Moving Into the 21st Century With Second-Language Learning

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Who Are We?

We are both teachers who specialized in French immersion instruction. We are each second-language learners. One of us attended French immersion schooling from kindergarten to Grade 12. The other learned French as a young adult while attending university and studying in a French program. We both are very thankful to be bilingual and understand that it takes work and practise. Because we are both second-language learners, we believe we have some insight into our students’ struggles with learning French. It is important to us that our students work to improve the quality of their oral language. We believe that our students are able to continually improve their spoken French. Further, we believe that as teachers, our effectiveness directly impacts our students’ success in improving their language skills.

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Our Students

We teach in a single-track French immersion kindergarten to Grade 7 school. The majority of our students come from English-speaking homes whose parents do not speak French. Most of our students begin their language journey in kindergarten where they are exposed to French for the first time. Because we are the only French immersion school in our city, our students are bussed from all areas of Lloydminster. This means that the socio-economic state of our students can vary greatly from child to child. Some of our students come from low-income homes while others come from very affluent homes. We would say, however, that the majority of our current students come from middle-class Caucasian families.

We had two classrooms of Grade 2 students involved in this project with a total of 29 participants. Out of these 29 participants, three students have immigrant parents. One of these three students was an English-language learner. None of our students identified as being of Aboriginal descent.

We believe that it is important to note that parents who choose French immersion for their child have made a conscious decision that bilingualism is important to them. Our school is chosen intentionally by parents with the expectation that their children will emerge as competent French-language speakers.
Introduction

The goal of the French immersion program is to educate students so they are able to be bilingual learners. French immersion programs aim to be successful in the creation of functionally bilingual students. These students should be able to continue their education in French or pursue careers in which bilingualism is necessary. We are proud to be educators in the French immersion program.

Although we see many benefits from the French immersion program, we were concerned about the quality of spoken French in our classrooms. Young French immersion learners make errors in their oral language because of the influence of their first language which is most often English. Fossilization in the oral speech of our students occurs. Eliminating these errors is a great challenge that for some students is never corrected.

After reflecting upon our students’ progress, we believed that the use of technology in our classrooms would be an effective tool to motivate and increase practise time. Our ultimate goal was that our students enjoy the art of speaking French. Apple© iPads are easily available and portable; students are very familiar with the technology. An application (app) allowed students to record themselves which provided a bank of data per child while at the same time eliminating the need for intensive one-on-one instruction.
Examples and Effects of Fossilization

**Fossilization**: When an error becomes a habit of speech in a second language learner. This happens especially when the error does not interfere with communication, and hence, the speaker does not get corrective feedback (Selinker, 1972).

When you listen to our students speak French, they are generally fluent and able to communicate their thoughts, but not with native-like language structures. The structures our students use are heavily influenced by their first language. Having taught several years in the same grade, we have noticed that different groups have different fossilized errors. We believe that this is because a specific group develops their own French dialect which becomes accepted by their peers. When left uncorrected, these errors are fossilized and become permanent structures that our students use. The correction of these errors is very difficult and is further complicated by the level of our students’ understanding of language in general.

“Mon maman” is a phrase that we often hear our students say. The correct phrase would be “ma maman.” In French, the determiner “mon” is used with a masculine noun and the determiner “ma” is used with a feminine noun. In English, “my” is used with both masculine and feminine nouns. Using the two determiners is confusing to our students. Mon maman is one of many fossilized errors. This is the list of fossilized errors that we decided to target in our classrooms:

- j’ai a
- mon maman
- ma papa
- je suis faim
- je suis soif
- je suis fini
- j’ai allé
• cet un
• c’est Timmy’s livre
• j’ai oublié
• je j’aime
• ça regarde comme

Eliminate the use of English words (e.g., peux-tu do-up mon manteau? Est-ce que je peux chercher un boire de l’eau?).

These types of fossilized errors that are prevalent in French immersion programs have existed since the inception of French immersion programs. Early research suggested that students would adopt authentic language skills through modelling. Current research shows that modelling, feedback and correction of errors are needed for the elimination of fossilized errors in oral language (Lyster & Ranta, 1996; Lyster, 2004).

As we were searching for answers, we were inspired by a framework that we were using in our classrooms to teach literacy. The Daily 5 structure (Boushey & Moser, 2006) trains students to take responsibility for their progress and learning, requires goal setting and allows for continuous feedback from peers and teachers through conferencing. In using this framework we saw an opportunity to structure our teaching of oral French with the intention of improving the quality of spoken French in second-language learners and address the fossilized errors. Through the evolution of this project, we tailored our own framework for the teaching of oral language.
Research Questions and Objectives

- What can we do to eliminate fossilized errors in our classrooms?
- Can we use technology to increase motivation and decrease fossilized errors in a second-language classroom?
- What quality of French do we expect from French immersion students?
- What are the best structures and strategies to use?
- What are age-appropriate errors that we could focus on?

After establishing our list of errors we decided to use an interview format to assess our students’ correct and incorrect use of the targeted phrases in a conversation. We chose specific questions that led the students to use these phrases during the one-on-one interview. If students were struggling to answer a specific question we had secondary probing questions planned. These conversations were recorded and used for the collection of data. This process was done at the beginning of our project and again at the end.
Why Apps?

We were tired of teaching in the past. Through the use of technology, new strategies and current research we wanted to meet our students in the 21st century. In the hope of increasing intrinsic motivation in our students’ language learning, we decided to use iPads. This trendy technological tool was certainly helpful in encouraging our students. Through the use of iPads we discovered how the world of apps could provide fun oral practice for our students.
Apps Used

Our first task was to establish a baseline of the quality of French being spoken by our students. We accomplished this by administering one-on-one interviews using open-ended questions. We then transcribed the interviews and did an in-depth analysis of the errors found. We used a recording app to record the interviews (see Appendix A); this app was then used by our students.

The word app is a technology term. It is “a piece of software designed to do a particular job, especially one that people use on a smartphone” (www.macmillandictionary.com). We chose specific apps for our iPads that would force our students to speak in French. The definition of the word application is “the act or an instance of applying” (Oxford Canadian Dictionary: 2nd ed.).

As our research project progressed, it became clearer to us that it was not only the technology and apps that were essential to correcting fossilized errors in the students’ oral speaking. Although iPads are a trendy 21st century tool, the technology was not the lynchpin of learning. The components of our framework were the essential pieces that impacted student learning. These components became real-life classroom applications. Our classroom applications in the framework that we had customized were actually the key to the elimination of the fossilized errors.

Apps became an important component in the execution of our project. As our project progressed we discovered what the necessary apps and applications were for the success of the project. While we were initially seeing apps in the traditional sense of what is on the iPad, apps quickly became a metaphor for how we structure our classroom and how we teach.

The Culture App

Creating a positive and encouraging classroom culture where students would learn and grow in their French-speaking abilities was essential to our project. This is something that we believe French teachers have been attempting to do since the creation of the immersion program. Everyone knows that to learn French, you must practise speaking it. In order to create a French classroom culture, we believe that clear expectations are essential. The ultimate goal is that French be the only language spoken in the classroom.
In order to make this a reality, we have to set the tone for the school year in September. We do everything in our power to avoid speaking English to our students. This sometimes means that we have to draw a picture, mime, use actions, point or try a different word. If a child speaks English, he or she will be asked to try again in French. We talk about what to do when you don’t know a word in French. We have games that we play which allow the students to monitor their peers. We encourage, praise and acknowledge students who are speaking French. We try to inspire intrinsic motivation and prizes are not a tool we use.

We want students to understand that speaking French is the only option when they are communicating at school. We accept nothing but success; however, we do acknowledge that some years are easier than others. Sometimes we experience a completely French classroom in October and sometimes it doesn’t happen until January. We believe that what is important is continuing to establish the French culture in your classroom no matter how long it takes and that you maintain that culture until the end of the school year (see Appendix B). We truly believe that with persistence and clear classroom goals our students will meet our expectations.

There are many benefits to creating a French culture in an immersion classroom. Students are able to experiment with their language skills in a safe and positive environment where everyone is on a language journey. Every day students are able to take what they’ve been learning about French and use it in authentic language experiences.

The Training App

In order to allow students to practise their spoken French on a regular basis, we used an app on the iPad. This app allows the students to record themselves speaking French. At the beginning of the year we required students to record themselves speaking French for 30 seconds. Throughout the year we have been increasing the amount of time that they are required to record. Our end-of-year goal is that students are able to record themselves speaking for a minimum of five minutes.

When recording themselves, students may use prompts that are at their disposal; these prompts include general topics, pictures and questions. Students may also choose to talk about something that is happening in their life or something that interests them. It wasn’t what the students were talking about that was important - it was that they were talking in French and practising the correct usage of key phrases that we have been targeting in our classrooms.

All of our students were required to participate in recording themselves approximately twice per week. We noticed that as our students became more comfortable with the recording process, even our most timid students became comfortable recording themselves. Most classrooms have students who are reluctant to share thoughts and ideas. The use of the iPad created a safe, non-evaluative space for these students to show their language skills. As teachers, we were able to listen to all of our students regardless of the extent of their classroom participation. All of our students had equal opportunity to record themselves. We were able to increase the amount of time per day that students were speaking French. Something interesting that we observed was that our most outspoken students did not necessarily make the most gains in the quality of their spoken French.
We now have a multitude of recordings for each child in our class that have been collected over a period of 10 months. This collection of recordings opens a world of possibilities as far as self, peer and teacher evaluations are concerned.

After students finished recording themselves for the purpose of practising the targeted phrases, they were permitted to use another app. This app allowed students to invent stories and add pictures, text and spoken language to enhance their creation. This app quickly became a favourite activity in our classrooms, all the while supporting the goal of improving the quality of spoken French in immersion students.

The Visual App

We believe that in order for students to internalize what they are being taught, visual aids are necessary. To support our teaching of correct French language usage, we made an “Eeek board” in our classrooms. This Eeek board consisted of a list of the fossilized errors we’ve decided to target in our classrooms and their correct counterparts.

We decided to choose errors that are very common in French immersion learners. These are errors that may happen when a student is translating directly from English and are often found in immersion students from kindergarten to Grade 12. At the beginning of the year we taught a mini-lesson about one of our target phrases and put up one “Eeek.” As the year progressed we added to our list until we had a board of 12 targeted errors. We never removed Eeeks from the board.

Once they were up, students were required to remember that Eeek. Our Eeek board became an essential part of our everyday teaching. When a student made an error, we were able to show them the board and remind them of the correct way to say what they were trying to communicate.

The board also allowed our students to self-correct and correct their peers. When students heard a classmate say something incorrectly, they would say Eeek. This allowed the student to realize that they had made a mistake and they were then required to correct themselves. If the student was unable to correct themselves, their classmate was responsible for showing them on the Eeek board the correct usage of the targeted phrase. This visual app in our classroom became a constant tool in our students’ daily lives.

The Feedback App

In order to improve you must know what you need to improve on. The framework that we have created has built-in continual feedback from peers and teachers. Our mini-lessons and group practise time allow for students to get immediate peer or teacher feedback while practising the correct usage of a targeted phrase. Continual feedback was essential in our project to ensure that students received feedback during authentic language experiences.

At any point during the day if a student made an error that we had been targeting, the other students or the teacher would alert the child of the mistake. Every member of our classroom became a language coach. This required the students to actively listen to rather than just hear what was being said around them.
Feedback was given to all students on a regular basis in a non-threatening and non-evaluative way. We created an environment where feedback was a normal and regular part of the school day. Mistakes were no longer ignored or forgotten. We have decided that our students can do better and all students are held accountable for the improvement of spoken French in our classrooms.

The Framework App

Building the framework for the teaching of oral language evolved as we journeyed through the year. Our inspiration and experience with the Daily 5 framework (Boushey & Moser, 2006) taught us to set a purpose with the students, use mini-lessons for explicit teaching, provide uninterrupted and sustained practice time and provide continual teacher and peer feedback. We were seeing impressive results in our students in the areas of reading, writing and spelling by following this framework.

We chose to focus on 12 fossilized errors for the year. We chose errors that we determined to be essential to developing authentic language speakers. These prominent phrases could occur in everyday common conversation. As we introduced the errors and target phrases, we posted them in a bulletin board in our classrooms.

“Le tableau de Eeek” became an added visual component to the framework. Students and the teacher were able to continually refer to the board for peer feedback and self-correction. We encouraged our students to refer to and use the Eeek phrases throughout the day. At any time during the day, during instruction or seat work the students were encouraged to listen to each other’s spoken language and give feedback to their peers if a fossilized error was used.
The students viewed this process as a fun way to help each other in their learning. If a student heard another student use a fossilized error, they would simply say Eeek. The other student would then have the opportunity to correct the error by rewording and using the target phrase. We taught our students how to listen to each other with a purpose and how to give peer feedback in a fun and positive way.

The bulletin board gave the class a visual reference for what we were collaboratively learning. The Eeek game gave the group “no permission to forget” the oral learning targets.

The iPads were used for the uninterrupted sustained practise time. We chose an iPad app where students could record their own voices and file the recording under their own name. The app that we chose was very user friendly and students were able to manage their own recordings independently with teacher support. Our students took this very seriously and took ownership of their learning. We could hear in our students’ recordings how they were using all of the different strategies we had taught them. We could often hear them reflect and self-correct when necessary. When we introduced the structure to our students, we set a stamina goal and increased the number of minutes that students were able to sustain their stamina as the year progressed.

In addition to the Eeek board and class game, we added a daily instruction time for group practise of an oral language practise. During this five- to 10-minute practise time, all students were highly engaged in oral language practise. Most often these were teacher-designed games that allowed for the practise of a specific target phrase.

The Mini-Lesson App

Following the Daily 5 structure (Boushey & Moser, 2006) allowed us to deliver an average of two mini-lessons per day. In general, our mini-lesson lasted from one to two minutes. We designed whole-group mini-lessons focused on reading, writing, spelling and oral strategies. We took note to keep a balance between the three areas throughout a week of planning.

A mini-lesson consists of one specific concept. The teacher is generally modelling what students will be doing. During the lesson, students are highly engaged and encouraged to think out loud. One example of a mini-lesson would be discussing the fossilized error “sur vendredi.” We would explain that when students say “sur vendredi” it means that they are standing on a day, which is impossible. We model the structure of the correct usage of the phrase in a conversation. We would then ask students to use the correct phrase while having a conversation in a context which allows the students to practise the structure many times. For example, students may discuss what activities they have done on each day of the week. We remind students to listen for Eeeks and provide feedback to their partner. Each child is encouraged to self-correct when necessary. We would then add the phrase to our Eeek board. This mini-lesson would take a maximum of seven minutes. Perhaps the concept in this mini-lesson will be repeated until the correct structure becomes internalized in our students’ spoken French.
Very early on in the project we observed the power of the mini-lesson! We found that we were much better able to scaffold our teaching and move our students forward in their learning of language together. We looked for trends in student errors and were able to design mini-lessons tailored to the needs of our class or group of students. The students were more engaged and guided us in our decisions of what would come next. Mini-lessons also appeared spontaneously in our teaching as opportunities were presented.

The Conversation App

The oral framework that we designed for our two classrooms enabled us to begin and maintain a continuous and evolving classroom conversation about language. The visual Eeek board gave the students “no permission to forget” (Jenkins, 2013). The iPad recordings gave the students time to practise skills immediately following explicit teaching during a mini-lesson, and the Eeek game provided timely and constant feedback. Time spent on practising and using authentic language became part of the conversation throughout the day instead of only during those specific lessons.

The creation of a classroom conversation through the use of our framework was the “ahhh haaa” moment for us for the duration of this project. At the start of the project we had assumed the use of the iPads and the introduction of 21st century software would excite and motivate our students to want to speak in French in the classroom. We had also hoped to find a way to use the technology in such a way that would encourage or force our students to use the target phrases correctly.

What we discovered was that it was the classroom conversation that was infused throughout the day that was really making a difference for our students. We had both used an Eeek board in our classroom before, but without the framework that we had designed we were unable to maintain an ongoing and meaningful classroom conversation. Technology became a tool within the framework.

The same framework was also allowing us to carry on classroom conversations about reading strategies, writing strategies, spelling strategies and building vocabulary. The structure of the framework was supporting our students as second-language learners in a way that we were unable to achieve in our teaching before.

In the past we were aware that our second-language learners did not approach native-like quality and fluency. We would provide one-on-one or group feedback as time permitted. This was very random and without consistency. We wanted to encourage our students to speak well, but we didn’t have a structure that was conducive to second-language learners. It was teacher-driven and we were providing corrective feedback without any follow-up. It was in the moment and then we moved on. We would often teach something once and expect students to remember and make the necessary changes without any accountability or additional support. In retrospect, we understand that this approach didn’t allow our students to internalize the correct structures we were trying to teach. Until we developed our framework we didn’t understand how disjointed our teaching of spoken French was. Now we know that it takes a framework, very intentional teaching and an ongoing classroom conversation with feedback to impact student learning.
The Strategy App

Early on in the project we both thought that it was important to add a short instruction time during the day where we would give students a variety of speaking opportunities and a time to practise giving peer feedback pertaining to the target phrases. These practise times consisted of a mini-lesson, oral task, practise time and review. “The context for error correction that has received considerable attention during the past decade involves an integrated approach to language instruction, incorporating attention to language structures within a meaning-focused activity or task” (Loewen, 2007, p.1). These tasks were a big hit in our classrooms and were also used at times later during the day as energizers or brain breaks.

The goal was to give the students meaningful language experiences that would allow them to focus on the target phrases. The tasks were often designed to fit the themes or contexts being taught at the time. Practise time was five to 10 minutes. The following is a sample of the kinds of strategies we were creating (see Appendix C):

- Buzz Groups
- Oral Games
- Telephone
- Add on to the story
- Mirror
- Whisper
Research Methodology

At the beginning of the school year we knew that we needed to get some baseline data to determine where our students were at. In order to do so we needed to have a one-on-one conversation with each student to be able to analyze the quality of their spoken French.

Our goal was to have a three-minute conversation per child. We created questions that were open-ended and allowed for a natural conversation to develop. We had secondary questions in case a conversation needed to be expanded. We designed questions that would allow us to investigate the prevalence of the fossilized errors in our students’ speech. Once we finished recording each child, we transcribed the interviews and analyzed their errors. We noted errors in the following areas: targeted fossilized errors, gender, use of English, verb tense, verb accord, negation, prepositions, use of plural, pronunciation and word choice. After we analyzed all of these different areas we decided to focus our teaching on eliminating fossilized errors and decreasing the use of English.

After our first round of interviews we compiled our data and found that out of 167 instances when the targeted phrase could be used, the usage was correct 70 times. This equals 42 per cent correct usage of the targeted phrases in the fall. In the fall we noted 161 English words used.

We repeated this process again in the spring using the same primary questions and adapted secondary questions based on the time of year (Appendix D). We again transcribed the interviews and analyzed the same areas. We noted that out of 245 instances when the targeted phrase could be used, the usage was correct 169 times. This equals 69 per cent correct usage of the targeted phrases in the spring. This shows a 27 per cent increase in the correct usage of our targeted phrases. In the spring we noted 84 English words used despite the interviews being longer.

After further analysis (see Appendix E), we discovered that 55 per cent of our students increased their correct usage of the targeted phrases by a minimum of 28 per cent. We also noted that 21 per cent of our students increased their correct usage from zero to 27 per cent. Twenty-one per cent of our students decreased their correct usage. Seventy-six per cent of our students showed improvement.
Conclusion

Twenty-first century learners exist in a world of technology. The use of iPads made the learning more relevant to our students who were already comfortable and excited to use this technology. However, the technology piece was not what had the most impact on our students’ learning. Rather, it was the framework that we created which included explicit instruction, sustained practise time, peer and teacher feedback, and no permission to forget. The classroom conversation that we cultured year-long created an environment where students became responsible for their own learning and then held each other accountable to the learning targets we had identified.

There is no one component that is more important than the other. Each of our classroom apps has its own importance within the framework. For example, if we did not spend time cultivating the culture app in our classrooms, the students would not have the opportunity to provide feedback to each other. Without our feedback app students wouldn’t be held accountable to speak high-quality French. Without the visual app students wouldn’t have a reference point to what they had learned and without the visual reminder the language conversation we had created may have disappeared. The mini-lesson and strategy apps are both essential in giving our students a purpose. The practise app is when students are able to develop their new skills. These applications are all interdependent and without one the framework would be less effective in impacting the quality of our students’ spoken French.

Second language learning – there are apps for that!
Recommendations for Future Research

Please find below a list of questions we think could be answered through future research:

• What would be the impact on student learning if this framework was used for several years?

• Can fossilized errors ever be completely eliminated from somebody’s spoken language if they are second-language learners?

• Why are some second-language learners more proficient than others?

• What are the factors that impact the success of a second-language learner?
Appendix A - Apps

**HT Recorder:** This is a recording app. Each student can have their own file. It is very user-friendly and our students were able to use this app independently.

**Bookabi:** This is an app that allows students to create digital books. Students can use the bank of images provided or use pictures taken with the iPad. Students then add text or recordings to their images and create a story.
Appendix B - Student Motivators for Establishing Your Classroom Culture

Below is a list of student motivators that you can use to establish a French-speaking classroom culture. All of these games are easily adapted and very low maintenance. The goal of having these in your classroom is to encourage and motivate your students to speak French through the use of fun activities that will help them track their use of French. We have found that in order to keep our students motivated, we have to change our motivator quite often.

**French Hat:** At the beginning of the year ask students to imagine a hat and draw it on a piece of paper. Post the drawings of the hats in the classroom. When students speak English ask them to go and put on their imaginary French hat. This is a reminder to students that they need to speak French.

**Mascot:** Choose a stuffed animal as a mascot for your class. Give the students the mascot to play with at recess or during free time in the classroom. When a student is speaking French they get to hold the mascot.

**Bingo:** Create a bingo card for the class. When the teacher hears somebody speaking French the student is permitted to write their name in one of the bingo squares. Every day choose a bingo square at random and the student with their name in that square will be recognized in some way.

**English Box:** The teacher uses tape to outline a square on the floor. If a student is unable to communicate something in French, he/she must stand in the square. This is the only space where English is allowed in the classroom.

**Les rappels:** Students create a little monster (un rappel) out of a pom-pom and keep their monster on their desk. When a student speaks English they have to put their monster in jail. To save their monster from jail students must speak French.

**Clothespin Game:** Each student is given a clothespin to wear for the day. When a student speaks English a classmate can tell them to put their clothespin in a container. To get back their clothespin students must speak French. At the end of the day count how many students still have their clothespin.

**Tally Marks:** Every time the teacher hears French a tally mark is written on the board. At the end of the day write the total tally marks. The next day students need to try and increase the number of tally marks.

**Preferred Activity Time:** The teacher and students agree upon a reasonable number of English occurrences during a school day. The teacher will keep track of how many times he/she hears English. If the number of occurrences is less than the agreed-upon number, students earn a certain amount of preferred activity time.

**I-Speak French Cards:** Print business cards that say “je parle français.” If anybody in the school hears a student speaking French, they can give that student a card. Students write their name on the card and are entered in a draw.
**Word Game:** Choose a word and put each letter of the word on a separate card. Post the cards in your classroom. If everybody is speaking French the word will be spelled correctly. If English is spoken take down a letter. If somebody comes into your room and the word is spelled correctly the class will be recognized in an agreed-upon way.

**Mystery Student:** Put the name of a student in an envelope. Choose a target that students are supposed to work on that day. Post the envelope somewhere in the classroom. At the end of the day reveal the name that was in the envelope. If this person achieved the target, he or she will receive a privilege.

**Sand Timers:** Students speaking English are asked to leave the activity and sit at their desk with a sand timer for a time-out. Once the sand timer has run out, students are permitted to re-join the activity and try again.
Appendix C – Strategies for Increasing Practise Time in Your Classroom

These are strategies that you would use to have your students practise a specific skill or language structure that you have explicitly taught during a mini-lesson.

**Buzz Groups:** Students turn to an elbow partner and practise using the correct language structure being taught in an authentic conversation.

**Whisper the Answer:** Ask students a question and tell them to whisper the answer to themselves. Once everybody has whispered the answer, ask them to set the answer free and say it out loud all at the same time. This allows for everybody to participate without singling out any one student.

**Telephone:** Students sit in a circle. The teacher chooses a targeted phrase and passes it on to one student. That student must then pass on the same targeted phrase to the next student. This continues until each student has heard the phrase. Once the circle is complete, the last student must say the targeted phrase and hopefully the students have maintained the structure of the sentence.

**Add On to the Story:** Start a story with your students and don’t read the ending. Ask students to then invent the ending of the story and share it with a partner or the class.

**Picture Talk:** Using any book with illustrations students can practise a specific language structure. Students could say what they see in the picture, what they like in the picture, what they don’t like in the picture, etc. You can change what you would like students to say based on your mini-lesson for that day.

**Mirror:** The teacher says “mirror” and makes an imaginary mirror with his/her hands. Students immediately copy the teacher and say “mirror.” The teacher then models the correct way to say something. Students must then copy the teacher. When the teacher puts down his/her hands the students know that the “mirroring” is over.
Appendix D - Research Methodology

Guided questions used in fall:
Qu’est-ce que tu as fait pendant la fin de semaine?

Secondary questions:
Qu’est-ce que tu as fait pendant les vacances?
Raconte-moi toutes les choses que tu aimes faire à l’école?

Secondary question:
Qu’est-ce que tu aimes faire quand tu n’es pas à l’école?

Students were then asked to look at a series of pictures and explain what they thought was happening.
### Appendix E - Our Data

<table>
<thead>
<tr>
<th>Student</th>
<th>1st interview: % correct usage</th>
<th>2nd interview: % correct usage</th>
<th>% increase or % decrease of correct usage</th>
</tr>
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<tbody>
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<td>13%</td>
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<td>62% increase</td>
</tr>
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<td>33%</td>
<td>50%</td>
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</tr>
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References


