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ACQUIRING ENGLISH L2 IN IRISH PRIMARY SCHOOLS:

An investigation of the relation between pupils' achievement and the learning outcomes specified in the English Language Proficiency Benchmarks

BRONAGH ĆATIBUŠIĆ

Ph.D.

Volume II of III

University of Dublin, Trinity College
Centre for Language and Communication Studies

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TABLE OF CONTENTS

VOLUME II

APPENDIX 1: PUPIL PROFILES

TABLE OF CONTENTS FOR VOLUME II i

LIST OF TABLES FOR VOLUME II vii

LIST OF FIGURES FOR VOLUME II ix

1.1 INTRODUCTION TO THE PUPIL PROFILES 1

1.1.1 Organisation of the profiles 1

1.1.2 Overview of L2 proficiency 1

1.1.3 Evidence of L2 acquisition – grammatical indicators 2

1.1.4 Evidence of L2 acquisition – lexical indicators 2

1.1.5 L2 literacy development 2

1.1.6 Possible influences on L2 development – internal factors 3

1.1.7 Possible influences on L2 development – interaction-related factors 3

1.2 PROFILE: PUPIL 3 4

1.2.1 Personal details 4

1.2.2. Overview of L2 proficiency 4

1.2.3 Evidence of L2 acquisition – grammatical indicators 5

1.2.4 Evidence of L2 acquisition – lexical indicators 10

1.2.5 L2 literacy development 13

1.2.6 Possible influences on L2 development – internal factors 14

1.2.7 Possible influences on L2 development – interaction-related factors 15

1.3 PROFILE: PUPIL 4 19

1.3.1 Personal details 19

1.3.2. Overview of L2 proficiency 19

1.3.3 Evidence of L2 acquisition – grammatical indicators 20

1.3.4 Evidence of L2 acquisition – lexical indicators 25
1.3.5 L2 literacy development 27
1.3.6 Possible influences on L2 development – internal factors 28
1.3.7 Possible influences on L2 development – interaction-related factors 29
1.4 PROFILE: PUPIL 17 32
1.4.1. Personal details 32
1.4.2. Overview of L2 proficiency 32
1.4.3 Evidence of L2 acquisition – grammatical indicators 33
1.4.4 Evidence of L2 acquisition – lexical indicators 38
1.4.5 L2 literacy development 40
1.4.6 Possible influences on L2 development – internal factors 41
1.4.7 Possible influences on L2 development – interaction-related factors 42
1.5 PROFILE: PUPIL 20 45
1.5.1. Personal details 45
1.5.2. Overview of L2 proficiency 45
1.5.3 Evidence of L2 acquisition – grammatical indicators 46
1.5.4 Evidence of L2 acquisition – lexical indicators 50
1.5.5 L2 literacy development 52
1.5.6 Possible influences on L2 development – internal factors 52
1.5.7 Possible influences on L2 development – interaction-related factors 54
1.6 PROFILE: PUPIL 12 56
1.6.1. Personal details 56
1.6.2. Overview of L2 proficiency 56
1.6.3 Evidence of L2 acquisition – grammatical indicators 57
1.6.4 Evidence of L2 acquisition – lexical indicators 62
1.6.5 L2 literacy development 64
1.6.6 Possible influences on L2 development – internal factors 65

1.6.7 Possible influences on L2 development – interaction-related factors 68

1.7 PROFILE: PUPIL 13 71

1.7.1. Personal details 71

1.7.2. Overview of L2 proficiency 71

1.7.3 Evidence of L2 acquisition – grammatical indicators 72

1.7.4 Evidence of L2 acquisition – lexical indicators 77

1.7.5 L2 literacy development 78

1.7.6 Possible influences on L2 development – internal factors 79

1.7.7 Possible influences on L2 development – interaction-related factors 80

1.8 PROFILE: PUPIL 14 83

1.8.1. Personal details 83

1.8.2. Overview of L2 proficiency 83

1.8.3 Evidence of L2 acquisition – grammatical indicators 84

1.8.4 Evidence of L2 acquisition – lexical indicators 89

1.8.5 L2 literacy development 92

1.8.6 Possible influences on L2 development – internal factors 92

1.8.7 Possible influences on L2 development – interaction-related factors 93

1.9 PROFILE: PUPIL 15 95

1.9.1. Personal details 95

1.9.2. Overview of L2 proficiency 95

1.9.3 Evidence of L2 acquisition – grammatical indicators 96

1.9.4 Evidence of L2 acquisition – lexical indicators 102

1.9.5 L2 literacy development 104

1.9.6 Possible influences on L2 development – internal factors 104

1.9.7 Possible influences on L2 development – interaction-related factors 106

1.10 PROFILE: PUPIL 16 109

1.10.1. Personal details 109

1.10.2. Overview of L2 proficiency 109
1.10.3 Evidence of L2 acquisition – grammatical indicators 110
1.10.4 Evidence of L2 acquisition – lexical indicators 115
1.10.5 L2 literacy development 118
1.10.6 Possible influences on L2 development – internal factors 119
1.10.7 Possible influences on L2 development – interaction-related factors 121
1.11 PROFILE: PUPIL 6 123
1.11.1. Personal details 123
1.11.2. Overview of L2 proficiency 123
1.11.3 Evidence of L2 acquisition – grammatical indicators 124
1.11.4 Evidence of L2 acquisition – lexical indicators 130
1.11.5 L2 literacy development 132
1.11.6 Possible influences on L2 development – internal factors 134
1.11.7 Possible influences on L2 development – interaction-related factors 138
1.12 PROFILE: PUPIL 7 140
1.12.1. Personal details 140
1.12.2. Overview of L2 proficiency 140
1.12.3 Evidence of L2 acquisition – grammatical indicators 141
1.12.4 Evidence of L2 acquisition – lexical indicators 148
1.12.5 L2 literacy development 150
1.12.6 Possible influences on L2 development – internal factors 153
1.12.7 Possible influences on L2 development – interaction-related factors 155
1.13 PROFILE: PUPIL 8 158
1.13.1. Personal details 158
1.13.2. Overview of L2 proficiency 158
1.13.3 Evidence of L2 acquisition – grammatical indicators 159
1.13.4 Evidence of L2 acquisition – lexical indicators 165

1.13.5 L2 literacy development 168
1.13.6 Possible influences on L2 development – internal factors 171
1.13.7 Possible influences on L2 development – interaction-related factors 173
1.14 PROFILE: PUPIL 1 176
1.14.1. Personal details 176
1.14.2. Overview of L2 proficiency 176
1.14.3 Evidence of L2 acquisition – grammatical indicators 177
1.14.4 Evidence of L2 acquisition – lexical indicators 183
1.14.5 L2 literacy development 186
1.14.6 Possible influences on L2 development – internal factors 191
1.14.7 Possible influences on L2 development – interaction-related factors 193
1.15 PROFILE: PUPIL 2 196
1.15.1. Personal details 196
1.15.2. Overview of L2 proficiency 196
1.15.3 Evidence of L2 acquisition – grammatical indicators 197
1.15.4 Evidence of L2 acquisition – lexical indicators 204
1.15.5 L2 literacy development 206
1.15.6 Possible influences on L2 development – internal factors 209
1.15.7 Possible influences on L2 development – interaction-related factors 211
1.16 PROFILE: PUPIL 25 213
1.16.1 Personal details 213
1.16.2 Overview of L2 proficiency 213
1.16.3 Evidence of L2 acquisition – grammatical indicators 214
1.16.4 Evidence of L2 acquisition – lexical indicators 220
1.16.5 L2 literacy development 223
1.16.6 Possible influences on L2 development – internal factors 225
1.16.7 Possible influences on L2 development – interaction-related factors 227

1.17 PROFILE: PUPIL 27 229

1.17.1 Personal details 229

1.17.2 Overview of L2 proficiency 229

1.17.3 Evidence of L2 acquisition – grammatical indicators 230

1.17.4 Evidence of L2 acquisition – lexical indicators 237

1.17.5 L2 literacy development 239

1.17.6 Possible influences on L2 development – internal factors 243

1.17.7 Possible influences on L2 development – interaction-related factors 244

1.18 PROFILE: PUPIL 28 246

1.18.1 Personal details 246

1.18.2 Overview of L2 proficiency 246

1.18.3 Evidence of L2 acquisition – grammatical indicators 247

1.18.4 Evidence of L2 acquisition – lexical indicators 254

1.18.5 L2 literacy development 257

1.18.6 Possible influences on L2 development – internal factors 260

1.18.7 Possible influences on L2 development – interaction-related factors 262

1.19 PROFILE: PUPIL 9 265

1.19.1 Personal details 265

1.19.2 Overview of L2 proficiency 265

1.19.3 Evidence of L2 acquisition – grammatical indicators 266

1.19.4 Evidence of L2 acquisition – lexical indicators 272

1.19.5 L2 literacy development 275

1.19.6 Possible influences on L2 development – internal factors 276

1.19.7 Possible influences on L2 development – interaction-related factors 278

REFERENCES 280

LIST OF TABLES

Table 1: Auxiliary use by Pupil 3 over the study period..... 8
Table 2: Wordlist entries for Pupil 3 over the study period..... 11
Table 3: Verb use by Pupil 3 over the study period.....12
Table 4: Interlocutor identity in Pupil 3's classroom interaction.....17
Table 5: Auxiliary use by Pupil 4 over the study period.....22
Table 6: Wordlist entries for Pupil 4 over the study period.....25
Table 7: Verb use by Pupil 4 over the study period.....26
Table 8: Interlocutor identity in Pupil 4's classroom interaction.....31
Table 9: Auxiliary use by Pupil 17 over the study period.....36
Table 10: Wordlist entries for Pupil 17 over the study period.....38
Table 11: Verb use by Pupil 17 over the study period.....40
Table 12: Interlocutor identity in Pupil 17's classroom interaction.....44
Table 13: Wordlist entries for Pupil 20 over the study period.....50
Table 14: Verb use by Pupil 20 over the study period.....51
Table 15: Interlocutor identity in Pupil 20's classroom interaction.....55
Table 16: Auxiliary use by Pupil 12 over the study period.....60
Table 17: Wordlist entries for Pupil 12 over the study period.....62
Table 18: Verb use by Pupil 12 over the study period.....64
Table 19: Interlocutor identity in Pupil 12's classroom interaction.....70
Table 20: Wordlist entries for Pupil 13 over the study period.....77
Table 21: Verb use by Pupil 13 over the study period.....78
Table 22: Interlocutor identity in Pupil 13's classroom interaction.....82
Table 23: Auxiliary use by Pupil 14 over the study period.....87
Table 24: Wordlist entries for Pupil 14 over the study period.....90
Table 25: Verb use by Pupil 14 over the study period.....91
Table 26: Interlocutor identity in Pupil 14's classroom interaction.....94
Table 27: Auxiliary use by Pupil 15 over the study period.....99
Table 28: Wordlist entries for Pupil 15 over the study period.....102
Table 29: Wordlist entries for Pupil 15 over the study period.....103
Table 30: Interlocutor identity in Pupil 15's classroom interaction.....108
Table 31: Auxiliary use by Pupil 16 over the study period.....113
Table 32: Wordlist entries for Pupil 16 over the study period.....116

Table 33: Verb use by Pupil 16 over the study period....117
Table 34: Interlocutor identity in Pupil 16's classroom interaction....122
Table 35: Auxiliary use by Pupil 6 over the study period....127
Table 36: Wordlist entries for Pupil 6 over the study period....130
Table 37: Verb use by Pupil 6 over the study period....132
Table 38: Interlocutor identity in Pupil 6's classroom interaction....139
Table 39: Auxiliary use by Pupil 7 over the study period....145
Table 40: Wordlist entries for Pupil 7 over the study period....148
Table 41: Verb use by Pupil 7 over the study period....149
Table 42: Interlocutor identity in Pupil 7's classroom interaction....157
Table 43: Auxiliary use by Pupil 8 over the study period....162
Table 44: Wordlist entries for Pupil 8 over the study period....165
Table 45: Verb use by Pupil 8 over the study period....167
Table 46: Interlocutor identity in Pupil 8's classroom interaction....175
Table 47: Auxiliary use by Pupil 1 over the study period....181
Table 48: Wordlist entries for Pupil 1 over the study period....184
Table 49: Verb use by Pupil 1 over the study period....185
Table 50: Pupil 1's attempts at alphabet recognition....190
Table 51: Interlocutor identity in Pupil 1's classroom interaction....195
Table 52: Auxiliary use by Pupil 2 over the study period....201
Table 53: Wordlist entries for Pupil 2 over the study period....204
Table 54: Verb use by Pupil 2 over the study period....205
Table 55: Interlocutor identity in Pupil 2's classroom interaction....212
Table 56: Auxiliary use by Pupil 25 over the study period....217
Table 57: Wordlist entries for Pupil 25 over the study period....220
Table 58: Verb use by Pupil 25 over the study period....222
Table 59: Interlocutor identity in Pupil 25's classroom interaction....228
Table 60: Auxiliary use by Pupil 27 over the study period....234
Table 61: Wordlist entries for Pupil 27 over the study period....237
Table 62: Verb use by Pupil 27 over the study period....239
Table 63: Interlocutor identity in Pupil 27's classroom interaction....245
Table 64: Auxiliary use by Pupil 28 over the study period....251
Table 65: Wordlist entries for Pupil 28 over the study period....254
Table 66: Verb use by Pupil 28 over the study period....256

Table 67: Interlocutor identity in Pupil 28's classroom interaction.....264
Table 68: Auxiliary use by Pupil 9 over the study period.....269
Table 69: Wordlist entries for Pupil 9 over the study period.....272
Table 70: Verb use by Pupil 9 over the study period.....274
Table 71: Interlocutor identity in Pupil 9's classroom interaction.....279

LIST OF FIGURES

Figure 1: Proficiency levels recorded for analysed turns produced by Pupil 3 in selected lessons..... 4
Figure 2: Use and accuracy of L2 acquisition indicators recorded for Pupil 3 in selected lessons..... 5
Figure 3: Verb-to-noun ratio for Pupil 3 9
Figure 4: Sequence-type indicators of interaction for Pupil 3 over the study period.....16
Figure 5: Proficiency levels recorded for analysed turns produced by Pupil 4 in selected lessons..... 19
Figure 6: Use and accuracy of L2 acquisition indicators recorded for Pupil 4 in selected lessons..... 20
Figure 7: Verb-to-noun ratio for Pupil 4..... 24
Figure 8: Sequence-type indicators of interaction for Pupil 4 over the study period..... 30
Figure 9: Proficiency levels recorded for analysed turns produced by Pupil 17 in selected lessons 32
Figure 10: Use and accuracy of L2 acquisition indicators recorded for Pupil 17 in selected lessons.. 33
Figure 11: Verb-to-noun ratio for Pupil 17..... 37
Figure 12: Sequence-type indicators of interaction for Pupil 17 over the study period..... 43
Figure 13: Proficiency levels recorded for analysed turns produced by Pupil 20 in selected lessons.. 45
Figure 14: Use and accuracy of L2 acquisition indicators recorded for Pupil 20 in selected lessons.. 46
Figure 15: Verb-to-noun ratio for Pupil 20..... 49
Figure 16: Sequence-type indicators of interaction for Pupil 20 over the study period..... 54
Figure 17: Proficiency levels recorded for analysed turns produced by Pupil 12 in selected lessons.. 56
Figure 18: Use and accuracy of L2 acquisition indicators recorded for Pupil 12 in selected lessons.. 57
Figure 19: Verb-to-noun ratio for Pupil 12..... 61
Figure 20: Sequence-type indicators of interaction for Pupil 12 over the study period..... 69
Figure 21: Proficiency levels recorded for analysed turns produced by Pupil 13 in selected lessons.. 71
Figure 22: Use and accuracy of L2 acquisition indicators recorded for Pupil 13 in selected lessons.. 72
Figure 23: Verb-to-noun ratio for Pupil 13..... 75
Figure 24: Sequence-type indicators of interaction for Pupil 13 over the study period.....81
Figure 25: Proficiency levels recorded for analysed turns produced by Pupil 14 in selected lessons ..83
Figure 26: Use and accuracy of L2 acquisition indicators recorded for Pupil 14 in selected lessons...84
Figure 27: Verb-to-noun ratio for Pupil 14.....88
Figure 28: Sequence-type indicators of interaction for Pupil 14 over the study period..... 94

Figure 29: Proficiency levels recorded for analysed turns produced by Pupil 15 in selected lessons.. 95
Figure 30: Use and accuracy of L2 acquisition indicators recorded for Pupil 15 in selected lessons.. 96
Figure 31: Verb-to-noun ratio for Pupil 15 100
Figure 32: Sequence-type indicators of interaction for Pupil 15 over the study period 107
Figure 33: Proficiency levels recorded for analysed turns produced by Pupil 16 in selected lessons 109
Figure 34: Use and accuracy of L2 acquisition indicators recorded for Pupil 16 in selected lessons 110
Figure 35: Verb-to-noun ratio for Pupil 16 114
Figure 36: Sequence-type indicators of interaction for Pupil 16 over the study period 122
Figure 37: Proficiency levels recorded for analysed turns produced by Pupil 6 in selected lessons.. 123
Figure 38: Use and accuracy of L2 acquisition indicators recorded for Pupil 6 in selected lessons.. 124
Figure 39: Verb-to-noun ratio for Pupil 6 128
Figure 40: Sequence-type indicators of interaction for Pupil 6 over the study period 139
Figure 41: Proficiency levels recorded for analysed turns produced by Pupil 7 in selected lessons.. 140
Figure 42: Use and accuracy of L2 acquisition indicators recorded for Pupil 7 in selected lessons.. 141
Figure 43: Verb-to-noun ratio for Pupil 7 146
Figure 44: Sequence-type indicators of interaction for Pupil 7 over the study period 156
Figure 45: Proficiency levels recorded for analysed turns produced by Pupil 8 in selected lessons.. 158
Figure 46: Use and accuracy of L2 acquisition indicators recorded for Pupil 8 in selected lessons.. 159
Figure 47: Verb-to-noun ratio for Pupil 8 163
Figure 48: Sequence-type indicators of interaction for Pupil 8 over the study period 174
Figure 49: Proficiency levels recorded for analysed turns produced by Pupil 1 in selected lessons.. 176
Figure 50: Use and accuracy of L2 acquisition indicators recorded for Pupil 1 in selected lessons.. 177
Figure 51: Verb-to-noun ratio for Pupil 1 182
Figure 52: Sequence-type indicators of interaction for Pupil 1 over the study period 194
Figure 53: Proficiency levels recorded for analysed turns produced by Pupil 2 in selected lessons.. 196
Figure 54: Use and accuracy of L2 acquisition indicators recorded for Pupil 2 in selected lessons.. 197
Figure 55: Verb-to-noun ratio for Pupil 2 202
Figure 56: Sequence-type indicators of interaction for Pupil 2 over the study period 211
Figure 57: Proficiency levels recorded for analysed turns produced by Pupil 25 in selected lessons 213
Figure 58: Use and accuracy of L2 acquisition indicators recorded for Pupil 25 in selected lessons 214
Figure 59: Verb-to-noun ratio for Pupil 25 219
Figure 60: Sequence-type indicators of interaction for Pupil 25 over the study period 228
Figure 61: Proficiency levels recorded for analysed turns produced by Pupil 27 in selected lessons 229
Figure 62: Use and accuracy of L2 acquisition indicators recorded for Pupil 27 in selected lessons.230
Figure 63: Verb-to-noun ratio for Pupil 27 235
Figure 64: Sequence-type indicators of interaction for Pupil 27 over the study period 245
Figure 65: Proficiency levels recorded for analysed turns produced by Pupil 28 in selected lessons 246

Figure 66:Use and accuracy of L2 acquisition indicators recorded for Pupil 28 in selected lessons.247
Figure 67: Verb-to-noun ratio for Pupil 28..... 252
Figure 68: Sequence-type indicators of interaction for Pupil 28 over the study period..... 263
Figure 69: Proficiency levels recorded for analysed turns produced by Pupil 9 in selected lessons.. 265
Figure 70: Use and accuracy of L2 acquisition indicators recorded for Pupil 9 in selected lessons.. 266
Figure 71: Verb-to-noun ratio for Pupil 9..... 270
Figure 72: Sequence-type indicators of interaction for Pupil 9 over the study period..... 278

APPENDIX 1

1.1 INTRODUCTION TO THE PUPIL PROFILES

1.1.1 Organisation of the profiles

Appendix 1 presents 'profiles' of English L2 development produced for each of the 18 ESL pupils participating in this study, based upon my analysis of evidence of their L2 acquisition recorded over the school year 2007-8 (see Volume I, Chapter 3 for explanation of data collection and analysis methods). These profiles are arranged loosely in terms of pupils' proficiency level, considering also their age and school class within the study period (rather than in coded numerical order). This format was chosen to allow easier comparison between pupils, for example, the investigation of features of L2 acquisition apparent among children of similar ages and stages of English L2 development. The exception to this arrangement is the final profile – that created for Pupil 9. This is because lessons involving Pupil 9's English language support group were less frequently recorded than those for the other lesson groups (see Volume I Section 3.3.2), therefore, due to the reduced availability of data for Pupil 9, his profile is included at the end.

As explained in Volume I Section 3.4, each profile examines aspects of pupils' L2 acquisition, focussing on their L2 grammatical and lexical development, and their Benchmark-linked English L2 proficiency – determined by formal and functional analysis of their spoken turns. The profiles also report on characteristics of the 18 pupils' L2 literacy development and on any internal and interaction-related factors observed within this study which may have influenced their acquisition of English L2. The profiles follow a set template, again to allow for ease of comparison between participants (see Volume 1 Section 3.4. for details). The first section of each profile gives a brief introduction to the pupil discussed. The remaining sections of the profiles are organised as explained below.

1.1.2 Overview of L2 proficiency

The second section of each profile presents evidence of the pupil's English L2 proficiency in each of the lessons selected for him/her, based on the Benchmark codes associated with his/her analysable spoken turns within these lessons. As explained in Volume I Section 3.3.5, these analysable spoken turns have been used as both the best indicators of pupils' L2 acquisition and their Benchmark-linked proficiency available in this study. In each profile,

apparent English L2 proficiency across the selected lessons is illustrated graphically and then discussed with reference to features of the actual lessons (see Volume 1 Section 3.4.3).

1.1.3 Evidence of L2 acquisition – grammatical indicators

The third section of each profile examines evidence of the pupil's L2 grammatical development, based upon the ten grammatical indicators specified in Volume I Sections 3.3.6 and 3.3.7. Seven of these (nouns, verbs, pronouns, articles, prepositions, auxiliaries and verb-to-noun ratio) have been analysed both qualitatively and quantitatively – with graphic illustrations provided[1]. The remaining three grammatical indicators (negative structures, question formation and clause linkage) have been qualitatively analysed (see Volume I Section 3.4.4).

1.1.4 Evidence of L2 acquisition – lexical indicators

The fourth section of each profile focuses on aspects of the pupil's L2 lexical development, looking at indicators of his/her overall lexical range, and the semantic themes covered by him/her in the selected lessons. It also examines the specific verb lexemes produced by each pupil in these lessons, and additional features of his/her lexico-grammatical development apparent over the study period. Both qualitative and quantitative methods are used in this analysis of lexis (see Volume 1 Section 3.4.5).

1.1.5 L2 literacy development

The results of qualitative analysis of L2 literacy development are presented in the fifth section of each pupil profile. The extent of available evidence of L2 literacy skills varies, however, for each pupil, depending upon factors such as his/her age and the focus of his/her recorded English language support lessons. This analysis of L2 literacy development is based upon recordings of L2 reading and L2 writing activities featured in the selected lessons. It is supplemented, where possible, by samples of pupils' L2 writing (collected for Pupils 1, 2, 3, 4, 7, 8, 25, 27 and 28)[2]. Further details regarding the analysis of literacy-related data are provided in Volume I Section 3.4.6.

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[1] In the graphs provided for these seven indicators, 'total' in the frequency/accuracy labels refers to the overall number of spoken turns analysed in each of the selected lessons for any given pupil (see Volume I Section 3.3.6 regarding the methodological procedure involved)

[2] Samples of pupils' writing have been scanned to the highest possible quality considering that they are taken from photo-copies of work written in pencil in pupils' copy-books or on work-sheets.

1.1.6 Possible influences on L2 development – internal factors

Observable factors which may have influenced each pupil's L2 acquisition are discussed in the sixth section of the profiles. These factors include: age, home language, apparent language learning style and personality characteristics. They are considered through qualitative description, as far as is possible given the scope of the study and capacity of the researcher (see Volume I Section 3.4.7).

1.1.7 Possible influences on L2 development – interaction-related factors

The final section of each profile examines one possible source of external influence on ESL pupils' L2 acquisition: interaction patterns in the English language support classroom. Specific features of interaction have been analysed (using both qualitative and quantitative methods) for each pupil in his/her selected lessons. These focus on indicators of sequential behaviour (the distribution of turn-types associated coded: 'telling', 'elaboration' or 'answer') and on interlocutor identity in the selected lessons. While investigation of the wide range of possible external influences on participating pupils' L2 acquisition was beyond the scope of this study, it is hoped that the analysis of interactional patterns included in the pupil profiles may highlight factors operating in the micro-environment of the English language support classroom. The pedagogical implications of any findings in this regard will also be considered in this section of the pupil profiles (see Volume I Section 3.4.8 for further discussion).

1.2 PROFILE: PUPIL 3

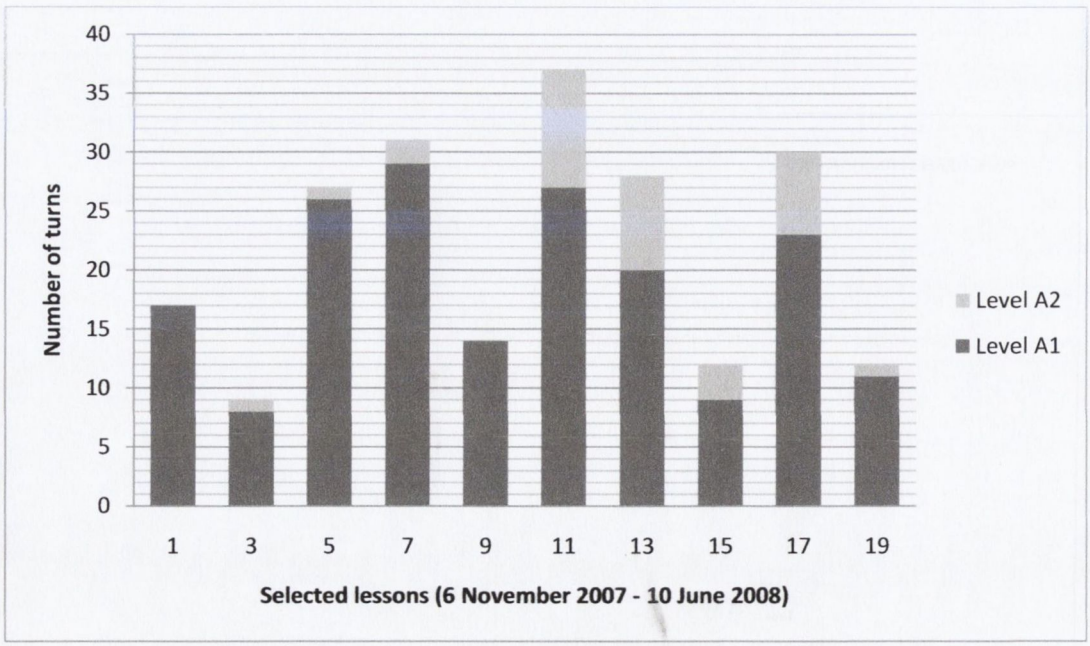
1.2.1 Personal details

During the research project period of my study, Pupil 3 was a Junior Infants pupil at School 1 (coded group: S1/G1/JI). A boy, aged 5 years by the end of his involvement in the research in June 2008, he originally came from Poland and was a native-speaker of Polish. He commenced English language support in October 2007, shortly after his enrolment in School 1. He participated in 17 recorded lessons between November 2007 and June 2008, 10 of which were selected within Analysis Phase II of this study. A total of 217 speaking turns were analysed for Pupil 3.

1.2.2. Overview of L2 proficiency

The extent of Pupil 3's participation, in terms of spontaneous spoken turns produced in the 10 selected lessons analysed in Phase II is shown in Figure 1 below. The L2 proficiency levels associated with each of these turns, based upon their functional codes (see Vol. I, Section 3.2.3), is also illustrated within the bar chart columns. From Figure 1, it appears that Pupil 3 entered the study at a very early stage of ESL acquisition (turns coded predominantly at proficiency level A1), and progressed very gradually although not always consistently, towards a higher level of proficiency (producing more level A2 turns) towards the end of the study.

Figure 2: Proficiency levels recorded for analysed turns produced by Pupil 3 in selected lessons



1.2.3 Evidence of L2 acquisition – grammatical indicators

Figure 2: Use and accuracy of L2 acquisition indicators recorded for Pupil 3 in selected lessons

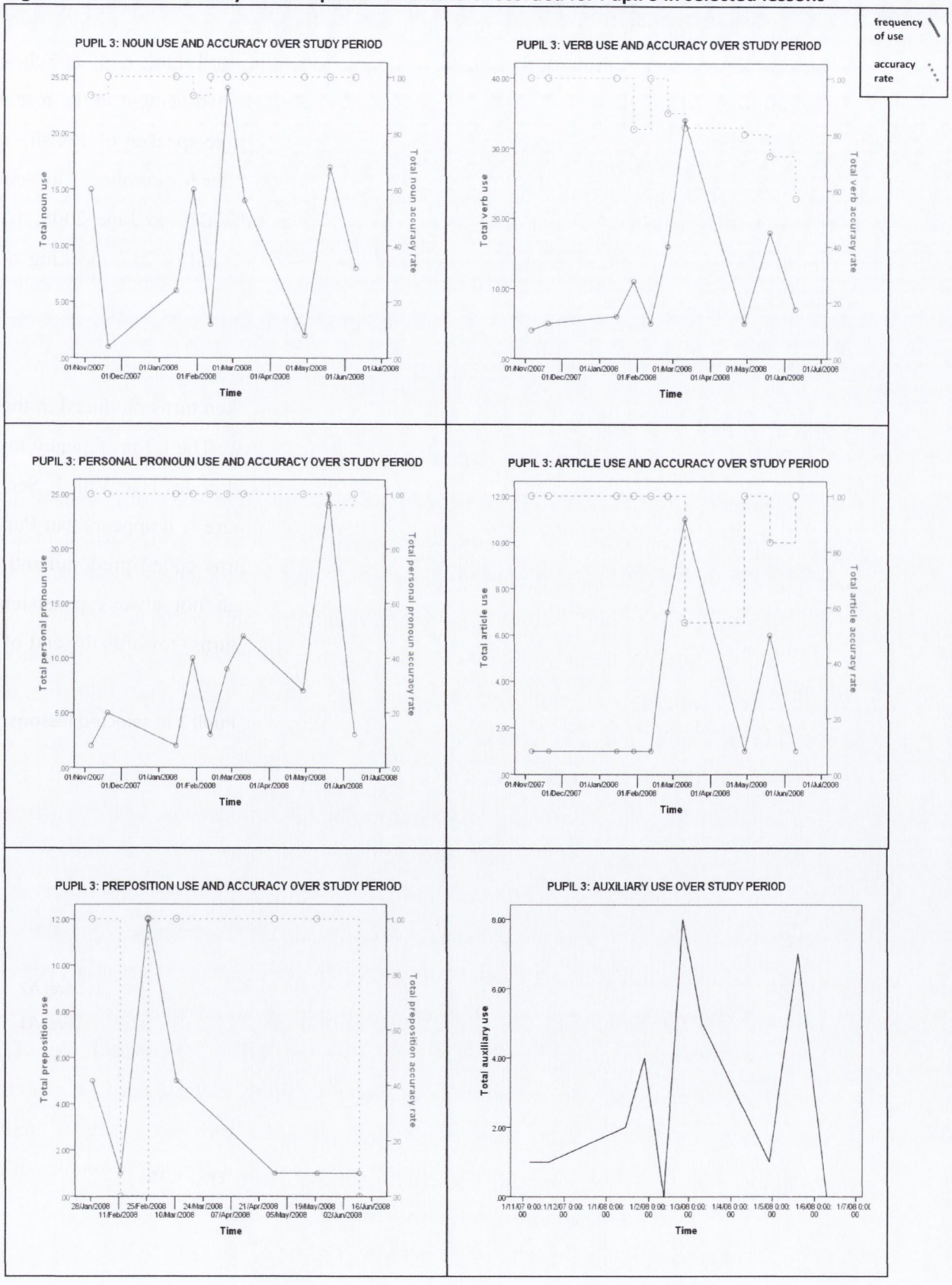


Figure 2 above illustrates the use, in terms of token-count, of six of the grammatical indicators of L2 acquisition, quantitatively analysed in Analysis Phase II. In my outline of Pupil 3's apparent grammatical development over the study period I will consider each of these separately. I will then give a brief overview of his structural competence as derived from his analysable turns.

(i) Noun development

Throughout the study, there was evidence of generally accurate noun production by Pupil 3. However, most of these nouns were in singular form, only 11 token instances of plural production were recorded across the 10 selected lessons, and the lexical range of these nouns was limited (see Section 1.2.4 below). Occasional errors were attributable to incorrect choice of lexis rather than specific grammatical factors.

(ii) Verb development

In the early months of Pupil 3's English language support, it appeared that his verb use was very limited. Until February 2007, his verb token count in the recorded lessons rarely exceeded 10, and instances of verb use were largely restricted to uninflected stem forms across a narrow lexical range and the copular verb (usually the singular form 'is'). Verb omission of both stem and copular forms was common in this early stage. However, from Lesson 6 onwards, evidence of more widespread verb use and increased diversification of verb form was apparent. Pupil 3 made more attempts at past tense forms, although these were not always accurate, for example:

P3: I saw him did this. (Lesson 13, 11 March 2008)

The copular past 'was' also began to feature in Pupil 3's production, and past tense use recorded over the study period usually involved irregular forms (did, saw, had etc.). The structure 'I('m) finished' was used from an early stage in his L2 development. However, this structure appeared to be used more in the sense of a relatively fixed phrase, commonly used among native-English-speaking children, in which the verbal element acts in an adjectival manner (comparable to the phrase: 'I'm ready' – there was no convincing evidence of the inflectional competence associated with e.g.: 'I've finished'). Occasional use of past participles for example, 'broken', without auxiliaries to firmly indicate tense or aspect was also noted. Progressive forms such as 'sleeping' were recorded, often without auxiliary support, and differentiation between present and continuous aspect could be problematic, as in:

P3: one day I- one day I was havin' a long hair. (Lesson 17, 20 May 2008)

As Pupil 3 began to use more verbs across a wider diversity of forms, the accuracy of his production appeared to decline.

(iii) Pronoun development

Initially Pupil 3 used mostly personal and demonstrative pronouns of immediate deictic significance. However, his pronoun production diversified through the second half of the study to include numbers and the substitute pronoun 'one'. By the end of the study he had attempted reflexive pronouns ('myself'), although he tended to over-use the determiner 'my' in situations requiring the possessive pronoun 'mine'. Regarding personal pronouns – the main focus of this study – Pupil 3's production increased throughout the study (with the exception of the final lesson which rendered fewer analysable turns). He also maintained a high degree of accuracy, although, particularly mid-way through the study period, there was considerable evidence of personal pronoun omission (sometimes at a rate of up to 50% of his personal pronoun use). Such omission was generally that of subject pronouns.

(iv) Article development

Pupil 3's use of articles was initially very limited. As it progressed (to maximum of 11 token-counts in Lesson 13), his accuracy fluctuated, with 'the' often used in place of 'a' and articles used in non-required contexts. Omission of articles was also apparent, particularly in the earlier lessons, in which incidents of omission sometimes exceeded actual article use.

(v) Preposition development

Instances of Pupil 3's preposition use were only recorded in lessons selected from January 2008 onwards, four months into his allocation of English language support. While these peaked at a maximum of 12 tokens in Lesson 11, his preposition use remained low, although generally accurate throughout. Emerging prepositions included: 'in', 'with', 'of', 'at', 'for', 'like', and 'to'. Occasional inaccuracies were recorded such as the use of 'in' for 'on', or the use prepositions where not required, sometimes prepositions were also omitted, for example, in the phrasal verb 'take off'.

(vi) Auxiliary development

Pupil 3's auxiliary use, while generally limited, likewise appeared more prominent in the second half of the study period. Appropriately used auxiliary forms included: 'be' (past form), 'do' (in negative and question contexts; present and past forms), 'have', 'will', 'going to', and the modal auxiliary 'can' (also in negative contexts). The emergence of these

auxiliaries varied over time, with, for instance, past tense markers recorded before tentative attempts at future forms as indicated in the examples below and in Table 1 (see over):

P3: no I didn't say a circle. (Lesson 11, 26 February 2008)

P3: yeah, and then .. sometimes I'll- I eat it- you know I eat some bread and I sleeping. (Lesson 13, 20 May 2008)

Table 1: Auxiliary use by Pupil 3 over the study period

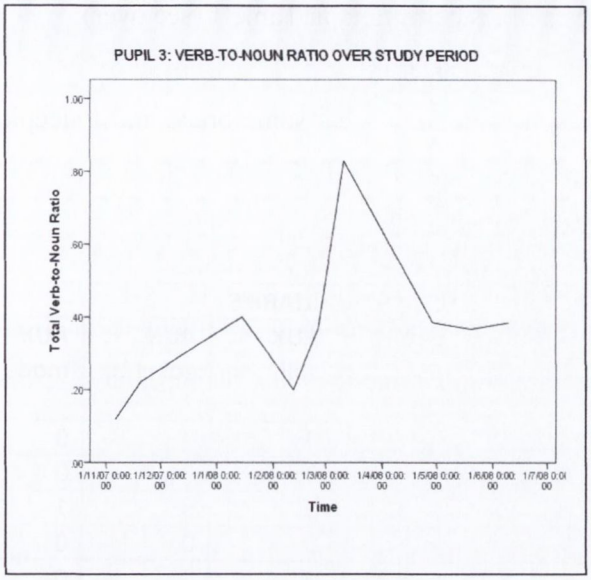
LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX mod
1	1	1	0	1	0	0	0	0
3	1	1	0	0	1	0	0	0
5	2	2	0	1	0	0	0	1
7	4	4	0	4	0	0	0	0
9	0	0	0	0	0	0	0	0
11	8	8	1	3	0	0	0	4
13	5	3	0	3	0	0	0	0
15	1	1	0	1	0	0	0	0
17	7	3	0	1	0	1	1	0
19	0	0	0	0	0	0	0	0

Inaccuracy in auxiliary use generally involved the unnecessary use of the auxiliary 'be', often with a stem verb, in contexts where a simple aspect verb alone would have been sufficient.

(vii) Structural development

As outlined in Volume I, Section 3.3.6, a basic indicator of structural development was derived from the ratio of verbal to nominal elements recorded pupils' in analysable turns. This 'verb-to-noun' ratio calculated across the selected lessons for Pupil 3 is illustrated graphically in Figure 3 (see over).

Figure 3: Verb-to-noun ratio for Pupil 3



Pupil 3's use of verbal elements was considerably lower than his use of nominals (common nouns, proper nouns and pronouns) – his verb-to-noun ratio rarely exceeded 0.4. However, this ratio did appear to rise gradually over time. This suggests that the complexity of Pupil 3's structures increased with developing English language proficiency, as indicated by the Benchmark descriptors associated with the turns he produced in the second half of the study period (see Section 1.2.2). In fact, this ratio peaked at 0.83 in Lesson 13, when Pupil 3's proportion of A2 turns was highest (accounting for 29% of analysable turns in that lesson).

(viii) Negative formation

Pupil 3's formation of negative structures (beyond the basic use of the negative interactive 'no') was in evidence from the beginning of the study. Such structures usually involved accurate use of the negative marker 'not', often in conjunction with the auxiliaries 'do' and 'can', as in the examples below:

P3: I don't know. (Lesson 1, 6 November 2007)

P3: my dog can't see really well. (Lesson 5, 15 January 2008)

The use of 'not' in past tense contexts was recorded from Lesson 11 onwards.

(ix) Question formation

Evidence of question formation was recorded for Pupil 3 from January 2008 onwards, although instances of inflected questions were infrequent in his data throughout the study. Pupil 3 often used raised-tone statements to ask questions, while 'I need/want' sentences

typically served as requests. The examples below show how inflection and non-inflection fulfilled a similar function (asking for appraisal) in the same lesson:

P3: teacher, this is lovely? (Lesson 7, 29 January 2008)

P3: do you like this? (Lesson 7, 29 January 2008)

Indirect questions also began to emerge during the second half of the study, although these featured syntactic inaccuracies, often omission, for example:

P3: I don't know how write my name. (Lesson 13, 11 March 2008)

Regarding question development, the fact that Pupil 3 was a quiet child who seemed more likely to respond rather than initiate within classroom interaction may, perhaps, have affected his willingness to risk asking questions (see Section 1.2.5 for discussion).

(x) Clause linkage

There was little evidence of other forms of clause linkage, beyond the attempts at indirect questions mentioned above. One instance of 'because' was noted in Lesson 3, in giving a reason for his answer to a question asked by the teacher. A single attempt to express conditionality was also recorded towards the end of the study:

P3: yeah and I don't- if I finish one, then- then I go to sleep. (Lesson 17, 20 May 2008).

1.2.4 Evidence of L2 acquisition – lexical indicators

As outlined in Volume I, Section 3.3.6, the Wordlist program (part of the Wordsmith Tools concordancing package) was used to evaluate Pupil 3's lexical development. This gave a detailed and accessible overview of his vocabulary range in each of the selected lessons, together with information as to the frequency of each distinct lexical token identified by the program from this pupil's transcribed speech. Although this proved a very useful tool, it remained difficult to account for all the nuances of lexis used by the pupil in actual interaction, and to isolate all lexemes included in the analysable turns with absolute certainty. Problems, for example, regarding the representation of contractions (I choose to leave these in contracted form, as uttered by the pupil), therefore impacted somewhat on the numerical results obtained. Nevertheless, the record of vocabulary use extracted by the program provided accurate evidence of this pupil's L2 lexical development across the selected lessons, since recourse to context (the analysed data files) allowed me to resolve any semantic ambiguities.

Considering the methodological challenges inherent in the interpretation of the Wordlist files and the time restraints upon my project, I decided that a qualitative description

of their findings with occasional statistical support (as provided in Tables 2 and 3 to follow) would be more appropriate to my research aims than any attempt to rigorously quantify lexis-related results. However, a more in-depth analysis of pupils' lexical development (possibly incorporating the further refinement of these Wordlist files) could be conducted on the data obtained from this study, if further quantitative results in relation to specific aspects of pupils' vocabulary development were required.

Evidence of Pupil 3's L2 lexical development obtained from the Wordlist program suggests that his vocabulary range widened over the course of the study. The total number of Wordlist entries, accepting the occasional presence of individually classified contractions (particularly contracted copular verb forms e.g. 'I'm', 'it's'), and variations on single lexemes (e.g. 'go'/'going') is illustrated in Table 8:

Table 2: Wordlist entries for Pupil 3 over the study period

LESSON	**1**	**3**	**5**	**7**	**9**	**11**	**13**	**15**	**17**	**19**
DATE	**6 Nov 2007**	**20 Nov 2007**	**15 Jan 2008**	**29 Jan 2008**	**12 Feb 2008**	**26 Feb 2008**	**11 Mar 2008**	**29 Apr 2008**	**20 May 2008**	**10 Jun 2008**
WORDLIST ENTRIES	19	16	23	42	20	58	56	21	65	26
ENTRIES PER TURN	1.11	1.77	0.85	1.35	1.43	1.57	2.00	1.75	2.17	2.17

In agreement with the results for verb-to-noun ratio calculated in Section 1.2.3 above, it also appeared that Pupil 3's lexical production included a high proportion of nominals: particularly pronouns of immediate personal relevance (e.g. 'I', 'me', 'you' and 'he'), numbers (between 1 and 10) and common nouns associated with familiar semantic fields. The latter category spanned: basic food items (e.g. 'bread'), common animal names (e.g. 'dog'), essential school equipment (e.g. 'pencil'), people – including family members and others in familiar roles (e.g. 'teacher'), household items and furnishings (e.g. 'windows'), body parts and basic health-related words (e.g. 'hair'), familiar places in the locality (e.g. 'hospital') and commonly used forms of transport (e.g. 'bus'). Simple adjectives, particularly colours, words describing shape (e.g. 'long') and quality (e.g. 'good') also emerged, as evident from Lesson 3 onwards. Pupil 3's verb range also expanded through the study period. Excluding auxiliary use (outlined in Section 1.2.3 above), Pupil 3's production of verbals covered forms of the following verbs is indicated in Table 3 (see over). The order of verb-form appearance in this table is presented in accordance with his Wordlist entry records for

each lesson. More frequently appearing verbs will therefore be listed higher in the column of results for any given lesson.

Table 3: Verb use by Pupil 3 over the study period (presented in Wordlist entry order)

LESSON	1	3	5	7	9	11	13	15	17	19
DATE	6 Nov 2007	20 Nov 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	26 Feb 2008	11 Mar 2008	29 Apr 2008	20 May 2008	10 Jun 2008
1	finish	finish	finish	know	finish	play	be	say	be	carry
2	have	get	see	be	be	know	have	give	eat	drink
3	know	be	be	get	need	be	know	know	do	eat
4			have	have		draw	finish	do	finish	finish
5				like		finish	see		go	know
6						look	write		have	be
7						say	break		know	write
8						race	do		need	
9						want	forget		put	
10							need		remember	
11									sleep	
12									want	
13									watch	
14									write	

This Wordlist-derived evidence of content lexis, i.e. the nouns, verbs and adjectives produced by Pupil 3 over the course of the study, indicated also that his production could be linked to themes covered by the Benchmarks. This accorded well with the record for functional descriptors activated within the 10 selected lessons, which spanned all of the 'Units of Work' included in Part II of the Benchmarks, except Unit 13: 'Caring for my locality' and Unit 8: 'Seasons, holidays and festivals' (the latter was covered in some of the non-selected lessons). However, it also indicates to what extent a pupil of his developing proficiency can engage, lexically with these themes, providing concrete examples of the kind of 'basic' words associated with the very early stages of his L2 development. Such evidence may be useful in providing a more detailed illustration of the 'Global descriptors of communicative proficiency' included in Part I of the Benchmarks (IILT 2003: 8).

The Wordlist files for Pupil 3 also contain further lexico-grammatical information – in their record of function-word production – to supplement the evidence of grammatical indicators assessed in Section 1.2.3. Additional observations worth noting in this respect are evidence of Pupil 3's use of conjunctives (particularly 'and' and 'but') from the beginning of the study, possessive determiners ('my') from Lesson 11. He also produced an increasing range of adverbs throughout the study period. Pupil 3's production indicates the early

emergence of basic deictic adverbs (e.g. 'there', and later 'here'), with modifiers (such as 'very' and 'really') appearing from Lesson 5 onwards. Adverbs relating to frequency, time and sequence (e.g. 'sometimes', 'then', 'now') were recorded from Lesson 11.

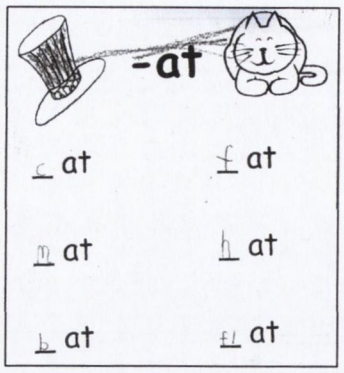
1.2.5 L2 literacy development

Since Pupil 3 had just started his first year of primary education, his L2 literacy development appeared to be in at a very early stage throughout the study period. However, in this respect, in this regard, he would have been on a par with most of his native-English-speaking peers in the mainstream Junior Infants classroom.

While Pupil 3's English language support lessons generally focussed on the development of oral skills, six of the ten selected lessons included literacy-related activities, stored in separate 'literacy' files. From these files it appeared that in the first half of the project, evidence of L2 literacy development was restricted to very basic grapho-phonic recognition, identifying initial phonic sounds and/or letter-names associated with familiar words. Pupil 3 seemed to need a lot of support at this stage, and often simply repeated the production of other pupils, making it difficult to determine his actual level of engagement with the literacy-focussed task. By Lesson 13, however, it did appear that Pupil 3 had developed considerable competence in identifying basic sound-letter relationships, and was capable of expressing these in spoken and written form. He could also write his own name with help from the teacher. The example below shows how, at this stage, he was able to tell the teacher that he had written the correct letter on a worksheet focussing on recognition of letter 't':

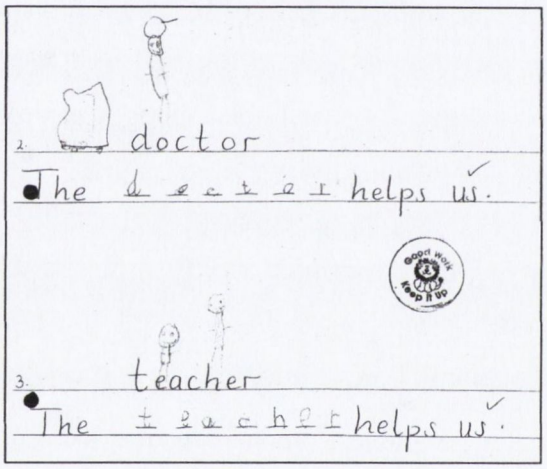
P3: I did the "t" .. that is (the "t"). (Lesson 13, 11 March 2008)

Literacy-related activities became more integrated into Pupil 3's English language support towards the end of the study period, and included the recitation of nursery-rhymes (without direct reference to the text), and responding to phonics-based tasks exploring onset and ending characteristics of simple word sets. In this respect, Pupil 3 again appeared quite capable. By Lesson 19 he could identify words with rhyming endings ('-at' and '-en'), for example in a phonics 'Big Book' shared reading activity. He could also complete worksheets by writing the initial letter to make rhyming words associated with these endings, as in the example shown on the following page.



(Lesson 19, 10 June 2008)

In Lesson 19, Pupil 3 could also match pictures illustrating rhyming words e.g. 'house' and 'mouse'. The writing sample collected for Pupil 3 showed that, particularly in the second half of the study, he was capable of copying words and sentences relating to topics covered in his English language support lessons, as in the example below:



(relates to activities recorded in Lesson 9, 12 February 2008)

While all these tasks were equivalent to mainstream literacy activities, it is, however, worth noting that Pupil 3's engagement in them did seem to be dependent upon his knowledge of the L2 vocabulary upon which they were based. No evidence of L1 literacy development was available within the recorded lessons.

1.2.6 Possible influences on L2 development – internal factors

Regarding possible internal influences on Pupil 3's English L2 development over the course of the study, the following brief observations have been made from selected lessons. Firstly, Pupil 3's age (between 4 and 5 years across the study period) must be taken into account, considering its possible impact in terms of the extent of his engagement with language themes and activities, and his overall stage of cognitive development. Such age-related

issues were particularly apparent in the literacy activities recorded for Pupil 3 (discussed in Section 1.2.5 above).

In relation to L1 background, phonological indicators, i.e. those sufficiently striking as to be recorded even in a broad transcription of oral L2 use, served as one guide to possible influence. For Pupil 3, a native Polish speaker, these were most associated with the production of the English consonant 'l', which was often palatalised, while the consonant 'r' was often pronounced as /w/. While the latter feature is frequently associated with the phonological development of native-English-speaking infants, the difference between the English approximant and the Polish trilled /r/ may have compounded Pupil 3's apparent difficulty in acquiring this phoneme. Other young children of Eastern European origin encountered similar difficulties in acquiring English approximants (see /ɹ/ and /w/ confusion reported for Pupil 16, Section 1.10.6, also /r/ and /l/ confusion reported for Pupil 17, Section 1.4.6 and Pupil 6, Section 1.11.6). It may further relate to the proximity of the Polish 'dark l' to the English /w/ consonant (see also Pupil 16, another Polish native-speaker). Likewise, some grammatical error patterns, even those which appeared largely developmental could perhaps have been contributed to by L1 influences. Discriminating conditions for use simple as opposed to progressive aspect (e.g. 'I eat some bread and I sleeping'), preference for use of the simple past, where perfect aspect would be more appropriate (e.g. 'I finished'). Such error patterns were noted among all participants from Slavic language backgrounds (as will be discussed in greater detail with regard to Pupil 12, see Section 1.6.6, and also in relation to Pupils 6 and 15). Pupil 3's omission of articles and subject pronouns is also likely to be attributable, to some extent, to L1-related factors, since Polish is a pro-drop language without articles.

Regarding personality and possible learning style, Pupil 3 appeared a quiet, rather sensitive pupil throughout the study. While capable of concentrated and careful engagement in classroom tasks, he tended towards a responsive role in interaction, only occasionally initiating either information or questions. However, this characteristic could also be linked to the limited extent of his English L2 proficiency over the research period, as towards the end of the study he participated more actively in the recorded lessons.

1.2.7 Possible influences on L2 development – interaction-related factors

As mentioned in Volume I Section 3.3.6, since my data was recorded solely within English language support classrooms, my assessment of external factors on L2 development are restricted to examining the possible role of interaction on participants' L2 use in this learning

context alone. Considering first the overall classroom dynamic, Pupil 3 belonged to a group of four ESL pupils of a similar age, which also comprised Pupil 4, an ESL pupil also of Polish origin (see Section 1.3 to follow) and two non-participating pupils. Two new pupils replaced the original non-participating group members from Lesson 11 onwards but, throughout, the non-participating pupils' level of English language proficiency was significantly higher than that of either Pupil 3 or Pupil 4. The make-up of the group may therefore have influenced the availability and nature of interaction opportunities for Pupil 3, given his early stage of English L2 proficiency.

For a closer investigation into the possible impact of interaction-related factors, however, it is useful to examine the prevalence of certain types of sequential behaviour in Pupil 3's analysable turns. Focussing on the three turn-types identified in Volume I Section 3.3.6 as likely and feasible indicators of engagement in interaction: responsive 'answers', initiating 'tellings' and either initiative-taking or collaborative 'topic elaborations'; provided the evidence of Pupil 3's participation in the selected lessons presented in Figure 4 below:

Figure 4: Sequence-type indicators of interaction for Pupil 3 over the study period

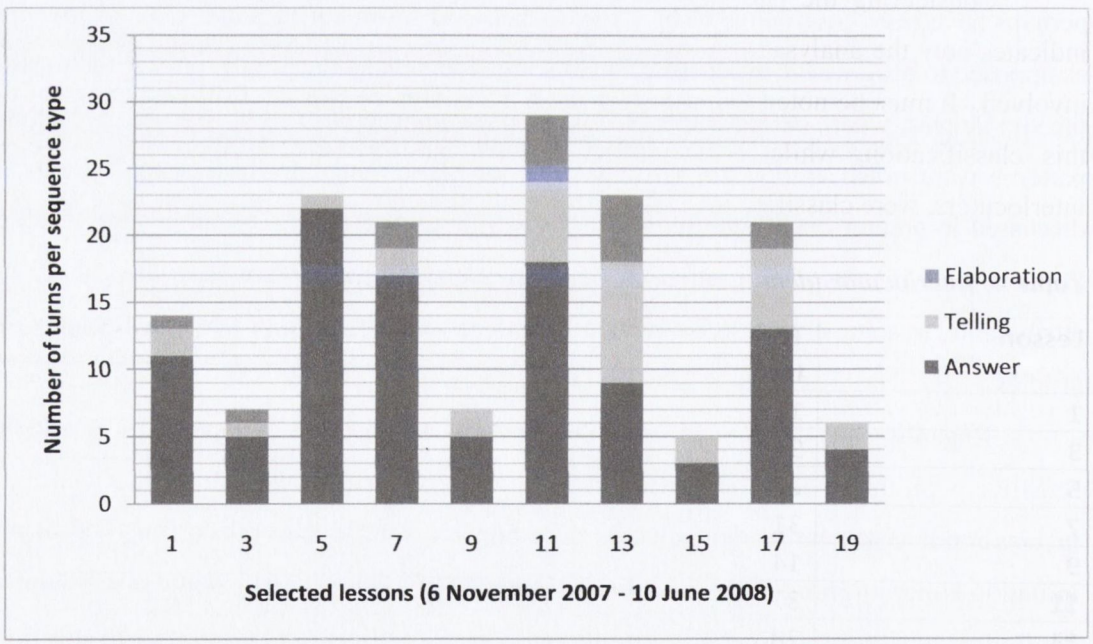


Figure 4 bears out the observation above that Pupil 3 tended towards more responsive answer-giving behaviour rather than taking the initiative or spontaneously collaborating in classroom interaction. Interestingly, the three lessons in the second half of the study (Lessons 11, 13 and 17) in which proportion of 'tellings' and 'topic elaborations' increases somewhat, are lessons within which Pupil 3's recorded English L2 proficiency level appears highest (see Figure 1, Section 1.2.2). This raises several issues. Firstly, more active involvement in

classroom interaction appears to be associated with evidence of increased L2 proficiency. However the reason for this observed possible link is less certain. It could be simply that increasing English L2 proficiency enabled Pupil 3 to take a more active role in classroom, or that interaction-related factors allowed Pupil 3 to take more initiative in his L2 use. Examining the lessons in their original recorded context suggests a possible combination of both factors. Undoubtedly Pupil 3 was becoming more proficient over time, as the evidence of L2 acquisition examined in Section 1.2.3 above indicates. However, it would seem that classroom factors also played a role. Changes in the make-up of the class from Lesson 11 onwards possibly affected its interactional dynamic; the new pupils while more proficient in English than Pupil 3 were less proficient than their predecessors, and Pupil 3 as an 'original' member of the group appeared more settled and confident within it. This may have encouraged Pupil 3 to take more initiative in his L2 use, and to elaborate upon such initiative-taking with scaffolding and support from the teacher. Also the personal relevance and familiarity of lesson themes seemed to generate increased telling and elaboration, for example, Pupil 3 was usually an active participant in any discussion of pets.

Considering the patterns of interaction associated with the lesson, Table 4 below indicates how the analysable turns for each lesson were distributed in terms of the speakers involved. It must be noted that turns in which the addressee was unclear were excluded from this classification, while distinct parts of any multi-part turns addressed to separate interlocutors, were classified independently of each other.

*Table 4: Interlocutor identity in Pupil 3's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	17	17	0
3	9	8	0
5	27	27	0
7	31	31	0
9	14	14	0
11	37	36	1
13	28	27	0
15	12	12	0
17	30	29	0
19	12	10	1

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

Clearly the selected lessons appear dominated by pupil-teacher interaction with little evidence of pupil-pupil classroom talk. While these raw figures cannot claim to indicate any

possible evidence of interlocutor identity on Pupil 3's L2 development, the prevalence of pupil-teacher discourse may have reduced somewhat the overall opportunity for him to use his L2 within the English language support classroom, as the teacher already had three other pupils to engage with. It also may have limited the production of non-response-type turns, which could possibly feature more in pupil-to-pupil dialogue within collaborative language-based tasks.

1.3 PROFILE: PUPIL 4

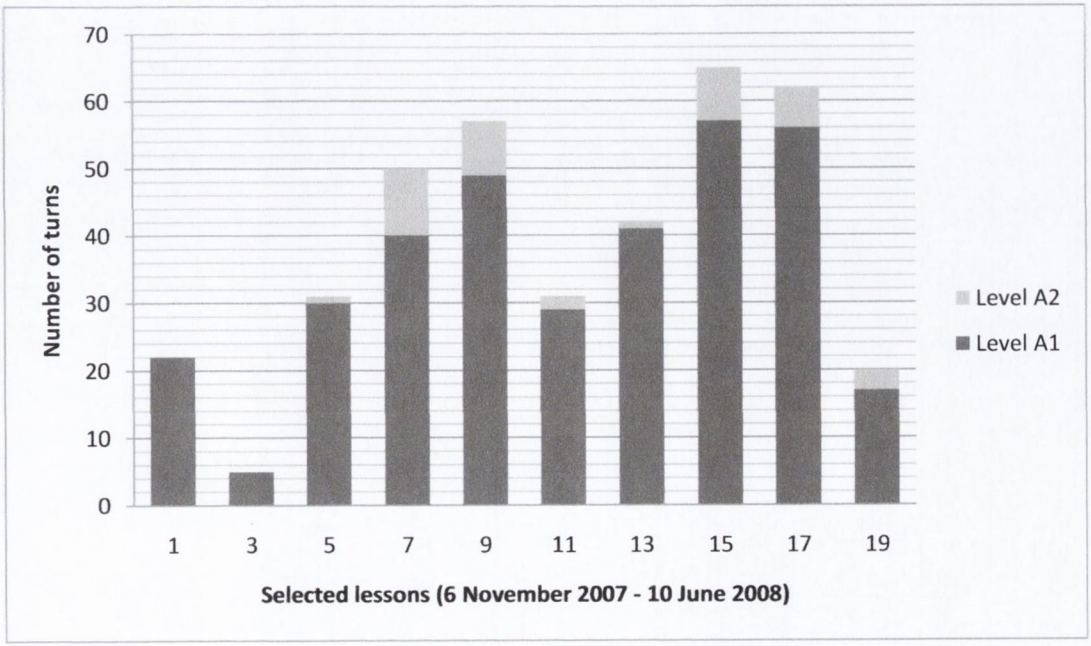
1.3.1 Personal details

Pupil 4 was a Junior Infants pupil at School 1, and a member of the same English language support group as Pupil 3 (S1/G1/JI). Like Pupil 3, he was a boy aged 5 years by the end of the study period. He was also originally from Poland and a native-speaker of Polish. He commenced English language support in October 2007, just after beginning his primary education in School 1. He participated in 19 recorded lessons from November 2007 to June 2008, 10 of these were selected for Analysis Phase II. 385 of Pupil 4's turns were analysed.

1.3.2. Overview of L2 proficiency

Similar to Pupil 3, Pupil 4 was very new to English at the start of the research period. The proficiency-referenced coding of his analysable spoken turns is illustrated in Figure 5 below. The graph shows that, while the Benchmark-linked functional codes associated with Pupil 4's oral production generally indicated an L2 proficiency of level A1, his proportion of level A2-coded turns grew over the course of the study. Although this increase was not always consistent, it did suggest developing L2 proficiency across the study period. Figure 5 also indicates that Pupil 4's level of oral participation within his English language support group was considerable higher than that of Pupil 3; that he frequently contributed over 30 turns, in contrast to Pupil 3's maximum of 37 turns within a single lesson.

Figure 5: Proficiency levels recorded for analysed turns produced by Pupil 4 in selected lessons



1.3.3 Evidence of L2 acquisition – grammatical indicators

Figure 6: Use and accuracy of L2 acquisition indicators recorded for Pupil 4 in selected lessons

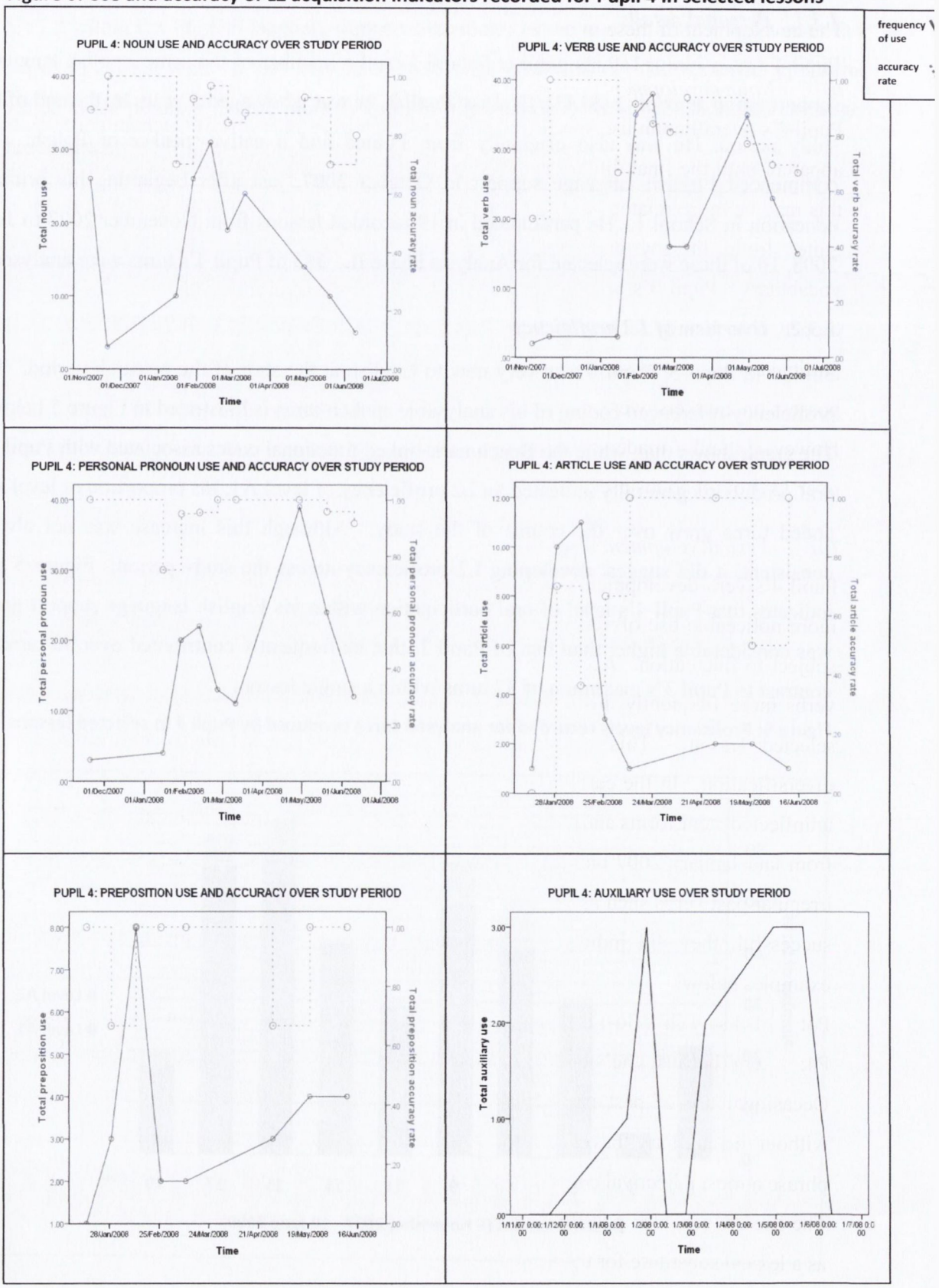


Figure 6 shows the frequency (token count) of Pupil 4's use of the investigated L2 acquisition indicators over the course of the study, together with ratios illustrating their accuracy of use. The development of these indicators can be described as follows:

(i) Noun development

Pupil 4's overall noun use appeared to fluctuate across the study, with a generally rising trend apparent until the final three lessons, in which noun use appeared to decline. The reason for this may be more related to lesson content rather than L2 development, as these lessons had quite strong literacy and numeracy dimension, rather than a specific focus on new vocabulary. Pupil 4's accuracy levels for noun production, while generally over 80%, also dipped occasionally. Lexical errors were noted in his analysed turns, but errors of form, particularly the use of singular nouns in plural contexts or, occasionally, omission of required possession markers were also recorded. Syntactic errors involving nouns also occurred. However, Pupil 4 made some successful attempts at pluralisation – these accounted for just over 13% of all nouns used.

(ii) Verb development

Pupil 4's verb development progressed from minimal use at the beginning of the study to a more noticeable use of verbs in the second half of the study, although again this trend was subject to fluctuation. Accuracy rates for verb use also varied; as Pupil 4 began to produce verbs more frequently, his accuracy rate appeared to fall, decreasing to 67% by the final selected lesson. This could perhaps be explained by his increasing level of verb diversification. In the early stages of the project, Pupil 4's verb production was limited to uninflected stem forms and the copula 'to be' (usually the 3rd person singular 'is'). However, from late January 2007 onwards, he attempted progressive and simple past forms (generally irregular past verbs such as 'went', 'saw', 'broke' etc.). While such attempts were not always successful, they did indicate progression in his L2 verb development, as shown in the examples below:

P4: I- I saw eh .. (lo-) is taking the .. stones …….. (Lesson 7, 29 January 2008, re. lorry)

P4: em (because) he's broke his head. (Lesson 15, 29 April 2008, re. 'Humpty Dumpty')

Occasional use of past participles was also recorded, generally 'got' or 'finished', often without the auxiliary 'have' (e.g. 'I finished food'). The latter was also used in the semi-fixed phrase almost adjectival context: 'I('m) finished', as noted for Pupil 3 in Section 1.2.3 above. The use of 'got' also posed an analytical problem, as it appeared that Pupil 4 used it merely as a lexical substitute for the verb 'to have'.

(iii) Pronoun development

Across the study period, Pupil 4's pronoun use developed from simple indicative personal and demonstrative pronouns to cover, by the second half of the study, the substitute pronoun 'one', numbers, quantifiers and the possessive pronoun 'mine'. Focussing on personal pronoun use, Figure 5 demonstrates how this generally rose over the course of the study, dipping slightly towards the end, possibly due to lesson-related factors. Pupil 4 was generally accurate in his production of personal pronouns, with accuracy rates usually over 90%. Recorded errors were often related to case, in particular the use of the object pronoun 'me' instead of the subject 'I'. While omission of personal pronouns did not appear very high, usually under 10% of actual personal pronoun use (maximum 18%), Pupil 4 tended to omit subject rather than object pronouns.

(iv) Article development

Pupil 4's recorded use of articles was limited, peaking at a maximum of 11 token-counts in Lesson 9. His accuracy rate also fluctuated from 0-100%, however, considering his low level of article production, it is impossible to judge the full implications of a numerically small total of errors on his article development. During the second half of the study it seemed that articles were infrequently but more appropriately used. Errors generally involved use of 'the' where 'a' was required and article use in non-required contexts. Much more prominent than article error, however was article omission. Pupil 4 omitted articles at a rate often 2 or 3 times his actual article use, right across the study period.

(v) Preposition development

The first instance of Pupil 4's L2 preposition use was recorded in Lesson 5. Although his preposition use across the remainder of the study remained limited – never exceeding 8 token counts, it extended to include the prepositions: 'in', 'with', 'to', 'on', 'for' and 'off'. Generally these were accurately produced, although inappropriate use of 'in' ('at' required) and 'on' ('inside' required) was recorded, with occasional omission of prepositions evident in the early lessons.

(vi) Auxiliary development

Pupil 4 appeared to be only at the initial stages of auxiliary acquisition during the research period. His production of auxiliaries emerged from January 2007 onwards but, throughout the study, their frequency per selected lesson was never more than 3 occurrences. As Table 5 (see over) shows, Pupil 4's appropriate auxiliary use included the forms: 'be', 'have' 'going

to' and the modal 'can' (also in question construction). Confusion was sometimes apparent, however, in his use of 'can't' in situations requiring 'don't' and in his occasional overuse of the auxiliaries 'be' and 'have' where they were not required. Some examples of Pupil 4's appropriate auxiliary use are presented below:

P4: can I colour that. (Lesson 5, 15 January 2008)

P4: yeah, need to colour good. I just (gonna) colour good. (Lesson 17, 20 May 2008)

The omission of auxiliaries was also frequent, and Pupil 4 often bypassed auxiliary use by relying on time-related expressions rather than auxiliary tense-markers, as in the example:

P4: I go tomorrow to swim pool. (Lesson 15, 29 April 2008)

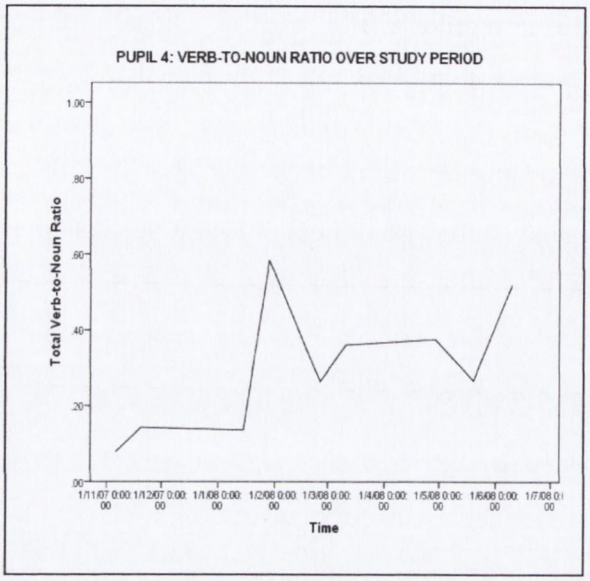
Table 5: Auxiliary use by Pupil 4 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX mod
1	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
5	1	1	0	0	0	0	0	1
7	3	2	2	0	0	0	0	0
9	0	0	0	0	0	0	0	1
11	1	1	1	0	0	0	0	0
13	2	2	0	0	1	0	0	1
15	3	0	0	0	0	0	0	0
17	3	3	1	0	0	0	1	1
19	0	0	0	0	0	0	0	0

(vii) Structural development

Using the methods presented in Volume I Section 3.3.6, a verb-to-noun ratio was calculated for Pupil 4 for each of the selected lessons. This has been used in Figure 6 (see over) to indicate the structural complexity of Pupil 4's analysable turns:

Figure 7: Verb-to-noun ratio for Pupil 4



It is clear from Figure 6 that Pupil 4's turns throughout the study period were heavily nominal-based, with the verb-to-noun ratio never exceeding 0.60. However, a perceptible increase in the proportion of verbal elements used over time, does suggest a rising level of complexity in hiss L2 production, and corresponds to the progression in L2 proficiency apparent in Figure 4 (see Section 1.3.2 above).

(viii) Negative formation

Negative structures, beyond the minimal interactive 'no', were recorded in Pupil 4's analysable turns from Lesson 7 onwards. The use of 'not' emerged in the context below.

P4: I think that's (not). (Lesson 7, 29 January 2008, disagreeing with another pupil's response)

However, throughout the study he tended to rely on the marker 'no' for negative formation, whether or not it was appropriate, for example:

P4: no my daddy, my mammy, my daddy eh (xxx). (Lesson 11, 26 February 2008)

In addition, Pupil 4 was prone to confuse negative auxiliary markers, as noted in sub-section (vi) above.

(ix) Question formation

Simple question formation using 'wh-' words was evident in Pupil 4's production as early as Lesson 1, with the production of forms such as:

P4: um.. where is fish ..ah! (Lesson 1, 6 November 2007)

Inverted forms were recorded in Lesson 9, but these were infrequently used, and could be problematic, as evident below:

P4: is it that. (Lesson 7, 29 January 2008)

P4: hey, what you have pencil. (Lesson 15, 29 April 2008)

The modal auxiliary was used on occasion to request, but generally Pupil 4 used non-inverted statements both for asking questions and requesting. One instance of indirect questioning was recorded in Lesson 9:

P4: I know how to do the school. I know, the bigger school. (Lesson 9, 12 February 2008)

(x) Clause linkage

Throughout the study, Pupil 4's sentence structure was generally very simple, with clauses usually linked by simple conjunctives. Beyond this (and the indirect question attempt mentioned in sub-section (ix) above), the only other evidence of linkage ability involved the use of 'because' in linking a response to a question asked by the teacher (see example in sub-section (ii) above).

1.3.4 Evidence of L2 acquisition – lexical indicators

Using the Wordlist Program, as outlined in Volume I Section 3.3.6, evidence of Pupil 4's L2 lexical development was derived from his analysed turns. Table 6 below shows the breakdown of wordlist entries (including individually registered morphological variations on lexemes) over the study period as a raw indication of Pupil 4's vocabulary development.

Table 6: Wordlist entries for Pupil 4 over the study period

LESSON	1	3	5	7	9	11	13	15	17	19
DATE	6 Nov 2007	20 Nov 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	26 Feb 2008	11 Mar 2008	29 Apr 2008	20 May 2008	10 Jun 2008
WORDLIST ENTRIES	18	8	34	72	69	40	37	76	66	34
ENTRIES PER TURN	0.82	1.6	1.10	1.44	1.21	0.76	0.88	1.17	1.06	1.7

These entries suggest a general widening of Pupil 4's lexical range, particularly from Lesson 7 onwards. Records of L2 lexical production could be affected, however, by the nature of the lesson. Lessons 13 and 19 in particular were more literacy focussed; as such they somewhat limited opportunities for spontaneous L2 use and yielded fewer analysable turns, thus restricting their capacity to provide evidence of lexical development.

Similar to Pupil 3, the lexis produced by Pupil 4 could be identified with themes closely relating to the 'Units of Work' included in Part II of the Benchmarks. Across the study, his lexical production centred on core words associated with the themes covered within the lessons selected for this English language support group (cf. Section 1.2.4). It was predominantly noun-based, including the names of familiar foods and clothes (e.g. 'banana', 'shoe'), animals (e.g. 'cow', 'snake'), school equipment (e.g. 'rubber', 'parer') people and relatives ('dentist', 'grandma'), places within the locality and beyond (e.g. 'hospital', 'Poland'), and forms of transport ('lorry', 'helicopter') as well as personal and home-related words (e.g. 'teeth', 'kitchen'). It appeared that the diversity of the nouns recorded for any specific theme may have been influenced by Pupil 4's personal interest or experience, for example, visits to the dentist or to family abroad. Commonly used adjectives, typically those describing colour, size and quality (e.g. 'pink', 'big', 'nice') were also recorded throughout the study period. Numbers between 1 and 10 were also frequently used.

Pupil 4's L2 verb production also increased in its lexical range over time, particularly in the second half of the study. The verbs used (in various forms) by Pupil 4 in his analysable spoken turns are recorded, in their uninflected stem form, in Table 7 below:

Table 7: Verb use by Pupil 4 over the study period (presented in Wordlist entry order)

LESSON	1	3	5	7	9	11	13	15	17	19
DATE	6 Nov 2007	20 Nov 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	26 Feb 2008	11 Mar 2008	29 Apr 2008	20 May 2008	10 Jun 2008
1	be	finish	colour	be	finish	finish	be	need	do	go
2	eat	need	have	finish	be	need	finish	finish	finish	know
3				carry	do	be	look	know	colour	finish
4				draw	know	do	got	have	have	swim
5				go	have	draw	colour	be	need	forget
6				have	eat	give	forget	see	draw	need
7				need	make	like	need	break	forget	remember
8				think	need		use	do	get	see
9				fly	play			forget	like	be
10				get	wait			put	stand	
11				look	go			remember	turn	
12				see	work			show		
13				take				swim		

Additional lexico-grammatical evidence could also be extracted from Pupil 4's Wordlist entries. His use of simple conjunctives in the analysable turns was limited to 'and', which was produced from Lesson 1 onwards. Adverb development emerged from Lesson 5 onwards, initially recorded in basic indicators of place (e.g. 'there','here'), and modifiers

(e.g. 'only', 'too', 'very') and, later, in frequency and time related adverbs (e.g. 'again', 'tomorrow'). Comparative adjectives were occasionally recorded in the Wordlist files from Lesson 7 onwards (e.g. 'higher', bigger'), although their context of use was not necessarily for purposes of comparison (see 'the bigger school' in Section 1.3.3(xi) above).

1.3.5 L2 literacy development

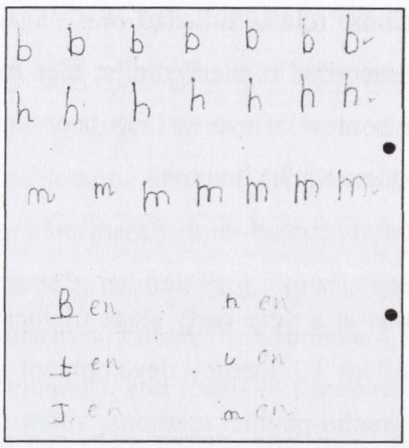
Like Pupil 3, given his age and school class, Pupil 4 was at a very early stage of literacy development. In the first half of the study, evidence of his L2 literacy development was restricted to occasional attempts to recognise basic grapho-phonic relations, often just repeating the teacher or a more competent peer. By Lesson 13, however, Pupil 4 did display the ability to identify specific sounds or names associated with certain letters (in this case 'a' and 't') within a picture-worksheet activity which involved linking items with the same initial sound. In this lesson, he was also able to write his own name with some support, and throughout the second half of the study, samples of his writing showed his increasing ability to copy words and short sentences (e.g. 'I like the aeroplane') relating to topics covered in the recorded lessons.

Later in the study, Pupil 4 demonstrated competence in reciting familiar nursery rhymes. I have classified such activities as literacy-related tasks since they are linked to an extraneous text are engaged in by children in the early primary years as part of pre-literacy instruction. The final lesson, which concentrated on phonics recognition, both in terms of onset and ending, Pupil 4 appeared quite capable in his identification of the sounds and letters associated with '-en' and '-at' ending words. He was also able to express this understanding and to make connections between words with similar initial sounds.

P4: I did "h" .. I got "h" .. [look] (*points to words 'hat' and 'hen' on board)*

P4: two "h". (Lesson 19, 10 June 2008)

He could, quite independently, write these initial letters and use them to complete rhyming words in on a worksheet, as shown in the example on the following page:



(Lesson 19, 10 June 2008)

Lesson 19 also illustrated Pupil 4's ability to match rhyming words on the basis of their final sound. In this activity, however, the importance of L2 vocabulary knowledge emerged, some of the examples used in this worksheet-based activity appeared quite challenging for Pupil 4 (e.g. 'hive' in 'five'/ 'hive' rhyme), and it was unclear if he actually understood the words he was matching. Regarding writing, in addition to the evidence of letter-formation and word-completion shown in the example above, Pupil 4 proved capable of copying words and short sentences

1.3.6 Possible influences on L2 development – internal factors

Pupil 4 was another very young child, aged 4 to 5 years during the study period. Like Pupil 3, the possible impact of age on his L2 development was most evident with regard to the type of literacy tasks he engaged in and the cognitive challenges (for example identifying colours and shapes) which he encountered. Many of the tasks recorded in the selected lessons were typical of mainstream classroom activities for native-English-speaking children of this age and educational stage.

Regarding possible L1 influences, while Pupil 4 was quite an articulate and intelligible speaker, certain phonological issues were apparent in his L2 production, for example, his pronunciation of the English consonant /s/ as /z/, particularly in word-final position, may have been coloured by the phonology of his L1 (Polish). Although both these phonemes exist in Polish, the greater variation associated with their voicing patterns in English may prove problematic for Polish learners of English L2 (see Section 1.10.6 regarding similar issues for another Polish participant, Pupil 16, and Gonet 2001 for discussion). Choice of tense, while limited by his overall stage of L2 development, may also have been cross-linguistically influenced to some extent, particularly in Pupil 4's expression

of structures that would require English perfect or past verb-forms by using present tense verbs with markers such as 'already' as in the example below:

P4: I already draw a helicopter. (Lesson 7, 29 January 2008 – 'I've already drawn')

Such patterns were also noted in relation to other speakers of Slavic languages, for example Pupil 6 (discussed in Section 1.11.6 to follow). Establishing contexts of use associated with the simple and progressive aspect also proved somewhat challenging for Pupil 4 (see notes in Section 1.2.6, regarding Pupil 3, also a native speaker of Polish). In addition, Pupil 4's frequent omission of articles, his tendency towards subject pronoun omission and his preposition choice may also have been influenced by features of his home language – articles do not exist in Polish and it is a pro-drop language.

In relation to the possible influences of personality and learning style, it appeared, throughout the study that Pupil 4 was a talkative, quite extrovert pupil. He seemed willing to seek attention, ask questions and volunteer information, despite his limited L2 proficiency. By the end of the project he was able to make jokes and word play (e.g. 'hi five!' in the literacy activity described in Section 1.3.5 above) with other more competent pupils.

1.3.7 Possible influences on L2 development – interaction-related factors

Considering classroom interaction as a possible external influence on L2 development which could be investigated in this study, I examined the results of the conversation analysis of Pupil 4's spoken turns for evidence of his sequential behaviour within classroom talk. Pupil 4 belonged to the same English language support group as Pupil 3 (the group dynamics were outlined in Section 1.2.7 above) and, likewise, he faced the similar challenge of being one of the less proficient members of this group.

Following the methodology I described in Volume I Section 3.3.6, and explained further with reference Pupil 3 in Section 1.2.7, I have examined Pupil 4's analysable turns in terms of the occurrence of 'answers', 'tellings' and 'topic elaborations' in his sample of spontaneous L2 use. The distribution of these three interactional sequence-types among Pupil 4's analysable turns across the study period is shown in Figure 8 (see over).

Figure 8: Sequence-type indicators of interaction for Pupil 4 over the study period

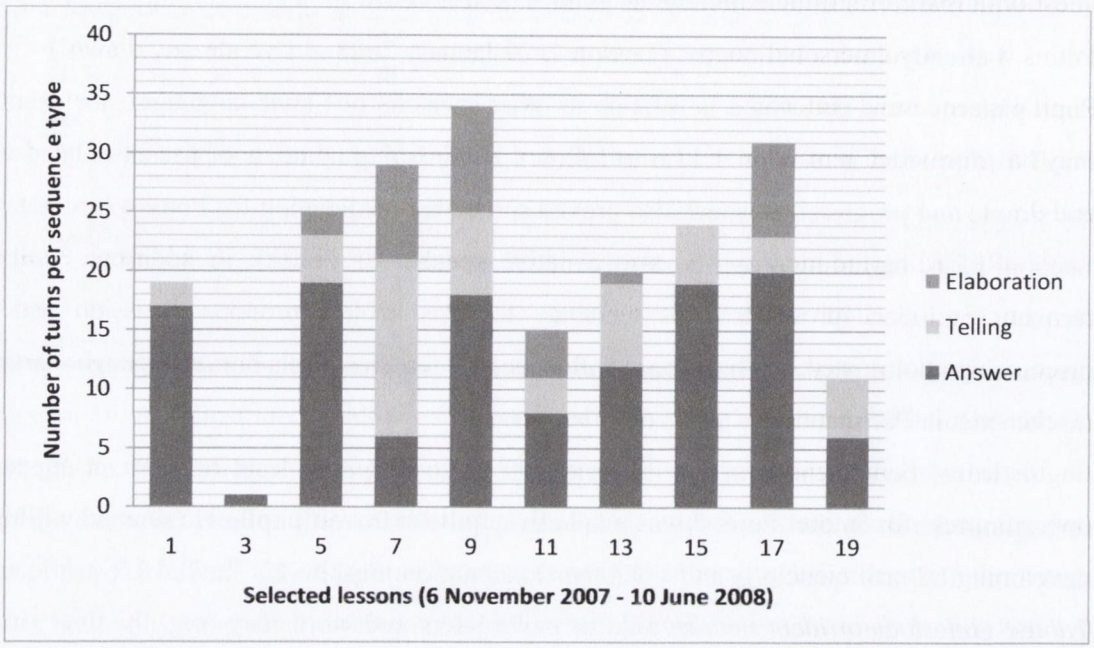


Figure 8 indicates that, although Pupil 4 was in the very early stages of his L2 development, he did seem capable of taking initiative and actively collaborating in L2 interaction, rather than simply responding to his interlocutors. This tendency was particularly prominent in lessons from Lesson 7 onwards, and it did appear that in certain lessons (notably Lessons 7, 9, and 17), it coincided with evidence of slightly higher proficiency in his L2 use (compare to Figure 5 in Section 1.3.2 above).

Pupil 4's quite active participation in the selected lessons indicated by the frequency of 'tellings' and 'topic elaborations' in his analysable turns, particularly from Lesson 7 onwards suggests that factors such as patterns of classroom interaction and personality related issues relating to initiative-taking or communicativeness, may contribute to the learners' ability to participate within a given L2 learning context. In other words, active participation may not be determined by actual L2 proficiency alone, as even learners with a very limited degree of proficiency can, if conditions are appropriate, take initiative and collaborate within a group. The apparent link between extent of active participation and evidence of higher proficiency L2 output, observable for Pupil 4 in Lessons 7, 9 and 17, suggests that participating more actively in classroom interaction may enable L2 use at a slightly higher level than would be the case if the learner was simply responding to his/her interlocutors. Conversely, while Pupil 4's production also indicated a high prevalence of 'answer' turns, this responsive behaviour cannot be solely attributable to his very limited L2 proficiency but may be also influenced to the interactional structure of the lesson. The sequence-type results

for later lessons such as Lessons 13 and 19, literacy focussed lessons with a limited, more question-answer oral dimension, would suggest that interaction factors can impact on L2 use in this way. Also, personal interest in the lesson theme and activity may have also influenced Pupil 4's sequential patterns. His fascination with transport and personal experience of travel may have provided him with added impetus for active participation, as apparent in Lessons 7 and 9.

Regarding the identity of Pupil 4's interlocutors, classified per turn (or part of multi-turn utterance) and presented in Table 8 below, it would again appear that pupil-teacher discourse predominated. However, although most activities were organised in a whole-group teacher-mediated manner, Pupil 4, appeared quite capable of engaging with more linguistically competent peers. The capacity of peer-peer interaction, in terms of its opportunities for more active participation and the possible implications of this for developing L2 proficiency, could therefore be worth examining.

*Table 8: Interlocutor identity in Pupil 4's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	22	22	0
3	5	5	0
5	31	30	1
7	50	47	3
9	57	54	2
11	31	30	1
13	42	42	0
15	65	62	2
17	62	54	5
19	20	19	1

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately; ambiguously addressed turns or self-talk are excluded from this tabulation.*

1.4 PROFILE: PUPIL 17

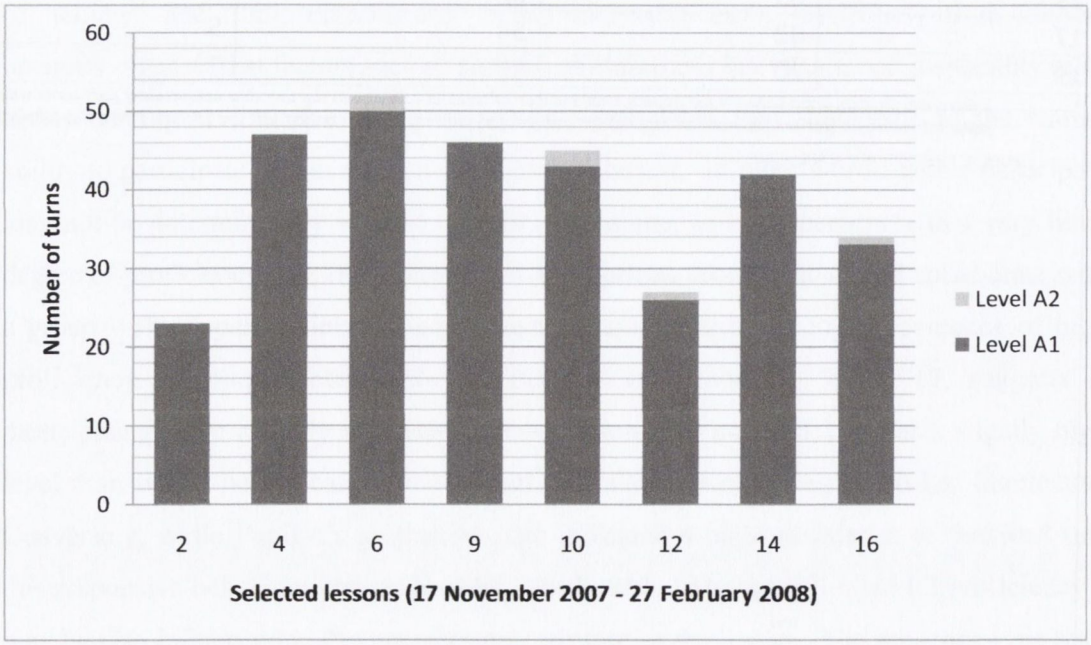
1.4.1. Personal details

During the research project period, Pupil 17 was a Junior Infants pupil at School 3 (coded group: S3/G1/JI). A girl aged 5 years old at the end of her involvement in the study, she was originally from Latvia and her home language was Latvian. She started receiving English language support in October 2007, shortly after her enrolment in School 3. She participated in 11 recorded lessons between October 2007 and February 2008; 8 of these were selected within Analysis Phase II. In all, 316 speaking turns were analysed for Pupil 17.

1.4.2. Overview of L2 proficiency

Like Pupil 3 and Pupil 4 in S1/G1/JI, Pupil 17 was at an extremely early stage of English language development at the beginning of the research project. The coded proficiency levels for each of her analysable turns, shown in Figure 8 below, illustrate this. It would appear that throughout the study period, her L2 production was almost entirely indicative of an A1 level of proficiency. It must be noted, however, that the participation of School 3 in the project extended only to the end of February 2008 (see Volume I Section 3.1.2), whereas the recording of S1/G1/J1 continued until June 2008. Any comparison of groups S3/G1/J1 and S1/G1/JI must therefore be limited to their shared time-span, although similarities in their members' age, school class, and time of introduction to English may be worth considering.

Figure 9: Proficiency levels recorded for analysed turns produced by Pupil 17 in selected lessons



1.4.3 Evidence of L2 acquisition – grammatical indicators

Figure 10: Use and accuracy of L2 acquisition indicators recorded for Pupil 17 in selected lessons

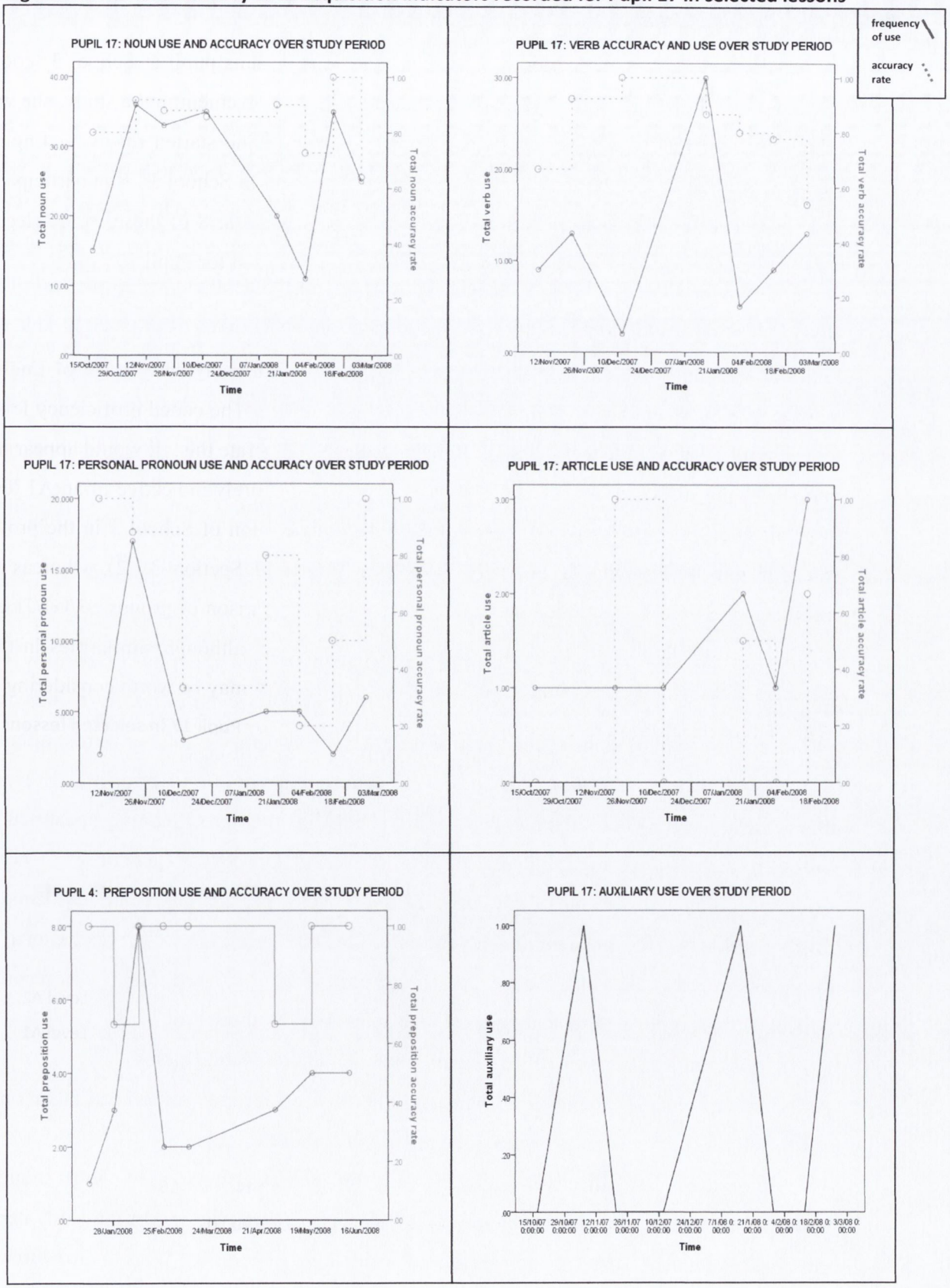


Figure 9 shows Pupil 17's frequency (token count) and accuracy of use of six of the L2 grammatical indicators investigated in this study. Features of their development are described in more detail below.

(i) Noun development

Throughout the study, nouns predominated in Pupil 17's L2 production. Her noun use rose from 15 to 36 token counts by Lesson 4, and generally remained at between 20 and 35 token counts for the rest of the study period (with the exception of a slight dip in Lesson 12). Pupil 17's use of nouns appeared to be relatively accurate; her noun accuracy rates in the selected lessons were usually over 80% in the selected lessons. In two lessons toward the end of the study (Lessons 12 and 16) this accuracy rate dropped somewhat (to as low as 64%). This was probably due, however, to unfamiliar lexis in the lesson content, as Pupil 17's noun errors were generally those of incorrect lexical choice. Occasional use of singular nouns in plural contexts was also recorded, although from the outset (Lesson 2 onwards) Pupil 17 made some successful attempts at plural formation. However, the overall proportion of these appropriately used plural forms remained low throughout, accounting for only 9% of her total noun use. One instance of error in syntactic placement was also recorded.

(ii) Verb development

Pupil 17's verb use appeared very limited throughout the study period. Generally verb frequency counts were under 15 tokens per selected lesson. Some evidence of increasing verb use was apparent in the second half of the study (from January 2008 onwards) although this was not always consistent. Pupil 17's verb count peaked at 30 in Lesson 10. However, this mostly involved use of the copula 'is', typically in 'this is X' naming constructions. While a narrow range of non-inflected stem verbs and the copula (generally 3rd person singular) accounted for most of Pupil 17's L2 verb production, some evidence of diversification became apparent towards the end of the research project. Very occasional use of progressive (e.g. watching, eating) and simple past verbs (e.g. made, burst) was recorded, although this was not always accurate, as the examples below show:

P17: this is eating. (Lesson 10, 16 January 2008 re. picture of child eating)

P17: oh one made. (Lesson 12, 30 January 2008 re. piece of jigsaw which had fallen on the floor, 'fell' or 'did' would have been more appropriate verb choices here)

The semi-fixed phrase adjectival use of the verb 'finish' was also recorded. Verb accuracy, while above 80% in most lessons, appeared to decrease towards the end of the study period, possibly as Pupil 17 tried to use a slightly wider range of verbs. The main sources of

inaccuracy were the omission of the 3rd person '-s' ending, and incorrect lexical choice. Infrequent instances of non-required use of the copula and syntactic error were also apparent. Total omission of verbs was a noticeable issue for Pupil 17 throughout the study period, with omission rates sometimes 40% that of actual verb count (in Lesson 9 such omissions were 4.5 times more common than her verb use, which numbered only 2 tokens).

(iii) Pronoun development

In the early lessons, Pupil 17's pronoun production was limited to personal and demonstrative pronouns of immediate significance, and numbers. Her pronoun use diversified through the study period to include the possessive marker 'mine', the substitute pronoun 'one', and the quantifier 'all'. Regarding personal pronouns, it appeared that Pupil 17's production varied widely in terms of both frequency and accuracy. Indications of generally successful production (predominantly of the 1st person pronoun 'I'), to a peak in Lesson 4 of 17 (mostly accurate) token counts, was followed a reduced but slowly rising rate of pronoun use. From December 2007 until the end of the study, Pupil 17's pronoun use appeared less accurate; her accuracy rates fluctuated from 20% to 100%; although this seemed to improve somewhat in the final two selected lessons. Confusion of case (particularly 'I'/'me') accounted for most instances of inaccuracy. Pronouns were not frequently omitted but more omissions of subject than object pronouns were recorded.

(iv) Article development

Pupil 17's article use was very infrequent (ranging from 1 to 3 tokens per selected lesson), although it did seem to rise towards the second half of the study. Article accuracy levels, however, appeared quite low (generally under 50%), with non-required or random article use accounting for most inaccuracies. Use of 'a' instead of 'an' before a verb was also recorded. Pupil 17 appeared as likely to omit as to use articles, with her article omission rate 3 times her actual article use (1 count) in Lesson 6.

(v) Preposition development

Similarly, Pupil 17's production of prepositions was very limited throughout the study. It was first evident in Lesson 4, when she used 'up' in a fixed-phrase-like structure 'tidy up' with which she seemed familiar from her experience in the mainstream classroom. Preposition use diversified across the study period to include 'in' 'out' and 'to', although their occurrence remained infrequent (never exceeding 4 token counts per lesson). Pupil 17's

preposition use appeared though to be generally accurate but for occasional errors of syntactic placement. Omission of prepositions was, however, recorded in several lessons.

(vi) Auxiliary development

Pupil 17 rarely used auxiliaries during the study period, although it is worth remembering that as the selected lessons extended only to the end of February 2008, her auxiliary use may be compared to that of other pupils in the initial months of their English language support allocation, for example, the records of auxiliary production analysed for Pupil 4 in Section 1.3.3. In all, only 3 cases of auxiliary use appeared in Pupil 17's analysed spoken turns. Two of them involved the auxiliary 'be', although her production was only accurate on one occasion (see example in 4.4.3(ii) above), and even this turn was potentially ambiguous. The other instance of auxiliary 'be' use was non-required, while her use of the auxiliary 'do' was syntactically inaccurate:

P17: understand don't. (Lesson 4, 7 November 2007).

Table 9 below illustrates the limited and often incorrect nature of Pupil 17's auxiliary use:

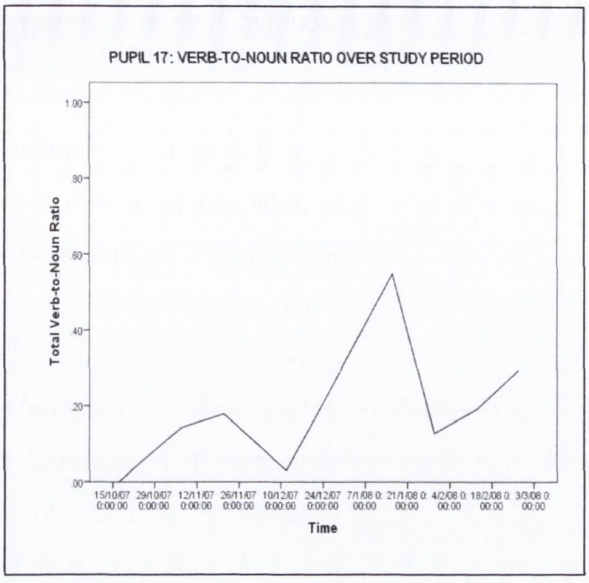
Table 9: Auxiliary use by Pupil 17 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
2	0	0	0	0	0	0	0	0
4	1	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	1	1	1	0	0	0	0	0
12	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0
16	1	0	0	0	0	0	0	0

(vii) Structural development

The complexity of Pupil 17's analysable turns was investigated by examining her verb-to-noun ratio (see Volume I Section 3.3.6) over the study period. As Figure 10 (see over) indicates, this appeared low, generally 0.3 or under, reaching a peak of 0.55 in Lesson 10, although this may be explained by Pupil 17's considerable use of the copular verb in that lesson (as outlined in Section 1.4.3(ii) above). However, although her L2 production seemed heavily noun-based throughout, the ratio did exhibit a general upward trend over the course of the study period.

Figure 11: Verb-to-noun ratio for Pupil 17



(vii) Negative development

Pupil 17 tended to rely on the marker 'no' to indicate negation over the course of the study period. Negative structures such as the examples below emerged from Lesson 4 onwards and were typical of her L2 production throughout the selected lessons:

P17: mammy no owl. (Lesson 4, 7 November 2007 – 'mammy doesn't have an owl')

P17: no that is next. (Lesson 10, 16 January 2008 – 'that is not next')

Some concept of the marker 'not' in either full or contracted form was evident as early as Lesson 4, in her inappropriate placement of 'don't' (See 4.4.3(vi) above), however its convincing use was not recorded in the selected lesson until much later:

P17: not hen! (Lesson 14, 13 February 2008 – refuting an incorrect suggestion)

(ix) Question formation

Pupil 17 began forming basic questions, typically 'what('s) that' (often articulated almost as a single lexical item: 'whadda' in early lessons) from Lesson 6 onwards. Variations on this question form such as 'what this' emerged over subsequent lessons. From Lesson 6, however, Pupil 6 demonstrated a capacity to express more meaning using simple question forms rather than simply asking about the identity of items, as the example below shows.

P17: where that mine back. (Lesson 6, 21 November 2007 – Pupil 17 looking for a piece of her jigsaw puzzle)

Over the course of the study though, there was little further evidence that Pupil 17 could utilise simple question forms in this more purposeful way. More often, simple uninflected

statements were used to serve a questioning or requesting function, rather than any use of actual question forms.

(x) Clause linkage

Beyond the use of the simple conjunctive 'and', there was no evidence of more complex attempts at clause linkage in the lessons selected for Pupil 17 across the study period.

1.4.4 Evidence of L2 acquisition – lexical indicators

Evidence of Pupil 17's L2 lexical development, obtained from the Wordlist program analysis of her spoken turns in each of the selected lessons, is presented in Table 10 below. Again these results are based on individual Wordlist entries, not a strict lexeme count.

Table 10: Wordlist entries for Pupil 17 over the study period

LESSON	2	4	6	9	10	12	14	16
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	12 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	27 Feb 2008
WORDLIST ENTRIES	43	42	54	50	40	37	49	37
ENTRIES PER TURN	1.87	0.89	1.04	1.09	0.89	1.37	1.17	1.09

It would appear, from Table 10, that Pupil 17's lexical range remained relatively constant throughout the study period (with some fluctuations), or at least that the rise in Wordlist entries recorded in the analysed speech of Pupils 3 and 4 in Sections 1.2.4 and 1.3.4 respectively is less apparent in her case. However, some lesson-specific issues which may have affected the extent of Pupil 17's L2 lexical production should, perhaps, be noted. Firstly, in Lesson 2, number words produced in counting sequences accounted for 25 of Pupil 17's 43 Wordlist entries (an observation I will discuss further in Section 1.4.6 to follow). Also, lesson length tended to vary somewhat for this group (S3/G1/JI). Usually this group's lessons were relatively long (up to 45 minutes of recording), although this could vary to between 30 and 40 minutes. In School 3, English language support lessons were held in a classroom quite far away from Pupil 17's mainstream class and also, as they were the first lesson in the morning for her group, late-comers (which sometimes included Pupil 17) could miss vital minutes of instruction time. The final lesson (Lesson 16) was considerably shorter than the others because of interruption due to a school event. Lesson length is also worth bearing in mind in making any comparisons between Pupil 17's apparent lexical range, with

that of Pupils 3 and 4 whose English language support lessons were slightly shorter (approximately 30 minutes in duration). In this regard, Pupil 17's number of Wordlist entries per turn, which (like that recorded for Pupil 4) was generally in the region of 1 distinct item per turn is a better indicator of Pupil 17's lexical range than her total number of Wordlist entries per lesson. Issues relating to the interactive dynamic of the group may also have influenced the extent of Pupil 17's L2 lexical production, as will be discussed in Section 1.4.7 below.

As in the evidence of L2 lexical development obtained for Pupils 3 and 4, nominals predominated in the Wordlist entries recorded for Pupil 17. These covered the semantic fields of: school-related words (e.g. 'scissors'), familiar food and clothing items (e.g. 'apple', 'trousers'), home and family (e.g. 'mammy'), everyday household items (e.g. 'television'), body parts (e.g. 'mouth'), common weather-related words (e.g. 'sun'), familiar places (e.g. names of shops) and basic modes of transport (e.g. 'bike'). Adjectives, however, featured in Pupil 17's analysed spoken turns from the beginning of the study period. These typically included familiar colours, words relating to size and simple expressions of quality (e.g. 'red', 'short', 'lovely'). Pupil 17 often produced number words as well, counting up to 30 (expressed as 'twenty-ten').

The semantic range of Pupil 17's lexical production could be readily linked to the Benchmark descriptors recorded for her selected lessons, which spanned most of the thematic Units of Work included in Part II of the Benchmarks (IILT 2003: 9-22), with the exception of Unit 5 ('People who help us), Unit 11 ('People and places in other areas') and Unit 13 ('Caring for my locality'). These exceptions may to an extent have been influenced by Pupil 17's early stage of cognitive development, although classroom talk about pupils' home countries (relating to Unit 11) did occur in some of the recorded lessons which were not selected in Analysis Phase II, and secondary links were occasionally made to Unit 5. It is also worth noting (as pointed out in Volume I Section 4.4.1) that the English language support teacher in School 3 was not intentionally following the Benchmark 'Units of Work' in designing her provision of instruction, unlike the teachers in Schools 1 and 2. Nevertheless, the activities engaged in by the pupils at School 3 could still be readily connected to Benchmark descriptors associated with the context and apparent proficiency of pupils' L2 use for most turns recorded in the lessons selected for this school.

The lexical range of Pupil 17's verb production is shown in Table 11 (see over). Although here vocabulary, in terms of verbs, remained limited throughout the study, the data suggests some evidence of lexical diversification. The slightly higher verb range in the

second half of the study (January – February 2008) also reflects a more generative use of verbs by Pupil 17. This was less apparent in the early months of the study in which a lot of Pupil 17's verb use was within the context of semi-fixed phrases such as 'I'm finished' or 'tidy up time'.

Table 11: Verb use by Pupil 17 over the study period (presented in Wordlist entry order)

LESSON	2	4	6	9	10	12	14	16
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	12 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	27 Feb 2008
1		tidy	have	colour	be	be	clap	eat
2		do	go	have	eat	made	click	be
3		drink	watch		finish	sing	like	burst
4		finish	finish		know		look	like
5		go	be		stand		see	make
6		understand					stand	
7							be	

Further lexico-grammatical indicators of L2 acquisition recorded in the Wordlists for Pupil 17's analysed spoken turns were rather limited. However, they included the emergence of possessive forms ('my' and later 'mine') from Lesson 6 onwards and the production of deictic adverbs ('here' and 'there') from lesson 10. As mentioned in Section 1.4.3(x) above, Pupil 17 linked linguistic elements with 'and' throughout the study although no further diversification of conjunctive use was recorded.

1.4.5 L2 literacy development

Similar to Pupils 3 and 4, Pupil 17 appeared to be at a very early stage of literacy development. Her engagement with pre-literacy activities emerged from Lesson 4 onwards with attempts (partial and often inaccurate) at reciting familiar nursery rhymes. Some awareness of letter names was observable by Lesson 9, in which Pupil 17 could sing some letters included in an 'a, b, c' song, but as the example below shows, their ordering was incorrect, also they were not associated with any actual printed text.

P17: *(sings)* "a" "d" "c" "f". (Lesson 9, 12 December 2007)

By Lesson 10, however, clearer evidence of developing L2 literacy skills was recorded. Pupil 17 proved quite competent in reading words and sentence cards, extracted or modified from her mainstream class reader *Happy Birthday Molly*. Despite her limited overall L2 proficiency, her success in reading was notable, and appeared to be well within the reading range of her native-English-speaking peers, as shown in the following example:

P17: Molly is the ghost- .. em this is robot? (Lesson 10, 16 January 2008 – Pupil 17 initially reads the sentence with incorrect word-choice 'ghost', then self-corrects to 'robot', asking for clarification)

Further evidence of Pupil 17's L2 literacy skills emerged in subsequent lessons, with the competent identification of pictures in alphabet jigsaws with letter sounds and names (such resources had been previously used in some of the lessons, but only as a vocabulary building activity for Pupil 17). Her recitation of nursery rhymes also developed, although she often 'chunked' lines rapidly and inaccurately, and needed support in breaking down sentence sequences into individual words. However, towards the end of the study period, her reading of short reader-linked sentences became increasingly competent:

P17: PUPIL 20 is the ghost .. Molly is the ghost. Molly is the- Lucy is the monster. Sam is the clown .. Jack is the robot. (Lesson 14, 13 February 2008)

She could also read new words with some degree of success, making some accurate attempts in her reading of animal-name flashcards. The only evidence of developing writing skills was obtained from Lesson 10, in which Pupil 17 wrote her name with support from the teacher.

1.4.6 Possible influences on L2 development – internal factors

Like Pupils 3 and 4, Pupil 17 was only 5 years old by the end of the study period and, as indicated in Section 1.4.5 above, her age certainly influenced the course of her L2 development to an extent, particularly in relation to her L2 literacy skills. Some wider age-related influences have also been suggested in Section 1.4.4, in examining the semantic range of Pupil 17's production which, though it appears primarily dependent upon Pupil 17's stage L2 proficiency, may have been further limited by her level of cognitive development during the study.

In relation to possible home-language related influences, Pupil 17 occasionally used lexis that appeared to be derived from her L1. In the very first observed lesson in School 3 (prior to recording), she seemed able to count quite extensively in Latvian, an ability she rapidly acquired in English – evident from as early as Lesson 2. Lexical gaps were sometimes filled with words which seemed to be Latvian origin, for example, words transcribed as: '*politsia*' (police – phonologically identical to the Latvian 'policija') and '*vin*' (grapes – possibly linked to the Lativian 'vīnogas'). However, Pupil 17 also used other forms of compensation for unknown lexis, for example onomatopoeia such as clicking noises to express 'open' in a turn relating to 'door', or simply guessing. Phonologically her production

of English was generally quite clear, apart from the consonant 'r', which she pronounced as /l/ throughout most of the study period. This could have been linked to phonological features of her L1 (Latvian has a trill /r/ and a lateral approximant /l/, but not the alveolar approximant /ɹ/). In languages with a trilled 'r', the /r/ phoneme is often late acquired – significantly later than /l/ and, among bilingual children, possibly after /ɹ/ (see Fabiano-Smith and Barlow 2010, regarding Spanish-English bilingual infants, also notes regarding Pupils 3 and 6 in Sections 1.2.6 and 1.11.6). Towards the end of my research in School 3, however, Pupil 17's production of the English /ɹ/ phoneme, changed to more of a 'w' sound, not present in her L1 (e.g. 'frog', previously pronounced as '*flog*' became '*fwog*').

Regarding personality-related and affective issues, it appeared that Pupil 17 was quite extrovert, confident, and willing to take risks in communication. Generally she participated well in classroom discourse, as far at least as her linguistic proficiency and opportunities for interaction permitted. Occasionally, however, she could become withdrawn and seemed quite sensitive to, for example, losing a turn to another pupil. In observing her possible learning style, while most of her turns were unexpanded single word or short-phrase utterances, Pupil 17 occasionally demonstrated an ability to recycle 'chunks' of, probably overheard, classroom discourse for her own communicative purpose. Her use of phrases such as 'understand don't' and 'tidy up time' mentioned above may be examples of this, as may her approximations for unfamiliar vocabulary in her recitation of nursery rhymes. In terms of cognitive development, her numerical skills appeared in keeping, if not ahead of, her native-English-speaking peers – by Lesson 2, she could count to 30 in English with reasonable accuracy. Her capable engagement with literacy activities, despite very limited L2 proficiency, also suggested a child who was quick and focussed learner.

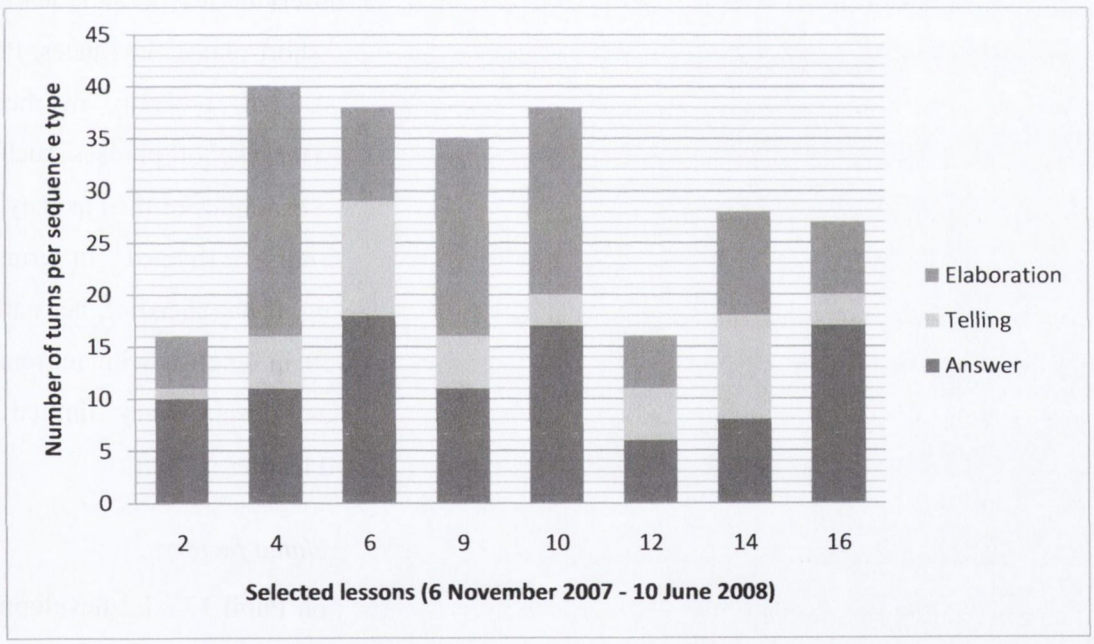
1.4.7 Possible influences on L2 development – interaction-related factors

In investigating the possible influence of interaction patterns on Pupil 17's L2 development as determined from the evidence obtained from the analysis of her spoken turns in the selected lessons, it is first necessary to describe the composition of her lesson group. Group S3/G1/JI comprised 4 pupils (Pupils 17, 18, 19 and 20), all participating in the research project. However as Pupils 18 and 19 appeared to have Nigerian English as a home language, only the L2 production of Pupils 17 and 20 was included in Analysis Phase II (see Volume I Section 3.3 for details). Clearly however, the presence of two more proficient pupils in the group could potentially impact upon opportunities for interaction available to pupils in the early stages of L2 development, such as Pupil 17. The typical lesson structure must also be

considered in this regard. Generally lessons for S3/G1/JI proceeded in a 'whole-group' manner, led by the teacher, who often regulated the lesson's turn-taking structure.

The interaction patterns associated with Pupil 17's L2 production over the study period, as indicated by the proportion of selected interactional indicators ('answers', 'tellings' and 'topic elaborations') in her analysed spoken turns are illustrated in Figure 12 below. Similar to Pupil 4 (see Section 1.4.7 above), it appears that Pupil 17 was quite capable of taking some degree of initiative or making voluntary contributions to the lesson topics. This was despite the fact that throughout the study, her recorded proficiency level was generally no higher than A1, and despite the presence of more proficient pupils within the group. As suggested, particularly in relation to Pupil 4 (in Section 4.4.7), this may indicate that active participation may be more determined by personality factors and learning style, as well as the interactional environment of the classroom, than by L2 proficiency alone.

Figure 12: Sequence-type indicators of interaction for Pupil 17 over the study period



Looking more closely at the interaction patterns within S3/G1/JI by focussing on the identity of Pupil 17's interlocutors, however, it appears that almost all her turns were addressed to the teacher. This pattern of interaction raises several questions. Firstly, as confirmed by the data shown in Figure 12 above, Pupil 17 seemed an active and willing participant in classroom discourse even though her L2 proficiency level was low. This leads to the question: could greater opportunities for L2 use be created for young learners, from the very earliest stages of their L2 development, through increased pupil-to-pupil interaction rather than solely teacher-pupil discourse which, for example, even if equally regulated could only amount to 25% of

classroom talk per pupil within a group of four? Secondly, could thus increasing opportunities for L2 use result in greater evidence of L2 development? While it is impossible to predict if or how such changes in interaction patterns could have impacted on Pupil 17's English L2 acquisition, as indicated by the data analysed through the selected lessons, the possibility that the structure of classroom interaction may affect L2 development cannot be ruled out.

*Table 12: Interlocutor identity in Pupil 17's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
2	23	22	0
4	47	47	0
6	52	50	1
9	46	46	0
10	45	45	0
12	27	24	3
14	42	42	0
16	34	34	0

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.5 PROFILE: PUPIL 20

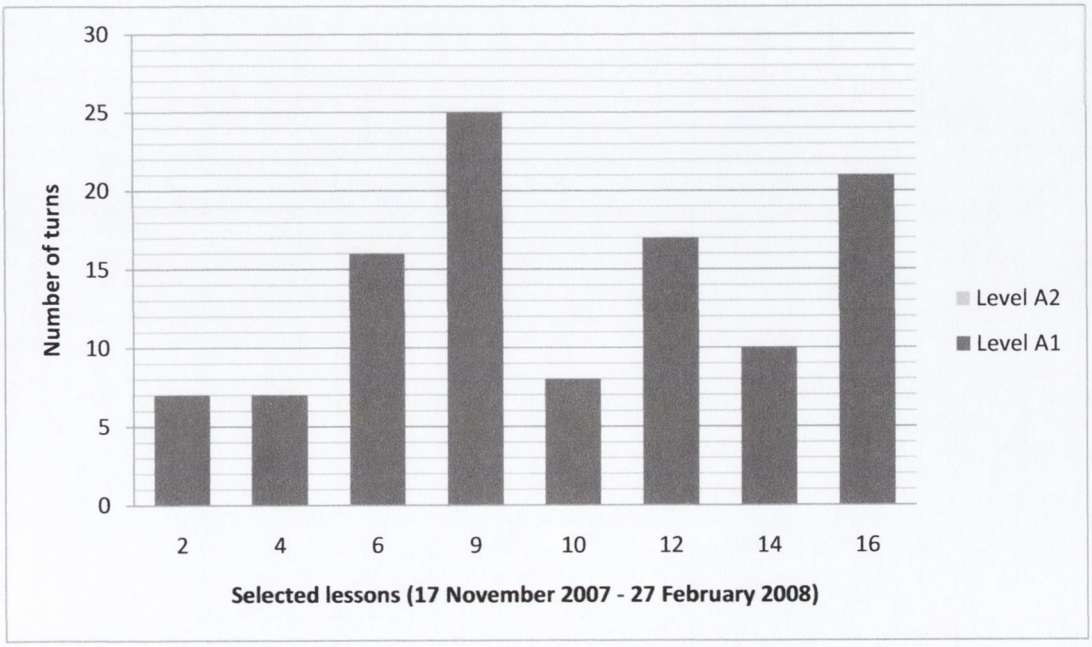
1.5.1. Personal details

Over the study period, Pupil 20 was a Junior Infants pupil at School 3, and a member of the same lesson group as Pupil 17 (S3/G1/JI). A girl aged 5 years old at the end of her involvement in the study; she came from Poland and spoke Polish as her home language. She commenced English language support in October 2007, shortly after starting School 3. She participated in 14 recorded lessons between October 2007 and February 2008, of which 8 were selected in Analysis Phase II. In total, 111 of Pupil 20's speaking turns were analysed.

1.5.2. Overview of L2 proficiency

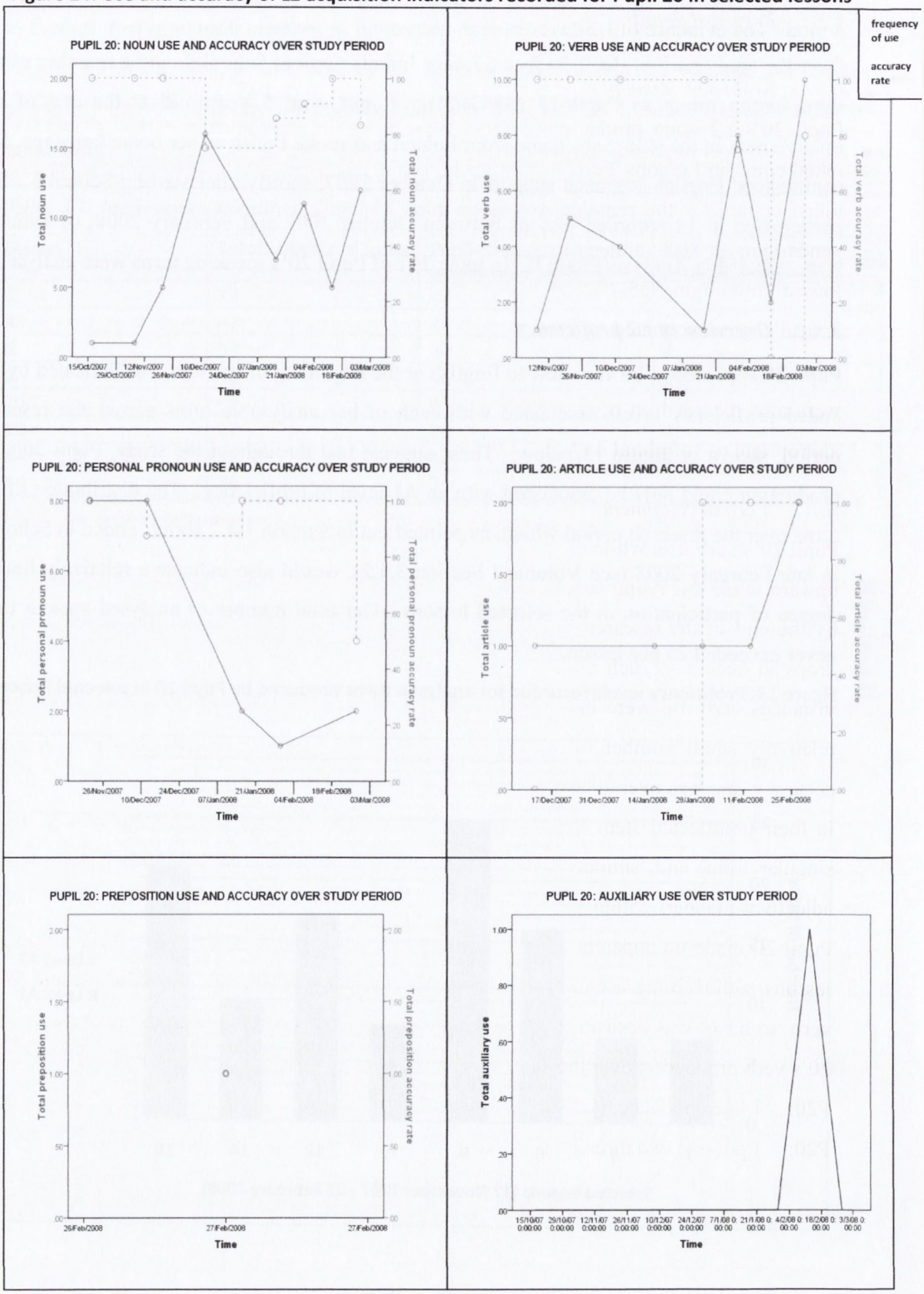
Pupil 20 appeared to be very new to English at the beginning of the study, as indicated by the coded proficiency levels associated with each of her analysable turns across the research period, shown in Figure 13 below. These suggest that throughout the study, Pupil 20's L2 production could only be associated with an A1 level of proficiency. The distribution of her turns over the research period which, as pointed out in Section 1.4.2 above, ended in School 3 in late February 2008 (see Volume I Section 3.1.2), would also indicate a relatively limited degree of participation in the selected lessons. Her total number of analysed spoken turns never exceeded 25 per lesson.

Figure 13: Proficiency levels recorded for analysed turns produced by Pupil 20 in selected lessons



1.5.3 Evidence of L2 acquisition – grammatical indicators

Figure 14: Use and accuracy of L2 acquisition indicators recorded for Pupil 20 in selected lessons



The graphs in Figure 14 show the frequency with which Pupil 20 used six of the L2 acquisition indicators investigated in this study, and the accuracy of this use, over the study period. The evidence of L2 development offered by this data is outlined below.

(i) Noun development

Pupil 20's L2 noun production appears quite limited throughout the study, rising from 1 token count in Lessons 2 and 4, to a maximum of 16 in Lesson 9, then averaging around 10 token counts for the remainder of the research project. Her accuracy of production was generally over 80%, although this dipped slightly over the second half of the study, usually lowest (minimum 75%) when her frequency of noun production was highest. Incorrect lexical choice accounted for most noun-related errors (75% of inaccuracies), although the use of a singular noun in a plural context and problems with the syntactic placement of nouns were also recorded on occasion. Most nouns produced by Pupil 20 were in singular forms, appropriate use of plural nouns accounted for only 10% of her total noun production.

(ii) Verb development

Pupil 20's verb use, while not extensive, again displayed a gradual (if not always consistent) upward tendency, rising from 0 token counts in Lesson 2 to reach a maximum of 10 counts by the end of the research project. Again, as use increased, accuracy fluctuated, although drops in accuracy, such as that recorded in Lesson 14 (in which both of Pupil 20's two instances verb use were inaccurate) could appear accentuated within Figure 14 due to the relatively small number of verbs produced in each lesson. In general Pupil 20's verb accuracy rate was over 70% during the study period. Most verbs produced by Pupil 20 were in their uninflected stem form. She also used the copula 'to be' (generally in 3rd person singular form) and, similar to Pupils 3, 4 and 17, produced phrases using 'finished' in an adjectival manner, within variations on the semi-fixed classroom expression 'I'm finished'. Pupil 20 made no apparent attempts at progressive or simple past forms within the selected lessons, although the use of 'got' without the auxiliary 'have', as a lexical substitute for the verb 'to have' was occasionally recorded. The examples below illustrate the extent of Pupil 20's verb production over the study period:

P20: I like chocolate. (Lesson 9, 12 December 2008)

P20: I got one two three four. (Lesson 12, 20 January 2008 – re. jigsaw pairs)

(iii) Pronoun development

Pupil 20's production of pronouns emerged from Lesson 6 onwards, with her use of personal and number pronouns, followed later by demonstratives and the substitute pronoun 'one'. From Figure 14 above, it appears that her production of personal pronouns was highest in Lessons 6 and 9, when it peaked at 8 token counts, before dropping back over the second half of the study (a fall to zero in Lesson 14 has been smoothed by the interpolation line), followed by evidence of a small rise (to 2 token counts) in the final lesson. Possible reasons for this distribution pattern may include the number of analysable spoken turns in each of the selected lessons (this was highest in Lesson 9), and the fact that in Lesson 6, one of the activities (responding to the teacher's question 'who has [picture X]?') specifically elicited the response 'I have it'. Pupil 20's rate of creatively used personal pronouns per turn therefore seemed very low throughout. The accuracy of her pronoun use appeared relatively high (generally over 80%), with occasional errors including the use of the singular in place of the plural form and the use of personal pronouns to indicate possession. Only one instance of personal pronoun omission (subject pronoun) was recorded in Pupil 20's analysed spoken turns.

(iv) Article development

Articles first emerged in Pupil 20's L2 production in Lesson 9, although her use of articles remained low, through the second half of the study; generally only 1 token count per lesson, rising to 2 in Lesson 16. Initial attempts at articles were often inaccurate, although Pupil 20's accuracy rate rose considerably towards the end of the study. However, given the small number of articles actually used, these rates provide only a rough impression as to the degree to which articles were acquired by Pupil 20 over the study period. Inaccuracies generally related to non-required use of articles or syntactic misplacement. Article omission was also recorded with Pupil 20's article omission rates often matching her rate of actual use.

(v) Preposition development

The only recorded instance of preposition production in Pupil 20's analysed spoken turns was that of 'at' within the phrasal verb construction 'look at' in Lesson 16.

(vi) Auxiliary development

Pupil 20 made only one attempt at what appears to be auxiliary use, although even this was somewhat ambiguous and difficult to classify, particularly since auxiliary use in this context was inappropriate:

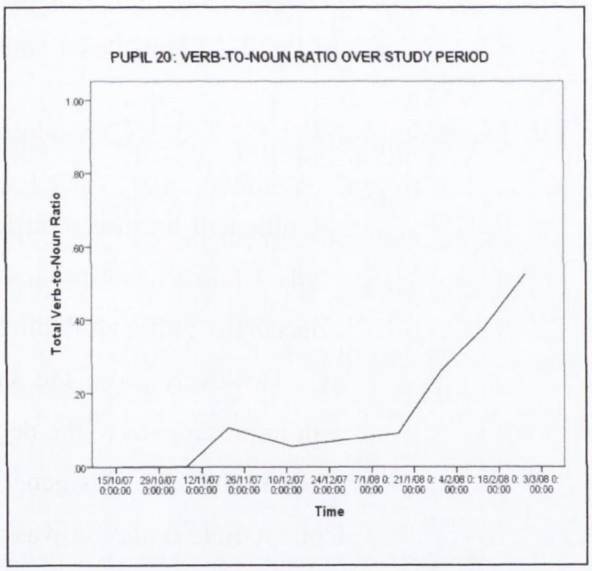
P20: rabbit is jump. (Lesson 14, 13 February 2008 – context required 'the rabbit jumps', although 'the rabbit is jumping' would probably have been acceptable)

Since there were no recorded instances of appropriate auxiliary use, I have not tabulated results for this L2 acquisition indicator. Even records of auxiliary omission were infrequent for Pupil 20, apart from the omission of 'have' mentioned in Section 1.5.3(ii) above, suggesting that during the study period, she rarely attempted (even unsuccessfully) slightly more complex structures in which auxiliary use, and associated verb-form diversification, would be required.

(vii) Structural development

Examining the verb-to-noun ratio calculated for each of Pupil 20's selected lessons (following the methods described in Volume I Section 3.3.6), presented in Figure 15 below, it again appears that Pupil 20's structures were very simple and predominantly noun-based.

Figure 15: Verb-to-noun ratio for Pupil 20



The small proportion of verbals i.e. verb-forms serving a definite verbal purpose within the turn (as opposed to verbal nouns or adjectives such the pre-generative use of 'finished') in Pupil 20's analysable turns is reflected in this ratio, which never exceeded 0.60 and was usually considerably lower. However, the gradual rise in the ratio of verbals to nominals over the study period does suggest some development of structural complexity beyond basic noun-phrases.

(viii) Negative formation

During the research project, Pupil 20 relied solely on the negative marker 'no' to express negation, as in the example below. No instances of negation using 'not' were recorded in the selected lessons. Overall, Pupil 20's attempts at negative structures were very infrequent.

P20: mammy no ham. (Lesson 9, 12 December 2008 – appropriate phrase: 'mammy has no ham' or 'mammy doesn't have any ham')

(xi) Question formation

Only one instance of question formation was recorded in Pupil 20's analysable spoken turns. This example demonstrates a very rudimentary level of question development, involving 'wh' question word and the copular verb:

P20: hey where (is) this. (Lesson 16, 27 February 2008)

(x) Clause linkage

No instances of clause linkage were recorded for Pupil 20 over the study period.

1.5.4 Evidence of L2 acquisition – lexical indicators

As with the indicators of grammatical development discussed in 1.5.3 above, evidence of Pupil 20's L2 lexical development was limited. Table 13 gives an overview of her lexical production throughout the research project, based on the total number of individual entries recorded using the Wordlist program for each selected lesson.

Table 13: Wordlist entries for Pupil 20 over the study period

LESSON	2	4	6	9	10	12	14	16
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	12 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	27 Feb 2008
WORDLIST ENTRIES	4	7	27	31	15	25	11	25
ENTRIES PER TURN	0.57	1.00	1.69	1.24	1.88	1.47	1.10	1.19

During the study, it appears that Pupil 20's vocabulary range rose from a minimal base (under 10 separate Wordlist entries) to a slightly higher level (25 or more entries) from Lesson 6 onwards. However, evidence of such an increase was not always consistent and seemed to correlate with the number of analysable turns per lesson. Any lessons in which Pupil 20's analysed L2 use was higher (over 15 turns) seemed to register a wider lexical range. Factors

relating to lesson length and interactional characteristics of the group S3/G1/JI (discussed in Sections 1.4.4 and 1.4.7 above) may also have influenced the extent of Pupil 20's opportunities for L2 use and possible lexical development. However, it is clear that, even in comparison with the pupils previously discussed (including Pupil 17, another member of this lesson group), Pupil 20's L2 production was suggestive of a very early stage of lexical development.

Similar to Pupils 3, 4 and 17, Pupil 20's recorded lexical use was heavily noun-based. Semantically, these covered themes such as: home and family (e.g. 'baby), basic items of food and clothing (e.g. 'carrot', 'gloves'), school-related words (e.g. 'teacher'), the names of familiar animals (e.g. 'cat'), weather-related items (e.g. 'snowman'), some days of the week, and picture-referenced seasonal vocabulary (e.g. 'stocking', 'present'). Adjective use was also recorded from the beginning of the study, generally basic colours, although simple words describing size and extent were also used (e.g. 'big', 'fast'). The production of numbers was also common (up to 14). Again, the semantic areas covered by Pupil 20 would seem very relevant to the 'Units of Work' presented in Part II of the Benchmarks, even though, as mentioned in Section 1.4.4 above, the teacher in School 3 had not based her programme of English language support directly upon the Benchmarks.

Regarding verb use, Table 14 below shows the lexical range of verbs produced by Pupil 20 within her analysable spoken turns.

Table 14: Verb use by Pupil 20 over the study period (presented in Wordlist entry order)

LESSON	**2**	**4**	**6**	**9**	**10**	**12**	**14**	**16**
DATE	**17 Oct 2007**	**7 Nov 2007**	**21 Nov 2007**	**12 Dec 2007**	**16 Jan 2008**	**30 Jan 2008**	**13 Feb 2008**	**27 Feb 2008**
1		finish	have	finish	be	look	jump	look
2			finish	like		finish		be
3						be		wait
4						get		

Considering Pupil 20's limited L2 use throughout, and the extent of her verb production (outlined in Section 1.5.3(ii) above), it is not surprising that these verbs comprise a very narrow lexical set. Nevertheless, a slight widening of lexical range can be observed in some of the lessons towards the end of the project, particularly Lessons 12 and 16. The actual lexis used appears quite similar to that produced by the previous three pupils described in Sections 1.2, 1.3 and 1.4 above, who were also at a very early stage of L2 development (see Volume I

Section 4.4.1 for overview of all 18 participating ESL pupils' use of L2 verb lexemes).

Regarding any other lexico-grammatical indicators of L2 acquisition revealed by Pupil 20's Wordlist entries, the emergence of possessive determiners (generally 'my' but also 'her' and 'your') was evident from Lesson 12 onwards. The use of the deictic adverb 'here' was recorded in Lesson 14. However, no conjunctives or other connectives were used by Pupil 20 in her analysed spoken turns.

1.5.5 L2 literacy development

Despite being at a very early stage of L2 oral development, Pupil 20 showed some evidence of ability to engage in L2 literacy-related activities. She was particularly competent at pre-literacy tasks, such as reciting nursery rhymes, which she attempted from Lesson 2 onwards, and could perform to a quite proficient degree by the end of the project. Her articulate and minimally supported renditions of rhymes such as 'Hey Diddle Diddle' by Lesson 16, contrasted with for example the 'chunking' approach that Pupil 17 seemed to adopt in relation to these activities. Clearly the lexis used in these rhymes was considerably beyond Pupil 20's spontaneous L2 production. However, follow on activities (e.g. colouring rhyme-related pictures) suggested that she could at least comprehend their overall meaning.

Regarding the development of L2 reading skills, from Lesson 10, Pupil 20 could attempt to read sentences extracted or adapted from her mainstream reader. Initially these efforts required a lot of support from the teacher. However, by Lesson 14, she could read these now-familiar sentences quite accurately and independently (as determined by the codes for conversation analysis applied to each literacy-related turn), such as those included in the example below:

P20: Molly is the ghost. Lucy is the clown. Jack is the monster. Sam is the robot. (Lesson 14, 13 February 2008).

However, new letters and lexis proved challenging for Pupil 20. She required a lot of support in identifying letter names in an alphabet jigsaw activity in Lesson 12 (inaccuracies such as identifying letter 's' as 'c' featured in her production), while her attempts at reading animal names on flashcards were inaccurate and seemed based on guessing. Pupil 20 made one attempt to write her name in Lesson 10, with assistance from the teacher.

1.5.6 Possible influences on L2 development – internal factors

Like Pupils 3, 4, and 17 discussed above, Pupil 20 was another very young child in her first year of primary education. It is necessary, therefore, to keep in mind that Pupil 20's early

stage of cognitive development may, as pointed out in relation to Pupil 17 in Section 1.4.6, have had implications for her L2 learning (for example regarding literacy and numeracy abilities). Also, as must be remembered for all these very young children, starting school marks a major change in the life of any four- or five-year old child. However, for the Junior Infant pupils included in this study, settling into education is compounded by the fact that is delivered through an unfamiliar language; the emotional impact of this adjustment cannot be dismissed in any investigation of their L2 development.

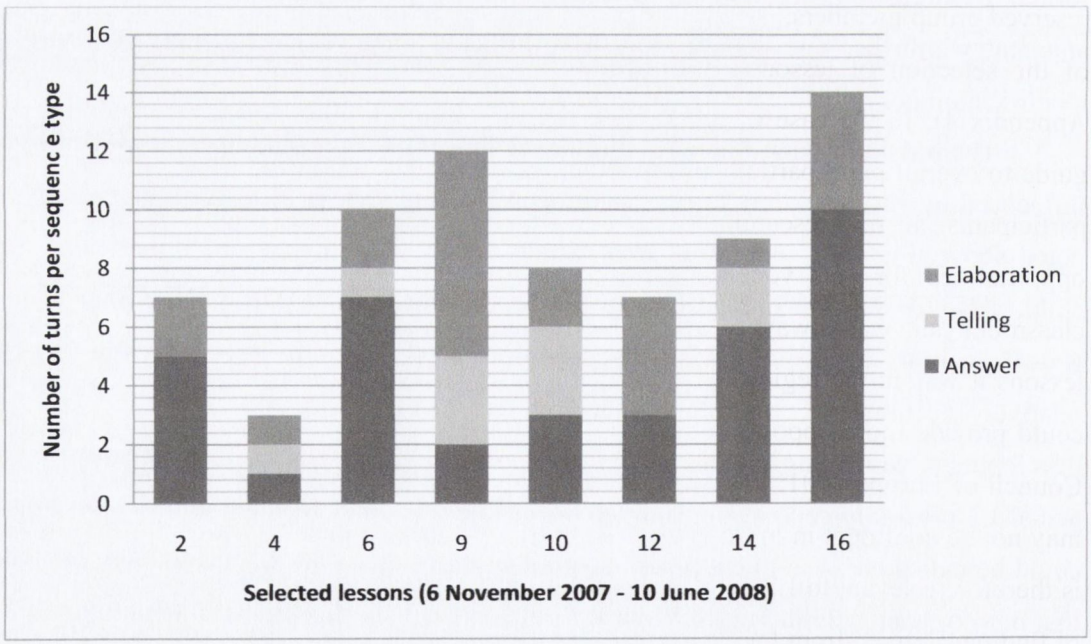
In relation to possible L1 influence, it was difficult to assess to what extent Pupil 20's home language, Polish, may have affected her L2 development. Firstly, since Pupil 20's overall L2 production, and particular her use of structures beyond basic noun-phrases was very limited, it was impossible to say whether her L2 grammatical development was L1 influenced beyond minor observations such as the omission of articles and their infrequent use. In terms of phonology, Pupil 20, although quiet-spoken, was quite articulate, and while her home language certainly influenced phonological features of her L2 production, such as vowel lengthening and the pronunciation of word-final 't' as a 'ch' sound, her L2 use was generally clear and comprehensible. Although it was unlikely that Pupil 20 had received formal L1-literacy instruction, an awareness of L1 grapho-phonic relations (even those apparent within her own name), may have affected some of her attempts at letter-sound identification in English.

The possibility that Pupil 20's L2 development over the study period may have been influenced by issues relating to personality and learning style is also worth considering. As noted above, Pupil 20 seemed, at least within the L2 classroom, to be a particularly quiet child. Also, despite her limited L2 use, her production appeared (from the grammatical and lexical analyses conducted and the observations in relation to her L2 phonology) to be relatively accurate. Furthermore, evidence, for example that pertaining to her literacy development, would suggest that her L2 comprehension was considerably in advance of her actual L2 production across the study period. These features of Pupil 20's L2 development could be indicative of a 'silent phase' sometimes associated with L2 acquisition, particularly that of very young children (see Volume I Section 2.2.1 for discussion). While Pupil 20 was not strictly 'silent' throughout the study period, she did appear, particularly in the earlier lessons, to require a lot of encouragement from the teacher to make any attempt at L2 production. Over the course of the study, her communication became slightly more productive, although her L2 use still seemed linked to her confidence in using it, and she was generally unwilling to take risks.

1.5.7 Possible influences on L2 development – interaction-related factors

The dynamics of lesson group S3/G1/JI outlined in relation to Pupil 17 in Section 1.4.7 above, may also have affected Pupil 20's L2 development, considering that she was one of the less proficient members of the group and appeared to be a quiet child who seemed somewhat reluctant to engage in L2 production. The prevalence of the interactional indicators: 'tellings' 'topic elaborations' and 'answers' within Pupil 20's analysable spoken turns are shown in Figure 16 below. In interpreting this chart, it is important to note that, overall, such turns, which were chosen for analysis as indicators of pupils' interactional patterns which were also potentially rich in L2 use (as opposed to minimal acceptance turns such as 'yeah' etc.), were not extremely numerous in Pupil 20's analysed L2 production. However, it would appear that while many of the analysed turns were responsive 'answers', Pupil 20 was capable of active participation, particularly of the more collaborative 'topic elaboration' variety, in lessons on familiar topics of personal relevance (e.g. Lesson 9 – food). She did seem reluctant, though, to take the initiative in classroom interaction, as 'telling' type turns appeared only infrequently in the selected lessons.

Figure 16: Sequence-type indicators of interaction for Pupil 20 over the study period



However, a closer look at Pupil 20's interaction patterns provided in Table 15 below, shows that almost all her turns were addressed to the teacher, rather than to other pupils.

*Table 15: Interlocutor identity in Pupil 20's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
2	7	7	0
4	7	6	0
6	16	14	1
9	25	25	0
10	8	8	0
12	17	16	1
14	10	10	0
16	21	20	1

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

The potential limitations of solely pupil-teacher discourse, outlined in relation to Pupil 17 in Section 1.4.7 above, but equally applicable to Pupils 3 and 4, must also be considered here. If pupil-teacher discourse predominates, it means that talk opportunities must be divided on a pupil-by-pupil basis. This heightens the risk that more proficient or more confident pupils may capitalise on pupil-teacher interaction slots at the expense of less proficient, more reserved group members. A ratio of participating-pupil to teacher talk was calculated as part of the selection of lesson process outlined in Volume I Section 3.3.1 (and recorded in Appendix 4). In the case of group S3/G1/JI, this ratio – which was a reasonably accurate guide to overall pupil participation since all group members (Pupils 17, 18, 19 and 20) were participants in my research – suggested a tendency towards such restriction of talk opportunities for less vocal or proficient children. Pupil 20's ratio of involvement in classroom talk was always below 20% of all recorded turns, and in most of the selected lessons it was in the region of 5%. The possibility that adjustments to interaction patterns could provide more opportunities for L2 use (and potentially language learning, see CEFR; Council of Europe 2001: 9), even for children at a very early stage of L2 development who may not be confident in initiating talk but are nonetheless capable of collaborative discourse, is therefore relevant to L2 pedagogical practice with regard to young learners. An overview of findings derived from the 18 'pupil profiles' in relation to this issue is presented in Volume I Section 4.7 of my thesis.

1.6 PROFILE: PUPIL 12

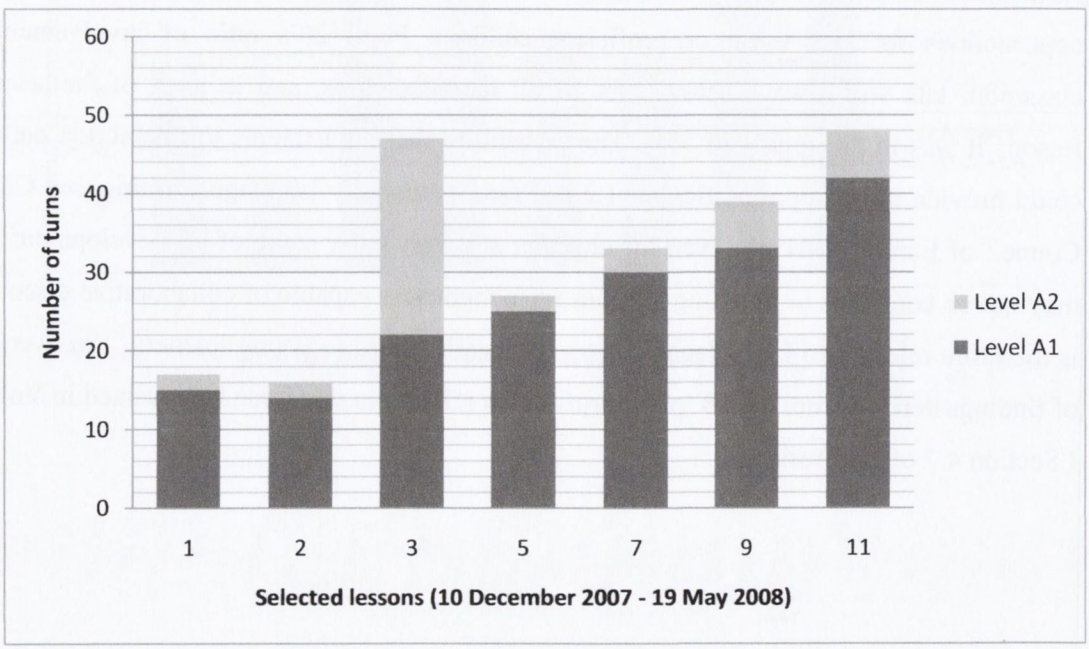
1.6.1. Personal details

Over the course of the research project, Pupil 12 was a Junior Infants pupil at School 2, (lesson group coded S2/G1/JIA). A boy aged 5 years old by the end of the study, he originally came from Serbia and his home language was Serbian. He began English language support in September 2007, upon enrolment at School 2. He participated in 9 recorded lessons between December 2007 and May 2008, 7 of which were selected in Analysis Phase II. A total of 227 speaking turns were analysed for Pupil 12.

1.6.2. Overview of L2 proficiency

Pupil 12's English language proficiency across the study is indicated in Figure 17, based on the proficiency levels included in the Benchmark descriptors associated with his analysable spoken turns in the selected lessons. These suggest that, while Pupil 12 entered the study at quite an early stage of ESL acquisition in which the majority of his analysable turns were associated with proficiency level A1, there is evidence of increasing L2 proficiency over the research project period, with a rising proportion of turns classified at level A2. The possibility that lesson-related factors may influence the apparent proficiency of Pupil 12's L2 production also exists, with a sharp rise in A2 level production observed in Lesson 3, a lesson in which, judging by his overall turn distribution per lesson, Pupil 12 took an active part.

Figure 17: Proficiency levels recorded for analysed turns produced by Pupil 12 in selected lessons



1.6.3 Evidence of L2 acquisition – grammatical indicators

Figure 18: Use and accuracy of L2 acquisition indicators recorded for Pupil 12 in selected lessons

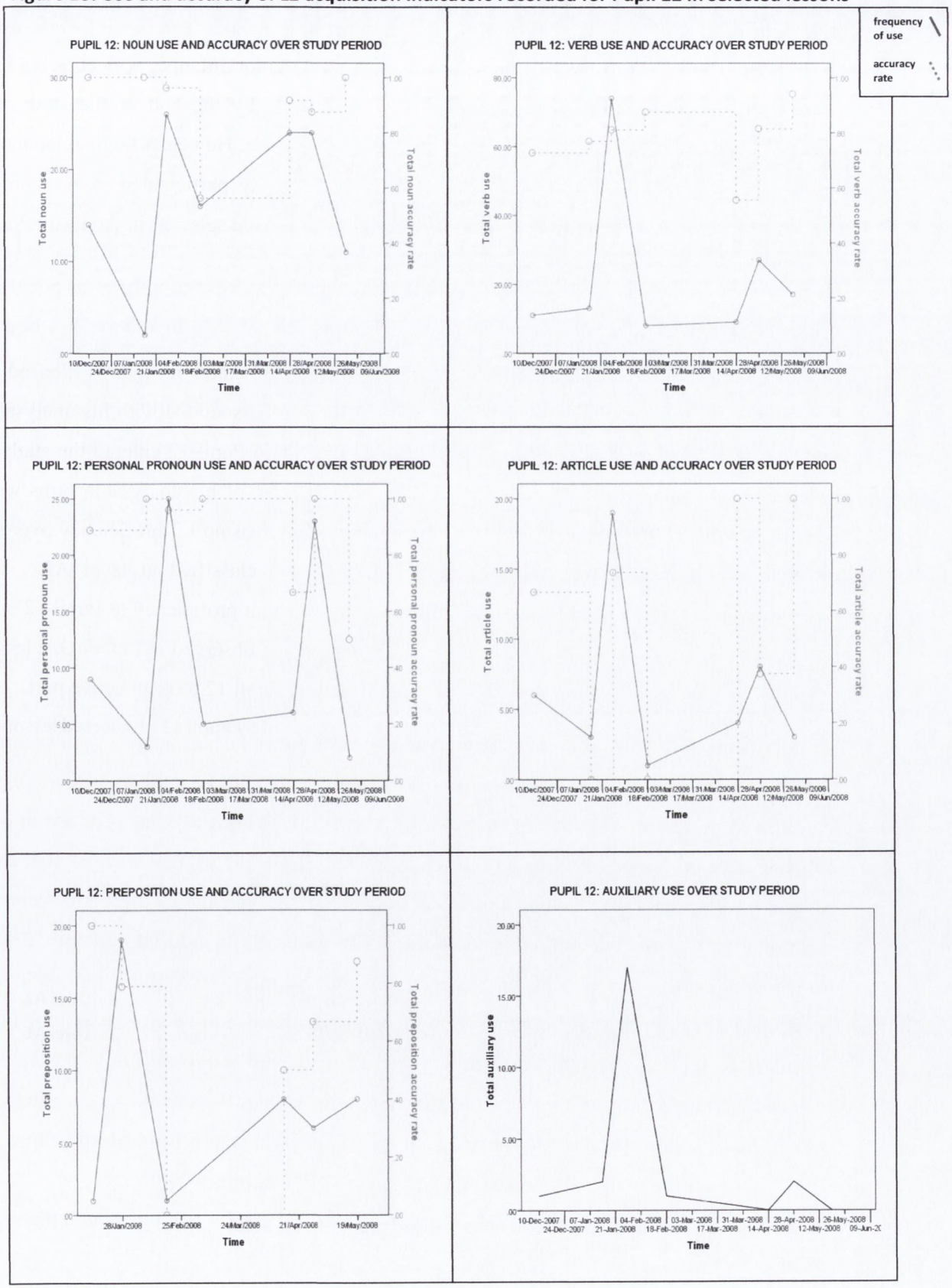


Figure 18 shows the frequency (token count) and accuracy of Pupil 12's use of six of the indicators of L2 grammatical acquisition examined in Analysis Phase II. The apparent development of each of these indicators is outlined below. It should be noted, for any later comparisons, that most of the lessons selected for Pupil 12 were recorded in the second half of his first year of English language support.

(i) Noun development

Based on the token counts illustrated in Figure 18, a generally upward trend is observable in Pupil 12's L2 noun use. Rising to a peak of 26 in Lesson 3, it generally remains around this level through the remainder of the study period, although dips somewhat in Lessons 5 and 11. While his accuracy rate was generally over 80%, this fell to 56% in Lesson 5. Use of singular nouns in plural contexts and incorrect lexical choice were the main sources of inaccuracy, with minor syntactic errors also recorded. Successful attempts at pluralisation accounted for about 10% of Pupil 12's noun production. On one occasion the possessive ''s' was used:

P12: I- I want to look at teacher's book .. I want to look at the book. (Lesson 3, 28 January 2008)

(ii) Verb development

Pupil 12's L2 verb production peaked noticeably in Lesson 3 (at 74 token counts), although over the course of the research project it was generally much lower (under 30 counts), with some evidence of a gradual increase in verb use towards the end of the study. Verb accuracy rates fluctuated somewhat, initially rising to 88% by Lesson 5, before a fall to 56% in Lesson 7, followed by further evidence of increasing accuracy. However, as total verb use in over half the selected lessons was under 20 token counts, it should be remembered that even isolated errors could have quite a marked impact on the calculation of verb accuracy. Regarding verb diversification, it appeared that while most verbs produced by Pupil 12 were in the uninflected stem form or instances of the copular verb 'be', morphological development was evident in his production of progressive and, in one case, past forms (the irregular 'found', see example to follow). Verbal adjectives and verbal nouns were also recorded, although these often seemed to function more as lexical items rather than analysed grammatical choices. Examples of Pupil 12's verb diversifying use are presented below;

P12: it's a sunny, sunny .. it's not raining. (Lesson 1, 10 December 2008)

P12: I found a beak .. I found a beak. (Lesson 9, 28 April 2008 – talking about a picture of a bird)

Typical sources of verb inaccuracy included: the use of the non-inflected stem where the 3rd person singular '-s' was required, the use the present (non-inflected stem) in contexts requiring either the simple past or progressive aspect form, the use of the singular copular form 'is' in plural contexts, and occasionally the use of the progressive form instead of simple present tense verbs.

(iii) Pronoun development

Generally, Pupil 12's pronoun production involved the use of personal or demonstrative pronouns although quantifiers such as 'all', the negative indefinite pronoun 'nothing', the substitute 'one', and numbers were recorded from Lesson 5 onwards. Pupil 12's use of personal pronouns fluctuated in terms of its extent but was usually accurate, in most selected lessons his accuracy rate was around 90% or higher. The dips in accuracy apparent in Lessons 7 and 11 may have been exacerbated by the relatively low frequency of personal pronoun use in these lessons; these usually related to the use of object pronouns in contexts requiring subject pronouns (e.g. 'me' rather than 'I'). The omission of personal pronouns was also apparent, particularly in the first half of the study, reaching rates of over 30% of actual personal pronoun use in Lessons 2 and 3, before falling in subsequent lessons. Such omissions were almost always of subject pronouns.

(iv) Article development

Pupil 12's use of articles was generally infrequent; under 10 token counts per lesson apart from a peak of 19 in Lesson 3. His accuracy rates for article use also fluctuated considerably from 0 to 100%. The use of articles in non-required contexts was his most typical error, although confusion of 'a' and 'the', and using an article as a substitute for a possessive determiner were also recorded. Article omission rates varied for Pupil 12; in some lessons they reached up to twice the rate of article use while, in others, no articles were omitted.

(v) Preposition development

Pupil 12's use of prepositions generally increased over the course of the study although it rarely exceeded 10 token counts (an early peak of 19 counts in Lesson 3 was somewhat exceptional). Prepositions produced by Pupil 12 included 'for', 'in', 'into', 'on', 'out', 'like', 'down', 'up', 'of', 'out' and 'to'. The accuracy of his preposition production varied; initially falling, before rising to over 80% accurate use by the final lesson. The main sources of error appeared the use of 'in' where 'to' was required, while 'in' and 'on' were sometimes

confused. The non-required use of prepositions, syntactic errors and omissions of prepositions in obligatory contexts were all occasionally recorded.

(vi) Auxiliary development

The production of auxiliaries by Pupil 12 was generally infrequent, with the exception of Lesson 3 in which 17 instances of auxiliary use were recorded. Table 16 below indicates the auxiliaries which were used appropriately by Pupil 12 during the study. These included auxiliaries: 'be', 'do' (in the negative contraction 'don't) and the modal 'can', as for example:

P12: em I can see em the leave, leave. (Lesson 5, 18 February 2008 – referring to 'leaves')

Table 16: Auxiliary use by Pupil 12 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
1	1	1	1	0	0	0	0	0
2	2	2	2	0	0	0	0	0
3	17	9	4	5	0	0	0	0
5	1	1	0	0	0	0	0	1
7	0	0	0	0	0	0	0	0
9	2	2	1	0	0	0	0	1
11	0	0	0	0	0	0	0	0

However, Pupil 12's auxiliary use was not always accurate as the example below shows.

P12: what is do that say? (Lesson 3, 28 January 2008)

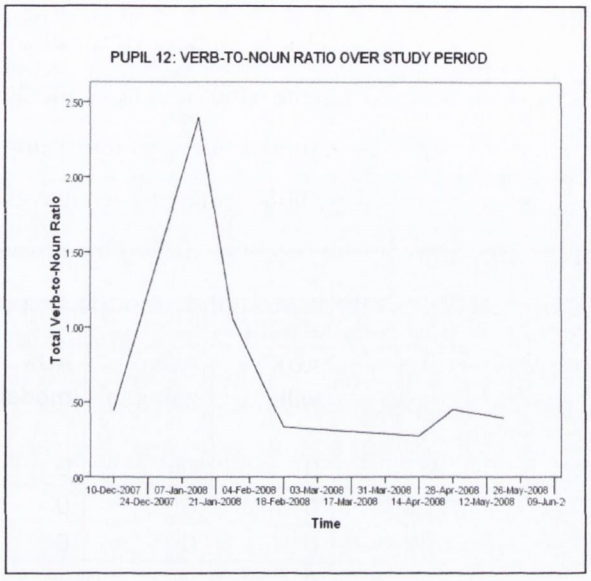
Errors in auxiliary use typically included the use of singular forms where plurals were required (and vice versa), over-use of auxiliaries (particularly) 'be' where non-required, and incorrect auxiliary choice (often 'be' for 'do').

(vii) Structural development

The verb-to-noun ratio for Pupil 12, calculated according to the methods described in Volume I Section 3.3.6, is shown in Figure 19 (see over). This shows that generally Pupil 12's production of verbals was less than half that of his production of nominals. However, in Lesson 3, his use of verbals slightly exceeded his combined use of noun and pronouns (ratio 1.06); a pattern illustrative of the greater structural complexity in evidence in Pupil 12's analysed spoken turns for this lesson. However, the much higher verb-to-noun ratio (2.40) recorded in Lesson 2 would appear an exception since this lesson focussed heavily on lexis relating to actions (e.g. 'jumping', 'running') which were often used by Pupil 12 as single

word verb-based responses or suggestions. Considering also that only 16 spoken turns were analysable for Pupil 12 in this lesson, these instances of verb use may be somewhat disproportionately represented in Figure 19.

Figure 19: Verb-to-noun ratio for Pupil 12



(viii) Negative formation

From the beginning of the research period in School 2 in December 2007, Pupil 12 proved capable of using 'not' as a negative marker (cf. 'it's not raining' in sub-section (ii) above). However the inappropriate use of 'no' in contexts requiring 'not' was also recorded:

P12: an(d) an(d) I trou-sers that (xxx socks) and eh me no cold (there is some) there is eh (some) and there is trousers. (Lesson 1, 10 December 2007)

His use of 'not' became more accurate over subsequent lessons, often in contracted form with the auxiliary 'do', for example:

P12: don't colour in that. (Lesson 3, 28 January 2008)

The use of negative pronoun 'nothing' (as a single word utterance) was recorded in Lesson 5.

(ix) Question formation

The first instances of question formation in Pupil 12's analysed spoken turns emerged from Lesson 3 onwards. These included basic question structures such as 'what is (it)', 'who that', but also attempts at more complex question structures, for example:

P12: but what is- what is (PUPIL'S NAME) do. (Lesson 3, 28 January 2008)

Pupil 12 also attempted an indirect question form in this lesson:

P12: look what (in) here. (Lesson 3, 28 January 2008)

While these structures were not entirely correct, they represented the maximum extent of Pupil 12's L2 development as recorded in the selected lessons. Question attempts in subsequent lessons were less frequent and tended to be of a very basic variety, or simply to involve the use of non-inverted statements. However, the evidence of Pupil 12's question-making competence in the earlier selected lesson raises issues in relation to whether lesson-related factors may impact on learners' use (and possibly acquisition) of more complex structures.

(x) Clause linkage

From Lesson 2 onwards Pupil 12 demonstrated the ability to use 'because' in linking answers or suggestions to 'why?' questions asked by the teacher, and became slightly more developed (although not entirely accurate) over the study period:

P12: be-cause flowers are grow. (Lesson 9, 28 April 2008)

Any attempts at clause linkage involved only the use of the simple conjunctive 'and', although even these were not entirely accurate, for example:

P12: go into and be don't run away. (Lesson 3, 28 January 2008)

Infinitival verb combinations (generally 'I want to X-') emerged from Lesson 3 onwards.

1.6.4 Evidence of L2 acquisition – lexical indicators

The data obtained from the lexical analysis conducted on Pupil 12's analysed spoken turns using the Wordlist program is presented in Table 17 below, in terms of Wordlist entry totals for each selected lesson.

Table 17: Wordlist entries for Pupil 12 over the study period

LESSON	1	2	3	5	7	9	11
DATE	10 Dec 2007	14 Jan 2008	28 Jan 2008	18 Feb 2008	14 Apr 2008	28 Apr 2008	19 May 2008
WORDLIST ENTRIES	29	21	84	32	48	52	50
ENTRIES PER TURN	1.71	1.31	3.36	1.19	1.45	1.33	1.05

Overall, Table 17 indicates a gradual rise in the range of lexis used by Pupil 12 over the study period, from 20-30 individual Wordlist entries in the first half of the research project, to around 50 in the final lessons. However, the notably greater diversity of lexis produced by Pupil 12 in Lesson 3, mid-way through the first year of his English language support

allocation suggests that records of actual lexical production may not fully reflect the true extent of a young learner's L2 vocabulary. This raises questions as to what other factors may influence lexical use; issues possibly relating to the interactive environment, personality and learning style, which may affect the extent of the learner's opportunities and willingness to use new lexis in a given lesson. These possible influences will be discussed in relation to Pupil 12 in Sections 1.6.6 and 1.6.7 to follow.

Looking at the actual words produced by Pupil 12, the Wordlist data indicates lexical production across a range of semantic fields, usually at quite a basic level, but sometimes with greater detail and specificity. It should however be noted that some of these slightly more complex words were used within the particular thematic context of the lesson in which they appeared. Their emergence and use within these lessons cannot therefore be equated with acquisition without further evidence of subsequent spontaneous use. These included: words relating to personal features and abilities such as body parts and actions (e.g. 'feet', 'running', 'shouting'), school words relating both to interaction with class-mates and slightly more task-specific terms (e.g. 'sharing', 'sentence', 'correct'), common foodstuffs and clothing-related words (e.g. 'potato', 'uniform'), animals and their babies, and plants (e.g. 'lamb', 'flowers'), weather-related words (e.g. 'cloudy', 'wet'), places (e.g. 'sea', 'zoo'), seasonal words (e.g. 'Christmas', 'spring') as well as words relating to shapes and characteristics (e.g. 'circle', 'opposite'). The semantic extent of Pupil 12's lexical production could be linked to almost all the 'Unit of Work' themes included in Part II of the Benchmarks (apart from Unit 5: 'People who help us' – covered in a lesson in which Pupil 12 was absent, Unit 10: 'Time' – which was evident within the recorded L2 production of other participating members of group S2/G1/JIA, Unit 11: 'People and places in other areas' and Unit 13: 'Caring for my locality). While most of his content-lexis was noun-based, Pupil 12 showed a growing diversity of adjective use over the course of the study, particularly in Lesson 11 which focussed on opposites (e.g. 'heavy' / 'light', 'loud'/ 'quiet').

The range of verbs used by Pupil 12 is presented in Table 18 (see over). While this table shows a general, but not always consistent increase in verb production over the study period, it also indicates that verb production may be affected by lesson related factors as well as the learner's actual L2 vocabulary at a given time in his/her L2 development. In the case of Pupil 12, lessons focussing on, for example, actions, such as Lesson 2 (discussed in Section 1.6.3(vii) above) could yield an increased level of verb production, while those such as Lesson 11 which focussed on opposites required less verb use. Also the extent of Pupil

12's involvement in the lesson appeared to impact upon his L2 verb production, with Lesson 3 in which he took a very active part, registering his maximum range of verb lexemes.

Table 18: Verb use by Pupil 12 over the study period (presented in Wordlist entry order)

LESSON	1	2	3	5	7	9	11
DATE	10 Dec 2007	14 Jan 2008	28 Jan 2008	18 Feb 2008	14 Apr 2008	28 Apr 2008	19 May 2008
1	be	jump	be	eat	know	have	be
2	like	kick	look	cook	go	finish	like
3	rain	go	go	like	climb	write	lie
4		have	say	see	fall	colour	look
5		be	want	take	be	find	sit
6		run	do		see	want	stand
7		stand	make			be	
8		walk	splash			grow	
9			colour			know	
10			cry			look	
11			drink			see	
12			finish			wait	
13			hurt				
14			live				
15			need				
16			run				
17			say				
18			share				
19			smile				

Further evidence of lexico-grammatical indicators of L2 acquisition was apparent in the Wordlist data obtained for Pupil 12. This included: his use of deictic adverbs ('there' and 'here') from the start of the research project, with modifying adverbs (e.g. 'too') emerging from Lesson 3 and adverbs of frequency (e.g. 'again') from Lesson 7 onwards. He could also express possession using the determiner 'my' from Lesson 7. The conjunctive 'and' was present in Pupil 12's production from Lesson 1, while his use of 'but' was recorded in Lesson 3. His use of the subjunctive 'because' was mentioned in Section 1.6.3(x) above.

1.6.5 L2 literacy development

While the lessons recorded for group S2/G1/JIA generally focussed on the development of oral skills – this group had additional English language support lessons in the afternoon (unrecorded) which focussed more on literacy – some instances of literacy-related activities were recorded in the selected lessons. From Lesson 1, Pupil 12 demonstrated an ability to

identify words starting with a specific sound (e.g. for initial sound 'p' he made suggestions such as 'panda', 'parrot' etc.). By Lesson 3, he could read some words (on flashcards) taken from a mainstream class reader, such as 'happy' 'hippo' and 'down'. However his attempts at reading were not always successful, or were mere repetitions. Nevertheless, he demonstrated comprehension of the words used, even attempting to 'explain' them to the group, as with the word 'splash' below:

P12: splash is- is this. *(makes a splashing noise)* (Lesson 3, 28 January 2008)

In Lesson 3 Pupil 12 also showed his ability to engage with familiar English songs and rhymes, with a near-perfect and minimally supported rendition of 'Twinkle, twinkle little star'. By Lesson 9, further evidence of the development of Pupil 12's literacy skills was apparent in his ability to copy words for the body parts of a bird and the names of baby animals on illustrated worksheets. Sometimes, he spelled out the letters he was using, for example:

P12: I have "t". (Lesson 9, 28 April 2008)

1.6.6 Possible influences on L2 development – internal factors

Like the other pupils discussed above, Pupil 12 was a very young child, in his first year primary education. The fact that he was only four to five years old over the course of the study, would, as mentioned for example in relation to Pupils 17 and 20 above, have influenced his engagement with the themes covered within his selected lessons. It appeared that cognitively, at least, he could engage with topics which would also be covered in the mainstream classroom (such as 'spring') at an age appropriate level. However, he was still in the process of acquiring the L2 linguistic ability required to express his knowledge on these themes (e.g. English words for baby animals). The need to acquire language for classroom learning, as well as for basic social interaction stressed, for example, by Cummins (2000; 2001) is thus evident even from the very early stages of L2-immersion education (see Volume I Section 2.5.2 for discussion). The data for Pupil 12 therefore highlight that even the youngest children require considerable L2 linguistic competence if they are to participate to the fullest extent of their cognitive ability in L2-dominant education, from the very early years onwards.

As I have some knowledge of the Serbian language, I was able to investigate any evidence of possible L1 influence on Pupil 12's English production in a little more detail than

in the case of most of the other pupils included in Analysis Phase II[3]. While overall the evidence of Pupil 12's English language development is generally comparable to that of other pupils who seemed to be at a similar stage of L2 acquisition, some features of his production suggest the possibility of L1 influence. I have summarised the most pertinent of these possible influences, as evident in the selected lessons. In relation to L2 phonology, prominent L1-related issues in Pupil 12's recorded ESL production included the strong velarisation of the 'h' sound (English glottal /h/, often pronounced by Pupil 12 as /x/), his lengthening of certain vowel sounds, particularly the English /ɪ/ - pronounced as /i/, his approximation of the English vowel /ʌ/ to /a/, and his apparent shortening of the diphthong /æ/ to a vowel sound /ɛ/. Such production would seem fairly consistent with the phonology of Serbian, which has a velarised 'h' consonant and five major vowel sounds (/a/ /e/ /i/ /o/ and /u/) – all monophthongs (although short and long forms of each are used) – with the phoneme /j/ serving a vocalic purpose (orthographically, 'r' may also represent a syllable, if followed by a consonant, e.g. in the word *'crn'* – black).

As Pupil 12 was at a very early stage of L2 grammatical development throughout the study period, it was difficult to assess possible L1 influence on his emerging L2 grammar. However some aspects of the structures he produced, for example his rather random use and relatively frequent omission of articles (absent in Serbian), and his occasional omission of subject pronouns (Serbian is a pro-drop language) did seem to relate to certain L1-derived features. Another grammar-related observation suggestive of L1 influence could be found in Pupil 12's use of the prepositions, particularly his use of 'in' in contexts requiring 'to', for example:

P12: and me go in the zoo. (Lesson 7, 14 April 2008)

In Serbian, the same preposition '*u*' covers the contexts which, in English, require differentiation (e.g., 'in' and 'into' and 'to'), instead it uses morphological case markers to indicate either stasis or motion. Some confusion in Pupil 12's use of 'in' and 'on' may be linked to the Serbian '*u*'/ '*na*' distinction which does not directly correspond to the same conceptual field as its English equivalent. His occasional non-required use of 'on' may also approximate to the Serbian preposition '*od*' (from/of) which is used with to express the concept of 'made of', for example:

P12: juice on orange. (Lesson 5, 18 February 2008 – orange juice)

[3] Observations regarding possible Serbian/English cross-linguistic influence are based on my knowledge of a very closely related linguistic variety, Bosnian, as well as my experience teaching English in Bosnia, Croatia and Ireland to native-speakers of Bosnian, Croatian and Serbian. I have checked these observations with an adult native-speaker of Bosnian (L1 acquired as Serbo-Croat), and with references cited at the end of Volume II.

Regarding verbs, while it seemed that errors in Pupil 12's L2 verb production were probably more developmental than specifically L1-influenced, some issues such as his confusion of aspect e.g. 'because the flowers are grow' (see Section 4.6.3(vi) above – 'growing' would be more appropriate) could be related to differences in the aspectual systems of English and Serbian. Typical of Slavic languages, aspect in Serbian is encoded within the verb, typically as a prefix or internal syllable (there are two lexically distinct versions of most verbs – forming a perfective /imperfective pair), rather than expressed by the addition of specific morphemes as in English. For example: *'čitala je knjigu'* – 'she was reading the book' is roughly similar to English past progressive: imperfective verb *'čitati'*, while *'pročitala je knjigu'* – 'she read (i.e. finished) the book' is roughly similar to English past simple: perfective verb *'pročitati'*. However, any apparent imperfective/progressive or perfective/simple correspondence between Serbian and English can be misleading, as the relationship is considerably more complex, particularly with regard to present tense verbs. Differences between Serbian and English approaches to the expression of aspect may have contributed to Pupil 12's errors involving overuse of the auxiliary 'be'. In some cases, however, Pupil 12's incorrect use of this auxiliary may also have linked to the Serbian use of the reflexive particle '*se*' with passive meaning. For example, his production: 'what is this say' may relate to the Serbian '*se kaže*' – '(it) is said'. Pupil 12's use of the modal 'can' as a verb in its own right, for example 'I can beak' (rather than 'I can do/write "beak"') could, likewise be due to cross-linguistic influence, relating to the expression of ability in Serbian using the verb '*moći*' – 'to be able' – sometimes without need for an additional content verb (at least in the spoken language when context is clear). While L1 influence was not very apparent in Pupil 12's L2 lexical production, some instances of possible links, usually in the cases of phonologically similar cognates or 'faux amis' such as '*pingvin*' (penguin) and '*paket*' (parcel) were recorded in Lesson 1.

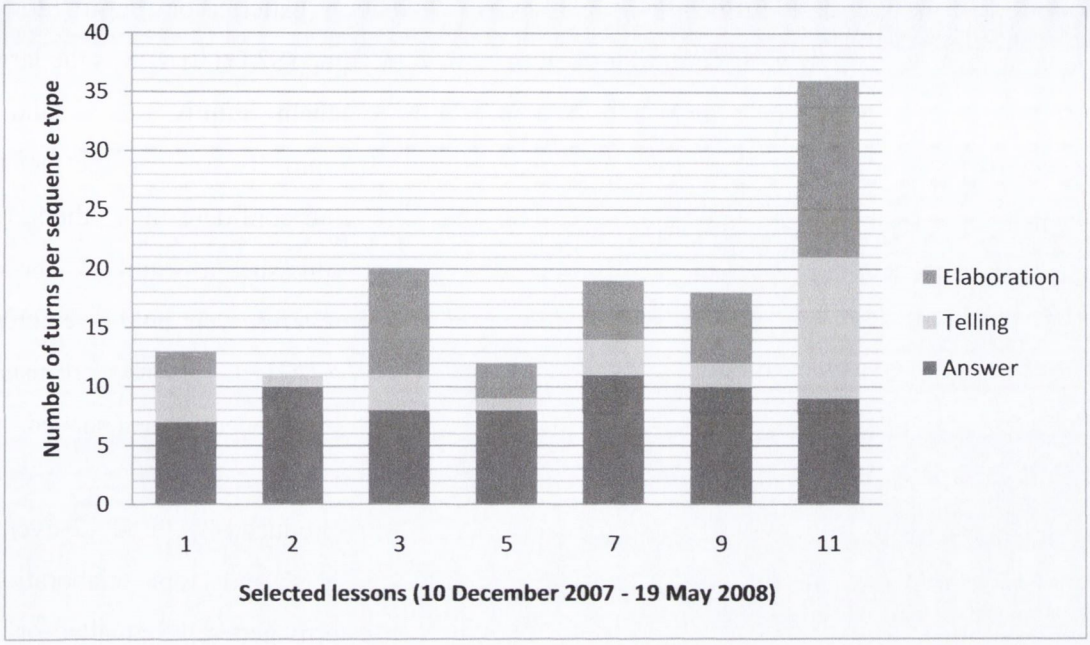
In relation to personality and individual learning style, as apparent within the selected lessons, Pupil 12 seemed quite a cautious child who, while not evidently shy, often preferred to raise his hand and wait to be asked rather than vying for his turn in classroom talk. He appeared to be quite conscientious, willing to speak on familiar themes of personal relevance (e.g. appropriate behaviour in Lesson 3), but less willing, it seemed, to take risks in his L2 communication.

1.6.7 Possible influences on L2 development – interaction-related factors

Examining the possible influence of classroom interaction patterns on Pupil 12's L2 development, it is firstly worth pointing out that his lesson group (S2/G1/JIA) was the largest of those involved in the study, with 8 members (3 of them, Pupils 12, 13 and 14 participating). While attendance levels varied within this group, its size and the fact that some of its members were more proficient and appeared more confident than others, may have impacted on the opportunities for L2 use available to pupils such as Pupil 12 – he was among the less proficient in terms of L2 development and quite a reserved child (see notes in Section 1.6.6). The fact that, as with groups S1/G1/JI and S3/G1/JI, lessons were usually structured in a whole-group manner and that the activities were generally teacher-led, also may have affected the talk-time available to Pupil 12.

Looking at the type of some of the interaction turns produced by Pupil 12 over the study period based on an analysis of his 'answers', 'tellings' and 'topic elaborations', presented in Figure 20 (see over), it appears that response turns generally equalled or out-numbered the combined total of 'tellings' and 'topic elaborations' recorded among Pupil 12's analysed spoken turns. However, his readiness to take initiative and contribute voluntarily to classroom talk did tend to rise across the study period, as was evident by Lesson 11 in which Pupil 12 was a very active participant. The distribution of the three investigated turn-types in Lesson 3 also indicates active involvement in classroom talk, and it is worth noting that Lessons 3 and 11 were lessons in which the number of analysable spoken turns produced by Pupil 12 was at its highest (see Figure 17 in Section 1.6.2 above). Lesson 3 also featured a high level of question-formation by Pupil 12. Question turns, although they were examined for evidence of structural development (see Section 1.6.3(ix) above) were, for practical reasons, not included in this overview of interactional behaviour. However, the production of questions would also be indicative of active rather than merely responsive participation. It would also seem, from comparing Figures 17 and 20, that the lessons in which Pupil 12 participated more actively were those in which his proportion of turns at proficiency level A2 was highest (Lessons 3, 9 and 11).

Figure 20: Sequence-type indicators of interaction for Pupil 12 over the study period



The patterns of Pupil 12's classroom interaction in terms of interlocutor identity are shown in Table 19 (see over). Again, it would appear that pupil-teacher talk was the norm, raising questions as to whether L2 use (and possibly opportunities for L2 learning) could be increased by facilitating a higher level of pupil-pupil L2 interaction, particularly in larger groups like S2/G1/JIA. Judging from the investigation of grammatical and lexical indicators of L2 acquisition (see Sections 1.6.3 and 1.6.4 above), Pupil 12 was capable of producing more complex structures and a wider range of vocabulary, from Lesson 3 onwards than, perhaps, his performance in subsequent lessons suggests. The fact that he did not seem to build consistently upon these evident abilities may, therefore, be in some way influenced by his access to L2 acquisition-conducive interaction. The possibility that creating, through increased pupil-pupil discourse, more opportunities for L2 use which could support learners' L2 development is one that must be considered, as discussed in the overview of this study's findings presented in Volume I Section 4.7.

*Table 19: Interlocutor identity in Pupil 12's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	17	17	0
2	16	16	0
3	47	41	5
5	27	26	0
7	33	31	2
9	39	36	3
11	48	48	0

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.7 PROFILE: PUPIL 13

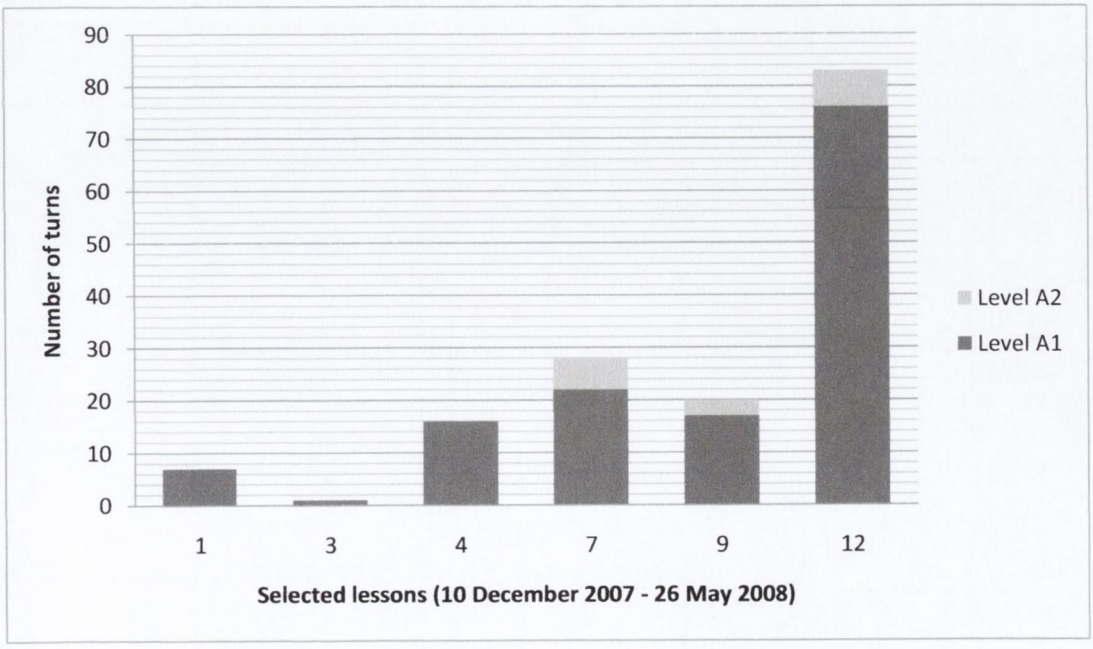
1.7.1. Personal details

During the study period, Pupil 13 was a Junior Infants pupil at School 2, (a member of group S2/G1/JIA). A boy aged 5 years old by the end of my research project; he came from Romania and spoke Romanian as his home language. He commenced English language support in September 2007, shortly after starting School 2. He participated in 8 recorded lessons between December 2007 and May 2008; 6 of these were selected within Analysis Phase II. Altogether, 155 speaking turns were analysed for Pupil 13.

1.7.2. Overview of L2 proficiency

The distribution of Pupil 13's analysed spoken turns in the selected lessons and the apparent English language proficiency level associated with these turns (derived from their Benchmark descriptor-linked coding) across the study is shown in Figure 21 below. This graph indicates that, for most of the research period in School 2, Pupil 13's spoken participation in the selected lessons was very limited. However, this participation appeared to rise gradually during the study, with a marked increase in spoken turns in Lesson 12. The proficiency codes applied to each analysable turn suggest that, throughout the research period, Pupil 13 was at a very early stage of English language acquisition (proficiency Level A1). Although from Lesson 7 onwards, some evidence of developing A2 level proficiency began to emerge.

Figure 21: Proficiency levels recorded for analysed turns produced by Pupil 13 in selected lessons



1.7.3 Evidence of L2 acquisition – grammatical indicators

Figure 22: Use and accuracy of L2 acquisition indicators recorded for Pupil 13 in selected lessons

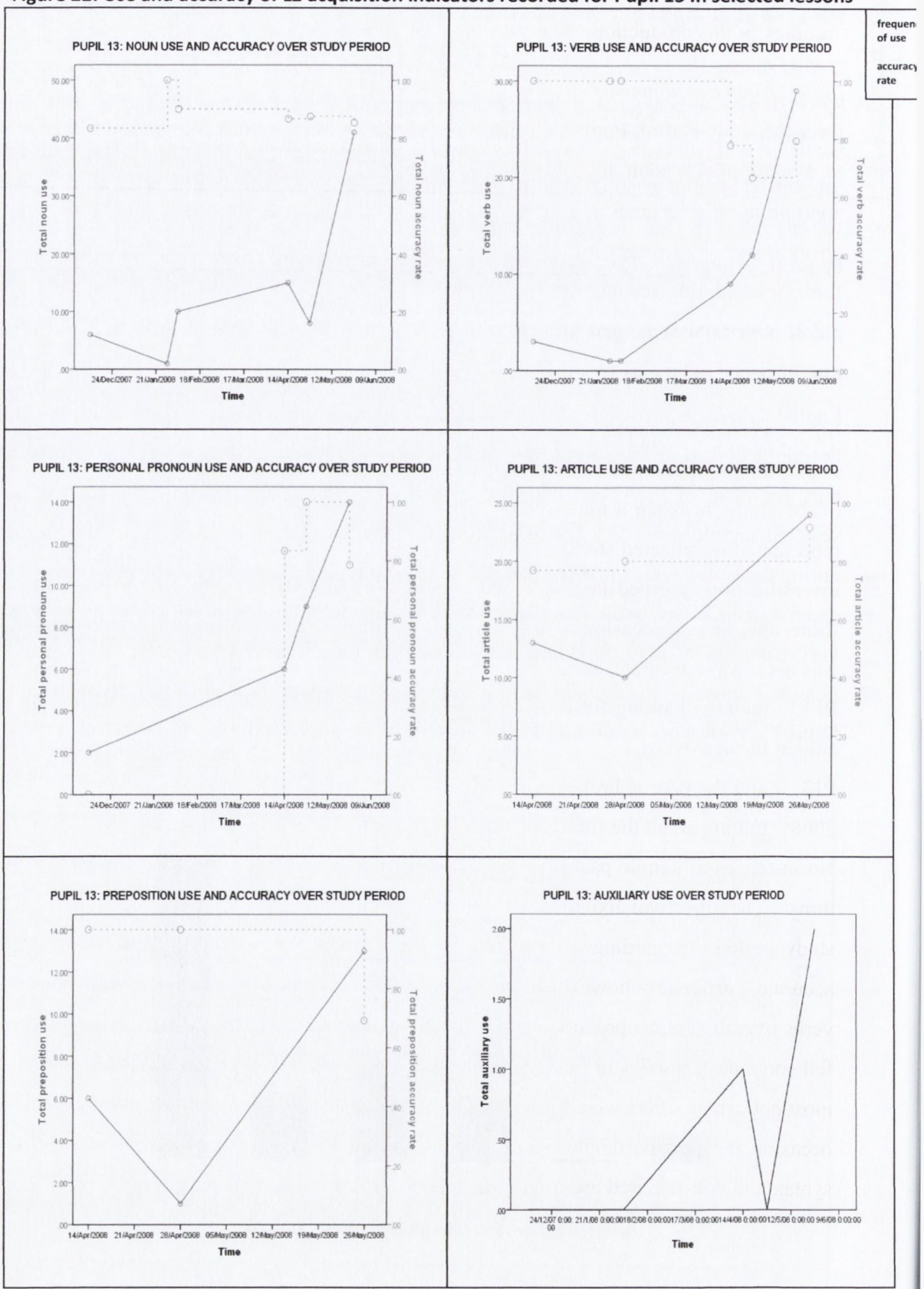


Figure 22 above illustrates the extent to which Pupil 13 produced six of the investigated indicators of L2 acquisition in the selected lessons (token count) and informs as to the accuracy of this production. His use of each of these indicators is considered below.

(i) Noun development

Over the study period, Pupil 13's noun production appeared to increase from a minimal base to a total of 41 noun tokens used in Lesson 12. His use of nouns seemed relatively appropriate; his accuracy rate was over 80% throughout, with the vast majority of recorded errors those of incorrect lexical choice. Most nouns, however, were used in the singular form, with plurals accounting for only 6% of Pupil 13's noun production. His attempt at plural nouns only emerged in the final lesson, the use of a singular noun in a plural context also occurred in this lesson.

(ii) Verb development

Pupil 13's production of verbs rose steadily from an almost negligible level at the beginning of the study, to reach a total of 29 token counts in Lesson 12. While most of these verbs represented uninflected stem forms, or use of the copular 'be', some evidence of verb-form diversification emerged in the second half of the study – in Pupil 13's use of progressive forms and, on one occasion, a past participle. However the use of these more complex forms was not always accurate, as the examples below suggest:

P13: me (xx) looking for the lion and .. and the (xxx). (Lesson 7, 14 20 April 2008 – re. animal flashcards)

P13: and the boat is broken and the- is it eh eh down and one snake. (Lesson 12, 26 May 2008 – talking about the film 'Titanic', past auxiliary required with participle)

No instances of simple past tense forms were recorded among Pupil 13's analysable spoken turns. The adjectival fixed-phrase use of 'finished' was, however, noted from early in the study period. Regarding his accuracy of verb production, Pupil 13 appeared to be quite accurate, particularly however in the first half of the project, in which he produced very few verbs overall. As his production of verbs increased and began to diversify, his accuracy rate fell somewhat, to 67% in Lesson 9, although a rise to 79% was recorded in Lesson 12. His most noticeable errors were his use of the uninflected stem where the progressive form (or on occasion the past participle was required) and incorrect lexical choice of verb. Errors of syntax and non-required use of the progressive form were also recorded.

(iii) Pronoun development

Pupil 13's use of pronouns usually comprised only personal and basic demonstrative pronouns ('this' and 'that'), however by Lesson 12, he could attempt numbers and the substitute pronoun 'one'. His use of personal pronouns was very limited in the first half of the study; in both Lessons 3 and 4 he used none at all (although the interpolation line on the Figure 22 graph, which is capable only of representing cases of use and their corresponding accuracy, smoothes over this non-use to some extent). However, a consistent rise in Pupil 13's personal pronoun use was recorded from Lesson 7 onwards, rising to a maximum of 14 token counts in Lesson 12. His accuracy of use in these later lessons was generally high, although it decreased from 100% to 79% accurate between the final two lessons. Errors of case (particularly the use of 'me' instead of the subject pronoun 'I') predominated throughout the study. Personal pronoun omission in the selected lessons seemed relatively infrequent, with Pupil 13's omission rates never exceeding 22% of actual pronoun use (in Lesson 9). Omissions tended to be more of subject than object pronouns.

(iv) Article development

Articles are not recorded in Pupil 13's analysed spoken turns until Lesson 7. However across the last three selected lesson their use appeared to be of reasonable and generally rising extent (10 to 24 token counts). Pupil 13 also seemed to be quite accurate in his use of articles, with accuracy rates of 77% to 92% calculated within these final three lessons. Non-required use of articles emerged as his main source of error, with some confusion of 'a' and 'the' also recorded. Pupil 13's rate of article omission, calculable from Lessons 7 to 12, was low - never beyond 15% of article use. Even in lessons prior to his recorded production of articles, only one case of article of omission was noted.

(v) Preposition development

Similarly, Pupil 3's production of prepositions was not apparent in the selected lessons until Lesson 7, but it showed evidence of an upward trend thereafter, peaking at 13 token counts in Lesson 12. His preposition use over the study period included instances of: 'in', 'like', 'for', 'on', 'out' and 'down'. Generally these were produced quite accurately, although his accuracy rate fell to 69% in Lesson 12. Use of 'in' instead of 'on', 'at instead of 'to', and the non-required use of prepositions featured among Pupil 13's preposition-related errors. Only one instance of preposition omission ('of' in the context: 'out of') was recorded across the study period.

(vi) Auxiliary development

In total, just three instances of auxiliary use were recorded for Pupil 13 within the selected lessons. All of these involved use of the auxiliary 'be', however, in all three cases it was inappropriately used. Errors typically involved the non-required use of this auxiliary such as:

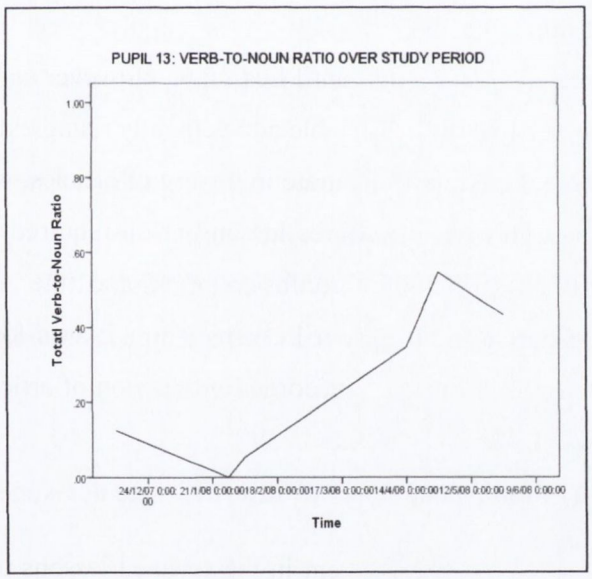
P13: and very fast are go. (Lesson 12, 26 May 2008 – 'and go very fast')

The use of the present form of the auxiliary 'be' in a context requiring its past form was also noted in sub-section (ii) above. Omissions of the auxiliaries: 'be' and 'do', the latter particularly in question construction, was also evident in Pupil 13's analysable spoken turns. As no instances of appropriate auxiliary use were recorded across the study period, Pupil 13's auxiliary production has not been tabulated.

(vii) Structural development

An indication of the complexity of Pupil 13's analysed spoken turns is expressed in the verb-to-noun ratio calculated for each of the selected lessons and illustrated in Figure 23 below:

Figure 23: Verb-to-noun ratio for Pupil 13



It appears from Figure 23 that Pupil 13's turns were predominantly nominal-based, with verbals accounting for no more than 0.55 of total nominal use (in Lesson 9) and usually considerably less. However, the general rise observed in his verb-to-noun ratio over the study period, suggests that Pupil 13's turns were increasing in structural complexity through the second half of the research project, when it seemed from Figure 21 (in Section 1.7.2 above) he was attaining a slightly higher level of L2 proficiency.

(viii) Negative formation

Attempts at negative structures were evident in Pupil 13's analysed spoken turns from the beginning of the study period. However, these relied solely on the (generally inappropriate) use of 'no' as a negative marker.

P13: me no finished. (Lesson 1, 10 December 2007)

The use of 'not' for negation emerged only in Lesson 12, but its production was infrequent (only one recorded occurrence):

P13: the book is not open. (Lesson 12, 26 May 2008)

Even in Lesson 12, Pupil 13 still displayed a notable preference for the often inaccurate use of 'no' in his negative structures.

(ix) Question formation

Pupil 13's attempts at question formation only emerged from Lesson 7 onwards. Prior to this, he had occasionally used statements to perform question-like functions. Also, in the early lessons, it seemed that Pupil 13 was unlikely to ask for information or clarification. In Lesson 7, Pupil 13 produced a structure involving the inversion of the copular verb 'be', which, although not entirely comprehensible, did serve a definite questioning purpose:

P13: is my (xxx like that). (Lesson 7, 14 April 2008)

By Lesson 9 he could attempt information-seeking questions using 'where', although he still omitted the auxiliary 'do' in these contexts, contrary to native-speaker norms:

P13: where I have the- the calf. (Lesson 9, 28 April 2008 – 'where do I put the calf?')

Further evidence of L2 development was apparent in his only recorded attempt at an indirect question, which emerged in Lesson 12.

P13: but eh you know what he- me doing. (Lesson 12, 26 May 2008)

However, despite this evidence of question development, Pupil 13 still used statements in lieu of actual questions to ask, check and request.

(x) Clause linkage

Beyond the basic use of 'and' and, by Lesson 12, 'but', Pupil 13 made no more complex attempts at clause linkage in the selected lessons.

1.7.4 Evidence of L2 acquisition – lexical indicators

As a measure of Pupil 13's L2 lexical development, his Wordlist entries recorded for his analysed spoken turns in each of the selected lessons (using the Wordlist program as outlined in Volume I Section 3.3.6) are presented in Table 20 below.

Table 20: Wordlist entries for Pupil 13 over the study period

LESSON	1	3	4	7	9	12
DATE	10 Dec 2007	28 Jan 2008	4 Feb 2008	14 Apr 2008	28 Apr 2008	26 May 2008
WORDLIST ENTRIES	10	2	14	38	27	93
ENTRIES PER TURN	1.43	2	0.88	1.36	1.35	1.12

The extent of Pupil 13's individual Wordlist entries shows a marked increase over the study period; rising from a very limited beginning in the first half of the project to a peak of 93 entries in Lesson 12. Pupil 13's lexical production throughout also seems to correspond with the record of participation and proficiency provided by Figure 21 in Section 1.7.2. It is also worth noting that, due to Pupil 13's very limited verbal participation in the earlier lessons, his overall number of Wordlist entries may be a better guide to his lexical range than the number of Wordlist entries per turn.

The semantic range of Pupil 13's L2 vocabulary recorded in the study covered, words relating to: personal identification and body parts ('name', 'eye'), school related words ('teacher', 'rubber'), food items ('egg', 'ice-cream'), animal names ('lion', 'sheep'), vehicles ('car', 'tractor'), words associated with weather conditions and seasons ('sun', 'autumn'). While his recorded lexical use comprised mostly nouns, adjectives such as words for colour and size were present from the start of the study period, with a greater variety of adjective use (e.g. opposites including 'big' / 'small' and 'cold' / 'hot') emerging by Lesson 12. The thematic areas covered by Pupil 13 in his lexical use corresponded to most of the Benchmark 'Units of Work' linked to turns produced by members S2/G1/JIA who participated in Analysis Phase II of this study (see Section 1.6.4 for overview of themes linked to pupil production in this group). While most of the lexis he produced was quite basic and archetypal of these themes, Pupil 13 occasionally used some slightly more challenging lexis (e.g. 'dinosaur' and 'dragon' in animal-related talk). Such lexical choices may have been influenced by lesson-specific factors, or possibly personal interest in the topic.

The lexical characteristics of Pupil 13's verb use over the study period are indicated in Table 21 below. Again, the rise in the number of verb lexemes produced by Pupil 13 over the course of my study seems to correspond with the evidence of increasing participation and proficiency apparent in Figure 21 in Section 1.7.2.

Table 21: Verb use by Pupil 13 over the study period (presented in Wordlist entry order)

LESSON	1	3	4	7	9	12
DATE	10 Dec 2007	28 Jan 2008	4 Feb 2008	14 Apr 2008	28 Apr 2008	26 May 2008
1	finish	finish	be	be	have	be
2	open			know	finish	have
3				look	do	sleep
4				say	be	break
5				sleep	look	copy
6					see	cry
7					write	do
8						drink
9						eat
10						finish
11						go
12						know
13						look
14						smell
15						wait

Further lexico-grammatical indicators of L2 development evident within Pupil 13's Wordlists for the selected lessons included: the emergence of the possessive determiner 'my' from Lesson 4 onwards, and his use of adverbs of position (e.g. 'here', 'there') and modifiers (e.g. 'very') from Lesson 7. As mentioned in Section 1.7.3(x), the conjunctive 'and' was used by Pupil 13 (from Lesson 7), with 'but' emerging in the final lesson.

1.7.5 L2 literacy development

As explained in relation to Pupil 12 in Section 4.6.5, the recordings for lesson group S2/G1/JIA did not include many instances of literacy-linked activity. However, when such activities did occur in the selected lessons, it initially seemed that Pupil 13's participation was minimal. Nevertheless, from Lesson 7 onwards, he showed some signs of involvement in pre-literacy talk, for example, suggesting 'mat' and 'sat' as possible rhymes for the word 'cat'. In Lesson 9, he was able, with a lot of help from the teacher to write some labels naming body-parts on a picture of a bird, however this proved a difficult task for him and it

was unclear if he fully understood some of the key words (e.g. 'wings', 'feathers'). In Lesson 12, he demonstrated the ability to write his own name on a picture.

1.7.6 Possible influences on L2 development – internal factors

Again, Pupil 13 was very young and just at the start of his educational experience during the study period. The specific challenges which such a young child may face in adjusting not only to the school environment but to L2 medium education have been pointed out, particularly in relation to Pupil 20 above. It would seem that these are also relevant in the case of Pupil 13. Possible connections between age and the young learner's personality type or learning style should also be taken into account. The impact of this combination of factors upon the L2 development of very young pupils, should be then be considered with regard to aspects of English L2 acquisition apparent among the Junior Infant participants included in Analysis Phase II of this study (see Volume I, Section 4.6 for overall findings).

Regarding possible L1 influence, while this was difficult to gauge for Pupil 13 (particularly in the early part of the study when his overall oral production level was very low) some cross-linguistic issues did emerge. Occasionally in the first half of the study, I noticed Pupil 3 using his home language, Romanian, with another, non-participating, member of the lesson group (also from Romania). In Lesson 3, he collaborated with this pupil through Romanian to complete a picture-matching task, and by Lesson 4 was able to help this pupil by explaining some of the teacher's instructions to his friend in Romanian. During the second half of the study, oral production recorded for Pupil 13 was almost entirely in English, although his articulation of possible cognates (e.g. 'café' for 'coffee') did seem to be possibly L1-linked ('*cafea*' in Romanian). Given the relatively limited number and extent of analysable spoken turns, further evidence of L1 influence was difficult to glean. Phonologically, whenever he did speak, his pronunciation was generally quite clear and comprehensible, apart from some non-target-like differences in vowel length (likely to be L1 linked, see Section 1.14.6 for further discussion). Regarding grammar, it was hard to say whether features of his emerging structures, particularly issues relating to verb aspect and negation, were influenced by developmental sequences or coloured by characteristics of his L1 (patterns linked to use of the Romanian negative particle '*nu*' may have been relevant here, see Section 1.14.6 to follow). Also, compared to the other pupils of a similar age and stage of English L2 development discussed so far (all native speakers of Slavic and Baltic languages), Pupil 13, coming from a Romance language background, seemed quite adept in his use of English articles. This suggested that children from L1 backgrounds in which a

certain grammatical feature exists may find it easier to acquire in their L2 than those who have had no L1 experience of such an feature (as suggested by Zobl 1982). It should however, be pointed out that the Romanian article system is more complex than that of English (see Section 1.14.6 regarding enclitic use of the definite article in Romanian).

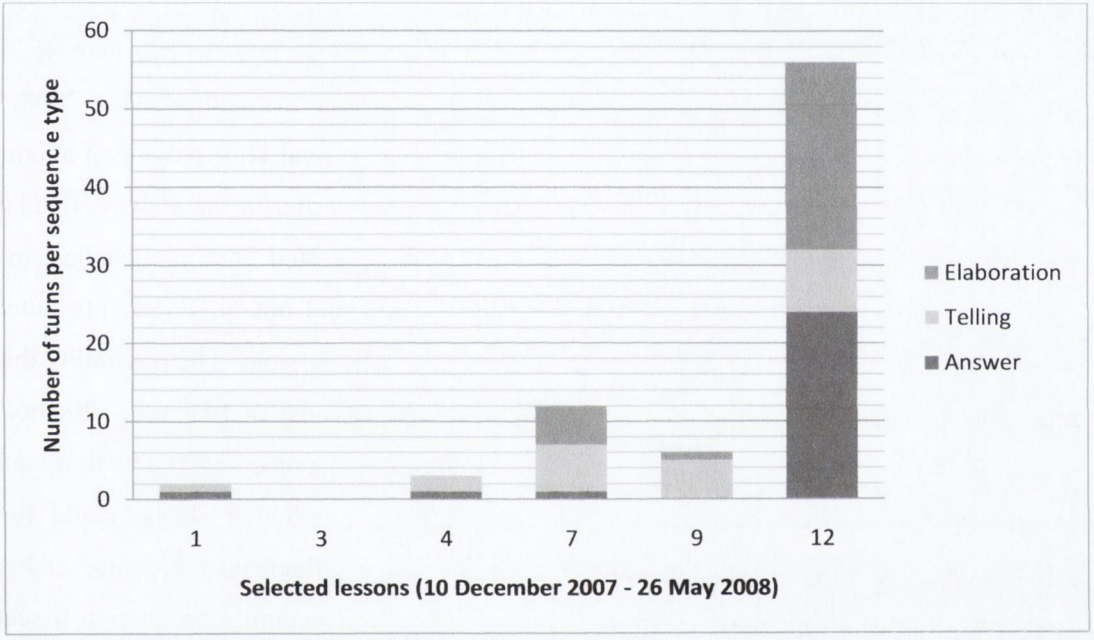
Possibly the most prominent aspect of Pupil 13's L2 production as recorded in the selected lessons was, however, its extent. For most of the study, at least up to April 2008, it appeared that Pupil 13's productive involvement in classroom activities was very limited. This generally quiet, apparently passive behaviour, even when helped and encouraged to take part, was confirmed by his English language support teacher as being typical of his mainstream classroom participation. However, in the final three lessons selected for Pupil 13 in Analysis Phase II, his engagement in classroom activities appeared to increase, with substantially greater involvement by Lesson 12, recorded at the end of May 2008. In addition, in these three lessons, Pupil 13 demonstrated L2 lexical knowledge and attempted grammatical structures considerably beyond those recorded earlier in the study. His clarity, confidence and relative accuracy of production also suggested that the change in his classroom participation towards the end of the research could not be simply attributed to underlying personality characteristics such as shyness or introversion. The possibility that he underwent a 'silent period' in his L2 acquisition, spanning most of first year of schooling should therefore be considered. Evidence of comprehension preceding production such as that observed in his L1 interactions with another pupil mentioned above, could further indicate that Pupil 13's language learning style may have influenced the course of his L2 development apparent over the study period. Observing his eventual production it seemed that, while he was not averse to providing information on themes of particular personal interest, he did not appear inclined to take risks if he lacked the linguistic resources to express what he wanted to say.

1.7.7 Possible influences on L2 development – interaction-related factors

Regarding the possible influence of interaction patterns, the data in relation to the distribution of selected turn-types ('answers', 'tellings' and 'topic elaborations') give some indication as to the nature of Pupil 13's involvement in classroom talk. Obviously, focussing on a limited number of turn-types cannot give an absolute overview of his interaction patterns. However, the information presented graphically in Figure 24 (see over) would bear out some of the observations made in Section 1.6.7 that Pupil 3 was, by the end of the study, able to participate in classroom talk in a more active manner. While the selected turn-types featured

very infrequently in the first half of the study, from Lesson 7 onwards, it seemed that Pupil 13 was capable of volunteering information and contributing to collaborative classroom discourse. This was particularly apparent in Lesson 12, in which initiating or elaborating turns accounted for over half of the 56 instances of the selected turn-types recorded in his analysed speech. The higher proportion of such turns in the final three lessons also corresponded with the overall rise in Pupil 13's level of participation over the research period and evidence of his slightly higher English language proficiency towards the end of the study (see Figure 21 in Section 1.7.2).

Figure 24: Sequence-type indicators of interaction for Pupil 13 over the study period



Whether this indication of more active participation in these later lessons was primarily influenced by increasing L2 proficiency, learning style (possibly allowing greater confidence of language use), interaction patterns in the classroom, or a combination of all these factors, is unclear. However, the co-incidence of greater involvement in classroom talk, higher L2 proficiency and more active turn-types would suggest that encouraging pupils to participate actively by creating an interactional dynamic that facilitates such participation (in terms of class organisation and activity selection) may benefit young learners in their L2 development.

Nevertheless, the dominant interaction dynamic evident in Pupil 13's analysed spoken turns was again that of pupil-teacher discourse, as shown in Table 22 (see over). Considering, in particular the relatively large size of the lesson group S2/G1/JIA and the greater proficiency and communicative confidence of some of its other members (as outlined in Section 4.6.7), the possibility of creating more accessible interaction slots for learners like

Pupil 13, in discourse between peer of a similar level of proficiency would, therefore, seem worth exploring as a means of increasing active participation and maximising its potential beneficial impact upon L2 learning.

*Table 22: Interlocutor identity in Pupil 13's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	7	7	0
3	1	1	0
4	16	12	2
7	28	24	3
9	20	18	0
12	83	81	0

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.8 PROFILE: PUPIL 14

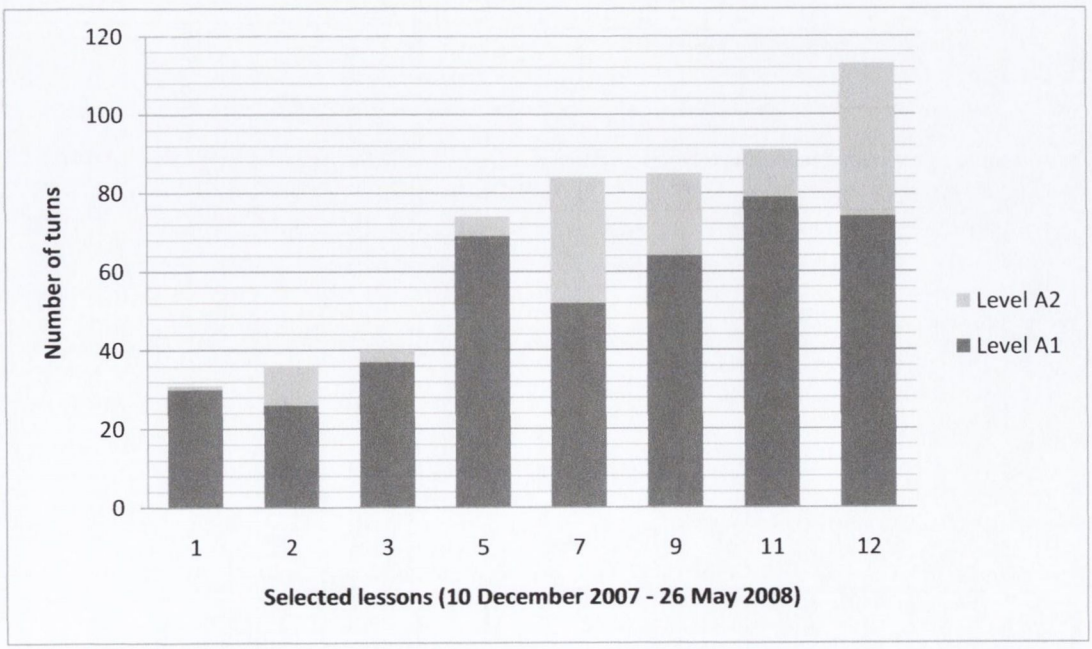
1.8.1. Personal details

Pupil 14 was a Junior Infants pupil at School 2 (another member of group S2/G1/JIA). A boy, aged 6 years old by the end of my research project, he came from China and, while exact information about his home language was unavailable, the fact that his family had lived in Hong Kong prior to coming to Ireland suggested that he was a speaker of Cantonese. His English language support started in September 2007, just after he enrolled in School 2. He participated in 12 recorded lessons between December 2007 and May 2008, 8 of which were selected for Analysis Phase II. 556 of his speaking turns were included in this analysis.

1.8.2. Overview of L2 proficiency

The extent of Pupil 14's analysed spoken turns together with their coding for English language proficiency (based on the Benchmark descriptors to which they linked) for each of the selected lessons is shown in Figure 25. From the graph it appears that Pupil 14 was quite an active participant in the lessons recorded for group S2/G1/JIA and that his contribution increased over the study period. It also seems that, while most of his L2 production was suggestive of an early stage of English L2 development (associated with proficiency level A1), signs of progression emerged over the course of the study, with a growing proportion of his analysable spoken turns classified at level A2.

Figure 25: Proficiency levels recorded for analysed turns produced by Pupil 14 in selected lessons



1.8.3 Evidence of L2 acquisition – grammatical indicators

Figure 26: Use and accuracy of L2 acquisition indicators recorded for Pupil 14 in selected lessons

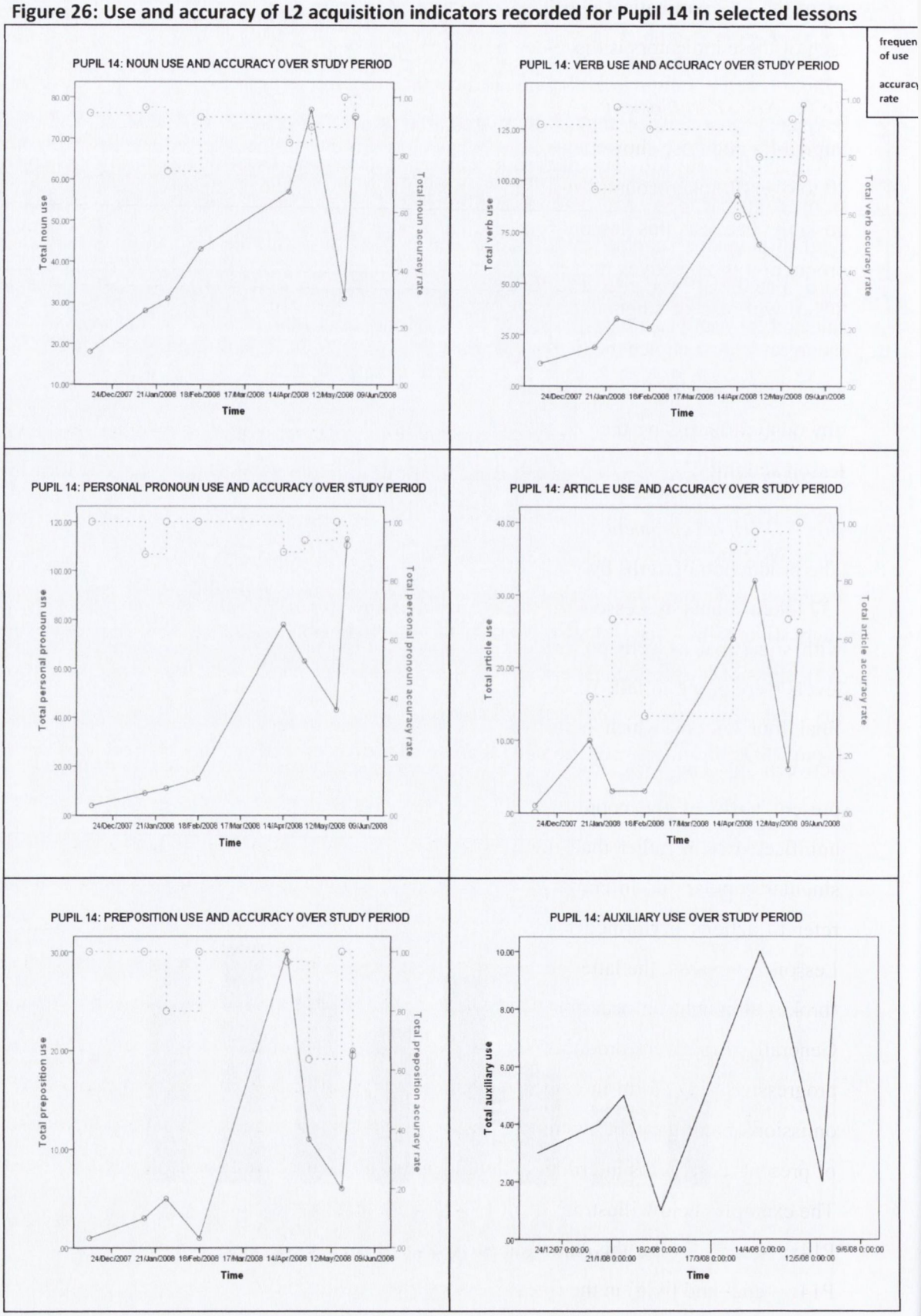


Figure 26 above shows the frequency (token count) and accuracy of Pupil 14's production of six of the L2 grammatical indicators investigated over the study period. The development of each of these indicators is discussed individually below.

(i) Noun development

Pupil 14's noun use showed a generally upward trend across the selected lessons; from under 20 to over 70 token counts towards the end of the study, albeit with a slight dip in Lesson 11, possibly because this lesson focussed on opposites and its activities often required the production of adjectives rather than nouns. His noun accuracy rate was high (generally over 80%), with use of singular nouns in plural contexts accounting for most (56%) errors, and incorrect lexical choice the next most common error-source. Appropriately used plural nouns accounted for only 9% of Pupil 14's total noun production, although this proportion was obviously affected by the necessity to use plural forms within the context of the recorded lesson activities.

(ii) Verb development

The production of verbs by Pupil 14 generally rose across the study period (to a maximum of 137 token counts by Lesson 12). However, the accuracy of his verb use fluctuated somewhat with signs that as verb production increased towards the end of the study, verb accuracy levels were prone to fall. While his verb accuracy level was sometimes over 90%, during the final four lessons which indicated increases in overall verb production, it varied widely: between 59% and 93%. Pupil 14 most frequently used non-inflected stem verb-forms, or the present tense of the copula 'be'. His main sources of error related to the use of the uninflected stem rather than the 3rd person '-s' in the present simple tense, the use of the singular copular 'is' in contexts requiring the plural 'are', and the use of present forms to refer to actions performed in the past. Progressive and simple past forms emerged from Lesson 2 onwards, the latter generally represented irregular forms (e.g. 'saw', 'said', 'knew', 'broke) although, on occasion, the regular '-ed' ending form was produced (e.g. 'pushed'). Generally these were produced accurately, although infrequent instances of over-use of the progressive '-ing' form in contexts requiring the uninflected stem verb were recorded. The omission of auxiliary 'be' with progressive forms was also recorded and the inappropriate use of present tense verbs intermingled with appropriately used past forms throughout the study. The examples below illustrate Pupil 14's diversifying verb use:

P14: (xxx) .. I (saw this) dinosaur is .. (xx) is (fire) (Lesson 2, 14 January 2008)

P14: and- and livin' in the river. (Lesson 7, 14 April 2008)

P14: and in television I see one ship have- have all day he broke the ship and- and he- he- he- (Lesson 12, 26 May 2008 – re. film 'Titanic')

Other emerging verb forms included Pupil 14's occasional use of past participles (e.g 'broken'), as well as the more adjectival and nominal use of verbs (e.g. 'finished' or 'hurting' in relation to actions referred to in a behaviour-focussed storybook, such as: 'feet are not for kicking').

(iii) Pronoun development

From the beginning of the study in School 2, Pupil 14 was capable of producing a range of personal and demonstrative pronouns, simple quantifiers and numbers, with the substitute pronoun 'one' emerging in Lesson 5, indefinite pronouns (e.g. 'something') in Lesson 5 and the possessive 'mine' produced in Lesson 9. His use of personal pronouns showed a rapid increase over the course of research project to a maximum of 104 token counts in Lesson 12. These were generally used accurately (accuracy rates usually over 90%), although occasional errors included use of singular pronouns in plural contexts, use of gender-specific pronouns where the neutral 'it' was required and, less frequently, gender confusion (usually 'he' used for 'she') or case-related issues. Pupil 14's rate of personal pronoun omission was low (usually under 10%); both object and subject pronouns were omitted almost equally.

(iv) Article development

In the first half of the study, Pupil 14 used very few articles (generally under 10 token counts), often inaccurately (accuracy rates usually under 50%). However, from Lesson 7 onwards, his article production showed a general increase (usually over 20 token counts in the final lessons), with indications of greater accuracy of use (accuracy rates generally rising above 90%). One instance of the plural article 'some' was also recorded in Lesson 7 (although it is always difficult in interpreting children's speech to differentiate between this and 'some' as quantifying determiner). While over-use of articles appeared the main source of error throughout, confusion of definite and indefinite articles and use of articles where possessive determiners were required featured among Pupil 14's analysable spoken turns, particularly in the earlier lessons. The use of 'a' before a vowel-initial noun was also recorded in Lesson 11. Omission of articles was also recorded, with Pupil 14's omission rates often quite high, often over 0.60 of actual article production (in Lesson 1 twice his production rate). However, as his use of articles increased in the second half of the study, his omission rate also showed signs of declining (his article omission rate was equivalent to 0.36 of his article production by Lesson 12).

(v) Preposition development

Pupil 14's use of prepositions was also very limited in the first half of the study (generally five or less token counts per lesson). However a substantial rise to a peak of 30 token counts in Lesson 7 was followed by evidence of a general, if less extreme, overall increase in preposition use. While Pupil 14's preposition production appeared quite accurate (if infrequent) in the earlier lessons, fluctuations in accuracy (from 64% to 100% in the final four lessons) seemed to correspond to his increasing preposition use. Prepositions produced by Pupil 14 included: 'at', 'for', 'in', 'like', 'to', 'up', and 'out'. Confusion relating to preposition choice, particularly the use of 'in' (used for 'on', 'to', 'into', and 'at') or, on occasion the use of 'to' (used instead of 'into'), as well as the non-required use of prepositions emerged as sources of error.

(vi) Auxiliary development

Pupil 14's production of auxiliaries, while it never exceeded 10 token counts per lesson, showed a gradual, if not always consistent increase over the study period. As Table 23 illustrates, his use of auxiliaries was generally accurate, and appeared to diversify over the course of the study to include the auxiliaries: 'be', 'do', 'will', and modals indicating ability and obligation: 'can' and 'have to'.

Table 23: Auxiliary use by Pupil 14 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
1	3	3	3	0	0	0	0	0
2	4	4	2	1	0	0	0	1
3	5	5	0	5	0	0	0	0
5	1	1	0	1	0	0	0	0
7	10	10	1	6	0	2	0	1
9	8	6	0	3	0	1	0	2
11	2	2	0	2	0	0	0	0
12	9	8	0	8	0	0	0	0

Pupil 14 could use these auxiliaries in both positive and negative contexts ('do' and 'can'), for question purposes ('do') and in past forms ('be' and 'do'). However errors such as the use of present forms in past contexts, or syntactic placement of auxiliaries (often in question structures) were recorded in Pupil 14's analysed spoken turns, and his omission of auxiliaries, particularly 'be', 'do' and 'will' was also relatively frequent (as mentioned in sub-section (ii) above). Examples of Pupil 14's auxiliary use to indicate future and past reference include:

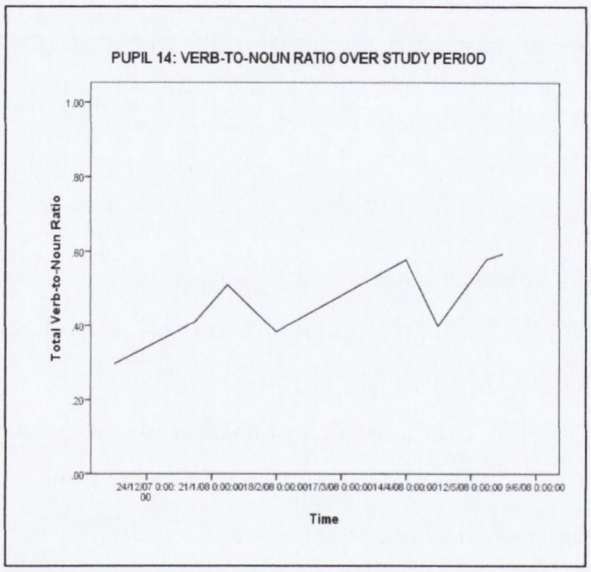
P14: and- and crocodile- crocodile will eat something. (Lesson 7, 14 April 2008)

P14: I didn't see I didn't see. (Lesson 11, 19 May 2008)

(vii) Structural development

An indication of Pupil 14's structural complexity obtained by calculating the ratio of verbals to nominals in his analysed spoken turns (according to the method outlined in Volume I Section 3.3.6) is presented in Figure 27 below.

Figure 27: Verb-to-noun ratio for Pupil 14



During the study, it appears that verb-forms gradually began to feature more in Pupil 14's L2 production, with his verb-to-noun ratio rising from 0.30 at the start of the research period, to a peak of 0.59 by Lesson 12. This suggests a growing complexity in the structures he produced, indicating that they were beyond the simple noun-based phrases associated with the earliest stages of L2 development.

(viii) Negative formation

Attempts at negative structures were first recorded in Pupil 14's analysable spoken turns in Lesson 2. It appeared that, from January 2008 onwards (five months into his English language support allocation), Pupil 14 was quite competent in his production of simple structures using the negative marker 'not', including contractions involving use of the auxiliary 'do', as in the example below.

P14: (him) not baby, this big boy. (Lesson 2, 14 January 2008)

However 'no' was often used for negation as well, typically incomplete phrases such as:

P14: no colour here .. no colour. (Lesson 3, 28 January 2008)

This pattern of negative construction continued throughout the study period, although structures using 'not' became more frequent and more complex, involving for example modal auxiliaries (the use of 'can't' was recorded in Lesson 9) or past reference (as exemplified in sub-section (vi) above).

(ix) Question development

In the first half of the study Pupil 14 often used affirmative statements in his efforts to ask questions. His first definitive use of question forms appeared in his analysable spoken turns in Lesson 3. These were generally very simple; typically 'what's that?'; however, a more complex attempt at an indirect question was also attempted:

P14: I don't know em I don't know the bear what colour. (Lesson 3, 28 January 2008)

A greater variety of question forms emerged in subsequent lessons (although Pupil 14 did make a partial and ambiguous attempt at an inverted question in Lesson 1). Inversion became more apparent from Lesson 7 onwards, for example:

P14: do you know- do you know my mum like eat chicken .. my mum (like eat it). (Lesson 7, 14 April 2008)

However inversion proved difficult for Pupil 14, with the omission or the syntactic misplacement of inverted elements evident throughout. Nevertheless, towards the end of the study period, some developments in his question formation were noted, for example the more accurate production of indirect questions:

P14: but I- I don't know how to spell water. (Lesson 12, 26 May 2008)

(x) Clause linkage

Generally, only simple attempts at clause linkage using the conjunctives 'and' and 'but' were recorded in Pupil 14's analysable spoken turns. However, he made one attempt at relativisation, although this was not entirely accurate:

P14: when he sleep like that. (Lesson 14, April 2008 – contributing to discussion about bats sleeping upside-down: 'when he's sleeping like that').

1.8.4 Evidence of L2 acquisition – lexical indicators

A measure of Pupil 14's L2 lexical development over the course of the study can be derived from the extent of the separately recorded entries in the lists of lexis obtained using the 'Wordlist' program (see Volume I Section 3.3.6) from his analysed spoken production in each of the sample lessons. The total number of Wordlist entries recorded in each of the lessons selected for Pupil 14 is presented in Table 24 (see over):

Table 24: Wordlist entries for Pupil 14 over the study period

LESSON	1	2	3	5	7	9	11	12
DATE	10 Dec 2007	14 Jan 2007	28 Jan 2008	18 Feb 2008	14 Apr 2008	28 Apr 2008	19 May 2008	26 May 2008
WORDLIST ENTRIES	42	56	56	76	117	111	104	140
ENTRIES PER TURN	1.35	1.55	1.40	1.03	1.39	1.31	1.14	1.24

The Wordlist entry results suggest a gradual broadening of Pupil 14's lexical range during the study period, to a peak of 140 entries by Lesson 12. Vocabulary development is also apparent in the range of semantic fields covered by Pupil 14 and complexity of the lexis he produced in relation to each. Semantically, the themes covered by Pupil 14 included home and family (e.g. 'brother', 'computer'), body parts (e.g. 'finger'), school-related words (e.g. 'paper', 'marker'), foodstuffs and items of clothing (e.g. 'broccoli', 'socks'), words associated with the weather (e.g. 'rainbow'), vehicles (e.g. 'ship'), local and more global places (e.g. 'supermarket', 'jungle'), names of days, seasons and events (e.g. 'winter', 'Easter'), words connected with a wide range of animals, also including their babies, sounds, and homes (e.g. 'piglet', 'bark', 'nest'), words relating to plants (e.g. 'flower'). Descriptive and quantifying words also featured in Pupil 14's lexical production, for example, numbers and a range of adjectives including, colours, expression of size and shape, and terms of evaluation (e.g. 'delicious', 'strong', 'stupid').

The semantic themes covered in Pupil 14's recorded use of lexis correspond to most the 'Units of Work' apparent in the production of participating pupils in group S2/G1/JIA (as outlined in Section 1.6.4). In addition, examining the Wordlist entry files, it appeared that Pupil 14's L2 vocabulary in relation to these themes was becoming more complex (as some of the examples above suggest). It also seemed that, while Pupil 14's content lexis was still highly noun-based, the semantic range of the adjectives and verbs he used increased over the study period. The growing extent of his verb use is evident in Table 25 (see over):

Table 25: Verb use by Pupil 14 over the study period (presented in Wordlist entry order)

LESSON	1	2	3	5	7	9	11	12
DATE	10 Dec 2007	14 Jan 2007	28 Jan 2008	18 Feb 2008	14 Apr 2008	28 Apr 2008	19 May 2008	26 May 2008
1	look	be	know	cook	eat	know	know	know
2	be	hurt	be	like	know	need	be	be
3	break	draw	bite	have	like	colour	get	see
4	want	come	go	eat	give	have	like	have
5	win	go	kick	kick	grow	like	see	do
6		hit	look	know	be	finish	say	eat
7		kick	say	cut	break	hate	want	like
8		know	hurt	be	look	look	catch	want
9		look		make	die	eat	do	draw
10		push		put	cry	get	eat	hate
11		see		say	live	see	feel	make
12				shop	bark	be	give	break
13				sit	find	break	let	close
14					have	buy	look	copy
15					put	catch	need	get
16					rain	crack	sit	go
17					say	give		look
18					see	grow		put
19					shout	sleep		see
20					sleep	spell		come
21					splash			die
22					want			finish
23								spell
24								taste
25								touch

The development of adverbs also featured among the lexico-grammatical indicators of L2 acquisition recorded in Pupil 14's Wordlist entries, which included simple location markers (e.g. 'here', 'there') from Lesson 1, frequency markers (e.g. 'again') from Lesson 3 and modifiers (e.g. 'nearly') from Lesson 7. Time related expressions (e.g. 'today', and later 'now', 'yesterday' etc.) emerged over the study from Lesson 1 onwards. Other indicators of L2 development included pupil 14's production of possessive determiners 'my' and later 'your' from Lesson 3 onwards, with the use of '-s' after a proper name recorded in the final lesson. The simple conjunctive 'and' was used throughout, while 'but' was recorded from Lesson 7.

1.8.5 L2 literacy development

As mentioned in relation to Pupils 12 and 13, the lessons recorded for group S2/G1/JIA focussed mainly on the development of oral skills. Nevertheless, some evidence of Pupil 14's literacy development was obtained, whenever reading or writing activities featured in the selected lessons. The earliest such evidence was apparent in Lesson 1, when Pupil 14 could spontaneously identify basic sight vocabulary words such as 'is' on the white-board. He also showed an awareness of the phonetic characteristics of English in his ability to suggest words beginning with a 'p' sound. By Lesson 3, Pupil 14 could read words on flashcards, such as 'water' selected from his class reader; he could also write his name. Some awareness of the letter-names associated with initial sounds was evident in a primarily oral-focussed activity in Lesson 7, although Pupil 14's attempts at such identification were not always successful. He was however better able to articulate an awareness of grapho-phonic relationships by Lesson 11, as shown by the example:

P14: I know I know (when you) have mall and a get "s" and make small. (Lesson 11, 19 May 2008)

Pupil 14's English writing skills also developed over the course of the study as shown, for example, in his ability to label a picture of a bird by copying words relating to its body parts in Lesson 9.

1.8.6 Possible influences on L2 development – internal factors

As another Junior Infants pupil, albeit slightly older than the others discussed so far, Pupil 14 also faced the challenge of adjusting not only to a new language, but also to primary education per se, in this his first year at school. Possible age-related implications in relation to Pupil 14's L2 acquisition could be seen most clearly with regard to his development of L2 literacy skills. While any literacy-related activities he engaged in within the selected lesson were very basic, they were nevertheless age-appropriate and comparable to those aimed at native-English-speaking children in the Junior Infants class.

Pupil 14's home language could only be presumed to be Cantonese, and without any familiarity with this language, it is difficult for me to ascertain the extent of any possible L1 influence on his L2 development. Phonology however appeared the most likely area of such cross-linguistic influence particularly in Pupil 14's minimal distinction between the English /ɹ/ and /l/ phonemes (only /l/ is present in Cantonese). Possible prosodic differences between his L1 (a tonal language) and English could also have contributed to certain phonological features in Pupil 14's L2 production, for example his tendency to 'rush' together phrases, for

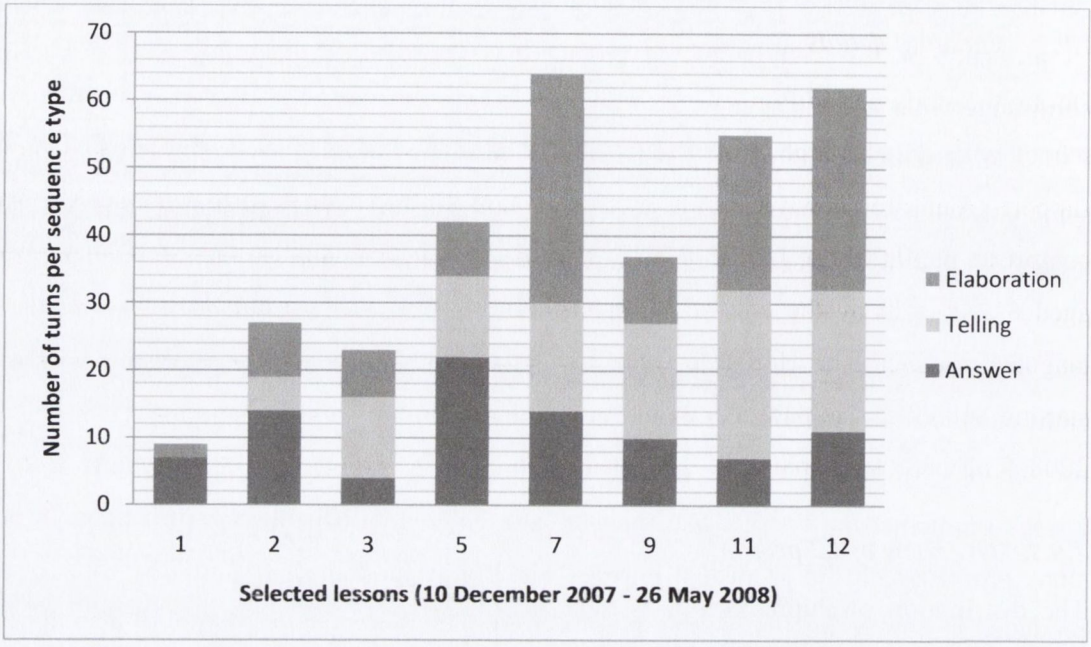
example, 'I don't want' without target-like phonetic segmentation, although this could be equally explicable by his keenness to communicate (discussed further below). The impact of L1 influence on his grammatical development is impossible to estimate without thorough knowledge of his home language.

Observation of Pupil 14's participation in the recorded lessons did, however, reveal some characteristics relating to his personality and learning style which may have had some influence upon his L2 development. Pupil 14 was a confident and very communicative child, always anxious to share his ideas with the lesson group, despite any linguistic limitations. He was good at securing turn-taking slots in classroom talk, sometimes perhaps a little too enthusiastic and boisterous! In terms of language learning style, it did appear that he could use 'chunks' of language quite effectively, although as pointed out above, these were not always segmented in a target-like manner, and could be difficult to comprehend. As the study progressed it did seem that phrases which may have been acquired holistically were produced in a more intelligible and possibly more analytic manner. Pupil 14 also appeared effective in negotiating meaning, for example using circumlocution to compensate for lexical gaps e.g. 'cookie cornflake' (cereal bar or cake) in Lesson 5. He would also risk using newly overheard words, even if his initial attempts at production were not always appropriate, for example guessing 'beat' for 'beak' in relation to new vocabulary introduced in a lesson focussing on animals and birds (Lesson 9).

1.8.7 Possible influences on L2 development – interaction-related factors

To obtain a representative impression of Pupil 14's participation in classroom interaction, the distribution of responsive 'answer' turns and the more initiating or collaborative 'telling' and 'topic elaboration' turn-types has been analysed and presented in Figure 28 (see over). These three turn-types together accounted for a considerable proportion of Pupil 14's analysed spoken turns. It is clear from Figure 28 that Pupil 14 was well able to initiate and join in discussions of other-initiated topics, despite being in the relatively early stages of English language development (see the proficiency coding of his analysed turns indicated in Figure 25, Section 1.8.2). His ability to take initiatives or to collaborate actively in classroom talk appeared, however, to increase over the study period, suggesting that it may be facilitated to an extent by increasing English L2 proficiency. However, the observations in relation to his rather extravert personality, and his ability to seize turn-taking opportunities (for example, by using attention-grabbers such as 'I know, I know', as preliminaries to actual content discourse), may also have contributed to this active involvement.

Figure 28: Sequence-type indicators of interaction for Pupil 14 over the study period



Further information as to the dynamic of Pupil 14's interaction patterns is apparent in Table 26. As with the previously-discussed participants, interlocutor identity in Pupil 14's interaction again reflects the overall prevalence of teacher-pupil discourse. However, there is evidence that Pupil 14 was quite capable of engaging with other pupils were the opportunity arose. The potential of maximising L2 use (and possibly learning) through the facilitation of increased pupil-pupil discourse should therefore be considered. As Pupil 14's case clearly demonstrates, even from an early stage of L2 proficiency, ESL pupils possess the initiative-taking and collaborative abilities required for communicative peer interaction.

*Table 26: Interlocutor identity in Pupil 14's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	31	29	0
2	36	36	0
3	40	34	1
5	74	69	4
7	84	79	3
9	85	77	6
11	91	90	0
12	113	107	1

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.9 PROFILE: PUPIL 15

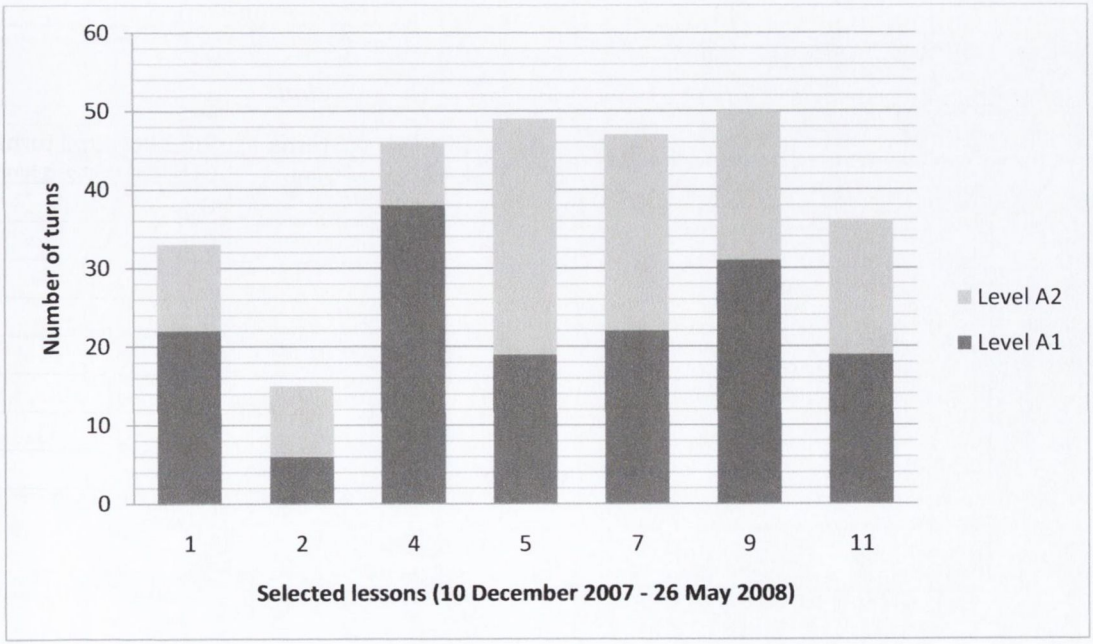
1.9.1. Personal details

During the study period Pupil 15 was a Junior Infants pupil at School 2. As it was as a small school with quite a high proportion of ESL pupils, School 2 had two English language support groups for newly-enrolled children. Pupil 15 belonged to group S2/G2/JIB which comprised pupils whose L2 proficiency was slightly higher than those in S2/G1/JIA. A boy aged 6 years old by the end of the project, he was originally from Serbia and his home language was Serbian. He began English language support in September 2007, shortly after starting School 2. He participated in 10 recorded lessons between December 2007 and May 2008; 7 of these were analysed. 276 of his speaking turns were included in Analysis Phase II

1.9.2. Overview of L2 proficiency

The distribution of Pupil 15's analysed spoken turns across the selected lessons and an indication of his English language proficiency (derived from the Benchmark descriptors linked to each turn in the functional strand of Analysis Phase I) is shown in Figure 29. Compared to the pupils discussed thus far, it appears that Pupil 15 was not entirely new to English, with evidence from the outset of the study of L2 production associated with an A2 level of proficiency. Both the proportion and actual number of A2-linked turns suggested gradual L2 proficiency development over the study period.

Figure 29: Proficiency levels recorded for analysed turns produced by Pupil 15 in selected lessons



1.9.3 Evidence of L2 acquisition – grammatical indicators

Figure 30: Use and accuracy of L2 acquisition indicators recorded for Pupil 15 in selected lessons

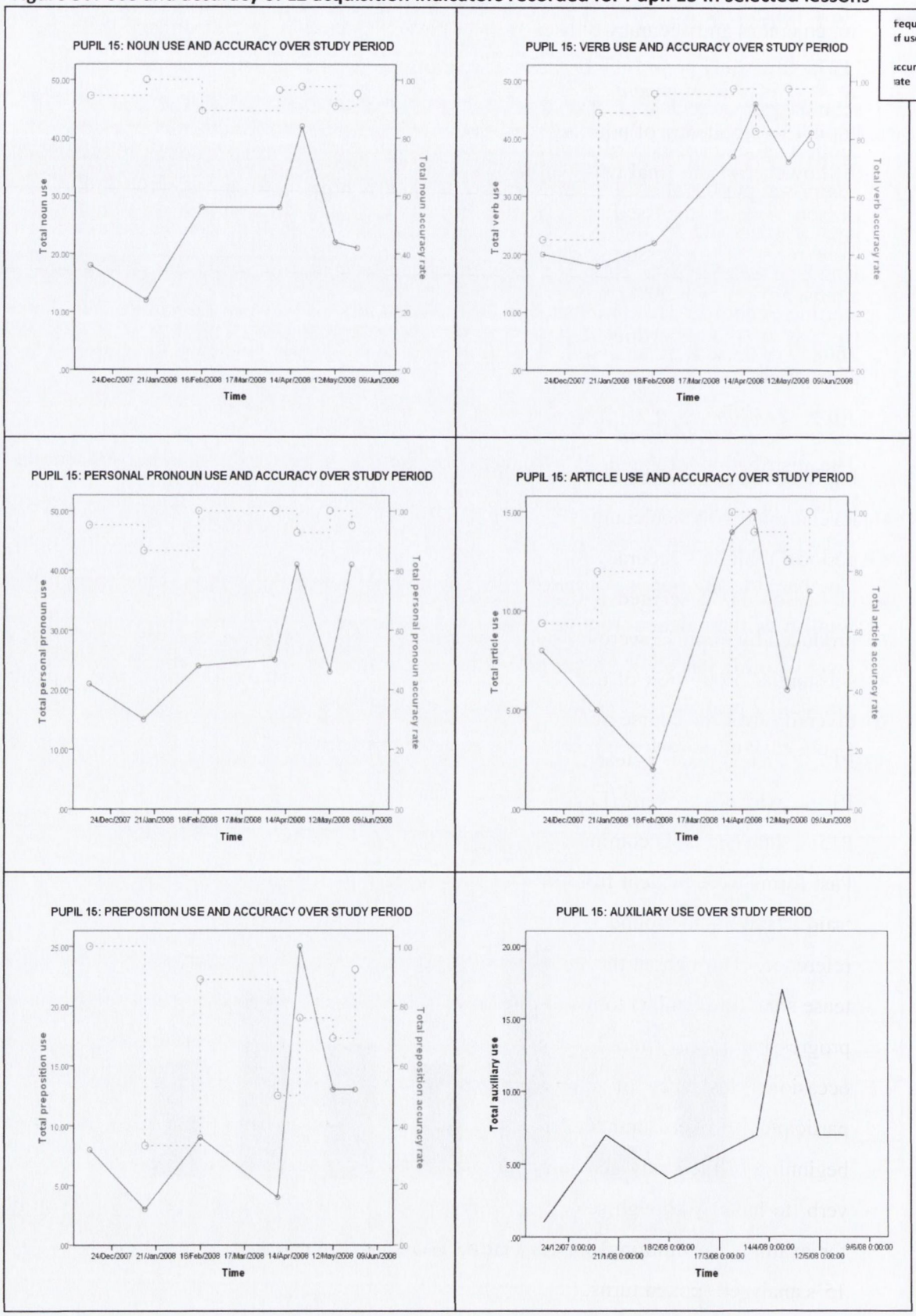


Figure 30 shows how six of the grammatical indicators of L2 acquisition focussed upon in Analysis Phase II were manifest in Pupil 15's analysed spoken turns, in terms of frequency (token count) and accuracy of use. Each of these indicators is discussed individually below.

(i) Noun development

Pupil 15's frequency of noun use rose to a maximum of 42 token counts in Lesson 7, falling off however in the final two lessons, possibly due to a greater requirement for adjectives in Lesson 9 which focussed on opposites and the fact that a smaller overall number of turns were recorded in Lesson 11. His noun production was generally accurate (accuracy rate almost always over 90%), and most of his errors (67%) were cases of incorrect lexical choice. His use of plurals, which accounted for 13% of his total noun production, was usually appropriate.

(ii) Verb development

Pupil 15's use of verbs also rose perceptibly during the study, reaching and maintaining a level around 40 token counts (peaking at 46 in Lesson 7) over the second half of the research period. While his accuracy rate was generally around or over 80% (apart from a low of 45% in Lesson 1), it seemed to fluctuate slightly towards the end of the study. Most verbs produced by Pupil 15 were inflected stem forms, with the copula 'to be' also accounting for a substantial proportion of his verb use. However, his range of verb-forms also appeared to diversify over the course of the research, as the examples below show:

P15: eh tea- teacher- teacher- teacher eh said to me. (Lesson 1, 10 December 2007)

P15: why it's broken? (Lesson 5, 7 April 2008)

P15: like hen is- is coming out. (Lesson 7, 21 April 2008)

Past forms were evident from Lesson 1 onwards; these tended to be irregular forms (such as 'said', 'saw', and 'found'); although they were not always used in contexts requiring past reference. Throughout the study Pupil 15's main source of verb error involved using present tense stem (or copular) forms to refer to events or actions in the past. Pupil 15 also produced progressive forms from Lesson 5 onwards – generally in appropriate contexts although occasional instances of simple/progressive aspect confusion were recorded. The past participles 'broken' and 'called' emerged from Lesson 5, while 'got' was used from the beginning of the study generally without the auxiliary 'have' (as a lexical substitute for the verb 'to have', although see note in sub-section (vi) to follow). Occasionally verbal nouns, for example, 'swimming' in 'swimming pool', and adjectival verb-forms featured in Pupil 15's analysed spoken turns.

(iii) Pronoun development

Throughout the study, Pupil 15 demonstrated quite a range of pronoun use, including: personal and demonstrative pronouns, indefinite pronouns (e.g. 'something'), numbers and quantifiers, the substitute pronoun 'one' (recorded in Lesson 7) and the possessive 'yours' (recorded in Lesson 11). His use of personal pronouns generally increased through the selected lessons (with a slight dip in Lesson 9), and his accuracy rate appeared high (usually over 90% throughout). Errors tended to involve case or gender confusion, in particular the use of gendered pronouns rather than the neutral 'it'. Omission of pronouns was relatively infrequent and appeared (apart from an unexpected rise in Lesson 9) to be decreasing over the research period, reaching around 5% of actual pronoun use in the second half of the study. His omissions were of both subject and object pronouns.

(iv) Article development

Pupil 15's article production rose, rather erratically over the course of the study from under 10 token counts in the first three lessons, to generally (although not always) in the region 10-15 token counts from Lesson 5 onwards. While initially his accuracy appeared to fluctuate substantially (from 0% to 80% in the earlier lessons, although overall infrequency of article use may have exacerbated this apparent inaccuracy), evidence of more accurate article production emerged in the second half of the study. In these final lessons, where Pupil 15's production of articles exceeded 10 token counts, his accuracy rate was over 90%. Over-use of articles in non-required contexts accounted for almost all instances of error. Article omission rates, which could be up to twice article production in lessons in which Pupil 15 used few articles, also seemed to gradually decrease over the study period, reaching a minimum of 9% of actual production by Lesson 11.

(v) Preposition development

Increasing production of prepositions was also evident in Pupil 15's analysed spoken turns. During the first half of the study, his recorded preposition use did not exceed 10 token counts per lesson. However, in the final three lessons, his preposition use rose, peaking at 25 token counts in Lesson 7 and maintaining a rate of 13 counts per lesson thereafter. The prepositions use by Pupil 15 included: 'in', 'with', 'to', 'like', 'of', 'on', 'out', 'up', 'down', 'at' 'about' and 'into'. The accuracy of his preposition use varied across the study (from 33% to 100% accurate), although evidence of a generally rising trend was apparent throughout (as pointed out above regarding articles, any inaccuracies recorded in lessons containing few prepositions overall may seem more glaring than in those in which

preposition use was more frequent). Prominent sources of error were Pupil 15's use of 'on' in contexts requiring 'in', and his use of 'in' in contexts requiring 'to' or 'into'. Preposition omission rates were generally low, falling to zero in the final two lessons; the omission of the preposition element in certain phrasal verbs (e.g. 'look at') was recorded on occasion.

(vi) Auxiliary development

Pupil 15's use of auxiliaries also seemed to increase over the study period, peaking at 17 token counts in Lesson 7. The nature of the auxiliaries he produced appropriately in the selected lessons is shown in Table 27 below:

Table 27: Auxiliary use by Pupil 15 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX Will	AUX going to	AUX modal
1	1	1	0	0	0	0	0	1
2	7	7	0	0	0	0	0	7
4	4	4	0	2	0	0	0	2
5	7	5	1	3	0	0	1	0
7	17	15	1	10	0	1	0	3
9	7	7	3	3	0	0	0	1
11	7	3	0	1	0	0	0	2

Use of the auxiliary 'do' (in positive, negative, question and past contexts) and the modal 'can'(in positive and negative contexts) feature prominently among the auxiliaries used appropriately by Pupil 15, with less frequent use of the auxiliary 'be' and very occasional attempts at future reference using 'will' and 'going to' also recorded. The auxiliary 'have' did not appear in Pupil 15's analysed oral-focussed turns, however, it did emerge in an instance of his literacy-related talk in Lesson 5 (see Section 1.9.5 to follow – literacy-linked turns were analysed separately, as explained in Volume I Section 3.3.5). The examples below are typical of Pupil 15's use of auxiliaries over the study period:

P15: you can wear trousers. (Lesson 1, 10 December 2007)

P15: how do you do this teacher. (Lesson 5, 7 April 2008)

P15: he will melt. (Lesson 7, 21 April 2008 – re. snowman)

While his auxiliary use was quite accurate, errors including the non-required use of the auxiliary 'be' or conditionality related issues, such as the inappropriate use of 'can' in situations requiring 'could' (and vice versa), were recorded among Pupil 15's analysed spoken turns, as illustrated in this example:

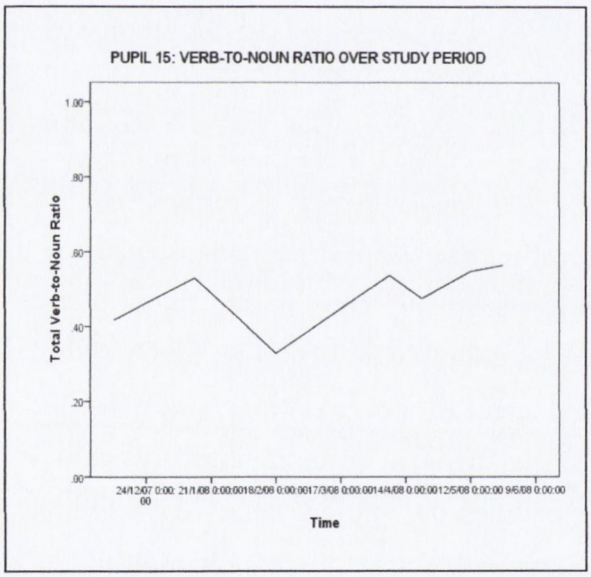
P15: but did you know how you can get a picnic. (Lesson 7, 21 April 2008)

Omission of auxiliaries (particularly 'be' but also 'do', 'have' and 'will') was a relatively frequent occurrence.

(vii) Structural development

An indication of the structural complexity of Pupil 15's analysed spoken turns has been obtained by calculating the ratio of verbal to nominal elements for each lesson. This shows a gradual rise over the study period to a maximum of 0.56 in Lesson 11. It suggests that while many of Pupil 11's turns were noun-dominated, his production of sentences as opposed to mere phrases was developing slowly through the study. It should, however, be remembered that his frequent production of noun-based phrases may have been affected by contextual factors as well as by his L2 proficiency level. If classroom talk elicits short noun-focussed turns, this may impact on a given pupil's verb-to-noun ratio.

Figure 31: Verb-to-noun ratio for Pupil 15



(viii) Negative formation

From the outset of the research project, Pupil 15 appeared to be relatively adept at forming negative structures using the negation marker 'not'. He could also combine 'not' in the contracted form, particularly with the auxiliaries 'do' and 'can'. Typical examples of Pupil 15's negative production include:

P15: eh I can't push my chair. (Lesson 2, 14 January 2008)

P15: I- I don't like this in soup. I don't like that in soup. (Lesson 4, 18 February 2008)

(ix) Question formation

The questions produced by Pupil 15 in the first half of the study were relatively simple, generally relying on simple question words and phrases such as 'what?' and 'how many?', although he did make a partial and inaccurate attempt at an indirect question in Lesson 4. By Lesson 5, however, evidence of more sophisticated question formation emerged with inverted forms such as:

P15: eh do you know rabbit one? (Lesson 5, 7 April 2008, article omitted)

A wider range of inverted questions and more complex question forms was produced in Lesson 7 such as:

P15: can we draw summer? (Lesson 7, 21 April 2008)

P15: do you know what I like? (Lesson 7, 21 April 2008)

Although question word choice, syntax and the possible omission of auxiliaries remained problematic, the accuracy of Pupil 15's indirect questions generally increased towards the end of the study:

P15: eh the- the three little pigs em eh and the wolf eh and .. I don't know how what that called, this yellow. (Lesson 7, 21 April 2008)

P15: I know how you make a tadpole. but he grow in a frog. (Lesson 11, 26 May 2008)

(x) Clause linkage

Evidence of Pupil 15's ability to link clauses beyond the use of simple conjunctives such as 'and' or 'but' also emerged across the study period. This was first apparent in his relativising use of 'when' in Lesson 1:

P15: hey I see the Santy when I go with (FRIEND'S NAME). (Lesson 1, 10 December 2007)

By Lesson 2, the use of the subordinator 'if' was recorded:

P15: the fireman em em maybe if it eh fire in house eh you can call the fireman. (Lesson 2, 14 January 2008)

'Because' was also used for clause linkage from Lesson 7 onwards, for example:

P15: it's when the wind blow the trees but trees don't throw- eh fall because they strong but leaves fall. (Lesson 7, 21 April 2008)

The final lessons featured further (not always successful) attempts at relativisation using 'when' and 'where' and increasingly complex clauses, such as the following which involves subordination linking into an indirect question:

P15: the tad- tadpole always need to be in the water, if he jumps he- he- he can all he can go like this and I don't know why he jumps out I think. (Lesson 11, 26 May 2008)

1.9.4 Evidence of L2 acquisition – lexical indicators

An indication of the extent of Pupil 15's lexical range is offered by the distribution of individual Wordlist entries recorded for each selected lesson presented in Table 28 below:

Table 28: Wordlist entries for Pupil 15 over the study period

LESSON	1	2	4	5	7	9	11
DATE	10 Dec 2007	14 Jan 2007	18 Feb 2008	5 Apr 2008	21 Apr 2008	12 May 2008	26 May 2008
WORDLIST ENTRIES	64	50	66	80	116	99	95
ENTRIES PER TURN	1.94	3.33	1.43	1.63	2.47	1.98	2.64

Table 28 suggests that Pupil 15's L2 lexical range, based on his L2 production in the selected lessons, increased over the study period. It peaked in Lesson 7, at 116 Wordlist entries, but then maintained a level of approximately 100 separate entries over the final month of the research project. In the final three selected lessons his ratio of distinct Wordlist entries to analysed turns was also more consistently around or above 2.0.

The semantic fields covered within Pupil 15's analysed spoken turns included: home, self, and family (e.g. 'kitchen', 'sister'), food items (e.g. 'coconuts', 'kiwi'), clothes (e.g. 'scarf'), shapes (e.g. 'circle', 'triangle'), familiar people and places (e.g. 'policeman', 'shop'),words associated with seasons and weather (e.g. 'autumn', 'wind'), the names of days and months, animals and their babies (e.g. 'ladybird', 'tadpole') and words relating to plants (e.g. 'trees', 'leaves'). Adjectives such as those describing colour, size, and feelings (e.g. 'purple', 'giant' and 'angry) were also recorded. These topics corresponded to almost all of the Benchmark themes activated within the lessons selected for group S2/G2/JIB (derived from the descriptor-linked coding of participating pupils' turns in the functional analysis), which covered all 'Units of Work' except Unit 13 – 'Caring for our locality'. Some of the nouns and adjectives highlighted above as examples of Pupil 15's lexical range were also suggestive of a beyond-basic engagement with these semantic themes, with evidence of hyponymy as well as the production of prototypical 'core' words. Pupil 15 also seemed capable of using vocabulary building strategies, such as informed guessing, to attempt less familiar words (e.g. 'pigling' for 'piglet', based on the model provided by 'duckling'). The

extent of his L2 verb range in the selected lessons is shown in Table 29 (see over). Again there is evidence of a widening of the verb lexemes recorded for Pupil 15 towards the end of the study period, with the verbs produced becoming semantically more specific.

Table 29: Verb use by Pupil 1 over the study period (presented in Wordlist entry order)

LESSON	1	2	4	5	7	9	11
DATE	10 Dec 2007	14 Jan 2007	18 Feb 2008	5 Apr 2008	21 Apr 2008	12 May 2008	26 May 2008
1	have	be	be	has	like	be	know
2	give	stop	like	know	be	have	show
3	go	walk	find	need	do	want	jump
4	play	buy	know	be	know	come	be
5	do	call	think	think	call	make	grow
6	get	go	have	win	fall	match	play
7	say	help	look	break	have	see	think
8	see	kill	remember	fly	melt	eat	colour
9	take	make		have	put	got	do
10	wear	push		like	blow	know	eat
11		want		look	come	like	go
12				see	crunch	rain	have
13					draw	say	hide
14					eat	spill	make
15					get		need
16					go		seek
17					grow		swim
18					look		turn
19					see		want
20					shine		
21					throw		

Other indicators of L2 development evident within the Wordlists compiled for Pupil 15 include the extent of his adverb use over the study: basic position markers (e.g. 'here') were produced throughout, along with a broadening range of modifiers (e.g. 'so') and frequency markers (e.g. 'sometimes'). The possessive determiner 'my' was used by Pupil 15 from Lesson 2 onwards, with 'your' produced from Lesson 9 onwards. The simple conjunctive 'and' was used throughout the study period, with 'but', while the subjunctive 'because' emerged in Lesson 7.

1.9.5 L2 literacy development

While the lessons recorded for Group S2/G2/JIB focussed largely on oral skills development (similar to Group S2/G1/JIA discussed in Section 4.6.5 above), some evidence of Pupil 15's L2 literacy abilities emerged from the selected lessons. In Lesson 1, Pupil 15 was able to read the word 'Monday' on a flashcard, although linking this within a simple sentence referring to the day and date proved very difficult. However, with help, he could write these sentences by copying them from the board. By Lesson 5, Pupil 15 could read animal names to identify word-cards in a bingo game, generally accurately and without support. He could also spell some of these names aloud:

P15: here (it is) dog. dog I have got dog. (Lesson 5, 5 April 2008 – finding and reading his word-card: 'dog')

While his attempts at reading in the second half of the study were not always correct, they did seem to be informed by an awareness of sight-sound relationships, for example similar word-endings:

P15: [I think it- I think this says pig not eh em big.] (Lesson 9, 12 May 2008 – trying to read the word 'big')

Pupil 15 could also engage quite competently with literacy-related activities such as saying and singing rhymes and songs, often with quite challenging vocabulary (e.g. 'Five little speckled frogs') and participating in discussion of these.

1.9.6 Possible influences on L2 development – internal factors

Like Pupil 14 (as discussed in Section 4.8.6 above), Pupil 15 was a slightly older member of the Junior Infant class group (aged 6 years by the end of study, although this would not be uncommon within his peer-group; the age of Junior Infant pupils generally falls within the range 4-6 years). Although my study in School 2 did not commence until December 2007, it appeared that members of S2/G2/JIB were children who had, some albeit limited, experience of English prior to their enrolment in School 2. However, I cannot speculate as to its extent or context. The degree to which Pupil 15's L2 development as derived from the evidence provided by his analysed spoken turns was influenced by any previous experience of English, and the degree to which his apparent progress in L2 learning may have been age-related, is likewise impossible to ascertain. However, it did seem that his English language proficiency was more developed over the study period, than that recorded for slightly younger pupils who were clearly new to English.

Regarding possible home language influence, since Pupil 15 was, like Pupil 12, a native-speaker of Serbian, I was able to attend to likely L1-related features within his L2 production[4]. Most prominent among these were phonological issues. While Pupil 15 was quite an articulate and generally comprehensible speaker, aspects of his L2 production were more phonologically consistent with his L1. These included the lengthening of certain vowels, typically the rendering of the English /ɪ/ as /i/, as well as the articulation of the vowel /ʌ/ as /a/ and the diphthong /æ/ as /ɛ/. The velarisation of the glottal /h/ consonant to /x/ was also apparent throughout the study period, while the approximants /w/ and /hw/ (used in Hiberno-English) were generally expressed by the fricative /v/.

In terms of his grammatical development, possible L1-linked influences included some uncertainty regarding aspectual choice (simple or progressive aspect, e.g. 'cat are fly' in Lesson 5), similar to those highlighted in relation to Pupil 12 in Section 1.6.6. Syntactic issues were also noted with regard to in question formation. The example below is typical in this respect; it also shows possible L1-influence in lexical choice:

P15: em the- the- the- do you know, not ice-cream, not circle but triangle and not eh it ice-cream on that- on .. how it's called. (Lesson 7, 21 April 2008 – cf. Serbian: '*kako se zove*' – literally 'how itself calls' – possibly L1-transfer re. question lexis and word order, see also notes in Section 1.6.6).

Other occasional issues related to noun linkage (e.g. 'cup of egg' for 'egg-cup' in Lesson 3, the genitive case would be used in Serbian), and Pupil 15's tendency to refer to animals with gendered personal pronouns. While this may be quite common among young native-English-speakers, Pupil 15's pronoun choice may also have linked to the gender of his referents in Serbian, as in the example below ('*krava*' – 'cow' is a feminine noun):

P15: do you know whe- when when eh baby cow, she- she-

Although Pupil 15's use of articles appeared to become more frequent and accurate over the study period, the fact that articles do not feature in Serbian may have contributed to his patterns of error and omission. Cross-linguistic influence may also explain some of his preposition-related errors (see Section 1.9.3(v) above) for reasons similar to those outlined with regard to Pupil 12 in Section 1.7.6. Possible L1-linked issues also emerged in Pupil 15's auxiliary production. For example, his occasional over-use of 'can' (e.g. 'he can wear trousers' in a context anticipating 'he wears'), while not always inappropriate, seemed to

[4] See note regarding Pupil 12 in Section 1.6.6.

incorporate a semantic hint of the Serbian '*može*' – 'it/one can', which is often used in the confirming context of 'OK/sure' or 'it's possible'.

Lexically, prepositions were dropped within some English phrasal verbs, possibly reflecting their single-element Serbian equivalents (e.g. 'at' omitted in 'look at', the Serbian verb '*gledati*' – to look (at) covers the same semantic territory). Pupil 15's pronunciation of cognate lexis; e.g. 'policeman', also seemed somewhat influenced by the phonology of their L1 counterparts (in this case '*policijac*').

Regarding the possible influence of personality-linked factors and learning style, Pupil 15 appeared throughout the study period to be quite an eager participant in classroom talk. While sometimes softer-spoken than other members of the group (see Section 1.9.7 for group description), he seemed ready to take initiatives and language-related risks, particularly when speaking about a topic of interest, for example, animals. He communicated well with other children in the group, notably Pupil 16 (discussed in Section 1.10 to follow).

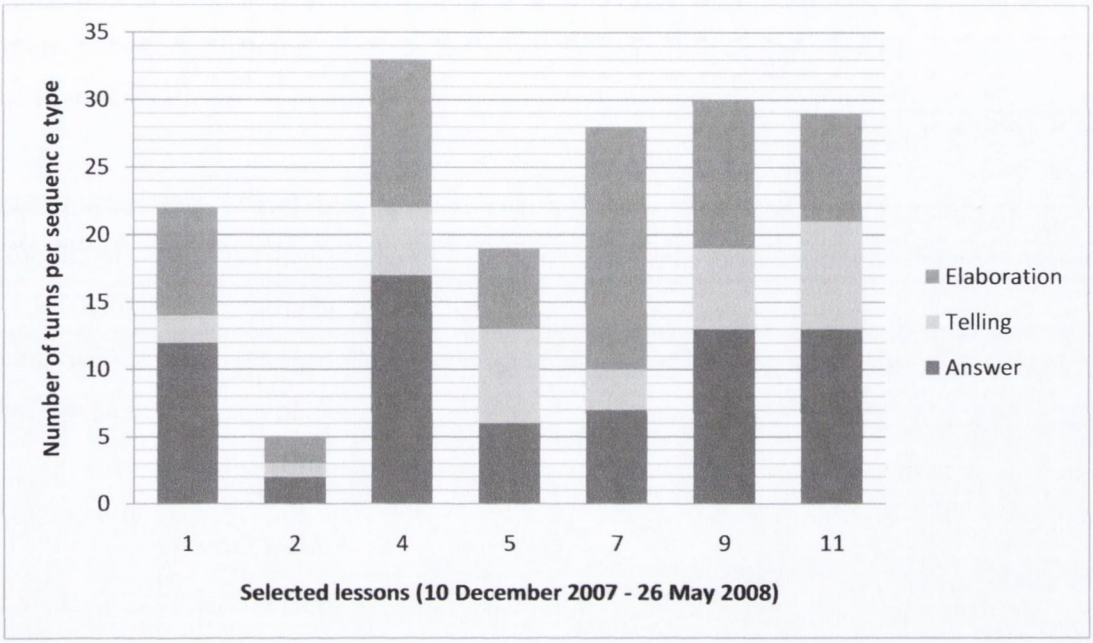
1.9.7 Possible influences on L2 development – interaction-related factors

Pupil 15 was one of the two participating pupils in the five-member Group S2/G2/JIB. While his English language proficiency level appeared slightly lower than that of other group members, he did seem quite capable of contributing to classroom talk which was usually organised on a whole-group basis. Sometimes, however, he could lose out on turn-taking slots to more proficient and confident speakers.

Pupil 15's contribution to the interactional sequences over the study period is indicated in Figure 32 (see over), which examines the distribution of 'answer', 'telling' and 'topic elaboration' turns within the selected lessons. These three turn-types accounted for most of his analysed spoken turns, with evidence that his interactional behaviour became less responsive, and more initiating or collaborative, over the research period. The increasing proportion of 'telling' and 'elaboration' type turns which predominated in the second half of the study also corresponds to evidence of a higher proficiency of L2 production in the final four lessons, as indicated in Figure 29 in Section 1.9.2 above. However, whether more active participation in classroom talk comes with higher L2 proficiency or whether participating actively allows progress in proficiency to emerge remains debatable. Any such link between active participation and evidence of higher proficiency seems likely, as noted in the previous pupil profiles, to be more complex than simply causal. Nevertheless the possibility that these variables in some way correlate suggests that facilitating active participation may enable

pupils to perform to the maximum extent of their L2 proficiency at any given stage in their learning.

Figure 32: Sequence-type indicators of interaction for Pupil 15 over the study period



Additional insights into the nature of Pupil 15's classroom interaction over the study period can be gleaned from Table 30 (see over), which indicates that while most of his analysed turns involved interaction with the teacher, he was quite capable of engaging in peer-to-peer interaction, as is apparent particularly in the final two lessons. While this does not automatically reflect more active participation patterns (Pupil 15 exhibited substantial initiative and collaborative ability in the pupil-teacher discourse recorded in Lessons 5 and 7), it does suggest that lessons with pupil-pupil discourse may well facilitate more active interaction. It therefore seems that increasing the overall number of interaction slots by encouraging more (potentially active) pupil-pupil talk, may maximise pupils' L2 use and possibly enable them to perform at their optimal L2 proficiency level within any given lesson.

*Table 30: Interlocutor identity in Pupil 15's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	33	28	5
2	15	15	0
3	46	44	2
5	49	44	3
7	47	47	0
9	50	41	7
11	36	25	13

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately, ambiguously addressed turns or self-talk are excluded from this tabulation*

1.10 PROFILE: PUPIL 16

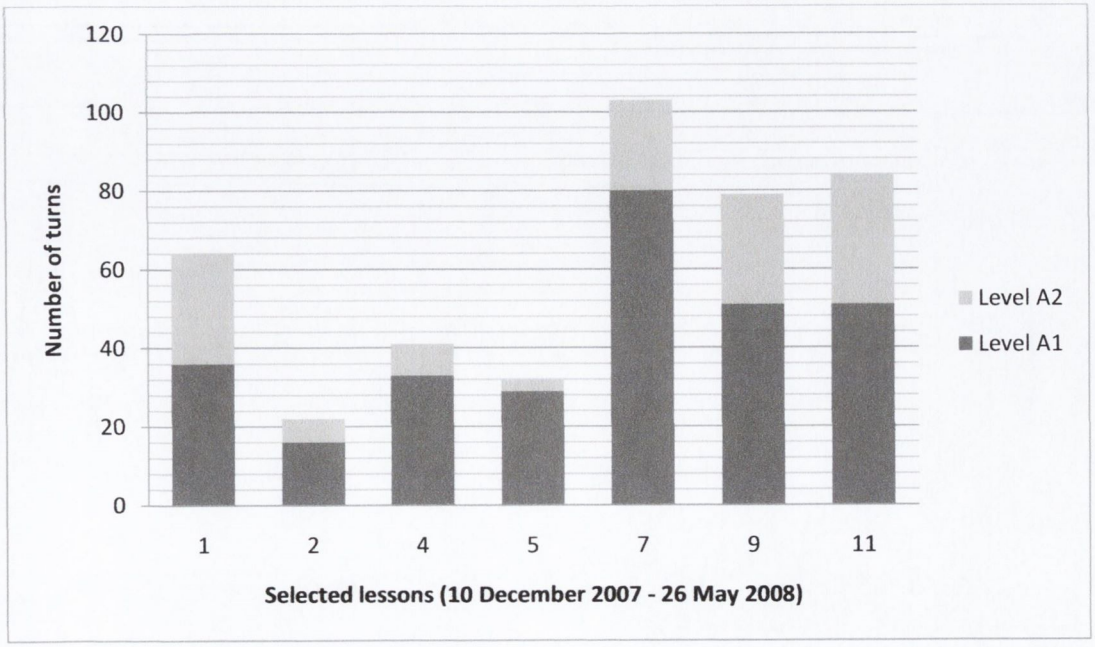
1.10.1. Personal details

During the study period Pupil 16 was a Junior Infants pupil at School 2, and like Pupil 15, a member of the lesson group S2/G2/JIB. A girl aged 5 years old by the end of my research project, she came from Poland and her home language was Polish. Her English language support began in September 2007, when she started School 2. She participated in 9 recorded lessons between December 2007 and May 2008, 7 of which were analysed. In total, 425 of her speaking turns were included in Analysis Phase II

1.10.2. Overview of L2 proficiency

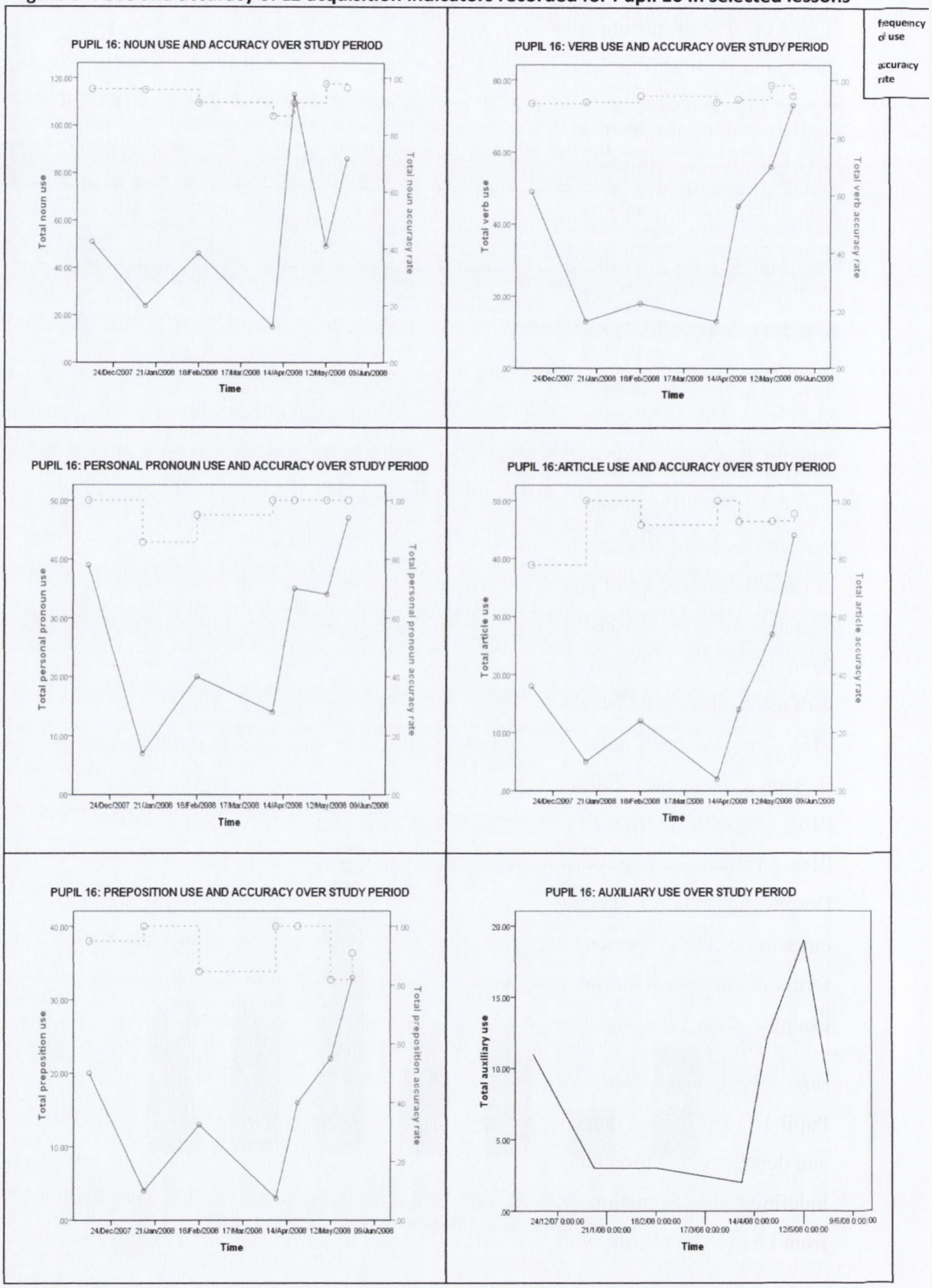
The extent of Pupil 16's analysed spoken turns within the selected lessons is shown in Figure 33 below. This graph provides an indication of her English language proficiency, obtained from the Benchmark descriptors assigned to each turn. The proficiency-linked distribution of turns for each lesson suggests that Pupil 16 was capable of a considerable degree of A2-level production from the beginning of the study period, although this capacity seemed more consistently apparent in the final lessons. However, since Pupil 16's participation within the analysed lessons was high, the actual number of her A2-linked turns (129 in all) may be as significant as their proportion in each lesson, since the complexity of her turns may have been influenced by contextual as well as proficiency-related factors (see Section 1.10.7) .

Figure 33: Proficiency levels recorded for analysed turns produced by Pupil 16 in selected lessons



1.10.3 Evidence of L2 acquisition – grammatical indicators

Figure 34: Use and accuracy of L2 acquisition indicators recorded for Pupil 16 in selected lessons



The frequency (token count) and accuracy of use of six of the indicators of L2 acquisition examined in the quantitative analysis conducted as part of Analysis Phase II are shown in Figure 34. The results obtained for each of these indicators are described below:

(i) Noun development

Pupil 16's noun use over the study period showed a general upward trend, although it also reflected her total contribution (in terms of analysed turns) to each selected lesson with a peak of 113 token counts recorded in Lesson 7. Her noun production was very accurate (with an accuracy rate generally over 90%) throughout. The vast majority (83%) of recorded errors involved incorrect lexical choice, although very occasional singular/plural confusion occurred. Appropriately used plural nouns accounted for 25% of her total noun production.

(ii) Verb development

Pupil 16's use of verbs also increased relatively consistently during the research project, peaking at 73 token counts in Lesson 11. Again, the accuracy rate of her verb production was high (over 90% throughout). While present tense stem and copular verb-forms accounted for most of the verbs she used, her analysed turns revealed a diversity of verb use. From as early as Lesson 1, instances of past tense (generally irregular e.g. 'ate', 'put', 'saw' but also some regular forms, e.g. 'washed'), progressive aspect markers and past particles were produced by Pupil 16. Her use of such forms increased across the study period. Some examples of her verb use are presented below.

P16: em (*teacher's name*) know what my cat is sick and my cat is goin' to the vet because. (Lesson 2, 14 January 2008)

P16: *(teacher's name)* I've got something to tell you funny. (Lesson 7, 21 April 2008)

P16: I catched a frog some day and I ate it. (Lesson 11, 26 May 2008)

Despite her relative accuracy, occasional errors in Pupil 16's verb production included omission of the 3rd person singular '-s' inflection in the present simple tense, use of present forms in contexts requiring past tenses, over-generalisation of regular past forms (as in the example above) and slight confusion of simple and progressive aspect.

(iii) Pronoun development

Pupil 16 used quite a range of pronouns from the beginning of the study, including personal and demonstrative pronouns, number and quantifiers, as well as the substitute pronoun 'one', indefinite (e.g. 'something'), reflexive (e.g. 'myself') and relativising pronouns (e.g. 'that') from Lesson 7 onwards, with possessive pronouns (e.g. 'yours') emerging in Lesson 11 . Her

use of personal pronouns increased to a maximum of 47 token counts over the study period, with a generally high (over 80%) and apparently increasing rate of accuracy; in the last four selected lessons, no errors were recorded. In the first half of the study, her infrequent errors included, on occasion, singular/plural confusion and non-required personal pronoun use. Her omission rate was less than 10% throughout (often zero); where omissions did occur they were usually of subject pronouns.

(iv) Article development

Pupil 16's use of articles increased substantially over the study period, rising from under 20 token counts per lesson in the first half of the project, to a peak of 47 counts in Lesson 11. The accuracy of her article production was generally high, increasing from 78% in Lesson 1 to over 90% for the remainder of the study. Occasional errors included the use of 'the' for 'a', the use of 'a' before a vowel, the use of articles instead of a possessive determiner, and non-required article use. Usually Pupil 16's rate of article omission was low (under 10%) although it fluctuated in Lessons 3 and 4 (in which few articles were recorded) to 25% to 50% of actual article use.

(v) Preposition development

Through the first half of the study, Pupil 16's preposition use did not exceed 20 token counts per lesson and often numbered fewer than 10 token counts. A consistent increase was however recorded in her production of prepositions over the final 3 lessons, to a maximum of 33 token counts in Lesson 11. The prepositions she produced included: 'in', 'on', 'of', 'up', 'to', 'about', 'for', 'with', 'like', 'at', 'under', 'over', 'down,' 'off', 'into', 'inside', and 'out', with greater diversity of preposition use recorded in the second half of the research period. While her accuracy rate was over 80% throughout, it was subject to slight fluctuation, particularly as preposition use increased towards the end of the study. Slight confusion of prepositions, particularly 'in' (with 'on' or 'into') and more isolated errors such as: 'for' in a context requiring 'of', the misuse of 'on' in place of 'under' (possibly more conceptually related), and non-required preposition use were recorded.

(vi) Auxiliary development

Figure 34 shows that Pupil 16's use of auxiliaries was generally higher in the second half of the study, peaking at 19 token counts in total in Lesson 9. Table 31 (see over) indicates that most of her auxiliary use was appropriate, giving more details as to which auxiliaries she used appropriately in each of the selected lessons. The production of the auxiliaries 'be', 'do'

and the modal 'can' predominated; over the course of the study these were used in positive, negative and question contexts with both present and past reference. However, Pupil 16 successfully attempted the auxiliary 'have' (see example in sub-section (ii) above) and the conditional 'could' in Lesson 7. She also used 'going to' (expressed as 'gonna') from Lesson 9 onwards. Some examples of her auxiliary production include:

P16: my cat was- because my cat was always howling everywhere in my house. (Lesson 2, 14 January 2008)

P16: because the sun it could melt. (Lesson 7, 21 April 2008 – 'the snow' is omitted)

P16: I- I'm gonna have a picnic. (Lesson 9, 12 May 2008)

Table 31: Auxiliary use by Pupil 16 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
1	11	11	2	5	0	0	0	4
2	3	3	3	0	0	0	0	0
4	3	3	0	2	0	0	0	1
5	2	2	0	2	0	0	0	0
7	12	12	1	5	2	0	0	4
9	19	18	2	5	0	0	1	10
11	9	8	3	3	0	0	1	1

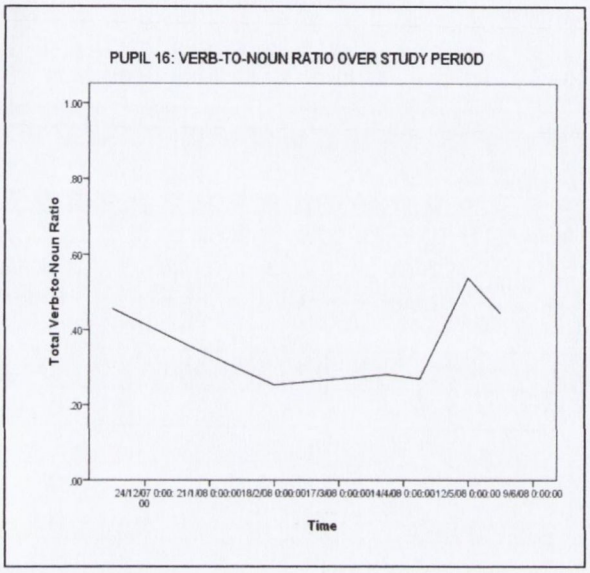
Occasional errors in her auxiliary use involved the use of the present form of the auxiliary 'be' for past reference, and syntactic error in relation to the auxiliary 'can'. Omission of auxiliaries, particularly 'be', 'do' and 'have', was also recorded, with rates of omission highest towards the beginning of the study period.

(vii) Structural development

Figure 35 gives an impression of the structural complexity of Pupil 16's spoken turns over the course of the study, based on the calculation of the ratio of verbal to nominal elements in her analysed production within each selected lesson (see Volume I Section 3.3.6 for details of methodological choices involved). While this ratio dips slightly in the middle section of the study, it rises towards the end to a level indicating that her verbal element use is between 0.40 and 0.60 of her total nominal use. This suggests that, while, as the discussion of specific L2 acquisition indicators above reveals, Pupil 16 was capable of producing some quite complex structures, a lot of shorter nominal-based turns also featured in her production. However, as mentioned in Section 1.10.2 above, the possibility that turn length and complexity may be

influenced by interactional factors as well as by L2 proficiency is worth considering, as it is important to remember that every turn, depending on the lesson requirements, may not necessarily involve language use to the maximum extent of the pupil's L2 ability. The potential implications of this observation will be discussed in more detail in relation to Pupil 16 in Section 1.10.7 below.

Figure 35: Verb-to-noun ratio for Pupil 16



(viii) Negative formation

From the beginning of the study Pupil 16 seemed able to use both 'no' and 'not' as negative markers in an appropriate manner, distinguishing between their contexts of use. She could also use the latter in contraction with auxiliaries (particularly 'do' and 'can'). However, while her efforts in this respect were generally successful, some inaccuracies (e.g. auxiliary omission) persisted, as shown in the examples below:

P16: my dad doesn't know what the decorations. (Lesson 1, 10 December 2008)

P16: eh I not have any pencils. I don't think so, you have here .. pink. (Lesson 11, 26 May 2008)

(ix) Question formation

From Lesson 1, Pupil 16 was capable of constructing not only simple 'wh-' questions (e.g. 'what's that?'), but also some quite complex question forms. These included inverted question forms, using the auxiliaries 'do' and 'can' and the copular verb, as well as indirect questions. The examples below illustrate of Pupil 16's competence with a range of question forms from the early stages of the research project:

P16: can I put it in here. (Lesson 1, 10 December 2008 – re. pencil)

P16: I don't know what to do .. OK. (Lesson 1, 10 December 2008)

However, not all of these attempts at more complex questions were accurate, with omission of auxiliaries a common source of error, as in the following example:

P16: how you know my name is PUPIL 16 *(short version)* in Polish. (Lesson 9, 12 May 2008)

(x) Clause linkage

The earliest example of clause linkage other than the use of simple conjunctives such as 'and', was recorded in Lesson 1, in the partially indecipherable turn:

P16: I need a rubber because I (xxx). (Lesson 1, 10 December 2007)

Pupil 16 became more adept in her use of this simple subjunctive over the course of the study, as indicated in the following example:

P16: I'm rich because I got thousands of money. (Lesson 9, 12 May 2008)

Attempts at relativisation also occurred early in the study, and their development was evident in the more complex structures produced by Pupil 16 in later lessons, although these were not always error-free:

P16: I- (xxx) a teacher when I grow up. (Lesson 2, 14 January 2008)

P16: like em bars that are chocolaty. (Lesson 7, 21 April 2008)

P16: some day always when I am just goin' in my pool I saw nine green speckled frog inside my pool. (Lesson 11, 26 May 2008)

Pupil 16 also tried to express conditionality using the subjunctive 'if' in Lesson 11, although with omission of the copular verb in the final clause:

P16: eh my swimmin' pool is in the back-yard and I always swim in it if the sun too hot. (Lesson 11, 26 May 2008)

1.10.4 Evidence of L2 acquisition – lexical indicators

Analysis of Pupil 16's lexical production, using the Wordlist program, within the selected lessons gave an indicator of her L2 vocabulary development over the study period. Its results are presented, in terms of individual Wordlist entries, in Table 32 (see over).

Table 32: Wordlist entries for Pupil 16 over the study period

LESSON	1	2	4	5	7	9	11
DATE	10 Dec 2007	14 Jan 2007	18 Feb 2008	5 Apr 2008	21 Apr 2008	12 May 2008	26 May 2008
WORDLIST ENTRIES	138	55	69	50	156	132	155
ENTRIES PER TURN	2.16	2.50	1.68	1.56	1.51	1.67	1.85

The number of distinct Wordlist entries per lesson appears highest in the last three lessons (between 130 and 160 separate entries), and generally much less (50 to 70 entries) in earlier lessons. Pupil 16's apparent lexical range in Lesson 1, for which a total of 138 separate Wordlist entries were recorded, may at first glance seem somewhat anomalous. However, looking at Pupil 16's ratio of Wordlist entries per analysed turn, it appears that, overall, this indicator of lexical diversity remained relatively constant (in the region of 1.5 to 2.5 distinct lexical items per turn) across the selected lessons. Comparing both these indicators of lexical development with the grammatical indicators illustrated in Figure 34 (Section 1.10.3), and with the Benchmark-linked proficiency of her analysed spoken turns illustrated in Figure 33 (Section 1.10.2) the possibility arises that evidence of L2 lexical ability may be subject to interactional or even affective factors operating within the selected lessons. It appears, however, from Table 32 that evidence of L2 lexical development (in terms of overall diversity of Wordlist entries) is strongest for lessons in which Pupil 16 was most actively involved (i.e. within which she contributed over 60 turns), although the general upward trend in this raw score for lexical range also coincides with evidence of her rising overall L2 proficiency towards the end of my study (cf. Figure 33 in Section 1.10.2).

The semantic range of Pupil 16's analysed production covered topics such as: home and family (e.g. 'brother', 'film'), body parts (e.g. 'brain', 'tongue'), school-related words (e.g.'friends' 'yard'), food items (e.g. 'sweet-corn', 'sushi'), clothes (e.g. 'tie', 'shorts'), people (e.g. 'vet', 'mechanic'), vehicles (e.g. 'tractor'), weather conditions (e.g. 'windy'), words relating to seasons and festivals (e.g. 'summer', 'decorations'), the days of the week and months of the year, as well as the names of animals (e.g. 'squirrels', 'piranha'), and plants (e.g. 'daffodils', 'tulips'). Words relating to colour, size and other descriptive terms also appeared in her recorded lexis (e.g. 'golden', 'tiny','cosy'). Often, as the examples show, Pupil 16 engaged with these topics in considerable lexical depth. Lexically, her analysed spoken turns could be linked to most of the Units of Work included in Part II of the

Benchmarks (see Section 4.9.3 for overview of Benchmark themes covered by group S2/G2/JIB).

The lexical range of Pupil 16's analysed verb production is shown in Table 33 (see over). Again, this shows a generally wider diversity of verb lexis in the final three lessons (16 to 24 verb lexemes recorded) as opposed to the early lessons in which usually less than 10 distinct verbs featured. Then exception to this pattern is, once more, Lesson 1, in which Pupil 16 produced separate verb lexemes, indicating that her verb vocabulary was quite diverse from an early stage in the study, although she was not always able (or lacked the opportunity) to utilise this knowledge within the recorded English language support lessons.

Table 33: Verb use by Pupil 16 over the study period (presented in Wordlist entry order)

LESSON	**1**	**2**	**4**	**5**	**7**	**9**	**11**
DATE	**10 Dec 2007**	**14 Jan 2007**	**18 Feb 2008**	**5 Apr 2008**	**21 Apr 2008**	**12 May 2008**	**26 May 2008**
1	get	be	cook	do	have	be	be
2	be	cook	like	get	like	get	have
3	know	drive	have	be	be	look	swim
4	call	fix	put	need	get	have	know
5	do	go	think	have	fly	fall	need
6	put	grow	know	put	know	think	jump
7	want	howl	make		melt	want	put
8	eat	know			tell	go	see
9	bring	make			cook	know	eat
10	find				crack	play	catch
11	forget				crunch	put	colour
12	have				do	sleep	go
13	help				fall	stand	get
14	look				go	start	hate
15	need				hate	wash	look
16	play				hide	work	love
17	race				need		mean
18	shop				see		pretend
19	think				smell		sharpen
20	watch				snow		sit
21	wear				splash		think
22					take		take
23							want
24							wash

Other lexico-grammatical indicators of L2 development emerged in the Wordlist entries for the selected lessons, including the widening of Pupil 16's adverbial range such as position

markers (e.g. 'here', 'there' and, by Lesson 2, 'everywhere'), time-referents (e.g. 'already', 'always') from Lesson 2 onwards, and modifiers (e.g. 'too' and 'so' initially; with greater diversity, e.g. 'almost' and 'just' recorded from Lesson 7). The possessive determiner 'my' was used by Pupil 16 throughout the study period, with 'his' produced in Lesson 11. The marking of possession by adding '-s' to proper names was also evident in Lesson 7. While the conjunctive 'and' was used in all selected lessons, 'but' also appeared occasionally from Lesson 1 onwards.

1.10.5 L2 literacy development

As mentioned in Section 1.9.5, the activities recorded for Group S2/G2/JIB focussed primarily on the development of L2 oral skills. Occasionally, however, literacy-linked tasks also featured in the selected lessons and evidence of Pupil 16's developing L2 literacy skills could be gauged. She was able to engage with literacy-related activities from the beginning of the study, showing recognition of letter sounds and names and the ability to write down simple sentences (about the day and weather) from the board, although, at this stage, she required considerable help from the teacher.

P16: c-c- "c" xxx too cold, (*teacher's name*) do you know .. what's xxx words are. (Lesson 1, 10 December 2007)

By Lesson 5 however, she was able to competently read and spell familiar words, such as the names of animals written on flashcards in a bingo game:

P16: I got spider.

P16: "s" "p" "i" "d" "e" "r". (Lesson 5, 7 April 2008 – reading then spelling word from flashcard)

Her awareness of environmental print was also evident throughout, from reading labels for food in a 'shopping' activity in Lesson 4, to reading captions on an 'opposites' poster in Lesson 9.

P16: it's a egg label. this is eggs. *(label on eggbox)* (Lesson 4, 18 February 2008)

P16: this say in out. (Lesson 9, 12 May 2008)

Her ability to observe and reflect on literacy-relevant characteristics of language also became increasingly apparent as the study progressed, as did her competence in related activities such as the accurate recitation of more complex songs and rhymes.

P16: the same- the ends are the same, cool pool. (Lesson 11, 26 May 2008 – observation re. words of song)

1.10.6 Possible influences on L2 development – internal factors

Pupil 16 was a very young child, although one who seemed to have some previous exposure to English prior to her enrolment at School 2. Evidence of her somewhat higher level of English language proficiency is therefore worth comparing to the features of L2 production highlighted for other participating pupils of a similar age who were at a much earlier stage of their English language development (see profiles discussed previously in this Volume, and overview provided in Volume 1 Section 4.6). It should, however, be noted that, while analysis of both the grammatical and lexical indicators of L2 acquisition carried out for Pupil 16 in Sections 1.10.3 and 1.10.4 above showed the considerable extent of her L2 development, much of her production was still non-target-like and required scaffolding and support. This suggests even very young children, though they may have a long-term advantage in L2 acquisition over their older counterparts, still face a steep challenge in acquiring the wide range of linguistic competence required to engage fully (both socially and cognitively) in L2 medium education.

Regarding possible home-language influence, phonological cues suggested that Pupil 16's frequent use of the voiced alveolar fricative /z/ in place of the unvoiced /s/ (e.g. 'zoup' rather than 'soup') may have been L1 linked (see notes in relation to Pupil 4, Section 1.3.6). However, she was capable of articulating the /s/ phoneme throughout the research period, often using it in place of the post-alveolar / ʃ/ (e.g. 'sop' for 'shop'). This suggests that wider issues of overall phonological development may have influenced her L2 production to some extent. Such issues may also have impinged on her articulation of the English approximant /ɹ/ as /w/, in a manner comparable to many native-speakers of English of a similar age, rather than an L1-influenced trilled (a similar pattern observed in the L2 use recorded for another young Polish child, Pupil 3, see Section 1.2.6). However, difficulty in articulating the English /ɹ/ was common among many young learners of Eastern European origin whose L1s include a (typically late-acquired) trilled /r/, therefore the possibility of more complex cross-linguistic influence cannot be ruled out (some patterns of phonological development among L2-acquiring children may be bilingual-specific, see Fabiano-Smith and Barlow 2010, and Anderson 2004). Vowel lengthening, particularly /ɪ/ to /i/ was also another feature of Pupil 15's L2 phonology over the study period which was possibly L1-related.

While, as noted in Section 1.10.3 above, Pupil 16's grammatical production was relatively accurate, with only limited evidence of any definite error trends, some features of her structural development may have been L1-linked. These included: her occasional non-

inversion of questions (after a 'wh-' type question marker), minor issues in discriminating between simple and progressive aspect, some over-use of the preposition 'in', slight inaccuracy or omission of articles. However the extent to which such features were L2 developmental, L1-influenced or both is impossible to determine. Regarding lexis, Pupil 16's use of 'delfins' for 'dolphins' in Lesson 7 may have been due to similarities between cognate vocabulary (the Polish '*delfin*' – dolphin is used with English plural morphology), although this example was an isolated case.

Consideration of issues associated with personality and learning style is also worthwhile in relation to Pupil 16. She was quite a vociferous child, who seemed from observation rather extravert and gregarious, she was usually keen to contribute to classroom talk. She was very capable of securing slots in whole-group interaction, possibly due to her relative proficiency in English in relation to other group members, but also due to her confidence and interest in the topics discussed. This would possibly help explain the generally high number of analysable spoken turns recorded for Pupil 16 in the selected lessons (as evident in Figure 33, Section 1.10.2). Obviously not all of these turns would have required extremely complex structures, which may explain the relatively high proportion A1 proficiency-coded turns in her production. However the considerable number of A2-level turns produced and the evidence of her well-developed L2 grammatical and lexical competence would suggest that, where appropriate opportunities arose, she was able to take linguistic risks and use language to the fullest extent of her L2 ability, initiating and relating quite complex concepts, such as 'cooking an egg' as shown in the example below:

P16: do you know how I cook eggs?

P16: em .. I cook the egg, I don't cook the skin. I put it into the water-

P16: into xxx a bowl, and then I cook it and then I put the skin off and then it's like a white egg inside of it. (Lesson 4, 18 February 2008 – Pupil 16 initiates topic and provides information with scaffolding, e.g. checking questions, from the teacher)

From an affective perspective, it may also be worth noting that Pupil 16 was absent for several weeks in January and February 2008, on a return visit to Poland. While this had no directly perceptible impact on her English language production in subsequent lessons, the emotional issues associated with growing up between two cultures should perhaps be considered, as the transition back to an L2-dominant society may not be easy for a child.

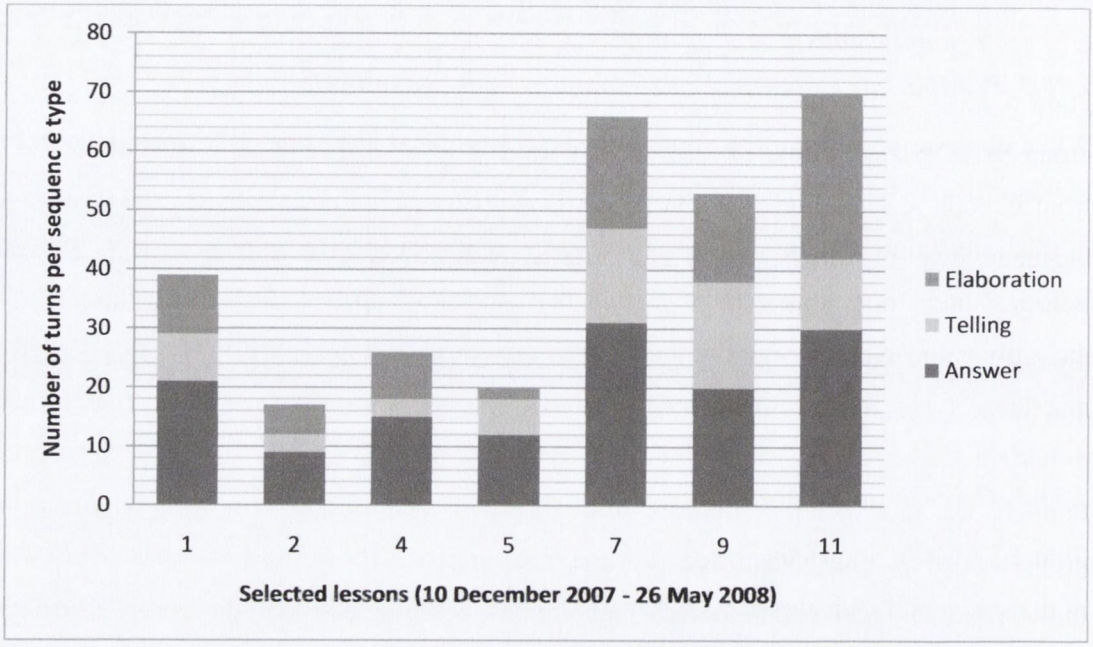
Whether this affected Pupil 16's classroom performance, between Lessons 2 to 5 is unclear, but the impact of affective and also physical factors (seasonal illnesses etc.) cannot be

entirely discounted, particularly when considering the L2 development of very young children in their first year of primary education.

1.10.7 Possible influences on L2 development – interaction-related factors

While observation of Pupil 16's interactional behaviour in the selected lessons indicated that she was an active contributor to classroom discourse, a clearer impression of her participation in this interaction may be obtained from examination of specific sequence-types: 'answers', 'tellings' and 'topic elaborations' within her analysable spoken turns. The distribution of these three turn-types for each of the selected lessons shown in Figure 36 (see over), indicates that these types together accounted for most of Pupil 16's analysed turns, therefore they provide a reasonable measure of her participation in interaction. As such, it is apparent that Pupil 16 was quite adept at initiating discourse, with a considerable and generally increasing proportion of 'tellings' identified over the study period. By in the final three lessons, such initiative-taking and collaborative 'elaboration' within classroom discourse - turn types perhaps most facilitative of extended L2 use – accounted for over half of the three turn-types investigated. The role of response-type turns in her analysed discourse cannot however be discounted and, as alluded to earlier, may be as much due to classroom factors as to a pupil's L2 proficiency within a given lesson. For instance, while Pupil 16 was capable of giving quite detailed information regarding 'cooking an egg' (see example in Section 1.10.6 above) in Lesson 4, the overall structure of the lesson, which comprised mostly a whole-group 'show and tell' activity relating to food items, may have limited opportunities for such extended L2 use. While the recordings for this lesson suggested that Pupil 16 contributed well, the availability of turn-taking slots (to be shared with the other pupils in a five-member group) and the extent of these (short responses often sufficient), may be reflected in her rather limited number of analysable spoken turns for Lesson 4 (40) and the fact that 'answers' predominated over both 'tellings' and 'elaborations' combined in this lesson.

Figure 36: Sequence-type indicators of interaction for Pupil 16 over the study period



Finally, a brief look at interlocutor identity in the selected lessons indicates that Pupil 16 engaged mostly in pupil-teacher discourse, although in two lessons (Lessons 5 and 11) slight increases in pupil-pupil interaction were apparent (see Table 34 below). Particularly in Lesson 5, the nature of the activity (flashcard bingo) seemed to encourage slightly more pupil-pupil interaction. The fact that a relatively high proportion of 'tellings' and 'elaborations' were also associated with these lessons, may suggest that facilitating more peer-interaction in classroom activities may lead more active L2 use and, possibly, learning.

*Table 34: Interlocutor identity in Pupil 16's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	64	62	3
2	22	22	0
3	41	41	0
5	32	23	8
7	103	102	0
9	79	69	5
11	84	74	9

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.11 PROFILE: PUPIL 6

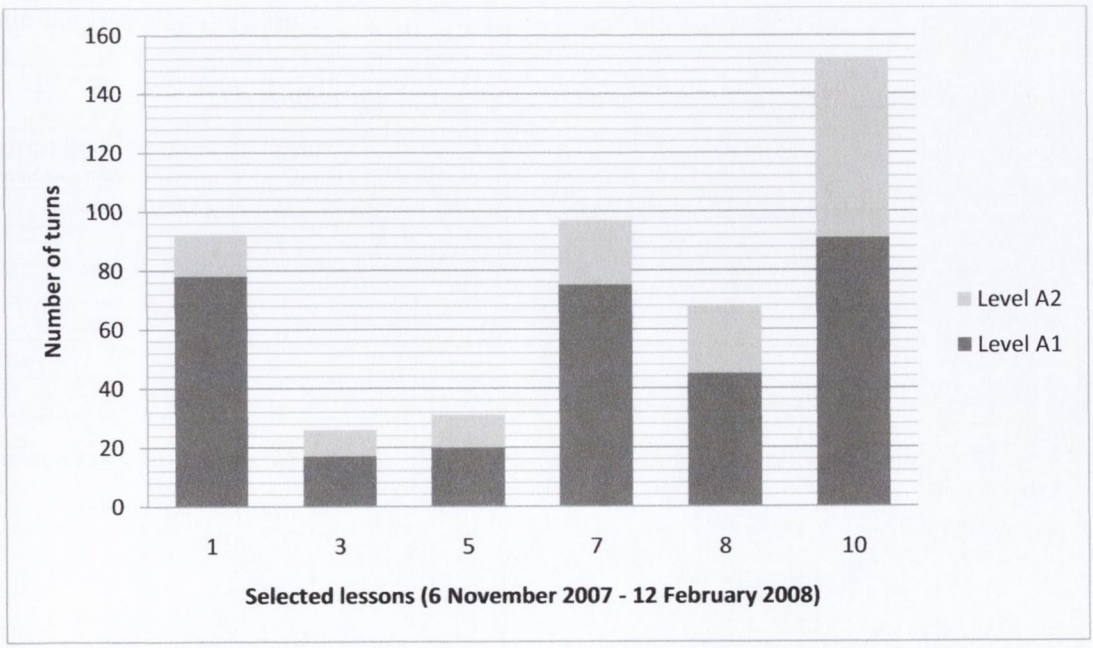
1.11.1. Personal details

Pupil 6 was a Senior Infants pupil at School 1, during the research period and a member of group S1/G2/SIA. A boy aged 6 years by the end of his participation in the study, he was from Croatia and his home language was Croatian. He was in his second year of English language support, which he had commenced in September 2006 upon starting School 1. However, in February 2008, he returned to Croatia. Altogether, he participated in 8 recorded lessons from November 2007 until he left Ireland in February 2008; 6 of these were analysed. 466 of his speaking turns were included in Analysis Phase II

1.11.2. Overview of L2 proficiency

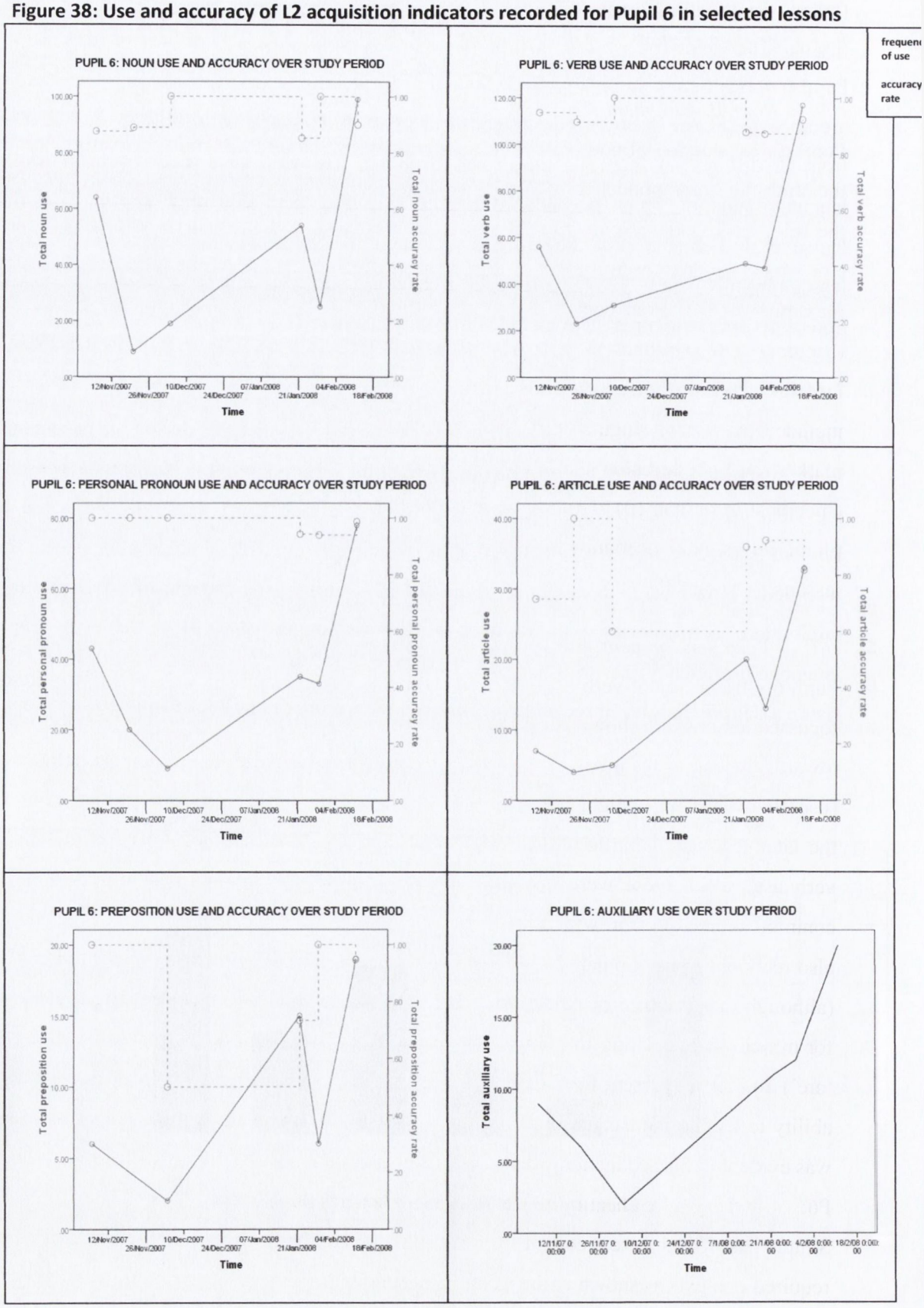
Figure 37 below shows the extent of Pupil 6's analysed spoken turns during his participation in the study, and indicates the proficiency level of his L2 production in each lesson (based on the Benchmark descriptors associated with each analysed turn). It should be noted that Lessons 3 and 5 were literacy-focussed, thus reducing the number of analysable spoken turns recorded. However, as apparent from Figure 37, Pupil 6 was capable of considerable L2 production, an increasing proportion of which was suggestive of an A2-level of English language proficiency.

Figure 37: Proficiency levels recorded for analysed turns produced by Pupil 6 in selected lessons



1.11.3 Evidence of L2 acquisition – grammatical indicators

Figure 38: Use and accuracy of L2 acquisition indicators recorded for Pupil 6 in selected lessons



Evidence of Pupil 6's L2 acquisition over the study period, as indicated by the frequency (token count) and accuracy of his production of the linguistic forms presented in Figure 38 is discussed below.

(i) Noun development

Pupil 6's production of nouns showed a general upward trend throughout his participation in the study, in correspondence with the rising number of analysed turns recorded for each of the selected lessons. Noun frequency was lowest in the literacy-focussed Lessons 3 and 5, (for which fewer turns were available for analysis of oral L2 development), but it rose to a maximum of 99 token counts in Lesson 10. Pupil 6's noun use was generally accurate (accuracy rates around or over 90% throughout). His errors were most often those of incorrect lexical choice (44% of cases), some formal errors were also recorded. These included the use of singular form in plural contexts, the omission of '-'s' as a possession marker, and on occasion the over-generalisation of the regular '-s' to an irregular plural ('peoples' in Lesson 10). His appropriate noun use was generally that of singular nouns, with plural forms only accounting for 8% of successful noun production across the selected lessons.

(ii) Verb development

Pupil 6's frequency of verb use followed a similar overall pattern; lowest in the two literacy-focussed lessons, but showing a general increase (to a peak of 117 token counts in Lesson 10) towards the end of his involvement in the study. While his accuracy rate appeared to be high (usually over 90%), a slight downward fluctuation (to 87% in Lesson 8) was noted in some of the later lessons. Uninflected present simple tense forms accounted for most of Pupil 6's verb use; while these were generally appropriate the 3rd person inflection '-s' proved a common source of error, with other issues such as the use of present forms for past reference also recorded. The copular verb 'be' was also frequently used, generally in the present tense (although one instance of past-tense use was recorded) and with considerable accuracy but for minor issues relating to number (typically use of the singular 'is' rather than the plural 'are') and tense (present for past). However, throughout the study, Pupil 6 demonstrated an ability to use an increasing diversity of verb forms. These including the progressive which was evident in his production from Lesson 1 onwards:

P6: aw! .. you're cheating. (Lesson 1, 6 November 2007)

Simple past forms were recorded from Lesson 3, although they were not always applied in all required contexts as shown in the example to follow:

P6: I know I had something wrong. (Lesson 3, 20 November 2007, context requires 'knew')

Most simple past forms produced by Pupil 6 were irregular forms such as 'had', 'put', 'said', 'went', 'forgot', 'saw' etc., with only the infrequent production of regular forms, for example 'happened'.

Past participles were used by Pupil 6 from Lesson 1 onwards, although often with the omission of required auxiliaries. This was particularly evident in Pupil 16's use of 'got' in contexts requiring 'have' or 'have got' (from Lesson 1 onwards), his use of 'allowed', rather than 'am allowed' (from Lesson 2) and 'been' in contexts requiring either 'have been' or 'was/were' (from Lesson 7, to be discussed further in Section 4.11.6 to follow). On occasion, the more appropriate use of the past participle to express perfect tense was recorded:

P6: black nose and tail blue .....and have I made a mistake .. blue. .. finished. I'm finished. (Lesson 5, 4 December 2007).

More adjectival use of participles, such as the set-phrase-like use of 'finished' above was recorded throughout the study. Occasionally, verbal nouns (e.g. 'swimming' as in 'swimming pool') were also produced.

(iii) Pronoun development

Pupil 6 seemed capable of producing a range of pronouns from the beginning of the study period. These included personal, demonstrative, indefinite (e.g. 'nothing'), possessive (e.g. 'mine'), the substitute pronoun 'one', numbers and quantifiers. His use of personal pronouns showed a general rise across the selected lessons to a maximum of 78 token counts in Lesson 10. The accuracy of his production was high (over 90% accurate throughout) with only very infrequent errors recorded (e.g. the use of object for subject pronouns, or masculine for feminine gender). He rarely omitted personal pronouns (omission rate generally under 10%), although where omissions occurred they were usually of subject pronouns.

(iv) Article development

Pupil 6's use of articles increased quite steadily throughout his involvement in the research project, from under 10 token counts in the early lessons to 33 counts in Lesson 10. One instance of the plural article 'some' was also recorded ('some coffee' in Lesson 3). However, as Figure 38 shows, his accuracy of article use fluctuated considerably (from 60% to 100% accurate). It seemed though that his production was becoming more consistently accurate towards the end of the study, as his recorded article use increased. Typical sources of error included: confusion of 'a' and 'the', use of 'a' before a vowel and over-use of articles in non-

required contexts. Article omission appeared to be more of an issue for Pupil 6, particularly in the first half of the study when his omission rate reached up to 100% of his actual article use. Although this rate fell to around 20-30% in the final three lessons (when overall article use was higher), omission of articles remained quite a prominent feature of his L2 production throughout.

(v) Preposition development

Pupil 6's production of prepositions also showed a general increase over the study period, reaching a peak of 19 token counts in Lesson 10 (no prepositions were recorded in his analysed spoken turns in Lesson 3, Figure 38 therefore has extrapolated trends between Lessons 1 and 5). The accuracy of his production varied (from 50% to 100% accurate), although there is evidence of much more accurate production towards the end of the study, as his overall use of prepositions increased. The prepositions produced by Pupil 6 across the study included: 'in', 'up'. 'like', 'over', 'behind', 'at', 'of', 'to', 'from', 'around', and 'down'. Sources of error typically involved the use of 'in' in contexts requiring 'on' or 'into', while 'for' was occasionally used in place of 'to'. Omission of prepositions was generally infrequent although it could occur in contexts requiring more than one preposition, for example the omission of 'in' within the phrase 'up the sky' (Lesson 7).

(vi) Auxiliary development

As Table 35 shows, Pupil 6's production of auxiliaries increased over the selected lessons, and his appropriate auxiliary use diversified during the study period. While he could use the auxiliaries 'be' and 'do' appropriately from Lesson 1 onwards, the emergence of 'have' in Lesson 5, his relatively frequent use of the modal 'can' from Lesson 7 onwards, and his use of 'going to' in an attempt at future reference in Lesson 10, indicated possible developments in his L2 linguistic competence.

Table 35: Auxiliary use by Pupil 6 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
1	9	9	1	8	0	0	0	0
3	6	6	0	6	0	0	0	0
5	2	2	0	1	1	0	0	0
7	11	7	2	4	0	0	0	1
8	12	12	1	5	0	0	0	6
10	20	17	1	12	0	0	1	3

Pupil 6 proved capable of using auxiliaries in positive, negative and interrogative contexts, with his use of the auxiliary 'do' for past reference increasing over the study period. Examples of his auxiliary production included:

P6: oh no, I didn't do that one. (Lesson 3, 20 November 2007)

P6: can we colour these? (Lesson 8, 29 January 2008 – re. buildings in picture)

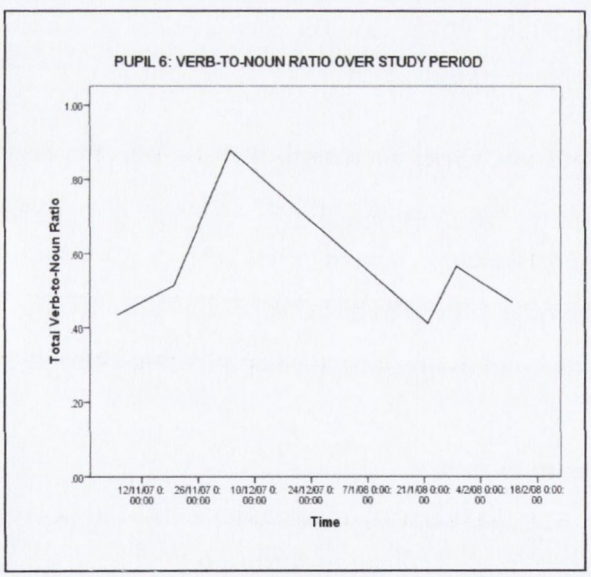
P6: em .. it's .... I'm going to xxx .... swimming pool and xxx is swimming pool. (Lesson 10, 12 February 2008 – slightly unclear, but Pupil 6 is referring to his plan to draw a swimming pool as an item on a 'town map')

His auxiliary choice however was not always appropriate, particularly his tendency to use the auxiliary 'do' in contexts requiring the perfect tense marker 'have' (see also Section 1.11.6). Omission of auxiliaries, particularly 'be', 'have' and 'do' (the latter usually in question formation) was also a notable feature of his L2 use over the study period.

(vii) Structural development

An indication of the complexity of Pupil 6's turns in terms of their ratio of verbal to nominal elements (see Volume I Section 3.3.6) is provided by Figure 39.

Figure 39: Verb-to-noun ratio for Pupil 6



Apart from a slightly anomalous peak of 0.88 in Lesson 5, Pupil 6's verb-to-noun ratio remained relatively stable across the study period (in the region of 0.4 to 0.6). This suggests that his use of nominal elements outnumbered his use of verbal elements considerably, despite the fact that he proved capable of some quite complex verb use (see sub-section (ii) above) within the selected lessons. The role of interactional as well as proficiency-related

factors in contributing to the prevalence of nominals in his classroom talk may, therefore, be worth considering as a possible influence on L2 use/learning (see Section 1.11.7 to follow).

(viii) Negative formation

While Pupil 6 appeared to be quite competent in using both 'no' and 'not' as negative markers in appropriate contexts, occasional instances of 'no' in place of 'not' were recorded, particularly early in the study:

P6: no mine is bread. (Lesson 1, 6 November 2008 – 'mine isn't bread')

From Lesson 1, he proved capable, however, of using 'not' in contraction, particularly with both past and present forms of the auxiliary 'do'. The use of 'not', especially in conjunction with progressive verb-forms, was quite often accompanied by the omission of the auxiliary 'be', for example:

P6: ah he not going up- the sky. he xxx down. and he is the man driving it. (Lesson 7, 22 January 2008 – drawing picture of aeroplane)

The possibility that this may be influenced by features of his home language will be discussed in Section 1.11.6.

(ix) Question formation

Pupil 6's question forming structures seemed to increase in diversity and complexity across the study period, beyond simple 'wh-' question forms which predominated in Lesson 1. Inverted questions emerged within his analysed spoken turns from Lesson 5 onwards, for example:

P6: is this OK. (Lesson 5, 4 December 2007, checking work)

P6: xxx did you read this book? (Lesson 5, 4 December 2007)

However, throughout the study, inversion proved problematic for Pupil 6; much more typical of his question formation were non-target-like structures such as:

P6: what you doing? (Lesson 10, 12 February 2008)

This tendency toward non-inversion may have been developmental. However the possibility that L1-related factors may have contributed to this characteristic of his L2 production will be explored in Section 1.11.6.

Pupil 6 attempted indirect questions from Lesson 1 onwards, although again, these attempts were not always syntactically correct and may have been coloured by L1-linked features, as in example below:

P6: em .. I don't know how called. (Lesson 1, 6 November 2007 – see also Section 1.11.6)

He also used question words as relativisers in the final lesson, for example:

P6: but eh me and mammy- my daddy and me went where my mam work. (Lesson 10, 12 February 2008)

(x) Clause linkage

Up until Lesson 10, Pupil 6 tended to link clauses with simple conjunctives only, apart from his attempts at indirect question forms discussed above. In the final lesson, a greater diversity of clause-linking ability emerged. This included the use of 'because' to link a response as 'reason' to a 'why?' question asked by the teacher:

P6: because we playing. (Lesson 10, 12 February 2008)

It also featured more complex linkage, involving the use of relativisers mentioned in sub-section (ix) above, and the subjunctive 'if' to express conditionality, as in the example below:

P6: and if eh you work then you get money. xxx you work for it. (Lesson 10, 12 February 2008)

Unfortunately, as Pupil 6 left Ireland after Lesson 10, it is impossible to say whether or how these emerging L2 clause-linkage abilities developed.

1.11.4 Evidence of L2 acquisition – lexical indicators

The extent of Pupil 6's L2 lexical development across the study period was investigated using the 'Wordlist' program, the number of Wordlist entries per selected lesson serving as an indicator of his vocabulary range recorded within his analysed spoken turns (see Volume I Section 3.3.6).

Table 36: Wordlist entries for Pupil 6 over the study period

LESSON	1	3	5	7	8	10
DATE	6 Nov 2007	20 Nov 2007	4 Dec 2007	22 Jan 2008	29 Jan 2008	12 Feb 2008
WORDLIST ENTRIES	87	43	51	110	101	180
ENTRIES PER TURN	0.94	1.65	1.65	1.13	1.48	1.18

Accepting that lower figures recorded for Lessons 3 and 5 were heavily influenced by the fact that these lessons focussed on literacy and thus yielded much fewer analysable instances of spontaneous speech, it would nonetheless appear that Pupil 6's lexical range (based on the total number of distinct Wordlist entries per selected lesson) expanded over the study period. By the end of his participation in the study (one and a half years after commencing English

language support) it seemed that he could produce quite a diversity of L2 lexis, with 180 separate Wordlist entries recorded for Lesson 10. His ratio of Wordlist items per turn would have been somewhat subject to lesson-related factors (particularly the fewer analysable spoken turns for Lessons 3 and 5), but it generally varied in the region 1.0-1.5 items per turn.

The semantic range and depth of his vocabulary was apparent in the variety of topics covered within the Wordlist data, and the extent to which Pupil 6 engaged with them. These included: words relating to his family and personal interests (e.g. 'grandfather', 'movie'), household items and toys (e.g. 'cup', 'skateboard'), school-linked words (e.g. 'crayons', 'mistake'), a range of foodstuffs (e.g. 'strawberries,' 'steak'), clothes (e.g. 'hat', 'helmet'), weather-related words (e.g. 'snow'), people and occupations ('pilot', 'chef'), vehicles and travel (e.g. 'motorbike', 'aeroplane'), local and far-off places (e.g. 'library', 'moon'), as well as animal names (e.g. 'hamster', 'zebra'). In addition, Pupil 6 produced words describing attributes, such as colour, size and quality (e.g. 'yellow', 'little', 'stinky'). These topics could be linked to Benchmark descriptors for all the thematic units covered within the lessons analysed for Group S1/G2/SI (which included all 'Units of Work' except for Unit 8 – 'Seasons, holidays and festivals' and Unit 10 – 'Time'; Unit 11 – 'People and places in other areas' and Unit 13 – 'Caring for our locality' featured as a secondary links in the selected lessons).

The lexical extent of Pupil 6's verb use is presented in Table 37 below. Again it shows a general increase across the study period with semantically more specific verbs emerging in later lessons. Other indicators of lexico-grammatical development were also evident within the Wordlist data, including Pupil 6's more diverse use of adverbs. This ranged from basic markers of place, time and degree (e.g. 'here', 'now' and 'very', which were used throughout) to slightly more complex modifiers such as 'really' and 'altogether' which emerged in Lesson 8. Expression of possession was apparent from Lesson 1, initially with personal reference ('my', 'mine') but later covering possession by others ('your' from Lesson 5 onwards and 'his' recorded in Lesson 10). On one occasion Pupil 6 applied the '-'s' ending to a proper noun to indicate possession ('Granny's' in Lesson 7). The simple conjunctive 'and' was used by Pupil 6 throughout the study, while 'but' emerged from Lesson 7 onwards, with the subjunctive 'because' recorded only in Lesson 10 (see Section 1.11.3(x) above).

Table 37: Verb use by Pupil 6 over the study period (presented in Wordlist entry order)

LESSON	1	3	5	7	8	10
DATE	6 Nov 2007	20 Nov 2007	4 Dec 2007	22 Jan 2008	29 Jan 2008	12 Feb 2008
1	be	finish	be	finish	know	be
2	like	have	look	be	get	like
3	know	know	get	look	be	work
4	get	allow	colour	know	colour	finish
5	finish	colour	finish	draw	do	swim
6	have	do	do	go	finish	need
7	look	forget	make	have	race	eat
8	call	look	put	like	call	go
9	go	need	read	make	draw	happen
10	cheat	want	say	see	eat	look
11	draw	be	think	walk	make	make
12	eat	write		do	need	want
13	put			go	put	get
14	want			learn	reach	have
15				need	show	know
16				run	stop	say
17					swim	think
18					talk	break
19					want	come
20						cook
21						copy
22						do
23						forget
24						let
25						play
26						put
27						see
28						turn
29						win
30						write

1.11.5 L2 literacy development

Literacy-related activities featured in most of the lessons selected for Pupil 6, particularly Lessons 3 and 5. In Lesson 1, Pupil 6 attempted reading flashcards representing words for familiar food items. However, he required a lot of help with this activity, often finding it difficult to distinguish even initial sounds, and appearing to guess rather than actually read the words, based upon prompts received (e.g. saying 'bread' for 'burger'). Lesson 3 focussed on the shared reading of a phonics-based 'big book' which featured words ending with an

'-ug' rhyme. Again, Pupil 6 found this activity quite challenging, with many of his attempts at reading appearing to be merely repetition or guessing. While he seemed to understand most of the simple story and could use semantic and visual cues as aids to the identification of familiar words such as 'bug', the recognition of these words out of context (e.g. in reading a list of all the '-ug' words covered within the book) proved difficult. In addition, L2 grammatical challenges, such as familiarity with past tense forms, seemed to impinge on Pupil 6's attempts at reading, with grapho-phonic cues proving of only limited assistance in such cases (e.g. he frequently identified the word 'dug' as 'dig'). L2 vocabulary range also emerged as an issue in Pupil 6's reading efforts; unfamiliar words included in the book primarily for their phonetic properties, such as 'mug' (he guessed 'cup') and 'pug' (he identified this as 'teddy' or 'dog') proved very problematic. Regarding writing, in Lesson 3 Pupil 6 was capable of copying the list of '-ug' words written on the board, although it was not always clear if he actually understood the words he was writing down. He could also attempt a short dictation exercise, based on sentences including these '-ug' words, although this task seemed very challenging for him and he required a lot of help. Nevertheless, some evidence of letter recognition and orthographic competence was apparent, as in this example:

P6: the bug. .. "g" (Lesson 3, 20 November 2007 – spelling to himself while writing)

In Lesson 5, Pupil 6 also engaged in a series of literacy-related activities. He attempted reading aloud from a simple reader (homework from the previous night), based on variations of simple sentences such as 'look at the ...' and 'legs are for ... (e.g. walking)'. However, again this proved very difficult. Pupil 6 appeared to be heavily reliant on visual cues and had problems identifying familiar sight vocabulary (e.g. 'the', 'are' etc.). The main focus of the lesson was on phonics-based activities (similar to Lesson 3), this time focussing on '-ig', and '-at' rhymes. Again, these proved challenging, both in terms of grapho-phonic recognition (compounded possibly by aspects of English phonology particularly production of the 'w' consonant, which Pupil 6 consistently articulated as /v/, see Section 1.11.6 regarding L1 influence) and also in relation to knowledge of the L2 vocabulary used in the examples. Regarding the latter, the resource text's use of 'wig', 'rig' and 'Mig' (the name of a band in the story) seemed particularly confusing, and it was unclear if Pupil 6 fully understood the teacher's explanation of these new words. It did seem that Pupil 6 could engage more readily in literacy-focussed activities which were based on the use of more familiar lexis, for example he could voluntarily recount some parts of a similar story based on '-at' rhyme words.

P6: [you know that].. you know that dream, teacher, dream.

P6: fat cat dreaming ..of food. (Lesson 5, 4 December 2007)

However, his actual reading even of these orally-known words beyond their immediate context (e.g. on a white-board list) was still highly inaccurate with evidence of guessing and letter-recognition difficulties (e.g. confusion of 'b' and 'd') apparent. Nevertheless, Pupil 6 did prove capable of recognising individual letters on a phonics-based poster in Lesson 5:

P6: oh I know that "s" "a"

P6: "t" "i" "n" .. "e" "p". (Lesson 5, 4 December 2007, 't', 'i' and 'n' – involve repetition of another pupil)

Some evidence of more competent engagement with short texts was apparent in by Lesson 8, although Pupil 6's maximum attempt at unassisted reading from a homework reader comprised:

P6: yes I can said .. (Lesson 8, 29 January 2008, teacher helps Pupil 6 to complete sentence with 'Adam.')

Recognition of initial sounds and basic sight vocabulary still proved extremely difficult and Pupil 6 required a lot of support. Similarly in Lesson 10, the identification of words for different buildings on a whiteboard list proved challenging, with Pupil 6 frequently asking for assistance and finding it difficult to use grapho-phonic cues to recognise familiar words. His attempts to copy these words in writing were also characterised by inaccuracy, as his oral attempt to spell 'toyshop' suggests:

P6: "t" "o" "t" is "t" "o" "t". (Lesson 10, 12 February 2008)

1.11.6 Possible influences on L2 development – internal factors

While Pupil 6 was in his second year of primary education, he was still among the younger participating pupils, aged just 6 years old at the end of his involvement in the study. This obviously affected the range of activities within which he could engage. The extent of his L2 literacy development, for instance, was affected by age-related issues (the tasks he was involved in were typical of mainstream early-literacy activities for Senior Infants), as well as L2 proficiency alone. His one-year experience of education, including English language support, was however apparent in comparison with some of the slightly younger participants who were very new to both English and the school environment per se. This was not only evident in his English language proficiency level, but also in his familiarity with the school setting and peer-group culture (e.g. he had acquired common colloquialisms such as 'cool!'), and this familiarity may have added to his confidence in classroom interaction.

Regarding possible L1 influence, knowledge of the Croatian language enabled me to examine whether cross-linguistic transfer featured in Pupil 6's English language development over the study period[5]. Phonologically, evidence of home language influence seemed quite perceptible; in relation to consonantal sounds Pupil 6's articulation of 'w' and 'wh' (/w/ and /hw/ in Hiberno-English) as /v/ (mentioned in Section 1.11.5 above) was prominent throughout (only the /v/ phoneme exists in Croatian). Also, his tendency to produce /l/ for the phoneme /ɹ/ may also have been influenced, at least in part, by L1-related factors. Although the approximant /ɹ/ does not exist in Croatian, the alveolar trill /r/ does. Research indicates that the trilled /r/ phoneme is generally late-acquired (see Fabiano-Smith and Barlow 2010) – in Croatian and closely related languages it may be pronounced as /l/ among children up to school-going age. A similar production of /l/ in contexts requiring /ɹ/ was also noticed among other very young children who were native-speakers of Slavic or Baltic languages, particularly Pupil 17 (L1 – Latvian) and also Pupil 3 (L1 – Polish). Regarding vowels, the most prominent source of possible influence was Pupil 6's articulation of the diphthong /æ/ (e.g. in 'can') as /ɛ/, resulting perhaps differences between the English and Croatian vocalic systems (five basic vowels: /a/ /e/ /i/ /o/ /u/ used in short and long forms, with /j/ modifying these sounds).

Features of Pupil 6's L2 grammatical development also offered evidence of possible cross-linguistic transfer. This was most apparent in relation to expression of tense, and may have contributed to the challenges facing Pupil 6 in differentiating between past simple and present perfect tenses. In particular, Pupil 6's confusion of the past participle 'been' with the lesser used simple past of the copular verb 'was/were', suggested non-discrimination between their situations of use. Often he used either form to indicate simple past reference as in the example below:

P6: I been, I been, I been at my granny then I saw and a swimming pool. (Lesson 10, 12 February 2008)

However he did use 'been', always without the auxiliary 'have', in situations in which the present perfect tense would be appropriate:

P6: I- I been I been I been where is mammy work. (Lesson 10, 12 February 2008)

While the development of simple tenses is likely to proceed ahead of perfect forms, instances requiring use of the English 'present perfect tense' can often be expressed in Croatian by using the present or past simple tense (as appropriate to the situation) plus a time marker (e.g.

[5] Observations regarding possible Croatian/English cross-linguistic transfer are based on experience outlined with regard to Pupil 12 (see note in Section 1.6.6).

'*već*' – 'already'). This may have added to Pupil 6's confusion in distinguishing between simple and perfect tenses in English. His use of 'already' in an incomplete turn recorded in Lesson 1 is suggestive of such transfer:

P6: he already (turn my). (Lesson 1, 6 November 2008 – complaining that another pupil has (already) taken his turn)

Such use of 'already' as a tense marker was also noted among other native-speakers of Slavic languages participating in my project (e.g. Pupil 4, see Section 1.3.6).

Syntactic differences between Croatian and English may also have contributed to Pupil 6's formation of L2 structures, particularly questions. His tendency to omit inverting auxiliaries after a 'wh-' question word mirrored a feature of his L1 in which no such inversion is necessary, for example:

P6: how you draw boat. (Lesson 7, 22 January 2008 – literal equivalent of the Croatian '*kako crtaš brod?*')

Syntactic issues were also apparent in his formation of indirect questions, as illustrated in Section 1.11.3(ix) above. Again these usually involved the omission of auxiliaries, and may also have been affected by the use of active reflexive verbs within an L1 context rather than the passive constructions such as 'is called' required by English (this is comparable to the indirect question formation of Pupil 15, a native-speaker of Serbian, discussed in Section 1.9.6). Lexical choice of question word seemed likewise subject to L1 influence, for example, in Pupil 6's preference for 'how' rather than 'what' in situations where the Croatian question word '*kako*?' (how) would be used (e.g. 'how called'). This was also evident in the production of participating pupils from other Slavic language backgrounds (Serbian, Polish).

Other grammatical issues which may have been linked to L1 features included Pupil 6's frequent omission of auxiliaries in negative structures, for example:

P6: but they- but they not cooking. (Lesson 10, 12 February 2008 – Croatian '*ali (oni) ne kuhaju*' – but (they) / negative marker / cook – imperfective aspect)

In Croatian, negation is indicated simply by adding the negative marker '*ne*' before a present tense verb (no additional auxiliaries are required). Pupil 6's omission of auxiliaries often affected progressive structures, such as the example above (he used 'don't' and 'didn't' quite accurately), suggesting that his error patterns may have been linked to aspect-related issues. Instances indicating aspect uncertainty were also evident in his positive structures. Aspect distinction in Croatian (perfective/imperfective) differs considerably from the English simple/progressive dichotomy, both in terms of how this is effected (internal changes to the verb) and in terms of context of use (a typical feature of Slavic grammar – see Section 1.6.6

for discussion in relation to Pupil 12). Double negatives, also typical of his home language, were also recorded in Pupil 6's L2 production:

P6: I don't have nothing. (Lesson 1, 6 November 2007 – Croatian: '*(ja) nemam ništa*', literal equivalent, pronoun usually dropped)

Verb omission after the auxiliary 'can', suggestive of the use of the Croatian verb '*moći*' (to be able) for confirmatory purposes, was also noted (see discussion re. Pupil 15 in Section 1.9.6):

P6: and this is pilot, this ... can wings. (Lesson 7, 22 January 2008 – while drawing, 'be' omitted, although 'can' possibly used simply for confirmation, similar to 'OK, wings')

The example above also highlights Pupil 6's tendency to omit articles, mentioned in Section 1.11.3(v) above, and again may be influenced by the fact that articles do not exist in Croatian. Other features, particularly Pupil 6's use of prepositions, which though generally accurate did indicate some confusion of 'in' and 'on' (the Croatian prepositions '*u*' and '*na*' are not exact translation equivalents), and his use of 'in' within a context requiring 'into' (no such distinction exists in Croatian, the nature of the verb determines the case-ending of the following noun and thus differentiates meaning. This was also noted in relation other participants with Slavic L1s (Pupils 12 and 15 – Serbian, also Pupils 2, 3, 4, 16 – Polish). While, as noted in Section 1.11.3, Pupil 6's omission of pronouns was relatively infrequent, his tendency to omit subject pronouns may relate to the fact that Croatian is a pro-drop language. Although little evidence of cross-linguistic influence was apparent in relation to lexis, Pupil 6's omission of 'at' when using the phrasal verb 'look at' in Lesson 5, may link to the use of the single-element verb '*gledati*' to cover the same meaning (also noted in relation to Pupil 15, see Section 1.9.6)

Regarding possible learning style and personality-related influences, Pupil 6 appeared to be a very extravert pupil who participated actively in classroom activities and was willing to volunteer information and speak to the maximum extent of his L2 ability about topics of personal interest, for example, telling the story of a film he had watched (Lesson 8), or talking about places he had visited (Lesson 10). However, as was particularly apparent within the literacy-focussed activities, he often seemed prone to guessing, or rushing into answers without perhaps taking time to think of what he was saying. Nevertheless he was quite competent at communicating meaning, even if this communication was not always entirely accurate, as shown in his compensation strategies when referring to the unknown lexical item 'bagel' below:

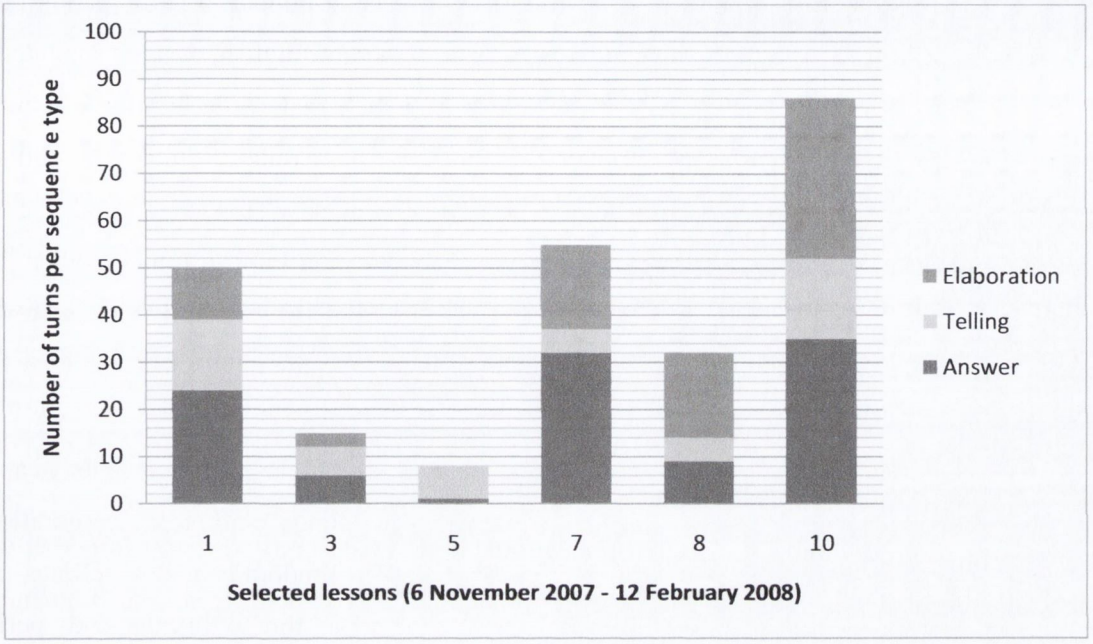
P6: I got like this bread .. donut .. donut bread. (Lesson 1, 2 November 2007)

1.11.7 Possible influences on L2 development – interaction-related factors

Pupil 6 was a member of Group S1/G2/SI which also included Pupil 5, a participating pupil of Nigerian origin who, being it appeared a speaker of Nigerian English, was not included in Analysis Phase II of this study. It is worth noting however, that while Pupil 5 was much more linguistically competent than Pupil 6, he was a much quieter child who did not participate as spontaneously as Pupil 6 in classroom discourse. However, Pupil 5 could engage with relative ease in the English literacy activities which Pupil 6 found challenging. Also, in Lessons 7 and 8, this group included Pupil 7, a newly arrived pupil from India who though 8 years old and in the mainstream 2nd Class, appeared quite new to English (see 1.12 to follow).

Some insights into Pupil 6's interactional patterns within classroom discourse, can be obtained from analysis of the distribution of 'answers', 'tellings' and 'topic elaborations' illustrated in Figure 40 (see over). It would appear from the predominance of 'tellings' and 'elaborations' among these three turn-types that he was capable, throughout the study period, of initiating and collaborating actively in classroom discourse (the literacy-focussed Lessons 3 and 5 obviously yield further turns for analysis). It should also be noted, that Pupil 6 was quite capable at producing other turn-types associated with active participation (which for practical reasons were not included in Figure 40, see Volume I Section 3.3.6 regarding methodological decisions). He was quite adept at asking questions (as indicated in Section 1.11.3(ix) above), at making suggestions (either in response to the teacher's questions or more spontaneously) and complaints (e.g. to secure turn-taking slots in classroom discourse). As quite a confident and talkative child, he seemed to avail of opportunities for L2 use offered with his English language support classroom, and this active participation may have both contributed to and been affected by the developments in his L2 grammar and lexical range discussed in Sections 1.11.3 and 1.11.4 above.

Figure 40: Sequence-type indicators of interaction for Pupil 6 over the study period



Looking at the identity of his interlocutors, it appeared that, like the other pupils discussed so far, Pupil 6 interacted mostly with the teacher (see Table 38 below). However, he proved quite capable of peer-interaction, even considering this was generally with a more proficient child (Pupil 5) for example in Lesson 8 in which pupil-to-pupil discourse accounted for 15% of his total number of turns. Maximising peer discourse so as to optimise L2 use, and possibly learning, is therefore worth considering. It is interesting to note that in Lesson 8, due to the arrival and increased involvement of Pupil 7, the amount of teacher-to-pupil talk time available per child within the now three-member group may have decreased somewhat, suggesting the exploitation of peer-interaction for language learning purposes may be both a practical and a potentially beneficial way of meeting the needs of young ESL learners.

*Table 38: Interlocutor identity in Pupil 6's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	92	90	5
3	26	25	1
5	31	25	3
7	97	91	5
8	68	55	10
10	152	140	8

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation*

1.12 PROFILE: PUPIL 7

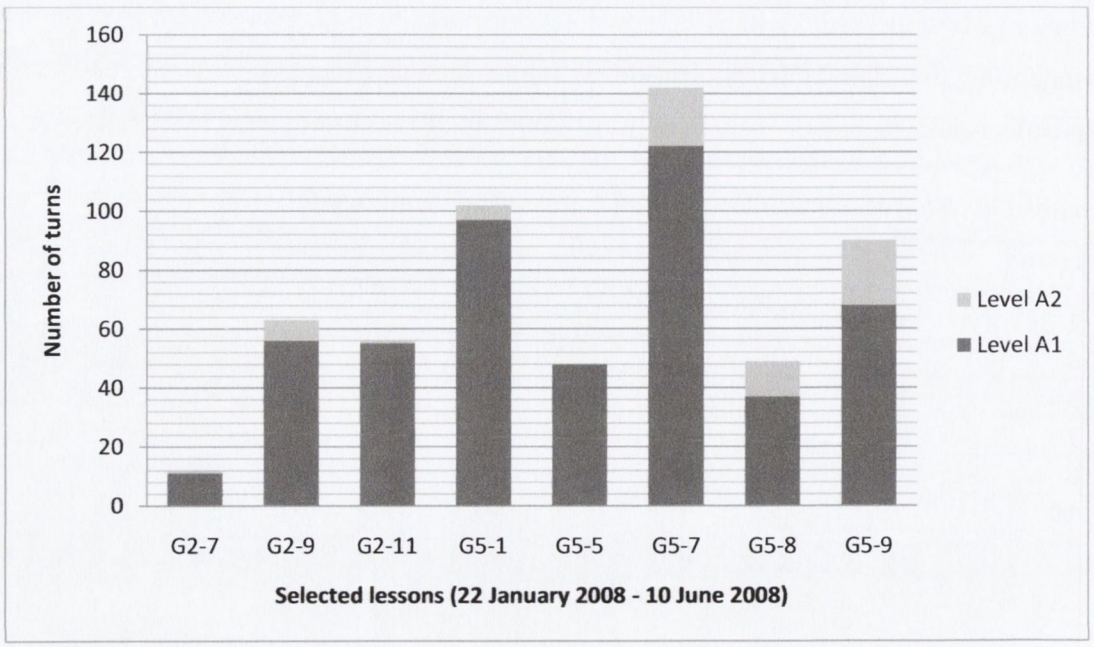
1.12.1. Personal details

Pupil 7 was a pupil who entered 2nd Class in School 1 in January 2008. During the research period he initially participated in Group S1/G2/SIA, but after the departure of Pupil 6 and the arrival of another child, Pupil 8, in March 2008, he joined the newly-created Group S1/G5/1st(B)&2nd. A boy, he was 8 years old by the end of the study. He came from India and spoke Malayalam as his home language. His English language support began in January 2008 upon enrolment in School 1. He participated in 12 recorded lessons from January to June 2008, 8 of which were analysed. Analysis Phase II included 563 of his speaking turns.

1.12.2. Overview of L2 proficiency

The distribution of Pupil 7's analysed spoken turns is show in Figure 41 below, together with an indication of his English language proficiency level derived from the Benchmark descriptors linked to each of these turns. While it would appear from Figure 41 that Pupil 7 was at a very early stage of English language development throughout the study (the majority of his turns were linked to proficiency level A1), there is evidence that his proficiency was gradually increasing towards the end of the research period, with a greater proportion of A2-linked turns recorded in his final three lessons. The apparent drop in proficiency in Lesson G5-5 may be due to lesson-related factors and Pupil 7's return from several weeks' absence.

Figure 41: Proficiency levels recorded for analysed turns produced by Pupil 7 in selected lessons



1.12.3 Evidence of L2 acquisition – grammatical indicators

Figure 42: Use and accuracy of L2 acquisition indicators recorded for Pupil 7 in selected lessons

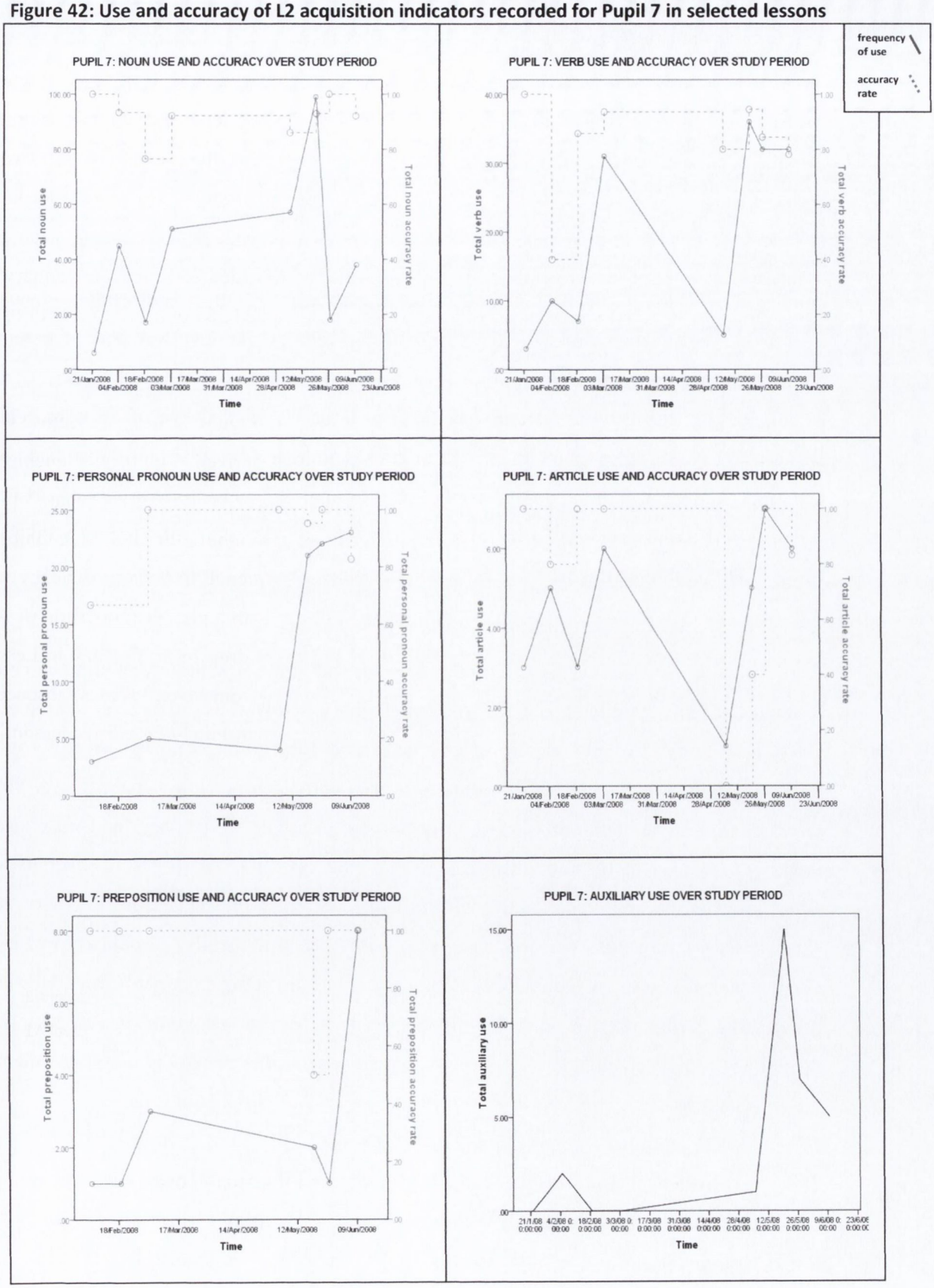


Figure 42 shows the frequency of use (token counts) of six of the grammatical indicators of L2 acquisition recorded in Pupil 7's analysed spoken turns and informs as to the accuracy of their use over the selected lessons. These indicators are discussed separately below:

(i) Noun development

Pupil 7's production of nouns showed a general rise over the course of the study, peaking at 99 token counts in Lesson G5-7, before falling somewhat in the final two lessons. It should, however, be noted that lesson-related factors may have impacted on his overall noun use; his highest levels of noun production were associated with lessons which involved simple naming activities (e.g. identifying food items), whereas, for example, the semantic focus of Lesson G5-8 was on familiar actions, prioritising verb production over that of common nouns. The accuracy of his noun production ranged from 76% to 100%, although it seemed to be generally rising (over 90% across the final three lessons). Most of his noun-related errors (64%) were those of incorrect lexical choice, although singular/plural confusion also occurred. However, in total, appropriately used plural nouns accounted for only 8% of Pupil 7's analysed noun use. One attempt at possessive '-s' was recorded ('robber's bike') in Lesson G2-9, although this was slightly ambiguous and possibly fortuitous.

(ii) Verb development

Pupil 7's verb use also increased over the study period, to consistently over 30 token counts through the final three lessons. This overwhelmingly involved use of present simple tense verbs, usually uninflected stem forms, and the present form of the copular verb 'be'. While his verb production was generally accurate (overall verb accuracy rate generally over 80%), errors relating to number: omission of 3rd person '-s' or use of 'is' for 'are', and tense: use of present in past contexts, were recorded. Some evidence of increasing verb diversity was noted towards the end of the study, with progressive forms emerging from February 2008 (Lesson G2-9), onwards. Most of these were used later in the study, particularly in Lesson G5-8, which focussed on vocabulary relating to actions (as in the example below). However, progressive forms were it was not always used in appropriate contexts (aspect choice sometimes proved challenging) or they were used without the necessary accompaniment of the auxiliary 'be'.

P7: you're jumping. (Lesson G5-8, 27 May 2008)

Only one past tense verb form was recorded, in the final lesson, although even this was part of a fragmented phrase:

P7: em got dirty, dirty yeah. (Lesson G5-9, 10 June 2008 – 'it got dirty')

Pupil 7 also appeared to use a familiar verb, appropriately inflected, as a past participle in a passive-like construction in this lesson, although as some of this structure was indecipherable this production was somewhat ambiguous.

P7: em.. that (xxx) is finished and put it. (Lesson G5-9, 10 June 2008 – 'when that bin is finished they put it back(?)')

The apparently adjectival use of forms such as 'finished' acting as a fixed phrase, typical of classroom interaction, was also recorded, although Pupil 7 often used the uninflected stem form in such contexts. Occasionally, he made attempts at verbal nouns, however these were not always successful, for example 'car parking' (for 'car-park') in Lesson G5-9.

(iii) Pronoun development

Pupil 7's recorded production of pronouns increased in frequency and range over the study period. Simple attempts at personal and demonstrative pronouns were augmented by his early use of the relativiser 'who' in Lesson G2-L9 (to be discussed in sub-section (x) to follow), followed by numbers, the substitute pronoun 'one', and indefinite pronouns, for which he attempted possessive reference in the final lesson:

P7: eh eh .. everybody's em (Lesson G5-9, 10 June 2008 – 'everybody's bin')

His production of personal pronouns was infrequent at the beginning of the study, first recorded in Lesson G2-9, with no personal pronouns produced in the following lesson (G2-11). However, this may have been influenced by the focus on inanimate concepts such as shapes and colours within this lesson (Figure 42 extrapolates frequency and accuracy data between Lesson G2-9 and Lesson G5-1). Pupil 7's personal pronoun use rose towards the end of the study with over 20 token counts per lesson recorded in the final three selected lessons. His accuracy rate also seemed to improve, rising from 67% in Lesson G2-L7 (in which few personal pronouns were used), to generally over 90% accurate towards the end of the study (a slight decline in accuracy, to a rate of 83%, was recorded in Lesson G5-9). Errors generally pertained to case, particularly the use of the object pronoun 'me' rather than the subject pronoun 'I', while on occasion use of a singular pronoun in a plural context was recorded. Omission of personal pronouns, while not evident in all lessons ranged, in others, between 10% and 33% of actual personal pronoun use, with some evidence, of a generally downward trend. Such omission tended to be of subject rather than object pronouns.

(iv) Article development

Pupil 7's production of articles was rather limited, never exceeding 7 token counts per lesson, although with evidence of an increasing level of article use towards the end of the study. The accuracy of his article production varied considerably from 0% to 100% (although this variation was probably influenced by his overall infrequent use of articles which may have over-emphasised the ratio of any error). Over-use of articles in non-required context proved to be Pupil 7's main source of error, with the production of 'a' before a vowel also recorded. One instance of the plural article, used appropriately, also featured in his analysed spoken turns ('some people', in Lesson G2-9). Pupil 7's article omission rate fluctuated throughout, although in many lessons it appeared high (2.40 times his total article use in Lesson G2-9), with article omission remaining frequent even towards the end of the study (e.g. his omission rate was 0.83 times total article use in Lesson G5-9).

(v) Preposition development

Pupil 7's use of prepositions was first recorded in Lesson G2-9 and increased, if not always consistently, across the study to a total of 8 token counts in the final lesson (Figure 42 extrapolates between the data recorded for Lessons G5-1 and G5-7, since no prepositions were recorded in the analysed spoken turns for Lesson G5-5). The prepositions used by Pupil 7 included: 'for', 'in', 'to', 'with', 'of' and 'out'. Generally Pupil 7's production of prepositions was accurate, although this accuracy rate dipped in Lesson G5-8 to 50% (probably exacerbated by the fact that only 2 instances of preposition use featured in Pupil 7's analysed speech for this lesson). His only error in preposition use involved the use of 'in' within a context requiring 'on', although prepositions were quite frequently omitted (his omission rate was over 30% of actual preposition production in three of the selected lessons).

(vi) Auxiliary development

While Pupil 7's auxiliary use over the study period was not extensive, nor always accurate, he demonstrated an ability to use the auxiliary 'be' and 'do' appropriately, within positive, negative and question present tense structures, as shown in the example below:

P7: are you .. are you doing .... what do you say .. are you doing that a little- boxing. (Lesson G5-8, May 2008)

However, his attempts to use these auxiliaries in past, and often question, structures was not always successful, as his incorrect use of 'be' rather than 'do' in this context shows:

P7: where were you li- li- live eh Australia. (Lesson G5-9, 10 June 2008)

The over-use of the auxiliary 'be' in non-required contexts, and the use of the auxiliary 'do' rather than the modal 'would' were other typical sources of error. The omission of these auxiliaries was also common, particularly 'do' in question formation. Pupil 7's only attempt at the use of modal auxiliaries was his syntactically incorrect production of 'would', in a recast of the question 'what would you like?' within a shopping role-play.

P7: you would li- you would like plain one ... (Lesson G5-7, 20 May 2008)

He made no attempt to use the auxiliary 'have', or to indicate of future reference using either 'will' or 'going to'. The extent of Pupil 7's appropriate auxiliary use is presented in Table 39 below.

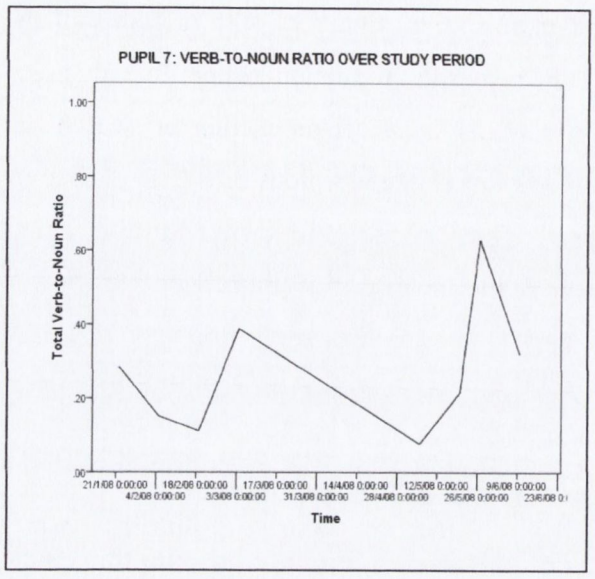
Table 39: Auxiliary use by Pupil 7 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
G2-7	0	0	0	0	0	0	0	0
G2-9	2	2	2	0	0	0	0	0
G2-11	0	0	0	0	0	0	0	0
G5-1	0	0	0	0	0	0	0	0
G5-5	1	1	0	1	0	0	0	0
G5-7	15	9	1	8	0	0	0	0
G5-8	7	7	5	2	0	0	0	0
G5-9	5	1	1	0	0	0	0	0

(vii) Structural development

An indication of the structural complexity of Pupil 7's analysed spoken turns, in terms of their ratio of verbal to nominal elements (see Volume I Section 3.3.6 for details) is provided within Figure 43 (see over).

Figure 43: Verb-to-noun ratio for Pupil 7



While his verb to noun ratio appears relatively low throughout – verbal elements usually accounting for no more than 0.40 of all nominal elements, apart from a peak of 0.6 in Lesson G5-8 – this rough measure suggests some increase in structural complexity over the study period. However, the possibility that the complexity of Pupil 7's turns was also influenced by lesson-related factors must also be considered. Lessons comprising mainly naming activities (e.g. Lesson G5-5) were probably more likely to yield a greater proportion of noun-based turns, than activities like those in Lesson G5-8 which focussed on the identification of everyday actions and therefore promoted the use of verbs. Such evidence that lesson activities, as well as the individual's L2 proficiency, can impact upon the structures produced by ESL learners, even at a very early stage of their English language development, may have pedagogical implications. Designing tasks which promote greater structural complexity in learners' production may, in this way, help ESL pupils to use their L2 abilities to the fullest possible extent, increasing their opportunities for L2 use in contexts which are optimally facilitative of new L2 learning.

(viii) Negative formation

Pupil's first attempts at forming negative structures were recorded in Lesson G2-9. These involved only the use of the negative marker 'no' and were frequently inaccurate, for example:

P7: garda is no helping. (Lesson G2-9, 5 February 2008)

Use of 'not' as a negative marker emerged in Lesson G2-11, although this occurred within an incomplete structure:

P7: em not have xxx this .. this. (Lesson G2-11, 19 February 2008)

However, by the second half of the study (Lesson G5-5) Pupil 5 began to demonstrate an ability to use 'don't' appropriately, and his negative production generally increased in accuracy thereafter. Nevertheless, while his choice of negative marker was usually appropriate in the final lessons, other errors, particularly omission of auxiliaries, featured in his attempts at negation:

P7: no eh he not take it xxx (Lesson G5-9, 10 June 2008, 'does' omitted)

(ix) Question formation

Pupil 7's early attempts at question formation usually involved either the use of basic 'wh-' question forms (particularly 'what is ...?') or simply the phonological raising of affirmative statements. The formation of more complex inverted questions was first recorded in Lesson G5-7, for example (see over):

P7: what do you want. (Lesson G5-7, 6 May 2008)

However, even then, Pupil 7 seemed reluctant to attempt inversion, with phonologically marked statements still accounting for many of his question attempts. Some inversion using auxiliaries was apparent from Lesson G5-8 onwards, although this was not always accurate, as shown in the examples in sub-section (iv) above. On one occasion, quite early in the study Pupil 7 used a question-derived relative pronoun for clause linkage as discussed in sub-section (x) below.

(x) Clause linkage

Throughout the study Pupil 7's attempts at linkage were usually limited to use of the simple conjunctive 'and'. However, as noted in sub-sections (iii) and (ix) above, he made one attempt to link clauses using the relative pronoun 'who':

P7: em people who is a- some people sick. (Lesson G2-9, 5 February 2008)

While this attempt may have been derived from a phrase used repeatedly during the activities engaged in by Pupil 7 in this lesson, which focussed on creating a small book entitled 'people who help', it did involve some (not entirely accurate) reworking of this phrase, suggesting at least some awareness of relativisation at this early stage of his English language development. However, no further such instances were recorded in the selected lessons.

It was not until the final lesson that Pupil 7 made any notable attempt at linkage, this time trying to link a 'that clause' to indicate knowledge of a situation. This proved rather difficult for Pupil 7 to express, although he finally managed to communicate the information he intended, through rather incomplete clause linkage (see over):

P7: I know that- I know *(other pupil's name)* India.

P7: I know that-

P7: eh em that *(other pupil's name)* comes eh you know. (Lesson G5-9, 10 June 2008 – the teacher then understood Pupil 7's meaning: 'I know that *(other pupil's name)* comes from India).

1.12.4 Evidence of L2 acquisition – lexical indicators

An overview of Pupil 7's L2 lexical development over the study period was obtained using the Wordlist program (as outlined in Section 3.3.6). The extent of individual Wordlist entries recorded in Pupil 7's analysed spoken turns is shown in Table 40 below.

Table 40: Wordlist entries for Pupil 7 over the study period

LESSON	G2-7	G2-9	G2-11	G5-1	G5-5	G5-7	G5-8	G5-9
DATE	22 Jan 2008	5 Feb 2008	19 Feb 2008	4 Mar 2008	6 May 2008	20 May 2008	27 May 2008	10 Jun 2008
WORDLIST ENTRIES	13	47	38	69	45	94	55	82
ENTRIES PER TURN	1.08	0.75	0.68	0.68	0.94	0.66	1.12	0.91

As Table 40 indicates, Pupil 7's L2 lexical range appears to increase over the research period, from under 20 token counts in the first lesson to a peak of 94 token counts recorded in Lesson G5-7, near the end of the study. The extent of lexis used also seems to relate to the overall distribution of turns produced by Pupil 7 (illustrated in Figure 41 in Section 4.12.2). It is worth noting that the lesson associated with his maximum lexical range (indicated from the Wordlist entries for Lesson G5-7) was a highly interactive role-play lesson which may have afforded Pupil 7 more opportunity to use his L2 vocabulary than other lesson types. Therefore while lexical production is ultimately linked to learners' overall L2 proficiency at any given stage of their L2 development, external factors may influence their ability to use the words they know.

Looking at the semantic fields covered by the lexis produced by Pupil 7 in the selected lessons and the extent of his inroads into these, it also seems that personal interests, previous experience and background knowledge (possibly derived from earlier L1-medium education) may have further influenced his overall L2 lexical development. The topics covered in his Wordlist entries include activities of personal relevance (e.g. 'cricket', 'basketball'), personal abilities and body parts (e.g. 'running', 'chin'), school-related terms (e.g. 'principal', 'P.E.'), familiar foods (e.g. 'rice', 'vegetable'), mathematical concepts (e.g.

'thousand', 'rectangle'), occupations and related vocabulary (e.g. 'doctor', 'operation'), vehicles (e.g. 'truck', 'train'), local and more distant places (e.g. 'restaurant', 'capital' – with reference to cities), the days of the week, animal names (e.g. 'bee') and words relating to environmental issues (e.g. 'waste' 'bin'). Pupil 7 was also able to use an increasing range of descriptive terms relating to colour and other attributes (e.g. 'plain', 'full', 'free') over the study period. Vocabulary relating to these topics could be associated with almost all the Benchmark links recorded within the lessons selected for Pupil 7 which spanned most of the 'Units of Work' included in Part II of the Benchmarks. Direct links to all thematic units except Unit 8 – 'Seasons, holiday and festivals', Unit 10 –'Time' and Unit 13 – 'Caring for our locality' could be made for the selected lessons in which Pupil 7 participated. However, as the example lexis above suggests, these three remaining themes often featured as secondary links. The extent of Pupil 7's verb production is shown in Table 41 below, in terms of individual verb lexemes used within the selected lessons.

Table 41: Verb use by Pupil 7 over the study period (presented in Wordlist entry order)

LESSON	G2-7	G2-9	G2-11	G5-1	G5-5	G5-7	G5-8	G5-9
DATE	22 Jan 2008	5 Feb 2008	19 Feb 2008	4 Mar 2008	6 May 2008	20 May 2008	27 May 2008	10 Jun 2008
1	finish	be	colour	touch	finish	like	know	be
2	walk	finish	call	like	be	be	do	know
3	be	help	finish	race	know	want	wash	put
4		look	have	be		buy	cook	live
5			be	do		know	play	take
6				come		have	write	brush
7				eat		close	be	clean
8				go		equal	box	come
9						fry	clean	finish
10						reach	drink	go
11						say	finish	get
12							go	keep
13							jump	park
14							read	tell
15							run	think
16							say	throw
17							swim	
18							understand	

The mere record of verb lexemes used by Pupil 7 does not indicate to what extent these words had actually been acquired by him (independent use of any word within a particular lesson context did not always guarantee future productive access to this lexeme), nor does it

show whether these verbs were used appropriately (see Section 1.12.3(ii) above for discussion). Nevertheless, it does appear that Pupil 7's L2 verb range increased over the study period. This increase was most noticeable in the final three lessons, when he consistently produced over 10 lexically distinct verb forms. The peak of 18 verb lexemes in Lesson G5-8 may also have been contributed to by lesson-related factors since the focus of this lesson was on discussing actions (through giving instructions and playing a 'Simon says' action game).

Further evidence of L2 acquisition may be derived from other lexico-grammatical indicators which featured in the Wordlist entries recorded for Pupil 7. His use of adverbs, while not extensive, included simple positional reference (e.g. 'here', 'there'), recorded from Lesson G2-9 onwards, to sequence markers (e.g. 'then') and more abstract place referents (e.g. 'somewhere') by the end of the study. Expression of possession, indicated as early as Lesson G2-9 (see Section 1.12.3(i) above) was also achieved using the determiners 'your' (recorded in Lessons G5-1 and G5-8), which may have been enabled by lesson activities (giving instructions in relation to body parts and actions), and later 'my' (in the final lesson). Pupil 7 used the simple conjunctive 'and' throughout the study, with 'but' emerging in Lesson G5-1 and 'or' in Lesson G5-7.

1.12.5 L2 literacy development

The indicators of L2 acquisition examined in Sections 1.12.3 and 1.12.4 above, and the Benchmark-linked overview of analysed spoken turns, presented in Figure 41 in Section 1.12.2, suggest that Pupil 7 was at an early stage of English L2 development during the research period. However, evidence of his literacy skills obtained from the selected lessons indicates that he may have had some previous experience of literacy, and perhaps that his age enabled him to engage more extensively with literacy-related activities than the younger children discussed thus far in this chapter.

From his first recorded English language support lesson, Pupil 7 displayed some literacy-related skill in reading words for vehicles, while this was limited (the activity was more oral-focussed) and he usually required assistance, he did manage to read the word 'aeroplane' relying only on visual support. By the next lesson, still within his first month at School 1, he could attempt to read a simple reader. This book, *Red Ted goes to School,* was aimed at somewhat younger native-English-speakers (Senior Infant level) and Pupil 7 required a lot of support from the teacher, particularly with L2 phonology when reading aloud (see Section 1.12.6 to follow). Nevertheless, he still proved capable of reading structures and vocabulary beyond those recorded in his analysed spoken turns for that lesson.

He was also able to self-correct (e.g. correcting an inaccurate attempt 'school' to the accurate 'shop'). In addition, Pupil 7 was able to identify words within sentences which the teacher had written on the board following a discussion on the topic of 'doctor'. While he still needed considerable support with this activity, evidence of his ability to read quite challenging words such as 'operation' and 'hospital' was recorded. He was also able to copy these sentences in writing, with further evidence of L2 orthographic knowledge:

P7: white coat, "c" "o" "a" "t". finished. (Lesson G2-9, 5 February 2008 – Pupil 7 spelling word as he writes it)

It may be worth noting that Pupil 7 had been an active participant in the preceding discussion, and had contributed to it some of the words included in these sentences, and the topic of medicine also appeared to be personally relevant to him (as will be discussed in Section 1.12.6).

By Lesson G2-11, Pupil 7 was able to read a simple reader *Max and the Cat* (Senior Infant level) with greater fluency, although he did require considerable support particularly with phonology and new vocabulary. Nevertheless he was able to read text which was structurally more complex (covering a range of tenses, present, past and future reference, use of the modal 'can' in positive and negative contexts) than those apparent in his analysed spoken turns, as the example below shows:

P7: said Max .. the cat (*gat*) will *(weel)* eat em Max up Pecky *(betty)* em .. Pecky *(betty)* .. Pecky *(betty)* went- (Lesson G2-11, 19 February 2008 – an indication of some features of Pupil 7's phonology is given in italics)

The possibility that reading at a level somewhat in advance of contemporaneous oral production could perhaps bootstrap oral skills and overall L2 acquisition emerges from such evidence of reading ability. This raises issues relating to the relationship between L2 oral and literacy development and how these skills may be mutually supportive for young learners (however, see Volume I Section 4.5 for overview of L2 literacy development and its associated challenges as apparent from this study). In the same lesson, Pupil 7 was also able to play a board game which involved the reading of basic sight vocabulary. While his reading attempts were usually accurate in terms of lexis, his non-target-like phonology was often quite difficult to comprehend.

By Lesson G5-1, Pupil 7's ability to read simple texts was quite evident as his attempt at reading *A Friend for Little White Rabbit* (Senior Infant level) shows:

P7: little *(leetle)* white lamb little *(leetle)* white lamb please will *(weel)* eh you played with *(wit-eh)* me said em the *(dee)* little white rabbit. *("i" generally pronounced "ee")*

……no, I will not said the eh little *(leetle)* white lamb .. go away *(goeyey)* .. little *(leetle)* white duck *(dak)* little *(leetle)* white duck *(dak)*, please .. [will *(weel)* eh you play with me.] (Lesson G5-1, 6 May 2008 – phonological issues indicated in italics)

Again however challenges relating to phonology and engagement (not always successful) with a range of L2 grammatical structures are apparent in Pupil 7's attempts at reading. He could also read words for parts of the body from a list on the board compiled following an oral activity on that topic. In Lesson G5-7, Pupil 7 proved capable of reading words for familiar food items, by identifying word flash-cards and then matching these to appropriate pictures. He was also able to read items on a 'menu' in Lesson G5-7, with some assistance.

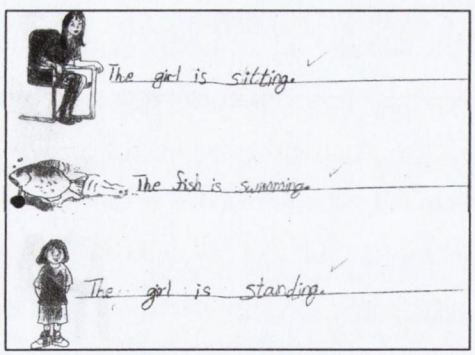
By Lesson G5-8, Pupil 7 was able to read a simple reader (again aimed at Senior Infants level) with relative fluency and accuracy and, while phonological issues persisted, his pronunciation was more intelligible than in earlier lessons. He could also read words relating to familiar actions, and use these to complete short sentences. His attempts at writing these sentences still required considerable support, particularly regarding spelling, as shown in the turns associated with the production of the first sentence in the written example below:

P7: xxx the .. girl .. how you spell girl ..

P7: "g" "i"- *(repeats teacher's partial spelling of word)*

P7: "r". *(repeats teacher's spelling)*

P7: eh the girl is sitting. *(states the sentence he is trying to write, based on picture – the activity '-ing' words are displayed on the whiteboard for pupils to copy)*



(Resulting sentence and further examples of writing. Lesson G5-8, 27 May 2008)

By the end of the study period, Pupil 7 appeared relatively competent at reading simple texts including a range of vocabulary and structures beyond his recorded oral production, as his attempt at a slightly more challenging reader *The Budgies' Cage* shows:

P7: Adam ran *(r/l*)* out- up- up to the bud- eh cage. you are- eh you look- look fine Dad said Adam and started to laugh. and so did Dad. stop laugh- eh laughed- laughing. (Lesson G5-9, 10 June 2008)

Evidence of his ability to self-correct effectively also became more apparent than in previous lessons when he was very reliant upon the teacher's assistance. In the final lesson, he also proved capable of writing down more complex sentences from the board relating to a topic ('the bin collector') discussed during the lesson.

P7: the bin *(been*)* collector comes *(c/g*)* to ou- your houses and collect the *(dee*)* waste. we have two bins *(beens*)* a eh we have two bins *(beens*)*. a green bin *(been*)* for bi- .. .. reh- .. ray-caycle? .. recycle? (G5-L9, 10 June 2008)

When he read over his writing in this activity, Pupil 7 made some attempts at self-correction. However some inaccuracies remained, such as inconsistencies in the application of the 3rd person marker '-s', which seemed to relate to typical errors in his oral L2 use at that time.

To get a clearer indication of Pupil 7's unsupported L2 writing ability, it would however have been necessary to analyse a larger sample of his written production. This would have required collection of written work from mainstream classroom activities as well as those associated with his English language support lessons, which tended to concentrate on oral skills and reading, with L2 writing tasks usually shorter and less complex (e.g. labelling of new vocabulary) than those engaged in by pupils in mainstream 2nd Class.

1.12.6 Possible influences on L2 development – internal factors

Pupil 7, who was 8 years old by the end of the study period, had entered School 1 at mainstream 2nd Class level. The possible effect of age on his English L2 development is therefore worth considering, particularly in comparison to that of some of the younger learners discussed earlier in this chapter who entered the study with little previous experience of English. From a cursory look at estimated proficiency levels (provided by the analysis of spoken turns for each selected lesson) and the indicators of grammatical development investigated within this study, it would appear that Pupil 7's progress is not dissimilar to that of some of the younger participants, in terms of the proportion of A2 to A1 turns recorded in their oral production over the first six months of their English language support allocation. In comparison with the data available for this initial six-month period for Pupils 3, 4, 17, 20, 12, 13 and 14 (pupils who likewise appeared to be quite new to English), it is likely that Pupil 7's English L2 proficiency developed at least to a similar extent to the pupils within this set whose L2 development appeared most evident, and possibly slightly more rapidly overall. However it should be noted that it is very difficult to make such age-specific comparisons as the recording periods varied widely across the three schools, as did the dynamics of each group, and other possibly influential factors (such as the pupils' language experience in both

the mainstream class and the home) were outside the scope of this research. One possible age-linked issue emerging from the data was the lexical extent of Pupil 7's analysed production which did seem higher, both in terms of Wordlist entries and recorded verb lexemes, than most of the other pupils in their first six months of English language support with little prior experience of English (see Volume I Section 4.6 for overall discussion of age-related issues evident within this study).

The depth of his lexical range also suggested a degree of conceptual knowledge (probably contributed to by previous education) beyond that of the younger participants in the study. His attempts to express mathematical knowledge in Lesson G5-7 (e.g. saying 'equal' when adding numbers on a toy till), and to enquire about geographical facts regarding countries and cities in Lesson G5-9 (e.g. 'where is capital'?) suggest a level of conceptual awareness beyond that associated with a child in their first year of schooling. Also his ability to engage in literacy activities even from the earliest stage in his L2 development suggested a knowledge of basic literacy related concepts such as recognition of grapho-phonic cues and letter formation, which the younger children (and their native English-speaking peers) were only beginning to acquire. It seems, therefore, that Pupil 7 may have benefitted to some extent from being slightly older than the participants discussed thus far in this chapter, in terms of the pace and range of his L2 acquisition. However, it is important to remember that the differential between his L2 competence and the English language requirements of the mainstream curriculum was already much wider for Pupil 7, as a child in 2nd Class, than for the younger Junior Infant pupils. For example, although he displayed considerable competence in L2 literacy for a child so new to L2 medium education, the texts he was capable of reading were aimed at native-English–speakers aged 6 to 7 years old. Therefore, the challenge faced by Pupil 7 in developing the English language skills required for full integration into mainstream classroom was, overall, likely to be more profound than that experienced by younger ESL pupils.

Regarding possible home language influence, without any knowledge of Malayalam and since Pupil 7's analysed spoken turns were usually short and grammatically basic, this is very difficult to assess. L1-related influences on his English L2 development did however seem likely in relation to phonology, and were evident in both his analysed spoken turns and in his attempts at reading aloud. Most prominent among these were his tendency to lengthen vowels, particularly /ɪ/ to /i/ and /ʊ/ to /u/; with the vowel /ʌ/ often articulated as /a/ (more reflective of the vocalic characteristics of Malayalam than English). Regarding consonants, the unvoiced plosive /k/ was often articulated as the voiced /g/, while the voiced /b/ was often

used in instances requiring the unvoiced /p/. This may relate to the fact that while both these stops are present in Malayalam, their articulation patterns are more complex than in English, with a tendency towards aspiration. Also, Pupil 7 often produced a 'w' sound in contexts requiring the fricative /v/ (this phoneme does not exist in Malayalam, whereas the labiodental approximant /ʋ/ does). Sentence stress patterns, particularly when reading aloud, also appeared somewhat non-target-like and possibly influenced by patterns associated with Pupil 7's home language; unstressed words, for example 'the' (generally articulated as /di/), tended to receive more emphasis than they would be accorded by a native speaker; this was particularly apparent in Pupil 7's reading aloud. Also, since Malayalam has its own script, it is worth considering how orthographic differences between L1 and L2 may have impacted on Pupil 7's L2 reading. While he seemed quite familiar with the Latin script, some of his literacy-related issues may have been due to errors in letter recognition as well as the phonological disparities between his two languages mentioned above.

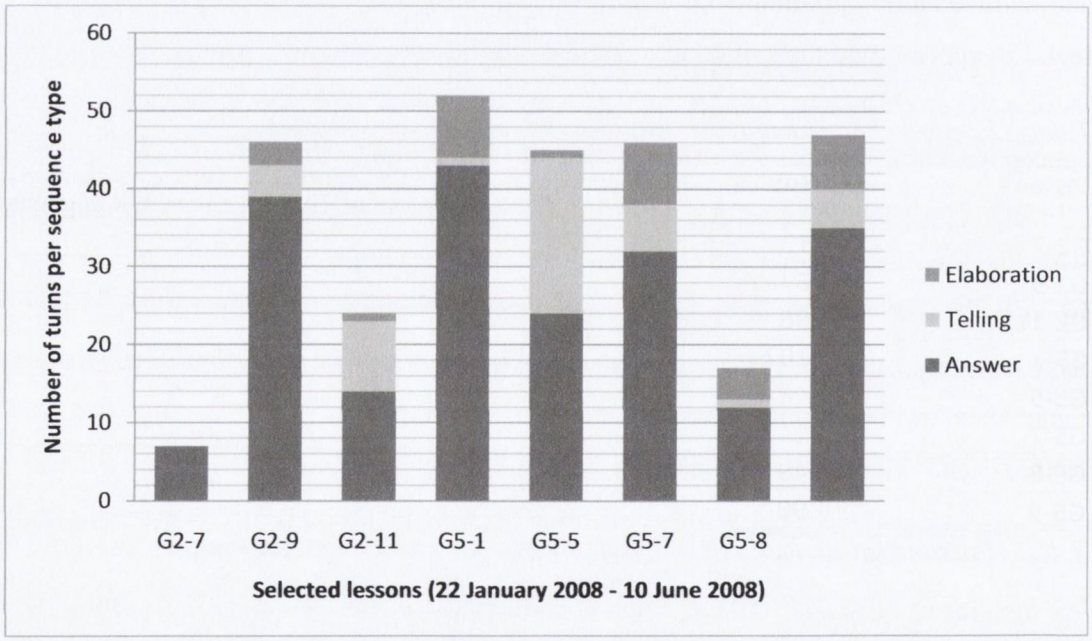
In relation to possible personality related issues and factors pertaining to learning style, it appeared that Pupil 7 was quite a confident pupil, who was always willing to participate in classroom interaction. Although, as mentioned above, he could contribute conceptual knowledge to the fullest extent of his L2 ability, he appeared to be more of a reflective learner rather than a risk-taker. This was particularly evident in his engagement with literacy related activities, in which he showed an ability to consider and self-correct when faced with challenging lexis (see Section 1.12.5 above). Personal interests may also have influenced Pupil 7's L2 production in his analysed spoken turns; family involvement in the medical profession may have helped him to attempt words such as 'stethoscope' as early as the second selected lesson (Lesson G2-L9).

1.12.7 Possible influences on L2 development – interaction-related factors

As mentioned in Section 1.12.1, Pupil 7 participated in two lesson groups, initially Group S1/G2/SIA along with Pupils 5 and 6 (both in Senior Infants) for the first three selected lessons, and then in Group S1/G5/1st(B)&2nd, with Pupil 8 (a new pupil who had entered 1st Class) for the remaining five lessons. While Pupil 7 was capable of participating in both groups, the newly created group S1/G5/1st(B)&2nd seemed better suited to his needs as both he and Pupil 8 were of a similar age and were both relatively new to English. This may have contributed to the general increase in the number of spoken turns analysed in the selected lessons from Lesson G5-1 onwards.

Regarding the nature of this participation, Figure 44 (below) gives some idea of what types of turns Pupil 7 produced in the selected lessons, based on analysis of the number of 'answers', 'tellings' and 'topic elaborations' recorded in his analysed spoken turns. Although these three turn-types by no means account for all of Pupil 7's analysed production, they serve as a rough guide to the extent of responsive and more active interactional behaviour in the selected lessons. From Figure 44, it is clear that later lessons tended to show greater sequential diversity. While the proportion of 'answer' type turns features considerably throughout, evidence of a higher level of initiative-taking 'telling' and collaborative 'elaboration' on topics discussed in the classroom emerges in the second half of the study. This does not consistently correspond with any indication of higher L2 proficiency (cf. Figure 40 in Section 4.12.1). However, lessons providing evidence more proficient participation (e.g. Lessons G5-7 and G5-9) do seem to be associated with more active participation.

Figure 44: Sequence-type indicators of interaction for Pupil 7 over the study period



As pointed out above, however, the impact of lesson-related factors on interaction patterns cannot be discounted. For example, in Lesson G5-5, the fact that this lesson concentrated on the identification of familiar food items may have enabled him to contribute quite actively (contributing a high proportion of 'telling' type turns), although the proficiency-related requirements of the lesson activity were associated with an A1 level of proficiency (as reflected in Pupil 7's overall production, cf. Figure 40, Section 4.12.2). This not only helps to explain any apparent anomaly in the turn-type data recorded for Lesson 5, it also suggests that activity choice can influence pupil participation and possibly push learners to perform to

the maximum extent of their L2 proficiency (as, for example in the role-play focussed Lesson G5-7).

A further indication of Pupil 7's interaction patterns can be obtained by looking at the evidence of interlocutor identity presented in Table 42 below. While most of his discourse was teacher directed (a possible explanation for his high proportion of responsive turns), in certain lessons, mostly due to activity choice, higher levels of pupil-pupil discourse were apparent. These included the role-play lesson G5-7, and also Lessons G5-1 and G5-8 which featured pupil-pupil instruction-giving games. Although there is insufficient evidence to claim any direct relationship between facilitating pupil-pupil discourse and increases in L2 proficiency, it did seem that Pupil 7's proportion of Level A2-linked turns increased in Lessons G-7 and G-8 (see Section 1.12.2). While it is impossible to attribute this to interaction patterns alone, it suggests that certain activities and types of discourse may enable learners to demonstrate their developing L2 knowledge with greater proficiency than others, and that increased opportunities for pupil-pupil talk may help to increase both actual L2 use (e.g. Lesson G-7) and the likelihood more proficient L2 production.

*Table 42: Interlocutor identity in Pupil 7's classroom interaction**

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
G2-7	12	12	0
G2-9	63	63	0
G2-11	56	56	0
G5-1	102	88	13
G5-5	48	48	0
G5-7	142	81	64
G5-8	49	38	11
G5-9	90	90	0

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.13 PROFILE: PUPIL 8

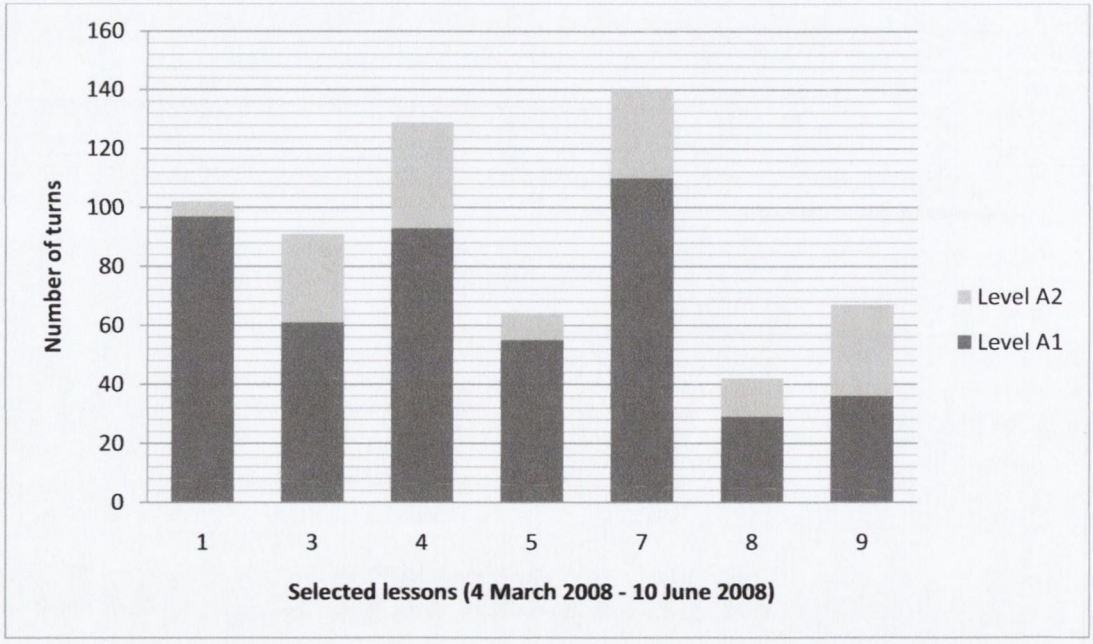
1.13.1. Personal details

Pupil 8 enrolled at School 1 in March 2008. During my study he was a member of lesson group S1/G5/1st(B)&2nd, which was formed following his arrival He was a boy, aged 8 years old by the end of the research period and in mainstream 1st Class. He had recently arrived in Ireland from Lithuania and spoke Lithuanian at home (although evidence from the recordings suggested that he also knew some Russian). His English language support began in March 2008 when he started School 1. He participated in 9 recorded lessons from March to June 2008; 7 of these featured in Analysis Phase II. 628 of his speaking turns were analysed.

1.13.2. Overview of L2 proficiency

Figure 45 below shows the distribution of analysed spoken turns over the lessons selected for Pupil 8. It also gives an indication of his English language proficiency level, obtained from the Benchmark descriptors linked to each of these turns. It seems that, while Pupil 8 was at a relatively early stage in his English L2 development, he was capable of producing turns associated with an A2 level of proficiency across the research period. While the actual extent of this A2-level production varied, and may also have been influenced by lesson-related factors, his overall proportion of A2 turns reached its highest level at the end of the study.

Figure 45: Proficiency levels recorded for analysed turns produced by Pupil 8 in selected lessons



1.13.3 Evidence of L2 acquisition – grammatical indicators

Figure 46: Use and accuracy of L2 acquisition indicators recorded for Pupil 8 in selected lessons

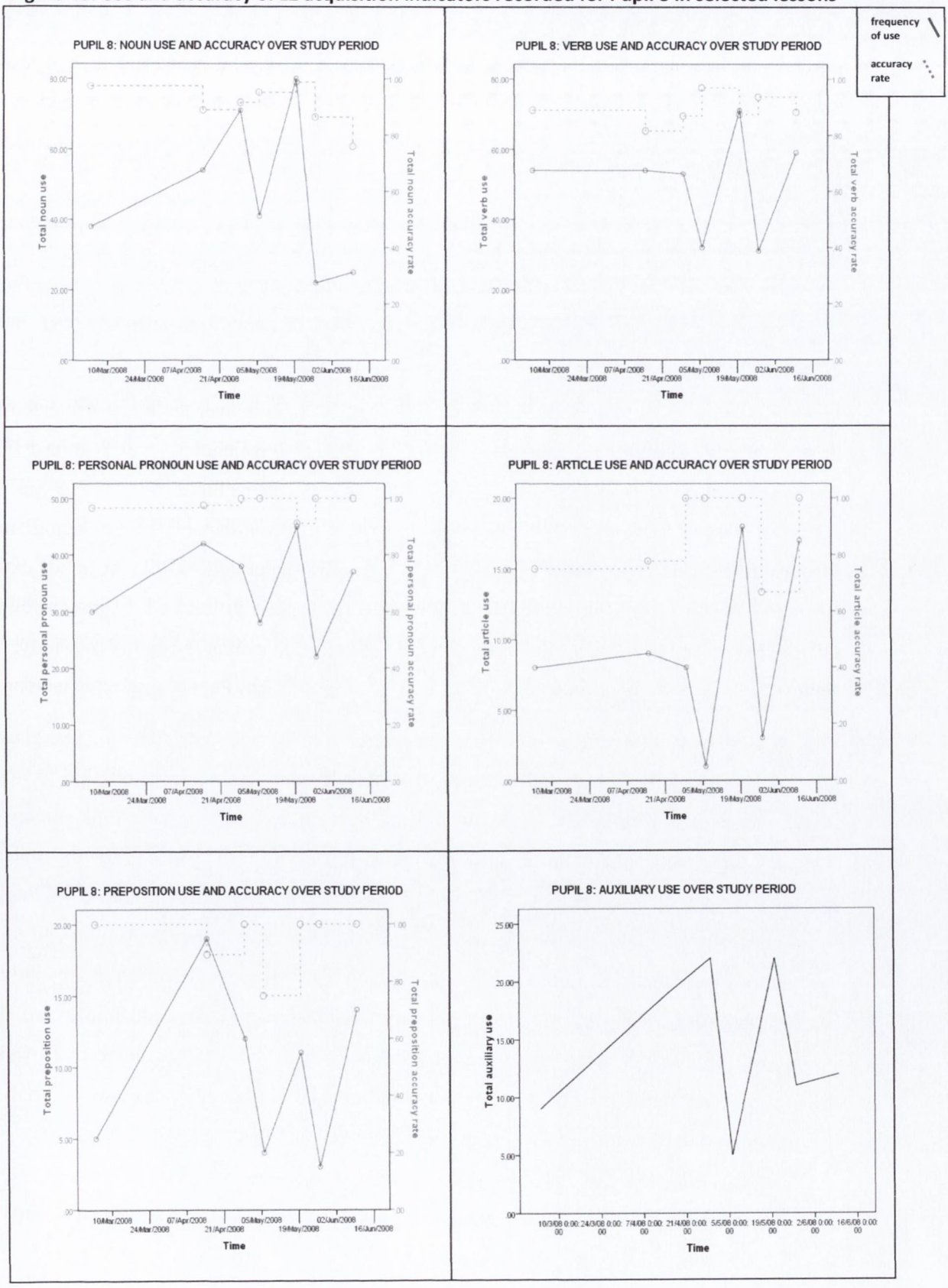


Figure 46 shows Pupil 8's frequency of use (token counts) and associated accuracy rates for six of the indicators of L2 acquisition examined within this study. A more detailed overview of the evidence available for each of these indicators, derived from the analysis of his spoken turns for the selected lessons, is presented below:

(i) Noun development

Pupil 8's noun use generally increased over the study period, peaking at 80 token counts in Lesson 7. However, not surprisingly, his overall noun use correlated to an extent with the number of analysable spoken turns within each lesson; some lessons had a greater emphasis on literacy and did not yield as many turns for the grammar-focused strand of Analysis Phase II. His noun production appeared to be quite accurate (accuracy rates generally over 90%), although some fluctuation in accuracy was evident towards the end of the study. This could, however, have been influenced by his overall frequency of noun use (the lower the total noun-count, the greater the inaccuracy ratio, even if the actual number of errors was small). Most recorded errors were those of incorrect lexical choice, accounting for 48% of all errors, however cases of singular/plural confusion were also noted, along with occasional syntactic misplacement and the over-generalisation of '-s' for irregular plurals (e.g. 'mens' in Lesson 9). Appropriately-used plural nouns accounted for 33% of Pupil 8's total noun production. No expression of possession involving common nouns was recorded in the selected lessons.

(ii) Verb development

Pupil 8's use of verbs averaged over 50 token counts over the study period, rising to a peak of 71 counts in Lesson 7 – an oral-focussed role-play lesson. As noted in relation to nouns above, his overall verb-count seemed to link to the number of analysable turns per lesson. This, in turn, was heavily influenced by lesson-related factors, particularly the balance between literacy and oral activities within the lesson. The verb-forms produced by Pupil 8 were generally accurate; his verb accuracy rate was over 80% throughout, although slight fluctuations were apparent, often in lessons in which his verb production was relatively high. Most verbs were used with present simple tense contexts, usually in their uninflected stem form, with production of the present tense copular verb 'be' also very common. However, progressive and simple past forms appeared with increasing frequency in Pupil 8's analysed spoken turns over the study period, as in the following examples.

P8: I'm joking. (Lesson 3, 15 April 2008)

P8: I see helicopter! (*helicopter outside*) .. I saw a helicopter. (Lesson 8, 27 May 2008)

The latter emerged from Lesson 7 onwards and involved the use of irregular forms such as 'said', 'saw', 'went', 'read', 'put', as well as the past tense of the copula (singular 'was'), no regular ('-ed') past tense forms were recorded. Occasional instances of past participle use were also noted, for example:

P8: yeah like you know .. em like eh well I know how it's called, do you know, it's you know .. (Lesson 3, 15 April 2008)

Verbal adjectives (e.g. 'fried') and verbal nouns (e.g. 'beginning') appeared infrequently in Pupil 8's production.

Although his verb use was relatively accurate, the recorded errors indicated some challenges faced by Pupil 8 in his L2 verb use. Typical among these were the omission of the 3rd person '-s' in the present simple tense, and the use of present forms for past reference; issues relating to verb aspect also created difficulties as evident in Pupil 8's tendency to use progressive forms in contexts requiring simple or infinitival forms, as in the example below:

P8: don't tell, 'cause I want to thinking xxx. (Lesson 3, 15 April 2008)

(iii) Pronoun development

From the beginning of his participation in my study, Pupil 8 seemed capable of producing a range of L2 pronouns, including basic personal and demonstrative pronouns, but also numbers, quantifiers, the substitute pronoun 'one', with indefinite pronouns and ordinals recorded from Lesson 7 onwards. His use of personal pronouns showed a general increase (subject to number of analysable turns) to a maximum of 45 token counts in Lesson 7. This production was almost entirely accurate (accuracy rate over 90% throughout, often 100%), with only isolated and infrequent errors recorded, usually of syntax, pronoun choice or over-use. His omission rate was, from Lesson 3 onwards, under 10% of actual personal pronoun use, although it seemed he was more likely to omit subject rather than object pronouns.

(iv) Article development

Pupil 8's use of articles varied in its extent (influenced also by the number of analysable turns per lesson), although it generally seemed increase over the course of the study, peaking at 18 token counts in the oral-focussed Lesson 7 (but reaching a total of 17 counts in Lesson 9 which offered fewer turns for analysis). The accuracy of his article use fluctuated somewhat, but its trend was upward (rising from 75% to 100% accurate over the study period), with high rates of accuracy were associated with later lessons which involved increased article production. Pupil 8's rate of article omission fluctuated considerably over the study period, although it was often in the region of 33% to 50% of his total article use within a given lesson

– in Lesson 8 (a lesson in which articles were used infrequently and rather inaccurately) omissions occurred at rate 1.67 times his actual article use. However, by Lesson 9 (the final lesson), this rate had fallen back to 0.16. It would appear therefore, that while Pupil 8's acquisition of articles developed noticeably over the study period, his production of articles had not reached a consistently accurate 'acquired' stage (c.90% accuracy) by the end of the project.

(v) Preposition development

The total number of prepositions recorded over the study period also varied (again possibly influenced by lesson-related factors), rising to a maximum of 19 by Lesson 3, although it was frequently over 10 token counts per lesson. The prepositions produced by Pupil 8 included: 'in', 'out', 'from', 'like', 'on', 'for', 'up', 'with', 'beside' and 'over'. These were generally produced accurately (accuracy rates frequently 100%, with occasional fluctuation). Recorded errors usually involved the use of 'in' or non-required preposition use. Omission rates were usually under 10% of actual preposition use.

(vi) Auxiliary use

Pupil 8's production of auxiliaries varied in frequency but diversified in extent over the study period, as shown in Table 43.

Table 43: Auxiliary use by Pupil 8 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
1	9	9	0	7	0	0	0	2
3	19	13	1	6	0	0	0	6
4	22	17	2	10	1	2	1	1
5	5	5	0	5	0	0	0	0
7	22	18	1	9	1	0	0	7
8	11	10	5	2	0	0	0	3
9	12	9	1	5	0	2	0	1

His use of auxiliaries appeared to develop over the study period to cover an increasing range of positive, negative and question contexts. Initially focussing on the auxiliaries 'be', 'do' and the modal 'can'; he began to use auxiliaries to express past and future reference from Lesson 4 onwards, the latter involving the use of both 'will' and 'going to'.

P8: why did you not take PUPIL 7. (Lesson 4, 29 April 2008)

P8: your feet will be cold. (Lesson 4, 29 April 2008)

Use of the auxiliary 'have', and the modal 'would' (within a familiar transactional role-play) was recorded in Lesson 7, with 'have to' used to express obligation in Lesson 8.

P8: everything .. chicken, vegetables .. chicken ..... where's the pizza .. gone. (Lesson 7, 20 May 2008)

P8: would you like something else? (Lesson 7, 20 May 2008)

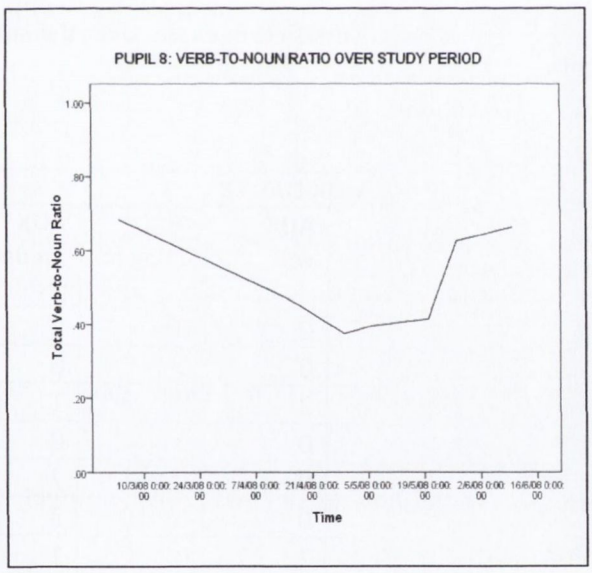
P8: you have to .. eh draw who's you know that xxx. (Lesson 8, 27 May 2008)

However, as Table 42 indicates, Pupil 8's use of auxiliaries was not always accurate; his most frequent error involved non-required use of the auxiliary 'be' which may have linked to the difficulties he seemed to experience in choosing appropriate verb aspect (see sub-section (ii) above). Omission of auxiliaries was also relatively common, particularly of the auxiliaries 'be' and 'do', although more so in earlier rather than later lessons.

(vii) Structural development

The ratio of verbal to nominal elements (see Section 3.3.6) within Pupil 8's analysed spoken turns provides a rough measure of the complexity of the structures he produced.

Figure 47: Verb-to-noun ratio for Pupil 8



As Figure 47 shows, this ratio varied over the course of the study, with evidence however that verb-based production could sometimes account for over 0.6 of noun-based production (including pronouns and proper names), with slightly greater consistency in the final two lessons. However there is insufficient evidence of any trend in this ratio, which, as mentioned in relation to other pupils may also be influenced by lesson-related factors, for example the theme of Lesson 8 – 'actions' may have demanded greater verb use than the

focus of Lesson 5 - naming food items. Nevertheless, looking at the results for other participating pupils discussed earlier in this chapter, the range of Pupil 8's verb-to-noun ratio (0.37 to 0.68) is generally higher than that of pupils whose English language proficiency seemed to be lower than his. It is also worth remembering that Pupil 8 participated in the study for just over 3 months, reducing the ability of his data to show change over time to the same extent as the data for pupils who participated for longer.

(viii) Negative formation

Pupil 8 was able to use the negation marker 'not' and to use it in contraction with the auxiliary 'do' from Lesson 1, for example:

P8: [I don't like fish.] I don't like fish. (Lesson 1, 4 March 2008)

However, like Pupil 6, he had a tendency to omit auxiliaries when forming negative structures. Initially either the auxiliaries 'do' or 'be' were omitted in this way, although towards the end of the study, it appeared that he applied 'do' more consistently, but continued to omit 'be', as shown in this example:

P8: no I watching- I don't know how they called. (Lesson 5, 6 May 2008)

The use of 'not' in contraction with the auxiliary 'can' was recorded in Lesson 3. Pupil 8 also used 'never' as a negative marker in this lesson:

P8: I never see a red squirrel. (Lesson 3, 15 April 2008)

(ix) Question formation

Pupil 8 could use basic question words such as 'what?' from the beginning of the study. He could also attempt more complex question forms; attempting inversion, and producing indirect questions, as in the examples below:

P8: oh .....eh I em whose can take the ball. (Lesson 1, 4 March 2008 – 'who' required)

P8: .. and this is eh .. don't say it .. em ..... forget how to say that .. eh .... forget it eh how to say that. I forget. (Lesson 1, 4 March 2008)

While Pupil 8's attempts at inversion developed over the study period, he was more likely to omit omitted the auxiliaries required after question word than to include them. Later examples of successful inversion included:

P8: do you need to get eggs? (Lesson 7, 20 May 2008)

P8: can I have a fried egg. (Lesson 7, 20 May 2008)

Likewise, his attempts at indirect questions were not always successful, with syntactic issues and the use of 'how' in situations requiring 'what' proving problematic (cf. Pupil 6 and others):

P8: my mum's don't know how is that mean hen. she's not know- (Lesson 3, 15 April 2008)

The use of question words as relativisers was also recorded from Lesson 5 onwards (see sub-section (x) below for discussion).

(x) Clause linkage

Pupil 8's first attempt at clause linkage beyond the use of simple conjunctives came with his production of the subordinator 'because' in Lesson 3:

P8: because hen has the colours. (Lesson 1, 4 March 2008)

He began to use relativisers from Lesson 4, initially 'when' and, in Lesson 9, 'where' to link clauses. However, this could prove quite challenging as the examples show:

P8: jacket it's em .. eh it's look like eh when it's snowing like- (Lesson 4, 29 April 2008)

P8: [I remember the] .. I remember one day I saw the truck eh where.. where .. the bins from here em. (Lesson 9, 10 June 2008)

1.13.4 Evidence of L2 acquisition – lexical indicators

The extent of Pupil 8's L2 lexical range during his participation of the study has been investigated using the Wordlist program and may be indicated by the number of individual Wordlist entries recorded for each selected lesson, as shown in Table 44 below:

Table 44: Wordlist entries for Pupil 8 over the study period

LESSON	1	3	4	5	7	8	9
DATE	4 Mar 2008	15 Apr 2008	29 Apr 2008	6 May 2008	20 May 2008	27 May 2008	10 Jun 2008
WORDLIST ENTRIES	73	113	120	68	162	69	104
ENTRIES PER TURN	0.72	1.24	0.93	1.06	1.16	1.64	1.55

As pointed out in Section 1.13.3 above, the structure of the lessons (particularly their oral/literacy focus) affected the number of analysed spoken turns available in each, and this has impacted on the extent to which these lessons can provided indicators of L2 acquisition. Also, as mentioned in Section 1.13.3, since the duration of Pupil 8's participation in the study was quite short, it would be unrealistic to expect the data to reveal major long-term trends in

his L2 development. However, considering that, throughout the study, there is evidence that he was capable of a reasonable degree of Level A2 proficiency production, the data obtained for him offers a very valuable picture of features of L2 acquisition associated with a young learner at his stage of L2 development, which may be usefully compared to the results emerging for other participants. The indication of his L2 lexical ability, provided by Figure 48 suggests that Pupil 8 had quite a wide vocabulary range, which seemed to be increasing (in terms of Wordlist entries per turn) over the study period.

This vocabulary included the semantic fields of: body parts (e.g. 'ankle', 'elbow'), family members (e.g. 'grandmother'), school-related words (e.g. 'class', 'computer'), food items (e.g. 'sausages', 'dessert'), clothes and accessories (e.g. 'jacket', 'buttons'), mathematical terms (e.g. numbers to 100, 'euro'), jobs (e.g. 'fireman', 'teacher'), words relating to weather (e.g. 'sunny', 'mild'), vehicles (e.g. 'helicopter', 'truck'), places (e.g. country names), days of the week, animals (e.g. 'squirrel', 'spider'), and the environment (e.g. 'rubbish', 'messy'). Adjectives describing colour, size and other attributes also featured in his analysed spoken turns (e.g. 'long', 'different' and 'naughty'). The topics which appeared to correspond to most of Benchmark 'Units of Work' which were covered in the lessons selected for Group S1/G5/1st(B)& 2nd (judging by the functional analysis links for turns produced by Pupils 7 and 8 in the selected lessons, see Section 1.12.4). The lexical range of the verbs produced by Pupil 8 is shown in Table 45 (see over):

Table 45: Verb use by Pupil 8 over the study period (presented in Wordlist entry order)

LESSON	1	3	4	5	7	8	9
DATE	4 Mar 2008	15 Apr 2008	29 Apr 2008	6 May 2008	20 May 2008	27 May 2008	10 Jun 2008
1	be	know	be	like	like	like	be
2	like	like	like	be	be	do	know
3	say	be	have	know	have	know	read
4	touch	say	know	think	know	be	think
5	have	do	look	burn	let	play	get
6	forget	give	need	call	fry	stand	see
7	know	joke	think	eat	close	box	put
8	call	see	snow	forget	get	draw	remember
9	do	tell	rain	say	say	eat	say
10	go	call	wear	watch	see	fly	see
11	play	come	do		start	help	stand
12	take	draw	get		begin	jump	clean
13		have	go		call	look	come
14		mean	have		have	paint	live
15		stand	open		look	see	look
16		think	put		need	sit	need
17		wait	say		put	spell	say
18		wake	take		reach	try	skip
19		want	want		remember		go
20		watch			wait		
21					work		

The range of verbs used by Pupil 8 was relatively wide (generally more than 10 distinct lexemes, reaching a maximum of 21 in Lesson 7) compared with many of the participating pupils discussed so far. Accepting the shorter duration of his participation, and the varying number of analysed spoken turns per lesson, it nonetheless appeared that on a turn-by-turn basis, Pupil 8's verb range was increasing over the study period.

Other lexico-grammatical indicators of L2 acquisition apparent in Pupil 8's Wordlist data included a growing diversity of adverb production. This ranged from basic deictic markers and time referents (e.g. 'sometimes) in Lesson 1, to frequency indicators, and modifiers (e.g. 'always' and 'really') from Lesson 3, to a wider range of adverbs by the end of the study (e.g. 'just', 'very', 'somewhere' etc.). Pupil 8 could mark possession using the determiners 'my' and 'your' from Lesson 1 onwards, while use of 'their' emerged in the final lesson. He also made inaccurate attempts to apply the possessive marker ('-s') to a proper name in Lesson 4, as shown in the example below:

P8: I- my just- Lithuania's trousers have zip. (Lesson 4, 29 April 2008 – 'my trousers from Lithuania')

The conjunctive 'and' was used throughout the study period, with 'but' and the subjunctive 'because' emerging in Lesson 3 (as discussed in Section 4.13.3(x) above).

1.13.5 L2 literacy development

Although Pupil 8's participation in this study began shortly after his enrolment at School 1, when he was very recently arrived in Ireland, it appeared (as indicated by the proficiency break-down of his analysed turns in Figure 45 in Section 1.13.2) that he had some, albeit limited, knowledge of English. It also seemed that he had some previous literacy experience. From the first selected lesson, he was able to read a simple reader (aimed at native English speaking 6 to 7 year olds), as indicated in the example below:

P8: puffin. *(poofin*)* … (*reads*) look at this bird. this bird can *(ken*)* fly. (Lesson 1, 4 March 2008)

Although he required some support from the teacher, generally focussing on more challenging items of L2 lexis within the text (names of birds), he could make unassisted attempts at some of these new words (e.g. 'puffin' in the example above) and appeared quite competent at reading the simple, repetitive structures used throughout the book which required recognition of basic sight vocabulary. In Lesson 1, Pupil 8 could also read words for body parts, written as a list on the board following an oral activity on this topic, with some help from the teacher.

In Lesson 3, Pupil 8 could read aloud from a reader, *Kitty Cat and the Fish* (again aimed at 6 to 7 year old native English speakers), with relative fluency apart from minor issues in relation phonology and new vocabulary (e.g. 'squirrel'). He could also engage in a writing activity which involved labelling pictures relating to animals. While Pupil 8 was quite familiar with the vocabulary required, spelling these simple (three-letter) words proved problematic. His difficulties were also suggestive of grapho-phonic differences between his English and his home-language. Particularly challenging letters included: 'e' (articulated as 'ay'), 'f' ('fay'), 'g' ('gee' or 'gay') and 's' ('see', or 'say'). The potential for confusion therefore arose if L1 orthographical knowledge was applied to the L2 context, although Pupil 8 seemed to have some metalinguistic awareness of this, as the example below suggests:

P8: "e", 'ay', it's nearly the same, 'ay'. (Lesson 3, 15 April 2008)

He also seemed to find the dual use of letters 'c' and 'k' to represent the /k/ consonant confusing, and the letter name 'w' difficult to articulate.

Pupil 8's ability to read simple readers was also evident in Lesson 4, although phonological issues persisted (to be discussed in Section 1.13.6). He could also identify words on flashcards relating to clothes, and demonstrate an awareness of similar sounds and word endings, as in the example from the reader below:

P8: it's look like shirt. (Lesson 4, 29 April 2008 – comment after reading the word 'skirt')

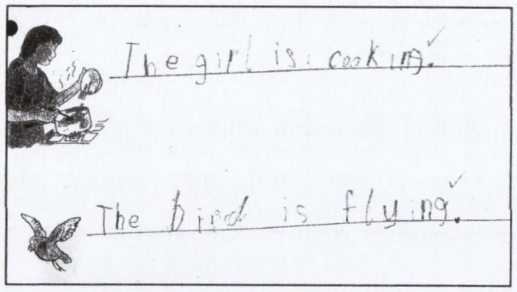
Pupil 8 also engaged quite competently in a slightly more complex activity which involved linking (with visual support) words relating to weather conditions to words for clothing items, and then using these matched words to write sentences. While he was quite able to fulfil the requirements of this task, it sometimes appeared that he relied too heavily on the pictorial cues rather than always reading each word. In Lessons 5 and 7, he also proved capable of reading words for familiar foods, and could attempt somewhat more complex captions on a 'menu' with help from the teacher.

By Lesson 8, Pupil 8 could read a mainstream reader, *Mr Big is a Big Help* (within the reading range of Senior Infants to 1st Class pupils) with relative fluency. It may, however, be worth noting that Pupil 8 was about a year older than his mainstream peer group. While phonological issues and possibly differences in grapho-phonic relationships between his L1 and L2 (particularly regarding the sounds represented by the English letter 'c' – this letter represents the phoneme /ts/ in Lithuanian), his ability to self-correct when reading was evident:

P8: walked down and road *(rowd*)* .. em road?.. he saw a little girl, she was sad …. be-cas- because her kit-ten was stack- stuck. (Lesson 8, 27 May 2008)

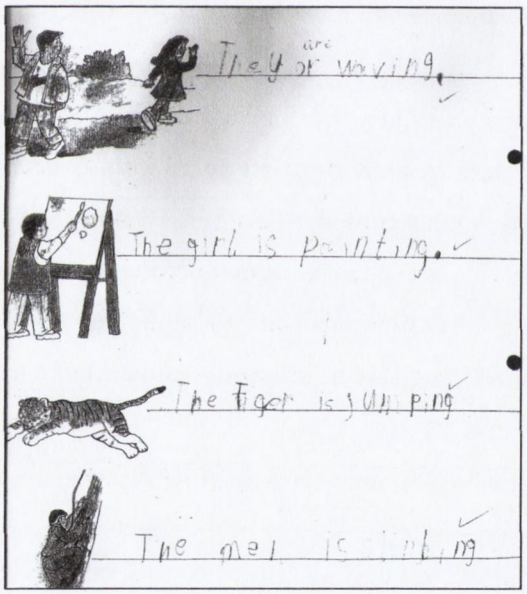
Pupil 8 could also read words for everyday actions, written on a board following an oral activity, and use these to write sentences based on picture prompts. While he engaged quite competently with this writing activity, issues relating to spelling again arose. Although Pupil 8 demonstrated considerable awareness of English grapho-phonic links, he still needed some support, as shown by the example on the following page:

P8: *(to self)* the bird. b- b- bird .. bird –d .. *(to teacher)* eh is the bird the last letter is "t" or "d"?



(Lesson 8, 27 May 2008)

Errors relating to the deep orthography of English and possible confusion between the conflicting graphical representation of certain L1 and L2 sounds (particularly vowels) were also evident in Pupil 8's attempts at writing (see Section 1.13.6). The example sentences below, again produced in Lesson 8, highlight some of these issues (note Pupil 8's incorrect spelling of 'are' and 'man' in these sentences, despite support from the teacher):



(Lesson 8, 27 May 2008)

Nevertheless, he seemed aware of some links between his L1 literacy knowledge and his developing L2 literacy skills, even if these were quite difficult for him to articulate.

P8: I can write just only "s" in Lithuania eh letter, we- we have lots of them …. the girl- (Lesson 8, 27 May 2008 – the Lithuanian alphabet has 32 letters, including both 's' and 'š')

The challenge of L2 writing for young ESL learners is, however, expressed in his final comment on this writing task:

P8: it's very hard to me to write .. all the words .. the words- it's not the write some words, it's not to- (Lesson 8, 27 May 2008)

In the final lesson, Pupil 8 read competently from a reader which again would have been within the reading range of some of his mainstream peers: *Grandma's Surprise* (aimed at 6 to 7 year olds, Senior Infants to 1st Class). While non-target-like phonology was evident, his reading was quite intelligible and covered a range of structures (e.g. expressions of conditionality) well beyond his spontaneous oral production at that time. New lexis could also prove challenging however, particularly if it were culturally unfamiliar as the example shows:

P8: oh, this is a hard page for me .. Ali went up to Grandpa. can I go- can I go to the mos-cow. (Lesson 9, 10 June 2008 – 'to the mosque')

In this case, Pupil 7, who was familiar with Islam from personal experience, was able to help the teacher explain 'mosque', whereas Pupil 8's family links to Russia may have contributed to the miscue in his reading.

Pupil 8 could also read and copy a short text from the board on the topic of 'the bin collector', based on classroom discussion. Again, his awareness of grapho-phonic cues and self-correction abilities were evident in this activity:

P8: it's not truck, truck is start with "t". re-cycling .. eh and a black bin for waste *(vaste*)*. a bin collector .. drives *(dray-ves*)* .. drives *(OK)* a big truck. a bin collector .. wears gloves and a coat. the bin collector comes in the morning. (Lesson 9, 10 June 2008).

As mentioned, however, in relation to Pupil 7 in Section 1.12.5, for a more comprehensive analysis of Pupil 8's L2 writing skills it would have been necessary to sample some of his written work from mainstream classroom activities in addition to writing tasks completed as part of his English language support lessons.

1.13.6 Possible influences on L2 development – internal factors

Pupil 8 was another of the slightly older children participating in my study, aged 8 years old by the end of the research period. Many of the issues discussed in Section 1.12.6 in relation to Pupil 7 are therefore equally worth considering in his case. While Pupil 8 was probably slightly younger than Pupil 7 – he had been placed in the mainstream 1st Class upon arrival at School 1 – the additional challenges facing these somewhat older pupils were apparent, in terms of the conceptual, and particularly literacy-related, knowledge they had to engage with and express through their L2. While Pupil 8 demonstrated a considerable and growing degree of oral L2 ability over the study period, it was clear that evidence of an A2 level of proficiency was insufficient for full engagement in mainstream classroom activities and that he required considerable further support with his English L2 learning if he were to be able to

use his extensive conceptual knowledge to reach his academic potential. Likewise in relation to literacy, while he made noticeable and rapid progress over the study period, his L2 literacy skills would have to develop continuously and profoundly in order to meet the 'moving target' (Cummins 2000: 36) of a literacy level equivalent to that of his native-English-speaking peers. The experience of Pupils 7 and 8 would suggest therefore that, while L2 learning is a challenging and prolonged experience for all children from non-English-speaking backgrounds, young learners who commence their education after the initial formative years (in the case of the Irish system, the Infant classes) face an immense uphill task and may require additional assistance beyond the present two-year allocation of English language support if they are to fully engage with the mainstream curriculum.

In relation to home language influence, while this would require knowledge of Lithuanian to fully assess, evidence available from the data obtained for Pupil 8 across the selected lessons suggested that some cross-linguistic transfer may have featured in his L2 production. It also appeared, from comments made by Pupil 8 during the study period that he had some experience of Russian (through family members, films etc.). Possibly home language influence was most apparent in relation to phonology, particularly in Pupil 8's L2 reading. In terms of vowels this could involve lengthening, typically the articulation of English /ɪ/ as /i/, or for instance, the production of the diphthong /æ/ as /ɛ/ (while short vowels and diphthongs exist in Lithuanian, most vowels are longer than in English, and apparent orthographic equivalents may be phonologically different). Challenging consonants included the approximant /w/ often produced with a more 'v'-like sound (in Lithuanian, orthographic 'v' represents the labial approximant glide /ʊ/), and the nasal /ŋ / which, when attempted (usually in reading) was articulated as separate consonants /n/ and /g/, the dental fricatives /θ/ and /ð/ were also very difficult for Pupil 8 to produce, as was the case for most of the participants in this study. Differences between L1 and L2 orthographic systems may also have led to some of the challenges Pupil 8 faced in his attempts to read and spell in English (as discussed in 1.13.5 above).

Although a comprehensive knowledge of Lithuanian grammar would be necessary to examine Pupil 8's L2 grammar for evidence of cross-linguistic influence, some of the challenges he faced, for example, article omission determining verb aspect, question syntax and auxiliary omission, would seem similar to the production of some of the other participants of Eastern European backgrounds (native speakers of Baltic and Slavic languages). Some lexical features, such as Pupil 8's use of 'how' in contexts requiring 'what', could also be found in the data for Polish, Serbian and Croatian participants. While

no examples of distinctly Lithuanian lexis were recorded in the selected lessons, Pupil 8's tended to express familiar country and place names (e.g. Russia – *'Roo-si-a'*; similar to the Lithuanian: *'Rusija'*, also quite close to the Russian: '*Россия*') with articulation more associated with his home language(s) than with English.

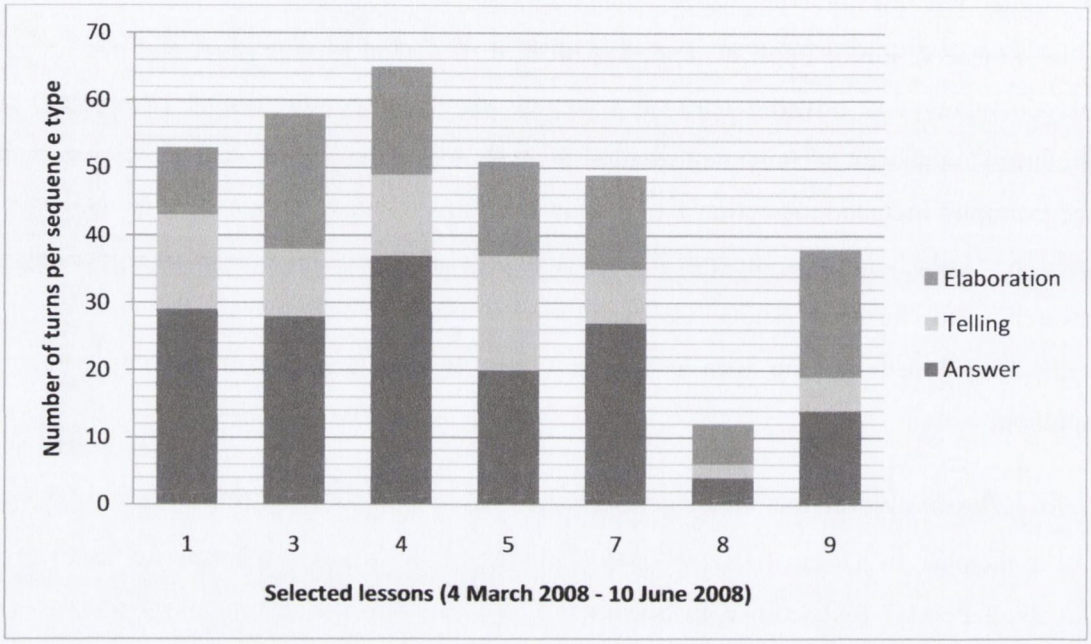
Observation of Pupil 8's engagement in the selected lessons suggested that, in terms of personality and possible learning style, he was a thoughtful, rather quiet child who preferred to make an accurate contribution to interaction rather than to take risks. As some of the examples included in Section 1.13.5 show, he seemed able to reflect upon the language he used, particularly in the context of literacy activities and to use his developing metalinguistic awareness for further learning, for example exploring the differences between L1 and L2 orthographic patterns and then using this knowledge in subsequent, more accurate, L2 spelling.

1.13.7 Possible influences on L2 development – interaction-related factors

As a member of Group S1/G5/1st(B)&2nd, most of the lessons selected for Pupil 8 also involved Pupil 7 (as outlined in Section 1.12.7). However, due to Pupil 7's absence for several weeks in March/April 2008, Lessons 3 and 4 were one-to-one classes with the English language support teacher. Examining particular features of Pupil 8's interaction, based on analysis of specific turn types: 'answers', 'tellings' and 'topic elaboration', it would appear that he was quite capable of active participation in classroom talk. The distribution of these three turn-types is presented in Figure 48 (see over). While they did not account for all of Pupil 8's classroom interaction in the selected lessons, the relatively high proportion of 'telling' and 'elaboration' type turns shown in Figure 48 suggests that Pupil 8 could take initiative and collaborate in classroom dialogue. Although there seemed to be no direct correlation between these interaction patterns and evidence of Pupil 8's English L2 proficiency over the study (provided in Figure 45, Section 1.13.2), his participation did seem most active in the final lesson when his ratio of Level A2 to Level A1 turns was highest. Since, throughout the study period, Pupil 8 demonstrated the ability to use English with an A2 level of proficiency, it is worth considering whether this apparent proficiency enabled him to contribute more actively in class (particularly as observation showed him to be a rather quiet child). However, from examining the interaction patterns of the other participants discussed thus far, it would appear that while developing L2 proficiency may facilitate active participation, the reverse may also be true. In addition, actual classroom interaction patterns are likely to be determined by the structure of the lesson (availability of opportunities for

active participation) and personality and affective factors (readiness of the individual learner to participate).

Figure 48: Sequence-type indicators of interaction for Pupil 8 over the study period



Further evidence of Pupil 8's classroom interaction patterns is presented in Table 46 (see over), which shows that most of his turns involved pupil-teacher discourse. However, while this was inevitable in the one-to-one Lessons 3 and 4, it was not necessarily the case. In Lesson 7, a role-play based lesson, pupil-pupil discourse accounted for 39% of Pupil 8's total turns. This lesson also yielded greatest evidence for many of the indicators of L2 acquisition discussed in Sections 1.13.3 and 1.13.4, a relatively high proportion of more active telling and elaborations, and also a considerable degree of question formation (for practical reasons not analysed as a turn type) which would also have involved initiative taking. Accepting that not all lessons can be equally 'interactive', Pupil 8's performance in Lesson 7 would, however, suggest that maximising interaction, particularly pupil-pupil interaction, could benefit learners' L2 development.

Table 46: Interlocutor identity in Pupil 8's classroom interaction

Lesson	Total number of turns	Pupil-to-teacher turns (or independent part-turns)	Pupil-to-pupil turns (or independent part-turns)
1	102	89	5
3	91	91	0
4	129	126	0
5	64	65	0
7	140	88	55
8	42	35	8
9	67	66	1

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.14 PROFILE: PUPIL 1

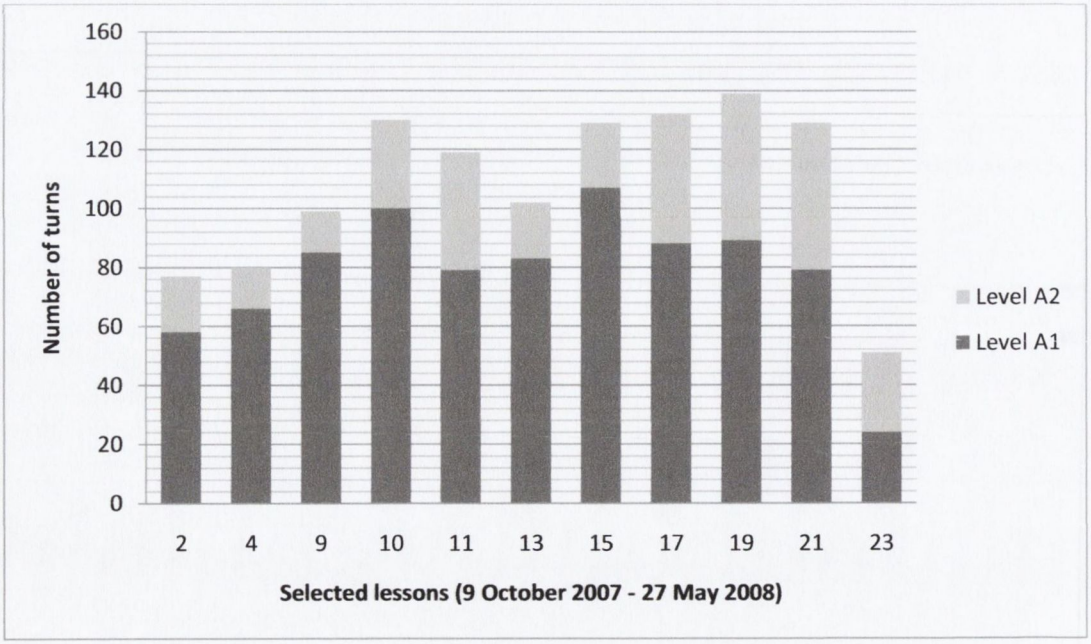
1.14.1. Personal details

Throughout the study, Pupil 1 participated as a member of lesson group S1/G4/1st(A). A boy aged 8 years old by the end of the research period; he was a pupil in the mainstream 1st Class. He came from Romania and spoke Romanian as his home language. He commenced English language support in June 2007 upon enrolment at School 1. As a member of Group S1/G4/1st(A), he participated in 21 recorded lessons from October 2007 to May 2007; a further 3 recorded lessons featuring his temporary participation in another group were excluded from Analysis Phase II (see Volume I Section 3.3.2 for reasons). In total 11 of these lessons were selected for this final analysis, examining 1188 of Pupil 1's speaking turns.

1.14.2. Overview of L2 proficiency

The distribution of analysed spoken turns over the lessons selected for Pupil 1 is shown in Figure 49. It also indicates his English language proficiency level in each of these lessons, based on the Benchmark descriptors associated with each of these turns. It appears that, while Pupil 1 entered the study at a relatively early stage of his English L2 development, his proficiency appeared to increase over his 8 month long participation in the project. Particularly in the final two months (from Lesson 17 onwards), his proportion of Level A2-linked turns rose considerably and consistently.

Figure 49: Proficiency levels recorded for analysed turns produced by Pupil 1 in selected lessons



1.14.3 Evidence of L2 acquisition – grammatical indicators

Figure 50: Use and accuracy of L2 acquisition indicators recorded for Pupil 1 in selected lessons

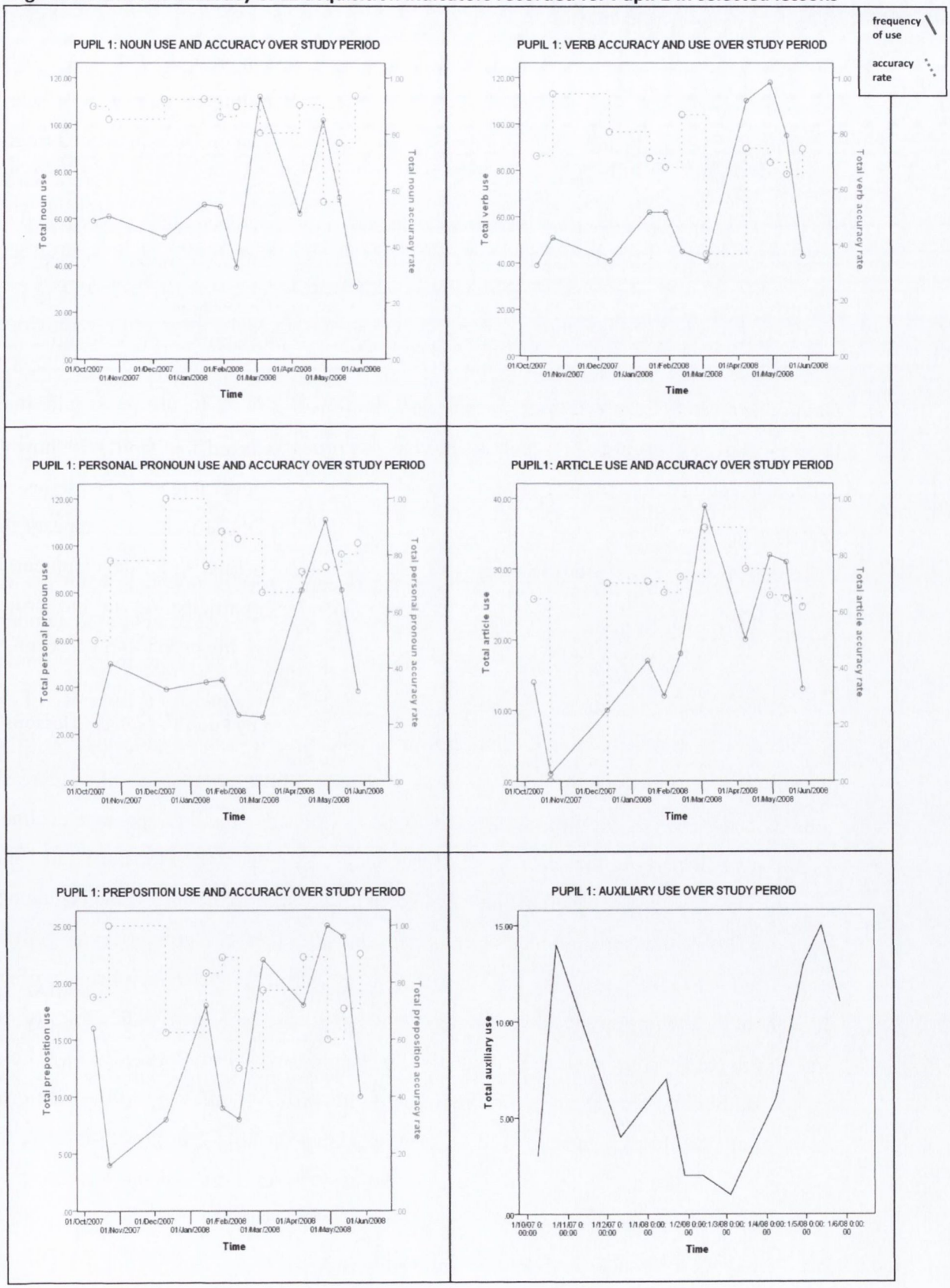


Figure 50 illustrates Pupil 1's frequency (token count) and accuracy in using some of the indicators of L2 acquisition investigated in this study. Features of his L2 development across the research period are outlined for these indicators below.

(i) Noun development

Pupil 1's use of nouns showed a general increase over the study period (peaking at 112 token counts in Lesson 15), although his frequency of noun use is likely to have been influenced by lesson related factors (e.g. the number of analysable spoken turns available per lesson, which could depend upon the oral/literacy balance of the lesson). His noun production was usually quite accurate (generally over 80%) although fluctuations were noted, particularly in Lesson 19 (56% accurate). Such dips in noun accuracy appear to be primarily linked to the introduction of new vocabulary, with incorrect lexical choice accounting for 65% of Pupil 1's noun-related errors. Confusion of singular and plural, particularly the use of singular nouns in plural contexts was also, however, a feature of his production (29% of noun errors). Pupil 1 made no attempts to indicate possession by adding '-s' to a common noun.

(ii) Verb development

Pupil 1's use of verbs also increased across the research period, although again his verb frequency rate, which peaked at 118 token counts in Lesson 19, was subject to the number of analysable spoken turns per lesson. His overall verb accuracy rate fluctuated considerably, and appeared to be highest in the early lessons when his frequency and diversity of verb production was relatively low. Overall, however, this rate fell from an early high of 94% to generally within the region 60%-70% accurate verb use. Pupil 1's production of an increasing number and range of verb-forms seemed to be associated with this apparent decline in accuracy, particularly in the second half of the study. A more detailed look at Pupil 1's use of verbs indicates factors which may have affected his accuracy patterns. At the beginning of the study, Pupil 1's verb production consisted almost entirely of present tense, generally uninflected verb forms (applying the 3rd person '-s' morpheme proved a major source of error throughout) and the present tense copular verb 'be' (often associated with errors of non-pluralisation in required contexts). Pupil 1's use of progressive forms (recorded from Lesson 2), and simple past forms (attempted from Lesson 9) became more frequent over the course of the study, while past participles also began to feature in his L2 use (occasionally, from Lesson 2 onwards) as the study progressed. Some early examples of his increasing verb diversification include:

P1: and in a circus and an a- jumpin' on a trampoline. (Lesson 2, 9 October 2007)

P1: and me have one dog. my dog is called (Amsta). (Lesson 2, 9 October 2007 – dog's name somewhat unclear)

P1: hey .. what did you said. (Lesson 9, 11 December 2007)

However, as shown above, his production of these forms was often characterised by inaccuracy; this was usually connected to inappropriate choice of tense or aspect, and also involved error or omission in relation to the auxiliaries required by such structures (see sub-section (vi) to follow). Pupil 1's tendency to use present verb stems in contexts requiring past tense forms was also very apparent. When he successfully produced past tense verbs, these tended to be irregular forms (e.g. 'said'. 'found', 'saw'. 'forgot', 'put', 'lost', 'drove') rather than regular '-ed' past tense markers (e.g. 'asked').

(iii) Pronoun development

Pronoun use by Pupil 1 in the selected lessons initially involved personal and basic demonstrative pronouns and numbers. However from Lesson 11 onwards, it diversified to include indefinite pronouns and the substitute 'one', with use of the relative pronoun 'who' recorded in Lesson 15 and quantifiers evident towards the end of the study. His use of personal pronouns rose over the study period (again subject to analysed turns per lesson), to a maximum of 111 token counts in Lesson 19. While his accuracy rate rose from an initial 50%, it tended to fluctuate, usually between 70% and 80% accurate across the study period, with some evidence however of more accurate pronoun use (over 80% accurate) apparent in the final two lessons. Errors of case involving the use of object pronouns (typically 'me' and 'him') in contexts requiring subject pronouns accounted for the majority (63%) of Pupil1's inaccuracies. Gender confusion, the use of gendered pronouns rather than the neutral 'it', and the occasional use of personal pronouns in contexts requiring possessive determiners was also recorded. Pupil 1's pronoun omission rate fluctuated over the study period but was usually less than 10%; his omissions seemed equally likely to involve either subject or object pronouns.

(iv) Article development

Pupil 1's use of articles also showed a general upward trend, although lesson-related factors may again have impacted on his token count of article use across the selected lessons (a maximum count of 39 was recorded in Lesson 15). His accuracy of article use generally exceeded 60% throughout, but fluctuated considerably beyond this threshold. However, in some lessons in the second half of the study, the data suggested that Pupil 1 was capable of higher levels of accuracy (e.g. his article production in Lesson 15 was 94% accurate), even if

such performance was not always consistent. Non-required use of articles accounted for the vast majority of his errors, although occasional confusion of 'a' and 'the', and the use of 'a' before a vowel were also recorded. Pupil 1's article omission rate fell over the course of the study; from typically 0.4-0.5 times total article use in the first half, to a ratio generally under 0.2 in the second.

(v) Preposition development

Pupil 1's use of prepositions increased quite steadily over the study period, reaching a peak of 25 token counts in Lesson 19. His accuracy rate, although usually over 60%, fluctuated noticeably, with dips in accuracy often associated with increased preposition use (e.g. his preposition production was only 60% in Lesson 19). Prepositions produced by Pupil 1 over the study period included: 'in', 'down', 'for', 'on', 'with', 'like', 'for', 'past', 'up', and 'out'. Inappropriate use of 'in' and 'on' in contexts requiring 'into' and 'to', as well as the use of 'for' instead of 'to' emerged as regular sources of error, although the non-required use of prepositions accounted for most of Pupil 1's inaccuracies. Omission of prepositions was also apparent throughout the selected lessons, although Pupil 1's omission rate was usually under 20% of his actual preposition use.

(vi) Auxiliary development

Aside from an early peak of 14 token counts in Lesson 4, probably due to lesson-related factors, particularly the playing of a game requiring repeated use of constructions such as 'do you like?' and 'I don't like', Pupil 1's production of auxiliaries was rather limited in the first half of the study. The second half of the study featured an increasing level of auxiliary production, reaching 15 token counts in Lesson 21. The diversity of Pupil 1's auxiliary use also widened across the study period. At first limited to the production of auxiliaries 'be', 'do' and occasionally 'can' in basic present tense structures, from Lesson 9 onwards, it developed to include past tense auxiliaries ('did' and later 'was') and future reference ('will' and later 'going to'). Use of the modal form 'have to' emerged in Lesson 10, while the perfect tense marker 'have' was produced in Lesson 11, and auxiliary use across a range of structures (affirmative, negative and interrogative) was recorded over the study period. Some examples of Pupil 1's auxiliary use are presented below (see also sub-section (ii) above), while a breakdown of his appropriately produced auxiliaries can be found in Table 47 (see over):

P1: I will do my name. (Lesson 9, 11 December 2007)

P1: and my brother talk my dog she say she have to talk in Romania. (Lesson 17, 8 April 2008)

P1: from my brother drove I not gonna drove the motorbikes. (Lesson 21, 13 May 2008)

Table 47: Auxiliary use by Pupil 1 over the study period

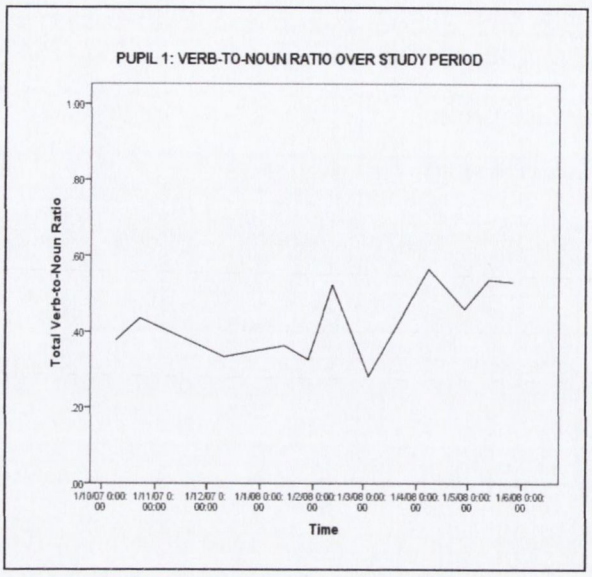
LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
2	3	2	1	1	0	0	0	0
4	14	14	0	12	0	0	0	2
9	4	4	0	3	0	1	0	0
10	7	7	4	1	0	0	0	2
11	2	2	0	1	1	0	0	0
13	2	2	1	0	0	0	0	1
15	1	1	1	0	0	0	0	0
17	6	6	1	0	0	3	0	2
19	13	11	0	4	0	0	0	7
21	15	12	5	2	0	0	1	4
23	11	4	0	0	0	0	0	4

As Table 46 indicates, not all the auxiliaries produced by Pupil 1 were accurately used. Prominent errors included his non-required use of the auxiliary 'be' (typically with a stem verb), or incorrect auxiliary choice (often the use of 'be' in contexts requiring 'do'). As discussed in sub-section (ii) above, and illustrated in the examples, the verb-forms linked to Pupil 1's auxiliary use were not always accurate either. The omission of auxiliaries (particularly 'be' and 'do') was also common within Pupil 1's analysed spoken turns.

(vii) Structural development

An indication of the structural complexity of Pupil 1's oral production analysed in the selected lessons is presented in Figure 51 (see over), based on the ratio of verbal to nominal elements recorded in each of his analysable turns (see Volume I Section 3.3.6). Over the research period, it appears that Pupil 1's verb-to-noun ratio increased from generally under 0.4 in the first half of the study to more consistently over 0.5 in the second half. Comparing these findings with the indication of proficiency provided in Figure 49 (in Section 1.14.2), it seems that although nominals considerably out-numbered verbal elements throughout the study, lessons in which Pupil 1 displayed a higher level of English L2 proficiency (more A2-linked turns) are also associated with slightly more complex structure formation as suggested by a rising proportion of verb use in these lessons.

Figure 51: Verb-to-noun ratio for Pupil 1



(viii) Negative formation

While Pupil 1 proved capable of using both 'no' and 'not' (including its contracted form) from the outset of the study, he had a tendency towards the inappropriate use of 'no', particularly in the earlier lessons, for example:

P1: me no have. (Lesson 2, 9 October 2007)

His use of 'not' increased over the research period, although occasional incorrect use of 'no' continued to feature in his oral production. Although in earlier lessons he sometimes omitted necessary auxiliaries within negative structures, such omission became less frequent towards the end of the study. Developments in his negative production are shown in the following examples:

P1: I go first in here .. I not finished. (Lesson 9, 11 December 2007)

P1: it's not raining. (Lesson 21, 13 May 2008)

(ix) Question formation

Throughout the study, Pupil 1 proved capable of asking basic questions using 'wh-' words such as 'what?', 'where?' and 'why?'. His first attempts at more complex question formation came in Lesson 4, with the production of questions following the model 'do you like X?' in a classroom activity focussing on food preferences. Evidence that Pupil 1 could produce similar inverted questions in an unstructured context was available from Lesson 9 onwards, for example:

P1: do you like my pizza? (Lesson 9, 11 December 2007)

While Pupil 1's attempts at inversion became more frequent and diverse over the study period (e.g. involving use of the copular verb and the modal 'can'), he frequently omitted auxiliaries required for inversion, and often regressed to non-inverted statements with questioning intonation rather than attempting actual question formation. However, some evidence of self-correction in such contexts was apparent in later lessons:

P1: yeah and are we allowed eat the cake. (Lesson 21, 13 May 2008 – Pupil 1 recasts his previous attempt: 'and then we allowed eat it the cake')

Pupil 1's attempts at indirect questions emerged from Lesson 10 onwards, with the following example:

P1: em I don't know what I- …….. fish? (Lesson 10, 15 January 2008)

However, while these became more evident in the data through the second half of the study, they were often characterised by syntactic error, such as:

P1: yeah, and-a yeah and you go, you know where's the bus. (Lesson 23, 27 May 2008)

Pupil 1's first attempt at relativisation using a question word ('who') as a relative pronoun was recorded in Lesson 15. This is discussed further in sub-section (x) below.

(x) Clause linkage

Apart from the use of basic conjunctives such as 'and', Pupil 1's attempt at clause linkage was restricted to his efforts at indirect question formation outlined in sub-section (ix) above. His first use of 'because' as a subordinator was recorded in Lesson 13:

P1: 'cause in a picture cold. (Lesson 13, 12 February 2008)

From Lesson 15 onwards, he also began to use relativisers to link clauses, as in the examples below.

P1: yeah, he take the people who take the money. (Lesson 15, 4 March 2008)

P1: and I- what I have- what I have a book when I finish this book. (Lesson 21, 13 May 2008)

The subordinator 'if' emerged in his analysed spoken turns in Lesson 21, with a more complete example of clause linkage using 'if' recorded in the final lesson:

P1: what do you say if you give you a stamp. (Lesson 23, 27 May 2008 – re. 'reward' stamps)

1.14.4 Evidence of L2 acquisition – lexical indicators

Pupil 1's lexical development over the study period was investigated using the Wordlist Program; his Wordlist entries for each selected lesson serving as an indication of his lexical

range (see Volume I Section 3.3.6 for overview and methodological considerations). The results of this lexical analysis are presented in Table 48 below:

Table 48: Wordlist entries for Pupil 1 over the study period

LESSON	2	4	9	10	11	13	15	17	19	21	23
DATE	9 Oct 2007	23 Oct 2007	11 Dec 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	4 Mar 2008	8 Apr 2008	29 Apr 2008	13 May 2008	27 Ma 2008
ANALYSED TURNS	77	80	99	130	120	102	129	132	139	129	51
WORDLIST ENTRIES	82	51	94	131	112	99	97	146	136	152	91
ENTRIES PER TURN	1.06	0.63	0.95	1.01	0.93	0.97	0.75	1.10	0.98	1.18	1.78

Table 48 shows that Pupil 1's overall lexical range, as indicated by the number of Wordlist entries for each of the selected lessons, appeared to expand over the course of the study, reaching a maximum of 152 entries in Lesson 21. To take account of lesson-related factors, particularly variation in the number of analysable speaking turns available for each lesson, his ratio of Wordlist entries to analysed turns was calculated. This again indicated growth in his vocabulary range across the research period, with the highest ratios recorded towards the end of the study.

In terms of semantic fields, the lexis produced by Pupil 1 included: words relating to family and friends (e.g. 'brother', 'girlfriend'), body parts (e.g. 'teeth', 'hair'), activities, games and equipment (e.g. 'basketball', 'trampoline'), school-linked words (e.g. 'sharpener', 'schoolbag'), foodstuffs (e.g. 'pizza', 'popcorn'), clothing and accessories (e.g. 'shoes', 'umbrella'), shapes (e.g. 'square', 'triangle'), occupations (e.g. 'fireman', 'policeman'), weather related words (e.g. 'sunny', 'snowman'), vehicles (e.g. 'motorbike', 'train'), words connected with seasonal events (e.g. 'Christmas', 'Santa'), places and country names (e.g. 'beach', 'Romania'), time related words (e.g. 'week', 'yesterday'), animal names (e.g. 'gorilla', 'elephant'). His production also included adjectives describing colour, size and quality (e.g. 'long', 'easy' and 'favourite'). The lexis used by Pupil 1 in the selected lessons linked closely to the Benchmark Units of Work recorded in the lessons selected for this group (covering all units except Unit 13: 'Caring for our environment'). This was not entirely surprising, however, as the teachers responsible for this group consciously planned their lessons around the Benchmark themes.

The lexical range of Pupil 1's verb use is indicated in Table 49 (see over). Again it seems his verb vocabulary was more extensive towards the end of the study, peaking at 35

distinct verb lexemes in Lesson 17, and generally maintaining a level of at least 25 verb lexemes in subsequent lessons, with the exception of Lesson 23 – a literacy-focussed lesson in which the number of analysed spoken turns was reduced.

Table 49: Verb use by Pupil 1 over the study period (presented in Wordlist entry order)

LESSON	2	4	9	10	11	13	15	17	19	21	23
DATE	9 Oct 2007	23 Oct 2007	11 Dec 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	4 Mar 2008	8 Apr 2008	29 Apr 2008	13 May 2008	27 May 2008
1	have	like	like	be	be	be	go	be	have	have	be
2	like	have	do	like	do	know	do	do	know	be	do
3	be	eat	be	look	like	look	is	have	be	go	eat
4	watch	give	finish	want	have	forget	take	like	do	do	like
5	do	be	know	know	look	like	put	need	go	know	see
6	play	mean	eat	go	say	say	know	put	read	like	say
7	put	put	go	have	want	want	ask	lose	give	see	allow
8	call		copy	do	forget	have	brush	say	like	allow	go
9	give		give	fix	race	buy	catch	talk	look	eat	know
10	jump		have	fly	finish	finish	come	ask	eat	take	find
11	know		look	follow	clean	go	drive	close	say	come	give
12	read		need	help	come	need	eat	copy	want	drive	look
13	sleep		play	stick	draw	play	get	know	allow	forget	play
14	wash		put	wait	fly	put	have	want	forget	look	read
15			say	break	get	rain	say	buy	hide	mean	think
16			win	come	know	watch	sleep	finish	see	play	walk
17				find	play		snore	kiss	catch	call	
18				finish	read		want	look	colour	finish	
19				hold	see		wear	paint	come	leave	
20				play	talk			stick	fall	open	
21				run				wake	find	rain	
22				say				allow	kiss	swim	
23				shop				bring	lose	throw	
24				sleep				call	sleep	want	
25				take				come	stick	watch	
26				watch				leave	swap		
27								let	take		
28								make	tell		
29								see			
30								skip			
31								start			
32								stop			
33								think			
34								throw			
35								write			

Other indicators of L2 acquisition evident within Pupil 1's Wordlist data included the development of L2 adverbs. These ranged from basic deictic reference (e.g. 'here', 'there'), frequency markers (e.g. 'now') and occasional modifiers (e.g. 'only') in the early lessons, to a more comprehensive range of adverbs in the second half of the study (e.g. 'just', 'really', 'again', 'so' and 'too'). The possessive determiner 'my' appeared in Pupil 1's Wordlist entries from the start of the study, with 'your' and 'his' emerging in Lesson 17. However, no other markers of possession (pronouns or morphological adjustments) were recorded in the data. The simple conjunctive 'and' appeared in the Wordlists for all Pupil 1's selected lessons, while 'but' emerged in Lesson 19, while 'because', as noted in Section 4.14.3(x) above, was recorded in Lesson 13.

1.14.5 L2 literacy development

As the early lessons selected for Pupil 1 were primarily oral-focussed, there were only limited opportunities to investigate his L2 literacy development. However, even in these lessons, evidence of the challenges faced by Pupil 1 in developing L2 literacy was apparent. At the beginning of the study, while he could make quite a convincing attempt at reading basic words supported by pictures (e.g., in Lesson 2, a short, illustrated reader focussing on familiar toys, repeating the basic structure 'This is my X.'), it seemed he was much more reliant on visual cues and memory rather than on any orthographic recognition. His attempts at decontextualised basic sight vocabulary in Lesson 4, again suggested guesswork rather than reading. Likewise, his efforts to copy words for familiar food items indicated major difficulties in writing with regard to letter recognition and spelling. During the interruption to the Group S1/G4/1st(A) in November 2007, Pupil 1 joined an English language support group for more proficient ESL pupils in 1st Class. There was a stark contrast between his L2 literacy level and that of these pupils, of a similar age and educational stage, who were in their second year of English language support. Pupil 1 found it impossible to engage in their literacy activities (which would have been on a par with mainstream class-work), and even when the teacher involved him in more basic tasks (using the *Jolly Phonics* resources for emerging literacy), he had difficulty with fundamental reading skills such as grapho-phonic relationships. While it was unclear whether Pupil 1 had much, or indeed any, previous experience of education through his home language, there was no indication during the recorded lessons that he had developed L1 literacy skills.

By Lesson 9, Pupil 1 could attempt to read some familiar words (food items) on flashcards without visual support, which he had been instructed to practise at home.

However, even these attempts were often inaccurate and seemed to be based on guessing. Likewise, when involved in a classroom activity with a literacy dimension (labelling pictures of food items with name and number), he appeared to rely more on visual support, repetition and guesswork. From Lesson 11, however, more evidence was available in the recorded data in relation to Pupil 1's L2 literacy development. Reading short portions from a simple reader, *Little Hippo Gets Lost* (aimed at native-English-speaking children in the Infant classes), became one of Pupil 1's regular activities in the English language support class. While this suggested some progress in his development of L2 literacy skills, it is important to remember that this text was considerably less challenging than those which Pupil 1 would encounter in mainstream education. Also, because the activity was very gradually paced (usually a page or two set as a homework task and re-read to the teacher), the possibility of story memorisation could not be discounted. Within the recorded lessons, Pupil 1's attempts at reading this reader required extensive support, prompting and correction from the teacher, with memory, visual cues and, often random, guessing contributing to his efforts. This context must be considered in assessing any evidence of L2 literacy development offered by the reading sequence below:

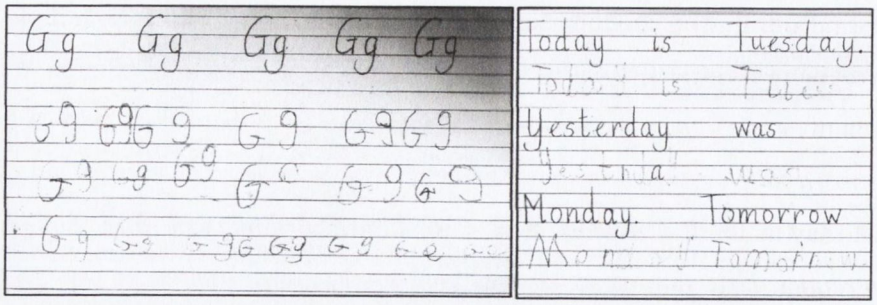
P1: Little Hippo jump onto the- *(Pupil 1 makes a partial and inaccurate attempt at sentence)*

T: *Teacher corrects Pupil's incorrect reading ('jump') to 'jumps'.*

P1: jumps onto the trolley. *(troy*) (Pupil 1 repeats correction and completes sentence)*

(Lesson 13, 12 February 2008)

It is also worth noting that many of the errors in Pupil 1's oral production (e.g. omission of the 3rd person '-s' verb ending) were also reflected in his attempts at reading, and that phonological issues could impede his comprehensibility when reading aloud. Furthermore, in the same lesson as that from which the example above was taken (Lesson 13) Pupil 1 faced considerable challenges in relation to an unpractised literacy activity (reading short sentences about the weather). In this classroom task, his attempts were almost entirely based on prompting and repetition. Regarding writing, evidence from this point in his L2 development suggested that he still had major difficulty with basic letter-formation and the copying of simple sentences – early literacy activities which were successfully accomplished by younger participants in this study, for example Pupils 3 and 4 (see Sections 1.2.5 and 1.3.5). This is clear in the following examples of Pupil 1's writing which date from January / February 2008 (see over).



In Lesson 15, Pupil 1 demonstrated more competence in reading the reader discussed above. However, recurrent issues, often associated with his contemporaneous L2 oral proficiency, were apparent in his reading, particularly in relation to verb morphology.

P1: the .. the shop. Happy Hippo is in the shop. Little Hippo is in the shop too. Happy Hippo see .. the trolley. (Lesson 15, 4 March 2008)

Pupil 1's application of the 3rd person '-s' ending to present tense verbs was very infrequent. However, in this lesson, when it was pointed out to him by the teacher, he could express some awareness of this feature. This is shown in the example below, following an inaccurate reading – 'run':

P1: and he have a "c"- "s" for runs. (Lesson 15, 4 March 2008)

However, Pupil 1's recognition of morphological characteristics and function words remained rather haphazard throughout. In Lesson 17 (in relation to a new reader in the same series: *Animals in the Trolley*) his identification of basic sight vocabulary such as the prepositions 'at' and 'of' appeared to be random and often inaccurate. Nevertheless, in this lesson, he was able to complete some simple sentences by inserting personal details (name, age) and to copy these from the board with considerable support from the teacher.

Pupil 1's competence in reading the reader *Animals in the Trolley* appeared to have increased by Lesson 21, by which time he would have practised reading this book extensively. However, his reading (albeit of relatively repetitive structures) in this lesson did seem somewhat more fluent and accurate as shown in the example:

P1: get me to the shop shop shop, before I flop flop flop *(flap*)*, says Lion. get into the trolley says- no. get into the trolley says Happy Hippo.

Also, while less familiar words still proved problematic, he appeared to want to figure these out himself, drawing on resources for support (his own written records), and making connections between the recurrence of these words outside the immediate text. The examples below follow on from his inaccurate attempt to read the word 'giraffe' in his reader:

P1: why you tell me, now I know, giraffe. *(rebukes teacher's assistance)*

P1: you know I find out giraffe for them letters is in my copy- in this copy. *(connects reading experience to own resource)*

P1: I 'ave a that in my copy? *(checks subsequent unknown word 'tiger' with teacher)*

P1: tiger. *(reads word following prompt from teacher)*

P1: I know how to say that. I know, look- look- look, giraffe. *(points to word on board – connects word from reader to list of animal names on board)*

P1: there is, look, ze- oh giraffe and [zebra]. *(zeba*) ('giraffe' is written on board – Pupil 1 points out 'zebra', also written on board)* (Lesson 21, 13 May 2008)

However, any apparent growth in fluency of Pupil 1's repeated attempts at reading this text may have been deceptive, and largely based upon memory and prompting. Three consecutive daily tests were conducted by the teacher (26-28 May 2008), focussing on Pupil 1's reading of 12 words from this reader presented as a word-list (e.g. 'the', 'pushes', 'lion'). Without prompts from the teacher, Pupil 1 could only read between 3 and 5 of these words correctly in these tests (only one word, 'trolley', was read correctly on each of the three occasions).

By the final lesson it had further emerged that Pupil 1's recognition of basic letter names was still very random and inaccurate. Table 50 (see over) indicates the extent of Pupil 1's alphabet recognition skills based on a classroom activity involving the identification of decontextualised letters and the singing of an alphabet song (the letters 'a' to 'm' were attempted on more than one separate occasion).

Table 50: Pupil 1's attempts at alphabet recognition (Lesson 23, 27 May 2008)

LETTER NAME / ATTEMPT			
A	1st attempt correct	**N**	'z', 'x'
B	1st attempt correct	**O**	1st attempt correct
C	Initially 'kee', subsequent attempt correct	**P**	'c' 'd'
D	1st attempt correct	**Q**	'r' - data suggests Pupil 1 is looking at next letter
E	'a'	**R**	1st attempt correct
F	Initially repetition of teacher, subsequent attempts: 'a', 'g'	**S**	Pupil 1 says 'it's not 'c'', attempts: 'n', 'l'
G	Initial repetition of teacher, subsequent attempt: 'h'	**T**	Correct following sound prompt
H	Repetition of teacher	**U**	Repetition of teacher
I	Initial repetition of teacher, subsequent attempt correct	**V**	Repetition of teacher
J	'g'	**W**	1st attempt correct
K	Initial repetition of teacher, subsequent attempt 'g'	**X**	1st attempt correct
L	Initial attempt 'i', subsequent repetition of teacher	**Y**	Repetition of teacher
M	Initial repetition of teacher, subsequent attempt 'w'	**Z**	Correct sound

Table 50 indicates that Pupil 1 could only identify seven letters ('a', 'b', 'd', 'o', 'r', 'w', and 'x') by name on his first attempt, and that, otherwise, he relied on direct support from the teacher or apparently quite random guessing. However, based on this data alone, it is impossible to ascribe Pupil 1's difficulties to a definite source. Some of his errors seem to relate more to visual characteristics of the letter-form, or perhaps inaccurately used sequence cues derived from his attempt at the alphabet song, rather than any perceptible L2-specific factors. Nevertheless, the possibility of some cross-linguistic confusion (particularly in relation to vowels e.g. 'e' / 'a', and the consonants 'c' and 's') cannot be ruled out, despite the fact that Pupil 1 had, apparently, never experienced formal L1-literacy instruction (see notes for Pupil 20 in Section 1.5.5 regarding L1 orthographic influence). The results of subsequent tests (unrecorded) by the teacher revealed similar error patterns, and by the end of

the study (final test results dated 16 June 2008) Pupil 1 had only reached a maximum of 15 correctly-identified letters.

However, whether general reading issues, or L2-related influences, or a combination of both were affecting Pupil 1's reading performance, the extent of the challenge he faced in terms of literacy was clear. The possibility that lack of educational experience, particularly his missing out on formative pre-literacy activities (conducted in the Infant classes in Irish Schools), may also have left him at a distinct disadvantage in comparison with his mainstream peers. This also highlights the degree of support that individual ESL pupils require if they are to overcome disadvantage of this magnitude (Pupil 1 also received additional English language support, focussing on reading in unrecorded afternoon lessons).

1.14.6 Possible influences on L2 development – internal factors

As was discussed in relation to Pupils 7 and 8, even a slight difference of age may impact on the educational circumstances of a child immersed in L2 medium schooling. The literacy challenges facing Pupil 1, a child in 1st Class who was 8 years old by the end of the study, illustrate the increased L2 demands on older children when compared in this case to younger ESL pupils whose introduction to L2 literacy is more on a par with the mainstream classroom requirements for their native-English-speaking peers. In terms, however, of overall L2 acquisition (see the overview of proficiency presented in Section 1.14.2 and the examination of lexical and grammatical indicators in Sections 1.14.3 and 1.14.4), it appears that Pupil 1's development of oral L2 skills was possibly more extensive than that of younger ESL pupils. Comparison with the data obtained for Pupils 3 and 4 (see Sections 1.2 and 1.3) would be particularly worthwhile in this regard, as their participation in the research project was of similar duration.

While it is impossible to ascertain the extent of any L1 influence on Pupil 1's English L2 development without knowledge of his home language, Romanian, some features of his L2 production were suggestive of such cross-linguistic transfer. This was most apparent in relation to phonology, particularly in his lengthening of vowels (typically /ɪ / as /i/; short vowels in Romanian tend to be longer than those in English). Pupil 1's frequent articulation of the plosive consonant /t/ as the fricative /ʃ / (often in consonantal blends, possibly affected by the range of articulations associated with the consonants 's','ş', 't' and 'ţ' in Romanian). In addition, he occasionally pronounced the unvoiced bilabial plosive /p/ as /b/, a tendency which may have been influenced by L1/L2 difference in the aspiration patterns associated with the consonant 'p' (see also Section 1.19.6, regarding Pupil 9). Possible cognates also

seemed to be coloured by L1 phonology (e.g. 'giraffe' – articulated as /ʒirɑfə/, similar to the Romanian '*girafă*'). Investigation of Pupil 1's grammatical development would require a thorough knowledge of Romanian, however, some prominent features (e.g. his negation patterns) may indicate cross-linguistic influence (linked to the use of the verb-preceding '*nu*' negative particle in Romanian, see Cojocaru 2003).

In assessing possible L1 influence, it may also be worthwhile to compare Pupil 1's English L2 development to that of other participants in the study as patterns associated with Romanian – a Romance language – may differ from those associated with the L2 development of pupils whose L1s belonged to other language families. For instance, in relation to article acquisition, it appeared that Pupil 1 was quite likely to over-use articles, although his article omission rates were reasonably low, a characteristic which also emerged in the data for Pupil 13, another child from Romania. This contrasted with many of the participants from Slavic language backgrounds in the early stages of their English L2 development, whose L2 use was often marked by high rates of article omission, quite likely influenced by the absence of articles in their home languages. Romanian, on the contrary, has a complex Latin-derived article system, in which definite articles are attached as enclitics to the noun, whereas indefinite articles precede the noun to which they refer.

In addition, as pointed out in Section 1.14.5 above, although it was unlikely that Pupil 1 had received any formal L1 literacy instruction, an awareness of some of the grapho-phonic relations associated with his home language (e.g. through written names etc.) may have transferred to his attempts at English letter recognition and may, therefore, represent a further source of possible influence (see Table 49 above, and discussion with respect to Pupil 20 in Section 1.5.6).

Regarding the possible influences of personality-related factors and general learning style on Pupil 1's English language development, it appeared from observation that he was a very out-going talkative child, who was willing to take the initiative in classroom talk to the fullest extent of his L2 abilities. While this enabled him to avail well of opportunities for L2 use, it sometimes seemed that in his anxiety to communicate, he paid limited attention to any linguistic support provided (e.g. recasts or direct correction). His extravert interactional behaviour and his good communication skills may, to an extent, have masked the challenges he faced in his overall English L2 development. This would seem most likely in relation to his L2 literacy. Pupil 1 seemed to rely heavily on oral memory of text and his ability to comment or guess in relation to visual supports when attempting L2 reading tasks. This may have disguised some of the difficulties he encountered in the actual reading of letters and

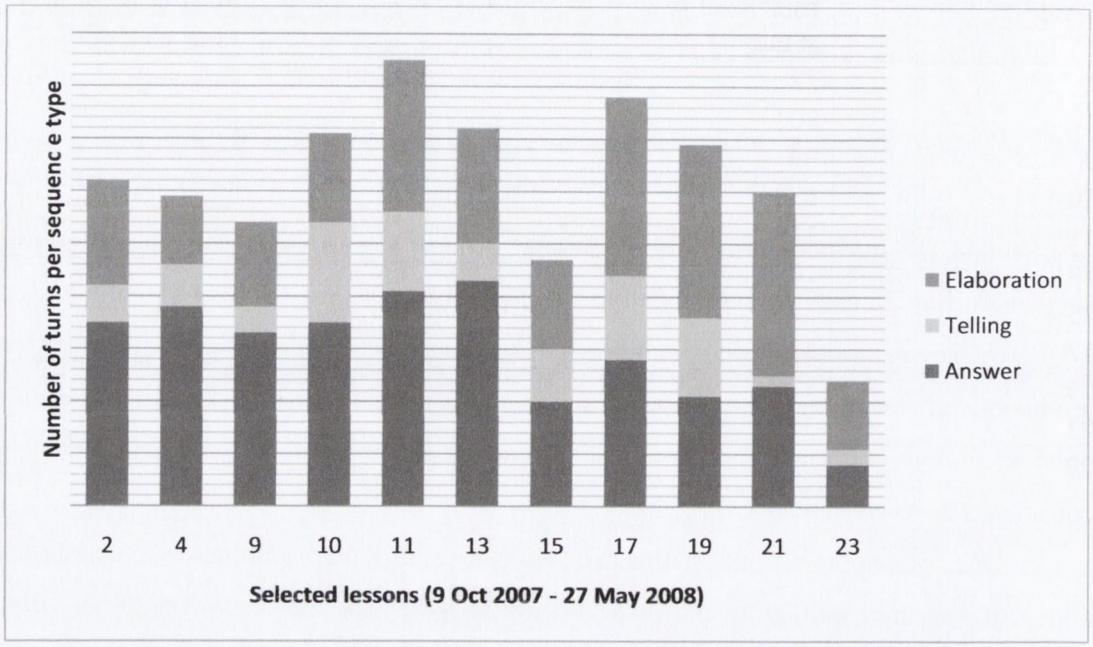
words. Pupil 1 thus appeared to be a child whose effective BICS may have therefore been a deceptive indicator of his overall English L2 proficiency considering the vital importance of CALP in L2 immersion education (see discussion in Volume I Section 2.5.5.).

1.14.7 Possible influences on L2 development – interaction-related factors

During the study period, Pupil 1 was a member of Group S1/G4/1st(A) along with Pupil 2 (see Section 1.15 to follow), a child of a similar age and at a similarly early stage of English language development. As mentioned in Section 1.14.5 above (see also Volume I Section 3.3.2), for several weeks in November/early December 2007 he was moved to a different group as due to rescheduling issues, although his performance in Group S1/G4/1st(A) provides a more accurate impression of his L2 development and therefore only this has been considered in Analysis Phase II.

Due, perhaps, to some of the personality-related factors outlined in Section 4.14.6 above, it appeared that, from the outset of the study when Pupil 1 was still very new to English, he was capable of taking initiatives and collaborating in classroom talk. The examination of specific turn-types ('answers', 'tellings' and 'topic elaborations') selected as reasonable indicators of his interactional behaviour (see Volume I Section 3.3.6), which is presented graphically in Figure 52 (see over) further confirms this observation. Accounting for well over half of Pupil 1's analysed spoken turns, the distribution of these three turn-types indicates a substantial proportion of 'tellings' and 'elaborations' among Pupil 1's analysed speech. These indicators suggest that Pupil 1 participated actively in classroom discourse from the outset of the study; even in the early lessons where responsive 'answer' type turns predominate, a considerable proportion of initiative-taking and collaborative turns were recorded. Across the research period, however, it appears that Pupil 1's participation becomes even more active, with 'tellings' and 'elaborations' in the majority from Lesson 15 onwards. Comparison with his increasing English L2 proficiency, indicated by Figure 49 in Section 1.14.2 may therefore be useful. While no causal relationship can be derived from this data alone, it appears, for Pupil 1, that there is some correspondence between growing L2 proficiency and more active participation. Whether increasing proficiency enables such discourse (a potentially fertile context for further L2 learning), or whether attempts at more active participation result in a higher level of L2 proficiency, remains therefore unclear. However, in Pupil 1's case, it seems that children who may be naturally disposed to communication can use this communicative ability within an L2 context in a way which may lead to a 'virtuous circle' of increasing L2 proficiency and active classroom participation.

Figure 52: Sequence-type indicators of interaction for Pupil 1 over the study period



Regarding interlocutor identity, Table 51 (see over) indicates that pupil-teacher discourse dominated in most of the selected lessons. However in Lessons 4 and 9, some increase in pupil-pupil interaction is recorded, generally within structured activities, such as asking about personal preferences. While there is no direct evidence linking this dynamic to any increases in proficiency or to more active turn-types (which may enhance L2 learning opportunities), this does not rule out the potential benefits of increasing pupil-pupil discourse in the language learning classroom. For example, some of the question forms produced by Pupil 1 within the pupil-pupil activity mentioned in Lesson 4 were used accurately and spontaneously by him in the next selected lesson. While this is, in itself, is no proof that discourse patterns influence L2 acquisition, it is perhaps worth noting that the opportunity to use and possibly learn certain basic structures, in this case simple inverted questions, may not have arisen to the same extent in pupil-teacher discourse.

*Table 51: Interlocutor identity in Pupil 1's classroom interaction**

Lesson	Total number of turns at talk	Pupil-to-teacher turns / independent part-turns	Pupil-to-pupil turns / independent part-turns
2	77	77	0
4	80	60	18
9	99	74	24
10	130	120	2
11	119	119	1
13	102	101	1
15	129	130	0
17	132	124	2
19	139	139	0
21	129	128	1
23	51	52	0

* Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are enumerated separately and ambiguously addressed turns or self-talk are excluded from this tabulation.

1.15 PROFILE: PUPIL 2

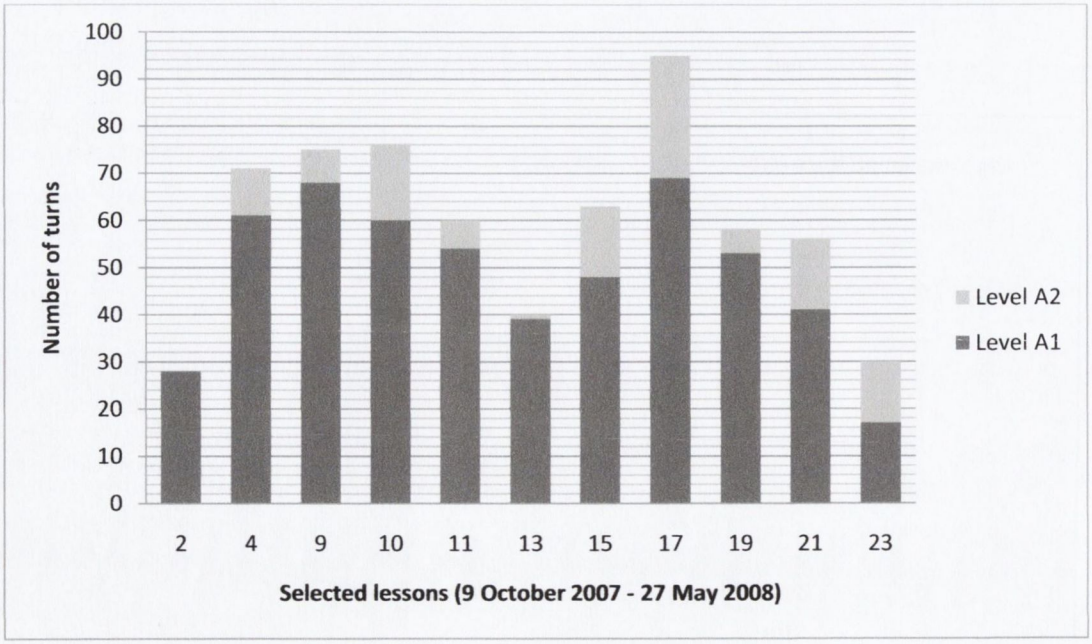
1.15.1. Personal details

Pupil 2 was also a member of lesson group S1/G4/1st(A). He was a boy aged 8 years old by at the end of the study period and a pupil in mainstream 1st Class. He came from Poland and his home language was Polish. His English language support began in September 2007, following his enrolment at School 1. He participated in my research project from October 2007 to June 2007 (apart from a 4 week period in November 2007) when, due to scheduling issues, he moved to other groups; one of these lessons was recorded (with Group S1/G2/SI(A)) but not included in the final analysis (see Volume I Section 3.3.2 for explanation). 20 lessons involving Pupil 2 within Group S1/G4/1st(A), were recorded, with 10 of these selected for Analysis Phase II. 653 of Pupil 2's speaking turns were analysed.

1.15.2. Overview of L2 proficiency

Figure 53 shows the distribution of Pupil 2's analysed spoken turns across the selected lessons, together with an indication of his English language proficiency level for each lesson, derived from the Benchmark descriptors linked to his analysed turns. From the graph, it is clear that, at the beginning of the study, Pupil 2 was at a very early stage of L2 development. However, it appears that his L2 proficiency increased over the research period, with a generally higher proportion of A2-linked turns evident towards the end of the study.

Figure 53: Proficiency levels recorded for analysed turns produced by Pupil 2 in selected lessons



1.15.3 Evidence of L2 acquisition – grammatical indicators

Figure 54: Use and accuracy of L2 acquisition indicators recorded for Pupil 2 in selected lessons

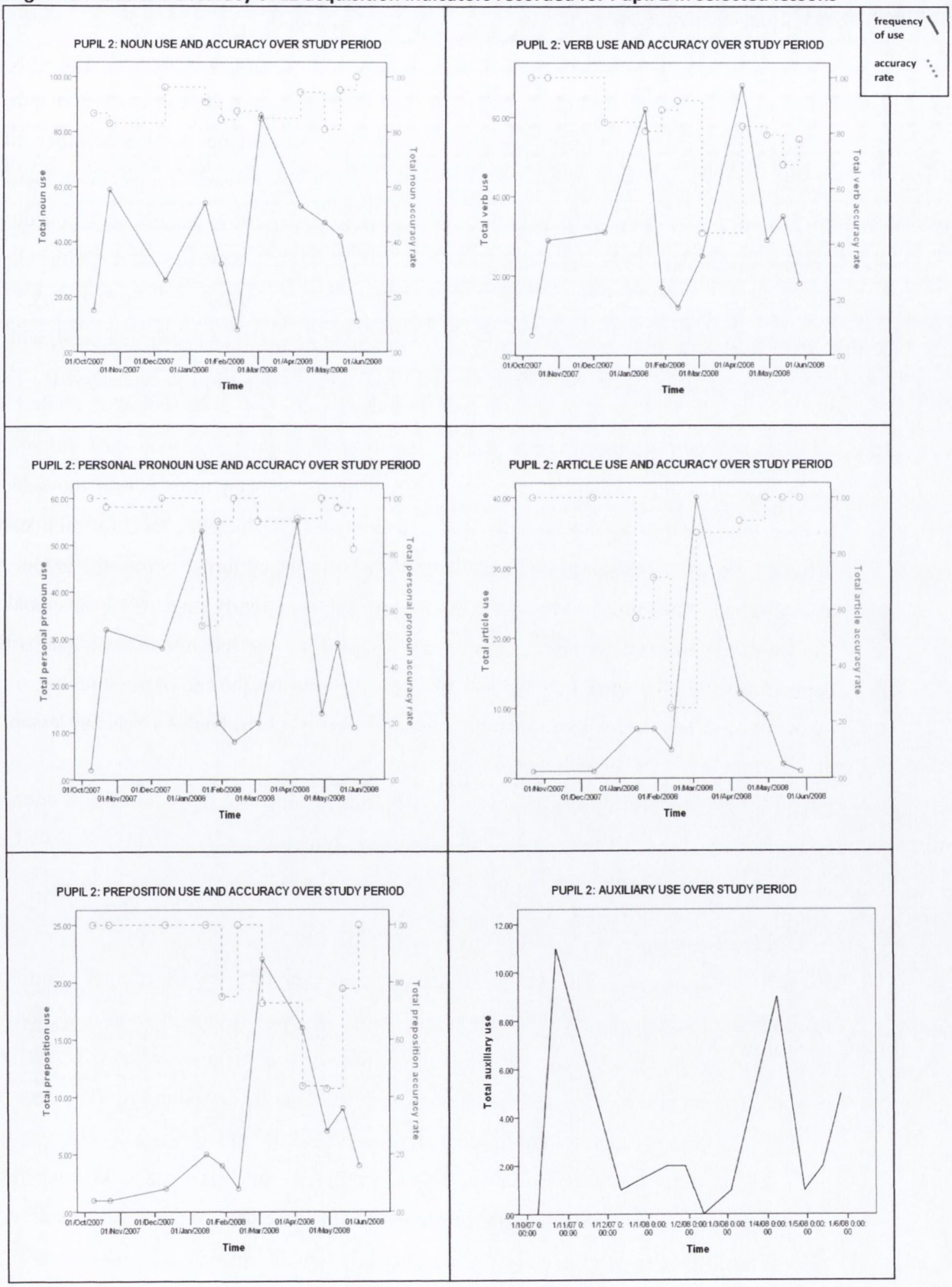


Figure 54 illustrates the frequency with which Pupil 2 used six of the L2 acquisition indicators investigated in this study (token counts) and informs as to the accuracy with which he used these. Each of the indicators analysed is discussed individually below:

(i) Noun development

Pupil 2's production of nouns appeared to be very much influenced by his level of classroom participation and lesson-related factors (e.g. oral/literacy skills balance). Peaking at 86 token counts in Lesson 15, his noun-count per lesson did however appear higher in the second half of the study than the first; consistently over 40 token counts in 4 of the 5 later lessons. Dips in noun use, for example that apparent in Lesson 13 (13th February 2008), may be explained by reduced participation, indicated by a lower total of analysed turns (see Figure 53 in Section 1.15.2) and lesson content (for example, Lesson 13 involved a lot of listening comprehension, with more frequent use of adjectives – colours – than nouns). While Pupil 2's noun accuracy was usually reasonably high (over 80% accurate throughout) and seemed subject to some fluctuation, it appeared to be generally increasing towards the end of the study period (100% accuracy recorded in the final lesson). Most of his errors (56%) involved incorrect choice of lexis, however singular/plural confusion, particularly use of plural nouns in singular contexts was also recorded, with an occasional case of over-generalisation of the '-s' ending to an irregular plural ('snowmans'). Pupil 2's appropriate production of plural nouns however accounted for only 6% of his total noun use. One instance of use of the possessive marker '-'s' with a common noun was also recorded within the selected lessons, albeit within a somewhat incomplete turn:

P2: everything at- I'm eh give that em my friends that eh at .. Polish and every country's eh something. (Lesson 17, 8 April 2008 – discussing bringing to school items associated with different countries for an intercultural festival)

(ii) Verb development

Pupil 2's verb use also seemed to be affected by the extent of his analysed spoken turns and lesson-related influences. Reaching a maximum of 68 token counts in Lesson 15, his verb production showed evidence of general, if not always consistent increase, over the study period. The accuracy of his verb production, however, varied considerably. The data from the selected lessons suggest a fall in accuracy, from over 80% in the first half of the study, to accuracy rates under 80% in the second half (occasionally much lower e.g. 44% accurate in Lesson 15). In terms of diversity, Pupil 2's analysed production consisted almost entirely of present simple tense verbs: generally uninflected stem forms and the copular verb 'be'.

Appropriately used progressive forms were recorded in his spontaneous speech only from Lesson 19 onwards, for example:

P2: I'm bringing Harry Potter. (Lesson 21, 13 May 2008)

However, neither past forms nor generatively used past participles featured in his analysed speech. The inaccurate use of present forms for past reference accounted for a considerable proportion of his verb-related errors, particularly in the second half of the study, as the example shows:

P2: yesterday and again yesterday. I'm at em two day, yesterday I have a sick starting here. (Lesson 19, April 2008)

Another major error source throughout was Pupil 2's omission of the 3rd person morphological marker '-s' where required within present simple tense contexts. The more adjectival use of verb-forms was occasionally noted, typically as part of the classroom phrase '(I'm) finished', while, more rarely verbal nouns, in contexts such as 'living room' were recorded in his analysed turns.

(iii) Pronoun development

In the early lessons, Pupil 2 produced only personal pronouns, with demonstratives and numbers emerging from Lesson 9 onwards. The substitute pronoun 'one' was recorded from Lesson 17, while he produced indefinite pronouns from Lesson 21. Pupil 2's use of personal pronouns peaked at 55 token counts in Lesson 17, suggesting a general rise in production from the beginning of the study. However, this trend was not always consistent and seemed to be influenced by his number of analysed spoken turns per lesson, and possibly by other lesson-related issues. Apart from a dip to 55% accurate in Lesson 10, Pupil 2's accuracy rate was over 80% (often over 90%) throughout. His omission of personal pronouns was also infrequent – usually under 10% of his actual personal pronoun use (although this rate was slightly higher, 36% in the final lesson). His personal pronoun omissions were usually of subject rather than object pronouns.

(iv) Article development

Pupil 2's production of articles rose from a minimal base to 40 token counts in Lesson 15 (a noun-rich lesson which focused on identifying occupations and their associated equipment and workplaces). While his use of articles seemed to fall thereafter, this may have been as a result of lesson-related factors; for example an increasing focus on literacy in the later lessons led to a reduction in the number of spontaneous oral turns available for analysis. The accuracy of Pupil 2's article production varied over the course of the study. His accuracy rate

was initially high when few articles were produced, then it dropped somewhat (to a low of 25% accurate in Lesson 13) as his article use rose slightly, before increasing considerably towards the end of the study, to over 90% in the final four lessons (accepting, however, that these lessons were associated with a much reduced article-count). Non-required use of articles accounted for the vast majority of Pupil 2's errors, although occasional 'a'/'the' confusion was also recorded. More noticeable, however, was his omission of articles throughout the study period. In many lessons, Pupil 2 was more likely to omit articles than to attempt them, with his omission rate up to 5 times that of article use in the first half of the study, and still over twice his actual article-count in the final lessons). While this comparison of omission to use was obviously influenced by Pupil 2's overall article production in each selected lesson, and did appear lower in lessons in which he produced more articles, it nevertheless indicated that article omission remained a feature of his L2 acquisition throughout the research period.

(v) Preposition development

Pupil 2's use of prepositions increased to a quite substantial peak of 22 token counts in Lesson 15, and although it fell somewhat in subsequent lessons, the data from his selected lessons revealed evidence of a generally upward trend in his preposition production. The prepositions he used over the study period included: 'in', like', 'for', 'on', 'of', 'down', 'into', 'out', 'off', and 'at'. However, it appeared that as his use of prepositions rose, the accuracy of his production decreased; falling from 100% accuracy in the early lessons which were associated with very limited preposition use to just over 40% in Lessons 17 and 19 when he produced prepositions more frequently. Sources of error often related to the inappropriate use of 'in' instead of 'on', 'to', 'for' and 'with', and the inaccurate use of 'at' in situations requiring 'on' (particularly in relation to time e.g. 'at Thursday') or other prepositions such as 'in', 'for', 'from', or 'with'. Further, more isolated, cases of preposition confusion and non-required use of prepositions were also recorded. Also, while his omission rate was generally under 10% of actual use, Pupil 2 was occasionally prone to omitting prepositions.

(vi) Auxiliary development

In terms of frequency, Figure 54 above indicates that Pupil 2's use of auxiliaries was subject to variation over the study period. His maximum frequency of use (11 token counts) was recorded as early as Lesson 4, although this fell sharply in subsequently lessons. Towards the end of the research project, however, an ongoing, if not always consistent increase in his

auxiliary use began to emerge from the data. While this indication of his auxiliary development over the course of the study may, initially appear unusual, it is important to take context-related factors into consideration in explaining Pupil 2's use of auxiliaries in the selected lessons. As mentioned in relation to Pupil 1 (see Section 4.14), Lesson 4 for Group S1/G4/1st(A) included a game in which pupils had to ask each other questions about their food preferences, using structures such as 'do you like X?', 'I don't like Y'. This created the opportunity for use of the auxiliary 'do', which, as Table 52 below shows, accounted for all of Pupil 2's auxiliary use in Lesson 4.

Table 52: Auxiliary use by Pupil 2 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
2	0	0	0	0	0	0	0	0
4	11	11	0	11	0	0	0	0
9	1	1	0	1	0	0	0	0
10	2	1	0	1	0	0	0	0
11	2	2	0	1	0	0	0	1
13	0	0	0	0	0	0	0	0
15	1	1	1	0	0	0	0	0
17	9	9	2	4	0	0	0	3
19	1	1	0	1	0	0	0	0
21	2	2	1	0	0	0	0	1
23	5	3	1	2	0	0	0	0

The table indicates that Pupil 2's production of 'do' accounted for all of his appropriate auxiliary use until Lesson 11, when he used the auxiliary 'can' (in an appropriate context although with omission of an associated content verb). Appropriate production of the auxiliary 'be' was recorded from Lesson 15 onwards, however this was often followed by an inappropriate verb-form (stem verbs were used rather than the progressive forms or past participles required by context). However, as illustrated in sub-section (ii) above, towards the end of the study Pupil 2 proved capable of accurately combining the auxiliary 'be' with progressive verb-forms in appropriate contexts. No instances of future reference using 'will' or 'going to' were recorded in the selected lessons, nor did the production of the auxiliary 'have' emerge. All appropriately used auxiliaries recorded for Pupil 2 were produced in present tense contexts, including negative and question structures. No attempts at past tense reference using auxiliaries appeared in the selected lessons. The extent of Pupil 2's auxiliary development over the study period is illustrated in these examples:

P2: do you like milk? (Lesson 4, 23 October 2007)

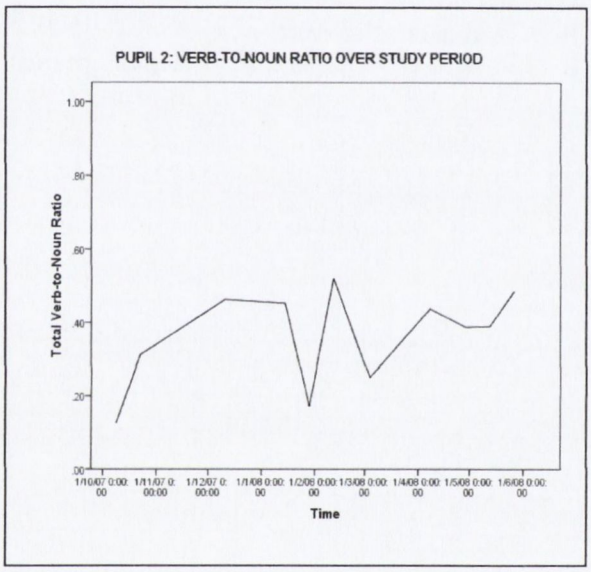
P2: can I see that. (Lesson 21, 13 May 2008)

P2: what are you saying! (Lesson 23, 27 May 2008)

(vii) Structural development

Using the ratio of verbal to nominal elements in Pupil 2's analysed spoken turns, a basic indicator of the complexity of the structures he produced has been derived (see Section 3.3.6 for further explanation). The development of this verb-to-noun ratio over the study period is shown in Figure 55 below:

Figure 55: Verb-to-noun ratio for Pupil 2



It appears, from Figure 55 that, while at the beginning of the project Pupil 2's oral production was heavily noun-based, the proportion of verbal elements in his analysed spoken turns increased during the research period to a rate of approximately 0.4 of his recorded nominal use. Therefore, while his production of verbal elements was generally less than half that of nominals throughout, his increasing verb-to-noun ratio would suggest some development in the complexity of the structures he produced over the course of the study.

(viii) Negative formation

At the beginning of the study, Pupil 2's attempts at negation often involved the (usually inappropriate) use of the negative marker 'no'. However, from as early as Lesson 4, the contracted form of 'not' emerged in his analysed spoken turns, possibly facilitated by lesson-related factors (activity requiring the use of 'don't' outlined in sub-section (vi) above). The negative structures produced by Pupil 2 in this lesson were not always accurate, though, with instances of double negation apparent in his production:

P2: I don't no like chicken. (Lesson 4, 23 October 2007)

More accurate use of 'not' was recorded from Lesson 10 onwards, for example:

P2: red and all of them, it's not red. (Lesson 10, 15 January 2008)

However, while Pupil 2 usually proved quite competent in his subsequent formation of negative structures, inaccuracies such as the omission of necessary auxiliaries featured in his production throughout the study. His use of 'never' as a negative marker was recorded in the final lesson:

P2: I never do that. (Lesson 23, 27 May 2008)

(ix) Question development

Pupil 2's initial recorded attempts at question formation involved merely the articulation of statements with questioning intonation. In Lesson 4, within the preference-asking activity mentioned above, he was able to produce simple inverted questions based on the repeated use of the structure 'do you like?'. However, although in subsequent lessons his use of 'wh-' question words developed, his attempts at questions requiring inversion were often unsuccessful, for example:

P2: eh, eh, it's what's this it's- (*points to mouth*) (Lesson 10, 15 January 2008 – asking about the word 'tongue' – requires 'is it?')

Evidence of the more accurate, independent formation of inverted questions emerged from Lesson 11 onwards. These often involved use of the auxiliaries 'do' or 'can', as in the example below:

P2: teacher, please can I everything for- (Lesson 11, 29 January 2008)

Indirect questions were also attempted by Pupil 2 from Lesson 10, although, even in later lessons, these tended to be characterised by syntactic inaccuracy:

P2: I don't know where is my book. (Lesson 17, 8 April 2008).

(x) Clause linkage

Apart from the use of simple conjunctives such as 'and', Pupil 2's attempts at linkage were generally restricted to the structures involving indirect questions noted in sub-section (ix) above. In the final lesson he used the subordinator 'because' to confirm a previous statement, however this attempt at linkage was partial and not entirely accurate:

P2: yeah because is. (Lesson 23, 27 May 2008 – 'it' omitted, link made to previously-uttered sentence)

1.15.4 Evidence of L2 acquisition – lexical indicators

An indication of Pupil 2's L2 lexical development was obtained using the Wordlist Program (see Section 3.3.6 for methodological considerations). The results of this analysis, in terms of the number of separate Wordlist entries identified for each of the selected lessons, are presented in Table 53 below.

Table 53: Wordlist entries for Pupil 2 over the study period

LESSON	2	4	9	10	11	13	15	17	19	21	23
DATE	9 Oct 2007	23 Oct 2007	11 Dec 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	4 Mar 2008	8 Apr 2008	29 Apr 2008	13 May 2008	27 May 2008
ANALYSED TURNS	28	72	75	76	60	40	63	95	58	56	30
WORDLIST ENTRIES	31	49	60	106	63	36	77	110	76	96	57
ENTRIES PER TURN	1.11	0.68	0.80	1.39	1.05	0.9	1.22	1.16	1.31	1.71	1.9

As Table 53 indicates, the distribution of Pupil 2's Wordlist entries suggests an increase in his L2 lexical range over time. His total number of Wordlist entries appears to be highest (usually over 70) from Lesson 15 onwards (peaking at 110 separate entries in Lesson 17). However, his raw score of Wordlist entries (which, as pointed out in Volume I Section 3.3.6, does not necessarily correspond to his total number of separate lexemes) may also have been affected by lesson-related factors, particularly the number of spoken turns available for analysis in the selected lessons. Taking this possible influence into account, it may be more appropriate to use the ratio representing Wordlist entries per turn as an indicator of Pupil 2's lexical range. Again this ratio rises relatively steadily towards the end of the study period, suggesting increasing lexical diversity.

The semantic range of the lexis produced by Pupil 2 over the study period included: words associated with home, family (e.g. 'chimney', 'birthday'), words linked to favourite activities (e.g. 'football', 'goalkeeper'), school-related words (e.g. 'scissors', 'homework'), food items (e.g. 'raspberry', 'chicken'), clothing (e.g. 'jumper', 'T-shirt'), shapes (e.g. 'oval', 'rectangle'), words connected to specific occupations (e.g. 'policeman', 'jail'), weather conditions (e.g. 'warm', 'snow'), modes of transport (e.g. 'boat', 'fire-engine'), places in the locality and country names (e.g. 'station', 'Poland'), and the days of the week. Pupil 2's range of adjectives included words for colours (which he could express with equal fluency in both English and Irish by Lesson 10), as well as words describing size (e.g. 'small' 'short') and other attributes (e.g. 'easy', 'hard').

The semantic topics apparent in Pupil 2's analysed lexis could be readily linked to the Units of Work covered by Group S1/G4/1st(A), which, as noted for Pupil 1 in Section 4.15.4, covered almost all the thematic areas included in Part II of the Benchmarks. The lexical range of Pupil 2's verb use was also examined within Analysis Phase II and the results of this, in terms of the verb lexemes produced within his analysed spoken turns, are presented in Table 54 below:

Table 54: Verb use by Pupil 2 over the study period (presented in Wordlist entry order)

LESSON	2	4	9	10	11	13	15	17	19	21	23
DATE	9 Oct 2007	23 Oct 2007	11 Dec 2007	15 Jan 2008	29 Jan 2008	12 Feb 2008	4 Mar 2008	8 Apr 2008	29 Apr 2008	13 May 2008	27 May 2008
1	live	like	be	be	be	be	go	like	be	have	do
2	be	be	like	play	look	like	get	have	stick	be	be
3	make	drink	eat	forget	equal	forget	be	know	have	say	know
4			forget	go	forget	have	catch	give	know	turn	need
5			look	have	know	look	close	be	like	know	have
6			play	know		want	drive	say	come	like	say
7				see			open	see	eat	see	work
8							think	do	help	bring	
9								help	look	buy	
10								bring	start	fire	
11								draw	swim	get	
12								finish		look	
13								go		love	
14								love		run	
15								pain		tell	
16								play			
17								put			

It is evident from Table 54 that Pupil 2's L2 verb lexicon expanded from a very limited base over the course of the study, reaching a maximum of 17 verb lexemes in Lesson 17 and generally maintaining a level of over 10 verb lexemes in subsequent lessons.

Other L2 acquisition indicators apparent from the Wordlist entries included Pupil 2's adverb development which developed from simple location and frequency referents (e.g. 'there' and 'again'), recorded from Lesson 9 onwards, to a wider range of adverbs (e.g. 'very', 'now' and 'too') in the second half of the study. Pupil 2 used the possessive determiner 'my' from the beginning of the study, however no other possession markers were recorded until his production of 'your' in Lesson 21. Regarding connectives, Pupil 2 produced the simple conjunctive 'and' from the outset of the project, with 'or' recorded in

Lesson 9, and 'but' emerging from Lesson 19 onwards; the subordinator 'because' was first used in Lesson 23. Also in the final lesson, Pupil 2 made his first use of comparative adjectives, as in the example below:

P2: em (*teacher's name*) need- need bigger rubber. (Lesson 23, 27 May 2008)

1.15.5 L2 literacy development

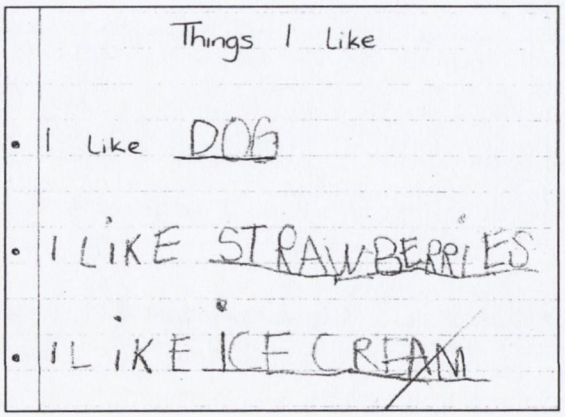
Despite Pupil 2's very early stage of L2 oral development at the beginning of the research project (as indicated by the results obtained in Sections 1.15.2, 1.15.3 and 1.15.4 above), his emerging L2 literacy skills were evident from the outset of the study. Even in the first lesson (Lesson 2) Pupil 2 could read, with assistance from the teacher, a simple reader (*Silly Cat*) aimed at native English-speaking children at Senior Infants to 1st Class level in mainstream education. While the text involved the repetitive use of quite basic structures, and Pupil 2 had practised it at home, its content and grammar was considerably beyond that apparent in the data representing his spontaneous oral production in this lesson. However, already he demonstrated the ability to engage with and decode text, with some evidence of self-correction as in the example below:

P2: bird *(beerd*)* can sil- sin- sin-g? said *(sa- id*)* cat. (Lesson 3, 9 October 2007)

It appeared, right from the beginning of his English language support, that Pupil 2 had some previous literacy experience in his home language. This was supported by comments he made over the course of the recorded lessons, such as his remark while writing the names for food items in English in Lesson 4 in which Pupil 2 was able to draw links between his L1 and L2 with regard to cognate vocabulary:

P2: is a Polish spaghetti. (Lesson 23, 9 October 2007 – writing cognate word 'spaghetti')

Clearer evidence of home language literacy skills emerged later in the study, for example in Pupil 2's ability to use a Polish-English dictionary to check new L2 lexis. An example of Pupil 2's L2 writing from the beginning of the study period is presented below:



(Written activity, September 2007)

By Lesson 9, Pupil 2 demonstrated considerable competence in reading slightly more complex readers which were within the reading range of mainstream 1st Class children (e.g. *Rupert's Ice-cream Shop).* While issues arose regarding phonology, due likely to cross-linguistic influence, including differences between L1 and L2 orthographic conventions, such as the vowel lengthening 'magic "e"', which Pupil 2 generally articulated as a separate syllable (see Section 1.15.6 to follow), and unfamiliar lexis (e.g. 'blackberry', 'beans'), his reading efforts were generally accurate and comprehensible. He could also read and write labels for food items on a class worksheet. Further reading of mainstream-class appropriate texts was recorded in Lessons 10 and 11. In the latter lesson, Pupil 2 also showed that he could read questions and instructions in classroom texts. However new lexis could prove problematic and result in reasonable but inaccurate attempts, as evident in his reading from *My First English Book* (IILT 2005) shows:

P2: *(reads)* how many boxes can you see in the bus?

P2: *(reads)* is the bus long or sh- shouting. (Lesson 11, 29 January 2008 – correct version: 'long or short').

In Lesson 13, Pupil 2 demonstrated growing competence in reading a quite complex mainstream classroom reader. He was also able to read short descriptions associated with various months of the year with relative fluency and accuracy, for example:

P2: April *(Aprel*).* it is wet. we are under out umbrella. (Lesson 13, 12 February 2008 – Pupil 2 has received phonological support with the word 'April'; 'our' is misread as 'out')

By Lesson 15, Pupil 2 could attempt a more challenging text (*Snow*) which he acknowledged he had found rather difficult when reading at home. This extract from Pupil 2's reading of this text indicates both his L2 reading ability and some of the challenges he faced when reading in English. Between each line the teacher provided correction and support, which, as the example shows, Pupil 2 was quite able to incorporate into his further reading:

P2: photographs. the children sat (the) watched.

P2: and watched so Snow had her puppies. *(poopies*)* .. you must look after Snow and let *(late*)* Snow look after her puppies *(poopies*)* said *(sad*)* the Dad. Snow and her puppies *(poopies*)* .... at first the .. em ..

P2: the puppies *(poopies*)* were very small *(smile*)* .. they couldn't *(coulding*)* see and they couldn't *(coulding*)* hear *(her*)*-

P2: hear. Snow fed her puppies *(poopies*)* and they grow and-

P2: grew and grew and grew. the puppies *(poopies*)* are drinking Snow's milk. the puppies *(poopies*)* are playing in the garden. (Lesson 15, 4 March 2008)

Further evidence of engagement with more challenging texts was apparent in Lesson 17. In this lesson, Pupil 2 was also able to complete a short gap-fill text copied from the blackboard by writing personal details, for example, his name, address and favourite activities. An indication of his L2 orthographic competence emerged from this activity, as he spelled aloud some of the words while copying them from the board. While most of these spellings were accurate (e.g. 'name'), some suggested issues in L2 spelling, possibly influenced by L1 orthographic patterns (e.g. 'live', initially spelled aloud as 'l' 'i' 'w' 'e'). However, he could, on occasion, express some of the differences between L1 and L2 orthography, for example:

P2: I'm draw a Polish le- letter my name. (Lesson 17, 8 April 2008 – 'I'm writing')

Pupil 2's reading ability became more accurate, requiring less assistance, towards the end of the study period. Although phonological issues were apparent in his L2 reading, these generally did not detract from his overall comprehensibility, and Pupil 2 usually only needed help with challenging new lexis, such as 'porcupine' and 'claws' in this reader, *Black Cat Stays Out*:

P2: Black Cat stays out. see black cat run *(roon*)*. danger. help. Black Cat stays out. this is a story about Mrs Field and Black Cat. Mrs. Field's house. Mrs Field looked out the door. come in Black Cat she said. come in for- come in for your dinner. but *(boot*)* Black Cat stayed out from the- (Lesson 19, 29 April 2008)

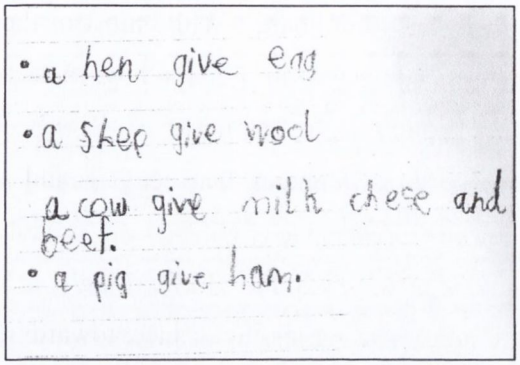
Again, however, the L2 lexis and structures read by Pupil 2 appear to be well in advance of those he produced in his analysed spoken turns. Also, some of his reading attempts included recurrent errors associated with his L2 speech, for example, his tendency to read the irregular past tense forms 'came' and 'ran' as present tense verbs in Lesson 21 (although he occasionally produced the required form 'ran').

Other literacy-related activities engaged in by Pupil 2 in the final lessons included playing 'hangman' with good spelling accuracy in Lesson 21 and completing a gap-fill letter with personal information in Lesson 23. While he found the latter activity quite challenging, he proved capable of copying the letter from the blackboard and writing words or phrases relating to his name, his languages, his home country and Ireland. Culturally, he was quite adamant that Polish should appear as the first of his three languages (Polish, English and Irish).

P2: Polish! (reaction to teacher's reading of languages suggested as gap-fill responses)

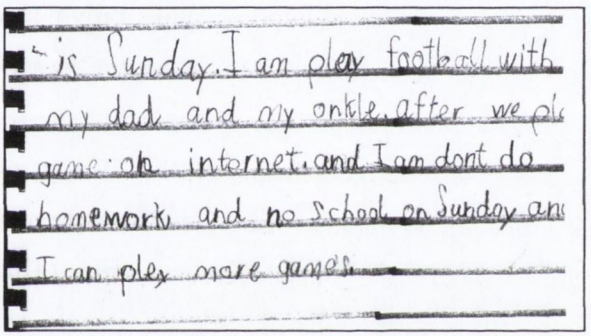
P2: no! mine it's first! (rejects suggestion to write 'English') (Lesson 23, 27 May 2008)

By the end of the study, Pupil 2 proved quite competent in writing short sentences and paragraphs, with support from the teacher, although grammatical errors apparent in his oral L2 production and spelling difficulties (also indicating possible cross-linguistic influence) were evident in his L2 writing, as shown in the following examples:



(Sentences written on topic covered in Lesson 19, 29 April 2008)

Paragraph following heading (provided): 'My favourite day'



(Written work, June 2008 – photocopy slightly clipped at right edge)

1.15.6 Possible influences on L2 development – internal factors

As an 8 year old child by the end of the study, Pupil 2's English L2 learning experience is probably best compared to that of other participants of a similar age and stage of mainstream education. While perhaps a little older than some of his mainstream classroom peers, it seemed that Pupil 2 could, despite being at a very early stage of L2 development (as indicated by Figure 53 in Section 1.15.2) engage with classroom learning, at least within an environment in which considerable scaffolding and assistance was available (for example the context of English language support). As outlined in Section 1.15.5 above, it seemed that Pupil 2's L1 literacy skills aided him in his engagement with L2 literacy, even when his L2 oral abilities were relatively basic. Within the selected lessons, he also displayed an enthusiasm for and competence in learning Irish, for example his spontaneous expression of colour words in both English and Irish in Lesson 10. On one occasion, he was also recorded using Irish to compensate for a gap in his English lexis, for example, identifying a picture as 'staighre', before he had acquired the English equivalent 'stairs'. In one of the later non-

selected lessons, he also expressed his enjoyment of maths, although he did admit that 'spellings' (in English) were very difficult for him. From his homework (he often went beyond set task requirements) it also seemed that he received considerable parental support with his learning. Nevertheless, although he had appeared to have the cognitive capacity to take part in mainstream activities alongside native-English-speaking peers, his ability to do so within L2-medium education was seriously undermined by his limited L2 proficiency. Comparing his English L2 development (indicated in Figure 1.15.2) to that of comparable younger participants, particularly Pupils 3 and 4 (two Polish children who took part in my study at a very early stage of L2 acquisition, who participated for a similar time period as Pupil 2, but who belonged to the mainstream Junior Infants class and were aged 5 years at the end of my research project), it seems that Pupil 2's progress – in terms of his proportion of A2 level turns recorded in the selected lessons – may have been slightly faster. However, considering the oral and literacy demands associated with the communication of more complex cognitive concepts in mainstream 1st Class education, compared to the language competence required of Junior Infants, the challenge facing Pupil 2, and other participants of a similar age and stage in mainstream education, appears considerable.

To examine possible cross-linguistic influence on Pupil 2's English L2 development would require an extensive knowledge of the Polish language. However, some observations can be made pointing to its likely impact, particularly in the area of phonology. This was most apparent in his reading aloud activities, in which the availability of extended text allowed for a focus on phonological features of Pupil 2's L2 production. Possible home language influences could be identified as: vowel lengthening, particularly the articulation of /ɪ/ as /i/ and /ʊ/ as /u/; and issues relating to consonants, particularly the velarisation /x/ of the English glottal /h/ the production of the fricative /v/ for the approximant /w/ (and also /hw/) and the articulation of the nasal /ŋ/ as separate consonants /n/ and /g/. Differences in orthographic representations between Pupil 2's home language and English may also have contributed to evidence of possible transfer, as mentioned in Section 1.15.5. In particular his reading of vowels and diphthongs may have been influenced by their representation in English and its difference to similar orthographic signification in Polish, was apparent; for example 'said' was often broken into two syllables /said/, while 'made' was articulated as /mɑdə/. Polish is primarily phonetic in its orthographic representation, with "one-to-one correspondence" between its phonemes and written letters (Kelso 2007). Regarding grammar, issues associated with Pupil 2's production of question-forms requiring inversion (see Section 1.15.3(ix) above), his inappropriate preposition choices and his tendency to omit articles and

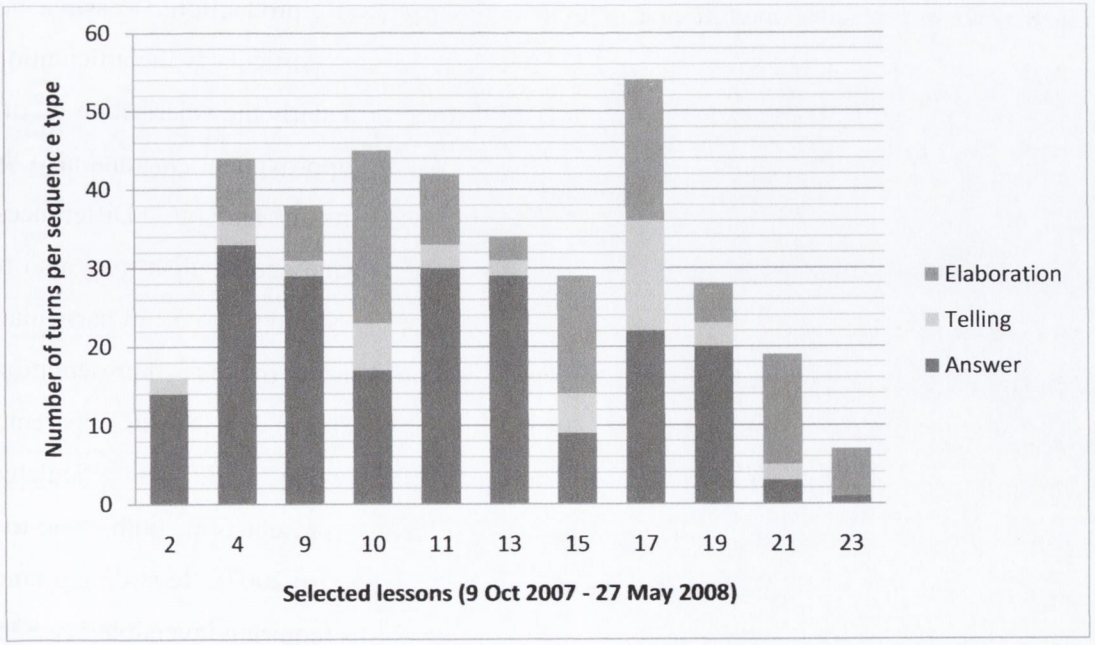
occasionally subject pronouns suggested possible L1 influences (Polish is a pro-drop language without articles). Many of these grammatical errors seemed common to many participants from Slavic language backgrounds (see discussion in relation to Pupils 6, 12 and 15). However, a thorough knowledge of Polish would be required to investigate these indications further.

Considering Pupil 2's personality and overall learning style as possible influences on his L2 development, observation of his classroom participation suggests that he was a rather quiet child, who was quite focussed upon and organised in his learning. While not a communicative risk-taker, he could initiate and contribute to classroom talk, particularly on topics of personal interest (e.g. football, films etc.). In terms of language learning, his L2 production, particularly in literacy-related activities revealed a considerable degree of metalinguistic awareness; drawing links and highlighting differences between the languages he knew (Polish, English and Irish), self-correcting, incorporating feedback, and commenting on the relative difficulty of classroom tasks (see also Section 1.15.5 above).

1.15.7 Possible influences on L2 development – interaction-related factors

An impression of Pupil 2's interactional behaviour has been derived from the distribution of the three types of turn: 'answers', 'tellings' and 'topic elaborations', presented in Figure 56 below (see Volume I Section 3.3.6. for methodological explanation).

Figure 56: Sequence-type indicators of interaction for Pupil 2 over the study period



While these three turn-types by no means account for all Pupil 2's analysed spoken turns – some turns suggesting active participation such as questions are not included, while many short responsive turns such as minimal acceptances do not feature – their distribution gives some indication of Pupil 2's behaviour in classroom interaction. While responsive 'answers' (generally to questions asked by the teacher), predominate throughout most lessons in the first half of the study, from Lesson 15 onwards, Pupil 2's turn distribution suggest a more active participation in classroom talk. This corresponds roughly with the evidence of a more consistent rise in L2 proficiency indicated in Figure 53 (in Section 1.15.2), suggesting a link between increasing proficiency and more active participation, although whether the former facilitates the latter or vice versa is impossible to deduce from this data alone.

A further indication of Pupil 2's interactional patterns is provided by Table 55, in which it again appears that most of his analysed spoken turns were teacher directed. Although the proportion of pupil-pupil turns was slightly higher in Lessons 4 and 9 (due mainly to structured activities involving pupils asking and answering questions of one another), there is insufficient evidence to suggest whether and if so how interlocutor identity may have impacted upon Pupil 2's L2 development. The fact that Group S1/G4/1st(A) was a small, stable two-member lesson group within which the teacher (particularly in later lessons) often acted as mediator in classroom talk contributed to by both participants may also have influenced interaction patterns, allowing for more active pupil participation than within a larger group. However, the possibility that such discussion could be better enabled with the teacher in a more facilitating rather than participating role may be worth considering.

*Table 55: Interlocutor identity in Pupil 2's classroom interaction**

Lesson	Total number of turns at talk	Pupil-to-teacher turns / independent part-turns	Pupil-to-pupil turns / independent part-turns
2	28	27	0
4	71	55	15
9	75	57	17
10	76	77	0
11	60	60	0
13	40	40	0
15	63	65	0
17	95	86	3
19	58	58	0
21	56	55	1
23	30	27	2

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are listed separately and ambiguously addressed turns or self-talk are excluded from this tabulation.*

1.16 PROFILE: PUPIL 25

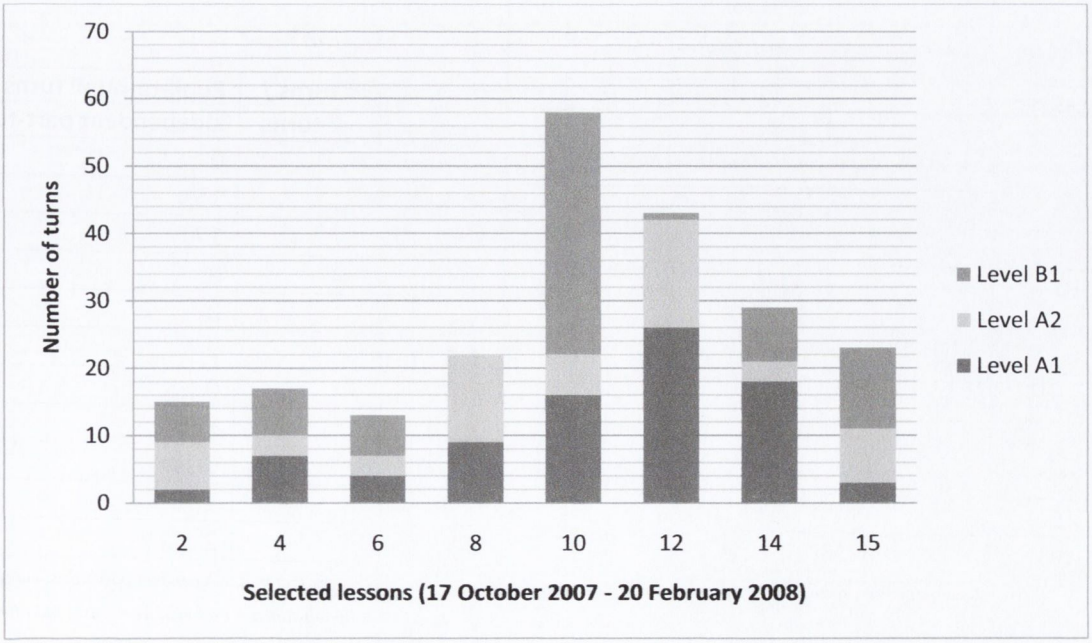
1.16.1 Personal details

Pupil 25 was a member of Group S3/G3/1st. A girl, aged 8 years old by the end of the study, she was a pupil in the mainstream 1st Class. She was from Portugal and her home language was Portuguese. She was in her second year of English language support, which had begun when she enrolled at School 3 in September 2006. She participated in the research project from October 2007 until it ended (due to staffing changes, see Section 3.2.1) in February 2008. Pupil 25 took part in 15 of the recorded lessons, 8 of which were selected for Analysis Phase II. In total, 220 speaking turns were analysed for Pupil 25.

1.16.2 Overview of L2 proficiency

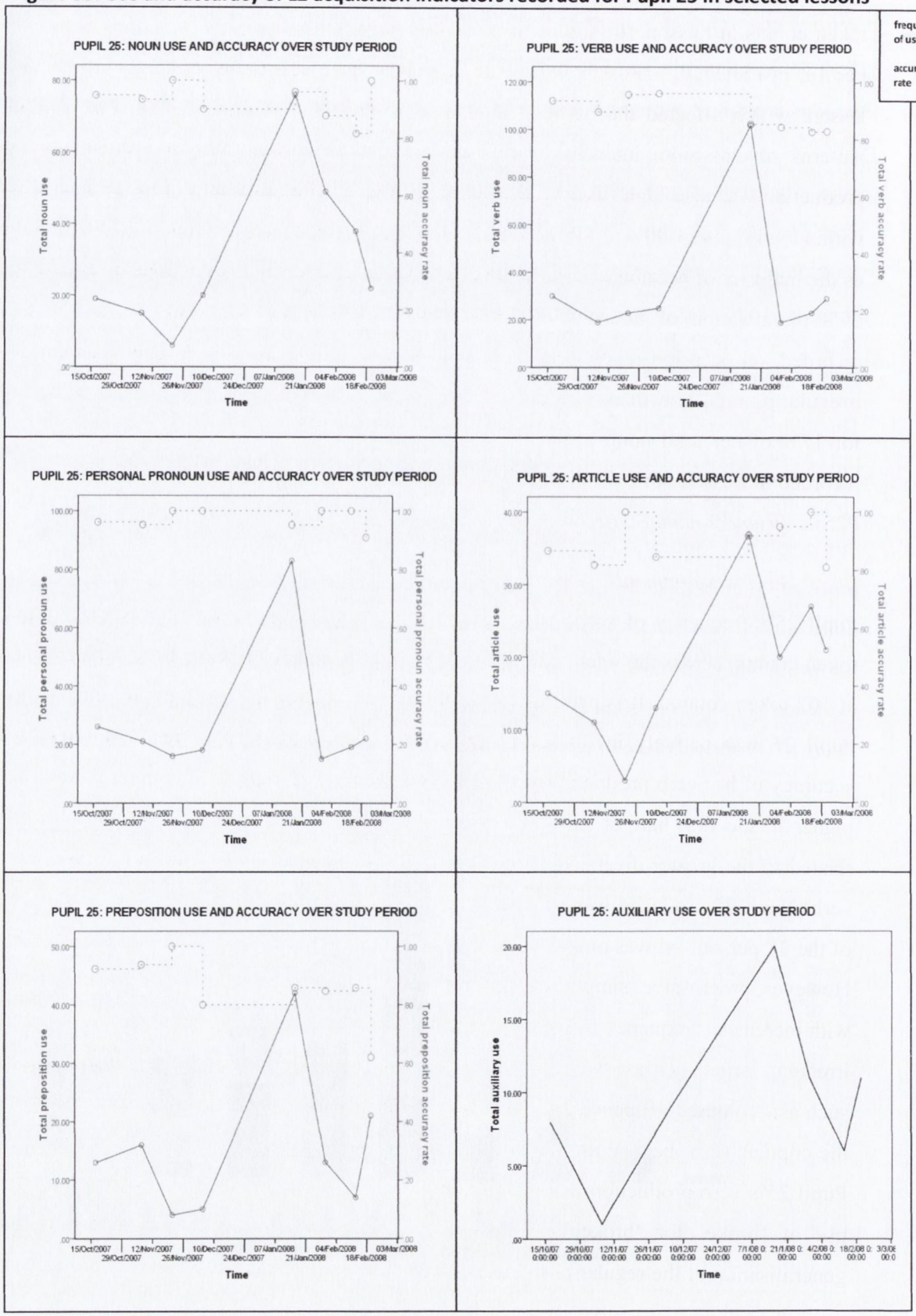
The distribution of Pupil 25's analysed spoken turns across the selected lessons is shown in Figure 57. An indication of her English language proficiency level within each lesson, based on the links to Benchmark descriptors associated with her analysed turns, is also provided by this graph. It appears from Figure 57 that Pupil 25 had acquired a considerable level of proficiency in English before the study commenced, as she was capable of producing turns linked to the Benchmark proficiency level B1 from the outset of the study. Also, although her proficiency, derived from this indicator, varied (possibly due to lesson-related factors), evidence of more consistent B1-linked production emerged in the second half of the study.

Figure 57: Proficiency levels recorded for analysed turns produced by Pupil 25 in selected lessons



1.16.3 Evidence of L2 acquisition – grammatical indicators

Figure 58: Use and accuracy of L2 acquisition indicators recorded for Pupil 25 in selected lessons



(i) Noun development

Over the study period, Pupil 25's production of nouns showed general increase (peaking at 76 token counts in Lesson 10), although this could have related as much to lesson factors as to her L2 proficiency. Possible external influences included the oral/literacy focus of the lesson, which affected the number of analysable spoken turns and, within oral activities, patterns of classroom interaction (see Section 1.16.7 to follow). Her accuracy of noun production was also high (usually over 90% accurate), with any slight drops in accuracy (to within the region of 80% to 90% accurate) apparently associated with unfamiliar vocabulary, as the majority of her noun-related errors (68%) were those of incorrect lexical choice. Pupil 25's pluralisation of nouns was almost always appropriate with only infrequent errors recorded, on occasion relating to the over-generalised application of a regular ending to an irregular plural ('snowmans', produced in Lesson 8). Accurately used plural forms accounted for 17% of her total noun production. The application of the possessive '-'s' ending was recorded in Lesson 10:

P25: *(friend's name) .. (friend's name)* granny's van. (Lesson 10. 16 January 2008)

(ii) Verb development

Pupil 25's frequency of verb use remained at a relatively stable level (between 20 and 30 token counts) across the selected lessons, with the exception of Lesson 10, in which it peaked at 102 token counts. It is perhaps worth noting, that Lesson 10 had a strong oral focus and Pupil 25 was actively involved in spontaneous story-telling on a range of topics. The accuracy of her verb production was over 80% accurate throughout, although it was slightly higher in the first half of the study (over 90%) than in the second. This may have been related to the greater diversity of her verb use in the second half of the study. Most of the verbs Pupil 25 produced were present tense forms (generally uninflected, although omission of the 3rd person '-s' was only occasionally recorded) and the present tense of the copula 'be'. However, progressive, simple past and past participle verb-forms emerged in her production with increasing frequency over the course of the study. Pupil 25's simple past verbs included irregular forms such as: 'went', 'had', 'won', 'sat', 'fell', 'took', 'ate' , with regular forms such as: 'coloured', 'opened', 'played' less frequently used. She also produced past forms of the copular verb 'be'. With increasing verb diversity, occasional errors became apparent in Pupil 25's verb production, including: simple past/past participle context confusion (e.g. the use of 'broke' for 'broken' in Lesson 15) simple/progressive aspect confusion, over-generalisation of the regular past-tense marker '-ed' (e.g. 'hided' in Lesson 2) or inaccuracies

in irregular forms (e.g. 'brang' in Lesson 10 – possibly influenced by the dialect of her native-English speaking peers). However, using present forms in contexts requiring the past tense also seemed a source of considerable error among the verbs she produced. The examples below indicate the extent of Pupil 25's verb use over the selected lessons.

P25: 'cause I didn't want to, I hided and after the other people went, after I had to go second and I went second. and I went out to the xxx it was sore. (Lesson 2, 17 October 2007, talking about getting an injection)

P25: eh we're not allowed to say it in school. (Lesson 6, 21 November – regarding the word 'stupid')

P25: not this aunty here, my other aunty in Portugal. and we were doing cakes and after the middle of the night we opened our presents. (Lesson 10, 16 January 2008)

(iii) Pronoun development

Throughout the study, Pupil 25 demonstrated a considerable diversity of pronoun use. Her production included: personal, demonstrative, ordinal, reflexive ('myself'), indefinite, quantifying, possessive (e.g. 'mine', 'hers') and substitute pronouns, with increased pronoun diversity apparent in the second half of the study. Her use of personal pronouns was generally in the region of 20 token counts per lesson, although it reached a maximum of 83 counts in Lesson 10 (possibly due to the lesson-related factors mentioned in sub-section (ii) above). She was very accurate in her production of these personal pronouns (accuracy rate over 90% throughout), with only minor inaccuracies recorded (e.g. isolated cases of gender confusion). Pupil 25's rate of personal pronoun omission never exceeded 10% of actual use within the selected lessons (her occasional omissions included both subject and object pronouns).

(iv) Article development

Pupil 25's use of articles appeared to increase over the study period. While a maximum of 37 token counts was reached in Lesson 10, her production of articles was generally more sustained (20 or more token counts per lesson) in the second half of the research project than in the first. Her accuracy of article production was usually high (over 80% throughout the study), although it fluctuated slightly from lesson to lesson. Non-required article use, as well as some over-use of 'the' rather than 'a', and the occasional use of 'a' before a vowel accounted for most of her article-related errors. Her omission of articles was very infrequent, generally corresponding to 5% or less of her actual article production; her maximum omission rate, equivalent to 11% of production, was recorded in Lesson 10.

(v) Preposition development

Pupil 25's production of prepositions varied in its extent from lesson to lesson, peaking at 36 token counts in Lesson 10. However, instances of preposition use were more frequently recorded in the second half of the study than the first. The prepositions produced by Pupil 25 over the study period included: 'on', 'in', 'like', 'to', 'with', 'at', 'out', 'into', 'for', 'of', 'down', 'under' and 'off', with considerable diversity of preposition use evident from the first selected lesson (Lesson 2) onwards. The accuracy of her preposition use, while generally over 80% accurate, was however subject to some fluctuation, particularly in the second half of the study, in which some lessons featuring an increased level of prepositions were associated with lower apparent accuracy (e.g. Pupil 25's accuracy rate in Lesson 15 was only 62%). Over-use of 'in' (particularly in contexts requiring 'on' or 'at') appeared to be her main source of error, with more isolated inaccuracies including the confusion of 'off' and 'on' (possibly situation-related), 'to' and 'for', and 'of' and 'for'. Occasional non-required use of prepositions was also recorded. Prepositions were rarely omitted by Pupil 25 (omission rate below 10% throughout).

(vi) Auxiliary development

Pupil 25's production of auxiliaries was, as shown in Table 56 below quite diverse and generally accurate.

Table 56: Auxiliary use by Pupil 25 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX Will	AUX going to	AUX modal
2	8	8	0	1	0	4	0	3
4	1	1	0	0	0	0	0	1
6	5	5	2	2	0	0	0	1
8	9	9	4	2	0	0	0	3
10	20	18	8	0	0	1	0	9
12	11	11	9	0	0	0	0	2
14	6	6	1	0	0	1	0	4
15	11	11	1	4	1	1	0	4

From the outset of the study, she could express both past and future reference using the auxiliaries 'didn't' (see example in sub-section (ii) above) and 'will', as in the example below:

P25: and eh sometimes he will have em a scissors for cutting plaster- (Lesson 2, 17 October 2007 – talking about the doctor)

She could also express conditionality using the modal 'could':

P25: teacher, teacher and eh when eh and when the dog bites you, then you could have that too. (Lesson 2, 17 October 2007)

The range of her auxiliary use appeared to expand over the study period, with the modals 'can' and 'have to' and the auxiliary 'be' emerging more frequently in her analysed spoken turns across a variety of positive, negative and interrogative contexts, for example:

P25: they were using binoculars. (Lesson 6, 21 November 2007)

P25: he's playing- I don't know what- can PUPIL 27 do it. (Lesson 8, 5 December 2007)

Pupil 25's use of the auxiliary 'have' within a perfect tense context and the modal 'might' were recorded in the final lesson:

P25: yeah, she's gone. (Lesson 15, 20 February 2008 - talking about a friend who recently left the school)

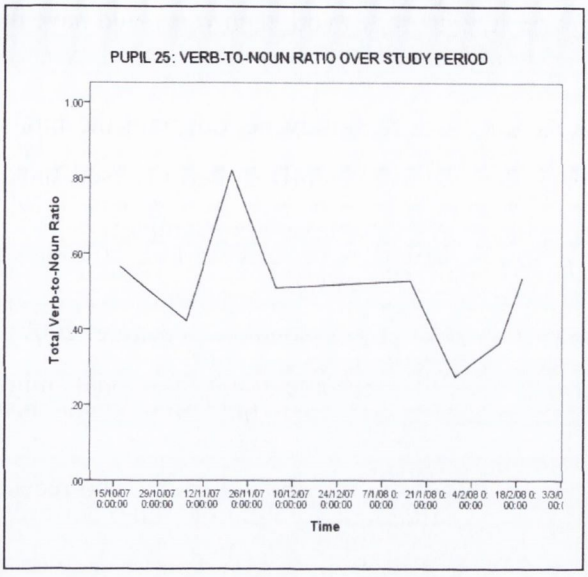
P25: the wheels might come off and on. the brakes xxx the chain. (Lesson 15, 20 February 2008 – talking about a bicycle)

While her auxiliary production was generally accurate, minor errors, usually involving the choice and tense of modals (e.g. 'can' or 'could') was recorded. Omission of auxiliaries, particularly 'be' and 'do' was occasionally evident.

(vii) Structural development

As a rough indicator of the complexity of the structures produced by Pupil 25 in the selected lessons, a ratio comparing her use of verbal elements to nominals was calculated (see Volume I Section 3.3.6 for methodological decisions). Variation of this ratio over the study period is shown in Figure 59 (see over). It suggests that while her use of verbal elements was generally in the region of 0.4 to 0.6 times her production of nominals (although this verb-to-noun ratio reached 0.82 in Lesson 6, a lesson rendering fewer analysable spoken turns). Fluctuations in Pupil 25's verb-to-noun ratio indicate however, that the structural complexity of utterances may be influenced by more than simply English language proficiency, and that lesson-related factors responsible for shaping the contexts of L2 use may also impact upon the type of structures produced by learners. It also suggests that, since the verb-to-noun ratio is only a very rudimentary guide to structural complexity, other indicators (such as clause linkage, discussed in sub-section (x) to follow) should be taken into consideration in assessing the structural development of slightly more proficient pupils such as Pupil 25.

Figure 59: Verb-to-noun ratio for Pupil 25



(viii) Negative development

Competent use of the negative marker 'not', as both an independent element and in contraction with auxiliaries (e.g. 'be', 'do' and 'can') was recorded in Pupil 25's analysable spoken turns throughout the study period, for example:

P25: no wait .. he isn't drinking. (Lesson 8, 5 December 2007)

However, on one occasion double negation was recorded, as shown in the inaccurate structure below:

P25: no-one can't go in there. (Lesson 10, 16 January 2008)

(ix) Question development

Pupil 25 was also quite competent in her question formation over the study period, producing inverted structures involving both 'wh-' question words and auxiliary inversion, for example:

P25: em what's this xxx in English? (Lesson 6, 21 November 2007 – asking for clarification, item to be clarified unclear)

P25: can we bring five cent. (Lesson 12, 30 January 2008)

Indirect or reported questions were also apparent in her production from Lesson 6 onwards, although these were not always accurately constructed, as shown in the following example in which syntactic issues are compounded by verb-form error:

P25: you can't say from PUPIL 25, because after they will go to you and say who write you send a card. (Lesson 14, 13 February 2008 – re. Valentine cards)

Pupil 25 was also quite adept at using question words as relativisers, as discussed in sub-section (x) below.

(x) Clause linkage

From the beginning of the study, Pupil 25 demonstrated the ability to link structures using a range of linguistic devices, beyond simple conjunctives. Her use of the subordinator 'because' emerged in Lesson 2, along with her use of 'when' as a relativiser (see examples in sub-sections (ii) and (vi) for instances of production). The latter featured quite prominently in her attempts at more extended personally relevant narratives, for example:

P25: no, we have to eh bring chairs eh and when it starts we have to hold on or we fall back xxx. (Lesson 10, 16 January 2008 – re. travelling in a van)

She occasionally used the subordinator 'if' to express conditionality from Lesson 6 onwards:

P25: em if someone is over there and you don't know who is and you want to see you go and you see who lives there. (Lesson 6, 21 November 2008 – explaining 'binoculars')

While her attempts at clause linkage were generally accurate, one prominent inaccuracy in Pupil 25's extended speech throughout the study period was her tendency to use 'after' rather than 'then' as a connective, particularly in her attempts to sequence narratives.

1.16.4 Evidence of L2 acquisition – lexical indicators

An indication of Pupil 25's L2 lexical production is provided from the data obtained using the Wordlist program to identify the lexis used by Pupil 25 within her analysed spoken turns. The distribution of Wordlist entries, as a rough indicator of her overall lexical competence (see Volume I Section 3.3.6 for discussion) is presented in Table 57 below:

Table 57: Wordlist entries for Pupil 25 over the study period

LESSON	2	4	6	8	10	12	14	15
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	5 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	20 Feb 2008
ANALYSED TURNS	15	17	13	22	58	43	29	29
WORDLIST ENTRIES	73	58	54	65	190	92	77	82
ENTRIES PER TURN	4.87	3.41	4.15	2.95	3.28	2.14	2.65	2.83

While the number of Wordlist entries recorded for Pupil 25 in the selected lessons was generally higher towards the end of the study period (peaking at 190 in Lesson 10), it fluctuated considerably. Also, as shown by the ratio of Wordlist entries per turn, the lexical

complexity of her utterances varied. This may, however, have been due to lesson-related factors, particularly the availability of opportunities for extended speech which was rather limited in Lessons 8, 12 and 14 (these lessons involved substantial elicitation of short responses as opposed to more spontaneous production). However, at a general level, the ratio for each of the lessons appears higher than for the pupils in their first year of English language support discussed earlier in this chapter, confirming that increasing proficiency is manifest in diversifying L2 lexical range.

The semantic areas covered by Pupil 25's lexical production included: family members (e.g. 'aunty', 'granny'), household items (e.g. 'plate', 'cushions'), school (e.g. 'class' and activities such as 'bingo'), foodstuffs (e.g. 'pancakes', 'potato'), clothes and accessories (e.g. 'tracksuit', 'sunglasses'), words associated with different occupations (e.g. 'blood', 'needle' re. 'doctor'), weather conditions (e.g. 'sunny', 'windy'), vehicles and their constituent parts (e.g. 'ambulance', 'wheels'), words relating to seasons and festivals (e.g. 'present', 'angel' re. 'Christmas'), the names of the months, country names and familiar places (e.g. 'Portugal', 'beach'), and animals and their babies (e.g. 'donkey', 'foal'). Adjectives describing colour, size (e.g. 'little', 'small' and the more colloquial equivalent: 'wee') and other attributes (e.g. 'spiky') were also evident in Pupil 25's lexical production. The semantic fields apparent in Pupil 25's analysed lexis corresponded closely with the links to the Benchmark 'Units of Work' recorded within the production of participating pupils in Group S3/G3/1st(A), which spanned all the thematic units except for Unit 13. This correspondence was apparent despite the fact that the teacher was not consciously using the Benchmarks as the basis for the delivery English language support, suggesting that, even without their direct application, the themes covered by the Benchmark offer an appropriate description of the semantic range occurring among ESL pupils at Irish primary schools.

The verb lexemes produced by Pupil 25 in her analysed spoken turns are presented in Table 58 (see over). While the lexical diversity of Pupil 25's verb use appeared relatively stable, within the region of 10-15 verb lexemes per selected lesson, evidence from her production in Lesson 10 (31 verb lexemes recorded) suggested that, within facilitating interactive conditions, she could produce a much wider range of verbs. The possible implications of lesson-related factors for L2 lexical diversity will be considered in Section 1.16.3 to follow. In comparison with participating pupils in their first year of English language support, and considering the rather limited number of analysed turns per lesson for Pupil 25 (indicated in Table 57 above) it did seem that she produced a wider range of verb

lexemes than learners of a similar age at an apparently earlier stage of English L2 proficiency (cf. Pupils 1, 2, 7 and 8).

Table 58: Verb use by Pupil 25 over the study period (presented in Wordlist entry order)

LESSON	2	4	6	8	10	12	14	15
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	5 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	20 Feb 2008
1	go	put	be	know	know	be	go	be
2	have	go	have	be	be	get	be	have
3	be	cook	know	do	like	fall	know	stop
4	know	cut	see	drink	go	go	put	crash
5	bite	get	allow	have	have	know	say	put
6	cut	help	go	let	open	bring	give	go
7	do	be	live	like	come	do	have	break
8	hide	know	look	look	do	grow	play	change
9	jump	take	say	play	eat	have	send	come
10	play	walk	see	put	get	make	write	get
11	wait		use	read	celebrate	open		know
12	want		want	see	move	start		ring
13				wait	put	stop		say
14				want	see			
15				write	sit			
16					take			
17					win			
18					bring			
19					close			
20					colour			
21					come			
22					count			
23					fall			
24					hold			
25					open			
26					play			
27					say			
28					start			
29					stick			
30					wake			
31					watch			

Other indicators of Pupil 25's L2 acquisition evident in the Wordlist data included her use of a diversity of adverbs across the study, ranging from place and time referents and modifiers (e.g. 'here', 'sometimes' and 'too') produced from Lesson 2 onwards, to adverbs such as 'again', 'really' and 'just' which emerged in subsequent lessons. Pupil 25 was able to

express possession using 'my', throughout the selected lessons, with 'mine' recorded in Lesson 4. The possessive determiners 'your' and 'our' emerged in Lesson 10, while the pronoun 'hers' was used in Lesson 14, and the determiner 'her' was recorded in the final lesson. Instances of adjective modification were also apparent in the Wordlist data, with Pupil 25 producing the comparative adjective 'older' in Lesson 6 and the superlative 'biggest' in Lesson 15. She produced the simple conjunctive 'and' throughout the study, with 'but' recorded in the Wordlist data from Lesson 6 onwards, and the subordinator 'because' evident from Lesson 4 (see Section 1.16.3(x) above).

1.16.5 L2 literacy development

Most of the lessons selected for Pupil 25 included literacy-related as well as oral-focussed activities. From the beginning of the study period, it appeared that she could engage competently with L2 literacy tasks. She was able to read fluently from readers aimed at the reading level of her native-English speaking peers (a books from the *Wellington Square* series) which included quite complex vocabulary and structures). Even in the early stages of the project, it seemed that only the most challenging words proved problematic for Pupil 25 (e.g. 'suddenly' and 'canal' in Lesson 2); generally her reading was on a par with that of her mainstream class peers, with minor miscues usually those which could equally have been made by native-English speaking children.

Pupil 25 could also take part in age-appropriate comprehension and writing activities, either linked to her readers or worksheet tasks from other sources. These activities became more complex as the study progressed. In the early lessons they often involved sentence completion based upon models and visual support provided. Pupil 25 generally found these activities well within her ability, although occasionally, new L2 vocabulary resulted in difficulties, for example, the unfamiliar word 'budgie' in a gap-fill sentence: 'Please tell us what your budgie is called' (Lesson 4). Pupil 25 also appeared well motivated and anxious to complete these literacy activities without assistance, as the example – completing a sentence based on comprehension of her reader ('"That ghost train did not frighten me," said Rocky.') shows:

P25: ghost .. don't tell me how to spell it. (Lesson 6, 21 November 2007)

In this activity her L2 spelling competence was also evident; she could spell familiar words quite accurately and also assist other pupils in their spelling (e.g. correcting another participant's inaccurate production of 'f' for 'th').

By Lesson 8, Pupil 25 could engage in a more challenging literacy activity, unscrambling jumbled words to make a sentence. However, her initial attempts at this task were not always accurate and she needed some support from the teacher to complete the sentence, the possibility of grammatical uncertainty in relation to the placement of some elements also emerged in her literacy-related talk. This is apparent in her attempts at unscrambling the sentence 'We are going to the seaside next week".

P25: we .. we …. going, we .. no. *(initial unsupported attempt)*

P25: we .. are going seaside. *(subsequent attempt, following support from the teacher)*

P25: and where we put the "are". *(having unscrambled the sentence orally, Pupil 25 attempts to write it down).*

(Completed sentence. Lesson 8, 5 December 2007, hand out *Easylearn*)

Over the second half of the study, further evidence of Pupil 25's developing L2 literacy skills emerged. She was able to read words across a range of different themes; labelling forms of transport on a poster (Lesson 10), animal names as captions to pictures (Lesson 14) and parts of a bicycle on a worksheet (Lesson 15). Although her attempts at reading new lexis were not always accurate (e.g. 'spade-boat' rather than 'speedboat' in Lesson 12), she was generally able to use available grapho-phonic and visual cues quite effectively. In Lesson 14 she could answer more complex comprehension questions based upon her reader (*The Bomb Scare*), for example:

P25: who said "now where is the bomb." *(reading question without support)*

P25: Kevin. *(unassisted correct answer)* (Lesson 14, 13 February 2008)

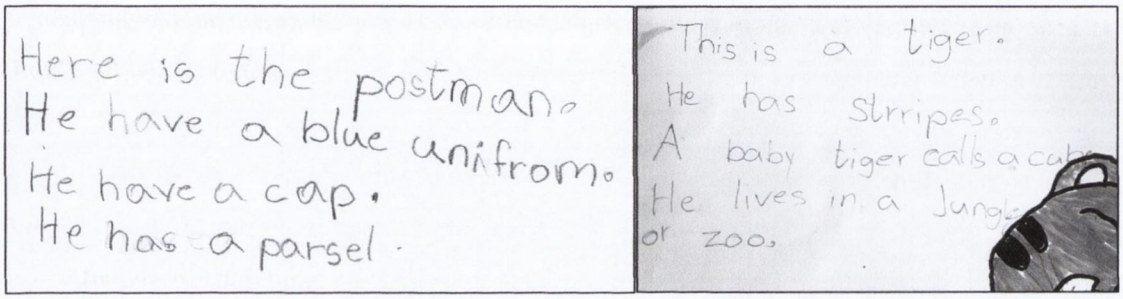
In the final lesson, Pupil 25 was able to contribute ideas to a writing task based on routine activities associated with the days of the week. While her initial oral suggestions were not always entirely accurate, in terms of linguistic form, she proved quite capable of writing down the corrected sentences, requiring only minimal support with spelling. For example:

P25: Saturday we be off from school. *(oral suggestion re. 'Saturday')*

P25: on- on Sunday I be ready- *(attempting to write sentence suggested by another participating pupil 'On Sunday I get ready for school.')*

P25: how do you spell ready. (Lesson 15, 20 February 2008)

It seemed therefore, that Pupil 25's L2 literacy abilities were well within the range of her mainstream peer-group (albeit that Pupil 25, aged 8 during the study, would have been slightly older than most of her 1st Class peers). This is not to say, however, that her L2-literacy abilities were essentially native-like. Particularly in less-structured writing activities (sentences and short paragraphs) grammatical and orthographic errors persisted, as evident in the examples below, which were produced towards the end of the study in School 3 (February 2008).



Although beyond the scope of the present study, it would have been interesting to compare Pupil 25's written production in the mainstream classroom, where less individual assistance would be available, with the writing she produced in her English language support lessons. The challenge faced, even by apparently quite proficient ESL pupils, in relation to L2 literacy cannot therefore be under-estimated, as even the minor gaps in L2 knowledge shown in the examples above suggest that L2 literacy development requires sustained assistance beyond any 2 year allocation of English language support. For Pupil 25, it also appeared that her literacy skills were primarily, if not solely, L2-related; on one occasion she indicated that she had little or no literacy experience in her home language:

P25: I can't read in Portugals. *(Pupil 25 identifies the Portuguese flag on the box of a flashcard game but she cannot read the Portuguese translation of the name of the game: 'what's wrong')* (Lesson 8, 5 December 2007)

The need to develop native-like L2 reading and writing skills is all the more pressing for children such as Pupil 25, for whom their L2 is their main, and possibly only, language of literacy.

1.16.6 Possible influences on L2 development – internal factors

Pupil 25 was one of the older children involved in my research project (8 years old by the end of the study period in School 3) and also one of the minority of participants in her second year of English language support. The evidence of her L2 development provided thus far in Section 1.16 would suggest that, by the end of the study, as she neared the end of her English

language support allocation, she was approaching a level of L2 proficiency sufficient for full integration into mainstream education through English. However, as the analysis of her L2 grammatical development in Section 4.16.3 indicates, her production even of fundamental morphological and structural features was not always accurate to a level which could be considered 'acquired' (c.90% accuracy; as determined by Brown 1973). Also, in relation to L2 literacy development, while, as outlined in Section 1.16.5, it appeared that Pupil 25 was quite capable (at least within the small group context of the English language support classroom) of engaging with age-appropriate literacy activities, it is worth remembering that she would have entered L2-medium education at a stage when her native-English-speaking peers were still in the early phases of literacy development (the Senior Infant class). Judging by her competence in reading and writing, it appeared that Pupil 25 benefitted from this earlier exposure to L2 literacy, and may have been better able to progress at a rate comparable to her native-English-speaking peers than ESL pupils whose immersion in L2-medium education started even slightly later, as literacy targets become considerably more challenging from mainstream 1st Class onwards.

In relation to possible home language influence, without knowledge of Portuguese, it was impossible to say to what extent Pupil 25's L1 impacted on her English L2 development over the study period. Also, since Pupil 25 was in her second year of English language support and had already acquired effective communication skills, including 'accent' associated with the dialect of English spoken in the local community, it was difficult to discern even prominent phonological features which may be associated with her L1. Apart from some non-target like vowel production (usually lengthening) and difficulty in articulation of the consonants /θ/ (usually produced as /t/) and /ð/ (usually produced as /d/) – also characteristic among many native-English-speaking children in this part of Ireland – there was little concrete evidence of L1-influenced phonological tendencies. In many respects, a more salient feature of Pupil 25's L2 production was its similarity to, rather than its difference from, the dialect of English spoken by her mainstream classroom peers. This extended, beyond phonology, to lexis and idioms, such as her frequent use of 'wee' rather than 'little' (noted in Section 1.16.6 above), her production of 'brang' as the past tense of the verb 'bring' and her use of colloquial communication markers, for example, 'wait there'. While many of Pupil 25's grammatical errors appeared to be developmental, since they were also associated with participants from other language backgrounds in this study, the possibility of cross-linguistic influence on her L2 grammar cannot be ruled out. For example, L1 transfer may have contributed to Pupil 25's occasional instances of double negation and to

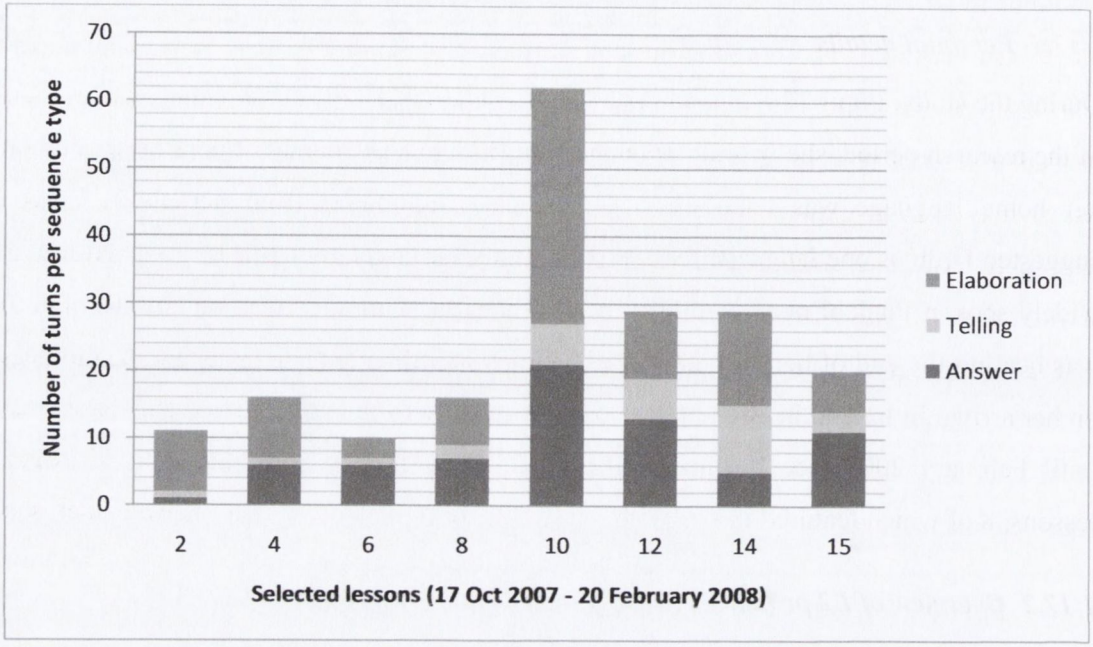
some non-native-like features of her L2 verb use. However, familiarity with Portuguese would be required to further assess such issues.

Observations regarding the possible influence of Pupil 25's personality and apparent learning style are also worth considering. Pupil 25 was generally quite a talkative child and particularly adept at story-telling. However, she was quieter in some lessons than in others, which may help to explain variations in her overall number of analysed spoken turns per lesson. In terms of learning style, observation of her participation in literacy-related activities showed that she was often determined to attempt tasks without assistance. It also appeared that not all inaccuracies in her reading or writing were directly L1 related, for example some of her reading miscues or misspellings seemed equally typical of a native-English-speaking child and may have been influenced by slight lapses in concentration or by rushing to complete the task.

1.16.7 Possible influences on L2 development – interaction-related factors

Considering patterns of interaction as a possibly influential factor in L2 development, an overview of some of Pupil 25's interactive tendencies was attempted by examining the relative distribution of responsive-type 'answer' turns, and more initiative-taking 'tellings' or collaborative 'topic elaborations' in her analysed spoken production. The results of this analysis are illustrated in Figure 60 (see over). It would appear that these three turn-types account for a considerable proportion of Pupil 25's analysed speech (cf. Figure 57 in Section 1.16.2). The graph also shows that across the selected lessons, 'tellings' and 'topic elaborations' predominate over 'answers', suggesting that Pupil 25 was quite capable of starting and sustaining conversation (a competence associated with Level B1 proficiency). The extent to which this ability derived from her L2 proficiency level, or was facilitated by classroom interaction patterns is impossible to estimate from this information alone. However, since it seemed both from the data and from observation that Pupil 25 was able to 'take the floor' and take part in extended classroom talk (many of her turns could be linked to Benchmark descriptors for 'spoken production'), the facilitation of this kind of interaction involving substantial L2 use, rather than the elicitation of 'answer' type turns (generally short responses to the teacher's questions) may have been more appropriate and beneficial to her L2 learning over the study period.

Figure 60: Sequence-type indicators of interaction for Pupil 25 over the study period



A further indication of Pupil 25's patterns of interaction is shown in Table 59, which shows that her classroom talk was almost entirely teacher-directed. Considering the possibly wider range of opportunities for extended interaction offered by peer discourse, for example role-play or interviewing activities involving the formation of direct questions (structures which, as outlined Section 1.16.3(ix) above, Pupil 25 produced competently although somewhat infrequently in the selected lessons) it may be worth exploiting pupil-to-pupil talk more in the English language support classroom for greater interactional diversity.

*Table 59: Interlocutor identity in Pupil 25's classroom interaction**

Lesson	Total number of turns at talk	Pupil-to-teacher turns / independent part-turns	Pupil-to-pupil turns / independent part-turns
2	15	15	0
4	17	17	0
6	13	13	0
8	22	21	1
10	58	57	1
12	43	43	0
14	29	27	2
15	23	21	2

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are listed separately and ambiguously addressed turns or self-talk are excluded from this tabulation.*

1.17 PROFILE: PUPIL 27

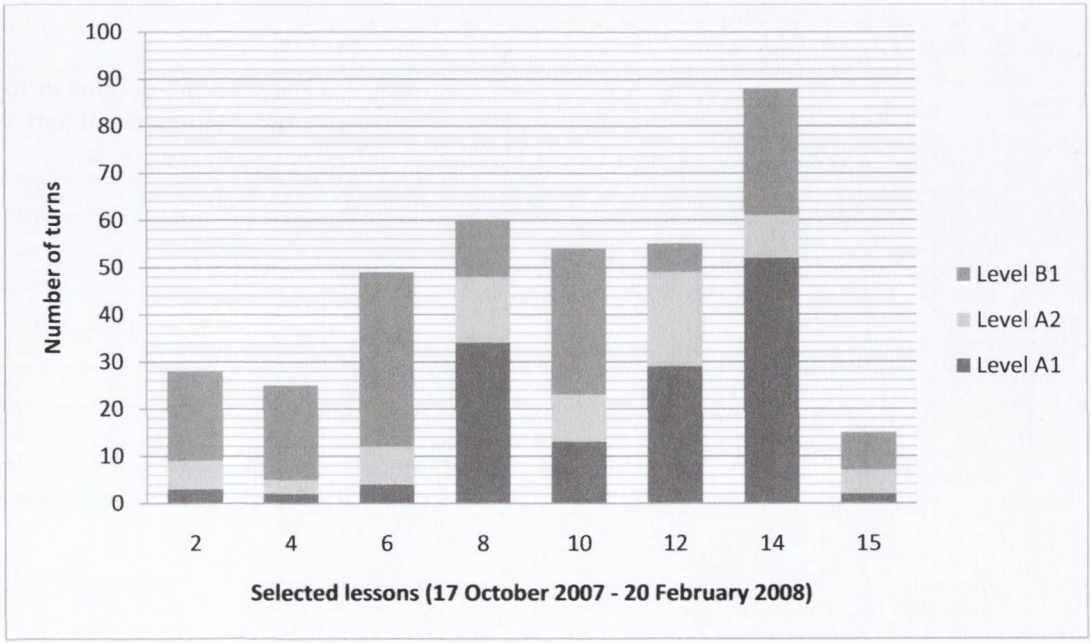
1.17.1 Personal details

During the study, Pupil 27 was a member of Group S3/G3/1st. A girl, aged 8 years at the end of the research period, she was in the mainstream 1st Class and came from Pakistan. Although her home language was unknown to the teacher, comments from her sister, Pupil 28, suggested Urdu as one language used by her family (see Section 4.18.1). However, the more widely spoken Punjabi may have been her L1, and she was also learning Arabic. Pupil 27 was nearing the end of her second year of English language support, which had commenced on her arrival in Ireland in February 2006. She was involved in the study from October 2007 until February 2008 (see Volume I Section 3.2.1). Pupil 27 participated in 15 recorded lessons, 8 of which featured in Analysis Phase II. 376 of her speaking turns were analysed.

1.17.2 Overview of L2 proficiency

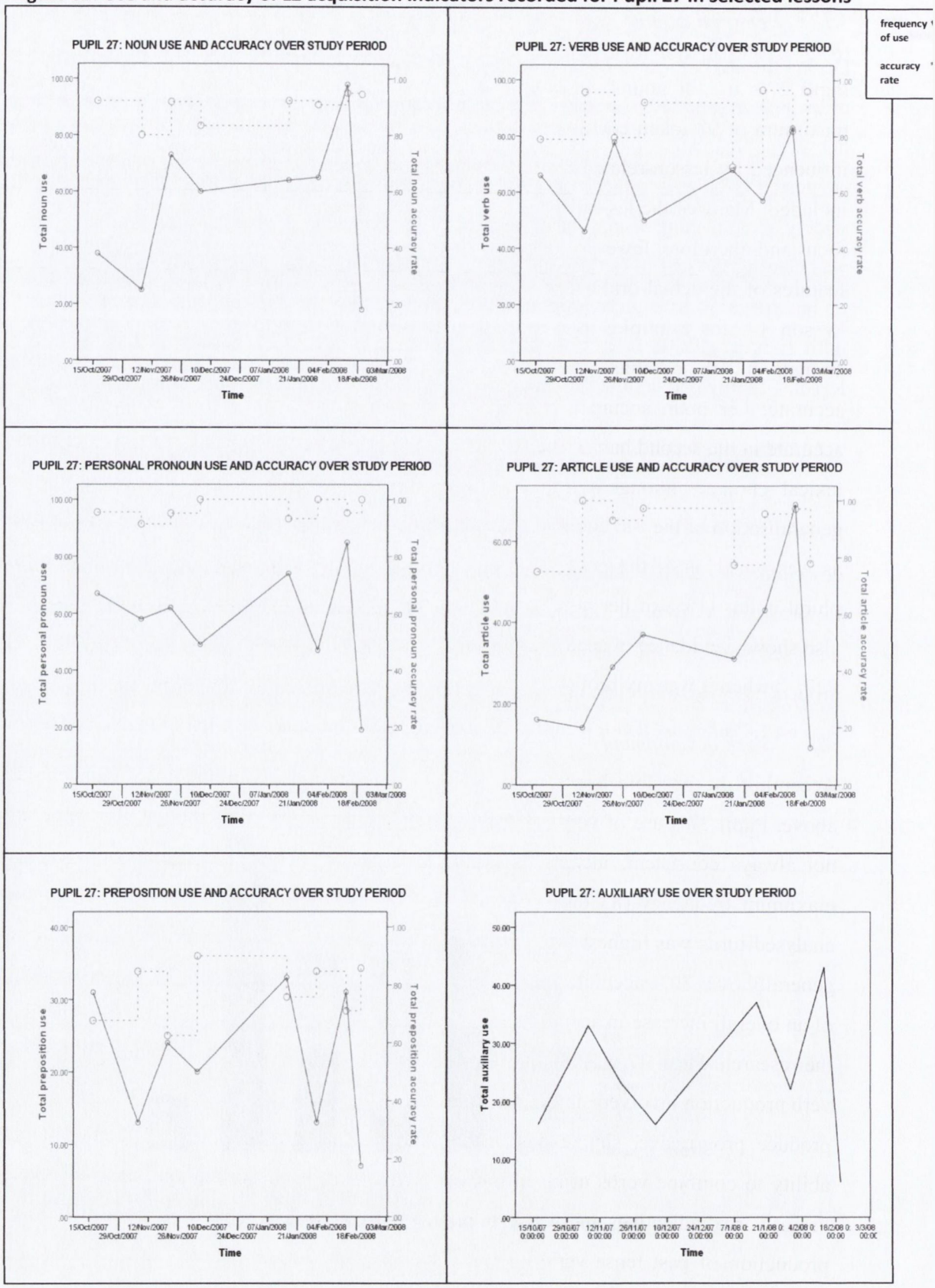
Figure 61 shows the distribution of Pupil 27's analysed spoken turns over the selected lessons. Her English L2 proficiency level is also indicated, using the links to Benchmark descriptors for each of her analysed turns. While Pupil 27 showed evidence of considerable L2 proficiency from the outset of the study (indicated by the proportion of B1 turns in her analysed speech), the graph suggests her varying proficiency ratios may also have been influenced by lesson-related factors affecting the requirement for higher-proficiency L2 use.

Figure 61: Proficiency levels recorded for analysed turns produced by Pupil 27 in selected lessons



1.17.3 Evidence of L2 acquisition – grammatical indicators

Figure 62: Use and accuracy of L2 acquisition indicators recorded for Pupil 27 in selected lessons



The patterns of L2 development suggested by the 27's frequency and accuracy of use of the six of the L2 acquisition indicators illustrated in Figure 62 are discussed below:

(i) Noun development

Pupil 27's use of nouns generally increased in frequency over the research period, to a maximum of 98 token counts in Lesson 14. However, it appeared that this production was influenced by lesson-related factors, primarily the overall number of analysed spoken turns included. Many of the lessons recorded for Group S3/G3/1st had a substantial literacy-related focus and, therefore, fewer instances of spontaneous speech were available for analysis. Also, features of the actual oral activities may have altered Pupil 27's noun-production patterns – Lesson 14, for example, involved a considerable amount of noun-based identification of animals and their babies. In terms of accuracy, Pupil 27's use of nouns was generally accurate; her noun accuracy rate was over 80% throughout, and consistently over 90% accurate in the second half of the study. The majority of errors (73%) were those of incorrect lexical choice, although occasional issues relating to pluralisation, including the over-generalisation of the '-s' ending to irregular plurals was recorded (e.g. 'peoples' in Lesson 6), as was omission of the possessive '-s'. Generally, however, Pupil 27 was adept at using plural nouns (13% of her noun production was that of appropriately used plural forms) and also showed evidence of accurate marking of possession, for example:

P27: when it was my broth- brother's birthday. (Lesson 6, 21 November 2007)

(ii) Verb development

Accepting the possible lesson-related influences mentioned in relation to noun production above, Pupil 27's use of verbs also showed evidence of general, although more gradual and not always consistent, increase over the study period. Her verb production reached its maximum frequency (83 token counts) in Lesson 14, the lesson for which her number of analysed turns was highest (see Figure 61 in Section 1.17.2). Her verb accuracy rate, while generally over 80% accurate fluctuated somewhat over the study period. However, evidence of an overall increase in accuracy emerged as the study progressed. From the initial stage of the research, Pupil 27 was able to use a diverse range of verb forms – although most of her verb production involved simple present tense verbs, including the copula 'be', she could also produce progressive, simple past forms and past participles. Pupil 27 demonstrated the ability to combine verbs using infinitives or the '-ing' form throughout, and the occasional use of verbal adjectives and verbal nouns was also recorded in her production. Her accurate production of past tense verbs included the irregular forms: 'gave', 'put', 'said', 'came',

'made', 'had', 'wrote', 'forgot', 'won', and the regular forms: 'checked', 'tickled', 'coloured', 'fixed', 'happened' and 'changed'. However, inaccuracies were also apparent in her verb diversification, notably the over-generalisation of the past '-ed' ending to irregular past verbs and confusion in the contexts of use of simple past forms and past participles. Issues relating to tense were also apparent in Pupil 27's inaccurate use of present tense verbs (stem or copular forms) in contexts of past reference or, less frequently, vice versa. The use of uninflected stem forms for 3rd person singular reference in the present simple tense also emerged as a source of likely error in Pupil 27's verb production. Examples of verb use, highlighting some of the challenges faced by Pupil 27, include:

P27: because if somebody drinks lots of em whiskey and beer and- and- em then- then they em the eyes start to close and em they start going in the road and then they fell down and eh and that's why the- the police is there. (Lesson 2, 17 October 2007 – talking about situations requiring an ambulance)

P27: on my birthday my mum buyed me a cake and my dad give me two ten euro. (Lesson 6, 21 November 2007)

P27: he's em drinking soup with- with a fork but- fork but he- he's supposed to drink the soup with a spoon. (Lesson 8, 5 December 2007 – talking about 'what's wrong' picture cards)

(iii) Pronoun development

From the outset of the study, Pupil 27 was capable of producing a wide range of pronouns including: personal, demonstrative, quantifying, indefinite, substitute, ordinal, reflexive and relative pronouns. Her personal pronoun use, generally over 50 token counts per lesson (depending on availability of analysable spoken turns), was highest in Lesson 14 (85 token counts). Pupil 27's production of personal pronouns was very accurate (her accuracy rate was over 90% throughout), with only very occasional, non-systematic errors in pronoun choice. She rarely omitted personal pronouns; her omission rate never exceeded 5% of her actual personal pronoun use.

(iv) Article development

Taking lesson-related factors into consideration, Pupil 27's use of articles appeared to increase over the study period, rising to a maximum of 69 token counts in Lesson 14 (possibly influenced, however, by this lesson's focus on noun-phrases, see sub-section (i) above). While her article production was usually very accurate (in most lessons her accuracy rate was over 90%), it was subject to occasional fluctuation (to accuracy levels under 80%).

Recorded errors were usually due to non-required use of articles, although a preference for 'the' in contexts requiring 'a' and occasional use of 'a' before a vowel was also apparent. Her omission of articles was limited, usually under 10% of her actual article production across the selected lessons.

(v) Preposition development

Pupil 27's use of prepositions varied in terms of frequency over the study period, possibly due to lesson-related influences (e.g. number of analysed spoken turns and opportunities for preposition use within these). A maximum of 33 token counts was recorded in Lesson 10, although production levels of 20 or more prepositions were evident in the majority of the selected lessons. A wide range of prepositions were produced by Pupil 27 from the beginning of the study onwards, these included: 'on', 'in', 'for', 'like', 'with', 'of', 'down', 'out', 'by', 'to', 'off', 'into', 'about', 'through', 'inside', 'beside' and 'up'. While her preposition use was usually over 80% accurate, this accuracy rate fluctuated somewhat from lesson to lesson, although an indication of increasing accuracy was apparent during the second half of the study. Prominent sources of error involved the over-use of 'in' where context required 'on', 'at' or 'to' (often when referring to time), as well as her occasional use of 'to' rather than 'for'. Less frequent, context-specific confusions (e.g. 'out' and 'off'), the non-required use of prepositions, and minor syntactic issues accounted for the remainder of Pupil 27's errors. Prepositions were rarely omitted by Pupil 27 (omission rate never higher than 6% of actual use); however, occasionally in relation to phrasal verbs Pupil 27 produced only the prepositional element, without the verb-form, for example:

P27: you don't have to on the radiator. (Lesson 14, 13 February 2008 – 'put' omitted)

(vi) Auxiliary development

Pupil 27's production of auxiliaries was quite extensive, generally exceeding 20 token counts per lesson and reaching a peak of 43 token counts in Lesson 14. The range of her appropriate auxiliary use is shown in Table 60 (see over). It is clear from the table that most auxiliaries produced by Pupil 27 were accurately used, and that this use covered a variety of purposes, often indicating verb tense, aspect and mood, within positive, negative and interrogative contexts, including both past (using 'be' and 'do') and future reference (using 'will' and 'going to'). Pupil 27 could also use modal auxiliaries (e.g. 'can', 'have to' and 'could') to indicate ability, obligation and conditionality in an appropriate manner.

Table 60: Auxiliary use by Pupil 27 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
2	16	13	2	1	0	1	0	9
4	33	32	14	3	0	0	12	3
6	23	20	11	4	0	1	0	4
8	16	11	8	1	0	0	0	2
10	37	36	10	2	0	0	2	22
12	22	19	14	0	0	1	4	0
14	43	43	12	6	0	1	4	20
15	6	5	0	0	0	3	0	2

While Pupil 27's use of auxiliaries was generally quite accurate, errors were recorded, particularly relating to the inappropriate use of present tense auxiliaries in past tense contexts, as well as less frequent instances of singular/plural confusion (usually with the auxiliary 'be'), occasional incorrect auxiliary choice (e.g. 'will' for 'can') and minor errors of syntax. Some examples of Pupil 27's auxiliary use over the study period are presented below:

P27: teacher in Pakistan. em I my-my-my hand couldn't- I couldn't, my hand was like and couldn't even do this- that's why em em down down and there was em a old man and he checked my arm and he checked my arm eh and he eh he put something on it em eh like- (Lesson 2, 17 October 2007)

P27: they're going to go in the machine and they're going to wash the potatoes and they're going to send them in the shop. (Lesson 4, 7 November 2007)

P27: if you- if you take the soup and you drink it and it would go down and you- if you put it- there were none inside. (Lesson 8, 5 December 2007)

In extended speech, in this case explaining a game played in the mainstream classroom, Pupil 27's use of auxiliaries was often diverse (if sometimes slightly idiosyncratic):

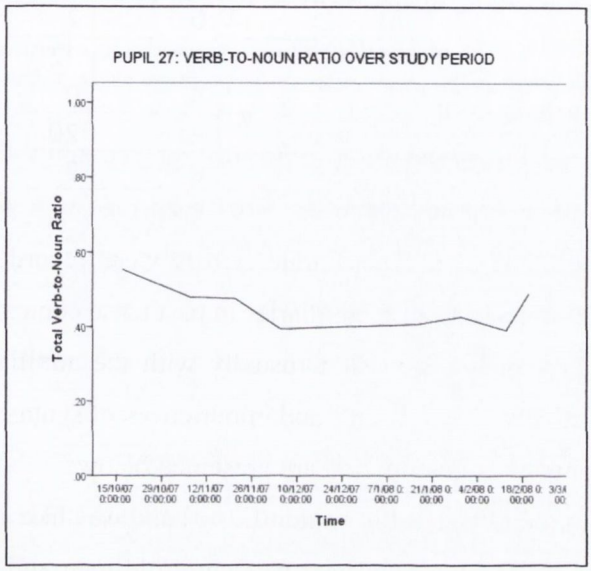
P27: we were playing a game and you take- the girl's going to give you some pictures and- and there's- there- there- there- didn't have the words in and em that's what you have- every- every- em every word is em.

P27: and you have to pick one of- and if it say the right one you stick it here, if it doesn't you have to put them back, if someone else is they have to take a- a- they have to see it if where they put it, then after when it's their turn they can take it, then they'll get stickers. (Lesson 14, 13 February 2008 – consecutive turns by Pupil 27, interrupted only by the teacher's minimal acceptance of the first turn)

(vii) Structural development

As a general measure of structural complexity, the ratio between Pupil 27's use of verbal elements and nominal elements recorded in her analysed spoken turns was calculated (see Volume Section 3.3.6 for methodological considerations). Her resulting verb-to-noun ratio over the selected lessons is illustrated graphically in Figure 63 below.

Figure 63: Verb-to-noun ratio for Pupil 27



Throughout the study it appears that the ratio between verbal and nominal elements in Pupil 27's analysed production was relatively stable (generally within the region of 0.4 to 0.6). While this finding in itself is not extremely informative, it perhaps suggests that while calculating a verb-noun ratio may be useful in revealing basic changes in structural complexity among learners in the early stages of English L2 development, for more proficient learners such as Pupil 27 (and also, as noted in Section 1.16.3(vii) Pupil 25), a wider variety of possible indicators of complexity should be considered. Evidence regarding verb and auxiliary diversification, the formation of more complex questions and clause linkage, could thus contribute more to any assessment of Pupil 27's structural complexity than simply focussing on her verb-to-noun ratio alone. It would also, perhaps, be more appropriate to compare the verb-to-noun ratios obtained for more proficient ESL pupils to that of their native-English-speaking peers within a classroom context, in order to investigate if any target level of structural complexity exists for optimal integration in L2-medium education.

(viii) Negative development

From the outset of the study, Pupil 27 demonstrated considerable ability in the formation of negative structures. These involved the appropriate use of the negative markers 'no' and

particularly 'not', the latter often in its contracted form in conjunction with a range of auxiliaries spanning past, present and future reference, as in the example below:

P27: you will fall .. it will stop by itself and it won't work. (Lesson 15, 20 February 2008 – re. bicycle)

(ix) Question formation

Pupil 27 also showed considerable competence in her formation of question structures throughout the study period. While simple 'wh-' questions featured in the selected lessons, more complex questions involving syntax inversion were also recorded, for example:

P27: teacher do you know em he's supposed to give the water to flowers but he's givin' the flowers to a bowl in a eh- a basket .. *(pupils laugh)* and the water's not even on .. aha, the water's not even on. (Lesson 6, 21 November 2007 – re. 'what's wrong' picture cards)

P27: can I tell you it, can I tell you it? (Lesson 8, 5 December 2007)

Indirect questions also appeared in Pupil 27's analysed production from Lesson 2 onwards, with evidence of accurate syntactic construction:

P27: em, I don't know what to do with him but .. (Lesson 2, 17 October 2008)

P27: one is a small boy one is eleven years and one is big one and I don't know what his age is 'cause he he- (Lesson 4, 7 November 2007)

Question words including 'when', 'why', 'what' and 'who' were widely used by Pupil 27 as relativisers for clause linkage (see also sub-section (x) below). However, as the examples show, this use was not always entirely accurate:

P27: em em someone. the birdies were taking his nest off and and .. and he- em they said we'll make your tree in another tree .. they said OK, and after that bird was having babies .. and that's why- and after when they make eh that baby had .. that bird had babies. (Lesson 6, 21 November 2007 – talking about TV programme, issues with verb tense and lexical choice)

P27: and the words were jumbled up- the words were jumbled and if you had to pick it and if it was the- if it begin- if it was begin with "m", who had the monkey they could stick it with it. (Lesson 14, 13 February 2008)

(x) Clause linkage

As noted above, Pupil 27 could produce some quite complex attempts at clause linkage, for example, involving the use of relativisers, throughout the research period. As shown in the examples in sub-sections (ii), (vi) and (ix) above, her clause linkage also involved the use of the subjunctive 'if' from the beginning of the study. The subordinator 'because' was also used by Pupil 27 from Lesson 2 onwards both to link clauses and to connect speech to turns

previously produced either by herself or others (e.g. in response to questions). Her use of such linkage devices is apparent in the example below:

P27: because if you fall down if- if then if you didn't have a helmet you fall down and em- (Lesson 15, 20 February 2008)

1.17.4 Evidence of L2 acquisition – lexical indicators

Pupil 27's L2 lexical production was investigated in Analysis Phase II using the Wordlist program, with her total number of Wordlist entries recorded for each of the selected lessons providing an indication of her lexical range over the study period (accepting the limitations outlined in Volume I Section 3.3.6). The distribution of these Wordlist entries is shown in Table 61 below.

Table 61: Wordlist entries for Pupil 27 over the study period

LESSON	2	4	6	8	10	12	14	15
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	5 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	20 Feb 2008
ANALYSED TURNS	28	27	49	60	54	55	88	15
WORDLIST ENTRIES	111	95	150	123	163	126	181	69
ENTRIES PER TURN	3.96	3.52	3.06	2.05	3.02	2.29	2.06	4.60

It would appear from the Wordlist data available for Pupil 27, that her lexical production across the study period was relatively extensive and diverse, particularly in comparison to that recorded for many of the participating pupil in their first year of English language support. This apparently increased lexical range would also seem to link to Pupil 27's higher level of English language proficiency (see Figure 61 in Section 1.17.2). It should also be noted that this lexis was produced within the quite short lessons (on average 20 to 25 minutes in length) recorded for Group S3/G3/1st, which often included a considerable number of literacy-related turns – excluded from the lexical analysis above. Lesson-related factors, including the overall number of analysable spoken turns per lesson, but also the focus and extent of the oral activities engaged in by Pupil 27 may also have affected her L2 lexical production. While it seems from Table 61 that her lexical range was slightly higher towards the second half of the study, variations in the ratio of her Wordlist entries per turn suggest that when the context of learning gave Pupil 27 the opportunity to speak more extensively, her L2 lexical production was more diverse.

The semantic range of Pupil 27's lexical production included: words relating to family members and events (e.g. 'sister', 'birthday'), parts of the body (e.g. 'shoulder', 'gums'), items such as furniture associated with school or home (e.g. 'radiator', 'shelves'), food and drink (e.g. 'custard', 'whiskey'), clothes and accessories (e.g. 'dress', 'helmet'), words associated with different occupations (e.g. 'blood', 'plaster' re. 'doctor'), weather-related terms (e.g. 'rainy', 'snow'), vehicles and their related parts (e.g. 'ambulance', 'pedal' – re. 'bicycle'), the names of seasons and words linked to different festivals (e.g. 'vampire' and 'pumpkin' re. Halloween), country names and places in the locality (e.g. 'factory', 'farm'), the months of the year, animals, their young, and plants (e.g. 'hummingbird', 'calf', 'sunflower'), and words associated with mathematical concepts (e.g. 'euro', 'coin' and numbers). Her descriptive vocabulary was also quite extensive, covering basic attributes relating to colour and size, but also including modifiers such as 'dangerous' and 'disgusting'. These semantic fields linked readily to almost all the Benchmark themes which were registered among the analysed spoken production of participants within Group S3/G3/1st (which covered all 'Units of Work' except Unit 13), despite the fact that, as pointed out in relation to Pupil 25 in Section 1.16.4, the teacher was not using the Benchmarks as the main basis of her English language support.

The extent of Pupil 27's verb production across the study period is indicated in Table 62 (see over). Throughout the study, she proved capable of using a relatively wide range of verb lexemes (generally over 20 lexically distinct verb-forms per selected lesson). The lexical diversity of her verb production peaked in Lesson 14 (30 verb lexemes recorded), accepting possible lesson-related influences, seemed somewhat higher in the second half of the study than in the first.

Other lexico-grammatical features of her L2 development apparent from the Wordlist data included the relatively wide range of adverbs she used during the study period to indicate time (e.g. 'before', 'after' and, in Lesson 14, 'already'), location (e.g. 'here', 'there'), and means (e.g. 'together' in Lesson 6), as well as modifiers such as 'just', 'very', 'really' and 'too' (recorded throughout). She was also capable of indicating possession using the determiners 'my', 'our' and 'your' from the start of the study, with 'her' and 'their' appearing within her analysed speech in Lesson 12. Pupil 27 produced comparative adjectives (e.g. 'better', 'bigger', 'brighter') from Lesson 2 onwards, with one instance of superlative adjective use recorded in Lesson 15 ('oldest'). Her range of connectives included the simple conjunctive 'and', which was produced throughout the study, with 'but' emerging in Lesson

4 and featuring in most lessons thereafter, 'or' recorded from Lesson 10; as mentioned in Section 1.17.3(x) she used the subordinator 'because' from the first lesson onwards.

Table 62: Verb use by Pupil 27 over the study period (presented in Wordlist entry order)

LESSON	2	4	6	8	10	12	14	15
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	5 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	20 Feb 2008
1	have	be	be	be	be	be	have	be
2	put	go	give	know	win	cut	be	fall
3	be	know	say	drink	have	eat	give	work
4	get	wash	see	go	do	have	go	finish
5	do	get	tickle	tell	break	win	know	go
6	know	have	know	call	give	fly	write	get
7	start	bring	make	put	know	forget	begin	happen
8	check	clean	buy	colour	come	go	do	have
9	drink	make	give	fall	grow	grow	jumble	know
10	keep	walk	suppose	mean	put	have	make	stop
11	say	come	allow	read	see	make	pick	
12	bleed	mean	call	ride	spend	melt	play	
13	buy	say	go	suppose	bring	suppose	put	
14	close	see	get	swim	call	think	stick	
15	come	send	have	take	come	chew	tell	
16	fall	sit	lace	write	fix	collect	use	
17	give	take	match		forget	get	wish	
18	go	think	take		go	know	find	
19	press		tell		make	lay	get	
20	take		think		play	meet	grow	
21			throw		rain	put	happen	
22			use		say	read	heat	
23					take	swim	love	
24					think	wash	need	
25					walk		say	
26					wear		see	
27					work		slide	
28							smell	
29							think	
30							wait	

1.17.5 L2 literacy development

As mentioned in Sections 1.17.3 and 1.17.4 above, most of the lessons selected for Pupil 27 included literacy-related tasks in addition to the development of L2 oral skills. From the outset of the study, Pupil 27 proved very competent in her engagement with these activities.

In the first lesson she was able to read with fluency and considerable accuracy from a reader (*Aliens*) well within the reading requirements of mainstream 1st Class and appropriate to her age (aged 8 by the end of the study, Pupil 27 would have been slightly older than most of her mainstream peers). While more complex vocabulary proved challenging (e.g. 'terrible') and the phonetic significance of particular orthographic conventions (e.g. '-ight', often read as 'ik' or 'eek') could lead to uncertainty, most of Pupil 27's reading miscues were similar to those associated with a native-English-speaker of her age. She could also on occasion self-correct (e.g. her correction of 'down' to 'don't'), and offer her opinions on the story – commenting that some boys who put a kitten in a canal were 'bullies'. She could also participate fully in a subsequent comprehension activity, offering definitions of words extracted from the text, as in the following example:

P27: a mess em papers .. em em a mess. (Lesson 2, 17 October 2007 – defining the word 'litter')

In Lesson 2, Pupil 27 could also complete in writing structured gap-fill sentences supported by textual models and pictures, for example: 'I wish I could go to the moon', without difficulty.

Such skills were further evident in Lesson 4, within similar reading and writing activities, although, as mentioned in relation to Pupil 25 in Section 4.16.5, new vocabulary (e.g. 'budgie' in gap-fill sentence) could occasionally present comprehension problems. In Lesson 6, Pupil 27 could engage very competently in a range of tasks associated with the group's readers (from the *Wellington Square* series), including a word-search and the completion of gap-fill sentences using words from their texts. While Pupil 27 experienced minor difficulties in spelling (e.g. including the silent 'h' in 'ghost', and using 'th' rather than 'f' in 'thin'), her understanding of the text and the new vocabulary it included was considerable, as shown in her oral definition of the word 'fortune teller' below:

P27: a lady. *(inital response, teacher encourages Pupil 27 to elaborate)*

P27: like- like she she have a ball. *(elaboration on response)*

P27: and- and she puts her hand like that and you'll see it in the mirror and what ha- what happens when you're older and this will happen you will marry, you do anything. *(further elaboration)* (Lesson 6, 21 November 2007)

In Lesson 8, Pupil 27's L2 literacy skills were also evident in her attempts to unscramble jumbled sentences such as 'You may have half the pizza?' in her ability to identify and order constituent words and use orthographic cues (e.g. capital letters) as aids. However, she required some support from the teacher in this activity as issues relating to syntax and the

confusion of phonologically and orthographically similar words (e.g. 'have'/'half') could lead to difficulty.

Reading across a wide range of semantic areas was apparent in the second half of the study, with Pupil 27 demonstrating her ability to read the names of forms of transport on a poster (Lesson 10), labels associated with pictures of animals and their babies (Lesson 14) and parts of a bicycle (Lesson 15). While these were generally accurate, new vocabulary occasionally resulted in some informed but incorrect guessing (e.g. 'oil traveller' for 'oil tanker' in Lesson 10). Pupil 27 could also engage with more challenging comprehension tasks based on the group's series of readers. This was evident in her ability to retell parts of the story, as in the example below:

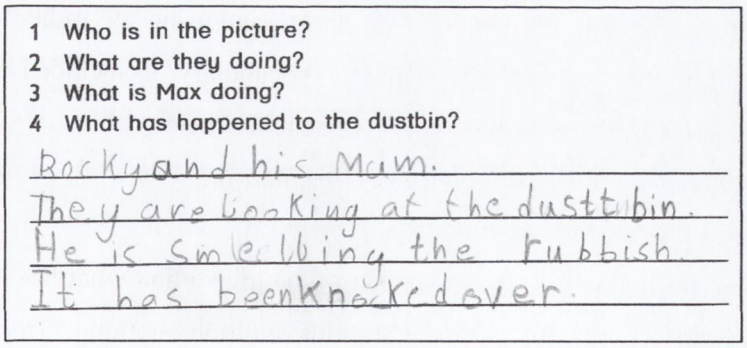
P27: teacher teacher, the flashlight em em the flashlight the torch and then- they're- they're getting the torch and they're looking what- they're em what- what dropped the dustbin, what the- dropped the dustbin- the dustbin falled, that's why they heard a noise and they got a torch. (Lesson 10, 16 January 2008)

She could also respond in writing to comprehension questions, in this case, adapting her original oral suggestion, to the text-based target response and demonstrating orthographic awareness, possibly influenced by L1/L2 phonological distinction, in the process of writing:

P27: it dropped. it fall down. it has been dropped. *(initial oral response to question: 'What has happened to the dustbin?')*

P27: over like o-wer. *(Pupil 27 accepts and begins to write target response: 'It has been knocked over', checking the spelling of 'over')*

Pupil 27's responses to questions relating to picture of boy, mother and dog beside dustbin:


1 Who is in the picture?
2 What are they doing?
3 What is Max doing?
4 What has happened to the dustbin?
Rocky and his Mum.
They are looking at the dusttbin.
He is smelling the rubbish.
It has beenknocked over.

(Lesson 10, 16 January 2008; worksheet – *Wellington Square*)

Further instances of Pupil 27's reading comprehension skills were evident in a similar task in Lesson 14. In this lesson, she also demonstrated an ability to read more complex adjectives and make connections between these and appropriate nouns (e.g. 'a terrible monster'). More sustained evidence of her L2 writing competence emerged in Lesson 15, in which she was able to suggest routine activities associated with the days of the week, and then write these

down, checking spelling where necessary. The examples below illustrate some of the process associated with this activity, together with a sample of her resulting written work:

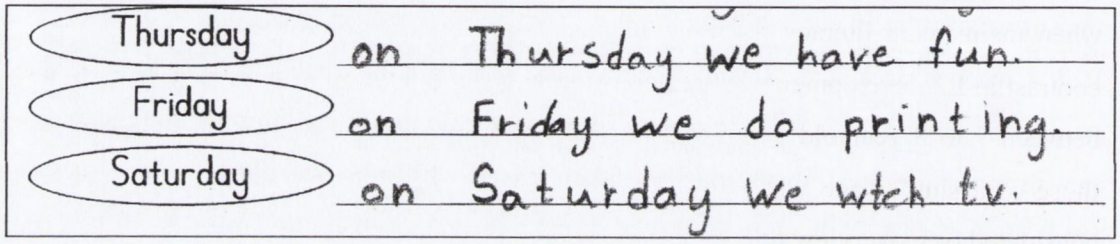
P27: Thursday, I know- (*initiates suggestion*)

P27: we have fun, we do paint. (*completes suggestion - another pupil suggests they do painting on Friday*).

P27: and Saturday we go home. (new suggestion - teacher reminds pupils there is no school on Saturday)

P27: Saturday go- eh we watch TV. (*adaptation of suggestion*)

Completed written sentences:



(Lesson 14, 13 February 2008; worksheet – Easylearn)

It appears, therefore, that Pupil 27 had by the end of her two year allocation of English language support acquired a level of English literacy comparable to that of her mainstream peers, although minor inaccuracies are still evident, particularly in her written work (see the example above). As pointed out in relation to Pupil 25, her apparent competence in L2 literacy may have been influenced by the fact that she commenced her L2-medium education in the Infant classes and may have benefitted from pre-literacy activities in the mainstream classroom, even when her English L2 proficiency level was much lower than that evident during the research period. In this regard, she was probably in a more advantageous position than pupils of a similar age (e.g. Pupils 1, 2, 7 and 8) whose L2 development began only from 1st Class onwards. It seemed, however, that like Pupil 25, she had little or no literacy experience in her home language as, unlike her older sister, Pupil 28 (see Section 1.18.5 to follow), she was unable to read a 'welcome' sign written in Urdu. Without the possibility of any beneficial transfer of L1-related literacy skills hypothesised by Cummins (1979, 2000), Pupil 27 therefore had to rely entirely upon her L2 knowledge in facing the rapidly increasing literacy requirements of her primary education in Ireland.

1.17.6 Possible influences on L2 development – internal factors

Although Pupil 27 was one of the older participants in this study, the fact that she was approaching the end of her English language support allocation, which as mentioned in Section 1.16.5 above would have started in the Infant classes, meant that she had considerably more experience of L2 learning than participants of a similar age (8 years) in their first year of English language support. Her apparent competence in relation to L2 literacy, may, as suggested above, stem from this earlier exposure. If so, it may indicate that children entering L2 medium education at a younger age have a literacy-related advantage over time compared with those whose L2 immersion experience begins even slightly later, when mainstream literacy requirements are higher than in the formative years. Any such contrast in L2 development (particularly in relation to literacy skills) evident from this study between 7 to 8 year old participants in their second year of English language support and those of a similar age who were just beginning L2 medium education, must therefore be considered (see overview of age-related factors in Volume I Section 4.6).

Regarding possible home language influence on Pupil 27's English L2 development, it is very difficult to determine without clarity as to her L1, considering the uncertainty mentioned in Section 1.16.1. While Punjabi is the dominant spoken language in Pakistan and among the Pakistani diaspora, it appeared likely that Urdu (the national, official language) was also known to her family, so both would have to be considered in assessing any likely transfer patterns. However, without any knowledge of either, I can make very little comment on cross-linguistic influence in this case. Also, since Pupil 27's L2 proficiency, across the study period was quite well developed, possible L1-related indicators seemed less prominent than among some of the other participants who were at a much early stage of English L2 development. Home language influence was, however, notable in relation to her L2 phonology. Although Pupil 27's L2 use was generally highly intelligible, her production of certain phonemes suggested some degree of transfer; in particular her articulation of the fricative /v/ as a 'w' like sound (the approximant /ʋ/ exists in both Punjabi and Urdu, while /v/ does not) and the dental fricative /θ/ as the labiodental /f/ (again reflecting the consonantal system of either of her possible L1s). Vowel lengthening, particularly /ɪ/ to /i/, was also apparent in Pupil 27's L2 speech (in both Punjabi and Urdu vowels tend to be longer than in English). Her sentence stress patterns may also have been influenced to an extent by those associated with her home language, with much less trace of any 'local' accent in her production when compared, for example, to Pupil 25, another participant in her second year

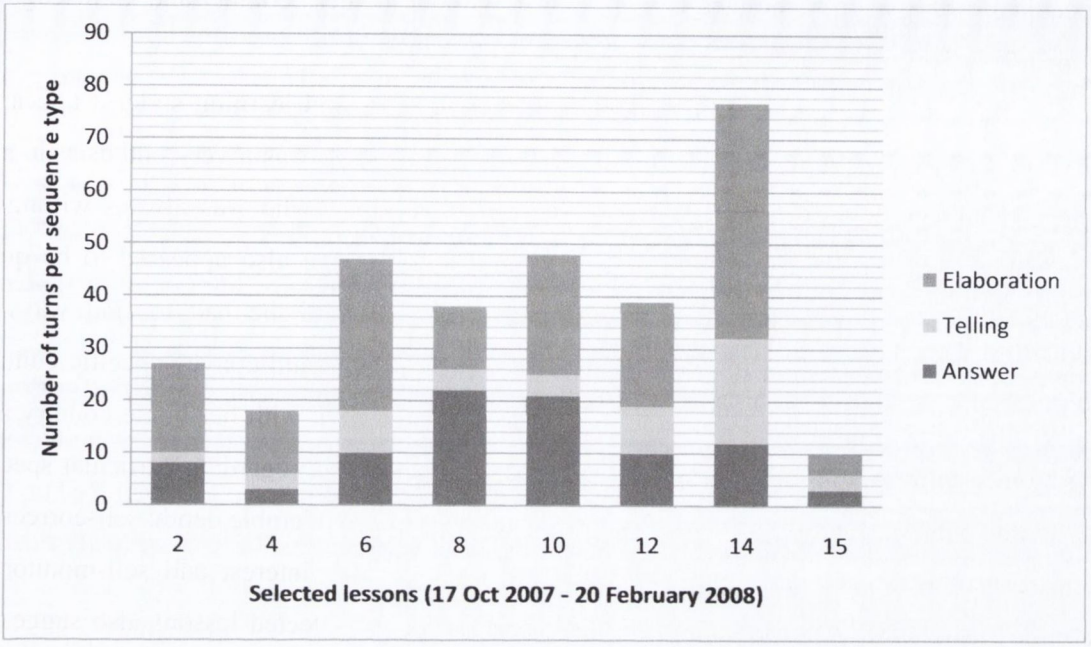
of English language support. Beyond these phonological issues, however, it is impossible to speculate further as to home language influence, without greater certainty and knowledge of Pupil 27's L1(s).

Regarding the possible influence of affective factors and learning style, it appeared from observation of Pupil 27's classroom performance that she was a very enthusiastic and engaged learner. She was quite an outgoing, talkative child, who was always willing to contribute to classroom discussion. Her conceptual knowledge also appeared to be quite extensive and she was anxious to communicate this, even if she had to find ways to compensate for insufficient L2 proficiency in doing so. She could convey specific cultural knowledge, for example, in relation to festivals associated both with her home country and with other cultures, as well as scientific knowledge, for example, regarding particular species of animals. She could also narrate personal experiences in considerable depth, self-correcting and recasting to overcome communication breakdown. Her interest and self-monitoring abilities in relation to the literacy activities recorded in the selected lessons also suggested that she was a child who was quite aware of and involved in her own learning.

1.17.7 Possible influences on L2 development – interaction-related factors

Investigation of some of the interaction-related patterns associated with Pupil 27's L2 use in her analysed spoken turns, resulted in the findings presented in Figure 66 (see over). This focussed on the relative occurrence of three turn-types: response-oriented 'answers', initiative-taking 'tellings' and collaborative 'topic elaborations' (see Volume I Section 3.3.6 for methodological outline), which represented a considerable proportion of Pupil 27's analysed turns (cf. Figure 61 in Section 1.16.2 for total turn distribution). From Figure 66, it is apparent that more active turn types (involving telling or elaboration) predominated substantially over responsive answer-type turns. This is not entirely surprising in the case of Pupil 27, given her apparent L2 proficiency throughout the study (as indicated in Section 1.16.2) and her readiness to contribute to classroom talk (see Section 1.16.6). The question raised in relation to other participants as to the nature and direction of any possible relationship between such active involvement and L2 proficiency, is nonetheless relevant here. The review of L2 grammatical indicators and L2 lexical development outlined for Pupil 27 in Sections 1.16.3 and 1.16.4 would, however, suggest that the most prominent evidence of L2 development could be associated with more 'active' turn-types. Therefore promoting such 'active' L2 use could be beneficial to actual L2 learning.

Figure 64: Sequence-type indicators of interaction for Pupil 27 over the study period



Additional information regarding Pupil 27's interactive behaviour may be gleaned from looking the identity of her discourse partners over the selected lessons, as presented in Table 63 below. Again, pupil-teacher interaction appears the dominant discourse pattern, with the potential for creating a wider range of interactional opportunities through the facilitation of pupil-pupil discourse somewhat under-exploited.

*Table 63: Interlocutor identity in Pupil 27's classroom interaction**

Lesson	Total number of turns at talk	Pupil-to-teacher turns / independent part-turns	Pupil-to-pupil turns / independent part-turns
2	28	28	0
4	25	26	0
6	49	49	0
8	60	60	0
10	54	51	3
12	55	55	0
14	88	88	1
15	15	13	2

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are listed separately and ambiguously addressed turns or self-talk are excluded from this tabulation.*

1.18 PROFILE: PUPIL 28

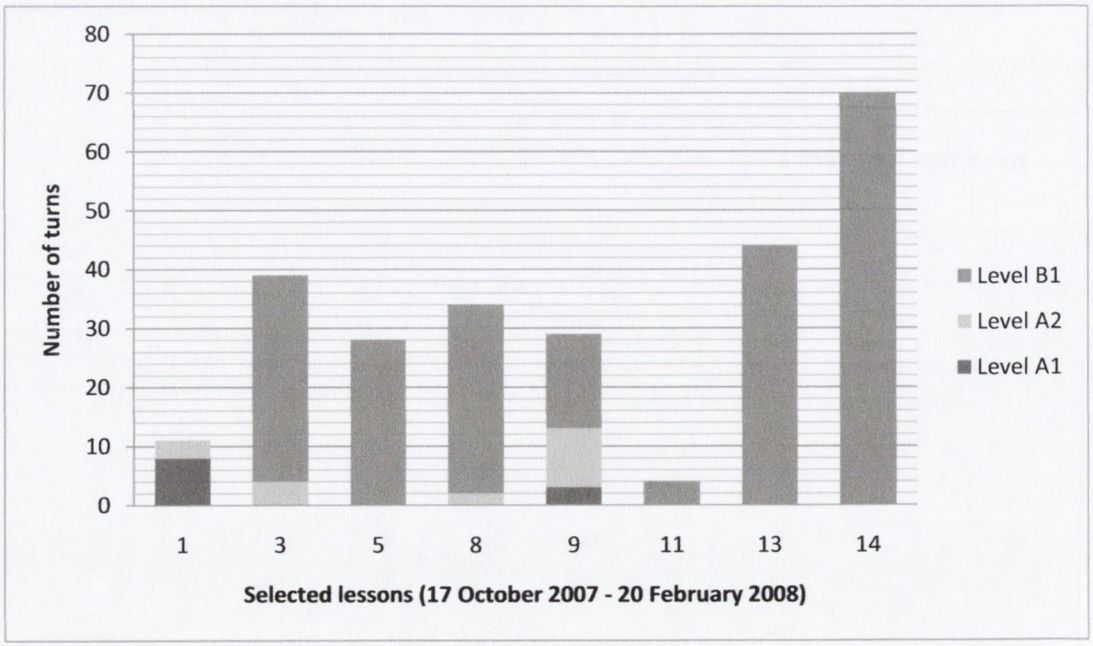
1.18.1 Personal details

Pupil 28 was a member of Group S3/G4/3rd&5th. A girl, aged 10 years old at the end of the study period, she was in mainstream 3rd Class. The sister of Pupil 27 (see Section 1.17) she was originally from Pakistan. The teacher was unsure of Pupil 28's home language(s), but her ability to identify and read a 'welcome' sign in Urdu, suggested this language was one used in her family. However, considering the linguistic profile of Pakistan and migration patterns, Punjabi may have been her L1. In addition, she was learning Arabic. Pupil 28 was approaching the end of her second year of English language support, which she had begun on enrolment at school in Ireland in February 2006. She participated in the study from October 2007 until February 2008 (see Volume I Section 3.2.1). 13 lessons were recorded for Pupil 28 – 8 of these were included in Analysis Phase II. 259 of her speaking turns were analysed.

1.18.2 Overview of L2 proficiency

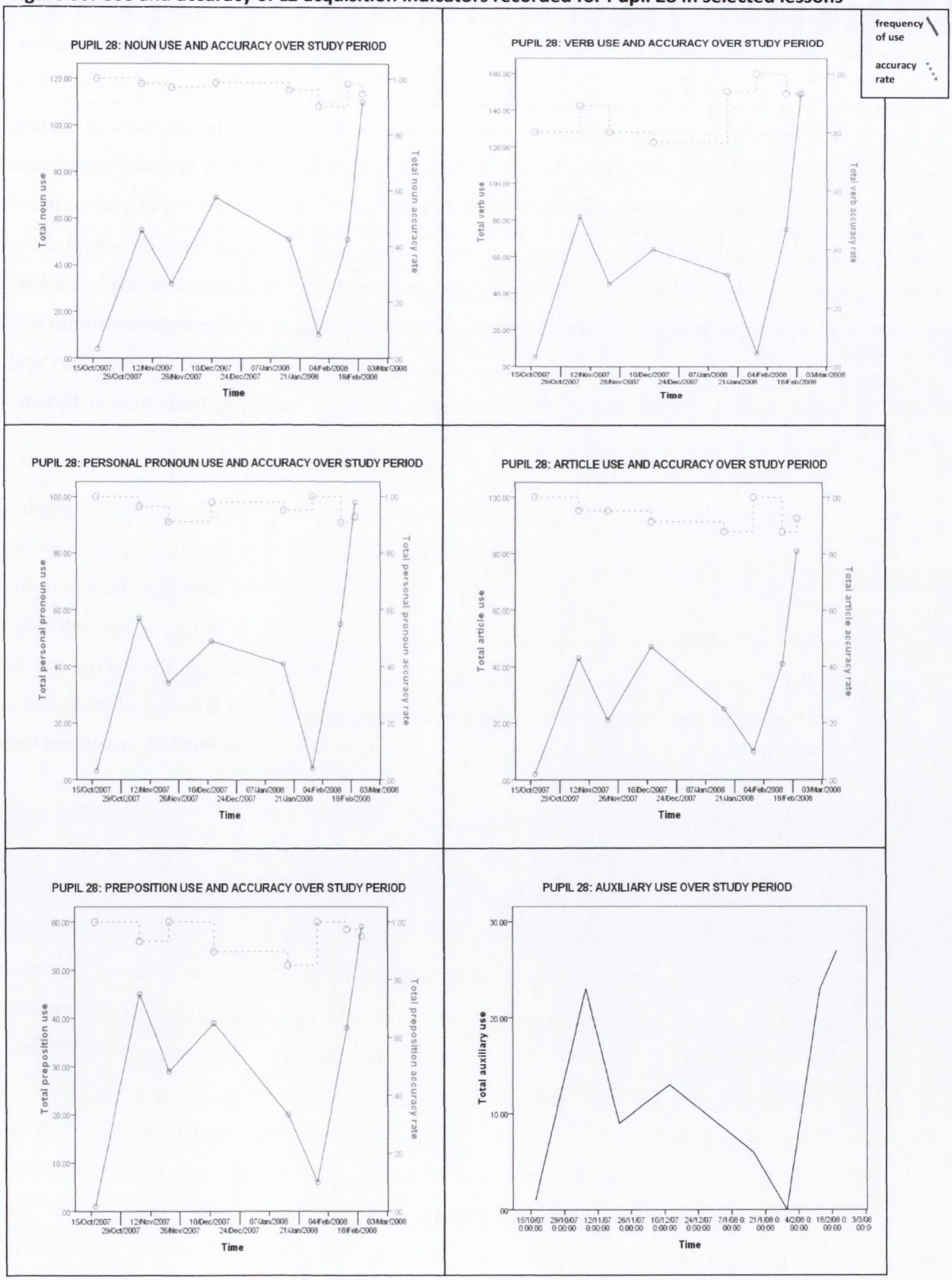
The distribution of Pupil 27's analysed spoken turns is shown in Figure 65. The graph also provides an indication of her L2 proficiency level, derived from the links made between her analysed turns and the descriptors included in the Benchmarks. Although the extent of her analysable speech varies (many lessons focussed on literacy skills, while interactional demands may also have affected oral production), it would appear that throughout the study, Pupil 28's L2 production could (increasingly) be associated with a B1-level of proficiency.

Figure 65: Proficiency levels recorded for analysed turns produced by Pupil 28 in selected lessons



1.18.3 Evidence of L2 acquisition – grammatical indicators

Figure 66: Use and accuracy of L2 acquisition indicators recorded for Pupil 28 in selected lessons



The six indicators of L2 acquisition presented in terms of the frequency and accuracy of their occurrence in Figure 66 are investigated individually below:

(i) Noun development

Pupil 28's analysed noun production was very much dependent upon the number of analysable spoken turns within each selected lesson. As mentioned in Section 1.18.2, due to her age and stage of L2 proficiency, many of the lessons in which she participated focussed more on literacy-related activities rather than solely on the development of oral skills. Her noun use did, however, reach its maximum recorded extent in the final lesson (110 token counts). The accuracy of this noun production is probably a better indicator of her L2 acquisition over the study period. Throughout the research project, her noun use was at least 95% accurate, with only infrequent errors recorded, generally those of incorrect lexical choice (54% of noun-related errors). Very occasional issues involving pluralisation arose, including the over-generalisation of the '-s' morpheme in the construction of irregular plurals (e.g. 'childrens' in Lesson 14). Usually, however, Pupil 28's use of plural nouns was very accurate (appropriately used plurals accounted for 15% of her total noun production). She could also indicate possession using the '-'s' marker, attached to common and proper nouns, as shown in the example below:

P28: and Cat wrote eh- and outside eh Cat's mum's eh house there was- there were some people wanted to interview- some people wanted to know what happened and- (Lesson 14, 20 February 2008 – talking about a story she had read at home)

(ii) Verb development

Again, accepting the impact of classroom activities on the availability of turns for analysis, Pupil 28's highest rates of verb production were recorded towards the end of the research period (reaching 149 token counts in Lesson 14). Her verb accuracy rate, while generally over 80%, seemed however somewhat higher (usually over 90% accurate) in the second half of the study. A wide diversity of verb-forms were used by Pupil 28 across the selected lessons, with progressive and simple past forms and past participles recorded throughout; verbal adjectives and verbal nouns were also, more occasionally, used. Simple present and simple past verb-forms were particularly widely used by Pupil 28, with present and past forms of the copular verb 'be' also very prominent in her verb use. Her production of simple past verbs included irregular forms such as 'said', 'went', 'won', 'fell', 'had', 'came', 'took', 'gave', 'read', 'stuck', 'got', 'slept', 'became', 'made', 'told', 'came', 'flew', 'threw', 'rode', 'saw', 'put', 'bought', 'began', 'wrote', 'thought', 'ran', 'lost', and 'rang'; as well as regular

forms such as: 'climbed', 'checked', 'liked', 'wanted', 'played', 'talked', 'stopped', 'happened', 'looked', 'smelled', 'lived', 'collected', 'tried', 'pulled', 'called', 'opened', 'gathered', 'remembered' and 'turned off'. While her use of simple past forms was generally accurate, some errors involving the over-generalisation of the regular '-ed' ending to irregular verbs (e.g. 'digged' and 'telled' in Lesson 9) and the occasional production of simple past form in contexts requiring past participles (e.g. 'forgot' rather than 'forgotten' in Lessons 5 and 14). Pupil 28's most common verb-related error was, however, the use of present forms in contexts requiring past tense verbs. Some examples of Pupil 28's verb use are presented below; demonstrating her competence across a range of verb-forms and verb combinations, but also highlighting some of the challenges she faced in verb production:

P28: well one day, at home, I was- I was em being a little bit nasty to my mum, in Pakistan and em, and she went inside and talked to me and eh then em I just stayed in the room and she went out and when she went inside to take me outside for em you know for my breakfast then the snake eh came you know I eh- came down eh eh from the roof, in the floor. (Lesson 3, 7 November 2007)

P28: and em em eh Archie was surprised and she said I'm going to look for- I'm going out. and Tessa said go now it's time for you to go outside to play. (Lesson 5, 21 November 2007)

P28: and em the parrot- the- the- it was a tricky bit when the man was eh taking the- it was a tricky bit when the parrot eh flew- and stand- stand on em on the eh bomb. (Lesson 14, 20 February 2008)

(iii) Pronoun development

Pupil 28's production of pronouns was diverse throughout the study period and included the use of personal, demonstrative, quantifying, substitute, reflexive, indefinite and relative pronouns. Her frequency of use of personal pronouns followed a trend similar to that associated with her noun and verb production – taking into consideration lesson-related factors, showed a general increase over the selected lessons (to a maximum token count of 98 in Lesson 14). Her use of personal pronouns was generally very accurate – her accuracy rate was over 90% throughout. Occasional errors were noted, particularly in lessons with a high frequency of personal pronoun use, for example issues relating to pluralisation and gender. Her personal pronoun omission rate was negligible, never exceeding 4% of actual production.

(iv) Article development

Accepting lesson-related influences, the frequency of Pupil 28's article use appeared to rise over the study period (reaching a maximum of 81 token counts in Lesson 14). Her article

production was usually over 90% accurate, although minor fluctuations were apparent in this rate, particularly in the second half of the study. Non-required article use constituted her main source of error, although occasional confusion of 'a' and 'the', use of 'a' before a vowel, and use of articles in place of possessive determiners were also recorded. Pupil 28 rarely omitted articles (her omission rate never exceeded 5% of article use).

(v) Preposition development

Probably influenced by factors relating to the availability of analysable spoken turns in the selected lessons, Pupil 28's recorded preposition use fluctuated somewhat over the study period, finally rising to a maximum of 59 token counts in Lesson 14. These prepositions included: 'in', 'on', 'like', 'up', 'down', 'of', 'about', 'inside', 'outside', 'with', 'for', 'from', 'at', 'into', 'off', 'near', 'behind' and 'over'. Her production of prepositions was generally accurate; her accuracy rate was almost always over 90%. Only occasional errors were recorded in her preposition use, generally involving the misuse of 'in' within contexts requiring 'on', 'to' or 'for', as well as the inappropriate use of 'on' rather than 'to'. Her omission rate for prepositions was never higher than 5% of their actual production.

(vi) Auxiliary development

Pupil 28's use of auxiliaries was quite extensive over the research period. While the actual frequency of her auxiliary production varied over the selected lessons, due mainly to the number of analysable spoken turns in each, it was highest towards the end of the study (reaching 27 token counts in Lesson 14). As Table 62 (see over) shows, Pupil 28 produced a wide range of auxiliaries; using them for both past and future reference ('be', 'do', 'will', 'going to'), as well as to indicate ability ('can', 'could'), obligation ('have to', 'must') and conditionality ('would', 'could', 'might'), perfect tense ('have') and passive voice ('be', 'get'). Some examples of Pupil 28's use of auxiliaries include:

P28: then the first one went and climbed the tree and he got stuck. (Lesson 3, 7 November 2007)

P28: and eh .. and the worst thing that was happening was that the chocolate factory, you know where they lived, the chocolate eh factory was going to build there, was going to be bui- built there (Lesson 8, 12 December 2007)

P28: and Mr. Saffri was walking by and saw them pulling the rope. and there was one heavy material .. thing that, it was pull- em Mr. Saffri em tried as well but it didn't go up so em Mr. Saffri said he could em use his car for that. (Lesson 13, 13 February 2008 – retelling story from the *Wolf Hill* series)

Table 64: Auxiliary use by Pupil 28 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES							
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal	AUX get
1	1	1	0	1	0	0	0	0	0
3	23	18	5	6	0	1	0	5	1
5	9	9	4	2	0	1	1	1	0
8	13	13	5	2	0	0	2	4	0
9	6	6	3	1	0	0	0	2	0
11	0	0	0	0	0	0	0	0	0
13	23	23	10	2	0	2	0	9	0
14	27	26	7	10	1	1	1	6	0

While Table 64 suggests that most auxiliaries produced by Pupil 28 were appropriately used some minor errors, usually those of auxiliary choice, or tense were recorded as, for example, in reporting a condition:

P28: they had to wash. and eh then his- he wanted to get some coconut and the competition eh eh was- was- was coming like em for whoever will grab the- the em most coconuts will eh will win (Lesson 3, 7 November 2007 - 'would' or 'could' required in place of 'will')

However, over the study period, her competence in using a diversity of auxiliaries within extended speech became increasingly apparent, for example in this retelling of a story she had read at home (from the *Wolf Hill* series):

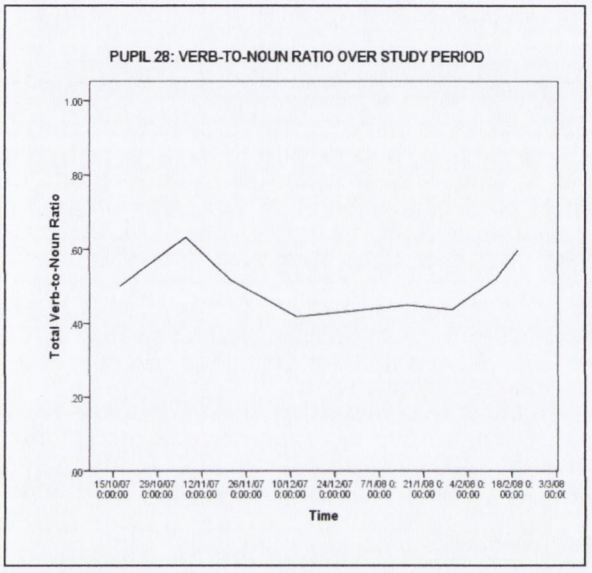
P28: and eh in the (xx) there was a cage, and they opened the window there was a cage. but the parrot wasn't there- the parrot- they thought it was the gas. the- he must have em died- dead. so then they heard a squawk inside. it was coming behind the sofa. and the parrot flew away from the open window and eh then they (xx) lost him- then they- and then they went there to eh- then Cat said can I sleep over to Najma and her mum said alright and then eh Cat was- the two army men went to em .. was it- went to eh …. em …. (Lesson 14, 20 February 2008)

(vii) Structural development

Following the methods outlined in Volume I Section 3.3.6, a ratio of verbal to nominal elements was calculated for Pupil 28. It emerged that this verb-to-noun ratio was quite stable over the selected lessons with, as indicated in Figure 67 (see over) verbal elements generally produced at a rate in the region of 0.4 to 0.6 times her nominal production. As pointed out in relation to other pupils in their second year of English language support, this verb-to-noun

ration may not be a sufficiently detailed indicator of structural complexity. For these pupils, complexity may be better gauged by investigating the formation of specific structures, for example patterns of clause linkage (see sub-section (x) below). However, it may be worth noting that many of the lessons in which Pupil 28's verb-to-noun ratio was over 0.5, were lessons which involved a considerable amount of extended narrative, generally the oral retelling of familiar stories.

Figure 67: Verb-to-noun ratio for Pupil 28



(viii) Negative formation

Throughout the study, Pupil 28 demonstrated considerable competence in her formation of negative structures. She used 'not' appropriately throughout, often in contraction with auxiliaries (e.g. 'be', 'do', 'can'), with both past and present reference, and occasionally in question form, as shown in the examples below.

P28: but teacher, isn't it supposed to be boiled? (Lesson 9, 16 January 2008)

P28: I think. and em Arjo wasn't allowed to go on the road because he couldn't hear the traffic. (xxx) so Mrs Wilson was going to town and they said let's go up the town. (Lesson 13, 13 February 2008 – retelling story from the *Wolf Hill* series)

She also used 'never' as a negative marker in Lesson 14. Generally her negative structures were accurately formed, although occasional errors such as omission of a required auxiliary before 'not' and inappropriate verb tense following a correctly used tense-marking negative contraction were noted. For example:

P28: [and then-] he didn't fell? (Lesson 13, 13 February 2008)

(ix) Question formation

Although the nature of the interactive patterns associated with the selected lessons did not always give much scope for question formation, in that the oral activities they included were primarily narrative-based (see Section 4.18.7 for further details), Pupil 28 proved very competent in her construction of questions. Throughout the study, she could produce inverted questions for example:

P28: what do you call it. (Lesson 5, 21 November 2008)

P28: is it hot in your country? (Lesson 14, 20 February 2008)

Instances of indirect questions were also recorded, sometimes within the context of retelling speech, such as in this oral account of a previously read story (from the *Wolf Hill* series):

P28: yeah. and Cat's mum said eh "Andy- I don't know what Andy (xx)'s going to say about that". so in school Cat wrote a em a story about the parrot. (Lesson 14, 20 February 2008)

Although Pupil 28 did not attempt to syntactically convert direct questions to indirect forms when reporting speech, preferring to leave these in dialogue form:

P28: [yeah.] and em there (xxx)- Cat said "what did you say", then he said "never mind" .. and eh then a (xxx)- then the policewoman came in and she said that em there's a bomb near em Hillside school. (Lesson 14, 20 February 2008)

Question words frequently occurred as relativisers in Pupil 28's oral production, particularly within the context of extended narrative, where they served an essential connective purpose, for example:

P28: and he just em, he just eh now when- when he puts the bar- the chocolate bar into a wooden box and eh he looks at it and look and he looked at it every day and when he couldn't resist to eat it he just eh bite a li-, he just bites a little. (Lesson 8, 12 December 2007 – retelling extract from *Charlie and the Chocolate Factory*)

(x) Clause linkage

In addition to her widespread use of simple conjunctives, throughout the study period Pupil 28 was able to link clauses with the subordinators such as 'because' or, to indicate probability, using 'if', as shown in the examples below:

P28: so eh- and after .. I don't know what happened because I went out- went to eh eat my eh breakfast. (Lesson 3, 7 November 2007 – re. experience of snake in house in Pakistan)

P28: if they sting you might die. (Lesson 3, 7 November 2007 – re. snake)

She could also link clauses effectively using relative pronouns (such as 'who', and 'whoever', see sub-section (vi) above for example) and adverbs (such as 'where' and 'when' see examples in sub-sections (ii) and (xi) above). The use of 'that' for clause linkage was also recorded from Lesson 13 onwards, particularly in the reporting of speech for example 'said that' in this instance:

P28: and Mrs Wilson had to em said that you not allowed to do that, that's very dangerous. (Lesson 13, 13 February 2008, retelling story from the *Wolf Hill* series)

1.18.4 Evidence of L2 acquisition – lexical indicators

An impression of Pupil 28's L2 lexical ability across the study period can be derived from analysis of the data obtained using the Wordlist program (see Volume I Section 3.3.6), which generated lexical records for the selected lessons. The distribution of Pupil 28's Wordlist entries for each lesson is shown in Table 65 below:

Table 65: Wordlist entries for Pupil 28 over the study period

LESSON	1	3	5	8	9	11	13	14
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	12 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	20 Feb 2008
ANALYSED TURNS	11	39	28	34	29	4	44	70
WORDLIST ENTRIES	25	135	104	150	127	31	131	227
ENTRIES PER TURN	2.27	3.46	3.71	4.41	4.38	7.75	2.98	3.24

The frequency of Wordlist entries across the lessons offers only a rough guide to the extent of Pupil 28's L2 lexicon, and – from the variations evident in Table 65 – this calculation would appear to be very much influenced by lesson-related factors (availability of analysable speech and possibly the interactional characteristics of oral activities). Nevertheless, Pupil 28's Wordlist frequency results demonstrate that she could access and use a wide range of L2 vocabulary. Also, accepting the impact of lesson-specific influences, her ratio of Wordlist entries per turn (generally over 3.0 across the study) suggests a lexical proficiency which is considerably more developed than that of many of the pupils included in this study who were in their first year of English language support.

The nature and richness of Pupil 28's lexical production is indicated in the following overview of its semantic range, which covered: words relating to family and friends (e.g. 'neighbour', 'uncle', 'teenagers'), household items (e.g. 'mattress', 'sofa'), school-related

terms, some quite specific (e.g. 'detention', and re. reading: 'chapter', 'title'), foodstuffs (e.g. 'coconut', 'chewing gum'), occupations and associated words (e.g. 'policewoman', 'army', 'bomb'), weather conditions (e.g. 'tornado', 'storm'), vehicles (e.g. 'ambulance', 'digger'), words for places within the locality or beyond (e.g. 'library', 'factory', 'mountains') geographical place-names (e.g. 'Pakistan', 'Connacht', 'Ulster'), the names and words associated with animals and plants (e.g. 'parrot', 'cage', 'snowdrops'), words relating to environmental issues (e.g. 'junk', 'material', 'iron'). Pupil 28 could also produce a wide range of adjectives (e.g. 'famous', 'dangerous', 'interesting'). While these examples only provide a limited sample of the diversity of vocabulary used by Pupil 28 within the selected lessons, they nonetheless indicate that her L2 lexical development was notably beyond that of participating ESL pupils at an earlier stage in their English language support. Her recorded L2 lexis also appeared to correspond well with the semantic themes suggested by the Benchmark Units of Work, even though (as noted in relation to Pupils 17, 20, 25 and 27) these were not used directly as the basis for English language support in School 3. Analysis of the Benchmark links for this group (see Section 1.18.7 for details) showed that connections between pupil production and Benchmark descriptors could be made across all themes, with the exception of Unit 13 ('Caring for our locality' – environmental issues were referred to but often these were too embedded in talk about either animals and plants or local places to merit separate links).

A more detailed investigation of lexical features of Pupil 28's verb use over the study period is provided in Table 66 (see over). Again, while influenced by lesson-related factors, it indicates a considerable and possibly widening range of verb lexemes within her analysed production. Many of the verbs used by Pupil 28 are also linked to previously read texts, suggesting that L2 reading provides a valuable support to oral development. Other lexico-grammatical indictors of L2 acquisition which emerged from her Wordlist data-files included: her ability to use a wide range of adverbs across the study period, for both functional and content-enhancing purposes (e.g. to indicate frequency or likelihood: 'sometimes', 'always' 'maybe'; or modifying verbs and adjectives e.g. 'especially', 'greedily'). The formation of comparative and superlative adjectives featured in Pupil 28's analysed production from Lesson 3 onwards (e.g. 'better', 'worst') – this also included use of the comparative and superlative markers 'more' and 'most'. She could also use a wide range of possessive markers from the outset of the study, including the determiners 'my', 'your', 'his', 'her', 'our' and 'their' as well as the morphological adjustment of nouns to indicate possession (see Section 1.18.3(i) above). She used the conjunctive 'and' throughout, with

'or' recorded from Lesson 5 and 'but' from Lesson 9 (although both 'or' and 'but' may have been within her L2 lexical ability, though not required in her recorded contexts of talk until these later lessons). The subjunctive 'because' was used by Pupil 28 throughout the study.

Table 66: Verb use by Pupil 28 over the study period (presented in Wordlist entry order)

LESSON	1	3	5	8	9	11	13	14
DATE	17 Oct 2007	7 Nov 2007	21 Nov 2007	12 Dec 2007	16 Jan 2008	30 Jan 2008	13 Feb 2008	20 Feb 2008
1	be	know	be	be	say	fly	be	be
2	call	like	like	sleep	be	be	have	say
3	use	go	say	live	go	come	put	come
4		have	know	bite	like	think	say	know
5		be	go	eat	become	throw	fall	go
6		come	give	go	come		go	call
7		say	look	get	collect		ride	have
8		ask	mop	have	have		allow	think
9		catch	smell	like	know		pull	tell
10		check	call	read	make		take	want
11		die	care	build	sleep		think	come
12		eat	come	call	use		use	dig
13		get	find	finish	allow		walk	explore
14		happen	finish	give	boil		begin	fly
15		hop	forget	happen	call		buy	give
16		measure	get	keep	cheat		break	happen
17		pick	make	know	chew		come	kiss
18		play	play	look	dig		do	put
19		remember	squawk	munch	do		find	see
20		stay	surprise	put	forget		hear	stand
21		stick	take	resist	let		know	stay
22		sting	think	see	mean		let	take
23		take		stick	read		pull	write
24		talk		take	see		see	catch
25		walk		tell	suppose		sink	cook
26				walk	tell		steal	die
27					win		take	explode
28							try	forget
29								gather
30								get
31								hear
32								interview
33								look
34								lose
35								mean
36								mind
37								open
38								play
39								run
40								ring
41								refuse
42								remember
43								sleep
44								smell
45								turn

1.18.5 L2 literacy development

As noted in Sections 1.18.2, 1.18.3 and 1.18.4 above, the lessons selected for Pupil 28 often involved a considerable degree of directly literacy-related activity. Indeed, many of the oral-focussed tasks she engaged in followed on from previously completed reading activities, typically the retelling of stories read at home without actual reference to the text – an activity which, in terms of Benchmark linkage, usually fell within the skill of 'spoken production'. For example, activities associated with the B1 level descriptor for Spoken Production included in Unit 12 – 'Animals and plants' (IITL 2003: 21):

Can retell a story about animals.

From the outset of the study Pupil 28's L2 literacy abilities were considerable, for example, by Lesson 2 she had already read the book *A Bear Called Paddington* at home – an activity which she had found challenging but within her ability. According to the teacher, she had also performed at a level beyond that associated with her age (then 9 years) in an (unspecified) test designed for native-English-speaking children. In Lesson 2, Pupil 28 also presented a project, written in English, about her home country – Pakistan - which she had completed towards the end of the previous school year (while in 2nd Class). This included very detailed information about her home-life, school and culture in Pakistan, together with some examples of home-language writing (apparently Urdu, although this was unconfirmed). In Lesson 1 she could also engage with a complex, age-appropriate comprehension activity (re. 'tug-of-war') and complete a form-focussed exercise from her mainstream English 'skills' book (*Treasury English Skills Book C*) which involved using the '-ves' ending to pluralise '-f' final nouns. The example below shows her reading of a context sentence and decision making in relation to the plural form of 'calf':

P28: the b- bu-tcher? *(boo-tcher*) (checks reading)*

P28: buys the calf. now you have to em ..change the "f" to "v" "e" and add "s". *(continues reading and expresses awareness of pluralisation process)*

P28: "c"-"a"-"l"-"v"-"e"-"s". *(spells correct form while writing to complete sentence)*

(Lesson 1, 17 October 2007)

Pupil 28's comprehension abilities were further demonstrated in Lesson 3, when she completed two challenging tasks, at or possibly above the level of her mainstream English-speaking peers. The first involved reading about various school subjects. It included vocabulary such as 'literacy' and 'numeracy' – words which Pupil 28 could understand with some assistance. She could also assess the importance of particular subjects as in this example regarding the merits of 'geography':

P28: because it- it gives you more information about the world. (Lesson 3, 7 November 2007)

She was also able to answer detailed questions in relation to a poem about grasshoppers, adding information provided within the text, but also adding her own opinions as appropriate. The example below represents her reasoning behind her initial response to a question regarding the poet's likely age, which she decided was probably 'old'.

P28: 'cause I think old men write poems. (Lesson 3, 7 November)

When reminded by the teacher that she had recently won a Halloween poem competition in the mainstream class, Pupil 28 changed her mind somewhat.

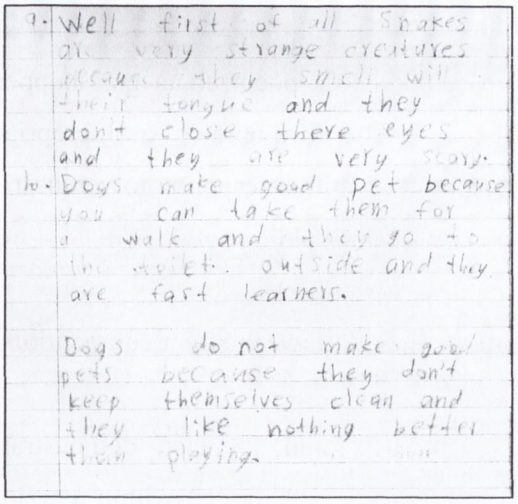
In addition to similar comprehension activities, Pupil 28 also demonstrated competence in her appropriate choice of punctuation markers ('?' or '!') within a written activity in Lesson 5. She had little difficulty either with an activity involving the placing of animal names in alphabetical order and could also define each animal with some precision. L2 phonological awareness (and possible L1 transfer, see Section 1.18.6 to follow) was evident in Pupil 28's reading of tongue-twisters in Lesson 8. She was able to identify the challenge posed by the /v/ phoneme, which she tended to articulate as /ʊ/ in the example: 'the weather is very wet and very windy too'. However, when she took time to read this tongue-twister carefully, the weather is very wet and very windy too' her phonological production became more target-like. She could also complete a written activity involving the capitalisation of proper names without difficulty.

Further comprehension activities on different themes over the second half of the study highlighted Pupil 28's ability to engage in depth with written text and to process its content to serve a range of discourse purpose. Typically, she would complete the comprehension task as homework and then discuss it in her English language support lesson the next day. In the example below, Pupil 28 is responding to a question that required her to make arguments for and against 'dogs as pets', based on information extracted from the associated reading passage:

P28: dogs are good pets because we can take them for a walk and they go to the toilet outside and they are fast learners. and eh against dogs. dogs do not make good pets because they don't keep themselves clean and they like nothing better than playing. (Lesson 14, 20 February 2008).

Her written response to this question (No. 10) and her response to a previous opinion-seeking question about an animal which would not make a good pet (No. 9) are included in the following example (see over):

Written responses:



1. Well first of all Snakes are very strange creatures because they smell with their tongue and they don't close there eyes and they are very scary.

2. Dogs make good pet because you can take them for a walk and they go to the toilet outside and they are fast learners.

Dogs do not make good pets because they don't keep themselves clean and they like nothing better than playing.

(Homework activity completed for Lesson 14, 20 February 2008)

During the last four lessons, Pupil 28 showed increasing competence in L2 vocabulary-building activities. In Lesson 9, she proved adept in the formation of compound words (e.g. 'horseshoe', 'basketball' and 'eyesight'). She could also participate actively in tasks involving the creation of new words using prefixes or suffixes (e.g. 'be-', 're-', '-ful'), and demonstrating understanding of this new vocabulary through oral definition or contextual use, as in the example below:

P28: when I grow up I want to become a doctor. (Lesson 11, 30 January 2008 – sentence proving comprehension of word 'become')

P28: em .. relation .. relation ..means that someone is related to your family. (Lesson 13, 13 February 2008 – defining 'relation')

She could also complete gap-fill sentences involving the discrimination of quite challenging lexis, for example in her completed reading of the text below, inserting the appropriate adverb from a word-bank provided:

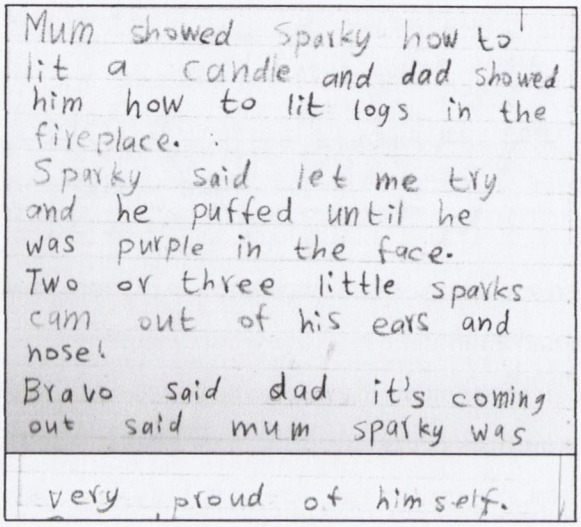
P28: the rain started so <u>suddenly</u> that we didn't have time to find shelter. (Lesson 14, 20 February 2008)

The extent to which her previous education and evident home language literacy experience impacted on her L2 literacy development cannot be determined from this study alone. However, Pupil 28's apparent success (despite the fact that her L2-immersion would have begun when she was in mainstream first class) suggests that it may have had some positive influence. A sample of her written work, including responses to comprehension tasks (as in the example above), completion of sentences with complex vocabulary (e.g. words ending in the suffix '-ly' such as 'sincerely' and 'honestly') and summaries of texts she had read, further suggested that her English literacy skills were at least equivalent to, if not above,

those of a native-English-speaking child of a similar age. The example below – an extract from a (3 page) summary of a story written by Pupil 28 in her homework copybook towards the end of the study – indicates this:

Summary of an internet version of a story 'Baby Dragon' available at www.myplaceforenglish.blogspot.com:

Pupil 28's summary


Mum showed Sparky how to lit a candle and dad showed him how to lit logs in the fireplace.
Sparky said let me try and he puffed until he was purple in the face.
Two or three little sparks cam out of his ears and nose!
Bravo said dad it's coming out said mum sparky was very proud of himself.

Original version

"Watch me," said Mum to Sparky. She puffed out a long flame and lit a candle.
"Now watch me," said Dad, and he breathed over some logs in the fireplace and made a tire.
Sparky watched very carefully. "Now watch me," he said, and he puffed until he was purple in the face. Two or three little sparks came out of his nose and ears!
"Bravo!" said Dad. " It's coming on!" said Mum. Sparky felt very proud.

While Pupil 28 did not always paraphrase the original text, she made an effort to adapt and abbreviate it in an age-appropriate manner with only slight inaccuracies.

1.18.6 Possible influences on L2 development – internal factors

The influence of age, briefly mentioned in relation to literacy development in Section 4.18.5 above, deserves particular consideration with regard to Pupil 28 who was the oldest of the participating pupils to be included in Analysis Phase II. However, although her L2 oral and literacy development over the study period highlights the progress which a newly-arrived child can make within an L2-dominant educational environment, it would be imprudent to draw general conclusions in relation to the likely English L2 development of slightly older children (i.e. those entering English language support at approximately 7 years old) on the basis of her results alone. The findings for Pupil 28 do however suggest that it is possible for a highly motivated ESL pupil, who has some prior educational experience and evidence of home support in his/her learning (comments made both by Pupil 28 and her teacher confirmed this), to achieve within two years of English language support a level of L2 proficiency which enables them to engage fully with mainstream classroom learning, even if their L2-medium education begins slightly later than the Infant classes. It is also worth pointing out that, because School 3, located in an area of social disadvantage, was included in

the DEIS programme (Delivering Equality of Opportunity in Schools) she may have further benefitted from the fact that class sizes in this school were smaller than the Irish primary school average and she may have received more support in the mainstream classroom than ESL pupils in schools which did not have such 'disadvantaged' status.

Obviously, therefore, a simplistic interpretation of Pupil 28's L2 development over the study period as being typical of ESL pupils of her age would be inappropriate due to the possible influence of both the home- and school-related factors, but also to the fact that Pupil 28 appeared to be an exceptionally able child who would have thrived in any supportive learning environment (her sister, Pupil 27, also indicated such a capacity for learning). Taking this into consideration, it might be more realistic to conclude that even a child who is very academically able requires a minimum of two years English language support to reach a consistent B1 level of proficiency with which they can demonstrably use their cognitive ability to the full in an L2-medium educational environment. It may also suggest that pupils who are of more average ability, or those older than Pupil 28 in terms of age of enrolment, may require additional support with their English development, although further research would be necessary to determine its extent.

Regarding possible home language influence, as pointed out in relation to Pupil 25 in Section 1.17.6, it is impossible to gauge without a thorough knowledge of the language(s) used within Pupil 28's family. In addition, since my role as researcher was that of non-participating observer, I was not in a position to probe for information, for example definite identification of home languages, beyond what the teachers were readily able to provide (See Volume I Section 3.1.4). However, some comments made by Pupil 28 during the study period, for example that she watched films in 'our language', and evidence from her classroom performance and written work suggested that Urdu was at least one of the languages used within her family. Pupil 28 also had more experience of education in Pakistan (involving use of Urdu) than her younger sister, Pupil 27. However, as pointed out in relation to Pupil 27, it is highly likely that her family may have been L1-speakers of Punjabi, and Pupil 28 talked about the fact that she was learning Arabic for religious reasons.

Without precise information as to Pupil 28's linguistic identity and a comprehensive knowledge of either Urdu or Punjabi, it is very difficult to ascertain the extent of home language influence on Pupil 28's L2 use. Also, as was the case with her sister, Pupil 28's L2 use was generally quite accurate and very intelligible within the selected lessons, so fewer opportunities worth investigating for cross-linguistic transfer arose. Phonological issues again appeared the most prominent among these, with Pupil 28's articulation of the fricative

/v/ in a manner much closer to the approximant /ʋ/ indicating likely L1 transfer (see also Section 1.18.5). Her tendency to lengthen vowels, particularly /ɪ/ to /i/ and /ʊ/ to /u/ (longer vowels are prevalent in both Punjabi and Urdu), as well as some aspects of sentence prosody also suggested possible transfer from her home language(s). Beyond this, however, it is impossible to speculate as to further aspects of home language influence.

The observations made in relation to the possible impact of age on Pupil 28's ESL learning experience over the study period, included some indication of her overall learning style, which may have had a positive influence on her L2 learning. As mentioned above, Pupil 28 was an extremely engaged and very able young learner, who would take it upon herself to do extra work at home, and occasionally talk about additional out-of-school learning, for example, her father teaching her about the names of capital cities. The English language support teacher also reported that her performance in the mainstream classroom was of a very high standard across all subject areas, including English – for example, her successful attempts at writing poetry mentioned in Section 1.18.5 above. Pupil 28's capacity for self-motivation and her determination to overcome learning-related challenges is evident in the following comment regarding her initial reaction to and subsequent perseverance in reading the book *Charlie and the Chocolate Factory*:

P28: I- I was eh the first time I read one, was I em didn't like it, so then eh I read some more chapters, then it was interesting. (Lesson 8, 12 December 2007 – Pupil 28 then retells what she recalls of the first chapter of the story)

While she appeared to be a thoughtful child, she was capable of taking knowledge-based risks, and was always willing to volunteer information and ideas to the fullest extent of her L2 proficiency.

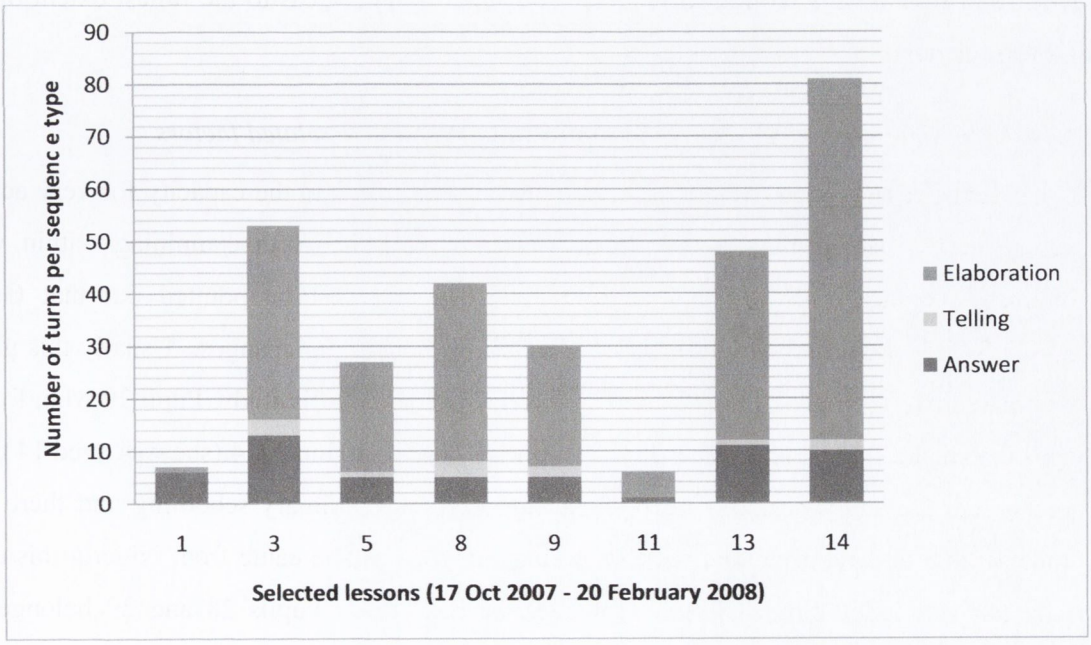
1.18.7 Possible influences on L2 development – interaction-related factors

Considering, as outlined in Section 1.18.6 above, Pupil 28 had the capacity for very active, yet reflective involvement in her language learning, it is worth examining within what interactive context this learning occurred. Firstly, it must be pointed out that Group S3/G4/3rd&5th was a lesson group often affected by scheduling changes. Usually this group comprised two members: Pupil 28 and another participant in this study, Pupil 29 who, for the age-related and linguistic reasons explained in Volume I Section 3.1.4 (she was aged 14 to 15 years over the study period – beyond the normal age of primary schooling and there was considerable uncertainty about her home language(s) – as she came from Nigeria this/these may have included English L1). However, because these Pupils 28 and 29 belonged to

different mainstream classes (3rd and 5th) it was not always possible to arrange this. Particularly at the beginning of the study, Pupil 28 was sometimes involved in one-to-one lessons with the teacher (this was unavoidably the case in selected lessons 1, 3, and 5), and obviously this had the potential to influence patterns of classroom discourse. Also, interactional patterns within oral activities may have been influenced by the nature of the speaking task, and indirectly determined by Pupil 28's L2 proficiency level and the demands of the mainstream classroom. Since her proficiency level was high throughout (as indicated in the considerable linkage of her spoken turns to level B1 Benchmark descriptors in Figure 65, see Section 1.18.2), the teacher often encouraged her to engage in tasks associated with the skill of spoken production – typically the retelling of stories she had read at home (see notes in Section 1.18.5 above).

The distribution of the three specific turn-types investigated in Analysis Phase II: 'answers', 'tellings' and 'topic elaborations' (see Volume I Section 3.3.6 for methodological choices involved), is illustrated in Figure 68 below. It appears from the graph that turns or part-turns associated with these turn-types featured prominently in Pupil 28's analysed speech. It also indicates that topic elaborations were by far the most numerous of these three turns, a finding which corresponds closely to the prevalence of 'story-telling' tasks in Pupil 28's recorded oral production, an activity which after initiation would involve substantial elaboration upon a single topic, with occasional answers provided to checking questions as the story progressed.

Figure 68: Sequence-type indicators of interaction for Pupil 28 over the study period



Regarding interlocutor identity, not surprisingly, given the scheduling issues faced by lesson group S3/G4/3rd&5th and the nature of the tasks most frequently engaged in by Pupil 28, most of her analysed speech involved pupil-teacher discourse, as indicated in Table 67 below. While any possible impact of such interactional patterns on her L2 development cannot be ascertained from such information alone, the fact that it may have somewhat limited the potential for more diverse discourse roles (e.g. debating, interviewing, opinion-seeking), should perhaps be considered as such skills would be required within mainstream education particularly within more senior primary classes.

*Table 67: Interlocutor identity in Pupil 28's classroom interaction**

Lesson	Total number of turns at talk	Pupil-to-teacher turns / independent part-turns	Pupil-to-pupil turns / independent part-turns
1	11	11	0
3	39	39	0
5	28	28	0
8	34	35	0
9	29	29	1
11	4	4	0
13	44	44	0
14	70	67	3

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are listed separately and ambiguously addressed turns or self-talk are excluded from this tabulation.*

1.19 PROFILE: PUPIL 9

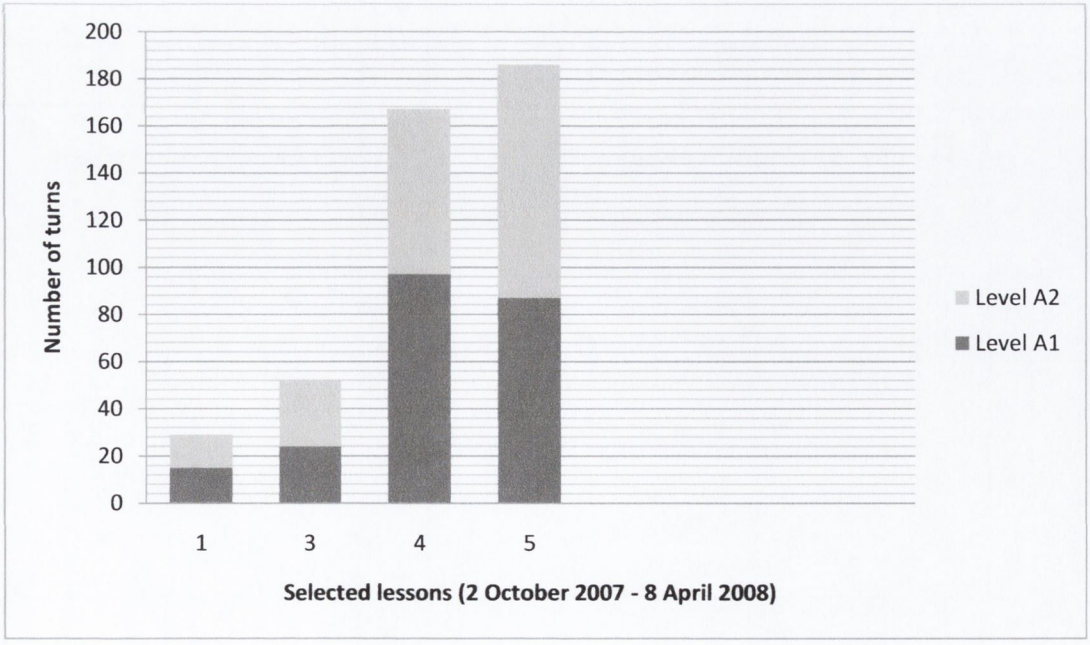
1.19.1 Personal details

Pupil 9 was a member of Group S1/G3/SI(B). He was a boy, aged 6 years by the end of his involvement in the study, and was in the mainstream Senior Infants class. He came from Romania and his home language was Romanian. Pupil 9 was in his second year of English language support which had begun upon enrolment in School 1 in October 2006, several months before his brother, Pupil 1 (see Section 1.14), arrived in Ireland. As the English language support classes for Group S1/G3/SI(B) were held at the same time as those for Group S1/G1/JI, the former group (including Pupil 9 and two other participants of Nigerian background, Pupils 10 and 11, who seemed to have English L1), was only recorded occasionally (see Volume I Section 3.3.2). Pupil 9 participated in 4 recorded lessons, all of which were included in Analysis Phase II. 434 of his speaking turns were analysed.

1.19.2 Overview of L2 proficiency

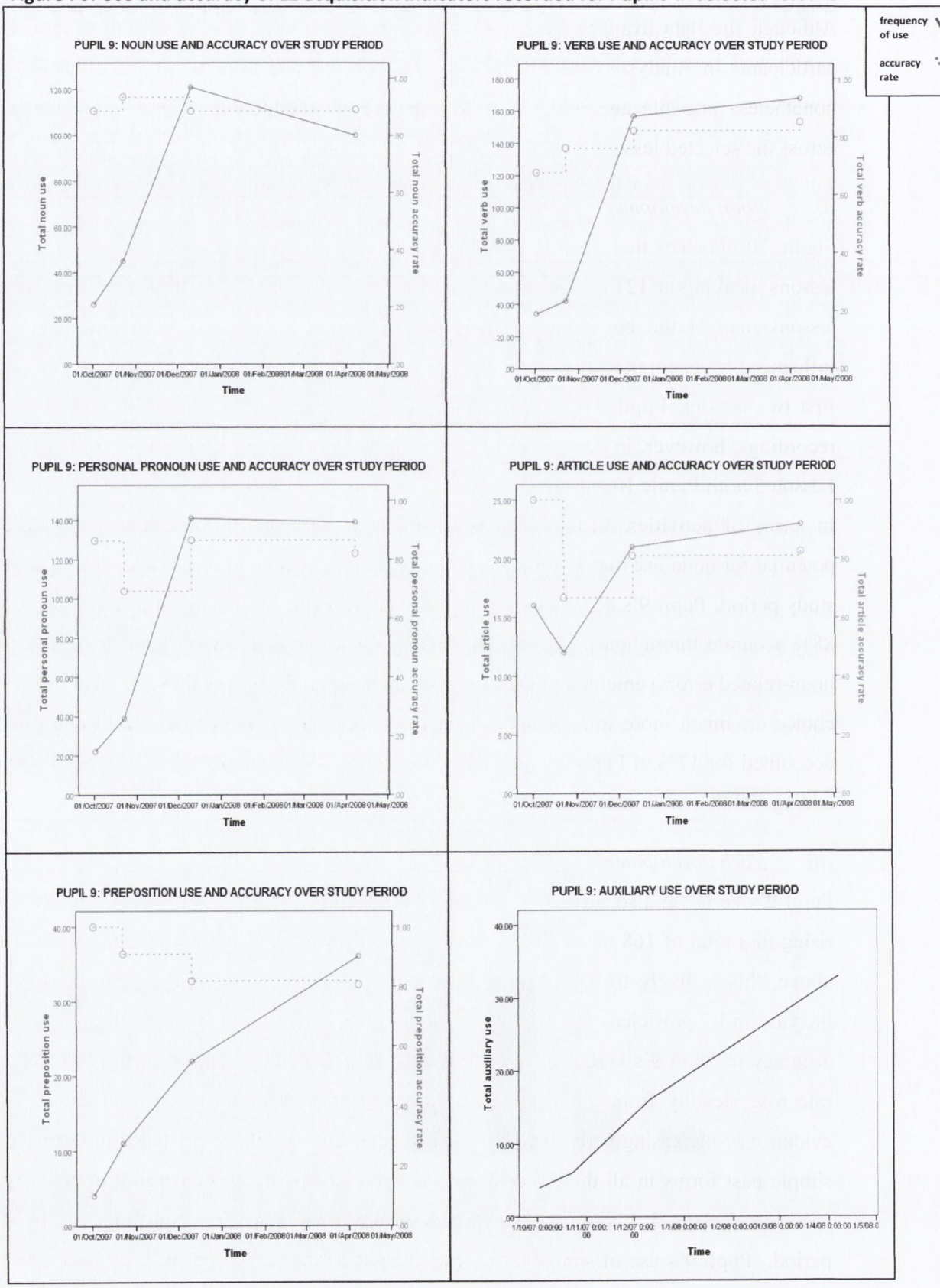
Figure 69 shows the distribution of Pupil 9's analysed spoken turns across the 4 selected lessons. The indication of his L2 proficiency level, provided by the links made between these turns and the Benchmark descriptors, suggests Pupil 9 was capable of production associated with Level A2. The time-span should, however, be considered: Lessons 1 and 3 were recorded in October 2007, Lesson 4 in December 2007 and Lesson 5 in April 2008.

Figure 69: Proficiency levels recorded for analysed turns produced by Pupil 9 in selected lessons



1.19.3 Evidence of L2 acquisition – grammatical indicators

Figure 70: Use and accuracy of L2 acquisition indicators recorded for Pupil 9 in selected lessons



The graphs presented in Figure 70 illustrate the data obtained in relation to the frequency and accuracy of Pupil 9's use of six of the L2 acquisition indicators investigated within this study. Although the data available for Pupil 9 is more limited than that available for the other participants in Analysis Phase II and may also be affected by lesson-related factors, it is nonetheless possible and worthwhile to examine his production of each these indicators across the selected lessons.

(i) Noun development

Figure 70 indicates that Pupil 9's production showed a general increase over the 4 selected lessons, peaking at 121 token counts in Lesson 4, and considerably higher in the final two lessons than at the beginning of the study. These findings may, however, have been influenced by features relating to classroom interaction patterns and lesson activities. In the first two lessons, Pupil 9 participated alongside two other pupils (Pupils 10 and 11) in the recordings; however, in Lesson 4, only Pupils 9 and 11 were involved in the group, while in Lesson 5 both Pupils 10 and 11 were absent, resulting in a one-to-one lesson with the teacher. In terms of activities, Lesson 4 involved a lot of naming (of food items), therefore its potential for noun use may have been somewhat higher than in other lessons. Throughout the study period, Pupil 9's accuracy of noun production seemed to be approaching 90% (at least 88% accurate throughout). Errors, particularly those associated with pluralisation (42% of noun-related errors) emerged in the data, with most remaining errors those of incorrect lexical choice or, much more infrequently, syntactic placement. Appropriately used plural nouns accounted for 17% of Pupil 9's total noun production. No attempts to indicate possession by adding '-s' to common nouns were recorded in his analysed data.

(ii) Verb development

Pupil 9's verb use also seemed to increase over the course of his participation in the study, rising to a total of 168 token counts in Lesson 4. However, as pointed out in sub-section (i) above, this is likely to have been influenced by lesson-related factors as well as by any increase in L2 proficiency. Despite his limited involvement in the research project, growing accuracy in Pupil 9's verb production emerged from his analysed speech; his verb accuracy rate rose steadily from initially 68% accurate to 85% accurate in the final lesson. Some evidence of increasing verb diversity was also apparent. While he produced progressive and simple past forms in all the selected lessons, with past participles emerging in his analysed speech in Lesson 3, his use of these forms generally increased in frequency over the study period. Pupil 9's use of simple past forms included irregular forms such as: 'saw', 'broke',

'went', 'told', 'forgot', 'got' and 'brought', and regular forms such as 'died', 'signed' and 'happened'. Occasional production of verbal adjectives ('finished' within fixed classroom phrases) and verbal nouns were also recorded (e.g. 'boxing'). Most frequently, however, his verb use involved production of verb-forms associated with the present simple tense; usually uninflected stem verbs or the copula 'be'. Although his production of these verbs was generally accurate, Pupil 9 was liable to omit the '-s' morpheme to mark the 3rd person singular; occasional cases of incorrect aspect choice, and singular/plural confusion in use of the copular verb was also apparent in his analysed turns. However, his main source of verb error related to the use of present forms in contexts requiring past tense verbs. Examples of Pupil 9's verb production, illustrating some of the issues highlighted above, include:

P9: I go somewhere and we saw that. (Lesson 1, 2 October 2007)

P9: [you're not allowed chocolate.] (Lesson 3, 23 October 2007)

P9: I li- I like ketchup all what em me eating burgers with burger I eat it. (Lesson 4, 11 December 2007)

(iii) Pronoun development

Pupil 9's pronoun use was relatively diverse across the selected lessons. In Lesson 1, it included the production of personal, demonstrative, possessive, indefinite and reflexive pronouns. It then widened to cover numbers and quantifying, relative and substitute pronouns in subsequent lessons. His frequency of personal pronoun use was highest (over 100 token counts) in the final two lessons, reaching a maximum of 122 token counts in Lesson 3. However, it is again likely that lesson-related factors impacted on his recorded frequency of personal pronoun use. While his accuracy rate was reasonably high, generally over 80% throughout, it appeared somewhat subject to fluctuation, particularly in the earlier lessons (e.g. dipping to 69% accurate in Lesson 3). The majority of his errors (75%) involved the use of object pronouns (particularly 'me' and 'him') in contexts requiring subject pronouns. Gender confusion (generally the use of masculine pronouns in feminine contexts) also emerged as a notable form of error in his production. Pupil 9 rarely omitted personal pronouns; his omission rate was under 10% of his actual personal pronoun use throughout the study.

(iv) Article development

Over the selected lessons, Pupil 9's use of articles showed a general increase (to a maximum of 19 token counts in Lesson 4) subject, however, to the influence of lesson-related factors outlined above. Some fluctuation in the accuracy of his article production was also apparent

from his analysed turns. While his article use was 100% accurate in Lesson 1, it dropped to only 67% accurate, before rising again to slightly over 80% accurate in the final two lessons. Non-required article used accounted for most cases (80%) of article-related error, occasional use of 'the' in contexts requiring 'a' also emerged. While Pupil 9's rate of article omission varied across the study, it generally corresponded to over 25% of his actual article use (peaking at 52% in Lesson 3).

(v) Preposition development

Pupil 9's production of prepositions rose over the study period (reaching 36 token counts in Lesson 4), although this trend may, as mentioned above, have been influenced by lesson-related issues. His preposition use appeared to diversify across the selected lessons and included the prepositions: 'in', 'at', 'for', 'out' 'with', 'like', 'on', 'of' and 'to'. However his accuracy of production appeared to fall somewhat across the selected lessons; from 100% accuracy when his production was minimal in Lesson 1, to 81% in the final lesson, when his preposition use was at its highest recorded extent. Sources of error involved the use of 'to' rather than 'for' (e.g. 'too hard to me' in Lesson 5), or the use of 'in' in contexts requiring 'of' or 'at', and non-required use of prepositions (e.g. 'in', and 'for'). Pupil 9 also showed a tendency to omit prepositions, with his omission rates often representing over 20% of actual his preposition use.

(vi) Auxiliary development

Pupil 9's use of auxiliaries appeared to increase over the study period (subject, again, to lesson-related factors) as shown in Table 68 below.

Table 68: Auxiliary use by Pupil 9 over the study period

LESSON	TOTAL AUX USE	ACCURATE USE OF AUXILIARIES						
		TOTAL ACCURATE AUX	AUX be	AUX do	AUX have	AUX will	AUX going to	AUX modal
1	4	4	1	0	0	1	0	2
3	6	6	1	2	0	1	0	2
4	16	15	1	6	0	0	2	6
5	33	26	4	7	0	0	0	15

From October 2007 onwards (Lessons 1 and 3) he demonstrated the capacity to use auxiliaries within a range of positive, negative and interrogative contexts, which included future reference using 'will'. He could also use the modal 'can' to express ability at this stage in the study. In subsequent lessons, his auxiliary use diversified to include past

reference (using 'do') and an attempt to indicate future intentions using 'going to', while more extensive use of the modal 'can' was also recorded. While Pupil 9's production of auxiliaries was generally accurate, inappropriate auxiliary use also emerged within his analysed turns, particularly in Lesson 4. Prominent errors included use of the uninflected auxiliary 'do' rather than the inflected 3rd person 'does' form in appropriate contexts, and, less frequently, incorrect auxiliary choice (usually 'be' in place of 'do') or issues relating to syntactic placement. Auxiliaries were frequently omitted by Pupil 9, particularly the auxiliary 'do' in negative and question structures, although omission of the auxiliaries 'have' (which Pupil 9 did not produce within the recorded lessons) and 'will' from required contexts was also widespread. Examples of Pupil 9's auxiliary production, indicating challenges he faced in their use, include:

P9: I'll draw it at the back. (Lesson 1, 2 October 2007)

P9: I didn't do- I not like red smoke. (Lesson 4, 11 December 2007 – talking about picture)

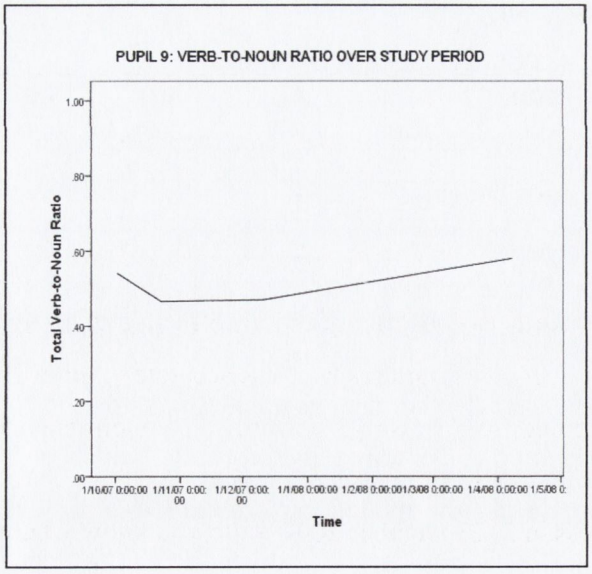
P9: eh .. I never gonna kill chickens. (Lesson 4, 11 December 2007)

P9: my mummy only a- got the note and he say you can't keep it xxx clothes. (Lesson 5, April 2008 – re. clothes for an intercultural festival)

(vii) Structural development

To gauge the structural complexity of Pupil 9's analysed turns, a verb-to-noun ratio was calculated for each lesson, investigating his relative use of verbal and nominal elements (see Volume I Section 3.3.6). The results of this calculation are shown in Figure 71 below.

Figure 71: Verb-to-noun ratio for Pupil 9



It appears from Figure 71 that Pupil 9's verb-to-noun ratio was reasonably stable over the study period, with verbal elements generally appearing around 0.5 times as frequently as nominal elements in Pupil 9's analysed speech. The maximum ratio (0.58) recorded in Lesson 5 may, however, indicate some rise in the complexity of the structures he produced. Comparable stability of verb-to-noun ratio was also observed among other participants in their second year of English language support (e.g. Pupils 25, 27 and 28). While this suggests that for such pupils, more detailed measures of structural complexity should be considered, it should also be remembered that lesson-related factors may affect this aspect of L2 development, indicating the need to create opportunities for the formation of more complex structures as English L2 proficiency increases.

(viii) Negative formation

While Pupil 9 proved capable of using the marker 'not' to form negative structures from Lesson 1 onwards, he was not always consistent in this regard, often using the inaccurate marker 'no', particularly in the early lessons, as in the example below:

P9: no me like. (Lesson 3, 23 November 2007 – Pupil 9 also used 'I not like' at this stage in his L2 development)

His inappropriate use of 'no' appeared to decrease notably over the study period – by the final lesson he used 'not' consistently in all required contexts. Over the selected lessons his use of 'not' in contraction with auxiliaries (particularly 'do' and 'can') also developed (see sub-section (vi) for examples). However, throughout his involvement in the project, the omission of auxiliaries from such negative structures remained a prominent feature of his production. For example:

P9: my mummy not make burger.

In Lesson 4 Pupil 9 also used 'never' for negation:

P9: and eh go and never can eat and go huh and .. huh. (*makes blowing noise*) .. and (xxx) cold. (Lesson 4, 11 December 2007 – re. eating hot chips)

(ix) Question formation

While Pupil 9 could use a range of 'wh-' words to construct questions effectively throughout the study, his formation of more complex question structures was less accurate. Although his production of inverted questions was recorded from Lesson 3 onwards, inversion remained a very infrequent feature of his question formation over the research period.

P9: do you know where is the cut. (Lesson 3, 23 October 2007 – 'do you know where the scissors are?')

Typically, in 'wh-' questions requiring inversion he opted for non-inverted syntax or simply omitted the inversion marker (generally the auxiliary 'do'). Evidence of a capacity to form indirect questions emerged in Lesson 3 (apparent in the example above) although these were rarely syntactically accurate. The example below, however, is an exception:

P9: you don't know how to finish thi- that. (Lesson 4, December 11 2007 – to another pupil re. picture)

Pupil 9 was also able to use question words as relativisers from Lesson 3 onwards, for example:

P9: no I give- you know when we do the bat, I kick him- I kick him like like boxing games . (Lesson 3, 23 October 2007 – re. what will happen when Pupil 9 finishes making a paper Halloween bat)

(x) Clause linkage

In addition to his use of simple conjunctive (e.g. 'and') Pupil 9's production of the subordinator 'because' was recorded in Lesson 5:

P9: 'cause he don't know his-his letters his numbers .. only me. (Lesson 5, 8 April 2008, re. brother)

Other attempts at clause linkage included his use of relativisers (as in the example in sub-section (ix) above) and the possible construction of a 'that' clause in Lesson 1, although this was rather ambiguous due to lack of clarity in the recording:

P9: that's (xxx) that my mum do it. (Lesson 1, 2 October 2007 – 'that's the way that my mum does it' – re. cooking)

1.19.4 Evidence of L2 acquisition – lexical indicators

Using the Wordlist Program (see Volume I Section 3.3.6 for methodological details) a record of Pupil 9's lexical production was obtained for each of the selected lessons. The distribution of these Wordlist entries across the study period is shown in Table 69 below:

Table 69: Wordlist entries for Pupil 9 over the study period

LESSON	1	3	4	5
DATE	2 Oct 2007	23 Oct 2007	11 Dec 2007	8 Apr 2008
ANALYSED TURNS	29	52	167	186
WORDLIST ENTRIES	71	87	199	200
ENTRIES PER TURN	2.45	1.67	1.19	1.08

From the data above, it appears that Pupil 9's overall lexical range – as indicated from records of his Wordlist entries – was more extensive in the two later lessons. However, as his fluctuating ratio of Wordlist entries to spoken turns suggests, his L2 lexical output in any given lesson may have been influenced by the thematic characteristics and interactive patterns associated with that lesson as well as by his English language proficiency level at that particular point in his L2 acquisition.

Looking more closely at Pupil 9's recorded L2 vocabulary, the semantic fields it covers can be identified as: family and friends (e.g. 'mammy', 'brother'), words associated with home occasions (e.g. 'birthday', 'party'), games and characters (e.g. 'Playstation', 'King Kong'), words used in school activities (e.g. 'letters', 'numbers', 'pictures'), food (e.g. 'chocolate', 'broccoli'), clothes (e.g. 'jumper'), words relating to occupations (e.g. 'doctor', 'armies'), words linked to weather or the natural world (e.g. 'sun', 'moon'), vehicles (e.g. 'helicopter', 'tanks'), words associated with festivals (e.g. 'witch' and 'mask' re. Halloween), local places (e.g. 'shop'), country names and words linked to travel (e.g. 'Romania', 'holiday'), and animal names (e.g. 'wolf', 'butterfly'). Adjectives including colour names, basic terms relating to size and other attributes (e.g. 'different', 'angry') were also recorded in Pupil 9's Wordlist entries. The semantic range of Pupil 9's analysed speech corresponds closely to the Benchmark Units of Work linked to participant production within Group S1/G3/SI(B), which spanned all the thematic units with the exception of Unit 10 ('Time') and Unit 13 ('Caring for our locality').

The lexical diversity of Pupil 9's verb production is shown in Table 70 (see over). Again, his verb range appears to be widest in the final two lessons, with a maximum of 40 distinct verb lexemes recorded in Lesson 5. While this may have been influenced by patterns of classroom interaction – Pupil 9's number of analysed spoken turns is notably higher in Lessons 4 and 5 than in the earlier two lessons – the diversification of his verb range does also suggest developing L2 proficiency, particularly when contrasted to that of participating pupils in their first year of English language support.

The Wordlist data also revealed additional indicators of L2 acquisition in Pupil 9's analysed production. His use of adverbs included modifiers (e.g. 'very', 'too'), markers of place (e.g. 'there', 'here') and time (e.g. 'now'), which were produced throughout the study, although a slightly wider range of adverb production (extending to include e.g. 'again') was apparent in the later lessons. He also produced the comparative form of adjectives (e.g. 'bigger', 'harder') from Lesson 3 onwards. Pupil 9's expression of possession included use of the determiners 'my', 'your', and the pronoun 'mine' from Lesson 1; the determiner 'his' also

emerged in Lesson 3. The conjunctive 'and' was used throughout the study, with 'but' recorded in Lesson 4, and the subjunctive 'because' first recorded in the final lesson (see Section 1.19.3(x) above).

Table 70: Verb use by Pupil 9 over the study period (presented in Wordlist entry order)

LESSON	1	3	4	5
DATE	2 Oct 2007	23 Oct 2007	11 Dec 2007	8 Apr 2008
1	do	get	like	be
2	go	be	eat	know
3	be	like	go	have
4	like	have	be	like
5	need	do	know	want
6	see	know	do	make
7	think	take	see	do
8	colour	box	allow	look
9	draw	fly	drink	sign
10	drive	give	get	think
11	finish	kick	have	call
12	have	allow	say	live
13	look	break	look	paint
14	take	come	want	draw
15		cut	buy	go
16		fall	catch	get
17		stay	come	keep
18		want	die	need
19			finish	fall
20			give	fly
21			love	forget
22			put	give
23			shoot	play
24			watch	stay
25			break	tell
26			climb	write
27			close	bring
28			colour	buy
29			draw	copy
30			fall	happen
31			kill	leave
32			let	love
33			make	press
34			take	read
35			taste	say
36			tell	see
37			win	stick
38			write	take
39				tell
40				watch

1.19.5 L2 literacy development

Due to Pupil 9's limited participation in the study, evidence of his literacy development over the research period is rather sparse – only the final two selected lessons provide any substantial recording of literacy-related activities. However, looking at these is worthwhile as Pupil 9's performance and the challenges he faced may be comparable to the experience of other participants of a similar age and stage of English L2 development. In Lesson 4, Pupil 9 engaged in several simple reading activities. Firstly, he attempted to read a series of five sight vocabulary words on flashcards which he had previously practised at home. While he was able to read the words 'the', 'a' and 'is' correctly, he required assistance with the words 'here' and 'me'. Secondly, as part of a shared reading activity along with Pupil 10, he could read lines from a short text on favourite foods which involved repeated use of the structure 'I like ...' and considerable visual support. For example:

P9: I like ice-cream. (Lesson 4, 11 December 2007)

It appeared, however, that Pupil 9's response may have been more reliant on memory and pictorial cues than on actual reading of the text; as suggested by miscues such as the singular 'apple' rather than the plural 'apples', and 'burger' rather than the text's 'hamburger'. Pupil 9 was also involved in a worksheet activity reading captions below illustrated food items, although again this seemed to be based on picture recognition and guesswork (e.g. his incorrect reading of 'cheese' as 'cake') rather than on decoding the actual text. He also displayed difficulty in recognising words for numbers in this activity.

In Lesson 5, a one-to-one lesson with the teacher, a considerable section of the lesson was devoted to literacy-related activity. Initially, Pupil 9 tried to read a simple, age-appropriate reader (*Super Car*), which he had attempted as homework. Although this text used basic, repetitive structures (e.g. 'It can win'), it proved very challenging for Pupil 9; most of his reading attempts seemed to be informed solely by guessing based on the visual cues provided. This example indicates Pupil 9's initial attempt at the sentence: 'It can bump':

P9: go go go .. it- *(teacher prompts by repeating 'it')*

P9: it .. bang. (Lesson 5, 8 April 2008)

The teacher then selected an easier reader (*The Birthday*) which focused solely on repeated reading of the sentence 'I am going to the party', accompanied by a set of different pictures for discussion. Grapho-phonic recognition of these words appeared very difficult for Pupil 9, as the attempts below indicate:

P9: I- *(Pupil 9 repeats teacher's original prompt)*

P9: m- I go. *(Partial attempt at 'am' - often articulated as 'my' or 'ma'; Pupil 9 then makes a second, inaccurate attempt at the structure)*

P9: a. *(Pupil 9 repeats teacher's prompt re. 'am')*

P9: a-m .. goin' .. at *(Pupil 9 repeats teacher's correction: 'am'; then continues with inaccurate reading of 'to' as 'at')*

P9: to .. eh.. the .. party. *(Pupil 9 repeats teacher's correction: 'to', and completes sentence, although some phonological lack of clarity - /p/ articulated as /b/)*

P9: I go- *(Pupil 9's next attempt at the same sentence)* (Lesson 5, April 2008)

However, although these reading difficulties persisted throughout Pupil 9's engagement with the text (particularly in relation to the words 'am' and 'to'), Pupil 9 was quite adept in his oral discussion of the story, which involved a journey up a mountain. Some of his suggestions are indicated in the examples below:

P9: eh do you take the- you're take the flag and put it there

P9: em he is not got fall down and hurt his head. (Lesson 5, 8 April 2008)

The activity highlighted the risk, however, that Pupil 9's effective oral communication skills could mask to an extent the problems he faced in reading such as in basic letter recognition, (in this case, even with support, he found it difficult to identify the letters 'a', 'm' and 't'). There was no evidence within the selected lessons that Pupil 9 had acquired any literacy skills in his home language.

1.19.6 Possible influences on L2 development – internal factors

Given the limited and disrupted time-period of Pupil 9's participation in the study it may seem difficult to determine the possible influence of age on his L2 development. However, considering that, during the study period, he was a Senior Infant pupil in the second year of his English language support, aged 6 years by the end of his involvement in the research, it may be useful to compare features of his L2 development both with children of a similar age and with children at a similar stage in their English language support allocation. Evidence of Pupil 9's L2 acquisition over the study period seems most clearly comparable to that available for another Senior Infant child in his second year of English language support, Pupil 6 (see Section 1.11). It also corresponds quite closely to that of Junior Infant children, Pupils 15 and 16, from Group S2/G2/JI(B) who seemed to be of a relatively similar age and approaching a similar level of English proficiency (see Sections 1.9 and 1.10). While it seems that Pupil 9 may have been slightly more proficient than these other three pupils (although the limited duration of his involvement cautions against any definitive conclusions

in this regard), it does appear that his progress has more common features with the apparent L2 development of these children of a similar age than with that associated with older participants in their second year of English language support. It would also appear that the older children, Pupils 25, 27 and 28, who were all aged over 8 years by the end of the study, may have made more rapid progress than younger pupils such as Pupil 9 over a similar period of English language support. However, it would be unwise to generalise on the basis of a limited number of cases (which may be highly individual, as pointed out in relation to Pupil 28 in Section 1.18.6). Nevertheless, evidence of Pupil 9's L2 acquisition over the study period seems to be more characteristic of a younger rather than an older pupil in the second year of English language support. This not only applies to the evidence of his oral development but in the type of age-related literacy activities he engaged in during the selected lessons.

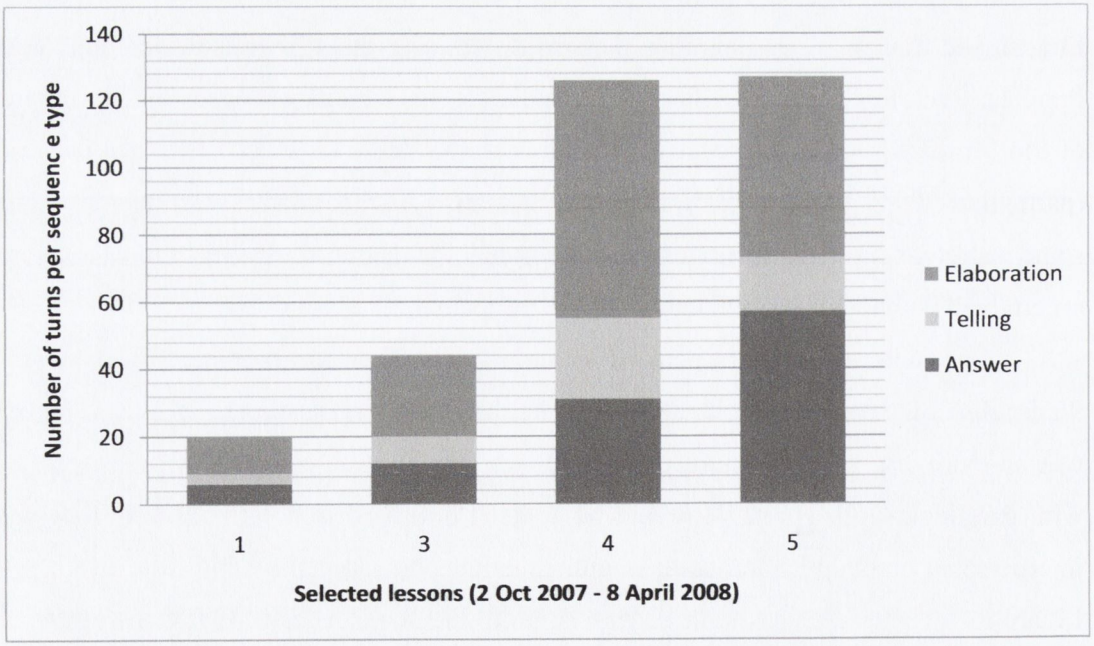
Regarding possible home language influence, it is impossible without comprehensive knowledge of Romanian to speculate as to what extent cross-linguistic transfer may have contributed to the features of L2 acquisition apparent in Pupil 9's analysed spoken turns. Indicators of L1 influence, however, did seem present in non-target-like aspects of his L2 phonology. Most noticeable among these was vowel lengthening, particularly /ɪ/ to /i/ (see notes in relation to Pupil 1, Section 1.14.6). Pupil 9 was also inclined to articulate the unvoiced plosive /p/ as a voiced /b/, possibly due to the fact that while /p/ exists in both English and Romanian, its aspiration patterns differ somewhat (this was evident in relation to Pupil 1). Recurrent features of Pupil 9's syntax, e.g. his tendency towards the inaccurate use of 'no' in the formation of negative structures, associated with other Romanian participants (particularly Pupil 1, but also Pupil 13, see Sections 1.14.6 for discussion) may also suggest some degree of cross-linguistic influence, although the degree of any such transfer cannot be ascertained without substantial knowledge of Romanian.

Considering the role of personality and learning style as a possible influence on Pupil 9's English L2 development, it appeared from observation of his classroom behaviour that he was an extrovert, very communicative child, who could often compensate for language lack with paralinguistic support. However, as pointed out in Section 1.19.5, his well-developed interpersonal communication skills could sometimes be a deceptive indicator of his overall L2 ability. The challenges he faced in relation to literacy, suggested that this was an area of L2 development with which he required considerable and sustained support in order to participate fully in mainstream class activities.

1.19.7 Possible influences on L2 development – interaction-related factors

As mentioned in Section 1.19.1 above, Pupil 9 belonged to a group within which the other two members, Pupils 10 and 11, were very proficient English-speakers, who probably used English as a language of the home. While Pupil 9's English language proficiency was considerably lower than that of the other group members, his communicative abilities enabled him to take an active part in all the recorded lessons. Also, as pointed out in Section 1.19.3(i), one of the other group members was absent in Lesson 4, while neither Pupil 10 nor Pupil 11 was present in Lesson 5, changing the dynamic to a single-pupil lesson. Some of the discourse patterns associated with Pupil 9's analysed turns have been investigated using the turn-types: 'answers', 'tellings' and 'topic elaborations' as indicators of his interactional behaviour (see Volume I Section 3.3.6 regarding methodological choice). The distribution of these turn-types within each of the selected lessons is shown in Figure 72 below. Comparing this data to Figure 69 (see Section 1.19.2), it appears that these three turn-types account for most of Pupil 9's analysed spoken turns. Figure 72 also indicates that initiative-taking 'tellings' and more collaborate contributions to ongoing discourse: 'elaborations', predominate over responsive 'answers'. The slight increase in the proportion of answers in Lesson 5 may be explained by the fact that this was a one-to-one lesson with the teacher.

Figure 72: Sequence-type indicators of interaction for Pupil 9 over the study period



A closer look at the identity of Pupil 9's interlocutors in each of the selected lessons, provided by Table 71 (see over) indicates however, that even in lessons involving other

participants, pupil-teacher talk was the dominant form of discourse with only very occasional opportunities arising for pupil-pupil interaction.

*Table 71: Interlocutor identity in Pupil 9's classroom interaction**

Lesson	Total number of turns at talk	Pupil-to-teacher turns / independent part-turns	Pupil-to-pupil turns / independent part-turns
1	29	29	0
3	52	51	1
4	167	163	4
5	186	186	0

* *Discrepancies may arise between the pupil's total number of turns-at-talk due to the fact that independent part-turns within the same interactional slot are listed separately and ambiguously addressed turns or self-talk are excluded from this tabulation.*

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The following list of children's books referred to in Volume II of my thesis is as comprehensive as possible. Given the nature of my study and my role as a visiting, non-participating researcher, it was often difficult to collect information regarding the books used beyond their title and, if possible the publication series to which they belonged. I have made every possible effort to provide at least this information in the references below (some of the editions used in the schools may now be out of print). I have also mentioned any books for which only the title is known.

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