Transcription, Brief Analysis and Academic Review of the BGE Test in Goldkronach on 25 September 2008

Transcription

Symbols:
PC = Project Coordinator; L = Learner
single underlining = single violation against BGE rules (performance error, potentially competence error); passages are classified as unintelligible even if Germans understand such passages, as they are used to them; not underlined/penalized are interferences of the typical German Auslautverhärtung, i.e. syllable final obstruent devoicing, in those cases where devoicing is also possible in English, namely before a pause and before a fortis consonant
double underlining = recurrent violation against BGE rules (competence error); not underlined/penalized is the mostly non-rhotic accent of the learners, which may be due to the non-rhotic input from the teacher (in BGE, non-rhoticity is not forbidden, but learners are made aware that “speaking the r” facilitates comprehension for the interlocutor).

bold-print = individual vocabulary
XXX = name

Group 1

Group with 21 learners
(originally 22 learners, but 1 learner already had to leave during the test and came back only towards the end)

PC: Can you sing a song together? Can we sing “Today is Tuesday”? Do you know this song?
All: Yes.
PC: Ok, let’s sing this song. Today is Tuesday.
All: … Today is Tuesday.
PC: … Today is Tuesday. All day long.
All: … All day long.
PC: Yesterday was … (stops singing) Yesterday was …? What day was yesterday? Today is Tuesday and yesterday?

A boy: Monday.
PC: Is this correct?
All: Yes.
PC: And tomorrow? Monday, Tuesday and tomorrow? (looks at L1.1; L1.2 wants to whisper the solution into L1.1’s ear; PC looks at L1.3)

L1.3: (as PC is looking at him) Erm, Wednesday.
PC: Wednesday, is this correct?
All: Yes.
PC: Yes it’s correct. Very good. So, let’s sing this song together. Today is Tuesday.
All: … Today is Tuesday. All day long. All day long. Yesterday was Monday. Tomorrow will be Wednesday. All day long. All day long.
PC: Who wants to be the mini teacher? XXXX, come out. Ok, you are the teacher and you sing the song with the class.

PC: (Doesn’t say anything, stands timidly in front of class.)
L1.3: Yes.
PC: Ok, sing the song. Do you understand?
L1.3: No.
PC: Can you just sing the song with the class?
L1.3: (conducting with PC) Today is Tuesday.
All: … Today is Tuesday. All day long. All day long. (PC supports learners) Yesterday was Monday. Tomorrow will be Wednesday. Ding Ding dong.

PC: Ok, thank you. XXXXX, what is your favorite sport?
L1.3: My favorite sport is horse-reading (teacher looks slightly confused) … horse-riding (L1.3 corrects herself; in this sense, she has found a way to be successful, but in this analysis her first utterance is counted as a mistake).

PC: Horse-riding. Ok. And what is your favorite drink?
L1.3: Water.
PC: Water, very good. And when is your birthday?
L1.3: My birthday is … eerm (thinking, smiling due to her lack of words, class begins to laugh softly as well) … in March.

PC: In March, ok. Very good, very good idea. In March. And what day?
L1.3: (reflecting) Twenty-three.
PC: Ok, March twenty-three. Thank you. Now you are the mini-teacher and you ask somebody. You do an interview.

PC: Can you ask somebody “What is your name? What is your favorite sport?”
L1.3: (nods). What’s your name, XXXXX?
L1.5: My name is XXXXX.
L1.3: And wie (= German ‘how’) old you? …

PC: How old are you?
L1.3: … How old are you?
L1.5: Nine years old.
L1.3: What’s your favorite sport?
L1.5: My favorite sport is swimming.
PC: Ok, XXXXX, now you are the mini-teacher and you ask somebody.
L1.5: What’s your name? (points at L1.6)
L1.6: My name is XXXXX.
L1.5: And how old are you?
L1.6: (long silence) Ten.
L1.5: What is your favorite sport?
L1.6: My favorite sport is swimming, erm schwimmen.
PC: Swimming.
L1.6: … Swimming.
PC: Ok, XXXXX, you’re the mini-teacher now.
L1.6: Ok, what’s your favorite sport?
L1.7: My favorite sport is horse riding.
L1.6: What is your name?
L1.7: My name is XXXXX.
L1.6: (long silence). What’s your favorite drink?
L1.7: My favorite drink – Cola.
PC: Ok, thank you. Do you have your family photo? Do you have a family photo?
Many: Yes.

PC: Ok, show me your family photo. Ok, very good.
PC: XXXXX, can you come out and show me your family photo? Ok, look at this. Here is XXXXX’s family. It’s a big family. Oh. So, who is this?
L1.7: This is my grandmother.
PC: Your grandmother! What is her name?
L1.7: XXXXX.
PC: XXXXX, ok. Who is this?
L1.7: This is my mom.
PC: Your mom, ok. What is her favorite drink?
L1.7: Tea.
PC: Tea, ok. What is her favorite sport?
L1.7: Swimming.
PC: Swimming, ok. Good. Who is this?
L1.7: This is my cousin.
PC: Your cousin. Ok, what is her name?
L1.7: XXXXX.
PC: Do you know, how old is she?
L1.7: Five [faɪf].
PC: Ok, thank you. Very good. Who wants to show me the family photo? Oh yeah, that’s a nice family photo. Come out. Ok, so, XXXXX. Who is this?
L1.8: My father.
PC: Your father, ok. And what is his name?
L1.8: XXXXX.
PC: XXXXX. What is his favorite sport?
L1.8: Tennis.
PC: Tennis, ok. When is his birthday? Do you know? When is his birthday?
L1.8: ---. …
PC: Can you say it in German?
L1.8: … Mai (= German ‘May’).
PC: Who can help? What is “Mai” in English?
L1.6: May.
PC: Thank you. Ok, very good. XXXXX. Ok. XXXXX’s family photo. Ok, so who is this?
L1.9: This is my sister.
PC: Ok. How old is she?
L1.9: Eighteen?
PC: Eighteen, ok. When is her birthday?
L1.9: August.
PC: August, ok. Who is this?
L1.9: This is my mother.
PC: Your mother, ok. What is her favorite sport?
L1.9: My favorite …
PC: No, no, your mother’s favorite sport!
L1.9: ---. …
PC: Say it in German!
L1.9: … Walking.
PC: Ok, walking is also an English word. Ok good. Who is this?
L1.9: This is my brother.
PC: Ok, what is your brother’s favorite food?
1.9: (hesitating, then very softly) Pizza [ˈpɪtsa] (counts as a mistake, since it is not the Italian pronunciation [ˈpittsa] either).
PC: Ok, thank you very much! So, what is in your school bag? You all have your school bag, right? You know what a school bag is? Show me your school bags! This is a school bag. (some say “Ahhh!”)
PC: Ok, what is IN your school bag? Who can say what is in his school bag? What is in your school bag?
L1.10: Erm…a book.
PC: A book, show me a book!
L1.10: (Takes out a book).
PC: Ok, yes, and…other things in your school bag?
PC: (to L1.11) What is in your school bag?
L1.11: A book!
PC: A book, mhm. What is this? (to the entire class) What is this? XXXXX.
L1.1: (hesitating) A box.
PC: A box, yeah, and what is in the box?
L1.11: Food!
PC: Food, ok, very good! So Lea, do you have a school bag? What is in your school bag?
PC: A book. Other things?
PC: Ok, an exercise book, yeah, for exercises. Ok.
PC: What is this? (takes a pen from L1.13’s desk)
L1.3: Pen.
PC: Ok, this is a pen. What color is this pen? (to L1.12) XXXXX.
L1.12: Green.
PC: Green. Is this correct?
All: Yeah!
PC: What color is this pen? What’s your name?
L1.14: XXXXX.
PC: XXXXX, what color is this pen?
L1.14: Blue.
PC: Blue – is this correct?
All: Yes!
PC: Ok, very good. And what color is this pen ... XXXXX?
L1.6: (Doesn’t say anything)
Some: Yellow. …
L1.6: … Yellow.
PC: Yellow, ok. Thank you.
PC: How much is three plus four?... Three plus four. XXXXX.
L1.5: Seven?! 
PC: Seven, is this correct?
All: Yes.
PC: Ok, XXXXX, you are the mini-teacher now.
L1.5: What is… five plus three? XXXXX.
L1.16: Eight.
L1.5: Yes.
PC: Ok, you are the mini-teacher.
L1.16: What is eight plus two? XXXXX.
L1.3: Ten. What is five plus [-u-] four? XXXXX.
L1.9: Nine.
L1.3: (nods)
PC: Correct. XXXXX, can you do a minus exercise? Not plus, but minus.
Some: (in German) Minus, XXXXX. …
L1.9: (nods). ... What is ten minus…mh…minus three?
PC: Ten minus three, ok.
L1.9: XXXXX.
L1.12: Seven.
L1.9: Is this correct?
All: Yes.
PC: Ok, thank you. Now let’s do gymnastics. Let’s do some exercises. Everybody, stand up
(here with gesture, from then on without gestures).
PC: Now all the girls, sit on the table.
All: (All girls sit down on the table, except for L1.17, who sits down on the chair. L1.18 has...
also sat down on the table, although he is a boy; the others are laughing)

PC: … Sit on the table. (which L1.17 does then)

PC: Now all the boys! All the boys, go to the door!

Boys: (running to the door)

PC: All the girls, go to the board.

Girls: (running to the board)

PC: Now all the boys, go to the window.

Some: Window, window! (running there)

PC: Now all the girls, go to the boxes (thinks of the toy-boxes standing in the corner).

Girls: (some run to the toy-boxes, some run to their “food-boxes”, which PC doesn’t understand at that point).

PC: … No, no, boxes, what are boxes? What are the boxes? (“Food-box” runners turn round to the others, who have run to the toy-boxes, and join them.)

PC: Ok, now all the boys, go to the teacher’s table.

Boys: Table, table! (run to their own desks)

PC: … To the teacher’s table. You know what a table is. And what is a teacher? I am the teacher and this is my table. This is the teacher’s table.

PC: Ok. Now all the girls, sit down on their chair.

Girls: (sitting down)

PC: And all the boys, sit down on the floor...

Boys: (Some are confused and want to run to their chairs.)

PC: … Sit down on the floor. Yeah.

PC: And now everybody, go back to your chairs (points at the chairs, boys go back).

PC: Now, I want to play a game with somebody. XXXXX. Do you know a game that we could play?

PC: (to L1.3) Can you explain a game to me?

L1.3: Jump rope.

PC: Do you have a rope? (to the class) Do you have a rope in this class?

L1.10: (brings a rope from the toy-boxes and gives it to L1.3)

PC: Can you explain…? (L1.3 starts jumping) Ok, you just jump. (takes the rope) Step back (with gesture). (jumps)

All: … Zugabe! Zugabe! Zugabe! (German ‘Encore! Encore! Encore!’)

PC: Ok, in English you say “Encore! Encore!”.

All: Encore! Encore! (PC starts jumping again; learners count aloud) One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen (some learners stumble), …

PC: fourteen, fifteen

All: … sixteen, seventeen, eighteen, twenty, tw… (PC stops jumping, learners applaud)

PC: Ok, do you know another game? XXXXX. Can you come out and explain another game? Another game. Ok, this was rope jumping. Do you know another game that we could play?

L1.16: (shouts) Catch and run.

PC: How do you play the game? Explain the game.

L1.16: Catch and run? …

PC: Yeah.

L1.16: (looks around a bit helpless) …

PC: (to L1.11) Can you help?

L1.16: … (demonstrates by using gestures how the game works; L1.11 starts running, L1.16 catches her)

PC: Ok, thank you. Very good. Ok. One more. One more. Game number three. XXXX. (The project assistant tells PC that time is up).
Group 2

*Group with 16 learners*

PC: “Today is Tuesday”. Can you sing the song? Do you remember the song?
All: Today is Tuesday. Today is Tuesday. All day long. All day long. Yesterday was Monday. Tomorrow will be... *(unsure mumbling)*
PC: What day is tomorrow?
Some: Wednesday.
PC: Wednesday. Is this correct?
Some: Yes.
PC: Ok, so once again the song.
All: … Today is Tuesday. Today is Tuesday. All day long. All day long. Yesterday is/was *(some sing “is”, some sing “was”) Monday. Tomorrow it will be... *(mumbling: then one learner sings out)* Wednesday... Oh what fun, oh what fun.
PC: Ok. We’ll do the song once again, but one of you will be the teacher. Who wants to be the teacher, the mini-teacher?
L2.1: *(comes out)*
PC: Ok, you’re the mini-teacher. - She will sing the song with you. *(makes a sign to start)* Ok.
All: *(L2.1 starts singing, the others join her)* Today is Tuesday. Today is Tuesday. All day long. All day long. Yesterday is/was Monday. Tomorrow it will be Wednesday *(a bit asynchronic)*. All day long. All day long.
PC: Ok, XXXXX, how old are you?
L2.1: *(after reflecting for some time and after some have mentioned the number)* Eight.
PC: Eight, ok. What is your favorite sport?
L2.1: Ping-pong.
PC: Ping-pong, ok. What is your favorite drink?
L2.1: Water [β-].
PC: Water, ok. Now you’re the mini-teacher and you’ll ask other people. You do an interview.
L2.1: *(calls L2.2)* XXXXX. *(wants to sit down)*
PC: No, no, no, you ask her first, ask her a question.
L2.1: What’s your name?
L2.2: My name is XXXXX.
PC: Louder, louder.
L2.2: … My name is XXXXX.
L2.1: *(to L2.3)* What’s your favorite food?
L2.3: My favorite food is pizza [pitsa] *(counts as a mistake, since it is not the Italian pronunciation [pitatsa] either).*
L2.1: *(walks on)* What’s your favorite sport?
L2.4: My favorite sport is... *(reflecting for some time)*
PC: Say it in German. If you don’t know the English word, say it in German. The others will help.
All: … Sag’s in deutsch! Auf deutsch! *(German ‘Say it in German! In German!’)*
PC: … Yeah, say it in German!
L2.4: … Inline-skating.
PC: Ok, this is also the English word, inline-skating. Ok?
L2.1 *(to L2.5)* What’s your favorite drink?
L2.5: *(softly)* Milk.
L2.5: What’s your name?
L2.6: My name is XXXXX
L2.5: What’s your favorite sport?
L2.6: Football.
L2.5: What’s your name?
L2.7: XXXXX.
L2.5: What’s your favorite drink?
L2.7: *(the recording is unintelligible here, but no mistake seems to have been made here)*
L2.5: What’s your name?
L2.8: XXXXX.
L2.5: What’s your favorite drink?
L2.8: Milk.
L2.5: What’s your name?
L2.4: XXXX.
L2.5: What’s your name?
L2.2: My name is XXXXX.
PC: Ok thank you. When is your birthday?
L2.5: November [-w-].
PC: Ok, what day in November?
L2.5: Erm, erm, …
Some: … Welcher Tag? *(German ‘What day?’)*
PC: Ok, say it in German.
L2.5: … Am dritten November *(German ‘On the third of November’).*
PC: Who can help?
L2.9: Three.
PC: November 3, very good. When is your birthday?
L2.9: Erm, February.
PC: Ok, February; what day?
L2.9: Three.
PC: Ah, February three. When is your birthday?
L2.10: October.
PC: In October. What day?
L2.10: …
PC: Say it in German.
L2.10: *(after some time, in English)* … Fourteen.
PC: Fourteen, ok, October fourteen. *(to all)* Now, do you have your family photos?
Some: Yes.
PC: Ok, show me your family photos; XXXXX, come out… *(all laugh, because L2.11 stumbles)* A very funny family photo! Who is this?
L2.11: My mom.
PC: What’s her name?
L2.11: XXXXX.
PC: What is her favorite color? Do you know?
L2.11: Hm… *(shrugs)*
PC: You don’t know, ok. What is her favorite sport?
L2.11: Hm…
PC: What do you know about your mom? What can you say about your mom?
L2.11: Food?
PC: Yes, what is her favorite food?
L2.11: Salat? *(German for ‘lettuce’ and ‘salad’) (it is unclear whether L2.11 asks for the English equivalent or thinks this is the English equivalent for his word)*
PC: Salad, or do you mean green *(L2.11 nods)* … ok, lettuce. Lettuce, ok. Thank you.
PC: Family photos? Ok, you don’t have one…Who has a family photo? Ok, come out. Ok, so, who is this?
L2.12: It’s my sister.
PC: Your sister. What is her name?
L2.12: XXXX.
PC: Ok, and how old is she?
L2.12: Ten.
PC: Ten, ok. So how old are you?
L2.12: Eight.
PC: You’re eight, ok. And who is this?
L2.12: My dad.
PC: Ok, what is his favorite sport?
L2.12: Joggen.
PC: Jogging, jogging, ok. Do you know, what is his favorite drink?
L2.12: Milk.
PC: Milk, ok, very good. Thank you. Other family photos? No? No, ok. What is in your schoolbags? Show me your schoolbags. What do you have here? *(learner shows nameplate)* What is this? - Ok, your name. What is inside your pencil-case? What is this?
What is this? What do you call this?

Some: Stift *(German ‘pen’).*
PC: In English?
All: *(silent)*
PC: A pen, a pen, ok? What color is the pen?
L2.2: Green.
PC: Green, is this correct?
All: Yes!
PC: Ok. What color is this pen?
Some: Red.
PC: Red, is this correct?
Some: Yes.
PC: Ok, thank you.
Some: Red [-et].
PC: … Red, not rat. All together …
All: … Red–ret–rat. *(The learners use different forms).*
PC: … RED. Listen, listen again …
All: … Red–ret–rat. *(all these instances of wrong [red] are counted as one error in the analysis)* …
PC: … No, listen: red, not rat, but red …
All: … Red *(A few seem to say “rad”).*
PC: Ok, can I take this…what color is this pen?
Some: Yellow.
PC: Yellow, ok, fine. Now let’s do some gymnastics, let’s do exercises. Everybody in this class sit on the table!
All: *(sit down on the table)*
PC: Now all the boys, go to the piano.
Boys: *(go to the piano)*
PC: Now all the girls, go to the board. All the girls go to the board .
Boys: *(as girls show some uncertainty)* … Board!
PC: … Where is the board? Quick, quick, quick! *(girls finally go to the board)*
PC: Now all the boys, go to the window.
Boys: *(running to windows)*
PC: All the girls, go to the corner, the corner.
Girls: Was? *(German ‘What?’)* Corner?
PC: … What is a corner? *(Girls run to the corner)* Ok.
PC: Now all the boys, stand on the chair.
Boys: (do so except for L2.13; L2.13 sits down first, then sees that the others are standing on the chairs and does so as well).
PC: All the girls, go to the door.
Girls: (running to the door)
PC: Now all the boys, sit down on the chair and... (do so)
PC: (to a girl standing in the corner instead of the classroom door) what are you doing? You should go to the...ok, this is a door also (girl in the corner is actually standing next to the door to the terrace).
PC: And all the girls, now sit down on your chairs. (with a gesture)
PC: Ok, XXXXX, how much is three plus four?
L2.14: Twelve.
PC: Twelve, is this correct?
All: No!
PC: Ok, who can help? Three plus four.
Some: Eight.
PC: Eight, is this correct?
Some: No!
PC: No. Who can help?
L2.13: Seven.
PC: Seven, is this correct?
Some: Yes.
PC: XXXXX, you go on; you’re the mini-teacher now. (L2.14 comes out) And loud, loud.
L2.14: What’s your name?
L2.2: My name is XXXX.
PC: No, no, I’m sorry, XXXX, mathematics, three plus four, seven...
L2.14: Ten plus ten.
L2.11: Twenty.
PC: Correct?
Some: Yes.
PC: Ok.
L2.13: Three plus five.
L2.10: Eight.
L2.13: (to L2.10) Is this correct?
PC: Well, he thinks it’s correct, do the others think it’s correct?
Some: No...
PC: Three plus five is not eight, so what is the correct answer?
Some: Huh?
PC: Three plus five is eight. Correct or not correct?
All: Correct.
PC: Correct, ok. So the answer was correct.
L2.13: Ten plus eleven.
L2.15: (reflecting) ...
PC: ... Oh, ten plus eleven.
L2.15: ... (reflecting)
PC: Wait... (sits down next to L2.15 to avoid that the others tell her) go on, ten plus eleven. (since L2.15 doesn’t answer, but it is unclear whether this is due to a lack of mathematical or linguistic knowledge, PC turns to L2.13 again)
PC: Ok, take somebody else. Who can help?
L2.2: Twenty-one.
PC: Correct?
Some: Yes.
PC: Twenty-one, very good, thank you. XXXXX, now you’re the mini-teacher and you do
exercises with minus, not plus, but minus, ok? *(Some say softly to themselves in German: ‘minus’)*

L2.2: Eight minus four.
L2.11: Four.
PC: Is this correct?
Some: Yes.
PC: Thank you, XXXX, sit down. ... What kind of games do you know in English? Can you explain a game in English to me? Hm? Can you explain a game in English to me? XXXX?

L2.2: (shakes head)
PC: No? I know you...
L2.11: (interrupting PC) Hide and seek.
PC: Ok, what is hide and seek? How do you play hide and seek? *(class agitated, L2.11 goes to the board)* Psst, listen to XXXX.

L2.11: (with gestures) Hide … and seek.
PC: Ok, who will hide and who will seek?
L2.11: Yes.
PC: (slowly) Ok, but who will hide and who will seek? Who?
L2.11: XXXX. *(L2.8 comes out)* XXXX, you hide, I seek. I – zähl bis zwanzig – bis zehn *(German: ‘count to twenty – to ten’; does not count as an error in the analysis, because L2.11 would obviously not have chosen this way if he had known that the other person is non-German-speaking; as a matter of fact, in the next utterance he proves that he is able to count; the only problem could have been that he doesn’t know the for “count”). *(while L2.8 is hiding)* One, two, three, four, five, six, seven, eight, nine, ten. *(searches and finds L2.8)*

PC: Ok, very good. Do you know another game? Ok, do you know another game? XXXX?
L2.8: Catch and run.
PC: Can you explain the game?
L2.8: *(goes to the board and calls L2.15 to join her)*
PC: Ok, how do you play the game? Explain the game.
L2.8: *(looking at L2.15)* ... Catch and run.
PC: Ok, and who catches and who runs?
L2.15: I catch...
L2.8: I can catch...
PC: ...and...
L2.8: *(to L2.15)* ... and run.
PC: Ok, so run, run, XXXX. *(L2.15 runs and L2.8 catches her)*.
PC: Yeah, ok, very good. Do you know another game?
Some: No.

L2.1: Jumping.
PC: Ok, how do you play this game? Do you have a rope? Where is a rope in this class? Give me the rope.
L2.11: *(brings a rope, and gives it PC)*
PC: Ok, XXXX, you explain the game. *(gives L2.1 the rope)* What about this, XXXX? Is this ok? *(L2.1 starts jumping)*

PC: Ok very good, very good, and now we all count. *(to L2.9)* you do … you jump-rope and we count. Go on, and … *(L2.9 starts jumping)*
All: One, two, three, four, five, six, seven, eight, nine, ten, eleven.
PC: Very good, very good. *(L2.9 gives rope to L2.2)*
PC: *(since the rope is too short)* Ok, it’s too short, make it longer. *(PC helps her)*
PC: … One, ok...One, two, three *(joined by some only)*. *(L2.2 entangles herself)* Oh, once again.
All: … one, two, three, four, five, six, seven, eight, nine, ten, eleven. *(L2.2 gives rope to L2.15)*
All: … one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen … *(after ten, fewer and fewer and are shouting)*
PC: (encouraging) sixteen,
All: … seventeen, eighteen, twenty. *(gives rope to L2.15)*
All: … one, two, three, four, five, six, seven, eight, nine, ten, twelve.
PC: Ok, very good. Wait, wait, wait. Now you play hide and seek *(points at L.2.7)* Or do you want to play hide and seek or catch and run? Hide and seek or catch and run?
L2.7: *(after some time)* Hide and seek.
PC: Hide and seek, ok. With whom do you want to play? Who is your partner?
L2.7: *(to L2.4)* XXXXX.
PC: XXXXX, ok, and who will hide and who will seek? XXXXX, who hides and who seeks?
L2.7+4: *(do nothing)*
PC: Do you understand? *(PC asks entire class)* Do you understand? Can you help? *(to L2.7)* XXXXX, explain, explain, explain.
L2.4: You hide *(the recording is unintelligible here)*. No. I hide and you seek.
PC: Very good.
L2.7: *(after whispering something to L2.4)* One, two, three, four, five, six, seven, eight, nine, ten. *(L2.7 searches L2.4 and finds her)* *(The project assistant tells PC that time is up).*

Analysis

In this analysis,

- sentence = the verbalization of one coherent thought/message, it can be major/regular or minor/elliptical
- turn = the sentence(s) or sentence-part(s) between two verbal or non-verbal (re)actions of the interlocutor(s)
- “intelligible” = based on whether the forms are part of BGE or not, in other words: whether they have been determined as successful by lingua-franca studies; this also means a form is evaluated as unintelligible if not part of BGE even if the children of these groups – accustomed to their classmates’ ways of speaking – may understand, or have actually understood, it.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Both Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>turns (verbal or non-verbal)</td>
<td>total 189</td>
<td>total 215</td>
<td>total 404</td>
</tr>
<tr>
<td></td>
<td>teacher 94 = 49.7%</td>
<td>teacher 100 = 46.5%</td>
<td>teacher 194 = 48.0%</td>
</tr>
<tr>
<td></td>
<td>learners 95 = 50.3%</td>
<td>learners 115 = 53.5%</td>
<td>learners 210 = 52.0%</td>
</tr>
<tr>
<td>turns (verbal or non-verbal) without pure</td>
<td>total 173</td>
<td>total 196</td>
<td>total 369</td>
</tr>
<tr>
<td>listening section (step 6)</td>
<td>teacher 86 = 49.7%</td>
<td>teacher 89 = 45.4%</td>
<td>teacher 175 = 47.4%</td>
</tr>
<tr>
<td></td>
<td>learners 87 = 50.3%</td>
<td>learners 107 = 54.6%</td>
<td>learners 194 = 52.6%</td>
</tr>
<tr>
<td>intelligible out of individual verbal</td>
<td>67/71 = 94.4%</td>
<td>68/73 = 93.1%</td>
<td>135/144 = 93.8%</td>
</tr>
<tr>
<td>learner sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unintelligible out of individual verbal</td>
<td>4/71 = 5.6%</td>
<td>5/73 = 6.8%</td>
<td>9/144 = 6.3%</td>
</tr>
<tr>
<td>learner sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intelligible out of individual verbal or</td>
<td>67/80 = 83.8%</td>
<td>70/79 = 88.6%</td>
<td>137/159 = 86.2%</td>
</tr>
<tr>
<td>non-verbal learner reactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unintelligible out of individual verbal</td>
<td>13/80 = 16.3%</td>
<td>9/79 = 11.4%</td>
<td>22/159 = 13.8%</td>
</tr>
<tr>
<td>or non-verbal learner reactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Both Groups</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>number of learners participating verbally</td>
<td>13/21* = 61.9%</td>
<td>14/16 = 87.5%</td>
<td>27/38 = 71.1%</td>
</tr>
<tr>
<td></td>
<td>13/22 = 59.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of learners producing more than 1</td>
<td>10/21 = 47.6%</td>
<td>11/16 = 68.8%</td>
<td>21/38 = 55.3%</td>
</tr>
<tr>
<td>intelligible utterance</td>
<td>13/21 = 45.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of learners producing more than 5</td>
<td>5/21 = 23.8%</td>
<td>6/16 = 37.5%</td>
<td>11/38 = 26.3%</td>
</tr>
<tr>
<td>intelligible utterances</td>
<td>5/22 = 22.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of learners producing more than 10</td>
<td>3/21 = 14.3%</td>
<td>3/16 = 18.8%</td>
<td>6/38 = 15.8%</td>
</tr>
<tr>
<td>intelligible utterances</td>
<td>3/22 = 13.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consistent pronunciation mistake</td>
<td>2 (final devoicing, here in is and five)</td>
<td>2 (final devoicing, here in is and five)</td>
<td>2 (final devoicing, here in is and five)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(* 1 learner had to leave during the first half of the test and came back only toward the end)

Elaborated Descriptions and Comments on the Test