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The Effects of Written Input on Young EFL Oral Output in a Catalan Context

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ABSTRACT

The effects of English written input on young language learners' oral output in a foreign language context has not received much attention, since the majority of studies deal with either young learners of English as a second language (SLA) or with adult learners of English as a foreign language (FLL). The present experimental study seeks to explore whether the incentive of written input (i.e. integrated language-based instruction) affects oral language development of seven and eight-year-old children learning English in a minimal input situation in an EFL context. After an eight-week instruction period with both written and oral input in the experimental group and with just oral input in the control group the data were obtained by means of an oral test consisting of three tasks: question and answer production, picture description and L1 translation. The effects on the learners' oral output were measured with respect to the accurate number of target words, semantic-pragmatic appropriateness, syntactic acceptability and L1 translation. Research has established that input of an orthographic nature is more advantageous than phonological input, since it leads to a more effective retention (Nelson, Balass and Perfetti, 2005). Confirming these findings, the present study suggests that young language learners are sensitive to written input as the oral output of the experimental group shows higher scores in all variables tested and a number of significant differences emerge with respect to the control group. By being exposed to written input, young language learners achieve significantly better syntactic scores and produce a significantly higher number of correct target words. Translation of structures into their L1 is significantly affected as well. These results are in line with studies conducted with other learner populations which suggest that students should write to learn (Blake, 2009; El-Koumy, 1998; Kim, 2008; Williams, 2008) and indicate that young language learners' oral proficiency is benefitted from integrating written language with oral production (Lotter, 2012).

1. INRODUCTION

The purpose of this research paper is to analyse the effect English written input has on oral language development of young learners of English as a Foreign Language (EFL) context. The general tendency is for early foreign language teaching to prioritise the acquisition of oral skills rather than literacy – reading and writing – due to the common belief that early language teaching should ideally be communicative and imitate naturalistic settings as much as possible. The aforesaid lies on a sceptic view towards the possibility of written input bearing a beneficial effect on the oral output (Lotter, 2012), which renders the essential motivation for the present study.

In the current Catalan context, the study of the English language is increasingly becoming a concern for parents, who enrol their children in language schools at very early ages. These young learners are frequently instructed by means of teaching methods that seek to imitate naturalistic exposure and not only after some years of simply receiving oral input do they face written input, which is disregarded and postponed to further stages of acquisition.

Some researchers (El-Koumy, 1998; Kim, 2008; Williams, 2008; Blake, 2009) have conducted studies motivated by the perspective that instead of learning to write, students should write to learn and the results prove that “integrating written language with oral production for young learners might lead to greater gains in oral proficiency” (Lotter: 54). Nelson, Balass and Perfetti (2005) conducted a study which shows that orthographic input is more advantageous than phonological input due to the former allowing more efficient retention. Such a claim is true for both adults and young children and has been supported by many authors (Ehri and Wilce, 1979; Reitsma, 1983; Baddeley, Papagno and Vallar, 1988; Dean, Yekovich and Gray, 1988; Gallo et. al., 2001; Ehri, 2005).

The significance of this paper lies in its intention to analyse a more suitable way of developing oral production through providing written input, both read and written, which will be referred to as integrated language-based instruction (Kim, 2008). By means of reading, learners gain both access to words and structures they were not aware of and consciousness of their form and linguistic use. Hence, the development of oral and written skills ought to be simultaneous (Elley and Mangubhai, 1983; Hudelson, 1984, 1986; Elley, 1991, 1994; Gersten, 1996; Fitzgerald, 2001; Weber and Longhi-Chirlin, 2001; Kim, 2008). In addition, owing to the affective filter being lower in writing than in speaking tasks, learners can attempt to use such structures and gather enough confidence to appropriately use them orally (Rubin and Kang, 2008; Williams, 2008).

The main aim of the study is to explore whether the incentive of written input and written output affect oral production of young language learners in a minimal input situation in an EFL context. The specific research questions formulated as the basis of this study are as follows:

1. How does integrated language-based instruction affect young learners' oral production in relation to
 - 1.1 the accuracy of target lexical items?
 - 1.2 the semantic-pragmatic appropriateness of target structures?
 - 1.3 the syntactic acceptability of target structures?
2. How does integrated language-based instruction affect young learners' L1 translation skills?

The study will be carried out in two groups of Catalan seven and eight-year-olds learning English in an EFL minimal input situation. Each of the distinct approaches to language instruction, namely integrated language-based – oral and written – and oral

language-based – oral only – will be applied to one of the groups so that each of them receives one type of instruction. Such teaching methods will be provided by presenting a set of structures and expressions to them for 8 weeks. In the control group only oral input will be used, whereas this will be supported with written input in the experimental group. In order to collect the data, all participants will be tested by means of a series of tasks classified into three categories: question and answer production, picture description and L1 translation (see Methodology and Appendices A, B, C and E). Assuming the claims that integrating written input with oral input benefits oral output (El-Koumy, 1998; Kim, 2008; Williams, 2008; Blake, 2009; Lotter, 2012) and that orthographic inputs are more efficiently retained than phonological inputs (Ehri and Wilce, 1979; Reitsma, 1983; Baddeley et. al., 1988; Dean et. al., 1988; Gallo et. al., 2001; Ehri, 2005; Nelson et. al., 2005), my hypothesis is that the experimental group will achieve better scores in all variables explored than the control group and will hence show the benefits of written input on their oral output.

The present paper is organised as follows: Section 2 will be devoted to characterising Young Language Learners (YLL) at a perceptual and cognitive level. Section 3 will analyse the two different pedagogical methodologies under study and Section 4 will review a number of experimental research studies which discuss them. In Section 5 the methodological procedures carried out will be detailed. Section 6 will present and explain the hypotheses under inspection, as well as describe the results obtained from the tests carried out with the experimental and the control groups. Section 7 will discuss the results extracted from the tests and Section 8 will offer concluding remarks.

2. PERCEPTUAL AND COGNITIVE ANALYSIS OF YOUNG LANGUAGE LEARNERS

In Europe, the limits of primary school education generally range from five to twelve years of age. This collective of children are referred to as Young Language Learners (YLLs). A list of characteristics provided by Hasselgreen (2000) which makes YLL be of an interesting special nature includes their enthusiasm and openness to the learning of new languages, but also their need for special classroom methods. Young children have a relatively short attention span and require a learning environment that involves games, fantasy and fun. This last idea is also shared by Pinter (2006), who lists some other features of YLLs. Amongst others, she claims YLL to generally take a holistic approach to language, that is to say that instead of analysing language, they understand meaningful messages. She also emphasises their lack of awareness of them being language learners and of the language learning process.

Children undergo a number of stages during the process of learning English as a Foreign Language and the pace in which they do so is unique for each individual. It may be possible that a certain young learner simultaneously embodies the features of more than one phase while they bridge the gap between stages. Piaget (1972) proposed four stages of cognitive development. The first one encompasses the two first years of age and is characterised by the children's sensory and motor development. The second one covers the age range from two to seven years of age, a period of time during which children develop logical thinking. The seventh year of age is "the turning point in cognitive development because children's thinking begins to resemble 'logical' adult-like thinking" (Pinter, 2006: 7). From then up to eleven years of age children start applying logical mental operations, without being able to generalise their understanding to other applicable contexts. Finally, from eleven years onwards children go through the *formal operational stage* and achieve formal logic.

Assuming Piaget's claims, this study's target collective of participants could be claimed to have just left behind this 'turning point' from where logical thinking starts to develop. Nevertheless, Piagetian stages of development have met some criticism. After redesigning Piaget's experiments in a more suitable format for the young age of the target participants, Donaldson (1978) certified that before age seven children already showed signs of logical thinking. Therefore, the participants of the present study could be claimed to have been developing logical thoughts for longer than a year.

Thus far, child development has been approached from a biological perspective. However, "the social environment, the cultural context, and in particular the influence of peers, teachers, and parents engaged in interactions with children are also major sources of learning and development" (Pinter, 2006: 10). Vygotsky (1978) offers a more social view of child development than Piaget and asserts that child learning and development occurs in a social context and in connection to people, who help in this learning evolution. Along these lines, he introduced the notion of 'Zone of Proximal Development' (ZPD), which accounts for the difference between the actual knowledge of a child and the potential one that could be achieved with external help or guidance, which although coming from the same source, may be used differently by different children at the same development stage (Cameron, 2001). Because the participants of the present study have encountered nothing but oral input in their English learning process, the fact of being given written input will be a completely new external help and the use each learner will make of it will be different. For some students, the introduction of a structure by means of only oral input might be all they need to understand the concept, retain it and produce it satisfactorily. Some others may need more repetition to grasp the concept and yet other learners might not be able to ever pronounce the construction accurately. The same could be true of written input, but what is crucial for

the purposes of this study is whether it can contribute to a faster, more effective and more accurate understanding.

Cameron points out that foreign languages are typically introduced, taught and practised orally and that instead of treating the *Speaking* skill equally to the other three language skills –Listening, Reading and Writing – “the spoken form in the young learner classroom acts as the prime source and site of language learning” (p. 18). This is also true for the methodology used in the language school where this study will be conducted. This method offers English lessons to kids of as early an age as one year old. Such young children are learning the language in an instruction context and by means of a programme that claims to resemble the naturalistic approach. Notwithstanding, it is based on one-hour lessons that occur only once a week, which contradicts the basis of naturalistic learning. The type of instruction the children are receiving is hence based on minimal input. Classes are conducted with the teacher using English as the only language of communication, and structures are taught by means of massive repetition. However, the remarkably small amount of time the children are exposed to the language prevents instruction from being naturalistic.

3. INTEGRATED LANGUAGE-BASED VS. ORAL LANGUAGE-BASED INSTRUCTION

Learning lexical items is the outcome of students being presented with them in a variety of situations and experiences. Some words are learnt in connection to their translated counterparts into the L1 of the individual. Some other word forms are assimilated together with their corresponding oral representation. Even more, another way of learning a lexical item occurs if this is introduced to the learner for the first time in a meaningful context. Hence, the variable established in this case relates the word

form and its meaning and whether the former is encountered in a written or a spoken context seems to have an influence on the assimilation of the lexical item (Nelson et. al., 2005).

Perfetti, Wlotko and Hart (2005) argue that comprehension and reading skills may influence the learning of lexical items and claim that skilled readers learn new words more effectively than skilled comprehenders. The framework proposed by Reichle and Perfetti (2003) suggests that context-independent information such as phonology and orthography accumulates with repeated exposure to the new word and that this knowledge is reflected in how well the new lexical items are known (i.e. familiarity) and how easy they are accessed (i.e. availability). However, learners most often:

Encounter new words *either* visually *or* auditorily in a meaning context. Thus, an episodic trace of such an encounter is likely to include context-specific information such as visual or acoustic input features in addition to more context-independent information such as orthography or phonology. The orthographic and phonological traces are strengthened as they are repeated over many encounters, eventually creating the kind of unified traces required for an abstracted lexical entry, while more context-specific aspects of individual traces will not be strengthened with variable encounters with the word. (Nelson et. al., 2005: 26)

Word-recognition should be better if occurring in the same modality its learning process took place. Therefore, if an individual first encounters a certain lexical item visually, it is only natural that the word will be accessed more quickly in further stages if the next encounter is also visual, since the type of knowledge they have established for that word is visual, and the same is true vice versa. What this study is interested in exploring is whether these notions are also applicable for grammatical structures and which type of memory bonds or traces – visual or auditory –are stronger and more beneficial. Nelson et. al. already provide evidence that orthographic inputs are more advantageous than phonological inputs, since they lead to a more effective retention. Such hypothesis is supported by many other authors and for both adult and young

learners (Ehri and Wilce, 1979; Reitsma, 1983; Baddeley et. al., 1988; Dean et. al., 1988; Gallo et. al. 2001; Ehri, 2005).

4. RESEARCH ON THE EFFECT OF INTEGRATED LANGUAGE-BASED INSTRUCTION ON L2 LEARNERS

In this section, relevant studies on L2 effects of written input on oral output conducted on a variety of populations and/or contexts of instruction will be reviewed. All of them are relevant for the present paper to the extent that they provide evidence for the claim that orthographic inputs have a favourable effect on oral output.

Despite the fact that literacy and oral skills are mutually interdependent, speaking is typically conceived as a skill to be acquired prior to reading and writing and is therefore magnified in L2 instruction. However, according to Harklau (2002) it is important to explore the issue of how students learn a second language through writing, since, unlike oral communication, written texts allow students to reread, to practice repeatedly and lead to better structure retention. Rubin and Kang (2008) also support the fact that writing allows for a higher amount of reflection and revision and claim that the fact of visualising language provides children with an additional support which helps them both to become more aware of word boundaries and to produce oral output more efficiently.

Kim (2008) holds the assumption that oral language and literacy skills can develop concurrently. She conducted a case-study with two beginning ESL students of 5 and 6 years of age, both of whom were enrolled in a multicultural western kindergarten. The two participants were provided with two different kinds of instruction: integrated (i.e. written and oral) and only oral language-based in order to compare the effectiveness of the two approaches and their influence in the learners' oral skills. Apart from revealing that young learners are able to develop literacy skills without a strong

speaking foundation, that is to say without having achieved any predetermined command of oral skills, the results also indicated it was while receiving an integrated language-based instruction that both participants had a better performance on multiple oral language assessment measures. Hence, a direct consequence of her findings is that language skills such as English writing and reading are an effective structural support to develop oral language skills in young ESL learners.

Whilst Kim explored young language learners in an SLA context, El-Koumy (1998) addressed the issue of improving adult learners' oral fluency with dialogue journal in an EFL setting. His study was conducted to 136 university students in an Egyptian setting, a country where instruction on oral skills is frequently disregarded due to literacy skills being the ones exposed to formal examination. The participants were divided into two groups, both of which received regular classroom instruction of the English language, but only one of them was presented with additional training in dialogue journal writing. Both the experimental and the control groups were pre-tested in order to exclude the possibility of statistically significant differences and post-tested on English speech skills. The results showed that there not being statistically noteworthy differences between the two groups on the pre-test, the experimental group obtained significantly higher scores on the post-test and therefore the hypothesis that journal-writing training contributed to an improvement of the learners' speech skills was accepted.

Another relevant exploratory study was conducted by Blake (2009), who investigated the effect of Internet chats on adult learners' oral fluency in an ESL setting. 34 university-level participants were separated into 3 groups, each of which received different instructional treatments, namely a text-based Internet chat environment, a traditional face-to-face environment and a control one with no student interaction of any

kind. After 6 weeks of instruction, the learners were tested and the participants that received the text-based Internet chat kind of instructional environment were found to achieve significantly higher gain scores in oral assessment, specifically in phonation time ratio and mean length of run measures. Such text-based Internet chats were providing the students with additional written support and their use helped them build oral fluency by facilitating the automation of lexical and grammatical knowledge. Blake administered a survey to parents, instructors and learners as well, which revealed a high degree of scepticism towards the use of literacy skills in order to improve oral fluency and proficiency.

Thus far, all research studies which address the issue of improving oral skills by means of written input are based on populations of adult learners or on ESL instructional contexts. Lotter (2012) explored the perceptions of teachers, school managers, parents and curriculum writers on the influence of literacy skills on speaking skills for young English language learners in an EFL instructional setting in Taiwan. Her study was of a qualitative nature and data was gathered by means of classroom observation, curriculum material and teacher manuals review and several interviews. Her results seem to indicate that teachers are not fully aware of the fact that parents need their children to develop their literacy skills and that instructors wish to spend more time working on reading and writing but are restricted by a full curriculum.

Altogether, no studies have been found that conducted quantitative research on young EFL contexts. Consequently, a study is needed that compares the outcomes in terms of oral output of young EFL students that have been taught using two different approaches to language instruction: integrated language-based – oral and written – and oral language-based – oral only, as such field is still underexplored. Hence, this will serve as the innovative feature of the present paper's contribution to current research.

5. METHODOLOGY

5.1 Participants and Setting

This study was conducted in an English language centre located in the province of Barcelona (Catalonia), where the teaching methodology followed in order to provide EFL instruction claims to be in line with the naturalistic approach. Nonetheless, what it is based on is a minimal input type of instruction, since it consists of 1 hour of exposure to the target language per week.

The school embraces a population of over 1,200 students, 126 of whom are coursing second grade and are divided into 16 groups. Two of these groups, composed of 8 participants each, were selected for the study. All the students were Catalan/Spanish bilinguals and all of them had been attending classes at the same school for at least 4 years, being therefore familiar with the methodology used.

Learners in both the experimental and the baseline control groups were similar in terms of age, all of them ranging from 7 to 8 years old. The percentage of female participants was higher in the experimental group (62.5%) than in the control one (25%). However, the final rate of girls who were tested and whose results are analysed in section 6 of the present paper is 57.1% for the experimental group and 28.6% for the control group. A male participant from the control group and a female one from the experimental group missed the final test and were hence excluded from the sample.

5.2 Treatments and Procedure

The present study included eight 1-hour sessions of intervention and an additional testing one during a time period of 9 weeks between November and January 2013–2014. The structures the students were exposed to were constructions containing *can* and *have got* in affirmative, negative and interrogative sentences. Such expressions

were taught by means of a story that integrated them and by means of follow-up activities (see Appendix G) which required the learners to use them in affirmative and negative declarative sentences as well as in interrogative ones.

The control group received oral language-based instruction, as opposed to the integrated language-based tuition that was given to the experimental group. The instruction rendered was identical for each of the treatments, the only difference being the lack of written input. Both groups were exposed to exactly the same structures each day by means of oral input, yet the experimental one was given additional written input, which they read from the blackboard. Furthermore, on the fifth and sixth weeks, the experimental group was also presented with activities of the *fill-in-the-gaps* or *circle-the-correct-answer* type (see Appendix G), by means of which they received additional written input – both read and written. On the ninth week all learners were assessed.

In order to answer the previously-mentioned research questions, a test consisting of 21 items classified in three different task types (see Section 5.3) was designed and administered to the participants (N = 14). Two versions – A and B – of the same test were created so as to prevent peer repetition from altering the results. Both of them tested the same structures, but with different items.

The qualitative phase of the study aimed at complementing the quantitative results. Follow-up notes were gathered in a diary after each class on a weekly basis (see Appendix H) in order to assess the students' progress.

5.3 Instruments/Assessment Measures

After 8 weeks of instruction, the participants completed a 10-minute oral test covering the previously-mentioned structures (see Appendices A and C). Such testing

instrument consisted of three different tasks, namely a question and answer task (Task 1), a picture description task (Task 2) and an L1 translation task (Task 3).

5.3.1 *Question and Answer Task*

The target grammatical structure *I can buy* was elicited twice by means of providing the students with a prompting question similar to “What can you buy at the greengrocer’s/clothes shop/etc.?”. Afterwards, the participants were to formulate the same question twice again, the prompts being pictures of different stores. Secondly, the use of such structure both in affirmative and negative was triggered by asking the learners two questions such as “Can you buy muffins/milk/etc. at the bakery/fishmonger’s/etc.?”. Likewise, the students were required to provide such questions twice, the prompts being two pictures, one representing a certain store and another one an item. The structure *have got* was then brought into focus. In order to obtain it in an affirmative and a negative context, the participants were asked two questions such as “Have you got one/two/etc. arms/eyes/etc.?”. Finally, two images, one containing a number and another one showing a part of the face, served as a means of eliciting the target construction within an interrogative sentence, a process that was repeated twice (see the prompts in Appendices B and D).

5.3.2 *Picture Description Task*

Such a task comprised a total of five strings of two pictures each, one depicting a store and the other one illustrating an item which could either be or not be bought at that shop. The learners were required to describe the pictures using structures similar to “At the café/toy shop/etc. I can/can’t buy bananas/a ball/etc.”. Specifically, there were three

picture sets portraying a correct relationship and two representing an incorrect one (see Appendices B and D).

5.3.3 L1 translation

This concluding task aimed at triggering a translation of both target structures into the participants' L1, Catalan. Four questions were asked, one containing the structure *have got* in interrogative and the other three including *can buy* – one in affirmative, one in negative and the remaining one in an interrogative form.

5.4 Data Analysis

In order to assess how students responded to their respective instructional treatment, the children's performance in the tasks were recorded and responses were transcribed (see Appendices E and F) and then coded using an adaptation of the scoring areas designed by Kim (2008). As far as Task 1 and Task 2 are concerned, the three following categories of analysis were regarded:

(A) *Number of correct target words*: This notion accounts for the total number of comprehensible and accurate target words produced per utterance. The lexical terms referring to store names were contemplated as a single word for simplicity purposes. Contractions like *can't* and *don't* were also assumed to count as one single lexical item. For the number of correct target words in each item see Tables 1 and 2 below.

(B) *Semantic-Pragmatic Appropriateness*: Adequacy of meaning and use in each utterance was tested according to a binary system. A 0 was given if the informant's response was not appropriate in terms of meaning and use and a 1 was granted if it was appropriate.

(C) *Syntactic Acceptability*: This category assessed whether the learners' constructions were grammatical. A 0 was awarded if the answer was ungrammatical and a 1 was given if the respondents' sentence structure was grammatically acceptable.

As regards Task 3, responses were coded using an L1 Translation category by which responses were coded following a binary system. A set of criteria which included different possible translations of the target sentence were defined. They included possible null subjects, clitic pronouns and impersonal structures (see Tables 1 and 2). A 0 was given if the participant's answer did not conform to any of the acceptability criteria and a 1 was awarded if the answer was contemplated within such criteria.

For simplicity purposes, task names have been abbreviated as follows: Task 1 refers to the *Question and Answer Task*, Task 2 alludes to the *Picture Description Task* and Task 3 concerns the *L1 Translation Task*. Furthermore, when the focus of analysis is the *correct number of target words* letter *A* will be attached to the number of the task; when it is *semantic-pragmatic appropriateness*, letter *B* will be added to the number of the task; finally, when dealing with *syntactic acceptability*, letter *C* will be attached to the number of the task.

TASK 1 – QUESTIONS AND ANSWERS	
ACCEPTED ANSWERS	NUMBER OF CORRECT TARGET WORDS
Item 1. At the greengrocer's I can buy _____ ¹ .	7
Item 2. At the clothes shop I can buy _____.	7
Item 3. What can you buy at the café?	7
Item 4. What can you buy at the petrol station?	7
Item 5. Yes, I can.	3
Item 6. No, I can't.	3
Item 7. Can you buy sweets at the butcher's?	7

¹ Gaps are to be filled with any item that can be bought at the store of the relevant context.

Item 8. Can you buy a newspaper at the shoe shop?	8
Can you buy newspapers at the shoe shop?	7
Item 9. Yes, I have.	3
Item 10. No, I haven't.	3
Item 11. Have you got one eye?	5
Item 12. Have you got one nose?	5
TASK 2 – PICTURE DESCRIPTION	
ACCEPTED ANSWERS	NUMBER OF CORRECT TARGET WORDS
Item 13. At the café I can't buy bananas.	7
At the café I can't buy a banana.	8
Item 14. At the toyshop I can buy a ball.	8
At the toyshop I can buy balls.	7
Item 15. At the fishmonger's I can buy fish.	7
Item 16. At the newsagent's I can't buy cereal.	7
Item 17. At the clothes shop I can buy a jacket.	8
At the clothes shop I can buy jackets.	7
TASK 3 – L1 TRANSLATION	
ACCEPTED ANSWERS	
Item 18. A la carnisseria (jo) puc comprar salsitxes. A la carnisseria (jo) hi puc comprar salsitxes. A la carnisseria (jo) puc comprar-hi salsitxes. A la carnisseria es poden comprar salsitxes. A la carnisseria s'hi poden comprar salsitxes.	
Item 19. Al supermercat (jo) no puc comprar crusans. Al supermercat (jo) no hi puc comprar crusans.	

<p>Al supermercat (jo) no puc comprar-hi crusans.</p> <p>Al supermercat no es poden comprar crusans.</p> <p>Al supermercat no s'hi poden comprar crusans.</p>
<p>Item 20. Què pots/puc comprar a la peixateria?</p> <p>Què hi pots/puc comprar a la peixateria?</p> <p>Què pots/puc comprar-hi a la peixateria?</p> <p>Què es pot comprar a la peixateria?</p> <p>Què s'hi pot comprar a la peixateria?</p>
<p>Item 21. Tens dos llibres?</p> <p>Tu tens dos llibres?</p>

Table 1. Correct scoring criteria and number of correct target words for Test A

TASK 1 – QUESTIONS AND ANSWERS	
ACCEPTED ANSWERS	NUMBER OF CORRECT TARGET WORDS
Item 1. At the toyshop I can buy _____.	7
Item 2. At the fishmonger's I can buy _____.	7
Item 3. What can you buy at the supermarket?	7
Item 4. What can you buy at the bakery?	7
Item 5. Yes, I can.	3
Item 6. No, I can't.	3
Item 7. Can you buy fish at the petrol station?	7
Item 8. Can you buy sausages at the greengrocer's?	7
Item 9. Yes, I have.	3
Item 10. No, I haven't.	3
Item 11. Have you got three eyes?	5

Item 12. Have you got five mouths?	5
TASK 2 – PICTURES DESCRIPTION	
ACCEPTED ANSWERS	NUMBER OF CORRECT TARGET WORDS
Item 13. At the shoe shop I can't buy sweets.	7
Item 14. At the supermarket I can buy milk.	7
Item 15. At the bakery I can buy croissants.	7
Item 16. At the greengrocer's I can't buy shoes.	7
At the greengrocer's I can't buy boots.	7
Item 17. At the petrol station I can buy petrol.	7
TASK 3 – L1 TRANSLATION	
ACCEPTED ANSWERS	
Item 18. A la peixateria (jo) puc comprar peix/os. A la peixateria (jo) hi puc comprar peix/os. A la peixateria (jo) puc comprar-hi peix/os. A la peixateria es poden comprar peix/os. A la peixateria s'hi poden comprar peix/os.	
Item 19. A la botiga de joguines/joguets (jo) no puc comprar pomes. A la botiga de joguines/joguets (jo) no hi puc comprar pomes. A la botiga de joguines/joguets (jo) no puc comprar-hi pomes. A la botiga de joguines/joguets no es poden comprar pomes. A la botiga de joguines/joguets no s'hi poden comprar pomes.	
Item 21. Tens dos gossos? Tu tens dos gossos?	

Table 2. Correct scoring criteria and number of correct target words for Test B

For Items 1 and 2, responses could include a number of possible articles that could be bought at the store of the relevant context. In the event that a participant

provides more than one item, only the first one will be considered, so that the number of correct target words is not affected. Additionally and for the same purpose, shop names will be counted as one only word even though they consist of two lexical terms or they are compounds, as for instance *clothes shop* or *petrol station*. Should the learners provide a lexical item in their own L1 instead of in English, this will affect the correct number of target words, but not the semantic-pragmatic appropriateness nor the syntactic acceptability scores.

The coding was carried out by the author of the present paper and by an additional native English speaker for inter-rater reliability purposes. An inter-rater reliability analysis using the Kappa statistic was performed to determine consistency among raters, which was $Kappa = 1.000$ ($p < .001$) in all variables except for Task1ACan in which the reliability between the raters was $Kappa = .680$ ($p < .001$).

In order to determine the effect of providing written input to the experimental group, both qualitative and quantitative analyses have been carried out. As for the qualitative analysis, diary notes were gathered, analysed and incorporated into the discussion. As for the quantitative study, bearing in mind that the sample size was remarkably small, non-parametric statistical tests were applied. Intergroup analyses were conducted by means of Mann-Whitney U tests and the level of significance was $p = .05$ all throughout the analysis.

6. RESULTS

The comparative analysis contrasts the experimental and the control groups. As Table 3 shows, results are higher in the experimental group in all variables tested. For a visual representation of all the variable means, see Graph 1 below.

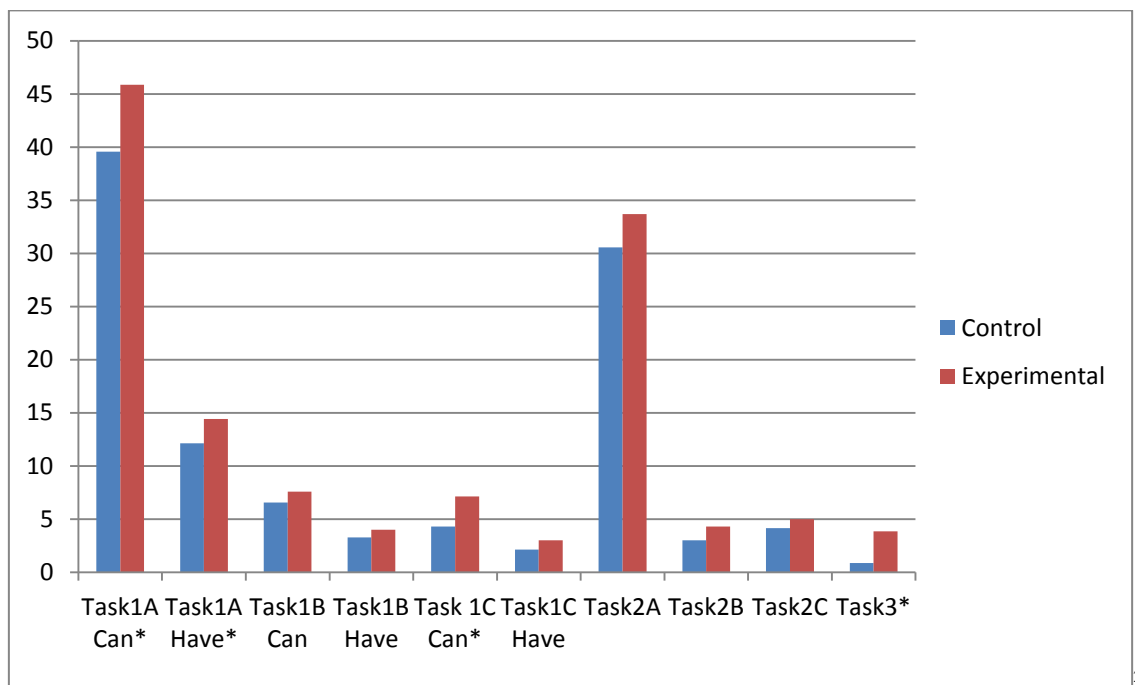
Variable	Group	n	Mean	SD	Mann-Whitney U	P Value
Task1A Can	Control	7	39.57	7.185	8.500	.039*
	Experimental	7	45.86	2.545		
Task1A Have	Control	7	12.14	2.268	8.500	.038*
	Experimental	7	14.43	1.813		
Task1B Can	Control	7	6.57	1.618	16.500	.269
	Experimental	7	7.57	.535		
Task1B Have	Control	7	3.29	.951	14.000	.061
	Experimental	7	4.00	.00		
Task1C Can	Control	7	4.29	2.138	6.000	.015*
	Experimental	7	7.14	1.574		
Task1C Have	Control	7	2.14	1.215	14.000	.159
	Experimental	7	3.00	1.528		
Task2A	Control	7	30.57	5.623	11.000	.076
	Experimental	7	33.71	1.496		
Task2B	Control	7	3.00	1.528	11.500	.076
	Experimental	7	4.29	.951		
Task2C	Control	7	4.14	1.864	17.500	.142
	Experimental	7	5.00	.00		
Task3	Control	7	.86	.378	.000	.001*
	Experimental	7	3.86	.378		

Table 3. Mann–Whitney U test between experimental and control groups

As for the *Question and Answer Task* (Task 1), there is a significant difference in the scores for the percentage of the correct number of target words in the items containing *can* between the experimental (M=45.86, SD=2.545) and the control (M=39.57, SD=7.185) groups; (U = 8.500, p = .039). The same is true for the correct number of target words containing *have*, the experimental group scoring significantly higher (M=14.43, SD=1.813) than the control group (M=12.14, SD=2.268); (U = 8.500, p = .038). The difference regarding semantic-pragmatic appropriateness is

marginally significant ($U = 14.000, p = .061$) in those items containing a *have*-structure and non-significant in those containing a *can*-structure. As far as syntactic acceptability is concerned, even though no significant differences are detected in the items concerning *have*, the two groups seem to differ notably in those items containing *can* in favour of the experimental group, whose participants have scored significantly higher ($M=7.14, SD=1.574$) than the ones in the control group ($M=4.29, SD=2.138$); ($U = 6.000, p = .015$).

As for the *Picture Description Task* (Task 2) both groups obtained similar results in the three variables ($p > .05$). The discussion section will next deal with possible reasons that may account for these results. The major contrast is found in Task 3, namely the *L1 translation* task, where the experimental group scored significantly higher ($M=3.86, SD=.378$) than the control group ($M=.86, SD=.378$); ($U = .000, p = .001$).



Graph 1. Clustered column chart of the variable means from the control and the experimental groups

² An asterisk sign next to a variable accounts for the presence of a significant difference.

7. DISCUSSION

In the previous section, the results of the different statistical tests were presented. This section will discuss and interpret these results both quantitatively and qualitatively and in relation to the research questions addressed in the present study, namely the effects of integrated language-based instructions on young learners' oral output with respect to the accurate number of target words, semantic-pragmatic appropriateness, syntactic acceptability and L1 translation.

The main finding of the study is that the experimental group scored higher in all variables tested and some significant differences were found between the groups, which generally confirms our hypothesis. These results are in line with previous related studies which suggest that an instructional approach where oral input is supported with written input leads to better results (El-Koumy, 1998; Harklau, 2002; Rubin and Kang, 2008; Kim, 2008; Blake, 2009).

Hence, the present study seems to indicate that whether language is encountered in a written or a spoken context has an influence on learners' assimilation, orthographical inputs being more beneficial. A variety of authors in the area of educational psychology (Ehri and Wilce, 1979; Reitsma, 1983; Baddeley et. al., 1988; Dean et. al., 1988; Gallo et. al. 2001; Ehri, 2005; Nelson et. al., 2005) have supported this assumption as well.

7.1 Task 1: Questions and Answers

Task 1 consisted of interaction with the instructor. As for the correct number of target words and as expected, significantly higher results were observed in the experimental group. This suggests that the fact of seeing the constructions written helps

students to both see exactly what words are being used in each construction and assimilate them more effectively in order to produce them more accurately. Illustrating this point is the fact that some participants of the control group had a tendency to confuse the words *buy* and *bike*, which are phonetically similar. In addition, they were inconsistent in their use of both words, using *buy* in some of their answers and *bike* in the immediate following answer of a similar nature, as if they did not know which one to use. None of the learners of the experimental group displayed this problem, probably because they had seen the construction written many times, which helped them achieve a significantly better score on uttering the correct number of target lexical items.

Regarding semantic-pragmatic appropriateness, there not being significant differences might be due to the fact that the learners had received such a remarkably great exposure to the structures that even the ones who were not given additional written input understood the notions. If a child understood what can be bought in each store and could relate that to saying yes or no, they already achieved the correct score for semantic-pragmatic appropriateness. This was also true for children providing answers, such as “Yes, I can” to questions that required a syntactically different structure, as “Have you got two arms?”. For this specific instance, the participant was incorrectly marked for syntactic acceptability, but he achieved a correct score for semantic-pragmatic appropriateness, since he understood what he was being asked, but did not know what grammatical structure to use in order to express the intended meaning. This might lead to think that written input does not affect adequacy of meaning and use as much as it affects the other variables tested.

Furthermore, learners from the experimental group also proved to produce significantly more syntactically acceptable *can*-structures. As for *have*-structures, although the scores were better in the experimental group, they did not prove to be

significantly different. This might be due to the latter containing an inferior number of lexical items, which would allow for a lower probability of producing syntactic mistakes when combining words or the fact that these *have*-structures are normally present in their school books and tasks, which makes them more familiar with the structure.

A number of participants presented problems producing the word *sausages* and solved it by pronouncing a mixture of it and its Catalan counterpart *salsitxes*. However, as stated in section 5.4, this affected the score for the total number of correct target words, but not the ones on semantic-pragmatic appropriateness or syntactic acceptability.

In addition, in some cases the same learner provided a syntactically and semantic-pragmatically incorrect answer to a question, but responded syntactically and semantic-pragmatically correctly to the following question which tested the same structure. For instance, to the question “Can you buy muffins at the bakery?” a student responded “No, I haven’t.” and to the ensuing question “Can you buy milk at the fishmonger’s?” the answer provided was “No, I can’t”. This might suggest that the student is clever enough to listen to the construction of my question and merely copy the structure the second time he hears it, which could be an argument to account for significant differences not surfacing in some variables.

7.2 Task 2: Picture Description

Such a task was based on individuals’ own creation, without any oral input, but just visual strings of images. The strings contained two pictures each, one portraying a shop and the other one depicting an item which could either be or not be bought at that store. This task was one of the central activities during the instruction period and it was

carried out in every session. Due to the kind of instructional approach applied putting much emphasis on repetition of structures, the participants of both groups were required to describe strings of pictures on a daily basis, repeating all the possible combinations. This might account for the fact that, even though the experimental group scored higher in all three variables, no significant differences were found between the two groups in any of the variables under assessment. Nevertheless, whilst the students of the experimental group showed capacities to accomplish this task independently by session two, the ones belonging to the control group did not begin to utter correct sentences without my help until the sixth session. Therefore, in qualitative terms, there were differences between the two groups and these seem to indicate that written input provides a faster understanding of L2 propositions.

7.3 Task 3: L1 Translation

As for the translation of constructions into Catalan (i.e. the learners' mother tongue) the experimental group achieved significantly better scores than the control group. Nearly all the participants of the experimental group achieved a 100% translation score. The rater impressions after analysing the data of this task were that without written input, the learners conceive the structure to be a matching one, that is to say that they think what they are being required to do is to provide a matching sentence, similar to "*bread* goes with *bakery*" and "*dress* doesn't go with *shoe shop*". This is so because the majority of the control group participants' answers for this task were the Catalan counterparts of "At the _____³ there are(n't) _____⁴" or "_____⁴ goes/doesn't go with the _____³".

³ Gaps are to be filled with the name of a shop/store.

⁴ Gaps are to be filled with any item that can be bought at the store of the relevant context.

Even though the students in the control group did not translate the structures appropriately, it must be stated that all of them seemed to understand when the sentences were affirmative or negative and reproduced this feature properly in their L1 translation. For instance, in order to translate “At the supermarket I can’t buy croissants” a learner provided the utterance: “Al supermercat no van els crusans”, the lexical item *no* acting as a negation particle. This fact seems to indicate that although none of the individuals was able to translate any of the *can*-structures correctly, all of them managed to appropriately translate the *affirmative/negative* feature.

7.4 Qualitative Diary Impressions

As the notes gathered on the weekly diary indicate, the learners started reacting different to both kinds of instructional approaches from the very first session. The students of the control group were introduced to the structures by means of oral input and on the first session they looked quite lost. What they did was repeat after the teacher imitating the intonation pattern, but they seemed to drop certain words or sounds. Sometimes they would drop half a word, exhibiting a lack of understanding of what the word limits were. Conversely, the students of the experimental group were given additional written support and on the first session they seemed to generally understand the constructions more clearly. Only two of the participants showed certain problems to answer my questions or to use the target constructions. Notwithstanding, they showed more confidence than the students of the control group. At the beginning of the first class, not all of them pronounced the final /t/ in *can't*, but by the end of it and after many repetitions and by seeing the words on the board, the majority of them were already answering the questions individually, without much difficulties and some of them without even looking at the written support.

On the second class, the learners of the experimental group showed immediate understanding when they were asked questions using the constructions. Whereas the participants of the control group were dropping the words *have* or *got* from the structure *I have got*, or the words *buy* or *can* from the structure *I can buy*, the ones from the experimental group were producing all the lexical items without the instructors' help and by the end of the class none of them were using the written support.

In order to ensure students were not only reproducing the same construction, other questions were asked so as to trigger the use of *can*, *can't*, *have got* and *haven't got* in different contexts. The results were clearly favourable for the learners of the experimental group, who were able to answer appropriately using the target constructions, as opposed to the participants of the control group who seemed to understand whether they had to answer affirmatively or negatively, but were not able to answer accordingly with the correct structures.

Not until the sixth session did some of the participants of the control group start showing a certain degree of understanding and began to utter the whole structures without dropping any words. By then, the experimental group had already mastered both constructions. The experimental group of students had also been required to write the constructions in order to enhance written output (see Appendix G).

7.5 Research Questions

Overall, the present study produced results which seem to confirm our hypothesis and the findings of previous research in this field at least as far as young learners in a minimal input situation are concerned. The findings of the current paper are consistent with those which found that written input leads to more effective retention than oral input (Ehri and Wilce, 1979; Reitsma, 1983; Baddeley et. al.,

1988; Dean et. al., 1988; Gallo et. al. 2001; Ehri, 2005; Nelson et. al., 2005). This study also supports previous research into second and foreign language teaching which links written skills and greater gains on oral production (El-Koumy, 1998; Harklau, 2002; Rubin and Kang, 2008; Kim, 2008; Blake, 2009).

Bearing in mind the results analysed and discussed so far and in relation to Research Question 1.1, integrated language-based instruction seems to positively affect young learners' oral production in relation to the accuracy of target lexical items. This can be claimed since the results of Task 1 for this category are significantly different. There were no significant differences for this variable in Task 2, but this might be due to a possible inefficient design of the test already mentioned on Section 7.2.

As for Research Question 1.2, the evidence resulting from the data suggests that additional written input is not as necessary for the oral production of target structures in relation to semantic-pragmatic appropriateness. It might be that seeing the target structures written does not help to understand adequacy of meaning and use. As a matter of fact, just by understanding the vocabulary or by seeing the images, the children might have been able to understand their meaning and to answer accordingly.

Regarding Research Question 1.3, there are significant differences as far as the *can*-structures are concerned, but not for the *have*-structures. As argued in Section 7.2, this might be owing to the latter having fewer lexical items, which hints again that there was a problem in the design of the tests. Another reason to account for this is that participants are more familiar with the *have*-structures, since they are normally present in their school books.

Finally, as for Research Question 2 the results show a significant difference in Task 3 and thus, it can be claimed that integrated language-based instruction seems to positively affect young learners' L1 translation skills. L1 translations of participants in

the control group were generally poor. None of them gave a correct translation for the *can*-structures according to the defined criteria in Table 1 and the majority of them interpreted the target sentences as a matching game. Conversely, nearly all the participants in the experimental group gave correct L1 translations in Task 3.

8. CONCLUSIONS

The present study aimed at exploring whether the incentive of integrated language-based instruction affected oral output of young language learners in a minimal input situation in an EFL context. According to the data obtained and analysed, language-based instruction appears to greatly benefit oral production of young learners in relation to the accuracy of target lexical items and also seems to have a certain effect on their oral production in relation to syntactic acceptability of target structures, even though this last assumption should be further researched with a greater number of participants. As for semantic-pragmatic appropriateness, additional written input and output does not seem to affect young learner's production of target structures. In relation to L1 translation, the data of the present study reveals that integrated language-based instruction results in better scores. Whilst the participants in the experimental group were in general able to appropriately translate the sentences in Task 3 according to the defined criteria, the ones in the control group did not give correct L1 translations on the whole.

It must be acknowledged that the differences between the two groups could have been of a higher attestable and evident character had the number of participants been larger, the instructional period longer and the variety of structures greater. Further research should incorporate a wider range of participants, cover a wider age range and be carried out during a longer period of time. The effects of integrated language-based

instruction should be explored at different stages of language development and should also consider more in depth requiring written output from the students in order to examine whether it bears any effects on assimilation of structures. It must be recognised that the test was not completely adequate, especially as far as Task 2 and Category B (i.e. semantic-pragmatic appropriateness) are concerned. However, the choice of items and target structures is justified by the fact that the researcher had to comply with the obligations of the school syllabus and was limited by time and programme restrictions. An additional limitation might be that some students may be able to understand, retain and produce structures satisfactorily by having been exposed to oral input only, without the need of additional orthographic input. Further research could take this into account and separate individuals according to their intellectual and cognitive capacities and explore the outcomes.

All in all, the oral area of language is the one that receives the most prominence in EFL instruction (Cameron, 2001). Thus, the instructional setting provided to the control group is the one adopted in the majority of schools and the one to which young language learners are used to. The results of the present study suggest that the right way forward to teach English as a foreign language to young language learners in a minimal input situation should integrate literacy skills as soon as children begin to read and write in their L1.

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APPENDIX A: TEST A EXPERIMENT SHEET

TASK A – Questions and Answers

1) What can you buy at the greengrocer's?

Target utterance: At the greengrocer's I can buy apples, bananas, carrots, etc.

2) What can you buy at the clothes shop?

Target utterance: At the clothes shop I can buy a jacket, a T-shirt, trousers, etc.

3) Now ask me (showing them a picture of the café).

Target utterance: What can you buy at the café?

4) Now ask me (showing them a picture of the petrol station).

Target utterance: What can you buy at the petrol station?

5) Can you buy muffins at the bakery?

Target utterance: Yes, I can.

6) Can you buy milk at the fishmonger's?

Target utterance: No, I can't.

7) Now ask me (showing them two pictures: sweets and butcher's).

Target utterance: Can you buy sweets at the butcher's?

8) Now ask me (showing them two pictures: newspaper and shoe shop).

Target utterance: Can you buy newspapers at the shoe shop?

9) Have you got two arms?

Target utterance: Yes, I have.

10) Have you got three mouths?

Target utterance: No, I haven't.

11) Now ask me (showing them two pictures: number 1 and an eye).

Target utterance: Have you got one eye?

12) Now ask me (showing them two pictures: number 1 and a nose).

Target utterance: Have you got one nose?

TASK B – Picture Descriptions

13) Picture of café + picture of bananas

Target utterance: At the café I can't buy bananas.

14) Picture of toy shop + picture of a ball

Target utterance: At the toyshop I can buy a ball.

15) Picture of fishmonger's + picture of fish

Target utterance: At the fishmonger's I can buy fish.

16) Picture of newsagent's + picture of cereal packet

Target utterance: At the newsagent's I can't buy cereal.

17) Picture of clothes shop + picture of a jacket

Target utterance: At the clothes shop I can buy a jacket.

TASK C – L1 Translation

18) How do you say “At the butcher's I can buy sausages” in Catalan?

Target utterance: A la carnisseria (hi) puc comprar(-hi) salsitxes.

19) How do you say “At the supermarket I can't buy croissants” in Catalan?

Target utterance: Al supermercat no (hi) puc comprar(-hi) croissants.

20) How do you say “What can you buy at the fishmonger's” in Catalan?

Target utterance: Què pots comprar a la peixateria?

21) How do you say “Have you got two books” in Catalan?

Target utterance: Tens dos llibres?

APPENDIX B: IMAGES USED IN TASKS A AND B OF TEST A

TASK A – Questions and Answers

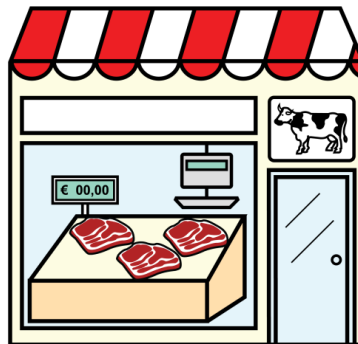
Item 3



Item 4



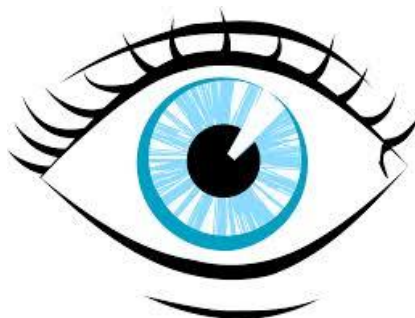
Item 7



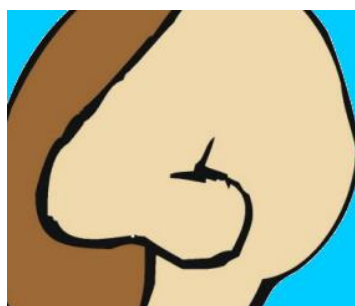
Item 8



Item 11

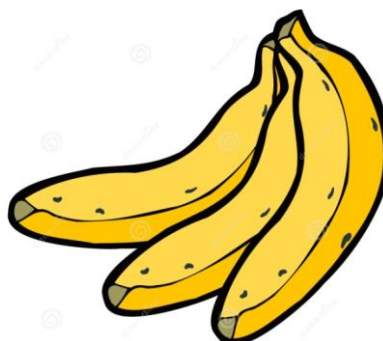


Item 12

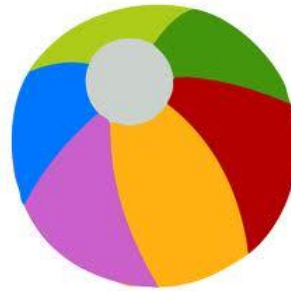


TASK B – Picture Descriptions

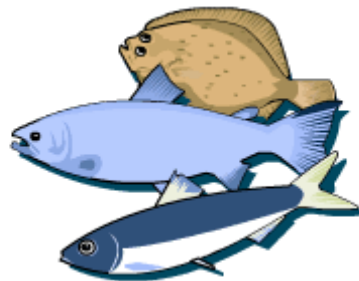
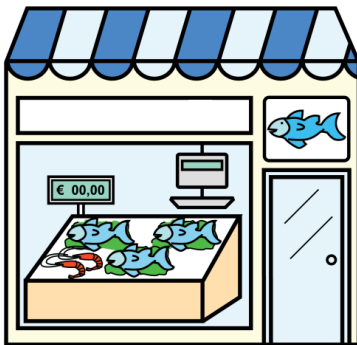
Item 13



Item 14



Item 15



Item 16



Item 17



APPENDIX C: TEST B EXPERIMENT SHEET

TASK A – Questions and Answers

1) What can you buy at the toyshop?

Target utterance: At the toyshop I can buy videogames, a ball, a robot, etc.

2) What can you buy at the fishmonger's?

Target utterance: At the fishmonger's I can buy fish, octopus, shrimps, etc.

3) Now ask me (showing them a picture of the supermarket).

Target utterance: What can you buy at the supermarket?

4) Now ask me (showing them a picture of the bakery).

Target utterance: What can you buy at the bakery?

5) Can you buy a jacket at the clothes shop?

Target utterance: Yes, I can.

6) Can you buy lollipops at the newsagent's?

Target utterance: No, I can't.

7) Now ask me (showing them two pictures: fish and petrol station).

Target utterance: Can you buy fish at the petrol station?

8) Now ask me (showing them two pictures: sausages and greengrocer's).

Target utterance: Can you buy sausages at the greengrocer's?

9) Have you got one mouth?

Target utterance: Yes, I have.

10) Have you got seven arms?

Target utterance: No, I haven't.

11) Now ask me (showing them two pictures: number 3 and an eye).

Target utterance: Have you got three eyes?

12) Now ask me (showing them two pictures: number 1 and a nose).

Target utterance: Have you got five mouths?

TASK B – Picture Descriptions

13) Picture of shoe shop + picture of sweets

Target utterance: At the shoe shop I can't buy sweets.

14) Picture of supermarket + picture of a bottle of milk

Target utterance: At the supermarket I can buy milk.

15) Picture of bakery + picture of croissants

Target utterance: At the bakery I can buy croissants.

16) Picture of greengrocer's + picture of boots

Target utterance: At the greengrocer's I can't buy boots/shoes.

17) Picture of petrol station + picture of petrol

Target utterance: At the petrol station I can buy petrol.

TASK C – L1 Translation

18) How do you say “At the fishmonger's I can buy fish” in Catalan?

Target utterance: A la peixateria (hi) puc comprar(-hi) peix.

19) How do you say “At the toy shop I can't buy apples” in Catalan?

Target utterance: A la botiga de joguines no (hi) puc comprar(-hi) pomes.

20) How do you say “What can you buy at the supermarket” in Catalan?

Target utterance: Què pots comprar al supermercat?

21) How do you say “Have you got two dogs” in Catalan?

Target utterance: Tens dos gossos?

APPENDIX D: IMAGES USED IN TASKS A AND B OF TEST B

TASK A – Questions and Answers

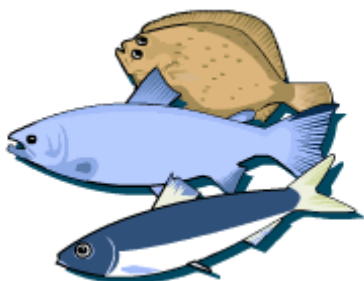
Item 3



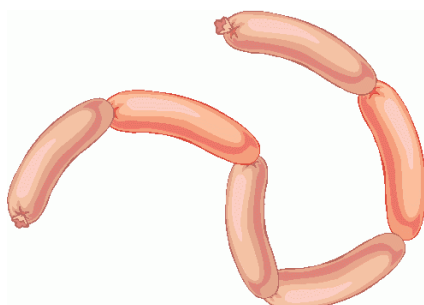
Item 4



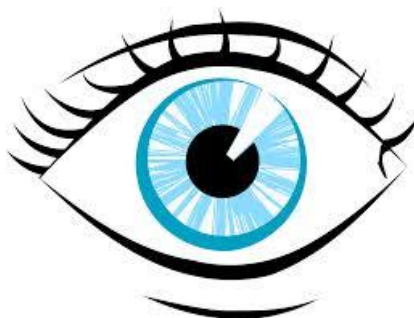
Item 7



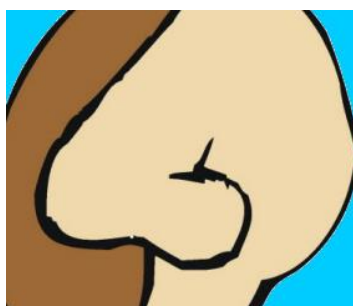
Item 8



Item 11



Item 12



TASK B – Picture Descriptions

Item 13



Item 14



Item 15



Item 16



Item 17



APPENDIX E: TRANSCRIBED TESTS OF THE CONTROL GROUP

PARTICIPANT 1 – TEST A

Task 1

- Item 1: E⁵ - What can you buy at the greengrocer's?
P⁶ - At the greengrocer's I can buy carrots, bananas, apples, hummmm....
- Item 2: E - And what can you buy at the clothes shop?
P - At the clothes shop I can buy T-shirts, hum dress, eeeeh, trou, ai, ah, trousers...
- Item 3: E - Excellent. Now you ask me.
P - Mònica, what can you buy at the café?
E - At the café I can buy coffee and croissants.
- Item 4: P - Mònica, what hum, what can you buy at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E - Now, can you buy muffins at the bakery?
P - At the bake... Yes, I can.
- Item 6: E - And can you buy milk at the fishmonger's?
P - No, I can.
- Item 7: E - And now you ask me.
P - Mònica, can you buy sweets at the butcher's?
E - No, I can't.
- Item 8: P - Mònica, I can buy newspaper at the clothes shop?
E - No, I can't.
- Item 9: E - Have you got two arms?
P - Yes, I can.
- Item 10: E - OK. And have you got three mouths?
P - No, I can.
- Item 11: E - OK. And now you ask me.
P - Mònica, can.. ca.. ai.. ca... have you got one eye?
E - No, I haven't!
- Item 12: P - Mònica, hum... have you got one nose?
E - Yes, I have.

⁵ E accounts for *Examiner*.

⁶ P accounts for *Participant*.

Task 2

- Item 13: At the café I can buy bananas.
- Item 14: At the toyshop I can buy balls?
- Item 15: At the fishmonger's I can buy fish.
- Item 16: At the newsagent's I can buy cereal.
- Item 17: At the clothes shop I can buy jacket.

Task 3

- Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la botiga va salsitxes?
- Item 19: E - OK, and how do you say in Catalan: at the supermarket I can't buy croissants.
P - Al supermercat no van els crusans.
- Item 20: E - Okay, and how do you say in Catalan: What can you buy at the fishmonger's?
P - Què va a la peixateria?
- Item 21: E - And how do you say in Catalan: have you got two books?
P - Tu tens dos llibres?

PARTICIPANT 2 – TEST B

Task 1

- Item 1: E - What can you buy at the toy shop?
P - At the toy shop I can buy hmmm... A ball.
- Item 2: E - OK, very good. And what can you buy at the fishmonger's?
P - At the fishmonger's I can buy fish, octopus...
- Item 3: E - Very good. Now you ask me.
P - Mònica, what can you buy at the bakery?
E - At the bakery I can buy bread, muffins and croissants.
- Item 4: P - Mònica, I can you buy at the supermarket?
E - At the supermarket I can buy pasta, milk, water, etc. Very good.
- Item 5: E - Can you buy a jacket at the clothes shop?
P - Yes, I can.

Item 6: E - Very good. And can you buy lollipops at the newsagent's?
P - No, I can't.

Item 7: E - Very good. Now you ask me.
P - Mònica, can you a fish at the petrol station?
E - No, I can't.

Item 8: P - Mònica, can you buy *salsitches* at the greengrocer's?
E - No, I can't.

Item 9: E - And now let's see. Have you got one mouth?
P - Yes, I can.

Item 10: E - And have you got seven arms?
P - No, I haven't.

Item 11: E - Very good. And now you ask me, okay?
P - Mònica, can you three /eis/?
E - No, I haven't!

Item 12: P - Mònica, have you got one nose?
E - Yes, I have.

Task 2

Item 13: At the shoe shop I can't buy sweets.

Item 14: At the supermarket I can buy milk.

Item 15: At the /baikəri/ I can buy croissants.

Item 16: At the greengrocer's I can buy boots.

Item 17: At the petrol station I can buy petrol.

Task 3

Item 18: E - How do you say 'At the fishmonger's I can buy fish' in Catalan?
P - A la peixateria hi ha peix.

Item 19: E - Okay. And how do you say: At the toy shop I can't buy apples.
P - A la botiga de joguets no hi han pomes.

Item 20: E Good. And how do you say: What can you buy at the supermarket?
P - Per què.... Per què vas... al supermercat?

Item 21: E - And how do you say: have you got two dogs?
P - Tu tens dos gossos?

PARTICIPANT 3 – TEST A

Task 1

- Item 1: E - What can you buy at the greengrocer's?
P - At the greengrocer's I can /baik/ hmmm... apples, bananas...
- Item 2: E - And what can you buy at the clothes shop?
P - At the clothes shop I can buy.... Hmmm.. jackets?
- Item 3: E - Okay, very good. And now you ask me.
P - Mònica, what's a..... a café?
E - At the café I can buy coffee and croissants. And now ask me again.
- Item 4: P - Mònica, what's I... /baik/ at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E - Very good. Can you buy muffins at the bakery?
P - Yes, I can.
- Item 6: E - And can you buy milk at the fishmonger's?
P - No, I can.
- Item 7: E - And now you ask me.
P - Mònica, I can /baik/ sweets at the..... b... b... brrt?
E - No, I can't. And now ask me again.
- Item 8: P - Mònica, can you /baik/ at the newspaper? At the shoe shop?
E - No, I can't.
- Item 9: E - Have you got two arms?
P - Yes, I have.
- Item 10: E - Very good. And have you got three mouths?
P - No, I haven't. .
- Item 11: E - OK. And now you ask me.
P - Mònica, have you got one eyes?
E - No, I haven't! And now again.
- Item 12: P - Mònica, have you got a one nose?
E - Yes, I have.

Task 2

- Item 13: At the café I can buy banana.
- Item 14: At the toyshop I can buy ball.

- Item 15: At the fishmonger I can buy fish.
- Item 16: At the newsagent's I can buy cereals.
- Item 17: At the clothes shop I can buy jacket.

Task 3

- Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la carnisseria sí que n'hi han salsitxes.
- Item 19: E - Good, and how do you say in Catalan: at the supermarket I can't buy croissants.
P - Al supermercat no n'hi han crusans.
- Item 20: E - Okay, and how do you say in Catalan: What can you buy at the fishmonger's?
P - Què n'hi ha a la peixateria?
- Item 21: E - And how do you say in Catalan: have you got two books?
P - Tots tu t.... dos..... Pots tu.... dos llibres?

PARTICIPANT 4 – TEST B

Task 1

- Item 1: E - What can you buy at the toy shop?
P - At the toy shop I can buy robots.
- Item 2: E - Very good. And what can you buy at the fishmonger's?
P - At the fishmonger's I can buy fish ...
- Item 3: E – Very good. Now you ask me.
P - Mònica, what hmmm.. what can the /baikeri/?
E - At the bakery I can buy bread, muffins and croissants.
- Item 4: P - Mònica, what a supermarket?
E - At the supermarket I can buy pasta, milk, water, etc.
- Item 5: E - Can you buy a jacket at the clothes shop?
P - Yes, I can.
- Item 6: E - Excellent And can you buy lollipops at the newsagent's?
P - No, I.... No, I can't.
- Item 7: E – OK, and now you ask me.
P – Mònica, can you /baik/ fish a.... a the petrol station?

E - No, I can't.

Item 8: P - Mònica, I can buy *salsitches* in the fi.. no, greengrocer's?
E - No, I can't.

Item 9: E – Okay. And now listen: have you got one mouth?
P - Yes, I can.

Item 10: E - And have you got seven arms?
P - No, I can.

Item 11: E – Okay, let me see. And now you ask me, okay?
P - Mònica, I can buy three eyes?
E - No, I haven't!

Item 12: P - Mònica, I... I can buy one nose?
E - Yes, I have.

Task 2

Item 13: At the shoe shop I can buy sweets.

Item 14: At the supermarket I can buy milk.

Item 15: At the bakery I can buy croissants.

Item 16: At the greengrocer's I can buy boots.

Item 17: At the petrol station I can buy petrol.

Task 3

Item 18: E - How do you say 'At the fishmonger's I can buy fish' in Catalan?
P - A la peixateria venen peixos.

Item 19: E - And how do you say: At the toy shop I can't buy apples.
P - A la botiga de joguets no venen pomes.

Item 20: E - And how do you say: What can you buy at the supermarket?
P - Què venen al supermercat?

Item 21: E - And how do you say: have you got two dogs?
P - Tu tens dos gossos?

PARTICIPANT 5 – TEST A

Task 1

- Item 1: E – Okay, tell me, what can you buy at the greengrocer's?
P - At the greengrocer's ehm.... Banana ai... bananas hmmm.. apples ...
- Item 2: E - Okay. And what can you buy at the clothes shop?
P - Buy at the clothes shop eehm.... Jackets...
- Item 3: E - Okay. And now you ask me.
P - Mònica, what da you buy and the café?
E - At the café I can buy coffee and croissants.
- Item 4: P - Mònica, what to at the pretrol station?
E - At the petrol station I can buy petrol.
- Item 5: E – And now, tell me: can you buy muffins at the bakery?
P - At the baker..... No, I have.
- Item 6: E - And can you buy milk at the fishmonger's?
P - No, I can't.
- Item 7: E - And now you ask me.
P - Mònica, can you buy shops at the butcher's?
E - No, I can't.
- Item 8: P - Mònica, can you /baɪk/ /neʊsɪʒər/ at the shoe shop?
E - No, I can't.
- Item 9: E - Okay and now, have you got two arms?
P - Yes, I have.
- Item 10: E – Very good. And have you got three mouths?
P - No, I haven't. .
- Item 11: E - Very good. And now you ask me.
P - Mònica, have you one eyes?
E - No, I haven't! And now again.
- Item 12: P - Mònica, one.... one nose?
E - Yes, I have.

Task 2

- Item 13: Café hmmmmm... no bananas..
- Item 14: At the toys... toy shop at the ball.

- Item 15: At the fishmonger at the fish.
Item 16: At the newsagent's the no cereals.
Item 17: At the shoe shop eeeh.. jackets.

Task 3

- Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la tenda de carnisseria eh... hi ha salsitxes.
Item 19: E - And how do you say in Catalan: at the supermarket I can't buy croissants.
P - En el supermercat no hi ha ehm.... Cruasans.
Item 20: E - Okay, and how do you say in Catalan: What can you buy at the fishmonger's?
P - Què hi ha a la peixateria?
Item 21: E - Okay, and how do you say in Catalan: have you got two books?
P - Tens dos llibres?

PARTICIPANT 6 – TEST B

Task 1

- Item 1: E - What can you buy at the toy shop?
P - At the toy shop I can buy balls.....
Item 2: E - Very good. And what can you buy at the fishmonger's?
P - At the fishmonger's I can buy octopus ...
Item 3: E - Very good. And now you ask me.
P - Mònica, what you can buy at the bakery?
E - At the bakery I can buy bread and muffins, etc.
Item 4: P - Mònica, /wei/ can you buy at the supermarket?
E - At the supermarket I can buy milk, pasta, etc. Very good.
Item 5: E - Okay. Now, listen! Can you buy a jacket at the clothes shop?
P - Yes, I can.
Item 6: E - Very good And can you buy lollipops at the newsagent's?
P - No, I can't.

Item 7: E – Very good and now you ask me.
P – Mònica, I... you... Can you buy fish at the petrol station?
E - No, I can't.

Item 8: P - Mònica, I can buy *salsiches* at the greengrocer's?
E - No, I can't.

Item 9: E – And now listen. Have you got one mouth?
P - Yes, I have.

Item 10: E - Very good. And have you got seven arms?
P - No, I haven't.

Item 11: E – Very good. And now you ask me.
P - Mònica, I can buy two, ai three eyes?
E - No, I haven't!

Item 12: P - Mònica, have one nose?
E - Yes, I have.

Task 2

Item 13: At the shoe shop I can buy sweet.

Item 14: At the supermarket I can buy milk.

Item 15: At the bakery I can buy croissants.

Item 16: At the greengrocer's I can buy boots.

Item 17: At the petrol station I can buy petrol.

Task 3

Item 18: E - How do you say 'At the fishmonger's I can buy fish' in Catalan?
P - A la peixateria hi han peixos.

Item 19: E - And how do you say: At the toy shop I can't buy apples.
P - A la botiga de joguets no hi han pomes.

Item 20: E – Okay. And how do you say: What can you buy at the supermarket?
P - Què hi ha al supermercat?

Item 21: E – Okay. And how do you say: have you got two dogs?
P - Tu tens dos gossos?

PARTICIPANT 7 – TEST A

Task 1

- Item 1: E – Okay, tell me, what can you buy at the greengrocer's?
P - At the greengrocer's I can buy tomatoes, pears ...
- Item 2: E - Very good. And what can you buy at the clothes shop?
P - At the clothes shop I can buy jackets ...
- Item 3: E - Okay. And now you ask me.
P - Mònica, what can /baik/ at the café?
E - At the café I can buy coffee and croissants.
- Item 4: P - Mònica, have.... What have you buy at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E – And now: can you buy muffins at the bakery?
P - Yes, I can.
- Item 6: E – Very good. Can you buy milk at the fishmonger's?
P - No, I can't.
- Item 7: E – Very good. And now you ask me.
P - Mònica, can you buy sweets and the butcher's?
E - No, I can't.
- Item 8: P - Mònica, can you buy at the newspapers at the shoe shop?
E - No, I can't.
- Item 9: E – Very good. Now: have you got two arms?
P - Yes, I have.
- Item 10: E – Very good. And have you got three mouths?
P - No, I haven't. .
- Item 11: E - Very good. And now you ask me, okay?
P - Mònica, have you one eyes?
E - No, I haven't! And now again.
- Item 12: P - Mònica, have you got one nose?
E - Yes, I have.

Task 2

- Item 13: At the café I can't buy banana.
- Item 14: At the toyshop I can buy ball.

Item 15: At the fishmonger I can buy fish.

Item 16: At the newsagent's I can't /bark/ cereals.

Item 17: At the clothes shop I can buy jacket.

Task 3

Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - On venen botes si n'hi ha eeeh... sabates.

Item 19: E - OK, and how do you say in Catalan: at the supermarket I can't buy
croissants.
P - En el super no n'hi han eeeeh.... Cruasans.

Item 20: E - How do you say in Catalan: What can you buy at the fishmonger's?
P - Què n'hi ha a la pescaderia?

Item 21: E - And how do you say in Catalan: have you got two books?
P - Tu tens dos llibres?

APPENDIX F: TRANSCRIBED TESTS OF THE EXPERIMENTAL GROUP

PARTICIPANT 8 – TEST A

Task 1

- Item 1: E - What can you buy at the greengrocer's?
P - At the greengrocer's I can buy apples, pears
- Item 2: E – Very good, excellent. And what can you buy at the clothes shop?
P - At the clothes shop I can buy trousers, hats ...
- Item 3: E – Very good. And now you ask me.
P - Mònica, what have.... What can you buy at the café?
E - At the café I can buy coffee and croissants. And now ask me again.
- Item 4: P - Mònica, what can you buy at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E – Okay. Can you buy muffins at the bakery?
P - Yes, I can.
- Item 6: E - And can you buy milk at the fishmonger's?
P - No, I can't.
- Item 7: E - And now you ask me.
P - Mònica, can you buy sweets at the butcher's?
E - No, I can't.
- Item 8: P - Mònica, can you buy newspapers at the shoe shop?
E - No, I can't.
- Item 9: E - Have you got two arms?
P - Yes, I have.
- Item 10: E - OK. And have you got three mouths?
P - No, I haven't.
- Item 11: E – Very good. And now you ask me, OK?
P - Mònica, can you have one eye?
E - No, I haven't!
- Item 12: P - Mònica, can.... Mònica, can you got... can you hot one nose?
E - Yes, I have.

Task 2

- Item 13: At the café I can buy bananas..... I can't buy bananas.

- Item 14: At the toyshops I can buy balls.
- Item 15: At the fishmonger's I can buy fish.
- Item 16: At the newsagent's I can't buy cereal.
- Item 17: At the clothes shops I can buy jackets.

Task 3

- Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la carnisseria puc comprar salsitxes.
- Item 19: E - Very good, and how do you say in Catalan: at the supermarket I can't buy croissants.
P - Al supermercat no puc comprar crusans.
- Item 20: E - Okay, and how do you say in Catalan: What can you buy at the fishmonger's?
P - Què puc comprar a la peixeteria?
- Item 21: E - And how do you say in Catalan: have you got two books?
P - Tens dos llibres?

PARTICIPANT 9 – TEST B

Task 1

- Item 1: E - What can you buy at the toy shop?
P - At the toy shop I can buy a teddy bear, a video game.
- Item 2: E - Very good. And what can you buy at the fishmonger's?
P - At the fishmonger's I can buy fish, hum.... octopus...
- Item 3: E - Very good. Now you ask me.
P - Mònica, what can you buy at the bakery?
E - At the bakery I can buy bread, muffins and croissants. Now, ask me again.
- Item 4: P - Mònica, what can you buy at the supermarket?
E - At the supermarket I can buy pasta, milk, water, cereal, etc. Very good.
- Item 5: E - Can you buy a jacket at the clothes shop?
P - Yes, I can.
- Item 6: E - Very good. And can you buy lollipops at the newsagent's?
P - No, I can't.

- Item 7: E - Very good. Now you ask me.
P - Mònica, can you buy fish an the petrol.. at the petrol station?
E - No, I can't.
- Item 8: P - Mònica, can you buy *salsitches* at the greengrocer's?
E - No, I can't.
- Item 9: E - Now: have you got one mouth?
P - Yes, I can.
- Item 10: E - And have you got seven arms?
P - No, I can't.
- Item 11: E - Okay. And now you ask me, okay?
P - Mònica, can you.... Ehm... Can you three eyes?
E - No, I haven't!
- Item 12: P - Mònica, can you got one nose?
E - Yes, I have.

Task 2

- Item 13: At the shoe shop I can't buy sweets.
- Item 14: At the supermarket I can buy milk.
- Item 15: At the bakery I can buy croissants.
- Item 16: At the greengrocer's I can't buy shoes.
- Item 17: At the petrol station I can't buy petrol.

Task 3

- Item 18: E - How do you say 'At the fishmonger's I can buy fish' in Catalan?
P - A la peixateria puc comprar peix.
- Item 19: E - Very good. And how do you say: At the toy shop I can't buy apples.
P - A la botiga no puc comprar pomes.
- Item 20: E - Okay. And how do you say: What can you buy at the supermarket?
P - Què puc comprar al supermercat?
- Item 21: E - Very good. And how do you say: have you got two dogs?
P - Tens dos gossos?

PARTICIPANT 10 – TEST A

Task 1

- Item 1: E - What can you buy at the greengrocer's?
P - At the greengrocer's I can buy pears, tomatoes, apples...
- Item 2: E - Very good. And what can you buy at the clothes shop?
P - At the clothes shop I can buy trousers, jackets...
- Item 3: E - Okay. And now you ask me, okay? Come on.
P - What..... what can..... Mònica, what..... what can you buy at the café?
E - At the café I can buy coffee and croissants. And now ask me again.
- Item 4: P - What can you buy at the..... Mònica, what can you buy at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E - Okay. Can you buy muffins at the bakery?
P - No, I can't.
- Item 6: E - Okay. And can you buy milk at the fishmonger's?
P - No, I can't.
- Item 7: E - And now you ask me, okay? So come on.
P - Mònica, can you buy sweets at the butcher's?
E - No, I can't. And now ask me again.
- Item 8: P - Mònica, can you buy newspaper at the shoe shop?
E - No, I can't.
- Item 9: E - Okay! Have you got two arms?
P - Yes, I haven't.
- Item 10: E - Very good. And have you got three mouths?
P - No, I haven't. .
- Item 11: E - Very good. And now you ask me.
P - Mònica, can you have..... have you got one eye?
E - No, I haven't! And now again.
- Item 12: P - Mònica, can you got.... have you got one nose?
E - Yes, I have. Very good!

Task 2

- Item 13: At the café I can buy banana.

- Item 14: At the toyshop I can buy ball?
- Item 15: At the fishmonger's I can buy fish?
- Item 16: At the newspaper.... At the newsagent's I can buy cereals.
- Item 17: At the clothes shop I can buy jacket.

Task 3

- Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la carnisseria puc comprar salsitxes.
- Item 19: E - Very good, and how do you say in Catalan: at the supermarket I can't buy croissants.
P - Al supermercat no puc comprar crusans.
- Item 20: E - Okay, and how do you say in Catalan: What can you buy at the fishmonger's?
P - Què puc comprar a la peixateria?
- Item 21: E - Okay, and how do you say in Catalan: have you got two books?
P - Tens dos llibres?

PARTICIPANT 11 – TEST B

Task 1

- Item 1: E - At the toy shop I can buy video games, ball?
P - At the toy shop I can buy robots.
- Item 2: E - Very good. And what can you buy at the fishmonger's?
P - At fishmonger's I can buy fish and octopus ...
- Item 3: E - Excellent. And now you ask me.
P - Mònica, what can you buy at the bakery?
E - At the bakery I can buy bread, muffins and croissants. Okay? Now, come on, ask me again.
- Item 4: P Mònica, what can you buy at the supermarket?
E - At the supermarket I can buy pasta, yoghurt, cereal, etc. Very good.
- Item 5: E - Can you buy a jacket at the clothes shop?
P - Yes, I can.
- Item 6: E - Very good. And can you buy lollipops at the newsagent's?
P - No, I can't.

- Item 7: E – Excellent. And now you ask me.
P – Mònica, can you buy fish at the petrol station?
E - No, I can't.
- Item 8: P - Mònica, can you buy *salsitches* at the greengrocer's?
E - No, I can't.
- Item 9: E – Okay. And now listen: have you got one mouth?
P - Yes, I have.
- Item 10: E - And have you got seven arms?
P - No, I haven't.
- Item 11: E – Very good. And now you ask me, okay?
P - Have you got three eyes?
E - No, I haven't!
- Item 12: P - Have you got one nose?
E - Yes, I have. Very good.

Task 2

- Item 13: At the shoe shop I can't buy sweets.
- Item 14: At the supermarket I can buy milk.
- Item 15: At the bakery I can buy croissants.
- Item 16: At the greengrocer's I can't buy boots.
- Item 17: At the petrol station I can buy petrol.

Task 3

- Item 18: E - How do you say 'At the fishmonger's I can buy fish' in Catalan?
P - A la peixateria puc comprar peixos.
- Item 19: E - Very good. And how do you say: At the toy shop I can't buy apples.
P - A la botiga de joguets no puc comprar pomes.
- Item 20: E - Very good. And how do you say: What can you buy at the supermarket?
P - Què puc comprar al supermercat?
- Item 21: E - And how do you say: have you got two dogs?
P - Tens dos gossos?

PARTICIPANT 12 – TEST A

Task 1

- Item 1: E – Okay, tell me, what can you buy at the greengrocer's?
P - At the greengrocer's I can buy ehm... tomatoes, ehm... potatoes ...
- Item 2: E – Very good. And what can you buy at the clothes shop?
P - At the clothes shop I can buy jackets, hum ...
- Item 3: E - Okay. And now you ask me. Okay? Come on.
P - Mònica, what can you eat... no, buy at the café?
E - At the café I can buy coffee and croissants. And now ask me again.
- Item 4: P - Mònica, what do you can at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E – And now, tell me: can you buy muffins at the bakery?
P - No, I can't.
- Item 6: E - And can you buy milk at the fishmonger's?
P - No, I can't.
- Item 7: E – Okay. And now you ask me.
P - Mònica, can you buy ehm... sweets at the hmmm.... butcher's?
E - No, I can't.
- Item 8: P - Mònica, can you buy at the newsagent's at the hmmm..... sweet shop?
E - No, I can't.
- Item 9: E - Okay tell me: have you got two arms?
P - Yes, I have.
- Item 10: E – Very good. And have you got three mouths?
P - No, I haven't. .
- Item 11: E - Very good. And now you ask me.
P - Mònica, have you got one eyes?
E - No, I haven't! And now ask me again.
- Item 12: P - Mònica, have you got one nose?
E - Yes, I have.

Task 2

- Item 13: At the café I can't buy bananas.
- Item 14: At the toyshop I can buy balls.

Item 15: At the fishmonger's I can buy fish.

Item 16: At the newsagent's I can't buy cereals.

Item 17: At the clothes shop I can buy a jacket.

Task 3

Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la tenda de pà puc comprar salsitxes.

Item 19: E - And how do you say in Catalan: at the supermarket I can't buy
croissants.
P - Eh.... A la tenda de... de la.... De on venen..... al supermarket jo no
puc comprar crusans.

Item 20: E - Okay, and how do you say in Catalan: What can you buy at the
fishmonger's?
P - On es pot comprar el peix?

Item 21: E - Okay, and how do you say in Catalan: have you got two books?
P - Tu tens dos llibres?

PARTICIPANT 13 – TEST B

Task 1

Item 1: E - What can you buy at the toy shop?
P - At the toy shop I can buy a robot, a plane, a teddy bear, a ball

Item 2: E - Very good. And what can you buy at the fishmonger's?
P - At the fishmonger's I can buy octopus, fish ...

Item 3: E - Brilliant. And now you ask me.
P - Mònica, what can you buy at the bakery?
E - At the bakery I can buy bread, muffins and croissants. Ask me again.

Item 4: P - Mònica, what can you buy at the supermarket?
E - At the supermarket I can buy cereal and milk, etc.

Item 5: E - Can you buy a jacket at the clothes shop?
P - Yes, I can.

Item 6: E - Very good And can you buy lollipops at the newsagent's?
P - No, I can't.

Item 7: E – Excellent. And now you ask me.
P – Mònica, can you buy fish at the petrol station?
E - No, I can't.

Item 8: P - And Mònica, can you buy sausages at the greengrocer's?
E - No, I can't.

Item 9: E – And now listen. Have you got one mouth?
P - Yes, I have.

Item 10: E - Very good. And have you got seven arms?
P - No, I haven't.

Item 11: E – Very good. And now you ask me.
P - Mònica, have you got three eyes?
E - No, I haven't!

Item 12: P - Mònica, have you got one nose?
E - Yes, I have.

Task 2

Item 13: At the shoe shop I can't buy sweets.

Item 14: At the supermarket I can buy milk.

Item 15: At the bakery I can buy croissants.

Item 16: At the greengrocer's I can't buy boots.

Item 17: At the petrol station I can buy petrol.

Task 3

Item 18: E - How do you say 'At the fishmonger's I can buy fish' in Catalan?
P - A la peixateria puc comprar peix.

Item 19: E - How do you say: At the toy shop I can't buy apples.
P - A la botiga de joguets no puc comprar pomes.

Item 20: E – Excellent. And how do you say: What can you buy at the supermarket?
P - Què pots comprar al supermercat?

Item 21: E – Okay. And how do you say: have you got two dogs?
P - Tu tens dos gossos?

PARTICIPANT 14 – TEST A

Task 1

- Item 1: E – Okay, tell me, what can you buy at the greengrocer's?
P - At the greengrocer's I can buy pears, apples...
- Item 2: E - Very good. And what can you buy at the clothes shop?
P - At the clothes shop I can buy jackets, hat...
- Item 3: E – Very good. And now you ask me. Come on.
P - What can buy at the café?
E - At the café I can buy coffee and croissants. Now, ask me again.
- Item 4: P - At the... At the... What can buy at the petrol station?
E - At the petrol station I can buy petrol.
- Item 5: E – Now: can you buy muffins at the bakery?
P - No, I can't.
- Item 6: E – And can you buy milk at the fishmonger's?
P - No, I can't.
- Item 7: E – Very good. And now you ask me.
P - Mònica, can buy sweets and the butcher's?
E - No, I can't.
- Item 8: P - I can buy newspaper at the shoe shop?
E - No, I can't.
- Item 9: E – Very good. Now: have you got two arms?
P - Yes, I have.
- Item 10: E – Very good. And have you got three mouths?
P - No, I haven't. .
- Item 11: E - Very good. And now you ask me, okay?
P - Mònica, have you got one eyes?
E - No, I haven't! Now, repeat, ask me again.
- Item 12: P - Have you got one nose?
E - Yes, I have. Very good.

Task 2

- Item 13: At the coffee I can buy bananas?
- Item 14: At the toyshop I can buy ball.

Item 15: At the fishmonger I can buy fish.

Item 16: At the newspapers I can buy cereals.

Item 17: At the clothes shop I can buy jacket.

Task 3

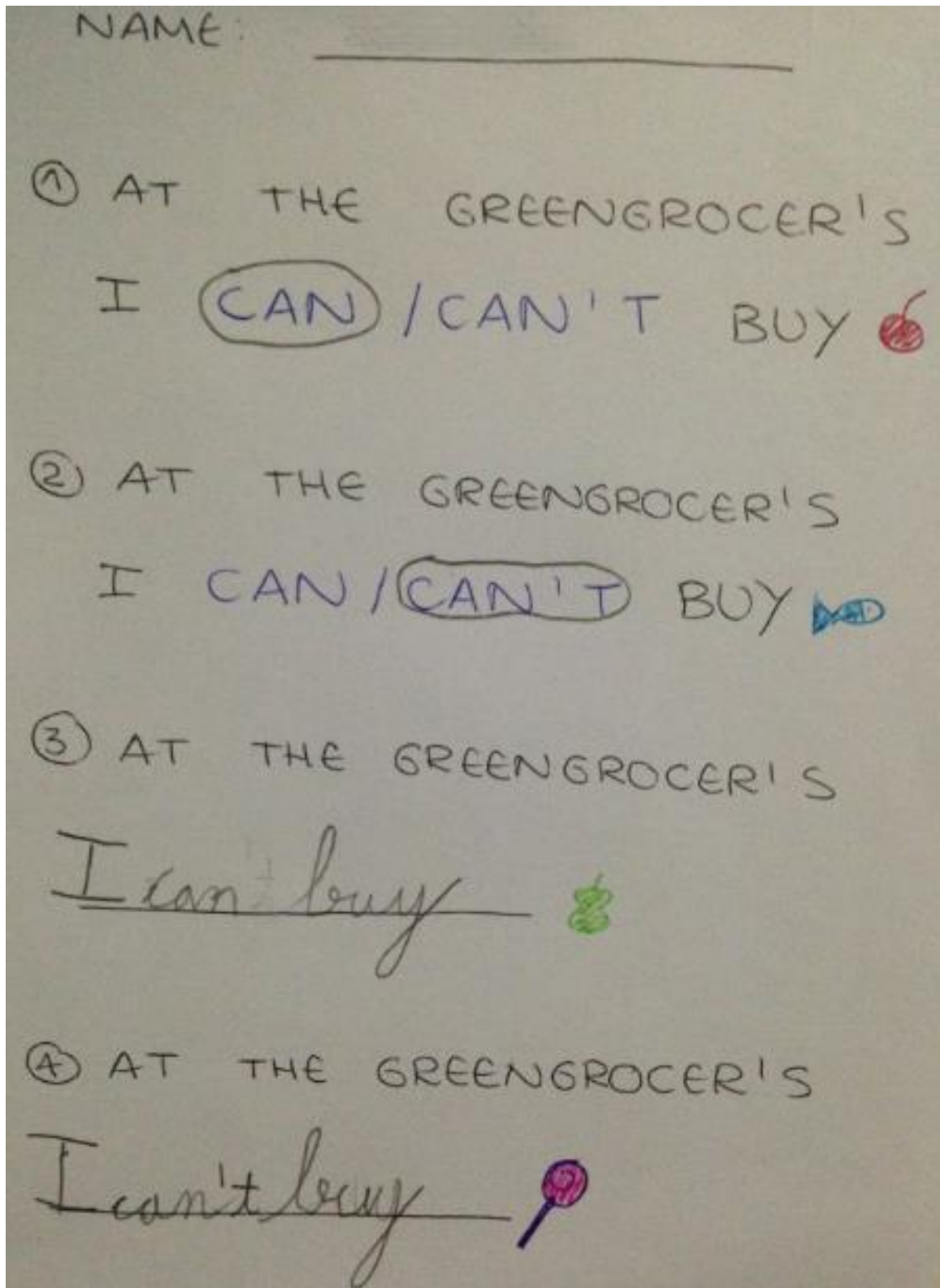
Item 18: E - How do you say 'At the butcher's I can buy sausages' in Catalan?
P - A la carnisseria puc comprar salsitxes.

Item 19: E – And how do you say in Catalan: at the supermarket I can't buy
croissants.
P - Al supermercat no puc comprar crusans.


Item 20: E - Very good. And how do you say in Catalan: What can you buy at the
fishmonger's?
P - Quines coses venen a la peixateria?


Item 21: E – And how do you say in Catalan: have you got two books?
P – No..... puc comprar dos teles?


APPENDIX G: EXERCISES ON WRITTEN OUTPUT SAMPLES




NAME : _____

①  HAVE YOU GOT AN APPLE?
YES, I HAVE.
NO, I HAVEN'T.

②  HAVE YOU GOT AN APPLE?
YES, I HAVE.
NO, I HAVEN'T.

③  HAVE YOU GOT A PINK TRIANGLE?
No, i haven't.

④  HAVE YOU GOT A BLUE TRIANGLE?
Yes, i have.

APPENDIX H: DIARY NOTES

SESSION 1	
CONTROL GROUP	EXPERIMENTAL GROUP
Date of instruction: Tuesday, 19 th November 2013	Date of instruction: Wednesday, 20 th November 2013
<p>The two target structures were introduced, with special emphasis on the <i>can</i>-structure, as it is dictated likewise by the syllabus of the course. All the students looked quite lost, as if they did not understand the sentences. What they did was repeat after me. While repeating, they imitated my intonation but dropped some words, such as <i>have</i>, <i>got</i>, <i>can</i> or <i>buy</i> or sounds, such as the /t/ in <i>can't</i>, the /b/ in <i>buy</i> or the /nt/ in <i>haven't</i>. Sometimes they dropped half a word, showing they did not quite understand them separately or did not know where a word finished and the following one began. Participants 1 and 6 were the two students that repeated the most, but by the end of the class the whole repetition-thing seemed to bore them, maybe because they did not understand.</p> <p>No written input was given to them. Only visuals were given as input.</p>	<p>The two target structures were introduced in the same order and quantity of exposure and with the same activities as in the control group. However, they received additional written input for all the structures in all their forms (affirmative, negative and interrogative) on the board.</p> <p>There were noticeable differences. In general, they all seemed to understand and the majority of them answered accordingly. At the beginning, not all of the students pronounced the final /t/ in <i>can't</i>, although they did pronounce it in <i>haven't</i>. However, by seeing me highlight it on the board, they increasingly started producing it appropriately.</p> <p>The two only participants that had more difficulties were Participants 12 and 14. Nevertheless, they all showed more confidence than the students from the control group. By the end of the class some of them anticipated the answers responding before I uttered them, some of them even without looking at the written support on the board anymore.</p>

SESSION 2	
CONTROL GROUP	EXPERIMENTAL GROUP
Date of instruction: Tuesday, 26 th November 2013	Date of instruction: Wednesday, 27 th November 2013
The target structures were again dealt with. The learners were really lost. I was repeating the structures for over 15	The target structures were again dealt with. There was an immediate understanding of the constructions, the

<p>minutes by means of a similar picture description task as the one in Task 2, but it was impossible for them to remember the <i>I can buy</i> part. They did not seem to understand its meaning and therefore showed difficulties in constructing it, even when repeating after me.</p> <p>They dropped some words, such as <i>have</i>, <i>got</i>, <i>can</i> or <i>buy</i> or sounds, such as the /t/ in <i>can't</i> , the /b/ in <i>buy</i> or the /nt/ in <i>haven't</i>. Sometimes they dropped half a word, showing they did not quite understand them separately or did not know where a word finished and the following one began.</p>	<p>difference between this group and the control one being extremely noticeable. The students showed great understanding of what they were saying and as opposed to the control group, they never dropped any lexical terms or sounds. After 30 minutes of instruction, some of them stopped looking at the written input on the board and started answering to the questions quite naturally. Later on, I tried not giving them the answer to see if they could manage to respond without repetition and they showed abilities to accomplish the task without my help. By the end of the session, no students were using the written input anymore.</p>
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SESSION 3	
CONTROL GROUP	EXPERIMENTAL GROUP
<p>Date of instruction: Tuesday, 3rd December 2013</p>	<p>Date of instruction: Wednesday, 4th December 2013</p>
<p>Some participants started to show they had learned the construction <i>I can buy</i>. However, it is arguable whether they understood its meaning, since they continued dropping some sounds or words. When asked questions in order to trigger the <i>have</i>-structure, the majority of them replied by using the auxiliary <i>can</i> and not only after being corrected and after listening to me emphasise the <i>have</i> part, did they use the auxiliary <i>have</i>, although dropping the negative part /nt/ in many occasions. Some of the ones that actually pronounced the word <i>buy</i>, pronounced it as /bark/ confusing it with <i>bike</i>, a lexical item they had seen in previous lessons. Such a fact proves they did not completely understand what they</p>	<p>The same structures and activities were dealt with today, the only difference between this class and the class on Tuesday being that written input was provided on the board for this group.</p> <p>The learners remembered the structures and showed clear understanding. The vast majority knew how to properly respond to each question using the appropriate structures, with the exception of Participant 12, who showed more difficulties, despite being quite confident.</p> <p>When the activity of changing the target words <i>can</i> and <i>have</i> by some other nonsense words was conducted, they corrected me instantly. They marked the</p>

<p>were saying.</p> <p>In an activity, I uttered the structures changing the target words <i>can</i> and <i>have</i> by some other nonsense words so as to trigger a reaction on them correcting me. However, there was no reaction from any of the students, so I had to emphasise the auxiliaries again to help them see why my sentences were incorrect in that activity.</p>	<p>distinction between <i>can</i> and <i>can't</i> and <i>have</i> and <i>haven't</i> by correctly pronouncing the negative parts.</p>
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SESSION 4	
CONTROL GROUP	EXPERIMENTAL GROUP
<p>Date of instruction: Tuesday, 10th December 2013</p>	<p>Date of instruction: Wednesday, 11th December 2013</p>
<p>The target structures were dealt with and individual questions were asked to each student to check their understanding and production of the constructions. Even though they seemed to understand when they had to answer affirmatively and when negatively, they used wrong structures.</p> <p>The participants were dropping <i>buy</i> all the time. They did not understand its meaning and might not be aware of the word boundaries, but in general, they dropped it. All kinds of strategies were used for them to remember it, such as intonation patterns, hand movements indicating the number of words, etc. However, they showed difficulties uttering al the target lexical items.</p> <p>As for the <i>have</i>-structure, the majority of them still answered using the auxiliary <i>have</i>. Much emphasis was put for them to answer with the correct words.</p>	<p>The target structures were dealt with and individual questions were asked to each student to check their understanding and production of the constructions. All of them perfectly understood both constructions and were able to answer to the questions accordingly and correctly. Participant 12 seemed to get stuck with the string of words <i>I can buy</i>, but we went over it individually and from then on she had absolutely no problem.</p>

SESSION 5	
CONTROL GROUP	EXPERIMENTAL GROUP
Date of instruction: Tuesday, 17 th December 2013	Date of instruction: Wednesday, 18 th December 2013
<p>The target structures were dealt with. The picture description activity was especially emphasised, as indicated in the syllabus.</p> <p>Participants had the same difficulties and problems as in the previous session. None of them was able to utter the complete structures appropriately without my help, although some of them started to pronounce all the target lexical items appropriately by repeating after me.</p>	<p>The target structures were dealt with. The picture description activity was especially emphasised, as indicated in the syllabus.</p> <p>The students were given a sheet with two kinds of activities focusing on the <i>can</i>-structure. The former required them to circle the correct answer (affirmative or negative). The latter required them to write <i>I can buy</i> or <i>I can't buy</i> according to the pictures and sentences they had (see Appendix G). The learners responded well to the task, showing confidence and being able to accomplish it without my help.</p>

SESSION 6	
CONTROL GROUP	EXPERIMENTAL GROUP
Date of instruction: Tuesday, 7 th January 2014	Date of instruction: Wednesday, 8 th January 2014
<p>The target structures were dealt with. The picture description activity was especially emphasised, as indicated in the syllabus.</p> <p>Students started to show some understanding and memorising of the structures. They dropped the word <i>buy</i> fewer times and began to utter the constructions more accurately. Some of them did not drop any target sounds or words, even though the distinction</p>	<p>The target structures were dealt with. The picture description activity was especially emphasised, as indicated in the syllabus.</p> <p>All the learners already mastered the two target structures in both the affirmative and the negative forms. They were given a sheet with two kinds of activities this time focusing on the <i>have</i>-structure. The former required them to circle the correct answer (affirmative or negative). The</p>

<p>between <i>can</i> and <i>can't</i> and <i>have</i> and <i>haven't</i> is still not clear in pronunciation. Some learners started to produce correct sentences without my help in this session.</p>	<p>latter required them to write <i>Yes, I have</i> or <i>No, I haven't</i> according to the pictures and sentences they had (see Appendix G). The learners responded well to the task, showing confidence and being able to accomplish it without my help.</p>
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SESSION 7	
CONTROL GROUP	EXPERIMENTAL GROUP
<p>Date of instruction: Tuesday, 14th January 2014</p>	<p>Date of instruction: Wednesday, 15th January 2014</p>
<p>The target structures were dealt with and individual questions were asked to each student to check their understanding and production of the constructions. The learners are increasingly starting to accomplish the tasks independently. Very few of them were responding without any mistakes, but at least they did not need me to utter the answer in order to repeat after me. However, there were still confusions between when to use the auxiliary <i>can</i> and when to use <i>have</i> and emphasis on such words when pronouncing the questions was needed. When it came to asking themselves questions using the target structures in their interrogative form, none of them produced correct sentences and therefore this activity was granted more time.</p>	<p>The target structures were dealt with and individual questions were asked to each student to check their understanding and production of the constructions. All the students showed a great degree of mastery of the two target constructions, especially in their affirmative and negative forms. However, the activity that required them to produce the structures in their interrogative form also had to be emphasised, as it proved to be of a greater degree of difficulty.</p>

SESSION 8	
CONTROL GROUP	EXPERIMENTAL GROUP
<p>Date of instruction: Tuesday, 21st January 2014</p>	<p>Date of instruction: Wednesday, 22nd January 2014</p>
<p>The target structures were dealt with and individual questions were asked to each student to check their understanding and</p>	<p>The target structures were dealt with and individual questions were asked to each student to check their understanding and</p>

<p>production of the constructions. The picture description activity was especially emphasised, as indicated in the syllabus.</p> <p>Some structures still posed some difficulties for them. The main problem seemed to be that they did not understand what they were saying. When the learners were asked individual question, mixing the <i>can</i>-structures with the <i>have</i> ones, they had problems choosing which construction to respond with.</p>	<p>production of the constructions. The picture description activity was especially emphasised, as indicated in the syllabus.</p> <p>The students were more confident and seemed to answer more accurately than the ones from the experimental group. They had no difficulties producing the <i>can/have</i>-structures, but when the questions were mixed and they were required to answer with <i>can</i> or with <i>have</i> randomly, some of them (especially Participants 12 and 14) made some mistakes. However, in general and by the end of the class all of them responded appropriately.</p> <p>The activity that triggered the constructions in their interrogative form seemed to be more complex, but still they managed to accomplish it more correctly than the learners from the control group.</p>
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SESSION 9	
CONTROL GROUP	EXPERIMENTAL GROUP
<p>Date of instruction: Tuesday, 28th January 2014</p>	<p>Date of instruction: Wednesday, 29th January 2014</p>
<p>The participants of the control group were assessed and their answers were recorded.</p>	<p>The participants of the experimental group were assessed and their answers were recorded.</p>