggests that further investigation over a longer period of instruction might produce significantly higher scores in the latter two skills as well.<sup>3</sup>

Research is needed to establish what proportion of class time should be devoted to real communication. Other than Savignon's suggestion of 20%,<sup>4</sup> no study has been made of this question.

The observation instrument developed for this study could be used to determine the proportion of real communication in classes which utilize textbooks geared to real communication, for example Real Communication in Foreign Language, mentioned above,<sup>5</sup> the French series Passeport Francais,<sup>6</sup> and the new German materials prepared for university use Deutsch Intensiv.<sup>7</sup>

The results of the present study should be tested in further observations. Teachers could also use the observation instrument to evaluate their own teaching performance, by using a tape recorder to record class sessions, or by having an advanced student or colleague observe classes. In the latter case, the FLint method of assigning categories during the observation, rather than recording all talk, could be used for the sake of efficiency.<sup>8</sup> The three-second interval need not be observed, since the point of the self-evaluation is to determine how many utterances occur in each category,

and particularly how many real communication utterances occur.

Since each school situation is unique,<sup>9</sup> language departments could conduct investigations at their own schools as to the influence on enrolment and attrition of the variables mentioned by teachers on the questionnaires, such as scheduling, counseling, and the types of students who enrol. The investigation could be conducted via a student questionnaire to determine student reasons for enrolling or not enrolling, or for dropping out.

Attention should be given to the possibility of centering the values education program--currently being encouraged in local schools--in the foreign language courses.<sup>10</sup> The technique of achieving real communication by asking the students personal questions lends itself easily to this program. Teachers who use this technique should point out to their administrators that the foreign language class presents a natural forum for the values education program. Perhaps then more counselors and administrators would recognize the potential relevance of foreign language courses to the students and encourage greater enrolment in these courses.

#### FOOTNOTES TO CHAPTER V

<sup>1</sup>See Figure 1. The amount of German spoken by teachers and students combined was approximately 50%, the same as in the 1963 U.S. study. See p. 5 above.

<sup>2</sup>See Tables 3 and 5. Out of 381 real communication utterances in German by teachers and students, 284 occurred by teachers giving instructions (4a).

<sup>3</sup>Cf. Savignon, 52.

<sup>4</sup>Ibid., 66.

<sup>5</sup>See Wilson and Wattenmaker, FN 6, chapter I.

<sup>6</sup>Morgan Kenney, et al, Passeport Francais I, D.C.Heath Canada, Ltd., 1973. See particularly the Philosophy, p. 1, and the Lesson Plans. Note that beginning with the fifth lesson time is allotted in each class period for "development of original and spontaneous expression."

<sup>7</sup>Fritz T. Widmaier and E. Rosemarie Widmaier, Deutsch Intensiv, McMaster University, Hamilton, Ontario, 1976. In this series a specific topic is provided at the end of each unit for using the vocabulary and grammar of that unit in either oral or written communication.

<sup>8</sup>All utterances were recorded in this study for the sake of accuracy.

<sup>9</sup>In his study of causes leading to early attrition, Lafayette, e.g., accepted the hypothesis that principal causes for dropout are based on individual local conditions and that every case is unique. See Lafayette, 182.

<sup>10</sup>See, for example, "Values Education" in Education News (Hamilton Board of Education) Spring 1975.

## CHAPTER VI

### SUMMARY

Foreign language enrolment in secondary schools has continually decreased in the 1970's to the extent that more and more foreign language courses are disappearing from the curriculum of many schools. One of the major factors in the low foreign language enrolment is the high attrition rate after the first year of language study. Surveys of secondary school students establish student motivation for enrolling in foreign language courses as an interest in learning to speak the language, and reveal a loss of interest and difficulty in learning as the main reasons for dropping the course.

A review of the literature dealing with the problem of learning to speak a foreign language suggests a sequence of speaking activities ranging from total linguistic dependence on the part of the speaker in the form of mimicry-memorization or repetition, through practice stages of drills and pseudo-communication to the final learning step: real communication, this final step also being the goal of foreign language study. The literature emphasizes the need for all stages of this sequence from the very beginning of foreign language study. The final step--real communication--is particularly emphasized because of its positive effect on motivation and achievement.

The present study investigates the kinds and amounts of speaking activities in which students currently engage in elementary foreign language classes in order to determine how and to what extent students practice the language artificially in drills, directed dialogue, and other forms of pseudo-communication, and how and to what extent they use the foreign language as a real means of communication.

The researcher designed an observation instrument identifying language class speaking activities in a sequence from artificial practice to real communication. This observation instrument, consisting of four main categories and twenty sub-categories, was used in grade 10 and grade 11 German class observations. The observations were followed up by teacher questionnaires for further substantiation of how frequently specific activities occur in foreign language classes.

The results of the observations and the questionnaires reveal that student talk in elementary foreign language classes is largely in the foreign language (86%), but that this talk falls almost exclusively in the artificial range (98%). Only 2% of everything the students said in grade 10 classes was real communication. in German. In terms of total class talk, only 1% of everything spoken in the classes by teachers and students combined was the student engaging in real communication in the foreign language.



The results support the warning by teachers and methodologists that foreign languages may be taught as pseudo-languages useful only for drilling and practice, rather than as genuine means of communication. The absence of real communication activities from foreign language classes could explain the students' conclusion that after so much study they "still cannot speak a word." They have had ample practice in speaking the language during the first year of language study, but they have had little or no experience in using it to really communicate.

Suggestions for increasing real communication in elementary foreign language classes were made on the basis of how local German teachers in the observations elicited real communication responses from their students in the target language.

The present study demonstrates a need for further experimental studies on the effect on motivation and achievement (and ultimately on the attrition rate) of increased real communication in elementary foreign language classes.

# Appendix I. The FLint System

TEACHER TALK	INDIRECT INFLUENCE	<ol style="list-style-type: none"> <li>1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.</li> <li>2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students how what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.</li> <li>2a. JOKES: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category.</li> <li>3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.</li> <li>3a. REPEATS STUDENT RESPONSE VERBATIM: Repeating the exact words of students after they participate.</li> <li>4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are <i>not</i> included in this category.</li> </ol>
	DIRECT INFLUENCE	<ol style="list-style-type: none"> <li>5. GIVES INFORMATION: Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.</li> <li>5a. CORRECTS WITHOUT REJECTION: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.</li> <li>6. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow.</li> <li>6a. DIRECTS PATTERN DRILLS: Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).</li> <li>7. CRITICIZES STUDENT BEHAVIOR: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.</li> <li>7a. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.</li> </ol>
STUDENT TALK		<ol style="list-style-type: none"> <li>8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.</li> <li>8a. STUDENT RESPONSE, CHORAL: Choral response by the total class or part of the class.</li> <li>9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED: Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</li> </ol>
		<ol style="list-style-type: none"> <li>10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction.</li> <li>10a. SILENCE-AV: Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</li> <li>11. CONFUSION, WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.</li> <li>11a. CONFUSION, NON WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.</li> <li>12. LAUGHTER: Laughing, giggling by the class, individuals, and/or the teacher.</li> <li>c. USES ENGLISH: Use of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.</li> <li>n. NONVERBAL: Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.</li> </ol>

Appendix II. Observation Transcript: Sample A.

TEACHER	STUDENT	STUDENT
How do you know that this one is irregular? 3b e	Ae 3b e	
Du hast nicht gut gesehen. Alle! /b	Du hast nicht gut gesehen. /b	
Why is this <u>on</u> ? 3b e	Ae 3b e	
Sie haben gern getanzt. Alle! /b	Sie haben gern getanzt. /b	
It ended in <u>t</u> . What kind of verb is it? 3b e	Regular. 3b e	
qe 3b e	Ae 3b e	
Er hat Violine geübt. Alle! /b	Er hat Violine geübt. /b	
qe 3b e	Ae 3b e	
Du hast gut gekocht. Alle! /b	Du hast gut gekocht. /b	
qe 3b e	Ae 3b e	
Hans hat viel geschlafen. Alle! /b	Hans hat gut geschlafen. /b	
qe 3b e	Ae 3b e	
Wir haben ein Geschenk gekauft. Alle! /b	Wir haben ein Geschenk gekauft. /b	
qe 3b e	Ae 3b e	
Es hat viel Obst gegeben. Alle! /b	Es hat viel Obst gegeben. /b	

Appendix II. Observation Transcript: Sample B.

TEACHER	STUDENT	STUDENT
Tust du jetzt nichts? 2	Tu jetzt nichts! 2	
Alle! 1b	Tu jetzt nichts! 1b	
Geben Sie mir ein Synonym für tun! 4a	Machen. 2	
What English word is it like? 3be		
What does machen mean? 4ac (No reply)		
To make or to do. 4ac And what does	To do. 2e	
tun mean? 4ac		
Bleibst du im Zimmer? 2	Bleib im Zimmer! 2	
Alle! 1b	Bleib im Zimmer! 1b	
Alle! 1b	Bleib im Zimmer! 1b	
Put yourself in Hitler's position, 4ac		
Leute. Bleib im Zimmer! 1b	Bleib im Zimmer! 1b	
Putzt du jede Woche das Auto? 2	Putz jede Woche das Auto! 2	
Alle! 1b	Putz jede Woche das Auto! 1b	
Bringst du deine Schwester? 2	Bring deine Schwester! 2	
Alle! 1b	Bring deine Schwester! 1b	
When you're forming a du-form command,	Drop the st. 3be	
what do you do? 3be		
The next thing? 3be	Drop the du. 3be	
Then... 3be	Add an exclamation mark. 3be	
Is it vital? 3be	Yes. 3be	

Appendix II. Observation Transcript:

Sample C.

TEACHER

STUDENT

STUDENT

(Teacher asks students when they are scheduled to see the school nurse:)

Wann musst du gehen? 4c

Um neun Uhr zwanzig. 4c

Wann musst du gehen? 4c

Um neun Uhr dreissig. 4c

Wann musst du gehen? 4c

Um neun Uhr funfunddreissig. 4c

Muss noch jemand zur Krankenschwester? 4c

Where is she? 4ce

(Teachers explains in German how to find the nurse.) 4c

Oh, I know where that is. 4ce

Heinrich, was ist los? 4c

(Asks in English a question about the homeroom T-shirts.) 4ce

(Teacher answers in German that that must be discussed in homeroom, not in German class.) 4c

Oh, just another five minutes and we'll be finished. 4ce

Come on, we have to decide now.

4ce

Wir haben heute einen Gast. Das ist--ist es Frau oder Fräulein? 4c  
Frau Rollmann. Und sie versteht Deutsch. 4c Du kannst Fragen stellen. 4c

(Frau.)

(Student returns from nurse.)

Was hat die Krankenschwester gemacht? 4c

(Student answers in German.) 4c

Teacher Talk		Student Talk	
English	German	English	German
1a	= 4	1a	= 4
1b	= 10	1b	= 10
1c		1c	
2	= 22	2	= 26
3a		3a	= 10
3b		3b	= 3
3c		3c	
4a	= 13	4a	
4b		4b	
4c	= 22	4c	= 12
Total English = 17	Total German = 87	Total English = 14	Total German = 65
Total Teacher Talk = 104		Total Student Talk = 79	
Total Class English = 31		Total Class German = 152	
Total Class Talk = 183			
Appendix III. Sample Tally Sheet--Observations			

## Appendix IV. Raw Scores--Observations

## Teacher TALK

1ae 1a 1be 1b 1ce 1c 2e 2 3ae 3a 3be 3b 3ce 3c 4ae 4a 4be 4b 4ce 4c

## GRADE 10 CLASSES A-I

A	-	8	8	18	-	18	-	13	-	-	1	-	1	16	93	7	-	-	5	-
B	-	-	-	10	-	-	2	22	-	-	-	-	-	34	23	47	-	-	5	-
C	2	4	-	47	-	-	-	5	-	-	34	-	-	-	64	11	5	-	7	3
D	-	4	-	10	-	-	-	22	-	-	-	-	-	-	13	29	-	-	4	22
E	3	5	-	-	-	-	-	-	-	-	3	-	-	50	36	12	1	-	1	3
F	2	-	-	36	-	-	-	35	-	-	2	-	-	2	103	60	2	-	10	7
G	-	-	-	11	-	-	5	16	-	-	10	3	-	62	4	59	-	-	3	14
H	-	16	-	32	-	-	4	22	-	-	6	-	-	54	36	31	1	-	2	6
I	-	1	-	62	-	-	-	49	-	-	25	7	-	16	71	28	1	-	35	11

## GRADE 11 CLASSES A-E

A	-	6	-	5	-	-	-	14	-	-	5	-	2	24	84	14	3	-	1	-
B	-	60	-	-	-	-	-	-	-	-	-	-	-	36	12	23	-	-	9	18
C	1	20	-	25	-	-	9	12	-	-	13	3	1	12	30	15	5	1	3	9
D	1	1	-	1	-	-	-	7	-	-	3	3	-	33	10	34	-	-	3	44
E	-	9	-	-	-	-	23	25	-	-	14	2	-	-	101	10	1	-	2	-

## Appendix IV., cont. Raw Scores--Observations

## STUDENT TALK

	1a	1a	1b	1b	1c	1c	2c	2	3e	3a	3a	3b	3c	3c	4a	4a	4b	4b	4c	4c
	GRADE 10 CLASSES A-I																			
A	-	16	-	25	-	36	6	27	-	-	1	-	1	16	-	-	-	-	5	-
B	-	6	-	10	-	-	-	25	-	-	-	-	-	69	-	-	-	-	16	-
C	-	5	-	47	-	-	-	19	-	-	27	1	-	-	-	-	8	-	11	3
D	-	4	-	10	-	-	-	26	-	10	-	-	-	3	-	-	-	-	14	12
E	-	8	-	-	-	-	2	6	-	-	1	-	-	46	-	-	1	-	4	2
F	-	36	-	39	-	-	3	60	-	-	2	-	1	36	-	-	1	-	9	1
G	-	-	-	11	-	42	-	26	-	-	10	3	-	124	-	-	-	-	2	9
H	-	10	-	32	-	-	-	45	-	-	6	-	1	44	-	-	1	-	-	3
I	1	1	-	61	-	8	3	65	-	-	15	4	-	14	-	-	2	-	26	1

## GRADE 11 CLASSES A-E

A	-	10	-	5	-	17	8	27	-	56	5	-	2	52	-	-	1	-	1	2
B	-	-	-	-	-	-	-	6	-	-	-	-	1	33	-	12	-	-	15	4
C	-	2	-	25	-	1	-	23	-	-	12	1	-	15	-	-	9	-	11	4
D	-	-	-	1	-	-	1	18	-	10	6	-	5	22	-	-	-	-	15	35
E	-	-	-	-	-	-	12	60	-	-	6	6	-	8	-	-	1	-	2	-



## Appendix V. Tally Sheet--Teacher Questionnaire

1. I teach my classes completely in German  
☒ I from the beginning ☐ by third year  
☐ by the end of first year ☐ I usually teach in English.  
☐ by second year ☒ Other: Unless English is necessary
2. I make grammar explanations in German  
☒ from the beginning ☐ by third year  
☐ by the end of first year ☒ I usually explain grammar in English.  
☐ by second year ☐ Other: Depends on comprehension - difficulty of explanation.
3. I give all instructions in German  
☒ from the beginning ☐ by third year  
☐ by the end of first year ☐ I usually give instructions in English.  
☐ by second year ☒ Other: If possible
4. I find that I can converse with my students in German  
☒ from the beginning ☐ by third year  
☒ by the end of first year ☐ Students are usually not able to  
☐ by second year ☐ converse after only three years of study.

For each unit of work at the first year level,

5. My students perform repetition drills to practice new material  
<sup>12 = 60%</sup> always ☒ usually ☐ sometimes ☒ never ☐  
<sup>7 = 40%</sup> Sufficient repetition drills are provided by the textbook. ☒ ☐ ☐  
 I usually devise my own repetition drills. ☒ ☐ ☐
6. My students perform oral grammar drills to practice new material  
<sup>15 = 75%</sup> always ☒ usually ☐ sometimes ☒ never ☐  
<sup>5 = 25%</sup> Sufficient grammar drills are provided by the textbook. ☒ ☐ ☐  
 I usually devise my own grammar drills. ☒ ☐ ☐

Appendix V, cont.  
Tally Sheet--  
Teacher Questionnaire

7. My students perform prepared dialogues  
always ~~IIII~~ usually II sometimes ~~IIII~~ never II  
Dialogues are provided by the textbook ~~IIII~~ IIII  
I usually prepare the dialogues. II  
The students prepare their own dialogues. ~~IIII~~ IIII  
*11 = 55% 9 = 45%*
8. My students ask or answer questions on the content of a dialogue, story  
or report, to practice the material in the unit  
always ~~IIII~~ usually IIII sometimes II never II  
Questions are provided by the textbook. ~~IIII~~ IIII  
I usually prepare the questions. ~~IIII~~ IIII  
Students prepare the questions. ~~IIII~~ IIII  
*15 = 75% 5 = 25%*
9. My students converse on topics, expressing their own opinions  
always II usually II sometimes ~~IIII~~ never ~~IIII~~  
Conversation topics or stimuli are provided by the textbook. IIII *Rejoinders, free response*  
I devise my own conversation stimuli. ~~IIII~~ IIII  
*4 = 20% 16 = 80%*
10. My students use German in class to convey or to obtain needed information  
always II usually IIII sometimes ~~IIII~~ never ~~IIII~~  
I have found the following techniques useful to encourage students to  
use German in class: (use back)  
*3 = 15% 17 = 85%*
11. The above answers regarding my use of various techniques and the adequacy  
of the textbook differ appreciably for second year as follows: (use back)
12. The above answers regarding my use of various techniques and the adequacy  
of the textbook differ appreciably for third year as follows: (use back)
13. I consider communication in the target language to be the primary goal of  
foreign language study 17 yes (If not, name primary goal: Reading Comp.)  
*Emphasis on oral (IIII) Emphasis on 4 skills (IIII)*
14. Major factors influencing the (increase, decrease) in enrolment in German  
classes at my school are: (use back)

## Appendix V., cont. Tally Sheet--Teacher Questionnaire

## Teacher Comments

Question 10. (a) Hot seat--interrogation of teacher or student; (b) guessing game: What's in the paper bag? (c) Teacher begins with provocative statement: "Ach, Maria!" (d) Students ask teacher personal questions. (e) Teach practical expressions: How to ask for a drink of water, to see school nurse, to leave the room, etc. (f) impromptu speeches: student chooses topic from an envelope, e.g., Meine Familie, Ein guter Freund, Was ich am Samstag mache--speaks on the subject a few minutes, and then answers questions from students.

Question 11. (a) Fewer drills; (b) increased use of German 1111; (c) more English grammar explanations because of complexities of grammar; (d) more free conversation; (e) increase in translation--English to German; (f) not much difference 1111.

Question 12. Not much difference except more reading, writing and translation.

Question 14.

Reasons for decrease:

Low aptitude students  
 Negative counseling(1111)  
 Job-oriented students (11)  
 Grammar-oriented textbook  
 Teacher's reputation (11)  
 Look for easy credit (111)  
 Scheduling problems  
 Credit system (fewer  
 credits required) (11)  
 Too difficult (11)  
 Avoid homework  
 Afraid of low marks (11)

Reasons for increase:

Realistic demands leading to  
 sense of accomplishment  
 Overall active department  
 Quality of program (111)  
 Teacher  
 Academically inclined  
 population  
 Growing population areas  
 German residential area  
 Advertisement (11)  
 Public relations  
 Support from counselors  
 Reputation

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