# Effectiveness of Focus on Form versus Focus on Meaning

Rousse-Malpat, Audrey

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# *Effectiveness of Focus on Form versus Focus on Meaning*


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University of Groningen

Audrey Rousse-Malpat
S1841122
Supervisor: Dr. Marjolijn Verspoor
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## Abstract

So far empirical studies have shown that explicit Focus-on-Form (FonF) methods were more effective than implicit Focus-on-Meaning (FonM) methods (Norris & Ortega, 2000). However, many studies fail to address the notion of 'effectiveness', and the tests used usually favor the explicitly taught FonF groups in that some explicitly taught 'rule' is targeted. This paper argues that the effectiveness of FonF versus FonM methods depends on how effectiveness is defined and operationalized. We compared the oral fluency of two groups of high school students after one year and after two years of instruction. One group was taught French with a FonF method called Carte Orange and the other with a FonM method called AIM (Maxwell, 2004). The free speech data of the two groups were scored for oral proficiency and analyzed for grammatical accuracy on three target items (Negation, Present tense and Gender). It shows that the FonM group is better in general oral proficiency in 2010 and 2011, that the FonF group was better at Gender after one year, but that the groups are equally good at grammar after two years of instruction and the FonM group seems to use more creative constructions than the FonF group. The study shows that the way effectiveness is measured makes a difference in the findings.

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## Chapter 1. Introduction

In the field of second language instruction, there has been a long debate on whether a focus on form(s) (FonF) or focus on meaning (FonM) method is more effective. Many teachers and researchers agree that communicative language teaching (CLT), which focuses on meaningful interaction, is a prerequisite for learners to be engaged in the second language learning process. However, the question remains whether an additional focus on form(s) is necessary to achieve overall accuracy and avoid fossilization of errors.

In their meta-analysis on the effectiveness of explicit and implicit second language (L2) instruction, Norris and Ortega (2000) conclude that even though results suggest that explicit instruction is more effective, this outcome may be due to how effectiveness was measured: the measures are usually limited to items that can be taught explicitly, but not to items that learners may pick up implicitly. The question can be expressed as follows: In order to compare the effectiveness of L2 instruction methods, do we measure overall fluency and ability to express oneself or do we measure grammatical accuracy of some targeted items? They recommend a drastic change in research practices for further investigations. However, twelve years after Norris and Ortega's suggestion, Spada points out that 'most of these questions remained unanswered' (Spada, 2011; p. 226).

This thesis addresses the issue of effectiveness in FonF vs. FonM L2 instruction by comparing two groups of learners in two conditions on two types of measures in a longitudinal study on high sized ecologically valid samples. One group has instruction with some focus on form (FonF) as students are taught French as a second language with the Carte Orange textbook. The other group is instructed with only focus on meaning (FonM) as students are taught French with the AIM (Accelerative Integrated Method). Introduced in Dutch highchools in 2007, the Accelerative Integrated Method (AIM) was designed by a French teacher in Canada: Wendy Maxwell (2001, 2004). It is based on a 'French only' rule and on the Gesture Approach.

The basic principle of AIM is to provide an L2 context given by stories, plays or music. From day one, students are surrounded by the L2 and are not allowed to use their L1. Communication is made possible by the use of signs: one gesture corresponds to one word or to one grammatical structure such as word order. The first

six months are devoted to listening and speaking skills. Students do not learn any explicit grammar rule but are rather stimulated to reuse chunks from the stories into plays. After that time, writing is slowly introduced in the form of story retelling. Feedback is given but the 'no-explicit grammar' rule subsists.

This highly input driven method can be integrated into a 2 to 3 hours per week curriculum, which explains its success in regular schools, based on the positive results observed on students' motivation and oral skills. If both teachers and students are convinced of its benefits, few studies (mostly unpublished) give actual scientific insight (Mady, Arnott and Lapkin, 2007; Maxwell, 2001; Michels, 2008; Bourdages and Vignola 2009; Arnott, 2005), which have found mixed-results concerning the potential benefits of AIM on linguistic proficiency.

The current study started in September 2009 originally at the request of the Werkman College in Groningen. As studies on AIM are very scarce, the school wanted to know the effects of the AIM method on the proficiency level of their students. At that time, the school was considering replacing the Carte Orange books by the AIM method, but they wanted to base their decision on scientific evidence. This led to two studies originally, one on written skills during the first year, and the other on oral skills conducted over two years.

Answering the school's question meant participating in the ongoing debate among researchers on measuring effectiveness. In other words, we wanted to determine whether there was a difference in effectiveness between a FonF and a FonM method after one year and after two years of study. We divided effectiveness in two different types being (1) the overall spoken fluency as measured by the SOPA test and (2) the grammatical accuracy in constructions that have been dealt with explicitly in the FonF group and implicitly in the FonM group.

First we will provide an overview of theories on language acquisition and research on L2 instruction methods to date, next we will present the methodology into more detail and finally, after presenting the results, we will discuss how the main findings participate in the debate on how effectiveness is measured.

## Chapter 2. Background literature

### 2.1. From Usage-Based theories of language acquisition to a Dynamic Usage-based approach

In the field of language acquisition, researchers' main concern has been to find out how L1 and L2 languages were learned. Emergentists (Hopper, 1998; Ellis, 1998) hold that language is a bottom-up process where input plays a leading role. Because people are able to generalize patterns, language emerges from the input they are surrounded with. Unlike Universal Grammar theories, which hold that language is rule-driven and innate, emergentists consider language to be composed of utterances regularly repeated. Research within this paradigm gives evidence that children are able to generalize patterns learned from the input that they apply to create new sentences using 'usage-based syntactic operations' (Tomasello, 2000:77). Input, frequency and repetition are thus key terms in emergentist theories.

From an emergentist perspective, the input consists of successive highly frequent authentic pieces of language. These pieces may be constructions at many different levels that overlap: words, phrases, and other constructions at the clause or sentence level. According to Haiman (1991), our language involves a routine mechanism: people tend to say what they hear and will repeat it to others who will say it as well. Some linguistic expressions can be used so often in a long period of time that their first meaning tends to be forgotten. Some of these expressions become formulaic constructions, which are favored and passed from speakers to speakers. These constructions give second language learners more authenticity in their discourse. They do not apply grammatical rules; they rather pick up patterns in their interlocutor's discourse (oral or written) and use them in their desire to communicate. Usage-based theories of language development are in line with these assumptions, claiming that language 'is learned through meaningful use' (Langacker, 2009: 628), where grammar is seen as a by-product that comes along with the acquisition of patterns learned from the input. This cognitive view of language development considers language to be 'an integral part of cognition' and meaning-driven (Langacker, 2009: 628) instead of being a separate innate module.

In this view, complexity emerges from the interaction of low-level units and a rich environment where simple features can develop into complexity in a learner's language (De Bot & Larsen-Freeman, 2011). The system of language is composed of

an inventory of motor, perceptual, conceptual or interactive patterns abstracted from usage events. Abstraction of a unit, which is a mastered pattern (a chunk) results from progressive entrenchment, which occurs with recurring patterns. Each linguistic unit is linked to meaning; in other words, a unit emanates from the expressions they mean. Stored in a network, the recurring patterns (schemas) leave a trace in the neurological system. This trace participates in the entrenchment of a unit, which then can be easily activated.

Usage-based approaches aim at explaining development of complexity of the language system through the interaction between many variables in the environment, social and cognitive processes. The idea of language as a system composed of many variables that interact is compatible with Dynamic System Theory (DST), which focuses on how variables interact and influence each other over time.

Larsen-Freeman (1997) was the first to apply DST to second language acquisition. She argued that language could also be seen as a complex system because many different, interconnected variables are involved, which means that any change within one variable has an impact on all the other variables.

From a DST perspective language is seen as a self-organizing system in which many variables interact with each other dynamically. Looking at language development within this theory is challenging because nothing can be explained without taking into account all variables together. Language is believed to be in constant non-linear movement and subject to attractor and repeller states. The system of language moves towards attractors, which can become stable temporarily, but usually move to another attractor. Fossilization is thus nothing but the settlement of the system in a non-target like attractor. In terms of language learning, DST offers a new framework, which states that "learning [a language] is not the taking in of linguistic forms, but the constant adaptation of one's language resources in response to the communicative situation" (Cameron & Larsen-Freeman, 2007: 232). In studying language development, it can be argued that the external environment provides the input and interaction necessary for the system to develop (Van Geert, 1991). This development can be seen as an act of emergence with ups and downs or in other words with moments of acquisition and attrition.

Conventional structures are needed at one point in the learning process, but these conventions also adapt and change through interaction with the external world. Therefore even words, phrases, and constructions are not regular or stable. According

to Bybee and Hopper (2001: 19), “we create a language as we go, both as individuals and as communities”.

Complex systems are nested with hyper and hypo-systems showing similar principles of change, so not only do a multitude of variables in the environment interact with a multitude of variables in the individual, but also the individual’s language system consists of many different sub-systems such a lexicon and syntax that interact over time. Van Geert (1991) uses the term ‘connected growers’ for sub-systems within a system and emphasizes the role of precursors. According to him, complexity in the grammatical system emerges when the learner has reached a certain point in the development of his lexicon. For an L2 learner, it implies that the development curve is in constant movement with peaks and dips, but it also means that every learner has different developmental patterns, as the system can react differently to the procedures.

It is important to realize that learners practice many linguistic items at the same time and do not wait until one is mastered to start to learn another one (Larsen-Freeman & Long, 1991). In other words, variability can occur at all times. A great amount of variability is expected at the beginning stage of the development of a particular sub-system. It is only when the learner has mastered the sub-system that the particular sub-system stabilizes. Therefore, looking at variability within a particular sub-system is relevant for the understanding of the developmental process of different grammatical constructions and the combined patterns may tell us about the development of complexity in the language (Spoelman & Verspoor, 2009).

A Dynamic Usage-Based approach (DUB) is thus a combination of Usage-Based and Dynamic Systems theories, holding that language development is ‘form-meaning mapping through use’ (cf. Verspoor, Schmid & Xu 2012). Language is not rule driven and consists of a continuum of constructions at many different levels, all equally important. That is why it is not interesting to focus only on grammar in language development studies. Moreover, as the different sub-systems in the language continually interact over time and may have different rates of development and different relations to each other at different points of time, it is not enough to examine changes after only a single intervention. It is important to study change and development over longer periods of time when different sub-systems have had time to develop.

## 2.2. The role of input, output, and comprehension

Within Dynamic Usage-Based theory, it is argued that language learning is a communication-driven dynamic process. The learner is surrounded by the input from other speakers, from which s/he abstracts patterns. These patterns - often frequently repeated in the input - will first be reused as exact copies and then creatively by the learner who wants to interact with other speakers. Following this logic, input would precede comprehension, which would precede output. However, in a dynamic view and as we saw in the previous section, learners do not wait until they master one factor to practice the other. In other words, it seems obvious that learners do not wait until they understand perfectly to start talking. The question remains which amount of input and which level of comprehension is necessary to produce some output and how these three factors interact with each other.

The first point of interest regarding these three factors is to know when input becomes intake. In De Bot, Lowie and Verspoor (2005), intake is defined as "what we pay attention to and notice" (2005: 8). In other words, it is interesting to know how a learner notices patterns from input, and which patterns capture his or her attention. Several researchers have investigated how a pattern can be salient enough to raise the awareness of the learner. In the case of vocabulary, saliency can result from its form or from its sound. In the case of grammar, the 'notice the gap' principle (Schmidt & Frota, 1986) holds that the acquisition of a target form starts from its presence in 'comprehended input'. In other words, the learner realizes that he or she does not understand a word or a unit in the input, which will trigger his or her awareness about this gap.

The external (input) and the internal (cognitive) system interact with each other to bring the learner from one stage of acquisition to the other and create development. This scaffolding metaphor is also taken in Vygotsky's 'zone of proximal development' (ZPD) (1978) regarding the development of children and the role of adults around them. According to Vygotsky, ZPD is "the difference between the child's developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1978: 85). In short, a child can perform higher-level activities with the assistance of a peer.

Others have also underlined the relevance of interaction with the environment in the form of meaningful input whilst learning an L1 or an L2. Krashen's input

hypothesis for instance states that in an optimal learning environment, the level of input given to the learner should be a point higher than the learner's level (1994). Krashen calls this principle the *i+1* hypothesis. It means that meaningful input should be difficult enough, so that the learner can learn something new. The input should not be too difficult, resulting in an overwhelmed learner, unable to notice any pattern from incomprehensible input. However, in his study on interaction between native and non-native speakers, Long (1980) shows that comprehension is a better factor in the promotion of acquisition than meaningful input. Others claim that 'incomprehensible input' is necessary in language learning (e.g., White, 1987), meaning that learners recognize problems in their own rule system when they are presented with something they cannot understand.

Gass, Mackey & Pica (1998) have also investigated the effect of ouput in spoken interaction. They advocate that language learning needs the combination of input and interaction. They show that interaction helps the learner to notice patterns. However, interaction is not the only factor involved in the acquisition of language.

Swain & Lapkin (1995) present the output hypothesis based on studies on immersion programmes in Canada. They claim that learners become aware of a linguistic problem when they produce language, which pushes them to change their output. While talking, learners become aware of their linguistic gaps and engage in a grammatical analysis. In another study, Swain (1985) claims that output pushes the learner to go from semantic processes to syntactic processes.

Gass (1988) introduced a SLA model in which both input and output influence the language development process. In this model, input precedes output as it triggers comprehension. The learner will turn input into intake by noticing reiterative patterns, and test his or her hypotheses depending on what has been previously acquired (Verspoor, De Bot & Lowie, 2011). Language production or output can be used to test hypotheses. The learner can use output in interaction with another learner or native speaker. Therefore, the learner's language system is in constant internal reorganization (Verspoor, De Bot & Lowie, 2011). All in all, language learning seems to be very dynamic and non-linear as the learner uses strategies involving input, output, comprehension and interaction in order to make sense from the input and make sense in communication. L1 and L2 development apply the same developmental processes; however in L2 development, the concepts and patterns in L1 are an important resource and therefore L1 transfer play an additional role.

Moreover, as De Vries and Verspoor (2010) and Verspoor, Schmid & Xu (2012) showed, L2 learners make many errors, particularly at beginning stages of acquisition. These errors often disappear in later stage of language acquisition.

The language theories and models above have been translated into language learning methods that have evolved through the centuries in the quest of optimal effectiveness. One of the major developments in this matter is the appearance of communicatively-based methods that were designed in order to have natural input and to push output as much as possible in communicative situations.

### 2.3. Focus on Form and Focus on Meaning

Ever since one has known that instruction is an important factor in L2 acquisition (Doughty & Williams, 1998), researchers have been keen to investigate whether a certain type of instruction was more effective than another. Each new theoretical insight on language learning inspired a new approach or method to teach languages.

In the behaviorist approaches to Second Language Development that were popular in the mid-20$^{th}$ century, the assumption was that repetition and habit-formation were essential to learning languages. Learning processes took place through imitation of input, and grammatical rules were intensively practiced and repeated. Even though we cannot deny that these methods had some effect on learning a second language, translation and audio-lingual methods were replaced, mainly because the methods did not enable students to communicate in the second language.

Therefore, at the end of the 20$^{th}$ century the 'Communicative Approach' or 'Communicative Language Teaching' became popular in the field of language learning. At about that time, teachers and researchers in Canada started putting effort in designing effective L2 teaching methods and started implementing immersion programs using the L2 as instruction medium in the classrooms based on Communicative Learning Theory (CLT). The underlying assumption of CLT is that language is a social activity and that learners should be able to communicate in the target language. The message is more important than the form and the role of interaction is stressed. In sum, CLT is the consequence of an evolution towards the acknowledgment of the importance of input within language development theories and an increasing need to be able to communicate in the L2.

CLT stresses mostly input and particularly what kind of input should be addressed to learners. It is believed that input has to be authentic, but at the same time

adapted to the learner's level; the features must be salient and comprehensible. These characteristics have been studied in input processing frameworks and acquisition outcomes (Larsen-Freeman and Long, 1991). The focus on meaningful input is the basis of the organization in the classes. L2 instruction is given through activities promoting frequent interaction among the learners, obliging students to help each other solve the problems they encounter. Proponent beliefs in authentic material and real-life situations as well as in the relevance of the learner's background are key notions to these methods. According to CLT principles, teachers should have the role of suppliers of relevant input, and grammar learning should be inductive. However, as learners in the Canadian immersion programs still had many form errors in their language (Harley & Swain, 1984; Genesee, 1987) , research has tended to focus on what is needed to prevent such errors from fossilizing within a CLT approach. We can recognize these questions in recent work in the field of language instruction. Research in the effectiveness of L2 instruction has aimed at determinating whether inductive versus deductive, explicit versus implicit, Focus on Form versus Focus on Meaning were more effective. Explicit instruction can be defined as an explicit focus on form in the classroom, that is to say that usually, grammatical rules are explained. These can be explained inductively (examplars help discover the rule) or deductively (rule is given and then examples to illustrate the rule). Implicit L2 instruction can be defined as focus on meaning rather than form. Attention is put on communication and learners acquire the language system naturally and unconsciously.

Recently, Norris & Ortega (2000) and Spada & Tomita (2010) published meta-analyses on these issues. Both looked at the difference between explicit and implicit L2 instruction. Norris and Ortega (2000) show that explicit types of instruction were more effective than implicit types. They state that the only factor that showed a difference in L2 acquisition was the opposition between explicit and implicit treatments. That is to say that when it comes to L2 learning, a difference can be made between students learning with a rule-governed method (explicit) and students who acquire the L2 with authentic input without any attention drawn on the linguistic rule system (implicit). However, they also find that the choice of the measures used in individual studies have an effect on the outcomes of the study. Therefore, they recommend a change in research on L2 instruction. Spada & Tomita (2010) investigated the effects of explicit and implicit instruction on the acquisition of

grammar. Again, their results show that explicit instruction is more effective than implicit instruction.

Both reviews have used the terms explicit vs. implicit but others define the different types of instruction differently. According to Long (1991), there are three other main types of instruction: Focus on Forms (FonFS), a very traditional way of learning languages focusing mainly on linguistic forms rather than on their communicative aspect; Focus on Form (FonF), an approach based on Communicative Language Teaching (CLT) principles focusing on communicative aspects of the language but with explicit or implicit focus on form; and Focus on Meaning (FonM), also a CLT inspired approach but focusing on rich and meaningful input in which learners incidentally acquire the L2 system. This current study will compare the last two kinds of instruction: FonF versus FonM.

FonF methods are usually Task-based instruction methods or Content-based instruction methods. Research to date show that Task-based instruction has an influence on fluency and on accuracy. If familiar with a topic, learners will show fluency, accuracy and greater complexity (Errey & Schollaert, 2003). FonM methods are usually immersion programs as given in Canada, which provide a rich and natural input environment where the language system is acquired incidentally.

From 1990 to date, many experimental studies have investigated the difference between Focus on Form and Focus on Meaning. Day and Shapson (1991) conducted an experiment on French proficiency in a French immersion program. They compared an experimental group of children from an immersion program to a control group in a pre-test/post-test experiment in which they were tested on the use of the conditional. Results show that the experimental group was better at writing and that they showed the most growth in speaking. However, De Keyser (1995) did a computer experiment to test the hypothesis that explicit-deductive learning of morphological rules a lexicon (98 words) was more effective than implicit-deductive learning. Results show that the hypothesis can be accepted. Robinson (1996) investigated the implicit and explicit learning of grammar by adult learners of English (n=104) with a computer-assisted task. His results show that instructed learners outperformed the other learners. DeKeyser and Sokalski (1996) is a replication study of VanPatten and Cardieno (1993) on Spanish as a second language. They investigated the effectiveness of input and output practice on comprehension and production skills. They found that input

practice was better for comprehension and that output practice was better for production.

Clearly, mixed results have been found concerning the potential benefits of Focus on Form or Focus on Meaning on linguistic proficiency. According to Long (2000), Focus-on-Meaning methods are not sufficient to reach a native-like level in an L2. Studies (Harley & Swain, 1984; Genesee, 1987) have shown that Focus on Meaning instruction is effective on general language proficiency skills such as fluency but that learners continuously show weaknesses in grammar. This is surprising as many researchers would argue that language learning relies especially on input and frequency of occurrence of structures (cf. Boyd & Goldberg, 2009; Ellis & Collins, 2009), which would favor high input, implicitly taught FonM methods such as the method investigated by Verspoor & Winitz (1997). Their study was on the effect of an input-only method on English receptive vocabulary, grammar and reading comprehension and suggest that such kind of instruction is sufficient to improve these skills.

In sum, studies to date that have investigated this issue and compared two groups have mixed results, but meta-studies have definitely shown a bias towards an explicit form of instruction. However, an increasing number of papers report the contrary (Boyd & Goldberg, 2009; Ellis & Collins, 2009). As Ellis (2001) points out, these results may be due to the types of measures used. In the 80s, "studies investigated whether learners learned the specific forms they were taught. 'Learned' was typically operationalized as statistically significant gains in the accurate production of the targeted structures" (p.7). Nowadays most studies include a battery of tests on various aspects of acquisition, but Ellis argues that the problem with measures remains:

> "… the problem of how to measure acquisition in Form-focused Instruction (FFI) studies remains not only unsolved but also largely ignored [...] until FFI studies as a matter of routine, include some measure of learners' ability to process a structure under real operating conditions (as in spontaneous speech), doubts will remain about the nature of the reported instructional effects."
> (Ellis 2001: p.34-35)

### 2.4. Explicit versus implicit knowledge

As Spada and Tomita (2010) point out, a greater number of studies have investigated explicit than implicit instruction. However, the majority of them involve treatments engaging explicit knowledge. According to Ellis (2006; p.95) : "explicit knowledge is held consciously, is learnable and verbalisable, and is typically accessed through controlled processing when learners experience some kind of linguistic difficulty in using L2." Whereas implicit knowledge "is held unconsciously and can only be verbalized if it is made explicit." So, learners being taught explicitly can use their explicit knowledge well, which will later be converted into implicit knowledge (DeKeyzer, 1998; Hulstijn, 1995), whereas implicitly taught learners will only develop their implicit knowledge. Therefore, many researchers agree on the fact that, in order to have a fair image of the effectiveness of L2 instruction, implicit knowledge should be at least equally instrumented as explicit knowledge (Schwartz, 1993; Krashen, 1994; Ellis, 2005).

Yet, finding a way to operationalize implicit knowledge objectively remains an issue, as it involves using free speech data that is coded by a researcher, which is very much related to his personal belief (Light and Pillemer, 1984). The answer to this question is nevertheless crucial if we want to proceed in researching that area because as claimed by Doughty: "Until studies include more measures of implicit knowledge, we cannot be confident that instruction leads to L2 competence that is unconscious, unanalyzed, and available for us in rapid, spontaneous communication" (2003: 274).

Secondly, the contradiction in the literature could also be explained by the difference in duration of the treatment. Most studies give a treatment that lasts 1 to 7 hours when we know that implicit knowledge is effective only after 10 hours of instruction (Spada & Tomita, 2010; p.287). An agreement should be found on a minimum of treatment time and researchers should also reflect on longitudinal studies. Up til now, little attention has been put on the difference of timing in explicit and implicit knowledge. In line with the tenets of a DUB approach Spada (2011 : 229) points out that we should know whether "there [is] a better time to draw learner's attention to form". It is thus difficult to conclude on the outcome of a study when there is not only a problem in the distribution between explicit and implicit knowledge treatment and in its duration but also when there are a large variety of variables that are investigated.

However, as Erlam (2003) and Akakura (2012) point out, it is difficult to use measures that actually investigate implicit knowledge. So far, the different ways of testing implicit knowledge have been time-pressured answers in a listening comprehension task (Erlam, 2003) or in a grammatical judgment task (Ellis, 2005), or a story-based elicited imitation task or an oral production task (Akakura, 2012). As Ellis (2005) points out, tasks requiring the use of the target structure under the constraints of natural language use, such as in free response tasks, are good tests of implicit knowledge.

In a review, DeKeyser claims that even though explicit instruction appeared to be more effective than implicit instruction, none of the studies used free response measures: "the dependent variable has always been a test that allows for some degree of monitoring of explicit knowledge" (2003: 326). In a study using such measures Andringa, de Glopper and Hacquebord (2011) found that there were no significant differences between an explicitly instructed group and an implicitly instructed group. They found that both groups gained equally in the target language.

However, as for example Erlam (2003) suggests, the data obtained in free-response online production tasks can very easily become explicit knowledge tasks. The design of such tasks must thus be strictly outlined to fit into the frame of implicit knowledge. Moreover, analyzing free response data may be problematic. If coded by the researcher, the decision may be very much related to his or her personal belief (Light and Pillemer, 1984). If graded by means of a general holistic score, it may be too subjective. It must be noted, though, that most studies so far have only used morphological or syntactical target features, not really general proficiency measures, to assess the effectiveness of a method.

### 2.5. Problems in measuring effectiveness

It seems that these studies have generally agreed on the term 'effectiveness' without actually defining it. Is effectiveness the ability to communicate with native speakers in the most complex and authentic way as possible? Or is it the ability to use correctly all simple and complex linguistic structures of that language? It seems rather obvious that a difference in the definition of 'effectiveness' could lead to different conclusions within the same study. According to Ellis (2001), even the term 'acquisition' has different meanings. For many researchers, 'effectiveness' or 'acquisition' is strongly linked to accuracy. This does not reflect the reality of second language learning,

which can be more associated with a non-linear and dynamic system. From a DUB perspective, many other variables such as fluency, complexity, authenticity and accuracy interact with each other (De Bot, Lowie & Verspoor, 2007). Accuracy is thus not the only factor that shows the effectiveness of a method. Moreover, as language learning is a dynamic system that changes over time, longitudinal studies are necessary in order to capture the processes involved in this constantly reorganizing system. Analyzing one moment in time would only show a glimpse of what is really happening, whereas analyzing the larger picture over time would make more sense.

So, balancing the literature, we can conclude that contradictory results to date could be a result of a very limited definition of the term 'effectiveness' as well as problems of timing within the methodology. In the current study on the effectiveness of FonF versus FonM, effectiveness will be tested in free-response online oral production data and operationalized in two alternate ways: use (A) the ability to talk with fluency, authenticity and lexical accuracy and (B) the ability to be grammatically accurate on three different types of constructions. We have tested and analyzed two groups (1 FonF/ 1 FonM) over the course of two years and we will thus answer the following research questions:

RQ1 : Is there a difference in effectiveness between a FonF and a FonM method after one year of study ?

a) In general oral proficiency?
b) In grammatical accuracy?

RQ2 : Is there a difference in effectiveness between a FonF and a FonM method after two years of study ?

a) In general oral proficiency?
b) In grammatical accuracy?

## Chapter 3. Methodology

The purpose of this thesis is to compare the effectiveness of FonF and FonM instruction in an ecologically valid classroom setting in a cross-sectional design. The data collection took place after 9 months and 21 months of instruction and used two kinds of measures, each biased to one of the two types of instruction. General oral proficiency measures are biased to the FonM method and grammatical accuracy measures are biased to the FonF method. We aim at investigating whether there is a difference in the effectiveness between a FonF and a FonM method after one year and after two years of instruction. After presenting the FonF and FonM methods, we will present the participants and the measures used, the first one dealing with general proficiency and the second one with grammatical accuracy.

### 3.1. Instructional modes

The FonF instruction method is operationalized by Carte Orange, a textbook inspired by CLT principles in that it enhances communicative skills by giving listening and reading input to the students. However, it also includes grammatical explanations, discussed by the teacher and practiced in the exercise book. Students are exposed to the language by listening and reading exercises in the textbook and practice the language with the help of the exercise book. The book is organized in topics such as 'travelling', 'work', or 'health' in which the corresponding vocabulary and grammar is given. Input is in the form of listening or reading texts about the topic. In each chapter, there is a photo-strip about the adventures of young teenagers. Students are asked to learn the vocabulary by heart and practice the grammar that is given in each chapter. However, as is common in the Netherlands, despite the CLT principles, there is little actual, natural interaction in French during the lessons and especially the grammar explanations may be given in Dutch. Students are not used to talking spontaneously. Most of the time, oral skills are practiced in exercises that students prepare. Focus is on vocabulary and grammatical accuracy. They interact with each other by reading their answers to the exercise.

The FonM instruction method is operationalized by the Accelerated Integrative Method (AIM), also based on CLT principles in that it provides a 'French only' context with stories, plays or music and a gesture approach to help comprehension (for more detail see Rousse-Malpat & Verspoor, in press). From day

one, students are surrounded by the L2 and are not allowed to use their L1. At first, students are only introduced to oral communication, that is to say listening and speaking. Communication is made possible by the use of signs: one gesture corresponds to one word or to one grammatical structure such as word order. They do not receive any explicit grammar rules but are stimulated to reuse chunks or prefabricated constructions from the stories into plays. Only after about six months of exposure are students introduced to reading and writing. When they write, the teacher may give feedback on occasion but the 'no-explicit grammar' rule subsists. Students are used to talking spontaneously without focusing on accuracy. They are asked to repeat the story told by the teacher and to answer questions orally about the story. Vocabulary is not learned by heart but rather by repetition in the classroom. Focus is put on meaning and not on form. Because 'French only' is the main rule of AIM, students are used to interacting in French without using their native language Dutch.

Studies on AIM have mainly been conducted in Canada between 2001 and 2009. Maxwell (2001) compared the oral fluency of two groups of 9 students (AIM/ non-AIM), who were interviewed with a scaffolding questionnaire and who were asked to spontaneously create a story. Her results show that AIM students outperformed non-AIM students even though she was not able to perform a statistical analysis due to the limited number of participants. Quantitative results on inter-group interviews pointed out that AIM students of different aptitude levels performed more homogenously during the interview than non-AIM students. According to Maxwell: "The results are interesting in that they indicate that this type of approach responds to the needs of a variety of the students and that the average learner may thrive as well or better than the academically strong" (2001 : 36) Interestingly, Michels (2008) found similar results in his replication study. However, it may be difficult to generalize these findings because they both had a very limited number of participants.

Although larger scaled studies with statistical analyses have been conducted on AIM, none have corroborated a significant difference in French proficiency between AIM and non-AIM students. Mady, Arnott and Lapkin (2007) compared six classes of 13 year-old grade 8 AIM (n= 125) with 6 classes of non-AIM (n=135). Using a mixed-method study composed by a test-package for proficiency (Harley, Lapkin, Scane, Hart & Trépanier, 1988) and a questionnaire on perception of French classes, they concluded that there were no significant differences between their language skills and their perception of French as a L2. However, on a qualitative level

they found a major difference in the perceived factor believed to be the key to success in the L2. Non-AIM students attributed it to the teacher, whereas AIM students pointed out the method. Asked on their perceived development in the L2, AIM students answered that they felt 'better than before' but their comments on writing skills were mostly negative. A follow-up survey revealed that, one year later, the continuation rate of AIM and non-AIM students was similar. In Boudages and Vignola (2009), results show no significant differences in linguistic or grammatical accuracy between AIM and non-AIM students. However, they noticed that AIM students seemed to have a wider vocabulary and that they talked significantly more French. In Arnott (2005), this difference in attitude was further investigated, particularly the amount of risk that AIM students dared to take compared to non-AIM students. Students shared during their interview that they were able to handle a French-environment.

### 3.2. Participants

The study took place at one high school in the Netherlands, initially upon the request of the school. They had traditionally taught with the Carte Orange method, but disappointed with the results, had started experimenting with AIM. To ease both parents' and teachers' concerns about the lack of explicit instruction, the school requested that the effectiveness of the two methods was assessed after one year: the results were very positive for the AIM group (see Jans & Rousse-Malpat, 2010).

Upon request of the researchers, the students were followed for an additional year. The current study looks at the performance of the students of the same four classes from their first steps in French in 2010, after 9 months of instruction to a year later in 2011, i.e. after 21 months of instruction. The current study gives first the results of general oral proficiency and grammatical accuracy in 2010 and then the results of general oral proficiency and grammatical accuracy in 2011.

The study on general oral proficiency in 2010 included 94 native speakers of Dutch aged 13. They started to learn French as a second language in September 2009 (9 months before the study in 2010) at a rate of 3 hours a week. In other words, they had had 1 school year of French lessons. They had been randomly distributed in 4 classes with 2 different teachers, two of which were taught with the method Carte-Orange (n= 45) and two other classes with the AIM method (n=49). Each teacher taught one Carte-Orange group and one AIM group. Unlike most other schools in the

Netherlands, this school mixed students of different scholastic aptitude levels as measured by the CITO test (a general scholastic aptitude test most students take at the end of elementary school) in one class. The CITO score is a strong predictor in L2 development at the Dutch high school level (cf. Verspoor et al., 2011). An independent-samples t-test showed that the difference between the groups in scholastic aptitude was not significant. There was no difference between the CITO-scores of the AIM instructed students (M=536.89, SD=6.190) and the CITO-scores of the Carte Orange instructed group (M=537.8, SD=7.099).

The participants of the study on general oral proficiency in 2011 are the same students as in the study of 2010. However, some of them dropped-out due to the fact that they were transferred to another school or that they had to repeat year 1. So, 86 native speakers of Dutch aged 14 participated in this study. They started to learn French as a second language in September 2009 (21 months before the study in 2011) at a rate of 3 hours a week. In other words, they had had 2 school years of French lessons. An independent-samples t-test showed that the difference between the FonF group (M=537.7, SD=7.2) and the FonM group (M=537.7, SD=5.77) in scholastic aptitude was not significant (t=0.077; df=76; p=0.939).

The participants of the study on grammatical accuracy are the same in 2010 and in 2011. Because of the enormous amount of work involved in hand coding and analyzing natural, oral data, we limited the number of students. To control for scholastic aptitude, we selected 15 participants with the highest aptitude level from each of the two conditions (FonF: M=542.4, SD=2.6 and FonM: M=542.2, SD=2.5). An independent-samples t-test on the CITO scores showed that there were no significant differences in aptitude between the two groups of participants (t=0.285; df=28; p=0.778). These 30 students (15 FonF/ 15 FonM) have been followed over the course of two years.

### 3.3. Instruments

For both the study in 2010 and in 2011, we collected oral free-response data by organizing 20-minute interviews according to the Student Oral Proficiency Assessment (SOPA) protocol. Developed in 1991 by the Center for Applied Linguistics (CAL) for Spanish students of English, this test has been used increasingly with students with other language backgrounds. It is an aged-specific interview-based format entirely in the L2, which aims at eliciting the highest

proficiency level the students can achieve in a carefully constructed protocol. First the interviewer puts the students at ease by starting with very simple tasks eliciting receptive knowledge and then scaffolds to ever more complex ones eliciting productive knowledge. The interesting feature of SOPA is that it aims at establishing what the subjects *can* do, instead of what they cannot do. Speaking in a new language can be stressful for young teenagers, who may experience a 'negative washback' that could influence our results. Therefore, interviewers who follow the SOPA's paradigm will always put the students at ease and look for their best level. When the ceiling level is found, the interviewer will go back to easier tasks to round off the interview on a positive note.

The setting is as follows: there are two interviewers, one takes notes while the other interviews two participants, who sit facing the two researchers, at the same time. The pair of participants was formed by the teachers in the previous study (Jans, 2011) based on compatibility of proficiency level and personality to avoid one of the participants outperforming the other. As the pairs had worked well in the previous study, the same pairs were used for the current study. All interviews were recorded on camera so that any possible disagreement about a participant's proficiency level might be resolved and the oral data could be transcribed and coded.

The protocol in the study in 2010 and in 2011 consisted of three different tasks that the researchers had prepared, taking the curriculum of the groups into consideration. We made sure that the tasks involved themes that had been discussed in both classes. This means that the tasks in 2010 and 2011 were different from each other but they followed the same line. First, in a passive task, the students were asked to point out different objects (fruits and animals) that were taken from a bag. Then, the students were asked to pronounce the names of the different fruits or animals and their color.

The second task involved a picture of a farm with movable characters involving more complex vocabulary and sentence constructions, which were adapted to the student level when needed to ease the process of retrieving words and access as much of their French as possible. For example, students were asked questions such "Can you pick up the cow that is next to the sheep?" or "Can you tell me where the sheep is?" and the expected answer was an utterance such as "The sheep is next to the girl".

The third task was a free-response task. The students were shown pictures that represented themes they had been exposed to in class such as their school, their favorite movie, their favorite singer, or their hobbies. The interviewer initiated the conversation by asking simple questions and they were given the freedom to talk about those themes. (See appendix 2 for two transcribed interviews, one from the FonF group and one from the FonM group).

### 3.4. Measures

The term "effectiveness" was operationalized in two ways, each biased to one of the two types of instruction. In the background section, we saw that most studies conclude that FonF methods are more effective, but their conclusions are often based on results from tasks that advantaged the FonF participants. In this study, we wanted to be as fair as possible to both types of instructions by analyzing the data according to the focus of each instruction method. As we explained in section 3.1, the FonF participants are not used to talking spontaneously, they rather prepare their oral speech focusing on vocabulary and grammatical accuracy whereas the FonM participants interact in French spontaneously very often in the classroom but focus is put on meaning rather than form. The general proficiency, biased to the FonM group in the L2, is operationalized as the grade of oral fluency, vocabulary accuracy and oral comprehension measures as determined by the two interviewers. To do so, they used a grid based on can-do statements of the SOPA. The scale had scores from 1 to 9. The maximum score given to our participants was 4. (See SOPA grid on Fluency, Vocabulary and Oral Comprehension in the Appendix).

'Effectiveness' defined as grammatical accuracy in the L2 is biased to the FonF group and operationalized as the ratio of correct uses of three types of constructions the participants were familiar with. Grammatical accuracy is a very interesting variable because the FonF group dealt with grammar explicitly whereas the FonM dealt with it implicitly. In the former, the teacher gave a lesson on grammatical forms that were later exercised whereas in the latter, grammar was highly present in the input and very frequently repeated, but no attention was put on forms.

The ratio of incorrect use on the total number of French words used by the participant was used to compare the groups fairly because the FonF group talked less in French than the FonM group. The three targeted constructions were negation, present tense and the use of gender.

In negation, the form and place of the two negators are important. For example, in "*Je ne* comprends *pas*" (= I do not understand), the *ne* can be left out in spoken French, but the *pas* must occur after the verb. This construction is difficult for Dutch learners as there is only one negator (*niet*), which may remind the learner of *ne,* but *niet* usually occurs after the verb.

In French the present tense of a verb, depending on the type, is formed with five or six suffixes (e.g. j'aime, tu aimes, il aime, nous aimons, vous aimez, ils aiment), four of which sound the same. In Dutch the present tense is usually formed with three of four different forms (ik lees, jij leest, hij leest, wij lezen, jullie lezen, zij lezen), most of which can be distinguished aurally.

In French there are two genders, feminine (*la/une*) and masculine (*le/l'/un*), which seem to be used in a random manner. However, in a study on corrective feedback, Lyster (2010) argues that gender in French is not as random as in 80% of the cases, the suffix of the noun can help predict its gender. His results showed that FonF students significantly outperformed the non-instructed group on gender. As Dutch has three genders, masculine and feminine (both *de/een*) and neutral (*het/een*) also used in a seemingly random manner, it was interesting to code gender in our grammatical accuracy analysis.

In the FonF group, these three constructions had been dealt with explicitly in class, that is to say they received explicit lessons on the rules and conventions of these constructions, which were also practiced in exercises. In the FonM group, these constructions occurred fairly frequently in the language the learners were exposed to, but they were not dealt with explicitly in class. In some cases, corrective feedback in the form of recasts may have been given in class on these constructions.

The targeted constructions were thought to be particularly well suited for several reasons. First of all, each of the constructions has to be encountered frequently enough in the language to be used in free oral production. Another construction such as the place of the adjective could have been interesting, but it did not occur often in the participants' oral production. Another reason is that two of the targeted constructions are rule-based and can be explained rather well, and the third one cannot as it is more random and must be learned more in an item-based manner. We suspected that the groups might behave differently on the rule-based and item-based constructions.

We thus transcribed and coded the interviews of 30 students (FonF n=15; FonM n=15) leaving out the utterances that were directly repeated from the interviewer. We created one data file per participant, which were coded according to the correct and incorrect use of the three grammatical constructions mentioned above. We counted each targeted construction, counted the total number of each construction and the ratio of correct and incorrect responses on the total number of French words for each construction. We also counted the different types and tokens of each construction. The following section presents the results.

## Chapter 4. Results

We aim at investigating whether the orals skills of FonF and FonM learners differ significantly on general proficiency and grammatical accuracy in 2010 and 2011. After looking at the two moments in time separately, we will investigate the learners development over time.

The next section deals with results of general proficiency and grammatical accuracy of 2010. In 2010, both groups had had 9 months of French 3 hours a week from September to June. The FonF group started immediately with reading, listening, writing and speaking. They also dealt explicitly with grammar from day 1 and were asked to learn vocabulary lists by hart. The FonM group on the other hand started exclusively with listening and speaking until January when they were slowly introduced to reading and writing. They never dealt with grammar explicitly and they were not asked to learn vocabulary lists. Learning took place through much repetition and interaction in a French input environment.

### 4.1. Results in 2010

#### 4.1.1. FonF vs. FonM on general proficiency.

General oral proficiency has been operationalized by scores on Oral Fluency (OF), Vocabulary (Voc) and Oral Comprehension (OC). Scores ranged from 1 to 9, 1 being novice low proficient and 9 being native. The range reached for this sample was from 1 to 4.

| | OF | Voc | OC |
|---|---|---|---|
| OF | | .611 | .638 |
| Voc | .611 | | .590 |
| OC | .638 | .590 | |

Table 1 Correlation analysis Oral fluency

A Pearson R correlation analysis (See Table 1) shows that there is a significant positive relationship between the three variables, between OF and Voc ($r=.611$; $p<.05$ (two-tailed)), between OF and OC ($r=0.638$; $p<.05$ (two-tailed)) and between OC and Voc ($r=0.590$; $p<.05$ (two-tailed)). This fairly strong correlation means that these

three variables measure the same factor, which we have called 'general oral proficiency'.

Table 2 shows the descriptive analysis of an average general proficiency variable. This variable has been calculated by adding the OF, Voc and OC scores and then divide this number by 3. It clearly shows that on average, the FonF group is less proficient than the FonM. However, the standard deviation of the FonF group is two times lower than the FonM group, which means that the FonF sample has more participants close to the mean than the FonM sample. The FonF group scores thus more homogeneously than the FonM group.

| Instruction | N | Mean score | Standard deviation |
|---|---|---|---|
| FonF | 45 | 1.08 | 0.21 |
| FonM | 49 | 1.47 | 0.50 |

**Table 2 Descriptive analysis general proficiency scores 2010**

Figure 1 also shows that the FonF group always scores lower than the FonM group. A T-test for independent samples revealed that this difference was significant for all three variables. The FonM group is particularly better at OC (t=-5,04 ; df=88,13 ; p=0.000), where the FonM group scores the highest. Then comes OF (t=-4.3; df=52,2; p=0.000) and finally Voc (t=-2,7 ; df=72,2 ; p=0.000).

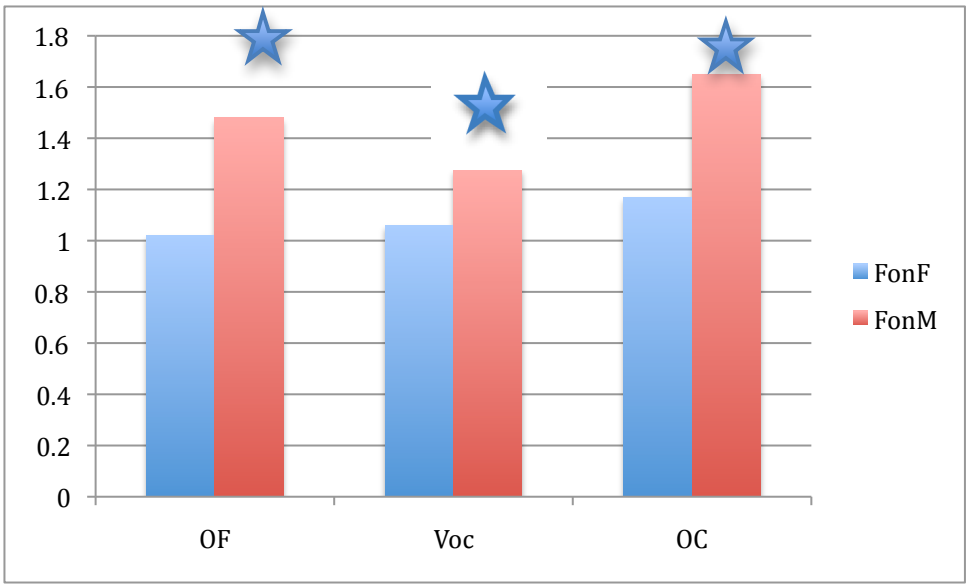


**Figure 1 General proficiency scores in 2010**

The scores must reflect a difference that is visible in the data. Therefore we checked whether the average proficiency score correlated with other variables from the data that we examined in more detail from the smaller sample presented at the beginning of the section, involving 30 students (15 FonF/ 15 FonM) selected on aptitude level. Their interview was transcribed and later coded.

A correlation analysis Pearson R shows that the factor 'group' (FonF/FonM) correlates significantly with the number of French words used during the interview and the number of different types of French words. On average, the FonF group used 66.8 French words whereas the FonM group used 84.76 of them. A t-test for independent sample revealed that this difference was significant (t=2.167; df=28; p=0.03). On average, the FonF group used 39.27 different types of French words whereas the FonM group used 50.27 of them. A t-test for independent sample revealed that this difference was significant (t=2.76; df=28; p=0.01).

The FonF group thus talks less in French than the FonM group and they also use less varied vocabulary. These two results are in line with the results on general proficiency. A correlation analysis did not show a significant positive relationship between average proficiency score and number of French words (r=0.256; p=0.172) but it did show a significant positive relationship between average proficiency score and different types of French words (r=0.254; p=0.01). It showed a rather weak relationship because of course many other variables are involved in proficiency.

Looking closer into the data, we observe that the FonF participants usually use a lot of Dutch to communicate with the interviewer, which of course decreases the number of French words that are used during the conversation. We see for example sentence such as "*Ik denk dat het dit is*" (I think it is that), "*moet ik dit aangeven*?" (Do I have to give you this?) or "*ik weet niet meer hoe je school zegt*" (I don't remember how you say 'school'). They think often out loud in Dutch, as if they seek confirmation that they understood the question correctly or as if they want to let the interviewer know the reason why they cannot answer in French. The FonM participants usually use sentences such as "j*'ai oublié*" (I forgot), "*je ne comprends pas*" (I don't understand) or "*je ne comprends pas le mot*" (I don't understand the word). They usually do not think out loud in Dutch or repeat the interviewer's question in Dutch to verify that they understood correctly. Both groups use frequent vocabulary such as "*bateau*" (boat), "*jaune*" (yellow), "*maison*" (house), "*chat*" (cat) but the FonF group used a smaller range of them.

### 4.1.2. FonF vs. FonM on grammatical accuracy.

This analysis was conducted on the sample of 30 participants (15 FonF/ 15 FonM), which were selected according to their aptitude level. For each group, we have taken 15 participants with a high CITO score. We transcribed their interview, which was later coded and analyzed, leaving out utterances that were exact repetitions of the interviewer.

We measured the number of correct and incorrect occurrences of three grammatical constructions that were explicitly dealt in the FonF group and that were very frequently repeated in the FonM input. These are Negation, Present Tense and Gender. We accounted for the difference in the length and number of French words by creating a ratio (negation/ number of French words; Present Tense/ number of French words; Gender/ number of French words). The total number of words and utterances for the FonF learners was 1828/790 and FonM 1393/621.

Figure 2 shows that the FonF group (M=0.17, SD=0.05) used fewer of these three constructions than the FonM group (M=0.2, SD=0.06); however, this difference is not significant. Thus, the groups used these three constructions equally often.

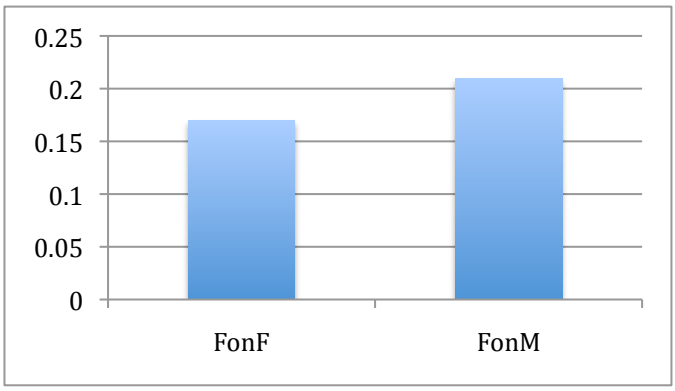


Figure 2 Ratio total three constructions on number of French Words

Figure 3 shows the total number of incorrect occurrences of the three constructions. The FonF (M=0.02, SD=0,02) group makes overall fewer mistakes than the FonM group (M=0.05, SD=0.04). A t-test for independent samples showed that this difference was significant (t=2.889 ; df=19.53 ; p=0.009).

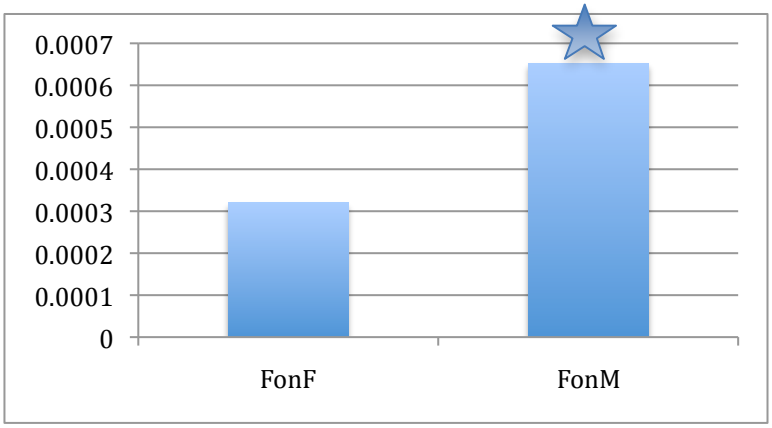


**Figure 3 Total number of incorrect occurrences of the three constructions**

Figure 4 shows the analysis of each grammatical construction. It shows that the FonF group makes fewer mistakes on negation (M=0.001, SD=0.005) and gender (M=0.009, SD=0.01) than the FonM group (M=0.02, SD=0.03/ M=0.02, SD=0.02). A t-test for independent sample showed that this difference was only significant for Gender (t=2.147; df=28; p=0.041). Both groups have the same results on Present Tense (FonF: M=0.19, SD=0.02; FonM: M=0.16, SD=0.02). The non-significant results found on Negation could be explained by the fact that the sample was abnormally distributed. Parametric tests could thus not be performed properly. However, figure 4 shows rather clearly that the FonF group uses fewer incorrect Negative constructions than the FonM group.

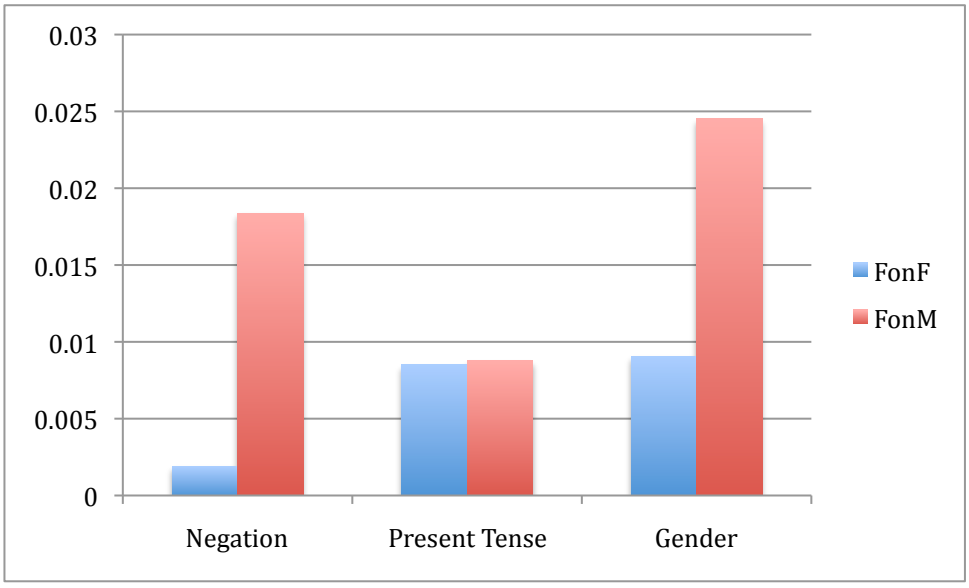


**Figure 4 Incorrect occurrences per construction**

Looking closer into the data (see table 3) the FonF group used the negation correctly to say "*je ne sais pas*". They tried twice to make a negative declarative sentence. The FonM group has fewer correct sentences in the negative form but more incorrect sentences than the FonF group. They used *" je ne comprends pas*" or "*je ne comprends pas le mot*", which was in many cases said as "*je ne comprends*" and thus counted as a mistake. They attempted more different types of negative sentences than the FonF group.

| FonF | | FonM | |
|---|---|---|---|
| Correct | Incorrect | Correct | Incorrect |
| *Je ne sais pas (x11)* | *non je ne pas jouer* | *je ne comprends pas (x3)* | *je ne comprends (x16)* |
| | *non fais non* | *je ne comprends pas le mot.* | *non est petit.* |
| | | | *non dans la grasse.* |
| | | | *non glas?* *je ne fais la turnen* |
| | | | *ne pas* |
| | | | *je ne comprends pomme* |

**Table 3 Correct and incorrect occurrences of Negation**

In figure 4, we can see that the FonF and the FonM group are comparable on Present Tense. Table 4 shows the different types of present tense present in the data. There again, both groups have comparable results. However, it is interesting to notice that the FonF group has not used any past tense whereas the FonM group has used *the passé-composé* (French past tense) three times correctly[1].

| | Present Tense | |
|---|---|---|
| | Correct | Incorrect |
| FonF | 12 | 6 |
| FonM | 11 | 7 |

**Table 4 Number of types occurrences in the present tense**

[1] See examples in the Appendix

In figure 4, we can see that the FonF group uses significantly fewer incorrect gender forms than the FonM group. Table 5 shows the number of different types of nouns that were involved in the measurement of gender. It is rather obvious that the FonF group has fewer different types of noun in the correct and incorrect column than the FonM group. It shows thus that the FonF makes fewer mistakes but on a smaller range of nouns than the FonM group.[2]

| | Gender | |
|---|---|---|
| | Correct | Incorrect |
| FonF | 29 | 9 |
| FonM | 39 | 22 |

**Table 5 Number of types of nouns involved in gender**

A correlation analysis showed that proficiency scores correlated significantly positively with the total of incorrect occurrences of the three grammatical constructions ($r=0.497$; $p=0.005$) and with the number of incorrect gender occurrences ($r=0.555$; $p=0.001$). It thus seems that accuracy of those constructions is not the most important factor in determining the general proficiency level. In the beginning stage of acquisition, quantity thus seems to to play a greater role.

#### 4.1.3. Summary of the results.

After one year of study, the FonF group appears to be less proficient but more accurate on gender than the FonM group. The FonF group was significantly less proficient than the FonM group in Oral Fluency, Vocabulary and Oral Comprehension. Two variables correlated positively with the factor group, which were the number of French words and the different types of French words. The FonF group used significantly fewer French words and fewer different types of French words in their free oral language than the FonM group. The FonF group is thus less proficient than the FonM group, they talk less in French with the interviewer and they have a less varied vocabulary.

The FonF group makes in general significantly fewer mistakes than the FonM on the three constructions involved in our measurement of grammatical accuracy.

[2] See examples in the Appendix

Looking into detail, we saw that the difference was particularly visible in negation and gender. Present tense is used the same by both groups. We looked at the number of different types of occurrences of those constructions. It showed that the FonF group used fewer different types of negation and nouns that are involved in gender than the FonM group. We observed that the FonF group did not use the past tense whereas the FonM group used it four times. Besides a correlation analysis showed that there was a positive relationship between proficiency and the number of grammatical mistakes. Mistakes at this level do not have an effect on how proficient the learner sounds.

### 4.2. Results in 2011

#### 4.2.1. FonF vs. FonM on general proficiency.

As in 2010, we interviewed 86 students (45 FonF/ 41FonM) according to SOPA's instruction and graded according to a scale from 1 to 9 based on Can-do statements from the SOPA. The students scored a minimum of 1 and a maximum of 4 on three different skills involved in general proficiency results: oral fluency (OF), vocabulary (Voc) and oral comprehension (OC).

| | OF | Voc | OC |
|---|---|---|---|
| OF | | .807 | .817 |
| Voc | .807 | | .682 |
| OC | .817 | .682 | |

Table 6 Correlation analysis Oral fluency

A Pearson R correlation analysis shows that there is a significant positive relationship between the three variables, between OF and Voc (r=.807; p<.05 (two-tailed)), between OF and OC (r=0.817; p<.05 (two-tailed)) and between OC and Voc (r=0,682; p<.05 (two-tailed)). This strong correlation means that these three variables measure the same factor, which we have called general oral proficiency.

Table 7 shows the average of the three sub-scores (OF, Voc and OC). The FonF students scored 1.1 and FonM students 1.7. An independent-samples t-test showed that this difference was significant (t=-4.311; df=50,8; p=0.000). The standard deviation of the FonF group is two times lower than of the FonM group. It

shows that the FonF group has more participants closer to the mean than the FonM group. The FonF group seems thus to have a more homogeneous group.

| Instruction | N | Mean score | Standard deviation |
|---|---|---|---|
| FonF | 45 | 1.1 | 0.30 |
| FonM | 41 | 1.6 | 0.77 |

Table 7 General proficiency scores in 2011

Figure 5 shows that FonF group scores lower than the FonM group on OF, Voc and OC. A T-test for independent samples showed that this difference was significant. . The FonF group scores more or less the same for all three factors. The FonM group is particularly better at OF (t=-3.397; df= 52,6; p<.05) and at OC (t=-4.740; df= 50,05; p<.05). The FonM group scores a little lower for Voc (t=-2.881; df=55,5; p<.05).

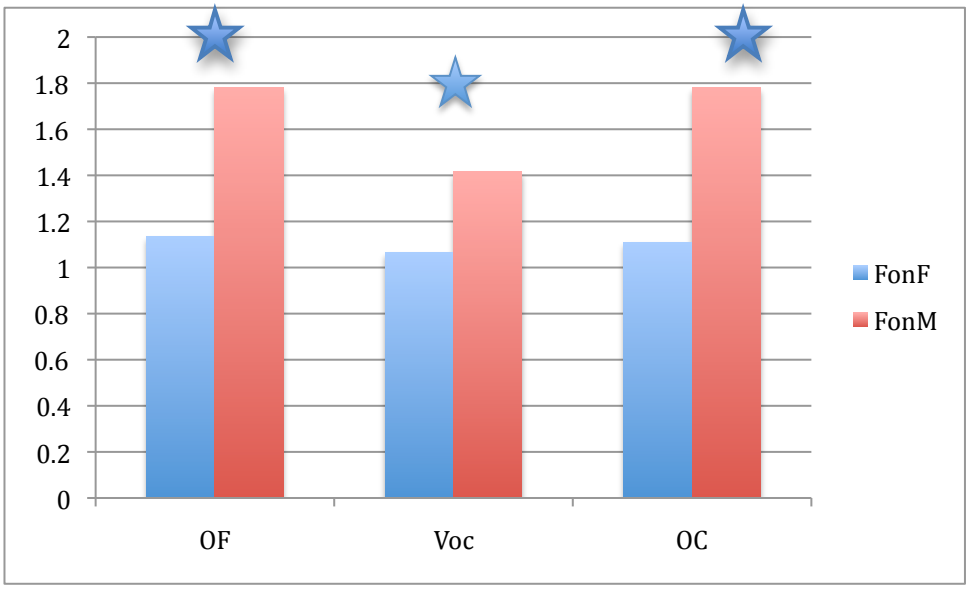


Figure 5 Proficiency scores in 2011

We wondered whether these results could be explained by a closer analysis of the data. Therefore, we analyzed in more detail the selected subset of 30 students (15 FonF/ 15 FonM) from the grammatical accuracy study.

The FonF group used an average of 49.47 French words and 29.53 different types of words whereas the FonM group used an average of 80 French words and 47.47 different types of words; this difference was not significant. In 2011, both

groups thus had the same number of French words and the same variety in their vocabulary. A Pearson R correlation analysis revealed that there was a significant positive relationship between the number of French words and the general proficiency score (r=-.884; p<.05) and the number of different types of words and proficiency (r=.778; p<.05). This means that the more French words are said and the more varied the vocabulary, the more proficient the participants sound. The FonF group used an average of 35 Dutch words whereas the FonM used an average of 11 Dutch words in their oral interview. A T-test for independent sample shows that this difference is significant (t=-3,006; df=16,38; p<.05).

Looking closer into the data, we can see that the FonF group uses Dutch in questions such as "*waar ik ze van ken*?" (Where do I know them from?), "*hoe zeg je*" (How do you say?) or "*is zijn muziek leuk?"* (Is his music nice?). In these cases, the participants interact with the interviewer because they want to make sure that they understood the question or because they need the vocabulary. They think out loud such as in "*waar was ik*?" (where was I?) or indicate that they do not understand in Dutch "*ik snap het niet*" (I don't understand), "*ik weet het niet*" (I don't know). Four participants talked only in Dutch. The use of Dutch by the FonM group concerned mostly vocabulary such as "*Il zwemt*" (he swims), "*ik snap het wel maar*" (I understand but..), "*le tractor*" (the tractor), "*zee*" (sea), "*groot*" (big), "*ik weet het niet*" (I don't know). However, they usually can communicate in French when they do not understand a question or when they don't know a word. There is no participant from the FonM group who talked only in Dutch.

#### 4.2.2. FonF vs. FonM on grammatical accuracy.

From the 86 students in the general proficiency analysis, the 15 participants in each group with the highest CITO scores were selected. The interviews of the 30 learners were transcribed, leaving out utterances that were exact repetitions of the interviewer and coded for the correct use of the targeted grammatical constructions: negation, present tense, and gender. The total number of words and utterances for the FonF learners was 1272/384 and FonM 1389/402.

Because the number of French words correlated well with the three grammatical constructions, we calculated a ratio of the total number of the three grammatical constructions on the number of French words. This way we can compare both groups with each other. In figure 6, we can see that both groups used the three constructions

equally.

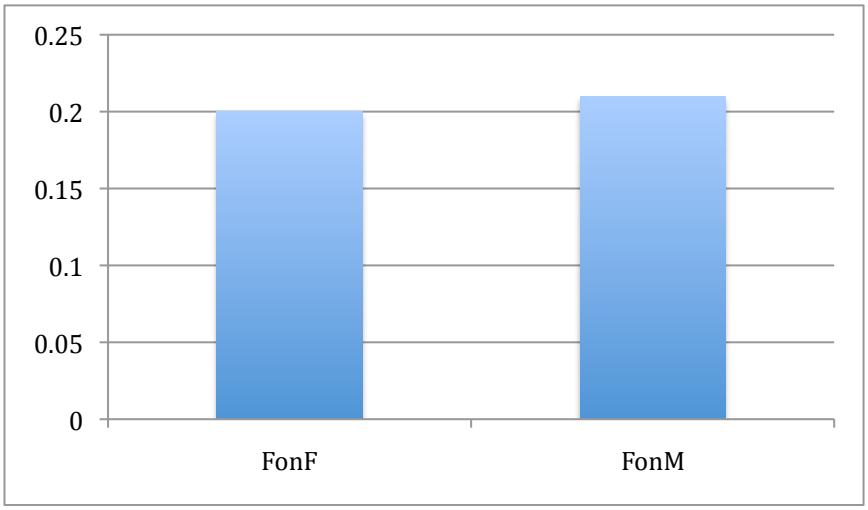


**Figure 6 Total of the three constructions on French words**

Figure 7 shows the total number of occurrences for each construction. Present tense is used the most, and then comes gender and finally negation. A t-test for independent samples revealed that there were no significant differences in the use of the constructions: Negation, the FonF group (M=0.019; SD=0.02) versus the FonM group (M=0.02; SD=0.03), (t=.295; df=28; p>.05); Present Tense, the FonF group (M=0.13; SD=0.05) versus the FonM group (M=0.12; SD=0.05), (t=-.435; df=28; p>.05); Gender, the FonF group (M=0.05; SD=0.05) versus the FonM group (M=0.06; SD=0.03), (t=.812; df=28; p>.05). In other words, the groups used these three constructions equally often.

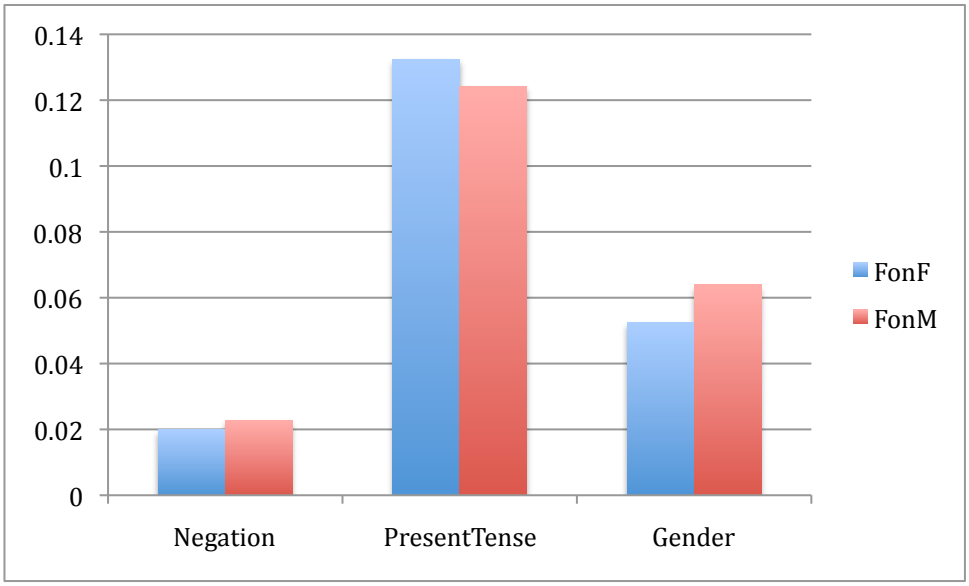


Figure 7 Number of occurrences per construction

Figure 8 shows the incorrect use of the three constructions. A t-test for independent samples revealed that that there were no significant differences between the groups in the number of errors in these constructions: Negation, the FonF group (M=0.005; SD=0.01) versus the FonM group (M=0.01; SD=0.03), (t=.790; df=28; p>.05); Present Tense, the FonF group (M=0.02; SD=0.02) versus the FonM group (M=0.016; SD=0.02), (t=-.372; df=28; p>.05); Gender, the FonF group (M=0.01; SD=0.02) versus the FonM group (M=0.02; SD=0.02), (t=1.35; df=28; p>.05). Both groups make thus the same number of errors on these three constructions.

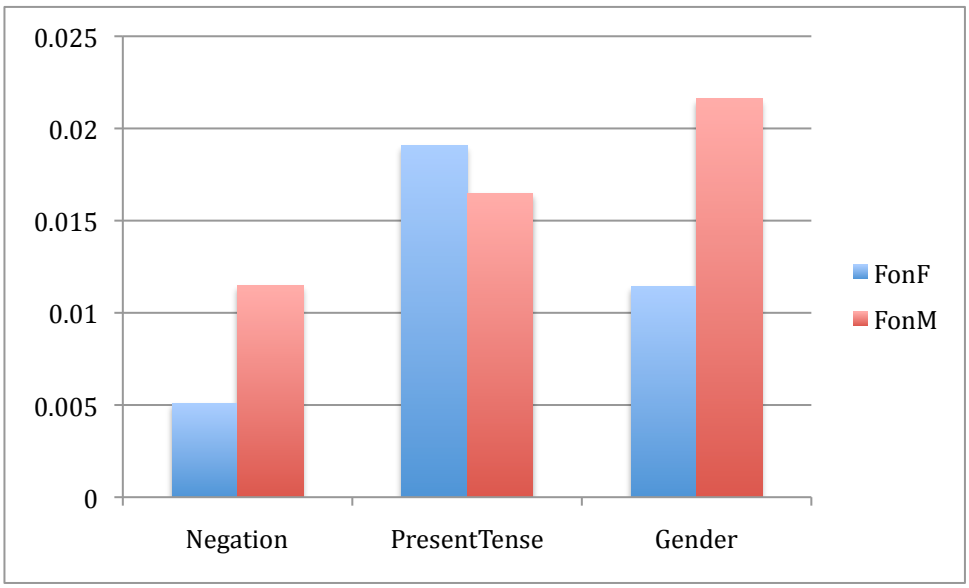


Figure 8 incorrect uses of the three constructions

Table 8 shows the different types of correct and incorrect negations used by the participants. The FonF group used 6 types of correct and 2 types of incorrect negations whereas the FonM group used 8 types of correct and 7 types of incorrect negations. The FonF uses fewer different types of negations than the FonM group. Most negations used by the FonF group are prefabricated chunks that have been learned and practiced in class "*je ne comprends pas*" (I don't understand), "*je n'aime pas*" (I don't like), "*je ne sais pas*" (I don't know). The FonM group uses these chunks as well but they also use creative negative sentences such as "*je n'ai pas d'ami*" (I don't have a friend), "*il ne vait pas avec on*" (He doesn't come with us (incorrectly said)), "*non dormir maison*" (No sleep house), "*il ne pas gentil*" (he is not nice (incorrectly said)), "*on ne pas dans in le Louvres*" (We did not go to the Louvres (incorrectly said).

| FonF | | FonM | |
|---|---|---|---|
| Correct | Incorrect | Correct | Incorrect |
| *ce n'est pas bien.* | *c'est non une vache.* | *c'est pas..een paar* | *je ne sais hoe ze heten.* |
| *Je ne comprends pas.(x11)* | *non, je ne hoe* | *il ne vait pas avec on.* | *c'est non joli.* |
| *je n'aime pas* | | *j'ai aussi pas voir la film.* | *je ne comprends. (x6)* |
| *Je ne regarde pas* | | *je n'ai pas d'ami* | *je ne preferer les deux.* |
| *je ne sais pas.* | | *je n'aime pas.* | *non dormir maison.* |
| | | *je n'aime personne* | *non il ne pas gentil.* |
| | | *je ne comprends pas.* | *on ne pas dans in le louvres.* |
| | | *je ne sais pas (x7)* | |

**Table 8 Correct in incorrect occurrences of Negation**

Table 9 shows the different types of Present Tense that were used by the participants. The complete list of examples is in the Appendix. The FonF group uses fewer different types of incorrect and correct present tenses than the FonM group. The FonF group creates thus fewer different sentences than the FonM group. The verbs in the constructions were usually highly frequent such as "*habiter"* (to live) or "*s'appeller"* (to be called). The verb "*être"* (to be) in the third person form such as "*c'est une pomme"* (It is an apple) or in "*elle chante"* (she sings). The groups made similar mistakes in the present tense. They used the verb in its infinitive form "*il*

*dormir"* (he to sleep) or they did not use liaison when two vowels follow each other such as in "*je aime*" (I like), which should be *"j'aime*". Table 3 shows the different types of Present Tense that were used by the participants (See Appendix 3 for the complete list of examples). The FonF group produces fewer different types of incorrect and correct present tenses than the FonM group. The FonF group creates thus fewer different sentences than the FonM group.

| | Present Tense | |
|---|---|---|
| | Correct | Incorrect |
| FonF | 26 | 10 |
| FonM | 45 | 22 |

**Table 9 Number of types Present Tense**

Table 10 shows the different types of correct and incorrect forms of gender that were used by the participants[3]. We have counted the different types of nouns that were used by the participants and we have made our decision on correct or incorrect gender based on the determinant that preceded the noun. The FonF group uses fewer different types of nouns with correct or incorrect gender than the FonM group. The FonF group uses thus fewer different nouns than the FonM group. FonF students have mostly overgeneralized the use of the feminine form to masculine nouns. Here are a few examples: "*une film"*(a movie), *"la concert"*(the concert), *"une chat"*(a cat). The only case of a masculine determinant for a feminine noun was "*maison"* (house), which is interestingly also the only noun that is neutral in Dutch. This overgeneralization to feminine gender has not been observed in the FonM students.

| | Gender | |
|---|---|---|
| | Correct | Incorrect |
| FonF | 20 | 7 |
| FonM | 40 | 23 |

**Table 10 Number of types Gender**

[3] See the complete list of examples in the Appendix

#### 4.2.3. Summary of the results.

In this section, we have given the results of the general oral proficiency of the FonF and FonM group after two school years of L2 instruction. We saw that the FonF group scored significantly lower on Oral Fluency, Vocabulary and Oral Comprehension than the FonM group. The FonF group is thus significantly less proficient than the FonM after 2 years of L2 instruction. We saw that this result could be explained by the significantly greater amount of Dutch in their oral as a correlation analysis showed that there was a significant positive relationship between proficiency and the number of French words. Further analysis showed that both groups used the same amount of French and the same variety of vocabulary. Looking into the data, we saw that the FonF participants used mostly Dutch to verify their comprehension, to think out loud or to indicate that they do not understand whereas the FonM group uses Dutch mostly when they do not know a word.

Concerning grammatical accuracy, we saw that both groups used the three constructions equally in their oral data. There were no differences in the incorrect use of these constructions, which means that both groups made the same number of mistakes when using those three constructions. However, we could notice some qualitative differences between the groups. It seems that the FonF group uses more prefabricated chunks practiced in class whereas the FonM group is more creative with their language. The FonF group uses also fewer different types of negation, present tense and gender. The next section will look at the development of the participants over time from 2010 to 2011 in oral proficiency and grammatical accuracy. We will also answer our research questions.

### 4.3. Development over time

As we can see in section 1 and section 2, both groups have developed over time. This section provides an overview of the changes experienced by both groups. We will start with the development of the oral proficiency.

#### 4.3.1. Development of general proficiency.

In the previous sections, we followed 94 students in 2010 (45 FonF/ 49 FonM) and 86 students in 2011 (45 FonF/ 41FonM). However, there are 74 students (37 FonF/ 37 FonM) that were present for the oral test in 2010 and in 2011. In this section, we aim at analyzing the development of the general oral proficiency (which is the average

score of their OF, Voc and OC) of both groups from 2010 to 2011. An ANOVA Repeated Measures was performed in order to determine whether the factor time interacted with the general proficiency score of the students.

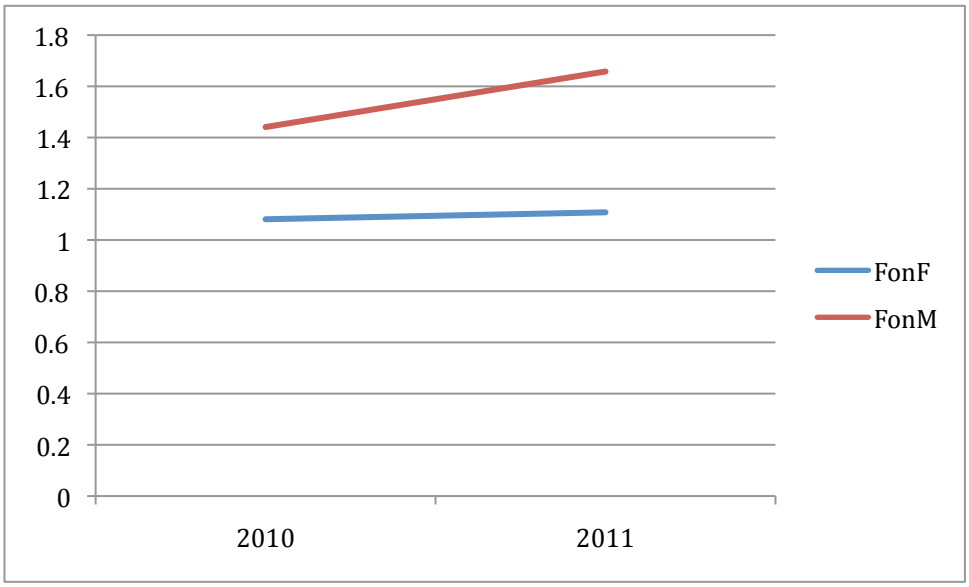


Figure 9 Development over time general proficiency measures

Figure 9 shows that both groups have slightly progressed over the course of one year. The FonF group scores lower than the FonM group in 2010 and in 2011, such as found in section 1 and 2. However, the ANOVA Repeated Measure did not find a significant interaction between time and general proficiency ($F=2,154$ ; $df=1$; $p>.05$). This means that neither group progressed significantly over time.

In 2010, we saw that the FonF group used significantly fewer French words and fewer word types than the FonM group. We also saw that those two factors correlated with proficiency. In 2011, both groups used the same amount of French words and different word types. The FonF group developed thus towards more use of the target language and more variety in their vocabulary.

### 4.3.2. Development of grammatical accuracy.

For the study on grammatical accuracy, 30 students were involved in 2010 and the same students were involved in 2011 (15 FonF/ 15 FonM). Grammatical accuracy was operationalized by three grammatical constructions: Negation, Present Tense (PT) and Gender. We created a ratio of the number of incorrect use of each

construction on the total number of French words used by the students. Figure 10 shows the results of this analysis in 2010 and in 2011 per grammatical construction.

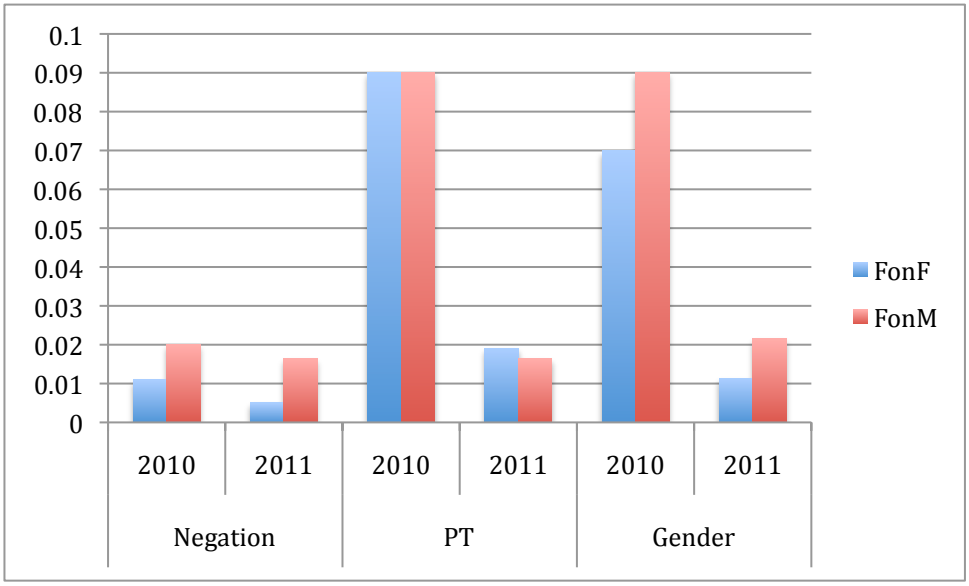


**Figure 10 Development over time of grammatical errors**

As we can see, there is a drastic drop of the incorrect use of the Present Tense and Gender for both groups; however, an ANOVA Repeated Measures showed that it was not significant (Negation: F=0.996; df=28; p>.05; Present Tense: F=0.993; df=28; p>.05). Negation did not have any significant development over time (F=1.073; df=27; p>.05), which is rather obvious on the graph. In section 1, which gave the results of 2010, we saw that both groups did not differ significantly in Negation nor in Present Tense. However, there was a significant difference in the use of Gender. In section 2, which gave the results of 2011, we saw that both groups did not differ significantly in the incorrect use of any grammatical constructions. It seems thus that the FonM has caught up with the FonF group in the use of Gender.

In section 4.1 and 4.2, we looked at the number of different correct and incorrect types of constructions that both groups used in their oral. We saw that the FonF group generally used fewer different types than the FonM group. We assumed that this was due to the fact that the FonF group used more prefabricated chunks learned in the classroom, whereas the FonM was more creative and had more variety in their language. This assumption was based on a qualitative observation of the data. Figure 11 shows the development of the total number of different types of each

construction. This means that we added up the number of different correct and incorrect types.

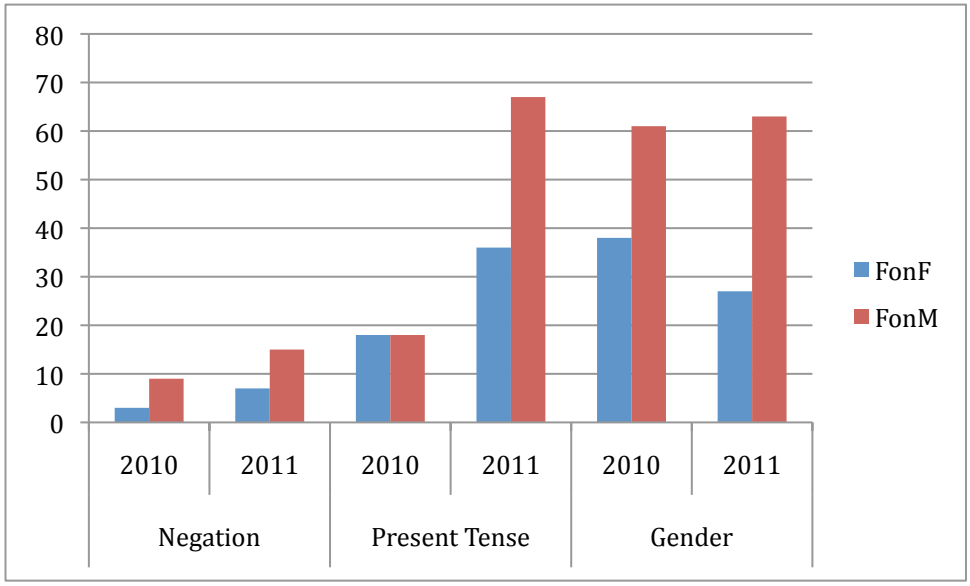


**Figure 11 Development over time of different types of grammatical constructions, both correct and incorrect.**

In general, we can observe that both groups developed towards more different types of constructions. The FonM has always more different types than the FonF group, except for the Present Tense in 2010, where there used them equally often. We also observe that the FonF group has a decreasing number of different types of gender between 2010 and 2011. This would mean that the FonF group has used fewer different nouns in 2011 than in 2010. The development of the FonM group seems stable for the FonM group. This would mean that they have used more or less the same number of different words in 2010 and in 2011.

To sum up, neither groups made significant progress on general proficiency from 2010 to 2011. On grammatical accuracy, results over time show some development. It seems that both groups make fewer mistakes on the three grammatical constructions. The FonM group seems to have gained more in gender from 2010 to 2011 as they started off making significantly more mistakes than the FonF group. A year later, they were not significantly different anymore. On the different types of correct and incorrect use of each construction we can see that both groups used more different types of negation and present tense from 2010 to 2011. However, the FonF group shows a decreasing number of different types of nouns,

whereas the FonM group remains stable. In the next section we will answer our research questions.

### 4.4. Answer to research questions

*RQ 1: Is there a difference in effectiveness between a FonM and a FonF method after one year of study?*

1) *On general oral proficiency?*

Results show that the FonF group was significantly less proficient than the FonM group. They also used significantly fewer French words and fewer different word types, which led us to the conclusion that their oral language was less varied than that of the FonM group.

We noticed some qualitative differences between the two groups concerning the use of Dutch in their speech. The FonF group was thinking more out loud in their native language than the FonM group. They also expressed in Dutch the fact that they did not understand and recasted almost systematically the interviewer's question in Dutch in order to get confirmation of their correct or incorrect understanding of the question. The FonM group was more able to express the fact that they did not understand the question in French and were quiet when they were thinking. These remarks are based on observation and should be treated as a starting point for further investigations.

So, on general oral proficiency as measured in this study, the FonM method is more effective than the FonF method because the FonM participants had higher proficiency scores and had a better ability to communicate and interact in the target language.

2) *On grammatical accuracy*?

Results show that both groups use an equal number of these constructions in their oral language but that the FonF group makes significantly fewer errors than the FonM group. Looking into detail, it appeared that this difference was particularly significant for the use of Gender. Interestingly, a correlation analysis showed that the number of incorrect uses of the three constructions correlated positively with proficiency, which led us to the conclusion that accuracy was less important than quantity at the beginning of the acquisition process. We also counted the number of different types

of these constructions and we saw that the FonF group was less creative and more repetitive in the use of the grammatical constructions.

So, on grammatical accuracy as measured in this study, the FonF method is more effective than the FonM group. However, the FonF group tends to use more prefabricated chunks learned in the classroom, whereas the FonM group is more creative and produced many new sentences from these constructions. This study also brings to light the issue of accuracy vs. quantity. It appears that at the beginning stages of acquisition, proficiency is determined more by the ability to produce many sentences even though they are incorrect than to produce fewer sentences that are all correct.

*RQ2: Is there a difference in effectiveness between a FonM and a FonM method after two years of study?*

1) *On general oral proficiency?*

Results show that the FonF group was significantly less proficient than the FonM group. Interestingly, an ANOVA repeated measures showed that neither group progressed over time in proficiency. In 2011, their proficiency level was not better or worse than in 2010.

Besides, compared to 2010, both groups used the same number of French words and word types, which both correlated with proficiency. It appeared thus that the more French words you use and the more varied vocabulary you have, the more proficient you sound. The FonF group has thus caught up with the FonM group on those two variables. However, we noticed some qualitative differences in their oral data. Looking at the examples where Dutch was spoken, we saw that the FonF group continued to think out loud or indicate that they did not understand a question in Dutch, whereas the FonM group used Dutch when they needed vocabulary. However, these remarks are based on observations and should be treated as a starting point for further investigation.

So, on general oral proficiency as measured in this study, the FonM method remains more effective than the FonF method. However, we saw that the FonF participants progressed in their ability to communicate and interact in the target language. However, this improvement was not significant over time.

2) *On grammatical accuracy?*

Results show that both groups still use the same number of those constructions. This time, we do not find a difference in the incorrect use of Gender. The FonM participants have thus improved their use of Gender and reached the same level as the FonF participants. Besides, the number of errors in these grammatical constructions has decreased over time for both groups, but a statistical analysis revealed that this difference was not significant.

Concerning the different types of constructions, the FonF participants still tend to be more repetitive as most constructions are prefabricated chunks that they have learned in class. The FonM participants, on the other hand, are able to create more different sentences. Both groups have developed towards more types of negative and present tense constructions. However, the FonF group shows a decreasing number of different types of nouns from 2010 to 2011. This is a comment based on observations of figure 11 and should be treated as starting point for further investigations.

So, on grammatical accuracy as measured in this study, both methods appear to be equally effective. We have noticed some qualitative differences concerning the creativity of the participants. The FonF group appears to use more prefabricated chunks frequently repeated in their oral language whereas the FonM group is more creative and is able to produce new sentences from the prefabricated chunks that they heard in their input.

In sum, when we investigate the effectiveness of a FonF vs. a FonM method, the operationalization of effectiveness appears to be very important. Looking at the general oral proficiency results, we would conclude that the FonM method is more effective than the FonF method but when we look at the grammatical accuracy results, our conclusion would be different. After one year of study, the FonF method appears to be more effective, even though the FonM method seems to learn how to be creative in the target language. After two years of study, both methods are equally effective in grammatical accuracy even though we continue to find the qualitative differences mentioned earlier. These results are interesting but they also raise many questions such as how effectiveness can be measured, how free-speech data should be included in research, and how accuracy seems to play a less important role in proficiency than quantity at the first stages of acquisition. These issues and the limitations of this study will be discussed in the next chapter.

## Chapter 5. Discussion

Research to date on the effectiveness of L2 instruction shows that in general, FonF methods with explicit focus on form in a communicative-based approach is more effective than FonM method rich in meaningful input and with no focus on form. However, some studies do show that FonM methods are more effective, particularly on fluency. Researchers have pointed out that in comparing the effectiveness of FonF versus FonM teaching methods, studies generally bias one condition. Therefore, some researchers claim that studies should also test oral proficiency, preferably in free-response data to be as fair as possible to each condition. They also pointed out that implicit knowledge should be measured more adequately in language development studies.

Our goal was to compare the use of free-response oral production data in a FonF group and a FonM group. Effectiveness was measured as either general proficiency, operationalized as the (average) grade of oral fluency, vocabulary accuracy and oral comprehension or as grammatical accuracy, operationalized as the ratio of incorrect uses of three types of constructions the participants were familiar with on the number of French words they used. This study has been conducted over the course of two years; one test was done after 9 months of instruction (2010) and was then repeated after 21 months of instruction (2011).

In 2010 the FonF group was significantly less proficient than the FonM group in Oral Fluency, Vocabulary and Oral Comprehension. Two variables correlated positively with the factor group, which were the number of French words and the different types of French words. The FonF group used significantly fewer French words and fewer different types of French words in their oral language than the FonM group. The FonF group is thus less proficient than the FonM group, they talk less in French with the interviewer and they have a less varied vocabulary. On grammatical accuracy, the FonF group makes in general significantly fewer mistakes than the FonM on the three constructions involved in our measuring of grammatical accuracy. Looking into detail, we saw that the difference was particularly visible in negation and gender. Present tense is used the same by both groups. We looked at the number of different types of occurrences of those constructions. It showed that the FonF group used fewer different types of negation and nouns that are involved in gender than the FonM group. Interestingly, we observed that the FonF group did not use the

past tense whereas the FonM group used it three times. Besides a correlation analysis showed that there was a positive relationship between proficiency and the number of grammatical mistakes. In other words, at the beginning of the acquisition process, quantity, rather than accuracy, is an important factor.

In 2011 the FonF group scored significantly lower on oral fluency, vocabulary and oral comprehension than the FonM group. The FonF group is thus significantly less proficient than the FonM after 2 years of L2 instruction. We saw that this result could be explained by the significantly greater amount of Dutch in their oral as a correlation analysis showed that there was a significant positive relationship between proficiency and the number of French words. Further analysis showed that both groups used the same amount of French and the same variety of vocabulary. Looking into the data, we saw that the FonF participants used mostly Dutch to verify their comprehension, to think out loud or to indicate that they do not understand whether the FonM group uses Dutch mostly when they do not know a word. On grammatical accuracy, both groups used the three grammatical constructions equally in their oral data. There were no differences in the incorrect use of these constructions, which means that both groups made the same number of mistakes when using these three constructions. However, we noticed some qualitative differences between the groups. It seems that the FonF group uses more prefabricated chunks learned in class, whereas the FonM group is more creative with their language. The FonF group also uses fewer different types of negation, present tense and gender.

To sum up, when effectiveness is understood as general proficiency, the FonM group significantly outperforms the FonF group both in 2010 and in 2011. However, when effectiveness is defined as grammatical accuracy, the FonF group outperforms the FonM group on gender in 2010, but in 2011the groups are similar. This finding is similar to Andringa, de Glopper and Hacquebord (2011). We also found that at the beginning of the learning process, quantity was more important than accuracy. Our qualitative results show that the FonF group seemed to use a limited number of pre-fabricated chunks that have been practiced in class, whereas the FonM group seemed more creative in their language use.

Our main results go against the findings of Norris and Ortega (2000) and Spada & Tomita (2010) and most studies on FonM (Harley & Swain, 1984; Genesee, 1987) who conclude that FonM learners are better at fluency but that they are weaker in grammar. In our study, the FonM was better at fluency and weaker in grammar in

2010, but then their grammatical skills developed well in 2011, until being as good as the FonF group. This is particularly visible on gender. After 9 months of instruction, we find a significant difference on gender such as found in Lyster (2010) but after 21 months, this difference has disappeared. It seems thus that the FonM group has caught up with the FonF group as far as the use of gender is concerned.

This finding raises the question of the duration of the treatment. Most studies give a treatment that lasts 1 to 7 hours (Spada & Tomita, 2010). As we can see here, 21 months were necessary for the FonM group to reach the same grammatical level as the FonF group. It is rather obvious that when comparing FonF and FonM fairly, longitudinal studies over several years give better results. It also raises the question of grammar instruction. From our results it seems that with enough input and repetition and for simple grammatical constructions, grammar instruction does not seem to be necessary. This study has not looked at complex grammatical features, so we cannot conclude that this finding is valid for the whole system of grammar but on simple features, it seems that repetition and a lot of input was sufficient.

Furthermore, we found that proficiency correlated with the number of French words and with the incorrect occurrences of the grammatical constructions. Even though it is surprising at first, we can understand this finding as follows: at the beginning of L2 development, it is more important to speak a lot even though there are a lot of mistakes than to speak less without any mistakes. Of course, we can imagine that this strategy would not give the same results in further stages of development, for example for advanced learners, because accuracy becomes important at that point. However, for beginners, these results suggest that they should focus on quantity rather than on quality.

Our qualitative results show that the FonF group seemed to use a limited number of pre-fabricated chunks that have been practiced in class, whereas the FonM group seemed more creative in their language use. Therefore, we assume the FonM group has a greater degree of 'risk' taking, resulting in a greater use of different verbs, nouns and non-practiced negatives. This is an interesting finding as Ellis (2001) claimed that non-formulaic or creative speech used twice shows that learners have acquired a particular feature. The FonM group seems qualitatively more creative, which would let us think that they have acquired the features that they are using, whereas the FonF group reuse sentences formulaically, which would let us believe that they are still at the stage of repetition.

These findings are in line with a dynamic usage based theory of language development, which stress that frequency, mostly through input, interaction and repetition are important whilst learning a second language. It is believed that input has to be authentic, but at the same time adapted to the learner's level. Learners pick up constructions from the input that they analyze later and reuse in other constructions that they have created themselves. They learn language in chunks from the input that they later reuse creatively. At the beginning of the developmental process, many errors can be made, as found in de Vries and Verspoor (2010); however, these results show that focusing on grammar very early in language learning does not give better proficiency results. It is time consuming and rather inefficient. This time could be better spent on input and interaction-based activities.

Another goal of this study has been to reflect on the measurement of effectiveness. Our results show the importance of the definition of effectiveness in measuring acquisition. FonM students were more proficient on oral fluency; vocabulary and oral comprehension measures of general proficiency, but both groups were equal on grammatical accuracy after 21 months. So, on the one hand, looking at proficiency results, we could conclude that the FonM method is more effective but on the other hand, looking at grammatical accuracy results, there is no difference in effectiveness between the methods. Ellis (2001) already pointed out that different measures could produce different outcomes, but the question remains to know which measures really define effectiveness. From our point of view and given our results, we argue that a combination of general oral proficiency measures and grammatical accuracy measures give a fair picture of the effectiveness of a method, particularly when the tasks involve free-spoken data. So, it is important to balance both results. For many researchers, 'effectiveness' or 'acquisition' is strongly linked to accuracy but this study has stressed that it is not the most important factor that shows the effectiveness of a method at the beginning stages of acquisition. Second language learning can be more associated with a non-linear and dynamic system where many other variables such as fluency, complexity, authenticity and accuracy interact with each other (De Bot, Lowie & Verspoor, 2007).

However, as pointed out in the background section, the operationalization of general proficiency should be seriously discussed. In this study, we operationalized proficiency according to a combination of fluency, vocabulary and comprehension holistic scores in free-spoken data. This format had been chosen because it tested

implicit knowledge, which is according to the literature, underrepresented in empirical studies on FonF vs. FonM. So far, the different ways of testing implicit knowledge have been time-pressured answers in a listening comprehension task (Erlam, 2003) or in a grammatical judgment task (Ellis, 2005), or a story-based elicited imitation task or an oral production task (Akakura, 2012). Even though Ellis (2004) points out that free response tasks are good tests of implicit knowledge, the data obtained in such tasks can very easily become explicit knowledge tasks (Erlam, 2003). In our study, we have also noticed that it was impossible to see whether the students were using their explicit knowledge. We did not pressure them in time because we wanted to them to speak as much as possible spontaneously. Further research should verify that free-spoken tasks really measure implicit knowledge.

This point is relevant, as several researchers have pointed out the necessity of including more free-spoken data in such comparison studies (DeKeyser, 2003). However, analyzing free speech may involve both objective and subjective measures (Light and Pillemer, 1984). To limit subjectivity as much as possible, the current study used the SOPA grids and agreement by the interviewers. This choice gave a framework to the researchers to analyze the results as objectively as possible. From the correlation analyses, we saw that the holistic scores given to the students correlated strongly with each other. It also correlated with the other variables used in the grammatical accuracy analysis. This shows rather well that the holistic scores given by the researchers were actually measuring the same, which would suggest that the scores given by the researchers corresponded to reality. Therefore, we argue that the proficiency scores as given in this study are not too subjective.

We could also question our operationalization of grammatical accuracy. We have chosen to code three grammatical constructions and to measure their correct and incorrect use. We selected these constructions according to whether or not they had been explicitly taught in the FonF group and were present frequently enough in the input of the FonM group. This has led to the selection of negation, present tense and gender. Of course, these are not the only features involved in grammatical accuracy, but they were used enough in the data to be analyzed. This was not the case for other features such as adjectives or relative clauses. Our results only shows a glimpse of their performance in grammar and further analysis is necessary to determine whether our results are found in the other grammatical features in the data but we are still convinced that these three constructions, which are so different from those in their

native language, give us a fair image of what is happening.

Finally, we would like to discuss a last point of our methodology. In the introduction, we made clear that our goal was to be fair to both conditions. Therefore we biased the analysis to both methods. The general proficiency analysis biased the FonM method and the grammatical accuracy analysis biased the FonF method. However, these analyses were scored and coded from the same oral interview task. One could argue that this task is in fact not equally fair to both conditions as the FonF group is used to prepare their answers on paper before talking, whereas the FonM group practiced spontaneous speech regularly. However, we do not think that this task is unfair to the FonF group because our argument goes back to the definition of effectiveness.

A reflection on the skills on which a method should be effective is crucial. In our opinion, an L2 instructional method should be effective in the general oral, written, listening and reading proficiency of the students. Grammatical accuracy should be a by-product of this main objective. This statement involves the fact that an instructional method should enable the learner to communicate in the L2 in sufficient quantity. The fact that a method does not train the learners to attain that objective is actually the cause of the poor results scored on the interview tasks. This does not mean that they should not be tested on a task that measures very well the effectiveness of a L2 instruction method according to our definition.

## Chapter 6. Conclusion

Ever since one knows that instruction methods play a role in L2 acquisition, researchers and teachers have been keen on finding out which method was more effective, one that focuses on form (FonF) or one that provides the learner with meaningful input without any focus on form (FonM). Research to date points out that FonF methods are generally more effective than FonM methods, which are generally effective on fluency but not on grammatical accuracy. However, recently, some studies challenge this finding suggesting that both methods are equally effective or that FonM methods are more effective. Many researchers suggest that these mixed-results could be explained by several reasons: more studies have investigated FonF methods than FonM methods, and their methodologies have biased one condition. They suggest that more investigation should be done using implicit knowledge tasks and free-speech data. They also suggest reflecting on the term effectiveness and how it should be measured. Finally most studies have been done after very short interventions.

This study aimed at participating in this debate by comparing the oral skills of a FonF and a FonM group using free-speech data. We divided effectiveness in two different types, each biased to one type of instruction, (1) being the overall spoken fluency as measured by the SOPA test and (2) being the grammatical accuracy in constructions that have been dealt with explicitly in the FonF group and implicitly in the FonM group. Question 1 involves 94 participants (45 FonF/ 49 FonM) in 2010 and 86 students (45 FonF/ 41FonM) in 2011 from a Dutch highschool in Groningen and question 2 involves a subset of 30 participants (15 FonF/ 15 FonM) in both 2010 and 2011. We wanted to know whether there was a difference in the effectiveness of a FonF and a FonM method on general oral proficiency and on grammatical accuracy after one year and after two years of instruction.

Results in 2010 show that the FonF group was significantly less proficient than the FonM group. They also used significantly fewer French words and fewer different word types, which led us to the conclusion that their oral was less varied than the FonM group. Results on grammatical accuracy show in 2010 that both groups use an equal number of these constructions in their oral data but that the FonF group makes significantly fewer errors than the FonM group. Looking into detail, it

appeared that this difference was particularly significant for the use of Gender. In 2011, the FonM group was still better in oral proficiency even though both groups used the same number of French words. There were also no differences in the incorrect use of Gender. The FonM participants thus improved their use of Gender and reached the same level as the FonF participants and the FonF group talked more in French. Interestingly, a correlation analysis showed that the number incorrect use of the three constructions correlated positively with proficiency, which led us to the conclusion that accuracy was less important than quantity at the beginning of the developmental process. We also counted the number of different types of the constructions and we saw that the FonF group was less creative and more repetitive in the use of the grammatical constructions.

In sum, results are different according to how effectiveness is measured. If defined as general oral proficiency, the FonM method is more effective but defined as grammatical accuracy, both methods are equally effective after 21 months of instruction. These results show that at the beginning stages of acquisition and for simple grammatical constructions, explicit instruction of grammar is not more effective than implicit instruction of grammar. On the contrary, it seems that the quantity of speech that a learner delivers is more important than its accuracy.

We conclude that further research is needed on the definition and on the measurement of effectiveness in comparing FonF and FonM methods. We also argue that longitudinal studies on free-response data are very interesting to investigate in second language acquisition research because it gives more information on the actual level of the participants.

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## APPENDIX 1

| **Oral Fluency** | | | |
|---|---|---|---|
| **1** | **2** | **3** | **4** |
| Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as *good morning* and *thank you*. | -In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas.<br>-May attempt to create sentences, but is not successful.<br>-Long pauses are common. | -Uses memorized expressions with reasonable ease.<br>-Shows emerging signs of creating with the language to communicate ideas.<br>-Creates some sentences successfully, but cannot sustain sentence-level speech | -Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.<br>-Handles a limited number of everyday social and academic interactions. |
| "j'aime voetbal"<br>"il est petit"<br>"je fais…" | "je ne sais pas"<br>"c'est jolie"<br>"maintenant? Non." | "il est sur la maison, c'est ici?"<br>"je pense que…" | "je cherche pour un sport"<br>"c'est beaucoup de mots nouvelles" |
| **Vocabulary** | | | |
| **1** | **2** | **3** | **4** |
| -Uses single words in very specific topic areas in predictable contexts.<br>-May use greetings and polite expressions. | - Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.<br>-Frequent searches for words are common. May use native language or gestures when | -Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.<br>-Use of native language and gestures is common to | -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.<br>-Use of some native language is common when |

| | | | |
|---|---|---|---|
| | attempting to create with language. | expand topics. | vocabulary is lacking. |
| "personnes…marcher"<br>"ça va bien"<br>"ne comprends pas" | "je ne sais pas"<br>"c'est jolie"<br>"maintenant?<br>Non." | "ma nom écrit à la papier?"<br>"c'est blanche et noir un petit peu"<br>"le chat est sur la maison" | |
| **Listening Comprehension** | | | |
| 1 | 2 | 3 | 4 |
| -Recognizes single, isolated words, greetings and polite expressions. | -Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions. | -Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support.<br>-May require repetition, slower speech, or rephrasing. | -Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics.<br>-Follows conversation at a fairly normal rate. |

## APPENDIX 2

*Example of an interview with two participants from the Focus on Form group*

interviewer: On commence. Bonjour commnent tu t'appelles?

#00:00:06-4# A: je m'appelle A.

#00:00:06-4# interviewer: A Et comment tu t'appelles?

#00:00:11-7# B: je m'appelle B.

#00:00:14-2# interviewer: A et B. A et B, on va jouer d'abord avec le sac. A, tu peux regarder dans le sac? Regarde dans le sac. Est-ce que tu vois le sac? Où est le sac? Il est là le sac? Regarde dans le sac. Qu'est-ce qu'il y a? Est-ce que c'est des fruits?

#00:00:47-1# A: oui

#00:00:47-9# interviewer: ah bien. Et B, peux-tu prendre le sac et mettre tout sur la table? Donc tu vides le sac sur la table. Toutes les choses! Tout le monde sur la table.

Donc B, qu'est-ce que c'est? Tout qui tombe! Ah merci! C'est une poire. Vas-y regarde dans le sac. Qu'est-ce que tu vois? Qu'est-ce que c'est?

#00:01:24-9# B: Weet ik ook niet.

#00:01:27-7# interviewer: tu vois une couleur?

#00:01:32-1# B: je ne comprends pas

#00:01:34-1# interviewer: est-ce que tu vois la couleur jaune?

#00:01:37-2# B: orange

#00:01:38-4# interviewer: bien! Est-ce que tu peux prendre toutes les choses et mettre toutes les choses sur la table. Ca c'est la table. Tu prends le sac et tu mets tout sur la table. A tu comprends? Qu'est-ce qu'il se passe?

#00:02:00-4# A: ik denk het.

#00:02:00-4# interviewer: encore encore, plus sur la table, deux choses, trois choses, plus de choses, tout! Oui tout! En une seule fois. En une fois sur la table. Voila c'est bien B. Renverse le sac. Ok, bien. A, est-ce que tu vois quelque chose de rouge? Bien qu'est-ce que c'est? C'est un fruit? Un legume? Tu sais pas vraiment? Et toi B tu le sais?

#00:02:48-9# B: legumes

#00:02:50-4# interviewer: oui, quoi comme legume. Est-ce que c'est une banane?

#00:02:53-1# B: tomate.

#00:02:51-3# interviewer: oui. C'est une tomate. Et B, est-ce que tu vois quelque chose de vert? Bien, qu'est-ce que c'est?A tu sais plus non plus? C'est une pomme. B est-ce que tu vois une abeille? Une abeille? Une abeille est un petit animal qui est jaune et noir. Regarde bien si tu trouves une abeille. C'est un tout petit animal. C'est un animal qui est sur une etoile bleue. Il reste plus qu'une à regarder. Regarde devant toi. Tu vois la pomme? Bien! C'est une abeille! Elle etait juste devant toi. Maintenant A, est-ce que tu vois un singe? Le singe est un animal brun, marron et rose et il monte aux arbres. Ca c'est un zebre. Regarde bien, un singe. Il mange des bananes. Regarde le cube vert. Oui! Voila le singe et A, prends le cube vert et mets le cube vert sur le cube bleu. Super! Et maintenant B, prends le cube rose et mets le cube rose sous le cube jaune. Ca c'est sur, sous. Ca c'est à cote. Dessous. Ouais, bien, ok. Maintenant B, prends tous les petits objets. Tout ce qui est petit. Qu'est-ce qui est petit? Sur la table il y a des grands objets et il y a des petits. Est-ce que tu vois un petit? Oui ca c'est petit. Prends tous les petits! Tout le monde! Pas un petit, pas deux petits mais quatre, cinq, six, sept, huit tous les petits.

#00:05:40-1# B: un petit

#00:05:37-7# interviewer: c'est ca un petit. A tu peux l'aider? Tu peux l'aider à trouver

tous les petits. Un, deux petits, après il y a encore, encore plus de petits. Bien! Encore plus! Oui! Bien. Maintenant B, combien il y a de petits? Compte combien.

#00:06:23-5# B: un, deux, deux, quatre

#00:06:28-4# A: quatre

#00:06:29-5# B: quatre

#00:06:32-1# A: cinq

#00:06:33-2# B: cinq

#00:06:34-9# A: six

#00:06:35-9# B: six

#00:06:36-8# interviewer: bien. Sept? Et le dernier

#00:06:42-7# A: dix-neuf?

#00:06:44-8# interviewer: huit

#00:06:45-6# A: huit

#00:06:46-7# interviewer: oui, il y a huit petits. Et A, combien il y a de citrons?

#00:06:53-9# A: deux

#00:06:54-8# interviewer: très bien. Ok! C'est super! Tu peux me donner le sac? On va tout mettre dans le sac. Ok, maintenant on va jouer au deuxieme jeu, c'est le jeu de la ferme. Ok. A, voyons, qu'est-ce que tu vois? Qu'est-ce qu'il y a dans la ferme? Est-ce que tu connais des mots? Tu connais des choses? Tu sais comment ca s'appelle?

#00:08:12-2# B: cheval

#00:08:13-2# A: cheval

#00:08:14-5# interviewer: cheval très bien! Où est le cheval?

#00:08:18-1# A: ik weet niet in het Frans

#00:08:21-8# interviewer: simple fait facile. Oui tu dis quoi B?

#00:08:21-8# B: gewoon tracteur

#00:08:28-1# A: un tractor of zo?

#00:08:31-0# interviewer: oui, il est de quelle couleur?

#00:08:34-4# A: rouge

#00:08:35-7# interviewer: il est rouge. Et le cheval, où est le cheval? Dans quoi est le cheval?

#00:08:43-9# A: deze?

#00:08:44-9# interviewer: oui, il est dans quoi? Est-ce qu'il est dans un bateau? Non, il n'est pas dans un bateau.

#00:08:56-3# A: wat is staal in het Frans

#00:08:59-0# interviewer: juste simple, facile. Où habites tu? Tu habites dans quoi toi?

#00:05:41-7# B: une staal

#00:09:07-8# interviewer: une maison? Oui. Donc le cheval, où est le cheval?

#00:09:10-5# A: une maison

#00:09:12-5# interviewer: oui. Apres, B, qu'est-ce que tu vois?

#00:09:26-0# B: une chat

#00:09:27-8# interviewer: un chat! De quelle couleur est le chat? Comment on dit?

#00:09:42-1# B: blanc et noir.

#00:09:47-4# interviewer: oui bien. Et ici?

#00:09:51-6# B: orange

#00:09:52-8# interviewer: orange. Est-ce que tu connais comment s'appelle ca? Tu connais comment ça s'appelle? Un arbre. Où est la chat orange? Tu peux dire?

#00:10:08-7# B: dans l'arbre.

#00:10:08-7# interviewer: très bien. Maintenant A, cherche la maison qui est dans l'arbre. Il y a une maison dans l'arbre. Est-ce que tu la vois? Tu peux tourner la ferme. Ca tourne comme ca. Où est la maison dans l'arbre? Sur l'arbre. Est-ce que tu vois une maison sur l'arbre?

#00:10:43-5# A: een ronde of zo?

#00:10:46-3# interviewer: non juste une maison. est-ce que tu vois une maison dans l'arbre. Il y a une maison? Petite maison. Il y a une maison dans l'arbre, toute petite, une cabane. Il y a des oiseaux bleus dans la maison dans l'arbre. Sur l'arbre. Elle est en haut. En haut. Voila! Voila la maison dans l'arbre. Est-ce que A, tu peux trouver Snoop Dog et mettre Snoop Dog sur la maison qui est dans l'arbre. Snoop Dog,

cherche Snoop Dog. Il est dans la ferme. Tu peux tourner. Cherche, il est dans la ferme! Oui! Tu peux le prendre. Prends! A

#00:11:45-7# B: het past niet!

#00:11:47-7# interviewer: A, prends Snoop Dog. Qui est Snoop Dog? C'est quoi son travail?

#00:12:00-7# B: chanteur of zo?

#00:12:03-0# interviewer: c'est un chanteur! Et il chante quoi comme musique? Tu connais pas du tout? Non. Et toi B tu connais Snoop Dog? Un peu.

#00:12:16-5# B: un peu

#00:12:17-6# interviewer: et il fait quoi comme musique? Du rap? Comment? Qu'est-ce que tu veux dire? C'est facile, c'est pareil en francais. Hip hop non? Il est à la television?

#00:12:42-0# B: oui

#00:12:42-8# interviewer: il est à la television. B, Cherche moi le tracteur. Oui. Mets le tracteur avec la fille. Bien. Et maintenant, A, cherche le cochon. Le cochon est un petit animal rose. Bien. Et mets le cochon avec le garcon. Il y a aussi un garcon. Ok. Ca c'est la vache. C'est une grande vache. Que fait la vache? Elle....Vous connaissez le mot? non?

#00:13:35-9# A: boire of zo

#00:13:35-3# interviewer: oui très bien A. Très bien. Et maintenant une derniere question. A, trouve la petite vache, Dans la ferme il y a une petite vache. La vache est un animal blanc avec des taches noires. Elle donne du lait. Ca c'est un mouton. Une vache. Oui ca c'est la grande vache et il y a une petite vache. Tu peux tourner la ferme. oui. Bravo. ok merci. Tu [eux remettre la vache, on a fini. Voila, j'ai juste un autre jeu. C'est le jeu des photos. A, qu'est-ce que tu vois sur la photo?

#00:14:41-5# A: Jack Sparrow

#00:14:44-1# interviewer: Qui est Jack Sparrow. Un pirate? Oui c'est un pirate. Mais un vrai pirate ou...Est-ce que c'est pour un film?

#00:15:03-3# B: oui

#00:15:04-1# interviewer: quel film?

#00:15:05-8# A: Pirates of the carabean.

#00:15:09-8# interviewer: oui c'est ca. Est-ce que tu as vu le film A? Tu as vu ce fim?

#00:15:16-9# A: (incomprehensible)

#00:15:17-5# interviewer: ah oui au cinema

#00:15:20-5# A: à la maison

#00:15:22-6# interviewer: ah en DVD. Tu as aimé?

#00:15:26-5# A: oui

#00:15:27-3# interviewer: qu'est-ce que tu as aimé? Penelope Cruz? Keira Knightly? Tu as aimé l'histoire. L'action.

#00:15:46-4# A: beetje

#00:15:47-5# interviewer: et toi B, qu'est-ce que tu vois sur la photo, l'autre photo? Est-ce que tu vois des couleurs ou des personnages? Est-ce que tu sais quel film c'est? Comment s'appelle le film? Kung fu Panda. Tu connais pas?

#00:16:16-4# B: non

#00:16:17-0# interviewer: quel est ton film preferé à toi? Ou un type de film, un genre de film. Est-ce que tu aimes?

#00:16:32-1# A: de action

#00:16:30-5# interviewer: comment ca s'appelle?

#00:16:34-2# A: non het is hem. Actie

#00:16:38-0# interviewer: de l'action, les films d'action. Les films d'horreur?

#00:16:44-4# B: nee

#00:16:45-4# interviewer: non pas les films d'horreur. Les dessins animés?

#00:16:53-7# B: un peu

#00:16:54-9# interviewer: en 3D avec les lunettes?

#00:17:00-2# A: ik weet het niet.

#00:17:02-5# interviewer: non, tu aimes?

#00:17:04-7# B: un peu.

#00:17:06-1# interviewer: un peu ok. Et A, quel est ton film préferé à toi?

#00:17:16-3# A: je n'ai pas un film préféré.

#00:17:19-4# interviewer: ah non? Tu aimes tous les films en general? Tu regarde la

television?

#00:17:26-9# A: non

#00:17:27-5# interviewer: pas trop. Et au niveau de la musique alors. Est-ce que vous connaissez ces gens de la musique? Tu connais ces gens de la musique?

#00:17:40-5# B: die ken jij toch

#00:17:42-7# interviewer: ah oui c'est qui

#00:17:44-9# A: Justin Bieber

#00:17:47-5# interviewer: tu l'aimes bien? Tu écoutes la musique de Justin Bieber?

#00:17:53-5# A: non

#00:17:55-8# interviewer: qui écoute la musique de Justin Bieber? C'est les filles qui écoutent la musique de Justin Bieber?

#00:18:02-9# A: Je ne compra of

#00:18:05-0# interviewer: les filles, les madames

#00:18:07-9# A: ja

#00:18:08-6# interviewer: elles écoutent Justin Bieber? Elles aiment Bieber

#00:18:15-0# A: oui

#00:18:15-9# interviewer: beaucoup elles sont folles de Justin Bieber. Mains qu'est-ce que tu écoutes toi comme musique? Toi la musique que tu aimes?

#00:18:27-6# A: gewoon artiest?

#00:18:27-6# interviewer: ouais

#00:18:27-6# A: dat is niet mijn favoriet.

#00:18:36-9# interviewer: non juste comme ça un exemple. Qu'est-ce qu'il y a sur ton ipod?

#00:18:42-1# A: linking park

#00:18:42-1# interviewer: linking park! Donc tu aimes la musique rock, punk?

#00:18:46-4# A: ja rock

#00:18:48-0# B: metal

#00:18:50-2# interviewer: le metal, tu aimes bien le metal pourquoi?

#00:18:57-1# A: hoe zeg je rythme in het frans?

#00:18:58-1# interviewer: rythme

#00:18:58-1# A: gewoon goede ryhtme

#00:18:58-1# interviewer: bon ryhtme. Et toi B, aussi comme A?

#00:19:04-4# B: aussi

#00:19:05-7# interviewer: et pourquoi? Vous avez deja vu des concerts?

#00:19:18-4# B: non

#00:19:19-1# interviewer: jamais. A aussi des concerts?

#00:19:31-3# A: non

#00:19:32-0# interviewer: ah non pas de concert. Mais peut etre plus tard, un autre jour. Juste pour finir, A, de quelle couleur est le tee-shirt de Ben Saunders?

#00:19:46-3# A: rouge

#00:19:47-6# interviewer: très bien. Et toi B, de quelle couleur est le tee-shirt de Justin Bieber?

#00:19:59-5# A: bleu

#00:20:01-3# interviewer: bleu. Et celui-ci?

#00:20:05-5# B: blanc.

#00:20:06-9# interviewer: voila super. Merci

*Example of an interview with two participants from the Focus on Meaning group*

interviewer: Bonjour

#00:00:04-8# C: et D: bonjour

#00:00:07-0# interviewer: Comment tu t'appelles?

#00:00:11-3# C: Je m'appelle C.

#00:00:14-9# interviewer: Et toi comment tu t'appelles?

#00:00:14-9# D: Je m'appelle D.

#00:00:17-0# interviewer: D et C. C, est-ce que tu peux ouvrir le sac s'il te plait? Ok! Qu'est-ce qu'il y a dans le sac?

#00:00:31-8# C: une ...

#00:00:34-0# interviewer: poire!

#00:00:35-7# C: oui!

#00:00:38-9# interviewer: un cube. De quelle couleur? Jaune?

#00:00:47-6# C: Jaune, bleu.

#00:00:53-1# interviewer: Très bien. Et maintenant D, est-ce que tu peux vider le sac sur la table. Toutes les choses, tout le monde sur la table. Voila! Très bien! Et voila! Est-ce que tu peux pointer la couleur bleue? Bien. Et toi maintenant C, est-ce que tu peux pointer la couleur verte? Qu'est-ce qui est vert? Très bien! Ca c'est vert. Et maintenant C, est-ce que tu peux prendre toutes les oranges? Toutes? Combien d'oranges tu as? Tu peux les compter?

#00:01:41-2# D: trois.

#00:01:43-5# interviewer: Parfait. Très bien. C est-ce que tu peux prendre toutes les choses petites. Tout ce qui est petit. C'est une chose mais il y en a d'autres. Il y a d'autres petites choses. Est-ce que tu peux toutes les prendre? Oui très bien. Voila. Bien, très bien C. Il y en a encore une ici. Est-ce que maitenant tu peux les compter? Un, deux....

#00:02:35-9# C: un, deux, trois

#00:02:49-6# interviewer: D?

#00:02:51-3# D: quatre

#00:02:54-8# C: cinq, six.

#00:02:57-0# interviewer: Et voila. Est-ce que tu vois une abeille? C'est un petit animal qui est jaune et noir. Et toi est-ce que tu vois une fleur? Oui. Est-ce que tu peux mettre la fleur sur le soleil. Il y a un soleil. Le soleil est devant toi. Cherche le soleil. Est-ce que tu peux mettre la fleur sur le soleil? Voila! Tres bien! Et toi est-ce que tu peux mettre l'abeille sous la fleur? Ca c'est sur, sous. Très bien. Et maintenant D. Est-ce que tu peux mettre le citron à coté de l'orange. Voila! C'est très bien, c'est magnifique. On peut tout ranger dans le sac. Maintenant, on a la ferme. Beaucoup de choses dans la ferme. Ok. Alors, C, ca ca s'appelle une arbre, la grande chose. Dans l'arbre, il y a un chat. Est-ce que tu peux trouver le chat? Oui, mais il n'est pas dans l'arbre. Il y en a un autre mais il est dans l'arbre. Oui tres bien, de quelle couleur il est ce chat?

#00:04:58-9# C: orange

#00:04:57-0# interviewer: bravo! Maintenant à toi D. Dans l'arbre il y a une petite maison en bois. Est-ce que tu peux la trouver? Dans l'arbre. Oui mais elle n'est pas dans l'arbre. Regarde dans l'arbre. Oui! Celle-la très bien. Dans la ferme il y a un garçon. Est-ce que tu peux D trouver le garcon et mettre le garcon dans la maison. Très bien. Maintenant C, il y a aussi un tracteur dans la ferme. De quelle couleur il est ce tracteur?

#00:06:00-8# C: rouge

#00:06:02-1# interviewer: oui. Le tracteur il travaille. Mets le tracteur devant toi. Voila. Le tracteur travaille. Cherche dans la ferme un autre tracteur rouge. Oui, vous l'avez trouvé? Maintenant est-ce que tu peux montrer à ce tracteur le chemin pour aller au travail? Est-ce que tu peux amener le tracteur à coté de l'autre tracteur? Prends ton tracteur rouge et tu montres le chemin. Oui très bien. Au travail, il doit aller au travail. Donc c'est de l'autre coté. Il doit allé à coté de l'autre tracteur. Oui c'est bien. Bravo! Maintenant, D, dans la ferme il y a un cheval. Tu sais ce que c'est? Tu ne sais pas? Le cheval est un grand animal brun. Oui, laisse le dedans. Ou est le cheval?

#00:07:31-0# D: dans le staal.

#00:07:33-5# interviewer: oui, plus facile.

#00:07:35-9# C: maison?

#00:07:43-7# D: oh maison!

#00:07:45-6# interviewer: Elle est comment la maison? C'est une maison en briques? Est-ce que c'est une maison en paille?

#00:07:57-2# D: oui

#00:07:58-0# interviewer: oui? Ou est-ce que c'est une maison en bois? Ok. Et maintenant, cherche Rihanna. Oui, Rihanna est dans la ferme! Amene Rihanna dans le jardin. Il y a plusieurs jardin. Tu sais ce que c'est le jardin C? C'est la ou il y a l'herbe verte?

#00:08:29-8# C: je sais pas

#00:08:32-4# interviewer: tu connais pas le jardin? Est-ce que tu peux mettre Rihanna dans l'eau? Dans l'eau? Bravo! Et maintenant est-ce que vous voyez la vache? Tu vois D la vache? Un grand animal qui est blanc et noir. La vache a faim. Elle veut manger. Comment elle mange? Qu'est-ce qu'elle mange? Dans la ferme il y a un petit garcon. Il est dans la maison. Le garcon donne a manger a la vache. Tres bien. Pour finir, finalement on a un chat blanc sur le toit. Vous voyez le chat blanc. Qu'est-ce qu'il fait?

#00:09:44-7# D: il est fatigué.

#00:09:49-6# interviewer: c'est vrai, il est fatigué. Est-ce que vous savez comment on

dit autrement? Il dort, dormir. Il est fatigué c'est très bien. Ok, on a fini avec ce jeu. On a maintenant un autre jeu. Ok, oui C, qu'est-ce que tu vois?

#00:10:24-9# C: je vois danser.

#00:10:31-4# interviewer: Bravo!

#00:10:32-9# C: euh.. (incomprehensible) une fille est tres fachée.

#00:10:50-4# interviewer: c'est vrai.

#00:10:52-7# C: le garcon est frustré.

#00:10:58-2# interviewer: Oui très bien. Qu'est-ce que tu peux dire? C'est quoi comme chose c'est Glee?

#00:11:07-7# C: oui

#00:11:07-7# interviewer: tu regardes Glee?

#00:11:07-7# C: oui

#00:11:07-7# interviewer: Est-ce que tu aimes Glee?

#00:11:08-4# C: euh oui.

#00:11:12-1# interviewer: Est-ce que tu aimes?

#00:11:15-4# C: oui

#00:11:16-2# interviewer: qu'est-ce que tu aimes dans Glee?

#00:11:20-4# C: tout le monde

#00:11:24-8# interviewer: pas de préféré? Est-ce que tu regardes à la television toutes les semaines?

#00:11:33-2# C: oui

#00:11:34-1# interviewer: pourquoi tu aimes?

#00:11:36-3# C: je aime pourquoi

#00:11:51-5# interviewer: content?

#00:11:53-3# C: content

#00:11:54-3# interviewer: Ah! C'est sympatique. Et toi qu'est-ce que tu vois sur la photo d'autre? Tu connais les personnages? Tu ne regardes pas Glee?

#00:12:01-0# D: non

#00:12:03-1# interviewer: qu'est-ce que tu regardes?

#00:12:07-2# D: je regarde Flikken Maatricht.

#00:12:14-2# interviewer: oui, les aventures policières. Et quoi d'autres.

#00:12:21-9# D: Après?

#00:12:23-1# interviewer: non autre chose. Qu'est-ce que tu aimes dans Flikken Maatricht? C'est quoi l'histoire? Tu peux raconter? Tu peux dire quelque chose sur les personnages? Non? Et tu regardes beaucoup la television?

#00:12:59-7# D: non

#00:13:00-7# interviewer: qu'est-ce que tu fais d'autre que la television? Est-ce que tu aimes lire? Qu'est-ce que tu aimes?

#00:13:16-2# D: Musique et sport

#00:13:19-8# interviewer: quel sport?

#00:13:23-5# D: Korfbal.

#00:13:30-5# interviewer: Ah! ok. Tu joues dans une equipe. Tu joues depuis longtemps? Combien d'années?

#00:13:35-0# D: 4 années

#00:13:40-2# interviewer: 4 ans! C'est bien! En competition? Et en musique, qu'est-ce que tu fais?

#00:13:43-5# D: je fais piano.

#00:13:45-7# interviewer: AH! Aussi depuis longtemps?

#00:13:50-8# D: 3 ans

#00:13:52-7# interviewer: 3 ans. Et qu'est-ce que tu aimes comme musique? Est-ce que tu aimes un groupe? Nick et Simon?

#00:14:09-0# D: oui!

#00:14:10-1# interviewer: ils étaient a Groningen non? Non pas à Groningen. Où ils étaient en concert? Je crois qu'ils viennent à Groningen Nick en Simon. Quand? Tu sais plus? La ce samedi, et tu vas les voir? Oui? Quelle chance, super, tu es contente?

#00:14:46-7# D: oui

#00:14:49-6# interviewer: tu aimes?

#00:14:52-2# D: oui

#00:14:55-0# interviewer: non mais c'est trés trés bien D. Tu fais trés bien. D'ailleurs j'ai une autre question. Avec qui tu y vas? Avec tes amis ou ta famille?

#00:15:10-2# D: avec mon mère.

#00:15:12-3# interviewer: avec ta mère! Et avec C aussi?

#00:15:13-7# D: non C va à la stad.

#00:15:16-6# interviewer: Qu'est-ce que tu vas faire en ville?

#00:15:24-5# C: euhh

#00:15:26-0# interviewer: du shopping, elle va faire du shopping. Avec qui?

#00:15:33-9# C: ma mère

#00:15:33-9# interviewer: aussi avec ta mère! Est-ce que tu as des frères ou des soeurs? Tu as un frère ou une soeur?

#00:15:43-0# C: un frère

#00:15:45-1# interviewer: plus petit ou plus grand

#00:15:49-6# C: euh

#00:15:50-5# interviewer: petit frère. Un frere. On revient à Glee. Quelle est l'histoire de Glee? Est-ce que tu peux dire quelque chose de Glee?

#00:16:12-9# C: Glee est une groupe et il chante et danse. Ils est très different. Il est dans une école.

#00:16:46-0# interviewer: ils essayent...

#00:16:48-7# C: ils essayent gagner

#00:16:53-2# interviewer: de gagner! Ah! De gagner une competition. Et les personnages ils sont tous amis? Ce sont des amis? Il y a des gens qui sont amoureux? Qui s'aiment? Fin et Rachel? Ils s'aiment?

#00:17:16-5# C: oui

#00:17:17-7# interviewer: qui d'autre s'aiment? Kurt il aime qui?

#00:17:25-6# C: euh Blaine.

#00:17:37-0# interviewer: Quinn elle aime qui?

#00:17:38-4# C: Fin

#00:17:35-3# interviewer: mais Fin est aussi avec Rachel! Et Mercedes?

#00:17:26-7# C: Sam

#00:17:42-4# interviewer: oui! Ca c'est un couple étrange! Bizarre he! Et Tina?

#00:17:50-4# C: ding

#00:17:56-0# interviewer: comment il s'appelle il est danseur.

#00:18:00-7# C: je ne sais pas.

#00:18:02-5# interviewer: moi non plus. Et Sue, il y a eu une histoire avec la soeur de Sue.

#00:18:10-5# C: Sue est très bizarre.

#00:18:14-6# interviewer: Elle est pas gentille. Elle est... tu te souviens comment on dit pas gentille? Comme le loup, le loup il est...

#00:18:28-1# C: méchant

#00:18:29-2# interviewer: tu te souviens méchant? Sue est méchante! Elle a une soeur aussi Sue. Qu'est-ce que c'est le travail de Sue? Est-ce qu'elle est docteur? Est-ce qu'elle est professeur?

#00:18:50-5# C: non

#00:18:51-3# interviewer: qu'est-ce qu'elle fait?

#00:18:55-0# C: elle cheerlerding leder

#00:19:07-4# interviewer: elle est leader des cheerleader! Et toi D, dans Flikken Maastricht c'est quoi les personnages? Est-ce qu'il y a une femme ou homme? Une fille ou un garcon.

#00:19:29-4# D: une fille et un garcon

#00:19:24-7# interviewer: ils s'aiment? Est-ce qu'ils sont amoureux?

#00:19:30-2# D: une petit

#00:19:34-8# interviewer: Ah! Pourquoi un petit peu? Elle a un autre garcon?

#00:19:42-5# D: la fille had un autre garcon.

#00:19:53-3# interviewer: Et maintenant? Donc alors on était au moment où la fille avait un autre garcon et maintenant

#00:20:17-6# D: le autre garcon est dood

#00:20:21-7# interviewer: il est mort! Non! Quelle histoire. Bon on va s'arreter la.

## APPENDIX 3

*Correct and incorrect occurrences of Present Tense 2010*

| FonF | | FonM | |
|---|---|---|---|
| Correct | Incorrect | Correct | Incorrect |
| *je m'appelle (x15)* | *est le grand* | *il est (x10)* | *ils marcher (x2)* |
| *je ne sais pas (x11)* | *a est Werkman College* | *j'ai oublié (x3)* | *j'aimer* |
| *le prof desteste (x2)* | *je aime* | *je m'appelle (x15)* | *je arrete* |
| *c'est (x27)* | *je aime le foot* | *je ne comprends (x19)* | *je danser* |
| *ca va bien (x12)* | *je preferer (x2)* | *je ne comprends pas (x7)* | *je faire* |
| *excusez-moi?* | *non fais non* | *c'est (x10)* | *la soleil briller* |
| *Il est (x6)* | | *ca va (x7)* | *le garçon est mange* |
| *ils s'appellent playmobile* | | *elle est* | |
| *j'adore la gym* | | *elle porte* | |
| *j'ai (x2)* | | *il nage* | |
| *j'aime (x3)* | | *il pleut (x5)* | |
| *je fais le football* | | *ils font* | |
| *je joue au taikwando.* | | *je comprends* | |
| *je prefere l'anglais* | | *je fais (x2)* | |
| *l'history est l'histoire* | | *je joue (x4)* | |
| *non, je deteste le foot* | | *je ne fais la turnen* | |
| | | *je suis* | |
| | | *je vois (x2)* | |
| | | *la couleur est* | |
| | | *la femme est* | |
| | | *la femme marche* | |
| | | *le chat est* | |

| | | | |
|---|---|---|---|
| | | *le cheval est* | |
| | | *le chien est* | |
| | | *le ciel est* | |
| | | *le soleil brille (x9)* | |
| | | *tu dis* | |

*Correct and incorrect occurrences of the Present Tense 2011*

| FonF | | FonM | |
|---|---|---|---|
| Correct | Incorrect | Correct | Incorrect |
| il parle | Il ce n'est pas boire (x2) | je veux (x2) | Mercedes et s'aiment |
| c'est (x37) | chante joli | Je vois (x12) | dormier et nage |
| elle s'appelle naam (x3) | il est dormir | c'est (x22) | il doirt |
| elles s'appellent | il est faire le | Kurt est gay | il dormir (x2) |
| je fais de hoe zeg je | je a la concert de | je ne sais pas (x7) | il ne vait pas avec on. |
| je sais jetter a la name | je aime (x2) | elle chante (x2) | et danse |
| il aime manger (x3) | je faire (x3) | elle dit | le faire avec la voiture |
| il est (x5) | je habite a nederland | il va chanter | je a Paris |
| il fait chanteur | je preferer name (x2) | elles sont | je aime Glee. |
| il s'appelle X | oui est trop long of zo. | il est (x13) | je fais danser |
| Il va | | il fait bonjour. | je loger avec mon ami. |
| ils parlent anglais | | il rappe. (x2) | je preferer (x2) |
| j'adore name. | | il y a (x2) | je va (x4) |
| j'ai un chien. | | ils cherchent le hart | Trois filles est danser |
| J'aime (x2) | | j'aime (x3) | la vache boire de l'eau (x2). |
| j'habite a Bedum. | | j'habite dans le | Il ne pas gentil |
| je deteste (x2) | | je fais | Rachel est et Finn |
| je fais de (x2) | | je m'appelle (x11) | On a ici et dans |
| je m'appelle Anne. (x13) | | je n'ai pas d'ami | le voir le nature |
| je n'aime pas | | je n'aime personne | il faire naar Teschelling. |
| je ne comprends pas (x12) | | je ne comprends. (x6) | On ne pas dans in le louvres |

| | | | |
|---|---|---|---|
| Je ne regarde pas | | je prefere | tout le monde content. |
| je ne sais pas. | | je regarde Flikken Maatricht. | |
| la femme est morte. | | je vais (x2) | |
| mon name est Teun. | | La dame est fachee | |
| prends le | | La couleur est (x2) | |
| | | La maison n'est pas | |
| | | le autre garcon est dood | |
| | | le chat est grand. | |
| | | le chat est ici. | |
| | | les animaux aiment... | |
| | | tout le monde est (x2) | |
| | | Ils habitent la-bas. | |
| | | il voit | |
| | | Amber va | |
| | | ils sont | |
| | | je ne comprends pas | |
| | | Finn est amoureux | |
| | | On va en Espagna | |
| | | J'ecoute | |
| | | Je suis | |
| | | Le soleil brille | |
| | | je n'aime pas | |
| | | Snoop Dog est sur le l'arbre. | |
| | | tout le monde sourit | |

*Correct and incorrect occurrences of Gender in 2010*

| FonF | | FonM | |
|---|---|---|---|
| Correct | Incorrect | Correct | Incorrect |
| *la gym* | *il est une fille* | *la basse* | *la chien (x3)* |

| | | | |
|---|---|---|---|
| *il est une fille* | *la quartier* | *la bibliotheque* | *la ciel (x3)* |
| *ja, oui, I, j'aime la école.* | *le auto* | *la eau* | *la pantalon* |
| *je joue au taikwando.* | *le balle de foot (x2)* | *la école* | *la soleil* |
| *la maison* | *le maison* | *la femme (x3)* | *la yeux* |
| *la musique* | *le table* | *la fille (x2)* | *le couleur (x3)* |
| *la route* | *une college* | *la guitare (x2)* | *le danse (x2)* |
| *la rue (x2)* | *une garçon* | *la maison (x4)* | *le eau* |
| *la vache* | *une parapluie* | *la musique* | *le ferme* |
| *le bleu (x2)* | | *la personne (x5)* | *le fille* |
| *le car (x4)* | | *la rue* | *le personne* |
| *le cheval (x3)* | | *la université* | *le salle* |
| *le college (x2)* | | *la vache* | *un voiture* |
| *le crabe* | | *le chat (x4)* | *une bateau* |
| *le dessin (x3)* | | *le cheval* | *une canoe* |
| *le doc (x2)* | | *le chien (x4)* | *une chat* |
| *le foot (x4)* | | *le ciel (x3)* | *une cochon (x2)* |
| *le football* | | *le cochon (x2)* | *une jour* |
| *le garcon* | | *le garçon (x2)* | *une monsieur* |
| *Le lait* | | *le mot (x2)* | *une parapluie* |
| *le prof (x2)* | | *le nom* | *une tableau.* |
| *le rose* | | *le nuage (x2)* | *une tee-shirt* |
| *le rosé* | | *le sol* | |
| *le sport* | | *le soleil (x8)* | |
| *le Werkman College* | | *le tee-shirt* | |
| *un docteur (x2)* | | *ton nom* | |
| *un poulet* | | *un an* | |
| *une balle* | | *un ballon* | |
| *une ecole* | | *un bateau (x2)* | |
| | | *un chapeau* | |
| | | *un parapluie* | |
| | | *une auto* | |
| | | *une balle (x2)* | |
| | | *une chaise (x3)* | |

| | | | |
|---|---|---|---|
| | | *une jupe* | |
| | | *une pierre* | |
| | | *une table (x2)* | |
| | | *une voiture (x8)* | |

*Correct and incorrect occurrences of Gender in 2011*

| FonF | | FonM | |
|---|---|---|---|
| Correct | Incorrect | Correct | Incorrect |
| *une vache* | *un maison* | *la couleur (x2)* | *la concours* |
| *un cheval* | *une film (x3)* | *la Drome* | *la film* |
| *un pays* | *la concert* | *la eau* | *la garçon* |
| *un chanteur.* | *le musique* | *la France (x2)* | *la journal* |
| *un rap (x2)* | *la ordinateur (x2)* | *La maison (x5)* | *la lapin* |
| *une orange (x3)* | *la chanteur* | *la musique* | *la prochaine moment* |
| *une pomme* | *une chat* | *la tour de Eiffel (x2)* | *le 5eme fois* |
| *le tracteur* | | *la vacance* | *le couleur* |
| *un chien* | | *la voiture* | *le eau (x2)* |
| *la danse* | | *le 2eme étage* | *le nature* |
| *la femme (x2)* | | *le arbre* | *le plage* |
| *le arbre* | | *le ciel* | *Le Tour Eiffel (x3)* |
| *le chat (x3)* | | *le coeur* | *le vacance* |
| *le comedien* | | *le film* | *mon famille (x3)* |
| *le fermier* | | *le groupe* | *mon mere (x2)* |
| *le film (x2)* | | *le Louvres* | *mon soeur* |
| *le numero 3* | | *le rap (x2)* | *son musique* |
| *un boulon* | | *le rouge* | *une chanteur* |
| *un garçon* | | *le Sacré Coeur* | *une cochon* |
| *une fille* | | *le soleil* | *une garçon* |
| | | *ma mere* | *une groupe* |
| | | *mon ami (x2)* | *une lion* |
| | | *mon frere* | *une village (x2)* |
| | | *Mon grand-pere* | |

| | | | |
|---|---|---|---|
| | | *mon oncle* | |
| | | *mon pere* | |
| | | *un batteur* | |
| | | *un chat (x4)* | |
| | | *un cochon* | |
| | | *un garçon (x2)* | |
| | | *un lapin* | |
| | | *un monsieur,* | |
| | | *un rappeur* | |
| | | *un tee-shirt* | |
| | | *une année* | |
| | | *une madame (x3)* | |
| | | *une orange* | |
| | | *une pomme* | |
| | | *une tomate* | |
| | | *une vache* | |