Takala, Sauli. A Partial Replication in Finland of Von Mentzer's Study.

Jyvaskyla, March, 1970. (Unpublished study)

In 1970, Sauli Takala attempted a replication of Von Mentzer's Swedish

study of foreign language classroom practices. The Finnish data was obtained

from teachers of English (and Swedish) in the experimental comprehensive

schools and from teachers in the ordinary junior secondary schools. In all,

39 teachers from comprehensive schools and 15 teachers from junior secondary

schools responded to the questions. Since some teachers teach both English

and Swedish as foreign languages, both languages are included in the questions.

Question 1. This question asks teachers to express their opinions concerning certain student activities. (Comprehensive = C, Junior Secondary = J)

Student Activity	Should be Favored		Occasionally		Rarely		Should be Avoided		Missing Data	
	C	J	C	J	C	J	C	J	C	J
Reads aloud English/ Swedish text	89.5	93.3	7.9	6.7					2.6	
Repeats English/ Swedish speech after hearing a model	68.4	80.0	31.6	13.3						6.7
Speaks E/S freely (with own words)	94.7	80.0	5.3	20.0						
Translates orally from Finnish into E/S			31.6	46.7	52.6	46.6	15.8	6.7		
Translates orally from E/S into Finnish	5.3	6.7	50.0	86.6	39.4	6.7	5.3			
Speaks Finnish during the lesson			5.3	6.7	15.8	33.3	78.9	60.0		
Listens to E/S speech without text	68.4	60.0	31.6	40.0						
Listens to E/S speech following the text	52.6	26.7	44.8	53.3	2.6	20.0				
Listens to classmate speaking E/S without text	55.3	66.7	42.1	20.0		6.6			2.6	6.7
Listens to classmate speaking E/S following the text	26.3	20.0	57.9	53.3	5.3	20.0	2.6		7.9	6.7
Listens to teacher and conversation between teacher and classmates speaking E/S	81.6	80.0	13.2	13.3	2.6				2.6	6.7
Listens to both Finnish and E/S speech during the lesson		6.7	18.4	20.0	26.4	20.0	54.6	46.6	2.6	6.7
Reads silently E/S text, understanding content exactly	2.6	20.0	47.4	40.0	39.5	20.0	10.5	13.3		6.7

Question 1 (cont.)

Student Activity	Should be Favored		Occasionally		Rarely		Should be Avoided		Missing Data	
	C	J	C	J	C	J	C	J	C	J
Reads E/S text extensively understanding the main points	73.7	40.0	23.7	60.0	2.6					
Reads E/S text with the help of a bilingual word list or dictionary	7.9	13.3	52.6	60.0	29.0	6.7	10.5	6.7		13.3
Reads E/S text with the help of a monolingual (E or S) word list or dictionary	50.0	40.0	50.0	46.6		6.7				6.7
Carries out all written exercises in E/S (fill in, transformation, etc.)	94.7	93.3	5.3	6.7						
Writes freely in E/S	65.8	66.7	34.2	33.3						
Writes from E/S dictation	21.1	13.3	47.4	60.0	31.5	20.0				6.7
Writes translation from E/S to Finnish			10.5	40.0	39.5	26.7	50.0	33.3		
Write translation from Finnish to E/S		6.7	42.1	86.6	39.5	6.7	18.4			

Question 2. How do you teach E/S pronunciation and intonation?

Missing Data C	J	Method	Very Often C	J	Often C	J	Occasionally C	J	Seldom C	J	Never C	J
	6.7	Students hear the model of a native speaker and all repeat in chorus	10.5		21.0	13.3	34.2	60.1	21.1	13.3	13.2	13.3
	6.7	Students hear native speaker model and individual student repeats	13.2	6.7	23.7	13.3	47.3	26.7	7.9	26.7	7.9	19.9
2.6		Student who has made an error in pronunciation hears model again and repeats	2.6	46.7	42.1	26.7	42.1		8.0	13.3	2.6	13.3
		I teach students to hear differences between similar words like ship-sheep, big-pig-pick, tjuta-skjuta	7.9		36.8		34.2	46.6	21.1	46.7		6.7
	.7	I explain in Finnish how E/S and Finnish sounds and intonation differ from each other and I explain and show how the sounds are made			2.6	6.7	39.5	53.3	44.7	33.3	13.2	
	6.7	In teaching E/S sounds I start from corresponding, or nearly correspong-ing, Finnish sounds which are gradually transformed to approximate the foreign sound, ie, E w in what is taught oo-at, then shortened to what		6.7	10.5	20.0	21.1	13.3	28.9	33.3	39.5	20.0
2.6		If a student makes a mistake in pronunciation or intonation, s/he repeats it until s/he can produce the sound satisfactorily	7.9	39.9	63.2	46.7	18.4	6.7	5.3	6.7	2.6	

Question 2 (cont.)

Missing Data C J	Method	Very Often C	Very Often J	Often C	Often J	Occasionally C	Occasionally J	Seldom C	Seldom J	Never C	Never J
	During conversation in E/S I correct the students' mistakes in pronunciation/intonation	7.9		34.2	53.4	26.3	33.3	31.6	13.3		
2.6 6.7	I teach students to realize that E/S sound and writing patterns are rather regular even if they are not as consistant as Finnish	2.6	6.7	23.7	20.0	39.5	33.3	31.6	13.3		20.0

Question 3. How do you teach E/S vocabulary?

Missing Data C	J	Method	Very Often C	J	Often C	J	Occasionally C	J	Seldom C	J	Never C	J
	6.7	I teach vocabulary by means of pictures, drawings, gestures, movements and other ways of concretization	84.2	66.6	7.9	20.0	7.9	6.7				
	6.7	If I teach words which indicate movement, I carry out the movement and say the word in E/S at the same time, ie, Now I stand up, Now I open the window.	78.9	73.3	13.2	13.3	7.9	6.7				
2.6		I check the students' knowledge only in E/S (I don't use Finnish)	52.6	26.6	42.2	66.7	2.6					6.7
	6.7	I teach new words by utilizing the words the students already know through synonyms, opposites, simple definitions and explanations	89.5	29.9	7.9	6.7	2.6	6.7				
	6.7	I teach vocabulary so that students gather related words into so called word families	10.5	26.6	36.8	46.7	31.6	13.3	21.1			6.7
	6.7	I teach vocabulary by giving the students the Finnish equivalents	2.6			6.7	26.3	33.2	42.1	46.7	29.0	6.7
	6.7	I teach an E/S word by giving its Finnish equivalent after which the use of the word is practiced only in E/S	2.6		13.2	6.7	15.8	40.0	31.6	40.0	36.8	6.6

Missing Data C J	Method	Very Often C J	Often C J	Occa- sionally C J	Seldom C J	Never C J
13.3	In vocabulary tests students write or say what E/S words, pictures represent	18.4 13.3	31.6	42.1 26.7	5.3 20.0	2.6 26.7
13.3	In vocabulary tests students give Finnish equivalents to separate E/S words or vice versa		2.6	18.4 13.3	39.5 33.4	39.5 40.0

Question 4. How do you teach E/S grammatical structures?

Missing Data		Method	Very Often		Often		Occa-sionally		Seldom		Never	
C	J		C	J	C	J	C	J	C	J	C	J
		I teach E/S grammatical structures by means of pattern practice and attempt to make the production of structures automatic	44.7	46.7	50.0	33.3	5.3	20.0				
	6.7	I teach E/S new structures inductively, in other words, I teach students to make observations and draw concludsions or grammatical patterns	36.8	40.0	31.6	46.6	21.1	6.7	10.5			
5.3	6.7	A form which diverges from the general rule I teach as a point of vocabulary and I do not explain why the form is exceptional	15.8	6.7	36.8	6.7	36.8	53.3	5.3	26.6		
2.6	6.7	I teach only one grammatical point during a single grammar lesson	60.5	53.3	26.3	40.0	5.3		5.3			
2.6		I teach E/S structure only in the language taught	10.5	20.0	50.0	53.3	26.3	26.7	8.0		2.6	
	6.7	When I teach E/S structures, I indicate how they differ from the corresponding Finnish structures			5.3	33.3	36.8	26.7	52.6	33.3	5.3	
		I first explain the general rule through model examples in Finnish, then apply the rule in a number of exercises	13.2	20.0	21.1	6.7	10.5	13.3	36.8	33.3	18.4	26.7

Question 5. Indicate to what extent you agree or disagree with each of the

following statements:

Missing Data C J	Statement	Strongly Agree C	J	Agree C	J	Don't Know C	J	Disagree C	J	Strongly Disagree C	J
	Teaching a foreign language should be started orally using the language taught	81.6	66.6	18.4	33.4						
	Seeing written language or reading it at the beginning stage of foreign language learning makes the learning of good pronunciation or intonation more difficult	36.8	13.3	44.8	53.3	15.8	13.4	2.6	20.0		
	The period when no written language is read or produced should last at least one term	7.9		42.1	26.7	7.9	6.7	34.2	53.3	7.9	13.3
2.6	The teacher should always use complete sentences, even during the initial stage	47.4	20.0	44.7	46.7		13.3	5.3	20.0		
	Teacher speech or native speaker model should be of normal tempo and natural in articulation	71.1	33.3	26.3	60.0			2.6	6.7		
6.7	Finnish should not be used in the class. The model, its repetition, and concretization will produce desired learning.	7.9	13.3	47.3	40.0		13.3	39.5	26.7	5.3	
6.7	Structures should be taught by use of models before they are mastered automatically. Explanations are not needed and they should not be given.	5.3	6.7	15.8	26.5		6.7	60.5	46.7	18.4	6.7

Missing Data C J	Statement	Strongly Agree C J	Agree C J	Don't Know C J	Disagree C J	Strongly Disagree C J
2.6 6.7	In teaching structure or pronunciation, the student should always repeat the correct form or pronunciation after a model has been given.	42.1 46.6	42.1 40.0	10.6 6.7	2.6	
	During the period of no text the students should often see words in writing, otherwise they will form a mistaken image of how words are spelled.	7.9 6.7	23.7 33.3	21.0 20.0	39.5 40.0	7.9
	Reoccurring practice is more effective than practice which is carried out in one session and for a long time.	76.3 73.3	21.1 20.0	2.6 6.7		
	A mistake on the blackboard should be corrected quickly or the students will easily memorize it.	50.0 53.3	44.7 46.7	5.3		
	After the period of no text, the students should continue to learn new things orally first.	42.2 20.0	52.6 66.7	2.6 13.3	2.6	
	In controlling the knowledge of the point to be taught, mother tongue should be used only rarely.	47.4 33.3	44.7 60.0		7.9 6.7	
2.6 6.7	In the upper grades, the points taught should be gathered together and a short and clear rule should be formulated on the basis of them	23.7 6.7	71.1 73.2	2.6 6.7	6.7	

Missing Data C	J	Statement	Strongly Agree C	J	Agree C	J	Don't Know C	J	Disagree C	J	Strongly Disagree C	J
		It is extremely difficult to correct erroneous language habits.	42.1	40.0	42.1	40.0	10.5	13.3	5.3	6.7		
		Textbooks do not need to have bilingual vocabulary lists.	2.6		5.3	6.7	7.9		63.2	73.3	21.0	20.0
		Starting to learn a foreign language at the age of 9 will prove detrimental to the learning of the mother tongue.				20.0	36.8	13.3	34.2	53.4	29.0	13.3
		In grading, the main emphasis should be given to oral knowledge of the language.	18.4		57.9	46.7	13.2	20.0	10.5	33.3		
7.9	6.7	Grammar points should be taught to students by first giving them rules which are then applied in a number of exercises.	2.6		36.8	13.3	5.3	6.7	42.1	73.3	5.3	
	13.3	Language learning is conscious activity and not only repetition of models.	23.7	6.7	71.1	80.0	2.6		2.6			
2.6	6.7	The meaning of E/S words should be made clear to the students by giving them the Finnish equivalents of the words.	2.6		13.2	26.7	2.6	6.7	68.4	53.2	10.6	6.7
		A translation test measures fairly well different language skills: reading, writing, speaking, and listening comprehension.				6.7	5.3		26.3	66.6	68.4	26.7

Missing Data C	J	Statement	Strongly Agree C	J	Agree C	J	Don't Know C	J	Disagree C	J	Strongly Disagree C	J
		Conversation in E/S should be a central part of every lesson.	50.0	26.7	47.4	66.6		6.7	2.6			
		Language learning is primarily the acquisition of automatic language habits by means of intensive structural pattern practice.	18.4	6.7	47.4	53.3	5.3	13.3	28.9	26.7		
		A bilingual word list at the end of the textbook is better than a monlingual word list in which the meaning of words is illustrated by means of pictures, explanations, etc.	7.9	40.0	31.6	33.3	26.3	20.0	15.8		18.4	6.7
2.6	6.7	During E/S conversation in class the teacher should correct pupils' mistakes without asking them to repeat them in the correct form.	7.9	6.7	57.9	53.3	2.6		21.1	26.6	7.9	6.7
2.6		Students learn foreign vocabulary faster and more securely if they are given the Finnish equivalents of the words either orally during lessons or in the form of a bilingual word list.			42.1	60.0	21.1	13.3	26.3	20.0	7.9	6.7
2.6		The structural differences between Finnish and E/S should be shown to students because it improves learning.			31.6	66.6	23.7		39.5	33.4	2.6	

Missing Data C	J	Statement	Strongly Agree C	J	Agree C	J	Don't Know C	J	Disagree C	J	Strongly Disagree C	J
2.6		In teaching E/S, pupils attention should be drawn to such points where they often make mistakes.	13.2	33.4	44.7	53.3	15.8	13.3	13.2		10.5	
).0		It is more important to teach students to speak E/S than to read it.	34.2	6.7	55.3	46.7	10.5	13.3		13.3		
2.6		All aspects of learning skill (speaking, writing, reading comprehension, listening comprehension) should be practiced from the very beginning.	7.9	13.3	10.5	33.3			57.9	53.4	21.1	
6.7		Students learn the same things more easily if they are presented it visually than if they are presented it auditively.	10.5	13.3	26.3	6.7	15.8	40.0	42.1	33.3	5.3	

Question 6. In your opinion, what is the best class size in teaching E/S?

	8	10	12	13	15	16	18	20	22	25	30	Missing	
Beginning stage	2.6	15.8	7.9		47.7		2.6	13.2				10.5	C
		46.7			33.3			20.0					J
Higher levels		2.6	2.6	2.6	34.2	2.6	2.6	36.8	2.6	7.9	2.6	2.6	C
					40.0			40.0		13.3	6.7		J

Question 7. Is there any difference between girls and boys knowledge of E/S?

Scale: 1 = Boys are much better than girls
2 = Boys are somewhat better than girls
3 = There is no difference between boys and girls
4 = Girls are somewhat better than boys
5 = Girls are much better than boys

		5	4	3	2	1	Missing Data
English/Swedish listening comprehension	C	5.3	28.9	60.5	2.6		2.6
	J		6.7	73.3			20.0
English/Swedish speaking	C	15.8	55.3	26.3			2.6
	J	6.7	46.7	26.6			20.0
Understanding English/ Swedish text	C	5.3	21.0	63.2	7.9		2.6
	J		26.7	53.3			20.0
Writing English/Swedish	C	7.9	60.5	29.0			2.6
	J	13.3	33.3	33.3			20.0
English/Swedish pronunciation	C	23.7	55.3	18.4			2.6
	J	26.6	26.7	26.7			20.0
English/Swedish intonation	C	23.7	50.0	23.7			2.6
	J	13.4	33.3	33.3			20.0

Question 8. Is there a difference between boys and girls interest in learning English/Swedish?

Scale: 1 = Boys are much more interested than girls
2 = Boys are somewhat more interested than girls
3 = There is no difference between boys and girls interest
4 = Girls are somewhat more interested than boys
5 = Girls are much more interested than boys

	5	4	3	2	1	Missing Data
Comprehensive School	7.9	23.6	50.0	7.9	5.3	5.3
Junior Secondary School		53.4	33.3			13.3

Question 9. Omit

Question 10. What percentage of lessons (on an average) is used on explanations etc. in Finnish?

	C	J
More than 50%		
40-50%		
30-40%		
20-30%	5.3	
10-20%	44.7	80.0
Less than 10%	47.4	13.3
Missing data	2.6	6.7

Question 11. What weight is given to oral knowledge of E/S in students' report cards?

	C	J
More than 50%	21.1	6.7
40-50%	18.4	20.0
30-40%	23.7	20.0
20-30%	26.3	40.0
10-20%	5.3	6.7
Less than 10%	2.6	
Missing data	2.6	6.6

Question 12. How long do ordinary class tests take?

	C	J
More than 45 minutes		26.6
30-45 minutes	92.1	60.0
15-30 minutes	5.3	6.2
Less than 15 minutes		
Missing data	2.6	6.7

Question 13. How often are students given homework in English/Swedish?

	C	J
For every next lesson	57.9	60.0
Every other lesson	21.0	13.3
Every third lesson	7.9	26.7
Only occasionally	7.9	
All homework is done during class		
Missing data	5.3	