

IMPROVING TARGET LANGUAGE WRITTEN COMMUNICATIVE OUTPUT THROUGH REAL-LIFE WRITING PRACTICE

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ABSTRACT

This paper outlines an intervention (completed as part of TPD, 2009) designed to provide students with an authentic context and purpose for writing in French. The aim of the intervention was to improve the quality and quantity of the students' written communication in French. Students wrote to pen pals from another school. The written communications of three students on three occasions were analysed for increased fluency, accuracy and pushed output. Results showed that writing for a real purpose did increase the quantity, quality and complexity of the language. Students were stretched to use the language in their respective repertoires and to attempt constructions that they had not yet been taught. In their desire to communicate they appeared to use a range of strategies including noticing and repeating language patterns and forms used by their pen pals and generalising rules from learned formulaic expressions.

INTRODUCTION

The core strand of *Learning Languages* in the NZ Curriculum (2007) is communication. To be able to use language as a tool for communication learners must become proficient in reading and writing as well as listening and speaking. Ellis (2005) states that input alone is not sufficient for TL acquisition. Rather, learners need opportunities for output in the form of both free and controlled production (p.40). While controlled production usually involves closed tasks with only one correct answer, free production allows students to say what they want to say in their own words. In addition, learners need to be encouraged to push their output.

Evidence from classroom observations as part of the Teacher Professional Development in Languages (TPDL) showed I was providing very little in the way of tasks that allowed for free production or pushed output. My students had been mainly exposed to controlled written production. They appeared to be unwilling to take risks when writing and their writing was very limited in terms of both quality and quantity. This realisation motivated me to conduct a learning inquiry to measure the effectiveness of providing an authentic, purposeful writing task.

LITERATURE REVIEW

Second Language Acquisition (SLA) literature supported the move I intended to make in my teaching practice. Ellis (2005) argues the importance of free production, and Freeman and Freeman (1992) state the benefits of whole-language approaches when learning another language. Kirsch (2008) advocates the teaching of reading and writing from an early stage; Perotta (1994) insists that writing deserves as much attention as speech development; and Willis (1996) highlights the effectiveness of task-based language teaching for communication goals. Armed with this research evidence I planned to develop a task that would require the students to write in an authentic context or situation that was meaningful for them and required them to communicate in some way with an audience.

Through the open-ended process of writing letters to another learner of French, my students were provided with opportunities for pushed-output (Swain, 1985, cited in Ellis, 2005). By receiving letters in return (from their pen pal buddy) the students were provided with another source of input and, in addition to this, through the output of their own writing they were provided with 'auto-input' (learners

attending to their own production, Ellis, 2005, p.40)). Freeman and Freeman (1992) suggest developing pen pals as a way that whole language teachers can create situations in which their students can develop language in social interactions, thereby improving their reading and writing abilities through real, motivating opportunities to use language as a tool for communication (p.102). According to Kirsch (2008), allowing students to write is one way of catering for diverse learning needs in the classroom, and Perotta (1994) found that research identifies "the use of authentic writing as a means of facilitating the acquisition of a second language" (p.1). Furthermore, if learners are writing letters to a buddy who will actually be receiving their communication then the process of writing the letters fits Willis' (1996) definition of a task where the outcome is meaning-focused and allows learners the choice of language they want to use.

Among the possible advantages claimed for group / pair work, Ellis (2005, p.22) lists an increase in the quantity and variety of learner speech, an increase in motivation, enjoyment, interaction and independence and an increase in learning. One of the counter arguments to the positive effects on learning of group work is the possible lack of attention to form, prompting the question, "does noticing arise in group interaction?" (Ellis, 2005, p.23). Storch (2001, in Ellis, 2005, p. 24) investigated student-student interactions to produce a written text in pairs, and identified that when successful, pair writing resulted in (among other things) each student adding to or extending his/her partner's contributions, language responses initiated by requests and the incorporation of responses in the writing.

METHOD

The learning inquiry was conducted with my Year 7 class in a Decile 3 Auckland intermediate school. The class have French for between two and three taught hours per week. The results I hoped for were measurable improvements in the fluency (amount of writing completed within a time frame, and complexity of the sentence structures) and the accuracy (fewer errors) in my students' written French. In order to achieve this for my learners, I collaborated with another teacher in another school to organise a buddy or pen pal for each of the students. The buddies were all French learners at a similar ability level and age to my own class. I asked my class to use one or two words to describe themselves so that I and the teacher of the buddy class

could match the students up according to their interests and personalities. When the children had been told the name of their buddy I allowed them 15 minutes writing time and five minutes editing time. I marked all the students' work indicating errors and returned it to them, allowing them to edit it further with support from a dictionary before publishing their first letters and posting them off to the buddy class. This process was repeated for the two subsequent letters. Students had access to formulaic expressions at all times. A list of the formulaic expressions is included in Appendix D.

DATA COLLECTION AND ANALYSIS

I collected data over the three sets of letters from three students (chosen because of their representativeness within the class of high, average and lower ability and motivation in French, with Student A having the highest levels, Student B being average, and Student C having lower motivation and

outcomes in French at the beginning of the intervention). All three were boys. Between the second and third email exchange, we visited our buddy class so that when writing the third email the students had met their respective buddies.

Data were collected in the form of photocopies of the students' letter drafts (see Appendices A, B and C). The process allowed me to see the evidence of the students' self-correction of their work. The samples were then analysed in terms of fluency and accuracy, both quantitatively and qualitatively. The analysis of the data is summarised below in the Findings section.

FINDINGS

For each of the three participants, data are recorded (Tables 1, 2 and 3) and findings presented below. Table 4 (Appendix E) shows a comparison of the data for all three students.

Student A (high ability and motivation)	Time One (21/07/09)	Time Two (06/08/09)	Time Three (10/09/09)
Word count	42	87	82
Number of questions posed	3	4	1
Number of compound sentences	1	3	1
Uses of negative forms	0	2	2
Modal verbs	0	2	0
Number of topics covered	6	8	6
Highest number of sentences on same topic	2	4	4
Longest sentence (# of words)	10	14	11
Verbs used	S'appeler, avoir, être, habiter, venir, vouloir	Parler, être, aimer, jouer, aller, nager, écrire	Etre, venir, avoir, aimer, gagner
Verb forms used	je, tu	je, nous, tu	je, il, tu

Table 1: Student A (high ability and motivation)

A's first letter is reproduced below verbatim. The full transcript of letters 1, 2 and 3 can be found in Appendix A (along with English translations).

*Aujourd'hui c'est Mardi le 21 Juillet 2009.
Cher P
Bonjour! Je m'appelle A (real name given) et j'ai onze ans. Quel âge as-tu? Quel est la date de ton anniversaire? La date de mon anniversaire est le 22 Novembre 1997. J'habite Swanson en Nouvelle Zélande. D'ou viens-tu? Je veux être un mécanicien.*

At Time One, Student A wrote to introduce himself and to ask questions of his unknown buddy. Student A used formulaic patterns that had been practised in previous lessons. He also included one sentence that had not been taught (*Je veux être un mécanicien.*) with surprising accuracy. At Time Two, Student A wrote in answer to questions that had been asked by his buddy, including the use of vocabulary that had not been taught. He described his physical characteristics (which had not been taught) by generalising from the structures that his buddy had used in his previous letter (the words in brackets denote self correction).

*Mes yeux sont verts (surt) et (bruns) marron (t) entre le verts et noir. J'ai les cheveux bruns.
Student A constructed some new statements for this letter, with some success: Je ne parle pas un autre langue, no, je parle un petit peut Maori, and added some recent learning (likes and dislikes): while attempting a new construction to add his own voice: Je suis sensible et Je n'aime pas rugby mais j'amie Badminton (a) et jouer le flute.*

He also attempted a relative clause: *L'heure quel j'écrit est 12h10.* He manipulated the formulaic expressions *Est-ce que je peux aller aux toilettes?* to form *Est-ce que tu peux nager?* And used the language pattern: *Aujourd'hui nous (avons) sommes allé.....* successfully: *Aujourd'hui nous (avons) sommes allé à West Wave piscine.*

He successfully revised past learning: *Quel est ton animal préféré?*

There are mistakes of agreement and conjugation; however these do not interfere with meaning.

At Time three, Student A shared personal information with his buddy by generalising the formulaic patterns that had been taught. He also discussed his family and pets. He attempted to extend what he had been taught:

Dans ma famille il y a 4 personnes. Il y a moi, mon frère, mon père et ma mère. C'est 2 garçons, une fille et un homme.

and to include grammar and vocabulary that had not been taught, with some success: *J'aime marcher aux montaines.*

Tu as un animal? J'ai un lapin. Nos poissons été petit. Je n'ai pas gagné (won) des surprises en 4 mots.

He also attempted to add his personal voice to the email:

Je n'ai pas un télévision mais ma famille avons 4 ordinateurs.

Student A has taken risks to communicate meaning.

<u>Student B (average ability and motivation)</u>	Time one (21/07/09)	Time two (06/08/09)	Time three (10/09/09)
Word count	37	41	69
Number of questions posed	5	2	3
Number of compound sentences	0	1	1
Uses of negative forms	0	0	0
Modal verbs	0	0	0
Number of topics covered	5	4	5
Highest number of sentences on same topic	2	1	4
Longest sentence (# of words)	7	9	14
Verbs used	S'appeler, avoir, venir, habiter, être	Avoir, faire, être, parler	Avoir, s'appeler, être
Verb forms used	Je, Tu	Je, Tu	Je, Tu, Il

Table 2: Student B (average ability and motivation)

At Time one, Student B wrote to introduce himself and to ask questions around introductions of his unknown buddy. Student B used formulaic patterns that had been provided in previous lessons which were generally accurate in terms of grammar and spelling, omitting accents and apostrophes and misplacing hyphens (for full transcript see Appendix B).

At Time two, Student B wrote to describe his physical characteristics and his likes (which had not been taught) by generalising the formulaic patterns provided in his buddy's letter: *J'ai les cheveux bruns et j'ai les cheveux short*. There are some small errors of conjugation however these do not interfere with meaning. Where he did not have the French vocabulary to articulate meaning he has inserted the odd English word (e.g. short, movies).

At Time three, Student B wrote describing his family and his home and asking about the pets of his buddy.

Dans ma famille il y a 5 personne. Ma mere sappelle X, Mon Pere sappelle Y, Mon frere sappelle Z et P. Je suis

droitier, et toi? Dans ma maison il y a une salle de bains, et quatre chambres. Il y a une salle manger et un salon et un garage. (il y a un) C'est assez grand. C'est comment chez-toi? Tu as animals chez-toi?

He attempted to apologise for not being present on the trip to meet the buddy class due to his sporting commitments, however, he did not know how to write that all in French and so crossed it out (*Je suis desole for not coming to meet you. I was busy at a rugby tournamnet*).

Student B self-corrected an error of gender (changing 'mon' to 'ma' to agree with the gender of 'mere'). He has had some success with simple plural agreement patterns, but not with more complex patterns (i.e. 'quatre chambres' is correct, but 'animals' should be 'animaux') (see Appendix B).

Student B has increased his language knowledge through interacting with his pen pal buddy.

<u>Student C (lower ability and motivation)</u>	Time one (21/07/09)	Time two (06/08/09)	Time three (10/09/09)
Word count	23	31	33
Number of questions posed	3	1	2
Number of compound sentences	0	0	0
Uses of negative forms	0	0	0
Modal verbs	0	0	0
Number of topics covered	4	5	4
Highest number of sentences on same topic	1	2	2
Longest sentence (# of words)	7	6	8
Verbs used	S'appeler, avoir, venir, être	Faire, être, aller, aimer, jouer	Habiter, avoir, aimer, préférer
Verb forms used	Je, Tu, Vous	Il, Je, Tu	Je, Tu

Table 3: Student C (lower ability and motivation)

At Time One, Student C wrote to introduce himself and to ask questions around introductions of his unknown buddy. Student C used formulaic patterns that had been provided in previous lessons with some accuracy (there are small mistakes of grammar and spelling, omitting accents and apostrophes, however these do not interfere with meaning).

Bonjour. Je mappelle C. J'ai douze ans et toi? J'ai vien des (et toi) Nouvelle-zelande et toi? Je suis Māori et Samoan et vous?

At Time Two, Student C wrote about random topics such as the weather (*Il fait froid a suburb name*), as well as his likes

and his sports. There are some small mistakes however these do not interfere with meaning. He was motivated to communicate a further message, however he lacked both the grammar and the vocabulary and so resorted to including an English sentence in his writing.

Je ju le netball Dour l'ecole. We are ubndefeated at the W A comp and we are now in Auckland champs.

This indicates an increase in motivation to communicate with his audience after having received a reply to his initial effort.

At Time Three, Student C wrote describing his family and pets;

*J'habite avec mon père.
Dans ma famille il y a 2 personnes j'ai papa S (e) et moi.
Je n'ai pas les animaux*

and asking questions of his buddy about favourite colours and subjects (the topic of subjects had not been taught).

*Quel sujet tu aimes?
J'ai préféré une couleur Bleu et toi?*

Although there are mistakes of agreement, the meaning is easily understandable.

Student C has become more motivated to write in the TL.

DISCUSSION AND CONCLUSION

The data show that for all three students the fluency of their writing increased, as evidenced by the increase in the number of words written within the same time frame. The number of questions posed decreased, indicating that the students were more able to make statements about themselves and did not need to repeat phrases in the form of questions. For Student A there was an increase in more sophisticated use of grammatical structures, for example, the use of the negative form 'ne...pas', and modal verbs in his writing. While the number of topics covered within a letter did not increase, the number of sentences that the students were able to write about each topic did increase, indicating an increased depth in topic knowledge. The range of verbs and verb conjugations used increased, in parallel with new learning from the lessons that had been taught in class. Perhaps most interesting is the marked increase in the length of sentences used by the students (in one case increasing by double from 7 to 14 words in the longest sentence of Student B). This shows that the students were developing the ability and willingness to communicate about themselves. In overall accuracy, the number of errors that the students made in their writing unfortunately increased. However, their use of formulaic expressions and simple formulaic patterns was mainly accurate. I believe that the total number of errors increased because the students were taking more risks with their language use and attempting more complex sentences. I view this as an improvement in their writing ability.

Analysis of the data indicates that the complexity of the students' writing increased. The students went from writing about their names and ages, to describing themselves in detail and wanting to find out about their buddy in return. They moved from a simple to and fro of question and answer, to discussion of matters of real life interest and importance to them, like their sports. The students advanced from simple sentences and phrases to compound sentences. Interestingly, the students' motivation to write in French also increased; as evidenced by the greater volume written in the same time frame, their attempts at self-correction, and their strong desire to communicate meaning to their audience.

The findings support Ellis's findings that providing learners with the opportunity to produce TL output forces them to attend to grammar (Ellis, 2005, p. 38). This was evidenced in the self corrections made by all three students. Urzua (cited in Perotta, 1994) states that "the writing process helps students to develop three aspects of their writing skill; a sense of audience, a sense of voice, and a sense of power in language" (p.1). Student C is developing his sense of audience and with it, a desire to communicate personal meaning to that audience. This is shown by his willingness to share information about his family, whom he does not often talk about. Student A is also beginning to develop a sense of voice and to experiment with the use of the TL to fit

his own purpose, for example, to admit that he does not have a television (this is part of what makes him who he is and therefore constitutes personal voice). Also according to Perotta (1994), writing allows for learners "to practise language development through interaction with other writers" (p.1). This definitely occurred during the exchange of letters between the buddies, as the students were using formulaic patterns that they had read in letters they received and that had not been taught in previous lessons (e.g. Student B wrote "J'ai les cheveux bruns..." which is correct and had not yet been taught, so had been learnt through his interaction with another writer).

The data corroborate Willis (1996), who states that task-based learning that allows for a focus on meaning "increases learner motivation and confidence as they try out communication strategies without fear of being wrong" (p.35). The data collected show that the students have been prepared to take risks. All three students displayed an increase in motivation to write to their buddy and therefore produced a higher volume of words within the same time frame.

In conclusion, real-life writing practice does appear to improve TL written output. The findings show that when the students were provided with a real communication task with an authentic audience their TL writing fluency increased. The complexity of their writing also increased, including grammar, vocabulary and the topic content. The students' motivation and confidence to write in French improved as well, as did their attention to language forms, when, for example, they copied their buddies' constructions.

The sample size of three students is very small and therefore the results cannot be generalised to a wider application. The positive effects of the intervention were more pronounced in the work of the average and top students than in the work of Student C so the intervention may not be as effective for less able or less motivated or confident learners. Also, between Time One and Time Three there were classroom lessons taught, providing the students with further knowledge, skills and practice in the TL that probably impacted on the writing ability of the learners and therefore any results cannot be attributed to the intervention alone. During this period there was new learning taking place as well as revision, therefore the students would almost certainly have improved despite the intervention. However, the improvements that were evidenced were not only in relation to increased language knowledge. For example, there was increased motivation to write in the TL and more interest in self-correction, which I believe was an effect of the intervention; having a real-life audience for their writing. The total time period allowed to complete the intervention and collect the data was a constraint in itself, as it prevented the collection of more longitudinal data. In addition, the number of errors in each original draft were not collected as data, and therefore the conclusions and findings related to the accuracy of the students' writing could have been measured more robustly. These constraints may limit the reproducibility of the findings.

NOTE

Permission was secured from the Principal to undertake and share the inquiry reported in this paper. All students' names have been changed to protect their identity.

ACKNOWLEDGEMENTS

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APPENDIX A - Student A

Letter drafts are copied verbatim, except for identifying features, and then translated into English.

Letter One

Name given

Room 9

School name given

P H

La classe

L'école primaire de W

Aujourd'hui c'est Mardi le 21 Juillet 2009.

Chèr P

Bonjour! Je m'apopelle A (real name given) et j'ai onze ans. Quel âge as-tu? Quel est la date de ton anniversaire? La date de mon annivesaire est le 22 Novembre 1997. J'habite Swanson en Nouvelle Zélande. D'ou viens-tu? Je veux être un mécanicien.

[Hello ! My name is A and I am eleven years old. How old are you ? When is your birthday ? My birthday is the 22 November 1997. I live Swanson in New Zealand. Where do you come from ? I want to be a mechanic.]

Letter Two. The words in brackets indicate words that have been crossed out.

A (name given)

School name given

X Route

P H

L'école primaire de W

10 Y route

Aujourd'hui c'est Jeudi le 6 âout

Salut

Je ne parle pas un autre langue, no, je parle un petit peut Māori.

Je suis sensible et

Je n'aime pas rugby mais j'amie Badminton (a) et jouer le flute.

Aujourd'hui nous (avons) sommes allé à West wave piscine. Est-ce que tu peux nager? Je peux nager. Mes yeux sont verts (surt) et (bruns) marron (t) entre le verts et noir. J'ai les cheveux bruns. L'heure quel j'écrit est 12h10.

Comment vont ton famille et amies? Je suis bien.

Parle(z) toi une autre langue?

Quel est ton animal préféré?

Je suis moyenne.

[Hi. I don't speak another language, no, I speak a little bit of Maori. I am sensible and I don't like rugby but I like badminton and to play the flute. Today we went to West Wave swimming pool. Can you swim ? I can swim. My eyes are green and brown between the green and lack. I have brown hair. The time that I write is 12 :10. How are your family and friends ? I am well. Do you speak another language ? What is your favourite animal ? I am average height.]

Letter Three

A (name given)

La classe 9

School Name

P H

L'école primaire de W

La classe do Madame B

Jeudi le 10 Septembre

Chèr P

Salut!

Mes animaux préféré sont les lapins, les sourix et les parruches.

Je viens de mangé des biscuits.

Je n'ai p[as un té]vision mais ma famille avons 4 ordinateurs.

Dans ma famille il y a 4 personnes. Il y a moi, mon frère, mon père et ma mère. C'est 2 garçons, une fille et un homme.

J'aime marcher aux montagnes.

Tu as un animal? J'ai un lapin. Nos poissons été petit. Je n'ai pas gagné (won) des surprises en 4 mots.

Amicalment A.

[Hi. My favourite animals are rabbits, mice and parrots. I have just eaten some biscuits. I don't have a television but my family has four computers. In my family there are four people. There is me, my brother, my father and my mother. That's two boys, a girl and a man. I like to walk in the mountains. Do you have an animal? I have a rabbit. Our fish were small. I haven't won some surprises in four words.]

APPENDIX B – Student B

Letter drafts are copied verbatim, except for identifying features.

Letter One

B
Room 9
School Name'

K C
Room
School Name

Aujourd'hui C'est Mardi le 21 Juileet 2009
Cher K
Bonjour, je m'appelle B, et toi?
J'ai onze ans. Quel âge avez-vous?
D'ou viens-tu? Je viens do NZ et Samoa.
Ou habite tu? J'habite a (Name of suburb).
Quel est la date de ton anniversaire?

[Hello, my name is B, and you ? I am eleven years old. How old are you ? Where do you come from ? I come from New Zealand and Samoa. Where do you live ? I live in (Name of suburb). When is your birthday ?]

Letter Two

B
School Name'
Room 9
KC
School Name
School address

Aujourd'hui C'est jeudi le 6 août 2009
Cher K
Merci pour ton lettre!
Jai les cheveux bruns et j'ai les cheveux short. Je fairre du rugby et rugby league et movies. Mon anniversaire est 27 août 1997 et toi? Je parle frmaçais et anglais et māori et toi?
Au revoir.

[Thank you for your letter ! I have brown hair and I have short hair. I play rugby and rugby league and movies. My birthday is 27 August 1997 and you ? I speak French and English and Maori and you ? Goodbye.]

Letter Three

Aujourd'hui c'est Jeudi le 10th Septembre 2009

Cher K
Merci pour tin lettre. (Je suis desole for not coming to meet you. I was busy at a rubgy tournamnet)
Dans ma famille il y a 5 personne. Ma mere sappelle X, Mon Pere sappelle Y, Mon frere sappelle Z et P. Je suis droitier, et toi? Dans ma maison il y a une salle de bains, et quatre chambres. Il y a une salle manger et un salon et un garage. (il y a un) C'est assez grand. Cest comment chez- toi? Tu as animals chez-toi?
Au revoir.

[Thank you for your letter. (I am sorry for...) In my family there five people. My mother is called X, my father is called Y, my brother is called Z and P. I am right-handed, and you ? In my house there is one bathroom and four bedrooms. There is a dining room and a lounge and a garage. It is quite big. What is your house like ? Do you have animals at home ? Goodbye.]

APPENDIX C – Student C

Letter One

C
Room 9
School Name

Room
School Name

Aujourd'hui c'est Mardi le 21 juillet 2009

Chèr T
Bonjour. Je mappelle C. J'ai douze ans et toi? J'ai vien des (et toi) Nouvelle-zelande et toi? Je suis Māori et Samoan et vous?

[Hello. My name is C. I am twelve years old and you ? I come from New Zealand and you ? I am Maori and Samoan and you ?]

Letter Two

C

School Name
Room 9

T

School Name
Room 18

6 août

Cher T

Merci, pour ton lettre.

Mon anniversaire 23 Mai 1997

Il fait froid a suburb name

Je suis allé à la piscine

J'aime le rugby et toi?

Je ju le netball Dour l'ecole. We are ubndefeated at the W A comp and we are now in Auckland champs

Amicalement C

[Thank you for your letter. My birthday is 23 May 1997. It is cold in (suburb name). I went to the swimming pool. I like rugby and you ? I play netball for the school....]

Letter Three

Aujourd'hui vendredi le 11 Septembre.

J'habiete a vec mon péré.

Dans ma famille il y a 2 personnes jai papa S (e) et moi.

Je n'ai pas les animaux

Quel sujet tu aimes?

J'ai préféré une colour Bleu et toi?

amicalement C

[I live with my father. In my family there are two people I have Dad and me. I don't have any animals. What subject do you like ? I preferred a colour blue and you ?]

APPENDIX D

Formulaic expressions displayed around the classroom at all times (in French only):

S'il vous plaît	Please
Comment dit-on _____ en français?	How do you say _____ in French?
Ça veut dire _____ ?	What does _____ mean?
Écrivez-moi	Write to me
Ne triche pas	Don't cheat
Je peux aller aux toilettes?	Can I go to the toilet?
Taisez-vous	Be quiet
C'est mon tour	It's my turn
Viens ici	Come here
Asseyez vous	Sit down
Merci beaucoup	Thank you very much
Je peux vous-aider?	Can I help you?
Comment ça s'écrit?	How do you spell that?
Pouvez-vous répéter ça?	Can you repeat that?
Dépêchez-vous	Hurry up
Empilez les chaises	Stack the chairs
Rangez vos affaires	Tidy up your things
Ouvrez les fenêtres	Open the windows
Fermez la porte	Close the door
Prenez vos cahiers	Take out your books
Posez vos stylos	Put down your pens
Qu'est que c'est?	What is it?

APPENDIX E

Table 4: Comparison of data from all three students

Students	Time one (21/07/09)			Time two (06/08/09)			Time three (10/09/09)		
	A	B	C	A	B	C	A	B	C
Word count	42	37	23	87	41	31	82	69	33
Questions posed	3	5	3	4	2	1	1	3	2
Compound sentences	1	0	0	3	1	0	1	1	0
Negative forms	0	0	0	2	0	0	2	0	0
Modal verbs	0	0	0	2	0	0	0	0	0
Topics covered	6	5	4	8	4	5	6	5	4
Highest number of sentences on same topic	2	2	1	4	1	2	4	4	2
Longest sentence (# of words)	10	7	7	14	9	6	11	14	8
Verbs used	S'appeler avoir être habiter venirire vouloir	S'appeler avoir être habiter venir	S'appeler avoir être venir	Parler être aimer jouer aller nager écrire	Avoir faire parler être	Faire être aller aimer jouer	Être venire avoir aimer gagner	Être avoir s'appeler	Avoir habiter aimer préférer
Verb forms used	Je tu	Je tu	Je tu vous	Je nous tu	Je tu	Je tu il	Je il tu	Je il tu	Je tu