

Teachers' and Students' Perspectives of Corrective Feedback on the Grammatical Accuracy of Immersion Students' Second Language

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Submitted in fulfilment of the requirements for the award of PhD

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December 2018

Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award Ph.D. is entirely my own work, that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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Nóta Buíochais

Ba mhaith liom mo chéad míle buíochas a ghabháil leis an Ollamh Pádraig Ó Duibhir a bhí mar stiúrthóir taighde agam le linn mo chuid staidéir. Roinn sé a chuid ama agus a chuid saineolais go fial flaithiúil liom. Bhí sé i gcónaí ar fáil le mé a chur ar bhóthar mo leasa. Beidh mé i gcónaí an-bhuíoch dó as an spreagadh a thug sé dom an taighde seo a chur i gcrích.

Táim thar a bheith buíoch do Aidan Clerkin, comhghleacaithe i gCARPE i DCU agus Ian Clifford a gcur comhairle maidir le staitisticí agus SPSS orm. Ba mhaith liom mo bhuíochas a ghabháil le Ben Meehan a chur comhairle orm maidir le NVivo.

Gabhaim buíochas le mo chomhghleacaithe i rannóg Theagasc na Gaeilge san Institiúid Oideachais Bhaile Átha Cliath, Máire, Aisling, Lorraine, Laoise agus Jacaí a thug antacaíocht dom agus mé i mbun staidéir. Táim thar a bheith buíoch do chomhghleacaithe eile i nDámh an Oideachais san Institiúid chomh maith a bhí i gcónaí iontach tacúil dom.

Gabhaim buíochas speisialta leis na scoileanna, na príomhoidí, na múinteoirí agus na páistí a ghlac páirt sa taighde seo. D'oibrigh siad le díograis agus le dea-spiorad i rith an tionscadail. D'fhoghlaim mé an t-uafás ó bheith ina dteannta agus ba phribhléid é domsa bheith ag comhoibriú leo. Bhain mé an oiread sult as a bheith ag obair leo agus guím gach uile rath orthu sa todhchaí.

Ba mhaith liom mo bhuíochas ó chroí a ghabháil le mo chairde uilig, Pádraig ach go háirithe, a bhí seasta ag cuir comhairle orm i gcónaí. Ní dhéanfaidh mé dearmad ar a gcineáltas go deo.

Ní ritheann na focail liom a dhéanfaidh cur cíós ar an aitheantas cuí atá tuilte ar mo thuismitheoirí, Pádraig agus Margaret, mo dheirfiúracha, Aisling agus Mary, agus ar Jim, a mhúscail misneach ionam ó thús. B'iad a thug an fuinneamh agus an mhuinín dom an saothar seo a chríochnú. Gabhaim buíochas as ucht a gcuid comhairle agus tacaíochta a thug siad dom i gcónaí. Tá an t-ádh dearg orm iad a bheith mar chrann taca agam.

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List of Acronyms

B.Ed.	Bachelor of Education
CF	Corrective Feedback
COGG	An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta
DES	Department of Education and Skills
FFI	Form-Focused Instruction
FLA	First Language Acquisition
INTO	Irish National Teachers' Organisation
KAG	Knowledge About Grammar
L1	First Language/Mother Tongue
L2	Second Language
NS	Native Speaker
NNS	Non-Native Speaker
NCCA	National Council for Curriculum and Assessment
NQT	Newly Qualified Teacher
PCK	Pedagogical Content Knowledge
PD	Professional Development
PDST	Professional Development Service for Teachers
SCT	Sociocultural Theory
SLA	Second Language Acquisition
ZPD	Zone of Proximal Development

Teachers' and Students' Perspectives of Corrective Feedback on the Grammatical Accuracy of Immersion Students' Second Language

Sylvaine Ní Aogáin

Abstract

Despite extensive literature highlighting the advantages of immersion education, in relation to second language acquisition (SLA), research also indicates particular weaknesses (e.g. Chaudron, 1986; Genesee, 2004; Harley, 1992; Lyster, 2007; Mougeon, Nadasdi & Rehner, 2010). One such weakness is that immersion students generally fail to achieve a high standard of second language (L2) grammatical accuracy (Mougeon et al., 2010; Ó Duibhir, 2018). The current study investigates this identified weakness in immersion schooling and critically examines oral Corrective Feedback (CF), from a sociocultural perspective, as a means to address students' L2 grammatical inaccuracies. Oral CF may be described as any reaction of a teacher or another student that encourages the student to correct their grammatical inaccuracy immediately during communication (Lyster, Saito, & Sato, 2013). While research on this topic is limited in Ireland, it appears, from international research, that CF may enhance a more accurate acquisition of an L2, if utilised in accordance with the ability and language needs of the student (e.g. Aljaafreh & Lantolf, 1994) and if applied in a systematic manner. However, despite the potential of CF for L2 learning, international research indicates that many immersion teachers do not utilise it routinely as part of their teaching strategies (Lyster, 2007, 2015; Ó Ceallaigh, 2013; Ranta & Lyster, 2018).

The current study contributes to the field and builds on the latest research on CF in immersion school settings internationally, by examining the implementation of a systematic oral CF approach, in the immersion classroom, in Ireland. Adopting a pragmatic paradigm, the researcher deemed a qualitative approach to data collection most fitting to answer the primary research question, which asked: *What are participants' perspectives on the systematic use of oral corrective feedback (CF) to support the development of fifth-class immersion students' second language grammatical accuracy, specifically in relation to noun gender?* In examining this research question, all teacher participants (n=8) received professional development (PD) in relation to an explicit-inductive approach to grammar instruction. This served as a baseline control factor across all groups. Excluding the two comparison group teachers (n=2), each participating teacher (n=6) received additional PD on specific CF strategies, which considered the students' linguistic abilities and needs. The teachers then implemented these varying strategies in their own classrooms. The researcher engaged in classroom-based observation consistently throughout the study. Semi-structured interviews were conducted with participating teachers to elicit their perspectives on the impact of the systematic use of CF on the L2 grammatical accuracy of their students, specifically in relation to noun gender. These data were augmented by the responses of students during focus group interviews. Data were then analysed thematically (Braun & Clarke, 2006) within a sociocultural framework and some significant findings emerged from the qualitative data to contribute to the field of SLA on how CF may be effectively executed to promote a more accurate L2 learning.

Chapter One

Introduction

1.1 Introduction

Second language acquisition (SLA) and learning has become an internationally recognised area of interest for researchers, practitioners, and parents alike. Second language learning is a dynamic and ever-evolving process and a fertile area of research. To draw specific reference to second language learning in the Irish context, the majority of people learn Irish as their second language (L2), or perhaps as a third language, through the Irish education system. Given such a stance, there are ongoing initiatives in curriculum development and implementation to enhance the language learning experience and overall acquisition process of Irish students. Interestingly, the Department of Education (1999, p. 43) suggests that students' Irish language proficiency, "... will be further enhanced by experiencing Irish as a learning medium". In keeping with this, the Primary Language Curriculum (NCCA, 2015) suggests that Irish immersion education settings provide a refuge or sanctuary for Irish learning. In essence, it is proposed that Irish immersion education provides a context, "... in which children will achieve a more extensive mastery of Irish" (Department of Education, 1999, p. 43). Notwithstanding such positive perspectives in relation to Irish immersion education, it is widely documented that immersion students' L2 output contains frequent grammatical inaccuracies. Researchers maintain that immersion students' receptive skills¹ reach native-like proficiency but their productive skills² fail to reach a similar standard. It is often noted in the literature that an imbalance of communicative and analytical language learning strategies in immersion settings may lie at the root of this issue. As a result, much of the literature calls for the need for more explicit language instruction in immersion settings to ensure an accurate and successful SLA process. This linguistic weakness among immersion students provided the embryo for the current study.

The first chapter of the thesis aims to contextualise the study within Irish language policy and Irish immersion schooling. Although it is beyond the scope of the current research to explore, in depth, the complex history of the Irish language, and its teaching and learning in Ireland, the primary purpose of the next section is to distil key historic factors that outline major developments in order to help understand the genesis of language educa-

¹ Skills which do not require language production i.e. listening and reading silently.

² Skills which require language production i.e. speaking and writing.

tion policies. Following this, the researcher presents her rationale for the current investigation, upon which the succeeding chapters build. To begin, the researcher will provide a brief overview of the Irish language from the early nineteenth century.

1.2 The Irish Language

“Irish, or Gaeilge, is an autochthonous (indigenous) language spoken in the Republic of Ireland” (Ó Ceallaigh, 2013, p. 40). It is closely related to Scottish Gaelic and more distantly connected to Welsh, Breton, and Cornish (Ó Murchú, 2016). Despite English being the predominant language spoken by the majority of the Irish population, Article 4 of the 1922 constitution declared Irish as the national language of the Irish Free State (Government of Ireland, 1922). According to Article 8 of the present constitution of Ireland (1937), the Irish language is considered the first official language (L1) of the Republic of Ireland (Government of Ireland, 1937). Additionally, the Irish language received official recognition in Northern Ireland under the Good Friday Agreement (Department of Foreign Affairs and Trade, 1998), which was ground-breaking at the time.

Throughout the past number of centuries, the Irish language has experienced varying degrees of success and defeat and, although it has survived extinction, it has not escaped severe declines in use at varying stages throughout the past four centuries. As such, major efforts to revive and restore the language have been implemented throughout the years in an effort to restore and even save the language from extinction. The restoration of the Irish language has been a key policy objective of consecutive governments since the founding of the Free State in 1922. It has been tentatively monitored and is mentioned in over 140 varying Articles of the Irish Parliament or the *Oireachtas* (Ó Murchú, 2016), some of which include, The Good Friday Agreement (1998), The Education Act (1998), The Official Languages Act (2003) and the 20 Year Strategy for the Irish Language (2010-2030). Although such policies and Acts have contributed to, and supported the revival of, the language, Murtagh (2003) asserts that the Irish language has endured, primarily, as a result of the efforts to teach the language within the Irish education system, which is further asserted by Harris, Forde, Archer, Fhearaile, and O’Gorman (2006).

The erosion of the Irish language was often blamed on, “Daniel O Connell, the Catholic clergy and the National Schools” (Wall, 1969, p. 81), with “English rule... and emigration” (Darmody & Daly, 2015, p. 13) also considered militating factors. The settlement of English speakers in Ireland, during the Plantations of the 16th and 17th century, re-

sulted in English being regarded as the language of power and wealth, with Irish residing as the language of the lower working class citizens (Kennedy, 2012). In addition to this “language-class divide” (Kennedy, 2012, p. 6), the foundation of national schools in 1831 in Ireland introduced instruction through the sole medium of English, even in areas where there were monoglot speakers of Irish (Darmody & Daly, 2015). Such areas are generally referred to as Gaeltacht areas, a region in which Irish is the primary means of communication within the community (Coolahan, 1973). Additionally, the catastrophic human destruction and devastation, caused by the Great Famine (1845–1852), lead to the most significant depletion of the Irish language. To contextualise such loss, it is suggested that, prior to the Great Famine, an average of fifty per cent of the Irish population were native speakers; fifty years later, this figure had declined to less than ten per cent (Hickey, 2009).

It appears that one of the first movements to revive the Irish language evolved in 1876, with the foundation of the *Society for the Preservation of the Irish Language*, which introduced the inclusion of Irish instruction in the state education system (Ó Ceallaigh, 2013). This development introduced the instruction of Irish as an extra-curricular subject, after school hours, to fifth and sixth-class national school students (age 10-12) and further recognised the needs of native speaker (NS) students in Gaeltacht areas (Ó Duibhir, 2018). Interestingly, little attention or consideration was given to educating teachers to teach the Irish language, which held implications for future revival attempts (Ó Duibhir, 2018). A crucial opportunity for the rejuvenation of the Irish language emerged when the Partition Settlement of 1920-1922 took place. With this, the Irish Free State was firmly established, which was determined, “... to assert the distinctiveness of Irish cultural identity”, while maintaining the Irish language as “... the cornerstone of that identity” (Ó Tuathaigh, 2008, p. 28). Subsequently, Irish language skills, such as reading, writing, and speaking became a compulsory requirement for employment in the public sector; significantly, it was a requirement that remained in place until the 1970s. With this renewed emphasis on Irish as part of the cultural identity, came the introduction of the language as a mandatory subject for State Examinations in 1934 (Walsh, 2016), a status that has remained in place ever since.

Based on recommendations of the *First National Programme Conference*, radical curricular changes evolved from 1922 (Ó Murchú, 2016), in an attempt to revive the Irish language through the Irish education system. Under the reign of Eoin Mac Néill, as Minister for Education (1922-1925), the most prevalent changes evolved, which included Irish being implemented in all primary national schools (Ó Murchú, 2016). This policy mandat-

ed that all infant class (age 4/5) instruction be conducted through the medium of Irish (Coolahan, 1973), with a minimum of one hour Irish instruction to be conducted in all other primary school classes (Ó Duibhir, 2018). The focus of ‘solely infant classes’ was due, in no small measure, to the lack of teachers with sufficient Irish language proficiency required to teach Irish to any class above infants. Although such policy implementation was a radical departure from its predecessor, it proved problematic and, in 1925, teachers were recommended to employ daily English medium instruction until 10:30am, progressing then to Irish-medium instruction for the rest of the day (Coolahan, 1973). At this point in history, government initiatives were implemented to train teachers to teach through the medium of Irish. Such efforts saw the opening of seven Irish-speaking preparatory colleges; for example Coláiste Íde, in Kerry, which would support the progression of Irish speaking students to teacher training colleges (Ó Duibhir, 2018). It is important to note at this point, that the concept of the student in the education system was one “... who needed to be filled with knowledge, to be moulded into perfection by strict discipline” (Walsh, 2016, p. 7). In this vein, it appears evident that a greater emphasis was placed on the language rather than on the needs/demands of the student. It could be argued then that national linguistic interests provided the bedrock for such education initiatives rather than individual learning needs of the child, which may have had implications for both the teaching and learning of Irish at the time.

Despite the greatest efforts to restore the language, on behalf of the government and the State at the time, some parents and teachers maintained negative perceptions regarding the implementation of complete Irish instruction in schools. The Irish National Teachers Organisation of Ireland (INTO) noted that, on average, eighty per cent of infant teachers claimed, “... their pupils did not derive benefit from instruction through the medium of Irish equal to that which they would derive were English the medium used” (INTO, 1941, p. 18). Furthermore, Macnamara (1966) published seminal research that claimed that students’ proficiency in Irish was being gained in primary schools at the expense of their English language skills. Emerging from this unfavourable finding, some parents began to have little faith in the system, which then had a major impact on both teaching through Irish and the teaching of Irish. Thus, in 1960, the education policy mandating instruction of curricular subjects through the medium of Irish was removed. By the 1970s, a new Primary Curriculum was introduced which was underpinned by the ideology of child-centred, rather than subject-centred, education. It offered a diverse range of school subjects (i.e. physical education, art, music, social sciences), insisting on child-centred teaching pedagogies

(Walsh, 2016). As a result, the time allocated for Irish, as a subject, decreased significantly (Coolahan, 1981).

In summary, it appears that, “... the intensive promotion of bilingualism through the schools was largely unsuccessful” (Ó Laoire, 2012, p. 18). It seems that, in the 1970s, the Irish State retracted various commitments they had previously made to the Irish language, some of which included: the removal, in 1973, of the requirement to obtain a passing grade in the subject of Irish in state examinations (Watson & Nic Ghiolla Phádraig, 2009) and the elimination, in 1974, of the Irish language as a mandatory requirement for state employment (Walsh, 2016). Speaking on this, Ó Riagáin (1997) argues that the Irish State’s attitude towards the Irish language, at this time, was “benign neglect” (p. 148). As a result, such perceived neglect led to focused action, on behalf of parents, to ensure the educational needs of their children were fulfilled.

1.3 Towards Irish-Medium Education

The attitudes of some parents, teachers and students, pertaining to Irish-medium education, began to alter and evolve as the Macnamara (1966) study was challenged by Cummins (1977). Cummins questioned the validity of Macnamara’s (1966) study as he highlighted international research illustrating the benefits associated with “bilingual education”³ (p. 4). Furthermore, as reduced time was designated to the instruction of Irish in national schools, in accordance with the implementation of the Primary Curriculum (1971), some parents’ concerns were expressed, regarding the standard of Irish education available or provided to their children in mainstream English medium national schools (Ó Duibhir, 2009). A combination of such factors encouraged a shift, from a top-down compulsory approach to Irish, which had been implemented by the government for over forty years in the Republic of Ireland, to a bottom-up approach, fuelled by the specific needs and desires of the students and their parents. This evolution towards greater parent agency began to appeal to communities who welcomed the establishment of Irish-medium pre-schools referred to as *naíonraí* in 1968 (Mhic Mhathúna, 1993) and the growth of Irish medium primary schools in 1972, which are known as *gaelscoileanna*. Gaelscoileanna are “... associated with the Irish medium school movement outside the Gaeltacht where pupils from the dominant primary language (principally English) are immersed in the minority language (Irish, in this case) from their first day of school” (Ó Duibhir, Ní Chuaig, Ní Thuairisg & Ó Brolcháin, 2015, p. 6).

³ A term that refers to the teaching of content through two languages, a native L1 and an L2.

Since 1972, gael scoileanna, or Irish-medium education, has grown considerably in Ireland. This growth and development is evident in statistical figures provided by Gaelscoileanna Teoranta, “... co-ordinating body for Irish immersion schools in the republic of Ireland” (Ó Ceallaigh, 2013, p. 43). In 1972, only ten Irish-medium schools existed in the Republic of Ireland. In contrast, it was reported in 2016 that one hundred and forty-three Irish medium schools exist, in the twenty-six counties of the Republic of Ireland, excluding Gaeltacht areas. These statistics are illustrated in Figure 1.1.

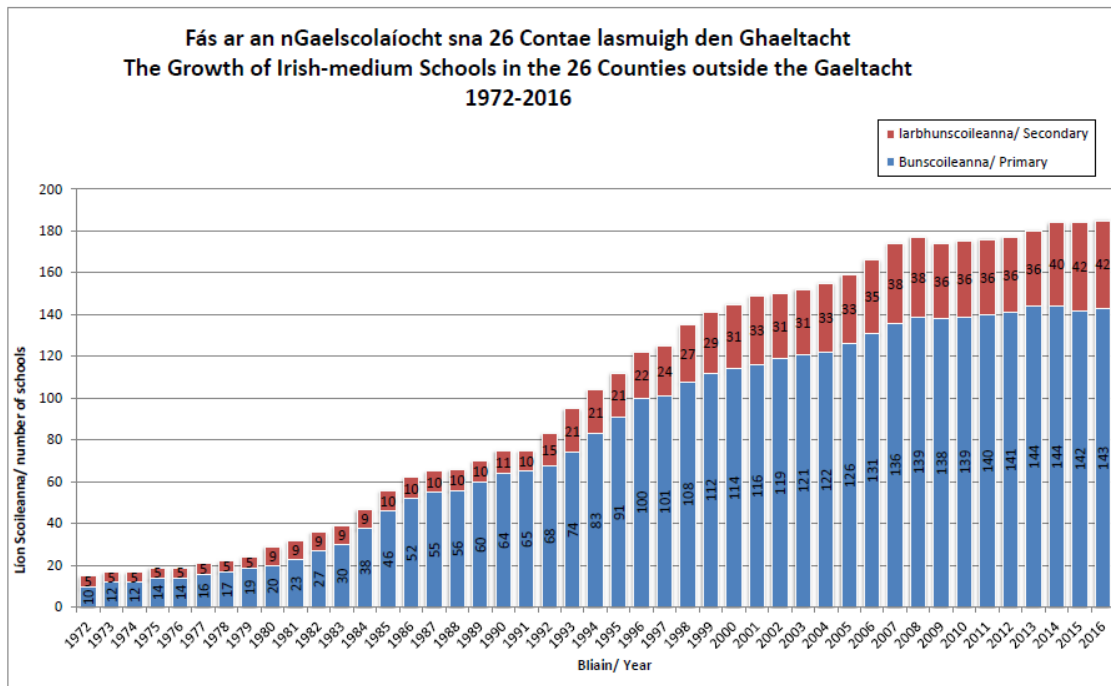


Figure 1.1. The Growth of Irish Immersion Schools in the Republic of Ireland (www.gaelscoileanna.ie) (retrieved on the 06/09/2017)

Figures published by the Department of Education, maintain that of the 550,200 students that attend primary schools in Ireland, 35,850 attend Irish-medium schools located outside Gaeltacht areas. However, reports published by sources in the media (e.g. www.gaelport.com), and Gaeloideachas, highlight that over 1656 students who wished to attend Irish-medium education, failed to receive a place in an Irish-medium school in 2015/2016 due to oversubscription for available places. These figures are also illustrated in Table 1.1. Literature presented in this section highlights the increasing popularity of gael scoileanna and parental preferences for Irish-medium education.

Table 1.1.***Demands on Spaces in Gaelscoileanna in the Republic of Ireland (26 counties) excluding Gaeltacht areas (2015/2016)***

Schools that could meet the demands of students wanting to attend gaelscoileanna	Schools that could not meet the demands of students wanting to attend gaelscoileanna	Schools who did not respond	Students who were not successful in gaining a position in a gaelscoil
73	55	15	1656

(www.gaelscoielanna.ie) (retrieved on the 06/09/2017)

It could be argued that Irish-medium schools present a unique sociocultural environment, which plays a critical role in the maintenance of the Irish language on the island. These school settings embrace a strong enrichment bilingual model, the primary objective of which, is to enhance bilingualism and biliteracy while also aiming to further the minority language (i.e. Irish) and culture to the wider community (Ó Ceallaigh, 2013). In this sense, Irish-medium education aspires to provide students with a form of additive bilingualism (the L2 is learned at no cost to the L1), rather than as a form of subtractive bilingualism (Baker, 2011); i.e., the acquisition of the L2 could hinder a student's L1 development (Baker & Wright, 2017). The form of bilingual education implemented in Ireland is also known as immersion education (Baker, 2011). In this research thesis, Irish-medium education, or gaelscoileanna, will be referred to as immersion education.

1.4 Immersion Education

Immersion education may be defined as a form of bilingual education where the immersion language (usually the L2) becomes the medium through which all other subjects are taught. In other words, students in immersion settings are expected to learn subject matter or content and L2 simultaneously (Lightbown & Spada, 2006).

Immersion education was originally coined in Montréal, Canada (Lambert & Tucker, 1972). It was established as a result of concerned Anglophone (English speaking) parents, regarding their children's ability to acquire a proficient level of French to engage and fully preform in a French-speaking community (Fortune & Tedick, 2008). Anglophone parents were concerned that their children would fail to compete against their Francophone (French-speaking) peers for employment opportunities (Lyster, 2007). Therefore, in brief, immersion programmes in Canada in the 1960's were, fundamentally, established to en-

hance children in becoming bilingual (English and French), and bicultural, without any loss of achievement. The St. Lambert study, conducted in a French immersion setting in Canada, revealed positive results as the authors concluded that:

The experimental students appear to be able to read, write, speak, understand and use English as well as youngsters instructed in English in the conventional manner. In addition, and in no cost they can also read, write, speak and understand French in a way that English students who follow a traditional program of French as a second language never do.

(Lambert & Tucker, 1972, p. 19).

Although the St. Lambert study has been a source of inspiration for the development of other immersion programmes - as it informed researchers, teachers, and parents of the advantages of immersion education - it is significant that the St. Lambert study was specific to the one-way French immersion setting. Thus, it is important to highlight that French was spoken outside of the school context, in the wider Montréal community. This is not always the case for all immersion education settings and such a factor may have influenced the positive student learning outcomes of the St. Lambert study.

Despite the inability to generalise findings from one immersion setting to another, Swain and Johnson (1997, pp. 6-7) and Swain and Lapkin (2005, p. 172) describe a cluster of eight core features, which they maintain, are commonly associated with immersion education systems, irrespective of varying contextual settings. These include:

- The immersion language is the medium of instruction.
- The immersion curriculum parallels the local L1 curriculum.
- Overt support exists for the L1/home languages.
- The program aims for additive bilingualism.
- Exposure to the L2 is predominantly confined to the school setting.
- Students enter with similar levels of L2 proficiency.
- The teachers are bilingual.
- The classroom culture is that of the local L1 community.

Exclusive of these characteristics, are the varying contextual factors that differ, depending on the needs of the immersion students and immersion language. The first factor of vari-

ance includes the extent of immersion, full or partial, utilised in the given education system. In a one-way total immersion programme, the student is fully immersed in the target language for their first two years; this is then reduced as the L1 is introduced. Partial immersion, on the other hand, occurs when a student is immersed in their target language for up to fifty per cent of the school day. Ultimately, the school decides on the percentage of language split between L1 and L2 in these education settings (Baker, 2011). Additionally, two-way immersion programmes (or dual language bilingual schools) exist, in which the aim is to combine native speaker students from two different language backgrounds (Baker & Wright, 2017). In these cases, both groups are integrated for instruction and students from each group serve as language models to each other. In two-way immersion programmes, the amount of time spent availing of each language is split equally to ensure a language imbalance does not evolve, which may put bilingual and biliteral student outcomes at risk (Baker & Wright, 2017).

Another differentiating component of an immersion programme is the point of entry to the immersion system. An early programme immerses the student in the system at the infant stage, at the average age of four/five years. In a delayed (or otherwise known as middle immersion programme - Baker, 2011), a student may begin immersion education at the approximate age of ten years. Finally, in late or secondary level immersion education, students are generally immersed from the age of eleven to eighteen. To contextualise this information, an early total immersion programme was the form investigated in the St. Lambert study and it is the predominant immersion education approach adopted in Ireland.

1.4.1. Immersion Education in Ireland. Given the early-total approach employed in most Irish immersion settings, students, at the age of four or five, are immediately immersed in the Irish language from their first day of school onwards. During this period, sensitive efforts are made to reduce or limit the amount of first/native language (L1) exposure. In these programmes, English is not introduced until at least the second term of the students' second year in the immersion system. From this point onwards, English accounts for an average of fourteen per cent of the school day (Ó Ceallaigh, 2013; Ó Duibhir, 2018).

The Primary Language Curriculum of Ireland (NCCA, 2015, p. 18) has recently been revised, with aims for immersion students to achieve Irish proficiency "... at a level appropriate to their abilities" included. Learning outcomes and progression milestones presented in the curriculum support this expectation and further provide targets for immersion students to achieve "near-native-like" proficiency (Ó Duibhir, 2018, p. 18). It is important

to highlight at this point, however, that outside of the school context, opportunities for the students to use their immersion language (Irish) or L2 are generally very limited, which results in greater challenges for the immersion settings in fostering ‘near-native-like’ linguistic standards among students. According to current state policies, Irish immersion education is intended to support students’ linguistic capacities in order to, in turn, build a stronger bridge between education and the wider community, by extending the use of their Irish language beyond the school setting (Action plan for Education, 2016-2019). Despite the wealth of research portraying the warranted benefits of immersion education, it seems that achieving such ‘near-native-like’ proficiency among immersion students, focusing particularly on the Irish context, appears complex and challenging.

1.4.2. The Benefits and Challenges of Immersion Education. Since the Macnamara (1966) publication, numerous international studies have provided evidence highlighting the benefits of immersion education (e.g. Lightbown & Spada, 2013; Lyster, 2007; Swain, 2000). These have been contextualised to Ireland by further research (Parsons & Lyddy, 2009; Shiel, Gilleece, Clerkin, & Millar, 2011). Both national and international research presents the following advantages of immersion education:

- Easier to learn a third and a fourth language (Cenoz & Valencia, 1994),
- Improvement in cognitive functioning in creativity and communication (Bialystok, Craik, & Luk, 2008),
- Higher scores of achievement in English reading (Shiel et al., 2011), when compared to English-medium school counterparts,
- Higher scores of achievement in Mathematics, when compared to English-medium counterparts (Shiel et al., 2011),
- Enhanced awareness of identity, culture, and sense of community (Baker, 2003, 2011),
- Increased self-esteem (Baker, 2003),
- An enrichment of academic productivity, creative talents, and self-esteem in students (Cummins, 2000),
- Improved communication and social skills (Cummins, 2000; Nic Eoin, 2005).

Additionally, a small number of National Assessments (NA) have been conducted within the Irish context over the past three decades, which have illustrated the positive impact of

immersion education on student learning outcomes. In 1988, a NA of English reading was conducted with students in English-medium and Irish-medium schools (Shiel et al., 2011). A standardised test of reading achievement was administered to a sample of fifth-class student participants and it was reported that Irish immersion students outperformed their English-medium school peers on these assessments. At the time of reporting, the reason for this discrepancy was noted as a result of the higher socio-economic class associated with students attending Irish immersion schools. Following this, in 2002, an NA of oral Irish and Irish reading of sixth-class students was assessed, in Irish immersion schools, Gaeltacht schools, and English-medium schools. Upon analysis of the administered tests, which included twenty-five item multiple-choice test of reading comprehension, a significant difference emerged in favour of Irish immersion students. These students achieved a mean score of 85%, a score significantly higher than that of their Gaeltacht peers (71%) and English-medium peers (39%), which was noteworthy (Harris et al., 2006).

In more recent times, a NA (Eivers et al., 2010) of English reading and Maths was conducted in 2009 with second class and sixth-class students. The number of participating Irish immersion schools (6%) was insignificant for meaningful comparisons to be drawn, therefore, the study was replicated to include a representative national sample of Irish immersion schools (60 schools) and Gaeltacht schools (60 schools) (Shiel et al., 2011). Results from this study were then compared and contrasted against the results of the 2009 NA. Shiel et al. (2011) explain that, upon early analyses of second-class students' English reading results, it appears that English-medium students seem to outperform their Irish immersion counterparts. By sixth-class, however, Irish immersion students were reported to achieve a higher mean-score in English reading at this stage, in comparison to their English-medium school peers. Based on these findings, it could be argued that immersion students' English reading may initially lag behind that of their English-medium counterparts but that, after a period of time, immersion students outperform other English-medium and Gaeltacht counterparts. Regarding Maths, Shiel et al. (2011) reported that the scores of sixth-class Irish immersion students were on par with those of sixth-class students attending English-medium schools. Therefore, one may conclude from these findings that Irish immersion education does not cause detrimental effects on students' performance in other subject areas.

Notwithstanding such positive data in support of immersion education, Baker (2006) acknowledges that immersion programmes are faced with their own set of challenges, some of which include:

1. Children do not always achieve grammatical accuracy,
2. There are limited opportunities to speak the language outside school,
3. There is a danger of generalising the Canadian experience.

With regards to such acknowledgements, we must be cautious then, in relation to the Irish experience. For instance, the anecdotal term “Gaelscoilis” (Nic Eoin, 2005, p. 324) is often used to describe Irish immersion schools, while the language spoken by Irish immersion students is regularly referred to a variety of interlanguage similar to that of Hammerly’s (1991) Frenglish (cited in Ó Duibhir, 2009, p. 19). Typically, it is suggested that Irish immersion students avail of “*Gaeilge líofa ach lofa*” (Fluent Irish with grammatical errors) (Walsh, 2007, p. 19). In short, while students in immersion programmes generally achieve a very high standard of second language (L2) fluency, they do not appear to achieve a similar standard of grammatical accuracy when compared to native language speakers (Day & Shapson, 1996; Fortune & Tedick, 2015; Ó Duibhir & Garland, 2010; Swain, 2005; Tedick & Young, 2014). Alternatively stated, immersion students appear to develop higher L2 receptive skills than L2 productive skills, which is echoed in Irish immersion research (Ó Duibhir, 2018). In brief, such grammatical deficiencies among Irish immersion students has led researchers such as Ó Cíobhán (1999) to contemplate that perhaps a new type of ‘creole’⁴ may evolve from the use of such interlanguage forms among Irish immersion students. In sum, the comments presented by these researchers indicate a notable level of concern in relation to immersion students’ L2 grammatical standard.

Many explanations for such a deficiency in immersion students’ grammatical accuracy have been offered throughout the years. Some suggest that, as a result of communicative pressures experienced in immersion programmes, the students have limited time to *process* linguistic forms⁵ from the language input they receive (VanPatten, 1996), thus causing inaccuracies in their L2 output. Another issue for grammatical inaccuracy, is that, once immersion students reach communicative sufficiency, they lack *motivation* to progress their linguistic register to produce an accurate L2 (Baker, 2006; Day & Shapson, 1996; Ó Duibhir, 2018). Furthermore, researchers claim that an L1 may negatively affect a student’s L2 output (Harley, 1993; VanPatten & Williams, 2014), which often then leads to inaccurate grammatical utterances in the students’ L2. Moreover, it is suggested that the

⁴ A pidgin language that has become the native language of a group of speakers, being used for all or many of their daily communicative needs (Ó Ceallaigh, 2013, p. 342).

⁵ Refers to grammatical, phonological, lexical, and paralinguistic elements of language.

use of these inaccurate utterances may stabilise in a student's long-term memory if regular feedback is not provided to the student. In this case, incorrect language forms become *fossilised* in the students' long-term memory (Skehan, 1998). Such fossilised linguistic features are, in turn, suggested to be less susceptible to change (Ellis, 2015). In sum, it could be argued that the SLA process may prove problematic for both students and teachers alike, in contexts where the target immersion language is the minority language of the local community and where it is rarely availed of in the wider community (Baker, 2011; Ó Duibhir, 2018).

Fortunately, abundant international research exists that suggest ways in which such a weakness of the immersion setting may be ameliorated in order to promote a more accurate SLA process among immersion students. Generally, researchers assert that, by overtly drawing students' attention to form in meaning/content-driven contexts (i.e. immersion classroom), one may enhance the SLA process and ensure more native-like proficiency among immersion students (Harley, 1991; Lyster, 2007; Ó Ceallaigh, 2013; Ó Duibhir, 2018). Lyster (2007) supports this call, recommending a counterbalance instructional approach between form and meaning in immersion settings as optimally fruitful in fostering a more accurate L2. As one may imagine, the crucial question which commonly arises among researchers and teachers alike within the field of immersion education, is how can language students' attention be explicitly drawn to forms of linguistic features without comprising such interactive social environments? In other words, how can immersion teachers establish a counterbalance approach between form and meaning/content? It appears that such an understanding remains incomplete in the Irish context. In an attempt to narrow such a gap in understanding, the current study suggests the use of systematic oral Corrective Feedback (CF), as a possible manner to ensure focus on form and meaning is sustained in the immersion setting. Concisely, oral CF involves a student receiving direct and immediate feedback (from a teacher or a peer) on their inaccurate linguistic utterance, which is intended to draw the students' attention to the linguistic form informally during interaction. CF is recommended to be utilised, not only during the specific language lesson, but also continuously throughout the day, which may support a 'counterbalance' approach to language learning in immersion settings.

This brief literature exploration justifies a portion of the researcher's rationale for the current investigation. However, it is important to document that the current study evolved, primarily, as a result of the researcher's "own felt need" (Elliot, 1991, p. 53) as an immersion educator, which will now be discussed.

1.5 Research Rationale and Questions

The researcher's 'ontogenesis' (Wertsch, 1985), as an immersion educator, along with other varied professional experiences, has led her to regularly note that, despite the rich L2 communicative environment offered in immersion settings, students in these schools generally persist in availing of an unknown interlanguage in which common grammatical inaccuracies are frequently observed in L2 output. To a certain extent, the researcher concurs with Walsh's (2007) viewpoint of *Gaeilge líofa ach lofa* being communicated in Irish immersion settings. Although the researcher understands that such linguistic inaccuracies are a welcomed learning component of the overall SLA process, one wonders then how teachers may effectively manage such corrections in enhancing SLA, all while further maintaining students' linguistic confidence and without impeding class discourse. To do so, the researcher acknowledges that teachers require a systematic approach to correct students' linguistic inaccuracies consistently throughout the school day in order to foster a more accurate SLA process. In other words, teachers need to utilise and engage with a systematic pedagogy that draws students' attention to form, not only during Irish lessons, but also continuously during formal and informal interactions throughout the immersion school day. According to international research, oral CF may achieve such an objective (Lyster, 2004; Lyster & Ranta, 1997; Ranta & Lyster, 2018; Sheen & Ellis, 2011).

International research, which has readily accumulated over the past number of years, documents the benefits associated with the use of a systematic oral CF approach on SLA (e.g. Ammar & Spada, 2006; Lyster, 2004, 2007, 2013;). Furthermore, within the Irish context, Harris and Ó Duibhir (2011) report CF to be one of six effective language teaching strategies in promoting L2 among students, which is significant. Despite a wealth of international research findings supporting Harris and Ó Duibhir's (2011) recommendation, CF remains under investigated and rarely utilised in Irish immersion contexts (Ó Ceallaigh, 2013). In fact, to the best of the researcher's knowledge, a study, in the Irish context, which explores the primary stakeholders' (i.e. immersion teachers and students) perspectives on CF in supporting students' grammatical inaccuracies, has not been published, to date. Thus, it appears that Irish immersion teachers, generally, remain unsure and uninformed on this complex phenomenon, CF, and on how to effectively engage in error-correction in order to foster a more accurate L2 among their students.

According to much research literature, which will be explored in Chapter Two, CF is a topic of importance in teacher education programs and for teachers, generally, because there is growing evidence that CF can play an important role in enhancing both oral and written linguistic accuracy. However, according to Ellis (2009, p. 16), “It is now clear that simplistic pedagogical proscriptions and prescriptions cannot reflect the reality of either the process by which CF is enacted or its acquisitional product”. Therefore, this research, in the Irish context, is timely as Ellis reminds that, “Teachers need to be guided by research but also to establish to what extent its findings are applicable to their own classrooms” (2009, p. 16). From a sociocultural perspective, teaching is a form of social mediation and, it could be argued, that CF is one form of relatively well-researched social mediation. Therefore, the primary focus of the current study is to interlink sociocultural theory and classroom practice in an attempt to scaffold immersion teachers’ knowledge and practice in relation to the systematic use of CF to address the highlighted weaknesses of immersion education outlined.

The study critically examines and analyses the perspectives of teachers and students on the systematic use of CF, in supporting fifth-class immersion students’ grammatical accuracy, specifically in relation to noun gender. For the purpose of this study, perspective is defined as, “... a particular way of considering something” (Cambridge Dictionary, 2018) from a lived experience. It is the thoughts/perspectives of these key stakeholders, in Irish immersion settings, about an evidence-based intervention, CF, that is foundational to this study. The researcher maintains that the current study is of scholarly significance, as it provides a unique and worthy contribution to the field of SLA and immersion education, both nationally and internationally. The current study aims to bridge a theory/practice divide by investigating the following research questions through adoption of a sociocultural lens for analysis:

1. What are participants’ perspectives on the systematic use of corrective feedback (CF) to support the development of fifth-class immersion students’ second language grammatical accuracy, specifically in relation to noun gender?
2. What are participants’ perspectives on the most effective CF strategy to support immersion students’ L2 development, specifically in relation to noun gender?
3. What are participants’ perspectives on the systematic use of CF as a support to develop immersion students’ ability to self and/or peer correct?

4. What are the constraints, if any, experienced by teachers, in consistently using systematic and scaffolded CF strategies in the immersion classroom?

These questions guided the study, an overview of which is now presented.

1.6 Structure of the Thesis

The primary focus of the current study is to critically examine and analyse both teacher and student participants' perspectives on the systematic use of CF, in supporting the development of fifth-class immersion students' grammatical accuracy, specifically in relation to noun gender. Vygotskian concepts, guide the researcher's quest to explore the key research issues noted in this chapter at every stage of the study. In essence, a Vygotskian sociocultural theory provided the "blueprint" (Osanloo & Grant, 2016, p. 12) for the current investigation from which all knowledge was constructed.

In the current chapter, Chapter One, the context of the study (immersion education) is discussed and evaluated. The researcher provides a brief overview of the journey of immersion schools in Ireland while further addressing benefits and challenges associated with the educational setting, during which, a significant gap in immersion education is highlighted. Furthermore, the researcher's own felt need to problematise an identified weakness in immersion education is addressed, i.e., that students, generally, were observed, by the researcher, to fail in achieving a high standard of second language (L2) grammatical accuracy. The researcher's lived experience of such an issue is mirrored in the literature in relation to immersion education. Thus, the study set out to co-construct knowledge with key stakeholders on the systematic use of CF to address this identified weakness.

In Chapter Two, research literature, which shaped and informed the current investigation, are presented. The chapter critically analyses and deconstructs the salient theories associated with SLA. SLA, within the immersion context, is then explored, while the challenges associated with it are further explored. Recommended teaching pedagogies, such as Form-Focused Instruction and Corrective Feedback, are discussed in detail from different theoretical positions. Teacher professional development (PD) is then explored in an attempt to establish an effective PD model for teachers in the Irish setting. Finally, Chapter Two presents the theoretical framework which in turn creates a framework for analysing data from the emerging themes.

Chapter Three details the research methodology. In this chapter, the researcher explains the research aims, objectives, and samples, along with the methodologies used to examine the research questions. A qualitative approach to data collection was deemed optimal in the current small scale investigation, which enabled the researcher to arrive at substantial conclusions in relation to the research questions listed above. The research design is explored in detail, along with the ethical considerations. The limitations of the study are also acknowledged in this chapter.

Chapter Four presents the data under five themes, which are analysed in conjunction with the theoretical framework and literature evaluated in Chapter Two.

Finally, in the concluding chapter, the primary findings are further synthesised and the researcher's contribution to knowledge is outlined. Recommendations for future policy, pedagogy, research, and theory are offered.

The next chapter explores the research literature, which focused and framed the current research investigation.

Chapter Two

Literature Review

2.1 Introduction

The purpose of the current study is to critically examine and analyse both teacher and student participants' perspectives on the systematic use of oral CF to support the grammatical accuracy of noun gender for fifth-class Irish immersion students. Although limited research has been carried out in Ireland, regarding CF and the merits associated with it, abundant international literature exists, indicating ways which CF may enhance the teaching and learning of Irish (L2), in Irish immersion settings. In order to fully investigate the international research on the impact of CF on SLA, a deep-rooted understanding of the SLA process is critical.

The chapter begins with a brief description of the literature search strategy utilised to complete this chapter. This initial section is then followed by an examination of the concept of SLA. SLA is a broad field that encompasses many theoretical positions. In the current literature review, the researcher focuses specifically on two distinct theoretical understandings of SLA, i.e., interactionist and sociocultural theories. Reference is also made to cognitive theories of SLA throughout this chapter. The rationale for its inclusion is justified in the discussion below. Analysis of these theoretical frameworks for understanding is then followed by an exploration of the literature relating to SLA in the immersion settings, which expands upon the discussion from Chapter One. Within this context, pedagogical approaches to enhance SLA are investigated, which focus predominantly on Form-Focused Instruction (FFI) approaches such as an explicit-inductive approach to grammar instruction and CF. The researcher further acknowledges that, in order for theory to inform practice, and vice versa, as recommended by Vygotsky's concept of praxis, strong, effective models of teacher professional development (PD) need to be created. Therefore, the researcher evaluates current literature in the field of PD. Finally, informed by the literature reviewed and discussed in this chapter and, upon reflection of the various theories and pedagogical approaches to facilitate and enhance SLA, the theoretical framework guiding the current study is outlined.

2.2 Literature Search

A review of the research literature initially involved the identification of key topics in the field of study. A keyword-focused search was conducted using Summon, Google Scholar, Science Direct, Wiley Online Library, and Sage databases. The search initially involved electronically searching databases for books and articles using key search terms: Language Acquisition; Language Development; Second Language Acquisition; Theories of Second Language Acquisition; Corrective Feedback; Bilingualism; Bilingual Education; Immersion Education; Irish Immersion Education; Second Language Teaching; Second Language Teaching in the Irish Context; Form Focused Instruction; Explicit-Inductive Approach; Professional Development. Books were retrieved from the campus library at Dublin City University (DCU) and from subsequent interlibrary loans. Additionally, the researcher searched extensively through the reference lists and footnotes of identified documents and related books to locate specific studies relevant to this study. Following an initial screening, which excluded irrelevant material that was unrelated to the topic of this review, a large number of studies were retained and the full-text articles examined. Due to the large volume of results, specific inclusion and exclusion criteria (Appendix A) were established to further limit the search and to identify studies relevant to the review question. Such a review informed the subsequent structure of this chapter. The next section presents a key concept of this study, which is Second Language Acquisition (SLA).

2.3 Second Language Acquisition

Long (1997, p. 319) acknowledges that, "... the very nature of the SLA beast" proves problematic and almost overambitious to define. Over the past three decades, in particular, numerous researchers have established their own unique definition, which in turn, has impeded the creation of a uniform account of SLA. Although an extremely complex phenomenon, evidence reveals widespread acceptance of SLA as how, "... non-primary acquisition takes place" (Gass, 1998, p. 84). In keeping with this, Gass and Selinker (2008) claim that, "SLA refers to the process of learning another language after the native language has been learned" (p. 7). This may include the learning of a third or fourth language also. Seidlhofer (2003) sheds a finer light on 'SLA', concluding that:

Second language includes such notions as “foreign language” and “third, fourth... language”; and that the “A” in “SLA” covers both “acquisition” and “learning”; lastly, “learning” refers to different kinds of learning (for example, inside a classroom or by living in the country where the target language is spoken. (p. 169)

Interestingly, Ellis (1994) considers SLA research to be an, “... amorphous field of study with elastic boundaries” (p. 2). It proves difficult, however, to rigidly define the extent and limitations of such boundaries. Ellis’ (1994) definition may, in turn, cause a lack of clarity on the exact nuance of SLA while also creating a profound absence of continuity among various SLA researchers and their studies.

Arising from the literature explored in this section, it is hardly surprising that the multidisciplinary field of SLA research fails to defend a homogenous view of what the study of SLA entails. It may seem then that Ellis (2015) presents the most contemporary and advanced view of SLA as, “... the study of the change that takes place in the students’ L2 knowledge over time and of what brings about this change” (p. 7). This notion of change in a student’s linguistic system is central to many, if not all, SLA research studies examined throughout this chapter. As such, for the purpose of this study, the research adopts Ellis’ (2015) definition, which views SLA as an umbrella term used to describe the study of any language learned subsequent to the first language.

2.3.1. The Role of L1 in SLA. Founded on the varying definitions of SLA explored above, it may be concluded that, by definition, all L2 students, regardless of varying factors (i.e. age/context), have previously acquired, at minimum, one language. This suggests, at a surface level, that the acquisition process of the L2 must differ from that of the L1, as the student is now equipped with knowledge of a previously acquired language (Cook, 2016; Pinter, 2017). Lightbown and Spada (2013) maintain that students draw extensively on the patterns of the other language knowledge they attain as they endeavour to discover the complexities of their new language. In other words, it is understood that, in acquiring new knowledge, the student builds on prior linguistic knowledge (Lightbown & Spada, 2013, p. 57). In this manner, Cook (2016) concurs that, “The first language helps learners when it has elements in common with the second language and hinders them when they differ” (p. 17). In other words, the L1 may both positively and negatively affect a student’s L2 learning process. Both sides of the argument will now be explored.

On one hand, it has been argued that prior language knowledge could be deemed advantageous to an L2 student, as they may “positively transfer” (VanPatten & Williams,

2014, p. 20) particular skills from their L1 in order to aid them in acquiring their L2. Such transferable skills include conceptual knowledge (e.g. understanding the concept of number); specific linguistic elements (e.g. the knowledge of the meaning of *tele* in television); metacognitive; and metalinguistic strategies (e.g. reading and vocabulary acquisition strategies, use of graphic organisers etc.) (Ó Duibhir and Cummins, 2012, p. 32). The concept of transferable skills draws extensively on the Common Underlying Proficiency (CUP) theory (Cummins, 1980), which suggests that, although both L1 and L2 appear different in outward conversation, they both operate through the same central processing system (Baker & Wright, 2017, p. 158). It should be documented at this point, that such a theoretical stance, which includes the transfer of linguistic skills, underscores the foundation of the Integrated Irish Primary Language Curriculum (NCCA, 2015).

In contrast to the concept of “positive transfer”, the notion of “negative transfer” exists (VanPatten & William, 2014, p. 20). Research (Ellis, 2012, 2015) suggests that L2 students often over-rely on their L1 knowledge and regularly attempt to apply this knowledge to their L2, which is not always fitting or suitable. As one may imagine then, such negative transfer may lead to inaccuracies within the L2 linguistic system (Ellis, 2012). In agreement, Harley (1992) argues that the most common L2 inaccuracies generally occur as a result of the mother tongue or L1 knowledge. To illustrate this incorrect use of L1 language forms in an attempt to produce L2 language output, the term *interlanguage* was coined by Selinker (1972). He recognises that, in acquiring an L2, students often create a linguistic system that draws on both their native L1 and also their target L2 but which remains distinct from both L1 and L2 accurate target language structures. Alternatively stated, interlanguage comprises L1 and L2 grammatical features. In short, it may, often-times, be referred to as the produced language of an L2 learner. This is briefly mapped in Figure 2.1 overleaf.

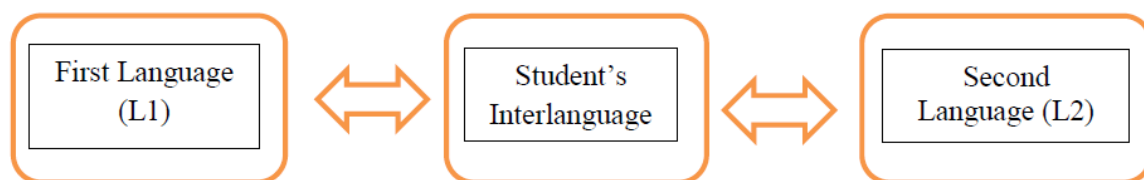


Figure 2.1. A Language Learner's Interlanguage (Adapted from Cook, 2016, p. 19).

The concept of interlanguage remains controversial, however, as certain SLA theorists (Larsen-Freeman, 2011; Lantolf et al., 2015; Swain, 2006) understand language as ever-evolving, with slight changes consistently occurring within the student's interlanguage as it readily develops towards target language proficiency. Contrarily, other research suggests that an interlanguage may stabilise and cease in developing (Gass & Selinker, 2008). It is often implied that, after a prolonged period of time without feedback on incorrect utterances, an interlanguage may stabilise in the students' long-term memory, along with non-native like features (Gass & Selinker, 2008), or, by way of explanation, the students' language fossilises (Ellis, 2015). Tarone (2006, p. 158) describes fossilisation as occurring as, "... a result of social and socio-psychological forces that affect cognitive processing and so impede acquisition on the part of some learners". Once fossilisation occurs, re-learning the correct language structures is suggested to be a challenging procedure for students.

Therefore, drawing on the working definition of SLA noted above - which maintains SLA as the study, "... of the change that takes place in the learner's L2 knowledge over time and of what brings about this change" (Ellis, 2015, p. 7) - one may conclude that SLA researchers have become increasingly interested in the 'change' (Ellis, 2015) that occurs within a student's interlanguage. Whitehead (2010) notes, however, that the study of modern linguistic development is, "... a tentative science of thinking and learning. It is tentative because it is not suggesting that it has any absolute answers" (p. 11). Consequently, varying perspectives and theories of SLA currently exist, each offering an account for the change and development of a student's interlanguage. Many of these original theories and concepts, which derived initially from the work of first language acquisition (FLA), are beyond the range of this study. VanPatten and Williams (2014), however, provide an insightful summary of SLA theories, explaining that in times past, SLA development was explored within two basic periods. The first period involved explanations such as behaviourist accounts of SLA which, "... attempt to explain behaviour without reference to mental events or internal process ... it is explained solely with reference to external factors in

the environment” (VanPatten & Williams, 2014, p. 18). To be specific, behaviourism appears to understand language acquisition as the formation of habits and as a product of rote learning. As scepticism mounted, regarding this theoretical perspective, the second period emanated, which appears to hold many varying accounts of SLA, some of which include, cognitive, interactionist, and sociocultural theories. Many of these theories and accounts have faded from prominence while others remain pertinently influential in SLA teaching and learning research. The current study focuses predominantly on sociocultural theories of SLA, however, interactionist theories of SLA are concisely explained, as they appear closely linked to certain concepts of sociocultural theories. Although cognitive theories of SLA are not exclusively explored in this section, the researcher draws on this perspective of SLA continuously, paying heed to the pivotal role these theories play in developing a deeper understanding of SLA. The forthcoming section begins by exploring interactionist theories while also including a brief synopsis of cognitive theories in order to provide a broad picture of SLA.

2.4 Interactionist Theories of SLA

To begin, it is important to document that interactionist theorists often regard their work as being firmly grounded within cognitive theories of SLA. Broadly speaking then, cognitive theories of SLA place a major emphasis on human cognition of the brain and how linguistic information is processed to enhance SLA (Skehan, 1998; VanPatten, 1996, 2004). Cognitive theories often assume that human beings are born with a, “... genetic capability that predisposes them to the systematic perception of language around them” (Aimin, 2013, p. 162). From this perspective, SLA is considered a conscious and reasoned thinking process that involves the intentional use of specific teaching and learning strategies to enhance acquisition development. Simply stated, cognitive theories of SLA appear to explain L2 acquisition as an input-processing and output-producing cognitive procedure. Ultimately, cognitive theories explore how language learning originates as declarative knowledge and how, through practice, it becomes proceduralised as gradual “automatisation of knowledge” (DeKeyser, 2014, p. 96) occurs. Declarative knowledge is considered to be knowledge *about* something. Thus, in the words of Lyster (2007), “... knowing concepts, propositions and schemata, including static information such as historical or geographical facts encoded in memory” (p. 18). Procedural knowledge, on the other hand, is understood to be the knowledge of *how* to do things. This involves the ability of applying rule-based knowledge to cognitive operations such as problem solving (Anderson, 1983).

From a cognitive perspective, therefore, it is implied that L2 features and forms become proceduralised with appropriate practice (DeKeyser, 2014, p. 96). Notwithstanding such critical theories in exploring the SLA process, it is important to highlight that cognitive theories draw little, if any, reference to the effects of social happenings and encounters in the SLA process. For example, Firth and Wagner (1997) argue that cognitive perspectives lack integrity in the field of SLA, as they, "... fail to account for the interactional and sociolinguistic dimensions of language" (p. 285). A similar sentiment is expressed by Ellis (2015) when he notes that cognitive perspectives of SLA are often guilty of not fully acknowledging the role and the importance of social contexts in the SLA process. Atkinson (2002) defends the role of social factors in SLA, claiming that, "[J]ust as surely as language is social so is its acquisition" (p. 527), which echoes Larsen-Freeman and Cameron's (2008) statement that, "... the social dimension of language is indispensable" (p. 126). It could be claimed, therefore, that interactionist theories expand and develop the body of cognitive research, by including social or interactional factors in investigating the SLA process. As reported by Gass and Mackey (2014), the interactionist approach surmises that acquisition occurs, "... when students encounter input, are involved in interaction, receive feedback and produce output" (p. 181).

An interest in interactionist approaches to SLA was originally evoked by researchers who observed the way in which a native speaker (NS) modified their language for a non-native speaker (NNS) in order to produce a more comprehensible input for the language students (Ferguson, 1971). This special register, which a NS adopted when speaking to a NNS, is often referred to as, *foreigner talk* (Mackey et al., 2013). Enthusiasm and interest in comprehensible input originates and derives primarily from a cognitive theory of SLA referred to as the Input Hypothesis (Krashen, 1985). Within this hypothesis, Krashen (1985) postulates that SLA occurs once an appropriate amount of comprehensible language input, which is marginally more advanced than the students' language ability, is provided to the student, on the basis that a student has a "low affective filter" (Krashen, 1981, p. 73), i.e., when the learner has low levels of anxiety and low levels of negative feelings associated with learning the L2. Despite criticism of this theory, the concept of the affective filter may provide an interesting and useful rationale as to why all that is taught is not always learned or acquired by an L2 student (Ellis, 2015). Upon analysis of Krashen's Input Hypothesis, it appears that he fails to acknowledge "... that there is a robust connection between interaction and learning" (Gass & Mackey, 2014, p. 181).

Long (1996) expands upon Krashen's hypothesis, within an interactionist perspective, to include the role of interactional occurrences in the SLA process. He claims that the effectiveness of comprehensible input is greatly increased in the SLA process when students interact in conversation to resolve a communication difficulty (Long, 1996). This stance is reflected in his theory of the Negotiation of Meaning. Interestingly, Ellis and Shintani (2014) explain that negotiation may occur for meaning or for form. Negotiation for meaning is thought to promote comprehension, whereas negotiation for form is linked to grammatical, phonological, lexical, and pragmalinguistic elements of the language (Ó Ceallaigh, 2013). In this manner, Long (1996) concludes that negotiation and interactional modifications (feedback) are beneficial to the L2 student, as they connect "... input, internal learner capacities, particularly selective attention and output, in productive ways" (pp. 451-452). Despite such a standpoint, Gass and Selinker (2008, p. 350) maintain that, while conversational interaction may be useful in "setting the stage" to promote SLA, further explanation is required to fully understand the extent of the SLA process from an interactionist perspective.

Swain (1985, 1995) echoes Long's (1996) voice of concern as she asserts that mere language input is not sufficient for the acquisition of an L2. From her deduction of French immersion students in Canadian settings, Swain (2005) recommends the use of 'pushed output' within her Output Hypothesis, whereby students are encouraged to avail of an accurate L2 by reflecting on their language use (Ó Duibhir, 2018). Lyster (2002, p. 248) concurs with Swain, maintaining that when immersion students are pushed to produce a more accurate L2 output, they are afforded the opportunity to reanalyse, "... what they have already internalised at some level and may thus contribute to a destabilisation of interlanguage forms". This concept is further supported by Loewen and Sato (2018), as they maintain that students generally process language semantically (for meaning) rather than syntactically (for form), but if they are pushed to produce L2 output, they are required to consider what specific forms encode which specific meanings, which is critical to the overall SLA process. In essence, language output is considered a critical component in the overall SLA process, as it enables students to make linguistic inaccuracies, which in turn, are suggested to trigger the L2 learning process (Loewen & Sato, 2018). These linguistic inaccuracies are embraced in the L2 learning process, providing the teacher with important insights into the students' L2 development and possibly informing further teaching and planning. As you saw in Chapter One, however, if linguistic inaccuracies are to be welcomed within the SLA process, teachers further require pedagogical approaches to effectively

manage such linguistic inaccuracies in order to foster accurate SLA among immersion students.

Swain (1995) further expands upon the importance of L2 output in the SLA process, providing three additional manners in which language output may enhance SLA. Firstly, she suggests that it instigates ‘noticing’ of L2 features by the L2 student. This concept draws on the Noticing Hypothesis proposed by Schmidt (1990), which asserts that, “People learn about things when they attend and do not learn much from the things they do not attend to” (Schmidt, 2012, p. 30). In tandem, Swain (1995) asserts that, in producing language output, students are encouraged to “notice the gap” between their interlanguage and the language of NS, a concept which is proposed by Schmidt and Frota (1986, p. 311). In fact, a student’s ability to notice discrepancies in their interlanguage is suggested to be the first vital stage of language learning (Thorne & Tasker, 2011). Secondly, Swain (1995) proposed that producing L2 output allows the student to reflect on what they have learned and to utilise it in future instances (Ellis & Shintani, 2014). Thirdly, Swain (1985) maintains that output affords the student an opportunity to reflect consciously on their L2 utterance for both form and meaning, which enables students to analyse words for grammatical understanding (syntactic) once they have been encoded for meaning (semantic). This reflection may occur once the student receives feedback on their utterance and their attention is raised, to focus on specific linguistic forms. This process could be initiated through the negotiation of form or meaning.

It could be argued that the literature briefly discussed in this section provides evidence that suggests that interactional processes rely heavily on social encounters to facilitate learning. Notwithstanding such a wealth of information and theoretical underpinnings, it seems that, although interactionist theorists of SLA propose a number of underlying interactional components, which are essential to the SLA process, they appear to dismiss the significance of the social and cultural context that facilitates such interactions. Therefore, the researcher turns now to explore sociocultural perspectives to fully understand the SLA process.

2.5 Sociocultural Theories of SLA

Sociocultural theory (SCT) presents itself as possibly the most established social theory of teaching and learning and it provides a useful framework for many SLA research studies (Aljaafreh & Lantolf, 1994; Donato, 1994; Lyster & Ranta, 2013; Nassaji & Swain,

2000; Swain, 2001, 2006; Swain, Kinnear, & Steinman, 2011; Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009). SCT is grounded in the ontology that the human mind is mediated by tools within the social arena of the individual (Gass & Selinker, 2008). Such a standpoint, however, does not suggest a complete separation from cognitive processes. Through this theoretical lens SLA is considered as, "... something that does not go on exclusively inside the head of the learner but also in the world the learner inhabits" (Ellis & Shintani, 2014, p. 210). From this perspective, it is suggested that higher-order psychological processes (i.e. cognition/internalisation) arise initially through social interactions between people as they co-construct understanding. Sociocultural theorists consider students' social and cultural environment to provide the "source of mental development" (Swain & Deters, 2007, p. 821). In contrast to cognitive SLA theories, sociocultural theories suggest that sociocultural experiences and circumstances play a pivotal role in the cognitive development of humans. Therefore, language is regarded as more than a mere vehicle to transfer of concepts and thoughts and, instead, as a "mediator of mind" (Ohta, 2017, p. 59), which includes the collaborative operation of many social, cultural, and cognitive processes. From this perspective, it could be argued that SCT represents a more holistic view of language learning and language development, as it, not only provides a rationale as to how learning takes place, but also how attitudes, social, and cultural factors influence the learning and thus developmental process of any given student (Thorne & Tasker, 2011). Additionally, the SCT provides a strong justification for why and how learning may appear different in various contexts, as SCT researchers argue that the same set of cultural/contextual experiences may affect the students' learning experience in various ways (Lantolf & Poehner, 2014).

Vygotsky is regularly acclaimed as the most influential researcher within a sociocultural framework. From a Vygotskian sociocultural perspective, human cognition and learning are considered both a social and cultural construct (Kozulin, Gindis, Ageyev, & Miller, 2003). From this standpoint, Vygotsky (1978) asserts that everything is learned on two planes; first through social interactions of the inter-psychological plane and then incorporated into the student's cognitive or intra-psychological plane. This is reiterated by Swain et al. (2011, p. xiii) as they explain that, "Vygotsky's insight focuses on the relationships between the individual psychological aspects and the social and culturally produced contexts and artefacts that transform the individual's cognitive and mental functions". It is important to note, that Vygotsky's theory of development emerged specifically in relation to overall child development. His ideas, considerations, and principles, however,

have been usefully adopted by the field of SLA. Researchers such as Aljaafreh, Swain, Lantolf, Thorne, in particular, defend that the constructs of Vygotsky's sociocultural theory can also be applied to SLA as they argue that language learning, thus language development, initially occurs as humans interact with people and objects in their social environment, within the social or the inter-psychological plane, which is then later internalised or proceduralised within the cognitive or the intra-psychological plane.

Essentially, Vygotsky maintained that development arises through dialogic interaction when a child's performance is mediated by a more knowledgeable other (MKO) (i.e. teacher) (Vygotsky, 1978), or by other sources of mediation, which Vygotsky referred to as cultural tools (Lantolf, 2000). Vygotsky differentiated two forms of cultural tools, which include: Physical tools (i.e. a hammer) and psychological tools (i.e. language) (Vygotsky, 1978). From a SCT perspective, such tools provide cultural assistance to a student, enabling them to mediate psychological processes and thus gain control of higher-order functions (Rassaei, 2017). Within the SCT framework, the capacity to achieve such controlled functioning of new knowledge, referred to as internalisation, is suggested to be most effectively achieved by the student when an appropriate level of support and guidance is provided to the student, in accordance with their emerging capacities and needs. Such guidance is recommended to be aimed at a level slightly beyond the students' current ability in order to progress their learning and development (Lantolf & Poehner, 2014; Lantolf et al., 2015). This concept is regularly referred to as the Zone of Proximal Development. Thus, in brief, researchers in the field of SLA (Lantolf & Thorne, 2006; Swain, 2006) maintain that as humans internalise and regulate new language forms within their social environment, through the mediation of tools (i.e. language), they begin to progress through their ZPD, leading to suggested language learning and subsequent language development. At this point, it is proposed that the newly learned language functions shift from the social plane to the cognitive plane where language forms are suggested to become proceduralised. These specific sociocultural constructs, such as, Mediation, Zone of Proximal Development, Scaffolding, Internalisation and finally, Learner Autonomy, are useful in understanding development, including SLA. Therefore, it is critical to examine such constructs in the context of SLA.

2.5.1. Mediation. One of the essential concepts of SCT is the claim that the human mind is mediated. This is premised on the understanding that SCT, "... rests on the assumption that human activity (including cognitive activity) is mediated by what are known as symbolic artefacts (higher-level cultural tools)" (Gass & Selinker, 2008, p. 283).

It seems that SCT is deeply rooted in the belief that humans do not act directly with the world but, instead, utilise, what Vygotsky regarded as, tools to mediate their connections with the wider world. This sentiment is clearly articulated by Lantolf et al. (2015, p. 3) who regard mediation as, "...a buffer between the person and the environment" that "acts to mediate the relationship between the individual and the social-material world". In essence, mediation refers to the use of tools as aids in accomplishing something that was previously too ambitious for the student to achieve alone (Aimin, 2013).

Mediation in SLA has been categorised in three ways, which include: mediation by artefacts or objects (i.e. dictionaries, posters, and textbooks), meditation by self through private speech, and mediation by others through social interactions (i.e. MKO and peers) (Ellis, 2015). Vygotsky (1978) regarded language as the most potent psychological tool humans avail of to mediate their actions with the world, with others and with themselves. In other words, "... language gives humans the power to go beyond immediate environment and to think about and talk about events and objects that are far removed both physically and temporarily" (Gass & Selinker, 2008, p. 284).

To draw specific reference to SLA, researchers argue that mediational-means may provide an optimal lens for assessing students' L2 development, as Lantolf and Poehner (2011) maintain that mediated performance presents indications that a student's interlanguage is still in the process of development. Therefore, it could be argued that from a sociocultural perspective, language development occurs when a student has the capacity to perform a given task with diminishing reliance on mediation forms (Lantolf, 2006; Lantolf & Thorne, 2006). According to Ellis (2000), mediated interactions, which lead to the most successful L2 development, appear to be those that include an appropriate level of assisted learning for the student throughout their learning process. In terms of language learning, it is suggested that appropriate mediation varies across three planes (Lantolf & Poehner, 2014, p. 173). These three planes include:

- individual factors (i.e. developmental stage of the student),
- timing (dependent on class discourse more/less may be required),
- L2 features.

Thus, appropriate mediation, or assisted help (*scaffolding*) is intended to bring the student to, what Vygotsky terms, the Zone of Proximal Development (ZPD). Vygotsky's ZPD is a key SCT construct, which demonstrates how, "... through collaborative mediation" (Lan-

tolf, 2011, p. 29), a student may achieve what is simply unachievable on their own or without mediated assistance.

2.5.2. The Zone of Proximal Development. Vygotsky draws on two levels of development when explaining the concept of ZPD. He refers to the first level as the actual development stage and the second level of development as the potential development of the student. It is often stated that the actual level describes development retrospectively, while the potential level describes development prospectively (Vygotsky, 1978, p. 86). Thus, Vygotsky (1978) explains his theory of ZPD as the metaphorical space between these two levels that a student can reduce as his/her learning capacities develop, provided the appropriate mediational tools are available. In Vygotsky's own words, the ZPD includes the, "... distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Based on this definition, the most essential concept of the ZPD appears to be the emphasis placed on what has previously been developed and what has the potential to develop, when given the appropriate mediational support. Ultimately, the ZPD presents, "... those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic stage" (Vygotsky, 1978, p. 86). Furthermore, evidenced in Vygotsky's excerpt, a particular emphasis is placed on the critical role of the human mediator (i.e. the MKO) in facilitating the development between the two planes.

The Vygotskian ZPD construct asserts that development arises through collaborative mediation, whereby the MKO (i.e. a teacher) interacts and provides guided assistance to a novice (i.e. a student), which in turn, is expected to enable the student to better perform the task at hand (Ellis & Shintani, 2014). As this occurs, both the MKO and the student co-construct a metaphorical site, the ZPD. The collaborative work of both parties enables the MKO to identify students' emerging capacities, which in turn enables the teacher to establish optimal learning conditions. Thus, Vygotsky maintains that effective instruction within students' ZPD should be directed at activities that the students cannot achieve independently, but can, instead, perform through collaborative means with others (Rassaei, 2017). From this perspective, Vygotsky (1984, p. 3) affirmed that effective instructional approaches are required to proceed beyond development and should be aimed towards a student's potential ability which lies within the co-constructed ZPD. Such a practice is

proposed to ensure the awakening of the higher order functioning of a student (Lantolf, 2011).

Researchers in the field of SLA and more specifically the field of CF (i.e. Aljaafreh & Lantolf (1994), Lantolf et al. (2015) and Lantolf & Poehner (2010)) regularly utilise the Vygotskian concept of ZPD, to conceptualise the process of SLA and overall L2 development. Aljaafreh and Lantolf (1994) note three “mechanisms of effective intervention within the ZPD” (p. 468), which are crucial in co-establishing a student’s ZPD to enhance SLA. Firstly, as a student’s ZPD is dynamic in nature, Aljaafreh and Lantolf (1994) recommend the progression of the ZPD to be gradual, based on the developing linguistic capacities of the student. As Aljaafreh and Lantolf (1994, p. 468) state, “The purpose here is to estimate the minimal level of guidance required by the novice to successfully perform the given task”. It is advised, from this perspective, that aid should initially be provided through implicit and general strategies in order to fully detect the ability of the student, and then progress to more specific strategies until the appropriate level of guidance required by the student is discovered. Secondly, assisted guidance (i.e. forms of mediational support) should be provided contingently to the student in accordance with their specific needs. It is strongly emphasised that any form of mediation provided should readily reduce (fade) as the student acquires competency in the desired linguistic skill. Thirdly, the authors emphasise the importance of ensuring that the ZPD is dialogic in nature and that it is co-constructed through mediated interactions between the student and the MKO. Aljaafreh and Lantolf (1994, p. 468) stress that, “... without dialogic negotiation, it is virtually impossible to discover the novice’s ZPD”. The concept of ZPD appreciates the importance of collaborative mediation in shaping what has been learned (Gass & Selinker, 2008); in other words, the social nature of the language learning process. Research suggests that availing of the three mechanisms of effective intervention explored in this section may ensure consistent growth and development over time, which is crucial (e.g. Aljaafreh & Lantolf, 1994). It is important to note, however, that over or under providing assistance to a student may affect the students’ capacity to progress through their ZPD (Lantolf et al., 2015), which may hinder a student’s L2 development process. Therefore, establishing and maintaining appropriate ZPD requires continuous assessment of the student’s emerging capacities.

In summary, ZPD does not occupy a fixed stance; it needs an open-ended perspective from both sides (i.e. MKO and student), which develops through mediated interaction, and which supports language learning and subsequent language development (Aljaafreh & Lantolf, 1994; Swain, 2000). Holzman (2016) suggests that ZPD is more usefully under-

stood as a process rather than a fixed state, "... an activity rather than an actual zone, space or distance" (p. 29). ZPD is understood as a metaphorical explanation to underscore the current ability of a student and their potential ability. Vygotsky's concept of assisted learning is more commonly referred to by sociocultural theorists as *scaffolding*.

2.5.3. Scaffolding. To bring a student to his/her ZPD requires the provision of a suitable level of support to guide their learning development (Ellis & Shintani, 2014). Although presented as an independent concept to that of ZPD, which was originally coined by Wood, Bruner, and Ross (1976), the concept of scaffolding appears to be fundamentally and intrinsically related to Vygotsky's theory of child development. Bruner (1983), a cognitive theorist, explains scaffolding as, "... a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it" (p. 60). Scaffolding relates to a primary concept of a student's learning, which is regularly referred to as being "guided by others" (Stone, 1998, p. 351).

Scaffolding should, in effect, ensure that the learner's potential (ability) is always achieved. In this sense, the scaffold provided to the student should be aimed at a level slightly beyond the student's current ability. In other words, a scaffold should be provided to a student in accordance with their developing functions rather than their developed functions (i.e. the student's ZPD) (Vygotsky, 1978). It is important to document, however, that van de Pol, Volman, and Beishuizen (2010) maintain that little consensus appears to exist in defining exactly what pedagogies, practices, and approaches constitute 'scaffolding', with researchers suggesting that such an inconsistency has led to the loss of the theoretical underpinning of the concept of scaffolding in many research studies (van de Pol et al., 2010; van de Pol, Volman, Oort, & Beishuizen, 2015). Despite this discrepancy, the concepts of contingency, fading, and the transfer of responsibility appear consistent among all scaffolding definitions (van de Pol et al., 2010). Based on this, van de Pol et al. (2010), offer an insightful conceptual framework in understanding the co-construction of a scaffold between a student and a teacher, or in Vygotskian terms, the MKO (Wood et al., 1976), which is presented in Figure 2.2 overleaf.

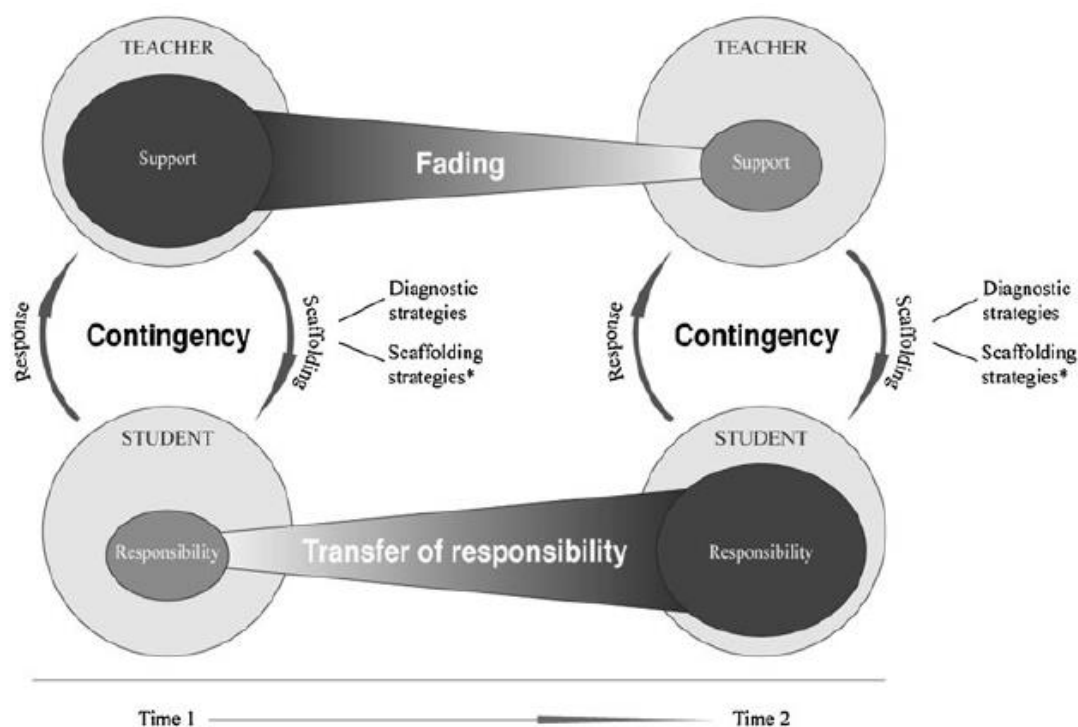


Figure 2.2. Conceptual Model of Scaffolding (van de Pol et al., 2010, p. 274)

In their conceptual model of scaffolding, van de Pol et al. (2010) begin by stating that the level of scaffold provided must align with a student's ZPD. Once the ZPD is co-constructed, the researchers postulate that the scaffold may then operate contingently with the student's emerging capacities, operating slightly beyond their current ability. Without an initial diagnosis of the student's current and potential ability, such a scaffolding framework will not succeed (van de Pol et al., 2010). As the student's developmental capacity increases, van de Pol et al. (2010) assert that the scaffold must readily fade as the MKO transfers the responsibility to the student, enabling them to gain more control over their higher-order functions (Vygotsky, 1978). This concept echoes Vygotsky (1978), who advocated the gradual and contingent reduction of mediational tools (i.e. MKO) as the students' capacities increase, which, in relation to language development, incorporates Aljaafreh and Lantolf's (1994) three mechanisms of effective intervention with the ZPD, as discussed in the previous section. Most importantly, the conceptual framework presented appears to provide a clear understanding for the role of the student and the role of the MKO as both active participants within the scaffolding process, which is critical in the developmental process. Echoing sociocultural perspectives of language development, it is important to highlight that van de Pol et al. (2010, p. 272) caution that, "Scaffolding ...

never looks the same in different situations”. Therefore, scaffolding requires consistent assessment of the ability and emerging competencies of students.

In extending the conceptual framework proposed by van de Pol et al. (2010), it should be highlighted that Van Lier (1996) draws specific reference to the important role of the MKO and the scaffolding process in the overall L2 development process. However, he argues the case of the MKO and claims that, in some circumstances, interaction among students of similar or varied cognitive abilities, may enhance SLA, as it could, “... encourage the creation of different kinds of contingencies and discourse management strategies” (p. 163). Donato (1994, p. 51) concurs, maintaining that a form of scaffolding may be established as students work collectively on learning tasks, which emphasises the significance of the social and the cultural context. He argues that this may result in a student’s linguistic development and, therefore, he highlights that, “... it appears useful to consider learners themselves as a source of knowledge in a social context” (pp. 51-52). Interestingly, Vygotsky (1978) originally noted the influence of the more capable peer in his initial theory of child development, which is important. Therefore, it could be argued that, within the sociocultural framework, students’ peers are regarded as MKOs, which is significant in emphasising the power of peer tutoring within a community of language learners. As a result, dynamic scaffolding relationships may be established, not only between students and their teachers, but also between students and other students.

Such a concept of peer scaffolding is further supported and extended within the SLA specific construct proposed by Swain’s Output Hypothesis (2005), discussed in Section 2.4, as she originally considered the notion of collaborative dialogue, which later became known as ‘Languaging’ (Swain, 2006). Within the concept of collaborative dialogue or Languaging, Swain asserts that students engage in dialogue to resolve a linguistic problem, which in turn, builds on their knowledge base. Swain and Lapkin (2011) explore language as a key mediational tool which students may avail of to mediate and scaffold each other’s learning, through collaborative dialogue. Within the language-learning context, Swain (2006) explains that language plays a dual role, as it acts as the mediating tool and the object of learning. Ellis (2015) adds support and claims that ‘languaging’ is not just a “... facilitator of learning it is where learning takes place” (p. 220). Swain (2006) elicited the Noticing Hypothesis (Schmidt, 1990), noting that collaborative dialogue may be particularly beneficial in drawing a student’s attention to linguistic forms as problems arise in conversations which are, in turn, mediated through language and resolved in social contexts. Therefore, it could be stated that the SCT illustrates support for the Noticing Hy-

pothesis (Schmidt, 1990) discussed within interactionist theories of SLA, as sociocultural theorists further predict that drawing attention to, or noticing linguistic forms, is necessary in fostering SLA by promoting language internalisation (Gass & Selinker, 2008), which is significant.

2.5.4. Internalisation and Regulation. In Vygotskian terms, internalisation is viewed as development that, "... does not proceed toward socialisation, but toward the conversion of social relations into mental function" (p. 165). Lantolf and Thorne (2006) explain internalisation as the, "... means of developing the capacity to perform complex cognitive and motor functions with increasingly less reliance on externally provided mediation" (pp. 23-24). It could be summarised that internalisation occurs when the activities arising within the students' ZPD, are transformed from the social arena (inter-psychological plane) to the students' cognitive functioning (intra-psychological plane) (Aimin, 2013; Ohta, 2017). In terms of language development, it is during the second stage of intra-psychological functioning that students are believed to internalise and automatise the new language knowledge and skills, and may begin to readily access and avail of this, with limited or minimal scaffolding (Kao, 2010). Within the process of internalisation, a student's L2 evolves from a social occurrence to become a tool of cognitive processing and thinking (Ohta, 2017).

The internalisation process is suggested to occur through three stages of regulation:

1. object-regulation,
2. other-regulation, and
3. self-regulation.

These three stages of regulation are interlinked with Vygotsky's proposed three forms of mediation (See Section 2.5.1). 'Object-regulation' refers to occasions where mediation by material or artefactual tools aids the student in cognitively processing knowledge (Dictionaries, Powerpoint to guide your thoughts when giving a presentation etc.) (Cruz & Pardo, 2014). Furthermore, 'other-regulation' refers to events when mediation by others through social interaction is utilised to enhance the student's processing ability. Drawing specific reference to language in this respect, other-regulated mediation may occur in the form of 'languaging' 'negotiation' or interactional modifications (i.e. CF) (Lantolf et al., 2015, p. 4). It is pivotal that both of these stages are carried out in accordance with the students' emerging capacities, i.e. that an appropriate mediation, or level of scaffold, is provided to

the student to bring them through their own ZPD. Following this, a student is perceived to become self-regulated in one's own learning as they become mediated by-self (Ellis, 2015), with little to minimal scaffold from others or mediated artefacts. At this point, it is proposed that mediation occurs primarily through the use of the students' own psychological tools (i.e. students' higher-thinking processes, private speech). Regarding SLA, it is suggested that, when a student engages in self-regulated learning, the new language concept is then internalised (Lantolf, 2011). It is important to note, however, that Lantolf et al. (2015) suggest that a student, who is at a self-regulated stage of learning, may often have to 're-access' previous stages of development, other- or object-regulated, if they encounter a linguistic challenge. Lantolf and Thorne (2006) regard this notion as "backsliding" (p. 282) and consider it an expected regular emergence among students in language development. In the context of instruction, Gallimore and Tharp (1990) maintain that a teacher's ability and readiness to repeat earlier activities is a signature of exemplary teaching.

In summary, it appears that L2 development, within a sociocultural framework for understanding, may be defined as the process of a student acquiring more proficient language mediating skills as they gain greater voluntary control over their capacity to think, analyse and act using their L2. Thus, the student relies less on others or external objects to scaffold their language development (Lantolf et al., 2015, p. 4) and essentially become more autonomous, independent language learners.

2.5.5. Learner Autonomy. The sociocultural theory considers the autonomy of the learner in his/her own learning. According to Little (1991), learner autonomy "... is a capacity – for detachment critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning" (p. 4). One may postulate that, when a student arrives at the 'self-regulated' stage of internalisation, as proposed by Lantolf (2011), they have become autonomous in their learning process. Little (2007) recommends the need for three interacting concepts in becoming a successful autonomous language learner. These include, "... learner involvement, learner reflection and target language use" (2007, p. 23). Each of these conceptual elements, he notes, must be facilitated and maintained by a teacher, i.e., the MKO or peer.

In an applied sense, it could be argued that students in immersion programmes are involved in constant language learning but may need to be encouraged to think critically and to analyse their L2, i.e., to engage in reflection (Ó Duibhir, 2018), to become ultimate autonomous learners. While immersion students initially acquire their target L2 through

implicit means, Little (2007, p. 19) insists on encouraging students to reflect upon what they have learned in order to further enable them to plan proceeding learning goals, resulting then in more independent learning. Within such a framework of understanding, it could be argued that the grammatical inaccuracy of students' L2 in immersion settings, outlined in Chapter One, may be justified by the minimal time provided to them to reflect on their L2 forms, which in turn may inhibit the student in engaging in self-regulated learning or internalisation. Allowing students' time to reflect on their L2 forms, may encourage the reconstruction of their interlanguage while developing SLA and target language use (Ó Duibhir & Cummins, 2012) in immersion education. Such a perspective supports White's (2003) view of the need to facilitate more thinking time for students in immersion settings, in order to benefit from pedagogical approaches that draw attention to linguistic forms in order to reduce inaccuracies within their language production. This may be promoted through the use of enhanced input (Sharwood-Smith, 1986), a focus on form (Doughty & Williams, 1998), or the systematic use of CF within the immersion classroom (Lyster & Mori, 2006).

2.5.6. SCT Concepts Combined. In brief, each concept explored in this section needs to be considered as functioning simultaneously to fully understand Vygotskian sociocultural theories of SLA. The concept of the ZPD, Vygotsky's primary construct, should be considered as a "connecting" concept interlinking the many other elements of the theory that have been explored in this section. Tudge (1992) asserts that, "... failure to see the connections between the zone and the theory as a whole" makes it difficult to differentiate Vygotsky's theory from another form of aided instruction. Therefore, in an attempt to synthesise concepts of Vygotsky's theory of development, Gallimore and Tharp (1990) offer an insightful conceptual framework that integrates the elements of SCT in order to explain a student's developmental transitions through the ZPD. Gallimore and Tharp (1990) expand upon Vygotsky's two-staged concept of development and further propose a four stage model of transition from the inter-psychological plane (i.e. other-regulation) to the intra-psychological plane (i.e. self-regulation). This progressional activity is mapped overleaf in Figure 2.3.

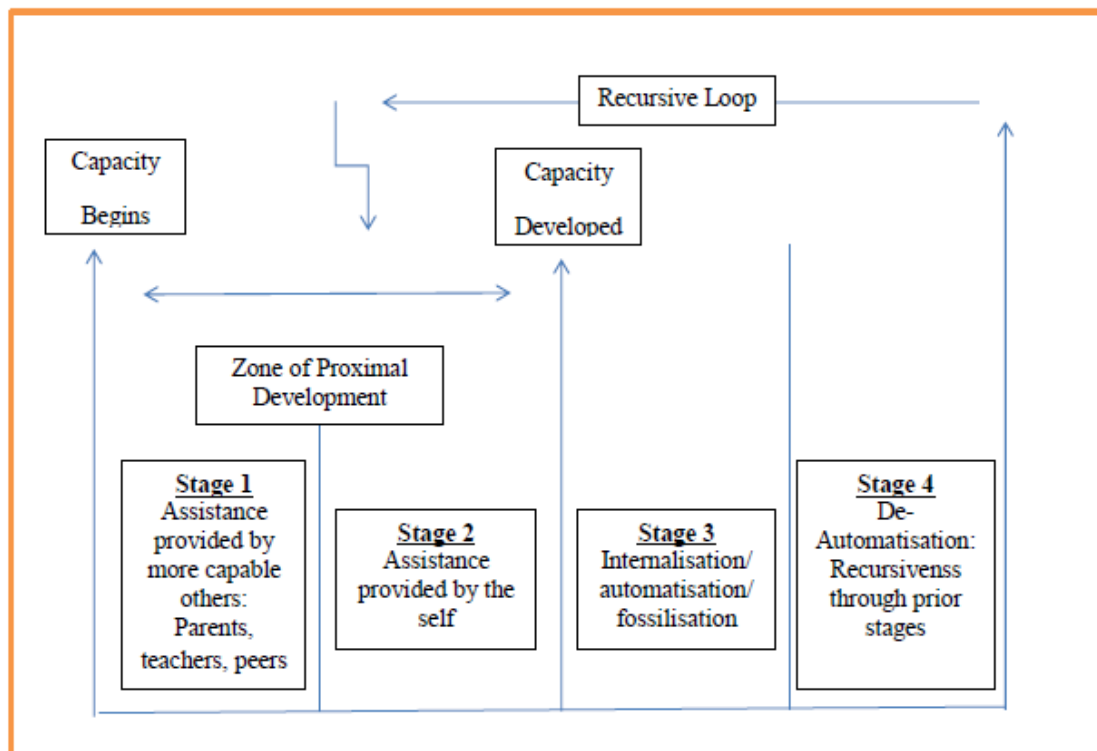


Figure 2.3. Model of Progression through the ZPD (Adapted from Gallimore & Tharp, 1990, p. 185)

Figure 2.3 illustrates that at stage one of this progression trajectory, a student's learning capacity emerges. The teacher and student co-construct knowledge and are both active agents in moving towards the student's ZPD. The student depends entirely on other-regulation to complete a given task, at this stage. The level of mediated assistance depends on a number of different variants, as Lantolf & Poehner (2014) assert. During this developmental stage, Gallimore and Tharp (1990) suggest the provision of directions and modelling to scaffold the students' learning. Once the student begins gaining conscious awareness and voluntary control, other forms of mediated support may be provided to the student (e.g. elicitation techniques). In sum, at stage one, the emphasis is placed primarily on the provision of tailored assistance and a gradual release of such assistance.

At stage two, the students' level of internalisation increases as they become more regulated in their own learning journey. At this point, students become more autonomous as they engage in problem solving by mediating their own thinking through self-directed speech (i.e. students' audible speech). Students avail of their own language and higher-mental functions, at this stage, to direct themselves through a problem-solving task. Although assistance at this stage has gradually faded from stage one, the student has not com-

pletely automatised the new-gained functions and therefore requires further (reduced) mediated scaffolding.

At stage three, it is suggested that the student has reached a self-regulated position. They can now independently achieve what was previously unattainable without external forms of mediation. Task execution is smooth and integrated at this point (Gallimore & Tharp, 1990, p. 186). They have gained complete voluntary control over the new-gained knowledge. At this point, the function/performance has become automatised and is now fossilised within a student's intra-psychological plane.

Stage four of this ZPD progression model includes the de-automatisation of functions, which, in turn, leads to recursion or backsliding through the students' ZPD. It is important to highlight, however, that whatever the level of recursion, the ultimate objective is to re-proceed through assisted performance within the students' ZPD to re-gain a self-regulated position of internalisation and automatisation.

Taken together, the central principle of the sociocultural theory holds that the human brain is mediated by cultural tools that scaffold a student's learning process and subsequent development, from a position of other-regulated to becoming more self-regulated. It is important to reiterate that, although Vygotsky (1978) and Gallimore and Tharp (1990) speak primarily of overall child development, rather than language development specifically, SLA researchers (e.g. Lantolf, 2000; Swain, 2006) note that much may be learned from such theorists to conceptualise, understand and evaluate the L2 development process. Furthermore, the Vygotskian sociocultural theory considers the social arena as a "source of mental development" (Swain & Deters, 2007, p. 821), which may be appropriate to SLA in immersion settings as the immersion school environment is a particular sociocultural context that offers students specific cultural tools. Moreover, Lantolf et al. (2015) maintain that indications of L2 development may be noted when students rely less on tools to mediate their thinking and learning process, which may further inform researchers' understanding of SLA and overall L2 development. Gallimore and Tharp (1990) emphasise the value of scaffolding and caution, that "... until internalisation occurs, performance must be assisted" (p. 177) within the social arena, which holds substantial implications for L2 instruction, particularly when new tasks are set for students. Given that the immersion setting is a particular sociocultural context, it is now appropriate to investigate SLA within the social context of the immersion setting specifically, the context of the current study.

2.6 SLA in Immersion Education

Despite the many advantages associated with immersion education, specifically for L2 learning, as explored in Chapter One, such a system is not without its challenges, which are well documented (Baker & Wright, 2017; Chaudron, 1986; Genesee, 1987; Harley, 1992; Lyster, 2004, 2007, 2015; Mougeon, Nadasdi, & Rehner, 2010; Ó Duibhir, 2018). Although immersion students generally achieve a very high standard of L2 fluency, their L2 includes grammatical and lexical deficiencies (Mougeon et al., 2010) when compared to that of native speakers (Ó Duibhir, 2018). To extend literature mentioned in Chapter One, immersion students' interlanguage (Selinker, 1972) is often referred to as '*Gaelscoilis*' (Nic Eoin, 2005) and the variety of spoken Irish utilised in immersion settings is regularly compared to a type of creole (Nic Pháidín, 2003). According to longstanding research findings, immersion students develop greater L2 receptive skills than productive skills (Allen et al., 1990; Lapkin & Swain, 2005). In other words, strong evidence exists that, generally, immersion students' L2 contains non-target-like features both internationally (e.g. Lyster, 2007) and nationally (e.g. Ó Duibhir, 2018).

To broaden discussions of Chapter One, the literature presents many suggested reasons for this L2 weakness. Firstly, Lyster (2007) contends that immersion programmes focus primarily on communicative language learning strategies rather than emphasising analytical analysis of language forms. Literature in this field often suggests immersion students learn primarily through their listening skills (Ní Dhíorbháin & Ó Duibhir, 2017) which may promote semantic rather than syntactic processing of linguistic forms (Swain, 1985). Essentially, unless such semantic forms are decoded and further encoded for syntactic processing, the student may not have access to them when producing language output (Ó Duibhir, 2018). Additionally, immersion programmes appear to place an element of communicative pressure on immersion students, which limits the students' time to process and reflect on language forms during language input (VanPatten, 1996, 2014). As students have a finite working capacity, VanPatten (1990) asserts that, with language input, a student's attention competes between noticing form and meaning. Oftentimes, meaning is prioritised which causes linguistic forms to be neglected (Loewen & Sato, 2018). Furthermore, literature suggests that 'fossilisation' (Skehan, 1998) of such inaccurate L2 forms might occur, as teachers may "tolerate" (Ní Dhíorbháin & Ó Duibhir, 2017, p. 5) or ignore inaccurate linguistic forms (Lyster, 2007). In keeping with this, it has been argued, that once immersion students reach communicative sufficiency, they often lack motivation to further enhance their grammatical skills (Ó Duibhir, 2011; Swain, 2000). This inaccurate

grammatical deficiency has continuously been reported in Irish immersion settings. The NCCA, for example, have reported, “... the tendency of children in Irish-immersion schools to use the second language in a way that is neither idiomatic nor grammatically correct particularly in the later stages of primary school” (2006, p. 46, cited in Ó Ceallaigh, 2013, p. 107), which is in accordance with other Irish research findings (e.g. Ó Duibhir, 2009, 2018).

Stern (1990) and Harley (1991) propose the use of an analytical approach, along with an experiential mode of teaching as optimally fruitful in fostering a grammatically accurate SLA process. Such an approach aligns with recent Irish studies, such as Ní Dhi-orbháin and Ó Duibhir (2017, p. 6), which suggest interlinking the “... implicit learning environment” of immersion schools with, “... an analytical approach to grammar instruction”. They see this as being beneficial in fostering a more accurate L2 among students. Lyster (2015) asserts that immersion teachers need to “strike a balance” (p. 5) between form and content in order to foster both receptive and productive language skills of immersion students. Lyster (2007) refers to this practice as a counterbalance approach which, essentially, “... incites students to vary their attentional focus between content to which they usually attend in classroom discourse and target language features that are not otherwise attended to” (Lyster & Tedick, 2014, p. 214). In a similar vein, in order to develop immersion students’ productive skills, Ó Duibhir (2018) maintains that students’ attention is required to be explicitly drawn to L2 language features. In a parallel fashion, Harley (1993, p. 251) acknowledges specific criteria of L2 features that need explicit attention in content-based settings (i.e. immersion settings), in order to ensure accurate acquisition. Some of these include:

- L2 features which differ from the L1,
- irregular or infrequent language features,
- features that do not carry a “heavy communicative load” (Ranta & Lyster, 2018, p. 42).

The concept of noun gender, the grammatical focus of the current investigation, provides a prime example of an L2 form that does not carry a heavy communicative load, which is irregular in nature, and which does not exist in the English language (i.e. students’ L1). Thus, according to Harley’s (1993) criteria listed above, the concept of noun gender of the Irish language requires explicit instruction or attention.

It may be concluded that researchers in the field of SLA acknowledge the deficits in students' interlanguage/L2 and highlight the need for grammatical forms to be taught rather than implicitly "picked up along the way" (Foster & Ohta, 2005, p. 514). Fundamentally, such proposed pedagogical approaches to grammar instruction are suggested to increase students' overall language awareness, which is considered vital to the ultimate success of L2 learning and teaching. According to the Primary Language Curriculum (NCCA, 2015), language awareness includes, "... the development of children's understanding and awareness relating to the content, structure and patterns of language/between languages" (p. 108). Hawkins (1984) asserts that students' language awareness should be raised even before language learning or formal instruction begins. Cook (2016) coincides with Hawkins, as she affirms that, if students know what to expect in a language, they will become receptive of it. Ellis and Shintani (2014) denote that, "... teaching speaking ... includes awareness-raising tasks" (p. 196), which holds critical implications for language teaching and learning in immersion settings. It appears that increasing students' language awareness plays a key role in the successful acquisition of any given L2. Such a claim is confirmed by Cook (2016), when she maintains that, "It is not the teaching of particular points of grammar that matters, but the overall increase in the pupils' language sensitivity" (p. 51). Therefore, it seems evident from the literature that any successful language pedagogical activity should consider techniques that are aimed to draw students' attention to specific target language forms while further promoting students' language awareness. This brief rationale welcomes the concept of Form-Focused Instruction (FFI), which is regarded as an essential, awareness raising pedagogical approach for all language teaching and learning, particularly in immersion settings (Cook, 2016). In brief, if utilised in an effective and systematic manner, FFI is suggested to 'strike' a 'counterbalance' between form and content in the immersion classroom, as recommended by Lyster (2007, 2015), to promote more accurate L2 forms in students' L2 output.

2.7 Form-Focused Instruction

"FFI can refer to any planned or incidental activity that is intended to focus learners' attention on formal and functional structures of the target language" (Ellis, 2001, pp. 1-2). Contrary to more traditional language instruction methods, Lightbown & Spada (2013, p. 218) broadly describe FFI as, "Instruction that draws attention to the forms and structures of the language within the context of communicative interaction". Availing of this approach in a communicative context is suggested to ensure that a student transfers

what he/she learns in class, to general, every day, communication situations (Saito & Lyster, 2012), which is an ultimate learning objective of immersion education settings. Studies have revealed (e.g. Doughty & Williams, 1998; Lyster, 2004, 2015; Ní Dhíorbháin & Ó Duibhir, 2017; Ranta & Lyster, 2018) that FFI serves as an effective pedagogical approach which encourages L2 students to move beyond the communicative sufficiency of their L2, as suggested by Swain (2000), Day and Shapson (1996) and Ó Duibhir (2018), to focus on producing a more accurate target-like language. As such, a general consensus exists among SLA researchers, that adopting a FFI instructional approach is more beneficial in fostering an accurate L2 than instruction that does not focus on linguistic forms (e.g. Ellis, 2015; Lyster, 2007).

In brief, FFI covers a broad range of activities that intend to focus the students' attention on linguistic forms. Literature claims that these FFI activities may either be proactive or reactive in nature (Lyster, 2007; Norris & Ortega, 2000). Proactive includes, "... planned instruction designed to enable students to notice and to use target language features that might otherwise not be used" or may even fall unnoticed in the classroom (Ranta & Lyster, 2018, p. 41). According to Lyster (2007), proactive FFI approaches highlight two varieties of processes. These include:

1. Noticing and language awareness activities to encourage learners to restructure their interlanguage (Skehan, 1998; Schmidt & Frota, 1986)
2. Practice activities that, in turn, may enable learners to proceduralise more target-like linguistic forms (Van Patten, 1998, 2007)

In contrast, reactive FFI approaches, "... occur in response to students' language production during teacher-student interaction" (Ranta & Lyster, 2018, p. 41). Reactive approaches of FFI occur in a "seemingly less planned" manner (Saito & Lyster, 2012, p. 596).

Furthermore, based on the abundance of literature, it appears that a number of both proactive and reactive pedagogical approaches exist within the umbrella term of FFI. For example, some instructional approaches intend to draw students' attention implicitly to a grammatical structure, while others may explicitly attract the students' attention to the linguistic rule, both of which may be achieved using an inductive or deductive style approach. Both of these dichotomies will now be explored in an attempt to establish an effective approach to grammar instruction, which may successfully foster SLA in immersion settings.

2.7.1. Implicit or Explicit Instruction. The terms implicit and explicit appear regularly in literature when discussing FFI and ways in which students' attention should be drawn to language form. The differentiation between the two arises as a result of, "... the provision of metapragmatic information designed to make target features more salient" (Rose, 2005, p. 393). If the instruction does not provide any metapragmatic rule to the student, the design is considered implicit. Reasoning from this fact, Ó Duibhir, Ní Dhiorbháin and Cosgrave (2016, p. 38) contend that, in order for instruction to be regarded as explicit in nature, the grammatical rule is required to be explained to the students at some point during the lesson.

Both implicit and explicit approaches are continuously compared and contrasted against each other. Interestingly, numerous research studies indicate the supremacy of explicit grammar instruction over implicit grammar instruction (See Jeon & Kaya, 2006; Kasper, 2001; Rose, 2005 for reviews). In a meta-analysis and research syntheses of the effectiveness of L2 instruction between 1980-1998, Norris & Ortega (2000) compared forty-nine studies that investigated the effectiveness of the implicit/explicit debate on L2 acquisition. The researchers conclude that, on average, explicit instructional techniques leads to more gains than implicit instruction. Subsequently, Spada and Tomita (2010) conducted a meta-analysis of forty-one separate studies from 1990-2006 which evaluated the effects of explicit and implicit teaching approaches on the acquisition of simple and complex grammatical features of English as an L2. The results revealed that sixty-three per cent of participants utilised an implicit approach to grammar instruction and the remaining were regarded as explicit grammar instruction studies. Upon calculation and comparison of the varying studies' effect sizes, the researchers revealed, again, that explicit instruction was more effective than implicit instruction, in acquiring both simple and complex grammatical forms. Furthermore, it appeared that explicit instruction was more effective in sustaining long term results, which was illustrated by a limited number of delayed post-test results (Spada & Tomita, 2010), which is further supported by Norris and Ortega (2000).

Appropriately, literature provides principle explanations for the supremacy of explicit grammar instruction approaches. For example, as implicit instruction does not necessarily require direct instruction of grammatical features, many argue that, in availing of such an instructional approach, it may be difficult to ensure students are using and acquiring correct linguistic forms (Kirschner, Sweller, Clark, 2006). On the other hand, explicit approaches provide students with definite linguistic rules that may ensure accurate L2 use and might foster a more accurate L2 use. On this note, Glaser (2014a) argues that the abil-

ity of an explicit instructional approach to draw a student's conscious attention to language features makes it, "facilitative" (p. 53) of SLA. In keeping with this, Lyster (2007, p. 29) highlights the necessity of explicit instruction, as he claims that if a student's attention is not explicitly drawn to linguistic features, "... the cognitive predispositions of L2 learners interact with classroom input in ways that restrict the incidental assimilation of specific target features and grammatical subsystems". This argued pre-eminence of explicit instruction is in keeping with Schmidt's (1990, 2012) Noticing Hypothesis (Section 2.4). Similarly, Takahashi (2001) determines that implicit instructional approaches often fail to provide students with an appropriate level of guided assistance in noticing and acquiring new linguistic forms, which further strengthens the case for explicit instruction. From a sociocultural perspective, Ohta (2005) investigated the results of three studies that focused directly on the effects of explicit/implicit dichotomy in enhancing a student's ZPD. Ohta (2005) concluded that explicit instruction enhances the ability of a teacher to provide an appropriate level of scaffold to their students within their individual ZPD, which is critical in the overall language development process. It should be noted at this point that, within each study, findings generally mark the promoting factor of explicit grammar instructional approaches to lie in their ability to scaffold a student's learning in accordance with their developing capacities.

It is worth mentioning, however, that although a general consensus appears to exist in favour of explicit grammar instruction, other studies have revealed that the effects of implicit and explicit instruction are often comparable (Martínez-Flor, 2006). In brief, Norris and Ortega (2000, p. 501) conclude that implicit instructional methods may require longer post-intervention observation periods in order to fully detect and investigate the true capacity of implicit instruction (see also, Spada & Tomita, 2010). Notwithstanding the evidence provided in this section, the implicit/explicit debate remains in its infancy and further longitudinal research studies are required to adequately establish if one or the other is more effective in fostering SLA. That being said, little or no research exists which promotes implicit instruction over explicit instruction. Such an argument is clearly depicted by Glaser (2014a, p. 58), who maintains that "... while it cannot be said with certainty that an explicit design will be more effective than its implicit counterpart, all evidence points to the conclusion that it will not be less successful". In support, it is relevant to recall Harley's (1993) assertion discussed in Section 2.6 that certain L2 forms require explicit instruction to ensure accurate language learning and development, which then further strengthens the case of explicit grammar instruction. Given such inconsistency among re-

searchers, oftentimes, implicit/explicit approaches are combined with another dichotomy in search of a superior approach to grammar instruction. This dichotomy includes both inductive and deductive approaches to grammar instruction and thus warrants further investigation.

2.7.2. Inductive or Deductive Instruction. Glaser (2014b) maintains that both terms, inductive and deductive, are associated with the, “sequencing” or rather, “the starting point of the class” (p. 150), in other words, “... what will our learners first embrace – the rules (deductive) or the language (inductive)?” (p. 152). Within a deductive approach, the linguistic forms are generally presented to the students at the beginning of the lesson (Erlam, 2003; Ó Duibhir et al., 2016). This approach is regarded as a, “... process that goes from the general to the specific, from consciously formulated rules to the application in language use” (Decco, 1996, p. 96). Alternatively stated, a lesson embracing a deductive approach begins with the presentation of the rule and is then followed by linguistic exemplars. It is often considered the first, “... P of the present-practise-produce sequence” (Ellis, 2006, p. 97) and may be explored as a rule-driven approach to grammar instruction. At the opposite end of the spectrum, an inductive approach to grammar instruction exists, whereby language samples are presented to the students and they are asked to arrive at their own metalinguistic generalisation (Ellis, 2006). In contrast to deductive approaches, an inductive approach is considered a “... process that goes from the particular to the general, i.e., from language examples to patterns, rule and generalisations” (Glaser, 2014b, p. 59) and it is often considered a rule-discovery method to grammar instruction (Thornbury, 1999). DeKeyser (1995, p. 380) offers an insightful summary of both terms, stating that, “... inductive means that examples are encountered before rules are inferred, deductive learning means that rules are presented before examples are encountered”.

A dearth of research evidence exists, to date, that explores the comparison effects of inductive versus deductive approaches on grammar instruction. While limited, current data suggests there is no significant difference in effectiveness between either of these approaches (Erlam, 2003; Robinson, 1996; Rosa & O'Neill, 1999). It is important to note, however, that that, although findings comparing inductive and deductive instructional approaches are “inconclusive at this point” (Ishihara, 2010 p. 939), Ellis (2006) highlights the need for inductive and deductive approaches to be differentiated according to the students’ language ability, as, “... simple rules may be best taught deductively while more complicated rules may best be taught inductively” (p. 98). This aligns with the sociocultural theo-

ry previously evaluated. Notwithstanding such inconclusive findings, research appears to present inductive approaches as an approach to promote more higher order thinking than a deductive approach (Ishihara, 2010), as they encourage the student to notice the linguistic feature first before any rule is explained to a student by their teacher. For this reason, inductive approaches are considered more learner-centred in nature, in comparison to deductive approaches, which initially present the students with the rule, whereby such rules are then, in turn, applied to language samples. Accordingly, it could be argued, therefore, that inductive instructional approaches provide students with more time to reflect on linguistic forms, which is a common shortcoming of immersion education settings, as expressed earlier. Nonetheless, however, teachers often, and understandably so, regard an inductive approach to grammar instruction as more time consuming than deductive approaches, which may then influence the teachers' decision to avail of such an approach. Additionally, such an approach to grammar instruction is regularly criticised for its deficiency in guided support provided to the student in discovering new linguistic forms. In contrast, although rules are explicitly provided to the students when a deductive approach is implemented, it too is regularly criticised for its "passivity" (Ní Dhiorbháin & Ó Duibhir, 2017, p. 6), while deeper analytical reflection of linguistic rules is recommended to foster accurate SLA (Vogel & Engelhard, 2011).

Interestingly, researchers often experiment with the inductive/deductive dichotomy by adding either an implicit or explicit approach to the equation. Arising from these combinations, research studies have begun to present differences in effects on students' L2 acquisition. As it is characteristic of a deductive approach to generally present linguistic forms and rules to the students at the beginning of the lesson, DeKeyser (1995) maintains that it is, therefore, impossible to construct an implicit-deductive instructional approach. As a result, researchers conclude that a deductive approach may only be teamed with an explicit approach to language instruction (Vogel, Herron, Cole, & York, 2011). In availing of an explicit-deductive approach, the linguistic rules and features are directly presented to the student from the outset of the lesson. Regarding an inductive approach, however, as language samples are initially provided to a student rather than explicitly stating the linguistic rules, it is proposed that an inductive interface may adopt either an explicit or implicit approach to language instruction (DeKeyser, 2003). Glaser (2014a, p. 60) clearly marks this differentiation in her matrix, as outlined on the next page in Table 2.1.

Table 2.1.***The Implicit/Explicit and Inductive/Deductive Matrix***

	Explicit	Implicit
Deductive	Explicit-Deductive	N/A
Inductive	Explicit-Inductive	Implicit-Inductive

(Glaser, 2014b, p. 153)

It is relevant to document that an implicit-inductive approach is often criticised for the lack of teacher guidance and assistance provided to the students. It is argued that this may place a significant burden on the working memory of the student (Ní Dhíorbháin & Ó Duibhir, 2017), which in turn may hinder students' grammar learning. In consonance of this, Kirschner et al. (2006, p. 77) caution that, "An instructional theory that ignores the limits of working memory when dealing with novel information or ignores the disappearance of those limits when dealing with familiar information is unlikely to be effective". In contrast, a complete explicit-deductive approach may be criticised, as it does not enable learners to notice the linguistic features themselves (Schmidt, 1990). Thus, an explicit-deductive approach to grammar instruction may be guilty of providing too much scaffold to an L2 student in acquiring new linguistic concepts and, as expressed previously, such a practice may negatively affect a student's L2 development (Lantolf & Poehner, 2014). Therefore, one may acknowledge that an effective instructional approach is generally availed of somewhere in the middle of the two poles, depending on the students' developing capacities. It appears then that an explicit-inductive approach provides the optimal answer to such demands.

The option of a combined explicit-inductive approach is often considered more fruitful in enhancing SLA than other approaches discussed (Shaffer, 1989; Vogel & Engelhard, 2011; Vogel et al., 2011). One conclusion from these findings may be that guided discovery is considered a pivotal component of the explicit-inductive approach that an explicit-deductive and implicit-inductive approach appears to lack (Crandall & Basturkmen, 2004). Such 'guiding' is a critical variable in providing an appropriate level of scaffold to the students' language acquisition journey. A meta-analysis of 164 studies conducted by Alfieri, Brooks, Aldrich, and Tenenbaum (2011) concur that assisted help/guided instruction is more effective in grammar instruction. Furthermore, Glaser (2014a, p. 70) maintains that, "... within the explicit paradigm, inductive instruction seems more promising than

deductive instruction when it is conceptualised in the framework of guided discovery, i.e., teacher-assisted active student participation on discovery and constructing rules”. Therefore, it could be stated that an explicit-inductive approach provides a guided-inductive approach to grammar instruction (Ní Dhíorbháin & Ó Duibhir, 2017). An explicit-inductive approach is further celebrated by Hammerly (1975, p. 18), who suggests that students retain knowledge better through discovery learning. These findings strongly support a sociocultural theory of learning, whereby scaffolded interaction between teacher and student is crucial to enhance learning; however, the students, ultimately, construct their own understandings and rules (Ó Duibhir et al., 2016). In summary, in adapting an explicit-inductive or guided-inductive approach to grammar instruction, the teacher initially provides the student with the opportunity to independently attend to the linguistic features. This draws theoretical support from Schmidt’s (1990) Noticing Hypothesis. As such, the teacher serves as a facilitator as he/she scaffolds the students learning to discover and construct the new linguistic rules. Therefore, an explicit-inductive approach is deeply rooted within a sociocultural perspective, as many of Vygotsky’s constructs, which were previously discussed, are incorporated.

Within the Irish context, and more specifically the Irish immersion context, research studies have been conducted which investigate the effects of an explicit-inductive approach on students’ grammatical accuracy. The current study builds on such Irish investigations conducted in Irish immersion schools (Ní Dhíorbháin, 2010; Ní Dhíorbháin & Ó Duibhir, 2017). Therefore, it is important to the current study that such studies are unpacked and evaluated in detail.

2.7.3. Previous FFI Research in the Irish Context. Ní Dhíorbháin and Ó Duibhir (2017) investigated the effects of an explicit-inductive approach (Ó Duibhir et al., 2016; Ní Dhíorbháin & Ó Duibhir, 2017) in a mixed methods study which included students (n=274) in twelve fifth and sixth immersion classes. The study investigated the effects of the approach on the linguistic accuracy of the immersion students, focusing predominantly on the teaching and learning of the Genitive Case in Irish (Ní Dhíorbháin & Ó Duibhir, 2017; Ó Duibhir et al., 2016). In this study, teachers received professional development training based on the explicit-inductive approach. Teachers were provided with the teaching and learning resource programme *Bain Súp As!* (Ní Dhíorbháin, 2014). This programme avails of an explicit-inductive approach to grammar instruction. A brief description of the resource is required at this stage, as it holds implications for the current study design.

In using *Bain Súp As!*, teachers begin by presenting students with PowerPoint slides with enhanced typology of linguistic sample features to encourage students to notice specific language forms (Appendix B). In keeping with research explored, the practice is intended to raise students' language awareness of the new linguistic rule. In other words, this strategy enables students to notice specific language exemplars first and later requires them to target the general linguistic rules, which is in keeping with DeKeyser's (1995) definition of an inductive approach above. Continuously throughout this stage of the lesson, the teacher acts as the MKO scaffolding students' learning and development, which is in keeping with the guided approach adopted in the explicit-inductive approach explored previously.

In accordance with Lyster's (2007) contention that students need to go further than simply just noticing the rule, in utilising such an approach, the students are encouraged to reflect on the new linguistic form which had been illustrated to them on the PowerPoint slide while new knowledge is constructed through class discussions (Ó Duibhir et al., 2016). At this point of the lesson, language serves a mediational tool as students co-construct linguistic rules together. The role of the teacher (i.e. MKO) at this point is to facilitate such linguistic discussions and guide students' construction of linguistic rules. Subsequent to linguistic discussions and the co-construction of linguistic rules, the students then note their own understandings of the rules in their own reflective diaries, which Ní Dhiorbháin and Ó Duibhir (2017) claim to be a critical component of the inductive approach to teaching and learning. This activity concurs with the SCT, as Lantolf and Thorne (2006) maintain that explicitly documenting linguistic grammar rules aids the internalisation process, which is critical. As recommended in *Bain Súp As!*, students complete the following four questions when they have discussed the language patterns they have noticed (Appendix B).

1. What did I learn?
2. An explanation of what I learned.
3. My own examples of this feature.
4. What I thought about what I learned.

In utilising the explicit-inductive approach through the use of the *Bain Súp As!* resource, Ní Dhiorbháin and Ó Duibhir (2017) report that an explicit-inductive approach may be effective in increasing immersion students' mechanical application of grammatical

knowledge and their ability to notice linguistic forms. They further suggest that the approach could be an effective pedagogy in enhancing and fostering a more accurate L2 among immersion students. The authors, Ní Dhiorbháin and Ó Duibhir (2017), recommend, however, that other FFI approaches may complement this pedagogical approach. This is in keeping with Lyster's (2007, p. 44) claim that both proactive and reactive forms of FFI should be utilised in tandem. Furthermore, to recall the research rationale discussed in Chapter One, the current researcher asserts that immersion students require further explicit attention of linguistic forms outside of the Irish grammar class. The researcher claims that students' attention should be overtly drawn to linguistic forms continuously throughout the immersion school day, both formally and informally, to foster a more holistic L2 process. This concept aligns with the notion of transfer-appropriate processing, suggested by Ranta and Lyster (2018), which suggests that language learning and practicing needs to occur spontaneously in a variety of contexts to ensure what has been learned in class may be easily transferred and used in other settings. For this reason, Corrective Feedback (CF), another FFI approach (Lyster, 2015), is worthy of systematic investigation to answer such pedagogical needs of immersion students and teachers.

2.8 Corrective Feedback: Definitions and Historical Trajectories

As previously stated, linguistic inaccuracies are a welcome component of the SLA process. Larsen-Freeman (2003, p. 126) supports this stance, maintaining that an inaccuracy "... represents a teachable moment". How to correct students' linguistic inaccuracies, however, appears to present a challenge in any given L2 classroom, which holds substantial theoretical and pedagogical implications, both for those teaching and for those learning (Chen & Nassaji, 2018).

Oral CF appears to be one of the most long-standing epicentres of research into teacher-student interaction (Long & Doughty, 2011) and is classed as a, "... complex phenomenon with several functions" (Chaudron, 1988, p. 152). It may be described as any reaction of a teacher or another student that allows the student to attend to their inaccurate linguistic form and thus correct it immediately during communication (Lyster, Saito & Sato, 2013). CF can be considered either a proactive (Ranta & Lyster, 2018) or a reactive (Lyster, 2015) form of FFI and constitutes both implicit and explicit means, which will be explored in the coming section. Broadly speaking, oral CF provides students with information on their success (or lack of success) of their language output by drawing their attention to specific linguistic forms or meanings in their L2 output. Thus, CF may be classified

as a teaching strategy that draws students' attention to linguistic forms during meaning-oriented interaction, which is, ultimately, what SLA researchers recommend, as documented continuously through this chapter. One could postulate that CF, if utilised in a systematic manner across the curriculum throughout the immersion day, may provide a pedagogical resolution to Lyster's (2007) call for a counterbalance approach between a focus on form and a focus on meaning/content.

Research studies in the field of SLA, however, have not always advocated the benefits associated with CF. In fact, studies originally maintained that CF might have adverse effects on a student's SLA process. One of the earliest observational CF studies conducted by Allen, Swain, Harley, and Cummins (1990), concluded that error-correction was provided to language students in their study in a, "... confusing and unsystematic way" (p. 67) and that, "... teachers spent only minimal amounts of observed time asking students what they intended in producing a specific utterance or written text" (p. 77). Therefore, the researchers caution that an, "... unsystematic, possibly random feedback to learners about their language errors" (p. 76) may have, "detrimental effects on learning" (p. 67), a finding that was supported by much of the research at the time (Chaudron, 1986; Day & Shapson, 1996). Interestingly, to this day, some researchers both internationally (Loewen & Sato, 2018; Lyster, 2015; Ranta & Lyster, 2018) and nationally (Ó Ceallaigh, 2013) continue to present findings that indicate that immersion teachers avail of CF in an unsystematic, almost ambiguous manner, which is noteworthy.

Moreover, it is necessary to highlight claims by Krashen (1985) and Truscott (1999), which suggest that oral CF may cause a student to become anxious and hesitant in the overall L2 learning process. Consequently, in a similar manner, Chaudron (1988), claims that, "... teachers must either interrupt communications for the sake of formal correction or let inaccuracies pass 'untreated' in order to further the communicative goals of classroom interaction" (p. 134). The dilemma of insuring both fluency and/or accuracy is a commonly contended topic among researchers in the field of SLA and CF. Some (e.g. Krashen & Terrell, 1983) discourage the use of CF in an attempt to encourage linguistic fluency, while others (Scrivener, 2005) maintain that there is a need for modest, immediate correction. Interestingly, findings presented by Méndez and Cruz (2012) investigated teachers' perceptions in relation to CF in EFL (English as a Foreign Language) classrooms. They revealed teachers' continued acceptance of linguistic inaccuracies in an effort to sustain and maintain the communicative flow of the classroom. Similar findings were mirrored in the Irish context (Ó Ceallaigh, 2013). It is important to address, however, that Ó Duibhir

(2018) asserts that the acceptance of incorrect utterances during communication may be misleading or even detrimental in a student's SLA process; which resembles the standpoint of Allen et al. (1990), as presented earlier.

In response to negative positions on CF, Ellis and Shintani (2014) more recently maintain that unfavourable effects of CF on student's language may have been, "overestimated" (p. 275) and it now seems widely accepted that CF, if provided in a systematic manner, is beneficial in promoting effective SLA (Ammar & Spada, 2006; Lyster, 2004; Lyster et al., 2013; Sheen & Ellis, 2011). The findings from studies and meta-analysis of studies appear to alleviate the concerns of Allen et al. (1990) to some extent, as they suggest that results are positive if and when CF is used in a systematic manner (Ding, 2012; Gooch, Saito, & Lyster, 2016; Lyster, 2004). Li (2010), for example, analysed thirty-three oral CF studies and concluded that, "... corrective feedback had a medium effect on acquisition" (p. 335). Lyster et al. (2013) concur and go further, stating that, "CF is not only beneficial but may also be necessary for moving learners forward in their L2 development" (p. 9). Within the Irish context, it is important to document that, in a synthesis conducted on effective language teaching, Harris and Ó Duibhir (2011) report CF as a key ingredient of successful language teaching. Despite such positive findings in light of CF, a paucity of research in this area has been conducted within the Irish context.

Taken together, consensus appears to exist among researchers that CF may be effective in supporting students' L2 development, if implemented in a systematic manner. Interestingly, upon exhaustive analysis of research literature, it appears that CF is only one tool considered effective in the teaching and learning of a second language. Interestingly, researchers often articulate that, "... feedback can only build on something; it is of little use when there is no initial learning or surface information" (Hattie & Timperley, 2007, p. 104). Of note here, is that an element of grammar instruction appears to be required alongside systematic CF use to ensure fruitful SLA. Based on literature in the field, CF and instructional grammar approaches are considered complimentary in nature (Lyster et al., 2013). In fact, CF is suggested to be more effective when utilised in accordance with another FFI approach to grammar instruction, similar to the explicit-inductive approach discussed previously (Lyster & Ranta, 2013). It may be for this reason that many CF studies include a similar baseline instructional activity (Ammar & Spada, 2006; Lyster, 2004; Yang & Lyster, 2010).

Given that consensus appears to prevail among researchers that CF is more beneficial in enhancing SLA than no CF (Ammar & Spada, 2006; Loewen & Sato, 2018; Lyster, 2004; Ranta & Lyster, 2018), a shift in research interest has evolved to investigating *what* CF strategies are most beneficial in promoting the SLA process. Lyster and Ranta (1997) conducted the first significant CF study within this field, in four French immersion Grade Four classrooms in the Montreal area. During analyses of observational data, the researchers decided to exclude analyses of explicit French grammar classes, as the main objective of this study was to investigate how teachers and students engage in error-correction during communicative interaction (i.e. during subject matter lessons and during French language art lessons). To begin, researchers indicated that instances of communication breakdown as a result of CF, were not evident in any part of the database. Consequently, Lyster and Ranta (1997) responded to the dilemma of fluency/accuracy posed previously by Chaudron (1988), rejecting the idea that an immersion teacher is required to choose between communication and error-correction. The researchers conclude that the two factors may operate simultaneously in the immersion classroom.

The researchers further revealed that six CF strategies were predominantly availed of to engage in such error-correction practice in the immersion classroom. These include:

1. explicit correction,
2. recasts,
3. clarification requests,
4. metalinguistic feedback,
5. elicitation, and
6. repetition.

Each strategy is clearly described overleaf in Table 2.2.

Table 2.2.***The Six Original Types of CF***

CF Strategy	Definition	Example
Explicit Correction	The explicit provision of the correct form.	S(student): I <i>seen</i> her yesterday T(teacher): I <i>saw</i> her yesterday not seen her...
Recasts	The teacher reformulates all or part of the students' utterance.	S: I draw lots of <i>house</i> T: You draw lots of <i>houses</i> ? S: Yes, I draw lots of houses.
Clarification Request	This indicates to the student that an error has been made.	S: Why <i>does</i> she cycle to school yesterday? T: Pardon? S: Why <i>did</i> she cycle to school yesterday?
Metalinguistic Feedback	This contains an explanation of the incorrect utterance.	S: I <i>go</i> to school yesterday T: You <i>went</i> to school yesterday, it is in the past tense S: I went to school yesterday
Elicitation	A technique used to directly elicit the correct form from the student.	S: I <i>buyed</i> 30 sweets T: What happens when you use the past tense of buy? S: I <i>bought</i> 30 sweets
Repetition	The teacher repeats, in isolation, the students incorrect utterance	S: The car are blue T: <i>Are</i> ??.... The car <i>are</i> blue??

(Based on Lyster and Ranta, 1997, pp. 47-48)

The six strategies were originally categorised broadly, by the implicit or explicit nature of the correction. In their study, Lyster and Ranta (1997) describe explicit CF as target reformulations being provided to the student in place of their non-target output. Implicit CF, on the other hand, was viewed as not providing any direct indicator of a mistake having been made by the student (Yang & Lyster, 2010).

It was then observed, however, that social/contextual variants might influence how CF is challenged or perceived by the student and it is often argued that any CF strategy may lie at either end of the implicit-explicit continuum, depending on the context of the

discourse (Ellis, 2009; Lyster, 2007). For example, if a recast (see Table 2.2) is provided to a student in a form-focused language class, it may be perceived as an explicit correction (Lyster & Mori, 2006). In this case, it appears that the ambiguity of the recast may be reduced, as the focus is directed to the single inaccurate linguistic feature, while the correct target language is indicated by emphatic stress (Yousefi & Biria, 2011). On the other hand, however, if a recast strategy is provided in a content-based class, the student may fail to attend to the corrective force of the recast and focus directly on the content of the utterance, causing the CF strategy to appear implicit in nature (Lyster, 2007). Ellis and Sheen (2006) maintain that, "... if learners treat language as an object to be studied, then they may detect the corrective force of recasts ... But if they act as language users and treat language as a tool, then they are less likely to see recasts as corrective" (pp. 596-597). Such literature concurs with the significance of the Noticing Hypothesis (Schmidt, 1990), discussed earlier, in so far as researchers agree that, if linguistic forms are not noticed and attended to by the learner, little learning will arise from the CF strategy utilised.

Emerging from such findings, research now highlights that, rather than focusing on the dilemmas of what are implicit or explicit, emphasis should be placed on the effectiveness of the CF strategy to encourage the student to notice and consequently self-correct grammatical inaccuracies (Sheen, 2011). Subsequent to earlier studies (Lyster & Ranta, 1997), Lyster (2002, 2004, 2007) divides the six original strategies into two definite categories known as prompts and recasts. It is important to document, at this point, that the term, recast (Ellis, Loewen, & Erlam, 2006; Gooch et al., 2016), is availed of interchangeably in literature, with some referring to it as 'reformulations' (Ammar & Spada, 2006; Lyster, 2004, 2007; Lyster et al., (2013) or 'input-providing feedback' (Ranta & Lyster, 2018; Sheen & Ellis, 2011), or forms of 'positive forms of feedback' (Russell & Spada, 2006). To ensure consistency in the context of the current study, this category of CF strategies were constantly referred to as recast CF strategies. Prompt and recast categories of CF are differentiated simply by those that withhold correct language forms from the student, to those that provide the correct language form to the student. Lyster (2002, 2004, 2007) refers to the latter category as recasts and the former category as prompts, which are often referred to as 'output-producing feedback' (Ranta & Lyster, 2018; Sheen & Ellis, 2011) in the literature. In essence then, Lyster (2015) concludes that prompt CF strategies encourage the student to self-correct their inaccurate utterances (hence the name 'output-producing feedback'), while recast CF strategies present the correct language form directly to the student (hence the name 'input-providing feedback').

Within both CF categories (prompts/recast), different CF strategies exist. Throughout the years, it was regularly proclaimed that the category of prompt CF contained more variance (i.e. more CF strategies) than the recast category. This, however, has been disputed, as Lyster and Ranta (2013) claim that recast CF strategies exist in various forms and are “elastic in nature” (Mackey & Goo, 2007, p. 413). Such a stance is clearly shown in Table 2.3.

Table 2.3.

CF Strategies Within Both Categories of Prompts and Recasts

Recasts	Prompts
<i>Provide the Correct Utterance</i>	<i>Withhold the Correct Utterance</i>
Explicit Correction	Elicitations
Explicit Correction with Metalinguistic Explanation	Clarification Request
Recast (Conventional/Didactic)	Metalinguistic Feedback
	Repetition

(Adapted from Lyster, 2002)

As presented in Table 2.3, the category of recasts includes CF strategies that reformulate the students’ incorrect utterance. These include explicit correction, explicit correction with metalinguistic explanation, and two forms of other recasts, conventional or didactic. A didactic recast focuses on correcting linguistic form, whereas conventional (or conversational) recast simply corrects the students’ content matter (Ellis & Sheen, 2006). Additionally, the prompt category of CF includes strategies which hint to the student that a linguistic inaccuracy has occurred but do not reformulate the incorrect utterance for the student. This category includes strategies such as, elicitation, metalinguistic feedback, repetition, and clarification requests.

Sheen and Ellis (2011) confirm such a variety of variance among both prompts and recasts, offering a taxonomy that separates the strategies within both categories, of prompts and recasts, into sub-categories of implicit and explicit CF, which may have implications for classroom use. This taxonomy is outlined in Table 2.4.

Table 2.4.

Sheen and Ellis' Classification of CF Strategies (2011)

	Implicit	Explicit
Recasts	Conversational Recasts	Didactic recasts
(Input-Providing)	<ul style="list-style-type: none"> • a reformulation of a student utterance in an attempt to resolve a communication breakdown (i.e. confirmation checks). 	<ul style="list-style-type: none"> • a reformulation of a student's utterance in the absence of a communication problem (i.e. attention on form). <p>Explicit correction</p> <ul style="list-style-type: none"> • a reformulation of a student utterance plus a clear indication of an error <p>Explicit correction with metalinguistic explanation</p> <ul style="list-style-type: none"> • in addition to signalling an error and providing the correct form, there is also a metalinguistic comment
Prompts	Repetition	Metalinguistic clue
(Output-Producing)	<ul style="list-style-type: none"> • a verbatim repetition of a student utterance, often without any intentional highlighting of the error <p>Clarification request</p> <ul style="list-style-type: none"> • attention drawn to the utterance by the speaker indicating he/she has not understood it (i.e. <i>Pardon?</i>). 	<ul style="list-style-type: none"> • a brief metalinguistic statement aimed at eliciting a self-correction from the student <p>Elicitation</p> <ul style="list-style-type: none"> • an attempt is made to verbally elicit the correct form from the learner by, for example, prompting a question. <p>Paralinguistic signal</p> <ul style="list-style-type: none"> • an attempt to non-verbally elicit the correct form from the learner

(Adapted from Sheen & Ellis, 2011, p. 594)

As illustrated in Table 2.4, Sheen and Ellis (2011) suggest that implicit and explicit strategies of CF exist within both categories of prompts and recasts, which is of critical interest to the current study.

In summary, any CF strategy within the recast CF category is now defined as a technique that reformulates the students' incorrect utterance while maintaining the central

meaning to the conversation (Ammar & Spada, 2006; Gooch et al., 2016). As recast strategies serve to enable the student to engage in negotiation and induce the student to notice the gap between their language (Schmidt & Frota, 1986) and the reformulated utterance of the teacher, they derive direct theoretical support from the Interaction Hypothesis proposed by Long (1996), as discussed in Section 2.4. CF strategies which lie within the prompt category, in contrast, are exclusively recognised by various signals that encourage students to self-repair their incorrect utterance (Jafarigohar & Gharbavi, 2014; Lyster, 1998; Lyster & Ranta, 1997; Panova & Lyster, 2002) and perhaps draw specific theoretical reference from Swain's (2005) notion of a pushed output explored previously. Specifically, prompt CF strategies provide a signal to the student that an inaccuracy has occurred but without provision of the correct form (Gooch et al., 2016, p. 117). It is important to stress that both categories possess implicit and explicit forms of correction strategies, as presented by Sheen and Ellis (2011). As this dichotomous distinction between recast and prompt CF categories has been presented, it is now timely to investigate the most current CF research, which explores the effectiveness of both categories.

2.8.1. Prompts or Recasts? Research studies in the field of CF appear to devote the majority of their interest to the comparison of CF strategies within the categories of recasts and prompts, in an effort to establish the most effective CF strategy in enhancing L2 acquisition. Study findings generally indicate that recast CF strategies are, more often than not, the most common techniques used by teachers to correct a student's linguistic inaccuracy (Ranta & Lyster, 2018), in a range of classroom settings, i.e., elementary immersion classrooms (Lyster & Ranta, 1997), university-level foreign language classrooms (Sheen, 2004), English as a Foreign Language (EFL) high school settings (Doughty & Varela, 1998) and adult English as a Second Language (ESL) classrooms (Ellis, Basturkmen, & Loewen, 2001; Panova & Lyster, 2002). Lyster and Ranta (1997) conclude from their seminal study explored in Section 2.8, that a total of 62% of all student inaccuracies were corrected by the teacher; however, over 50% of the overall corrections relied profoundly on recast CF strategies that repeated reformulated inaccurate utterances. Within the Irish context, Ó Ceallaigh (2013) further reported that recast CF strategies are most commonly availed of among Irish immersion teachers to engage in error-correction with students. The primary and reoccurring deduction for a preference of recast CF strategies seems to be that these strategies correct the utterances readily, without interrupting the class flow (Lyster & Mori, 2006; Ranta & Lyster, 2018), and while maintaining a 'normal' atmosphere among the L2 students. In contrast, as prompt

strategies derive more profoundly from Swain's (2005) concept of 'pushed output', they encourage or 'push' students to self-correct, which insists that the student takes time to reflect on their utterance and actively engage in error-correction. Understandably, this may well disturb language flow, class flow, and class time. Extant research suggests that such 'disturbance to flow' is a primary factor in teachers' reluctance to use any form of a prompt CF strategy (Loewen & Sato, 2018; Ranta & Lyster, 2018).

Despite communicative disturbance and teachers' reluctance to avail of them, prompt CF strategies are generally considered superior in terms of L2 learning and development, while recast CF strategies are commonly criticised. Corder (1967) highlighted the first sign of "scepticism" (p. 136) regarding recast CF strategies, when he wrote, "... simple provision of the correct form may not always be the only or indeed the most effective form of error-correction since it bars the way to the learner testing alternative hypotheses" (p. 168). Similarly, Chaudron (1977) stated that recasting, or what he refers to as, "repetition with change", is, "... especially weak in helping to locate the error" (p. 41). The noticing of such corrective intent deriving from recasts depends largely on mediating factors such as classroom discourse and students' ability to attend to the inaccuracy. In contrast, prompts are considered to elicit the correct language form from the student or, in Swain's own terms, they 'push' the student to produce a more accurate target-like language. Based on such an approach, it is regularly suggested that prompt CF strategies encourage students to become active participants in their own learning journey (Lyster et al., 2013). For this reason, although prompts are often less availed of in immersion classrooms (Ellis, 2005; Lyster & Ranta, 1997), extensive research illustrates that more gains have been identified for prompt CF strategies, as opposed to recast strategies, in classroom-based studies (Ammar & Spada 2006; Gooch et al., 2016; Lyster, 2004), as they elicit the correct linguistic form directly from the student.

This represents an interesting finding, which has been repeatedly observed in studies over the past decade. Lyster (2004) conducted a ground-breaking study in this field, with four teachers and fifth grade classes (n=179) in an early-immersion French setting. This study measured the effects of FFI and CF on immersion students' ability to accurately assign grammatical gender in French. All teachers availed of the same FFI approach to grammar instruction, while each teacher implemented a different CF strategy in their varying classrooms (recast/prompt). Findings revealed that FFI is more effective in enhancing accuracy when combined with prompts. Surprisingly, those receiving no systematic CF preformed similarly to those who received recast strategies. A study was conducted by

Ammar and Spada (2006) with sixty-four Grade Six students, in intensive English as a L2 class in Montreal. One group received no systematic CF, another group received only recast strategies of CF, while the final group received only prompt strategies as a method of CF. This research focused directly on third-person possessive determiners such as his/hers presumably. The researchers concluded that the use of any recast or prompt CF strategy was superior to the use of no systematic CF. Upon analysis of the entire database, however, interesting findings illustrate that prompt CF strategies appear more effective overall. However, when a strict analysis of students' proficiency levels was carried out, two patterns emerged. These patterns suggest that prompt and recast CF strategies had comparable effects on the interlanguage of high-proficiency students. Prompts, however, were evidenced to be more effective than recasts for low-proficiency students (p. 566), leading the researchers to conclude that "one size does not fit all" (p. 566). Lyster and Ranta (2013) echo such findings, suggesting that recast and prompt CF strategies may be differentially effective, based on the students' prior knowledge and linguistic ability. However, in contrast Lyster and Ranta (2013) propose that, in order for students to successfully benefit from prompt CF strategies, an element of prior knowledge must exist. Similarly, distinguishing the corrective intent of a recast strategy may be more difficult to perceive in content based classes. Therefore, the researcher concludes that the effectiveness of either category of CF strategies depends on many contextual and psychological factors, which need to be considered in any L2 learning context.

Furthermore, upon analyses of literature in the field of CF, it appeared to the researcher that many comparative studies, such as those explored in this section, focus predominantly on teacher behaviours and teacher-initiated correction, which probably occurred because the primary objective of such research has generally investigated effective teaching strategies (Starr, 2016). Swain (2006), however, stresses that 'collaborative languaging', CF in this case, not only arises between teacher and student, but it may also occur between two language students. This is in keeping with Donato's (1994, p. 51) statement explored in Section 2.5.3 that, "... it appears useful to consider learners themselves as a source of knowledge in a social context". Mendez and Cruz (2012) assert that students may engage in other forms of error-correction (i.e. self-correction and peer-correction), rather than relying so extensively on teacher correction. One suggested manner includes self-correction. This form of error-correction arises when a student repairs their own incorrect utterance without any aid from another. Lyster et al. (2013) report that students favour self-correction methods, as they often wish to work out their own incorrect utterance. For

this reason, the researchers conclude that, generally, students prefer prompt CF strategies than recast CF strategies, as prompts elicit the correct answer from the student, encouraging them to engage in self-correction. Alternatively stated, students want to engage in self-correction rather than receive CF from teachers, which is interesting (Mendez & Cruz, 2012). Li (2013) suggests that self-correction may be profitable in motivating students to engage in their own language learning process. From this stance, self-correction is proposed to be effective in promoting learner autonomy among students, which is important in any given classroom or curriculum. It is necessary to caution, however, that students are unlikely to engage in self-correction without a strong prior knowledge basis of the linguistic concept (Li, 2013). Therefore, linguistic competency is required by the student to engage in self-correction, which may take time for the student to develop.

Secondly, peer-correction arises as students engage in interaction and repair other students' inaccurate utterances. Peer-correction is proposed to play a dual function in the SLA process. For example, the receiver benefits linguistically as they are provided with input on their inaccuracy, but also, the provider benefits, as they attend to the linguistic inaccuracy in order to provide CF. This, in turn, is suggested to increase their language awareness, as they become more perceptive to language forms, thus increasing language development (Sato, 2017; Sato & Ballinger, 2016; Sato & Lyster, 2012). In this manner, Philp, Adams, and Iwashita (2014) affirm that peer-correction provides students with a "... context for experimenting with the language" (p. 17), which is necessary in the SLA process. This is supported, in an earlier study, by Varonis and Gass (1985) as they conclude that peer-correction may provide a "... good forum for obtaining input necessary for acquisition" (p. 83). It should be cautioned, however, that peer-correction has often been accused of creating an element of anxiety or embarrassment among students (Mak, 2011; Sepehrinia & Mehdizadeh, 2016). Furthermore, Morris and Tarone (2003) report that students often perceive peer-correction as criticism or "mockery" (Sepehrinia & Mehdizadeh, 2016, p. 13). A similar finding was reported in the Irish context when six-class immersion student participants in Ó Duibhir's (2009) study reported that they found peer-correction to be an embarrassing encounter.

According to literature, the effectiveness of peer-correction appears to rest within the level of comfort students experience within their own peer-established community, in comparison to that established with a teacher, which is presented in previous research (Sato, 2013). Storch (2017) maintains that the level of comfort a student perceives to engage in error-correction hinges on the relationship of students to co-construct knowledge

together. In fact, Storch and Aldosari (2013) consider the relationship between students to be more important in leading to effective peer-correction than the proficiency level of students, which is critical. Therefore, in order for peer-correction to be successfully utilised in the classroom, researchers (Loewen & Sato, 2018; Ranta & Lyster, 2018; Sato, 2013) stress that the classroom context must facilitate the creation of a positive collaborative learning environment, which is mirrored within the Irish context also (Ó Duibhir, 2009). On this note, it should be documented that in immersion settings, students re-iterate each other's linguistic inaccuracies which is a reported weakness of the immersion settings (Ó Duibhir, 2018). Thus peer-correction could be effective in remedying such a weakness, provided consistent, systematic error-correction is nurtured in the classroom, and accurate, rather than inaccurate, L2 forms are constantly being repeated.

Interestingly, peer-correction is suggested to occur minimally among students both internationally (Mackey, Oliver, & Leeman, 2003; Sato, 2007) and nationally (Ó Duibhir, 2009). There are many proposed reason for such limited use. For instance, students in Ó Duibhir's (2009) study in the Irish immersion context explained that sometimes, they struggled to distinguish between accurate and inaccurate L2 forms thus influencing their ability to engage in peer-correction practices. This finding highlights, again, the need for systematic error-correction and consistent use of accurate L2 forms to ensure optimal L2 use and development among students in the social arena of the immersion context. Sato and Ballinger (2016) further maintain that teachers need to train students how to engage in peer-correction, which highlights the critical role played by the teacher. This emphasises the importance of providing teachers with professional development in relation to error-correction to ensure the establishment of successful self-correction and peer-correction in immersion classrooms.

Based on such literature, it appears warranted to suggest that CF should therefore be considered a practice engaged in by various members of a language learning community and which provides a method of language learning and development, through interaction within a unique social space (Starr, 2016). This concept echoes that of Lave and Wenger (1991) who coined the concept of a community of practice (CoP), which is considered a "... group of people who come together to share common interests and goals, with the aim of sharing information, developing knowledge and developing themselves" (Agrifoglio, 2015, p. 26).

All things considered, it appears that teachers are required to make a range of choices in accordance with a host of varying factors when providing CF within their classroom context. After having reviewed the pertinent issues, it seems that the literature does not present one single superior CF strategy from all students' linguistic capacities and all varying contextual discourses. Furthermore, little research has investigated the effects of peer-correction, which may be an optimal method of promoting SLA process among students in their social communities. In addition, Lightbown (1998) cautions that an over-reliance on recast strategies may result in students becoming dependent on other people to correct their linguistic inaccuracies. This level of reliance may limit learner autonomy and inhibit peer-correction and self-correction from evolving. Nicholas, Lightbown, and Spada (2001) strengthen this case, concluding that, "... there is a point beyond which recasts are ineffective in changing stabilized interlanguages" (p. 752) and prompts are further required to push students' to utilise accurate L2 forms. On this note, one must consider if Lyster and Ranta's (1997) stance, from twenty years ago, still holds true: "Teachers might want to consider a whole range of techniques they have at their disposal rather than relying so extensively on recasts" (p. 56). In accordance with Ellis (2012), "... it may be fundamentally mistaken to look for the most effective type of strategy" and that, "... the single 'best' strategy may be a chimera" (p. 263). Ranta and Lyster (2018) concur, asserting that, "... it may not be necessary if even possible for researchers to identify the single most effective type of feedback" (p. 49). Ammar and Spada (2006) postulate regarding CF strategies that perhaps, "... one size does not fit all" (p. 556) students. In support, Lyster (2007) calls for a counterbalanced CF approach between prompts and recasts to be utilised. To conclude, Mitchell (2011, p. 680), deduces that, "... the picture is complex and variable, depending on the type of learners involved, the nature of the language forms being learned etc." . Foster (1992) further cautions the over-generalisation of effective CF strategies without considering any sociocultural difference between settings. Therefore, given the conflicting research findings explored in this section, one must question whether, instead of constantly comparing and contrasting both categories of CF, in search of the most effective one, the benefits associated with both categories be combined and utilised in accordance with contextual settings and the language student's learning ability? Literature appears to suggest that sociocultural perspectives of CF provide such a possibility. This avenue will now be explored.

2.8.2. Prompts, Recasts and a Sociocultural Theory. From a SCT perspective, a single or predetermined CF strategy which is universally considered most valuable in

assisting L2 learning and development does not appear to exist. Such grounding appears contradictory to studies explored in the previous section. From a SCT standpoint, researchers maintain that, in order for CF to be effective, it needs to consider the students' current and potential level of development (i.e. the students' ZPD). Given such a necessity, CF, within a SCT, is understood as a dynamic technique that needs to be consistently tailored to facilitate the individual emerging linguistic capacities of the student in order to support their L2 learning/development from a position of other-regulation to self-regulation (Rassaei, 2017). As previously explored, students attain their own unique and individual ZPD (Vygotsky, 1978), thus, providing similar CF to all students may constrain and hinder L2 development (Lantolf, 2000). Therefore, in order to effectively facilitate SLA, SCT researchers posit that CF strategies are required to be carefully calibrated to the specific current and developing linguistic capacities of the students (Lantolf & Poehner, 2014; Nassaji & Swain, 2000).

Aljaafreh and Lantolf (1994) conducted the first significant study, which investigated the effectiveness of using both prompt and recast strategies within a student's ZPD. Aljaafreh and Lantolf (1994) devised a regulatory scale that enabled students to engage in oral CF with their teacher, which was appropriate to the students' unique ZPD. In brief, the researchers investigated the one-to-one interactions arising between three L2 students and their teacher, as both parties engaged in oral CF on essays that the students had written. The researcher is aware that such an investigation is slightly different to the current study, as Aljaafreh and Lantolf (1994) focused predominantly on providing students with oral CF based on their written work rather than providing students with scaffolded oral CF on inaccurate oral utterances. However, given the limited work conducted on oral CF within a sociocultural framework, such a seminal study has provided researchers and teachers alike with a rich knowledge base on providing oral CF to students in accordance with their unique and individual linguistic capacities for decades. As such, this study significantly influenced the present study; the complete procedure of Aljaafreh and Lantolf's (1994) investigation is summarised and available in Appendix C.

In brief, Aljaafreh and Lantolf's (1994) analysis of student and teacher interactions illustrated changes in students' grammatical competency as they progressed from a position of other-regulation towards a more self-regulation position. In this sense, students presented signs of gaining consciousness of their higher-mental functioning (Lantolf et al., 2015), which is considered a key indicator of language development within the SCT. Based on such analysis, Aljaafreh and Lantolf (1994) conclude that a student's progression

from other-regulation to self-regulation occurs through a set of five general levels of transition from inter-psychological to intra-psychological functioning. These five progressional levels are illustrated in Table 2.5.

Table 2.5.

Five Progressional Stages from Other-Regulation to Self-Regulation

Level	Description
Level 1	The learner is not able to notice, or correct the error, even with intervention from the tutor. At this level, the learner does not have a sufficient basis from which to interpret the tutor's moves to provide help, and probably has no awareness that there is even a problem. The tutor, therefore, must assume full responsibility for correcting the error. Rather than providing corrective help, the tutor's task is to bring the target form into focus and, in so doing, begin the process of co-constructing the ZPD with the learner.
Level 2	The learner is able to notice the error but cannot correct it, even with intervention. This indicates some degree of development, but more importantly, even though the learner must rely heavily on the tutor, in contrast to level 1, an opening is provided for the tutor and the learner to begin negotiating the feedback process and for the learner to begin to progress toward self-regulation. The help required tends to be toward the lower, explicit, end of the regulatory scale
Level 3	The learner is able to notice and correct an error, but only under other-regulation. The learner understanding the tutor's intervention and is able to react to the feedback offered. The level of help needed to correct the error move toward the strategic, implicit end of the regulatory scale.
Level 4	The learner is able to notice and correct with minimal, or no obvious, feedback from the tutor and begins to assume full responsibility for error correction. However, development has not yet become fully intramental since the learner often produces the target form incorrectly and may still need the tutor to confirm the adequacy of the correction. The learner may even reject feedback from the tutor when it is unsolicited
Level 5	The learner becomes more consistent in using the target structure correctly in all contexts. In most cases, the individual's use of the correct target form is automatized. Whenever aberrant performance does arise, however, noticing and correcting of errors do not require intervention from someone else. Thus, the individual is fully self-regulated.

(Aljaafreh & Lantolf, 1994, p. 470)

As explored in Table 2.5, Aljaafreh and Lantolf (1994) claim that a student attains a position of other-regulation from level one to level three. At level four of the progressional steps, the researchers posit that a student becomes partially self-regulated, before, finally, gaining a self-regulated position at level five. Aljaafreh and Lantolf (1994) conclude that, as a student's linguistic capacity increases, explicit CF strategies should be contingently replaced with more implicit CF strategies in order to appropriately scaffold the student in correcting his/her inaccuracies. This indicates that the level of CF required by the student to complete a task gradually fades as their language capacity increases from a position of other-regulation to self-regulation. From this understanding, it may be stated that the level of assistance required by a student to engage in error-correction may indicate the level of ZPD or language development of the student (Lantolf & Poehner, 2011). In response to such findings, Aljaafreh and Lantolf (1994) recommended that students be presented with prompt strategies (i.e. more implicit like strategies) as their language ability develops. According to the researchers, recast CF strategies offer a more mediated form of assisted scaffolding to the student, enabling them to attend more profoundly to their utterance (Lyster et al., 2013; Nassaji & Swain, 2000). Therefore, Aljaafreh and Lantolf (1994) conclude that both CF categories (prompts and recasts) are potentially beneficial and relevant for language learning and development. The researchers claim that the relevance of the given CF strategy is dependent on the location of the students' ZPD. Lantolf and Poehner (2011) strengthen this standpoint, asserting, "... if the intention is to promote development then process must be foregrounded, as in the ZPD" (p. 17).

Furthermore, as Aljaafreh and Lantolf's (1994) research intervention progressed, students began illustrating signs of L2 development and increased autonomy. In order for this development to arise, however, it was necessary for the MKO to release control or reduce the level of scaffold provided to the student at an optimal time to ensure ZPD development. This further ensures the gradual "transfer of responsibility" (van de Pol et al., 2010 p. 274) from the MKO to the student. Aljaafreh and Lantolf (1994) conclude that, without such a potent release of scaffold, little linguistic development may emerge. The pivotal role played by the MKO in a student's SLA process is further substantiated by Lantolf and Poehner (2014) as they maintains that language development may be difficult or perhaps completely inhibited in the absence of an "environmental model" (p. 44). In the case where a "final adult model" is not available, L2 development may occur but in an unusual manner (Lantolf & Poehner, 2014, p. 44). It should be noted at this point, however, that in order to fit the role of a "final adult model", high-proficiency and deep linguistic

conceptual understandings are required by the MKO. Stemming from the literature, it appears warranted to conclude then that the effectiveness of any given CF strategy is highly reliant upon the nature of the transaction and mediation provided by the MKO (Rezaee & Azizi, 2012).

It is also important to address that, following analysis of the research findings, Aljaafreh and Lantolf (1994) claim that students attain different ZPD locations for the same incorrect utterances. This finding highlights that varying levels of CF scaffold and assistance are required to produce accurate L2 among different students. A paramount consideration is underscored by Lantolf and Poehner (2014) when they maintain that, “... appropriate mediation varies along three planes ... individual... time ... L2 features” (p. 173). To ensure the appropriate level of support is provided to a student in accordance with their language capacities, Aljaafreh and Lantolf (1994) recommend CF mediation be initially withheld in order to fully establish a student’s true L2 ability (Lantolf, 2011), as the student should initially be provided with the opportunity to self-correct their own inaccuracy. Aljaafreh and Lantolf (1994) claim that this approach further enables the teacher to assess and discover the appropriate level of scaffold required by the student. This echoes the notion of gradual scaffolding presented by Aljaafreh and Lantolf (1994) in their three mechanism of effective intervention within the ZPD, which claims that the primary objective in establishing a student’s ZPD is to calculate the least amount of scaffold required by the student to successfully perform the task. Lyster (2004) supports this viewpoint, stating that specific student abilities and their current interlanguage stance need to be considered before availing of any specific CF strategy. In consonance, Van Lier (1988) claims that a student’s progression from a position of other-regulation to self-regulation is often reduced in settings that rely predominantly on other-repair (Van Lier, 1988), when compared to settings that promote self-repair (Schegloff, Jefferson, & Sacks, 1977). Van Lier (1988) maintains that other-repair (when a teacher recasts the inaccurate form for the student) often denies, “... the speaker the opportunity to do self-repair, probably an important activity” (p. 211). Van Lier (1988) continues by suggesting that, if other-repair is delayed, allowing the student to first of all self-repair it would, “... promote the development of self-monitoring and pragmatic adjustment which is essential to competence in the target language” (p. 211). This assertion may have implications for immersion education, as it aligns with a previously discussed matter in relation to immersion students’ need for time and space to construct accurate L2 output.

Emanating directly from Aljaafreh and Lantolf's (1994) findings, Nassaji and Swain (2000), for example, conducted a similar study, which availed of the same regulatory scale of both prompt and recast strategies devised by Aljaafreh and Lantolf (1994). Nassaji and Swain (2000) also investigated the effects of negotiated scaffold in the form of prompt and recast CF strategies, provided within the learner's ZPD, in comparison to prompt and recast strategies provided randomly to a student, irrespective of their ability, their current ZPD position, and their social setting. In brief, Nassaji and Swain (2000) provide further evidence that CF, tailored to students' specific ZPD needs, is beneficial in promoting L2 development, which provides critical contribution to the limited research body. The mediated language development of language students over time has further been revealed in other studies (Erlam, Ellis, & Batstone, 2013; Rassaei, 2014, 2017) but remains uninvestigated in the Irish context.

Furthermore, based on findings revealed by Lyster & Ranta (1997), Lyster (2002) and Sheen and Ellis (2011), Lyster et al. (2013) present a continuum of CF. Lyster et al. (2013) consider both categories of recasts and prompts along a continuum, ranging from implicit to explicit strategies, which is mapped in Figure 2.4. Such a dichotomy answers the call of Goo and Mackey (2013), who highlight that comparing recasts and prompt CF strategies is an, "... apples versus oranges comparison" (p. 149) and that, in order to make CF categories comparable, both are required to be placed along a scale with equal amounts of implicit and explicit variants.

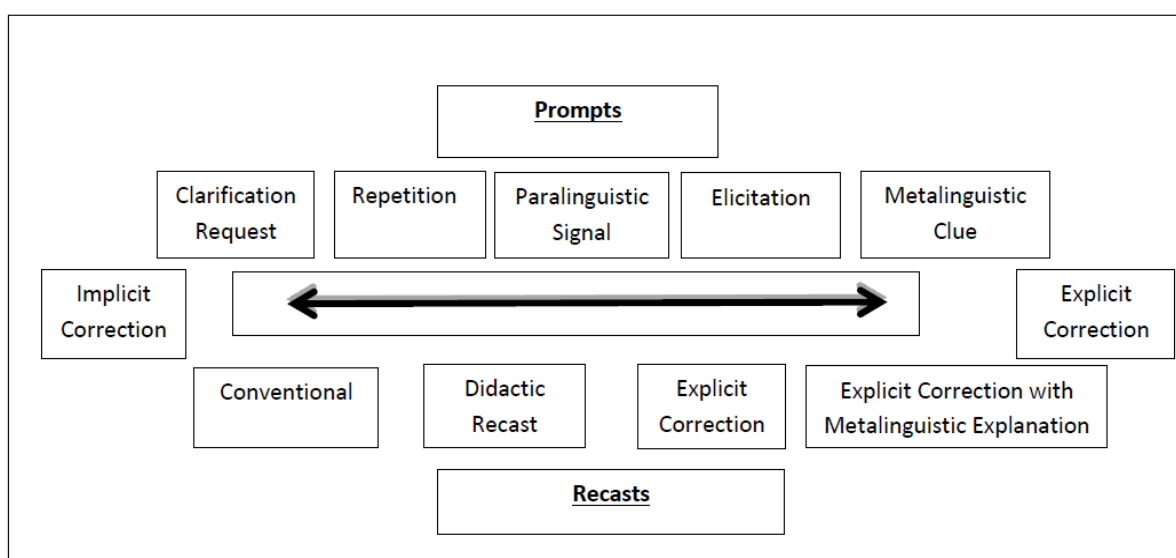


Figure 2.4. Prompts and Recasts Explored Along a Continuum from Implicit to Explicit Correction (Adapted from Lyster et al., 2013, p. 5).

Fundamentally, the concept behind this continuum is that, irrespective of the category of CF utilised (i.e. prompt or recast), the most important element in providing successful CF to a student, is to ensure that the CF scaffold is provided in accordance with the students' current ZPD capacity. Essentially, then, the aim of such a continuum is to encourage teachers to scaffold a student's language learning and development from a position of other-regulation to self-regulation. In other words, the teachers would support students in developing from relying on other-mediation to notice and correct their inaccurate utterances, to relying on their self-mediation to notice and self-correct their inaccuracies or those of their peers (peer-correction) (Lantolf et al., 2015). In ensuring such progression, Lyster et al. (2013) suggest that a student's linguistic development should be scaffolded by providing explicit correction to a student at the outset as he/she relies predominantly on other-mediation to notice and correct their inaccurate utterance. As the students' language develops towards internalisation within the intra-psychological plane, and when the student becomes increasingly self-regulated in their own learning process, the student is encouraged to rely largely on self-mediation to correct their inaccuracies. Therefore, at this point of development, Lyster et al. (2013) recommend that more implicit-like strategies should be availed of as a CF tool to scaffold the student to engage in self-correction. Alternatively stated, and echoing recommendations from Aljaafreh and Lantolf (1994), the level of scaffold required by the student to progress from other-regulation to self-regulation readily fades, from explicit CF strategies, to implicit CF strategies, regardless of the CF category (prompt or recast) utilised.

To summarise, the taxonomy proposed by Lyster et al. (2013) appears to provide a new perspective of CF that may resolve Ammar and Spada's (2006) conclusion of, "one size does not fit all" (p. 556). This continuum also coincides with Lyster and Ranta's (1997) stance, as it now enables teachers to, "... consider a whole range of techniques that teachers have at their disposal rather than relying so extensively on recasts" (p. 56), drawing extensively on the SCT in doing so. The suggested continuum appears to present a response to Ranta and Lyster's (2018) claim that the use, "... of only one type of corrective feedback could never cover all bases" of all individual learning factors (i.e. abilities, contextual settings, discourse happenings, target features).

One shortcoming of the continuum presented by Lyster et al. (2013) appears to be the fact that the research fails to present language ability descriptors or rigid guidelines alongside the continuum to support teachers in practically implementing such a scaffolded CF approach within the sociocultural context of the classroom. Therefore, the researcher

suggests that the combination of Lyster et al.'s (2013) continuum, along with Aljaafreh and Lantolf's (1994) five progression stages of development, may offer an effective manner for teachers to provide CF to students in a mediated fashion, in accordance with their developing linguistic capacities. On this note, it should be articulated that one of Vygotsky's primary intentions was to combine theory and practice, in what is regularly referred to as "praxis" (Lantolf & Poehner, 2011, p. 12), whereby theory guides practice and vice versa, in an attempt to understand child development. The current researcher acknowledges, however, that in order to successfully combine and implement both theory and practice (i.e. CF from a SCT perspective) within any given educational setting, teachers require scaffolded training and education from an MKO to ensure positive student linguistic outcomes. In other words, although the researcher appreciates the potential for a sociocultural stance of CF in enhancing students' L2 development, specifically students' grammatical accuracy, she recognises the need to provide teachers with an appropriate scaffold and support in practically implementing such an approach. Gallimore and Tharp (1990) agree, asserting that teachers' capacities to engage in instruction, which involves the provision of guided assistance, are not developed (p. 187). The researcher concludes that, in order to develop such capacities among teachers, PD is required. Thus, the concept of teachers' professional development will now be briefly explored as a vehicle to provide such support and enhance development among teachers.

2.9 Professional Development: A Definition.

To begin it is important to note that DeMonte (2013, p. 2) rejects the idea that "... someone is born to teach", as she maintains that effective teaching is a practice that may be learned over time. DeMonte's (2013) statement highlights the pivotal role of initial teacher education (ITE) and the provision of effective professional development (PD) in scaffolding the consistent development of teachers over time. In order to fully evaluate the concept of PD, it is important to establish a working definition. Despite the multitude of varied definitions that exist, a common underlying consensus of PD as a continuous pursuit of knowledge and skills throughout the teachers' career prevails. Given such unanimity, the researcher deems Day's (1999) definition of PD most fitting as a working definition for the current study. Day (1999) explains PD as an opportunity for teachers to "... review, renew and extend" their teaching and to "acquire and develop" new knowledge and skills (1999, p. 4).

The literature suggests that teacher PD should be considered a life-long experience that is ever evolving (Musset, 2010), which substantiates Day's (1999) definition. In keeping with such a stance, the Teaching Council of Ireland (TCI) (2011, p. 2), the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching, consider teacher education to progress along a continuum, which includes three main stages, known as the 'three i's':

- Initial teacher education,
- Induction, and
- in-career development.

It has been stated that often teachers, policy makers, and teacher educators do not consider these three stages as a continuum and often missing links are evidenced (Musset, 2010), which, in turn, impacts the effectiveness of teacher development. In essence, in order for teachers to perform to their optimum ability continuously throughout their career, it is essential that these three stages work in tandem and are perceived along a continuum by all of the teaching community (Musset, 2010).

Grounded by Day's (1999) definition, it appears relevant to state that teacher PD serves to cater for many different needs and purposes, including factors of extension growth and renewal of skills and knowledge (Day & Sachs, 2004). Other times, teachers engage in PD simply to meet challenges within their own teaching. Oftentimes, the intention of PD is to "further particular political ideologies" (Kennedy, 2015 p. 8). Thus, the provision of PD may be closely linked to educational policy needs. Notwithstanding such a political influence, the ultimate objective of any given PD programme, is to scaffold and support individual teachers' learning, along with other staff members, with the proposed beneficiaries being the class students (Guskey, 2002a, 2002b).

As the current study focuses directly on Irish immersion settings, it is important to address the fact that, despite bodies such as An Chomhairle Um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) providing support and PD courses for Irish immersion teachers, the NCCA (2010) reported the limited amount of pre-service induction and PD courses available pertaining to Irish-immersion schools. Although the DES has recently awarded a contract, to a third level institution of teacher education, for a four year Bachelor of Education (B.Ed.) through the medium of Irish, to meet the specific needs of immersion educators, the researcher cautions that, unless new PD movements are supported throughout the

entire continuum, development for immersion teachers will remain disjointed. Ó Duibhir (2006, p. 10) states that the majority of PD available to Irish immersion teachers appears dominantly related to curricular and syllabus change. Notwithstanding such literature, which illuminates the need for more PD to be provided to immersion teachers, it is important to highlight that certain advancements have begun to emerge in relation to PD in the context of Irish immersion education. For example, the Department of Education and Skills (DES) have granted funding for a postgraduate course in Irish Immersion Education. This course will be pivotal to the educating and development of proficient immersion teachers in Ireland, as Irish immersion teachers claimed for decades that the education (initial & in-service) they receive does not cater for their needs as teachers in immersion classrooms (Ó Duibhir, 2000). Despite such progression, the researcher continues to note a deficiency of PD courses that pertain to the specific needs of Irish immersion teachers. According to literature, “Enhancing teacher learning is acknowledged globally as a key route to improving student outcomes” (Kennedy, 2015, p. 1), therefore, it could be suggested, that investing in effective regular PD for Irish immersion teachers across the continuum could be an effective method in improving the proposed ‘*Gaelscoilise*’ (Walsh, 2007, p. 13) of the immersion students. To fulfil such a role, effective PD models need to be established. The researcher will now investigate what constitutes ‘effective PD’.

2.9.1. Traditional PD. Traditional models of PD generally consist of one-off or “one-shot” (DeMonte, 2013, p. 4) events (e.g. conferences and workshops). It is regularly disputed that, within such PD models, teachers are given little time or incentive to integrate new pedagogical practices into their normal classroom routines (Malone & Smith, 2010). Traditional PD models, however, continue to be proven as an ineffective manner to enhance teacher development, which in turn often fails in fostering positive learning outcomes among students. Hawley and Valli (1999), for example, claim that, “Conventional approaches to professional development, such as one-time workshops, typically do not lead to significant change in teaching methodologies” (p. 129), while Hoban (2002) states that, “... such approaches do not consider: the context of the school, attitudes of teachers to change, and that teacher change is more a process than an event” (Cited in Murphy et al., 2015, p. 4). Of note in these statements is that traditional forms of PD are generally situated away from the teacher’s school site and the same content is predominantly delivered to all participants regardless of their specific individual needs; which, according to research, appears to be a major defect of such a model (Malone &

Smith, 2010). These points are summarised by DeMonte (2013, p. 3), who addresses the primary complaints regularly recorded regarding traditional PD, which include:

- Disconnected from the everyday practice of teaching,
- Too generic and unrelated to the curriculum or specific instructional problems that teachers regularly face,
- Often conducted as a one-shot event or carried out by an outside consultant who generally fails to provide follow-up visits after the PD.

Irrespective of such complaints and shortcomings of traditional PD, it remains the most popular model of PD provided to teachers both nationally (Smith, 2015) and internationally (Porter, Garet, Desimone, & Birman, 2003). In the Irish context, traditional PD models are further criticised for lacking follow-up assistance (Smith, 2015, p. 80). The TCI, strengthen such a viewpoint as they assert that PD in Ireland remains “... often short term, one-off and not clearly linked to teachers practice” (TCI, 2009, p. 201). An example of such PD in Ireland includes intense summer courses which consist of roughly 20 hour week long courses, which may provide some access to limited online resources but do not provide follow-up visits or classroom support to the teachers. These courses gain teachers a minimum of three day’s extra personal vacation (EPV) days during the school year. Although highly availed of, such traditional models of PD are highly criticised in the Irish context and are generally regarded as, “... too fragmented, unproductive, inefficient, unrelated to practice and lacking intensity and follow up” (Riding, 2001, p. 283).

In sum, Guskey (2000) and Smith (2015) maintain that traditional methods of PD are fruitless in enhancing teacher development and thus ineffective in promoting learning among students. It is relevant to note at this point that, with the implementation of the *Cosán* programme (2020), all primary school teachers in Ireland will be required to provide evidence that documents their PD completion in order to renew their teaching registration each year. With the approaching implementation, the researcher concludes that effective models of PD, which cater for a variety of teacher/school/policy needs, are more required than ever in the Irish context. In an attempt to scaffold and shape an effective PD model, the researcher will now explore factors that are suggested to promote potent PD among teachers.

2.9.2. Towards a more effective PD. Guskey (2000) highlights that changing practices and incorporating new knowledge and skills in teachers’ practices is a

burdensome obstacle to overcome internationally. Unfortunately, solely increasing teacher declarative knowledge will not directly or automatically result in more enhanced and improved teaching instruction (Ó Ceallaigh, 2013). Knowing how to transform this knowledge into effective pedagogy should therefore be the cornerstone of any PD programme (Ó Ceallaigh, 2016). In investigating such a transformation of knowledge, a robust number of studies have resulted in numerous amounts of characteristics which claim to foster effective PD (Garet, Porter, Desimone, Birman, & Yoon, 2001; Guskey, 2003; Loucks-Horsley, Stiles, Mundry, & Hewson, 2009). Based on such evaluations, abundant models of PD have been established. Kennedy (2014) has categorised nine predominant models of PD that may be effective in enhancing teacher development. These models include:

- training model,
- award-bearing model,
- deficit model,
- cascade model,
- standards-based model,
- coaching/mentoring model,
- community of practice model,
- action research model, and
- transformative model.

Unfortunately, it is beyond the scope of the current investigation to describe each PD model in detail; however, further information can be found in Appendix D. Kennedy (2014) maps these nine models along a continuum, ranging from transmissive models to transformative models (Table 2.6). The continuum highlights the capacity of each model to increase autonomy among teachers and to further transform their practice.

Table 2.6.

Continuum of PD Models

Purpose of Model		Examples of models of PD which may fit within this category
Transmissive		Training models Deficit models Cascade model
	Increasing capacity for professional autonomy and teacher agency	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Malleable	↓	
Transformative		Collaborative professional inquiry models

(Kennedy, 2014, p. 693).

Smith (2012) maintains that PD models within the transmissive category would appropriately suit those who seek a “product based outcome” (p. 80), while those models located within the transformative category are suggested to best suit those who seek a “process approach” to PD (p. 80). Kennedy (2005) claims that the capacity for teacher autonomy increases from transmissive models, through to malleable models to transformative models of PD, which is illustrated in Table 2.6.

Notwithstanding such evident research and literature, it is important to address that Kennedy (2014) cautions that “... it is absolutely essential to acknowledge that no one individual model of CPD on its own can be seen to support a particular purpose of CPD” (p. 694). That is to say, Kennedy advocates the use of combined models to establish a fruitful PD programme. As such, Kennedy’s recommendations align with that of Guskey (1994), who states:

The uniqueness of the individual setting will always be a critical factor in education. What works in one situation may not work in another ... Our search must focus, therefore, on finding the optimal mix – the assortment of professional development processes and technologies that work best in a particular setting”. (Guskey, 1994, pp. 6-7)

Smith (2012, p. 2) supports these perspectives, concluding that a “one size fits all” model of teacher PD does not exist. Therefore, rather than emphasising the use of a precise model, Smith advocates the use of effective PD characteristics in establishing a PD model that caters to the specific needs of the teacher participants and their sociocultural contexts.

In keeping with this, Smith (2012, p. 70), states that, educationalists (Hawley & Valli, 1999; Guskey, 2003; Kennedy, 2014) generally include the following PD characteristics as pivotal in enhancing the quality and success of PD:

- Enhance teachers’ content knowledge and pedagogical knowledge,
- Be on-going and sustained,
- Involve active engagement on the part of the participants,
- Be job-embedded,
- Be collaborative and collegial in nature, and
- Encourage teachers to reflect on their learning.

Smith’s (2012) findings mirrored these characteristics as he recommended similar features but further included the need for the provision of feedback to teachers on their practices and also highlighted a need for a system for PD evaluation. It is suggested that such appropriate conditions and characteristics of PD increase the potential depth of understanding that leads to change in teaching practices (Stewart, 2014, p. 28). Furthermore, it should be mentioned that researchers (e.g. Murphy, Smith, Varley & Raxi, 2015; Stewart, 2014) highlight that PD potential is augmented when it is implemented in an active and consistent manner within the teachers’ own environment and which is further supported by peers in a “professional learning community” (Stewart, 2014, p. 28).

To extend Smith’s (2012) list, Ó Laoire and Harris (2006) recommend PD courses to make particular reference to immersion education, teacher fluency, and competence and confidence in using the Irish language to teach. This is further strengthened by the Teaching Council of Ireland (2011), who acknowledge the need for high standards of Irish primary school teachers regarding the teaching of Irish, drawing specific attention to the language as a means of communication and instruction. In keeping with these recommendations, in the immersion setting, the MKO (i.e. the teacher) should be considered a key language model for the immersed students. Thus, the teacher requires high-proficiency levels

of L2 and deep linguistic conceptual understandings. Therefore, it appears warranted to suggest that PD models, relating specifically to immersion teachers, need to provide input to teachers on their knowledge about grammar (KAG) (Borg, 2001, 2015). Such a need is further supported by Wright (2002), who claims that, “A linguistically aware teacher not only understands how language works, but understands the students’ struggle with language and is sensitive to errors and other interlanguage features” (p. 115). Borg (2001) maintains that teachers who attain high levels of KAG are generally perceived to be more confident in promoting discussions relating to language forms among students. Furthermore, Borg (2001) suggests that teachers who attain high KAG are more inclined to engage in spontaneous grammar instruction in the classroom, which is an essential component to engaging in error-correction. For this reason, Irish researchers (McKendry & Uí Éigearthaigh, 2006; Ó Ceallaigh, 2016) maintain that dual-focused PD should be provided to immersion teachers, which focuses on linguistic competencies and associated pedagogical practices. These factors should be central to the establishment of any PD programme for immersion teachers.

Moreover, literature claims that if teachers are not motivated to engage in PD either by intrinsic factors (personal factors) or extrinsic factors (external factors such as pupils’ needs, registration requirements) (Almutlaq, Dimitriadi, & McCrindle, 2017), PD may be ineffective, regardless of well-structured effective models (Kennedy & Shiel, 2010). An interesting finding noted by Kennedy and Shiel (2010, p. 379), in relation to teacher PD motivation, reveals that teachers become more confident and motivated in their work once signs of increased student attainment begin to emerge. These findings are mirrored in other studies (Murphy, Smith, Varley, & Razi, 2015; Smith, 2014, 2015). Such discoveries suggest that the most effective PD programmes may, not only enhance student outcomes, but also motivate teachers to progress in engaging in further PD.

Finally, Fullan (2014) maintains that, generally, teachers who are successful in changing their practices as a result of PD often experience an “implementation dip” (p. 5). Fullan (2014, p. 40) explains the implementation dip as a simple, “... dip in performance and confidence as one encounters an innovation that requires new skills and new understandings”. Therefore, Fullan suggests that PD providers who are aware of such an implementation dip understand that teachers experience two “dip” problems which include experiencing a fear of changing their practice and, secondly, a lack of “know how” (p. 41) to successfully implement the changed practices in their own contexts. From this viewpoint, Fullan (2014), among other researchers (e.g. Smith, 2015, Guskey, 2000), place a major

emphasis on the need for follow-up support to ensure effective development among teachers. Literature discussed in this paragraph coincides with Smith's (2012) concept of ongoing and sustained PD.

It appears from the literature illustrated in this section that successful PD entails more than just once off in-service seminars that the majority of Irish teachers currently engage in (Smith, 2015). Effective PD requires a course of progressional development that enables the teacher to renew, review, and extend their knowledge; which reinforces Day's (1999) definition of PD recommended earlier. It is important to address at this point that findings regarding the impact of PD continue to vary in different contexts, even when all "common characteristics of effective PD" are evident (Kennedy, 2016; Opfer & Pedder, 2011). This appears to strengthen the argument made by Smith (2012), that the characteristics of effective PD differ depending on contextual and teacher needs and that one size does not, in fact, fit all. Smith's standpoint is further reinforced by the OECD (Organisation for Economic Co-operation and Development) (2005), who state that the most effective form of PD is that which focuses,

on clearly articulated priorities, provide ongoing school-based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try new teaching methods. (OECD, 2005, p. 129)

Given all the literature considered in this section, the researcher postulates that a Vygotskian sociocultural framework provides a peerless structure in establishing effective PD for teachers. The researcher will now briefly explore such a theoretical stance in keeping with the effective characteristics explored above.

2.9.3. PD from a SCT Perspective. According to researchers (Eun, 2008; Fani & Ghaemi, 2011; Kozulin, 2003), Vygotsky's theory of child development may also be useful in investigating and conceptualising effective teacher professional development (PD). Vygotskian concepts have been brought to the field of teacher PD in recent years as researchers (Fani & Ghaemi, 2011; Warford, 2011) have begun extending Vygotsky's concept of the ZPD, in particular, to include a zone of proximal teacher development (ZPTB). According to Shabani, Khatib, and Ebadi (2010), a teacher's ZPD is considered to be "... a learning space between his present level of teaching knowledge ... and his next (potential) level of knowledge to be attained with the support of others" (p. 242). Based on such literature, the researcher utilises the Vygotskian sociocultural theory, specifically, the

concept of the ZPD, to conceptualise how teacher development may optimally be enhanced.

To begin, one of Vygotsky's (1978) primary intentions was to interlink both theory and practice in what he referred to as praxis (Lantolf & Poehner, 2014) to better understand child development. Praxis may be ensured in a PD model by providing participants with pedagogical content knowledge (PCK) (Shulman, 1987). This approach recommends integrating both content and subject matter (i.e. the theory) with pedagogical knowledge of how to teach such content (i.e. practices). This concept strengthens Smith's (2012) reference in relation to the enhancement of content and pedagogical knowledge. Therefore, PCK requires teachers to attain a deep conceptual understanding of the subject, Irish in the case of the current study, which is proposed to allow teachers to progress further than a "rule-based" approach to grammar instruction (Lantolf & Poehner, 2014, p. 216). This should be a crucial consideration in the development of any PD model for immersion teachers.

Grounding teacher development in a Vygotskian framework appears further appropriate due to Vygotsky's emphasis on gradual development over time, but also due to the central role played by social and cultural interactions in cognitive development (Eun, 2008). This theoretical stance coincides with Guskey's (2000) analysis of effective PD, as he maintains that social interactions lie at the root of all beneficial PD programmes. It appears to the researcher that Vygotsky's theory of child development provides a rationale for the essential need of PD programmes to begin as workshops whereby teachers may socially interact and co-construct knowledge with the guided assistance or scaffolding, of an MKO. The social interaction, from a SCT perspective, is suggested to awaken higher-order processing within the teachers' inter-psychological plane. Furthermore, such workshops enable the teacher educator to serve as the MKO, as they assess teachers' current ability and provide appropriate scaffold in accordance with the teachers' ZPD. Therefore, in keeping with this viewpoint, it should be noted that a teacher's current or existing PCK needs to be considered before any PD model is planned. On this point of planning, Guskey (2000) further addresses that the most effective PD models include instances where teachers are involved in the planning of the programme. He further suggests that this form of planning is considered superior when conducted as a whole school approach.

Smith (2012) highlights the importance of any PD model to be on-going and sustained, i.e. provide teachers with follow-up support after workshops. It is suggested that such an approach may support teachers through the "implementation dip" (Fullan, 2014, p.

5). Both Smith (2012) and Fullan's (2014) claim is warranted by Vygotsky's theory of child development, as such sustained PD enables the MKO to provide support to the teachers in accordance with their individual needs and abilities, in a contingent and gradual manner (Vygotsky, 1978). As the teacher's autonomy and knowledge develops, the MKO can gradually transfer the responsibility to the teacher (van de Pol et al., 2010) as the level of scaffold provided by the MKO readily fades. Such on-going and sustained practice may enable the teacher to progress to a self-regulated position, where he/she may independently implement the newly gained knowledge in her/his own classroom without the guided scaffold of the MKO. It is important to re-iterate in the context of teacher PD that Vygotsky postulates that a shift in progression from the inter-psychological to the intra-psychological plane to reach a self-regulated position requires ample time (Shabani, 2016). The limited amount of time provided to teachers during PD is a regularly criticised shortcoming of traditional forms of PD in Ireland and needs to be considered in establishing effective PD models.

Supported by literature (de Paor, 2016), it is essential that the follow-up support is provided to teachers in their own classroom/school context. This approach allows for the construction of "localised knowledge" (Lantolf & Poehner, 2014, p. 212), which in turn creates a "... mediational space for teachers to engage in on-going, in depth systematic, and reflective examinations of their teaching practices and their students' learning" (Johnson, 2009, p. 95). In availing of follow-up support within their own sociocultural context, teachers may receive appropriate feedback and it may be easier for teachers to reflect on their own practices, which is a critical component of any effective PD model (Ní Chuaig, 2016).

Finally, according to Vygotsky, learning thus development is a mediated endeavour, which is influenced by a variety of tools. The researcher postulates that such a stance is appropriate in terms of teacher development also. Although the MKO serves as the primary mediator during PD, Vygotsky (1978) further recommends the use of a variety of cultural tools to mediate the developmental/internalisation process. This stance highlights the need for teachers to receive other forms of support material in a PD programme, which may aid their development in implementing the new-gained knowledge in their own sociocultural environment. Such mediated resources may include books, teaching resources, information, reflective diaries etc. These resources may further encourage teachers to reflect on their new knowledge and increase their autonomy, as suggested by Smith (2012).

Table 2.7 illustrated below summarises and interlinks the primary theoretical trajectories of the SCT and teacher PD. This table is based on previous literature but extended by the researcher to include other literature explored in this section.

Table 2.7.

Professional Development within a Vygotskian Theoretical Framework

Key theoretical concepts	Related professional development practices
Social Interaction	Workshops, colloquia, seminars, mentoring
Internalisation & ZPD	Individually guided activities (video self-assessment; journal writing) Ample time and support in accordance with the teachers' current and developing capacities
Mediation & Scaffolding	Continuous follow-up support that includes the varying types of mediators: Other-mediation, object-mediation (artefact), self-mediation
Psychological Systems	Development of professional development programs that focus on changing teachers' attitudes as well as instructional practices
Praxis	Enhance/develop content and pedagogical based knowledge by converging theory and practice

(Adapted from Eun, 2008, p. 144 & Shibani, 2016, p. 6)

In brief, it appears that PD, established within a Vygotskian framework, supports the “process approach” adapted by transformative models of PD, as suggested earlier by Smith (2012, p.80).

2.9.4. Summary of PD. It appears from the literature reviewed that the most common model of PD that teachers engage in is ineffective in enhancing development and change in teachers' practices. Researchers in the field have proposed numerous features of effective PD models such as, the provision of on-going and sustained support, an increase in teachers' PCK, to be job-embedded, and to involve active participation of the teachers. The researcher expands upon Smith's (2012) list, to include the specific needs of immersion teachers, as she concurs with Ó Ceallaigh (2016, p. 36), who maintains that immersion teachers need, “... an essential knowledge base, deep understandings and key competencies” beyond those required in a mainstream classroom. Therefore, the researcher maintains that a specific “dual-focused” (Ó Ceallaigh, 2013, p. 289) PD model is required to fulfil both the linguistic and pedagogical needs of immersion teachers. In this section, the researcher connected the needs of immersion teachers and Smith's (2012) proposed

effective factors with a Vygotskian sociocultural theory of development in order to establish an effective PD model to scaffold the learning and development of immersion teachers. This framework grounds the specific PD model established in the current study.

2.10 Theoretical Framework

Based on literature explored in this chapter, it appears warranted to claim that a Vygotskian sociocultural framework will provide a spotlight to illuminate findings and will ultimately underpin all happenings of the study. Vygotsky's sociocultural framework of child development, which has been extended by other researchers to specifically include L2 development (e.g. Lantolf, Swain, Aljaafreh), was particularly useful to, the establishment of the CF continua, the PD model utilised in the current study, and during the collection of data and analysis of findings. As expressed continuously throughout the chapter, the apparent argued grammatical deficit of Irish immersion students necessitates attention and the researcher concludes that the sociocultural framework provides optimal conceptual tools to investigate such a lacuna. The present research therefore encompasses Vygotskian concepts, such as, mediation, ZPD, regulation, to understand data that emerged from the data. From this theoretical perspective, language is considered a human's most potent tool in mediating more independent functioning. Therefore, Vygotsky's emphasis on development occurring initially within a child's social plane, as their performance is mediated by cultural tools, provided the researcher with a fruitful lens to understand the effects of CF strategies on immersion students' L2 development. Thus, given the sociocultural framework of the study, the researcher considers CF to be a mediational language tool, which aims to scaffold a student's L2 development. Such a theoretical stance further enabled the researcher to observe language development among participating students as they progress from a position of other-regulation to self-regulation. To this end, the researcher claims that Vygotsky's conceptualisation of child development is generative for grasping L2 development, and more specifically how CF strategies may enhance a more accurate second language (L2) among immersion students.

2.11 Summary and Conclusion

In this chapter, SLA was examined as an area of research that involves the change in a student's interlanguage. The process in which this change arises from has become central to most, if not all, SLA studies. Deriving from this, SLA was duly explored in this chapter from two perspectives, which included interactionist and sociocultural theories. In

brief, interactionist theories appear to consider SLA as a process that arises when students are provided with comprehensible input (Krashen, 1985), engage in negotiation to resolve a linguistic problem that arises through interaction (Long, 1998), and produce a ‘pushed’ (Swain, 2005) output. Interactionist theories, however, do not appear to draw definite reference to the impact of social and cultural components in the SLA process in their explanation. The sociocultural theory of SLA, on the other hand, understands SLA to evolve when mediated language is utilised in social interactions to scaffold the students L2 development within their own ZPD. In this process, it is believed that a student’s language learning process progresses from other-regulated to self-regulated. It is at this stage of self-regulation that language is proposed to become internalised within the students’ intra-psychological plane (Lantolf et al., 2015). Concepts such as mediation, ZPD, and scaffolding are all suggested to lead to internalisation of new language knowledge from a sociocultural perspective, which in turn are indicated to lead to more autonomous learning.

Following this, drawing on literature briefly explored in Chapter One, the current situation of SLA in immersion settings was investigated. Concluding from the literature explored, it is evident that immersion students’ standard of interlanguage warrants attention and further research. Researchers recommend the use of attention-raising pedagogical approaches in enhancing a more accurate L2 (Lyster, 2007; Stern, 1990). Therefore, FFI was explored as a possible resolution to this issue experienced in immersion settings. An explicit-inductive pedagogical approach (Ní Dhíorbháin & Ó Duibhir, 2017) to grammar instruction was examined as a possible way to foster more accurate acquisition of target language grammatical features. It is recommended that this approach to grammatical instruction is effective when utilised with other pedagogical approaches. For this reason, CF was explored as another type of FFI that can draw the students’ attention to linguistic features as the opportunities arise in the classroom. CF was then duly explored and despite categories of both recast and prompt CF strategies being continuously compared and contrasted against each other, little consensus seems to exist on the most efficient strategy in promoting a more accurate L2 among students. From a sociocultural perspective, however, researchers believe prompt and recast CF strategies to be equally as effective in fostering SLA among students, provided the CF strategy is presented in accordance with the students’ language ability. The continuum presented by Lyster et al. (2013) provides a useful framework in scaffolding a student’s L2 development within their ZPD. The researcher noted, however, that in order to practically implement such an approach in the immersion classroom, teachers would require training. For this reason, teacher PD was explored in an

attempt to establish an effective PD model for teacher participants in the current study. The researcher found Vygotsky's SCT framework to be appropriately fitting in establishing an effective PD model for teachers. Based on such literature, Vygotsky's SCT framework shapes and scaffolds the current study. The next chapter discusses the research methods utilised in the current study, to critically examine and analyse both teacher and student participants' perspectives on the systematic use of CF strategies in supporting Irish immersion students' grammatical accuracy, specifically in relation to noun gender.

Chapter Three

Methodology

3.1 Introduction

As expressed in Chapter One, the current study is a direct response to the researcher's own 'felt need' (Elliot, 1991), as an immersion teacher, to improve students' Irish grammatical accuracy in Irish immersion primary schools. As previously mentioned, the researcher set out to critically examine and analyse immersion teachers' and students' perspectives on the systematic use of CF strategies, as part of a Form-Focused Instruction (FFI) approach, in supporting fifth-class immersion students' grammatical accuracy of noun gender in Irish, their L2. This chapter outlines the methodological procedures taken to carry out the investigation. Firstly, the research questions are outlined. A brief synopsis of the field work is then provided, elaborating on discussions from Chapter Two. The participants of the study are formally introduced to the reader, explaining the manner in which they were selected and the underlying rationale of the selection. Influenced by the theoretical framework for analysis outlined in Chapter Two, a pragmatic paradigm was chosen for this study, which ontologically and epistemologically influenced the research design and the methodological tools of the current case. The predominantly qualitative design, adopted for the study, is explained in detail. The methods used to gather data are discussed. The qualitative methodologies are defined and these data collection methods are detailed. Approaches to data analysis are presented and triangulation of the qualitative methods outlined. Ethical considerations were at the forefront of this study as it was conducted in the social arena of immersion schools and therefore, involved human participants. Thus, such considerations are explored. The limitations of the small scale study and its processes are acknowledged. Figure 3.1, graphically illustrates the outline of this chapter.

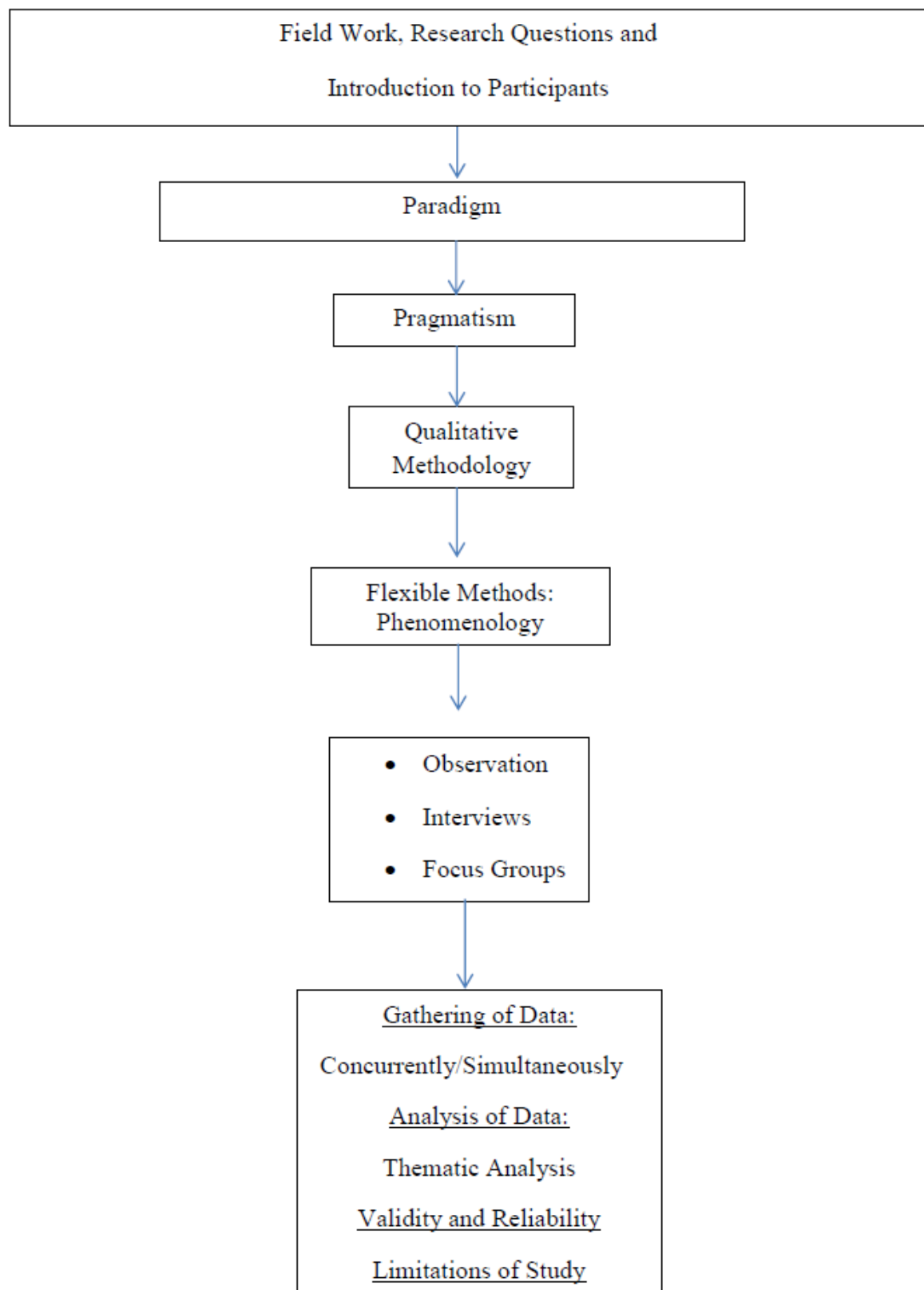


Figure 3.1. Current Study Outline

3.2 Research Questions

Many researchers emphasise the importance of questions in the research process (Onwuegbuzie & Frels, 2016). Agee (2009) argues, however, that it is the quality of the research questions that is of true importance and significance to any given study. The “Ice Cream Cone Model” (ICCM) presented by Brownhill, Ungarova, and Bipazhanova (2017) (Figure 3.2), which is based on Maslow’s (1954) hierarchy of needs, was established to enable researchers to, “... take ownership of the research question that they formulate, devising the question in response to known issues in school or professional areas of interest” (Brownhill et al., 2017, p. 19). The current researcher availed of this framework to systematically establish her research questions to examine the experiences of teachers and students, as reported by teachers and students, on oral CF and its support in developing immersion students’ L2 grammatical accuracy. Figure 3.2 illustrates the ICCM and draws specifically on aspects considered in this study.

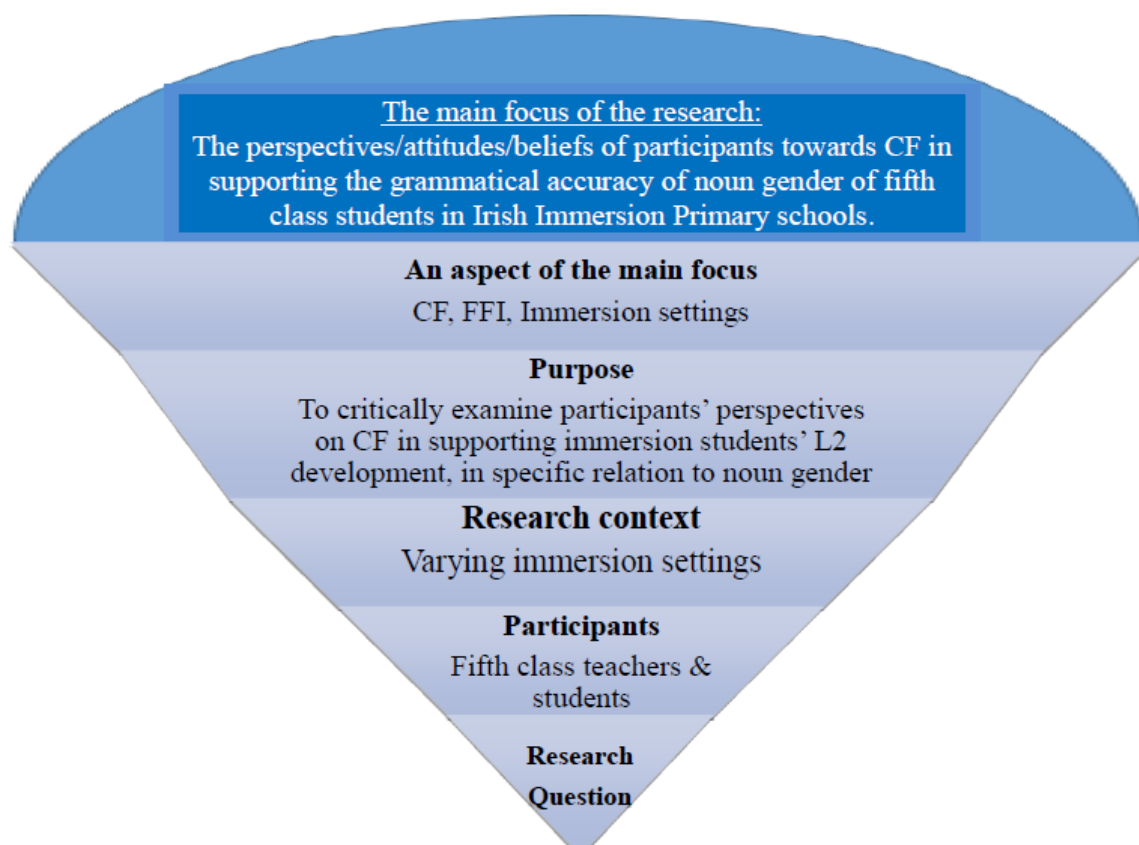


Figure 3.2. The Current Study Explored within the Ice Cream Cone Model (Adapted from Brownhill et. al., 2017, p. 4).

Arising from the ICCM model illustrated above, the image of the ice-cream or the semi-circle part of the cone, serves as a starting point for the researcher to think and reflect on their main area of interest. The cone is then divided into five varying concepts, which are based on characteristics of ‘good’ research questions (Davies, 2011). In availing of such a framework, the researcher worked her way sequentially through each of the five aspects before finally funnelling deeper (Barker, 2014), to arrive at her research question. Based on the formula above, and in accordance with the literature explored in Chapter Two, this study attempts to bridge the gap in our knowledge by exploring the following questions:

1. What are participants’ perspectives on the systematic use of corrective feedback (CF) to support the development of fifth-class immersion students’ second language grammatical accuracy, specifically in relation to noun gender?
2. What are participants’ perspectives on the most effective CF strategy to support immersion students’ L2 development, specifically in relation to noun gender?
3. What are participants’ perspectives on the systematic use of CF as a support to develop immersion students' ability to self and/or peer correct?
4. What are the constraints, if any, experienced by teachers, in consistently using systematic and scaffolded CF strategies in the immersion classroom?

These research questions were explored in eight Irish immersion settings in the Leinster region. Prior to exploring the methodological framework used to examine these questions, the researcher will briefly outline the field work, which was carried out to specifically address these research questions.

3.3 Field Work

Based on the sociocultural framework that underpins the current study, CF is considered a “collaborative frame” (Aljaafreh & Lantolf, 1994, p. 472), in which both parties (teacher/student) work together, through dialogic mediation, to a co-constructed ZPD. Given such a standpoint, the researcher was conscious that in order to co-create a ZPD, CF would have to be utilised, in the immersion classroom, in accordance with the students’ linguistic capacities. To do so, as explored in Chapter Two, the current study established a contemporary approach to CF from a SCT perspective. The regulatory scales presented by Lyster et al. (2013) were utilised to structure the devised scaffolded CF progression continua. Lyster et al.’s (2013) scales range from explicit CF strategies to implicit CF strate-

gies as explained in Chapter Two. Although the researcher acknowledges the potential benefits in using such scales to support immersion students' L2 development, she notes that no guidelines are provided to assist teachers in practically implementing such a scaffolded CF approach in the immersion classroom. Therefore, in order to aid teachers in providing contingent CF assistance to students, the researcher created CF continua, based on Aljaafreh and Lantolf's (1994) five stage progression from other-regulation (Table 2.5), which further included language descriptors and guidelines to aid teachers in implementing such an approach. According to Ellis (2009), teachers need to be guided by research but also need guidance to implement evidence-based interventions in order to establish to what extent research findings are applicable to their own classrooms. For this reason, gaining teacher and student perspectives was critical in a study that facilitates pedagogic proposals and guidelines that were implemented for the purpose of examining the role of CF in supporting immersion students' L2 development, specifically in relation to noun gender. Informed by the literature, the researcher established three CF continua ranging from explicit CF strategies to implicit CF strategies as listed below:

1. Prompt CF strategies,
2. Recast CF Strategies,
3. Combined Regulatory Scale (recast & prompt CF Strategies).

An example of both prompt and recast continua are merged in Table 3.1 to provide a sample of the continua, to enable the reader to visually compare and contrast both categories of CF. The full range of such resources are provided in Appendix E. These scales were provided to teachers through the medium of Irish and were translated for the benefit of the reader.

Table 3.1.

Progression Continuum of Prompts & Recasts

Level	Description (Aljaafreh & Lantolf, 1994)	CF Strategy: Prompts (Lyster et al., 2013)	CF Strategy: Recasts (Lyster et al, 2013)
1	The student is unable to notice or correct the error, even with the intervention from the teacher. At this level, the student does not have a sufficient understanding to interpret the teachers CF strategy. It is possible that the student has no understanding of any problem in their utterance. The teacher must assume full responsibility in correcting the error. The student is completely other-regulated.	<u>Metalinguistic Clue</u> Student (S): "I walked to school tomorrow" Teacher (T): intervention S: (Student does not show any sign of understanding that an error has been made). T: "You use <i>ed</i> for the past tense yesterday, not in the future tense of tomorrow. Can you try that again?"	<u>Explicit Correction & Metalinguistic Explanation</u> Student (S): "I walked to school tomorrow" Teacher (T): intervention S: (Student does not show any sign of understanding that an error has been made). T: "I walked to school yesterday but you will walk to school tomorrow. You use <i>ed</i> for the past tense yesterday, not in the future tense of tomorrow. Can you try that again?"
2	The student notices the error but cannot correct it, even with intervention. Even though some development has been made from level one and there is room for the teacher and student to begin to negotiate form while moving towards self-regulation, the CF provided must be explicit in form. The student still relies heavily on the 'other' to correct their errors.	<u>Elicitation</u> S: "I seen that yesterday" Teacher (T): intervention S: (Student shows signs of understanding that an error has occurred but is unsure where the error lies in his/her utterance) T: "What happens when you use the past tense of see? Can you remember?" S: "I saw that yesterday"	<u>Explicit Correction</u> S: "I seen that yesterday" Teacher (T): intervention S: (Student shows signs of understanding that an error has occurred but is unsure where the error lies in his/her utterance) T: "You <u>see</u> that yesterday" (as the conversation stops to allow the student time to reflect and understand)
3	The student is aware of an error in their language output but may struggle to locate the exact location of the error. If so, emphasise the error again. Once this is provided, the student is immediately enabled to engage in self-correction. This shows that the student understands the teacher's CF intervention and can put their feedback in place to correct their incorrect utterance. The level of help needed moves towards the strategy, implicit, end of the regulatory scale.	<u>Repetition</u> S: "I knowed that last time" Teacher (T): intervention S: (Showing signs of understanding that an error was made and trying to self-correct) T: "Knowed? You knowed that last time??" S: "I knew that last time"	<u>Didactic Recasts</u> S: "I knowed that last time" Teacher (T): intervention S: (Showing signs of understanding that an error was made and trying to self-correct) T: "You knew that the last time" (the student understands the error and the conversation swiftly continues)
4	Oftentimes at this stage, there may be a misunderstanding in the students meaning as a result of their linguistic form. The student notices and corrects their own error with very little help or CF intervention from the teacher. The student begins to take full responsibility for their own error-correction. However, development has not been fully intramental, and the student may require the teacher to confirm the adequacy of the correct form. At this stage, the student is partially self-regulated.	<u>Clarification Request</u> S: "I ranned home yesterday" T: intervention S: "I ran home yesterday"	<u>Conversational Recasts</u> (Break down in communication) S "I ranned home yesterday" Teacher (T): intervention S: "I ran home yesterday"
5	Noticing/correcting of errors do not require an intervention from someone else. Thus the students has become self-regulated. The student becomes more consistent in availing of correct target language forms in all contexts. This shows that the language has become automatized and the student is able to self-correct and peer correct.	<ul style="list-style-type: none"> • Self-correction • Peer-correction No intervention is needed at this stage.	<ul style="list-style-type: none"> • Self-correction • Peer-correction No intervention is needed at this stage.

The researcher has colour coded each column to enable the reader to visually understand aspects, which were adopted from different studies, in the creation of the scales and to allow the researcher to clearly explain their role in the current study. To begin, the orange column highlights the current level or developmental stage of the students. The blue column provides a general descriptor of a student's language ability at the particular level. These descriptors were adapted from Aljaafreh and Lantolf's (1994, p. 470) five general levels of transition from inter-psychological to intra-psychological functioning, as explored in Table 2.5. According to the researchers, each individual student's language ability can be located in one of these five progression milestones. Such language descriptors provide guidelines to aid the teacher in assessing the current developmental stage of the students' ZPD. The green and pink columns provide the teachers with the appropriate CF strategy to use to scaffold students at the five various progressional stages, as suggested by Lyster et al. (2013). These recommended strategies are further supported with samples of students' language ability at each specific level (established based on the researcher's own lived experience as an immersion educator), which further scaffolds the teacher in providing appropriate CF in accordance with the students' ZPD. Deriving from the CF continuum proposed by Lyster et al. (2013), the researcher excluded the use of a 'paralinguistic signals' in the creation of such continua. In essence, the researcher considered that the use of a paralinguistic signal as an error-correction method in the classroom would be difficult to control/asses as teachers generally use such signals when engaging in any form of error-correction. Ultimately, the primary objective of such progression continua is to enable teachers to identify students' individual learning milestones and current language capacities. This in turn allows the teacher to provide an appropriate mediated scaffold to the student, which supports their ZPD progression.

In addition to both recast and prompt CF continua, and further stemming from an evidential gap in our knowledge regarding the effectiveness of various CF strategies, illustrated in Chapter Two, the researcher created a combined regulatory scale that avails of both prompt and recast CF strategies along a similar continuum. Different to the other two continua however, the combined regulatory scale reserves recast CF strategies for explicit correction (level 1 & 2) and prompt CF strategies for more implicit correction (level 3 & 4), as recommended by Lyster (2004). The combined version of the scale is illustrated overleaf in Table 3.2.

Table 3.2.

Progression Continuum of Combined Regulatory Scale

Level	Language Development Descriptors (Aljaafreh & Lantolf, 1994, p. 470)	CF Strategy (Lyster et al., 2013, p. 5)
Level 1	The student is unable to notice or correct the error, even with the intervention from the teacher. At this level, the student does not have a sufficient understanding to interpret the teachers CF strategy. It is possible that the student has no understanding of any problem in their utterance. The student is completely other-regulated. The teacher must assume full responsibility in correcting the error and provide explicit correction. <u>If the student cannot create their own linguistic samples of similar linguistic forms, the teacher must re-teach the linguistic rule.</u>	<p><u>Recasts: Explicit Correction with Metalinguistic Explanation</u></p> <p>Student (S): "I walked to school tomorrow"</p> <p>Teacher (T): intervention</p> <p>S: (Student does not show any sign of understanding that an error has been made).</p> <p>T: "I <i>will</i> walk to school tomorrow. You use <i>ed</i> for the past tense yesterday, not in the future tense of tomorrow. Can you try that again?"</p>
Level 2	The student is able to notice the error but cannot correct it, even with intervention. Some development has been made from level one and there is room for the teacher and student to begin to negotiate form while moving towards self-regulation, the CF provided must be explicit in form. The student still relies heavily on the 'other' to correct their errors. <u>If the student cannot provide similar examples of the form, return to level one and provide a metalinguistic explanation for the explicit correction.</u>	<p><u>Recasts: Explicit Correction</u></p> <p>S: "I seen that yesterday"</p> <p>Teacher (T): intervention</p> <p>S: (Student shows signs of understanding that an error has occurred but is unsure where the error lies in his/her utterance)</p> <p>T: "You <u>saw</u> that yesterday" (as the conversation stops to allow the student time to reflect and understand)</p>
Level 3	The student is aware of an error in their language output. They may struggle to locate to exact location of the error and if so, repeat the incorrect utterance, emphasising the incorrect form. Once this is provided, the student is immediately enabled to engage in self-correction. This shows that the student understands the teacher's CF intervention and can put their feedback in place to correct their incorrect utterance. The level of help needed moves towards the implicit end of the regulatory scale. <u>If this is unachievable by the student please return to level two and provide an explicit recast of incorrect utterance.</u>	<p><u>Prompts: Repetition</u></p> <p>S: "I knowed that last time"</p> <p>T: intervention</p> <p>S: (Showing signs of understanding that an error was made and trying to self-correct)</p> <p>T: "Knowed?? You knowed that last time??"</p> <p>S: "I knew that last time"</p>
Level 4	Oftentimes at this stage, there may be a misunderstanding in the students meaning as a result of their linguistic form. The student notices and corrects their own error with very little help or CF intervention from the teacher – after the intervention. The student is enabled to engage in error correction. The student begins to take full responsibility for their own error correction. However, development has not been fully intramental as the target form may often be repeated incorrectly by the student. <u>If this is unachievable by the student please return to level three and provide repetition of incorrect utterance.</u>	<p><u>Prompts: Clarification Request</u></p> <p>S: "I ranned home yesterday"</p> <p>T: intervention</p> <p>S: "I ran home yesterday"</p>
Level 5	Noticing/correcting of errors does not require an intervention from someone else. Thus the student has become self-regulated. The student becomes more consistent in availing of correct target language forms in all contexts. This shows that the language has become automatized and the student may engage in self-correction and peer-correction.	<ul style="list-style-type: none"> • Self-correction • Peer-correction

The combined regulatory scale is intended to respond to Lyster's (2007) call for a counter-balance approach between prompt and recast CF strategies, as discussed in Section 2.8.1. To the best of the researcher's knowledge, such a scale has never been explored previously.

In providing teachers with guidelines in implementing each of the three continua in their unique classrooms, the researcher drew extensively on the SCT framework, embracing Vygotskian concepts. Each continuum incorporates the three mechanisms of effective intervention within the ZPD as suggested by Aljaafreh and Lantolf (1994, p. 468) (See Section 2.5.2.):

1. Assessing the actual linguistic capacity of the student,
2. ensuring the scaffold is graduated, and
3. ensuring the scaffold is provided in a contingent manner.

To briefly explain such teacher guidelines, as illustrated in the three devised progression continua, when an L2 inaccuracy occurs in a student's output, the teacher initiates an 'intervention'. Through the 'intervention', collaborative mediation between both parties, the teacher and the student, is initiated, as explored in Chapter Two. The 'intervention' is a period when the teacher is encouraged to allow the student an opportunity to self-reflect on their error. This also enables the teacher to quickly assess and discover the students' current language ability (stage one of ZPD), or as Vygotsky maintained, the developed functions of the student. Following the intervention, and based on the response of the student to the intervention, the teacher may refer to the language level descriptors on the continua (see Appendices E (1-6) or Table 3.1. & 3.2.) to further assess the students' ability or present level of performance. Once the teacher has quickly assessed and identified the students' developmental stage, based on the descriptors provided, he/she may scaffold the students' further development by providing the appropriate CF strategy, as presented in the third column. This practice aligns with the second effective mechanism of effective intervention within the ZPD known as graduated scaffolding, where an appropriate amount of CF scaffolding is provided to the student to foster their learning within their ZPD. Finally, as Vygotskian (1978) concepts suggest, support (in this case, CF) must be provided in a contingent manner. This implies that CF must be readily faded as the students' language capacity develops. In this sense, teachers are recommended to avail of less explicit and more implicit CF strategies as students present signs of language development (from level

one to level five). The researcher appreciates that adopting such progression continua and its application requires continuous assessment of students' L2 development. Such rapid decision-making based on the 'on-the-spot' assessment demands teacher flexibility to tailor the CF strategies used in order to support SLA among immersion students. It is important to highlight, that although the teacher may initially need to consistently refer to the CF continua in the provision of scaffolded CF in accordance with the students linguistic abilities, it is intended that such reliance may gradually reduce as the teacher becomes more self-regulated in applying the CF continua. Moreover, over time, teachers may become more conscious and aware of their students' linguistic abilities and needs, which may further reduce the constant referral to the CF continua.

Additionally, the researcher acknowledged that, in order to successfully implement the CF continua in a systematic manner, teachers required training and support. Based on literature explored in Chapter Two, the researcher established a unique research informed model of professional development (PD) to cater to the specific needs of the participating teachers. The creation of the research informed PD model was grounded in the Vygotskian sociocultural framework of the study, as previously explained. Guided by literature, in initially establishing the unique PD model of the current study, the researcher documented the primary objectives of the PD programme. This approach ensured the establishment of a PD model that would meet the individual needs of the participating teachers. Subsequently, the researcher established a scaffolded PD model that incorporated effective factors of PD, as proposed by Smith (2012) in Section 2.9.2, along with Vygotskian concepts of child development, as explored in Chapter Two. The objectives of the PD programme include:

- Enhance teachers' content and pedagogical knowledge of CF and FFI (Transmissive model).
- Encourage the social construction of new knowledge by discussing new and emerging ideas with an MKO and with fellow teachers (Malleable model).
- Implement new FFI and CF strategies in their own teaching classroom with the gradual and contingent support of the MKO (Transformative model).
- Receive feedback on their new skills and pedagogical knowledge, receive time to critically reflect on their practice and to internalise new-gained knowledge, and, finally, encourage teachers to question unclear areas with the MKO (Malleable model).

- Provide teachers with other mediational support materials (i.e. teaching resources, textbooks, PowerPoint) to foster teacher autonomy and a progression shift towards a position of self-regulation.

To ensure these objectives were fulfilled, the PD model required a number of stages and varying components. To begin, all teachers received initial training through workshop sessions. The workshops took place in an Institute of Education in the Leinster region and in teachers' schools, depending on the availability of the teachers. The researcher, the MKO, provided continuous on-site 'follow-up' support to the teachers throughout the six week intervention, in accordance with the teachers' specific and individual needs. This follow-up support was provided weekly, during observational routines, which enabled the researcher to provide teachers with specific individual feedback on their newly implemented pedagogical content knowledge (Shulman, 1987). During this time, the teachers were encouraged to reflect on prior practices and newly implemented practices.

Guided by the theoretical framework of PD, the researcher further provided teachers with 'artefact-mediational' supports to aid their development and implementation of the various CF strategies. Thus, all teacher participants received a resource pack. In these packs, all teachers were provided with an explanation of noun gender (Appendix F), the Irish grammatical concept under investigation, which was intended to further support their KAG (Borg, 2001). In addition, a six-week intervention schedule checklist (Appendix G) was provided to all teachers, which guided them through what exactly had to be completed each week, along with the task that had to be completed. This schedule detailed the exact slides of *Bain Súp As!* that were required to be taught each week, in addition to materials that were recommended, and it further reminded teachers to record students' CF 'level'. Such a schedule scaffolded the teachers in practically implementing the intervention and ensured instructional consistency among groups (i.e. same material was taught across all groups each week) which attempted to safeguard overall implementation fidelity throughout the intervention. These checklists were noted on a weekly basis by the researcher. The primary teaching resource the teachers received included the *Bain Súp As!* (Ní Dhíorbháin, 2014) programme, which was outlined in Chapter Two (Appendix B). This resource scaffolded the teachers in implementing an explicit-inductive approach to their grammar instruction classes and further provided a baseline control factor for the teaching of noun gender between all eight classes. Teachers were required to use this resource twice a week for thirty minutes during their Irish lessons. The researcher included other teaching resources to enhance the implementation of such an approach (language games, worksheets

etc.) (Appendix H). These resources further encouraged implementation fidelity as all eight classes completed the same work materials (worksheets, puzzles, games) over the course of the intervention. The researcher also provided a sample layout for students' reflective diaries (Appendix B), which teachers could photocopy for students or which students could transfer into their own copybooks. Importantly, all teachers, excluding both teacher participants in the comparison group, received the relevant continuum of CF, which they implemented in their classrooms over the six-week period (Appendix E). All teacher participants in CF treatment groups were further provided with a running record style assessment grid to document students' developments in relation to error-correction (Appendix I). Teacher participants in CF treatment groups were asked to document this error correction development, twice a week, at least. Such CF teaching and learning resources were not provided to the teacher participants in the comparison groups. Finally, all teachers received a copy of the PowerPoint, which the researcher presented to them in the initial workshop session (Appendix J), which outlined the CF approaches and where and when to use these specifically. All experimental groups received the same PD in relation to the explicit-inductive approach to grammar instruction (Appendix J), however, the PD that CF treatment teachers received varied upon their experimental grouping (Appendix J). For example, a PD PowerPoint was created that focused solely on the continuum of *recast* CF strategies, another focused directly on the continuum of *prompt* CF strategies, and another, which focused on the combined regulatory scale of both prompts and recasts. This model was designed to support the specific needs of the participant teachers and their students while also considering the contextual setting of each school.

3.3.1. Implementation. Following such preparatory work, each of the newly devised CF progression continua were implemented in different immersion settings in the Leinster region. Each teacher participant (n=8), including both teacher participants in the comparison group, received an hour-long professional development (PD) workshop session on an explicit-inductive approach to grammar instruction before the intervention began in the different classrooms. Teacher participants in the CF treatment groups received an extra PD session in relation to the specific continuum of CF they would systematically implement in their classroom over the six weeks. In other words, there were eight teacher participants in total; two teacher participants received PD on the *recast* CF continuum, two teacher participants received PD on *prompt* CF continuum, two teacher participants received PD on the combined regulatory scale, while two teacher participants continued with 'normal' classroom practice in correcting students' linguistic inaccuracies, and they

did not receive PD on CF. Both of these groups served as the ‘comparison’ group in the current investigation. Thus, as previously noted, there were two fifth classes in each experimental group to ensure a larger sample size which will be discussed further in the coming section. These groupings, along with the number of teacher participants in each, are summarised below in Table 3.3.

Table 3.3.

Summary of PD Sessions

Group	Explicit-Inductive	CF
Comparison Group (n=2)	✓	X
CF Treatment Group 1 (n=2)	✓	Recasts
CF Treatment Group 2 (n=2)	✓	Prompts
CF Treatment Group 3 (n=2)	✓	Prompts and Recasts

The particular design for the study was guided by previously conducted research in the field (i.e. Lyster, 2004; Ammar & Spada, 2006). Furthermore, the literature advocates a research design in which the comparison group participates, “... in the same treatment tasks, but without CF ... so that all groups have similar exposure to the target forms, with and without CF” (Lyster & Ranta, 2013, P. 170). As previously mentioned, guided by such literature, an explicit-inductive approach was utilised to teach the concept of noun gender (*ainmfhocail na n-inscne sa Ghaeilge*), twice a week for thirty minutes, throughout the six-week intervention. Additionally, teachers were also required to follow a set intervention schedule, adherence to which was monitored weekly by the researcher. In this schedule, the class worksheets and specific instruction materials were the same and teaching and learning approaches remained consistent across all eight teachers. For example, throughout week one (9th to the 12th of January) teachers were required to teach noun gender, explicitly in relation to consonant words only. Teacher participants were required to use only MS Powerpoint slides one to six in the *Bain Súp As!* resource text. Student participants were required to complete two worksheets (*lín na bearnaí* and *cuardach focail*), which were

provided in the teachers' resource packs during PD. The remaining five weeks of the intervention teaching schedule is documented in Table 3.4 and further in Appendix G.

Table 3.4.

Instructional Intervention Schedule

Week	Language Form	Bain Súp As!	Worksheets	Checklists
Week 1 (9-13 Jan)	Fem. & Mas. Nouns - Consonants	Slide 1-6	<i>Líon na bearnaí</i> <i>Cuardach focail</i> <u>Record Complete</u>	
Week 2 (16-20 Jan)	Fem. & Mas. Nouns - Vowels	Slide 6-10	<i>Líon na bearnaí</i> <i>Cuir an t-alt le focail</i> <i>Cros-fhocail</i> <u>Record Complete</u>	
Week 3 (23-27 Jan)	Fem. & Mas. Nouns - S	Slide 10-15	<i>Ainmfhocail i ngrúpaí</i> <i>Líon na bearnaí</i> <i>Scríobh focail a thosaíonn le S</i> <i>Tábla le líonadh</i> <u>Record Complete</u>	
Week 4 (30-3 Feb)	Fem. & Mas. with Adjectives	Slide 15-19	<i>Scéal Digiteach x2</i> <i>Tábla</i> <i>Cuir i ngrúpaí iad</i> <u>Record Complete</u>	
Week 5 (6-10 Feb)	Fem. & Mas. with Adjectives	Slide 19-22	<i>Scéal digiteach x2</i> <i>Tábla</i> <i>Cuir i ngrúpaí iad</i> <u>Record Complete</u>	
Week 6 (13-17 Feb)	Revision	Revision work material – Resource Pack	<i>Cluichí</i> <i>Tábla fir/bai</i>	

Such a uniform teaching and learning framework served as a baseline comparison tool among the varying classrooms, which enabled the researcher to focus more on critically examining participants' perspectives on the systematic CF approach in supporting the fifth-class immersion students' grammatical accuracy, in relation to noun gender, from their lived experiences. This direct focus on CF was critical as Li (2010), states that in using such a baseline approach, any difference that emerges between the various experimental groups may then be judged as being due to the experimental treatment.

Teacher participants in the CF treatment groups taught noun gender using the explicit-inductive approach and the key resource text *Bain Súp As!* Additionally, they were required to engage in consistent error-correction, during these classes and also, throughout the school day, for the duration of the six-week intervention. Such a systematic approach was guided by the specific linguistic needs of the students as assessed by the teachers and by initial pre-tests administered by the researcher. This teacher-based assessment of the students' linguistic ability was guided by the language descriptors provided to them during PD (see in Table 3.1 and 3.2). When an inaccuracy arose among student participants in the CF treatment classrooms, specifically in relation to noun gender, teachers consulted the descriptors and were required to quickly assess the linguistic abilities of their students, on the spot, and in turn, provide appropriate CF to scaffold the student. Such reliance on these descriptors/or CF continuum, on the part of the teacher participants in the CF treatment groups, was expected to reduce as the teachers became more self-regulated in implementing the systematic CF approach. Moreover, teacher participants in the six CF treatment classrooms were recommended, during PD sessions, to implement systematic CF practices in a positive and friendly manner, encouraging students to embrace the process. In other words, teacher participants in the CF treatment groups were advised to ensure that CF was not considered as 'negative feedback' during the intervention. Thus, PD sessions involved much modelling, by the researcher, on such a positive approach to CF. In contrast, participants in the two comparison group classrooms continued with 'normal classroom practice' in relation to the error-correction of noun gender inaccuracies. The researcher observed practice in their classrooms on a weekly basis also and documented the frequency of CF in relation to the noun gender rule. The adherence to 'normal' correction practices by the two teacher-participants in the comparison group settings may be understood as a limitation of the current small scale investigation in drawing comparisons and conclusions between the comparison classrooms and the experimental setting. However, the researcher felt it was unethical to ask teachers, in an authentic educational setting, to refrain from engaging in

error-correction practices with their students during the intervention. Thus, she advised comparison group teacher participants to continue with their normal error-correction practices for the duration of the study.

Overall, the ultimate objective of the intervention was to support students in developing declarative knowledge of the target feature (noun gender) that may lead to procedural proficiency in the target structure over time through the use of an explicit-inductive approach to grammar instruction and the use of a systematic and scaffolded CF approach to further enhance the approach. Furthermore, it was intended that the systematic approach to error-correction would encourage students to ultimately adopt such error-correction behaviour themselves, ultimately, in the sociocultural context. Given this, the researcher was aware that, from a sociocultural perspective, language development is assessed from students' progression through their ZPD, from a position of other-regulation to self-regulation (Lantolf & Poehner, 2011). Based on such a theoretical stance, the researcher was conscious that qualitative data were critically required to best investigate the research question. Qualitative data were collected through semi-structured interviews conducted with each of the eight teacher participants (Appendix K), and focus group interviews with the student participants (Appendix L). These qualitative methods were complimented by weekly researcher observational routines (Appendix M), which was critical. Such qualitative data collection methods are in keeping with much educational research literature, as Shirley (2015, p. 127), explains, for example, that, "The ability to open one's mind and heart to diverse perspectives, including those that could challenge one's one expertise and status, appears to be badly needed in the uncertain profession that is teaching". Data gathering processes are outlined in Sections 3.6 to 3.8. Firstly, however, the next section introduces the participants of the study.

3.4 Sampling and Participants

Sampling refers to the method availed of, "... to select a given number of people (or things) from a population" (Mertens, 2015, p. 319). The sampling strategy a researcher chooses enables him/her to provide a systematic, transparent process for choosing who will actually be asked to provide data, as it may not be feasible to collect data from the entire population (Mertens & Wilson, 2012). A purposive sample was chosen for the current research investigation, as it enabled the researcher to accumulate a sample that satisfied the specific research investigation needs (Cohen, Manion, & Morrison, 2007).

As this study was based in the Leinster region, and as it was essential that schools were selected based on strict criteria, a purposive sample was deemed most fitting to explore the research question through a sociocultural lens. As research often suggests immersion students' interlanguage to stabilise after four to five years of language immersion education (Ó Ceallaigh, 2013) and as the researcher's own 'felt need' (Elliot, 1991) to problematise this field arose from a study previously conducted with fifth-class students, it seemed appropriate to continue and deepen the investigation with the same class level, in order to theorise from potential data. Therefore, the current study required fifth-class Irish immersion students to satisfy the specific needs of the research questions. A common class level further safeguarded the validity of research maturation (Creswell, 2009).

Following the selection of a specific participant age group, varying school types were then chosen in a systematic way against the following set of criteria to broaden the participating sample:

- School size,
- Geographical Location (Town/City),
- Socioeconomic status of school community.

A list of Leinster-based Irish primary schools was retrieved from www.gaeloideachas.ie⁶ and participating schools were selected according to the criteria above. The researcher chose a sample size to include eight classes (n=188), two of each group type, to ensure greater reliability, as Bryman (2016, p. 183) asserts that "... increasing the size of a sample increases the likely precision of a sample". In other words, two classes implemented the *recast* continuum, two classes implemented the *prompts* continuum, two classes implemented the combined regulatory continuum and two classes served as the comparison group who continued with 'normal classroom practice' in relation to error-correction. Therefore, although eight fifth classes participated, it is important to reiterate, at this point, that the study examined four experimental groups, i.e., three CF treatment groups (recast, prompt, combined regulatory scale) and a comparison group (normal practice). The inclusion of two fifth classes in each experimental grouping was further utilised to protect the threat of research mortality, an internal validity factor, as the researcher was aware that participants could 'drop-out' (Creswell, 2009, p. 163) during the intervention. Despite the fact that the sample size of this study was significantly larger than other similar studies,

⁶ Gaeloideachas is the coordinating body for the Irish immersion schools in the Republic of Ireland.

conducted internationally on the topic (Aljaafreh & Lantolf, 1994; Lyster, 2004; Nassaji & Swain, 2000; Rassaei, 2014), an even greater sample size would be necessary to facilitate the possibility of generalisability of the research findings. However, in order to afford the researcher adequate observation time in each of the participating classes, which was a critical form of data collection, a larger sample size was not feasible for the current study. Such a shortcoming could be addressed in future studies. However, although the sample studied does not represent the entire population of immersion schools in Ireland, purposive sampling was not regarded as a limitation of this study, as it facilitated the input of participants from various immersion settings to be selected, which ultimately enhanced the creation of a fair test (Robson, 2011).

The context of the study and chosen school demographics are illustrated in Table 3.5. As the researcher was aware of the limitations associated with a purposive sample, she was conscious to invite a mixture of varying immersion schools to participate in the study. Consequently, the participating schools included two schools that are part of the Department of Education and Science's Delivering Equality of Opportunity in Schools (DEIS) (2005) action plan for disadvantaged communities. One school was considered a DEIS Band 1⁷ category and the other a DEIS Band 2 category, according to the action plan of 2005. Additionally, two schools were doubled streamed, i.e., two classes per class grouping. This explains the reason for eight classes across six schools. A further two schools were single streamed immersion settings. Evidently, the researcher collected a variety of sample participants.

⁷ Band 1 schools are assessed as having great concentrations of disadvantage than Band 2 schools (Smyth, McCoy, Kingston, 2015).

Table 3.5.***School Demographics***

School	School Size (students)	Geographical Lo- cation	Disadvantage Status (DEIS)
School 1 (Double Stream)	300-400	Town	X
School 2 (Double Stream)	300-400	Town	X
School 3	100-150	City	✓
School 4	150-200	City	X
School 5	200-300	City	X
School 6	100-150	City	✓

Following ethical approval from Dublin City University (DCU) (Appendix N), participants were invited to participate in this study. Overall, there was an excellent response rate to partake in the current study and participants were very supportive throughout the study.

3.4.1. Participant Invitation. Initially, information letters (Appendix O), which included the purpose and outline of the study, were sent to the nominated schools' Boards of Management, the principals and, finally, the teachers, to invite participants to engage in the study. These letters were followed up by a notified visit to the school, where the principal and/or class teacher had an opportunity to speak with the researcher, to seek clarification or to ask any questions they may have had concerning participation in the study. All principals contacted, except one, agreed to participate in this project, which ensured six CF treatment groups and two comparison groups. Letters of informed consent and assent (Appendix P) were drafted for the teachers, fifth-class students and their parents. A further information letter (Appendix O), was prepared and attached to each consent form. A child appropriate information sheet for the teachers to read to the class was also scripted (Appendix O), which clearly explained the study and their role as students, during the intervention program. Such a child-friendly approach ensured that all

student participants (regardless of the school/teacher) received the same explanation of the study and were capable of committing to participation if they approved of the guidelines.

3.4.2. The Participants. In the current investigation, participants were randomly assigned experimental treatment groupings to enhance reliability of testing. A variety of native and non-native teachers participated in the current investigation. A total of five native speakers participated in the current study. These will not be highlighted to respect the anonymity of each teaching participant. These teachers were teaching in a variety of immersion settings i.e. DEIS, non-DEIS, city, town etc. Again, the location/setting of these schools will not be revealed to protect the anonymity of the current study's participants. Each participant was provided with pseudonyms to protect their anonymity throughout the intervention. These are presented in Table 3.6 below.

Table 3.6.

Participating Teachers

Pseudonyms	Participant Type	Group	Practicing Name in Current Chapter
Rachel	Teacher	Comparison	Rachel TC
Pádraig	Teacher	Comparison	Pádraig TC
Joe	Teacher	Recast CF	Joe TR
Mary	Teacher	Recast CF	Mary TR
Kate	Teacher	Prompt CF	Kate TP
Pat	Teacher	Prompt CF	Pat TP
Eimear	Teacher	Combined Regulatory CF	Eimear TCR
Anna	Teacher	Combined Regulatory CF	Anna TCR

Although further information is known of these participants (e.g. years teaching experience), following ethical guidelines, the researcher has withheld from sharing such information in the current investigation to safeguard the participants' identity.

3.5 Paradigm

A pragmatic paradigm was deemed appropriate to address the current research questions, which facilitated the use of a qualitative approach to data collection, within a sociocultural framework. To reflect on how the researcher arrived at such a paradigm, she initially investigated the literature surrounding ‘paradigms’. To begin, according to Mertens (2015, p. 8), “A paradigm is a way of looking at the world”, while Morgan (2007, p. 49) states that paradigms include, “Systems of beliefs and practices that influence how researchers select both the questions they study and methods that they use to study them”. The researcher understands a paradigm to offer a framework to guide and scaffold a research investigation. Ultimately, it underscores how researchers gather knowledge and interrupt it. Researchers (Denzin & Lincoln, 2011; Guba, 1990; Shannon-Baker, 2016) identify four basic belief systems that philosophically underpin the researcher’s choice in choosing a paradigm. These include:

- Question of Axiology (Ethics): What is the role of values in the inquiry or the nature of ethics? Or, “How will I be a moral person in the world?” (Mertens, 2015, p. 10).
- Questions of Ontology: What is the nature of the reality? (Shannon-Baker, 2016).
- Questions of Epistemology: How does the researcher know the world? What is the relationship between the researcher and the known knowledge? (Denzin & Lincoln, 2011, p. 91).
- Questions of Methodology: How can the researcher obtain the desired knowledge and understandings? (Mertens, 2015, p. 10).

Literature continuously emphasises the need for each of the four questions to be considered in detail before deciding on a specific paradigm.

Interestingly, the researcher discovered that in the past, there was a basic choice to be made when deciding on a suitable paradigm for a study. The two alternatives were known as a quantitative paradigm and a qualitative paradigm. There is, however, a long established debate regarding the merits and demerits of both, with studies illustrating both ends of the spectrum (Johnson & Onwuegbuzie, 2004). Primarily, the qualitative paradigm is often portrayed as subjective of participants’ perspectives and those of the researcher,

while the quantitative paradigm can be seen as objective, suggesting that results may be interpreted out of context, discarding perspectives of the participants of the study (Robson, 2011). Petrou (2007) and Howe (1988) maintain that such ‘paradigm war’ is non-productive to the research world, indicating that the researcher should decide on the paradigm that will best answer the research question at hand. Although both qualitative and quantitative paradigms facilitate research in different ways, it has been suggested that neither paradigm is suitable to disclose practical research questions that explore methods of improving practices (McNiff, 1998), as was the case in the current investigation. For this reason, the researcher chose a pragmatic paradigm to underpin the current investigation.

3.5.1. Pragmatism. Maxcy (2003) suggests that pragmatism, “... seems to have emerged as both a method of inquiry and a device for settling of battles between research purists and more practical-minded scientists” (p.79), a way of negotiating the dilemmatic terrain discussed previously. Pragmatism is suggested to offer a degree of inter-subjectivity between the dichotomy of “complete objectivity” of quantitative paradigms and “complete subjectivity” of qualitative paradigms (Morgan, 2007, p. 71). According to Creswell (2009, p. 231), the pragmatic paradigm enables the researcher to focus on the research problem at hand, allowing one to use “... all approaches available to understand the problem”, rather than relying rigidly on specific research methods. However, a pragmatic paradigm is not without its shortcomings, and it is often criticised for neglecting philosophical assumptions such as ontology and epistemology (Mertens, 2015). Therefore, prior to choosing a pragmatic paradigm to guide the current study, the researcher reflected and considered each of the four philosophical questions and answered each with specific reference to the needs and intentions of the current investigation. Guided by literature, the researcher concluded the following in relation to the current study:

- Axiology: An emphasis on ethics of care, which ensures the informed consent, privacy, and anonymity of participants. The overall ethical objective of the investigation is to gain knowledge in the “pursuit of the desired end” (Mertens, 2015, p. 37) to enhance a more accurate L2 process among immersion students.
- Ontology: Rather than a single “truth” or “reality”, the researcher uses “effectiveness” to measure the value of the reality by placing an emphasises on what difference the reality of CF makes (Morgan, 2007, p. 68) to students’ L2 grammatical accuracy in their individual sociocultural settings.

- Epistemology: Given her immersion educator background, the researcher is not positioned as a “distanced observer” (Mertens, 2015, p. 38); rather, she is studying what interests her (Tashakkori & Teddlie, 1998, p. 30), which includes her own felt need i.e., immersion students’ L2 inaccuracies and the need to problematise this observation of discomfort and to confront it as a teacher researcher.
- Methodology: Mertens (2015, p. 38) recommends that within a pragmatic stance, appropriate methods should be decided upon based on the purpose of the research, which ultimately guided the researchers data collection choices. The sociocultural framework adopted for the current investigation required the phenomenon of CF and students’ linguistic accuracy to be explored using varying methodological tools. Thus, the use of a mixture of qualitative research methods best provided a “practical solution” (Shannon-Baker, 2016, p. 321) on how to critically examine a systematic approach to CF to support students’ grammatical L2 accuracy.

In essence, the current study offers a practical and applied research philosophy (Tashakkori & Teddlie, 2003), which provides a sound rationale for the adoption of a pragmatic paradigm. The pragmatic stance influenced the choice of research methods to study the phenomenon, from participants’ perspectives, of systematic and scaffolded CF use in supporting immersion students’ L2 accuracy, specifically in relation to noun gender.

It is important to note, however, that pragmatism is often criticised for this “anything goes” philosophy (Robson, 2011, p. 171). More recently, Robson and McCartan (2016) advised researchers to ensure that a structured set of research questions be devised and seated at the forefront of the study to minimise such risk of criticism. Furthermore, other researchers (Mertens, 2015; Tashakkori & Teddlie, 2003) recommend pragmatic research to place a definite emphasis on the creation of research questions prior to decision of research methods. Therefore, structured questions steered the direction of the philosophical view of pragmatism from “anything goes” (Robson, 2011, p. 171) to the epistemological view of “What works?” (Mertens, 2015, p. 39) to best enable the researcher to answer the research questions in an effective and systematic manner. For this reason, the ICCM framework, described in Section 3.2, was essential in ensuring structured research questions were devised.

Guided by the pragmatic epistemological stance of ‘what works’ (Creswell, 2009; Mertens, 2015), to critically examine participants’ perspectives on the phenomenon of systematic CF use, the researcher considered qualitative methods to be critical, in order to

gather the lived experiences, observations, views of key stakeholders in the context of practice, the immersion setting. This methodology was further guided by the theoretical framework, i.e., the analytical frame provided the researcher with a lens to assess and document the L2 development processes (from other-regulated to self-regulated learning) through social and cultural interactions (i.e., qualitative data collection through observation and interaction). This rationale coincides with Mertens (1998, p. 3), who posits that the theoretical framework, "... has implications for every decision made in the research process". Therefore, the researcher deemed a mixture of qualitative methods to be crucial in investigating the research questions. These methods will now be discussed.

3.6 Methodologies

Often, the terms *method* and *methodology* are confused and used interchangeably. However, there are significant differences between the two. For example, the latter consists of a general approach adapted to carry out the research (qualitative study) and the former refers to varied tools used to gather data (focus groups interviews, teacher interviews, observation etc.) (Cohen, Manion, & Morrison, 2018). This section focuses on the qualitative (or flexible) methodology adopted within an overall pragmatic paradigm using qualitative methods or tools to investigate participants' perspectives on the systematic use of CF to address L2 grammatical inaccuracy for fifth-class students in immersion settings in Ireland.

3.7 Flexible Method Design

A phenomenological approach to qualitative data collection was adopted within the pragmatic paradigm to analyse the phenomenon of teachers' systematic use of CF in their classrooms and its role in supporting immersion students' grammatical accuracy of noun gender, specifically, according to both sets of stakeholders, teachers and students. In essence, phenomenology is the study of a person's experience or how they experience (Smith, 2008), therefore, gathering perspectives of both teachers' and students' lived experiences was crucial. Guided by this approach, the researcher set out to understand the participants' perspectives of the CF phenomenon, "... as it exists prior to and independent of scientific knowledge ... this return to phenomena as they are lived ... is a methodological procedure ... for the sake of fresh research access to the matters to be investigated" (Wertz, 2005, p. 168). The concept of phenomenological research is to understand and explain the participants' perspectives of a particular event (Mertens, 2015), directly from the first person (Smith, 2008). According to Robson and McCartan (2016, p. 165), such an approach

understands the researcher to be “... inseparable from assumptions and preconceptions” about the phenomenon being studied. This is true of the current study, as it emerged from the researcher’s own ‘felt need’ (Elliot, 1991) to problematise and deconstruct this phenomenon in immersion education. Within this approach, rather than ignoring such assumptions and preconceptions, the researcher is encouraged to interlink such understanding with the research findings. Therefore, adopting a phenomenological approach developed a greater insight and understanding into specific individual experiences of the systematic and scaffolded CF approach within the authentic learning environment of an immersion classroom. Thus, guided by research and the specific needs of the current investigation, the current study design incorporated the following qualitative methods to holistically understand the first-hand experience of the participants: Classroom observation routines, teacher participant interviews, and student focus groups.

3.7.1. Observation. It has been suggested that observation methods may be powerful tools for gathering an insight into a phenomenon (Cohen, Manion, & Morrison, 2013). Such an approach is suggested to enable a researcher to collect, “... live data from naturally occurring social situations” (Cohen et al., 2013, p. 396). This was important, given the sociocultural framework of the study. It is often seen as a method that supports findings gathered from other methods (Robson, 2011). Bryman (2004) describes the observer as a participant who, “... immerses himself/herself in a group for an extended period of time, observing behaviour, listening to what is said in conversations both between others and with the field worker asking questions” (p. 392). In this study, the researcher adopted the role of non-participant observer (Patton, 2002; Spradley, 2016) and maintained a non-communicative and as discreet a presence as possible in the classroom.

Mertens (2005) suggests a “rule of thumb” of roughly fifteen observational visits per group for experimental and quasi-experimental groups (p. 325). In accordance with this advice, the researcher observed at least two classes per week (one Irish and one other curricular area lesson), along with an ‘out of class’ period (generally during break time, as the students ate their lunch in the classroom) with each group. Such a continuous practice enabled the researcher, as a non-participant observer, to capture a coherent impression of the students’ and teachers’ understanding of the intervention in the classroom. An observational rubric was designed specifically by the researcher for this study (Appendix M). These consistent observations protected fidelity of implementation, i.e., adherence to the CF framework and intervention resources, provided to teachers during PD, throughout the intervention period. After each observation session, the teacher and researcher had an oppor-

tunity to discuss and reflect on practices, which was guided by the uniquely designed PD model for the current study. The PD model embraced a sociocultural approach. The importance of PD for practice was never underestimated but this continuation of support for the teacher in practice, by the MKO (researcher), was critical. Subsequently, the level of support from this MKO reduced as practice developed the teacher skills and this active participant became the MKO in the classroom. These observational sessions were documented and often provided a basis for reflection on the teaching and learning process for the teacher participants and subsequently, the researcher.

Observational routines further noted the systematic use of CF in six classrooms but significantly, they also provided an essential window into what was ‘normal error correction’ practice in the two comparison classrooms. Furthermore, observation enabled the researcher to critically examine the support, if any, offered by the varying systematic and scaffolded CF strategies applied in developing Irish immersion students’ grammatical accuracy. This development process was observed in formal Irish classes, in all curricular areas and in less formal settings, the playground, throughout the school day, generally, outside of the formal classroom/teaching context. In understanding overall ‘development’, Vygotsky (1978) emphasised the importance of understanding the ‘process’ of development rather than merely assessing the ‘product’ of development. Thus, the researcher believed that such routine observational techniques would enable her to gain a deeper understanding of the process of the L2 development among the fifth-class immersion students, in specific relation to noun gender. In essence, observational routines enabled the researcher to document students’ progression (or regression) from other-regulation to self-regulation, which is considered an indication of L2 development within a sociocultural framework for understanding.

The presence of the researcher in the classroom, however, may have caused its own limitations, e.g., it may have unsettled the teacher or students, which in turn, may have influenced behaviour accordingly. As Robson and McCartan (2016, p. 115) state, “Any special conditions marking out what is happening as ‘an experiment’ can lead to reactive effects”. Such reactivity (Ó Ceallaigh, 2013) is more commonly referred to as the Hawthorne Effect (ibid.). Therefore, as the students in the current study fully understood that a specific study was being conducted (due to their signed assent/consent letters), reactive effects, such as the ‘Hawthorne Effect’ (Mertens, 2015), may have occurred, i.e., the students’ performance may have been affected due to their knowledge of being observed and analysed. For this reason, multiple qualitative techniques were needed in this study to enhance the

integrity and trustworthiness of the data. With this in mind, many researchers, such as Cohen, Manion, and Morrison (2000) promote the use of interviews also, as it exposes the researcher to topics that may not be observed, thus, one research method complementing the other through a process of meaningful triangulation of data.

3.7.2. Semi-Structured Interviews. Shirley (2015, p. 127) maintains that "... it is not simply greater voice that may be needed in educational change today, but rather greater skills in listening to our students and attending to our colleagues". Thus, teacher interviews were considered a critical data collection method in the current study to explore the participants' perspectives of CF. Brantlinger, Jimenez, Klingner, Pugach, and Richardson (2005) suggest that people are story tellers who have lived experiences. In order to understand these lived experiences, one must speak and partake in conversations with these storytellers (Kvale & Brinkmann, 2009). It affords the participants an opportunity, "... to say what they think and do so with greater richness and spontaneity" (Oppenheim, 1992, p.81). An interview schedule may be situated along a continuum from structured to non-structured. As the interview moves more towards the structured side of the continuum, the researcher is presumed to have more control of the interview or conversation. The researcher was critically aware that this level of control has implications for the interview, as the interviewee may feel restrained and may not feel free to express their true experiences, which may defeat the phenomenological approach. Furthermore, the researcher was seeking to particularise not generalise from findings, i.e., the researcher was not in search of findings that are absolutes in all types of contexts, rather, the researcher was specifically seeking conditions and contextual knowledge to these particular classroom participants. Therefore, the researcher decided to create a semi-structured interview schedule to guide conversation with meaning (Kvale, 1996) with the participants (teachers). This interview style allows the interviewer to have a set of questions prepared for the interview while also granting the interviewee the space and time to think and freely express their true opinions. Interview schedules can be viewed in Appendix K.

In devising the questions, the researcher availed of Bryman's (2016, pp. 251-256) rules of thumb in asking questions to ensure validity and reliability of the data collection methods. Therefore, guided by research, the topics discussed within these interviews derived primarily from data collected during weekly observational routines. The interview opened with a general, conversational style, by asking 'big questions' and then proceeded in a funnel shape, working down towards details that addressed the specific research questions that were influenced by the extensive review of the current literature, as cited in

Chapter two and classroom observational notes. These first ‘grand-tour’ questions (Spradley, 2016), which were based on the participants’ prior CF practices and experiences, were critical in creating a relaxed tone and setting for the interviews. The questions were then tailored to reflect more specific techniques as the interview developed. Mixtures of question forms were used based on the development of pilot interviews, which were conducted with former colleagues and friends of colleagues of the researcher. It is important to note that the researcher endeavoured to establish and maintain a neutral stance through the process. Moreover, as the researcher was also conscious of the power differential between interviewer and the participant, all interviews were conducted in the teacher’s school building. Participants were informed that the interview would be recorded, noted, and stored on an encrypted file on the researcher’s computer. They were also reminded that no one would hear the conversations, except the researcher and her supervisor and that all data collected would be presented anonymously. In accordance with this, the participant was reminded that he/she could withdraw from the interview at any time and could also choose not to answer particular questions, if they so wished. Mertens (2015) refers to this ethical concern as “turning over control” to the participant (p. 386). All these matters were considered upfront and were articulated as ethical concerns when seeking ethical approval from DCU.

In keeping with teacher participant interviews, the researcher understood that including the opinions of the student participants was an essential data collection tool of the phenomenological approach and vehicle for analysis to add depth to the research. Therefore, the researcher pursued student focus groups, which will now be discussed.

3.7.3. Focus Group Interviews. First and foremost, the focus group interview data collection procedure is a method of group interview where participants are encouraged to co-construct meaning of a given phenomenon (Bryman, 2016). In the current study, four students engaged in focus group interviews in each of the eight classroom groups. The collection of data through the voice of the student/child is not a new phenomenon, particularly in the field of educational research. Oftentimes, researchers encourage the collection of data through such sources as it may empower students to “... participate meaningfully and collaboratively in improving their experience of school” (Flynn, 2017, p. 9). The current researcher believed that the voice of the participating students could report on perspectives, concerns and key issues in relation to the systematic use of CF in the immersion classroom setting, which may not arise from teacher participants, thus leading to a greater understanding of practice.

It is suggested that the co-created environment of focus group interviews enables participants to express their opinions and feelings in a free and open manner. In contrast, often if students sense their opinions and ideas as different to those of other members of the group, they are often inclined to change their views, or not speak at all (Bell, 2014). This was monitored throughout the sessions, as the researcher prompted students who appeared shy and quiet, encouraging a diverse range of responses. For this reason, smaller focus groups are recommended to use (Bryman, 2016). According to Peek and Fothergill (2009), focus groups, which included between three and five participants, "... ran more smoothly than the larger group interviews" that they conducted (p. 37). For this, the researcher chose a sample of four students to participate in focus group interviews. However, the researcher was aware that the participants were classmates and, for this reason, she was very explicit with her questioning and prompting, as Bryman (2016) cautions that, "... people who know each other well are likely to operate with taken-for-granted assumptions that they feel do not need to be brought to the fore" (p. 510).

The topics discussed within these focus groups derived primarily from data collected during weekly observational routines. The questions were created exactly as the interview questions were, beginning with "open" ended questions and the grand tour effect (Spradley, 2016). A similar interview schedule was devised and followed, regarding the recording of the focus groups. These focus group questions were piloted on other non-participant students, before conducting the sessions with participants of this study. All focus groups were held in the students' school during a specific time chosen by the class teacher. The class teacher chose four names at random by means of a lottery, which the researcher observed, to partake in these groups. Focus group schedules can be viewed in Appendix L.

The researcher was aware, however, that data retrieved from student focus group interviews provide indirect information, which is generally filtered through participants (Creswell, 2009). Therefore, the use of consistent triangulation between interviews and across interviews was essential in the data analysis stage, with deep analysis of observational routines and teacher participant interviews, to ensure validity of findings. Such data analysis procedures will now be detailed.

3.8 Data Analysis

Data analysis was a recursive process throughout the study. Robson (2011) explains that data analysis is crucial, as data in their "... raw form do not speak for themselves. The

messages stay hidden and need careful teasing out” (p. 408). As explored previously, qualitative data were retrieved from a number of sources through various methods. Triangulation of data was consistent throughout the data analysis to ensure rigour and validity. The overall process is detailed in the next section.

3.8.1. Qualitative Analysis. Analysis for qualitative data commenced during data collection through observational routines, which is in keeping with Mertens’ (2015, p. 437) viewpoint that, “... data analysis in qualitative studies is an ongoing process”. Observational routines were analysed daily and weekly during the implementation of the intervention. Upon completion of data gathering, a Thematic Analysis Framework (Braun & Clarke, 2006) was availed of to guide the researcher in analysing the substantial qualitative data. Braun and Clarke (2006) recommend six phases of thematic analysis. These include:

1. Familiarisation with the data,
2. Initial coding,
3. Searching for themes,
4. Reviewing themes,
5. Defining and naming themes,
6. Writing up/reporting.

In essence, the researcher carried out eight discrete phases of data analysis, which were spread across these six stages, as defined by Braun and Clarke (2006). This process ensured data were analysed to saturation.

Phase One of the data analysis cycle was in keeping with Braun and Clarke’s (2006) initial stage of data analysis listed above, during which the researcher familiarised herself with all data by replaying and re-listening to all interviews and focus groups; the researcher transcribed all data herself. These transcriptions were repeatedly checked to ensure accuracy. In adhering to ethical considerations of the current investigation and in protecting participants’ anonymity, a sample of teacher interviews and student focus group interviews from a comparison group and a CF treatment group are available in Appendix Q. All student focus group interviews and teacher interviews were stored on the researcher’s password encrypted computer. This stage further included the importing of files from the researcher’s encrypted computer to the NVivo programme. Within NVivo, teacher par-

participant interviews and focus groups were entered as sources, which enabled the researcher to input contextual information that may impact certain findings such as: demographic information, the school's social status, details of the teacher participants in the comparison groups and experimental groupings, etc. Furthermore, codes were entered as 'nodes'. Along every step of the analysis process, observational notes were considered and entered in the NVivo programme as annotations (Appendix S) to ensure triangulation of data.

During Phase Two, the researcher began traditionally coding data (Appendix R) prior to the use of NVivo, to familiarise herself with the data. Guided by literature, 'line-by-line' (Bryman, 2016) analysis was conducted to ensure that the researcher did not lose contact with the participants' responses and the contextual settings. During this phase, the researcher documented notes along with initial concepts and thoughts, which added to the overall analysis process. Subsequently, the researcher began broad open coding of participant transcriptions within the NVivo programme. This process deconstructed the data from the original chronology into codes, which was a critical stage of the overall analysis process. Each code was labelled and defined within the NVivo programme to ensure rigour in the initial coding phase (Appendix S). A total of forty-two codes emerged initially from the database. It is important to note that all codes were constructed from the data, the words and phrases voiced by the student and teacher participants. The researcher received direction from analysis of one set of data, which led to analysis of the next set of data. According to Darmody and Byrne (2006, p. 125), "...analysis is not separate from coding, while at the same time it is not synonymous with it. Coding facilitates thinking and theorising about the research topic to develop themes, thus aiding the analysis...". Therefore, categories were built systematically. Subsequently, codes were further expanded when interviews were listened to again and when member checking had taken place.

Lincoln and Guba (1985) describe member checks as "... the most crucial technique for establishing credibility" (p. 314) in a study. At varying stages of data analysis the researcher returned to the study sites and discussed interpretations of the study findings with the key participants, so that they could confirm or disconfirm the credibility of the information and narrative account. Guba and Lincoln (1981) emphasise that the determination of credibility can be accomplished only by taking data and interpretations to the sources from which they were drawn and asking people whether they believe or find the results plausible (Guba & Lincoln 1981). Sandelowski (1986) concurs that qualitative data is deemed credible if it reveals accurate depictions of individuals' experiences and that the people having that experience would immediately recognise such narrative as their

own. During this Phase Two of the coding process NVivo quantitatively highlighted that some statements had been coded in more than one code, which suggested a need to group related codes under categories.

In carrying out Phase Three (Appendix T), the researcher displayed clusters of codes on a thematic document. Codes were regrouped under specific categories and the researcher reconstructed and reorganised categories into a clear framework, which enabled her to further analyse the data. These categories were relabelled and redefined to ensure rules for inclusion accurately reflected coded content. At this stage of the analysis process, categories or thematic patterns were developed both inductively and deductively from the sociocultural framework explored in Chapter Two. Such a practice is in keeping with the literature, as Robson and McCartan (2016) suggest that certain codes may emerge as themes in their own right while others may need to be connected to form sub-themes.

In Phase Four (Appendix T) of the data analysis cycle, data were coded to reconstruct the new categories to offer more sub-categories, which allowed for a more in-depth analysis process of highly qualitative data. This, in turn, provided more precise and clear-cut insights into the meaning embedded in such data. Again, these newly arranged categories and sub-categories were labelled and defined appropriately.

Phase Five (Appendix T) of the cycle included the consolidation of data from the three previous phases. This occurred in an attempt to obtain more abstruse, philosophical and literature based themes. Deriving from this practice, the researcher was enabled to establish the final framework used to best explore the research questions. At this stage, the original forty-two codes had been established within five higher level themes.

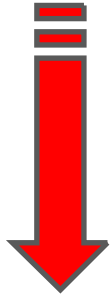


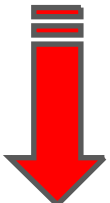


During Phase Six (Appendix T), the researcher constructed analytical memos (Appendix S) against themes to accurately and precisely provide a synopsis of the content in each theme, category and code. The data were validated and analytically revised to self-audit the proposed themes, during Phase Seven. This phase included the interrogation of data, which, in turn, ensured verification that each finding was deeply rooted in the data. At this stage, results from all sources of the rich qualitative dataset doubled back to sharpen the thematic search. This in turn, complimented a final layer of triangulation which supported the findings at a deeper level. Triangulation of this nature is critical in unveiling the real nuggets of the research findings. Such a practice aligns with the pragmatic stance of the current investigation, as it enabled shared inter-subjectivity of meanings to emerge, which ultimately resulted in the final integration of both student and teacher participants'

perspectives, attitudes and beliefs in relation to CF, alongside the researcher's observational routine notes. From this process, five research themes emerged both deductively and inductively. Finally, Phase Eight involved the synthesising of findings into a coherent and comprehensible manner. At this point, exact compelling extracts were chosen from the transcripts to contextualise all findings for the reader. This resulted in the production of two specific chapters: Findings, and Discussion. Upon final drafts, both chapters were merged together to produce a scholarly report of analysis, which is presented in the coming chapter.

Table 3.7 provides an overview of these eight stages of data analysis conducted (NVivo Training, 2017), predominantly within the NVivo programme, as they interlink with the practical guidelines of thematic analysis, as proposed by Braun and Clarke (2006).

Table 3.7.

Stages of Data Analysis of the Current Study

Analytical Process (Braun & Clarke, 2006).	Braun and Clarke Practical Application in NVivo	Strategic Objective	Iterative process throughout analysis
1. <u>Familiarizing yourself with the data</u>	Phase 1: Listen and re-listening to data, transcribing data, reading and re-reading the data, noting down initial ideas, import data into NVivo	Data Management (Open and hierarchical coding traditionally and through NVIVO)	Assigning data to refined concepts to portray meaning
2. <u>Generating initial codes:</u>	Phase 2: Open Coding- Coding interesting features of the data in a systematic fashion across the entire data set, collecting data relevant to each code (traditionally and NVivo to ensure data saturation)		
3. <u>Searching for themes</u>	Phase 3: Categorisation of Codes – Collating codes into potential themes, gathering all data relevant to each potential theme		Refining and distilling more abstract concepts
4. <u>Reviewing themes:</u>	Phase 4 : ‘Coding on’ - Checking if the themes work in relation to the coded		
5. <u>Defining and naming themes:</u>	Phase 5 : Data Reduction - Refine the specifics of each theme by on-going analysis, generating clear definitions and names for each theme	Descriptive Accounts (Reordering, ‘coding on’ and annotating through NVIVO)	Assigning data to themes/concepts to portray meaning
	Phase 6 : Generating Analytical Memos		
6. <u>Producing the report</u>	Phase 7: Testing and validating all themes, merging of all qual findings		Assigning meaning
	Phase 8: Synthesising Analytical Memos. The final opportunity for analysis of qual. findings. Selection of vivid, compelling extract examples & write up stage	Explanatory Accounts (Extrapolating deeper meaning, drafting summary statements and analytical memos through NVIVO)	
			Generating themes and concepts

(NVivo Training, 2017)

In the context of any research work, it is important to remain mindful that the use of NVivo or any qualitative software is not data analysis. Rather it is a methodological tool that facilitates analysis to a greater extent by allowing easy access to the data for continuous reviewing and theory building (Darmody and Byrne, 2006). This approach facilitated systematic analysis of the official and unofficial stories, which set out to lay bare the ‘real’ perspectives of participants on the systematic and scaffolded implementation of CF in the immersion classroom. Recording, in general, provided a paper trail of how data was distilled and thus, using a qualitative software package to code served as a tool for transparency because the production of this audit trail was considered as a key criteria on which the trustworthiness of the findings, presented in the next chapter, were established. The logging of data movements and coding patterns, and mapping of theoretical categories and thought progression, rendered all stages of the analytical process traceable and transparent, facilitating the production of a more detailed and comprehensive audit trail than manual mapping of such a complicated process could not facilitate. Significantly, quantitative values were attached to codes arising directly from the participants’ voices. The quotes that reflected a particular code, which contributed to a theme, were carefully chosen to reflect the views of the participants. More than one extract was chosen in order to clearly articulate the voices that provided the data (see Chapter Four). Such quantitative analysis of the qualitative data highlighted the themes that emerged as being significant. It is critical to note that the researcher actively searched and checked the data for reasons why conclusions should and should not be trusted (Miles & Huberman 1984, Bums & Grove 1987). The researcher paid particular attention to any exceptions to the claims or what is referred to as disconfirming evidence. Thus, the researcher believes that the use of the computer software package, NVivo, ultimately supported the reliability and validity of the current investigation which will now be discussed.

3.9 Reliability and Validity

Reflections around reliability and validity remained consistently at the forefront of this study. These factors have been mentioned throughout this chapter and will be briefly revised in this section. Ultimately, accounting for reliability and validity are essential in ensuring the trustworthiness of research results (Robson, 2011). To begin, reliability refers to the extent to which an assessment tool obtains stable and consistent results. Merriam (1998, p. 206) maintains that, “... the human instrument can become more reliable through training and practice”, thus, a major emphasises was placed on the piloting of all data col-

lection methods (observational routines, teacher interviews and student focus group interviews) prior to the data collection process of the current investigation, which has been documented throughout this chapter. According to Zohrabi (2013), dependability of results can be ensured through three various techniques, which were each ensured in the current investigation. These include:

- Reporting the investigators position: The researcher's own felt need as an immersion educator and her theoretical stance (sociocultural perspective).
- Triangulation of results: Findings were obtained through a variety of qualitative methods and were retrieved from a number of various sources (i.e. teachers, students, and researcher).
- The creation of an audit trail: Details of data collection and analysis are reported to enable readers to scrutinise methodologies and interpretations.

Inter-rater reliability was continually maintained throughout the study as the researcher worked with her supervisor, following his guidelines and valuing his helpful opinions and experiences. External reliability was safeguarded throughout the study as the status of the research and the choice of participants were detailed from the outset, analytical constructs were explored in-depth while further, data methods or collection and analysis were comprehensively reported. Furthermore, the understanding of the technical use of the computer software programme, NVivo, is believed to have added rigour and reliability to the study as it enabled the creation of a more in-depth audit trail which would have been merely impossible to create manually, as discussed previously.

Validity, on the other hand, refers to the credibility of the study. Overall, validity in data collection concludes that a study's findings truly represent the research phenomenon you are measuring. There are two main types of validity. These are known as internal validity and external validity (Mertens, 2015). Internal validity refers to the changes or knowledge perceived during the intervention or study. The researcher adhered to all of Creswell's (2009) recommendations to aid the protection of the internal validity of this qualitative study, which included:

- Member checking
- Triangulation of data
- Repeated observations

- Clarification of research bias

These steps and processes have been described in the previous section.

It is suggested that external validity refers to the extent to which one study can be applied to another situation (Gall, Gall, & Borg, 2007). It applies to the degree to which research findings may be generalised to various groups (larger groups or different contextual groups). As a result of the purposive sampling and the scale of the study, generalisability was not possible in the current investigation. On the other hand, however, it is important to highlight that the purposive sample, was carefully chosen and monitored to ensure that data would be collected in a reliable and valid fashion. In further attempting to safeguard validity, all teachers received the same professional development input and their implementation of the intervention was guided by an implementation checklist to ensure implementation fidelity (Appendix G). Adherence to the framework provided to teachers for implementation of the intervention and use of its resource materials was monitored by the researcher during observational visits to the various classrooms as previously described.

Continuous engagement in classroom observational routines, while timely, was essential, to enhance internal validity as suggested by Merriam (1998). The researcher was conscious of “researcher bias” (Zohrabi, 2013, p. 258) throughout the data collection process. Subjectivity was minimised by the collection of data from various sources and through various data collection methods. Moreover, as a critical pragmatist, the researcher’s primary pursuit was to critically examine and understand participants’ perspectives of employing a systematic approach of CF in their authentic teaching and learning environments. Thus, priority was consistently given to the voice of the participants, as recommended by Mertens (2015). However, the researcher is aware that a Hawthorne Effect may have affected the validity of findings retrieved from observational routines, teacher interviews and student focus group interviews. Findings were consistently shared with the participants and the researcher’s supervisor, which further enhanced the validity of findings and again, reduced research bias. All protocols to protect the validity and reliability of the study were maintained in accordance with ethical guidelines and procedures from DCU.

3.10 Ethical Protocols

Initially, an ethics form was completed in both English and Irish, which was submitted to the Ethics committee in DCU. The researcher ensured that necessary steps were

taken, in accordance with DCU ethical guidelines, while also following the advice from her supervisor, at every stage of the investigation.

Each participant signed forms of consent and forms of assent before undertaking the study. As students are central to this study, which explores teaching and learning in classroom contexts, the Ethical Guidelines published by Department of Children and Youth Affairs (DCYA) (2012) were followed and adhered to throughout the study. Each student was given an assent form to complete (Appendix P) following a detailed conversation between the students and the researcher explaining the study. All students were given sufficient time to think (1/2 weeks) and process the information about the study with their parents and all participants were encouraged to ask any question/queries they had regarding the study. Assent forms were distributed following a signed informed consent form from their guardians. The assent form was written in child friendly language to ensure that their agreement to participate is fully informed. Furthermore, a 'dropout clause' was established by the researcher and her participants. This meant that, if at any stage the fifth-class student would like to retract themselves from the study, the parental consent form would not override the wish of the student (Department of Children and Youth Affairs, 2012). Two students did not take part in this study, however, they remained in the class for the study, as it is in keeping with the fifth-class curriculum but their tasks, and other information were not shared with the researcher. Throughout the study, it was ensured that all participants and schools remained anonymous. Each school was given a code number and the student participants were also coded. Regarding the storage of data, electronic data were saved on the researcher's computer only and protected with a password. Any written information was gathered and stored safely in a locked filing compartment in the researcher's office on the St. Patrick's Campus. Only the researcher and her supervisor have access to this data set. All data will be stored for five years, in accordance with the Record Retention Schedule and Data Protection Guidelines of DCU. After five years, all hard copies of data will be shredded by the researcher. Data that is stored electronically under an encrypted code will be deleted by the researcher from each device individually after five years.

3.11 Limitations of this Study

Although this study was comprehensive in terms of its qualitative approach and rigor in the administration of methods adopted, it is not without its limitations. Limitations of any given study are characteristics of a design or research methods that may affect the

interpretation of the research findings. After critically examining the current study, the researcher now acknowledges limitations associated with it.

Firstly, only 188 students participated in this study and the study involved just six different schools and eight different immersion classrooms. Even though every effort was made to ensure that the chosen schools would fairly represent different contexts and variables by using a purposive sample, the results may not be generalisable to the full range of Irish immersion schools. However, as this is the first study conducted in relation to CF in the Irish context, the researcher was not concerned with generalisability but rather gathering theoretical and practical information that would inform future policy, practice and future research studies. Furthermore, working as the sole researcher limited the volume of data that could be processed. Nonetheless, the data provided represents the first attempt to gather data in relation to the practical implementation of systematic CF strategies in the Irish immersion context. A purposive sample was also chosen as a result of the sole researcher, which may further limit the findings. In this respect, all schools were based in the Leinster region, to ensure that the researcher could carry out the observational routines to encourage fidelity of intervention, among other reasons. These observational routines opened themselves to their own set of limitations such as the Hawthorne Effect, highlighting that the students' or teachers' behaviours may have been influenced due to the presence of the researcher. Similarly, during teacher interviews or student focus group interviews, the role of the researcher as the interviewer may also be classified as a limitation to this study, as it may have influenced the insights that participants expressed.

The merits of conducting educational research in the most naturalistic setting possible, the school, is emphasised throughout the literature. However, such a social arena presents limitations, which must be highlighted and acknowledged. For example, each classroom has its own climate and physical arrangements. Every individual teacher has a unique teaching style, varying language (Irish) proficiency levels and personality which feeds this classroom climate. In summary, it must be acknowledged that each classroom is its own unique sociocultural context and therefore, it is difficult, if not impossible, to control for such variables in these naturalistic settings. The researcher made every effort to counteract these limitations by attempting to safeguard intervention fidelity throughout, which is briefly highlighted in the coming section (3.12.1). Moreover, given the fact that the researcher was the sole investigator in the current study, other participant demographics such as the L1/L2 of the students' parents and the amount of Irish spoken by

the students outside of the school context could not be controlled for in the current investigation.

Additionally, the researcher believed that it was unethical, in the current small scale study, to recommend teacher participants in the comparison group classrooms to refrain from engaging in error-correction practices with their immersion students throughout the six-week intervention. Thus, she advised both teachers to continue with ‘normal’ classroom practice, in relation to error-correction. Therefore, while the researcher appreciates that it was beyond the scope of this study to control for non-contingent CF provided in the comparison group classrooms, such a practice enabled her to observe ‘normal’ error corrections in these settings, which were documented and ultimately, provided critical insights into the CF phenomena at hand.

Furthermore, the researcher is conscious that the data of participants’ perspectives of the support offered by the systematic use of CF in enhancing a more grammatical accurate L2, specifically in relation to noun gender, among fifth-class immersion students, did not measure the statistical impact or direct effects of the oral CF approach on students’ grammatical accuracy in relation to noun gender. Thus, given more human and financial resources, future research would benefit from establishing comprehensive oral and written language tests and administering them to a larger sample size to test such effects in a standardised approach. In doing so, the researcher cautions that the collection and analysis of particular demographic factors (as listed above) would be essential. Such sophisticated tools and conditions may generate more refined research findings. However, given that this is the first comprehensive study of its type in the Irish context, the researcher insists that the voice of key stakeholder (i.e. immersion teachers and students) is critical in gaining greater understanding of practice.

Moreover, the researcher appreciates that spending six weeks, on any given topic, may increase the students’ ability to perform within that topic. Thus, the researcher was consistently conscious of such a factor. Additionally, as the participants, both teachers and students, in the current study fully understood that a specific study was being conducted (due to their signed assent/consent letters), reactive effects, such as the ‘Hawthorne Effect’ (Mertens, 2015), may have occurred, i.e., the students’/teachers’ performance may have been affected due to their knowledge of being observed and analysed. The researcher attempted to limit such reactivity, however, by gathering data from a number of varying data collection sources in order to reach more warranted conclusions.

3.11.1. Intervention Fidelity To minimise such limitations, the researcher made every effort to safeguard intervention fidelity throughout the study, which has been noted consistently throughout this chapter. To begin, each teacher participant received the same PD, which is detailed in Appendix J. A framework for intervention was devised and the same intervention implementation checklists, which were discussed previously and presented in Appendix G, were provided to each teacher to encourage fidelity of the implementation process across sites. The researcher monitored these checklists on a weekly basis to ensure teachers were following the intervention guidelines rigidly. Furthermore, the eight participating teachers received the same resource pack, which were each created by the researcher (i.e. posters, PowerPoints, worksheets) in an attempt to ensure consistency of instruction of the grammatical concept (noun gender) across all eight classrooms. Moreover, the researcher engaged in regular classroom observation, as described previously, to monitor implementation fidelity which was time consuming but necessary for reliability and validity of findings.

3.12 Conclusion

This chapter outlined the methodological design of this overall study, which set out to critically examine immersion teachers' and immersion students' perspectives on the systematic use of CF strategies, as part of a Form-Focused Instruction (FFI) approach, in supporting fifth-class immersion students' grammatical accuracy of noun gender in Irish, their L2. A pragmatic paradigm was chosen for this study, which ontologically and epistemologically influenced the research design and the methodological tools adopted for the study. It is suggested that this paradigm enables researchers to use "what works" (Mertens, 2015) to best address the research questions at hand. Thus the researcher deemed an in-depth qualitative study as optimal in attempting to answer these research questions. The research questions were presented upfront and the fieldwork was described, in some detail, elaborating on the intervention that was devised based on the literature discussed from Chapter Two. The participants of the study were introduced to the reader, explaining the selection process and the underlying rationale of the selection. The qualitative methodologies were defined and these data collection methods were detailed. The researcher conducted interviews with the teachers, focus group interviews with the students, and was also, consistently engaged in observation of the implementation of the programme throughout the intervention. The timing of each data collection method are summarised in Table 3.8. overleaf.

Table 3.8.***Timetable of Data Collection***

Data Collection Method	Date
Observation	9 th January – 17 th February 2017
Teacher Interviews	16 th – 22 th February 2017
Student Focus Groups	16 th – 22 th February 2017

Approaches to data analysis were described in detail. Braun and Clarke's (2006) Thematic Analysis Framework was availed of to guide the researcher in analysing the substantial qualitative data. Braun and Clarke's (2006) six phases of thematic analysis were adhered to with rigour. Ethical considerations were at the forefront of this study, which involved human participants. Such considerations were described in the current chapter. The limitations of the small scale study and its processes were also acknowledged. Overall, this qualitative study was interested in particularisation, rather than generalisation. Stake (1995) describes particularisation as when, "We take a particular case and come to know it well, not primarily as to how it is different from others, but what it is, what it does" (p. 8). This study and sample was uniquely chosen to explore the unmapped gap in our knowledge regarding the impact of systematic and scaffolded CF in supporting the grammatical accuracy of Irish immersion fifth-class students. The next chapter will present findings, which emerged from an analysis of the data, Such analysis will be compared and contrasted with the international literature, within the theoretical framework, to reflect convergent themes and to highlight aspects that were divergent and unique.

Chapter Four

Findings and Discussions

4.1 Introduction

The current study builds and expands upon the limited Irish research literature in the field of SLA by reporting on the research findings, which capture an understanding of the primary research question, which asked: *What are participants' perspectives on the systematic use of corrective feedback (CF) to support the development of fifth-class immersion students' second language grammatical accuracy, specifically in relation to noun gender?* This study attempts to contribute to the literature and to bridge an identified gap in our knowledge by additionally investigating the following questions:

- What are participants' perspectives on the most effective CF strategy to support immersion students' L2 development, specifically in relation to noun gender?
- What are participants' perspectives on the systematic use of CF as a support to develop immersion students' ability to self and/or peer correct?
- What are the constraints, if any, experienced by teachers, in consistently using systematic CF strategies in the immersion classroom?

By adopting a pragmatic stance for investigation of these questions, findings emerged both deductively and inductively from the sociocultural framework adopted for analysis. Rigorous thematic analysis (Braun & Clarke, 2006) generated five themes:

- | | |
|---|--|
| 1. Participants' Prior CF Practices and Experiences | <ul style="list-style-type: none">• Theme 1A - An Unsystematic Approach to CF• Theme 1B - The Absence of a Collaborative Approach• Theme 1C - Teacher Participants' Beliefs in relation to Students' L2 Inaccuracies |
|---|--|

2. Participants' Perspectives of Linguistic Developments	<ul style="list-style-type: none"> • Theme 2A - A Position of Self-Regulation • Theme 2B - A Position of Object-Regulation • Theme 2C - Learner Autonomy • Theme 2D - Language Awareness • Theme 2E – Participants' Attitudes and Beliefs of Overall Linguistic Developments
3. Participants' Perspectives on the Most Effective CF Strategy	<ul style="list-style-type: none"> • Theme 3A - A Preference for Prompt CF Strategies • Theme 3B - A Continuum of Support for a Continuum of Identified Need.
4. The Establishment of a Collaborative Corrective Environment	<ul style="list-style-type: none"> • Theme 4A - The Critical Role of the Teacher as an Environmental Model • Theme 4B - An 'Error-Correction-Friendly' Environment • Theme 4C - Limitations and Challenges of Implementation
5. The MKO	<ul style="list-style-type: none"> • Theme 5A - Teacher Participants' Perceptions of their Grammatical Knowledge • Theme 5B - Teacher Professional Development • Theme 5C - Changes in Practice

Each theme and sub-theme emerging from the data will be analysed and discussed in conjunction with the research literature cited. Each will be further evaluated through the sociocultural lens explored in Chapter Two.

To begin, Table 4.1 also reminds the reader of the participants in the study, the key stakeholders. A pseudonym was given to each teacher and student participant, to protect anonymity and confidentiality as described in Section 3.4.2. This table illustrates the experimental grouping to which each participant belongs. Furthermore, students were numbered one to four according to their class groupings. These are further noted in Table 4.1. It is intended that such teacher and student pseudonyms will protect all participants while providing the reader with rich, in-depth data findings from these participants.

Table 4.1.***Teacher Participants' Pseudonyms***

Pseudonyms	Participant Type	Group	Practicing Name in Current Chapter	Student Pseudonyms
Rachel	Teacher	Comparison	Rachel TC	S1–S4 Rachel TC
Pádraig	Teacher	Comparison	Pádraig TC	S1–S4 Pádraig TC
Joe	Teacher	Recast CF	Joe TR	S1–S4 Joe TR
Mary	Teacher	Recast CF	Mary TR	S1–S4 Mary TR
Kate	Teacher	Prompt CF	Kate TP	S1–S4 Kate TP
Pat	Teacher	Prompt CF	Pat TP	S1–S4 Pat TP
Eimear	Teacher	Combined Regulatory CF	Eimear TCR	S1–S3 Eimear TCR
Anna	Teacher	Combined	Anna TCR	S1–S4 Anna TCR

Furthermore, in order to quantify qualitative responses, the researcher created participant descriptor tables, which are illustrated in Figure 4.1 and Figure 4.2,

1-2 Participants	• 'It was mentioned ... '
2-3 Participants	• 'A small number of teacher participants... '
4 Participants	• 'Half of the teacher participants ... '
5-6 Participants	• 'The majority of teacher participants ... '
7 Participants	• 'Most of the teacher participants ... '
8 Participants	• 'All of the teacher participants ... '

Figure 4.1. Teacher Participant Quantitative Descriptors

No student participant	• (None)'No student participants ...'
Less than half	• 'Some student participants ... '
Half	• 'Half of the student participants... '
More than half	• 'Most/Majority of the student participants ... '
All	• 'All of the student participants ... '

Figure 4.2. Student Participant Quantitative Descriptors

To begin exploring the research findings, it is important to begin with Vygotsky who postulated that, in order to understand the individual and their unique learning and development, one is required to explore and understand, "... the social environment in which the individual exists" (Özdemir, 2011, p. 301). In line with such a theoretical stance, the researcher will now present the first theme, which explores participants' CF practices and experiences, prior to the current study. Such findings provided the researcher with in-depth initiating data of the participants' perspectives in relation to grammar instruction and more specifically in relation to error-correction practices in their immersion settings prior to the implementation of the new systematic CF approach. This data served as a departure point to the data collection process which later enabled the researcher to compare and contrast perspectives of the key stakeholders during and after the implementation process, which was critical. Thus, participants' prior CF practices and experiences will now be discussed.

4.2 Theme 1 - Participants' Prior CF Practices and Experiences

As previously explored in Chapter Two, Vygotsky's sociocultural theory (1978) understands social and cultural interactions to provide, "a source of mental development" (Swain & Deters, 2007, p. 821). Subsequently, the new knowledge is suggested to be assimilated and internalised, as higher-order functions, within the cognitive or intrapsychological plane. Therefore, guided by the current theoretical framework of the study, the researcher deemed it pivotal to gather information in relation to habitual error-correction practices among students and teachers within their social learning context (i.e. the classroom), prior to the study. This enabled the researcher to fully explore and understand students' language learning context and, thus, the position of their L2 grammar learning and development before the intervention was implemented. Accordingly, this section

presents findings that attempt to capture an understanding of teacher and student CF practices and experiences, prior to the intervention, from a sociocultural perspective. The section is subdivided as follows:

- An Unsystematic Approach to CF,
- The Absence of a Collaborative Approach,
- Teacher Participants' Beliefs in relation to Students' L2 Inaccuracies.

Initially, the researcher explored the use, if any, of CF in all participating classrooms. This is now discussed within the first sub-theme, An Unsystematic Approach to CF.

4.2.1. Theme 1A - An Unsystematic Approach to CF. To begin to understand the culture, and more specifically, teacher use of CF strategies prior to the current study, the researcher questioned all eight teacher participants on how they corrected students' grammatical inaccuracies. In response, all participating teachers reported that they provided CF to their students in an unsystematic manner, which is clearly represented in a statement expressed by Mary TR:

Mary TR	<i>Is dóigh bhíos ag ceartú anois is arís ag brath ar céard a bhí ar siúl ... ní raibh struchtúr ann do na páistí nó domsa ...</i>	I suppose I corrected students now and again depending on what we were doing [in class]... There was no specific correction structure for me or the students ...
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This sentiment was further reiterated in all student focus group interviews. Anna TCR's four students provided an optimal example of such an unsystematic approach to error-correction in the immersion classroom prior to the current study, as all four students echoed simultaneously that:

Anna TCR (S1-4)	<i>Uaireanta ag tabhairt neamh-aird (gach duine).</i>	Sometimes, we would just ignore them [our errors].
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Upon observation and discussion with teachers during PD sessions, the researcher soon realised that teachers did not utilise a systematic approach to engage in error-correction with their students. Error-correction appeared to be an ad hoc practice in all eight participating classrooms. This triangulated finding was further investigated and it then became apparent to the researcher, at an early stage of the investigation, that teachers held various rationales for employing such unsystematic practices in their sociocultural contexts. Anna TCR, for example, went on to explain her dilemma of practice. She utilised CF in an ad hoc manner in her classroom as she often chose to overlook students' grammatical inaccu-

racies in an attempt to encourage linguistic fluency in various social arenas, like the classroom and the playground.

Anna TCR *Uaireanta nuair a bhí siad ag caint, lig mé dóibh leanúint ar aghaidh nuair a bhí siad ag insint rud éigean ach níor cheartaigh mé iad chuile uair.* Sometimes, when they are talking, I let them continue telling their story and I don't correct every single inaccuracy.

Interestingly, similar dilemmas of practice were voiced by the majority of teacher participants during interview sessions. From a sociocultural perspective, the researcher understands that ignoring students' grammatical inaccuracies may have precluded the co-construction of a student's ZPD, which in turn, may have impinged on the awakening of "internal developmental processes" to aid their development (Vygotsky, 1978, p. 90). It appears evident from literature explored in Chapter Two (Mendez & Cruz, 2012; Ó Ceallaigh, 2013) that such pre-intervention findings are not unique to this study. The fluency/accuracy dilemma, which was explored in Chapter Two, is commonly noted by L2 researchers and teachers alike (Krashen & Terrell, 1983; Scrivener, 2005). Despite this dilemma, Ellis (2017) maintains that error-correction, whether immediate or delayed, must be conducted in a "principled manner" (p. 7). In the current study, reserving error-correction, in an attempt to enhance linguistic fluency, materialised as a contributing factor to the 'unprincipled' and unsystematic fashion of CF provision in the participating classrooms. The researcher flags at this point that, in order to achieve high proficiency in any given language, both fluency and accuracy are required to operate in tandem (e.g. Harris & Ó Duibhir, 2011).

It was interesting to report that Rachel TC further articulated the use of an unsystematic CF approach within her classroom. She, however, presented a different rationale for such an unmethodical practice, explaining that as a result of the students' consistency in using incorrect linguistic forms within their shared social arena (i.e. the classroom), she became accustomed to accepting certain grammatical inaccuracies.

Rachel TC *Ceartaím nuair a chloisim iad, ach nuair a bhíonn tú ag obair timpeall gasúir, tuigeanann tú féin, agus nuair a bhíonn na rudaí mí-cheart á rá i gcónaí acu, uaireanta déanann tú dearmad go bhfuil siad á rá mí-cheart leat, 'bhfuil fhios agat?* I correct [inaccuracies] when I hear them, but when you are working around children, you know yourself, and when they are always saying things inaccurately/incorrectly, sometimes you forget that they are actually saying them incorrectly to you, you know?

This extract eloquently illustrates that Rachel TC did not avail of CF as a regular tool to mediate students' L2 inaccuracies in a systematic manner as she often failed to recognise inaccuracies in students' language output. Based on such a finding, the researcher points out that the habitual use of incorrect language forms within the social context of the classroom further impinged on the grammatical accuracy of the MKO (i.e. the teacher), which is a critical discovery. This finding may confirm the sociocultural framework of the current study as it illustrates the extent to which the social environment influences SLA and L2 proficiency in the immersion classroom.

Data presented in this section appear to concur with findings presented by Ní Dhiorbháin and Ó Duibhir (2017), which illustrate that teachers may often “tolerate” (p. 5) students' linguistic inaccuracies for a multitude of reasons (e.g. task related discourse, students' linguistic fluency etc.), which is further supported by other international researchers (e.g. Lyster, 2007, 2015). In essence, these findings echo longstanding sentiments expressed by researchers such as Ranta and Lyster (2018) that CF does not appear to be a priority for teachers. Furthermore, findings presented in this section relate to findings presented by Bliss, Askew, and Macrae (1996) as they confirm, generally, low levels of spontaneous mediation (i.e. CF) among teachers. In the current study, the researcher reflected that such a lack of “spontaneity” among teachers in availing of CF as a tool to mediate students' linguistic developments highlighted the essential need for teacher professional development in the domain of error-correction and L2 development (Kozulin, 2003, p. 21).

Teachers continued to explain, however, that even when they attempted to mediate students' linguistic inaccuracies, the use of CF was regularly ineffective as a tool to scaffold students' language internalisation process, as recurrent incorrect linguistic forms were often observed among students. Joe TR provided a prime reasoning of such happenings:

Joe TR	<i>Is dóigh bhíos just ag déanamh ceartúcháin ní raibh muid á rá cén fáth go raibh siad mí- cheart agus cén chaoi le hé a fheabhsú.</i>	I suppose I was just correcting their inaccuracies, I wasn't explaining why they were incorrect or how to improve it.
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Interestingly, upon triangulation of data, a similar perspective towards the error-correction practice utilised in Joe TR's classroom emerged from the student participants in his CF treatment classroom. They stated that sometimes, prior to the intervention, their teacher (Joe TR) would simply correct their inaccurate utterance but in doing so, the teacher would often refrain from exploring the meaning of or the reason for the inaccuracy with the student. This is clearly expressed in the following student focus group interview excerpt:

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|-----------|---|--|
| S1 Joe TR | <i>Uaireanta deir an múinteoir “O sin mí-cheart tá h in easnamh” nó whatever.</i> | Sometimes the teacher would just say “Oh, that’s wrong there’s a h missing” or whatever. |
| S2 Joe TR | <i>Nó just like “téigh siar air” or like ya.</i> | Or just like “go over that” or like ya. |

Based on definitions and explanations of various CF strategies in Chapter Two (e.g. Lyster, 2002; Lyster & Ying, 2010), it seems apparent, according to the participants’ perspectives, that Joe TR’s primary method of CF, prior to this study, involved the provision of an implicit recast CF strategy. He stated that he often neglected to explain or explore the linguistic inaccuracy or rule with the student when he provided CF to students prior to the investigation, which ultimately, he claimed, hindered the students’ L2 internalisation process. It could be argued, from the excerpts presented above, that, as Joe TR did not ‘push’ students (Swain, 2005) to produce their own accurate L2 forms, or explicitly explain the linguistic rule, students may have failed to process L2 output syntactically and may have merely processed the repeated correct utterance (i.e. implicit recast CF strategy) semantically. Joe TR confirmed this finding, as he witnessed students making repeated linguistic inaccuracies, which illustrated that students were unable to integrate new linguistic forms, they received through such implicit CF mediation, into their linguistic repertoires.

In a similar vein, Anna TCR asserted that she was over-utilising recast CF strategies as a method of error-correction rather than availing of an appropriate CF strategy in keeping with the students’ linguistic ability.

- | | | |
|----------|---|---|
| Anna TCR | <i>Ach ceapaim gur thug mé an freagra dóibh i bhfad an iomarca.</i> | But I think I gave them the corrected answer too regularly. |
|----------|---|---|

This perspective was also expressed by the student participants in Pat TP’s classroom as they explained to the researcher that prior to the current study their class teacher (Pat TP) would merely correct their inaccuracies for them.

- | | | |
|-----------|---|---|
| S1 Pat TP | <i>Roimhe seo, just cheartaigh an múinteoir é an t-am ar fad.</i> | Before this, the teacher just corrected it [inaccuracies] always. |
|-----------|---|---|

During Professional Development (PD) sessions, this trend, voiced by the participants themselves, indicating an over-reliance on recast CF strategies as a mediational tool to enhance students’ L2 internalisation process, was further observed by the researcher among the majority of teacher participants. Findings presented in this section appear to support previous research (Ammar & Spada, 2006; Loewen & Spada, 2018; Lyster, 2004; Ó Ceal-

laigh, 2013; Ranta & Lyster, 2018), which assert that recast CF strategies are generally the most common CF strategies utilised in immersion settings to correct students' linguistic inaccuracies. However, as expressed by teacher participants, recasts may not always be the most appropriate CF strategy to utilise in supporting L2 development for all students and in all contexts, which mirrors international research (Lyster, 2004; Lyster & Ranta, 2013).

Despite the preference for recast CF strategies among the majority of teacher participants prior to the study, a small number of teacher participants articulated that they utilised prompt CF strategies as a mediational tool to scaffold students' linguistic development, before the implementation of the intervention. Eimear TCR'S statement provided an insight into typical prompting practices:

Eimear TCR	<i>Stopaim na páistí nuair a dhéanann siad botúin agus cuirim iachall orthu iad féin a cheartú ... ceapaim gur b'in an bealach is fearr.</i>	I stop them when they make a mistake and I encourage them to correct themselves ... I think that is the best way.
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Both Kate TP and Eimear TCR claimed that, generally, they would stop students immediately, once a linguistic inaccuracy emerged in their L2 output (i.e. they would interrupt the communicative flow) and they would encourage or 'prompt' them to 'self-repair' their utterance. Kate TP further explained that oftentimes, she would just provide the student with the corrected utterance if the student could not correct from the provision of a prompt CF strategy.

Kate TP	<i>Labhartha, thugainn nóid dóibh, na páistí a bhí in ann iad féin a cheartú – go breá - na páistí nach raibh thabharfainn an leagan ceart dóibh, agus na páistí nach raibh clú dá laghad acu, déarfainn é agus d'iarrfainn orthu é a athrá.</i>	Spoken inaccuracies, I would give them a prompt to the children that were able to correct it [the inaccuracy] themselves – grand –the children that weren't able I'd just give them the corrected form and the children that didn't have a clue at all I would say the corrected utterance, and I would get them to repeat it.
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This hinted that a scaffolded CF approach was being utilised in Kate TP's classroom prior to the investigation, but in an unsystematic manner, as she maintained that she didn't always correct inaccuracies. A scaffolded approach, similar to that explained by Kate TP, remained absent in the seven other classrooms prior to the investigation. According to both Kate TP and Eimear TCR, prompt CF strategies were beneficial in promoting an accurate L2 in their classrooms prior to intervention. Such findings coincide with much of the research conducted in this area, which illustrates that prompt CF strategies are commonly presented as an appropriate approach to enhance a more accurate L2 among students. However, such strategies are rarely availed of by many immersion teachers (Ammar &

Spada, 2006; Ellis, 2008; Lyster & Ranta, 1997; Lyster, 2002, 2004), as witnessed in the current study. Extant research suggests, however, that prompt strategies create an element of disturbance to class flow, thus teachers are often reluctant to use such CF strategies when engaging in error-correction in the classroom (Long, 2007; Lyster, 2007). Interestingly, one teacher's response supported such literature as Eimear TCR claimed that providing prompting strategies might often be a 'tiring' endeavour.

It is important to further document at this point that close analysis of transcripts highlighted to the researcher that both teachers who availed of prompt CF strategies prior to the intervention had more immersion teaching experience than the other teacher participants. For example, Kate TP had originally completed an undergraduate course and a postgraduate course in a similar field prior to beginning her postgraduate Bachelor of Education degree. Additionally, Eimear TCR had a surplus of twenty years teaching experience in various Irish immersion school settings, which was superior to the other teacher participants' experiences. Such analysis of data findings causes the researcher to suggest that perhaps the use of prompt CF strategies, prior to the intervention, was due to the teachers' rich experience and confidence in teaching Irish and teaching other subjects through Irish. Perhaps given more experience and professional development, the other participating teachers may have engaged in more prompt CF strategies to correct students' inaccuracies prior to the research investigation. This finding coincides with published literature in the field (Brown, 2016; Loewen & Sato, 2018) that suggest more experienced teachers are more likely/willing to engage in more form-focused instructional approaches.

Based on qualitative data presented in this section, it appears warranted to suggest that participants themselves perceived that linguistic inaccuracies were addressed haphazardly in their immersion classrooms prior to the current study. What is more is the fact that trajectories in the database appear to present a trend suggesting that enhancing immersion students' linguistic fluency took precedence over enhancing linguistic accuracy, which appeared obvious from teachers' reliance on unobtrusive recast CF strategies, which concurs with published research in the domain (Ammar & Spada, 2006; Lyster et al., 2013). This finding may present a suggestive justification for the use of *Gaeilge líofa ach lofa* (Walsh, 2007) among Irish immersion students. All things considered, what is compelling about the findings presented in this section is that there were little indications or reports of CF being used in accordance with current or developing linguistic capacities of students. It could be concluded that there was little differentiation in scaffolding students' L2 grammar learning, prior to the study. Most teachers appeared to adopt an ad hoc, unsystematic approach to CF in all participating classrooms, which did not consider the individual linguistic needs and

abilities of students. Guided by the sociocultural framework of the current study, however, the researcher understands CF as a practice of joint participation and interactions between a student and the teacher and between the student and their peers. From this standpoint, the researcher was intrigued to discover the role the participating students played in mediating their own linguistic inaccuracies and that of their peers prior to implementation. The researcher will now explore this concept within the next sub-theme, ‘The Absence of a Collaborative Approach’.

4.2.2. Theme 1B - The Absence of a Collaborative Approach. From the outset, students explained that they rarely availed of their L2 as a tool to mediate their own linguistic developments or that of their peers, prior to the intervention. The following student excerpts from focus group interviews illustrate this finding clearly:

S1 Pat TP	<i>Roimh an Nollaig, bhí an múinteoir an t-aon duine a bhí ag ceartú muid.</i>	Before Christmas, the teacher was the only person who would correct us.
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S2 Joe TR	<i>Roimhe seo bhí gach duine mar “O sure bheidh an múinteoir in ann rá leis”.</i>	Before this, everyone was like, “Oh sure the teacher will be able to correct them”.
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These perspectives were further supported by teacher participants during their interview sessions, as Mary TR stated:

Mary TR	<i>... ag an tús mise a bhí ag déanamh an ceartú uilig.</i>	... at the start, I was doing all of the correcting.
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Moreover, self-correction and/or peer-correction practices were not noted in the researcher’s Observational Diary during observational routines conducted within the first week of the intervention, in any of the eight experimental group classrooms. Such triangulation of findings from the various qualitative sources imply the impression that prior to the current study, self-correction and peer-correction were uncommon occurrences among students in most classrooms explored, which further strengthens international research findings revealed by Sato and Lyster (2012) and Philp, Walter, and Basturkmen (2010) and national findings presented by Ó Duibhir (2009, 2018). Given such findings and guided by the sociocultural framework of the study, it could be argued that participating students were generally other-regulated (Lantolf et al., 2015) before the implementation of the intervention, as they relied solely on their class teacher to notice and correct their linguistic inaccuracies. This finding is supported by international literature (e.g. Mendez and Cruz, 2012) that suggests immersion students have a tendency to often assume that the responsibility of error-

correction lies exclusively with the class teacher. Such a form of reliance on the class teacher may further indicate low levels of learner autonomy among the participating students in the current study prior to the intervention. Such initial data retrieved from participants were critical in evaluating students' L2 grammar learning developments throughout the intervention.

During focus group interviews, the researcher probed deeper and asked the students why they did not self-correct or peer-correct, prior to this intervention. The following quote by S1⁸ Joe TR provided a window to the responses of the majority of participants.

<p>S1 Joe TR <i>Ahhh, tá sé rud nua, ní riamh cheartaigh muid dá chéile mar ní raibh fhios againn... roimh a rinne muid é seo, má bhí focal baininsneach ann ní raibh an-chuid daoine ag cur h mar ní raibh fhios acu.</i></p>	<p>Ahhh, it's a new thing, we never corrected each other before because we didn't know how to ... before we did this [current study] if there was a feminine noun a lot of people wouldn't put a <i>h</i> in because they didn't know.</p>
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S1 Joe TR maintained that both he and his classmates did not engage in peer-correction or self-correction prior to the current study for two distinct reasons. Firstly, he claimed that he and his peers did not understand how to engage in such a practice. Secondly, he asserted that neither he nor the other students had any prior knowledge of noun gender, thus, they felt that they could not differentiate between correct linguistic forms and incorrect linguistic forms, which mirrors student responses in Ó Duibhir's (2009) study. Quite simply, participating students in the current study did not know that a noun, in their L2, could be masculine or feminine and that the gender had implications for the lenition of words. These findings coincide with those of Philp et al. (2010), who assert that students are often reluctant to engage in peer-correction due to their lack of proficiency or linguistic abilities. In Vygotskian terms, students do not perceive themselves as 'knowledgeable others'. Therefore, they depend on that 'knowledgeable other' (i.e. the teacher). These findings hold implications for how teachers progress towards a release of responsibility, as expressed in the framework proposed by van de Pol et al. (2010), in order to develop students' linguistic capacities from a position of other-regulation to become more self-regulated. Furthermore, student participant information explored at this point provides insights, which strengthen Harley's (1993) criteria of linguistic forms that require explicit instruction. Such a lack of linguistic knowledge among students in relation to noun gender highlights the need for explicit instruction as these fifth-class students failed to implicitly "pick-up" (Ohta, 2005, p.

⁸ S1-S4 relates to students (male/female). The name marked after S1-S4 indicates their class group/teacher e.g. S1 Pat TP refers to Student 1 (female) in Pat TP's class.

514) the linguistic rules associated with the feature prior to the intervention, despite a minimum of six years Irish immersion education.

Despite such student perception data, teacher viewpoints in relation to the lack of error-correction among students and the use of frequent inaccurate utterances appeared to diverge from student perspectives presented in this section, which is noteworthy. Such teacher perspectives will now be analysed.

4.2.3. Theme 1C - Teacher Participants' Beliefs in relation to Students' L2 Inaccuracies. It was interesting to document teachers' perspectives of students' linguistic inaccuracies and further, their beliefs of students' reluctance to engage in self-correction or peer-correction prior to the intervention. Joe TR began by explaining that immersion students, generally, appear to struggle with a number of regular or common linguistic forms:

Joe TR ... *bíonn go leor botúin* ...students, particularly those in Gaelscoileanna
coitianta ag páistí go háir- [Irish immersion settings], use a lot of regu-
rithe sna Gaelscoileanna lar/common [linguistic] inaccuracies.

In support of Joe TR's perspective, Eimear TCR explained to the researcher that even with basic, salient linguistic structures (i.e. possessive pronouns), students often failed to produce accurate target language output without the aid of corrective cues prior to the current study. This trend, emerging from the perspectives of teacher participants, appears to suggest that immersion students often failed to attend to common linguistic inaccuracies in their L2 output prior to the current study. Stemming from the perspectives expressed by teacher participants, it seems that students were unable to engage in any form of self-correction and relied on others to notice and, oftentimes, to correct their inaccuracies prior to the current study. Eimear TCR depicted such an occurrence:

Eimear TCR *Má chuireann tú ceist orthu, tá na rialacha ar eolas acu, tá go leor ar eolas acu, fiú rud chomh ginearálta chomh bunúsach le 'mo' agus an 'séimhiú' fós i rang a cúig caithfidh mé é sin a stopadh agus a rá leo. Ok má chuireann tú ceist orthu, "Céard a thagann tar éis mo?" deir siad séimhiú" ar an bpointe. Tá sé ar eolas acu.* If you question them, they know the rules, they know an awful lot, but even something as general and basic as 'mo' and a lenition, even still, in fifth-class, you know, I have to stop them and correct them. But if you stop them and ask them, "What comes after mo?" they will say "a lenition" immediately. They know the rule.

Based on her observational data, the researcher could concur with the perspectives shared by teacher participants as she often observed similar examples of such delays in the use of salient accurate linguistic forms among immersion students during the first week of the intervention. In Kate TP's classroom (Observation Diary: 12/01/2017), the researcher evidenced the following conversation:

S5 Kate TP *An bhfuil cead agam faigh uisce?* Have I permission to water get?

Kate TP *An bhfuil cead agat uisce....?* Have I permission to...?

S5 Kate TP *A fháil? An bhfuil cead agam uisce a fháil?* Get water? Have I permission to get water?

In the following excerpt, it appears that once the student was questioned, however, she could draw on linguistic knowledge to correct her inaccuracy. However, her attention had to be explicitly drawn to the inaccuracy first of all. This observed finding endorses the belief expressed by Eimear TCR above. Evidenced in the statements expressed above, it appears that students attained declarative knowledge in relation to basic linguistic structures, however, such knowledge had not yet been proceduralised (Anderson, 1983; Lyster, 2007). Interestingly, teachers maintained, that students failed to develop such knowledge for two primary reasons: communicative pressure and linguistic complacency. To focus on the former justification, teacher participants appeared to concur with VanPatten (2014) in so far as they reported that, oftentimes, their students appeared to experience an element of communicative pressure in interacting through their L2. This viewpoint was concisely articulated by Eimear TCR:

Eimear TCR *Ceapaim nach stopann siad le smaoinreamh ... just deifir b'fhéidir le rud éigin a rá.* I don't think they stop to think ... maybe it's just that they are in a rush to say something.

This rush or motivation to engage in immediate communication, which is positive in many respects, may have another outcome. Due to such impulsive action or reaction, limited time may have prevented the student from mediating their own, previously internalised, cognitive knowledge. It could be understood that the consequence of such motivation to speak and communicate their thoughts in the L2 may have caused students to make unnecessary, basic grammatical inaccuracies in their language output. Evidence provided at this point appears to correspond with VanPatten's (1990) standpoint, as participating students illustrated a finite working capacity which during communication, competed between noticing, form/accuracy and meaning prior to the intervention. In this case, participating students

prioritised meaning/communication over accuracy, causing linguistic forms to be ignored, provided communication was not impacted. The researcher therefore suggests that perhaps, if students were provided with more time and space to reflect on their linguistic utterance, fewer grammatical inaccuracies may emerge in the social arena of the immersion classroom. In keeping with such a finding, it is important to note, that communicative pressure is a commonly documented limitation of immersion settings (e.g. Day & Shapson, 1996; Ó Duibhir, 2018), which is interesting to report in the current study and may require further attention.

Upon inspection of the second justification for the use of incorrect grammatical structures, teachers noted that students were often linguistically complacent or, as they stated, “lazy”, in using their L2, as expressed by both Anna and Eimear:

Anna TCR	<i>... Ach go minic bhí fhios acu féin é ach bhí siad leisciúil faoi.</i>	... But very often they knew it themselves [correct linguistic form] but they were lazy about using it.
Eimear TCR	<i>B'fhéidir gur leisciúlacht cuid dó ach go minic déantar botúin atá ar eolas acu agus nuair a stopann tú iad, bíonn sé ar eolas acu.</i>	Maybe part of the reason was laziness because often they make mistakes [linguistic forms] that they already know and when you stop them, they know it.

Teachers maintained that students were often complacent or “lazy” with their language output and sometimes, showed little concern for producing grammatically accurate language forms, even with the simplest of grammatical structures, which they had understood and had previously internalised. It is noteworthy that the analysis of student transcripts mirrored this argument, which is represented in the excerpts presented below:

S1 Joe TR	<i>... Ach ta a lán daoine leisciúil agus ní bhaineann siad úsáid as [teanga chruinn].</i>	... But there are a lot of people and they are just lazy about it and they don't use it [correct Irish].
S1 Pat TP	<i>Uaireanta nuair atá tú taobh amuigh, like as den rang like, ní úsáideann tú an Ghaeilge is fearr a bhfuil agat mar just níl tú sa seomra ranga agus ní cheapann tú go gcaithfidh tú, like níl sé chomh important a cheapann tú.</i>	Sometimes when you're outside, like out of the classroom, you don't use your best Irish that you have because you're just not in the classroom, and like, you don't think it's as important you use it there.

It seems that students frequently failed to understand the need to use grammatically accurate Irish beyond the classroom context. It appears that language meaning and understanding were the main, and possibly the sole, priorities of students in relation to their L2 out-

put, prior to the current intervention. This finding aligns with research that suggests that students tend to process semantically and that, if they can grasp meaning without needing to process all linguistic features, they will (Loewen & Sato, 2018, p. 291). Based on the definition of language awareness presented in Chapter Two by the Primary Language Curriculum (NCCA, 2015), such findings illustrate low levels of language awareness among students, as they did not appreciate or understand the relevance of utilising accurate grammar structures in their everyday L2. Such linguistic complacency raises significant concerns and searching questions in relation to students' L2 accuracy development in the sociocultural context of immersion settings. These perspectives appear to align with longstanding international findings (Day and Shapson, 1996, p. 95), which suggest immersion students, "... have no strong social incentive to develop further toward native-speaker norms because of their success in communicating with one another and teacher", which is further supported by Ó Duibhir (2018) in the Irish context. Based on findings presented in this section, it appears that this study agrees that immersion students, in the context of the current study, utilised '*Gaeilge líofa ach lofa*' (Walsh, 2007) to converse.

Furthermore, the researcher suggests a third rationale for the regular use of inaccurate language forms among students prior to the intervention. Based on teachers' prior practices, the researcher posits that the non-correction of students' linguistic inaccuracies in any systematic manner within their sociocultural environment may have caused students to internalise incorrect linguistic forms which they encounter within their social or interpsychological plane. This, in turn, may have hindered the students from internalising accurate language forms within their intra-psychological plane, causing students to make common linguistic inaccuracies in their language output. In other words, as teachers were not engaging in regular error-correction, incorrect grammar use was being reinforced and was becoming habitual for the students. This finding interlinks with literature presented by Hammerly (1989), which highlights that, after a prolonged period of time without feedback on incorrect utterances, an interlanguage may stabilise in the students' long-term memory, along with the non-native like features. At this point, students' language may fossilise (Ellis, 2015) which results in difficulty among students to unlearn such inaccurate L2 forms (Gass & Selinker, 2008). These findings support those of Ó Duibhir and Garland (2010), who maintain that routine use of incorrect language forms may become embedded and cause an element of permanency among students' interlanguage. Furthermore, the researcher suggests that, as a result of random CF use, students may have struggled to differentiate between accurate and inaccurate linguistic forms. In this light, findings presented in

this section appear to strengthen Ó Duibhir's (2018) stance that random and unsystematic CF may be "at best misleading and at worst detrimental to pupil learning" (p. 43).

4.2.4. Summary of Theme 1. In summary, pre-investigation analysis report that CF was utilised in a random and unsystematic manner, prior to the current intervention, which coincides with much-published research in this field (Allen, Swain, Harley, & Cummins, 1990; Chaudron, 1977). Furthermore, the impression emanating from the data seems to illustrate that teachers who did use CF, albeit in an ad hoc manner, seemed to over-rely on recast CF strategies as a method of CF to mediate their students' L2 grammar learning and development, while prompt CF strategies were minimally utilised which compliments other studies in the field (e.g. Lyster, 2004; Llinares & Lyster, 2014). Additionally, in line with the sociocultural framework of the study, it appears from the data analysis that students rarely, if ever, availed of their L2 as a tool to mediate their own language learning (i.e. self-correction) or that of their peers (i.e. peer-correction), which accords with Sato and Lyster (2012) and Philp et al. (2010). Moreover, teachers themselves felt that communicative pressure and linguistic complacency lay at the root of the majority of student linguistic inaccuracies, prior to the study, which was further supported by the perspectives of participating students. Generally, students had low levels of language awareness and learner autonomy in relation to error-correction practices prior to the intervention, as they failed to notice or attend to any form of linguistic inaccuracy. Finally, it was mentioned by one teacher participant that his school embraced a whole school approach to CF, which was documented in their school policy for Irish.

Pat TP	<i>Tá Polasaithe a bhaineann le féin-cheartú den chuid is mó ... Is rud neamh-fhoirmiúil ach just deis a thabhairt do na páistí iad féin a cheartú.</i>	We have a Policy that reinforces self-correction, mainly ... It is an informal practice but just to give the children a chance to correct themselves really.
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This lack of reference made to policy on correction among most participating schools may indicate a level of uncertainty felt by teachers in relation to error-correction in the social contexts of immersion settings. Moreover, there was little evidence of scaffolding students according to their individual linguistic needs based on findings constructed from participants. It could be stated, based on teacher and student perspectives shared in the current section, that prior to the intervention, the social learning environment of the immersion classroom, which is considered the source of cognitive development from a sociocultural perspective, may not have been maximised in terms of students' L2 grammar learning and thus development. Based on such shared perspectives, the researcher would like to con-

clude at minimum, from her sociocultural standpoint that, if students are to acquire an accurate L2, it is essential that accurate L2 forms be utilised within the social context of the classroom. Anchored by findings presented within this theme, it seems that adopting and establishing a systematic CF approach, within a sociocultural framework, constituted a major pedagogical challenge for most participating teachers. Therefore, evidence provided in this section suggests the current intervention was warranted, to provide teachers with PD, in an attempt to further inform their knowledge base in relation to CF and more importantly, in order to support the Irish grammatical accuracy of the primary stakeholders, the fifth-class immersion students. Pre-intervention findings discussed in this section provided a baseline, or rather a starting point, to the further data collection which enabled the researcher to generate rich, in-depth analysis of the changes that occurred in the perspectives of the participants in response to the research questions. The next section analyses participants' perspectives of the impact of systematic CF on the immersion students L2 development.

4.3 Theme 2 - Participants' Perspectives on Second Language Developments

In Vygotsky's own words, "... we need to concentrate not on the product of development but on the very process by which higher forms are established" (Vygotsky, 1978, p. 64). Therefore, in terms of L2 development, qualitative data, which emerged directly from the participants in the immersion classrooms, was absolutely critical in informing the primary research questions. It was interesting to note that the impressions generating from the observational data overtly claimed that during the intervention, students indicated clear signs of L2 development through their social interactions in their classroom environments. These trends in the data may highlight the support offered by the systematic use of CF in developing immersion students' overall L2 and not just on the specific target skill which was the focus of this intervention. These observational data were triangulated, during the rigorous data analysis process, with perspectives shared by students during focus group interviews and with perspectives shared by the participating teachers during their interview sessions. These data will now be identified, discussed, and analysed under the following five subsections:

- A Position of Self-Regulation,
- A Position of Object-Regulation,
- Increased Learner Autonomy,
- Increased Language Awareness,
- Participants' Attitudes and Beliefs of the Overall L2 Development.

The researcher will begin by exploring the first sub-theme, 'A Position of Self-Regulation'.

4.3.1. Theme 2A - A Position of Self-Regulation. Guided by the sociocultural framework adopted by the current study, analysis of student and teacher interactions, within the social context of the immersion classroom, illustrated developments in students' grammatical competencies from the pre-intervention stage. The most obvious linguistic development to emerge was the students' increased ability to utilise their L2 as a tool to mediate their own language learning and that of their peers throughout the intervention. It is important to recall that the participating students reported that they did not self-correct or engage in peer-correction prior to the intervention (see Section 4.2). Students claimed that it was too difficult, or, in Vygotsky's terms, it was beyond the scope of the students' ZPD to participate in such practices prior to the current study.

In considering such pre-intervention findings as the departure point of the data collection process in the current study, the researcher posits that clear evidence of students' language development presented continuously throughout the intervention. The researcher initially reported linguistic developments among students in each of the CF treatment groups during observational routines (Observation Diary, 23/01/2016 onwards). During such encounters, the researcher noted that, as students' language capacities began to increase, they required less explicit mediational support to correct their linguistic inaccuracies of noun gender. The reduction of scaffolded support from the use of explicit to more implicit CF strategies was observed among students in all CF treatment groups over the course of the intervention. Observational data highlighting such linguistic developments was further strengthened by all teacher participants in the CF treatment groups during interview sessions. Statements retrieved from Anna TCR and Eimear TCR depicted common responses of all teacher participants in the CF treatment groups.

Anna TCR	<i>Na páistí ar leibhéal a dó, bhíodh orm i bhfad níos mó leideanna a thabhairt dóibh ag an tús agus fiú uaireanta an freagra ceart a thabhairt dóibh go mór ag an tús ach d'athraigh sé sin agus muid ag dul ar aghaidh ... níl mórán freagraí á dtabhairt agam a thuilleadh.</i>	The children at level two, I would have had to give them a lot more prompts or even give them the answer at the start, but this changed as the intervention progressed ... I don't give them that many answers anymore.
Eimear TCR	<i>Ceapaim go bhfuil níos lú leide ag teastáil uathu mar tuigean siad céard atá i gceist anois.</i>	I think they need a lot less prompting now because they understand what it [noun gender] means

It appears evident from these excerpts that student participants in the CF treatment groups began developing to attain a more self-regulated position in relation to noun gender and their overall error-correction practices. Upon triangulation of data, similar sentiments appeared to manifest among student participants in the CF treatment groups during focus group interviews. Trends in the qualitative data appear to suggest that students themselves perceived that they needed much less scaffolding to correct their grammatical inaccuracies. This was clearly depicted by students in Kate TP's classroom during focus group interviews:

S1 Kate TP	<i>Agus an rud céanna leis nuair atá tú ag iarraidh dul go dtí an leithreas, just caithfidh tú, dúirt tú, "An bhfuil cead agam dul go dtí an leitrís?" Dúirt an múinteoir, "Cad?"</i>	And the same thing, say you needed to go to the bathroom; you just have to say, like... say you said, "Can I go to the bathroom?" [Inaccurate], the teacher will just say "What?"
S2 Kate TP	<i>Ya like beidh sí like "Céard a bhfuil sin?"</i>	Ya she'd be like, "What is that?"
S1 Kate TP	<i>Agus bíonn gach duine like, "Níl se mar leitrís tá se mar leithreas!"</i>	And everyone then would just be like, "It's not bathroom [inaccurate], it's bathroom! [accurate]"

According to the sociocultural framework, such a reduction in mediated support (i.e. less explicit and more implicit CF strategies), may indicate an element of language development, as proposed by much of the literature in the field of SLA (e.g. Aljaafreh & Lantolf, 1994; Lantolf, 2006; Lantolf et al., 2015). However, the continued need for mediated CF

scaffold, even though to a lesser degree, further indicated, to the researcher, that the students' interlanguage was still in the process of development. Stemming from these findings, one could concur with literature (Lantolf, 2006; Lantolf & Poehner, 2011) that the level of CF required by a student to correct a grammatical inaccuracy, may indicate his/her linguistic capacity, which, in itself, can be used as an assessment instrument, which is a significant finding.

As the intervention progressed, however, it appeared that some student participants in the CF treatment groups appeared to gain more profound control over their cognitive thinking when compared to some of their counterparts in their class. This was originally evidenced during observational routines as some students' reliance on 'other' and 'object' mediational sources completely faded over the six-week intervention. This research finding initially resonated in Anna TCR's classroom (Observational Diary: 17/01/2017) as one student began engaging in self-regulated error-correction practices, while the other students/classmates appeared to remain reliant on other or object mediational sources to correct or sometimes even notice their linguistic inaccuracies. The following excerpt, which was observed by the researcher in Anna TCR's classroom (Observation Diary, 26/01/2017), illustrates an example of the peer-correction, in relation to the concept of noun gender, which evolved over the course of the intervention:

S5 Anna TCR1	<i>An bheirt fear ...</i>	The two men [inaccurate]
S6 Anna TCR 2	<i>An bheirt <u>fh</u>ear?</i>	The two men? [accurate]

Trends in the data seem to indicate that students, who attained this 'independent' position, such as the student (S6) in Anna TCR's classroom, may have been classified as self-regulated in relation to noun gender, as he began generalising accurate noun gender linguistic forms in their routine communications, with no reliance on other or object mediational sources. In other words, it could be proposed that the linguistic abilities of certain participating students in the CF treatment groups became proceduralised in using noun gender. In turn, students who attained this position began engaging in routine self-regulated error-correction practices (self/peer-correction). Such practices are characteristic of stage three of Gallimore and Tharp's (1990) model of ZPD transition and level five of the CF continuum implemented in the current study, which confirms the standard of language development achieved by these students. Based on excerpts presented in this section, it appears that these 'self-regulated' students had not just merely internalised the

MKO commands and directives in relation to noun gender and irregular verb tenses, but rather they effectively took over the MKO's regulating/mediating role which is defined by researchers as a central aspect of self-regulation (Diaz, Neal, & Amaya-Williams, 1990), and critical to the sociocultural framework of the study. The researcher's initial claim of such self-regulated capacities emerging among certain student participants in the CF treatment groups was further supported by teacher participants in the CF treatment groups during interview sessions. This sentiment was clearly represented by Mary TR:

Mary TR ... *thosaigh siad ag féin-cheartú* ... they started self-correcting or cor-
 nó ag ceartú a chéile. recting each other.

These teacher participant responses were further endorsed by student participants' perspectives in the CF treatment groups during focus group interviews. A typical sample of a student response is articulated in the coming excerpt:

S1 Kate TP	<i>Uaireanta like, ní cheartaíonn muid just muid féin. Bíonn daoine sa rang agus ceartaíonn siad daoine eile chomh maith.</i>	Sometimes like, we don't just cor- rect ourselves. Some people in our class correct other people in our class too.
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Stemming from in-depth analysis of research findings from various sources, the researcher would like to conclude, at minimum, that some students attained a self-regulated position in relation to noun gender during the intervention. Such triangulated trends emerging from the database may illustrate the extent of the language development that emerged among certain student participants in the CF treatment groups, perhaps as a result of the systematic and scaffolded CF approach to error-correction that was implemented in their classrooms.

Upon deeper analysis of her observational diary, the researcher could claim that such self-regulated error-correction practices were reported in all CF treatment group classrooms, over the course of the intervention. A very small number of students began to mediate their own cognitive functioning and, in turn, that of their peers during the second week of the intervention (Observation Diary (e.g.): 17/01/2017, Anna TCR; 19/01/2017, Kate TP). Self-correction and peer-correction was evidenced in most CF treatment groups (five out of six classrooms) during week three of the intervention (Observation Dairy 23/01/2017 onwards). By the final week of the intervention, self-regulated error-correction practices were evidenced by the researcher in all six CF treatment groups. In analysing

each individual group or classroom, however, the researcher noted that students progressed to attain a position of self-regulation at various rates, which was a critical finding in understanding the overall SLA process of immersion students. Alternatively stated, the researcher posits that some students progressed towards a self-regulated position, in relation to noun gender, quicker than others, which illustrates the varying linguistic developmental rates of students. Such an observational finding materialised formerly in Anna TCR's classroom as one student began engaging in self-regulated error-correction practices prior to his classmates (Observation Diary: 17/01/2017). This observation was further supported by teacher participants. Mary TR, for example, stated that only certain students engaged in self-correction and peer-correction during the intervention, which was typical of all CF treatment teacher participant responses:

Mary TR *D'oibrigh sé do dhaoine faoi leith.* It worked for some people.

This sentiment was further reiterated by student participants in the CF treatment group classrooms, as they maintained that only certain students in their classroom could aid their peers' correction process. S2 in Joe TR's classroom depicted this finding clearly as he explained to the researcher that:

S2 Joe TR *Má fuair tú rud éigean mí-cheart, bheadh cúpla duine in ann oibriú leat agus á rá leat ...* If you got something wrong, a few people in the class would be able to help you and tell you ...

Anna TRC concurred with such perspectives, maintaining that only some of her 'high-ability' students' linguistic capacities developed to a self-regulated position.

Anna TCR *Braitheann sé ar an rang agus ar an bpáiste. Tá sé sin [féin ceartú] ar siúl ag cuid dóibh ach níl acu ar fad ... Na páistí ag ardchaighdeán a bhí an-mhaith ag déanamh é sin.* It depends on the class and on the student. Some students have started [self-correcting] but not all ... The high-ability students were very good at engaging in it [self-correction].

All teacher participants in the CF treatment group classrooms agreed with Anna TCR that only 'high-ability' students developed a self-regulated position in their language learning process, which is noteworthy. These findings suggest that each student attained varying ZPD locations for the same linguistic concept (noun gender), despite being exposed to the same contextual experiences. Interestingly, Vygotsky speaks of such variances in child de-

velopment, maintaining that the same set of contextual experiences may influence students' psychological developments in various ways (Lantolf & Poehner, 2011). Therefore, the disparity among students to reach a self-regulated position further aligns with the sociocultural framework of the study, which maintains that variability in linguistic progression among students is typical of SLA (Lantolf & Thorne, 2006), as van de Pol et al. (2010, p. 274) assert, "each student's building is different". Thus, based on the triangulation of the qualitative data sources, the researcher suggests that such variability, in language development, may hold implications for the choice of CF strategy deemed most appropriate to support a more accurate L2 development for individual students based on assessed strengths and needs. This theme will be discussed in the next section.

Based on observational data, the researcher agreed with the perspectives of teacher participants in the CF treatment groups that only some students attained a self-regulated position in relation to noun gender, perhaps as a result of the systematic CF approach which was adopted during the intervention. However, according to her classroom observations, the researcher suggests that self-regulated error-correction practices were not solely reserved for 'high-ability students' in general, as the teacher participants in the CF treatment groups had suggested, but more specifically, students who became highly proficient, in relation to the linguistic form of noun gender. In other words, the researcher maintains that during the intervention, she witnessed students becoming self-regulated in using specific linguistic forms and not in others, which may hold implications for future SLA research and general pedagogy. This finding initially manifested as the researcher observed that students who engaged in self-regulated error-correction practices in relation to noun gender, for example, did not always participate in a similar practice when other linguistic forms were concerned, or vice versa in some cases. Such discrepancy was originally witnessed in Anna TCR's classroom (Observation Diary, 17/01/2017) when the researcher evidenced S1 Anna TCR correcting a grammatical inaccuracy of his peer which was related to possessive pronouns, a linguistic concept that is considered more salient than that of noun gender in the Irish language. Although the student was presenting indications of achieving a position of self-regulation in relation to simpler grammatical structures (i.e. possessive pronouns), he failed to engage in similar self-regulated error-correction practices when linguistic inaccuracies associated with noun gender presented in the classroom. Such a finding illustrated to the researcher that the student had not fully progressed through the stages of his ZPD (Gallimore & Tharp, 1990) and had not yet internalised or automatised the linguistic rule of noun gender, which he may have done for the concept associated

with possessive pronouns. Thus, he could not engage in self-regulated activities in relation to the linguistic form of noun gender. A similar example was noted in Joe TR's classroom during a Maths lesson (Observation Diary, 24/01/2017). At the beginning of the lesson, a group of five students ignored or perhaps, failed to notice, a grammatical inaccuracy of a fellow student in relation to noun gender:

S5 Joe TR *Tá an cearnóg dearg ...* The square is red [inaccurate] ...

It was interesting to note that these students failed to notice such a linguistic error, despite the teacher explicitly drawing the students' attention to the gender of the noun '*cearnóg*' earlier in the lesson. Subsequently during the same Maths lesson, however, the same student used an inaccurate sentence structure which was completely unrelated to the linguistic concept of noun gender. With the scaffolded support of Joe TR, the class teacher, S6 Joe TR, a fellow student in his group, noticed the inaccuracy and corrected the sentence structure. The error-correction was as follows:

S5 Joe TR *Tá haon aghaidh aige.* It has one face [inaccurate].

Joe TR *Aghaidh amháin.* One face.

S6 Joe TR *Níl ach aghaidh amháin aige.* It only has one face [accurate].

Therefore, in brief, although S6 Joe TR failed to notice the linguistic inaccuracy associated with noun gender, he noticed the inaccurate sentence structure produced by his classmate and proceeded to engage in a self-regulated error-correction practice to remedy the inaccuracy for his classmate. The researcher suggests, based on such observational data, that perhaps S6 Joe TR had yet to internalise or perhaps proceduralise the concept of noun gender to a self-regulated position, and thus could not engage in self-regulated error-correction practices in relation to the linguistic form. However, the sentence structure above may have been previously acquired and proceduralised by S6 Joe TR to a self-regulated position, thus enabling him to engage in self-regulated error-correction practices in relation to the given sentence structure. It could be further argued that S6 Joe TR required more explicit scaffolding to reach a self-regulated position in relation to the non-salient noun gender forms, whereas he may have implicitly "picked up" (Foster & Ohta, 2005, p. 514) the less complex concept of sentence structures from his rich language environment, thus, enabling him to engage in self-regulated activities associated with such forms. Thus, S6 Joe

TR appeared self-regulated in relation to the specific sentence structure explored above but not in relation to noun gender specifically, highlighting the fact that students appear to become self-regulated in utilising specific linguistic forms one at a time.

Interestingly, as the intervention progressed and as students' linguistic abilities in relation to noun gender increased, similar observations were noted by the researcher in all CF treatment group classrooms. Although some students were often observed engaging in regular error-correction in relation to noun gender, and other less complex linguistic forms which they had previously internalised (e.g. possessive pronouns), they often ignored other, more complex, grammatical inaccuracies, which did not concern noun gender; for example, the Genitive Case. In other words, although students began noticing and correcting their linguistic errors of salient linguistic forms even without instruction to do so, they failed to correct or even notice more complicated forms of the L2. This may suggest that students had not yet internalised or 'picked-up' such, more complex, linguistic forms and, thus, had not reached a self-regulated position. Students may have required explicit instruction in relation to less salient linguistic forms to initiate the internalisation process of such linguistic forms. These findings concur with Ranta and Lyster (2018, p. 42), who assert that, although students pick up most of the language implicitly through their rich communicative classroom environment, other less salient, irregular and infrequent features (Harley, 1993), however, may require an element of FFI such as the CF approach utilised in the current investigation (Foster & Ohta, 2005; Ní Dhiorbháin & Ó Duibhir, 2017; Ranta & Lyster, 2018). Therefore, although some students could utilise their L2 as a tool to mediate their language learning or that of their peers in relation to noun gender or other salient linguistic forms, oftentimes, they required a higher level of mediational support (i.e. explicit CF) to engage in error-correction regarding other, more complex, linguistic forms. This finding enables the researcher to highlight that, although a continuum of progression from other-regulated to self-regulated was evident, the fluidity of the continuum manifested during the study, as a student could progress to a self-regulated position or "backslide" (Lantolf & Thorne, 2006, p. 282) from such a position, depending on the linguistic abilities of the students in relation to specific language forms. Both Eimear TRC and Mary TR's comments substantiated such observational claims:

Eimear TCR	<i>Bhí sé deacair iad a rangú, mar a dúirt mé, mar cuid den am bheadh páiste ag 3 agus b'fhéidir má bhíonn tú ag plé</i>	It has hard to place them at specific level on the scale because, as I said, sometimes a student would be at level 3, and maybe, depending on what
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<i>rud éigin iomlán difriúil bheadh siad ag 4 so bhí sé sin cineál deacair.</i>	you were doing in the class, they might have been at level 4, so that was kind of hard.
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Mary TR <i>Bhí sé deacair na páistí a chur ar scála i seachtain amháin mar in aon seachtain amháin d'fhéadfadh siad a bheith ar 3 nó 4 nó 2 fiú.</i>	It was hard to place the students at one level because in any one week, a student could be at 3 or 4 or even 2.
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It seems that, if a new linguistic concept, which the student had not previously internalised, was introduced, then the student would regress along the continuum, requiring more explicit CF strategies to scaffold their error-correction process and L2 development. This mirrors Lantolf et al. (2015), who assert that self-regulation is not a “stable” position and the student may need to “re-access” previous earlier stages of development when challenging or new concepts arise (p. 4). In this regard, these findings confirm the ‘recursive loop’ or stage four of the ZPD model of transition (Gallimore & Tharp, 1990). The researcher emphasises, however, that, despite the level of recursion, the ultimate goal should always entail proceeding, through assisted CF performance in line with the students’ ZPD, to regain a self-regulated position.

Stemming from the participants’ perspectives and observational routines explored, it could be argued that the impression emanating from the data suggests that the systematic CF approach may have been appropriate in supporting the L2 grammatical development of the fifth-class immersion students as they progressed towards a more self-regulated position in relation to noun gender. Such a claim was reaffirmed as observational and interview data confirm and emphasise that self-correction and peer-correction were not witnessed, at any point, in comparison group classrooms, which was significant, despite an explicit-inductive approach to grammar instruction approach being implemented. Data findings appear to illustrate that student participants in the comparison group classrooms continued to rely predominantly on their class teacher, or other forms of mediational tools (i.e. dictionaries), to correct their linguistic inaccuracies throughout the intervention. Student participants in the comparison group classrooms were regularly observed, by the researcher, availing of inaccurate L2 forms, in relation to noun gender, throughout the six-week intervention, which was not the case in the CF treatment group classrooms. The following excerpt provides a window of such observed inaccuracies witnessed by the researcher (Observation Diary: 26/01/2017):

S5 Pádraig TC	<i>Rinne mé an céim sin.</i>	I did that step [inaccurate]
S6 Pádraig TC	<i>Ní rinne mé mar sin é.</i>	I didn't do it [inaccurate] like that.

Both S5 and S6 in Pádraig TC's classroom used grammatical inaccuracies, in relation to noun gender and irregular verb use, in their language output. However, neither student noticed nor corrected such inaccuracies, as they both continued with normal conversation. Thus, the database implies that unlike some of their counterparts in the CF treatment group classrooms, student participants in the comparison group classrooms failed to reach a self-regulated position in relation to the noun gender rule or even other linguistic forms, during the intervention. This observed unsystematic error-correction practice and consistent inaccuracies in students' L2 output in comparison group classrooms was further supported by comparison group students as they themselves perceived a grammatical weakness in their own use of grammatically accurate forms and their lack of error-correction practices. S3 Pádraig TC, for example, illustrated a lack of self-regulated capacities among student participants in the comparison groups:

S3 Pádraig TC	<i>Má deir mé iad, deir mé iad just ní cheartaím iad like.</i>	If I'm going to say it, I just say it, I don't correct it like.
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In fact, the linguistic capacities of many student participants in the comparison groups remained completely other-regulated for the duration of the intervention, as S2 Rachel asserted the following sentiment to the researcher at the end of the intervention:

S2 Rachel TC	<i>Cearthaíonn an múinteoir mé.</i>	The teacher corrects me.
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These data trends may indicate that the linguistic capacities of the student participants in the comparison group classrooms did not develop to the same extent as the capacities of the student participants in the CF treatment groups. Although self-regulated error-correction practices and a systematic CF approach were absent from comparison group classrooms, the researcher noted that, during focus group interviews, student participants in the comparison group classrooms appeared to understand the importance of error-correction, which is clearly illustrated by S1 Rachel TC:

S1 Rachel TC	<i>Is rud a dhéanann gach duine sa saol déanann gach duine botúin agus caithfidh tú iad a cheartú.</i>	It's something that everyone does in life, everyone makes mistakes and you then just have to correct them.
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A similar response was elicited from students in the second comparison group classroom, as S4 Pádraig TC stated that she often notices grammatical inaccuracies in her L2 output but she generally neglects to explicitly correct them. She appeared conscious, however, that without regularly explicitly correcting her linguistic inaccuracies, she might not learn from her linguistic inaccuracies:

S4 Pádraig TC	<i>Uaireanta deir mé 'Oh ya dúirt mé é sin mí-cheart' i mo cheann ... níl tú chun foghlaim ó má tá tú ag rá leat i do cheann féin.</i>	Sometimes I say, 'Oh ya, I said that wrong' in my head ... but you're not going to learn from the error if you're only saying it in your own head.
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What is also significant is the fact that in addition to student participants in the comparison group classrooms failing to notice linguistic errors in relation to noun gender and other salient linguistic forms, so too did their teachers. It was regularly noted that teacher participants in the comparison group classrooms oftentimes failed to attend to such linguistic inaccuracies during the intervention, thus ample learning opportunities were regularly lost in the sociocultural environment. The following excerpt was witnessed by the researcher during observational routines in Rachel TC's comparison group classroom (Observation Dairy: 26/01/2017):

S1 Rachel TC	<i>Ach ní rinneamar é sin.</i>	But we didn't do that [inaccurate verb use].
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Rachel TC	<i>Tuigim, ach leanfaimid ar aghaidh.</i>	I understand, but we will continue onwards.
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In this brief observed conversation, Rachel TC failed to attend to the student's linguistic inaccuracy associated with simple verb use. This may indicate the unsystematic and perhaps ad hoc CF approach adopted as 'normal' error-correction practices in the comparison group classrooms, and also highlights the implications of such an ad hoc approach may have on students' L2 development. In brief, the researcher maintains, based on the triangulation of data findings, that by ignoring linguistic inaccuracies, teacher participants in the

comparison group classrooms may have been discarding occasions to embrace a counter-balance approach between form-focused instruction and content-based instruction, which is suggested to be the most appropriate manner of instruction in immersion settings (Lyster, 2007, 2015; Ranta & Lyster, 2018). As a result, correct linguistic forms were not consistently availed of within the students' social environment, which, it could be argued, may have been leading to the fossilisation of incorrect linguistic forms among students (Ellis, 2015). This finding could perhaps provide a rationale as to why student participants in the comparison group classrooms failed to reach a self-regulated position in relation to noun gender or other linguistic forms. The overall impression generating from the database seems to strengthen the case for providing students with a systematic and scaffolded CF approach to support language development among immersion students. Findings presented in this section mirror and extend the work of Aljaafreh and Lantolf (1994) and Nassaji and Swain (2000) who also assert that scaffolding, provided within a student's ZPD, is more supportive of L2 development than that provided randomly, irrespective of the students' needs/development.

Furthermore, without straying too far afield, it seems relevant to highlight that Lantolf et al., (2015) posit that students' progress towards a self-regulated position, as evidenced in the current study, by engaging in an activity which is pitched slightly more challenging than their current developmental level. From this perspective, good instruction is considered to precede a student's current ability to ensure the awakening of mental functions. In other words, the instructional level must be beyond the students' current level of performance or, it must be beyond what they can self-regulate. It should be appreciated that participating teachers in all CF treatment groups, in the current study, established such learning contexts as they provided students with CF along a continuum of support, in keeping with their developing linguistic capacities, which according to data presented so far, positively supported students' L2 learning and thus development in relation to noun gender. In Vygotskian terms, teachers engaged in appropriate scaffolding to co-construct students' individual ZPD. The CF scaffold provided was slightly beyond the students' developmental level, which was at an instructional level, not an independent level. Such a scaffold, in turn, 'pushed' (Swain, 2000) students to progress through their next layer of learning in their ZPD, which supported and shaped their learning experience. Based on such findings, the researcher understands that the type of CF scaffold, provided by the teacher to the students, played an important role in the transition of students' linguistic knowledge, from a position of other-regulation, to becoming more self-regulated. In Vygotskian terms,

such an approach was aimed at students developing functions rather than students' developed functions (Vygotsky, 1978). A continuous assessment of the students' language needs by the MKO (i.e. the class teacher) was demanded, as was continuous assessment of learning, which emerged naturally in this sociocultural context. The MKO was required to gradually reduce the level of scaffold as the students' L2 learning increased. The continuum of CF and guidelines provided to the teacher during PD (See Appendix E) was reported to be invaluable by the teacher participants, as it heightened teacher awareness of the systematic approach to lead to this release. It is noteworthy that this lack of 'appropriate' or 'just enough' scaffolding for the students participants in the comparison groups by their MKO may explain the inability for such students to achieve a self-regulated position. The critical role of the class teacher will be further explored in the final theme.

All things considered, analysis of findings from different sources presented in this section confirms, at minimum, that L2 development was evidenced throughout this intervention in all CF treatment group classrooms. In brief, as students' level of internalisation increased in relation to noun gender, their capacity to regulate their own mental functions and thinking to produce more accurate L2 output was enhanced. Such a conclusion is supported, as a reduced reliance of mediation by others, or more knowledgeable others, i.e., class teacher, to engage in error-correction was observed by the researcher and further reported by both student and teacher participants in all CF treatment groups. This finding echoes claims by Aimin (2013), who suggests that regulation and internalisation are inseparable within the language development process, as one cannot develop or progress independently of the other. Some students indicated more profound signs of language development than others, as they advanced to attain a self-regulated position in relation to noun gender, which was illustrated by their ability to engage in consistent accurate use of language forms and by their ability to engage in self-regulated error-correction practices (i.e. self/peer-correction). These data appear to indicate the development of students' language capacities, as self/peer correction were unutilised practices among students prior to the intervention. Based on observational data, similar self-regulated practices remained absent in both comparison group classrooms for the duration of the intervention. Furthermore, self-regulated practices were not referred to during the teacher participant interviews or student participant focus group interviews among comparison group participants. This contrast may highlight the supportive role of the systematic use of CF in enhancing a students' L2 learning and development. Overall, the level of linguistic development evidenced among student participants in the CF treatment groups was confirmed by the theoretical underpin-

ning of the study, as the Vygotskian sociocultural theory considers the progression from other-regulated to self-regulated capacities as the shift of knowledge from the inter-psychological to the intra-psychological plane, where knowledge is then internalised and automatized; this is further supported by Gallimore and Tharp's (1990) model of ZPD transition. The researcher therefore concludes, tentatively, based on participants' perspectives presented in this section that CF may support the development of immersion students' L2 grammatical accuracy, specifically in relation to noun gender, when utilised in a systematic manner in accordance with the students' linguistic abilities. As explored in the current section, not all students progressed to achieve a self-regulated position in relation to noun gender. However, upon in-depth analysis of the entire database, trends appeared to emerge which suggest that some students progressed from a position of other-regulation to achieve a position of object-regulation in their L2 grammatical accuracy output, which further indicated linguistic developments perceived by the student participants in the CF treatment groups during the intervention. These findings, which will now be discussed, provide further evidence, highlighting the support offered by the systematic use of CF in developing an immersion student's L2 grammatical accuracy.

4.3.2. Theme 2B - A Position of Object-Regulation. The picture to emerge in this section is that, in addition to a reduction of CF scaffold, students who did not attain a self-regulated position in relation to noun gender illustrated other signs of language development, which are crucial to report in the current investigation to inform future research and pedagogical practices.

During focus group interviews, all student participants, in CF treatment groups, perceived that they progressed from a position of other-regulation to a position of object-regulation. Prior to the intervention, student participants explained that they relied exclusively on the class teacher to correct their grammatical inaccuracies (Section 4.2). However, the impression gleaned from student participants' views in the CF treatment groups appeared to illustrate that during the intervention, they started to avail of more independent mediational resources (i.e. dictionaries) to scaffold their L2 learning, rather than relying so extensively on 'other-mediational' sources, i.e. class teacher, which is a significant finding. This may suggest an element of overall L2 development as students appeared to shift from other-regulation to object-regulation (Lantolf et al., 2015), generally, in their language use. The following statements were retrieved from students as they responded to the researcher when she questioned them about what exactly facilitates their L2 learning and overall language accuracy.

S3 Joe TR	<i>An Foclóir.</i>	The dictionary.
S1 Joe TR	<i>An fhuinneog chomh maith, tá a lán focail uirthi.</i>	The window has a lot of words on it too.

S2 Mary TR supported Joe TR's student responses, explaining how she availed of a dictionary to scaffold her error-correction process:

S2 Mary TR	<i>Feiceann muid san fhoclóir muna mbeadh muid cinnte agus feicfidh mé le haghaidh an 'm' nó an 'f'.</i>	<i>We look in the dictionary if we're not sure and we look for the 'm' or the 'f'.</i>
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S2 Mary TR's stated that she regularly availed of her dictionary as a tool to distinguish the gender of a noun rather than asking the class teacher, which perhaps she might have done prior to this intervention. This claim was further strengthened by researcher observations from the second week of the intervention onwards (Observation Diary 19/01/2017 onwards). Such object-regulated practices were encouraged by the participating teachers in all CF treatment groups, continuously throughout the immersion school day, which did not appear to be the case in the comparison group classrooms. The following excerpt is taken directly from the researcher's Observation Diary (07/02/2017) which highlights the teacher's efforts to enhance object-regulation among the students during an S.P.H.E. lesson:

S5 Pat TP	<i>An bhfuil liathróid fir/bain?</i>	Is 'ball' masculine or feminine?
Pat TP	<i>Déan seic san fhoclóir.</i>	Check in the dictionary.

Interestingly, however, the researcher reported, based on her own observations, that all student participants in CF treatment groups required explicit instruction in utilising dictionaries prior to becoming more object-regulated, which again highlights the need for explicit instruction of particular linguistic skills. Despite seven years of immersion education, all student participants, CF treatment groups and comparison group classrooms alike, explained to the researcher that, prior to the intervention, they did not understand that a dictionary could indicate the gender of any given noun. S2's response, in Joe TR's classroom, clearly depicted this finding:

S2 Joe TR	<i>Ní raibh fhios agam faoin foclóir bhí tú in ann féachaint má raibh sé fir nó bain go dtí go rinne muid an é seo agus bhí sé an- mhaith.</i>	I didn't know that a dictionary could tell you if a noun was femi- nine or masculine until we did this and it's really good [now that we know it].
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In order for such an object or 'artefact' (Ellis, 2015) mediational source to be a beneficial tool to scaffold students' L2 learning process, it is essential that students understand how to use such tools, which, oftentimes, one may take for granted. Moreover, both teachers and students alike maintained that the use of English terminology in Irish dictionaries marked "m" (masculine) and "f" (feminine) initially confused students, as they were used to seeing "f" for *firinsneach* and "b" for *baininsneach*. S2 Padraig TC clearly depicted such a student sentiment, which was further supported by Kate TP, a teacher participant:

S2 Pádraig TC	<i>Faighim píosa beag measctha suas mar féachaim an m agus an f mar cheapaim go bhfuil an f firinsneach ach níl se tá sé feminine.</i>	I get a little bit mixed up because when I see the 'm' and the 'f' I automatically think its f for fi- rinsneach but it's not, it's f for feminine.
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Anna TCR	<i>San fhoclóir Gaeilge, bhí na páistí an-mheasctha suas faoin bhfoclóir le f agus m ... D'éirigh leo an-mheasctha suas leis an téarmaíocht.</i>	In relation to dictionaries, children were very confused in relation to the meaning of the terminology of 'f' and 'm'.
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A similar sentiment was expressed in Kate TP's classroom during observational routines (Observation Diary: 19/01/2017), as Kate TP stated, to her class:

Kate TP	<i>Ba chóir go mbeadh an téarmaíocht san fhoclóir ag tacú leis an riail-ghramadaí.</i>	The terminology in the dictionary should be similar/support the grammatical rule.
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The researcher then observed the teacher placing indicators of 'F' and 'M' on the white board in order to scaffold the students' use of their Irish dictionaries. Therefore, based on the triangulation of qualitative findings, the researcher would like to conclude, at minimum, that in order for students to progress from a being completely other-regulated to reach a more object-regulated position in their L2 development, students required input on

how to utilise such object mediators (i.e. dictionaries). This perspective expressed by student and teacher participants and further observed by the researcher in the current study, is critical in informing future SLA teaching and learning processes.

Such a shift in regulation from other to object-regulation may be considered a cognitive development of the student as their linguistic internalisation begins relocating to their intra-psychological plane from their inter-psychological plane. Concluding from these findings, the researcher expands upon the conceptual framework of scaffolding proposed by van de Pol et al. (2010) (Chapter Two) to include factors of object mediation. She concludes that, as the teacher “transfers responsibility” to the students, he/she reduces the level of ‘other’ mediational scaffold provided to the student while the level of support provided through object mediational sources (Ellis, 2015) increases. Van de Pol et al. (2010) appear to neglect the role of object or ‘artefact’ (Ellis, 2015) mediation in their framework, which emerged, in the current study, as paramount to the overall L2 learning process.

It is important to document at this point, that such progression from other-regulation to more autonomous object-regulation was witnessed by the researcher among some student participants in the comparison group classrooms. This small number of students began availing of dictionaries, posters, and other environmental tools to aid them in completing class activities in relation to noun gender. Interestingly, such practices were only carried out within the specific Irish language lesson, rather than permeating all aspects of the students’ immersion school day, as was the case in all CF treatment groups. Object-regulated practices were initially observed by the researcher (Observation Diary: 26/01/2017) in Pádraig TC’s classroom as a small number of students utilised their dictionaries to complete tasks during their Irish lesson. Interestingly, students failed to use such object-regulation to scaffold their language use in the subsequent Maths lesson that morning, which is a critical finding in itself. During the Maths lesson, it appeared to the researcher that the students in the comparison group classroom reverted to being other-regulated as they relied, predominantly, on their class teacher (Pádraig TC) to notice and correct their grammatical inaccuracies. Thus, such object-regulated practices experienced by the student participants in the comparison group classrooms appeared specific to their Irish language class and did not permeate to other aspects of the immersion school day. Nevertheless, S3 and S4 in Pádraig TC’s classroom revealed the general transactions of the comparison group participants in using object-mediational resources to support their L2 development during their Irish lessons:

S3 Pádraig TC	<i>Bhí póstaer le gutaí suas so chabhraigh sé sin linn.</i>	There was a poster on the wall with vowels described on it so that helps us.
S4 Pádraig TC	<i>Nuair a d'fhéach muid suas ar an gCB ar suíomh an mhúinte-oir scríobh muid é síos inár leabhar agus ansin má chaill muid é bhí muid in ann é a oscailt [an dialann] agus é a fhoghlaim arís.</i>	When we looked up on the white board, the teacher would write it [the rule] on the board and we would take it down in our diaries. And then if we forgot it, we were able to open up our diary and just learn it again.

Interestingly, S4 in Pádraig TC's classroom explained that she used her reflective diary, utilised in the explicit-inductive approach to grammar instruction, to scaffold her learning of noun gender. Although such developments were observed to a greater degree among student participants in the CF treatment groups, these developments among student participants in comparison group classrooms may have evolved as a result of an increase of focus on form through the explicit-inductive approach to grammar instruction. While trends emerging from qualitative data suggest that student participants in comparison group classrooms illustrated slight indications of development in terms of their noun gender grammatical accuracy, the impression generating from data, gathered from the various qualitative sources, indicates that student participants in the CF treatment groups appeared to illustrate more profound L2 development in relation to noun gender during the six-week intervention. Based on such findings, the researcher would like to conclude, at minimum, that L2 learning may occur without the consistent use of CF, however, this study illustrates that the use of a systematic CF approach in accordance with the students' emerging capacities may further support L2 grammar development among immersion students.

Emerging from findings presented in this section, the researcher highlights that such data indicates that a student's L2 learning process develops from a position of other-regulated (rely extensively on others to notice and engage in error-correction) to a position of object-regulated (more independent use of mediational sources) before reaching a self-regulated position, which supports and extends research in the SLA field (Lantolf & Poehner, 2011; 2014). It could be suggested that such a shift illustrates students' internalisation level as they begin automatising new knowledge in a more independent manner within their intra-psychological plane. The picture evolving from teacher and student participants in the comparison group classrooms and the CF treatment group classrooms, ap-

pears to indicate that such a shift in regulation was experienced, to a greater degree, by student participants in CF treatment groups, which may indicate the support of the CF intervention in the L2 development of the CF treatment group student participants. Findings presented in this section, echo previous qualitative findings and further enable the researcher to provisionally respond to her first research question that CF strategies may be beneficial in supporting the development of immersion students' grammatical accuracy, in specific relation to noun gender, if utilised along a *continuum* in accordance with the students' linguistic needs. This shift towards learner autonomy is critical and is the focus of the next section of discussion.

4.3.3. Theme 2C - Learner Autonomy. The reduction of dependency on the class teacher further presented indications of increased learner autonomy among students as students engaged more independently in error-correction. Learner autonomy is a critical component in the language learning journey of any student, with Little (1991) maintaining that a large degree of learner autonomy "... characterises a fluent language learner" (p. 42). This claim is supported by literature, as according to Lantolf and Poehner (2011), the progressional pattern in students' linguistic development from other-regulation to self-regulation is what learner autonomy and learner agency "... is all about" (p. 17).

The database implies that as students' reliance on their class teacher to correct their linguistic inaccuracies decreased, students presented increased capacities to gain control over their higher-order cognitive functions. These findings reflect the working definition of the concept adopted for the current study, which explains learner autonomy as a student's ability to take control of their own learning process (Little, 1991). This finding was reiterated by students, who themselves voiced that they felt more autonomous in their own learning process as a result of the intervention, as evidenced in S1 Mary TR's statement below:

S1 Mary TR	<p>... tá mé in ann, tá fhios agam é ... I'm able to, I can say it in English. <i>i mBéarla. Like, "self-control",</i> Like, "self-control" we have that now <i>tá sé sin againn agus like tá</i> and like we can use it when we're <i>muid in ann é a úsáid inár</i> talking. <i>gcaint.</i></p>
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Such a statement aligns with most research on sociocultural theory (Ellis & Shintani, 2014; Lantolf et al., 2015; Thorne & Tasker, 2011) that an increase in learner autonomy may positively support a student's L2 learning process and subsequent language development. All

six teacher participants in the CF treatment groups appeared shared this perspective on learner autonomy, each claiming that students became more independent in their learning process and had begun to take responsibility for their linguistic inaccuracies. This finding is reinforced by Pat TP's statement:

Pat TP	<i>An difríocht is mó ná tugann sé deis do na páistí a bheith saghas freagrach as a gcuid ceartúcháin féin - sin an rud is mó a sheas amach domsa.</i>	The main difference I notice is that it gives the children an opportunity to become more responsible for their own error-corrections – that stood out the most for me.
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Pat TP reported that, as a result of the scaffolded systematic CF approach, students began to take responsibility in mediating their own linguistic inaccuracies rather than relying, extensively, on the class teacher. A similar finding manifested in all interview sessions with teacher participants in the CF treatment groups.

Interestingly, the researcher observed that the MKO (i.e. the class teacher) played a key role in promoting such learner autonomy among students. Throughout the intervention, MKOs shared the control of learning with the students as each teacher provided contingent assistance to the student, in keeping with their linguistic needs and developmental stage. Alternatively stated, the MKO provided continuous guided assistance to the students until the new knowledge became internalised and automatized, which concurs with research literature (Aljaafreh & Lantolf, 1994; Gallimore & Tharp, 1990; Nassaji & Swain, 2000). Such teacher practices were assisted by the continuum of CF and guidelines that teachers were provided with during PD sessions. In availing of this systematic and scaffolded CF approach, teachers were gradually transferring the level of control to the students, which mirrors the scaffolding framework proposed by van de Pol et al. (2010). Thus, one may postulate that a student's ability to become more autonomous in their learning relies on the teacher's teaching and ability to facilitate a transfer of responsibility by providing appropriate mediation to scaffold the students' emerging capacities, which is significant. Little (1991, p. 3) gives support to this argument, maintaining that, "... learners are unlikely to become autonomous without active encouragement from their teachers".

To further strengthen this finding, it is noteworthy that, despite the use of an explicit-inductive approach to grammar instruction in the comparison group classrooms, increased learner autonomy was not in evidence throughout the school day, which is a critical finding. As expressed previously in Section 4.4.1, despite the small number of students

who progressed to attain more object-regulation, most student participants in the comparison groups remained other-regulated throughout the current investigation as they remained predominantly reliant on their class teacher to correct their linguistic inaccuracies. The researcher suggests that as student participants in CF treatment groups engaged in consistent and systematic CF through the immersion day, these students were consistently encouraged to reflect on their linguistic forms and thus the linguistic forms of their peers (through peer-correction) which, as explored previously, the student participants in the comparison groups lacked. This finding leads the researcher to conclude, at minimum, that such an increase in learner autonomy may have emerged as a result of consistent reflection of language forms throughout the school day. These results align with Little (2007), as per Chapter Two, that students should be constitutently required to reflect on linguistic forms to increase learner autonomy.

Stemming from such findings, the researcher tentatively aligns with Ó Duibhir (2009), who concludes that increasing students' responsibility for improving their own quality of L2 output may be optimally fruitful in the overall SLA process. An increase in students' learner autonomy is considered a key component of language development (Little, 1991). Thus, findings presented in this section provide further evidence, based on the participants perspectives, that CF may be effective in supporting students' L2 development of grammatical accuracy, if used in a systematic manner in accordance with their linguistic abilities, which mirrors qualitative findings presented previously. To substantiate this claim, it was further observed, among CF treatment student participants, that as students' learner autonomy increased, they became more linguistically aware of grammatical forms and features, which was critical and links directly to the Noticing Hypothesis discussed in Chapter Two. An increase in students' language awareness is a pivotal underlying factor to the success of L2 teaching and learning according to extant research. Thus, current participants' perceived increase in students' language awareness during the intervention provides further support for the positive outcomes of the systematic use of CF in supporting immersion students' L2 grammatical accuracy. The next section discusses this.

4.3.4. Theme 2D - Language Awareness. Given the multitude of definitions that exist in relation to language awareness, the working definition for the study is adopted from the Primary Language Curriculum (NCCA, 2015, p. 108), which defines language awareness as, "... the development of children's understanding and awareness relating to the content structure and patterns of language/between language". Such a definition was

critical in identifying an increase in students' language awareness throughout the analysis process.

To begin, it was interesting to document that student participants themselves perceived that their language awareness increased as they gained a deeper understanding of the concept and linguistic rules of noun gender during the intervention. This was conveyed by student participants in all CF treatment groups during focus group interviews. S1 and S2 Anna TCR depict an example of such perceptions:

S1 Anna TCR *Tuigim gach rud anois (cén fáth? – leid) ó bheith ag éis-teacht ach nuair a thosaigh sé níor thuig mé.* I understand everything now (why? – prompt) from listening to everything. But when we started, I didn't understand it at all.

S2 Anna TCR *Bíonn tú ag labhairt an Ghaeilge níos mó níos fearr mar ní raibh mé ag cur séimhiú isteach ach anois tá mé.* You are using better Irish more often now because like before, I wasn't putting in lenition but now I am.

Such deficits in linguistic knowledge, prior to the intervention, highlight low language awareness, which was documented in all focus group interviews. Interestingly, it was repeatedly reported that students themselves believed that they became more aware of the importance of accurately placing lenition in their L2 output, which is evidenced in S1 Mary TR's statement:

S1 Mary TR *Roimh a rinne muid an cleachtais seo, bhí muid ag cur h isteach in 'múinteoir' agus rudaí mar sin ach anois táimid níos cúramái.* Before we started this intervention, we were putting 'h' in like 'múinteoir' and words like that, but now we are much more careful.

The rule and understanding of noun gender appeared to generalise across all formats of language. Kate TP's statement illustrated how she observed an increase in students' language awareness in their reading, for example:

<p>Kate TP <i>Tá sé feicthe agam sa léamh ... Roimhe seo ní léifidís foclóir agus litreacha séimhithe agus bheadh orm a rá leo, “Abair arís é tá séimhiú ann” ... Tá siad i bhfad níos cúramái ó thaobh an léamh de.</i></p>	<p>I have noticed it in their reading ... Before, they would never pronounce the lenition in words or letters and I would have to say to them, “Say that again, there’s a lenition there” ... They are much more careful when they are reading now.</p>
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Kate TP maintained that, as students internalised the linguistic rule, they became linguistically aware of the significance of the lenition. Thus, students began utilising accurate noun gender forms in their Irish reading, as well as in their L2 output. Eimear TCR advances Kate TP’s observations, as she indicated that students began recognising and highlighting grammatical features in their written Irish also:

<p>Eimear TCR <i>Thug mé faoi deara cúpla uair, bíonn litriú chuile oíche agus bíonn na focail sin le cur in abairtí acu agus anois is arís tagann cóipleabhar ar ais agus ag an taobh deir sé tá sé seo baininscneach nó firinscneach ... ní hamháin go bhfuil siad ag tabhairt faoi deara ach tá cuid dóibh á scríobh isteach na rialacha iad féin.</i></p>	<p>I noticed, on a few occasions, they have spellings every night and they usually have to put the spelling vocabulary into sentences. But now and again, a copy book comes back with ‘feminine’ or ‘masculine’ written at the side ... so not only are they noticing lenitions but they are also writing in the rules, on their own accord, in their copies.</p>
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Such an increase of language awareness among student participants in CF treatment group classrooms was further triangulated by observational routines. The researcher witnessed, in Kate TP’s classroom (Observation Diary: 19/01/2017), that as a result of students increased language awareness in relation to the concept of noun gender that students, in fact, noticed an error in the dictionary. During this observational visit, students were availing of their dictionaries to correct their homework from the night before. A group of students came across an inaccuracy in the dictionary as they realised that the noun, ‘*anlann*’ ‘soup’, was marked as a feminine noun. However, a group of students recalled from what they had learned previously that it was a masculine noun as you place a t- before the noun after ‘*an*’. This practice indicated the high level of language awareness, in relation to noun gender, in which the students had begun to acquire during the course of the intervention, as they were able to notice such an error. Furthermore, this observed instance of increased language awareness highlighted the confidence that students themselves perceived in their own linguistic knowledge as they felt capable in questioning the information provided by such a

foundational resource, the dictionary, in relation to noun gender.

Kate TP continued that, overall, students were availing of accurate L2 structures, more frequently, and were becoming more aware of their own linguistic inaccuracies and those of their peers.

Kate TP	<i>Tá siad ag éisteacht lena cheile níos cúramái ná mar a bhí, tá siad ag caint, tá a dteanga labhartha níos cúramái ná mar a bhí, tá siad ag smaoineamh faoi cad atá á rá acu, tá siad ag smaoineamh, “An bhfuil sé seo ceart?”.</i>	They are listening to each other more carefully than they would have before, they are much more careful with their spoken Irish than they were before, they are thinking about what they say before they say it, they’re thinking, “Is this accurate?”.
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It appears evident from Kate TP’s statement that students engaged in more analytical thinking in relation to their L2 output as a result of constant and systematic use of CF. Sippel and Jackson (2015) reveal similar findings, in their study, when they observed student participants engaging in deeper analytical conversations, in relation to linguistic forms, as a result of error-correction, which, they assert, illustrates increased linguistic awareness. Such a finding was further reported by Joe TR, who maintained that the use of systematic CF encouraged students to reflect on the grammatical accuracy of their utterances while further noticing the samples of the linguistic rule in class novels and other reading materials.

Joe TR	<i>Is dóigh gur chuir siad [CF] iad ag smaoineamh níos mó. Agus is dóigh gur chuir siad aithint ar an riail níos mó nó an t-alt níos minice san leamh-thuiscintí agus na húrscéalta.</i>	I think that they [CF] encouraged students to think more. I think they [students] recognised the rule pattern of noun gender more often in readings than they would have done before.
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Additionally, Kate TP maintained that the increase of students’ language awareness, not only positively affected their use of noun gender, but further influenced students’ general L2 analysis and output.

Kate TP	<i>Roimhe sin bhí siad just ag rá pé rud gur mhaith leo, ag déanamh Béarlachas, “That’s mises, sin mo’s” seachas “Is liomsa é” ... Bhí struchtúr Béarla acu ar an nGaeilge.</i>	Before this, they were just using whatever linguistic forms they liked, using Béarlachas, “That’s mise’s, sin mo’s” rather than using the correct form of, “Is liomsa é” ... they were putting an English structure on their Irish.
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To draw on literature explored in Chapter Two, Kate TP stated that students’ L1 prior knowledge (i.e. English language forms) often “negatively transferred” (VanPatten & William, 2014, p. 20) or impeded the students’ use of grammatically accurate L2 forms prior to the intervention. This resulted in much “*Béarlachas*” being used by students which may parallel Walsh’s (2007) idea of *Gaelscoilis*. Interestingly, such teacher perspectives were also reported by student focus groups, with S1 Pat TP informing the researcher that:

S1 Pat TP	<i>Uaireanta deir daoine “Dul mé go dtí an pictiúrlann” agus de ghnáth deir gach duine, “No, bhí sé - chuaigh tú go dtí an phictiúrlann”.</i>	Sometimes people would say “I go cinema” [incorrect form] and usually everyone would say, “No, it’s - you went to the cinema”.
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The use of such interlanguage (Selinker, 1972) was regularly noted by the researcher during the first two weeks of the intervention observation (Observation Diary 9/01/16–20/01/16). Sample conversations, which were observed in Pat TP’s classroom and Eimear TCR’s classroom, evidence such interlanguage use among students:

S1 Pat TP	<i>Bhí mé i Belfast.</i>	I was in Belfast [English]
Pat TP	<i>Cá raibh tú?</i>	Where were you?
S1 Pat TP	<i>Bhí mé i mBéal Feirste</i>	I was in Belfast [accurate].
S1 Eimear TCR	<i>Níor fall mé off nó?? aon rud.</i>	I didn’t fall off or anything.
Eimear TCR	<i>Níor??</i>	I didn’t??
S1 Eimear TCR	<i>Níor thit mé nó aon rud.</i>	I didn’t fall.

It is important to highlight, however, that according to the perspectives of both teachers

and students in CF treatment groups, the use of these interlanguage forms appeared to diminish as the intervention progressed and as the students became more linguistically aware of the importance of using accurate L2 forms, as expressed above. A reduction in the use of interlanguage was not observed in either of the two comparison group classrooms over the course of the intervention, as the researcher continued to witness uncorrected interlanguage forms being utilised in the classroom even during the final week of the intervention (16/02/2017). Despite the predominant focus of the current investigation on noun gender, the fact that students' interlanguage in the CF treatment groups diminished over the course of the intervention, illustrates the capacity of a systematic CF approach to increase a student's overall linguistic awareness, which is critical to the SLA process.

It was interesting to document that students themselves perceived an increase in their own language awareness during the intervention. Prior to the investigation, students explained to the researcher that they were often unaware of the extent of their grammatical inaccuracies, which mirrors findings presented by Ó Duibhir (2009). Such a finding initially resonated among student participants in Pat TP's classroom as one student (S1) explained:

S1 Pat TP	<i>Tá 'fhios againn anois nach raibh 'fhios againn a lán faoi é tá 'fhios againn anois cén cinn atá fir agus cén cinn atá bain agus na rialacha ar fad ar fhir agus bain.</i>	We know now that we didn't know a lot about it [noun gender] before this, but we know now what is feminine and what is masculine and the rules associated with both feminine and masculine [nouns].
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S1 clearly explains that prior to the study, both her and her classmates did not realise what they did not know in relation to noun gender. Post-intervention, however, the students in Pat TP's classroom felt that they understood what they previously did not know in relation to noun gender. A similar sentiment was expressed by students in Kate TP's CF treatment classroom. However, students in Kate TP's classroom spoke to their overall language awareness and language development rather than pinpointing the specific target form of noun gender, which was noteworthy:

S2 Kate TP *Like always cheap muid nuair a bhí muid i rang 4,3,2,1, like dá bhí ár nGaeilge like spot on ach* Like, we always though that our Irish was *spot on* when we were in 4th, 3rd, 2nd, 1st, but

S4 Kate TP *Omg sea!* Omg yeah!

S2 Kate TP *Ach ní bhí sé mar bhí muid ag rá cúpla rudaí mí-cheart.* But it wasn't because we were saying a few things incorrectly.

From the evidence provided within this excerpt, it appears that students in Kate TP's class began to notice a gap (Schmidt & Frota, 1986) in their linguistic output by reason of the systematic and scaffolded CF approach, which in turn, enabled them to alter their interlanguage. This finding may coincide with much research highlighted in Chapter Two, which posits that noticing discrepancies is the first step towards bridging the gap in students' interlanguage (Lyster, 2007; Schmidt, 1990; Schmidt & Frota, 1986). This resulted in the re-learning and re-internalisation of more accurate L2 structures among students. Such a finding substantiates previous theories in the field of SLA, particularly those of Schmidt and Frota (1986), who conclude that language learning is increased and fostered when students themselves observe a difference in their language output when compared to more proficient language speakers.

Concepts relating to increased language awareness, outside of the specific Irish language lesson, were not documented by any participant in either of the comparison group classrooms during focus groups interviews or teacher participant interviews, which is noteworthy. Furthermore, in a parallel fashion, the researcher observed a minimal increase in language awareness, among student participants in the comparison groups, outside of the Irish lessons, despite the use of an explicit-inductive approach to grammar instruction, which was a significant observation. Deriving from her observational routines, the researcher suggests that generally, low language awareness resonated in the comparison group classrooms. The following sentiment, which was noted in Rachel TC's classroom during a History lesson (Observation Diary: 31/01/2017), clearly depicts the unmethodical manner of the CF approach and the low language awareness of the students as they failed to attend to the inaccuracies:

S5 Rachel TC	<i>A mhúinteoir, ní fuair mé marcóir.</i>	Teacher, I didn't get a marker.
Rachel TC	<i>Seo duit, tóg mo cheann.</i>	There you go, take mine.
S6 Rachel TC	<i>Fuair mé é ceartú!</i>	I got it right [inaccurate]
Rachel TC	<i>OK. Maith thú!</i>	Ok. Well done!

Numerous linguistic inaccuracies were observed in these conversations between the teacher and the student in Rachel TC's comparison group classroom. The student appeared unaware that inaccuracies existed in her L2 output, while the teacher further refrained from attending to them. This brief window of classroom conversation, observed in a comparison group classroom, indicates, to the researcher, the low level of language awareness attained by students in the comparison group classroom. It further suggests to the researcher that perhaps such low levels of language awareness existed by virtue of the ad hoc manner adapted to error-correction in this classroom, causing difficulty for the students to distinguish between accurate and inaccurate linguistic forms.

In light of such findings, the researcher suggests that an explicit-inductive approach to grammar instruction may be marginally beneficial in enhancing a student's linguistic awareness during language lessons specifically. However, based on findings of the current study, the researcher argues that if utilised in a systematic and scaffolded manner, CF may be useful in supporting students' language awareness throughout the immersion school day. To a certain extent, CF may be useful in creating a counterbalance approach (Lyster, 2007), enabling students' attention to be continuously drawn to form and to content, which, in turn, may substantially enhance students' language awareness in all aspects of school life.

Evidently, it could be argued that such an increase in students' language awareness positively supported students' overall language development, which aligns with much literature that was discussed in Chapter Two i.e. Little (1991). Based on participants' responses it could be surmised that an increase in language awareness may have been due to the increased focus on form experienced by the student participants in the CF treatment groups through the systematic CF approach adopted throughout the school day, which was not experienced by participants in the comparison groups. Notwithstanding such rich data, implying linguistic developments among student participants in each of the CF treatment groups during the intervention, it is noteworthy that the main stakeholders, the students,

perceived an improvement in their own L2 accuracy during the intervention, which seemed to contribute positively to their overall linguistic confidence and thus their overall L2 development. S3 Pat TP and S4 Mary TR clearly depict a sample of such confidence experienced by all students in CF treatment group classrooms who participated in the focus group interviews:

- | | | |
|------------|--|---|
| S3 Pat TP | <i>Bhí sé nua ag ceartú a chéile – Ní raibh ár nGaeilge chomh maith seo leis na blianta!</i> | Correcting each other was new to us – Our Irish hasn't been this good in years! |
| S4 Mary TR | <i>Tá fhios againn go bhfuil muid in ann níos mó rudaí [a fháil] i gceart.</i> | We know now that we can get more things correct. |

Such confidence was not expressed by students in the comparison group. Much like the 'Matthew Effect' (Merton, 1968), this confidence resulted in greater L2 use and analysis on the part of these students in the CF treatment groups, the rich were getting richer, there was a domino effect from the focus on noun gender to other L2 skills, impacting positively on overall linguistic development. Such confidence was not expressed by students in the comparison group as students in both comparison group classrooms reported, during their focus group interviews, that the concept of noun gender was very difficult and confusing, a feeling which was not disclosed by any student in CF treatment groups:

- | | | |
|--------------|-------------------------|-------------------------|
| S2 Rachel TC | <i>Tá sé an-chasta.</i> | It is very complicated. |
|--------------|-------------------------|-------------------------|

Such stark differences expressed by student participants' perspectives in CF treatment groups and comparison group classrooms in respect to their own perceived linguistic confidence in relation to noun gender, again may highlight the support offered by the systematic use of CF in developing immersion students overall L2. Thus, the coming section will document the perspectives of teachers and students on the overall linguistic development experienced by students in CF treatment groups over the course of the intervention.

4.3.5. Theme 2E - Participants' Attitudes and Beliefs on Overall Linguistic Development. Extant research literature suggests that students' beliefs are considered to be closely, if not directly, related to students' learning behaviours (Borg, 2003; Grotjahn, 1991), which in turn, are proposed to impact students' learning outcomes (Mori, 1999). Student participants in the CF treatment groups asserted that their grammatical accuracy and general L2 proficiency improved during the intervention as a result of the systematic

error-correction approach adopted in their sociocultural settings, which is evidenced by S2 Joe TR's quote:

S2 Joe TR *Sílim tháinig feabhas iontach ar ár nGaeilge mar gheall ar gach rud a rinne muid thart faoin sé seachtaine.* I think that our Irish improved greatly because of everything we did over the last six weeks.

To begin, two student participants in the prompt CF treatment group, S1 and S2 in Pat TP's classroom, claimed that, as systematic error-correction permeated all parts of the school day, they believed that their L2 was developing continuously throughout the day, not just in Irish (L2) lessons.

S2 Pat TP *Tá sé i bhfad níos fearr mar táimid ag fhoghlaim gach uile lá faoi rudaí nua ... mar like ní raibh muid ag ceartú á chéile roimhe seo so ní raibh muid ag foghlaim gramadach nua ach anois táimid ag ceartú a chéile, táimid ag foghlaim rudaí nua gach uile lá.* It is much better the way we're learning now because we're learning new things every day ... like we weren't correcting each other before this so we weren't learning new grammar. But now we're correcting each other so we're learning new things all the time.

S1 Pat TP *Ceapaim an rud chéanna leat, ya, tá ár ngramadaí ag fáil níos fearr mar táimid ag ceartú á chéile níl sé just an múinteoir.* I agree with you, ya, our grammar is getting better because we are correcting each other not just the teacher.

By virtue of such a systematic approach, students asserted that they were consistently engaged in error-correction with various members of their language learning community (i.e. peers and teachers). This was further re-iterated by S3 in Joe TR's CF treatment classroom, as she maintained that as a result of the systematic CF approach, and the consistent error-correction that she and her classmates were constantly reminded of the linguistic rules, which ultimately aided the development of her L2 grammatical accuracy specifically in relation to noun gender:

S3 Joe TR *Bíonn tú i gcónaí ag cuimhniú ar an riail.* You are always thinking of the rule.

In a sense, students began co-constructing grammatical understanding, which ultimately fostered their L2 learning process. As a result, students maintained that their linguistic accuracy was constantly being mediated by their peers and their teacher in their social con-

texts, which, they claimed, aided their internalisation of more accurate L2 forms. Interestingly, such a finding was not expressed by participants in the comparison groups, which further supports the pivotal role of a systematic CF approach in enhancing students' perceived linguistic standards. Teachers echoed such attitudes and beliefs when they noted that students' grammatical proficiency improved due to the newly adopted systematic and continuous error-correction approach

Mary TR	<i>Na focail coitianta a úsáideann muid sa rang ar nós múinteoir fuinneog rudaí mar sin, tá siad cruinn ag úsáid na focail sin anois mar tuigeann siad an riail anois, úsáideann siad go minic é agus bhí ceartúcháin in úsáid againn leis na focail sin agus cabhraíonn sé sin leo.</i>	Students are beginning to use accurate forms of common words that we use every day in the classroom such as, window and teacher, because they understand the rule now, they use these words regularly and they receive regular feedback on these forms in the classroom which helps them.
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Mary TR confirmed that, as a result of such a systematic CF approach, students began utilising correct linguistic forms of high-frequency classrooms vocabulary. This response may illustrate that language development is not, exclusively, a mental process, but rather a process that involves factors in the world the student inhabits also (Ellis & Shintani, 2014).

Mary TR's beliefs, in relation to linguistic improvements experienced by the participating students in the CF treatment groups, were further supported by Kate TP as she expressed the following:

Kate TP	<i>Tá feabhas ollmhór ó thaobh scríbhneoireachta, ó thaobh léitheoireachta de, ó thaobh fiú amháin b'fhéidir muinín na bpáistí de, tá sé go maith.</i>	There has been a huge improvement in the students' writing, reading, it has even been good for their confidence
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This sentiment of increased linguistic confidence was further reiterated by most teacher participants in the CF classrooms during interview sessions. Anna TCR's comment provides an optimal example of the perspectives shared by the majority of the participating teachers in the CF treatment groups:

Anna TCR	<i>Ceapaim go bhfuil siad níos féin muineach ag labhairt anois</i>	I think they are more self-confident speaking now
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This sense of an increased linguistic confidence among student participants in the CF treatment groups was further reiterated by the student participants in all CF treatment groups during focus group interviews. S1 Kate TP provides a window of such increased linguistic confidence and overall L2 development perceived by student participants in the CF treatment groups, perhaps by virtue of the increased focus on form experienced by the students, through the systematic use of CF:

S1 Kate TP *[De bharr go bhfuil muid ag ceartú]* [Because we are now correcting
Anois, táimid in ann a bheith ag each other] we are able to speak
caint i gceart. correctly.

These findings strengthen the sociocultural framework, which maintains that social and cultural interactions provide a “source of mental development” (Swain & Deters, 2007, p. 821). Furthermore, participant responses documented in this section provide evidence that highlight the positive outcomes of peer-correction, which was established in all CF treatment groups during the intervention. Such findings affirm the perspectives of Van Lier (1996) and Donato (1994) that a student’s learning and development may be scaffolded by an MKO (i.e. class teacher) or a fellow peer. This form of collaborative learning, or co-construction of knowledge, is of paramount importance for practice. The researcher’s lived experience, of how such a collaborative culture developed in these immersion settings, is significant and will inform and extend theory and practice. This co-construction is detailed in section 4.6. Overall, impressions emanating from participants’ perspectives of their own linguistic development appear to respond to the research question that CF strategies may be beneficial in supporting students’ grammatical accuracy of noun gender, if utilised in accordance with their linguistic abilities.

4.3.6. Summary of Theme 2. Together, results presented in this section provide important insights into Vygotsky’s concept that the human mind is mediated by a range of tools (i.e. cultural tools either symbolic or physical) (Lantolf, 2000; Lantolf et al., 2015). The findings enable the researcher to suggest CF as a psychological tool that may be useful to mediate students’ L2 learning process, if utilised in a systematic and scaffolded manner. The benefits of such a mediation tool became apparent to the researcher, as she observed CF treatment students engage in error-correction, with less reliance on other mediational forms. Some CF treatment students even progressed to achieve a self-regulated position, in relation to noun gender, which is the ultimate goal of language acquisition. Moreover, CF treatment students showed signs of increased learner autonomy and language awareness.

Similar linguistic developments were less evident and, in much data (observational/participant interviews), not in evidence at all in comparison groups which may highlight the need for more focus on form in the immersion setting which a systematic CF approach may provide.

Based on data indicating such positive linguistic developments, the researcher tentatively concurs with researchers (Swain, 2006; Lantolf, 2006) that language is ever evolving and does not stabilise, provided the appropriate mediation is available within the social context. Importantly, teacher participants in the comparison groups were often observed neglecting students' inaccurate utterances, which in turn may have caused inaccurate linguistic forms to permeate the sociocultural environment of the comparison group classroom, causing a delay in L2 learning. Such evidence suggests, in line with Vygotsky's sociocultural theory of child development that higher mental functions originate as social interactions and happenings, thus the importance of availing of consistent accurate L2 forms within the sociocultural environment of the immersion classroom. Furthermore, observational and interview data confirmed that students' L2 internalisation process developed at varying rates, depending on the students' current level of competency and performance, which confirms the work of many SLA and sociocultural theorists such as Lantolf (2000) and Swain (2006), who highlight that learning appears different based on varying contextual and social factors. Based on findings presented in this section, the researcher posits that both teacher and peer utterances include much more than comprehensible language input, as suggested by Krashen's (1985) Input Hypothesis and Negotiated Output, as suggested by Long (1996). As such, the researcher suggests that CF interactions should be considered key social practices in the SLA process and that dialogic mediation, in the form of CF, should be considered a mediator of mind (Ohta, 2017), which hinges upon the collaboration of varying social, psychological, and cultural happenings. Qualitative findings in this section present important insights into the first research question: *What are participants' perspectives of the systematic use of corrective feedback (CF) in Irish immersion settings to support the grammatical accuracy of fifth-class immersion students' second language, specifically in relation to noun gender?* The researcher would like to conclude, at minimum, that based on the impressions emerging from the data that in the context of the current study, participants' (teachers and students in the CF treatment groups) perceived that a systematic CF approach positively supported fifth-class immersion students' L2 learning and development, which is further supported by previous studies (Aljaafreh & Lantolf, 1994; Ding, 2012; Gooch et al., 2016; Lyster et al., 2013; Nassaji & Swain, 2000),

As illustrated in Chapter Two, it appears more difficult to understand which CF strategy, if any, offers the greatest or most appropriate support to enhance a more accurate L2 among immersion students. Therefore, ‘Participants’ Perspectives on the Most Effective CF Strategy’ problematises and untangles this key question and in doing so, contributes to the literature in this regard. Such findings build on the extensive international research literature on whether L2 acquisition is best supported by the systematic application of *recast* or *prompt* CF strategies.

4.4 Theme 3 - Participant Perspectives on the Most Effective CF Strategy

The current theme, ‘Participants’ Perspectives on the Most Effective CF Strategy’, draws on the commonly debated question of which CF strategy, if any, offers the greatest or most appropriate support to develop immersion students’ L2 grammatical accuracy, in relation to noun gender, as explored in Chapter Two. As stated by Loewen and Sato (2018), theoretical arguments and empirical investigations have been continuously used to support the superiority of recast CF strategies (Goo & Mackey, 2013; Long, 2007) and prompt CF strategies (Lyster, 2004; Lyster & Ranta, 2013). Qualitative data gathered in the current study, critically examine participants’ perspectives, attitudes and beliefs towards, what they consider, the most effective CF strategy in supporting fifth-class immersion students’ L2 development of noun gender. Such data draws predominantly on teacher and student perspectives, along with the researcher’s own observations, on the supremacy, if any, of a specific CF strategy. The theme is now explored within the following two sub-themes:

- A Preference for Prompt CF Strategies,
- A Case for both Prompt and Recast Strategies Combined.

4.4.1. Theme 3A - A Preference for Prompt CF Strategies. It was previously discussed within the first theme of this chapter that the participating immersion students often failed to use accurate L2 forms due to motivational factors, linguistic complacency, or communicative pressure. For these reasons, it appears that participating teachers displayed a preference for prompt CF strategies rather than recast CF strategies, as they encourage or ‘push’ (Swain, 2005) students to utilise their own linguistic knowledge base to engage in error-correction. To a certain extent, participating teachers, generally maintained that immersion students, in the context of the current investigation, required time and space to reflect on their utterances rather than an immediate recast CF.

This sentiment was originally expressed by Eimear TCR and Anna TCR. Both teacher participants availed of recast and prompt CF strategies (combined regulatory scale), in accordance with the students' linguistic capacities, during the intervention as planned. Thus, the researcher believed that based on her own lived experiences over the course of the intervention, both teachers could make comprehensible comparisons between the use and effectiveness of both CF categories in supporting immersion students' L2 grammatical accuracy, specifically in relation to noun gender. From the outset of interview sessions, both teachers reported prompt CF strategies to be more beneficial than recast CF strategies in scaffolding a student's L2 internalisation process. This finding is exemplified in the following excerpt.

<p>Anna TCR <i>Leideanna mar go minic tá an freagra acu agus tar éis leide, bíonn sé acu ... Nuair a thagann siad suas leis an bhfreagra iad féin, cuimhníonn siad níos fearr air na just an freagra a thabhairt dóibh.</i></p>	<p>Prompts, because oftentimes they [students] have the answer themselves and after the provision of a prompt they can produce the correct form ... When they establish the correct form themselves, they remember it better in comparison to simply providing the correct form to them.</p>
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As illustrated above, Anna TCR claimed that prompt strategies were a useful mediational tool to scaffold a student's internalisation process, as they appeared to 'jog students' linguistic memory' and further motivated students to use their own high-order functioning to mediate their error-correction process, which echoes Vygotsky's (1978) sociocultural theory of child development. The participant explained that, in contrast, however, recast CF strategies merely provided the student with the correct linguistic form, which, they maintained, inhibited or perhaps delayed the student from progressing to avail of their own mental functioning and thus engage in self-regulated error-correction. Based on such findings, one could argue that explicit recast CF strategies, such as those adopted in the combined regulatory scale of the current investigation, were not contingent on the linguistic capacities of the students in Anna TCR's classroom, as they provided too high a level of scaffold to students, hence the popularity of prompt CF strategies in fostering L2 development. Anna TCR further endorsed prompt CF strategies, as she asserted that they better aided students in retaining new knowledge, in comparison to recast CF strategies. This finding was further observed, on a regular basis, by the researcher in both Anna TCR and Eimear TCR's classroom, as she witnessed both teachers utilising prompt CF strategies more frequently than recast strategies. In fact, recast CF strategies were rarely utilised in

both classrooms as the intervention progressed, which was interesting to document. To contextualise or support this claim, the researcher posits, based on observational data (Observation Diary: 14/02/2017), that towards the final stages of the intervention, the researcher did not witness Anna TCR utilising any recast CF strategies as an error-correction strategy but rather the researcher observed Anna TCR merely providing the students with implicit prompts to scaffold their error-correction process, which again highlights the teachers' preference for prompt CF strategies over recast CF strategies.

In a parallel fashion, Pat TP and Kate TP, who both availed of prompt CF strategies, further reported prompt CF strategies to be beneficial in fostering grammatical accuracy among the majority of their students when compared with 'simply recasting' what the student said, i.e., voicing the correct form of the linguistic inaccuracy for the student, a practice they had previously been over-utilising prior to this intervention, according to their reports, which is evidenced in Pat TP's statement:

Pat TP <i>Ceapaim ar son na bpáistí</i> <i>tá siad níos fearr as leid a fháil</i> <i>níl siad ag brath ar an</i> <i>bhfreagra a fháil ón múinteoir</i> <i>agus bíonn siad níos fearr as.</i>	I think, for the benefit of the children, it is more effective to provide them with a prompt, in this way, they are not relying on receiving the corrected form from the teacher and I think they are better for it.
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In this excerpt, it appears that Pat TP drew on the 'pushed' notion, associated with prompt CF strategies to celebrate their effectiveness in supporting a student's linguistic internalisation process. He maintained that prompt CF strategies required students to avail of their own L2 as a tool to mediate their L2 learning process, rather than relying on other-mediational sources (i.e. class teacher), which Pat TP asserted is more beneficial for a student's L2 development. This finding echoes Swain's (2005) concept, which includes the need to push students to achieve a more accurate L2 output. To strengthen such findings, a similar perspective was echoed by the students in both Eimear TCR and Anna TCR's classrooms during focus group interviews. Interestingly, they, too, referenced prompt strategies as their preferred mediational tool. Students illustrated that they wanted to engage in more autonomous error-correction practices, which accentuated the popularity of prompt CF strategies among students. This desire for agency on the part of the student is clearly depicted by S2 Eimear TCR:

S2 Eimear TCR	<i>Má dúirt mé rud éigin mí-cheart agus dúirt an múinteoir, “An bhfuil aon rud mí-cheart san abairt a dúirt tú?”, bheadh sé níos fearr mar sin bheadh tú in ann a fháil céard a fuair tú mí-cheart instead of an múinteoir just ag rá ceard a fuair tú mí-cheart.</i>	If I said something incorrectly and the teacher replied to me saying, “Is there anything wrong with that sentence?”, that would be way better because you could figure out what was incorrect yourself instead of the teacher just telling you what you got wrong.
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Students’ preference to receive prompt CF strategies, evidenced in this study, mirrors findings of international studies (e.g. Lyster et al., 2013), which maintain that students generally enjoy working out their own linguistic mistake rather than being provided with the correct linguistic form. It seems evident that students are, generally, motivated to become more self-regulated in their language learning process, provided appropriate mediating factors are considered in the learning environment (i.e. systematic and scaffolded approach to CF). Such a positive psychological factor may have further positive implications for overall L2 development and therefore warrants further research.

Joe TR and Mary TR availed of recast CF strategies only, as per study design. Neither of these teachers could, therefore, speak directly to the benefits, or otherwise, associated with prompt CF strategies. Despite this fact, both Joe TR and Mary TR were questioned on their perspectives regarding the effectiveness of recast CF strategies as a mediational tool to enhance students’ L2, as per interview schedule (Appendix K). It was interesting to note that both of these participating teachers praised the implementation of a systematic and scaffolded CF approach in their classrooms; however, both teachers remained neutral in their responses in relation to the direct effectiveness of recast CF, specifically, which was interesting. The responses were different; these teachers spoke about the systematic approach and its impact, while those in the prompt group classrooms did emphasise the advantages of the more autonomous, metacognitive approach of prompts in particular. Based on such data or absence of it, one could conclude that the effectiveness of recast CF strategies was not identified explicitly, which may reflect extensive international research reported consistently in both qualitative and quantitative studies (Ammar & Spada, 2006; Goo & Mackey, 2013; Long, 2007; Lyster, 2004). For example, both Joe TR and Mary TR’s perspectives align with findings presented by Nicholas, Lightbown, and Spada (2001), who maintain that there comes “... a point beyond which recasts are ineffective” (p. 752) in supporting students linguistic development and other CF strategies are required

to scaffold the student through their ZPD to encourage L2 development. To emphasise their point, Joe TR recounted that recast CF strategies were often unnoticed by students, causing them to be ineffective in enhancing a more accurate L2 among immersion students:

Joe TR	<i>An rud leis an athcheapadh, I suppose ná caithfidh fios a bheith acu cá ndeachaigh siad mí-cheart san abairt ach leis an nod tá tú kind of ag rá leo cá ndeachaigh siad mí-cheart.</i>	The thing with a recast, I suppose, is that the student needs to understand where the inaccuracy emerged in the sentence in order to learn from it but with a ‘nod’ you are kind of stating where they went wrong.
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This perspective was further noted in the researcher’s Observation Diary, as Mary TR explained to the researcher, that oftentimes in providing a recast CF strategy to a student, she had to place a greater emphasis on the corrected form of the utterance to ensure that the student noticed the corrected form and in turn, ensure that the student could attend to their inaccurate utterance. The researcher believes that the following note, which was retrieved directly from the researcher’s Observation Diary (Observation Diary: 24/01/2017), provides clear evidence of the teacher participants’ perspectives in respect of the use/or effectiveness of recast CF strategies:

Mary TR	<i>Dar leis an múinteoir, uaireanta nuair a cheartaíonn tú na páistí, cheapann na páistí go mbíonn rud éagsúil á cheartú agat. Dar léi, bíonn ort an-bhéim a chur ar an mbotún nó ar an bhfoirm cheart.</i>	According to the teacher [Mary TR], sometimes, when you correct a student’s grammatical inaccuracy, the student thinks that you are correcting something completely different. According to her, you have to place a lot of emphasis on the inaccuracy or on the correct linguistic form.
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Abundant research literature suggests that a primary objective of recast CF strategies is to fulfil meaning-focused and communicative educational settings as the strategies provide error-correction in an unobtrusive manner, without impacting on class flow (Loewen & Sato, 2018; Ranta & Lyster, 2018; Rassaei, 2014). Joe TR’s considered that this attribute to recast CF strategies compounded their ineffectiveness in supporting accurate L2 development. His perspective was that students may fail to attend to a recast’s corrective intent, which is mirrored in much research (Ellis, 2017; Loewen & Sato, 2018; Lyster & Ranta, 2013; Ranta & Lyster, 2018). Alternatively stated, Joe TR maintained that a student may fail to ‘notice the gap’ (Schmidt & Frota, 1986) between their interlanguage and the refor-

mulated utterance, which was highlighted in Chapter Two. Although Joe TR did not avail of prompt CF strategies during this study, he was aware of such an approach from previous error-correction experiences, which he referred to as ‘*nod*’. Based on this lived teacher experience, he concluded that, unlike recast CF strategies, prompt CF strategies amplify the erroneous nature of the utterance by stopping the conversational flow, insisting that students take time to reflect on their grammatical inaccuracy. This finding supports findings presented by Lyster and Ranta (2013), who contend that recast CF strategies may be indistinguishable from non-corrective reiterations, particularly in content-based situations. Thus, recasts may go unnoticed by the student and therefore may be ineffective in supporting L2 development among students. Such a stance calls upon the significance of Schmidt’s Noticing Hypothesis (1990), which contends that, if a student fails to notice a linguistic form, very little may be learned. These findings enable the researcher to posit that, in order for any CF strategy to foster SLA, it must cause a student to attend to the erroneous nature of what was said.

To summarise, based on the lived experiences of the participants of this study, it appears that they themselves believe that oftentimes, prompt CF strategies may have offered greater support than recast CF strategies as a mediational tool to scaffold students’ L2 learning process, which reflects and extends much literature in the field (Ellis, Loewen, & Erlam, 2006; Lyster, 2004; Lyster & Ranta, 2013). Such a finding contradicts Long (2015), who maintains that a recast CF strategies “... does the job”, in terms of SLA (p. 57). In summary, participants’ perspectives, in the current investigation, agreed that recast CF strategies run the risk of losing insights into aspects of students’ language development as “... answers and explanations are provided to students regardless of students’ needs” (Lantolf & Poehner, 2014, p. 174). Notwithstanding such research findings, it could be fair to say that all participants in the CF treatment groups referenced the need for a range of CF strategies, from explicit to implicit strategies, to support the L2 learning process and to attend to the developing linguistic capacities of each individual student in their classrooms. This was continuously noted throughout the researcher’s Observation Diary (25/01/2017) as she noted:

Kate TP	<i>Níos mó straitéisí intuigthe in úsáid ag an múinteoir agus léir-cheartú de dhíth ó chúpla páiste.</i>	More implicit CF strategies in use by the teacher but explicit-correction is still required/in use with certain students.
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Such variance in scaffolding needs of the students will now be analysed and discussed in the coming section.

4.4.2. Theme 3B - A Continuum of Support for a Continuum of Identified Need. Close analysis of transcripts revealed that the use of prompt CF strategies was not without its limitations. Thus, the collection of participants' perspectives from varying data sources causes the researcher to caution that these findings do not suggest prompt CF strategies as a simple panacea. For instance, while all teachers who availed of prompts CF strategies (n=4) reported the benefits of using such CF strategies with most of their immersion students, these teachers continued to admit that prompts were not always sufficient in scaffolding all students' linguistic capacities. A prompt teacher participant (Pat TP) noted that:

Pat TP	<i>Go minic, tugann siad faoi deara, go han-tapa, go bhfuil botúin dé-anta acu agus le páistí atá lag, bíonn ort saghas iad a ghríosadh i dtreo an bhotúin atá siad tar éis a dhéanamh.</i>	Oftentimes, they notice, very quickly, that an inaccuracy has occurred in their L2 output but with other students who struggle with linguistic concepts, you have to really draw their attention towards the linguistic inaccuracy through the prompt.
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Pat TP claimed that students who were struggling with certain linguistic inaccuracies (i.e. low-proficiency students in relation to noun gender) required more explicit prompt scaffolding, in order to simply attend to the linguistic error. He continued to state that oftentimes some students failed to understand their linguistic error even from the provision of an explicit prompt CF strategy and, thus, their ability to internalise the new knowledge was often delayed:

Pat TP	<i>Uaireanta chuid de na páistí atá lag ó thaobh na gramadaí de, dúirt siad gur thuig ach an chéad uair eile déanann siad an rud céanna arís ... so cloiseann tú na botúin céanna arís agus arís eile.</i>	Sometimes students who struggle with Irish grammar, said that they understood the corrected form but then the next time, they would make the same mistake again ... so you hear the same mistakes over and over again.
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This excerpt appears to maintain that prompt CF strategies often failed to provide some students with an appropriate amount of mediational support in accordance with their emerging linguistic capacities of noun gender, as linguistic inaccuracies were repeatedly observed by the class teacher. To reflect on an earlier point, teachers deemed prompt CF

strategies to be effective, as they ‘push’ (Swain, 2006) students to utilise their own L2 tool to mediate their language learning and development. Based on evidence provided in this section, however, the researcher argues that, if a student has not previously internalised the linguistic form, they may not attain the grammatical knowledge required to be ‘pushed’ to produce an accurate L2 output, which expands upon Swain’s (2005) hypothesis explored in Chapter Two. This claim further supports findings presented by Li (2013), who highlights that any form of self-correction is “unlikely” if the student does not attain the knowledge of the linguistic form at hand (p. 197). Findings presented here may align with Long’s (2007) stance that low-proficiency students may not benefit as much from “elicitive types” of CF, as they do not have the prior knowledge to self-correct (cited in Sepehrinia & Mehdizadeh, 2016, p. 5). The researcher suggests, therefore, that perhaps in these instances, students may have benefited more from the provision of an explicit recast CF strategy rather than a prompt CF strategy, as an explicit recast may have provided them with a metalinguistic explanation of the inaccuracy, which the prompt CF strategy could not provide. Thus, based on teacher perspectives, the effectiveness of prompt CF strategies in supporting the development of an immersion students’ grammatical accuracy, appears to be contingent upon linguistic capacities or the metaphorical ZPD site/position of the student.

Interestingly, a similar perspective was provided by Joe TR. Although he highlighted the benefits of using a ‘*nod*’ to enhance L2 development rather than recast CF strategies, as explored in the previous sub-theme, he maintained that some students required explicit recasting and further metalinguistic explanation of the correct linguistic form (level one of CF continuum) during the intervention in order to attend to their linguistic inaccuracy. In fact, Joe TR stressed that certain students required explicit recasting two or three times, before they began to understand the linguistic inaccuracy. This is evidenced in his statement presented below:

<p>Joe TR <i>[cuid de na páistí] ní raibh aon saghas fhadhb acu ar chor ar bith leo. An dream nach raibh ar an gcumais céanna is dóigh go raibh ort an riail a mhíniú freisin agus cá ndeachaigh siad mí-cheart mar ... agus fiú théis é sin, thóg sé faoi dhó nó faoi thrí an bhotúin céanna a dhéanamh arís agus arís ionas go dtuigfidh siad é.</i></p>	<p>[some of the children] had no problem with correction. Others, who do not attain the same level of proficiency, I would have to provide them with recast, explain the rule to them and explain where exactly they went wrong ... and even after that, it took two or three instances of such error-correction to ensure the student understood the inaccuracy.</p>
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The use of such an explicit recast strategy to scaffold the mediational process of students aligns with Han and Kim (2008), who suggest a form of pedagogical teaching along with recast CF strategies as being most effective in supporting L2 development of low-proficiency students. Furthermore, this response speaks to the need for explicit linguistic instruction of certain L2 features, as proposed by Harley (1993) and Ó Duibhir (2018). Therefore, it seems that perspectives expressed by Joe TR illustrate the benefits of using both recast and prompt CF strategies in supporting the overall SLA process, which is noteworthy.

A similar perspective was echoed by Eimear TCR and Anna TCR, who availed of both prompt and recast CF strategies throughout the intervention. Although both teachers were predominantly in favour of availing of prompt CF strategies in developing a student's language internalisation process, they acknowledged that, oftentimes, explicit recast CF strategies were required to attend to the needs of low-proficiency students, specifically in relation to noun gender:

Eimear TCR	<i>Ach le páistí níos laige bheadh ... muna n-amharc siad é tar éis dhá no trí leid bheadh orm an freagra a thabhairt dóibh. Tá triúr nó ceathrar atá thar a bheith lag agus bíonn orm cabhrú leo bíonn orm é a thabhairt dóibh go minic.</i>	With children who are struggling ... if they don't notice the inaccuracy after two or three prompts, I would have to provide them with the cor- rected utterance. There are three or four [students] that really struggle in the class, and I usually have to help them, I usually have to provide them with the corrected utterance.
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The evidence for such findings was further observed by the researcher in both prompt group classrooms from very early in the study (Observation Diary: 17/01/2017), as the researcher noted the following practices, observed in Anna TCR and Eimear TCR's classroom, in her diary (Observation Diary: 26/01/2017):

Anna TCR	<i>Meascán de straitéisí in úsáid ag an múinteoir (athcheapadh do pháiste S5 agus leid do pháiste S6 mar shampla).</i>	A mixture of CF strategies in use by the teacher (recasts being used for student S5 and prompts used for student S6 for example).
Eimear TCR	<i>Dar leis an múinteoir, tá na daoine is laige ag leibhéal a dó ar an scála – tá athcheapadh in úsáid aici leo agus leideanna in úsáid leis na páistí meanach agus os coinne.</i>	According to the teacher, the students who are struggling with the linguistic form [of noun gender] are on level two of the scale – she is using recasts with these students and she is using prompt CF strategies with students of average ability and above.

Furthermore, an example of such variance of L2 development and thus CF support among students in the combined regulatory group classrooms was witnessed by the researcher in Eimear TCR's classroom (08/01/2017). In the following excerpt, the teacher provided the student with numerous prompt CF strategies as an aid to correct their linguistic utterance. Finally, the teacher (Eimear TCR) resorted to providing the student with a recast CF strategy which provided the student with the corrected utterance as the student could not correct the utterance himself.

S5 Eimear TCR	<i>Rith mé against the geata.</i>	I ran against [Béarla] the gate.
Eimear TCR	<i>Rith tú...?</i>	You ran...?
S5 Eimear TCR	<i>Ya an geata</i>	Ya the gate
Eimear TCR	<i>No. An focal Béarla?</i>	No. The English word?
S5 Eimear TCR	<i>Against?</i>	Against?
Eimear TCR	<i>Sea. Céard é?</i>	Ya. What is it?
S5 Eimear TCR	<i>Níl 'fhios agam!</i>	I don't know!
Eimear TCR	<i>Rith tú in aghaidh an geata.</i>	You ran against the gate [corrected].

Firstly, in this excerpt, it is clear that S5 in Eimear TCR's CF treatment group classroom initially did not notice or appear to understand his linguistic inaccuracy. Secondly, when he finally noticed the linguistic inaccuracy, he explained to the teacher that he had not attained the linguistic knowledge to correct it. Thus, the teacher had to provide S5 Eimear TCR with an explicit recast in order to scaffold his L2 development. It should be noted, however, that this was the only example of a recast CF strategy that the researcher witnessed during this observational routine. The teacher utilised prompt CF strategies for other inaccuracies that arose in the classroom. Therefore, deriving from trends emerging from the various sources of data, it soon became apparent to the researcher that sometimes, students did not attain the required linguistic knowledge in relation to the linguistic inaccuracy to engage in error-correction from the provision of a prompt CF strategy, as was the case with S5 Eimear TCR illustrated above. Explicit recast CF strategies were required by a small number of students which was contingent upon and related directly to their linguistic capacities. For other students, prompt CF strategies appeared to provide an appropriate level of scaffold to develop linguistic capacities, as they encouraged students to progress towards a self-regulated position and begin engaging in self-correction practices. Again, these findings emphasise the importance of knowing and understanding the students' linguistic abilities, which holds implications for teacher assessment of students' strengths and needs in order for the teachers to guide all students to their ZPD. The findings also suggest that a balance between recast and prompt CF strategies is inevitable in classrooms, depending on the linguistic form being utilised by the student and further depending on the student's particular stage along the continua in relation to the specific linguistic form. This finding, again, echoes Lyster's (2007) call for a counterbalance CF approach between prompt and recast CF strategies.

Based on findings presented in this section, it appears that teachers reiterate van de Pol et al.'s (2010) stance that "Scaffolding ... never looks the same in different situations" (p. 272). Based on the shared perspectives of the participating teachers in the CF treatment groups, it seems warranted to conclude that, as students' linguistic capacities develop, the CF scaffold fades from explicit CF to more implicit CF strategies (i.e. from recasts to prompts). However, their perspectives were that such practice required continuous attention and close monitoring of students' emergent capacities, as explained by Eimear TCR:

Eimear TCR	<i>Ceapaim go gcaithfidh an múinteoir a bheith ar an airdeall [do</i>	I think that the teacher has to be consistently alert [to students' L2
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Such perspectives emphasise the criticality of ‘know the child, know the strategy/ approach to intervention’, which holds significant implications for PD for teachers of language.

In conclusion, qualitative findings, discussed in this section suggest that regardless of the CF strategy utilised (prompt, recast or combined), teachers maintained that a range of strategies from explicit to implicit were needed to cater for the linguistic abilities of the students in scaffolding toward their ZPD. This concurs with Ranta and Lyster (2018), who maintain that one CF strategy is not sufficient to “cover all ... bases” (p. 49). Therefore, guided by the sociocultural framework of this study, which asserts that all students maintain different ZPD locations and thus require varied levels of guided assistance or scaffolding to progress their learning (Vygotsky, 1978), the researcher proposes that no single CF strategy may be deemed most effective in enhancing a student’s L2 grammar learning. This concurs with Ellis’ (2012, p. 263) argument that, “... it may be fundamentally mistaken to look for the most effective type of strategy”. The researcher posits that teachers must offer a continuum of support (from explicit to implicit guidance) for a continuum of identified need to support language development. It could be argued that the value of the support provided by any given CF strategy lies in its ability to operate gradually and contingently with the emerging linguistic capacities of the student. These findings support and extend other studies on CF, e.g., Aljaafreh and Lantolf’s (1994) seminal research. Based on evidence provided in this section, one could conclude that the use of both implicit prompt and explicit recast CF strategies, provided to students in accordance with the students’ level of competency and performance, may positively support an accurate L2 which reflects Lyster’s (2007) call for a counterbalance approach between recast and prompt CF strategies.

4.4.3. Summary of Theme 3. Based on findings presented in this section, the current study claims, that there must be a continuum of CF support for a continuum of need, in so far as CF needs be availed of in a contingent and gradual manner, in keeping with the emerging capacities of the students’ ZPD. In essence, the researcher concurs with the sociocultural framework that a student’s capacity to achieve self-regulation of higher-order functioning is most effectively achieved when an appropriate level of scaffold is provided to the student to mediate their emerging linguistic developments. Such a continuum of need aligns with Vygotsky’s (1978) theory of child development, generally, particularly his concept of “good instruction”, as such instruction provides a scaffold to the student, which is consistently aimed at their *developing* abilities, rather than their

developed abilities. The current qualitative findings, which critically examine participants' perspectives on the most effective CF strategy in supporting the L2 grammatical accuracy of fifth-class immersion students seem to dispute much research literature which claims the supremacy of one CF strategy (usually prompt CF strategies) over another (Ammar & Spada, 2006; Ellis, 2005; Ellis et al., 2006; Lyster, 2004). Alternatively, findings in this study confirm a need for a variety of CF strategies in immersion classrooms (Ellis, 2017; Lyster & Ranta, 2013). This study considers students as individuals who need specific and unique mediation tailored to their own linguistic capacities, in order to gain control over their language performance and internalisation process. In summary, the findings presented here strengthen Goo and Mackey's (2013, p. 158) conclusions that, "... recast and prompt CF strategies may work synergistically to create a favourable ground for L2 development".

Upon triangulation of all the qualitative findings, the researcher can respond to the research question: *What are participants' perspectives on the most effective CF strategy in supporting Irish immersion students' L2 development, specifically relation to noun gender?* To best meet the diverse needs of immersion students, the researcher proposes, based on the perspectives of the teacher participants, that explicit recast CF strategies may be most effective as a mediational tool to scaffold students with low-proficiency in the focus skill; however, as students' linguistic capacities develop, more implicit prompt strategies should be utilised to 'push' (Swain, 2005) the students to avail of their own cognitive functioning to engage in error-correction. Based on such findings, the researcher proposes a continuum CF of support for a continuum of identified need as being the most supportive CF approach to enhance a more accurate L2 for students in immersion settings

4.5 Theme 4 - The Establishment of a Collaborative Corrective Environment

Trends emerging from the database have illustrated that, as students' linguistic capacities developed to a more self-regulated position in their language use over the course of the intervention, peer-correction and self-correction began to emerge and evolve. As expressed in Section 4.3, teachers and students maintained that such practices were beneficial in supporting the development of students' L2 grammar learning. With the increase in self-correction and peer-correction practices among students, it appeared evident to the researcher, during observational routines that a collaborative corrective culture began to manifest in all CF treatment group classrooms, which seemed to have a positive influence on students' overall SLA process. Based on the researcher's lived experience as an immersion educator, she understood that collaborative learning is a crucial but oftentimes a burdensome task for any teacher to plan and execute. Thus, it was interesting to observe a cul-

ture of peer/self-correction evolving organically in an environment where CF was being used systematically and consistently. An example of such a collaborative corrective culture was witnessed by the researcher in all CF treatment classrooms as the intervention progressed. The following excerpt provides a window of such collaborative work which the researcher documented in her diary (Observation Diary: 14/02/2017).

- S6 Kate TP *An scoil, sin baininsneach nach é?* The school that is feminine isn't it?
- S7 Kate TP *Ya ach ní fhuaimníonn se i gceart má chuireann tú t- roimhe like?* Ya it is, but it doesn't sound right if you put a t- before it like?
- S7 Kate TP *Ach má bhíonn mór ina dhiaidh bheadh ort like, scoil mhór a rá 'cause tá sé baininsneach.* Ya but if you put 'big' after it, you would have to place a [lenition] and say 'the big school' [accurate] 'cause it's feminine.
- S6 Kate TP *Ok... so, an scoil agus an scoil mhór?* Ok ... so the school and the big school [accurate]?
- S7 & S8 *Yup!* Yup!
- Kate TP

Such an observed conversation reflected a practice, of the student participants in the CF treatment group classroom, which portrayed that they were all together in this teaching and learning environment which is critical in the overall development of students' L2 grammatical accuracy. This observation was confirmed by student and teacher participants in CF treatment group classrooms during interview sessions which will be disclosed in the coming section.

Before advancing to explore the qualitative findings that emerged from participants in the current study, it is important to highlight that the primary objective of many studies, which focus on CF, is to evaluate the effectiveness of the pedagogical approach for teaching as outlined in Chapter Two. In fact, very few studies, to date, focus on self/peer-correction (Starr, 2016). Therefore, the researcher was not expecting the culture she began to witness during the intervention and felt it required deeper investigation, which this section reports on. The following three subthemes details the interplay of varying factors that

data suggested contributed to the emergence and development of such a collaborative culture within the experimental groups: the following three sub-themes:

- The Critical Role of the Teacher as an Environmental Model,
- An ‘Error-Correction-Friendly’ Environment,
- Limitations of Implementation.

4.5.1. Theme 4A - The Critical Role of Teacher as an Environmental Model.

Interestingly, when questioned, teacher participants in the CF treatment groups clearly outlined that the establishment of a collaborative corrective culture was a developmental process which they maintained they observed emerging over a period of time. This finding extends the work of Sato (2017), who maintains that, unlike other pedagogical mechanisms such as teacher-correction, modifying how students interact with each other requires “... longitudinal, step-by-step lesson plan to guide them” (p. 32). The crucial role played by the MKO (i.e. the class teacher) in the process manifested during data analysis of what was said by participants and observed systematically by the researcher which is evident throughout this chapter and not just this section.

At the outset of the intervention, all teacher participants in the CF treatment groups maintained that they were the sole corrective authorities in the classroom. In Vygotskian terms (1978) it could be argued that the immersion teachers in the CF treatment groups adopted the stance of the MKO. The researcher observed minimal instances of self-correction or peer-correction during the first two weeks of the intervention (Observation Diary: 9-19/01/2017). Across all participating classrooms, there was only one student observed engaging in peer-correction during the initial fortnight of the intervention which was a student in Anna TCR’s classroom (Observation Dairy: 17/01/2017) which has been described previously (Section 4.3). Mary TR’s direct quote, however, supports the minimally observed tendency of self/peer-correction among student participants in the CF treatment groups during the initial stages of the intervention. She highlighted much in relation to the error-correction situation during this period of time:

Mary TR	<i>Ag an tús mise a bhí ag dé-anamh an ceartú uilig ... ceapaim go raibh mé ag ceartú gach rud a dúirt na páistí ...</i>	At the beginning, I was doing all of the error-correcting ... I actually think that I was correcting everything the students said ...
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To support this statement, during the second week of the intervention, during follow-up PD, Mary TR addressed, to the researcher, that the systematic CF approach was becoming a burdensome task, as she continued to convey a sense of worry in relation to the level of error-correction that she was engaging in (Observation Diary: 18/01/2017). What is more, further analysis of data arising from observational routines conducted specifically within the first two weeks of the intervention confirmed that all six teacher participants in the CF treatment groups regularly expressed similar concerns that their students had not yet begun to engage in error-correction. Specifically, all teacher participants, in CF treatment groups, seemed apprehensive of such constant error-correction. On their behalf, they were concerned about the ‘transfer of responsibility’ (van de Pol et al., 2010), feeling that students were not progressing along the continuum of CF, which was provided to them by the researcher during PD sessions, as rapidly as they expected. In these early weeks, student participants remained predominantly, other-regulated (Lantolf et al., 2015), as they generally depended on the provision of CF strategies from the teacher to notice and to correct their linguistic inaccuracies as observational tallies confirmed. Data evidences the burdensome task for teachers and as a result, the researcher observed that implementing a systematic and scaffolded error-correction approach had become an arduous journey for teachers, as they were consistently mediating students’ linguistic inaccuracies themselves, with little input from students. Fortunately, the continuous nature of the follow-up PD scaffolded the teachers and reaffirmed their practice and commitment to the CF framework. The researcher’s support was firmly grounded within the theoretical framework and further guided by literature in the field. For example, Sato recommends (2017, p. 32), “... continued, patient effort” is essential in aiding students in becoming accustomed to the new pedagogical strategies. Such advice, that the researcher was there to give teachers on the ground, in their particular sociocultural setting, was critical. A once off approach to PD could well have resulted in less persistence on the part of the teacher to implement CF in such a systematic manner according to data. This will be discussed in more detail in the final theme of this chapter.

Although challenging, according to the teachers, it became increasingly apparent to the researcher, during classroom observations and subsequent interviews that through their consistency of approach, the teacher participants in the CF treatment group classrooms were in fact, reconceptualising the linguistic class norm. In essence, the systematic guided practice was paving a path for an emerging new sociocultural climate in their classrooms. Teacher participants in the CF treatment group classrooms were, essentially, trans-

ferring the responsibility of error-correction from themselves (i.e. class teacher) to their students and as a result, error-correction among students themselves (i.e. peer/self-correction) was, in essence, becoming the cultural norm in the various CF treatment group classrooms. This was evidenced by the researcher as students gradually began engaging in self/peer-correction in their sociocultural environment. The following quote, which was observed among students in Kate TP's classroom (Observation Diary: 25/01/2017), provides an optimal example of such a collaborative corrective culture, as three students worked collaboratively to produce a more grammatically accurate L2 output:

Kate TP Pppp...? Pppp...?

S7 Kate TP *Páipéar a fháil!* Get paper [accurate structure]!

S2 Joe TR *So roimhe seo, ní raibh muid [ag ceartú a chéile]. Ach ansin, d'fhoghlaim muid, má oibríonn muid le chéile tá muid in ann iad a dhéanamh le chéile.*

Mary TR	<i>Bhí siad féin ag ceartú... agus ní raibh ormsa é a dhéanamh an oiread ag an deireadh is a bhí orm ag an tús.</i>	They [students] started correcting ... and I didn't have to do it [correct] as much at the end as I did at the start [of the intervention].
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This practice or perhaps, collaborative culture, did not appear to exist in any part of the database associated with the comparison group classrooms, which is insightful and noteworthy.

What is more is the fact that the collaborative corrective culture permeated all parts of the immersion school day in the CF treatment group classrooms. This initially became evident to the researcher during observational routines. S4 in Anna TCR's classroom illustrates such a practice:

S4 Anna TCR	<i>Leis an nGaeilge bhí muid ag ceartú níos mó ach bhí muid ag ceartú ag like am Mata agus ag am lóin freisin.</i>	With Irish we started correcting more often but we started correcting during like Maths time and lunch time also.
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The extension of peer-correction and self-correction from the Irish class to the entire immersion school day was further witnessed by the researcher continuously throughout the intervention, from the third week onwards. The following excerpt provides an example of such self-regulated practices which were observed outside of the specific Irish language lesson, during a Maths lesson (Observation Diary: 02/02/2017):

S5 Kate TP	<i>Tá tú confusing mé.</i>	You are confusing me [inaccurate].
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Kate TP	<i>Céard?</i>	What?
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S5 Kate TP	<i>Táim measctha suas.</i>	I am confused [accurate].
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Without straying too far afield at this point, it may be worthwhile noting that it appears, based on such observational excerpts, that as teachers began engaging in consistent error-correction practices across all subject areas and throughout the immersion school day, it could be argued that teacher participants, in the CF treatment groups, began perceiving themselves as “always teaching language” as the intervention progressed. This finding echoes discoveries revealed by Fortune, Tedick and Walker (2008, p. 77) in their study with Spanish immersion teachers.

During teacher participant interviews, teachers began explaining why they felt that such self-regulated error-correction practices began to evolve among students throughout the school day during the intervention. Anna TCR's comment exemplified typical sentiments expressed by all CF treatment participants:

<p>Anna TCR <i>Is dóigh go raibh a fhios acu faoin gclár seo ar aon nós agus chonaic siad mise b'fhéidir ag ceartú i bhfad níos minicí agus thosaigh siad féin á dhéanamh.</i></p>	<p>I think that because students knew about the intervention and because they saw me engaging in more regular and consistent error-correction, they then began error-correcting themselves.</p>
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Anna TCR confirmed that, as the students were continuously exposed to consistent error-correction, they became familiar with such a routine and began engaging in it themselves. In Anna TCR's words: '*B'fhéidir go raibh siad ag fáil cleachtadh air*' 'Maybe they were becoming accustomed to it'. Therefore, it could be argued that, in availing of a systematic approach to correct students' linguistic inaccuracies, and through increased acceptance and awareness that were "always teaching language" (Fortune et al., 2008, p. 77), teachers were in fact modelling the desired outcome of students. In Vygotskyian terms, it could be argued that teachers in the CF treatment group classrooms became environmental models to their immersed students as student participants in CF treatment groups were becoming accustomed to such error-correction behaviour in their classrooms. Thus, it appeared, from observational routines and further from teacher and student perspectives expressed during interviews, that error-correction became a classroom norm in the CF treatment classrooms. This finding concurs with Lantolf and Poehner (2014), as they emphasise the importance of the 'environmental model' in the overall SLA process. It further compliments the perspective of Gallimore and Tharp (1990), who assert that modelling is a powerful method to guide and support student performance. Furthermore, the researcher postulates that, as a result of implementing a scaffolded and systematic CF approach, the teachers were continuously supporting students' linguistic development to progress towards self-correction and greater agency in their own learning, which may have provided a critical backdrop for the establishment of a collaborative corrective culture. Thus, the benefits were twofold, not only were students' linguistic capacities progressing as a result of CF, but students were also learning how to mediate their own language learning and that of their peers. Such a finding appears consistent with Uysal and Aydin (2017), who maintain that once teachers regard the correction of linguistic inaccuracies as a natural part of learning, students feel more encouraged to engage in error-correction. Linguistic inaccuracies, in the current study, eventually were viewed, by teacher and student participants in the CF treatment group classrooms, as natural and celebrated as learning opportunities.

the CF treatment groups and remaining absent in comparison group classrooms, one could argue, in this respect, that student participants in the CF treatment groups received ‘training’ (Sato & Ballinger, 2016) on how to acquire a collaborative mindset, which participants in comparison groups lacked. Such training was received through the MKO’s ability to scaffold students’ learning from other-regulated to self-regulated, in accordance with the continuum of CF. The MKO is a critical model of practice. Therefore, the researcher suggests that establishing a collaborative corrective culture hinges on the teacher’s ability to foster, nurture and ‘train’ students to engage in CF systematically and to further view such practice as the norm in the sociocultural environment of the immersion classroom. Based on these findings, the researcher responds to her third research question as she maintains that the use of a systematic and scaffolded CF approach in the current study enhanced self-correction and peer-correction among student participants in the CF treatment groups, which ultimately created a collaborative corrective environment. In sum, the researcher confirms and expands upon research presented by Starr (2016), who concludes that, if utilised in a systematic manner, CF may become a practice engaged in by various members of a language learning community, as illustrated by S2 in Joe TR’s classroom:

S2 Joe TR	<i>Tá daoine ag cabhrú le gach duine agus roimhe seo bhí gach duine mar, “O sure bheidh an múinteoir in ann rá leis”. Anois, tá gach duine ag cabhrú le gach duine eile le focail má bhíonn siad stuck leis.</i>	Everyone is helping everyone and before this everyone would just be like, “O sure the teacher will be able correct him”. Now, everyone is helping everyone else with like words and stuff if they get stuck.
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The teachers in the CF treatment group classrooms created an ‘error-correction-friendly’ environment, where communication was encouraged, valued, noted and analysed. The researcher is consistently concerned with such an effect but however, she did observe a cultural change in the teaching and learning environment that was a significant shift.

4.5.2. Theme 4B - An ‘Error-Correction-Friendly’ Environment. From a sociocultural perspective, the researcher understands that attitudes, along with social and contextual factors, may influence the language development process. Therefore, it was interesting to document that, in the early emergent stages of the collaborative corrective culture, described above, one teacher conveyed his concerns and doubts about embracing a CF cultural norm in the classroom. He asserted that:

Joe TR	<i>Rud a cheap mise go dtarlódh nach mbeidh saghas, ahh, nach dtait-neoidh sé leo a bheith a fháil ceartaithe... seo áit eile a cheap mé go mbeidh argóintí ann [ceartú-piara].</i>	What I thought would happened is that there wouldn't be, ahh, that students would not like being corrected ... and I thought peer-correction would actually start arguments among students.
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Joe TR indicated concerns that a collaborative corrective culture would create an uneasy atmosphere among students and would ultimately impinge on students' L2 confidence to communicate. Although Joe TR's initial hesitation reflects previous research (Sato, 2011; Sepehrinia & Mehdizadeh, 2016), the current investigation generated results which refute such concerns. This was evidenced when Joe TR, in turn, reassured the researcher, during his interview session, that his initial anxiety in this regard as the class teacher, were not realised at all during the intervention, or in his own words that the students "agreed" with the approach "*but no d'aontaigh siad leis*" "but no they agreed with it". Joe TR's perspective was further supported by other sources of qualitative data as the researcher did not witness any ill-attitudes towards error-correction during her observation routines in the CF treatment group classrooms. In fact, she appeared to witness the complete opposite that was, student participants in the CF treatment groups thoroughly enjoying the systematic error-correction experience. Furthermore, all student participants in the CF treatment group classrooms, reported, during their focus group interviews, that they relished the new error-correction system in their classroom. This simple excerpt voiced by S3 in Anna TCR's classroom depicts the idea of students 'agreeing', to quote Joe TR, with the error-correction process:

S3 Anna TCR	<i>Tá sé an-mhaith. Is breá liom é.</i>	It is very good. I love it.
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A similar sentiment, in relation to the error-correction friendly environment was also depicted clearly by student participants in a comparison group classroom. Unfortunately, student participants in the comparison group classrooms did not experience such a collaborative corrective culture during the intervention, as the student participants in the CF treatment groups experienced. However, as per interview schedule, student participants in the comparison group classrooms were questioned on their perspectives in relation to error-correction. Interestingly, in their responses, students in Pádraig TC's classroom cautioned that if a successful error-correction system is to be implemented in the classroom,

they highlighted the need for an ‘error-correction-friendly’ environment to be established from the outset. This is evidenced in the excerpt presented below:

- S2 Pádraig TC *Ach níl mé ag iarraidh go mbeidh daoine ag léim isteach mar “Tá an fear...”* But I wouldn’t like people jumping in like “Tá an fear” “An FHHHHear”.
“An FHHHHear”.
- S1 Pádraig TC *Ach ní dhéanfaimid i mbealach like gránna mar sin.* Ya but we wouldn’t do it in a mean way like that.
- S2 Pádraig TC *Ya, like ag léim isteach mar sin (ag gáire) ... sin céard a bhí mé á rá nílim ag iarraidh é sin ... Ach like má dúirt tú rud éigean mí-cheart é a rá i mbealach deas.* Ya, like jumping in like that (laughing) ... that’s what I’m saying, I wouldn’t like that ... But like if you said something incorrectly just like correct it in a nice way.

In this example, student participants, like Joe TR, also appeared apprehensive in relation to the atmosphere that peer-correction may create in the class. Teacher and student participants in the comparison group classrooms emphasised the need for peer-correction to be conducted in an amiable and supportive fashion in the classroom, which mirrors the work of Ur (1996, p. 255), that CF should occur, “... in an atmosphere of support and warm solidarity”. What is noteworthy about this perspective is that participants in the CF treatment group classrooms appeared to successfully establish such an ‘error-correction-friendly’ environment, which resulted in a cultural shift to a collaborative corrective culture quite naturally.

One reason for such a naturally occurring phenomenon may have been offered by S1 Eimear TCR, as she maintained that during the intervention, she began to realise that she preferred receiving peer-correction than teacher-correction, it felt “nicer”:

- S1 Eimear TCR *Tá sé níos deasa faigh ceartú ó dhaoine atá fhios [aithne] agat orthu níos mó ná just an múinteoir, like ó chara nó rud éigean. Mothaíonn sé níos fearr ... mar tá aithne aige ort.* It’s nicer to be corrected by someone you know rather than the teacher, like from your friend or something. It feels better ... because you know them.

S1 in Eimear TCR's classroom explained that such levels of comfort aided his overall SLA process of noun gender. This finding is in keeping with Lyster et al. (2013), who denote the effectiveness of peer-correction to lie in the level of comfort students experience within their own peer established community. A preference for peer-correction over teacher-correction illustrated in the data echoes further findings presented by Lyster et al. (2013) and, Varonis and Gass (1985), who maintain that, during peer-correction, students often believe that, "... they have little to lose because they recognise their 'shared incompetence'" (Varonis & Gass, 1985, p. 84).

It was interesting to realise, upon deeper analyses of all data sets, observational notes and interviews, that S1 Eimear TCR did not reach a self-regulated position in relation to noun gender. Thus, S1 Eimear TCR was not observed engaging in self-correction or providing peer-correction with regards to noun gender. Nonetheless, she maintained a positive disposition to peer-correction. Despite her limited ability to provide peer-correction, it was intriguing to report that S1 Eimear TCR embraced the collaborative corrective culture that manifested in her classroom and was acutely aware of such a culture or norm in her classroom. Given such findings, the researcher maintains that, overall, student participants in the CF treatment groups wished to decrease the level of teacher-correction and increase the amount of peer-correction by embracing a collaborative corrective culture in their classroom, which is most significant. Thus, the release of responsibility that van de Pol et al. (2010) speaks to was evidenced clearly in the sociocultural environment of these immersion settings.

Similar to S1 Eimear TCR, the overall response of all participants in the CF treatment groups, teachers and students, to being corrected in their individual classrooms was very positive, leading to a shift in culture as described above. During observational routines, the researcher documented that students in all CF treatment classrooms enjoyed attending to the linguistic inaccuracies of their peers, and sometimes those of their teachers. Students and teachers in CF treatment group classrooms appeared to co-construct this positive and creative culture, which was critical, as both parties (teachers and students) had agency and ownership. This observation was supported by Kate TP's expression:

Kate TP *Is maith leo ceartúcháin a dhéanamh ar a chéile is maith leo iad féin a cheartú is maith leo mé a cheartú, oh is aoi-bhinn leo mé a cheartú!* They enjoy engaging in peer-correction and they like correcting themselves, they enjoy correcting me, oh they love correcting me!

Interestingly, a similar perspective was shared by student participants in Anna TCR's classroom as S3 explained that another classmate corrected the teacher's grammatical inaccuracy, which they thoroughly enjoyed. This is presented in the coming statement retrieved from focus group interviews:

S3 Anna TCR *Dúirt Anna TCR, uair amháin, an srón agus ceartaigh, ceapaim cheartaigh [páiste X] nó rud éigean í agus dúirt siad an tsrón.* Anna TCR once said 'the nose' [inaccurately] and [student X], or someone, corrected her and said 'the nose' [accurately].

In support, Mary TR further documented students' level of enjoyment of such a collaborative corrective culture, which was paralleled by all CF treatment teacher responses:

Mary TR *Bain siad ar fad taitneamh as. Is dóigh bhí sé [ceartú] ar nós cluiche eatarthu féin.* They all enjoyed it. I suppose it [error-correction] became 'game-like' between students.

Research observations and perspectives of teacher participants in the CF treatment classrooms were, in turn, strengthened by the responses of student participants in the CF treatment classrooms. Students' satisfaction and enjoyment of the newly adopted corrective culture was reported in each CF treatment focus group interview, which is encouraging to report. Although all focus group students in the CF treatment groups expressed a range of positive responses in relation to a collaborative corrective culture, the following quotes provide typical responses from those elicited in all CF treatment focus group interviews:

S2 Mary TR *Taitníonn sé liom mar tá muid ag foghlaim rudaí nua ón chéile mar táimid ag ceartú a chéile.* I like it because we're learning new things from each other because we're correcting each other.

S2 Joe TR *Taitníonn sé liom mar níl tú amháin atá ag d'fhoghlaim faoi é tá daoine eile ag cabhrú leat chun d'fhoghlaim agus tá sé ag cur iadsan ag d'fhoghlaim frei-* I enjoy it because you're not just learning about it [noun gender] on your own, other people are helping you to learn it and then that's helping them learn it too so I like

sin so is maith liom an bealach it because of that.
sin freisin.

This extract eloquently illustrates that students enjoyed engaging in collaborative ‘language-ing’ (Swain, 2006). The word *enjoy* was consistently used to describe engagement in the correction process, which is a significant finding. Students relished the agency they had to use their L2 to mediate the L2 development of their peers and vice versa. What is more is the fact that S2 Joe TR’s excerpt presented above, emphasises the dual function of peer-correction, as expressed in the literature (Sato, 2017; Sato & Ballinger, 2016), when both the receiver and provider benefit from the error-correction process. Upon initial inspection of evidence provided here, findings appear contradictory of other studies (i.e. Agudo, 2015; Mendez & Cruz, 2012; Schlz, 1996, 2001), which consider peer-correction to be ill-favoured by students and which may cause anxiety among students (Mak, 2011; Sepehrinia & Mehdizadeh, 2016). In contrast, the current research findings illustrate that students, generally, respond positively towards peer-correction, which aligns with the findings of Sato (2013) and Sato and Lyster (2012).

Deeper analysis of the triangulated qualitative data revealed more interesting findings. For example, during focus group interviews with students in the comparison group classroom, the researcher probed for suggestions as to how they themselves thought they could improve their grammatical inaccuracies in the classroom. Interestingly, student participants in the comparison group classrooms felt that peer-correction would be beneficial to their L2 development, as expressed by S2 and S3 Pádraig TC:

S2 Pádraig TC	<i>D’fhéadfadh daoine a cheartú á chéile ...</i>	People could correct other people ...
S3 Pádraig TC	<i>Ya, nuair atá tú ag caint b’fhéidir duine á rá gur dúirt tú an focail sinn mí-cheart nó rud éigean, ya bheadh sé sin go maith!</i>	Ya, when you’re talking, maybe someone could tell you that you said something incorrectly or something, ya that would be good!

These expressions of enthusiasm, in favour of peer-correction, were supported by teachers and other students in CF treatment group classrooms and further by participants in comparison group classrooms, which was interesting. When established in this positive manner, all teachers, and indeed all students, maintained that peer-correction was the most powerful

approach to enhance L2 accuracy and overall L2 development among students, which is noteworthy and is illustrated well in the following quote from Kate TP:

Kate TP	<i>Is breá liom féin-cheartú, sílim, is é an bealach is fearr le botúin a aimsiú ná tú féin á cheartú, agus na páistí ag ceartú seachas an múinteoirí ag ceartú.</i>	I love self-correction, I can see that it's the best way for a student to learn from their inaccuracies and also students correcting each other, rather than the teachers correcting them.
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Such a finding in relation to the value of peer-correction is in keeping with Sippel and Jackson (2015), as they celebrate the benefits of peer-correction in comparison to teacher-correction in enhancing learning. Ellis (2017, p. 13), concurs suggesting that, “ideally students should CF rather than the teacher”. Such a perspective was further emphasised by Pádraig TC who is a teacher in the comparison group:

Pádraig TC	<i>Tá sé níos fearr uaireanta é a chloisteáil ó pháistí eile in áit just an múinteoir ranga a bheith ag stopadh iad an t-am ar fad.</i>	Sometimes, I think it's better for the students if they hear it [corrected form] from another child rather than the class teacher constantly stopping them to correct them.
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Interestingly, the student participants in Pádraig TC's classroom explained to the researcher that peer-correction did not occur in their classroom; a similar absence was noted by the researcher during observational routines when she tallied the phenomenon. Although Pádraig TC acknowledged peer-correction to be an effective and a practical CF strategy to foster students' language learning in the immersion classroom, it is significant that it was not in evidence in his class, where CF was not implemented in accordance with the framework provided for the systematic intervention. This could highlight the need to provide teacher with scaffolded PD in relation to error-correction to scaffold teachers in implementing such a systematic and scaffolded CF approach, which may ultimately foster the establishment of a collaborative corrective culture in the immersion classroom.

Without straying too far afield, it is important to document that the researcher further reported that according to student participants, positive perspectives, which were elicited from CF treatment groups in relation to a collaborative corrective culture, did not appear to extend to the wider school community, which strengthen the previous argument highlighting the importance of establishing an 'error-correction-friendly' environment. In

other words, according to the participants' reports, the corrective culture was classroom specific or specific to those in the CF treatment group classrooms. This perspective was voiced by the students themselves during focus group interview as they shared their lived experience of a lunchtime encounter when they attempted to engage in peer-correction with other students from non-participating classes:

- | | | |
|------------|--|---|
| S3 Pat TP | <i>Nuair atá tú sa chlós agus ceartaíonn tú duine éigean uaireanta ní thógann said é agus faigheann siad kinda crosta leat ...</i> | When you're on the yard and you correct someone, there are some people who often, don't accept the correction and they get kind of cross with you ... |
| Researcher | <i>An éiríonn sibhse crosta?</i> | Do you get cross? |
| S4 Pat TP | <i>No deir muid go raibh maith agat mar táimid sásta go bhfuil daoine ag ceartú muid agus go bhfuil muid ag rá na rudaí ceart.</i> | No we say thank you because we are happy that people are correcting us and that we are saying things correctly. |

This 'getting cross' reaction from the non-participating students is mirrored by Ellis (2017), who maintains that peer-correction may lead to defensiveness among students. Sato (2017) cautions that peer-correction may be ignored when students feel an element of embarrassment towards peer-correction or have little trust in their peers' linguistic ability, which may have been the case in this episode. Alternatively stated, if social interactions are not positively mediated and adapted as part of the normal learning environment, peer-correction is suggested to be ineffective. This may have been the case for other non-participating students in the current study. It could be argued that because a collaborative corrective culture was not established in non-participating classrooms, any form of error-correction, particularly peer-correction, was considered abnormal behaviour among non-participating students. Therefore, the absence of such a collaborative corrective approach in their individual classrooms may have led non-participant students to ignore or respond negatively to error-correction cues from their peers on the school playground. Such a negative disposition in relation to error-correction was not observed by the researcher in CF treatment classrooms during observational routines, nor did it emerge from other interviews or focus group interviews with participants. Therefore, an 'error-correction-friendly' environment established in all CF treatment groups may ultimately have aided the success of the collaborative corrective culture in their sociocultural settings, which concurs with the Vygotskian sociocultural framework of the current study and how attitudes, social and

cultural factors influence development. Furthermore, this finding supports Sato (2017), who maintains that peer-correction is most effective when the relationship between students is collaborative in nature, as the effectiveness of peer-correction is “mediated by social dynamics during interaction” (Sato, 2017, p. 27). The researcher concludes that, in order for a collaborative corrective culture to be effective in enhancing L2 acquisition, a comfortable and supportive cultural norm towards error-correction must be established. Thus, the researcher posits that, in order for the positive culture of error-correction to expand to other social arenas, such as the school yard, where students from different classrooms socialise, an ‘error-correction-friendly’ environment is a whole school issue, which holds implications for the implementation of systematic CF at this whole school level. CF needs to become part of the cultural norm of the entire school as it became part of the culture in each of the participating classes. Interestingly, this finding mirrors recommendations posited by Ó Ceallaigh (2013) in the Irish context. Findings illustrated that a supportive environment, co-constructed by teacher and student, was a key factor in ensuring the success of a collaborative corrective culture, which mirrors the findings of Tomita and Spada (2013), regarding Japanese high-school students learning English discussed in Chapter Two.

One negative perspective regarding the collaborative corrective culture which was established in the error-correction friendly environment emerged from the complete database. Joe TR observed that, oftentimes, peer-correction inhibited students from progressing to become self-regulated, which in turn, limited their ability to engage in self-correction, as students often corrected the incorrect utterance too quickly for the student before the student could self-correct the linguistic inaccuracy themselves:

<p>Joe TR <i>Well, ní raibh sé sin go maith ach oiread mar ní bhfuair an duine seans í/é féin a cheartú, bhí duine éigean taobh leo ag déanamh an ceartú dóibh.</i></p>	<p>Well, on the other hand it [peer-correction] wasn't good because sometimes students didn't get a chance to self-correct their inaccuracies because the person beside them was doing the correcting for them</p>
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Although no other participant shared this perspective in the study, it was interesting to note that Joe TR's viewpoint is supported by research which maintains that peer-correction may lack pedagogical content when compared to teacher CF (Sepehrinia & Mehdizadeh, 2016). It is important to address that the perspective shared by Joe TR further offers evidence for the importance of wait time and the MKO modelling such waiting as the significance of

teacher as the MKO and environmental has been evidenced in this study.

To conclude, it appears from the qualitative data that error-correction needs to be conducted both “gently and tactfully” (Ellis, 2017, p. 9) to ensure its success among students in supporting a more accurate L2. As positive attitudes towards error-correction were fostered among participating students, they began to welcome error-correction as the cultural norm of the classroom, a norm that was co-constructed between themselves and teachers, acknowledging the importance of the MKO as model. From a sociocultural perspective, cognition and knowledge are considered to be essentially social and are established through dialogic mechanisms (Lantolf & Zhang, 2017). Thus “knowledge is not owned solely by the learner but is also a property of social settings and the interface between person and social contexts” (Foster & Ohta, 2005, p. 403). Therefore, in keeping with the sociocultural framework of this study, it is important to remember that the support offered by self-correction and peer-correction in enhancing a more accurate L2 is mediated by social dynamics during social interactions between peers (Sato, 2017), while, the strength of self-correction and peer-correction lies in its collaborative nature (Sato, 2017). Therefore, the researcher concludes that, in order to foster a successful collaborative corrective culture in the immersion classroom, positive perspectives towards error-correction need to be established within an ‘error-correction-friendly’ environment. More importantly, error-correction needs to be considered and accepted as normal classroom practice.

4.5.3. Theme 4C - Limitations and Challenges of Implementation. Despite such positive perspectives in relation to a collaborative corrective culture, teacher participants in the CF treatment groups claimed that the establishment of such a culture, which required consistent error-correction tailored to the linguistic capacities of the students, was a time-consuming, and described as a disciplined task. To begin, when questioned, both teacher participants in the comparison group classrooms conveyed that it appeared over-ambitious to expect the class teacher to correct all grammatical inaccuracies in a systematic manner. This is clearly articulated by both comparison group classroom teachers:

Pádraig TC	<i>Ní stopaim gach páiste le gach botúin, no, stopann sé rithim na ceachta</i>	I don't stop every child with every mistake, no, that stops the rhythm of the lesson.
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In keeping with this, Rachel TC stated that she would be apprehensive in implementing a systematic approach to CF, whereby all linguistic inaccuracies would be corrected, as she argued that constantly stopping the class flow would affect classroom management rou-

tines:

Rachel TC *An rang a bhí agam anuraidh, ní fheadfainn é sin [ceartú córasach] a dhéanamh leis an rang anuraidh, bhí go leor gasúir a bhí an-dúshlánach ann ... bhí just níos éasca gan rud mhór ar an gcaoi sin [ceartú córasach], a dhéanamh a gcuireadh isteach air.* The class I had last year, I wouldn't be able to correct their inaccuracies in a systematic manner because there were a lot of challenging children in my class and it was just easier not to do anything big like that [systematic error-correction], that would impact on behaviour management.

Similarly, most of CF treatment participant group teachers claimed that such continuous error-correction initially impinged on the class-flow and limited the class time of other curricular areas. This sentiment was clearly depicted by Joe TR, below:

Joe TR *Bhí sé an deacair ag an tús mar ní raibh tú ag iarraidh flúirseach an cheachta a stopadh gach uair a dhéanadh botúin agus bheadh saghas frustachas ag teacht orthu siúd freisin mar ní raibh, an saghas, an leanúnachas céanna ag gach ceacht.* It was hard at the beginning because you didn't want to interrupt the lesson flow every time an inaccurate utterance arose and the students would also get kind of angry too, because there wasn't the same constant rhythm in their classes.

Mary TR supported such findings, revealing that CF reduced the time spent on curricular subjects:

Mary TR *Bhí orm cloí leis an gclár ama mar gheall go dtagann daoine isteach sa rang ag pointe faoi leith i rith an lae agus uaireanta níor chlúdaigh mé ach an cead phíosa de bharr stopadh agus ceartú.* I had to keep to my class timetable because different teachers would come in at different points of the day and sometimes, I actually only managed to complete the first part of the lesson as a result of the stopping and correcting.

Mary TR affirmed that, as a result of such a rigid timetable, she often failed to cover lesson content in many classes due to the consistent stopping to ensure error-correction. This action was further observed by the researcher during her observational routines (Observation Diary: 18/01/2017). The researcher was present in the class when the support teacher entered Mary TR's classroom to begin an Irish lesson together. Due to the time spent engaged in error-correction during the previous Maths lesson, however, Mary TR had to cut the Maths lesson short and end the lesson sporadically in order to keep to timetable com-

mitments. This was difficult for both the class teacher and the students at the time. In accordance with this, Eimear TCR maintained that stopping and eliciting the correct answer always from the students was pedantic and tiresome, initially. In sum, the general weight of evidence indicated that continuous CF impedes class-flow and class time. These factors may provide an explanation for teachers' reluctance to engage in regular error-correction, as expressed in the literature explored in Chapter Two and may explain the over-reliance on ad hoc practice and the use of unambiguous recast strategies. Similar findings were reported by Ó Duibhir (2009) in the Irish context, when he noted that the burden of teaching ten other curricular subject areas caused teachers to feel that they were unable to correct all linguistic inaccuracies.

In tandem with these trends, the researcher observed that such limitations lessened during week three of the intervention, with the emergence of a collaborative corrective environment, described, which is clearly depicted in Mart TR's statement:

Mary TR	<i>Tá luas na ceathanna ag éirí níos tapúla arís is arís, níl an méid ceartúcháin céanna le déanamh de bharr go bhfuil siad ag féin cheartú. So má dhéanann tú é ar feadh tréimhse níos faide is dóigh ... nach mbeidh an oiread sin stopadh ann i go leor ceacht eile.</i>	The class flow is getting much quicker, I don't have the same level of correcting to do because they are self-correcting. So if you do it for a longer time I think ... that there wouldn't be as much stopping in lessons.
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These findings highlight the importance of the continuum of CF support for a continuum of need. As the students' linguistic abilities developed, they achieved greater agency in their own self/peer-correction, which resulted in less CF mediational support from the class teacher, thus reducing the classroom disturbance of error-correction. Such a move is in keeping with van de Pol et al.'s (2010) theory which highlights the importance of this transfer of responsibility from the teacher as MKO to the student as the MKO. This is further supported in literature by Vygotsky (1978) as he maintained that students could scaffold the learning of fellow students provided the appropriate factors existed in their sociocultural environment

However, despite noted challenges, all teacher participants in the CF treatment group classrooms appreciated and acknowledged the benefits and importance of availing of a systematic and scaffolded CF approach. Somewhat ironically, participating teachers maintained that the initial challenges that they experienced were worthwhile in fostering

students' SLA process. This is evidenced in Joe TR's statement:

Joe TR *Cuir sé saghas moil leis an gceacht* It [CF] did slow down the class
 ach ceapaim go bhfuil sé fiúntach but I also think it is necessary.
 chomh maith.

In accordance with this, Kate TP further argued that it is counterproductive to teach new linguistic forms and concepts unless a teacher is actively and systematically responsive to inaccurate utterances of the students:

Kate TP *Ní fiú é a mhúineadh muna bhfuil tú* It's not worth teaching if you're
 chun iad a cheartú i gceart. not going to correct it.

Therefore, it seems that teacher participant perspectives confirm conclusions proposed by Ó Duibhir's (2009) study, which claim that reconceptualising classroom linguistic norms may initially involve sacrificing an element of fluency, but may be "worth it" in the overall context of achieving greater accuracy in the longer term (p. 276).

The constraints associated with the establishment of such a culture as identified by participating teachers interestingly correspond with the theoretical framework of the current investigation, as Vygotsky (1978) postulates that the internalisation transition from the inter-psychological to the intra-psychological plane necessitates time. Therefore, in order for any given immersion class to adapt to a collaborative error-correction culture, time is required at the initial stage, which may in turn, impact the class-flow, finding here acknowledge this feature. Therefore, the researcher suggests embracing the "continued patient effort", recommended by Sato (2017, p. 32), in encouraging a collaborative CF learning environment, as the solution in minimising constraints such a time and class-flow disturbances, which inhibit teachers from fully implementing such approaches in their classes. Such suggestion holds implications for appropriate PD for teachers to share such evidence and perspectives from the key stakeholders in immersion settings. The concept of PD will be explored in the coming theme.

4.5.4. Summary of Theme 4. Findings presented in this section hold worthy implications for pedagogical practices, according to the researcher. Peer-interaction is the most common form of interaction in the communicative language classroom and, thus, to enhance language acquisition within the inter-psychological plane, systematic error-correction practices need to be established among students, to ensure accurate linguistic

forms within the social environment. Therefore, it appears evident from findings discussed in this section that utilising a systematic and scaffolded CF approach was useful in the establishment of collaborative corrective culture in various sociocultural settings where systematic CF was practiced. Such a collaborative corrective culture did not emerge in comparison group classrooms. As such, and in response to the third research question of the study, the researcher concludes that, in the context of this study, systematic and scaffolded CF may lead more readily to self/peer-correction among students. The researcher further concludes, in line with the sociocultural framework of the study, that positive perceptions in relation to error-correction and an ultimate ‘error-correction-friendly environment’ provide the bedrock to successfully maintaining a collaborative corrective culture. Embracing such a culture is a whole school issue as findings, described by participants themselves, indicate that such a culture does not emerge by chance but develops as a result of a systematic and positive approach adopted by the MKO who is a critical model and vital element of its construction. In summary, teachers played a key role in the cultivation of the collaborative corrective environment witnessed and reported on in all CF treatment groups, as they served as crucial environmental models, scaffolding the students in engaging in systematic error-correction practice. In other words, if linguistic inaccuracies are to be considered as a welcomed component of the SLA journey, as suggested in Chapter Two (Lyster et al., 2013; Ó Duibhir, 2018), it is essential that positive student attitudes, in relation to error-correction, are established from the outset.

Findings presented in this section further provide the researcher with worthy evidence in relation to the fourth research question, which asked: *What are the constraints, if any, experienced by teachers, in consistently using systematic CF strategies in the immersion classroom?* The researcher concludes that time and general class disruptions emerged as limitations in implementing a scaffolded and systematic CF approach in the immersion classroom. Interestingly, however, all teacher participants maintained that such shortcomings were worthwhile, as they themselves recognised the effectiveness of such a systematic CF approach in supporting students’ linguistic developments. It is important to highlight, however, that in order to employ such a systematic CF approach, which ultimately led to the creation of a collaborative corrective culture, all teachers required continuous professional development to scaffold their pedagogical knowledge and their trajectory to their own ZPD and to being that ultimate MKO.

4.6 Theme 5 - The More Knowledgeable Other

Having reviewed and analysed the entire database, the researcher has consistently emphasised that the class teacher, a student's MKO, plays a crucial role in the students' overall SLA. For example, through the availability of systematic CF and an explicit-inductive approach to the teaching of grammar, specifically noun gender, the participating teachers scaffolded students' linguistic efforts to enhance their linguistic capacities and overall language development. These participating teachers, particularly those in the CF treatment group classrooms, served as 'environmental models' (Lantolf & Poehner, 2014) as they embraced a systematic CF approach in their classroom which thus, established a collaborative corrective culture among students. Interestingly, however, in a parallel fashion to the gradual and contingent support provided to students, the researcher documented that teachers required a similar form of scaffold from an MKO to develop their teaching capacities and to guide them in implementing new practices in their own classroom environment. This finding coincides with literature explored in Chapter Two, which asserts that each teacher attains their own unique ZPD, which they must progress through, in order to ensure professional development (PD). Lantolf and Poehner (2014, p. 212) support the researcher's claim as they maintain that "requisite expertise" is required to ensure intended professional outcomes for teachers. In the current study, the researcher served as the initial MKO scaffolding the teachers' developing knowledge in implementing a systematic CF approach and an explicit-inductive approach to grammar instruction. As explored in the previous chapters, the current study adapted a unique research-informed model of PD grounded within Vygotsky's sociocultural framework, to support the learning and development of the participating teachers. This study confirmed advantages of such an approach to teacher PD, which in turn, enhanced the learning process for the students. The findings that emerged in relation to teacher PD are significant, the researcher suggests, and therefore will be explored in some depth in this section under the following three sub-themes:

- Teacher Participants' Perceptions of their Knowledge about Grammar,
- Professional Development,
- A Change in Practice.

The researcher began by exploring the teacher participants' perspectives on their own grammatical knowledge, in other words, their knowledge for practice. Findings in relation to this concept will now be explored.

4.6.1. Theme 5A - Teacher Participants' Perceptions of their Grammatical Knowledge. Borg (2001) maintains that strong correspondences exist between teachers' personal perceptions of their own grammatical knowledge and their pedagogical practices. Therefore, the researcher deemed it critical to explore teacher participants' perceptions of their own Irish grammar knowledge. Upon analysis of teacher interview responses and observational data, the researcher discovered that most participating teachers conveyed a lack of confidence in their own Irish grammatical accuracy, which is clearly depicted in Rachel TC's statement:

Rachel TC	<i>Tá mé iomlán uafásach ag gramadach. Níl fhios agam tada faoi! Níl clú agam. Mothaím go dona, lag. Nílím go maith aige ar chur ar bith.</i>	I am completely awful at grammar. I don't know anything about it! I don't have a clue. I feel awfully weak I'm not good at it at all.
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Evidently, Rachel TC's perception of her own knowledge about grammar (KAG) (Borg, 2001) was poor, identifying her own linguistic deficits. Interestingly, most teacher participants expressed similar sentiments, acknowledging their apprehension in teaching noun gender as a result of their own grammatical knowledge deficits. All teachers, except one, reported that they had to revise the rules, relating to the noun gender, prior to the implementation of the intervention. Anna TCR's statement was typical of most participant responses:

Anna TCR	<i>Ok caithfidh mé dul siar a dhéanamh air... Like, caithfidh mé dul agus foghlaim, like i gceart ... céard is firinsneach agus baininsneach ... Bhí a fhios agam an chuid is mó dóibh ach fós bhí orm dul siar a dhéanamh ...</i>	Ok I have to go and revise it ... Like, I have to go and like learn, like properly ... what is masculine and what is feminine ... I knew most of it but I still had to revise it ...
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Pat TP echoed this lack of confidence and need for revision of his own Irish grammatical knowledge as he stated:

Pat TP	<i>Ní raibh mé muiníneach agus bhí an chuid dul siar a dhéanamh agam an t-am ar fad sula thosaigh mé [an idirghabháil] ...</i>	I wasn't confident and I did a lot of revision before I started [the current intervention] ...
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These perceived linguistic deficits among participating teachers supports claims by Borg

(2001) in relation to knowledge about grammar (KAG), as most participating teachers acknowledged a gap in their own KAG. It was interesting that only one teacher, Kate TP, claimed that she was confident in teaching noun gender and other general grammatical forms to her fifth-class immersion students, without the need to revise the given topic prior to the lesson. Upon in-depth analysis of the teacher participants' transcripts, the researcher realised that Kate TP differed from other teacher participants as she had further engaged in additional postgraduate Irish courses, which may have contributed to her confidence in teaching Irish. Furthermore, it is also noteworthy that Kate TP was the only teacher who had utilised a scaffolded CF approach prior to the research investigation (Section 4.2). Based on this trend emerging from the qualitative data, the researcher would like to suggest, with some caution, that low KAG may provide a rationale for the lack of systematic error-correction among teachers, prior to the study. It could be concluded that in some cases, as a result of the perceived low KAG felt among some participating teachers, some teachers themselves may have failed to notice the students' linguistic inaccuracies and thus, the need for correction, which aligns with findings presented in Section 4.2 and is consistent with Borg's (2001, p. 27) research.

This phenomenon or data trend may further explain the initial data presented under the first theme, where teachers explained their reluctance to engage in systematic CF, prior to this intervention. It could be argued, based on some teacher perceptions illustrated in this section that a number of teachers themselves did not perceive the confidence to engage in systematic error-correction in relation to noun gender specifically prior to the current study. Furthermore, before the outset of the current investigation, participant interviews and researcher observations evidenced that peer-correction was completely absent in all classrooms. Some students maintained that they did not understand "how" to engage in such autonomous practices. This may reflect a lack of guidance from an MKO to engage in more autonomous learning and thus correction, which could have been linked to teachers' low KAG. Such findings align with Borg (2001), who maintains that teachers with high confidence in their KAG are more inclined to scaffold students in becoming active participants in their own grammar learning endeavour.

Moreover, findings explain that teachers may not have recognised a need for systematic instruction as they may not have experienced it in their own schooling. This claim is evidenced in the current study, as two out of the five native Irish language speaker teacher participants stated that they were never explicitly taught Irish grammar rules. The participants explained that they were expected to draw grammatical knowledge and under-

standing directly from their native language input, i.e., implicitly, as Eimear TCR explained:

Eimear TCR	<i>Bhuel is cainteoir dúchais mise agus níor fhoghlaim muid na rialacha gramadaí ... bhí orm iad a fhoghlaim sa choldáiste ...</i>	Well, I'm a native speaker and we never learned grammar rules ... I had to learn them in college ...
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It appears that the instruction of linguistic forms was often taken for granted among native speakers. The teachers explained that it was generally anticipated that native speakers would implicitly acquire linguistic forms from their environment. Of note here, is that Eimear TCR did remember learning grammatical rules at third level. This pattern was further reiterated by Rachel TC, another native speaker participant:

Rachel TC	<i>Nuair a chuaigh muid chuig an tríú leibhéal, thoisigh siad ag múineadh gramadach dúinn, rud nua a bhí ann.</i>	When we went to third level, they started teaching us grammar, something that was new to us.
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Both teacher participants maintained that they did not engage in explicit grammar learning until they reached third level, which, one teacher participant in particular acknowledged, has a negative impact, on their KAG (Borg, 2001) and their overall confidence in teaching Irish. This finding aligns with Lantolf & Poehner (2014, p. 216), who maintain that the conceptual understanding of linguistic features is most likely to arise through university courses. The researcher argues that the development of linguistic conceptual understandings should be fostered throughout the learning continuum from primary to third level, to ensure high levels of KAG among students, particularly for those engaged in the teaching of language. Findings presented in this section substantiate research explored in Chapter Two (Harley, 1991; Ó Duibhir 2018; Ohta, 2005) that explicit instruction of linguistic forms is required rather than relying on such knowledge being implicitly “picked up along the way” (Ohta, 2005, p. 514). Based on findings illustrated in this section, the researcher postulates that rich linguistic input is not sufficient in fostering a grammatically accurate SLA process. This finding was strengthened by Rachel TC’s perspective, who expressed that the way she speaks, as a native speaker, is not accepted as grammatically accurate in written form:

Rachel TC	<i>Ní mar a chéile an chaoi ina labhraíonn mise agus is an chaoi atá sé ceart ó thaobh na gramadaí dó. Bhí sé sin cineál deacair dom.</i>	The way I speak and the way Irish is accepted as grammatically accurate are very different. That was kind of hard for me.
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Therefore, the researcher maintains that although Irish is Rachel's L1, the native speaker also requires explicit grammar instruction and systematic scaffolded CF to enhance and develop deep conceptual understanding of accurate linguistic forms. These findings are supported in much research explored in Chapter Two (Harley, 1991; Ní Dhiorbháin & Ó Duibhir, 2017), which highlights the need for explicit instruction of particular grammatical forms. Impressions generating from the data appear to present support for the newly implemented Primary Language Curriculum (NCCA, 2015), which caters for the development of native speakers' linguistic capacities in the Irish context. Furthermore, such findings present strong support for the recently launched Policy for Education in the Gaeltacht (2016), which aims to enhance and foster the instruction of Irish to native speakers in Gaeltacht areas.

One of the most striking results to emerge, however, is that teacher participants were aware of the deficits in their KAG. It was encouraging to observe that teachers were independently committed and motivated to improving their linguistic capacities to become more confident in teaching grammatical concepts. This factor is a significant finding, in itself and calls for focused PD for teachers. Anna TCR exemplifies this perspective clearly:

Anna TCR	<i>Chaith mé níos mó ama air [dul siar] agus ag ullmhú na ceachtanna agus rudaí mar sin ionas go mbeinn compordach nuair a chuireann na páistí ceisteanna orm go mbeinn in ann iad a fhreagairt go muiníneach.</i>	I spent more time on it [revising] and preparing classes and things like that to ensure that I would be comfortable in answering any related questions from children, that I would be confident answering them.
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Teachers reported that they regularly availed of mediational tools such as text books and assisted guidance from other Irish speakers to develop their grammatical knowledge base to aid their lesson planning and instruction, a practice which participating teachers should be applauded for. Mary TR represented a typical response retrieved from the majority of participating teachers:

Mary TR	<i>D'úsáid mé leabhar atá agam sa bhaile ... d'úsáid mé eolas m'athair freisin so chuir me cúpla ceist air faoi rudaí nach raibh me ró-chinnté faoi agus rudaí nach raibh mé in ann oibriú amach mé féin is dóigh.</i>	I used a book I have at home ... I also asked my father a few questions about concepts that I wasn't too sure of or that I couldn't understand on my own.
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The researcher soon discovered that teachers' rationale for engaging in re-learning of grammatical knowledge and planning practices was to ensure that they provided the students with accurate L2 input, which is significant and should be applauded. Each teacher was highly motivated and committed to ensure they provided the utmost highest standard of Irish education to their students, and the researcher believes that each should be applauded for such diligence. All teacher participants highlighted the importance of providing students with rich and accurate language forms to foster an accurate L2 learning process. In a sense, it appeared that teachers were conscious of the importance of the sociocultural context in the SLA process that they understood that language learning originates as a social endeavour and thus accurate language forms would have to be utilised in the social arena of the classroom to ensure accurate L2 development. It could be argued that such appreciation for accurate L2 forms motivated the teachers to develop their linguistic conceptual understandings. Joe TR's provided evidence of such motivation:

Joe TR	<i>An rud ba mheasa a d'fhéadfá a dhéanamh ná an rud mí-cheart a mhúineadh do na páistí, trustann na páistí go bhfuil tú i gceart agus má mhúineann tú rud dóibh atá mí-cheart, bhuel, níl sé sin go maith.</i>	The worst thing you could do is teach students the incorrect form, because the children trust that you are correct and if you teach them the wrong thing, well that's just not good.
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In summary, some teacher participants acknowledged deficits in their KAG (Borg, 2001), which ultimately may have impinged on their formal and informal instruction of Irish. This finding highlights the importance of providing immersion teachers with KAG (Borg, 2001) during PD courses, as explored in Chapter Two. Furthermore, some teacher participants who were native Irish speakers, highlighted a gap in their KAG as they maintained that they were never explicitly taught grammar rules, which may indicate the need for direct instruction of grammar to both L1 and L2 Irish speakers. This finding may also question the ideology of "native-like" proficiency, which, internationally, is often referenced as the ultimate goal for L2 students. Perhaps the concept of "native-like" proficiency should be more rigidly defined to provide accurate learning outcomes for L2 immersion

students. However, teachers' conscious deficit in KAG appeared to motivate them to improve their Irish standard and may have encouraged participants to engage in the current intervention and participate in the PD programme. The intrinsic motivational factor was a critical component to the success of the PD programme, which aligns with findings revealed by Almutlaq, Dimitriadi, and McCrindle (2017) and Kennedy and Shiel (2010). Overall, all eight participating teachers in the current study were self-stimulated to improve their KAG (Borg, 2001) and to also provide an excellent standard of language education to their immersed students, which was extremely encouraging to note.

4.6.2. Theme 5B - Teacher Professional Development. As explored in Chapter Two, Day (1999) provides a working definition of PD as providing an opportunity for teachers to “renew, review and extend” their pedagogical and content knowledge (p. 4). Upon analysis of teacher interviews, it appears that the current PD model concurs with Day's definition as teachers generally maintained that they renewed their prior knowledge, reviewed their current teaching practices and extended/developed their content and pedagogical knowledge as a result of the PD provided in the current study. Teacher participants noted that the PD aided their understanding of how to engage in error-correction with immersion students and scaffolded their knowledge in relation to the formal instruction of Irish grammar. This finding is rooted in Mary TR's statement, which was representative of all teacher participants' opinions:

Mary TR	<i>Chabhraigh an CPD go mór liom le Bain Súp As! mar níor bhain me úsáid as riamh agus chabhraigh sé liom le cúrsaí ceartúcháin, chabhraigh an seisiún liom na straitéisí a thuiscint roimh iad a chuir i bhfeidhm sa rang.</i>	The CPD helped greatly with <i>Bain Súp As!</i> because I had never used it before and it also helped me with error-correction approaches. The session helped me understand the strategies and how to implement them in the classroom.
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In this excerpt, Mary TR emphasised the importance of the PD workshop session in initiating the learning process. She maintained that the workshop enabled her to extend her concept knowledge in relation to CF strategies and the explicit-inductive approach to grammar instruction. She asserted that such initial theoretical understandings aided her in practically implementing such approaches in her own classroom. In a sense, Mary TR aligns with Shulman's (1987) concept of pedagogical content knowledge (PCK), as she maintained that the PD workshop promoted the development of both forms of knowledge. A paramount finding was retrieved from Anna TCR, who highlighted a lack of pedagogical content knowledge in relation to error-correction prior to the research investigation:

Anna TCR	<i>Níor chuimhnigh mise air roimhe níor chuala mé mórán faoi ná aon rud. So ya bhí sé go maith.</i>	I never even considered them [CF] nor did I hear much about them before the intervention. So ya it was good.
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Based on these findings, the researcher maintains that the PD model was successful in encouraging teachers to reflect on their prior knowledge and prior practice, which in turn, increased their pedagogical content knowledge (Shulman, 1987), as suggested by Smith (2012). In a sense, such findings support Vygotsky's concept of praxis as theory provided a basis to guide practical activity but in return, practice informed and shaped the theory (Lantolf & Poehner, 2011). In the current PD model, both theory and practice were interwoven to ensure optimal results. Joe TR continued, stating that a 'praxis' model of PD is required by all immersion teachers across the three stages of the teacher continuum (Teaching Council of Ireland, 2011), but particularly newly qualified teachers (NQT):

Joe TR	<i>Aon saghas traenáil breise tá se go maith. Is cuimhin liom féin nuair a bhí mé féin ag dul isteach sa seomra ranga, mo chéad bhliain ag múineadh ... ní raibh mórán taithí agam a bheith sa seomra ranga ar feadh tréimhse an fhada agus ní raibh an oiread sin straitéis faoi mo lámh ag am sin.</i>	Any type of extra training is good. I remember going into the classroom for the first time, my first year teaching ... I didn't have much experience being in the classroom on my own for prolonged periods and I didn't have many appropriate teaching strategies at my disposal either.
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Of particular interest, is the emphasis Joe TR placed on the practical component of the PD, which provided teachers with practical pedagogies to enhance a more accurate L2 acquisition among immersion students. He affirmed that providing teachers with pedagogical strategies, which were relevant to immediate practice to meet the specific needs of immersion students, was a key factor in the effectiveness of the PD model. According to Joe TR, such PD approaches are required specifically by NQTs to scaffold their learning and knowledge extension (Day, 1999) from initial teacher education programmes (TCI, 2011). A similar belief was expressed by Anna TCR as she maintained:

Anna TCR	<i>B'fhéidir na NQT's a chur ar an eolas faoi na bealaí atá ann le páistí a cheartú ... Ya just iad a chur ar an eolas faoi agus a thaispeáint dóibh conas iad a chleachtadh agus a úsáid s.rl.</i>	Maybe, [it would be beneficial] to educate NQT's on the ways to correct children ... Ya just to tell them about it and how to use them [CF strategies] and practice them etc.
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Together these results provide important insights into the significance of adopting a praxis approach to PD and the importance of providing immersion NQT's with such practical teaching and learning approaches.

It became apparent to the researcher, during observational routines, that in order to support an increase of teachers' pedagogical content knowledge, follow-up support was absolutely essential. Teachers required scaffolding in practically implementing new concepts in their own mediated space (Lantolf & Poehner, 2014) (i.e. their own classroom), which aligns with published literature in the field (e.g. de Paor, 2016). The need for such follow-up support was observed as early as the first week of the intervention (Observation Diary 10/01/2017), when the researcher noted an "implementation dip" (Fullan, 2014, p. 5) among teachers. The PD workshop took place the week before the teachers' Christmas holidays in December and the intervention began the first week after the holidays. It became apparent to the researcher that teachers had partially forgotten elements of the PD, which they had received three weeks previous. This finding highlights that one-off workshops may only be effective in changing surface knowledge of teachers, which is oftentimes, disregarded and generally does not lead to a change in teachers' practices, as suggested in the literature (Smith, 2012). This trend was further reiterated by a teacher participant during interview sessions:

Rachel TC	<i>... idir an CPD agus tús na hidirghabhála rinne mise dear-mad ar na rudaí a bhí ráite pléite so ansin bhí orm dul agus tac-aíocht a fháil.</i>	Between the CPD and the beginning of the intervention, I forgot some of the concepts that we had discussed so I had to go and get additional support.
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Fortunately, as a result of the follow-up support, during the initial weeks, the researcher was enabled to provide scaffolded support, which was in accordance with the teachers' ZPD, to further aid the implementation of new knowledge. This scaffold faded as the intervention progressed and by week four (Observation Dairy 30/01/2017), the researcher had very little input in developing participating teachers' practices. In a sense, the teachers

themselves had reached a self-regulated position in implementing the new pedagogical practices. At this point, all participating teachers could confidently implement the approaches as part of their regular teaching routine, without the mediational scaffold of the MKO, which was a critical finding. To a certain extent, this scaffolded support mirrors the practical implementation of van de Pol, Volman, and Beishuizen (2010) scaffolding framework as outlined in Chapter Two. In fact, the findings presented in this section enable the researcher to extend van de Pol et al.'s (2010) framework to include the scaffolding of teacher development in addition to the scaffolding of students' development. The researcher concludes that similar to the development of students' capacities, teachers also need mediated scaffolded support in developing and exploring new practices. It is important to document that the level of scaffold provided varied between teachers, which highlights the need for PD to be provided in accordance with the teachers' specific needs. From this outlook, in accordance with Smith (2015), the researcher rejects 'a one-size-fits-all' model of PD.

On this point, it seems relevant to mention that, as expressed earlier, a systematic and scaffolded CF approach was a novel practice for all participating teachers. As evidenced earlier in Section 4.6.1, the implementation of the new approach proved problematic to implement at the outset of the intervention. In keeping with Fullan (2014), it appears that teachers were somewhat anxious about employing such a new systematic error-correction approach. Thus, teachers required more scaffold support during the initial two-three weeks of the intervention to motivate the implementation of such a systematic approach in each CF treatment classroom. To a certain extent, teachers required reassurance that they were implementing new practices in a 'correct' manner. Had follow-up support not been provided to the teachers, the researcher maintains that teachers may have disregarded the new-gained knowledge and continued with their regular 'normal' error-correction practices. This claim strongly supports Fullan's (2014) concept of the "implementation dip", discussed in Chapter Two. Interestingly, once teachers began to observe signs of linguistic development among students (i.e. self-correction and peer-correction), i.e., signs of successful outcomes for the students, they became more motivated to continue with the intervention and the use of the systematic CF approach. Such a finding concurs with Kennedy and Shiel (2010), who found that evidence of student attainment is one of the most potent motivational factors for a teacher to continue in PD.

It is important to document, that although 'other' mediation reduced over the course of the intervention, also, the teachers further availed of object or 'artefact' (Ellis,

2015) mediational resources to scaffold their development, which aligns with sociocultural theory of the current study. Teachers availed of the resource pack, which the researcher provided to each of them, to support the implementation of their new knowledge. Most participants claimed that the teaching resource, *Bain Sup As!*, which was provided to teachers as part of their resource pack, supported them in practically structuring their Irish lessons and their focused grammar instruction. Alternatively stated, participants maintained that the resource *Bain Súp As!* guided teachers in the practical implementation of the explicit-inductive approach:

Mary TR	<i>Thug sé struchtúr maith dom like</i> <i>conas tús a chur leis an gceacht ...</i> <i>like an réamhobair, an ionchur</i> <i>teanga nó an ionchur gramadaí</i> <i>s.rl.</i>	It gave me a good idea of how to structure my grammar classes ... like the pre-work, the language input or the grammar input etc.
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Pádraig TC supported Mary TR, maintaining that the complete resource pack provided to the teachers structured the planning of their Irish grammar lessons from week to week. The resource pack provided guidelines of what concepts to teach, when to teach them, and how to assess students' knowledge, which Pádraig TC claimed was pivotal to the implementation process:

Pádraig TC	<i>Thaitin sé go mór liom ach an</i> <i>príomh rud ná an struchtúr. Tá tú ag</i> <i>dul ó seachtain amháin go seachtain</i> <i>eile agus tá forbairt le feiceáil.</i>	I really enjoyed it. The main thing that I liked was the structure. It went from week to week and you can see development.
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Kate TP agreed with both Mary TR and Pádraig TC that the systematic approach employed in the resource pack was the cornerstone factor to the success of the intervention in her classroom:

Kate TP	<i>[Chabhraigh sé] le cúrsaí ceartúcháin.</i> <i>Bhí sé chomh dírithe air, bhí gach rud</i> <i>chomh srínthe chomh céimithe so caithfidh</i> <i>mé a rá gur thaitin sé sin go mór liom.</i>	It helped with error-correction practices. It was focused and or- ganised and laid out in stages so I have to say that I really liked it.
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Kate TP concurred with Mary TR and further maintained that such a pack made error-correction an easier task in the immersion classroom because everything was organised and explained in a gradual and developmental fashion. Kate TP concluded that, if such a re-

source pack was available to teachers as a book, with other grammatical features explored in addition to noun gender that her school would invest in it. In sum, it appears that in addition to scaffolded follow-up support, immersion teachers further require “object” mediational resources to support their teaching professional development. This finding coincides with the theoretical framework of the study, as Vygotsky (1978) postulates that a variety of mediational tools are required to foster development.

Considering all factors that have been discussed in this section, the PD model designed for the current study, supports Smith’s (2012) effective PD features. For example, on-going and sustained support, which was job-embedded provided beneficial guidance to the teachers in increasing their pedagogical content knowledge. Such an approach required constant active engagement on the part of the participating teachers, which encouraged them to reflect on their prior practices and thus make changes to their teaching approaches. The researcher cautions, however, that the changes in teachers’ practices were gradual in nature and required appropriate time to evolve. This substantiates Vygotsky’s (1978) theory of child development, as he maintains that the shift of knowledge from the inter-psychological plane to the intra-psychological plane requires ample time and appropriate scaffolded progression (Lantolf & Poehner, 2011). Based on research findings, the PD model established in the current study was effective in changing teachers’ practices, which in turn benefitted the grammar leaning of the students. According to Guskey (2000), such changes are the primary objective of any given PD model.

4.6.3. Theme 5C - Changes in Practice. As explored in Chapter Two, a common criticism of traditional PD models is that typically, they are fruitless in enhancing change among teachers’ practices (Murphy, Smith, Varley, & Razi, 2015). Boyle, Lamprianou, and Boyle (2005) maintain that teachers who engage in long-term PD, which incorporate follow-up support are generally successful in changing one aspect, at minimum, of a teacher’s ‘normal’ practice. Results presented in this section confirm such findings. It is important to highlight that an awareness of prior knowledge, which was presented in Section 4.2, had much to offer in the analyses of teachers’ changed practices as a result of the PD model utilised in the current intervention.

Firstly, new-gained pedagogical content knowledge, in relation to the explicit-inductive approach, appeared to provide teachers with a novel systematic manner of teaching grammar. During interview sessions, teachers confirmed that the PD was successful in changing their prior practices. Rachel TC’s statement represents a typical participant re-

sponse disclosed by all eight participating teachers:

Rachel TC	<i>Le Bain Súp As! tá na gasúir níos mó ag déanamh an riail ná mise ag tabhairt an riail dóibh. Roimhe seo, bheinn beagnach ag brú rialacha orthu agus ní raibh siad ag sú is-teach an t-eolas chomh maith is atá siad an bealach seo so chur sé sin go mór le foghlaim na bpáistí.</i>	With <i>Bain Súp As!</i> the children are establishing the rules rather than me providing the rules to them. Before this, I would almost be pushing the rules on them and they weren't actually internalising the information as well as they are this way, so it added to the children's learning.
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It is important to highlight that Rachel TC reported that such a change in her pedagogical practice affected the learning outcomes of the students, which is the ultimate goal of any PD model (Murphy et al., 2015; Smith, 2015). It appears evident that both teacher and student became co-constructors of knowledge, which is a critical component of any successful learning journey. In Vygotskian terms, teachers' perceptions of the role of a teacher as a "fountain of knowledge" (Lantolf & Poehner, 2014, p. 208), who serves "... as a simple pump filling up the students with knowledge" (Vygotsky, 1997, p. 339, cited in Lantolf & Poehner, 2014, p. 208), evolved to become a facilitator of guided discovery over the course of the intervention as a result of the PD (Vygotsky, 1978).

A change in teachers' perceptions of students as active agents in their learning process manifested among all teacher participants as highlighted during interviews. Pat TP, for example, stated that, as a result of the PD model, he began encouraging his students to become more autonomous in their own language learning rather than relying so extensively on the class teacher:

Pat TP	<i>Táim ag déanamh iarrachta faoi láthair ... go mbeidh níos mó freagrachta ag na páistí ina gcuid foghlama féin, agus bhfuilídís gníomhach ina gcuid foghlama féin agus nach mbíonn siad ag braith ar an múinteoir an méid céanna is a bhí agus cha-bhraigh [PD] go mór le sin a chur i bhfeidhm sa seomra ranga.</i>	I am currently trying ... to encourage my students to become more responsible for/in their own learning and to ensure that they are more active in their own learning so they won't be relying, as much, on the teacher. The PD greatly helped to implement this practice.
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Pat TP further asserted that he would continue to foster such autonomy among students in their own learning processes. In support of Pat TP's statement, all teacher participants in the CF treatment groups agreed that they were determined to maintain the collaborative

corrective culture, which emerged in their classrooms as a result of the intervention. To do so, teachers were motivated to continue using a systematic and scaffolded CF approach to correct students' linguistic inaccuracies. This is clearly represented in the following teacher participant quotes:

Kate TP	<p><i>Tá an nós sin [ceartúcháin] acu anois agus deirtear go nglacann sé 30 lá le nós nua a thosú agus tá 6 seachtaine caite againn ... Seo an Mháirt anois agus tá an scéim críochnaithe agus tá mé fós á úsáid agus tá na paistí fós ag déanamh féin-ceartú ar a chéile tá súil agam go leanfaidh sé. Tá mise chun leanúint leis so dhearfainn go leanfaidh siad leis.</i></p>	<p>They have that habit now [error-correction] and they say it takes 30 days to start or break a new habit and we have six weeks spent on the it ... It is Tuesday now and the scheme is over and I am still using it [CF] and the children are still self-correcting and peer-correcting so I hope that it continues. I am going to continue with it so I'm sure they will too.</p>
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Therefore, the researcher concludes that, although teachers raised concerns and doubts about implementing such a systematic scaffolded CF approach at the outset of the intervention, it appears evident that the new practice had become 'the norm' of the sociocultural environment of the immersion classroom by the end of the intervention, which is significant. The researcher concludes that this may have occurred as a result of the scaffold support provided to teachers throughout the "implementation dip" (Fullan, 2014).

In sum, evidence provided in this section illustrates changed practices among teachers as a result of the PD provided during the study. Teachers began engaging in consistent error-correction and a guided-discovery approach to grammar instruction. The new practices supported positive student learning outcomes, as evidenced from qualitative findings analysed earlier in this chapter. The increased success in students' learning outcomes, in turn, further empowered and motivated teachers to continue in PD and to permanently change their own practices. Mary TR depicted this finding clearly:

Mary TR	<p><i>... mar gheall go bhfaca mé feabhas i nGaeilge na paistí déanfaidh mé an-iarracht leanúint ar aghaidh leis.</i></p>	<p>... because I saw an improvement in students Irish, I am going to make a great effort to keep going with it.</p>
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This finding mirrors claims by Kennedy and Shiel (2010) explored in Chapter Two, that teachers become more confident and motivated in their work once signs of increase student

attainment begin to emerge. Eimear TCR further endorsed such a finding, as she concluded that she enjoyed implementing the systematic and scaffolded CF approach and would continue utilising them:

Eimear TCR	<i>Tá mé chun leanúint ar aghaidh leis. Níl aon fáth go n-athróinn é. Is maith liom é so cén fáth go n-athróinn?</i>	I am going to keep going with it. There is no reason I would change it. I like it so why would I change?
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In sum, Pat TP concluded that there is a problem in relation to the teaching of Irish and the grammatical accuracy of Irish. He affirmed that PD, similar to that provided during the current investigation, might be effective in aiding teachers' pedagogical routines and students' learning:

Pat TP	<i>Tá fhios agam ó bheith ag caint le múinteoirí eile go bhfuil fadhb ann ó thaobh cruinneas na Gaeilge de agus cabhróidh sé [PD] go mór le páistí agus le múinteoirí i gcoitinne.</i>	I know from talking to other teachers that there is a problem in relation to Irish grammatical accuracy and I know that it [PD] would help children and teachers greatly.
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It was interesting to document, however, that Pádraig TC reported that such a PD model would be more effective if provided at a whole school level, rather than to individual teachers. He explained that, in neglecting to provide PD to all staff members, the "link" to successful student outcomes is broken. This finding holds critical implications for future PD models:

Pádraig TC	<i>Níl aon mhaitheas as dhá múinteoir an CPD a dhéanamh agus ag teacht ar ais agus ag iarraidh a bheith ag míniú don fhoireann ar fad ansin. Tá an slabhra briste ansin is dóigh.</i>	There is no benefit in two teachers engaging in CPD and then coming back to the school and trying to explain it to the whole staff. The chain is broken then, I think.
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Pádraig TC's claim aligns with Guskey's (2000) suggestion that whole school PD planning and engagement is considered superior to any other form of PD. Unfortunately, it was beyond the scope of the current study to provide PD to all school members; however, such a claim holds critical value in providing successful PD to immersion teachers, provision of PD at a whole-school level, in the future. In conclusion, the researcher maintains that the PD provided during the current study was effective in changing teachers' practices. These new changes, ultimately, affected students' learning, as positive learning outcomes were

evidenced through triangulation of qualitative data, which is the primary objective of any PD model.

4.6.4. Summary of Theme 5. In brief, it appears that some participating teachers encompassed linguistic deficits relating to grammar which seemed to impinge on their general confidence in relation to their own KAG. Prior to the intervention, some teachers' lack of KAG may have been ultimately impeding their instructional approaches of Irish grammar, which in turn, could have hindered the acquisition of grammatically accurate L2 forms among students. Given that, it appears that the research informed PD model, which was grounded in Vygotskian sociocultural theories, effectively scaffolded all participating teachers' development. The final picture resulted in the teachers themselves becoming the MKO. They appeared confident in engaging in CF and an explicit-inductive approach to grammar instruction. . The continuous scaffolded approach, which was provided in a contingent manner to teachers during the current investigation, is unique to other forms of PD available to Irish immersion students. This was evidently depicted by Joe TR, who articulated that usually after PD workshops he would fail to implement the new knowledge in his classroom, as he would typically re-engage with his normal pedagogical practices:

Joe TR	<i>Go hiondúil le rudaí mar sin dé- antar neamh aird orthu deirtear “Awh sin é! Sin críoch leis!”.</i>	Usually, with things like this, it [new knowledge] is ignored and you'd say “Awh that's it! Finished with that!”.
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Joe TR's comment supports Hawley and Valli's (1999) claim that, “Conventional approaches to professional development, such as one-time workshops, typically do not lead to significant change in teaching methodologies” (p. 129). In contrast, the current research PD model ensured that teachers stayed on course and the appropriate amount of scaffold was provided to them in accordance with their pedagogical/linguistic needs and the needs of their students. The researcher concludes that such a PD model was effective, as changes in teachers' practices were observed.

Considering all factors that have been discussed, it seems clear to conclude that immersion teachers, generally, require PD in relation to pedagogical approaches to Irish instruction, which holds critical implications for future PD planning. This is evidently depicted in Pat TP's concluding statement:

Pat TP	<i>Is ábhar fíor dheacair í an Ghaeilge le múineadh ... agus suim na bpáistí a tharraingt isteach. Bhraith me i gcónaí mar sin le gramadach agus bím i gcónaí ag lorg straitéisí nua agus chun é a chur i bhfeidhm, i gceart.</i>	Irish is a very hard subject to teach ... and to engage students' interest in the subject. I always felt like that with grammar teaching and I am always looking for new strategies to teach it, properly.
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Therefore, the researcher concludes, in agreement with the NCCA (2010), that a lack of PD, specific to the needs of immersion teachers in Ireland, prevails. Teachers require more praxis models of PD, which interlink pedagogical content knowledge, as suggested by Shulman (1987) and Smith (2012). Teachers require evidence that such praxis approaches are useful in the immersion classroom. Furthermore, in keeping with the literature discussed in relation to PD, the researcher concurs with Ó Ceallaigh (2013), that immersion teachers require a dual-focused PD that focuses on fostering both linguistic competencies and associated pedagogical practice. Ultimately, immersion teachers require scaffolded PD to meet their specific needs, which should be readily faded as their teaching capacities develop, as proposed by Vygotsky (1978) in relation to child development.

4.7 Summary and Conclusion

In summary, what was unearthed in this study is noteworthy and may have implications for future theory and practice in immersion settings. The current study aimed to explore and critically examine participants' perspectives on the support, if any, offered by the systematic use of CF in developing immersion students' grammatical accuracy, specifically in relation to noun gender. In sum, the impression generating from the data appeared to illustrate that CF was supportive of immersion students' SLA process, particularly the development of a more accurate L2, when utilised in a consistent and systematic manner, in accordance with the students' linguistic strengths and needs, along a progression continua. The researcher suggests, in the context of the current study, that CF should be considered a key mediational tool in supporting students' L2 development. Interestingly, findings presented in this study appear to present a broader image than that explored in other CF research studies, perhaps as a result of the Vygotskian sociocultural framework that was adopted, which proved useful in understanding the everyday practices within the sociocultural context being explored. A number of findings emerged and these will be summarised in the next chapter.

Based on qualitative findings, the researcher would like to conclude, at minimum, that both prompt and recast CF categories are beneficial, if utilised in keeping with the students' linguistic capacities. Thus, as Vygotsky (1978) asserts, no two students attain the same ZPD position at the same time and therefore, scaffolding needs to be contingent upon needs. Therefore, the researcher suggests the use of a continuum of CF support for a continuum of need. In recognising the appropriate level of support required by a student, a teachers can effectively support students' linguistic development in progressing towards a more self-regulated position, which is the ultimate objective in achieving language proficiency. It seems that the consistent use of such CF continua appeared to facilitate greater levels of self-correction and peer-correction among students in the current investigation, which, in turn, led to the establishment of a collaborative corrective culture in CF treatment classrooms. Within such environments, students were enabled to learn from each other and with each other, which ultimately maximises the L2 learning experience of the students. Data presented in this section, emphasises that it is pivotal to maintain positive dispositions in relation to error-correction, if such a cultural is to emerge and be sustained. Such findings hold critical implications to the field of SLA and CF both nationally and internationally as Starr (2016) explains that CF studies, to date, have predominantly focused on CF teaching strategies rather than the potential powerful role of peer-correction and peer-scaffolding. The power of the latter was voiced emphatically in this study and therefore warrants further study. It was acknowledged that establishing collaborative corrective cultures, in the immersion classroom, is challenging for teachers for a number of reasons and mainly the fact that it may impinge on lesson flow and be overly time consuming, particularly at the beginning stages of implementation. However, those who engaged in the continuing PD in relation to the systematic CF approach (i.e. all participating teachers in the CF treatment group classrooms), admitted that the positive support of the practice in developing students' linguistic accuracy, far outweighed the challenges they identified early on in the intervention. Therefore, this chapter further draws attention to the need for immersion teachers to receive PD in order to facilitate the implementation of approaches that they acknowledge have a positive impact on student learning. Teacher participants were most honest and insightful in their responses during interviews. They explained that teachers' own knowledge about grammar affected their language instruction and provision of regular CF. Much of the findings suggest the need for PD and also, perspectives and observations insist on a particular approach to PD that embraces a sociocultural approach. In brief, it seems that trends emerging from the database appear to celebrate the PD model

offered to teachers, at the outset and throughout the current study, which attended to the specific needs and capacities of the teachers' in the particular socio-cultural setting

The final chapter now reflects on these conclusions and suggests some recommendations for policy, practice and future research while also contributing to the field of SLA, CF and immersion education generally.

Chapter Five

Conclusions and Recommendations

5.1 Introduction

The aim of the current research investigation was to critically examine and analyse immersion teachers' and students' perspectives on the systematic use of CF strategies, as part of a Form-Focused Instruction (FFI) approach, in supporting fifth-class immersion students' grammatical accuracy of noun gender in Irish, their L2. Thus, this chapter considers what has been learned, why it is worth learning, and how such knowledge can contribute to theory and practice. As explored in Chapter Three, the study was informed by a pragmatic paradigm within a sociocultural framework, which encompassed Vygotskian concepts. In essence, the Vygotskian sociocultural theory provided a theoretical lens for the literature reviewed, the paradigm adopted, the research design, and the analysis of the data.

In availing of a qualitative design, the researcher discovered, based on participants' shared perspectives, that CF, if utilised in a systematic manner in accordance with the linguistic needs and abilities of the students, may be beneficial in prompting L2 learning and development among fifth-class immersion students. The researcher learned that the use of one specific CF strategy is not sufficient to meet the variety of linguistic needs shared among students in any given immersion context. Therefore, she posits, based on impressions generating from the database, that a continuum of CF support for a continuum of need is necessary to ensure L2 learning is fruitfully and consistently developed within the sociocultural environment of the immersion school setting. In addition, it was reported by participants and in the context of the current study that, if implemented in a systematic and scaffolded manner, CF might establish a collaborative corrective culture in the classroom in which students can scaffold the language learning of their peers. It is important to document, however, that, if a scaffolded and systematic CF approach is to be effectively implemented in the immersion context, teachers require scaffolded PD, tailored to meet their specific linguistic and pedagogical needs.

In this chapter, the researcher provides a brief reflection on the literature in the field of SLA and CF before advancing to summarise the primary findings of the research while further re-highlighting the limitations of the study. Stemming from these findings, the re-

searcher then documents her contributions to knowledge in the field of SLA and CF. Based on this contribution, the researcher then concludes by suggesting a number of recommendations for policy makers, practitioners, and future researchers. It is intended that these recommendations will offer alternative avenues for thinking, ultimately affecting the learning outcomes of the primary stakeholders - the immersion students.

5.2. Reflection on Literature

As explored in Chapter One, immersion education has a longstanding tradition in Ireland since the foundation of the Free State in 1922. These education programmes have experienced varying degrees of success and defeat throughout the past century. Immersion education was initially organised in a ‘top-down’ manner, driven primarily by government objectives, with the principal focus of such schooling appearing to be concerned with language revitalisation rather than the specific language learning of individual students.

The early 1970s in Ireland presented a refreshed outlook on Irish immersion education. This era saw the establishment of immersion schools, referred to as *gaelscoileanna*, which were founded, in a bottom-up approach, driven by parental demands and the students’ specific linguistic and educational needs. This shift from a ‘top-down’ to a ‘bottom up’ approach saw a substantial increase in the popularity of immersion education in Ireland. To date, most *gaelscoileanna* adopt an early total-immersion approach, whereby students are immersed in the target language for the first two years of their education. Irish immersion education has been shown to enable students to reach a high level of communicative competence, without sacrificing other curricular attainments. Nonetheless, immersion students, both nationally and internationally, generally fail to reach a similar standard in their target language production skills. In essence, it is claimed that immersion students’ language output generally contains regular linguistic inaccuracies, which have resulted in immersion students’ L2 being referred to as an ‘interlanguage’, or more specifically in the Irish context, *Gaeilge líofa ach lofa* (Walsh, 2007).

The literature reveals many ways in which this weakness of immersion education may be improved. To begin, Stern (1990) calls for analytical and experiential pedagogical approaches to be considered complementary rather than two distinct dichotomies in the immersion classroom. In a similar vein, Llinares and Lyster (2014) maintain a need for a more systematic integration of form and content-based instruction. Ultimately, Lyster (2007) posits that immersion teachers need to “strike a balance” (Lyster, 2015, p. 5) be-

tween content and form in order to ensure similar standards of outcomes between students' receptive and productive language skills in immersion settings. Some researchers (Ellis, 2015; Llinares & Lyster, 2014; Lyster, Saito, & Sato, 2013; Lyster & Tedick, 2014; Ranta & Lyster, 2018) propose the use of form-focused instruction (FFI) as an appropriate response to such linguistic pedagogical needs of immersion students. In brief, FFI is intended to overtly draw students' attention to notice linguistic forms in content/meaning-based situations, which may be carried out in a variety of ways (i.e. implicit/explicit and reactive/proactive approaches).

The aim of the current study was to explore and critically examine participants' perspectives on the support, if any, offered by a FFI approach, referred to as Corrective Feedback (CF), to enhance immersion students' grammatical accuracy, specifically in relation to noun gender. CF is used to draw students' attention to their grammatically inaccurate utterances, which, in turn, is suggested to aid L2 learning and thus L2 development. Numerous CF strategies exist, which Lyster (2004, 2007) separated into two predominant categories of prompts and recasts. In general terms, prompt CF strategies withhold the correct linguistic form from students and encourages them to self-repair their utterance. Recast CF strategies, on the other hand, provide students with the correct utterance. Within both categories, implicit and explicit variances exist (Sheen & Ellis, 2011). Both of these categories are continuously compared and contrasted against each other in an attempt to arrive at an optimally effective strategy to enhance L2 learning. Other researchers, however, reject the idea that a superior CF strategy exists (Aljaafreh & Lantolf, 1994; Lyster et al., 2013; Nassaji & Swain, 2000); rather, they consider the effectiveness of a CF strategy to hinge upon the ability of CF to meet the specific ZPD capacities of the student (Aljaafreh & Lantolf, 1994; Lyster et al., 2013; Nassaji & Swain, 2000). These researchers frame CF within a sociocultural perspective.

Emerging from the analysis and reflection of literature reviewed, the current study explored participants' perspectives on a systematic approach to CF in immersion settings, as an approach to support the L2 development of fifth-class immersion students' grammatical accuracy, specifically in relation to noun gender. The researcher now argues, based on the findings presented in Chapter Four that CF should be provided in accordance with the student's current and potential language capacity, ensuring that the student is consistently operating within their ZPD. Despite recommendations, for application of such a systematic and scaffolded CF approach, presented in various literature (Lyster, 2015; Lyster & Ranta, 2013; Ranta & Lyster, 2018; Sheen & Ellis, 2011), it could be argued that research, to date,

fails to provide teachers with systematic guidelines on how to implement CF in an effective, systematic manner in the immersion classroom. The current research asserts that, if linguistic inaccuracies are to be welcomed and used as key “teachable moments” (Larsen-Freeman, 2003, p. 126), then teachers require CF strategies and guidelines on how to respond to such moments in the classroom. To effectively enhance L2 through the use of CF strategies, the researcher maintains that teachers must provide students with scaffolded CF mediation to progress their language development consistently towards self-regulation (self/peer-correction) and towards gaining greater agency in their own learning. Grounded in Vygotsky’s concept of praxis, the current study integrated both theoretical and pedagogical considerations to devise CF continua, which range from explicit to implicit CF strategies, in an endeavour to enhance students’ L2 grammatical accuracy. Thus, in the current investigation, the researcher explored the participants’ perspectives on the support offered by a continuum of prompt CF strategies, a continuum of recast CF strategies and a continuum of combined recast/prompt CF strategies, referred to as the combined regulatory scale, in supporting the development of immersion students’ grammatical accuracy in relation to noun gender. Guided by literature (e.g. Aljaafreh & Lantolf, 1994; Lyster et al., 2013), each continuum was devised by the researcher and was provided to teachers, as per research design (See Chapter Three), to support the implementation of a systematic and scaffolded CF approach in their individual immersion classrooms. It is intended that the findings from this study will address the theory and practice dichotomy and will support SLA for the key stakeholders in this study, namely, the fifth-class immersion students.

5.3 Summary of Research Findings

In response to the research questions of the current investigation, this section recalls the primary research findings which were previously discussed and critically evaluated in Chapter Four.

5.3.1. What are participants’ perspectives on the systematic use of corrective feedback (CF) to support the development of fifth-class immersion students’ second language grammatical accuracy, specifically in relation to noun gender? The participating students’ low pre-test scores, along with their observed low levels of learner autonomy and language awareness of noun gender prior to the intervention, suggest that explicit instruction may be required by immersion students in relation to specific L2 forms, as maintained by Harley (1993). It seems, from findings revealed in the current study that,

immersion students should not be expected to implicitly ‘pick-up’ (Foster & Ohta, 2005) linguistic forms from their sociocultural environment, which is noteworthy.

Interestingly, the collection of qualitative data from a number of sources in this small-scale study appeared to reveal positive outcomes for the use of a systematic CF approach as a manner to support students’ L2 learning, thus development, in relation to noun gender. This was initially evidenced through the analysis of observational routines, teacher interviews, and student focus group interviews. Impressions generating from such data sources indicated that some student participants in the CF treatment groups felt they reached a self-regulated position of learning in relation to noun gender during the intervention. It is significant that such a perception of self-regulated practices remained absent among participants in the comparison group classrooms for the duration of the intervention, which illustrates that student participants in the comparison group classrooms may not have been as successful as their CF treatment counterparts in internalising the new linguistic knowledge. Stemming from these findings, it could be argued that trends emerging from the data indicate that the systematic use of the CF continua may have been successful in supporting immersion students’ L2 development in relation to noun gender.

Although not all student participants in the CF treatment groups reached a self-regulated position in relation to noun gender, guided by the theoretical framework of the study, the researcher could conclude that all CF treatment students indicated alternative signs of L2 development. For instance, CF treatment students required less explicit and more implicit CF strategies to attend to their linguistic inaccuracies as the intervention progressed, according to their teachers. In reducing the CF scaffold, teachers were, essentially, transferring responsibility (van de Pol et al., 2010) from themselves (the class teacher) to the students. This enabled students to become more autonomous in their own language learning process, which was critical to their language development. In the context of this study, the transfer of responsibility from the teacher to the student involved three specific stages from other-regulation to object-regulation to self-regulation, thus, confirming and extending the scaffolding framework proposed by van de Pol et al. (2010). Interestingly, some student participants in the comparison group classrooms were evidenced progressing to a position of object-regulation, where they began seeking resources such as dictionaries and posters to mediate their language learning. Again, the small number of student participants in the comparison groups witnessed or reported engaging in object-regulated activities was considerably less than the number evidenced in CF treatment classrooms. Furthermore, such object-regulated activities seemed to be reserved from specific Irish les-

sons in the comparison group classrooms, as it appeared that student participants in the comparison group classrooms did not utilise such mediational resources to scaffold their L2 learning during other parts of the immersion school day. Therefore, it could be suggested that trajectories in the database appear to indicate that student participants in the CF treatment groups may have been more successful than their comparison group counterparts in developing their L2 grammatical accuracy over the course of the intervention. Again, such a finding may support previous research findings as it appears to express positively in relation to the systematic and scaffolded use of CF.

Given such findings, the researcher, at minimum, would like to conclude that CF, in the context of this study, was supportive in enhancing students' grammatical accuracy, specifically noun gender, when used systematically along a continuum in accordance with the students' linguistic needs.

5.3.2. What are participants' perspectives on the most effective CF strategy to support fifth-class immersion students' L2 development, specifically in relation to noun gender?

Based on findings presented in the previous chapter, the researcher answers her second research question by stating that, in the current investigation, the appropriateness of the given CF strategy appeared to hinge upon the location and assessment of a student's ZPD. Guided by the theoretical framework, which postulates that varying rates of SLA is typical among students, the researcher posits that teachers require a continuum of CF support for a continuum of identified need in order to scaffold students appropriately in their sociocultural environments. According to participants in the current study, the most beneficial CF approach, in supporting students' grammatical accuracy development, included the systematic use of the CF continuum, which ranged from explicit recast CF strategies to more implicit prompt CF strategies, which were utilised in accordance with the students' emerging L2 capacities. The researcher cautions, however, that such a continuum is not a fixed state and students may progress or regress along a continuum, requiring less or more CF scaffolding, depending on a number of factors such as the target language feature, class discourse, and students' learning capacities. Therefore, effective implementation of such a systematic continuum of CF support requires continuous assessment and monitoring of students' L2 emerging capacities, on the part of the teacher, to ensure that all students are functioning within their ZPD.

5.3.3. What are participants' perspectives on the systematic use of CF as a support to develop fifth-class immersion students' ability to self and/or peer correct?

Findings illustrate that the six teacher participants in the CF treatment groups served as environmental models (Lantolf & Poehner, 2014) to the students, who engaged in consistent systematic error-correction. Such modelling was critical to the students' L2 development in the current investigation. It appeared to emerge from the data that such systematic error-correction practices ultimately fostered an error-correction norm/culture in all CF treatment classrooms. In this sense, teachers were responsible for creating an 'error-correction-friendly' environment, which encouraged students to engage in regular error-correction practices among themselves. Findings appear to indicate that modelling supported all CF treatment student participants in adopting a collaborative mindset, in relation to error-correction. This was evidenced, during observational routines, when students began engaging in self-correction and peer-correction as their linguistic capacities developed. These observed tendencies were further supported and triangulated by perspectives shared by teacher and student participants in the CF treatment group classrooms. It is important to highlight, however, that in order to engage in self-correction, or further provide peer-correction, students were required to reach a self-regulated position in relation to the given linguistic form. Thus, although the systematic manner of the CF 'modelling' ultimately fostered the establishment of a corrective culture, student participants in the CF treatment groups needed to initially internalise the linguistic form to enable them to provide peer-correction and self-correct.

Therefore, the researcher tentatively concludes that, in the context of the current study, students' learning environments were reconceptualised (Ó Duibhir, 2018), from a mere communicative environment that affirmed language flow, to an error-correction culture that now affirmed language flow and L2 accuracy. This reconceptualisation was not evidenced or recorded, through observation routines, teacher interviews or student focus group interviews, in comparison group classrooms. Based on the triangulation of data findings, it seems adequate to claim that peer-correction and self-correction remained absent in both comparison group classrooms for the duration of the study. Furthermore, error-correction practices did not permeate to students in other non-participating classrooms, as one CF treatment focus group maintained that, oftentimes, students from other classes would ignore error-correction on the school playground, for example. This enables the researcher to propose that systematic error-correction needs to be implemented at a whole school level to ensure a positive error-corrective culture among all immersion students, which aligns with the recommendations of Ó Duibhir (2009).

In summary, the researcher responds to her third research question suggesting that if utilised in a systematic and scaffolded manner, CF may be successful in fostering and

supporting self/peer-correction among immersion students.

5.3.4. What are the constraints, if any, experienced by teachers, in using systematic CF strategies in the immersion classroom? The implementation of such a collaborative corrective culture in CF treatment classrooms was not without its challenges. At the outset of the intervention, implementing a systematic and scaffolded CF approach in CF treatment classrooms was reported by teacher participants in the CF treatment groups and observed by the researcher as a time-consuming, disciplined task, which impeded free flowing, instructional time. Notwithstanding such limitations, it was interesting to document, however, that all teacher participants in the CF treatment groups of the current study deemed such a systematic and scaffolded approach as ‘worth it’ in the long run (Ó Duibhir, 2009). Findings indicate, however, that peer-correction practices, which evolved among students as their linguistic capacities developed, advanced to ultimately reduce the corrective burden on the class teacher and dependence on the more knowledgeable other; the class teacher, in this case. It became evident over the course of the intervention, however, that teachers required follow-up on-site PD support to scaffold them through such challenging encounters, which ultimately ensured permanent changes in teachers’ practices.

5.3.5. Professional Development. A significant finding that emerged in the current study included the need and the impact of the PD provided to teachers during this study. Overall, the database revealed that immersion teachers indicated a lack of knowledge about grammar (KAG) (Borg, 2001). This knowledge deficit appeared to negatively affect teachers’ use of systematic CF prior to the intervention. All teachers were motivated to enhance their KAG and pedagogical content knowledge (Shulman, 1987) to ensure optimal learning outcomes were attained by their students, which was refreshing to note. The PD provided to teachers in the current small-scale investigation showed promise in changing teachers’ practices, in relation to the instruction of grammatical concepts because all teachers reported it to be effective. Teachers maintained that the model of PD provided by the researcher differed from one-off workshops, which they reported often had little impact. Findings generated in the current investigation highlight that immersion teachers require guided and sustained assistance post-workshop intervention, to scaffold their implementation of newly gained knowledge in their own sociocultural environment. In this sense, the researcher expands upon van de Pol et al.’s (2010) theory of scaffolding, as a process of releasing responsibility to the student, i.e., in this case, the researcher gradually

transferred the responsibility to the teacher participant, enabling them to become the MKO in their own unique sociocultural environment.

5.3.6. Limitations of the Study. Notwithstanding such positive findings and despite the compatibility between the pragmatic paradigm and the research presented in this thesis, it is notable that there are limitations associated with the approach. However, such limitations were noted by the researcher prior to devising the methodology and were evidently reported continuously throughout the study to ensure methodological rigour and valid research findings. Prior to posing contributions to knowledge, it is important to re-state the limitations of the study that were considered previously in Section 3.12. Firstly, although the sample size of the current investigation was larger than other similar studies conducted internationally in the field of CF, the researcher acknowledges that findings from the current sample size (n=188) may not be generalisable to the wider immersion community. The study, however, is about particularisation not generalisation. Moreover, even though every effort was made to ensure the chosen schools represented different immersion contexts, a purposive sample may further be deemed a limitation of the current investigation. Notwithstanding such a limitation, a purposive sample was deemed appropriate for the current investigation, as the researcher was the sole investigator and required appropriate observational time in all participating classrooms. Thus, it was essential that schools were located in the Leinster region to fulfil this need. Additionally, given the pre-scheduled nature of the observational routines, the presence of the researcher in the classroom may have affected teacher/student performances, thus, creating a Hawthorne Effect. The presence of the researcher during focus group interviews and teacher participant interviews may have also influenced participants' responses. Such a limitation was lessened, however, given the collection of data from various sources.

While the researcher emphasises the merits of conducting educational research in the most naturalistic setting possible, the school, she strongly acknowledges the limitations of this research context. Despite greatest efforts, on behalf of the researcher, to monitor intervention fidelity through the use of implementation checklists, observational routines and much more, (See Section 3.12.1), characteristics of the individual teacher participants in the social milieu of the immersion classroom could not be completely controlled, such as their teaching knowledge, skill ability, relationship with the class, proficiency of Irish and competence in teaching Irish, to name but a few. Moreover, given the fact that the researcher was the sole investigator in the current study, other participant demographics such as the L1/L2 of the students' parents and the amount of Irish spoken by the students

outside of the school context could not be controlled for in the current investigation. This is a limitation for any educational study, conducted in an authentic classroom setting. Moreover, while the researcher could attempt to safeguard intervention fidelity for the instruction of noun gender across eight classrooms, through the use of the explicit-inductive approach to grammar instruction (twice weekly for thirty minutes – see Section 3.3.), she appreciates that it was beyond the scope of this study to control for non-contingent CF provided in the comparison group classrooms, i.e., she admits that in the authentic educational setting, she could not control the amount or frequency of the provision of CF in comparison group classrooms. She believed it to be unethical to ask teacher participants, in both comparison group classrooms, to refrain from engaging in error-correction practices during the intervention. Thus, participants (student and teacher) in the comparison groups continued with normal classroom practice in relation to error-correction. She monitored such ‘normal’ practice, however, by engaging in weekly observational routines in these settings. Such observational data provided its own findings, as it enabled the researcher to observe, first-hand, what ‘normal’ CF practices constitute, which mirrors international research literature that the approach was ad hoc and in no way systematic.

Furthermore, the researcher is conscious that the intervention lasted six weeks. Thus, the researcher appreciates that spending six weeks, on any given topic, may increase the students’ ability to perform within that topic. Therefore, the researcher was consistently concerned with such an effect and therefore, she was conscious to closely monitor for long-term/more permanent changes in practices during both the data collection and analysis process.

Furthermore, the researcher is conscious that the data of participants’ perspectives of the role of systematic use of CF in supporting fifth-class immersion students’ noun gender grammatical accuracy, did not measure the statistical impact or direct effects of the oral CF approach on students’ grammatical accuracy in relation to noun gender. Thus, given more human and financial resources, future research would benefit from establishing comprehensive oral and written language tests and administering them to a larger sample size to test such effects in a standardised approach. Such sophisticated tools and conditions may generate more refined research findings. However, given that this is the first comprehensive study of its type in the Irish context, the researcher argues that the voice of key stakeholders (i.e. immersion teachers and students) is critical in gaining a greater broad-base understanding of practice.

5.4 Contribution to Knowledge

Based on findings explored in the current investigation, the researcher now offers her contribution to knowledge in the field of SLA theory and practice. The contribution relates, specifically, a systematic CF approach and the provision of PD to immersion teachers. To synthesise these practical contributions and their underlying theory, two frameworks are presented:

- a) A continuum of CF support for a continuum of need
- b) A scaffolded PD model for teachers.

5.4.1. A Continuum of CF Support for a Continuum of Need. Based on findings that emerged in the current study, the researcher confirmed that the relevance or level of support of any given CF strategy hinges on the location or assessment of a student's ZPD. Thus, the researcher contributes a continuum of CF support for a continuum of identified need (Appendix E (5-6) & Chapter Three) to the field of SLA and CF. The systematic implementation of such a continuum extends previous knowledge in the field, evolving from research published by Aljaafreh & Lantolf (1994) and Lyster et al. (2013), which were explored in Chapter Three.

In explaining such a continuum in the context of SLA, the researcher begins by positing that as new linguistic capacities emerge within the inter-psychological (social) plane, students, generally, present as 'other-regulated' whereby they rely predominantly on mediation by others through social interaction (Ellis, 2015) to scaffold their learning processes. Students, at this stage, produce frequent linguistic inaccuracies of the new learned form in their L2 output. In order for these inaccuracies to lead to language learning, and thus development, the researcher stresses that students require immediate but appropriate scaffolding through the use of CF to mediate their language learning. Thus, when a linguistic inaccuracy arises, the researcher recommends providing students with the opportunity to initially self-correct the linguistic error. This practice constitutes the 'intervention' detailed in the continuum of CF. The 'intervention' provides teachers with the time and space to quickly assess the students' current linguistic capacity and their emerging capacities (i.e. student's ZPD), which, in turn, enables the teacher to provide the students with the appropriate CF scaffold, contingent on their linguistic capacities. During the early emergent stages, the researcher recommends the provision of an explicit recast CF strategy to guide students' initial learning stages. If students struggle to notice their linguistic inaccuracy, through the provision of the CF strategy, the teacher should consider providing a metalin-

guistic explanation to the student to mediate their language correction. In other words, the teacher should explicitly re-teach the linguistic rule, briefly, to the student. Some students may need such high levels of scaffold, on numerous occasions, before their language capacity develops. It is important to emphasise that the scaffolded CF approach is required to be systematic in nature to ensure consistent accurate L2 use in the social arena and thus lead to language learning and development.

As students' linguistic capacities increase, the level of CF scaffold should gradually reduce along the continuum towards more implicit prompt CF strategies (i.e. repetition & clarification request). A reduction in CF scaffold is intended to support the student to reach a self-regulated position in their language learning process whereby students may gradually begin engaging in self-correction or peer-correction. These self-regulated practices indicate that the student has internalised or automatised the new linguistic knowledge within their intra-psychological plane, which should be considered and recorded as language development among students. At the self-regulated position, peer-correction may emerge among students which should foster a collaborative corrective environment in the classroom, provided an 'error-correction-friendly' environment is clearly and comfortably established. The researcher reminds practitioners, however, that a self-regulated position is not stable or fixed. She concludes that students may re-access earlier stages of regulation when new linguistic knowledge is introduced or when they encounter difficult communicative situations. Therefore, effective implementation of a continuum of CF support for a continuum of need requires constant dynamic assessment of students developed and developing linguistic capacities (i.e. the students' ZPD).

5.4.2. A Scaffolded Model of PD. Based on the experience of this study, the researcher proposes a new model of PD for immersion teachers. This scaffolded PD framework is grounded on the Vygotskian concept of praxis, i.e., theory informs practice and practice informs theory. The researcher asserts that both elements must work in tandem to ensure optimal results among teachers and thus influence students' learning outcomes. In devising this model, the researcher extends Smith's (2012, pp. 214-220) list of effective PD features as she posits, based on findings revealed in the current small-scale study, that the following factors are required to effectively develop and ultimately change immersion teachers' practices:

- an overall emphasis on praxis (Vygotsky, 1978),
- an increase in pedagogical content knowledge (Shulman, 1987),

- an increase in KAG (Borg, 2001),
- follow-up on-site support provided by an MKO,
- a whole school approach,
- a collaborative approach among teachers (i.e. Community of Practice – Lave & Wenger, 1991/ Professional learning community – Stewart, 2014)
- Gradual release of responsibility from MKO to teacher,
- teacher self-reflection,
- appropriate support materials.

Stemming from these factors, the researcher provides a new PD model for teachers, which she has conceptualised in Figure 5.1.

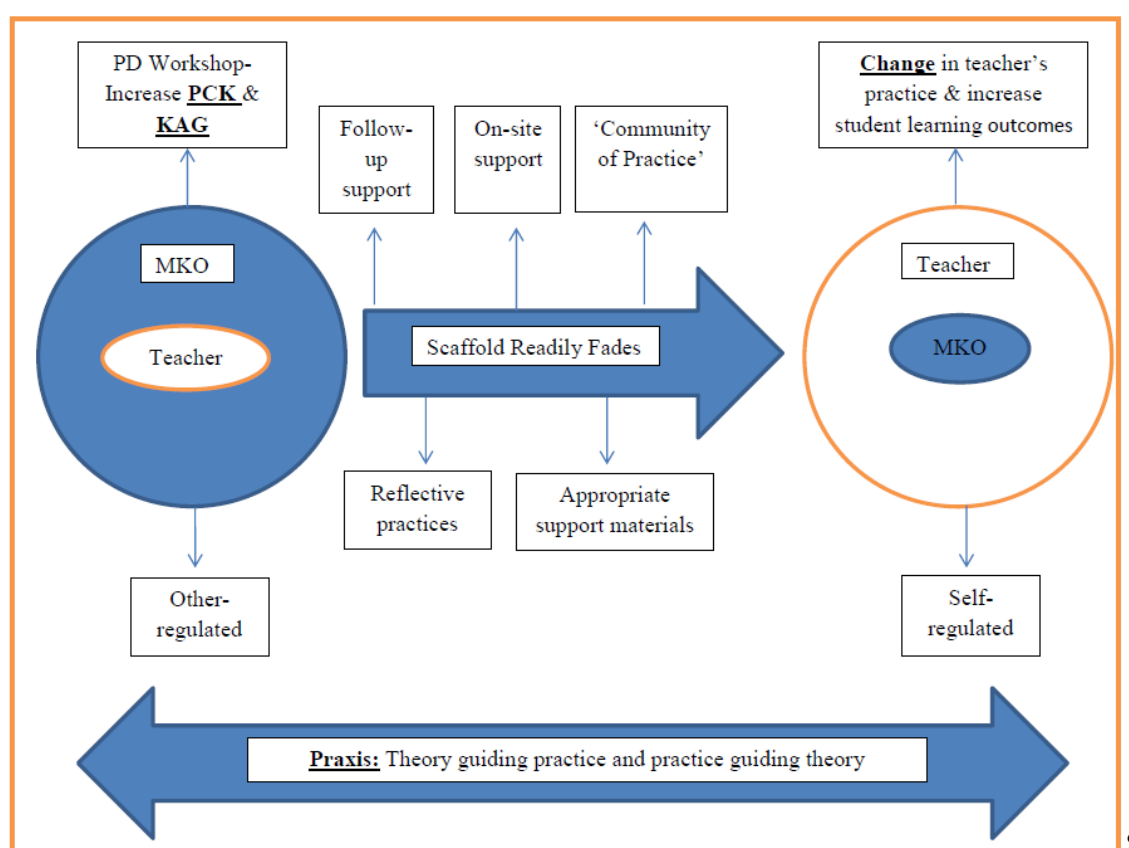


Figure 5.1. A Scaffolded Model of PD (Adapted from van de Pol et al., 2010 Theory of Scaffolding).

⁹ PCK: Pedagogical Content Knowledge
KAG: Knowledge About Grammar

The researcher's contribution expands upon the theory of scaffolding, proposed by van de Pol et al. (2010), to represent the transfer of responsibility from the MKO to the class teacher. Alternatively, in this framework, however, the teacher is illustrated as being scaffolded by an MKO to reach their ZPD and a self-regulated position of development. As presented in Figure 5.1 the MKO begins with the responsibility of transmitting key pedagogical content knowledge (Shulman 1987) and KAG (Borg 2001) to the teacher, which should be conducted at a whole school level. It is important to highlight at this point that although the researcher was the initial MKO in the current investigation, she acknowledges that the 'MKO' includes any 'more knowledgeable other' which may appropriately inform and scaffold teachers professional development.

Following the initial workshop session, the teacher should be provided with an opportunity to implement the new pedagogical content knowledge and KAG in their classrooms. Throughout this phase, the school and its staff are supported with follow-up visits from the MKO, which provides on-site scaffolding. During this stage, teachers are guided to take the role of the MKO and begin establishing their own community of practice (Lave & Wenger, 1991) or professional learning community (Stewart, 2014) in which all staff members can learn from each other, with each other, and further scaffold each other's professional development. In other words, teachers are encouraged to create a learning community whereby they each share responsibility in developing one another's teaching capacities. During follow-up on-site support, the MKO, or other teaching colleagues within the community of practice, observe the teacher using KAG and implementing new pedagogical content knowledge. This provides an opportunity for the teacher to be affirmed, receive contextualised feedback and reflect on their newly implemented practices. Such collaborative practices are intended to scaffold teachers' professional development and change their prior practices. At this point, it is important that teachers are provided with 'artefact' mediational resources (appropriate support materials such as the resource pack provided in the current study) to scaffold the transition of responsibility from other-regulation (MKO) to object-regulation (resource books) to ultimately achieving self-regulation in implementing the newly gained knowledge independently in their habitual classroom routines.

The guided on-site follow-up support should be readily faded as teachers' capacities to implement the newly gained knowledge develop. However, appropriate levels of scaffold vary among teachers thus a "one size-fits all" (Smith, 2012, p. 2) model may not be beneficial as a PD model to facilitate change in teachers' practices. Therefore, scaffolded PD support should be provided along continuum of support for a continuum of need un-

til a new sociocultural environment is realised and in evidence at whole school level (i.e. a change in teachers' practices).

Deriving from the contributions realised in this section, which consist of a continuum of CF support for a continuum of need and a scaffolded model of PD the researcher now proposes a number of recommendations for policy, practice, and future research.

5.5 Recommendations for Policy

A number of recommendations, which are intended to inform policy practices will now be discussed under two headings: Curricular Policies and The Policy of the Continuum of Teacher Development.

5.5.1. Curricular Policies. The current study, while small and emphasising particularisation rather than generalisation, does hold particular relevance for the current Primary Language Curriculum in Ireland (NCCA, 2015). Upon analysis of the Curriculum, the researcher noted that correction (self-correction) is only documented within the strand of Reading. Thus, findings from the current study recommend, that the proposed continuum of CF support for a continuum of need could be a beneficial approach for the teaching and learning of all three L2 curriculum Strands, Reading, Writing and Oral Language. Furthermore, CF, when implemented on a continuum, fits well with the progression continua and milestones that frame the current Primary Language Curriculum (NCCA, 2015).

The researcher highlights that this recommendation is not specific to the Irish immersion context but rather all immersion contexts internationally. Moreover, the continuum of CF support for a continuum of need could be effectively utilised in all school types, nationally and internationally, particularly given that international research literature highlights that, at present, CF is not systematically adopted by teachers. The researcher asserts that systematic use of CF may not be solely beneficial in supporting the teaching and learning of the Irish language, as an L2, but could further be considered for the teaching and learning of other languages. This holds particular relevance to the current Irish context as, "... our schools include children with English as a first language, children with Irish as a first language and children with another language as their first language" (NCCA, 2015, p. 15). Therefore, the researcher suggests that the proposed continuum of CF support for a continuum of need could be useful to support students with English as an Additional Language (EAL) to facilitate and enhance English language acquisition. In essence, the re-

searcher recommends that the proposed continuum of CF support could potentially be an effective pedagogy for language teaching and learning, in any educational setting, for any language, and therefore, requires attention in the provision of PD to those implementing the current curriculum.

5.5.2. Policy on Professional Development. The researcher acknowledges that, in order to support such recommendations, teachers require PD across the continuum of teacher development. Although the Continuum of Teacher Education (Teaching Council of Ireland, 2011) recognises the need for high standards “... in regard to teaching Irish as a subject, using it as a means of communication and as a medium of instruction” (p. 11), the researcher stresses that it is important that these standards be achieved and maintained across the three ‘i’s’ of the continuum which include:

1. initial teacher education,
2. induction and
3. in-career development (Teaching Council of Ireland, 2011).

In line with the 20 Year Strategy for the Irish Language (Department of Community Equality and Gaeltacht Affairs, 2010), the DES has recently awarded a contract, to a third level institution of teacher education, for a four-year Bachelor of Education (B.Ed.) through the medium of Irish, to meet the specific needs of immersion educators. A funded postgraduate course in all-Irish and Gaeltacht education (M.Oid. san Oideachas lán-Ghaeilge agus Gaeltachta) has also been awarded by the Department of Education and Skills. Although such policy initiatives are critical milestones in the development of Irish immersion education, it should be noted that all initial teacher education (ITE) institutions should facilitate and meet the needs of student teachers who may wish to teach in an immersion setting. Thus, all student teachers should be provided with the opportunity to engage in scaffolded learning in relation to FFI approaches such as CF. The researcher maintains that the scaffolded model of PD established in the current investigation may be useful to teacher educators in scaffolding student teachers in implementing new pedagogical content knowledge (Shulman, 1987) and KAG (Borg, 2001, 2015) in the sociocultural context of the immersion classroom on school placement and during ‘on-site’ specialism module coursework.

The current investigation focused primarily on the third ‘i’ of the Continuum of Teacher Education, which refers to in-service PD. Based on the experience of the current

investigation, heretofore, it must be acknowledged that there has been a dearth of PD courses for immersion teachers, in current practice, with regard to knowledge in the adoption of evidenced-based strategies (i.e. CF), that are effective in immersion settings. Therefore, the researcher reiterates the longstanding recommendation (NCCA, 2010; Ó Duibhir, 2006) that more PD initiatives are required to meet the specific needs of immersion educators, in these unique sociocultural contexts, across the continuum of teacher education. In meeting such specific needs the researcher posits, echoing Ó Ceallaigh's (2013) recommendation, that immersion teachers require a specific PD model that caters for the development of both their linguistic knowledge and their pedagogical content knowledge (Shulman, 1987). Therefore, by extending Lyster's (2007) counterbalance hypothesis, the researcher maintains that immersion teacher PD models should incorporate a counterbalance approach between knowledge about grammar (Borg, 2001, 2015) (i.e. form) and pedagogical content knowledge (Shulman, 1987) (i.e. content) to ensure optimal teacher development, as suggested in the proposed scaffolded PD model in Figure 5.1. It should be noted that such a dual-focused approach has further implications for ITE, as it indicates that both KAG (Borg, 2001) and content pedagogical knowledge need to be consistently considered in the development of student teachers.

Given the literature that documents a lack of impact of PD provided by DES services in the Irish context (Smith, 2012; Sugrue, 2002), it seems warranted to claim that a shift in focus is required by DES agents in the provision of PD. Based on findings in the current small-scale investigation, the researcher asserts that the scaffolded model of PD, offered and provided by the researcher, was successful in implementing change in teachers' practices in the context of the current investigation, which may be useful in informing future PD models. Such a recommendation is of particular relevance in the Irish context as the PD framework, devised, developed, and provided in the current study, could be embraced within Cosán, the national PD framework (Teaching Council of Ireland, 2016), which is due to be implemented in 2020.

Notwithstanding such clear findings, the researcher acknowledges that the PD model implemented in the current investigation was resource intensive (financial costs, trained personnel), which may not always be available. Therefore, the researcher suggests that while the scaffolded PD model was effective in the professional development of participating teachers in the current study, it may not be feasible for the DES to implement such a framework at a national level, for all immersion teachers. On this note, however, the researcher addresses that the responsibility of providing successful PD to immersion teach-

ers does not lie solely in the hands of the DES. The researcher recommends that other Irish language organisations, which also receive government funding, such as Gaeloideachas, An Chomhairle um Oideachas Gaeltachta agus Gaelscoileanna (COGG), An Foras Pátrúnachta, could adopt the scaffolded PD model proposed in the current study. In this respect, these organisations, by working collaboratively with the DES, could provide such a scaffolded PD framework at a national level to ensure optimal immersion teacher professional development and the realisation of effective pedagogy being implemented in classrooms. Such a scaffolded PD model may be more readily availed of if an emphasis is placed on establishing communities of practices (Lave & Wenger, 1991) or professional learning communities (Stewart, 2014) among teachers within their unique school environments, as suggested in the proposed scaffolded PD model of the current investigation. This recommendation seems timely given the re-implemented importance placed on school self-evaluation among Irish primary and post-primary schools. On this note, the researcher maintains that effective PD provision should not be driven in a ‘top-down manner’. It was the teacher participants who acknowledged the type of PD provided to them in this study as being effective, citing the factors listed above, as it catered for their specific needs in relation to the instruction of Irish grammar. Thus, the researcher asserts that there is an onus on teachers themselves to seek appropriate PD that meets their specific needs, taking into account their particular cultural context. On this note, the researcher now provides recommendations for the practitioner in practice.

5.6 Recommendations for Practice

A number of recommendations emerged from the research findings, which may inform practitioners’ actions to positively impact the learning for students. These will now be detailed.

5.6.1. Systematic and Scaffolded Corrective Feedback. Along with both international (Ellis, 2015; Lyster, 2015; Lyster & Tedick, 2014; Ranta & Lyster, 2018) and national researchers (Ní Dhiorbháin & Ó Duibhir, 2017; Ó Ceallaigh, 2013; Ó Duibhir, 2018), the current researcher recommends the use of an FFI approach to counterbalance form and content in the communicative environment of the immersion setting. The researcher recommends the specific use of a continuum of CF support for a continuum of identified need, as an approach, to be used systematically and consistently to ensure such a counterbalance. She cautions, however, that a systematic continuum of CF support may be difficult to implement at the outset, but as students progress to gain greater agency and

more autonomous learning, an error-corrective culture may begin to permeate among all members of the immersion class community, which might, in turn lessen the corrective burden on the class teacher, as evidenced in this study. In other words, greater responsibility will be released to the students as they develop such autonomy. This mirrors observations by Ó Duibhir (2009), that such initial difficulties are, “... worth it in the context of achieving greater accuracy in the long term” (p. 276).

5.6.2. Reconceptualise the Classroom Norms. By availing of a continuum of CF support a continuum of need, the teacher gradually reconceptualises (Ó Duibhir, 2018) the classroom norm of *Gaeilge líofa ach lofa* to include more consistent use of accurate linguistic forms and constant error-correction as a habitual classroom practice. Based on these findings, however, the researcher emphasises the importance of the teacher as an environmental model, as he/she devotes consistent attention to error-correction in a systematic manner, as the MKO and the environmental model. The modelling and practice develop an ‘error-correction friendly’ environment, whereby the student is consistently encouraged to engage in a range of error-correction practices, within the classroom and beyond, which holds implications for a whole school approach.

To ensure optimal results, the researcher recommends a whole school approach to the adoption and implementation of a CF continuum of support for a continuum of need to ensure that the collaborative corrective culture and the ‘error-correction-friendly’ environment permeates all classes, all teaching, and all learning environments for all members of the school community. This may enhance the reconceptualisation of language norms at a whole-school level. Furthermore, the researcher recommends staff members to adopt a similar CF approach among themselves to ensure effective ‘modelling’ for immersion students but also to enhance their KAG (Borg, 2001) within their own community of practice.

5.6.3. School Self-Evaluation. Although the researcher provided a recommendation for the DES and other organisations in relation to the provision of appropriate PD to immersion teachers, the researcher maintains that teachers have an important role to play in ensuring they receive optimal PD, to meet their specific needs. As stated previously in the discussion of the scaffolded model of PD, teachers need to be scaffolded to become more self-regulated in their own professional development and guided to establish their own community of practice within their own school environment. Such a frame of reference to self-evaluation and ultimately, self-regulation of effective practice is timely and could support the DES School Self-Evaluation process. The DES created guidelines and a quality framework for schools entitled *Looking at our school: A*

Quality Framework for Primary Schools 2016 (Department of Education, 2016) to support schools in self-evaluating their practices.

This National Quality Framework is designed to assist with reflection and subsequent enhancement of the implementation of the most effective and engaging teaching and learning approaches based on statements of effective and highly effective practice. Based on such reflections, the school chooses a priority area of need and sets out targets, with related actions, which they wish to improve/maintain collectively. The researcher recommends that the use of the domains and standards, which are laid out in the framework for teachers, could prompt actions in promoting the implementation of FFI/CF systematically in schools. Teachers could be provided with the scaffolded PD model recommended in the current research which supports the collaboration of teachers to create their own community of practice (Lave & Wenger, 1991) or professional learning community (Stewart, 2014) as teachers who scaffold fellow teachers' newly implemented practices through sustained and on-site support. It is important to note, however, that teachers should be encouraged to seek other MKO support (i.e. DES agents, third level educators, researchers in the field), for guidance or to initiate their own professional development cycle. Teachers should further be encouraged to engage in action research in their own contexts to further the findings in the current small-scale study and similar research investigations.

5.7 Recommendations for Future Research

In relation to CF as a suggested approach to support the development of students' grammatical accuracy, the researcher recommends that the current study be repeated, and perhaps extended to a larger sample size to enable generalisation of findings. In doing so, she further recommends the creation and administration of comprehensive oral and written tests to evaluate the exact impact or the direct effect of the intervention on immersion students' grammatical accuracy over a period of time. In such future studies, the researcher would recommend the use of pre-tests, post-tests and delayed post-tests, in order to critically examine the effect of the intervention over a sustained period of time. The researcher recommends that these future studies should control for demographics such as those listed in the limitations section of this chapter (i.e. teachers' L2 proficiency, teaching styles, level of L2 spoken at home with students), if at all possible, in the authentic educational setting. The researcher further recommends these future studies be conducted in more classes (first-class to sixth-class), to evaluate the impact/effect of the continuum of CF support for a continuum in supporting the linguistic needs on the overall school standard of L2 accura-

cy. While this study focused only on one class group, in the senior primary school classes, the study could act as a pilot to evaluate the implementation of the CF continuum in the earlier years of immersion education, also. This type of study would require a larger team of researchers, which, in turn, would reduce the number of limitations and restrictions experienced and acknowledged in the current investigation. Such research could be conducted over a longer period of time, possibly a full school year, to explore maintenance generalisation and of impact on L2 overtime and the development and sustainability of the correction culture that was witnessed in this small-scale study.

The researcher suggests that a similar study would be worthwhile to explore the participants' perspectives on the CF continuum, in English-medium schools in supporting grammatical language development of students with EAL. Again, the researcher recommends the creation of comprehensive oral and written tests and the controlling of particular factors in the social milieu of the primary classroom (mentioned previously) to gauge the direct impact/effect of the intervention on the students' L2 grammatical accuracy development. In this case, the L2 would be English and the immersion setting would be the mainstream school. Additionally, the PD framework offered to teachers, the continuum of CF support for a continuum of need guide, the explicit-inductive approach to grammar instruction might be useful in the teaching and learning of any aspect of English as the L2 for students with EAL. Such a study is warranted in Ireland with mainstream schools experiencing an increasing cultural and linguistic diversity.

The researcher offers a specific research recommendation to the DES/inspectorate in relation to PD. She advises DES agents to evaluate current models of PD that teachers are undertaking nationally, particularly in the context of the introduction of the Primary Language Curriculum (NCCA, 2015) and intensive summer courses (referenced in Chapter Two). Teacher perceptions of what PD they require should be gathered to ensure that delivery is focused towards needs and thereby appropriate. Subsequently, effective PD models/courses, considered within the proposed scaffold PD model of the current investigation, could be provided on a pilot basis to teachers, regionally and then, nationally. The researcher emphasises the value of such investigation and reflection on behalf of the DES, in advance of the rollout of *Cosán* in 2020 as the recommendation is rooted in the theoretical and practical data emerging from the teacher participants of this study, which has contributed to the knowledge base.

5.8 Conclusion

The benefits of immersion education are widely promoted and published in most literature. Immersion students are found to achieve L2 communicative proficiency, which approaches native-speaker norms in receptive language skills, without impeding the development of other curricular areas; hence the “two for one” analogy (Lightbown & Spada, 2013, p. 171) offered to describe such educational settings. Despite these positive outcomes, it is regularly cited that immersion students fail to reach a similar standard of grammatical accuracy. Oftentimes, the L2 output or ‘interlanguage’ of immersion students is marked with linguistic inaccuracies. In the Irish context, the researcher posits that such weaknesses have generated descriptive phrases such as “*Gaeilge líofa ach lofa*” (Walsh, 2007, p. 19) and “*Gaelscoilise*” (Walsh, 2007, p. 13) in defining the communicative L2 of Irish immersion students. Research findings suggest that such a weakness may be ameliorated by embracing an FFI approach, which encourages students to focus their attention on linguistic form in content/meaning-orientated settings (i.e. the immersion classroom). This research argues that CF can offer a requisite for engaging students’ attention of linguistic forms in such content/meaning-focused settings (e.g. Lyster, 2007, 2015). Therefore, to reflect on references posed at the outset of the study, if a refuge or sanctuary (NCCA, 2015) for L2 learning is to be established in immersion settings and if Irish immersion education is to provide a context “... in which children will achieve a more extensive mastery of Irish” (Department of Education, 1999, p. 43), ample attention is required to the counterbalancing of both form and content in immersion settings to enhance an accurate L2 learning environment. The small-scale study, undertaken in this project, may contribute to this national requirement.

Arising from such literature, along with the researcher’s own ‘felt need’ as an immersion educator, this study set out to critically explore, examine and analyse participants’ perspectives on the systematic use of CF in enhancing the development of fifth-class Irish immersion students’ L2 grammatical accuracy, specifically in relation to noun gender. The Vygotskian sociocultural framework, which understands cognitive processes as socially mediated activities that eventually become internalised, provided a rich lens for understanding the CF phenomenon analysed in the current study, generating rich research findings. These findings may contribute to theory and practice in Ireland, and internationally, with regard to teaching and learning in immersion settings.

Although the researcher acknowledges the small-scale nature of the study along with other limitations noted throughout the thesis (Section 3.12 and Section 5.3.6), and emphasises that findings are more to do with particularisation and not generalisation, the researcher postulates that the current investigation, which offers a tentative framework for systematically addressing the need to overtly draw students' attention to form in content/meaning-focused contexts, merits further research. The CF framework is underpinned by the Vygotskian sociocultural theory and focuses on moving students to their ZPD, consistently and systematically. With this CF framework as a guide, it is hoped that practitioners, in immersion settings, may be better positioned to integrate both form and content in their practices, to ensure greater L2 accuracy on the part of students. It is intended that the current study will inspire the adoption of systematic pedagogical practices as a way to enrich immersion education discourse. Thus, while the CF framework may act as a useful guide for practice, this study emphasises the importance of appropriate PD.

The researcher cautions that changes in pedagogical practices may fail to emerge and/or be maintained without the provision of mediated PD support to immersion teachers, with their specific needs at the core. The researcher reiterates that, just as students require appropriate scaffolded support to reach their ZPD, and a self-regulated position of learning and thus development, so too do teachers, as theorised findings in this study suggest. It is intended that the PD model established in the current investigation may be useful in informing future professional development for all teachers, particularly those practicing in immersion settings.

Overall, the current investigation has been an insightful journey for the researcher. The endeavour encompassed many twists and turns along the way. However, fuelled by her observations as an immersion educator, 'felt need' to extend the research undertaken at Masters' level and passion to explore new, unmarked territory, the researcher was consistently motivated to continue on her research voyage. She hopes that the current investigation has opened up a path for future policies, research studies, and pedagogical practices, which she trusts, will affect the ultimate primary beneficiaries, the students in immersion education.

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Appendices

Appendix A: Literature Search

A keyword focused search was originally conducted using Summon, Google Scholar, Science Direct, Wiley Online Library and Sage databases. The search involved electronically searching databases for articles using the key search terms, i.e., 'Language Acquisition; Language Development; Second Language Acquisition; Theories of Second Language Acquisition; Bilingualism; Bilingual Education; Immersion Education; Second Language Teaching; Form Focused Instruction; Corrective Feedback'. Books were retrieved from the campus library at Dublin City University and subsequent interlibrary loans. Additionally, the researcher searched extensively through reference lists and footnotes of identified documents and related books to locate specific studies relevant to this study. Following initial screening, that excluded irrelevant material that was unrelated to the topic of this review, a large number of studies were retained and the full-text articles examined. However, due to an abundant amount of results, specific inclusion and exclusion criteria were established to further limit the search and to identify studies relevant to the review question (see Table 2.1 for the inclusion and exclusion criteria). The inclusion criteria for the search included (a) the study was published in a peer-reviewed journal; (b) the study must be in the Irish or English language (c) the study must contain primary empirical evidence (d) the study must focus on the teaching of a second (third or fourth) or foreign language; (e) the study must examine the training and/or implementation process of a programme that utilises form focused instruction (FFI) in second language educational settings (focusing predominantly on immersion educational settings when available); (f) the study examines the use of corrective feedback (CF) in second language education settings (focusing predominantly on immersion educational settings when available). The author independently screened the full-texts yielded by the search against the inclusion criteria set out below.

Inclusion and Exclusion for Research Literature Documents

Attribute	Inclusion Criteria	Exclusion Criteria
(1) Publication type	In a peer-reviewed journal.	Material not in a peer reviewed journal.
(2) Language	Is in Irish/ English.	Is not in Irish/English.
(3) Type of study	Contains primary empirical evidence including meta-analyses.	Does not contain primary empirical data e.g. Literature reviews.
(4) Key components of Study	Examines teaching L2 (focusing predominantly on Immersion setting studies when available). Examines grammatical accuracy of the bilingual child (focusing predominantly on immersion setting studies when available).	Does not examine.
(5) Focus of study	Examines the implementation process of FFI including CF.	Does not examine.



Firinscneach

- An bord
- An peann
- An cóipleabhar
- An doras
- An mála
- An bosca lóin



Baininscneach

- An fhuinneog
- An fheadóg
- An mhaidin
- An phaidir
- An bháisteach
- An fhoireann

• An Ghaeilge



An bhfeiceann tú patrún?

Ainmfhocail fhirinscneacha	Ainmfhocail bhaininscneacha
• An bord	• An fhuinneog
• An peann	• An fheadóg
• An cóipleabhar	• An mhaidin
• An doras	• An phaidir
• An mála	• An bháisteach
• An bosca lóin	• An fhoireann

Appendix B (2): Diary Entry For *Bain Súp As!*

An Dialann Mhachnaimh

Cad a d'fhoghlaim mé?

Míniú ar cad a d'fhoghlaim mé

Mo shamplaí féin:

Cad a cheap mé?

Appendix B (3): Example of Student's Work (Diary Entry)

An Dialann Mhachnaimh

Cad a d'fhoghlaim mé?

D'fhoghlaim mé faoi baininsneach,
fírinneach agus seimhiú ar na fhacail.
Chuireann tú seimhiú ar fhacail
baininsneach ach ní chuir tú seimhiú
ar na fhacail fírinneach.

Míniú ar cad a d'fhoghlaim mé

Ní chuir tú seimhiú ar fhacail
baininsneach chuireann sé an cead
litir ciúin ach ar fhacail fírinneach
fan sé mar a bhí sé.

Mo shamplaí féin:

Chuaigh an cáilín go dtí an
siopa.

Fuir mé mo fhacail glan ina n-
dílseoir
fírinneach
seimhiú
bain

Cad a cheap mé?

Cheap mé go raibh sé an mhaith.
Bhí sé rad éigin nua & ní raibh
fios again cad le déanamh ag an
tús, ach tar éis cúpla uair a rian
mé é fuair mé é!

An Dialann Mhachnaimh

Cad a d'fhoghlaim mé?

d'fhoghlaim mé go raibh mé
leith curamach le seimhiú.
D'fhoghlaim mé faoi seimhiú.

Míniú ar cad a d'fhoghlaim mé

Tá (~~seimhiú~~) seimhiú nua a tá
ailt ins an fhacail. Mar a rinne!

Mo shamplaí féin:

an cheardlann - Baininsneach [B]
an Beirle - Fírinneach [B]
an mheanscail - Baininsneach [B]
an fhorbairt - Baininsneach [B]
an fhoireann - Baininsneach [B]

Cad a cheap mé?

Cheap mé bhí sé seimhiúil.

Appendix C: Summary of Aljaafreh & Lantolf (1994) study

Purpose	To investigate how the negotiation of CF in the ZPD promotes learning.
Participants	Three students with different levels of L2 proficiency enrolled in an eight-week ESL writing-and-reading course; a researcher who was not an instructor.
Procedures	The students wrote an initial essay which was used to identify grammatical structures that were problem areas. Students then wrote a number of essays and participated in one-on-one tutorials with the researcher. Before the tutorials began, the students were asked to underline any errors and correct them if they could. The tutorials consisted of the researcher working collaboratively with the students to help them correct the errors.
Corrective Feedback	The nature of CF the researcher provided was not pre-determined. Rather the researcher worked collaboratively with the individual student to help them self-correct their errors.
Analysis	To measure development over time in the learners, five levels were distinguished. 1. The learner failed to even notice an error. 2. The learner noticed an error but failed to correct it even with assistance. 3. The learner noticed and corrected the error but only after other-regulation. 4. The learner noticed and corrected the error with minimal intervention but still repeated the error later. 5. The learner was able to use the target structure correctly in all contexts.
Results	Although not pre-planned, the feedback provided reflected a regulatory scale ranging from implicit to explicit correction. The learning evident in the students was clearly a collaborative and dynamic endeavour. Development was reflected in progression from one level to another and reflected changes in the extent of the other regulation required.

(Based on Ellis, 2015, p. 218)

Appendix D: PD Models as Suggested by Kennedy (2005, 2014a, 2014b)

PD Model	Brief Description
Training Model	<ul style="list-style-type: none"> • Delivered by an “expert” • Teacher plays a passive role • Effective in introducing new knowledge • Lacks follow-up support
Deficit Model	<ul style="list-style-type: none"> • Attempts to remedy a “deficit” • May impact on teacher’s knowledge and further their confidence • Lacks collaborative support
Award Bearing Model	<ul style="list-style-type: none"> • Usually affiliated with a University • Marks a level of “quality assurance” • Aids motivation • Lacks follow-up support
Standards Based Model	<ul style="list-style-type: none"> • Relies heavily on behaviourist perspective of learning • Aims to reach instructional standards to meet learning outcomes which match the growing economic status • Focus is predominantly on teacher’s competence • Lacks attention to central and key teaching questions
Coaching/Mentoring Model	<ul style="list-style-type: none"> • Focuses predominantly on one to one relationship of teacher and PD provider/ teacher and teacher • Scaffolded support • Lacks a whole-school approach • Need for strong interpersonal skills/motivation from both parties to ensure success
Communities of Practice Model	<ul style="list-style-type: none"> • Collaborative approach to PD • More than two people working/learning together • Requires planning/motivation • Based on Lave and Wenger’s (1991) theory of CoP.
Cascade Model	<ul style="list-style-type: none"> • Attend one-off PD workshop • Teachers return new knowledge to staff • Lacks/neglects to include or consider specific contexts/needs

Appendix E (1): Scála Athcheapadh

Idirghabháil

1. Tabhair leid don páiste. Mar shampla : “*Gabh mo leithscéal?*”

2. De réir a f(h)reagairt, beidh tú in ann an páiste a lonnú ag leibhéal ar an scála agus AC a thabhairt dóibh a bheadh oiriúnach do chumais foghlama an pháiste.

Leibhéal	Cur Síos	Sraithéisí Athcheapadh
Leibhéal 1	Ní thugann an páiste an earráid faoi deara iad féin tar éis na hidirghabhála. Bíonn ar an múinteoir an leagan ceart den fhoirm teanga a léiriú dó/di agus míniú a thabhairt dóibh. Sa chás seo, cuirfear léir-cheartú ar fáil don fhoghlaimeoir. <u>Mura bhfuil an páiste in ann samplaí eile den spriocstruchtúr a chumadh iad féin, tabhair samplaí dóibh agus ath-mhúin an riail dóibh.</u>	<u>Léir-cheartú le míniú meitheangeolaíoch domhain</u> P(Páiste): “Tá <i>mo</i> gcóta ar an urlár” M: (idirghabháil) P: (ní léiríonn an páiste aon tuiscint go bhfuil earráid déanta fiú tar éis an t-idirghabhála). M(Múinteoir): “Tá <i>mo</i> chóta ar an urlár. Séim hítear an focal tar éis mo, do agus a (buachaill) mar shampla: <i>mo</i> chóta, <i>do</i> mhála, <i>a</i> chamán, an gcumhín leat an riail sin?”
Leibhéal 2	Dul chin cinn le feiceáil ó leibhéal 1. Tugann an páiste an earráid faoi deara tar éis na hidirghabhála. Ach ní léiríonn siad aon tuiscint ar chonas an earráid a cheartú. Sa chás seo, cuirfear léir-cheartú amháin ar fáil don pháiste. <u>Bíonn said in ann samplaí eile den spriocstruchtúr a chumadh – ní gá é a ath-mhúin. Muna bhfuil siad in ann an bhotúin a cheartú le léir-cheartú, téigh siar go céim a haon agus tabhair míniú meitheangeolaíoch dóibh.</u>	<u>Léir-cheartú</u> P: “Tá <i>seacht</i> pheann agam” M: (idirghabháil) P: (ag léiriú go bhfuil botúin déanta ach fós ag streachailt) M: “Tá seacht bpeann agat. (Stopann an comhrá le deis a thabhairt don pháiste machnamh a dhéanamh).”
Leibhéal 3	Tugann an páiste an earráid faoi deara tar éis na hidirghabhála ach athraíonn siad an focal mí-cheart. Díríonn an múinteoir a (h)aird ar an bhfoirm cheart tríd béim a chur air le hathrá agus bíonn an páiste in ann é a cheartú. Léiríonn sé seo go dtuigeann an páiste an AC a tugtar dó/di. <u>Ach, má thugann siad neamhoird ar an bhfoirm cheart, téigh siar go céim 2 agus tabhair léir-cheartú dóibh.</u> Sa chás seo, bogtar níos faide ar aghaidh ar an scála le haiseolas níos intuigthe a chur ar fáil don pháiste.	<u>Athcheapadh teagascach</u> P: “Bhí na trioblóidí ar súil i dTuaisceart na <i>hÉire</i> ar feadh na blianta”(linn le rang Staire) M: (idirghabháil) P: (iarracht mícheart an bhotúin a cheartú, m.sh ag athrú an focal mícheart “ <i>th</i> uaisceart”.) M: “...i dTuaisceart na <i>hÉireann</i> ?” P: “Bhí na trioblóidí ar súil i dTuaisceart na hÉireann”
Leibhéal 4	Bíonn mí-thuiscint sa chumarsáid de bharr na hearráide. Nuair a tugtar idirghabháil, ceartaíonn an páiste an bhotúin láithreach. Tá siad ag éirí féin-rialaithe ina gcuid foghlama ag an gcéim seo. Ó am go ham, beidh cinntiú intuigthe ag teastáil ón bpáiste faoin bhfoirm teanga. <u>Muna bhfuil an foghlaimeoir in ann an bhotúin a cheartú, téigh siar agus tabhair athcheapadh teagascach dóibh.</u>	<u>Athcheapadh Comhráiteach</u> P: “ <i>Ní chonaic</i> mé an scannán amárach” M: (idirghabháil) P: “ <i>Ní fheicfidh</i> mé an scannán amárach”
Leibhéal 5	Tugann an páiste an earráid faoi deara iad féin agus ceartaíonn siad é. Ag an leibhéal seo, bíonn an foghlaimeoir rialaithe go hiomlán (self-regulated).D’fheadfadh siad tabhairt faoi cheartú-piara.	<ul style="list-style-type: none"> Féin-cheartú – gan aon idirghabháil Ceartú-Piara – gan aon idirghabháil

Appendix E (2): Recasts Scale (Translated)

Intervention

1. Provide the student with an implicit hint that an error has been made: *“Excuse me?”*
2. Arising from the student’s response this scale may be utilised to assess the appropriate CF strategy to initiate with the student in order to scaffold their student

Level	Description	CF Strategy: Recasts
Level 1	The student is unable to notice or correct the error, even with the intervention from the teacher. At this level, the student does not have a sufficient understanding to interpret the teachers’ CF strategy. It is possible that the student has no understanding of any problem in their utterance. The student is completely other-regulated. The teacher must assume full responsibility in correcting the error and provide explicit correction. <u>If the student cannot create their own linguistic samples of similar linguistic forms, the teacher must re-teach the linguistic rule.</u>	<p><u>Explicit correction with metalinguistic explanation</u></p> <p>Student (S): “I walked to school tomorrow”</p> <p>Teacher (T): intervention</p> <p>S: (Student does not show any sign of understanding that an error has been made).</p> <p>T: “I walked to school yesterday but you will walk to school tomorrow. You use <i>ed</i> for the past tense yesterday, not in the future tense of tomorrow. Can you try that again?”</p>
Level 2	The student is able to notice the error but cannot correct it, even with intervention. Some development has been made from level one as there is room for the teacher and student to begin to negotiate form while moving towards self-regulation, the CF provided must be explicit in form. The student still relies heavily on the ‘other’ to correct their errors. <u>If the student cannot provide similar examples of the form, return to level one and provide a metalinguistic explanation for the explicit correction.</u>	<p><u>Explicit Correction</u></p> <p>S: “I seen that yesterday”</p> <p>Teacher (T): intervention</p> <p>S: (Student shows signs of understanding that an error has occurred but is unsure where the error lies in his/her utterance)</p> <p>T: “You saw that yesterday” (as the conversation stops to allow the student time to reflect and understand).</p>
Level 3	The student is aware of an error in their language output. They may struggle to locate to exact location of the error and if so, repeat the correct utterance, emphasising the correct form, but communication flow is not disturbed. Once this is provided, the student is immediately enabled to engage in self-correction. This shows that the student understands the teacher’s CF intervention and can put their feedback in place to correct their incorrect utterance. The level of help needed moves towards the strategy, implicit, end of the regulatory scale. <u>If this is unachievable by the student please return to level two and provide explicit correction of incorrect utterance.</u>	<p><u>Didactic Recast</u></p> <p>S: “I knowed that last time”</p> <p>Teacher (T): intervention</p> <p>S: (Showing signs of understanding that an error was made and trying to self-correct)</p> <p>T: “You <i>know</i>, that the last time” (the student understands the error and the conversation swiftly continues)</p>
Level 4	Oftentimes at this stage, there may be a misunderstanding in the students meaning as a result of their linguistic form. The student notices and corrects their own error with very little help or CF intervention from the teacher after the intervention. The student is enabled to engage in error-correction The student begins to take full responsibility for their own error correction. However, development has not fully intramental as the target form may often be repeated incorrectly by the student. The student may need the teacher to confirm the adequacy of the correction from time to time. <u>If this is unachievable by the student please return to level three and provide a didactic recast of incorrect utterance.</u>	<p><u>Conventional Recast</u></p> <p><u>(A breakdown in communication)</u></p> <p>S “I ranned home yesterday”</p> <p>Teacher (T): intervention</p> <p>S: “I ran home yesterday”</p>
Level 5	Noticing/correcting errors do not require intervention from someone else thus the student is self-regulated. The student becomes more consistent in availing of correct target language forms.	<ul style="list-style-type: none"> • Self-correction/ Peer-correction <p>No intervention is needed at this stage</p>

Appendix E (3): Scála Leideanna

Idirghabháil

1. Tabhair leid don páiste. Mar shampla : “*Gabh mo leithscéal?*”
2. De réir a f(h)reagairt, beidh tú in ann an páiste a lonnú ag leibhéal ar an scála agus AC a thabhairt dóibh a bheadh oiriúnach do chumais foghlama an pháiste.

Leibhéal	Cur Síos	Straitéisí Leideanna
Leibhéal 1	Ní thugann an páiste an earráid faoi deara iad féin tar éis na hidirghabhála. Bíonn ar an múinteoir míniú iomlán a thabhairt don pháiste ar fhoirm na teanga. Sa chás seo, cuirfear leid meitheangeolaíoch ar fáil don pháiste ag tabhairt samplaí eile den fhoirm teanga dóibh chomh maith (ath-mhúin an fhoirm m’ás gá). <u>Ach ní thugann an múinteoir an fhoirm ceart den leagan mí-chruinn don pháiste.</u>	Leid Meitheangeolaíoch P(Páiste): “Tá <i>mo</i> gcóta ar an urlár” M: (idirghabháil) P: (ní léiríonn an páiste aon thuiscint go bhfuil earráid déanta fiú tar éis an idirghabháil). M(Múinteoir): “Séimhítear an focal ina dhiaidh ‘mo’ ”
Leibhéal 2	Tá dul chun cinn le feiceáil ó leibhéal 1. Tugann an páiste an earráid faoi deara iad féin tar éis na hidirghabhála. Ach ní léiríonn siad aon tuiscint ar chonas an earráid a cheartú. Tugann an múinteoir leid mheallta don pháiste (ci-esteanna/leideanna). Bíonn said in ann samplaí eile den spriocstruchtúr a chumadh – ní gá é a ath-mhúin. <u>Muna bhfuil siad in ann an bhotúin a cheartú leis an leid, téigh siar go céim a haon agus tabhair samplaí den fhoirmeacha éagsúla ach arís, gan an fhoirm ceart díreach a thabhairt dóibh.</u>	Leid Mheallta P: “Tá <i>seacht</i> pheann agam” M: (idirghabháil) P: (ag léiriú go bhfuil botúin déanta ach fós ag streachailt) M: “Céard a tharlaíonn nuair a bhíonn uimhreacha i gceist, go speisialta idir 7-10?” P: “Tá seacht bpeann..”
Leibhéal 3	Tugann an páiste faoi deara go bhfuil earráid déanta tar éis na hidirghabhála ach athraíonn siad an focal mí-cheart. Díríonn an múinteoir a (h)aird ar an bhfoirm mí-cheart tríd béim a chur ar le hathrá. Ceartaíonn an páiste an botúin. Léiríonn sé seo go dtuigean an páiste an AC a tugtar di/dó. <u>Ach, muna bhfuil siad in ann an bhotúin a cheartú leis an straitéis seo, téigh siar go leibhéal a dó agus tabhair leid mheallta dóibh ach gan an fhoirm cheart a thabhairt dóibh.</u> Sa chás seo, bogtar níos faide ar aghaidh ar an scála le haiseolas níos intuigthe a chur ar fáil don pháiste.	Athrá P: “Bhí na trioblóidí ar súil i dTuaisceart na <i>hÉire</i> ar feadh na blianta” M: (idirghabháil) P: (iarracht mícheart an bhotúin a cheartú, m.sh ag athrú an focal mícheart “ <i>thuaisceart</i> ”.) M: “Éire?? Bhí na trioblóidí ar súil i dTuaisceart na <i>hÉire</i> ??” P: “Bhí na trioblóidí ar súil i dTuaisceart na hÉireann”
Leibhéal 4	Bíonn mí-thuiscint sa chumarsáid de bharr na hearráide. Nuair a tugtar idirghabháil dóibh, ceartaíonn an páiste an bhotúin láithreach. Tá siad ag éirí féin-rialaithe ina gcuid foghlama ag an gcéim seo ach ó am go ham bíonn cinntiú ag teastáil ón bpáiste faoin bhfoirm cheart. <u>Muna bhfuil an páiste in ann an bhotúin a cheartú, téigh siar agus tabhair athrá dóibh ach gan an fhoirm cheart a thabhairt dóibh.</u>	Soiléiriú P: “ <i>Ní chonaic</i> mé an scannán amárach” M: (idirghabháil) P: “ <i>Ní fheicfidh</i> mé an scannán amárach”
Leibhéal 5	Tugann an páiste an earráid faoi deara iad féin agus ceartaíonn a siad é iad féin. Ag an leibhéal seo, bíonn an foghlaiméir rialaithe go hiomlán (self-regulated).	<ul style="list-style-type: none"> • Féin-cheartú – gan aon idirghabháil • Ceartú-Piara – gan aon idirghabháil

Appendix E (4): Prompts Scale (Translated)

Intervention

1. Provide the student with an implicit hint that an error has been made: *“Excuse me?”*
2. Arising from the student’s response this scale may be utilised to assess the appropriate CF strategy to initiate with the student in order to scaffold their learning

Level	Description	CF Strategy: Prompts
Level 1	The student is unable to notice or correct the error, even with the intervention from the teacher. At this level, the student does not have a sufficient understanding to interpret the teachers’ CF strategy. It is possible that the student has no understanding of any problem in their utterance. The teacher must assume full responsibility in correcting the error. The student is completely other-regulated. <u>Provide a brief statement aimed at eliciting the accurate form from the student or provide samples of similar language forms but do not explicitly correct the linguistic form for the student.</u>	<p><u>Metalinguistic Clue</u></p> <p>Student (S): “I walked to school tomorrow”</p> <p>Teacher (T): intervention</p> <p>S: (Student does not show any sign of understanding that an error has been made).</p> <p>T: “You use <i>ed</i> for the past tense yesterday, not in the future tense of tomorrow. Can you try that again?”</p>
Level 2	The student notices the error but cannot correct it, even with intervention. Some development has been made from level one as there is room for the teacher and student to begin to negotiate form while moving towards self-regulation, the CF provided must be explicit in form. The student still relies heavily on the ‘other’ to correct their errors. If required, return to level one and provide linguistic samples of other similar forms to the student. <u>Elicit the correct form from the student through questioning and prompting but do not provide them with explicit CF</u>	<p><u>Elicitation</u></p> <p>S: “I seen that yesterday”</p> <p>Teacher (T): intervention</p> <p>S: (Student shows signs of understanding that an error has occurred but is unsure where the error lies in his/her utterance)</p> <p>T: “What happens when we use the past tense of see? Can you remember?”</p> <p>S: “I saw that yesterday”</p>
Level 3	The student is aware of an error in their language output. They may struggle to locate to exact location of the error and if so, repeat the incorrect utterance, emphasising the incorrect form, in isolation if required. Once this is provided, the student is immediately enabled to engage in self-correction. This shows that the student understands the teacher’s CF intervention and can put their feedback in place to correct their incorrect utterance. The level of help needed moves towards the strategy, implicit, end of the regulatory scale. <u>If this is unachievable by the student, please return to level 2 and provide elicitation strategy.</u>	<p><u>Repetition</u></p> <p>S: “I knowed that last time”</p> <p>Teacher (T): intervention</p> <p>S: (Showing signs of understanding that an error was made and trying to self-correct)</p> <p>T: “Known?? You <i>known</i> that last time?”</p> <p>S: “I knew that last time”</p>
Level 4	Oftentimes at this stage, there may be a misunderstanding in the students meaning as a result of their linguistic form. The student notices and corrects their own error with very little help or CF intervention from the teacher – after the intervention. The student is enabled to engage in error-correction. The student begins to take full responsibility for their own error correction. However, development has not fully intramental as the target form may often be repeated incorrectly by the student. <u>If this is unachievable by the student please return to level three and provide repetition of incorrect utterance.</u> The student may require the teacher to confirm the adequacy of the correction from time to time at this stage.	<p><u>Clarification Request</u></p> <p>S: “I ranned home yesterday”</p> <p>T: intervention</p> <p>S: “I ran home yesterday”</p>
Level 5	Noticing/correcting of errors does not require an intervention from someone else. Thus the students has become self-regulated. The student becomes more consistent in availing of correct target language forms in all contexts. This shows that the language has become automatized and the student may be able to self-correct and peer correct.	<ul style="list-style-type: none"> • Self-correction • Peer-correction <p>No intervention is needed at this stage.</p>

Appendix E (5): Scála Rialaithe (Athcheapadh & Leideanna)

Idirghabháil

1. Tabhair leid don páiste. Mar shampla : “*Gabh mo leithscéal?*”
2. De réir a f(h)reagairt, beidh tú in ann an páiste a lonnú ag leibhéal ar an scála agus AC a thabhairt dóibh a bheadh oiriúnach do chumais foghlama an pháiste.

Leibhéal	Cur Síos	Straitéis AC chuí
Leibhéal 1	Ní thugann an páiste an earráid faoi deara iad féin tar éis na hidirghabhála. Bíonn ar an múinteoir an leagan ceart den fhoirm teanga a léiriú dó/di agus míniú a thabhairt dóibh. Sa chás seo, cuirfear léir-cheartú ar fáil don fhoghlaiméoir. <u>Mura bhfuil an páiste in ann samplaí eile den spriocstruchtúr a chumadh iad féin, tabhair samplaí dóibh agus ath-mhúin an riail dóibh.</u>	Athcheapadh: Léir-cheartú le míniú meitheangeolaíoch domhain P(Páiste): “Tá <i>mo</i> gcóta ar an urlár” M: (idirghabháil) P: (ní léiríonn an páiste aon tuiscint go bhfuil earráid déanta fiú tar éis an t-idirghabháil). M(Múinteoir): “Tá <i>mo</i> chóta ar an urlár. Séimhítear an focal tar éis mo, do agus a (buachaill) mar shampla: <i>mo</i> chóta, <i>do</i> mhála, <i>a</i> chamán, an gcuimhin leat an riail sin?”
Leibhéal 2	Tá dul chin cinn le feiceáil ó leibhéal 1. Tugann an páiste an earráid faoi deara tar éis na hidirghabhála. Ach ní léiríonn siad aon tuiscint ar chonas an earráid a cheartú. Sa chás seo, cuirfear léir-cheartú amháin ar fáil don pháiste. <u>Bíonn said in ann samplaí eile den spriocstruchtúr a chumadh – ní gá é a ath-mhúin. Muna bhfuil siad in ann an bhotúin a cheartú le léir-cheartú, téigh siar go céim a haon agus tabhair míniú meitheangeolaíoch dóibh.</u>	Athcheapadh: Léir-cheartú P: “Tá <i>seacht</i> pheann agam” M: (idirghabháil) P: (ag léiriú go bhfuil botúin déanta ach fós ag streachailt) M: “Tá seacht bpeann agat. (Stopann an comhrá le deis a thabhairt don pháiste machnamh a dhéanamh).
Leibhéal 3	Tugann an páiste faoi deara go bhfuil earráid déanta tar éis na hidirghabhála ach athraíonn siad an focal mí-cheart. Díríonn an múinteoir a (h)aird ar an bhfoirm mí-cheart tríd béim a chur ar le hathrá. Ceartaíonn an páiste an botúin. Léiríonn sé seo go dtuigeann an páiste an AC a tugtar di/dó. <u>Ach, muna bhfuil siad in ann an bhotúin a cheartú leis an straitéis seo, téigh siar go leibhéal a dó agus tabhair léir-cheartú dóibh.</u> Sa chás seo, bogtar níos faide ar aghaidh ar an scála le haiseolas níos intuigthe a chur ar fáil don pháiste.	Leid: Athrá P: “Bhí na trioblóidí ar súil i dTuaisceart na <i>hÉire</i> ar feadh na blianta” M: (idirghabháil) P: (iarracht mícheart an bhotúin a cheartú, m.sh ag athrú an focal mícheart “ <i>tuaisceart</i> ”.) M: “Bhí na trioblóidí ar súil i dTuaisceart na <i>hÉire</i> ??” P: “Bhí na trioblóidí ar súil i dTuaisceart na <i>hÉireann</i> ”
Leibhéal 4	Bíonn mí-thuiscint sa chumarsáid de bharr na hearráide. Nuair a tugtar idirghabháil dóibh, ceartaíonn an páiste an bhotúin láithreach. Tá siad ag éirí féin-rialaithe ina gcuid foghlama ag an gcéim seo ach ó am go ham bíonn cinntiú ag teastáil ón bpáiste faoin bhfoirm cheart. <u>Muna bhfuil an páiste in ann an bhotúin a cheartú, téigh siar agus tabhair athrá dóibh ach gan an fhoirm cheart a thabhairt dóibh.</u>	Leid: Soiléiriú P: “ <i>Ní chonaic</i> mé an scannán amárach” M: (idirghabháil) P: “ <i>Ní fheicfidh</i> mé an scannán amárach”
Leibhéal 5	Tugann an páiste an earráid faoi deara iad féin agus ceartaíonn a siad é iad féin. Ag an leibhéal seo, bíonn an foghlaiméoir rialaithe go hiomlán (self-regulated).	<ul style="list-style-type: none"> • Féin-cheartú – gan aon idirghabháil • Ceartú-Piara – gan aon idirghabháil

Appendix E (6): Combined Regulatory Scale (Translated)

Intervention

1. Provide the student with an implicit hint that an error has been made: *"Excuse me?"*
2. Arising from the student's response this scale may be utilised to assess the appropriate CF strategy to initiate with the student in order to scaffold their learning

Level	Language Development Descriptors (Aljaafreh & Lantolf, 1994, p. 470)	CF Strategy (Lyster et al., 2013, p. 5)
Level 1	The student is unable to notice or correct the error, even with the intervention from the teacher. At this level, the student does not have a sufficient understanding to interpret the teachers' CF strategy. It is possible that the student has no understanding of any problem in their utterance. The student is completely other-regulated. The teacher must assume full responsibility in correcting the error and provide explicit correction. <u>If the student cannot create their own linguistic samples of similar linguistic forms, the teacher must re-teach the linguistic rule.</u>	<p><u>Recasts: Explicit Correction with Metalinguistic Explanation</u></p> <p>Student (S): "I walked to school tomorrow"</p> <p>Teacher (T): intervention</p> <p>S: (Student does not show any sign of understanding that an error has been made).</p> <p>T: "I <u>will</u> walk to school tomorrow. I walked to school yesterday but you <u>will</u> walk to school tomorrow. You use <i>ed</i> for the past tense yesterday, not in the future tense of tomorrow. Can you try that again?"</p>
Level 2	The student is able to notice the error but cannot correct it, even with intervention. Some development has been made from level one as there is room for the teacher and student to begin to negotiate form. While moving towards self-regulation, the CF provided must be explicit in form. The student still relies heavily on the 'other' to correct their errors. <u>If the student cannot provide similar examples of the form, return to level one and provide a metalinguistic explanation for the explicit correction.</u>	<p><u>Recasts: Explicit Correction</u></p> <p>S: "I seen that yesterday"</p> <p>Teacher (T): intervention</p> <p>S: (Student shows signs of understanding that an error has occurred but is unsure where the error lies in his/her utterance)</p> <p>T: "You saw that yesterday" (as the conversation stops to allow the student time to reflect and understand)</p>
Level 3	The student is aware of an error in their language output. They may struggle to locate to exact location of the error and if so, repeat the incorrect utterance, emphasising the incorrect form, in isolation if required. Once this is provided, the student is immediately enabled to engage in self-correction. This shows that the student understands the teacher's CF intervention and can put their feedback in place to correct their incorrect utterance. The level of help needed moves towards the strategy, implicit, end of the regulatory scale. <u>If this is unachievable by the student, please return to level 2 and provide an explicit recast strategy.</u>	<p><u>Prompts: Repetition</u></p> <p>S: "I knowed that last time"</p> <p>Teacher (T): intervention</p> <p>S: (Showing signs of understanding that an error was made and trying to self-correct)</p> <p>T: "You <u>knowed</u> that last time?"</p> <p>S: "I knew that last time"</p>
Level 4	Oftentimes at this stage, there may be a misunderstanding in the students meaning as a result of their linguistic form. The student notices and corrects their own error with very little help or CF intervention from the teacher – after the intervention. The student is enabled to engage in error correction. The student begins to take full responsibility for their own error correction. However, development has not fully intramental as the target form may often be repeated incorrectly by the student. <u>If this is unachievable by the student please return to level three and provide repetition of incorrect utterance.</u> The student may require the teacher to confirm the adequacy of the correction from time to time at this stage.	<p><u>Prompts: Clarification Request</u></p> <p>S: "I ranned home yesterday"</p> <p>T: Intervention</p> <p>S: "I ran home yesterday"</p>
Level 5	Noticing/correcting of errors does not require an intervention from someone else. Thus the student has become self-regulated. The student becomes more consistent in availing of correct target language forms in all contexts. This shows that the language has become automatized and the student may be able to self-correct and peer correct.	<ul style="list-style-type: none"> • Self-correction • Peer-correction <p>No intervention needed at this stage.</p>

Appendix F: An t-Eolas Riailbhunaithe: Inscne

Ainmfhocail a thosaíonn ar chonsan:

Ní bhíonn séimhiú ar chonsan tar éis ailt más ainmfhocail firinscneach atá ann – an fear, an bord, an buachaill, an mála, an fiacloir.

Bíonn séimhiú ar chonsan tar éis ailt más ainmfhocail baininscneach atá ann – an bhean, an fhuinneog, an fheadóg, an Ghaeilge, an Phortaingéil.

Ainmfhocail a thosaíonn ar ghuta:

Bíonn t- roimh ghuta tar éis an ailt más ainmfhocail firinscneach atá ann – an t-airgead, an t-uisce, an t-úll, an t-amhrán, an t-amadán.

Ní bhíonn t- roimh ghuta tar éis an ailt más ainmfhocail baininscneach atá ann – an ubh, an ordóg, an obair, an oíche, an amharclann.

Ainmfhocail a thosaíonn ar s

Ní bhíonn t roimh s tar éis an ailt más ainmfhocail firinscneach atá ann – an samhradh, an solas, an seomra, an siopa, an sos.

Bíonn t roimh s go minic tar éis an ailt más ainmfhocail baininscneach atá ann – an tseacláid, an tsráid, an tsúil, an tseachtain, an tSualainn.

(Tá eisceachtaí ann – an scoil, an Spáinn, an spád srl).

Aidiachtaí

Séimhítear tús chonsan aidiachta ar lorg ainmfhocail atá baininscneach mar shampla:

Bean bheag (an bhean bheag), cathair mhór (an chathair mhór)

Ní athraítear aidiacht ar lorg ainmfhocail atá firinscneach mar shampla:

Fear beag

(Translated)

A noun (an t-ainmfhocal) is a part of speech that denotes a person, animal, place or thing.

There is only one article in the Irish language that is the definite article. The definite article (an t-alt) is the word *the* in English. In Irish the singular form is *an*. This is what this study focuses predominantly on. The plural form is *na*.

In the Irish language, two grammatical genders exist. These include masculine (*firinsneach*) and feminine (*baininsneach*). This is not necessarily based on the gender of the object (cailín (girl) is masculine). When the definite article is applied before nouns, the word format may change based on the gender of the word. These differences include lenition (séimhiú) or t prefix before the word (t / t-).

Words Beginning with Consonants

Lenition is a sound change that alters consonants, making the word ‘softer’. This occurs in the Irish language when feminine nouns precede the definite article (an t-alt). This occurrence is denoted by a following h otherwise known as a *séimhiú*.

For example: *An fhuinneog*.

Masculine nouns beginning with a consonant after the definite article do not change.

For example: *An madra*

Words beginning with S

Preceding feminine nouns beginning with the letter s after the article *an* incorporates a t prefix. This occurs in place of lenition.

For example: *An tSráid*.

Following the definite article, masculine nouns beginning with the letter s do not change

For example: *An siopa*

Words Beginning with Vowels

Preceding masculine nouns beginning with a vowel (a, e, i, o, u) after the article *an* incorporate a t- prefix.

For example: *An tUisce*.

Feminine nouns beginning with a vowel do not change after the definite article.

For example: *An áit*.

Adjectives

The simplest definition of an adjective is a word that describes the noun. In the case of the Irish language, adjectives followed by a feminine word receive lenition or a séimhiú (h).

For example: *An bhean bheag*

Adjectives following masculine nouns do not change

For example: *An fear mór*

Appendix G (1): Sample Six-Week Intervention Schedule for Teachers

Seachtain	Foirm Teanga	Bain Súp As	Bileoga Oibre	Seic Liosta
Seachtain 1 9ú-13ú Eanáir	Fir & Bain le Consan	Sleamhnán 1-6	<u>Réamhscrúdú</u> Líon na Bearnaí Cuardach Focail <u>Taifead Déanta</u>	
Seachtain 2 16ú – 20ú Eanáir	Fir & Bain le Gutaí	Sleamhnán 6-10	Líon na bearnaí Cuir an t-alt le focail Cros-fhocal <u>Taifead Déanta</u>	
Seachtain 3 23ú-27ú Eanáir	Fir & Bain le S	Sleamhnán 10-15	Ainmfhocail i ngrúpaí Líon na bearnaí Scríobh focail a thosaíonn le S Tábla le líonadh <u>Taifead Déanta</u>	
Seachtain 4 30-3/02/2017	Fir & Bain le haidi-achtaí	Sleamhnán 15-19	Scéal Digiteach x2 Tábla Cuir i ngrúpaí iad <u>Taifead Déanta</u>	
Seachtain 5 6-10/02/2017	Fir & Bain le haidi-achtaí	Sleamhnán 15-19	Scéal Digiteach x2 Tábla Cuir i ngrúpaí iad <u>Taifead Déanta</u>	
Seachtain 6 13ú-17ú Feabhra	Dul Siar	Bileoga Dul Siar san fhilleán	Cluichí Tábla Fir/Bain Taifead Déanta <u>Iarscrúdú</u>	

Appendix G (2): Sample Implementation Check List for Teachers

<u>Seachtain 1</u> <u>(9-13/01/2017)</u>	<u>Réamhscrúdú (9ú lá)</u>	
	2 cheacht gramadaí (Consan)	
	Sleamhnán 1-6	
	Bileoga Oibre	
	Dialanna Machnaimh	
	Taifead den Scála	
<u>Seachtaine 2</u> <u>(16-20/01/2017)</u>	2 cheacht gramadaí (Gutaí)	
	Sleamhnán 6-10	
	Bileoga Oibre	
	Dialanna Machnaimh	
	Taifead den Scála	
<u>Seachtain 3</u> <u>(23-27/01/2017)</u>	2 cheacht gramadaí (S)	
	Sleamhnán (10-15)	
	Bileoga Oibre	
	Dialanna Mhachnaimh	
	Taifead den Scála	
<u>Seachtain 4</u> <u>(30-3/02/2017)</u>	2 cheacht gramadaí (Aidiachtaí)	
	Sleamhnán (15-19)	
	Bileoga Oibre	
	Dialanna Mhachnaimh	
	Taifead den Scála	
<u>Seachtain 5</u> <u>(6-10/02/2017)</u>	2 cheacht gramadaí (Aidiachtaí)	
	Sleamhnán (15-19)	
	Bileoga Oibre	
	Dialanna Mhachnaimh	
	Taifead den Scála	
<u>Seachtain 6</u> <u>(13-17/02/2017)</u>	2 cheacht gramadaí (Dul Siar)	
	Sleamhnán (1-19)	
	Bileoga Oibre	
	Dialanna Mhachnaimh	
	Taifead den Scála	
	<u>Iarscrúdú (17ú Feabhra)</u>	

Appendix H: Sample Worksheets

Seiceáil an bhfuil na hainmfhocail seo a leanas firinscneach nó baininscneach agus cuir an t-alt agus aidiacht leo.

Aidiachtaí:

beag, mór, bocht, saibhir, dea-
cair

1. bean		
2. airgead		
3. spideog		
4. siopa		
5. leabhar		
6. clann		
7. Gaeilge		
8. uisce		
9. srón		
10. foireann		

Cluiche Meaitseála.

Meaitseáil na haidiachtaí leis na hainmfhocail chuí.

An bia

An bord

An fhuinneog

An buachaill

An cailín

An fhoireann

An liathróid

An rang

dána

maith

buí

folláin

fhada

mhór

ghlan

bheag

Firinscneach agus Baininscneach le Con-san

Cuir an t-alt leis na focail sa bhosca.

ceardlann	
béarla	
meánscoil	
forbairt	
cáis	
bainne	
buidéal	
bróg	
cailín	
bean	
peil	
páirc	
feadóg	



Scríobh an leagan ceart den aidiacht thíos

1. Tá caighdeán (sásúil) _____ bainte amach aige.
2. Tá Gaeilge (maith) _____ ag Dónal.
3. Tá Béarla (cruinn) _____ ag Sophie.
4. Tá fadhb (mór) _____ agam leis an ríomhaire.
5. Is múinteoir (deas) _____ í Aoife.
6. Is duine (cantalach) _____ é Brian.
7. Tá an cailín (beag) _____ sin an-deas.
8. Tabhair amach an bhileog (gorm) _____.
9. Tá gruaig (fada) _____ agam.
10. Tá aimsir (te) _____ ansin faoi láthair



Appendix I: Sample Running Record Assessment Grid

Taifead Leanúnach Scoil 1
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Dáta	9/01/17					
Leibhéal						
Sophie (21)	2					
Séan (13)	3					

Appendix J (1): Sample of PD PowerPoint – All Experimental Groups

Teagasc Foirm-Dhirithe sa Seomra Ranga


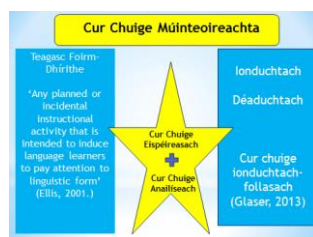
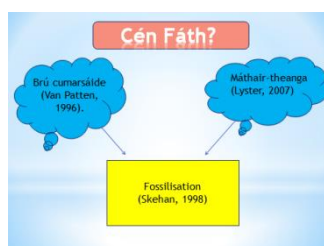


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Scoileanna lán-Ghaeilge

- *Caighdeán Gaeilge níos airde ná foghlaimoirí i scoileanna T2 (Harris, Forde, Archer, Nic Fhearraile & O'Gorman, 2006).
- *Caighdeán an chainteora dúchais (no geal leis) (Harris et al, 2006)
- *Teipeann orthu an t-ardchaighdeán céanna a bhaint amach sa scríbhneoireacht agus sa labhairt
- *Idirtheanga á labhairt (Lyster, 2007).

Teagasc Foirm-Dhirithe sa Seomra Ranga

*1. Tabhairt Faoi Deara

Is éard is brí le tabhairt faoi deara ná go mbíonn samplaí den spriocstruchtúr ar fáil don fhoghlaimoir, ach ní bhíonn gá le próiseil eolais nó machnaimh

Déantar é seo trí:

- Chló níos troime a úsáid
- Líne faoin spriocstruchtúr
- **Dáth eile a úsáid don spriocstruchtúr.**

Arís: Cár Amháin, Dáil Cár, Trí Cár, Ceathrú Cár, Cúig Cár, Sé Cár, Seacht Cár, Ochta Cár, Naoi Cár, Deich Cár

*2. Eolas Rialbhunaithe

*Déantar staidéar anailíseach ar an teanga atá tugtha faoi deara ag na daltaí.

*Cumann iad na rialacha iad féin

*Tearmaíocht teangeolaíochta cheart a úsáid lena páistí sa cheim seo ar nós: Uru, Séimhiú, Fleiscin.

*Dialann Mhachnaimh

*An Dialann Mhachnaimh

*Cad a d'fhoghlaim mé?

*Míniú ar cad a d'fhoghlaim mé

*Mo shamplaí féin

*Cad a cheap mé?

*An Dialann Mhachnaimh

*Cad a d'fhoghlaim mé?

Leiríonn an cheim seo go bhfuil spriocstruchtúr tugtha faoi deara ag an bhfoghlaimoir

*Míniú ar cad a d'fhoghlaim mé

Leiríonn an cheim seo go bhfuil eolas rialbhunaithe ag an bhfoghlaimoir faoin spriocstruchtúr atá tugtha faoi deara acu

*Mo shamplaí féin

Spreagtar an foghlaimoir leis an struchtúr atá tugtha faoi deara acu agus an t-eolas rialbhunaithe atá foghlamtha acu a chur le teanga nua. Cúlrair an fhoghlaim neamhspleách agus an fheacht mheitiltitheangeolaíochta chun cinn leis an iontráil seo.

*Cad a cheap mé?

Bíonn deis ag na foghlaimoirí machnaimh agus measúnú a dhéanamh ar an bhfoghlaim teanga agus a gcuil tuairimí a chur in iúl.

*Obair na bPáistí (2014)

*3. Cleachtadh Rialbhunaithe

Cuimhne Ghearrthéarmach

Cuimhne Fhadthéarmach

Cleachtadh le Focas (Allen et al., 1990)
"Cognitively undemanding" nó 'easca' (Cummins 2000, luaithe Lyster 2007, lch. 81)

Samplaí de: Lion na Beamaí, aistriúcháin, ceisteanna bunaithe ar phictiúr.

*4. Cleachtadh Cumarsáideach

'engaging in an activity with the goal of becoming better at it' (DeKeyser, 1998, lch.50)

- Cluichí Teanga
- Cluichí idirghníomhacha



Ceacht Samplach ar Inscne

Cad atá le déanamh agam?


- *Dhá cheacht gramadaí a mhúineadh in aghaidh na seachtaine (féach i bhfillteáin an mhúinteora)
- *Teagasc Foirm-Dhirithe a úsáid leis na ceachtanna a mhúineadh
- *Bileoga Oibre a dhéanamh ar scoil/obair bhaile (fillteáin an mhúinteora)
- *Seic tiosta a líonadh gach seachtaine ar an Aoine
- *Iarr ar na páistí dialann mhachnaimh a choinneal

Appendix J (2): Sample of PD PowerPoint – Combined Regulatory Group Only
(In addition to previous page)

Aiseolas Ceartaitheach

‘.. any reaction of the teacher which clearly transforms, disappointingly refers to, or demands improvement of the learner utterance’ (Chaudron, 1986, p. 31)

‘responses to learners’ utterances containing an error’
(Ellis, 2006, p.28).



Conas a cheartaíonn sibh earráidí gramadaí na bpaistí i bhur ranganna?

Straitéise

Leideanna		Athcheapadh
Dírítear aird an pháiste ar an bhfoirm teanga mi-cheart chasáilinn an pháiste é iad fein (Ding, 2009).		Dírítear aird an pháiste ar an bhfoirm mi-cheart den teanga tríd an leagan ceart a thabhairt dóibh. (Annam, 2006).

[illegible]

One Size Does not fit all!
(Annmarie B. Spinda, 2006, p.336)

'The most effective are those who orchestrate, if students' language is not the same as the teacher's'
(Lyster 2005)

right want to have a whole range of... they have at their disposal rather than relying so extensively on recast' (Lyster & Rameta, 1997 p.56)

<p>Mithras anggap sebagai seorang lelaki tua yang mempunyai kekuatan magis. Dia mempunyai seekor lembu sebagai binatang kesayangan. Mithras dianggap sebagai dewa matahari dan cahaya. Dia juga dianggap sebagai dewa cinta dan seks. Dia juga dianggap sebagai dewa perang dan keberanian. Dia juga dianggap sebagai dewa kebijaksanaan dan pengetahuan.</p> <p>Falsafah</p>	<p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan. <p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan.
<p>2. Tuhan anggap sebagai dewa matahari dan cahaya. Dia juga dianggap sebagai dewa cinta dan seks. Dia juga dianggap sebagai dewa perang dan keberanian. Dia juga dianggap sebagai dewa kebijaksanaan dan pengetahuan.</p> <p>Falsafah</p>	<p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan. <p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan.
<p>3. Tuhan anggap sebagai dewa matahari dan cahaya. Dia juga dianggap sebagai dewa cinta dan seks. Dia juga dianggap sebagai dewa perang dan keberanian. Dia juga dianggap sebagai dewa kebijaksanaan dan pengetahuan.</p> <p>Falsafah</p>	<p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan. <p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan.
<p>4. Tuhan anggap sebagai dewa matahari dan cahaya. Dia juga dianggap sebagai dewa cinta dan seks. Dia juga dianggap sebagai dewa perang dan keberanian. Dia juga dianggap sebagai dewa kebijaksanaan dan pengetahuan.</p> <p>Falsafah</p>	<p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan. <p>Achievement</p> <ul style="list-style-type: none"> • Mithras dianggap sebagai dewa matahari dan cahaya. • Mithras dianggap sebagai dewa cinta dan seks. • Mithras dianggap sebagai dewa perang dan keberanian. • Mithras dianggap sebagai dewa kebijaksanaan dan pengetahuan.


Ceard atá le deanamh again?

- Na páistí a cheartú go leanúnach tríd an lá de réir a chumais ag baint úsáide as an scála.
- Leibhéal an pháiste a bhreacadh síos gach triú lá ar an taifead leanúnach.
- Nótaí/Breathnóireacht



Fillteán an Mhúinteora

- *Eolas Rialbhunaithe ar Inscne
- *Plean Oibre Sé Seachtaine
- *Seic liosta
- *Nótaí/Breathndíreach (Múinteoir)
- *Leagan amach de dhialann mhachnaimh
- *Seachtain 1 - 6 : Bíleoga Oibre
- *Cluichi Teanga
- *Postairí



Appendix K: Interview Schedule for Teachers

Mar is eol duit, is mise Sylvaine agus táim i mbun thaighde Ph.D. faoi láthair ar straitéisí ceartúcháin atá éifeachtacht, réalaíoch agus praiticiúil le húsáid sa seomra ranga le caighdeán cruinnis Gaeilge na bpáistí a fheabhsú. Bhí an obair pháirce ar siúl i do rang le sé seachtaine anuas, agus ba mhaith liom an deis seo a thógáil le mo bhuíochas a ghabháil duit as ucht páirt a ghlacadh sa taighde agus as do thacaíocht le míosa anuas.

Inniu, ba mhaith liom cúpla ceist a chur ort mar gheall ar an obair a bhí ar siúl agat sa seomra ranga le linn an taighde seo. Ag an deireadh, beidh deis agat aon cheist a chur orm mar gheall ar an gcleachtais TFD nó AC a bhí in úsáid agat. Nuair atá tú réidh, cuirfidh mé an teip-taifead ar siúl ar mhaithe le hanailís a dhéanamh ar an agallamh níos déanaí. Mar is eol duit, ní chloisfidh éinne eile an taifead ach amháin mé féin agus ní roinnfear an t-eolas le héinne.

Glass = Grúpaí Trialacha amháin

Dearg: Riail ghrúpaí amháin

1. Tá tú ag múineadh le x bliain anuas, inis dom faoi do thaithí seo, go háirithe do thaithí ag múineadh Gaeilge.

Leideanna m'ás gá:

Gaeltacht/scoil lán-Ghaeilge/Scoil-Bhéarla?

Ard-ranganna/meascán ranga?

Nótaí:

2. Roimh an gclár seo, conas a mhúin tú gramadach na Gaeilge do na páistí?

Clarifier m'ás gá:

Ar chaith tú mórán ama ag múineadh na gramadaí roimhe seo?

Ar mhúin tú é le linn ranga eile?

An ndearna tú tagairt dó i rith an lae?

Nótaí:

3. Conas a mhothaigh tú faoi ghramadach na Gaeilge a mhúineadh ó thaobh do chuid eolas gramadaí féin?

Clarifier m'ás gá:

Ag braith ar leabhar?

Nótaí:

4. Ar thaitin an clár *Bain Súp As!* leat mar áis mhúinteoireachta le gramadach na Gaeilge a mhúineadh?

Tóru (probe) m'ás gá:

An raibh sé éifeachtach?

Mar mhúinteoir?

Dialann Mhachnaimh? Na sleamhnáin? Bileoga Oibre?

Nótaí:

5. An raibh aon rud nár thaitin leat faoin gclár?

Tóru (probe) m'ás gá:

Cúrsaí Ama/pleanáil....

Nótaí:

6. Ar thaitin sé leis na páistí an dóigh leat? Ar chuir sé lena gcuid foghlama Gaeilge?

Tóru (probe) m'ás gá:

Dialann/cluichí/bileog oire/tabhairt faoi deara

Nótaí:

7. Roimh an gclár seo, conas a cheartaigh tú earráidí ghramadaí na bpáistí?

(Riail ghrúpa: Conas a cheartaíonn tú earráidí gramadaí na bpáistí)

Tóru (probe) m'ás gá:

An bhfuil córas ceartúcháin uile scoile curtha i bhfeidhm agaibh sa scoil mar shampla?

Ar cheartaigh tú botúin na bpáistí i gcaoi córasach agus leanúnach?

Nótaí:

8. Bhain tú úsáid as straitéisí (athcheapadh/leideanna/meascán) AC le linn an taighde seo, inis dom faoi conas a d'éirigh leat é a chur i bhfeidhm sa rang?

(Riail ghrúpa: An bhfuil córas ceartúcháin agat?... Mínigh)

Tóru (probe) m'ás gá:

An raibh sé an-difriúil ón gcóras a bhí in úsáid agat?

Cén dúshlán a bhí ann?

Ar fiú é a dhéanamh?

Nótaí:

9. An raibh réimse leathan de chumais gramadaí na Gaeilge sa rang maidir leis na straitéisí AC a bhí in úsáid agat? Mínigh.

Tóru (probe) m'ás gá:

Ar chabhraigh straitéisí éagsúla níos mó le páistí éagsúla ag braith ar a gcumas? Samplaí?

Páiste níos cumasaí?

Páistí níos laige?

Deacair/éasca é a chur i bhfeidhm?

Nótaí:

10. An bhfaca tú aon athrú ar fhoghlaim na páistí go háirithe ar chruinneas Gaeilge nó ar dhearcadh na bpáistí i leith a gcuid Gaeilge agus **tú ag tabhairt faoin gcóras?**

Riail ghrúpa: ... Agus tú ag glacadh páirte sa taighde seo?

Tóru (probe) m'ás gá:

Féin-cheartú/ceartú Piora?

Nótaí:

11. **Ar úsáid tú straitéisí níos minice ná cinn eile? Cén fáth?**

Tóru (probe) m'ás gá:

Mínigh cén fáth/samplaí

Nótaí:

12. An gcuireann cúrsaí ceartúcháin isteach ar luas an ranga?

Clarifier:

Déan cur síos... tabhair sampla...

Nótaí:

13. **Dar leat, ar athraigh do ról mar mhúinteoir ó thús go deireadh an chláir?**

Tóru (probe) m'ás gá:

Níos mó/lú á cheartú

Níos mó ceartú piorra/féin ceartú?

Riail ghrúpaí: Bain Súp As!

Nótaí:

14. An dóigh leat gur chabhraigh an CPD a chuireadh ar fáil duit roimh an Nollaig leat ó thaobh múineadh gramadaí na Gaeilge agus **cúrsaí ceartúcháin de?**

Tóru (probe) m'ás gá.

Ag foghlaim gach seachtain?

An mbeadh spéis agat níos mó PD a dhéanamh ar chúrsaí ceartúcháin sa seomra ranga?

Nótaí:

15. Idir na háiseanna agus an straitéis ceartúcháin a d'úsáid tú, dá mbeadh ort an tionscadal teagasc taighde seo a dhéanamh arís, céard a athrófá? (na háiseanna, ceartúcháin, PD)

Tóru (probe) m'ás gá:

Bain súp as?

AC?

Nótaí:

16. An mbeadh aon tionchar ag an tionscadal seo ar do chur chuige i leith mhúineadh gramadach na Gaeilge amach anseo?

Nótaí:

17. Go raibh míle maith agat as na ceisteanna uilig a fhreagairt dom. Anois, an bhfuil aon cheisteanna agat nó an bhfuil aon rud eile le rá faoin taighde.

Nótaí:

Appendix L: Student Focus Group Schedule

Mar is eol duit, is mise Sylvaine agus táim i mbun thaighde Ph.D. faoi láthair ar straitéisí ceartúcháin atá éifeachtacht, réalaíoch agus praiticiúil le húsáid sa seomra ranga le caighdeán cruinnis Gaeilge a fheabhsú. Bhí sibh ag cabhrú go mór liom le sé seachtaine anuas, agus ba mhaith liom an deis seo a thógáil le mo bhuíochas a ghabháil daoibh as ucht páirt a ghlacadh sa taighde agus as do thacaíochta le míosa anuas.

Inniu, ba mhaith liom cúpla ceist a chur oraibh mar gheall ar an obair a bhí ar siúl agaibh sa seomra ranga le linn an taighde seo. Ag an deireadh, beidh deis agaibh aon cheist a chur orm mar gheall ar na cleachtais nua a bhí in úsáid agaibh nó aon smaointí atá agaibh. Nuair atá sibh réidh, cuirfidh mé an teip-taifead ar siúl ar mhaithe le hanailís a dhéanamh ar an agallamh níos déanaí. Mar is eol duit, ní chloisfidh éinne eile an taifead ach amháin mé féin agus ní roinnfear an t-eolas le héinne. Gach duine réidh?

Glass = Grúpaí Trialacha amháin

Dearg: Riail ghrúpaí amháin

1. Céard a bhí á dhéanamh agaibh le bhur ngramadach Gaeilge a fheabhsú le déanaí? Tabhair samplaí dom.

Leideanna m'ás gá:

Bain/Fir- Bain Súp AS

Sleamhnáin? Dialann

Mhachnaimh? Bileoga Oibre?

Ceartúcháin?

Nótaí:

2. An gceapann sibh go bhfuil feabhas tagtha ar bhur ngramadach go háirithe ó thaobh in-scene de anois? Cén fáth, dar libh?

Leideanna m'ás gá:

Bain súp As

Ceartúcháin

Dialann Mhachnaimh?

Nótaí:

3. Ar bhain sibh sult as na ceathanna a rinne sibh le BSA?

Leideanna m'ás gá:

Déan cúr síos... mínigh cén fáth...

Sleamhnáin/Cluichí/Bileoga Oibre/Dialanna/Ceartúcháin

Nótaí:

4. An raibh aon rud nár thaitin libh faoin gclár BSA? Mínigh

Leideanna m'ás gá:

Sleamhnáin/Cluichí/Bileoga Oibre/Dialanna/Ceartúcháin

Nótaí:

5. Inis dom faoi conas a cheartaíonn sibh bhur mbotúin gramadaí sa rang?

Leideanna m'ás gá:

Múinteoir/cairde/tú féin

An dtaitníonn sé libh?

Nótaí:

6. Nuair a bhí sibh i mbun cainte sa seomra ranga sibh féin, lasmuigh den rang Gaeilge agus nuair nach raibh an múinteoir libh, an raibh sibh fós cúramach le bhur gcuid Gaeilge?

Leideanna m'ás gá:

Cén fáth... tabhair samplaí...

Féin-cheartú/múinteoir/páistí eile

Taitneamhach?

Nótaí:

7. An dóigh libh gur chabhraigh sibh lena chéile le bhur gcuid gramadaí a fheabhsú?

Leideanna m'ás gá:

Samplaí... mínigh... déan cur síos

Nótaí:

8. Céard a n-athrófá faoin gcóras ceartúcháin atá in úsáid agaibh?

Leideanna m'ás gá:

Samplaí... mínigh... déan cur síos

Nótaí:

9. Ar mhaith libh leanúint ar aghaidh leis an gcóras ceartúcháin seo nó é a athrú?

Nótaí:

Go raibh míle maith agaibh as ucht bhur gcabhair leis an taighde seo. An bhfuil aon cheisteanna agaibh nó an bhfuil aon rud eile le rá agaibh faoin taighde seo?

Nótaí:

Appendix M: Sample Observation Rubric

Dáta	Am	Múinteoir Ranga	Straitéis AC	Ábhar \Ranga	Gníomh Ranga	
					(Obair ghrúpa/bheirte s.rl)	
An Seomra Ranga: (Leagan Amach)			Nótaí			
Ceartaitheoir	Straitéis Ceartúcháin			Uptake		
Múinteoir ar pháiste						
Páiste ar pháiste						
Féin-cheartú						
Samplaí de chaint an pháiste/ mhúinteora:						
Botúin ar lár:						

Sample of Observation Notes

School Code		5	
Time/Subject	Teacher/Students Action	Student Response	Researcher's Note
9:20 Mata 25/01/2017	Páiste 1: An bhfuil cead agam faigh page? Múinteoir: ppp??	P1: Páipéar? P2: Páipéar a fháil!	Peer-correction Intervention only Béarlachas Happy to receive peer-correction
	P3: ... as an cóipleabhar M: As cén rud?	P3: As an gcóipleabhar	Intervention only Other linguistic forms apart from noun gender
	P4: Ní understanding mé é seo M: Céard?	P4: Ya, like ní thuigim é seo?	Intervention only Béarlachas
	P5: Tá sé an-fuar sa seomra nach bhfuil sé? M: Tá sé an fh???	P5: Tá se an-fhuar sa seomra ranga	Intervention only Understands the lenition rule
	M: Céard é seo? Rang: Cearnóg M: An focal Fir/Bain, 'bhfuil 'fhios ag éinne?	P 6: Óg... Bain?? P7: No, fir!! P6: Breathnóidh mé san fhoclóir... haon soicind... P8: Fuair mé é!!! Bain!! YEY!!	Focus on form during Maths lesson Use of dictionaries – object regulated Use of rule-base knowledge – signs of linguistic development
10:00 Ceacht Gramadaí	Ag ceartú obair bhaile. Bileog oibre a bhí le déanamh ón bpacáiste. Tugann an múinteoir deis dóibh seic a dhéanamh ar na freagraí leis an bhfoclóir i dtosach báire	Páistí ag cabhrú lena a chéile agus ag labhairt lena chéile faoin obair bhaile... Languaging??	Teacher is promoting self-regulated/autonomous learner by promoting dictionaries. An explanation of dictionary terms is on the white board to scaffold student in using it.
	Chuir an múinteoir na focail, a bhí mí-cheart ag cuid mhaith de na páistí ar an gclár ban agus bhí ar na páistí iad a aimsiú san fhoclóir	Gach páiste gníomhach. Go leor cainte sa rang. Grúpa amháin nach bhfuil an foclóir ag teastáil uathu.	Some students are self-regulated and don't need the dictionary. Lots of peer-scaffolding going on with much chat in the classroom
	P9: Tabhair dom a bileog sin le do thoill.	P10: Seo duit an bhileog! P9: An bhileog, go raibh maith agat!	Peer-correction in evidence with noun gender Happy to receive peer-correction
			Teacher has posters further scaffolding the students work presented in the classroom which some students are referencing

Appendix N: Ethical Approval

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Sylvaine Ní Aogáin
School of Language, Literacy and Early Childhood Education

12th October 2016

REC Reference: DCUREC/2016/148

Proposal Title: The Effects of Corrective Feedback Strategies on Fifth Class Students' Grammatical Accuracy in Irish in all-Irish Primary Schools in Ireland

Applicant(s): Ms Sylvaine Ní Aogáin and Dr Pádraig Ó Duibhir

Dear Sylvaine,

Further to expedited review, the DCU Research Ethics Committee approves this research proposal.

Materials used to recruit participants should note that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.

Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,

A handwritten signature in blue ink that reads 'Dónal O'Gorman'.

Dr Dónal O'Gorman
Chairperson
DCU Research Ethics Committee



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Appendix O: Participant Information Letters (i.e. Plain Language Statements)

Nóta: All participants received the same letters. comparison groups received the same letters as CF treatment group participants, except any details in relation to corrective feedback was removed. Only information about the instruction of noun gender was included in comparison group letters.

Litir do Phríomhoide na Scoile

Toradh straitéisí Aiseolas Ceartaithigh ar chaighdeán chruinnis Gaeilge na bpáistí i scoileanna lán-Ghaeilge i Rang a Céig.

A Phríomhoide, a chara,

Is mise Sylvaine agus is múinteoir bunscoile mé. Faoi láthair, táim ar shos gairme ón scoil ar mhaithe le taighde Ph.D. a bhaint amach in Ollscoil Chathair Bhaile Átha Cliath faoi stiúir Prof. Pádraig Ó Duibhir. Ba mhaith liom iniúchadh a dhéanamh ar na torthaí a bhíonn ag straitéisí ceartúcháin éagsúla ar chruinneas na bpáistí i leith na gramadaí. Beidh an taighde seo ar siúl i 8 scoil lán-Ghaeilge i gCúige Laighean.

Má ghlacann do scoil páirt ann, bainfidh na múinteoirí (rang a cúig) úsáid as straitéisí ceartúcháin éagsúla le hearráidí gramadaí na bpáistí a cheartú go leanúnach i rith an lae scoile ar feadh sé seachtaine i mí Eanáir agus mí Feabhra 2017. Cuirfear forbairt ghairmiúil, bunaithe ar na straitéisí ceartúcháin seo, ar fáil do na múinteoirí sula dtosaíonn an taighde sa seomra ranga. Tabharfar triail scríofa ghearr do na páistí sa rang ar thrí ócáid; sula dtosaíonn an taighde, ag deireadh an taighde agus sé seachtaine tar éis don taighde críochnú. Cuirfear scrúdú cainte ar 3-4 pháiste sa rang chomh maith ar na trí ócáid cheanna. Déanfar taifead fuaime orthu ach ní roinnfear é le duine ar bith. Ceartóidh mé na scrúduithe ar fad. Iarrfar ar na páistí dialanna foghlama a choinneáil freisin le linn an tionscadail. Tá sé i gceist agam agallaimh a chur ar na múinteoirí agus cuid de na páistí (3-4) a bheidh páirteach sa tionscadal. Cuirfear ceisteanna orthu faoina dtuairimí i dtaobh an chur chuige a bheidh in úsáid acu sna seomraí ranga. Déanfar taifead fuaime ar na múinteoirí/páistí ionas gur féidir liom anailís a dhéanamh orthu ina dhiaidh. Ní chloisfidh aon duine eile na taifeadtaí seo ach amháin an taighdeoir. Beidh an taighdeoir i mbun breathnóireacht ranga i rith an tionscadail. Lorgóidh mé torthaí na bpáistí ar thrialacha caighdeánacha léitheoireachta Gaeilge freisin mar bhonn comparáide.

Táim ag súil go dtiocfaidh feabhas ar Ghaeilge na bpáistí agus tuiscint na múinteoirí i leith straitéisí ceartúcháin ar earráidí gramadaí na bpáistí. Cuirfear aischothú ar fáil do scoileanna ar thorthaí an tionscadail nuair a bheidh sé críochnaithe againn. Ní bhainfear úsáid as ainmneacha na bpáistí nó as ainm na scoile in aon tuairisc ar an tionscadal sa chaoi is nach féidir iad a aithint agus coinneofar na taifeadtaí in áit dhaingin. Glactar leis ar ndóigh go bhfuil rúndacht seo á ghealladh laistigh de theorainneacha dlíthiúla maidir le rúndacht faisnéise. Déanfar gach taifead a dhiúscairt mar is cuí taobh istigh de chúig bliana.

Glactar páirt sa tionscadal taighde seo ar bhonn deonach agus ceadaítear do na páistí tarraingt siar ag am ar bith le linn an phróisis taighde. Ní bheidh an páiste thíos as, ar bhealach ar bith, má tharraingíonn sé/sí siar as an tionscadal. Creidim gur tionscadal fiúntach atá ann agus go gcuirfidh sé lenár dtuiscint ar an gcaoi a gceartaímid earráidí ghramadaí na bpáistí ar mhaithe le caighdeán cruinnis na bpáistí a fheabhsú i scoileanna lán-Ghaeilge. Má thoilíonn do scoil páirt a ghlacadh sa taighde seo, cuirfear litreacha chuig na tuismitheoirí agus chuig na páistí ag lorg a gcead siúd.

Le gach dea-ghuí

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Litir do Chathaoirligh na mBord Bainistíochta
Toradh straitéisí Aiseolas Ceartaithigh ar chaighdeán chruinnis Gaeilge na bpáistí i scoileanna lán-Ghaeilge i Rang a Cúig.

A Chathaoirligh, a chara,

Is mise Sylvaine agus is múinteoir bunscoile mé. Faoi láthair, táim ar shos gairme ón scoil ar mhaithe le staidéir Ph.D. a bhaint amach in Ollscoil Chathair Bhaile Átha Cliath faoi stiúir Prof. Pádraig Ó Duibhir. Ba mhaith liom iniúchadh a dhéanamh ar na torthaí a bhíonn ag straitéisí ceartúcháin éagsúla ar chruinneas na bpáistí i leith na gramadaí. Beidh an taighde seo ar siúl i 8 scoil lán-Ghaeilge i gCúige Laighean.

Má ghlacann do scoil páirt ann, bainfidh na múinteoirí (rang a cúig) úsáid as straitéisí ceartúcháin éagsúla le hearráidí gramadaí na bpáistí a cheartú go leanúnach i rith an lae scoile ar feadh sé seachtaine i mí Eanáir agus mí Feabhra, 2017. Cuirfear forbairt ghairmiúil bunaithe ar na straitéisí ceartúcháin seo ar fáil do na múinteoirí sula dtosaíonn an taighde sa seomra ranga. Tabharfar triail scríofa ghearr do na páistí sa rang ar thrí ócáid; sula dtosaíonn an taighde, ag deireadh an taighde agus sé seachtaine tar éis don taighde críochnú. Cuirfear scrúdú cainte ar 3-4 pháiste ag tús agus deireadh an tionscadail agus sé seachtaine ina dhiaidh chomh maith. Déanfar taifead fuaime orthu ach ní roinnfear é le duine ar bith. Iarrfar ar na páistí dialanna foghlama a choinneáil freisin le linn an tionscadail. Tá sé i gceist agam agallaimh a chur ar chuid de na múinteoirí agus cuid de na páistí (3-4) a bheidh páirteach sa tionscadal. Cuirfear ceisteanna orthu faoina dtuairimí i dtaobh an chur chuige a bheidh in úsáid acu sna seomraí ranga. Déanfar taifead fuaime ar na múinteoirí/páistí ionas gur féidir liom anailís a dhéanamh orthu ina dhiaidh. Ní chloisfidh aon duine eile na taifeadtaí seo ach an taighdeoir. Beidh an taighdeoir i mbun breathnóireacht ranga i rith an tionscadail. Lorgóidh mé torthaí na bpáistí ar thrialacha caighdeánacha léitheoireachta Gaeilge freisin mar bhonn comparáide.

Táim ag súil go dtiocfaidh feabhas ar chruinneas Gaeilge na bpáistí agus tuiscint na múinteoirí i leith straitéisí ceartúcháin ar earráidí gramadaí na bpáistí. Cuirfear aischothú ar fáil do scoileanna ar thorthaí an tionscadail nuair a bheidh sé críochnaithe againn. Ní bhainfear úsáid as ainmneacha na bpáistí nó as ainm na scoile in aon tuairisc ar an tionscadal sa chaoi is nach féidir iad a aithint agus coinneofar na taifeadtaí in áit dhaingin. Glactar leis ar ndóigh go bhfuil rúndacht seo á ghealladh laistigh de theorainneacha dlíthiúla maidir le rúndacht faisnéise. Déanfar gach taifead a dhiúscairt mar is cuí taobh istigh de chúig bliana de réir coinníollacha Ollscoil Chathair Bhaile Átha Cliath.

Glactar páirt sa tionscadal taighde seo ar bhonn deonach agus ceadaitear do na páistí/ rannpháirtithe eile tarraingt siar ag am ar bith le linn an phróisis taighde. Ní bheidh an páiste thíos as, ar bhealach ar bith, má tharraingíonn sé/sí siar as an tionscadal. Creidim gur tionscadal fiúntach atá ann agus go gcuirfidh sé lenár dtuiscint ar an gcaoi a gceartaímid earráidí ghramadaí na bpáistí ar mhaithe le caighdeán cruinnis na bpáistí a fheabhsú i scoileanna lán-Ghaeilge. Má thoilíonn do scoil páirt a ghlacadh sa taighde seo, cuirfear litreacha chuig na tuismitheoirí agus chuig na páistí ag lorg a gcead siúd.

Le gach dea-ghuí

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Litir do na Múinteoirí (Rang a Cúig)
Éifeacht straitéisí Aiseolas Ceartaithigh ar chaighdeán chruinnis Gaeilge na bpáistí i scoileanna lán-Ghaeilge i Rang a Cúig.

A Mhúinteoir, a chara,

Is mise Sylvaine agus is múinteoir bunscoile mé. Faoi láthair, táim ar shos gairme ón scoil ar mhaithe le taighde Ph.D. a bhaint amach in Ollscoil Bhaile Átha Cliath faoi stiúir Prof. Pádraig Ó Duibhir. Tá tionscadal taighde a bheartú agam agus ba mhaith liom cuireadh a thabhairt duit a bheith páirteach ann. Ba mhaith liom iniúchadh a dhéanamh ar na torthaí a bhíonn ag straitéisí ceartúcháin éagsúla ar chruinneas teanga na bpáistí. Beidh an taighde seo ar siúl i 8 scoil lán-Ghaeilge i gCúige Laighean.

Má ghlacann tú páirt ann, bainfidh tú úsáid as straitéisí ceartúcháin éagsúla le hearráidí gramadaí na bpáistí a cheartú go leanúnach tríd an lá scoile ar feadh sé seachtaine i mí Eanáir agus mí Feabhra, 2017. Cuirfear forbairt ghairmiúil bunaithe ar na straitéisí ceartúcháin seo ar fáil duit sula dtosaíonn an taighde sa seomra ranga. Bheadh ort freastal ar dhá sheisiún traenála tar éis am scoile ar feadh uair a chloig. Tiocfaidh mé chugat le breathnóireacht a dhéanamh ar dul chun chinn an chláir agus le tacaíocht chuí a chur ar fáil duit chomh maith. Tabharfaidh mé triail ghearr do na páistí sa rang ar thrí ócáid; sula dtosaíonn an taighde, ag deireadh an taighde agus sé seachtaine tar éis don taighde críochnú. Cuirfear tasc cainte ar 3-4 pháiste i do rang ag tús agus deireadh an tionscadail agus sé seachtaine ina dhiaidh. Déanfar taifead fuaime orthu ach ní roinnfear é le duine ar bith. Ceartóidh mé na scrúduithe agus ní fheicfidh aon duine na scóranna na bpáistí. Iarrfar ar na páistí dialanna foghlama a choinneáil freisin le linn an tionscadail. Tá sé i gceist agam agallaimh a chur ort agus cuid de na páistí (3-4) a bheidh páirteach sa tionscadal. Má ghlacann tú páirt sna hagallaimh, cuirfear ceisteanna ort faoi do thuairimí i dtaobh an chur chuige a bheidh in úsáid agat sna seomraí ranga. Déanfar taifead fuaime ort ionas gur féidir liom anailís a dhéanamh air ina dhiaidh. Ní chloisfidh aon duine eile an taifead seo ach an taighdeoir. Lorgóidh mé torthaí na bpáistí ar thrialacha caighdeánacha léitheoireachta Gaeilge freisin mar bhonn comparáide.

Táim ag súil go dtiocfaidh feabhas ar Ghaeilge na bpáistí agus go bhfoghlaimeoidh tú féin straitéisí nua leis na hearráidí ghramadaí na bpáistí a cheartú i gcaoi córasach agus réalaíoch. Cuirfear aischothú ar fáil do scoileanna ar thorthaí an tionscadail nuair a bheidh sé críochnaithe againn. Ní bhainfear úsáid as ainmneacha na bpáistí nó as ainm na scoile in aon tuairisc ar an tionscadal sa chaoi is nach féidir iad a aithint agus coinneofar na taifeadtaí in áit dhaingin. Glactar leis ar ndóigh go bhfuil rúndacht seo á ghealladh laistigh de theorainneacha dlíthiúla maidir le rúndacht faisnéise. Déanfar gach taifead a dhiúscairt mar is cuí taobh istigh de chúig bliana.

Glactar páirt sa tionscadal taighde seo ar bhonn deonach agus cead agat tarraingt siar ag am ar bith le linn an phróisis taighde. Ní bheidh tú thíos as, ar bhealach ar bith, má tharraingíonn tú siar as an tionscadal. Creidim gur tionscadal fiúntach atá ann agus go gcuirfidh sé lenár dtuiscint ar an gcaoi a gceartaímid earráidí ghramadaí na bpáistí ar mhaithe le caighdeán cruinnis na bpáistí a fheabhsú i scoileanna lán-Ghaeilge. Má thoilíonn tú páirt a ghlacadh sa taighde seo, cuirfear litreacha chuig na tuismitheoirí agus chuig na páistí ag lorg a gcead siúd.

Le gach dea-ghuí

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Litir do na tuismitheoirí
Éifeacht straitéisí Aiseolas Ceartaithigh ar chaighdeán chruinnis Gaeilge na bpáistí i scoileanna lán-Ghaeilge i Rang a Cúig.

A Thuismitheoir, a chara,

Is mise Sylvaine agus is múinteoir bunscoile mé. Faoi láthair, táim ar shos gairme ón scoil ar mhaithe le taighde Ph.D. a bhaint amach in Ollscoil Chathair Bhaile Átha Cliath faoi stiúr Prof. Pádraig Ó Duibhir. Tá tionscadal taighde á bheartú agam agus tá cuidiú ag teastáil uaim. Ba mhaith liom iniúchadh a dhéanamh ar na torthaí a bhíonn ag straitéisí ceartúcháin éagsúla ar chruinnis teanga na bpáistí. Beidh an taighde seo ar siúl i 8 scoil lán-Ghaeilge i gCúige Laighean.

Bainfidh an múinteoir úsáid as straitéisí ceartúcháin éagsúla le hearráidí ghramadaí na bpáistí a cheartú go leanúnach tríd an lá scoile ar feadh sé seachtaine i mí Eanáir agus mí Feabhra 2017. Tagann an chleachtas seo le gnáth churaclam na Gaeilge do Rang a Cúig. Cuirfear triail scríofa ghearr ar na páistí sa rang ar thrí ócáid; sula dtosaíonn an taighde, ag deireadh an taighde agus sé seachtaine tar éis don taighde críochnú. Cuirfear tasc cainte ar 3-4 pháiste sa rang ag tús agus deireadh an tionscadail agus sé seachtaine ina dhiaidh. Déanfar taifead fuaime orthu ach ní roinnfear é le duine ar bith. Cuirfear agallamh, trí grúpaí fócais, ar chúpla páiste (3-4) ina dhiaidh na hidirghabhála chomh maith. Déanfar taifead fuaime orthu ionas gur féidir liom anailís a dhéanamh air ina dhiaidh. Ní chloisfidh aon duine eile an taifead seo ach an taighdeoir. Iarrfaidh na múinteoirí ar na páistí dialanna foghlama a choinneáil freisin le linn an tionscadail. Beidh mé i mbun breathnóireacht ranga i rith an tionscadail. Lorgóidh mé torthaí na bpáistí ar thrialacha caighdeánacha léitheoireachta Gaeilge freisin mar bhonn comparáide.

Táim ag súil go dtiocfaidh feabhas ar Ghaeilge na bpáistí trí pháirt a ghlacadh sa taighde seo agus go mbeidh siad níos cruinne sa bhealach a labhraíonn siad Gaeilge. Tá fáilte romhat aiseolas a fháil ar tionscadal nuair a bheidh sé críochnaithe againn. Ní bhainfear úsáid as ainmneacha na bpáistí nó as ainm na scoile in aon tuairisc ar an tionscadal sa chaoi is nach féidir iad a aithint agus coinneofar na taifeadtaí in áit dhaingin. Glactar leis ar ndóigh go bhfuil rúndacht seo á ghealladh laistigh de theorainneacha dlíthiúla maidir le rúndacht faisnéise. Déanfar gach taifead a dhiúscairt mar is cuí taobh istigh de chúig bliana.

Glactar páirt sa tionscadal taighde seo ar bhonn deonach agus ceadáítear do na páistí tarraingt siar ag am ar bith le linn an phróisis taighde. Ní bheidh an páiste thíos as, ar bhealach ar bith, má tharraingíonn sé/sí siar as an tionscadal. Creidim gur tionscadal fiúntach atá ann agus go gcuirfidh sé lenár dtuiscint ar an gcaoi a gceartaímid earráidí ghramadaí na bpáistí ar mhaithe le caighdeán chruinnis na bpáistí a fheabhsú i scoileanna lán-Ghaeilge. Bheinn buíoch díot dá bhfeadfá an fhoirm thoilithe leis seo a shíniú ag tabhairt ceart do do pháiste a bheith páirteach sa taighde. Tá litir faighte aige/aici chomh maith ag lord a c(h)ead.

Mura mhiste leat, an bhfeadfá an fhoirm ceadúnais a líonadh isteach agus é a sheoladh ar ais chuig an múinteoir ranga le do thoil. Má bhíonn ceist ar bith agat i dtaobh an tionscadail taighde seo, is féidir teagmháil a dhéanamh liom am ar bith.

Le gach dea-ghuí

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**The results of Corrective Feedback on the grammatical accuracy of Fifth-Class students in all-Irish
Primary Schools (Translated)**

A Thuismitheoirí, a chara,

My name is Sylvaine and I am a Primary School Teacher. I am currently on a career break from school while undergoing a Ph. D. under the supervision of Prof. Pádraig Ó Duibhir in Dublin City University. I am planning a research project and I am seeking the support of you and your child. The aim of this project is to find ways of improving children's Irish grammar through means of peer/self/teacher correction.

The class teacher will use specific correction strategies to correct children's spoken grammatical errors throughout the school day. The teacher will continue to use these strategies for six weeks in January and February 2017. These strategies are designed in accordance with the fifth-class Irish curriculum. I will give the children a short written task to complete on three occasions. Before the project starts, at the end of the project and six weeks after it finishes. 3-4 children will be asked to participate in oral language tasks at the beginning of the project, at the end of the project and six weeks after the project has ended. These tasks will be recorded but will not be shared with anyone. I will correct all tasks and students results will not be shared with anyone. These children will also be asked to share their opinions with me, the researcher, in relation to the new strategy in their classroom through focus group interviews. Oral tests/focus groups will be recorded for the researcher's use only and will not be shared with any other party. I will also ask the children to keep a learning diary during the study. I will observe lessons in the classroom and support the class teacher throughout the project. We will ask for the results of the children on standardized reading tests so that we can compare them with the results of our tests.

We hope that the children's Irish grammar will improve and be more accurate as a result of participating in this study. You are welcome to receive feedback on the project on its completion. In any reports on the project, individual children's names or the school name will not be used in order to safeguard anonymity and all recordings will be kept in a secure location. All records will be properly destroyed and properly disposed of within five years.

If you can, could you please complete the informed consent form attached to this letter and return to the class teacher. If you have any questions or concerns, please do not hesitate to contact me at any stage. Or if you would like to speak to an independent party about the project, please contact the REC administration's office on the details below.

Le gach dea-ghuí,

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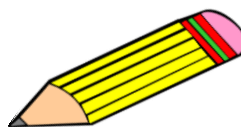
A Pháistí,

Is mise Sylvaine agus is múinteoir bunscoile mé. Tá tionscadal taighde á tosú agam agus b'aoibhinn liom bhur gcabhair a fháil. Ba mhaith liom fáil amach an chaoi is fearr le bhur mbotúin ghramadaí labhartha a cheartú i mbealach níos taitneamhaí agus fiúntach daoibh.

Bainfidh sibh agus bhur múinteoir úsáid as straitéisí ceartúcháin éagsúla go leanúnach tríd an lá scoile ar feadh sé seachtaine i mí Eanáir agus i mí Feabhra. Iarrfaidh do mhúinteoir ort dialann foghlama a choinneáil le linn an tionscadail. Tabharfaidh mé trí thasc gearra scríofa daoibh. Ceann amháin sula dtosaíonn na ceachtanna, ceann ag an deireadh agus an tríú ceann sé seachtaine ina dhiaidh sin arís. Cuirfear tasc cainte ar 3-4 pháiste i do rang ag tús agus deireadh an tionscadail agus sé seachtaine ina dhiaidh chomh maith agus cuirfear cúpla ceist oraibh, i ngrúpa fócais, maidir leis an tionscadal ag an deireadh chomh maith. Ní thógfaidh na tascanna ach 10-15 nóiméad. Déanfaidh mé taifead orthu ach ní chloisfidh aon duine eile seachas mé féin na taifid sin. Beidh mé i mbun breathnóireachta sa rang i rith an tionscadail.

Ní bhainfidh mé úsáid as d'ainm sa chás seo. Ní chaithfidh tú páirt a ghlacadh sa tionscadal seo mura bhfuil tú ag iarraidh ach má ghlacann tú, sílim go mbainfidh tú sult as. Ní bheidh tú thíos as, ar bhealach ar bith, má shocraíonn tú tarraingt siar as an tionscadal.

Míle buíochas.
Sylvaine.



Research Outline Script for Students

(Read by all teachers)

Nóta: All groups received the same information letter. Comparison group letters did not contain any details of CF.

Is treoracha iad siúd le cur síos a dhéanamh do na páistí ar an taighde a bheidh á chur i gcrích sa seomra ranga i Mí Eanáir agus Mí Feabhra.

Le do thoill, bain úsáid as na treoracha seo ionas go dtuigfidh na páistí gach gné den taighde.

Bunaithe ar an mbileog eolais atá os bhur gcomhair, seo go díreach céard a bheidh ag dul ar aghaidh inár rang:

1. Tá bean darbh ainm Sylvaine ag lorg ár gcabhair. Tá sí i mbun staidéir ar na bealaí is fearr lenár mbotúin gramadaí a cheartú.
2. Le cabhrú léi, beimid ag baint úsáide as straitéisí éagsúla lenár mbotúin a cheartú i rith an lae ar feadh sé seachtaine.
3. Beimid ag foghlaim faoi inscne inár ranganna Gaeilge le linn na hama seo– cosúil lenár ghnáth ranganna Gaeilge.
4. Beidh oraibh tasc bheag scríbhneoireachta a dhéanamh i Mí Eanáir (ag tús an chláir), i Mí Feabhra (ag deireadh an chláir) agus deireadh Mí Márta chomh maith (sé seachtaine ina dhiaidh an chláir)
5. Ní bheidh na tascanna deacair. Beidh siad ar nós na cinn “líon na bearnaí” a dhéanaimid inár leabhair féin.
6. Beidh ar 3-4 pháiste tasc cainte a dhéanamh ag na céimeanna seo chomh maith. Déanfar taifead orthu ach ní chloisfidh duine ar bith eile na taifead sin.
7. B’fhéidir go gcuirfidh sí cúpla ceist oraibh i ngrúpaí (fócais) maidir leis na hidirghabhála – ach ní bheidh brú ar aon pháiste é a dhéanamh. Arís, déanfar taifead orthu ach ní chloisfidh duine ar bith eile na taifead sin.
8. Beidh an bhean seo ag teacht isteach sa rang lenár obair iontach a fheiceáil le linn an chláir.
9. Beimid ag coinneal dialann d’ár tuairimí agus na rudaí nua a bheidh á fhoghlaim againn leis an gclár le linn na sé seachtaine.
10. An bhfuil aon cheist ag aon pháiste?
11. Má tá sé ceart go leor leat cabhrú le Sylvaine leis an gclár seo, le bhur dtoil, dathaigh isteach an aghaidh sona.
12. Mura bhfuil sibh ag iarraidh páirt a ghlacadh sa chlár linn, dathaigh isteach an aghaidh brónach.

Appendix P: Informed Letters of Consent

Nóta: All participants received the same letters of consent/assent. Comparison groups received the same letters as CF treatment group participants, except any details in relation to corrective feedback were removed. Only information about the instruction of noun gender was included in comparison group letters.

Is é aidhm an taighde seo ná feabhas a chur ar an mbealach ina gceartaítear earráidí ghramadaí na bpáistí go leanúnach tríd an lá i scoileanna lán-Ghaeilge.

Riachtanais rannpháirtíochta sa tionscadal taighde

Bainfidh tú úsáid as Teagasc Foirm-Dhírthe (TFD) le hinscne a mhúineadh don rang i mí Eanáir agus Feabhra 2017. Bainfidh tú úsáid as straitéisí chuí le hearráidí ghramadaí na bpáistí a cheartú go leanúnach i rith an lae scoile. Cuirfear forbairt ghairmiúil ar fáil duit bunaithe ar na straitéisí seo roimh ré (Mí na Samhna agus Mí Nollag). Beidh ort freastal ar dhá sheisiúin liom tar éis am scoile le traenáil a fháil ar TFD agus Aiseolas Ceartaitheach. Iarrfaidh tú ar na páistí dialan-na foghlama a choinneáil le linn an taighde. Cuirfear triail ghearr scríofa agus cainte orthu trí huair. An chéad uair roimh thús an taighde, an dara uair ag deireadh an taighde agus an tríú ceann sé seachtaine ina dhiaidh sin. Iarrfaí ar 3-4 páiste i do rang páirt a ghlacadh i dtasc cainte trí uaire chomh maith agus páirt a ghlacadh i ngrúpaí fócais freisin. Déanfar taifead orthu ag ní roinnfear iad le éinne. Iarrfaí ort féin páirt a ghlacadh in agallamh ag lorg do thuairimí faoin dtionscadal. Déanfar taifead orthu ar mhaithe le anailís a dhéanamh ach ní chloisfidh duine ar bith eile iad. Beidh an taighdeoir i mbun breathnóireacht ranga i rith an tionscadail agus tabharfaidh sí an tacaíocht chuí duit. Táim ag súil go dtiocfaidh feabhas ar Ghaeilge na bpáistí agus go bhfoghlaimeoidh tú féin straitéisí nua le hearráidí gramadaí na bpáistí a cheartú i gcaoi córasach agus réalaíoch.

Déanfar gach iarracht rúndacht na rannpháirtithe a chosaint agus ní bhainfear úsáid as ainm aon pháiste, aon mhúinteoir nó as ainm na scoile in aon tuairisc ar an taighde. Glactar leis ar ndóigh go bhfuil an rúndacht seo á ghealladh laistigh de theorainneacha dlíthiúla maidir le rúndacht faisnéise.

Deimhniú go bhfuiltear rannpháirteach ar bhonn deonach

Tuigim agus mé ag toiliú páirt a ghlacadh sa tionscadal taighde seo go bhfuil ar mo chumas an toil sin a tharraingt siar ag staid ar bith den taighde. Tuigim freisin nach mbeidh mé thíos as, ar bhealach ar bith, má shocraím tarraingt siar as an tionscadal sula gcuirtear céimeanna uile an taighde i gcrích.

Cuir ciorcal timpeall ar an bhfreagra cuí.

Cuir ciorcal timpeall ar an bhfreagra cuí.

*Léigh mé an Ráiteas sa Ghnáthchaint
Tuigim an t-eolas atá curtha ar fáil anseo dom
Bhí deis agat pé ceisteanna a bhí agam a chur agus
an tionscadal faoi chaibidil a phlé?
Tugadh freagra sásúil dom ar na ceisteanna uile a chuir mé
Tuigim go mbeidh orm freastal ar dhá sheisiúin traenála
leis an taighdeoir tar éis am scoile
Tuigim dá gcuirfeadh agallamh orm go ndéanfainn
taifead fuaime orm
Tuigim go mbeidh an taighdeoir ag déanamh bhrathadóireacht
ranga le linn an tionscadail*

*Léigh / Níor léigh
Tuigim / Ní thuigim*

*Bhí / Ní raibh
Tugadh / Níor tugadh*

*Tuigim / Ní thuigim
Tuigim / Ní thuigim*

Tuigim / Ní thuigim

Tá an t-eolas uile san fhoirm seo léite agam agus tuigim a bhfuil i gceist leis. D'fhreagair na taighdeoirí na ceisteanna a bhí agam ina thaobh agus tugadh cóip den fhoirm i ndáil le toiliú feasach dom. Dá bhrí sin toilím páirt a ghlacadh sa tionscadal taighde seo

Síniú an mhúinteora: _____

Ainm in mbloc litreacha: _____

Dáta: _____

Foirm Toilithe do na Tuismitheoirí

Aidhm an taighde

Is é aidhm an taighde seo ná feabhas a chur ar an mbealach ina gceartaítear earráidí ghramadaí na bpáistí go leanúnach tríd an lá i scoileanna lán-Ghaeilge.

Riachtanais rannpháirtíochta sa tionscadal taighde

Beidh do pháiste ag glacadh páirte sna gnáth-ranganna Gaeilge i mí Eanáir agus Mí Feabhra 2017. Bainfidh an múinteoir ranga úsáid as straitéisí ceartúcháin faoi leith le botúin ghramadaí na bpáistí a cheartú i rith an lae scoile. Is mar gnáth-chuid de churaclam na bunscoile do Rang a cúig. Tá do chead á lorg againn do na míreanna breise seo a leanas. Iarrfaidh mé ar na páistí dialanna foghlama a choinneáil le linn an taighde. Cuirfear tascanna scríofa/labhartha gearra orthu trí uaire. An chéad uair roimh thús an taighde, an dara uair ag deireadh an taighde agus an tríú ceann se seachtaine ina dhiaidh sin. Iarrfar ar 3-4 pháiste páirt a ghlacadh i ngrúpa fócais chomh maith ina gcuirfear cúpla ceist orthu maidir leis an tionscadal. Déanfar taifead ar na páistí sna grúpaí fócais agus na tascanna labhartha ionas go mbeidh an taighdeoir in ann anailís a dhéanamh orthu in a dhiaidh. Ní chloisfidh duine ar bith na hagallaimh/tascanna labhartha seo ach amháin an taighdeoir. Beidh an taighdeoir i mbun breathnóireacht ranga le linn an tionscadail chomh maith.

Déanfar gach iarracht rúndacht an rannpháirte a chosaint agus ní bhainfear úsáid as ainm aon pháiste nó as ainm na scoile in aon tuairisc ar an taighde. Glactar leis ar ndóigh go bhfuil an rúndacht seo á ghealladh laistigh de theorainneacha dlíthiúla maidir le rúndacht faisnéise.

Deimhniú go bhfuiltear rannpháirteach ar bhonn deonach

Tuigim agus mé ag toiliú cead a thabhairt do mo pháiste páirt a ghlacadh sa tionscadal taighde seo go bhfuil ar mo chumas an toil sin a tharraingt siar ag staid ar bith den taighde. Tuigim freisin nach mbeidh pionós ar bith i gceist má tharraingíonn sé/sí siar sula gcuirtear céimeanna uile an taighde i gcrích.

Tuismitheoir – Lón, le do thoil an chuid sin den fhoirm thíos. (Cuir ciorcal timpeall ar an bhfreagra cuí.)

Léigh mé an Ráiteas sa Ghnáthchaint

Léigh / Níor léigh

Tuigim an t-eolas atá curtha ar fáil anseo dom

Tuigim / Ní thuigim

Tugadh an t-eolas chuí dom faoin staidéar seo

Tugadh / Níor tugadh

Bhí deis agam pé ceisteanna a bhí agam a chur agus an tionscadal faoi chaibidil a phlé

Bhí / Ní raibh

Tugadh freagra sásúil dom ar na ceisteanna uile a chuir mé

Tugadh / Níor tugadh

Táim sásta go nglacfaidh mo pháiste páirt sa taighde seo

Tá/Níl

Tá an t-eolas uile san fhoirm seo léite agam agus tuigim a bhfuil i gceist leis. D'fhreagair na taighdeoirí na ceisteanna a bhí agam ina thaobh agus tugadh cóip den fhoirm i ndáil le toiliú feasach dom. Dá bhrí sin toilím ligean do mo pháiste páirt a ghlacadh sa tionscadal taighde seo

Síniú an tuismitheora: _____

Ainm in mbloc litreacha: _____

Ainm an pháiste in mbloc litreacha: _____

Dáta: _____

Informed Consent Form for Parents

Purpose of the Research

The aim of this research is to find ways of improving the way teachers/pupils correct grammar mistakes in their spoken Irish in all-Irish primary schools.

Requirements of participation in this research study

Your child will be asked to participate in the regular Irish classes during January and February 2017. The class teacher and the pupils will use specific methods to correct their grammar mistakes throughout the normal school day. This will all be carried out in accordance with the fifth-class Irish curriculum. I am asking your permission to allow your child to part-take in the following tasks. S/He will also be asked to keep a learning diary during the research. Short written tasks will be administered to children on three occasions over 12 weeks. The first before the research begins; the second, at the end of the research; and the third, six weeks after the research has ended. 3-4 students will be asked to part-take in an oral tasks also at these three stages. Oral tasks will be recorded and will not be shared with anyone other than the researcher herself. The researcher will correct all tasks and scores of children will not be shared with anyone else. A group of children (3-4) will also be asked to participate in focus group interviews to share their opinions in relation to the new learning/teaching approaches in their classrooms. These will be recorded to allow the researcher to analyse them later. This will not be heard/shared with anyone else apart from the researcher. The researcher will also observe class lessons during the project.

Every effort will be made to protect the confidentiality of all participants. The names of the children or of the school will not be used in any report. This guarantee of confidentiality is promised within the legal limits to data confidentiality.

Confirmation that involvement in the research study is voluntary

I am aware that if I agree to allow my child to take part in this study that s/he can withdraw from participation at any stage. There will be no penalty for withdrawing before all stages of the research study have been completed.

Parent– Please complete the following and return to the class teacher (Circle Yes or No for each question).

<i>I have read (or had read to me) the Plain Language Statement</i>	<i>Yes/No</i>
<i>I understand the information provided</i>	<i>Yes/No</i>
<i>I have received sufficient information about this study</i>	<i>Yes/No</i>
<i>I have asked any questions I have about this study</i>	<i>Yes/No</i>
<i>I have received satisfactory answers to all my questions</i>	<i>Yes/No</i>
<i>I am happy for my child to take part in this study</i>	<i>Yes/No</i>

I have read and understood the information in this form. The researchers have answered my questions and concerns, and I have a copy of this consent form. Therefore, I give consent for my child to take part in this research project.

Parent's Signature: _____

Name in Block Capitals: _____

Child's name in Block Capitals: _____

Date: _____

Child Assent Form

Foirm Toilithe na bPáistí



A chara,

Is é aidhm an staidéar seo ná bealaí níos fearr a fhiosrú lenár mbotúin ghramadaí Ghaeilge a cheartú agus muid i mbun cainte ar scoil.

Déanfaidh do mhúinteoir roinnt ceachta Ghaeilge mar is gnáth. Ceartóidh sí/sé tú i rith an lae scoile má dhéan tú botúin ghramadaí ag baint úsáide as straitéisí ceartúcháin éagsúla. Déanfaidh tú trí thasc scríofa gearra freisin. B'fhéidir go n-iarrfar ort páirt a ghlacadh i dtascanna cainte - déanfar taifead orthu chomh maith ach ní roinnfear an t-eolas sin le duine ar bith eile, ach amháin mé féin. B'fhéidir go roinnfidh tú do smaointí liom maidir leis an gcur chuige nua i ngrúpaí fócais. Arís, déanfar taifead orthu siúd ach ní chloisfidh duine ar bith eile iad ach amháin mé féin. Ní úsáidfí mé d'ainm nó ainm na scoile nuair a bheidh mé ag insint do dhaoine eile faoin staidéar seo. Beidh mé ag teacht isteach chugaibh i rith an tionscadail le bhur n-obair dhian a fheiceáil.

Ní chaithfidh tú páirt a ghlacadh sa tionscadal seo mura bhfuil tú ag iarraidh agus tá lán-fáilte romhat tarraingt siar am ar bith. Ní tharlóidh aon rud duit má tharraingíonn tú siar.



Léigh mé an Ráiteas sa Ghnáthchaint

Tuigim an t-eolas atá curtha ar fáil anseo dom

Bhí deis agam pé ceisteanna a bhí agam faoin tionscadal a chur

Tugadh freagra sásúil dom ar na ceisteanna uile a chuir mé

Léigh / Níor léigh

Tuigim /Ní thuigim

Bhí / Ní raibh

Tugadh/Níor tugadh

Tá an t-eolas uile san fhoirm seo léite agam agus tuigim a bhfuil i gceist leis. D'fhreagair an múinteoir na ceisteanna a bhí agam ina thaobh agus tugadh cóip den fhoirm seo dom. Dá bhrí sin toilím páirt a ghlacadh sa tionscadal taighde seo

Síniú: _____

Ainm i mbloc litreacha: _____

Dáta: _____

Appendix Q: Representative Sample of Interview Transcripts

Sampla A, Grúpa Trialach

Sample A, CF Treatment Group Participant

Tá tú ag múineadh le 3 bliana anuas, inis dom faoi do thaithí seo, go háirithe do thaithí ag múineadh Gaeilge.

Táim ag múineadh le XX bliana anuas so XX bhliain sa N. Mh, Dhá bhliain tacaíochta agus rang a cúig agus ionadaíocht ansin. Tá taithí agam ag múineadh sa Ghaeltacht agus Gaelscoileanna áirithe eile.

An-mhaith go raibh maith agat. Abair liom anois, roimh an gclár seo, conas a mhúin tú gramadach do na páistí?

Roimhe seo, d'úsáid mé cibé leabhar a bhí in úsáid ag na ranganna nó ag na scoileanna ar nós Graiméir an Draoi i mbliana agus leabhair airithe éagsúla just ag déanamh na ceachtanna sna leabhair, ag déanamh graiméir ó bhéal ag déanamh tagairtí do rudaí eile atá scríofa in ábhar eile agus nuair atá na páistí i mbun scríbhneoireachta go mbeadh siad ag úsáid cibé rud atá á mhúineadh agat sa scríbhneoireacht freisin.

Clarifier: Agus, ar chaith tú mórán ama ag múineadh gramadaí:

Bhí ar laghad uair amháin sa tseachtain agus uaireanta, don obair bhaile, bheadh briathra againn dul siar ar aimsir caite nó cibé rud agus é a rá ó bhéal.

Ok. Tuigim. Go raibh maith agat. Conas a mhothaigh/mothaíonn tú faoi ghramadach na Gaeilge a mhúineadh ó thaobh do chuid eolas gramadaí féin?

Ammm braitheann se ar céard atá i gceist. I suppose an rud a bhí i gceist anseo bhí orm dul siar a dhéanamh air roimh ré mé féin agus é a ath-fhoghlaim mé féin, na rudaí eile ní bhíonn orm de ghnáth ach le seo bhí orm a bheith compordach leis mé féin sula mhúin mé don rang é. Chaith mé níos mó ama air agus ag ullmhú na ceachtanna agus rudaí mar sin ionas go mbeinn compordach nuair a cuireann na páistí ceisteanna orm go mbeinn in ann iad a fhreagairt go muiníneach.

Clarifier: Maith thú! Abair liom conas a rinne tú dul siar seo ar ainmfhocail na n-inscne mar sin de?

D'úsáid mé leabhar atá agam sa bhaile, gramadach gan stró, d'úsáid mé eolas m'athair freisin.

Awh nach bhfuil sé sin go hálainn

Ya chuir me cúpla ceist air faoi rudaí nach raibh me ró-chinnte faoi agus rudaí nach raibh mé in ann oibriú amach mé féin is dóigh

An-mhaith. Ar thaitin an clár Bain Súp As! leat mar áis mhúinteoireachta le gramadach na Gaeilge a mhúineadh?

Níor úsáid mé riamh é agus thaitin sé go mór leo, an chaoi ina bhfuil sé leagtha amach agus an chaoi ina raibh sé chomh soiléir.

Tuigim

Tá sé ar fheabhas an chaoi ina bhfaigheann na paistí deis na rialacha a thabhairt faoi deara iad féin. Agus rudaí beaga a bhí ann gach seachtain, bhí siad ag tógáil ar a chéile píosa ar phíosa gach seachtain agus bhain na siad taitneamh as na sleamhnáin agus bhain siad taitneamh as na cluichí.

Leid: Agus an dóigh leat gur chabhraigh sé leat mar mhúinteoir?

Thug sé struchtúr maith dom like conas tús a chur leis an gceacht, like an réamhobair, an ionchur teanga nó an ionchur gramadaí is dócha ar na sleamhnáin agus rudaí mar sin so cheap mé go raibh sé sin go maith. Agus mar gheall gur bhain na páistí taitneamh as, bhí sé soiléir go raibh siad ag baint taitneamh as. Bhí siad cineál fiosrach faoin céard é an chéad rud nó an chéad riail eile a bhí le teacht. Bhí siad ag iarraidh an riail a aimsiú agus bhí siad iomaíoch faoi sin sa rang bhí siad ag iarraidh a bheith a chéad duine leis an riail a aimsiú.

Go hiontach go raibh maith agat. Abair liom anois, an raibh aon rud nár thaitin leat faoin gclár?

AMMM.. B'fhéidir na dialanna machnaimh. Tar éis tamaill, nuair nach raibh rud nua ar siúl againn, ar nós an tseachtain sin, rinne muid aidiachtaí ar feadh coicíse, ní raibh mórán le scríobh acu so d'fhág mé é cúpla uair mar ní raibh siad ag baint taitneamh as. Don chéad

cúpla seachtain d'oibrigh sé ar fheabhas leo bhí rudaí nua ann agus bhí sé suimiúil dóibh na rudaí a bhí á fhoghlaím acu a scríobh síos, ach tar eis tamaillín, you know...

Agus ar thaitin sé leis na páistí an dóigh leat? Ar chuir sé lena gcuid foghlama Gaeilge abair?

Chuir, ceapaim. Bhí sé sin soiléir in aon rud a scríobh siad nó a dúirt siad smaoinigh siad faoi céard a bhí á rá acu agus thosaigh siad ag féin-cheartú nó ag ceartú a chéile nó ag ceistiú rudaí a bhí scríofa "An é go bhfuil sé sin Fir/Bain? Nó rudaí mar sin.

Roimh an gclár seo, conas a cheartaigh tú earráidí ghramadaí na bpáistí?

Is dócha nach raibh aon struchtúr ann. Is dóigh bhíos ag ceartú anois is arís ag braith ar ceard a bhí ar siúl. Cheartóinn gach rud nó ag braith air cibé ábhar b'fhéidir go bhfágfainn é agus nach gceartóinn é, like ní raibh struchtúr ann do na páistí nó domsa.. Just ag ceartú ó bhéal agus ag tabhairt deise dóibh an rud ceart a rá ach ní i gcónaí ní i mbealach struchtúraí cosúil le seo.

Tuigim.

Ach de ghnáth tugaim seans dóibh iad féin a cheartú ach ní dhearna mé gcónaí é i mbealach struchtúthra mar seo.

Bhain tú úsáid as straitéisí (athcheapadh/leideanna/meascán) AC le linn an taighde seo, inis dom faoi conas a d'éirigh leat é a chur i bhfeidhm sa rang?

Bhí sé deacair é a chur i bhfeidhm don chead cúpla seachtain, ceapaim go raibh mé ag ceartú gach rud a dúirt na páistí agus bhí se deacair na hábhar eile a chlúadú agus leanúint ar aghaidh leo nuair a bhí orm an rang a stopadh le rudaí a cheartú an t-am uilig. Tar éis cúpla seachtain, you know, tháinig feabhas air sin. Ní raibh an méid ceartúcháin le déanamh agam mé féin agus ar nós na straitéisí, ní raibh orm an riail a mhíniú, so tháinig feabhas ar sin. Ach ag an tús, chuir sé isteach ar na ranganna eile ...

Sampla B, Riail-Ghrúpa

Sample B, Comparison Group Participant

Go raibh maith agat. Abair liom anois, maidir le cúrsaí ceartúcháin, conas a cheartaíonn tú botúin ghramadaí na bpáistí?

Amm... well ceann amháin, m'ás rud é go bhfuil siad á dhéanamh go minic é, go féidir leis an rang ar fad foghlaim nó feiceáil, chuirfinn suas ar an gclár bán é, agus rachaimid tríd agus breathnóimid ar cén áit a bheadh muid in ann é a úsáid. M'ás rud e gur ceann a bhí na gasúir ag déanamh go minic iad féin 'sé an chaoi ina dhéanfaidh leo ná go ndéanfaimid é le chéile, mise agus an gasúir.

Clarifier: Sin go hiontach go raibh míle maith agat ach maidir leis na botúin cainte, conas a cheartaíonn tú iad? Mínigh an coras atá agat féin abair.

Ceartaím nuair a chloisim iad, ach bhfuil fhios agat, nuair a bhíonn tú ag obair timpeall ar ghasúir an t-am uilig tú féin, agus nuair a bhíonn na rudaí mí-cheart á rá i gcónaí is i gcónaí, uaireanta déanann tú dearmad go bhfuil siad á rá mí-cheart leat.

Tuigim

'Bhfuil 'fhios agat, tá tú cleachtadh a bheith ag aireachtáil an rud mí-cheart go gceapann tú... Bhuel ní hé go bhfuil mé á rá ahhh, Ach, abair, nuair a chloisim botúin gramadaí, ceartaím é,

OK tuigim

Actually, no, nuair a tugaim faoi deara go bhfuil botúin gramadaí déanta acu é ceartaím é. Go háirithe, nuair a bhíonn páistí ag teacht chuig mo rang le teachtaireacht i gcónaí ceartaím iad, mar tá sé uafásach má tá siad ag teacht isteach go rang agus ag seasamh os comhair ranga agus ag úsáid droch-Ghaeilge os comhair an ranga.

Agus an bhfuil córas CF uile scoile agaibh?

Nó níl ceann againn. Bhí orainn é a dhéanamh leis na Naíonáin, áit go mbeadh orthu, abair, bhfuil 'fhios agat, dá ndearfadh siad mí-cheart é, bheadh orainn é a rá i gceart cúig uair ina dhiaidh a chéile, bhí sé ar nós a bheith iad a druileáil i ndáiríre nach raibh?

Leid: OK. Agus an dóigh leat gur oibrigh sé sin?

Go pointe, ansin bheadh muid ag úsáid amhrán freisin, so bheadh abair anois, ahh.. deir muid an féidir liom mo chóta a bhaint.. ní an ceann sin ach just sampla, chanfadh muid é bhfuil ‘fhios agat.. so arís is arís, is cineál athrá i gcónaí a bhí ann ach, ach baint úsáide as amhráíocht. Sin na Naíonán anois ach ní le haon rang eile no

Clarifier: So an bhfuil se sin in úsáid agaibh sna hardranga?

Níl

Leid: Cén fáth?

Níl ‘fhios agam. Má chuirim an rang atá agam, i mbliana leis an rang a bhí agam anuraidh, ní fhéadfainn é sin a dhéanamh leis an rang anuraidh, no way. Bhí go leor gasúir a bhí an-dúshlánach ann. Bhí go leor amanna agus bhí orm an rang uilig a stopadh agus an príomhoide a fháil agus go mbeadh uirthi, bhfuil fhios agat, an príomhoide, seasamh os comhair an ranga gan aon rud a dhéanamh seachas breathnóireacht a dhéanamh orthu. So bhí go leor fadhbanna i gceist. So sin an chéad bhliain a bhí agam sna hardranga so ansin, ní chuimhin liom an chor dom na botúin a cheartú really. Bheadh faitíos go dtarlódh an rud ceanna céanna arís. Ní raibh mé in ann an rang a mhúineadh anuraidh bhí gasúir amháin chomh dona sin bhí sé ag déanamh ionsaí ar an rang uilig so just bhí just níos éasca gan rud mhór ar an gcaoi sin [ceartúcháin/aiseolas ceartaitheach] a dhéanamh.

An gcuireann cúrsaí ceartúcháin isteach ar luas an ranga?

Ammmm... Ammmm (ag léiriú nach bhfuil an cheist soiléir)

Abair... An dóigh leat go bhfuil se praiticiúil gach botúin a cheartú?

Bhuel sin an rud, déanfaimid uilig botúin chuile lá.. so ní fhéadfá.. like déanann tú botúin agus tú ag múineadh ar scoil nó ag déanamh aon rud tá tú chun botúin a dhéanamh. Dá bhrí sin níl se indéanta má tá 30 nó 20 nó níos mó fiú i do rang go mbeadh tú ag ceartú chuile botúin go béal beo, mar ceapfaidh na gasúir, bhfuil fhios agat... Is cuimhin liomsa bhí múinteoir amháin agam ar scoil agus chuir sí highlighter ar chuile rud béal beo so bheadh na copies ag teacht ar ais le gach rud dearg

Sampla C – Grúpa Focus: Grúpa Trialach

Sample C – Focus Group: CF Treatment Group

1. Céard a bhí á dhéanamh agaibh le bhur ngramadach Gaeilge a fheabhsú le déanaí? Tabhair samplaí dom.

S1: Bhuel bhí muid ag déanamh a lán gramadaí agus rinne muid bileoga rinne muid 4/5 bileog mhachnaimh agus rinne muid a lán bileoga d'OB agus rudaí

S2: D'oibrigh muid ar inscne

S3: Ar baininscneach agus firinscneach

S1: Thosaigh muid ag ceartú ár gcairde lenár ngramadaí so má bhí siadsan ag úsáid rud éigean mí-cheart bheadh muid ag ceartú á chéile

S2: Agus thosaigh muid ar an aidiacht chomh maith

S3: Just bhí muid ah ceartú a chéile agus bhí muid ag caint le chéile

2. Wow sin go hiontach! Go raibh maith agaibh. An gceapann sibh go bhfuil feabhas tagtha ar bhur ngramadach go háirithe ó thaobh inscne de anois? Cén fáth, dar libh?

Sea (gach duine)

Leid: Cén fáth nó conas, abair liom.

S1: Tá 'fhios againn nach raibh 'fhios againn a lán faoi é tá 'fhios againn anois cén cinn atá baininscneach agus firinscneach agus na rialacha ar fad ar fhirinscneach agus baininscneach

S3: Ní raibh fhios agam cad a raibh firinscneach nó baininscneach roimh a thosaigh muid

Leid: Cén fáth gur tháinig an feabhas seo oraibh dar libh?

S2: Cleachtadh gach uile lá

S1: Mar bhí muid ag déanamh na bileogaí agus bhí na slide shows ar an gCBI agus beagnach rinne muid iad sin gach dara lá so bhí

S4: Ya but bíonn muid ag caint lena chéile like déanfaimid comhrá as. Nuair atáimid ag déanamh an nuacht ar an Luan nuair a thagaimid ar ais i gcónaí caithfidh tú an gramadach is fearr is féidir leat a chur ar an abairt don rang

Clarifier: Agus... Céard a tharlaíonn má dhéanann tú botúin ansin agus tú i mbun nuachta?

Cearthaíonn daoine tú (gach duine)

S4: Cabhróidh daoine leat a focail ceart a rá... (Leid... samplaí) má deir daoine

S1: Dul mé go dtí

S3: An chailín nó an cailín...

Deir daoine “Tá sé sin firinsneach” (gach duine)

S1: Uaireanta deir daoine “Dul mé go dtí an pictiúrlann” agus de ghnáth deir gach duine “No, bhí sé... chuaigh tú go dtí an phictiúrlann”.

S3: Amm.. bhí.. Déanfaimid an nuacht agus feicfimid ar an e-leathanach ar an mbord agus tá an Ghaeilge..

S4: Bíonn muid ag léamh as Gaeilge

1. Ar bhain sibh sult as na ceathanna a rinne sibh as BSA?

S4: Bhuel... bhí sé píosa leadránach ag an tús bhí sé píosa deacair freisin ach fuair sé níos éasca tar éis na seachtaine agus bhí sé píosa leadránach

Leid: Cén fáth?

S4: Níl fhios agam.. just obair ugh...

S1: Cheap mise go raibh ag scríobh na bileoga machnaimh agus cad mar a cheap muid agus rudaí bhí sin sórt... like is maith liom é sin ach nuair bhí muid ag féachaint ar na sleamhnáin bhí sé sin saghas leadránach

S3: Bhí na bileoga machnaimh bhí siad saghas leadránach mar ní raibh aon saghas like cluichí ar iad

S1: Na rudaí a b’fhearr liomsa... uaireanta rinne muid focail cuardach do fhocail bain nó rud éigean

S4: Awh ya bhí siadsan go maith

S1: Ach bhí said focail firinsneach agus bhí ort iad a fháil i bhfocail cuardach nó rud éigean

S2: Bain mé sult as an dara píosa d'inscne ach níor bhain mé sult as an gcéad píosa mar ní raibh a fhios agam, just obair really

2. Ok agus an raibh aon rud nár thaitin libh faoin gclár BSA? Mínigh.

S4: Níor mhaith linn na sleamhnáin a lán mar bhí siad just ag dul thar rudaí agus...

S1: An chéad uair bhí sé ceart go leor ach nuair a bhí muid ag déanamh é arís agus arís bhí se píosa leadránach

S2: Ya an rud chéanna mar gach duine eile like ammm bain mé sult as a dara píosa bhí an chéad píosa chomh deacair le...

S3: Cheap mise bhí sé saghas deacair ag an tús agus ya mar na daoine eile...

Leid: An raibh aon rud faoi leith nár thaitin libh faoin gclár?

Ammm... ní maith liom like in san píosa, in san bileog mhachnaimh céard a cheap mé ammm ní maith liom ag dearna mé é sin (Cén fáth?) mar ní raibh fhios agam ceard le cur síos

S4: Na focail cuardach agus na cluichí..

S1: Bhí sé maith mar bhí muid ag foghlaim

3. Inis dom faoi conas a cheartaíonn sibh bhur mbotúin gramadaí sa rang?

S1: Ag caint?

Sea, ag caint... maith sibh...

Sampla D – Grúpa Focus: Riail-ghrúpa

Sample D – Focus Group: Comparison Group

1. Céard a bhí á dhéanamh agaibh le bhur ngramadach Gaeilge a fheabhsú le déanaí? Tabhair samplaí dom.

S1: Bhí tascanna éagsúla ar siúl againn ahhh... á dhéanamh ahhh ... tá sórt dialann againn agus scríobhann muid síos céard a cheapann muid faoi na tascanna

S2: Ammm.. Scríobhann muid i leabhar darbh ainm fuaimeanna agus focal agus tá muid ag piocadh focail nua gach lá. Bhí muid ag déanamh na rialacha le haghaidh firinsneach agus baininsneach

S3: Ma bhí

S2: Táimid ag fáil amach conas a chur.. cén áit chun cuir na úrú isteach agus na séimhiú agus.. you know stuif mar sin

Leid: Céard a chabhraigh libh é seo a fhoghlaim?

S2: Ag léamh cúpla leabhar agus rudaí agus pioc amach rudaí agus bain

S3: Ag féachaint san fhoclóir Gaeilge

S2: Bileoga Oibre

S4: Ar an gclár bán

Clarifier: Céard a bhí ar an gclár bán?

S3: Bhí fear firinsneach agus bhí bean baininsneach

2. Ok go maith go raibh maith agaibh. An gceapann sibh go bhfuil feabhas tagtha ar bhur ngramadach go háirithe ó thaobh inscne de anois? Cén fáth, dar libh?

Sea (gach duine)

Leid: Cen fáth, dar libh?

S2: Roimhe, ní sórt d'fhoghlaim muid like cén áit like cur séimhiú agus na úrú agus...

Leid: Céard a chabhraigh libh?

S4: O bheith ag léamh gach rud

S3: Nuair a d'fhéach muid suas ar an gclár bán ar suíomh an mhúinteoir scríobh muid é síos inár leabhar agus ansin má chaill muid é bhí muid in ann é a oscailt agus é a fhoghlaim arís

S3: Bhí póstaer le gutaí suas so chabhraigh sé sin dúinn

3. Ar bhain sibh sult as na ceathanna a rinne sibh as BSA?

S3: Is maith liom na cuardach focail

S2: Uaireanta sa scrúdú faigheann mé sórt brú orm ar mo cheann like “o an bhfuil se seo firinsneach nó baininsneach” agus rudaí mar sin, like tá sé deacair

S3: Níl ach sea

Clarifier: Mínicigh é sin dom le bhur dtoill

S3: Ní rinne muid like urú nó séimhiú ach bhí cúpla focail a bhí ann agus rinne muid an bhliain seo like d'fhoghlaim muid faoi leathan agus caol agus gach rud faoi baininsneach agus firinsneach tá sé go maith

Leid: Roimhe seo conas a d'fhoghlaim sibh rudaí a bhaineann le gramadach na Gaeilge?

S2: Bhí dialann pearsanta ag mo Dhaid agus bhí sé go léir faoi alt agus stuif

Leid: An-mhaith ach abair liom faoi chúrsaí sa seomra ranga, m'ás féidir leat

S3: Just ag.. Uaireanta ag déanamh deachtú sa rang má chuireann mo h agus rudaí mar sin...

Leid: An raibh sé cosúil leis an rud a bhí á dhéanamh againn anois an ea?

Seo (gach duine)

S4: Ní raibh fhios againn an firinsneach agus baininsneach so gach focail a rinne muid just chur muid isteach séimhiú, like roimh an gclár seo

4. An raibh aon rud nár thaitin libh faoin gclár BSA? Mínicigh le bhur dtoill.

S2: Ní really maith liom na scrúdú

S4: Like cúpla t-am ní raibh fhios agam céard le cur isteach (sa dialann mhachnaimh in ea?) sea

S2: Agus cúpla uair b'fhéidir chiall mé é nó sa bhaile.. Nó níor thóg me mo dhialann liom agus ní raibh fhios agam cad a bhí na rialacha, rinne mé dearmad

S3: Ya and like nuair a rinne tú dearmad ar do ghramadach agus bhí like test agat... Scrúdú ... agus níl na rialacha chun féachaint le cabhrú leat nó aon rud.. Sin deacair...

S1: Ceapaim go raibh sé éasca go leor. Ní raibh aon rud níor mhaith liom faoi really

5. Inis dom faoi conas a cheartaíonn sibh bhur mbotúin gramadaí sa rang?

S3: Má deir mé iad, deir mé iad just ní cheartaím iad. Má tá mé ag caint le múinteoir ceartaíonn mé iad

S1: Uaireanta ceartaím mé féin just i mo cheann deir mé “o ya dúirt mé é sin mí-cheart” ach ní labhraím amach os ord iad like

Appendix R (1): Sample Traditional Coding of Teacher Participant Interviews

Quote	Summary	Researcher's Thoughts	Codes
<p><i>Roimh an gclár seo, conas a cheartaigh tú earráidí ghramadaí na bpáistí?</i></p> <p>Is dóigh nach raibh aon struchtúr ann. Is dóigh bhíos ag ceartú anois is arís ag braith ar ceard a bhí ar siúl ...</p> <p>Cheartóinn gach rud nó ag braith air cibé ábhar go bhfágfaidh mé an bhotúin, like ag tabhairt deise dóibh iad féin a cheartú ag ní i gcónaí ní i mbealach struchtúraí cosúil le seo. Ach de ghnáth tugaim deis dóibh iad féin a cheartú ach ní i gcónaí.</p> <p><i>Bhain tú úsáid as straitéisí (athcheap-adh/leideanna/meascán) AC le linn an taighde seo, inis dom faoi conas a d'éirigh leat é a chur i bhfeidhm sa rang?</i></p> <p>Bhí sé deacair don chead cúpla seachtain ceapaim agus mhothaigh mé go raibh mé ag ceartú chuile bhotúin agus bhí sé deacair na hábhar eile a cheartú nuair a bhí orm an rang a stopadh leo a cheartú an t-am ar fad. Bíonn múinteoir tacaíochta agus acmhainne ag teacht isteach chugam go minic agus mar sin de bíonn orm a bheith dian ar chúrsaí ama. Tar éis cúpla seachtain, tháinig feabhas ar chúrsaí ceartúcháin. Ní raibh an méid ceartúcháin le déanamh agam is mar a bhí ag an tús, thosaigh siad féin ag ceartú. Ní raibh orm an riail a mhíniú mar a bhí orm ag an tús. Ach ag an tús chuir sé isteach ar na ranganna éagsúla. Bhí sé éagsúla ó rud ar bith eile a rinne mé mar bhí orm é a</p>	<p>✓ Gan struchtúr</p> <p>✓ Uaireanta tugann sí deis dóibh iad féin a cheartú</p> <p>✓ Deacair ag an tús</p> <p>✓ Cailliúint amach ar am ábhair eile</p> <p>✓ Tháinig feabhas</p> <p>✓ Níos lú ceartúcháin</p> <p>✓ Féin-cheartú & Ceartú piarra tosaíthe</p> <p>✓ Ní raibh uirthi an riail a mhíniú</p> <p>✓ Bhí sé difriúil mar bhí uirthi é a dhéanamh an t-am ar fad</p>	<p>Ní raibh an múinteoir ar an eolas faoi straitéisí AC éagsúla. Bhí tacaíocht de dhíth leis na straitéisí a chur i bhfeidhm go córasach sa seomra ranga.</p> <p>Ní raibh XX ag ceartú de réir cumas an pháiste</p> <p>Éagsúil o rud ar both eile de bharr go raibh an córas seo leanúnach agus córasach</p> <p>De réir mar a fhorbraigh cumas an pháiste, laghdaigh an scafaill a tugtar dóibh</p> <p>Feabhsaigh caighean Gaeilge na bpáistí – ceartú piara agus féin-cheartú</p>	<ul style="list-style-type: none"> • Neamh córasach • Vygotsky ZPD – not working with-in ZPD <p>Link to Research/Theory: Chaudon, Truscott, Ó Ceallaigh, Lyster</p> <p>Lowen & Sato (2018)</p> <p>Ranta & Lyster (2018)</p> <ul style="list-style-type: none"> • Luas an ranga • Féin-cheartú ceartú-piara • Internalisation/Regulation: Laghdaigh an scafaill de réir mar a fheabhsaigh cumas an pháiste • Mediation • Córasach (AC) • ZPD/Scafaill an pháiste • Collaborative learning environment – establishment <p>Link to Research/Theory: Lyster (2007), Vygotsky (1978), Lantolf (2000, 2006) Lantolf et al., (2014), Aimin (2015) Aljaafreh and Lantolf (1994) Nassaji & Swain (2000)</p>

Quote	Summary	Researcher's Thoughts	Codes
<p>dhéanamh go rialta</p> <p><i>Leid:</i></p> <p><i>Luaigh tú féin-cheartú ansin, Mínigh é sin dom? Ar spreag an córas seo na páistí dul i mbun féin-cheartú/ceartú pi-ara? Nó an raibh sé ar súil cheann?</i></p> <p>AMM.. ya don cuid is mó dóibh ach bhraith sé ar phearsantacht an duine. Cuid acu bheadh paistí eile sa rang bhí siad lán sásta daoine a cheartú ag béiceadh amach nó sin mí-cheart seo an bhealach le hé a rá agus bain siad taitneamh as. Is dóigh bhí sé ar nós cluiche eatharu féin</p>	<ul style="list-style-type: none"> ✓ Féin-cheartú don chuid is mó dóibh ✓ Daoine cú-thaileacht ✓ Daoine eile an sásta ga béiceadh amach an fhreagra cheart. ✓ Cluiche & spraoi 	<p>Bhí gach páiste sásta páirt a ghlacadh sa chóras ceartúcháin ach níor éirigh le gach duine dul i mbun féin-cheartú nó ceartú pi-ara.</p> <p>Bhain na páistí sult as – comórtas. Other cultural factors impacted on the success of correction – personalities ..</p>	<ul style="list-style-type: none"> • Féin-cheartú/Ceartú pi-ara tosaithe • Idirdhealú • Cluichí & Spraoi • Vygotsky: cultural factors • Vygotsky: ZPD location • Language Awareness: Ag éisteacht • Learner Autonomy <p><u>Link to Research/Theory:</u> Storch (2017), Vygotsky (1978), Philp (2010), Language Curriculum (2015), Sato (2017), Ranta & Lyster (2018)</p>

Appendix R (2): Sample Traditional Coding of Student Focus Groups

Quote	Summary	Researcher's Thoughts	Codes
<p>4. <i>Inis dom faoi conas a cheartaíonn sibh bhur mbotúin gramadaí sa rang?</i></p> <p>Ag caint? well mar deir duine focail agus níl sé i gceart nó ní chuir siad séimhiú isteach nó rud éigean de ghnáth bíonn duine sa rang. b'fhéidir múinteoir XXX nó muid féin agus deir muid leis an duine "O tá sé... cuireann tú séimhiú ansin" nó rud éigean agus just cuireann siad an séimhiú isteach ansin</p> <p>Agus má deir daoine táim chun like.. B'fhéidir beidh Gaeilge measctha acu so beidh like "I'm going chun dul go dtí an cinema" nó rud éigean mar sin agus bíonn tú ag ceartú iad agus b'fhéidir nuair a thosaíonn na hinscne le guta nó rud éigean agus ní chuireann siad an t uaireanta agus you know...</p> <p><i>Ar thaitin sé libh a bheith ag ceartú a chéile?</i></p> <p>Bhuel, uaireanta ní éist daoine leat</p> <p>Sea... bhuel b'fhéidir déanann siad dearmad air.. Mar... Bhuel.. Bhí duine amháin nó dhó.. just like bíonn daoine agus déanann siad dearmad agus just like beidh ar duine ceartú iad i gcónaí ach bhí sé... táimid ag cabhrú lena chéile agus táimid ag foghlaim óna chéile</p> <p>5. <i>Nuair a bíonn sibh i mbun</i></p>	<p>✓ Múinteoir & Páistí ag ceartú go rialta</p> <p>✓ Ag ceartú Béarlachas chomh maith</p> <p>✓ Ní oibríonn ceartú-piara le Gaeilge gach páiste a fheabhsú</p> <p>✓ Taithíonn se leo a bheith ag cabhrú lena chéile</p> <p>✓ Ní thuigeann gach duine an tábhachta bhaineann le Gaeilge chruinn a úsáid lasmuigh den seomra ranga</p> <p>✓ Ní ghlacann daoine le ceartúcháin ar an gclós</p> <p>✓ Dearcadh dearfa i leith na Gaeilge agus ceartúcháin ach ní ag gach páiste sa scoil.</p> <p>✓ Cúramach lens guoid</p>	<p>Níos mó scafaill de dhíth ag páistí áirithe lena gcuid botúin a cheartú ó fhéincheartú</p> <p>Fheasaigh an córas ceartúcháin Gaeilge chruinn na bpáistí agus Béarlachas na bpáistí – ní amháin inscne na n-ainmfhocal</p> <p>Glacann said a gcuid ama ag labhairt anois – tá siad ag iarraidh a bheith cruinn?</p> <p>Fheabhsaigh feasacht teanga na bpáistí den tábhacht a bhaineann le Gaeilge chruinn a úsáid go rialta... sa seomra ranga agus lasmuigh de.</p>	<ul style="list-style-type: none"> • ZPD éagsúla ag gach páiste • Internalisation • Language awareness <p><u>Link to Research/Theory:</u> Vygotsky (1978), Aljaafreh & Lantolf (1994), Ellis (2015), Storch, (2017).</p> <ul style="list-style-type: none"> • Collaborative corrective culture • Error-correction friendly environment • Ról an mhúinteora • Ról ag leibhéal na scoile • Dearcadh dearfach i leith na Gaeilge/ceartúcháin <p><u>Link to Research/Theory:</u> Philp et al (2010) , Curriculum (2015); Ellis (2015) Lyster (2015) Ranta & Lyster (2018) Sato (2015)</p> <ul style="list-style-type: none"> • Noticing the Gap • Collaborative

Quote	Summary	Researcher's Thoughts	Codes
<p><i>cainte sa seomra ranga sibh féin, lasmuigh den rang Gaeilge agus nuair nach mbíonn an múinteoir libh, an mbíonn sibh fós cúramach le bhur gcuid Gaeilge?</i></p> <p>ya.. like sa chlós?</p> <p>Tógann tú d'am sa ní bheidh tú mar.. just ya tógann tú d'am sa deir na focail</p> <p>Uaireanta nuair atá tú taobh amuigh like as den rang like ní úsáideann siad an Ghaeilge is fearr a mbíonn acu mar just níl siad sa seomra ranga agus ní cheapann siad go gcaithfidh tú , like níl sé chomh important a cheapann tú</p> <p>Cheapaim mise.. Úsáidim an gramadach is fearr gur féidir liom gach áit mar tá tú fós ar scoil tá tú fós ag labhairt Gaeilge</p> <p><i>Leid:</i> Conas a cheartaíonn tú botúin ar an gclós mar shampla?</p> <p>Cearthaíonn tú é</p> <p>Nuair atá tú ag caint uaireanta ní chloiseann tú má chuir sé isteach séimhiú nó nach cuir ach má chloiseann tú rud</p>	<p>Gaeilge lasmuigh den rang Gaeilge</p> <p>✓ Feasacht teanga an pháiste ag ardú</p> <p>✓ Ag iarraidh a bheith cruinn lena gcuid Gaeilge</p>		<p>corrective culture</p> <ul style="list-style-type: none"> • Whole school approach • Gaeilge ag feabhsú • Sociocultural environment NB <p><u>Link to research/Theory:</u></p> <p>Ó Dubhir (2018/2009); Lyster (2007), Schmidt (1991) Schmidt and Frota (1986).... Noticing Hyp., Noticing the Gap.. NB, Sato (2017)</p>

Appendix S: Sample of Analytical Memos (Phase 6) & Sample of Annotations

Nodes

- Phase 2 - Generating Initial
- Phase 3 - Searching for T
- Phase 4 - Reviewing The
- Phase 5 - Defining and N
- Phase 6 - Creating the Re
- Cases
- Sentiment
- Relationships
- Node Matrices

Look for

Search In

Phase 5 - Defini

Find Now

Clear

Advanced Find

Phase 5 - Defining and Naming Themes (Data Reduction)

Name	Sources	References
Participants Attitudes and Beliefs Towards the Most Effective CF Strategy	9	53
<ul style="list-style-type: none"> A Continuum of Support for a Continuum of Need A Preference of Prompt CF Strategies An Immersion Student's Need for Time and Space 	8	34
Participants Prior CF Experiences and Practices	12	27
<ul style="list-style-type: none"> Absence of a Collaborative Approach Experience of Teaching Grammar Before Intervention Teacher Participants Justifications for L2 Errors Unsystematic CF and Grammar Instruction 	5	12
The Establishment of a Collaborative Corrective Environment	10	42
<ul style="list-style-type: none"> Limitations and challenges of implementation Participants Perceptions of a Collaborative Environment The cultivating role of the teacher 	8	20
The Impact of CF on Students' Linguistic Developments	11	78
<ul style="list-style-type: none"> A Position of Self-Regulation Language Awareness Learner Autonomy Participants perceptions of Linguistic Developments Progressing Towards a More Self-Regulated Position 	10	35
The MKO	13	48
<ul style="list-style-type: none"> Changes in Practice Teacher's PD Teachers' Self-Perceptions of their Grammatical Accuracy 	10	16
	7	13
	8	14

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4.2 Participants' Prior CF Practices and Experiences

As previously explored in Chapter Two, Vygotsky's sociocultural theory (1978) understands learning to arise through social and cultural interactions. Subsequently the new knowledge is suggested to be assimilated and internalised, as higher-order functions, within the cognitive or intra-psychological plane. Therefore, guided by the current theoretical framework of the study, which considers social and cultural interactions as the source of development, the researcher deemed it pivotal to gather information in relation to habitual error-correction practices among students and teachers within their social learning context (i.e. the classroom), prior to the research study. This enabled the researcher to fully investigate and understand students' language learning context and thus, the position of their L2 grammar learning and development before the intervention was implemented. Accordingly, this section presents findings which attempt to capture an understanding of teacher and student CF practices and experiences, prior to the intervention, from a sociocultural perspective. The section is subdivided as follows:

- An Unsystematic Approach to CF
- The Absence of a Collaborative Approach
- Participants' Proposed Justification for L2 errors.

Initially, the researcher investigated the use, if any, of CF in all participating classrooms. This is now investigated within the first subtheme, An Unsystematic Approach to CF.

4.2.1 An Unsystematic Approach to CF

To begin to understand the culture, and more specifically, teacher use of CF strategies prior to the current study, the researcher questioned all eight teacher participants on how they corrected students' grammatical inaccuracies. In response, all participating teachers reported that they provided CF to their students in an unsystematic manner, which is clearly represented in a statement averaged for Mary TP as she concluded that:

Code At

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Annotations

Source Name	Number
Agallamh	1
Agallamh	10
Agallamh	11
Agallamh	12
Agallamh	13
Agallamh	14
Agallamh	2
Agallamh	3
Agallamh	4
Agallamh	5
Agallamh	6
Agallamh	7
Agallamh	8
Agallamh	9
Agallamh	1
Agallamh	2
Agallamh	3
Agallamh	4
Agallamh	1
Agallamh	2
Agallamh	3
Agallamh	4
Agallamh	5
Agallamh	1
Agallamh	2
Agallamh	3
Agallamh	4
Agallamh	5
Agallamh	6
Agallamh	1

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Agallamh Aisling

An t-ionann se prafuicim o naonon cursaí am a uc.

Ni thógann se ach cúpla soicind like leid a thabhairt dóibh agus ansin bíonn sé acu.

Ar spreag sé na páistí dul i mbun féin-cheartú

Ya cinnte, go formhór na páistí ag ard-chaighdeán na páistí eile a cheartú

An raibh réimse leathan de chumais gramadaí na Gaeilge sa rang? An raibh ort leideanna/athcheapadh éagsúla a úsáid le chur in oiriúint do chumais páistí éagsúla

Bhí .. Well ar an scála, bhí idir... o a dó go dtí a 4.. agus an chuid is mó acu ar a 2 nó 3. So páistí ar leibhéal a dó, bhíodh orm i bhfad níos mó leideanna a thabhairt dóibh ag an tús agus ansin, agus fiú uaireanta an freagra ceart a thabhairt dóibh go mór ag an tús ach d'athraigh sé sin agus muid ag dul ar aghaidh agus ansin na páistí ag a 4, go formhór leid amháin a bhí orm a thabhairt agus bhí an freagra acu ar aon nós. agus na páistí ag leibhéal a trí, níos mó leideanna ach athcheapadh anois is arís. Ag leibhéal a 4 uaireanta dá mbeadh orm leid a thabhairt just thabharfaim leid amháin like "O céard é sin?" agus ansin bheadh sé acu. Ach le páistí níos laige bheadh... muna n-amharc siad é tar éis dhá no trí leid bheadh orm an freagra a thabhairt dóibh. Bhí sé sin ag tarlú go formhór an chéad seachtain nó dhó agus ansin bhí siad ag fáil níos fearr.... B'fhéidir go raibh siad ag fáil cleachtadh air... Bíomh na rialacha acu agus bhí siad in am cuimhniú air tar éis leide like "O sea sin an riail ..!"

An bhfaca tú aon athrú ar fhoghlaim na páistí go háirithe ar chruinneas Gaeilge nó ar dhearcadh na bpáistí i leith a gcuid Gaeilge agus tú ag tabhairt faoin géarás ceartúcháin?

O ya... Go formhór ón chéad seachtain. Fiú just ag breathnú ar an scála... Go formhór le na páistí ag leibhéal a dó agus a trí, thainig siadsan suas ar a laghad áit amháin ar an scála... Na páistí ag leibhéal a 4, cheap mé gur fhan siad san áit cheanna don chuid is mó, mar bhí siad ag ard-chaighdeán ar aon nós. But ya, na páistí ag leibhéal 2/3 feiceann tú é sa scribheoireacht agus sa chaint.

Item	Content
9	The teacher allowed every student the opportunity to self-correct once an error had occurred. As the weeks passed, it was evident that the teacher provided less recasts and more prompts to the students. The regulatory scale was well implemented in this classroom
10	Internalisation was evident as students began to self-CF and peer CF on noun gender

Code At

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Appendix T: Code Book

Phase 2 - Generating Initial Codes (42 initial codes developed)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
The Scale	Any reference specific to the use of the CF scale	3	4
CF and Explicit-Inductive Approach	Any reference made to the effects of CF and explicit-inductive approach when utilised together	2	3
Child-Centred	Any reference made regarding a more child/student centred approach to learning	3	3
Pre-Intervention: Communicative Pressure	Any reference made to the students being under pressure to communicate (i.e. leading to inaccurate forms)	3	6
Pre-Intervention: Communicative Sufficiency	Any reference that the students reach communicative sufficiency which inhibit them from progressing to achieve accurate L2 output/forms	3	3
Confidence	Any reference regarding teachers' confidence in teaching or the students' confidence in learning/using the new concept (grammar or CF).	10	22
Pre-Intervention: Systematic and Continuous (CF)	Anything that states CF prior intervention that was not systematic or otherwise prior to intervention	8	17
Corrective Feedback	Any reference made to CF at all (which includes other nodes such as self/peer CF, time, class pace...)	18	102
PD	Any reference made to the benefits or otherwise in relation to the PD which teachers received before the outset of the intervention and scaffold through intervention	6	9
Dictionary	Any reference made to the use of dictionaries in the classroom (link to mediation/internalisation/regulation)	7	11
Pre-Intervention: Experience	Teachers' teaching experience to date	7	9
Pre-Intervention: Experience of Teaching Grammar Before Intervention	How the teachers taught Irish grammar before this study	9	19
Explicit-Inductive Approach	References made regarding/including Bain Súp As! or the general explicit-inductive approach utilised in the class to teach ainmfhocail na n-ínsne over the six week period	16	42
Noticing Form and Meaning	Any reference made regarding students noticing for meaning over form initially	1	4
Future Effects	What effects the study will have on the teachers' teaching/students' learning going forward	8	10
Gaeilge	Any reference made to Irish as a subject to learn or to teach	3	7
Gaeilge for the Future	Any reference made which highlights the importance of using correct Gaeilge for future education or careers	6	14
Improvement	Any reference which highlights that the students language improved over the 6 weeks (link to mediation/internalisation. Regulation/dictionaries/ZPD)	8	11
Incentives to CF	Any reference made which includes incentives to utilise CF in the classroom	3	4
Internalisation	Any reference made that highlights that pupils internalised the new concept of ainmfhocail na n-ínsne (i.e. language development)	13	54
Language Awareness	Any reference made to students' awareness to language features	10	28

Phase 2 - Generating Initial Codes (42 initial codes developed)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
'Laziness'	Any reference to students being lazy in availing of accurate L2	3	7
Learner Autonomy	Increase of learner autonomy among students to engage in more independent language learning	14	31
Length of the Programme	Any reference made to the six week intervention or the length of PD provided before intervention	2	4
Mediation	Any reference made to the students' language being mediated by others, objects or themselves (link to internalisation/dictionaries/regulation/ZPD)	4	6
Noticing	Any reference made which highlights that the students noticed language (errors or language features).	8	22
Pace of the Class	Any reference made to the pace of the class with CF 'interruptions'	7	12
Peer-CF	Any reference made to students using CF within their peer group/classroom, (i.e. the effects of peer CF, did peer CF occur... etc).	17	92
Prompts Versus Recasts	Any reference which compared both or highlighted one or the other strategy of CF (link to noticing/peer-CF/self-CF/pushed-output)	6	23
Pushed-Output	Any reference made which highlights the concept of the students being pushed to produce a more accurate L2 (link to prompts v recasts/noticing/peer-CF/self-CF)	7	16
Reflective Diaries	Any reference made to the use of reflective diaries in the classroom	14	20
Regulation	Any reference made to the pupils becoming more regulated in their language use (link to internalisation/mediation/scale/dictionaries/ZPD)	10	29
Role of the Teacher	Any reference made which includes the role of the teacher in the classroom (i.e. how it changed, the involvement of the teacher etc) (link to ZPD/CF)	10	16
Rule Exceptions	Any reference made that discusses the rule exceptions regarding ainmfhocail na n-ínsne	4	6
Scaffold	Any reference made to the teacher or students scaffolding the pupils learning process (linked to mediation/internalisation/dictionaries/peer-CF/self-CF/CF/ZPD/scale)	10	35
Self-Correction	Any reference made to the students engaging in self-correction	11	36
Pre-Intervention: Standard of Students' Irish	Any reference made to the standard of students' Irish before or after the intervention	10	16
Teacher Knowledge	Any reference of teachers regarding their pedagogical knowledge in teaching grammar or their own grammatical knowledge regarding ainmfhocail na n-ínsne	8	26
The Importance of Accurate Irish	Any reference made regarding the importance of using accurate Irish in the learning process	5	5
Time & CF	Any reference made to time and the provision of CF in the classroom	8	20
Time to Reflect or Think	Any reference made in relation to the provision of appropriate time/space to a student to allow L2 processing/accurate output (link to mediation/internalisation/ZPD)	7	15
ZPD	Any reference made which highlights the concept of a pupil progressing through their ZPD or the teacher showing signs of assessing the students' ability in order to work effectively within their ZPD (link to media-	7	28

Phase 2 - Generating Initial Codes (42 initial codes developed)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
	tion/internalisation/scaffold)		

Phase 3 – Searching for Themes (22 categories of initial codes developed)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
CF & Explicit-Inductive Approach	The effects of both combined	17	84
CF and Explicit-Inductive Approach	Any reference made to the effects of CF and Ex-Inductive approach when utilised together	2	3
Confidence	Any reference regarding teachers' confidence in teaching or the students' confidence in learning/using the new concept (grammar or CF).	10	22
Language Awareness	Any reference made to students' awareness to language features	10	28
Learner Autonomy	Increase of learner autonomy among students to engage in more independent language learning	14	31
Corrective Feedback	Any reference made to CF at all (which includes other nodes such as self/peer CF, time, class pace...)	18	102
Peer-CF	Any reference made to students using CF within their peer group/classroom, (i.e. the effects of peer CF, did peer CF occur... etc).	17	92
Prompts Versues Recasts	Any reference which compared both or highlighted one or the other strategy of CF (link to noticing/peer-CF/self-CF/pushed-output)	6	23
Self-Correction	Any reference made to the students engaging in self-correction	10	34
Time & CF	Any reference made to time and the provision of CF in the classroom	8	20
Explicit-Inductive Approach	References made regarding/including Bain Súp As! or the general explicit-inductive approach utilised in the class to teach ainmfhocail na n-ínsne over the six week period	16	106
Child-Centred	Any reference made regarding a more child/student centred approach to learning	3	3
Pre-Intervention: Experience of Teaching Grammar Before Intervention	How the teachers taught Irish grammar before this study	9	19
Noticing	Any reference made which highlights that the students noticed language (errors or language features).	8	22
Reflective Diaries	Any reference made to the use of reflective diaries in the classroom	14	20
Teacher Knowledge	Any reference of teachers regarding their pedagogical knowledge in teaching grammar or their own grammatical knowledge regarding ainmfhocail na n-ínsne	8	26
PD	Any reference made to the benefits or otherwise in relation to the PD which teachers received before the outset of the intervention and scaffold through intervention	6	9

Phase 3 – Searching for Themes (22 categories of initial codes developed)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
The Importance of Accurate Irish	Any reference made regarding the importance of using accurate Irish in the learning process	5	5

Phase 4 – Reviewing Themes (Drilling Down)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
CF & Ex-In App	The effects of both combined	2	3
CF and Explicit Inductive Approach	Any reference made to the effects of CF and Ex-Inductive approach when utilised together	2	3
Explicit-Inductive Approach	References made regarding/including Bain Súp As! or the general explicit-inductive approach utilised in the class to teach ainmfhocal na n-inscne over the six week period	16	85
Noticing	Any reference made which highlights that the students noticed language (errors or language features)	8	22
Reflective Diaries	Any reference made to the use of reflective diaries in the classroom	14	20
MKO Supports	Any reference of teachers regarding their pedagogical knowledge in teaching grammar or their own grammatical knowledge regarding ainmfhocal na n-inscne/ PD supports provided	14	58
Changes in Practice	What practices changed as a result of PD provided to teachers	10	16
Role of the Teacher	Any reference made which includes the role of the teacher in the classroom (i.e. how it changed, the involvement of the teacher etc)	10	15
Teacher's PD	Any reference made to the PD which teachers received before the intervention	7	13
Teachers' Self-Perceptions of their Grammatical Accuracy	Description of how immersion teacher felt about teaching noun gender/ their own KAG	8	14
Participants Attitudes and Beliefs Towards the Most Effective CF Strategy (Link to Quan Data)	Teacher/Student perspectives of the most effective/practical/enjoyable manner of engaging in L2 accuracy to enhance a more accurate L2 among students.	15	75
A Continuum of Support for a Continuum of Need	Any reference made which highlights the concept of a pupil progressing through their ZPD or the teacher showing signs of assessing the pupil's ability in order to work effectively within their ZPD – ultimately the need for a range of CF strategies	8	35
A Preference of Prompt CF Strategies	Any reference which compared both or highlighted supremacy of one strategy over another	6	24
An Immersion Student's Need for Time and Space	Any reference made regarding providing the pupils time to think/reflect on their language/utterance	7	16
The Establishment of a Collaborative Corrective Environment	How the corrective culture manifested in the classroom over the duration of the intervention. Includes practical implications from both stu-	12	77

Phase 4 – Reviewing Themes (Drilling Down)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
	dents and teachers		
Participants' Perceptions of a Collaborative Environment	Teachers' and students' perceptions in relation to a collaborative corrective culture in the classroom. Error-correction environment references	8	29
The cultivating role of the teacher	The role played by the MKO in establishing the corrective culture	11	28
Challenges and Limitation of Implementing such an approach	Any reference made to time and the provision of CF in the classroom	8	20
Participants' Prior CF Experiences (Link with Quan pre-test data)	Prior-CF & grammar instruction practices prior to the intervention	16	78
Unsystematic CF Approach	Evidence illustrating CF routines in each immersion classroom prior to the current intervention	14	39
Teacher participants' Justifications for L2 Errors	Teacher/student perceptions as to who students make common and regular linguistic errors in immersion settings	5	8
Experience of Teaching Grammar Before Intervention	How the teachers taught Irish grammar before this study	9	19
Absence of a Collaborative Approach	The students present signs that they did not scaffold each other's learning and relied solely on the teacher prior to the intervention	5	12
The Impact of CF in Supporting Students' Linguistic Developments (Link with Quan Data)	This theme supports quan data which highlights the effectiveness of systematic & scaffolded CF in enhancing a more accurate L2 among students.	16	175
A Position of Self-Regulation	Evidence which illustrates that student progressed to attain a self-regulated position in relation to noun gender as a result of the current investigation.	10	35
Language Awareness	Evidence to suggests that systematic and scaffolded CF increased students' language awareness during the intervention	12	36
Learner Autonomy	Increase of learner autonomy among students to engage in more independent language learning as a specific result of CF	14	33
Progressing Towards a More Self-Regulated Position	Evidence of student progressing towards a more self-regulated position but not fully attain a complete self-regulated position in relation to noun gender	13	50
Participants perceptions of Linguistic Developments	Teacher and students' own perceptions in relation to an improved/enhanced L2 as a result of the intervention	10	21

Phase 5 – Defining and Naming Themes (5 Major Themes Emerge)	Code Definitions for Coding Consistency (Rules for Inclusion)	Interviews Coded	Units of Meaning Coded
Participants Attitudes and Beliefs Towards the Most Effective CF Strategy	Teacher/Student perspectives of the most effective/practical/enjoyable manner of engaging in L2 accuracy to enhance a more accurate L2 among students. Supported by quan data – provides support to quan data. These theme will explore prompts and recasts and the need for a CF continuum of support for a continuum of need.	15	75
Participants Prior CF Experiences and Practices	Prior-CF & grammar instruction practices prior to the intervention. The situation of Irish grammar use and instruction in participating classroom prior to the study. Supported by pre-test quan data.	16	78
The Establishment of a Collaborative Corrective Culture	How the corrective culture manifested in the classroom over the duration of the intervention. Further includes how such a culture was sustained and maintained over the six week intervention while further highlighting limitations and challenges experienced by participants in implementing such an approach.	15	77
The Impact of CF in Supporting Students' Linguistic Developments	This theme supports quan data which highlights the effectiveness of systematic & scaffolded CF in enhancing a more accurate L2 among students. Evidence of students' L2 development will be explored. These include concepts of self-regulation, progression towards a self-regulated position, learner autonomy, language awareness and participants' own perceptions of increased L2 development	16	175
The MKO	The pivotal MKO appeared in all themes from stage three onwards. This theme focuses specifically on the teachers' own grammatical confidence or knowledge about grammar, the effectiveness of the PD they received and the changes in their practices which emerged as a result of the PD.	15	58