

Integrating language and content across the immersion curriculum

Roy Lyster, McGill University (Canada)
roy.lyster@mcgill.ca

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 DUAL LANGUAGE EDUCATION

Specific strengths and weaknesses of French immersion students (Harley et al., 1990)

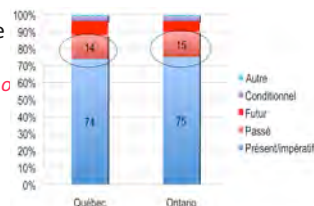
- In comparison to NSs of French, FI students...
- performed similarly:
 - on measures of discourse competence including story retells, argumentation, and persuasion tasks
 - were clearly less proficient:
 - on most grammar variables, which included verb and preposition usage
 - on all sociolinguistic measures, especially in their use of singular *vous* and the conditional to express politeness

“Functionally restricted input” (Swain, 1985, 1988)

Subject-matter instruction (and teacher input) is restricted in the range of language forms and functions it contains.

Some language features are non-salient or infrequent

- 75% in the present tense or imperative form
- 15% in the past tense
- 3% in the conditional



History lesson about 18th century Antilles (Swain, 1988)

What do you think? How did these plantations influence life in the Antilles? How do you think these plantations ... are going ... to change life in the Antilles? These people are going to sell their sugar, rum, molasses, brown sugar. They are going to make money. With the money, they are going to buy clothes, furniture, horses, carriages...

Qu'en pensez-vous? Comment est-ce que ces plantations ont influencé la vie aux Antilles? Comment pensez-vous que ces plantations vont changer la vie aux Antilles? Ces gens vont vendre du sucre, du rhum, de la mélasse, de la cassonade. Ils vont faire de l'argent. Avec cet argent ils vont acheter des vêtements, des meubles, des chevaux, des carrosses...

Students can learn subject-matter while bypassing grammar

“We can understand discourse without precise syntactic and morphological knowledge” (Swain, 1988)

Students can engage with content in a language they know only partially by drawing on:

- schematic and contextual knowledge” (Skehan, 1998)
- the L1 or ‘mentalese’ (some language-independent means) (Cameron, 2001)
- their common underlying proficiency (Cummins, 2000)



Language and content separation

Early observations revealed that it was relatively rare for immersion teachers to:

- “refer to what has been learned in a grammar lesson when they are involved in content teaching
- set up content-based activities for the purpose of focusing on problematic language forms” (Allen, Swain, Harley, & Cummins, 1990 p. 75)

Yet, a non-integrated approach is thought to:

- “deprive students of opportunities to focus on specific features of language at the very moment when their motivation to learn them may be at its highest” (Lightbown, 2014)

Language across the curriculum (Bullock, 1975)

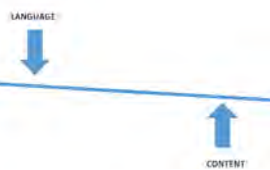
- emphasizes language development across all content areas of the curriculum
- makes a student's language education the responsibility of all teachers, regardless of their particular subject area.
- main tenants:
 - language develops mainly through its purposeful use
 - learning occurs through talking and writing
 - language use contributes to cognitive development

Integrating language and content through counterbalance (Lyster, 2007)

Counterbalance: "A power or influence that balances the effect of a contrary one"

Counterbalanced instruction:

- emphasizes language across the curriculum
- shifts students' attention between content and language to strengthen connections in memory and increase depth of processing
- comprises proactive and reactive approaches




Complementary approaches to counterbalanced instruction

Reactive approach





- Oral scaffolding techniques that include questions and feedback to ensure that oral interaction is a key source of language and content learning.

Proactive approach

- Activities planned in a progression to promote noticing, awareness, and opportunities for practice of selected target features in meaningful contexts.

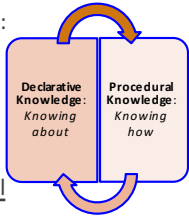


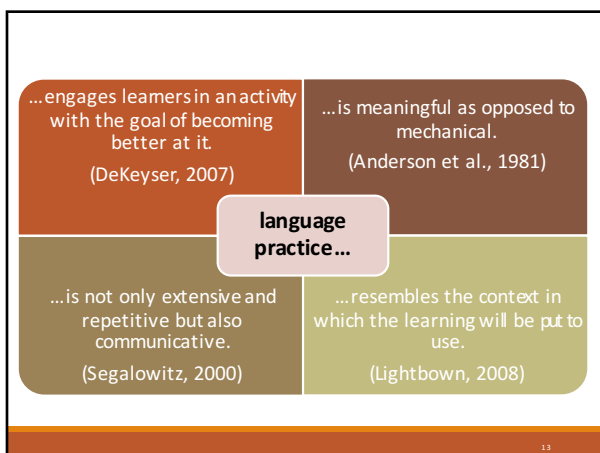
Proactive approach to counterbalanced instruction

<p>NOTICING PHASE</p> <p>establishes a meaningful context related to content by means of a text that has been adapted to make specific target features appear salient and frequent.</p>	
<p>AWARENESS PHASE</p> <p>encourages students to reflect on the target features in a way that helps them to discover the patterns governing their use in the text.</p>	
<p>GUIDED PRACTICE</p> <p>provides opportunities for students to use the target features in a meaningful yet controlled context and to receive corrective feedback.</p>	
<p>AUTONOMOUS PRACTICE</p> <p>returns to the content area to help students develop fluency and confidence as they use the target features in a discipline-specific or thematic context.</p>	


Skill acquisition theory (Anderson, 1996; DeKeyser, 2007; Lyster & Sato, 2013; Ranta & Lyster 2007)

- Posits the interrelated development of:
 - mental representations stored in memory as declarative knowledge;
 - the processing mechanisms that access these mental representations in a way that gradually effects a change from declarative to procedural knowledge.
- Attributes a pivotal role to both practice and feedback in leading learners from effortful to more automatic L2 use

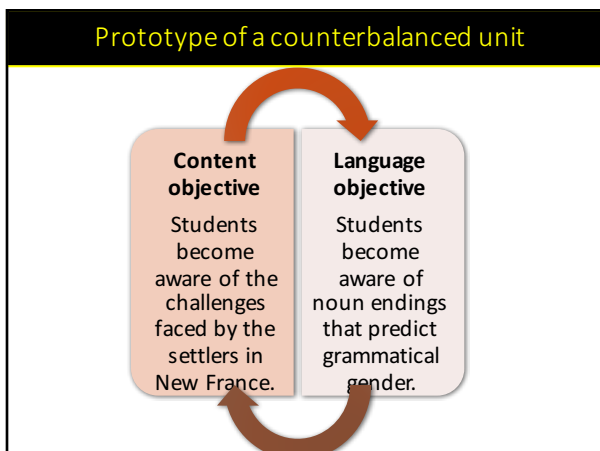




What do you notice in the Awareness Test?



14



Grammatical gender

- “may be the single most frustrating and difficult part of the study of French L2” (Tucker et al., 1977)
- Grammatical gender markers:
 - are not salient in classroom discourse
 - do not convey semantic distinctions
- Teachers encourage students to learn gender on an item-by-item basis in spite of rule-governed patterns:
 - 80% of nouns have endings that reliably predict their gender (Lyster, 2006)

Some feminine endings	Some masculine endings
-ie, -ine, -tion, -ise, -ure	-age, -ment

16

Noticing phase: La fondation de Québec en Nouvelle-France

Après avoir reçu la mission de fonder une colonie en Nouvelle-France, Samuel de Champlain a choisi, pour faire un établissement permanent, le site où se trouve aujourd'hui la ville de Québec. C'est parce que cet endroit avait un grand avantage : la fourrure y était très présente. [...] De plus, la colonie se situait sur le fleuve St-Laurent, ce qui donnait accès au cœur du continent et ouvrait peut-être un passage vers la Chine.

La vie dans la colonie était très dure. Le défrichement de la forêt était difficile et la nourriture manquait. Les colons risquaient donc de mourir de la famine ou encore du scorbut, une maladie très grave. La survie d'une grande partie de la population dépendait donc de la marchandise venant de France. Mais, en 1629, les Anglais ont pris Québec et la Nouvelle-France est restée aux mains de l'Angleterre pendant trois ans. Par la suite, Champlain est revenu pour reprendre les rênes de la colonie...

17

Noticing ➤ Awareness phase

Après avoir reçu **la mission** de fonder **une colonie** en Nouvelle-France, Samuel de Champlain a choisi, pour faire un **établissement** permanent, le site où se trouve aujourd'hui la ville de Québec. C'est parce que cet endroit avait **un grand avantage** : **la fourrure** y était très présente. [...]

La vie dans la colonie était très dure. **Le défrichement** de la forêt était difficile et **la nourriture** manquait. Les colons risquaient donc de mourir de la **famine** ou encore du scorbut, **une maladie** très grave...

18

Awareness phase: detecting patterns

Endings	Nouns in the text with this ending	M ou F?
-age	un avantage, un passage	M
-tion, -sion	la mission, la population, la fondation	F
-ment, -ent	la Chine, la famine	M
-ine	une/la colonie, la vie, une partie, la survie, une maladie	F
-ie	la marchandise, une église	F
-ise		F
-ure		F

19

Guided practice: Riddles for reviewing content

- Je sers à couvrir certains mammifères et à faire des manteaux bien chauds.
 - (I am what covers certain mammals and can be made into warm coats.)
- Je suis l'enlèvement des arbres dans le but de préparer la terre pour la culture.
 - (I am the removal of trees in order to prepare the land for cultivation.)



20

Autonomous practice

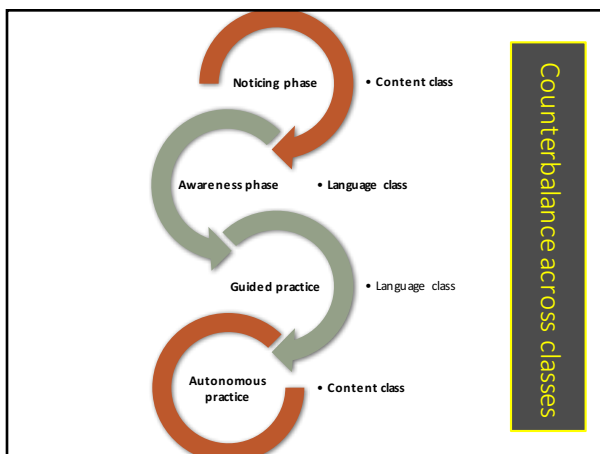
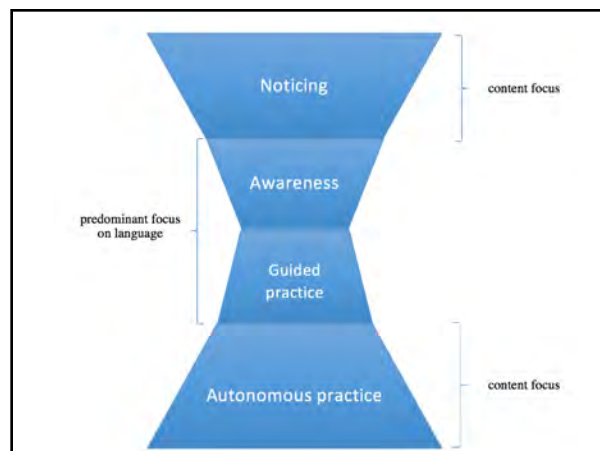


Compare the attitudes of people in New France with those of people today concerning the fashionability of fur. [Comparez les attitudes des habitants de la Nouvelle-France et celles de nos jours à l'égard de la mode de la fourrure.]



Compare the attitudes of people in New France with those of people today concerning deforestation. [Comparez les attitudes des habitants de la Nouvelle-France et celles de nos jours en ce qui concerne le défrichement de la forêt.]

21



Effectiveness of counterbalanced instruction (Lyster, 2007)

- 7 quasi-experimental studies were undertaken in immersion classrooms in Canada between 1989 and 2013.
- In more than 75% of the 40 posttests, students receiving language-focused instruction improved more in their French proficiency than students left to their own devices to “pick up” the target forms from the regular curriculum.

(Day & Shapson, 1991; Harley, 1989, 1998; Lyster, 1994, 2004; Lyster et al., 2013; Wright, 1996)

24

Integrating a language focus in social studies



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25

A counterbalanced focus on Jacques Cartier and the perfect past tense

Content objectives:

- Understand the causes and effects of Jacques Cartier's 3 voyages to the New World.
- Understand the sequence of events that made Jacques Cartier a key figure in the history of Quebec.

Language objectives:

- Enhance awareness of the *passé composé* as a means to refer to completed actions in the past.
- Develop skills to accurately choose either *avoir* or *être* as the auxiliary verb when using the *passé composé*.

1. Noticing phase

- To establish the content focus, students watch a video about the life of Jacques Cartier prepared by one of the teachers.



- The narrative is filled with many instances of the *passé composé* using both *être* and *avoir* as auxiliaries.
- After watching the video, the content focus stays in the foreground as students discuss the main points surrounding Jacques Cartier's three voyages.

2. Awareness phase

- The text of the video's narration is projected on the interactive whiteboard.

PREMIER VOYAGE DE JACQUES CARTIER
Jacques Cartier est né en France à Saint-Malo en 1491. En 1532, le roi François 1^{er} l'a **choisi** pour explorer le Nouveau Monde.
Cartier est **arrivé** dans la baie des Chaleurs en 1534 et a **rencontré** des Micmacs. À Gaspé, il a **planté** une croix et il a **déclaré** que les terres appartenaient au roi de la France.

DEUXIÈME VOYAGE DE JACQUES CARTIER
En 1535, Cartier est **parti** pour une deuxième expédition.
À Hochélag, il a **rencontré** des Algonquiens. L'hiver est **arrivé** vite et a **surpris** les Français. Le fleuve était gelé et les navires ne pouvaient plus bouger.

TROISIÈME ET DERNIER VOYAGE DE JACQUES CARTIER
En 1541, Jacques Cartier est **reparti** avec cinq bateaux. Au Kanata (Canada), Cartier et son équipe **ont construit** un fort. Pendant l'hiver, Cartier a **acheté** de l'or et des diamants que les Iroquoiens **ont trouvés**. Mais ce n'était que de la pyrite et du quartz.
Jacques Cartier est **mort** le 1^{er} septembre 1557 à l'âge de 65 ans.

- Verbs in the *passé composé* appear in bold.
- The class creates a list of verbs that use the auxiliary *avoir* and those that use the auxiliary *être*.

3. Guided practice

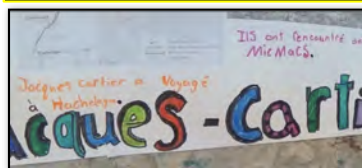
- Each student receives 1 of 5 images of an important event or place related to Jacques Cartier, then writes a description of the event using the *passé composé*.



- Then students mingle to find those with the same image and together as a group they synthesize their descriptions to create an historical account based on the image, which they then convey orally to the whole class.



4. Autonomous practice



Il est né en 1491.

Là, il a rencontré les Micmacs.

En 1541, il a construit un fort, mais n'a pas trouvé d'or.

En 1534, il est parti vers le Nouveau Monde.

Lors de son 2^e voyage en 1535, il est arrivé à Hochélag.

Il est mort en 1557.

30

What did the teacher think?

- I like the idea of using history texts when teaching French grammatical rules.
- Repetition of information in several ways allows the students to take in the information while focusing on the key targets taught in French.
- After having done the process taught during our workshop, I see it as an effective teaching approach.
- The students effectively applied the 'passé composé' while explaining Jacques Cartier's life.



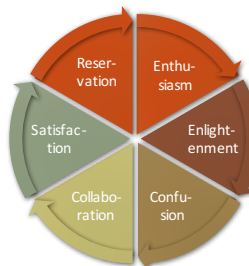
31

Teachers' experiences

(Shasavar-Arshad, 2016)

MIXED EMOTIONS

MOST APPRECIATED



- An instructional approach integrating language and content
- A visual and sequential guide
- A collaborative and supportive network
- An implementation phase

32

Counterbalanced focus on immigration and object pronouns

Content objectives

- Understand the causes and effects of Canada's campaign to solicit Europeans to immigrate to western Canada.
- Compare the different social realities motivating this campaign and Canada's current campaign to receive Syrian refugees.

Language objectives

- Notice the differences between direct and indirect 3rd-person object pronouns and use them appropriately.
- Understand that *lui* as an indirect object pronoun is gender neutral.

Chers élèves,

Nous accueillerons bientôt une nouvelle élève dans la classe. Elle s'appelle Liliane. Elle et sa famille sont des réfugiés syriens récemment accueillis au Canada. ... Il est important de la compter parmi vos amis dès son arrivée. Il suffit de lui parler, de la consoler au besoin et de jouer avec elle sans lui demander trop de détails sur ce qui lui est arrivé durant la guerre civile dans son pays. C'est parce qu'une guerre civile entraîne habituellement des atrocités inimaginables et alors des traumatismes dont il est difficile de se remettre. Soyez donc sensibles mais pas indiscrets. Si elle vous en parle, écoutez-la attentivement et essayez de la réconforter. Et profitez de l'occasion pour lui suggérer d'en parler à d'autres en qui elle a confiance.

Si elle a des difficultés de compréhension en français ou en anglais, offrez lui de l'aide. Quant à ses études, ce sera à elle de décider dans quelles matières elle a le plus besoin d'aide. Conseillez-lui de ne pas abandonner si elle a des difficultés. De plus, parlez-lui des différentes activités parascolaires auxquelles elle pourrait se joindre pour se faire de nouveaux amis à l'extérieur de la classe. Félicitez notre nouvelle élève pour son courage et accueillez-la chaleureusement dans son nouveau pays et à sa nouvelle école! De mon côté, je vais l'accueillir à bras ouverts et lui offrir toute l'aide dont elle a besoin.

33

LUI (her)	ELLE (she)
Et profitez de l'occasion pour <u>lui</u> suggérer And take the opportunity to suggest to <u>her</u>	d'en parler à d'autres en qui <u>elle</u> a confiance. to talk to others whom <u>she</u> trusts.
Offrez- <u>lui</u> de l'aide Offer to help <u>her</u>	si <u>elle</u> a des difficultés de compréhension. if <u>she</u> has difficulties understanding.
Conseillez- <u>lui</u> de ne pas abandonner Encourage <u>her</u> not to give up	si <u>elle</u> a des difficultés. even if <u>she</u> has difficulties.
Parlez- <u>lui</u> des différentes activités parascolaires Tell <u>her</u> about the different extracurricular activities	auxquelles <u>elle</u> pourrait se joindre. that <u>she</u> could join.
Je vais l'accueillir à bras ouverts et <u>lui</u> offrir I will welcome <u>her</u> with open arms and offer <u>her</u>	toute l'aide dont <u>elle</u> a besoin all the help <u>she</u> needs.

Awareness phase

	Direct objects	Indirect objects
	« essayez de <u>la</u> réconforter... » "try to comfort <u>her</u> "	« sans <u>lui</u> demander trop de détails... » "without asking <u>her</u> too many details"
	« je vais l'accueillir à bras ouverts... » "I will welcome <u>her</u> with open arms"	« profitez de l'occasion pour <u>lui</u> suggérer... » "take the opportunity to suggest to <u>her</u> "
	Direct objects	Indirect objects
Declarative phrases	« de <u>la</u> consoler au besoin » "console <u>her</u> when needed"	« il suffit de <u>lui</u> parler » "just talk to <u>her</u> "
Imperative phrases	« écoutez- <u>la</u> attentivement » "listen to <u>her</u> carefully"	« offrez- <u>lui</u> de l'aide » "offer <u>her</u> help"

34

Immigration at the turn of the 20th century

Les politiques d'immigration de Clifford Sifton

C'est au tournant du 20^e siècle que la colonisation des Prairies a connu un essor au Canada. Après une longue période de récession (1873-1896), la reprise économique a joué en faveur de l'immigration massive, qui devait se poursuivre jusqu'au début de la Première Guerre mondiale (1914). Les colons étaient pour la plupart des immigrants venus d'Europe, où sévissait une explosion démographique, et des États-Unis, où la quantité de bonnes terres diminuait rapidement.

Dès l'élection du gouvernement de Sir Wilfrid Laurier, en 1896, une vigoureuse campagne de colonisation de l'Ouest a été lancée. Le principal architecte de cette campagne était le ministre de l'Intérieur Sir Clifford Sifton (1861-1929). Il a adapté la Loi des terres fédérales afin d'inciter et de faciliter l'installation d'agriculteurs dans les Prairies. En payant des frais d'inscription de 10\$, les colons pouvaient obtenir un lot de 65 hectares (160 acres). En échange, ils s'engageaient à y construire leur résidence et à cultiver 16 hectares de terre durant les trois premières années.

Sifton avait un talent pour la promotion et a tout mis en œuvre pour faire connaître les attraits de l'Ouest canadien en Europe et aux États-Unis. De nombreuses brochures, publicités ou encore des comptoirs canadiens dans les lieux publics vantaient des terres fertiles et des récoltes abondantes. Les résultats ne se sont pas fait attendre : entre 1896 et 1914, des centaines de milliers de personnes ont immigré au Canada. La plupart des arrivants provenaient du Royaume-Uni et des États-Unis, mais aussi de plusieurs pays d'Europe de l'Est et de Scandinavie. L'accès rapide et facile à l'immigration attirait de nombreuses communautés opprimées dans leur pays d'origine, telles que les Juifs et les Ukrainiens.

Guided practice

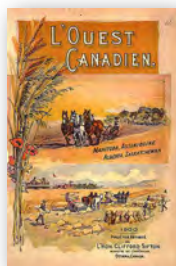
- As a Canadian official, what would you say to prospective immigrants to convince them to leave their homeland in Europe to help settle Western Canada?
 - D'abord, je leur expliquerais (First, I would explain to them)
 - Ensuite, je leur proposerais (Then, I would propose to them)
 - Enfin, pour les convaincre, je leur offrirais des avantages sociaux tels (Finally, to convince them, I would offer them social benefits such as)
- If you were a prospective immigrant, what would you ask the Canadian officials to help you decide to immigrate?
 - Je leur demanderais si... (I would ask them if...)
 - Je leur demanderais de nous expliquer comment... (I would ask them to explain to us how to...)
 - Je leur poserais des questions à propos de... (I would ask them questions about...)

Not everyone was satisfied...

"At the time, the Canadian Pacific Railway was inundating countries with images of beautiful wheat fields in the western prairies.

Everyone could make a fortune in three years, and there were promises of practically free land.

The hopes were so great that we, poor fools, fell into the trap."



Guided practice: What would you say to...?

What would you say to the female settler who wrote the above testimonial terms of gratitude, apology, or advice?

- D'abord, je lui dirais que (First, I would tell her)
 - Ensuite, je lui expliquerais que (Then I would explain to her)
 - Enfin, je lui conseillerais de (Finally, I would advise her to)
- Reenact an interview with this person in which she expresses what she would like to say to Clifford Sifton:
- Je lui dirais que (I would tell him)
 - Je lui décrirais les difficultés que nous avons vécues, telles (I would describe to him the difficulties we experienced, like)

Autonomous practice: final project

Students prepare either an oral discussion or a written text to compare the different social realities that motivated:

- Sifton's campaign to populate the prairie provinces in early 20th century
- the current campaign to welcome Syrian refugees in the 21st century



Greenhouse gas emissions and grammatical gender

Content objective

Students reflect on Canada's position concerning greenhouse gas emissions relative to those of other countries and its withdrawal from the Kyoto Accord.

Language objective

Students identify specific countries using correct gender-specific determiners.



Noticing phase: Greenhouse gas emissions of 10 countries

Émissions de gaz à effet de serre en 2000 et pourcentage des émissions de CO₂ entre 1850 et 2000 (adapté de Tsayem Demaze, 2009)

	Pourcentage du total mondial en 2000	Tonnes de carbone par habitant en 2000	Pourcentage des émissions totales entre 1850 et 2000
Les États-Unis	20,7	6,6	29,8
La Chine	14,8	1,1	7,3
La Russie	14,0	2,8	27,2
L'Inde	5,5	0,5	2,0
Le Japon	4,0	2,9	4,1
L'Allemagne	2,9	3,2	7,5
Le Brésil	2,5	1,3	1,0
Le Canada	2,1	6,3	2,1
La Grande-Bretagne et l'Irlande du Nord	2,0	3,1	6,5
La France	1,5	2,3	3,0

Language focus

Awareness phase


- Students are guided by the teacher to discover rules that govern the grammatical gender of the names of countries
 - Names ending in 'e' are feminine (e.g., la France) except for six (e.g. le Mexique); all others are masculine (e.g., le Brésil)

Guided practice

- The teacher asks questions such as the following to engage students in comparing the data:
 - What is the only developed country that did not reduce the percentage of its greenhouse gas emissions in 2000?
- Students' answers provide opportunities for feedback on their interpretation of the data and also on gender.




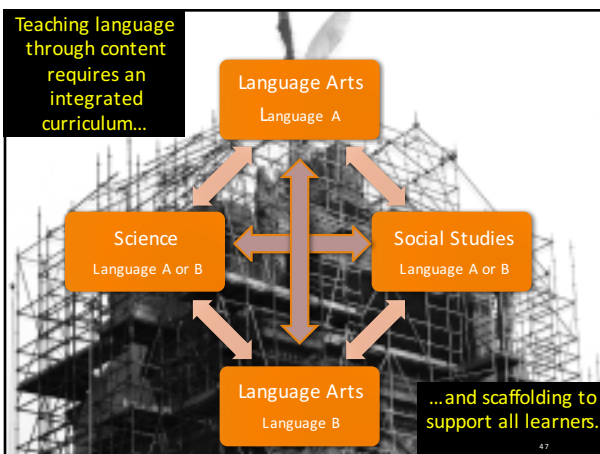
Autonomous practice

- Students prepare either an oral debate or a written argumentative essay, based on the following question:
 - Where does Canada stand at the international level in regard to its efforts to reduce greenhouse gas emissions and what do you think about its position?



Example of an integrated curriculum

- In **French class**, students study Victor Hugo's *Les Misérables* and, in **English class**, Charles Dickens's *A Tale of Two Cities*.
- In **social studies**, students study the French revolution or examine the effects of 19th-century industrialization on social conditions.
- In **science**, students study the molecular forces at play behind the steam power that gave rise to the proliferation of factories during the industrial revolution.

Website:
<https://www.mcgill.ca/dise/about/academicstaff/lyster>

Email:
 roy.lyster@mcgill.ca




Thank you

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49

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50

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51