

# 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

XXXXX = 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? XXXXX, come out. Ok, you are the teacher and you sing the song with the class.

L1.3: *(Doesn't say anything, stands timidly in front of class.)*

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 [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.

L1.3: (*goes to L1.4 to ask her something, but before she can, L1.4 whispers something to her, L1.3 sits down*).

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 [farf].  
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 [pitsa] (*counts as a mistake, since it is not the Italian pronunciation ['pittsa] 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?

L1.12: A book.

PC: A book. Other things?

L1.12: *(takes out an exercise book)* Paper.

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 [-o-] 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? XXXX. 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 ['pittsa] 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.  
PC: What? Milk? Very good. Now, you're the mini-teacher.  
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: XXXXX.  
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 [-æt].  
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 XXXXX.

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? XXXXX?

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 XXXXX.

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: XXXXX. (*L2.8 comes out*) XXXXX, 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? XXXXX?

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, XXXXX. (*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, XXXXX? 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.

Aspect	Group 1	Group 2	Both Groups
turns (verbal or non-verbal)	total 189 teacher 94 = 49.7% learners 95 = 50.3%	total 215 teacher 100 = 46.5% learners 115 = 53.5%	total 404 teacher 194 = 48.0% learners 210 = 52.0%
turns (verbal or non-verbal) without pure listening section (step 6)	total 173 teacher 86 = 49.7% learners 87 = 50.3%	total 196 teacher 89 = 45.4% learners 107 = 54.6%	total 369 teacher 175 = 47.4% learners 194 = 52.6%
intelligible out of individual verbal learner sentences	67/71 = 94.4%	68/73 = 93.1%	135/144 = 93.8%
unintelligible out of individual verbal learner sentences	4/71 = 5.6%	5/73 = 6.8%	9/144 = 6.3%
intelligible out of individual verbal or non-verbal learner reactions	67/80 = 83.8%	70/79 = 88.6%	137/159 = 86.2%
unintelligible out of individual verbal or non-verbal learner reactions	13/80 = 16.3%	9/79 = 11.4%	22/159 = 13.8%

Aspect	Group 1	Group 2	Both Groups
number of learners participating verbally	13/21* = 61.9% 13/22 = 59.1%	14/16 = 87.5%	27/38 = 71.1%
number of learners producing more than 1 intelligible utterance	10/21 = 47.6% 13/21 = 45.5%	11/16 = 68.8%	21/38 = 55.3%
number of learners producing more than 5 intelligible utterances	5/21 = 23.8% 5/22 = 22.2%	6/16 = 37.5%	11/38 = 26.3%
number of learners producing more than 10 intelligible utterances	3/21 = 14.3% 3/22 = 13.6%	3/16 = 18.8%	6/38 = 15.8%
consistent pronunciation mistake	2 (final devoicing, here in <i>is</i> and <i>five</i> )	2 (final devoicing, here in <i>is</i> and <i>five</i> )	2 (final devoicing, here in <i>is</i> and <i>five</i> )

(\* 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

Grzega, Joachim (2011), "Putting English for Global Communication into Teaching Practice: The Concept of Basic Global English (BGE)", in: Busch-Lauer, Ines-Andrea / Fiedler, Sabine (eds.), *Sprachraum Europa – Alles Englisch oder ...?*, [Studien zu Fach, Sprache und Kultur 2], 107-141, Berlin: Frank & Timme.