

DIALOGUE JOURNAL WRITING: MEANINGFUL WRITTEN INTERACTION  
IN LANGUAGE AND CULTURALLY DIVERSE CLASSROOMS

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## Abstract

The study of the Back and Forth book of an eleven years old E.S.L. student introduces a type of personal writing which is argued to facilitate meaningful, written communication in the second language.

The present study extends the findings of dialogue journal studies of Staton *et al.* in two directions.

1. The case study of the Back and Forth book activity presents a "communication triangle" which involves parental participation and thus serves as a bridge between school and home. The reported observations focus on the potentials and limitations of the Back and Forth book task in comparison to other journal writing practices.
2. The analysis of the selected 45 journal entries provides some explanation for the weak realization of the task. The application of Mohan's Knowledge Framework as a means of analyzing student writing provides a picture of the language and content. The Knowledge framework presents guideline for monitoring the development of language and the development of discourse and content.

The inconsistency of the task justifies the present study: the multi-purpose task of the Back and Forth book produces unsatisfactory writing, the research question is of determining its reason and provide a guideline to monitor the task in order to obtain more satisfactory product.

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## CHAPTER ONE

### Identification of the Problem

#### A. Background of the problem:

Current research in the process of second language acquisition suggests that the best environment for learning a second language is one in which there is a wide range of opportunities for contextually rich, meaningful communication in the target language, much like the context in which a first language is acquired.

"Communicative competence", "meaningful interaction", and "real language" have become fundamental issues in second language research and theory.

Investigators of the written process as well argue that the acquisition of skills related to the written language proceed in much the same way as does the acquisition of the spoken language, and that written language skills are also best acquired in the process of meaningful, written interaction.

Within elementary and secondary education, the issue of writing demands placed on the second language learners has been discussed in studies of a continuum from personal writing (such as letters, diaries, journals and personal stories) to academic writing (expository compositions about non-personal, academic topics) (Hudelson 1988).



Researchers argue the usefulness of different writing tasks and claim that the non-academic tasks may be limited in the kinds and levels of writing abilities that they foster. Personal writing is often considered as cognitively less demanding, and some studies even question its usefulness. Yet, recent studies of Staton et al.(1988) indicate that dialogue journal writing is at least equivalent to assigned writing on measure of quality, linguistic complexity, topic focus and cohesiveness. In many cases this type of journal writing can be considered superior to assigned writing tasks.(Hudelson 1988).

#### B. Assumptions:

Classroom researchers often find little evidence of authentic communication in the language classroom. Writing activities more often focus on basic skills than the written expression of a real message to a real audience and the thinking skills necessary to express that message. More often have teachers heard their students' angry cry: "I hate writing" (Morris 1986). And more often have teachers written at the end of their students' assignments: "Interesting writing, but you need to work on...". We all recognize that writing has become an obligatory classroom exercise which has only limited value for promoting learning and the improvement of students' writing abilities (Morris 1986).

My initial interest in journal writing, as a type of personal writing in second language acquisition originates

from the assumption that the journal writing task can provide one solution for the difficulties of teaching writing in an E.S.L. classroom.

C. Focus of the study and the research question:

The focus of the present study is the progress of a meaningful, written, interactive task. The study is based on a three years long observation of the B&F book activity. The emphasis is on the limitations of this task and it is argued that without proper planning and monitoring the task itself can not produce language development.

The objective of the analysis of 45 journal entries is to examine some possible explanations for the weak realization of the task. It is argued that Mohan's knowledge framework is a suitable approach for monitoring the growth in language and in content. This analysis in comparison to other approaches provides a better insight into the realization of the task, it gives an integrated picture of the growth in language and discourse.

Research questions:

What are the potentials and limitations of the authentic communication provided by the Back and Forth book task?

How can the Language and Content approach access and monitor the growth of language and discourse in an integrated way in the case of this classroom activity?

#### D. The Scope and Organization of the Study:

This study is confined to the analysis of one journal. This is the journal of an eleven years old girl who has been writing it in her L2 for three school years. The student is my oldest daughter. Since the analyzed journal is a unique type of journal, called Back and Forth Book, which is based on the active participation of parent(s), my parental involvement has been a complementary factor in the research.

The journal writing task is very simple and regular: at a designated time of each school day the students are provided with thirty minutes to write in their journals which is taken home, read to or with the parent(s). The parent(s) are requested to sign it and make some written comments. I have been observing the journal writing process for the last three years both in the classroom setting and at home.

In the review of the most recent professional publications I will look at journal writing as a possible alternative to obligatory classroom exercise in written language acquisition.

My observations will be presented as a case study of my daughter's journal writing. The emphasis will be on the perspectives of the ESL learner and the parental involvement. The potentials and limitations of the task will be discussed in comparison to other journal writing studies, such as the interactive journals used by the research group

of Kreeft Peyton (1989) and the genre-based approach of Christie (1986).

Among the entries produced in the last three school years 45 were selected from three different parts of the school years (see Appendix A). One week/five consecutive school days in each month of October, February and June were chosen from the school years of 1987/88, 1988/89 and 1989/90. The sampled journal entries are retyped in the original form, mistakes or ungrammatical sentences are not corrected. The analysis of these entries is focusing on the overall pattern of thinking processes and language structures in the B&F book. The Language and Content approach is argued to offer an integrated way of monitoring the growth of language and discourse.

#### E. Limitations of the Study:

The chief limitation of the study is the use of only one journal. The nature of journal writing in general and the B&F book in particular does not allow comparison of a group or a classroom of students. To eliminate it the task of the B&F book is compared to two other types of personal writing published by the research group of Center for Applied Linguistics (Staton 1984, Kreeft Peyton 1989) and in the Study Guide to Writing by France Christie (1986).

#### F. Definition of Terms:

The following terms are frequently used in the study and defined as follows:

English as a Second language student refers to a student whose mother tongue is not English and has yet a minimal command of English.

Journal writing: journal is derived from the French 'jour' for 'day', therefore there is the sense of the journal as a daily or at least regular, writing record kept by the journalist. Journals are chronological, kept in order of time and are dated. 'Journal' can be considered as a non-generic title for the collection of a person's writing.

Dialogue journal writing is a written interaction between teacher and student.

Dialogue journal is a bound note book in which students write regularly, as much as they wish and about anything they wish. The teacher responds to each student entry.

Back and forth book is a unique version of a dialogue journal where the parent is involved as the third participant. Student writes in his or her journal every day, teacher signs it and makes some comments. Parents read it and make comments every day.

Multi-aged or family-grouping class is a group of students from two or three consecutive grades who are working with one teacher. Activities are based not only on

grade-level and age but on child's abilities and interests as well.

Open area is a classroom where the multi-aged class is working with a team of teachers. The average number of students is around fifty.

In the study some of the most frequently used terms will be abbreviated in the following way:

ESL: English as a Second Language

SLA: Second Language Acquisition

L1: first language/mother tongue

L2: second language

B&F book: Back and Forth book

## CHAPTER TWO

### Review of the Literature

#### A. INTRODUCTION

Writing is a demanding task for most of the students either in first or second language setting, though the majority of school literacy activities lack the potential for contributing to students' written language development. Edelsky (1986) examining the problems with these activities emphasizes several distinctions such as distinctions between purposeless, unproductive and useful, productive writing; between assigned and unassigned, spontaneous writing; between in-school and out-of-school writing; between "the real thing" and the artificial simulations of writing; and between being engaged in language practice and real discourse. Edelsky proposes the idea of authentic versus simulated reading and writing and claims that the basis for making the distinction is that "only meaning-making-written-language-text-creating-activity is reading and writing" (Edelsky 1986).

Researchers and practicing teachers are searching for alternatives which may facilitate more authentic writing in our schools. Several proposals appear in recent professional publications. The following three concepts are the most relevant ones for the dialogue journal writing activity.

"Meaning making": to be able to produce authentic writing students have to try to create meaning. If students

are able to work their way through real question with real interest and real intent, then tasks will provide opportunity for critical thinking (Fulwiler 1987).

"The real thing" is to become a writer: the notion of 'being it and doing it beats studying it' helps create more relevant connection between teaching and learning (McGonegal 1987).

"Yes places": uninhibited language use: enjoyable and relaxed activities that encourage students' uninhibited language use to explore their writing ability can bring surprising progress in their language development (Sandler 1987).

## B. BRIEF HISTORY OF DIALOGUE JOURNAL

The story of dialogue journal use in classrooms is "a teacher's craft and art, woven together with recent research methods of discourse analysis within the constructivist framework for viewing the acquisition and use of language as a means of thinking and getting things done in the world" (Staton 1988).

The practice of interactive written conversation goes back to the beginning of teaching and writing itself. However, the first comprehensive studies of interactive written communication used in a classroom was done by a Los Angeles teacher, Leslee Reed in the late 1970s.

Leslee Reed started this practice in the mid-1960's with her sixth grade students in L1, her basic objective was



to carry on a daily written conversation with each of her students. This practice became the subject of a research study with Jana Staton in a second language setting in the school year of 1979/80. The focus of the study was the development of functional communication competence in natural language and mutual understanding between teacher and each individual student. The increased competence in writing was considered as a by-product.

The classroom practice of interactive writing in a journal format was born as a means to help students use writing functionally and to encourage greater personal autonomy. Staton (1983) summarizes its values as follows. It is based upon the agreement between teacher and students to write back and forth in a bound composition book about topics of interest to each of them. The teacher is no longer responsible for thinking up the topics for writing, the dialogue journal has opened up a wide range of academic, interpersonal and personal concerns. The participants are free to use the full range of language functions characteristic of face-to face communications including questions, complaints, promises, denials and apologies, etc. The use of interactive written communication between teacher and students provides a natural way to engage students in reading and writing which does not require commercial materials, diagnostic tests or previous teacher training. This practice works equally well in L1 and L2 setting. The journal ensures a completely individualized

approach for students from Kindergarten to adult education with topics of particular interest of each participant.

The brief history and description of this classroom practice show that the use of dialogue journal was a 'full-blown' classroom event which emerged prior to explicit analysis and theories of researchers. It is not a research-initiated but a teacher-developed process.

Journal writing is an educational practice which has its roots in 'practical theory'. The issue of practical theory, as it is addressed by Morris (1986), represents a special interest to all educators since it captures the importance of the teaching profession which is "aimed at the effective action in the classroom, based on useful, coherent theory" (Morris 1986).

The review of most recent and relevant publications will concentrate around three aspects of journal writing: its relation to curriculum theory, its classroom uses and its implementation for learning.

### C. JOURNAL WRITING: STUDENT-CENTERED CURRICULUM

The use of dialogue journal grows out of an educational practice that is based on the assumption that the best approach for introducing young children or second language learners to written language use is a process which provides the same model in which infants learn to speak (or sign) their native language through interaction with competent adults or other children (Staton 1984).

Jerome S. Bruner in his forward to a recent book on dialogue journal (Staton et al. 1988) addresses the fundamental pedagogical principles of this education practice. He claims that the core of dialogue journal writing is the following premise : "learning is a collaborative venture between a teacher and a students" (Bruner cited in Staton 1988 ). In the focus of teaching language skills there are the development of the mind, the individual's intellectual and emotional evolution. The main objective is that the students are to gain control over and delight with their own thought processes. The fundamental assumption, which follows Lev Vygotsky's proposition, is "that thought takes form in the shape of an internal dialogue, ...thought is internalized dialogue, thoughts and ideas are first acquired by someone externally through dialogue, becomes internalized, and then elaborated into differentiated thought" (Bruner cited in Staton 1988). Based on these thoughts dialogue journal writing in classroom setting is used to encourage learning, and viewed as an aid for students to more effectively digest the materials and knowledge that they are becoming acquainted with.

It is necessary to investigate the relation of dialogue journal writing to curriculum theory. How can this existing educational practice be incorporated in the resent methods of teaching? Meath-Land (1990) in her chapter of "The dialogue journal: reconceiving curriculum and teaching"

discusses dialogue journal in the context of reconceptualist curriculum theory. This theory is rooted in 'the rigorous examination' of 1970s of how teachers come to know their students and fellow teachers through alternative methods of teaching, research and curriculum development. The movement is called "the reconceptualization" in curriculum theory and practice and has been the examination of and reflection on personal, social, and political experience. Meath-Land defines the reconceptualist curriculum as "curriculum beginning with the individual in his or her world. That is, the lives and stories of teachers and students are examined through extensive writing and discussion" (Meath-Lang 1990). Reconceptualist educators argue that such experiences heighten consciousness as well as motivation for students and these stories and discussions can progressively inform and reform educational practice. The tools for such curricular examination have focused on the use of ethnography, critical inquiry, biography, and narrative language. The emphasis is on attentiveness to individuality, voice, and expression.

Dialogue journal writing is an ideal medium for practicing these classroom reforms. It has been used both for reflection and feed back and as a tool to promote fluency and communicative consciousness and as a source for reshaping language curricula.

Calkins (1986) in the book of "The Art of Teaching" devotes a whole section on "How children change as writers

and how we can help extend that growth". The author explores a major issue of curriculum studies which is in close relation with journal writing. She claims that in education two forces mesh: the teacher's teaching and the student's learning. The point of contact comes when we allow our students to teach us how they learn. This knowledge transforms our teaching into a course of study, and our students' learning into the curriculum for that course. To support this theory Calkins refers to the communication pattern between the mother and the newborn child. This is a kind of teaching-learning interaction where it is hard to follow who is initiating and who is following; the action and the response seem all of one piece. Staton (1984) refers to the same process as the most natural and most successful learning process available for human learning.

Calkins claims that to be able to create similar circumstances in literacy learning "the teacher must extend rather than simply teach" and has to have a child-centered approach toward teaching writing. The book introduces some results of a writing project where thirty classroom teachers became researchers in their own classrooms and conducted a small-scaled research study. (See the publication on the "demystification of research on writing by Newkirk and Atwell 1988). The focus of the two-year long, day-to-day observation was the changes in the development of written language of sixteen school children.

Discussing the results of the observations in Grade 3 and 4 writing classes Calkins points out the importance of providing an "external executive function". It is claimed that the extension of student's ability as writer does not happen by giving him or her responses on the work-in-process, but simply by providing him or her with the opportunity to read the emerging text to an audience. This way they can dislodge themselves from endlessly adding on and they begin to re-read, reflect on, and reconsider. This situation enables the students to become readers of their own writing. In higher grades these concrete operations become internalized structures which make writing a means for thinking and re-thinking. A skilled writer in grade five and six will be able to work not only with word at hand but with potential word as well; they can zoom ahead in their minds and then return to organize and arrange.

In the case of dialogue journal writing the task naturally provides this "external executive function". The writer is re-thinking and reflecting on events of interest and is able to re-read the writing to an audience who is genuinely interested. The next school day provides the opportunity for correction or realization of new ideas and techniques.

McGonegal(1987) speculates on the same issue of curriculum development: how to prepare more creative and relevant connection between teaching and learning. Her tool in achieving a child-centered writing curriculum is

"informal journal writing"; she argues that this writing activity seems to aid her students realize: they can be it. The notion in McGonegal's project is well-known to educators:

doing and being it beats studying it. Some subjects such as Social Studies make the realization of this idea easier, in Language Arts teachers, students and parents need to find out and understand new theories and practices. McGonegal concentrates on one main issue: students have to know what it is to be writers. The teacher's responsibility is to show students how to become successful writers by looking around, thinking and then writing down what they think.

In the Theory and Research into Practice series published by ERIC Clearinghouse in 1985 Eileen Tway (1985) presents a similar argument: writing is reading, as writing is intended to be read, if only by the writer. This theory fits in the new approaches in written language acquisition and shows the shift of emphasis, after years of focusing only on reading and ignoring the writing side of the process researchers are exploring again the connection between reading and writing. Tway points out that reading and writing go on almost simultaneously in the classroom, as children seem to enjoy reading what they have written. They read to regain new ideas, read to establish their train of thought, read to edit, and read to share with others. Reading is a way to reconnect with their writing. Reading and writing should be taught together, these two activities

should not be separated in the curriculum. Tway suggests 26 ways, starting with the 26 letters of the alphabet to make the connection between writing and reading. Under the letter J she suggests 'journal' as a classroom practice to develop reading and writing skills.

"Journal is the writer's friend, a place to explore feelings, to record events, to jot down ideas, to make notes about reading discoveries and to write. Journal is a gift for oneself" (Tway 1985).

The use of such a 'gift' in second language classroom where the cultural and linguistic background of students are diverse, can facilitate meaningful written language use more than any other commercial materials.

Staton (1983) summarizes the necessary conditions for developing writing and reading competence successfully as follows:

- a natural way to engage students in reading and writing, similar to the conditions in oral language acquisition;
- no commercial materials and diagnostic tests which may be culturally biased
- the teaching process should be suitable for students from Kindergarten to adult education, completely individualized with topics of particular interest to each student
- it should work equally well with L1 and L2.

She claims that dialogue journal provides these conditions, it facilitates functional interactive



communication between teacher and student about self-generated topics.

#### D. USE OF JOURNAL WRITING IN THE CLASSROOM

The value of journal writing is in its open-ended practice. Teachers can adapt it for a wide range of situations in their classrooms. This practice is linked to an emerging new role in educational research, in which the emphasis is on teachers who are acting as observers, learners and teachers at the same time in their classrooms. The editors of "Understanding Writing: Ways of Observing, Learning and Teaching K-8" ( Newkirk and Atwell 1988) claim that there is a need to demystify research in writing and propose that writing should be studied as it occurs in natural setting.

The chapter by Sinclair-Durst (1988) reports a year long writing project in Grade 1 where the teacher attempts to provide a natural setting for the acquisition of written language. The main educational aim is to build a link between the young children's in-school lives and out-school lives, hence to create a relevant teaching situation. The task is "to help" an abandoned stuffed teddy bear write his journal. Each day a student takes the bear and his journal home and writes about the adventures of the sleep-over which will be read next day in class. It is a natural, relaxed and enjoyable experience for the six-year olds. The students can approach writing in any way they wish, e.g.: drawing and

writing, dictating to parents. The main purpose of the project is to help students find their own voice and enjoy writing and meaning making. As a by-product the teacher is able to provide a link between school and home, to extend writing curriculum into the student's home and culture and to involve the participation of the parents and at last but not at least to build a bridge between talk, play and write.

Another project about unassessed journal writing is reported by Nancy Martin (1983). In her book of "Mostly About Writing" she examines new directions for writing based on two fundamental aspects: one is the context of writing, the other is the significance of self-directed writing in the development of general writing ability. Her assumption, similar to the other cited researchers', is that school writing generally gives few opportunities for students to reflect upon their own learning, to think about thinking, and to learn about themselves. Investigating models, contexts, and intentions in written language acquisition she came across a project in a Western Australian high-school which aimed to develop talk and personal writing as a means of learning in all subjects. The participants: teachers and students believed that learners should understand and participate in the accomplishment of the school's educational aims. To be able to achieve this students need the opportunity to reflect orally and in writing on their own learning. One of the forms of writing which offers most scope for reflection is journal writing. With the use of

unassessed journal writing the teachers were able to create an environment in which reading and writing and discussion of ideas of equal interest to all participants became the part of the teaching and learning process.

Martin's study introduces a project with objectives and aims very similar to my daughter's Back and Forth book project. Due to the difference in age and numbers, the Australian project seems to be more planned and coordinated, although it misses the unique component of parental involvement.

The broadest review of journal writing in educational setting is provided in Toby Fulwiler's book:

The Journal Book (1987). Journals are seen in every situation and from every angle as the contributing authors, mostly practicing teachers tell the reader "how and when they have found out that journal keeping could set students thinking" (Fulwiler 1987). The reported journals are 'yes' places where students learn to think not by doing exercises in critical thinking textbooks, but by working their way through real questions, with real intent, and real interest. Fulwiler calls the journal "mind and feeling opener" which is very much needed in schools where, in his words, "minds and bodies are to be controlled, where young people are not only safe from physical violence but from the sweet violence of thinking". The collected articles in The Journal Book (Fulwiler 1987) demonstrate how students may

learn to write and write to learn in ways that constitute thinking in a productive sense.

Karen Wiles Sandler (1987), one of the contributors of *The Journal Book* uses journals in foreign language classroom for "writing as discovery".

She is addressing a well-known dilemma of language teachers: in her chapter of "Letting them write when they can't even talk" published in *Fulwiler's Journal Book*. First she describes the silence every foreign language teacher dreads "which interrupts the free flow of conversation and tells you that your students are decoding again. They are taking apart your question, separating them into translatable chunks, putting the chunks into their mother tongue, processing the meaning (if there is any left), and then translating their answer back into foreign language by the same method. And all the while, conversation is frozen, spontaneity fizzles and thought is constricted by grammar rules, fear, conservatism, self-consciousness. It is a miserable feeling and it happens too often" (Sandler 1987).

Sandler advocates writing to bypass the decoding phase: she lets her students write when they can't even talk. She uses non-graded, creative, exploratory writing exercises to free her students from their fears, to learn to use language as a key or a tool for discovery. She claims that even at the most elementary levels this type of writing (journals, free compositions), that encourage students' uninhibited language use to explore their thought, can bring surprising

progress in language learning. The emphasis is on encouragement, the teacher helps students to overcome the psychological barriers which hinder free flow communication in the language classroom. Ungraded, self-expressive activities used as an alternate mode to everyday drill and practices offer a kind of encouragement needed to inspire students to play with the new language in a non-threatening situation.

Sandler looks at "one of the most delightful elements of journal writing: mistake-making". She points out that mistakes are inevitable by-products of this writing: as students are stretching their linguistic abilities to the limit, there is horrendous damage to the structure of the language under study. But with the teacher's suggestions for alternatives and with the student's motivation to learn an appropriate way to communicate and express an important thought, students become to depend on the language for self-expression.

Journal writing in foreign language classrooms provides the opportunity for meaning making. Students can develop a fuller sense of adventure with language, a more confident approach to self-expression and ultimately a willingness to see language as a critical tool to ordering and managing the student's world, the world of the second language and culture.

Sarah Hudelson draws a similar conclusion in her 1984 TESOL article: "ESL learners can (and should) write before

they have complete control over the oral and written systems of the language. Second language acquirers' written products reflect their language development at a given point in time. As learners gain more control over the language their writing will reflect this development" (Hudelson 1984).

As a closing remark on the use of journal writing in the classroom one guide book for L1 learners is to be mentioned. The Northwest Regional Educational Laboratory, Portland, Oregon issued this Student's Guide(1977) which offers some practical suggestions to teachers and students on how to start journal writing in the classroom. The aim is to provide a general guideline in planning, accomplishing and evaluating journal writing. The book emphasizes that the journal should reflect those moments in school- and home-life that are personal and/or have special meaning for the writer, those experiences from which the writer draws some understanding about him/herself and his/her world. A journal should be a place to express and reflect on what the student does, feels and thinks. The actual writing process should be relaxed and enjoyable, students do not need to worry about style or correctness. The essence of this type of journal writing is not to list daily events or activities, but to put them in context of thinking and feeling and to evaluate them. As a result of such a regular writing activity educators expect the following: the students' writing ability will improve simply because of the regular practice; their ability to understand the world and their experiences

will also deepen from the regular act of reflecting in writing about what is happening to them. The authors of this student-guide claim that there is one person a student should really need to know well in this world: him/herself.

The journal can be the most exciting teacher a student will ever encounter. Writing about oneself is one way to grow in knowing oneself, to become more aware of one's learning, goals, and needs.

An important aspect of journal writing is the response the writer can get. The correspondent will share in this writing experience, will respond and help communicate. The main goal is to create interaction between two partners who are interested in each other's thoughts and who try to understand not only themselves but the other as well.

The student guide is written for regular classroom setting but the issues of self-awareness, self-esteem and open communication between educators and students are also valid in an ESL setting. The opportunity for 'sharing' thoughts and ideas are especially important for a language and culturally diverse classroom.

#### E. IMPLICATIONS FOR LEARNING RELATED TO CLASSROOM JOURNAL WRITING

Jana Staton, one of the first researchers who discovered journal writing for ESL students, claims that dialogue journals provide a most extraordinary picture of the educational process. There is no other way available for

researchers and teachers which would enable them to look at "the heart of education: the real dialogue which occurs between teacher and student" (Staton, 1988).

This recorded communication provides an insight into the personal, intentional interactions which compose a school day. Staton emphasizes social interaction which is essential for human learning. She draws our attention to the unique possibility of journal writing to consider learner and teacher as the representatives of "personal universes, unknown reservoirs of experience, ideas, feeling, and beliefs...waiting to be known and to know through communication". This opportunity to share makes dialogue journal writing an important tool for establishing communication in a language and culturally diverse classroom. Staton claims that "the knowledge and learning we value as uniquely human are acquired only as the child enters into social interaction with more experienced members of the culture" (Staton 1988). This interaction is even more important for an ESL child who does not only need the input of a competent native speaker but is in desperate need for non-threatening, facilitative ways of language use where he or she is an equal partner in the communication. Dialogue journal writing is a tool which makes education more personalized and individualized. Studying the thoughts, feelings and concerns of the teacher and the learners in interaction we will gain a broader knowledge of the learning process.



Dialogue journal writing puts the emphasis on the child's learning and it is argued that the learning process is the most needed context for teaching.

## CHAPTER THREE

### Case study

The case study reported in this chapter is divided into three parts. In the first part the subject of the study is introduced. The emphasis is on the individual differences in the learning process and the issue of schooling in a second language. The second part deals with the potentials and limitations of a classroom exercise; the task of the Back and Forth book is introduced. In the last part the argument of the thesis is presented: the multi-potential, authentic task of the B&F book does not produce satisfactory student writing. To find some explanation for the inconsistency of the task, the conditions are examined. Looking at the language development two approaches to teaching writing are discussed in a pilot study, and some possible ways of analyzing the collected data are highlighted.

## I. INTRODUCTION

### A. THE QUESTION OF LANGUAGE USE

The subject of the case study is an 11-year old girl, named Janka. She is my oldest daughter, she has two younger siblings, a sister and a brother. Our family arrived at Vancouver in November 1986. The purpose of our stay has been post-graduate education; my husband is a medical doctor, I am a high-school teacher, both of us are enrolled at the University of British Columbia.

Prior to our arrival none of the children had received any second language education, their mother tongue was Hungarian. Examining the issue of language use in the family it is considered valuable to look at the most frequently used terms in connection with SLA.

Stern (1983) classifies the terms under two main groups: L1 and L2, on the bases of subjective relationship between a language and an individual. The term L1 indicates that a person acquired the language in infancy and early childhood (first and native language) generally within the family. The concept of L2 has a dual function: it indicates that L2 is acquired after the person has already acquired a L1 and that the L2 is acquired on a lower level of proficiency in comparison to L1 (L2 is the weaker, the second language). Consequently, native language is used for the language of early childhood acquisition, whereas primary language indicates the language of dominant or preferred use.

Comparing L1 and L2 the principal issues are personally felt level of proficiency and the manner of acquisition; these two normally coincide but it is not always the norm, as the use of languages indicates it in our family. For the first half a year following our arrival Hungarian was our children's L1 and the primary language used for every day communication at home. There were some tentative attempts to use English as the primary language but the children showed strong dislike and resistance to use a foreign language at home. As the months passed and they gained more and more confidence in using English, Hungarian became the parents' language and the children started to use English at home. Following Stern's arguments Hungarian remained their native language, but English became the primary language.

There is an interesting phenomenon in this situation: the choice of language. How did our young children decide which language to choose? Since both parents are bilingual it has been always optional how to address us; either in English or Hungarian the communication has been free-flow. Obviously, at the beginning it was the children's English proficiency level which determined the language they were going to use, but with their development of basic interpersonal communication skills (BICS Cummins 1984) the choice was based on different criteria. Stern, regarding the question of bilingualism, claims that "equal command in two languages is extremely rare... the command is not balanced...it displays a certain dominance of

configuration depending on such factors as preference in one or the other language for receptive or productive use, written or spoken form, different degrees of formality and for particular domains of verbal use". He concludes his argument stating that there is no way to draw a demarcation line between knowing two languages and being bilingual.

My assumption based on long term observations is concurrent with Stern's argument. The choice of language to use, (L1 or L2), always depends on the actual context of the situation and determined by the above mentioned factors.

Here is an example: the earliest successful use of English at home was always related to schooling; as soon as paper and pencil were involved, English became the language of communication since the language of schooling was the strongest domain at the early stage of my children's SLA..

Those conversations which are related to emotions and feelings have been conducted in Hungarian and I assume our children will always use their mother tongue for expressing "real feelings".

## B. LEARNING IN A SECOND LANGUAGE

The following table (Table A) is to provide some basic information on the process of second language acquisition of the subject.

Table 1  
Information on the Subject's Process of Second Language  
Acquisition

LEARNER	CHRONO- LOGICAL AGE	AGE AT ARRIVAL	LENGTH OF RESIDENCY IN CANADA	EXPOSED TO ENGLISH	SCHOOLING IN	
					L1	L2
Janka (female)	11 years	7 years 3 month	3 years 8 months	3 years 8 months	3yrs pre- school Grade 1 1985/8	Grade 2 1986/87 Grade 3 1987/88 Grade 4 1988/89 Grade 5 1989/90

When Janka started to attend school in Canada she was not labelled as an ESL student. She was younger than nine therefore she was enrolled in a regular classroom. It was up to the classroom teacher and the principal how to deal with her language problems. The solution was to put her into a lower grade, she had to attend Grade 1 once more, this time

in L2 and was given the chance to work herself up to her peers' grade level by the Spring break. This policy, which was quite wide-spread at that time, created a vacuum situation for the young student. The content materials in the lower grade were not challenging enough even if the instruction was in a foreign language. The peer pressure in the classroom was not strong enough either to motivate the learner. The learning situation was "sheltered" but resulted in isolation. This educational setting and her learning style (originated in a traditionally structured school system in Hungary) resulted in an characteristic approach to second language learning. She considered English as an other subject matter which had to be learned in order to achieve higher academic skills and good grades. At the earliest stage of her SLA this approach to language learning and learning in general resulted in a much weaker ability to communicate in L2 and a relatively high cognitive/academic proficiency level.

### C. SCHOOLING IN A SECOND LANGUAGE

Researchers and classroom teachers are both aware of the many difficulties second language learners have to face entering their classrooms every day.

The subject of this study, one of the 48% of student population of the Vancouver School board (Ashworth 1989), every morning has to switch from home language to school language which involves a great amount of changes in

personality. School systems, values and judgments regarding academic achievement vary from one country to the other. The aspects of every day human relationships may be so different from the student's home country that most of the new-comer children feel overwhelmed by the amount of information to absorb. The studies and books of Mary Ashworth represent the wide range of perspectives from "The Forces Which Shaped Them" (1979) to the "Blessed With Bilingual Brain" (1988) and illustrate the numerous angles which the problems of ESL students can be and have to be examined from. As a foreign language teacher, a second language speaker, and a mother of three second language learners I feel privileged to be able to follow this interesting learning process. One of the main objectives of the present study is to share my insights into this process and help understand its many contradictions.

When our family as New Canadians arrived at our new country the school was the first and most apparent bridge to the new language, society and culture. According to our experience it is the school and the teacher who are able to start to build bridges over the gap between the mother country and the new country. Through our children's schooling experience the family has been learning together how to become equal participants of the new society. Education in second language must be considered the most successful language learning process.

Yet, research has shown some contradictory findings, and my long-term observations of my three elementary school-aged ESL children also correspond with these results. First of all participating in unmodified content area classes does not mean automatic success in second language acquisition. As research shows "...there remain some unsound practices in parts of our educational system which fail to provide Immigrant children with equality of opportunity, let alone equality of outcome" (Ashworth 1988).

The large-scale studies of James Cummins indicate that, while fluency in social conversation is an important achievement in second language learning, it is academic language use which is critical for being successful in school setting. In the re-analysis of the Toronto Survey Cummins (1984) states that: "immigrant students require, on the average, 5-7 years to approach grade norms in L2 academic skills, yet show peer-appropriate L2 conversational skills within about two years of arrival". The findings suggest that "conversational and academic aspects of language proficiency need to be distinguished".

According to my observations these two language skills, i.e.: BICS and CALP, at the beginning phase of SLA may even "work" against each other. As the basic communication skills of my children started to improve their teachers tended to forget about the students' ESL background and left them alone "to struggle with the rigors of academic



material and the difficulty of learning to comprehend text in English" (Gunderson 1985).

My observations concur with the research findings of Margaret Early (1990), in her recent article she points out that serious consideration needs to be given to the conflict between the researchers' understanding of ESL students' needs and the teaching practices of most content teachers. The Vancouver School Board having recognized the need of ESL students to develop their language proficiency and increase their academic achievement has initiated a large-scale project based on Mohan's (1986) integrative language and content learning across the curriculum approach. The major objective of this project is to investigate the means by which content teaching and language teaching can be coordinated, and ESL students can increase both their language proficiency and academic achievement.

The present study is based on Mohan's knowledge framework and the "Integrating Language and Content Instruction K-12: An E.S.L. Resource book (Early et al. 1986). This approach is used in the analysis of the three-year long journal writing project which is presented in Chapter Four.

A short narration is provided in the next section to capture the context of this unique educational practice from the perspectives of an ESL student and her family.

## II. THE TASK

### A. JOURNAL WRITING IN L2: THE POTENTIALS

Janka started to write her dialogue journal in Grade 3, at the age of nine, in her second school year in Canada. This type of journal writing can be considered as a unique educational practice and is called Back and Forth book. The main objective of the activity was to create an open communication channel between home and school with the help of a note-book which goes back and forth every day. The success of this activity depended on the cooperation of teacher, students and parents and was based on the assumptions that

- 1) it would facilitate genuine communication for both L1 and L2 learners in a written form and
- 2) it would help teacher and parents monitor the adjustment of children to school life in general and
- 3) it would give opportunity for self-expression in a more creative form.

It was considered an important activity for the second language learners. My interest in this activity originated from the assumption that the book would provide insight for the student, the teacher and parents about schooling in a second language: what the learner is able to acquire, how he or she is feeling about the learning process, both content matters and the second language, and how he or she is able to communicate about it in the second language.

The existing triangle of the participants provides a genuine communication where, beside the routine recount of events, i.e.: the student's school day, there is interest and intent to share feeling and discuss attitude toward schooling.

This type of dialogue journal writing facilitates not only open face-to-face communication (Staton 1983) on the target/second language in a non-threatening natural atmosphere, but goes beyond language use and fosters more complex learning : learning about oneself, about the learning process and about schooling in general.

In the B&F book the student is not only encouraged to write about the school day (Sequence), since two of the participants live through the events (i.e.: student and teacher) but is supposed to reflect on the events (Evaluation) as well. The fundamental purpose of the journal as a "yes place" (Sandler 1987) is, beside giving the student opportunity to think over the events ( Reed 1988 and Fulwiler 1987), to evaluate and reflect upon these events. The teacher's interest is to find out the learner's perspectives of the learning process. The student's objective is to think through the events and to understand his or her place in them. The parent's objective is to gain information about the school events and about the ways how the child is dealing with and feels about them.

This complex communication triangle provides an ideal situation for the second language learner-child and for the

second language learner-parent. It occurs in a natural setting, participants are communicating on their own language level, are given the inputs of a native speaker and may address any topic of common interest.

The most valuable component of the B&F book activity is that language learning takes place through language socialization. The ESL student, like the young L1 learner, takes part in socialization as a "novice of expected ways of thinking, feeling, and acting." "...children acquire a world view as they acquire a language" (Ochs 1986). Given the opportunity to discuss school with the teacher and parent in second language the learner is participating in language socialization. He or she is "learning about and expressing what one must say, know, value and do in order to participate in the sociocultural situations of the society" (Ochs 1986).

It is beyond question that for an ESL learner the school is the most important, and sometimes the only place where interactions with native speakers are provided regularly.

Contrasting language learning and language socialization it indicates that whereas language learning involves the learning of rules and the use of the language, language socialization is learning the language and the culture. Language socialization involves communication (use of language) in a context of an experience or action and understanding of cultural knowledge. The B&F book is communication in the context of every day school events

through which the ESL student is learning the language and the culture in an integrated form.

Summarizing the above stated I argue that the Back and Forth book writing activity is an authentic writing task. It has the potential to foster natural flow of communication among three participants who are genuinely interested in the communication and are provided with the possibility to address any topic of interest at any given level of language proficiency.

#### B. JANKA'S BACK AND FORTH BOOK: THE LIMITATIONS

This part of the case study is focusing on the student's perspectives and on the actual process of how the B&F book task was realized.

The inconsistency of the task justifies my study: the above presented introduction of the B&F book claims that the task is a potentially authentic writing activity. And yet my three-year long observation of this activity suggests that the product of the task is less than satisfactory. My question is: "What went wrong in the case of Janka's B&F book?" In order to gain some explanation for the weak realization of the task I examine the B&F book activity from the following perspectives.

1. Goals: The B&F book activity was introduced at Janka's school with the purpose of improving communication between school and home. Teachers and parents agreed upon the

necessity of an on-going message system which would help inform parents and teachers regarding every day activities at school and at home.

The educational practice of family grouping, multi-aged classrooms, and split grades were new to most of the students and their parents, and due to the fluctuation of student population in each September the staff considered it necessary to look at alternative means of communication.

Four classroom teachers decided to use a type of a journal writing activity. The journals were taken home every day to provide a communication channel between school and home; "Back and Forth book": the name of this bound copy book speaks for the activity. The intention of the involved teachers and parents was to share ideas and concerns with each other and with the students daily.

2. Role of the participants: the success of the activity was very much dependent on the active participation of both teachers and parents.

The students "spirited" participation was guaranteed by the given nature of the activity: the last thirty minutes long session of each school day, supervised by the classroom teacher was assigned to B&F book writing. It was a regular, scheduled school task, which had to be completed within a certain time, in an agreed way.

Students were expected to narrate and comment on any school event; they were encouraged to address issues which concerned them .

The role of the two adult-participants was less structured and definite. At the beginning stage of this classroom practice teachers tried to devote as much time to answering or commenting on each journal entry as possible. But soon it turned out to be an unfeasible task. They had to read and comment on about thirty half-a-page long journal entries every school day. By mid-November of 1987, the first school year of the B&F book activity, the teacher's role narrowed down to a quick check mark and a signature at the end of each entry. They read the students' writing while the students were still working on it.

Most of the involved parents followed this activity with great interest but very few of them took actual time to sit down and write in the B&F book; conversation about school tended to be less structured. The parents took up the same habit of signing the entries rejecting any lengthy written comment.

3. Activity: the actual classroom activity was potentially a valuable part of the school day. The importance of journal writing was already alluded to in the first section of this chapter. Examining the weakness of this particular B&F book activity, I argue that the preparation and planning on the teacher's side were not satisfactory.

This educational practice needs a long term commitment, publications in the dialogue journal studies by Leslee Reed and Jana Staton (1984, 1988) and Kreeft Peyton (1989) indicate that journal writing will contribute to written language development if the learner and the teacher are equally committed. Continuity, awareness of individual needs and intention of conducting genuine communication are essential in the success of the B&F book.

In the case of Janka's B&F book the activity was the result of a good intention but lacked the necessary planning and commitment; soon the B&F book became another obligatory classroom activity which was seen as just another piece of paper to fill in and another thirty minutes to spend. The task was set up but the teachers never felt the need to monitor the actual writing. Occasionally there were some attempts to make the writing a bit more colorful but the instruction was restricted to grammar problems and choice of word.

4. Input: having examined the task from the above stated perspectives it is assumed that none of the participants used the B&F book to its full potential.

The teachers lacked the necessary theoretical background for planning the activity. Due to the amount of time and energy the task would have taken they soon narrowed down their participation to supervision and occasional checking.



Doing so they sold their students short: they deprived them from the input of a native speaker, and the possibility of interaction (Christie 1986))

The parents also carry a major responsibility in neglecting the B&F book. "Cross-cultural research shows that, on the average, the home has about twice as much impact as the school on students' academic, social, and personal growth" (Beery 1982). In the practice of the B&F books parents were provided with the opportunity to monitor and to interact with their children's every school life. My observations show that the majority of the parents did not take this opportunity and refused the offered partnership in their children's education.

Summarizing the context of Janka's B&F book writing I argue that the authentic task of journal writing was assumed to function on its own and to produce automatic development in language and discourse. The task was not set up in a satisfactory way, therefore the product was not satisfactory either.

The students followed the routine of the task and realized it on the minimum level of expectation: they reported some events of the school day, but never challenged themselves, they wrote in a simple style and format which was the easiest for them to realize.

### C. THE PRODUCT:

The three years long observation and my parental involvement provide evidence to argue that the potentially authentic communication in the B&F book did not result the development of language and discourse. To support this argument I conducted a pilot study to examine some possible ways of analyzing the collected data. Three approaches were selected in order to establish the problem with the product of the three years long journal writing activity.

First I was looking at the B&F book entries as a product of a certain genre and followed the analysis of Francis Christie (1986). This analysis is published by an Australian research group, working with the genre-based approach to teaching writing. The assumption of this approach is that it is necessary to teach students "... how to behave in language...to become successful in interpreting the context of culture. Successful participation in a culture is dependent upon learning the appropriate ways of working and dealing with experience or of meaning making." It is claimed that genres are ordered ways of undertaking and dealing with experience or of meaning making (Christie 1986).

Applying this approach to the Back and Forth book activity the Observation genre appears to be the most suitable one; this genre is used the most frequently where people are talking about and dealing with personal

experience. It offers the reader some simple reconstruction of the experience, and in its complete, mature form it also offers some sense of the writer's evaluation of the significance of the experience.

The analysis of a text, which is assumed to be an example of a genre, looks at the schematic structure, and some principal linguistic features, such as the register (Field, Mode, and Tenor), and the transitivity (choice of verb).

Using the Study Guide of Christie *et al.* (1986) my objective was to measure and evaluate development of genre writing within the observed period. Three entries from the three school years were randomly selected and analyzed. The analysis is presented in Appendix C-I., II. and III.

My assumption was that the comparison of the three entries would show strong difference in the use of the Orientation genre. It would show development in language, maturation in the use of a certain genre.

My findings: comparing the three texts the most recognizable difference is in their schematic structures. According to Christie the complete and mature Observation genre involves not only Event and Comment elements, but Description and Orientation elements as well. From this point of view the three texts rank from a less mature to a full, complete genre. Although all of the three texts have the required elements of the Observation genre, the Comment

element is always the important part, for it is through this that the writer indicates the significance of the matters.

Text 1.2.5. involves three different events, but only one Orientation and one Comment. The simplicity of the comment may also suggest a less mature form.

Text 2.2.1. has a unique structure: there are eight Events involved but only three of these are written up as Events, the other five are introduced in the Orientation parts which are immediately followed by the Comments. The reader has a sense of the writer rushing through the school day without spending too much time on narrating each event; the structure suggests that the introduction of events are considered more important than commenting them.

Text 3.2.5. shows a more mature structure, fewer Events are introduced and more time is spent on commenting.

Looking at the principal linguistic elements in which the various patterns of Observation genre are realized we can set up a similar ranking: from a less mature realization toward a more complete one. Orientation is correctly created through the use of items that place the reader in some sense of time or place. The development is noticeable in the use of these items: Text 1.2.5. uses "today" and "then" to indicate time. Text 2.2.1. is more specific in indicating the subject matter areas. Text 3.2.5. goes back to use "today", but in the second Orientation it gives a Description to clarify time and place.

Events are realized through material processes, among the texts Text 2.2.1. produces the most material processes, this entry is far more detailed than the other two. The mature form of Comment is realized through relational and mental processes, associated with items that build expression of evaluation. However, the analyzed texts use the required processes, they suggest a less complete form of evaluation.

Description is involved in a fewer number, but is correctly realized through relational processes.

The Register in Observation genre: the field of this genre is always some aspects of the writer's personal experience, in the case of the selected texts it is some important events of the school day about which the writer wants to share some information. The tenor is personal and friendly, the writer adopts a relationship of equality with the audience. This is also acceptable in the case of B&F book, the students are writing for their parents. The mode of Observation genre is constitutive of the activity: the texts from the B&F book were written at the end of each school day to reflect on the events.

We can summarize this discussion thus:  
from the perspectives of the genre-based approach to teaching writing the analyzed texts from the B&F book are acceptable representations of the Observation genre. The schematic structures and the choice of linguistic items are sufficient, through them the genre is realized in a

satisfactory form. The comparison of the three texts suggests some maturation in the use of the genre.

The second approach was used by a research group of the Center for Applied Linguistics, Washington D.C. and was published in a paper by Kreeft Peyton and Seyoum (1989). This paper examines the effect of teacher strategies on students' interactive writing. The authors claim that dialogue journal writing promotes the writing of development of limited English proficient students. It is a kind of "written interaction between teacher and student which gives students the opportunity to write about topics of their choice, to focus primarily on meaning... rather than form, and to write to an audience who is known and who responds to their ideas, rather than evaluating what they have said or how they have said it." (Kreeft Peyton and Seyoum 1989).

Comparing the objectives of the B&F book and the above introduced dialogue journal writing I argue that the two tasks are very similar, the only difference occurs in the question of dialogue. However, the initial purpose of the B&F book was to foster this type of written communication, the conditions which were discussed earlier, did not make it feasible. In my pilot study I decided to apply this approach to measure the development of the subject's English proficiency level within the examined period.

This approach examined the amount the students wrote, as measured by the number of words, and the sentence-level complexity of the writing as measured by the number of T-

unit as an index of growth in syntactic maturity of school children's writing. The authors claim that this method provides a conventional measure widely used in L1 and L2 acquisition and has been shown to correlate with linguistic and maturational development.

Examining this approach from the perspectives of the B&F book my assumption was that the method would show evidence of linguistic and maturational development, in other words examining the amount and the complexity of writing in the case of the B&F book would prove growth in language. The coauthors of the article claim that the syntactic complexity of the students' writing vary according to the students' level of English proficiency.

As the data have been collected in a three years long period my assumption is that the proficiency level of the subject will vary from one year to the other, therefore this measure will highlight a tendency of development. The other part of the argument is that presenting this approach there will be no evidence of the limitation of the task itself, since it measures the writing in sentence level and does not provide any other information.

My findings are presented in Appendix D-I. and II. The numbers show the syntactic complexity of the student's writing. Following the argument published in the Kreeft Peyton article Janka belongs to the mid-proficiency group by this measure (a mean of 8.3 words per T-unit, equivalent to

what Hunt (cited in Kreeft 1989) found for fourth grade students).

Comparing the results from the three school years (Table 6) there is no evidence of significant language growth. The numbers suggest that her language development was more or less stagnant within the examined period. However, my observations and the teachers' evaluations and report cards disagree with this tendency and indicate a more dramatic development in her language. My assumption was that despite of the limitations of the task her writing would reflect a higher level of English proficiency.

Looking at the more detailed results of Table 6 there is a tendency which indicates that the syntactic complexity of the student's writing seem to vary according to the topics rather than her developmental stage. Whenever the writer is more concerned about the topic (i.e.: there are fewer topics mentioned in one entry), the writing seems more complex (i.e.: higher mean words per T-unit). This finding highlights the major limitation of the task, without real interaction the students are left alone, locked into a routine, dependent upon their own judgment.

Summarizing the pilot study I state that my findings indicate a certain degree of development: the genre-based approach to teaching writing showed a development in the use of the Observation genre. The approach which examined the amount and the sentence-level complexity suggested that linguistic and maturational development was not reflected in



the B&F book, the complexity of the writing varied according to the topic.

My argument is that both approaches look at the product of the writing activity as the realization in linguistic system, therefore these approaches can not provide basis for my analysis which is aiming at a more complex and broader picture. My objective is to find an approach which ascertains the researcher to examine the product of the task in an integrated way for monitoring the growth in language and in content.

Chapter Four presents the data analysis based on the Language and Content approach.

To justify my selection of analysis the following reasons have to be highlighted. The Language and Content (Mohan 1986) approach looks at the student writing of the Back and Forth book as the outcome of a discourse task. Each school day, the writer is writing about in the book is a concrete experience, an Activity which contains Action Situation and Background Knowledge. When the writer writes about her experience she primarily retells the Action, describing it, putting the events in chronological order, and mentioning certain choices which may alter the events. In order to be able to make generalizations, express rules, and make comments, and justify choices, the writer relies on her theoretical knowledge.

Applying the Knowledge Framework I concentrate on the thinking processes expressed by given language structures in

the writing, in doing so my objective is to establish the overall pattern of thinking processes of the B&F book.

Obtaining the pattern of the task I will be able to evaluate not only the writing, (i.e.: the use of language structures) but in an integrated way I can examine the development of the content, (i.e.: the development of the discourse task).

## CHAPTER FOUR

### Analysis

#### A. INTRODUCTION

The focus and the main objective of the analysis are stated below.

1.) Which thinking processes do occur the most frequently in the analyzed data?

2.) What is the percentage of their occurrence in the analyzed three periods of each year, and in the three examined years?

The analysis was completed in order to distinguish the most frequently used thinking processes in each period, and to establish the overall characteristic pattern of the Back and Forth book activity. The results of the qualitative analysis will provide basis for the argument of the present study: the application of Mohan's knowledge structures can provide a systematic and integrated way of analyzing, evaluating and monitoring student tasks in written language acquisition. This approach will not only state the degree of development in language but will give a broader picture of the growth in content.

The forty five journal entries were written over a period of three consecutive school years. In each year three one-week long periods were chosen from the beginning (October), the middle (January/February), and the end (May)

of the school year; the data is considered to represent a wide overall picture of the year-long activity.

In the analysis, based on Mohan's approach each entry was considered as the outcome of a discourse task: student is writing in a given situation for a given audience about some given events. The B&F book provides a unique discourse task. Primarily it is students writing about events which are chronologically connected. Secondly they are reflecting on these events. As "by-products" occasional reasoning, predicting, and problem solving may appear in the journals. The discourse task of B&F book writing is examined as an Activity which is composed of Action Situation and Background Knowledge.

The main structures of knowledge in the Action Situation are Description, Sequence, and Choice. The structures of Background Knowledge are Classification, Principles, and Evaluation.

## B. THE MODEL

In the analysis my two major sources were Mohan's Language and Content (1986) and the 1986. ESL Resource book (Early et al. 1986). The following concepts need to be highlighted before the analysis is presented.

To explore the knowledge structures in any analyzed material Mohan suggests the following set of questions and claims that "essentially, the knowledge structure of a topic

is reflected in the questions people ask about it" (Mohan 1986).

Specific, practical aspects:

Description: who, what, where? What persons, materials equipment, items, setting?

Sequence: what happens? What happens next? What is the plot? What are the processes, the procedures, or the routines?

Choice: what are the choices, conflicts, alternatives, dilemmas, decisions?

General theoretical aspects:

Classification: what concepts apply? How are they related to each other?

Principles: what principles are there?  
(Cause-effect, means-end, methods, and techniques, rules, norms, strategies).

Evaluation: what values and standards are appropriate? what counts as good or bad? what are the typical reasons for choosing one object or course of action over another? what are usual aims and goals?

In the "Integrating Language and Content Instruction K-12: An E.S.L. Resource Book" a table is presented which shows the thinking processes of each knowledge structure. These thinking processes are matched with specific language structures. The basic assumption of this approach is that the second language learner learning new content material and

the language to understand and express these materials needs to connect meanings with expression. The approach helps teacher and student "to model the required linguistic structures in a context where the connections between meanings and expressions are clear" (Early 1986).

The integration of content and language teaching is aiming at teaching thinking skills together with the language structures which are then transferable to other areas of learning. The Resource book provides guideline for planning content materials for E.S.L learners in an way which integrates subject matter knowledge, thinking and language skills. The aim of the designed activities is not just to provide communicative practice for the students, or merely to do content area activities; "the aim is much more far-reaching....(it) is to develop the students' cognitive language so that they can use English for learning across the curriculum" (Early et al. 1986).

The present study extends the possible implications of this approach. The presented analysis is to provide an example for practising classroom teachers how to use Mohan's framework in analyzing student writing. The objective is to show how the knowledge structures manifest in an ESL student writing and to suggest some ways of implementing the framework in the planning stage, the teaching and evaluation of journal writing activities.

Each entry was analyzed on the bases of Mohan's integrated approach, with the application of the above cited

questions to explore the knowledge structures of the writing and with Table VI from the Resource Book to match up the language structures with the thinking processes.

The table itself and a draft version of it are included in Appendix E.

### C. ASSUMPTIONS :

The B&F book activity is to foster narration, report and chronologically ordering of school events. The primary knowledge structure of the activity is Sequence.

The most frequently used thinking processes are Report, Narrating, Noting a Process.

Considering the nature of B&F book, (i.e.: "communication triangle": daily feedback from teacher and presumed parental participation) it is assumed that the writer will reflect on the recorded events, therefore the knowledge structure of Evaluation will be present, however, in a smaller percentage.

The routine-like practice of B&K book also provides the writer with the possibly of "zooming ahead in time" (Calkin 1986), it is assumed that occasional predictions will be made. Based on the findings of Staab (1986) who argues that the language function of Reasoning/Forecasting is considered an important function of the subject's age-group and is emphasized within the elementary school curriculum, the knowledge structure of Principles will be expressed in several journal entries.

Looking at the developmental stage of the writer some descriptive parts are also assumed to be present in the journal, which may reflect the writer's awareness of the reading audience (McCutchen 1988).



## CHAPTER FIVE

### Results

#### A.THINKING SKILLS AND LANGUAGE ITEMS

See the Appendix B for the detailed analysis

#### B.FREQUENCY COUNT

The following Tables 2,3,and 4 contain the results of frequency count of each knowledge structure.

Counts were conducted in each 5-day long period of each three-week long period of each year. Texts are named after the number of the year, the week, and the day of writing, e.g: the text from year 1 week 1 day 1 is Text 1.1.1..

The collected data (Appendix A) contains 45 entries labelled in the following way: Year 1 Week 1 Day 1.

After each three-week long period (containing 15 entries) there is a summary which shows the average number of occurrence of each knowledge structure in that year taking the full amount of statements as 100% .

Finally Table IV presents the results of the count in three years.The total amount of statements made in each year, the number of knowledge structures each year and the percentages are showed.

Table 2

Frequency count of Knowledge Structures in 15 Journal

Entries written in Year 1

Text & Amount of Statements	Knowledge Structures:					
	Description	Classification	Sequence	Principles	Choice	Evaluation
1.1.1-5. 32	0	0	27	2	1	2
100%	0%	0%	84.3%	6.24%	3.12%	6.24%
1.2.1-5. 34	0	0	27	0	0	7
100%	0%	0%	79.4%	0%	0%	20.6%
1.3.1-5. 26	0	0	20	2	0	4
100%	0%	0%	76.9%	7.92%	0%	15.3%
Year 1 92	0	0	74	4	1	13
100%	0%	0%	80.4%	4.34%	1.08%	14.1%

Table 3  
Frequency Count of Knowledge Structures in 15 Journal  
Entries Written in Year 2

Text & Amount of Statements	Knowledge Structures:					
	Description Classification	Sequence	Principles	Choice	Evaluation	
2.1.1-5. 69	0	0	58	4	0	7
100%	0%	0%	84.0%	5.79%	0%	10.14%
2.2.1-5. 44	1	0	32	3	0	8
100%	2.7%	0%	72.7%	6.8%	0%	18.2%
2.3.1-5. 40	0	0	38	1	0	1
100%	0%	0%	95%	2.5%	0	2.5%
Year 2 153	1	0	128	8	0	16
100%	0.65%	0	83.7%	5.2%	0%	10.45%

Table 4

Frequency Count of Knowledge Structures in 15 Journal  
Entries written in Year III

Text & Amount of Statement	Knowledge Structures:					
	Description Classification	Sequence	Choice	Principles	Evaluation	
3.1.1-5. 49	0	0	42	1	0	6
100%	0%	0%	85.7%	2.04%	0	12.2%
3.2.1-5. 28	0	1	18	5	1	3
100%	0%	3.5%	64.3%	17.9%	3.5%	10.7%
3.3.1-5. 25	0	0	21	1	0	3
100%	0%	0%	84%	4%	0%	12%
Year 3 102	0	1	81	7	1	12
100%	0%	0.89%	79.41%	6.86%	0.89%	11.7%

Table 5  
Frequency Count of Knowledge Structures in 45 Journal  
Entries Written in Year 1,2, and 3

Text & Amount of Statement	Knowledge Structures:					
	Description Classification	Sequence	Principles	Choice	Evaluation	
Year 1 92	0	0	74	4	1	13
100%	0%	0%	80.4%	4.34%	1.08%	14.1%
Year 2 153	1	0	128	8	0	16
100%	0.65%	0	83.7%	5.2%	0%	10.45%
Year 3 102	0	1	81	7	1	12
100%	0%	0.89%	79.41%	6.86%	0.89%	11.7%

## CHAPTER SIX

### I. DISCUSSION

To refresh the reader's memory, the assumptions made prior to the analysis are restated below.

1. In a journal-type writing the most frequently manifested knowledge structure is Sequence.
2. As the writer reflects on the daily events Evaluation will be the second most frequent knowledge structure.
3. The routine-like activity of the B&F book will facilitate predictions, "Principles" structure is will be expressed frequently.
4. The long-term use of this journal will produce some "Description".

Table 2 shows the results of the analysis of first year data. The subject was in Grade 3, she was 9 years old and was attending her second school year in Canada. She had already mastered the basic communicative skills in L2.. She did not face any difficulties in content classes. Due to the special multiage grouping of her class, her language and academic development took place in a supportive, non-threatening atmosphere. The B&F book activity started in September, a new practice to teachers and students as well.

The frequency count of the knowledge structures shows the distinct dominance of Sequence. Assumption 1 seems to be proven: 79.4 % of the 92 statements written in Year 1 were expressing concepts of Report, Narrating, Ordering, Noting a

process. It is without question that the entries from the first examined week (Texts 1.1.1-5) are dominantly concerned with reporting the events in their chronological order.

Looking at the language structures of Sequence the following items are used: verb: to start, to come; prepositions and prepositional phrases of time: today; sentence time relaters: first, next, then. The school subjects, such as Outputs (first thirty minutes of free activity), S.S. (Social Studies), L.A. (Language Arts) and the conjunctive "and" are also used to express the sequence of events.

The other two structures, (i.e: Principles and Evaluation) are underrepresented. One prediction was made regarding the following subject on the schedule; and only one reasoning is found; it is cause effect relation: she did not notice the task on the board, so she was not able to complete it. In two occasions she evaluated the school day: "math was good", "today was fun".

A significant change in the use of structures occurs in the second week, 20.6% of 34 statements Evaluation. These entries (Texts 1.2.1-5.) were written at the beginning of the second term, the B&F book had been used for five months. Although these evaluations are rather short, they provide an insight into the student's perspectives about school events. "Today was good", "it was good"; it's too bad", "some

exciting moments...", "he was a good pal" are all expressing her personal judgments, feelings, preferences.

The same tendency characterizes the third week with a high percentage (15.38%) of Evaluation. We can also read two statements expressing cause and effect.

The overall picture of the 15 entries written in Year 1 is in agreement with the assumptions 1. and 2.. A notable difference is that there is not a single description.

Summarizing my observations I argue that this early stage of journal writing does not reflect the writer's awareness of the audience. McCutchen (1988) distinguishes this developmental stage, when the writer still has a strong "knowledge telling" strategy, the emphasis is on giving information and "how" and "why" are not considered as serious goals. Her argument about the "retrieve-and-write procedure" in written language development reinforces my observations of the B&F book activity.

Table 3 shows the results from year 2. The subject is in grade 4, with the same two teachers and in the same open area/multiaged group of 54 children. Her English proficiency level had developed to such a degree that the teachers refused to treat or even label her as an ESL student. Her academic achievement is about grade level average, her skills in Mathematics and Reading were outstanding.



The B&F book activity (however, still an extra curricular activity) started right away in September with much enthusiasm on the part of teachers and students.

The frequency count of the six knowledge structures did not result in significant differences between Year 1 and Year 2, although both the number of statements and the occurrence of Sequence, Principle, and Evaluation are higher. The statements doubled, and the language items used to express Cause and effect were found in a greater number.

The thinking processes are very much the same as seen in Year 1 and the language of these structures are not showing any variety. Noting process is expressed in the very same way: "today", "after...", "at outputs".

One may argue that the language items are somehow limited to express a process, however, the long practice of B&F book certainly does provide some possibility to try out a wider range of items expressing process. The relatively higher occurrence of Evaluation points into this direction. With writing down her personal preference or judgment the journalist is able to inform and reflect at the same time. Therefore, even with a less developed writing strategy she manages to use more than "retrieve-and-write". Examples from the language structure of Evaluation: "It was fun and I did pretty much", "the words are pretty hard like neighborhood" and "I was happy about that"

An obvious change in the total of statements which peaked in the first period must be explained with the

growing competence of the journal writer and with the attention of both parents and teachers.

Year 2 is to be regarded the most successful year in the B&F book. And yet this is the year when fundamental changes took place around this activity.

The mis-match task of third period (Texts 2.3.1-5.: one sentence about the school day, the rest of the page should be filled with creative writing) is one result of the compromise between teachers and parents.

The following paragraphs provide some information on the crucial period of Year 2 (Text 2.3.1-5.).

As I have already stated it earlier the B&F book writing is not included in the curriculum, it is a teacher-initiated educational practice which is not based on research or backed up with long-term planning. The teachers applied this educational innovation in their classes with the best intention but lacked the necessary skills to implement it to their teaching situation.

The success of the activity strongly depended on parental participation which during my three years long observations may be characterized with the motto of: "high expectations and low support".

The students' attitude is very typical: if it is possible, they go for the easier, routine-like tasks, the majority of them is not willing to challenge themselves unless the teacher sets up the task on a more demanding level. Christie (1986) claims the same phenomenon affects the choice of

genres, children use whatever they feel more comfortable with and assume to be successful.

Why was then the B&F book writing included into the every day school activities for three school years in several classes? As a parent volunteer I was able to gain some informal information of how the participants saw this project. My assumption is that due to a communication breakdown every participant ended up looking at the B&F book from a different angle and with different expectations. The irony of this case is that the actual task of B&F book was supposed to help communication between school and home.

My daughter's solution was unique and, so to say, typical of her. She was given the task of creative story telling, but since it was a school-task, she felt obliged to stay within subjects related to school. She started to write "The Adventures of U. Hill" , a story told by the old school building (a type of personification). This way she was able to fulfil the teacher's expectations, (i.e.: creative writing) and still stay with her original objectives (i.e.: reflect on and inform about the school days). This type of story telling will also facilitate the use of sequencing, narrating and occasional description.

Looking at the results of the analysis in Table 2 this assumption is seemed to be proven : out of 40 statements in the five entries (Texts 2.3.1-5.), 38 (95%) were to express the concept of Sequence.

Examining the language items we do not see prepositional phrases in a great number. The emphasis is on narrating school events from the perspective of the old building, events are retold and narrated.

Year III brought an other change in her B&F book. She attended a new class, this time split grades 4/5. It was the first year of using B&F book for the teacher, whereas most of the children had written B&F books before.

Generally it was an old practice in different setting and the overall picture shows a certain deterioration in quantity. Table 4 shows a significant drop in numbers, in Texts 1.1.1-5. 49 statements were counted, in the other two periods there are only 28 and 25 ones. The percentage of the structures of Principles and Evaluation show a greater interest in reflecting, searching for "why's" and expressing personal preference. Examples of Cause and effect:

"it was fun and confusing so it got noisy and we could not stay inside", "we might not go again because we lined up noisily". Evaluation is realized in fairly similar ways, although the combination of reflection and reference shows some development, e.g.: " Math: we had lots (3) sheets to do, they were not too easy not too hard", "it was all worth it", "it was fun, the other team won, so?".

The B&F book activity was slowly going on with some efforts on the teacher's side to make it a more content matter related activity. He often asked the children to write about one specific problem of the day, such as "what

have you learned about logging in B.C."; "what do you thing about the ending of the story"; what does blood consist of?". Once again B&F book became just an other piece of paper, which can be filled in many different ways and the ways are decided accidently, almost on the spur of the moment.

The figures presented in Table 5 helps the writer summarize the results and make some comparing and contrasting. It is obvious, that the most frequently used knowledge structure is the Sequence ( 80.4%, 83.7% and 79.41% of the statements).The figures support the assumption: the main function of this writing is to report and narrate the school events.

The structure expressed the second most frequently is Evaluation. The student made attempts to express her feelings, attitudes, values and preferences regarding the mentioned school events. Although the percentage of the use of this structure is surprisingly low, it also corresponds with my assumption. Evaluating and reflecting were prior goals of the writer.

The assumption regarding the use of Principles structure was not proven to be correct. The frequency count showed a very low percentage (4.34%,5.2% and 6.86%). The most frequently expressed thinking process was Relating cause and effect: these were the "because sentences" .

An other result contradicts to the assumption: there is again only one description : (we learned a new volley ball

move,) it is called bumper". My assumption was that a student-writer in intermediate grades will be much more aware of the reader, and will spend more time on describing events and actions.

It is also important to mention again that in this activity the routine ensures the writer that not one but two readers will be genuinely interested in her writing. From this point of view it was a disappointment not to see any Description, the reader never found an occasional " you know..." or "this is the..."; an over-all impression suggests that the writer was never able to or willing to take the audience into consideration in her writing. On the other hand there is a possibility that the writer did neglect the reader on purpose. The whole set-up of the task, the nature of the B&F book predominantly suggests a connection between reader and writer which does not need any further elaborating on the writer's side.

## II. CONCLUSION

The study of the B&F book originated from my parental involvement in a unique teacher-initiated classroom activity. Investigating the B&F book writing task from the perspectives of second language acquisition I assumed that this meaningful task would provide authentic communication and thus produce language development. The collected data and the observations suggested that the conditions of the

task did not foster authentic communication and therefore restrained the growth of language.

The B&F book activity did not provide interaction; the participants failed to encounter the primary objectives. The involved teachers and parents missed the opportunity to interact with the students, they denied the student writers help in a task which was originally set up to foster interactive communication. Christie (1986) points out the importance of interaction: "Children learn language in interaction-particularly with adults...-they rely very heavily upon the kinds of linguistic models made available to them in such interaction, even where, as is often true, these are built up largely unconsciously....children would not learn language at all if it were not for the opportunities they are given in interaction, and through the intervention of others, especially adults."

The B&F book could have provided this interaction in a natural way but the limitations of the task did not make it possible. The actual set-up of the task is the reason of the unsatisfactory writing product. The students were locked into a practice which was not monitored and supervised, the task was supposed to take care of itself and produce language development automatically.

Establishing the general pattern of thinking processes expressed in the journal I state that the accomplishment of the discourse task was successful: the pattern of a regular journal was noticeable. The writer was using the appropriate

language structures in sequencing, ordering and narrating events. Her evaluation was properly built up through verbs and adjectives associated with values and judgment. Her choice of language items was always appropriate. She fulfilled the requirements of journal writing.

However, the overall pattern of Janka's writing also showed the major limitation of the task. Her writing was not more than the narration of school events, with occasional evaluation, the expression of the thinking processes associated with journal writing . Without the intervention of the reader she was left alone and did what most school children would do: follow the routine of the task and realize it on the minimum level of expectation. The writing was regarded unsatisfactory, but the participants were not aware of the fact that the reason for this weak realization was the task itself.

### III. IMPLEMENTATION

#### A. Use of Knowledge Framework

The presented analysis enabled me to look at the selected writing from a broader and more complex perspective. The use of the knowledge structure provides an integrated way of analysis.

Teachers can now look at the writing and choose any suitable perspective, such as classroom, linguistic, social or cognitive views. The choice of the view point will not depend on the analysis but on the actual teaching situation.



For example, the teacher may decide to focus on the use of certain grammatical points and declare a week of B&F writing as "Grammar week" and concentrate on the proper use of language items expressing Sequence.

An ESL teacher needs accessible and workable methods for classroom management in a culturally diverse classroom. The numerous expressions of personal preference in my data provides an insight into the value system and judgment of a student from an other country and different school system.

Language items can be easily practised matched up with suitable thinking processes. The B&F book facilitates a long-term use of Prediction, Forecasting. For example The teacher can ask the students not to comment on past events but, by looking ahead they can predict the next day schedule or tasks in certain content areas. They learn the language structure of predicting and reasoning which will be transmitted to other written tasks of other school activities.

With the use of Mohan's framework and the tables provided in the ESL resource book (Early 1986) both ESL and content matter teachers can plan this activity ahead . A unit created with the above suggested approach the B&F book will facilitate written language acquisition, open communication, non-threatening language use and a way of language learning when the content is naturally provided and all participants are involved and interested. The language level of each B&F book is individualized. The focus of the

writer will be directed with the teacher but the freedom of topic, style, length, degree of formality will be given to the student. The structures will also help the students organize their thoughts, the language and content approach will teach the thinking process and language structure concurrently, and the learned skills, both thinking skill and language skills will be transferable to other subjects.

#### B. Intervention

During the three years long period of B&F book writing I made some attempts to influence my daughter's journal writing. The purpose of these interventions was to foster the expression of different thinking processes in the B&F book. Following Mohan's argument that of "essentially, the knowledge structure of a topic is reflected in the questions people ask about it" (Mohan 1986) my strategy was asking questions in advance of writing. In other words each afternoon reading the B&F book I asked several questions which might lead the writer into the required direction. This questioning period replaced the written interaction of dialogue journal practice, and was realized in the form of question words which were put on the top of the next page. An interesting outcome of this type of interaction was the increased number of reasoning. Typically I asked those types of questions which forced the writer "to look behind" the events. I would say: "please, do not only tell me what has happened, look behind the events and concentrate on HOW? and

WHY?". One journal entry was particularly successful in reacting to this type of questioning. The entry started with the usual narration: "we had a sub today. She wanted to teach us a song. Nobody was paying attention to her". Then , as if answering my question she wrote: "Can you imagine, she did not know how to play the guitar".

The intervention lasted about a month, each day Janka started to write in her B&F book with different question words written on the top of the page. The writing of that period, unfortunately not included in the randomly selected data, was more satisfactory than the analyzed journal entries. The successful intervention also proved the necessity of interaction. However, the practice did not last long, my daughter did not want to have a B&F book which was "different" from the books of her classmates.

#### IV. SIGNIFICANCE OF THE STUDY

The importance of the emerging new approach in written language acquisition was alluded to in the early part of the study. The introduction of personal writing in L1 and L2 setting is a well researched area of written language acquisition.

In the section of the case study which dealt with the potentials and limitations of journal writing in ESL classrooms I stated that this activity requires considerable effort on the part of the teacher, the students and the parents. This effort is rewarded with an open bridge

between school and home, the B&F books facilitate communication between teacher, student and parents which is very much needed in ESL setting. Even at the earliest stage of second language acquisition students from different cultures with different language proficiency level and different background of schooling can get actively involved in the every day school life and can inform their parents of their experience in their new classrooms. The use of a journal enables the teacher to individualize instruction in language and culturally diverse classrooms. The students are provided with a task which engages them in authentic, meaningful interaction with a competent adult who presents the necessary language input. The involvement of parents of ESL students must be considered as one of the major significances. It is unquestionably hard for a parent who is new to the country and has some language problems to get in touch with school personnel and to be up-dated about the school events. As a second language speaker, a New Canadian and a mother of three ESL students I want to emphasize enough the importance of these B&F books for all the participants involved.

It is an educational practice which can not only teach the teacher what to teach, teach the students how to learn but also teach the parents how to take part in their children's education.

The objective of the present study was to introduce a task which has the potentials to provide authentic

communication between school and home and yet due to some educational practice, and general parental attitude was never able to function according to its potentials. Within weeks the B&F book became very similar to the assigned, obligatory classroom practice which are regarded as "artificial simulation of writing" (Edelsky 1986) and unable to contribute to student's written language development.

## V. SUGGESTIONS FOR FURTHER RESEARCH

The majority of the publications in the reviewed literature deals with those educational aspects of the journal writing which are prime concerns to the teacher. My study has addressed a new side of this educational practice: the aspect of parental involvement (Beery 1982). The presence of a booklet which goes home every day can provide that open communication bridge whose importance does not need to be emphasize in an ESL setting.

The possible forms of an extended curriculum where parents are learning to read and write in the second language together with their children are a challenging and most needed area for further research.

The Language and Content approach has gained more and more supporters in the Vancouver School Board. Both in the administration and in the classrooms people are realizing the need for teaching approaches, educational practices, and materials that provide equal education opportunities and equal educational outcomes for the E.S.L. student population.

A future goal and a further direction of this thesis is to design materials, units and lesson plans for the Back and Forth activity based on the Language and Content approach and with application of the knowledge framework.

## VI. CLOSING REMARKS

The topic of personal writing in written language acquisition has become a much more discussed and questioned area of ESL. The reviewed literature reflects a wide range of perspectives. Researchers and classroom teachers can examine this activity from many different angles and may choose an approach which is the most suitable one for their teaching situation. In the process of this long-term project I have come across many ideas and arguments regarding the classroom implementation of journal writing.

Teachers and students and parents have commonly suffered through the unknown trails of the Back and Forth books in the last three school years. The analysis and the case study suggest failure. The B&F book never managed to be successful, fulfilling everybody's expectations.

And yet, as I am closing the report there is one more citation which may convince the reader that this activity can contribute to the development of ESL students.

"Integrating Language and Content Instruction K-12:

E.S.L. Resource book ( Early et al. 1986) argues that:

"...in learning the language of school lessons, the second language student has the formidable job of understanding the

new ideas, and figuring out and remembering the language to express this understanding. The student needs to connect meanings with expression, to connect thought with language. The teacher needs to model the required linguistic structures in a context where the connections between meaning and expressions are clear".

The Back and Forth book has all the necessary requirements to become a regular, relevant and natural task which enables the teacher to individualize the language use, to model the linguistic structures and be able to provide meaningful context for authentic communication. The value of the presented case study is the insight it can offer the reader into the process of "learning the language of school lessons", the language of learning.

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## Appendix A Texts 1-45

Year 1 Week 1 Day 1

Monday October 5, '87

We started our day with our spelling test.

At handwriting from now on I can't print,

Anyway I hate to print.

Today David had to choose another book because we finished our old one.

Then Silent Reading, Math, Key wording and T.U.

Year 1 Week 1 Day 2

Tuesday October 6, '87

L.A. was first today.

Key wording and Art came.

A fire drill came up when fire fitters came.

Silent Reading came.

Math: I did not see the adding was on the other side of the page so I did it wrong.

Then we did this book.

Year 1 Week 1 Day 3

Wednesday October 7, '87

Output was first, today I learned a new game.

Journals was next I made up a new story.

Pe games was next.

Story math, math was good today.

Then we did our B+F book.

I think class meeting will be next.

It was a short day today.

Year 1 Week 1 Day 4

Thursrday October 8, '87

Music was first.

Handwriting was next. I had to write a poem it does not have to be done till next thursday.

Key wording was next. It was good.

Silent reading was next.

Math came next it was a special math time extra helps came we had math problems like I had in Grade 1. We had qestens like "there was 9 jellybeans 3 were eaten by my brother how many left."

And for this one I don't even know the answer

"a man was running home and when he was close to home he met a masked man and he ran back where he comed from."



Year 1 Week 1 Day 5

Friday October 9, '87

Today a fire fiter came to our class he told us today a firealarm will go on and we have to go out to prectice it. He told us that at 6-o'clock it will go on if we have the tv or the radio on it will go of. And at school will get a speciel paper to descaus on. And we have to descaus it before 6 o'clock.

Year 1 Week 2 Day 1

Tuesday February 2, 1988.

Today was fun.

Everybody showed their instruments.

Somebody made a piano!

Jenny made a drum.

Most of the people had drums or bottles.

Some people had kind of a guitar but noone had a harp guitar.

Year 1 Week 2 Day 2

Thursday February 4, 1988.

Today we had to imagine.

Something most people choosed that they were living in a castle, me too.

I wanted to draw the king and the Queen but it was drown already.

I was disapointed.

Year 1 Week 2 Day 3

Friday February 5. 1988.

Today was sharing I brought Brumi!!!

He was a good pal.

He did spelling with me.

He also wanted to run but at the end we ended up me caring him.

He also was patient when I put him in my cubby for mapping.

Year 1 Week 2 Day 4

Monday, February 8, 1988.

Today Vi was here.

She gave David a day off, because once he gave her a day off, Peter told us in aunatsmant.

After aunatsments we had usal

Pre test spelling, finally Nancy Duncan.

It's too bad she stole half of my hand writing.

Finally a break!!! Recess!

Then story after recess it was kind a break too!

But Geometry was not a break.

Actually I learned something from it.

At Silent Reading I started a new book called Justen Morgan had a horse.

Well after we had eye again. It was good.

Well we have some home work it is in the pocket of my B&F book.

B&F book time gave me a break.

Year 1 Week 2 Day 5

Tuesday February 9, 1988.

Today there were some exciting things like we went to art with Dian.

First we had to do some animals. I did a horse of cours.

Then we had to do some thumb spots.

Then we had math I was in the M.D. group.

It's fun I am beside Keren.

Year 1 Week 3 Day 1

Monday May 30, 1988.

Today at spelling everybody seemed at least to have 9 or more wronged.

Today I did not like story very much (I hated it!)

After story math problems were pleasant.

We did this: ... triangles.

At gym ( after math p.) we did trampoline.

Silent Reading was a silent time for me.

S.S. It was next that hour was most fun.

Year 1 Week 3 Day 2

Tuesday May 31, 1988.

Today I only had 5 minutes because I loaded the computers with some others.

Then we had art we did book marks, all hour.

At the end of the day I went to the computers.

That's why I'm writing fast.



Year 1 Week 3 Day 3

Today is Wednesday, June 1, 1988.

Today at Outputs I gave Jenny my trad partie notice  
(Speech)

After that Peter showed us a new way of Art, me Jenny, Keren  
and Grant started it.

Then we had reading, I kind of had to do nothing.

At story we read something different.

And at Math we had a different skill.

After lunch we had squart.

Year 1 Week 3 Day 4

Today is Thur. June 2, 1988.

Today in Gym we did Inuite games.

We needed 1 partner for each game but one.

At reading we went to the computers and wrote 6 sentences and then recess.

Then we went to the library.

We had S.S. and found out Jenny lost our sheets.

Lunch.

After Si.Re we had Math.

Year 1 Week 3 Day 5

Friday June 2, 1988.

Today was fun.

We had puppets they are finished!

Then computers and spelling.

After Peter explained Div.9 something, we had math.

Year 2 Week 1 Day 1

Monday October 17, '88

Today in gym, before we went to the gym, there were some people talking. We got to line up while Peter spoke to the people on the carpet.

Then they came after us in the gym. They sat on the benches.

We played Captain's coming, soon they joined us.

In Spelling I got them all right! The words weren't hard and anyway it is a pretest.

In Field Trip talk I found out what we are going to study in grade four, Natives.

I don't really have any questions for the vet what she might know, because native people did not keep cats for pets!

Year 2 Week 1 Day 2

Tuesday October 18, '88

Today in Outputs I challenged Jasmine to a game of checkers! I won. I got to move up on the Game Ladder I was at the bottom, now I am two up from the bottom.

Jasmine has a partner she says her partner is not gonna be happy.

In Art we did an other Haiku poem we had to write about ourselves as a pumpkin, on Halloween! It was fun I finished writing on the good copie.

After recess I had gym. We learned a new Volleyball move. It's called bumper, we also practiced.

After lunch we had music. We played the instruments. It was lots of fun. I got a little tamborine, it was kind of small but it was O.K.

At silent reading it was exciting but I had to do to some messengar work!

Year 2 Week 1 Day 3

Wednesday October 19, 1988.

Today in Outputs I did recerch report ( I had to). Well at least I got it finished.

I was surprised we had reading. This year I got into Davids group.

At story I almost told everybody what will happen. Peter hushed me just in time.

While the grade2/3 had S.S. we had an Indian talk to us. She had a buttoned jacket.

At B'n'F Lucas brought us Halloween cookies.

## Year 2 Week 1 Day 4

Thusthday October 20, 1988.

Today at outputs I did recherch and report. I am doing it on beavers it's fun. I am learning how they make houses.

After outputs we did keywording I finished mine so I did my Haiku poem. I drawn a pumpkin on a porch.

After recess we had music. We clapped some clapping patterns and listened to Jeremy was a bullfrog on tape.

After it came gym. We had to get into our teams My team is made from Cory Jasmine and me, our number is 6.

Then David read us a story. I read it last year so I know what's gonna happen. But it's still interesting! David said he read it too!

Well at silent reading I started a new book!

At math we got divided up into our groups what we are gonna stay for 3 or 4 weeks! We played a game!

Year 2 Week 1 Day 5

Friday October 21, 1988.

Today at outputs I did my booklet. I stapled together. It was a short period of time because it was spelling next.

We did a post test. I got none wrong.

When Diane came we did our Haiku poems I finished it.

At library time I read because I signed out my book just yesterday!

And after came story. We voted about it if we continue it or stop reading it and choose another book.

We also did keywording it was the last day of working on it.

I am glad because I finished it on the first day. Oh well.

Silent reading was okay. But I had to help someone find a bag.

After we did a little quiz on animals, and colour in some things.



Year 2 Week 2 Day 1

Monday February 6, 1989.

Today at outputs I did art.

It was fun and I did pretty munch.

The triangles gave me a head-ache.

At spelling I got them alright! I felt good after.

At grammar I finished everything, but they are going to check Jane's.

At story Prince Caspian decided to blow the horn. He also had an army and found the stone table.

We also wrote letters to the Minister to stop the wolves from being killed.

At p.e. we had fun but only got to play two games.

At math we had our last subtraction questions.

Year 2 Week 2 Day 2

Tuesday, February 7, 1989.

Today we did not have outputs because we have new table groups. Our (Sadie, Peter, Daniel and me) name is Hibernating Helicopters, it's really funny.

At handwriting I finished a poem and started one.

The one I started is about kittens.

At p.e. we played 'wolves and caribou' and 'Doctor Dodge ball'. They were both fun and tiring.

At music Peter talked more than we sang. It was exciting and he taught us a French word.

At story Lucas handed out cookies and Peter stopped at the most exciting part.

At art I finished just at the nick of time. I was happy.

Year 2 Week 2 Day 3

Wednesday February 8, 1989.

Today at outputs I did outputs. I did table names, it was fun!

I also finished so Sadie is the only one left, so it is relearning.

At reading we finished writing our radio play, I am in charge of the sound effects.

In story Susan won the bow match against the dwarf.

At math we finished our papers and corrected them.

We were supposed to play bingo after, but I finished in the middle of a game so I couldn't play.

Year 2 Week 2 Day 4

Thursday February 9, 1989.

Today at outputs I did our radio play.

We stayed in the office until recess because reading came after and that's what we are doing.

At story Lucy was trying to wake up the trees, but did not succeed.

At run we ran around the school once.

In S.S. we saw a film about shelter and did a title page for it.

At math we played bingo. Jumoke and Mellissa were callers.

Year 2 Week 2 Day 5

Monday February 13, 1989.

Today at outputs I did science. I couldn't find a light bulb and when I finally did it did not light.

At spelling I got 4 wrong, the words are pretty hard. Like neighbourhood.

We also made envelopes for Valentines. It was hard drawing over glue, and I was reveiled when I was finished.

At story they met Aslan.

In S.S.I could not find anything on Inuit, modern shelter but Haida and Squamish are easy.

At math I did two and three quarters of a page. I was very happy about that.

Year 2 Week 3 Day 1

Monday, May 29, 1989

Today at p.e. I did not get a partner because we had an even number of people so Peter and me demonstrated.

### The Adventure of U.Hill

Chap. 21.

"O.K. One...two.. " I heard a voice Oh, hide...

"Faster Zohar" I heard Bess She only changed a tini since yesterday. Zohar came over to the frontsteps and said or whispered: "Thanks school! I wish you could talk. Bess is not a beast anymore! "

Year 2 Week 3 Day 2

Tuesday, May 30, 1989

Today at atr me and Jasmine finished the pet store  
we got two more windows to do.

### Advantures of U.Hill

#### Chap. 21.

The bees were buzzing, the birds were singing. Suddenly Cathy a seagul landed on a pine tree she called her landing place. 'Look what I found' she said showing of her leg. 'Ring?' asked Cow looking closely. 'Where did you find it?' asked Nan a robin. 'In the drive way.' answered the proud bird. 'Fake' declared Dan who held it now in his wing. 'Shh' I said. '10:25!!'

SUddenly Canny, a little girl crieing 'My ring!' she sobbed 'I lost it.' At that moment Dan dropped the ring. 'I found it' she said happily.

Year 2 Week 3 Day 3

Wednesday, May 31, 1989.

Today our table group finished our report on James Cook, practically me and Zohar did it all.

### The Advanture of U.Hill

Chap.23.

Today everything was going o.k. for Nan a new girl in school since gym.David decided to give her a treat. 'Nan, Ann and Mag, you can be captains' he said. 'What is a captain?' asked Nan who was from Germany. Everybody except Naomie who knew how she felt roared with laughter.

At partner time everybody was given a partner, then they each had to write something about themselves.Nan was bodied up with Naomie.Nan wrote:I em frem Garmeny.

When Naomie had to read it up she did it normally. Everybody was surprised she could write that good.



Year 2 Week 3 Day 4

Thursday, June 1, 1989.

Today some people came to our school they played jazz for us.

### The Advantures of U.Hill

Chap.24.

'Hey, you! Come back' said a voice. Dong, dong, dong. If you know what I mean my mind was like that from the basketball match. Now this voice got my mind off that. 'Dam! That bird!' Hmmm. what bird? Maybe Dan or Nan the Robin. 'Put that sandwich back Dan!' 'O.K.' answered Dan

Year 2 Week 3 Day 5

Friday, June 6, 1989.

Today at outputs I had to finish S.S. and we also had to end our stories, well then bie U.Hill.

### The Advanture of U.Hill

Chap.25.

Well it sure is good for the last day of school to arrive. Two whole month. Snooses, tic-tac-toe with Nan and Dan, telling stories. Even trying to teach some birds or animals. It's also time to say goodbie to the grade sevens and start missing the children knowing they won't come back next year or wondering who'll come back next year or who'll be the new teacher...Ha-ha-ha! Long lissst! Z-Z-Z-Z!

Good Summer!

Bie!

Year 3 Week 1 Day 1

Friday October 6, 1989

Mom,

Today I was a library monitor!

It was lots of fun: I got some books ready to shelve.

That was the funnest part.

Then recess.

Then Phil read us a little revolting rhyme.

Then Liz was here we solved lots of problems.

One was this: A man had 29 cows all but nine died.

How many lived?

That was just a warm up.

After squirt we had art. We made board games .

Then we chose a book of last month it ended up to Revolting Rhymes.

## Year 3 Week 1 Day 2

Tuesday October 10, 1989

Mom,

Hello! Today we started off with spelling. It was fun. Phil was surprised that we knew what to do without him telling. We told him we read the board message, he didn't. Writing followed. I only could write about three quarts of a page but it was fun. I wrote about a field with little blue flowars.

Then we had french. She told us more about the project we are supposed to do by the end of the year. But I am sorry to say no video.

Then we had reading. He showed us what our reading journals or what they are gonna be then we read. I read Gullivar.

We also had math with decimal points I finished so.....

....no homework. But it was fun.

We had squirt, after lunch it was fun and I read the same thing again.

This silence was short lived since we had art. But it was worth it.

I drew a bobtail and everyone told me it looked like a goat.

Year 3 Week 1 Day 3

Wednesday, October 11, 1989.

Well hi again. Today we started off with writing and I wrote about a whole page. They found a tiger cub.

Then math we had to do twenty eight questions and I did not finish, it was fun and confusing so it got noisy and we could not stay inside. At reading he read us the last chapter of Sadako and the Thousand Paper Cranes. He also showed us how to use a reading journal again. It was fun. Now we are going to have a Class Meeting.

Year 3 Week 1 Day 4

Thursday, October 12, 1989.

Mom,

Francaise: Today in Francaise we watched a video. And we learned some names of sports.

Math: We had lots (3) sheets to do they were not too hard or too easy.

P.E.: David taught us and we played Doctor Dodge ball and freeze tag.

Reading: We read a news paper and had some sort of a questiner.

Spelling: At spelling I got 2 wrong and the rest right!  
Now we are going to woodwork.

## Year 3 Week 1 Day 5

Friday Oct. 1989.

Mom,

today we did music with David's class. John's mom (Carolyn) came and she did it with us.

Then a fireman came and he showed us a video. It was scarey. He told us that in a fire it is dark.

Then we went to recess. After recess we watched the rest of the video.

Then we did spelling. I got two to three words wrong.

Then after lunch I did squirt and Phil read us a little bit of the Witches by Ralf Dahl.

Then we did Matinee.

Year 3 Week 2 Day 1

Monday, February 5, 1990.

Today we had our presentation.

I hoped people liked it but when our tests got back it was pretty obviouse we had to make thinks more clear.

I am doing my next research on blood.



Year 3 Week 2 Day 2

Tuesday, February 6, 1990.

Mom,

Today I was library monitor twice !!!

Once in the morning and once in the afternoon.

Of course I had to miss art and teach Nicole.

It was all worth it!

All the grade 1 from div.9/10!

Year 3 Week 2 Day 3

Wedn. February 7, 1990.

I watch about 12 hours tv each week.

People say that tv could be real educational  
if you pick the good shows and you watch it at the right  
time. Like NOT at 11pm.

When I first came here I learned a lot of new words.

So I advise you to let ESL children watch tv  
so they will be motivated.

Year 3 Week 2 Day 4

Thursday, February 8 1990.

Mom,

today we saw a movie about blood.

It was educational, most people said it was gross.

We also went to the library to find some books.

It was for a reseach and I only have one more chance on books, since only two of the three books the cataloge indicates was there.

Year 3 Week 2 Day 5

Friday, February 9, 1990.

Today we had music.

It was fun but we might not go again because we lined up noisily.

But I hope we go again.

We also had computers . That's where I'm writing from now.

Andrew thinks we split the time unequally.

I don't because Phil said switch now right after we switched.

I know from 0-11 times tables really well.

Year 3 Week 3 Day 1

Monday May 7, 1990.

At story we had to predict :

I think that the giants are going to escape and try to run back to Giant country.

They managed to go 3 steps before the army took out their weapons and shot all but one.

The remaining giant is the terror but they safely bury the others.

Year 3 Week 3 Day 2

Tuesday May 8, 1990.

Today we went to the computer room  
and helped Candice's class.

I got a boy who said yes to everything!

Year 3 Week 3 Day 3

Wednesday, May 9, 1990.

Today there came a lady. She talked of dragon boats, she also showed us a movie.

Phil also showed us a newspaper that the women's False Creek Team won the international race.

Today we also played California kick-ball.

It was fun, and the other team won...so?

I was out-field, third, and back catcher, among hitting.

Year 3 Week 3 Day 4

Thursday, May 10, 1990.

Today we had a sub.

I guess he changed his mind about being a teacher  
after having *us*!

I hate Simon now he just popped my ballon.

You see I was library monitor in the morning and  
Marjory gave it to me and he popped it!



Year 3 Week 3 Day 5

Friday May11,1990.

Today we had math.

It was O.K.

When we had pe me and Heidi and Nathan stayed inside.

I worked but I also had to help Heidi.

## Appendix B

## Text 1.1.1.

Thinking processLanguage structuresSequencing:

## Ordering

We started our day with  
the spelling test

## Report

At handwriting from now on  
I can't print, anyway I hate  
print

Choice

## Making a decision

Today David had to choose  
another book because we  
finished our old one.

Sequencing

## Ordering

Then Silent Reading, Math, Key  
wording and T.U.

## Text 1.1.2.

Thinking processesLanguage structuresSequence:

Report/Noting a process

L.A. was first today.

Key wording and Art came.

A fire drill came up

when a fire fiter came.

Silent Reading came.

Principles:

Relating cause and effect

Math: I did not see the adding  
was on the other side of the  
page so I did it wrong.

Sequence:

Report

Then we did this book.

## Text 1.1.3.

Thinking processesLanguage structuresSequence:

Report

Output was first

today I learned a new game.

Noting a process

Journals was next, I made  
a new story.

P.E. was next.

Evaluation:

Evaluating

Story math: math was good  
today.Sequence:

Noting a process

Then we did our B+F book.

Principles:

Predicting

I think class meeting will be  
next.Sequence:

Report

It was a short day today.

## Text 1.1.4.

Thinking processes      Language structuresSequence:

Noting a process	Music was first.
	Handwriting was next.
Report	I have to write a poem, it does not have to be done till next thursday.

Noting a process	Key wording was next
------------------	----------------------

Evaluation:

Evaluating	It was good.
Noting a process	Silent Reading was next. Math came next.
Report	It was a special math time extra help came. We had math problems like I had in Grade 1 We had questions like "ther was 9 jellybeans 3 were eaten by my brother how many left" And for this one I don't even know the answer: "a man was running home when he was close to home he met a masked man and he ran back where he come

from."

## Text 1.1.5.

Thinking processes      Language structuresSequence:

## Report

Today a fire fiter came  
to our class, he told us  
today a fire alarm will  
go on  
and we have to go out and  
prectice it.  
He told us that at 6-  
o'clock  
it will go on if we have  
the tv or radio on it  
will go of.  
And at school will get a  
speciel paper to descaus  
on.  
And we have to descaus it  
before 6o'clock.



## Text 1.2.1.

Thinking processes      Language structures

Evaluation:

Evaluating

Today was fun

Sequence:

Report:

Everybody showed their  
instruments.

Somebody made a piano

Jenny made a drum.

Most of the people had drums  
or bottles.

Some people had kind of a  
guitar but noone had a harp  
guitar.

## Text 1.2.2.

Thinking processesLanguage structuresSequence:

## Report

Today we had to imagine.

Something most people choosed  
that they were living in a  
castle, me too

I wanted to draw the king and  
the queen but it was drow  
already

Evaluation:

## Evaluating

I was disapointed.

## Text 1.2.3.

Thinking processes      Language structuresSequence:

Report

Today was sharing I brought  
Brumi!!!

Evaluation:

Evaluating

He was a good pal.

Sequence:

He did spelling with me.  
He also wanted to run  
but at the end we ended up me  
caring him.  
He also was patient when I put  
him in my cubby for mapping.

## Text 1.2.4.

Thinking processes      Language structuresSequence:

Report

Today Vi was here.

She gave David a day off,  
because once he gave her a day  
of, Peter told us in anatsmant

Noting a process

After anatsmants we had usal.  
Pretest spelling, finally  
Nancy Duncan.

Report

It's too bad she stole half  
of my hand writing.

Noting a process

Finally a break!!! Recess!  
Then story after recess, it  
was kind a break to.

Report

But Geometry was not a break.  
Actually I learned something  
from it.  
At Silent Reading I started a  
new book called Justen Morgan  
had a horse.

Noting process

Well after we had eye again.

Evaluation:

Evaluating

It was good.

Sequence:

Report

Well we have some home work it  
is in the pocket of my

B&F book.

B&F book time gave me break.

## Text 1.2.5.

Thinking processes                      Language structures

Sequence:

Report                                      Today there were some exciting  
things like we went to Art  
with Dian.

Noting process                              First we had to do some  
animals. I did a horse of cours.  
Then we had to do some thumb  
spots.  
Then we had math I was in the  
M.D. group.

Evaluation:

Evaluating                                      It's fun,

Sequence:

Report                                      I am beside Keren.

## Text 1.3.1.

Thinking processes      Language structuresSequence:

## Report

Today at spelling everybody  
seemed at least to have 9 or  
more wronged.

Today I did not like story  
very much (I hated it!).

After story math problems  
were pleasant.

We did this :... triangles  
At gym (after math p) we  
did trampoline.

Evaluation:

## Evaluating:

Silent Reading was a silent  
time for me.

S.S.It was next that hour  
was most fun.

## Text 1.3.2.

Thinking processes                      Language structures

Principles:

Relating cause and effect	Today I only had 5 minutes because I loaded the computers with some others.
---------------------------	---

Sequence:

Report	Then we had Art we did book marks, all hour.  At the end of the day I went to the computers
--------	---

Principles:

Relating cause and effect	That's way I am writing fast
---------------------------	------------------------------



## Text 1.3.3.

Thinking processes      Language structuresSequence:

Report

Today at Outputs I gave Jenny  
my trad notiece (Speech).

Noting a process

After that Peter showed us a  
new way of Art,  
Me, Jenny, Karen and Grant  
started it.  
Then we had reading, I kind of  
had to do nothing.  
At story we read something  
different.  
And at Math we had a different  
skill.  
After lunch we had Squad.

## Text 1.3.4.

Thinking processes                      Language structures

Sequence:

Report	Today in Gym we did Inuite games.
	We needed one partner for each game but one.
	At reading we went to the computer and wrote 6 sentences
Noting a process	and then recess.
	Then we went to the library
Report	We had S.S. and found out Jenny lost our sheets
	Lunch
Noting process	After Si.Re we had Math.

## Text 1.3.5.

Thinking processes                      Language structures

Evaluation:

Evaluating                      Today was fun.

Sequence:

Report                      We had puppets they are  
finished.

Noting a process              Then computers and spelling.  
After Peter explained Div.9  
something, we had math.

## Text 2.1.1.

Thinking processesLanguage structuresSequence:

Report

Today in Gym, before we went to the gym, there were some people talking.

We got to line up while Peter talked to the people on the carpet.

Noting a process

Then they came after us in the gym.

Report

They sat on the benches.

We played Captain's coming, soon they joined us.

Noting a process

Report

In Spelling I got them all right!

Evaluation:

Evaluating

The words weren't hard and and any way it's only a pretest.

Sequence:

Report

In Field Trip talk I found out what we are going to studie in Grade 4, Natives.

Principles:

Relating cause and effect

I don't realy have any questions for the vet what she

might know,

because native people did not

keep cats for pets!

## Text 2.1.2.

Thinking processLanguage structureSequence:

Report

Today at outputs I challenged Jasmine to a game of checkers! I won. I got to move up on the Game Ladder I was at the bottom , now I am two up from the bottom.

Report

Jasmin has a partner she says her partner is not gonna be happy.

Report

In Art we did an other Haiku poem we had to write about ourselves as a pumkin, on Halloween!

Evaluation:

Evaluating

It was fun I finished writing on the good copie.

Sequence:

Report

After recess I had gym. We learned a new volleyball move.

Description:

Describing

It's called bumper

Sequence:

Report

we also practised.

After lunch we had music.  
We played the instruments.

Evaluation:

Evaluating

It was lots of fun.

Sequence:

Report

I got a little tramborine,  
it was kind of small  
but it was O.K.

Evaluation:

Evaluation

At silent reading it was  
exciting but I had to do  
some messengar work!

## Text 2.1.3.

Thinking processes                      Language structuresSequence:

Report

Today in Outputs I did recerch  
report, (I had to).

Well at least I got it  
finished.

Evaluation:

Evaluating

I was surprised we had reading

Sequence:

Report

This year I got into David's  
group.

At story I almost told  
everybody what will happen.  
Peter hushed me just in time.

Noting a process

While the grade 2/3 has S.S.  
an Indian talked to us.  
She had a buttened jacket.

Report

At B'n'F Lucas brought us  
Halloween cookies.



## Text 2.1.4.

Thinking processes ..... Language structureSequence:

Report

Today at outputs I did  
 recherrch and report.  
 I am doing it on beavers.

Evaluation:

Evaluating

it's fun

Sequence:

Report

I am learning how they make  
 houses.  
 After outputs we did  
 keywording,

Principles:

Relating cause and effect

I finished mine so I did my  
 Haiku poem.

Sequence:

Report

Noting a process

I drawn a pumpkin on a porch.  
 After recess we had music.  
 We clapped some clapping  
 patterns and listened to  
 Jeremy was bull frog on tape.  
 After it came gym. We had to  
 get into our teams. My team is  
 made from Cory, Jasmine and  
 me. Our number is 6.

Then David read us a story.

I read it last year so I know  
what's gonna happen.

Evaluation:

Evaluating

But it's still interesting.

Sequence:

Report

David said he read it too!

Well at silent reading I  
started a new book!

At math we got divided up into  
our group what we are gonna  
stay for 3 or 4 weeks.

We played a game.

## Text 2.1.5.

Thinking processesLanguage structuresSequence:

Report

Today at outputs I did my  
booklet. I stapled together.

Principles:

Relating cause and effect

It was a short period of time  
because it was spelling next.

Sequence:

Report

We did a post test. I got none  
wrong.

When Dian came we did our  
Haiku poems I finished it.

Principles:

Relating cause and effect

At library time I read  
because I signed out my book  
just yesterday!

Sequence:

Noting a process

And after came story.

Report

We voted about it if  
we continue it or stop reading  
it and choose and other book.  
We also did keywording, it was  
the last day of working on it.

Principles:

Relating cause and effect

I am glad because I finished  
on the first day. Oh well...

Sequence:

Report

Silent reading was okay. But I had to help somebody find a bag.

Noting a process

After we did a little quizze on animals, and colour in some things.

## Text 2.2.1.

Thinking processesLanguage structuresSequence:

Report

Today at outputs I did art.

Evaluation:

Evaluating

It was fun and I did pretty much.

Sequence:

Report

The triangles gave me a headache.

At spelling I got them alright!

Evaluation:

Evaluating

I felt good after.

Sequence:

Report

At grammar I finished everything, but they are going to check Jane's.

At story Prince Caspian decided to blow the horn. He also had an army and found the stone table.

We also wrote letters to the Minister to stop the wolves from being killed.

At p.e. we had fun but only got to play two games.

At math we had our last  
substruction questions.

## Text 2.2.2.

Thinking processesLanguage structuresPrinciples:

Relating cause and effect

Today we did not have outputs  
because we have new table  
groups.

Description:

Describing

Ours (Sadie, Peter, Daniel and  
me) name is Hibernating  
Helicopters.

Evaluation:

Evaluating

It's really funny.

Sequence:

Report

At handwriting I finished a  
poem and started a one.

The one I started is about  
kittens.

At p.e. we played 'wolves and  
caribou' and 'Doctor Dodge'

Evaluation:

Evaluating

They were both fun and tiring.

Sequence:

Report

At story Lucas handed out  
cookies and Peter stopped  
at the most exciting part.  
At Art I finished just at  
the nick of time.

Evaluation:

Evaluating

I was happy



## Text 2.2.3.

Thinking processes                      Language structuresSequence:

Report

Today at outputs I did  
outputs. I did table names,

Evaluation:

Evaluating

it was fun!

Sequence:

Report

I also finished so Saidi is  
the only one left, so it is  
relewing.

At reading we finished writing  
our radio play, I am in charge  
of the sound affects.

In story Susan won the bow  
match against the dwarf.

At math we finished our papers  
and corrected them.

Principles:

Relating cause and effect

We were supposed to play bingo  
after, but I finished in the  
middle of a game,  
so I couldn't play.

## Text 2.2.4.

Thinking processes                      Language structuresSequence:

Report                      Today at outputs I did our  
radio play.

Principles:

Relating cause and effect              We stayed in the office until  
recess because reading came  
after and that's what we are  
doing.

Sequence:

Report                      At story Lucy was trying  
to wake up the trees, but did  
not succeed.  
At run we ran around the  
school  
once.  
In S.S. we saw a film about  
shelter and did a title page  
for it.  
At math we played bingo.  
Jumoke and Melissa were  
callers.

## Text 2.2.5.

Thinking processesLanguage structuresSequence:

Report

Today at outputs I did science. I couldn't find a light bulb and when finally did it did not light. At spelling I got 4 wrong.

Evaluation:

Evaluating

The words are pretty hard, like neighbourhood.

Sequence:

Report

We also made envelopes for Valentines.

Evaluation:

Evaluating

It was hard drawing over glue, and I was reveiled when I was finished.

Sequence:

Report

At story they met Aslan. In S.S. I could not find anything on Inuit, or modern shelter but Haida and Squamish as easy. At math I did two and three quarters of a page.

Evaluation:

Evaluating

I was very happy about that.

## Text 2.3.1.

Thinking processesLanguage structuresPrinciples:

Relating cause and effect

Today at p.e. I did not get a  
partner

because we had an even

number of people,

so Peter and me demonstrated.

Sequence:

Narrating

"O.K. One...Two..." I heard a  
voice, oh hide...

"Faster Zohar" I heard Bess.

Report

She only changed a tini since

yesterday. Zohar came over to

the frontsteps

Narrating

and said or whispered:

"Thanks school!"

Report

I wish I could talk. Bess is  
not a beast anymore!

## Text 2.3.2.

Thinking processesLanguage structuresSequence:

Report

Today at art me and Jasmine  
finished the pet store  
we got two more windows to do.

Description:

Describing

The bees were buzzing,  
the birds were singing.

Sequence:

Report

Suddenly Cathy, a seagul  
landed on a pine tree she  
called her landing place.  
"Look what I found" she said  
showing of her leg.  
"Ring?" asked Cow looking  
closely.  
"Where did you find it ?"  
asked Nan a robin.  
"In the drive way." answered  
the proud bird.  
"Fake" declared Dan who held  
it now in his wing.  
"Shh!" I said. "10:25 !!"  
Suddenly Canny, a little girl  
crying "My ring" she sobbed  
"I lost it."

At that moment Dan dropped the ring.

"I found it!"she said happily.

## Text 2.3.3.

Thinking processesLanguage structuresSequence:

## Report

Today our table group finished our report on James Cook, practicely me and Zohar did it all.

Sequence:

## Report

Today everything was going O.K. for Nan a new girl in school since gym. David decided to give her a treat.

## Report

"Nan, Ann and Mag, you can be the captains" he said.  
 "What is a captain?" asked Nan who was form Germany.  
 Everybody except Naomie who knew how she felt roared with laughter.  
 At partner time everybody was given a partner, then they each had to write something about themselves.  
 Nan was bodied up with Naomie.  
 Nan wrote: "I em frem Garmeny"



When Naomie had to read it  
she did it normally.  
Everybody was surprised she  
could write that good.

### Text 2.3.3.

#### Thinking processes

#### Language structures

#### Sequence:

#### Report

Today our table group finished  
our report on James Cook,  
practicely me and Zohar did it  
all.

#### Sequence:

#### Report

Today everything was going  
O.K. for Nan a new girl in  
school since gym.  
David decided to give her a  
treat.

#### Report

"Nan, Ann and Mag, you can be  
the captains" he said.  
"What is a captain?" asked Nan  
who was form Germany.  
Everybody except Naomie who  
knew how she felt roared with  
laughter.  
At partner time everybody was

given a partner, then they  
each had to write something  
about themselves.

Nan was bodied up with Naomie.

Nan wrote: "I em frem Garmeny"

When Naomie had to read it  
she did it normally.

Everybody was surprised she  
could write that good.

## Text 2.3.4.

Thinking processesLanguage structuresSequence:

Report

Today some people came to  
our school they played  
jazz for us.

Commenting

"Hey,you! Come back" said  
a voice.

Dong,Dong,Dong. If you  
know

what I mean my mind was  
like that from that  
basketball match.

Now this voice got my  
mind off that.

"Dam that bird!" Hmmm  
what bird? Maybe Dan or  
Nan the Robin.

"Put that sandwich back  
Dan!"

"O.K." answered Dan.

## Text 2.3.5.

Thinking processes                      Language structuresSequence:

Report

Today at outputs I had to  
finish S.S. and we also  
had to end our stories,  
well then bie U-Hill.

Evaluation:

Evaluating

Well it sure is good for  
the last school day to  
arrive.

Sequence:

Report

Two whole months.

Snooses,

tic-tac-toe with Nan and

Dan, telling stories, Even

trying to teach some

birds or

animals.

Noting a process

It's also time to say

goodbye to the grade

sevens and start

missing the children

knowing they won't come

back next year

or wondering who'll come

back next year or who'll

be the new teacher....Ha-

ha-ha

long lissssst! Z-Z-Z-!

Report

Good Summer!

Bie!

## Text 3.1.1.

Thinking processesLanguage structuresSequence:

Report

Today I was a library monitor!

Evaluation:

Evaluating

It was lots of fun:I got some  
books ready to shelve.

Sequence:

Noting a process

Then recess.

The Phil read us a little  
revolving rihme.

Then Liz was here, we solved  
lots of problems.

Report

One was like this:

A man had 29 cows all but nine  
died. How many lived?

That was just a warm up.

Noting a process

After squirt we had art.

Report

We made board games.

Noting process

Then we chose a book of last  
month, it ended up to  
Revolving Rhymes.

## Text 3.1.2.

Thinking processesLanguage structuresSequence:

Report

Hello! Today we started off  
with spelling.

Evaluation:

Evaluating

It was fun.

Sequence:

Report

Phil was surprised  
that we knew what to do  
without him telling. We told  
him we read the board message,  
he didn't.

Noting a process

Writing followed.

Report

I only could write about three  
quarts of a page,

Evaluation:

Evaluating

but it was fun.

Report

I wrote about a field with  
little blu flowars

Sequence:

Noting a process

Then we had French

Report

She told us more about the  
project we are supposed  
to do by the end of the year.  
But sorry to say no video.

Noting process

Then we had reading.

Report

He showed us what our  
reading journals or what  
they are gonna be. Then we  
read. I read Gullivar.  
We also had math with  
decimal points

Principles:

Relating cause and effect

I finished so...no home work.

Evaluation:

Evaluating

But it was fun.

Sequence:

Report

We had squirt,

Evaluation:

Evaluating

after lunch it was fun and I  
read the same thing again.

Sequence:

Report

This silence was short lived  
since we had art.

Evaluation:

Evaluating

But it was worth it.

Sequence:

Report

I drew a bobtail and everybody  
told me it looked like a goat.



## Text 3.1.3.

Thinking skillsLanguage structuresSequence:

## Report

Well hi again.

Today we started off with writing and I wrote about a whole page.

They found a tiger cub.

Then math we had to do twenty eight questions and I did not finish,

Principles:

## Relating cause and effect

it was fun and confusing so it got noisy and we could not stay inside.

Sequence:

## Report

At reading he read us the last chapter of Sadako and the Thousand Paper Cranes.

He also showed us how to use a reading journal again.

Evaluation:

## Evaluating

It was fun.

Sequence:

## Noting a process

Now we are going to have a Class Meeting.

## Text 3.1.4.

Thinking processesLanguage structuresSequence:

Noting a process

Mom,

Francaise: Today in French

we watched a video. And we

learned some names of sports.

Math: We had lots (3) sheets

to do

Evaluation:

Evaluating

they were

not too hard not

too easy

Sequence:

Narrating a process

P.E.: David taught us and we

played Doctor Dodge ball and

freeze tag.

Reading: we read a newspaper

and had some sort of a

questiner.

Spelling: At spelling I got 2

wrong and the rest right!

Now we are going to woodwork.

## Text 3.1.5.

Thinking processesLanguage structuresSequence:

Report

today we did music with  
David's class. John's mom  
(Carolyn) came and she  
did it with us.

Noting a process

Then a fireman came and  
he showed a video.

Evaluation:

Evaluating

It was scarey.

Sequence:

Report

He told us that in a fire  
it is dark.

Noting a process

Then we went to recess.  
After recess we watched  
the rest of the video.  
Then we did spelling.  
I got two to three words  
wrong.  
Then, after lunch I did  
squirt and Phil read us a  
little bit of the Witches  
by Ralf Dahl.

## Text 3.2.1.

Thinking processes                      Language structures

Sequence:

Report

Today we had our  
presentations.

Principles:

Predicting

I hoped people liked it

Sequence:

Report

but when our tests got back  
it was pretty obviouse  
we had to make things  
more clear.

Narrating

I am doing my next research  
on blood.

## Text 3.2.2.

Thinking processesLanguage structuresSequence:

Report

Today I was library monitor  
twice!!!

Once in the morning and once  
in the afternoon.

Of course had to miss art  
and help Nicole.

Evaluation:

Evaluating

It was all worth it!

Sequence:

Report

All the grade 1 from div.9/10!

## Text 3.2.3

Thinking skillsLanguage structuresSequence:

Report

I watch about 12 hours T.V.  
each week.

Classification:

Generalization

People say that it could be  
real educational if you pick  
the good shows and  
you watch it at the right time  
not like 11 p.m.

Sequence:

Report

When I first came here I  
learned a lot of new words.

Choice:

Proposing alternatives

So I advise you to let E.S.L.  
children watch T.V. so they  
will be motivated.

## Text 3.2.4.

Thinking processesLanguage structuresSequence:

Report

Mom,

today we saw a movie about  
blood.

Evaluation:

Evaluating

It was educational,

Sequence:

Report

most of the people said it was  
gross.

We also went to the library to  
find some books. It was for a  
research and I only have one  
more chance on books,  
since only two of the three  
books the catalogue indicated  
was there.

## Text 3.2.5.

Thinking processesLanguage structuresSequence:

Report

Today we had music

Evaluation:Evaluating

it was fun

Principles:

Predicting

but we might not go again

Relating

cause and effect

because we lined up  
noisily.

Predicting

I hope we go again

Sequence:

Report

we also had computers,

Commenting

that's where I'm writing  
from now.Andrew thinks we split  
the time unequally.Principles:

Relating cause and effect

I don't because Phil  
said:"switch now" right after  
we switched.Sequence:

Report

I know from 0-11 times  
tables  
really well.



## Text 3.3.1.

Thinking skills                      Language structuresSequence:

Report

At story we had to predict:

Principles:

Predicting

I think that the giants are  
going to escape and try to  
run back to giant country.

Sequence:

Report

They managed to go 3 steps  
before the army took out their  
weapons and shot all but one.

Narrating

The remaining giant is the  
terror

Report

but they safely bury  
the others.

## Text 3.3.2.

Thinking processes                      Language structures

Sequence:

Report

Today we went to the  
computer room and helped  
Candice's class.  
I got a boy who said yes  
to everything!

## Text 3.3.3.

Thinking processesLanguage structuresSequence:

## Report

Today there came a lady .  
 She talked of dragon boats,  
 she also showed us a movie.  
 Phil also showed us a  
 newspaper that the women's  
 False Creek team won the  
 International Race.  
 Today we also played  
 California kick-ball.

Evaluation:

## Evaluating

It was fun, and the other team  
 won, so?

Sequence:

## Report

I was out-field, third, and  
 back catcher among hitting.

## Text 3.3.4.

Thinking processesLanguage structuresSequence:

Report

Today we had a sub.

I guess he changed his  
mind

about being a teacher  
after having *us*!

Evaluation:

Evaluate/personal preference

I hate Simon, he just  
popped my ballon!

Sequence:

Report

You see, I was a lib.  
monitor

in the morning and Marjory  
gave it to me and he  
popped it!

## Text 3.3.5.

Thinking processes                      Language structures

Sequence:

Report

Today we had math.

Evaluation:

Evaluating

It was O.K.

Sequence:

Report

When we had pe me and Heidi  
and Nathan stayed inside.  
I worked but I also had  
to help Heidi.

## Appendix C-I.

### Schematic structure of Text 1.2.5.

#### Observation genre

Orientation: Today there were some exciting things

like we went to Art with Dian

Event: first we had to do some animals

Description: I did a horse of course.

Event: Then we had to do some thumb spots.

Event: Then we had math.

Description: I was in the M.D. group.

Comment: it's fun I am beside Karen.

#### Register:

Field: writing in the B&F book

about some exciting moments of the school day.

Tenor: personal and egalitarian, as of one friend to  
an other.

Mode: constitutive of the activity

#### Transitivity:

Existential processes: Today there were some exciting  
moments

Material processes: we went to Art with Dian

I did a horse

we had to do some thumb pots

Relational process: I was in the M.D. group  
it's fun  
I am beside Keren.

## Appendix C-II.

## Schematic structure of Text 2.2.1.

Orientation: Today at outputs I did art.

Comment: It was fun and I did pretty much.

Comment: The triangles gave a head-ache.

Orientation: At spelling I got them alright!

Comment: I felt good after.

Orientation: At grammar I finished everything  
but they are going to check Jane's

Orientation: At story Prince Casper decided to blow the horn

Event: He also had an army and found the stone table.

Event: We also wrote letters to the minister  
to stop the wolves from being killed.

Comment: At p.e. we had fun,

Event: but only got to play two games.

Orientation: At math we had our last subtraction questions

Register:

Field: writing about some exciting events of the school day

Tenor: personal, egalitarian, as of one friend to another

Mode: constitutive of the activity

Transitivity:

Material process: Today at output I did art.

Relational process: It was fun

Material process: I did pretty much

Material process: The triangles gave me a head-ache.

Material process: At spelling I got them alright.



Relational process: I felt good after.

Material process: At grammar I finished everything,  
but they are going to check Jane's.

Mental process: At story Prince Casper decided to blow  
the horn.

Relational process: He also had an army

Material process: and found the stone table.

Relational process: At p.e. we had fun

Material process: but got to play only two games.

Relational process: At math we had our last subtraction  
questions.

## Appendix C-III.

Schematic structure of Text 3.2.5.

Orientation: Today we had music.

Comment: it was fun but we might not go again

Event: because we lined up noisily

But I hope we go again.

Event: We also had computer.

Description: That's where I am writing from now.

Event: Andrew thinks we split the time unequally

Comment: I don't because Phil said switch right after  
we switched.

Comment: I know from 0-11 times tables really well.

Register:

Field: writing in the B&F book about some exciting events  
of the school day

Tenor: personal, egalitarian, as of one friend to another

Mode: constitutive of the activity

Transitivity:

Relational process: Today we had music

Relational process: it was fun

Material process: but we might not go again,  
because we lined up noisily

Mental process: But I hope we go again

Relational process: We also had computers

Material process: That's where I'm writing from now.

Mental process: Andrew thinks we split the time  
unequally  
I don't

Material process: because Phil said switch now  
right after we switched.

Mental process: I know from 0-11 times table really well

## Appendix D-I.

Table 6

## Length and Syntactic Complexity of Student Writing

	Number of Topics	Number of Words	Number of T-units	Average of words per T-unit
<hr/>				
Texts from Year 1				
1.1.1.	4	46	4	11.5
1.1.2.	5	43	5	8.6
1.1.3.	7	48	9	5.3
1.1.4.	5	105	16	6.5
1.1.5.	1	70	7	10
<hr/>				
Texts from Year 2				
2.2.1.	7	95	15	6.3
2.2.2.	6	94	14	6.7
2.2.3.	4	82	12	6.8
2.2.4.	5	72	9	8.
2.2.5.	5	89	11	8.1
<hr/>				
Texts from Year 3				
3.3.1.	1	63	6	10.5
3.3.2.	1	20	3	6.3
3.3.3.	2	58	8	7.2
3.3.4.	1	48	5	9.6
3.3.5.	2	27	4	6.7

## Appendix D-II.

Table 7

## Length and Syntactic Complexity of Student Writing

	Mean number of topics(SD)		Mean number of words(SD)		Mean number of T-units(SD)		Mean words per T-unit (SD)	
Year 1								
Texts	4.4	(2.1)	62.4	(26.1)	8.2	(4.7)	8.3	(2.5)
1.1.1.-5.								
Year 2								
Texts	5.4	(1.1)	86.4	(9.5)	12.2	(2.3)	7.1	(0.8)
2.2.1.-5.								
Year 3								
Texts	1.4	(0.5)	43.2	(18.9)	5.2	(1.9)	8.0	(1.8)
3.3.1.-5.								

## Appendix E

CLASSIFICATION

THINKING - classifying, defining using operational definitions  
PROCESSES - understanding - concepts / applying - definitions / developing - classifications  
- generalizing about descriptions

LANGUAGE A - verbs of class membership: be  
- verbs of possession: have  
- possessives: his  
- generic nouns: apples, music  
- species nouns: kind, sort, class  
- nouns of measure:

LANGUAGE B - OBSERVING

CLASSIFYING (the grouping of items according to their similarities & differences)  
- Planets are a kind of heavenly body. We can divide heavenly bodies into types. There are different types of heavenly bodies.

Common expressions of classification:  
- Generic forms like: animal, vegetable, mineral  
- Species nouns like: kinds, types, parts, categories, qualities, classes, methods  
- Classifying verbs like: to be, to place under, to fall into, to classify, to divide

DEFINING (usually names the term being defined, puts it in a general class, points up its distinguishing feature)  
(sometimes from others in the same class)

- A moon is a kind of satellite (general class) which orbits a planet (distinguishing feature).  
- Definition: to define - to classify / to explain - to paraphrase / in definition - in explanation  
- Plus species nouns like: kind, species, class, type, form, category

GENERALIZING ABOUT DESCRIPTIONS

- Expressions of amount as listed in the section on MEASURING: most, some, lots of, a lot of, a few, all, not all, every, some...  
- Generally, generally speaking, on the whole, in most cases, under most circumstances, usually

- Special omission or use of the definite article the and the indefinite articles a and an:  
- The comet has a starlike centre. Comets have starlike centres. A comet has a starlike centre.

- Verbs: can, is able to, are able to, is associated with, is related to  
- Astronauts can load cargo from their cabin with the robot.  
- Tense of verb: present tense, indicating a continuing state of affairs or action  
- Comets often have a cloudy tail of light which always points away from the sun.  
- also simple past tense

THINKING - observing, describing, comparing, contrasting, labelling, measuring, ordering spatially, naming.  
PROCESSES - analogies

LANGUAGE A - NP - BE - NP/Adj, Prep. Phrase, DP - BE - NP

- relative clauses, adjectives, demonstratives, articles, possessive pronouns, adverbs of comparison

LANGUAGE B - OBSERVING

LABELLING  
- This is a planet. They are asteroids. It is a satellite. They are asteroids.

DESCRIBING INDIVIDUAL THINGS

Size - Planets are very large. Jupiter is immense.  
Shape - The moon looks round. The Earth is a sphere. The rocket nose is a cone.  
Position - The sun gives light and heat.  
Movement - The planets travel in orbits around the sun.  
Sound - Rockets blast off.  
Location - The comet is almost here.  
Structure - The sun is made up of gases.  
Density - Jupiter is very heavy.  
Feature - The moon has craters.  
State - The satellite is lost.

COMPARING (dealing with likenesses & similarities)

- Both Mercury and Venus are near the Sun. Mercury is small, and Venus is too. The diameter of Venus and Earth are similar in size.  
- Common expressions of comparison: similar to - as / like - in the same way / resemble - as ... as / almost the same as - to have ... in common

CONTRASTING (dealing with differences & dissimilarities)

- Mercury is small but Jupiter is large. Mercury is different from Jupiter because Mercury is small and Jupiter is large. Mercury is smaller than Jupiter.  
- Common expressions of contrast: differ from - on the other hand / different than - as ... as / but - although / however, nevertheless - while / even so - in contrast to / unlike - in opposition to / different from - still

- The comparative & superlative forms of adjectives & adverbs: bigger - the biggest / less - least / more - most  
- The flashlight is like the sun and the tennis ball is like the Earth. The stars resemble diamonds.  
- Common expressions of metaphor are similar to those of comparison. The nature of the things compared are of different classes and can be poetic and highly figurative.

MEASURING

Length - Canada is 15.2 m long.  
Weight - It weighs 410 kg on Earth.  
Capacity - The fuel tank holds 40 litres.  
Speed - Canada travels 6 cm per second.  
Amount - Quantifiers: all, some, none, not all, many, much, not many, a few, few, a small number, a little, little, more, most  
- Pronouns: everybody, everything, someone, something, anybody, anything, no one, nothing  
- Adverbs of frequency: always, often, sometimes, seldom, never, ever  
- Adverbs of duration: always, forever, for some time, for while, not for long  
- Adverbs of degree: entirely, very, somewhat, rather, quite, a little, a bit, not at all

ORDERING SPATIALLY

- to, at, away, from, on, off, across, over, along, through, in, out of, in front of, by, beside, near, next to, above, on top of, behind, under, beneath, below, underneath, between, among, amid, opposite, towards, into, past, around, up, down, beyond, forward / where, in which, by which / north, northern, south, southern, to the left, to the right, adjacent, distance, midpoint, diagonal, edge, limit, parallel, parallel to, perpendicular to, opposite, vertical, horizontal

DESCRIPTION

PRINCIPLES

THINKING - explaining, predicting, interpreting data - drawing conclusions  
PROCESSES - formulating/testing/establishing - hypotheses  
- inferring conditions  
- understanding/applying/developing - generalizations, principles, theories, causes, effects, methods, techniques, impacts, influences, responses, results, means, ends, motives, reasons, rules, norms, strategies

LANGUAGE A - cause: is due to, the result of  
- condition & contrast: if ... then, unless  
- generalization: in short, for example  
- words of general or inclusive meaning  
- scale of amount: all, every, always, none  
- prediction: must, ought, should  
- probability: likely, maybe

LANGUAGE B - SEQUENCING

RELATING CAUSE & EFFECT

- If a heavenly body blocks a light source, then an eclipse occurs. Eclipses are a result of heavenly bodies blocking a light source. Pluto is the furthest planet from the sun, consequently it takes longest to orbit the sun. Pluto takes the longest time to orbit the sun because it is the furthest planet from the sun.  
- Common expressions to relate cause & effect: so - is due to / thus - is the result of / since, as a result - consequently  
- Plus causal verbs like: melt, boil, harden, thicken, condense, fill, empty

PREDICTING

- It is likely that there will be stations in space in the near future. I predict that space satellites orbiting the Earth will become a common occurrence.  
- Common expressions of prediction: to predict that, to make a prediction about, to project, in the future, the next step, probably, the probability of

HYPOTHESIZING (a special kind of cause & effect reasoning; hypothesizing is more general than predicting)  
- If the sun lost some of its heat, then it might mean the end of life on Earth.  
- Common expressions of hypothesis: as for cause & effect with special attention given to modal verbs such as: can/could, will/would, may/might, shall/should, must; and to the tense & aspect forms of the verbs

FORMULATING THEORIES (generalizing about causes & effect relationships)  
- If gases mixed in liquids experienced a zero gravity condition, then movement in all gases is affected in many ways.

THINKING - sequencing, ordering, phonologically, following instructions.  
PROCESSES - noting a process, narrating

LANGUAGE A - prepositions & prepositional phrases of time, cause and purpose  
- clauses of time, condition, reason  
- sentence time relaters: first, next, earlier, later  
- tenses: reported speech imperatives

LANGUAGE B - SEQUENCING

ORDERING CHRONOLOGICALLY

- The booster launches the ship. The booster falls away. Stage two ignites. The ship is in orbit. Stage three falls away. The ship is by itself.

NARRATING

Play-by-Play Commentary  
- Here we are at Cape Canaveral, Florida waiting for the blastoff of the space shuttle, Challenger. Only five minutes to countdown...  
- Aspect: progressive  
- Verb tense: present

REPORTING

- The space shuttle Challenger took off from Florida. It positioned itself in its orbit. The astronauts flew into space without their lifelines today.  
- Verb tense: past

FOLLOWING INSTRUCTIONS

- The numbered steps as given in a: recipe, science experiment, "how-to" book, assignment

NOTING A PROCESS

- When a space ship goes into orbit, first there is the booster launch. Next the booster falls away. Then the second stage ignites. Afterwards the third stage ignites and puts the ship in orbit. Later the third stage falls away and finally the space ship starts on its solitary orbit.  
- Common expressions of noting a process:  
- Time words: before, after, following from, leading to, in the end  
- Verbs noting a change of state: boil - melt / harden - shorten / lengthen - soften / distill - condense

SEQUENCE

EVALUATION

THINKING - evaluating, ranking, appreciating, judging, criticizing  
PROCESSES - forming - preferences - appraising - personal / justifying - opinions  
- understanding - goals / analyzing - values / deciding - policies  
- evaluation criteria

LANGUAGE A - describing emotions: satisfactory/unsatisfactory, like/dislike  
- preference: prefer, had rather  
- standards: good/bad, right/wrong  
- viewpoint: want, wish  
- volition: want, wish

LANGUAGE B - DECISION-MAKING

FORMULATING POLICY

- Canadian astronauts will be chosen on the basis of these criteria. Canada will participate in the Star Wars plan in a limited way for these reasons. Space research will now enter in medical and biological research for these reasons.

EVALUATING

- I judge the establishment of a space station to be ill-advised. Based on evidence, I believe that the Big Bang theory is least likely to be correct.  
- Common expressions:  
- Adjectives related to judgement: good/bad, right/wrong, proper/improper, suitable/unsuitable, relevant/irrelevant  
- Verbs related to judgement: judge, compare, regard, view, consider, should be  
- Terms related to forming personal opinions & evaluations: like/dislike, prefer/disapprove, value/devalue, appreciate/depreciate, deprecate

RECOMMENDING

- We recommend... It is recommended that... The following are recommended...  
- One suggestion The department is advised to...

THINKING - making decisions, solving problems, detecting problems, proposing  
PROCESSES - alternatives, recommending

LANGUAGE A - modals: can, will, must/ought, should, would, may

- In my opinion, I think that, I choose

LANGUAGE B - DECISION-MAKING

FORMING PERSONAL OPINIONS

- In my opinion, exploring the planets is money well spent.  
- I think that exploring the planets is not the best use of government money.  
- Common expressions: I think - In my view / It seems to me - I am positive / In my opinion - I argue that / I consider - I suppose / I agree that - I assume / I don't know if

MAKING DECISIONS

- I have decided to go see Marc Garneau.  
- I would like this one. I selected.... I choose/chose.... This is the one I want.  
- I can solve this by. The way to handle this is to. The solution is to. The answer can be arrived at by. One way to do it is to ... and then to ... and lastly to...

DETECTING PROBLEMS

- The problem is. The problems seem to be. It looks like ... is the problem.  
- The issue is. It seems to be a case of. The control desk knows what the matter is.

PROPOSING ALTERNATIVES

- I would suggest that the money spent on space research would be better spent on medical research. It would be beneficial to spend more money on medical research and less money on space research.  
- Common expressions: I propose that - I would urge that / I would suggest that - I would say that / I would plan to / I would demand that / It would be beneficial to. It would be profitable to. It would be expedient to

CONCLUDING

- We can conclude that. In conclusion, I have arrived at the conclusion that. I surmise that. We may deduce that

CHOICE

DRAFT 2  
ESL-FFE

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES

Thinking Process	Language Structures																						
<b>OBSERVING</b>																							
Labelling	<p>This is a planet.  They are meteorites.  It is a satellite.  They are asteroids.</p>																						
Describing individual things size  shape  function movement  sound location structure density texture state	<p>Planets are very <u>large</u>.  Jupiter is <u>immense</u>.  The moon <u>looks round</u>.  The earth is a <u>sphere</u>.  The rocket nose is a <u>cone</u>.  The sun <u>gives light and heat</u>.  The planets <u>travel in orbits around</u>  the sun.  Rockets <u>blast off</u>.  The comet is <u>almost here</u>.  The sun is <u>made up of gases</u>.  Jupiter is <u>very heavy</u>.  The moon has <u>craters</u>.  The satellite is <u>lost</u>.</p>																						
Comparing (dealing with likenesses and similarities)	<p>Both Mercury and Venus are near the  <u>sun</u>.  Mercury is small, and Venus is too.  The diameter of <u>Venus</u> and the <u>Earth</u>  are <u>similar in size</u>.  Common expressions of comparison:</p> <table> <tr> <td>similar to</td><td>as</td></tr> <tr> <td>similarly</td><td>just as</td></tr> <tr> <td>like</td><td>in the same way</td></tr> <tr> <td>resemble</td><td>as.....as</td></tr> <tr> <td>almost the</td><td>to have.....</td></tr> <tr> <td>same as</td><td>in common</td></tr> </table>	similar to	as	similarly	just as	like	in the same way	resemble	as.....as	almost the	to have.....	same as	in common										
similar to	as																						
similarly	just as																						
like	in the same way																						
resemble	as.....as																						
almost the	to have.....																						
same as	in common																						
Contrasting (dealing with differences and dissimilarities)	<p>Mercury is <u>small</u> but Jupiter is <u>large</u>.  Mercury is <u>different from</u> Jupiter  because Mercury is <u>small</u> and  Jupiter is <u>large</u>.  Mercury is <u>smaller than</u> Jupiter.  Common expressions of contrast:</p> <table> <tr> <td>differ from</td><td>on the other hand</td></tr> <tr> <td>different than</td><td>is.....than</td></tr> <tr> <td>but</td><td>although</td></tr> <tr> <td>however</td><td>while</td></tr> <tr> <td>nevertheless</td><td></td></tr> <tr> <td>even so</td><td>in contrast to</td></tr> <tr> <td>unlike</td><td>in opposition to</td></tr> <tr> <td>different from</td><td>still</td></tr> </table> <p>The comparative and superlative forms  of adjectives and adverbs:</p> <table> <tr> <td>bigger</td><td>the biggest</td></tr> <tr> <td>less</td><td>least</td></tr> <tr> <td>more</td><td>most</td></tr> </table>	differ from	on the other hand	different than	is.....than	but	although	however	while	nevertheless		even so	in contrast to	unlike	in opposition to	different from	still	bigger	the biggest	less	least	more	most
differ from	on the other hand																						
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TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures
<u>OBSERVING</u> Forming analogies (dealing with resemblance between things of different classes: analogies are extended comparisons)	The flashlight is <u>like</u> the sun and the tennis ball is <u>like</u> the earth.  The stars <u>resemble</u> diamonds.  Common expressions of metaphor are similar to those of comparison. The nature of the things compared are of different classes and can be poetic and highly figurative.
Measuring linear weight capacity speed  amount	Canadarm is 15.2 <u>m long</u> . It <u>weighs</u> 410 <u>kg</u> on earth. The <u>fuel tank</u> holds 40 <u>litres</u> . Canadarm travels <u>6 cm per second</u> .  <u>Quantifiers</u> all, some, none, not all, many, much, not many, not much, a few, few, a small number, a little, little, more, most  <u>Pronouns</u> everybody, everything, someone, something, anybody, anything, no one, nothing  <u>Adverbs of frequency</u> always, often, sometime, seldom, never, ever  <u>Adverbs of duration</u> always, forever, for some time, for awhile, not for long  <u>Adverbs of degree</u> entirely, very, somewhat, rather, quite, a little, a bit, not at all

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued) 202

Thinking Process	Language Structures
<u>OBSERVING</u> <u>Ordering spatially</u>	to, at, away, from, on, off, across, over, along, through, in, out of, in front of, by, beside, near, next to, above, on top of, behind, under, beneath, below, underneath, between, among, amid, opposite, towards, into, past, around, up, down, beyond, forward, etc. where in which, to which, by which..... north, northern, south, southern..... to the left, to the right adjacent distance midpoint diagonal edge limit parallel, parallel to perpendicular to opposite vertical, horizontal
<u>Classifying</u> (the grouping of items according to their similarities and differences)	Planets are a kind of heavenly body. We can <u>divide</u> heavenly bodies into types. There are different <u>types</u> of heavenly bodies. Common expressions of classification: <u>Generic forms like:</u> animal, vegetable, mineral <u>Species nouns like:</u> kinds, types, parts, categories, qualities, classes, methods..... <u>Classifying verbs like:</u> to be, to place under, to fall into, to classify, to divide.....
<u>Defining</u> (usually names the term being defined, puts it in a general class, points up its distinguishing features from others in the same class)	A moon is a <u>kind</u> of satellite (general class) <u>which</u> orbits a planet (distinguishing feature). <u>Definition:</u> to define      to classify to explain    to paraphrase in definition in explanation <u>Plus species nouns like:</u> kind, species, class, type, form category

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures
<u>OBSERVING</u> Generalizing about descriptions	Expressions of <u>amount</u> as listed in the section on <u>Measuring</u> : most, some, lots of, a lot of, a few, all, not all, every, some..... + generally, generally speaking on the whole in most cases under most circumstances usually  Special omission or use of the definite article <u>the</u> and the indefinite articles <u>a</u> and <u>an</u> : <u>The</u> comet has a starlike centre. <u>Comets</u> have starlike centres. <u>A</u> comet has a starlike centre.  Power is needed at each stage.  Fuel is needed.  <u>Verb phrases</u> : <u>can</u> is able to are able to is associated with is related to  <u>Astronauts can load</u> cargo from their cabin with <u>the</u> robot.  <u>Tense of verb</u> : present tense, indicating a continuing state of affairs or action  <u>Comets often have</u> a cloudy tail of light which <u>always points</u> away from the sun.  also simple past tense

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures
<u>SEQUENCING</u> Ordering chronologically	The booster launches the ship. The booster falls away. Stage two ignites. The ship is in orbit. Stage three falls away. The ship is by itself.
Narrating Play-by-play commentary  report	Here we are at Cape Canaveral, Florida waiting for the blastoff of the space shuttle, Challenger. Only five minutes to countdown..... Aspect: progressive Verb tense: present  The space shuttle Challenger took off from Florida. It positioned itself in its orbit. The astronauts flew into space without their lifelines today. Verb tense: past
Following instructions	The numbered steps as given in a recipe OR a science experiment OR a "how-to" book OR an assignment
Noting a process	When a space ship goes into orbit, <u>first</u> there is the booster launch. <u>Next</u> the booster falls away. <u>Then</u> the <u>second</u> stage ignites. <u>Afterwards</u> the <u>third</u> stage ignites and <u>puts</u> the ship in orbit. <u>Later</u> the <u>third</u> stage falls away and <u>finally</u> the space ship starts on its solitary orbit.  Common expressions of noting a process: time words: before, after, following from, leading to, in the end  verbs noting a change of state: boil                      melt harden                  shorten lengthen                soften distill                   condense

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures												
<u>SEQUENCING</u> Relating cause and effect	<p>If a heavenly body blocks a light source, <u>then</u> an eclipse occurs. Eclipses <u>are a result of</u> heavenly bodies blocking a light source. Pluto is the furthest planet from the sun, <u>consequently</u> it takes longest to orbit the sun. Pluto takes the longest time to orbit the sun <u>because</u> it is the furthest planet from the sun.</p> <p><u>Common expressions to relate cause and effect:</u></p> <table><tr><td>so</td><td>is due to</td></tr><tr><td>thus</td><td>is the result of</td></tr><tr><td>because</td><td>have an effect on</td></tr><tr><td>therefore</td><td>if.....is so, then</td></tr><tr><td>accordingly</td><td>.....follows</td></tr><tr><td>since</td><td>consequently</td></tr></table> <p>as a result Plus causal verbs like: melt, boil, harden, thicken, condense, fill, empty</p>	so	is due to	thus	is the result of	because	have an effect on	therefore	if.....is so, then	accordingly	.....follows	since	consequently
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thus	is the result of												
because	have an effect on												
therefore	if.....is so, then												
accordingly	.....follows												
since	consequently												
Predicting	<p>It is <u>likely that</u> there <u>will be</u> stations in space in the near future. I <u>predict that</u> space satellites orbiting the Earth <u>will become</u> a common occurrence.</p> <p><u>Common expressions of prediction:</u></p> <p>to predict that to make a prediction about to project in the future the next step probably the probability of</p>												
Hypothesizing (a special kind of cause and effect reasoning; hypothesizing is more general than predicting)	<p>If the sun lost some of its heat, <u>then it might</u> mean the end of life on earth.</p> <p><u>Common expressions of hypothesis:</u></p> <p>as for cause and effect with special attention given to modal verbs such as can/could, will/would, may/might, shall/should, must and to the tense and aspect forms of the verbs.</p>												

Continued...

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures												
<u>SEQUENCING</u> Formulating theories (generalizing about cause and effect relationships)	<p>If gases mixed in liquids experience a zero gravity condition, <u>then</u> movement in all gases is affected in many ways.</p>												
<u>DECISION-MAKING</u> Forming personal opinions	<p>In <u>my opinion</u>, exploring the planets is money well spent. I <u>think</u> that exploring the planets is not the best use of government money.</p> <p><u>Common expressions:</u></p> <table><tr><td>I think</td><td>in my view</td></tr><tr><td>it seems to me</td><td>I am positive</td></tr><tr><td>in my opinion</td><td>I argue that</td></tr><tr><td>I consider</td><td>I suppose</td></tr><tr><td>I agree that</td><td>I assume</td></tr><tr><td>I don't know if</td><td></td></tr></table>	I think	in my view	it seems to me	I am positive	in my opinion	I argue that	I consider	I suppose	I agree that	I assume	I don't know if	
I think	in my view												
it seems to me	I am positive												
in my opinion	I argue that												
I consider	I suppose												
I agree that	I assume												
I don't know if													
Making decisions	<p>I have <u>decided</u> to go see Marc Garneau. I <u>would like</u> this one. I <u>selected</u>..... I <u>choose/chose</u>..... This is the one I <u>want</u>.</p>												
Solving problems	<p>I can <u>solve</u> this by..... The way to <u>handle</u> this is to..... The <u>solution</u> is to..... The <u>answer</u> can be arrived at by..... One <u>way</u> to do it is to..... and then to..... and lastly to.....</p>												
Detecting problems	<p>The <u>problem</u> is..... The problems seem to be..... It looks like.....is the <u>problem</u>. The <u>issue</u> is..... The control desk knows <u>what the matter</u> is. It seems to be a <u>case</u> of .....</p>												

Continued...

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures
DECISION MAKING Proposing alternatives	<p>I <u>would suggest</u> that the money spent on space research would be <u>better</u> spent on medical research. It <u>would be beneficial</u> to spend more money on medical research and less money on space research.</p> <p>Common expressions: I propose that      I would urge that I would suggest    I would say that                          that      I would demand that I would plan to It would be beneficial to It would be profitable to It would be expedient to</p>
Concluding	<p>We can <u>conclude</u> that..... in <u>conclusion</u> I have arrived at the <u>conclusion</u> that..... I <u>surmise</u> that..... We may <u>deduce</u> that.....</p>

TABLE VI CONNECTING THINKING PROCESSES AND LANGUAGE STRUCTURES (Continued)

Thinking Process	Language Structures
DECISION-MAKING Formulating policy	<p>Canadian astronauts <u>will be</u> chosen on the basis of these <u>criteria</u>. Canada <u>will participate</u> in the Star Wars plan in a <u>limited way</u> for these <u>reasons</u>. Space research <u>will now engage</u> in medical and biological research for these <u>reasons</u>.</p>
Evaluating	<p>I judge the establishment of a space station to be ill-advised. Based on evidence, I believe that the Big Bang theory is least likely to be correct.</p> <p>Common expressions: <u>Adjectives related to judgement:</u> good              bad right             wrong proper            improper suitable          unsuitable relevant         irrelevant</p> <p><u>Verbs related to judgement:</u> judge compare regard view consider should be</p> <p><u>Terms related to forming personal opinions and evaluations:</u> like                dislike prefer             disapprove value              devalue appreciate        depreciate                       deprecate</p>
Recommending	<p>We <u>recommend</u>..... It is <u>recommended</u> that..... The following are <u>recommended</u>..... One <u>suggestion</u> The department is <u>advised</u> to.....</p>