

Towards a cross-linguistic pedagogy:  
Biliteracy and reciprocal learning strategies in French immersion

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Now, what’s next?

## ABSTRACT

This dissertation is based on a 7-week classroom intervention in two French immersion classes (Grades 3 and 3/4) in two schools that enroll both English- and French-dominant students near Montreal, Quebec. The intervention aimed to bridge the students' first and second languages (L2) through a 'biliteracy' project that linked English and French language arts content and through the instruction of reciprocal language learning strategies designed to help students make language-learning connections with other students.

For the biliteracy project, students' English and French teachers read to them from the English and French versions of three picture books. Following each reading, student pairs consisting of one English- and one French-dominant partner engaged in collaborative literacy tasks. In addition, students received eight strategy lessons with the goals of raising their awareness of their L2 production and enhancing its accuracy, while increasing their awareness of themselves and their peers as language-learning resources.

Data collection consisted of student and teacher interviews as well as audiotaped interactions of 8 focal pairs ( $n = 16$ ) as they worked on all collaborative tasks. The study's mixed-methods data analysis was as follows: Transcripts of the interaction data were first analyzed quantitatively in terms of students' (a) focus on language (operationalized as language-related episodes) and (b) use of reciprocal strategies (operationalized as 'asking questions' and 'giving corrective feedback'). The quantitative analysis offered an overall portrait of students' interaction and allowed for a comparison of pair behaviors as well as of individual partners' behaviors. The patterns that emerged in the quantitative data helped guide the subsequent qualitative analysis of the data.

The analyses revealed that all recorded pairs engaged in reciprocal strategy use and extensive on-task collaboration. Language dominance and task type both influenced students' interactional behavior to some degree, but the effectiveness of their task and language problem solving was tempered by the extent to which they engaged in additional interactional moves that sought and supported contributions from their partners. Thus, future instruction that teaches students how to collaborate constructively is highlighted as a key element in promoting the success of similar cross-linguistic approaches.

## RÉSUMÉ

Cette dissertation s'appuie sur une intervention d'une durée de 7 semaines dans deux cours d'immersion en français (classes de 3<sup>e</sup> et 3<sup>e</sup>/ 4<sup>e</sup> années) au sein de deux écoles, situées près de Montréal, fréquentées par des élèves ayant comme langue dominante soit le français, soit l'anglais. L'intervention visait à créer une passerelle entre la langue maternelle et la langue seconde (L2) des élèves par le truchement d'un projet de « bilitéracie » liant la matière des cours de langue française et anglaise et de la mise en œuvre de stratégies d'apprentissage réciproque des langues conçues pour aider les élèves à établir des liens d'apprentissage linguistique avec d'autres élèves.

Dans le cadre du projet de bilitéracie, les enseignants des cours de français et d'anglais lisaient aux élèves des extraits tirés des versions anglaise et française de trois livres d'images. Après chaque lecture, des paires d'élèves, composées d'un élève dont la langue dominante était l'anglais et un autre dont c'était le français, étaient appelées à réaliser des tâches de littéracie coopératives. De plus, les élèves suivaient huit cours de stratégie visant une meilleure sensibilisation à leur production en L2 et une plus grande exactitude linguistique, tout en rehaussant leur prise de conscience de leur rôle et de celui de leurs pairs en tant que ressources dans l'apprentissage des langues.

La collecte de données s'est effectuée à partir d'entrevues d'enseignant et d'élèves et d'interactions filmées de 8 paires témoins ( $n = 16$ ) alors qu'elles s'adonnaient à de tâches coopératives. Les transcriptions des données sur l'interaction ont d'abord fait l'objet d'une analyse quantitative en termes de (a) l'attention portée à la langue (opérationnalisées en tant qu'épisodes liés à la langue et de (b) l'utilisation des stratégies (opérationnalisées sous les rubriques « poser

des questions » et « fournir de la rétroaction corrective ») par les élèves. Les schèmes mis au jour par l'analyse quantitatives ont contribué à orienter l'analyse qualitative subséquente.

Les analyses ont révélé que toutes les paires d'élèves filmées ont eu recours à des stratégies de réciprocité et ont manifesté une collaboration poussée dans la réalisation des tâches. La dominance linguistique et le type de tâche ont tous deux influé, dans une certaine mesure, sur le comportement interactionnel des élèves, mais leur efficacité sur les plans de la réalisation des tâches et de la résolution des problèmes linguistiques était d'autant plus grande qu'ils recouraient à des initiatives interactionnelles additionnelles sollicitant et soutenant les contributions de leurs pairs. Par conséquent, une pédagogie qui montrera aux élèves comment collaborer de manière constructive s'avérera un élément clé pour contribuer au succès d'approches interlinguales similaires.

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## CHAPTER 1: BACKGROUND AND RATIONALE

### *1.1. The Evolution of French Immersion Ideology: From 'Two Solitudes' to Integration*

In Quebec and Canada in the late 1960s and early 1970s, the French language and culture were transitioning from a position of disadvantage to a position of prestige (d'Anglejan, 1984; Genesee & Gándara, 1999). To give their children a greater chance of success in this changing society, a group of anglophone parents living on the South Shore of Montreal banded together to seek a more intensive French second language program for their schools (Lamarre, 1997). What eventually emerged from these grassroots efforts was a program that was tailored to the L2 learning needs of this homogeneous group of anglophone students and that was based on cutting-edge approaches to communicative language teaching at that time.

This new approach combined content and language learning goals by delivering at least half of the curriculum through the medium of French. In most French immersion programs, the majority of instruction is given in French in the early years. This approach was based on the same principle as the Direct Method of language teaching, that is, students learn the L2 best through the L2, not through the L1 (Cook, 2001; Cummins, 2007; Stern, 1992). Another belief underlying the first French immersion programs was that children can acquire their L2 much in the same way as they acquire their L1—through intensive exposure to the L2 in everyday life, or at least their everyday life at school (Wesche, 2002). Like a baby acquiring its L1, a child learning an L2 was thought to be able to learn much, if not all, of the L2 through incidental exposure. Essentially, this theory supports a method of L2 instruction in which learners are “bathed” in appropriate L2 input. L2 teachers do not need to intentionally or explicitly teach language, and learners are supposed to absorb their L2 without focused effort (Dalton-Puffer, 2007).

This grounding in Direct Method and comprehensible input ideologies has led to several entrenched practices in immersion teaching. First, the boundaries between the L1 and L2 are rigidly maintained. During instruction time in the students' L1, they and their teachers are supposed to speak only the L1; during time allocated to instruction in the L2, they are supposed to speak only the L2. A second practice that emerged from immersion's theoretical grounding was the avoidance of an explicit focus on language form. If children are best able to learn their L2 in the same way that they acquire their L1, through natural, meaning-based communication, then there is no need for explicit grammar instruction. Thus, immersion teachers tend to emphasize content delivery over language teaching, and they tend to focus on the meaning of students' output and not to provide students with corrective feedback on the grammatical accuracy of this output (Harley, 1993; Lyster, 1987, 2007; Swain, 1985).

Much has changed in the years since French immersion began. Not only has the program become commonly offered at schools throughout Quebec and Canada, but it has also been exported to other countries and has influenced the creation of various content-based L2 programs such as two-way immersion in the United States and Content and Language Integrated Learning (CLIL) programs in Europe (Dalton-Puffer, 2007; Day & Shapson, 1996). This model is widely considered to be a successful method of helping students achieve high levels of L2 proficiency, and French immersion students tend to reach high levels of receptive proficiency in their L2 (Genesee, 1987).

### *1.1.1. Introducing a Focus on Form*

Over the years, two factors have emerged which have changed the perception of the purely input-driven L2 learning advocated by the original French immersion model: (a) findings

related to students' long-term L2 development in immersion programs and (b) evolving ideas regarding the importance of both L2 output and of noticing, attention, and awareness for L2 learning to take place (see Literature Review chapter for further discussion of output, noticing, attention, and awareness). Studies focusing on immersion students' L2 development eventually found that their receptive abilities (listening and reading) become highly developed, but when it comes to their productive abilities, they fall behind in terms of accuracy. In other words, they become very fluent and effective at getting their message across for classroom communication, but their accuracy is non-targetlike (Lyster, 2007). Lyster (1987) even referred to this type of language production as 'speaking immersion' because a dialect of the L2 is accepted and spoken in the immersion classroom that might not be understood or accepted in authentic, non-classroom L2 contexts.

These findings have shed a doubtful light on the premise made by the Input Hypothesis that an L2 can be acquired in essentially the same manner as an L1—through intensive amounts of input or even through a learners' negotiation to make that input comprehensible. These findings also influenced the idea that L2 learners should be pushed to engage in extensive L2 output (Swain, 1985) and that L2 educators should design their instruction in a way that draws learners' attention to the forms embedded in communication rather than simply leaving it up to the learners to notice and understand such features—an idea that led to the eventual naissance of focus on form, which advocates for pedagogical methods that incorporate attention to structural aspects of the L2 while maintaining the communicative, interactive nature of immersion (Doughty & Williams, 1998; see Literature Review chapter for further discussion).

Although introducing a focus on form to immersion classes has been widely supported in research communities, a number of studies in immersion programs have found that teachers



continue to focus on meaning and content and to neglect explicit references to language forms in the classroom (Lyster, 2007; Tan, 2011; Fortune, Tedick, & Walker, 2008). The intervention reported on in this dissertation was in line with the goals of focus on form in that it attempted to raise students' awareness of and attention to the formal aspects of L2 language production. What set it apart from many other focus on form studies was that instead of focusing on building this awareness of and attention to form through student-teacher interaction, the intervention taught students strategies to make them independently more attentive to linguistic form so that they could learn language from and teach language to their peers without the need for constant reinforcement of this awareness from their teachers.

### *1.1.2. A Dynamic Model for Bilingual Education*

A second shift in thought regarding bilingual education is related to a change in the concept of multilingual language acquisition and, by extension, to how schools can best help multilingual children learn and develop through all of their languages. To help illustrate the difference between our traditional bilingual education model and a model that would better reflect bi- or multilingual students' cognitive learning processes, Garcia (2009) contrasts the image of a two-wheeled bicycle with that of an all-terrain vehicle with wheels that move in every direction. The bicycle represents the traditional model in which only two languages were addressed and in which those languages were taught as if they were separately moving in the exact same direction at the same speed. Garcia states that the all-terrain vehicle image is much more in line with the classroom reality in which students often speak more than two languages, and in which they have different strengths in each language and use those languages for different purposes.

Garcia is not alone in criticizing traditional bilingual education models. Many researchers have questioned the merits of maintaining complete separation of the L1 and L2 in bilingual programs and have argued that it does not make good academic nor pedagogic sense to do so. From an academic standpoint, Cummins (2007), who refers to the separation of French immersion languages as the ‘two solitudes’ approach to language teaching, has noted that building walls between bilingual students’ languages is not in keeping with theories on students’ development of a common underlying language proficiency (Cummins, 1991) that serves to strengthen skills in all of their languages. According to Jessner (2006), a pedagogical attempt to prevent contact between a bi- or multilingual student’s languages:

contradicts the results of research on multilingualism, which evidenced the links between the multilingual individual’s languages in the brain. The emerging qualities and synergies which develop in the form of metalinguistic and metacognitive abilities due to the contact between the languages form a crucial part of multilingual proficiency which should be fostered in multilingual schooling (p. 122).

Other researchers have referred to this practice as ‘parallel monolingualism’ (Heller, 1999), ‘bilingualism through monolingualism’ (Swain, 1983), and ‘separate bilingualism’ (Creese & Blackledge, 2010). Many such researchers take issue with the fact that bilingual and multilingual students are frequently instructed as if they were monolingual speakers of one language at a time, rather than bilingual or multilingual speakers at all times. They claim that this pedagogical practice suppresses, rather than supports, bilinguals’ natural process of drawing on all of their linguistic resources to make sense of new information (Cenoz & Gorter, 2011; Clyne, 2011; García, 2009; Hélot & Ó’Laoire, 2011).

In recent years, these researchers have increasingly called for changes to be made to the pedagogy within bilingual programs such as immersion. These changes include the development of a more dynamic model for bilingual pedagogy that builds bridges instead of walls between students' languages and that allows bilingual students to 'translanguage,' or to cross freely between languages in accordance with their needs (Creese & Blackledge, 2010; Cummins, 2007; García, 2009). This dynamic model would include methods that purposefully make cross-curricular links between material taught in both languages to reinforce and deepen students' understanding of both content and language.

The question remains as to how this dynamic model would translate into concrete approaches to teaching bi- and multilingual students. Teachers who have long worked under the traditional program model in which languages are kept separate may feel confused by and skeptical of this sudden change. The pendulum in thought on this matter has swung from total separation of languages to the mixing of languages, and bilingual educators now need more concrete guidelines as to how they can logically and effectively draw on all of their students' linguistic resources. For example, while a more dynamic model that is more centered on students' linguistic resources does not imply that students and teachers can simply speak the language they are most comfortable with in the classroom or to code switch freely and unstrategically between those languages, how should this model manifest itself in classroom interactions and pedagogy? This question has begun to be addressed in the literature (see, for example, Hélot & Ó'Laoire, 2011), but this is only the beginning of the work that must be done to establish a new pedagogy for bilingual education. Thus, the intervention reported on in this thesis represents an attempt to put ideas on bridging languages in bilingual education into action

in a pedagogically effective manner and to provide other bilingual educators with one model of how this might be done.

### *1.1.3. Demographics and Responding to the Ecology of Classroom Language Use*

Not only have ideas on language learning and bilingualism evolved over the years, but the demographics of the student body within immersion programs have also shifted. Duff (2007, based on Statistics Canada, 2002) notes that Canada's Allophone population, or the population of people speaking a language other than English or French in their home, has increased in recent years, with 40% of Vancouver and Toronto's population and 20% of Montreal's population identifying themselves as Allophone. This is, of course, reflected in the growing multilingualism within many Canadian schools, where bi- and multilingualism are now the norm rather than the exception, including in immersion classrooms (Lyster & Lapkin, 2007; Cummins, 2007). As a result, many researchers have argued that it is time for immersion programs to make changes that support the L1s of students from non-English backgrounds (Cummins, 2007; Duff, 2007; Lyster & Lapkin, 2007; Swain & Lapkin, 2005). They have noted the necessity of bringing a language-as-resource approach to bilingual education in which "linguistic diversity is seen as a societal resource that should be nurtured for the benefit of all groups" (Cummins, Chow, & Schecter, 2006, p. 299; see also Ruiz, 1988). Such an approach would view learners' other languages as a resource, rather than a burden, in the L2 classroom. Furthermore, it is a way to situate language pedagogy within the language 'ecology,' or the "linguistic environment" of the classroom (see Creese & Blackledge, 2011; Creese & Martin, 2003; Hornberger, 2002).

Near Montreal, in the school board where immersion got its start, shifts in demographics are also associated with changes in the linguistic backgrounds of French immersion students.

Today, 38% of French immersion students in this school board come from French-speaking homes (Hobbs & Nasso-Minelli, 2005). This change in demographics creates both challenges and opportunities. On the one hand, it means that a large number of Francophone English L2 learners in these classes now have inverse needs to those of the original group of anglophone French L2 learners for whom the program was designed. It also means that, unlike their predecessors, many current immersion teachers face the challenge of balancing the linguistic needs of both L1 and L2 learners—a situation for which they have no training.

On a more positive note, these mixed-language classrooms mean that immersion students in this school board can potentially practice and learn their L2 with peers who are native speakers of that language, something that was previously impossible for most French immersion students when the teacher was the only native (or native-like) speaker in the classroom (Tarone & Swain, 1995). One might, therefore, expect to find a very different pedagogical approach being taken within these classrooms. However, observational research within this context has found that neither administrators nor teachers have made systematic adjustments to the program's pedagogy (Lyster, Collins, & Ballinger, 2009). Some teachers interviewed for that study did not even know which language(s) their students were speaking at home, and none of the teachers were aware of their students' abilities in their other language or languages.

In light of this situation, another goal of the described research intervention was to create a teaching intervention that addressed the students' linguistic resources as well as the reality of the linguistic ecology of the classrooms in which the study took place. In other words, it was an attempt to revive the grassroots origins of French immersion by making it once again respond to the linguistic needs and realities of the local community. In the school board where French

immersion began, this meant accommodating the needs and taking advantage of the knowledge of both French- and English-dominant learners.

#### *1.1.4. Project Overview and Research Questions*

In sum, this study was a two-fold effort to (a) cross-linguistically link material taught by the French homeroom and English language arts teachers of the same group of students and to (b) promote collaboration for reciprocal language learning between students of complementary language-learning backgrounds through strategy instruction and cooperative activities.

The study comprised a 7-week teaching intervention that took place in one Grade 3 and one Grade 3/4 French immersion class near Montreal, Canada. This initiative embedded the instruction of collaborative language learning strategies within a bilingual literacy project that spanned the students' French and English language arts instruction. The language learning strategies were designed to both accommodate and to take advantage of the mixed English- and French-dominant language backgrounds of the students with the goal of helping them to interact in ways that would increase and enhance reciprocal language learning. For the accompanying literacy project, the students' English language arts and French homeroom teachers read aloud to them from the English and French versions of the same picture books<sup>1</sup>. A teachers' guide was created for this intervention and centered on the themes and language found in the picture books. Following each reading, students engaged in collaborative, paired activities designed to reinforce content themes drawn from the books and to highlight formal linguistic features that English and French language learners are known to struggle with.

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<sup>1</sup> Here, the term 'picture books' refers to books with both illustrations and text.

It is important to understand that this research project had both pedagogical and research objectives that were equally important in the project's planning and design. The pedagogical objectives were:

1. to enhance students' ability to learn language from and to teach language to their classmates through their use of peer language learning strategies;
2. to create a collaborative learning environment in the classroom;
3. to help students and teachers make cross-linguistic and cross-curricular connections.

The purpose of the research was to examine students' collaborative interaction within the framework of the teaching intervention using the following questions as guidelines:

1. How much collaborative interaction, reciprocal strategy use, and language-related episodes did the focal pairs engage in during the intervention?
2. What other individual, social, or pedagogical factors interacted with students' awareness and ability to take advantage of reciprocal learning opportunities?
3. Were there any indicators that the intervention had an impact on the (a) collaborative interaction, (b) strategy use, or (c) language awareness for student pairs?
4. What were teachers' and students' impressions of (a) the peer language learning strategy instruction, (b) the extensive use of paired, collaborative activities, and (c) the biliteracy project?

In order to investigate these questions, a mixed methods analysis was employed. Students' interactions during the paired collaborative tasks were audiotaped and analyzed both quantitatively, in terms of the number of collaborative interactional moves students made, and qualitatively, in terms of the conversational context of those interactional moves and whether

they coexisted with reciprocal language learning. In addition, teachers and students were interviewed regarding their opinions and impressions of the project.

### *1.2. Structure of the Dissertation*

The following dissertation consists of seven chapters, each of which examines a different component of the study. Chapter Two, the Literature Review, explores previous research findings that contributed to the motivation and guidance for this study. Chapter Three, Context and Participants, introduces information about the towns, schools, and classrooms where the research took place as well as about the teachers and students who generously agreed to participate in the research intervention. Chapter Four, Research Design, explains how the materials for this study were chosen and created, the procedure for carrying out the intervention and data collection, and the measures and procedure used for the analysis of the data. Chapter Five, Findings, presents the quantitative and qualitative results drawn from the analysis of the data, and Chapter Six, Discussion, jointly examines the results from this study and findings from related research to address the four research questions guiding this study. Finally, Chapter Seven, Conclusions and Implications, presents broader pedagogical lessons that may be drawn from this classroom-based intervention.



## CHAPTER 2: LITERATURE REVIEW

### *2.1. L2 Interaction*

#### *2.1.1. Early Interaction Research*

Many of the same ideas that informed the original French immersion model also drove early interaction research as well as Krashen's (1981; 1985) Comprehensible Input theory, which argues that learning is only possible when learners receive input containing forms that are comprehensible to them or that they have already acquired alongside forms that they have not yet acquired (' $i + 1$ '). The theory follows that learners are then able to acquire the new forms embedded in the otherwise comprehensible material. Evelyn Hatch (see, e.g. Hatch, 1978) introduced the idea that L2 interaction is crucial to L2 acquisition because of the kind of input that it provides (Spada & Lightbown, 2009; Mackey & Polio, 2009; Mackey, 2007). Her pupil, Michael Long, further developed this idea in the original version of his Interaction Hypothesis, (1981; 1991) which argues that one of the best ways for learners to make new input comprehensible is through interaction with other speakers because this allows them to engage in what he first termed 'interactional modification' and later called 'negotiation for meaning' or simply 'negotiation'. Negotiating for meaning refers to behaviors that L2 learners engage in when they face the possibility of a communication breakdown in L2 interactions due to their insufficient L2 knowledge. These behaviors include clarification requests, self- and other-repetition, confirmation and comprehension checks, and expansions on the original statement (Long, 1983; Aston, 1986; Foster, 1998).

The early interaction research was based on an acceptance of the concept that, once language is made comprehensible to a learner, L2 acquisition is likely to occur. Since researchers discovered many instances in which modified input and negotiation seemed to lead to

comprehension, they concluded that more negotiation equaled more learning. According to Spada and Lightbown (2009, p. 157), those early studies focused almost exclusively on uncovering contexts in which more negotiation was likely to occur and therefore produced a large bank of data regarding how, how much, and in which contexts L2 learners and their interlocutors engage in negotiation. The following paragraphs give a brief overview of some of the ground that these studies covered in their early years (see Pica, 1994 for a comprehensive review of early interaction research). During those years, the vast majority of these studies took place in laboratory settings and sought to determine how different pairings of native and non-native speakers affected negotiated interaction (Adams, 2007; Spada & Lightbown, 2009).

For instance, Scarcella and Higa (1981) tested the effect of age on negotiation of meaning in interactions between native and non-native speakers. They found that older L2 learners engaged in more negotiation of meaning than younger L2 learners and that adult native speakers simplified their language more with younger learners. This, they conclude, provides a possible explanation for older L2 learners' more rapid progress in the early stages of L2 acquisition. Long (1983) compared the interaction and language produced by native-speaker dyads to the interaction and language produced by mixed native-speaker–non-native-speaker dyads as they participated in a series of conversational tasks. He found that the mixed dyads negotiated significantly more than the dyads composed only of native speakers. Varonis and Gass (1985) followed by examining whether negotiation of meaning takes place more frequently between dyads of native speakers, dyads of non-native speakers, or mixed dyads of native and non-native speakers. The researchers found that the non-native speaker dyads engaged in the most negotiation of meaning, and they concluded that discourse between non-native speakers is “therefore a good forum for obtaining input necessary for acquisition” (p. 83).

In one of the few classroom-based studies of interaction during this time, Pica and Doughty (1985) compared production of modified interaction in teacher-fronted versus group decision-making activities. Because they found that teachers and more proficient students, who tend to produce fewer modifications, dominated the discussions, in Doughty and Pica (1986) they used a two-way ‘information gap’ activity in which all subjects were required to share their knowledge and to participate. They investigated whether participation patterns influenced the amount of modified interaction that interlocutors made and whether task type affected modified interaction. They found that students working in groups and dyads produced significantly more modified interaction than they did during whole-class, teacher-fronted activities. They also found that learners engaged in significantly more modified interaction during the information gap task in comparison with the decision-making task.

While these studies and others like them certainly contribute information on how negotiation may occur in interactions, their basic claim that negotiation can lead directly to language learning was highly controversial and difficult to prove (Adams, 2007; Aston, 1986; Harley, 1989; Day & Shapson, 1991; Lyster, 2002; 2004). Aston (1986) was one of the first to question the idea that negotiation’s role in making input comprehensible also makes it directly beneficial to L2 learning. He argues that a greater amount of negotiation may simply be an indicator that the interlocutors are having more difficulty communicating, not that more learning is taking place. Moreover, he refers to studies such as Fillmore’s (1976), where learners reported pretending to understand as a strategy to prevent conversational breakdown. This, he argued, indicates that negotiation does not necessarily equal comprehension, much less learning.

A second point of contention brought against early interaction research has been the remarkable number of studies that took place in laboratory settings. Numerous researchers have

argued that negotiation may not occur in the same way in the classroom. Adding fuel to these arguments was Foster's (1998) widely cited classroom-based study. She investigated students' use of language and negotiated interaction in an ESL classroom context. Her participants, who were recorded during completion of dyadic, communicative tasks, engaged in very little negotiated interaction and produced very little modified output. She concludes this kind of interaction does not necessarily occur naturally in a classroom context and that students may need to be shown how to negotiate for meaning when there are conversational difficulties.

### *2.1.2. New Directions in Interaction Research*

Based on her observations of French immersion students' inaccurate language production, Swain (1985) proposed her Output Hypothesis, which argues that L2 learners, and specifically, French immersion students, need to be pushed to produce extensive output in the L2. Her idea was that through producing such output, learners would be forced to actively process morphology and syntax in the L2 to encode their intended meanings. The very process of focusing their attention on the grammatical structure would aid them in becoming more accurate in their L2.

Swain's Output Hypothesis was a precursor to evolving ideas on the necessity of extensive L2 production in conjunction with noticing, attention, and awareness for L2 learning to take place. These ideas have played a crucial role in informing concepts of L2 learning, L2 pedagogy, and L2 interaction research in more recent years (Gass, 1997). Since the mid-1990s, interaction researchers have shifted their stance to allow for the idea that negotiating for meaning alone may not lead to learning (Spada & Lightbown, 2009). While they continue to view negotiation as a potential learning opportunity, they now recognize that other interactional,

social, or contextual factors may be equally important in making it possible for learners to harness that opportunity so that it effectively leads to L2 acquisition.

Central to the shift in interaction research was a new focus on the role that attention plays in transforming negotiation into acquisition (Gass, 1997). This was based on cognitive models developed by Schmidt (1990) and Tomlin and Villa (1994), which emphasize the importance of attention and noticing in SLA<sup>2</sup>. Indicative of this shift is Gass and Varonis's (1994) study. While Varonis and Gass (1985) firmly took the stance that negotiation equals learning, in their later study, the researchers respond to nearly a decade's worth of criticism by conceding that negotiation and even comprehension of new forms may not always lead to the learning of those forms.

Gass and Varonis (1994) asked native and non-native speaker dyads to participate in a direction-giving task. They then compared the amount of modified input and negotiated interaction between the participants to (a) the non-native speakers' comprehension of directions in that task, and (b) the non-native speakers' ability to successfully give directions in a subsequent task. Although more modified input was found to aid non-native speakers' initial comprehension, it had a negative effect on their subsequent direction-giving performance. Only those NNSs who had engaged in the most interaction (presumably due to a greater need for clarification because the input was more complex) gave the most comprehensible directions on the second task. Thus, the researchers concluded that it is not when the learners comprehend a message that their attention is drawn to a new form. Rather, it is when there is a comprehension breakdown that their attention is drawn to the new form, and the kind of interactional input

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<sup>2</sup>Although there are notable differences between these models (see Gass, 1997 for a comparison), they do agree on the basic premise that noticing and attention are necessary for acquisition to take place.

offered by native speakers helps draw the learners' attention to the gap in the L2 knowledge and to notice the difference between their interlanguage and the target language.

Perhaps even more indicative of the shift in interaction research is Long's evolution from a focus on negotiation's role in making input comprehensible to a focus on negotiation's role in drawing a learner's attention to form. His modified Interaction Hypothesis (Long, 1996) states that acquisition is dependent upon learners' attention to the linguistic input in their environment and that negotiation for meaning with native speakers effectively draws learners' attention to that input. Although the wording of this update implies that negotiated interaction *always* draws learners' attention to new forms embedded in comprehensible input, the emphasis on attention does seem to have opened the way for interaction researchers to focus on *which* elements of interaction effectively draw learners' attention to new forms in the negotiated input.

The idea that attention and awareness are crucial to L2 learning has been translated into pedagogical approaches in different ways. Some researchers have examined how teachers interact with their students in the L2 and how they give feedback on their student's oral and written error production (e.g., Doughty & Williams, 1998; Lyster & Ranta, 1997). Such research investigates whether the teachers' responses are implicit or explicit, successful or unsuccessful at supporting learners' acquisition of specific forms. Others have focused on teaching interventions that draw learners' attention to grammatical form while pushing them to produce and practice those forms to enhance their fluency and accuracy (Doughty & Williams, 1998). Others have introduced interventions that promote students' engagement in metalinguistic discourse in order to increase their metalinguistic awareness and knowledge (Bouffard & Sarkar, 2008; Fortune, 2005; Simard, 2004; Swain, 1998; 2000; Swain & Lapkin, 2002; 2008). Still others have focused on teaching learners L2 learning strategies to raise their awareness of the learning process so that

they can become better L2 learners (e.g., Oxford, 1990; Oxford, Lavine, Felkins, Hollaway, & Saleh, 1996; Cohen, 1998). Because the intervention reported on here incorporated elements drawn from all of these approaches to promoting awareness and attention to form, they will be discussed further in the following sections.

### *2.1.3. Focus on Form and Student-Teacher Interaction*

As stated earlier, much criticism was laid against early interaction studies based on the fact that so many of those studies were lab- and not classroom-based and therefore did not necessarily reflect the type of negotiation that takes place in L2 classrooms, thus rendering their findings less reliable for classroom application. Many of the researchers who laid these arguments were themselves engaged in classroom-based interaction research, particularly those involved in the focus on form movement to shift content-based language programs away from an exclusive focus on meaning.

The focus on form movement advocates for pedagogical methods that incorporate explicit attention to structural aspects of the L2 while maintaining the communicative, interactive nature of immersion (Doughty & Williams, 1998). Such research is founded on the idea that active noticing of errors and focused attention to and awareness of grammatical structures in the L2 are linked to language learning and improved L2 proficiency (Ellis, 1994; Gass, 1988; Sharwood Smith, 1981; Schmidt, 1990; 1995; Schmidt & Frota, 1986). For instance, Schmidt and Frota (1986) outlined the concept of ‘noticing the gap’ as the moment when a learner becomes consciously aware of the difference between input from native speakers and their own interlanguage. While they do not equate the act of noticing this gap with the acquisition of a form, Schmidt and Frota argue that it is a necessary first step to learning. Schmidt’s (1990; 1995,

p. 20) noticing hypothesis further states that “what learners notice in input becomes intake for learning.” According to this hypothesis, noticing is simply what makes learning possible.

The concept of noticing—its role in acquisition and how it is defined—is not uncontroversial. Some have argued that noticing can also occur at the unconscious level (McLaughlin, 1987), while others have contended that it would be impossible for a learner to consciously notice every formal aspect of the L2 prior to acquiring it (Ellis, 1997). In a detailed analysis of the literature on noticing, Truscott (1998) argued that the concepts of consciousness, awareness, and noticing are poorly defined and have no empirical foundations in cognitive psychology. He further argued that the noticing hypothesis is untestable, and concluded that noticing can only be proven to assist learners’ metalinguistic knowledge, but has not been proven to assist acquisition. Cross (2002) promoted the idea of testing the effect of training learners to notice metalinguistic forms in the input as a way to determine the effectiveness of noticing. While this thesis does not attempt to prove or disprove the noticing hypothesis, the intervention described here included training learners to ‘notice the gap’ in their own and their peers’ language production.

The controversial nature of awareness, attention, and noticing carries over to focus on form and the differing beliefs within that movement regarding what kind of teaching methods best promote noticing and awareness and how implicit or explicit teachers need to be in drawing learners’ attention to linguistic form as well as on how important the role of learner output is believed to be. Long and Robinson (1998) define focus on form as follows: “Focus on form often consists of an occasional shift of attention to linguistic code features—by the teacher and/or one or more students—triggered by perceived problems with comprehension or production” (p. 23). Under this definition, focus on form pedagogy stays true to its roots by emphasizing content, and



therefore communication for meaning, and addresses language issues in an implicit and incidental manner (Long, 1991; Long & Robinson, 1998; Doughty & Williams, 1998). However, focus on form can also include purposefully-designed, meaning-focused communicative activities, controlled practice activities, and corrective feedback that explicitly push learners' to produce specific L2 forms. While these activities certainly draw on notions of attention and noticing, they also concern the role of focused L2 output and practice, an interest that is partly grounded in Swain's Output Hypothesis (1985) and its proposal that through focusing their attention on the production of grammatical structures, learners must actively process that information, which eventually leads to increased accuracy. This output/practice approach to focus on form is also supported by the idea that it helps develop automatic processing, as outlined by DeKeyser (1998) in which, through the practice of a skill, declarative knowledge is proceduralized and eventually automatized. Linguistically speaking, achieving automatic processing would equal achieving fluid and accurate L2 production.

Mirroring the debate over whether all learning must be preceded by conscious awareness or whether the learning of certain features may be unconscious, classroom researchers have explored which language features should be subject to awareness raising in the classroom. Some have claimed that learners may need more complex rules and features of the target language to be explicitly highlighted but that learners may be able to deduce simple rules on their own (Gass, 1994; Gass, Svetics, & Lemelin, 2003; Hulstijn & de Graaf, 1994). In reflecting on the best practice for the immersion classroom, Harley (1993) proposed that immersion teachers need to explicitly point out target language features that (a) differ in unexpected ways from learners' first language, (b) are irregular, infrequent or are otherwise difficult to notice, or (c) do not carry a heavy communicative load.

Finally, the manner in which teachers give learners corrective feedback on their oral and written production has been the source of a great deal of debate and research. Generally speaking, teachers' corrective feedback of students' erroneous production has been proven to be an effective pedagogical technique (Li, 2010; Lyster & Saito, 2010; Mackey & Goo, 2007). However, the disagreement lies in how explicit teachers need to be when responding to students' production errors, and there has been a longstanding debate over whether implicit feedback in the form of reformulations is enough to draw students' attention to the correct form or whether students need to be pushed to reformulate the error themselves (Ellis & Sheen, 2006; Long, 2007; Lyster, 2007; Lyster & Izquierdo, 2009; Lyster & Ranta, 1997). This debate lies not only in the importance placed on student output in enhancing the conscious processing of grammatical form, but it also lies in the nature of teacher talk in the classroom. Because teachers frequently repeat their students' correct utterances in order to rebroadcast answers or to confirm their receipt of the message, a reformulation of an erroneous utterance can be misconstrued as a mere repetition and not a correction.

Experimental classroom-based research has found that both incidental and planned form-focused instruction can be very effective (Harley, 1998; Lyster, 1994; Day & Shapson, 1991; Doughty & Varela, 1998) for L2 development in content-based language teaching environments. Today, the predominant thought regarding what should take place in content-based classes is that teachers should strive for a 'counterbalance' between a focus on content and a focus on form (Lyster, 2007). Moreover, content-based language teachers should utilize both proactive (planned) and reactive (incidental) form-focused instruction in their classrooms.

#### 2.1.4. Social Approaches to Interaction

For over a decade now, SLA researchers, including many associated with interaction research, have noted that SLA research emphasizes the individual, cognitive processes of learning, as opposed to the social aspect of language learning (Lantolf, 1996; 2000; Firth & Wagner, 1997; 2007; Tarone, 2009). In the case of interaction research, this bias toward the individual and his/her individual cognitive processes is represented most clearly in the following quote from Mackey (2007) in which she summarizes the present trends in interaction research: “Researchers are currently asking,...‘What are the relationships among interactional feedback, *learner-internal cognitive processes*<sup>3</sup>, and L2 learning outcomes?’ ” (p. 10). Despite Mackey’s statement, some interaction researchers are nevertheless dissatisfied with the limitations represented by this individual approach to analyzing a social phenomenon (i.e., language use). Many have therefore based their analyses of learner interactions on theories that place the social aspect of language at the forefront.

Many of these researchers (see for example, Angelova, Gunawardena, & Volk, 2006; Anton & DiCamilla, 1998; Brooks & Donato, 1994; Brooks & Swain, 2009; Donato, 1994; Foster & Ohta, 2005; Lantolf, 2000; Naughton, 2006; Ohta, 2000; Pavlenko & Lantolf, 2000; Swain, 2000; Swain & Lapkin, 2002; Swain et al., 2002; Tarone, 2009) use a framework of Vygotskian sociocultural learning theory, which postulates that learning is first externally mediated via language in interactions with other humans and is then internalized. Furthermore, learning is more likely to take place during interactions with experts who may enable the learner, or the ‘novice’, to grasp a new concept through ‘scaffolding’, or through taking control of the portions of a task that are beyond the learners’ level of competence. This allows them to focus on

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<sup>3</sup> My emphasis.

the elements that are within their range of competence, also referred to as their zone of proximal development (Lantolf, 2000; Swain et al., 2002; Vygotsky, 1962).

While the expert/novice roles played in scaffolding were for many years seen as being played, respectively, by teachers and students, researchers focusing on interactions between language learners have emphasized the fluidity of these roles (Lantolf, 2000; Storch, 2002; Angelova et al., 2006). Thus, depending on the context and the individual's experience and knowledge, the role of expert and novice can be played by the same individual. In the case of peer interaction in the L2 classroom, this implies that learners may both teach and learn from their peers depending on their linguistic resources and depending on classroom opportunities to share those resources.

## *2.2. Peer Interaction Research*

Peer interaction has both a good and bad reputation in second language education. Among researchers from an array of paradigms, it is seen as a useful component to L2 classroom learning, particularly when learners do not have frequent access to native speakers of their L2 (Pica, 1996; Watanabe, 2008). Researchers working within the interactionist paradigm have long held that L2 interaction between language learners is superior for L2 learning because, in comparison with their behavior when interacting with native speakers, learner-learner interaction is characterized by more production, a greater amount of communication breakdowns and negotiation for meaning, a wider variety of sociolinguistic functions, less learner anxiety, more motivation, and the presence of more input modification, which is thought to be conducive to L2 learning (Long & Porter, 1985; Varonis & Gass, 1985).

Researchers promoting task-based learning view peer interaction tasks as being more authentic and more student-centred than other types of communicative activities and therefore more transfer-appropriate and more easily automatized (Ellis, 2000). Those working from within the realm of cooperative and collaborative learning see peer interaction as promoting communication and social interaction skills, self esteem, higher level thinking, engagement and a sense of ownership in learning (Johnson & Johnson, 1994).

Researchers grounded in sociocultural learning theory, which has inspired a great number of peer interaction studies, view peer L2 interaction as an important way for learners to co-construct meaning and opportunities for language learning (Anton & DiCamilla, 1998; Donato, 1994; Lantolf, 2000; Ohta, 2000). Donato (1994, p. 39) called on researchers to examine learner-learner interaction to determine how this co-construction process “results in linguistic change among and within individuals during joint activity.”

Both Brooks and Donato (1994) and Anton and DiCamilla (1998) examined L2 learner task interactions, finding that although learners may not always use the L2 during peer interaction, they use the L1 as a mediational tool to scaffold and to solve task and metalinguistic problems in using the L2. Ohta (2000) reviewed studies that had examined scaffolding among learners to determine whether they were able to create a ‘zone of proximal development’ in their scaffolding. She found that although these studies did show that learners were able to do so in peer interaction, there was no sign that their interaction led to effective acquisition of grammatical structure. Watanabe (2008) and Watanabe and Swain (2007) investigated whether learners’ proficiency level had an impact on their production of language-related episodes and on their post-test performance. They found that collaborative patterns among learners had more of an impact on both measurements than did learners’ proficiency level. In other words, they found

that learners could create their own group expertise through this collaboration without the need for a teacher or native-speaking language expert.

Despite the positive findings regarding the benefits of peer interaction, it is not without problematic features, many of which make language teachers reluctant to assign pair and group tasks. These problematic features stem from two main sources: L2 learners' lack of expertise and the unpredictable nature of their interactive behavior. For example, Toth (2008) compared students' learning of the Spanish anti-causative *se* based on their assignment to either a teacher-led task group or to a learner-led task group, finding that students who had practiced the form in teacher-led groups outperformed those who practiced it in the learner-led activities. In examining the students' recorded interactions, he found that even if students were on-task during an interaction, they often turned their attention to forms other than the one that the lesson was designed for. Meanwhile, since the teacher was an L2 language expert, she could quickly solve other linguistic problems to help students focus on the target feature.

In examining the link between students' use of 'metatalk', or, the act of discussing the L2 as an object during collaborative tasks, and students' acquisition of grammatical forms, both Lapierre (1994) and Swain and Lapkin (1998) found that learners can and do engage in metatalk and that they are able to learn from that talk when the discussion leads to an accurate solution of a linguistic problem. However, if they fail to resolve a language issue correctly during that talk, they will continue to produce the same inaccurate grammatical form. Thus, they concluded that peer interaction needs to be supported by teacher oversight or feedback in order to be reliably effective for language learning. On the other hand, Leiser (2004) found that higher proficiency learners may be able to play the role of the teacher in student pairings. In examining LREs among learners paired according to proficiency level, he found that pairings that included at least

one high proficiency learner also included a greater percentage of LREs and a greater success level in resolving language problems. Those pairings which included two high proficiency learners showed the highest percentage of LREs and successfully resolved LREs.

In Foster's (1998) classroom-based examination of learner interaction during collaborative tasks, she found that, with the exception of a small number of students, learners did not engage in very much negotiation or modified output, and many students produced only the minimal amount of language necessary to complete the task. In examining peer interaction drawn from a wide range of task-based studies, Seedhouse (1999) found that learners engaged in task-based interaction tend to produce the bare minimum amount of speech in order to complete the task at hand and that, for this same reason, learners' speech is also often short and lacking syntactical elements. In other words, they are not practicing accurate language.

Perhaps some of the variability in peer interaction findings and the unpredictability in learners' interactive behavior can be explained by Storch's (2002) examination of pairs' collaborative behavior. Storch (2002) notes that traditional interaction research "seems to assume that all groups/pairs behave in the same way or that the nature of pair relations does not affect learning outcomes" (p. 120). To determine how interaction style might tie in with L2 learning, Storch (2002) examined ten learner dyads in an Australian ESL class who were engaged in a language-focused writing task. Using two scales that measured the pairs' level of equality (equality of task control) and mutuality (level of engagement with their partners' contributions), she found that the pairs tended to follow one of four patterns of interaction: collaborative, expert-novice, dominant-dominant, and dominant-passive. She found that learners with collaborative and expert-novice interaction styles showed the most L2 learning based on learner uptake of linguistic forms addressed during previous peer interactions.

Subsequent studies have applied Storch's framework to analyze dyadic interactions for various purposes: to determine their effect on performance during paired oral examinations (Galaczi, 2008), to investigate the influence of proficiency level on collaborative L2 learning in foreign and second language classrooms (Kim & McDonough, 2008; Watanabe & Swain, 2007), and to examine affordances for bilingual language learning in two-way immersion (Martin-Beltrán, 2010). As a whole, these studies have found that a more collaborative interaction style creates more opportunities for more effective L2 learning.

### *2.2.1. Peer Interaction in Immersion Classrooms*

Student-student L2 interaction in the immersion classroom is problematic for two main reasons. First, in North American one-way and two-way immersion programs, students tend to resist speaking the non-English language extensively with their peers. Second, immersion students tend to produce grammatically inaccurate language when speaking their L2 (Genesee, 1987; Harley & Swain, 1984; Lyster, 1987; Swain, 1985). Immersion teachers note that, by Grade 3 or 4, students have discovered that they can sacrifice grammatical accuracy in their L2 and still be understood (Harley, 1989). Therefore, practicing the L2 may be more likely to result in the fossilization of certain kinds of errors in the students' interlanguage and in the creation of a kind of classroom variety (Aston, 1986; Lyster, 1987) than to result in enhanced L2 acquisition. And yet, the opportunity to speak and practice the L2 with peers remains one of the potential core benefits of the immersion model. If students are truly going to be 'immersed' in a language and to use their L2 as authentically as possible, then speaking the L2 with their peers is crucial.



Tarone and Swain (1995), in finding that one-way immersion students tend to resist speaking their L2 with other students, put forth the idea that one-way immersion students might lack motivation to speak their L2 with their peers because they do not have access to peer native speakers who could model a non-academic register for them. They therefore called for research on student-student language use practices in two-way immersion. Many two-way researchers responded to that call, and almost two decades later, a portrait of language use in two-way immersion has emerged. Unfortunately, the most common finding is that two-way immersion students prefer speaking English with their peers, regardless of their dominant language, and they resist speaking the non-English language, particularly as they grow older. (Amrein & Peña, 2000; Ballinger, 2003; Carrigo, 2000; Fortune, 2001; Panfil, 1995; Potowski, 2007).

In addition, two-way students may not view or value their classmates as linguistic resources. To illustrate this situation, Potowski (2007) describes an instance in which student groups were engaged in a Spanish writing exercise. The English-dominant students made many language errors but did not consult the Spanish speaker in their group for help. When this Spanish speaker tried to point out that the work was full of errors, they overrode her contribution and handed in the work without correcting it. Essentially, peer interaction is a realm in which two-way immersion does not meet its twin goals of offering English-dominant students an opportunity to practice their L2 with native speakers and of offering heritage language speakers an opportunity to reinforce and advance their knowledge and abilities in their L1 (Valdés, 1997).

When two L2 learners are simultaneously learning each other's first, or dominant, language, they can be described as having 'complementary language backgrounds.' Their language backgrounds 'complement' each other because they create a situation in which students can simultaneously learn language from and teach language to one another. This was the case for

the English- and French-dominant student participants in the study reported on here. One might assume that this situation is unique to this particular research context, but it has been documented in content-based language programs in a number of international contexts such as the Spanish Basque country (Cenoz, 1998), Cataluña (Artigal, 1997), Ireland (Hickey, 2001), Wales (Baker, 2003), and finally, the United States, where two-way immersion programs purposefully enroll students of complementary language backgrounds, in part so that they can better learn one another's language and culture (Lindholm-Leary, 2001).

While it is important to seek methods of promoting reciprocal learning through peer interaction in all L2 learning contexts, it is of even higher priority that researchers address this goal in complementary language learning contexts where students are naturally disposed to act as both novice and expert during peer interaction as in two-way immersion or the French immersion context in which the project described here took place. The intervention reported on in this dissertation drew, in part, on the field of language learning strategies (LLS) to develop teachable behaviors that would help learners engage in more effective reciprocal language learning with complementary language learners. Thus, the following sections will first offer an overview of the field of LLS and the type of strategies that are deemed appropriate for reciprocal language learning. Then, they will examine research which has attempted to train learners to engage in more effective peer interaction.

### *2.3. Language Learning Strategies*

#### *2.3.1. Overview of Language Learning Strategy Research*

In general, LLSs are defined as what learners do to learn their L2 and how they manage and self-direct that learning (Wenden, 1987; Cohen, 1998; Oxford, 1990; Rubin, 1987). The

field of LLS is interested in a number of issues, which include identifying effective learning strategies (Abraham & Vann, 1987; Chamot, 1987; Chamot & El-Dinary, 1999; Rubin, 1987), teaching strategies to learners (Chamot, 1998; Oxford, 1990; Oxford et al., 1996; Wenden, 1987), linking learning strategies to language proficiency (Cohen, Weaver & Li, 1998; Dornyei, 1995; O'Malley, 1987), determining which methods are most effective at measuring the impact of strategy instruction (Anderson & Vandergrift, 1996; Cohen, 1987; 1998; DiPardo, 1994; Egi, 2004; Greene & Higgins, 1994; Oxford et al., 1996; Smagorinsky, 1994), uncovering the effects of cultural and individual learner attributes on the use and effectiveness of strategies (Bedell & Oxford, 1996; Levine, Reves, & Leaver, 1996), and seeking strategies that enhance oral communication and interaction (Dornyei, 1995; Lam & Wong, 2000; Bejarano, Levine, Olshtain, & Steiner, 1997; Naughton, 2006; Rost & Ross, 1991).

### *2.3.2. Historical Background*

The study of learning strategies is primarily interested in uncovering how individuals learn, as opposed to what they learn (Rubin, 1987). It is therefore intimately linked to the study of thought processes, or cognitive science, and we can trace the study of learning strategies back to distant efforts to uncover the path of human thinking. As early as the 19<sup>th</sup> century, Wilhelm Wundt (Wenden, 1987) trained 'introspectionists' to verbalize their thought processes as they completed mental tasks. Although Wundt himself eventually concluded that these verbal reports were too subjective and that higher mental processes are simply too variable and elusive to be studied through objective observation, other European psychologists continued the practice until the early 20<sup>th</sup> century, at which point behaviorism began to profoundly influence methodology within psychology, and any form of study not focused on publicly observed and objectively

quantified behaviors—or the products of thought—were not considered to be truly scientific (Kandel, 2006).

By the 1970s, the pendulum had swung back toward the cognitive approach, and scientists once again focused on the process, rather than the product, of human thought (Vandergrift, 1992). In the late 1970s and early 1980s, there was also an increased interest in creating learner-centered classrooms, and educators sought methods to create more autonomous learners (Rubin, 1987). It was during this period that educational researchers began to investigate the learning process with the goal of finding out why students who are in the same classroom, taught by the same teachers, and given the same materials, do not produce the same learning outcomes. Essentially, learning strategy researchers wanted to know why some students succeed when others do not, and they looked to the students' own attributes, learning approaches, and behaviors to find out why.

### *2.3.3. Defining Language Learning Strategies*

As mentioned above, the early LLS studies were preoccupied with determining the behaviors and characteristics that differentiate “good” language learners from less successful language learners (Chamot, 1987; Stern, 1975; Rubin, 1975; Rubin, 1987; Vandergrift, 1992). However, these studies were working with an imprecise and unexamined definition of ‘strategy’ and, as Vandergrift (1992) points out, they tended to confuse learners’ actions with learners’ characteristics. For example, Rubin (1975) defined strategies as, “the techniques or devices which a learner may use to acquire knowledge” (p. 43). However, she lists the following examples of ‘strategies’ that seem to be important to language learning: (a) being good at guessing, (b) having a willingness to appear foolish in order to communicate, and (c) trying out

newly learned knowledge by making up sentences to practice. The first two of Rubin's three 'strategies' are actually personal attributes; only the third is a behavior that could be taught to students to help them learn more productive learning behaviors. Nevertheless, Rubin contrasts her list of strategies with characteristics that are considered more or less innate and unchangeable, such as aptitude.

In later studies, strategies were limited to concrete actions, and learner characteristics such as tolerance for ambiguity or extroversion were no longer included. Rubin (1987) eventually limited her own definition to "operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval and use of information" (p. 18). Wenden (1987) expands on that definition by listing six characteristics that define LLSs. To her, they are behaviors that: (a) refer to actions, not characteristics, (b) can be observable or non-observable, (c) are problem-oriented, (d) contribute to learning directly or indirectly, (e) may be consciously deployed, and (f) are amenable to change.

While the distinction between learner characteristics and concrete behaviors are now agreed upon among LLS researchers, who generally use a definition that is very similar to Rubin's, other aspects of the defining characteristics remain controversial and unresolved. One such controversy is whether learners must have a deliberate and conscious intent to use a strategy in order for their behavior to be considered strategic. Vandergrift (1992) claims, "LLSs are deliberate, cognitive steps used by learners to enhance comprehension, learning and retention of the target language" (p. 11). Cohen (1990, 1998) also emphasizes that strategies must be "consciously selected" learning processes.

On the other hand, Oxford (1990) notes that through long-term practice and use, learners may become unconscious of their own strategic behaviors, and she argues that fluid and

automatic use of strategies is actually a desirable goal for language teaching and for the language learner. Hsiao and Oxford (2002) write, “When a strategy is so habitual that it is no longer within the learner’s conscious awareness and control, it becomes a *process*” (p. 369). Bialystok (1990) offers a simple and logical explanation for some of the definitional hair-splitting that occurs in the strategy literature by noting that it is difficult to divorce the word ‘strategy’ from its non-SLA meaning as a planned, problem-solving action. It is also possible that, for research purposes, it is simply more useful to define a strategy as conscious since the only measurable strategies are those that the learner is conscious of—a potential explanation for why Vandergrift (1992) includes as part of his definition of LLSs that “they can be accessed by verbal report” (p. 11).

#### *2.3.4. Defining Reciprocal Language Learning Strategies*

This study sought to create peer language use strategies – strategies that would help learners engage in reciprocal learning with their peers in complementary language learning environments. In attempting to define peer language use strategies, it was deemed most helpful to include Oxford’s (1990) contention that strategies must be ‘teachable behaviors.’ This allows for the possibility that learners may eventually achieve that goal of automatic and unconscious strategy use while simultaneously allowing for the possibility that even if certain strategies have become so automatic that learners are no longer conscious of using them, through teaching interventions, they could be encouraged to again be made aware of them. In this way, they could then deliberately and objectively discuss those behaviors so that they could, in turn, ‘teach’ their peers how to use them.

Before discussing the kind of behaviors that would qualify as reciprocal LLSs, it is important to note which kinds of behavior would *not* qualify. For example, most of Oxford’s

(1990) ‘compensation strategies’, Rubin’s (1981) ‘production tricks’ and Tarone’s (1983) ‘communication strategies’ would not be taught as peer language use strategies. These are actions that learners take when they face a gap in linguistic knowledge and ‘bluff’ their part of the conversation to avoid communication breakdown. For example, they might use a general vocabulary word such as ‘things’ when they do not know the appropriate, specific word. They might purposefully use a verb tense that they have mastered rather than using one that they are unsure of (present instead of future tense, for instance), or they might feign comprehension to keep an interlocutor talking (Aston, 1986) or laugh when others are laughing even if they do not understand the joke in order to be seen as a group member (Fillmore, 1976).

Although these behaviors could indeed be effective for achieving an array of communication goals, they are, by nature, very ineffective for on-line L2 learning. The learner is essentially trying to get by without knowing, and, therefore, without learning, a linguistic form. Thus, although it might be a strategy that could or should be taught to certain types of L2 learners (Dornyei, 1995), it is not the type of strategy that should be taught in the context of classroom peer reciprocal learning. In addition, it seems highly unnecessary to teach immersion students such behaviors because they have been observed as being quite adept at engaging in communication strategies and at comprehending one another’s meaning despite their lack of accurate language use (Tarone, 1983; Harley, 1989).

The literature on LLSs has been preoccupied with the categorization of various types of strategic behaviors, and much debate has arisen over how to categorize certain strategies. In seeking a unified definition and taxonomy for communication strategies, Bialystok (1990) deals with the multiple definitions and categorization schemes in the literature by concluding that these differences are primarily based on “terminology and overall categorizing principle...[not on

the]...substance of the specific strategies. If we ignore, then, differences in the structure of the taxonomies by abolishing the various overall categories, then a core group of specific strategies that appear consistently across the taxonomies clearly emerges” (p. 61). While it is important that peer language use strategies reflect and be drawn from previous LLS research, it seems wise to adopt Bialystok’s perspective and therefore not to force these highly context-specific behaviors into a previously drawn categorization scheme.

One reason for this is that numerous learning strategies overlap in their intentions, goals, and outcomes. This is particularly true for strategies involving both learning and teaching because in a truly cooperative setting, teaching and learning become a self-sustaining cycle. In a general sense, this means that in cooperative pair work, when one student listens attentively, the other student should feel that his or her ideas are appreciated, and she or he may therefore become more likely to teach and to listen to the other students’ ideas. In that case, is the goal of the strategy to promote teaching or learning? Additionally, some studies have found that students who explained, or taught, newly-learned concepts to their peers during pair or groupwork activities learned those concepts better than the students who listened to the explanations (Webb & Farivar, 1994; Webb, Farivar, & Mastergeorge, 2002). Therefore, it seems unproductive to label a certain behavior as a peer teaching strategy, when it may simultaneously be an action that contributes to that individual’s own awareness and understanding of his or her dominant language (i.e., a learning strategy).

The most comprehensive listing of LLSs comes from Oxford’s (1990) work. Although she does not always use the same labels, Oxford’s taxonomy draws on negotiation moves (Long, 1983; 1996), cognitive and metacognitive strategies (Rubin, 1987; O’Malley, Chamot, Stewner-Manzanares, Russo, & Küpper, 1985), production tricks or communication strategies (Rubin,



1981; Tarone, 1983; Bialystok, 1990), and social and affective strategies (Fillmore, 1976; O'Malley et al., 1985). The main difference between Oxford's strategies and the LLSs designed for this intervention is that Oxford catalogued her strategies based on the idea that they will help *individual* language learners learn language more efficiently. The reciprocal strategies listed below, while mainly consisting of the same actions that can be found in Oxford's scheme, are targeted at *peer* learning situations and therefore learners must consider the impact of those actions both on themselves *and* on their peer interlocutors. For example, when students are taught to use metacognitive strategies that involve visualizing potential problems in carrying out a task, they should also visualize potential problems that their partner would have and how they might help that partner overcome those problems.

The strategies listed below were chosen from Oxford's scheme based on their applicability to reciprocal learning situations.

#### Reciprocal strategies taken from Oxford's affective strategies

1. Using laughter to lower [your own and others'] anxiety
2. Making positive internal statements [and offering positive feedback]
3. Listening to your body [and paying attention to partner's body language]
4. Taking risks wisely [and supporting partner's risk-taking]
5. Discussing feelings with someone else [being sensitive to partner's feelings]

#### Reciprocal strategies taken from Oxford's social strategies

1. Asking for [and giving] clarification
2. Asking for [and giving] verification
3. Asking [and answering] questions
4. Cooperating with others

## 5. Empathizing with others

Reciprocal strategies taken from Oxford's compensation strategies

1. Getting [and giving] help

Strategies taken from Oxford's metacognitive strategies:

1. Seeking practice opportunities
2. Paying attention [to your own needs and to your partner's needs]
3. Planning for a language task [organizing self and partner]
4. Self- [and partner-]monitoring
5. Self- [and partner-] evaluating
6. Keeping a language learning journal [to reflect on own and partner's strategy use, language learning, and language use]

Reciprocal strategies taken from Oxford's cognitive strategies

1. Memory strategies
2. Repeating
3. Recognizing and using patterns and formulas
4. Recombining
5. Reasoning deductively
6. Analyzing expressions
7. Analyzing contrastively
8. Translating
9. Transferring L1 knowledge

However, one of the most emphasized strategies in this study was not included in Oxford's list, and that was the strategy of giving and receiving corrective feedback.

### 2.3.5. Strategy Training

Oxford (1990) lists three types of strategy training: (a) awareness training in which learners are introduced to the idea of strategy use without applying this knowledge to language tasks; (b) one-time strategy training, which consists of teaching a limited number of strategies for a specific purpose; and (c) long-term strategy training, which involves “learning and practicing strategies with actual language tasks” (p. 203). For most language learning classrooms, Oxford touts the effectiveness of using awareness training as an introduction to long-term strategy training.

In the case of the strategy instruction that took place in the present study, students were first led through two lessons of awareness training in which they were introduced to the idea of peer LLSs. The subsequent mini-strategy lessons could be described as falling somewhere between Oxford’s one-time training and long-term training. Students were taught various strategies that applied specifically to the project’s activities during six 20-minute mini-lessons that were embedded within their language arts lessons. These lessons followed the tenets for strategy instruction agreed upon by many researchers (Wenden, 1987; Chamot, 1998; Cohen, 1998; Oxford, 1990), which are paraphrased below:

1. Teachers should *explicitly* name each strategy being taught and tell students when, how and why they should use that strategy.
2. Strategy instruction should build on students’ existing use of strategies.
3. Teachers should integrate strategy instruction with language learning by applying it to specific language tasks.
4. Teachers should explicitly discuss how students might transfer LLSs to other language use and language learning situations.

5. Teachers should cover a wide range of strategies and give students practice choosing and evaluating the most appropriate and effective strategy for different learning situations and for their own learning styles.

## *2.4. Teaching Learners to Collaborate for L2 Learning*

### *2.4.1. Cooperative and Collaborative Learning*

As stated earlier, cooperative or collaborative activities are believed to promote communication and social interaction skills, self esteem, higher level thinking skills, engagement, and a sense of ownership in learning (Johnson & Johnson, 1994), all of which also reflect the goals of learning strategies (Oxford, 1997; Cohen, 1990). The following are argued to be ‘essential components’ that contribute to effective cooperative learning: (a) *positive interdependence*, which links the groups’ success to each of its member’s success; (b) *promotive interaction*, which involves promoting one another’s learning through specific, communicative actions; (c) *individual accountability*, which entails giving all members a share of the work; and (d) *group processing*, or a group’s monitoring and evaluating their own actions in relation to their progress (Johnson & R. Johnson, 1994: p. 90). A fifth element of effective cooperative learning is related to teaching students the skills they will need to communicate with other group members.

### *2.4.2. Modeling Metatalk*

Findings regarding the greater likelihood that student pairs with a collaborative interaction style also show more L2 development (Kim & McDonough, 2008; Storch, 2002; Watanabe & Swain, 2007) highlight the necessity of teaching students how to interact in a more

collaborative and language-focused manner, and a number of studies have gauged the possibility of doing so. LaPierre (1994) and Swain and Lapkin (1998, 2002) investigated whether immersion students could be taught to use ‘metatalk’—using language to talk objectively about language—through teacher modeling. They found that metatalk training did result in students’ engagement in more ‘language-related episodes’ (LREs), or parts of interaction in which the speakers “talk about the language they are producing, question their language use, or correct themselves or others” (Swain & Lapkin, 1998, p. 326).

Some researchers have used pre-task modelling to train pairs of learners to both engage in LREs and to interact in a manner reflective of Storch’s (2002) definition of collaborative interaction (Kim & McDonough, 2008, 2011; Martin-Beltrán, 2010). The research design and the results of the modelling in these two studies varied making it impossible to draw clear conclusions. Martin-Beltrán (2010) modelled collaborative writing and metatalk to two-way immersion students and gave them self-evaluation rubrics that listed criteria for collaborative behavior. Her study did not include a comparison group, but despite the modelling, she found that student pairs did not uniformly display high levels of collaboration. Kim and McDonough (2011), who employed a quasi-experimental research design, modelled examples of correctly resolved LREs and demonstrated collaborative pair dynamics in the form of feedback, asking and responding to questions, and sharing ideas. They found that not only did the group who had received modelling engage in more LREs, but their LREs were more often resolved correctly, and they engaged in more collaborative behaviors.

### *2.4.3. Interactive Strategy Training*

Several studies working with adult language learners have focused on interactive strategy training to help learners communicate more extensively in their L2, to learn from oral interactions, and to teach other students. Rost and Ross (1991) taught strategic questioning to Japanese university students. Bejarano et al. (1997) designed interaction strategies for Grade 11 Israeli ESL students to facilitate their comprehension and support their participation and learning as they engaged in collaborative groupwork. Lam and Wong (2000) focused on training Form Six ESL learners in Hong Kong how to seek and give clarification and to seek confirmation of comprehension. Naughton (2006) trained adult, Spanish EFL students in ‘cooperative strategies’ which consisted of: follow-up questions, requesting and giving clarification, repair, and requesting and giving help. Finally, Sato and Lyster (2012) trained university-level Japanese learners of English to provide one another with corrective feedback during communicative peer interaction tasks.

All of the interactional strategy studies found that learners engaged in significantly more strategy use after receiving training, although Lam and Wong (2000) found that many clarification attempts ended in participants simply moving on in the conversation without resolving their lack of comprehension. Lam and Wong concluded that strategy training can be useful, but that it must also be accompanied by linguistic scaffolding as well as peer help and cooperation. Based on this last finding, Naughton (2006) argued that creating a cooperative learning environment is crucial for successful student interactions. Her research design therefore included having students engage in a series of structured, cooperative games. The strategy that students used the least at the end of her study was the repair strategy. On the other hand, Sato and Lyster (2012), in which the only strategy taught was corrective feedback, demonstrates that

learners can be trained to correct their partner's utterances and that engaging in corrective feedback may benefit their overall L2 proficiency.

Some of the findings and implications of the above metatalk, collaborative behavior, and interactional strategy studies can be summarized as follows: (a) Students can be trained to engage in modified interactional behaviors; (b) it may be necessary to create a collaborative environment in the classroom for interactive strategy training to be effective for improved communication and language learning; and (c) student-student repair, while an achievable classroom goal, is also a cognitively demanding task that may require focused training.

### *2.5. Summary*

This literature review addressed several inter-related topics: interaction, peer interaction, LLSs, and interactive strategy training. The discussion of interaction research particularly focused on its evolution over the years away from an emphasis on negotiations taking place in relation to L2 input and towards a greater focus on the role of L2 production in learning. The shift in interaction research also included the perspective that noticing, attention, and awareness are crucial in transforming interaction into learning. Finally, the growing dissatisfaction with a reliance on interaction models that emphasize individual cognitive learning processes and that ignore the fact that interaction is an inherently social phenomenon was also presented.

The literature review then examined research on peer interaction that has uncovered both positive and negative aspects of it. These studies indicated that while peer interaction generally seems to be less focused and to lead to fewer instances of effective, on-target learning than teacher-student interaction, when peers interact in a collaborative manner, their interaction can lead to a greater amount of language learning.

The subsequent examination of LLSs implied another potential benefit to creating students who are adept at collaborating with their peers—they may become more autonomous learners who are more likely to benefit from language learning opportunities. The section of the literature review devoted to LLSs also demonstrated how the strategies for this study were developed. Finally, the literature review examined classroom-based research that has attempted to teach students strategies, or behaviors, to help them interact more collaboratively and in a way that would help them to learn language better during interaction with their peers. This research was consistently found to be effective in increasing students' use of strategies, but, once again, the importance of laying a strong foundation for classroom collaboration emerged as a key feature of training students to effectively learn through peer interaction.



## CHAPTER 3: CONTEXT AND PARTICIPANTS

### *3.1. Participating Schools*

The research took place in one Grade 3 and one Grade 3/4 split French immersion class at two elementary schools within the same school board, Mary Travers Elementary School and Julie Payette Elementary School<sup>4</sup>. Both schools were located in roughly equivalent suburban neighborhoods in municipalities on the South Shore of Montreal. However, there were some notable differences between the two municipalities.

#### *3.1.1. School Locations: Home Languages*

The municipalities in which the two schools were located had slightly different linguistic populations (Statistics Canada, 2006). Although there were equivalent numbers of English-speaking and bilingual English-French households in the two municipalities, the municipality in which Julie Payette Elementary School was located had fewer French mother tongue speakers and more speakers of a language other than French or English than the municipality in which Marie Travers Elementary School was located. This is worth mentioning because it was reflected by the general makeup of the student populations at both schools. Teachers at Marie Travers identified more of their students as either French dominant or balanced bilingual than those at Julie Payette, and just as in the rest of their municipality, more students at Julie Payette spoke a third language at home than did the students at Marie Travers..

This linguistic breakdown did possibly have an impact on students' language use at the two schools. During informal observations, it quickly became clear that English was the language of choice during off-task interactions at Julie Payette, the school with a greater population of English-dominant students, while students tended to use both English and French

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<sup>4</sup> All schools, teachers, and students have been given pseudonyms.

with their peers during off-task communications at Marie Travers, the school with a greater population of French-dominant students.

### *3.1.2. School Locations: Household Measures*

The two municipalities also differed somewhat on other measures, including median household income, employment rate, and single parent households. The municipality in which Julie Payette Elementary was located held a \$58,007 median household income, a 62% employment rate, and 21% of all households were led by a single parent. Meanwhile, the municipality in which Marie Travers Elementary was located held a \$63,948 median household income, a 71% employment rate, and 14% of households were led by a single parent.

The reason for including these demographic data is that both participating and non-participating teachers at Julie Payette Elementary, as opposed to those at Marie Travers Elementary, frequently referred to their students as coming from difficult or problematic home situations. They referred to discipline problems at their school as arising in part from these home situations, and discipline problems certainly played a role in the collection of paired interaction data for this study. While this is in no way meant to imply that lower household incomes, unemployment, or single parenthood automatically lead to difficult home situations, it nevertheless seems relevant to point out that there were, statistically speaking, some measurable differences in household situations between the two municipalities.

### *3.1.3. Language Instruction Allocation*

There were also differences in time allotments for English and French language instruction between the French immersion programs at the two schools. At Marie Travers Elementary, the students began Grade 1 with 90% of their class instruction given in French and

10% given in English. By the time they reached Grade 3, their time allotment for English instruction had increased to 30%, which came to a total of four hours of English instruction and two hours of English-language gym class per week. Students at Marie Travers Elementary had the choice between enrolling in either French immersion or the English stream. Students who enrolled in the English stream would receive the majority of their course instruction in English and would receive what is labeled as ‘Core French’ instruction 5 hours per week. Core French is essentially French second language instruction targeted at French L2 learners.

Although students at Julie Payette Elementary did begin kindergarten with a 90/10 time allotment for French and English instruction, from Grade 1 onward, students received 50% of their instruction in French and 50% in English. The entire school followed this program, and there was no English stream option. The principal at Julie Payette Elementary explained that this change had been implemented to respond to the fact that many students came from French-speaking households and needed the increased instruction in English in the early years to give them a solid background in both languages. Moreover, for several years, the school board had considered closing this small neighborhood school due to its low enrollment, and the principal added that she hoped this more balanced bilingual approach would increase enrollment by appealing to parents of children from bilingual or francophone households.

#### *3.1.4. Gaining Access*

Both of the schools and one of the teachers from Marie Travers Elementary School had also participated in a previous research project headed by Dr. Roy Lyster of McGill University and Dr. Laura Collins of Concordia University, titled the Bilingual Read-Aloud Project (see Lyster et al., 2009 for a full description of this project). Since I was a research assistant for the

Bilingual Read-Aloud Project, I was able to use my contacts at two of the three schools to recruit teachers interested in participating in a follow-up project. One of the same teachers, Mme Madeleine, at Marie Travers Elementary School agreed to participate in my project, and when she and the school principal proposed the idea to the English language arts teacher who worked with Mme Madeleine's class, that teacher also agreed. At another participating school, Julie Payette Elementary, the Grade 1 and 2 teachers who had participated in the Bilingual Read-Aloud Project recruited the Grade 3 English and French teachers at the school to participate.

Once teachers expressed an initial interest in the project, I met with them individually and with the principal from Julie Payette Elementary to talk more about my plans for the project and to get their feedback and advice as I created the teachers' guide for the biliteracy project, the focal point for their participation in the project. I also sought their approval for the picture books chosen for the project. After I received ethics approval from both McGill University's and the school board's ethics committees, the teachers signed letters of consent and sent home letters of consent to parents for their children to be audio recorded and for the parents themselves to be audio recorded during phone interviews. Students also gave their oral assent (see Appendix A1, A2, B1, B2, C1, and C2). Students whose parents did not give their consent for audio recording were not included in the focal group of students. A number of parents of focal group students did not give consent to be interviewed over the phone, limiting the information available regarding those students' home language use.

### *3.2. Participating Teachers*

The French homeroom and English language arts teachers for each class (a total of four teachers) participated in the project by reading from the chosen picture books and by leading the

follow-up activities. The teachers also helped to assign student partners, and they additionally acted as informal consultants throughout the project, occasionally offering feedback on the lesson plans created for the project and giving their opinions on the best method of implementing both the strategy lessons, which were led by the researchers, and the language arts lessons, which were led by the teachers. Finally, they were interviewed before and after the intervention took place regarding their educational and teaching backgrounds as well as their opinions of the intervention. The following descriptions of the teachers are drawn from those interviews.

### *3.2.1. Teachers' Backgrounds and Practice*

The following descriptions of participating teachers' backgrounds and teaching practice are based on the pre-intervention interview as well as on informal discussions that occurred throughout the project.

At Marie Travers Elementary, Mme Madeleine was the French homeroom teacher, and Miss Thompson was the English language arts teacher. Mme Madeleine had been teaching immersion for nine years at the time of the project. The only collaborative activities that she mentioned using in her classroom were paired reading activities, and this was something that she did approximately once per week. She had never coordinated her instruction with the English language arts teacher to simultaneously teach the same topics or language features in the two language classrooms, although she had participated in the Bilingual Read-Aloud Project a year and a half earlier. Prior to this project, she stated that she read aloud to her students approximately once per week but rarely from picture books. She more often read aloud from non-fiction, informational texts on the topics of pure or social science. When asked whether she taught her students language learning strategies or any other kind of strategies, she at first was

not sure what was meant by ‘strategies,’ and upon further explanation, she answered that she had never done so. However, she was frequently observed during readings in both the previous Bilingual Read Aloud project and during this project to point out methods of decoding new vocabulary words with her students, so at least unknowingly, she did teach some vocabulary learning strategies. Mme Madeleine was uncomfortable speaking English and frequently stated that her English proficiency was very low.

Miss Thompson did not have a homeroom class but rather traveled from classroom to classroom throughout the day teaching English language arts to a wide range of grade levels. She was in her first year of teaching full time. At the beginning of the project, she stated that she almost never used collaborative activities in her classroom because the students tended to go off-task when they worked in pairs or groups. She also stated that she read aloud to the students for approximately fifteen minutes per week. This was usually at the end of a lesson when they had finished their work and had a small amount of time before the bell rang. Before the project began, she was observed reading to her class from novels such as Roald Dahl’s *The Witches*. Although her students became very quiet and attentive during these readings, Miss Thompson stated that she felt uncomfortable reading aloud and that she did not think that she was very good at it. When asked about strategy instruction, she stated that she had only taught the students the importance of making predictions when reading, and she also answered that she had never engaged in cross-linguistic planning with another French teacher. Miss Thompson had been a French immersion student herself as a child. She understood French perfectly and was able to express herself in French, but she felt more comfortable speaking English.

At Julie Payette, Mme Éloise was the French teacher and Miss Madison was the English teacher. Mme Éloise had ten years of experience teaching immersion. She used collaborative

activities frequently in her class and read aloud to her students approximately twice a week, frequently from picture books. At the time of this project, she was also involved in another project in which language arts consultants from the school board offered teachers workshops on using illustrated storybooks in their classes and on teaching students reading strategies. In fact, the administrators at Julie Payette often confused the school board's project and the one described here due to the projects' overlapping themes. As a result of her participation in the other project, Mme Éloise had taught her students reading strategies, and a poster for that project was on her classroom wall. This poster listed several strategies that overlapped with those for this project. Although she and Miss Madison did not plan their classes together, the two of them did informally discuss their lesson plans and their students on a regular basis. This was facilitated by the fact that the students alternated days between the two teachers' classrooms, which meant that, unlike the teachers at Marie Travers Elementary, these two teachers shared the same group of students. These conversations were further facilitated by the fact that Mme Éloise and Miss Madison were both highly proficient in English and in French and did not face the same language barrier that existed between the teachers at Marie Travers. The teachers' informal conversations allowed them to be at least generally aware of what their students were learning in their colleague's class.

Miss Madison had six years of experience teaching English in immersion. She used collaborative activities on a daily basis in her classroom, and she read aloud to her students approximately twice a week. She was a strong believer in the importance of visually and thematically complex picture books, and she mainly used picture books to read aloud to her students. However, she occasionally read aloud to them from chapter books. Miss Madison was also participating in the school board's project; therefore, she had also been teaching reading

strategies to her students. The same reading strategy poster that was found in Mme Éloise's class was also mounted on Miss Madison's classroom wall. Unlike the English teacher at Marie Travers Elementary who had no classroom of her own and who taught English to several different classes of students, Miss Madison had her own Grade 4 homeroom class, and so she only taught English language arts to one Grade 3 class at the school. The Grade 3 students were taught in her classroom every other school day.

Table 3.1 displays the differences between the classes at Julie Payette and Marie Travers Elementary Schools.

Table 3.1. *Comparison of Participating Teachers*

	Julie Payette Elementary		Marie Travers Elementary	
	Mme Éloise	Miss Madison	Mme Madeleine	Miss Thompson
Used collaborative activities?	Frequently	Daily	Some paired reading	Never
Read aloud?	1 or 2 times per week	1 or 2 times per week	1 time per week	1 time per week
Taught strategies?	Reading strategies program	Reading strategies program	Some vocabulary decoding	Predictions
Planned cross-linguistically?	No, but some informal discussion	No, but some informal discussion	No	No
Comfortable speaking both English and French?	Yes	Yes	No	Somewhat
Had own classroom?	Yes	Yes	Yes	No-traveled from class to class



### *3.3. Participating Students*

Out of the 21 student participants at Marie Travers Elementary, eight were in Grade 4. Grades 3 and 4 had been combined in this classroom due to the small size of the school. There were 24 students in the Grade 3 class at Julie Payette Elementary. Homeroom teachers for both classes were consulted regarding their students' language dominance. Because all students from both classes were bilingual and fell on a language spectrum between French and English dominance, the teachers hesitated to designate certain students' language dominance, and they designated some as being balanced bilingual. Due to the fact that students' language dominance was not determined based on their performance on a proficiency measure, their designations must be taken as being generally reflective of their abilities, but they are not definitive. Some students who were designated as being English dominant showed clear difficulties speaking and writing in French. Others who were designated as English dominant were observed to be proficient in French but made non-nativelike errors such as misuse of French gender. Some students also had varying degrees of proficiency in a third or fourth language that they spoke at home or with other relatives, and teachers were asked to identify which of their students spoke a third or fourth language outside of school, which they did to the best of their abilities.

There were slightly more students who were English dominant and a greater number of students who spoke a third or fourth language at Julie Payette. At this school, 16 students were identified as English dominant, seven as French dominant, and one as a balanced bilingual. At least six students also spoke a third or fourth language at home. At Marie Travers, 12 students were identified as English dominant by their teachers, nine were identified as French-dominant, and two as balanced bilinguals. At least two students spoke a third or fourth language at home (see Table 3.2).

Table 3.2. *Language Designations for All Participating Students*

	Total number of students	English dominant	French dominant	Balanced bilingual	Additional language spoken
Julie Payette	24	16	7	1	6
Marie Travers	21	12	9	2	2

All of the students in the classroom participated in the project in that they experienced the same strategy instruction, listened to the same bilingual readings, and engaged in the same collaborative English and French language arts activities. For these collaborative activities, students were assigned a partner for the duration of the project. To assign partners, the classes were first observed in Fall 2009 to gauge general patterns of interaction and language use among the students and to gain an overall picture of student personalities within the classrooms. Afterwards, a preliminary list of partners was created. To the extent possible, strongly English-dominant students were paired with strongly French-dominant students. Of course, this was not possible for every pair, and some pairs inevitably fell into the same general category of language dominance. However, even in these cases, partners with different L2 proficiency levels were assigned. Whenever possible, students were paired who had already been observed working together on class assignments. The students' homeroom teachers then reviewed the lists of partners to confirm impressions of students' language dominance and proficiency. The teachers also made adjustments to partnerships that they thought would lead to discipline problems or to a lack of participation.

Next, a focal group of students was chosen from each classroom. Six student pairs were chosen at each school to be audiotaped as they interacted during their paired language arts

activities. Students were selected for the focal group based on whether they were strongly dominant in one of the languages of instruction, whether they had expressed interest in the study, whether their parents had given full consent for them to be audio recorded and interviewed, and whether they had a consistent record of school attendance (to ensure that they would be present for most of the recorded activities). Their teachers were again consulted regarding who would fit the criteria for the focal group and who would be likely to interact sufficiently to allow for a minimum amount of data. Students from the focal group were audio recorded throughout the intervention as they interacted while working on language arts tasks. Besides the audio taped interactions, students from the focal group were also interviewed with their partners after the intervention ended. Finally, the majority of the focal group students' parents were interviewed via telephone regarding the students' language history and language use outside of school. Not all parents agreed to participate in the telephone interviews regarding home language use; in these cases, information on home language use was drawn from information gathered from the students' homeroom teachers.

After examining the interaction data, the analysis was narrowed down from six to four pairs of students at each school for a total of eight pairs. Due to the nature of the interaction analysis, it was important to reach a threshold amount of recorded tasks and also a minimum level of on-task interaction for that analysis to be meaningful. The four pairs of students who were recorded but whose interactions were not analyzed were eliminated from this analysis due to absenteeism (therefore, they were not consistently recorded engaging in a variety of tasks), discipline problems which made it impossible to record task interaction, or extreme off-task behavior. It is important to note that this elimination was not meant to limit the data set to well-behaved students (which would not be representative of the average classroom). The focal pairs

that were included displayed varying ranges of off-task behavior, inter-pair conflict, and occasional discipline problems. Nevertheless, these behaviors never reached the critical point at which they interfered with a meaningful analysis of the interaction data.

### *3.3.1. Student Focal Groups*

The following descriptions of the focal group students' language backgrounds and home language use situations are based on interviews with their parents to the extent possible. Where parents did not give their consent to be interviewed, only the teachers' designation of the students' language dominance is given. The descriptions based on the parent interviews are multifaceted descriptions and represent the complicated bilingual language backgrounds of each student and show just how linguistically flexible many of them were, using English or French for varying purposes throughout their days. These descriptions are meant to complement the more general designations given by teachers, which were limited to 'English dominant', 'French dominant', or 'balanced bilingual.' Finally, these descriptions demonstrate the wide array of linguistic resources that each student brought to their immersion classroom.

Julie Payette Elementary School

Pair 1:

- Mohit. Teacher designation: English dominant. According to Mohit's father, he and Mohit's mother always spoke to their son in Bengali and Mohit always answered them in Bengali. However, he preferred to speak English with his brother and friends. He played soccer, and this too was mainly an English activity. Mohit did not like to read at home and preferred watching television, almost always in English. His father did not mention any French use outside of school.

- Stella: Teacher designation: English-French bilingual. Stella's mother reported that she, Stella's father, and Stella's sister all spoke English at home, so the main language at home was English. However, Stella had attended French daycare, which led to her becoming highly fluent in French. She mostly watched television in English, but if she was interested in a French program, she would watch it as well. She read at home in both languages, but her mother believed that Stella found it easier to read in English. She did not attend any classes or activities outside of school.

Pair 2:

- Aseem: Teacher designation: Strongly English dominant. Aseem's father and mother were both from Pakistan. Aseem's mother sometimes spoke to him and his brother in Urdu, and his father always spoke to them in Punjabi. When his parents tried to speak to him in English, Aseem would ask them to speak to him in their L1 because their English was 'not very good.' Aseem and his brother spoke mainly French together, but they watched television in English most of the time. With his friends, Aseem spoke mainly French. Aseem attended no classes or activities outside of school.
- Pierre: Teacher designation: French dominant. Although Pierre's parents did not give their consent to be interviewed regarding his home language use, it is important to point out that in my own classroom observations of Pierre, he seemed to have difficulties writing in both English and French. At the very least, he was extremely reluctant to write and consistently had Aseem write for the two of them. Although at times he offered interesting insights in classroom discussions of the readings, he often seemed unsure of what was expected of him. Other students, including his partner Aseem, seemed to understand that he needed assistance in understanding and completing classroom tasks.

Although his teachers agreed that he had difficulties, they could offer no further explanation for why that might be so.

Pair 3:

- Rajbir: Teacher designation: Strongly English dominant. Rajbir's mother had been born in England, but her L1 was Punjabi. Rajbir's father was originally from Pakistan and also spoke Punjabi as his L1. Her mother thought it was very important that Rajbir and her two siblings speak Punjabi. Therefore, she and her husband spoke it approximately 70% of the time at home. The rest of the time they spoke English. With her siblings, Rajbir spoke a mixture of English and Punjabi, and she usually watched television in English. However, she also enjoyed watching Bollywood movies and could understand Hindi. This was because she was familiar with Urdu (which is almost identical to Hindi when spoken) and could read Urdu to a certain extent. Twice a week, Rajbir went to Arabic school and was therefore also able to read Arabic. For leisure reading, she preferred to read in English, but she did sometimes bring home French books from the library.
- Sebastien: Teacher designation: balanced bilingual. Although Sebastien's parents did not give their consent for an interview, in his own interview, Sebastien stated that he enjoyed reading in both English and French. Moreover, my own observations of his behavior in English and French class supported the teachers' designation of him as a balanced bilingual. He seemed to be a strong student in both classes, showing no difficulties in completing tasks, frequently explaining those tasks to his partner, and frequently contributing to classroom discussions.

## Pair 4:

- Damien: Teacher designation: French dominant. Although Damien's parents did not agree to be interviewed regarding his home language use, my own observations supported the teacher's designation of his language dominance. Nevertheless, Damien participated extensively in both English and French whole-class discussions, giving thoughtful and on-task answers. During the collaborative tasks, however, he tended to speak more French and to go off-task a great deal.
- Silvana: Teacher designation: Strongly English dominant. Again, although Silvana's parents did not give consent for a telephone interview, my own observations supported the teacher's designation of her language dominance. She did not seem comfortable speaking extensively in French, and she did not often participate in whole-class discussions in either of the classes. However, she did tend to stay on task during her collaboration with Damien.

## Marie Travers Elementary School

## Pair 1:

- Cedric: Teacher designation: balanced bilingual. Cedric's father reported French as being Cedric's L1. Although his father and mother were both French L1, they had attended English school and spoke English and French 50% of the time at home. However, up until the time that Cedric began English kindergarten, they had spoken mainly French with him. With his brother, Cedric spoke French about 70% of the time; however, he sometimes spoke English to him because his brother had begun English kindergarten that year. With his friends, Cedric spoke either English or French, depending on the friend's

language background. He mainly watched television in English but read novels in both languages. Cedric was attending catechism classes in English but played on a hockey team that functioned mainly in French.

- Erica: Teacher designation: English dominant, although it should be noted that she wavered between this designation and that of balanced bilingualism. Erica's father first stated that Erica's L1 was English, but he then said that she was more bilingual. He reported that Erica's mother was French L1 but that she had come from a family in which the father spoke no French and the mother spoke no English. Erica's father was English L1. Her parents were separated and shared custody of her, but when she was with her father, he spoke to her in both languages 50% of the time and read to her in both languages. With her older sister, who lived with her mother, she spoke mainly English. She preferred to watch television in English, but also watched programs and movies in French when it was the original language. She played hockey on a team that functioned primarily in French.

Pair 2:

- Chloe: Teacher designation: English dominant. Both of Chloe's parents were English L1 but because their younger son attended French daycare, they spoke French approximately 30% of the time in the home. With her brother, Chloe spoke French, but with her friends, she spoke mainly English. She liked to watch television in English but sometimes watched French programs as well. In the summers, she attended French day camp.
- Axelle: Teacher designation: French dominant. Axelle's L1 was French according to her mother. However, her French L1 mother spoke to her in French, while her English L1 father spoke to her in English. She estimated that French was spoken 60% of the time in



the home and reported that Axelle and her brother spoke a mixture of English and French with each other. Axelle preferred to watch television in English, but she read more frequently in French. When speaking to friends, Axelle spoke English or French depending on the friend's language dominance. Prior to attending English kindergarten, Axelle only understood, but did not speak English. However, her mother reported that after only a few months there, she began correcting her mother's English. Axelle's extracurricular school activities functioned primarily in English.

Pair 3:

- Amy: Teacher designation: English dominant. Amy's parents were separated and shared custody of her. Her mother was English L1 but was also highly bilingual. In her mother's home, English was spoken approximately 80% of the time, and her mother stated, "We're 'franglais'." She further explained that they spoke in the language that was most convenient for the context. Amy communicated bilingually with her sister, speaking comparatively more English but using French to recount things that had happened in a French-speaking context. Her father spoke English with Amy, but his L1 was Ukrainian, and he knew 'several other languages.' Although he did not speak those languages with Amy, he often explained aspects of them to her, for example, that the 'Rott' in 'Rottweiler' came from the German word for 'red.' Amy preferred to read books and watch television in the original language, and she communicated with her friends in either English or French depending on that friends' language dominance. Outside of school, Amy practiced several sports which functioned primarily in French.
- Thomas: Teacher designation: Balanced bilingual. Although Thomas's parents were unable to be reached via the telephone number provided, my own observations supported

the teacher's designation of his language dominance. From an outside observer (with no test of his proficiency), it was impossible to see whether he was stronger in one language. In a way, Thomas' own contradictory statements supported this. At one point, he stated that he was stronger in English, but at another time, he stated, "My English sucks."

Pair 4:

- Liane: Teacher designation: Strongly French dominant. Liane's parents were unable to be reached via telephone. Nevertheless, I observed her to be one of the most strongly French dominant students in the class. She did sometimes speak English with her peers, but she spoke more French (in both English and French class) than English.
- Max: Teacher designation: Strongly English dominant. Max's parents did not give their consent to be interviewed. While my observations did seem to support the designation that he was more proficient in English, I would tend to disagree with his teacher in designating him as strongly English dominant, at least in his interactions with peers. He often spoke French, even when off task, with Liane, and he is recorded during one English class as saying that he felt like speaking French.

Table 3.3 displays the focal group participants, their language dominance, and the pairs to which they were assigned.

Table 3.3. *Partners, Pair Assignments, and Language Dominance.*

Julie Payette Elementary School		Marie Travers Elementary School	
Pair	Partners	Pair	Partners
Pair 1	(B)Sebastien (E) Rajbir	Pair 5	(E) Chloe (F) Axelle
Pair 2	(E) Stella (E) Mohit	Pair 6	(F) Cedric (E) Erica
Pair 3	(F) Pierre (E) Aseem	Pair 7	(E) Amy (B) Thomas
Pair 4	(F) Damien (E) Silvana	Pair 8	(F) Liane (E) Max

*Note:* B = bilingual; F = French dominant; E = English dominant

### *3.4. Summary of Group Differences Between Schools, Teachers, and Students*

To summarize, there were many small differences between the students, teachers, and language programs at the two schools. To begin, the focal group at Marie Travers Elementary included two Grade 4 students, while all of the students at Julie Payette were in Grade 3. At Marie Travers, students received only four hours of English language arts instruction per week, while at Julie Payette, they received approximately twelve hours of instruction in English. The two English teachers worked under very different conditions—Miss Thompson traveled from class to class and did not have her own homeroom. Moreover, the fact that she spent only four hours per week with the Grade 3/4 French immersion students and that her attention was divided among many other groups of students for which she taught English language arts, meant that she

had less time for and was less able to discuss her lessons or her students' needs with the French homeroom teacher. Whereas both teachers at Marie Travers were either somewhat or very uncomfortable speaking their L2, both teachers at Julie Payette were fluent in their L2 and comfortable using it with their colleague. Finally, there was a marked difference in teachers' pedagogical practices at the two schools. The teachers at Julie Payette already organized their lessons to allow for frequent collaborative activities and had previously taught their students learning strategies. At Marie Travers, however, student collaboration was minimal, and neither of the teachers had made it a point to teach their students any form of learning strategies.

This chapter has examined the context and participants involved in this study. The next chapter will address the process that was followed, in choosing the books and content for the project as well as in choosing which strategies to teach. It will also outline the process involved in developing materials for the project and the design of the data collection and analysis.

## CHAPTER 4: RESEARCH DESIGN

### *4.1. Overview*

The study included a 7-week classroom intervention in one Grade 3 and one Grade 3/4 French immersion classroom that enrolled both English- and French-dominant students. The teaching intervention aimed to bridge the students' L1 and L2 through (a) a 'biliteracy' project that linked English and French language arts content and (b) collaborative language learning strategies designed to enhance students' ability to engage in reciprocal language learning.

In the first week of the intervention, students received two hour-long introductory strategy lessons, one in their English class and one in their French class. The following six weeks of the project consisted of a biliteracy project in which students' English and French teachers read to them from the English and French versions of three picture books. Following each reading, students engaged in collaborative literacy tasks that spanned their two language classes. Each student was assigned to a pair that consisted of one French- and one English-dominant partner, which gave all partners the potential to serve as both learner and teacher in their English and French language arts classes. During the biliteracy project, researchers taught seven 20-minute strategy lessons. Both the introductory strategy lessons and the strategy lessons taught during the project were developed with the goals of (a) raising students' awareness of their and their partners' language production, (b) increasing students' L2 use, (c) sharpening their focus on linguistic accuracy, and (d) enhancing their ability to recognize their peers as language-learning resources.

Data collection consisted of (a) audiotaped interactions between eight focal student pairs as they worked on the collaborative tasks and (b) student, teacher, and parent interviews. Interaction data were collected before, during, and two months after the teaching intervention

and were analyzed both qualitatively and quantitatively to examine how students displayed their language awareness, awareness of opportunities for reciprocal language learning, and their general collaborative behavior under the conditions of the intervention.

#### *4.2. Procedure*

Before presenting what took place in the development and enactment of the project's intervention, it is important to explain a somewhat unique feature of this process: It was, itself, a collaborative process. A colleague and I collaborated during the planning and enactment of our own research projects, and we conducted those projects simultaneously and in the same context. This situation came into being when I sought help with the materials development phase of my project. My teaching experience was with secondary-level and adult English as a second language students, and I hoped to find someone who could give me feedback on my lesson plans and activity ideas for these elementary-level French immersion students. Meanwhile, one of my supervisor's master's students, Heather Phipps, a former elementary-level French immersion teacher, was also interested in conducting classroom-based research in French immersion on students' response to and engagement with picture books<sup>5</sup>. However, she also needed my help because many local school boards do not allow graduate students below the doctoral level to head research projects in their schools. Therefore, we came to an agreement. She would help me with my materials development, and I would help her gain access to a classroom in which she could conduct her own research.

Although we had different research questions, we conducted our research within the parameters of this project's intervention. Thus, this project, which is in large part about student collaboration, was itself a collaboration between two students. Not only did my colleague spend

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<sup>5</sup>All references to picture books are references to books that include both pictures and text.

many hours helping me to choose illustrated storybooks for the project, to develop ideas for the collaborative tasks, and to revise lesson plans for the teachers' guide, but she also helped me co-teach most of the strategy lessons. In the following sections, when I use the pronoun 'we,' I am referring to myself and my co-researcher, Heather Phipps.

#### *4.2.1. Materials Development*

The selection of books as well as the development of the tasks for the biliteracy project and the lessons plans for the strategy instruction represented a significant phase of this project. Over the course of approximately four months, we first chose appropriate books for the bilingual readings, designed French and English language arts tasks for the biliteracy project, and finally developed the strategy lessons. The end result was a teachers' guide, titled "Where Are You From?" (see Appendix D) that spanned seven weeks, twelve language arts lessons, two one-hour strategy lessons, and seven 20-minute strategy lessons. The guide also included background information for the books and their authors as well as suggestions for further activities for each book. Finally, the guide included an introduction to help the teachers understand why and how it had been developed. The introduction and background information were translated into French for the French teachers. The individual lesson plans were written in the language in which they were to be delivered for both versions of the guide.

##### *4.2.1.1. Picture book selection.*

Originally, I had planned to use chapter books, as had been done in the Bilingual Read-Aloud Project, asking teachers to read alternating chapters in English and French. However, I again credit Heather Phipps for convincing me of the pedagogical value of using picture books

with complex themes and engaging images in the classroom. To read more about the benefits of using picture books in the classroom, see Phipps (2010).

The three books that were read bilingually and that were central to the biliteracy project were:

1. *If you're not from the prairie... / Si tu n'es pas de la prairie...* (Bouchard, 1998), written by a Canadian Métis author from Saskatchewan.
2. *The Montreal of My Childhood / Le Montréal de mon enfance* (de Thomas, 1994) written by an Italian-Québécois author from Montreal.
3. *Have You Seen Josephine? / As-tu vu Joséphine?* (Poulin, 1986), written by a Québécois author from Montreal. In addition, for one of the tasks within the book cycle that included the bilingual reading of *Have You Seen Josephine?* students read and wrote an imagined ending to another book by Stéphane Poulin that used the same characters and themes, *Catch that Cat!* (Poulin, 2003).

Additionally, books were chosen for the teachers to read for the pre- and post-intervention data collection lessons. These pre-intervention readings and follow-up activities were supposed to mimic the way that the teachers usually conducted their classes. That is, the English and French teachers were not supposed to coordinate the readings or activities. Therefore, the two teachers read different books. For the pre-intervention readings, the English teachers read from *Amazing Grace* (Hoffman, 1991) and the French teachers read from *Le chandail de hockey* (Carrier, 1987). For the post-intervention readings, the English teachers read from *Where I Live* (Wolfe, 2001) and the French teachers read from *Je suis fou de Vava* (Laferrière, 2006). In the spirit of the book selection guidelines described below, all but one (*Amazing Grace*) of the pre- and post-



intervention books were written by Canadian authors, and two (*Le chandail de hockey* and *Je suis fou de Vava*) were written by Québécois authors.

In selecting the books that were read bilingually for the project, I set three guidelines:

1. The books had to be both written and translated by the same Canadian author. A common problem when choosing English and French versions of the same book is that the translated version (usually the French version) is often written by someone who is not completely familiar with the author's intended meaning, and the texts can differ significantly between the two languages. Moreover, French translations of English books are often translated in France. Since many words and phrases that are common in France are not used to convey the same meaning (or are not used at all) in Canadian contexts, the French translations can be more difficult for Canadian readers, especially young Canadian readers, to relate to and to understand. Choosing books translated by the author meant that the French text would be as similar as possible to the English text and would reliably convey the author's intended meaning.
2. The books had to be visually engaging. Of course, this came down to a subjective judgment, but the teachers and students often stated that they, too, loved the illustrations in the books that we chose.
3. The books had to be linguistically rich to allow for lessons that could include a language component drawn from the texts.
4. The books had to be thematically rich to contribute to the content development of the tasks.

In addition, to create a coherent language arts unit, the books had to share overlapping global themes; the three main books chosen for this project all addressed the impact of place on a child's identity. In *If You're Not from the Prairie*, that theme is stated through

the child's affirmations that if you are not from the prairie, you cannot understand or truly know his soul. *The Montreal of My Childhood* highlights the architecture and artifacts of a 1940s Montreal childhood in a series of reminiscences. Likewise, Daniel, the child in *Have You Seen Josephine?*, gives us a tour of the people and places in his modern Montreal neighborhood that shape his childhood. Students were pushed to relate these children's stories to their own story throughout the project.

#### *4.2.1.2. Biliteracy task development.*

The following guidelines shaped the development of the language arts tasks for this project:

1. The tasks had to overlap across languages. To the extent possible, they were intended to work as smaller task outcomes that were stepping stones toward a larger task outcome. The tasks had to be collaborative in nature. In other words, they had to be designed in a way that encouraged participation and input from both student partners.
2. The tasks had to include all four language skills (reading, writing, speaking, and listening). Although many other studies that have investigated student collaboration and strategy use have gathered data on students engaging in only one type of task (dictogloss or writing tasks, for example) it was considered important in this study to consider the impact of the intervention on all task types.
3. The tasks used materials that all teachers would be able to access and steps that could be implemented in a fairly simple manner. None of the tasks required special equipment. For example, students were not required to listen to or view recordings of themselves interacting as part of the training intervention, although this has been shown to be an effective approach in other studies (Bouffard & Sarkar, 2008; Swain & Lapkin, 2008). The

idea behind keeping the materials and tasks as simple as possible was to be able to make the tasks accessible to the greatest number of immersion teachers.

4. The tasks were meant to include both a content and language focus. The unit did not focus on teaching one formal feature of language but included language features that emerged in the books' texts.

Although not every principle was upheld with every activity that was created for the tasks, they were implemented to the greatest degree possible when developing the intervention. Following is a general description of the activities that students engaged in for each of the book cycles.

In the book cycle that centred on *If you're not from the prairie...*, in Lesson 1 (English), the students brainstormed a comparison of life on the Canadian prairie to life in Québec, creating a Venn diagram. In Lesson 2 (French), the students completed a worksheet that dealt with the use of adjectives, personification, and metaphors, three language features that are used to describe the prairie in the book. In Lesson 3 (English), students brainstormed words and phrases related to seasons in Québec, since the poem in *If you're not from the prairie...* describes the various seasons on the prairie. They then grouped these ideas into categories as nouns, actions, or adjectives. Finally, in Lesson 4 (French), students wrote an original poem "*Si tu n'es pas du Québec*" using the brainstorming tasks and their worksheet on descriptive language as references.

In the book cycle that centred on *The Montreal of My Childhood*, in Lesson 1 (English), the students discussed and wrote interview questions for an interview they were going to conduct with someone who had grown up in the 1940s. In Lesson 2 (French), students looked at photos depicting day-to-day life in Montreal in the 1940s and 1950s and compared childhood then to childhood today. Lesson 3 (English) occurred after the students had conducted their interviews.

In this lesson, partners compared their interviewee's answers and created a list of similarities and differences. In Lesson 4 (French), partners collaborated to write a formal paragraph comparing their findings and comparing their interviewees' lives to their own.

In the book cycle that centred on *Have You Seen Josephine?*, in Lesson 1 (English) partners drew a story map, showing all of the places in the Montreal neighbourhood that the cat, Josephine, had visited. They then labeled the map and wrote sentences in third person singular describing the everyday life of the main characters. In Lesson 2 (French), the students completed a reading response worksheet. In Lesson 3 (English), students took turns collaboratively reading another book, *Catch That Cat!*, by the same author about the same characters. The final pages had been taped together to create a cliff hanger effect. Pairs then brainstormed possible endings to the book. In Lesson 4 (French), pairs worked together to write a polished version of their story ending and shared it with the class.

#### *4.2.1.3. Strategy lessons.*

Prior to developing the lesson plans for the strategy instruction, I created a set of strategies that emerged from the literature on language learning strategies, modifying them to fit with a reciprocal learning context in which students were meant to not only take advantage of learning opportunities for themselves but also to recognize and take advantage of moments in which they could assist or teach language to their partner. The following strategies were taught during the project: planning (predicting difficulties that you or your partner might face during a task), noticing (that you or your partner need help), seeking help from a partner (asking task and language-related questions), offering help to your partner, giving and receiving CF, and remembering (what your partner has taught you). The two most emphasized strategies were asking questions and giving and receiving CF.

In developing the lesson plans, I closely followed the literature on optimal approaches to teaching learning strategies (see Literature Review for a full discussion). The strategy instruction lessons frequently began with role plays in which my co-researcher and I played language learners who, in one version of the role play, demonstrated ineffective behaviors for reciprocal learning, and, in a second version, effective behaviors or strategies for reciprocal learning.

The focus of the strategy instruction was tailored to fit situations that the students would potentially face during the collaborative task planned for that day. For example, in a strategy lesson preceding a task in which students were to discuss and compare interviews that they had conducted with family members, Heather and I first did a role play in which I was discussing an interview with my grandmother. The strategies we were teaching were ‘giving and receiving CF’, and the linguistic element that we focused on was the English past tense. Therefore, as I discussed my interview, I continuously made past tense errors. In the first version of the role play, Heather would correct me rudely by interrupting continuously and using a derogatory tone of voice. Meanwhile, I would ignore her feedback, say that it was not important, or snap at her to stop interrupting me. In the second version of the role play, she interrupted politely and less often, and I accepted her feedback by stopping and repeating her correction.

All of the strategy lessons began with some kind of demonstration, whether it was a role play as in the above example, or a game in which strategies had to be used. These demonstrations were always followed by a discussion in which students were asked to label the strategies that we had used. From these discussions, we created strategy lists that were posted on the classroom walls. Finally, students practiced the new strategies through role plays of their own, games, or worksheets.

#### *4.2.2. Data Collection Methods*

The following is a list and description of the data collection methods employed in this study.

1. Audio recorded student interaction: During every collaborative task, one small audio recorder was placed on the desk between focal student pairs to record their interaction. The time dedicated to taping the task was dependent on how much time was allotted for the task by the teacher. In order to control for the amount of time that pairs within each class were recorded during collaborative interaction, the parameters for the recordings and transcription of the interaction data were set to the length of time that the teacher allocated to a task. This had two consequences. First of all, interaction time for the same task varies between the two classes participating in the study. Secondly, even if a pair had completed their task, the recording and transcription continued until the teacher transitioned all students to a different activity. As a result, students who completed their task quickly and efficiently may have engaged in more off-task behavior due to the fact that the recording continued after they had completed their work.
2. Teacher interviews: Before the intervention began, teachers were interviewed regarding their views, history, and expectations regarding strategy instruction, collaborative activities, and reading aloud. They were also asked to comment on previous collaboration with their students' English/French teacher (see Appendix E1 and E2). Upon completing the intervention, teachers were once again interviewed regarding their impressions of the various elements of the project: strategy instruction, collaborative activities, bilingual reading, and teacher collaboration. Finally, they were asked to comment on their observations of student strategy use during the project (see Appendix F1 and F2).

3. Parent interviews: The parents of the focal group of students were interviewed over the telephone regarding the students' language history and home language use habits. This was meant to gain a more nuanced picture of the students' language dominance and language practice (see Appendix G1 and G2).
4. Student interviews: Upon completion of the instructional intervention, focal group students participated in interviews. Students were interviewed with their partners regarding their experiences with learning strategies, their impression of the various elements of the project, and what they learned from and taught their partner (see Appendix H1 and H2).

#### *4.2.3. Baseline Data Collection*

In fall 2009, I observed both participating classes twice and consulted with teachers in order to identify pairs of students who would potentially work well together during collaborative activities. The first teacher interviews also took place in fall 2009.

In winter 2010, after student pairs had been assigned and a focal group of student pairs had been chosen, I gathered pre-intervention, baseline data on the students' strategy use. On two separate occasions, the students listened to their English and French teachers read from two different picture books. Following the read-aloud sessions, all students were engaged in paired collaborative activities that were related to the books' content and that had been planned by their teachers. Teachers were asked to plan a paired collaborative activity that they might normally implement in one of their regular classes. During the activities, the focal group pairs were audiotaped to determine their pre-existing strategy use and collaborative interactional behavior.

#### *4.2.4. Teaching Intervention*

The teaching intervention began the following week and included seven weeks of strategy instruction, bilingual read-aloud sessions, and paired tasks that spanned the English and French language arts class (see biliteracy activities and strategy instruction lesson plans in Appendix D).

##### *4.2.4.1. Week one.*

My co-researcher and I offered two sessions of general strategy instruction for one class period each in French and in English. These sessions were intended to introduce the idea of peer language learning strategies to the students, to help them understand their purpose, and to engender an awareness of their own use or non-use of them. For these sessions, students watched role plays in which peer language learning strategies were modeled. They discussed the role plays and then practiced using the new strategies in pairs and in groups.

##### *4.2.4.2. Week two–week seven.*

The biliteracy project spanned these six weeks. As stated earlier, teachers read from three picture books, and students engaged in collaborative activities that reflected the themes and linguistic forms found in the books. The classes spent two weeks on each book. Each week, the students had one English language arts class period and one French class period dedicated to the biliteracy project.

In the first of the two weeks devoted to each book, teachers read the English and French versions of the books to the students, discussed the books' themes, new vocabulary, and certain linguistic forms that were found in the book and that were needed for the follow-up activities. In the second of the two weeks, the students received strategy instruction tailored for the



collaborative activity, and they engaged in the paired collaborative activities. The focal pairs in both classes were audio taped as they interacted during all of the collaborative activities.

#### *4.2.5. Post-Intervention Data Collection*

In the week immediately following the completion of the biliteracy project, my co-researcher and I returned to the schools to interview pairs of students. For these semi-formal interviews, students were interviewed in their assigned pairs by the two researchers. These interviews focused on the students' experience of the biliteracy project, strategy instruction, strategy use, and collaboration with other students. Since Heather's focus was on students' response to picture books, the interviews also included discussions of the picture books.

Two months after completing the intervention, we returned to the schools to conduct final teacher interviews and to audio tape the focal pairs of students in a final task interaction. For the final measurement, teachers once again read from two different picture books (as they did prior to the pre-intervention measurement), and they themselves planned the follow-up collaborative activity.

#### *4.2.6. Transcription of the Data*

The audio recorded collaborative task interactions garnered 22.5 hours of audio recorded data, all of which were transcribed by the researcher. Due to the fact that interaction data were collected during class time in which many students were talking, there were moments when words or phrases were difficult or impossible to understand. When I was uncertain of a word or phrase, I took note of it in the transcript. When a word or phrase was unintelligible, I indicated this with three dots to replace the missing speech and a note that the participant's speech was

unintelligible. Other in-transcript notations included laughter, long pauses in interaction, and moments in which participants were clearly addressing a teacher or a student who was not their partner. Finally, since politeness was one of the strategies taught, when students spoke with a rude or derogatory tone of voice, this was also noted within the transcript. All teacher and student interviews were also transcribed.

### *4.3. Analysis*

#### *4.3.1. Mixed Methods Design*

Although students' and teachers' perceptions of the intervention were based on a qualitative analysis of their interviews (pre- and post-intervention for teachers; post-intervention for students), the analysis of the participant interaction data adopted an 'embedded' mixed methods design. In other words, the study was primarily qualitative in nature, but the quantitative data set provided "a supportive, secondary role" to the qualitative data set (Creswell & Plano Clark, 2007, p. 67). While quantitative analysis allows for a simplified overview of a classroom interaction phenomenon and for a clear portrait of or comparison between individuals or groups, it has been argued that the categorization of an utterance can be ambiguous since researchers are not privy to the speakers' intentions, the context of the utterance, nor the surrounding utterances of the interaction (Edwards & Westgate, 1994; Foster & Ohta, 2005; Sato & Ballinger, 2012). Nevertheless, since qualitative reports of interaction tend to center on an in-depth analysis of selected excerpts, placing quantitative data in a supporting role to the qualitative data allows researchers to report on how representative that excerpt is of participants' behavior (Edwards & Westgate, 1994). In the study reported on here, patterns in the quantitative findings were also

used to guide the qualitative analysis by indicating which aspects of the interaction needed closer examination.

#### *4.3.2. Measures*

Within the transcribed interaction, the total number of conversational turns was first calculated for each individual student and for each pair. A ‘conversational turn’ was defined as the stretch of language from the beginning of an interlocutor’s utterance until that interlocutor stops talking or is interrupted by another interlocutor’s turn (Ellis, 1994). Once the data had been quantified in terms of conversational turns, they were reduced to collaborative turns. Within the collaborative interaction data, turns involving LREs, CF, and partner-directed questions (PDQs) were quantified and calculated as a percentage of overall collaborative turns. Figure 4.1 illustrates the measurements used to quantitatively code and analyze the data set.

##### *4.3.2.1. Collaborative turns.*

A quantitative measurement of students’ level of collaboration was operationalized through the creation of the ‘collaborative turn.’ The entirety of the interactional data were pruned to include only ‘collaborative’ turns by eliminating all off-task interactions and all interactions that were not directed at an individual’s assigned partner. Simply put, every turn in which a partner was speaking to a student from a different pair or to a teacher or researcher was eliminated. Every turn in which students discussed an off-task topic such as hockey practice was also eliminated. What remained were turns in which partners were talking to each other about the task. Then, the quantitative measurement of individual and pairs’ overall collaboration was arrived at by calculating the percentage of individual and pair collaborative turns out of their respective total conversational turns. This measure was considered to be a general, rather than a

definitive, reflection of student collaboration. It was particularly helpful in comparing the amount that each partner contributed to task collaboration.

#### *4.3.2.2. LREs.*

LREs were defined as interactions in which students “talk about the language they are producing, question their language use, or other- or self-correct” (Swain & Lapkin, 1998: p. 326). Although LREs have been linked to L2 development (LaPierre, 1994), in the study reported on here, moments in which students shifted their attention to metalinguistic issues was considered a sign of their awareness of accurate (or inaccurate) language production as well as of a potential opportunity for language learning. Since there was no accompanying measure of students’ language development during the study, there is no way to determine whether individual or collective engagement in LREs were linked to language learning. Thus, the analysis of LREs in this study is based on the idea that displays of language awareness through metalinguistic statements or conversations is equivalent to a display of language awareness of one’s own or one’s partner’s language production.

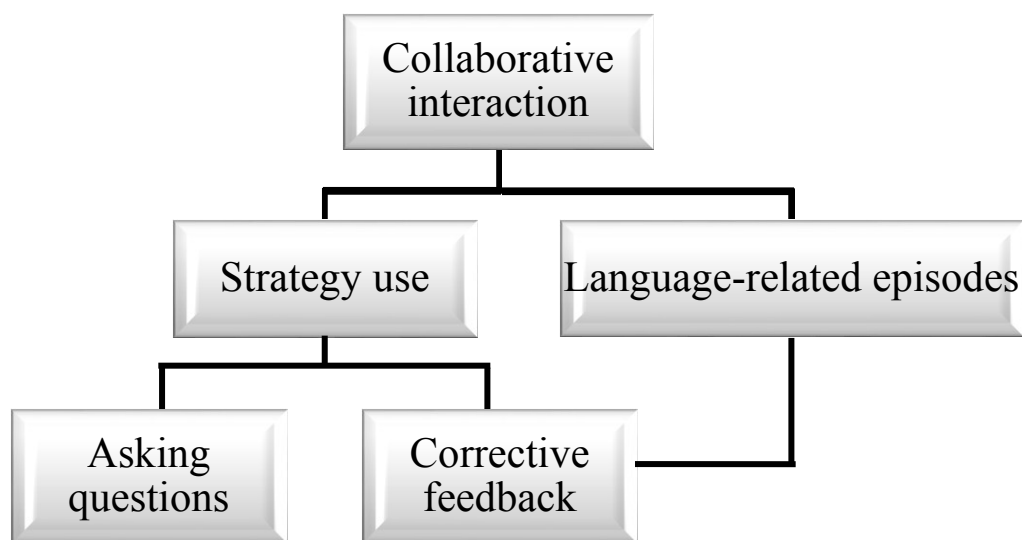
#### *4.3.2.3. Strategy use.*

Finally, a separate analysis was done of students’ strategy use in the form of PDQs and CF. It must be noted that some PDQs and all CF can also be categorized as LREs, but because these behaviors were deemed to be key actions for reciprocal language learning to take place, they were analyzed separately from LREs. Although other strategies were taught during the intervention, these two strategies were chosen for measures of all strategy use for both pragmatic and theoretical reasons. First of all, unlike many other strategies that represent cognitive behaviors such as ‘noticing that a partner needs help,’ both PDQs and CF represent external behaviors that can be recognized and quantified within interaction data. Secondly, asking

questions and giving and receiving CF were the strategies that were emphasized the most during the intervention because they were deemed the most important for the promotion of collaborative interaction and for reciprocal language learning.

One must ask PDQs in order to seek task- and language-related help from a partner, to clarify what difficulties a partner might be having, and to confirm whether a partner has understood an offer of help. It is a highly collaborative action and a necessary tool for reciprocal language learning. The use of PDQs was therefore operationalized as a reflection of students' strategy use as well as of the presence of a collaborative mindset. For the analysis, all types of on-task partner-directed questions were considered. The number of questions asked by each individual was quantified and also subjected to a qualitative analysis of the context in which they occurred.

The giving and receiving of CF on language was also emphasized during the strategy lessons. Only the provision of CF was quantified, and since the goal of teaching students to engage in CF was to raise their awareness of learning opportunities during paired interaction, only intentional, explicit CF was counted for the quantitative analysis. CF was operationalized as a measurement of students' strategy use, their language awareness, and their awareness of reciprocal learning opportunities. In other words, the act of giving and receiving CF embodied all of the goals of the reciprocal strategy instruction and was therefore considered to be a key measurement in this analysis. For the qualitative analysis, the manner in which CF was provided as well as students' response to their partner's provision of CF were examined.



*Figure 4.1.* Coding scheme for student interaction data

#### *4.3.3. Correlational Analysis*

A non-parametric correlational analysis (Spearman's rho) was run for the number of individual collaborative turns and the number of LRE turns for each individual; the number of individual collaborative turns and the number of PDQs asked by each individual; and the number of collaborative turns and the number of CF moves initiated by each individual. Because LREs, CF, and PDQs were thought to be representative of quality collaboration for language learning, the goal of these correlations was to explore the possibility of finding a formula that could be used to quantify the amount of quality collaboration taking place during peer interactions.

#### *4.3.4. Qualitative Analysis*

As stated earlier, the quantitative analysis employed in this study was, in part, a means of directing the qualitative analysis. Thus, patterns found in the quantitative analysis guided the qualitative analysis by indicating which aspects of the interaction needed closer examination. The qualitative analysis then looked more closely at student interaction during LREs, PDQs, and conversational episodes involving CF to determine which additional interactional moves differentiated the quality of students' collaboration and how they did or did not lead to the resolution of task and language problems.

The focus of the qualitative analysis was guided by the quantitative findings as well as by the research questions. However, additional interactional moves within the LREs, PDQs, and CF in the interaction data, as well as transcribed interview data, were categorized and coded using grounded theory (Strauss & Corbin, 2008). In other words, the selection of patterns, themes, and categories of analysis were data-driven rather than imposed upon the data before it was collected. Student and teacher interviews were analyzed to determine their impressions of the intervention, the feasibility of replicating the intervention in Grade 3 immersion classrooms, and to support findings drawn from the students' interaction data regarding motivations for their behavior.

#### *4.4. Summary*

This chapter addressed the process that was followed in choosing the books and content for the project as well as in choosing which strategies to teach. It also outlined the process involved in developing materials for the project and the design of the data collection and analysis. The following chapter will examine both the quantitative and qualitative findings from

the study, demonstrating how the quantitative findings helped to guide the subsequent qualitative analysis and presenting a subsequent view of the qualitative analysis on a pair-by-pair basis.



## CHAPTER 5: FINDINGS

### *5.1. Overview*

This chapter presents both the quantitative and qualitative findings from the study, beginning with the quantitative findings and explaining how those findings helped to guide the subsequent qualitative analysis. The second part of the chapter presents the study's qualitative findings.

### *5.2. Quantitative Findings*

#### *5.2.1. Interactional Collaborative Behaviors*

Research Question One asked how much collaborative interaction, reciprocal strategy use, and LREs the focal pairs engaged in during the intervention. The frequency and percentage of each of these interactional behaviors was calculated in two ways—for each pair and for each individual participant. To arrive at a measurement of frequency for each behavior, conversational turns that included each behavior were counted. The percentage of collaborative interaction was calculated as the number of collaborative turns out of all conversational turns. The percentages for the other measurements (LREs, CF, and PDQs) were calculated as the number of turns involving those behaviors out of the number of all collaborative turns. Finally, since all instances of CF are also LREs, the percentage of LRE turns that contained CF were also calculated.

##### *5.2.1.1. Interactive behaviors: Pairs.*

In looking at the interactive behaviors for each pair, the percentage of overall interaction that represented collaborative turns ranged from 77.47% (Pair 5: Alexa and Chloe) to 49.00% (Pair 7: Amy and Thomas) with a mean collaborative measurement of 63.39%. Thus, for most of the focal pairs, well over half of their interactions were on-task and partner-directed. The percentage of LRE turns within those collaborative turns ranged from 2.81% (Pair 4: Damien

and Silvana) to 28.42% (Pair 1: Sebastien and Rajbir) with a mean percentage of collaborative turns containing an LRE being 12.20%. The percentage of all collaborative turns containing an instance of CF ranged from 0.70% (Pair 4: Damien and Silvana) to 8.95% (Pair 1: Sebastien and Rajbir) with a mean of 3.51%. The percentage of turns containing a PDQ ranged from 15.78% (Pair 7: Amy and Thomas) to 35.54% (Pair 2: Stella and Mohit) with a mean of 21.05%. Finally, LRE turns that contained an instance of CF ranged from 12.73% (Pair 8: Liane and Max) to 54.55% (Pair 3: Pierre and Aseem) with a mean of 27.41% of all LRE turns containing an instance of CF. See Table 5.2 for a presentation of the paired interactive behaviors.

In comparing the paired scores at Julie Payette and Marie Travers, a few differences emerge. First of all, although Marie Travers displays a greater range of scores, there are only minor differences in the percentage scores between the two classes. The mean percentage of collaborative turns at Julie Payette was 62.91% ( $SD = 3.57$ ), while the mean at Marie Travers was 63.87% ( $SD = 11.03$ ). There is, however, a noticeable difference between the two schools in terms of actual occurrences of conversational turns. For most of the pairs, this can be explained by the fact that the teachers at Julie Payette allotted less time to the collaborative tasks than did those at Marie Travers. Another factor that contributed to the lower count of conversational turns at Julie Payette was the tendency among most of these students to get up and leave their desks, either to interact off-task with other students, or to seek help from the teacher or researchers. Because they were also walking away from the recording device, it could not capture these conversational turns.

Table 5.2. *Percentage Distribution (and Number) of Collaborative Interactional Behaviors for Pairs*

	Collaborative/ overall turns	LRE turns	CF	PDQs
Pair 1	59.38 (190/320)	28.42 (54)	8.95 (17)	26.32 (50)
Pair 2	61.21 (363/593)	10.47 (38)	3.03 (11)	35.54 (129)
Pair 3	70.03 (222/317)	4.95 (11)	2.70 (6)	16.22 (36)
Pair 4	61.00 (427/700)	2.81 (12)	0.70 (3)	17.33 (74)
Pair 5	77.47 (966/1247)	20.39 (197)	6.31 (61)	18.22 (176)
Pair 6	72.88 (806/1106)	15.51 (125)	2.23 (18)	21.71 (175)
Pair 7	49.00 (735/1500)	8.03 (113)	3.27 (24)	15.78 (116)
Pair 8	56.14 (786/1400)	7.00 (55)	0.89 (7)	17.30 (136)

#### 5.2.1.2. *Interactive behaviors: Individuals.*

Within each pair, the same set of measures were also calculated and analyzed to determine behavioral patterns for each individual partner. This allowed for a comparison of partners' behaviors and of trends in the pairs' interaction styles. Furthermore, a correlational analysis was run to determine whether there were links between the four measures and particularly whether the frequency of LREs, CF, and PDQs aligned with the frequency of collaborative turns (See Table 5.3).

Table 5.3. *Percentage Distribution (and Number) of Collaborative Interactive Behaviors for Individuals*

Pair / Partners		Collaborative Interaction	LREs	CF	PDQs
P1	Sebastien	52.79 (104)	28.85 (30)	12.50 (13)	19.23 (20)
	Rajbir	69.92 (86)	27.91 (24)	4.65 (4)	34.88 (30)
P2	Stella	59.11 (185)	10.27 (19)	5.95 (11)	35.68 (66)
	Mohit	63.57 (178)	10.67 (19)	0.00 (0)	35.39 (63)
P3	Pierre	78.46 (102)	3.92 (4)	0.00 (0)	10.78 (11)
	Aseem	64.17 (120)	5.83 (7)	5.00 (6)	20.83 (25)
P4	Damien	57.18 (207)	1.93 (4)	0.00 (0)	13.53 (28)
	Silvana	65.09 (220)	3.64 (8)	1.36 (3)	20.91 (46)
P5	Axelle	73.16 (496)	19.96 (99)	8.27 (41)	18.75 (93)
	Chloe	82.60 (470)	20.85 (98)	4.26 (20)	17.66 (83)
P6	Cedric	71.96 (403)	16.38 (96)	1.74 (7)	20.84 (84)
	Erica	73.81 (403)	14.64 (59)	2.73 (11)	22.58 (91)
P7	Amy	46.66 (363)	16.25 (59)	4.41 (16)	12.12 (44)
	Thomas	51.52 (372)	14.52 (54)	2.15 (8)	19.35 (72)
P8	Liane	57.71 (404)	4.95 (20)	.74 (3)	17.82 (72)
	Max	54.57 (382)	9.16 (35)	1.04 (4)	16.75 (64)

For individual participants, the percentage of collaborative turns ranged from 82.60% (Chloe) to 46.66% (Amy) with a mean of 63.89% collaborative turns out of overall recorded conversational turns. The percentage of LRE turns out of all collaborative turns ranged from 28.85% (Sebastien) to 1.93% (Damien) with a mean of 13.11% collaborative turns involving LREs. The percentage of CF out of collaborative turns ranged from 12.50% (Sebastien) to 0.00% (Mohit, Pierre, and Damien) with a mean of 3.43% of collaborative turns involving CF. The percentage of turns including PDQs out of collaborative turns ranged from 35.68% (Stella) to

10.78% (Pierre) with a mean of 14.23% of all collaborative turns including a PDQ. Although not appearing in the table, the percentage of LRE turns that included CF ranged from 85.71% (Aseem) to 0.00% (Mohit, Pierre, and Damien) with a mean of 24.83% of all individual LRE turns including CF.

One of the secondary goals that emerged during this study was to seek a method of measuring not only the amount of conversational turns in which students were on-task and addressing their partner, but also a more abstract concept of collaboration. As stated earlier, LREs, CF, and PDQs were operationalized as measures of the outward, concrete manifestations of this underlying, abstract concept of collaboration. In other words, these three measures were not meant to measure basic task collaboration. They were meant to measure the quality of that collaboration. For this reason, a non-parametric correlational analysis (Spearman's rho) was run to determine whether these individual measures aligned, that is, whether they all seemed to be measuring this same concept of 'collaborative collaboration.' Thus, the correlational analysis was run for the number of individual collaborative turns and the number of LRE turns for each individual; the number of individual collaborative turns and the number of PDQs asked by each individual; and the number of collaborative turns and the number of CF initiated by each individual. There were significant positive correlations between collaborative turns and partner-directed questions,  $r(14) = .87, p < .01$ , as well as between collaborative turns and LREs,  $r(14) = .71, p < .01$ . However, the correlation between collaborative turns and CF was found to be non-significant,  $r(14) = .45, p = .08$ . In sum, LREs and PDQs correlated with the collaborative turns; CF did not.

Research Question Two sought to determine which factors interact with students' ability to engage in collaborative interaction. Two potential influences were examined closely in the

quantitative analysis: pair interaction patterns and language dominance. One method of examining pair interaction styles was to look at the difference in the amount that each partner contributed to a particular collaborative behavior within the pair. One pattern that emerged in this comparison was that the partner who produced a *lower* percentage of collaborative turns tended to produce a *greater* percentage of CF. This was the case for six out of eight pairs. This tendency became one of the factors guiding the qualitative analysis.

Because sociocultural learning theory informed the design of this study insofar as French-dominant and English-dominant students were paired, it was assumed that students could play different roles—both expert and novice—(Lantolf, 2000) and engage in LREs and CF differently depending on whether they had more or less expertise in a language than their partner. It was assumed, for instance, that students would take the initiative more in their dominant language. Particularly, one might expect students to initiate more CF in their dominant language. Table 5.4 displays collaborative turns, LREs, and CF according to the language spoken by the students while engaging in those behaviors. The percentage of collaborative turns that the pairs produced in each language was calculated by taking the number of collaborative turns in each language divided by the total number of conversational turns in each language. Meanwhile, the percentage of collaborative turns for individuals was calculated by dividing the number of collaborative turns in each language by the number of collaborative turns for each individual in each language. For LREs, the number of LRE turns each individual engaged in each language was divided by the number of collaborative turns that individual engaged in each language. The same was done for PDQs and CF. This calculation determined whether individuals' interactive behaviors changed in accordance with the language of instruction.

Table 5.4. *Percentage (and Number) of Collaborative Turns, LREs, and CF by Language*

	Collaborative Turns		LREs		CF	
	Fr.	Eng.	Fr.	Eng.	Fr.	Eng.
P1	71.08 (59)	55.27	35.59 (21)	25.19 (33)	11.86 (7)	7.63 (10)
(B)Sebastien	65.31 (32)	48.65 (72)	37.50 (12)	25.00 (18)	21.88 (7)	8.33 (6)
(E)Rajbir	79.41 (27)	66.29 (59)	33.33 (9)	25.42 (15)	0.00 (0)	6.78 (4)
P2	47.47 (75)	66.21	10.67 (8)	10.42 (30)	4.00 (3)	2.78 (8)
(E)Stella	46.34 (38)	63.64	7.89 (3)	10.88 (16)	7.89 (3)	21.05 (8)
(E)Mohit	48.68 (37)	69.12	13.51 (5)	9.93 (14)	0.00 (0)	0.00 (0)
P3	69.33 (52)	70.25	0.00 (0)	6.47 (11)	0.00 (0)	3.53 (6)
(F)Pierre	74.19 (23)	79.80 (79)	0.00 (0)	5.06 (4)	0.00 (0)	0.00 (0)
(E)Aseem	65.91(29)	63.64 (91)	0.00 (0)	7.69 (7)	0.00 (0)	6.59 (6)
P4	59.75	61.64	3.55 (5)	2.45 (7)	0.00 (0)	1.05 (3)
(F)Damien	53.91(69)	58.97	2.90 (2)	1.45(2)	0.00 (0)	0.00 (0)
(E)Silvana	66.67 (72)	64.35	4.17 (3)	3.38 (5)	0.00 (0)	2.03 (3)
P5	75.73	78.32	20.51 (64)	20.34	6.41 (20)	6.23 (41)
(E)Chloe	82.51	82.64	19.21 (29)	45.70 (69)	3.97 (6)	4.39 (14)
(F)Axelle	70.31	74.61	21.74 (35)	19.10 (64)	8.70 (14)	8.06 (27)
P6	68.70	74.77	28.27 (67)	10.19 (58)	3.38 (8)	1.76 (10)
(F)Cedric	66.49	74.80(276)	29.13 (37)	10.51 (29)	4.72 (6)	.36 (1)
(E)Erica	71.43	74.74	27.27 (30)	9.90 (29)	1.82 (2)	3.07 (9)
P7	58.56	45.49	11.02 (26)	17.43 (87)	3.39 (8)	3.61 (18)
(E)Amy	57.87	42.86	13.16 (15)	17.67 (44)	2.63 (3)	5.22 (13)
(B)Thomas	59.22	48.45	9.02 (11)	17.20 (43)	4.10 (5)	20.00 (5)
P8	51.46	60.64	8.50 (30)	5.77 (25)	.57 (2)	1.15 (5)
(F)Liane	54.73	60.50	5.41 (10)	4.57 (10)	.54 (1)	.91 (2)
(E)Max	48.28	60.79	11.90 (20)	7.01 (15)	.60 (1)	1.40 (3)

The examination of interactional behaviors according to language revealed that while a majority of pairs (six out of eight) engaged in a higher percentage of collaborative turns in English, the French collaborative turns included more LREs turns (for six out of eight pairs). Similarly, with the exceptions of Pairs 1 and 3, all pairs collaborated more in one language but produced more LRE turns in the other language. Finally, the pairs were equally divided between languages regarding CF initiation. Four pairs produced more CF in English; four produced more CF in French.

The examination of individuals' overall tendencies showed that ten out of 16 individual participants engaged in more English collaborative turns. In examining whether there were any links between an individual's dominant language and interactional patterns in each language, it was found that for collaborative turns, all five French-dominant participants displayed a higher percentage of English collaborative turns. Both bilingual participants engaged in a greater percentage of collaborative turns in French, and the English dominant participants were divided: five collaborated more in English, and four collaborated more in French. Similarly, for LREs, the English-dominant individuals were divided (five produced more LRE turns in French, and four produced more in English), while most of the French-dominant students produced more LRE turns in French (four out of five). The two bilingual students were equally divided between languages. When it came to CF, however, all of the English-dominant students offered more CF in their dominant language. Two of the French dominant students produced no CF, two produced more in French, and one produced more in English. Once again, the two bilingual students were equally divided between languages.



### *5.2.2. Summary of Quantitative Findings*

To summarize the findings discussed in this chapter, the quantitative analysis revealed that more than 50% of all conversational turns for all pairs were collaborative turns and that most individuals were engaged in collaborative turns during more than half of their conversational turns. All pairs engaged in LREs, PDQs, and CF, although some pairs engaged only minimally in one or more of these measured interactions. For individual participants, a significant correlation was found between PDQs and collaborative turns as well as between LRE turns and collaborative turns. However, no such correlation was found between CF and collaborative turns. Rather, an inverse pattern was uncovered for all but two of the pairs in which the partner who engaged in more collaborative turns also engaged in less CF.

In examining the role of language in interactional behavior, it was found that six out of eight pairs produced more collaborative turns in one language (mostly English) while producing more LRE turns in another language (mostly French). CF did not seem linked to the language of instruction for overall pair calculations, but all individual English dominant students offered more CF in English.

### *5.3. Qualitative Findings*

This study's qualitative findings address the research questions investigating student interaction (RQ1, RQ2, and RQ3) as well as the research question (RQ4) examining students' and teachers' impressions of the intervention. The following sections will first present the qualitative findings on the interaction data and then will address RQ4 by presenting teachers' and students' interview responses as well as information gathered during participant observations.

As stated earlier, the qualitative analysis of student interaction was initially directed by findings in the quantitative analysis, which led to a closer examination and the development of a more refined coding scheme based on the very different interactional behaviors of Pairs 5 and 6. This more refined coding scheme was then applied to the other pairs' interaction data to determine whether the same patterns held. This process and the findings that came out of it will be further described in the sections below. In addition, a description of each pairs' relationship and interaction style will be given and characteristics of their language use will be described.

### *5.3.1. Choosing Model Pairs*

Although it has been repeatedly stated here that the quantitative analysis guided the qualitative analysis in this study, this is not entirely true. The process was, perhaps inevitably, a recursive one because, throughout the intervention, the students were being observed informally. Moreover, impressions of the pairs' interaction styles had already begun to be formed during transcription of the interaction data. In particular, during classroom observations and transcription of the data for Pair 5, it emerged that, although they worked together on tasks, they constantly asked the teacher or researchers for help. They often seemed to behave in an impolite way towards each other, scoffing at the others' contributions and disagreeing over their collaborative work. Rather than seeming to work in tandem towards a goal, they seemed to be in a constant tug of war. Meanwhile, Pair 6 seemed to interact very differently. This pair seemed always to be polite to each other and to bounce ideas for the tasks back and forth until they had resolved task and language problems. My expectations were that Pair 5 would score low on most of the quantitative measures of collaborative behavior while Pair 6 would score much higher.

A quick look at Table 5.2 reveals that this was not the case. Although Pair 6 did have the second greatest number and percentage of collaborative turns, Pair 5 engaged in the highest number as well as the greatest percentage of collaborative turns out of all pairs. Pair 5 also boasted the second highest percentage of LRE turns, and of CF. Meanwhile, Pair 6 measured lower than Pair 5 on all measures with the exception of PDQs and, most surprisingly, five pairs engaged in more CF than Pair 6.

As mentioned earlier, I also examined the difference between partners' behaviors within each pair. For six out of eight of the pairs, my informal observations and viewing of the data had left me with a clear impression that one of the partners was dominant in the interactions and played a stronger role in taking the initiative to direct and make decisions about the task. For all but one of these six pairs, the partner who I had seen as being dominant had contributed less to the collaborative interaction but more to the CF.

In examining whether the same patterns applied to Pairs 5 and 6, it was discovered that while Pair 5 measured a noticeable gap between partner contributions toward collaborative turns (Chloe engaged in 9.44% more collaborative turns than Axelle) as well as a gap between their CF initiations (with Axelle initiating 4.01% more often), Pair 6, Cedric and Erica, had the lowest percentage difference between their contributions to collaborative turns of all pairs, and they had the second lowest percentage difference between their CF initiations. Moreover, Pair 6 was one of the only two pairs in this study who did not show the inverse tendency of collaborative turns and CF contributions. Erica engaged both in slightly more collaborative turns and initiated a slightly higher percentage of CF.

The qualitative analysis therefore began with a closer examination of these two pairs to determine why, although they both engaged extensively in on-task, partner-directed behavior,

their behavioral patterns were so different. Although some of the other pairs engaged in similar behaviors, Pairs 5 and 6 engaged in the greatest overall number of collaborative turns (966 turns for Pair 5 and 806 turns for Pair 6) and thereby offered the greatest amount of paired interaction data of all the pairs for analysis. As stated earlier, these two pairs seemed to be at opposite ends of the spectrum of quality collaboration. The goal was therefore to determine whether there were other, concrete differences in their interactive behaviors that had not been captured in the previous coding.

A second decision made regarding the qualitative analysis was that a close examination of LRE turns involving and surrounding CF would take place. Not only was this to see students in moments when task collaboration and language learning coincided, but it was also due to the discrepancies found in the measures of CF. Since CF had been operationalized as the embodiment of reciprocal peer teaching and language awareness, it was expected that it would correlate significantly with the collaborative turns. However, it was the only measure that did *not* significantly correlate with the collaborative turn measure. In fact, within the pair interactions, more collaborative turns tended to coincide with fewer initiations of CF. Clearly, it was important to take a closer look at the interactional context of the LREs, and, more specifically, the CF, to see what other factors might be interacting with students' engagement in this behavior.

Finally, since there was a significant correlation between PDQs and collaborative turns and since they were such an integral aspect of the strategy instruction, PDQs that occurred within LREs were also examined closely to determine whether there was further qualitative evidence supporting a link between PDQs and a mindset geared towards peer collaborative learning.

### 5.3.2. *Conflict in Pair 5's LREs*

As stated earlier, my original impression of Pair 5's interaction was that it was marked by frequent conflict. A closer look at their LREs, and particularly the interactions surrounding CF, soon revealed this to be true. Between the two of them, this pair engaged in far more instances of CF than any other pair: 64 (with the next greatest number of CF initiations being 24 from Pair 7). However, 29 of Pair 5's CF initiations were associated with some form of conflictive interaction. 'Conflictive interaction,' here, means that a partner's offer of CF was either rejected or that the CF led to some other form of argument. Frequently, Pair 5 had to call on a teacher or researcher to resolve these disagreements. Below are several representative examples of the type of conflict Pair 5 engaged in.

In Excerpt 1, Axelle is reading aloud from a picture book while Chloe reads along silently.

Excerpt 1:

- 1 Axelle: ...and tried to grab her, but she was too fast. She jumped for this. She jump.
- 2 Chloe: Jumped from.
- 3 Axelle: She jumped (sic) from desk to desk.
- 4 Chloe: It's not jump-ed, Axelle.
- 5 Axelle: And, and then opened to the window.
- 6 Chloe: Sorry Axelle, but it's not jumped. It's jumped.
- 7 Axelle: OK, but could you stop interrupting me?

Here, after Chloe's first attempt to offer Axelle CF in Turn 2, Axelle repeats the pronunciation error, so Chloe tries again to correct her in Turn 4. Axelle moves on without repeating the word with the correct pronunciation, and Chloe decides not to let it go, correcting her yet again in Turn

6. Although Axelle finally acknowledges the correction, she becomes frustrated with her and asks her to stop ‘interrupting.’ One could attribute Axelle’s rejection of Chloe’s CF to the fact that Axelle did not wish to be corrected on her pronunciation and that Chloe was insensitive to Axelle’s implicit indication of this (i.e., she did not repeat the pronunciation correction as she had been trained to do during the strategy instruction).

Excerpt 2 is representative of another common occurrence in this pairs’ interaction in that the partner who initiated CF often gave it using a scornful tone of voice. Again, certain strategy lessons focused on giving and receiving CF politely, and the researchers modeled giving and receiving CF in a polite tone of voice versus an impolite tone of voice as part of this instruction. Nevertheless, Axelle uses a scornful tone of voice in Turns 2, 4, and 6. It is perhaps unsurprising, therefore, that Chloe responds defensively (Turn 5), rather than showing her appreciation for Axelle’s offer of ‘help.’

Excerpt 2:

1 Chloe: School.

2 Axelle: That’s not how you write ‘school.’

3 Chloe: Hey, why are you writing on my paper.

4 Axelle: S-c-h-o-o-l. You should know it Chloe.

5 Chloe: I wrote it the way I thought.

6 Axelle: But you should know it, it’s spelling words. You know spelling! Spelling words.

7 Chloe: I know.

Often, regardless of the manner in which CF was delivered and whether it was an appropriate correction, it was still rejected as in Excerpt 3, where Chloe points out that the word

‘grandmother’ needs an ‘s’ at the end because she and Axelle are referring to both of their grandmothers. Nevertheless, Axelle becomes irritated and says that it is not important.

Excerpt 3<sup>6</sup> :

1 Chloe : *La grand-mère, avec un ‘s’. Oh, c’est les grand-mères.*

2 Axelle : *La grand-mère à Axelle?.*

3 Chloe : *Mais là, on a les deux, fait que plus.*

4 Axelle : *C’est pas grave, là.*

5 Chloe: *Oui, c’est grave.*

6 Axelle : *Aaah.*

In this excerpt, Axelle rejects Chloe’s correction of an error that Axelle made in her dominant language. Generally speaking, both partners demonstrate what is either a lack of awareness of or a lack of respect for one another’s linguistic knowledge. At one point in the interaction data, Axelle even tells Chloe that she has spelled her own name incorrectly, and Chloe is forced to convince her otherwise. In Excerpt 4, Axelle corrects Chloe’s reading of the word ‘hid,’ pronouncing it as ‘hide.’ This, despite the fact that the book is written in the past tense, and it would be illogical that the verb would be in the present tense. Although English past tense is known to be a particularly difficult language feature for L2 learners such as Axelle (Harley, 1993), it is not at all difficult for L1 speakers such as Chloe. Nevertheless, Chloe is forced to state the correct tense three times before Axelle relents.

Excerpt 4:

1 Chloe: I hit, I hid...

2 Axelle: I hide.

3 Chloe: I hid.

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<sup>6</sup>See Appendix I for translations of French excerpts.

4 Axelle: I hide.

5 Chloe: I hid. It's I hid. I hid her in my desk.

Linguistically speaking, this lack of awareness of and/or respect for the others' knowledge led to several lost opportunities for the partners to learn their L2 from their peer. In Excerpt 5, it is Chloe who ignores her partners' L1 expertise as she tries to express 'in winter' using incorrect French syntax. Although Axelle informs her that the formation she has used, '*en l'hiver*' does not exist and that she must instead use '*en hiver*,' she refuses to trust Axelle's assertions until the teachers confirms them to be true.

Excerpt 5:

1 Axelle: *En. E.N.* (spelling for her – dictating what Chloe should write down). *Hiver. En hiver.*

*En hiver, Chloe.*

2 Chloe: *Oui, c'est ça que tu avais dit.*

3 Axelle : *En hiver. Pas en l'hiver. En hiver.*

4 Chloe : *Ça ne se dit pas.*

5 Axelle : Huh?

6 Chloe : *Ça ne se dit pas, 'en hiver.'*

7 Axelle : *En hiver, oui.*

8 Chloe : *Mais je dis 'l'hiver.'*

9 Axelle : *Non, en hiver, Chloe. Chloe! C'est parce qu'il faut que tu écris qu'est-ce que je te dis.*

*C'est n'hiver (?). En hiver.*

10 Chloe : *Ça ne s'existe pas!*

11 Axelle : *Oui, ça l'existe!*

12 Chloe : *Mme Madeleine!* (asks her in the background and comes back). *C'est ça. Ça l'existe.*



13 Axelle: *C'est ça, en hiver. Ouais.*

It is possible to adopt a positive perspective on some of Pair 5's conflictive interaction. For example, the pair is engaging in extensive task interaction in both languages, so they are practicing their L2 through peer interaction—one goal of this study. They are also giving each other a lot of CF, relative to other students in their class. Even if that CF does often lead to conflict, it may still make them more aware of their own language production. Finally, even if the partners must seek confirmation from their teacher or insist to their partner that they are sure of their own linguistic knowledge, it is possible that they and their partner are nonetheless benefitting from this metatalk and remembering the language lesson behind their conflict later on. In other words, perhaps the arguments and frustration make the error correction stand out more clearly in their memory.

On the other hand, some data excerpts seem to indicate that, when CF is presented in a conflictive manner, it can interfere with the partners' noticing, response to, and remembering CF. The following excerpts are taken from a class in which Pair 5 is trying to write a poem about Quebec.

Excerpt 6:

- 1 Chloe: *Si tu n'es pas de...Mais, est-ce qu'il faut qu'on écrit...est-ce qu'il faut qu'on écrit si tu n'es pas de la prairie dans toute?*
- 2 Axelle: *Si tu n'es pas du Québec, il faut que tu écris.*
- 3 Chloe: *Oui, mais est-ce qu'il faut que tu écris si tu n'es pas de la prairie dans toutes les phrases?*
- 4 Axelle: *Si tu n'es pas du Québec.*
- 5 Chloe: *C'est pas grave, là.*

6 Axelle: *Oui! On parle du Québec. Pas de la prairie.*

7 Chloe: *Oui, je sais.*

8 Axelle : *Si tu n'es pas du Québec, oui.*

In Turn 1 of Excerpt 6, Chloe seeks help from Axelle regarding task completion. She is asking whether they have to repeatedly write a certain line throughout the poem, but Axelle ignores her question and corrects her content instead. What also emerges in this excerpt is that, in correcting Chloe's content, Axelle models the correct form, '*du Québec*' four times. Chloe, perhaps frustrated that Axelle has ignored her question, rejects the CF, saying that it is not important. She does not change her statement to include the revised content, nor, by extension, does she repeat the modelled grammatical form.

Later during the task, the same problem arises, and Chloe demonstrates that she has not attended to Axelle's modelling of the correct grammatical form:

Excerpt 7:

1 Chloe: *OK, si tu n'es pas de la prairie...*

2 Axelle: *Attends-là!*

3 Chloe: *Uh, de Québec.*

This time, perhaps because her partner is not simultaneously ignoring her bid for task-related help, Chloe immediately corrects her content error, but she makes an error in grammatical form, '*de Québec*' instead of '*du Québec*,' for which she is not corrected. In a subsequent exchange, shown in Excerpt 8, Axelle once again models the correct form, but Chloe responds using a different incorrect form, '*de la Québec*.' Perhaps it is no coincidence that the students are once again arguing about the structure of their poem when this occurs.

Excerpt 8:

- 1 Axelle: *Non! C'est écrit déjà, si tu n'es pas du Québec. L'été.*
- 2 Chloe : *C'est ça! Si tu n'es pas de la Québec, tu ne connais pas l'olympiques.*
- 3 Axelle : *Non! Il faut juste écrire, c'est comme l'été au Québec...*

Finally, after Axelle has repeatedly modeled the correct form throughout the lesson, Chloe seems to realize the error that she has been making and self corrects in Turn 4 of Excerpt 9. This does not seem to be an incidental correction because she repeats the correct form two more times, as if practicing it, in Turn 6. The correct form is then confirmed by her partner in Turn 7.

Excerpt 9:

- 1 Axelle: *...Si tu...*
- 2 Chloe : *...n'es pas*
- 3 Axelle : *n'es...*
- 4 Chloe: *n'es pas du Québec*
- 5 Axelle: *n'es pas du*
- 6 Chloe: *du Québec. Du Québec.*
- 7 Axelle: *OK. Si tu n'es pas du Québec.*

From these excerpts, it is clear that neither the presence of CF, nor the modeling of the correct form is enough to draw Chloe's attention to her language error. Rather, it seems to be the context of the students' communication that makes a difference in Chloe's desire or ability to detect and correct her own language error. It is only in Excerpt 9, when the two girls are no longer engaged in a conflict over the structure and content of their poem and when their communication focuses only on collaborating for production of a written sentence that Chloe addresses her language error and corrects it. Conflict and lack of conflict seem to make the difference, at least during these exchanges, in whether Chloe attends to both content and language production.

It is possible, then, that conflict is a key factor in the potential effectiveness of student reciprocal learning strategies. However, what was at first unclear was how a pedagogical intervention could reduce the amount of conflict between partners. The most immediate causes of the conflict—continuous interruptions, a rude tone of voice in the delivery of CF, and what seemed to be a simple dislike for being corrected—had been addressed during strategy instruction lessons and seemed to be linked to potentially unchangeable factors such as students’ personalities and their relationships with their partners.

The examination of the interaction between Cedric and Erica of Pair 6 allowed for a reconsideration of the impression that interactional patterns were unchangeable. In addition to their engagement in PDQs and LREs, as well as the lack of conflict surrounding their use of CF, this Pair’s interaction was marked by a new set of interactive behaviors—interactive behaviors that may not only be reflective of quality collaboration, but that may also make interactions more effective and create a cycle of collaboration between partners.

### *5.3.3. Quality Collaboration in Pair 6’s LREs*

As stated earlier, other than instances in which they teased each other or disagreed about the truth of a content issue, Erica and Cedric’s interaction lacked conflict. None of their LREs or CF ended in conflict. Rather, their task collaboration was marked by (a) acknowledgment and approval of the other’s contributions, (b) elaborations on those contributions, and (c) confirmations of the other’s agreement or understanding. Excerpt 1 illustrates an LRE in which Pair 6 elaborated on each other’s contributions and, together, successfully resolved a language problem.

Excerpt 10:

- 1 Cedric: *Non. Notre beau gros vert gazon.*
- 2 Erica: *Beau gros...*
- 3 Cedric: *...notre gros, non...*
- 4 Erica: *Notre beau...Non, notre beau vert, non. Long, beau vert...*
- 5 Cedric: *Long, vert gazon, non.*
- 6 Erica: *Notre gazon vert.*
- 7 Cedric: *Notre gazon vert.*

In this interaction, the pair was engaged in the poem-writing task and ran into difficulties with French adjective placement. Erica initially tries to write down Cedric's idea, but when he begins correcting his own use of adjectives, she also begins trying out potential solutions. During this interaction, we see how both of them pick up the thread of the others' contribution while trying to solve the problem. For instance, in Turn 4, Erica tries to use Cedric's contributions of the adjectives 'beautiful,' 'big,' and 'green,' while also introducing 'long.' In Turn 5, Cedric picks up her thread and tries to fit 'long' into the description. The two arrive at the solution together. As soon as Erica finds an appropriate solution, Cedric establishes that the problem is solved by repeating her words with falling intonation.

Excerpt 2 demonstrates how these partners confirmed one another's understanding and acknowledged each other's offers of CF.

Excerpt 11:

- 1 Erica: *Tu sais qu'il y a un trait ici, huh?*
- 2 Cedric: I forgot.

Erica's question is essentially an offer of CF. Cedric has left the hyphen out of '*grands-mamans*', and she wants him to rewrite it. However, she demonstrates her respect for his linguistic knowledge by framing the correction as a question that is merely confirming his knowledge. Cedric responds with acknowledgment and acceptance of her CF. Although the 'huh?' at the end of Erica's sentence may seem like an extremely simple act, Pair 6 was the only pair in this study that asked each other confirmation questions of any kind.

Finally, Excerpt 12 represents how both partners gave clear acknowledgments of the others' contributions.

Excerpt 12:

- 1 Cedric: Well, sometimes the people go at the morning. I remember. I already went, and they  
get a *déjeuner*.
- 2 Erica : Right, breakfast in the morning.
- 3 Cedric: Yeah, breakfast

In Turn 1, Cedric code switches. In Turn 2, before correcting his linguistic form, Erica first acknowledges the content of his contribution with an approving 'right.' Then, she reformulates his *déjeuner* into the English 'breakfast' and finally she elaborates on this with 'in the morning.' Cedric follows her correction with another approving acknowledgment, 'Yeah,' and then repeats her correction.

There are also many excerpts from this pair's interactions which seem to indicate an awareness of or respect for the others' linguistic expertise. In other words, they displayed an awareness of the complementary nature of their language backgrounds. In these excerpts, we can see that even when CF is offered as a direct correction, the partners accept it without becoming defensive. In Excerpt 13, for example, although Erica's 'ohh' in Turn 7 makes it sound as if she

is surprised to hear that the gender of the noun '*flamme*' is feminine and therefore takes the feminine article, '*une*,' she immediately accepts the correction and incorporates it into her writing.

Excerpt 13:

- 1 Erica: *Quatre c'est quoi? Le narrateur est amoureux de Vava. Qui est la...qu'il la compare?*
- 2 Cedric : *Une flamme...*
- 3 Erica: *...De soleil...*
- 4 Cedric: *...dans un champ de maïs.*
- 5 Erica: *Le flamme*
- 6 Cedric: *Une*
- 7 Erica: Ohh.
- 8 Cedric: (... ?)
- 9 Erica: *Une (writing) fl...dans*

In Excerpt 14, Erica runs across a very similar French syntax problem to the one faced by Chloe in Excerpts 7, 8, and 9: she does not know whether to use '*de*' or '*du*.' However, unlike Chloe, she is not engaged in a conflict with her partner at the time that this problem arises. Also unlike Chloe, she immediately notices that she does not know which word to use, and she immediately turns to her partner, a dominant French speaker, for help, thus displaying both an awareness of her own language production, an awareness of her partner's linguistic knowledge, and an awareness of a reciprocal learning opportunity.

Excerpt 14:

- 1 Cedric: *Si tu n'es pas du Québec, tu ne connais pas nos fleurs...non, tu ne connais pas nos fleurs, fleurs (writing out loud) pas nos...nos.*

(....)

2 Erica: *Um, nos fleurs de printemps?*

3 Cedric: *Oui.*

4 Erica: *Nos fleurs de printemps ou du printemps?*

5 Cedric: *Non, attend. Nos fleurs du printemps. Tu ne peux pas connaître...oui, du printemps.*

To summarize, Pair 6 demonstrates an awareness of their partners' linguistic expertise and knowledge through acknowledgments of and elaborations on task contributions as well as confirmation questions to check for their partner's understanding and agreement with their own contributions. They accepted CF easily from their partner, deferring to their linguistic expertise without argument.

In returning to Pair 5's data to determine whether Axelle and Chloe also engaged in these behaviors, it was found instead that they frequently made emphatic assertions about content or language, never confirming their partners' understanding or agreement, and although they did sometimes acknowledge their partner's contribution or offer of CF by repeating their words, explicit statements of approval were rare. As noted earlier, during LREs, they did not elaborate on their partners' suggestions and displayed a lack of awareness of or respect for their partners' linguistic resources.

#### 5.3.4. PDQs in Conflictive and Collaborative LREs

Finally, the qualitative analysis of PDQs for both pairs revealed numerous instances in which the partners in Pair 5 ignored one another's questions or simply refused to answer them. They often told their partner to ask someone else, to find the answer on their own, or that they should know the answer. One example of this tendency appeared in Excerpt 6 in the exchange in



which Chloe asks Axelle a task-related question but is instead corrected on her use of the wrong word. Chloe's question is ignored, which seems to lead Chloe to ignore Axelle's correction.

Other moments in Pair 5's interaction seem to reveal that they are attempting to implement the strategy instruction related to asking PDQs. One of the earliest strategy lessons focused on having students turn to their partners for task or language help first, rather than to their teacher or to another student. During the task that followed this lesson, Chloe and Axelle engaged in the interaction shown in Excerpt 15.

Excerpt 15:

- 1 Axelle: Stop. Jonah, how do write um...
- 2 Chloe: *Demande à moi, demande à moi.*
- 3 Axelle: How do you write 'quatre roues,' you know?

Here, Axelle first turns to another student to find out how to write 'four-wheeler' in English, but Chloe begs Axelle to ask her instead. It seems unlikely that she would have done this if she had not been instructed to moments before. Another instance in which the girls try to work on a problem on their own is shown in Excerpt 16.

Excerpt 16:

- 1 Chloe: (to researcher) But could you, like, how do you write similar? OK. We'll just figure it out, how to write similar.
- 2 Researcher: Sure, you can do it.
- 3 Axelle: We could do the sounds. Even if it's not good, we're able to re-order our sounds.

This particular excerpt demonstrates the students' realization that together they possess sufficient linguistic resources to solve their own problems. Although Chloe first seeks help from an adult (in this case, the researcher), she then seems to remember the instruction that she is

supposed to work with her partner to solve such problems. Axelle then adds that they could simply sound out the word to figure out its spelling. While this excerpt clearly indicates that the students have received the message from their reciprocal training, it is important to note that later in the same lesson, the students once again ask the researcher how to spell ‘similar,’ and the researcher immediately provides them with the correct spelling—an indication of how entrenched the students’ behavior is to seek expert help from adults, and perhaps how difficult it is for teachers to push students to take the more demanding, less sure, path of relying on each other to solve simple language problems (Webb et al., 2002).

In examining the PDQs that Pair 6 engaged in during their LREs, there were no instances of one partner ignoring or rejecting the other’s request for help. Nevertheless, this pair also needed prompting at the beginning of the study to work on tasks together. On the first day of data collection, they are recorded as being mildly chastised by their teacher for working on the task independently and using two separate pieces of paper to write their individual answers rather than collaborating to create one finished product. This was the last time that this occurred during the study, and after the first day, the pair consistently turned to each other first for help before turning to another student or to an adult for help with a language-related problem. As was discussed in the previous section, Pair 6 also used PDQs to confirm their partner’s comprehension or agreement.

The two pairs that served as model pairs in this study were both highly collaborative from a quantitative standpoint, both engaging in a great amount of partner-directed task interaction. Nevertheless, their interactions were marked by two very different sets of behaviors, Pair 5 in a conflictive behavior set and Pair 6 in a collaborative behavior set. Conflictive behavior was seen to be associated with LREs that could not be resolved by partners and by missed opportunities

for noticing and repairing linguistic errors. Meanwhile, the collaborative behavior was associated with successfully resolved LREs, which included the partners successfully repairing their own linguistic errors (see Table 5.5 for a summary of the two behavior sets).

Table 5.5. *Conflictive and Collaborative Behavior Sets*

Pair 5: Conflictive Behavior	Pair 6: Collaborative Behavior
<ul style="list-style-type: none"> <li>• emphatic assertions</li> <li>• frequent rejections of others' contributions and CF</li> <li>• impolite tone of voice; interruptions</li> <li>• some repetition of others' CF; no explicit approval, elaborations, or confirmation of others' understanding or approval</li> <li>• ignoring or rejecting partners' request for help</li> </ul>	<ul style="list-style-type: none"> <li>• confirmations of others' understanding and approval</li> <li>• elaborations</li> <li>• acknowledgment/explicit approval of others' contributions and CF</li> <li>• awareness of/respect for others' linguistic expertise</li> <li>• consistent positive response to partners' request for help</li> </ul>

### 5.3.5. *Interactive Behavior: Remaining Pairs*

Once these two sets of behaviors were established, they were then applied to the LRE data sets for the remaining focal group pairs in this study. This section will look briefly at each pair in terms of their interaction patterns and behaviors, applying the behavior sets established by Pairs 5 and 6. Generally speaking, if the other pairs in this study were placed along a spectrum of behavior ranging from conflictive to collaborative, all would fall closer to the type of conflictive behavior represented by Pair 5. Nevertheless, the pairs did fall along that spectrum, and most pairs employed collaborative behaviors in combination with conflictive behaviors.

*Pair 1: Rajbir and Sebastien*

In this pair, Sebastien played a clearly dominant role in terms of task management and decisions. Moreover, he was very confident in his linguistic abilities in both languages, while Rajbir was both weaker in French and less confident in English. She frequently turned to him for help. They both seemed to seek opportunities to correct one another's language, but this seemed to be tied to the tension and competition between them. Their LREs were marked by conflict. They did not elaborate on one another's contributions, confirm one another's understanding or approval, and they gave no explicit approval of each other's contributions. Excerpt 17 represents a typical CF interaction between them.

Excerpt 17:

- 1 Sebastien: You wrote swimming! You wrote swimming!
- 2 Rajbir: What?
- 3 Sebastien: You wrote swimming.
- 4 Rajbir: Huh?
- 5 Sebastien: You wrote swimming instead of swimming (?)
- 6 Rajbir: No, I wrote...
- 7 Sebastien:...You wrote swimming!!
- 8 Rajbir: Look! M! M! and I. Got you!

Although it is not clear from this interaction what Sebastien found incorrect about Rajbir's spelling, this excerpt reflects the fact that much of their CF was competitive in nature, rather than collaborative as we see in Rajbir's 'Got you!' in Turn 8 of the excerpt.

*Pair 2: Stella and Mohit*

In this pair, Stella was the clearly dominant partner who tended to make task decisions and to take charge of task management. Unlike Sebastien, however, she seemed to like her partner as indicated by her repeatedly stating, “I like my partner!” into the recorder on the first day of data collection. Mohit never initiated CF, but he did frequently turn to Stella with language-related questions, and Stella never rejected or ignored his questions. She always at least tried to answer him. Stella was stronger in French than Mohit, having attended a French daycare before beginning school, and she did initiate some CF with him in French as seen in Excerpt 18.

Excerpt 18:

- 1 Mohit: (Writing) *Uh, le poissonier. Oh no. Le...*
- 2 Stella: You wrote ‘*la*’.
- 3 Mohit: *La...No, this one’s ‘la’.*
- 4 Stella: You don’t...It, it’s a boy, Mohit. *C’est un gars!*
- 5 Mohit: *La, le, la, le.*
- 6 Stella: *Je sais parce que si c’est une fille ou un gars, c’est un gars!*
- 7 Mohit: OK, you write it. I don’t like it

It should be noted that Turn 6, in which Stella restates that Mohit should use the French article ‘*le*’ to denote masculine gender, was stated in a vehement and frustrated tone of voice, followed by Mohit giving up and asking Stella to take over the task. One wonders whether, if she had explained in a more polite tone and sought confirmation of his understanding, the outcome would have been the same. Although these two were attentive to responding to each other’s requests for help, they did not engage in elaboration, confirmation, or explicit approval during any of their LREs.

*Pair 3: Pierre and Aseem*

In this pair, Aseem played the dominant role in task management and decision making, but their situation was different from other pairs. Pierre played an extremely passive role during their task work. At times, he seemed as if he did not understand the subject matter or the task requirements, and he relied on Aseem to complete the tasks. On other rare occasions, his participation in class discussions demonstrated that he did understand. He was labeled as French dominant, but he needed the same amount of help in both languages. Meanwhile, Aseem sometimes tried to elicit Pierre's ideas, but this produced few results. Most of their interaction consisted of near monologues on the part of Aseem, who was either telling Pierre what to write or talking to himself as he wrote. On one occasion, Pierre asked for language help, and Aseem provided it, but Pierre never offered CF, and Aseem gave very little CF to Pierre. This pair had no conflicts during their LREs, but they also had very few LREs. Excerpt 19 is a representative sample of their interaction.

Excerpt 19:

- 1 Aseem: I did not write my grandma. His grandma, you write his grandma. His grandma because that's not your grandma.
- 2 Pierre: (writing) His...grandma...
- 3 Aseem: And for your dad, you write my. His grandma lived in Pakistan. Write Pakistan. I'll write it here. Pakistan. Write it Pierre. You don't have enough time. You have to write it. (pause) Pakistan, but...write but...but. My, your not, it's OK. It's OK. My...my grandma, but my lived...lived...in Quebec (dictating). Now you write this, OK? You write this. You write his grandma lived in Pakistan and his dad live in Quebec.

Although Aseem is telling Pierre exactly what to do throughout, he uses a polite tone of voice, and he does seek some confirmation of Pierre's agreement to do what he is asking him to by tagging his imperative statement, 'Now you write this,' with an 'OK?'

*Pair 4: Damien and Silvana*

Damien and Silvana were the only pair other than Cedric and Erica in Pair 6 whose quantitative data did not show an inverted relationship between collaborative turns and CF initiation. Silvana had both more collaborative turns and initiated more CF than Damien. Damien did accept her CF, but he did not initiate CF during their task interactions. Silvana also asked Damien several language-related questions, while Damien did not ask Silvana any. When Silvana asked, however, Damien willingly provided her with answers. This pair had no conflicts during their LREs, although like Pierre and Aseem, they had very few LREs. Despite the fact that Damien seemed fluent and comfortable using both languages, and he offered spelling help to Silvana in both languages when she asked, he was very frequently off task during the recordings. This came as a surprise during the analysis because he had frequently participated in whole-class discussions and seemed to be interested in the lessons. Perhaps he was a strong but unmotivated student, which would explain why Silvana turned to him for help even though he was rarely working on the task as shown in Excerpt 20.

Excerpt 20:

- 1 Silvana: Damien, Damien, how do you say 'flowers' in French?
- 2 Damien: Huh?
- 3 Silvana: How do you say flowers in French?
- 4 Damien: *Fleurs*. *Hasta la vista* (continues to make peeing sound).

*Pair 7: Amy and Thomas*

Amy and Thomas would certainly fall close to the conflictive end of the behavior spectrum. In fact, on two occasions, I or the other researcher stopped their recording because they could not complete a task due to a conflict. For the most part, that conflict was created by Amy. When she was on task, Amy wanted to be in control to the extent that she frequently resisted sharing tasks with Thomas. She did, however, seem to enjoy tormenting him by picking on him. She was intelligent and funny, but her behavior was also contrary to the point of defiance with her teachers, and she tended to seek attention from the teachers and researchers as well as from other classmates. She did not seem to mind if the attention she received was positive or negative. Meanwhile, Thomas was easy-going and seemed well-liked by many of his classmates, based on the way they interacted with him and based on preliminary observations of others choosing him as a partner in paired activities. At times, Amy's behavior seemed to frustrate him and to hurt his feelings.

Thomas consistently tried to work with Amy, but her collaboration with him was variable. Perhaps it was dependent on whether she was engaged by a task. During certain tasks—the map-drawing task, for instance—she remained on task and would work directly with Thomas. She would also answer his questions. More often, however, she followed the collaborative behavior of responding to her partner's request for help by humiliating him. At one point, Thomas asked Amy how to spell 'family,' and she gave him a direct answer, but later, when she saw that he had misspelled it on their paper, she responded rudely (see Excerpt 21)

*Excerpt 21:*

1 Amy: That's not how you write family!



2 Thomas: That's how you told me to write it.

3 Amy: I didn't say two L's and I didn't say E!

4 Thomas: Yes, you did.

Immediately after this, she began announcing to classmates seated around them that Thomas did not know how to spell 'family,' and then she told the teacher.

Amy also sometimes offered Thomas CF as in Excerpt 22. However, she would simultaneously pick on him.

Excerpt 22:

1 Amy: That's not how you write pools.

2 Thomas: I don't care!

3 Amy: P.O.O.L. Only smart people know that.

4 Thomas: O.O...

5 Amy: Only smart people...

6 Thomas: I know. I suck in English.

Meanwhile, Thomas also occasionally gave Amy CF, which she did not respond to or which she ignored by continuing to make the same error.

*Pair 8: Liane and Max*

Liane and Max's interaction could be described as playful. Sometimes this meant that their discussions of language-related problems were creatively exploratory as in Excerpt 23 where they were trying to find adjectives in an excerpt from *Si tu n'es pas de la prairie....*

Excerpt 23:

1 Max: *C'est champignon.*

- 2 Liane: *Tu es champignon, ça ne se dit pas.*
- 3 Max : Huh?
- 4 Liane: *Je suis champignon, tu es champignon, il est champignon.*
- 5 Max : *Sauf que champignon n'est pas un adjectif.*
- 6 Liane: *C'est juste champignon. Tu champignon.*
- 7 Max : *Champignon, ça existe-tu? Métaphore...un champignon c'est comme un adjectif.*
- 8 Liane: *Oui, c'est menaçant...Oh my god. Champignon c'est un adjectif. Je champignon. Tu champignon.*
- 9 Max : *Ça c'est un verbe.*
- 10 Liane: *Non. Un champignon c'est pas un verbe.*
- 11 Max : Yes, it is.
- 12 Liane: *Je champignon. Tu champignon. Le verbe champignonner.*
- 13 (both students laugh)

The word play seen in this excerpt bordered on elaboration in that they were building on one another's ideas in trying to figure out under which part of speech to categorize '*champignon*.' On the other hand, this same playfulness may have also been behind the fact that they went off task a great deal. This was particularly the case for Max, who would often go off task by interacting with other students or singing to himself, while Liane either tried to get him to help her or turned to other students such as Erica for help. Max often ignored Liane's requests for help by making a joke out of them. Liane would sometimes become frustrated with him, but she would then often join in the joking. There are many recordings in which they do not complete their task by the end of class, unlike most of the other students. In other words, they showed signs of being able to

engage in quality collaboration, but this other aspect of their interaction style often interfered with their ability to engage in collaboration or reciprocal learning.

### *5.3.6. Task-Related Influences on Interactive Behavior*

The effect of task on students' interaction was examined to determine whether certain tasks were linked to different behavior sets. The quantitative analysis of task behavior revealed that one task stood out beyond others in terms of collaborative turns (81.10% average for all pairs), LREs (19.63% average for all pairs) and CF (6.88% average for all pairs): the read-aloud task. In this task, students took turns reading aloud from *Catch That Cat!* By Stéphane Poulin in which a young boy unintentionally brings his pet cat to school, where it gets loose and runs around the school building as the boy chases him. Each pair read from their own copy of the book, but the last two pages were taped closed so that they would not be able to read the surprise ending. Once they finished reading, they were asked to make up their own ending to the book.

Pairs' collaborative turns were 10% greater than for any other task during the intervention. Students who did not initiate CF at all while working on other tasks did so in this one. Those who did initiate CF normally initiated CF far more frequently in this task. Axelle and Chloe, for example, had 30 CF initiations in this task alone. For the most part, CF was also accepted without conflict during this activity.

Perhaps it is unsurprising that the students' behavior was so different during this activity. To begin with, this was an activity that the students in both classes were familiar with. Even in the class in which the teachers rarely had their students engage in collaborative activities, the teachers did have their students read in pairs. They knew what was expected of them, and both students had a clear role to keep them actively engaged throughout the reading part of the task.

This is a likely explanation for the increased collaborative turns. Moreover, the text acted as a support for the students offering the CF. Students who were relatively good readers could confidently offer CF during this task because the correct answer was on the page. Meanwhile, the students receiving the CF may have been more likely to accept it for the same reason – their partner had supporting evidence for the CF. The combination of their being accustomed to helping a partner read, along with the support that the text offered, may have neutralized the potential conflict that so often arose during other CF episodes.

Task engagement was also examined as a factor that may have influenced students' behavior. In the final interview, students were asked which activity had been their favorite. Their answers were then compared to the amount of collaborative behaviors they engaged in during various tasks. Although students had seemed rather excited about finding out the ending to the read-aloud story, none of the students chose the read-aloud task as their favorite. The most popular activity (chosen by 15 out of the 26 students who answered this question) was the story map drawing activity that followed the reading of *Have You Seen Josephine?* This activity did rank highly in terms of collaborative turns (ranked third out of all tasks) but not for LREs or CF. It should be noted, however, that for this activity, the students produced only a minimal amount of written text. They were required to label the buildings in their map and to write some sentences at the end using the third person singular. Moreover, many of the students did not finish drawing their maps during the allotted class period and therefore did not write the sentences. Thus, it was less likely that LREs would arise during this task than during a more complex writing task.

The task that came in second for collaborative turns, LREs, and CF was a task in which students were asked to brainstorm ideas related to the seasons in Quebec. This task was only

mentioned by two students as being their favorite. However, it had taken place at the beginning of the project, and the time that had elapsed since that task had occurred may have affected students' ability to think of it during the interview.

### 5.3.7. *Students' and Teachers' Perceptions of the Intervention*

#### 5.3.7.1. *Teachers' perceptions.*

In their post-intervention interviews, the teachers were enthusiastic about and even surprised by the students' positive response to the readings and activities. For example, Ms. Thompson commented, "They really surprised me because they got a lot more out of it than I expected." Mme Éloise remarked, "*Je dirais que ma classe a embarqué dans tous les livres. Même celui-là que je trouvais un peu plus difficile. Je trouve qu'ils se sont laissés aller et c'était très agréable.*" [I would say that my class got into all of the books. Even the one that I found a little more difficult. I find that they let themselves go, and it was very enjoyable.]" Incidentally, the book that she was referring to was *If You're Not from the Prairie...* Both Mme Éloise and Mme Madeleine had expressed their concern about using that particular book before the project began because it is a descriptive poem, not a narrative, and they therefore worried that the students would not find it engaging. They were also worried that the language level was too advanced for the students. Nevertheless, many of the students stated that it had been their favorite book in the project during their post-intervention interview, although a number of them explained that this was because they loved the illustrations in the book.

In reference to the bilingual nature of the project, Mme Madeleine noted, "*Les élèves ont une bonne capacité de travailler dans les deux langues simultanément avec le même matériel.*" [the students have a strong capacity to simultaneously work in the two languages on the same

content.]” Although all of the teachers appreciated the biliteracy project and thought that it had engaged and benefitted their students, none of them thought that they would be able to plan their own biliteracy activities in the future. They all stated that they did not think that they would have time to do so. Their schedules did not include time for shared planning, and it seemed too daunting for them to try to organize this on their own.

Their perceptions of the strategy instruction and collaboration were more mixed. In discussing whether she had noticed a difference in her students’ behavior, one teacher answered, “I noticed a difference in some of the kids that they are more cognisant of the fact that there are certain things that they can do [when working collaboratively]. They kind of stop and think about it more.” Nevertheless, two of the teachers commented that only the more mature students seemed to benefit from the strategy instruction.

Although all teachers stated that they would teach these types of strategies in the future and that they seemed to be useful, it was not clear what their understanding was of the strategy instruction goals. They seemed to perceive the strategies’ only goal as being the promotion of cooperation and teamwork for task completion. None of the teachers mentioned the potential benefits of training students to teach each other language. For example, when asked whether she would teach these strategies in the future, Miss Thompson asserted, “Definitely. I like group work. . . . I think it’s important to get them to work together. Asking for help.” To the same question, Miss Johnson replied, “Yes. Because it’s something that I noticed problems with. Like they will come and ask their teacher even though their partner knows what to do. Or they’re rude with their partner. You don’t want to have to think at Grade 3 that you need to teach them...strategies to work in a group, but we really do.” She then further explained, “The cooperative strategies. Asking questions. I really think that I liked it how you did that. Almost an

order. Like first you're going to talk to your partner, and then you're going to ask another pair and then you're going to ask your teacher. . . . Like those kind of things. Like a process."

#### *5.3.7.2. Students' perceptions.*

Based on observations of students' participation levels and their interview responses, they were highly engaged by both the bilingual readings and the collaborative tasks during the project. When asked whether they would change anything about the project, most of the students replied that they would not want to change anything because they had liked all of it.

Additionally, several students stated that the bilingual readings were helpful because if they could not understand something in their L2, they could understand it in their L1 as in Excerpt 24.

#### Excerpt 24:

- 1 Researcher: How did you feel about your teachers reading the same books in your English class and French class? It was a bilingual project.
- 2 Sebastien: Well, it's good because some people can't speak as well in English and we read the same book in French so then it's easier for them to understand.
- 4 Rajbir: I think the same thing as Sebastien. If you didn't understand the English at least you would have a little bit of French to understand some parts.

When asked whether they had learned anything from or taught anything to their partner, students almost always stated that they had both given and received language help as in the following example (English translations appear in Appendix I):

#### Excerpt 25:

- 1 Mitch: ....*Moi, je l'aidais en français et lui il m'aidait en anglais.*
- 2 Susan: OK, *comment?*
- 3 Jonah: Uh, I speaked in English and he speaked in French.

4 Susan: *Intéressant. Comment tu as aidé Jonah?*

5 Mitch: *A écrire les mots.*

However, these answers sometimes contradicted what was actually observed in the interview data, and the truth of the situation was perhaps more complicated. Excerpt 26 demonstrates that although the students seemed to understand the goal of the paired collaboration with a native speaker of their non-dominant language, they may not have taken full advantage of reciprocal learning opportunities.

Excerpt 26:

1 Sebastien: Well, I find it ok because sometimes people that speak more English can learn something from someone that speaks more French. So if our teacher is reading an English book then the person that isn't French and if he doesn't know the word like, um, for the clothes. And then the other person, that knows French and English then they say oh, that's what it means.

2 Susan: Did that ever happen with you two? Did you ever teach each other something or learn something?

3 Sebastien: Not that much.

Sebastien's answer in Turn 3 was, unfortunately, supported by the audio recordings of his and Rajbir's interactions in which moments when one partner did not know something often turned into opportunities for one of the partners to point out the others' lack of knowledge rather than opportunities for learning to take place.

When asked which strategies they remembered learning about, students most often mentioned 'feedback' and 'asking questions,' which were the two most emphasized strategies during the intervention. Most pairs stated that they did give each other corrective feedback,



regardless of whether or not this was reflected in their interaction data. At the very least, it would seem that they had grasped the concepts of the strategy instruction at a surface level, even if there were only a few indications that this had translated into some behavioral change.

#### *5.3.8. Summary of Qualitative Findings*

The qualitative analysis of Pair 5 and Pair 6's interaction uncovered two distinct sets of behavior: one set that was linked to conflict and one that was linked to quality collaboration. Moreover, the conflictive behavioral set was linked to less effective resolution of language problems and to a decreased likelihood that a peer reciprocal learning opportunity would be achieved while the opposite was true for the collaborative behavioral set. When these two sets of behaviors were applied to the analysis of the other pairs' interaction, it was found that the pattern in usage of different behaviors varied across pairs and that most pairs used some combination of conflictive and collaborative behaviors. Certain tasks did seem to influence students' use of interactional behaviors.

Finally, findings from the examination of teacher and student impressions of the intervention revealed that the biliteracy project not only did not pose a problem for the teachers or students, but that it was also engaging, appreciated, and effective in terms of helping students understand and work in both languages. However, all teachers stated that it would be very difficult for them to initiate such a project on their own due to time constraints. Although it was unclear whether teachers fully grasped the goals of the strategy instruction, which included the promotion of reciprocal language learning, the students did seem to understand those goals, if only at a superficial level. The following Discussion chapter will examine these findings in depth.

## CHAPTER 6: DISCUSSION

### *6.1. Overview*

This Discussion chapter examines the findings presented in the previous chapter in relation to the four research questions that the present investigation sought to answer. In this discussion, the quantitative and qualitative findings are compared to determine where they support a coherent conclusion and where they seem to reflect contradictory conclusions. This chapter also examines this study's findings in light of those from other investigations in the fields of peer interaction, strategy instruction, and collaborative learning.

### *6.2. Research Question 1*

*How much collaborative interaction, reciprocal strategy use, and language-related episodes did the focal pairs engage in during the intervention?*

The student participants discussed here were younger than in almost any other study of interactional strategy training reported on in the literature. For this reason, prior to beginning this study, it was difficult to predict whether these Grade 3 and 4 students would use the strategies at all, particularly during moments when they were not being directly supervised or observed by a teacher. As discussed in the Literature Review chapter of this dissertation, peer interaction sometimes suffers from a negative reputation, and some teachers avoid using it out of a fear that their students will not stay on task or, if they do stay on task, their students will model and practice inaccurate language with the end result being the fossilization of errors. Although the behavior varied from pair to pair in this study, all participating students engaged in task collaboration with their partners during more than 50% of their interactions. The fact that all student pairs engaged in PDQs, LREs, and CF is an important finding notwithstanding the wide

variation in the extent to which they did so. Whether or not these behaviors were related to the intervention, they demonstrate that younger students are capable of autonomously using reciprocal strategies.

In light of the fact that all pairs used the strategies, it is also important to note that these pairs were not chosen because they were remarkably mature. In the Grade 3/4 class at Marie Travers, it is true that half of the members of the focal pairs were in Grade 4, but, with the exception of Erica in Pair 6, their higher grade level did not necessarily coincide with a greater amount of collaboration in comparison with the four Grade 3 students in the focal pairs. At Julie Payette, the teachers and principal frequently discussed the numerous behavioral problems they faced at their school and in this particular class. Although some of the partners in the focal group were friends prior to the intervention, most had not been and a few complained about their partner assignment throughout the intervention. In Pair 1, Sebastien complained a great deal about having to work with Rajbir. Yet Pair 1's collaborative interaction had the highest percentage of LREs and CF of any pair in the study. At a basic level, this finding should reassure some teachers that peer collaboration in French immersion is a worthwhile endeavor.

Nevertheless, the quantity of LREs and CF were not high for most pairs. CF, in particular, was a somewhat rare occurrence for more than half of the pairs, and this does fall in line with some previous research findings that learners' spontaneous focus on linguistic form in peer interactions is infrequent (Foster, 1998; Williams, 1999) and that learners rarely engage in deliberate CF with their peers (Mackey, Oliver, & Leeman, 2003; Sato, 2007). Researchers have interpreted these findings by reasoning that learners do not necessarily need to address linguistic form during peer interaction because they are able to overcome potential misunderstandings caused by gaps in their linguistic knowledge by using communication strategies such as miming,

code switching, overgeneralizing, or avoidance (Harley, 1989; Kormos, 1999; Tarone, 1983). Others have addressed the fact that inaccurate grammar does not often cause communication breakdown, particularly when interlocutors share a context, or in the case of French immersion students and their teachers, are habitually exposed to certain inaccurate forms in the second language classroom (Swain, 1985).

Yet another reason given for the lack of LREs as well as for the lack of deliberate and spontaneous CF (i.e., when CF is not a required task component) in peer interaction, is the face-threatening quality of these behaviors (Foster, 1998; Sato, 2007; Sato & Lyster, 2012). Displaying a lack of knowledge by asking a language-related question or pointing out a lack of knowledge in a peer are, in essence, very different acts from asking a teacher a question or receiving CF from a teacher. Students may take for granted that their teachers know more about a topic than they do, but they may also believe that students should share the same amount of knowledge due to being exposed to the same material in class.

Some of the above explanations do seem to be supported by the data in the study reported on here. Communication breakdowns caused by inaccurate language rarely occurred among this group of students. In general, they were all fairly proficient in both English and French. Therefore, although most of them made errors in one or both languages, the errors they made were rarely the type that would impede communication. For example, even if a student used the wrong verb tense, because of the shared context of their communication, the other partner could usually guess the intended meaning. Many of the errors in grammatical structure that occurred, such as errors in grammatical gender or adjective order, simply did not have a strong impact on the communication of meaning between partners. Finally, because they were all bilingual, code

switching when they did not know a word in one language was an easy strategy for them to turn to.

The concept that students may avoid initiating LREs and CF because these behaviors could be face-threatening also applies to these participants, although perhaps not in precisely the same way as it has emerged among other student populations. Indeed, CF's face-threatening factor seemed to be alive and well in this study. Students often became defensive when given CF by a partner, and they often refused to admit that they had made a mistake when it was pointed out to them. However, the difference between this population of students and populations from other studies of peer interaction was that the students in this investigation were much younger. In addition, most of them had known each other for several years (teachers reported that most students had been enrolled at the school since Grade 1 or even kindergarten) as opposed to students enrolled in most adult ESL classes who may have only met on the first day of class. These two factors may have contributed to a certain lack of inhibition and courtesy among the students. In fact, some students seemed to initiate CF with their partner precisely to make their partner appear unknowledgeable, and perhaps, by extension, to make themselves appear more knowledgeable. This judgment is based on the fact that certain partners frequently delivered CF in a rude, impatient, scornful, or even joyful tone of voice (virtually crowing in pleasure at having found fault with their partner).

Also supporting this idea, Pair 6, the most polite and respectful pair in this study, ranked high for the frequency of all of the interactional measures except for CF. While there are potentially other explanations for this phenomenon (for example, they might have simply made fewer mistakes), it may also be the case that they gave less CF to their partner to avoid a face-threatening situation. When they did offer CF, it was usually done in a face-saving manner. For

instance, they seemed to offer CF in a way that implied the other had only temporarily forgotten the grammar rule and needed to be gently reminded as shown in Excerpt 11 of the Findings chapter.

The singularity of CF among the other measures of collaborative interaction is further underlined by the correlational analysis. The positive correlations found between quantity of collaborative turns and quantity of PDQs as well as between quantity of collaborative turns and quantity of turns involving LREs indicate that these behaviors may be straightforward reflections of a truly collaborative mindset. A student's increased investment in such behaviors may be a sign that that student is genuinely attempting to collaborate with a partner for task completion and linguistic problem solving. Thus, teachers who wish to introduce reciprocal strategy instruction to their students can feel secure in teaching students to ask their partners simple task- and language-related questions (rather than always seeking help from the teacher), knowing that these basic behaviors may have a positive impact on the quality of peer collaboration in their classes.

Following the same vein of logic, the lack of correlation between quantity of CF and quantity of collaborative turns again indicates that CF initiation is a more complicated behavior in terms of its underlying motivation. Certainly, peer CF can be motivated by the desire to help a classmate with a language problem, but in this study, participants who offered the greatest quantity of CF to their partner seemed less genuinely interested in helping their partner and more interested in asserting their dominance or superior knowledge within the pair. This does not mean that CF is an undesirable behavior to teach or to have students engage in. On the contrary, this study's data show many instances in which CF results in a successfully resolved LRE rather than in conflict. It is still the most direct route to learning through peer interaction. Nevertheless,

a teacher who wishes to have her students engage in peer CF should keep in mind that those students should also develop other accompanying interactional behaviors that seem to build a foundation of trust and collaboration between partners.

The variation in correlational findings highlights another aspect of this study: its methodology. If this had been a solely quantitative study, Pair 5, Axelle and Chloe, would have appeared to be the most collaborative pair in the study because they had the greatest amount of collaborative turns as well as the second highest rate of engagement in CF. Meanwhile, Pair 5, Erica and Cedric, would have been the second most collaborative pair in terms of collaborative turns, but their lower percentage of CF would have made it seem as if they were less engaged in reciprocal learning than Pair 5.

This does not mean that the quantitative measurements were meritless. If we did not take into account the great amount of collaboration that took place between Axelle and Chloe, we might lose sight of the fact that their interaction included a lot of L2 practice and that they were receiving a great amount of exposure to their L2 through contact with a dominant speaker of that language. Increased practice in the L2 was one of the goals of the strategy instruction, after all, and some excerpts from the qualitative analysis indicate that this extensive practice did eventually lead to successfully resolved language problems. In Excerpts 6 through 9 of the Findings chapter, we see that the sheer quantity of exposure to a grammatically correct structure (in this case, '*du Québec*' instead of '*de Québec*' or '*de la Québec*') can overcome the detrimental effects of conflict in peer interaction. Chloe did eventually uptake that correct form, even if it took repeated instances of modeling for her to do so. If these two had not collaborated as extensively as they did, such moments could not have occurred.

Nevertheless, the findings from this study reflect how using only one research method can skew the results of social interaction studies. Merely counting interactional behaviors may reveal patterns of interaction, but it is dangerous to interpret those patterns without delving into a qualitative analysis of them. This idea is reminiscent of Foster and Ohta (2005), who compared quantitative and qualitative approaches to analysing peer interaction data for negotiation for meaning. They found that many instances of negotiation for meaning that were measured quantitatively could not be defined as negotiation of meaning once the context of their surrounding interactions was included in the analysis. For example, the quantitative analysis regarded all follow-up questions as being negotiation for meaning. However, the qualitative analysis showed that within the context of the interaction, many of those questions were often being used as prompts to keep the conversation going or as simple repetitions to indicate that the listener had heard or was interested in the speaker, not because the interlocutor's meaning needed clarification.

In the quantitative analysis of the study described here, one may only assume that the motivation behind students' CF is to help and correct their classmates, but if we look at its use within the context of the interactions, we find that it is often used for other purposes such as to assert dominance or to seek fault with a partner (see Sato & Ballinger, 2012 for further discussion of this point). The following section will look at how the motivation that lies behind student' use of interactive behaviors affects the learning outcome of those behaviors. This section will also examine how language dominance and task type played a role in students' interactional behavior.



### 6.3. Research Question 2

*What other individual, social, or pedagogical factors interacted with students' awareness and ability to take advantage of reciprocal learning opportunities?*

The three factors that were examined closely as interacting with students' engagement in reciprocal learning opportunities were pair interaction patterns, individual participants' dominant language, and task type. These factors are examined separately in the following three sections.

#### 6.3.1. Pair Interaction Patterns

Previous research studies have underlined the importance of pair interaction styles in influencing how much learning takes place during collaborative activities (Storch, 2002; Watanabe, 2008; Watanabe & Swain, 2007). Storch (2002) found that pairs who adhered to a collaborative or an expert-novice interactional pattern were the most likely to learn from their interactions. Using Storch's categorization scheme to determine pairs' interactional patterns, Watanabe and Swain (2007) examined the influence of both proficiency level and of interactional pattern on students' L2 learning, finding that interactional pattern had a more marked influence than proficiency level on L2 learning. Although the present study did not use Storch's categories of interactional patterns, it does support Storch's (2002) and Watanabe and Swain's (2007) findings in that it similarly demonstrates how interactional patterns—in this case, collaborative and conflictive—can affect students' ability to notice and learn during peer interactions.

One characteristic of most of the pairs' interaction patterns in this study was that there tended to be one student who played a more dominant role in making decisions about task

directions and one student who tended to rely on his or her partner to make those decisions. This was clear from classroom observations and from the interaction data. It is likely that the imbalance between students' contributions to collaborative turns was related to these roles. All of the partners identified as playing a clearly dominant role in their pair were the same partners who contributed less to the collaborative turns. This at first seemed contradictory until it became clear that, in many cases, the dominant partner tended to seek help from other students or from the teacher because they did not believe their own partner capable of helping. These same dominant partners also tended to give more CF to their partners. Perhaps they did so because they believed they had superior knowledge in comparison with their partner. Meanwhile, the more passive partner tended to turn to their partner for help and gave their partner less CF. This specific dominant-passive interactional pattern seems to have had an influence on students' use of strategies.

This doctoral study aimed at finding ways of breaking negative interactional patterns and to determine what specific behaviors make the difference between conflictive and collaborative interactional styles. It was hoped that pinning down such behaviors might guide future reciprocal strategy instruction endeavors. The types of behaviors that were uncovered as being either effective or detrimental to reciprocal learning often seemed rather self-evident. For example, it is not surprising that speaking to a partner in a rude tone of voice when giving CF might lead to conflict. Other behaviors were deceptively simple. The subtle questions asked by Pair 6 to confirm understanding and agreement (such as tagging an 'eh?' onto the end of a statement) might at first seem like common behaviors that are unnecessary to teach until we see that it was, in fact, a rare behavior among the students in this study.

The behaviors uncovered in this study are supported by findings from Mercer (1992),

who also investigated the behavioral moves associated with conflictive versus non-conflictive interactions in his study of 9- and 10-year-old students' interaction during collaborative tasks. Mercer identifies three ways of talking and thinking during such tasks (see Table 6.1).

Table 6.1. *Three Ways of Talking and Thinking (adapted from Mercer, 1992)*

Disputational Talk	Cumulative Talk	Exploratory Talk
<ul style="list-style-type: none"> <li>• individualized decision making</li> <li>• short exchanges</li> <li>• assertions</li> <li>• counter assertions; challenges</li> </ul>	<ul style="list-style-type: none"> <li>• accumulation of knowledge; uncritical</li> <li>• repetitions</li> <li>• confirmations</li> <li>• elaborations</li> </ul>	<ul style="list-style-type: none"> <li>• joint consideration; constructively critical</li> <li>• justifications</li> <li>• alternative hypotheses</li> <li>• challenges but engagement with others' ideas</li> </ul>

There are remarkably similar patterns among the students' conflictive behavior sets from this study and the 'disputational' interactions in Mercer's study. Likewise, the collaborative behavior sets established in this study are strikingly similar to the 'cumulative' interactions found in Mercer's study.<sup>7</sup> Mercer argues that the ultimate goal of teaching students to interact constructively is to move them toward exploratory talk, that is, talk in which students listen and appreciate each other's point of view on a problem even when they disagree and in which they can come to a solution based on all perspectives. This seems highly relevant to the goals of reciprocal language learning in which students must learn to appreciate one another's knowledge and expertise in order to learn during peer interaction.

<sup>7</sup> I had established the categories and behavior sets for this study before reading Mercer (1992), which makes the similarities in our identification of behaviors even more striking.

### 6.3.2. *Dominant Language Influence*

Analysis of the percentages of students' French and English language use was not a component of the present study, but is planned for a follow-up study. In the meantime, what can be gleaned from informal observations and readings of the transcripts was that, generally, at Marie Travers, most pairs spoke in the language of instruction with their peers, while at Julie Payette, the focal group students had a tendency to speak more English in both classes. However, what is clear from the audio recorded interaction data is that at the level of collaboration, students' interaction patterns held across languages. If one student tended to produce more collaborative turns than their partner, they did so both in English and in French.

One difference that emerged in the examination of dominant language influence on students' interactional behavior was that students tended to offer more CF when the language of instruction was also their dominant language. This may have been due to the fact that their confidence levels were higher or that they found more reason to correct the non-dominant speaker, but again, it also lends credibility to pairing complementary language learners when possible. This finding shows that they are quite capable of using their linguistic resources to open up learning opportunities for their peers. This is reminiscent of Ohta (2000), who found that learners are capable of opening up a zone of proximal development (ZPD) during peer interaction. Unfortunately, as shown in the present study, when these learning opportunities arise, it is not necessarily the case that learners will behave in a way that facilitates actual learning. Perhaps this offers some insight into why Ohta (2000) found that the opening of a ZPD did not lead to grammar acquisition among her participants.

### 6.3.3. *Task Type*

Task type was another factor that seemed to have an impact on students' use of interactional strategies. It was noted earlier that several pairs' use of CF increased noticeably during the read-aloud task in which partners took turns reading aloud from a picture book. Having a text to support them seemed to increase their confidence in giving CF. The students' familiarity with this task as well as the fact that they had clearly defined roles during the task both seemed to contribute to the increased amount of CF.

Several studies conducted on students' use of metatalk in French immersion classrooms have found a link between teachers' or researchers' pretask modeling of metatalk and students' use of metatalk during tasks. LaPierre (1994) and Swain and Lapkin (1998, 2002) measured the presence of LREs in student interaction during paired dictogloss tasks and tasks in which students were asked to review written feedback on their previous writing. These researchers found that those students who had been exposed to pre-task metatalk modeling also engaged in more metatalk.

However, it is important to note that the tasks involved in these metatalk studies were dictogloss and writing revision tasks. In dictogloss tasks, students listen to a short text that is read aloud once or twice. Then they try to reproduce the text in writing as exactly as possible. A focus on accuracy is embedded in the task and, therefore, the task itself directs students' attention to producing accurate language. For the writing revision tasks, students were being asked to read and discuss feedback they had been given on a paired writing task. In this type of task, students have no choice but to engage in LREs to meet the requirements of the task.

In the study described here, none of the tasks required students to focus their attention on or to discuss accurate language. The writing tasks may have influenced them to some extent,

since producing written work tends to direct students' attention toward accuracy. However, the metalinguistic focus and increased awareness of accurate language production were meant to come autonomously from the students, not from the tasks. Students were meant to internalize this attention and awareness so that they would be able to be more linguistically aware during all types of tasks. Without this task influence, it is perhaps not very surprising that this study did not find the same results as the metatalk modeling studies.

The present study was concerned with having students engage in one-on-one reciprocal learning within carefully preselected pairs consisting of well-matched complementary language learners. However, the strategies could have just as easily been applied in small group interactions. In fact, it is quite possible that certain small group structures would have led to an increased use of the collaborative strategies. According to Klingner and Vaughn (2000), it is very important to structure collaborative tasks in such a way as to give all students a defined role, and their own study demonstrated that having a third-party observer in particular was an effective method of encouraging students to engage collaboratively.

In fact, incorporating a student who plays the role of observer into the structure of collaborative group activities may be a key factor to instilling a sense of language production awareness in students. Sato and Lyster (2012) trained students to give each other CF during peer interaction. Part of this training included practice in which students were placed in groups of three and asked to engage in a communicative task. Two of the students were asked to interact and to offer CF to their partner when an error was made, while the third student had the role of observing their interaction and taking note of the CF that was given and of whether all of the errors were noticed by the participants. Sato and Lyster (2012) found that students who had received this CF training practice provided CF significantly more than students in the groups that

had not received CF training. In addition, students in the groups who received strategy instruction showed greater improvement in grammatical accuracy than the group that only engaged in the communicative task, indicating that perhaps they had also become more aware of their own language production during the intervention.

While the goals of the present study included helping students develop an autonomous ability to monitor their own and their partners' language production, it is now believed that incorporating an external monitor in the form of another peer during the collaborative tasks would have been beneficial to this process. Teachers wishing to incorporate reciprocal strategy instruction might consider the success of studies such as Klingner and Vaughn (2000) and Sato and Lyster (2012), which have assigned an observatory role to a third group member. Perhaps this external monitor would serve to raise students' awareness of their language production and strategy use during the earlier days of training. Later, once their awareness had been raised and hopefully internalized, there would no longer be a need for this external third-person observer role.

#### *6.4. Research Question 3*

*Were there any indicators that the intervention had an impact on the (a) collaborative interaction, (b) strategy use, or (c) language awareness for student pairs?*

Overall, the design of this research study did not allow for a direct measurement of change in students' behavior or language awareness. There was no comparison group and the effect of the variety of tasks used in the study did not allow for a measurement of students' behavioral change over time. There were, nonetheless, indications that the students had

understood the concepts behind the strategy instruction as well as the goals of the biliteracy intervention in the qualitative analysis of their interaction.

One of the first indications that students had absorbed the strategy lessons was related to their instruction to first ask their partner any task- or language-related questions they might have. If their partner did not know the answer, they were allowed to ask another student, and if they still could not get an answer to their question, then they were allowed to ask a teacher or researcher for help. In the early days of the intervention, students often turned immediately to an adult in the classroom for help, asking questions about how to complete a task while their partner worked independently and in the correct manner on the same task. They were also observed to unnecessarily ask for language help, for example, asking an adult for the proper spelling of a word while their partner had written the word correctly on his or her own paper.

There was a noticeable decrease in the amount of these unnecessary teacher- or researcher-directed questions immediately after implementing the ask-your-partner-first policy. However, that does not mean that they ceased, or that partners knew how to work together to find answers to their questions when one partner did not immediately know the answer. A good example of this can be found in the interaction surrounding Excerpt 16 in the Findings chapter of this dissertation, where Axelle and Chloe first tell a researcher that they will try to sound out the spelling of ‘similar,’ but they never do. Rather, a few minutes later, they fall back on their usual habit of simply asking an adult for help. There is something very telling in this series of interactions as they seem to reflect a trend for many of the pairs in this study: they understood the concepts but did not necessarily translate this knowledge into a concrete behavioral change.

Although Axelle and Chloe’s interaction was marked by conflict, they nevertheless seemed eager to enact the strategy instruction given during this intervention. As discussed in the



Findings chapter, on the same day that students were told to direct their questions to their partner before anyone else, we see in Excerpt 15, where, after Axelle directs a question to Jonah before asking Chloe, Chloe urges Axelle to ask her instead, saying that she ‘has’ to ask her, which implies that she is referring to the rule put in place that day. This pair also produced more CF than any other pair. Nonetheless, the CF was frequently impolite, challenging, and unconstructive. Perhaps, like their failed attempts to implement the PDQ strategy instruction, their extensive, but conflictive CF was a result of only being able to halfway implement their strategy instruction.

Finally, as noted in the findings related to teacher and student perceptions of the project, during the student interviews, the partners frequently stated that they liked being paired with a complementary language learner because they were able to learn from and teach each other. In addition, they most often identified asking for help and giving or receiving CF as the strategies they remembered from the project. This would seem to reflect the fact that they had at least partially absorbed the strategy instruction since these were the two most emphasized strategies of the project. Finally, all pairs answered that they had given CF to their partner even when the interaction data either showed that this occurred very infrequently or, for some individuals, not at all. It does not really matter whether they believed that they had given CF to their partner, or whether they simply wanted to give an answer that they thought would please the researchers. The point is that they knew what they were supposed to be doing. Despite being only 8 or 9 years old, they were able to grasp the concept of the project even if they needed more practice and guidance in implementing the project’s strategy lessons, particularly in the case of a much more socially complex behavior such as giving CF. It is interesting to note that there was no clear indication that the teachers fully grasped the goals of this project; during their own interviews,

they never mentioned the potential of strategy instruction to engage students in reciprocal learning.

In examining previous research on the extent to which learners collaborate during collaborative training interventions such as the one described here, the contrasting findings of two recent studies, Martin-Beltrán (2010) and Kim and McDonough (2011) may shed some light on this project. Both of these studies employed modeling of collaborative behaviors and then measured whether the students showed any change in their interactional behaviors with their peers. While Martin-Beltrán (2010) found that her Grade 5 two-way immersion learners did not engage in extensive language collaboration despite the modeling, Kim and McDonough (2011) found that middle school Korean learners who had been exposed to modeling engaged in more of the modeled behaviors than those who had not received the modeling instruction. It begs the question as to whether Martin-Beltrán might also have found more positive results if she had included a control group in her study and thus been able to compare her students' interactions with those of students who had never received the modeling. Similarly, the fact that the participants in the present study did demonstrate an understanding of the concepts behind the biliteracy project and the peer strategy instruction urges one to question whether the students' use of LREs and strategies would have emerged as more pronounced had there been a control group in this study as well.

#### *6.5. Research Question 4*

*What were teachers' and students' impressions of (a) the peer language learning strategy instruction, (b) the extensive use of paired, collaborative activities, and (c) the biliteracy project?*

Based on my own observations as well as on teachers' impressions, implementing the biliteracy approach to cross-linguistic pedagogy did not pose a challenge in either of the French immersion classes participating in this study despite the fact that it was the first time that any of the teachers had embarked on such an approach. Although one of the teachers was concerned prior to the intervention that reading in two languages and working on the various components of a larger task in both English and French would confuse the students, this did not occur. The only indication that any student might have been confused to any degree at any time during the study occurred in Mme Éloïse's French class, when one student asked in which language to write (because they had done a pre-writing activity for this task in English with Miss Madison). Mme Éloïse sarcastically replied, "*En espagnol*," the students laughed, and the class resumed with everyone writing their work in French as usual.

Based on teacher and student reports, presenting the same themes and vocabulary in both languages actually increased students' engagement with the lessons. This finding lends support to García's (2009) reflection that schools in the 21st century must shift their perspective on bilingual education to building programs that support bilingual or multilingual students' natural proclivity to 'translanguage,' or to cross back and forth between languages rather than building imaginary boundaries between those languages. One only needs to read the descriptions of the participants' language use outside of school to see how incredibly flexible language use can be for a bilingual child (or adult, of course). A common language use menu for them went something like this: soccer practice in French, television viewing in English, talking with siblings in French, talking with parents in English or another language, and learning a heritage language in a Saturday-morning class. It hardly seems revolutionary, then, to suggest that they might be read to in two languages or to discuss a topic in one language and write about it in

another. The challenge is to harness this ability, which to them seems so ordinary, and to use it to facilitate their L1 and L2 learning.

Not only was cross-linguistic teaching easily implemented, but participating teachers and students believed that it benefited students' overall understanding of the language and content of the lessons. In keeping with Cummins' (1991) notion of the development of a common underlying language proficiency, teachers noticed and were impressed by students' ability to carry their knowledge across languages, and they believed that the bilingual readings served to reinforce students' overall understanding of the material. This likely functioned differently depending on which language the book was read in first. If the students heard the book in their non-dominant language first, the second reading likely helped them to fill in the holes in their understanding. If they heard the book in their dominant language first, the second reading may have allowed them to focus more attention on vocabulary and language structures in their L2 rather than only being able to attend to the global meaning in the story.

Finally, it is important to note that the repeated discussions of and exposure to the stories and their themes seemed to further engage the students rather than to bore them. This layering of information on the same topic across classes allowed them to have a more complete comprehension of complex themes such as identity and place. It gave them time to better personalize their understanding of concepts such as day-to-day life in the 1940s, which lay far beyond their frame of reference. In sum, this cross-linguistic teaching approach was not only good second language pedagogy, it was simply good pedagogy.

### *6.5.1. Limitations of the Design*

#### *6.5.1.1. Group differences.*

Due to the numerous differences in the two participating classes—the differences in language background, teaching practices, and time allotment for each language (see Chapter 3, Context and Participants, for a more in-depth description)—it was impossible to establish a quasi-experimental design in which one class served as a control group. This would have allowed for a comparison of students' behavior between two conditions. However, not only were there differences between these two classes, but across the school board in which this study took place, program conditions, student backgrounds, and teaching methods also vary widely, making it very difficult to match two participating classes, particularly when it is not a simple matter to find willing participants for a study such as this one, which included a seven-week intervention. Thus, both groups of students participated in the same intervention, and the audio recorded interaction data from the eight focal pairs chosen from the two groups were analyzed in a cross-case comparison.

#### *6.5.1.2. Task type.*

The decision to include all four task types in this study's intervention had a price, and that was that there was a noticeable task effect on the students' interactional behavior. For example, one task that involved reading aloud to a partner was accompanied by a steep increase in CF instances. This task effect interfered with the possibility of measuring students' behavioral change over time, particularly during a fairly short-term project such as this one.

#### *6.5.1.3. Limited teacher involvement.*

Although participating teachers taught the lessons associated with the biliteracy project, it would have been ideal to have had them teach the strategy lessons as well. They were familiar

with their students' strengths, interests, and needs, and would have been able to tailor that instruction to their groups. Moreover, they would have been able to reinforce that instruction outside of the 20-minute strategy mini-lessons at appropriate moments during the day. The effect of the strategy instruction was certainly diminished by this situation. However, it would have been necessary to first train the teachers in strategy instruction before asking them to lead these lessons and, due to budgetary constraints, it was impossible to pay for the time out of the classroom that such training would have involved.

### *6.6. Summary*

This chapter has examined the study's findings in light of the research questions posed at the outset of the investigation and in light of previous research on related topics. These findings are in line with research that has demonstrated the barriers to strategic peer interaction and the importance of peer interaction style in determining successful L2 learning. This study's findings also support the idea that young language learners are able to understand the concepts behind cross-linguistic pedagogy and to at least try to enact reciprocal strategies. Finally, the findings from this study have demonstrated that complementary language learners should be paired when possible because they are capable of acting as linguistic experts when working with peers. The following chapter, the final chapter in this dissertation, will take a look at how this study's findings relate to the future of similar pedagogical and research interventions.

## CHAPTER 7:

## CONCLUSIONS, IMPLICATIONS, AND FUTURE DIRECTIONS

*7.1. Conclusions**7.1.1. Biliteracy Project*

They say that need is the mother of invention, and, in the case of the biliteracy project described here, one may also say that need was the mother of intervention. The biliteracy intervention described in this dissertation was an attempt to take French immersion back to its roots. Not only was it implemented in the school board where French immersion began, but it was also designed with the same spirit of tailoring pedagogy to the specific linguistic needs of a targeted group of students. In this case, the students were a heterogeneous group of English-dominant learners of French L2, French-dominant learners of English L2, and balanced English-French bilingual learners. Thus, their teachers were faced with the task of creating lessons that had to target opposing language learning needs within one group.

This intervention was also conceived based on a need that exists in all French immersion programs to reassess certain longstanding tenets. The tenets that bilingual education should maintain barriers between students' languages, that teachers should not take advantage of opportunities to use bilingual students' L1 or L2 as a teaching tool for their other language, and that language should not be taught explicitly have all been challenged by shifting research paradigms and by shifting demographics in immersion student populations across Canada. The wave of theory and evidence has slowly built up and reached a crest. That this wave will carry us towards a new cross-linguistic pedagogy for French immersion is almost inevitable.

The biliteracy project described here was by no means intended as a template for cross-linguistic pedagogy. Rather, it was an effort to concretize the many ideas behind cross-linguistic

pedagogy. In another context or coming from another person's imagination, those ideas could have led to a different type of intervention. Nonetheless, this particular intervention was easily implemented, it successfully used students' strengths in their dominant language to support the gaps in their non-dominant language, and the students and teachers found the readings and tasks engaging. Nonetheless, the participating teachers uniformly said that it was very unlikely that they would ever have sufficient time under their current schedules to collaboratively plan such an intervention with their colleague. Thus, while this researcher-planned intervention was feasible in terms of classroom implementation, the current organization of classes under the Quebec French immersion model would make it unfeasible if teachers were required to plan it.

#### *7.1.2. Reciprocal Strategy Instruction*

In turning to the reciprocal strategy instruction portion of this intervention, one might say that opportunity was also the mother of this intervention, with the opportunity being the presence of complementary language learners in the same immersion classroom. While there is no doubt that this situation can pose a challenge to teachers in terms of peer interaction, it also poses exciting peer learning possibilities. Many of the findings from this portion of the study were very positive. All focal pairs interacted extensively in the L2 to collaborate on tasks, all pairs engaged in LREs, and all pairs engaged in CF. In fact, all students who initiated CF with their partner did so more often when the language of instruction was their dominant language. In other words, they were using their language expertise with their partner. The sheer accumulation of interaction with a native-speaking peer, and the accurate modeling of grammatical form that accompanied that interaction, were shown to eventually lead to the accurate use of that form.



On the other hand, this portion of the study also produced very mixed results. Teachers were not involved in the strategy instruction and did not seem to fully understand or appreciate the language learning goals of that instruction. Students did seem to understand the goals of the strategy instruction, and most were able to use the strategies, but the majority of students did not use them extensively, used them in ways that did not always lead to successfully resolved language issues, or used them in ways that sometimes led to conflict. Perhaps it is impressive that students this young were able to autonomously use reciprocal strategies at all, even when the task did not require it and even when no researcher, teacher, or student monitor was observing them. Nevertheless, it is undeniable that the strategy instruction employed in this study could use some fine-tuning before any future interventions were to take place. The further interactional behaviors identified as supporting collaborative interactions in this study would need to be added to that instruction, and the involvement of classroom teachers would also be critical to determining the effectiveness of that instruction.

### *7.2. Implications and Future Directions*

While the biliteracy project and the reciprocal language learning strategy instruction in this intervention may seem to belong to two separate studies, they were both part of a general movement towards one goal—to help students’ make links between languages, whether through the content they are exposed to or through peer interaction. As researchers work on the development of a cross-linguistic pedagogy for bilingual education, they must also take into account the necessity of incorporating this approach into other levels of program administration. Teachers must be trained in the approach, and administrators must seek logistical adjustments that facilitate the planning and sharing of classroom curriculum across languages. Otherwise, no

matter how feasible, relevant, and potentially beneficial cross-linguistic teaching is for bilingual education, a fully developed cross-linguistic pedagogy, like the intervention reported on here, will have no chance of becoming sustainable practice.

In the meantime, it is critical that teachers and researchers also seek ways in which elements of cross-linguistic pedagogy can be implemented when school schedules do not logistically allow for extensive collaboration between teachers. Even if teachers of both languages were to only occasionally read aloud bilingually to their students, they would still support their students' bilingual development. Some teachers might decide to teach their own students reciprocal strategies without asking their counterpart to do the same. Others might organize cross-linguistic projects with teachers from other schools or from other countries using Internet technology. There are many possibilities for implementing a cross-linguistic approach to bilingual education. It is only a matter of trying them out to see what works.

In relation to reciprocal learning strategies, more work is clearly needed to uncover what it takes to optimize peer interactions and to overcome negative interactional patterns between students. It is believed that instruction over a longer period of time and repetition of that instruction would help, but trying out different task structures during the training phase might also prove useful. Finally, although this study took place in a very specific L2 learning context, future research should explore these topics in language learning contexts other than French immersion because bridging students' languages, building on students' existing linguistic resources, and exploiting the vast potential for L2 learning that peer interaction represents are goals that are relevant in all L2 classroom contexts.

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Appendix A1:  
Teacher Consent Form

Dear Ms./Mr. X,

Thank you for agreeing to participate in our project. As you know, we are asking you and Ms./Mr. Y to read aloud to your students from picture and story books in both French (in the French class) and English (in the English class). Meanwhile, your students will be taught learning strategies that they can use to enhance their language learning when collaborating with other students on content and language activities. You will receive copies of the books to be read as well as a teaching guide containing information on the project's pedagogical approach, detailed lesson plans on the implementation of the follow-up collaborative activities, and any materials you will need for the lessons.

We would also like to interview you before and after the teaching intervention takes place and to audio tape those interviews. The purpose of this letter is to request your formal consent to participate in these interviews and to allow us to use transcripts of the audio taped interviews for research purposes (For example, in a research presentation or publication). Signing below will give us that permission.

As is appropriate in research studies such as this, neither your name nor even that of the school will be mentioned in any research reports. Important to stress here is that the audio tapes are not for the purpose of teacher evaluation, but rather for the purpose of discussing the use of the pedagogical approach taken in the project.

If you have any questions about this research or would like to withdraw your consent at any time, please feel free to contact Susan Ballinger at 514-769-1906 or Heather Phipps at 514-268-3179.

Sincerely,

Susan Ballinger, McGill University  
Heather Phipps, McGill University

I am aware of the purpose of the research project and have agreed to participate. I also hereby agree that the audio-taped interviews may be used for research and educational purposes only.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Appendix A2:  
Formulaire de consentement des enseignants

Chère Mme/Cher M. X

Nous vous remercions d'avoir accepté de participer à notre projet de recherche. Comme vous le savez, nous vous demandons, à vous et à Mme/M. Y, de lire à haute voix à vos élèves des extraits de livres illustrés et de récits tant en anglais (dans le cours d'anglais) qu'en français (dans le cours de français). Par ailleurs, vous enseignerez aux élèves des stratégies d'apprentissage qu'ils pourront utiliser pour améliorer leur apprentissage des langues en collaboration avec d'autres élèves au cours d'activités centrées sur le contenu et les aspects linguistiques. Vous recevrez des exemplaires des livres à lire ainsi qu'un guide pédagogique, des plans de leçon détaillés sur la mise en œuvre des activités collaboratives de suivi et tout le matériel dont vous aurez besoin.

Nous aimerions également vous interviewer avant et après l'intervention pédagogique et enregistrer ces entrevues au magnétophone. Cette lettre a pour objet de demander votre consentement formel à participer à ces entrevues et à nous permettre d'utiliser les transcriptions de ces enregistrements à des fins de recherche. (Par exemple, dans des présentations ou des articles.) Votre signature au bas de cette lettre nous donnera cette permission.

Comme c'est le cas dans les projets de recherche de ce genre, ni votre nom ni même celui de l'école ne seront mentionnés dans aucun rapport de recherche. Il convient de souligner que les enregistrements ne seront pas utilisés à des fins d'évaluation de votre enseignement mais plutôt pour évaluer l'utilisation de l'approche pédagogique mise de l'avant dans le cadre du projet.

Si vous deviez avoir des questions concernant le projet de recherche ou voudriez retirer votre consentement, n'hésitez pas à communiquer avec Susan Ballinger au 514-769-1906 ou Heather Phipps au 514-268-3179.

Cordialement,

Susan Ballinger, Université McGill  
Heather Phipps, Université McGill

**Formulaire de consentement**

J'ai été informé(e) des objectifs du projet de recherche et accepte d'y participer. J'accepte également que les entrevues enregistrées puissent être utilisées à des fins de recherche et d'enseignement.

Nom : \_\_\_\_\_ Signature : \_\_\_\_\_

Courriel : \_\_\_\_\_ Téléphone : \_\_\_\_\_



Appendix B1:  
Parent Consent Letter

Dear Parents/Guardians:

I am pleased to inform you that your child's class has been selected to participate in a research study being conducted in Riverside School Board in conjunction with McGill University. As part of their graduate-level research, Susan Ballinger and Heather Phipps are conducting a study under the supervision of Dr. Roy Lyster in which Mme X and Ms. Y will read aloud to their students from picture and story books in both French (in the French class) and English (in the English class). Meanwhile, students will be taught learning strategies that they can use to enhance their language learning when collaborating with other students on content and language activities. The study has been funded by *Le Fonds québécois de recherche sur la société et la culture*, which will cover the cost of the new books and teaching materials the school will acquire as a result of its collaboration in this study.

The reading-aloud, strategy instruction, and collaborative activities used in this study are considered part of the children's regular curriculum and have been designed in such a way that students should find them both educational and enjoyable. During the project, some children will be audio taped as they work on the content and language activities. The purpose of this letter is to request your permission to have your child audio taped as he or she completes the content and language activities. Only the researchers and the students being recorded will ever hear the actual audio recordings. These recordings will be transcribed and excerpts of them, as well as any work that your child produces during the project, may be used for research and educational purposes (for example, to illustrate students' ability to use language strategies in a research presentation or publication). These audio tapings will not be heard or read by the teachers and will not be used to give your child a classroom grade.

If your child is chosen to be audio taped and you give your consent for that to take place, the researchers would also like to ask you for permission to interview and audio tape your child in a brief conversation at the end of the project regarding his or her impression of the bilingual reading experience, strategy instruction, and collaborative learning activities. In addition, we would like to interview you or another parent or guardian regarding your child's language-learning history and at-home language use. This would be a brief, audio taped telephone interview.

As is appropriate in research studies such as this, neither student names nor even that of the school will be mentioned in any research reports. In addition, your child's performance will not be evaluated in any way and will not be used by the school in the calculation of your child's marks. Finally, even if you agree to have your child participate, you or your child may decide at any time to no longer participate in groups being video taped or interviewed.

If you would like any further information, please call Susan Ballinger at 514-769-1906, Heather Phipps at 514-268-3179, or Dr. Roy Lyster at 514-398-5942.

Sincerely,  
xxxx, Principal

**Please return to Mme xxxx before xxxxx.**

I will allow \_\_\_\_\_

- to be audio taped during classroom activities Yes \_\_\_\_\_/No \_\_\_\_\_
- to participate in an audio-taped interviews. Yes \_\_\_\_\_/No \_\_\_\_\_

I agree to participate in an audio-taped telephone interview. Yes \_\_\_\_\_/No \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_

## Appendix B2: Formulaire de consentement des parents

Chers parents/tuteurs,

J'ai le plaisir de vous informer que la classe de votre enfant a été choisie pour participer à un projet de recherche mené conjointement par la Commission scolaire Riverside et l'Université McGill. Dans le cadre de leurs études supérieures, Susan Ballinger et Heather Phipps mènent une recherche sous la direction de Dr. Roy Lyster au cours de laquelle Mme X et Mme Y liront à haute voix à leurs élèves des extraits de livres illustrés et de récits aussi bien en français (dans le cours de français) et en anglais (dans le cours d'anglais). Par ailleurs, on enseignera aux élèves des stratégies d'apprentissage qu'ils pourront utiliser pour améliorer leur apprentissage des langues en collaboration avec d'autres élèves dans le cours d'activités centrées sur le contenu et les aspects linguistiques. Cette étude a été subventionnée par *LeFonds québécois de recherche sur la société et la culture*, subvention qui couvrira le coût des livres et du matériel pédagogique que l'école devra se procurer pour participer à la recherche.

La lecture à haute voix, l'enseignement des stratégies d'apprentissage et les activités collaboratives utilisées dans la recherche sont considérés comme faisant partie du programme régulier des élèves et ont été conçus de telle manière que les élèves les trouveront à la fois agréables et instructifs. Durant le projet, certains enfants seront enregistrés au magnétophone au cours de leurs activités portant sur le contenu et la langue.

Cette lettre a pour objet de vous demander la permission que votre enfant soit enregistré au magnétophone à l'occasion de ces activités. Seuls les chercheurs et les élèves enregistrés écouteront ces enregistrements. Ces enregistrements seront transcrits et des extraits, de même que les travaux effectués par votre enfant au cours du projet, peuvent être utilisés à des fins de recherche et d'enseignement (par exemple, dans un article ou un cours, pour illustrer les capacités des élèves à utiliser des stratégies d'apprentissage des langues). Ces enregistrements ne seront ni écoutés ni lus par les enseignants et ne seront pas utilisés pour évaluer votre enfant.

Si votre enfant devait être choisi pour être enregistré au magnétophone et que vous donniez votre consentement pour ce faire, les chercheurs voudraient également obtenir votre permission pour enregistrer une brève entrevue de votre enfant à la fin du projet pour recueillir ses impressions sur la lecture bilingue, l'enseignement des stratégies d'apprentissage et les activités collaboratives. De plus, ils voudraient vous interviewer, vous ou un autre parent ou tuteur, sur l'historique de l'apprentissage linguistique de votre enfant et les langues parlées à la maison. Enregistrée au magnétophone, cette brève entrevue sera faite au téléphone.

Comme cela est le cas dans des études de ce genre, ni le nom des élèves ni même celui de l'école ne seront mentionnés dans les rapports de recherche. En outre, le rendement de votre enfant ne fera l'objet d'aucune évaluation et ne sera pas noté. Enfin, même si vous acceptez que votre enfant participe, vous ou votre enfant pouvez décider à n'importe quel moment de ne plus participer ni aux enregistrements ni aux entrevues.

Pour de plus amples informations, veuillez communiquer avec Susan Ballinger au 514-769-1906, Heather Phipps au 514-268-3179 ou avec Roy Lyster au 514-398-5942.

Cordialement,

xxxx, Directeur

**Veillez retourner à Mme xxxx avant le xxxxx.**

Je consens à ce que \_\_\_\_\_

- soit enregistré durant les activités en classe. Oui\_\_\_\_\_/Non\_\_\_\_\_
- participe à des entrevues enregistrées. Oui\_\_\_\_\_/Non\_\_\_\_\_

Signature du parent ou tuteur : \_\_\_\_\_

### Appendix C1: Students' Oral Assent Script

We will introduce ourselves to students at the beginning of the project by telling them our names, what university we are from, and that we study how people can learn languages better. We will then explain that we will be working with the students and their teachers on a language learning project in which they will be taught strategies that will help them to become better language learners. We will also tell them that, as part of the project, their homeroom teacher and English language arts teachers will be reading the same books to them in English and in French, and they will be working with an assigned partner on various writing, reading, and speaking activities that are related to the readings.

Before the audio-taping portion of the project begins, we will tell the students that their parents have given their permission to allow them to be audio taped while they work on activities with their partners. However, we will also tell them that if they do not want to be taped, they can tell their teacher or a researcher, and they will not be taped.

Prior to the student interviews, we will tell the students that their parents have given permission for them to participate in an interview along with their assigned partner. We will explain that we want to discuss what the students thought about the bilingual readings, the strategy instruction, and the collaborative activities that they have participated in. For the stimulated recall, we will explain that the students are going to hear some of the audio-taped activities they participated in and that they should try to remember and to tell the researchers what they were thinking at the time. We will reassure them that we will not give them marks on their comments during the interviews and that they only need to tell a teacher or researcher if they do not want to participate any longer.

## Appendix C2: Présentation orale du projet aux élèves

Nous nous présenterons aux élèves au début du projet : nous leur dirons nos noms, de quelle université nous sommes et que nous étudions comment les gens peuvent mieux apprendre les langues. Nous leur expliquerons ensuite comment nous travaillerons avec eux et leurs professeurs dans le cadre d'un projet d'apprentissage des langues où on leur montrera des stratégies qui les aideront à devenir de meilleurs apprenants des langues. Nous leur dirons aussi que, dans le cadre du projet, leur titulaire et leur professeur d'anglais leur liront les mêmes livres en français et en anglais, et qu'ils travailleront avec un partenaire qui leur sera assigné à diverses activités d'écriture, de lecture et de conversation toutes reliées aux livres dont on leur aura fait la lecture.

Avant le début du volet des enregistrements au magnétophone, nous dirons aux enfants que leurs parents ont consenti à ce qu'ils soient enregistrés durant leurs activités avec leur partenaire. Toutefois, nous leur dirons également que s'ils ne veulent pas être enregistrés, ils peuvent le dire à leur professeur ou à un des chercheurs, et qu'ils ne seront pas enregistrés.

Avant de mener les entrevues des élèves, nous leur dirons que leurs parents ont consenti à ce qu'ils participent à une entrevue avec leur partenaire. Nous leur expliquerons que nous voulons savoir ce qu'ils ont pensé des lectures bilingues, des stratégies d'apprentissage et des activités collaboratives auxquelles ils ont participé. Avant de procéder au rappel stimulé, nous expliquerons aux élèves qu'ils vont entendre leurs propos enregistrés lors de certaines activités auxquelles ils ont participé et qu'ils devraient essayer de se souvenir ce qu'ils pensaient à ce moment-là et de le dire aux chercheurs. Nous allons les rassurer en leur disant qu'ils ne seront pas notés pour leurs commentaires durant les entrevues et que s'ils veulent mettre fin à leur participer, il leur suffit de le dire à un enseignant ou un chercheur.

Appendix D:  
Teachers' Guide

# WHERE ARE YOU FROM?



## TEACHER'S GUIDE AND MATERIALS

**Susan Ballinger  
Heather Phipps  
McGill University**

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# INTRODUCTION

# **I. STRUCTURE OF GUIDE**

## ***INTRODUCTION***

### **UNIT OVERVIEW AND RATIONALE**

Here, you will find a description of the unit's guiding objectives as well as an explanation of the ideas and research that have informed the decisions that went into the overall design of the unit and the structure of individual activities.

### **SUGGESTIONS FOR READING ALOUD**

This section describes some approaches you may take (or may already take) while reading aloud to your students. In addition, it describes reading for “efferent” and for “aesthetic” purposes.

## ***READINGS AND ACTIVITIES***

### **BOOK SUMMARIES AND READING GUIDES**

In these, you will find a summary of the book's narrative, some background information on the author, and some guidelines for reading the book aloud. These guidelines may include themes you might draw on as you are reading. In addition, you will also find a list of key vocabulary terms in English and in French that will help your students understand and engage with the stories. Familiarizing yourself with both the English and French terms that students are learning can help you to draw on their vocabulary knowledge in their more dominant language.

### **LESSON PLANS AND TEACHING MATERIALS**

The lesson plans contain a description of the objectives and outcomes for each lesson, and a clear description of the activities students are to work on. Both the French and English lesson plans are included in your guide. This is to make you aware of what your students have learned or done in your colleague's class, but of course you are only responsible for the English lessons. Accompanying hand-outs or reference materials are also included in this section.

### **STRATEGY LESSON PLANS**

The strategy lesson plans include two hour-long lessons (one in English and one in French) introducing cooperative language learning strategies and five mini-lessons on strategy instruction that are embedded in the regular language arts lessons. The researchers will instruct these lessons.

## II. UNIT OVERVIEW AND RATIONALE

### A. OVERVIEW

The following unit has three primary objectives:

- to teach Grade 3 French immersion students strategies that they can use when interacting with their peers during collaborative activities in both their English and French language arts class. The strategies to be taught are meant to enhance the students' ability to learn language from and to teach language to their classmates.
- to help students make cross-linguistic connections through a bilingual literacy project that bridges their English and French language arts classes.
- to use children's literature as a tool for immersion students' language development and collaboration

The strategies and the bilingual literacy project have been designed to take advantage of the unique learning opportunity that exists within your classroom in which both French-dominant and English-dominant students are learning together.

### B. RATIONALE

#### 1. Connection to the Quebec Education Program

- *Cross-curricular competencies.* The instruction and activities in this unit reflect all nine cross-curricular competencies as described in the Quebec Education Program published by the Quebec *Ministère de l'Éducation, du Loisir et du Sport*.
- *French immersion program.* The Quebec Education Program calls for the instruction of language learning strategies (See [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca) for a complete listing of these strategies). The peer language learning strategies to be instructed in this unit reflect the QEP's guidelines for strategy instruction.

#### 2. What Are Peer Language Learning Strategies?

A language learning strategy is any action taken by language learners to help them learn or use their second language. Learning strategies can help students to become more independent language learners by showing them how to 'teach' themselves.

*Peer* language learning strategies take a slightly different approach by teaching students how they can use one another as language learning resources. Students are taught to use each strategic action to both learn from and teach their peers.

There are six types of peer language learning strategies to be taught in this unit:

- |                |               |
|----------------|---------------|
| • Planning     | • Remembering |
| • Noticing     | • Giving help |
| • Seeking help | • Reflection  |

Before the unit begins, the researchers will lead two classes (one in English and one in French) in which they introduce the idea of peer language learning strategies to the students. Once the biliteracy project has begun, researchers will give a targeted strategy lesson prior to the collaborative activities every second week, for a total of six strategy instruction lessons. In addition, students will be asked to write in their journals once a

week throughout the project. During the strategy instruction week, they will be asked to reflect on their strategy use, language use, and language learning during interactions with their partners.

### **3. Why Teach Peer Learning Strategies?**

This project comes in response to two problematic features of student interaction found in research on immersion education:

- Immersion students tend to become very good at *communicating meaning* in their second language, but they are not as good at *speaking accurately*. Rather than learning new vocabulary words or verb tenses, they tend to become very skilled at overusing the basic words and tenses that they have already mastered.
- Immersion students tend to resist speaking their weaker language, particularly when interacting with someone who speaks their dominant language well.

The strategy instruction to take place in this project is therefore meant to offset these tendencies by encouraging students to communicate in their weaker language and by helping them become more accurate second language speakers by raising their awareness of how they use language, by helping them to recognize learning opportunities, and by showing students how to seek and give language help.

### **4. Why a Bilingual Literacy Project?**

This unit is centered on bilingual readings from three picture books. Two weeks are dedicated to the readings and activities for each book. During the first week, teachers will read the books aloud and will discuss the themes and language used in the books. During the second week, students will engage in paired, follow-up activities that are linked to the books' themes and language.

Each picture book will be read twice, once in English and once in French, in the following order:

- *If You're Not from the Prairie* by David Bouchard
- *The Montreal of my Childhood* by Antonio de Thomas (excerpts only)
- *Have You Seen Josephine?* by Stéphane Poulin

In recent years, many researchers have begun to question the practice of keeping bilingual immersion students' two languages rigidly separate. They argue that this goes against what we know about how languages are learned. 'Bridging' the readings and follow-up activities in the English and French language arts classes is intended to cognitively reinforce the content and language material students are learning.

### **5. Why Literature-Based, Collaborative Activities?**

The use of children's literature in the classroom provides opportunities for students to be engaged in meaningful language activities. Students make sense of the world around them as they are read picture books, poetry, and novels. The collaborative activities centered on the shared, bilingual readings will provide opportunities for students to develop their communicative second language abilities in writing, reading, listening, and speaking as they discuss, share ideas, express their opinions, and create projects together.

Collaborative pair and group activities are widely believed to promote:

- communication and social interaction skills
- self esteem

- higher level thinking skills
- engagement
- a sense of ownership in learning

In addition, peer language strategies are designed to be used in conjunction with collaborative activities.

## **6. Why Assign Student Partners?**

Throughout the unit, students will work with an assigned partner on pairwork activities. Having students work with the same partner for all activities is meant to give them time:

- to build a more trusting relationship with their partner.
- to become familiar with their partner's linguistic strengths and weaknesses.

Ideally, students should be paired according to their linguistic strengths, allowing for one student who is stronger in English and one who is stronger in French to partner.

## **7. Why Content and Language ‘Balanced’ Activities?**

When immersion was created, it was believed that children could learn a second language in the same way that they learn their first language—through exposure to and authentic communication in that language; thus, they would not require explicit language instruction to become fluent and accurate in their second language.

Although immersion researchers now know that children need to be explicitly taught certain aspects of their second language (see Lyster, 2007 for an overview), immersion teachers still tend to focus on content-teaching goals at the expense of language-teaching goals. The following unit presents activities in which content themes drawn from the books are balanced with a focus on aspects of second language that both your English- and French-dominant students may be struggling with.

## **8. What Is the Language Focus of the Unit?**

This unit does not focus on teaching one formal feature of language. Rather, we have chosen a different formal linguistic feature to focus on for each picture book. Our guiding principle in choosing these features comes from Harley (1993), who proposes that immersion teachers need to explicitly point out target language features that:

- differ in unexpected ways from their first language
- are irregular, infrequent or are otherwise difficult to notice
- do not carry a heavy communicative load

## **9. What Is the Content Focus of the Unit?**

These books share global themes related to the impact of place on a child's identity. In *If You're Not from the Prairie*, that theme is stated through the child's affirmations that you cannot understand features of the prairie, you cannot understand him, if you are not from the prairie. *The Montreal of My Childhood* highlights the architecture and artifacts of a Montreal childhood in a series of reminiscences. Likewise, Daniel, the child in *Have You Seen Josephine?*, gives us a tour of the features of his neighborhood that form his daily life and shape his childhood. Students are pushed to relate these children's stories to their own story throughout the project.

Other themes in the books that lend themselves to cross-curricular instruction are:

- Geography: the Canadian prairie; Montreal people and culture of Canada

- History: life in Montreal in the 1940s; family histories
- Science: seasons; climate

### III. SUGGESTIONS FOR READING ALOUD

Reading aloud to the class creates a sense of community as all of the students and the teacher are involved in sharing a story. The discussions surrounding the stories help students to gain new perspectives as they listen to one another. Second language learners may help one another with understanding the vocabulary and content of the texts during group discussions. To promote students' active engagement in the readings and in the process of language learning, teachers can:

- Emphasize key vocabulary.
- Ask questions related to the students' personal experiences.
- Encourage students to make predictions.
- Encourage students to respond to illustrations.
- Encourage students to ask questions and make personal connections

### EFFERENT AND AESTHETIC READING

Reading may involve both *effferent* and *aesthetic* reading (Rosenblatt, 1982).

***Efferent reading*** is reading for information, to find an answer to a question. This is most commonly the purpose for reading directions or for reading a textbook.

***Aesthetic reading*** is reading for the pleasure of the words and images. In order to encourage aesthetic reading, teachers may provide students with the opportunity to experience the rhythm of the words, the feelings and sensations of the text, and the beauty of the images. When students listen to stories, poems, and plays they bring their own experiences, feelings, and thoughts to the reading. Teachers may encourage students to think about their own personal experiences as they listen to stories. It is important to consider that each student may have different interpretations of a fictional story depending on their own experiences.

# **READINGS AND ACTIVITIES**



***IF YOU'RE NOT  
FROM THE PRAIRIE...***

BY DAVID BOUCHARD

## A. BOOK SUMMARY AND READING GUIDE

### Author's Background:

David Bouchard is a Canadian author who grew up in Gravelbourg, Saskatchewan. He has métis Canadian roots and has published many award-winning books for children and adults. David Bouchard's love and attachment to the prairie are evident in this book.

### Summary:

This book uses poetic language and beautiful illustrations to vividly portray life on the Canadian prairie. The images and words powerfully describe the memories from the author's childhood on the prairie. We see the world through the eyes of a child as he experiences the four seasons. Each page focuses on one universal feature of nature and describes how it is distinct to the prairie. For example, in describing how one experiences the sun on the prairie, he writes:

"Diamonds that bounce off crisp winter snow."  
« *Des diamants étincelants sur la neige froide et dure.* »

### Content and Themes to Highlight:

While reading this story, teachers can encourage children to think about their own experiences in nature throughout the four seasons. This will provide opportunities for students to read the poem aesthetically and to use their own life experiences to understanding and enjoying the text. The author uses characteristics of the land, earth, and sky to describe his attachment to the prairie. The words and images evoke powerful feelings that students will be able to identify with—such as extreme cold in the winter, or the joy of playing with friends outdoors.

### Language to Highlight:

The language of this book is subtle and requires a slow, careful reading. While reading this book aloud to the class, the teacher should draw attention to specific examples of the author's extensive use of metaphors and descriptive language.

The author also relies on the formula, "If you're not from the prairie, you don't know... (the sun, the wind, the sky, etc.)" It will be useful to have students discuss the author's use of "to know" here and to have them explain what he means by that.

Finally, the following table lists equivalent key terms and phrases that are used in the English and French versions of the book. For this (and each book), we will create a word list to post on the wall of your classroom to allow you and your students to quickly reference the new words that they are learning. Please draw your students' attention to these terms during the reading or discussion of the book.

***English***

travellers

plain

grasses

blizzard

(snow) drifts

ignoring the cold

squeeze our eyes tight

grit

chapped lips

***French***

les voyageurs

la plaine

les herbes

la tempête

les bancs de neige

bravant le froid

les yeux plissés

la poussière

les lèvres gercées

## LESSON 1: *IF YOU'RE NOT FROM THE PRAIRIE*

Approximate Length: 1 Hour

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Listen to the story <i>If You're Not from the Prairie</i></li> <li>• Compare life on the Canadian prairie and in Quebec by making a Venn diagram.</li> </ul>
<b>MELS COMPETENCIES</b>	<p><u>English Language Arts:</u></p> <ul style="list-style-type: none"> <li>• To read and to listen to literary, popular and information-based texts</li> </ul> <p><u>Cross-Curricular:</u></p> <ul style="list-style-type: none"> <li>• To construct his/her identity.</li> <li>• To cooperate with others</li> </ul>
<b>MATERIAL(S):</b> <i>If You're Not From the Prairie</i> , map of Canada, photos of the Canadian prairie	

TIME	LESSON
5-10 min.	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Ask if any students have visited or have lived on the Canadian prairie.</li> <li>• Show students where the prairie is located on the map of Canada or have a student show where it is located.</li> <li>• If you have any photos of the prairie, show them to the students.</li> <li>• Ask students what they know about the prairie or if they have ever read about it in another book.</li> <li>• Ask students to make predictions about what the author will describe in the book.</li> </ul>
10-15 min.	<p><b>Development</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Read <i>If you're not from the prairie...</i> emphasizing the language and pausing to show the illustrations to the students.</li> <li>• Ask the students to listen carefully to the descriptions of the prairies and what makes it such a significant place for the author.</li> <li>• Encourage the students to notice the details in the images such as their colours, lights, lines, and features. For example, the author discusses the prominence of the sky in the prairie and how cloud formations send prairie-dwellers messages about the weather and seasons. You could therefore draw students' attention to the way the illustrator has depicted the sky and the clouds in each painting.</li> </ul>
5-10 min.	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>• What does the author like about the prairie?</li> <li>• What is special or unique about living on the prairie?</li> <li>• What do you learn about the author and what he liked to do as a child from the prairie?</li> <li>• How does David Bouchard describe how people on the prairie are affected by the weather/seasons? Is it similar to Quebec?</li> <li>• What does the author mean when he says that "you don't know the sky" if you're not from the prairie? Here, the teacher might show the children the various illustrations of the sky and cloud formations as described above.</li> </ul>

TIME	LESSON
10-20 min.	<p><b><u>Activity:</u></b></p> <ul style="list-style-type: none"> <li>• In pairs, students will make a Venn diagram (drawing two circles that overlap) comparing life on the prairie with life in Quebec. As in the following example, they should write things that are unique to Quebec in the Quebec circle, they should write things that are unique to the prairie in the prairie circle, and they should write things that are true about both places in the overlapping circle between them. The class could begin the diagrams together and then join their partners to finish them.</li> <li>• If there is time remaining, students could write a short personal response piece or draw a picture related to what they think it would be like to live on the prairie.</li> <li>• Encourage students to reflect on parts of the story that appealed most to them and to visualize living on the prairies.</li> </ul> <p><b>Closure/Transition</b></p> <ul style="list-style-type: none"> <li>• Students can share their diagrams and/or personal response piece with other pairs of students or with the class.</li> <li>• Students can be told that they will read the French version of the book in another class and will learn about descriptive language.</li> </ul>
5-10 min.	

## LEÇON 2: SI TU N'ES PAS DE LA PRAIRIE

Durée approximative : 1 heure

<b>Objectifs</b>	<ul style="list-style-type: none"> <li>• Identifier et discuter des aspects de la description dans le texte <i>Si tu n'es pas de la prairie...</i></li> <li>• Écrire des phrases en utilisant la métaphore, la personnification et les adjectifs.</li> </ul>
<b>MELS Compétences</b>	<p><u>Français langue seconde – immersion</u> :</p> <ul style="list-style-type: none"> <li>• Interagir en français en découvrant le monde francophone par les textes et les disciplines.</li> </ul> <p><u>Les compétences transversales</u> :</p> <ul style="list-style-type: none"> <li>• Coopérer</li> <li>• Exploiter l'information</li> </ul>
<b>MATERIEL:</b> <i>Si tu n'es pas de la prairie</i> (David Bouchard), Feuille d'exercices 'Les mots imagés'	

DURÉE	LEÇON
5 min.	<p><b>Amorce</b></p> <ul style="list-style-type: none"> <li>• Demandez aux élèves de résumer ou de décrire le livre <i>Si tu n'es pas de la prairie...</i></li> <li>• Demandez aux élèves de partager quelque chose que l'auteur a décrit dans le livre.</li> </ul> <p>Pendant qu'ils écoutent le texte, les élèves devraient essayer de faire le suivant:</p> <ul style="list-style-type: none"> <li>• visualiser ce que l'auteur décrit.</li> <li>• considérer leur accord ou désaccord avec l'auteur – Est-ce qu'ils 'connaissent' le soleil, le vent, le froid ou la neige ? De quelle manière leur vie est-elle différente de celle de l'auteur ? Comment est-ce que leur vie diffère de la vie de l'auteur ? Comment est-ce que leur vie est semblable à la vie de l'auteur ?</li> </ul>
10-15 min.	<p><b>Développement</b></p> <p><u>Lecture</u> :</p> <ul style="list-style-type: none"> <li>• Lisez <i>Si tu n'es pas de la prairie...</i> Soulignez la description. Expliquez le nouveau vocabulaire et prenez le temps de montrer les illustrations aux élèves.</li> </ul> <p><u>Discussion</u> :</p> <ul style="list-style-type: none"> <li>• Quel est le message principal du texte ? Pourquoi David Bouchard a écrit ce livre ?</li> <li>• Qu'est-ce que les élèves pensent de la déclaration de l'auteur qu'ils ne peuvent pas connaître les arbres, le froid ou la neige s'ils ne viennent pas de la prairie ? Qu'est-ce qu'il veut dire ? Est-ce qu'il y a certaines choses qu'ils connaissent ou savent seulement parce qu'ils viennent du Québec ?</li> <li>• Parfois l'auteur écrit, "Tu ne connais pas..." et parfois il écrit, "Tu ne sais pas..." Discutez de la différence entre les deux verbes, du comment et pourquoi l'auteur utilise les deux. Relisez un exemple de comment l'auteur les utilise. <ul style="list-style-type: none"> <li>○ Demandez si c'est possible de connaître un endroit si on ne vient pas de cet endroit ou est-ce que on peut seulement savoir quelque chose sur cet endroit ?</li> </ul> </li> </ul>
10 min.	

20 min.	<p>○ Demandez comment ils exprimeraient ces deux concepts en anglais.</p> <p><b>Activité :</b></p> <ul style="list-style-type: none"> <li>• Demandez aux élèves quelles sortes d'images ils ont imaginées pendant qu'ils écoutaient le poème. Demandez s'ils ont aimé sa façon de décrire la prairie.</li> <li>• Expliquez que l'auteur utilise les adjectifs, les métaphores et la personnification et que ceux-ci sont les outils de langue descriptive ou de langue qui contient des images ou des effets afin de rendre les idées de l'auteur plus claires ou plus intéressantes.</li> <li>• En montrant les extraits suivants aux élèves, donnez des exemples d'adjectifs, de métaphores et de personnification :</li> </ul> <p style="padding-left: 40px;">Grandiose est le ciel de la prairie, clair et bleu Parfois les nuages y sont porteurs de messages De menaçants champignons gris annoncent l'orage De plumes rose cramoisi, l'été nous fait ses adieux</p> <p><b>Adjectif</b>—Un mot qui décrit <u>Exemples</u>: grandiose, clair, bleu, menaçant, gris, rose cramoisi</p> <p><b>Métaphore</b>—Une comparaison de deux choses en disant que la première est la deuxième. <u>Exemples</u>: les nuages=porteurs de messages; les nuages=champignons; les nuages=plumes</p> <p><b>Personnification</b>—donner les caractéristiques humaines ou animales à un objet inanimé. <u>Exemples</u>: les nuages annoncent; l'été fait ses adieux</p> <ul style="list-style-type: none"> <li>• Maintenant demandez aux élèves de trouver des exemples d'adjectifs, de métaphores et de personnification dans les extraits suivants.</li> </ul> <p><u>Extrait 2:</u></p> <p style="padding-left: 40px;">Au gré des grands vents d'été, suivant la cadence Les blés et les herbes sans fin y dansent On entend leurs secrets, leurs chants, leurs murmures Ils parlent de la vie rythmée par la nature</p> <p><u>Adjectifs</u>: grands <u>Métaphores</u>: le bruit des herbes=les secrets, les chants, les murmures <u>Personnification</u>: les herbes dansent et parlent</p> <p><u>Extrait 3:</u></p> <p style="padding-left: 40px;">Gare à la tempête qui sans égard tout ensevelit Bravant le froid, les, les bancs de neige deviennent un lit Notre regard parfois porté vers ces grandes marées blanches Les yeux plissés, le soleil aveuglant de ses lances</p>
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10-15 min.	<p><u>Adjectifs</u>: grandes, blanches, plissés  <u>Métaphores</u>: les bancs de neige=un lit, les grandes marées blanches  <u>Personnification</u>: le soleil aveugle</p> <p><b><u>Feuille d'exercices: Les mots imagés :</u></b></p> <ul style="list-style-type: none"> <li>Maintenant demandez aux élèves de travailler avec leur partenaire sur la feuille d'exercices <b>Les mots imagés</b>. Il se peut que les élèves aient besoin d'aide au début.</li> </ul> <p><b><u>Journal :</u></b></p> <p>Les élèves devraient écrire une réponse à la question suivante: <i>Quelles sortes de choses est-ce que tu connais sur ta province qu'un enfant de la prairie ne pourrait pas connaître ? Est-ce que la lecture de ce livre te fait penser à des endroits où tu aimes jouer dans ton quartier ? Décris un endroit spécial où tu aimes aller à Québec.</i></p>
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## LES MOTS IMAGES:

### LES ADJECTIFS ET LES METAPHORES

1). Ecris le nom d'un animal à côté de l'adjectif que décrit cet animal. Par exemple, les guépards peuvent courir très vite. Alors, nous avons écrit 'un guépard' à côté de l'adjectif 'vite'.

2). Ecris le nom d'une personne qui pourrait aussi être décrit avec cet adjectif. Par exemple, nous avons écrit le nom du coureur Usain Bolt, parce que lui aussi est très, très vite. Tu peux écrire le nom de quelqu'un de célèbre, de quelqu'un de ta famille ou de n'importe quelle personne que tu connais qui correspond à l'adjectif.

Les Adjectifs :	Un Animal :	Une Personne :
Ex. : <u>vite</u>	<u>un guépard</u>	<u>Usain Bolt</u>
1. <u>lent(e)</u>	_____	_____
2. <u>grand(e)</u>	_____	_____
3. <u>gros(se)</u>	_____	_____
4. <u>petit(e)</u>	_____	_____
5. <u>silencieux/-se</u>	_____	_____

Maintenant, tu peux écrire des métaphores! Ecris une métaphore pour comparer une personne et un animal.

**Ex. : Usain Bolt est un guépard.** (Ça veut dire que Usain Bolt peut courir vite comme un guépard.)

- 1.
- 2.
- 3.
- 4.
- 5.

### LESSON 3: *IF YOU'RE NOT FROM THE PRAIRIE...*

Duration: 1 Hour

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students will learn and practice collaborative language learning strategies</li> <li>Students will brainstorm seasonal associations with the class and in pairs</li> </ul>
<b>MELS STRATEGIES</b>	<ul style="list-style-type: none"> <li>Adopter une attitude attentive</li> <li>Recourir aux langages non verbal et verbal</li> <li>Solliciter l'aide de l'interlocuteur</li> </ul>
<b>MATERIAL(s):</b> Flipchart, <i>If You're Not from the Prairie...</i>	
<b>TIME</b>	<b>LESSON</b>
20 min.	<b>Introduction</b> Researchers: introduction and mini-lesson on collaborative strategies (See Strategy Lesson Plans).
5-10 min.	<b>Development</b> <b>Group Brainstorming:</b> Take out the flip chart and begin the shift to having the students describe where they are from. <ul style="list-style-type: none"> <li>First, choose a season.</li> <li>Then, as a group, brainstorm a list of words and phrases that are related to the students' experience of that season in the place where they are from. They can think of things they have felt during that season (using the five senses), what they do during that season, the natural environment during that season, games they play, what they like, and what they don't like about it.               <ul style="list-style-type: none"> <li>It is especially important to elicit ideas from them regarding what makes that season unique to the place that they are from.</li> </ul> </li> <li>Try to group the adjectives together, the nouns together, and the verbs together</li> </ul>
10-15 min.	<b>Paired Brainstorming:</b> <ul style="list-style-type: none"> <li>Students will join their assigned partner and choose a season.</li> <li>Students will write this season on the middle of a piece of paper. For several minutes, they will brainstorm associations with that season and write them down, trying to group action words (verbs), description words (adjectives), and things (nouns) separately.</li> <li>Students will then choose three things or activities from this list. For each item or activity, they will write it in the middle of a separate piece of paper and take several minutes to brainstorm words that they associate with that item and group them into adjectives, action words (verbs), and things (nouns).</li> <li>They should repeat this for the two other items.</li> <li>When they have finished, ask them to keep their brainstormed lists because they will need them in a French lesson later in the week.</li> </ul>
5-10 min.	<b>Closure/Transition</b> Students will share their ideas with the class.

## LEÇON 4: *SI TU N'ES PAS DE LA PRAIRIE...*

Durée approximative : 1 heure

<b>Objectif</b>	<ul style="list-style-type: none"> <li>• Écrire un poème.</li> </ul>
<b>MELS Compétences</b>	<p>Français langue seconde – immersion :</p> <ul style="list-style-type: none"> <li>• Interagir en français en découvrant le monde francophone par les textes et les disciplines.</li> <li>• Produire des textes variés.</li> </ul> <p><u>Les compétences transversales :</u></p> <ul style="list-style-type: none"> <li>• Coopérer.</li> <li>• Exploiter l'information.</li> </ul>

**MATERIEL:** *Si tu n'es pas de la prairie...*

<b>DURÉE</b>	<b>LEÇON</b>
5 min.	<p><b>Amorce</b></p> <p>Les chercheurs feront une activité avec les élèves à propos des stratégies d'apprentissage de la langue par les paires.</p>
30 min.	<p><b>Développement</b></p> <p><b>Écrire un poème</b></p> <p>Pour cette activité, les élèves écriront un poème de dix lignes qui décrira tous les aspects spéciaux de leur saison favorite.</p> <ul style="list-style-type: none"> <li>• Les élèves auront besoin de leur papier avec le 'remue-méninge' qu'ils auront fait dans leur classe d'anglais pour écrire le poème. Chaque ligne commencera : "X au Québec est ..." et un exemple d'objets ou d'activités qu'ils auront trouvé pendant le remue-méninge.</li> <li>• Ils devront aussi écrire une ligne au début qui déclare que quelqu'un qui ne vient pas du Québec ne pourrait pas connaître leur saison comme dans le livre <i>Si tu n'es pas de la prairie..</i></li> </ul> <p>Les élèves pourraient produire un poème comme le suivant :</p> <p>Si tu n'es pas du Québec, tu ne connais pas l'automne Tu ne sais rien de l'automne.</p> <p>L'automne au Québec, c'est cueillir les pommes avec ma famille. L'automne au Québec est une tarte aux pommes. L'automne au Québec, c'est sauter dans les piles de feuilles. L'automne au Québec est un arbre orange sur un ciel foncé. L'automne au Québec est la mort de notre jardin. L'automne au Québec est la cannelle. L'automne au Québec, c'est acheter de nouveaux vêtements pour l'école. L'automne au Québec est une piscine vide.</p>

20 min.	<p>L'automne au Québec est le premier match de hockey. L'automne au Québec est le retour à l'école.</p> <p>D'une façon très simple, les élèves décriront la saison en utilisant la personnification et la métaphore.</p> <p><b>Conclusion: Journal</b> Les élèves écriront dans leur journal sur les stratégies qu'ils ont apprises cette semaine. Le message guide sera : Qu'est-ce que tu penses des stratégies d'apprentissage? Est-ce que tu les as déjà apprises? Est-ce que tu les as utilisées cette semaine lorsque tu travaillais avec ton partenaire? Lesquelles? Qu'est-ce qui est arrivé lorsque tu les as appliquées ?</p>
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***THE MONTREAL OF  
My CHILDHOOD***

BY ANTONIO DE  
THOMASIS

## A. BOOK SUMMARY AND READING GUIDE

### Author/Illustrator's Background:

Antonio de Thomasis was born in east-end Montreal in 1938. He grew up trilingual, speaking Italian at home, English in school, and French with his friends outside of school. He studied commercial art in school but is a self-taught painter. This is the only book he has written.

### Book Summary:

This book represents a series of reminiscences of the author's Montreal childhood in the 1940s. He writes about everyday life and the games that he and his friends played in all seasons. Because in his neighbourhood at that time, most of the children came from large families but lived in small apartments, their mothers would send them outside into the streets to play, where they created their own fun on the streets, making toys and games with the objects they found there.

*The Montreal of My Childhood* is a nice follow-up to *If You're not from the Prairie* because it also shows how a place can shape childhood games and identity. The author proudly remembers how he knew every inch of his neighbourhood. This book reinforces the idea that the place we are from impacts who we are and what we know, whether we are from the country or the city, the East or the West.

It is important to note that you are only being asked to read excerpts from the book and that, unlike with the other two picture books, you and your colleague will not be reading the same excerpts. So, although there will be overlapping themes in the two classes, the material will not be identical.

### Content and Themes to Highlight:

Your students will likely be interested to see how life has changed and how it has remained the same in the past 70 years. For example, because no one in the author's neighbourhood had a washer or dryer, clothes had to be hung on the clothes line to dry, even in the winter, which leads de Thomasis to paint and describe the image of long underwear frozen stiff as a board in the middle of winter. Images from the book also show children warming their feet before a wood-burning stove and taking ice chips from horse-drawn wagons.

At the same time, students who have visited or lived in Montreal will see similarities in the author's descriptions of the back alleys there, and students may be able to relate to the author's description of how he and his friends created their own games and toys.

It is important to draw students' attention to the similarities and differences of life then and now. They can be pushed to tell stories about the games they play today, and they would surely be interested to hear stories or to see pictures of the teachers' childhoods. It is difficult for children to imagine adults as children – particularly as children who thought and felt in the same way that they think and feel. These kinds of discussions can help them to link the past and the present.

Language to Highlight:

In this book, the author is telling stories about what he and his friends did on a habitual basis in the past. Since the past tense is something that students struggle with in both English and French, this is a good opportunity to focus on how we describe habitual actions in the past in both languages.

This book is also rich in many vocabulary words that will probably be new to your students. The following table lists key terms and phrases taken from the excerpts to be read in English and in French. We will create a word list to post on the wall of your classroom to allow you and your students to quickly reference the new words that they are learning. Please draw your students' attention to these terms during the reading or discussion of the book. Please note that the vocabulary lists for the other books present lexical equivalents across languages but this one does not.

**English**

shed  
sanity  
back lanes  
sewers  
landlords  
coal  
rickety

**French**

le tramway  
les rails  
à l'abri  
une combinaison  
figer  
la neige tapée  
la rondelle  
le déblaiement  
une bûche  
le poêle

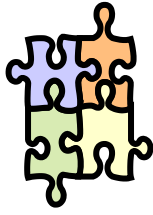
## LESSON 1: *THE MONTREAL OF MY CHILDHOOD*

Approximate length: 1 hour

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Listen to the story <i>Montreal of My Childhood</i>.</li> <li>2. Compare present day life and childhood to the historical text.</li> </ol>
<b>*MELS COMPETENCIES</b>	<p><u>English Language Arts competencies:</u></p> <ul style="list-style-type: none"> <li>• To use language to communicate and learn.</li> </ul> <p><u>Cross-curricular competencies:</u></p> <ul style="list-style-type: none"> <li>• To communicate appropriately</li> <li>• To exercise critical judgement</li> </ul>
<b>MATERIAL(s):</b> <i>The Montreal of My Childhood</i> , photos of the 1940's	
TIME	LESSON
5-10 min.	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Show students pictures of children playing games (to be provided by researchers) in the 1940s. Ask them to guess when the photos were taken and where (New York, late 1940s). Ask students if they think life was different for these children. Were games different? Was life easier or harder? Would it be different for different children?</li> <li>• Remind them that this is probably when most of their grandparents were children. Ask them if their grandparents or parents ever talk about their childhood. How was it different? How might it have been the same?</li> <li>• Ask students if they think it is different to grow up in a city like Montreal in comparison with growing up on the prairie or in Delson. What is different?</li> <li>• Ask if any of the students are familiar with Montreal or know what the East End is like.</li> </ul>
10 min.	<p><b>Development</b></p> <p><u>Reading</u></p> <p>Read the excerpts from <i>The Montreal of My Childhood</i> from the Introduction and from the page titled “In the Back Lanes and Front Streets”. Show students the painting of a back lane in East End Montreal. Ask students if this looks different from Montreal today (if any of them are familiar with Montreal). Go over any new vocabulary.</p> <ul style="list-style-type: none"> <li>• Ask students to compare the life on the streets that de Thomasis describes to the life of their own neighbourhood.</li> <li>• Again, ask them to compare childhood in the past to childhood today based on what you have read to them.</li> <li>• Ask them to compare childhood in the city to childhood in the suburbs or country based on what you have read to them.</li> </ul>



15 min.	<p><b><u>Activity: Preparing Interview Questions</u></b></p> <p>Explain to students that they will have a week to interview someone who grew up during the time that de Thomasis was a childhood. They can interview a relative or someone from their community. The interviews will help them to find out what this person's life was like in the past, what games they played, what their days were like, and whether they think that children's lives are different today.</p> <ul style="list-style-type: none"> <li>• Give students the handout <b>Childhood: Then and Now</b>. This handout has questions that they should ask the person whom they choose to interview and has several blank spaces for them to write their own questions.</li> <li>• After you and the students have gone over the questions on the handout, ask them to think about some other questions they might have for someone who was a child during this time. They should write their questions on the handout.</li> <li>• Students should join their partner and compare questions, helping each other to make sure that they have used correct grammar, spelling and vocabulary in their written questions.</li> </ul>
20 min.	<p><b><u>Strategy Instruction</u></b></p> <p>The researchers will provide strategy instruction and suggestions on preparing for an interview.</p>



## Childhood: Then and Now

On this page, you will find a set of questions that you will ask a person who was a child during the 1940s (or earlier). The person may be someone in your family, a community member, or a family friend. There are also two blank question spaces for you to write your own questions. Take notes to help you remember their answers when you report on the interview in class. You may write on the back of this paper if you need more space.

1. When were you born and where did you live as a child? What language did you speak?
2. When you were a child, what was a typical day like for you in the summer? In the winter?
3. What kind of games did you play? Did you play more outside or indoors? Why?
4. Do you think life was easier or harder for children then? What makes you say that?
5. Do you remember any popular expressions or words that you used with your friends?
- 6.
- 7.

## LEÇON 2: LE MONTREAL DE MON ENFANCE

Durée approximative : 1 heure

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Participer dans les discussions de l'histoire montréalais et québécois.</li> <li>• Parler de leurs activités préférées de l'hiver.</li> </ul>
<b>COMPETENCES MEQ</b>	<p>Français langue seconde – immersion :</p> <ul style="list-style-type: none"> <li>• Interagir en français en découvrant le monde francophone par les textes et les disciplines.</li> </ul> <p>Les compétences transversales :</p> <ul style="list-style-type: none"> <li>• Coopérer</li> <li>• Exploiter l'information</li> </ul>
<b>MATERIAUX: Montréal de mon enfance, vieux photos de Montréal</b>	
DURÉE	LEÇON
5 min.	<p><b>Amorce</b></p> <p>Montrer les photos de Montréal dans les années cinquante. Demander aux élèves s'ils peuvent deviner où les photos étaient prises. Raconter un peu l'histoire de tramway. Comment est-ce que le transport a changé ?</p>
15 min.	<p><b>Développement</b></p> <p><b><u>Lecture à haute voix</u></b></p> <p>Lisez la page « <i>Les belle années du transport en commun</i> ». Demandez aux élèves s'ils peuvent voir les similarités avec le texte <i>Si tu n'es pas de la prairie... (Bouchard)</i> Est-ce qu'ils se rappellent de la description des enfants qui attendent l'autobus d'école en hiver ?</p> <p>Lisez les pages « <i>Nous avions de véritables hivers</i> » et « <i>le meilleur moment</i> ». Que signifie le titre (prédictions des élèves) ? Prenez le temps pour discuter le vocabulaire et les expressions.</p>
10 min.	<p><b><u>Discussion</u></b></p> <p>Est-ce que l'auteur voudrait dire que nous n'avions plus de « véritables hivers » ? C'est quoi un « véritable hiver » au juste ?</p> <p>Est-ce que vous avez remarqué les différences entre l'hiver à l'époque et aujourd'hui ? (<i>Il n'y avait pas de déneigement. Les gens se déplaçaient en chevaux. Il y avait le chauffage avec le poêle au bois. La rondelle de hockey!</i>)</p> <p>Quels jeux est-ce que vous aimiez faire pendant l'hiver? Est-ce que vous jouez souvent dehors?</p>
15 min.	<p><b><u>Journal</u></b></p> <ol style="list-style-type: none"> <li>1. Les élèves écrivent dans leurs journaux à propos de leurs activités préférées qu'ils aiment faire pendant l'hiver. ou</li> <li>2. Les élèves décrivent les détails qu'ils ont trouvés intéressants dans le livre.</li> </ol>

### LESSON 3: *THE MONTREAL OF MY CHILDHOOD*

Duration: 1 Hour

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Students will share the results of their interviews with their peers.</li> <li>2. Students will look for similarities and differences.</li> </ol>
<b>*MELS COMPETENCIES</b>	<p><u>English Language Arts Competencies:</u></p> <ul style="list-style-type: none"> <li>• To use language to communicate and learn</li> </ul> <p><u>Cross-Curricular Competencies:</u></p> <ul style="list-style-type: none"> <li>• To use information.</li> <li>• To communicate appropriately</li> </ul>
<b>MATERIAL(s):</b> <i>Montreal of My Childhood</i>	
TIME	LESSON
15 min.	<p><b>Introduction</b></p> <p><i>Did you enjoy interviewing someone in your family or community? What did you learn?</i></p> <p>Researchers will introduce the activity and lead a discussion with the students about using strategies for effective communication and language learning (see strategy lesson plans).</p>
30 min.	<p><b>Development</b></p> <p><b><u>Reporting on interviews in pairs:</u></b></p> <p>Students will meet with their partner and report on their interview, telling about the interviewee's childhood and comparing it to childhood today. They will need to be very attentive listeners.</p> <p>While listening to one another the students need to find something that is the same about both of their interviewee's and something that is different. (ex.: One student may say: "<i>Both of the people we interviewed liked to go snowshoeing as children.</i>")</p> <p>Another student will say "<i>The person my partner interviewed lived in the city, and I interviewed someone who grew up in the countryside</i>".</p>
10 min.	<p><b>Closure/Transition</b></p> <p>Watch National Film Board "The Sweater" by Sheldon Cohen and Roch Carrier.</p>

## LEÇON 4 : LE MONTREAL DE MON ENFANCE

Durée approximative : 1 heure

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Faire la comparaison entre les années quarante et aujourd'hui.</li> <li>Ecrire un texte.</li> </ul>
<b>COMPETENCES MEQ</b>	<p>Français langue seconde – immersion :</p> <ul style="list-style-type: none"> <li>Interagir en français en découvrant le monde francophone par les textes et les disciplines.</li> <li>Produire les textes variés</li> </ul> <p><u>Les compétences transversales :</u></p> <ul style="list-style-type: none"> <li>Coopérer</li> </ul>
<b>MATERIAUX :</b> <i>Montréal de Mon Enfance</i> , feuilles pour faire la diagramme venn	
<b>DURÉE</b>	<b>LEÇON</b>
10 min.	<p><b>Amorce</b></p> <p>Les chercheurs parlent des stratégies d'apprentissage de langue par les paires (voir les leçons des stratégies).</p>
20 min.	<p><b>Développement</b></p> <p><i>Les élèves travailleront avec leurs partenaires pour cette activité. Les élèves vont :</i></p> <ol style="list-style-type: none"> <li>1. Regarder dans leurs journaux pour voir ce qu'ils ont écrit le jour avant.</li> <li>2. Faire un diagramme Venn ensemble pour comparer « l'enfance » d'autrefois et aujourd'hui.</li> <li>3. Écrire un texte comparatif ensemble.</li> </ol>
5 min.	<p>Chaque équipe de deux partageront leur texte avec une autre équipe.</p> <p><b>Journal</b></p> <p><i>Dans notre classe, nous avons appris des stratégies pour planifier notre travail, pour remarquer des signes que notre partenaire a besoin d'aide, pour chercher de l'aide de notre partenaire, pour offrir son aide poliment, et pour se souvenir des règles de la grammaire et des nouveaux mots.</i></p>
10 min.	<p><i>Penses-tu que tu pourrais utiliser ces stratégies dans d'autres classes ou dans d'autres situations où toi ou un ami parle une langue seconde? As-tu déjà utilisé des stratégies dans d'autres classes ou dans d'autres situations ?</i></p>

***HAVE YOU SEEN***  
***JOSEPHINE?***  
BY STÉPHANE POULIN

## A. BOOK SUMMARY AND READING GUIDE

### Author/Illustrator's Background:

Stéphane Poulin is a well-known and beloved Québec author and illustrator. His illustrations in children's books have won many distinctions. He has written several books with the same two central characters: Daniel, a young boy who lives in Montreal, and his cat, Josephine, who likes to explore her surroundings.

*As-tu vu Joséphine/Have you Seen Josephine?* (1986) won the Canada Council Children's Literature Prize for French-language illustration. The *Josephine* series also includes:

- *Can You Catch Josephine?/Peux-tu attraper Josephine?*
- *Could You Stop Josephine?/Pourrais-tu arreter Josephine?*

In addition to the books in the *Josephine* series, Poulin has written and illustrated:

- *Benjamin and the Pillow Saga*
- *Travels for Two*
- *Ah! La Belle Cité* (A Montréal Alphabet book)
- *My Mother's Loves: Stories and Lies from My Childhood.*

During the project, it would be interesting for the students to have a variety of books by Stéphane Poulin on display and available to read in the classroom.

### Book Summary:

*Have You Seen Josephine?* is the story of a young boy named Daniel who lives in Montréal. Daniel has a cat named Joséphine, who likes to run and explore the neighbourhood. Every Saturday, Joséphine takes off on an adventure. On one such Saturday, Daniel decides to follow her to find out where she goes. As Daniel follows Josephine's trail, the reader learns about the stores, the places, and the characters that make up Daniel's neighbourhood. Like all of the Josephine stories, this one ends in a surprise!

### Content and Themes to Highlight:

The main character, Daniel, lives in a neighbourhood in modern-day Montreal. Although the author does not mention the exact location of his neighbourhood, the neighbourhood depicted in the illustrations looks very similar to Montreal's East End, the same neighbourhood described in *The Montreal of My Childhood*. Therefore, it makes sense to have students compare the setting of these two books. In addition, students can compare the urban setting of *Have You Seen Josephine?* with the rural setting in *If You're Not from the Prairie...*, revisiting the idea of 'knowing' a place.

As students examine Daniel's neighbourhood, they can also reflect on the people and places that make up their own neighbourhood. This is a good topic of discussion to help them engage with the story.

Language to Highlight:

Since the cat in *Have You Seen Josephine?* is constantly moving from place to place, the story presents a good opportunity for students to work on their verbs of motion. All students can benefit from broadening their cache of verbs. This is especially true for English learners of French, who tend to make mistakes using French verbs of motion.

In English, specific verbs of motion such as ‘to climb’, ‘to exit’, and ‘to leave’ exist. However, it is also possible to say ‘to go up’ or ‘to go out’. As a result, English learners of French tend to produce sentences such as ‘je suis allé dehors’ instead of ‘je suis sorti dehors’. They need to practice using verbs such as ‘monter’, ‘sortir’, and ‘partir’. Through discussions and activities, students will have the opportunity to broaden their verb vocabulary while practicing this trouble spot.

Please draw your students’ attention to these terms during the reading or discussion of the book.

**English Nouns**

Alleyway  
Basement  
Roof  
Garbage truck  
Garbage man  
Fish store  
Fishmonger  
Fence

**French Nouns**

La ruelle  
La cave  
Le toit  
Le camion des vidanges  
Le/la vidangeur  
La poissonnerie  
Le/la poissonnier(-e)  
La clôture

**English Verbs**

To follow  
To disappear  
To catch  
To run away  
To run away  
To enter  
To leave again  
To return  
To leave  
To exit  
To go down  
To go up  
To climb  
To go around  
To go through

**French Verbs**

Suivre  
Disparaître  
Attraper  
S’enfuir  
Se sauver  
Entrer  
Repartir  
Rentrer  
Quitter  
Sortir  
Descendre  
Monter  
Grimper  
Faire le tour  
Passer



## LESSON 1: HAVE YOU SEEN JOSEPHINE?

Approximate length: 1 hour

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Listen to <i>Have You Seen Josephine?</i></li> <li>2. Discuss literary and visual aspects of the story.</li> <li>3. Compare <i>Have you Seen Josephine?</i> with other texts.</li> </ol>
<b>*MELS COMPETENCIES</b>	<p><b><u>English Language Arts</u></b></p> <ul style="list-style-type: none"> <li>• To read and listen to literary, popular and information-based texts.</li> <li>• To use language to communicate and learn.</li> </ul> <p><b><u>Cross-Curricular Competencies</u></b></p> <ul style="list-style-type: none"> <li>• To use creativity.</li> <li>• To adopt effective work methods.</li> </ul>
<b>MATERIAL(s):</b> <i>Have You Seen Josephine?</i>	

TIME	LESSON
5 min.	<p><b>Introduction</b></p> <p>Read the title <i>Have You Seen Josephine?</i> And ask students to predict what the story will be about. Who is Josephine? Where will the story take place? Who is looking for Josephine? The teacher will ask students: <i>When do you ask the question such as Have you seen _____?</i></p>
15 min.	<p><b>Development</b></p> <p>Tell students that they are going to read another book based in Montreal, but in Montreal of today, not in the 1940s. Tell them to pay attention to similarities and differences with the place described in <i>The Montreal of My Childhood</i>.</p> <ul style="list-style-type: none"> <li>• Read <i>Have You Seen Josephine?</i> Ask students to notice the details in the images and all of the places in the story.</li> <li>• How is this book similar or different from <i>If you're Not From the Prairie</i> and <i>Montreal of My Childhood</i>? Discuss urban and rural places.</li> <li>• What does the character, Daniel like to do? Is his life different or the same as the narrator of <i>The Montreal of My Childhood</i> and <i>If You're Not from the Prairie</i>?</li> </ul>
20 min.	<p><b>C. Activity: Drawing a map of the story's neighbourhood</b></p> <ul style="list-style-type: none"> <li>• As a class, list all of the places visited by Daniel and his cat in the story (For ex., Daniel's house, the fish store, the bridge).</li> <li>• With their partners, students will draw and label a map of all the places where Daniel goes in the story. They should include as many details as possible.</li> <li>• To accompany the map, students will write sentences to describe Daniel's neighbourhood and to discuss some events from the story.</li> </ul> <p>Here are some sentence starters which may help prompt students with their descriptions:</p>

Daniel lives...  
Josephine runs...  
Daniel tries to find...  
Daniel's father...  
In this neighbourhood, the buildings are...  
There are...  
Daniel asks...  
In the end of the story, Daniel finds...

.....

**Closure/Transition**

Students will share their maps with others.

## LEÇON 2: AS-TU VU JOSEPHINE ?

Durée approximative : 1 heure

<b>OBJECTIFS</b>	L'élève sera appelé à : <ul style="list-style-type: none"> <li>• Identifier dans le texte les verbes de mouvement</li> <li>• Participer à une discussion sur des aspects du livre</li> <li>• Donner son opinion personnelle sur l'histoire</li> <li>• Écrire dans son journal</li> </ul>
<b>COMPÉTENCES MEQ</b>	<u>Français langue seconde – immersion</u> : <ul style="list-style-type: none"> <li>• Interagir en français en découvrant le monde francophone par les textes et les disciplines</li> <li>• Produire des textes variés</li> </ul> <u>Les compétences transversales</u> : <ul style="list-style-type: none"> <li>• Mettre en œuvre sa pensée créatrice.</li> </ul>
<b>MATÉRIEL</b> : Le texte « <i>As-tu vu Joséphine ?</i> »	

<b>DURÉE</b>	<b>LEÇON</b>
5 min.	<b>Amorce</b> <i>Qui est Joséphine?</i> Demandez aux élèves d'expliquer les cartes de la ville (dessinées la journée précédente).
10 min.	<b>Développement</b> Écrivez les verbes de mouvement au tableau (ou montrez les verbes sur un grand papier). <i>Monter, descendre, se sauver.</i> Quand les élèves auront remarqué qu'il s'agit de verbes d'action, demandez s'ils connaissent d'autres verbes qui démontrent le mouvement. (ex. s'asseoir) <i>Pourquoi ces verbes sont-ils importants pour l'histoire?</i>
15 min.	<b>Lecture</b> Lire l'histoire <i>As-tu vu Joséphine?</i> en français  <b>Discussion: cercle de littérature (3 groupes)</b> <i>Qu'est-ce que vous aimez dans l'histoire?</i> <i>Quels sont les personnages? Qui est le narrateur?</i> <i>Quel est le problème?</i> <i>Quelle est la partie la plus intéressante de l'histoire? Pourquoi?</i> <i>Quelle information l'auteur ne décrit pas jusqu'à la fin ? Pourquoi a-t-il fait cela?</i> <i>Comment est-ce que l'histoire serait différente si Joséphine était la narratrice?</i>
30 min.	<b>Journal</b> 1. Réponds dans ton journal comme si tu étais la chatte Joséphine. <i>Qu'est-ce que tu fais pendant la journée? Quels sentiments ressens-tu? Où vas-tu?</i> 2. Décris tes passages favoris de l'histoire. <i>Est-ce que cette histoire te fait rire? Est-ce qu'elle te fait penser à quelque chose qui t'est déjà arrivé dans ta vie?</i>

### LESSON 3: HAVE YOU SEEN JOSEPHINE?

Approximate length: 1 hour

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students will learn strategies for collaborative reading.</li> <li>Students will read aloud part of <i>Catch That Cat!</i> with their partners.</li> <li>Students will identify verbs of motion in the story comparing the English and French texts.</li> <li>Students will brainstorm ideas for an ending to the story with their partners.</li> </ul>
<b>*MELS COMPETENCIES</b>	<p><b><u>English Language Arts</u></b></p> <ul style="list-style-type: none"> <li>To read and listen to literary, popular, and information-based texts.</li> <li>To use language to communicate and learn.</li> </ul> <p><b><u>Cross curricular competencies</u></b></p> <ul style="list-style-type: none"> <li>To use information to solve problems.</li> <li>To cooperate with others.</li> </ul>
<b>MATERIAL(s):</b> <i>Have You Seen Josephine?</i>	

TIME	LESSON
20 min.	<p><b>Introduction</b></p> <p>Researchers will introduce strategies related to reading and working collaboratively.</p>
35 min.	<p><b>Development</b></p> <p><b>Reading <i>Catch That Cat!</i></b></p> <p>Tell them that today they will read another book about Josephine and Daniel, but they will not read the ending. They will have to create their own ending to the book!</p> <p>Students will join their partners and read <i>Catch That Cat!</i> taking turns reading the pages aloud.</p> <p>Students will stop reading at the line, “When I opened it, I got a big surprise.”</p> <p>Students will compare the verbs of motion in the English and French versions of the story. They should make a list of verbs in English and find the French equivalents in <i>Peux-tu attraper Josephine?</i> by looking at both stories.</p> <p><b>Closure/Transition</b></p> <p>Teachers should ask students to think about how the story will end. In the next class, students will write an ending to <i>Catch That Cat!</i> with their partners.</p>

## LEÇON 4: AS-TU VU JOSEPHINE ?

Durée approximative : 1 heure

<b>OBJECTIFS</b>	L'élève sera appelé à : <ul style="list-style-type: none"> <li>• Produire un texte imaginatif avec un partenaire</li> <li>• Faire un travail collaboratif</li> </ul>
<b>COMPÉTENCES MEQ</b>	<u>Français langue seconde – immersion :</u> <ul style="list-style-type: none"> <li>• Interagir en français en découvrant le monde francophone par les textes et les disciplines</li> <li>• Produire des textes variés</li> </ul> <u>Les compétences transversales :</u> <ul style="list-style-type: none"> <li>• Coopérer</li> </ul>
<b>MATERIEL:</b> Les textes (1) « <i>As-tu vu Joséphine?</i> » et (2) « <i>Peux-tu attraper Joséphine?</i> »	

DURÉE	LEÇON
20 min.	<b>Amorce</b> Les chercheurs enseigneront les stratégies d'apprentissage pour le travail collaboratif dans le but de donner aux élèves les moyens pour qu'ils puissent s'entraider en classe. <i>*Pour plus de détails, voir le guide « Stratégies d'apprentissage de langue par les paires ».</i>
25min.	<b>Développement</b> L'enseignant explique aux élèves : Aujourd'hui nous allons écrire la fin de l'histoire <i>Peux-tu Attraper Joséphine?</i> , laquelle vous avez commencé à rédiger pendant la dernière classe. Imaginez ce qui pourrait arriver à la fin de cette histoire. Avec vos partenaires, vous allez : (1) <i>faire un remue-méninges de vos idées,</i> (2) <i>créer la fin de l'histoire.</i>  <i>Vous pourriez dessiner la dernière page pour illustrer votre « fin », et ensuite écrire le texte sur la page. Soyez créatifs !</i>  Partager les idées avec la classe.
5 min.	<b>Conclusion</b> L'enseignant(e) lit l'histoire <i>Peux-tu attraper Joséphine ?</i> à voix haute. <i>Qu'est-ce que vous pensez de la fin de l'histoire ? Est-ce que vous l'aimez ?</i>

# **STRATEGY LESSON PLANS**

## STRATEGY LESSON 1: INTRODUCING PEER LANGUAGE LEARNING

### STRATEGIES

Week of January 18-22

Duration: 1 hour

English class

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students will understand the concept of peer language learning strategies.</li> <li>• Students will be prepared for future strategy lessons</li> <li>• Students will be prepared to practice strategies</li> </ul>
<b>MATERIAL(s):</b> Video; flipchart or chalkboard, role play scripts	
TIME	LESSON
10 min.	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Researchers will introduce themselves and explain that over the next few months they will be teaching the students some lessons on ‘strategies’ that they can use with their classmates.</li> <li>• Students will be asked if they can define ‘strategy’ or if they have ever heard the word and, if so, where. Researchers will explain that strategies are a kind of trick, or something that you can do, to learn better.</li> <li>• Students will be told that researchers will talk about how these strategies can be used in the classroom to help them learn and use language better.</li> <li>• To introduce the video’s concept, researchers will tell a funny story about something that happened to them when they were learning a language, and they will ask the students if anything like that ever happened to them.</li> <li>• Researchers will explain that students are going to watch a video in which two young people, one French dominant and one English dominant, try to talk to each other in their L2 but have some miscommunications. Each scenario has two outcomes—one in which the actors use a peer language learning strategy to overcome the difficulty and one in which they use avoidance strategies.</li> <li>• Students will be asked to pay close attention to what the characters do in each scenario.</li> </ul>
20-25 min.	<p><b>Development</b></p> <p><u><b>Video:</b></u></p> <ul style="list-style-type: none"> <li>• Students will begin watching the video.</li> <li>• After each scenario, the researchers will pause the video and ask the students to identify the differences in the actors’ behavior in the two scenarios.</li> <li>• As students and researchers begin to list specific strategic behaviors, researchers will make a list of peer language learning strategies on flipchart to be displayed on a wall of the classroom. This list will be added to throughout the project as students learn new peer language learning strategies.</li> </ul> <p>After the first version of Scene 1: “Grapes in the Cereal”, students will be asked:</p> <ol style="list-style-type: none"> <li>1. What did Ariane think when she learned that Elisa was still sleeping? (This question should begin a discussion of attitude and the internal messages one sends oneself when planning to use a second language. Thinking of it only with dread</li> </ol>

15 min.	<p>and predicting your own failure can be self-fulfilling prophecies, etc.)</p> <ol style="list-style-type: none"> <li>2. What caused the confusion between Aunt Mary and Ariane?</li> <li>3. How did Aunt Mary react to Ariane's request for grapes in her cereal?</li> <li>4. How did Ariane react when Aunt Mary gave her the grapes?</li> </ol> <p>After Scene 1, Take 2, students will be asked the following questions:</p> <ol style="list-style-type: none"> <li>1. In this scenario, what did Ariane think when she heard that Elisa was still sleeping? How was that different from the first scenario?</li> <li>2. How does Aunt Mary react this time when Ariane asks for grapes in her cereal?</li> <li>3. How does Ariane deal with the miscommunication this time?</li> <li>4. In which of these two scenarios did Ariane learn something?</li> </ol> <p>After Scene 2: "J'ai perdu mon Oreille", students will be asked the following questions:</p> <ol style="list-style-type: none"> <li>1. What were the language mistakes that both Ariane and Elisa made? <u>Answer</u>: use of 'pansement' instead of 'bandage'; use of 'oreille' instead of 'ongle d'orteil'.</li> <li>2. How did they respond to each others' mistakes? <u>Answer</u>: Not only did they ignore each others' mistakes without correcting them, but Ariane was looking forward to making fun of Elisa for his.</li> <li>3. Were they able to understand each other?</li> <li>4. Can you think of some things they could have done differently to help each other speak and learn their second language?</li> </ol> <p>After Scene 2, Take 2, students will be asked to comment on how the characters' behavior was different and why that was important.</p> <p><b><u>Role Plays:</u></b></p> <ul style="list-style-type: none"> <li>• Students will get into groups of three and read a script of another role play in which two characters.</li> <li>• Students will read the two versions of the same scene and decide what is different about the two versions, how Ariane's actions affect her language learning in them, and why that is important.</li> <li>• Two groups will act out the two versions of the scene in front of the class.</li> <li>• The class will discuss the strategies Ariane did or did not use in the two versions.</li> </ul> <p><b>Closure/Transition</b></p> <p>Students will be asked to think about how they might also be able to use language learning strategies at school and told that that is what we will talk to them about in their next class.</p>
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## LEÇON 2: INTRODUCTION AUX STRATÉGIES D'APPRENTISSAGE DE LA LANGUE PAR LES PAIRS

Semaine de 18 à 22 janvier

Durée: 1 heure

Classe de français

<b>OBJECTIFS</b>	<ul style="list-style-type: none"> <li>• Les élèves examineront leur connaissance linguistique ainsi que celle de leurs camarades de classe</li> <li>• Les élèves participeront à une discussion sur les avantages de pratiquer la langue d'enseignement avec leurs camarades de classe</li> <li>• Les élèves appliqueront le concept de stratégies d'apprentissage de la langue au contexte bilingue de l'école</li> <li>• Les élèves pratiqueront les stratégies d'apprentissage de la langue avec leur partenaire</li> </ul>
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**MATERIEL:** Des enveloppes contenant la description de problèmes et des lettres coupées, ainsi que des journaux

Durée	LEÇON
5-10 min.	<p><b>Amorce</b></p> <ul style="list-style-type: none"> <li>• Les chercheurs demanderont aux élèves d'observer la différence entre leur classe d'immersion et les classes d'immersion dans d'autres endroits au Canada où la plupart des élèves parlent uniquement l'anglais chez eux. (Ontario ou Alberta)</li> <li>• Les chercheurs inviteront les élèves à discuter des avantages d'avoir la possibilité de pratiquer leur langue seconde avec d'autres élèves qui la parlent comme langue maternelle.</li> <li>• Les chercheurs demanderont aux élèves : <i>Quelle langue parlent-ils quand ils travaillent en équipe ? Est-ce qu'ils se concentrent plus pour bien parler quand ils discutent avec l'enseignante ou plutôt quand ils parlent à leurs camarades de classe ?</i></li> <li>• Les chercheurs souligneront l'importance de parler le français (ou l'anglais) avec les camarades de classe pour pratiquer. Ils souligneront aussi l'importance de <i>bien</i> parler, même quand ils discutent avec les camarades de classe.</li> <li>• Les chercheurs expliqueront que le but des stratégies qu'ils vont enseigner est d'aider les élèves à utiliser leurs interactions avec leurs camarades pour mieux apprendre la langue et s'aider entre eux.</li> </ul>
30 min.	<p><b>Développement</b></p> <ul style="list-style-type: none"> <li>• Les élèves rejoindront leur partenaire.</li> <li>• Chaque paire d'élèves recevra une enveloppe. Dans chaque enveloppe il y aura une description d'un problème et des lettres coupées.</li> <li>• La description consistera en un scénario imaginaire où des paires d'élèves travaillent ensemble mais, soit ils ne parlent pas la langue d'enseignement, soit ils ont des difficultés à faire leur travail. Les élèves devront trouver une solution à leur problème.</li> <li>• Les lettres coupées formeront un mot qui correspond aussi à une stratégie. Cette</li> </ul>

15 min.	<p>stratégie sera un indice sur le « comment » résoudre leur problème. (ex. l'organisation des idées, planifier)</p> <ul style="list-style-type: none"> <li>• Chaque paire d'élèves devra :             <ol style="list-style-type: none"> <li>1) trouver la stratégie formée par les lettres coupées et</li> <li>2) appliquer cette stratégie au problème décrit.</li> </ol> </li> <li>• Les chercheurs circuleront dans la classe pour aider les élèves.</li> <li>• Les élèves partageront la description de leurs problèmes et leurs solutions avec la classe. Les chercheurs guideront la discussion en aidant les élèves à nommer les stratégies et en ajoutant les nouvelles stratégies à la liste commencé dans la classe d'anglais.</li> </ul> <p><b>Conclusion</b></p> <p>Les élèves écriront une réponse à la leçon dans leur journal.</p> <p>Ils auront le choix entre :</p> <ul style="list-style-type: none"> <li>• décrire une occasion où ils ont aidé un élève avec un problème de langue, ou à l'inverse, lorsqu'un autre élève est venu en aide</li> </ul> <p>ou</p> <ul style="list-style-type: none"> <li>• expliquer pourquoi des élèves d'immersion française ne parlent pas toujours en français / anglais entre eux ? Est-ce qu'ils ont des raisons pour faire ça ?</li> </ul>
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## MINI-LESSON 1: PLANNING AND NOTICING STRATEGIES

Date: Week of February 1–5

Duration: 20 minutes

To accompany brainstorming activity

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students will discuss the need for planning, noticing, and help-related strategies</li> <li>• Students will list behaviors that can help them plan/organize themselves for an activity, notice self and other-teachable moments, and seek or offer help</li> </ul>
<b>MATERIAL(s):</b> Flipchart, chalkboard	
<b>TIME</b>	<b>LESSON</b>
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Researchers will summarize the activities students have done in relation to <i>If You're Not from the Prairie</i> (themes: comparison of life on the prairie with life in QC, descriptive language). Students will be told that they are going to eventually write poems and to create a book that describes all the seasons in QC. First, however, they'll need to come up with lots of good ideas.</li> <li>• Students will be asked what they usually do when they're trying to come up with ideas for things to write about. Do they know what brainstorming is? Researchers could show students an illustration representing the concept of brainstorming.</li> <li>• Students will be told that they are going to begin brainstorming with the class and then will work with their partners. This will be a good time to use some 'strategies' to work with their partners. They will be asked to think back to 2 weeks earlier when they went over strategies and will be directed to the list of strategies posted on the wall.</li> </ul> <p><b>Development</b> Researchers will go through the following strategies with the students, using discussion and role play.</p> <p><b><u>Planning and Organizing:</u></b> Before we begin an activity, it is helpful to think about what kind of things we will need to do to complete the activity. This is called</p> <ol style="list-style-type: none"> <li>1. <b>Planning for an activity.</b> Students will be asked what they need to be able to do to brainstorm (have ideas, be able to think of the right word to describe idea, be able to write the words down).</li> </ol> <p>Students will also be told that they need to</p> <ol style="list-style-type: none"> <li>2. <b>Predict problems</b> by thinking of anything they might have trouble with before they begin. This is important because then they can prepare themselves by</li> <li>3. <b>Predicting solutions.</b> In other words, they can think about what they will do if they have that problem.</li> </ol>

Students will be asked to think of any problems they might have completing the activity and what they can do to solve those problems. (They or their partner might have trouble coming up with ideas or have trouble thinking of vocabulary words).

**Noticing / Paying Attention:**

Improving students' ability to notice and take advantage of self-teachable moments is a key aspect of peer learning strategies. They need to grasp the idea that to learn something, we often need to first recognize that we don't know something and then to take steps to learn it. Therefore, we could preface a discussion of noticing by showing students the following quotes and asking them to explain what they mean:

"Half of being smart is knowing that you're dumb." —Solomon Short (writer)

"The first step to knowledge is to know that we are ignorant." —Cecil (we can explain 'ignorance')

"He who asks is a fool for five minutes, but he who does not ask remains a fool forever." — Chinese proverb

Students will be reminded that in order for them to learn something new in their second language, AND in order for them help their partners learn, they have to NOTICE that they don't know something. For example, sometimes when they are talking with their friends in French, they might forget how to say something and use the English word instead. This works for communication because their friends will probably understand what they mean, but this will not help them learn or practice or get better at speaking French.

To apply the concept of their noticing their own or their partner's need for help in learning or remembering a word, we will enact a brief role play in which we are brainstorming and one of us cannot remember an idea. The person who can't think of the word will go through some or all of the following behaviors that can signal that someone is having trouble:

**Signs that help is needed:**

- Pausing in speech
- Stuttering
- Seeming frustrated
- Using words that aren't exactly correct
- Using words in English or French
- Asking for help – For pairs, we can even have a special hand signal to indicate that help is needed.

Students will be asked to name the signals and researchers will write them on flipchart. IMPORTANT: Students will be invited to come up with a hand signal to indicate to their partner that they need help. The class could come up with some (appropriate) ideas, and each pair could choose one to use.

## LEÇON MINI 2: LES STRATÉGIES DE CHERCHER DE L'AIDE ET D'OFFRIR SON AIDE

Semaine de 1 à 5 février

Durée approximative: 20 minutes

Pour accompagner l'activité : Écrire un poème

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students will discuss the need for planning and help-related strategies</li> <li>Students will list behaviors to seek or offer help</li> </ul>
<b>MATERIAL(s):</b> Flipchart, chalkboard	
<b>TIME</b>	<b>LESSON</b>
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Researchers will review the previous strategy lesson on planning, noticing, and asking for help.</li> <li>Students will be asked if they used any of the strategies in the previous lesson.</li> </ul> <p><b>Development</b> Researchers will go through the following strategies with the students, using discussion and role play.</p> <p><b>Planning for an activity.</b> Students will be told that they are going to write a poem in French based on their previous brainstorming activity. They will be asked to predict any language problems that might come up and how they can solve those problems. For instance, they might not know how to say certain words or phrases in French.</p> <p><b><u>Seeking / Giving Help:</u></b> Researchers will continue the previous lessons' role play to demonstrate learners' seeking and giving help.</p> <ul style="list-style-type: none"> <li><b>Seeking help:</b> Ask their partner or another student if they know the word they are looking for. To make them understand:             <ul style="list-style-type: none"> <li>Use a synonym</li> <li>Describe what you are thinking about</li> <li>If it's on the tip of your tongue – say what it sounds like</li> <li>Give an English or French translation</li> </ul> </li> <li><b>Giving help:</b> Help your partner find the word:             <ul style="list-style-type: none"> <li>Ask if there is a synonym for the word</li> <li>Ask for a description of what they are thinking of</li> <li>Ask what the word sounds like</li> <li>Ask for the word in French/English</li> </ul> </li> </ul> <p>Afterwards, students will be asked to describe the behaviors. Researchers will help them name them as strategies and add them to the strategy list.</p>

### MINI-LESSON 3: QUESTION STRATEGIES

Date: Week of February 8–12

Duration: 20 minutes

English class with interview activity

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students will think of ways to politely ask questions when they do not understand someone, to make sure that they understand, and to find out more information on a topic.</li> <li>• Students will be given stock phrases to use when asking confirmation, elaboration, and clarification questions.</li> </ul>
<b>MATERIAL(s):</b> Paper, flipchart	
<b>TIME</b>	<b>LESSON</b>
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Researchers will tell students that sometimes when someone is telling a story we don't understand something, we aren't sure if we understand something, or we would like to know more about a certain topic in the conversation. It is always important to be polite, but it is even more important to be polite with our elders.</li> <li>• Students will be told that it isn't enough to just ask the interview questions that they have written down. They will probably need to ask more questions during their interview to make sure they understand and to find out more about interesting topics.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Student will be asked to think of polite ways of asking questions               <ol style="list-style-type: none"> <li>1) When they don't understand or aren't sure if they understand</li> <li>2) When they would like to hear more about a topic.</li> </ol> </li> <li>• Students will work with their partners to come up with some of these kind of questions, share with another pair, and then share with the class.</li> <li>• Researchers will guide students in coming up with some polite question phrases and will create a flipchart list of such phrases in both French and English.</li> </ul>

### MINI-LESSON 4: FEEDBACK STRATEGIES

Date: Week of February 15–19

Duration: 20 minutes

English class with interview reporting activity

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students will watch a role play demonstrating ways of noticing and giving other students feedback on their second language.</li> <li>• Students will discuss ways in which they can give and accept feedback from one another when they are working together in class.</li> <li>• Students will come up with a positive resolution to the role play.</li> <li>• Students will create a signal to indicate that they need to interrupt.</li> </ul>
<b>MATERIAL(s):</b> role play script, paper	
<b>TIME</b>	<b>LESSON</b>
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• The researchers will explain that we are going to discuss strategies for giving ‘feedback’.</li> <li>• The researchers will explain what feedback means (telling you how you’re doing; for ex., when a teacher writes something on your test papers, when someone tells you that they like a drawing you did, when someone offers advice on how to do something differently.)</li> <li>• In this case, we’re going to focus on feedback on how someone is using language when they talk. We all make mistakes sometimes, but some of us make the same kind of mistake over and over again (give an French and an English example). If no one ever tells us that we are making a mistake, we may not even know that what we are saying is wrong and will never learn to speak correctly. Here, they could be reminded of the quotes we discussed during our lesson on noticing.</li> <li>• The problem is that we have to know when and how to tell someone that they are making a mistake.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• The researchers will enact a role play in which the speaker will make the same kind of mistake over and over but will also make other, minor mistakes. The listener will continuously interrupt the speaker to correct her in a rude manner. The speaker will eventually get frustrated and stop talking.</li> <li>• Students will be asked to watch carefully and then discuss what happened and what they think about it.</li> <li>• The students will work in groups to think of strategic behaviors for both the speaker and listener that will create a positive resolution and ending to the role play.</li> <li>• Groups will present their solutions to the class and may act them out.</li> <li>• Researchers may add some ideas to the list. For example, students will be shown that they can ask questions (do you mean to say...?, be indirect, ‘maybe you should say...’)</li> <li>• It will be concluded that it is important to give help in a polite way, but that it is also</li> </ul>

	<p>important to be ready to accept help when it is offered.</p> <ul style="list-style-type: none"><li>• IMPORTANT: Students will come up with an (appropriate) hand signal to indicate that they want to give feedback / ask a question / interrupt.</li></ul>
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## LEÇON MINI 5: LES STRATEGIES DE MEMOIRE

Semaine de 15 à 19 février

Durée approximative: 20 minutes

Pour accompagner l'activité de comparaison entre l'enfance dans les années 40 et l'enfance d'aujourd'hui.

<b>Objectifs</b>	<ul style="list-style-type: none"> <li>• Les élèves participeront dans une discussion de l'importance d'utiliser des stratégies de mémoire.</li> <li>• Les élèves travailleront en équipe sur une feuille d'exercices au sujet des stratégies de mémoire.</li> <li>• Les élèves partageront leurs réponses avec la classe</li> <li>• La classe fera une liste de stratégies de mémoire</li> </ul>
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**MATÉRIAUX :** Feuille d'exercices 'Les stratégies de mémoire'

	<b>LEÇON</b>
	<p><b>Amorce</b></p> <ul style="list-style-type: none"> <li>• Les chercheurs parleront de la dernière leçon de stratégies ; lorsque nous avons parlé des stratégies d'organisation avant une activité, de l'importance de remarquer quand toi et / ou ton partenaire avez besoin d'aide et d'aller chercher ou donner l'aide.</li> <li>• Les chercheurs demanderont ce qui va arriver si on utilise toutes ces stratégies, mais qu'on ne se souvient pas de ce qu'on a appris. C'est inutile d'apprendre quelque chose si on ne se souvient plus de la leçon plus tard.</li> <li>• Les chercheurs expliqueront qu'aujourd'hui nous parlerons des stratégies de mémoire et elles demanderont si les élèves les connaissent.</li> <li>• Les élèves formeront des groupes de 4 (2 pairs assignés) et les chercheurs leur donneront une feuille d'exercices sur les stratégies de mémoire.</li> </ul> <p><b>Développement</b></p> <ul style="list-style-type: none"> <li>• La feuille d'exercices consistera en une bande dessinée avec 2 personnages qui représentent 2 élèves qui parlent de ce qu'ils aiment faire pendant l'hiver. Un des personnages fait une erreur en utilisant un mot anglais quand il ne peut pas se souvenir du mot français. L'autre personnage le corrige. Après, le premier personnage peut répondre de 5 manières différentes à la correction.             <ol style="list-style-type: none"> <li>1) Elle n'essaie pas de se corriger ni de se souvenir du nouveau mot.</li> <li>2) Elle répète le nouveau mot.</li> <li>3) Elle répète le nouveau mot et fait une association avec un mot semblable ou une image en français.</li> <li>4) Elle répète le nouveau mot et fait une association avec le mot en le traduisant en anglais.</li> <li>5) Elle répète le nouveau mot et nous voyons une image qu'elle fait dans ça tête pour se souvenir du mot.</li> </ol> </li> <li>• Les élèves regarderont les images et ils essayeront de décrire les actions stratégiques du personnage.</li> <li>• Pour chaque image, tous les élèves se tiendront debout. Chaque équipe donnera sa</li> </ul>

	<p>réponse. Si une équipe a donné la même réponse, les membres de l'équipe vont s'asseoir. Nous continuerons jusqu'à toutes les équipes soient assises.</p> <ul style="list-style-type: none"><li>• Les chercheurs feront une liste de stratégies de mémoire basée sur les réponses des élèves.</li><li>• Les chercheurs demanderont aux élèves s'ils pensent qu'il y a d'autres situations où ils pourraient utiliser ces stratégies (d'autres classes) pour se souvenir des noms / mots.</li></ul>
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## MINI LESSON 6: PAIRED READING STRATEGIES

Date: Week of February 22–27

Duration: 20 minutes

English class with paired reading activity

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Students will observe and replicate paired reading strategies</li> <li>• Students will plan for a paired reading activity</li> </ul>
<b>MATERIAL(s):</b>	
<b>TIME</b>	<b>LESSON</b>
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Researchers will tell students about the upcoming activity: They will read a different story about the same cat, Josephine, in pairs, but they will only read up to a certain point in the story. Students will take turns reading from the story. They will also look for and compare verbs of motion on the English and French versions of the story.</li> <li>• Researchers will explain that students will use the signalling strategies developed in lessons on seeking help and on giving feedback during the paired reading. As they are reading, if they don't know how to pronounce a word, or if they want to know what a word means, they can give the signal to ask for help. If their partner is reading and mispronounces a word, they can give the signal for feedback.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Researchers will demonstrate the paired reading technique.</li> <li>• Students will practice the technique using a short text.</li> <li>• Researchers will also demonstrate the comparison of verbs of motion in the two texts</li> </ul>

## LEÇON MINI 7 : RESUME DE STRATÉGIES

Semaine de 15 à 19 février

Durée approximative: 20 minutes

Pour accompagner l'activité d'écrire la fin de *Peux-tu attraper Joséphine?*

<b>Objectifs</b>	<ul style="list-style-type: none"> <li>• En équipe, les élèves prévoient des stratégies qu'ils pourraient utiliser en écrivant une comparaison entre l'enfance dans les années 40 et l'enfance d'aujourd'hui.</li> <li>• Les élèves répondront aux questions sur des catégories de stratégies spécifiques.</li> <li>• Les élèves créeront leur propre liste de stratégies.</li> </ul>
<b>MATÉRIAUX:</b> Chevalet, du papier	
	<b>LEÇON</b>
	<p><b>Amorce</b></p> <ul style="list-style-type: none"> <li>• Les chercheurs expliqueront qu'aujourd'hui les élèves écriront (en équipe) une comparaison entre l'enfance et la vie dans les années 40 versus l'enfance et la vie d'aujourd'hui. Les élèves pourront utiliser comme référence :             <ol style="list-style-type: none"> <li>1) leurs descriptions dans leurs journaux de ce qu'ils aiment faire pendant l'hiver,</li> <li>2) leurs notes et les notes de leurs partenaires prises lors des entrevues</li> </ol> </li> <li>• Avant de commencer, ils devraient créer leur propre liste de stratégies qui pourraient être utiles pendant cette activité</li> </ul> <p><b>Développement</b></p> <ul style="list-style-type: none"> <li>• Pour préparer les élèves, les chercheurs feront une liste de difficultés potentielles avec l'activité :             <ol style="list-style-type: none"> <li>1) Ils écriront en français, mais ils auront peut-être fait l'entrevue en anglais.</li> <li>2) Il faudra qu'ils distinguent le passé composé de l'imparfait.</li> <li>3) Il faudra qu'ils donnent la bonne conjugaison aux verbes.</li> </ol> </li> <li>• Les chercheurs diviseront les élèves en 4 grandes équipes. Après que les élèves se soient réunis avec leurs partenaires, ils se compteront et chaque élève dans le groupe aura un numéro. Les élèves seront avertis qu'après leur discussion, un chercheur appellera un numéro pour chaque groupe et l'élève avec ce numéro présentera leur réponse à la classe.</li> <li>• Chaque groupe aura une catégorie de stratégies : remarquer, donner de l'aide, chercher de l'aide ou se souvenir. (par exemple, le groupe 'remarquer' essaiera de trouver des stratégies pour remarquer des difficultés ou des erreurs.) Les chercheurs circuleront pour aider les élèves.</li> <li>• Chaque groupe présentera leur réponse à la classe et les chercheurs les aideront à faire une liste de stratégies pour l'activité.</li> </ul>

## First Teacher Interview Protocol

1. What is your understanding of language learning strategies? What do you know about them? Why would someone want to teach them?
2. Have you ever taught your students any kind of learning strategies in the past? If so, could you please describe those efforts? If not, is there a particular reason why you have never taught them?
3. What are the benefits to reading aloud in the immersion classroom?
4. What books do students enjoy listening to in the class?
5. How do you activate the background knowledge or personal experience that students have while reading a story aloud?
6. What criteria do you use for selecting literature (stories, poems, chapter books) for the classroom?
7. How often do you use collaborative activities in the classroom? What makes you decide whether you would assign an individual or a collaborative activity?
8. When you have assigned pair or group activities in the past, did you assign students' to groups or partners? Did you ask them to keep the same partner(s) over time, or did they change according to the activity?
9. When your students do collaborate in pairs or in groups, what language do they most often speak to one another?
10. How often do you read aloud to your students normally? Have you ever read 'bilingually' to your students in collaboration with their English language arts/French homeroom teacher?
11. What kind of books do you prefer to read aloud to your students? What kind of books do they prefer? What guides you in choosing a book to read aloud?
12. Have you ever collaborated with the English language arts teacher/French homeroom teacher on other projects in the past? (Not only bilingual reading projects)
13. Based on your reading of the teaching guide for this project, what are your predictions? How do you think students will respond to the instruction? Do you think it will be beneficial to their language learning? What are your impressions of the planned biliteracy project? Of the collaborative activities?

Appendix E2:  
Protocole de la première entrevue des enseignants

1. Quelle est votre compréhension des stratégies d'apprentissage des langues ? Que connaissez-vous de ces stratégies ? Pourquoi voudrait-on les enseigner ?
2. Avez-vous déjà enseigné un type quelconque de stratégie d'apprentissage à vos élèves ? Si oui, pourriez-vous décrire cet enseignement ? Sinon, pouvez-vous expliquer pourquoi vous ne l'avez jamais fait ?
3. Quels sont les avantages de la lecture à haute voix dans une classe d'immersion ?
4. De quels livres les élèves aiment-ils écouter la lecture en classe ?
5. Quels moyens prenez-vous pour activer les connaissances préalables ou l'expérience personnelle des élèves pendant une lecture à haute voix ?
6. Quels sont les critères qui vous guident dans le choix des textes (récits, poèmes, romans pour enfants) pour vos classes ?
7. À quelle fréquence organisez-vous des activités collaboratives en classe ? Sur quelle base décidez-vous d'assigner une activité collaborative plutôt qu'individuelle ?
8. Lorsque vous avez assigné des activités en groupe ou en paires, avez-vous assigné vous-même des élèves aux groupes ou associé les partenaires ? Avez-vous demandé que les partenaires soient toujours les mêmes ou changeaient-ils selon l'activité ?
9. Lorsque vos élèves travaillent en paires ou en groupe, quelle langue parlent-ils le plus souvent entre eux ?
10. À quelle fréquence faites-vous normalement la lecture à haute voix à vos élèves ? Avez-vous déjà fait une lecture « bilingue » à vos élèves en collaboration avec leur professeur d'anglais/français ?
11. Quel type de livres préférez-vous lire à haute voix à vos élèves ? Quel genre de livres préfèrent-ils ? Qu'est-ce qui vous guide dans le choix d'un livre à lire à haute voix ?
12. Avez-vous déjà collaboré avec le professeur d'anglais/français sur des projets dans le passé ? (Projets autres que de lecture bilingue)
13. Après avoir pris connaissance du guide d'enseignement pour ce projet, quelles sont vos prédictions ? Comment les élèves réagiront-ils à cet enseignement ? Croyez-vous que cela les aidera dans leur apprentissage de la langue ? Que pensez-vous du projet de littératie bilingue ? Des activités collaboratives ?

Appendix F1:  
Second Teacher Interview Protocol

1. What are your general impressions of the unit you have just completed
2. What were the effects of the strategy instruction on your students? Did you notice any difference in the way they interacted either when we (the researchers) were visiting the school or at other times? Did they seem to interact differently or to comment on the strategies?
3. Do you think that you would teach peer language learning strategies in the future? What makes you give that response? If so, what would you do differently? What would you do in the same way?
4. What are the benefits to reading aloud in the immersion classroom?
5. What reactions did students have to the picture books and Akimbo?
6. Which books did you think the students enjoyed listening to the most during this project?
7. What were your impressions of the collaborative activities? If you compare your students' participation in pair or group activities before and after receiving strategy instruction, do you notice any differences?
8. What were your impressions of teaching the books bilingually? During the project, did you and your colleague speak about its progress? What were the pros and cons of teaching across languages in this way?
9. What did you think about the book selections for the project?
10. What would you tell a colleague if they were planning to teach a unit such as this one?

Appendix F2:  
Protocole de la deuxième entrevue des enseignants

1. Quelles sont vos impressions de l'unité que vous venez de terminer ?
2. Quels ont été les effets de l'enseignement de la stratégie d'apprentissage sur vos élèves ? Avez-vous remarqué une différence dans leur manière d'interagir lorsque nous (les chercheurs) étions en classe ou en d'autres occasions ? Semblaient-ils interagir différemment ou faisaient-ils des commentaires sur les stratégies ?
3. Croyez-vous que vous enseigneriez les stratégies d'apprentissage des langues en collaboration avec les pairs dans l'avenir ? Expliquez votre réponse. Si oui, que feriez-vous différemment ? Le feriez-vous de la même manière ?
4. Quels sont les avantages de lire à haute voix en classe ?
5. Comment les élèves ont-ils réagi aux livres illustrés et à Akimbo ?
6. De quels livres les élèves ont-ils le plus aimé écouter la lecture au cours de ce projet ?
7. Quelles ont été vos impressions des activités collaboratives ? Quand vous comparez la participation des élèves aux activités en groupe ou en paires avant et après l'enseignement des stratégies d'apprentissage, remarquez-vous des différences ?
8. Quelles sont vos impressions de l'enseignement bilingue des livres ? Au cours du projet, en avez-vous discuté avec vos collègues ? Quels étaient les avantages et les désavantages d'enseigner dans les deux langues de cette manière ?
9. Que pensez-vous du choix des livres pour le projet ?
10. Que diriez-vous à un collègue qui aurait à planifier l'enseignement d'une unité comme celle-ci ?



Appendix G1:  
Parent/Guardian Interview Protocol

1. What would you consider to be your child's first language? What is your own language background? What is the language background of any other adults living in the house?
2. What languages do you speak to your child? If this is more than one language, what do you estimate is the percentage of time that you speak to your child in each of these languages?
3. How many adults are living in the home? What language(s) do they speak to the child, and what percentage of time do you estimate that they speak to your child in each language?
4. Does the child have any siblings or other young relatives living in the home? What language(s) do they speak to your child in, and what percentage of time do you estimate that they speak to your child in each language?
5. What language(s) are used on the TV channels that your child watches? Radio stations that he or she listens to? Movies that he or she goes to?
6. Does your child read on his or her own at home? If so, what language(s) does he or she read in? What kind of books does your child read (picture books, chapter books, non-fiction, fiction, poetry)?
7. Do you or does another person in the home read to your child? If so, in what language(s)? What kind of books do you read to your child (Picture books, chapter books)?
8. What language(s) does your child speak with his or her friends?
9. Does your child attend any other outside classes or belong to any other organizations? If so, what is the primary language used there?

Appendix G2:  
Protocole d'entrevue des parents/tuteurs

1. Quelle langue considérez-vous être la langue première de votre enfant ? Quelle(s) langue(s) parlez-vous ? Quelle(s) langue(s) parlent les autres adultes habitant avec vous ?
2. Quelle(s) langue(s) parlez-vous avec votre enfant ? Si vous lui parlez dans plus d'une seule langue, quel est selon vous la proportion de temps qu'occupe chacune dans vos conversations ?
3. Combien d'adultes y a-t-il à la maison ? Quelle(s) langue(s) parlent-ils avec votre enfant ? Selon vous, quel pourcentage de temps chaque langue occupe-t-elle dans leurs conversations avec votre enfant ?
4. Votre enfant a-t-il des frères et des sœurs ou d'autres jeunes membres de la famille vivant à la maison ? Quelle(s) langue(s) parlent-ils avec votre enfant et quel pourcentage de temps chaque langue occupe-t-elle dans leurs conversations avec votre enfant ?
5. Quelle(s) est(sont) les langue(s) parlée(s) sur les canaux de télévision que votre enfant regarde ? Les stations de radio qu'il écoute ? Les films qu'il va voir ?
6. Votre enfant lit-il par lui-même à la maison ? Si oui, en quelle(s) langue(s) lit-il ? Quel genre de livres votre enfant lit-il (livres illustrés, romans pour enfants, livres documentaires, fiction, poésie) ?
7. Est-ce que vous ou une autre personne à la maison faites la lecture à votre enfant ? Si oui, en quelle(s) langue(s) ? Quel genre de livres lisez-vous à votre enfant (livres illustrés, romans pour enfants) ?
8. Quelle(s) langue(s) votre enfant parle-t-il avec ses amis ?
9. Votre enfant suit-il des cours ailleurs qu'à l'école ou appartient-il à d'autres organisations ? Si oui, quelle langue y est parlée principalement ?

Appendix H1:  
Student Interview Protocol

1. What did you like/dislike about the project?
2. Before this project, had a teacher ever talked to you about using strategies before? If so, what kind of strategies?
3. Before this project, did you use the kind of strategies we have been talking about? Did you know you were using them, or did you just do it automatically?
4. Do you think you will be able to use the strategies you learned about in this project in the future?
5. Did your partner help you learn anything new in French/English? A lot or just a little bit?
6. Do you think you helped your partner learn anything new in French/English? A lot or just a little bit?
7. Do you prefer to work by yourself or with your partner? Or, do you like to do some of both? What is it that you liked/disliked about working with your partner?
8. Did working with your partner make the activities easier or harder to do?
9. Which activity was your favorite one during the project? (List some of the activities to remind them.)
10. Of all the books we have read during this project, which was your favorite?
11. What did you like about that book? What was the best/most interesting part about the book? Tell me about the story.
12. Which book did you like the least? What did you not like about it?
13. Did you like it when your English and French teachers read the same books to you?
14. What did you like or dislike about how the books were read by your two teachers?
15. Did you have any difficulty understanding the books that your teacher read to you?

Appendix H2:  
Protocole d'entrevue des élèves

1. Qu'est-ce qui t'a plus et déplu dans le projet ?
2. Avant ce projet, est-ce qu'un enseignant t'avait déjà parlé d'utiliser des stratégies ? Si oui, quel type de stratégies ?
3. Avant le projet, est-ce que tu utilisais le genre de stratégies dont on a parlé ? Savais-tu que tu les utilisais ou le faisais-tu instinctivement ?
4. Penses-tu que tu serais capable d'utiliser dans l'avenir les stratégies que tu as apprises dans ce projet ?
5. Est-ce que ton partenaire t'a aidé à apprendre de nouvelles choses en anglais/français ? Beaucoup ou juste un peu ?
6. Est-ce que tu penses que tu as aidé ton partenaire à apprendre de nouvelles choses en anglais/français ? Beaucoup ou juste un peu ?
7. Est-ce que tu préfères travailler par toi-même ou avec ton partenaire ? Ou est-ce que t'aimes faire un peu des deux ? Qu'est-ce qui t'as plu/déplu dans le travail avec ton partenaire ?
8. Est-ce que le fait de travailler avec ton partenaire a rendu les activités plus faciles ou plus difficiles à faire ?
9. Quelle était ton activité préférée durant le projet ? (Pour leur rafraîchir la mémoire, nommez quelques-unes de ces activités.)
10. Parmi tous les livres que tu as lus durant le projet, lequel était ton préféré ?
11. Qu'est-ce qui t'a plu dans ce livre ? Quelle partie du livre as-tu trouvée la meilleure ou la plus intéressante ? Parle-moi un peu de l'histoire.
12. Quel livre as-tu le moins aimé ? Qu'est-ce que tu n'aimais pas ?
13. Est-ce que tu aimes ça quand tes professeurs d'anglais et de français te lisent le même livre ?
14. Qu'est-ce qui t'as plus ou déplu dans la façon que tes deux professeurs ont lu les livres ?
15. As-tu eu de la difficulté à comprendre les livres que vos professeurs ont lu ?

Appendix I:  
Excerpt Translations

Excerpt 3:

- 1 Chloe : The grandmother, with an 's'. Oh, it's the grandmothers.
- 2 Axelle : Axelle's grandmother
- 3 Chloe : But wait, we have both of them, so more.
- 4 Axelle : It doesn't matter.
- 5 Chloe: Yes, it matters.
- 6 Axelle : Aaah.

Excerpt 5:

- 1 Axelle: In. I.N. (spelling for her – dictating what Chloe should write down). Winter. In winter.  
In winter, Chloe.
- 2 Chloe: Yes, that's what you said.
- 3 Axelle : In winter. Not in the winter. In winter.
- 4 Chloe : You can't say that.
- 5 Axelle : Huh?
- 6 Chloe : You can't say that, 'in winter.'
- 7 Axelle : In winter, yes.
- 8 Chloe : But I say 'the winter.'
- 9 Axelle : No, in winter, Chloe! Chloe! It's because you have to write what I say. It's in winter.  
In winter.
- 10 Chloe : That doesn't exist!

11 Axelle : Yes, it exists!

12 Chloe : Mme Madeleine! (asks her in the background and comes back). That's right. It exists.

13 Axelle: That's it. In winter. Yeah.

Excerpt 6:

1 Chloe: If you're not from...But, do we have to write, do we have to write if you're not from the prairie in all of them?

2 Axelle: If you're not from Quebec, you have to write.

3 Chloe: Yes, but do you have to write if you're not from the prairie in all of the sentences?

4 Axelle: If you're not from Quebec.

5 Chloe: It doesn't matter.

6 Axelle: Yes! We're talking about Quebec. Not the prairie.

7 Chloe: Yes, I know.

8 Axelle: If you're not from Quebec, yes.

Excerpt 7:

1 Chloe: OK, if you're not from the prairie...

2 Axelle: Hold on!

3 Chloe: Uh, from Quebec.

Excerpt 8:

1 Axelle: No! It's already written, if you're not from Quebec. The summer.

2 Chloe: That's it! If you're not from Quebec, you don't know the Olympics.

3 Axelle: No! You only have to write, it's like the summer in Quebec...

Excerpt 9:

1 Axelle: ...If you...

2 Chloe: ...are not...

3 Axelle: are not...

4 Chloe: are not from Quebec.

5 Axelle: are not from...

6 Chloe: from Quebec. From Quebec.

7 Axelle: OK. If you're not from Quebec.

Excerpt 10:

1 Cedric: No. Our beautiful big green grass.

2 Erica: Beautiful big...

3 Cedric: ...our big, no...

4 Erica: Our beautiful...No, our beautiful green, no. Long, beautiful green...

5 Cedric: Long, green grass, no.

6 Erica: Our green grass.

7 Cedric: Our green grass.

Excerpt 11:

1 Erica: You know that there's a hyphen here, huh?

2 Cedric: I forgot.

Excerpt 13:

- 1 Erica: Four is what? The narrator is in love with Vava. Who is the...what does he compare her to?
- 2 Cedric :A flame...
- 3 Erica: ...of sun...
- 4 Cedric: ...in a field of corn.
- 5 Erica: The (uses wrong gender) flame.
- 6 Cedric: A (uses correct gender)
- 7 Erica: Ohh.
- 8 Cedric: (... ?)
- 9 Erica: A (uses correct gender) fl...in

Excerpt 14:

- 1 Cedric: If you're not from Quebec, you don't know our flowers...no, you don't know our flowers, flowers (writing out loud) not our...our.  
(....)
- 2 Erica: Um, our flowers of spring?
- 3 Cedric: Yes.
- 4 Erica: Um, our flowers of spring or our flowers of the spring?
- 5 Cedric: No, wait. Our flowers of the spring. You can't know our...yes, of the spring.

Excerpt 15:

- 1 Axelle: Stop. Jonah, how do write um...
- 2 Chloe: Ask me, ask me.
- 3 Axelle: How do you write 'four-wheeler,' you know?



Excerpt 18:

- 1 Mohit: (Writing) Uh, the fishmonger. Oh no. The...
- 2 Stella: You wrote 'la'.
- 3 Mohit: La...No, this one's 'la'.
- 4 Stella: You don't...It, it's a boy, Mohit. It's a boy!
- 5 Mohit: La, le, la, le.
- 6 Stella: I know because if it's a girl or a boy, it's a boy!
- 7 Mohit: OK, you write it. I don't like it.

Excerpt 23:

- 1 Max: It's mushroom.
- 2 Liane: You are mushroom, you can't say that.
- 3 Max : Huh?
- 4 Liane: I am mushroom. You are mushroom. He is mushroom.
- 5 Max :Except that mushroom is not an adjective.
- 6 Liane: It's just mushroom. You mushroom.
- 7 Max :Mushroom, does that exist? Metaphor...a mushroom is like an adjective.
- 8 Liane: Yes, it's threatening...Oh my god. Mushroom is an adjective. I mushroom. You  
mushroom.
- 9 Max : That's a verb.
- 10 Liane: No. A mushroom isn't a verb.
- 11 Max : Yes, it is.
- 12 Liane: I mushroom. You mushroom. The verb to mushroom.

13 (both students laugh)

Excerpt 25:

1 Mitch: ....Me, I helped him in French and he helped me in English.

2 Susan: OK, how?

3 Jonah: Uh, I speaked in English and he speaked in French.

4 Susan: Interesting. How did you help Jonah?

5 Mitch: To write the words.