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Vocabulary acquisition during intensive French language learning: the effect of a residential course foe middle school pupils

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VOCABULARY ACQUISITION DURING INTENSIVE

FRENCH LANGUAGE LEARNING

- THE EFFECT OF A RESIDENTIAL COURSE

FOR MIDDLE SCHOOL PUPILS.

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ABSTRACT

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"Vocabulary Acquisition during Intensive French Language Learning - the effect of a course for middle school pupils.

The present thesis investigates the evidence for vocabulary development during a period of intensive language work. The research involves a target group of 15 12 year old pupils with 3.5 years of foreign language learning who participate in a week's intensive French work at an outdoor centre in the Lake District. During the intensive language work, pupils find themselves in a situation where they need to communicate and to make themselves understood in the foreign language.

In order to find evidence of vocabulary development a series of tests was drawn up to investigate the pupils' vocabulary knowledge prior to the intensive period, immediately following the experience and some four months later. The treatment procedure consisted of a Spoken Vocabulary Test to measure productive vocabulary and a Yes/No Test for receptive vocabulary.

It proved possible to identify different categories of vocabulary knowledge for each pupil prior to the intensive period and then to monitor the changes which took place as a result of the experience.

The thesis will present the data produced by the treatment procedures and the conclusions drawn from this evidence which establishes that the vocabulary knowledge of the pupils develops following the intensive period. The thesis will also examine the evidence provided by the data for the status of words which are acquired by pupils during the course of the intensive work, whether they are unknown prior to this period or whether they are words familiar from classroom learning but have not previously been fully activated.

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CHAPTER 6   THE INTENSIVE LANGUAGE PERIOD AND
            CLASSROOM LEARNING

1.0 Introduction

The present research resulted from experience over a number of years with intensive language work involving pupils from a Northumberland middle school. The intensive work was introduced as a method of developing spoken language skills which it was felt were not adequately catered for in the classroom.

It will be seen that the intensive language work led to a number of questions being asked about the effect of this kind of experience on the language development of the pupils. It was decided to carry out a series of tests to try to analyse the pupils' language development, concentrating more specifically on the vocabulary required of pupils engaged in work of this kind.

If intensive language work could be seen to affect the language development of pupils it would be important to look into how a situation where, unlike the classroom, there was no direct focus on vocabulary or learning of material, new words could be acquired. Also, it would be important to investigate whether, as was suspected, words which had been introduced in class but which had not become fully acquired became activated by the intensive experience.

It will be seen that the definition of *"spontaneous language acquisition"* (Klein:1987) seems to provide an explanation for how the learning might be expected to take place. However it will also be necessary to consider whether the limited exposure to the foreign language during the intensive work is sufficient for this kind of learning to become established.

It will be important here to consider the work of Meara, (Meara:1981) and his view that words are *"assimilated only slowly."*

To investigate the issue of words which have been introduced in class but which have not become fully acquired(receptive words) being activated by the intensive experience it will be necessary to examine the nature of a pupil's vocabulary knowledge.

The aim of this initial chapter is to outline the background situation which led to the research and the specific context of intensive language work which is the basis of the study. We shall at the same time point to the central distinction between standard classroom learning, which can be seen to supply the necessary input, and intensive work providing pupils with the chance to use material they have already been introduced to, as well as to acquire new words because they find themselves in a situation which requires them to communicate. It is this element of need which is emphasised throughout the research as an important distinction between classroom and intensive language work.

1.2 Background to the research, middle school French.

The research is based on pupils in a 9-13 Northumberland middle school where a foreign language, French, is a part of the curriculum for all pupils throughout the school. Adequate foreign language lessons are provided for the pupils from year 5 and 6 where they study the language for two or three 40 minute lessons a week, to years 7 and 8 where they have four 40 minute lessons.

After a number of years' experience of foreign language learning in the school, there was concern that pupils' progress, specifically in the area of spoken language, was not as satisfactory as would be expected. The areas of language which pupils were capable of readily using in conversation were limited and their ability to use the language practically, restricted.

As a result of this, many pupils tended to view their language learning as unsuccessful and this was interpreted, at a time when the option was still available, by a tendency for some pupils to drop the foreign language at the high school in favour of a subject with more practical appeal.

The lesson from this was evident: French, a practical subject in its own right, was not fulfilling its practical implications. After 4 years of studying French, many pupils did not feel they were able to use the language. Learning a foreign language for such pupils would have, in many cases, to be considered a failure.

In order to try and remedy this situation it was decided to attempt to bolster spoken language skills, the practical aspect of language learning which seemed to be most lacking from normal lessons. To do this, a series of intensive language weeks were devised. These were to take place annually and to involve the pupils in their final year of the middle school, aged 12 and 13 years.

1.3 Intensive Language Experiments.

Intensive language programmes form part of the curriculum offered to foreign language students in a number of schools in this country as is apparent from Hawkins': "Intensive Language Teaching and Learning" (Hawkins:1988) where, as we will see, a number of initiatives at school level are described. Our own experiments with intensive language work were initially school based and involved pupils from the first two French sets. However it soon proved feasible to extend the concept to involve a change of environment by staying in a residential centre and, once it was possible to be confident of the success of such ventures, to include any pupil whatever their French ability.

That the intensive weeks were successful was evident from the start in terms of the response of both the pupils and teachers involved in them. For the pupils there was an

undoubted sense of achievement, as was made evident from the questionnaire replies which followed each session. In many cases they expressed surprise that they were able to cope and that they had sufficient language skills to manage a week's exposure to the foreign language. For the teachers too, the pupils' ability to sustain and in many cases flourish in an extended period of language immersion was gratifying. It did seem that the intensive work provided the kind of practical language environment which the classroom was unable to supply.

1.4 Mission Secrète, Intensive language work at High Borrans Outdoor Centre in the Lake District.

Through experiments with different kinds of activities and language environments it proved possible to fix a programme which seemed to provide the best kind of situation for foreign language work. This was "Mission Secrète" an intensive language programme based in a residential centre in the Lake District, High Borrans. Here a programme of "secret agent training" was devised which, while making the most of the excellent outdoor facilities and surroundings, could also give full rein to language activities. A story was followed which required the pupils to follow up a series of messages from France requesting help and involved them in an imaginary journey. Some of the more traditional language learning activities such as role-play, listening and reading comprehension exercises, formed part of this work. More exotic elements concerned the secret agent's field training programme which saw pupils in action across the moorlands, involved in surveillance work with walkie-talkies and sabotage missions with alarm clock bombs. Evening activities included setting up and running a café - when items from the centre shop were on sale - rehearsing and performing a play with a crime theme, and taking part in a night operation. The photographs and background material contained in the appendix will provide further information on the nature of the intensive language work at High Borrans.

Sufficient adult supervision proved to be one of the key elements of the intensive work. By having sufficient French assistants or teachers it was possible to split the pupils into small groups for each activity, particularly valuable for the outdoor work and to ensure that at meal-times they would be able to talk about the day's events in French describing what they had been doing. This was the situation in which many pupils felt that they managed to communicate most successfully in the foreign language as was evident from their questionnaire replies. Pupils involved in the intensive work had signed a contract promising to speak in French before beginning the programme.

Clearly some English was bound to be spoken among themselves but what it was possible to establish was that French became the official language and any questions asked in English would go unanswered. How much French was spoken by the pupils among themselves when unsupervised, varied from year to year. In the best years as pupils gained more confidence and the vocabulary to express themselves, they began to talk more French among themselves. Once the decision had been made to include weaker pupils, with more limited knowledge of French, it was natural to expect an increase in the pupils who would find keeping to French more difficult. Such pupils relied on the more able colleagues in their group to explain what was to happen. The test however was whether such pupils were able to acquire the same sense of achievement from the experience, as the more able pupils. Here again, the answer appeared to be positive.

1.5 Pupils' Language Development during Intensive Work.

If it was clear that pupils gained a sense of achievement from being involved in intensive work where, for the first time, they were able to function in an environment which required them to use their foreign language skills practically, it was less clear if any specific language benefits occured.

It is true that pupils in answer to this question in the questionnaire were confident that this was the case, and also that those teachers involved with the pupils felt that language skills had improved. However these were subjective comments which would need to be investigated further, and it was precisely in order to monitor the possibility of language development during intensive language work that the present research was set up.

Before formulating questions susceptible of being answered through the research process, it is useful to examine in a little more detail the kind of situation which the pupils found themselves in during the intensive language week and to see how this might differ from the classroom situation they had previously been learning in. This will enable us to put into better perspective the relationship of intensive work to classroom and naturalistic language learning which will be treated in the next chapter.

In the first place the very nature of the intensive week in a residential centre requires, as we have seen, the pupil to function in a foreign language environment. Whereas previously, French was contained within the narrow confines of the language classroom for limited 40 minute periods , the pupil is now immersed in the language for an extended period of time. Vocabulary represented as drawings in the text book or illustrated on flash-card are now encountered as real items. And the pupil, instead of having an academic interest in knowing the material, finds herself/himself in a situation where he or she needs to use the words and phrases in order to be understood and to function in the new linguistic environment.

Let us take as a first example, a situation where comprehension skills are required. We will examine the instructions given to the pupils before they embark on the surveillance exercise which forms part of the "secret agent" training programme. Here an understanding of what is to take place is of considerable importance. The pupils are about to embark on an activity which will place them on the top of a windswept lakeland hill in cold, wet conditions. Their task is to receive and pass messages, some in code, to other supposed secret agents by

walkie-talkie. Part of their instructions are to ensure that they wrap up warmly and remember woolen hat and gloves. It is clear from the level of concentrated listening that accompanies such instructions, and which is markedly different from how they might listen in class, that they are involved in practical language use when the outcome is of real importance to them. If they forget the relatively minor detail of the need to wrap up warmly they will certainly spend a cold afternoon.

Turning next to spoken language, once it has been established that only questions in French will be answered, it becomes essential to be able to formulate those questions in a way that they can be understood. The actual word required may not be readily available to the pupil but he needs to make himself clear. The question might concern where the pupil is meant to be because he has lost the rest of his group or to find out whether the shop will be open later because she needs to buy a present to take back home. There is then a direct incentive to find a way of making himself or herself understood and of activating a suitable word or phrase in order to do this.

Taking the pupils out of the classroom and bringing them into contact with the real world, also allows phrases which have been learnt as part of some story line in class to have practical implications for the first time. So, a phrase which accompanied the picture of Xavier falling in the river can be produced "ready made" as a pupil disappears into a lakeland burn: "Je tombe dans la rivière".

1.6 The Formulation of Suitable Questions to Test the Hypothesis of Language Development during a Period of Intensive Learning.

As a result of experience over a number of years with intensive language work at High Borrans, a number of questions were raised relative to the language development of the participants. In the first place, was the impression that pupils' language skills developed during the course of their participation in the intensive work, justified? Second if this were the case, were all pupils able to benefit from the experience or was there individual difference? Finally, if foreign language skills were seen to develop in what specific ways did this occur and were the changes of a permanent nature?

The hypothesis which formed the basis for the present research was that an experience of this kind would tend to lead to language development in the participants, because extended exposure to the foreign language could be expected to result in new material being acquired. Also, and the distinction is an important one, words which had been introduced to the pupils in class but which through lack of regular use had never become part of the pupil's productive language would have the chance to be activated because the pupil would find herself/himself in a situation where there was a need to use the words.

Two conditions would be necessary for such language development to be possible. In the first place the language the pupils were exposed to would need to be at the right level for them to be able to fully participate, and secondly it would be important for pupils to need and want to be involved in the proceedings. As we have already seen, pupils' comments in the questionnaires completed after the week, were very positive and many were given a sense of achievement by their participation in a week's residential language work. It would appear then, that for most of the pupils, these conditions were met. We will go into the concept of "comprehensible input" (Krashen:1986) and into the nature of productive and receptive language in more detail in the next chapter when examining the nature of language acquisition.

Before being able to formulate the aims of the research, more precision is needed. Language skills involve a number of different elements and to be able to speak with any confidence of development it would be important to be precise about what, if any, areas of language were seen to be improving as a result of intensive language exposure. Although it would be possible to examine a number of these different fields it seemed sensible to focus on just one area of language, vocabulary.

1.7 Vocabulary Development as a means of Assessing Language Progress during Intensive Work.

The decision to focus on vocabulary as a means of assessing language development during the intensive language work was made to give more precision to the research. What was required was a method of monitoring the extent of a pupil's knowledge rather than their ability to carry out various tasks. It could be argued that the intensive week as a whole represented an assessment of performance, whether the participants could cope with a week's exposure to the foreign language. The certificate awarded to pupils at the end of the week pointed to the successful accomplishment of that task.

Vocabulary provided a suitable means of assessing the acquisition of elements of language which we might expect to occur during the intensive work. Although some authors (Ellis, Klein) prefer to ignore this aspect of language learning, vocabulary has recently come in for a good deal of attention from researchers in applied linguistics with a number of recent publications and articles (Nation, 1990; AILA Review 1989).

One reason for the previous comparative neglect of vocabulary has been associated by Vigner with the emphasis on communicative learning, but the same author argues strongly for

its reinstatement, seeing vocabulary as being a necessarily central element in the communicative process.

> ....*les méthodes communicatives, moins que les autres encore, n'accordent qu'une place très limitée au vocabulaire..Il semble bien qu'un reéquilibrage soit à envisager. Savoir nommer des éléments du monde, exprimer ses sensations, pouvoir juger des êtres et des choses sont des composantes essentielles de la compétence de la communication.*
>
> *(Vigner,1989:134)*[1]

Other authorities such as Meara see vocabulary as being important because:

> *..most learners identify the acquisition of vocabulary as their greatest single source of problems. (Meara,1980:100).*

He identifies lexical access problems as being one of the central difficulties for the foreign language learner:

> *..foreign language learners show a whole range of performance deficits relative to native speakers. Almost all these deficits can be explained in terms of a lexical access problem. (Meara,1989:122).*

For the purposes of the present research we could well suppose that for the pupils involved in the intensive work, finding the words to describe what they wanted to say, would be a major concern. Their ability to acquire new words and activate elements already present in their vocabulary could be used as a measure of an individual's success during the week. It

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[1]"..Communicative methods attach even less importance than other systems to vocabulary..It certainly seems a reassessment should be considered. Being able to name the items in the world around you, being able to judge people and objects are essential ingredients in the ability to communicate."

would also enable comparison of pupils taking part in the intensive period with their colleagues in the same French group who did not.

1.8   Testing Vocabulary Development.

A number of options were apparent when it came to assessing vocabulary development. It would be necessary to test knowledge before and after the intensive work. This would enable us to measure initial vocabulary knowledge and be in a position to assess any change that followed the intensive experience. However it might also be useful to look at the language used by the pupils in the course of the week and to monitor the words as they occured in natural language use.

As a first step it would be important to draw up a list of key words for use as indicators of vocabulary knowledge, some of these would need to be particularly associated with the work at High Borrans. It was decided for this reason to concentrate on one aspect of vocabulary, namely nouns.

One advantage of concentrating on nouns, is that they are seen as particularly salient elements of language associated with a particular situation and which they seem to characterise. This is clearly an advantage when it comes to choosing vocabulary material for testing purposes.

*" En présence d'une situation donnée, les mots qui viennent les premiers
à l'esprit sont ceux qui sont liés tout spécialement à cette situation et la
caractérisent. C'est à dire les noms." (Michéa,1952: quoted Rivenc, 1971:61)*[2]

It will be seen in chapter 3 that it proved possible to produce a series of tests of
vocabulary knowledge based on the nouns specifically associated with the intensive work at
High Borrans as well as those which had been introduced in class and could be expected to be
needed in the kind of residential environment the pupils would find themselves in during
intensive work.

A central development in the research was to be able to represent the individual pupil's
vocabulary knowledge in the form of a model. Faerch (1989) has identified an individual's
vocabulary knowledge in terms of a continuum. At any point of time, words are positioned at
different points on the continuum according to how well they are known. While some words
will already be acquired, others will be recognized but not capable of being activated while
others are unknown. As a result of the initial testing it proved possible to categorise the key
words according to how well they were known by each pupil. Then after the testing which
immediately followed the intensive language work the changes in each pupil's vocabulary
knowledge could be registered. This model will be seen to provide a very useful method of
demonstrating how an individual's knowledge of the key words is seen to change following
experience of the intensive work at High Borrans.

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[2]"In a given situation, the words which come to mind first are those which are most closely associated with the
situation and characterise it. In other words the nouns."

A further point needs to be touched on now before finalising the aims of the research and bringing this opening chapter to a conclusion. Namely an explanation of how words seem to be acquired during the intensive language work.

1.9   The Process of Vocabulary Acquisition during Intensive Language Work.

If we are proposing that during the intensive language work, words are acquired by the pupils, we need to be in a position to explain how this occurs. We have already seen that the intensive work with its stay in a residential centre represents a change of linguisitic environment for the pupils and one which has few similarities with the classroom in which their learning has previously taken place.

A further substantial difference between the classroom and residential centre is that there is no focus during the intensive work on elements of language, no attempt to teach anything. Some explanation then needs to be made at this point of how pupils may acquire new words and activate others. We will go into more detail into this aspect of the intensive work in the next chapter when a comparison is made of classroom and natural language learning but it is important first to establish that learning can take place, a fundamental element for the present research.

We have defined one of the characteristics of the intensive work when compared with the normal language learning environment of the classroom as being the element of need. Whereas in the classroom the demands made on the pupil to understand and to make herself/ himself understood are largely created for academic purposes and are by the nature of the classroom largely artificial ones, the intensive week creates situations in which the pupil very definitely does need to communicate and to understand. This situation can be seen to approximate the conditions described by Klein as being necessary for spontaneous language acquisition to take place:

> "   ..*spontaneous language acquisition involves learning in and through social interaction. The learner is obliged to bring to bear all the knowledge available to him (i.e. his particular variety and contextual knowledge) in order to understand what others say and to produce his own utterances. He may be expected to speed up the process of language acquisition when the need for communication becomes stronger and the opportunities more frequent.* "
> *(Klein,1986:46)*

We would want to argue that the "*opportunities do become stronger and more frequent*" for the pupil involved in intensive language work. However Klein emphasises that research has not as yet verified the matter. It is also true that his work is largely based on second language learning, that of adult immigrant workers in Germany. What we need to consider is whether such a statement is viable for pupils of school age engaged in a comparatively limited period of exposure to the foreign language. We need to bear in mind here the view of Meara that "*Learning new words is not an instantaneous process (....) it seems that words are absorbed slowly over time.."(Meara,1982:106)*. We will need in a later chapter to take these points into consideration and discuss whether spontaneous language acquisition could explain the acquisition of words by pupils during the intensive week and whether they are fully acquired or whether, although known immediately following the intensive experience, they are forgotten at a later date.

It will be important to incorporate into the testing process then, not just a pre and post test capability but also a final test at some later date to test the permanent acquisition of words.

1.10 Research Aims.

Now that we have examined the context and background to the research and reviewed the elements which will be taken into consideration, it is possible to formulate in more detail the aims of the research.

The present research aims to investigate whether participation in a period of intensive language work creates a situation where pupils acquire new words and activate other words because the *"need for communication has become stronger and the opportunities more frequent"* than is possible in the classroom.

A number of authorities have asked what process a word must go through in order for it to become properly acquired and what kind of activity leads to this occurring:

> " *..under what circumstances and influenced by what factors do ..words progress from being vaguely recognized to being accurately identified,..from being sometimes produced to being fully utilized whenever required ? " (Levenston 1979:147)*

> " *Are there any clear thresholds which it is necessary for an L2 word to cross before it can be considered to be properly acquired, and if so what type of activity leads to these thresholds being crossed." (Meara,1980:240)*

It is our concern to investigate in the present research, whether the kind of linguistic environment provided by intensive language work, building on and extending classroom input, creates a learning environment which enables the learner to readily acquire new words and activate others because, unlike the classroom situation, the pupil finds herself/himself needing to communicate and to function in the foreign language over an extended period of time.

CHAPTER 2

REVIEW OF THE LITERATURE ON LANGUAGE ACQUISITION AND MORE SPECIFICALLY VOCABULARY ACQUISITION WITH REFERENCE TO A PERIOD OF INTENSIVE LANGUAGE WORK.

2.0 Introduction

We have established in the previous chapter that the aim of the present research is to investigate whether participation in a short period of intensive language work, creates a learning environment which enables the middle school learner of French to readily acquire new words and activate others. We have indicated that the factor which would appear to distinguish the intensive experience from classroom learning is the pupils' increased need to communicate and function in the foreign language. This need to communicate is seen as partly a function of the change in linguistic environment in which the learners find themselves.

In this chapter we need to establish a theoretical framework to the study by examining the research into foreign language acquisition. It will be important first, to establish what general factors are seen to lead to language acquisition; then, to look more specifically at the evidence for the effect of different kinds of linguistic environment on the learning process. One would expect this to consist largely of an examination of classroom compared to intensive language learning. It will be found however, that there is little information about the effects of intensive language work on acquisition. We will need to compare instead classroom with naturalistic language learning. Our aim here will be to see whether intensive work can approximate the conditions of naturalistic language learning and also, to what extent those activities which are considered to be most beneficial to language acquisition in the classroom are present during the residential work.

Finally, as we have seen that the focus for the present research is vocabulary acquisition, it will be important to examine the research into this aspect of language. We will need to investigate the nature of the individual learner's vocabulary and the possibility of identifying different kinds of knowledge according to how well each word is known and can be produced by the learner. This will involve examining what kinds of words can be easily acquired and which appear to present more problems.

Before beginning our examination of the relevant literature, it is important to clarify points of terminology which might otherwise be a cause of confusion. In this study foreign language learning is identified as learning which takes place in the classroom, in a situation outside the country of the target language. Second language learning is learning which takes place in the country of the target language, where the learner finds himself surrounded by the target language, and naturalistic language learning is when this occurs without formal instruction.

2.1 Language Acquisition

To the student embarking on a study of language acquisition it is surprising to discover how little firm information there is as to how language is acquired. If psycholinguistic research has resulted in, *".. some important insights into human language processing,(...)it cannot be claimed that the crucial laws of language acquisition have been cracked already," (Klein, 1986:55).*

In order to understand the process, it is useful to begin by asking what demands are made on the learner for her/him to be able to communicate in the foreign language. Klein sees learners as being faced with a series of problems. They need to make sense of the stream of language to which they are exposed, to analyse the material, then to respond to it by using whatever language they have already acquired. This is done by fitting together the elements of

language at their disposition, synthesis. This is followed by the need to fit what they want to say into the flow of conversation which Klein sees as an "embedding problem". Finally to avoid their language becoming fossilized, learners need to constantly *"compare [his] current language variety with the target variety"* which is seen as a *"matching problem"*. (Klein,1986:59-62).

Although for the middle school pupil the matching problem is of less immediate concern, the other elements may affect the learner in a naturalistic learning situation in the same way as the pupil in the classroom or the participant involved in intensive language work. We would want to argue, however, that although the problem is largely the same, the need and opportunity to communicate may not be so. We will be able to examine this factor in more detail when we focus our attention on classroom learning.

What is clear, is that for any acquisition of language to take place there are certain basic requirements. In the first place the learner needs to come into contact with the language she/he is to learn and then she/he needs to be able and want to process this material. Ellis sees this as being: *"some second language data made available to the learner as input and a set of internal mechanisms to account for how the second language is processed," (Ellis,1986:127)*.

It will be seen that the motivation of the learner here is not taken into account. We could well imagine that a lack of interest on the part of the learner would make the learning process as outlined by both Klein and Ellis more complicated and perhaps impossible. We will need to return to this important point later.

2.1.1 Comprehensible Input and Contextual Knowledge.

There has been considerable debate over the relative importance of input and processing mechanism in the acquisition process. One of the most heated controversies has surrounded the work of Krashen and his concept of comprehensible input:

> " It can be hypothesized that intake is first of all input that is understood. Indeed comprehension may be at the heart of the language acquisition process: perhaps we acquire by understanding language that is a little beyond our current level of competence. This is done with the aid of extra-linguistic context or our knowledge of the world. "   (Krashen, 1981:11)

Krashen's work has been criticised because, "..he offers no direct evidence in support of the input hypothesis.." and because it is felt that the process, "..is nothing like as fundamental as he claims," (Ellis, 1990:101).

Ellis does accept, however, that the theory even though not validated, is a central element in our understanding of the learning process:

> " ...it is hard not to conclude that comprehensible input functions as the primary source of data in L2 acquisition " (Ellis, 1990:190).

Many of the theories for foreign and second language acquisition originated in first language acquisition studies. The notion of comprehensible input came from an observation of the communication which takes place between mothers and their children:

> " Mothers seek to communicate with their children and this leads them to simplify their speech in order to facilitate the exchange of meanings." (Ellis, 1986:130)

If communication is to take place in a foreign language between a native speaker and learner, the native speaker would need, in the early stages, to adjust her/his speech in order to

be understood. This would be true too, for the teacher speaking the foreign language to a class of pupils.

In both first and foreign language learning the learner does not rely just on the linguistic material made available to her/him, but a good deal of what is meant is apparent from the context of the situation in which the learner and native speaker find themselves. This is a point which we see is emphasised by Krashen but which needs to be examined in rather more detail.

> " ..*contextual knowledge is not contained in the utterances as such; but it can be constructed from our knowledge of the situation, from preceeding utterances, and from our general knowledge of the world. Indeed the share of this contextual knowledge can be so large that a fair measure of the verbal communication going on around us is comprehensible even in the absence of strictly linguistic knowledge.* " (Klein, 1986:42).

The importance of contextual knowledge to the language learner, particularly in the early stages, can be easily appreciated. It also allows for language development because the native speaker or teacher is able to pitch the spoken language at a higher level than would be possible if the learner was having to rely uniquely on the linguistic input.

For the purposes of the present research involving pupils with a limited knowledge of French, we would expect that they would need to rely heavily on contextual knowledge to make themselves understood and to understand. Klein makes the point that context is important not just in understanding but also in speech production:

> " *The difference between the production and comprehension of utterances is that the former depends mainly on the non linguistic knowledge of the (native) listener, and the latter on that of the learner.* " (Klein, 1986:42)

It will be apparent that by concentrating on such aspects as contextual knowledge and adjusted speech, we are looking at communication in terms of interaction. The native speaker

or teacher needs to pay careful attention to the language spoken to the learner and by the learner to ensure that she/ he is understood and that she/ he can understand the learner's speech attempts. The concept is one of communication as an interaction between the learner and native speaker, as meaning is negotiated:

> " *second language acquisition is aided by two-way communication in*
> *which comprehensible input is provided by means of interactional adjustments.* "
> *(Ellis, 1986:162)*

We will want to know when comparing different linguistic environments what differences are likely to occur in this interaction between learner and teacher.

Turning again to first language acquisition we find two further points which are relevant to foreign language learning and more specifically to the concerns of the present research.

In the first place, it is evident that for the context of a particular situation to be made clear, it is simpler if the actual object of the conversation is present and can be directly referred to. This allows the learner, *"to relate one sensory modality (the aural) to another (the visual),"* *(Ellis, 1986:132)*. We believe this would equally apply at an early stage of foreign language learning. We need to ask whether the fact of coming into contact with the actual object and being able to associate directly the word and object might help the acquisition of that particular word. This will be a point to consider when we examine vocabulary in more detail.

The final general point we need to retain from the theories of language acquisition is that although the route of acquisition varies little and does not appear to be influenced by instruction, the rate at which progress is made is affected by the linguistic environment in which the learner finds herself/ himself. This has been investigated in first language acquisition:

" There is now considerable evidence ... to suggest that the way mothers talk to their children influences how rapidly they acquire the language. "
(Ellis,1986:131)

Ellis in an earlier work, explains how the linguistic environment influences the development of language and therefore, why the quality of that environment is so important.

" Language development is the result of an interaction between the learner's existing state of knowledge (linguistic and conceptual) and the linguistic environment to which he is exposed. There are many forms of possible exposure, but the most natural is conversation. It is by negotiating the exchange of meaning through conversation that the learner typically obtains information about the target language which enables him to revise his existing interlanguage system. "
(Ellis,1984:13-14)

We will want to consider which linguistic environment would be able to create the best learning situation.

We are now in a better position to identify the elements which could be seen to constitute a good learning environment. In the first place, we need to supply the learner with suitable input and the opportunity to interact with a teacher or native speaker in order for meaning to be established. We would also try to ensure that the communication centred on real materials which were available for reference to support the learner as she/he grapples with the language. This points to realistic, practical language use.

We need next,to compare the different linguistic environments available to the learner, in order to see what criteria they suggest for successful foreign language learning.

2.2 The Linguistic Environment.

For the present research we will need to first examine classroom foreign language learning and compare this kind of learning with that which takes place in a natural language

learning situation. We will then be in a position to compare the two with the little information that exists on language development during intensive language sessions.

We have established that in order to assess the efficacy of different types of learning environment, we will want to examine the nature of the input made available in each and to see how effectively they enable interaction to take place between the learner and teacher or native speaker:

> " ..the comparison between natural and classroom environments as sources of input for SLA will depend on the frequency of different types of interaction which occur in each setting in which the L2 learners find themselves. " (Ellis, 1985:150)

There is general agreement on the importance of interaction and the negotiation of meaning for foreign language learning to take place. This is confirmed by the recent modern foreign languages National Curriculum document which, while setting out clearly the prime purpose of foreign language teaching as: "..to develop the ability to use the language effectively for purposes of practical communication", (DES,1990:3), goes on to examine the implications for teaching and learning:

> "Learning to use a foreign language means learning to communicate with speakers of that language. Communication, however is not static, it is a vital and interactive process. In communicating, people interact with each other , negotiating meanings together, this affecting the way they speak, think and act." (DES,1990:6)

The modern foreign languages document uses this feature of language learning to argue in favour of: "..using the target language as a normal means of communication", in the classroom (ibid).

The problem, however, is less to do with the aims and methods of teaching and learning the foreign language in different situations than with the restrictions imposed on learning by the

different conditions in which learning takes place. There are, clearly, a number of obvious differences between classroom and naturalistic language learning situations. In the first place there is the physical environment in which the two function:

> *" In natural learning, the context is the real outside world, open and stimulating: in formal learning it is the closed four walls of the classroom."*
> *(Spolsky, 1989:171)*

We have seen that context is an important aid to learning a language in the early stages and that the presence of real objects might facilitate this process. If naturalistic learning enables the learner to come more readily into contact with such items, this might prove to be an advantage over classroom learning, where the material and situations are generally abstract.

Secondly, the learner in the classroom has few real needs, as those which are encountered are largely artificial and are created for learning purposes.

Even more important will be the nature of the input made available to the learner in each type of learning situation. It is here, that the principal difference between classroom and naturalistic language learning is perhaps most apparent. Whereas in naturalistic learning, we would expect one learner to be involved with a native speaker, in the classroom one teacher is faced with a number of learners. Interaction and negotiation of meaning become much more complicated in such a situation. We would expect therefore that:

> *" the communications that occur in each are in many respects very different," (Ellis, 1986:143)*

Ellis examines the problems associated with this teacher-talk:

> *" An interesting issue in teacher talk is how the teacher determines what level of adjustment to make. Foreigner talk normally occurs in one-to-one interactions where there is plenty of feedback from the learner. Teacher talk occurs in one-to-many interactions where the learners may vary in their level of*

proficiency and where there is likely to be only limited feedback from a few students. "   *(Ellis, 1986:146)*

One result of this situation is that teachers tend to do all the talking:

> *" ..teachers dominate the talk, with the result that pupils have few opportunities to speak. Thus by restricting the pupils' contributions, the teacher also delimits the range of discourse functions that they perform. "*
>   *(Ellis, 1986:145)*

Such differences between naturalistic and formal language learning can be directly associated with *"the special constraints"* (Ellis) which operate in the classroom. We need however to be realistic about the situation. Whatever the advantages of naturalistic language learning, the opportunities to learn a language by this method are not available to those thousands of pupils involved in learning a foreign language in school. For these pupils there is no alternative, the bulk of learning must necessarily take place in the classroom.

However, it is possible to try and create in the classroom the kind of conditions which maximize the opportunity to use the language for communicative purposes. Ellis makes the point that the critical element in classroom learning is: *"..the style of teaching ... in particular whether it is teacher or learner-centred," (Ellis, 1986:151)*. He stresses that it is important not to over-emphasise the differences between the two kinds of learning environment.

> *"   ... the same kind of interactions can take place in both, (natural/classroom situations) but because of basic differences to do with the number of the participants and the physical arrangements, some types of these interactions are more frequent in one setting, and other types in the other setting." (Ellis, 1986:150)*

The point of the present research is to investigate whether, while accepting that most learning of the foreign language needs to take place in the classroom, there is not a case to be made for extending the linguistic environment by involving the pupils in a period of realistic practical language use, during a period of intensive language work. It will be remembered from

the previous chapter, that the reason for setting up the intensive work was the feeling that the classroom was not providing the pupils with sufficient opportunity to develop their spoken language skills. This view of classroom learning would seem to be borne out by the research quoted above. It remains to be seen however, whether intensive language work over a limited period of time could prove beneficial. Our impression would be that intensive work would be able to approximate some of the advantages established for naturalistic learning. We need to examine what evidence exists for the advantages of this kind of learning.

2.2.1 Intensive Language Learning.

The first point to make about research into intensive language work in this country is the surprising lack of it.

> " The wealth of resources invested in research into "immersion" in Canada contrasts sharply with the almost complete absence of any recent research in the UK into the effectiveness of intensive language teaching techniques. "   (Hawkins, 1988:73)

The Canadian "immersion" programme referred to needs to be eliminated from our investigation because, unlike the intensive work which is the subject of our research, immersion programmes take place in school, in a formal learning situation and over long periods of time. It is interesting to note, however, that the results of the immersion work point to the success in receptive rather than productive language skills, a point which we will want to return to when examining further the nature of classroom language learning.

Pupils who have enjoyed "early immersion " (starting in the kindergarten) have near native-like receptive performance by the end of the elementary school. They do not reach native-like performance in the productive skills of speaking/writing however....

(Hawkins, 1988:75).

When we examine what information there is on intensive language work in this country, we find that it is rather too frequently characterised by a sort of breathless enthusiasm:

" ..one must be careful ..not to get carried away and make exaggerated claims for them (intensive courses). Even the best of courses could not, for example, compensate in three thrilling days for months and years of classroom boredom and loss of interest... "(Myles, 1988: 104).

What does come over very strongly, from those teachers who have worked with pupils during intensive language situations, is the sense of achievement of the pupils who participate in them:

" The reaction of the pupils of all ages at the end of the course is always one of achievement. They have survived a whole day, or longer ....hearing and speaking a foreign language. They are often surprised to find that they have enjoyed it. "   *(Howe, 1988:93).*

This is a view which we would certainly share from our own experience of intensive work. However when we try to evaluate the linguistic advantages there is a disappointing lack of objective information.

" It is not easy to assess the precise effect of this course on the subsequent performance of the fifth formers who attend. It is reported that pupils approach the subject with renewed confidence in their ability to learn and are thus much better able to take advantage of the teaching in the school.. "
(Howson, 1988:97).

While believing in the advantages to the motivation of the pupils and their attitude to learning, few writers are able to be precise about the benefits in terms of language

development, *"an intensive week of French does make a difference to pupil performance and competence ....this is a purely subjective judgement,"* (Holliday,1988: 93), is typical of comments of this kind.

It is clear from the number of intensive experiments taking place in this country, involving a range of different aged pupils and languages, that those who set up the programmes, do so because they believe in the benefits of this work. There is however little concern to try and evaluate the effect on language development of intensive work. What has been attempted is to explain, in general terms, how these benefits might be expected to occur. This often takes the form of extolling the advantages of learning which takes the pupil outside the classroom:

Recent publication from the DES and HMI while asserting that communicative competence is the main objective, still emphasise the virtually unchallenged primacy of classroom practice in reaching this goal.

> *" Put in simplest terms, progress can only be achieved through extending the length of contact time between learner and language and improving the quality of the language learning experience itself. If the optimum environment for our students is immersion, then clearly we should be looking at ways of making this possible, not as fringe or marginal activity but as a central feature of at least some part of the learning programme, whether for a day a week or a term."* (Capel-Davies,1988:143)

There is a certain lack of precision in such statements. Although, the importance of extended contact time and improved quality of learning experience is made, this is not really adequate to explain the benefits of learning taking place out of the classroom, in an immersion (intensive) language situation. We would argue from an examination of classroom and naturalistic learning that the crucial factors in the success of intensive work are that the intensive work approximates naturalistic learning by enabling better interaction between learner and teacher, where sufficient attention can be paid to context for meaning to be negotiated.

This is often the case because intensive work involves a number of adult native speakers so the learners are able to work in smaller groups than is possible in the classroom. Also, by the very nature of intensive work, the participant has a need to use the language which the classroom rarely provides.

It is useful at this point to return to Klein and his concept of *"spontaneous language acquisition"* which we have seen in the previous chapter explains how the demands made on the learners by the situation they find themselves in, could explain how acquisition takes place. The critical point leading to acquisition for Klein is the *"need for communication becoming stronger and the opportunities more frequent,"(Klein, 1986:45)*. We discussed in the previous chapter whether such conditions, which were describing naturalistic language learning, would be equally valid in intensive language work. Hawkins, who has strongly supported intensive language work and advocated the use of residential weekends, does touch on this element of need as an important factor in explaining acquisition:

> *" And it might be the case that for the average learner the foreign language will not stick unless it is used to transact real speech acts, conveying personal meanings that matter to the learner. "*
> *(Hawkins, 1988:244)*

For Hawkins there is no question about the benefit of intensive language work: *"The powerful acceleration of learning that intensive techniques make possible is now well attested."(Hawkins, 1990:59)*. Unfortunately, the literature does not support such a statement and there is a notable lack of information available both as to how language acquisition takes place and what kind of language development occurs. Impressions are, as we have seen, largely subjective.

What the material does provide us with is an indication that pupils can flourish during intensive language periods and that the attitude of pupils to foreign language learning is improved by their experience of using the language in real situations. This would appear to be

a key element to explain not just motivation but also, as we have suggested, the actual language acquisition process when pupils find themselves away from the classroom situation.

We now need to examine more closely what kind of language development might be expected to take place by focusing our attention on vocabulary.

2.3 Vocabulary Acquisition.

We have seen that the decision to focus on vocabulary, as a means of monitoring language development during intensive language work, was based on the belief that individual words could be seen to symbolise the kind of experience undergone by the pupils. Also, this aspect of language is often considered by the learner as posing the greatest problem when it comes to learning a foreign language. It was felt that assessing the knowledge of a range of words associated with the intensive work, would provide a suitable means of monitoring language acquisition.

Finally, the identification of two kinds of vocabulary knowledge: receptive and productively known words, meant that it might prove possible to plot the progress of each individual's vocabulary knowledge. We would want to see whether any change in status could be associated with the effects attributed to the intensive language period.

In this section we will need to examine the literature on vocabulary acquisition in rather more detail. Our particular concern will be to examine this concept of different kinds of vocabulary knowledge with some words known only receptively, while others can be handled productively. We have seen that one of the aims of the research is to discover whether words learnt in class and known receptively become activated during the intensive language period because pupils find themselves in a situation where they need to use them in order to make themselves understood.

If, it can be specifically shown that some of the words introduced in the classroom are never properly acquired but become activated by intensive work, we are showing that the intensive language period could be seen to provide valuable additional support to classroom learning by providing the opportunity for realistic, practical language use. This would complement Hawkin's view that: *"The immersion sessions would dovetail with, and complement the classroom teaching."* And his feeling that, *"Without such intensive immersion centres we risk offering...a diet of endless rehearsal without the satisfaction of the performance to which the hard work ought to lead."* *(Hawkins, 1990:56)*

2.4 Vocabulary Knowledge; Active-productive, Passive-receptive Vocabulary.

For a definition of active and passive vocabulary we should first turn to Corson who, in an examination of adult native speakers, describes as active vocabulary: *"All those words we need to use .....to communicate with one another on a day to day basis."* He distinguishes passive vocabulary as the active vocabulary together with, *"...the range of words which is partially understood but not sufficiently well known for use in speech performance,"* and also, *"..those words which are not usually used to communicate on a daily basis,"* *(Corson, 1985:18).*

While Corson talks of active and passive vocabulary, other authorities prefer "productive" and "receptive", arguing that reading and listening can hardly be described as passive activities. The terms productive and receptive vocabulary will be preferred in this study.

The point to retain from Corson's definition is that those words which are part of the active vocabulary are words which are needed on a regular basis in order to carry out normal activities. While passive words include those words which are not in general, everyday use. As we have identified need as one of the factors which would appear to account for vocabulary

development during intensive language work, this association between need and active vocabulary is of particular interest to us. While Corson is talking about native speakers who are going about their everyday business, our concern, of course, is with the foreign language learner in the classroom.

The question here, is how many words would be needed on a regular basis, encountered over and over again as the lessons proceed. The answer would probably be comparatively few. In a classroom where the foreign language is in use as a means of communication, there will be some words which will be regularly required. We would expect words associated with the business of the classroom, and used for different classroom activities to occur with the necessary frequency for them to become active/productive words. Also, because from the very first lessons pupils would be asked about themselves; to give details about their name, age, interests, family and so on, these elements could be expected to form part of the productive vocabulary of each learner.

However the needs of pupils in the foreign language classroom are comparatively few. Pupils, sitting at their desk with exercise book and text book before them, have few real requirements. Once they have talked about themselves and their interests and activities, their direct involvement with what is going on in the lesson is likely to be more superficial. A good deal of the time spent learning the foreign language will be concerned with following an imaginary story or artificial situation supported by taped dialogue and text-book illustrations. Some of this material, through regular repetition and use, will certainly become fully acquired as the vocabulary and structures are focused on and made the object of learning backed up by testing and revision. We could expect, however, that a good deal of material, while being recognised and therefore forming part of the passive/receptive vocabulary of the learner, would not become fully acquired and available for use in speech production.

The very nature of classroom learning could be seen to favour the development of receptive knowledge with a tendency for teaching to concentrate on listening, reading comprehension activities and written exercises for the obvious reason that such work is easier to handle in a classroom situation, than the more complicated spoken language activities. This situation is intensified by the proportion of time which text-books and course material devote to receptive learning at the expense of more interactive work..

If Corson's definition is valid for classroom foreign language learning, the learner could be expected to have relatively few active words and a good many words known only receptively. It is beginning to be apparent that for each individual, vocabulary knowledge will consist of different categories of words. We need though to turn more specifically to evidence from foreign language learning. Faerch et al set out the nature of vocabulary knowledge:

> " ...when we (...)say that a learner knows a word as belonging to a foreign language, knowing it is a matter of degree rather than a question of either/or. There are words which learners know in the same sense of knowing what the word means whenever they come across them, but which it is impossible to activate for productive purposes. There are words which it is possible to retrieve only with considerable effort(....).And finally, there are words which become activated almost automatically when a speaker forms a particular communicative intention. Rather than make the simplest opposition between active and passive vocabulary, we should think of vocabulary as a continuum between ability to make sense of a word and ability to activate the word automatically for productive purposes. "
>
> (Faerch et al, 1984:199).

Classroom learning could then, according to this view of vocabulary knowledge, result in a whole range of different categories of words for each individual. At one end of the continuum Faerch et al see receptively known words while at the other extreme words which can be readily activated. The term "automatically" is used here and represents an important concept. To be able to communicate adequately in a foreign language the learner needs to be able to produce the words with little hesitation, in fact, with the same kind of skill that characterises handling of words in the native language. This point is emphasised by Meara who

sees a fully acquired word as one which can be used, *"..with the same kind of fluency that characterises the words in his native language."* (Meara,1980:120).

Nation in a recent work devoted to vocabulary, defines receptive and productive vocabulary for second language learners in much the same terms as Corson had for active and passive vocabulary. For Nation, knowing a word receptively involves: *"..being able to recognize it when it is heard (..)or when it is seen."* Interestingly, he emphasizes that productive knowledge, *"..includes receptive knowledge and extends it."* He also points to the generally accepted view that, *"..receptive vocabulary is much larger than productive and that there are many words on the boundary."* (Nation,1990:30).

A different approach to this field is taken by Meara who sees vocabulary in terms of a network. *"Active vocabulary is vocabulary which is easily accessed from anywhere in the vocabulary network, and in its turn allows easy access to the other parts of the system too."* (Meara, 1990:150)

Whereas passive vocabulary,

> *"..comprises vocabulary items that are part of the overall system, but which cannot be reached from other parts of the network. In effect, they can only be accessed if appropriate external stimulation is available. You can recognize passive vocabulary when you see it or when you hear it, but you are unable to bring it to mind without external support."* (ibid)

For Meara although active vocabulary *"..clearly exists on a continuum of some sort; passive vocabulary is qualitatively different."* He sees the way to activate passive vocabulary as being to, *"stress the associational links leading from already known to newly learned words."* (ibid). This would be seen as a teaching strategy, associated with classroom learning. We would want to argue that the natural learning situation created by the intensive language work would provide its own impetus for passively known words to become fully acquired by

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providing *"appropriate external stimulation"* in the form of a situation in which the pupils needed to use many of the words in order to communicate. The context of the situations in which pupils found themselves would aid understanding and vocabulary introduced in the classroom would for the first time be encountered as real objects and entities and become therefore, more readily available to the learner.

We will need to return to Faerch's concept of vocabulary knowledge as a continuum in the next chapter. We will examine then, how as the present research developed and a system of assessing vocabulary knowledge became established, it became apparent that the key words which had been chosen to symbolise intensive language work could be represented according to how well they were known by each pupil.

What we need to turn to finally, in our examination of the literature on vocabulary acquisition, is the nature of individual words and whether this is a factor in their acquisition.

> *" Teachers and researchers alike often speculate about why some words are more difficult to learn than others. Does the secret perhaps rest with the word itself, meaning that some words are inherently difficult? There is consensus that for instance the length of the word or the degree of abstractness versus concreteness affects the relative difficulty or ease with which a word is learnt. "*
> *(Haastrup, 1989:41).*

This will be a factor which will be taken into consideration when drawing up the list of key words to monitor vocabulary acquisition and when examining assessment results. Although, perhaps, not a central factor in the acquisition of words, which we have seen above to be associated more with the individual's needs, it might be that some words by their intrinsic nature stand out and become more readily acquired than others which were as frequently encountered.

2.5 Conclusion.

The literature on foreign language acquisition makes clear the importance of the input made available to the learner. Successful language learning is associated with interaction between the learner and teacher who together are able to negotiate meaning, relying on the context of the situation in order to make themselves understood. Comparing classroom learning with naturalistic it is apparent that although the individual teacher can make a considerable difference, the classroom environment does not always provide the ideal learning situation for developing productive language skills.

The work of Hawkins and others into intensive language work, sees involvement in this kind of learning experience as leading to "acceleration of learning" and as a means of supplementing normal classroom work. However, little research has been done into what exact benefits occur from the intensive work.

By concentrating on vocabulary acquisition it would appear, for the purposes of the present research, that it would be possible to monitor language development. The concept of vocabulary knowledge seen as receptively and productively known words, might allow an individual's knowledge of vocabulary to be monitored and categorised according to how well individual words were known. This would provide us with the method of investigating whether the intensive language experience does in fact enable the middle school learner to acquire new words and activate words which although familiar from classwork had never become fully acquired.

CHAPTER 3

THE RESEARCH DESIGN

3.0   Introduction.

Our examination of the literature on foreign language acquisition has pointed to the importance of the linguistic environment and the problems associated with creating in the classroom the kind of interaction and negotiation of meaning which is seen to lead to language development. The intensive language period might be seen, on the basis of this information, to create a situation in which successful language learning could take place through a process of "spontaneous acquisition" (Klein: 1986). While this process might be particularly associated with the acquisition of new words, we would also expect that words already familiar from classroom learning might be activated through the intensive language experience for very much the same reasons.

We have seen that Hawkins and the advocates of the intensive method strongly support the advantages of intensive work but, disappointingly, while providing information on improvement in the attitude of participants, have little concrete information to prove language development.

Our concern is to provide evidence that intensive work does lead to language development. The purpose of this chapter then, is to describe the design and setting up of a suitable research programme capable of providing the necessary evidence to support this hypothesis. In order to do this, we have drawn on the language acquisition research as described in the previous chapter when constructing our own methods of investigation, particularly in terms of the information on vocabulary development and the distinction between receptive and productive knowledge.

We will begin our presentation of the research design by establishing the nature of the test population. Next, an investigation of the testing requirements will lead us to an explanation and justification for the choice of tests, an examination of their content and how they are to be scored. Finally, we will review the data collection process.

3.1   Test Population.

The test population consisted of pupils aged 12/13 in the final year of the middle school with three and a half year's experience of learning French in the classroom. These were the pupils who were given the opportunity of taking part in a period of intensive work. Out of a year group of 85 pupils, 25 volunteered to take part in the intensive language week in 1991, the year which provided the data for the present research. To obtain homogenity in the test population and to ensure their recent language experience had been matched, the investigation was limited to pupils in the same teaching group. 15 of the 25 pupils who participated in the intensive language period came from the same teaching group and this class was selected to provide the test population.

The 15 pupils who would experience the intensive language period provided a testing population. More problematic however was the provision of a control group. While in principle, we could consider the remaining 10 pupils in the class as forming a control group to provide the necessary comparison, a number of factors need to be taken into account.

There was in the first place, no question of being able to match the foreign language exposure time of the target group with those pupils whose learning remained classroom based. While the target group was surrounded by the foreign language throughout the five days of the intensive period, for the "control group" the foreign language contact was limited to the normal four weekly lessons. Even had it proved feasible to extend the foreign language contact time, the traditional learning activities could be expected to have had a negative effect on

children of this age, particularly when compared to the active learning tasks of the pupils engaged in the intensive work. In addition, the number of pupils in this group was limited and the available data proved fragile, particularly at the post 1 testing stage where a number of the pupils were unavailable through illness.

The "control" group does provide some point of reference however, between the target group and their exposure to an intensive language period and pupils from the same class whose learning was restricted to the classroom. We will draw attention to the unusual nature of the control group by using the word with inverted commas in the present research.

3.2   Vocabulary Test Design.

It is useful to begin an examination of the research design by clearly establishing what the requirements of the research are and how this purpose can be operationalized into a valid assessment procedure. The purpose of the research is to investigate the effect of a period of intensive language work on the vocabulary knowledge of pupils with three and a half years experience of classroom foreign language learning. This statement of intent points to the need to assess pupils' vocabulary knowledge prior to the intensive period and then monitor any changes which might take place following the experience.

An investigation into pupils' vocabulary knowledge prior to the intensive period involves an assessment of classroom vocabulary learning and as we have seen, raises the important consideration of whether words which are acquired during the intensive period are new to the pupils or have already formed part of the vocabulary input available to them through their classroom learning. Ideally, we would want to be able to complete the investigation of vocabulary development by recording the vocabulary used during the course of the intensive week and to associate this data with any data produced through a testing procedure. A critical element in the research design will clearly be the choice of suitable

testing procedures and the selection of which elements of vocabulary are to be included in this testing process. Before turning to these central points, we need to first deal with the recording of vocabulary use during the intensive period.

It proved possible to equip four pupils with individual micro-cassette recorders during the course of the intensive language period, however this aspect of the research proved largely unsatisfactory due to the poor quality of much of the data produced and because the data would not easily complement any material obtained through the testing procedures. It was evident for example that in a given situation pupils would often not use a specific word when the actual object was present. So, for example at meal times pupils would be likely to point to the object in question, perhaps a knife or fork, rather than mentioning it by name.

3.2.1 Testing Productive and Receptive Vocabulary

The nature of the intensive period with its secret agent training and the absence of research into language development associated with this kind of learning experience, made it difficult to choose a suitable testing method. Existing tests tend to focus on specific learning tasks, particularly with pupils of this age on tasks associated with the language course they are working on. Such material would not be suitable for our purposes as it would tend to be too narrowly tied to particular topic areas. There was also with much of this material a strong tendency to concentrate on assessing listening, reading and writing skills rather than spoken language; any assessment of spoken language tending to rely more on the subjective impression of the teacher, than any reliable testing procedure. For our purposes it was important to be able to assess productive language skills, to ascertain how spoken language had developed as a result of exposure to a period of intensive work. It became clear that it would not be possible to draw on any existing language test as a means of assessing the productive language skills of pupils involved in the intensive period.

In order to test productive vocabulary skills it would be necessary therefore, to create a test susceptible of measuring any change in productive vocabulary knowledge for a representative number of words as a result of the intensive experience. This would mean that pupils would need to be tested prior to the intensive period to establish the extent of their knowledge before exposure to intensive work and immediately following the intensive period to monitor any changes which had taken place. Finally, in order to assess the permanence of any vocabulary development, it would be important to include in the treatment procedure a final test as far removed as possible from the actual intensive experience.

We have mentioned the importance of designing a test which, while taking into account the specific nature of the linguistic environment of the intensive language period, would also be capable of contrasting this kind of learning with the standard classroom learning which preceeded and followed it. We would want to take into account here the evidence for the existence of different kinds of vocabulary knowledge as established in the previous chapter. We have been able to suggest from the relevant literature examined above, that we would expect the nature of classroom learning to result in a number of words being only partially known and would want to investigate whether there was a trend for any of these words to become fully activated as a result of the intensive period.

This meant that, although the original intention had been to assess only productive language development, it became clear that it would be necessary to be able to also identify receptive knowledge. By identifying receptively known words, which pupils were able to recognize although not produce, it would be possible to monitor more effectively vocabulary development and record any change in word status over the three testing stages. This would provide us with a more sophisticated and detailed assessment of each pupil's vocabulary knowledge and a method of monitoring vocabulary development by measuring which words receptively known from classroom learning became activated during the intensive period. In

this way the data for the spoken vocabulary test could be put into perspective and more precision be given to our assessment of each pupil's vocabulary knowledge.

While we have seen that it proved necessary to design our own testing procedure to monitor spoken vocabulary development, the existence of a test of receptive language, the Yes/No Test (Meara, 1987), enabled us to adapt this testing procedure to provide us with a means of assessing receptive knowledge.

We will examine each of these testing procedures in turn, beginning with the spoken vocabulary test to measure productive knowledge. We will need to discuss the nature of each test and how it works, while justifying the choice of words to be tested and examining the system of scoring the tests. We will also need to ensure that the fact that words are produced out of context in the spoken vocabulary test does not adversely affect the data by depressing the scores. In order to examine this final element, we will use a Picture Description Test in order to compare the results of this test, when words are produced in context, with the Spoken Vocabulary Test when the learner has to produce the word in isolation.

3.3   Spoken Vocabulary Test of Productive Language

We are now in a position to establish a number of criteria for the spoken vocabulary test. Pupils who participate in the intensive period need to be tested on their productive vocabulary knowledge by exposing them to a range of words associated with the intensive period. The principle of the test would be to monitor the individual pupil's ability to produce a given word in answer to a particular stimulus and the score would measure the number of correct words produced. We will see below that a picture stimulus was chosen to monitor productive vocabulary knowledge.

This testing process would need to measure first, how many of the words were known to the pupils prior to the intensive period, by testing each pupil immediately before the intensive week to assess the extent of classroom learning. Then, a second test, the week following the intensive work, would enable any changes in the original position to be recorded. A final test four months later would provide data on the attrition levels of the words originally acquired at the post intensive period but which might not be retained over a longer period.

By comparing the data for pupils who participate in the intensive period, the target group, with those from the same learning group who do not, the "control group", we can see to what extent any changes which occur can be directly associated with the intensive period by discounting the possibility of the words having been acquired through classroom learning. Further evidence on the effect of the intensive period on vocabulary development will be provided by the pupils' own comments in the questionnaire which was filled in at the end of the intensive week and their comments written after each testing stage. We will consider each of these areas in turn beginning with the choice of words for use in a testing process designed to assess vocabulary acquisition.

3.3.1 Specific and Non Specific Vocabulary.

If the spoken vocabulary test of productive language is to investigate vocabulary acquisition during the intensive period, then the choice of words for inclusion in the test should reflect the language needs of this learning period. In the first chapter we examined the nature of the intensive programme and the language demands made on the participating pupils. We saw that while the theme for the activities was "secret agent" training, the pupils' language requirements could be seen to be also closely associated with the residential nature of the intensive programme. We need to contrast therefore the vocabulary demands of the "Mission Secrète" programme with its field training and imaginary sabotage exploits, with pupils' need to function in the routine of the residential centre. Intensive activities differ from normal

classroom procedure precisely because they involve learners in real situations. At the same time however, it needs to be emphasized that much of the vocabulary needed to function in these situations is already familiar to pupils from their classroom learning, although it may well not be fully acquired. It is this classroom learning which forms the necessary basis for any vocabulary development which takes place. We have seen that authorities such as Hawkins (1990:56) would emphasize the role of classroom learning providing the rehearsal for the intensive period, seen as the performance. Therefore, while there would undoubtedly be aspects of the vocabulary required of pupils which would be specific to the intensive period, such as some of the "secret agent" material, many other aspects of their language requirements would centre on material of a more general and non specific nature. It is this general language material which we might hypothesise would be part of the vocabulary introduced to pupils in the classroom.

Any testing procedure designed to monitor vocabulary development during the intensive period would need therefore, to take into account the two different elements of language present in the intensive work and test knowledge of non specific as well as specific vocabulary. The inclusion of non specific words which, in addition to forming part of the linguistic environment of the intensive work, would be likely to have been introduced to pupils in the classroom, would allow us to investigate more readily the status of words at the pre intensive testing stage and monitor any changes which occured as a result of the intensive period. It is also true that the validity of the test itself for all subjects at the pre intensive stage would depend on the presence of some elements of language with which they were already familiar. In the same way, "control group" pupils would be unlikely to see any purpose in a test in which they were unable to recognize any of the material.

3.4   Test Content

The decision as to which words to include in the test was based on experience of the intensive language period over a number of years and an understanding of which words were needed by pupils in order to be able to adequately communicate. The test needed to be sufficiently comprehensive to test vocabulary knowledge associated with the intensive period while at the same time providing the pupil, working in isolation, with a test which was relatively straightforward and easy to operate. For practical purposes then, a single sheet of 54 words was produced using picture stimulus. It proved possible to establish 8 different categories of words which seemed to cover the central language requirements of the intensive period. These categories were: *classroom, house and grounds, body, animals, table, countryside, residential centre and secret agent words.* One further category of words which was without any direct association with the intensive period was the *revolution words,* a topic followed during the language course and therefore an element of specifically classroom learning which would have been unlikely to be part of the vocabulary material needed during the intensive work.

Table 3.1 contains the complete list of the different vocabulary categories and their associated words. It will be clear on examining the list that the first group includes non-specific words while the second group contains words more closely associated with the intensive programme. We would hypothesise therefore, that at the pre intensive testing stage pupils would be more familiar with words in the non-specific category of words rather than those which were more specific to the intensive learning programme.

3.4   Testing Procedure.

A picture stimulus was chosen as the method of presenting the words to the pupils. Trialling had established this as a viable procedure and eliminated any

Table 3.1 Word Categories, Spoken Vocabulary Test.

a) Non Specific Words.

1. Classroom Words:	stylo	crayon	règle	gomme	cahier	trousse
2. Rooms:	cuisine *	salle à manger	salon	chambre	jardin	garage
3. Parts of Body:	cheveux	nez	oeil/yeux	bouche	main	pied
4. Animals:	vache	mouton *	herbe	insecte	fleur	arbre
5. Revolution Words:	roi	reine	noble	église	paysan	chasse

b) Specific Intensive Words.

6. Table Words:	couteau	fourchette *	cuillère	assiette	tasse *	verre
7. Countryside Words:	route *	mur	barrière*	forêt*	caverne *	bougie *
8. Residential Centre Words:	balai *	poubelle *	botte *	dortoir *	douche *	havresac *
9. Secret Agent Words:	talkie-walkie	message	agent secret	expédition	pique-nique	surveillance

* words occuring in both Spoken Vocabulary and Yes/No Tests.

initial problems associated with the identification of the pictures chosen as stimulus. A period of two and a half minutes was given to each pupil to identify the pictures which were presented to them. Piloting of the testing procedure had indicated that two and a half minutes would prove a suitable amount of time for pupils to be able to complete the test, while giving them sufficient time to return to words out of sequence that they were not able to remember at first. At the end of this period a buzzer sounded to indicate that the allotted time had ended and that the test was finished.

Pupils were presented individually with the test sheet containing 54 pictures in the 9 categories of language mentioned above, any final difficulties identifying what the drawings represented was resolved at this point with the teacher. The reader is referred to the appendix for a copy of this spoken vocabulary test. The pupil then went through the test sheet giving the French word for as many of the 54 pictures in the one and a half minutes provided. The test was recorded. At the end of the test each pupil wrote a general comment on how they had found the test.

The pupils were able to handle the testing procedure without any difficulty and had a positive attitude to the process.

3.4 1   Scoring of the Spoken Vocabulary Test.

Scoring for this test would be straightforward. A pupil who correctly identified a picture by providing the French name for the illustrated object would be considered to have productive knowledge of the word. Pupils would be scored on the number of words which they were able to produce from the picture stimulus in the given amount of time.

By calculating the mean scores for the target group at each stage of the testing process we will be able to monitor any changes in vocabulary knowledge as reflected in the

group results and the standard deviation would enable us to see to what extent the group behaviour was heterogenous. The significance of the data could also be investigated using an analysis of variance.

3.5   Yes/No Test of Receptive Language

In order to assess receptive language and be able to evaluate more closely any development in vocabulary knowledge, we had recourse to a Yes/No test. Here pupils are required to examine a list of words and cross out any that they do not know well enough to say what they mean. In order to ensure that the testee is being honest and not merely ticking words that he feels he should know, a number of "..*non-existent words which closely resemble the real test words* " *(Meara, 1989:72)* are added to the list of real words in the test.

> *Subjects rarely mark the non-words in this situation and this suggests that they are being basically honest about their knowledge of real words. In cases where more than a few percent of the non-words are marked, it can be inferred that the subject is overestimating his knowledge of real words and an appropriate adjustment can be made. (Meara, 1989:72)*

Meara (1987,1988,1989) has pioneered this method of assessing receptive knowledge and his research has pointed to the validity of a testing system of this kind. The advantage of the testing system is that it is particularly simple to set up and run, and can be quickly completed as a whole class exercise, unlike the more laborious spoken vocabulary test.

3.5.1 Yes/No Test Content

For the purposes of the present research it was necessary to adapt the Yes/No Test as described by Meara and Buxton (1987:148) in order to include vocabulary elements which were familiar to pupils from their classroom learning. At the same time it was necessary to

include a number of the words present in the Spoken Vocabulary Test in order to monitor the status of these key words at the different testing stages.

Meara and Buxton make clear that one of the problems with a test of this kind is designing suitable imaginary words for inclusion in the test:

> *Obviously, it cannot be advisable to use just any old imaginary words in a test of this sort. At the moment however it is not clear what criteria, other than orthographic and phonological ones, should govern our choice of imaginary words; further research into this area will be needed if Y/N tests are to be developed seriously.*

<div align="right">

(Meara, Buxton, 1987:148)

</div>

To deal with this problem it was decided to supplement the imaginary words with a number of real but obscure, French words which could be guaranteed not to have been introduced to the young foreign language learner. So words such as: *"monomane, fumigène, voltige"* were incorporated into the test and came into this category of obscure words. When scoring the test we have not differentiated between the imaginary and obscure words but refer to both as imaginary.

The Yes/No Test consisted of 80 words, of which 15 were key words common to both this and the spoken vocabulary test and are as we have seen, identified by a star in Table 3.1. 37 words came into the category of non-words. The reader is referred to the appendix for a copy of the Yes/No Test.

For Meara the importance of the Yes/No Test lies in the fact that *"coupled with a formal sampling mechanism"* , it is: *"..possible to come up with a figure which actually quantifies the number of words a student knows."* *(Meara, Buxton, 1987:150)*. For our purposes however, the test is a means of establishing the nature of a pupil's vocabulary

knowledge prior to the intensive period and to monitor any changes which occur as a result of this experience. In order to do this we need to be in a position to know not just the productive vocabulary knowledge of pupils but also which words are receptively known.By selecting for inclusion into the Yes/No Test 15 words present in the Spoken Vocabulary Test we are able to do this. The 15 words common to both the Yes/No and Spoken Vocabulary Tests were the following:

balai, barrière, botte, bougie, caverne, cuisine, dortoir, forêt, fourchette, havresac, mouton, poubelle, route, tasse.

These core words, we will refer to as *key words* . The words were selected because they represented some of the most important experiences in the intensive period and could be seen as key words for the communication process during this experience. However it will be seen that they are therefore predominately from the specific word categories with only *"cuisine, mouton"* from the non specific words. It could be argued that it would have been better to select a greater number of non specific words to be able to monitor any changes in vocabulary status. However providing at the pre intensive stage the words are found to be at different stages of vocabulary development for individual pupils, then we will be able to adequately monitor any changes which might take place.

3.5 2   Scoring of the Yes/No Test

In scoring the Yes/No Test it is necessary to take into account, not just the number of correct words identified by each subject, but also the number of imaginary words which are identified. It is then possible to provide an adjusted score by downgrading the number of real words identified according to the number of imaginary words which have been mistakenly recognized. The theory behind this method is based on the *signal detection theory* (Kling and Riggs, 1971), developed to assess the ability of naval personnel to accurately identify different

radar signals during the last war. The formula used to adjust the scores by taking into account the number of imaginary words recognized is provided by Anderson and Freebody (1983), quoted in Meara and Buxton (1987: 148):

$$P(k) = \frac{P(h) - P(fa)}{1 - P(fa)}$$

key:
P = probability
fa = false aim
h = hit

On the basis of this formula we can adjust each pupil's score according to how many imaginary words have been mistakenly recognized. Once an adjusted score has been obtained for each pupil it is then a question of calculating a mean for the scores.

3.6   Picture Description Test.

One further element in the testing procedure was the Picture Description Test, introduced to test the viability of the Spoken Vocabulary Test. As words were presented out of context in the Spoken Vocabulary Test, we needed to be certain that this would produce an accurate assessment of productive language skills.

The picture description test set out to present the pupil with a range of words closely matching those contained in the Spoken Vocabulary Test but this time presented in the context of a picture which the pupil had to describe in as much detail as possible. By comparing the words produced in the two tests it would be possible to ensure that context was not a major issue in pupils' production of a word in the Spoken Vocabulary Test.

It will be noticed when examining the Data Collection Process on Table 3.2 that the Picture Description Test was used only at the Pre and Post Stages of the treatment procedure and did not feature as part of the final testing process at Post 2. This was because this test was

Table 3.2 The Data Collection Process.

PRE TESTING PROCESS

4 - 8 March 1991

Picture Description Test   Yes/No Test   Spoken Vocabulary Test.
                                                                    pupils' comments

INTENSIVE LANGUAGE PERIOD

Monday 11 March - Friday 15 March 1991

                                                  questionnaire

POST 1 TESTING PROCESS

8 - 22 March 1991

Picture Description Test   Yes/No Test   Spoken Vocabulary Test.
                                                                    pupils' comments

POST 2 TESTING PROCESS

8 - 12 July 1991

                                       Yes/No Test   Spoken Vocabulary Test
                                                                   pupils' comments

not seen as a central element in the treatment procedure but merely as a means of validating the data produced by the Spoken Vocabulary Test. Both tests covered the same material and it was seen as unnecessary to repeat the Picture Description Test a final time.

3.7   Pupil Questionnaires and Comments

A final element in the data collection process was the questionnaire given to pupils to fill in immediately after the intensive week and the comments written after each session of the testing process.

In order to provide teachers with some feedback on the intensive work and to find out the pupils' views on the experience, a standard questionnaire was issued to pupils at the end of each intensive period. A copy of the questionnaire will be found in the appendix.   The questionnaire asked for the pupil's opinion of the week and what part of the activities they had enjoyed the most. There were also a number of questions of a specifically linguistic variety where pupils were asked how they had coped speaking in French, how much French they had spoken, when they had found they were able to speak the best French and whether they felt their foreign language skills had improved.

The test comments represented a written note completed immediately after each testing session by each pupil. Rather than asking specific questions it was felt better to leave to pupils the comments they wanted to write. The purpose of these written comments was to see to what extent pupils' were aware of any changes in their own vocabulary development. Material of this kind might provide further evidence for the learning process associated with intensive learning.

3.8 The Data Collection Process.

It is useful at this point of our presentation of the research design, to obtain an overall view of the data collection process and see how the different testing procedures fit into the system as a whole. The reader is referred at this point to Table 3.2. The intensive period took place in the middle of March and the final testing stage, post 2, was placed at the end of the summer term. This was just before the pupils finally left the middle school and represented therefore, some three and a half months from the period of exposure to the intensive work. We could expect therefore to be in a position to measure which words initially retained were forgotten after this time.

3.9 Conclusion.

Now that the design of the research has been established, we are ready to present and analyse the data which we will begin in the next chapter. Table 3.3 examines the data available for treatment and the method of analysis.

Our first priority is to establish whether the intensive language period does lead to vocabulary acquisition. This we can simply show through comparing pupils' scores between the Pre and Post 1 testing stages of the Spoken Vocabulary Test. We will want to be able to show not just individual improvement but also a significant group improvement. We will need to apply then descriptive statistics to establish the mean and standard deviation scores but also an analysis of variance in order to be able to have confidence that our data is significant. By comparing this data with the "control" group, who have not experienced the intensive work, we can ensure that any difference in the pattern of the scores can be attributed to the intensive learning period.

Table 3.3 Data Available for Treatment, Method of Analysis.

Unit for Analysis	Data Collection Procedures	Method of Analysis
Target Group 15 pupils exposed to intensive language period. "Control" Group 10 pupils not exposed to intensive language work.	1. Spoken Vocabulary Test assessment of productive language. 2. Yes/No Test assessment of receptive language. 3. Pupil Comments. 4. Picture Description Test.	a) Comparison of Scores Pre/Post 1/Post 2 Intensive Period. b) Model to examine change in status of 15 key words on Vocabulary Knowledge Continuum.

We next need to investigate whether the words which are acquired through the intensive language experience are retained and we can discover this through a comparison of the Post 1 and Post 2 scores in the Spoken Vocabulary Test. We could identifiy words which, although initially acquired, are not retained until the final testing stage. These words can be designated as "marginal".

The nature of the words acquired by the pupils becomes the next focus for the research. Are the words already familiar to pupils from classroom learning and do they come into the category of non specific words in the Spoken Vocabulary Test, or are they words more particularly associated with the intensive period, specific words? This factor has important implications in terms of how the words are acquired by pupils. If they are unknown words we would see them as being acquired through a process of "Spontaneous Acquisition" (Klein,1986). However if the words are already familiar to pupils the intensive period provides the opportunity for them to be activated which would mean that their status changes.

This concern to establish pupils' vocabulary knowledge at different stages of the treatment process leads to the use of the Yes/No Test in order to identify receptively known words. While the Spoken Vocabulary Test enables us to identify 3 categories of words: those unknown productively, productively known and marginal, we are not able to identify words which pupils recognize and understand but which they have not completely acquired and so cannot produce. This information is provided by the comparison of results on the two tests.

Our analysis of the data for the Yes/No Test we have left to Chapter 5, when we will be analysing the pupils' vocabulary in terms of the different categories of knowledge and how words change in status at the different testing stages.

CHAPTER 4

DATA ANALYSIS

4.0   Introduction.

In this chapter we will present and analyse the data obtained by the various treatment procedures. We will begin by examining the raw scores produced by the Spoken Vocabulary Test for the target and "control" groups. We will then analyse this data using first descriptive statistical methods, before discovering to what extent we are able to find any statistical significance in the data.

We will next examine the validity of the Spoken Vocabulary Test in terms of pupils' ability to produce words out of context and the comments of pupils at the different stages of the testing procedure.

Finally, we will turn to the nature of the words acquired by pupils and analyse the data in terms of the acquisition of individual words and word categories. We will be concerned here particularly, with the division of the Spoken Vocabulary Test into specific words, closely associated with the intensive programme and non specific words related to classroom learning.

Our central aim will be to establish whether there is a significant increase in vocabulary scores at the post 1 stage of the treatment procedure and whether any change which is recorded is sustained until the post 2 stage.

4.1   The Spoken Vocabulary Test.

The Spoken Vocabulary Test provides us with the scores of the pupils in the target and "control" groups at each of the three testing stages. These scores are set out in Table 4.1. and 4.2. It will be apparent that there are gaps in the "control group" data, particularly at the post 1 stage and that in the target group one of the pupils, pupil 8, is absent from the final treatment procedure. While these gaps in data are to be regretted, they are an unavoidable factor in field research, particularly when dealing with pupils of this age group. The raw scores do however provide us with sufficient indication of the nature of the "control group" behaviour at the 3 testing stages and it will be seen that by concentrating on the pre and post 2 scores it proves possible to present a more complete set of data in order to enable us to more readily compare the performance of target and "control" groups.

Before turning to a comparison of the two groups, we need to first examine more closely the target group data, to see whether there is any change evident in pupils' scores in the Spoken Vocabulary Test immediately following the intensive experience. It is clear from an examination of the raw scores set out in Table 4.1 that there is a definite increase in the number of words recognized at the Post 1 stage of the test and that this improvement is largely sustained, with only moderate differences, until the Post 2 stage of the treatment procedure. We can show these tendencies more clearly in Figure 4.1, where the data is presented graphically.

It is clear at a glance that something has occured between the pre and post scores to result in a substantial increase in the number of words which pupils are capable of producing. The scores of all pupils in the target group have increased, sometimes quite considerably. So, for example pupil 3 who was able to recognize only 4 out of 54 words in the test at the Pre testing stage, produces 18 in the Post 1 test. And, the pupil with the highest score at the Pre test, pupil 12 increases her score of 27 to 45 words. All pupils without exception are able to

Table 4.1 Spoken Vocabulary Test Scores, Target Group.

	pre test	post 1 test	post 2 test
pupil 1	22	32	33
pupil 2	14	27	27
pupil 3	4	18	15
pupil 4	8	20	13
pupil 5	13	23	22
pupil 6	22	35	39
pupil 7	20	35	37
pupil 8	24	39	
pupil 9	12	23	25
pupil 10	16	34	31
pupil 11	20	35	31
pupil 12	27	45	45
pupil 13	13	23	20
pupil 14	14	28	26
pupil 15	10	20	17
Total	239	437	381
Mean	15.93	29.13	27.21

Table 4.2 Spoken Vocabulary Test Scores, "Control" Group.

	pre	post 1	post 2
pupil 16		10	12
pupil 17	10	9	12
pupil 18		12	
pupil 19	8	7	10
pupil 20	11		13
pupil 21	14		17
pupil 22	20	17	17
pupil 23	17		14
pupil 24	15	16	18
pupil 25	9		16
Total	104	71	129
Mean	13	11.8	14.3

Figure 4.1 Graph of Spoken Vocabulary Test Scores, Target Group.
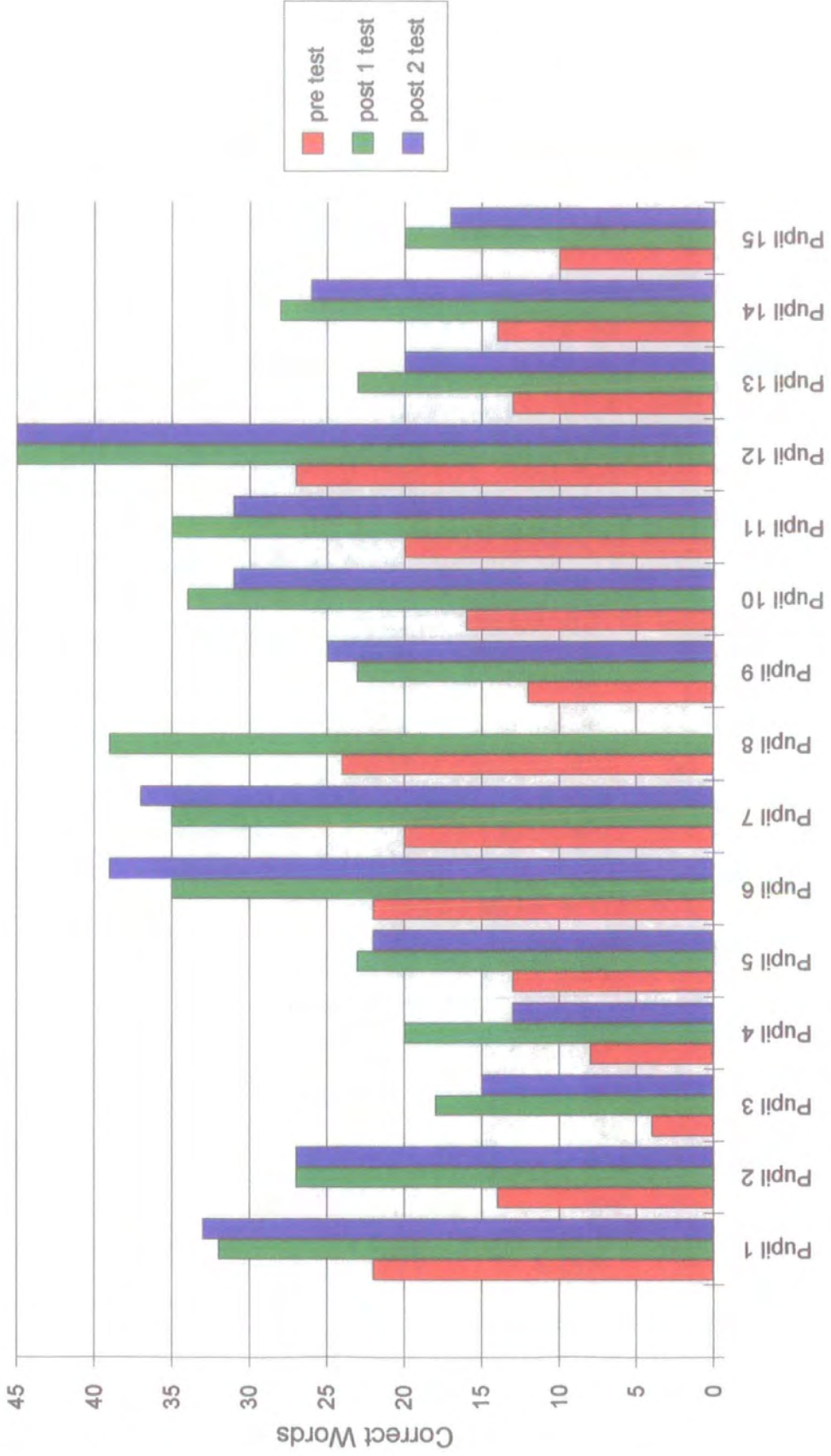
increase their scores at the Post 1 stage and retain their scores at a level well above their original Pre testing position at the final testing stage, Post 2. The fact that the intensive period takes place between the Pre and Post 1 testing stages would lead us to see this experience as being associated with the changes in target pupils' scores.

However, before we can prove any causal effect, we need to provide further evidence. In the first place, we need to focus on the group as a whole and using descriptive statistics, see whether the apparent increases are as substantial as they appear. We will want to extend our analysis to investigate the statistical significance of the increases from the Pre to Post 1 and Post 2 stages. The pupils' own comments on the testing procedure will also provide us with evidence for the effect of the intensive period on vocabulary acquisition. The "control" group data finally, will enable us to ensure that their word acquisition does not follow a similar pattern, suggesting that the increases could be attributed to factors associated with classroom learning.

Turning first to Table 4.3, we have the necessary data to examine the group positions for target and "control" pupils. This data is shown in graph format in Figure 4.2. The scores for the Target group match the impression given by the raw scores, the mean for the group as a whole increasing from 15.93 to 29.13 words - a 24% increase. This figure drifts down to 27.21 words at the final testing stage, Post 2.

Although the "control group" data needs to be treated with a certain amount of caution because of gaps, it is apparent that in comparison with the target group, there is a consistency about their scores which remain within a fairly narrow range and do not exceed the 15 word level. While we would expect little change between Pre and Post 1 scores for the "control group", as there has been no change in the learning pattern of this group, the reduction in scores shown here looks suspect and probably reflects more the reduced data than any firm trend. Where we can have more confidence is with the Pre and Post 2 scores and the increase

Table 4.3   Data Analysis, Target and "Control" Groups, Spoken Vocabulary Test.

Target Group

	Pre	Post	Post 2
Number	15	15	14
Mean	15,93	29,13	27,21
S.D.	6,19	9,63	9,63

"Control" Group

	Pre	Post	Post 2
Number	8	6	9
Mean	13	11,8	14,3
S.D.	3,93	3,62	2,63

Figure 4.2 Comparison Mean, SD scores, for Target and "Control" groups
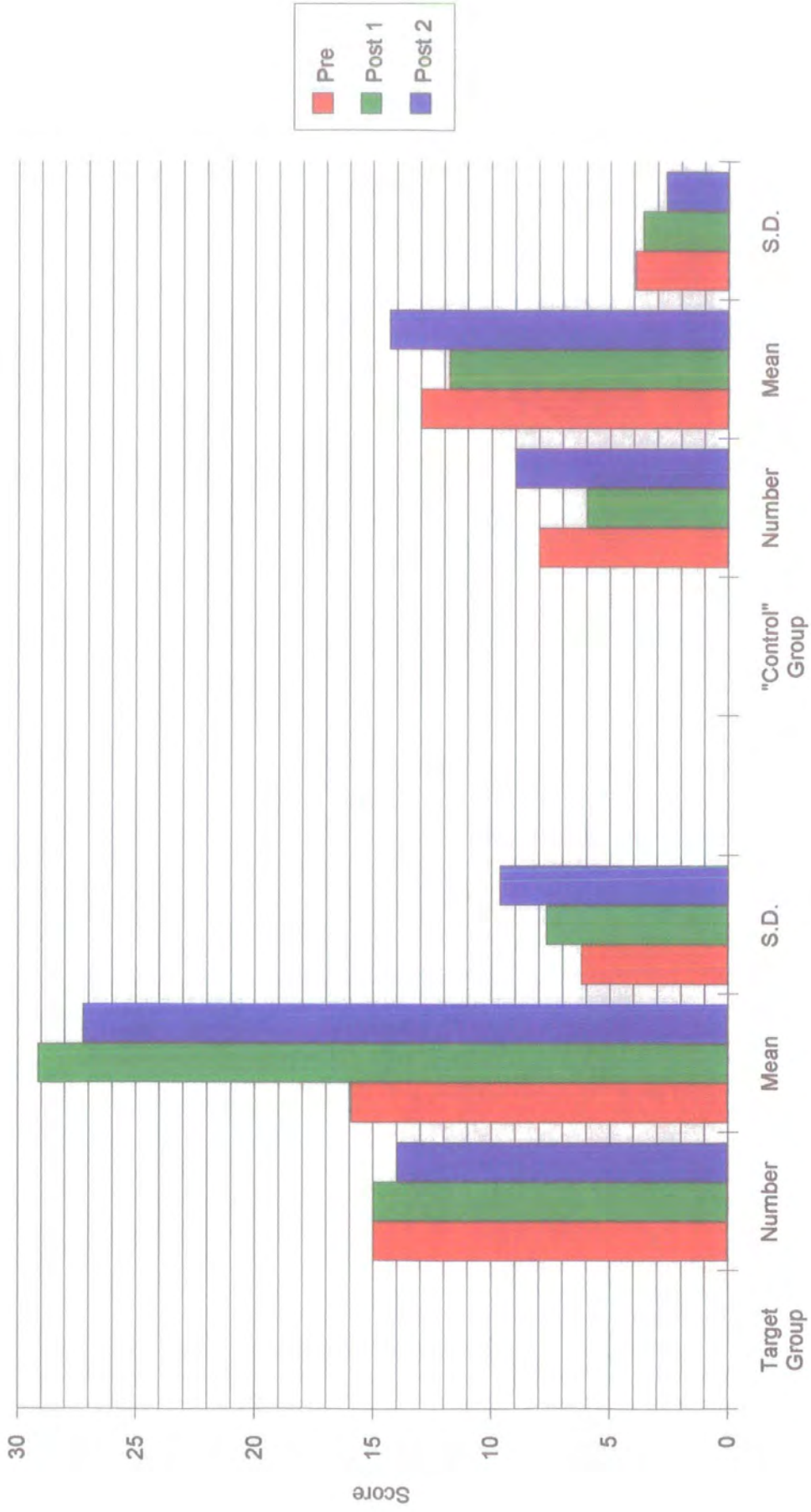
registered here would be commensurate with classroom learning over the four month period which separates the two testing stages. We will want to look more closely at individual scores below, when comparing the two groups at the Pre and Post 2 stages.

The variability of the group scores is of some interest. While the Standard Deviations for the "control" group decline, those of the target group increase, particularly at the final stage. If we can be less confident of the "control group" data, the target group position would seem to point to increased diversity in the scores as the treatment procedure continues. While the overall effect of an intensive period could be expected to be positive it would be natural to suggest that different pupils would respond in different ways to the experience, depending on the extent to which they became involved and needed to communicate and use the foreign language. The final S.D. score however is the highest and here we would want to see whether the increase points to the difference in pupils' ability to retain words on a long term basis. We will need to investigate this point further when examining attrition levels and marginal words.

4.2   Statistical Significance of Target Group Data

In order to examine the significance of the data obtained through the Spoken Vocabulary Test, we have used an analysis of variance (repeated measures) to compare the mean scores of the target group at the three testing stages. This has been done using the computer program of the Statistical Package for the Social Sciences (SPSS). One case was rejected due to the missing data of pupil 8 at the Post 2 stage leaving us with the data for 14 pupils for treatment and therefore 13 degrees of freedom (df = n - 1).

An analysis was first performed on the variance of the 3 sets of results - Pre, Post 1, Post 2 - to see whether the variability between the different testing stages was greater than the variability within each testing stage. This would provide us with an F value or variance ratio.

The F value from the analysis of variance produced a figure of 132.43 which proved highly significant at $p < .001$. It was then possible to take each of the 3 testing stages and produce individual comparisons of means using the error term from the one way analysis of variance - ANOVA. This was seen to be preferable to doing individual t-tests. The results from this process were as follows:

1. $t(\bar{X}2 - \bar{X}1) = 3.0049$
   $df = 13$
   $p = < .01$

2. $t(\bar{X}3 - \bar{X}1) = 2.725$
   $df = 13$
   $p = < .01$

Mean Scores

$\bar{X}1 = 15.93$

$\bar{X}2 = 29.13$

$\bar{X}3 = 27.21$

In 1 we compare the mean scores at Post 1 with the Pre testing stage and in 2, we compare in the same way Post 2 with the test immediately preceeding the intensive period. In both cases it will be seen that even allowing for the small size of the sample, the differences between the mean scores at the two testing stages are seen to be significant. We can therefore be confident that the changes which occur in the scores are not coincidental and can be associated with the treatment process which comes between the two testing stages, the intensive language period. The intensive period has resulted in a significant change in the number of words pupils in the target group have acquired.

We have seen also, that there appears to be a dip in the scores of pupils from the Post 1 to Post 2 stages of the testing process and this is an area which we also need to examine for

significance. Do the words which are acquired as a result of exposure to the intensive period significantly change in status after four months? We can examine this by simply comparing the mean scores as above this time between the Post 2 and Post 1 data.

$$3. \ t \, (\overline{X}3 - \overline{X}2) = 0.2805$$
$$df = 13$$
$$p = \ >.05$$

This score proves not to be of significance and so, although there is clearly some change in score levels between the two final testing procedures this is not large enough to be significant. The words which are acquired during the course of the intensive period would appear then to be not significantly affected by the period of time which separates the post 1 and post 2 testing periods.

Now that we have been able to establish the significance of the data obtained from the treatment procedures for the target group, we need to turn to a comparison of these scores with those of the "control group".

4.3 Comparison of Target and "Control Group" Data

We have already drawn attention to the missing data for the "control" group and this is clearly a problem when comparing the data for the two groups. However if the Post 1 stage is rejected as problematic in terms of missing data, we find that we are able to present complete data for 8 out of the 10 pupils in the "control" group for the Pre and Post 2 stages. It could be argued that, because this group is not subject to the intensive period, the Post 1 stage is irrelevant for them and a more valid method of comparing the 2 groups would be at the Pre testing stage to establish the nature of the groups and at the final testing stage to measure any lasting differences. Tables 4.1 and 4.2 above provided us with the raw scores for the Pre and Post 2 stages which is now represented graphically on Figure 4.3.

Figure 4.3 Graph to Compare Target and "Control" Group Scores, Pre/Post 2 Tests.

The graph confirms many of the points raised above when examining the group position at the three testing stages and provides a clearer indication of the differences in the pattern of scores for the two groups. The consistency of the "control group's" scores at the two testing stages as compared with those of the target group is particularly marked. From an initial position at the Pre Test stage which is similar to that of the target group, the "control" group scores move only slightly and in two cases, pupils 22 and 23, the Pre Test is the higher of the two scores. The general trend, as we have suggested above, is for a slight increase in scores from the Pre to the Post 2 test, confidence in using the test for some pupils might be a factor in explaining this difference. Pupils in the "control" group have not had the catalyst of a period of intensive language learning to boost their vocabulary knowledge and their progress is due to classroom learning over the four month period which separates the two testing stages.

We are now in a position to look more closely at the data for the target group, this time in terms of the nature of the words which are acquired. First however, we need to examine briefly two important elements, the validity of the Spoken Vocabulary Test and the pupil comments. While we have been able to show the significance of the data we should be certain that the scores achieved by pupils do reflect their actual productive knowledge of the words. We also can expect that pupil comments might provide us with additional evidence for vocabulary acquisition by enabling us to see whether they felt that the intensive language experience had improved their vocabulary knowledge.

4.4 The Validity of the Spoken Vocabulary Test

The 54 words in the Spoken Vocabulary Test, although grouped into categories, are presented to pupils out of context. It might be argued that such an artificial approach might not be an entirely satisfactory method of testing vocabulary acquisition during intensive language work when the whole emphasis is on language use in a practical context. In order to investigate this factor, pupils were given at the pre and post stages of the testing procedure a

Picture Description Test. Here pupils were required to describe the picture in as much detail as possible. In order to do so they would need to use many of the vocabulary items present in the Spoken Vocabulary Test. In this way it was possible to compare the words produced in each testing process. If context were an important element in the ability of the pupil to access a particular word, we would expect a discrepancy between the Picture Description and Spoken Vocabulary scores with an important number of words recognized in the former test which are not produced during the Spoken Vocabulary Test.

Table 4.4 sets out this material by comparing knowledge of the 13 words occuring in the two tests at the Post 1 testing process. It will be seen that most of the words (68 occurences) which are correctly identified by pupils in the target group are produced in both tests - marked in green on the table. In a number of cases (23 occurences) the word is produced in the Spoken Vocabulary Test and not the Picture Description Test - marked in blue on the table. Finally, in a smaller number of cases (6 occurences), the word is only identified in the Picture Description Test - marked in yellow.

We can suggest from this data that, while there are a small number of occasions when the context provided by the Picture Description Test would seem to help pupils to produce a word which they do not identify in the Spoken Vocabulary Test, there are considerably more occasions when the reverse is the case and when the Spoken Vocabulary Test provides better results. The conclusion, on the basis of this limited data, would be that the Picture Description Test while enabling a flow of language which might be useful when assessing fluency, is less satisfactory when testing vocabulary knowledge. There is no guarantee with this test that a word not produced is unknown, as it may merely not have been mentioned. The Spoken Vocabulary Test by presenting in turn each target word is more accurate in its assessment of vocabulary knowledge.We would therefore, be justified in considering the Spoken Vocabulary Test as providing a valid test for our purposes of assessing vocabulary acquisition but need to

Table 4.4 Validity Spoken Vocabulary Test, Comparison Picture Test Scores.

Test Words	pupil 1	pupil 2	pupil 3	pupil 4	pupil 5	pupil 6	pupil 7	pupil 8	pupil 9	pupil 10	pupil 11	pupil 12	pupil 13	pupil 14	pupil 15
salon	x	x	x	x	N.A.	x	x	N.A.	N.A.		x		x		N.A.
vache				x									x		
mouton												x			
herbe			x	x								x	x		
fleur													x		
arbre		x	x							x					
botte															
havresac															
route	x			x		x				x	x		x		
mur	x	x	x	x									x		
barrière	x			x							x		x		
forêt		x	x	x											
tasse	x	x	x	x		x				x	x		x		

key:	Correct Words Only		
	Spoken Vocabulary Test.		
	Picture Description		
	Both Tests.		
x	Word not Identified		
NA	Not Available		

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appreciate that there may be occasions when the lack of context is a factor in a pupil not producing the word.

4.5 Pupils' Comments on Spoken Vocabulary Tests.

One final element to consider before turning to the nature of the words acquired by pupils in the Spoken Vocabulary Test is the pupils' own attitude. This is revealed by their comments in the questionnaire filled in immediately after the intensive programme and after each stage of the testing process. We have seen in the literature review, the extent to which foreign language learners see vocabulary learning as the problem they are most aware of when acquiring a language. It is interesting then, to discover to what extent pupils in the target group are conscious, at the Post 1 stage, of having developed their vocabulary skills during the course of the intensive period they have just experienced. Here first are the comments of Pupil 4 answering the questionnaire at the end of the intensive period:

> *Haut Borrans is a good and interesting week. I enjoyed it a lot and would like to go again. It helps you learn French in a more interesting way, it is placed brilliantly in the country. I feel my French is better now and I can sometimes make sentences, when I could only use single words before. In normal French lessons you don't always say sentences. At Haut Borrans you have French conversations, which I don't think I could manage before.*

Turning to the comments written at the end of the testing sessions, we have the remarks made by pupils in the target group at the Post 1 stage. The comments quoted here are unanimous in their view that the intensive period, has enabled them to acquire new vocabulary. Pupil 8's comment about being able to answer more quickly and finding that the words came much more quickly, points to the different levels of control learners have over the vocabulary at their disposition and the existence of different categories of vocabulary knowledge which we will want to look at in more detail below.

Table 4.5 Pupils' Comments Spoken Vocabulary Test.

Pupil 1 : "The test was easier than before because I'd learnt some of the words at High Borrans. Some words I was still unsure about though."

Pupil 2: " The last time I did this test I didn't know very much but since I went to High Borrans I know quite a few more."

Pupil 3: "The test is still quite hard but I know a lot more of the pictures since I learned them at High Borrans."

Pupil 4: "I thought the test was quite hard although I understood quite a lot of it. I think it was the best test I have done so far."

Pupil 5: " This test was easier than the other one which was exactly the same because I learnt more words at High Borrans."

Pupil 6 : "I found the test easier as I learned some new words at High Borrans."

Pupil 7 : " I found I knew a lot more of the pictures since my trip to High Borrans.

This was easier than the first time I did it. There were some pictures I don't know and others I couldn't remember."

Pupil 8 : " The test was fairly easy, although I couldn't say some of the words. I found I could answer a lot more after High Borrans and the words came much more quickly."

Pupil 9: "It was easier this time after High Borrans."

Pupil 10 : " Before High Borrans that test was quite difficult, but after High Borrans I knew much more pictures and knew how to say them. I think that test was quite easy and I think I did well."

Pupil 11: " I found the test much easier since I've been to High Borrans. I knew a lot more things on the test."

Pupil 12: "After High Borrans I knew more of the words. It was quite easy this time."

Pupil 13: "I have improved since the last time and this was much easier. Nevertheless it was still quite hard."

Pupil 14: " This test was easier than the last time I did it because I learned a lot of the words at High Borrans."

Pupil 15: "I like the tests and think they are done well. I think I did alright and know most of the words.

4.6 Specific and Non Specific Words, The Nature of the Words Acquired in the Spoken Vocabulary Test.

Now that we have been able to establish that there is a significant increase in pupils' vocabulary scores in the Spoken Vocabulary Test following the intensive language period, an improvement of which the pupils themselves are aware, we need to look at which words are acquired by the pupils. Our focus changes then, from the number of words acquired by individual pupils and the mean group scores, to the words themselves.

We have seen in the previous chapter that the Spoken Vocabulary Test consists of two parts, of specific and non specific words. While the non specific section contains words of a general nature liable, in many cases, to have already been encountered in the classroom, the specific words are those more especially associated with the intensive learning programme. We will want to first investigate whether the words which are acquired by pupils in the target group are essentially drawn from the specific words rather than those more familiar from classroom learning.

It is important to remember at this stage, that during the course of the intensive work there is no formal presentation and learning of vocabulary. Any words which are acquired, are assimilated through pupils encountering the word and needing to use it in order to communicate and make themselves understood. Klein's definition of "Spontaneous Acquisition" is proposed, as we have seen, to explain such word acquisition which takes place without formal learning . However we are not dealing with pupils who have no previous knowledge of the language and who are learning in a natural learning situation. The subjects in this research have already been learning the foreign language for 3.5 years in the classroom. We would expect then in the course of their language study that they would have encountered many of the words which occur in the non-specific section of the Spoken Vocabulary Test, whilst the specific words would be less well known.

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Table 4.6 sets out the word acquisition according to the different categories of words in the Spoken Vocabulary Test and this data is shown more clearly in graph form in Figure 4.4. The non specific categories - classroom, rooms, body, animals and revolution words - are contrasted with those associated more especially with the intensive period - table, countryside, residential and secret agent- the specific words. It will be clear from Figure 4.4 that at the Pre testing stage, marked in red on the graph that a number of these words are already familiar to the pupils, while correspondingly fewer from the specific category are known. However at the Post 1 testing stage knowledge of both groups of words has increased, the non specific words building on the platform of knowledge from classroom learning while the specific word knowledge is extended from a much more fragile base. In each case the scores drift down from the high of the Post 1 stage as some words are forgotten at Post 2. To provide a more complete view of trends here we need to apply descriptive statistics to this data.

An examination of Table 4.6 demonstrates the increase in scores at the Post testing stages as already established above. We are able to see the distinction between the two sections of the Spoken Vocabulary Test with the non specific and specific words, the average percent increase providing us with a useful measure of change. So, whereas a mean of 42% of the non specific words were known to pupils from their classroom learning only 7.2% of the specific words, more closely associated with the intensive work, were known prior to the experience. As we would expect therefore it is this area of specific words which shows the most important increase, rising from 7.2% to a mean of 43%. At the Post 2 testing stage the drift back in totals already observed does not seem to affect one section of the test more than another with the specific words dropping from 43% to 40% matched by the non specific words falling from 54% to 52%.

Turning to the Standard Deviations to see to what extent these scores can be seen to vary, we find that the scores do become more heterogeneous at the post stages of the test. It would be natural to expect that the effect of the intensive week would vary among individuals

Word	Pre	Post 1	Post 2	Non Specific Words
stylo	13	15	15	
crayon	13	15	14	
règle	13	14	14	
gomme	9	12	9	
cahier	14	14	11	
trousse	0	2	0	
TOTALS	62	72	63	
MEAN	10.33	12	10.5	1 Classroom
cuisine	8	12	12	
salle à manger	5	11	7	
salon	2	4	4	
chambre	9	10	10	
jardin	12	13	12	
garage	10	10	7	
TOTALS	46	60	52	
MEAN	7.67	10	8.67	2 Rooms
cheveux	2	3	6	
nez	6	6	6	
oeil,yeux	4	5	8	
bouche	9	9	9	
main	4	4	3	
pied	0	0	0	
TOTALS	25	27	32	
MEAN	4.17	4.5	5.33	3 Parts of Body
vache	12	14	11	
mouton	1	13	11	
herbe	12	12	10	
papillon	10	13	5	
fleur	14	14	15	
arbre	2	10	8	
TOTALS	51	76	60	
MEAN	8.5	12.67	10	4 Animals
roi	4	6	10	
reine	5	6	5	
noble	2	2	0	
église	0	2	1	
peuple	0	0	0	
chasse	13	14	11	
TOTALS	24	30	27	
MEAN	4	5	4.5	5 Revolution Words

				Specific Words
couteau	0	3	5	
fourchette	0	3	3	
cuillère	0	1	1	
assiette	0	0	0	
tasse	0	2	2	
verre	0	1	0	
TOTALS	0	10	11	
MEAN	0	1.67	1.83	6 Table Words
route	3	6	4	
mur	0	5	3	
barrière	0	8	4	
forêt	1	13	11	
caverne	0	9	8	
bougie	0	6	3	
TOTALS	4	47	33	
MEAN	0.67	7.83	5.5	7 Countryside Words
balai	0	0	0	
poubelle	4	12	13	
botte	0	14	12	
dortoir	0	14	11	
douche	1	2	2	
havresac	1	12	10	
TOTALS	6	54	48	
MEAN	1	9	8	8 Residential Centre Words
talkie-walkie	1	12	11	
message	0	12	11	
agent sécret	3	8	8	
expédition	3	4	2	
pique-nique	8	11	13	
surveillance	1	3	4	
TOTALS	16	50	49	
MEAN	2.67	8.33	8.17	9 Secret Agent Words

Descriptive Statistics

	mean	%	S.D.
Pre Test			
All Words	3.98	26%	4.49
Non Specific	6.3	42%	4.66
Specific	1.08	7,20%	1.83

Post 1			
All Words	7.37	48%	4.67
Non Specific	8.1	54%	4.69
Specific	6.45	43%	4.57

Post 2			
All Words	7.05	47%	4.56
Non Specific	7.9	52%	4.56
Specific	6	40%	4.44

Figure 4.4 Graph to Represent Mean of Different Word Categories, Spoken Vocabulary Test.
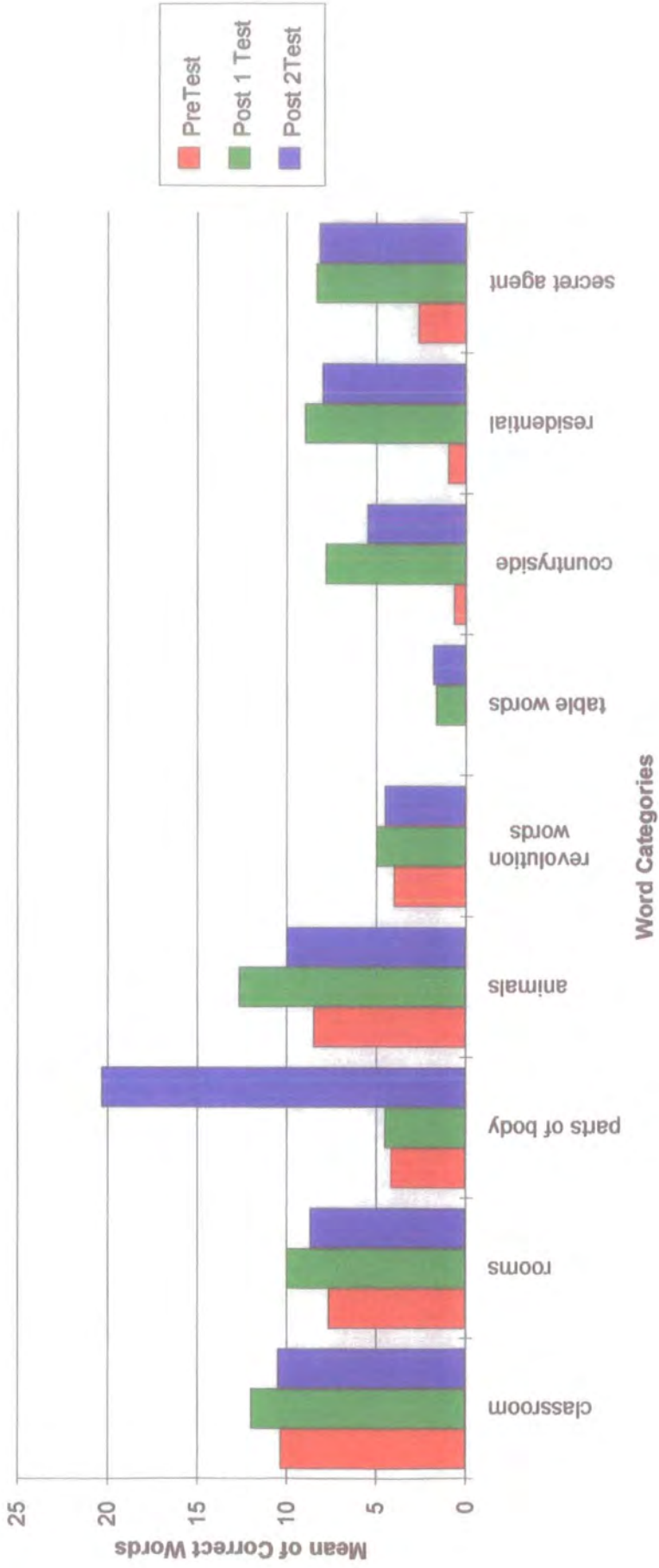
and their ability to learn new words differ and this complements, as would be expected, our findings above.

Finally in this section it is useful to be able to gain an overview of what is happening to the words at the different testing stages and to associate this with individual pupils. This data is presented in Table 4.7 where the Pre Test scores of pupils for each word are recorded and then the changes in status marked by green shading at the Post 1 Test as new words are acquired. We are also able to include on this table the words which although acquired at the Post 1 Test are not retained at the final testing stage Post 2. These words marked in yellow we have identified as marginal words. We will briefly examine the nature of these words below.

4.7   Marginal Words

Marginal words are characterised as those words, which although acquired immediately following the intensive period, are no longer part of the pupil's active vocabulary at the final testing stage. It is clear that most of the words acquired at the Post 1 testing stage are retained four months later and are still part of the pupils' active vocabulary at the final testing stage. However 42 out of the 199 words which are acquired at the Post 1 testing stage are forgotten at Post 2 which represents 21% of the total number of words acquired.

On focusing on these words, we discover there are two principal factors to take into account. First we will want to identify which words fall into the marginal category to see if there is any discernable pattern to the process of attrition and second, whether particular pupils can be identified as being more susceptible to forgetting words acquired during the intensive work. 18 of the marginal words come into the non specific section of the Spoken Vocabulary Test with 24 from the specific words. There is not then a clear pattern of the words most closely associate with the intensive work being those forgotten, while words more likely to be encountered during classroom lessons are retained. What we do find however is

Table 4.7   Word Acquisition, Pre/Post 1/Post 2, Spoken Vocabulary Test.

Key:	
0 word not known pre test.	marginal word.
1 word known pre test	pupil absent post 2 test.
word acquired post 1	acquired post 1 by absentee

Word	pupil 1	pupil 2	pupil 3	pupil 4	pupil 5	pupil 6	pupil 7	pupil 8	pupil 9	pupil 10	pupil 11	pupil 12	pupil 13	pupil 14	pupil 15
stylo	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1
crayon	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1
règle	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1
gomme	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1
cahier	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
trousse	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
cuisine	1	1	0	0	0	1	1	0	0	1	1	1	1	0	0
salle à m.	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0
salon	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
chambre	1	1	0	0	0	1	0	1	0	0	1	1	1	1	1
jardin	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1
garage	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0
cheveux	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
nez	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0
oeil,yeux	1	0	0	0	0	0	0	1	0	1	0	1	0	0	0
bouche	1	1	0	0	0	1	1	0	1	1	1	1	0	1	0
main	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0
pied	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
vache	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0
mouton	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
herbe	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1
papillon	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1
fleur	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
arbre	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
roi	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0
reine	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0
noble	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
église	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
peuple	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
chasse	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0
couteau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
fourchette	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
cuillère	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
assiette	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
tasse	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
verre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
route	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0
mur	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
barrière	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
forêt	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
caverne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
bougie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
balai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
poubelle	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0
botte	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
dortoir	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
douche	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
havresac	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
talkie-walkie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
message	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
agent sécret	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0
expédition	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0
pique-nique	0	0	0	0	1	1	1	1	0	1	1	1	0	1	0
surveillance	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0

that a certain number of words are more frequently forgotten. So for example, *gomme, arbre, église, barrière, bougie, and havresac* are all words which although acquired Post 1, fail to be retained by three pupils at the Post 2 test, while *"message"* is a marginal word for four pupils.

Turning to the pupils, we find that all pupils have at least one marginal word in their score and that the mean for the target group is 2.4 marginal words. This however, is largely because 4 pupils can be identified as having a larger number of words in this category. These pupils, 3, 4, 11 and 14, all have 6 marginal words. With the limited data at our disposal we are not in a postition to investigate this matter further but it would appear that, as would be expected, some pupils are liable to have less ability to retain words beyond a certain period of time. We know that these pupils have been able to remember the words following the intensive period, when they needed to use them to communicate and that they have learnt them sufficiently well to be able to produce them in isolation in the Spoken Vocabulary Test. At this point they were, therefore, fully acquired but by the time of the Post 2 test they can no longer be accessed

4.8 Conclusion

In this chapter we have been able to show that there is an increase in pupils' scores in the Spoken Vocabulary Test, following the intensive language period. It has proved possible to show that the increase in scores between the pre and post testing stages is significant. To establish that the increase in scores is directly attributable to the intensive experience we have compared the target group scores with those of the "control group" at the Pre and Post 2 levels. It has been found that the "control group" register scores in the Spoken Vocabulary Test which remain constant and vary little at the two testing stages. The evidence for an increase in vocabulary scores of the target group at the Post 1 testing stage is supported by the pupils' own comments, who perceive the improvement as being due to their intensive language experience.

We have also been able to establish the validity of the Spoken Vocabulary Test by comparing the scores with a Picture Description Test and finding that the Spoken Vocabulary Test provides a more accurate assessment of pupils' vocabulary knowledge.

Although there is no significant change in the target group scores from Post 1 to Post 2 stages, there is in nearly every case, a slight reduction in the number of words produced at this final stage. We have identified as marginal words, those words initially acquired at the post 1 stage but which are not retained at the final testing session, post 2. While such words are a feature of all pupils' vocabulary knowledge, they may be particularly associated, on this limited evidence, with specific pupils.

We have seen that the biggest change in the scores occurs in those words most closely associated with the intensive learning - the specific words- but that a number of these words were already known to some pupils prior to the intensive period. As the Pre Test scores represent vocabulary knowledge based on classroom learning, we need to try in the next chapter to establish to what extent words, particularly those in the specific category, have already been introduced to pupils in the classroom.

In the next chapter, we will turn our attention to the nature of pupil's vocabulary knowledge, trying to add to the three categories of words already identified: unknown, acquired and marginal words, by investigating the possibility of identifying words known receptively. This would provide us with a more detailed picture of pupils' vocabulary knowledge and enable us to better understand the change in status of words as a result of the treatment process. In particular, we will be concerned with trying to discover whether words acquired during the course of the intensive work are words known previously through classroom learning, which become activated, or are those learnt through a process of "Spontaneous Acquisition". This could be seen to have important implications in terms of foreign language learning in schools and the place of intensive work.

5.0 Introduction.

We have been able to establish in the previous chapter that vocabulary development does occur during a period of intensive language work. Our concern in this chapter is to focus on the nature of this development. While the Spoken Vocabulary Test allows us to identify productive language, it does not tell us whether a word is already familiar to the pupil and can be recognized. Using the Yes/No Test we can identify receptively known words. This enables us to investigate the nature of the vocabulary development which takes place during the intensive language period. Are the words which are acquired unknown to the pupils before the intensive work or are they already familiar from classroom learning? If the words are unknown then, we have seen, we would describe the learning process as "Spontaneous Acquisition". If on the other hand, the words are already identified by pupils prior to the intensive period then, the intensive work provides the linguistic environment which enables these receptively known words to become activated.

In order to investigate receptive knowledge, we will need to examine the data from the Yes/No Test for the target and "control groups". Then, it will be a question of focusing specifically on the 15 Key Words which are common to both the Yes/No and Spoken Vocabulary Tests in order to provide us with the different categories of vocabulary knowledge for each pupil. By establishing the nature of the vocabulary knowledge at the

Pre intensive period we can then monitor any changes in status which occur following this experience, at the Post 1 and Post 2 testing stages.

5.1   Yes/No Test of Receptive Vocabulary.

Table 5.1 sets out the data for the Yes/No Tests at the three testing stages for the Target and "Control Groups". We have seen that there are four kinds of responses for each word in the test. It can be a real word which is recognized (RY), a non or imaginary word which is recognized (IY), a real word which is not recognized (RN) and a non word which is not recognized (IN). In order to score the test we are interested in the number of real words identified, the RY column, but need also to consider how confident we can be that this score presents a true picture of receptive knowledge by taking into consideration the number of imaginary words mistakenly identified. The score of each pupil is therefore, as we have seen, adjusted downwards according to the number of non words produced.

The first point to make on examining this data, is that at the Pre testing stage the number of imaginary words recognized by pupils is limited, with a group mean of 1.26 words for the target group. We can in this situation, be generally confident of pupils' ability to accurately recognize the real words presented to them. At the Post 1 stage, our confidence in pupils' recognition of words becomes more restricted as the number of non words recognized increases to a mean of 6.6 words. It is apparent that pupils 4, 6 and 13 by recognizing a large number of non words are mainly responsible for the size of the increase in the group mean of non words recognized. Therefore, although the number of words recognized by pupils has increased in line with increased vocabulary knowledge at the Post 1 stage, the scores need to be adjusted to take into account the number of non words recognized. The adjusted scores show a decrease in the group mean from 18.2 to 17 words.

Table 5.1 Yes/No Receptive Vocabulary Scores, Pre/Post 1/Post 2 Tests.

	Pre			Post 1			Target Group		
							Post 2		
	RY	IY	Adjusted	RY	IY	Adjusted	RY	IY	Adjusted
pupil 1	19	2	15	29	3	23	30	4	22
pupil 2	18	0	18	28	2	24	33	9	15
pupil 3	18	1	16	26	5	16	28	8	12
pupil 4	22	1	20	29	15	-1	27	15	-3
pupil 5	15	0	15	26	2	22	31	10	11
pupil 6	23	1	21	39	27	-15	40	22	-4
pupil 7	19	0	19	30	2	26	31	4	23
pupil 8	32	2	28	38	8	22	31	3	25
pupil 9	17	0	17	34	4	26	29	5	19
pupil 10	23	3	17	29	3	23	29	0	29
pupil 11	21	1	19	30	2	26	33	5	23
pupil 12	25	0	25	34	2	30	35	4	27
pupil 13	16	3	10	33	13	7	31	11	9
pupil 14	19	1	17	21	2	17	29	9	11
pupil 15	24	4	16	29	10	9	31	6	19
totals:	311	19	273	455	100	255	468	115	238
mean:	20.73	1.26	18.2	30.33	6.66	17	31.2	7.66	15.86

At the final testing stage, Post 2 the total number of words recognized has increased to a mean of 30.3 at Post 1 to 31.2, but the adjusted mean has again decreased this time to 15.86. The Standard Deviation of the adjusted scores demonstrate to what extent there is a divergent response among individuals in the target group with a steady increase of SD scores from an initially high 16.3 at the Pre testing stage rising to 48 at the Post 1 and then 30.04 at Post 2. While some pupils' ability to recognize receptively known words remains reliable it is clear that the group data becomes less reliable as the testing process continues so that, if we can be reasonably confident at the Pre Testing stage that this does in fact represent closely pupils' receptive knowledge of a word, we can be less confident at the Post 1 and Post 2 stages.

When comparing this data with that of the "Control Group" set out in Table 5.2 we will want to see to what extent a similar pattern can be discerned. It would appear, that while there is an increase in scores at the different testing stages and a similar increase in the number of non words recognized, as might be expected, this is less pronounced. While some target group pupils after their intensive language period seem to see every possible letter combination as representing a French word, "control group" pupils do not exhibit such extreme tendencies.

We can demonstrate this data most effectively by representing it graphically and Figures 5.1 and 5.2 set out the adjusted scores for the target and "control groups". Here the individual variance, as suggested by the Standard Deviation scores, is most apparent while the receptive scores of most pupils increase. There are many for whom the Pre testing stage is the point where their highest adjusted score is recorded. To provide a clearer picture of what is taking place we need to narrow the focus of our research to an

Table 5.2 Yes/No Receptive Vocabulary Scores, "Control Group", Pre/Post 1/Post 2 Tests.

	Pre			Post 1			Post 2		
	RY	IY	Adjusted	RY	IY	Adjusted	RY	IY	Adjusted
pupil 16				11	1	9	15	4	7
pupil 17	21	2	17	24	5	14	25	5	15
pupil 18	13	1	11	10	1	8	11	2	7
pupil 19	12	2	8	20	4	12	21	3	15
pupil 20	17	2	13	24	8	8	26	8	10
pupil 21	20	1	18	23	1	21	30	13	4
pupil 22	25	4	17	27	9	9	27	6	15
pupil 23	17	1	15	14	2	10	18	2	14
pupil 24	12	0	12	14	0	14	22	1	20
pupil 25	17	1	15	23	3	17	31	9	13
TOTALS:	154	14	126	190	34	122	226	53	120
MEAN:	17.11	1.55	14	19	3.4	12.2	22.6	5.3	12

Figure 5.1 Adjusted Scores, Target Group, Yes/No Test of Receptive Vocabulary, Pre/Post 1/Post 2 Tests.
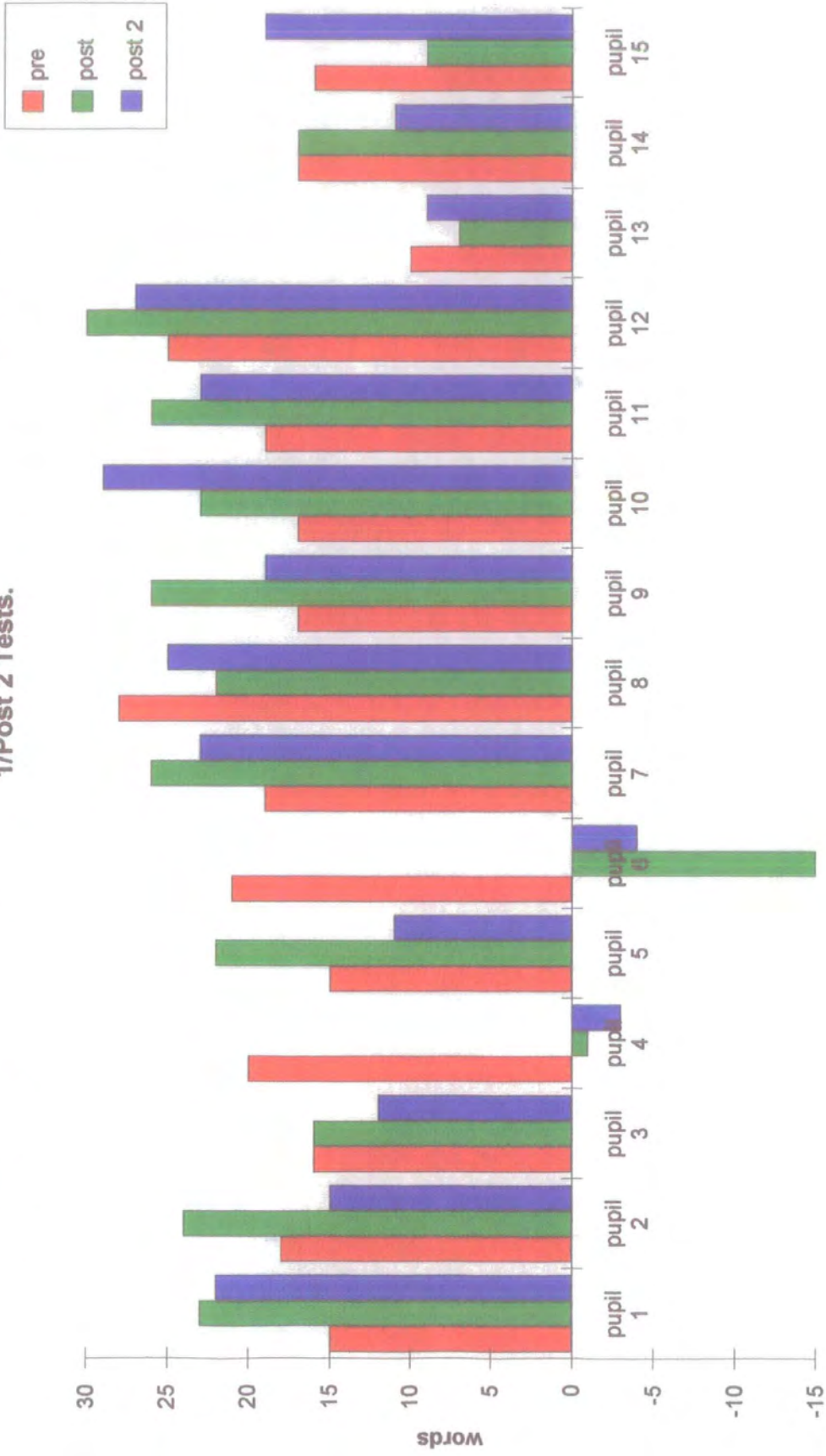
Figure 5.2 Adjusted Scores, "Control Group", Yes/No Test of Receptive Vocabulary, Pre/Post1/Post2 Tests.

examination of the 15 Key Words which our common to both the Yes/No and Spoken Vocabulary Tests.

5.2   Categories of Vocabulary Knowledge for the Key Words.

By focusing on the 15 Key Words, we are able to establish different categories of vocabulary knowledge for each pupil at the three testing stages. The different categories we can identify are: unrecognized words which pupils are unable to recognize in the Yes/No Test; receptively known words, those recognized in the Yes/No Test; and productive words produced during the Spoken Vocabulary Test. While it is clear, that any productively known word is also known receptively, we will want to distinguish between the two kinds, by defining receptive words as those identified by pupils in the Yes/No Test but which they do not produce in the Spoken Vocabulary Test. A further category of words is the marginal words which we have identified in the previous chapter and which are only distinguished at the Post 2 testing stage, representing words initially acquired at Post 1 but not retained to Post 2.

In Table 5.3 the Key Words are set out for each target group pupil according to their status at the Pre testing stage. We are then able to represent dynamically any changes in status which occur at Post 1, this is represented by a red line. It will be seen that initially at the Pre testing stage most of the words are unknown to pupils, although a certain number are recognized from the Yes/No Test and are therefore receptively known and a smaller number are productively known at this stage. It is apparent that, as has already been established, there is a great deal of variation in the pattern of knowledge for individual pupils.

Table 5.3 Key Word Status Pre Intensive Period and Changes at Post 1.

Key

—— change in status at Post 1 testing stage.

pupil 1

unrecognized	receptive	productive
balai		
barrière ——		
	botte ——	
bougie		
caverne ——————————		
		cuisine
dortoir ——————————		
douche ——————		
	forêt ——	
fourchette		
	havresac ——	
	mouton ——	
		poubelle
	route	
tasse		

pupil 2

unrecognized	receptive	productive
balai		
	barrière ——	
botte ——————————		
bougie		
	caverne	
		cuisine
dortoir ——————————		
douche		
forêt ——————————		
fourchette		
havresac	havresac ——	
mouton ——————————		
poubelle ——————————		
		route
tasse		

pupil 3

unrecognized	receptive	productive
balai		
	barrière	
botte ——————————		
	bougie	
caverne ——————————		
	cuisine	
dortoir ——————		
douche		
forêt		
fourchette		
	havresac	
mouton ——————————		
	poubelle	
	route ——	
tasse		

pupil 4

unrecognized	receptive	productive
balai		
barrière		
	botte	
bougie		
caverne		
	cuisine	
	dortoir	
douche		
forêt		
fourchette		
havresac		
mouton		
poubelle		
	route	
tasse		

pupil 5

unrecognized	receptive	productive
balai		
barrière		
botte		
bougie		
caverne		
	cuisine	
dortoir		
douche		
forêt		
fourchette		
	havresac	
mouton		
poubelle		
	route	
tasse		

pupil 6

unrecognized	receptive	productive
balai		
	barrière	
	botte	
bougie		
	caverne	
		cuisine
dortoir		
		douche
	forêt	
fourchette		
	havresac	
mouton		
	poubelle	
	route	
	tasse	

pupil 7

unrecognized	receptive	productive
balai		
barrière		
botte		
bougie		
caverne		
		cuisine
dortoir		
douche		
forêt		
fourchette		
havresac		
mouton		
	poubelle	
	route	
tasse		

pupil 8

unrecognized	receptive	productive
balai		
	barrière	
botte		
bougie		
	caverne	
cuisine		
dortoir		
	douche	
	forêt	
fourchette		
	havresac	
		mouton
		poubelle
	route	
tasse		

pupil 9

unrecognized	receptive	productive
balai		
	barrière	
botte		
bougie		
caverne		
	cuisine	
dortoir		
douche		
forêt		
fourchette		
	havresac	
mouton		
	poubelle	
	route	
tasse		

pupil 10

unrecognized	receptive	productive
balai		
barrière		
	botte	
bougie		
caverne		
		cuisine
dortoir		
douche		
forêt		
fourchette		
	havresac	
mouton		
		poubelle
route		
tasse		

pupil 11

unrecognized	receptive	productive
balai		
barrière		
botte		
bougie		
	caverne	
		cuisine
dortoir		
douche		
forêt		
fourchette		
		havresac
mouton		
poubelle		
	route	
tasse		

pupil 12

unrecognized	receptive	productive
balai		
	barrière	
botte		
bougie		
	caverne	
		cuisine
dortoir		
	douche	
	forêt	
fourchette		
	havresac	
	mouton	
		poubelle
	route	
tasse		

pupil 13

unrecognized	receptive	productive
balai		
	barrière	
botte ▬▬▬▬▬▬▬▬▬▬		
	bougie	
caverne ▬▬▬▬▬▬▬▬		
		cuisine
dortoir ▬▬▬		
douche ▬▬▬		
forêt ▬▬▬		
fourchette		
havresac		
mouton ▬		
	poubelle ▬▬	
	route	
tasse		

pupil 14

unrecognized	receptive	productive
balai		
	barrière	
botte ▬▬▬▬▬▬▬▬▬▬		
bougie ▬▬▬▬▬▬▬▬▬▬		
	caverne	
	cuisine ▬▬	
	dortoir ▬▬	
douche		
	forêt ▬▬▬▬▬	
fourchette ▬▬▬		
	havresac ▬▬	
	mouton	
		poubelle
	route	
tasse		

pupil 15

unrecognized	receptive	productive
balai		
	barrière ▬▬	
	botte	
bougie ▬▬▬		
caverne ▬▬▬▬▬▬▬▬		
	cuisine	
dortoir ▬▬▬▬▬▬▬▬		
douche		
forêt ▬▬▬▬▬▬▬▬		
fourchette		
	havresac ▬▬	
	mouton ▬▬	
	poubelle	
	route	
tasse		

At the Post 1 testing stage the effect of the intensive period is represented by the number of words which change status. It is clear that whereas some words move from unrecognized straight to productive status, others which become acquired were already known receptively. The number of words changing status again varies according to individuals, just as the nature of the change, unrecognized to productive or receptive to productive differs. A further category of words remain unchanged.

We are now in a position to analyse this data further by recording the number of words which come into each category of vocabulary on an individual pupil basis and also to represent the same material in terms of individual words. Table 5.4 represents the data for the categories of vocabulary knowledge for each pupil which is then set out in graph form in Figure 5.3. It will be important to see whether the receptive scores of those pupils recognizing a large number of non words in the Yes/No Test are inflated at the post 1 testing stage.

The initial position at the Pre testing stage is for most words to be unrecognized, some receptively known and only a small number with productive status. At the Post 1 testing stage this situation is largely reversed with a clearly reduced number of unrecognized words as pupils acquire many words at the intensive language period. Although there still are a number of receptively known words among the key words, this number is reduced. The reduction in receptively known words is most evident with pupils 10 and 12 where there are no remaining receptively known key words at the Post 1 testing stage. There is no evidence that the receptive scores of pupils 4,6 and 13 are inflated at this stage.

A different way to examine the data is to analyse the status of the different words in the key word list and see how their status changes at the two testing stages. This data is set

Table 5.4 Key Word Status for Target Group, Pre/Post1/Post2 Intensive Period.

	Pre			Post 1			Post 2		
	unrecognized	receptive	productive	unrecognized	receptive	productive	unrecognized	receptive	productive
pupil 1	8	5	2	4	3	8	5	3	7
pupil 2	10	3	2	5	1	9	4	2	9
pupil 3	9	6	0	5	5	5	9	3	3
pupil 4	11	4	0	7	4	4	4	7	4
pupil 5	12	3	0	4	7	4	5	4	6
pupil 6	5	8	2	2	2	11	1	5	9
pupil 7	12	2	1	5	0	10	5	0	10
pupil 8	7	6	2	3	3	9			
pupil 9	10	5	0	4	3	8	3	4	8
pupil 10	11	2	2	4	0	11	4	0	11
pupil 11	11	2	2	4	2	9	6	1	8
pupil 12	6	7	2	1	0	14	1	0	14
pupil 13	10	4	1	4	5	6	4	6	5
pupil 14	6	8	1	4	3	8	5	4	6
pupil 15	8	7	0	4	5	6	3	6	6
totals:	136	72	17	60	43	122	59	45	106
mean:	9.06	4.8	1.6	4	2.86	8.32	4.2	3.2	7.5

Figure 5.3 Key Word Status, Target Group, Pre/Post1 Intensive Period.
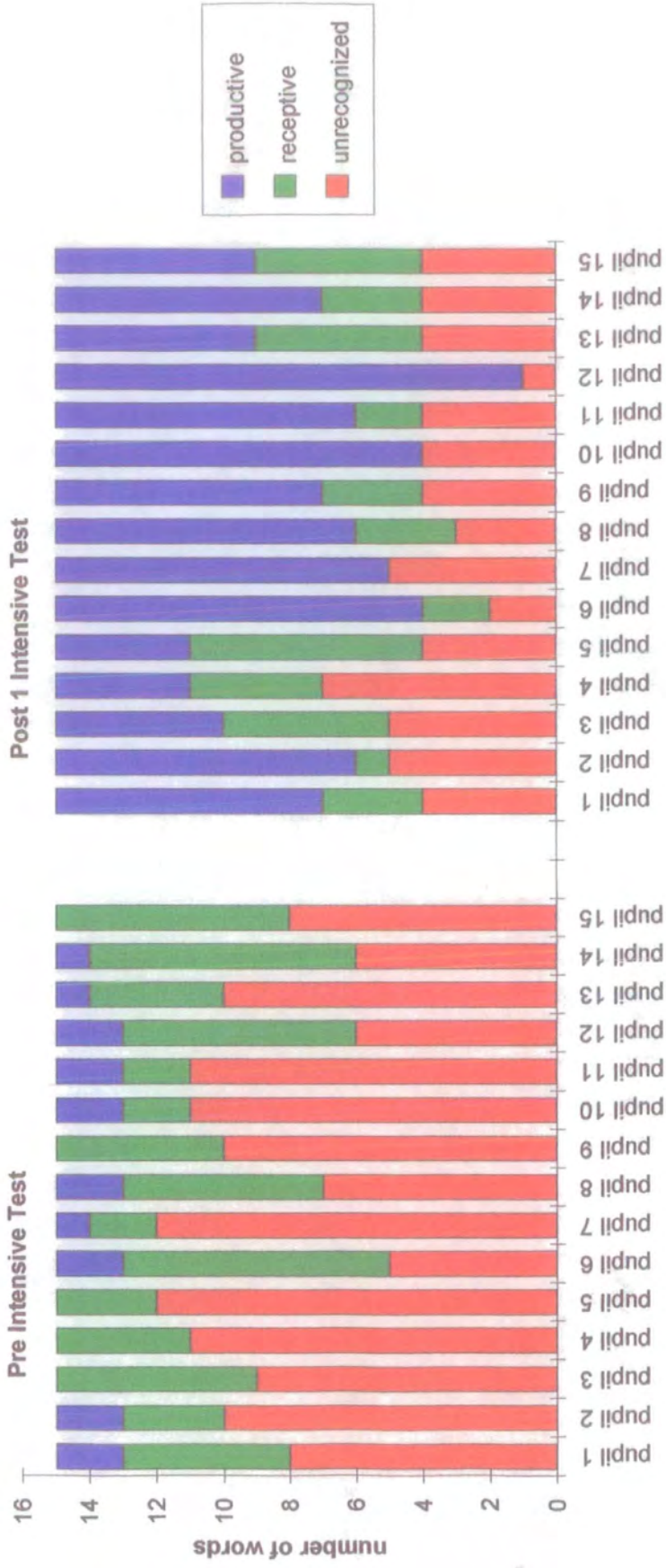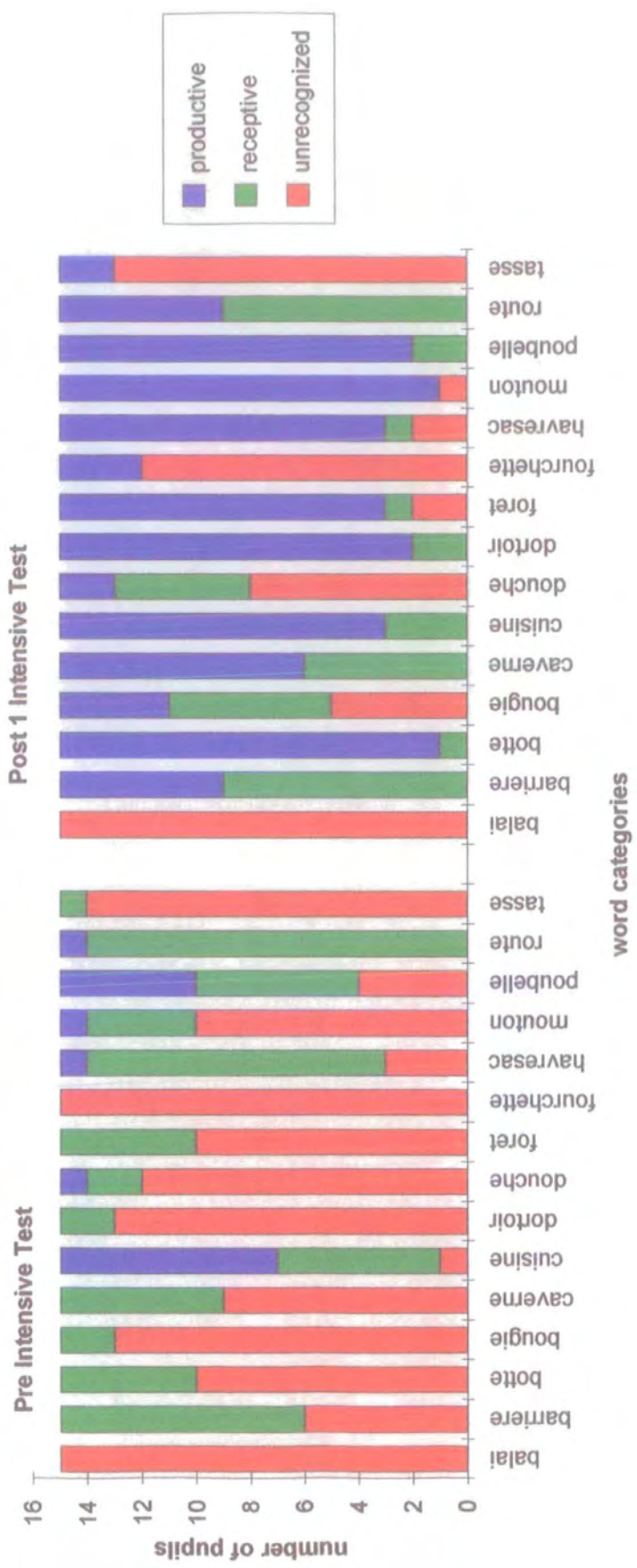
Figure 5.4 Comparison of Individual Key Word Status, Target Group, Pre/Post 1 Intensive Period.

out in Figure 5.4. It will be apparent that different categories of word can be identified. There is first, a word such as *"balai"* where there is no change in status from pre to post 1 intensive period because the word remains unrecognized by the pupils at both stages. Secondly some of the words which are not known productively by any pupils prior to the intensive period and are either unrecognized, or receptively known, change status following the intensive work becoming fully productive or receptive at the Post 1 testing stage. The words which come into this category are : *"barrière, botte, caverne"*. A further category of words such as: *"bougie, forêt"*, which were unrecognized or only receptively known prior to the intensive period remain unrecognized to some pupils while for others they have become receptively or productively known. While we can identify a number of different ways in which the words behave it is clear that the individual positions are very varied. In order to analyse these individual responses we need to return to Table 5.3.

With the data at our disposal, particularly the individual status changes as represented in Table 5.3, we can establish the number of words which proceed from unrecognized to productive status and receptive to productive status and relate this to classroom and intensive learning. Before doing so however, we need to turn again to the "Control Group" and compare pupil word categories at different testing stages with that of the Target Group.

5.3   Comparison of Word Categories for "Control" and Target Groups.

When turning to "Control Group" data it will be remembered that the problem here is a lack of data for the Post 1 testing stage. As previously, we will need to concentrate on Pre and Post 2 scores. We have seen that the receptive scores become less reliable at the Post and Post 2 testing stages and so, we need to be careful when interpreting this data.

Table 5.5 sets out the scores for pupils in the "Control" and Target Groups at the Pre and Post 2 testing stages. At the Pre stage, the pattern of vocabulary knowledge is similar with mean scores for unrecognized, receptive and productive words of the "Control" and Target Groups closely matching, as would be expected from pupils in the same language class. This similarity is represented graphically in Figure 5.5.

The difference between the two groups is clearest at the Post 2 stage when, in line with the data set out in the previous chapter, there is a change in word status for pupils in the Target Group which is not matched by those in the "Control Group". Figure 5.6 represents this data graphically. It will be seen that the "Control Group" scores remain largely unchanged in comparison to the significant differences between the Target Group scores between Pre and Post 2 testing stages. The number of productively known key words increases therefore for the Target Group from a mean of 1.6 words at the Pre testing stage to 7.5 at the Post 2 Test; while for the "Control Group" the mean increase is only 0.5 words. Focusing on this data we can identify pupils 18, 20 and 21 in the "Control Group" as increasing their productive vocabulary scores. So, for example pupil 20 had no productively known words and has acquired two by the Post 2 testing stage. What interests us at this point is whether these words were recognized by these pupils at the Pre testing stage and were therefore receptively known. By refering back to the Yes/No Scores we can discover whether the two words which are acquired: "caverne, route" were previously known receptively by the pupil and discover this to be the case. It would seem therefore that these are words which steadily proceed from receptive to productive status through classroom learning. This pattern applies to the other two "Control Group" pupils who acquire words at the Post 2 Stage. We do have to be careful when dealing with this data both in terms of the reliability of the receptive scores at the Post 2 stage and the limited data at our disposal due

Table 5.5 Key Word Status for Target and "Control" Groups, Pre/Post 2

Target Group	Pre			Post 2		
	unrecognized	receptive	productive	unrecognized	receptive	productive
pupil 1	8	5	2	5	3	7
pupil 2	10	3	2	4	2	9
pupil 3	9	6	0	9	3	3
pupil 4	11	4	0	4	7	4
pupil 5	12	3	0	5	4	6
pupil 6	5	8	2	1	5	9
pupil 7	12	2	1	5	0	10
pupil 8	7	6	2			
pupil 9	10	5	0	3	4	8
pupil 10	11	2	2	4	0	11
pupil 11	11	2	2	6	1	8
pupil 12	6	7	2	1	0	14
pupil 13	10	4	1	4	6	5
pupil 14	6	8	1	5	4	6
pupil 15	8	7	0	3	6	6
"Control Group"						
pupil 16				12	0	3
pupil 17	11	4	0	9	6	0
pupil 18						
pupil 19	12	3	0	10	4	1
pupil 20	10	5	0	9	4	2
pupil 21	12	2	1	5	8	2
pupil 22	9	2	4	6	5	4
pupil 23	11	1	3	11	1	3
pupil 24	13	1	1	9	5	1
pupil 25	12	2	1	7	7	1

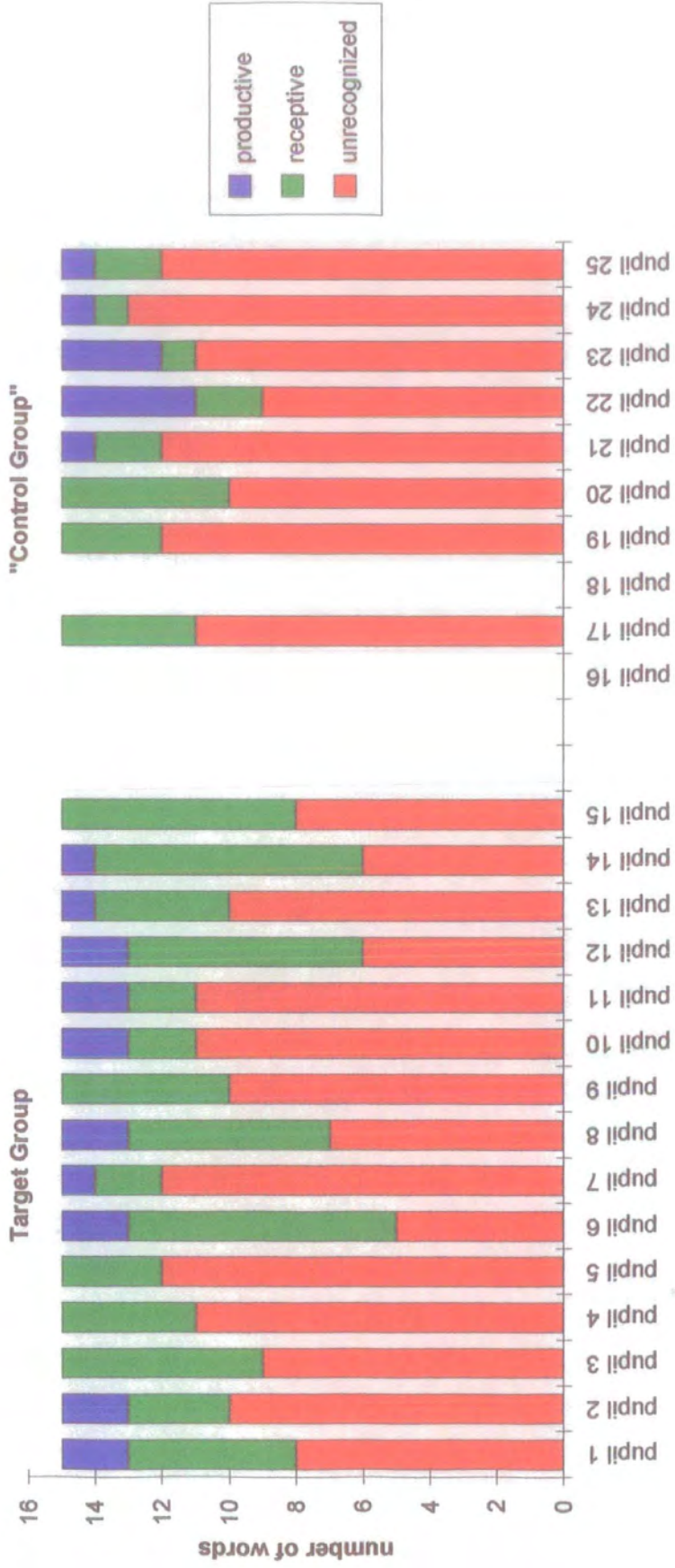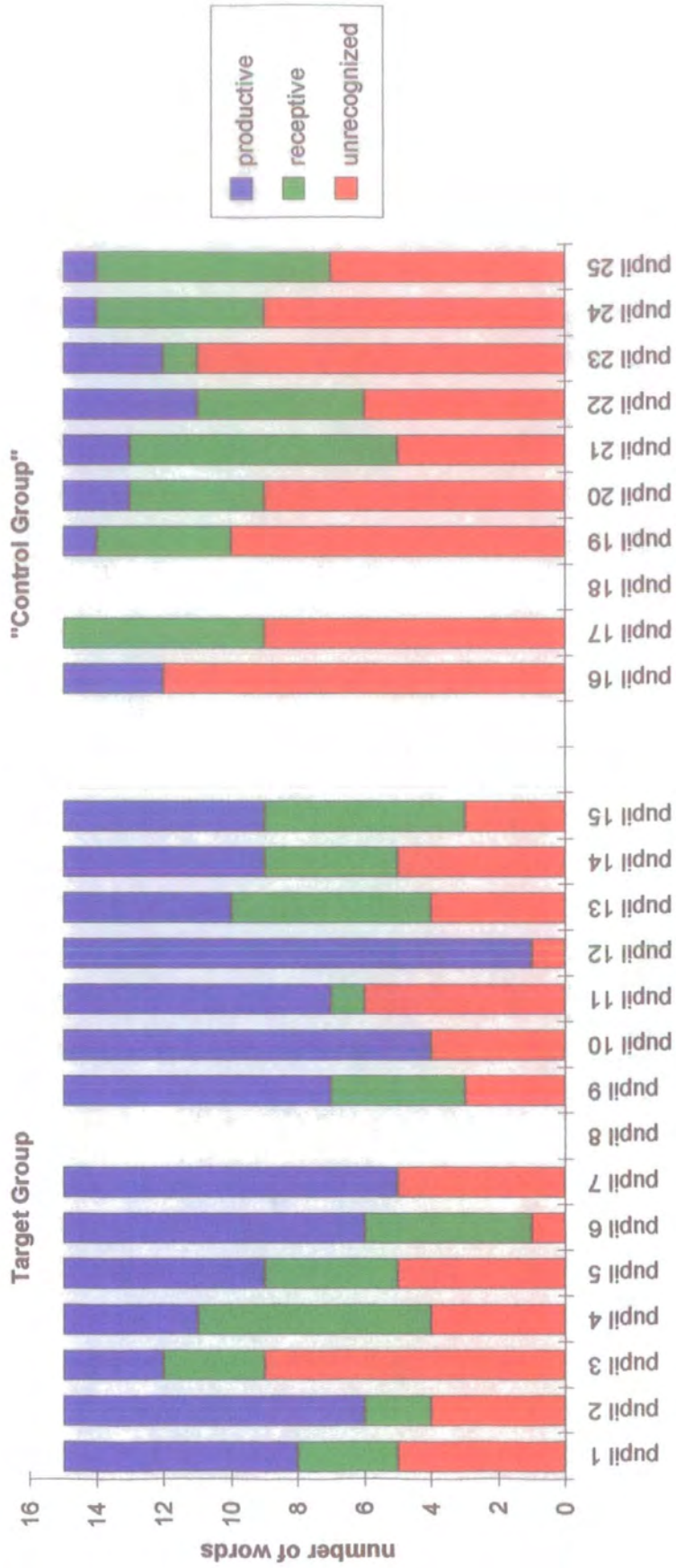Figure 5.5 Comparison of Pre Scores, Target and "Control" Groups.

Figure 5.6 Comparison of Post 2 Word Categories, Target and "Control" Groups.

to the lack of evidence for what happens to the "Control Group" at the Post 1 stage. However the data is in line with what we would hypothesise for a group which was not exposed to intensive language work.

We can now turn again to the Target Group and raise again the central question of the nature of the vocabulary acquisition which takes place. To what extent does classroom learning provide the platform for the vocabulary development which takes place during the intensive period ? Are the words which are acquired already familiar to pupils from classroom learning or are they words previously unencountered due to the nature of the intensive programme?

5.4   The Nature of Vocabulary Acquisition of Target Group Pupils.

In order to analyse the changing status of words for the Target Group we will need to turn again to Table 5.3 to determine the status of each word at the Pre Intensive stage for individual pupils. We can then, using the same data, investigate any changes which occur at the Post 1 stage which immediately follows the intensive experience. By listing the number of words which proceed from unrecognized to productive status for each pupil we can identify how many words became acquired during the course of the intensive period which were unknown to the pupils and were therefore newly acquired through "Spontaneous Acquisition". In the same way we can identify those words which were already recognized by pupils at the Pre intensive period and became activated through the intensive period. This data is set out in Figure 5.7 .

From this figure we can see to what extent words acquired by pupils at the Post 1 testing stage were already familiar to them from classroom learning. Of the 45 % of key

104

Figure 5.7 Changes in Word Category Status for Target Group, Pre/Post1 Intensive Period.
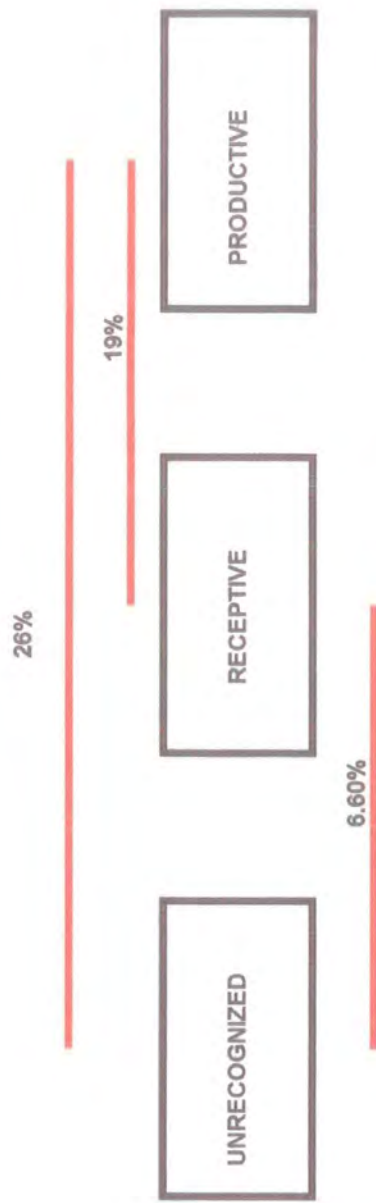
words acquired by pupils in the Target Group at the Post testing stage, 26 % were unrecognized at the Pre testing stage compared with 19 % already familiar from classroom learning. The majority of words which are acquired therefore, are new to pupils, the intensive period providing them with a situation in which they need to acquire, in order to adequately function, a range of new words which had not been introduced to them in the classroom. These words we would see as being acquired through a process of "Spontaneous Language Acquisition", the intensive period closely approximating to the kind of situation described by Klein where: "..the need for communication becomes stronger and the opportunities more frequent." (Klein, 1984:46). Words such as *"dortoir, caverne, bougie",* are words unlikely to have been encountered in the early years of classroom foreign language learning.

However we need to take into account at the same time, the number of words which have proceeded from receptive to productive status and which therefore reflect classroom learning. These words, recognized by pupils in the Yes/No Test and familiar to them from classroom learning, have not become fully acquired prior to the intensive period and are words which we have identified as receptive at the Pre testing stage. As a result of the intensive period these words become activated and proceed to full acquisition status .If there are fewer words in this category, they still represent a key element in the acquisition process. It could be argued in fact that this element is of central importance. While a specific language situation creates the need for learners to acquire special vocabulary, it is the general elements of language which are clearly more important because of their universal application. The intensive period, as we have seen not only involves pupils in unusual activities such as secret agent training but also, more importantly, in community

living where general elements of language, familiar from classroom learning, will be required. If some elements of this vocabulary are acquired by pupils prior to the intensive period, words such as: *"cuisine, poubelle"* the question which we need to ask is why more standard elements of vocabulary have not become fully acquired in the classroom. It would appear that the intensive period has provided the necessary catalyst for pupils to acquire these words. The question is then what would happen to most vocabulary introduced to pupils in the classroom, without the provision of a catalyst of this kind to activate the language. On the basis of the data at our disposal, the Pre test scores for pupils in the Target Group and the Pre/Post1 and Post2 scores for the "Control Group" pupils, we would be justified in considering that many words would remain only partially acquired with only a relatively small number proceeding to full acquisition status as they were given particular focus in classroom learning.

5.5   Conclusion.

In this chapter we have presented and analysed the data from the Yes/No Test of receptive vocabulary and then focused our attention on the 15 key words which are common to both the Spoken Vocabulary Test of productive language and the Yes/No Test. In this way we have been able to demonstrate the nature of pupils' vocabulary knowledge prior to the intensive period and monitor the changes which occur as a result of the exposure to this period.

We have been able to show that of the 45 % of key words which are acquired by pupils in the target group, most are words which pupils do not recognize at the Pre testing stage and therefore represent words which are newly acquired. An important number of words however, are recognized by pupils prior to the intensive period and form part of their

receptive knowledge of vocabulary. These are words which have clearly been introduced to pupils in the classroom, but which have not been fully acquired.

This is a point we will want to return to in the next chapter when we bring the different elements of the research together and examine the effects of the intensive period, proposing a model of vocabulary development during intensive language learning and examining further the inadaquacies of classroom language learning with the theory of "dormancy".

6.0 Introduction

Our analysis of the data at our disposal has enabled us to establish that there is a significant development in the vocabulary of pupils who participate in a period of intensive language work and that the words acquired by pupils are either unknown prior to the intensive work or partially known words which have been activated by the experience.

In this final chapter we will bring together these different strands of the research in order to examine what implications can be drawn from this evidence for language development during an intensive language period. We will see how the benefits of intensive work can best be incorporated into classroom learning and also, how an experience of this kind can be seen to relate to normal classroom procedures. On the basis of the different kinds of vocabulary knowledge which we have been able to establish, we will speculate on how vocabulary acquisition is likely to take place in the classroom and to compare this with what we have been able to discover for the pattern of intensive learning. The evidence that some words do not become fully acquired through classroom learning, will be considered in terms of vocabulary "dormancy". This will lead us to point to the importance of intensive work as a means of activating classroom material and to the value of incorporating the kind of learning environment which intensive work provides, into the learning programmes of early foreign language work.

6.1 Receptively Known Words and Classroom Learning

We have been able to demonstrate that intensive work in addition to increasing the motivation of foreign language learners, as is well attested in the literature, does lead to vocabulary development. Our data point to the nature of this development and the fact that pupils are aware of the improvement in their knowledge of words and attribute this to their participation in the intensive programme. We have been able to show that the words which are acquired by pupils come from two sources, they are either new words, unrecognized by pupils prior to the intensive period, or already form part of their receptive vocabulary.

It is the number of words which are receptively known at the pre intensive testing stage which we need to consider at this point. These are words which are partially known through classroom learning but which have not become fully acquired, they are therefore recognized in speech or writing but are not part of the productive language skills of the pupils and so, are not available to them as spoken language. The number of words which come into the category of receptively known words for the target group, at the pre intensive stage, represents a mean of 4.8 words, out of the 15 key words, or 32 %. The comparative figures for unrecognized and productively known words are 60.4 % and 10.6 % respectively. While the number of unrecognized and productive words fall within levels that might be expected of pupils who have not yet experienced the intensive period, the number of receptively known words exceeds the kind of level we might have anticipated from words which are often closely associated with the intensive period.

We know from our analysis of the data, that many of these words then have become productive by the Post 1 stage. At this point the effect of the intensive language period leads to almost half the words - 45 % - becoming fully acquired with the figure of 19% of these words changing from receptive to productive status. A comparison of this data with that of the "Control Group" where the status of the different categories of words changes very little over

the three testing stages, would lead us to suggest that without the catalyst of the intensive period the words would be likely to remain fixed at an intermediate stage and would be unlikely to become fully acquired.

There are a number of factors which would lead us to consider that this relatively high mean figure of 32 % of receptively known words at the pre intensive stage might point to a characteristic element of classroom learning. Our review of the relevant literature has clearly pointed to the disadvantages of classroom over natural language learning situations (Ellis,1986), disadvantages associated with the nature of the different linguisitic environments and the problems associated with the need for one teacher to interact with a number of learners. It could be considered that in the classroom the kind of spoken language activities which might be seen to most readily lead to vocabulary acquisition might prove the most difficult to initiate because of the number of learners interacting with a single teacher. In such a situation it is not surprising that a good deal of the activities which take place in the classroom are related to the development of receptive skills. The emphasis which foreign language text books place on listening comprehension exercises and written activities and the relative lack of spoken language tasks, points to this lacuna. As a result it would not be surprising to find that while pupils' active, productive vocabulary was often rather restricted, the number of partially or receptively known words was correspondingly large. Although it is quite clear that at any given moment the number of words which are receptively known by the foreign language learner will be higher than those productively known (Nation, 1990:30), it is also clear that in order to function adequately in a foreign language the learner needs to have at her/his disposal sufficient productive vocabulary in order to be able to communicate. Our argument is that classroom learning does not appear to provide pupils with a sufficient number of fully productive words in order for them to be able to communicate effectively. Many of the words which are introduced to the learner in the classroom become fixed at a receptive level or remain unrecognized. It will be remembered that it was precisely a concern that pupils' spoken

language skills were not adequate that led us to experiment with a series of intensive language weeks.

To investigate this hypothesis of restricted vocabulary development in the classroom, we need to see whether, on the basis of the data at our disposal, we are able to suggest how the process of vocabulary acquisition seems to take place in the classroom and then to compare this with the pattern for intensive learning.

6.2   Classroom and Intensive Period Vocabulary Acquisition.

The different treatment procedures at our disposal have enabled us to identify a number of different categories of vocabulary knowledge; a review of the relevant literature having provided us with the important consideration that: *"..we should think of vocabulary as a continuum between ability to make sense of a word and ability to activate the word automatically for productive purposes"(Faerch et al, 1984:199).* We were able to establish the nature of pupils' vocabulary knowledge at three different stages, prior to the intensive period, immediately following the experience and four months later. We have seen that it has proved possible to establish the initial pre intensive position, reflecting classroom learning and then to monitor the changes which occured as a result of the exposure to the intensive period. Using this data we can speculate on the nature of vocabulary development during the intensive period and compare this with how the procedure might be seen to apply to classroom vocabulary learning; an important consideration if we are to try and put classroom and intensive learning into perspective.

We would see a model of classroom vocabulary acquisition as consisting of the categories of vocabulary knowledge which we have been able to identify through our different treatment procedures. Words which were the focus of the learning process, are introduced to the learner and are initially *unrecognized*. Then, through the learning process, these words

could be expected to become *receptively* known as the learner was able to correctly identify them, and would proceed through a *marginal* status before becoming finally fixed as *productive* words, as they became fully acquired.

We were are able to identify marginal words at the Post 2 testing stage. This category of words represents an intermediate stage between receptive and productive status; a category which is identified in the relevant literature (Nation, 1990:32). Marginal words are those which could on occasion be produced, but which are not well enough acquired in order to form a permanent part of a pupil's productive language.

Perhaps the element to emphasise, when examining the nature of classroom vocabulary learning, is that the development takes place over an extended period of time and is generally not spontaneous as in the intensive course. Vocabulary development in the classroom can be seen in terms of a structured learning procedure, where the need to learn the words is perhaps less associated with effective communication, than a concern over the sanctions which might be applied by the teacher to those pupils who do not learn them.

If we are to set out a model of classroom vocabulary learning in the form of a continuum, we have to consider the problem of receptive words which are seen by some authorities to need *"appropriate external stimulation" (Meara,1989:72)*, in order to be accessed and before they can be suitably represented on a continuum. The Yes/No Test has enabled us to identify receptive words and we know that this test is a test of passive vocabulary (ibid). It could also be considered that the nature of classroom learning with its typically structured approach to vocabulary acquisition, facilitates the representation of the learning process in the form of a linear progression, represented as a continuum. In this situation "the appropriate external stimulation" would be provided for the learner and a word initially introduced and unrecognized could proceed to receptive status.

By contrast however, intensive vocabulary learning, as a more spontaneous process, is less successfully represented as a continuum. Here, the need to communicate leads pupils to "spontaneous acquisition", words proceeding directly from unrecognized to productive status; while other words, known receptively through classroom learning become activated. The structured pattern of vocabulary development as represented by classroom learning is therefore disrupted. With no formal presentation or learning of vocabulary there is less possibility for a steady progression of words through the different stages of vocabulary knowledge and individual patterns of vocabulary development, as is evident from our data, vary considerably.

Tables 6.1 and 6.2 set out the models to represent the suggested patterns of vocabulary development for the classroom and intensive language period. It has to be made clear that the model of classroom learning represents the ideal situation, where words proceed eventually to full productive status. We know, however, that this is frequently not the case. We also need to remember that our attention here is on words which need to be known productively and which are therefore focused on for learning purposes. However, if words which are targetted for productive status do not become fully acquired and remain receptively known or unrecognized, in spite of being the focus of the learning process, then we would see them as being fixed at an intermediate stage on the vocabulary knowledge continuum. The receptive nature of much classroom learning, we have suggested, could well explain such a phenomenon. This concept of vocabulary becoming fixed at an intermediate stage on the vocabulary knowledge continuum needs therefore, to be examined in more detail, as it would seem to represent an important element in classroom vocabulary development. This is an element which is especially important to our research as it has been shown that intensive language work can provide the catalyst for such fixed words to become activated.

Table 6.1 Vocabulary Knowledge Continuum

1. Categories of Vocabulary Knowledge

Unrecognized	Receptive	Marginal	Productive

2. Model for Classroom Vocabulary Learning

Input

PASSIVE   ACTIVE

Unrecognized	Receptive	Marginal	Productive

Table 6.2   Model for Intensive Vocabulary Learning.

Table 6.2   Model for Intensive Vocabulary Learning.

productive

receptive

marginal

unrecognized
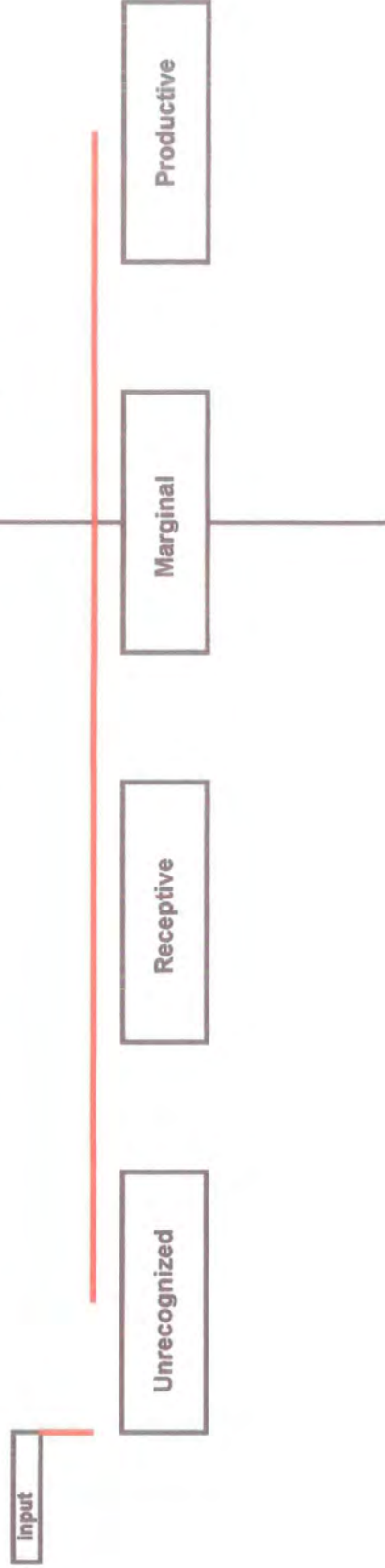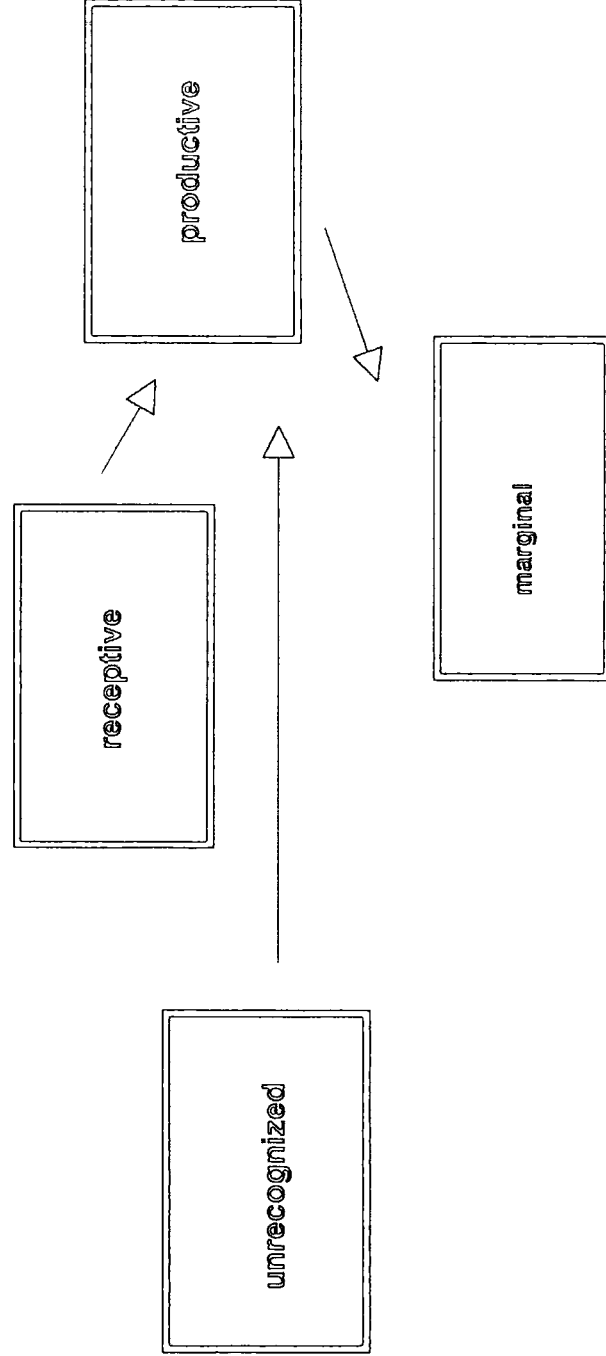
6.3   Vocabulary Dormancy

A term used in foreign language acquisition which might at first sight, appear suitable to describe vocabulary fixed at an intermediate stage is fossilization. Fossilization in foreign language learning is defined as:

> *.....a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language,* (Richards, 1985:111)

This dictionary entry goes on to explain that aspects of pronunciation, vocabulary usage and grammar become fixed or fossilized and suggests for example, fossilized features of pronunciation contribute to a person's foreign accent.

For our purposes the identification of fossilization with the learning of incorrect forms of language is less immediately relevant, than the notion of language features becoming fixed at a particular stage, instead of proceeding to productive competence. The element to emphasize here is the that at a certain point learning stops. Ellis in his definition of fossilization quotes Selinker (1972) to make this point:

> *....most L2 learners fail to reach target language competence. That is they stop learning when their internalized rule system contains rules different from those of the target language. This is referred to as fossilization.*
>
> *(Ellis, 1986: 297)*

If we replace the emphasis on structures, implicit in the notion of *"internalized rule systems"*, by focusing instead on vocabulary knowledge, we can see that fossilization could perhaps describe the process which appears to occur as some words available as input fail to become fully acquired and remain fixed at an intermediate stage on the vocabulary continuum.

We need however, to deal with one further element in the definition of fossilization, if we are to use the term to represent lack of vocabulary development, and that is the description of the process as being permanent - although some authorities have used the term *"relatively permanent"* (Brown,1980:181). It is clear from our data, vocabulary fixation need not be a permanent feature but one which could be reversed by placing the learner in a situation where the need to use the language was increased. Describing this concept in terms of fossilization is not then correct, as fossilization by definition, suggests something which is permanent.

There does not seem to occur in the literature, a suitable term to describe this process of words becoming temporarily fixed or frozen at a particular point on the vocabulary knowledge continuum, instead of proceeding to full acquisition status. We suggest the notion of dormancy. Dormancy like fossilization is a biological term used to describe a condition which commonly occurs in plant development.

> *Dormancy. A biological state of minimal metabolic activity when growth ceases, primarily enabling organisms to survive periods of adverse conditions. Most plants or certain of their parts undergo dormant periods, often for overwintering though sometimes during drought or other adverse conditions.*

> *(Martin, 1983:112)*

We propose vocabulary dormancy to describe the condition which occurs in vocabulary learning when words become fixed at an intermediate stage on the vocabulary continuum. This situation however, in contrast with fossilization, is not necessarily permanent.

A word frozen at an intermediate stage could readily be activated and proceed to full acquisition status in the same way as the plant which had been dormant begins to grow again. In both situations, the necessary conditions for this further development needs to be present. If for the plant these are associated with changes in the temperature of the soil and humidity, for

vocabulary development we associate the reactivation of words with changes in the learners' needs and opportunities, associated particularly with the linguistic environment. We would clearly not want to go as far as to say that the the classroom represented "adverse conditions" for vocabulary development, because it is evident that many words in this linguistic environment do proceed to full acquisition status. What we suggest however, is that there might be something missing from this learning situation if a large number of words introduced to the learner as input became dormant at a particular stage of their development and were never fully activated in the classroom environment.

We need to make clear at this point, that unlike the biological situation where dormancy is a natural feature associated with most plants, vocabulary dormancy would be especially associated with classroom foreign language learning, where the opportunities for achieving productive competence are more restricted and where most learners fail to achieve this target.(Ellis,1986)

Learners cannot, however be expected to fully acquire all the words available to them as input and that some words will only be required at a receptive level. This is a point emphasized by Nation when discussing the productive language requirements of the native speaker:

> *Knowing a word (..............) probably applies completely to only a small proportion of the total vocabulary of a native speaker. Most native speakers cannot spell or pronounce all the words which they are familiar with, and they are uncertain about the meaning and use of many of them.*

> *(Nation,1990:32)*

There will be then, for the foreign language learner, a large number of words which would not need to be fully activated but would need to be recognized and understood when

they were encountered in spoken and written language. Such words would , quite properly, remain at a receptive level on the continuum.

Our concern is with those words which are central to the learning process and which are needed at a productive level in order for communication to take place. Identifying the words which come into this category is not particularly easy, but they can perhaps be seen in terms of core words. Several course books, for example "Tricolore", published by Arnold Wheaton, distinguish vocabulary which is required receptively from that in which the pupil needs to have productive capability. This latter category of words we would expect to be given more prominence during the teaching process. It is clear that if the foreign language is to be spoken by the pupil in the classroom, the learner needs sufficient vocabulary in order to carry out the communicative activities. That is to say, that he needs to have acquired enough words productively in order to be able to do so.

In Table 6.3 we set out a second model to represent classroom vocabulary learning. This time, it no longer represents the ideal but takes into account the notion of vocabulary dormancy and shows how words appear to become frozen at different points on the continuum. Further research would be needed to confirm a trend of this kind but the use of the Yes/No Test to measure receptive language, together with a productive vocabulary test would provide the researcher with a method of analysing the vocabulary development of foreign language learners, by establishing the nature of their knowledge of a number of selected key words and then monitoring any changes in status which occur as a result of the learning process.

6.4   The Place of Intensive Language Work

Hawkins in his introduction to an account of different intensive experiences (Hawkins,1988:3), sees language development as a two level process. The first level represents

Table 6.3 Vocabulary "Dormancy"[50]

input → unrecognized

input → unrecognized → receptive

input → unrecognized → receptive → marginal

input → unrecognized → receptive → marginal → productive
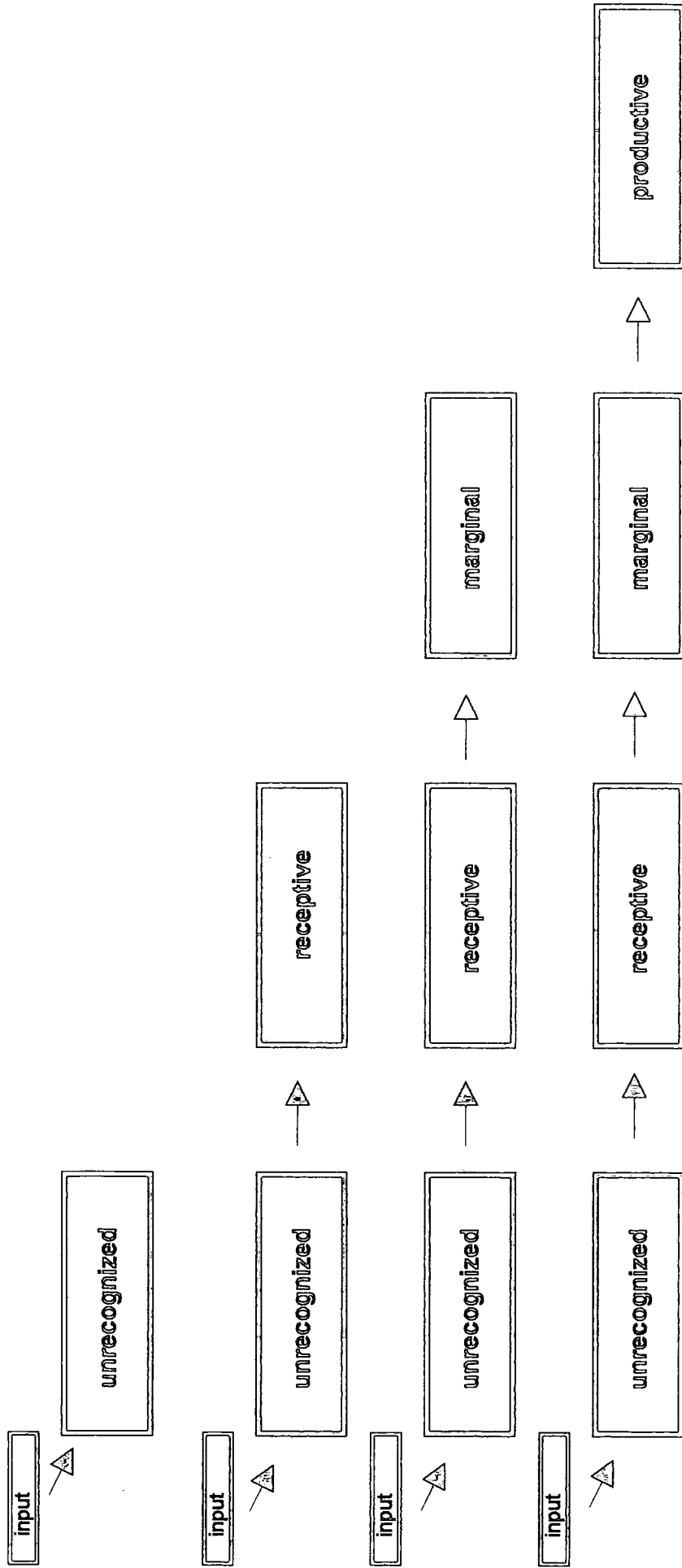
for him the "learning" implicit in the necessary input of vocabulary and structures, but there is also a second level to the process which represents the "acquisition" of this material. The key factor in intensive language work for him, is that it is seen as providing the possibility for "acquisition" to take place because the learner is able to use the foreign language *"for purposes that matter to him/her."* The emphasis is placed firmly on the need to communicate. It is also clear that Hawkins sees intensive work as an important complementary element to classroom learning. A point which is, we have seen, taken up by Capel-Davies in the same volume, when he sees intensive work , *"..not as a fringe or marginal activity but as a central feature of at least some part of the learning programme."* (Capel-Davies,1988:143).

In our examination of vocabulary development, we have been able to establish that the intensive language period does lead to vocabulary acquisition which might not take place otherwise and have shown that words introduced in the classroom and partially learnt, have become fully acquired through the intensive experience. We have been able to suggest that a characteristic element in classroom vocabulary development might be that words become fixed at an intermediate stage on the vocabulary knowledge continuum, instead of proceeding to full acquisition status. We have described this trend in terms of vocabulary dormancy.

It is appears that the intensive period acts as a catalyst enabling the process of vocabulary acquisition to be speeded up. While some elements of vocabulary are newly acquired, others become activated through the intensive process. As such it could be seen to provide a key function in foreign language learning by allowing pupils to develop their vocabulary knowledge through the acquisition of new words, but also by completing the classroom learning process by activating material only partially known or dormant. It should not be seen therefore, as an isolated element in the language learning process, but rather as a key element in the acquisition of vocabulary, which should form an integral part of the learning programme.

6.5   Conclusion

Learning a foreign language is a practical exercise which requires the learner to put together the different elements of the language which are presented to him and then use them for communicative purposes. Too much of classroom learning is concerned with teaching the necessary material without providing the learner with the opportunity to use it. Our experience of intensive language weeks showed that pupils involved in work of this kind respond enthusiastically to the practical demands made on them. For many of them this was the first time the foreign language had meant anything to them because this was the only opportunity they had had to use the language realistically.

To be able to encourage the use of intensive language programmes it is important to be able to show something more than increased motivation and to be able to demonstrate that work of this kind leads to language development. The evidence from our research has confirmed the impression that the vocabulary of the participants developed. We have been able to provide evidence that many of the words which the pupils acquired in the course of their exposure to intensive work had been introduced to them as part of their classroom learning but had remained only partially known or dormant until the demands of the intensive work had led to their activation. We have also shown that intensive work produces "spontaneous acquisition" of unknown words, speeding up the process and perhaps omitting a stage of receptive knowledge.

The importance of learning foreign languages is widely accepted and the subject is a foundation element of the National Curriculum. If we are going to produce pupils who are able to communicate in the foreign language, we must give them early experience of using the language in practical situations where there is a genuine need and opportunity to communicate.

Document A.1   English Translation of French Words in the Text.

French	English	French	English
agent secrèt	secret agent	jardin	garden
arbre	tree	main	hand
assiette	plate	message	message
balai	brush	mouton	sheep
barrière	gate	mur	wall
botte	boot	nez	nose
bouche	mouth	noble	nobleman
bougie	candle	oeil	eye
cahier	exercise book	papillon	butterfly
caverne	cave	pied	foot
chambre	bedroom	pique-nique	picnic
chasse	hunt	poubelle	bin
cheveux	hair	règle	ruler
couteau	knife	reine	queen
crayon	pencil	roi	king
cuillère	spoon	route	road
cuisine	kitchen	salle à manger	dining-room
dortoir	dormitory	salon	living-room
douche	shower	stylo	pen
église	church	surveillance	surveillance
expédition	expedition	talkie-walkie	walkie-talkie
fleur	flower	tasse	cup
forêt	forest	trousse	pencil case
fourchette	fork	vache	cow
garage	garage	verre	glass
gomme	eraser	yeux	eyes
havresac	haversack		
herbe	grass		
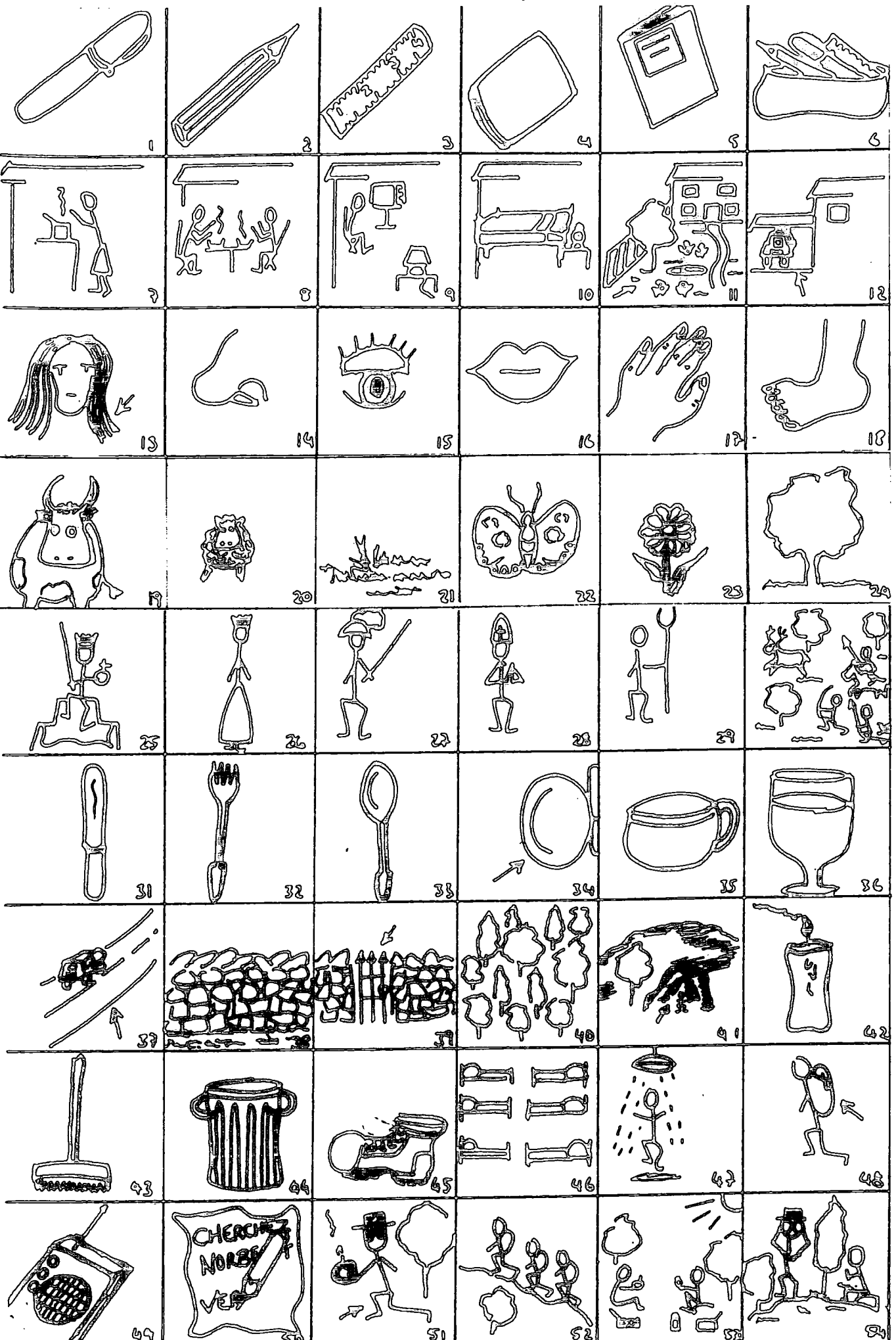
VOCABULARY TEST 2.   MARCH 1991.

INFORMATION

- THIS IS THE SECOND OF A SERIES OF VOCABULARY TESTS YOU WILL BE DOING.

- THE OBJECT OF THE TEST IS TO RECOGNIZE AS MANY OF THE WORDS AS YOU
                              CAN AND SAY WHAT THEY ARE IN FRENCH.

- YOU HAVE 2.30 MINUTES TO DO THE TEST AND YOU WILL BE MARKED ON THE
  NUMBER OF CORRECT WORDS YOU ARE ABLE TO IDENTIFY IN THE TIME. YOUR
  WORK WILL BE RECORDED.

- THERE WILL BE SOME PICTURES YOU WILL NOT KNOW AND IF THIS IS THE
  CASE, YOU NEED TO SAY "JE NE SAIS PAS" AND MOVE ON TO THE NEXT
  PICTURE WITHOUT WASTING TIME.

- AT THE END OF THE 2.30 MINUTES THE ALARM WILL SOUND BUT ALTHOUGH
  YOU SHOULD TRY TO FINISH BEFORE THE ALARM GOES OFF, IF YOU HAVEN'T
  YOU SHOULD CONTINUE WITH THE TEST AND FINISH AS QUICKLY AS YOU CAN.

INSTRUCTIONS:

1. READ CAREFULLY THROUGH THE INSTRUCTIONS.

2. SET THE TIMER BY PRESSING START.

3. RELEASE THE PAUSE BUTTON ON THE TAPE-RECORDER.

4. TURN OVER THE SHEET AND GIVE YOUR NAME AND CLASS.

5. BEGIN THE TEST.

6. STOP TIMER AND PUSH DOWN PAUSE BUTTON ON RECORDER.

7. TURN OVER TESTING SHEET AND RETURN TO CLASSROOM.

n.b. It is important that you do not discuss the test with each other
either before or after it has been completed.

YES/NO VOCABULARY TEST   NAME:.............
                                          CLASS:......
                                          DATE:............

   Look carefully through the French words listed below.
Cross out any words that you do not know well enough to say
what they mean. Tick those words you know.

MATOU	VOUSSEAU	MOUTON	MOUP
STADE	LAGUE	PAPIMENT	BARRIERE
FLOCON	MONTRABLE	EPICERIE	POUBELLE
FORET	AFFICHE	ENFANT	PLUMET
VION	TORVEAU	DOUCHE	FRERE
ETALAGE	HAVRESAC	REINE	BLIT
FOURCHETTE	HARTON	MADRE	TIMBRE
CAISSE	SID	BALAI	RECREATION
INDURATION	ARGENT	BEURRE	BATIMENT
PISCINE	DORTOIR	SCROFULE	LEUSSE
MONOMANE	MISSONEUR	ROUTE	GUIGNON
AVEU	CADEAU	ETOILE	BOUGIE
PLAIRON	OUTRANCE	CARTE	CHENET
BOISSON	CAVERNE	MONTRE	MESSEANCE
CONFITURE	BANLIEUE	VENT	VOLTIGE
ONDE	TZIGANE	PASSEFOIL	QUENOUILLE
SEMAINE	BOTTE	INCENDIE	LUMIERE
COULARD	LAPIN	TASSE	BLOUVET
SOUTRE	CUISINE	TOULE	FEMME
FUMIGENE	DOGUI	DRAPEAU	FUSILLADE
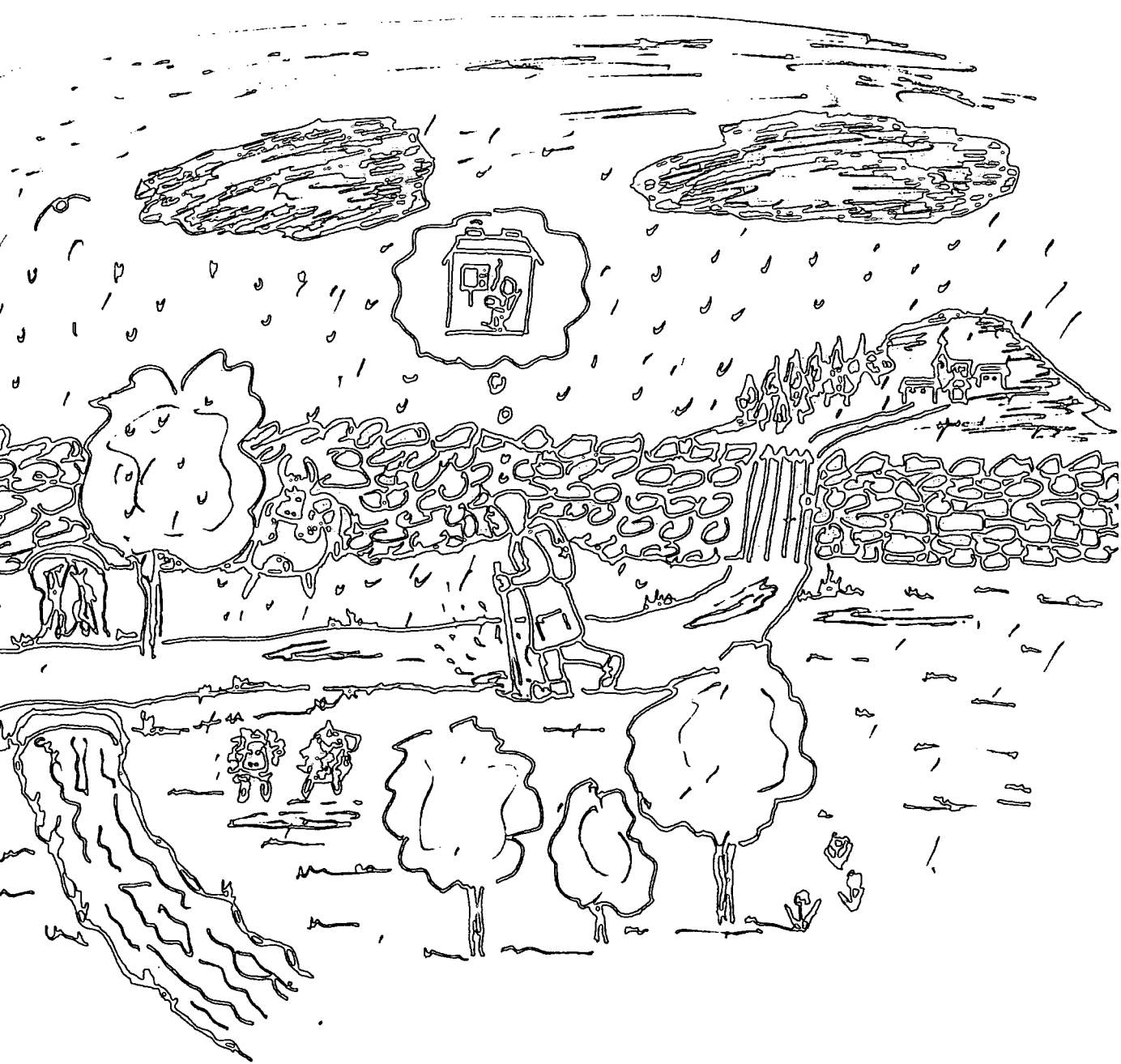
QUESTIONNAIRE   NAME:

_ 1. HAUT BORRANS C'EST: _EXCELLENT__ _TRES_BIEN__ _BIEN__ _ASSEZ_BIEN_ _CA VA___

____ FAIBLE __ ATROCE._____

_2._WHICH ACTIVITY DID YOU LIKE BEST?__ REGISTRATION___ SURVEILLANCE __ · __ _

___ TALKIE WALKIE EXERCISE __· CAFÉ __ , AND CAVING —THEATRE —   · _

_3. WHY?_____

_4. WHICH DAY DID YOU LIKE MOST? .. __ - __ · __—__ . __—·__ __ __—__ . __—__ . __

_5. WHY?___ . ___   . . _____

-6. WHAT WOULD YOU CHANGE?   · __   . __ __ . __ ____ . __

_7. DID YOU ENJOY WORKING IN GROUPS?   . __ __ . __ ____ __

 8. WHAT WAS THE WORST THING THAT HAPPENED TO YOU AT HAUT BORRANS? . __

 9. WHAT WAS THE MOST AMUSING INCIDENT?

10. WHAT WAS THE NORREST VERPIER STORY?

                                                              ASSEZ
11. HOW DO YOU FEEL YOU COPED WITH SPEAKING FRENCH? EXCELLENT TRES BIEN   BIEN BIEN.

    CA VA   FAIBLE   ATROCE.   · . __ __

12. WHAT DID YOU FIND MOST DIFFICULT ABOUT SPEAKING FRENCH?   · __ __

    . __ . __   · . __   __ __ ____ __

12. DO YOU FEEL MORE CONFIDENT ABOUT SPEAKING FRENCH NOW?   · . __

                                                              · __ __ __ · __

13. HOW MUCH FRENCH DID YOU SPEAK WITH YOUR FRIENDS?

14. WHEN DID YOU FEEL YOU MANAGED BEST WITH THE FRENCH?

14. DO YOU THINK YOUR FRENCH HAS IMPROVED?

    . __ . __   __ __ . __   · . __ __ . __ · __ __ __

15. WHAT ADVICE WOULD YOU GIVE TO SOMEONE GOING TO HAUT BORRANS NEXT YEAR?

_____ . __ __ . __ __ __ __ · __ __ . __ . __ __ __ __ __

16. GENERAL COMMENT ABOUT THE WEEK AT HAUT BORRANS _____ . ___

<div style="border:1px solid black; text-align:center;">

PHOTOGRAPHIC DOCUMENTS

</div>

The photographs included in this section were taken during the course of the intensive language period and as such provide further information on the nature of the week and of the pupils who participated in the experience.

document A.7.1

Photograph a) Processing of identity cards as pupils arrive at the residential centre on the first morning of the intensive period. The processing is carried out by the French assistants whose contribution to the intensive work provides a central and authentic part of the intensive programme.

document A.7.2

Photograph b)   A second view of the processing of identity cards on arrival at the

residential centre, pupils have to answer questions on their supposed French identity.

Photograph c)   A group receives their instructions before a group activity from

the assistant on the left of the photograph and have a chance to ask questions about what they

have to do.
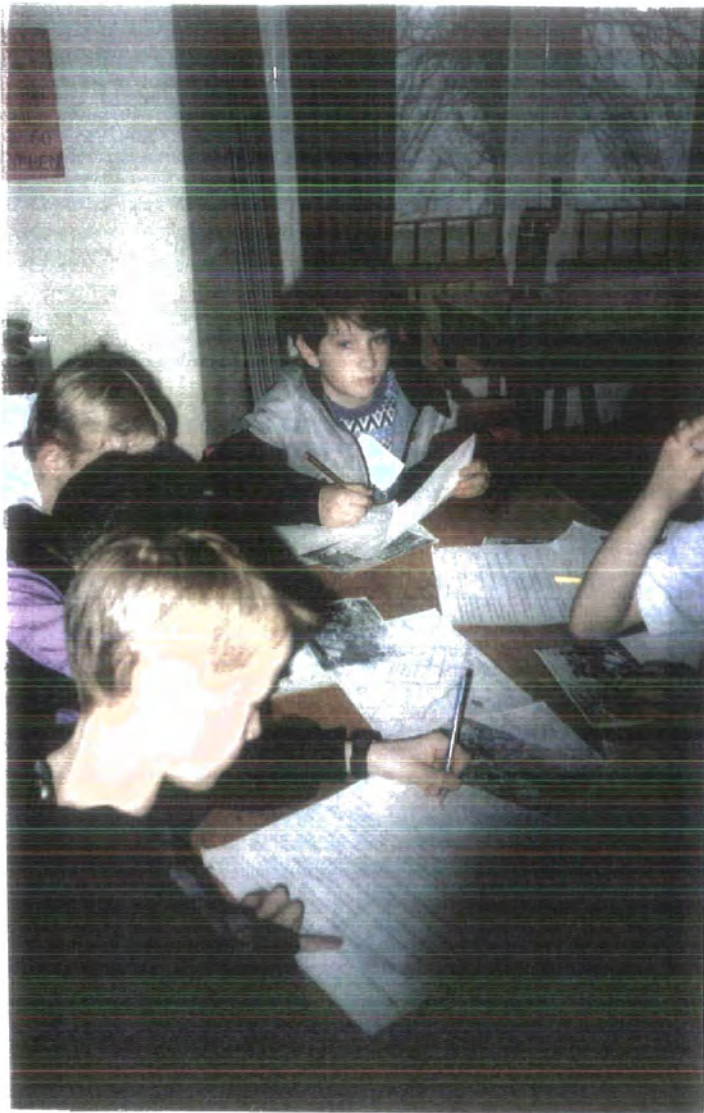
document A.7.4
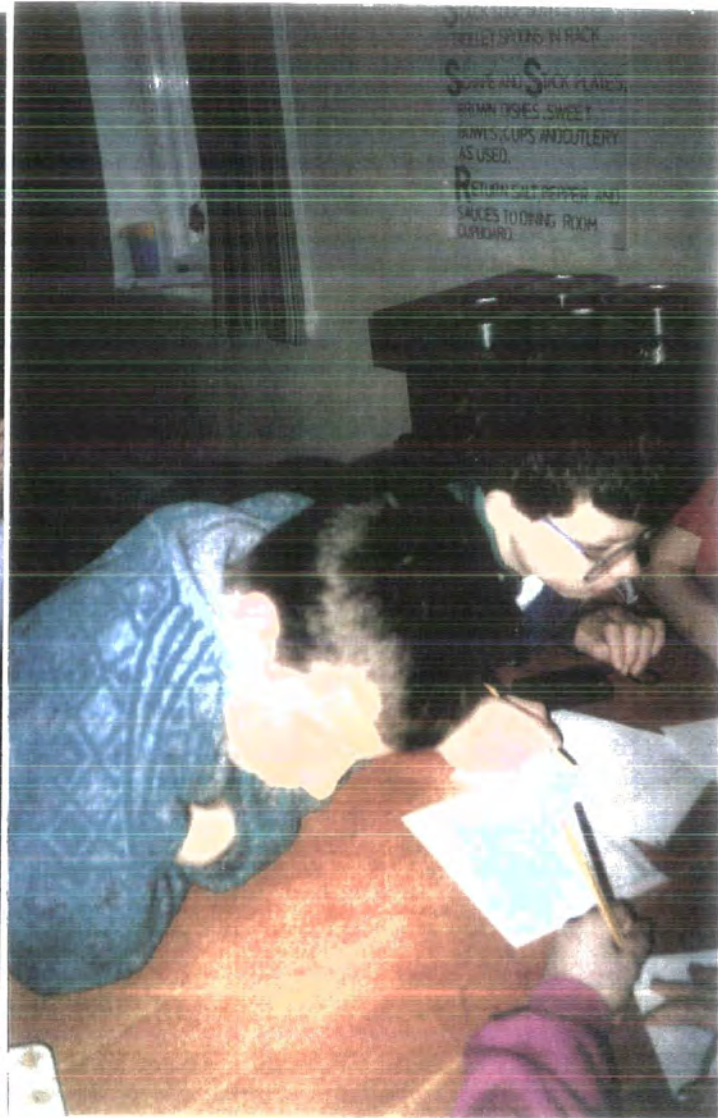
document A.7.5

Photograph d) Reading comprehension exercise in quest for missing secret agent Norbert Verdier.

Photograph e) Tackling a coded message, part of the secret agent work.

document A.7.6

Photograph f) Role play situation, simulated journey to France. A group of pupils is

about to listen to the cassette recording providing them with information on their journey

Photograph g) A group reports back on the day's activities to the other groups

assembled after the evening meal. An important chance to talk about the different experiences.

document A.7.8

Photograph h) The final stage of "Mission Secrète", pupils outside the cave they will investigate by candlelight to search for the missing secret agent.

document A.7.9

Photograph i) Lunchtime conversation, a pupil talks to one of the French assistantes

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