PILOT PROJECT No. 2

"GRAMMAR CONSCIOUSNESS–RAISING TASKS"

FINAL REPORT and EVALUATION

PROJECT TITLE
GRAMMAR CONSCIOUSNESS-RAISING TASKS

PILOTING INSTITUTION(S)
Vorstudienlehrgang der Grazer Universitäten (VGU), A-8010 Graz, Burgring 8/II

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PROJECT SUMMARY
Please describe briefly the overall goal and objectives of the pilot project.

This pilot project study investigates the effects of selected grammar consiousness-raising tasks on the acquisition of the German article system by L2 learners whose L1 does not have such a system (e.g. learners with Slavic, Albanian, Turkish, Arabic, Chinese, etc. L1)
The questions and hypotheses of the pilot study are the following:

- Speakers of languages in which the gender of nouns and the definiteness/ indefiniteness of the noun phrase are not expressed by means of a particular lexical unit (i.e. the article), but in different ways (e.g. the gender by suffixes, definiteness/ indefiniteness by the order of sentence constituents), have much more difficulties in acquiring the German article system than learners with L1s which are structurally more closely related to German (e.g. English and French). This claim is underpinned by SLA research findings (cf. Larsen-Freeman/Long 1991, 97-103)
- In most course books, teaching materials, etc. currently available for German language teaching the German article system is not addressed as a major acquisition problem. This neglect puts learners of the above target group at a disadvantage.

To make up for these shortcomings it is necessary to deal with the German article system in a much more explicit and detailed way in class. To do this we propose – instead of traditional teacher-fronted explanatory instruction - the use of a task type called the grammar consciousness-raising task. This is a communicative task with a grammar problem to be solved interactively in groups as the task content. Such a format integrates grammar instruction with the provision of opportunities for meaning-focused use of the target language. The object of grammar consciousness-raising task performance is to raise learners' consciousness - through the development of explicit knowledge - of particular grammatical features (the German article system, in this case), which are then 'noticed' by learners in subsequent meaningful input. 'Noticing' has thus been suggested to perform an interfacing function between the development of explicit knowledge of a feature through formal instruction and the eventual acquisition of that feature (Fotos 1993).

TARGET GROUP

Please indicate age, gender, national profile and number of students in the pilot group and level of their language proficiency according to the European Framework.

The target group is a representative number of adult L2 learners of German (aged 18+) whose L1 does not have an article system comparable to that of German. The subjects will come from countries such as Bosnia & Hercegowina, Serbia, Croatia, Russia, Turkey, Kosovo, Mongolia, etc.). They belong to 3 different courses of basic German (Level A1 in the European Framework) in the VGU language program.

PILOT PROJECT RELATION TO CHAGAL PRINCIPLES

Please specify how your project fits into the CHAGAL Curriculum Guidelines.

It is assumed that this pilot study project is in accordance with the Chagal Curriculum guidelines in that it tries to compensate for the shortcomings of language teaching material in view of a specific L1 target group. Target-like command and use of the German article system is seen as an indispensable prerequisite for successful (especially written) communication in academic settings.

METHODOLOGY

Please give a description of the methodology that you will use to achieve your pilot project objectives. Indicate the tools/instruments that will be developed/used during the pilot project (e.g. visual aids, questionnaires, handouts, teacher-developed materials etc.).

Research design:
The study included one experimental group and two control groups of adult learners of German as a foreign language at beginners level (level A1 within the European Framework). As exact peer groups were not available one control group was at a slightly higher (control group level plus), one at a slightly lower level than the experimental group (control group level minus) at the beginning of the study. The aim was to find out whether the implementation of consciousness-raising activities in the experimental group would lead to increased awareness and knowledge of the German article system in this group as compared to the two control groups, who received teacher-fronted explanatory instruction on the German article system as provided by the course book in use (the same course book [Themen 1 & 2 aktuell] was used in all three groups).
The following tools/instruments were developed/used during the pilot project:

- An achievement test to regroup students at beginner's level after approx. five weeks of instruction. According to this regrouping the three course groups for the study were established (one experimental group and two control groups)
- A questionaire (translation exercise) to find out the main differences between the article system of the languages spoken by learners with specific L1s and the German article system (experimental group only)
- Two grammar consciousness-raising tasks on the function and use of the German article system (experimental group only)
- A final "noticing"-test on the command of the German article system (all groups)
- C-test battery to assess learners overall proficiency of German subsequent to the project (all groups)

ACTION PLAN

Please provide a short description of the activities carried out within your pilot (e.g. who was doing what and when).

The project was implemented during 5 course weeks in Dezember 2003 – January 2004
The following activities were carried out:

- Early Nov. 03: An achievement test to regroup students at beginner's level after

approx. five weeks of instruction. According to this regrouping the three course groups for the study were established (one experimental group and two control groups)

- Early Dec. 03: A questionaire (translation exercise) to find out the main differences between the article system of the languages spoken by learners with specific L1s and the German article system (experimental group only)
- Mid-Dec. 03 & Mid-Jan 04: Two grammar consciousness-raising tasks on the function and use of the German article system (experimental group only)
- End Jan. 04: A final "noticing"-test on the command of the German article system (all groups)
- Early Feb. 04: C-test battery to assess learners overall proficiency of German subsequent to the project (all groups)

EXPECTED OUTCOMES

Please indicate what YOUR idea of the outcomes was BEFORE starting the pilot project (=text of your proposal).

It is hoped that the use of interactive grammar consciousness-raising tasks in our experimental group for teaching the German article system will induce significant levels of noticing target grammar structures (= German articles) in a final targetted noticing test, compared with noticing scores produced by two control groups who were instructed by means of traditional teacher-fronted explanatory instruction.
Furthermore, it is hoped that this type of grammar consciousness-raising treatment will be evaluated positively by the majority of the learners in question.

ACTUAL OUTCOMES

Please compare the outcomes AFTER the end of the pilot project to the expected outcomes above.

The survey on the main differences between the article system of the languages spoken by VGU-students with specific L1s and the German article system showed that the differences in this respect were fundamental (see Supporting Document 2), thus justifying the implementation of the proposed type of grammar consciousness-raising treatment.
The results of the noticing test must be interpreted in relation to the learners' overall proficiency of German because knowledge and correct use of the German article system requires the command of a complex set of rules which frequently have to be applied on a level beyond sentence-level where aspects such as text cohesion, theme-rheme relationship, etc. play an important role.
Under this perspective it is remarkable that approx. 50 per cent of the learners in the experimental group attained noticing scores that were significantly higher than their scores on the pretest on overall proficiency. About 30 per cent of the learners in the experimental group attained noticing scores that were significantly higher than their scores on the pretest <u>and</u> the posttest on overall proficiency (see Supporting Document 6a). In contrast to the experimental group, the noticing scores of the two control groups (level plus and level minus) which were not exposed to CT-tasks but received traditional teaching in form of teacher-fronted explanatory instruction correlated to a much higher extent to their scores on overall proficiency (see Supporting Document 6b & 6c).
<u>It can be concluded, therefore, that at least for approx. 50 per cent of the learners in the experimental group the instruction through grammar consciousness-raising tasks lead to noticing scores of the target structure (i.e. the German articles) that were significantly higher than those of the control groups when related to the learners' overall proficiency.</u>

LIST OF SUPPORTING DOCUMENTS

Please list the materials you have developed (e.g. questionnaires, forms, handouts, records, notes, students' feedback etc.). – Please include the documents into the **APPENDIX** .

Supporting Document 1:

Erhebung: Deutsch-Muttersprache kontrastiv Blatt 021 (survey on main differences between the article system of the languages spoken by VGU-students with specific L1s and the German article system).

Supporting Document 2:
Resultate der Erhebung: Deutsch-Muttersprache kontrastiv Blatt 021 (results of survey on main differences between the article system of the languages spoken by VGU-students with specific L1s and the German article system)

Supporting Document 3:
Formfokussierung „Artikelgebrauch" / CR 1 deduktiv Blatt A+B (Consciousness-raising task 1)

Supporting Document 4:
Formfokussierung „Artikelgebrauch" / CR 2 induktiv Blatt A+B (Consciousness-raising task 2)

Supporting Document 5:
Formfokussierung „Artikelgebrauch" / Noticing-Test (Targetted noticing test)

Supporting Documents 6a,6b,6c:
Overall proficiency and noticing test scores
6a: experimental group SCM (intermediate beginner's level)
6b: control group HOL (advandced beginner's level)
6c: control group KAA (elementary beginner's level)

REFERENCES

DEMME, Silke (2000), „Transfer und Interferenz: Lernprobleme für DaF-Studierende (nicht nur) mit tschechischer Muttersprache", in: Materialien Deutsch als Fremdsprache 58, 570-582.

FOTOS, Sandra (1993), "Consciousness Raising and Noticing through Focus on Form: Grammar Task Performance versus Formal Instruction". In: Applied Linguistics 14, 385-407.

LARSEN-FREEMAN, Diana/LONG, Michael (1991), An introduction to second language acquisition research, London.

PETRIC, Teodor (2001), „Zur Verwendung des deutschen Artikels in Texten slowenischer Deutschlerner", in: M. B. SELLNER (Hrsg.), Fremdsprachendidaktik und Zweitsprachenerwerb im Kontext, Frankfurt a.M., 57-64.

PORTMANN-TSELIKAS, Paul R. (2001), „Sprachaufmerksamkeit und Grammatiklernen", in: P.R. Portmann-Tselikas/S. Schmölzer-Eibinger, Sabine (Hrsg.), Grammatik und Sprachaufmerksamkeit, (= Theorie und Praxis, Österr. Beiträge zu Deutsch als Fremdsprache 6), Innsbruck, 9-48.

SCHLAK, Torsten (1999), "Grammatikaufgaben im Fremdsprachenunterricht: Was hat uns die Zweitsprachenerwerbsforschung hierzu zu sagen?", in: Fremdsprachen Lehren und Lernen 28, 201-209.

PILOT PROJECT FINAL EVALUATION

Please answer the guiding questions below as far as possible. Additional comments are highly welcome, though.

1. Please describe the added value of the pilot project: benefit for the chagal student target group (e.g. with regard to competences, study skills,

integration …).

The CHAGAL approach to curriculum development and teaching aims at finding out about students` needs and at planning the curriculum with regard to the individual student. CHAGAL follows a bottom up approach. It is mainly the teacher who has to develop and implement a student-centred curriculum based on a thorough needs analysis. The CHAGAL approach states that teachers have to be aware of the different backgrounds of their learners when planning, negotiating and implementing language curricula. If teachers are successful in developing "individualized curricula" which meet the needs of the individual student especially the CHAGAL target student group will benefit as these students very often have to attend classes together with students who do not belong to the target group. If their needs can be analysed and considered more thoroughly and if teaching considers their individual needs they will hopefully be more successful students.

The central aim of language courses is to help students develop a level of language competence that enables them to act successfully in their future environment at the university. Part of the communicative competence students have to develop is "linguistic competence" which means an adequate and sufficient mastery of the vocabulary and structure of the target language.
According to CHAGAL principles teachers must be aware of the fact that (1) the mother languages of the students have different structures than German and (2) that their learners have very individual former experiences with grammar teaching in their mother language and in their second language. Therefore an approach to grammar teaching that is not based on teaching explicit grammar rules but that is based on a contrastive analysis of languages and on very basic skills of the students (like becoming aware of grammar phenomena, collecting data, draw conclusions and test hypotheses) seems to be more adequate and more efficient.

The project (1) suggests a way how teachers can become aware of the language background of their students and (2) tests a certain type of language activity (grammar consciousness-raising tasks = CR tasks) in regard to its potential to make learners more aware of language structures and support the learning and acquisition of grammar structures.

The project focused on one particular grammar area, the German article system. In the first phase the teachers found out about the differences in the language structures between the students' mother languages and German by giving them sentences to translate. In the second phase three groups of students were taught the German article system in different ways. Two control groups were given explicit rules, the experimental group was confronted with grammar consciousness raising tasks. In the third phase the three groups were tested on their command of the article system, and their experiences with the tasks as well as their former experiences with grammar teaching were recorded.

All in all, the assumptions about the positive effect of grammar consciousness raising tasks could be confirmed. Especially CHAGAL students could benefit from grammar teaching by means of grammar consciousness raising tasks as they very often are not as accustomed to grammar terminology and teaching of explicit rules. Furthermore, the contrastive analyses of languages helps teachers and students to focus on relevant grammar issues and so makes teaching more efficient.

2. If applicable, please give a brief outline how (methodologically, in terms of content…) your pilot project supported / guided students into academic study – more efficiently, intensively…. than it would have been possible without the pilot project?

The approach to grammar teaching outlined above reflects as a whole the process of

scientific research: the "scientist" becomes aware of phenomena he/she hasn`t been aware of yet, he/she develops a hypothesis about regularities, he/she tests her/his hypothesis by applying it to other situations and he/she accepts, modifies or rejects it. Students are not passive consumers of grammar rules but become active "researchers". The approach therefore has the potential to prepare and train students for the challenges of scientific studies at the university.

3. To underpin the findings above: please give a summary of students' feedback:

The learner feedback questionnaires have not been analysed yet.

4. If any, which level of study language proficiency would you think as preconditional for carrying out a project like your pilot project? Please indicate the level according to the European Framework.

In principle the approach can be applied to all levels (A1-C2)

5. Please describe the added value of the pilot project: benefit for the academic community at (host) universities (e.g. benefit for academic (everyday) life, for academic studies, effects on the internationalisation process /Bologna Process, benefit for majority student groups …).

1) The approach supports an active, autonomous attitude to language learning. The students develop small "research projects" which focus on their own language learning process. Students have to be curious and reflect on the way they act and solve problems. Such an approach fits into a scientific environment.

2) In the future it will become more important to do contrastive analyses in terms of language backgrounds of the students and modify or individualize grammar teaching. Such a development can make language learning more effective.

6. You have finished a chagal pilot project. How much extra work did it afford (hours per week)?
How would you define the pilot project workload in terms of cost-benefit-ratio?

The pilot project afforded extra work of approx. 2 hours per week over a period of 16 weeks (Nov 03 – Feb 04) for each of the two piloters.

7. Sustainability:
   ▪ How do you feel about continuing your pilot project work/ developing it further / implement your findings into your teaching? If applicable, please indicate any plans how you will proceed further.

The existing language learning materials show a lack of CR activities. New materials should be developed.

   ▪ Is your pilot project /or parts of it?/ transferable into mainstream

teaching/learning at your institution? In which way would you suppose it might be implemented? Do you intend to do anything about it? Is there any support the chagal team can offer?

It is transferable, but there are no plans yet how it could be done.

APPENDIX: Supporting Documents

Supporting Document 1:

Erhebung: Deutsch-Muttersprache kontrastiv Blatt 021 (survey on main differences between the article system of the langages spoken by VGU-students with specific L1s and the German article system)

Chagal Piloting Project 2 VGU Graz , Krenn/Schifko
*Erhebung: Deutsch-Muttersprache kontrastiv **BLATT 021***

Muttersprache: _____

Übersetzen Sie bitte die folgenden Sätze in Ihre Muttersprache? Welches deutsche Wort passt zu dem Wort in Ihrer Muttersprache? Zeichnen Sie eine Linie. Wenn ein Wort keine Entsprechung hat, schreiben Sie „Ø".
Verwenden Sie bitte das lateinische Alphabet.
Please translate the following sentences into your mother language. Please indicate which German word corresponds to which word in your mother language by drawing a line. If a single word has no correspondence indicate by writing "Ø". Please use the Latin alphabet

z.B.: deutsch *Dort ist ein Supermarkt.*

meine Sprache ___xxx_____xxxx_____xxx_____xxxx___

1. *Der Tisch ist schön.*

_____

2. *Das ist eine Spüle. Die Spüle hat zwei Becken.*

_____

3. *Das ist mein Bett. – Was ist das? Dein Bett? - Ja, mein Bett. Es ist sehr bequem.*

_____

4. *Herr Rose ist Kellner. Er mag seinen Beruf.*

_____

5. *Haben wir noch Mineralwasser? – Nein, es ist keins mehr da.*

_____

6. *Michael hat einen Kleiderschrank, aber er hat keine Couch.*

_____

7. *Wie findest du die Kommode hier?. – Die ist zu teuer.*

_____

8. *Hier sind Lampen. Hast du schon welche? – Nein, ich habe noch keine.*

_____

9. *Wie findest du die Lampen? - Meinst du die um 30 € oder die um 65 €?*

_____

Supporting Document 2:
Resultate der Erhebung: Deutsch-Muttersprache kontrastiv Blatt 021 (results of survey on main differences between the article system of the langages spoken by VGU-students with specific L1s and the German article system)

Artikelsystem Deutsch vs. Lerner-L1

Lerner-L1	Art poss	Art indef[2]	Art def
DEUTSCH	ja	ja	ja
Serbisch/ Kroatisch/ Bosnisch	ja	nein	nein
Russisch	ja	nein	nein
Ukrainisch	ja	nein	nein
Albanisch	ja (ng)[1]	nein	nein
Mongolisch	ja	nein	nein

[1] ng = nachgestellt

[2] findet sich z.B. in S-K-B nur als Zahlwort: „Ich sehe hier nur einen Tisch, nicht zwei."

Supporting Document 3:
Formfokussierung „Artikelgebrauch" / CR 1 deduktiv Blatt A (Consciousness-raising task 1)

Formfokussierung „Artikelgebrauch" / CR 1 deduktiv Blatt A

Aufgabe:
Welcher Artikel passt? Diskutieren Sie in der Gruppe zuerst die Erklärungen. Sie sollen sie gut verstehen.
Ergänzen Sie dann die Lücken auf Blatt 1c mit einer der Optionen.
Ordnen Sie dann jede Lücke (Nummer!) einer Regel zu (auf diesem Blatt).

Indefiniter Artikel (*ein, eine, ...*) signalisiert, dass etwas <u>neu</u> ist im Text (es ist noch nicht identifiziert, noch nicht bekannt)

Lücke Nummer: _____

Definiter Artikel (*der, die, das, ...*) signalisiert,

- dass etwas <u>schon bekannt</u> ist (im Text oder aus der Alltagswelt)

Lücke Nummer: _____

- dass etwas nur <u>einmal</u> existiert

Lücke Nummer: _____

<u>Nullartikel</u> (∅) steht *zum Beispiel*:
- vor Stoffen und Materialien, die meistens eine unbestimmte Menge sind (Kaffee, Holz, Mineralwasser, etc.)

Lücke Nummer: _____

- vor Berufen

Lücke Nummer: _____

- vor Nationalitäten

Lücke Nummer: _____

Supporting Document 3:
Formfokussierung „Artikelgebrauch" / CR 1 deduktiv Blatt B (Consciousness-raising task 1)

Chagal Piloting Project 2 VGU Graz, CR 1 deduktiv a/b. © Schifko/Krenn

Formfokussierung „Artikelgebrauch" / CR 1 deduktiv Blatt B

<u>Ein Brief aus Graz</u>

Lieber Juan!

Wie geht es dir? Stell dir vor, ich bin in Graz und mache seit sechs Wochen _____ (1) Sprachkurs. _____ (2) Kurs ist immer am Vormittag, danach mache ich meine Hausaufgaben mit zwei anderen Studentinnen _____ (3) Restaurant neben _____ (4) Schule.

Nachmittags schauen wir uns oft zu dritt _____ (5) Stadt an – und hier gibt es wirklich viel zu sehen. In diesem Jahr ist Graz _____ (6) Kulturhauptstadt Europas. Gestern waren wir _____ (7) neuen Kunsthaus und haben _____ (8) Ausstellung gesehen. Fast immer endet unser Spaziergang _____ (9) Cafe oder _____ (10) Pub.

Ich wohne _____ (11) Studentenheim _____ (12) Zentrum von Graz. Es gefällt mir sehr gut. _____ (13) meisten Studenten sind sehr nett. Oft gehen wir abends noch _____ (14) Diskothek oder _____ (15) Bar und trinken _____ (16) Wein oder _____ (17) Bier.

Besonders _____ (18) Bier schmeckt sehr gut in Österreich.

So, jetzt muss ich aufhören, denn ich habe mich mit Maria und Giuseppe verabredet. Giuseppe ist _____ (19) Italiener und arbeitet als _____ (20) Software-Experte _____ (21) Computerfirma.

Vielleicht kannst du mich einmal in Graz besuchen!

Alles Liebe,

deine Carmen

(1)	den / einen / Ø	(8)	die / eine / Ø	(15)	in die / in eine / in Ø
(2)	der / ein / Ø	(9)	im / in einem / in Ø	(16)	den / einen / Ø
(3)	im / in einem / in Ø	(10)	im / in einem / in Ø	(17)	das / ein / Ø
(4)	der / einer / Ø	(11)	im / in einem / in Ø	(18)	das / ein / Ø
(5)	die / eine / Ø	(12)	im / in einem / in Ø	(19)	der / ein / Ø
(6)	die / eine / Ø	(13)	die / Ø	(20)	der / ein / Ø
(7)	im / in einem / in Ø	(14)	in die / in eine / in Ø	(21)	bei der / bei einer / bei Ø

Supporting Document 4:
Formfokussierung „Artikelgebrauch" / CR 2 induktiv Blatt A (Consciousness-raising task 2)

Chagal Piloting Project 2 VGU Graz , CR 2 induktiv a/b. © Schifko/Krenn

Formfokussierung „Artikelgebrauch" / CR 2 induktiv Blatt A

TEIL 1

a.
Sehen Sie sich die Wortliste an. Sie enthält alle Wörter eines Textes. Die Zahl vor jedem Wort gibt an, wie oft das Wort im Text steht (z.B. das Wort *Baby* steht 3x im Text).

Überprüfen Sie, ob Sie alle Wörter verstehen. Schauen Sie im Wörterbuch nach, fragen Sie einen Kollegen/eine Kollegin oder den Lehrer/die Lehrerin.

b.
Diskutieren bzw. arbeiten Sie in der Gruppe:
1. Was glauben Sie – worum geht es in dem Text? Schreiben Sie ein paar Stichwörter auf und erzählen Sie dann.
2. Bilden sie 3-4 Sätze mit den Wörtern aus der Wortliste. (Die Sätze müssen nicht zusammenhängen; wichtiger ist, dass die Grammatik so weit wie möglich korrekt ist!). Lesen Sie Ihre Sätze den anderen Gruppen vor.

7	ein	1	Geschäft
3	Baby	1	gut
3	Christine	1	Hast
3	das	1	hat
3	für	1	Idee
3	ich	1	in
3	zu	1	jeden
2	eine	1	jetzt
2	Geschenk	1	Legeübungen
2	ist	1	kaufe
2	Junge	1	kaufen
2	noch	1	klein
2	vielleicht	1	kleines
1	Aber	1	könnte
1	auch	1	Meine
1	Auf	1	mit
1	Auto	1	muss
1	bekommen	1	Mütze
1	bisschen	1	nächsten
1	Buch	1	nicht
1	dafür	1	schenken
1	darf	1	schnell
1	den	1	sein
1	der	1	teuer
1	Deshalb	1	um
1	du	1	wäre
1	Fall	1	was
1	Freundin	1	Winter
1	ganz		

Supporting Document 4:
Formfokussierung „Artikelgebrauch" / CR 2 induktiv Blatt B (Consciousness-raising task 2)

Formfokussierung „Artikelgebrauch" / CR 2 induktiv Blatt B

TEIL 2

Arbeiten Sie in Gruppen.
Sie haben untenstehend jetzt den Text, allerdings mit einigen Lücken. Es fehlen nur Nomen und Artikel. Am besten gehen Sie so vor:
1. Markieren Sie in der Wortliste alle Artikel (definite und indefinite Formen)
2. Ergänzen Sie dann den Text mit einem passenden Nomen aus der folgenden Liste plus dazugehörigem Artikel.

3	Baby	1	Geschäft
2	Geschenk	1	Idee
2	Junge	1	Jogaübungen
1	Auto	1	Mütze
1	Buch	1	Winter

Meine Freundin Christine hat _____ _____ bekommen. Deshalb muss ich noch schnell in _____ _____, um _____ _____ zu kaufen. Hast du vielleicht _____ _____, was ich Christine für _____ _____ schenken könnte? _____ _____ ist _____ _____, _____ kleines _____ wäre ganz gut. Aber dafür ist _____ _____ jetzt noch ein bisschen zu klein. Vielleicht _____ _____ für _____ nächsten _____, _____ _____ darf auch nicht zu teuer sein. Auf jeden Fall kaufe ich _____ mit _____ für Christine.

Formulieren Sie jetzt gemeinsam einige Regeln für den Artikelgebrauch.

<u>Indefiniter Artikel</u> (*ein, eine, …*) signalisiert zum Beispiel, dass …

<u>Definiter Artikel</u> (der, die, das, …) signalisiert zum Beispiel, dass …

<u>Nullartikel</u> (–) steht zum Beispiel vor …

Supporting Document 5:
Formfokussierung „Artikelgebrauch" / Noticing-Test (Targetted noticing test)

Formfokussierung „Artikelgebrauch" / *Noticing-***Test**

VGU-Kurs: _____   Datum:_____

Identifikation: _____   Muttersprache: _____

(Bitte schreiben Sie als Identifikation die ersten beiden Buchstaben Ihres Familiennamens und den ersten Buchstaben Ihres Vornamens, z.B. KATURA Haris = KAH; *Please use the first two letters of your surname and the first letter of your first name for identification, e.g. KATURA Haris = KAH)*

Aufgabe

Lesen Sie den Text. In dem Text fehlen Artikel. Markieren Sie, welcher Artikel für welches Nomen passt. Es gibt drei Typen:

Definit-Artikel	(*der, die, das, ...*) =	D
Indefinit-Artikel	(*ein, eine, ...*) =	I
Nullartikel	(∅) =	N

Markieren Sie so:

z.B.: Gestern habe ich in ↓Schubert-Kino ↓interessanten Film gesehen.

Normalerweise trinke ich lieber ↓Tee als ↓Kaffee.

Achtung! Nomen, die im Text so (~~Urlaub~~) markiert sind, können Sie ignorieren.

Text

Liebe ~~Sabine~~,

mein ~~Urlaub~~ hier auf Teneriffa ist toll. Wetter ist wunderbar. Jeden ~~Tag~~ liege ich hier an Strand in Sonne. Es ist angenehm warm (25°!). Gibt es bei euch in Österreich jetzt Schnee?
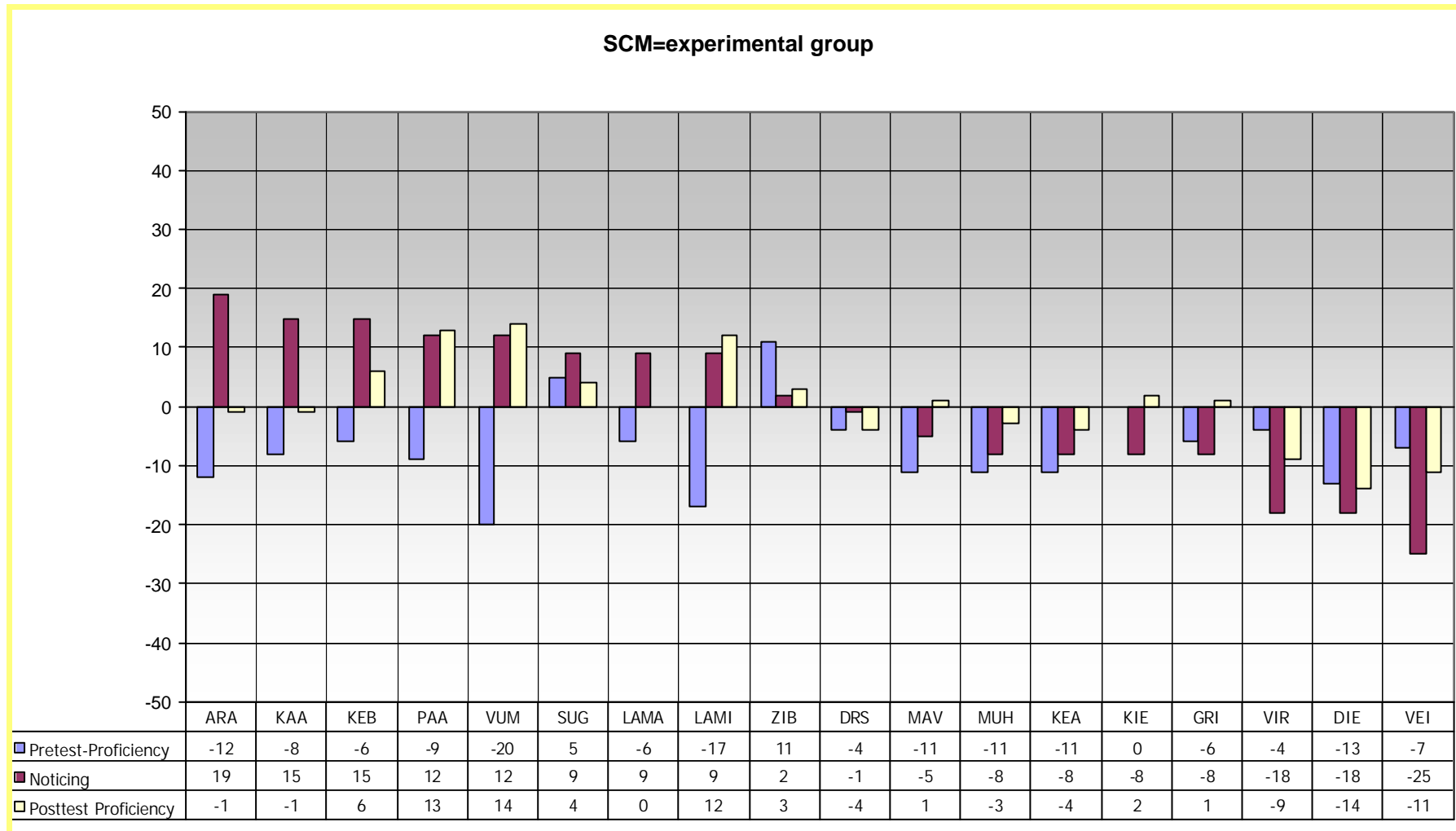
Ich wohne in kleinen Hotel. Ich kann von dort Meer sehen. Hotel ist klein, aber sehr komfortabel. Es hat Schwimmbad, Bar und Tennisplätze. Zimmer sind sehr gemütlich. Auch Kellner sind freundlich und nett. Glücklicherweise sind Hunde in Hotel nicht erlaubt. Du weißt, ich mag sie nicht besonders.

Am besten hier ist Frühstück. Es gibt jeden ~~Tag~~ großes Frühstücksbuffet mit fantastischen Speisen. Man kann essen, so viel man will. Nur eines gefällt mir nicht: Neben Hotel ist breite Straße mit starkem Autoverkehr. Deshalb wache ich nachts manchmal auf. Abends spiele ich aber manchmal Tennis mit Veronique. Sie ist Französin und arbeitet als Verkäuferin in großen Kaufhaus in Paris. Nach Tennismatch schlafe ich dann gut. Dann höre ich Autos überhaupt nicht.

So, morgen muss ich wieder nachhause fliegen. Schade, denn hier ist es so schön.

Bis bald

~~Bernd~~

SCM=experimental group

	ARA	KAA	KEB	PAA	VUM	SUG	LAMA	LAMI	ZIB	DRS	MAV	MUH	KEA	KIE	GRI	VIR	DIE	VEI
Pretest-Proficiency	-12	-8	-6	-9	-20	5	-6	-17	11	-4	-11	-11	-11	0	-6	-4	-13	-7
Noticing	19	15	15	12	12	9	9	9	2	-1	-5	-8	-8	-8	-8	-18	-18	-25
Posttest Proficiency	-1	-1	6	13	14	4	0	12	3	-4	1	-3	-4	2	1	-9	-14	-11

The diagram shows the individual deviation rate (in per cent) of each student from the mean scores attained by the three groups on three different tests (pretest on overall proficiency, noticing test on article system, posttest on overall proficiency)

HOL=control group level plus

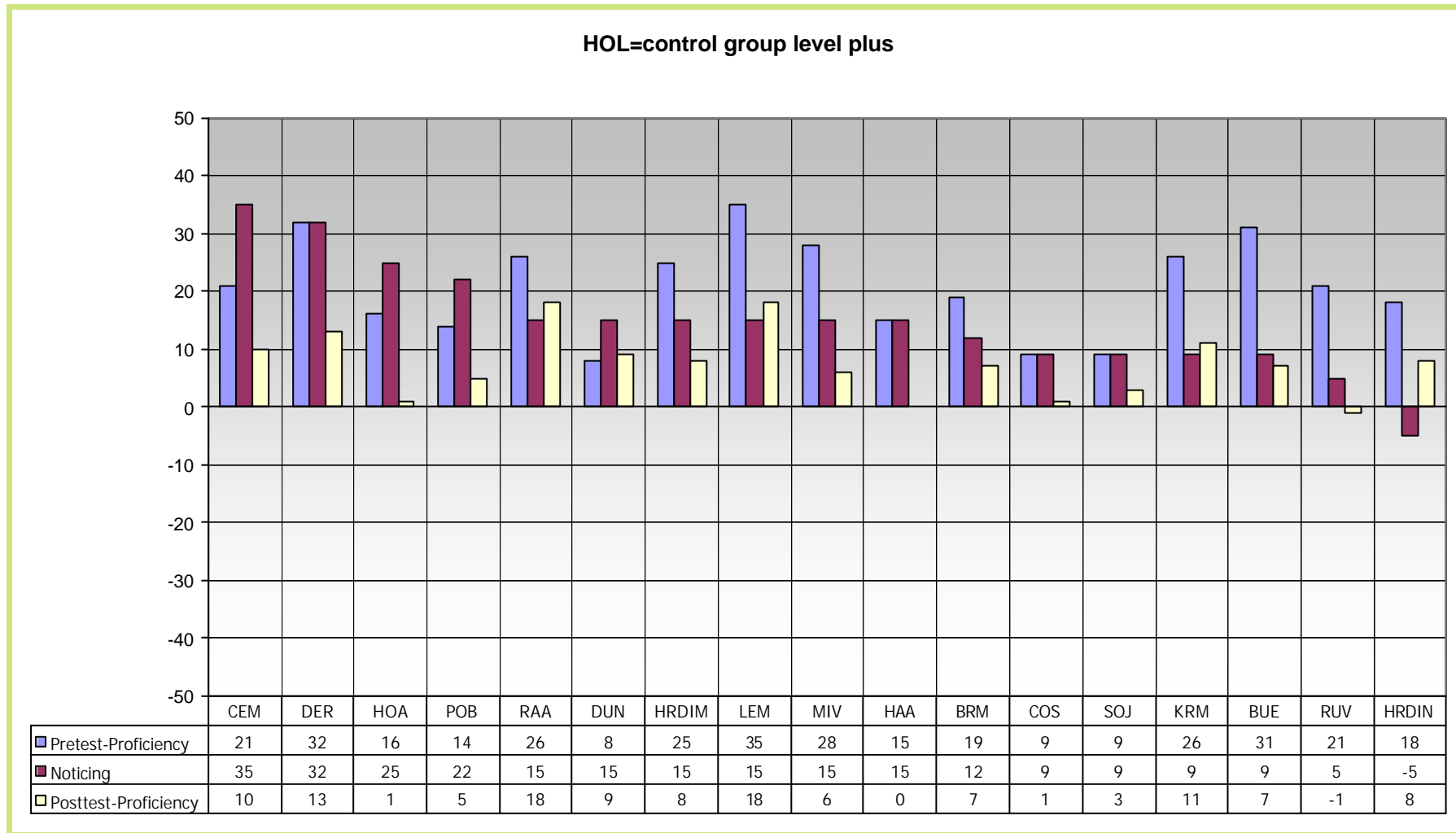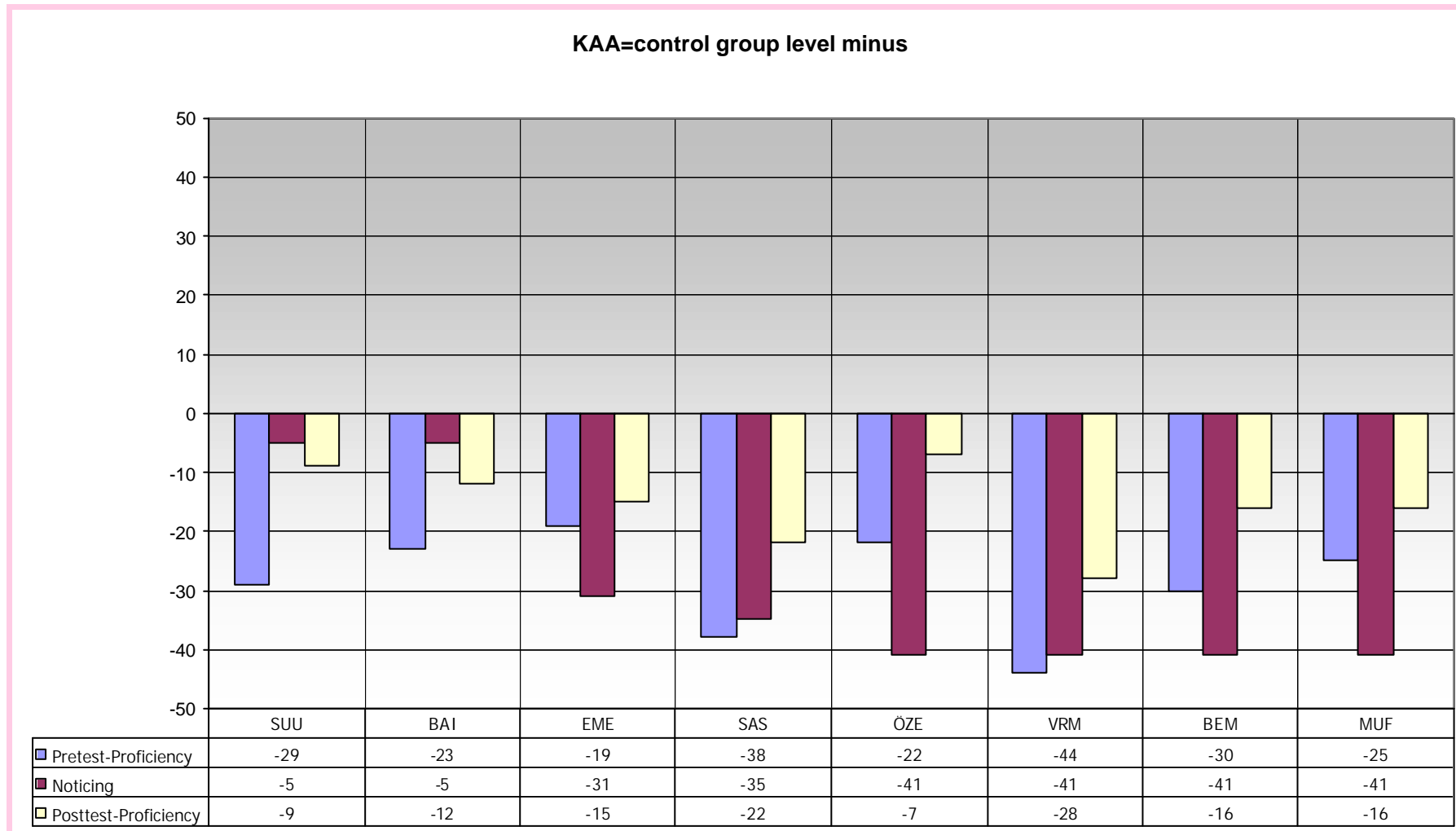|	CEM	DER	HOA	POB	RAA	DUN	HRDIM	LEM	MIV	HAA	BRM	COS	SOJ	KRM	BUE	RUV	HRDIN
Pretest-Proficiency	21	32	16	14	26	8	25	35	28	15	19	9	9	26	31	21	18
Noticing	35	32	25	22	15	15	15	15	15	15	12	9	9	9	9	5	-5
Posttest-Proficiency	10	13	1	5	18	9	8	18	6	0	7	1	3	11	7	-1	8

The diagram shows the individual deviation rate (in per cent) of each student from the mean scores attained by the three groups on three different tests (pretest on overall proficiency, noticing test on article system, posttest on overall proficiency)

KAA=control group level minus

	SUU	BAI	EME	SAS	ÖZE	VRM	BEM	MUF
Pretest-Proficiency	-29	-23	-19	-38	-22	-44	-30	-25
Noticing	-5	-5	-31	-35	-41	-41	-41	-41
Posttest-Proficiency	-9	-12	-15	-22	-7	-28	-16	-16

The diagram shows the individual deviation rate (in per cent) of each student from the mean scores attained by the three groups on three different tests (pretest on overall proficiency, noticing test on article system, posttest on overall proficiency)