

Assessment German as a Foreign Language Basic Vocabulary of 6th Graders

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The study investigated of 6th graders' (12-year-olds) basic German vocabulary. Learning words is traditionally important in the acquisition foreign languages. The specific levels and qualities of vocabulary are conditions for the development of language skills. According to literature, students should directly acquire the most common words of a foreign language so that they will be able to enrich their vocabulary implicitly, through reading. Picture association is a widely used method in acquisition of new words and they can also be used in the assessment of students' word knowledge. This research aimed at testing a measurement tool of word knowledge with visual stimuli. The pilot study focused on the students' test results, on the similarities and differences between the word knowledge of high- or low-achieving students' test results and on the correlations between various factors of students' vocabulary and their test results. The students' performance in the three test versions did not show significant differences. There are no significant differences between the results in the bottom quartile and between the results in the top quartile, comparing the three test versions. Performances show significant differences in the lowest and in the highest quartile along various dimensions and these factors show a close correlation with the test achievement on each test version. The measurement tool and the online assessment procedure provide both the student and the teacher with immediate feedback on the extent of the word knowledge acquired and outline future tasks in learning and teaching.

English and German as a foreign language: Differences in the vocabulary of 6th graders

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It has been widely accepted that the level of foreign language vocabulary influences the general language proficiency and students' school success mostly at the beginning of their language learning. Therefore in the present pilot study we aimed to examine (1) the possibility of the comparative assessment of English and German word knowledge of 6th graders (12-year-olds) who have learnt foreign language for two or three years, and (2) the differences in students foreign language vocabulary. For this purpose three parallel structurally and empirically equivalent online test versions were developed in English and German. The reliability (Cronbach's alpha) of the tests varied between