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**List of Abbreviations**

SLA	Second Language Acquisition
FLA	First Language Acquisition
TH	Teachability Hypothesis
PT	Processability Theory
CWG	Clemens Winkler Gymnasium
CGG	Christoph Graupner Gymnasium
TL	Target Language
SLL	Second Language Learning
FLL	Foreign Language Learning
UG	Universal Grammar
GT	Generative Theory
IT	Interlanguage Theory
L2	Second Language
L1	First Language
NL	Native Language
MM	Multidimensional Model
FLI	Foreign Language Instruction
SLI	Second Language Instruction
VP	Verb Phrase

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## 1. INTRODUCTION

The research in SLA was based on the investigation of First Language Acquisition (FLA henceforth), and the findings “that children all over the world go through similar stages, use similar constructions in order to express similar meanings, and make same kinds of errors” (Mitchell & Myles 2004:34). It was observed that stages in Second Language Learning (SLL) were similar to the stages in FLA. Stephen Corder (1967) made first major contributions to Second Language research through investigating Second Language learners’ errors in the Error Analysis. Several studies in this field, for example conducted by Rod Ellis (1985), or Heidi Dulay & Marina Burt (1973), proved that not all errors of the Second Language were traceable to the learners’ First Language. In this context, Larry Selinker formulated the term of Interlanguage, which will be evaluated in detail in this thesis. However, a very important contribution was made by Stephen Krashen who developed the Monitor Model, which was the basis for Manfred Pienemann’s Teachability Hypothesis (1985) and the ensuing Processability Theory (1998; 2005).

This present study investigated the proficiency of English as a Second Language through comparing normal<sup>1</sup> versus bilingual education in 2 German Secondary Schools. The motivation for conducting this study had the following reasons, which were personal ones on the one hand, and pedagogic on the other hand. The personal reason was that I grew up bilingual, and thus, I made the experience that the acquisition of a Second Language should start as soon as possible in order to achieve the highest possible linguistic proficiency. The pedagogic reasons for this study were that more and more schools implement bilingual education into the curriculum, or even start with bilingual education in Elementary School. Consequently, the acquisition of a Second Language becomes considerably more important.

The aim of this study is to demonstrate that Second Language learners who are educated bilingual prove a greater proficiency in their Second Language than normal educated pupils of the same age. In this context, in part 2 of this thesis, the most important theories in SLA research are presented. In part 3, bilingual

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<sup>1</sup> The term normal education refers to the usual curriculum in German Secondary Schools, i.e. only English lessons are taught in English.

versus normal education is compared shortly. Part 4 is concerned with the evaluation of the questionnaires and the assessment of English proficiency in bilingual versus normal classes in 2 German Secondary Schools.

### **1.1. Methodology**

As already mentioned in the introduction, this present study assessed English proficiency of normal and bilingual educated pupils in German Secondary Schools. In order to do this, a questionnaire<sup>2</sup> with modal verbs was distributed in 2 German Secondary Schools among 205 pupils of the 9<sup>th</sup> and 10<sup>th</sup> class. The participants had thirty minutes time to complete the tasks.

The questionnaire included three parts which are the following:

- (1) The application of modal verbs in specific situations

This task comprises three different initial situations, according to which the proposed modals must be applied. (For detailed results of the investigation see appendix 2)

- (2) A ranking of politeness (see appendix 3)

- (3) The production of individual sentences according to a given situation (see appendix 4)

The reason for having chosen a questionnaire with modal verbs was that modals are a good instrument for testing English proficiency, as the syntactic in respect to semantic function of modals is linked.

The evaluation of the questionnaire compared 6 different groups:

Group I: 9<sup>th</sup> class of Clemens Winkler Gymnasium (9 CWG henceforth)

Group II: 10<sup>th</sup> class of Clemens Winkler Gymnasium (10 CWG henceforth)

Group III: 9<sup>th</sup> class of Christoph Graupner Gymnasium (9 CGG henceforth)

Group IV: 10<sup>th</sup> class of Christoph Graupner Gymnasium (10 CGG henceforth)

Group V: bilingual 9<sup>th</sup> class of Christoph Graupner Gymnasium (9 CGG/ bilingual henceforth)

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<sup>2</sup> See appendix 1

Group VI: bilingual 10<sup>th</sup> class of Christoph Graupner Gymnasium (10 CGG/  
bilingual henceforth)

The separation of these groups underlay the following reasons. All groups started with English as the first foreign language in the fifth grade, i.e. at the age of 11. Nevertheless, there are differences in the curriculum. The classes of CWG have English lessons of 3 hours per week, which are 12 hours per month. Although the pupils of the normal classes of CGG have the same amount of hours per month, the curriculum is different, as English lessons take place in double hours. That is, pupils of CGG have one double hour in one week, and two double hours in the subsequent.

The pupils of the bilingual classes also started with English in the fifth grade. Additionally, two lessons of History per week are taught in English starting from the seventh grade, and from the ninth grade two lessons of Geography per week are taught in English.

## **1.2.Thesis**

In reference to the above described situation, the following hypotheses are postulated:

**Hypothesis 1**: Bilingual educated pupils use different modals in the same situations than normal educated pupils of both CWG and CGG.

**Hypothesis 2**: Within the pupils of the bilingual classes the estimation of politeness is more definite than in the normal ones.

**Hypothesis 3**: The semantic and syntactic functions of modals are understood better by the pupils of the bilingual classes than by the pupils of the normal ones.

**Hypothesis 4**: The above postulated hypotheses are also applicable for the contrastive juxtaposition of the normal educated classes of CWG and CGG. It is postulated that the classes of CGG are at a higher level of proficiency than the pupils of CWG.

The above postulated hypotheses will be taken up again and explained explicitly in part 4 of this thesis. The aim of this thesis and the evaluation of the questionnaires is to verify in respect to falsify the above presented hypotheses.

## 2. SECOND LANGUAGE ACQUISITION

### 2.1. Definitions

As this thesis is concerned with the Second Language Acquisition, it implies to determine the terminology of this field. As such, the following part introduces some basic definitions.

SLA determines the process by which languages are learned in addition to the mother tongue of people (cf. Ritchie 1996: 1). However, the term is not restricted to the Second Language acquired after the Native Language, but can furthermore include a third or fourth language (cf. *ibid*). It is important to emphasize that the acquisition of the Second Language takes place after the acquisition of the First Language, i.e. the term Second Language describes any language acquired after early childhood.

The Second Language is often referred to as “L2” or “target language” (TL), compared to “L1”, the first language. (cf. Gass & Selinker 2001: 5)

Nonetheless, Second Language Learning (SLL) differs from Foreign Language Learning (FLL), as Foreign Language Learning determines the Nonnative Language acquired in the native language’s environment, which is usually done within school (cf. *ibid*). The acquisition of a Second Language may take place in the natural environment of that language.

### 2.2. Background Information

„The field of Second Language Acquisition is old and new at the same time” (Gass, Selinker 2001: xiv). On the one hand, it is as old as the issue of Foreign Language Learning and teaching captivated scholars for centuries. On the other hand, it is new as researches about the field (cf. *ibid*) only started forty years ago. However, the first years of research primarily were concerned with pedagogic questions, and thus, put a greater emphasis on the field of language teaching rather than language learning.

From the 1960s through the 1980s (cf. Ritchie 1996:5), “the field of Second Language Acquisition has developed into an independent and autonomous discipline, complete with its own research agenda” (Gass & Selinker 2001:

xiv). In this respect, SLA became an exclusive field of several conferences, as well as part of larger conferences. Additionally, several research journals<sup>3</sup> deal exclusively with the issue of SLA. The research in the field of SLA deals with several subareas, such as Universal Grammar (UG,) language input, language variation, Generative Theory (GT) et cetera, including specific research methodologies.

Nevertheless, the field of Second Language Acquisition is due to its interdisciplinary character concerned with the overall question of how to learn Second Languages. Moreover, SLA is not only approached by one but rather by several distinctive backgrounds, such as psychology, linguistics, or sociology. This wide spectrum of perspectives offers a representative picture of the phenomenon of SLA.

As this thesis is concerned with Second Language Acquisition at German Secondary Schools, the focus lies on the cognitive approach of SLA, and deals with Selinker's Interlanguage Theory (IT), Pienemann's Teachability Hypothesis (TH) and Processability Theory (PT), and Krashen's Theories, which contributed enormously to the research in the field of SLA. Finally, normal in respect to bilingual education are compared.

### **2.3. Theories in Second Language Acquisition**

#### **2.3.1. The Interlanguage Hypothesis**

In 1972, the Interlanguage Hypothesis was formulated by Larry Selinker<sup>4</sup>, referring to cognitive L2 processes.

“The hypothesis considers the distance that the L2 learner has to travel from his/ her L1 monolingual state to L2 native speaker like competence [...]“ (Macaro 2003: 43).

The Interlanguage Hypothesis makes the following assertions: First, strong features of Systematicity (cf. *ibid*) are demonstrated through the errors of L2

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<sup>3</sup> SLA research journals: *Second Language Research*, *Studies in Second Language Acquisition*, *Language Learning* (cf. Gass & Selinker 2001: xiv).

<sup>4</sup> Selinker's theory was based on the paper “The significance of learners' errors” by Stephen P. Corder. In this paper, Corder made the point that learner errors should be seen not as a proof of incomplete learning, but as a proof that learners at any given point in their L2 development possess some form of linguistic competence which is systematic”. (Block 2003: 17).

learners at every stage of development. Second, the learners' errors do not prove lack of care or laziness. These errors are rather a consequence of the learners attempting to generate specific hypotheses about how the Target Language (TL) must be. Third, the theory claims that this interlanguage is unstable, and that learners may produce several variations of errors during certain stages. Nevertheless, the instability of interlanguage stages, and further evidence based on input<sup>5</sup> stop the fossilization of errors. Forth, the transfer of rules from the learners' L1 is responsible for some but not all erroneous hypothesis of L2. In fact, the overgeneralization of already acquired rules is also partly responsible for errors. The last point of the Interlanguage Hypothesis implies that the rules which are created by L2 learners at the several stages of acquisition are neither L2 nor L1 rules, but rather unique ones created in the learners' heads (cf. Macaro 2003: 43).

Concerning the Interlanguage Theory, the following basic assumptions are made: Learners of L2 possess a creative and complex learning device, L2 competence is internally systematic and coherent at any point of time, and the transitional competence, i.e. the interlanguage of a learner is an idiolect, which is held in a specific way by each individual learner (cf. Block 2003: 17). Thus, errors should be seen as part of the learning process.

Corder added that even a native speaker of any language did not know his/ her own language in its entirety (cf. *ibid* 1973: 145). Consequently, it is hardly possible to teach a Second Language learner the whole of a language, which moreover implies that the needs of a L2 learner are in any case more restricted than the ones of a native speaker.

Hence, Corder assumed that only an inventory was represented by language description. The aim of teaching should thus comprise a selection of this inventory in order to delineate a syllabus, of which the least main contribution should be the description of the language.

In this context, Corder emphasized the necessity of outlining a hierarchy or general structure of applications. Interlanguage Theory is concerned with

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<sup>5</sup>In this context, Corder emphasizes the distinction between input and intake. Although both are responsible for the learner's output, there is an important difference in the definition of these two terms. According to Corder (1973), input refers to what is provided to the learner, whereas intake determines what is actually internalized.

several stages of acquisition, of which the first is the above mentioned description of language. These stages underlie a hierarchy, which implies that the results of one stage are prerequisites for the subsequent stage. According to Corder, the function of each stage is to answer specific questions<sup>6</sup>. The basis for the construction of the syllabus is the recognition of differences of the Native Language in respect to the Second Language. Hence, the degree of difference of the Native Language and the Second Language, for example different tense systems, is responsible for the size of learning problems.

Corder suggested three types of comparison which are relevant for the syllabus construction of SLA (cf. *ibid* 1973: 148). The first type is called the intralingual comparison. It deals with the common core<sup>7</sup> of linguistic items of the TL. This common core is relevant in terms of both selection of the syllabus of the TL and the sequencing of the syllabus.

The second type is the interlingual comparison. It determines the process of confronting different languages, which are the Native and the Second Language in SLA research. Due to this process, it is possible to detect differences between L1 and L2, and hence, to predict learning problems. As such, Second Language learners should learn the differences between the two languages rather than only acquire L2 rules.

The last type of comparison is Error Analysis, which is concerned with the errors made by L2 learners. That is, due to the detected errors it is possible to determine the learner's particular point in the course of the TL, as errors are considered to be systematic (cf. Corder 1973: 149). More detailed this means that the L2 learner applies his/her knowledge according to a set of rules, which are not the ones of TL but transitional in terms of being similar both to the native and the second language, hence they represent an interlanguage – i.e. an intermediate status between two languages.

In reference to the above presented hypotheses, it is assumed that the bilingual educated pupils produce other errors than the normal educated pupils, as they are at an advanced stage of development of the TL. That is, the interlanguage

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<sup>6</sup> The first stage is concerned with the question what the nature of the language to be taught is; the second stage with the specification of the content of the syllabus (cf. Corder 1973: 146).

<sup>7</sup> In all languages there are several dialects, that is, several linguistic varieties. Nevertheless, all these varieties share a common core.

of the bilingual educated pupils is another than the one of normal educated pupils.

However, the assessment of English proficiency of bilingual versus normal classes does not only include the Interlanguage Hypothesis, but furthermore considers other hypotheses which are relevant in the field of SLA research. In this context, the following part deals with Krashen, whose Monitor Model is a major contribution to the development of theories in the field of SLA.

### **2.3.2. Krashen's Monitor Model**

As already mentioned in the Introduction, research in Second Language Acquisition is a comparatively young field. Major contributions were made at the beginning of the 1980s by Stephen D. Krashen, whose hypotheses are presented below. Krashen's Monitor Model distinguishes 5 different hypotheses, of which the first is the Acquisition-Learning Hypothesis.

#### ***The Acquisition-Learning Hypothesis***

"The acquisition-learning distinction is perhaps the most fundamental of all the hypotheses" (Krashen 1987: 10)

The Acquisition-Learning Hypothesis claims that there are two independent and distinct ways of developing L2 competence. On the one hand, acquisition is a subconscious process which is similar to children's L1 acquisition. Acquirers are aware of using the language for communication, but hardly that they are acquiring a language. Besides, the process of acquiring competence and its result is unconscious, too. Hence, learners rather feel errors than consciously know violations of rules, as SLA in terms of acquisition focuses less on correctness but rather on communication.

On the other hand, L2 competence is developed through language learning or through formal instruction, and comprises conscious processing referring to grammatical rules and L2 knowledge (cf. *ibid* 1987: 11).

Subconscious acquisition is, in contrast to conscious learning, hardly affected by error correction. Nevertheless, the ability to perform in L2 is influenced by language acquisition rather than language learning (cf. Krashen 1989: 8). The

only function of conscious rules is to act as a Monitor, i.e. corrections are made while speaking or writing by using the learned rules.

Based on the Acquisition-Learning Hypothesis, Krashen developed the Monitor Hypothesis which is presented below.

### *The Monitor Hypothesis*

“The monitor is part of the learner’s internal system that appears to be responsible for linguistic processing.” (Krashen et al. 1982: 58)

As shown in the Acquisition-Learning Hypothesis, there are two coexisting processes for L2 acquisition, but it is not stated how these processes are used in the performance of L2. At that point, Krashen postulated that learning and acquisition are applied in specific ways (cf. Krashen 1987: 15). Learning acts as an editor, i.e. a Monitor, and changes the form of produced utterances, which are initiated by acquisition, which is furthermore responsible for the fluency in the Second Language:

**Figure 1: Monitor Hypothesis (cf. Gass & Selinker 2001: 199)**



Thus, it is stated that conscious learning plays only a subordinate role in L2 performance<sup>8</sup>. Nevertheless, if the conscious Monitor is used performers of L2 might be able to produce utterances that have not been acquired yet.

The use of the Monitor depends on several factors, which include at least the age of the learner, the extent of formal instruction experienced by the learner, and the learner’s individual personality (cf. Krashen et al. 1982: 59). Krashen furthermore stated that adults have faster progress in the Monitor use than children. However, children may acquire second languages well and easily, even if they are barely consciously aware of linguistic rules. Some adults, on the other hand, whose conscious knowledge may be elaborated, may have

<sup>8</sup> According to Krashen, the use of conscious rules is only possible when three conditions, which are necessary but not sufficient, are met: First, time, as sufficient time is needed to think about conscious rules. Second, focus on form, to focus how an utterance is produced, not only on what is said, and third, knowledge of rules (cf. Krashen 1987: 16).

cognizable difficulties when they attempt to use learned items for communication (cf. Krashen et al. 1982:60).

In addition to these two theories, Krashen postulated further hypotheses which are relevant for SLA research. In this context, he formulated the Natural Order Hypothesis, which is presented below.

### *The Natural Order Hypothesis*

The Natural Order Hypothesis comprises that learners acquire, like First Language learners, grammatical structures of the TL in a predictable order. However, the sequence of acquisition of L2 is not the same one as for L1, although there are similarities (cf. Krashen 1987: 13). Indeed, contrary to intuition, the seemingly easiest learnable rules are not necessarily the ones, which are acquired first, and furthermore, L2 learners make very similar developmental errors. The idea of this theory will be picked up in the course of this paper, namely in Pienemann's Teachability Hypothesis.

Based on these three theories, Krashen evolved his Monitor Model, and emphasized the necessity of comprehensible input. In this connection, he formulated the Input Hypothesis.

### *The Input Hypothesis*

The attempt of the Input Hypothesis is to answer the question of how language is acquired. Assuming that the Monitor Hypothesis is correct, education should focus on acquisition.

The central question of the Input Hypothesis is how a learner can progress from stage  $i$ , which represents the current competence, to the next stage  $i+1$  (cf. Krashen 1987: 20). In the Input Hypothesis it is postulated that the only way to move into a higher level is to understand the input of  $i+1$ , i.e. the input of the next level. Consequently, only comprehensible input will yield to the acquisition of the TL. More specifically, a new rule is acquired through understanding the input containing this new rule. This development proceeds with the help of the learner's previous linguistic competence (cf. Krashen 1989: 9). Language acquisition is not caused by speaking as such, but speaking

develops through acquiring comprehensible input. However, speaking in the sense of conversation (i.e. in terms of the requirement of comprehensible input) results in the acquisition of the TL. Sufficient delivery of quantity and quality of comprehensible input implies all appropriate structures. Consequently, successful communication leads to support of  $i+1$ .

Moreover, language fluency emerges over time and cannot be taught directly. Again, there is the need of comprehensible input to acquire fluency in a language.

In conclusion, the Input Hypothesis does not relate to learning but to acquisition (cf. Krashen 1987: 21).

Besides the above presented theories, Krashen included one last theory to his Monitor Model, which is the Affective Filter Hypothesis.

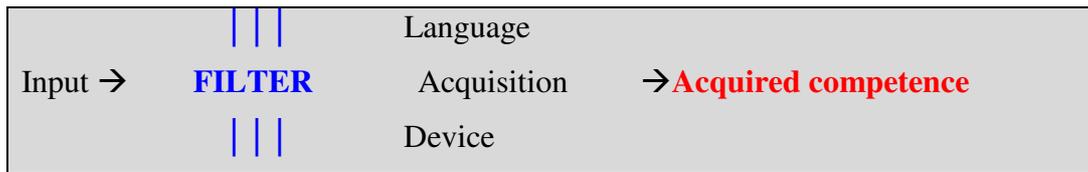
### *The Affective Filter Hypothesis*

The Affective Filter Hypothesis argues that, although comprehensible input is necessary, it is not sufficient for the acquisition of the Second Language. In fact, the existence of an affective filter “can prevent input from reaching Language Acquisition Device” as postulated by Dulay and Burt (1977) (Krashen 1989: 10).

Indeed, there are distinct affective variables referring to successful SLA. These variables include motivation, self-confidence, and anxiety (cf. Krashen 1987: 31).

The variable motivation implies that “better” achievement in language acquisition is reached by highly motivated performers. The variable anxiety has distinguishing influence on SLA, as high anxiety seems to be unfavourable to language acquisition, whereas low anxiety is rather conducive to language acquisition. Furthermore, the variable self-confidence includes that self-confident performers do better in language acquisition than insecure ones.

Hence, the emotional state of learner acts as an Affective Filter, which hinders or permits to store input, which is necessary to acquisition.

**Figure 2: The Affective Filter according to Krashen (1987: 32)**

In regard to figure 2, it is stated that, in SLA, the primary causative variable is input. Nevertheless, the affective filter also comprises that the encouragement of a low filter will be effective in Second Language Learning (SLL), and not only the provision of comprehensible input.

Due to the previously presented theories of Krashen's Monitor Model, an interim summary is made. First, learning and acquisition both contribute to SLA. Second, there are two conditions which are necessary for SLA. On the one hand, there is the need of comprehensible input, which should contain structures beyond the current level of an acquirer, i.e.  $i + 1$ . On the other hand, and in order to "let the input in", the affective filter should be as low as possible.

Adopting Krashen's Monitor Model to the postulated hypotheses in reference to normal versus bilingual educated pupils, the following assumptions are made: First, as bilingual educated pupils receive more input in comparison to the normal educated pupils, the bilingual pupils are at a higher level of proficiency than the normal educated ones. Second, provided that this assumption is true, the advanced level of proficiency of the bilingual pupils comprises a further developed knowledge of grammatical rules. Hence, the monitoring of these rules is responsible for different application of the modal verbs in the bilingual classes in contrast to the application in the normal classes.

Although Krashen proposed the above discussed theories, he also stated that all of his approaches lacked to provide one important ingredient, namely comprehensible input. Thus, Krashen claimed that this comprehensible input should be the goal of language teaching from the first day of Foreign Language Learning (FLL). This view consequently implies that L2 learners would be more successful if they learned the language in the country where it is spoken. The effectiveness of comprehensible input was supported by

Terrell's Natural Approach (cf. Krashen 1987: 30) which was designed with the goal of proving it.

As such, in-class time should be used for the discussion of distinctive themes of the learner's interest. An interesting point of the Natural Approach comprised that L2 learners receive comprehensible input from the teachers, but that they are not corrected when producing incorrect utterances or ungrammatical items (cf. Krashen 1989: 14). Consequently, the theory implies that acquisition is caused by the provided comprehensible input, and not by the learner's production. Learners are further expected to use the Monitor, i.e. conscious learning, outside class. Hence, the learner's interest can be responsible for variation of the syllabus, but despite these variations the Natural Approach does not focus on grammar in any case. The Natural Approach will be taken into consideration again below while discussing Pienemann's Teachability Hypothesis.

Defiant of the importance of Krashen's Monitor Model, other theories deviated from Krashen's theories. As such, the following part of this thesis will both deal with critique on Krashen's Monitor Model and present alternative theories, which are concerned with the topic of SLA.

For example, according to Krashen's Model Acquisition-Learning Hypothesis, language is either acquired through learning or acquisition, and thus, what is acquired cannot become an element of the learning system, and vice versa. In contrast, Gass and Selinker argued that "information about a particular grammatical structure [...] would be "housed" in two separate linguistic systems; if nothing else, this is clearly an inefficient way for the brain to cope with different kinds of information" (ibid 2001: 203). Concerning Krashen's Natural Order Hypothesis, Gass and Selinker stated that the accuracy order did not always reveal the same order (cf. ibid). Consequently, the Monitor, which consists of learned knowledge, accounts the disagreements of the Natural Order. Thus, it is assumed that these theories depend on one another, and in turn, the arguments of each theory do, too.

SLA research offered alternative modes to Krashen's Monitor Model. SLA is regarded as other types of cognitive learning such as FLA, and thus, the emphasis is on the description of cognitive terms, including the organization and acquisition of linguistic knowledge in the brain. In this

context, linguistic knowledge represents a continuum with a range from implicit to explicit knowledge. According to Nick Ellis, implicit learning determines acquisition processes which proceed naturally and without operating consciously, whereas explicit learning takes place through conscious operations and through testing hypotheses in order to find an appropriate structure (cf. *ibid* 1994: 1). Implicit knowledge refers to acquisition whereas explicit knowledge refers to learning. Both implicit and explicit knowledge are used for generating utterances. Accordingly, if knowledge is regarded as a continuum, implicit knowledge is easier to conceptualize than explicit knowledge. The following part will focus on implicit and explicit learning.

### **2.3.3. Implicit and explicit learning**

Nick Ellis stated that humans had scarce insight into processes involved for language acquisition (cf. *ibid* 1994: 2). This process is rather happening implicitly, but the necessary abilities are learned explicitly.

As already mentioned above, implicit learning refers to acquisition, as it proceeds without conscious operations, and thus, naturally. Consequently, explicit learning proceeds consciously, and each learner appoints hypotheses, which then are tested in order to find an appropriate structure. Thus, it is assumed that language acquisition is carried out both explicitly, through selective learning, and implicitly through unconscious natural proceeding.

In approaches, like the Communicative or Natural Approach (cf. *ibid* 1994: 3), it is stated that L2 acquisition is comparable to L1 acquisition. These approaches comprise that explicit (learned) and implicit (acquired) knowledge are memorized separately, an argument which refers to Krashen's Acquisition-Learning Hypothesis, proving the thesis that acquired knowledge cannot become learned knowledge and vice versa.

Moreover, Ellis emphasized that there must be an understanding of the interrelations of implicit and explicit learning processes. Nevertheless, there are contrary ideas of linguists, of which one is the Non-interface position, and the other the Interface position. The non-interface position, to whose exponents Stephen Krashen belongs, and who took a rigorous non-interface position in his Input Hypothesis, holds that metalingual rules are learned with intention of

either self-correction or editing. Yet, second language learners may not apply these rules, as they are not acquired, but rather can give a description of the rules (cf. Ellis 1994: 4). The Interface position, on the other hand “[...] allows some ‘seepage’ from explicit metalinguistic to implicit knowledge [...] [or] [...] the transfer in the reverse direction from implicit to explicit knowledge” (ibid: 4). Accordingly, acquisition of implicit knowledge is fostered through practicing explicit knowledge under instruction. Initially implicit knowledge can result, through proceeding self-awareness, implying re-organisation and examination, in the representation of explicit knowledge.

If this theory is adapted to the assessment of bilingual versus normal educated pupils, it is assumed that the implicit knowledge of bilingual educated pupils is more progressed than the implicit knowledge of normal educated pupils. Preconditioned that it is possible to convert implicit knowledge into explicit knowledge, the bilingual educated pupils should be at a higher level of English proficiency than the normal educated pupils, and further, the pupils of CGG should also be at a higher level of proficiency than the normal educated pupils of CWG, which is in agreement with the postulated hypotheses.

The following part focuses on the Teachability Hypothesis by Pienemann, which is considered important for this present study.

#### **2.3.4. The Teachability Hypothesis**

The Teachability Hypothesis (TH) grabs the theory of Krashen’s Natural Order Hypothesis, and the idea of efficiency of explicit instruction. Accordingly, the acceptance of the existence concerning restrictions in the acquisition order of the TL, as well as the fact that explicit instruction facilitates the order of acquisition contributed to the development of a hypothesis which was proposed by Pienemann in 1984.

Pienemann stated that the most conducive method of teaching was one of which the target is the learner’s proximate stage of development (cf. Macaro 2003: 26). Hence, the theory implied that a new higher stage would fail to be achieved, if the attempt of instruction reached far beyond the learner’s present stage. In this context, “teaching objectives must be graded in a way which appears learnable by the student” (Pienemann 1985: 23).

According to Pienemann, the motor of Second Language Teaching is the syllabus, including both “selection and grading of linguistic teaching objectives” (ibid 1985: 23). As already mentioned above, the TH seized on the idea of the efficiency of explicit instruction. Thus, the principal ideas<sup>9</sup> of syllabus construction include that known structures build the fundament on which new structures have to be set up on, and that teaching of simple structures should precede the teaching of complex ones.

A further point of the Teachability Hypothesis comprised that language acquisition can only be facilitated by instruction, if the interlanguage is approximating to the stage where sufficient prerequisites for the proceeding are developed, hence a fact affirming Krashen’s Input hypothesis. In this context, Pienemann conducted a study<sup>10</sup>, in which contestants of two groups were instructed with information of stage  $i+2$ . One group was at the developmental stage  $i$ , and the other at  $i+1$ . The result of this study was that only learners of the second group ( $i+1$ ) conveyed the provided information to the actual speech production. Since both groups were instructed identically, this study<sup>11</sup> proved that due to the different stages of the contestants’ interlanguages, the instruction on different interlanguage systems has a diverging effect.

Correspondingly, the stage  $i$  requires the application of additional procedure, as  $i+1$  is needed in order to apply  $i+2$ . Furthermore, the applications of structures of a specific stage are prerequisites for the processing of structures of the subsequent stage. The existence of this hierarchy implies that none of the processing stages can be skipped in order to achieve successful development of the TL. Additionally, the Teachability hypothesis comprises that factors which are external to the learner cannot modify the level of processing prerequisites, i.e. the course of development of SLA, as “[...] the possible range of influence of external factors on the SL learning process [...]” (Pienemann 1988: 92) is defined by the Teachability Hypothesis.

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<sup>9</sup> Despite the basic principles, Pienemann emphasized that there was a difficulty in determining what was simple, and that grading principles were ambiguous (cf. Pienemann 1985: 23).

<sup>10</sup> The study was conducted in an Italian elementary school with children learning German as Second Language (cf. Pienemann 1985: 36).

<sup>11</sup> The Teachability hypothesis, and hence, “the existence of identical developmental stages in formal and natural SLA” (Pienemann et al. 1988: 225), is sustained by increasing body of evidence of studies by Jansen (1987), Rod Ellis (1987), or Pienemann (1985, 1987) (cf. Pienemann et al. 1988: 225).

Consequently, this definition can be compared to the Interlanguage Hypothesis, as its possible range is defined by a Predictive Framework (ibid). Nevertheless, the Teachability Hypothesis does not comprise that internal mechanism of the learner guarantee learning, or that SLA is not influenced by teaching.

According to Pienemann, instruction has a positive influence on SLA in terms of acquisition speed, frequency of rule application, and the appliance of these rules in different linguistic contexts (cf. ibid 1985: 36), preconditioned that the learner is at an appropriate developmental level of acquisition. Furthermore, instruction evidently influences variable features<sup>12</sup>, such as speech production, in a drastic way<sup>13</sup>.

In this context, “since the processing prerequisites for variable features like the copula are already acquired when the given feature is applied with a higher probability than zero [...]” (Pienemann 1985: 38), the correctness of the Teachability Hypothesis is demonstrated. Nevertheless, as variable features depend on external factors, there is no resistance of the learning success, if the instruction is not continued.

This leads to the interim conclusion that the Teachability Hypothesis differentiates between variable and developmental features in L2 development. That is, developmental features ride on processing constraints, not including variational features which have been acquired yet.

The correct use of already acquired structures represents a distinctive variational feature of interlanguages. Hence, similar types of interlanguage structures are generated by L2 classroom learners, independent of the presentation of the input. Consequently, there is a set of developmental principles which applies to both natural and formal L2 development<sup>14</sup>.

In natural SLA these principles refer to both speech processing procedures and memory, which determine specific stages of acquisition. As there are several

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<sup>12</sup> Variable features are opposed to developmental features, as developmental features can only develop in a certain sequence, and thus, are characterized by “progressively more language processing requirements” (Nicholas 1985 in Pienemann 1985: 177).

<sup>13</sup> An experiment for the investigation of the Teachability of variable features was conducted. In this connection, the experiment proved that instruction of copula caused increasing correct application of copula insertion (cf. Pienemann 1985: 38).

<sup>14</sup> It is important to emphasize that there are different external factors for natural and formal development of L2, thus, not all factors are the same for these two types.

acquisitional stages, the L2 learner elaborates processing prerequisites at each stage, which the subsequent stage requires, and which is built on the latter processing procedures of the previous stage. This is the explanation why the influence of instruction can not skip acquisitional stages: as the prerequisite for  $i+1$  is also a processing prerequisite for the subsequent structures in  $i+2$ , the L2 learner automatically is able to process  $i+1$ , at the moment that he processes structures of  $i+2$ . Thus, the stage  $i+1$  is a crucial prerequisite for stage  $i+2$ , and bars a simultaneous instruction. A further important point is that this constraint cannot be mastered by input of any kind, as it is deeply rooted in the process of language acquisition of humans (cf. Pienemann 1985: 40). Nevertheless, it is important to emphasize that instruction has a different impact on adults than on children, i.e. adults' cognitive structure differs from the one of children, as well as their memory capacity, which is the logical reason for the different effect of instruction.

At this point, the logical question arises of how language could be taught in the most adequate way. Terrell suggested, from a communicative perspective of language teaching, a Natural Approach (cf. Pienemann 1985: 44). This proposal comprised that communicative competence should be the primary target of Foreign Language Instruction (FLI). Even at the first stage of natural L2 development, learners are able to communicate contents with simplified morpho-syntactic structures. Thus, the focus lies on function and less on form, and grammatical incorrectness is allowed in order to attain communicative competence. Consequently, linguistic input is provided by instruction for acquisition.

The Natural Approach refers to Krashen's Monitor Hypothesis, as he differentiated acquisition, which is subconscious, and learning, which is conscious, in an explicit way. Krashen stated that the Monitor stored learned structures, and that monitoring the stored knowledge is responsible for speech production. Concerning instruction, acquisition is supported by the provision of optimal input. In this connection, the optimal input is comprehensible, i.e. it refers to the learner's background knowledge, in order to attain the subsequent stage. Nevertheless, the Natural Approach deviates from Krashen's Monitor Model in one central point, namely the Natural Order Hypothesis. According to the Natural Approach, the input of FLI "should not be grammatically

sequenced” (Pienemann 1985: 46), which is obviously opposed to Krashen’s theory.

Consequently, Pienemann especially criticized Krashen’s Input Hypothesis, as he considered the theory to be highly speculative. Pienemann pointed out that Krashen did not define stages of acquisition, and thus, his Input Hypothesis, namely that language acquisition was promoted by input containing  $i+1$ , lacked empirical evidence. Pienemann required the demonstration that the motor of acquisition is the comprehension of attuned input. A further point of criticism concerned the interrelation of production and comprehension, which, according to Pienemann could not be assumed automatically (ibid 1985: 47). Hence, only if production and comprehension evolved as mirror-images, the Input Hypothesis would be proved. Apparently, this must not be the case, as L2 learners may produce utterances which they only understand at a later stage of acquisition (ibid: 48).

Pienemann moreover criticized Krashen’s claim that acquisition was provided by comprehensible input only, and that there was no necessity of a syllabus, and thus, stressed that instruction had to be differentiated in respect to the various groups concerning the stages of L2 learners.

A further important point of criticism referred to the Natural Approach, as Pienemann stated that the strategy of this approach comprised a high simplification of the TL. Admittedly, in simplified interlanguage systems, communication is possible in respect to the Natural Approach. Nevertheless, this approach carries the risk that L2 learners will not precede in their development if they recognize that necessary information is conveyed in the simplified acquired structures. According to Pienemann, following the Natural Approach in SLA implies an emergence of stigmatized and deviant interlanguage system (ibid 1985: 49), which is obviously contrary to the expectation of SLA and FLI.

To summarize, the principle ideas of the TH focused on the development of a syllabus in relation to the developmental stages in the acquisition of a second language. In reference to the postulated hypotheses it is assumed that, if the bilingual educated pupils are at a higher stage in SLA than the normal educated ones, they will produce other interlingual errors than the normal educated classes. Depending on the results of the questionnaires of the

participating classes, it is to evaluate, whether the content of the questionnaire was one of a stage which was already reached by the groups, which further allows drawing conclusion concerning the English proficiency.

Based on the TH, Pienemann refined the principle ideas and developed the Processability Hypothesis, which is presented below.

### **2.3.5. The Processability Theory**

The Processability Theory (PT) was proposed by Pienemann (1998), and “is based on research into language processing and is formalised within Lexical-Functional Grammar” (ibid 2005: ix).

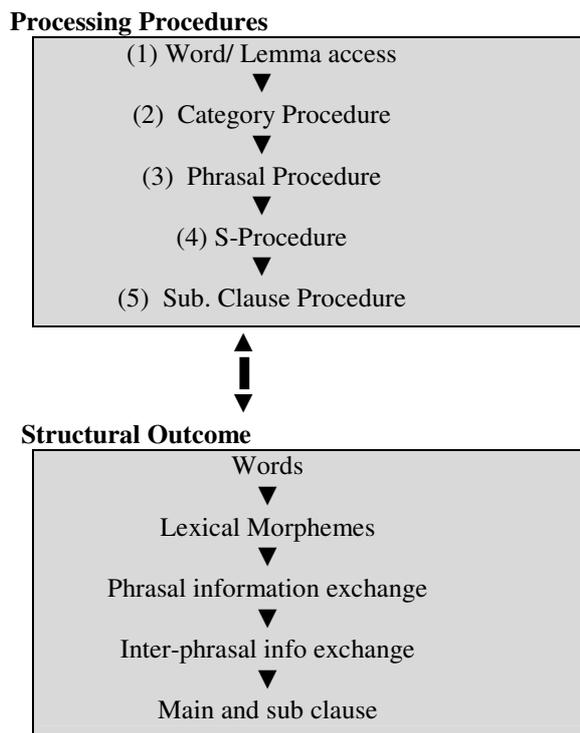
In this respect, the PT describes in which way the course of language development is shaped by language processing mechanisms, and delineates interlanguage variations. Thus, the PT spells out the Processability of Second Language forms at certain stages of SL development, and the occurrence of grammatical forms at any given stage. In addition to that, PT focuses on age-related similarities or differences in SLA, and psychological components, i.e. “the architecture of human language processing” (Pienemann 2005: 2) which are the key innovation of this theory.

The core of PT is the set-up of a hierarchy of procedures in second language processing.

In Processability Theory a set of key grammatical encoding procedures are arranged according to their sequence of activation in the language generation process, and it is demonstrated that this sequence follows an implicational pattern in which each procedure is a necessary prerequisite for the following procedure. (Pienemann 1999: 6)

Hence, PT is built upon Interlanguage and Teachability Theory, as both determine that certain prerequisites are necessary for the development of stages.

Pienemann outlined the following processing procedures underlying the hierarchy of PT, which will be presented in figure 3 below:

**Figure 3: PT hierarchy according to Pienemann (1999: 9)**

The processing procedures are activated in reference to the above presented sequence. The functioning of a certain stage requires the procedure of the previous lower level. Pienemann furthermore hypothesised that, if one element of this hierarchy was missing, the learner grammar would cut off the hierarchy at that point, and instead replace the missing element onto the surface form of conceptual structures (cf. Pienemann 1999: 7).

According to PT, language acquisition can be described as “the gradual construction of a mental grammar” (Håkansson 2005: 184).

Concerning interlanguage, Pienemann assumed that different interlanguage varieties may be presented through the production of different utterances at the same level, as the L2 learners’ varieties represented utilisations of structural options, which were limited at early stages of SLA. Furthermore, these early structural choices of L2 learners determine factors for the subsequent L2 development. Hence, PT defines the scope of occurrence of interlanguage variety, and accordingly constrains interlanguage variability.

Nevertheless, Pienemann conceded that interlanguage of one learner may vary the same day according to the linguistic task the learner had to deal with (cf. *ibid* 2005: 47), but that did not imply that acquisitional stages were instable,

as, if tasks were based on the same skill type (e.g. free conversation), interlanguage would remain at the same level.

Yet, PT can predict the emergence of grammatical forms with respect to processing procedures, which are necessary for the production of these forms. There are sets of circumstances which might hinder the development of grammatical forms, such as developmental gaps referring to interlanguage variation, or form-function relationships, which can be different in their degree of complexity, and hence interact with Processability (cf. Pienemann 1999: 11). This demonstrates again that PT constrains the variability of interlanguage, as already mentioned above.

A further point of PT referred to the Multidimensional Model (MM), which was proposed by Pienemann et al. (1981), and focused on the idea that the development of interlanguage was not linear but rather included at least two dimensions. Differences in interlanguage either represented intra- or interlanguage variation or development (cf. Pienemann 2005: 71). That is, MM represents a descriptive framework which is concerned with interlanguage dynamics. In this context, PT strengthens MM through adding “a set of consistent language processing procedures to the descriptive framework of the multi-dimensional model” (ibid 1999: 10), as acquisition criteria, which relate to a psychological dimension, such as syntactic and morphological structures, are integrated into the description of acquisition processes.

In conclusion, PT was built upon the ideas of MM, and the Teachability hypothesis. The MM focused on the definition of developmental sequences in SLA, and thus interlanguage dynamics were considered as a descriptive framework. The Teachability Hypothesis took up the ideas of MM, and its main point included that it was not possible to skip any developmental stage of SLA. As such, constraints on Teachability were defined by TH.

Finally, the Teachability Hypothesis provided a basis for PT, which was concerned with processing procedures of SLA, and which “has been designed to be universally applicable to any L2” (Pienemann 2005: 74).

Consequently, PT re-defined MM and TH in order to provide a wider scope for the analysis of SLA.

Adapting PT to the postulated hypotheses, it is assumed once more that the interlingual errors of the bilingual educated pupils differ from the errors of

the normal educated pupils. In addition, provided that none of the processing procedures is left out in any of the participating classes, it is further expected that the bilingual educated pupils are, due to a larger scale of English lessons in the curriculum, at an advanced stage of the hierarchy than the normal educated pupils. Moreover, the differences of the curriculum of the normal educated classes of both CWG and CGG are expected to be recognisable in the evaluation of the questionnaire.

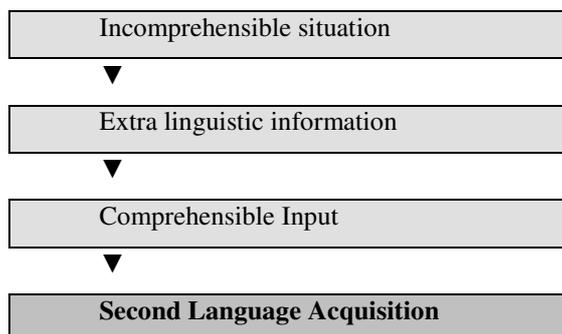
In respect to the above presented theories the following part will have a short look at bilingual versus normal education. Subsequently, the questionnaires will be evaluated in order to assess the English proficiency of the participating groups.

### 3. BILINGUAL VERSUS NORMAL EDUCATION

Despite the above presented theories, it is important to put emphasis on the differences of normal in respect to bilingual education, and hence, to examine the role of Foreign Language Instruction (FLI).

In this context, Krashen dealt with the critique that bilingual education delays the acquisition of English as Second Language (ESL), and stated that “well organized bilingual programs are very effective in teaching English as a second language” (ibid 1989: 69). As mentioned above, Krashen hypothesised that language was acquired by receiving comprehensible input. Accordingly, the question arises what helps comprehensible input. Comprehension is enhanced through extra linguistic information, i.e. a picture may render an incomprehensible situation comprehensible, or at least facilitated, as demonstrated in figure 4 below.

**Figure 4: Provision of extra linguistic information (cf. Krashen 1969: 70)**



According to Krashen, effective teaching methods should furthermore encourage students through providing input in “a relaxed atmosphere” (ibid: 71). Thus, well-taught lessons in geography or history facilitate the development of ESL, if the provided information is comprehensible to the learners.

In this context, Ellis argued that the “heart of the problem of the relationship between SLA and language pedagogy” (ibid 1997: 7) was the distinction between practical and technical knowledge. Technical knowledge, on the one hand side, is explicit, and is consequently acquired by reflecting a specific issue. Moreover, as technical knowledge is considered to be generalized, i.e. there are many cases in which particular forms are applied; the utilization can

cause problems, such as overgeneralization, depending on situations, where the particular utterances are required.

Practical knowledge, on the other hand, is considered as intuitive and implicit, i.e. learners are not aware of the knowledge they possess (cf. Ellis 1997: 7).

This comprises that the acquisition of practical knowledge takes place through experience in context, and thus it is well expressible.

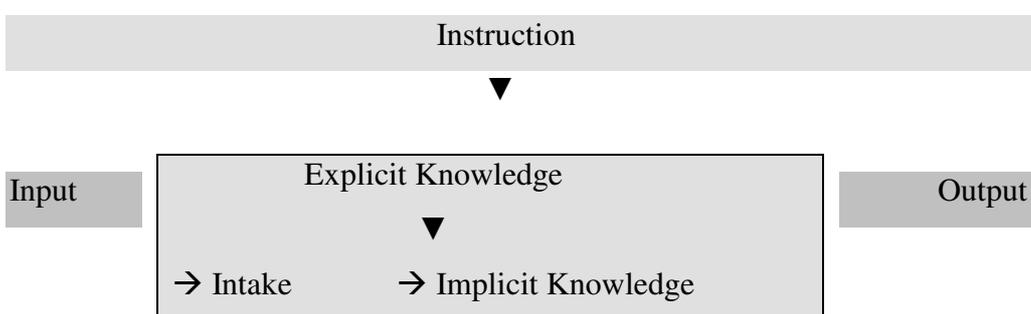
Long argued that language teaching involved designing a language teaching program, including a curriculum “about *what* is to be taught, and *how*” (ibid 1985 in Pienemann 1985: 77). Quite obviously, as Pienemann stated that learnability was determined by the complexity of construction, and teachability in turn was determined by learnability, the logical reason is that the construction of the syllabus varies considering normal education in respect to bilingual education. Consequently, the selection of two types of L2 learners has to be taken into account when examining the status of English learning. A general principle of Pienemann for learnability in teaching second language is “[to] not demand a learning process which is impossible at a given stage” (ibid 1985: 63). According to Long, language teaching should contain the identification of the learners’ needs, the definition of the content of the syllabus, the organization of language acquisition opportunities, and the measurement of achievement of the learners. Hence, the development of target tasks should correspond to the different task types (cf. ibid 1985: 79)

Pienemann (1985) stated that the development of the learning task comprised to determine learning objectives, i.e. the construction of an appropriate syllabus, including structures the L2 learner was expected to understand and produce, referring the actual stage of his/her L2 development. Consequently, teachers should consider errors “as an inevitable part of interlanguage development, but not teach such forms” (Long 1985 in Pienemann 1985: 81).

Ellis (1990: 70) added that the teachers’ ultimate responsibility was to manage classroom interaction, as they were presumed to possess a greater knowledge than pupils. Hence, the teacher is the ‘participant’ in the classroom who is talking the most, as he/she controls the topic, and provides input to his/her pupils. The logical assumption is that bilingual pupils have a greater proficiency than pupils of the same age, who are taught in the normal way, as both they receive more input and, due to interaction, produce more output. In

this context, Gass and Selinker (2001: 259) argued that language which was provided to L2 learners was of defining importance. However, Corder made an important distinction between input and intake, although both are responsible for the learner's output. Moreover, the relationship of implicit and explicit knowledge is of great importance for L2 development, as they are both contributing to output, as demonstrated in figure 5 below.

**Figure 5: The relationship of input/intake & implicit/explicit knowledge (cf. Ellis 1997: 114)**



In FLI, three sources of input are identified, to which the L2 learners are exposed to: (1) the teacher, (2) the materials provided in class, and (3) the interaction with other learners (cf. Gass & Selinker 2001: 311).

Gass and Selinker stated that “input alone is not sufficient for acquisition, because when one only hears language; one can often interpret the meaning without the use of syntax” (ibid: 277). With the production of output, the L2 learner is forced to arrange words in some order, which consequently implies that the learner moves from semantic to syntactic processing. Hence, output also plays an important role in the L2 development. Considering all these fact, it is assumed that bilingual L2 learners show a greater proficiency than normal educated learners of the same age, as they not only receive more input than normal educated L2 learners, but additionally produce more output through the interaction in the environment of the classroom.

## **4. ASSESSING ENGLISH PROFICIENCY IN NORMAL VERSUS BILINGUAL CLASSES**

### **4.1. Introduction**

#### **4.1.1. Description of the questionnaire**

The aim of this present study was to reveal differences in the English proficiency between normal and bilingual classes of 2 German Secondary Schools. As already mentioned in the Introduction, it was decided to choose modal verbs for both comparing and assessing English proficiency of these two class types.

In order to do this, a questionnaire consisting of 3 different tasks was elaborated. In task 1 (see appendix 2) the participants were asked to apply modals in reference to 3 different initial situations, which are:

- a) Formulation of a question
- b) Application of a modal in a situation with high absoluteness
- c) Application of a modal in a situation with low absoluteness

In task 2 of the questionnaire (see appendix 3), the participants were asked to rank sentences according to their politeness.

Task 3 (see appendix 4) implied the formulation of individual sentences in respect to given situations.

The selection of this questionnaire aimed to point out differences between these types of classes, and thus, to juxtapose the proficiency of bilingual versus normal educated pupils. Subsequently, the hypotheses postulated in the introduction are repeated and explained more explicitly.

**Hypothesis 1:** Bilingual educated pupils use different modals in the same situations than normal educated pupils of both CWG and CGG.

The participants of both classes of CWG and the normal educated pupils of CGG use more of the proposed modals in order to complete the sentences of task 1 of the questionnaire, as the application is done rather randomly than consciously. The second hypothesis is build upon the first one and comprises the following assumptions:

**Hypothesis 2:** In the bilingual classes the estimation of politeness is more definite than in the normal ones, as the syntactic in respect to semantic function of specific modals is acquired by these classes whereas the modals are only learned but not acquired in the normal classes.

**Hypothesis 3:** The semantic and syntactic functions of modals are understood better by the bilingual classes. This implies that the finite and infinite application in independently elaborated sentences is done appropriately.

**Hypothesis 4:** The above postulated hypotheses are also applicable for the contrastive juxtaposition of the normal classes of CWG and CGG. That is, it is postulated that the classes of CGG are at a higher level of proficiency than the pupils of CWG.

#### **4.1.2. Methods of investigation**

The subsequent analysis of the individual use of modals will imply three distinct methods of investigation, which are regarded to be adequate to reveal the differences in English proficiency between normal and bilingual educated pupils:

- English Proficiency in the application of modals  
Comparison of frequencies of modal verbs in specific situations
- Comparison of modal verb frequencies for politeness
- Evaluation of the independently produced sentences

***Comparison of the applications of modal verbs in specific situations***

The comparison of the frequency of modal verbs in specific situation is considered to be useful, as it offers a general overview over the status of proficiency of both bilingual and normal classes of the same age. Furthermore, the presentation of specific situations in task 1 of the questionnaire offers the possibility to identify whether the semantic notion and syntactic function of a specific modal was acquired by the participants. Hence, the major meanings of modals will be presented below:

- Category 1: Permission/ possibility/ ability: *can, could, may, might*
- Category 2: Obligation/ necessity: *must, should*
- Category 3: Volition/ prediction: *will, would, shall*

It is worth mentioning that these three groups take into account the indeterminacy of modals (cf. Quirk et al. 1985: 220 ff.), as this basic framework assigns the major meanings of modals, including overlapping or similar meanings of the 3 groups. Consequently, this classification of modals is taken in consideration for the evaluation of the questionnaires. Nevertheless, the evaluation of the sentences will not always include all distributed modals, but rather focus on the most striking observations which are considered to be relevant for the assessment of English proficiency of the participating groups. The evaluation of task 1 will proceed sentence by sentence. Furthermore, a detailed interpretation of the data will be attached to each of the three distinct situations.

***Comparison of the application of modal verbs for politeness***

The second task of the questionnaire comprised a ranking of politeness in 2 specific situations. The aim of this investigation is to establish which modals are considered to be polite in respect to impolite. As task 2 of the questionnaire contained 2 different situations, it is not only possible to examine the frequency of modals in situations of politeness, but furthermore to identify whether the semantic notions of modals are understood by the participants, or whether they apply modals randomly.

***Syntactic and semantic analysis of modal verbs in individual sentences***

Task 3 of the questionnaire included the production of individual sentences in specific situations. The aim of this part of the questionnaire is not only to investigate which modals are used in preference, but also to establish whether the participants are able to apply the modals in terms of syntax and semantics. Furthermore, it will be checked whether the participants use modals at all in this task.

***Composition of chapters***

The evaluation of the questionnaires will be conducted according to the given tasks. Each chapter will include the comparison of six groups:

- Group I     9 CWG                    (65 participants)
- Group II    10 CWG                    (71 participants)
- Group III    9 CGG                      (16 participants)
- Group IV    10 CGG                    (11 participants)
- Group V     9 CGG/ bilingual        (16 participants)
- Group VI    10 CGG/ bilingual        (26 participants)

The evaluation of each task in reference to these groups allows drawing conclusions concerning the English proficiency of normal versus bilingual educated pupils in German Secondary Schools.

## 4.2. Comparison of the application of modal verbs in specific situations

### 4.2.1. Distribution of modal verbs in questions

As already mentioned above (see chapter 4.1.1.), in the first part of the questionnaire the participants were asked to apply modals in three different situations (for detailed results see appendix 2). The following modal verbs were provided for the completion of task 1 of the questionnaire:

- *can, could, may, might, must, shall, should, will would*

In task 1 a) the participants were asked to complete the following questions:

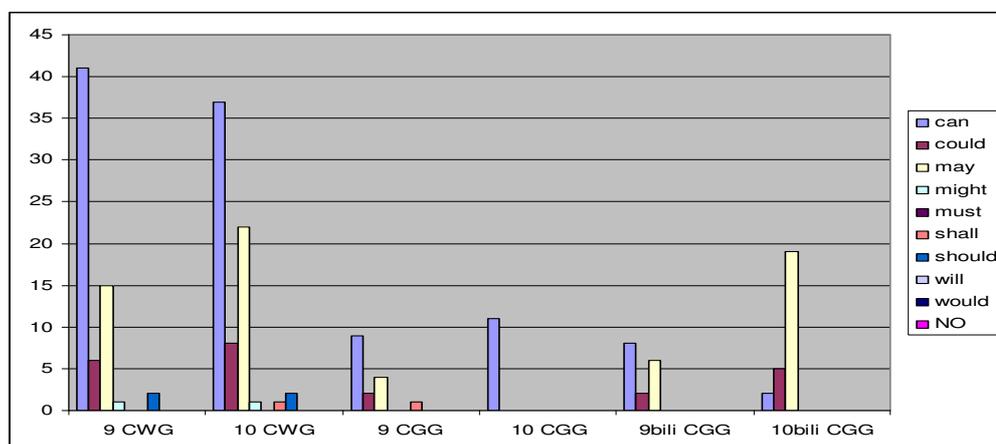
- (1) ..... *I ask you a question?*
- (2) ..... *You call me back later?*
- (3) ..... *You mind me opening the window?*
- (4) ..... *You get me something to eat?*
- (5) ..... *I interrupt you for a moment, Sir?*

Obviously, the aim of task 1 a) was to check which modal verbs were used primarily by the participants of the six different groups, as no initial situation was given. The evaluation will be carried out sentence by sentence in order to find out similarities in respect to differences between the participating groups.

#### *Sentence 1*

**Figure 6: distribution of modal verbs in a) 1:**

(..... *I ask you a question?*)



### *Evaluation of the data*

The task of a) 1 was to complete a question, which did not refer to any specific context. Nevertheless, the evaluation of the figure 6 demonstrates that there are considerable differences in the application of modals between the normal (groups I to IV) and the bilingual (groups V and VI) classes.

Although almost all participants chose a modal verb of category 1 (see chapter 4.1.2.), the most frequent modal of the normal educated pupils of both CWG and CGG was *can*, whereas the bilingual educated pupils preferred the use of the modal verb *may*. Correspondingly, almost all pupils chose an adequate modal in the given sentence, i.e. a modal of ‘permission’.

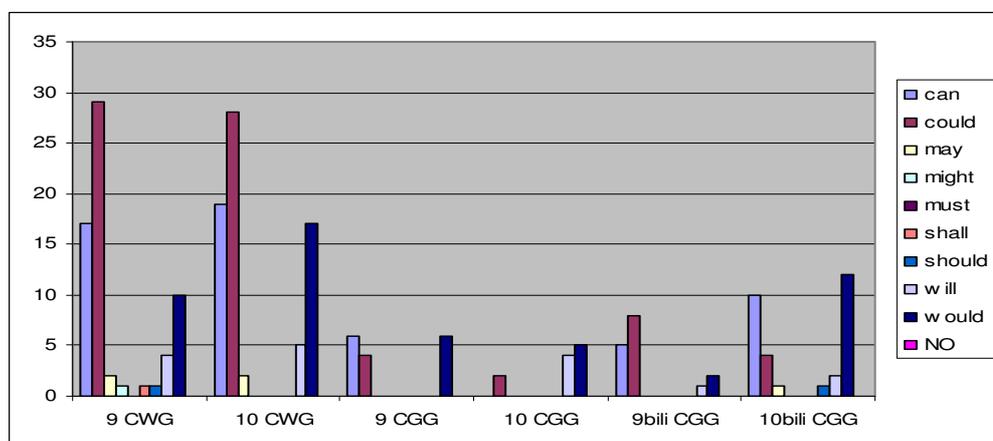
Nevertheless, both normal 9<sup>th</sup> classes and the 10<sup>th</sup> class of CWG (groups I to III) applied more of the proposed modals to this sentence than the bilingual classes and the 10<sup>th</sup> class of CGG (groups IV to VI), which leads to the conclusion that the knowledge of modals is more reliable in these three classes (groups III to VI).

This finding is strengthened through the observation that some participants of CWG (groups I and II) applied the modal *would* to the given context. This application is syntactically appropriate, but semantically rather unfounded. Hence, the application of the modal verbs is considered insecure especially in these two groups.

### *Sentence 2*

**Figure 7: distribution of modal verbs in a) 2:**

(..... you call me back later?)



***Evaluation of the data***

As in a) 1, the task was to complete a question which did not refer to any context.

In case of sentence a) 2, the tendency for applying one of the given modal verbs was quite different than in sentence a) 1. As mentioned above, in case of sentence a) 1, the normal classes of both CWG and CGG preferred to apply the same modal in order to formulate a question, which was a modal of 'permission'.

In a) 2, both the pupils of the 9<sup>th</sup> and 10<sup>th</sup> class of CWG (groups I and II) mainly applied either the modal verbs *can* or *could*. With a lower percentage the modal verb *would* was chosen for the formulation of question.

The pupils of the 9<sup>th</sup> class of CGG (group III) chose to formulate the question with one of the three modals, i.e. *can*, *could*, and *would*. Surprisingly, the pupils of the bilingual 9<sup>th</sup> class of CGG (group V) showed the same tendency in the usage of modal verbs, as the pupils of both classes of CWG, namely, with the highest percentage of either *can* or *could*, whereas both the pupils of the bilingual and the normal 10<sup>th</sup> class of CGG (groups IV and VI) chose to formulate their question using the modal *would* with the highest percentage.

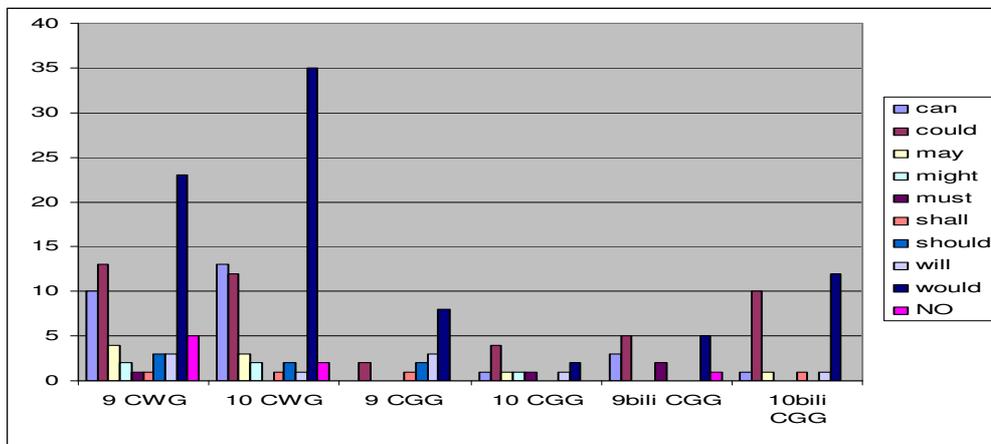
However, it is summarized that in case of sentence a) 2 almost all pupils chose the modal verbs *can*, *could*, or *would*. Very few pupils of all classes (16 out of 205 pupils), except the bilingual 9<sup>th</sup> class of CGG, chose *will* for the formulation of the question, only in some individual cases the question was formulated with *may/ might* (5/ 1 pupil(s) out of 205) or *shall/ should* (1/ 2 pupil(s) out of 205).

The observation that almost all of the proposed modals were used could be especially made in 9 CWG (group I). As already mentioned in sentence a) 1 the application of modals seems to be more reliable in the 10<sup>th</sup> classes and the bilingual classes. This assessment is strengthened in a) 2, as especially 9 CWG used a wider range of modals in a comparatively simple context, and hence, proved insecurity in the application of modal verbs.

### Sentence 3

**Figure 8: distribution of modal verbs in a) 3:**

(.....you mind me opening the window?)



### Evaluation of the data

In task a) 3 the participants were asked to apply a modal in context with a verb followed by a gerund. Hence, the modal which would be both syntactically and semantically appropriate is *would*.

The evaluation of question a) 3 demonstrates that the majority of all pupils applied the modal verb *would* to complete the sentence. However, it is visible that the 10<sup>th</sup> class of CGG (group II) was the only class, in which the modal *could* was represented with the highest percentage (4 out of 11 pupils).

Furthermore, a high percentage of pupils of all classes also chose to formulate the question with the modal verbs *can* and *could* (29/ 36 out of 205 pupils). In addition, it is noticed that there were many individual suggestions for the completion of the sentence, that is, every single modal verb of the suggested ones was represented at least once, an observation which can be especially made in groups I and II, that is, in both classes of CWG.

This leads to the assumption that in case of the formulation of a question containing an infinite verb followed by a gerund was acquired by all participating pupils, although the modal verbs have already been learned. Nevertheless, it is obvious that the modal verbs *can/ could* and *would* were applied in most cases.

Regarding the application of the other modal verbs that were chosen for the completion of the sentence, it is obvious that these modals, i.e. *may/ might*, and *shall/ should*, are distributed only slightly.

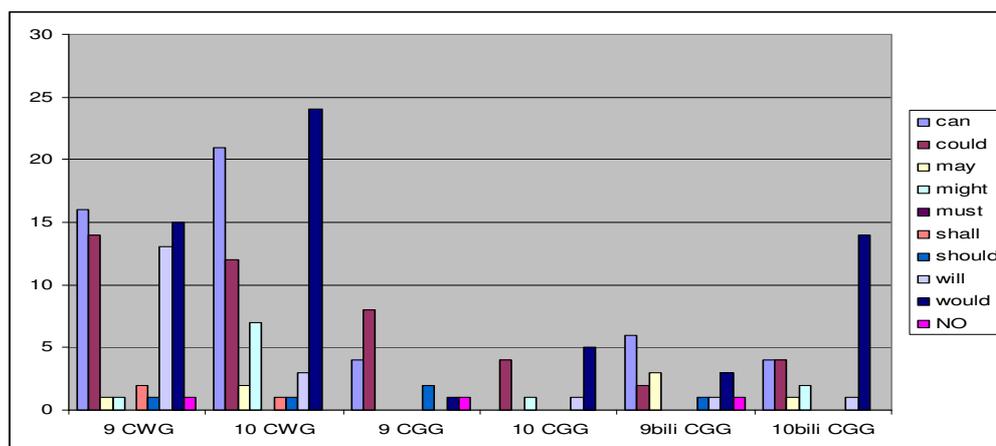
A further observation is that especially in the 9<sup>th</sup> class of CWG (group I) a considerably high number of pupils (5 out of 65 pupils) was not able to complete this sentence, which leads to the assumption that the formulation of such a sentence is the requisition of grammar of a stage which was not achieved at that point.

In conclusion, the completion of a question containing an infinite verb followed by a gerund caused difficulties in all classes, as the semantic notion of this sentence was not understood by a considerably high number of participants (120 out of 205 pupils) of all groups.

#### ***Sentence 4***

**Figure 9: distribution of modal verbs in a) 4:**

(..... you get me something to eat?)



#### ***Evaluation of the data***

As in the other tasks of a) 1, the participants were asked to formulate a question, which was not linked to any specific context. The modal verbs which were represented mainly were either *can/ could* or *will/ would*.

In case of the classes of CWG (groups I and II), the modals which were applied the most were *can/ could*, and *will/ would* in order to complete the question. That is, groups I and II showed the tendency towards the formulation of the

question in form of ‘permission’ (*can/ could*) (63 out of 136 pupils) in respect to ‘volition’ (*will/ would*) (55 out of 136 pupils).

In contrast to that, the pupils of the normal classes of CGG (Groups III and IV) preferred to use the modal verb *could* with the highest percentage (12 out of 27 participants).

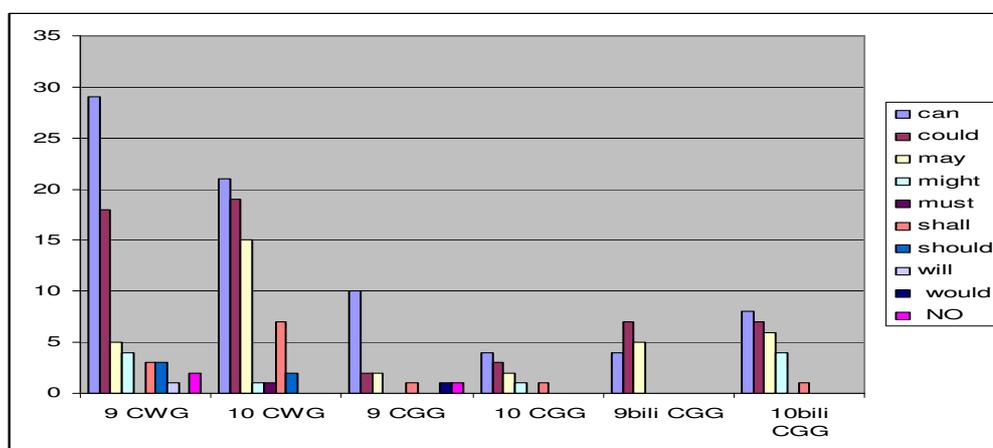
However, it is surprising that the bilingual classes of CGG (groups V and VI) showed more conformity in applying a modal with the classes of CWG, and not with the classes of the same school, which could especially be seen by comparing the 10<sup>th</sup> class of CWG (group II) and the bilingual 10<sup>th</sup> class of CWG (group VI). In contrast to all other classes, in groups II and VI the most frequent modal verb was *would*, followed by *can* and *could*. Furthermore, *might* was the fourth most frequent modal in both classes, which was clearly a distinguishing feature from the other classes.

The distribution of the modal *shall/ should* in groups I, II, and III adds evidence to the assumption that in these classes the application of modal verbs was carried out rather randomly for the following reason: Although this modal is syntactically appropriate, it is semantically unfounded regarding the fact that this question is not linked to any context.

### Sentence 5

**Figure 10: distribution of modal verbs in a) 5:**

(..... I interrupt you for a moment, Sir?)



***Evaluation of the data***

In the last task of 1 a), the participants were asked to formulate a question which was not linked to any specific context.

The evaluation of figure 10 demonstrates that the most frequent modal verb applied in sentence a) 5 was *can*. The only class which used *could* most frequently is bilingual 9<sup>th</sup> class of CWG (Group V). Furthermore, it is obvious that the third most frequent modal verb is *may*, in all classes, i.e. most of the participants chose a modal of 'permission' in order to phrase the question. Nevertheless, in both bilingual classes of CGG (groups V and VI) and in the 10<sup>th</sup> classes of CWG and CGG (groups II and IV) the tendency to use *may* was much higher than in the normal 9<sup>th</sup> classes (groups I and III) of both Secondary Schools. Thus, it is assumed that only in these classes the sense of politeness was understood, as the addressee of the question is a person of respect (indicator *Sir*).

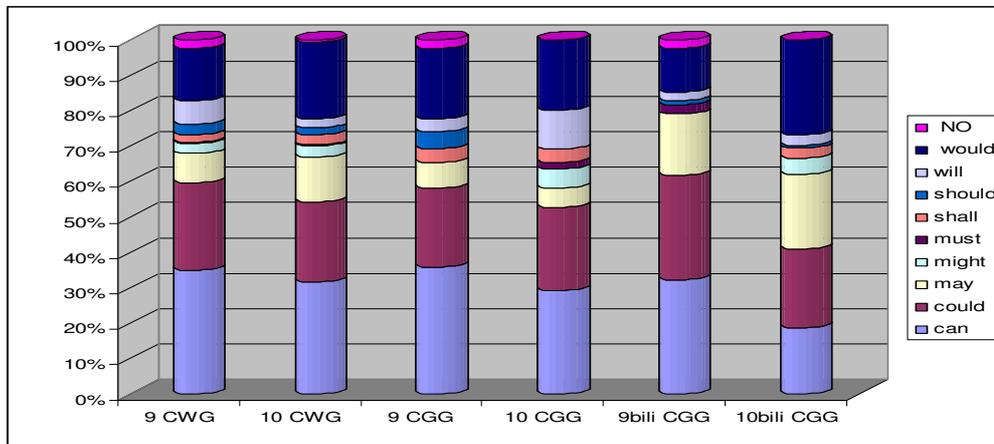
A further observation relates to groups I and II, in which some of the participants applied *shall/ should* to the question (16 pupils out of 136). This application is syntactically adequate, but regarding the fact that this question is not linked to any specific context, it is semantically pointless. Indeed, the modal *shall* was also applied in groups III, IV and VI. Nevertheless, this specific modal was applied by a considerably low number of participants (3 out of 69 pupils) of these groups in comparison to groups I and II.

Moreover, it is salient that the pupils of group I applied almost all provided modals. Concerning all the observations, it is once more assumed that group I applied the modals randomly rather than consciously.

### *Interpretation of the data*

Figure 11 below shows the distribution of the modal verbs in all sentences of task 1 a).

**Figure 11: frequency of modal verbs in questions**



The first task that was set to the participants was to complete a question, which was not linked to a specific context. Consequently, the following observations are made. In almost all classes the most frequent modal verb was *can* by an average of circa 30%, followed by the modal verb *could* with an average use of circa 25%, and the modal verb *would* with an average use of circa 20%.

Nevertheless, the frequency of the modal verbs differed in the bilingual classes in comparison to the normal classes. Since the modal verbs *can*, *could*, and *may* all express ‘permission’, there is consequently a correlation between these modal verbs concerning this function. According to figure 11, it is clearly visible that *may* was more frequent in the bilingual classes than in the normal ones.

Especially in group VI, the application of the modal *can* was considerably less frequent than in the other groups. Furthermore, although the application of the modals *may/ might* was balanced in the normal classes, it is important to mention at this point that these specific modals were represented in each single sentence of groups I and II. Groups III and IV, on the other hand, applied certain modals only in specific contexts. The same observation is valid for the bilingual classes (groups V and VI). Additionally, the distribution of the modals *may/ might* is both considerably higher and explicit in specific contexts in the bilingual classes.

Adapting these observations to the theories in SLA, the following assumptions are made.

First, as Krashen postulated in his Acquisition –Learning Distinction that “[...] acquisition is ‘picking–up’ language” (ibid 1987: 10), the assumption that the bilingual classes apply the modals based on knowledge is verified at this point. Krashen furthermore stated that “Error correction [...] helps the learner to induce or ‘figure out’ the right form of a rule” (ibid: 11). In this context, the pupils of the bilingual classes do not only produce more output, but furthermore receive more feedback concerning the correctness of the produced utterances, which aligns with the assumption that the participants of groups V and VI are consciously aware of the modals they are applying in specific contexts, or at least more aware than the pupils of the normal classes, which both produce less output and receive less feedback.

Second, if one adapts the results of the questionnaire to the Monitor Hypothesis, the pupils of the bilingual classes are able to access an advanced learned competence in comparison to the normal educated pupils, and thus to monitor the acquired competence in reference to the learned one. This theory adds evidence to the assumption that the results in the application of modals are clearer in the bilingual classes than in the normal ones.

Nevertheless, task 1 a) was generally resolvable for the majority of pupils of all groups. In some individual cases the application of modals seemed to have been made rather randomly than consciously. This finding especially concerns groups I to III, i.e. 9 and 10 CWG and 9 CGG, in which the task was either not resolvable or the application was semantically pointless in reference to a specific context

#### **4.2.2. Distribution of modal verbs in situations with high absoluteness**

In task 1 b) the participants were asked to apply the provided modals referring to a given context. The delineated initial situation was one of high absoluteness. The aim of this task was to check whether the participants understood the function of the modal verbs, i.e. to examine whether the modals had been both learned and acquired. This consequently implied that the semantic and syntactic

function of the VP in the initial situation was understood, and that the application proceeded in reference to it.

In task 1b) the completion of the following sentences was required:

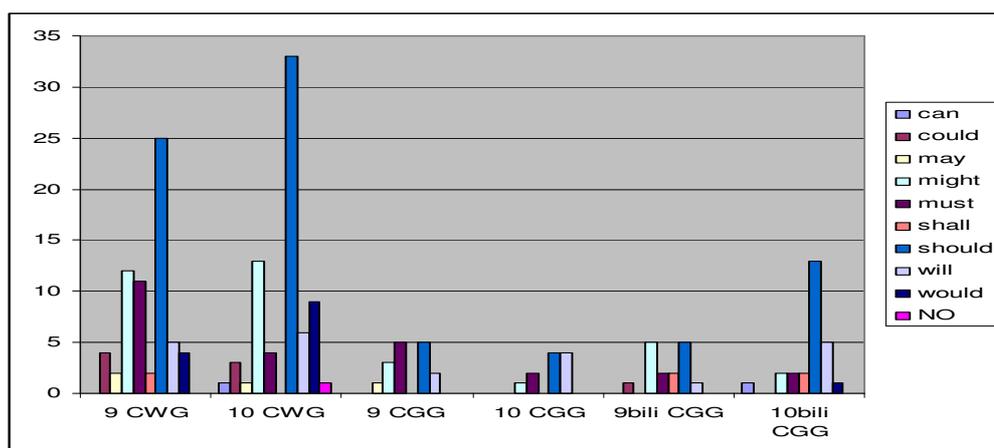
- (1) *I know that Mary left 10 minutes ago. She ..... be here now.*
- (2) *John's girlfriend is arriving in 10 minutes. He ..... go now.*
- (3) *I'm sure I invited Mary to the party. She ..... come.*
- (4) *I am absolutely sure that I did not invite you. You ..... go right now.*
- (5) *I really don't know the answer. You ..... ask someone else.*

As in task 1a), the evaluation will be conducted sentence by sentence in order to check, whether the modal verbs were used consciously, and thus, have been acquired, or whether they were used randomly. Furthermore, the 6 participating groups will be compared in order to find out similarities in respect to differences in the application of modal verbs, and consequently, English proficiency.

### **Sentence 1**

**Figure 12: distribution of modal verbs in b) 1:**

*(I know that Mary left 10 minutes ago. She ..... be here now.)*



***Evaluation of the data***

The initial situation in b) 1 describes a matter of fact, which is indicated by the Verb Phrase (VP) *know that*. The participants were asked to complete the subsequent sentence in reference to the initial situation.

Referring to the given context, the most frequent modal in all groups was *should*, i.e. a modal of ‘prediction’. Nevertheless, there were also some differences observable.

In this context, the pupils of the classes of CWG (groups I and II) used the modal *might* second most frequently, i.e. in case of b) 1, they applied a modal of ‘possibility’ to the given context. It was striking that a high number of pupils of these 2 groups (13 out of 136 pupils) applied the modal verb *would*. However, in case of b) 1 the use of this modal would only be appropriate if the given context was formulated as a conditional sentence (*If Mary had left 10 minutes ago, she would be here now*).

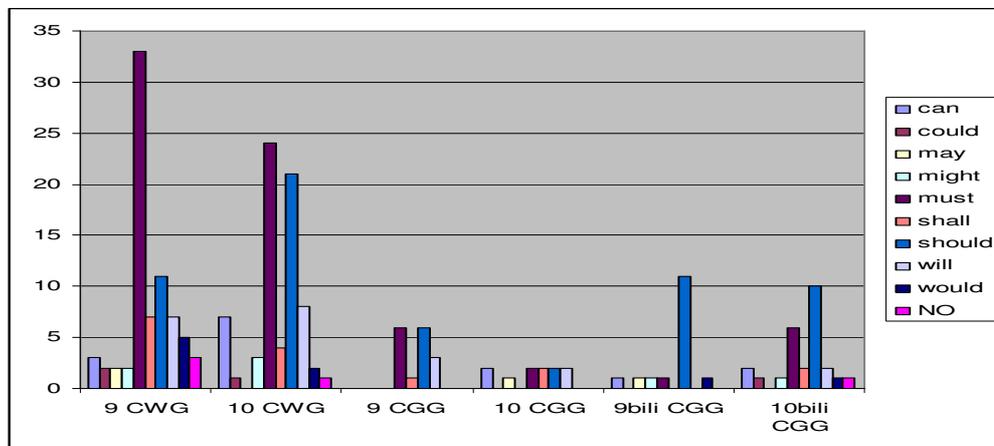
In contrast to that, this modal did not occur, except for one individual case, in none of the other groups. Thus, it is assumed that not all participating pupils of the classes of CWG had acquired the semantic notion in respect to the syntactic function of *would* in this context, whereas the pupils of groups III-VI had. Furthermore, all modals were represented in case of b) 1 in both classes of CWG, which indicates a random rather than conscious application. This fact strengthens the hypothesis that the application of modals within certain contexts was not acquired at that point by all participants of group I and II.

The third most common modal applied in b) 1 is *must*. Consequently, many participants applied a modal of ‘obligation’ to the given context. However, it is clearly visible that in both 10<sup>th</sup> classes of CGG (groups IV and VI) the application distinguished from the other classes, as the participants applied the modal verb *will* second most frequently, and thus, used a modal of ‘prediction’. Thus, the interim conclusion is made that within a context which permits several options of interpretation, the application of modal verbs proceeded referring to the individual interpretation of the context. Yet, some participants apparently used the modal verbs rather randomly than consciously, an observation which was especially visible in both classes of CWG (groups I and II).

### Sentence 2

**Figure 13: distribution of modal verbs in b) 2:**

(John's girlfriend is arriving in 10 minutes. He.....go now.)



### Evaluation of the data

The initial situation in b) 2 describes a matter of fact in the future, which is indicated through the VP *is arriving*.

In case of b) 2 the differences of application of modal verbs were more striking than in b) 1. As in the previous sentence, the initial situation was one of high absoluteness, i.e. the initial situation described an assured circumstance.

The most striking observation was that the pupils of both classes of CWG (groups I and II) applied most frequently the modal verb *must*, i.e. the initial situation was interpreted as an ‘obligation’ in order to complete the following sentence, whereas the pupils of the bilingual classes of CGG (groups V and VI) rather interpreted the initial situation as ‘necessity’ in terms of a reasonable assumption (cf. Palmer 1990: 59). Hence, the most frequent modal in the bilingual classes was *should*. Regarding the normal classes of CGG (group III and IV), the observation is made that the application of either *must* or *should* was balanced. Nevertheless, the application of either *must* or *should* was balanced regarding all participating classes.

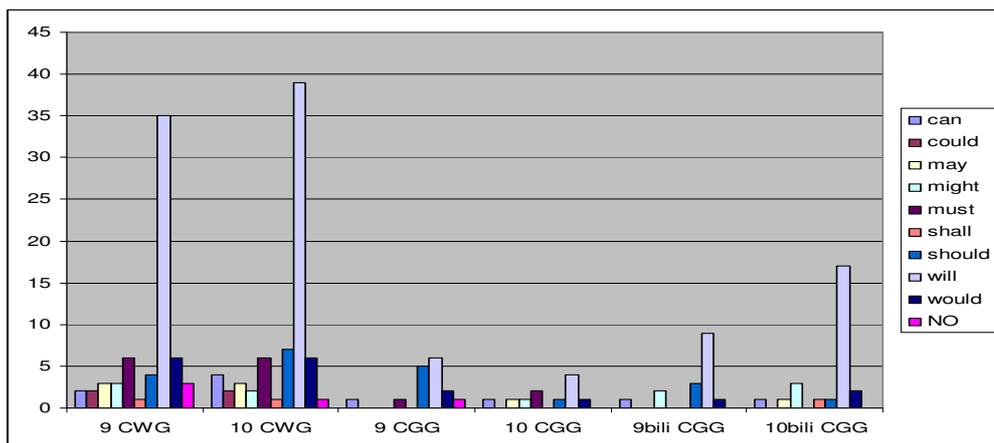
Another salient observation was that the pupils of all normal classes (groups I to IV) used the modal *will* third most frequently, i.e. the initial situation was interpreted in terms of ‘prediction’. Furthermore, some of the participants applied the modal *would* to the context. However, as in case of the previous sentence this would only be possible if the sentence was phrased as a

conditional sentence (*If John knew that his girlfriend is arriving in 10 minutes, he would go now*). The pupils of the normal classes of CWG (groups I and II) tended to apply all of the provided modals. Especially in case of 9 CWG (group I), the application seemed, as in the previous sentence, to have been done rather randomly than consciously, a finding which is strengthened through the observation that the incapacity to complete the sentence was higher than the frequency of some of the provided modals. Hence, the conclusion is drawn that the participants of 9 CWG were asked to solve a task of a stage, which was not reached at that point.

### **Sentence 3**

**Figure 14: distribution of modal verbs in b) 3:**

(*I'm sure I invited Mary to the party. She ..... come.*)



### **Evaluation of the data**

The initial situation in b) 3 describes a fixed circumstance of the past, which is indicated by the VP *be sure*. The subsequent sentence had to be completed with one of the given modal verbs.

The evaluation of figure 14 demonstrates that in all classes the most frequent modal was *will*, i.e. a modal verb of ‘prediction’. All other proposed modals were applied rather slightly. This leads to the assumption that in case of b) 3 most of the participants interpreted the situation identically.

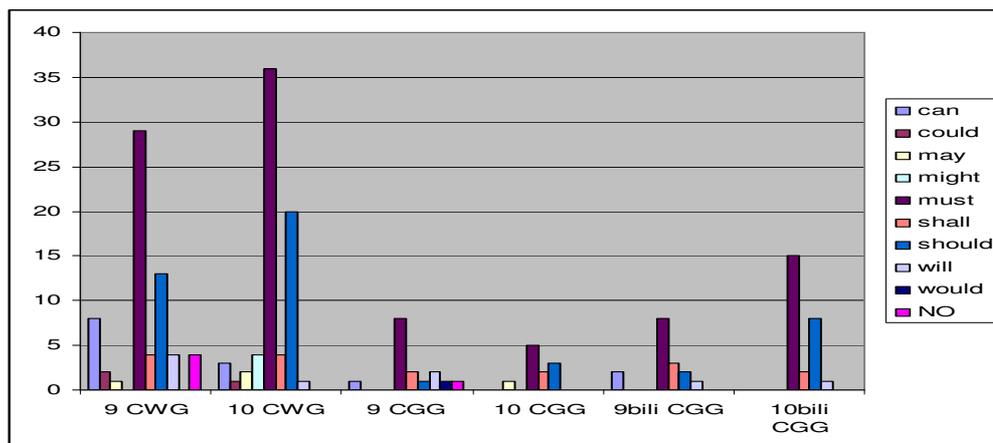
Nevertheless, some participants (18 out of 205 pupils) applied the modal *would* to the sentence. As already mentioned in the evaluation of the previous

sentence, this modal would only be adequate if the content was phrased as a conditional sentence (*If I had invited Mary to the party, she would have come*). In addition to that, there were still a few pupils who were not able to complete the situation, which refers to pupils of both classes of CWG (groups I and II), and the 9<sup>th</sup> class of CGG (group III). Furthermore, the fact that the pupils of groups I and II again applied all of the provided modals leads to once more to the assumption that the completion of this context was a task of a stage which was either not reached at that point or one of a stage which the participants were passing through.

#### **Sentence 4**

**Figure 15: distribution of modal verbs in b) 4:**

(*I am absolutely sure that I did not invite you. You ..... go right now.*)



#### **Evaluation of the data**

The initial situation in b) 4 describes a fixed situation in the past, which is indicated by the VP *be sure of having done something*, and requires the completion of a sentence in the present referring to the initial situation.

The modal which was applied most frequently in all classes is *must*, i.e. a modal of ‘obligation’, the second most frequent modal verb, except in class 9 CGG, was *should*, which also expresses ‘obligation’ in this context. As in the case of b) 3 the other proposed modal verbs were distributed rather slightly. Nevertheless, observation could be made that the task was not solvable for all

participants of group I, and hence, represented a task of a stage which was not reached at that point, as in both normal 9<sup>th</sup> classes (groups I and III) there were participants who were not able to apply any of the proposed modals (group I: 4 out of 65 pupils; group III: 1 out of 16 pupils). Moreover, the fact that in both classes of CWG and the 9<sup>th</sup> class of CGG (groups I to III) almost all of the proposed modals were represented in order to complete the sentence, leads to the assumption that the application was done rather randomly than based on knowledge. Consequently, it is assumed that especially in those classes the modal verbs were learned, but not acquired.

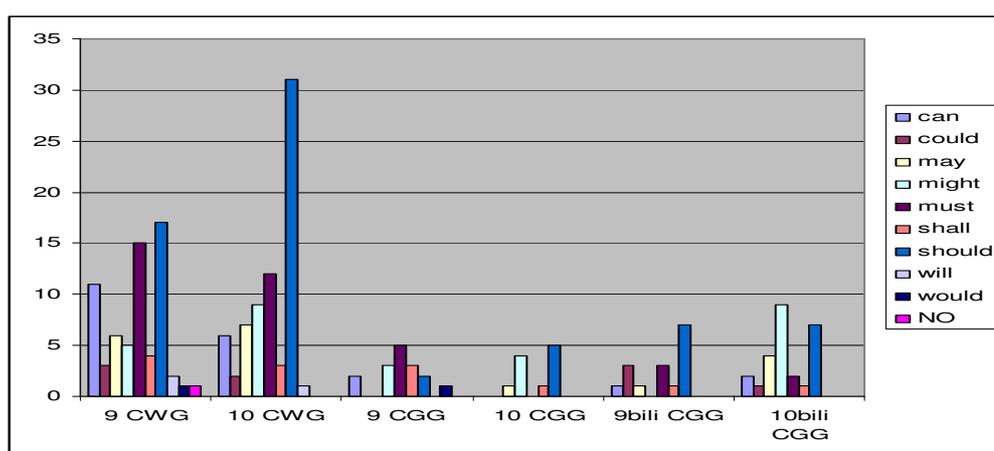
Concerning group III, the observation is made that the pupils applied more modals than groups IV to VI, but fewer than the normal classes of CWG, which leads to the assumption that the pupils of this group were at an intermediate level of English proficiency in comparison to the other participating groups.

In groups IV to VI, the tendency towards one in respect to two modals is clearly visible. Thus, it is assumed that in case of these three groups the participants were confronted with a task of a stage which already was achieved.

### ***Sentence 5***

**Figure 16: distribution of modal verbs in b) 5:**

*(I really don't know the answer. You ..... ask someone else.)*



### ***Evaluation of the data***

The initial situation in sentence b) 5 describes a matter of fact, which is indicated through the VP *do not know something*.

The evaluation of the data shows that in groups I, II and VI, the most frequent modal was *should*, which represents an ‘obligation’ in case of b) 5. The second most frequent modal in both classes of CWG, and the most frequent in 9 CGG is *must*. Hence, the sentence is primarily formulated as an ‘obligation’ by these pupils.

A striking observation is that only the pupils of 10 CGG/ bilingual (group VI) used the modal verb *might* to complete sentence b) 5. Consequently, the pupils of this class formulated the sentence as a ‘possibility’ in form of a suggestion. In addition, this interpretation was the second most frequent within all classes of CGG, as either the modals *may* or *might* were applied in order to complete the sentence. In contrast to that, a high number of pupils of the 9<sup>th</sup> class of CWG applied *can* to the sentence, i.e. the participants also applied a modal of ‘possibility’ to the context.

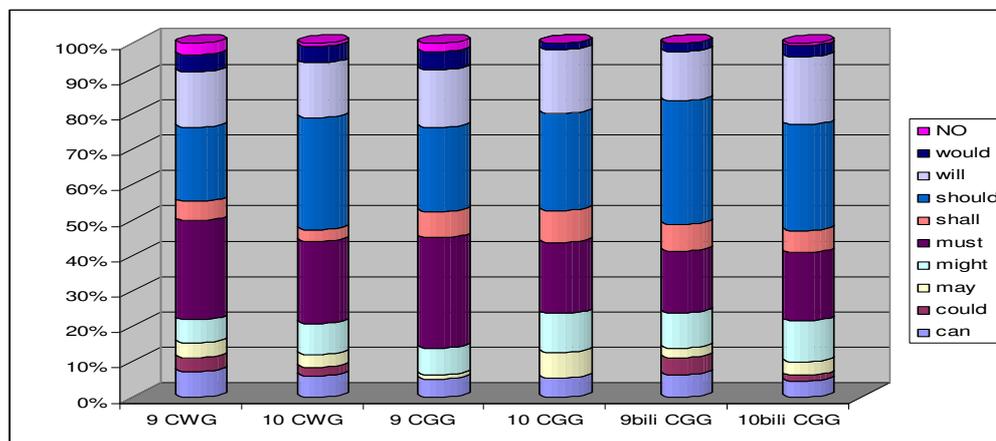
Furthermore, groups I to III applied the modal verb *must* to the given context, and thus interpreted the initial situation as a ‘necessity’ in order to complete the sentence.

However, it is salient that both classes of CWG tended to apply all of the proposed modals to the given context. This observation corresponds with the observations made in the previous sentences, and hence, strengthens the assumption that especially in these classes the application of modals was not as conceived as in the other classes.

### *Interpretation of the data*

Figure 17 outlines the distribution of modal verbs in applied in 1 b):

**Figure 17: frequency of modals in situations with high absoluteness**



In task 1 b) of the questionnaire the participants were asked to complete a sentence in reference to an initial situation with high absoluteness. As visible, the modal *should* was applied most frequently with an average use of 20 per cent, i.e. a modal to express ‘obligation’. Approximately the same percentage of pupils applied the modal *could*, which is used in terms of ‘possibility’.

Nevertheless, it is salient that groups I to III applied *could* more frequently, whereas groups IV to VI showed a stronger tendency towards the application of the modal *should*. All other proposed modals were represented rather slightly.

However, it should be mentioned at this point that especially the pupils of groups I and II tended to use all of the proposed modals in each single sentence, whereas in the other groups the tendency towards one in respect to two modals within specific contexts was pretty clear-cut.

Adapting these findings to both Piennemann’s Teachability Hypothesis and Processability Theory, it is assumed that especially the bilingual classes are at a progressed stage of development in comparison to the normal classes. This assessment will be taken up again in the conclusion at the end of this chapter.

#### **4.2.3. Distribution of modal verbs in situations with low absoluteness**

The last assignment of task 1 included the application of modals in situations with low absoluteness. As in the previous task, the participants were asked to complete sentences referring to a given context. The following sentences were presented to the participants:

- (1) *He might be the best tennis player. He ..... win this match.*
- (2) *The train should arrive in 5 minutes. If you leave now, you ..... catch it.*
- (3) *I might have invited her. She ..... come.*
- (4) *It could rain today. You ..... take your umbrella with you.*
- (5) *Mary should have left 10 minutes ago. She ..... be here now.*

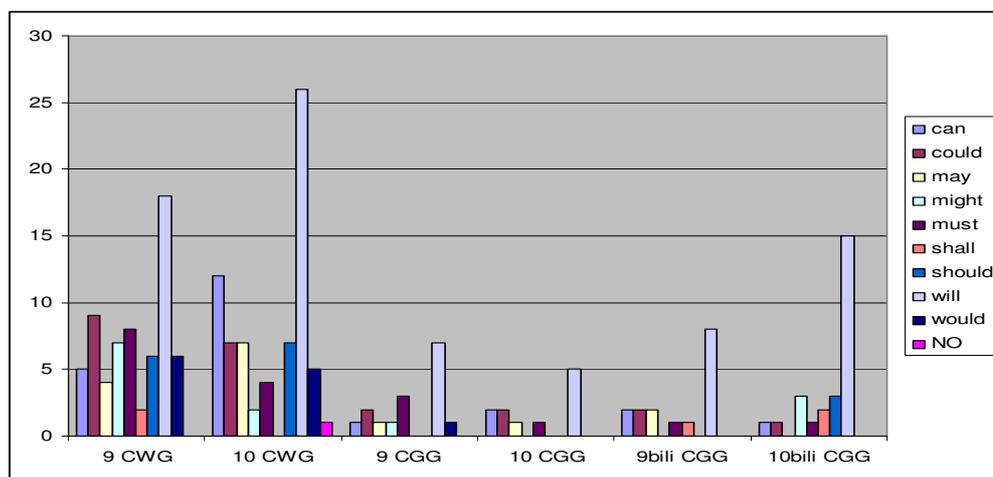
As in the previous investigation, the aim is to examine, which modals were applied by the participants in reference to the context. Since in task 1 c) the initial situation differs from the one in 1 b), the aim of the investigation is

primary to check whether the same modal verbs as in the previous tasks occur with the highest frequency, which would mean that they are not acquired yet, or whether the participants apply the modals referring to a given context. This consequently implies that the participants know the semantic notion of the modal in the initial situation. As in the previous tasks the 6 participating groups will be compared in order to determine similarities in respect to differences in the English proficiency.

### *Sentence 1*

**Figure 18: distribution of modal verbs in c) 1:**

(*He might be the best tennis player. He ..... win this match.*)



### *Evaluation of the data*

In sentence c) 1 the initial situation describes a presumption, which is indicated through the modal *might* ('possibility'). The participants were asked to complete the subsequent sentence in reference to the given context.

The evaluation of figure 18 demonstrates that in all classes the initial situation was interpreted as a 'prediction', as the modal verb *will* was chosen most frequently. In addition to that, the choice of the modal *will* is clear in groups III to VI. However, it is striking that especially in the 9<sup>th</sup> class of CWG (group I) the distribution of the other modals proposed was pretty balanced, which is interpreted as a random use rather than a conscious one. This interpretation is verified if one considers the distribution of the modal *would* in case of c) 1. As *would* would only be possible if the context was formulated in a conditional

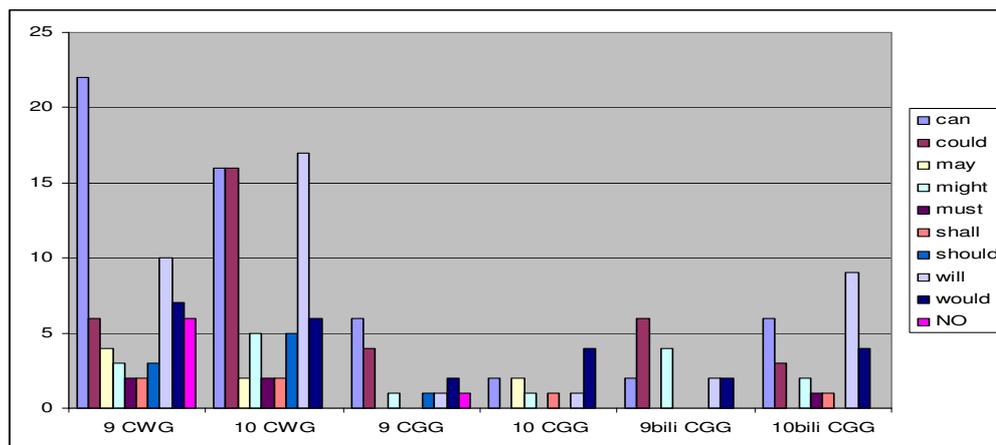
sentence (*If he was the best tennis player, he would win this match.*), it is assumed that this task was one of a stage which was not achieved at that point, as the syntactic function was not understood in this context. The same observation can be made for 10 CWG. Since this observation has already been made in b) 1, the evaluation of this sentence adds evidence to the assumption that the syntactic function of *would* was not acquired by all participants of groups I and II.

The contrastive juxtaposition to groups III to VI shows that the modal *would* did not occur, except in one single case, in these groups. Consequently, it is assumed that the participants of these groups knew the syntactic function of *would*, which is also demonstrated in the evaluation of sentence b) 1.

### **Sentence 2**

**Figure 19: distribution of modal verbs in c) 2:**

(*The train should arrive in 5 minutes. If you leave now, you ..... catch it.*)



### **Evaluation of the data**

The initial situation describes a presumption, which is indicated through the modal *should* ('prediction'). The participants were asked to complete the subsequent sentence in reference to this initial situation.

The assumption that the modals are used rather randomly than consciously can especially be applied to all normal classes (groups I to IV).

As figure 19 shows, the pupils of both normal 9<sup>th</sup> classes (groups I and III) tended to apply the modal *can/ could* most frequently, i.e. the context was completed as a 'possibility'.

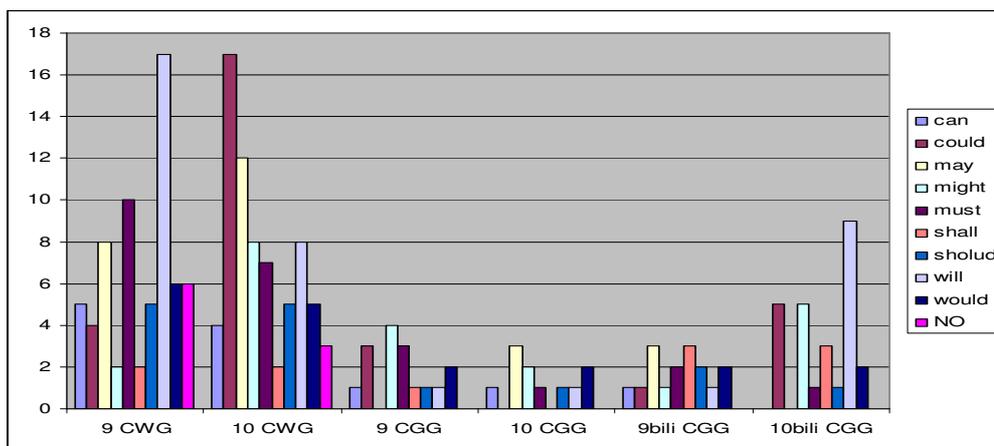
In contrast to that, the pupils of the 10<sup>th</sup> class of CGG applied the modal *would* most frequently to this context. As in the previous task, the application of this modal would only be possible, if the sentence was formulated as a conditional II (*If you left now, you would catch it.*). However, as the sentence is formulated as a conditional I, *will* is the appropriate modal in order to formulate 'prediction'. This observation can also be made at some participants of the bilingual classes.

Nevertheless, it is demonstrable, that there was much lower number of modals distributed in the bilingual classes than in the normal ones. Hence, the assumption is made that the bilingual educated pupils applied the modals according to their knowledge, whereas the normal educated pupils seem to have applied the modals rather randomly. This assumption is strengthened as the normal educated pupils applied a higher number of the proposed modals, and especially the 9<sup>th</sup> class of CWG applied all of them. A further affirming fact to this finding is that a considerably high number of pupils of both 9<sup>th</sup> classes (9 CWG: 6 out of 65 pupils; 9 CGG: 1 out of 16 pupils) were not able at all to complete the sentence, which is particularly visible in case of 9 CWG.

### Sentence 3

**Figure 20: distribution of modal verbs in c) 3:**

(*I might have invited her. She ..... come.*)



***Evaluation of the data***

The initial situation in sentence c) 3 describes a circumstance of a presumption in the past, which is indicated through the modal construction *might have done something* ('possibility'). The participants were asked to complete a sentence in the present in reference to the initial situation. This implied that the participants understood the semantic notion of the modal construction in order to complete the sentence.

The evaluation of figure 20 supports the findings which were made in the analysis of the previous sentences. The charts show that the frequencies of the modals vary from class to class.

The pupils of the 9<sup>th</sup> class of CWG (group I) and the pupils of the bilingual 10<sup>th</sup> class of CGG (group VI) applied the modal *will* most frequently, and thus chose to make a 'prediction' in reference to the initial situation.

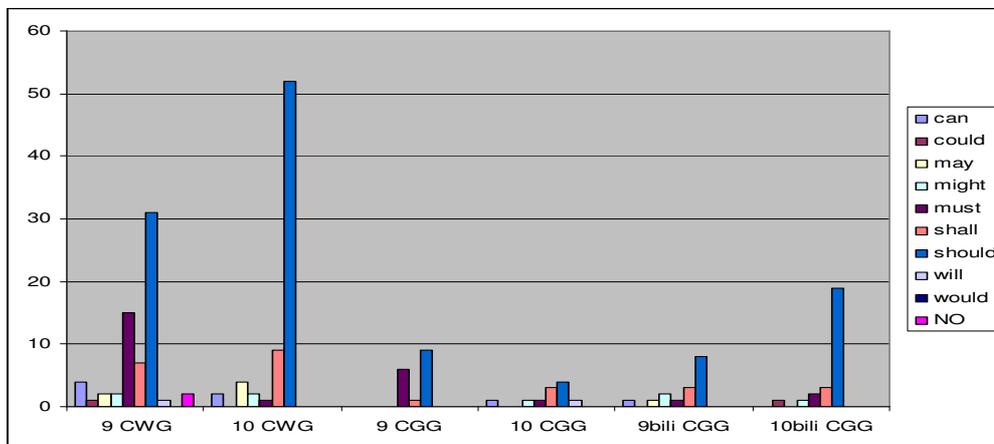
Within the other classes, one of the modals which express 'possibility' was chosen most frequently. That is, the pupils of 10 CWG (group II) applied *could* most frequently; the pupils of the other classes of CGG (groups III to V) applied either *may* or *might*. However, as already mentioned above, the pupils of the normal classes of CWG (Groups I, II), seem to have applied the modals rather randomly than consciously, as first, all of the proposed modals were applied to the context to an equilibrium, and second, a recognizable number of pupils were not able to complete the sentence. This leads to the assumption that the participants were confronted with a task of a stage which is not reached at that point.

In addition to that, the modal *shall* was applied by a considerably high number of pupils of both bilingual classes (6 out of 42 pupils) (groups V and VI). That is, these classes chose to interpret the initial situation as 'prediction' in order to complete the sentence. In this context, it is important to mention that this specific modal was generally distributed rather slightly. Nevertheless, it is visible that the application of this modal was very clear in case of c) 3 in the bilingual classes, which is especially visible in case of group V. This leads to the assumption that the application of this modal was based on knowledge in the bilingual classes, i.e. the semantic function of this modal was acquired.

### Sentence 4

**Figure 21: distribution of modal verbs in c) 4:**

(It could rain today. You ..... take your umbrella with you.)



### Evaluation of the data

The initial situation describes a presumption, which is indicated through the modal verb *could* ('possibility'). The participants were asked to complete the subsequent sentence in reference to the initial situation with one of the proposed modal verbs.

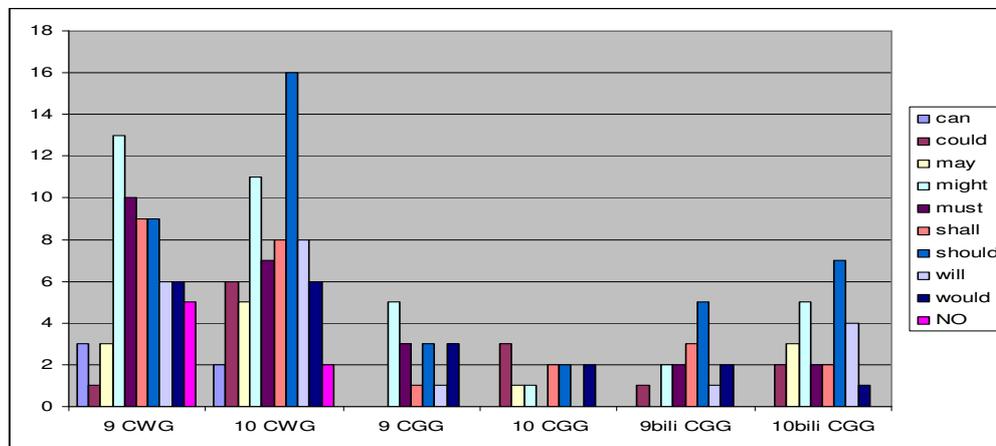
The evaluation of figure 21 demonstrates that the most frequent modal in all classes was *should*, i.e. a modal to express 'necessity' in form of an advice. Consequently, it is assumed that the majority of the participants knew the semantic notion of *could*. The pupils of both normal 9<sup>th</sup> classes (groups I and III) tended to apply the modal *must*, i.e. a modal of 'obligation' to the given context. The other proposed modals were distributed rather slightly.

This observation strengthens the findings made in the evaluation of the previous tasks. That is, as the initial situation was understood by the participants, the application of modal in case of c) 4 proceeded consciously, whereas the evenly distribution of modals in the previous sentences of 1 c) is assumed as a random use, and therefore the application did not proceed consciously. This observation especially refers to groups I to III.

### Sentence 5

**Figure 22: distribution of modal verbs in c) 5:**

(Mary should have left 10 minutes ago. She ..... be here now.)



### Evaluation of the data

The initial situation in c) 5 describes a presumption made in the present, and is indicated through the VP *should have done something*. The participants were asked to complete the subsequent sentence in reference to the initial situation, which implies that the context had been understood.

The evaluation of c) 5 demonstrates that there are considerable differences in the application of modal verbs.

The pupils of the 10<sup>th</sup> class of CWG (group II), and the pupils of the bilingual classes of CGG (groups V and VI) applied the modal *should* most frequently and thus, chose to express ‘prediction’ in reference to the initial situation.

Group IV was the only class which applied the modal *could* most frequently, and thus, phrased the sentence in terms of ‘possibility’.

The most striking observations concern both normal 9<sup>th</sup> classes (groups I and III), in which the most frequent modal was *might*, i.e. the expression of ‘possibility’. Although this in an adequate completion of the context, it is supposed that this application was done randomly for the following reasons: First, both group I and II applied all of the provided modals. Second, it is visible in figure 22 that a considerably high number of participants of group I (5 out of 65 pupils) was not able to complete the sentence at all. The third observation which strengthens this assumption concerns all normal classes of CWG and CGG (Groups I–IV), as a high number of participants applied *would*

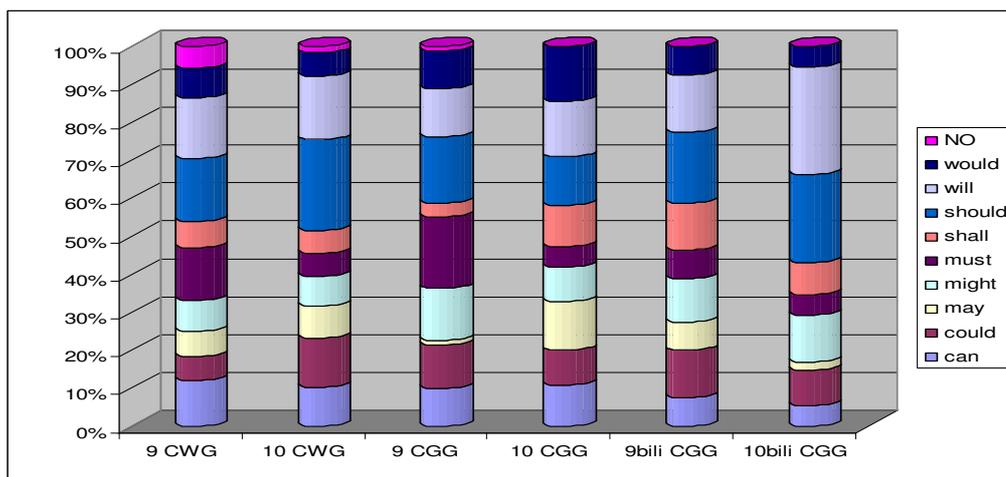
to the given context (17 out of 163 pupils). However, this modal would only be possible here, if the context was formulated as a conditional sentence (*If Mary had left ten minutes ago, she would be here now.*) Indeed, this modal was also applied by the pupils of the bilingual classes. Nevertheless, it is distributed rather slightly in comparison to the other modals.

Consequently, it is assumed that especially the participants of groups I to IV were confronted with a task of a stage which was not reached at that point or which they were passing through.

### *Interpretation of the data*

Figure 23 displays the distribution of the modals in task 1 c):

**Figure 23: frequency of modal verbs in situations with low absoluteness:**



In task 1 c), the participants were asked to complete sentences in reference to a specific initial situation, which was one of low absoluteness. The application of the modals required the comprehension of the initial situation.

At first sight, the distribution of the modal verbs did not vary considerably in the participating groups. Nevertheless, it should be mentioned that the composition of the distribution can be traced back to different applications in specific contexts.

In this connection, it was observable that especially the pupils of groups I and II applied almost always all of the provided modals to each single sentence of

task 1 c). In contrast to that, the distribution of the modal verbs in the bilingual classes (groups V and VI) was clearer in reference to a specific context.

The normal classes of CGG take an intermediate position in comparison to the other groups. That is, in some sentences there were more agreements with groups I and II in the distribution of modal verbs, whereas in other sentences the results were comparable to groups V and VI.

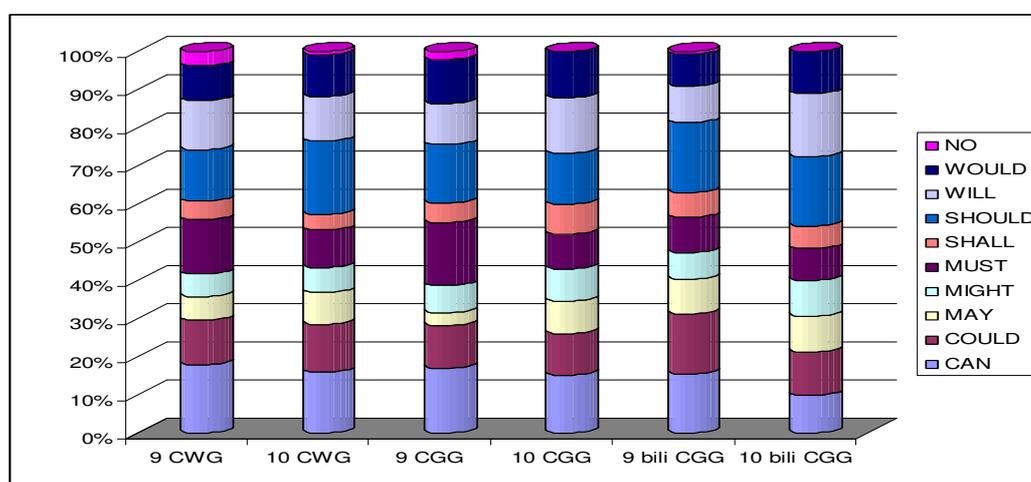
Yet, it is important to have a closer look to the application of the modal *would*. The incorrect use of this modal in specific contexts can be traced back to the Interlanguage Theory. In this context, the L2 learner passes several stages of interlanguage, and “[l]earners create unique rules in their heads which are neither L1 rules nor L2 rules” (Macaro 2003: 44). Thus, the application of the modal *would* is regarded as an interlingual error, as it corresponds to the finite use of the German verb ‘werden’ (*ich würde*).

It was observable that these errors especially occurred in groups I to IV, which consequently allows drawing the conclusion that the bilingual classes were at advanced stage of L2 competence in comparison to the normal classes. The observation that in groups I to III 26 out of 152 pupils were not able to solve the task adds evidence to this assumption. Considering the high percentage of participants (19 out of 65 pupils) in group I which were unable to solve this specific task, it is assumed that this class is at the lowest level of proficiency.

#### 4.2.4. Conclusion

Figure 24 represents the distribution of the modal verbs in all situations.

**Figure 24: Distribution of modal verbs in task 1:**



At first sight, there are no striking differences concerning the frequencies of the applied modals. Nevertheless, the distribution of the modals of task 1 is composed of different frequencies in the specific sentences. As already mentioned in the evaluation of the single sentences, in groups I and II all of the proposed modals occurred in almost all sentences, whereas in groups V and VI the application of modals was rather related to the context, and thus, the distribution of modal verbs was more clear-cut in specific sentences. Groups III and IV showed agreements with both groups I and II and groups V and VI. That is, in some sentences the pupils of the normal classes of CGG tended to apply all of the proposed modals, whereas in other sentences the distribution was more explicit.

Nonetheless, a salient observation is that in groups I, II and III 57 participants out of 152 were not able to complete the sentences of task 1.

Adapting this finding to the theory, it is assumed that these groups were confronted with the task of a stage which was not achieved at that point. In this context, Pienemann postulated that “[...] at each stage the learner develops processing prerequisites which are required at the subsequent stage and which are structurally build on the processing procedures developed earlier” (ibid 1985: 40). Thus, all classes had learned the modal verbs which were provided for the completion of the task. However, in groups I to III the semantic in respect to syntactic function was not acquired, whereas in group V and VI it was. This leads to the assumption that groups V and VI developed advanced processing prerequisites in order to solve the task in direct comparison to groups I; II and III. Thus, groups V and VI, i.e. the bilingual classes, are at a higher level of proficiency. Furthermore, group IV is considered at an intermediate level of proficiency in comparison to the other groups.

Hence, the interim conclusion is made that modals are applied randomly rather than consciously by groups I and II, and partially by group III.

However, it is emphasized at this point that this finding is a preliminary assumption which will be counter-checked in the course of this study. As task 2 requires a ranking of politeness of sentences containing modals it is expected that the pupils of groups I and II are hardly able to determine the politeness of the modals *may/ might* definitely, whereas the pupils of groups V and VI are able to do so. This would align with the assumption that the pupils of groups I

and II applied the modals randomly in task 1, whereas the pupils of groups V and VI applied them consciously. For groups III and IV it is expected that the results of the estimation of politeness are more definite than in groups I and II but less explicit than in the bilingual classes. Furthermore, as task 3 of the questionnaire requires the production of individual sentences, it is assumed that in groups I to IV the modals *may/ might* occur less frequent than in the bilingual classes, and that the pupils of the normal classes produce more grammatical errors than those of the bilingual ones.

To sum up, hypothesis 1 is proven at least partially, as the pupils of the bilingual classes did not necessarily use different modals in specific contexts, but the application was more definite than in the normal classes. Moreover, the pupils of groups I and II clearly used the widest spectrum of modals in the specific sentences in direct comparison to the other groups, which adds evidence to finding that the application of modals was done randomly rather than consciously.

### 4.3. Comparison of the application of modal verbs for politeness

In task 2 of the questionnaire, the participants were asked to rank sentences according to their politeness. In this context, 2 different situations were presented, of which each included 6 sentences.

The aim of this task was to examine whether the classes had the same understanding concerning the politeness of different modal verbs. Since the participants were confronted with 2 different situations, it is possible to check whether the perception of politeness of the modals in the first task is consistent with the estimation of politeness in the second task, or whether it is varying. The evaluation of task 2 will first consider each single group independently, and second, compare the groups in reference to their English proficiency at the end of the chapter.

The first situation required to rank the below presented sentences according to their politeness.

- 2a)
- *Can I borrow your car?*
  - *Could I borrow your car?*
  - *May I borrow your car?*
  - *Might I borrow your car?*
  - *Would you lend me your car?*
  - *Will you lend me your car?*

In the second situation of task 2, the participants were asked to rank the following sentences:

- 2b)
- *Can you close the door?*
  - *Could you close the door?*
  - *Would you mind closing the door?*
  - *May I ask you to close the door?*
  - *Will you close the door?*
  - *I would like you to close the door.*

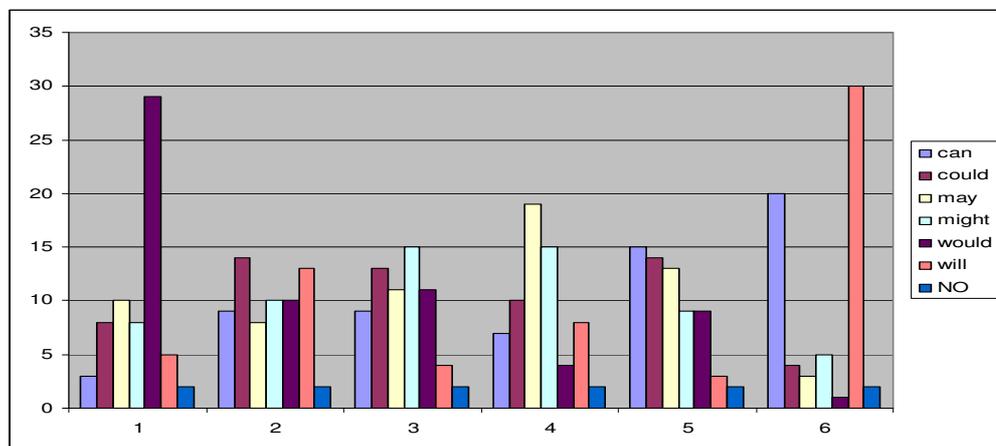
The participants were asked to rate the most polite form with 1, and the least polite with 6.

In this respect, situation 2 included five of the modals of situation 1 (*can/could, may, will/ would*). The modals *may* and *would* occur in different syntactic constructions than in situation 1. For a detailed overview of the results see appendix 3.

### 4.3.1. Group I (9 CWG)

#### *Situation 1*

Figure 25: frequency of modals for politeness in situation1/group I



#### *Evaluation of the data*

As figure 25 shows, there were definite opinions concerning the most polite in respect to the least polite modal in group I. Apparently, sentence 5, containing the modal *would*, was considered the most polite, whereas sentence 6, containing the modal *will* was considered the least polite in order to formulate a request. That is, two modals of the same category, namely to express ‘volition’ are juxtaposed completely concerning their politeness in class 9 CWG.

In addition to that, sentence 1, i.e. the formulation of the question with the modal verb *can*, was considered impolite rather than polite.

It is very striking that the estimation of politeness in the intermediate positions was not explicit. In fact, the distribution of modals is balanced in these positions. This leads to the assumption that the participants of this class did not acquire the semantic notion of the modals in the given context. This

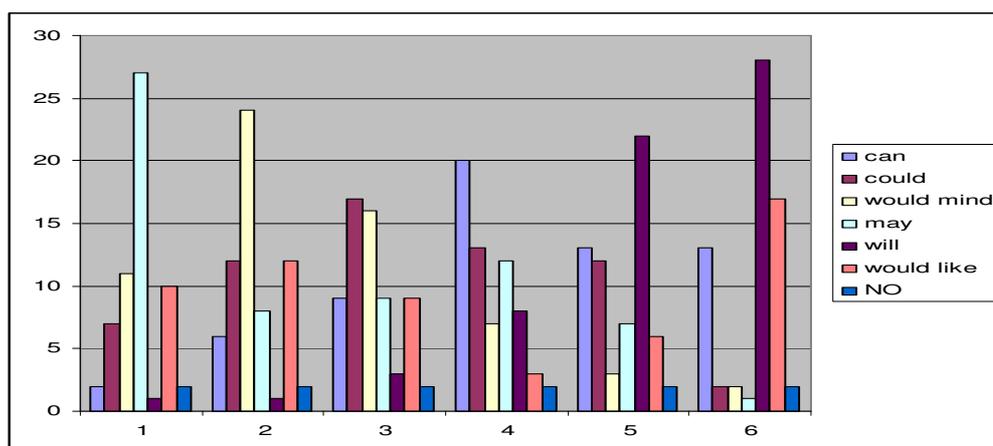
observation aligns with the assessment made in the evaluation of task 1, namely that especially the modals *may/might* were not acquired.

More detailed that means that in task 1 it was assumed that these modals were applied randomly rather than consciously by the participants of this group. This finding is strengthened in this task, as the participants were hardly able to assess the politeness of sentences containing these modal verbs, as each modal was represented in each single position of politeness. Moreover, two of the participants were not able to rank the sentences at all.

Consequently, it is assumed that this task was not necessarily one of a stage which the participants had not reached, but one of a stage which they were passing through.

### *Situation 2*

**Figure 26: situation 2/ group I**



### *Evaluation of the data*

The evaluation of figure 26 demonstrates that there are considerable differences in the rating of politeness compared to situation 1. In this respect, the participants ranked the formulation of the question containing the modal *may* as the most polite form, whereas in situation 1 the construction with this modal was rather considered as an intermediate expression of politeness. Furthermore, it is striking that sentence 5, i.e. the formulation of the question with the modal *will*, is rated the least polite form in situation 2, but the estimation is much more definite than in situation 1.

An interesting observation concerns the sentences which were formulated with a construction containing the modal *would*. Sentence3, i.e. the formulation of the question with the modal construction *would mind doing something* was estimated as the second most polite form, and was generally considered polite rather than impolite. Sentence 6, on the other hand, which is formulated in form of a statement, was both rated the least polite by half of the participants, whereas the other half considered this sentence polite rather than impolite.

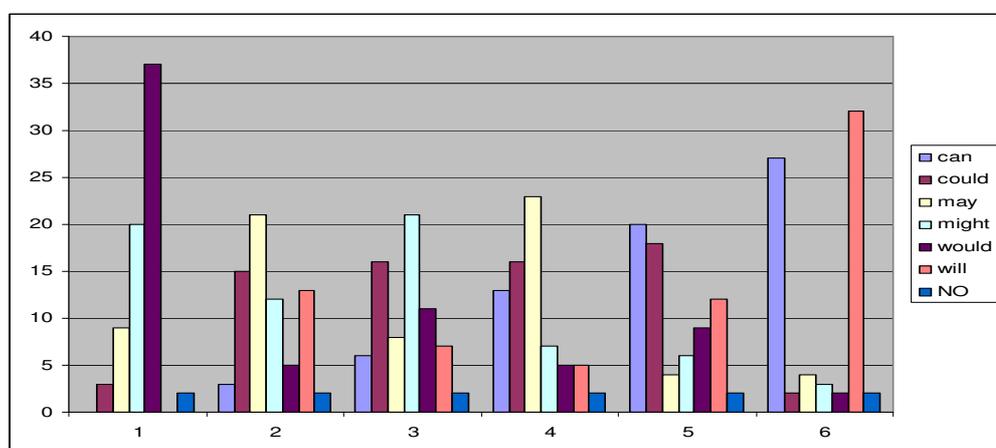
The formulation of the question with the modals *can/ could* take an intermediate position of politeness in class 9 CWG. However, in case of situation 1 the sentence containing the modal *can* was rated at a posterior level of politeness.

In conclusion, the following assumption is made: The finding that the semantic notion in specific context was not acquired is strengthened, as first, the ranking of politeness of modals in situation 1 differs in comparison to situation 2. Second, all of the proposed sentences are represented at least once in each position of politeness. Third, there were two participants who were not able to solve the task. Consequently, it is assumed that the completion of task 2 was one of a stage which was not reached by all pupils of 9 CWG.

### 4.3.2. Group II (10 CWG)

#### *Situation 1*

**Figure 27: frequency of modals for politeness in situation 1/ group II**



### *Evaluation of the data*

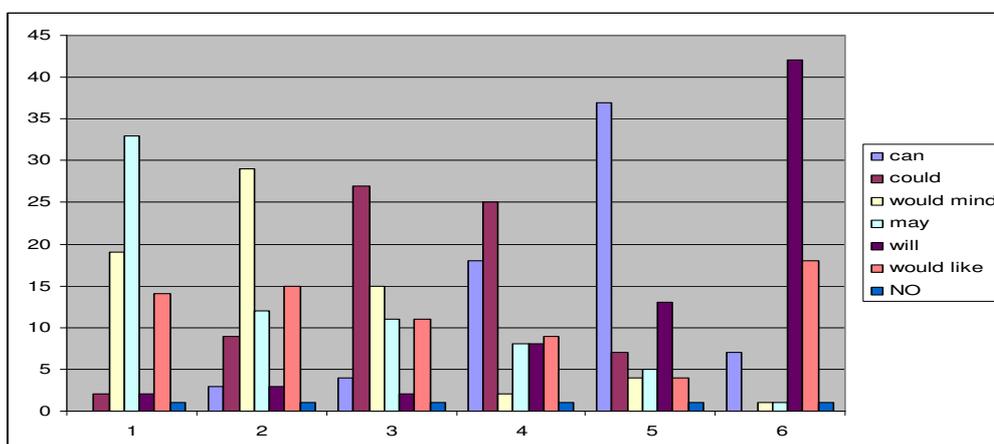
The evaluation of figure 27 demonstrates that there were definite opinions concerning the most polite in respect to least polite modal in the formulation of a question. Nonetheless, there were differences in the assessment of politeness in comparison to group I.

Evidently, group II also considered sentence 5, i.e. the phrasing of the context containing the modal *would*, as most polite, and sentence 6, in which the context is expressed containing the modal *will*, as least polite. However, the estimation of politeness for the intermediate sentence was more explicit than in class 9 CWG. In this connection, the formulation of the question with the modal *can* was estimated rather impolite than polite, whereas the formulation with the modals *may/ might* was estimated polite rather than impolite, and considering these two modals *might* was estimated more polite than *may*. Yet, it is observable that the participants of group II were not able to estimate the politeness of these two modal definitely, but on the other hand, the rating was more explicit than in group I.

Furthermore, almost all modal verbs occurred at least once in each position of politeness. This leads to the assumption that, although the task was easier to solve by group II than by group I, the semantic notion of the proposed modals within specific contexts was not acquired by all participating pupils of class 10 CWG. This finding is further proven through the observation that also in this class one participant was not able to rank the provided sentences according to their politeness.

### *Situation 2*

**Figure 28: situation 2/ group II**



***Evaluation of the data***

As visible in figure 28, group II showed the same tendency towards the estimation of politeness in situation 2 as group I. In this respect, sentence 4 containing the modal *may*, was rated the most polite form of question, and sentence 5 containing the modal *will*, the least polite one. However, the ranking was more explicit than in group I. The formulation of the question containing the modal construction *would mind doing something* was considered the second most polite form, and the formulation of the question containing the modal *could* takes the third position in the ranking of politeness. Consequently, sentence 2 takes an intermediate position of politeness, whereas the formulation of the question with the modal *can* took a posterior position in the ranking.

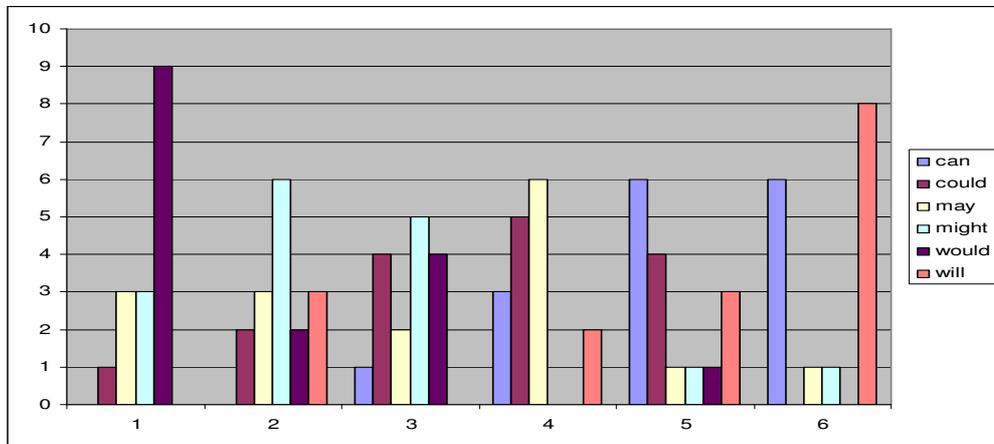
This observation corresponds to the evaluation of the estimation of politeness in situation 1. However, it is visible that the formulation of the situation in form of a request is not ranked in a specified position of politeness, as half of the participants of 10 CWG considered sentence 6 impolite, whereas the other half rated this sentence polite. In this context, the sentence containing the modal construction *would like to* was the only one which occurred more than once in each position of the ranking.

It is concluded that group II reached to make a more explicit classification of politeness of the proposed sentences than group I, which leads to the assumption that class 10 CWG was at a stage of proficiency which enabled the majority to solve the assigned task. Nevertheless, the observation that the modals *may/might* were rated in all positions of politeness adds evidence to the assumption that some participants of group II applied the modals randomly in task 1 of the questionnaire.

### 4.3.3. Group III (9 CGG)

#### *Situation 1*

Figure 29: frequency of modals for politeness in situation 1/ group III



#### *Evaluation of the data*

The evaluation of figure 29 demonstrates both a more explicit and distinguishing result in the ranking of the sentences than in both classes of CWG.

In this connection, the pupils of group III considered the question formulated with *would* the most polite, and the question formulated with *will* the least polite, which is conform to group I and II.

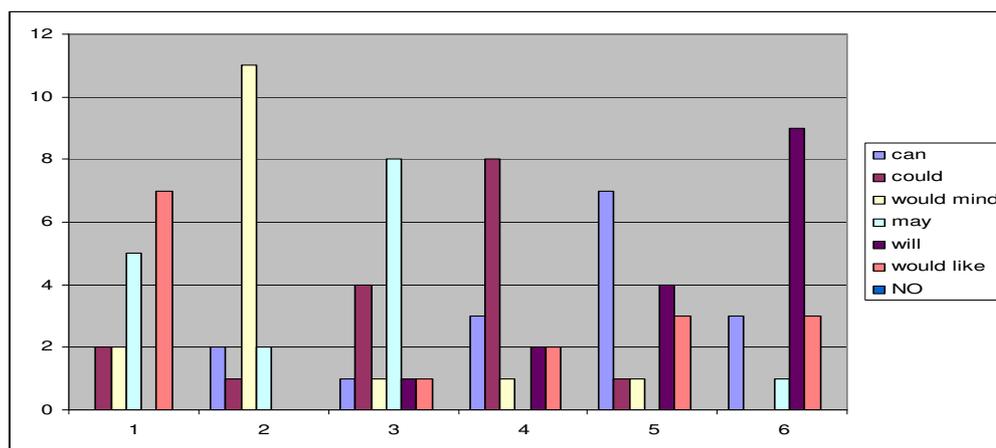
However, the other results of the ranking were different than in group I. That is, the formulation of the question with *may/ might* was considered polite rather than impolite by the pupils of class 9 CGG, only in two single cases these forms were estimated least polite, which is comparable to the results of group II. Moreover, it is established that the formulation with the modal *can* was estimated rather impolite, and none of the participating pupils considered it a very polite question, which is a distinguishing feature from group I.

In addition to that, the formulation of the question containing the modal *could* was estimated more polite than the formulation with *can*. The question containing the modal *will* was not once ranked as the most polite sentence in this class, which is also a distinguishing feature from group I. A further observation is that all participants were able to rank the provided sentences according to their politeness.

In conclusion, it is assumed that the semantic notions of the modals and their syntactic function within a specific context were acquired by the majority of group III. Hence, the task was one of a stage which was reached by the participants.

### *Situation 2*

**Figure 30: situation 2/ group III**



### *Evaluation of the data*

The evaluation of figure 30 offers interesting observations concerning the ranking of politeness.

The contrastive juxtaposition to groups I and II shows that group III was the first one in which the pupils classified the formulation of the situation in form of a request, i.e. the sentence containing the VP *would like someone to do something*, the most polite form. However, half of the participants ranked this sentence in a posterior position of politeness. The modal construction of sentence 3, which is also containing the modal *would*, was considered the second most polite form in this context. Consequently, this classification is in correspondence with the ranking in situation 1, in which the sentence containing the modal *would* also was considered the most polite form.

The formulation of the situation containing the modal *may* was also classified in an anterior position of politeness, which is a further agreement with the ranking in situation 1. Moreover, sentence 2, which contains the modal *could*, took the fourth position and sentence 1, i.e. the formulation of the situation with the modal *can*, the fifth position in the ranking of politeness.

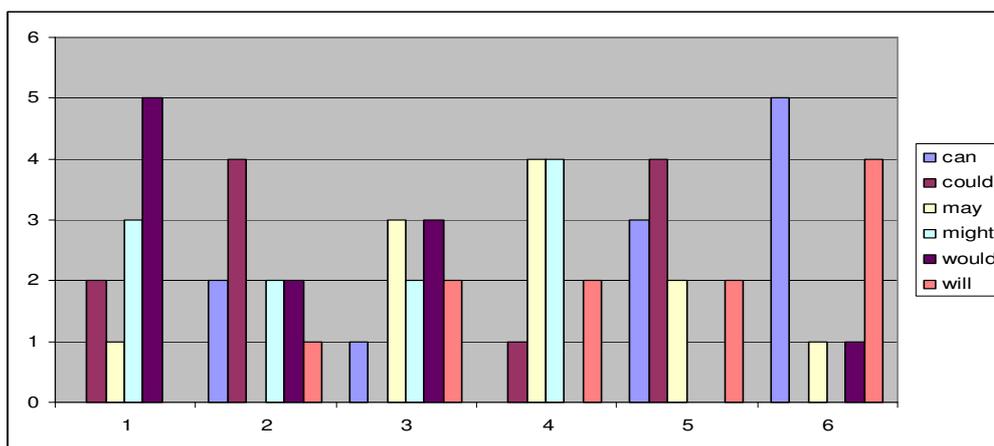
As in the previous task, the formulation of the situation containing the modal verb *will* was considered the least polite sentence.

In conclusion, class 9 CGG was so far the first group in which the pupils reached to make a pretty clear-cut classification of politeness. This leads to the assumption that this class was at a higher level of proficiency than both groups I and II, and hence, the pupils of 9 CGG were able to solve a task of a stage which was reached.

#### 4.3.4. Group IV (10 CGG)

##### *Situation 1.*

**Figure 31: frequency of modals for politeness in situation 1/ group IV**



##### *Evaluation of the data*

The evaluation of figure 31 demonstrates that group IV is distinguishing from the previous classes in the estimation of politeness.

In contrast to the previous classes, the sentence formulated with the modal *can* was rated the most impolite one. The formulation of the question containing the modal *would* was, as in the previous groups, rated as the most polite form.

An interesting observation concerns the formulation of the question containing the modal *could*, as, on the one hand, this modal was rated as second most polite by 35 per cent of the participants, but on the other hand, it was considered second least polite by 35 per cent of the pupils. However, it is visible that *could* was rather assessed polite, whereas the formulation with *can*

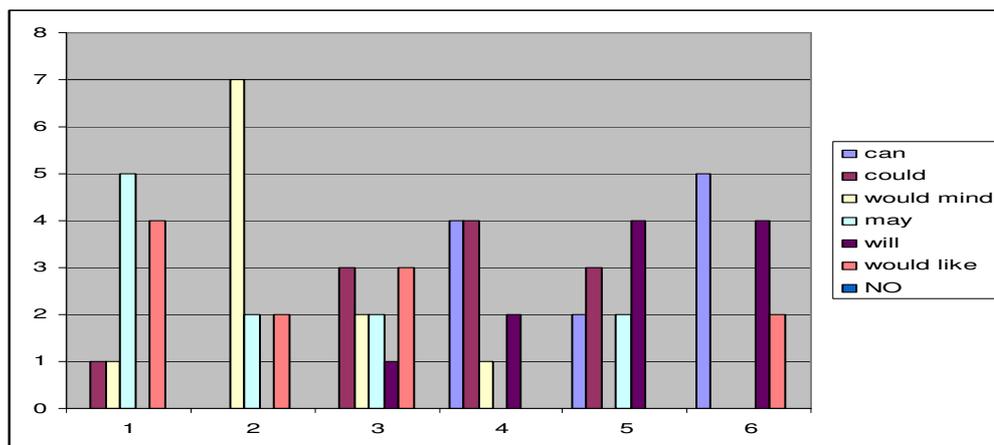
was generally considered more impolite. The same observation is made for the formulation of the question containing the modal *will*.

Concerning the politeness of the question containing the modals *may/ might*, the following observations are made: Both questions were rated at an intermediate level of politeness. Nevertheless, sentence 4, i.e. the formulation containing the modal *might*, was considered more polite than the question containing the modal *may*. The same observation was made in the evaluation of the previous groups.

In conclusion, it is assumed that the participants of group IV were able to solve the task of ranking sentences containing modal verbs according to their politeness.

### *Situation 2*

**Figure 32: situation 2/ group IV**



### *Evaluation of the data*

The evaluation of the data demonstrates that the observations made in situation 1 are in agreement with the results in situation 2.

In this respect, the pupils of group IV classified the formulation of a situation containing the modal *can* the least polite. Furthermore, sentence 5 is taking a posterior position in the ranking of politeness. Thus, in both situation and 2 the formulation of the situations with either *can* or *will* were considered the least polite ones.

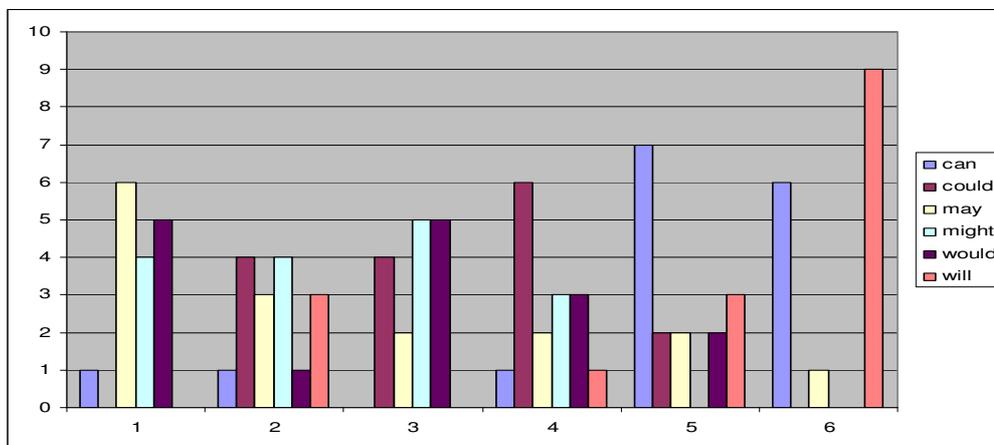
In addition, sentence 4, i.e. the question containing the modal *may* was classified the most polite form. The constructions containing the modal *would*, both the question and the request, were classified in an anterior position of politeness. However, the same observation as in class 9 CGG is made, as 2 of 11 participants considered the request containing the modal *would* the least polite form, but it is visible that the tendency in group IV concerning this sentence was to classify it polite rather than impolite.

To sum up, the pupils of class 10 CGG reached, as the previous group, to make a clear-cut classification of politeness in situation 2. Consequently, the participants of this group were at a higher level of proficiency than the participants of groups I and II. It is further assumed that the task was one of a stage which was reached.

#### 4.3.5. Group V (9 CGG/ bilingual)

##### *Situation 1*

Figure 33: frequency of modals for politeness in situation 1/ group V



##### *Evaluation of the data*

The evaluation of figure 33 demonstrates that the pupils in group V distinguished from the other classes concerning the rating of politeness of the sentences.

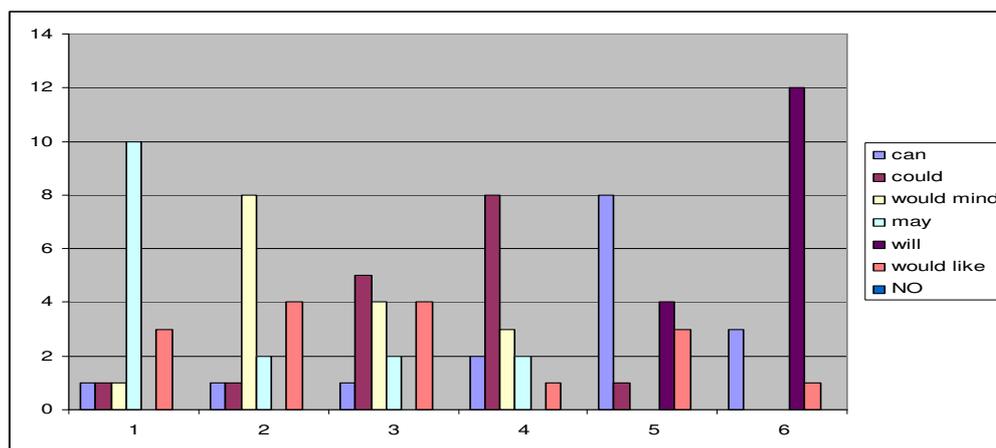
In this context, the most striking observation is that the pupils of the bilingual 9<sup>th</sup> class of CGG considered question number 3, i.e. the formulation of the question containing the modal verb *may*, the most polite one. The contrastive juxtaposition of group V to the other groups demonstrates that the participants

of this group were the only ones who, first, rated sentence 3 as the most polite, and second, considered the modal *may* more polite than *might* in the given context. Moreover, sentence 4 and 5, i.e. the sentences containing the modals *might* and *would*, were rated more polite than the questions formulated with the modals *can/ could* and *will*. In this context, the formulation with either *might* or *would* took an anterior position in the ranking of politeness, and the formulation of the question with the modal *could* took an intermediate position. Besides, similarities to the other groups are determined. Both sentences 1 and 6, i.e. the sentences containing the modals *can* and *will* were rated as impolite rather than polite by the participants.

However, it is also determined that the participants of the bilingual 9<sup>th</sup> class of CGG showed more explicit results in the ranking than both group I and II, in which there was an equilibrium concerning the politeness of the proposed sentences. Consequently, it is assumed that the majority of the participating pupils of group V understood the semantic notion of the modals in this specific context, and thus, they were able to solve a task of a stage which was reached.

### *Situation 2*

**Figure 34: situation 2/ group V**



### *Evaluation of the data*

The evaluation of figure 34 demonstrates that the results of group V in situation 1 are in agreement with the results in situation 2.

In this context, the formulation of the situation containing the modal *may* was, as in situation 1, classified the most polite sentence; the formulation with the modal *will*, on the other hand, was ranked as the least polite form.

It is further determined that sentence 3, i.e. the sentence containing the modal construction *would mind*, was classified as the second most polite form. However, it is, as in the previous groups, visible that the situation which is formulated as a request was ranked in all possible places, although it is observable that the tendency was to rank this sentence polite rather than impolite. This observation is in agreement with the results of group IV but in opposition to the results group I.

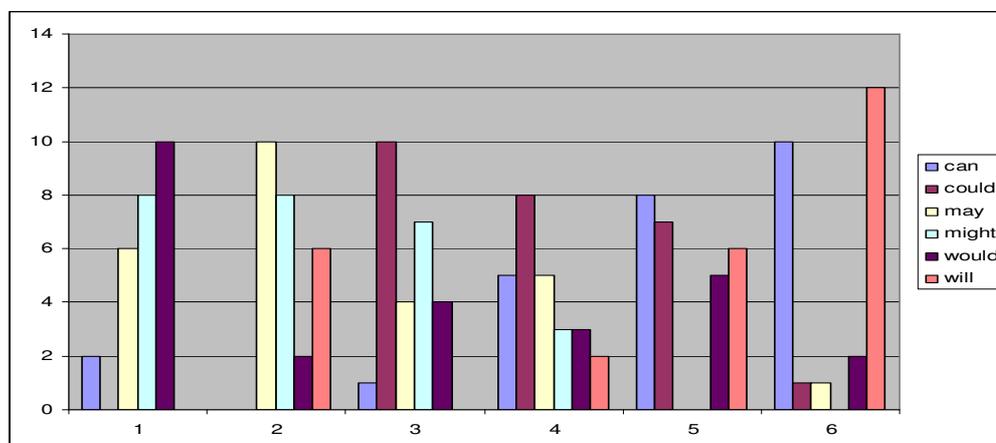
In addition, the formulations of the situation containing the modals *can* and *could* were classified in a posterior level of politeness. Nevertheless, it is determined that *could* was considered more polite than *can*, which is a further agreement with the previous task in the bilingual 9<sup>th</sup> class of CGG.

In conclusion, it is assumed that group V provided, as the other classes of CGG, clear-cut results concerning the politeness of the sentences in situation 2. This leads to the assumption that the participants of this group were at a higher level of proficiency than the pupils of both groups of CWG.

#### 4.3.6. Group VI (10 CGG/ bilingual)

##### *Situation 1*

Figure 35: frequency of modals for politeness in situation 1/ group VI



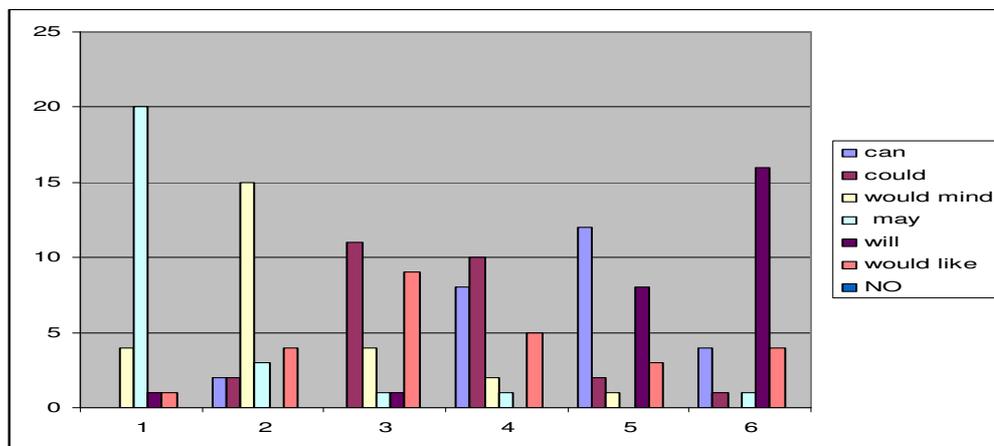
***Evaluation of the data***

The evaluation of figure 35 shows that the pupils of group VI had the same tendencies concerning the estimation of politeness as the pupils of the previous groups. As all other groups, except group V, the sentence which was considered most polite was the formulation of the question containing the modal *would*, and the sentence which was considered least polite, except in group IV, was the question which was formulated with the modal *will*.

However, there are also some differences concerning the ranking of the sentences according to their politeness. In this respect, the question containing the modal verb *could* was not rated the most in respect to second most polite form, which is a distinguishing feature to the other classes. Nevertheless, it is determined that sentence 2 was considered a sentence of intermediate politeness by group VI, whereas sentence 1, i.e. the phrasing of the context containing the modal *can*, takes a posterior position in the ranking.

Moreover, the formulation of the question with the modals *may/ might* took an anterior position in the ranking of politeness. Thus, the pupils of the bilingual 10<sup>th</sup> class of CGG acquired the semantic notion of these two modals, as the contrastive juxtaposition to the other groups demonstrates that either both or one of these modals was represented at least once in each place of politeness in the previous examined groups. In contrast to that, the questions containing *may/ might* were not ranked, with one exception, as least or second least polite by the participants of group VI.

In conclusion, it is assumed that the pupils of this group were asked to solve a task of a stage which was reached, and furthermore, contrasted with the participants of the other groups in the above discussed features.

**Situation 2****Figure 36: situation 2/ group VI****Evaluation of the data**

The evaluation of figure 36 demonstrates that the results concerning the politeness of modals are in agreement with the results in situation 1. In this respect, the formulation of the question containing the modal *will* was classified as the least polite form to express this specific situation. Furthermore, it is observable that the formulation of the question containing the modal *may* was considered the most polite form in situation 2.

However, whereas the pupils of the bilingual 10<sup>th</sup> class ranked the situation containing modal *would* in situation 1 as the most polite form, in case of situation 2 the modal construction *would mind* was classified as second most polite. Although this is a distinguishing feature from situation 1, it is recognizable that the situation containing *may* was considered more polite in situation 1 on an average compared to the formulation with *would*. Moreover, the participants of this group were the first ones who made a more precise ranking of the sentence which included the modal construction *would like to*. On the one hand, in groups I to V the opinions concerning the politeness of this sentence were split. The majority of group VI, on the other hand, classified this sentence at an intermediate level of politeness.

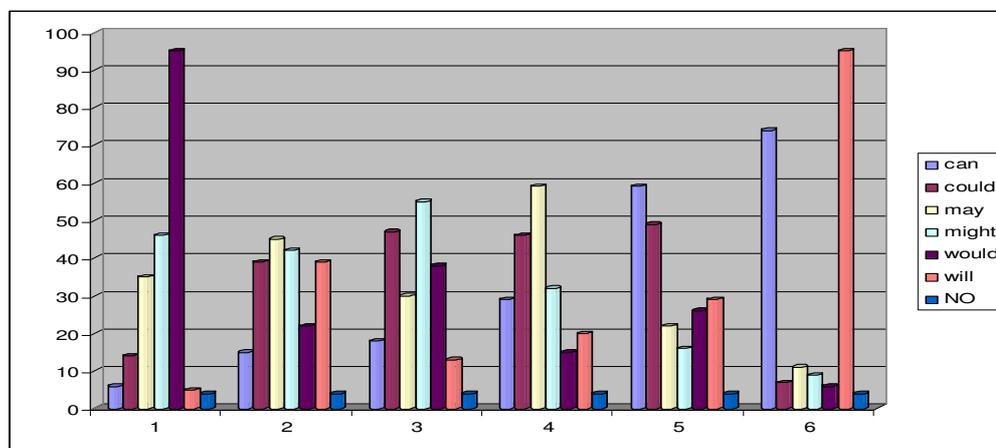
Finally, the sentences containing *can* and *could* were also classified as in the previous groups. In this context, question 2 was rated at an intermediate level of politeness, whereas question 1 was considered impolite rather than polite.

This leads to the following assumptions. The pupils of groups VI were, as the pupils of group V, able to make a clear-cut ranking of politeness of the provided sentences. In addition, this group was, according to the clearest decidedness in the ranking in comparison to the other groups, the one which had the highest proficiency of all groups.

#### 4.3.7. Conclusion

**Figure 37:**

**Frequency of modal verbs in situation 1**



#### *Interpretation of the data*

Figure 37 displays the ranking of politeness in situation 1 of task 2. As visible, the average majority of the pupils of all groups considered the sentence containing the modal *would* the most polite, whereas the sentence phrased with the modal *will* was rated as least the polite sentence. In addition to that, sentence 1, i.e. the sentence containing the modal *can* was estimated as second most impolite form.

For positions two, three, and four of politeness-ranking it is more difficult to determine an accurate result. In the context of situation 1, the modals *may/might* were considered more polite in order to express the request than the same context containing the modal *could*.

Finally, figure 37 shows that 7 participants were not able to solve this task. Yet, it must be emphasized that these were participants of the classes of CWG. In case of the classes of CGG, all participating pupils were able to solve the task.

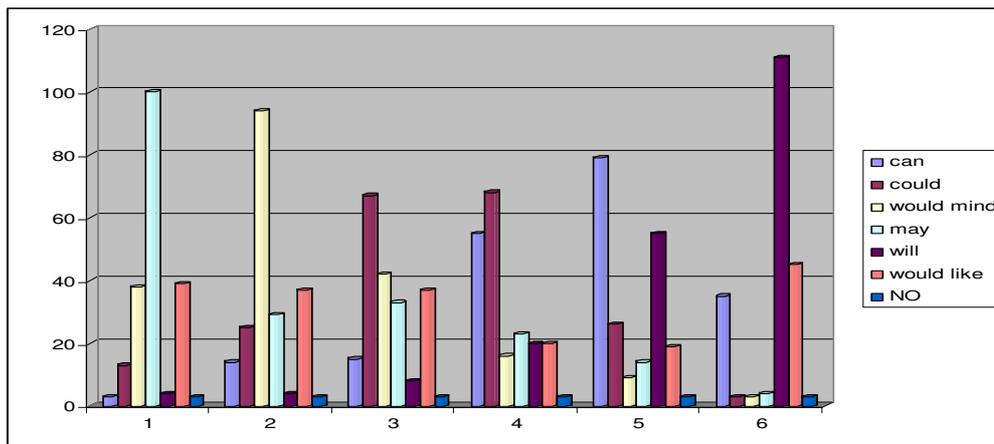
**Figure 38:****Frequency of modal verbs in situation 2***Interpretation of the data*

Figure 38 depicts the results for the estimation of politeness of all classes in situation 2. In this context, the formulation of the request containing the modal *will* was, as in case of situation 1, rated the least polite sentence. Furthermore, sentence 4, i.e. the question which was phrased with the modal *may* was estimated as the most polite form by the average majority.

An interesting observation refers to the sentences containing the modal *would*. The request which was formulated with the VP *would mind doing something* in form of a question was considered the second most polite form, whereas in case of the sentence containing the VP *would like to* it was hardly possible to identify an explicit position in the ranking of politeness. An explanation for this might be that sentence 5 was the only one in which the request was not formulated in form of a question.

Finally, the direct comparison of the sentences 1 and 2 shows that the question containing the modal *could* was considered more polite by the participants than the question containing the modal *can*, which is a correspondence between situation 1 and 2.

Nevertheless, there were 7 participants who were not able to solve the task. As in the previous situation, these were participants of CWG, which leads to the assumption that the pupils of these classes were at a lower level of proficiency than the pupils of CGG.

### *Summary*

The evaluation of task 2 of the questionnaire showed that there were varying results in the solution of the task. That is, although the participating groups had the same opinions concerning the most polite in respect to least polite form, there were considerable differences concerning the explicitness of the results. Indeed, the sentences containing the modals *can*, *could*, *may* and *might* can be used interchangeably in specific contexts, and the estimation of politeness depends on the speaker's interpretation.

However, it is determined in the normal classes the ranking of politeness was not as explicit as in the bilingual classes.

This observation aligns with the assumption made in task 1 of the questionnaire. In other words, it was hypothesized that the pupils of CWG applied modals randomly rather than consciously. Consequently, the observation that the pupils of classes of CWG were hardly able to rank the sentences containing the modals *may/ might* in an explicit position, adds evidence to this assumption. Generally, it was observed a continuum in the explicitness of the ranking of politeness from the normal classes of CWG over the normal classes of CGG to the bilingual classes of CGG.

It is concluded that groups I and II are at the lowest level of proficiency, groups III and IV take an intermediate position, and groups V and VI are at the highest level of proficiency in the direct comparison of all participating groups.

To sum up, through the evaluation of task 2 of the questionnaire hypotheses 1, 2 and 4 are verified.

#### 4.4. Comparison of independently produced sentences

As already mentioned in 4.1.2., in task 3 of the questionnaire the participants were asked to produce sentences in reference to given situations, which are the followings:

- Situation 1: How would you ask to turn down the volume of the music?
  - a) your best friend
  - b) the owner of a café
  
- Situation 2: How would you ask a friend to give your T-shirt back?
  
- Situation 3: How would you ask your parents whether you are allowed to celebrate your birthday?

In this context, the task was to formulate requests in form of a question. It is important to mention at this point that the task was formulated in German. The aim of the evaluation of this task was to check which modals were preferred by the pupils of the classes in order to express a specific context in form of a question, or if there were used any modals generally. Furthermore, it is examined whether the participants were able to formulate the content in form of a question at all. This consequently includes checking whether the participants knew the infinite in respect to finite use of modals in specific contexts. In view of the fact that the task was set in German, it is furthermore possible to examine the lexical proficiency of the participating groups.

As in task 2 of the questionnaire, the evaluation is carried out group by group. The sentences of task three of all groups are listed in appendix 4.

#### 4.4.1. Group I (9 CWG)

##### *Evaluation of the data*

##### *Situation 1*

The evaluation of task 3 of the questionnaire shows that the most frequent modal in situation 1 a) of the questionnaire was *can*, as 66 per cent of the pupils of 9 CWG chose this modal in order to formulate a request towards a friend. In contrast to that, other modals were represented slightly. In this context, the modal *could* was chosen by only 12 per cent of the participants. Another striking observation is that 9 per cent of the pupils did not use any modal at all, and in addition to that, these sentences were not formulated in form of a question, as it was required in the task. Furthermore, 8 per cent of the participants were not able at all to fulfil the task. The remaining 5 per cent of the questions were formulated with the modal verbs *will* and *would*.

A further important observation is that 54 percent of the participants of group I produced lexical errors, which primary refers to the comparative degree of the adjective *quiet*. This observation is valid for both situation 1 a) and 1 b) of task 3 of the questionnaire.

In situation 1 b) the participants were asked to formulate the question referring to the same context, but directed towards a different addressee.

40 per cent of the participants of group I chose the modal *could* to formulate the question. Concerning the remaining 60 per cent, the following observations were made: 17 per cent of the pupils again chose the modal *can*, and 12.5 per cent were not able to fulfil the task, which is a considerable growth in comparison to situation 1 a). Furthermore, 6 per cent of the participants chose the modal *would* in order to express the request, and 4.5 percent did not succeed to formulate a question. Indeed, 20 per cent of the participants used the modal *may* to express the request. However, it was also observable that the syntactic in respect to semantic use of this specific modal was not acquired by all participants, as demonstrated is the following sentences:

(Participant37)      •*May you turned the music quietlier, please.*

(Participant 56)      •*May you can does the music a little bit more quiet, please?*

The fact that a considerable high percentage of the participants was not able to fulfil the task, leads to the assumption that this task was one of a stage which was not reached.

### ***Situation 2***

The evaluation of situation 2 of task 3 of the questionnaire results in similar observations as the evaluation of the first situation. In this context, 64.5 per cent of the pupils chose once again the modal verb *can* in order to express a request in form of a question, 14 per cent chose the modal verb *could*, and 6 per cent applied the modal *would* in this context. However, 12.5 percent of the participants of group I were either not able to express the request in form of a question, or to solve the task at all. The remaining 5 per cent of the participants applied the modal verbs *will*, *may*, or *might* in order to formulate the request. Nevertheless, it was observable that the syntactic in respect to semantic function of *might* was not acquired, as shown in the following sentence:

(Participant 24)      •*Might I can have my T-shirt bag?*

Obviously, this participant also produced a lexical error, although it should be mentioned at this point that this task was lexically solvable for the majority of this group.

### ***Situation 3***

As in the previous situations of task 3 of the questionnaire, the modal which was used with the highest percentage, namely 63 per cent, was the modal *can*, followed by the modal verb *could* with 14 per cent. Thus, these modals were, as in the previous situations, chosen by the majority of the participants in order to express a request in form of a question. In addition to that, a considerably high number of participants was either not able to fulfil the task (9.25 per cent), or to express the request in form of a question in respect to containing a modal (4.5 per cent). The remaining participants applied *would*, *may*, or *might* to the context (9.25 per cent). However, the finding that the semantic notion in respect to syntactic function of the modal verbs *can*, but especially of *may/ might* was not

acquired by all participants, is strengthened if one considers the following sentences:

- (Participant 19)      •*May you to let me invite friend to my birthday party?*
- (Participant 22)      •*Might I to have a birthday party with my friends?*
- (Participant 37)      •*Can I inviting my friends?*

A further observation is concerned with lexical errors. In this context, 12.5 per cent of the participants of group I were not able to translate the German verb 'einladen' appropriately.

#### ***Interpretation of the data***

In task 3 of the questionnaire, the participants were asked to produce sentence in reference to given situations. The evaluation of the data showed that the modals which were applied most frequently in all situations were either *can* or *could*. Furthermore, in all of the situations a considerably high number of participants was not able to solve the task at all.

Indeed, the modal verbs *may/ might* were chosen to formulate the context, if only to a very low percentage, i.e. 10 per cent averagely. Nevertheless, the evaluation of the sentences containing these modals demonstrated that both the syntactic and semantic functions were not acquired by all of the participants. This finding strengthens the assumption made in task 1. That is, concerning the application of these specific modals it was assumed that they had been applied rather randomly than consciously to a given context. The distribution of these specific modals in task 2 of the questionnaire also proved this assumption.

Consequently, it is assumed that the participants of group I were most familiar with the modals *can/ could*, and that these modals were applied consciously to specific contexts. In other words, the modals *can/ could* were most common in group I to express 'permission'. The application of the modals *may/ might*, on the other hand, was less frequent, and the sentences containing these specific modals showed syntactic errors.

The observation that averagely 10 per cent of the participants were not able to solve task 3 at all leads to the assumption that this task was one of a stage which was not achieved by group I in respect to a stage which the participants were passing through.

#### 4.4.2. Group II (10 CWG)

##### *Evaluation of the data*

##### *Situation 1*

The evaluation of the data demonstrates that, concerning situation 1 a), group II had the same tendency in applying modal verbs to the specific context as group I. In this context, the modal verb which is applied by 70.5 per cent of the participants to formulate the request in form of a question was the modal *can*. Moreover, 20.5 per cent of the pupils of this group applied the modal *could* to this specific situation. 5.5 per cent did not formulate the request in form of a question. In addition to that, the modal *would* was chosen once (1.5 per cent), one participant formulated the question without a modal verb (1.5 per cent), and one participant (1.5 per cent) was not able to solve the task. These findings admit drawing the conclusion that the participants of this group were at a higher level of proficiency than those of group I. Nevertheless, 18.5 per cent of group II produced lexical errors, which referred to the comparative degree of the adjective ‘*quiet*’. This observation is also valid for situation 1 b).

In situation 1 b), the results were, as in situation 1 a), comparable to the results of the previous group. That is, the majority of the participants of group II applied the modal *could* with 35.25 per cent to the given context, which was the same as in 1 a) but directed towards another addressee. Moreover, 22.5 per cent formulated the question containing the modal *would*, and 21.25 per cent applied the modal *may*, which hence was the third most frequent modal verb in this group in 1 b). However, the syntactic function was, as the previous group, not acquired by all participants, as demonstrated in the following sentences:

(Participant 112)      •*May you can turn the music a little bit down?*

(Participant 113)      •*May you can turn the radio down?*

Concerning situation 1, it is assumed that the participants of group II were at a higher level of proficiency than those of group I, as the majority of the participants was able to solve the task. Nevertheless, it was observable that the finite in respect to infinite use of the modals, and hence, the syntactic function was not acquired by all pupils of 10 CWG.

### *Situation 2*

The evaluation of the data of situation 2 demonstrates that the participants of group II showed, as in the previous task, the same tendency for applying modal verbs to this context as group I. In this connection, the modal verb *can* was used by 63 per cent of the participants, followed by the modal verb *could*, which was with 19.5 per cent the second most frequent in situation 2. However, it is striking that, in contrast to group I, 8.5 per cent of the pupils of group II applied *would* in this specific situation, although two-thirds of the participants did not formulate the request containing this specific modal in form of a question. Furthermore, 3 per cent of the pupils of this group formulated a question containing the modal *will*, 3 per cent of the participants did not use a modal, and the remaining 3 per cent of participants were not able to solve this task.

Nevertheless, the questions of the participants of group II did not show syntactic errors.

### *Situation 3*

The evaluation of situation 3 shows that there are both similarities and differences between both groups of CWG.

On the one hand, the most frequent modals were *can* and *could* both in group I and group II. In this context, 36.5 per cent of the participants of group II used the modal *can*, and 25.5 per cent the modal *could* to formulate the request in form of a question.

On the other hand, one could recognize differences in the application of modal verbs between these two groups. That is, 14 per cent of the participants of group II formulated the request containing the modal *would*, which is a distinguishing feature from group I, in which the modal *may/ might* were applied third most frequently. Nevertheless, it is important to mention 40 per cent of the participants (4 out of 10 participants) using the modal *would* did not formulate

the request in form of a question. In addition to that, 2 of the 10 participants who applied the modal *would* produced syntactic errors, as demonstrated below:

(Participant 80)      •*Would you mind I can make a party?*

(Participant 91)      •*Would you allow me to invented some friends?*

Concerning the modals *may/ might*, the evaluation shows that 9.5 per cent of the participants (7 out of 71) applied these modal verbs to the context, although it is worth mentioning that 6 out of 7 participants applied the modal *may*, and only one pupil used *might* to formulate the question.

Moreover, 8.5 per cent formulated the request in form of a question without applying any modal, and 4.5 per cent of group II were not able to solve the task at all.

One single participant (1.5 per cent) applied the modal *shall* to the given context, but failed to express the context semantically and lexically appropriate, as shown below:

(Participant 104)      •*Shall I invet some friend to my birthday party?*

Obviously, in group II as well as in group I the translation of the German verb ‘*einladen*’ caused difficulties. More detailed, 14 per cent of group failed to give an appropriate translation of the verb, and hence, produced a lexical error.

#### ***Interpretation of the data***

The modals which were applied most frequently by the participants of group II in task 3 of the questionnaire were the modal verbs *can* and *could*, which is an agreement with group I. The modal verb which was applied third most frequently by the pupils of class 10 CWG was the modal *would*, whereas the modals *may/ might* were applied rather slightly.

It was, as the previous group, observable that some of the participants were not familiar with the infinite in respect to finite use of these modals, and hence, they failed to produce syntactically appropriate sentences. Yet, it is observable that the majority of the participants of group II were able to solve this task. That is,

there were considerably less pupils in this group who were unable to solve the task, i.e. 4 per cent averagely.

This leads to the assumption that the participants of group II were at a higher level of proficiency than those of group I.

Nevertheless, the observation that the modals *may/ might* were represented to a very low percentage in the independently developed sentences strengthens the assumption that these modals were applied rather randomly than consciously in task 1 of the questionnaires.

#### **4.4.3. Group III (9 CGG)**

##### ***Evaluation of the data***

##### ***Situation 1***

The evaluation of the data demonstrates that there are both similarities and differences to groups I and II in the application of modal verbs. In this context, 81.25 per cent of the pupils of group III applied the modal *can* in order to formulate the request in form of a question, 12.5 per cent applied the modal *could* to the same context. Only one participant of this group (6.25 per cent) did not use any modal to express 'permission'.

Nevertheless, this very clear-cut choice of modals in this context is a distinguishing feature from groups I and II, as it is salient that the pupils of this group provided, in contrast to groups I and II, a very low number of possible solutions for situation 1 of task 3 of the questionnaire. Moreover, none of the participants failed in translating the comparative degree of the adjective '*quiet*', although it is assumed that the VP '*to turn down the volume*' was provided by the teacher, as it was written down on every questionnaire of the participants of this group.

In case of situation 2, the results of group III are comparable to the results of the previous groups. In this context, the pupils of class 9 CGG used a wider spectrum of modals to express 'permission' within same context as in situation 1a) but directed towards a different addressee. As a result, 37.5 per cent of the participants of group III applied *could* to the content, and 25 per cent used the modals *may/ might* to express the context. Yet, one participant was not able to

apply the modal *may* syntactically appropriate, as demonstrated in the sentence below:

(Participant 145) •*May you can turn down the volume, please?*

In addition to that, 18.75 per cent of the pupils of 9 CGG formulated the question containing the modal *would*. However, one participant did not express the request in form of a question.

Furthermore, 12.5 per cent of the pupils applied the modal *can*, and 6.25 per cent (1 participant) did not apply any modal to the content.

### ***Situation 2***

The evaluation of the questionnaires demonstrates that the pupils of group III showed another tendency in the application of modal verbs in situation 2 than the pupils of previous groups. Whereas the participants of groups I and II applied the modal *can* most frequently in this specific situation, the majority of group III (43.75 per cent) expressed the request containing the modal *could*. The modal *can* was applied by 31.25 per cent of the participants, and thus, was the second most frequent modal in situation 2.

In addition to that, 12.5 per cent of the participants chose the modal *would* to express the request, and 12.5 per cent phrased the content without applying any modal.

In summary, all formulated questions of group III were syntactically and semantically appropriate in reference to the situation.

### ***Situation 3***

The evaluation of the data shows that the modal *can* was applied by 68.75 per cent of the participants to express the request. Furthermore, 12.5 per cent of the pupils of 9 CGG phrased the request with the modal *could*, and another 12.5 per cent applied the modal *would* in order to formulate the question. Only one participant (6.25 per cent) applied the modal *might* to the given context. Although this participant used the modal syntactically appropriate, 2 participants using the modal *can* failed in phrasing the question grammatically correct, as demonstrated below:

- (Participant 137) • *Mom and Dad please can you allowed me to celebrate my own birthday party*
- (Participant 151) • *I want to make a birthday party. Can I invented some friends, please?*

Concerning participant 137 it is generally assumed that the English proficiency was at a comparatively low level to the other pupils of the group, especially if one considers the lexical in addition to syntactic errors.

Furthermore, it should be mentioned at this point that 12.5 per cent (2 participants) of group III failed to translate the German verb ‘*einladen*’.

#### *Interpretation of the data*

The modals which were applied most frequently by the participants of group III were, as in groups I and II, *can* and *could*. In addition to that, class 9 CGG applied the modals *would* and *may/might* in order to phrase the question. Hence, the participants of this group generally used the same modals to express ‘permission’ or ‘volition’ as both groups I and II.

Another salient observation was that, in contrast to the previous groups, in group III all of the participants were able to phrase a question, even if there were some syntactic errors recognizable in some individual cases.

In conclusion, it is assumed that, considering the preceding evaluation, the pupils of group III were at a higher level of English proficiency than those of groups I and II.

#### **4.4.4. Group IV (10 CGG)**

##### *Evaluation of the data*

##### *Situation 1*

The evaluation of the results of group IV shows that 55 per cent of the participants of class 10 CGG applied the modal *can* in order to phrase the question, which is an agreement with groups I to III, as the majority of these groups also applied this specific modal to the context. Moreover, the modals *could* and *would* were both applied by 18 per cent of the pupils in regard to the situation. One single participant (9 per cent) phrased the question with the modal *will*. Altogether, all participants of group IV reached to phrase syntactically

appropriate sentences containing a modal. Nevertheless, three participants of this group (27 per cent) were not able to build the comparative degree of the adjective 'quiet', an observation which is valid for both situation 1a) and 1b).

Concerning situation 1b), the following observations are made. The modals *could*, *would*, and *may* were distributed to the same proportion of 27 per cent in order to express a request. The modals *can* and *might* were both applied only once (9 per cent each). Furthermore, all of the modals were used in syntactically appropriate questions. Hence, this is a distinguishing feature from groups I to III, in which at least one participant produced a grammatically wrong question. Another salient observation is that the participants of group IV were the only ones who reached to phrase the context in form of a question in respect to a question containing a modal generally.

Consequently, it is assumed that the participants of group IV were at the highest level of proficiency in direct comparison to the participants of groups I to III.

### ***Situation 2***

Concerning situation 2 the following observations are made. The modal which was chosen by 36.25 per cent of the participants of group IV in order to phrase the question was the modal *can*. In addition to that, 27.25 per cent of the pupils of 10 CGG applied the modal *could* to the context, 18 per cent the modal *will*, and 9 per cent the modal *might*. That is, the majority of the participants of this group formulated the situation in terms of 'permission', whereas only two participants expressed 'volition' using the modal *will*.

Only one pupil (9 per cent) did neither apply any modal nor phrase the content in form of a question.

To sum up, all of the participants of group IV reached to phrase grammatically correct questions, which is opposed to the participants of groups I and II

### ***Situation 3***

The evaluation of situation 3 demonstrates that 46 per cent of the participants phrased the question with the modal *can*. Furthermore, 18 per cent applied the modal *could* to express a request in form of a question, and another 18 per cent phrased the context containing the modal *would*. However, one participant (9 per

cent) who applied this specific modal did not express the context in form of a question. The modals *may* and *might* were each applied by one participant. Although two participants of this group also failed to translate the German verb 'einladen' appropriately, all of the individually phrased sentences were syntactically correct. This leads to the assumption that the participants of group IV were at a higher level of proficiency than those of groups I to III.

#### *Interpretation of the data*

Regarding the results of group IV, it is summarized that the majority of pupils of 10 CGG used the modal *can/ could* to express 'permission'. The modal verbs *will/ would* to express 'volition' and the modals *may/ might* which also express 'permission' were, in comparison to the modals *can/ could*, distributed rather slightly. Consequently, the participants of this group used, as the previous groups, the modals *can* and *could* most frequently to express requests in reference to specific situation. A distinguishing feature from groups I and II is that all of the participants were able to solve the task, that is, to provide an answer to the task. Another salient observation was that all the phrased sentences were syntactically correct.

Altogether, the evaluation of the data leads to the assumption that the pupils of group IV were at a higher level of proficiency than those of groups I to III.

#### **4.4.5. Group V (9 CGG/ bilingual)**

##### *Evaluation of the data*

##### *Situation 1*

The evaluation of situation 1 demonstrates that the participants of group V had the same tendency in applying specific modal verbs in reference to the delineated task as the participants of the previous groups. In this context, the modal *can* was with 68.75 per cent the most frequent modal in situation 1 a). In addition to that, 12.5 per cent of the participants phrased the question containing the modal *would*, and another 12.5 per cent formulated the question containing the modal *could*. Only one participant did neither apply any modal nor phrase the request in form of a question. However, all of the participants reached, in contrast to groups I, II and IV, to build the comparative degree of the adjective

'quiet'. Moreover, it was observable that all participants of this group were able to phrase syntactically appropriate questions in case of situation 1 a).

In case of situation 1 b), that is, the phrasing of the same context but directed towards a different addressee, significant differences in contrast to the previous groups in the application of modal verbs are ascertained. Whereas the most frequent modal in case of situation 1 b) was *could* in groups I to IV, in group V 37.5 per cent of the participants phrased the question with the modal *may*. Moreover, all of the questions containing this specific modal were syntactically correct.

The modal *could* was with 18.75 per cent applied second most frequently in order to phrase the context, although one participant did not express the request in form of a question. The modals *can* and *would* were both applied by 12.5 per cent of the pupils of group V, but one sentence containing the modal *would* was not formulated in form of a question. Besides, a further 12.5 per cent of pupils phrased the question without applying any modal.

One single participant (6.25 per cent) applied the modal *might* to the given content, but failed to phrase a syntactically appropriate sentence, as demonstrated below:

(Participant 171) *Might I mind you to turn the volume of the music a bit down, please?*

Nevertheless, all other individually phrased questions were syntactically correct. In consideration of this observation, and the fact that all participants were able to build the comparative degree of the adjective 'quiet', it is assumed that the participants of group V were at a higher level of proficiency than the participants of groups I to IV.

### ***Situation 2***

The evaluation of situation 2 demonstrates that there were agreements in the application of modal verbs with group III in respect to differences with groups I, II and IV. That is, as in group III, the majority of participants, i.e. 43.75 per cent, applied *could* in order to phrase the request in form of a question. Moreover, 31.25 per cent phrased the question containing the modal *can*. Thus, the majority

of the pupils of this group applied a modal of 'permission' to the context. 12.5 per cent formulated the question containing the modal *would*, i.e. a modal of 'permission', and a further 12.5 per cent of pupils did neither apply any modal nor phrase the request in form of a question.

Nevertheless, all individually phrased sentences were both lexically and syntactically correct, a finding which strengthens the assumption that the pupils of group V were at a higher level of proficiency than those of the previous groups.

### ***Situation 3***

In situation 3 of task 3 of the questionnaire there are differences in phrasing the context in comparison to the previous groups. The most salient observation is that 31.25 per cent of the participants of group V did not apply any modal in order to phrase a request in form of a question. Nevertheless, all these questions were semantically and syntactically appropriate. In addition to that, 25 per cent of the pupils of group V phrased the question with the modal *could*, and 18.25 per cent each applied *can* or *would* in order to formulate the question, which is a partial agreement with groups I to IV, as these three modal verbs were also applied most frequently in these groups. Only one participant (6.25 per cent) phrased the question containing the modal *may*.

In summary, all phrased sentences of situation 3 were grammatically correct.

A further observation is concerned with the translation of the German verb '*einladen*'. The evaluation of the individually produced sentences showed that in groups I to IV some participants failed to translate the verb. In group V, on the other hand, all participants provided a semantically adequate translation of the situation.

These observations strengthen the finding that the pupils of the bilingual 9<sup>th</sup> class were at the highest level of proficiency.

### ***Interpretation of the data***

Concerning the evaluation of task 3 of the questionnaire it is summarized that the modals *can/ could* were applied most frequently by the participants of group V in order to express 'permission'. Furthermore, although the modal *may* was

used more frequently in the same context in comparison to the previous groups, it was yet determined that none of the questions containing this specific modal showed any grammatical error. The modal *would*, which was used to express ‘volition’ in the same context was distributed rather slightly in comparison to the other modals.

Moreover, it was shown that the application of these modals in specific sentences was a task which was solvable to the pupils of the bilingual group V. Only one participant failed in applying the modal *might* grammatically correct. Nevertheless, none of the participants of group V produced any lexical error. Consequently, it is assumed that the pupils of this group were at the highest level of proficiency including groups I to V.

#### **4.4.6. Group VI (10 CGG/ bilingual)**

##### ***Evaluation of the data***

##### ***Situation 1***

The evaluation of the results of group VI shows that there are agreements with the previous groups concerning the application of modal verbs in order to phrase a request in form of a question. In this context, 57.75 per cent of the participants of group VI phrased the question containing the modal *can*, 27 per cent applied the modal *could* to the context, and 15.25 per cent formulated the question containing the modal *would*. That is, the majority of group VI phrased the question in terms of ‘permission’. A salient observation was that the participants of group VI used fewest numbers of modals to fulfil the task. Moreover, none of the participants failed in translating the VP ‘*to turn down the volume*’.

Situation 1 b) reveals similar results to group V. In contrast to groups I to IV, the modal which was chosen by 38.5 per cent of the participants, i.e. the majority, was the modal *may*. As already mentioned in the evaluation of the single groups, the majority of pupils of the normal classes chose to phrase the question with the modal *could*, which is a distinguishing feature from the bilingual classes.

In addition to that 35 per cent phrased the context containing the modal *would*, and 11.5 per cent applied the modal *could*. Of the remaining 15 per cent one participant (3.75 per cent) applied the modal *might*, one participant the modal *can*, another participant the modal *will*, and one participant phrased the question

without any modal. Nevertheless, all of the individually phrased sentences were grammatically correct.

Hence, the participants of group VI were, concerning the evaluation of this specific task, in direct comparison to the other groups at the highest level of proficiency.

### ***Situation 2***

The evaluation of situation 2 demonstrates that there were similar results in the application of modal verbs in comparison to the other groups. That is, 46 per cent of the participants of group VI applied the modal *can* in order to phrase the question, and 38.5 per cent phrased the question containing the modal *could*. Consequently, the majority applied a modal verb of 'permission' to the given situation. In this context, only 11.5 per cent chose the modal *would*, and thus, expressed the content in form of 'volition'. One single participant (4 per cent) did not apply any modal.

Nevertheless, all provided sentences did neither show any syntactic nor semantic or lexical errors, which adds evidence to the assumption that the pupils of the bilingual 10<sup>th</sup> class at a higher level of proficiency than those of groups I to IV.

### ***Situation 3***

The evaluation of this situation shows that there are agreements in the application of modal verbs with group V in respect to differences with groups I to IV. Whereas in all normal classes the most frequently applied modal verb was *can*, in both bilingual classes the modal *could* was applied to a higher percentage. In this context, 35 per cent of the pupils of group VI phrased the question containing the modal *could*, 15 per cent each either applied *can* in respect to *would* to the context. In addition to that, 11.5 per cent each phrased the question with *may* and *might*, which is the highest distribution of these two modals to express 'permission' in comparison to all other groups. One single participant (4 per cent) applied the modal *will*, and two participants (8 per cent) did not use any modal in order to express the request.

Nevertheless, all provided sentences were phrased in form of a question, and furthermore, did not show any syntactic or lexical errors.

### *Interpretation of the data*

As in the previous groups, the modals which were used most frequently in order to express 'permission' were *can* and *could*. Nevertheless, the modals *may* and *might* were applied by a considerably higher number of participants of the bilingual classes than of the normal classes. Yet, in group VI the modal *might* is distributed more frequently than in group V, and additionally, all phrased sentences are syntactically correct. These observations admit the assumption that the pupils of group VI were at the highest level of proficiency of all participating groups.

#### **4.4.7. Conclusion**

Considering the evaluation of the sentences of task 3, it is maintained that the pupils of the normal classes were at a lower level of proficiency than those of bilingual classes.

It was demonstrable that the pupils of the normal classes produced both more lexical and syntactic errors in the individually produced sentences than the pupils of the bilingual classes. Indeed, the most frequent modals to express 'permission' were *can* and *could* in all classes. Nevertheless, it could be shown that in the bilingual classes the modals *may* and *might* were distributed more frequently than in the normal classes.

Moreover, although these specific modals occurred in groups I to IV, it could be proven that the sentences containing modals such as *may/ might* or *shall* displayed syntactic errors. In other words, the function of modals in specific contexts, i.e. the finite in respect to infinite use of the modal verbs was not acquired by all the participants. These findings add evidence to the assumption made in task 1, namely that specific modals had been applied rather randomly than consciously to the context by the participants of groups I and II. This assumption is furthermore supported by the fact that especially the participants of these two groups were not able to compile an explicit ranking of politeness in task 2 of the questionnaire.

The evaluation of situation 3 revealed lexical errors which were especially made in groups I and II, and to a smaller amount in groups III in IV. In contrast to that,

all produced sentences of groups V and VI were, despite one participant in group V, both lexically and syntactically appropriate.

Hence, the English proficiency of these groups represents a continuum. That is, the participants of group I were at the lowest level of proficiency, and the participants of group VI at the highest.

Considering the results of task 3 it is stated that both hypothesis 3 and hypothesis 4 are verified.

## 5. CONCLUSION

The main aim of this study was to find out differences in the English proficiency of normal versus bilingual classes in German Secondary schools. In this context, a questionnaire was distributed among 205 participants of 6 classes of 2 German Secondary Schools. The questionnaire consisted of 3 sections. It was based on the application of modal verbs, as the modals were considered a good instrument to measure the English proficiency, as the semantic and syntactic function of modal verbs are linked.

In the following part, the theories in SLA are summarized shortly. Subsequently, the results of the evaluation are pointed out, and the implications include the contrastive juxtaposition of the 6 participating groups in reference to the theories. In conclusion, suggestions for further investigations are given.

Considering the theories in SLA, it can be maintained that “[...] second language acquisition is concerned with the nature of the hypotheses (whether conscious or unconscious) that learners come up with regarding the new rules of the second language” (Gass & Selinker 2001: 1).

In this context, Selinker formulated the Interlanguage Hypothesis (1969), which was primarily concerned with the learners’ errors during certain stages of the acquisition. Furthermore, Selinker stated that these stages of Interlanguage were unstable, as the learners continue to learn (cf. Corder 1973: 269).

Further fundamental contributions in the study of SLA were made by Krashen at the beginning of the 1980s. In his Monitor Model, Krashen postulated five theories. In the Acquisition-Learning-Hypothesis, Krashen made the distinction between subconscious acquisition and conscious learning (cf. *ibid* 1989: 8), and stated that the only function of conscious rules was to act as a Monitor of the utterances initiated by acquisition. Hence, his Monitor Hypothesis was built upon the Acquisition-Learning Hypothesis. In the Natural Order Hypothesis, Krashen stated that learners acquired grammatical structures of the TL in a predictable order. Built upon this theory, the central idea of the Input Hypothesis was that learners could only progress from one stage to the next if the input of the next level was understood (cf. *ibid* 1987: 20). Krashen added one further hypothesis to his Monitor Model. In this connection, he postulated the Affective Filter Hypothesis and assumed that, although comprehensible input was

necessary for acquisition, several variables, which function as filters, benefit in respect to hinder the progression of acquisition.

Krashen's ideas were taken up in Pienemann's Teachability Hypothesis (1984). In this context, Pienemann referred to Krashen's Natural Order Hypothesis, and stated that the most conducive method of teaching was one of which the target was the learner's proximate stage of development (cf. *ibid* 1985: 23). Hence, Pienemann assumed that only sufficient prerequisites of one specific stage resulted in the proceeding of acquisition, and thus, the achievement of the subsequent stage. That is, SLA underlies an implicational hierarchy of several stages, of which none can be left out in order to achieve successful development of the TL. The Processability Theory (1998), which was also formulated by Pienemann, re-defined the TH in order to provide a wider scope for the analysis of SLA. The focus of this theory laid on certain stages of SL development, including the occurrence of specific grammatical forms at certain stages of development. Consequently, PT was built upon both the Interlanguage and the Teachability Theory.

Concerning the above presented theories, I postulated 4 hypotheses in order to both assess and compare the English proficiency of normal versus bilingual classes in 2 German Secondary Schools. In the following, the results of the investigation will be summarized in reference to these 4 hypotheses.

As already mentioned, a questionnaire which included 3 different sections was distributed among 6 classes of 2 German Secondary Schools. In this context, my first hypothesis related to the first section of the questionnaire, and comprised that bilingual pupils used different modals in the same situations than normal pupils of both CWG and CGG.

Salient and recurring were the observations that especially the pupils of groups I and II used a much wider spectrum of the proposed modals in order to complete the sentences than the pupils of the other classes. Additionally, especially in these two groups a considerably high number of participants were not able to complete the sentences. Adapting these findings to the theories, it is concluded that groups I and II were at the lowest level of proficiency for the following explanations: First, the pupils of groups I and II produced other errors than the pupils of groups III to IV, which referred to a diverging interlanguage of the participating groups. Second, due to the advanced stage of interlanguage, the

pupils of groups III to VI were able to monitor an advanced learned competence and to apply the acquired competence. Third, the pupils of groups I and II had not developed the processing prerequisites which were necessary to solve this task. This is supported by the finding that a considerably high number of the pupils were not able to solve the task. Hence, hypothesis 1 is verified through the evaluation of the data.

In hypothesis 2, I postulated that in the bilingual classes the estimation of politeness was more definite than in the normal ones. In this respect, hypothesis 2 was built upon hypothesis 1, as it was assumed that the pupils of the normal classes applied the modals randomly rather than consciously in task 1 of the questionnaire. The evaluation of the data of task 2 both added evidence to hypothesis 1 and verified hypothesis 2 for the following reasons: First, the finding that the estimation of politeness was not very explicit in groups I and II supports the assumption that specific modals were applied randomly rather than consciously in task 1 of the questionnaire. Second, the contrastive juxtaposition of all groups demonstrated that the pupils of groups V and VI were able to make the most explicit ranking of the sentences in task 2, the pupils of groups I and II the least explicit one. Groups III and IV took an intermediate position. As Krashen differentiated between learned and acquired competence, it is ascertained that all classes learned the modal verbs. Yet, according to the advanced acquired competence of the pupils of the bilingual classes, it is assessed that those pupils were at a higher level of proficiency than the pupils of the normal classes. The results of the evaluation of groups III and IV verifies hypothesis 4, and allows to assess the pupils of these groups at a higher level of proficiency than those of groups I and II.

As task 3 of the questionnaire comprised the production of independently phrased sentences, I stated in hypothesis 3 that the semantic and syntactic functions of modals were understood better by the bilingual classes which implied that the finite and infinite application in independently elaborated sentences was done appropriately. A salient observation in the evaluation of task 3 was that the pupils of the bilingual classes both applied different modals than the pupils of the normal classes to express the same context and phrased grammatically correct sentences. Adapting these findings to the theory, the results are comparable to the ones of Pienemann's study. The results of the

evaluation led to the conclusion that this task was one of stage  $i+2$ . That is, the pupils of groups I and II are assessed at stage  $i$ , groups III and IV at stage  $i+1$ , and the bilingual classes at stage  $i+2$ , for the following reasons.

It was demonstrable that the pupils of groups I and II both produced syntactic, which especially referred to the sentences containing the modals *may/might*, and lexical errors. Indeed, in groups III and IV some of the participants also produced syntactic and lexical errors. Nevertheless, the contrastive juxtaposition to groups I and II demonstrated that in these groups the errors were considerable less frequent. In the bilingual classes all sentences were, despite one exception, grammatically correct. Hence, hypotheses 3 and 4 are verified.

Considering all the facts the final conclusion considering the English proficiency of normal versus bilingual classes is drawn. As expected, the pupils of the bilingual classes were at a higher level of proficiency than those of the normal classes. In other words, a continuum of English proficiency from group I, which is at the lowest level to group VI, which is at the highest level, is assessed.

In view of the fact that this questionnaire consisted of several parts, and the participants had thirty minutes time to complete it, the assessment of English proficiency is considered adequate, despite the instability of interlanguage. However, given that interlanguage is unstable, some suggestions for further investigation are made. In this context, it is recommendable to carry out the same English proficiency test with the same groups in order to confirm or reject the assessment of proficiency of this present study. Further suggestion arises from the data of this evaluation. Thus, it would be interesting to investigate the English proficiency according to conditional sentences, as this subject was hit upon in this study.

In conclusion, this present study could display differences in the English proficiency between normal versus bilingual classes, but further evidence that bilingual education benefits SLA would contribute to the extension of this concept.

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## APPENDICES

### Appendix 1: Questionnaire distributed among 205 pupils of two German Secondary Schools (CWG/ CGG)

#### Questionnaire Modal Verbs

**1. Füllt die Lücken im folgenden Text mit dem passenden Modalverb. Beachtet die verschiedenen Situationen. Einige Verben können mehr als einmal verwendet werden.**

**may, might, must, can, could, will, would, shall, should**

- a) 1. .... I ask you a question?  
 2. .... you call me back later?  
 3. .... you mind me opening the window?  
 4. .... you get me something to eat?  
 5. .... I interrupt you for a moment, Sir?
- b) 1. I know that Mary left 10 minutes ago. She..... be here now.  
 2. John's girlfriend is arriving in 15 minutes. He..... go now.  
 3. I'm sure I invited Mary to the party. She..... come.  
 4. I am absolutely sure that I did not invite you. You ..... go right now.  
 5. I really don't know the answer. You ..... ask someone else.
- c) 1. He might be the best tennis player. He ..... win this match.  
 2. The train should arrive in 5 minutes. If you leave now, you.....catch it.  
 3. I might have invited her. She .....come.  
 4. It could rain today. You ..... take your umbrella with you.  
 5. Mary should have left 10 minutes ago. She ..... be here now.

**2. Ordnet die folgenden Sätze nach Höflichkeit (von 1-6). Gebt eine 1 für die höflichste, eine 6 für die am wenigsten höfliche Form.**

- a) \_\_\_\_\_ Can I borrow your car?  
 \_\_\_\_\_ Could I borrow your car?  
 \_\_\_\_\_ May I borrow your car?  
 \_\_\_\_\_ Might I borrow your car?  
 \_\_\_\_\_ Would you lend me your car?  
 \_\_\_\_\_ Will you lend me your car?
- b) \_\_\_\_\_ Can you close the door?  
 \_\_\_\_\_ Could you close the door?  
 \_\_\_\_\_ Would you mind closing the door?  
 \_\_\_\_\_ May I ask you to close the door?  
 \_\_\_\_\_ Will you close the door?  
 \_\_\_\_\_ I would like you to close the door.

**3. In der folgenden Aufgabe soll in verschiedenen Situationen ein Wunsch/ eine Bitte geäußert werden. Schaut die folgenden Situationen an und formuliert die Bitte/ den Wunsch (in Form einer Frage).**

Situation 1: Du hast Kopfschmerzen und es läuft laut Musik. Wie fragst du danach die Musik leiser zu drehen.

a) deinen besten Freund

.....  
 .....

b) den Besitzer eines Cafes

.....  
 .....

Situation 2: Du hast deinem besten Freund/ deiner besten Freundin dein Lieblings-T-Shirt geliehen und willst es wieder.

.....  
 .....

Situation 3: Du möchtest deinen Geburtstag feiern und Freunde einladen und willst die Erlaubnis deiner Eltern.

.....  
 .....

Angaben zur Person: (der Test wird anonym behandelt und nicht veröffentlicht!)

Name (nur Initialen): \_\_\_\_\_

Geschlecht: männlich/ weiblich (bitte unterstreichen)

Alter: \_\_\_\_\_

Klasse: \_\_\_\_\_

Schule: \_\_\_\_\_

VIELEN DANK FÜR EURE MITARBEIT!

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## Appendix 2: Distribution of modal verbs in task 1

### Task 1a

sentence 1	can	could	may	might	must	shall	should	will	would	NO
9 CWG	41	6	15	1			2			
10 CWG	37	8	22	1		1	2			
9 CGG	9	2	4			1				
10 CGG	11									
9bili CGG	8	2	6							
10bili CGG	2	5	19							

sentence 2	can	could	may	might	must	shall	should	will	would	NO
9 CWG	17	29	2	1		1	1	4	10	
10 CWG	19	28	2					5	17	
9 CGG	6	4							6	
10 CGG		2						4	5	
9bili CGG	5	8						1	2	
10bili CGG	10	4	1				1	2	12	

sentence 3	can	could	may	might	must	shall	should	will	would	NO
9 CWG	10	13	4	2	1	1	3	3	23	5
10 CWG	13	12	3	2		1	2	1	35	2
9 CGG		2				1	2	3	8	
10 CGG	1	4	1	1	1			1	2	
9bili CGG	3	5			2				5	1
10bili CGG	1	10	1			1		1	12	

sentence 4	can	could	may	might	must	shall	should	will	would	NO
9 CWG	16	14	1	1		2	1	13	15	1
10 CWG	21	12	2	7		1	1	3	24	
9 CGG	4	8					2		1	1
10 CGG		4		1		1		1	4	
9bili CGG	6	2	3				1	1	3	1
10bili CGG	4	4	1	2		2		1	12	

sentence 5	can	could	may	might	must	shall	should	will	would	NO
9 CWG	29	18	5	4		3	3	1		2
10 CWG	21	19	15	1	1	7	2			
9 CGG	10	2	2			1			1	1
10 CGG	4	3	2	1		1				
9bili CGG	4	7	5							
10bili CGG	8	7	6	4		1				

**Task 1b**

sentence 1	can	could	may	might	must	shall	should	will	would	NO
9 CWG		4	2	12	11	2	25	5	4	
10 CWG	1	3	1	13	4		33	6	9	1
9 CGG			1	3	5		5	2		
10 CGG				1	2		4	4		
9bili CGG		1		5	2	2	5	1		
10bili CGG	1			2	2	2	13	5	1	

sentence 2	can	could	may	might	must	shall	should	will	would	NO
9 CWG	3	2	2	2	33	7	11	7	5	3
10 CWG	7	1		3	24	4	21	8	2	1
9 CGG					6	1	6	3		
10 CGG	2		1		2	2	2	2		
9bili CGG	1		1	1	1		11		1	
10bili CGG	2	1		1	6	2	10	2	1	1

sentence 3	can	could	may	might	must	shall	should	will	would	NO
9 CWG	2	2	3	3	6	1	4	35	6	3
10 CWG	4	2	3	2	6	1	7	39	6	1
9 CGG	1				1		5	6	2	1
10 CGG	1		1	1	2		1	4	1	
9bili CGG	1			2			3	9	1	
10bili CGG	1		1	3		1	1	17	2	

sentence 4	can	could	may	might	must	shall	should	will	would	NO
9 CWG	8	2	1		29	4	13	4		4
10 CWG	3	1	2	4	36	4	20	1		
9 CGG	1				8	2	1	2	1	1
10 CGG			1		5	2	3			
9bili CGG	2				8	3	2	1		
10bili CGG					15	2	8	1		

sentence 5	can	could	may	might	must	shall	should	will	would	NO
9 CWG	11	3	6	5	15	4	17	2	1	1
10 CWG	6	2	7	9	12	3	31	1		
9 CGG	2			3	5	3	2		1	
10 CGG			1	4		1	5			
9bili CGG	1	3	1		3	1	7			
10bili CGG	2	1	4	9	2	1	7			

**Task 1c**

sentence 1	can	could	may	might	must	shall	should	will	would	NO
9 CWG	5	9	4	7	8	2	6	18	6	
10 CWG	12	7	7	2	4		7	26	5	1
9 CGG	1	2	1	1	3			7	1	
10 CGG	2	2	1		1			5		
9bili CGG	2	2	2		1	1		8		
10bili CGG	1	1		3	1	2	3	15		

sentence 2	can	could	may	might	must	shall	should	will	would	NO
9 CWG	22	6	4	3	2	2	3	10	7	6
10 CWG	16	16	2	5	2	2	5	17	6	
9 CGG	6	4		1			1	1	2	1
10 CGG	2		2	1		1		1	4	
9bili CGG	2	6		4				2	2	
10bili CGG	6	3		2	1	1		9	4	

sentence 3	can	could	may	might	must	shall	sholud	will	would	NO
9 CWG	5	4	8	2	10	2	5	17	6	6
10 CWG	4	17	12	8	7	2	5	8	5	3
9 CGG	1	3		4	3	1	1	1	2	
10 CGG	1		3	2	1		1	1	2	
9bili CGG	1	1	3	1	2	3	2	1	2	
10bili CGG		5		5	1	3	1	9	2	

sentence 4	can	could	may	might	must	shall	should	will	would	NO
9 CWG	4	1	2	2	15	7	31	1		2
10 CWG	2		4	2	1	9	52			
9 CGG					6	1	9			
10 CGG	1			1	1	3	4	1		
9bili CGG	1		1	2	1	3	8			
10bili CGG		1		1	2	3	19			

sentence 5	can	could	may	might	must	shall	should	will	would	NO
9 CWG	3	1	3	13	10	9	9	6	6	5
10 CWG	2	6	5	11	7	8	16	8	6	2
9 CGG				5	3	1	3	1	3	
10 CGG		3	1	1		2	2		2	
9bili CGG		1		2	2	3	5	1	2	
10bili CGG		2	3	5	2	2	7	4	1	

### Appendix 3: Estimation of politeness in task 2

#### Class 9 CWG

situation a

politeness	can	could	may	might	would	will	NO
1	3	8	10	8	29	5	2
2	9	14	8	10	10	13	2
3	9	13	11	15	11	4	2
4	7	10	19	15	4	8	2
5	15	14	13	9	9	3	2
6	20	4	3	5	1	30	2

situation b

politeness	can	could	would mind	may	will	would like	NO
1	2	7	11	27	1	10	2
2	6	12	24	8	1	12	2
3	9	17	16	9	3	9	2
4	20	13	7	12	8	3	2
5	13	12	3	7	22	6	2
6	13	2	2	1	28	17	2

#### Class 10 CWG

situation a

politeness	can	could	may	might	would	will	NO
1	0	3	9	20	37	0	2
2	3	15	21	12	5	13	2
3	6	16	8	21	11	7	2
4	13	16	23	7	5	5	2
5	20	18	4	6	9	12	2
6	27	2	4	3	2	32	2

situation b

politeness	can	could	would mind	may	will	would like	NO
1	0	2	19	33	2	14	1
2	3	9	29	12	3	15	1
3	4	27	15	11	2	11	1
4	18	25	2	8	8	9	1
5	37	7	4	5	13	4	1
6	7	0	1	1	42	18	1

**Class 9 CGG**

situation a

politeness	can	could	may	might	would	will	NO
1		1	3	3	9		
2		2	3	6	2	3	
3	1	4	2	5	4		
4	3	5	6			2	
5	6	4	1	1	1	3	
6	6		1	1		8	

situation b

politeness	can	could	would mind	may	will	would like	NO
1		2	2	5		7	
2	2	1	11	2			
3	1	4	1	8	1	1	
4	3	8	1		2	2	
5	7	1	1		4	3	
6	3			1	9	3	

**Class 10 CGG**

situation a

politeness	can	could	may	might	would	will	NO
1		2	1	3	5		
2	2	4		2	2	1	
3	1		3	2	3	2	
4		1	4	4		2	
5	3	4	2			2	
6	5		1		1	4	

situation b

politeness	can	could	would mind	may	will	would like	NO
1		1	1	5		4	
2			7	2		2	
3		3	2	2	1	3	
4	4	4	1		2		
5	2	3		2	4		
6	5				4	2	

**Class 9 bilingual CGG**

situation a

politeness	can	could	may	might	would	will	NO
1	1		6	4	5		
2	1	4	3	4	1	3	
3		4	2	5	5		
4	1	6	2	3	3	1	
5	7	2	2		2	3	
6	6		1			9	

situation b

politeness	can	could	would mind	may	will	would like	NO
1	1	1	1	10		3	
2	1	1	8	2		4	
3	1	5	4	2		4	
4	2	8	3	2		1	
5	8	1			4	3	
6	3				12	1	

**Class 10 bilingual CGG**

situation a

politeness	can	could	may	might	would	will	NO
1	2		6	8	10		
2			10	8	2	6	
3	1	10	4	7	4		
4	5	8	5	3	3	2	
5	8	7			5	6	
6	10	1	1		2	12	

situation b

politeness	can	could	would mind	may	will	would like	NO
1			4	20	1	1	
2	2	2	15	3		4	
3		11	4	1	1	9	
4	8	10	2	1		5	
5	12	2	1		8	3	
6	4	1		1	16	4	

#### Appendix 4: Pupils' Sentences of task 3 of the questionnaire

##### 9/ CWG

##### Situation 1 a)

- (1) Can you turn the music a little bit mas quit please?
- (2) Can you do the music quiet please?
- (3) Can make the music a little bit quiter
- (4) Ey! The music is to load. Can you turn the music off?
- (5) Can you take the music off
- (6) Can you please turn the music off, my head hurts?
- (7) Can you turn the music down?
- (8) Will you turn the music down?
- (9) Can you get the music quit please?
- (10) Could you turn the radio a little bit quieter? I have headache.
- (11) -----(NO)
- (12) -----(NO)
- (13) Can you make the music lower?
- (14) Can you make the music lower, please?
- (15) Can you make the music quietly?
- (16) Can you turn the music down?
- (17) Turn the music down please, I'm sik?
- (18) Pleas turn the music off
- (19) Can you shut the music down please?
- (20) Please can you the down the musik
- (21) Can you put quietly the music, please?
- (22) Can you turn the music off, please?
- (23) Can you -----, please?
- (24) Can you make the music quieter, please?
- (25) Can you turn the music quietlier, please?
- (26) Can you please turn quite the music?
- (27) Can you make the music quietly
- (28) Hello, could you please turn the music a little bit quiter?

- (29) Can you turn the music down?
- (30) Can you down the music?
- (31) -----(NO)
- (32) Hey, could you turn down the music?
- (33) -----(NO)
- (34) Hey, come on, please turn down the volume
- (35) Can you turn the music more quiet, please?
- (36) Can you turn the music quietlier
- (37) Could you turned the music quietlier
- (38) Can you to turn up the volume of the music
- (39) Hey the music is to much loud
- (40) Could you turn the music quitly, please?
- (41) -----(NO)
- (42) Please turn quite the music
- (43) Can you turn the music quiet, please? I've head pain.
- (44) Could you pull the volume down?
- (45) Can you turn the music off?
- (46) Can you take the music quiet, please?
- (47) Would you please turn down the music?
- (48) Can you turn the loud music off?
- (49) Would you turn down the music, please?
- (50) Can you turn the music quiet, please?
- (51) Can you turn the music a little bit quieter? My head hurts.
- (52) Will you make the music not so loud, please?  
I've got terrible pain in my head.
- (53) Can you turn the musik quiet?
- (54) Could you turn the music quiet?
- (55) Can you turn the music a little bit quieter?
- (56) Hey, can you do the music down?
- (57) Hey man, turn the music down, ok?
- (58) Could you turn the music off?
- (59) Can you make the music a bit quiet, please?
- (60) Can you turn off the music, please?
- (61) Can you make the music not so loud?

- (62) Can you take (leiser) the music, please?
- (63) Can you make the music .....?
- (64) Can you take the music .....?
- (65) Can you make the music quieter, please?

### Situation 1 b)

---

- (1) Sorry, may you turn the music quit, please?
- (2) May you do the music quiet, please?
- (3) Excuse me, can you please make the musik quitter?
- (4) Ah Sir? The music is to load and my head hurts.  
Can you make is (leiser)?
- (5) Could you take the music of?
- (6) Could you please turn the musik a little fewer, my head hurts.
- (7) Could you turn the music a little bit down, please?
- (8) Could you turn the music down, please?
- (9) Excuse me please. May I ask you to get the music quitly?
- (10) May I ask you to turn the music a little bit quieter, please?  
My head hurts.
- (11) ----- (NO)
- (12) ----- (NO)
- (13) May I ask you to make the music lower?
- (14) Would you please make the music lower?
- (15) ----- (NO)
- (16) May I ask you to turn the music down?
- (17) Could you turn the music down please, I'm sik?
- (18) Sir, the music is verry load and I get headache.  
Can you turn the music off
- (19) May you shut the music down, please?
- (20) Excuse me please. Can you take down music please
- (21) Could you put quietly the music, sir.
- (22) Could you turn the music off, please?
- (23) Could you ..... please? It were very friendly.
- (24) Could you make the music quieter, please?
- (25) Sorry, could you turn the music a little bit quietlier, please?

- (26) May I ask you to turn quite the music?
- (27) The music is so loud can you make it quietly?
- (28) Sorry, could you please turn the music a bit quieter?
- (29) Could you turn the music down?
- (30) Can you please down the music
- (31) ----- (NO)
- (32) Excuse me, could you turn down the music, please?
- (33) ----- (NO)
- (34) Can you turn down the volume, please?
- (35) Please, could you turn the music more quiet?
- This would be really nice. Thank you.
- (36) Can you please to turn the music quietlier.
- (37) May you turn the music quietlier, please.
- (38) Can you please turn up the volume of the music?
- (39) The music is loud can you please turn up the volume
- (40) Could you turn the music quitly, please?
- (41) ----- (NO)
- (42) Would you turn off the music?
- (43) Could you turn the music quiet please? I've head pain.
- (44) I would like you to pull the volume down, please.
- (45) Excuse me, could you turn the music off, please?
- (46) ----- (NO)
- (47) Would you please be so kind and turn the music down?
- (48) Is it possibly to turn the loud music off?
- (49) Sir, could you turn down the music?
- (50) May I ask you to turn the music quiet, please?
- (51) Would you mind turning the music a little bit quieter? My head hurts.
- (52) May I ask you to make the music not so loud? My head is not really fine.
- (53) Could you turn the music quietly, please?
- (54) It was very friendly when you turn the music a little bit quiet.
- (55) Can you turn the music a little bit quieter? Please, thanks!
- (56) Sorry. May you can does the music a little bit more quiet, please?

- (57) Excuse me, please could you be so kind and turn down the music, please?
- (58) Could you turn the music off, please?
- (59) Sorry, but may I ask you to make the music a bit quiet?
- (60) Could you turn off the music please?
- (61) The music is too loud. Would you make it not so loud, please?
- (62) Could you take (leiser) the music, please?
- (63) Could you make the music ... ?
- (64) ----- (NO)
- (65) Could you properly make the music quieter, please?

## 10/ CWG

### Situation 1a)

- (66) Can you turn the volume down?
- (67) Could you please turn down the music a bit?
- (68) Can you take the music quiet?
- (69) Could you turn the music less noisy?
- (70) Could you turn the music off, please?
- (71) Can you turn up the volume, please?
- (72) Could you turn down the volume of the music, please?
- (73) Can you make the music not so loudly?
- (74) Could you please turn the music more silent?
- (75) Can you turn down the musik my head hurts
- (76) Please turn off the music, I've got headache?
- (77) Can you make the music a bit quieter, please?
- (78) Can you make the music a little bit quieter?
- (79) Can you turn the music down?
- (80) Can you put down the musik?
- (81) Can you turn the musik off?
- (82) Can you turn down the radio please
- (83) Can you make the music a little bit closer
- (84) The music is so loud. Can you turn off the CD-player
- (85) -----(NO)
- (86) Can you turn the music more quiet, please?

- (87) Can you turn the radio down?
- (88) Can you make the music a bit more quiet?
- (89) Could you do the music a little bit more quiet
- (90) Could you turn the volume down, please?
- (91) Could turn the volume of the music down?
- (92) Can you make the music a little bit quieter, please? I've headache!
- (93) Hi, make the music a little bit quieter, please? I have headache.
- (94) Can you turned off the music?
- (95) Can you turn the music down a little bit, please?
- (96) Please, can you turn the music down? I have a headache!
- (97) Can you turn down the music? My head feels like jumping against a wall.
- (98) Can you turn the music more softly, please?
- (99) Can you make the music quieter?
- (100) Could you take off the music?
- (101) Can you turn the music softer?
- (102) Can you turn the music softer?
- (103) Can you turn the music down, please?
- (104) Can you please make the music more quiet?
- (105) Could you please turn down the music? My headache is very horrible.
- (106) Can you turn the music quiet?
- (107) Can you stop the music?
- (108) Can you turned off the music, please?
- (109) Can you turn the music down?
- (110) Can you turn off the music, please?
- (111) Can you turn the music down, please?
- (112) Could you please turn the music down?
- (113) Can you turn the radio down?
- (114) Can you make the music a little bit quieter?
- (115) Can you please turn the music down
- (116) Can you turn the music lower
- (117) Could you turn the music lower, please?
- (118) Could you please turn the music down?

- (119) I would like you to tune the music down.
- (120) I would like you to make the music a little bit more quider?
- (121) Would you turn the music down, please?
- (122) Can you turn the music down?
- (123) Can you make the music a little bit quieter, please?
- (124) Can you turn the volume a little bit down please?
- (125) Can you turn the music down, because I have headache.
- (126) Oh, I have headache, can you turn down the music a little bit, please.
- (127) Would you turn the music quietly, please?
- (128) Can you turn down the music, please?
- (129) Can you turn down the music, please?
- (130) Can you please turn the music down?
- (131) Can you please turn down the music?
- (132) Can you turn the volume down please?
- (133) Can you make the volume of the music lower, because I've got headache?
- (134) Can you make the music a little bit
- (135) Can you make the music
- (136) Could you make the music the music quitt, please?

**Situation 1 b)**

- (66) Could you please turn the volume down?
- (67) May I ask you to turn down the music a little bit?
- (68) Could you take the music quit, please?
- (69) May I ask you to turn the music less noisy, please?
- (70) Could I ask you to turn the music quiet, please?
- (71) Could you turn up the volume of the music, please?
- (72) Might you turn down the volume of the music, please?
- (73) Could I ask you to make the music not so loudly?
- (74) Is it possible for you to turn the music more silent?
- (75) May I ask you to make the music more quiete because my head hurts.
- (76) Could you please turn the music a little bit down, because my head hurts?

- (77) Could you make the music a bit quieter, please?
- (78) Would you make the music a little bit quieter, please?
- (79) May I ask you to turn the music down?
- (80) Could you put down the musik
- (81) Can you please turn the music lower?
- (82) Sorry, could you turn down the musik please
- (83) Excuse me, could you make the music a little bit closer, please?
- (84) Excuse me please: Would turn off the music for me?
- (85) Excuse me. Could you please turn the music off, because it is very loud
- (86) May I ask you to turn the music a little bit more quiet, please?
- (87) Would you turn the radio down, please?
- (88) May I ask you to make the music a bit more quiet?
- (89) I'm sorry. My head hurts so much, would you do the music quiet?
- (90) Excuse me, would you mind turning the volume of the music down, please?
- (91) Excuse me, would you turn the volume down, please?
- (92) Could you play the music a little bit quieter, please?
- (93) Excuse me Mr, can you take the music a little bit quieter, please
- (94) Could you tuned down the music, please?
- (95) Could you turn the music down a bit, please?
- (96) Excuse me please, might you turn the music a little bit down? I have very bad headache. Thank you.
- (97) Could I ask you if you would turn down the music for me?
- (98) Would you please turn the music more softly, please?
- (99) ----- (NO)
- (100) I think the music is to loud, could you please change this.
- (101) Is it possible to turn the music softer?
- (102) Is it possible to turn the music softer?
- (103) May you turn the music down, please?
- (104) Shall you please make the music less loudly?
- (105) Might you turn down the music, please? I've got headaches. This would be very faithful of you.
- (106) Excuse me Sir. Please would you turn the music a little bit down?
- (107) Would you please make the music less loudly?

- (108) Could you turned down the music, please?
- (109) Would you turn the music down?
- (110) Could you turn off the music?
- (111) Could you turn the musik down, please.
- (112) May you can turn the music a little bit down?
- (113) May you can turn the radio down?
- (114) May I ask you to turn the music quieter?
- (115) May I ask you to turn the music down
- (116) Would you turn the music lower
- (117) May I ask you to turn the music lower?
- (118) Could you please turn the music a little bit down?
- (119) Can you turn the music down, please?
- (120) Could you turndown the musik please?
- (121) Excuse me, can you turn the music down, please?
- (122) Excuse me, could you turn the music down?
- (123) Could you be so nice to make the music a little bit quiter, please?
- (124) Could you turn the volume of the music a little bit down, please?
- (125) Would you turn the music down? I have headache.
- (126) Sorry, I have a please. Can you turn down the music a little bit please,  
because I have headache
- (127) Could you turn the music not so loud, please?
- (128) Excuse me sir, would you turn down the music, please?
- (129) May I ask you to turn down the music, please?
- (130) May I ask you to turn down the music, please? I have a bad headache.
- (131) Would you turn down the music please?
- (132) Might you turn the volume down, please?
- (133) Would you turn the music a little bit lower because I've got headache?
- (134) May you make the music a little bit
- (135) Might you make the music
- (136) Would you make the music quite, please?

**9/ CGG****Situation 1 a)**

- (137) Please, can you turn down the music volume?
- (138) Could you turn the volume, please?
- (139) Can you turn down the volume, please?
- (140) Can you turn down the volume, please?
- (141) Can you turn down the volume?
- (142) Could you turn down the volume?
- (143) Can you turn down the volume?
- (144) Can you turn down the volume?
- (145) Can you turn down the volume, please?
- (146) Turn down the volume?
- (147) Can you turn down the music, please?
- (148) Can you turn down the volum?
- (149) Can you please turn down the volume?
- (150) Can you turn down the volumen, please?
- (151) Can you turn down the volume, please?
- (152) Can you turn down the volume, please!

**Situation 1 b)**

- (137) Sorry Mr, can you please turn the music volume down?
- (138) May you turn the volume, please?
- (139) Could I ask you to turn down the volume, please?
- (140) Could I ask you to turn the volume down, please?
- (141) Could you turn down the volume, please?
- (142) Would you please turn down the volume?
- (143) Could you turn down the volume?
- (144) Might you turn down the volume, please?
- (145) May you can turn down the volume, please?
- (146) Would you turn down the volume, please?
- (147) Excuse me please, could you turn down the volumen of the music?
- (148) Could you turn down the volum, please?
- (149) May you turn down the volume, please?

- (150) It will be nice when you can turn down the volumen?
- (151) Maybe its possible that you can turn down the volume, please?
- (152) Sir, I would like you to turn out the volume!

## **10/ CGG**

### **Situation 1 a)**

- (153) Will you turn the music off.
- (154) Can you turn off the music, please?
- (155) Would you turn off the music?
- (156) Could you turn the music a little bit closer
- (157) Can you turn the music down, please?
- (158) Can you make the music a bit more quiet?
- (159) Could you turn the music a bit more ..... please
- (160) Can you turn off the musik please?
- (161) Can you turn down the volume of the music?
- (162) Would you turn down the volume, please?
- (163) Can you make the music a bit slower, because I have headache?

### **Situation 1b)**

- (153) Could you please turn the music off.
- (154) May I ask you that music it's a bit to loudly?
- (155) May I ask you to turn off the music?
- (156) I'm sorry but can you please turn the music a little bit closer
- (157) Would you turn the music down, please?
- (158) Might I ask you to make the music a bit more quiet?
- (159) Would you turn the music a bit .... please
- (160) Could you turn off the music please?
- (161) Excuse me, may you turn the music a little bit less loud, please?
- (162) Would you be so kind and turn down the volume, please?
- (163) Excuse me, could you make the music a bit slower?

**9 bilingual/ CGG****Situation 1 a)**

- (164) Would you turn the music down, please?
- (165) Would you please turn down the music? I feel bad.
- (166) Can you turn the volume down, please?
- (167) Can you turn off the music, please?
- (168) Could you turn down the music?
- (169) Can you turn down the music?
- (170) Can you turn down the music please, my head hurts?
- (171) Can you turn the volume of the music a bit down?
- (172) Can you turn down the music a bit, please?
- (173) Can you turn the volume down?
- (174) Turn off the music, please because I have headache
- (175) Can you turn down the music, please? My head is hurting.
- (176) Can you turn down the music, please?
- (177) Can you turn the music off, please?
- (178) My head is hurting. Can you turn off the music?
- (179) Could you turn of the music, please?

**Situation1 b)**

- (164) I'm sorry, may you turn down the music please?
- (165) May I ask you to turn down the music? I feel bad.
- (166) Sorry, could you turn the volume down, please?
- (167) Would you mind turning off the music?
- (168) I would like you to turn the music down.
- (169) It would be nice, if you could turn down the music.
- (170) is it possible to turn down the music, please sir?
- (171) Might I mind you to turn the volume of the music a bit down, please?
- (172) Could you please turn down the music a bit?
- (173) May I ask you to turn down the volume?
- (174) Is it possible to turn off the music?
- (175) May you turn down the music, please?
- (176) Oh, I'm sorry but can you turn up the music, please?

- (177) May I ask you to turn the music off?  
 (178) May I ask you to turn of the music?  
 (179) Can you turn of the music? My head hurts. Thank you!

### **10 bilingual/ CGG**

#### **Situation 1 a)**

- (180) Sorry, can you turn down the music, please? I have headache.  
 (181) Can you turn off the music  
 (182) Can you turn down the music, please?  
 (183) Can you turn down the music?  
 (184) Can you turn off the music, please?  
 (185) Could you turn down the music, please?  
 (186) My had hurts, could you turn down the music?  
 (187) Can you turn off the music, please?  
 (188) Would you turn down the music, please?  
 (189) Can you turn down the music?  
 (190) Could you turn the music down, please?  
 (191) Can you turn down the music please?  
 (192) Would you turn down the volume, please?  
 (193) Can you turn down the music, please?  
 (194) Can you turn the music down, please?  
 (195) Hey Buddy, I've got a terrible headache. Would you turn the music down?  
 (196) Can you turn down the music, please?  
 (197) Would you please turn down the music?  
 (198) Could you decrease the music's volume a bit please? I've got a headache.  
 (199) Could you turn down the music a little bit more silent, please?  
 (200) Can you turn the music down, please?  
 (201) Could you turn down the music, please?  
 (202) Can you turn the music down?  
 (203) Can you turn down the music?  
 (204) Could you turn down the music, please? I've got headache  
 (205) Can you turn down the volume? My head hurts terribly.

**Situation1 b)**

- (180) Excuse me please. May I ask you to turn the music down?
- (181) May you turn the music off
- (182) Could you turn down the music, please?
- (183) May you turn down the music please?
- (184) May I ask you to turn the radio off?
- (185) Might you turn down the music, please?
- (186) Excuse me, my head hurts badly. May I ask you to turn the music down, please?
- (187) May I ask you to turn off the music?
- (188) May I ask you to turn down the music, please?
- (189) Could you turn down the music?
- (190) Would you turn the music down, please?
- (191) May I ask you to turn down the music please?
- (192) Could you turn down the volume, please?
- (193) Is it possible to turn down the music, please?
- (194) Would you turn the music down, please?
- (195) Excuse me sir, might I ask you a question: Would it be possible to turn the music down? It's because I've got a headache.
- (196) Would you be so kind and turn down the music a bit, please?
- (197) Sir, may I ask you to turn down the music, please?
- (198) Would it be possible to decrease the volume of the music a bit? That would be really kind, because I have got a headache.
- (199) Would it be okay if you turn down the music a little bit, please?
- (200) Would you be so kind to turn the music down, please?
- (201) Would you mind turning down the music?
- (202) Good afternoon. Sorry, would you be so kind and turn the music down, please?
- (203) Will you be so kind to turn down the music?
- (204) Can you turn down the music because I have got headache
- (205) May you turn down the volume of the music, please?

**9/ CWG****Situation 2**

- (1) I want to have back my favourite T-shirt.
- (2) Can you give me my T-shirt, please?
- (3) Hey, can I have my T-shirt back
- (4) Can I become back my t-shirt?
- (5) Can I take my T-shirt from you?
- (6) Can you please give me my favourite T-shirt back, I need it  
tomorrow
- (7) Would I get back my T-shirt from you?
- (8) Can I get my T-shirt back?
- (9) Can I get back the shit I've borrowed you?
- (10) Can you give me my favourite t-shirt back next time?
- (11) Could you give me my T-shirt back, please?
- (12) Can you give me my T-shirt back, please
- (13) Can you give me my T-shirt back?
- (14) Can you give me my T-shirt?
- (15) ----- (NO)
- (16) Can I have my T-shirt back?
- (17) Can you give me my T-shirt bay now, please?
- (18) Can I get my T-shirt back?!
- (19) Can you give me my T-shirt back, please?
- (20) Can I get back my lovely t-shirt
- (21) Can I have got my T-shirt back
- (22) Can you give me my shirt back, please?
- (23) Can you give me my T-shirt, please?
- (24) Might I can have my T-shirt bag?
- (25) Can you give me back my T-shirt, please?
- (26) Could I have my t-shirt back?
- (27) You have my T-shirt I want it back.
- (28) Sorry, but could I get my T-shirt back!?! I need it so much.
- (29) Can you give back my T-shirt?
- (30) Can you give me my T-shirt back to.

- (31) Can you give me please my T-shirt back?
- (32) Sorry, but now I would like to have my T-shirt back!
- (33) ----- (NO)
- (34) Can I get back my T-shirt that I give you last week?
- (35) I have given you my favourite T-shirt, you know. Could you give it back to me? Please.
- (36) Can you give me bag my t-shirt?
- (37) Can you give me my t-shirt back
- (38) Can you give me my T-shirt?
- (39) Can you get me back my t-shirt?
- (40) Could I get my T-shirt back, please?
- (41) Do you have still my favourite T-shirt. I would like to have it back.
- (42) Can I have back my T-shirt please?
- (43) Can you give me my favourite T-shirt back, please?
- (44) Would you give me my T-shirt back, please?
- (45) ----- (NO)
- (46) Can you give me the T-shirt back?
- (47) May I get back my favourite T-shirt?
- (48) Could you give me my T-shirt back please?
- (49) Would you give me back my T-shirt, please
- (50) Can I get back my T-shirt, please?
- (51) Could you give me my favourite T-shirt back?
- (52) Will you give me my shirt back in next time?
- (53) Could you bring my t-shirt back to me, please?
- (54) Would you bring my T-shirt back?
- (55) Can I have my T-shirt back?
- (56) Can you give me back my T-shirt?
- (57) Hey homie, do you remember that I lend you my favourite shirt?  
Can I have it back?
- (58) Can you give me the T-shirt back, please?
- (59) Could you give me back my T-shirt?
- (60) Can I get back the T-shirt please? I need it.
- (61) Can you give me my T-shirt back, please?
- (62) Can you give me my T-shirt, please?

- (63) I would like you to give me my T-shirt back.  
 (64) Can you take me my T-shirt?  
 (65) Can I get my T-shirt back, please?

## 10/ CWG

### Situation 2

- (66) Can you give me my T-shirt back?  
 (67) Can I please get my T-shirt back?  
 (68) Could I get my t-shirt back, please?  
 (69) Can I get my T-shirt back?  
 (70) Could you give me my T-shirt back I borrowed you, please?  
 (71) Can you give me the T-shirt back, please?  
 (72) Could you give me the T-shirt back, please?  
 (73) Can I get back my T-shirt?  
 (74) Can I have my T-shirt back, please?  
 (75) Can I have the T-shirt back wich you borrowed from me.  
 (76) Can you please give me my T-shirt back?  
 (77) Can you bring my T-shirt you borrowed with you at the next time  
 please?  
 (78) Can you give me my T-shirt back?  
 (79) Can you give me my T-shirt back?  
 (80) I would like you to give my T-shirt back.  
 (81) Can I get my T-shirt back?  
 (82) Can I get my T-shirt back, please?  
 (83) Can you get me back the T-shirt?  
 (84) ----- (NO)  
 (85) ----- (NO)  
 (86) Can you give me the T-shirt back, please?  
 (87) Could you give my T-shirt back to me?  
 (88) Could you give me my T-shirt tomorrow, please?  
 (89) I would like you to bring me the T-shirt which I lend you, tomorrow  
 back to me.  
 (90) Sorry, can I have my T-shirt back, please?  
 (91) Can I have back my t-shirt what I have lent you?

- (92) Could you give me my lovely T-shirt back, please? I want to wear it again.
- (93) I want to wear my lovely shirt. Can you bring it back to me?
- (94) Could you give me my t-shirt back?
- (95) Can you give me back my T-shirt? I want it back now.
- (96) Hey do you remember the shirt I borrow you? I want it back, please!
- (97) Could you give me back my T-shirt?
- (98) I would like you to give me my T-shirt back.
- (99) Give me my T-shirt back, or you lost your teeth.
- (100) Can you give me my T-shirt back.
- (101) Can you give me my T-shirt back?
- (102) Can I have my favourite T-shirt back?
- (103) Could I get back my t-shirt?
- (104) Can you give me please back my T-shirt?
- (105) Can you remember the T-shirt I've lend you? It would be very nice of you if you will give it back to me, because I also like this shirt very much!
- (106) Please, can you give me my T-shirt back?
- (107) Could you give me my shirt back, please?
- (108) Can you give me my T-shirt back?
- (109) Will you give me my shirt back?
- (110) I want to have back my T-shirt. Would you give it back to me tomorrow?
- (111) Can I get my T-shirt back?
- (112) Can you give me my favourite T-shirt back?
- (113) Can you give me my favourite T-shirt back?
- (114) Can you give me my T-shirt back
- (115) Can you please give me my T-shirt back?
- (116) Can you get my t-shirt back
- (117) Could you give me back my shirt, please?
- (118) Can you please give me my T-shirt back?
- (119) Can you give me my favourite T-shirt back!?
- (120) Could I have my T-shirt back, please?
- (121) Can I get my T-shirt back?

- (122) Can I get my T-shirt back, please?
- (123) Can I get my T-shirt back, please?
- (124) Could you give my T-shirt back to me please, it's my favourite.
- (125) You have lend my T-shirt, can you give it back?
- (126) Can you gave me please my T-shirt back, which I borrow you?
- (127) Can I get my T-shirt back?
- (128) Can I get back my T-shirt, I'd borrow you?
- (129) Would you give the T-shirt back to me, please?
- (130) I would like you to give the t-shirt back I lent to you.
- (131) Will you give me the T-shirt back I lent to you?
- (132) Could I have my T-shirt back?
- (133) Can I get my T-shirt back which I borrowed you?
- (134) Can you give me back my favourit t-shirt that I lend you?
- (135) Can you give me back my favourite t-shirt which I had lend you?
- (136) Can I get my T-shirt back.

## 9/ CGG

### Situation 2

- (137) Can you give me my T-shirt back?!
- (138) Could you give me the t-shirt back, please?
- (139) Can I get my t-shirt back?
- (140) Can I ask you to give me my t-shirt back?
- (141) Would you give me my T-shirt back?
- (142) Could you get me my T-shirt back?
- (143) Can I have my T-shirt bag, please?
- (144) Give me the T-shirt back I lended you.
- (145) Can you give me the T-shirt back, please?
- (146) Could I have my T-shirt back?
- (147) You have my T-shirt. Can I have it back, please?
- (148) Could I get my T-shirt back, please?
- (149) Can you give me back my favourite t-shirt, please?
- (150) Can you give me my T-shirt back?
- (151) You have a T-shirt from me. Can you give it me back, please?
- (152) Can you bring me my t-shirt back, tomorrow, please?

**10/ CGG****Situation 2**

- (153) Give me back my T-shirt please!!!
- (154) Can I have my T-shirt back, please?
- (155) When will you give me my T-shirt back?
- (156) Can I have my T-shirt I lend you?
- (157) Could you give me my favourite shirt back?
- (158) Can you give me my T-shirt back?
- (159) Might you give me my T-shirt back.
- (160) Could you give me back the T-shirt please?
- (161) Will you give me back my favourite T-shirt, please?
- (162) Could you give me my shirt back, please?
- (163) Can you give me back my shirt?

**9 bilingual/ CGG****Situation 2**

- (164) You've got my favourite T-shirt. Would you give it back, please?
- (165) You borrowed my favourite T-shirt, didn't you? Would you give it back, please?
- (166) Could I get back my t-shirt, please?
- (167) Could I get my t-shirt back, please?
- (168) Can you give me the shirt back, please?
- (169) Give me back my t-shirt, please!
- (170) Please give my T-shirt back to me.
- (171) Can I have my T-shirt back, please?
- (172) Could I get my t-shirt back, please?
- (173) Could I get back my shirt?
- (174) Can I have back my favourite T-shirt?
- (175) Can I get back my favourite t-shirt, please?
- (176) Could you give me my T-shirt back.
- (177) Can you give me back my T-shirt, please?
- (178) I want to put on this shirt tomorrow. Could you bring it to me, please?

(179) Could I get back my T-shirt? It would be really nice.

## 10 bilingual/ CGG

### Situation 2

- (180) Can you give me my favourite t-shirt back, please?
- (181) Could I have my T-shirt back?
- (182) Can I get back my T-shirt please?
- (183) You must give me my favourite t-shirt back!
- (184) Would you give me my favourite shirt back, please?
- (185) Can I have back my T-shirt, please?
- (186) Can I have my T-shirt back
- (187) Can you give me the shirt back?
- (188) Can you give back my favourite shirt, please?
- (189) Can you give me my t-shirt back?
- (190) Could you please give me back my T-shirt?
- (191) Can I have my shirt back now?
- (192) Can you give me my shirt back?
- (193) Can you give me back the t-shirt, please?
- (194) Could I get back my T-shirt, please?
- (195) I've borrowed you a shirt. Could I have it back now?
- (196) Could you give me my T-shirt back, I borrowed you?
- (197) Would you please give me the T-shirt that I lent to you?
- (198) Could you give me back the T-shirt I lent to you? It's my favourite one, you know.
- (199) Could you bring my T-shirt back, please?
- (200) Can I have my T-shirt back, please?
- (201) Could you give me back my shirt?
- (202) Would you give me back my T-shirt, please?
- (203) Could you give me my t-shirt back?
- (204) You still have my favourite t-shirt. Can I have it back please, because I want to wear it on Saturday?
- (205) Could you bring my t-shirt tomorrow?

**9/ CWG****Situation 3**

- (1) Could I invite my friends to my birthday party?
- (2) Could I make a party?
- (3) Mum, Dad, can I invent my friends to my birthday
- (4) Mum? I want to celebrate my birthday with my friends. Can I?
- (5) Could I celebrat my birthday with my friends?
- (6) Can I invent my friends on my birthday, please?
- (7) Can I make a birthday-party, please?
- (8) Could I invent my friends to my birthday party?
- (9) May I ask you to invite some friends of me to celebrate my birthday?
- (10) Can I invite a few friends for my birthday party, please?
- (11) Can I invite my friends to my birthday?
- (12) Can I make a birthday party, please
- (13) May I invite my friends to my party?
- (14) Can I invite some friends for my birthday party, please?
- (15) ----- (NO)
- (16) Can I invite some friends at my birthday?
- (17) Could I invite some friends on my birthday, please?
- (18) ----- (NO)
- (19) May you to let me invite friends to my birthday party
- (20) I want to celebrate my birthday. Can I invite my friends
- (21) Can I invent my friends to my birthday party?
- (22) Might I to have a birthday party with my friends, please?
- (23) Mom, can I make a party with my friends to my Birthday please? Of course I would clean up the house after the party.
- (24) ----- (NO)
- (25) Can I invite my friends to my next birthday, please?
- (26) Mum and Dad, can I invite my friends to my birthday party?
- (27) Can I make my Birthday-Party with some friends?
- (28) Mum, Dad, could I celebrate my birthday with my friend.
- (29) Can I invite friends?

- (30) ----- (NO)
- (31) ----- (NO)
- (32) Hey mum, can I give a birthday party for my friends
- (33) Can I celebrate my birthday and invite some friends?
- (34) Mom, dad can I invite some friends for my Birthday Party?
- (35) Mom, Dad, I want to celebrate my birthday
- (36) Can I selebrate a party with my friends
- (37) Can I inviting my friends?
- (38) Can I make a birthday party and invented my friends?
- (39) Can I make a birthday party with my friends.
- (40) Can I invite some peoples to my birthday party, please?
- (41) Can I invite some friends to my birthday party.
- (42) Please, let me invite my friends to the birthday-party
- (43) Could I please invite my friends? I want to give a party.
- (44) Could I invite some friends for my birthday?
- (45) ----- (NO)
- (46) Can I invite my friends to my birthday party?
- (47) Mum can I invite my friends to my birthday party?
- (48) Can I invite my friends for the birthday party?
- (49) Can I invite some friends at my birthday?
- (50) Am I allowed to invite my friends to a party?
- (51) Can I invite some friends to my birthday party?
- (52) Please, might I invite a few of my friends next weekend because of my birthday?
- (53) Could I celebrate my Birthdayparty with my friends, please?
- (54) Can I celebrate my birthday with some friends?
- (55) Mom? Dad? I will give a big party on my birthday, can I do it?  
Please!
- (56) Can I invite my friends at birthday?
- (57) Mom, Dad, can I have a party with my friends to my birthday?
- (58) I want to celebrate my birthday. Can I do it?
- (59) Would you allow me to make a birthdays party?
- (60) Can I make a party?
- (61) Please can I celebrate my birthday with my friends?

- (62) Could I take a birthday party?
- (63) Can I celebrate a party and can I invite my friends?
- (64) Can I celebrate my birthday with friends at home?
- (65) Can I invite my friends to my birthday party?

## 10/ CWG

### Situation 3

- (66) May i please invite some friends to my birthday party?
- (67) May I ask you to if I could celebrate my birthday with some of my friends, please?
- (68) Can I make a party with my friend on my birthday, please?
- (69) Could I invite my friends for my party, please?
- (70) Would you allow that I organize a party here?
- (71) Could I make a birthday party with some friends?
- (72) Could I have a birthday party and invite friends?
- (73) Could I give a birthday party for my friends?
- (74) You know I've got my birthday next week so is it possible to invite some friends?
- (75) Can I celebrate with my friend my birthday and have a little birthday party, please.
- (76) May I do my birthday party at home with some friends?
- (77) Can I invent some friends to my birthdayparty?
- (78) Could I invite my friends to my birthday party, please?
- (79) Could I invite some friends for my birthday party?
- (80) Would you mind I can make a party
- (81) Can I invite some friends to my birthday?
- (82) Mom, can I invite some friend for my birthday party
- (83) Can I celebrate my birthday with my friends, please?
- (84) ----- (NO)
- (85) ----- (NO)
- (86) Could I invite my friends to the birthday party?
- (87) Can I invite my friends for my birthday?
- (88) Can I invite my best friends?

- (89) I would like to invite some friends for my birthday party.
- (90) Would you allow me to invite some friends to my birthday-party?
- (91) I want to celebrate my birthday. Would you allow to invited some friends?
- (92) On the weekend is a birthday party of my friend. Can I go to this party please? Is it okay when K. is coming?
- (93) Mom, Dad you know my birthday is on Monday and I want to make a littel party with some friends is it okay?
- (94) Could I invite some friends for my birthday party
- (95) I would give a party at my birthday and therefore invent some of my friends. Could I do this, please?
- (96) Dad and Mom, I want to talk with you. I want to celebrate my birthday and I have a question. Could I invent some friends?
- (97) Mom, Dad? Could I celebrate my birthday party with some friends?
- (98) I wanted to ask you whether I'm aloud to invitäte my friend to my birthday-party
- (99) I want to invite my friends to celebrate a Party.
- (100) Mom, Dad can I make a party with my friend on my birthday.
- (101) Would you allow me to make a birthday party and to invite some friends of me?
- (102) Would you allow me to invite my friends to my birthday party?
- (103) Can I invite my friends, for my birthday-party?
- (104) Shall I invet some friend to my birthday party?
- (105) You know next week is my birthday. It would be very nice of you, if you allow me to celebrate it with my friends. Could I do so?
- (106) Mum and dad can I do a birthday Party with my friends here at home, please?
- (107) May I celebrate my birthday with my friends, please?
- (108) Could I invite some friends for my birthday, please?
- (109) May I invite some friends?
- (110) May I invent some friends for my birthday party?
- (111) Could I invent some friends to my birthday party?
- (112) Can I invite some friends for my Birthday Party?
- (113) Could I invite some friends?

- (114) Can I invite some friends, please?
- (115) Can I celebrate my birthday? I want to invite friends.
- (116) Could I invite my friends to my birthday-party
- (117) Am I allowed to celebrate a party at my birthday?
- (118) Can I please invite all my friends to my birthday party?
- (119) I would invinte some of my friends to my birthday-party!?
- (120) Can I invite my friends to my birthday-party?
- (121) Can I invent some people to my birthday party next week?
- (122) Can I invite my friend on my birthday?
- (123) I want to celebrate my birthday with friends, is that ok?
- (124) Could I invite some friends to my birthday party?
- (125) Can I do a party with my friends at my birthday, please?
- (126) Can I make a birthday-party and visit my friends to celebrate with them?
- (127) Can I invent my friends for my party, please?
- (128) Would you allow me to have a party and invite my friends?
- (129) Can I invite some friends for my birthday party?
- (130) I want to have a party. Could I invite some of my friends?
- (131) Might I invite my friends to my birthday-party?
- (132) Can I celebrate my birthday here?
- (133) Could I invite my friends to my birthday party?
- (134) ----- (NO)
- (135) I would celebrate my birthday! Can I invite my friends?
- (136) Can I make a party?

## 9/ CGG

### Situation 3

- (137) Mom and Dad please can you allowed me to selebrate my own birthday party
- (138) Can I celebrate a party and invite my friends?
- (139) Can I make a party and can I invite friends, please?
- (140) Might I ask you to invite my friends to my birthday party, please?  
They will be quiet!

- (141) Can I make a birthday party with my friends?
- (142) Parents, could I invent some friends to my birthday party next Saturday?
- (143) Can I invite some people for my birthday-party?
- (144) Would you allow me to invite some friends for my birthday party?
- (145) Would you allow me to invite some friends to my birthday party?
- (146) Could I have a party, please?
- (147) Can I invent some friends to my birthday please?
- (148) Can I invite some friends to my birthday-party please.
- (149) Can I invite my friends, please?
- (150) Mom, Dad? Can I make a party and invite my friends to it?
- (151) I want to make a birthday party. Can I invented some friends, please?
- (152) Can I celebrate my birthday with my friends?

## **10/ CGG**

### **Situation 3**

- (153) Could I invite all my friends for my Birthday Party, please.
- (154) Please, Mom, Dad, I would like to bring some friends at home. Is it possible?
- (155) Can I invent some friends
- (156) Can I make a Party and can I invite some of my best friends?
- (157) Would you say yes to celebrate my birthday party here?
- (158) May I celebrate my birthday party and invite my friends?
- (159) Can I please invite some friends?
- (160) Could I may celibrate my Birthday with my friends?
- (161) Might I invite some friends to my birthday party, please?
- (162) Can I give a birthday party to my friends?
- (163) I want to do a birthday party with my friends. Can you allow it?

**9bili/ CGG****Situation 3**

- (164) Am I allowed to invite my friends for my birthday party?
- (165) Am I allowed to invite my friends for my birthday party?
- (166) Could I give a birthday party and invite some friends?
- (167) Would you give your permission for my birthday party? I'd like to invite some friends of mine.
- (168) Can I celebrate my Birthday and invite my friends please?
- (169) May I have a party with some friends?
- (170) I want to celebrate my birthday with my friends, is it ok if I invite them?
- (171) Could I celebrate my birthday with some friends at home, please?
- (172) Can I celebrate a party here and invite a few friends for my birthday?
- (173) Would you allow me to celebrate my birthday and invite my friends?
- (174) I want to have a birthday party. Would you allow this party?
- (175) Am I allowed to celebrate a party with my friends?
- (176) Sorry, mom and dad. I want to celebrate my birthday party with my friend. Is it okay?
- (177) Could I make a birthday party with my friends, please?
- (178) Can I invite my friends for my birthday party?
- (179) Could I celebrate my Birthday with my friends?

**10bili/ CGG****Situation 3**

- (180) I want to celebrate my birthday party. Could I invite my friends?
- (181) Could you allow me to celebrate my birthday?
- (182) Could I invite some friends for my birthday party please?
- (183) Could I invite my friends for my Birthday party on Saturday please?
- (184) Could I celebrate my birthday by inviting some friends?
- (185) Could I celebrate my Birthday with my friends, please?

- (186) Do you allow me to celebrate my birthday and to invite my friends?
- (187) Could I invite my friends to my party please?
- (188) I want to have a birthday party. Might I invite my best friends?
- (189) Will you allow me to invite my friends to a party?
- (190) Can I have a party please?
- (191) Can I have a birthday party with my friends?
- (192) Can I have a birthday party?
- (193) I want to celebrate my birthday together with my friends. Do you allow me to do this?
- (194) Would you allow me to invite friends to my birthday party?
- (195) Can I invite my friends to a Birthday-party?
- (196) Mommy, I'd like to have a birthday party. Could I invite some friends?
- (197) Might you allow me to celebrate my birthday and to invite some of my friends?
- (198) Might I invite some friends for my birthday party please?
- (199) Would it be ok, if I invite some friends to my birthday party, please?
- (200) Could I celebrate my birthday with my friends on 12<sup>th</sup> November, please?
- (201) I want to celebrate my birthday. Would you allow it to invite some friends?
- (202) Hello Mom and dad. You know my birthday on Friday and would it be ok when I have a little party
- (203) May I ask you to invite some friends for celebrating my birthday?
- (204) I want to celebrate my birthday on Friday. May I make a party with my friends?
- (205) As you know tomorrow is my birthday and I want to invite a couple of friends to a small party. May I have a party tomorrow?

## **Selbständigkeitserklärung**

Ich versichere, dass ich diese Magisterarbeit selbst verfasst und dafür ausschließlich die angegebenen Texte und Quellen verwendet habe. Alle wörtlich übernommenen Aussagen sind als Zitate eindeutig gekennzeichnet. Die Herkunft der indirekt übernommenen Formulierungen ist angegeben.

Aue, den 28. Oktober 2008

Claudia Lucia Stan

## **Zusammenfassung der Magisterarbeit.**

Das Hauptziel der Studie dieser Magisterarbeit war es, Unterschiede der Englischkenntnisse zwischen normal und zweisprachig unterrichteten Klassen an zwei deutschen Gymnasien herauszufinden. In diesem Zusammenhang wurde ein Fragebogen erstellt, der unter 205 Schülern der 9. und 10. Klassestufe aus 2 Klassen des Clemens Winkler Gymnasiums in Aue und 4 Klassen des Christoph Graupner Gymnasiums in Kirchberg verteilt wurde. Dieser Fragebogen beinhaltete 3 Teile und basierte auf der Anwendung englischer Modalverben.

Im ersten Teil der Magisterarbeit wurde eine kurze Übersicht zum Thema Zweitspracherwerb erarbeitet. Im zweiten Teil wurden die folgenden Theorien zum Zweitspracherwerb vorgestellt. Zum ersten wurde die Interlanguage Theorie aus den 1970ern von Larry Selinker in Betracht gezogen. Des Weiteren wurden die Thesen von Stephen D. Krashen aus den 1980ern erörtert, die von großer Bedeutung für das Gebiet der Zweitspracherwerbs waren. Diese Theorien wurden von Manfred Pienemann aufgegriffen, dessen Teachability Theorie (1984) und Processability Theorie (1998) im Folgenden in der Magisterarbeit ausführlich analysiert wurden. Im dritten Teil der Arbeit wurden normale und zweisprachige Erziehung kurz gegenübergestellt.

Angelehnt an die analysierten Theorien wurden 4 Hypothesen aufgestellt, die es zu verifizieren bzw. widerlegen galt. Diese Hypothesen dienten außerdem der Beurteilung der Englischfähigkeiten der teilnehmenden Klassen.

Die Hypothesen beinhalteten, dass die zweisprachig unterrichteten Klassen über bessere Englischkenntnisse verfügen, als die normal unterrichteten Klassen, und dass die normal unterrichteten Klassen der Christoph Graupner Gymnasiums über bessere Englischkenntnisse verfügen, als ihre Altersgenossen des Clemens Winkler Gymnasiums. Die präzise Auswertung und Analyse der Fragebögen konnte die aufgestellten Hypothesen beweisen.

Schließlich wurden Anregungen für weitere Forschung auf diesem Gebiet gegeben, was zum einen beinhaltete den gleichen Test mit denselben Schülern zu wiederholen beziehungsweise die Englischkenntnisse anhand eines anderen grammatikalischen englischen Kontexts zu analysieren, um zu belegen, dass das Konzept der zweisprachigen Erziehung an deutschen Gymnasien erweitert werden sollte.