Peer-to-peer use of the target language in MFL classes: an investigation into pupil perceptions

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A Research & Development Project Submitted for the MSc Learning & Teaching 2018

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Peer to peer use of the Target Language in MFL classes: an investigation into pupil perceptions

Abstract

This investigation evaluated pupil perceptions about speaking with their peers in the language that they are being taught, referred to as the Target Language (TL). The Research Questions examined the impact of an intervention which increased the frequency of Pupil TL use on the challenges, facilitators, and potential learning gains of Pupil TL speech. It also considered pedagogic implications for developing speaking activities.

The sample consisted of 96 Year 10 students of French in an English secondary school, where the development of pupil TL speech had been identified as a priority. Pupils spoke in the TL for between three and five minutes during each lesson, over 12 weeks. Speaking was supported by a Graphic Organizer which was devised collaboratively. Baseline data was obtained through questionnaires, and was compared with Post-Test Questionnaires and Delayed Post-Test Questionnaires. Feedback was collected immediately following activities and Group Interviews were conducted.

Findings suggest that pupils perceived learning gains of: greater lexis recall; increased understanding of the TL: and that learning gains in TL speech supported TL writing. Indications from the data and from literature suggest possible grammatical learning gains, however pupil recognition of this is not evident. According to pupils, the Graphic Organizer supported lexis acquisition. The findings further suggest that pupils showed interest in the ludic and interactional functions of speech, although teachers may prioritise the transactional function of speech. Pupils also reported feeling increasingly supported by their peers, which may reflect increased affiliation and enhanced collaborative co-construction of knowledge.

1.Introduction

This investigation explored the challenges and facilitators of developing pupil speech in the Target Language (TL), or the language that pupils are being taught. It took place in classrooms in a Modern Foreign Language (MFL) Department in a school in England. It is timely, in the context of the introduction of reformed national exam specifications in England, which now require pupil speech in the TL with little or no preparation time, (see for example AQA Specification, 2016). It evaluated an intervention that was designed to increase the amount of learner talk in the TL in secondary school classrooms, and consider potential learning gains from the perspective of the learner.

1.1 Context

This research was undertaken in the Languages Department of a large, non-selective secondary school, in a selective area in England, where I am a practitioner, teaching French as a foreign language (FL) to pupils aged 11-18.

In my practice, I ask the pupils to do 3-5 minutes of peer-to peer 'free speaking' (Bernales, 2016: 8), in French and in each lesson. Pupils are neither restricted, not directed in their speech production. In June 2017, my Head of Department (HoD) referred to the speech of my Year 11 class as 'remarkably fluent'. She subsequently asked me to lead the development of speaking activities across the Department.

This required planning effective speaking tasks to be delivered by all five teachers, who have a variety of teaching experience and approaches to the use of the TL. Two quotes from pupils can be seen as representative of the nature of speech opportunities in colleagues' classrooms before the intervention: 'I don't speak much French to the teacher but the teacher often speaks French to us': and 'I speak some French when I ask questions, for example please may I have a pen and can I go to the toilet'. At a staff meeting, my colleagues and I discovered that we had a range of approaches to speaking tasks, including: role-plays, sentences on the board for pupils to say, written dialogues for pupils to read, and free speaking. Questions were raised about letting pupils speak freely from memory. Would they be able to remember any words? Would they make lots of mistakes? Will the students misbehave?

The situation at my school appears to reflect a wider issue in languages teaching: in 2003 Levine found that most TL use was by teachers speaking to students; less was from students speaking to teachers; and the least was from student to student.

I have prior teaching experience in a Sylhetti speaking school, which developed pupils' second language (L2), English, through engagement with activities which stimulated speaking. I also have taught English as a Foreign Language, and led French speaking classes for 4-14 year olds. Levine (2003:343) states that many teachers have developed 'an individualised approach to TL and first language (L1) use', which is indicative of my personal position, and thus necessitated analysis and reflection for my professional development.

The development of the skill of speaking in a second language is an aspiration of most FL learners. Hughes (2002:35) asserts that 'to be fluent in a language is the lay-person's goal'. I collect feedback from the Induction 240 Year 6 students, each year. Over the last three years between 80 and 95 percent state that their aim in languages was to speak 'fluent' French. However, MacIntyre and Legatto (2010) report that this is rarely a reality in many language classrooms in the UK.

Speech is a complex skill, 'an extremely difficult and arduous task' (Pawlak, 2011: xiii), and the notion of fluency of speech is subjective. Macaro, Graham and Woore (2016:25) suggest that the term 'mean length of run' may offer an objective proxy to assess linguistic fluency.

1.2 Rationale and context for collaboration

All teachers in the Department were invited to participate in data-collection, intervention design, analysis of the data, and interpretation and implementation of any findings. Collaboration facilitated the involvement of the whole Department, and the rationale was that, if change is to be realised beyond my own classroom, any findings would need to be implemented by all teachers across the Department.

In addition, feedback was collected from pupils about the challenges, facilitators and learning gains that they perceived, so that collaboration with them may better inform the Department's future teaching of speech.

1.3 The Intervention

The intervention was designed to increase the frequency and capacity of pupil TL speech, and to measure any shift in pupil perceptions as they began to speak more. It consisted of each Year 10 class speaking for 3-5 minutes at the start of each class. The school has a policy of supporting literacy tasks with *Literacy Mats*, which provide some vocabulary and sentence starters for pupil use. A collaborative decision was taken to support the intervention with a Speaking Mat (SM) (see Appendix 2), to provide a scaffold for pupil speech. A SM also minimises variables from teacher input and teacher interference, (Cromley & Azevedo, 2011). Each pair had a SM in front of them, and a copy was projected onto a whiteboard, which enabled variation in a topic or open question for discussion.

1.4 Summary

This investigation sought to gain an insight into the pupils' perceptions of their own TL speech, in order to understand what contribution, if any, this can make to the development of pupil speech in MFL classrooms. It is nested in a professional context where the need to develop speaking skills has been identified in the Department. Collaboration with colleagues in the design of the intervention, and dissemination of findings, is perceived as central to the successful implementation of any outcomes. Collaboration with pupils, through data collection of their perceptions, is considered pivotal in informing future task development.

2.Literature review

2.1 Introduction

With the aim of informing pedagogy for the development of speaking activities, this literature review explores insights that examine speaking as a specific skill. There is much written about the quantity of, and rationale for TL use, although fewer empirical studies of TL use exist (Macaro,2003). Yet, there is less clarity in differentiating between teacher and pupil TL use (Christie,2013). This review collates insights on the function of speech from different fields of interest, including the role of pupil TL and teacher TL for acquisition, by drawing on Sociocultural Theory, and 'Willingness to Communicate' literature. The notion of the role of speech in the formation of identity will also be considered.

2.2 The distinctive role of speech

2.2.1 Introduction

Both literature and assessment practices divide language learning broadly into four skills: Speaking, Writing, Reading and Listening. Speaking and Writing are conceived as *output* skills, where learners are required to formulate responses in the TL, as opposed to *input* skills, where learners decode received language (Ellis, 1994; Macaro, 2003; Macaro, Graham & Woore, 2016). A comparison of speech and writing will be a starting point to help identify the distinctiveness of speech as a mode of communication.

2.2.2 Speech as a mode of communication

In MFL classrooms, it can be problematic to separate the teaching of speech from other aims. Hughes (2002) argues that speech is transient, and takes place in a particular context (see Figure 1). In contrast to writing, it cannot be duplicated, and whilst writing is a visual and motor skill, speaking is an aural and oral skill. Most speech is unplanned, dynamic, and must respond instantaneously to the many variables presented by the interlocutors, and their surroundings. Speech is used primarily for communication, but is also 'a tool with which to think and with which to organise' (Macaro, 2003:191).

Speaking requires quicker choice of vocabulary than writing, leaving less time to edit mistakes, or choose appropriate lexis for the intended recipient. Horowitz and Samuels (1987) explain that this leads to less lexical variety in speech.

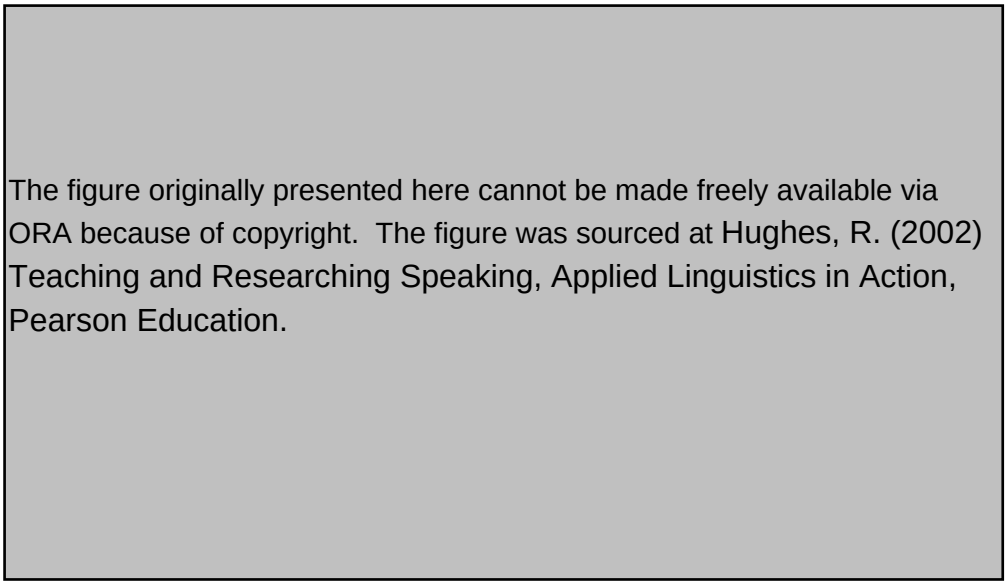


Figure 1: 'Aspects of production' from Hughes (2002:10)

The mechanics of speech also imply a social dimension (Pawlak,2011: 9); speech is rarely performed in isolation, as 'the speaker has to take into account […] the relationship with the interlocutor'. In classrooms, speech is likely to be shared in the following pairings: teacher with pupil, pupil with pupil, occasionally teacher with teacher. Pawlak (2011:4) argues that speech involves 'simultaneous listening and comprehending; it happens in real time' and requires some adaption to each context.

Hughes (2002) suggests that speech is the primary mode of socially interacting with others socially (see Figure 2). Hughes argues that because societies develop speech as a communicative tool before writing, it is the first mode of communication for inter-personal interaction. Writing, Hughes proposes, is tangible, and can be scrutinised and used for logical and contractual roles, whilst speech can be rhetorical and informal.

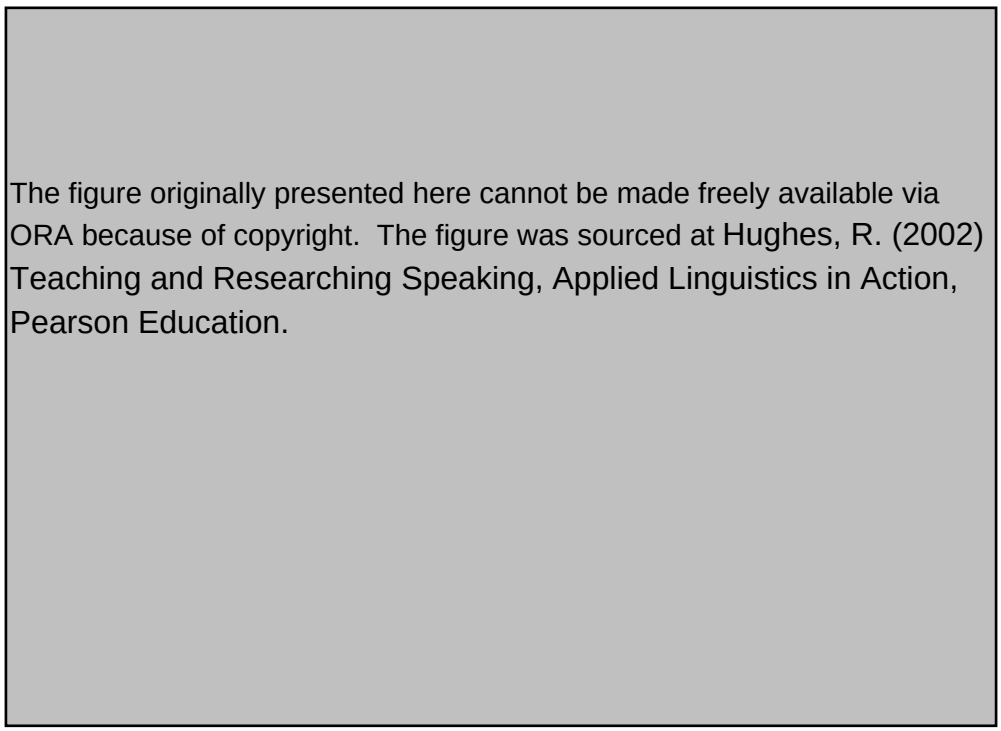


Figure 2: 'Social Aspects' from Hughes (2002:11)

Hughes proposes that both the informality and transient characteristics of speech enable it to be the vehicle for experimenting with new words, describing it as 'the laboratory for linguistic innovation' (Hughes, 2002:15). Speech can respond to fashions and group codes of selected lexical items with greater speed than the stable conventions of the written form.

Finally, a particularly fruitful observation is made by Pawlak (2011), in that speech performs three specific functions: interactional, which maintains social relationships; transactional, which conveys information; and ludic, which uses language for entertainment. The place of entertainment in language classrooms is beyond the remit of this investigation, however it is useful to consider that entertainment is a function of speech.

2.2.3 Speech in the TL in MFL classrooms

TL use in MFL classrooms, Macaro (2003:182) suggests, is the 'psycholinguistic device in a teacher's pedagogic tool box which sets the teaching of languages apart from all other subjects', and that MFL are curriculum subjects where it is possible to 'teach the content of the subject by using the subject as a medium of delivery'.

As with any curriculum, decisions about content are important. TL speech includes many of the linguistic forms that are taught in the subject content, for example verbs, tenses, time clauses etc. The teacher is normally the 'expert' speaker; therefore, the implication is that it will be the teacher who speaks. However, there is not always a seamless match between the TL spoken by the teacher, and the TL required by the pupil. This is because teacher TL takes place in the context of a classroom; Christie (2013) argues that natural speech cannot occur in the classroom. To support this, Christie references Seedhouse (1996) who asserts that because classrooms are institutional, conversations cannot happen authentically; and Donato (2002) who suggests that conversations require spontaneity, which is difficult to reconcile with instructional lessons. Christie (2013:12) suggests that a pre-requisite of MFL classrooms must be that teachers are 'open to interruptions and off-topic talk'. This is a dilemma for teachers with understandable concerns about behaviour management, and will be discussed further in Section 2.4.2.

Speech is naturally acquired by people in their first language (Hughes,2002). Ellis (1994) questions whether *naturalistic* and *instructed* FL acquisition share the same characteristics. According to Ellis, *naturalistic* acquisition occurs in social situations, where pupils would absorb vocabulary, and *instructed* is teacher led in a classroom, where pupils would be directed towards 'some aspect of the language system' (Ellis, 1994:12). He suggests that this is a socio-linguistic distinction, and states that there is insufficient research to support the arguments that the acquisition process is different in natural or classroom settings.

Debate about instructional and naturalistic speech, goes beyond the classroom context and informs pedagogic approaches. Macaro (2003:182) defines this debate as: 'whether the target language is best learnt explicitly and consciously (focusing on the forms of the language), or whether it is best learnt implicitly and subconsciously by actually using the language'. Teachers can use TL to create a context for implicit learning, whilst modelling explicit forms of the language. Yet, the instructional use of TL often necessitates that teachers prioritise the transactional function of speech (Pawlak,2011).

2.2.4 Requirements and Reward of pupil TL in national assessments

The development of pupil speech in the TL is a statutory component of the MFL curriculum. The Department for Education published guidelines for MFL that reformed GCSE specifications 'should enable students to...express and develop thoughts and ideas spontaneously and fluently' (Department for Education, 2015:3).

The new GCSE specifications require pupils to speak with little or no planning, and at some length. Speaking exams in the former GCSE system consisted of presentations, planned conversations and role plays which students could rehearse in advance. Previous assessment regimes discouraged both pupils and teachers from taking time and risks to develop learner talk (Christie 2013). Changes in the new assessment framework, are in line with changes in NAEP and PISA assessments, and require more complex speaking skill instruction (McNamara, 2011).

Colantoni, Steel and Escudero (2015:98) propose that where specific responses are elicited, speech production should be defined as 'semi-spontaneous'. Reformed assessments consist of responses to questions; some requiring immediate response with no time to plan; some allowing for 12 minutes planning prior to the assessment; and some which require responses that may be learned in advance. Such dialogues attempt to provide a context and a communication goal (Fulcher, 2003). To attain high marks in one section, the speaker must demonstrate only limited spontaneity, and may rely on 'pre-learnt responses' (AQA, 2018). The mark scheme penalises hesitations, which are often present in natural speech (Hughes, 2002).

The declarative lexical knowledge required would facilitate pupils in: asking and answering unexpected questions; exchanging opinions; initiating and developing conversations; and expressing and justifying themselves. It expects pupils to make 'appropriate and accurate use of a variety of vocabulary and grammatical structures,

including some more complex forms, with reference to past, present and future events' (AQA, 2018).

Hughes (2002:76) points out that test criteria for speech performance are evaluated against a 'set of beliefs' about what makes *good* speech. This may differ from the social expectation of speech, as interaction with a collocutor. An examiner may recognise and reward a phrase where a pupil responds to the question 'Do you like holidays?', with 'Yes, I like holidays'. However, a pupil that only replies 'yes', may not get an equivalent reward for that language. A pupil who replies 'Yes, I like holidays, because they I am with my family' may receive a higher reward (AQA GCSE French Speaking Mark Scheme, 2018), but in a natural setting, this may appear stilted. Current assessment focuses on the language used, evaluated against criteria such as range, variety, complexity or accuracy. Hughes (2002:77) argues that this is contrary to the role of speech, which is 'people focused'. Yet, external assessments are also of importance to pupils, and Van Lier (1996) suggests that teachers have a duty to enable them to perform well.

2.2.5 Pragmatic considerations for teachers

Nowicka and Wilczynska (in Pawlak, 2011:36) argue that beliefs about 'the teaching of speech remain under the influence of the teaching of writing'. Yet, the distinctive differences suggest that a different pedagogy would be appropriate for teaching speaking.

As teachers require pupils to speak in a language that they are learning, the selection of items of speech is a principal pedagogical consideration. It requires selection of lexis, the words a pupil will say, and task design, the context in which the pupil will speak.

2.2.5.1 Lexis selection to facilitate speech

There is an argument for equipping pupils with a wider lexis than that required by naturalistic speech, as it would enable pupils to respond to a wider set of linguistic contexts. Colantoni, Steel and Escudero (2015:99) argue that as speech can be categorised into distinct registers, requiring different levels of formality of speech in different contexts; FL acquisition should include 'sociolinguistic variants not found in spontaneous speech'. This would equip a pupil to use the TL in future formal, professional contexts.

Proceduralized knowledge of lexical items can improve speed and flow. Christie (2013:2) suggests that lexical items and formulaic expressions can be used as 'building blocks', which when learnt, can 'reduce drain on memory', and increase the speed of response. Formulaic expressions can be referred to as 'chunks', where a group of words are learnt together. Ellis (2008: 431-432) suggests that learners are taught a range of 'formulaic chunks' to facilitate length and speed of speech. Macaro (2003:183) explains that in order to speak faster, pupils have to use their working memory, and remember 'semantic clusters of words', rather than processing word by word.

However, chunks are not sufficient by themselves, and Christie (2013:13) argues that 'careful planning, teaching and scaffolding of language' can provide learners with lexical resources, to avoid frustration. Planned scaffolding for specific lexical knowledge may facilitate speech in the absence of a wide range of words that pupils can recall.

Christie (2013:12) suggests a pragmatic approach to facilitating speech, whereby teachers provide an explicit range of lexical items to help students have conversations: these can include 'delayers (for example: alors, bon,) and ways of back-channelling, signalling a turn and holding the floor'. Christie recommends that the teacher uses the TL in a form that can be replicated easily by the learner. His study of pupils aged 11-16, in an English setting, found that lexical items used by the teachers were recycled by pupils in their own speech.

Facilitating pupil access to examples of lexis that they may need in speech is also beneficial. If a pupil can ask for a word, preferably in the TL, this enables learners to access a word they may not know, reactivate prior knowledge, (Christie,2013), or to clarify the sound or structure of lexis they wish to use, referred to as 'linguistic lifebelt' (Jenkins & Jones, 1991). Graphic Organisers, such as a Speaking Mat, may increase opportunities for dyads or groups to select lexis independently from a teacher. This can encourage pupils to make choices, thereby developing their skill in selecting appropriate lexis (Molenaar et al., 2014).

2.2.5.2 Task design to facilitate speech

Different types of tasks can facilitate speech. Colantoni, Steel and Escudero, (2015:100) define four types of design for speech tasks: *interactional*, where participants talk to one or more interlocutors; *narrative*, where speakers have to discuss an object, story or theme; *reading*, where pupils read out loud; and *elicited imitation*, where speakers repeat words that they hear. Reading tasks help teachers control the phonological reproduction of sounds, and elicited imitation tasks help teachers control phrase accuracy; interactional tasks, and to some extent narrative tasks provide the opportunity for pupils to take risks.

Christie (2013:13) reasons that tasks should allow for pupil creativity, and provide opportunities for risk taking which will 'improve learners' levels of agency'. Creativity and exercising choice will enable the pupil to refine their selection strategy for the appropriate lexis. Pawlak and Mystkowska-Wiertelak (2014:8) observed in a small sample of students 21 years of age that, 'freedom to express one's ideas' facilitated learner speech production. However, the size of the sample and the age of the students may also have contributed, and these variables are not considered in the study. Corno (1986: 334) suggests that if pupils practice choice in problem solving, their skill in making choices will develop alongside the targeted linguistic skill.

As a practitioner, it seems clear that tasks designed for speech should be less reliant on teacher-to-pupil interaction: peer-to-peer speech enables more pupils to speak, as dyads may speak simultaneously. Tasks need to be designed that encourage pupil

autonomy, and allow for the possibility of interactional, transactional and ludic discourse (Pawlak, 2011).

Group size and peer dynamics need to be mitigated by the teacher (Naughton, 2006). Christie (2013:13) suggests that teachers need to plan tasks that avoid dominance by a specific pupil, or by a teacher, to ensure equal distribution of 'conversational rights'. Additionally, opportunities to speak should be 'copious', Pawlak (2011:16), and 'aimed at developing speaking skills, a chance to decide about what and how to say rather than recite from memory, as this will activate the process of conceptualisation, formulation and articulation, and integration of different skills'.

Repetition of tasks is also important. Macaro, Graham and Woore (2016) refer to research conducted by Vrikki (2012), which indicated that pupils could repeat longer utterances by repeating tasks. They argue that repetition can benefit length, accuracy and complexity of speech. Pawlak (2011:16) argues that opportunities to speak enable pupils to recall chunks 'under real operating conditions'.

Repetition supports memorisation, ensuring that speakers are not having to create sentences through declarative knowledge of lexis for each utterance, therefore 'native-like fluency is achieved through the storage in long-term memory and the subsequent use of formulas', (Christie,2013:3). Once formulas are memorised, pupils can adapt them (Myles, Mitchell & Hooper,1999)

2.2.6 Summary

Speech is a distinctive mode of communication, differing to writing with implications for task design. An awareness of the difference between natural and institutional speech can be helpful. Peer-to-peer speaking in the TL provides more opportunities for pupils to use the TL. Speaking tasks can be designed to support pupil access to lexis, and ensure that pupils have frequent opportunities to select and repeat TL. New national assessments require a proficiency of speaking with limited or no planning time, therefore a re-evaluation of pupil TL development is appropriate.

2.3 Social and Personal considerations of speech

2.3.1 Introduction

Speech assists interaction with others, and has a social dimension which should be considered in the development of speaking activities. This section discusses sociocultural theory, which categorises speech as pivotal in the learning process. It also considers literature which recognises the role of speech as a vehicle for forming and reforming identities. Socio-cultural factors can sometimes generate circumstances in which some learners are not willing to speak, and this section concludes with a review of the literature about willingness to communicate (WTC).

2.3.2 Sociocultural theory of the role of speech

Sociocultural theory places speech at the centre of learning. Developed from the premise first expounded upon by Vygotsky in 'Thought and Language' (1962), neo-

Vygotskian theorists such as Lantolf (2000:80) define spoken language as a tool which people use to make sense of thought 'to establish an indirect or mediated, relationship between ourselves and the world'. Speech becomes the means by which people understand knowledge, plan and solve problems (Mitchell, Myles & Marsden, 2013). By articulating and using lexis, learners can develop their comprehension of new words and their syntactical application in specific contexts.

The Vygotskian concept of the Zone of Proximal Development (ZPD) can be defined as 'the domain of knowledge or skill where the learner is not yet capable of independent functioning, but can achieve a desired outcome given the relevant assistance' (Mitchell, Myles & Marsden, 2013:223). Skills may be developed by interacting with someone with more developed skill, and knowledge development can be connected to and built upon pupils' current knowledge (Van Lier,1996). The ZPD however is individual to each learner, and it may be too simplistic to assume that assistance can only come from a teacher, or more capable peer. Van Lier (1996:191) proposes that interaction between individuals creates 'cognitive conflict in the participants' which stimulates learning. This occurs between peers of equal or unequal experience, as the interaction can be a source of guidance and support. Van Lier advocates the provision of opportunities for peers to interact with each other.

According to Mitchell, Myles and Marsden, 'interaction itself constitutes the learning process' (2013:220). They advocate the neo-Vygotskian construct of Activity Theory, suggesting that individuals learn effectively in collaboration with others and that 'individual actions and goals are interconnected with those of the sociocultural

context' (Mitchell, Myles & Marsden, 2013:227). The implication of Activity Theory is that 'new language knowledge is jointly constructed through collaborative activity' (Mitchell, Myles & Marsden, 2013:227). Speech rarely happens in isolation, and therefore facilitates collaborative learning. Peer-to-peer speech necessitates engagement with TL lexis, (Van Lier,1996; Christie,2013), and therefore facilitates TL learning.

2.3.3 Identity and Speech

Speech may be instrumental in developing pupils' personal identities. Murray et al. (2011:16-17) suggest that there is a 'powerful, motivational impact of evoking and orientating students' own transportable identities in the classroom talk'. Murray et al. (2011:14), argue that when students are able to exercise some autonomy they may associate elements of their identity with the TL, and it is 'more likely that students will feel involved and motivated to communicate and thus to engage themselves in the process of learning and using the language'.

Speaking creates a specific moment when an individual is engaged with a social group, and as such may be either a dangerous, or an affirming encounter which can inform the individual's self-concept of who they are. Nowicka and Wilczynska, in Pawlak (2011:26) argue that speaking 'not only determines communication but also serves the purpose of making one's identity and personal autonomy in relation to other communities'. They propose that speech reveals individuality and personality. Hughes (2002:9) argues that acquisition of another language requires the learner to

adapt their own identity to accommodate new cultural and social conventions in order to speak with a new voice. Hughes asserts that speaking is 'inherently bound up with the projection of self into the world' (Hughes, 2002:8)

Speech may alter a pupil's sense of identity, to adopt a notion of *self as language speaker*. Lamb (in Murray et al. 2011), explores the adoption of a language speaking self. In a mixed method study of young Indonesians, Lamb attributes motivation to learn to the students' imaginative vision of their future selves as speakers of the learned language. Lamb found a correlation between high motivation for learning, and the tendency to envisage oneself as a future expert speaker. This study revisited a sample of pupils from a previous study, six years earlier, in order to measure long term impact of motivation on learning. However, it was a small sample of 12 pupils, eight of whom were self-identifying as highly motivated, and four of whom as unmotivated. It is of note that no pupils identified as moderately motivated. The correlation was found in qualitative data from interviews of only two dyads. Further studies would be needed to clarify any correlation in a larger sample of adolescents, and in schools in England.

Murray et al. (2011:12) propose that a social, rather than a linear view of language acquisition should also be considered, which acknowledges the learner as a 'self-reflective agent', in a 'fluid and complex web of social relationships'. Speaking tasks may be designed and implemented more effectively if they take into account the impact of personal and group identity. Classroom tasks may allow space for a fluctuating sense of identity by providing opportunities for autonomous speech.

2.3.4 Willingness to Communicate

Not all pupils will freely engage in speech, and the literature concerning learners' willingness to communicate (WTC) explores a range of variables that may affect an individual's participation in speaking tasks.

MacIntyre et al. (1998: 547) provide a helpful definition of WTC as 'a readiness to enter into discourse at a particular time with a specific person or persons, using a L2'. They suggest that fostering WTC would be a valid objective for language teaching, encouraging learners to be willing to speak. This elevates speech to a central aim of L2 education: 'a program that fails to produce students who are willing to use the language is simply a failed program' (MacIntyre et al.,1998: 547).

According to MacIntyre et al. (1998: 547), there are many variables that can affect learners' WTC, including: the desire to communicate with a specific person, communicative self-confidence, interpersonal and intergroup motivation, communicative competence, the intergroup climate, and the interlocutor's personality. They identify a dichotomy between two types of interpersonal motivation, which have implications for the classroom: control and affiliation. They theorise that *control* is common in teaching tasks that are instigated by a more powerful party, such as a teacher, and define it as 'communication behaviour that aims at limiting the cognitive, affective, and behavioural freedom of the communicators', whilst *affiliation* is motivated by 'the amount of interest in

establishing a relationship with the interlocutor' (MacIntyre et al.,1998: 550). They propose that this is less common in classroom tasks: 'friendships may be formed via communication in the language classroom, and personal topics may be discussed, but the conversation likely will be guided by the teacher during class time' (MacIntyre et al.,1998: 550).

Affiliation, MacIntyre et al. (1998) suggest, is an effective motivator for language learning. By affording opportunities for peer-to-peer speaking in the TL, learners develop a sense of community which may motivate them to seek to learn more: 'learning L2 for friendship or pragmatic reasons would be expected to inspire L2 speech' (MacIntyre et al., 1998:550). Speaking in the L2 may encourage strong social bonds, and an affiliation with a group, (MacIntyre, Burns & Jessome, 2011). Cao and Philip (2006:486) found that four factors (group size, self-confidence, familiarity and participation) impacted on WTC, and learners spoke more with people that they felt comfortable with. Their research suggested that the optimal group size consisted of three or four interlocutors, a recommendation also supported by Kang (2005: 290).

In a research study with six 19-21 year olds, MacIntyre and Legatto (2010:165) found that WTC could be impacted upon by several variables during speech production. They found that when one speaker felt discouraged, they stopped speaking and they suggest that there may be 'interconnectedness between the affective system and the cognitive system'. Cao and Philip (2006:488) suggest that WTC is enhanced by the opportunity for learners to speak with friends: 'the more distant the relationship of the individual to the receiver(s), the less willing the individual is to communicate'.

This study followed a limited sample size of ten adult learners of English as a Foreign Language, eight of whom were able to finish the study. They propose that there is a pedagogical imperative on teachers to consider 'group dynamics and the need to foster good relationships between class members' (Cao & Philip 2006:489); however, this may be less achievable in large secondary school classes.

Although previous research had shown that anxiety impacts negatively on WTC (MacIntyre et al.,1998), MacIntyre and Legatto (2010) found that anxiety could impact negatively or positively. When the interlocutors in their sample of six female university students studying L2 French were disturbed, the impact was sometimes positive and sometimes negative; in fact, disturbances during the task 'seem to generate coping attempts' (MacIntyre & Legatto, 2010:166). They suggest that as learners speak, and listen to themselves and their interlocutors, their 'willingness is re-evaluated on an ongoing basis' (MacIntyre & Legatto, 2010:150). This would imply that WTC is fluctuating. If a learner appears to be willing, or unwilling to speak in one particular speaking task, this is not a static state.

It is helpful to consider one participant in the study detailed above who lost all WTC when lacking the necessary vocabulary (MacIntyre & Legatto, 2010). This instance led to the participant abandoning the speaking task altogether. Kang (2005) suggests that learners can lack WTC when they are discussing a topic that they do not know. This is explained by learners having a lack of ideas about what to say, or a concern that they would not have the knowledge to understand their interlocutor. One participant in Kang's study lost WTC when talking to a speaker who had a greater

proficiency. This appears to disrupt the Vygotskian notion of ZPD, and demonstrates that in order for interaction in the ZPD to be fruitful some other variables need to be in place. Cao and Philip (2006) propose that the interactional context, whether it be a pair, a group, or the class can both encourage and discourage interlocutors.

Access to lexis appropriate to the task may provisionally militate against discouragement. Pawlak and Mystkowska-Wiertelak (2014) make a self-evident, but perhaps overlooked point that it is difficult to speak if you do not know the vocabulary. In their study of eight Polish 21 year olds, learning English as a FL, they found that 'the inability to find the necessary vocabulary on a moment-by-moment basis led to a loss of focus and growth of anxiety' (Pawlak & Mystkowska-Wiertelak,2014:8). They recommend that speakers are supplied with prompts to support participants' conversations. They caution that any prompts should not be too directed as to limit what a student can say. In order to enable the interlocutors to circumnavigate the conversation, and avoid areas which reveal gaps in their lexical knowledge, they suggest that speaking tasks should not be too strictly defined.

2.3.5 Summary

It has been argued that speech can be central to the process of language acquisition, as interaction enables pupils to progress to the next stage of their learning. Speech cannot happen in isolation and takes place in a social context. Speech facilitates the projection and formation of a learner's perceived identity, whether personal or

specific to a group, or as a language learner, or not. A range of factors can militate against a learner's willingness to use speech with implications for teacher practice.

2.4 Classroom speech in the Target Language

2.4.1 Introduction

Discussions about speech in the TL reflect the debate about how language is learnt. This section examines the argument for Teacher TL speech in comparison with Pupil TL speech.

2.4.2 Teacher TL use: effective input and impact on speech production

In Section 2.2.1, it was considered how Speech and Writing are frequently referred to as *output* skills, whilst Reading and Listening are referred to as *input* skills. Reading and Listening, according to Macaro (2003), are the principal means by which pupils receive input. Listening, Macaro (2003:182) argues, requires engagement from the pupils to seek meaning, and may be considered as 'the pivotal point between reading and speaking'. Macaro, Graham and Woore (2016:) suggest that exposure to Teacher TL speech is fundamental for the learning process, and greater effectiveness can be achieved when pupils request clarification of meaning, or repetition of spoken items, so they can be assured they have understood (Mackey,2007).

The debate about Teacher TL implies that through listening to the teacher, the learner will hear and then be able to produce the language themselves (Macaro,

2003; Crichton, 2009). Krashen (1981), according to Ellis (1994:14), defines language *acquisition* as 'the subconscious process of 'picking up' a language through exposure', whilst *learning* requires a more overt attempt to master rules or vocabulary. Once language is *picked up,* the learner may consolidate what they know by re-organising it into output. Ellis (1994:27) cites Krashen's *Input Hypothesis* (1985), whereby learners 'acquire morphological features in a natural order' through listening to the TL.

Christie (2013:1) observed French lessons in a secondary school, in England, taught to pupils aged 11-16, and found that both lexis and context were managed by teachers to create a 'target language lifestyle'. The teachers who planned their TL, and encouraged pupils to interact with them in the TL, were able to foster TL speech for classroom routines. In Christie's study scaffolding was provided through displays and slides, and the linguistic structures were formally repeated.

A study of TL use in Scottish secondary schools by Crichton (2009), found that teachers TL encouraged pupil TL speech, because TL use is perceived as the norm. Teachers elicited responses from pupils in the TL by requiring them to answer questions. Crichton (2009:32) states that 'the pupils may not use the language they hear a great deal in class without prompting, but if the teacher actively involves them in listening, through questioning and checking comprehension, they are drawn into the language because they have to be able to demonstrate understanding'. Crichton's (2009:32) investigation proposes that through hearing the TL, pupils would begin to use it in classroom; however, in Chrichton's study, pupil TL

utterances are short: ‘the pupils generally made minimum responses orally’. Teacher TL use appears to be transactional, without facilitating any length of utterance.

Macaro (1997:73) contrasts the approach of Krashen and Terrell (1998), who imply that teachers should teach almost exclusively in the TL to ensure that input is maximised, with that of Skinner (1985), who suggests that exclusive use of the TL may create obstacles to learning. Macaro (1997:73) favours an ‘optimal’ use, in which some first language is used, in comparison with ‘maximal’ use, where teaching is exclusively in the TL. Optimal use encourages teachers to exercise their professional judgement to decide when to use TL or pupils’ first language, as appropriate.

Maximal Teacher TL use is also challenged by Hall and Cook (2012:273), who question whether the assumption ‘that the goal of learners should be to emulate native speaker proficiency […] has presented learners with an unattainable but not necessarily desirable ideal’. They suggest that an emphatic focus on TL speech may result in an ‘anti-own-language dogma’, which reinforces teacher power and authority (Hall & Cook, 2012:287). They claim that discouragement of learners’ own language use may neglect their need for speaker identity, and propose an acceptance of learners being able to switch into their first language, so they can create a ‘safe space’, and engage better with learning (Hall & Cook, 2012: 279).

Indeed, pupils’ use of their first language may be important for the learning process. Hall and Cook (2012:280) reference Stern (1992) who proposes that cross-lingual and

intra-lingual approaches be considered. The language learning process may necessitate the use of both languages; the TL and the learners first language. Own-language use may be beneficial for 'issues of learner confidence, a focus on meaning, and links between the learner's own language and the new language' (Hall &Cook 2012:282).

Macaro (1997) suggests that although there is insufficient evidence that maximal use of the TL is beneficial to learners, this position has been adopted by some practitioners and practitioner trainers. Chambers (2013) provides a useful insight into the dichotomy between theory and practice: Chambers followed 25 student teachers, observing their use of the TL and found that student teachers spoke less TL in classrooms than their training recommended. Student teachers claimed that their insufficient TL speaking was due to discouragement from their mentors, and classroom practicalities. The data for this study was collected by the university tutors who were assessing the teachers' professional development. Power differentials (Cohen & Manion, 2007) may have adversely impacted on the student teachers' responses, as the researchers were also their assessors. Chambers (2013:53) infers that the 'school-based colleagues' are at fault and that student teachers 'felt forced to moderate their good TL intentions by the school based reality' (Chambers 2013:51). Yet, it may also reflect where theoretical rhetoric has struggled to reflect the complexity of many classrooms. Chambers' article reflects some of the professional tensions and frustrations surrounding TL use, some of which are considered in the next section.

2.4.2.1 Teacher perceptions of some challenges to Teacher TL use

Concerns about behaviour and pupil capacity: Chambers (2013:49) investigated TL use by student teachers perceived that 'behaviour management, pupil attitude towards learning and to learning a foreign language in particular' was a potential barrier for teacher TL. Macaro (2003) found that teachers feared that pupils would not respond to TL and therefore may misbehave.

Concerns about time pressures: Chambers (2013) researched TL use with student teachers and found that practitioner mentors suggested that there was insufficient time to explain the lesson in the TL, and cover the syllabus in preparation for the exam. Macaro (2003) also found that teachers perceived insufficient time to cover the syllabus if prioritising TL use, and believed that the pupils had to have had time consuming input before being able to speak.

Assessment demands: Many speaking tasks have been orientated towards exam formats which require students to memorise pre-prepared sentences (Fulcher,2003). Christie (2013) suggests that most secondary school MFL classrooms are exam-focused, and time allocated for speaking can focus on learning responses for an exam, and neglect opportunities for 'free speaking' (Bernales, 2016:8).

Teacher anxiety: Hughes (2002:14) proposes that teachers find the less dynamic activities of writing, reading, and to a lesser extent listening (from audio files), more tenable. Hughes (2002) claims that teachers have greater confidence teaching

writing, as it is more stable, and therefore less problematic to plan for. Chambers (2013) found that teacher anxiety about preparation and planning of tasks restricted provision of TL tasks.

Colleagues' attitudes: Chambers (2013) identified that attitudes of colleagues and teacher competence also influenced teachers' use of TL, by either encouraging or discouraging TL use.

2.4.3 Re-focusing the lens onto Pupil TL

In spite of all the focus in the literature on quantity of teacher TL, the author argues that teacher TL has limitations for the aim of developing pupil speech sufficiently enough to achieve an increase in the 'mean length of run' (Macaro, Graham &Woore,2016:25). The assumption that by hearing more TL, a learner will speak more TL assumes a relationship that risks over-simplifying the dynamics of classroom language acquisition.

Concentration on teacher TL may neglect a focus on pupil use of TL. Pawlak (2011:6) questions whether there is evidence that longer speech can occur in secondary school language classes, suggesting that it is 'difficult to see […] how an average learner who attends 4-5 lessons a week, hardly every uses the language in a meaningful way in these lessons, because of the nature of classroom interaction, has scant access to that language outside school and does not interact with native speaker can ever be expected to gain control over even a fraction of the repertoire'.

Teacher TL clearly is important in MFL classrooms, providing input, enabling pupils to clarify meaning and fostering a TL-rich environment for learning. However, O'Malley and Chamot (1990) reason that instructional time is preoccupied with what is being taught, in preference to how to use and adapt it. Pupil use of the TL ensures that what is being taught is being used and adapted.

2.4.4 Pupil TL usage: effective output and impact on speech production

As previously discussed, speech as a skill, is *output*. Ellis (1994:27) contrasts Krashen's (1985) Input Hypothesis with Swain (1985) who proposes a *Comprehensible Output Hypothesis*. This, according to Ellis, theorises that pupils need opportunities for 'pushed output', where they can either speak or write using the language that they have learnt. Ellis (1994) proposed a distinction between the terminology of *use* and *usage*, explaining that pupils' *usage* of a second language is the lexical, syntactical or grammatical rules mastered in pupils' output, as opposed to the *use* of language for communication. Ellis states 'we study *use* if we examine how learners convey meaning through the process of constructing discourse' (Ellis, 1994: 13).

Peer-to-peer speech may have greater benefit than teacher-to-learner, or learner-to teacher speech, according to Ellis (1994:261), who advocates that it is best served by 'involving participants of equal status', ensuring that learners share 'a need and

desire to understand each other'. Ellis argues that adult to child speech may restrict the beneficial development, as it may be dominated by the adult.

Macaro, (2003:185) argues that although quality TL oral input is important for progress, input does not necessarily lead to acquisition, which he suggests 'must come as a result of people talking to one another'. Macaro (2003) reasons that learners need to notice lexical items, and then process them and use them, for acquisition to take place. Macaro (2003:187) defines noticing as the item being 'held in selective attention long enough for sufficient connections to be established in long-term memory'. Macaro suggests that forced speech is an effective trigger for noticing. Wu (1998) (in Macaro,2003), suggests that there is a dynamic between external speech, and internal processing, both involving memory. Macaro referred to the work of Ellis (1994) and Pica (1988) who found that in studies where pupils could interact with input they learnt vocabulary more successfully, and understood it better. However, neither study found that interaction supported the learning of grammar.

Mackey (2007) undertook a meta-analysis of the empirical evidence found in research on pupil speech. Out of the 40 studies assessed, Mackey concludes that the majority provided support for the beneficial learning gains of TL speech. The studies include research with a wide range of ages, from school age to adulthood, and investigations on lexical, morphological and syntactic use. Only 17 studies investigated acquisition of children and young people, and of these, only six were concerned with adolescents.

The meta-analysis found a difference between the benefits of interaction in learning lexical items, and grammatical items (Mackey,2007: 438-439): 'learners appear to benefit more on immediate post-tests from interaction targeting lexical items than from interaction targeting grammatical forms'. Mackey notes that this is contrary to research undertaken by Keck et al. (2006) and extended her analysis to include studies from Gass and Alvarez-Torres (2005). Recalculating the effect sizes in Keck et al.'s study, Mackey proved that there had been a miss-calculation. This analysis, combined with the assessment of four of the ten studies using comparison groups rather than control groups, led Mackey to suggest that 'the efficacy of interaction on lexical learning may be strong immediately, but may not be long lasting, unlike the effect of interaction on grammar which takes longer to become effective but is then durable' (Mackey,2007:439).

2.4.4.1 Teacher perceptions of some challenges to Pupil TL use

Concerns about behaviour and pupil capacity: Macaro (2003) found that teachers feared that pupils would not do speaking tasks and therefore would not participate in tasks. Chambers (2013:49) investigated TL use by student teachers and found that they perceived that 'behaviour management, pupil attitude towards learning and to learning a foreign language in particular' was a potential barrier for teachers.

Teacher control and accuracy concerns: Pawlak (2011:6-7) observed that pupils have less opportunities to speak due to 'teacher fronted classes with rigid control over all

discourse or excessive preoccupation with other skills'. Teachers that attempt to control too extensively what pupils say, may inadvertently restrict the development of speech. Pawlak (2011) argues for a reassessment of focus on fluency above accuracy. Christie (2013) found that accuracy was sometimes compromised in spontaneous speech, and the demand for accuracy in examinations puts added pressure on teachers, hence tasks that may let pupils make inaccuracies, if unchecked, can be counter-intuitive to teachers. Macaro (2003) found that teachers worried that if learners heard their partner say something incorrect, they would copy it and replicate the mistake.

Pupil anxiety: Pupils are often reluctant to speak in front of their peers and their teacher, they may feel embarrassed, and they may not know what to say (Christie,2013; Ofsted 2008). Anxiety about TL use may restrict the amount that pupils are willing to say (Levine, 2003). However, Levine (2003:351) found that 'the instructors perceived a higher level of anxiety in students than the students themselves reported feeling'. This study also found empirical evidence that suggested that student anxiety decreased when there was an increase in student TL.

2.5 Summary of Literature review

The challenges of TL talk: speech is transient and context specific, and as such it is difficult to plan. Pupils need to choose lexis quickly and simultaneously listen and understand, then speak, which is cognitively demanding. Classrooms are an instructional context, and speaking tasks must account for the impact of this on

naturalistic speech. Socio-political challenges are presented by teacher management of group dynamics, and an awareness of the impact of affective and affiliative dimensions on pupil WTC. Teachers also need to be aware that WTC fluctuates, and can be discouraged if pupils do not have access to lexis. Teachers perceive that behaviour-management, time pressures and assessment demands present challenges to developing speech in class. Additional pressures, such as concerns about accuracy, and teacher and pupil anxiety about speaking in the TL may also be seen as challenges by some teachers.

The facilitators of TL talk: speech requires less lexis than writing, and it affords the opportunity of being able to experiment with words. It has a social dimension, and can be used for interaction between pupils and teachers, and peer-to-peer, which can increase the opportunities for speech. Teachers can support speaking tasks with lexis selection, providing scaffolds that include delayers and clarifiers. Processing time can be speeded up if pupils are able to proceduralize learning through chunks, and task repetition. Tasks can include opportunities for creativity and choice, and should be frequent. Speaking activities can help create a sense of group identity, and can enable some pupils to see themselves as language speakers. Some pupils can begin to feel more comfortable with pupils they speak with, and this can motivate. Listening to TL can help pupils receive input of lexis and pronunciation, and create a climate where speaking the TL is seen as the norm. Acceptance of the need for pupils to use their first language will help pupils' intra-language development.

The potential learning gains of TL talk: The reformed MFL GCSE requires an increase in competency to talk at length, using semi-spontaneous responses to a range of questions and a range of registers Most speech will have little or no planning time, therefore pupils need to be able to process quickly, and remember useful chunks of words that they can adapt. Speaking tasks should provide opportunities for repetition and recall, and prepare pupils for unpredictable contexts. If pupils use target language they will notice lexical items which will develop memory. This has been shown to be beneficial for learning lexical and grammatical knowledge.

3. Research Questions

This study aims to inform the development of speech across my school's languages department. Drawing from the literature review, I designed and implemented a targeted intervention involving peer-to-peer use of the TL. The study seeks to answer the following research questions:

What impact does a targeted intervention involving peer-to-peer use of the TL have on pupil perceptions regarding:

a) The challenges of TL talk?
b) The facilitators of TL talk?
c) The potential learning gains of TL talk?

The study also seeks to test the hypotheses that:

- peer-to-peer speech supports language acquisition, by providing increased opportunities for pupils to use lexical items
- pupil TL use may reflect different priorities to teacher TL use.

4. Methodology

4.1 Context and Sample

The data collection and intervention took place in a non-selective, co-educational secondary school, in England, in the UK. The intervention and main data-collection was conducted across five classes of Year 10 students, aged 14-15, providing a sample of 96 pupils. Each teacher taught a Year 10 class; hence this year group was selected as the focus. Pupils in Year 10 are aged 14-15, and it is the penultimate year before national assessments.

The sample contained 59 females, 37 males, nine students with Special Educational Needs statements, five pupils with English as an Additional Language, one Child-in-Care, and 13 students entitled to Free School Meals. The school is in a catchment area with two tiers of selective tests.

The catchment area includes both rural and urban communities, and some wards with high indices of deprivation. The majority of pupils come from a mono-linguistic

background, with English as their first language. There are also Romanian, Czech and Polish pupils.

4.2 Collaborative design of the Speaking Mat

The design of the Speaking Mat (SM) involved four stages of collaboration, two with the HoD, and two with the Departmental team. The SM is a form of graphic organizer. This minimised misinterpretation by colleagues of how to use it, and facilitated peer-to-peer independent use, as advocated by Cromley and Azevedo (2011). According to Molenaar et al. (2014:314), graphic organizers support peer-to-peer interaction as 'the responsibility for social regulation and the execution of metacognitive activities is progressively transferred back to the group'.

The selection of the lexical elements to be included was best supported by ensuring it was done collaboratively. Hughes (2002:6) identified the difficulty of selecting lexis from the vast corpus of words that can be used in 'naturally occurring speech'. The HoD had made a selection of essential language that pupils needed to be familiar with for the specification of the GCSE (AQA, 2016), referred to as the Core Language Sheet (see Appendix 3). Pupils had been using these as reference in their books, and a collaborative decision was made that this would be the basis for the lexis on the SM. As the students already had translations of these words, it meant that the SM could omit translations. Each box on the SM was numbered to refer to the number on the Core Language Sheet. Colleagues decided to include some phrases to help pupils clarify meaning (Christie, 2013).

4.3 Research Methodology

Informed by the Literature, I anticipated that there would be benefits to the pupils from working with their peers, stemming from the social interaction that would occur, and from students working within their ZPD. My study is therefore informed by sociocultural theory (Lantolf, 2000).

As the starting point of this investigation was a collaborative discussion about one class of students who spoke freely (Bernales,2016) for five minutes at the start of each lesson, and who were in the year above the sample group; I selected them as a Pilot Group (PG). The PG was not included in the sample group (Porte, 2010), because they were identified as an 'expert' group, which would have necessitated an analysis of covariance (Mackey & Gass, 2016). Their perceptions of the challenges, facilitators and learning gains would provide a comparison against which to measure potential findings.

To measure the impact of the intervention I conducted a Baseline Questionnaire (BQ) before the intervention started, (see Appendix 4), for both the PG and the Sample Group. The BQ was then adapted to include questions specifically about the intervention, and to repeat the collection of data from both qualitative and quantitative items to afford a comparison after the first cycle, referred to as the Post-Intervention Questionnaire (PIQ) (see Appendix 5). Finally, at the end of the second cycle, the BQ was administered again to provide a comparable measure with

the first one. Because it was intended to measure delayed results following the intervention, it will be referred to as the Delayed Post-Test Questionnaire (DPTQ), (see Appendix 6). To capture the immediate experience of the pupils' brief feedback was collected at three points during the intervention, each following a speaking activity. This questionnaire is labelled Immediate Post-Activity Feedback (IPAF), (see Appendix 7).

The questionnaire collected both qualitative and quantitative data. Because the investigation has been concerned with pupil perceptions and beliefs, qualitative data was collected through a number of open questions, in an attempt to collect a richer response (Cohen & Manion, 2007), and take a fuller sample of the variables of pupil beliefs. The qualitative data was then coded. I used an inductive, thematic approach to coding the data, which enabled patterns to be identify patterns and themes which may not have been anticipated in the design of the quantitative data collection questions (Fereday & Muir-Cochrane, 2008)

The quantitative data was collected to assess a number of questions that had been drawn out of the literature, and to test my assumptions and hypotheses. The inclusion of short, closed questions also ensured that the questionnaires did not take too long (Cromley & Azevedo, 2011).

4.4 Overview

The research took place over eleven weeks in the MFL Department. All five teachers in the department carried out questionnaires and the intervention.

I decided to follow the Plan-Act-Observe-Reflect model (McAteer, 2013), but then decided it would restrict the process if followed in a strictly linear manner. The research had initially been planned as one cycle, to last for 5 weeks, however collaborative analysis of the results, suggested the need for a second cycle (Porte, 2010). The timing and order of the interventions and the execution of the research are set out in Table 1. Discussion will be included of the design of the research instruments, ethical considerations, procedures, limitations and variables, in an attempt to inform any replication of the research (Mackay & Gass, 2016).

Hughes (2002) indicates that there are comparatively few standard methods and procedures for dealing with speech data, therefore the methodology is described in more detail, for transparency and replicability.

Cycle		Research Activity	Participants	McAteer model, 2013
Pilot	Week 1	Baseline Questionnaire Immediate Post Activity Feedback on speaking in TL freely	Teacher 1 Class P	Plan

		Activity to try out Speaking Mat (SM) Immediate Post Activity Feedback on SM		
First Cycle	Week 1	Collaboration on design of SM intervention	Teacher 1 (HoD), & Teacher 2	Plan
		Collaboration with colleagues on purpose and aims of intervention	Teachers 1,2,3,4,5	Plan
		Baseline questionnaire	Classes A,B,C,D & E	Act
		Language Learning Histories for 2 classes	Classes A & B	Act
Intervention	End of week 1, Used for first 5 minutes.	SM used for intervention with Sample Group	All	Act
	Intervention used for 5	Immediate Post Activity Feedback 1	Classes A,B & C	Act + Observe +Reflect

	minutes in each lesson, Weeks 2,3,4 and 5	Immediate Post Activity Feedback 2	Classes A & C	Act + Observe + Reflect
		Collaborative interpretation of results of Baseline questionnaire	Teachers 1,2,3,4 & 5	Reflect
		Post Intervention questionnaire	All	Act > Reflect
		Group Interview 1	Class A	Observe
Second Cycle Second Intervention	Week 6 Speaking Mat used for 5 minutes each lesson	Analysis of questionnaires	Teacher 1	Reflect
		Collaborative interpretation of results with colleagues	Teachers 1,2,3 4 & 5	Reflect
	Week 7 Second Version of Speaking Mat used for 5 minutes each lesson	Collaboration of design for Departmental SM	Teachers 1,2,3 4 & 5	Plan
		Implementation of new SM	All	Act
		Language Learning Histories for 3 classes	Classes C,D & E	Act
Third Cycle	Week 8,9,10,11	Delayed Post Test questionnaire	All	Act

	Third Version of Speaking Mat used for 5 minutes each lesson	Group Interview 2	Class A	Observe
		Analysis of questionnaires and feedback.	Teacher 1	Reflect
		Collaborative interpretation of results with colleagues	Teachers 1,2,3 4 & 5	Reflect

Table 1. A Summary of the timing of Research and Interventions

4.5 Research Instruments

4.5.1 Baseline questionnaire

The BQ included questions capturing both qualitative and quantitative data. The quantitative questions consisted of 24 statements for students to rank or rate. They reflected the weight that I attributed to Pawlak (2011), suggesting three purposes of speech: interactional, transactional and ludic. Nine of the statements required pupils to rank them according to a range from Strongly Agree to Strongly Disagree. I included a midpoint to the scale to allow students to be neutral and as an attempt to limit any bias in the elicited data (Mackey & Gass,2016). The other 15 statements required students to rank the five statements closest to their experience.

The qualitative questions attempted to gather richer data (Cohen & Manion, 2007), exploring how students felt, what would help them speak more French in class, and exploring their perception of the acquisition process.

4.5.2 Post-Intervention questionnaire and Delayed Post-Test Questionnaire

The 24 quantitative statements from the BQ were repeated in the PIQ, in order to provide a set of qualitative and quantitative data that could be compared with the first data collection, and thus measure the impact of the intervention.

In the PQ, I chose to omit three of the qualitative questions; 'What helped you getting started with speaking French in class?'; 'How else has speaking French in class helped you?'; and 'What would be your top tip to a younger student to encourage them to speak French in class?'. These questions required students to think retrospectively, and as it was conducted five weeks after the first questionnaire, I was doubtful that they would provide anything additional.

Instead I substituted two qualitative questions, and four quantitative questions, specifically to evaluate the impact of the SM. The qualitative questions were designed to elicit pupil perceptions about the learning gains and the effectiveness of the using the SM. The quantitative questions were designed to evaluate the SM's effectiveness in helping pupils to start conversations, spontaneity and pupil confidence.

After reflecting on the data from the PIQ, it seemed that some of the richness of the first set of results had been lost by omitting the three qualitative questions. This contributed to the decision to conduct a further DPTQ at the end of the intervention in order to evaluate the effectiveness of the new adaptions of the SM, (see Appendix

8). Therefore, the decision was made to use the BQ as a DPTQ, with the assumption that three months on, the pupils would be unlikely to remember their first set of answers.

4.5.3 Immediate Post-Activity Feedback

A brief questionnaire was designed to capture pupil perceptions of using the SM with greater immediacy. Schellings (2010:93) states that if questionnaires are completed by pupils with a delay after the activity, then 'it is unlikely that they have retained an accurate memory of the mental activities that were involved'. These questionnaires were designed to be completed immediately after the pupils had been speaking, and were short enough to be completed in only 2-3 minutes. They contained only qualitative questions. Students were informed that completion was optional.

4.5.4 Collaborative design of a further research cycle

Following the first collaborative data analysis staff meeting with all colleagues, a group decision was taken to include photos in the centre of the SM, so that pupils could use the language to talk about what they saw in the photo (AQA, 2016). Eilertsen et al. (2008) discusses the micro-politics within schools, which is relevant for this part of the collaboration, adapting to this suggestion, ensured a wider participation in the research, as colleagues felt that their views had impact and were valued.

Subsequently the HoD and I reviewed the PIQ and IPAF questionnaires, and in response we added some more lexical items, and changed some of the items to reflect a change of topic in the Scheme of Work. We also decided to add 'fillers', to give students additional thinking time to process their utterances (Hughes, 2002:136).

Finally, when reviewing the second set of data, with colleagues the decision was taken to make another version of the SM which included the titles of the 12 sub-themes covered by the GCSE (AQA, 2016), (see Appendix 8).

4.6 Ethics

4.6.1 Ethical considerations

As part of the collaborative discussion with the HoD, a decision was taken to include all the classes, and not have one control group, because the hypothesis of the project was that regular speaking tasks would be beneficial, therefore it was not ethical to exclude one class.

The decision to include all teachers in the Department was also an ethical one. If the intervention and data showed useful results, all the teachers would be involved with the project, and with the implementation of the intervention, therefore other classes, and future classes would also benefit.

The overarching premise of this project is to inquire about student perceptions of 'peer to peer' use of the TL. It seemed important ethically to ensure that data-collection gave sufficient opportunity to collect 'student voice', to correct a perceived imbalance that the students' values and experience of interaction can be under-represented in research into speaking in the TL (Bernales, 2016). Therefore, the decision was made to use a number of data-collection tools, in order to build a rich picture of student perceptions.

4.6.2 Ethical clearance

Permission to conduct research in the school was obtained from the Headteacher, in accordance with the requirements to follow the procedures of the Central University Research Ethics Committee (CUREC), (see Appendix 9), and to be consistent with the Ethical Guidelines for Education Research (BERA, 2011). Neither teachers nor pupils were coerced into taking part in the research. The intervention was written into the lessons for the cohort of Year 10, but it was carefully explained in an introductory staff meeting there was no obligation on staff to take part in data collection. Two teachers chose not to take part in the Immediate Post Activity Feedback Questionnaires.

Staff and pupils were informed that questionnaires and recordings would be stored securely, and that 18 months after submission, they would be destroyed.

4.6.3 Ethical issues arising from collaboration

Because data was being collected by five members of staff, all were briefed that students could chose to be anonymous for the questionnaire, to mitigate against coercion (Cohen & Manion, 2007), and that all findings would be anonymised.

To ensure that none of my colleagues misunderstood, or forgot to explain, I prepared a set of slides, in terminology appropriate for the pupils, to be shown to each class show before distributing the questionnaires. Two students chose not to complete questionnaires on one occasion.

I also explained to colleagues that it would be inappropriate to refer to opinions provided by pupils outside our collaborative meetings.

4.6.4 Ethical considerations with anonymity

As I wished to compare the BQ, PIQ and DPTQ, in order to see the development of individual students, I requested that if pupils chose a pseudonym, they used the same one for subsequent questionnaires.

I considered allocating each pupil a number, but as five different teachers were distributing the questionnaires, there would be ethical considerations of taking too much time from the lessons if were asked to carry this out.

After the first BQ, some students forgot that they had chosen to be anonymous, or that they had chosen a pseudonym. Some had filled in their names on subsequent questionnaires. Their handwriting made them easily identifiable, but I chose to respect their desire for anonymity from the first questionnaire, and allocated them a number. All names were anonymised. (Mackey & Gass 2016)

4.7 Procedures

Each stage of the intervention was discussed in staff meetings prior to delivery. This supported collaboration, ensured a critical analysis of the research tools being used, and minimised variance. Teachers were requested not to give sample answers.

In the first lesson, students were given their own handout of the SM, and were given five minutes to cross reference it with their copy of the Core Language Sheet. They were allowed to write down any translations if they wished to.

Pupils were encouraged to refer back to their copy of the SM at any time in the intervention, and were allowed to add any translations onto it at a later stage. For each episode of the intervention, a copy of the SM was also projected onto the white board, and photocopies were in front of each dyad.

4.8 Limitations and variables

The investigation was conducted across five Year 10 classes, and one PG, and undertaken by five teachers. There were several uncontrolled variables that may affect the reliability and/or validity of the data, as detailed below.

I taught one Year 10 and the PG, therefore, teacher bias may have impacted on the completion of the questionnaires as the students may have chosen answers to please me (Denscombe & Aubrook, 1992; Cohen & Manion, 2007). To militate against teacher bias, the procedural instructions were given to each class, via slides, and I took precautions not to offer sample answers or guidance before completion.

The Year 10 that I taught was included in the sample, and had had 17 weeks prior to the intervention when they frequently had opportunities to speak freely in the TL with their peers. However, this was neither structured nor directed, and they were introduced to the intervention and the SM at the same time as the rest of the cohort. This class consisted of 17 students. It is reasonable to suggest that at the moment of taking the Baseline Questionnaire, they would have had more speaking experience than other students in the sample. Conversely, one class of 20 students had done no speaking activities at all throughout the 17 weeks prior to the intervention, because their teacher was very apprehensive of any classroom disruption. These differences in starting points could not be controlled for. However, the adoption of a pre- and post-questionnaire should enable a clear understanding of the progress made by each class irrespective of starting point, and as the data collection was recording perceptions, and not an empirical measurement of progress, an analysis of covariance was not undertaken (Mackey & Gass, 2016).

In the 11 weeks of the study, two students included in the BQ, left the school. The decision was made to keep them in the sample because their opinions were considered to be consistent with variables within the sample.

The distribution of the PIQ was done at the end of term, which meant that there were fewer completed, as there were a sizable number of students off sick. One class completed it in the last lesson. Less time was allocated, and the pupils, according to the teacher, were less willing to complete it.

The completion of the DPTQ was impacted on by a number of factors: the absence of 16 students; one teacher was absent, and the administration of the questionnaire was carried out by a cover teacher; one class had a noticeably negative rapport with their teacher and this class set included nine pupils who were consistently negative with their responses for all the questionnaires.

5. Findings

5.1 Findings from the Pilot Group

5.1.2 Findings from the Baseline Questionnaire, the Post-Test Questionnaire and the Delayed Post-Test Questionnaire, Pilot Group

Analysis of the quantitative data for the PG provided two data sets: the first was the ranked statements, and the second was the rated statements. In addition, seven open questions provided a rich range of qualitative data which greater dimension to understanding how pupils perceived peer-to-peer TL speaking.

5.1.2.1 Ranked statements, BQ, Pilot Group

Pupils had been asked to select only five out of 15 statements which best described their experience of speaking French in class, with Number 1 being the closest to what they think. To analyse the data each rank was given a numerical weighting (Mackey & Gass, 2016). This enabled the categories to be evaluated according to the weight of students' rating for each one. Because the pupils were asked to rank only five, the top five statements were selected for the purpose of this analysis.

Table 2 shows that this expert group strongly perceived that the frequent activity of speaking in the TL enabled them to improve this skill. The second statement demonstrates that in the act of speaking they are able to say more than they may have predicted they were able to do. The third and fourth statements are closely ranked, and reveal something of the nature of speaking with partners or small groups. They enjoy the interactive function of finding out more about their partners, and they perceive a support function from the people with whom they speak. Saying things out loud is perceived as a useful means of finding clarification and building their understanding.

Top 5 ranked statements- Pilot group, BQ		
Rank Score	Statement Code	Statement
52	T	The more I speak French the better I get at French
39	U	I can often say more than I think I'm going to be able to say
24	P	I find about what my partner likes and dislikes
23	S	I feel they support me learning more French
20	Z	When I say things out loud it helps me understand them better

Table 2: Pilot Group –top ranked statements

5.1.2.2 Rated statements, Pilot Group

Pupils were asked to rate a further nine statements with one of five options ranging from Strongly Agree to Strongly Disagree. To analyse this data set, Strongly Agree was given the numerical value of 1, whilst Strongly Disagree was given the numerical value of 5. This meant that the lowest numerical value represented the statement most strongly agreed with.

Table 3 demonstrates that the data reveals that pupils' highest indication of agreement appears to be in support of speaking out loud to aid clarification and understanding. However, three students omitted to answer this statement, as it was at the end of the list. This accorded a 0 rating, and as such creates a skewed figure.

All other statements received a response from all students. These demonstrate that pupils benefit from the experimental opportunity of trying our new words and expressions, and they find an increase in their confidence of their own ability when they have the opportunity to speak. In addition, they find that speaking out loud helps them to remember words.

Rated statements- Pilot group, BQ		
Most strongly agree	Statement Code	Statement
31	K	Speaking out loud helps me get things clear in my head
36	C	Speaking French in class helps me try out new words and expressions
37	H	It helps me feel more confident with speaking French
38	F	It helps me remember words
42	D	It helps me understand French better by saying words out loud
44	E+	It helps me understand French better by hearing my partner say words out loud
	J	I feel proud of being able to speak in French
49	G	It helps me try out new grammar structures
52	I	It helps me feel more motivated to learn French

Table 3: Pilot Group- Agreement with statements

It is useful to consider the lowest statements too. This data represents a class set of 20 pupils, and two in particular have not extensively engaged with the speaking activities. Both rated the majority of statements as Strongly Disagree.

5.1.2.3 Qualitative data, BQ, Pilot Group

The qualitative data was designed to investigate in more depth pupil's perceptions in more depth. Not all the open questions proved fruitful. The question 'How much French do you speak in class' proved too difficult for pupils to qualify objectively, and answers tended to represent their subjective feeling towards speaking in the TL. For example, most answers ranged from 'a lot', to 'the majority of the lesson', whilst two said '10 minutes'.

When asked: '*How do you feel when you speak in class?'*, 18 out of the 19 respondents expressed the notion of confidence, characterised by the response '[I feel] fairly confident, I can recall some topics strongly, and chat to my mates in French'. The one negative comment was: 'I feel stupid with pronunciation', acknowledging that their self-esteem was affected by their concern about getting it wrong.

The question: '*What else would you like us to know about your experience of speaking French in class?'* provided some interesting observations; however, eight pupils left this blank. Five respondents mentioned learning new lexis, and three of

these referenced their partner's usage as the source of new vocabulary, represented by this comment; 'when you get talking to others you pick up new vocab'. Three mentioned their enjoyment in speaking in the TL, one of which said 'it is extremely fun because I learn a little bit more'. Another mentioned that it helped them develop listening skills. One said that it was 'hard if you're not comfortable with the person'.

When asked: '*What would help you speak more French in class?*' four pupils said that they would like to be given more vocabulary, four said that they learnt more words from hearing others speak, characterised by this comment: 'working in pairs- I use the vocab they use'. Three requested having a specific topic to talk about. Two requested more time for speaking activities, and two said they would find it helpful to write words down, represented by this statement: 'if I was able to write down some new words then speak them to the teacher or my partner, and then say them and be corrected'.

A further question, designed to probe a little deeper, '*How else has speaking French in class helped you'*, provided several useful insights: six said that it helps them learn new vocabulary; three said it helps develop listening; three said that it boosted their confidence; two said it helped with pronunciation; and one said it helped them understand better.

5.1.3. Findings from the Immediate Post-Activity Feedback

The SM was trialled with the PG, and their feedback was used to evaluate its effectiveness before use with the Year 10s. All of the pupils, except one, said that they felt confident using it, and attributed that confidence to having more vocabulary. This statement is representative: 'I feel more confident as I am learning more and more vocabulary'.

The one student who did not express confidence, is the same student that had not expressed confidence in the qualitative data, and who had strongly disagreed that speaking French helps the feeling of motivation. He did however make a pertinent observation: 'the sheet would have helped had I used it, however I think it interrupts natural flow'. This is interesting, it may be that his marker of successful speaking is fluency, and his lack of confidence is because he has not attained it, contributing to demotivation. He did, however think that the SM was helpful for other pupils, a position shared the entire group.

Over half the students said that the SM helped them learn new vocabulary. Four said that it helped their pronunciation. Others mentioned that it helped them try out new phrases, try out tenses, check their accuracy in writing and word gender, and speak with greater complexity. One comment was particularly interesting and reflected the experience of these speakers: 'the core language helped a little; however, I used more language from memory than on the sheet'.

Suggestions to improve the SM included: 'using it, then take it away to see if you remember'; adding questions to extend the conversation; adding lexis specifically

related to topics; adding opinions; adding a topic to speak about; six students suggested making the talking point a 'real-life situation'.

5.1.4. Pilot Group, discussion of data

This data presented a broader picture of the experience of speaking in the TL, from a group that had substantial involvement in speaking activities without prompts. The majority felt confident, and they attributed that to regularly speaking in the TL. The ranked statements show that pupils enjoy the interaction with their classmates and feel a sense of support from them, and that notion of enjoyment is picked up in the qualitative data too. However, the respondents reveal that speaking can be harder if the pupils feel uncomfortable with their interlocutor, consistent with the findings of Cao and Philip (2006) who observed that learners spoke more with people that they felt comfortable with.

Both quantitative and qualitative data sets triangulate to show that speech helps pupils remember lexical items. Although coming third in the rated statements, it is consistently important to pupils in all the qualitative questions.

The answers responding to the question '*What would support students speaking more* 'were used to inform the design of the SM. Collaborative analysis of these responses and the IPAF, led to the inclusion of a question or topic at the centre of the SM, to provide a talking point, and the decision to give each student a print out of the SM, so that pupils could write down the translations, in an attempt to increase

the scaffolding available to pupils, drawing on suggestions by Christie (2013). In addition, some questions were added that students could ask each other, and a wider range of opinions. Phrases and vocabulary were also adjusted to be relevant for the topic that was to be covered during the period of the intervention.

5.2. Findings from the Sample Group

5.2.1 Findings from the Baseline Questionnaire, the Post-Intervention Questionnaire and the Delayed Post-Test Questionnaire, Sample Group

These questionnaires were distributed to the whole sample of 96 pupils, in five classes, and administered by five teachers.

Completed BQ were received from 87 pupils, and the data can be seen as predictive of their perceptions, although 17 had had previous experience of speaking freely in the TL with their peers. It included the same quantitative questions from 24 ranked and rated statements, and qualitative open questions, as had been distributed to the Pilot Group.

The PIQ was issued five weeks after the intervention, and again administered by five teachers across five classes; 72 were completed. At this point, pupils had had 15 lessons, each starting with 3-5 minutes of peer-to-peer TL speaking, using the SM as a prompt. The data collected here reflected pupils actual experience of speaking, and included some questions to specifically evaluate the SM. The same quantitative

statements were included, providing a comparison with the BQ. In addition, it contained five open questions to collect qualitative data, four of which were from the BQ, and an additional one referred specifically to the SM.

The DPTQ was completed 12 weeks after the BQ, and repeated both the quantitative statements, and the seven open qualitative questions: 77 were completed.

5.2.1.1. Ranked statements, Sample Group

As for the PG, pupils had been asked to select only five out of 15 statements which best described their experience of speaking French in class, hence the top five statements were selected for the purpose of this analysis. Each statement had been accorded an overall weighting, which facilitated evaluation.

Top 5 ranked statements- Year 10 BQ		
Rank Score	Statement Code	Statement
117	T	The more I speak French the better I get at French
106	Z	When I say things out loud it helps me understand them better
98	V	I find it very frustrating
86	N	I have a giggle
84	P	I find out about what my partner likes and dislikes

Table 4: Year 10 –top ranked statements, Baseline Questionnaire

Pupil predictions in the BQ showed that they perceived that having more opportunities to speak in the TL would increase their capability to do so (Table 4). They also anticipated that by articulating the vocabulary and sentences they would understand the lexis better. They believed that they would find the experience of speaking very frustrating, but they were looking forward to the social interaction with their peers, and the ludic function of speech (Pawlak, 2011).

Top 5 ranked statements- Year 10 PIQ		
Rank Score	Statement Code	Statement
134	T	The more I speak French the better I get at French
93	U	I can often say more than I think I'm going to be able to say
90	S	I feel they support me learning more French
74	V	I find it very frustrating
67	Z	When I say things out loud it helps me understand them better

Table 5: Year 10 –top ranked statements, Post-Intervention Questionnaire

Students' experience of speaking, captured in the PIQ, shows their strengthening perception that they would get better if they spoke more (Table 5). In addition, they discovered that they could speak more TL than they had predicted, as statement U was ranked 7th in the BQ, but moved up to second position in the PIQ. Interestingly, as they worked with their peers, they perceived a feeling of support from them. The

increased interaction has perhaps resulted in an increased affiliation (MacIntyre et al., 1998).

Top 5 ranked statements- Year 10 DPTQ		
Rank Score	Statement Code	Statement
80	S	I feel they support me learning more French
75	P	I find out about what my partner likes and dislikes
74	U	I can often say more than I think I'm going to be able to say
71	T	The more I speak French the better I get at French
59	N + V	I have a giggle + I find it very frustrating

Table 6: Year 10 –top ranked statements, Delayed Post-Test Questionnaire

The DPTQ re-tested this ranking (see Table 6). It is clear that the perception of being supported by one's peers is consistent, as it has received the highest ranking. The predicted ludic and interactional elements of speech have re-appeared, with statements P and N, which were present in the BQ and omitted in the PIQ (Pawlak, 2011). Pupils' prediction that their speaking skill will increase if they speak more has been reaffirmed, and their experience also confirms that they perceive they can speak more than they anticipated. Speech is still frustrating, but also enjoyable.

An analysis of the remaining statements (see Table 7) affords some interesting insights. The second highest predicted ranked statement in the BQ '*When I say*

things out loud it helps me understand them better', received no ratings at all in the DPTQ. This may reflect that other statements were closer to the pupils' perceptions. Alternatively, it may suggest that the process of having repeatedly spoken has facilitated understanding, and that understanding, at this stage was a lesser anxiety.

How the remaining statements were ranked - Year 10 DPTQ		
Rank Score	Statement Code	Statement
57	R	I can be honest with them
56	W	I feel really pleased with myself
48	O	I repeat the same things
35	M	I get to know that person better
30	AA	I don't really know what to say
15	Y	I don't really understand my partner and I feel bad
14	Q	I don't really like my partner so I wouldn't say much
13	X	I don't really understand my partner, but that's ok
0	Z	When I say things out loud it helps me understand better

Table 7: Ranking of the remaining statements, Delayed Post-Test Questionnaire.

5.2.1.2. Rated statements, Sample Group

A comparison of the predicted perceptions in the BQ and the perceptions after the intervention in the PIQ shows little change between the top four most strongly agreed with statements. There is however an increase in the number of pupils who agree that speaking helps them remember lexis. It has moved from fourth place in the prediction, to third following the intervention. Compared with the ranked statements, the prediction of understanding better through saying the lexis was high before the intervention, and drops from second to fourth, post intervention. In contrast, pupils feel increasingly proud of their speaking skill, as it moves from third to second in the rankings.

Year 10s BQ		
Most strongly agree	Statement Code	Statement
190	C	Speaking French in class helps me try out new words and expressions
193	D	It helps me understand French better by saying words out loud
205	J	I feel proud of being able to speak in French
221	F	It helps me remember words
223	H	It helps me feel more confident with speaking French
226	K	Speaking out loud helps me get things clear in my head

232	I	It helps me feel more motivated to learn French
246	G	It helps me try out new grammar structures
248	E	It helps me understand French better by hearing my partner say words out loud

Table 8: Year 10- Rated statements, Baseline Questionnaire

Year 10s PIQ		
Most strongly agree	Statement Code	Statement
146	C	Speaking French in class helps me try out new words and expressions
157	J	I feel proud of being able to speak in French
171	F	It helps me remember words
173	D	It helps me understand French better by saying words out loud
175	I	It helps me feel more motivated to learn French
180	G K	It helps me try out new grammar structures Speaking out loud helps me get things clear in my head
181	H	It helps me feel more confident with speaking French
189	E	It helps me understand French better by hearing my partner say words out loud

Table 9: Year 10- Rated statements, Post-Intervention Questionnaire

When the findings of the PIQ are retested with the DPTQ, the top four statements are consistently maintained, with increase in understanding and remembering through the process of speaking joint third.

Following a staff meeting, a collaborative decision was taken to remove statement K from the DPTQ, as it appeared to be a re-wording of statement D, hence it does not appear below.

It is of interest that there is little movement wither between the predicted bottom ranked three statements, and the bottom DPTQ ranked statements. Statements I, G and E change order to E, I and G. Statement E refers to comprehension of their partner speaking in the TL, and pupils do not perceive that this is the case. In the PIQ this statement was ranked bottom. This does not mean that pupils do not understand their partners, but it does reflect that they find their understanding is better supported by speaking than by hearing their partner speak.

Pupils did not find that speaking enabled them to try out new grammatical structures. A closer inspection of the responses found that no students strongly agreed with this statement, but five agreed with it, six pupils strongly disagreed, and 17 disagreed. However, 23 students said that they did not know. This may reflect Mackey's (2007) proposal that the effect of speaking on grammar learning is less evident immediately, or it may reflect a lack of pupil understanding of grammatical structures.

Year 10s DPTQ		
Most strongly agree	Statement Code	Statement
107	C	Speaking French in class helps me try out new words and expressions
110	J	I feel proud of being able to speak in French
111	D + F	It helps me understand French better by saying words out loud It helps me remember words
120	H	It helps me feel more confident with speaking French
124	E	It helps me understand French better by hearing my partner say words out loud
126	I	It helps me feel more motivated to learn French
133	G	It helps me try out new grammar structures

Table 10: Year 10- Rated statements, Delayed Post-Test Questionnaire

5.2.1.3 Qualitative statements, Sample Group

5.2.1.3.1 How much French do you talk in class?

Most pupils found it difficult to measure how much French they spoke in class, and, as with the PG, the amount they indicated appeared to loosely correspond with their positive or negative stance towards speaking in the TL.

Nevertheless, at the start of the intervention 34 responses in the BQ were characteristic of the statement: 'I don't really talk much French'. Only five students said they spoke a lot. One of the pupils offered a helpful explanation of the amount she spoke correlating with the amount of lexis she could use: 'I speak an average amount in class because sometimes I either feel uncomfortable or I don't know how to say specific words'.

In the PIQ, however, 40 pupils used the word 'more' to indicate an increase in the amount of TL they spoke, ranging from 'a little more' to 'a great deal more'. Several explanations were given for this, which can be characterised by these two statements: 'more because I've learnt more vocabulary'; and 'I speak more than before as we have been doing more talking exercises'. This result was as anticipated: by increasing the lexis at pupils' disposition, whether from memory or from prompts, and by providing pupils with more opportunity to talk, pupils talked more in the TL and were able to discern and communicate this in their questionnaire feedback.

5.2.1.3.2 How do you feel when you speak French in class?

Pupils' predictions in the BQ tended to associate how they felt with how they might remember lexis. Comments revealing negative emotions can be characterised by this statement: 'I feel rubbish because I can't ever remember what to say', whilst

confidence was framed in terms of being able to remember, for example: 'when I speak in French, I feel rather confident as I know what I'm going to say'.

Several pupils associated speaking with helping them to remember lexis: 'I feel like it helps me remember key words', and 'I feel good because it feels like I'm improving my vocabulary'. Of the sample, nine pupils said that they felt confident, whilst 26 expressed a negative emotional state, including 'awkward because I don't know what to say'; 'worried it will be wrong'; and even 'I feel so humiliated'.

Following the intervention, the PIQ provided evidence that that there was a positive attitudinal shift. Only 11 students expressed negativity, characterised by the following statement: '[I feel] nervous I will get it wrong'. 13 students stated an increase in their positivity, and 18 students expressed that they felt confident. Some of their comments provide fruitful insights into what had increased their positivity, for example 'I feel better when I have vocab'. Others expressed increased lexis recall: 'using vocab is helping me remember and use it in sentences'.

Other students attribute their increased confidence to working with their partners or groups, for example: '[I feel] confident, as everyone helps each other'. One student explained that working in smaller groups was preferable; she wrote 'I become nervous when speaking to the whole class, but I enjoy speaking in groups or pairs'.

The responses to the DPTQ remain remarkably constant, indicating that the attitudinal and positivity gains noted in the PIQ were maintained over time.

5.2.1.3.3 What else would you like us to know about your experience of speaking French, and how else has speaking French in class helped you?

I have chosen to combine the responses to these two questions, which were designed to probe deeper, and to cast a wider net, to see whether speaking with their peers in the TL had any other challenges, facilitators or learning gains.

In the BQ the largest number of comments, 17, stated that it helped pupils improve their pronunciation. There were 12 pupils who said that speaking increased their confidence, and 11 pupils said that speaking helped them learn more vocabulary. Eight students expressed a preference to working with their friends or in small groups, one of these stated simply 'put us with our friends'. Five students said that speaking helped them improve their understanding, and five said that it helped them improve their spelling. A further five wanted to express how difficult they found speaking.

These questions were omitted from the PIQ, but in the DPTQ there are some unexpected insights given by the pupils. Eleven students expressed an increase in confidence, but four specifically mentioned increased confidence outside of French classes, characterised by this statement: 'it has helped me speak up in general'. Nine students said that they understood French better, and nine said that they had learnt new lexis through speaking. A further seven said that they remembered more words

through speaking them. This statement is representative: ‘I can remember and it sticks in my head’.

Ten pupils said that it made it easier for them to speak French outside the classroom, and one wrote this in French, stating ‘parle français m’aide parce que je peux parler avec les français et c’est cool’ (speaking French helps me, because I can speak with French people and it is cool).

A further 11 pupils mentioned that speaking helped them with their writing. This was characterised by statements like: ‘speaking French has helped me because then I find writing easier’, and ‘it helps me with pronunciation and small things like accents and spelling’. The perceived relationship with writing was not always positive. One pupil wrote ‘when speaking I am a lot more confident with trying out new things than I would be if I was writing it down’.

5.2.1.3.4. What would help you speak more French in class?

In the predictive BQ, 17 students said that having access to more vocabulary prompts would help them speak more French in class. One said ‘[it would help to have a] French Vocabulary Mat, a literacy mat type’. Their comments can be represented by this statement: ‘knowing what to say and how to say it’.

Twelve pupils said that they would like to do more speaking activities in class: ‘doing more speaking exercises that help us to know sentences’. Partner or small group

work was preferred by six pupils, and a further five said that they would prefer to talk to someone that they knew or liked.

Three students mentioned that planning time would be beneficial, and a further three mentioned that they would like a topic to discuss. The opportunity to listen first was also mentioned, characterised by this statement; '[it would help] if we heard someone speak it first'. Two pupils requested questions that they could ask their partners.

In the PTQ there were similar themes expressed. Slightly fewer pupils, 11, said that more prompts would help. Five pupils said that it would help to have more confidence and four said it would help to have more opportunities to speak to peers in class. A further four requested translations on the SM. Three pupils requested to work with their friends. Two pupils expressed a need to better understand the syntax of a sentence: 'how to put words together'. Pupils also stated the desire for more partner work, to have 'a little warm up to break the ice', a topic to discuss, and the need to remember words. All of these were commented on by two pupils.

In the DPTQ the responses demonstrate greater experience and are more nuanced. Two students chose to complete the whole questionnaire in French. Again, the need for vocabulary prompts is expressed by 14 pupils. More speaking activities are requested by five pupils, and a further two stated that they would like more speaking activities to specifically talk using tenses. The themes of speaking with friends and working in small groups persist. Two pupils say that they would like

examples for specific support with pronunciation, and two say that they would benefit from more reading activities to help them speak more. Two students asked for help with remembering words. Pupils said that they would like help with how to ask questions and start a conversation, and 'common, everyday phrases'. One wrote: 'if we knew how to construct a sentence, or if we knew how to continue a conversation, or common things to say like was your day'. One student said 'nothing [would help me speak more], I already do'.

5.2.2. Findings from the Immediate Post-Activity Feedback 1 and 2

These questionnaires captured the experience of the pupils immediately following their use of the SM. As such, they offer insight into the advantages and disadvantages the pupils perceive of speaking with a prompt that gives them words that can use with the topic that they were asked to discuss with their partners, or in small groups, as they chose.

The sample for the 1st IPAF consisted of 49 completed forms. Twenty-six respondents expressed increased confidence in speaking. The following statement is representative: '[I feel] more confident because there is a sheet to remind me of words I can't remember'. The remaining 13 expressed a range of negative emotions including confusion, anxiety, embarrassment, lack of confidence, and poor recall. Seven of these negative statements explained their thoughts in terms of social anxiety in reference to other peers, for example: 'I can't talk very well and I felt left out'.

Twenty-eight pupils said that the SM helped them by giving them words to say. Twenty-two pupils said that their confidence increased with this activity. Ten students said that the activity helped them to remember words, and nine said that it helped their pronunciation. Five students said it helped their understanding and four said that it gave them a chance to think. This answer is representative: 'it helps me use common words and phrases, makes me think, boosts my confidence in speaking French'. Four students said that it helped them use tenses, and three said that it helped develop their listening. One pupil said that it helped them realise what it was like to speak for five minutes like the exam.

There are only 32 responses for the second IPAF, as one class had a cover teacher. Although the sample is smaller, there are noticeably more references to the social aspects of speaking; 11 of the 32 mentioned that this activity helps them speak French in reference to their partner. These statements are characteristic: 'it gives me an opportunity to communicate with someone around my level'; and 'people are mostly about the same as me, everyone has to speak so you don't get feel picked on, it helps improve vocabulary'.

Other statements show that pupils perceive that the activity has increased their linguistic skills. For example: 'it pushes my speaking and accuracy, it helps me listen and understand words, it helps identify questions and how to answer them'.

5.2.3 Findings from the Group Interviews

The first group interview (see Appendix 10) provided occasion to explore some pupil responses from the BQ and the PIQ. The sample included 16 pupils. As mentioned in Section 4.2.1.2, 23 pupils had answered that they were unsure if speaking in the TL helped them understand grammatical structures. The group explained that they did not know what grammatical structures were; hence they had selected 'don't know'. Instead they were asked which of the boxes, on the SM, they had used the most. The following grammatical categories were mentioned: past time frames, adverbs, time clauses, future tenses, and adjectives. They were also asked how many had used more core language because of the selection on the SM, 14 pupils were affirmative. Every pupil in the interview agreed with the statement that seeing the word on the mat many times will help memorise it.

They were asked to clarify if they preferred to talk to their friends, and if so why. One student said that they preferred not to speak with someone they did not know because there was a risk that you may 'show yourself up'.

However, both of these questions were teacher led, and framed in terms which may have suggested a favoured response. It would have been difficult for pupils to disagree and therefore, the answers do not provide evidence that can be triangulated.

The Second Group Interview, (see Appendix 11), included the same 16 pupils as the first and occurred after the DPTQ had been issued, as an attempt to seek more detail about the process of speaking in the TL. It provided some helpful insights, and the interview itself contained interactional, transactional and ludic elements (Pawlak,2011), finishing with a scatological joke made in French by two pupils. Pupils mentioned that speaking helped them learn new words and understand the words. When I asked how, one pupil said 'it helps you learn how it sounds'.

Speaking was seen as helpful for remembering words by three pupils, who explained that the repetition helped memory, as did using humour. Three students acknowledged that speaking more in class was beneficial in preparation for any conversation with someone French. Another pupil also made reference to the ludic role of speech: 'it can be funny sometimes, which makes it fun'.

6. Discussion

6.1 Discussion of findings for RQ1: what impact does a targeted intervention involving peer-to-peer use of the TL have on pupil perceptions of the challenges of TL talk?

6.1.1 Access to Lexis

In the qualitative responses, students expressed a difficulty in speaking if they had insufficient words. MacIntyre and Legatto (2010) found that pupils lost WTC with insufficient access to vocabulary, and these findings appear to show a similar

correlation. The qualitative statements in the PIQ showed that pupils perceived that they could speak more with lexis support. This can be triangulated with qualitative data from the first and second IPAFs in which pupils indicated that they can speak more when they have the scaffold of the SM. This supports Christie's claim (2013), that planned scaffolding can provide access to lexis in the absence of the pupil having sufficient recall.

6.1.2 Affiliation and WTC

Insufficient affiliation is perceived as a challenge to pupil TL use. In the predictive qualitative answers for the BQ, pupils perceived that speech could be inhibited if they did not feel comfortable with peers. They ranked sixth the statement '*I feel supported by my partner'.* However, in the DPTQ this statement was the most agreed with. The 'expert' PG also ranked this statement fourth. Statement P, '*I find out what my partner likes and dislikes'*, was ranked second in the DPTQ, which correlates with a high ranking in the PG, where it is ranked third. MacIntyre et al. (1998) suggested that opportunities to speak increased affiliation between collocutors, and these findings appear to support this. However, the perception of 'support' does not necessarily imply affiliation. Although it would appear that social bonds are strengthening, the research tools were not specifically designed to capture this, and further investigation would be necessary.

6.1.3 Affiliation and Motivation

MacIntyre et al. (1998) suggest that increased affiliation would inspire WTC. However, in the rated statements motivation is persistently lowly rated. In the

predictive BQ it is third to last; in the PIQ it is fourth to last; and in the DPTQ it is second to last. The low rating is consistent with the findings from the expert Pilot Group. Although findings suggest there is increased affiliation, they do not support the claim that there is increased motivation, and any correlation is not indicated in this study. However, the research instruments do not specifically address this, and it remains an area for further investigation

6.2 Discussion of findings for RQ2: what impact does a targeted intervention involving peer-to-peer use of the TL have on pupil perceptions of the facilitators of TL talk?

6.2.1 Pupil TL use for lexis development

Pupils rated statement C top in the BQ, the PIQ and the DPTQ, which states: '*speaking French in class helps me try out new words and expressions'*. The continued perceived importance in the DPTQ, conducted three months after the intervention begun, would suggest that this is not simply a response to initial experimentation with speaking, but that speaking activities are valued as facilitating trialled use of new lexis. The 'expert' PG also rated this statement as second highest. Hughes (2002) argues that because speech is dynamic and transient it facilitates experimentation more easily than writing, and these findings do appear to resonate with this. In the qualitative statements, one student wrote 'when speaking I am a lot more confident with trying out new things than I would be if I was writing it down'.

6.2.2 Group size and dynamic

Pupil perceptions appear to suggest that small groups facilitate speaking. Pupils preferred speaking in small groups or pairs in preference to speaking in front of the class. Qualitative statements indicate that pupils preferred to talk to someone they liked. They associate working with friends with feeling more confident. This was clarified in the Group Interviews, when pupils reported that there was a risk of being judged if you spoke with someone you did not know. Although Cao and Philip (2006) suggest that group dynamics can both encourage and discourage speech with adult learners, pupils also perceived positive group dynamics as a facilitator.

6.2.3 Pupil Anxiety

The findings appear to suggest that pupil anxiety about speaking diminishes as pupils have more opportunities to speak. This is consistent with Levine (2003), who found that anxiety decreased with increased TL use and is evident in the qualitative data from the DPTQ. It can be triangulated with the findings of the first IPAF, where 22 out of 28 students said that their confidence grew after activities speaking French, and with the ranked statements, where statement U, '*I often say more than I think I'm going to be able to say',* was second in the PIQ. This continues to be important post-test, being placed third in the DPTQ; however, it may also reflect developing skill and increased recall of lexis.

6.2.4 Task repetition and increased frequency of speech

Pupils perceived that repeating speaking activities facilitated speech. In the qualitative statements pupils mention the need to repeat tasks and this triangulates

with the highest agreed predicted statement in the BQ, statement T: '*the more I speak French the better I get at it'*. Because the pupils were using the SM, this statement may reflect repetition of lexis, repetition of the skill of speaking, or perception of themselves as French speakers. During the Group Interviews, pupils expressed that repeating speaking tasks supports memorisation of lexis. Following targeted speaking activities, pupils continue to rank statement T as the highest in the PIQ, and fourth in the DPTQ. Macaro (2003), and Pawlak (2011) who suggests that task repetition increases speed of processing because it supports working memory. Further investigation could explore how pupils define 'getting better' at speaking.

6.2.5 Scaffold support for lexis

The PG expressed that provision of lexis to use in free speaking would help them speak more. When they trialled the SM, they reported that it helped them learn new lexis, see Section 5.1.3. The sample group in the first IPAF reported that they felt they could say more with the SM. This triangulates with the qualitative statements in the DPTQ, where 14 pupils said that lexis prompts helped them speak more. Pupils also requested that the SM was adapted to include every day conversational lexis items, and questions, so that their conversations could last for longer. This reflects a desire to speak at greater length. It is consistent with Christie's (2013) recommendation that lexis is provided to help students have conversations, however the pupils' suggestion of the inclusion of everyday conversational items, e.g. 'how was your weekend?' is particularly useful.

6.2.6 Identifying as speakers

Some findings from the rich data obtained by the qualitative questions '*what else would you like us to know about your experience of speaking French',* and *'how else has speaking French in class helped you*?' were particularly interesting. Some pupils stated that speaking tasks impacted on their sense of identity, for example 'it has helped me speak up in general'. This is consistent with the assertion that speech facilitates the projection of self, (Hughes, 2002). Other pupils started to see themselves as speakers of French outside the classroom, with two choosing the TL to complete the questionnaires. A few pupils mentioned that they would now find it easier to speak to French people, envisaging their future selves as language speakers (Lamb, 2011). Although the research tools have captured some expressions of emerging identities as speakers, their impact on learning is not measurable here and would require further study.

6.2.7 Speech for interactional, transactional and ludic functions

Pawlak (2011) categorised three functions of speech and the findings of this study show some evidence that pupils perceive all three functions in their TL speech. In the predictive BQ, statement N comes fourth: '*I have a giggle'*. This indicates that language is being used for entertainment. Statement P: '*I find out about what my partner likes and dislikes'* is placed fifth, and suggests that language is being used for interacting with peers. Interestingly, neither of these statements is included in the

PIQ top five rankings, yet they both return in the DPTQ, with statement P coming second and statement N joint fifth. This is triangulated with data in the IPAF, where pupils say that they find out more about their partner through speaking tasks. Teacher TL and assessment requirements may prioritise transactional speech, (Fulcher,2003), yet interactional and ludic use of speech appear to be valued by pupils, and speaking tasks that allow space for their inclusion may facilitate pupil TL use, (Pawlak & Mystkowska-Wiertelak, 2014).

6.3 Discussion of findings for RQ3: what impact does a targeted intervention involving peer-to-peer use of the TL have on pupil perceptions of the potential learning gains?

6.3.1 Recall of Lexis

The findings appear to support the suggestion that speaking facilitates memorisation of lexis. The statement '*it helps me remember new words'* came fourth in the predictive BQ, but moved to third after the targeted invention, and remained joint third in the DPTQ. This can be triangulated with the qualitative statements in the DPTQ, where speaker confidence increases as speakers remember more words, and where nine pupils said that they had learnt new lexis through speaking. In both IPAFs pupils report learning new words through speaking, with the support of the SM scaffold. The Group Interviews provide some clarification that repetition of lexis in tasks helped memorisation (Macaro, Graham & Woore, 2016). Repetition facilitates proceduralization of lexical items (Christie,2013), which enables pupils to recall chunks of words in context (Pawlak, 2011). Speaking provides the opportunity to

exercise working memory (Macaro, 2003). Mackey (2007) suggests that learning lexis through speaking appeared to be initially effective, but may not be durable. These findings show that speech has been effective for lexical learning, and the impact was sustained throughout the 11 weeks of intervention. Further research would be needed to understand the long-term effect in light of Mackey's meta-analysis.

6.3.2 Increased understanding

The findings show a complex picture about how speech supports comprehension. The ranked statement, Z, '*when I say things out loud it helps me understand better',* was second in the predictive BQ, and after the intervention drops to fifth place, consistent with the PG. However, in the DPTQ, it was not selected at all, scoring 0. This may suggest that because the pupils had become familiar with the lexis on the SM, they now understood it and therefore this was no longer a concern. It may also reflect an increased comprehension of syntax and could be tested by further investigation; for example, by introducing a new set of lexis. Alternatively, this may be implicit of increased skill in speaking, and the earlier high ranking may reflect a predictive perceived lack of competency (Pawlak & Mystkowska-Wiertelak, 2014).

The statement '*it helps me understand French better by saying things out loud'* came second in the BQ, fourth in the PIQ and joint third in the DPTQ, providing evidence that many pupils agreed or strongly agreed with this statement. However, the statement '*speaking out loud helps me get things clear in my head'* was rated sixth in both the BQ and the PIQ, (this statement was omitted from the DPTQ as it was deemed to be too repetitive). The fact that two versions of the research instrument

offered two very similar options for pupils may have skewed the findings. Indeed, the inclusion of similar options may indicate a bias, or assumption, on behalf of the researcher when designing the questionnaires. However, this perception of increased understanding may come from peer assistance with knowledge development (Van Lier,1996) and collaborative interaction and co-construction of knowledge (Mitchell, Myles & Marsden, 2013).

6.3.3 Grammatical knowledge

The findings were also inconclusive about whether speaking in the TL supported learning of grammatical structures. The statement '*it helps me try out new grammar structures'* was second to last in the BQ, joint third with '*speaking out loud helps me get things clear in my head'* in the PIQ and last in the DPTQ. The First Group Interview attempted to seek clarification; pupils responded that they were unsure what the terminology '*grammatical structures'* referred to. However, according to them, they were using more grammatical structures on the SM in their speech. It is a limitation of this investigation that this cannot be substantiated in the absence of audio transcripts of pupil speech. In the DPTQ two students requested speaking tasks that specifically used tenses. Mackey (2007:439) suggests that the impact of speech on grammatical learning 'takes longer to become effective but is then durable', and there is some evidence from the First Group Interview to support this. Further research into this should anticipate that pupils do not necessarily understand grammatical terminology, which may impact on pupil responses.

6.3.4 Speaking as a facilitator for Writing

The richer responses to the qualitative data provided an unexpected insight into possible learning gains in writing. In the predictive BQ, five pupils anticipated that speaking would help their spelling. However, this may have been informed by the predominant reliance on writing output prior to the intervention. Yet, in the DPTQ, 11 students said that speaking had helped their spelling. I shared these results with two classes, and asked them to respond on a Post-It note. One pupil said that by seeing the word on the SM, and repeated it, she visualised the spelling. Five others said that they could remember more words; therefore, it was easier to write from memory. I would argue that the experimental freedom of speech (Hughes, 2002), facilitates familiarity with lexis, before pupils have to formally commit to the written mode; as one pupil wrote: 'speaking helped me because then I find writing easier'. To clarify the specific learning process, further investigation is needed.

7. Conclusion

This investigation reported on pupils' perceptions of speaking in the TL and it should be noted that perceptions are beliefs, and not facts (Levine, 2003). There were variables in the numbers in the sample groups for the BQ, PIQ and DPTQ, and variables in the procedural delivery due to staff absence. The intervention was designed to increase the frequency and capacity of pupil TL speech, and although the inclusion in lessons ensured increased frequency, the research tools were not suitable for testing any growth in length or range, only pupil perceptions of increased capacity. The research instruments had been readapted during the

intervention, with collaborative input, and may reflect the bias of the researcher and colleagues.

Bearing in mind the limitations of the dataset, this research has provided some evidence in support of the hypothesis that peer-to-peer speech fosters L2 learning, by providing increased opportunities for pupils to use lexical items. Increased opportunities appear to facilitate experimentation with new lexical items, and task repetition aids memorisation, proceduralization and speed of recall (Macaro, 2003). Although pupils did not perceive that speech helped them develop grammatical knowledge, there is some evidence that it appeared to be in formation, and Mackey (2007) provides insights into the possible long-term impact of speech on grammatical knowledge. This would be an area for future exploration, with targeted research instruments, that may include recording speech production in order to analyse the range and length of output.

The hypothesis that pupil TL use may reflect different priorities to teacher TL use is also supported. Teacher TL may prioritise the transactional function of speech, whilst findings of this investigation show that pupils are interested in the interactional and ludic functions of speech (Pawlak,2011). However, the research instruments did not specifically test pupil and teacher use of transactional speech, therefore this requires further investigation.

A further key finding is that pupils perceive that their TL can be encouraged by providing scaffolded support of lexis, to ensure that pupils have access to words until

they have repeated tasks and developed recall. Pupil reported anxiety about speaking is shown to decrease as pupils have increased opportunities to speak. Some of the anxiety stems from a concern about being judged by collocutors, yet affiliation and WTC appears to be enhanced through increased frequency of speaking activities. Pupils increased perception of support from their collocutors, I argue, reflects increased affiliation, (MacIntyre et al., 1998), and increased collaborative co-construction of knowledge (Mitchell, Myles & Marsden, 2013).

7.1 Implications for my practice

The study has provided key implications for the design of speaking tasks, including: the frequency of speaking tasks, small groups, the facilitation of opportunities for interactional and ludic speech, and provision of easy-to-access lexical support.

Through collaboration with teachers, the findings of this investigation have informed practice in the Department. To support dyad speaking tasks, packs of laminated SMs have been produced for each teacher, for each theme of the GCSE content, with additional SMs containing more demanding lexis for high achievers. Following collaboration with pupils, their request for conversational items has been included in the new SMs. After sharing the findings with other MSc students, four schools have requested copies of the SMs to trial with their schools and feedback on their findings.

The Department has chosen to continue the collaborative, enquiry-led development of pupil TL by embedding regular speaking activities in lesson planning and reviewing development in regular staff meetings.

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Appendix 1: Table of abbreviations

BQ: Baseline Questionnaire
DPTQ: Delayed Post-Test Questionnaire
FL: Foreign Language
GCSE: General Certificate of Secondary Education
HoD: Head of Department
IPAF: Immediate Post-Activity Feedback
TL: Target Language
PG: Pilot Group
SM: Speaking Mat
HoD: Head of Department
L1: First Language
L2: Second Language
MFL: Modern Foreign Languages
SL: Second Language
ZPD: Zone of Proximal Development
WTC: Willingness to Communicate

Appendix 2: First and Second versions of the Speaking Mat



3.Verbs which can be used alone or followed by an infinitive:Je peux/ on/il peut
Je dois/ on/elle doit
Je voudrais/ on/elle voudrait
Je préfère
J'aurais préféré
Il faut

4.Compound tenses:
J'avais voulu visiter Paris
J'aurais y aller plus tôt
Ayant joué ...j'étais fatigué
Étant allée en France, ...
Après avoir visité .....
Après être allé en ville...

5.Adjectives:
Amusant (e)
Affreux/ affreuse
Ennuyeux/ennuyeuse
Mauvais (e)
Bête
Parresseux/paresseuse
Drôle/ marrant
Facile/difficile

6.Adverbs:
Souvent
Quelquefois
Toujours
Très
Assez
Rarement
Même (si)
Un peu

7.Opinions:
je pense que../ je crois que..../ je l'aime assez../ c'est le meilleur/ je ne le supporte pas / à mon avis/ selon moi/ selon mes parents / je n'aurais jamais imaginé que ce soit si.....

16.Clarification:
pouvez-vous répéter ça
Pardon?
Plus lentement s'il vous plaît
Je ne comprends pas

Fillers: alors, bien, c'est à dire, enfin

Travel and Tourism:

À ton avis quelles sont tes vacances préférés?



8.Comparisons:
Plus que...
Moins que....
Auissi que
Le/la/les plus....du monde
Le/la/les moins
Le/la meilleur (e)
Le/la pire

15.Time:
Maintenant
Plus tard
Plus tôt
Le matin
L'après-midi
Le soir tous les jours
Pendant la semaine/ la semaine prochaine
Le weekend prochain

13. Negatives:
Ne...pas
Ne...plus
Ne...personne
Ne.....rien
Ne....jamais...
Ce n'est pas
Ce n'est plus
Ce ne sera jamais

12.Conjunctions and synonyms: et/en plus
Mais/sauf
Cependant/pourtant/ bien que
Ou/ ou bien
Soit---soit
Ni---ni
Tandis que/ alors que

10.Future time frame:
je vais voyager/ je voyagerai
Je vais aller/ j'irai
je serais/ ce serait/ ce sera
je pourrais
Je voudrais/ j'aimerais/ je préférerais

10.Past time frame:
Je suis allé
J'ai voyagé
J'ai fait
J'ai joué
Je faisais
J'étais/ c'était
J'avais/ il y avait
Je pouvais/ j'aimais

Appendix 3: Core Language Sheet

Core language for Year 11 French

Pupils need to be able to say, write and understand orally and in writing the vocabulary on this sheet in order to pass their exams. Language marked with an asterisk is higher level.

1

Questions

English	French	Example questions
Which/ what **Which ones(s)* *How* *What* *What (do you)* *What is it?* *When?* *At what time?* *Who (with)?* *Where?* *Why?* *Do (you like)..?* *Did (you like)..?*	**Quel(le)(s)** ***Lequel/ laquelle/ lesquel(le)s** **Comment** **Quoi** **Qu'est-ce que** **Qu'est-ce que c'est?** **Quand?** **A quelle heure ?** **(Avec) qui ?** **Où ?** **Pourquoi ?** **Est-ce que (tu *aimes*).. ?** **Est-ce que (tu *as aimé*).. ?**	Quel est ton sport préféré ? Lequel préfères-tu ? Comment voyages-tu ? Qu'est-ce que tu fais ? Quand fais-tu du sport ? Où fais-tu du sport ? Pourquoi aimes-tu le sport ? Est-ce que tu aimes le sport ? Est-ce que tu as aimé le match ?

You need to be able to both ask questions and recognise questions in the past, present, future and conditional., eg: C'est comment? (How is it?)/ C'était comment (How was it?)

2

Key verbs/ auxiliaries

***To have* and *to be* are essential on their own and as auxiliary verbs in the perfect tense**

Infinitive	**To have**	**avoir**	**To be**	**être**
1st person singular (sing.)	*I have*	**J'ai**	*I am*	**Je suis**
2nd person sing.	*You have*	**Tu as**	*You are*	**Tu es**
3rd person sing.	*He/ she/ it has*	**Il/ elle a**	*He/ she/ it is*	**Il/elle est**
3rd person singular	*One has(we have)*	**On a**	*One is (we are)*	**On est**
1st person plural (pl.)	*We have*	**Nous avons**	*We are*	**Nous sommes**
2nd person pl.	*You (pl. or formal) have*	**Vous avez**	*You (pl or formal) are*	**Vous êtes**
3rd person pl.	*They (m/f) have*	**Ils/ elles ont**	*They are*	**Ils/ elles sont**

3

Important verbs that can be used alone or followed by infinitives

1st person/ 3rd person		Infinitives		Example sentences
I can/ we/he can	**Je peux/ on/il peut**	*To go*	**aller**	Je peux voir la mer
I want/ we/she want	**Je veux/ on/elle veut**	*To do*	**faire**	On veut faire du vélo
I have to/ we/she have to	**Je dois/ on/elle doit**	*To be*	**être**	Je dois travailler
I'm going (I go)/ we are / he is going	**Je vais/ on/il va**	*To see*	**voir**	Il va avoir un petit frèr
I would like/ we/ she would like	**Je voudrais/ On/elle voudrait**	*To work*	**travailler**	Je voudrais savoir ton nom
**I would have liked*	**J'aurais voulu**	*To know*	**Savoir (thing)/ connaitre (person)**	J'aurais voulu voir la tour Eiffel
I prefer	**Je préfère**	*To have*	**avoir**	Je préfère être grand
**I would have preferred*	**J'aurais préféré**	*To be able to*	**pouvoir**	J'aurais préféré aller au cinéma avec ma sœur
You have to/ one has to	**Il faut**	*To say*	**dire**	Il faut faire les devoirs
		To give	**donner**	
		To go out	**sortir**	
		To visit (person)	**rendre visite à**	
		To become	**devenir**	

4 **Important verbs that can be followed by past participles to make compound tenses (made up of 2 verbs rather than one)**

1st person/3rd person		Past participles		Example sentences
I have/ he has	**J'ai/ il a**	*Finished*	**Fini**	J'ai vu le nouveau film
**I had/ she had*	**J'avais/elle avait**	*chosen*	**choisi**	J'avais voulu visiter Paris
**I would have*	**J'aurais**	*played*	**Joué**	J'aurais fini plus tôt
**Having*	**Ayant**	*eaten*	**mangé**	Ayant joué au basket j'étais fatigué
**Being/ having*	**+étant**	*seen*	**vu**	Étant allée au collège, elle étudie
**After having* **After being/ having*	***Après avoir** ***+Après être**	*wanted*	**voulu**	Après avoir joué il boit de l'eau Après être allé au concert il les adore!
		said	**dit**	
		done/ made	**fait**	
		+gone	**allé(e)(s)**	

great (several)	**Super/ genial, etc**	*good*	**Bon(ne)**
fun	**Amusant(e)**	*bad*	**mauvais(e)**
5 *y*	**Joli(e)**	*Silly/ stupid*	**bête**
ugly	**Laid(e)**	*boring*	**Ennuyeux/ ennuyeuse**
awful	**Affreux/ affreuse**	*interesting*	**intéressant**
new	**Nouveau/ nouvelle**	*cool*	**cool**
old	**Vieux/ vielle**	*tired*	**fatigué**
big	**grand(e)**	*happy*	**content(e)**
small	**petit(e)**	*sad*	**triste**
easy	**facile**	*hard*	**Dur(e)/ difficile**
funny	**Drôle/ marrant(e)**	*lazy*	**Paresseux/ paresseuse**

6

+ marks expressions that use part of 'être' as the auxiliary rather than part of 'avoir'

<u>Adjectives</u> – You need to know a variety of positive and negative ones to avoid repetition

<u>Adverbs</u> – to improve the complexity of your language

often	**souvent**	*rarely*	**rarement**
sometimes	**quelquefois**	*All the time*	**Tout le temps**
always	**toujours**	*Even (if)*	**Même (si)**
very	**très**	*A bit*	**Un peu**
Quite/ enough	**assez**	*A lot*	**beaucoup**

7 **<u>Opinions</u>**

I think that	**Je pense que/ je crois que**	*In my opinion*	**<u>À mon avis/ selon moi</u>**
I like	**J'aime**	*Maths/ TV/ football*	**<u>Les</u> maths/ <u>la</u> télé/ <u>le</u> foot**
I like it	**Je l'aime**	*Because it's different*	**Parce que c'est différent**
**I quite like it*	***Je l'aime assez**	**Although it's hard*	***Bien que ce soit dur**
But he hates it	**Mais il le déteste**	*As he prefers rugby*	**Car il préfère le rugby**
**It's the best*	***C'est le meilleur**	**According to him/ her*	***Selon lui/elle**
**I can't stand it*	***Je ne le supporte pas**	**I find it so annoying*	***Je le trouve si énervant**
It is / it was	**C'est/ c'était**	*It will be/ it would be*	**Ce sera/ ce serait**
It's my favourite thing	**C'est ma chose préférée**	*I'd never have imagined it could be so…*	**Je n'aurais jamais imaginé que ce soit si…**

8 **<u>Comparisons</u>**

English	**French**	**Example sentences**

(even) More… than	**(encore) plus… que**	Je suis plus intelligent que mon chien!
Less… than	**Moins… que**	Il est moins intéressant que moi
As… as	**Aussi… que**	Les maths sont aussi importantes que les sciences
The most	**Le/la/ les plus**	Elle est la plus sportive
The least	**Le/ la/ les moins**	Il est le moins paresseux
The best/ the worst	**Le/ la meilleur(e)/ le/la pire**	Brockhill c'est le meilleur

9 **Narration**

English	**French**	**Example sentences**
First(ly)	**D'abord/ premièrement**	D'abord j'ai pris le petit déjeuner
then	**puis**	Puis j'ai regardé des vidéos sur Youtube
After (that)	**Après (cela)**	Après cela je suis allé en ville avec des amis
later	**Plus tard**	Plus tard nous avons mangé au MacDo
next	**Ensuite/ prochain**	Ensuite nous avons fait les magasins, ce que je déteste
secondly	**deuxièmement**	Premièrement c'est nul et deuxièmement c'est cher
finally	**finalement**	Finalement je suis rentrée chez moi
In conclusion	**En conclusion**	En conclusion c'était un jour amusant – sauf le shopping!

10 **Tenses**

	Present (now)	Perfect (yesterday)	**Imperfect (used to)**	Conditional (would)
play	**Je joue (-er verb)**	J'ai joué	**Je jouais**	Je jouerais
finish	**Je finis (-ir verb)**	J'ai fini	**Je finissais**	Je finirais
sell	**Je vends (-re verb)**	J'ai vendu	**Je vendais**	Je vendrais
do	**Je fais (irregular)**	J'ai fait	**Je faisais**	Je ferais
go	**Je vais (Irregular)**	+Je suis allé(e)	**J'allais**	J'irais
be	**Je suis (Irregular)**	J'ai été	**J'étais**	Je serais
have	**J'ai (Irregular)**	J'ai eu	**J'avais**	J'aurais
Can/ be able to	**Je peux (Irregular)**	J'ai pu	**Je pouvais**	Je pourrais

want	**Je veux (Irregular)**	J'ai voulu	**Je voulais**	Je voudrais

11 **Verbs that use être as an auxiliary**

Infinitives		**Past participles**		**Examples**
To become	**Devenir**	*became*	**Devenu(e)(s)**	Je suis devenu
To come back	**Revenir**	*came back*	**revenu(e)(s)**	Tu es revenu
To climb/ mount	**Monter**	*climbed*	**monté(e)(s)**	Il est monté
To go back	**Rentrer**	*went back*	**rentré(e)(s)**	Elle est rentrée
To go out	**Sortir**	*Went out*	**sorti(e)(s)**	On est sorti
To come	**Venir**	*Came*	**venu(e)(s)**	Nous sommes venus
To arrive	**Arriver**	*Arrived*	**arrivé(e)(s)**	Vous êtes arrivés
To be born	**Naître**	*Was born*	**né(e)(s)**	Ils sont nés
To descend/ go down	**Descendre**	*Descended/ went down*	**descendu(e)(s)**	Elles sont descendues
To enter	**Entrer**	*Entered*	**entré(e)(s)**	Je suis entrée (f)
To return	**Retourner**	*Returned*	**retourné(e)(s)**	Tu es retournée (f)
To fall	**Tomber**	*Fell*	**tombé(e)(s)**	Il est tombé
To stay	**Rester**	*Stayed*	**resté(e)(s)**	Elle est restée
To go	**Aller**	*Went*	**allé(e)(s)**	On est allée (f)
To die	**Mourir**	*Died*	**mort(e)(s)**	Nous sommes morts
To leave	**Partir**	*left*	**parti(e)(s)**	Vous êtes partis

12 **Conjunctions and synonyms**

English	**French**	**Example**
And/ furthermore	**Et/ en plus**	Il est beau et en plus il est sympa
But/ except	**Mais/ sauf**	Ils vont à la plage, sauf Ben
However/ yet/ although	**Cependant/ pourtant/ bien que^**	C'est dur pourtant c'est amusant. J'aime le chocolat bien que ce ne soit pas sain
Because/ since/ as	**Parce que / puisque/ comme**	Puisqu'il fait beau allons à la plage

Or/ or else	**Ou/ ou bien**	On mange du poulet ou bien du steak
Either… or	**Soit.. soit**	Soit on regarde le match, soit on va au parc
Neither…nor	**Ni… ni…**	Je n'aime ni le foot ni le rugby
While/ whereas	**Tandis que/ alors que**	Je préfère la radio tandis qu'il adore la télé
If/ when	**Si/ lorsque**	Lorsqu'il y a du soleil j'aime nager
So that/ in order that	**Afin que/ pour que^**	J'étudie pour que je puisse sortir plus tard
^ indicates the word is followed by the **subjunctive** verb form (est = **soit**/ peux = **puisse**/ fais = **fasse**)		

13

Negatives

English	**French**	**Examples**
Not	**Ne.. pas**	Ma mère pense que ce n'est pas important
No longer	**Ne… plus**	Mon prof n'est plus là
No one	**Ne… personne**	Il n'y a personne dans la salle
nothing	**Ne… rien**	Je n'ai rien à manger
never	**Ne… jamais**	Elle n'est jamais venue chez moi
Neither/ nor	**Ne… ni… ni**	Mon père n'a ni de vélo ni de voiture
only	**Ne… que**	Je n'ai qu'une sœur
It isn't	**Ce n'est pas**	Ce n'est pas mon portable.
It was no longer	**Ce n'était plus**	Elle a dit que ce n'était plus important
It will never be	**Ce ne sera jamais**	Jouer au Fifa ne sera jamais mon passetemps préféré

14

Place

here	**ici**	*(to) My place/ at home*	**Chez moi**
there	**Là**	*(to) His place*	**Chez lui**
Over there	**Là-bas**	*(to) Her place*	**Chez elle**
in	**Dans (inside)/ à (a place)/ en (f countries) au (m countries)**	*(to) My friend's place*	**Chez mon ami**
everywhere	**partout**	*To the/ at the*	**Au (m)/ à la (f)/ aux (pl)**
inside	**dedans**	*outside*	**dehors**
At my grandparents'	**Chez mes grand parents**	*At their place*	**Chez eux**

15

Time

now	**maintenant**	*earlier*	**Plus tôt**
later	**Plus tard**	*At night*	**La nuit**
In the morning	**Le matin**	*On Monday*	**Le lundi**
This morning	**Ce matin**	*On Fridays*	**Les vendredis**
In the afternoon	**L'après-midi**	*Every day*	**Tous les jours**
This afternoon	**Cet après-midi**	*At the weekend*	**Le weekend**
In the evening	**Le soir**	*During the week*	**Pendant la semaine**
Next/ last <u>year/ week</u>	**<u>L'année/ la semaine</u> prochaine/ dernière**	*Next/ last weekend/ month*	**Le week-end/ le mois Prochain/ dernier**

16

<u>Clarification</u>

Can you repeat that?	**Pouvez-vous répéter ça?**	*You want to know if..?*	**Vous voulez savoir si..?**
Do you mean it's..?	**Voulez-vous dire que c'est..?**	*More slowly please*	**Plus lentement s'il vous plait**
Pardon?	**Pardon?**	*I don't understand*	**Je ne comprends pas**

Appendix 4: Baseline Questionnaire

Baseline questionnaire for students

Thank you for being willing to complete this questionnaire. In the research, your name will be kept anonymous. This questionnaire will be repeated at the end of this term, so if you chose to use a pseudonym please remember it for the next questionnaire.

Name:	Male	Female		Date:
How much French you speak in class?				
How do you feel when you speak French in class?				
Please can you rate how you think about the following statements:				
Speaking French in class helps me try out new words and expressions:				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me understand French better by saying words out-loud				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me understand French better by hearing my partner say words out-loud				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me remember words				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me try out new grammar structures				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me feel more confident with speaking French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me feel more motivated to learn French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel proud of being able to speak in French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Speaking out loud helps me get things clear in my head				
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree

What else would you like us to know about your experience of speaking French in class?
What helped you get started with speaking French in class?
What would help you speak more French in class?
How else has speaking French in class helped you?
What would be your top tip to a younger student to encourage them to speak French in class?

Chose 5 of these statements that best describe your experience of speaking French in class. **Number them 1-5**, with Number 1 being the closest to what you think.

When I talk to someone in French in class:

	- I feel I get to know that person better
	- I have a giggle with them
	-I repeat the same things every lesson
	- I find out about what my partner likes and dislikes
	-I don't really like my partner so I wouldn't say very much
	-I can be honest with them
	- I feel they support me learning more French

	- the more I speak French the better I get at French
	-I can often say more than I think I'm going to be able to say
	- I find it very frustrating
	- I feel really pleased with myself
	- I don't really understand my partner but that's ok
	- I don't really understand my partner and I feel bad
	-I don't know what to say – please say why

Appendix 5: Post-Intervention Questionnaire

Post-intervention questionnaire for students

Thank you for being willing to complete this questionnaire. In the research your name will be kept anonymous. This questionnaire will be repeated at the end of this term, so if you chose to use a pseudonym please remember it for the next questionnaire.

Name:	Male	Female		Date:
How much French do you **speak** in class in comparison with before Christmas?				
How do you feel when you **speak** French in class?				
Please can you rate how you think about the following statements:				
Speaking French in class helps me try out new words and expressions:				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me understand French better by saying words out-loud				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me understand French better by hearing my partner say words out-loud				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me remember words				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me try out new grammar structures (things in the boxes)				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me feel more confident with speaking French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me feel more motivated to learn French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel proud of being able to speak in French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Speaking out loud helps me get things clear in my head				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree

What does the 'Speaking Mat' help you to do? 1. 2. 3.
What would help you **speak** more French in class?
What is the difference for you between 1. Speaking French with the speaking mat or 2. Speaking French without the speaking mat?

Chose **only 5** of these statements that best describe your experience of **speaking French** in class. **Number them 1-5**, with Number 1 being the closest to what you think.

When I talk to someone in French in class:

	- I feel I get to know that person better
	- I have a giggle with them
	-I repeat the same things every lesson
	- I find out about what my partner likes and dislikes
	-I don't really like my partner so I wouldn't say very much
	-I can be honest with them
	- I feel they support me learning more French
	- the more I speak French the better I get at French
	-I can often say more than I think I'm going to be able to say
	- I find it very frustrating
	- I feel really pleased with myself
	- I don't really understand my partner but that's ok
	- I don't really understand my partner and I feel bad
	- When I say things out loud it helps me understand better
	-I don't know what to say – please say why

The Speaking Mat helps me get started with a conversation				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The Speaking Mat will help me speak spontaneously				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The Speaking Mat is a distraction to just speaking off the top of my head				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The Speaking Mat has boosted my confidence				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree

Appendix 6: Delayed Post-Test Questionnaire

Thank you for being willing to complete this questionnaire. In the research, your name will be kept anonymous. This questionnaire will be repeated at the end of this term, so if you chose to use a pseudonym please remember it for the next questionnaire.

Name:	Male	Female		Date:
How much French you speak in class?				
How do you feel when you speak French in class?				
Please can you rate how you think about the following statements:				
Speaking French in class helps me try out new words and expressions:				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me understand French better by saying words out-loud				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me understand French better by hearing my partner say words out-loud				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me remember words				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me try out new grammar structures				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me feel more confident with speaking French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It helps me feel more motivated to learn French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel proud of being able to speak in French				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
What else would you like us to know about your experience of speaking French in class?				

What helped you get started with speaking French in class?
What would help you speak more French in class?
How else has speaking French in class helped you?
What would be your top tip to a younger student to encourage them to speak French in class?

Chose 5 of these statements that best describe your experience of speaking French in class. **Number them 1-5**, with Number 1 being the closest to what you think.

When I talk to someone in French in class:

	- I feel I get to know that person better
	- I have a giggle with them
	-I repeat the same things every lesson
	- I find out about what my partner likes and dislikes
	-I don't really like my partner so I wouldn't say very much
	-I can be honest with them
	- I feel they support me learning more French
	- the more I speak French the better I get at French
	-I can often say more than I think I'm going to be able to say
	- I find it very frustrating

	- I feel really pleased with myself
	- I don’t really understand my partner but that’s ok
	- I don’t really understand my partner and I feel bad
	-I don’t know what to say – please say why

Appendix 7: Immediate Post-Activity Feedback

Immediate Post Speaking Activity Feedback:

Name……..male/female

When I talk in French in this activity I feel…… …… …… …… ……..
This activity helps me speak French because… (give 3 reasons) 1. 2. 3.
This activity would be even better if _____ _____ _____ _____ _____
One thing that this activity has helped me do that I couldn't do before:

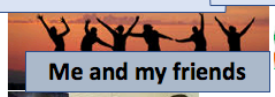
3.Verbs which can be used alone or followed by an infinitive:Je peux/ on/il peut
Je dois/ on/elle doit
Je voudrais/ on/elle voudrait
Je préfère
J'aurais préféré
Il faut
J'aime/ j'adore/ je déteste
Je vais

4.Compound tenses:
J'avais voulu visiter Paris
J'aurais dû y aller plus tôt
Ayant joué ...j'étais fatigué
Étant allé(e) en France, ...
Étant donné que
Après avoir visité .....
Après être allé(e) en ville...

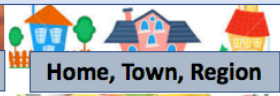
5.Adjectives:Affreux/affreuse/*génial*
Ennuyeux/ennuyeuse/ *intéressant(e)*
Mauvais (e)/*bon/bonne*
Bête/*intelligent*
Bruyant/ *calme*
Paresseux(euse)/*travailleur/(euse)*
Monotone/*Drôle/ marrant*
difficile/*facile*
Dégoutant(e) /*Déliceux (se)*

6.Adverbs:
(Pas)/Souvent
Quelquefois
(Pas)/ Toujours
Très
(Pas)/ Assez
Rarement
Même (si)
Un peu

7.Opinions:
je pense que../ je crois que..../ je l'aime assez../ c'est le meilleur/ je ne le supporte pas / à mon avis/ selon moi/ selon mes parents / je n'aurais jamais imaginé que ce soit si.....



Me and my friends



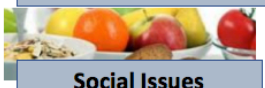
Home, Town, Region

My Studies





Technology



Social Issues

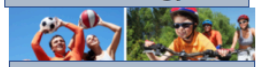


Life at school

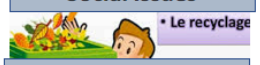
8.Comparisons:
Plus que...
Moins que....
Aussi que
Le/la/les plus....du monde
Le/la/les moins
Le/la meilleur (e)
Le/la pire

16.Clarification:
pouvez-vous répéter ça?
Pardon?
Plus lentement s'il vous plaît
Je ne comprends pas
Comment dire...?

Fillers: alors, bien, c'est à dire, enfin

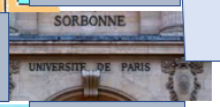


Free-time activities



Global Issues

Education Post 16





Customs and festivals



Travel and Tourism



Jobs, careers, ambitions

15.Time:
Maintenant
Plus tard
Plus tôt
Le matin
L'après-midi
Le soir tous les jours
Pendant la semaine/ la semaine prochaine
Le weekend prochain
Hier
Demain

13. Negatives:
Ne...pas
Ne...plus
Ne...personne
Ne...rien
Ne...jamais...
Ce n'est pas
Ce n'est plus
Ce ne sera jamais

12.Conjunctions and synonyms: et/en plus
Mais/sauf
Cependant/pourtant/ bien que
Ou/ ou bien
Soit...soit
Ni...ni
Tandis que/ alors que

10.Future time frame:
je vais voyager/ *je voyagerai*
Je vais aller/ *j'irai*
je serais/ ce serait/ ce sera
je pourrais
Je voudrais/ j'aimerais/ je préférerais

10.Past time frame:
Je suis allé(e)
Je suis sorti(e)
J'ai voyagé
J'ai fait
J'ai joué
J'ai vu
Je faisais/ il faisait
J'étais/ c'était
J'avais/ il y avait
Je pouvais/ j'aimais

Appendix 9: CUREC approval

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please note however that data collection should not be started until this approval is received. Do feel free to chase with any queries, or in future if you have not received a response.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse

http://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-child-abuse-reporting-requirements-professionals.pdf

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

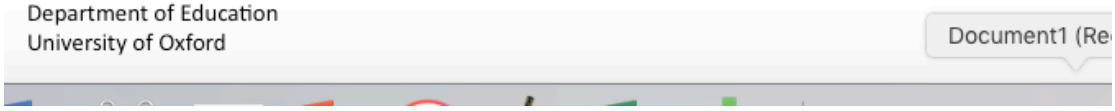
Good luck with your research study.

Sincerely,

With kind regards,

Liam

Dr LF Gearon
Chair DREC
Department of Education
University of Oxford



Appendix 10: First Group Interview Transcript

Group interview on February 8

Can I just ask you Toby there was something you strongly disagreed with, what was it with the speaking mat?
'that it is a distraction because it helps us speak because there are more phrases to say'
'Honestly, what do you think about this, do we need something like this to help us speak more?'
yes, yes, yeah
'One of the things that I noticed was that when it says *does it help you try out more grammatical structures*, lots of people said they were not sure- can I ask you do you know what it means by *grammatical structures?'*
I don't know what it means
'So, if you wrote *not sure* on it is it because you were not sure what it meant, or is it because you don't know if it does or not?
I don't know what it means
'So, by *grammatical structures*, all these bits and boxes are different grammatical structures, like the negatives and using tenses, adding in adverts adjectives and conjunctions'.

So, what do you think, with that explanation, does it help you try out things in the boxes that you might not have used before?

Yes, yes
What bits of these boxes do you think that you have used the most?'
'the past'
'Any other ones that you used in particular?'
'opinions adverbs,
How about for you
any other things that you used?
Time
Yes, that's interesting thank you.
Any others? Over here?
'future tenses and adjectives
'And for you guys?'
Adverts and conjunctions'
And for you guys?'
Past tense opinions and adjectives
Thank you that's really helpful to know. All of these things are on the core language sheet, but have you found this an easier way to use the core language, as it's all in one place in front of you, or what? What do you think? How often do you use the core language sheet?
'I use them every lesson'
Do you understand the relationship between the call language sheet and these boxes?'

Yes'
Could you show me a show of hands if you used more other core language because we've selected some bits?
14- okay well that's really helpful to know.
Now, speaking French, you probably realise that it's quite an emotional thing. Can you tell me, do you find it easier to speak French with the partner you normally sit with, or with your friends?'
Friends
Why?
Because you feel more confident more comfortable
With people you don't know what the concerns? You're all getting to know each other quite well.
You think they might make fun of you
So, actually it's much better for you to be speaking with people you like?'
When you are working with someone you don't like
What are your how would you put into words your anxieties? You've told me you don't feel comfortable always and you told me you feel more….
What is the worry? What holds you back?
If you're like working with someone you don't know you don't like to show yourself up and say the wrong thing they might…….
Is there anything else I need to know?
I have a feeling that by speaking like this, informally, it lets us try out words that we might feel more hesitant to use in writing, do you think that the freedom of speaking like this is helpful for you?
Yes, yes, yes
How would you put it in your own words what do I need to know about it?
Don't know'
'Sorry I just put you on the spot haven't I!'
'Toby how does it help you?
Cos like it puts it in a sentence, a sentence structure, and you'll know how to put it in'
Thank you is there anything else I need to know?
I know from my own points of view when I'm speaking Italian I really want to get the right word?
'What about from a memory point of view? Does this help you remember new words, or doesn't stop you remembering words because it's in front of you? How does it work. Molika?
'I feel like if I look at it often then I will remember it, but if I see it just like once and I probably won't'
'That's really interesting- would you put your hands up if with Malika? 16- that's everyone in the group'
Alright that's really useful, so it does help you with memory because the more you say it's the more you remember it is that what you're telling me?
Anything else you want me to know?
It's all good it's all good in the hood'

Appendix 11: Second Group Interview Transcript

Group interview 22nd March

Tell me, what does speaking help you do from a language point of view? When you speak in French what else does it help you do?
'Learn new vocabulary'
'Yes' Yeah Yeah
'It helps you understand the words'
Okay- how does it help?
'Helps you say them'
'to listen to the words, to conform how to hear them'
'So how does speaking help with that? What's the process?
'It helps you learn how it sounds'
Thank you- so it helps you learn how it sounds- what else?
'How to say it'
'How to pronounce it'
Is it useful for you to speak French every lesson?
Yes
Why?
Because is it helps it get stuck in your mind
Fab anything else?
When you say it you won't forget it, you're repeating it
Because if you make something funny out of it then you're always remember it
I agree I'd like to listen lady voices on this tape, gosh I'm going to have to transcribe that! Come on girls!
If I go to like France or something, I'll be used to speaking French so it will help me a lot more'
What do you think about what Yasmin has just said? When we learn a language do you want to learn how to speak it?
Yes
Why?
Because we are intrigued by it
You understand the culture
That's nice I want to hear from you
Umm.. you'll understand what they're actually saying, see you can like joining in with them a bit
Yeah
I want to hear from Berri, Berri what just speaking in French mean to you?
It helps us form sentences instead of individual words written down so we know how to make sentences and have a conversation with someone'
What do you think of what Berri said?
Yeah
Do you agree? Olivia what is speaking in French mean to you?
It helps me remember words
How would you feel if we didn't have five minutes speaking in French in every lesson?

We wouldn't be as good
The five minutes gives us time to learn more cause we talking more
Amy?
It gives the opportunity to learn how to speak French not just to write it
Molika?
It helps with spelling as well, knowing how to say it contributes to spelling it, like accents, how it sounds like
Anything else to add? I'm really interested to see if you thought about the process, for that she goes on in your brains when you try to say a sentence in French? I'm going to ask Katie because she hasn't said anything yet.
It pushes you, like to learn new words
That's a really interesting thing to say. Is it more challenging than writing?
Sometimes
When Josephine came I massively engaged with her in French conversation
Holly what do you think?
Helps me feel more confident- if you listen to your group, you learn more words. It can be funny sometimes, which makes it more fun.
Anything else? Come on both of you, you both have so much talent
Bonjour. Can I answer your other question? It can help us in our GCSE exams. We have a speaking exam, right?
You have a speaking exam. Right
If you're speaking in French every five minutes it helps you to become more confident
Thank you, tell me about the brain process?
You look back into like your lessons and stuff and the speaking Mat also helps us with engaging the sentences (giggles)
There's a lot of engaging going on! (giggles)
How does it help you? Let's break it down, do you say I'm going to have one word from that box and one word from that? How does it go?
I don't get the question so I can't answer it
With the speaking mat in front of you, what actually goes on in your brain?
Umm- because I already know like that basic words, so I can for my sentences, the speaking that just helps me like to add extra words, so I can make my sentence is even better than it already is.
Sumi said that so well, especially with Steven saying in the background 'je voudrais un caca' (giggles)
Hobi 'J'adore le caca parce que c'est tres bien'
Thank you, time to stop.