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**EXPLORING THE USE OF ANCHORED INSTRUCTION IN
INTERMEDIATE LEVEL GERMAN FOREIGN LANGUAGE EDUCATION**

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INTERMEDIATE LEVEL GERMAN FOREIGN LANGUAGE
EDUCATION**

by

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Dedication

I dedicate this dissertation to my husband, Jörg, and especially to our son, Julius, for all of their support and understanding throughout the process.

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It is sometimes said that it takes a village to raise a child. In the case of this dissertation, I think it has taken a metropolis. I would first like to thank my committee members, Carl Blyth, Frank Donahue and John Weinstock for making my oral defense, one of my last experiences as a graduate student, challenging, thought-provoking, but also positive and collegial. I have learned so much from all of you. I would especially like to thank my co-chairs, Zsuzsanna Itzes Abrams and Susan Williams for helping me grow as a researcher and educator over the last several years. Your ability to respect each other's opinions and learn from one another serves as a model to me for how academic collaborations can work successfully.

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Exploring the use of anchored instruction in intermediate level German Foreign Language Education

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This study investigates the benefits of implementing content-based instruction (CBI) and culturally authentic film in intermediate level (IL) foreign language (FL) courses to promote increased knowledge of target language and culture. The premise of the study is that contextualizing FL instruction at the IL using authentic film will enable students to improve their knowledge of the target language and culture, learn to view film as a rich source of information, improve their critical thinking skills, and develop skills that will allow them to continue learning outside of the classroom.

The participants consisted of third semester students of German. They received training in describing and analyzing film set in pre-WWII Germany by working with a framework for recording important social, technological, economic, political, scientific and geographic features present in film, as well as by answering basic questions about plot and characters. In addition, a small group of Germanic Studies graduate students completed the same pre- and posttest assessment activities and served as a comparison group.

In a pre- and posttest assessment, participants were asked to summarize the contents of film clips set in pre-WWII Germany. The graduate students' summaries were used to create a 'master summary of the contents of each film. Explicit, factual information was analyzed by counting the number of explicit ideas (propositions) generated by each individual. The data revealed that both the experts and IL students decreased in the number of propositions they generated in the posttest, but the IL students improved significantly in terms of the proportion of propositions they included from the master summary. However, they did not improve in their ability to include propositions using only German.

Other types of information were analyzed qualitatively using discourse analysis. Both the graduate 'experts' and IL students included much inferential knowledge in their summaries, and some intermediate level students also included meta comments that addressed their ability to complete the summary task using German. The study revealed that integrating authentic film in IL classrooms using a CBI approach assists FL students in increasing their ability to summarize events seen in culturally authentic film.

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Chapter 1: Introduction

This dissertation seeks to contribute to a growing body of literature investigating the benefits of implementing content-based instruction (CBI) and culturally authentic materials, specifically, authentic film, to improve intermediate foreign language (FL) classroom learning environments.¹ CBI may assist intermediate learners in developing the knowledge and skills that are increasingly seen as important in describing what it means to know a FL, which includes critical thinking skills and the ability to use the FL across the curriculum to strengthen knowledge of the FL and other disciplines.² In addition, CBI offers intermediate learners opportunities to integrate their knowledge of culture and other topics into their FL language learning experience, provides them with a context for interaction leading to meaningful, connected discourse, and furthers develops their critical thinking skills (Dupuy, 2000; Rava, 2000; Leaver & Stryker, 1989; Williams, 1994). In addition, CBI transforms largely linguistic courses into arenas where knowledge integration and acquisition will occur alongside language development as intermediate learners gain practice in interacting with and analyzing authentic materials.

This introduction discusses the vital importance of providing all FL students with instruction that will prepare them to compete successfully in an increasingly globalized world. FL instructors who recognize the possibilities currently available to integrate cultural knowledge, information literacy skills, and increased critical thinking skills in

¹ The definition of content-based instruction used in this dissertation is the same as that for context-centered education: “the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material” (Brown, 1994a, p.82)

² These skills, among others, are listed in the Standards for Foreign Language Learning (ACTFL 1996, 1999).

their FL instruction will enable their students to develop a number of skills that go beyond the boundaries of traditional linguistic based language instruction.

In order to explore how skills for life can be integrated into an intermediate level FL classroom in which increased language proficiency is a major goal, a research study intended to help learners increase their critical thinking skills and ability to analyze texts and media while increasing their knowledge of the target language and culture will be presented. CBI, which suggests a pedagogical strategy that can address the complexity of what it means to know a FL today, will be discussed. In addition, a presentation of current learning theory that informs this study will be provided, as will a brief introduction to type of instructional strategies used in this study, anchored instruction. Finally, the interdisciplinary study conducted to test the effectiveness of one type of CBI at the intermediate level will be presented.

BACKGROUND AND CONTEXT

The need for FL knowledge in the global village

Recent global and national trends and events have renewed the perception that FL knowledge should be an important component of students' basic education, as FL knowledge (and therefore instruction) has been cited as being of vital importance in the US due in part to security needs and more often, increased globalization (Cochran, 2000; Furstenberg, Levet, English, & Maillet, 2001; Mueller & Daubach, 1998; Panetta, 1999). For example, the United States is dependent upon many other societies that form important trading partners. Americans who wish to participate in international business can no longer simply assume that deals will be successful because their trading partners speak English. In order to successfully navigate trade issues, Americans must understand

not only what others say, but why they say it when they say it. Therefore, it is important to understand other cultures.

The need for critical thinking skills in a complex, globalized society

Today, ordinary citizens in the US and abroad need to be able to understand divergent sources of information available to them. In addition to the wealth of new United States-based information sources such as issue-driven Web sites, including ‘blogs’ in the media arena, increased globalization has made foreign sources of media, such as film, more widely available than ever before.³ Therefore, we all face the challenging task of evaluating ideas that are available in American and foreign sources of media. Our students need to know how to analyze and evaluate media critically in order to make informed decisions and understand their world. FL classrooms provide a natural destination for instruction that improves vital critical thinking skills, including media and information literacy, as culturally authentic texts, including film, provide a source of information that can be read, discussed, and analyzed (Kramsch & Andersen, 1999; Swaffar, 1999; Swaffar, 2003; Joiner, 1990; Voller & Widdows, 1993).

Challenges facing FL instruction today

The challenge for instructors and program directors today is to determine how to help students gain the knowledge and skills that will allow them to meet the challenges of living in today’s globalized society presented above: understanding FLs and cultures, and having sufficient critical thinking abilities to understand the multitude of informational

³ A ‘blog’ is a ‘weblog’ that is published on the Internet by a single individual or group. It often reflects personal opinions. During the 2004 Presidential Campaign, much attention was paid to the role of ‘bloggers’, (often young people) in providing analysis and opinion of issues on the Internet.

sources available to them. The *Standards for Foreign Language* reflect the complexity of life in the 21st century by setting goals for learner achievement that combine communicative abilities in a number of settings, with content-based knowledge, critical thinking and metacognitive abilities.⁴ In terms of what it means to know a FL, the *Standards* state that learners need to be versed in “knowing how, when, and why to say what to whom” as a result of their foreign language instruction. In addition, they stress that students gain understanding of cultures and languages through the processes of comparison, by connecting the FL with other disciplines and by engaging in target language communities. In addition, learners should show evidence of using the target language for enjoyment and being life long learners. The *Standards* do not suggest a curriculum or method of instruction, but due to the fact that multiple competencies are included in the goals, instruction contextualized around themes allowing for numerous types of exploration and reflection appears to offer an appropriate way of meeting the diverse goals of the *Standards*.

Definitions of terms used to describe the instructional approach described in this study

The instructional approach to be described in this dissertation can be considered to be content-, task-, and problem-based, as well as learner-centered and situated within a rich context for learning that provides students with multiple opportunities to interact with and gain knowledge of the target language and culture. Due to the fact that these terms have been defined differently by various researchers and theorists, I will present my own working definitions of these terms; a clear understanding of their meaning within

⁴ Metacognitive abilities refer to “thinking about one’s thoughts” to monitor one’s level of knowledge and the strategies used to complete a task. Metacognitive abilities help learners to determine when they need more knowledge or assistance before completing a task or reaching a decision.

the context of this dissertation is essential as they guided me in developing the learning project described in this dissertation. Content-based instruction (CBI), which will be discussed below in greater detail, provides a means of integrating content with language learning (Dupuy, 2000; Stryker & Leaver, 1997). The central tenet underpinning CBI is that learners gain competency in the target language while engaged in meaningful activities stemming from interaction with the content. CBI that does not provide learners with opportunities to focus on the grammatical and lexical structure of the FL has been criticized for not providing learners with opportunities to focus on the language they are learning, which may lead to problems such as fossilization of errors, and an inability for learners to achieve high levels of proficiency (Long, 1997). Some of those who criticize CBI approaches that provide only input without presenting learners with sufficient opportunities to focus on the form of language suggest a task-based approach as an alternative.

In this study, I have chosen to use content-based instruction as a way of demonstrating my belief that FL instruction at the intermediate level should be contextualized in authentic, semantically rich materials that allow learners to meet the goals set forth by the Standards in developing multiple competencies (e.g., learning to use the FL to increase their knowledge in various content domains, increase their critical thinking skills, and show signs of becoming life long learners). However, intermediate level language instruction should also provide learners with multiple opportunities to focus on the FL, so that they may achieve a high level of FL communicative competency.

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⁵ L2 refers to non-native language learning occurring within the speech community in which the language is spoken, such as English as a Second Language in the U.S. FL describes language teaching and learning occurring outside of the speech community. In this dissertation, L2 will be used to describe theory and literature that can apply to many types of non-native language teaching, and FL will be used only to refer to language learned outside of the speech community.

While numerous L2 researchers and theorists have posited that a task-based approach offers opportunities for learners to focus on the target language while engaging in meaningful, content-based activities (Long, 1997; Long & Robinson, 1998; Nunan, 1989), there are a wide range of approaches that are currently considered as comprising a task-based approach. Long suggests that some so-called task-based approaches are not truly task-based, but instead continue to focus primarily on the grammatical structure of the language at the expense of meaningful activities (Long, 1997). In this dissertation, task-based instruction is considered to consist of classroom activities in which learners engage in activities requiring them to use the FL creatively to exchange, seek, analyze and synthesize information. Therefore, the approach taken in this project is similar to Nunan's (1989) definition of task-based instruction:

The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. (p. 10)

According to Nunan's definition of task-based instruction, instruction should be contextualized within a framework that allows students to interact with the target language in multiple ways while they are concentrating primarily on meaning. Therefore, content- and task-based approaches to instruction are compatible if one assumes that content-based instruction can provide learners with multiple opportunities to interact with the target language and other domains of knowledge while engaging in tasks that allow them to increase their level of FL competency.

In addition to being content- and task-based, this project was also intended to focus on problem-based learning. Problem-based learning (PBL) attempts to integrate school curriculum with real life problems that require students to think critically and

analytically, as well as to find and use appropriate resources (Duch, 1995). Problem-based instruction was originally developed as a means of providing professional training, such as medical school training. The rationale behind PBL is that learners will benefit from engaging in complex, authentic problem sets similar to those that they will face outside of the classroom. In the context of FL instruction and learning, the definition of problem-based instruction includes asking students to make and interpret meanings in order to solve communication problems. In that respect, problem-based learning can describe task-based FL classrooms that provide students with authentic, meaningful tasks that will help them increase their abilities to engage in and interpret communicative events.

Theoretically, content-, task- and problem-based learning approaches should also be learner-centered. Learner-centered instruction is shaped by techniques that focus on or account for learners' needs, styles, and goals, give some control to the student (e.g., group work), include the input of students, allow for student creativity and innovation, enhance a student's sense of competence and self-worth (Brown, 1994b).

Finally, the situated nature of learning provides an additional specification useful in understanding this dissertation project. As will be discussed below, all instruction is situated in some environment. Situated perspectives of learning focus on the importance of the type of environment in which learning occurs. Depending on the goals for instruction, numerous constellations of instruction may be appropriate. However, if the goals for instruction are to provide students with limited knowledge of a domain to develop complex skills and knowledge that can be used in problem solving, it is important that instruction be situated in an environment that enables them to gain the skills needed. In this dissertation, it is argued that the particular content-, task-, problem-based and learner-center approach to instruction situates intermediate level FL instruction

in an environment that will allow students to increase their knowledge of the FL and culture. In the next sections, more information will be provided regarding the instructional approaches used in this dissertation project.

MEETING THE GOALS SET FORTH BY THE STANDARDS

Content-based instruction

CBI can broaden the scope of FL learning from being focused primarily on FL vocabulary and structure, to situating learning and discussion within context-appropriate discourse and cultural knowledge (Dupuy, 2000). In addition, CBI can assist learners in developing increased critical thinking skills as they are asked to solve problems and interact within a given context. Furthermore, as a result of CBI, students understand that the purpose of classroom activities extends beyond an exam or course requirement and addresses knowledge and skills that they can use throughout their lifetime. Therefore, CBI can help learners learn to use the FL in support of their goals and interests and become life long learners of the FL.

Models of CBI focus on the importance of using culturally authentic texts to establish the context for instruction, which include videos and film (Kramersch et al., 1999; Swaffar, 1999). Texts provide learners with a context for questioning, responding, and solving problems in the FL classroom (Kramersch & McConnell-Ginet, 1992; Swaffar, 1999). While interaction with texts forms an important part of upper-level courses (beyond the second year), many point out that texts are not fully utilized in lower-level courses where the focus of instruction is on the development of linguistic abilities and basic survival skills (Dupuy, 2000; Kramersch et al., 1992)

The transition from the so-called language courses of the first two years of instruction to the content courses of the third year and beyond is difficult for some students (Rava, 2000; Dupuy, 2000; Williams, 1994). Expanding the use of texts in a CBI classroom may help ease the transition from beginning to upper-level courses, and provide students who choose to finish their language studies with real practice in understanding and creating extended discourse, as well as developing critical thinking skills (Dupuy, 2000; Rava, 2000; Long et al., 1998; Williams, 1994). CBI at the intermediate level offers students opportunities to gain analytical skills necessary for higher levels of FL study and for their future lives outside of the classroom. The most basic feature of a content-based approach to instruction is a flexible, task, problem, and content-based approach that incorporates both individual and group activities.

By using a content-based approach to instruction, the tasks that students are asked to engage in, and the problems they are asked to solve are contextualized in authentic materials and extended discourse that can enhance:

- 1) FL competence,
- 2) subject matter knowledge,
- 3) self-confidence in their ability to comprehend and use the target language, and
- 4) motivation to continue FL study beyond the requirement (Dupuy, 2000; Rava, 2000).

Offering students the opportunity to interact with popular forms of texts and electronic media, as opposed to purely literary texts may increase students' motivation to continue with their language studies and teach them valuable critical thinking skills as they learn to analyze multiple sources of information. In addition, their communicative abilities in the FL may increase as they are provided opportunities to interact in extended,

sustained discourse about a single theme or topic over a prolonged period (Dupuy, 2000; Rava, 2000; Williams, 1994).

Situated cognition and learner-centered instruction

The goals of CBI and learner-centered FL instruction have been influenced by changing perspectives on what it means to know a FL. Assumptions about learning found in situated cognition can be seen in the goals of CBI to create a learning environment where authentic content provides the source of meaningful interaction and skill development. Situated cognition (also known as situated learning theory) focuses on the importance of providing learning experiences similar to those in which emerging knowledge is used both inside and outside of the classroom (Brown, Collins, & Duguid, 1989).

Situated cognition notes the effectiveness with which individuals can learn information in every day or informal contexts, such as in apprenticeships. Because formal schooling has traditionally been aimed at presenting knowledge in an abstract fashion, the result has been that individuals are not always able to use the information learned in school in real-life situations (Sherwood, Kinzer, Bransford, & Franks, 1987). The result of instruction should be that individuals gain information that they can use in academic and non academic contexts outside of the classroom.

The role of content in establishing the context for learning is important in situated theories of learning. Knowledge should be seen as a tool that can help individuals solve problems and accomplish tasks. In order to optimize transfer, knowledge should be presented in numerous situations allowing learners to explore how knowledge is used in various settings. Students can learn from each other and gain skills in expressing and refining their thoughts by working together to solve problems. Situated theories of

learning form the basis of various types of instruction, including case-based learning, which has been used successfully in training medical students and project-based learning, in which students work together to solve a complex task. Another type of instruction that is informed by the principles of situated cognition is anchored instruction, which utilizes a narrative text or video context to form the basis of problem-based learning.

Anchored instruction: A model for content-based, learner-centered instruction

Anchored instruction presents an approach to instruction that may assist FL students in increasing their knowledge of target languages and connect their knowledge of the target language and culture to other areas of interest. In addition, anchored instruction may help FL learners develop skills that will help them become critical thinkers and lifelong learners. Anchored instruction is informed by principles of situated learning theories, and recognizes the importance of providing learners with interactive, problem based experiences that will help them develop knowledge that can be applied when necessary to solve real world problems.⁶

The term ‘anchored’ refers to the fact that anchored instruction is characterized by extended interaction with and exploration of a narrative that provides the context for instruction. In other words, instruction is contextualized, or ‘anchored’ within a narrative that provides the basis for exploration and learning. Anchored instruction was developed to decrease the amount of inert knowledge students’ form through classroom instruction. Inert knowledge can arise when the conditions for learning do not match those in which the knowledge will later be needed (Sherwood et al., 1987).

⁶ In this dissertation, problem solving within a FL context is taken to include meaning making and negotiation in all types of interaction (e.g., conversational and interaction with texts).

Anchored instruction utilizes a narrative context, as members of a given culture are aware of narrative structures in their cultures (Bransford, Kinzer, & Risko, 1989; Bransford, Vye, Kinzer, & Risko, 1990; Cognition and Technology Group at Vanderbilt, 1990). The familiarity afforded by a narrative context presents learners and teachers with a shared experience for analysis that can be investigated from a number of perspectives. In addition, the familiarity of the context allows learners to concentrate on content found in the narrative, instead of having to process both the content and the structure.

Although written narrative texts can supply the context for instruction in anchored instruction, video is more often utilized as the anchor for instruction. The multisensory nature of video enables learners to gain information based on sound and sight. Therefore, students can form rich mental models of situations (including gestures, scenes of towns, music, etc.) Because there is much to notice in video, students analyze issues from multiple perspectives and engage in problem-solving activities (Cognition and Technology Group at Vanderbilt, 1990). For example, students can see for themselves how a place looks or how people lived at a given time. This noticing can lead to learner-driven investigations as students become interested in themes presented and wish to investigate them further. In a FL context, such connections establish a link between the FL study and students' individual interests.

In addition, numerous studies in an FL context have identified how film and video can assist learners in increasing their FL proficiency. For example, studies have shown that FL film and video can assist learners in increasing their listening comprehension (Baltova, 1994; Liskin-Gasparro & Vezquez, 1990). Weyers (1999) has shown that watching an authentic Spanish *telemundo* helped increase FL students' use of many discourse strategies such as fluency and circumlocution. Hanley and colleagues (Hanley, Herron, & Cole, 2005) found that pre-reading video viewing can help activate learners'

background knowledge and thereby assists them in comprehending FL texts read on the same topic as the video. Therefore, video and film viewing can assist learners in understanding the situation presented, help them to improve various language skills (e.g., listening comprehension and discourse strategies), and help them to understand texts written on similar topics (Baltova, 1994; Hanley et al., 2005; Secules, Herron, & Tomasello, 1992; Weyers, 1999).

In addition, anchored instruction encourages an interdisciplinary approach to instruction. While traditional curricula separate learning into areas such as math, language arts, and social studies, anchored instruction integrates various areas of learning in a single context. For example, students might explore questions related to history, culture, geography, and language while working with an anchor. Furthermore, encouraging students to identify issues of importance to them and to research these issues to determine how authentically they are presented in video can aid learners in developing not only content knowledge but also in developing skills for analyzing media. As students learn to compare the interpretation of events with other sources, they develop skills in analysis, critical thinking and learn to recognize the subjective nature of fictional video.

The area of research in anchored instruction most directly related to this project is CTGV's work with the Young Sherlock Project (YSP): a project aimed at teaching literacy skills to elementary students (Cognition and Technology Group at Vanderbilt, 1990; McLarty et al., 1989; Vye, Rowe, Kinzer, & Risko, 1990). The YSP provided learners with opportunities to work extensively with a narrative film (*Young Sherlock Holmes*) in order to learn to write effective stories, recognize and solve problems, and to notice important historical and cultural issues from the period (Victorian England). They were taught how to use a framework for noticing various aspects of the film, called STEPS+G (Steps Toward Greater Comprehension). STEPS+G instructs learners to pay

attention to social, technological, economic, political, scientific and geographical clues presented in film (Bransford et al., 1989; Cognition and Technology Group at Vanderbilt, 1990).

As was suggested in the discussion of situated cognition, the importance of not only teaching a framework for organizing knowledge (such as STEPS+G), but also providing ample opportunity to use it in a contextualized setting, has been reported by CTGV (Bransford et al., 1990). Teaching knowledge merely as facts is not sufficient because learners may not transfer this knowledge to novel situations; learning must be occur within a realistic setting that matches how it will be used in the future, as has been shown in studies investigating the role of context in learning (Sherwood et al., 1987). In other words, it must be conditionalized to its real life application.

THE STUDY

Anchored instruction, and the YSP in particular, were instrumental in designing the present study. Research topics of interest concern how effective the use of narrative film as a context for instruction will be in helping intermediate level FL learners further their knowledge of a specific period in the target culture. In addition, because this study is intended to explore how anchored instruction can assist in the development of extended discourse, this study will investigate students' abilities to summarize events seen in film. Therefore, this study targets both socio-cultural/historical knowledge and discursive abilities in the FL.

On the surface, the YSP may not seem to have a lot to offer college-level FL students. The students involved in the YSP were children, and they were learning literacy skills in what was the L1 for most (if not all) of the children. In contrast, the students involved in the study to be described here were all young adults (or older) who were

engaged in learning their second (or more) languages. However, the YSP seems to have a lot to offer FL instructors, as it allows for the integrated study of language, history and culture (and other topics that might be of interest to students).

YSP offers a learner-centered, situated approach to instruction that allows students to have some control over their learning, as they concentrate on the aspects of the film that are of interest to them. In the meantime, they learn how to view film as a source of information that should be approached critically by paying attention to the way information is presented and by researching topics found in the film.

Participants and procedures

Intermediate level participants

Sixty undergraduate students, enrolled in six sections of third semester, intermediate level German classes participated in this study, which was conducted over a three week period, beginning in the fourth full week. Prior to the study (during the first three weeks of the semester), students reviewed grammatical and thematic concepts from the first year of their German studies. At the time of the study, they had covered most points of German grammar with the exception of adjective endings, passive and the subjunctive mood.

'Expert' informants

An untreated comparison group composed of five graduate students completed the pre- and posttest measurements under similar conditions to the intermediate learner participants. The group consisted of graduate students in the Department of Germanic Studies (a group whose knowledge of the German language and culture should exceed

that of most subjects in the treatment group). The group consisted of two Germans and three Americans who had all lived in Germany for at least one year and were nearing the end of their doctoral work. Since the time of the study, three of the advanced members have been awarded PhDs.

This group is referred to as ‘expert’ because of their extensive experience with the German language, culture, and history. It was assumed that their performance should not only remain constant on the pre- and posttest (no increase in performance), but that their performance should also exceed that of the experimental group on both the pre- and the posttest. The expert group of participants provided responses against which to compare intermediate students' pre- and post-test performance. The expert group also enabled me to compare how groups of individuals with different levels of cultural and linguistic knowledge summarize the film narrative.

Research Design

The study described in this dissertation project utilized a pretest, posttest design. Both quantitative and qualitative analyses were used investigate the efficacy of using film as an instructional tool in intermediate level FL courses. The data were intended to address evidence of student learning and how students’ compared to a more expert group both before and after the treatment. The data consist of pre- and posttest summaries of film clips. The treatment consisted of students watching and interacting with a German film set in Pre-WWII Germany over a three week period. Students were first introduced to the STEPS+G (Steps Toward Greater Comprehension) framework described above. The STEPS+G framework was intended to facilitate the task of summarizing and analyzing film clips. Students were provided with a template listing STEPS+G and a space to note characters (see Appendix A). They were asked to note any relevant

information into the appropriate STEPS+G category. Students then watched the movie in its entirety (during three fifty minute class periods).

After watching the film, instructors led a discussion in which students discussed what information they had found to complete the STEPS+G worksheet. Students were then divided into small groups. Each group was provided with a CD-ROM with two scenes from the film (each group worked with unique scenes) and a hyperlinked document containing information about the project as well as Web resources about the period. While working with the scenes, students filled out an activity sheet for each (please see a copy of this hand-out “*Aktivität Eins: Activity One*” in Appendix B). The purpose of the activity sheet was to supply the learners with both a scaffold and a model to help them organize their thoughts and internalize the types of questions they should ask themselves when viewing film as a source of information.

After working with the same small group to analyze two scenes using the handout, students were asked to split up into new groups to discuss their scenes. The purpose of the new group constellation was to allow students to practice presenting the knowledge to a new group of students. The presenters became the ‘experts’ and ‘teachers’ to a new group of students who were encouraged to ask questions for clarification and thereby help each other reach a deeper level of understanding. Students then rejoined their original group and presented a five minute presentation on their favorite scene to the entire class. Students were encouraged to use the target language as much as possible during the interaction.

Finally, after the scene presentations, most instructors asked students again to list STEPS+G information they remembered from the film. This activity was meant to be reflective in nature and allow students to trace their own growth in knowledge and understanding. Some instructors then finished the treatment by discussing these

worksheets with the students in the whole group setting. In addition, students were told that they would complete a culture project in their groups by investigating one of the themes they identified while watching the film. The students shared the results of their culture projects with their fellow students at the end of the semester.

As discussed above, the study described here was intended to focus on the efficacy of using narrative film to aid intermediate level FL learners in increasing their knowledge of culture, history and the target language. Students interacted with a film from the target culture and practiced explaining important information about scenes to their peers and teachers. They were also encouraged to pay attention to relevant social and political aspects of the scenes they discussed (using the STEPS+G framework). As a result of the treatment, it was hoped that students would show increased knowledge of the period and be better able to discuss it using German.

Assessment Measures

The assessment measures consisted of summarizing film clips based on the Pre-WWII period. Students completed the same types of activities for both the pre and posttest. The only difference between the two was that different film clips were used in the pre and posttest. Different film clips were used because of the relatively short amount of time separating the pre- and posttest measures. Had the same one been used for both, students might remember the film clip and any positive gains seen might be the result of a memory effect and not the treatment itself. In addition, the use of different films allows students to transfer linguistic and cultural knowledge from one setting to another.

For both the pre- and posttest measures, students were asked to watch and summarize a culturally authentic film clip with English subtitles. They were asked to use German when possible. After completing the summary, students were asked if there was

anything they wanted to express in German but could not. Both the summaries in German and English were included in the analysis. One class period was allocated to both the pre and posttest measures, respectively.

Research Questions

The research questions guiding this study relate to the goals of assessing how two groups of learners represent different types of knowledge when summarizing film clips from the target culture, and how they answer content questions based on these film clips. They focus on the different types of knowledge that can be expressed when individuals summarize events.

- 1) How do experts of German express their explicit knowledge of events when summarizing film clips one and two?
- 2) How do intermediate learners of German express their explicit knowledge of events when summarizing film clips one and two?
- 3) Are there patterns of similarities and differences in the ways in which experts and intermediate learners express explicit knowledge of events in summaries of the film clips?
- 4) What other kinds of knowledge do the two groups of participants express in their summaries of film clips one and two?

Data Analysis

The summaries completed as part of the pre- and posttest were intended to gauge whether students' understanding of the period in question, Pre-WWII Germany, had

increased as a result of the treatment. In addition, their summaries were also used to determine whether they became more proficient in summarizing and narrating past events using the target language. By choosing to use the target language as the language of response, this study offers a contrast to current research using the native language (L1) as the language of assessment. The L1 is often used to test comprehension and recall of texts (and in this case, video), because it more closely represents FL students' knowledge when responding to texts from the FL culture. In this study, the FL (German) was chosen as the response language in the summary because its use would make it possible to investigate how students would use German in the tasks given. However, students were given opportunities to respond in English as well, as described above.

If students do show improvements in their ability to remember and note information seen in the film clips in their summaries, it will not be clear whether the improvement is a result of increased knowledge or language abilities. However, it will nonetheless be obvious that some type of improvement has occurred. Due to the fact that the *Standards* (1999) encourage pedagogies that focus on 'communication' in the FL and teaching across disciplines, it seems reasonable that instructors provide students with opportunities to use the FL to express knowledge. By using the FL as the response language, I situate this study as a pedagogy-based exploration of how students represent knowledge using the FL and whether their knowledge of language and culture/history will be increased as a result of the treatment.

In order to assess the students' surveys, methods used in comprehension research (van Dijk & Kintsch, 1983) in L1 studies and (Bernhardt, 1983) and others in L2 studies), were employed. These assessments often consist of having individuals read a text and perform various types of comprehension and recall activities. Although they are often used in determining text comprehension, they can be extended to all types of discourse

(van Dijk et al., 1983). Common types of assessment activities include recall protocols, in which individuals either write down or provide a verbal record of everything they remember (Bernhardt, 1983).

Summaries provide another assessment option. Summaries were chosen for this study as they present a familiar task for college students. In addition, as opposed to the recall protocol, which has been criticized for producing as many details as important points with no organization, the summary task normally leads individuals to focus on important points in the discourse (Wolf, 1993). In this study, student summaries were analyzed by determining how many propositions, or idea units, they included in both their surveys and in the follow-up question allowing them to include information in English.

Numerous studies have shown that various types of knowledge are expressed in recalling or summarizing events in discourse. Two major categories are explicit, or factual knowledge that can be verified by the text, and implicit, or inferential knowledge that represents a connection between an individual's long term memory and the information contained in the text. Information that can be verified in the text comprises the 'situation model' or 'mental model' (van Dijk et al., 1983; Johnson-Laird, 1983). Research questions one and two provide a quantitative analysis of the explicit knowledge generated in the participant summaries. Research question three compares the total amount of explicit knowledge found in the textbases of film clips one and two by both groups. Finally, research question four focuses on the situation models produced by the students. The analysis is intended to be qualitative in nature and will simply investigate trends seen in the types (and amount) of knowledge contained in the situation models formed by each group. Some have noted that the summary task does not lead to the formulation of a situation model, as it is a memory activity, as opposed to a test of

comprehension. Therefore, the investigation of the situation model will test that claim in an FL context and show whether or not the summary activity is an appropriate method for instructors who wish to focus on learners' situation models of texts.

CHAPTER SUMMARY

This study addresses the need currently articulated in FL and L2 learning literature to situate instruction in cultural artifacts, provide students with opportunities to use the target language in extended discourse, and learn to use and evaluate information presented in media critically. The purpose of the study is to provide the results of an experiment focusing on the use of narrative film as the context of learner-centered instruction in which content and language have been integrated. The results should be of benefit to instructors interested in the effects of integrating media and situated perspectives of learning into the intermediate level FL classroom.

Chapter 2: Literature Review

INTRODUCTION

This study explores the benefits of using culturally authentic narrative film as the context for content and task-based intermediate L2 instruction. The following review of literature reflects the interdisciplinary nature of this study, as theory and research from both L1 and L2 areas of inquiry were consulted. The first topic to be addressed is situated learning theory, which focuses on the situated nature of cognition, or in other words, on the importance of the structure of the learning environment on achievement, for example, on comprehension and transfer of knowledge. The assumptions about learning included within situated cognition are then applied to instruction, as they can assist instructors in determining the types of instruction that can help students learn skills that will benefit them both within and outside of the classroom.

The learning goals associated with Communicative Language Teaching (CLT) and the ACTFL *Standards for Foreign Language Learning* (1999) to increase students' critical thinking skills and show evidence of becoming life long learners, while increasing their knowledge of the target language and culture and improve their communicative abilities will be presented as representing the goals associated with the classroom based experiment described in this dissertation.

The *Standards* advocate the use of multiple technologies to contextualize language learning in an authentic learning environment. Next, anchored instruction, a content-based form of instruction in which learners solve problems contextualized within a narrative, often video based environment, will be described. Then, a review of the use of video and film in L2 environments will reveal that video and film based learning

environments show promise at the beginning, intermediate and advanced levels for increasing students' knowledge of the target language and culture, but that the amount of research done using these media is relatively small, and very few studies employ a methodology that concentrates on the effects of mediated FL instruction using video or film.

In the final section, the literature required for understanding the assessment used in this dissertation project will be discussed. In particular, insights gained from theory and research related to expert/novice differences will be presented. In addition, the small amount of L2 studies focusing on the effects of contextualized instruction on developing domain specific knowledge and abilities to narrate in the target language and will be discussed.

SITUATED COGNITION

Situated learning theories, also known as Situated Cognition, explore the concepts of knowing and learning from the perspective that what individuals learn is influenced by the instructional environment (Brown et al., 1989). Because all instruction is situated within some context, the question is never whether or not instruction is situated, but rather how it is situated. Proponents of situated perspectives on learning and knowing point out that it is important that learning take place in an environment similar to that in which it will ultimately be used, in order for the knowledge gained to be available when it is needed in real life situations (Greeno, Collins, & Resnick, 1996).

Knowledge that is not acquired in the circumstances in which it will later be used can become inert, and therefore unavailable when necessary (Bransford, Brown, & Cocking, 2000; Williams, 1994). For example, if a goal for FL instruction is for students to learn to write E-mails to natives living in the target country, the student must be

provided with opportunities to engage in E-mail communication, as opposed to simply learning about E-mails by examining their structure with no practice in actively composing them.

Proponents of the situated perspective believe that the concept of ‘skill’ should be re-imagined as a ‘tool’ to be used to solve problems or accomplish a goal (Brown et al., 1989). Again, from the perspective of language teaching, ‘knowing’ a language was once conceptualized as knowing four skills: reading, writing, speaking and listening. Today, as indicated by the *Standards for Foreign Language Learning*, which will be discussed in the next section, the four skills approach has been superseded by a broader emphasis on communication. It is clear that one must possess ability in all four ‘skills’ in order to accomplish many communicative goals.

Because situated cognition emphasizes the environment in which learning occurs, much attention is put on creating sufficiently rich, authentic environments for learning (Brown et al., 1989; Collins, Brown, & Newman, 1989). A rich, authentic environment can be characterized as one in which learners engage in a range of tasks that connect their background knowledge with the material to be learned, and one that has as its goal to approximate the ways that knowledge will later be used inside and outside of the classroom. In the next section, the theory of situated cognition and learning will be applied to an L2 context.

UNDERSTANDING THE IMPACT OF THE *STANDARDS* ON FL LEARNING AND INSTRUCTION: WHAT’S NEW?

Changing definitions of what it means to know a language

L2 instruction has long been influenced by the latest theories on learning and knowing presented in L1 psychological literature, and linguistics. A review of the history

of L2 teaching and learning over the last fifty years reveals that although there has been great variation in the methods used during this period, it seems that for each, the goal of instruction has been to help learners gain communicative abilities.⁷ It also reveals that various FL instructional methods have been largely unsuccessful (Brown, 1994b).

For example, the Audiolingual Method (ALM) of the 1960s provides one example of how incorporating L1 linguistic theory and psychology was largely unsuccessful in helping learners gain communicative competence in the target language. The prevailing school of linguistics at the time was called structural, or descriptive linguistics. The aim of the structural linguist was to provide a ‘scientific descriptive analysis’ in the form of a detailed grammar, or set of rules, for the language in question. In order to write a grammar for a language that one does not know, it is necessary to observe speakers communicating in the language over a period of time. Eventually, the researcher should be able to induce contrasting patterns in the linguistic code and determine how meaning is formed in the language.

ALM utilized the tenets of structural linguistics by proposing that all foreign language learners approach the new language as an exercise in descriptive linguistics. Therefore, grammar was to be learned inductively through numerous contrastive examples, as opposed to being deductively presented through rules. The psychological corollary important to ALM is behaviorism. Behaviorism presupposed that new information be taught through stimulus, response, and reward. Individuals learning in this way would be motivated to provide the correct answer in order to receive their ‘reward’.

ALM’s name reflects the importance of early language labs in providing students with the required stimuli, response and reward system to ensure proper learning. Students

⁷ Some methods seem to have stressed certain skills (for example listening and speaking) over others. The term ‘communicative competence’, coined by Dell Hymes and extended by Canale and Swain (1980) is often used in discussions of L2 communicative abilities. However, it is not used here as it reflects some abilities that do not seem to be targeted by all of the methods used in the last 50 years.

learning under these circumstances were presented with numerous drills ranging in complexity from easy to more difficult. The drills were to be repetitive to allow for overlearning, and therefore proper conditioning, to occur. Because of the patterned nature of the expected responses, errors were expected to be kept at a minimum. Therefore, spontaneous communication, which might lead to many errors that could not be easily and quickly corrected, was to be avoided. Instructors had the responsibility of working with the audio equipment and periodically monitoring the responses of the students to ensure that they were responding correctly.

ALM lost favor after critics in both L2 education and in the new schools of psychology and linguistics began to criticize its assumptions and results. Prominent foreign language educators and theorists such as Wilga Rivers noted the ALM's ultimate failure to teach long-term communicative proficiency (Brown, 1994a). Others noted that its reliance on drills led to rote learning, as opposed to meaningful learning (Ausubel, 1963). Rote learning occurs when information is learned outside of the context in which it will ultimately be used. For example, if one learns a list of disconnected vocabulary items without being provided with the context in which they will be useful, rote learning can occur. The result of rote learning, may be, as discussed above, inert knowledge.

Part of the problem with ALM seems to be an assumption that a single method can work for all learners, all of the time. ALM was replaced by a series of other methods during the 1970s and 1980s which were also developed from ideas present in the prevalent schools of psychology and linguistics at the time. Although it goes beyond the purpose of this dissertation to discuss each one of them, it should be noted that while each method failed to meet the grand expectations surrounding it, each one did contribute to the field's knowledge about effective conditions for L2 learning. According to Brown:

The profession has at last reached the point of maturity where we recognize that the complexity of language learners in multiple worldwide contexts demands an eclectic blend of tasks each tailored for a particular group of learners in a particular place, studying for particular purposes in a given amount of time (Brown, 1994b)

Communicative Language Teaching

Today, L2 instruction is no longer associated with a method of instruction, but instead an ‘approach’ that recognizes the dynamic nature of L2 teaching. Brown defines an approach as offering, “(t)heoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings (Brown, 1994b).” Communicative Language Teaching (CLT) is the ‘approach’ to L2 instruction that is often cited as embodying some of the major goals of instruction. The five features often cited with CLT are:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learners’ own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom (Nunan, 1991; Brown, 1994b).

The Standards for FL learning

These features of CLT are also present in the Standards for Foreign Language Learning (1999), which were developed with the cooperation of many professional organizations, including the Association of American Teachers of German (AATG). Although the Standards were developed primarily for K-12 instruction, they are highly applicable to the collegiate level for at least three reasons:

1. They emphasize a content-based approach to instruction that encourages building connections between the foreign language study and other disciplines. The content-based approach may help retain students who are interested in learning to use the foreign languages for a variety of purposes explored in their classrooms (James, 1998).
2. More and more secondary schools are incorporating *Standards* based curriculum in their programs. If colleges do not pay attention to the *Standards*, they may not understand the way these students have been taught. If there is too great a disparity between the pre-collegiate and collegiate instruction, students may become frustrated at the college level and decide to end their foreign language studies earlier than if they had a smoother transition from high school to collegiate FL courses.
3. The *Standards*' emphasis on the development of meta-cognitive and content-based skills along side communicative abilities increases the amount of focus placed on teaching students content (or knowledge-based skills) and metacognitive (thinking) skills. Therefore, in my opinion, the *Standards* extend the overt mission of foreign language instruction to focus on skills and knowledge that are perhaps more often conceived as being included in native language (L1) content courses.

Although the Standards do not offer a roadmap, they do propose a destination (James, 1998). In other words, the *Standards* do not tell teachers how to teach, but instead provide goals for their students' learning. It is up to instructors to decide how to best help their students reach the goals set forth in the *Standards*. At the intermediate level, the goals of the Standards may be particularly beneficial, as it is at the intermediate level that students must transition from beginning language classes often considered as being "language" courses, and advanced courses that are "content" courses often requiring students to use the target language to discuss literary and other substantial texts (Dupuy, 2000; Rava, 2000). Organizing intermediate level courses around sustained interaction with content that enables students to use their emerging language skills to analyze, create and reflect, as proposed by the *Standards*, may help to ease the transition into advanced level courses (Dupuy, 2000).

The *Standards* are organized around the so-called 5 C's: communication, cultures, comparisons, connections and communities. Each of the 5 C's is organized around interactional skills. For example, the communication standard specifies that students learn to "provide and obtain information" and "interpret written and spoken language on a number of topics". In order to reach the goals set forth by the communication goal, students need to be provided with many opportunities for active interaction with people and texts. Current teaching practices associated with both communicative oriented approaches to instruction recognize the need to provide students with opportunities to create authentic speech. In this respect, the communication standard is not new. However, because the standard focuses on both interactional competency (e.g. able to exchange information) and the fact that students should be able to interpret language and present it, the *Standards* reaffirm the importance of providing learners with opportunities to use the

target language in a variety of communicative situations requiring discussion, analysis and reflection.

For this study, the most relevant aspects of the *Standards* are an extended definition of culture that includes history, connections between the target language and other disciplines, and comparisons. These three “Cs” are explored in greater detail below.

Cultures

According to the Standards, students should interact with culture in a way that produces real understanding. In CLT, culture is considered to be important, especially as it relates to communicative competence. However, the *Standards* emphasize not only the sociolinguistic aspects of culture, but also cultural practices and products. Understanding cultural products, which include institutions such as school and government systems, as well as history and art, is seen as one important aspect of increasing cultural understanding.

Many textbooks continue to relegate information about many aspects of culture to brief descriptions comprised of so-called ‘facts and figures’. The limitations inherent to this type of instruction were revealed by (Wright, 2000), who showed that presenting cultural information in a “facts and figures” format can actually increase the stereotypes students generate about the target culture, as they assume that the fact based expositions presented in textbooks represent definitive knowledge about the culture. Therefore, from a situated perspective, if learning to understand cultures other than the student’s own is a goal, the instruction must be contextualized in a way that promotes real understanding. The current practice of presenting culture in a facts and figures approach has been found to fail in promoting real understanding (Wright, 2000).

Connections

According to the *Standards*, students should learn to connect their foreign language study with other disciplines and acquire information. Students should reinforce their knowledge of other subjects through the foreign language (Standard 3.1) and “acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures” (Standard 3.2). Therefore, allowing students to explore other areas of knowledge in the context of their L2 study will reinforce both the foreign language and the other area and connections will be made.

Comparisons

Another important goal of the Standards is that students make comparisons between their own and the target culture, which will provide them with insight into their own and other cultures (*Standards* 4.1-2). While Wright found that a ‘facts and figures’ approach to teaching culture resulted in increased stereotyping, he also found that keeping cultural portfolios in which different activities were reported, including discussing cultural topics with native speakers, helped students make comparisons between the home and target culture and enabled students to come to a deeper understanding of both cultures (Wright, 2000).

In addition, he found that the semester long culture portfolio assignment helped to reduce cultural stereotypes. Therefore, the contextualization provided by the semester long portfolio assignment helped students make meaningful comparisons between cultures and reduce stereotypes, both of which aid in the goal of enabling students to thrive in a diverse, multicultural world (Nerenz, 1999). In addition, the comparisons offered by projects such as that proposed by Wright (2000), aid students in gaining

important critical thinking and metacognitive abilities, as they must learn to reflect on their own knowledge and evaluate multiple sources of information.

Communities

Students are encouraged to communicate in multilingual committees at home and around the world. In addition, they should use the target language both inside and outside of the classroom. The ‘Communities’ standard encourages a meaningful, contextualized approach to L2 instruction, as students should be provided with motivating communicative tasks in order to build a community of learners within the classroom and beyond.

What it means to know a FL today is reflected in the principles for instruction and learning contained within Communicative Language Teaching and the *Standards for Foreign Language learning*. As discussed above, the current goals for L2 instruction represent not only communicative skills, but also content-based knowledge, critical thinking, and metacognitive abilities. Because the *Standards* do not tell teachers how to organize activities in their classroom to reach these goals, teachers must decide what kinds of instruction will best help their students. In the following section, anchored instruction, which offers guidelines for using narrative video in a problem based instructional environment, will be discussed as a means of incorporating video into *Standards* conscious L2 classrooms.

ANCHORED INSTRUCTION

Anchored instruction was developed by researchers affiliated with the Cognition and Technology Group (CTGV) at Vanderbilt’s Peabody College of Education. One of

the chief rationales for the creation of anchored instruction, which was mentioned above regarding situated cognition, is a focus on overcoming the problem of inert knowledge (Sherwood et al., 1987; Cognition and Technology Group at Vanderbilt, 1990). As mentioned above, inert knowledge can result when knowledge is acquired in contexts that differ from the way in which it will later be used.

In terms of L2 language acquisition, an example of instruction leading to inert knowledge was offered above in relation to the Audiolingual method (ALM) of the 1960s. Because students provided with instruction using this method spent much of their time engaged in language drills, as opposed to meaningful, creative language, they were thought to have developed knowledge that was not readily available to them when communicating with others (Brown, 1994b). Therefore, students could succeed in completing classroom exercises and performing well on exams without developing knowledge that could be used in communication, because authentic communication is not organized around pattern drills. A goal of anchored instruction is to eradicate the problems associated with instruction such as that provided in the ALM that separates the methods and goals of classroom learning from the eventual context in which the knowledge will be used.

Assumptions about learning environments underpinning anchored instruction

For more than twenty years, the CTGV group has worked together with classroom instructors with the goal of creating instructional strategies that reflect current theory on what it means to know and learn. The list below summarizes some of the assumptions about learning environments that have guided the development of anchored instruction, as presented in CTGV publications from the 1990s. The discussion to follow will explore each of these assumptions.

1. Contexts for instruction should provide a sufficiently rich environment to allow both instructors and students to form a rich mental model of the context in which knowledge should be used, and to form a shared experience for exploration.
2. Learning should be a generative, not passive experience, in order to ensure that students understand how to use knowledge.
3. Knowledge acquired through instruction should be seen as a tool to solve problems both inside and outside of the classroom.
4. Instruction should be organized around 'big ideas' in a domain.
5. Teachers should help their students learn through the use of effective resources and guidance.
6. Students should be able to work both alone and in groups to complete assignments.
7. Students should have some control over their learning by identifying issues of interest to them.

Rich instructional contexts can activate students' background knowledge and create a shared learning experience

Instruction that is contextualized, or situated, within realistic problem-solving environments can benefit learners by providing cues that can activate their background knowledge.⁸ The activation of background knowledge is important for several reasons, including being helpful in solving problems presented in instructional tasks. In addition, the background knowledge activated can be used as a cue in future situations to remind

⁸ In this dissertation, background knowledge will be used when both the term background and prior knowledge have been used in various publications, as any distinctions between them (if there are any) are not important to this dissertation.

students of the knowledge that they acquired during instruction that may be useful in a new situation. Because teachers and students often have different levels of experience regarding the material to be learned, the instructor may provide information in a way that s/he understands and finds relevant, but that is beyond the comprehension of the student (Cognition and Technology Group at Vanderbilt, 1990; Sherwood et al., 1987)

An instructional environment that provides a rich context for instruction, including problem based tasks and appropriate materials will help to create a shared learning environment that both students and teachers can refer to in order to bridge the gap between more and less knowledgeable members of the class and to help less knowledgeable individuals to conceptualize, or form mental or situational models (Johnson-Laird, 1983; van Dijk et al., 1983) of the domain targeted in the instruction.

A generative, active learning experience creates opportunities for deep understanding and lessens the possibility of creating ‘inert knowledge’

Students bring a number of preconceptions to a learning environment, some of which are misconceptions. A generative learning experience allows students “to engage in argumentation and reflection, as they try to use and then refine their existing knowledge and attempt to make sense of alternative points of view (Cognition and Technology Group at Vanderbilt, 1992).” Furthermore, it is important for concepts and principles to be revisited in multiple contexts in order for new information to be available for problem solving and interpretation (Cognition and Technology Group at Vanderbilt, 1992).

Therefore, while lectures and other teacher directed activities can be very powerful ways of presenting information for individuals who have enough background knowledge about the topic at hand, students who lack appropriate knowledge in the

domain need to be presented with opportunities that will allow them to actively build up a knowledge base (Cognition and Technology Group at Vanderbilt, 1992). As discussed above, a learning environment organized around active learning activities will engage learners' background knowledge, test their preconceptions, and allow them to refine their knowledge through a process of argumentation and reflection. As previously noted, if students lacking appropriate background knowledge are not provided with an active environment for learning, the knowledge they gain through instruction may be inert, or unavailable to them when they need it in appropriate situations (Bransford et al., 2000; Williams, 1994).

Knowledge as a tool for solving problems

Knowledge acquired through instruction should be seen as a tool to solve problems both inside and outside of the classroom. As discussed in the previous sections, instruction organized around rich contexts that allow for active exploration of knowledge will provide learners with opportunities to use the knowledge they are acquiring actively (e.g. through argumentation, problem solving and through reflection). In addition, the knowledge acquired should also be presented in ways that highlight its usefulness in solving problems and accomplishing tasks. To again go back to the restaurant example, students learning to use language needed to eat in a target culture restaurant can learn that the structures needed to order food and ask for the check will be necessary if they wish to use the target language in everyday situations.⁹

⁹ The reader might now notice some parallels between the goals for instruction discussed here and the Notional/Functional syllabus of the 1970s, in which language was presented in the context of speech acts (e.g. Wilkins, 1976, discussed in Brown, 1994). The researcher does not advocate using a similar approach, but rather a broader task-based approach that targets multiple competencies, as was explained in the section discussing current scholarship regarding curriculum reform. The restaurant example merely presents a concrete example of how language and context can be tied together using an authentic task.

Instruction is organized around ‘big ideas’ in a domain

Students should understand the “big ideas” governing the knowledge they are learning, in order to understand how the knowledge gained connects to important principles. When students understand the principles behind their instruction, they will be able to apply their knowledge to similar situations. The notion of ‘big ideas’ addresses not only inert knowledge, but also the relevance of the classroom experience. In terms of FL learning, some students question why they are required to take a foreign language when they feel they will never use it.¹⁰ By providing students with opportunities to see how knowledge gained in the classroom can be applied to outside of the classroom experiences in their own environment and abroad, students can see the relevance of their foreign language studies to their interests and future goals.

Teachers guide their students in learning to use resources and developing problem solving abilities

Some criticism leveled at pedagogies such as that presented here is that there is no room left for the teacher, and that students are left to ‘discover’ on their own. One of the principles guiding anchored instruction and other situated perspectives of learning is that it is essential that students be provided with resources and access to ‘experts’ in their field in order to reach a higher level of understanding. While not expected to be an expert in all aspects of the curriculum, the instructor is expected to be able to provide students with the guidance (or scaffolding - e.g., (Vygotsky, 1978) to succeed in problem solving. Therefore, the instructor must prepare tasks and materials to help students increase their knowledge, and along with other students, serve as a springboard for ideas and prevent students from getting too far off the right track in their reasoning. When warranted, the

¹⁰ This assertion is based on personal communication with students who have taken foreign language courses.

instructor should also help students find additional resources, including experts in the subjects of interest to help them gain understanding.

Students work in different independent and group constellations

In addition to receiving support and feedback from their teacher, students should be able to work both independently and in groups in order to benefit from the expertise and opinions of fellow students. Cooperative working environments can be helpful in providing students with opportunities to learn and to question each other's knowledge. In such a community of learners in which students learn to work cooperatively to solve problems, students will optimally come to respect the value of each other's contributions, and see that different individuals bring different expertise into the classroom setting.

Seasoned instructors know that cooperative groups do not always lead to the kind of interaction envisioned, but it should be the goal of instructors to design learning environments that requires students to interact with others and benefit from their insights. In an L2 class, it is especially important that students have opportunities to exchange information with their peers, as peer-based communication will provide students with more opportunities to generate spontaneous language and participate actively than would likely be the case in an exclusively teacher led course (Long & Porter, 1985).

Students have some control over their own learning

One aspect related to creating active learning environments is the recognition that students need to have some control over their own learning (e.g. (Bransford et al., 2000; Vye et al., 1990). As individuals are allowed to generate their own issues for exploration, they gain experience in learning to use knowledge as a tool and to connect their

background knowledge with the instruction. In addition, if connections are established between student interests and the new material to be learned, instruction will be made relevant to them, and increase the potential for retention. Furthermore, having some control over their learning will encourage students to identify areas in which they need further assistance.

Features of anchored instruction

Narrative macrocontexts for learning

Perhaps the most central feature of anchored instruction is that instruction is always embedded, or anchored, in a narrative ‘macrocontext’. A ‘macrocontext’ is created when instruction is embedded within a single context. Therefore, anchored instruction presents a content-based approach to instruction. Anchored instruction posits that a narrative context provides an excellent way of contextualizing instruction in a problem-based format, as students are well aware of basic narrative structure. In fact, research has shown that children as young as four years old have some understanding of basic narrative structure (or story grammar) in their culture. Therefore, a familiar narrative ‘anchors’ instruction in a familiar environment.

A narrative structure provides students with opportunities to investigate issues and problems in the context of everyday events. In doing so, it becomes easier for students to remember information, as they are guided by the familiar narrative structure (Cognition and Technology Group at Vanderbilt, 1993). In addition, the narrative structure may be more engaging for students than an expository presentation. Finally, in a social studies/literacy or L2 environment such as that described in this study, the narrative embeds many aspects of life and society into the stories of characters. Therefore, the

narrative embeds information from many different areas (e.g. social, political, economic issues) into a single medium and provides opportunities for links across the curriculum (Cognition and Technology Group at Vanderbilt, 1993; Vye et al., 1990).

Another benefit to the narrative structure of the macrocontext is that human cognitive processing is known to be limited (Just & Carpenter, 1992). For that reason, a familiar narrative structure frees up some of the processing space that would otherwise be used in comprehending the structure of the instructional context. Therefore, students' attention (and processing) can be directed toward the content contained in the film.

The advantages of using narrative videotexts over written narratives as the context (or anchor) for instruction

In some situations, video-based narrative anchors offer advantages over textual narratives, as they allow learners to build up a richer mental (or situational) model of the events occurring in the video (van Dijk et al., 1983). In other words, video provides students with opportunities to see the clothes worn, the scenery and props used in a scene, as well as to learn from the facial expressions and body language used by the characters (Vye et al., 1990).

Evidence for the effectiveness of a video narrative in providing the context for instruction has been found in studies showing that college students were more likely to generate inferences to connect difficult to understand sentences after exposure to a video narrative, and that they were more likely to assign correct meaning to nonsense words. In these studies, college students were put into two groups, one of which watched a portion of the film *Swiss Family Robinson*, and the other listened to the audio track of the same portion of the film. The students who watched the video were better able to comprehend the sentences than the non-video group (Sherwood et al., 1987). The second study

investigated lexical learning. College students were asked to fill in the blanks in texts and to infer the meanings of nonsense words. For example, they were asked to assign meaning to the words in the sentence, “The *Lel* was in trouble so they needed to reach the *Geek*.” Students in the video group were much more able to infer that *Lel* referred to the ship in the film, while *Geek* referred to the island. Therefore, the video clips provided the students with the context necessary to infer the meanings of nonsense words.

The advantages of a video-disc based anchor for instruction

Video-disc technology offers advantages over traditional video as it contains random access capabilities. Much of CTGV’s work in the 1980s and 1990s was guided by the use of the so-called “video-disc” which was played on an expensive player. Today, as this project demonstrates, many of the advantages of video-discs are found today in CD-ROM and DVD technology used with together with personal computers. In addition, many institutions of higher learning are investing in building language resources centers containing these technologies.¹¹ Therefore, it has become easier for instructors to capitalize on the benefits afforded by random-access technology. Random-access technology is important as it increases teachers’ and students’ abilities to target specific portions of video. For example, a review of L2 literature describing the use of film and video in classrooms revealed that until recently, video and film were used in teacher-fronted classrooms, as only one VCR and TV were available per class. Furthermore, it is likely that students watched a film a single time, and that the instructor (and perhaps the students) selected certain scenes for review. However, reviewing certain scenes is cumbersome with a videotape format, as it must be rewound and forwarded. In contrast,

¹¹ For example, The University of Texas at Austin recently opened up many new language labs with state-of-the-art networked personal computers.

random-access capabilities allow individuals to jump from one scene (chapter) to the next, and to move quickly from one portion of a scene to another. In addition, as mentioned above, the increasing availability of language laboratories equipped with personal computers containing CD and DVD drives increases the possibility that video can be investigated in ways formally only possible with texts.

The learning environment: generative, mediated, cooperative and partially learner controlled

The benefits of anchored instruction can be realized when students have opportunities to experience changes in their own thinking, and be taught to use resources that become seen as tools to increase their knowledge. In the absence of meditation, watching the video segments may be simply entertained while missing most of the benefits afforded by learning with video (Sherwood et al., 1987). In addition, instruction is organized to be generative or active, and not passive, as students learn through their engagement with issues embedded in the video. An example of how student interests can be connected to a topic of instruction in the L2 classroom can be seen in the ways in which students could explore topics related to target language films. For example, the recent German film *Goodbye Lenin* which focuses on the waning days of the German Democratic Republic and the reunification with the former West Germany, provides an example of a culturally authentic film that contains many elements that could generate student based inquiry. For example, one of the motifs in the film is space travel.

If a student watching the film has a personal interest in space travel, he or she may choose to research the film's focus on space. In that case, the research could lead to information regarding the space race between the East and West taking place in the later part of the last century, an analysis of the meaning of space travel in the film, or both.

Through the process of connecting personal interests with an aspect of the video macrocontext for learning, the student would have connected the new knowledge targeted in his foreign language course to a personal interest and an important part of the history of the Cold War. Furthermore, s/he would increase her understanding of both her and the target culture, which is one of the goals of the *Standards for Foreign Language Learning*.

Finally, instruction must allow for both individual and group analysis. Because video narratives contain such a wealth of information related to different aspects of life, students can benefit from the experience and expertise of their peers. As the above example revealed, a single authentic film likely contains many themes that can be explored by students. Altman (1989) discusses the wealth of cultural information embedded in target language video:

The amount of information carried by video makes it an especially rich cultural vehicle. The label on a videotape may say it is a murder mystery or an educational program, but a careful observer notes much more: the shops and the shopping patterns, the methods of locomotion, the signs and posters, the clothing, the eating habits, and so forth. The inhabitant of the culture takes these for granted, but for the foreign language learner, video's images and sounds become an open book made up of chapter upon chapter of cultural information. Even the video programs themselves – their construction, scripting, and cinematography – provide special insight into a nation's cultural specificity (Altman, 1989, p. 19).

Due to the fact that culturally authentic video relates such a wealth of information, students working together will be able to identify more issues and compare their own knowledge of those issues with the way in which it is presented in the film (Vye et al., 1990). In conclusion, anchored instruction offers a solution to using authentic film and video in an L2 classroom that conforms to many of the ideas currently defining best instructional practices in all areas of study, including L2 instruction. In the next section, I

will discuss the specific anchored instruction project that provided the impetus for the research project described in this dissertation.

The Young Sherlock Project: An example of anchored instruction in the context of literacy and social studies

Anchored instruction has been used in both research and teaching settings, and with adults and children, but most of the examples of anchored instruction contained in the literature have focused on K-12 education (Cognition and Technology Group at Vanderbilt, 1990). However, as was discussed above, the use of a video anchor for learning has been shown to increase adults' comprehension of difficult to understand sentences and ability to assign meaning to nonsense words. Therefore, in the context of L2 and target culture (C2) learning, it seems that anchored instruction may offer benefits to an adult population as well. Some of the areas of curriculum previously targeted by anchored instruction include mathematics, science, social studies and literacy. Due to the fact that the present study explored target language and culture, the studies to be discussed in this review will be limited to a project focusing on literacy and social studies.

The Young Sherlock Project (YSP) was conducted by members of the CTGV in the late 1980s. The YSP project, like all anchored instruction projects, linked areas of the traditional school curriculum that are often taught separately. Specifically, students' literacy skills were targeted, as students learned to understand and to write well developed stories. In addition, they increased their knowledge of social studies by exploring the themes found in the films (McLarty et al., 1989; Vye et al., 1990). During the course of the instruction, students learned to analyze characters and their motives, to describe the actions seen in the film, and to focus on the elements that comprise a well-

developed story, such as setting, plot, conflict and conflict resolution. They were also encouraged to use the story structure information gained when writing their own stories.

The population of students targeted by the study was 5th graders. The study ran over a three year period. Data was collected during the second and third years. During the second year of the study, two classes were selected for instruction. One was considered to be composed of students from low socioeconomic homes and who were below level readers. Their teachers considered them to be ‘at risk’ for academic failure. The other class was composed of average students from middle class families. Members of each class were randomly assigned to an experimental group in which anchored instruction would be used, or a comparison group in which the same material would be covered, but without the macrocontext.

The macrocontext for the experimental group was the film *Young Sherlock Holmes* (1985), which is set in Victorian England. In addition to the macrocontext, students also read extensively about topics addressed in the film, and worked with a novel set in the same time period. Students spent approximately four hours a week working on the project, in two, two hour settings. The instruction spanned from September until May. At the midpoint of the instruction, students began working with another film set in the same time period, *Oliver Twist* (1948).

In addition, students were introduced to the STEPS+G framework to help them organize important content knowledge contained in the film, and learn to ‘read’ the film critically by exploring the film’s authenticity. STEPS+G is an acronym for ‘social’, ‘technological’, ‘economic’, ‘political’, ‘scientific’, and ‘geographical’ information, and has also been called ‘Steps toward greater comprehension’. Students were asked to use the STEPS+G framework to help them categorize information belonging to the various categories found in the film. They compared the information to other sources, such as

written texts supplied by their teacher and found on their own, and by consulting knowledgeable individuals. Using STEPS+G was intended to help students learn to analyze the various content supplied in the video and written texts used in the study, but just as importantly, to learn to view videos as a rich source of information (Cognition and Technology Group at Vanderbilt, 1990).

While engaged in the project, the students had opportunities to explore issues of interest to them. McLarty and colleagues (McLarty et al., 1989) provide an example of a conversation between teachers and students that illustrates how the macrocontext can become the basis for learner-generated exploration of topics of interest to the students, and the teacher's role in guiding students (McLarty et al., 1989).

Lindsey: "All the darts hit in the neck. Why?"

Andy: "It's closer to the brain."

Donna: "Why wouldn't they hit them in the head? That's closer to the brain!"

Mrs. Goodman: "Why *wouldn't* they have him in the head?"

Unidentified student: "It could have killed him."

Louis: "Because it might be like, because you might not feel it as much in the neck."

David: "It may be a blood vein, and you hit 'em and that would send it into the circulation. Another thing...if it hits him in the head, and it hit the skull, and hit the one, so nothing would happen."

Paula: "If it had hit him in the head, it would probably bounce off."

Mrs. Goodman: "Why would it bounce off, Paula?"

Paula: "All the hair."

(David is mumbling in the background that it wouldn't bounce off. He doesn't buy Paula's idea.)

Gwen: "I have this body chart, and it has a vein right here [points to neck] and it is the main blood vein that travels up your neck."

Mrs. Goodman: What is the name of the vein?

Gwen: It's the main vein that comes up from your arm."

David: [on your head] "you've got hair, then the skin, then the skull. You've got to go through just to get to the brain. On the neck there's no hair, and the skin won't stop it."

Louis: "You've got clothes."

Mrs. Goodman: "Do you have bones in your neck?"

Andy: "In health we are studying the skeleton."

(Lindsay gets up and goes over to the chalkboard to look at a chart titled "All Kinds of Skeletons." Mrs. Goodman suggests that they could ask their health teacher to answer their question. Dean says his Mom works at the Health Department. Mrs. Goodman suggests they ask her also).

As the above example makes clear, the macrocontext can provide a powerful source of inquiry regarding the various types of knowledge presented in a scene. The teacher and other students help each other to clarify arguments and ideas by asking for substantiation.

Students' knowledge from the 2nd year project was assessed through a knowledge test of the period that occurred at the end of the instruction, an inference test, in which the students were asked to explain characters' behavior seen in film clips from the period, and a delayed knowledge test occurring one month after the conclusion of the treatment. In the knowledge test, the students were asked to write essays discussing such topics as the living conditions during the period. For the inference test, students were asked to explain behaviors, such as why a servant brings a bowl of hot water to her lady's bedroom.

The results of the knowledge tests showed that while there was very little difference between the average students in both conditions, the 'at risk' students

performed much better as a result of the treatment. The ‘at risk’ students in the experimental group outperformed those in the comparison group, while there was no statistical difference seen in the scores of the average experimental and comparison students on the immediate assessments. However, in the delayed assessment, there was a statistically significant difference between the average students in both groups. The experimental group outperformed the comparison group. Vye and colleagues (1990) suggest that the difference in the delayed scores might be because instruction structured around principles of anchored instruction leads to better retention. There was no statistical difference seen in either group in the inference tests conducted immediately following and delayed by a week.

In the 3rd year of the study, three classes were taught using the YSP macrocontext. However, instead of being taught by the researchers, the instruction was provided by the normal classroom instructors, and there was no comparison group. The assessment for the 3rd year was the same knowledge test used in the second year, but it was used in a pre and posttest setting. The results from the pre and posttest showed that students in all three classes showed significant increases in their knowledge of the period. The authors conclude that the macrocontext instruction provided in the YSH project is relatively more effective in helping at-risk students learn social studies content, and that it seems to be more effective for all students in promoting long term retention (Vye et al., 1990).

PREVIOUS USES OF VIDEO AND FILM IN L2 CONTEXTS

The examples of anchored instruction provided above reveal that it offers an approach for integrating authentic, narrative video and film into L2 classrooms that conforms to many of the goals set forth by the *Standards*. In this section, a number of different theoretical and experimental publications discussing the potential impact of

using video in L2 instruction will be reviewed. Before beginning the discussion of the use of video and film in L2 instruction, it is important to note that in this dissertation, the term video is used broadly and refers to television programming, videos created for instruction, and feature films that can be put into a video format and watched using a video recorder. In a later section, I will discuss the differences between video and videodisc technology.

As will be seen in the discussion to follow, many of the arguments put forth in the literature for incorporating film and video into L2 instruction mirror the techniques and benefits of using video cited in the section on anchored instruction. However, a review of the literature suggested that although video has been widely available, used and discussed in L2 teaching and research environments for many years, there have been very few studies describing how video may be used to help students develop critical thinking abilities and life long skills in viewing video as rich sources of information while increasing their knowledge of the target language and culture.¹²

Since the 1980s, professionals in the L2 community have claimed that authentic video offers many benefits to L2 students, including helping them increase their knowledge of the target language (especially listening comprehension), their knowledge of target culture, their sociolinguistic knowledge and their mental representation of the target language culture and increase students' motivation (Altman, 1989; Donchin, 1985; Kramsch et al., 1999; Joiner, 1990; Voller et al., 1993). Furthermore, studies have been conducted confirming these claims, including studies showing that exposure to target language video can help learners at various levels of proficiency increase their listening comprehension (Baltova, 1994; Liskin-Gasparro et al., 1990; MacWilliam, 1986; Secules et al., 1992), increase their communicative competence and language proficiency

¹² Many studies have been conducted in which film was used to aid students in improving various language skills, such as listening comprehension (e.g. Baltova, 1994, Secules et al, 1992).

(Rifkin, 2000; Weyers, 1999), increase their knowledge of the target culture (Herron, Dubreil, Corrie, & Cole, 2002; Herron, Dubreil, Cole, & Corrie, 2000; Herron, Cole, Corrie, & Dubreil, 1999), and mental representation of the target culture concepts (Kitajima & Lyman-Hager, 1998).

The discussion will elaborate on some of the assumed benefits of video in L2 and provide examples of studies that have conducted that support the various claims. The population, type of video used, pedagogical tasks used in interacting with the video and the assessment measures will be described, as the focus will be on the environment created for learning and how video supports learning, not on the use of video alone.

Suggested benefits

Maximum contextualization and maximum control

Video offers a means of presenting the target language and culture within a single contextualized setting. Therefore, in the words of Altman (1989), it offers maximum contextualization. However, unlike real life, which can seldom be stopped and reviewed, video presents maximum control over the ways in which it can be viewed. Video provides instructors and students with opportunities to view some sections of the video over and over again, and to focus on selected portions. The combination of video's maximum contextualization and maximum control render it an ideal way to contextualize language, culture and other areas of knowledge in L2 instruction.

Contextualized language learning in a video-based context

Because video contextualizes language in situations including dialog and visual images, students watching videos have opportunities not only to hear individuals speak in

the target language, but also see how they accomplish interaction through appropriate discourse markers and nonverbal communication. Kramsch and Anderson (1999), speaking primarily of digital video, note that multimedia renders language more than just grammatical paradigms and lexical items, but instead contextualizes language in, “an acoustic and visual context that is indissociable from the larger societal context in which the words are uttered. Language, in a sense, has become culture (Kramsch et al., 1999).” Therefore, when language is presented within a video context, new words, structures and other features of communication are indexed as being part of a situation, which may increase learners’ understanding of the ways in which language is used in target cultures.

As discussed above, the first of the five C’s in the *Standards for Foreign Language Learning (Standards)* is ‘communication’. Video can help students learn to communicate in the target language by presenting them with language connected with function and specific situations. As students explore videos, they become more familiar with not only what language is used, but for what purposes (Altman, 1989; Kramsch et al., 1999). Rifkin (Rifkin, 2000) provides an example of how videotaped authentic film can help students learn from the messages presented in film in advanced language classrooms. In his advanced Russian conversation class “Language through Film” students watched a different authentic film each week and participated in a number of task-based activities that encouraged students to use the language presented in the film to narrate scenes, form hypotheses and explore issues addressed in the film. He states that students are overwhelmingly positive in their assessment of the video component and the tasks used to structure the course. In addition, he reports that oral proficiency tests given at the beginning and end of the semester have shown that all students show significant progress in their ability to narrate events seen in narrative video.

Carol Herron and colleagues at Emory University have conducted a number of experiments exploring the use of the educational video series *French in Action* (Capretz & Lydgate, 1994) in beginning and intermediate level French courses. The authors describe the *French in Action* series as a “planned immersion” approach that requires students “to listen to scripted, yet authentic French speech as they watch native speakers interacting in French cultural situations on video (Herron et al., 1999).” Their studies have found that both beginning and intermediate level students gain both language and cultural knowledge in the video-based curriculum. For example, Secules and colleagues (Secules et al., 1992) compared the semester long development of the four skills in L2 learning (reading, writing, listening and speaking) in a *French in Action* based curriculum versus a non-video instructional setting (described by the researchers as a direct method, verbal-active approach). At the end of the semester, both groups watched an interview conducted in French. Students in the *French in Action* instructional setting were found to have superior listening comprehension skills, based on their ability to answer the questions.

A second test measured students’ abilities to read and write in the target language. Students were asked to read an essay in French and to answer questions about it using French. They were then asked to write an essay in French exploring the themes presented in the essay in their own culture. The tests revealed no statistical differences between students’ abilities in either group to read and write in the target language. Therefore, the criticism often leveled at a video-based curriculum, namely, that it promotes listening comprehension at the expense of other skills, was shown to be false under the conditions of their study.

Herron (1995) further compared the differences between a video and non video based curriculum in a year long longitudinal study of learners in their first semester of

French study at the university. The results showed that on one of the listening comprehension assessments used, the video based group showed a statistically significant increase, while there were no statistically significant differences in the other skills. These results are especially interesting considering that a pretest skill assessment had shown that the non-video based group had entered instruction with slightly higher scores in all skill tests, and showed a statistically significant advantage in writing.

Weyers (1999) investigated the effect of viewing an authentic Spanish language *telenovela* on the development of students' listening comprehension and oral proficiency in second semester Spanish. The results showed that watching authentic video two times a week did not cause students to fall behind in oral proficiency when compared to a group of students not using video and therefore having more time to practice their language, but instead they actually showed some improvements over their peers.

At this point, it is perhaps important to note one of the most obvious differences between the studies conducted by Weyers (1999), the limited study offered by Rifkin (2000) and the many studies conducted by Herron and her colleagues (Herron et al., 2002; Herron et al., 2000; Herron et al., 1999; Secules et al., 1992). While Weyers (1999) and Rifkin (2000) chose to use a truly authentic source of video, Herron and her colleagues have studied how videos created for instruction can improve students' knowledge and abilities. Some authors suggest that truly authentic materials, such as target language films and television programming can offer some benefits over materials produced for L2 learners, as they represent 'texts' that have been created for the target audience, and therefore, have not been filtered either linguistically or culturally for non-native speakers (Abrate, 1999).

Contextualized learning about cultural practices and products

As previously discussed, another goal of the *Standards for Foreign Language Learning* is that students gain knowledge about other cultures (Barrette, 1999). Included in the recommendation is that students understand both cultural practices and cultural products. Cultural practices refer to “patterns of behavior accepted by a society” or “what to do when” (Lafayette, 1996, p. 213 cited in Herron et al., 1999, p.518). Cultural practices are referred to as little “c” culture. Kitajima and Lyman-Hager (1998) offer an example of how video enhances word meaning and provides little “c” knowledge.

According to Kitajima and Lyman-Hager (1998), the word ‘cafeteria’ has been borrowed into Japanese from English. However, its use in Japan is quite different than in the United States. In Japan, cafeteria patrons first look at plastic models of food before deciding what to order. They then order and pick up their food from another location. Although the difference between the American and Japanese use of the word may seem trivial, it demonstrates how learners presented with only a single word or brief description of a word in translation may fail to comprehend the differences in semantic meanings in different cultures.

Video can aid students by expanding their mental representation of events and situations. In relation to the cafeteria example, if students were to watch a video showing what it means to eat in a cafeteria in Japan, they would be able to form a mental representation of ‘cafeteria’ in Japan. In addition, Herron et al., (1999, 2000, 2002) found that both beginning (first year) and intermediate level (second year) students of French gained knowledge of little “c” culture as a result of using the French in Action video series.¹³

¹³ These studies are described in detail in the next section.

Learning about culture and connecting with other disciplines in video-based contexts

Although language and culture are, as Kramsch and Anderson (1999) state, closely tied, some aspects of culture and other facets of the target society (such as cultural history) are not as closely related to language in use as the example offered above. Cultural products, such as art, or institutions, such as an educational system, are often referred to as big “C” culture. Both little “c” and big “C” culture (cultural perspectives and products, respectively) are considered to be an important aspect of foreign language learning, according to the Standards (Standards 2.1 and 2.2). Video can benefit students as they learn about big “C” culture, as demonstrated in the following research studies. In their pilot study investigating how authentic silent video from the target culture can influence students’ noticing of features displayed in the video, Kitajima and Lyman-Hager (1998) found that viewing a silent video introducing Japanese roads led students to comment on a number of elements seen in the video, including the fact that cars are driven on the left side of the road. Therefore, the students’ mental representation of the situation depicted in the video was increased.

Herron et al., (1999) found that second semester students receiving instruction via the *French in Action* video series improved both their short term and long term retention of little “c” and big “C” culture, as measured through multiple choice and open-ended tests. The researchers also found that students remembered more little “c” culture both in the pre and in the posttests, and in the tests immediately following each video. A later study conducted by Herron et al. (2000) revealed that first semester students also made gains in their cultural knowledge using the same procedures as in the 1999 study, but that there was no difference between the amount of big “C” and little “c” knowledge.

Herron et al. (2002) investigated whether journalistic video could increase intermediate level (third semester) students’ knowledge of French culture. Students in

this study worked with the instructional program *Bravo!* (Muyskens, Harlow, Vialet, & Briere, 1998), which is a textbook based program supplemented by a videotape including 5-6 minutes of journalistic format interviews of native speakers discussing various aspects of culture in French speaking societies. As was the case with the *French in Action* series explored by Herron et al. at the beginning level, the video used in this study was created for foreign language learners.

The results of the study showed that students showed statistically significant gains in cultural knowledge as a result of the treatment, and that there was no significant difference between the amount of little “c” or big “C” culture they gained. The researchers also found that students with more background knowledge in French than others performed better on the posttest, but not on the pretest. The authors posit that because students’ with less background in French found the videos difficult to understand, they might not have benefited from the viewings as students with more experience.

Despite the potential benefits of video, some of which were cited above, video and film continue to be used only in a limited fashion in many L2 and ESL classrooms (Chapple & Curtis, 2000). Some of the reasons why video and film may not be regularly used in classrooms may be because of syllabus and time constraints and teachers’ lack of knowledge regarding how these media can be effectively integrated into instruction. Furthermore, it may be difficult for instructors to gain access to relevant technologies on a regular basis. In addition, Herron et al. (1995) note that there was, at the time of their study, a pervasive view that students learning in a video-based context would not develop the same degree of active communicative competence as is possible using communicative and proficiency based methods without a video context. Based on personal discussions with instructors, it is not clear that instructors’ feelings have changed greatly over the last

ten years. However, the studies described above showed that at least under the circumstances described in the studies (e.g., type of video used, instructional tasks, forms of assessment and learning outcomes), incorporating video into instruction does not lead to students falling behind in language skills such as reading, writing, speaking or listening (e.g. Herron et al., 1995; Secules et al., 1992; Weyers, 1999).

As seen in the discussions of the studies presented above, the use of video in L2 classrooms has varied in terms of the type of video used (authentic versus instructional), the types of tasks students performed (e.g., simple viewing versus a task-based approach), and the assessments used and expected outcomes. From a situated perspective, all instructional variables are extremely important in understanding the effects of video's use in L2 classrooms.

The specific purpose of this dissertation project is to investigate how video use mediated through instructional tasks and instructor support can assist learners in developing knowledge about the L2 language, culture and history. In order to do so, students needed to be provided with tasks that help them learn to “read” video as important cultural “texts” that can be analyzed, so that classroom video viewing is assured of going beyond entertainment (Joiner, 1990; Kramsch et al., 1999; Swaffar & Vlatten, 1997; Voller et al., 1993). Students can learn to “read” video critically in the context of carrying out tasks that focus on language, culture and other types of knowledge (Altman, 1989; Rifkin, 2000; Swaffar et al., 1997; Voller et al., 1993).

In addition, teaching students to read video is important, not only because of video's ability to deliver authentic language and cultural information, but also because it, like other texts, represents a viewpoint or interpretation of life, and not life itself (Altman, 1989). In addition, it can be argued that the ways in which video is interpreted does not represent the video itself. Therefore, it is important that learners be able to recognize its

subjective nature and become critical of messages they see and hear in video, both in and out of the classroom. By assisting L2 learners in developing analytical video viewing skills, instructors can help them become critical thinkers as well as life long learners, which are important in the *Standards* (Altman, 1989; Kramersch et al., 1999, among others). Therefore, as is the case with all instructional tools, the focus of the discussion regarding the use of video in the L2 classroom should not be on the instructional medium per se (video), but rather on the purposes for using it and the instructional tasks that will be accomplished. The position taken in this dissertation is that culturally authentic video offers an ideal means of integrating content and task based instruction at the intermediate level. For that reason, the structure of tasks used in the Rifkin (2000) study is informative, as he explored the use of video in a task based environment. However, Rifkin's study was conducted in an advanced level course, whereas this study explores a similar use of video in an intermediate level. In addition, this study utilizes random access capabilities by allowing learners to work with portions of the macrocontext film on CD-Rom. In the next two sections, two areas of research important for understanding the assessment of the pre and posttest assessment used in the study are presented.

HOW NOVICES DIFFER FROM EXPERTS

As will be explained in Chapter Three, this study focused on intermediate level L2 instruction. However, an additional group of individuals were asked to complete the same pre and posttest activities as the intermediate level students. Because these individuals were all advanced doctoral students at the time of the research, they can be considered to have more expertise in many of the aspects of the tasks completed.¹⁴

¹⁴ However, it is not assumed that they are truly "experts" in any type of knowledge included in the film clips. It is also not assumed that none of the intermediate level learners have less expertise of all aspects of the film clip. Instead, it is assumed that as a group, the 'experts' are more knowledgeable than the

Understanding the differences between how the knowledge of less, versus more experienced individuals in a domain is organized, and differences in the ways they perform tasks, is important in understanding the research methodology used in the study. In addition, the expert / novice distinction offers important information about what constitutes expertise in an area. Knowing what constitutes expertise in a domain can assist instructors in developing instructional tasks that will help less experienced individuals develop real expertise through classroom learning experiences.

A powerful finding from research in learning theory over the past thirty years is the realization that there are profound differences in the ways that individuals solve problems, and that these differences cannot be explained by looking at factors such as general intelligence and strategy use alone. Instead, these differences are in large part based on the amount of knowledge experts have in relevant subject areas, how this knowledge is organized, and the relative ease in which it can be accessed when needed (Bransford et al., 2000). The construct describing those with a great deal of experience in a domain who are able to solve problems easily is ‘expert’. “Novice” refers to individuals who are new to a subject area and have little domain specific knowledge. The following paragraphs describe the specific characteristics of expert knowledge, and how it differs from that of novices.

Experts have acquired a great deal of content knowledge that is organized in ways that reflect a deep understanding of their subject matter.

One of the most obvious differences between experts and novices is the amount of knowledge they have in a particular domain. Studies have shown that in order to gain expertise in an area, individuals need to acquire a large body of context-specific

intermediate students, as a group. More information about the concept of expertise as it applies to this study will be provided in Chapter 3.

knowledge as a result of extended practice in areas in which the knowledge is required. For example, becoming a chess master requires years of experience playing the game, and not just a gift or talent to play well, as DeGroot (1965) found in his study comparing chess masters with less experienced, but still very good players. The results showed that both groups contemplated a range of moves, and that neither group considered all the possibilities, but that the chess masters simply came up with better moves than the less experienced players. A major difference between the two groups was that the experts had such a wealth of experience playing chess that they were better able to access superior moves.

Experts notice features and meaningful patterns of information that are not noticed by novices.

Experts not only have more domain-related knowledge than novices, but their knowledge is also organized differently, allowing them to recognize meaningful patterns, while less experienced individuals are less likely to be able to do so. In other words, individual experience in a domain leads to development of a schema that organizes knowledge and allows one to see meaningful patterns in incoming information. A schema is a flexible organization of events or related features of knowledge organized in long term memory (Anderson & Pearson, 1984).

Another term often used in describing the patterns of information that experts recognize is ‘chunking’. Because experts can recognize incoming information in the form of meaningful ‘chunks’, they are able to solve problems easily (Bransford et al., 2000; Chi, Glaser, & Farr, 1988). In contrast, those with less experience are less likely to chunk information and not understand the meaningful connections between pieces of information (e.g., Bransford, 2000). In the chess study mentioned above, the chess

masters were able to come up with better moves than the less experienced members because they were more likely to recognize meaningful chess configurations and plan accordingly (Groot, 1965). Chunking is important as there are constraints on mental processing ability. Chunking improves individuals' ability to recall information as it decreases the amount of individual units of information that need to be remembered by combining them in 'chunks'.

Another feature of expert knowledge is that it is organized around the most salient features, or 'big ideas' within a particular domain. For example, when asked to solve problems in a domain such as physics, experts have been shown to describe principles such as Newton's second law and their rationale for choosing it, while novices will more often simply describe what equations they would use without mentioning any major principles or laws in physics. (Chi et al., 1988; Larkin, 1991). Furthermore, when asked to sort problems written on cards into piles, experts do so using functional categories such as the principles of mechanics, while novices build categories based on surface features of the literal objects stated in the problem description (Chi et al., 1988).

Experts' knowledge is "conditionalized"

In order to understand how powerful schemata are in organizing experience, it is important to note two general ways in which knowledge can be stored in the brain. Knowledge can be connected in an individual's mind in a way that allows him to access a wealth of relevant knowledge when necessary, in well-developed schemata. Learning to use knowledge in situations similar to the way it will be needed in the future leads to knowledge that is connected, or conditionalized to a particular activity. Experts in a particular domain are considered to have knowledge that is conditionalized to be of use to

them in solving problems in their area of expertise, as they understand how to approach problems and can access the knowledge needed to complete tasks.

When knowledge is not conditionalized to the circumstances in which it will be used, it may become ‘inert’ or unable to be accessed when needed (Bransford et al., 2000). Examples in mathematics and physics have shown that individuals might know the proper formulas for solving tasks, but not know when to use them (e.g., Sherwood et al., 1987). Therefore, although they possess the knowledge needed to solve a problem, they do not know when to apply it, and it remains inert.¹⁵

Experts are able to retrieve important aspects of their knowledge flexibly with little attentional effort.

Relevant ‘chunking’ of knowledge also leads to differences in how individuals retrieve knowledge. Retrieval of knowledge can be effortful, relatively effortless, or automatic. Expertise is characterized as leading to automatic and fluent retrieval (Bransford 2000). Although experts exhibit fluent and automatic retrieval of knowledge, they do not always accomplish tasks faster than novices: experts tend to understand problems before beginning, while novices tend to begin without contemplating an appropriate strategy.

The concept of fluency in knowledge retrieval is important as there are limits to how much information an individual can attend to at any time (Miller, 1956). Effortless processing places fewer demands on conscious attention. If knowledge is organized or ‘chunked’ into meaningful patterns, individuals should be able to retrieve this information more effortlessly than those who do not have this advantage. In addition, when some aspects of problem solving become easier as one gains experience in the

¹⁵ In an L2 context, curriculum designers have long recognized the need to contextualize instruction. Currently, many researchers propose a task-based approach to instruction, as described above.

domain and therefore the ability to ‘chuck’ important information, individuals will be able to focus on other aspects of the problem presented in the task.

As the above discussion has indicated, the concept of novice/expert differences has been very informative in research investigating how accomplished individuals in a range of domains solve problems. Much research has been conducted looking at logical games requiring a great deal of expertise, such as chess, and at formal, academic disciplines such as physics, mathematics, geometry and medicine. The reader may note at this point that ‘knowing’ and ‘learning’ in these domains is characterized by very different knowledge bases and skills than is necessary in developing expertise in a FL language.

Although research in the fields discussed above has contributed to the largest amount of research concerning expert / novice differences, there are examples of work exploring these concepts in a variety of fields in which problem solving takes on different characteristics. Larkin notes that subject areas such as biology, psychology and literary analysis are not formal domains, ‘because it is extremely hard to formulate an unambiguous set of principles sufficient to solve problems in these domains’ (Larkin, 1991). She states that non-formal domains, to which FL learning and knowing surely belongs, are semantically rich.

The question then becomes, is it possible to speak in terms of novice versus expert knowledge if it is not completely obvious what constitutes expertise? Keeping in mind that one aspect of expertise is extended experience within a domain, a number of researchers have sought to investigate how individuals with differing amounts of experience in less formal, semantically rich domains approach and complete tasks.

Expertise in teaching

Sabers and colleagues (Sabers, Cushing, & Berliner, 1991) explored how individuals with a range of experience teaching junior high students evaluated classroom activities. The purpose of the study was to investigate how these individuals perceived classroom teaching strategies and management techniques. The authors identified three groups of individuals: 1) experienced teachers (experts), 2) student and first year teachers (beginners), 3) individuals interested in teaching, but who did not have any formal training or experience teaching (novices). The groups were presented with videotaped lessons from a junior high science class.

The classroom used in the experiment was taped from a variety of angles. It was then edited to appear to subjects on three different television monitors simultaneously at a later date, with each monitor showing the classroom from a different perspective. The participants were given a variety of assessment tasks, including a think-aloud protocol as they watched the videos.¹⁶ They were told to describe the instructional techniques they saw, and the management techniques employed by the instructor. The authors found differences in both the amount of information the three groups were able to notice, and in the way that they organized this information. Experts noticed more information, could describe what they saw with greater precision, and offered solutions to problems they saw. The beginners showed some evidence of understanding the classroom environment, but could not provide the amount of information or depth of thought offered by the experts, while the novices made only very general comments and seemed unable to understand the dynamics of the classroom and the teacher's instructional and management techniques.

¹⁶ A think-aloud protocol is normally accomplished by asking research participants to articulate their on-going understanding of discourse while interacting with it.

The fact that the expert teachers noticed more is evidence that their knowledge had been ‘chunked’ into a category, or schema, for classroom organization and activity. Their retrieval of information was fluent, making part of the task easier for them and allowing them to notice more information than the less experienced participants were able to perceive. The experienced teachers knew what they were seeing because they had experienced similar situations in the past. Therefore, they had sufficient background knowledge, or schemata, to discuss what was happening.

Furthermore, there were differences in the way in which the three groups discussed what was happening. For example, when discussing the instructional strategies used, the experts described the approach as lecture-oriented, but offered additional information, such as “activity oriented”, “Socratic”, and “a process type approach to teaching science rather than a very structured approach.” (Sabers et al., 1991, p. 74). In contrast, most novices noted that the instruction was organized around a lecture, but did not elaborate. Novices also focused on the materials used in the instruction, such as an overhead, and unlike the other two groups, they showed little attempt to identify the instructional tasks and goals supported by the materials. The differences in the amount of information and the content of the information provided by the three groups is evidence that experienced teachers were experts, compared with those with less experience, in recognizing teaching techniques and issues related to classroom management.

Expertise in analyzing historical data

Another example of a study exploring expert / novice relationships in a non-formal domain have focused on comparing expert versus novice approaches to historical reasoning. Wineberg investigated how a group of historians and gifted high school seniors approached the task of explaining what happened during a battle in the American

Revolution (Wineberg, 1991). The historians were composed of four Americanists, and four historians specializing in other areas. The participants were asked to construct an understanding of the battle based on the information they were given. There were many differences among how the historians and high school student subjects approached the task, and the solutions they gave. Although the high school students had a great deal of factual knowledge of American history (they scored at least 50% on a factual pre-test assessment of the period, higher than many of the non-Americanist historians), they were not prepared to engage in a task requiring evaluation and critical thinking. They were much more willing to accept a textbook entry as ‘the truth’ even when it was contradicted by original documents. Wineberg (1991) speculates that teaching these students more facts about the American Revolution would probably not help them perform better. Instead, they should be provided with opportunities to examine various types of materials critically and learn how historians approach historical inquiry.

The studies investigating experienced versus less experienced teachers and historians versus gifted high school students with a considerable amount of fact based knowledge of the history targeted in the assessment, have shown that there are differences between how individuals with a range of applicable experience in a domain solve problems. The notion of problem solving has been extended in this dissertation to include ‘meaning making’ and ‘interpretation’ of events and documents. These differences in the amount, organization, and retrieval of information displayed by experts and novices can be summarized in the following statements:

1. Experts have acquired a great deal of content knowledge that is organized in ways that reflect a deep understanding of their subject matter.

2. Experts notice features and meaningful patterns of information that are not noticed by novices.
3. Experts' knowledge cannot be reduced to sets of isolated facts or propositions but, instead, reflects contexts of applicability: that is, the knowledge is "conditionalized" on a set of circumstances.
4. Experts are able to flexibly retrieve important aspects of their knowledge with little attentional effort. (Bransford et al., 2000, p. 31)

Defining 'expertise' in FLs and cultures

While it is perhaps clear what constitutes an expert chess player, determining what an expert is in the realm of foreign language knowledge is somewhat more difficult. In the realm of target language and cultural knowledge, an 'expert' is often considered to be an educated native or near native speaker, as these individuals have the ability to express and comprehend meaning accurately in the target language.¹⁷ It is clear that FL instructors do not expect their beginning and intermediate level students to become experts in a classroom setting, but instructors generally do expect to see improvement, or an increase in expertise, as a result of instruction.

ACTFL Proficiency Guidelines, the *Standards*, and numerous individual authors suggest that instruction should help students develop a wide range of abilities that will allow them to use the FL for a variety of purposes and to become lifelong learners once they have ended their studies. The principle guiding most types of FL instruction is communication. Included in this notion of communication are various types of interaction with human beings (face-to-face, telephone and computer-mediated communication, just

¹⁷ According to the ACTFL Proficiency Guidelines, the highest level of proficiency matches that of an educated native speaker.

to name a few), and the ability to interact with artifacts from the culture, such as books, Websites, and film.

Communication includes ‘meaning making’ and ‘negotiation’ (Kramersch et al., 1992). When communicating with people, meaning making and negotiation are taken to mean the ability to successfully navigate interaction by having a range of linguistic and sociolinguistic skills. Extended to interaction with artifacts, communication means being able to generate meaning via an understanding of the linguistic code and the thematic messages presented (Kramersch et al., 1992). In addition, to be truly literate, one must be able to negotiate texts by thinking critically about and being able to analyze authors’ messages (Swaffar, 1998).

Areas of expertise targeted in this project

The assessment used in the study was intended to investigate how students’ ability to write summaries in the L2, using German and English, and their knowledge of the period targeted in the treatment, pre-WWII Germany might improve as a result of the treatment. Therefore, the issues of comprehension and L2 production are important areas of expertise targeted by the study. Due to the fact that students interacted with culturally authentic video containing subtitles, listening comprehension of the L2 plays less of a role in this study as in those reviewed above.¹⁸ However, there are two important areas of expertise directly targeted by the study: students’ abilities to narrate events in the target language, and students’ domain specific knowledge of the issues arising in video or film.

¹⁸ However, as Rifkin (2000) has pointed out, if students are required to use the target language presented in the video to perform tasks, they will learn about the target language even if the video contains subtitles.

Expertise related to domain specific knowledge

Many studies, both in L1 and L2 contexts, have investigated differences in how natives and non natives comprehend written texts either from or based on themes from their own culture and that of a foreign culture (Carrell, 1987; Johnson, 1981; Pritchard, 1990; Steffensen, Joag-Dev, & Anderson, 1979). However, the texts chosen for these studies compared native versus non native knowledge of everyday culture and traditions. In this study, the focus was on the culture of pre-WWII Germany. While young native speakers of German may have more knowledge about this period due to their experience growing up in the target culture, their knowledge is receptive, as they did not experience the culture themselves. Therefore, the focus of this study is on participants' knowledge of cultural history from pre-WWII Germany, as opposed to current culture, and whether the classroom activities comprising the treatment increased the knowledge of the intermediate level learners' knowledge of the period.

The researcher could find only a few studies that contained the variables of a target culture text and specific domain knowledge. Barry and Lazarte (1995; 1998) investigated whether classroom exposure to historical essays written about the Incas would lead students with prior experience with historical texts and the subject matter to a deeper level of comprehension than less knowledgeable peers. The source of data for the two publications was a study in which two groups of advanced high school learners of Spanish were compared. The high knowledge (HK) group learned about the Incan culture by reading several historical essays written in Spanish and watching an English language video, The LK group reported that they had never studied the Incas or read short historical essays. Both groups of students read three different Spanish language historical essays, which were altered to create different levels of syntactic complexity in the target

language. They were then asked to write everything about the texts that they could recall in English.

Barrie and Lazarte's 1995 study focused on how the students described the facts presented in the texts (the textbase), while the 1998 study investigated the inferences they produced in interpreting the texts (the situation model), as described by van Dijk and Kintsch (1983). The results in both papers showed that syntactic complexity played a role in determining how well the students could comprehend the texts. The results also found that the group of HK students recalled more of the facts about the text, and produced more correct inferences. However, they found that both groups produced very few inferences when the syntactic difficulty of the text was low, but that the HK students produced more inferences when the level of syntactic difficulty was high, therefore suggesting that when they had difficulty understanding the text, they used their background knowledge to fill in the gaps.

Hammadou (1991) investigated the interrelationship between background knowledge, inference, and language proficiency in L2 reading. Each group read target language texts on different topics. The results of the study showed no correlation between self-reported familiarity with topic and the ways in which the students recalled the texts. However, she found that interpreting the data was extremely problematic due to the fact that the self-reporting of background knowledge did not seem to provide a sufficient means of assessing background knowledge (Hammadou, 1991).

CONCLUSION

The review of the literature relevant to this dissertation study has revealed its interdisciplinary nature. First, the learning theory upon which the classroom activities comprising the study is based, situated cognition, was discussed. Next, the profession's

evolving notions of what the goals for instruction should be, and how to help learners obtain those goals, were discussed. It was noted that the principles guiding Communicative Language Teaching (CLT), along with the *Standards*, suggest a contextualized approach to instruction that enables multiple competencies to emerge. Due to the fact that CLT is an approach to instruction, as opposed to a rigid method, it enables instructors to choose the classroom activities for learning that will best assist their students in developing communicative competence, as well as other types of knowledge and skills. Similarly, the *Standards* are considered to provide a destination, and not a road map for instruction.

Anchored instruction was described as being a problem-based form of instruction that offers potentially valuable techniques for integrating content with L2 instruction in a task and content-based learning environment that conforms to the goals set forth by CLT and the *Standards*. Several benefits of using authentic video in L2 classrooms were explored from both an L1 and L2 perspective, including providing a rich context for learning that integrates language and content in authentic situations, thereby allowing students to increase their knowledge of language, culture and other domains. In addition, research related to L1 and L2 learning environments using video was discussed.

In order to understand the assessment used in this study, and to gain more understanding of expert / novice differences, which can help inform instruction, the differences between them were presented. Briefly, some of the differences identified between experts and novices are the amount of content knowledge they have in a domain, the organization of the knowledge (experts' knowledge is organized around 'big ideas' and principles), the 'chunking' of knowledge that occurs in experts' knowledge due to the fact that it is organized around principles, and the ability of experts to reflect on their own learning and problem solving skills and adjust them when necessary. It was noted that the

concept of “expert” in foreign language knowledge is problematic, as expertise is a function of one’s abilities to solve problems within a particular context. Because being “expert” in a foreign language involves being able to communicate and interact in a variety of situations, it is important to narrow the concept of ‘expertise’ to describe the particular tasks that individuals are asked to perform. In this study, the areas of knowledge targeted are learners’ ability to summarize using the target language and the types of domain specific knowledge they represent in their summaries.

Finally, it was noted that I could find very few existing L2 studies that targeted the effects of contextualizing classroom instruction using texts or videos as a means of developing domain specific knowledge or in summarizing events using the target language. The existing studies all contain the variable of written or oral language comprehension, which is not the focus of this study, as students interacted with video clips with English subtitles. In the next chapter, a complete description of the dissertation study, which has been shaped by the literature reviewed in this chapter, will be provided.

Methodology

As previously stated, the primary goal of this dissertation project is to investigate the efficacy of using culturally authentic film in a video format as a source of information about German language and culture (including history) in the context of intermediate level foreign language instruction. Students' pre-and posttest knowledge of the period targeted by the study, as well their ability to summarize culturally authentic film clips using German. The impetus for this study has come from literature in the areas of L2, educational psychology and instructional technology that suggests that students may develop a deeper understanding of a topic, valuable critical thinking abilities and life long skills if they are provided with instruction that allows them to engage in realistic tasks using technologies such as random access video.

A secondary goal is to examine how the intermediate learners' summaries compare with those of a group of graduate students of German, who served as a type of "expert" comparison group by completing the same pre- and post-test measurements as the intermediate learner treatment group. A comparison of the two groups will seek to address how knowledge of target language, culture, and cultural history is expressed and represented by intermediate learners of Germans and experts. As discussed in Chapter 2, previous research has shown that there are substantial differences between how novices and experts complete tasks (e.g., Bransford et al., 2000). Although it was not assumed that third-semester students of German would become comparable to the expert group at the end of the study, one hypothesis guiding this study is that the intermediate learner group would show signs of displaying more expert-like knowledge as a result of the treatment.

Therefore, this study attempts to address both pedagogical and theoretical questions. In terms of pedagogy, a comparison of students' pre- and post-test performance will provide an indication of whether the approach to instruction adopted in this study will help students improve their abilities to articulate information related to the pre-WWII period in German (and in English). Furthermore, this study will contribute to the growing body of literature focusing on the difference between expert and novice knowledge representation by being the first example of such a comparison undertaken using foreign language learners recalling information from film clips.

This chapter describes the methods and procedures used to examine the data presented in Chapter 4. It is divided into the following sections: (1) description of the research approach used in this study, (2) a statement of research questions and hypotheses guiding the study, (3) an overview of the data analyses used to answer the research questions, (4) a description of courses and the participants targeted in the study, (5) a detailed explanation of the research design and instruments employed in the study; (6) a complete discussion of the quantitative and qualitative data analyses used to answer the research questions; and finally, (7) a summary of this chapter.

DESCRIPTION OF RESEARCH APPROACH USED

As stated above, one of the purposes of this dissertation is to test the efficacy of using film (with the relatively new technologies available to teachers via language labs, such as networked computers equipped with CD and DVD-ROM players) as a source of information about the target language and culture. As this study was intended to be a source of information for teachers and students, the research was conducted within an authentic classroom environment. Therefore the research described here is classroom-based research. Classroom research describes research conducted within a normal

classroom situation. The normal classroom instructor is responsible for most (if not all) classroom activities.

Research questions

This study used quantitative and qualitative analyses to answer the following research questions:

1. How do experts of German express their explicit knowledge of events when summarizing film clips one and two?
2. How do intermediate learners of German express their explicit knowledge of events when summarizing film clips one and two?
3. Are there patterns of similarities and differences in the ways in which experts and intermediate learners of German express explicit knowledge of events in summaries of film clips one and two?
4. What other kinds of knowledge do experts and intermediate learners of German express in their summaries of film clips one and two?

In order to answer questions 1 and 2, I first created a ‘master summary’ consisting of the correct, explicit propositions included by the experts in their summaries. The master summaries of film clips one and two were used to quantify the number of explicit propositions included by both the individual experts and intermediate learners in their summaries.¹⁹ In answering both research questions, the average, highest, and lowest number of propositions included by each group were obtained, thus allowing a comparison between the number of explicit propositions included by the experts in

¹⁹ Please see the section Method of Analysis below for a definition and examples of propositions.

summarizing film clips one and two (research question number one), and the intermediate level students (research question number two).

Research question number three was answered using two-tailed *t-Tests* to determine whether the intermediate level students included a greater proportion of explicit propositions found in the master summaries in the posttest than in the pretest assessment. A two-tailed *t-Test* was first run to compare the pre- and posttest means of the total number of explicit propositions included (those written in English, German and a mixture of the two) by the intermediate level learners in the summaries and follow-up question. An additional *t-Test* was then run in which only the propositions written completely in comprehensible German (meaning no English lexical items were included) were compared between the pre- and posttests.

In addition, due to the fact that the intermediate level students included a number of correct explicit propositions when describing both film clips that were not included by the experts, these were added to the intermediate learner totals and a third two-tailed *t-Test* was conducted to determine whether there would continue to be an increase in the proportion of propositions intermediate level learners included from the pre- to posttest.

Research questions one through three required qualitative analyses as well. Using methods of discourse analysis identified by van Dijk and Kintsch (1983) in their discussion of discourse comprehension, and research and theory found in L2 learning literature, I investigated the discourse strategies that experts and intermediate level students used. Discourse strategies are all of the strategies that individuals use in order to process, comprehend and produce discourse (van Dijk et al., 1983). In L2 settings, the terms communication and compensatory strategies have often been used to describe some of the strategies that are subsumed under the term 'discourse strategies'. However, I chose to use the term discourse strategies as it includes uses related to processing, such as

understanding of the task, and the role of content and structural background knowledge in completing tasks. In this study, the most important strategies were those related to production, including participants' use of English in writing their German summaries, and their conception of the summary task. In terms of L2 writing, language switching, which involves using the L1 in the planning and production of L2 texts has been a major area of inquiry (Schweers, Jr., 1995; Wang & Wen, 2002; Wolfersberger, 2003). The use of language switch allows individuals to express thoughts that may be abandoned if they do not use the L1 (Schweers, Jr., 1995; Wolfersberger, 2003). Therefore, understanding the ways in which participants used English in writing their summaries provides information about how learners used both their L1 and L2 to allow them to express meaning. In addition, because research has shown that higher levels of L2 proficiency signal a reduced need to use the L1 in planning and producing L2 texts, an investigation of language switching can assist in determining whether students' use of English changed as a result of the treatment.

'Language switch' was investigated by looking at the ways in which participants used English to assist them in expressing their thoughts. The use of English in simple lexical substitutions, in phrases and in complete propositions was investigated. Example 3.1 provides examples of each. The participants' German errors have not been corrected, in order to provide the reader with a better indication of the learners' level of L2 proficiency.

Example 3.1: Various types of language switching found in the summaries of film clips one and two

Lexical substitution

Ein andere Mann bei die Party sagt, dass er ein Jew auch sind.
Another man at the party says that he is also a Jew.

Phrasal substitution

und ich bin "proud of it.", JB-2
and I am proud of it.

Clausal (propositional) substitution

This young man scratched the record that was playing.

In addition to 'language switch' I also investigated qualitative differences in the way the intermediate level students approached the summary task. For example, a comparative, content analysis of their summaries (and information included in the follow-up questions) revealed that while some learners wrote very brief summaries containing very little information of any kind, others wrote summaries containing a great deal of explicit propositions, while others chose to focus on inferential information. A very brief summary may be a result of many factors, such as disinterest in the task, lack of relevant content knowledge or insufficient L2 proficiency (Liaw, 1996). However, summaries that included much information, but focused on different types of information, might indicate that individuals work with differing definitions regarding the types of information a summary should include.

In regards to research question four, quantitative and qualitative analysis were also needed. First, a discourse analysis approach was taken to determine the kinds of knowledge found in the non-explicit statements included in the summaries and follow-up statements. Using categories such as inference, meta-comment and evaluation, proposed by Trabasso and Magliano (Trabasso & Magliano, 1996; Magliano, 2005) and Magliano (Magliano, 2005) it was possible to categorize all of the non-inferential statements included by both experts and intermediate level learners. In short, inferential information is considered to be that which interprets texts, as opposed to simply restating the events and dialog contained within it (Graesser, Singer, & Trabasso, 1994; Trabasso et al., 1996). Examples of inferences include statements about the setting in which the film clips

take place (e.g., a beautiful day, in the 1920s, in Germany), the emotions of the characters (a man becomes angry), and character traits (the first group is wealthy), among other types of information. I consulted a native speaker to serve as an interrater in determining what kinds of information were explicit and inferential in nature.

Once it was determined which statements were inferences, the number of inferences included by both the experts and intermediate level students were counted in order to determine how many inferences each group included when completing the pre- and posttest assessments. The purpose of the determining the number of inferences included by each was to ascertain whether similar patterns existed in terms of inferential information that had been seen the discussion of explicit propositions, i.e., would the experts include a greater number of inferences, and would the intermediate level learners show improvement in terms of the numbers of inferences they included? Due to the fact that inferences have been shown to be more variable across individuals than explicit propositions related to discourse, no master summary of inferences was used. For that reason, the quantitative analysis did not include a proportional analysis based on the types and amounts of inferences included by the experts.

After determining the kinds of information that were inferential in nature, inferences were categorized using Trabasso and Magliano's (1996) description of association, explanation, and prediction. The purpose of the analysis was to investigate the types of inferences generated (association, explanation, and prediction), and the types of knowledge related specifically to the STEPS+G framework, which would include information concerning the social, economic, political, and geographic setting in which the film clips were situated. An example of an associative inference is: 'The film takes place in Germany'. An explanation for characters' actions can be found in the following inference: 'He thinks that men should speak better about women.' A prediction is

provided in the following example: ‘In time, there will not be anymore Jews living in Germany.’ In order to verify the correct use of the three categories in establishing the categories of inferences, a native speaker of German was asked to serve as an interrater.

Meta-comments were also analyzed, as they were seen as providing student input regarding their ability to complete the summary task in German. The student perceptions found in the meta-comments were used as an additional source of information regarding the types of challenges students faced in summarizing, which might also be indicated in the number of propositions and inferences intermediate level students included in their summaries, as well as the use of language switching, as described above. Evaluations of the film clips (for example, it is good, bad, or interesting) were seldom seen. Therefore, this category was not analyzed in the study.

Hypotheses

The literature reviewed in Chapter 2 indicated that using film as the context of instruction in intermediate level foreign language classrooms may provide students with an appropriate context for learning about language, culture and history. In addition, using film in FL instruction may help learners increase their critical thinking abilities and develop life long skills in viewing films as important sources of information as a product of the target culture. In addition, research and learning theory in L1 environments has suggested that when learners engage in activities similar to those who are ‘expert’ in a domain, the knowledge of novices and experts in a subject differ. It has been shown that the differences are not only apparent in the amount of knowledge that one has, but also in the way that the knowledge is organized.

Those who are expert in an area have knowledge that has been conditionalized to be used when needed. Applied to a learning environment, this research suggests that

learning experiences should be organized in a manner allowing students to engage in the same types of activities as experts, as experience in realistic activities will ensure that new knowledge learned will be available when needed. As a result of such instruction, students' thinking and ability to engage in activities should more closely resemble experts as a result of instruction.

This study seeks to gain insight into the effects of using film as an anchor, or context of instruction in intermediate level L2 classrooms. It is expected that intermediate learners will increase their abilities to summarize information seen in German film clips using mostly the target language, and to further their knowledge of the period seen in the film clips (pre WWII Germany). Therefore, intermediate learners should become more 'expert' in their abilities to accomplish the tasks used in the study due to the training they received during the treatment. In planning this study, I made the following hypotheses:

1. Intermediate level learners will develop increased abilities to express their knowledge of pre-WWII Germany as a result of the treatment (as determined by pre- and posttest results).
2. Intermediate learners' knowledge will come closer to that of 'experts' as a result of the treatment.

Course and participant information

The study was conducted in six different third semester, intermediate level German classes, with five instructors teaching the courses (one instructor taught two classes). The study was conducted for three weeks in Fall, 2002 beginning in the fourth full week of the semester.

Intermediate level learners

Seventy-eight students enrolled in the third semester classes described above agreed to participate. 62 students were present for both the pre-and posttest. Two students were film majors who wrote technical critiques of the film clips chosen, such as describing the type of sound and camera techniques used, along with their assessment regarding the artistic quality of the film clips. Their data was omitted from the study as their decision to focus on their expertise as film majors was not matched by any of the experts (no experts described the technical or artistic value of the film clips), therefore, it was not possible to evaluate their summaries using the expert model used in this study. Therefore, the data from 60 students was included in this study. The students ranged in age from 18 years of age to middle-aged, with the majority being between 18 and 23 years of age. Student majors included liberal arts, fine arts, science, social sciences, business and communications.

Students were not given a pretest assessment of their knowledge of the historical period in relevant to this study. However, due to the diversity in majors of the intermediate level students, I hypothesized that this group would greatly vary in terms of its knowledge of the historical period targeted by the treatment (pre-WWII), as well as in its abilities to articulate its knowledge in German summaries. Therefore, I also hypothesized that as a result of the treatment, the intermediate students would not only improve as a group, but that the students receiving the lowest scores (indicating low knowledge of the period an/or inability to summarize knowledge in German) would improve in their abilities to summarize film clips set in pre-WWII Germany.

Experts

As previously mentioned, in addition to the 60 intermediate level students whose data were collected for this study, 5 individuals with ‘expert’ knowledge of the target language and the period targeted in the study were asked to complete the same pre-and posttest assessments as the intermediate level students. Before describing the features of this group, it is important to define the concept of ‘expert’ within this study. As discussed in Chapter 2 and mentioned above, research has shown that experts in a given domain not only have more knowledge about their area of expertise, but that the knowledge they have is also organized to allow them to use it when needed. In other words, the knowledge is conditionalized and available when needed. Much of the research regarding ‘experts’ versus ‘novice’ knowledge has been conducted in fields such as physics and engineering, in which problem solving often results in obtaining one right answer. Understandably, there are differences in ‘knowing’ physics and ‘knowing’ a foreign language and about the target culture and history. As indicated in Chapter 2, foreign language can be considered to be a semantically rich, informal domain of knowledge in which problem solving is not based on an unambiguous set of principles, as is the case with domains such as physics (Larkin, 1991). Therefore, in this study, the term ‘expert’ is used to refer to individuals who have had a substantial amount of training in using German (including living in a German-speaking society for more than one year) and who have taken advanced coursework in German history and culture.

The members of the expert group were all doctoral students enrolled in either the Germanic Studies or the Comparative literature program at The University of Texas at Austin. Three of the five were Americans, and two were Germans. Among the Americans, one specialized in Applied Linguistics, but like the others, had taken courses in German literature and cultural studies. The other two both specialized in literary

studies. One specialized in late 19th century literature, culture studies, and film. The other specialized in late 19th and 20th century literature. One of the Germans was a comparative literature doctoral student studying German and Spanish literature. The other specialized in 20th century literature and film studies. Two of experts were women, and three were men.

As was the case with the intermediate level students who participated in this study, the experts were not tested to gauge their knowledge of the period before the study began. However, it was assumed that because of the importance of the period in German history and their many years of experience as students of German culture, they would all have a high level of knowledge regarding the period.

Third semester courses

The courses targeted for the study were third semester courses that met three times a week for 50 minutes each. Students enrolled in the courses followed a communicative and proficiency oriented approach to instruction using the textbook *Deutsch Zusammen* (Donahue & Watzinger-Tharp, 2000). Before beginning the study, students reviewed grammatical, lexical and thematic concepts from the first year of their German studies. At the time of the study, they had covered most points of German grammar with the exception of adjective endings, passive and the subjunctive mood. I hypothesized that students would be able to practice and solidify their learning of the many structures and vocabulary taught in the first year and explicitly reviewed in the weeks preceding the study.

Intermediate learners received participation grades for completing the activities associated with this study. Students recognized that the activities and materials were

associated with a research study, as they had been asked to sign a document stating that they agreed to participate in the study, and because I had been present during the pretest.

RESEARCH DESIGN AND INSTRUMENTS EMPLOYED IN THE STUDY

The treatment: extended interaction with a narrative film

Step 1: Establishing the context for learning

In the first day of the treatment of this study, students were introduced to the STEPS+G (Steps Toward Greater Comprehension) framework. After introducing the STEPS+G framework, instructors encouraged students to fill out relevant information seen in the film on their STEPS+G handout. They were provided with examples of the kinds of information that would qualify for each category. For example, they were told that the clothing worn by the characters can provide clues as to when the story takes place, and about the characters themselves (e.g. social class). In addition, they were instructed to note the characters appearing in the film and to provide details describing them. They were told to use German when possible, and English when necessary.

The introduction to the STEPS+G framework and general information regarding film viewing lasted approximately twenty minutes. After the introduction, instructors began showing the film, *The Harmonists* in its entirety.²⁰ Students watched the film in German with English subtitles. The film was seen over three class days. On the final class day, the instructor led a whole class discussion about the film. As part of the discussion, the instructor used an overhead of the STEPS+G framework and asked the students to discuss the STEPS+G characteristics they had found. The instructor filled in the overhead as students discussed the information they had found. In addition, the characters and the

²⁰ Please see the Materials section for more information about the film chosen as the anchor, or context of instruction.

plot of the film were discussed. The purpose of this activity was to gauge the students' level of knowledge and to allow them to share their knowledge with other class members. By having the students discuss and share their knowledge before working extensively with the film, they would be able to compare their knowledge about the film and the period at the beginning and end of the treatment period. The instructor's role during this time was to facilitate the students' discussion of the film.

Step 2: Small groups of students analyze and summarize scenes from *The Harmonists*

On the fourth day of the treatment period, students met in a language laboratory equipped with networked computers with audio and visual capabilities and Internet connections. They were divided into small groups (ranging in size from two to four depending on class size and attendance). Each group was provided with a CD-ROM with two different scenes from the film *The Harmonists*. In other words, each group worked with scenes different from the other groups. The film clips included the original German soundtrack with English subtitles. Please see the *Materials* section below for more information about the film clips chosen.

I hypothesized that by having each group work with different scenes, students would gain expertise in describing the scenes included on their CD-ROM, and that students would benefit from the expertise gained by each group when they explained their scenes to the whole class. Students were guided in their discussion of the scenes through the use of a handout (see Appendix A for a copy of the handout, *Aktivität Eins: Activity One*). They were asked to summarize the events of the film scenes, discuss the characters, and the STEPS+G information contained in the scene. The acronym STEPS+G was used in the question, but students should have been well aware of its meaning by the time they began the task, as they had been introduced to STEPS+G

before watching the anchor film in its entirety, and the instructors modeled working with Please see the Materials section for more information about STEPS+G.

Students also had access to a hypertext document containing resources about the period (including Web sites), enabling them research issues of importance to them.

Step 3: Students form jigsaw groups to discuss their analysis and summaries of scenes from The Harmonists

After working with the same small group to analyze two scenes using the *Aktivität Eins* handout, students were asked to split up into new small groups to discuss their scenes. This type of activity is known as a ‘jigsaw’ because it is comprised of a group in which each member is representative of a former group (in this case, the initial analysis group). Such an organization establishes an expert and novice relationship, as each member attempts to ‘teach’ his peers about information that he has learned but that is new to them, while learning about information with which other members are familiar. Therefore, each member serves as both teacher and learner. The jigsaw activity served as a precursor to the whole group presentations about the film clips that students were asked to prepare.

In addition, the jigsaw activity was included as research has shown that both comprehensible input and output is important for language development. According to some SLA researchers, a necessary condition for language learning is that students be provided with opportunities to produce comprehensible output (Swain & Lapkin, 1998; Skehan, 1998). When students are asked to produce language, they can become aware of the gap between their knowledge and what is needed to convey their message. They can then work to close the gap. In addition, providing students with planning time and opportunities to repeat a task has been shown to result in increased language complexity

and accuracy (Bygate, 1999). Therefore, this activity was intended to help learners improve the quality of their output and receive assistance from their peers and, if necessary, the instructor.

In addition, the jigsaw groups were also intended to help improve the quality of the input that students received. By asking students to share their impressions of the film in a small group, in which students could easily ask for clarification, the speakers would be focused to modify their message to insure that their discourse would be comprehensible during their presentations, and that students and instructors would be able to learn from their presentations.

Step 4: Students prepare for presentations of their favorite film clip in their original small group

After completing the jigsaw activity, the students got back into their original group and prepared a short presentation of their favorite scene for the entire class. More specially, each group was asked to discuss any new insights about language or the content of the film clips discovered in the jigsaw activity, and to choose one of the two film clips as the source of their presentations. The groups were also instructed to split up the contents of their presentation to ensure that each member had a section. They were asked to prepare a five to seven minute presentation. Due to the fact that the students had received practice discussing the scenes three different times and with three different purposes (identification of important information while describing the scenes in their small group, explanation of the groups' findings in a new group, and refining of the groups' knowledge after the jigsaw group activity), it was hoped that students would be able to present information about their favorite scenes to the whole class with confidence and ease.

Step 5: Presentation: Students present favorite scene to the whole class

Students were asked to show their scene and to discuss the scene using the *Aktivität Eins* worksheet as an organizer. More specifically, they were asked to state which characters appeared in the scene, summarize the events and to discuss the STEPS+G information seen in the scene and important vocabulary. Once students had completed their presentations, students from other groups were encouraged to make comments and ask questions. The instructors also asked questions and raised issues to further clarify issues and extend the discussions.

Step 6: Wrap-up and instructions regarding culture projects

After the presentations were complete, the instructor led a final discussion related to the film. Students were once again asked to fill out a STEPS+G handout for the entire movie, and to discuss the kinds of information they had learned from the film. I hypothesized that students' knowledge of the film and the time period would have increased as a result of the treatment.

Finally, the instructors informed students that they should choose one scene from the film and research it further for a culture project to be completed by the end of the semester. Students were told that they should work in small groups. Most students were familiar with culture presentations (CPs), as they are a standard feature in the first two semester German courses at UT Austin. Although the results of the culture project are not included in this study, the purpose of connecting the CPs, a standard part of the lower division German curriculum at UT Austin, was to reinforce the themes seen in the film, and enable students to gain a deeper understanding of the film and the time period through extended research. The CPs were presented in the classes at the end of the semester.

The procedure followed during the treatment is summarized below in Table 3.1:

Table 3.1: Procedures and timeline for conducting treatment

Day 1	Introduction to STEPS+G framework Begin watching film in whole group setting
Day 2	Continue watching film in whole group setting
Day 3	Complete initial viewing of film in whole group setting Discussion of STEPS+G elements seen in film
Day 4	Break into small groups Analyze scene one
Day 5	Analyze scene two in same group
Day 6	Discuss scenes in a new small group (Jigsaw) Revisit knowledge, analysis of scenes in original group Small groups present favorite scene to class
Day 7	Continue with group presentations of favorite scenes Discussion of STEPS+G elements seen in entire film Discussion of culture project to be completed by the end of the semester

Materials

Handouts and hypertext documents

Before watching the film *The Harmonists* in its entirety at the beginning of the treatment, the students were first provided with information deemed useful in guided film viewing. Students were introduced to the German term *Eigenschaften* (characteristics) and were told that when viewing film, it is important to recognize characteristics of film that provide information regarding what the film is about. *Eigenschaften* were then further defined and the STEPS+G framework was presented as a means of helping people organize the important characteristics found in film. After the instructors went over the

information, students were provided with an activity sheet containing the STEPS+G framework, with each category in a separate column, thus allowing students to enter STEPS+G information seen while watching the film on the sheet. In addition, students were asked to write down the names of the main and supporting characters appearing in the film. The purpose of the activity was to familiarize students with the STEPS+G framework, and to provide them with an opportunity to make their thinking transparent by understanding the extent of their own knowledge of the period and their ability to notice important aspects of film. Like all of the other activity sheets used in the study, it was written in German.

While working in small groups to discuss individual scenes from the film, students worked primarily with the *Aktivität Eins: Activity One* worksheet. The *Aktivität Eins* activity sheet contained numerous tasks that were intended to encourage students to investigate the film clips from a number of perspectives. For example, students were asked to identify the characters in the film clips and describe how they responded to events. In addition, students were asked to summarize events seen in the film clips, as summarization offers an opportunity for FL learners to produce extended discourse, which was one of the goals of this study. They were also asked what kinds of STEPS+G information was found in the film clips, what they already knew about these themes, and what they would like to learn about them. The purpose of these questions was to encourage students to learn to view culturally authentic film and video as an important source of information that can be discussed and analyzed.

Also included on the *Aktivität Eins: Activity One* worksheet is a section targeting vocabulary. Students were asked to identify three important German words or phrases heard in the scene. Three was chosen as an appropriate number of important words and phrases to notice in the target language because of the limited amount of time available

for the analysis of each scene. Therefore, although students watched the film with English subtitles, they were encouraged to pick out important words from the scene in English. Because they could easily navigate through the clips, they could replay portions of the scenes many times to ensure that they heard important vocabulary words. Finally, students were asked to identify words and phrases that they had learned from the scene or from the discussion with their peers.

Film: The Harmonists

In order to offer a rich context for discussion and learning, it was deemed ideal to find a modern German language film that would depict historical events in an engaging, entertaining fashion. Furthermore, it seemed appropriate to choose a film that was told using a predictable narrative structure. According to the principles of anchored instruction, a predictable narrative structure is a necessary component of films chosen as anchors.²¹ When learners have knowledge of the story structure, or schematic, comprising a narrative, they can use their knowledge of the structure as a reference point when investigating the content of the narrative. In contrast, an unfamiliar narrative structure would present students with the challenge of having to make sense of the structure, and would thus divide their attention between the structure and the content, instead of using a familiar context as an anchor for learning.

The film chosen as the anchor for instruction, *The Harmonists*, matches the selection criteria of a modern film set in a historical period. In addition, the film has a narrative structure typical of Western stories, and has been described by American critics

²¹ As discussed in Chapter 2, narrative structures can vary between cultures, but each culture has its own basic narrative structure. A basic narrative structure in the European and Euro-American cultures is a story that begins with a setting, and precedes to the introduction of a conflict, and is followed by a conflict resolution (Thorndyke, 1977).

of being similar to a Hollywood biopic of (formerly) famous people.²² Therefore, the structure of the film is similar to that of films students enrolled in American universities are likely familiar with. Furthermore, as mentioned above, I determined that the time period depicted in the film would be interesting as a source of discussion, as it portrays the artistic culture present in Berlin in the 1920s and early 30s, along with the rise of the Nazi party in Germany.

The film is based on the true story of a musical group *The Comedian Harmonists* who gained fame in pre-Nazi Germany and were later forced to disband because three of its members were Jewish. The film shows the varying importance of the Jewish faith in the lives of these men (one of whom was quite religious, while another had been baptized as a Christian, but was still considered to be a Jew by the Nazis during the Third Reich). In addition, one of the non-Jewish members of the group was married to a Jewish woman. Therefore, it explores the concept of Jewish identity. In addition, the film shows how integrated this ethnic and religious group was in German society and how various members of society reacted as Hitler codified his racist philosophy.

In addition to highlighting serious social issues such as the increasing threat of the Nazis on the Jewish people and on the arts in general, the film presents a rich picture of the period including information about pop culture (including music, fashion, and dance). The *New York Times* reviewer notes that the film presents many period details, while another reviewer mentions that the film explores the rise of the Nazi party in terms of its effect on pop culture, as opposed to the more typical emphasis of the Nazi's censorship of high culture (Van Gelder, 1999; Rainer, 1999). Furthermore, the group *The Harmonists*, are noted by some to have been the "first boy band" and having a fame that rivaled that of

²² In his positive review of *The Harmonists*, film critic Roger Ebert wrote, "The arc of the film leads from early cheerfulness to eventual defeat, but for much of the time "The Harmonists" plays like a standard show-biz biopic."

the Beatles in their time. Therefore, in addition to learning about issues related to politics, students should gain a broader perspective of the culture of the time than they may have been exposed to in the past.

Film clips from *The Harmonists* used in small group activities

For the small group analysis, care was taken to select scenes from *The Harmonists* that would contain a great deal of social and political information relevant to the period. For example, one scene selected for the treatment presents Harry Frommerman, the founder of *The Harmonists*, visiting a local record store to hear a record from an American group whose sound becomes the inspiration for his group's musical sound. Included in the scene are several aspects of the period, including popular music, dress and dance styles. In addition, the description included in the album describing the music found in the American record (*Negergesang*), "Negro music" and seems to offer clues as to the racial attitudes of the period. There are many other interesting aspects of the film clip, but this example suggests the richness of this particular film clip and the others selected for the study. Each clip chosen represented one scene from the film. The scenes were all approximately two to three minutes long.

The decision to provide students with two scenes from the film, as opposed to copies of the entire film, was a result of both the time available in the semester for the study, and due to the constraint imposed by the copyright laws. I hypothesized that by having students watch the entire film one time, they would remember the narrative structure and that this would make it possible for students to work with individual scenes. In fact, it was hypothesized that the small groups of students working together would help each other remember the larger narrative.

Hypertext Document

A hypertext document I created was also included on each student CD-Rom along with the two film clips for analysis. The hypertext document consisted of an overview of the project and Web resources about the period. The phases of the project were included to provide students with an understanding of tasks to come and reflect on aspects already completed. The hypertext document divided the project into the following phases: scene analysis, information exchange, presentation, large group discussion and the culture project, which was not included in the analysis of the treatment. Please see Appendix C for screen shots of the hypertext document). The Web resources were included to provide students with information regarding themes surrounding the pre-WWII period that were illustrated in the film. For example, links for Web sites focusing on anti-Semitism, the Weimar Republic, and the popular culture of the period were provided. The links were intended to provide students with an easily assessable source of information to use while working on the project. Students who became very interested in a topic could then identify additional resources and research it further.

Film clips used in the pre- and posttest assessment

Both the pre-and posttest film clips used in the assessment were taken from late 20th century films beginning in the 1920s and ending either just prior to the beginning of WWII or during the war. Both films were chosen as they represented the conflict between the progressive, diverse culture associated with many artists during the Weimar Republic and the traditional values associated with the NAZI party, along with its anti-Semitic philosophy. Both film clips were in German with English subtitles.

After selecting *The Harmonists* as the film to be used in the treatment, I conducted an exhaustive search to find recent films set in the same time period and

containing the same themes. It was found that very few German language films would fit these requirements. A handful of recent films, such as *Europa! Europa!* and *Jaguar and Aimee* address Nazi/Jewish tensions, but both are set *during* World War II. The American language film, *Cabaret* is set during the Weimar period, but it focuses on the lives of two foreigners, an American and a Briton, not the plight of Germans. After determining the uniqueness present in the plot of *The Harmonist*, I chose to use a scene from *The Harmonists* as the pretest, and a scene from the film *Mephisto* for the posttest.

Mephisto is a 1981 German/Hungarian co-production. Its main character is a prominent Austrian actor, while many of the other actors in the film are Hungarian. Although it was released as a German language film, many of the actors in the film appear to have spoken Hungarian and later been dubbed into German. In addition to this difference, *Mephisto* is based on the best selling book of the same name written by Klaus Mann in the 1930s. It is considered by some to be a *roman à clef*, as Mann is speculated to have written the book about his former friend, the German actor Gustaf Gründgens, who remained in Germany throughout the war and enjoyed tremendous success, while many artists fled and faced difficult existences as emigrants. The differences between *The Harmonists* and *Mephisto* are numerous, and it was therefore impossible to find two scenes in *Mephisto* that would characterize the themes found in *The Harmonists*. However, one scene was chosen to be used in the posttest that minimizes the differences in the plot. Both film clips represent the tension between individuals with differing world views during the pre-WWII period, as both film clips display a conflict that arises between characters that appear to be anti-Semitic and characters with more tolerant views. Please see Appendices E and F for a complete description of the two film clips chosen for the pre-and posttest.

RESEARCH DESIGN

The structure of the study used in this dissertation project was a pretest, posttest design conducted in intermediate level FL (German) classrooms.

Pre-and Posttest assessment measures and procedures

The pre- and posttest assessment used in this study consisted of a summarization task. All participants summarized a late 20th century film clip set in the pre-WWII period targeted by the treatment. In addition, they answered a follow-up question in which they were asked if there was information they would have liked to have included in German, but could not. If they answered yes to this question, they could add the information in English.

The pre-and posttests were conducted during a normal, fifty minute class period. To begin both the pre-and posttests, participants were asked to watch a German language film clip (please see the section *Film Clips used in the pre- and posttest assessment* above in the Materials section). After watching the film clip, students were provided with a response sheet on which they could take notes about the film clip and space provided for their summaries. The instructions on the response sheet were in German and in English. Students were instructed to summarize the film clip. Students were asked to write in German when possible. They were allowed to use German/English dictionaries.

After the participants had been given the response sheets and the instructions had been read, they watched the same film clip a second time. They then wrote their summaries. The activities were not timed. Most of the participants completed the summaries in fifteen to twenty minutes, although two or three intermediate level students did not feel that they had enough time to sufficiently complete the task in both the pre-

and the posttest. After completing the summaries, the participants turned them into the me or their teacher, and they were then provided with the follow-up question.

Methods of analysis

Constructing master summaries

As discussed in Chapter 2, many psychologists believe that as individuals process discourse, multiple levels of representation are established simultaneously. The surface structure is transformed into units, which together form the *textbase* of the discourse.²³ When researchers divide discourse into units, it becomes possible to determine how much and what types of information has been included by respondents. In their influential model of discourse comprehension, van Dijk and Kintsch (1983) define the proposition as being roughly equivalent to a main or coordinate clause. However, Kintsch (Kintsch, 1998) also notes that so-called atomic propositions, which are a part of a larger clausal unit and may consist of a dependent clause or a single noun phrase, can be important in analysis. In this study, main and coordinate clauses were used as the basic unit of analysis, with atomic propositions also used in certain cases, as will be explained below.

A propositional analysis is usually limited to information that is explicit in nature, and comprises the textbase of the discourse. In terms of a narrative structure, explicit information might include paraphrases of dialog or events taking place in the discourse. Non-explicit information is considered to elaborate (or distort) discourse by connecting the explicit information provided in the discourse with the comprehender's background knowledge. The situation or mental model consists of inferential information (e.g., van Dijk and Kintsch, 1983; Barry and Lazarte, 1995; 1998). Therefore, the only clauses (and

²³ Please see Chapter 2 for a description of the levels of representation thought to comprise discourse processing.

smaller units of discourse) included in the ‘master summaries’ were explicit propositions. The inferential information, which comprises the situation model, will be discussed below.

It was necessary to account for the differences that might be seen in the summaries of the film clips used in the pre- and posttest. By having a group of ‘experts’ (five graduate students in the Department of Germanic Studies, and in one case, comparative literature) complete the same summary tasks as the intermediate learners in the pre-and posttest, it was possible to create a ‘master summary’ that could be used to determine how much and what types of information intermediate students included in their summaries and later in the follow up question.²⁴ In order to create a master summary, the summary of each expert was divided into main and coordinating clauses.²⁵ A table was created in *Microsoft Word*, and each clause was placed into a row in the table. Then, the summaries of each remaining expert were integrated into the table, in order to ascertain which clauses were paraphrases of the same information found in multiple summaries, and which clauses revealed new information. Each clause containing new information was added in a new row in a chronological fashion, so that the emerging ‘master summary’ would follow the temporal order of the film clip. Clauses in subsequent expert summaries that overlapped with clauses already in the master summary were included in the same row, as they were considered to be paraphrases of the same events/dialog.

Finally, it was found that in some cases, information expressed by one expert in a main or coordinating clause was expressed by another in a smaller unit of discourse, such

²⁴ Six graduate students volunteered and completed the pre- and posttest assessment, but the responses from one could not be used, as I failed to allow for three weeks to pass between the pre- and posttest, as had been done with the other experts and intermediate level students.

²⁵ Please note that I am reserving the term ‘proposition’ for explicit information that comprises the textbase. ‘Clause’ is used in the examples here, as they consist of both explicit and inferential statements.

as a dependent clause or a prepositional phrase. If the semantic information in these smaller units of discourse matched that presented by another expert in a main or coordinating clause, it was added to the summary. For example, when describing film clip two, one expert stated, “Die Szene findet in einem Lokal statt” (*The scene takes place in a restaurant*). Another expert wrote. “Es sitzt eine Gruppe von Schauspielern in einer Kneipe” (*A group of actors are in a bar*). The second expert introduces the information regarding the location where the scene takes place in a prepositional phrase. Because another expert included the information in a main clause, the phrase “in einer Kneipe” (in a bar/restaurant) was included as being a possible way of expressing this information (an atomic proposition). In other words, this important information could appear as a prepositional phrase. The comparison between the ways in which experts expressed similar content presented a useful way of identifying possible variation that might be found in the intermediate students’ summaries.

In order to illustrate how the master summaries were created, Table 3.2 provides an example of how two of the experts begin their summaries by focusing on slightly different elements of the film clip.

Table 3.2: Two experts’ opening summary statements

<p>Expert 1: Dieser Filmausschnitt handelt von einem Fest auf dem Männer und Frauen sich amüsieren. Sie tanzen, sie trinken, sie spielen Karten, schwimmen und unterhalten sich. <i>This film clip is about a party at which men and women are enjoying themselves. They dance, drink, play cards, swim and talk.</i></p> <p>Expert 2: Die Szene spielt in einem Park oder Freibad. Mehrere Paare tanzen zu fröhlicher Musik, doch schon bald wird deutlich, dass sich ein Konflikt entwickelt, als der Junge mit dem roten Hemd zu seinen Freunden, über eine andere Gruppe sagt, „die halten sich wohl für etwas bessers.“</p>

The scene plays in a park or a swimming pool. Several pairs are dancing to joyful music, but it already becomes clear that a conflict is developing, as the young man with the red shirt says to his friends (about the other group), “they think they are better than we are.”

Table 3.2 provides an example of the opening two sentences from two of the five experts’ pretest summaries. Although there is much semantic overlap in the statements provided, there are obvious differences in how the individuals combine ideas in their summaries. For example, expert one introduces the type of event seen in the clip (a party), the participants, and the general type of activity occurring as the scene begins. In the second sentence, he provides more detail about the activities seen. Expert two introduces the physical location of the event in the scene. In sentence two, she introduces the characters, describes one activity the actors are engaged in, and begins to describe the ensuing conflict. Example 3.1 illustrates how the two sentences of expert one’s summary were parsed into clausal units:

Example 3.1: Parsing of expert one’s first two sentences into clausal units.

Dieser Filmausschnitt handelt von einem Fest auf dem Männer und Frauen sich amüsieren. Sie tanzen, sie trinken, sie spielen Karten, schwimmen, und unterhalten sich.
This film clip is about a party at which men and women are enjoying themselves.

Clause 1: Dieser Filmausschnitt handelt von einem Fest
This film clip is about a party

Clause 2: auf dem Männer und Frauen sich amüsieren.
at which men and women are enjoying themselves.

Clause 3: Sie tanzen,
they dance,

Clause 4: sie trinken,
they drink,

Clause 5: sie spielen Karten,
they play cards,

Clause 6: schwimmen,
swim,

Clause 7: und unterhalten sich.
and talk.

Next, the second expert's first two sentences were parsed and then compared to the clauses identified above, as seen in Example 3.2.

Example 3.2: Parsing of expert two's first two sentences into clausal units.

Die Szene spielt in einem Park oder Freibad. Mehrere Paare tanzen zu fröhlicher Musik, doch schon bald wird deutlich, dass sich ein Konflikt entwickelt, als der Junge mit dem roten Hemd zu seinen Freunden, über eine andere Gruppe sagt, „die halten sich wohl für etwas bessers.“

The scene takes place in a park or swimming pool. Several pairs dance to joyful music, but it soon becomes clear, that a conflict is developing, when the the young man with the red shirt says to his friends, about the other group, "they think they are better than we are."

Clause 1: Die Szene spielt in einem Park oder Freibad.
The scene plays in a park of a swimming pool.

Clause 2: Mehrere Paare tanzen zu fröhlicher Musik,
Several pairs dance to joyful music.

Clause 3: doch schon bald wird deutlich, dass sich ein Konflikt entwickelt,
but it soon becomes clear that a conflict is developing

Clause 4: als der Junge mit dem roten Hemd zu seinen Freunden, über eine andere Gruppe sagt, „die halten sich wohl für etwas bessers.“
when the young man with the red shirt says to his friends, about the other group, "they think they are better than we are."

When one compares Examples 3.1. and 3.2, it becomes clear that although both experts include a lot of information about the film clip in the first two sentences of their summaries, there are differences in the knowledge that they include.

My next step was to determine which of expert two's propositions overlapped with the first, and which were new. Table 3.3 illustrates the comparison and combination process.

Table 3.3: Combining two individual experts' ideas to create master summary

Clause 1:	Expert 1: Dieser Filmausschnitt handelt von einem Fest <i>This film clip is about a party</i>
Clause 2:	Expert 1: auf dem Männer und Frauen auf dem Männer und Frauen sich amüsiern <i>at which men and women are enjoying themselves.</i>
Clause 3:	Expert 2: Die Szene spielt in einem Park oder Freibad. <i>The scene plays in a park or a swimming pool.</i>
Clause 4:	Expert 1: Sie tanzen, <i>They dance,</i> Expert 2: Mehrere Paare tanzen zu fröhlicher Musik, <i>Several couples are dancing to joyful music.</i>
Clause 5:	Expert 1: sie trinken, <i>they drink,</i>
Clause 6:	Expert 1: sie spielen Karten, <i>they play cards</i>
Clause 7:	Expert 1: (sie) schwimmen <i>(they) swim</i>
Clause 8:	Expert 1: Und (sie) unterhalten sich <i>and (they) talk</i>
Clause 9:	Expert 2: doch schon bald wird deutlich, dass sich ein Konflikt entwickelt, <i>but it soon becomes clear that a conflict is developing</i>
Clause 10:	Expert 2: als der Junge mit dem roten Hemd zu seinen Freunden, über eine andere Gruppe sagt, „die halten sich wohl für etwas bessers.“ <i>as the young man with the red shirt says to his friends, about the other group, “they think they are better than we are.”</i>

As seen in Table 3.3, a total of 10 clausal units were constructed from the first two sentences of two experts' summaries. The two experts overlap on just one clausal unit. The same procedure was followed for each of the remaining three experts.

Defining explicit and inferential knowledge

In order to specify what information was explicit, versus inferential, and what information correctly represented the film clip, I established "rules" to aid in the analysis and used an independent interrater to check for consistency in scoring. The interrater was a native speaker of German enrolled as a doctoral student in the Department of Germanic Studies at UT Austin. First, as described above, I constructed a master summary consisting of all of the clausal information found in the experts' summaries. Next, the clausal units in the master summaries were then divided in terms of explicit and inferential information. In order to determine what was explicit versus inferential, I consulted research conducted in L1 comprehension literature.

Trabasso and Magliano (1996) present a categorization system that can be used to distinguish between paraphrases of discourse content (information belonging to the *textbase*), and various types of inferences. Based on their analysis of think-aloud protocols of narrative texts, they identified the following four categories: 1) explanation, 2) association, 3) prediction, and 4) paraphrase.

'Explanation' is perhaps the most important category of inferences, as they assist in comprehension as readers attempt to determine *why* something occurs (Trabasso et al., 1996, p. 260, citing Graesser et al., 1994). According to Trabasso and Magliano (1996, p. 260), "an explanation can provide a ground, basis, rationale, motive, idea, condition, occasion, pretext, or the 'why and wherefore' of events, states, and actions in a narrative." Specifically, explanations identify: external states, goals and other internal

states, emotional reactions, actions and outcomes that signal goal success or failure. When determining whether inferential information provides an explanation, one should ask whether the information answers the question why.

Predictions form a second class of inferences. They result when people infer possible future consequences and events based on the existing events in narratives. Associations form a third class of inferences. Associations “can provide information about who does what to whom with what, when and where. They also provide information on features, properties, relations, and the functions of persons, objects, or concepts (Trabasso et al.,1996, p. 260).” They provide extra information and detail about what is occurring. Unlike explanations, associations are not casual.

Table 3.4 provides examples of each of these categories of inferences along with an example taken from expert and intermediate learner summaries of film clip one.

Table 3.4: Categories and examples of inferences and other knowledge used in coding summaries.²⁶

<p><i>Explanation</i> Context: The man who disturbs the group talks to Erna about the man she is with. “In dem er das Mädchen fragt, und den Mann selber ignoriert, zeigt er seine Verachtung besonders deutlich.” <i>By asking the girl, and ignoring the man himself, he shows his contempt to be particularly strong.</i></p> <p><i>Association</i> Context: The appearance of some of the characters appearing in the scene. “Eine Gruppe <u>junger deutscher</u> Männer ist neidisch auf Erna.” <i>A group of <u>young, German</u> men are jealous of Erna.</i></p> <p><i>Prediction</i> Context: The entire film clip.</p>

²⁶ Please note that I did not correct grammatical and lexical errors made by the participants when providing examples. However, the translation provides standard American English, and does not reflect the errors seen in the German.

“Ich glaube, dass die Deutschen schreckliche Dinge machen werden.”
I believe that the Germans will do terrible things.

Once the categories of inferences were established, clauses appearing in the master summary that were inferential in nature were deleted.

While the examples in Table 3.4 provide inferences that were relatively easy to classify as such, there were also clauses provided by experts and intermediate level students that were more difficult to classify. In terms of the experts, this decision would determine whether certain statements would be included in the master summary. For the intermediate students, the decision was important as it influenced scoring. After reviewing the expert and many intermediate level summaries, I decided to count all propositions that presented a paraphrase of the dialog, even when the paraphrase was general or vague. However, some statements were considered to vary too widely from the original dialog. Example 3.3 presents an example of the types of information that was counted as explicit, and information that was not.

Example 3.3: Establishing rules for scoring explicit propositions (*textbase*)

Context: A second group of men have come up to the first group having the party. A man from the second group speaks directly to one of the women. He says to her:

Proposition 27: “ein deutsches Mädchel zusammen mit solch einem Kerl. Womöglich ist er auch noch Jude.” *A German girl together with this kind of man. He is probably Jewish as well.*

Expert 1: (inferential statement preceding: because her friends are so unworthy)
und noch wohl Juden seien

Expert 2: sie sei mit einem Juden zusammen

Expert 3: besonders fragt er, warum sie mit einem Juden tanzt.
He especially asks why she is dancing with a Jew.

Expert 4: Und sich als deutsches Mädchen nicht mit Juden...abgeben soll.

Expert 5: Sich mit so einem Mann, einem Juden abzugeben

As seen in Example 3.3, four of the five experts provide a close paraphrase of the dialog presented above. However, expert three does not. Her rendering, “that the man asks her why she is dancing with a Jew”, does not paraphrase the meaning of the dialog. It may relate to a previous part of the dialog, in which the same man asks his peers (before going over to Erna’s group): “There’s Erna. What is she doing with them?” Therefore, the expert seems to be retrieving this portion of the dialog from her memory of the film when discussing the man’s confrontation with Erna. This statement is considered to be an explanatory inference, as the expert provides a possible reason why the man has gone over to talk to her. Statements such as these that provide information why events may have taken place were excluded from the count of explicit propositions comprising the textbase.

An interrater and I independently classified sixty statements appearing in the expert summaries of film clip one, which was 51% of the 116 statements generated by the experts. The initial percentage of agreement was $r=.72$. We then discussed the differences in classification and reviewed the film clip. They determined that the high amount of disagreement was due to the fact that the interrater and I were working with slightly different definitions of explicit and implicit knowledge, and that some information had been forgotten from the film clip. They then watched the film clip and scored an additional 18 statements and reached an interrater reliability rating of $r=.93$ on the pretest, and $r=.96$ agreement on the posttest, based on a sample of 50% of the 86 statements generated by the experts.

When working with the summaries of the intermediate learners, it became more difficult to determine which phrases should be included in the quantitative count of

explicit propositions. I determined that phrases that expressed the ‘gist’ of the dialog would be counted, although they might be, strictly speaking, inferential in nature. Example 3.4 provides a few examples of different ways in which intermediate students recounted the same dialog.

Example 3.4: Examples of intermediate learners’ responses corresponding to Proposition 27.

Explicit

Student 1: Sie sagen schlecht Dinge um Jewden.
They say bad things about Jews.

Student 2: Er sagt das ein Juden war.
He says that (he) was a Jew.

Student 3: dass der anderen Mann, wem Erna mit tanzte, ‚probably’ einen Jude war.
...that the other man, with whom Erna is dancing, is ‘probably’ a Jew.

Student 4: Er sagt, dass der anderer Mann ein Jude ist.
He says that the other man is a Jew.

Student 5: Und sag, “Dein Mann ist ein Jude!”
And say, “Your man is a Jew!”

Inferential

Student 6: Sie sagen zu dem Mädchen, “du kannst mit einem Jude nicht tanzen!”
They say to the girl, “You can’t dance with a Jew!”

As seen in Example 3.4, students one through five were given credit for producing explicit propositions, even when their paraphrasing was very general. However, statements such as those made by student six were considered to be inferential, as the man did not tell the woman she could not dance with the Jewish man. This student’s statement is another example of an explanatory inference, as she provides an

explanation for why the man may have told her that she has “sunken low” for being with him.

Scoring the textbase representation from in the intermediate learners’ summaries

As previously mentioned, the master summary compiled from the explicit propositions found in the expert summaries was used to establish the content of the film clips. I then compared the content of the master summary to the intermediate learners’ summaries. Participants received one point for every comprehensible explicit proposition they included that was also included in the master summary. Therefore, propositions written in German, English, or a mixture of the two were included. Participants were then awarded a proportional score based on the 35 explicit propositions identified by the experts in the pretest, and the 28 they identified in the posttest. For example, an individual who included 10 of the possible 35 propositions found in the pretest master summary was awarded a score of 29%. A paired two-sample *t-Test* was used to determine whether the intermediate students showed a statistically significant increase in the amount of explicit propositions they included in their summaries.

The interrater reliability for the textbase representation for the intermediate level learners was established by selecting a sample of ten of the sixty students’ summaries from the pre-and posttests. An interrater and I, first determined which statements were explicit, and which were inferential, as described above. The interrater and I reached an interrater reliability of 95% agreement on the pretest. On the posttest, an interrater reliability score of 96% was achieved.

In addition, because one of the aims of the study was to determine whether students’ would improve in their abilities to use German to summarize events, an additional two-tailed *t-Test* was run which compared the percentage of propositions

written in comprehensible German and containing no English words. Therefore, propositions were counted if they contained no examples of language switch, which is defined as being a substitution of an L1 word or concept in an L2 writing task.

Finally, during the process of determining which statements in the intermediate level students' summaries matched the propositions found in the master summary, it became clear that the intermediate students generated several explicit propositions from the film that were not included in the experts' summaries. In order to determine how the additional propositions would affect the analysis, another paired two-sample *t-Test* was run to compare the pre- and post test scores of both groups.

Analyzing discourse strategies

While interacting with discourse, individuals use a range of strategies to assist them in creating meaning (e.g. van Dijk et al., 1983). Van Dijk and Kintsch (1983) define discourse strategies as being:

the various strategies used in the production, comprehension and reproduction of discourse...part of these strategies (is) linguistic...But other strategies are more generally cognitive and involve the use of world knowledge, the use of episodic knowledge (memories in the strict sense), and the use of other cognitive information, such as opinions, beliefs, attitudes, interests, plans, and goals. (van Dijk et al., 1983, p. 61).

In this study, strategies of discourse analysis were used to investigate two types of discourse strategies: 1) the use of English when writing the summaries and afterward in the follow-up question, and 2) the types of knowledge that participants chose to focus on when completing the summary tasks.

Language Switching

One of the variables affecting this study was the students' abilities to use German in their summaries. Students were asked to use German as much as possible, but some students switched to English at times. Research in L2 writing has shown that the L1 is used in the planning and actual writing of non-native speakers who do not have a sufficient knowledge of the target language to allow them to use the L2 exclusively. Wolfersberger (2003) notes that writing is a complex activity, and that the use of the L1 by lower proficiency (presumably beginning and intermediate level) learners will allow them to increase their ability to perform complex writing tasks, as the use of the L1 reduces the cognitive load as learners can reduce the amount of effort needed to plan and write using the L2 exclusively. Therefore, students who used English in their summaries may have been able to convey a greater amount of information than those who did not.

Using methods associated with discourse analysis, I investigated the ways in which English was used to assist learners in expressing their thoughts. Language switch at the lexical, phrasal, and clausal level was investigated, in order to determine whether language switch seemed to help learners express more ideas than would have been possible using only the L2, and whether their use of language switch changed as a result of the treatment.

Variation in summary construction

A qualitative content analysis of participants' summaries was conducted to determine whether they contained primarily explicit or other types of information. This analysis was conducted after it became apparent that some intermediate level students had (relative to others in their group) very low scores in terms of the number of explicit propositions they included in their summaries. The purpose was to determine whether

students' may have had differing notions considering what constitutes a summary, and whether their conceptions of a summary may have influenced the scores they received on the quantitative assessment of explicit propositions.

Analyzing inferences

Inferences are made as a result of the connection between the discourse being processed and the background knowledge of the reader (or in this case, viewer). As previously discussed, inferences comprise the situation model, which is a separate level of representation of discourse from the textbase (e.g., van Dijk et al., 1983; Barry et al., 1998). It is widely believed that the situation model remains in memory longer than the textbase, and that it is helpful in recognizing learning, as it reveals how individuals connect discourse with their background knowledge. In this study, investigating inferences was of particular importance, as inferences present the likely location in which students would express STEPS+G information. Based on the principles of anchored instruction and previous research, it was hypothesized that the intermediate learners would recognize more STEPS+G information and form a richer mental or situation model as a result of the treatment.

As discussed previously, the inferences and other types of statements not comprising explicit knowledge of the film clips were analyzed using methods of discourse analysis associated with discourse processing. The categories of association, explanation, and prediction, which were identified by Trabasso and Magliano (1996) were used in order to determine the nature of the inferences found. I identified the inferences made by both experts and intermediate level learners and placed them in the relevant categories. In the first part of the analysis, I determined which information found in the summaries and follow-up questions was inferential in nature. As mentioned above,

a native speaker of German agreed to serve as an interrater in determining what types of information was inferential, and what was explicit. A high degree of interrater reliability was achieved ($r=.93$ on the pretest, and $r=.96$ on the posttest) after first identifying statements, discussing them, and then identifying a second group of statements.

After identifying the inferences, it was possible to count how many inferences the experts and intermediate level students included. Due to the fact that inference production is less stable across individuals than explicit propositions (e.g., van Dijk et al, 1983), no master summary of the inferences generated by the experts was used to create a proportional analysis. Instead, the analysis of the numbers of inferences provides only the average, highest, and lowest numbers of inferences included by both groups.

The next step in the analysis was to determine what kinds of inferences were included by the participants. Inferences were coded as either associative, explanatory, or predictive. In addition, where applicable, the inferences were also evaluated to determine whether they contained STEPS+G information, as the STEPS+G framework was an important part of the treatment. Please refer to Table 3.4 for an example of each type of inference identified in the data.

In order to test whether the categorization was correct, I consulted a native speaker of German to serve as an independent interrater to confirm the placement of inferences into the three categories (association, explanation and prediction). The interrater scored four of the experts' pre-and posttest, and four of the intermediate learners' pre-and posttest. The interrater and I agreed on only 70% of the statements. However, I determined that the major area of disagreement concerned what constituted an explanation. I then provided more training about what constitutes an explanation, according to Trabasso et al., (1996), namely a statement that answers the question *why*, and the differences between myself and the interrater were resolved through discussion.

Analyzing meta-comments

Finally, meta-comments made by the participants in the summary and the follow-up question were identified and analyzed qualitatively. In this study, meta-comments were defined as being comments made by participants about the task and their ability to complete it. The following statement from an intermediate level provides an example of the type of statements that were considered to be meta-comments: “There were several words I did not know German translation for, but I was pretty much able to express myself.”

CONCLUSION

This chapter has presented information about the methods used in conducting this dissertation study. The study provides an example of a pre- and posttest research design and is classroom based. A number of students enrolled in third semester German classes agreed to participate in a research project that investigated the ways in which context-based instruction using culturally authentic video as the anchor, or context for instruction would affect the ways in which they expressed their knowledge of pre-WWII Germany in a pre- and posttest summary of film clips set in that era. In addition, five graduate students agreed to serve as ‘experts’ in order to account for the differences in explicit propositions found in film clip two, which was used for the posttest.

The experts’ summaries became the basis of the ‘master summaries’ which were used in the scoring of the amount of explicit propositions found in both the intermediate level and expert summaries of film clips one and two. Two-tailed t-Tests were used to determine whether intermediate level students’ showed a statistically significant increase in proportional amount of explicit propositions they included in their summaries and in the follow up question. Methods of discourse analysis were used to determine the ways in

which English was used by the participants to aid them in expressing their thoughts. In particular, language switching, the use of the L1 in an L2 task, was investigated, and it was noted where lexical, phrasal and clausal (propositional) language switching had taken place.

Finally, I discussed how non explicit information found in the summaries was approached using discourse analysis methods found in the discourse processing literature (van Dijk et al., 1983; Graesser et al., 1994; Trabasso et al., 1996). The categories of inference and meta-comment were found to be applicable in analyzing the data. In addition, the subcategories of inference identified by Trabasso et al. (1996), association, explanation, and prediction were used to further investigate the nature of inferences provided. By using such categories, it becomes possible to gain an understanding of the kinds of inferences that individuals make when processing discourse. Gaining an understanding of inferences is particularly important in this study, as inferences represent a connection between background knowledge and the discourse being processed. Therefore, inference generation is important in learning content based knowledge. In the next chapter, Chapter 4, the results of the study will be presented.

Chapter 4: Results

The purposes of this study are twofold: 1) to describe the knowledge that both groups include when summarizing the film clips used in the pre and posttest assessment, and 2) to investigate how the intermediate group's ability to summarize film clips and understand the cultural context in which they are situated changes as a result of a training period characterized by communicative tasks contextualized using the culturally authentic film *The Harmonists*.

In both the pre- and posttest assessment, intermediate learners and experts were asked to watch a film clip set in pre-WWII Germany two times. Clips from different movies were used for the pre and posttest assessment. After watching the film clip the first time, they were given information about the task: that they would summarize the film clip in German, and they were provided with a response sheet on which to record their summary and to take notes (see Appendix D for a sample of the response sheets provided). After summarizing the film clip, the participants turned in their response sheets and were given a second response sheet in which they were asked if there was any information they would have liked to have included in German but could not. They were asked to record their additional thoughts in English. The remainder of this chapter will present and discuss the results of the quantitative and qualitative analyses of participants' pre- and posttest summaries.

QUANTITATIVE ANALYSIS OF EXPLICIT PROPOSITIONS

Evaluating Experts' Summaries

As discussed in Chapter 3, the first task the researcher completed in the analysis process was to develop a 'master summary' for scoring propositions expressed by the participants in their summaries. The master summary is a compilation of the explicit propositions (of factual information) expressed by the experts in their summaries. Chapter 3 provides detailed information regarding how expert summaries were parsed into clausal propositions (and occasionally smaller units). Inferential information was analyzed separately. Once the master summary was created, it was possible to quantify the explicit ideas included by both the experts and the intermediate learners. Therefore, it could be determined, for example, how many factual or explicit propositions each individual included in the summaries, and what the proportion of their responses was in relation to others. The discussion to follow addresses research question one:

- 1) How do experts of German express their explicit knowledge when summarizing film clips one and two?

Expert summaries of film clip one (explicit knowledge)

As discussed in Chapter 3, the five experts were asked to participate in the study in order to establish a baseline for the comparisons with the amounts and types of information that the intermediate learners included in their summaries. Table 4.1 provides the mean, median, minimum and maximum numbers of propositions generated by the experts when summarizing film clip one, taken from the 1997 German film, *The Harmonists*.

Table 4.1: Explicit propositions provided by experts in summarizing film clip one.

	# Propositions	% Master Summary*
Mean	15.2	43
Median	14	38
Minimum	13	37
Maximum	21	60

*Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

As a group, the experts generated a total of thirty-five unique propositions. The mean number of propositions generated was 15.2 (43% of the total), and the median was 14, 38% of the group's total. The fact that the experts overlapped on less than half of the group's total indicates that there was significant individual variation in the propositions included by the experts.

In addition to counting correct propositions, the researcher also determined if the experts had included incorrect propositions. For example, if an expert had made incorrect statements regarding the actions occurring in the film clip, or made mistakes regarding which characters had spoken and what they had said, these statements would have been considered as being incorrect statements and would not have been included in the master summary. None of the experts included any incorrect explicit propositions related to film clip one.

After summarizing film clip one, the experts were asked if there was anything they would have liked to have included in their summaries, but were unable to because they could not express it in German. All of the individuals in this group said that there was nothing they could not express in German; therefore, they included no additional information when given the option to do so in English.

Experts' summaries of film clip two (explicit knowledge)

Table 4.2 provides the mean, median, and minimum and maximum numbers of explicit propositions included by the experts in their summaries of film clip two.

Table 4.2: Explicit propositions provided by experts in summarizing film clip two.

	# Propositions	% Master Summary*
Mean	12.4	44
Median	12	40
Minimum	8	29
Maximum	16	57

* Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip one.

As can be seen in Table 4.2, the experts provided a smaller number of propositions when working with the second film clip than when working with the first. The group identified a total of 28 unique propositions. The highest number of propositions included by one individual was 16, while the lowest number was 8. The mean number of propositions identified by the group was 12.4 (44% of the group total), and the median was 12 (40%). Therefore, the experts once again showed considerable variation in terms of the explicit propositions individuals included in their summaries.²⁷ As was the case in discussing film clip one, none of the experts produced incorrect explicit propositions, and none added additional information in English when given the follow-up question asking if there was anything they would have liked to have added in English.

²⁷ Please see Appendix F for the complete 'master summary' for film clip two.

Comparison of experts' summaries of film clips one and two (explicit propositions)

As discussed in Chapter 3, it was necessary to choose a different film clip for the second assessment than had been used in the first. Although the researcher sought to find two film clips that would overlap in terms of the themes and structure of events, there were nonetheless differences in the two film clips, and these differences seem to have led experts to include a smaller number of explicit propositions when summarizing film clip two. For example, the setting for the first film clip contained a large group of characters engaged in many different activities, whereas the setting of the second film clip contained a smaller number of characters who were sitting and standing around a table talking in an empty restaurant. In addition, the second film clip was approximately 30 seconds shorter than the first. Table 4.3 provides a comparison of the numbers and percentages of total explicit propositions generated by individual experts in their summaries of film clips one and two.

Table 4.3: A comparison of expert propositions included by individual experts when summarizing film clips one and two.

	Film Clip One		Film Clip Two	
	# Propositions	% Master Summary*	# Propositions	% Master Summary**
Mean	15.2	43	12.4	44
Median	14	38	12	40
Minimum	13	37	8	29
Maximum	21	60	16	57

*Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

** Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip two.

As presented in Table 4.3, the expert group identified a total of 35 propositions when summarizing film clip one and 28 when summarizing film clip two. The mean number of total explicit propositions provided by individual experts when summarizing

film clips one was 15.2, and 12.4 from film clip two. Therefore, both the number of total explicit propositions and the mean identified by individuals decreased when summarizing film clip two.

Evaluating intermediate learner summaries

The analysis of intermediate learners' summaries of film clips one and two, which comprised the pretest, and posttest, respectively was driven by research question number two:²⁸

2) How will intermediate learners of German express their explicit knowledge when summarizing film clip one before the treatment and film clip two after the treatment?

Research question two focuses on whether or not the treatment results in gain scores in the number explicit propositions found in the summaries. In other words, would the students' textbases become more complete as a result of the treatment? In order to answer this research question, intermediate learners followed the same assessment procedures as the expert group. However, unlike the 'experts' who received no intervening treatment, the intermediate group received training in summarizing and analyzing film using the STEPS+G framework over a seven day period (please see Chapter 3 for a complete description of the treatment). The discussion to follow focuses on the explicit propositions found in the summaries of intermediate learners and in the follow-up question allowing participants to add additional information in English. First,

²⁸ Due to the fact that the experts did not experience a treatment, the two film clips they summarized did not comprise a pre and posttest for them. For this reason, all discussion regarding the experts' summaries was organized around film clip one and two. Because the intermediate learners did experience a treatment in between summarizing the two film clips, they represent a pre and posttest for this group.

the intermediate learners' performance summarizing film clip one as part of the pretest will be presented, then the results from film clip two, the posttest. Finally, the results of both will be compared to determine if there is an increase in the amount of explicit propositions expressed as a result of the treatment.

Pretest: Intermediate learners' summaries of film clip one (explicit knowledge)

Table 4.4 provides a summary of the total explicit propositions included by intermediate learners when summarizing film clip one as part of the pretest assessment activities.

Table 4.4.: Explicit propositions provided by intermediate learners in summarizing film clip one (pretest).

	# Propositions	% Master Summary*
Mean	7.37	21
Median	8	23
Minimum	0	0
Maximum	16	46

* Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

Table 4.4 shows that the mean number of propositions generated by the intermediate learners was 7.37. The maximum score was 16, and two students did not include any explicit propositions. As will be seen in addressing research question 4, below, some students who expressed very few explicit propositions included other types of information.

Some of the correct explicit propositions counted in the totals provided in Table 4.4 came from the follow-up question asked after the students had completed the surveys. Therefore, unlike the experts, who added nothing after the summary, a fair number of

intermediate learners did wish to include extra propositions. All correct propositions were counted if they were written in comprehensible English or German and were included in either the summary or follow-up question.²⁹

As discussed in Chapter 2, various strategies (e.g. van Dijk et al, 1983) can affect how individuals perform tasks such as writing summaries of narrative film clips. Some strategies used when describing discourse are related to their understanding of the task (i.e. what they are expected to do) and to their ability to express their thoughts. As will be seen in the examples to follow, students' understanding of the task, and their ability to complete it, were important variables determining the amount of explicit propositions they included in their summary.

Language Switching

Some intermediate learners of German inserted words and phrases in English when writing their summaries. This language switching from German to English most often consisted of inserting individual vocabulary words in English. However, some students occasionally wrote entire phrases in English, and in one case, a student switched to English after writing a few words in German. These results are interesting in that students had been encouraged to write in German, and were told that they would receive a grade for their summaries.³⁰

The examples to follow illustrate how some students used English when necessary in order to express their thoughts when summarizing film clip one:

²⁹ As discussed in Chapter 3, the researcher and interrater determined what was comprehensible simply based on whether they could understand the propositions. In some cases, additional native and near speakers less familiar with the task were asked for their opinion.

³⁰ However, students were not given specific criteria, in order to keep the task as open-ended as possible.

Example 4.1: Language switching

English vocabulary inserted into German text:

Ein des Junges haltet die Musik und sagt das alle sehr ‚sissyish‘ ist.
One of the boys stops the music and says that everything is very “sissy.”

Sie kusst (kisses?) ein (Jew).
She kisses a Jew.

Als diesen Filmausschnitt begann, er ‚showed‘ Frauen ‚smiling‘ und lachen.
As this film clip began, it showed women smiling and laughing.

These examples reveal that when writing in German, the intermediate learners often possessed the syntactic knowledge necessary to form explicit propositions. Many students language switched from German to English when they lacked the appropriate vocabulary in German.

English phrases inserted into German text:

Er sagt „You’ve sunk low Marie. Probably with a Jew.”, WB-11
He says, “You’ve sunk low Marie. Probably with a Jew”, WB-11

und eine Dame sagt, “watch this”, JB-2
and a lady says, “what this“

Die jung grupe sehen ein Mädchen freund mit die andere grupe und “pick a fight.”, DP-2
The young group sees a girl friend with the other group and „picks a fight”.

The three examples above provide the only instances found in the pretest summaries in which students inserted entire English phrases in the German text.³¹ In the first two examples, students quote the dialog seen in the subtitles. In the third instance,

³¹ However, one student switched completely to English after writing only a few words in German. His summary consisted primarily of inferences.

the student chooses an English phrase “to pick a fight” to explain the action seen in the film clip.

Strategies related to content and understanding of the task

In addition to background knowledge, and compensatory strategies, such as language switching, discussed above, another factor that seems to have affected the number of explicit propositions students included in their summaries and follow-up questions is students’ understanding of the task. The examples below illustrate the differences seen in the summaries that contained a small amount (if any) explicit propositions. While some summaries are short and contain very few comprehensible propositions of any type, others contain much information that is not explicit in nature.

Example 4.2: An example of a brief intermediate student summary of film clip one.

Dieses Film ist interessant. Der Herr möchte nicht Jüde. Erna und viele andere Person sind sehr glücklich. Die Herrn und Die Mädchenes sind spielen und tanzen. Erna möchtet der Jüdish Mann. Sie ist sehr schön! Der Herr ist night glücklich. Ich weiß nicht warum. Erna könnte ist mit dieses Mann.

This film is interesting. The man doesn’t like Jews. Erna and many other people are very happy. The men and the girls are playing and dancing. Erna likes the Jewish man. She is very beautiful! The man isn’t happy. I don’t know why. Erna could is with this man.

Example 4.3: An example of an intermediate student summary containing mostly inferential information

In diesen Filmausschnitt kann man viele “tensions” sehen. Die Jüden und die Deutsche sind nicht freundlich mit einanderen. Vielleicht ist es, weil sie die selbe Ideen nicht sehen. Ideen über Deutschland oder der Weld sind jetzt „different“. Viele Deutsche gefällt diesen Jüden nicht. Aber manchmal wissen sie nicht warum. „Society“ ist nicht was er war. Viele alte Dinge und Iden über dem Weld sind „changing“. Leute wissen nicht, was jetzt zu denken. Musik, Spaß, „relaxing“ sind jetzt „trivial“ und ein bißchen Deutsche gefällt diese Dinge nicht. Vielleicht, weil es über Politik „changes“ ist.

In this film clip, one can see a lot of tensions. The Jews and the Germans are not friendly with one another. Maybe its because they don't have the same ideas. Ideas about Germany or the world are different now. Many Germans don't like the Jews. But sometimes they don't know why. Society is not what it was. Many old things and ideas about the world are changing. People don't know what to think. Music, fun, relaxing are now trivial and some Germans don't like these things. Maybe, because it's about political changes.

These examples reveal that some summaries, such as that shown in Example 4.2, were short and did not contain much description of the film clip, while others, such as in Example 4.3, included many statements that reveal understanding of the period. However, in these cases, the students chose to write interpretations of the film or the period instead of summarizing the events seen in the film. Again, inferential information will be discussed in relation to research question four.

Incorrect explicit propositions

In addition to including correct propositions, the researcher also counted the number of incorrect propositions based on explicit information from film clip one. Out of a total of 473 explicit propositions, 36, or 7.6% of the explicit propositions included by the intermediate learners were either incorrect or incomprehensible. A content analysis of the erroneous propositions revealed that they were errors due to mistakes made in summarizing the content (e.g., dialog and actions attributed to wrong character), and errors that seemed to be due to students' inability to summarize the film clip comprehensibly. The examples below illustrate incorrect propositions of each type.

Example 4.4: Dialog attributed to wrong character.

Context: (30) As an answer, another member of the group says that he is also Jewish, (31) and that he is proud of it.

Student's account:

Sie sagt, dass ok ist, weil er stolz darauf ist und sie auch., SL-10

She says, that it is ok, because he is proud of it, and she is too.

In the film clip, Erna answers the man's attacks by telling him to "pay close attention" and then proceeds to kiss the man he has indirectly attacked. As seen in the context provided above, another man answers that he is Jewish and 'proud of it'. Therefore, this student has attributed the dialog to the wrong character.

Example 4.5: Incorrect vocabulary leading to ambiguous statements

Ein Mann machte die Music nicht an.

A man does not turn the music on.

Ein Junge sterbt die Musik

A boy dies the music.

Although it is clear from the context of the film clip that the two sentences are intended to represent Proposition 24 (He stopped the music), these are considered to be incorrect as the incorrect vocabulary would likely render them intelligible by individuals unfamiliar with the task and intermediate level writing.³²

In addition, some statements were even more difficult to comprehend and were not counted. Example 4.6 provides examples of statements that were considered as being incomprehensible.

Example 4.6: Incomprehensible statements

Der Tag fiel viele Leute leicht.

Directly translated: Many people found the day easy.

³² However, it should be noted, that as discussed in Chapter 3, students received much leeway in terms of accepting the language they produced. For example, statements such as "er hat die Musik getotet" (he killed the music, and "Die Racismasten schlägt die Stereo" were counted, as they contained active verbs.

Dann, hat vier Männer die Party schlecht.
Then, four men the party bad. (missing a verb)

Despite the fact that there were some errors in summarizing and expressing information comprehensibly, such as those cited above, it should be noted that most of the explicit propositions provided by the intermediate learners, 92.4%, were correct. One possible reason for the low number of incomprehensible (and incorrect) statements is a result of the fact that students were told that they would receive a grade for their summaries. They may have made sure to concentrate on elements that they felt confident they could communicate in German.

Posttest: Intermediate learners' summaries of film clip two (explicit knowledge)

Table 4.5 presents the number of propositions expressed by the intermediate group when summarizing film clip two.

Table 4.5: Explicit propositions provided by intermediate learners when summarizing film clip two (posttest).

	# Propositions	% Master Summary*
Mean	6.91	25
Median	7	25
Minimum	0	0
Maximum	14	50

* Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip two.

Included in Table 4.5 is the mean, 6.91, as well as the maximum and minimum numbers of propositions expressed by individuals and the percentages of these to the total number of propositions in the master summary, which is 28. The mean number of propositions

expressed by the intermediate learners is 7. As was the case with the pretest, most intermediate learners (53, or 88%) said that they would have liked to have added more information, but were unable to do so, when summarizing film clip two. Many students added additional explicit propositions in the follow-up question that were added to their totals.

Language Switching

In addition, as was seen in the data pertaining to film clip one summarized during the pretest, some students relied on language switching to enable them to convey their meaning. The use of English was usually kept to single words inserted into German summaries, as seen in Example 4.7.

Example 4.7: Language switching at the lexical level

Er sagt, dass eine Schauspielerin ein 'stupid' Cow ist.
He says, that an actress is a 'stupid' cow.

...weil der erste Mann eine Frau (insults?).
...because the first man insults a woman.

However, there were a few instances of students using English to express entire phrases and or/sentences, and as was the case in the pretest, these seem to have been necessary to express important dialog, as seen in Example 4.8.

Example 4.8: Language switching at the phrasal level

Er sagt dass ein Frau im ein Theatreshow ist ein „stupid cow“.
He says that a woman in a theater piece is a 'stupid cow'.

Hans sagt er arbeiten in einen „jew ridden“ business.
Hans says he works in a "Jew ridden" business.

Der zweiter Mann sagt, „I will not put up with this Jew-ridden business.”

Therefore, some students continued to use the strategy of language switching to would help them to include explicit propositions in their summaries for which they lacked vocabulary.

Strategies related to content and understanding of the task

Some students continued to include very few explicit propositions in their summaries, as seen in the following examples.

Example 4.9: Brief intermediate level summary of film clip two

Einige Herren und Damen trinken und rauchen in eine Kneipe. Ein Herr sagt schlechte dinge über ein paar Damen. Er heisst eine Dame “stupid Kuh” und macht einen Herr (angry). Sie ist eine Freundin von einen Nazi (hero). Er will der Herr (to fight).

Some men and women are drinking and smoking in a bar. A man says bad things about a few women. He calls a woman a “stupid cow” and makes a man angry. She is a friend of a hero (Nazi). He wants to fight the man.

Example 4.10: Largely inferential ‘summary’ of film clip two (inferences display knowledge of period)

Diesen Filmausschnitt ist über Deutschen/Jüden Probleme auch. Vielleicht es ist nicht so groß, dieses Mal. Die Charakteren sind glücklich bis ein Mann böse mit Höfgen werden auf. Sie sprechen über eine Frau, aber sie können nicht „agree“. Der Mann sprach über die Nationalist Socialist Party und über ein „Jew-ridden business.“ Vielleicht dieser Film wird mehr über das sprechen. Die Zeit-period ist alt mit 1920s/1930s Kleidung. Dieser Filmausschnitt ist vielleicht über die Zweite Welt Kreig auch, oder die Jüden/“nur Deutschen“ Problem.

This film clip is about German/Jews problems as well. Maybe it is not so large, this time. The characters are happy until a man gets angry with Höfgen. They speak about a woman, but they can not agree. The man spoke about the National Socialist Party and about a „Jew-ridden business“. Maybe this film will talk about that more. The time period is old with 1920s/30s clothes. This film clip is maybe about the Second World War as well, or the Jewish/“only German“ problem.

Example 4.11: Largely inferential ‘summary’ of film clip two (inferences display connection of the period with current political situation in U.S.)

Ich denke daran, daß dieser Film und unser letzter Film beiden von Nazis handelt. Es gibt ein Thema. Nationalisten Leute sagen immer Kopfkrank (crazy) dingen. Es kann auch heute im dieser Stadt passiert. Nichts ist verloren, wenn wir mit Stadt verliebt. Aber Präsident Bush sagte nie es, daß wir eine grupe hâßen sollen – wie Hitler sagte. Noch einmal gab es in dieser Film ein Nazi mit keinen Frauen wer hatte auch kein spaß. Er wollte nur Streifkeiten haben. Die Juden waren siemlich klug. Die Damen waren hübsch. Der Nazi hatte kein Geld, keine Frau und hâsste statt lernte. Ich proferiere am Freitags nicht Nazi Filme sehen um gut Tag zu haben.

I think that this film and our last film both deal with Nazis. There is a theme. Nationalist people always say Kopfkrank (crazy) things. It can also happen today in this city. Nothing is lost, when we love our country. But President Bush never said that we should hate a group – as Hitler said. Again in this film there is a Nazi with no women who also had no fun. He only wanted to have fights. The Jews were pretty clever. The women were pretty. The Nazi had no money, no woman and hated instead of learned. I prefer to not watch films about Nazis on Fridays in order to have a good day.

These examples reveal that intermediate student summaries earning low scores in terms of the amount of explicit propositions included showed very different characteristics. Example 4.9 provides an example of a very brief summary that contains relatively few explicit propositions or inferential statements. Example 4.10 contains many inferences related to the period, but relatively few explicit propositions, while Example 4.11 presents many inferences that compare the period depicted in the film clip to current political/social situation in the United States. Therefore, it is clear that summaries that received low scores in terms of the number of explicit propositions they contained displayed different characteristics. Some were very brief, while others contained many different types of inferences.

Incorrect Explicit Propositions

When summarizing film clip two, individual intermediate learners included a small number of incorrect explicit propositions that were not included in the totals seen in Table 4.5. As was seen in the pretest, students sometimes had a difficult time stating the correct relationship between characters. In addition, they occasionally misstated or summarized dialog incorrectly. Finally, some propositions were not counted because they were very difficult to comprehend. However, the group of intermediate learners produced a total of 462 explicit propositions, out of which only 17, or 3.7% of the total, were incorrect or incomprehensible.

Comparing intermediate learners' summaries of film clips one and two (explicit knowledge)

Total propositions corresponding to master summary

Table 4.6 provides a comparison of the correct explicit propositions generated by the intermediate learners during the pre- and posttest. The mean number of propositions provided by the 60 participants is provided, followed by the mean, minimum and maximum number of propositions provided by intermediate learners.

Table 4.6: Comparison of intermediate learners' pre and post summary scores

	Film Clip One		Film Clip Two	
	# Propositions	% Master Summary*	# Propositions	% Master Summary**
Mean	7.37	21	6.91	25
Median	8	23	7	25
Minimum	0	0	0	0
Maximum	16	46	14	50

*Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

** Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip two.

The data in Table 4.6 reveal that, as a group, the intermediate learners' mean number of correct explicit propositions when summarizing film clip two (posttest) was less than when summarizing film clip one, which was used in the pretest. On the surface, these results indicate that these students' abilities to summarize explicit information seen in film clips based on pre-WWII Germany actually decreased as a result of the treatment. However, as previously discussed, two different film clips were used, and for that reason, 'master summaries' were created by combining propositions included in the expert summaries.

As discussed in Chapter 3, proportional scores were calculated by dividing intermediate learners' scores by the total of propositions in the master summaries. For example, intermediate learner 'Sharon' expressed 10 propositions when summarizing film clip one. She received a proportional score based of the total number of explicit propositions she included in her summary, 10, divided by the total number of propositions contained in the master summary, 35, which results in a proportional score of 29%. Once the percentages were calculated, they were then used to compute a *t-Test* to determine whether there was a statistically significant difference when comparing intermediate learners' proportional scores from the pre- and posttests. The results of the *t-Test* demonstrate that students performed significantly better on the posttest than on the pretest ($p = 0.001573$ at $\alpha = .05$).

German propositions corresponding to master summary

As previously stated, one of the goals of this study was to determine whether students' ability to use the target language to summarize events would improve as a result of the treatment. Table 4.7 presents a comparison of German-only propositions included by intermediate learners in the pre- and posttest.

Table 4.7: Comparison of intermediate learners' inclusion of German-only propositions

	Film Clip One		Film Clip Two	
	# Propositions	% Master Summary*	# Propositions	% Master Summary**
Mean	6.23	18	5.35	19
Median	6	17	5	18
Minimum	0	0	0	0
Maximum	13	37	10	36

*Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

** Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip two.

As seen in Table 4.7, intermediate learners' mean and highest number of propositions written completely in German decreased from the pre- to the posttest, as had been seen in the comparison of the total number of propositions corresponding to the master summary. However, a two-tailed *t-Test* was run that compared the proportional scores, as had been done with the total propositions, in order to account for the lower number of propositions appearing in the master summary. The *t-Test* revealed that the ratio of German only propositions approached significance at the .05 level (.59). The ratio of German to English propositions was 84% to 16% for the pretest, and 78% to 22% for the posttest. Therefore, well over half of the propositions included by the intermediate learners were written in German in both the pre- and posttest summaries.

Comparing expert with intermediate learners' expression of explicit knowledge in summarizing film clips

Research question number three addresses similarities and differences seen in the explicit propositions included by the experts and intermediate learners when summarizing film clips one and two. In other words, it compares the textbases created by the two groups. The discussion will include information about general trends seen in the data that

might be investigated more thoroughly in future research (employing equal numbers of participants in each group). The research question guiding this analysis is:

- 2) Are there patterns of similarities and differences in the ways in which experts and intermediate learners express explicit knowledge of events in summaries of the film

Comparison of expert and intermediate level summaries of film clip one (pretest for intermediate learners)

Totals based on the Master Summary

Tables 4.1 and 4.4 revealed that the expert group had a higher percentage of propositions appearing in the master summary than did the intermediate learners. These results indicate that the experts, as a group, were able to express far more explicit propositions than the intermediate learners, despite the fact that the intermediate learners added propositions in English after they had turned in their summaries.

Propositions Unique to Intermediate Learners

A very intriguing aspect of this data is, that in addition to including 34 of the 38 propositions expressed by the experts (that comprised the master summary), members of the intermediate level group also expressed correct propositions that the experts did not include in their summaries. The propositions included exclusively by the intermediate level group are presented in Table 4.8. The group of intermediate learners included 16 correct explicit propositions that were not included by the experts in their summaries, and therefore, not included in the master summary.

Table 4.8: Propositions unique to intermediate learners--- film clip one (pretest)

New propositions identified by individuals in the intermediate learner group	# of responses
Some/a girl were/was speaking French.	2
They were smiling	1
And laughing	3
(They are) lying in the sun.	1
First, a man asks his girlfriend to dance.	1
She says yes.	1
A woman sat alone. (She was Erna).	1
A couple ran in the grass./they are running	4
They slid down a slide/two people went in the water	2
A man begins to dance faster / does a silly dance.	2
The dancing couple stops dancing	1
Everyone stands up and comes to the man.	1
The man she is with does not answer.	1
A man in the party asks, “we have two Jews in the group?”	7
Many people/everyone were/was quiet	2
Hans does not say anything else.	1
Total number of additional correct explicit propositions included by the intermediate learners	32

Use of language switching as a communication/compensatory strategy

As mentioned previously, the experts used only German when writing their summaries. They also chose to not add any additional information in English in the follow-up question. The intermediate learners on the other hand, often used English (language switched) when writing their summaries, usually at the level of individual vocabulary words. However, they occasionally wrote entire phrases in English, and in one case, a student switched to English after writing a few words in German.

Comparison of summaries of film clip two (posttest for intermediate learners)

Totals based on the Master Summary

As a group, the expert group included 28 propositions when summarizing film clip two. The intermediate learners, as a group, included 26 propositions from the master summary.³³ Therefore, as was seen in the discussion of film clip one, the intermediate learners, as a group, expressed almost all of the propositions included by the expert group. Again, the largest differences between the two groups are found in the mean and median numbers of propositions included. Table 4.2 and 4.5 revealed that the intermediate level group once again had a substantially lower median and mean score than the experts.

Propositions Unique to Intermediate Learners

As was seen in the discussion of the summaries of film clip one (pretest), the intermediate learners included some correct propositions in their summaries that were not included in the summaries of the experts when summarizing film clip two. Table 4.9 provides those propositions.

Table 4.9: Additional propositions included by the intermediate learners when summarizing film clip two.

New propositions identified by individuals in the intermediate learner group	# of responses
The woman / people laugh	5
They are drinking (alcoholic beverages).	11
And smoking	2
(Hans) He had blond hair.	1
(responding to question about why a woman is stupid): Höfgen says he	3

³³ The intermediate learners identified other correct explicit propositions, which will be discussed in the next section.

doesn't know (why),	
but she is.	2
Aggressive man says that she is a Nazi.	2
Höfgen responds by saying: "My, My"	1
Another man tells him to calm down.	2
And says that he is drunk.	8
Aggressor says, "Leave me alone!"	1
(Höfgen) stands up	2
Höfgen says he will gladly believe that he is not drunk.	7
He won't be able to make that an excuse.	2
Total number of additional correct explicit propositions included by the intermediate learners	41

As seen in Table 4.9, the intermediate learners included a total of 13 correct unique propositions that were not included by the experts when summarizing film clip two.

As previously discussed in Chapter 3 and above, the correct propositions included by the experts became the basis of the 'master summaries' of film clips one and two. However, due to the fact that the intermediate level group included so many propositions not included in the experts, I added these unique propositions to the totals to determine if there would be a difference in the proportional scores and level of statistical significance. Another *t-Test* was run comparing intermediate learner means from the pre- and posttest including the new propositions from the intermediate learners. The result of the *t-Test* indicated that intermediate learners continued to show a gain in the proportion of propositions they generated as a result of the treatment. Intermediate level students performance was once again seen as being significantly better on the posttest than on the pretest ($p = 0.00066$ at $\alpha = .05$).

OTHER TYPES OF KNOWLEDGE FOUND IN THE SUMMARIES AND THE POST-SUMMARY QUESTION

The final research question guiding this study addresses what kinds of knowledge, other than explicit knowledge, can be found in the summaries and post-summary questions answered by the study participants. Research question number four is: what other kinds of knowledge do the two groups of participants express in their summaries of film clips one and two? As discussed in Chapter 2, post-reading (and in this case, post-viewing) assessments such as summaries have been shown to generate different types of knowledge. In answering research question number four, the focus was on looking at the various types of knowledge (other than the explicit knowledge discussed until now) that were found in the experts' and intermediate learners summaries and in the post-summary question. Using descriptive statistics and qualitative analysis, it was revealed that the largest categories of non-explicit information contained in the summaries and follow-up question were inferences and meta-comments regarding the students' feelings regarding their ability to complete the summary task using German. The following sections describe the amount and types of inferences found in the data, and provide examples of a few of the meta-comments found in the follow up questions.

Inferences

As discussed in Chapter 3, the investigation of inferences was conducted by first determining what information was inferential. Trabasso and Magliano (1996) have identified three categories of inferences from think-aloud protocols of narrative written texts. The categories are: 1) explanation, 2) association, and 3) prediction. These three categories were discussed at length in Chapter 3.

The first step in the analysis was to determine how many total inferences were included in the summaries. Due to the fact that inferences represent a complex interaction between background knowledge and experiences and the messages found in the text, I determined that it would be inappropriate to establish a ‘master summary’ of inferences based on those included by the experts in their summaries. Instead, the total amount of plausible inferences for both groups was added together for the analysis.³⁴ Therefore, the total number of inferences listed in the data to follow reflects the total number included by the experts and intermediate learners. The discussion to follow will first focus on the amount of total inferences supplied by the experts, in order to establish a baseline for the amount of inferences one might expect to be generated in summaries of highly knowledgeable individuals.

Total number of inferences included in summaries of film clip one and two

Experts

The number of inferences generated by the experts, and the mean number they produced as a group are provided in Table 4.10.

³⁴ The two groups’ inferences were added together due to the fact that it was difficult to determine whether individuals’ inferences conveyed the same or different information. Therefore, I determined that it would be extremely difficult and perhaps impossible to create a ‘master summary’ of inferences as had been done when analyzing explicit information using the data collected. However, differences between the two groups’ inferences might also reveal differing levels of expertise. Future research should address expert / intermediate learner differences in inferential knowledge.

Table 4.10. Number of inferential propositions generated by experts when summarizing film clip one and film clip two.

	Film Clip One	Film Clip Two
Mean	7.2	5.6
Minimum	5	4
Maximum	10	8
Total*	376	277

*The total number of inferences reflects the total number of inferences included by both experts and intermediate learners.

As seen in Table 4.10, the mean number of inferential propositions included by the experts decreased from 7.2 when summarizing film clip one to 5.6 when summarizing film clip two. Therefore, as was seen in the discussion of explicit proposition, the total amount of inferential propositions decreased, as did the mean number that each expert included. The total number of inferences reflects the total number of inferences included by both intermediate learners and experts.

Intermediate Level students

The number of inferences generated by the intermediate learners, and the mean number they produced as a group are provided in Table 4.11.

Table 4.11 Intermediate learner inference totals when summarizing film clip one (pretest) and film clip two (posttest).

	Film Clip One	Film Clip Two
Mean	5.67	4.15
Minimum	1	1
Maximum	12	11
Total*	376	277

*Total reflects the total number of inferences generated by the experts and intermediate learners when summarizing film clips one and two.

As seen in Table 4.11, the intermediate learners had a mean of 5.67 inferential propositions when summarizing film clip one in the pretest, and 4.15 when summarizing film clip two in the posttest. Therefore, as was seen in the discussion of explicit propositions, and in the number of inferential propositions included by experts, the mean number of propositions decreased at the posttest.

Comparing expert and intermediate student totals of inferences

The data in Tables 4.10 and 4.11 reveal that the both the experts and intermediate learners included fewer inferential statements when describing film clip two. In addition, the experts' summaries contained a greater number of inferences in summarizing both film clips one and two than were seen in the intermediate learners' summaries.

Categories of inferences produced by experts and intermediate learners of German

As discussed in Chapter 3, the categories association, explanation and prediction were used in identifying the different kinds of inferences contained in the summaries (and follow-up question). A qualitative analysis of the data revealed that both experts and intermediate learners, as a group, included many inferences that could be classified as 'associative', 'explanatory' and predictive. In describing film clip one and two, explanations made up the largest category of inferences, followed by association and predictions for both groups.

The following section provides examples of inferences included in each category. In addition, Graesser and colleagues previously identified numerous types of information that can be inferential nature, including information about settings and characters (Graesser et al., 1994). Finally, the analysis of the inferences also revealed that STEPS+G

information was often found in the inferences made. The examples seen in the tables below also reveal the types of information found in the inferences.

Associations

As previously described, the category of association supplies answers regarding the *what, how, where, when, and who* information found in narrative discourse. Table 4.14 presents examples of inferences taken from expert and intermediate level summaries that are considered to be associative inferences found in the analysis of film clip one.³⁵

Table 4.12: Examples of associative inferences found in summaries of film clip one.

Type of inference	STEPS+G	Inference provided*
Spatial	Geography	The film clip takes place <i>in Germany</i> .
Temporal	Society (time period)	The film clip appears to take place <i>in the 1920s or 1930s/just prior to WWII, during WWII</i> .
Character traits	Society (economic class)	The first group is <i>wealthy</i> . They are drinking and eating <i>fine</i> foods. They are wearing <i>fine</i> clothing.
Generalization	Society/ Politics	The film is about <i>racism/anti-Semitism/the type of situation that led up to the Holocaust</i> .

**Italicized information is inferential.*

Table 4.13: Examples of associative inferences found in summaries of film clip two.

Type of inference	STEPS+G	Inference provided
Spatial	Geography	The film clip takes place <i>in Germany</i> .
Temporal	Society	The film clip appears to take place <i>in the 1920s or</i>

³⁵ All examples are presented in English, in order to simplify the great variety of responses provided in the summaries and in the post-summary question (i.e., using primarily German and language switching into English when necessary, using only German or only English).

	(time period)	<i>1930s/just prior to WWII, during WWII.</i>
Character traits	Society	<i>Hoefgen may be Jewish.</i>
Generalization	Society / Politics	The film is about the “Jewish problem” Anti-Semitism

Italicized information is inferential.

Tables 4.12 and 4.13 provide examples of inferences included in the category ‘association’. These inferences provided spatial and temporal information, as well as descriptions of characters and generalizations about the themes included in the film clips. The ‘associations’ provided contain much information that is included in the STEPS+G framework. For example, the spatial inferences provide information about geography, the temporal, character traits and the generalization inferences provide information regarding the society depicted in the film clips. The generalizations also provide implicit information about the political climate implied in the film clips.

However, it is interesting to note that the experts did not include information about the country in which the film clips can be inferred to take place (Germany), nor did they include information about the time period. In addition, fewer intermediate learners included this type of information in the post than it the pretest. While both the intermediate learners and the experts included generalizations regarding film clip two, only intermediate learners included generalizations of film clip one.

Explanations

As stated above, explanations are intended to answer *why* questions and imply causality. Tables 4.14 and 4.15 provide a few of the explanations included in the summaries of film clips one and two.

Table 4.14: Examples of explanatory inferences found in summaries of film clip one.

Type of inference	STEPS+G	Inference provided
Character emotions	Society	<i>They are jealous.</i>
Character emotions / beliefs	Society	<i>They are upset that she is there with a Jewish man. / They didn't think she should associate with Jews.</i>
Character beliefs	Society	<i>They think her friends are unworthy.</i>

These explanations answer the question: Why does the second group get upset and disturb the party?

Table 4.15: Examples of explanatory inferences found in summaries of film clip two.

Type of inference	STEPS+G	Inference provided
Character beliefs	Society	<i>He thinks that men should speak better about women.</i>
Character beliefs		<i>He thinks she is nice. / He likes her.</i>
Character beliefs	Society/ Politics	<i>Hoefgen is not showing respect for the Nazis.</i>
Character beliefs	Society	<i>He feels that German honor has been attacked. /He thinks he has to stand up for Germany.</i>
Character beliefs	Society	<i>He thought she was unfairly insulted. /Her virtue had been attacked.</i>

These explanations answer the question: Why does the second man in the film get upset when Hoefgen calls an actress a stupid cow?

As the examples in Tables 4.14-15 reveal, explanations provide information about why events occur. As discussed in Chapter 3, providing explanations for events is considered to be a central form of understanding discourse, as individuals seek to understand their causes (e.g., Trabasso et al., 1996, citing Anderson, 1976). As was seen in the examples of associations, many of the explanatory inferences contain STEPS+G information, such as the fact that the woman in the first film clip is considered by the aggressors to be associating with people it considers unacceptable. In film clip two, many

participants, both experts and intermediate learners, inferred that the man who gets angry does so because he did not like the way the man had spoken of the woman in particular, and because of her association with the Nazi party (e.g., He feels that German honor has been attacked/He thinks he has to stand up for Germany).

Predictions

Predictions relate to the way in which individuals feel that events will proceed after the narrative discourse is completed (Trabasso et al., 1996). There were very few examples of predictions found in the data generated by experts and intermediate learners. The experts included none when summarizing film clip one, and the intermediate learners included only seven total. In the summaries of film clip two, the intermediate learners included only four and again, the experts included none. Tables 4.16-7 presents some examples of predictions found in intermediate level summaries of film clips one and two.

Table 4.16: Examples of predictive inferences found in summaries of film clip one.

Type of inference	STEPS+G	Inference provided
Prediction	Society	<i>The people at the party drank more. / The party began again.</i>
Prediction	Society/ Politics	<i>The Germans are going to do terrible things.</i>

Table 4.17: Examples of predictive inferences found in summaries of film clip two.

Type of inference	STEPS+G	Inference provided
Prediction	Society/Politics	<i>In the future, things will be different.</i>
Prediction	Society/Politics	<i>The Jews do not work very (much) longer.</i>
Prediction	Society/Politics	<i>In time, there will not be any more Jews living in Germany.</i>

The examples provided in Tables 4.16-7 reveal predictions were made regarding the plot of the film, such as the comment “The people at the party drank more”, and some which seem to relate to larger events of the period. However, as noted above, there were very few predictions made by either group (none from the experts). These results confirm those found in studies such as Trabasso et al. (1996) in which they found that very few predictions were made when performing think aloud protocols of written texts.

To conclude this section on the inferences found in the summaries of film clips one and two, both experts and intermediate learners were shown to have provided a number of inferences regarding the plot of the film clip and the larger society in which they inferred the film clips as haven taken place. As was seen in the discussion of the explicit propositions, both groups included fewer inferential propositions when describing film clip two, and the experts’ mean number of inferences was greater in both cases than the mean number of inferences supplied by the intermediate learners.

Finally, all three categories of inference included STEPS+G information, such as social (e.g., the behavior of the characters, their socioeconomic class, the time period in which the film took place etc.), political (mentioning of the Nazi party), and geographic (the film clips took place in Germany). In the next section, incorrect inferences, or distortions included by experts and intermediate learners when summarizing the film clips will be discussed.

Distortions (incorrect inferences)

Film clip one/Pretest

The experts included no distortions, while the intermediate learners included only a few, for example:

Alle Leute hat müde bekommt.

All of the people became tired.

Sie haben auch „French“ musik gern.
They like French music.

Die andere Männer tragen schmutzige Kleidungen.
The other men are wearing dirty clothes.

The first distortion appears to be a language related issue, as no one in the film clip appeared to be tired (müde). The second distortion seems to be a result of the student not understanding the type of music that was playing in the scene, which was from the German musical group, *The Harmonists*. The third distortion is interesting, as the characters do not appear to be wearing dirty clothes. Instead, they are wearing bathing suits which are appropriate for the poolside scene. It is possible that the student was simply trying to draw a contrast between the fine clothes worn by the men in the first group and the casual (though appropriate) clothing worn by the men in the second group. However, because there is no additional data to analysis the response, it is not possible to say with certainty why the student made the comment.

The small number of distortions of inferential knowledge shows that neither the experts nor the intermediate learners made very many implausible inferences based on film clip one (pretest). In the next section, I will discuss the patterns of inferences and distortions seen in film clip two (posttest).

Film clip two

In summarizing film clip two, both the experts and the intermediate learners included a few distortions. These distortions are presented below.

Intermediate learner distortions

I wanted to say that the man didn't care that the woman was a Jew.

aber ein anderes Man müde werden.
but another man becomes tired.

Sie ist nicht “zu blame” für ein Nationalsozialisch Freund haben.
She is not ‘to blame’ for having a National Socialist friend.

The first and third distortions seem to have come from misunderstanding the events and dialog found in the film clip, while the second one indicates that the student does not understand the meaning of the German word *müde* (tired). It is interesting that another student also used *müde* inappropriately in describing film clip one.

Expert distortions

Expert 5:

An einem Tisch sitzt eine Gruppe vorwiegend gutgekleideter Männer und Frauen. Sie tragen Anzüge, Krawatten, und Kleider mit Perlen zum Schmuck. An der Bar lehnen zwei Männer in nicht so feiner Kleidung.

There is a group of well-dressed men and women sitting at a table. They are wearing suits, ties, and dresses with pearls as jewelry. Two men are standing at the bar in less fine clothes.

This expert provides very detailed information about the way the characters are dressed, but much of it is incorrect. For example, he states that the men and women at the table were very well dressed. However, upon close examination, one sees that while the women are well dressed and wearing pearls, the men are not wearing suits. Furthermore, one of the men at the bar is wearing a suit and tie, and the man next to him is not dressed any worse than the men sitting at the table. These incorrect comments regarding characters’ clothing are interesting, as they suggest that the expert is indicating a class distinction between the two groups, as many inferred to exist in film clip one. However, it

is not clear whether the incorrect distinction he made is due to events in the film clip, or his background knowledge regarding different social groups and their opinions during the period.

This section on incorrect inferential statements (distortions of the film) revealed that there were very few examples of inferential distortions by either the experts or intermediate learners. The few that were found indicated that some individuals misunderstood some of the situations depicted in the film clip, or that they had problems expressing their thoughts in German.

Meta-comments

Many students provided meta-comments concerning their ability to complete the summary tasks using German in both the pre- and posttest. The majority of the students who made meta-comments regarding the difficulties they had in completing the task in German indicated that the biggest source of difficulty for them was in having insufficient lexical knowledge of German.

Example 4.12: Meta-comments related to vocabulary:

Pretest:

Student 1: Actually, a lot of what I said I had to rephrase to match my knowledge of vocabulary.

Student 2: Most of the things that I wanted to express were subtle details that I just didn't have the vocabulary for.

Posttest:

Student 7: The writing would have been more fluid if I had a bit more of the specific vocabulary floating around my head.

Student 8: I wanted to mention the exchange at the end of the clip where the first man who spoke made a veiled threat about closing the other man's business, but I did not know the vocabulary or the correct sentence structures.

The examples presented in Example 4.12 provide a few examples of students' meta-comments related to their perceived difficulty in completing the summary tasks due to their incomplete knowledge of German lexical items. The students' own assessment of their difficulties as being primarily related to vocabulary is consistent with studies of L2 learners that have shown lack of sufficient lexical knowledge to be a major source of difficulty for learners. The analysis of the use of 'language switch' into English provided above in relation to discourse strategies revealed that one way intermediate learners in the study dealt with their lacking German vocabulary was to use English when necessary.

Although the use of English in L2 tasks is often considered to be unproductive in the L2 learning processes, researchers such as Wolfsberger (2003) have noted that language switching, along with a high degree of tolerance for errors in initial drafts of L2 writing, may provide learners with the ability to transfer their L1 writing strategies into an L2 task. Through a process of noticing that occurs as learners recognize the gap between their own knowledge of the target language and the language needed to create their intended meaning, students will be presented with immediate feedback regarding their ability to complete the task, and can work to close the gap through instruction that focuses on the forms needed to complete the communicative task (Long, 1997, Long and Robinson, 1999, Swain, 1985, 1993)

Examples of students' interaction while working with the video anchor

While not targeted in the original research questions guiding this study, which focused on how learners expressed meaning in writing activities, the researcher also

chose to audio record two classes while students discussed the film clips in their small groups during the treatment. A few examples of their conversations are provided here to provide preliminary data regarding the ways in which projects such as that developed for this dissertation study may help students increase their knowledge of the German language in a learning environment anchored in culturally authentic film.

Vocabulary

The audio-recordings contain several examples of students actively engaged in a process of finding vocabulary and grammatical structures needed to complete the task of summarizing the film clips in the small group settings. In Example 4.13, students are trying to summarize the events of one of their two film scenes in German. They help each other to form a hypothesis, and then ask their instructor to assist them.

Example 4.13: Using the film anchor to focus on vocabulary

Harold: I would say that Harry was sick. That Harry hat...what's stomach again?

Christopher: Bauch.
(Stomach)

Harold: Bauchschmerzen.
(Stomachache)

Harold: Yeah. Harry hat...
(Harry has)

Student addresses question to instructor:

Harold: Alright. Is it der Bauchschmerzen oder is it die Bauchschmerzen?

Harold: Is it die Bauchschmerzen?

Instructor: Oh if it's plural. Is it plural or is it singular?

Harold: Wait, Bauchschmerz- Bauchschmerz

Instructor: Either one. It's the same. It's der Bauchschmerzen or die Bauchschmerzen. Same thing - singular or plural.

Harold: Oh. Der Bauchschmerzen. Singular, it's Schmerz, right?

Instructor: Um. Not in a dative phrase like that. In a dative phrase like that, "einem Bauchschmerzen".

Harold: „Einem Bauchschmerzen“?

Instructor: Um hum. But you wouldn't even use "ein" at all. You would say *mit* Bauchschmerzen.

Harold: Oh, ok.

Harold: But if it's - Oh, you end -en to a dative case.

Instructor: Not always, but you do there. (hahaha)

Harold: Why?

Instructor: You have a dative plural, and it already has an -en. =

Harold: = No, no, no. Well, I'm saying that he has a stomachache. So it's a stomachache.

Instructor: Right.

Instructor: Well, no, don't translate directly from English to German. To say I have a stomachache, just say "Ich habe Bauchschmerzen. Don't say "a" just say "haben Bauchschmerzen"

Harold: Ok.

Example 4.13 provides an example of 'focus on form' as students work together and with their teacher to find the language necessary to express their ideas. Focus on form is consistent with task- and content-based approaches to FL learning as students' attention is temporarily drawn away from the content of the lesson and directed toward the language needed to understand or express meaning (Long, 1997; Long et al., 1998). In this example, each element of the phrase the student wishes to express contains lexical

and grammatical elements that had been covered in this and other classes. However, as the student searched for ways to express meaning, he received a review of vocabulary (der Bauch: *stomach*), grammar (the dative case) and how to form a particular idiomatic phrase (Bauchschmerzen haben: *to have a stomachache*). Because the student had previously been exposed to each element of the phrase in the first year of instruction, the context of the film allowed for a review of previously learned grammatical structures and lexical items in a highly contextualized situation.

According to Swain (1985; 1993), learners need more than access to comprehensible input to gain communicative abilities in the target language: students must also be provided with opportunities to test their own knowledge of the language through activities requiring them to produce comprehensible output. A process known as ‘pushed output’ occurs when learners use their knowledge of the target language to express meaning that is comprehensible to others. The process of actively constructing meaningful language helps learners realize the gap between their knowledge of the target language and the target language itself. Noticing the gap enables learners to work to fill it using whatever strategies and resources are deemed necessary. In addition, noticing the gap leads to metacognition about the task of communicating a message and the learner’s response to it. Therefore, it promotes active learning that should help students to establish a meaningful connection between the new knowledge gained through the communicative task and the situations in which the knowledge (in this case, lexical items) might later be used.

In addition to summarizing the film clips, the students were asked to identify three target language words from the film clips that were important to understanding it. This task of actively comparing the English subtitles with the original German sound track

helped students listen to the original language of film and to try to understand it within the context of the film clip, as can be seen in Example 4.14.

Example 4.14: In this excerpt, a group of students are working to find three important words or phrases in the film clip.

Minnie: ...und geschwinden.
(*student is trying to say: disappear/get lost*)

Michael: geschwunden?
(*disappeared?*)

Minnie: I thought it was *geschwinden*.

Minnie: We can watch it again.

Michael: Alright.

Michael: that was it, wasn't it?

Minnie– nein. Geschwinden goes with Judau - “Saujude”.
(no. ‘to disappear’ goes with Jew – “Jewish pig”)
Students watch the relevant portion of the film clip

From film clip:
Herr Grunnbaum: “ Warum tun Sie nichts? “
(*Why are you not doing anything?*)

Polizist: „Verschwinde – Saujude“.
(*Police officer: ”Get lost – Jewish pig“*)

Both Students: verschwinde.

As seen in Example 4.14, students answered the question regarding which words heard in the film clip were most important to understanding the scene. This example shows that these students completed the task by reading the subtitles found in the clip, listening to the German soundtrack, and using the actions occurring in the film clip to

assist them in making the connection between the subtitles and the soundtrack. Therefore, the task of requiring them to identify important target language words in the film clip forced them to focus on language used in the film. The students made a connection between the English “get lost, disappear” with the German word “verschwinden” by watching the film clip repeatedly. Because students had control over the film clip via random access capabilities, they were able to use the film clip in ways formerly only possible with written texts. As noted in Chapter 2, Kramersch et al. (1999) (among others) have discussed the fact that language is best learned within a rich context. Vocabulary learned in a rich contextualized environment such as video enables learners to develop knowledge that is better connected to prior knowledge than might be the case if they are simply presented with vocabulary in a list.

Using information found in the video anchor to reflect on knowledge in different domains

The task-based approach to using video in this study has been seen as providing students with opportunities to focus on language form and meaning as they attempt to solve the problems associated with communicating in the target language. In addition to helping students focus on the target language, the researcher had hoped that as was in the case of the YSP, the students involved in this study would use the content of the film as a basis of inquiry into other domains of knowledge.³⁶

Unfortunately, the recordings did not reveal that students often spontaneously went beyond the assignment to research and investigate issues raised in the film.

³⁶ One difference between the YSP, as discussed in Chapter 2, and the Harmonists Project is that during the YSP, learner-centered exploration of STEPS+G received support through activities such as having students research topics for a newsletter they created about the project. In this study, students were encouraged to investigate STEPS+G issues, but there were no activities that specifically required them to do so within the treatment period.

However, there are a few examples showing that students did. For example, some students noticed that a non-Jewish member of the group chose to divorce his Jewish wife as the Nazis came to power, and as they speculated about the reason why he may have done so, they discussed the fact that his actions were not unique in Germany at the time. Other students became interested in the music presented in the film and wished to know more about the groups' whose music was highlighted. Still other students became very interested in the lives of *The Harmonists* after the film ended, and wished to find out more about the group.

Another group working with a scene that showed *The Harmonists* in New York City performing aboard a U.S. navy ship noticed that the ship used was not in existence at the time the clip was supposed to have taken place. Related to the same scene, students noticed that African American sailors were working side by side with Anglo American sailors. The students correctly pointed out that the U.S. military was still largely segregated at the time in which the scene was supposed to have taken place.

As previously discussed, when students focus on historical or other types of information presented in video, they are thinking critically about the medium as a source of information. The student who noticed the inaccuracies described above was able to connect his knowledge of the period with the assignment, and to provide his peers (and instructor) with valuable information. When students generate observations such as that regarding an idealized portrait of the American military in the 1930s in *The Harmonists*, instructors are provided with opportunities to discuss historical fact versus directorial intention: for example, what did the director wish to accomplish by juxtaposing an idealized America with Nazi Germany?

Inquiry-based activities such as encouraging students to notice various aspects of the film may help them to develop critical thinking skills and begin to express complex

information using extended discourse in the target language. It is clear that such complex activities will require a great deal of assistance from instructors, but it seems that these are exactly the kinds of activities that will help students prepare for advanced coursework, in which extended discourse of themes and issues is often a requirement (Dupuy, 2000; Rava, 2000; Williams, 1994).

CONCLUSION

The data presented in this chapter provide much information regarding how ‘expert’ and intermediate learners of German approached the task of summarizing culturally authentic film clips. Due to the fact that the experts were assumed to have a higher level of competency in summarizing events in German, and in many cases, more knowledge regarding the pre-WWII period than the intermediate learners, a ‘master summary’ was compiled from the explicit propositions included in the experts’ summaries.

The analysis of the explicit propositions revealed that both the experts and intermediate learners included fewer propositions when summarizing film clip two (posttest for intermediate learners), than they had when analyzing film clip one (pretest). However, a proportional analysis of the number of propositions included in the master summary, and an additional analysis including the correct propositions included only by the intermediate learners revealed that the intermediate learners included a statistically significant increase in explicit propositions in the posttest. An analysis of the propositions including only German words revealed that students did not improve in terms of the amount of explicit propositions they included in their summaries from the pre- to posttest.

An analysis of the incorrect propositions included by experts and intermediate learners revealed that individuals in both groups included very few incorrect explicit

propositions. Some of the problems that the intermediate learners seem to have encountered were in expressing which character had spoken, to whom dialog was directed, and in expressing their thoughts comprehensibly. The analysis also showed that one expert made an incorrect explicit proposition regarding film clip two.

The analysis of explicit propositions (textbases) was not confined to a quantitative analysis alone. Descriptive statistics and qualitative analyses provided additional information regarding the strategies that both groups used in summarizing the film clips. The analysis revealed that none of the experts used English in their summaries, nor did they include statements in English after summarizing. On the other hand, many intermediate learners used language switching in order to express their ideas while summarizing the film clips, and many added single words and propositions in English after completing their summaries. There appeared to be much variation in the ways that the intermediate learners perceived the summary task, as some provided mostly explicit propositions, while other provided more inferential information.

The last section focused on the inferences that individuals produced during the summary task. It was shown that both experts and intermediate learners included many inferences, and that the categories of 'explanation' and 'association' provided most of the inferences found in the assessment activities related to both the pre and posttest. It was also shown that both groups provided fewer inferences when summarizing film clip two than film clip one, and that the experts included more inferences in summaries of both film clips than did the intermediate learners. In addition, it was shown that each category provided information that belongs in the STEPS+G framework.

Chapter 5: Discussion

The data presented in chapter four reveal some interesting similarities and differences related to how two groups of individuals, experts and intermediate level FL learners of German summarized two film clips based on the period leading up to World War II in Germany. Both groups were asked to use German as much as possible to complete the summaries, however, they were also given an opportunity to add additional information in English in a follow-up question given to them after they had turned in their summaries. The results presented in Chapter 4 both confirm and confound hypotheses made by the researcher regarding how these two populations would approach and complete the tasks. In the first part of the discussion, I will address the quantitative analysis of explicit propositions included by experts and intermediate level students when summarizing film clips one and two, which address research questions one through three. Then, I will discuss the other types of knowledge were investigated to answer research question four. Finally, I will conclude the chapter by discussing the limitations inherent to the present study, suggestions for future research and the pedagogical implications of the findings.

QUANTITATIVE ANALYSIS OF EXPLICIT PROPOSITIONS

Expert summaries of film clips one and two

The first research guiding this study was:

1. How do experts of German express their explicit knowledge of events when summarizing film clips one and two?

The data in Chapter 4, as seen in Table 4.3, reveal that the expert group included a greater number of propositions when summarizing film clip one than when summarizing film clip two. As will be discussed in the limitations section, one possible reason for the difference could be that a greater number of experts had seen the first film clip than the second prior to the study. However, there are indications that the differences in the amount of the explicit propositions seen is a result of the fact that there was simply more to notice, and therefore include in the summaries of film clip one, than in film clip two.

For example, the first film clip opens with a number of characters engaged in many activities, including swimming, dancing, kissing, playing cards, listening to music, and drinking, whereas film clip two opened in a much more subdued fashion. In film clip two, the characters are seen sitting around and standing close to a table in an empty restaurant. They are talking, smoking and drinking. In addition, there are other differences in terms of how many characters speak and what their roles are in the film clips. Whereas film clip one represents an ensemble piece in which four characters make note worthy comments, the second film clip is dominated by two individuals. Therefore, although the conflicts seen in the two film clips are similar, the settings and plots of the film clips are different.³⁷

In terms of the production strategies used by the experts, it was found that none of the experts included additional propositions in English in response to the follow-up question, nor did they use any English words or phrases in the body of their summaries. Therefore, the three non-native (American) German experts were either able to express all of the information they wished to in German, or they simply chose not to include any information in English. In addition, in some instances, the non-native experts included a

³⁷ Both film clips depict a conflict arising between those with nationalistic beliefs prevalent in the National Socialist German Worker Party (Nazi) party and those representing the tolerance and also excesses associated with artists during the Weimar Republic.

greater number of explicit propositions than were found in the summaries written by native speakers. It appears that the non-native experts were capable of completing summaries of film clips without using their native language.

The data in Table 4.3 also reveal that there was individual variation in the number of propositions when summarizing both film clips. Therefore, ‘expertise’ in summarizing narrative film clips is affected by individual differences not fully explored in this study.³⁸ Some individual experts noticed different aspects of the film clips, included more explicit propositions than others, and some made a few errors in summarizing the dialog found in the film clips. For these reasons, it seems that even those with a good deal of experience in a particular area (such as German language, culture and history) will show individual differences when performing summary tasks such as that used in this study. This finding confirms previous research and theory in L1 comprehension that posit that while textbase representations of texts tend to be similar across individuals, there is individual variation in the amount and type of information individuals include (e.g., van Dijk et al., 1983).

Intermediate learners’ summaries of film clips one and two

The next part of the discussion focuses on research question two:

2. How do intermediate learners of German express their explicit knowledge of events when summarizing film clips one and two?

One of the hypotheses guiding this study was that the intermediate learners would show an increase in their abilities to summarize information seen in culturally authentic film clips as a result of the treatment. As was seen in Table 4.6., students actually

³⁸ For example, knowledge of the period, and the experts perception of the task of summarizing are just two variables which might have affected the results.

included a lower average number of propositions in the posttest than in the pretest. However, it has been noted that the master summary of film clip one contained 35 propositions, while the master summary of film clip two contained only 28. The proportional scores obtained by dividing students' raw scores with the number of propositions included in the master summaries revealed that the intermediate level students of German gained in their abilities to express explicit knowledge when summarizing film clips centered in pre-WWII (using both German and English) as a result of the treatment. These results confirm those in other L2 studies that have investigated the affects of content-based instruction on learners' language and content-specific knowledge.

In order to discuss the results found in this study in connection with previous research, it is necessary to review the differences between the methodology used in this study versus similar studies in which video and written texts have been used as a source of information for culture and history. As mentioned previously, the methodology used in this study blends studies done investigating comprehension and production. Currently, studies investigating the effects of instruction on learning of culture and cultural history employ a methodology in which the target language is used to gauge comprehension and the native language is used in production, or assessment responses. In this study, students watched film clips with a German (FL) soundtrack and English subtitles. They were asked to summarize the film clips in German.

As discussed in Chapter 2, the use of video and film as a source of information about culture and history has only recently been tested.³⁹ Herron et al. (2002) showed that weekly exposure to journalistic video created for FL learners of French over the course of

³⁹ Although there are very few studies investigating the efficacy of using authentic film and video as a source of information about culture and history, many researchers and scholars have recommended that it be used in such a manner (e.g. Rifkin, 2000; Kramsch and Anderson 1999).

a semester significantly increased intermediate level students' abilities to recall factual knowledge of French culture. Barrie and Lazarte. (1995; 1998) found that high school advanced learners of Spanish receiving training in reading historical essays about Incan culture outperformed students in terms of explicit and inferential knowledge on free written recalls. Therefore, the results of the data collected in this study, namely, that students increased their ability to summarize events seen in target culture discourse, confirms the results of previous research investigating the affect of content-based instruction on the development of language and content-based knowledge in an FL setting.

In addition, Table 4.6 also showed that intermediate learners varied greatly in terms of the number of explicit propositions they included when summarizing film clips one (pretest) and two (posttest), as individual scores were seen to range from 16 as the high score to zero in the pretest, and 14 to zero in the posttest. The variation in scores may be attributable to a number of uncontrolled factors, including background knowledge, German proficiency, and understanding of the task. Participants' production strategies presented one source of variation that can be addressed using the data collected.

Variation in production strategies related to language

The data presented in Chapter 4 regarding intermediate level students' use of production strategies reveal that they were similar in both the pre and posttest, and that some students appeared to be frustrated by their inability to express themselves in German in both situations, as was seen in their meta-comments regarding their performance. However, some students found ways to circumvent the limitations placed on them by their incomplete knowledge of German by using language switching to aid them in expressing their thoughts. Therefore, the production strategies most notable in

this study are those which can be considered as compensatory strategies. Numerous L2 researchers have found that individuals writing in the L2 use compensatory strategies in order to compensate for their incomplete knowledge of the L2 (Faerch & Kasper, 1984).

In addition, this study attempted to mitigate problems that could arise due to insufficient German language skills when summarizing in German by allowing students to add propositions in English after they had completed the summaries. From a pedagogical point of view, asking students to use the target language as much as possible, while allowing them to express thoughts in the native language when necessary, allows both students and instructors to determine how much and what kinds of information students are able to state in the target language, as well as to determine the gap between their current language skills and their communication goals (Swain, 1985; Swain, 1993).

In this study, there were no obvious differences in the students' ability to use German as a result of the treatment, as many students continued to include many words and sometimes phrases in English in the posttest summary and in the follow-up questions. Previous research has shown that task repetition can help learners shift their attention from content to form (e.g., (Bygate, 1999). However, in this study, different film clips were used in the pre- and posttests, and the differences inherent to the film clips (in the settings and the language required to describe them) may have kept students from displaying increased ability to use German in the posttest.

Strategies related to content and understanding of the task

Another area of similarity in the pre and posttests was the way in which students seem to have perceived the summary task. As seen in Example 4.3, some students had low explicit proposition scores based on the fact that they included many statements that were inferential in nature. The fact that students may have viewed the summary task

differently confirms the classroom research done by Kramsch (1997), who found that a group of ESL students' summaries of narrative texts contained different types of the information. Some of the summaries concentrated on the most important factual points of the plot, and others contained more inferential information. She states that different cultures have different roles regarding what it means to summarize (Kramsch, 1997). However, in the study reported here, most students were born in the U.S. It is therefore interesting to note that even in this group, students seemed to be working with different definitions of what it means to summarize discourse.

Incorrect Explicit Propositions

Finally, the data in Chapter 4 revealed that intermediate level students included some incorrect explicit propositions when summarizing both film clips one and two as part of the pre and posttest, respectively. However, it was noted that the percentage of incorrect propositions was small in both cases. The reasons for the relatively small percentage of incorrect (and incomprehensible) explicit propositions may have been due to the fact that students were told that they would receive a grade on the summary. They may have concentrated on including elements that they felt confident they could communicate using German. This assertion is supported by the comment provided in Chapter 4 by a student who stated that he did not include information that he could not summarize using German.

Comparing expert with intermediate learners' expression of explicit knowledge in summarizing film clips one and two.

The research question guiding the discussion to follow is:

3. Will there be patterns of similarities and differences in the ways in which experts and intermediate learners express their knowledge of events in summaries of film clip one and two?

Comparison of summaries of film clip one (pretest for intermediate learners)

The data presented in Tables 4.3 and 4.6 revealed that intermediate learners, on average, included far fewer explicit propositions in their summaries than did the experts. These results confirm those of Barrie and Lazarte (1995; 1998) who, as previously mentioned, compared the abilities of high and low knowledge advanced high school learners' to recall information from texts about the Incas. They found that high knowledge individuals were able to recall more explicit and implicit information than individuals with less knowledge of relevant topics. In addition, these results also mirror those found in cross-cultural studies in which individuals from the target culture were found to be able to recall more information about texts from their own culture than non natives (Steffensen et al., 1979; Carrell, 1987; Pritchard, 1990), and it supports the characterization of the graduate student informants as experts.

Propositions Unique to Intermediate Learners

The analysis of the intermediate learners' summaries revealed that they included a number of correct explicit propositions in their summaries that were not included by the experts, and therefore, not included in the master summary. However, as previously discussed, Thorndyke (1977) showed that graduate students asked to summarize short narratives in English (presumably the native language of most, if not all, of the participants), consistently contained differing levels of information. The most important information needed in understanding the film clip was included by all, while only some

included information at lower levels. Therefore, based on the fact these extra propositions were included by no experts and very few intermediate level students, one can surmise that these propositions are not important in understanding the macrostructure, or ‘gist’ of film clip one (e.g. van Dijk et al., 1983).⁴⁰

Comparison of summaries of film clip two (posttest for intermediate learners)

A comparison of the expert and intermediate learner summaries of film clip two reveal little difference from the discussion regarding film clip one. For example, the intermediate learners included fewer explicit propositions overall than the expert group (as reflected in the master summary of film clip two), and the group had a lower average and median score than was seen in the expert data. Both the intermediate learners and the experts included a small percentage of incorrect (and in the case of the intermediate learners, incomprehensible) propositions, but these were a small percentage of the total propositions included by both groups. Therefore, although intermediate level students showed improvement in terms of their ability to include explicit propositions in their summaries from the pre- to posttest (as reflected in the proportional scores compared by use of a two-tailed *t-Test*, as described above), their scores on the posttest remained much lower than those of the experts. Such a result is not surprising, considering that the treatment was only three weeks long. It stands to reason that intermediate level students will require a much longer time to approach the level of competence displayed by the experts in the study.

⁴⁰ Thorndyke (1977) showed that the most important points need to understand narrative discourse were always included in L1 summaries, while less important information was included by only some of the participants.

Propositions Unique to Intermediate Learners

As was the case in discussing additional propositions included by intermediate learners in summaries of film clip one, the number of intermediate learners who included explicit propositions not included in the master summary of film clip two was small. The small number of intermediate learners including these propositions, in addition to the fact that they were included by no experts, suggests that they were not important to understanding film clip two. Nevertheless, an additional two-tailed *t-Test* was run to test whether including the additional propositions from the pre and posttest would continue to yield a significant difference in the percentage of explicit propositions included by the intermediate learners in the posttest. The *t-Test* revealed that a significant difference was also seen when the explicit propositions unique to intermediate learners was added to the master summary. The fact that intermediate level students showed a statistically significant increase in the proportional scores of explicit propositions using only those from the master summary and when adding those unique to the intermediate learners suggests that providing students with an opportunity to work with culturally authentic video in a content-based curriculum as discussed in Chapter 3 will increase their abilities to summarize events in the target language.

OTHER TYPES OF KNOWLEDGE FOUND IN THE SUMMARIES AND THE POST-SUMMARY QUESTION

The final research question to be discussed is:

4. What other kinds of knowledge do the two groups of participants express in their summaries of film clips one and two?

The data in Chapter 4 related to this question focus on the inferences included by both the experts and the intermediate learners when summarizing the film clips, and in the follow-up question. It was shown that both groups included many inferences that could be categorized as being associations, explanations and predictions. In addition, it was shown that the likely location for STEPS+G information is in the inferences that individuals produce regarding the discourse. It was shown that as was the case with explicit propositions, the experts included a greater number of inferences in both the pre and posttest film clips than did the intermediate learners. This result confirms those found in other L2 literature, such as Barrie and Lazarte's 1998 study of the effect of content-based instruction regarding the Incas on students' patterns of inferencing when recalling L2 historical texts about the Incas.

Due to the fact that a major goal of this study was to investigate how content-based instruction could improve students' knowledge about the period seen in the film clip and to investigate whether the treatment would help them become more critical thinkers in film viewing, the discussion of inferences found in the assessment summaries is very important. First, it has been noted by some that the summary task leads to a development of a strong textbase (explicit information) and not of a situation model comprised by inferences. However, this study has shown that both experts and intermediate level students included many inferences related to both film clips. The reason for the large amount of inferencing may be due to the fact that video presents a rich source of information with much to notice, or characteristics of the stories presented in the film clips, which were set in a historical period in the target culture.

However, the data related to inferences failed to show any kind of increase in the intermediate learners' knowledge of the period or ability to view culturally authentic film as a rich source of information. In fact, it was shown that some inferences, such as those

including information about the time and place in which the film clips were situated, actually decreased from the pre to posttest. There are at least two possibilities why no gains in inferencing abilities were seen. One possible reason is that students simply knew (or thought they knew) a lot about the pre-WWII period before the treatment began. Anecdotal evidence to support this suggestion was found when instructors commented that at least some of their students were not happy to have to revisit the Nazi period in their third semester class, and would have preferred to have focused on another period of German history. However, it is not clear whether they really knew more, or were simply not interested in the period, which could have led to low motivation in completing the tasks.

Another possible reason why the average number of inferences did not increase was that some of the information that seemed novel in the pretest in order to establish the context for the film clip, may have seemed less salient to them in the posttest, as they had been dealing with the period during the treatment.⁴¹ Finally, another reason that the students may not have shown improvement may be due to the characteristics of the summary task, a point to which will be returned in the pedagogical implications section of Chapter 6.

⁴¹ An additional explanation for the reduced number of inferences may be related to the fact that explanations and predictions are metacognitive behaviors that can signal learning, i.e., Chi (Chi, Bassok, Lewis, Reimann, & Glaser, 1989) found that good students constructed self explanations as part of reading unfamiliar texts. Therefore, if the contents of the text were more familiar at the end of the intervention (signaling that learning had occurred) learning had occurred), fewer explanations would be needed to comprehend the text. Future research should investigate this possibility further.

Chapter 6: Conclusion

STUDY OVERVIEW

The data presented in this dissertation reveal that intermediate learners working with learner-controlled, culturally authentic film in a task and content-based curriculum increase their knowledge of both the target language (TL) and culture. This chapter provides a summary of the research conducted for this dissertation project, and its contributions to L1 and FL literature.

Research questions

The research questions guiding this study are:

1. How do experts of German express their explicit knowledge of events when summarizing film clips one and two?
2. How do intermediate learners of German express their explicit knowledge of events when summarizing film clips one and two?
3. Are there patterns of similarities and differences in the ways in which experts and intermediate learners express explicit knowledge of events in summaries of film clips one and two?
4. What other kinds of knowledge do the two groups of participants express in their summaries of film clips one and two?

Participants and procedures

Intermediate level participants

Sixty undergraduate students, enrolled in six sections of third semester, intermediate level German classes participated in this study, which was conducted over a three-week period.

'Expert' informants

An untreated comparison group composed of five graduate students in the Department of Germanic Studies at the University of Texas completed the pre- and posttest measurements under similar conditions to the intermediate learner participants. This group is referred to as 'expert' because of their extensive experience with the German language, culture, and history. They provided responses against which to compare intermediate learners' pre- and post-test performance. The inclusion of the expert group also enabled me to compare how groups of individuals with different levels of cultural and linguistic knowledge summarize the film narrative.

Research Design

In this study, both quantitative and qualitative analyses were used to investigate the efficacy of using film as an instructional tool in intermediate level FL courses. The data provide evidence of student learning and how intermediate learners' knowledge of German language and culture compared to a more expert group both before and after the treatment. The data consist of pre- and posttest summaries of film clips. The treatment consisted of students watching and interacting with a German film set in Pre-WWII Germany over a three-week period. Students were first introduced to the STEPS+G

(Steps Toward Greater Comprehension) framework, then watched the movie in its entirety (during three 50-minute class periods).

After watching the film, instructors led a discussion in which students summarized the information they had found to complete the STEPS+G worksheet. Intermediate learners were then divided into small groups. Each group was provided with a CD-ROM with two scenes from the film (each group worked with unique scenes) and a hyperlinked document containing information about the project as well as Web resources about the period. After working with the same small group to analyze two scenes using the *Activität Eins* handout, intermediate learners were asked to join new groups to discuss their scenes. The purpose of the new group constellation was to allow intermediate learners to practice presenting their knowledge of their scenes to a new group of students who had not studied these scenes in depth. The presenters became the ‘experts’ and ‘teachers’ to a new group of intermediate learners who were encouraged to ask questions for clarification and help each other reach a deeper level of understanding. Students then rejoined their original group and gave a five-minute presentation on their favorite scene to the entire class. Students were encouraged to use the target language as much as possible during the interaction.

Assessment Measures

Participants summarized a culturally authentic film clip with English subtitles set in pre-WII Germany for both the pre- and posttest measures. Different film clips were used for the pre- and posttest. Participants were asked to use German when possible. After completing the summary, intermediate learners were asked if there was anything they wanted to add in English that they could not write in German (both German and English summaries were included in the analysis). Summaries were chosen for this study

as they present a familiar task for college students and are relatively easy to implement in classroom based research.

Data Analysis

The summaries completed as the pre- and posttests intended to gauge whether intermediate learners' understanding of the Pre-WWII period in Germany had increased as a result of the treatment. In addition, their summaries were also used to determine whether they became more proficient in summarizing and narrating past events using German. In order to assess all participants' responses, methods used in comprehension research in L1 studies (van Dijk et al., 1983) and in L2 studies (Bernhardt, 1983) were employed.

Creating 'master summaries' and scoring participant summaries

The first step in the analysis was to construct 'master summaries' from the summaries completed by the five experts. The 'master summaries' consisted of explicit, factual information included in the film clips. Next, individual learner summaries received a proportional score of total propositions contained in the master summaries. For example, 35 propositions were identified from the expert summaries of film clip one. If a learner identified 10 propositions, she received a propositional score of 10/35, or 29%.

Analyzing non-explicit information

In addition to explicit information the respondents provided, two types of non-explicit information were also examined to answer research question number 4: inferences and meta-comments. Inferences are made as a result of the connection

between the discourse being processed and the background knowledge of the reader (or in this case, viewer). Using Trabasso and Magliano's (1996) characterization of inferences, three types of inferences were identified: Association, Explanation, and Prediction.⁴² Meta-comments made by the participants in the summary and the follow-up question were identified and analyzed qualitatively. In this study, meta-comments were defined as comments made by participants about the task and their ability to complete it. The following statement from an intermediate level provides an example of the type of statements that were considered to be meta-comments: "There were several words I did not know German translation for, but I was pretty much able to express myself."

Results

Research question 1

As Table 6.1 illustrates, experts included fewer propositions when summarizing film clip two (posttest film clip), than when summarizing film clip one. Possible reasons for the differing amount of propositions may be a result of the fact that the setting for the first film clip contained a large group of characters engaged in many different activities, whereas the setting of the second film clip contained a smaller number of characters who were sitting and standing around a table talking in an empty restaurant. In addition, the second film clip was approximately 30 seconds shorter than the first. In terms of the discourse strategies used, the experts included no English in their summaries or follow-up questions. In addition, all summaries contained a great deal of explicit and other types of knowledge.

⁴² Please see Chapter 3 for examples of these three categories of inferences.

Table 6.1: Comparison of propositions included by individual experts when summarizing film clips one and two.

	Film Clip One		Film Clip Two	
	# Propositions	% Master Summary*	# Propositions	% Master Summary**
Mean	15.2	43	12.4	44
Median	14	40	12	43
Minimum	13	37	8	29
Maximum	21	60	16	57

*Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

**Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip two.

Research question 2

As can be seen in Table 6.2, intermediate learners included fewer propositions when summarizing film clip two (the posttest film clip), than when summarizing film clip one, as had been seen with the experts. In terms of the discourse strategies used, some intermediate learners included English in their summaries, and many included propositions in English in the follow-up question. An investigation of the types of information intermediate learners included in their summaries reveals that some intermediate learners included mostly explicit information, while others included more inferential knowledge. The content analysis suggests that intermediate learners may have had different understandings of the summary task.

Table 6.2: Comparison of intermediate learners' pre- and posttest scores.

	Film Clip One		Film Clip Two	
	# Propositions	% Master Summary*	# Propositions	% Master Summary**
Mean	7.37	21	6.91	25
Median	8	23	7	29
Minimum	0	0	0	0
Maximum	16	46	14	50

*Percentage of the 35 propositions expressed by the experts as a group and used as a master summary for film clip one.

**Percentage of the 28 propositions expressed by the experts as a group and used as a master summary for film clip two.

Research question 3

Quantitative findings

Research question 3 explored the similarities and differences between the experts' and intermediate learners' summaries. *T-Tests* were used to measure intermediate learners' pre- and posttest means of total propositions included, and propositions written using only German. The data reveal that 1) on average, experts included more explicit propositions in their summaries of film clips one and two than the intermediate level learners, 2) the intermediate learners' proportion of total correct explicit propositions increased from the pre- to posttest, 3) the intermediate learners included a number of explicit propositions not included by the experts, but the number of individuals including them was small, and 4) the intermediate learners did not include a higher proportion of German only propositions from the pre- to posttest.

Qualitative findings

An analysis of the participants' use of English and the way they structured their summaries was investigated using discourse analysis. The results show that, 1) some intermediate learners used English in their summaries, and especially in the follow-up

question, 2) the use of English in the summaries was mostly restricted to individual words or phrases, and almost always set off in quotation marks, 3) none of the experts used English in their summaries or in the follow-up question. There is anecdotal evidence that using English helped intermediate learners to gain higher scores than would have been possible.

There is also some evidence that individuals' understanding of the summary task was different, as reflected in the fact that some intermediate learners included mostly explicit information related to the film clips, while others included primarily inferential information.

Research question 4

Inferences

The analysis of the inferences included in the expert and intermediate learner summaries revealed that:

- both experts and intermediate learners included many inferences. The majority of inferences were classified as being associations or explanations.
- both groups included fewer inferences when summarizing the second film clip.

Meta-comments

Several intermediate learners included meta-comments in which they commented on their perceived ability to complete the summaries in German. Specifically, they indicated that they had more difficulties with vocabulary than with grammar, and that while they were able to summarize the 'gist' of the scenes, they were not able to express themselves in as detailed a manner as they would have liked.

LIMITATIONS OF THE STUDY

This research project took an exploratory approach to discovering how intermediate learners' knowledge of the TL, culture and other domains could be improved through the use of content-based instruction anchored in culturally authentic film. Due to the exploratory nature of this study, many variables that might have influenced the findings could be investigated in future studies. Some aspects of the study that should be explored further are the treatment time, student and teacher training, material development, process-oriented assessment, and additional forms of pre- and posttest assessment.

The results of the quantitative analysis of explicit propositions revealed that intermediate learners showed a statistically significant gain in their proportional score at the posttest. However, there are several limitations related to the assessment measures, which need to be addressed. First, different film clips were used in the pre and posttests, due to the relatively short treatment length. Therefore, future research needs to address this issue by either using a counter-balanced study, which would eliminate the need for an expert group and would avoid the problems inherent to working with proportional scores based on another group's responses, or use the same film clip for the pre and the posttest.

Another limitation in the study pertains to the fact that participants were not tested prior to the assessment to determine their knowledge of the film clips used in the assessment, nor their knowledge of the period. Participants' background knowledge may have affected their abilities to summarize the film clips. Such data would have added to the results of the study and should be included in future studies.

Future research should also address the limitations inherent to the summary task. First, it was noted in Chapter 2 that there are advantages and drawbacks to every type of

assessment, including a summary task. However, one problem with the summary task, as identified in L1 and L2 comprehension literature (Brown, 1998), is its limited ability to address inferential knowledge, which is seen as an important way of addressing learning, as inferences explain discourse and connect it to individuals' background knowledge. Research should incorporate assessments that promote the creation of a strong situation model, for example recall protocols or think-aloud protocols. Despite the limitations of the summary task, as discussed in the literature, it is interesting to note that the summary data collected in this study revealed a great deal of inferential knowledge from both the experts and intermediate learners.

There may also be limitations related to the motivations of the two participant populations in completing the summary tasks. The intermediate learners completed the tasks during their normal class period. Both their instructor and I, who were not familiar to many in the group, were present. They were told that they would receive a grade on the summary. The expert group consisted of my colleagues. The group completed the activities during a time that was convenient for them. Although they used the same response sheets given to the intermediate learners to complete their summaries, they knew that they would not receive any sort of grade based on their efforts. Therefore, their motivation for doing the task (helping a colleague) was very different from those of the intermediate learners (completing a task in a class that would be evaluated and graded). It is possible that the different motivations of these groups may have affected their responses on the summary tasks – future research could examine the impact of different motivations on task completion in anchored instruction.

Another limitation inherent to the study is that participants were asked to summarize the film clips using German. As previously discussed, L1 and L2 researchers have pointed out that discourse production requires planning similar to that needed to

plan a complex action (Bygate, 1999; Skehan, 1998; van Dijk et al., 1983). Therefore, limited capacity to produce ideas in the target language leads to a burden on short-term memory and limits an individual's processing capacity (Skehan, 1998; Wolf, 1993). In terms of the results seen in this study, it might be the case that simply knowing that they would have to write in German might have affected intermediate learners' planning and ability to complete the summary task. Once the summaries were completed, they may have not been able to remember additional information. Therefore, the language constraint may have led to lower scores than would have been seen if intermediate learners had written exclusively in English. However, the fact that participants used German made it possible to investigate the ways in which the participants used their knowledge of German available to them to convey meaning. Therefore, the results contribute to the literature concerning FL writing.

In addition, the methodology used to assess the summary data is limited in that the focus is on comprehension, not on language production. For this reason, I chose to use mainly clausal units for analysis. Due to the fact that variation seen in the ways in which individuals express similar ideas is important to language teachers, future research should focus more explicitly on the language production issues inherent in such tasks.

The length of the treatment is another limitation. The treatment consisted of seven 50-minute class periods, while previous anchored instruction studies (e.g., YSP) consisted of semester and year long instructional units. It is a possibility that one reason why intermediate learners did not seem to go beyond the basic requirements of the assignments is that they simply did not have time and that they were unfamiliar with the task. Future research should investigate the possible advantages of using anchored instruction in a longer treatment that requires students to compare and connect the knowledge seen in the anchor film with various outside resources. In addition, the

relatively short treatment length made it impossible to fully study the potential linguistic benefits of working with anchored instruction in intermediate FL classrooms. Studies conducted over a longer period would allow for a closer investigation of language development.

SUGGESTIONS FOR FUTURE RESEARCH

Teacher Training

An interesting direction for future research would focus on the effect of teacher training and beliefs on learning outcomes when implementing new pedagogical techniques. Anecdotal evidence provided by the instructors suggests that not all of the teachers involved in the study understood the purposes of the research or the potential benefits of content-based instruction. For example, one teacher revealed that she would consider using the techniques in her class, but that she thought it would be easier to use them in a non-research environment, because she would be able to tell students *why* they were completing the tasks consisting of the treatment. From a situated perspective, students should understand the ‘big picture’ behind the tasks they are asked to complete, so that they can understand the pedagogical purposes behind the task and how the knowledge they are acquiring can be of use to them in solving problems in the classroom and beyond. From a practical perspective, understanding the purposes of classroom activities will also likely lead to greater participation than if students do not understand why they are being asked to engage in a particular activity.

Although I met with the instructors several times before and during the treatment in both group and individual sessions to discuss the activities and their role in the classroom, it is clear that the purposes of the study, at least in terms of the amount of

freedom they had in discussing them with the intermediate learners, was not clear. In addition, research has shown that even when instructors believe that they are teaching using ‘new’ principles, observations indicate that they may not be (Cohen, 1990; Turnbull, 1999). Therefore, in order for new techniques such as those described in this dissertation to be truly successful, instructors must receive sufficient training regarding the premises of situated learning theories, and optimally, given the opportunity to complete the same tasks as the students beforehand.

Student beliefs and attitudes

In addition, student attitudes regarding classroom activities such as those proposed in this dissertation should be investigated more formally using observations, questionnaires, and interviews. Many researchers have shown that students come into FL classes with conceptions about how they will learn best (Horwitz, 1999). The intermediate learners enrolled in the study presented here had most likely been exposed to FL instruction in high school and at the university level. It is likely that the treatment represented a very different perspective on learning and instruction than they had been exposed to in the past. It would be informative to compare intermediate learners’ FL learning beliefs with their attitudes regarding content-based instruction and their learning outcomes.

Language development

In order to test whether a content-based approach at the intermediate level will help intermediate learners to solidify lexical and structural knowledge gained during the first year, as well as to improve their ability to communicate using extended discourse, research should be conducted that specifically targets language development. The

assessment tasks could contain a combination of process and product based assessment. For example, I have suggested that the task-based approach used during the treatment would help intermediate learners reflect on their current stage of L2 knowledge and assess the areas in which they needed help. Such activities could become the basis for language learning journals in which intermediate learners would provide information regarding their perceived state of their language learning. In addition, students could be required to share a list of structures and vocabulary reviewed or learned through the group activities, and the instructor could use this information as a basis for content-based grammar and vocabulary quizzes.

As previously discussed, Rifkin (2000) has reported success in having students audio tape their interaction over the course of the semester in their advanced level Russian class while engaged in task-based activities contextualized in authentic films on video. He reports that having students listen to their own recordings and reflect on the progress they have made over the semester provided a way for both the instructor and students to track student progress. It is possible that a similar approach might also benefit intermediate FL learners as they face the challenging task of learning to use the FL in extended discourse, as well as provide instructors with valuable information regarding how students' abilities may have grown as a result of the treatment.

In addition, it was shown that there is support for the assertion that intermediate learners' abilities to summarize events using the target language increased as a result of the treatment. This finding should be explored in an environment that more closely controlled for the language used in the assessment. For example, only propositions written using comprehensible German would be included in the score. In addition, smaller linguistic units could be analyzed than the clausal propositions used in this study,

and semantic differences in the ways in which individuals expressed similar information should also be investigated, as these differences are of great importance to FL teachers.

Finally, the audiotaped data of student interaction appearing in Chapter 4 provided information regarding the ways in which intermediate learners negotiated language and meaning while working with the anchor film during the treatment. The examples provided suggest that intermediate learners working with the anchored instruction techniques described in this dissertation will explore both language and content related information contained in the anchor film. In addition, intermediate learners working in small groups to understand and articulate language and thematic issues will use each other and the teacher as resources as they negotiate meaning. Therefore, the audiodata presented in this dissertation suggests that intermediate learners can improve their language proficiency and knowledge of an historical period by engaging in tasks that require them to focus on both the language and content presented in culturally authentic film, and from small and large group discussion in which they must negotiate their ideas with their peers and instructor.

PEDAGOGICAL IMPLICATIONS

Teaching for the *Standards*

Connections

This dissertation project has revealed a number of benefits associated with using anchored instruction in intermediate level FL classrooms that conform to the challenges set forth by the *Standards for Foreign Language Learning* (ACTFL 1996, 1999). The *Standards* indicate that FL students should make connections between the FL, the target culture, and other disciplines. The project presented here has shown that integrating

culturally authentic film into the curriculum provides a means for intermediate learners to learn about cultural knowledge (and other content areas) while engaging in communicative activities that can improve their FL proficiency. As intermediate learners explore culturally authentic films, the connections formed between their FL knowledge and cultural (and other types of knowledge) will be strengthened.

Communication

The *Standards* also indicate that students should gain skills in communicating using extended discourse. This study has shown that culturally authentic film can be incorporated in a learner-centered teaching environment that enables intermediate learners to ‘push’ their output and begin using extended discourse in communication. I do not suggest that all students will perform the tasks proposed here easily. Instead, the suggestion is that all learners can benefit from the opportunities to use their emerging language skills gained in the first year in an environment that requires them to use the FL for specific, challenging communicative tasks.

The communicative tasks described in this dissertation included whole and small group discussion, with tasks requiring description, explanation, and presentation of ideas through communicative exchanges. By using a range of communicative activities, the instructor provides support to students at all levels. Experienced teachers know that group activities do not always lead to the types of interaction and exchange they would like. However, by giving students motivating, interesting and challenging activities that require them to participate, students can begin to see each other as resources and build a community of learners in which each individual is valued for her unique experiences and knowledge. Because the activities suggested here require numerous areas of expertise (not just linguistic, but content expertise, as well) ‘weaker’ students may benefit by their

ability to contribute their content knowledge to the group project. Anecdotal evidence suggests that some groups participating in the activities did rely on individual strengths. For example, linguistically strong students helped weaker students to express their relevant and interesting ideas using the target language. As a result of successful group interaction using the techniques described here, all students benefit, as linguistically weaker students contribute their unique content knowledge and educate stronger students, while linguistically stronger students have an opportunity to strengthen their knowledge of the FL as they help weaker students to express meaning.

Communities / Cultures / Critical Thinking

Due to the fact that various types of electronic media are available to FL students outside the classroom, it is essential that they learn how to view them critically. It was seen in this study that the director of *The Harmonists* included some historical inaccuracies in the film. Neither I nor any of the participating instructors had noticed these inaccuracies. However, intermediate learners working with the film clips containing these scenes did. The intermediate learners who discovered these inaccuracies were able to provide their instructor and fellow students with the information, which led the entire class to be far more critical of the film's content. In other words, intermediate learners learned that documents describing past events do not necessarily represent 'the truth'. Instructors working with high school and especially university students should therefore be aware that their students bring an amazing wealth of knowledge that can be used to benefit the entire class' understanding of texts of all types.

Through the use of activities that guide students' thinking, such as the STEPS+G framework, students learn to notice information and become critical of it. Through the continued use of STEPS+G, students may internalize the framework and the ways of

using it explored in the classroom, and may become far more critical in their thinking about resources such as film. In terms of increased FL proficiency, as students articulate their knowledge, they gain skills needed in communicating information in extended discourse.

Practical advice to teachers interested in implementing anchored instruction in their classrooms

Appropriate classrooms

It is well known that instructors have differing philosophies considering how and when various skills should be approached in the FL classroom. I agree with the principles set forth by the *Standards* and numerous individual FL professionals that helping students improve their critical thinking abilities and content-area knowledge are extremely important goals in developing FL competence and skills for life outside the classroom. These skills should be explored alongside linguistic competence at every level. However, the tasks here were developed specifically for the intermediate level, as students in many third semester courses have already been exposed to the major grammatical structures in the FL. Therefore, it is presumed that anchored instruction can help students integrate the vocabulary and structures they have learned in their first year of study in using extended discourse. Some instructors might feel that the expectations placed on intermediate level students using anchored instruction are inappropriately high. However, it is my contention that if students are able to engage in the activities suggested here over an extended period, every student will be able to see improvement in their ability to use the FL to describe, analyze, defend their point of view and present their ideas to others.

As discussed by Rifkin (2000), asking students to audiotape their interaction over the course of a semester will enable both them and the instructor to note their progress

and continuing language problems. In addition, audio recording might serve as a useful incentive to help students to stay on task, because they will know that their teacher will review the recordings. Furthermore, by asking students to prepare numerous written and oral reports, the instructor can provide individual support to each individual. Therefore, the use of various content-based activities can assist students and instructors in making sure students receive individual support and quality input from the instructor, and that they stay on task.

It is likely that anchored instruction, as described here, would also be useful at the advanced level, as students would be able to discuss the anchor film and explore the issues with greater precision as a result of their increased language proficiency. In addition, the tasks used in this study have been used successfully in an undergraduate level Germanic civilization course taught in English at The University of Texas at Austin. I do not advocate using the tasks presented here in first year instruction, as research has shown that anchored instruction is difficult to implement in first year courses in which developing basic linguistic knowledge is one of the primary goals (Volpe, 1993).

Time on Task / Supplemental Activities

By using anchored instruction over a longer period (e.g., a semester), it would be possible to integrate various written texts and other sources of information related to the themes presented in the anchor film explicitly. Therefore, students would receive practice in reading and interacting with a number of text types. As video has been shown as being an effective means of activating students' background knowledge (schemata), the use of the film anchor might enable them with a useful introduction into a range of literary and scholarly texts that focus on the similar issues (Hanley et al., 2005). Future research

should explore the integration of anchored instruction over a semester and the usefulness of the tasks described in this study.

Role of teacher and students

Some instructors reading this dissertation may wonder what the role of the teacher is when creating learner-centered environments such as that described here. Contrary to what some might think, the role of the teacher in learner-centered environments is just as critical as in more traditional learning environments in which the instructor controls every aspect of classroom discourse. For example, in a more traditional FL classroom, the instructor might prepare a lesson in which students engage in numerous exercises contained in their textbook. Students may be asked to use various language structures and vocabulary to learn primarily about language form with little attention placed on content.⁴³ The instructor keeps control over the classroom by telling the students how much time they have to complete each exercise and by calling on them to provide their answers to the entire class. In other words, much of the classroom discourse consists of teacher initiated ‘display questions’ for which the teacher already knows the answer (Long & Sato, 1983). In such an environment, students can become very dependent on the instructor to regulate the discourse, and they may not learn the discourse strategies needed to begin, maintain or end conversations, as they receive very little practice doing so (Kramsch, 1993a).

Using learner-centered techniques such as that provided here, the teacher is responsible for creating a rich environment in which students can use and explore language that is necessary to negotiate meaning. Instead of using a textbook as the sole source of inspiration, the instructor creates tasks that require her students to negotiate all

⁴³ See Long (1997) for a discussion regarding task types in FL/L2 instruction.

aspects of discourse while actively exploring content and language form. Before coming to class, the instructor will have prepared tasks and will support students as they engage in meaning making. The audiotaped data collected for this study revealed that students first used each other as resources in group activities, but that they often looked to the teacher for confirmation and/or clarification. In addition, the instructor also had the responsibility of helping students to question their initial assumptions and reach a deeper level of understanding related to both language and content.

The shift from controlling classroom discourse to supporting it can be a difficult transition for instructors, as I have experienced first hand. For example, it can be difficult to know how much support students need. Should instructors simply ‘tell students the answer’ when they ask a question, or should they try to help them find it for themselves by providing them with clues? It seems that there is no easy answer to such questions. It is likely that instructors, like students, must adjust to new learning environments through exploration and learning from experience.

In addition, whereas more traditional lessons can allow the teacher to anticipate and prepare almost every interaction before coming to class, learner-centered environments such as that proposed here require instructors to respond to requests for assistance that they may have not anticipated. For non-native speakers of the FL, giving up such control can be particularly difficult as they may have to show that they do not readily know a particular expression that students need to express themselves. In order to avoid a situation in which they cannot help students express meaning, instructors should always have a good bilingual dictionary and textbook or other source with an adequate description of grammatical structures, in the event that students ask an unexpected question for which the instructor has no quick answer. While showing students that their teacher is not a translating machine may be anxiety producing for the instructor, it

provides yet another opportunity to show students how non-native speakers with a high level of FL proficiency use tools to help them express meaning. Therefore, by letting go of some control over the classroom discourse, non-native instructors can provide a realistic model for the behaviors and tools needed by those with a high level of FL proficiency to express meaning in the FL (Kramsch, 1993b).

In addition, native and non native speakers may also find themselves in situations in which their students have more content area expertise than they do. As previously mentioned, allowing students to ‘show off’ their knowledge helps to create an environment in which individuals can share their expertise to the benefit of all members of the community of learners, including the instructor. Instead of feeling challenged by knowledgeable students, instructors should look for ways to incorporate all students’ talents and knowledge in the classroom, as doing so will help them to feel they are important members of the classroom, while allowing the rest of the class to benefit from their knowledge. Such a learning environment would more closely resemble many real world working environments than the traditional classroom, as every individual would have something unique and valuable to contribute to the classroom.

CONTRIBUTIONS OF THIS STUDY

This study offers a number of contributions to research and teaching in L1 and FL environments. Specifically, this study

- offers an example of *Standards* driven, task- and content-based instruction at the intermediate level;
- shows ways in which film can be used in a learner-centered FL environment;
- broadens the interdisciplinary dialog between L1 and FL researchers and instructors by using anchored instruction in an FL context;

- contributes to research related to discourse strategies used by FL writers in composing and writing in the FL;
- explores the types of knowledge that experts and intermediate learners express when summarizing film clips; and finally,
- provides a detailed methodology regarding how instructors can evaluate learner summaries of film.

Standards driven instruction situated in a content- and task-based learning environment

The tasks that students engaged in while participating in the treatment were intended to help them to view culturally authentic film as a source of data about the target culture in which it was produced, and to learn to view film critically. Therefore, while an important focus of the activities in this dissertation project was on helping students improve their ability to communicate using extended discourse (through summarization, description and analysis), another goal was to help students develop skills in information and media literacy.

The new sources of information available to us and our students require that we approach the complicated task of media literacy in our classrooms. The tasks provided in this study, especially the training in STEPS+G and instructions to reflect on what they already knew about themes presented in the film and what more they would like to learn led many students to think more critically about the information presented in the film than they might have done if the film had been used in the classroom without the specific prompt to reflect on themes related to the period. Due to the fact that research has shown that individuals may have previously learned information, but are unable to use it when necessary, it seems necessary that instructors help students learn from and think critically

about media by asking them to engage in activities that require them to do so (Bransford et al., 2000; Kramsch, 1993b; Kramsch et al., 1999; Swaffar, 1998). This study reveals that it is possible to integrate tasks in a task- and content-based FL learning environment that allow students to improve their awareness of film as a source of information to be investigated within the context of FL learning. These goals are congruent with the *Standards*, as they reflect FL learning that prompts communication, cultural knowledge, communities and comparisons.

Film as a mediated learning tool

This dissertation study also provided practical information concerning how instructors may integrate culturally authentic feature films in their classrooms in ways that allow students to use film in ways that, until recently, were seldom possible. DVD-ROM technology and the emergence of state-of-the-art language laboratories at many institutions have broadened the possibilities of using film in FL classrooms. Students can now explore language and issues in small groups and have complete control over the pacing of the activities (.e.g., they can review portions of the film clip as necessary, instead of waiting for the teacher to address their concerns). Therefore, film can now be used in some of the same ways formerly only readily available using written texts.

Anchored instruction used in an intermediate level FL learning environment

Anchored instruction has been used in numerous L1 learning context over the last 25 years. This dissertation project shows how techniques related to anchored instruction may be used to address current needs in FL instruction and learning. Due to the fact that anchored instruction and situated perspectives on learning are well known in L1 learning

literature, this study broadens the discourse between L1 and FL teaching and research by exploring how principles developed in L1 will transfer to a FL learning environment. The results indicate that anchored instruction offers benefits to intermediate learners by providing possibilities for learners to engage in extended discourse while exploring the anchor film.

FL writing

One theme currently being explored in FL/L2 writing is the use of the L1 in planning and writing in the FL (Wang et al., 2002; Wolfersberger, 2003; Wolfersberger, 2003). The results of this study confirm results in L2 research showing that the L1 helps learners to ease the cognitive load in completing a FL task, and that individual learners use different strategies (including the amount of the L1 used) when writing FL texts. For example, some students who participated in this study suggested that they only included information that they could summarize in German, while others included some English in their summaries. While one of the most important goals of FL instruction is for students to learn to use the FL in communication, these results indicate that when given a complex task such as a summary of discourse, some students may focus on form and others on meaning, and that the L1 may help learners to organize their thoughts when planning and completing first drafts of FL writing. From a practical perspective, instructors must determine their level of tolerance for the L1 in initial drafts of writing produced and collected in the classroom.

Expert and intermediate FL learners' representation of knowledge

This study also addresses the types of knowledge that two different groups of individuals include in summaries of culturally authentic film. It was shown in this study that experts (advanced graduate students in Germanic Studies) included a larger amount of explicit and inferential knowledge in their summaries than did the intermediate learners, as a group. However, the data also showed that some individual intermediate learners displayed high levels of expertise. These data indicate that FL learners bring with them a wealth of knowledge that should be utilized in the FL classroom.

Evaluation of film

This study employed methods of discourse processing and comprehension in the analysis of participants' pre- and posttest summary data. The methodology provided in Chapter 3 can be used by instructors who wish to evaluate students' open-ended responses to discourse, including film.

CONCLUSION

This study was intended to explore ways in which film can be used in learner-, task- and content-based intermediate level FL classrooms. Like all educational research, this dissertation study is situated within particular principles and assumptions regarding what it means to know and learn. The perspective taken in this dissertation is that learners should be given the opportunity to develop multiple competencies in the FL classroom. A task- and content-based approach utilizing culturally authentic film was presented as a means of helping intermediate learners further their knowledge of the FL and culture. It is my hope that other instructors who read this dissertation will reflect on their own

teaching philosophies and how the techniques described here can be of benefit in helping them create learner-centered FL instruction.

Appendix A: STEPS+G information

Was und wen sehen wir im Film?⁴⁴

Filme erzählen Geschichten. Um eine Geschichte zu verstehen, müssen wir versuchen, viele Eigenschaften zu identifizieren. Es ist auch wichtig, die Darsteller und Handlung zu bemerken.

What and whom do we see in the film?

Films tell stories. In order to understand a story, we have to try to identify many characteristics. It is also important to notice the characters and plot.

Was sind Eigenschaften?

Die Eigenschaften sind die verschiedenen Dinge in einer Geschichte, die uns zeigen können, wovon die Geschichte handelt. Zum Beispiel: die Kleidung kann uns Informationen darüber geben, wann die Geschichte stattfindet. In einem Film kann man viele Eigenschaften beobachten, weil er die Geschichte nicht nur sehen sondern auch hören können.

What are characteristics?

The characteristics are the different things in a story that can show us what the story is about. For example: clothing can give us information about when the story takes place. In a film, one can observe many characteristics, because we can not only see the story but hear it as well.

Welche Eigenschaften können wir beobachten?

Hier sind einige Kategorien von Merkmalen, die wir vielleicht in einem Film sehen können. Das Modell - **STEPS + G** – kann uns helfen, die gewonnenen Informationen (die Eigenschaften) zu organisieren.

Which characteristics can we observe?

Here are some categories of features that we can perhaps see in a film. The Model – STEPS+G – can help us to organize the information.

STEPS + G =

Social (sozial) – (z.B. Kleidung, Sitten, Musik, usw.) (clothes, customs, music, etc.)

Technological (technologisch) - (z.B. Verkehrsmittel, Geräte) (e.g. transportation, instruments)

Economic (ökonomisch) - (z.B. natürliche Ressourcen, Produkte) (e.g. natural resources, products)

⁴⁴ The materials the students were given were written exclusively in German. An English translation is provided for the dissertation.

Political (politisch) - (z.B. Regierungssystem, Wahlrechte, Parteien und Führer) (e.g. governmental system, voting rights, parties and leaders)

Scientific - (wissenschaftlich) (z.B. medizinische Fortschritte) (e.g. medical advances)

+

Geographic - (geographisch) (z.B. Wetter, Klima, Vegetation) (e.g. weather, climate, vegetation)

Welche Leute sind im Film und was machen sie?

Wenn wir einen Film anschauen, sollen wir Informationen über die Leute (Darsteller) sammeln und feststellen, was sie im Film machen. Zum Beispiel: wer sind Hauptdarsteller und was machen sie? Was ist die Geschichte (Handlung) im Film?

Which people are in the film and what do they do?

When we watch a film, we should collect information about the people (actors/characters) and determine what they do in the film. For example: who are the main actors and what do they do? What is the story (plot) in the film?

Was gibt es in diesem Film zu sehen?

Fülle das Informationsblatt mit den verschiedenen Kategorien aus, während wir den Film anschauen.

What can we see in this film?

Fill out the information sheet with the various categories, while we watch the film.

Welche Eigenschaften können wir im Film “Comedian Harmonists“ bemerken?

Which characteristics can we see in the film “Comedian Harmonists“?

Sozial Social	Technologisch Technological	Ökonomisch Economic	Politisch Political	Wissenschaftlich Scientific	Geographisch Geographic

Wer sind die Darsteller im Film? Wie sind sie? (*Who are the characters in the film?*)

Hauptdarsteller: (*Main characters*)

Nebendarsteller: (*Supporting characters*)

Appendix B: Aktivität Eins: Szenen-Analyse

Activity one: scene analysis

Szene # _____

Diskussionsleiter/In: *discussion group leader* _____

Gruppenmitglieder: *group members*

Inhaltsfragen: *Content questions*

1. Wer spielt in dieser Szene? (*Who is in this scene?*)
2. Was passiert in der Szene? (*What happens in the scene?*)
3. Wie reagieren die verschiedenen Charaktere auf die Situation in der Szene?
(*How do the different characters react to the situation in the scene?*)
4. Welche Eigenschaften (von STEPS+G) seht ihr in der Szene? Zu welcher Kategorie gehören sie? (*Which characteristics (from Steps+G) do you see in the scene? To which category do they belong?*)
5. Was wisst ihr schon über diese Themen?
(*What do you already know about these themes?*)
6. Was möchtet ihr noch herausfinden?
(*What else would you like to find out?*)

Sprache: *Language*

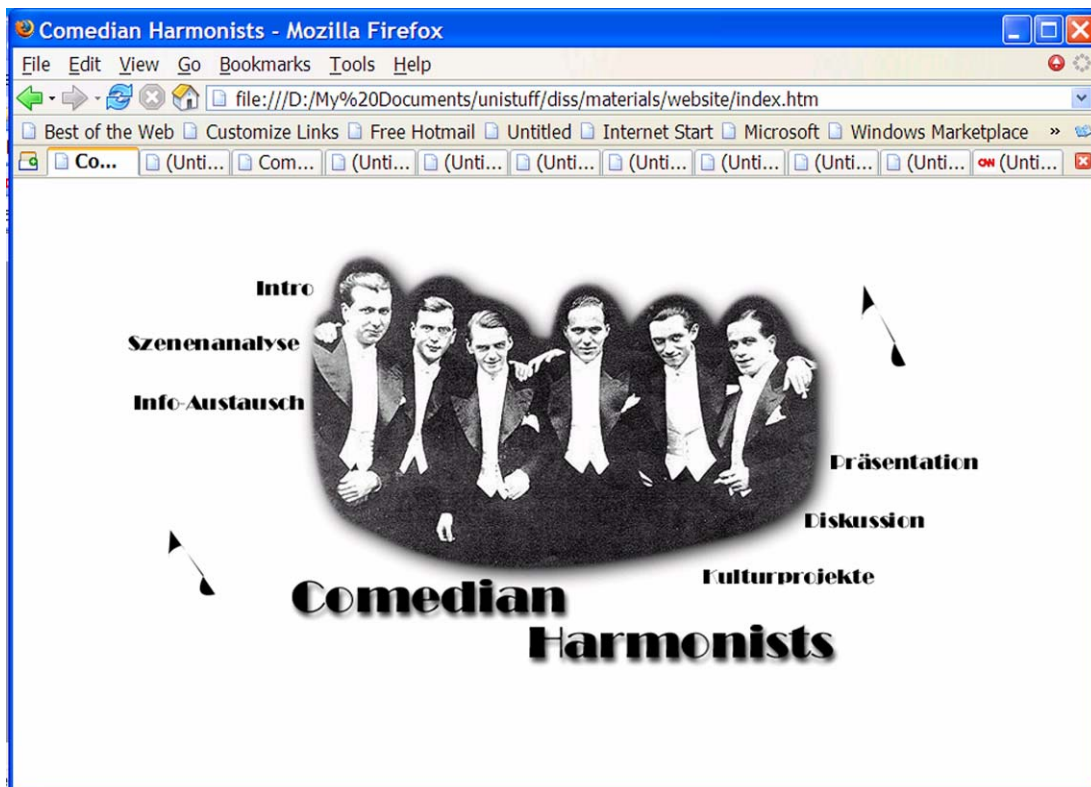
7. Was sind drei wichtige Wörter (oder Redewendungen) IN DEUTSCH in dieser Szene? Warum sind sie wichtig? (*What are three important words (or expressions) IN GERMAN in this scene? Why are they important?*)

Neues Vokabular

Schreibt jedes Wort oder jede Redewendung auf, die du aus dieser Szene und/oder der Diskussion gelernt hast. (*Write down every word or expression that you learned from the scene or the discussion.*)

Appendix C: Hypertext Documents

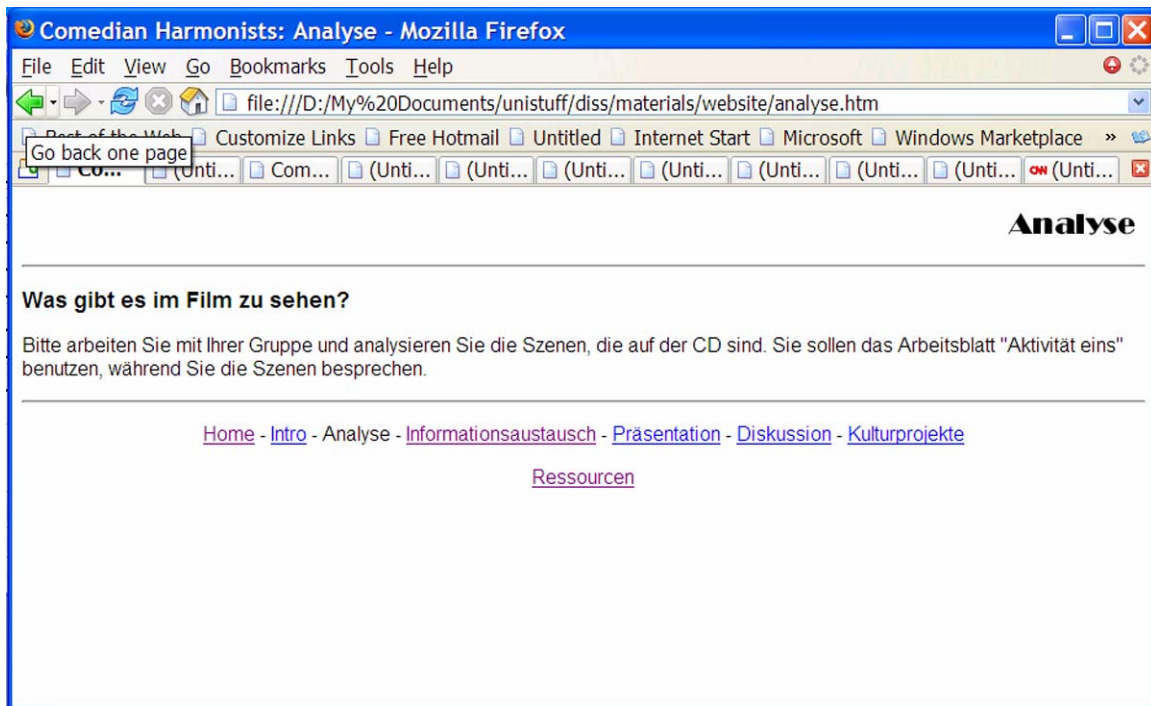
The purpose of the hypertext documents was to provide students (and instructors) with an overview of the project. Each page corresponded to one portion of the treatment.



Comedian Harmonists.

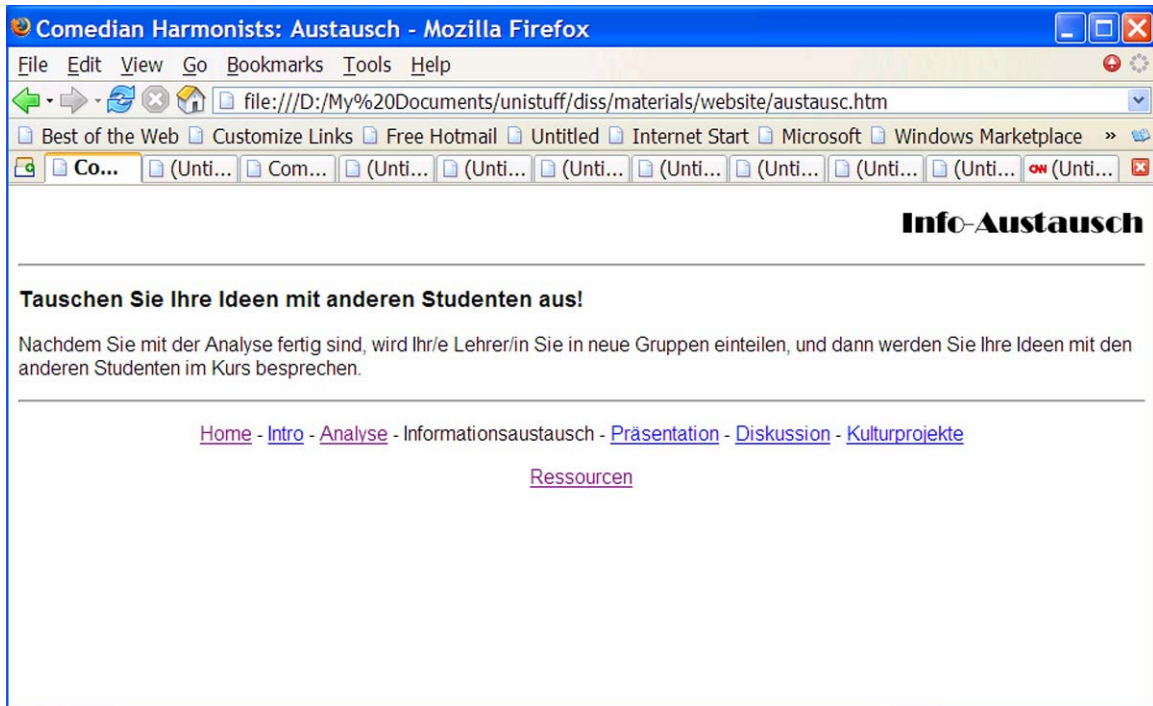
Main page provides an introduction to and overview of the project.

Szenenanalyse: *scene analysis*, Info Austausch: *information exchange*, Präsentation: *presentation*, Diskussion: *discussion*, Kulturprojekte: *culture project*.



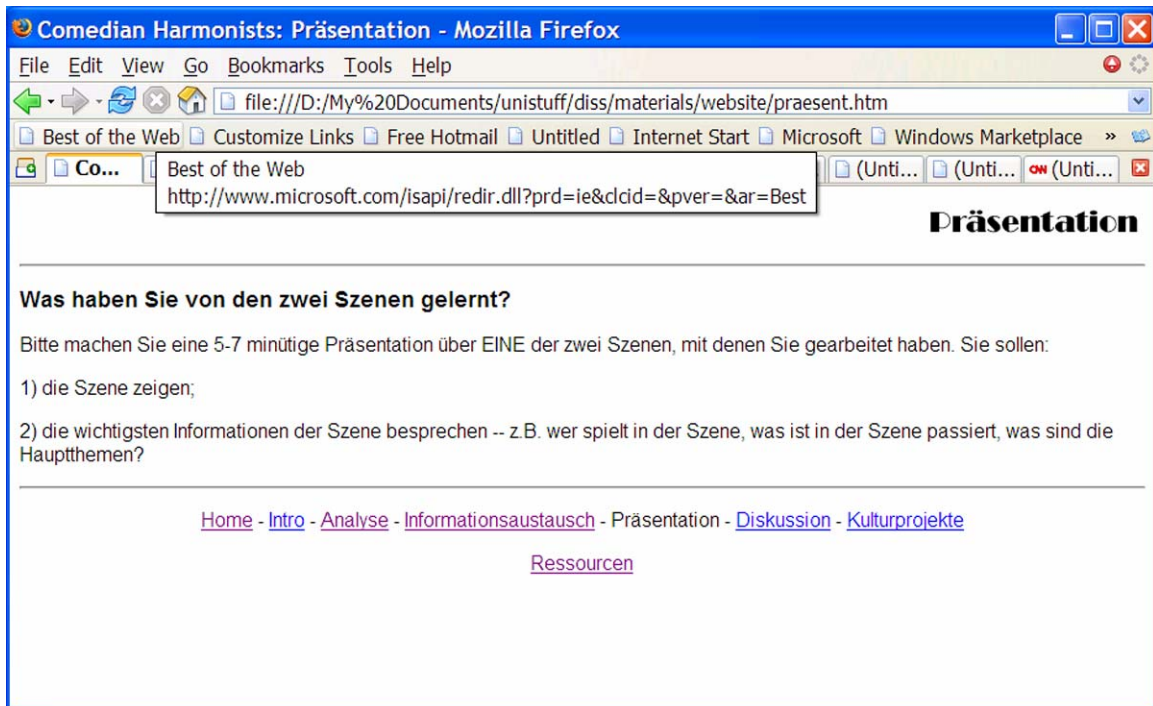
Analysis: What can you see in the film?

Please work with your group and analyze the scenes which are on your CD. You should use the worksheet “Aktivität eins”, while discussing the scene.



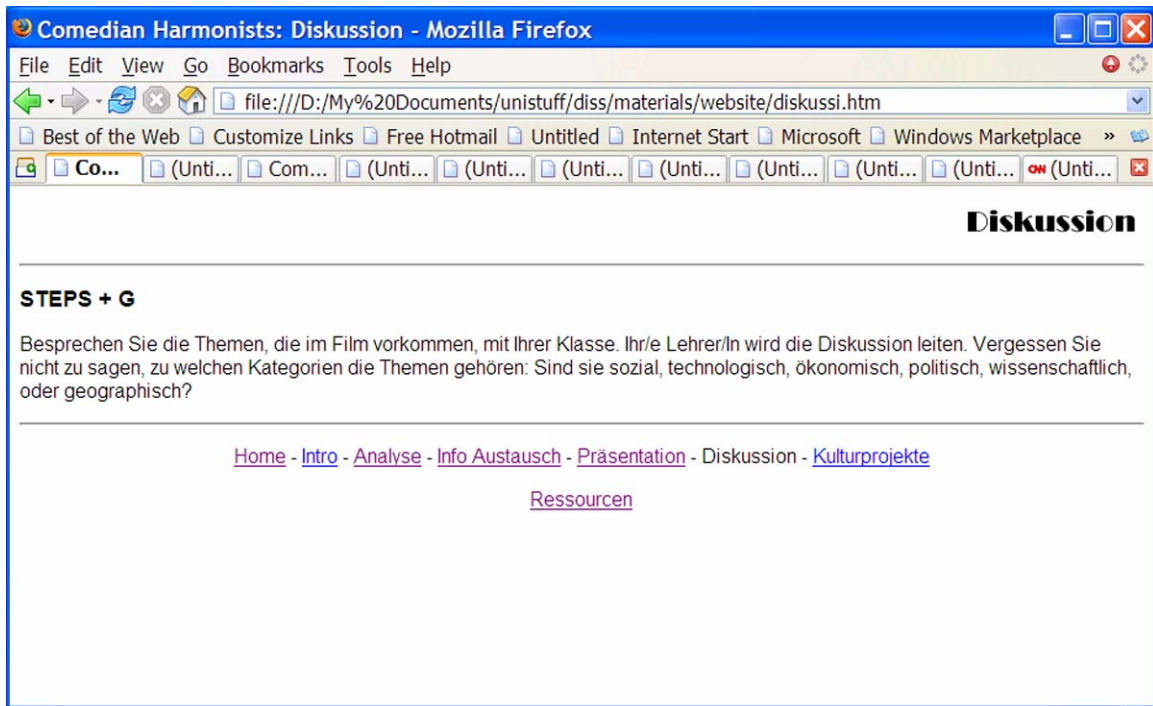
Information exchange: Exchange your ideas with other students.

After you are finished with the analysis, your teacher will put you in another group, and then you will discuss your ideas with other students in the class.



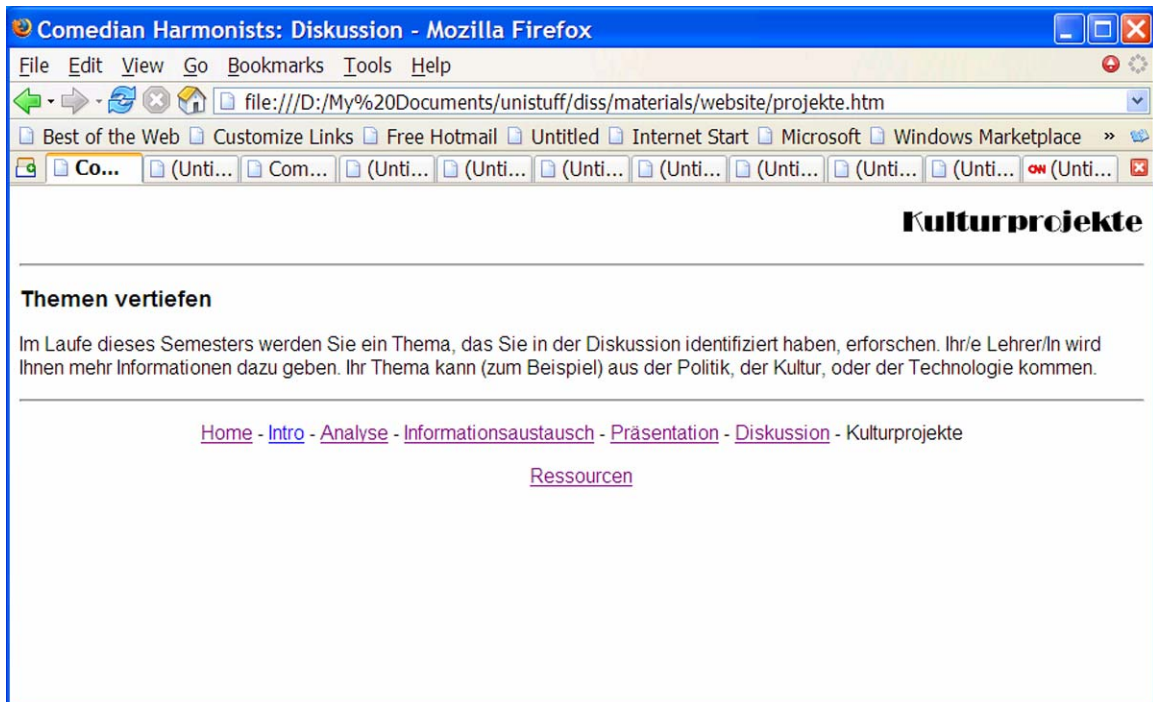
Presentation: What did you learn from the scene?

Please prepare a 5-7 minute presentation about ONE of the two scenes with which you worked. You should: 1) show the scene, 2) discuss the most important information from the scene – e.g., who appears in the scene, what happens in the scene, what are the main themes?



Discussion: Steps+G.

Talk about the themes in the film with your class. Your teacher will lead the discussion. Don't forget to say to which categories the themes belong. Are they social, technological, economical, political, scientific, or geographic?



Culture projects: Investigate the themes.

During the course of this semester, you will research a theme that you have identified during the discussion. Your instructor will provide you with more information. Your theme can be about (for example) politics, culture or technology.

Comedian Harmonists: Ressourcen - Mozilla Firefox

file:///D:/My%20Documents/unistuff/diss/materials/website/ressourc.htm

Webressourcen

Geschichte

Antisemitismus

- [Die Verbannung aus dem öffentlichen Leben - Aufrufe zum Boykott](#)

Fragen:

1. Was ist Antisemitismus?
2. Was heißt Verbannung?
3. Wer wurde verbannt? Warum?

Das Dritte Reich

- [Das Dritte Reich: Deutschland unter dem Nationalsozialismus](#)
- [History - Nazi Rule in Germany 1933 - 1945](#)

Fragen:

1. Was war 'Nationalsozialismus'?
2. Wer waren die 'Nazis'?
3. Warum waren sie erfolgreich?

Faschismus

- [Faschismus](#)

Fragen:

1. Was charakterisiert Faschismus?
2. Wann hat der Faschismus als politische Bewegung begonnen?

Die Weimarer Republik

- [Die Weimarer Republik](#)
- [Sites and resources for your Weimar & Nazi Germany topic.](#)
- [Politics and History: The Weimar Republic](#)
- [Modern World History: The Rise of Hitler](#)
- [The Breakdown of the Republic, 1930-1933](#)

Fragen:

1. Warum gab es die Weimarer Republik?
2. Was war die Weimarer Republik?
3. Wie lange hat die Weimarer Republik existiert?
4. Warum hatte die Republik ein kurzes Leben?

Die Nürnberger Rassengesetze

- [Das "Gesetz zum Schutze des deutschen Blutes und der deutschen Ehre" und das Reichsbürgergesetz](#)

Fragen:

1. Wer war laut den Nürnberger Rassengesetzen ein Jude?
2. Warum gab es die Rassengesetze?

Web resources.

The topics included on the resource page included anti-Semitism, The Third Reich, fascism, The Weimar Republic (all shown), The Nuremburg racial laws, culture of Berlin in the 1920s and 1930s, and Jewish culture and history. In addition, a link was provided to on-line bilingual dictionaries.

Appendix E: Master Summary of Film Clip One

This scene is about a party. A group of characters is at a pool or lake. They are drinking and eating. One character is looking at/marveling money. He has a lot of women around him. All of the Harmonists (men) are wearing suits, sunglasses and some are wearing hats. The characters are kissing, dancing, playing cards, swimming, talking, and listening to music. One of the men has brought a record player. Next to them is a group of young men who are watching the party. They say, that the others (first group) think that they are better than they are. One also mentions that a certain Erna is with the group. At this moment, one of the celebrating members of the first group puts the needle on a new record, and a faster song begins playing. He/they begin(s) dancing. The men from the second group come over to them and stop the music. One of the men says that they should stop with their immature/sissy behavior. One of the celebrating members threatens him and tells him to go away. One of the men speaks to Erna aggressively. He says that she has sunken low/should be ashamed, because her friend(s) is/are so unworthy and probably Jewish as well. As an answer, another member of the group says that he is also Jewish, and that he is proud of it. The girl then goes over to the boy with the red shirt, looks him in the eye, and tells him to pay close attention. She then goes back to her boyfriend, and kisses him. The young man and his friends leave.

Prop. #	Proposition	# of experts
1	<i>This scene is about a party/ characters are at a party.</i> Dieser Filmausschnitt handelt von einem Fest	1
2	<i>A group of characters is at a pool, lake, swimming pool, close to water.</i> Die Szene spielt in einem Park oder Freibad	4

3	<i>They are drinking</i> sie trinken	3
4	<i>and eating.</i> isst feine Sachen	1
5	<i>One character is looking at/marveling money.</i> Ein Harmonist bewundert Geld.	1
6	<i>All of the Harmonists (men) are wearing suits, sunglasses and some are wearing hats.</i> Alle Harmonisten tragen (<u>teure</u>) Anzüge, Sonnenbrillen; manche haben (<u>feine</u>) Hüte.	1
7	<i>The characters are kissing,</i> man küsst einander	1
8	<i>dancing,</i> Sie tanzen	4
9	<i>playing cards,</i> Sie spielen Karten –	1
10	<i>swimming,</i> (sie) schwimmen,	1
11	<i>Talking,</i> (sie) unterhalten sich	1
12	<i>And listening to/playing music.</i> Und hören / spielen Musik	2
13	<i>One of the men has brought a record player/they are listening to records</i> Einer von den Männern, der auch mit einer Frau am See ist, hat einen Plattenspieler	3
14	<i>Next to them is a group of young men</i> Nebenan gibt es eine Gruppe von jungen Männern,	1
15	<i>A group of young men are observing the party/scene.</i> Einige Jungen sehen der Partie zu	2
16	<i>They say, that the others (first group) think that they are better than they are.</i> Sie sagen daß die anderen Männer wohl denken, sie sind besser als die anderen	3
17	<i>One also mentions that (a certain) Erna is with the</i>	2

	<i>group/Erna is sitting with the them.</i> Er erwähnt auch, dass (eine gewisse) Erna bei den Feirenden wäre	
18	<i>At this moment, one of the celebrating members of the first group puts the needle on a new record,</i> In diesem Augenblick setzt einer von den Feiernden die Nadel auf eine neue Schallplatte,	1
19	<i>and a faster song begins playing.</i> und ein schnelleres Lied beginnt zu spielen	1
20	<i>He/they begin(s) dancing (with his pretty girlfriend).</i> Ein Mann mit braunen Locken tanzt mit seiner hübschen Freundin.	2
21	<i>The men from the second group come over to them</i> Die Männer gehen rüber	4
22	<i>and stop the music</i> und machen ganz plötzlich die Musik an	4
23	<i>One of the men says that they should stop with their immature/sissy behavior.</i> Er sagt, sie sollten mit dem (weiblichen Quatsch) aufhören.	1
24	<i>One of the celebrating members threatens him and tells him to go away.</i> Einer von den Feiernden droht ihm und sagt, er solle das lassen	1
25	<i>One of the men speaks (aggressively) with Erna.</i> Einer von den Jungen spricht aggressive mit Erna.	3
26	<i>He says, that she has sunken low/should be ashamed,</i> Er sagt, dass sie tief gesungen ist	3
27	<i>a German girl, together with such a man, who is probably Jewish as well.</i> Sich mit so einem Mann, einem Juden, abzugeben	3
28	<i>As an answer, another member of the group says that he is also Jewish,</i> Als Antwort darauf behauptet ein Mann, dass er tatsächlich Jude sei	5
29	<i>and that he is proud of it.</i> Und dass er darauf stolz sei	3
30	<i>The girl goes over to the boy with the red shirt,</i> Dann geht das Mädchen zu dem jungen Mann mit dem roten Hemd	1
31	<i>looks him in the eye / tells him to his face,</i> Schaut ihn fest an, Erna sagt (dem Arier) ins Gesicht,	2

32	<i>and tells him to pay close attention.</i> sagt, er solle gut aufpassen	3
33	<i>She then goes back to her boyfriend,</i> Und geht dann zurück zu ihrem Freund	1
34	<i>and kisses him.</i> Die Frau (als Demonstration dagegen) küßt einen der Männer	5
35	<i>The young man (and his friends) leave.</i> Und er geht schließlich weg	2

Appendix F: Master Summary of Film Clip Two

The scene takes place in a restaurant or bar. A group is sitting around a table. They are wearing suits, ties and dresses with pearls. Two other men / a couple of others are standing at the bar, and listening to the conversation. All of the tables are empty, but covered with white tablecloths. The first group is talking (about actors/theater). The group asks one man, Höfgen, questions (about actors/the theater). He provides the names of the actresses/answers their questions. Höfgen calls actress a stupid cow. Hans asks why she is a stupid cow / interrupts the conversation. The same man says he has said it, because the actress is friends with a Nazi. Höfgen says that he isn't interested in how many lovers she has. He imagines it is a lot. The man from the bar says that he will not put up with the insult of a lady. Höfgen puts his arms around the women flanking him, and gives his opinion of the conversation. The other man wants/tries to hit him. Another man holds him back/tries to calm him down. And asks him if he is drunk/tells him he is drunk. He says that he is not drunk, and that he is the only one who still has any honor. He calls the whole group "Jew infested". Höfgen tells him that he won't have to put up with the "Jew infested" milieu for much longer. That he will promise him. The women are silent.

Prop. #	Proposition	# of experts
1	<i>The scene takes place in a restaurant or bar.</i> Die Szene findet in einem Restaurant / Lokal statt.	4
2	<i>A group is sitting around a table.</i> Eine Gruppe sitzt an einem Tisch.	5

3	<i>They are wearing suits, ties and dresses with pearls.</i> Sie tragen Anzüge, Krawatten, und Kleider mit Perlen zum Schmuck.	1
4	<i>Two other men / a couple of others are standing at the bar.</i> An der Bar lehnen zwei Männer.	3
5	<i>and listening to the conversation.</i> und hören dem Gespräch zu.	1
6	<i>All of the tables are empty,</i> Alle Tische sind leer.	1
7	<i>but covered with white tablecloths.</i> aber mit weißen Tischdecken bedeckt.	1
8	<i>They are talking (about actors/theater).</i> Sie reden (über andere Schauspieler).	1
9	<i>The group asks one man, Höfgen, questions (about actors/the theater).</i> Die Gruppe befragt einen Mann, Hofgen über kulturelle Neuigkeiten aus dem Theater.	3
10	<i>He provides the names of the actresses/answers their questions.</i> Er nennt die Namen von den Schauspielerinnen / er beantwortet ihre Fragen.	1
11	<i>Höfgen / this actor calls one of these famous people a stupid cow.</i> Höfgen / dieser Schauspieler nennt eine von diesen berühmten Menschen eine blöde Kuh.	4
12	<i>Another man asks why she is a stupid cow.</i> Daraufhin fragt ein anderer, warum er das gesagt hat.	3
13	<i>The same man says/believes he has said it,</i> Derselbe Man meint dass er das sagt,	4
14	<i>because the actress is friends with a Nazi.</i> weil die gemeinte Schauspielerin mit einem Nazi befreundet ist.	5
15	<i>Höfgen says that he isn't interested in how many lovers she has.</i> Höfgen sagt, es sei ihm egal, mit wem diese Schauspielerin geschlafen hat,	1
16	<i>He imagines it is a lot.</i> aber er nehme an, es sei eine große Menge.	1
17	<i>(The man from the bar) he says that he will not put up with the insult of a lady.</i>	1

	(Einer der Männer) er sagt, dass er die Beleidigung einer Dame (die genannte Schauspielerin) nicht dulden wird.	
18	<i>Höfgen puts his arms around the women flanking him.</i> Höfgen legt seine Arme um zwei seiner Begleiterinnen.	1
19	<i>And gives his opinion of the controversy.</i> und legt seine Ansicht der Kontroverse dar.	1
20	<i>The antagonist wants/tries to hit him.</i> Der Mann an der Bar (der Antagonist) will ihn darauf hin schlagen.	3
21	<i>He is held back by another (man)</i> Ein anderer Mann halt ihn zurück.	4
22	<i>And ask him / tell him he is drunk.</i> and fragt ihn / sagt ihm, dass er betrunken sei	1
23	<i>He says that he is not drunk.</i> Er sagt, dass er nicht betrunken ist	1
24	<i>and that he is the only one who still has any honor.</i> und dass er der Einzige sei, der noch Ehrgefühl habe.	1
25	<i>He calls the whole group "Jew infested".</i> Er beschreibt die ganze Gruppe als "Juden-infiziert".	4
26	<i>Hoefgen tells him that he won't have to put up with the "Jew infested" milieu for much longer.</i> Derjenige der die Schauspielerin beleidigt hat, meint er müsse ihn nicht mehr Lange in diesem „Juden-infizierten“ Milieu dulden.	5
27	<i>That he will promise him.</i> Das verspreche er.	1
28	<i>The women are silent.</i> die Frauen schweigen.	1

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