

Timed-writing in the Foreign Language Classroom: Does practice make perfect?

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Introduction

The purpose of this study was to investigate the effects of regular timed-writing sessions in the intermediate-level foreign language classroom. Because today's foreign language pedagogy encourages success with regard to oral communicative skills, writing may be a skill that has fallen to the wayside. However, writing is a reality for all foreign language students. Not only do they write daily in class and for homework assignments, foreign language students of the lower-level sequence are often asked to develop compositions outside of class time. Furthermore, writing is a component on every in-class examination, during which students are asked to write an essay or a composition based on the theme of the chapter. Far too often, students complain that there is not ample time to develop a composition on a test when they are already required to manipulate other skills (listening and reading) during the remaining activities (listening comprehension, vocabulary, grammar, and reading exercises). Beginning- and intermediate-level foreign language students often find it difficult to express themselves in the target language (TL) because they suffer from an incomplete working knowledge of the foreign language (FL) grammar. They may know what they want to say, but they are unable to express it in the TL. One challenge that may further impede these students from writing successfully is the burden of writer's block, or not knowing what to write next. Just as in their first language (L1), foreign language students must try to overcome this block, and must develop writing strategies that allow them to keep writing. Timed-writing is generally thought of as the type of writing that is required for placement examinations (like the TOEFL), wherein learners must prove their writing abilities to place into certain levels of classes. But the fact remains that students in FL classes are also expected to complete timed-writings of sorts. How better to prepare them for this reality?

This study, then, examined the incorporation of regular, timed-writing sessions in an intermediate French classroom in an effort to determine whether the implementation of timed-writing helped students write more accurately. In addition, it was important to investigate the students' perceptions of the timed-writing sessions, and to determine if they felt that the practice with regular intervals of timed-writing aided them in overcoming writer's block in the TL. This study sought to answer the following research questions.

1. Does timed-writing increase the amount of written production?
2. Does timed-writing have an effect on the number of mistakes that students make?
3. Does timed-writing have an effect on affective orientation toward writing?

This article will first review studies that have been conducted on writing in a second language (L2). In the following section, the methodology will be presented, after which the results and discussion will be addressed. Finally, a general conclusion will address the pedagogical implications of this study.

Review of the literature

Writing is one of the four learning skills developed in foreign language classes. Instructors want their students to be capable of expressing themselves in written form without the interference of their L1. Previous research has shown that the process for writing in the L2 is

similar to the L1 process, with the exception of two composing behaviors- using more than one language and translating (Martin-Betancourt, 1986). Furthermore, the use of the L1 in L2 writing adds to students' problems, especially concerning vocabulary (Raines, 1985). There are several factors to keep in mind when teaching writing skills in the classroom. According to Paulson (1992), class time should regularly be devoted to writing. He suggests that writing be incorporated in the form of a "workshop" atmosphere because it is "active, dynamic, collaborative and cooperative" (3). While working with student portfolios, in which they included timed-writing, creative writing, and group writing, Cooper and Brown (1992) commented that collaboration allowed for sharing of ideas and encouraged students to reflect more deeply on their own writing. As one student wrote, "an important skill is knowing when to listen to your own writing intuitions and when to yield to the suggestions of the group" (45). Writing does not have to be graded, but it should always be read and responded to. On occasion, researchers suggest that writing be evaluated by peers (Paulson, 1992; Stephenson, 1979).

Great strides in L2 writing research have been made over the past two decades (Gascoigne, 2000; Kern & Schultz, 1992; Krapel, 1990). These L2 studies have contributed to our knowledge about the writing processes, but few studies have focused on writing in lower-level classes under timed conditions. If a time constraint was introduced in the study, it is not clear what length of time was used (Kern & Schultz, 1992). In Kroll's study on 'at home' writing versus in class writing, no significant results were found, but again, a specific time frame was not mentioned (1990). It appears, then, that timed-writing is a process which, according to Polio and Glew (1996), researchers know much less about. Examining the writing process through timed-writing exercises is worthwhile because as Hamp-Lyons and Mathias (1994) state, timed-writing tests are a reality for learners of foreign languages and for students studying English as a second language (ESL). As they state in their study of ESL writing, traditional (timed) writing assessments continue to be administered to "hundreds of thousands of nonnative writers of English worldwide" (49). Since writing is regularly tested as part of any good foreign language curriculum, timed-writing can be used to better prepare students for writing in these 'stressful' situations (Bowen et al., 1985). Clarke and Walker (1980) contend that practicing writing in a timed context benefits student ability to do well on essay type examinations. In several studies of timed-writing samples, the findings have been consistent: essays with higher scores are longer than their lower rated counterparts (Carlson, Bridgeman, Camp, & Waanders, 1985; Ferris, 1994; Frase, Faletti, Ginther, & Grant, 1999; Grant & Ginther 2000; Reid, 1986, 1990).

Implementing timed-writing exercises can benefit foreign language students. According to Kresovich (1991), timed-writing encourages students to get ideas on paper. In addition, it aids learners in avoiding word-for-word translation from L1 to L2 because the very nature of timed-writing does not allow ample time for students to translate. Kresovich focused on Japanese speakers learning English as a second language. In a follow-up questionnaire, over 80% of the respondents (of 55 students) felt that the timed-writing exercises helped them to write faster, to practice writing topic sentences, to organize their ideas for writing, and to improve their writing ability in general (125).

To summarize, timed-writing has several advantages: it is a good way to encourage novice writers to overcome their so called writer's block and it gives students the opportunity to write, which may lead to an improvement in the quality of their writing. Additionally, timed-writing promotes thinking in the L2, which can decrease the amount of translation errors that take place between the L1 and the L2, and the practice of timed-writing increases confidence as students become aware of their own writing capabilities with practice, collaboration, revision,

and feedback (Jacobs, 1986; Kresovich, 1991; Lane & Perrin, 1984; Walter, 1987). Finally, because of the importance writing plays in our FL classes, it is necessary to further the research in the area of timed-writing especially with regard to our lower- and intermediate-level learners.

Method

The study was conducted at a small liberal arts university in the southeastern region of the United States. The subjects for this research were sixteen students enrolled in an accelerated second-year French course (French 250) that combines third and fourth semesters of French into one 15-week semester. All but two students had completed the first and second semesters of French (French 101 and 102) the previous academic year. The two who did not take French 101 or 102 had placed into the accelerated intermediate course through the in-house placement exam. English was the native language of all the students.

The students were asked to participate in a study that was going to investigate the use of timed-writing in the FL classroom. Once the students agreed to participate, they responded to twenty statements on a questionnaire that pertained to their perception of their writing capabilities in French (Appendix A). Each statement was written to isolate a particular grammatical structure. For example, statement #2 pertained to students' writing abilities in the present tense whereas statement #3 pertained to the past tense. The students responded to the items of the questionnaire by using a Likert-scale from 1 (strongly disagree) to 5 (strongly agree). In addition to filling out the questionnaire, students wrote four timed-writing samples based on prompted questions (Appendix B). Each grouping of questions focused on particular grammatical structures. This was done to ensure that all students used similar parts of speech and verb tenses in their writing samples. Students had 15 minutes to write each of the four paragraphs, and these paragraphs were to act as a source of base-line information (the pre-test).

Students completed ten of the textbook chapters. Each chapter dealt with a different theme that focused on particular vocabulary items, expressions, and grammatical elements. Toward the end of each chapter, after the students had been given ample opportunity to work with the targeted structures, the students completed a 15 minute timed-writing exercise during class. In this way, a time frame was established to ensure that all students received equal amounts of time to prepare their writing samples. During the timed-writing session, students responded to a prompt that was placed on the overhead projector (examples are provided in Appendix C). Students were reminded (via the prompt) to include particular aspects of grammar and/or vocabulary that were introduced in the text's chapter. After the timed-writing session, students submitted their paragraphs. Upon reading their paragraphs (after class), certain grammatical inaccuracies were noted and written on a feedback sheet (examples are provided in Appendix D). These feedback sheets contained errors that were common on several students' writing samples. On the following day of class, each student received a feedback sheet (to be completed for homework), and was asked to find the grammatical errors and to correct them using their knowledge from the chapter. During the next day's class, students collaborated in groups to share their corrections on the feedback sheets. After several minutes in groups, the whole class discussed the errors and the corrections were placed on the board.

This process was repeated 10 times throughout the entire semester, as each chapter introduced new themes along with new grammatical elements. During the last week of the semester, students were given the same four prompts to which they responded on the first day of the class. They were given fifteen minutes to respond to each prompt (Appendix B). In addition, they responded to statements on a posttest questionnaire (Appendix E). The first twenty items

were the same as the items on the questionnaire from the first day of class. For the posttest however, there were twenty new items that dealt with students' perceptions of how the timed-writing impacted their abilities to write in French.

Results

Once the students completed the pretest prompts, data recording began. Errors were grouped into the following categories: subject-verb agreement, gender errors, agreement errors, word choice errors, verb choice errors, tense errors, inaccurate accent use, spelling errors, sentence structure errors (because of word-for-word translations from English), word order errors (mostly with regard to adjective placement), and use of English and/or Spanish (a few students had some prior Spanish knowledge and used a word in Spanish when they didn't know the word in French). Upon completion of the posttest prompts, errors were counted and grouped according to the same categories. In this way, a comparison could be made between the results of the pretest and posttest.

This study aimed to answer the following research questions.

1. Does timed-writing increase the amount of written production?
2. Does timed-writing have an effect on the number of mistakes that students make?
3. Does timed-writing have an effect on affective orientation toward writing?

Table 1 presents the percentages of errors written on each of the four timed-writing prompts. One of the study's objectives was to determine if timed-writing had an impact on the amount of written production. Based on the data presented in Table 1, one can see that the amount of words written by students increased from pretest to posttest for each of the four paragraphs (see numbers in parentheses). In addition, the study aimed to determine if the regular practice with timed-writing had an effect on the number of mistakes that students make. The data presented in Table 1 also shows that the amount of errors decreased from pretest to posttest on the four writing samples (see numbers in italics). Each paragraph will now be addressed individually.

Paragraph 1

In paragraph 1, students described themselves in French. They were asked to tell their age, to describe their hobbies or leisure time activities, to explain what they do and do not like to do, and to tell what classes they were enrolled in for that semester. Based on the results of the t-test that compared the percentage of errors from the pretest to the posttest in paragraph 1, there was a statistically significant difference ($p = .004$). The mean actual number of errors for the pretest was 14.69 out of the mean actual number of words written (55.19) whereas for the posttest, the mean actual number of errors was 11.38 out of the mean actual number of words written (64.38). The results show that not only did the amount of errors reduce, but the amount of words written increased.

Table 1

Percentage of errors from pretest to posttest on all four paragraphs

	Pretest	Posttest
Paragraph 1	26.61 (55.19) <i>14.69</i>	17.67* (64.38) <i>11.38</i>
Paragraph 2	32.71 (55.06) <i>17.81</i>	20.94* (74.75) <i>15.38</i>
Paragraph 3	39.49 (46.25) <i>17.56</i>	20.25* (60.94) <i>12.06</i>

Paragraph 4 47.41 (38.94) *19.25* 30.84* (53.44) *14.88*

* $p < 0.05$

Figures in parentheses show mean actual numbers of words written

Figures in italics show mean actual numbers of errors

Paragraph 2

In paragraph 2, students described their most recent vacation. They were required to describe their vacation activities and to use the past tense. In addition, students were prompted to write about their next vacation which required the use of the future tense. Based on the results of the t-test that compared the percentage of errors from the pretest to the posttest in paragraph 2, there was a statistically significant difference ($p = .0003$). The average of the total errors for the pretest was 17.81 out of the average of total words (55.06) whereas for the posttest, the average of the total errors was 15.38 out of the average of total words (74.75). The results show that not only did the amount of errors reduce, but the amount of words written increased.

Paragraph 3

In paragraph 3, students were prompted to explain what they would do if they won \$5000. This required use of the imperfect tense and the conditional mood. Based on the results of the t-test that compared the percentage of errors from the pretest to the posttest in paragraph 3, there was a statistically significant difference ($p = .000008$). The mean actual number of errors for the pretest was 17.56 out of the mean actual number of words written (46.25) whereas for the posttest, the mean actual number of errors was 12.06 out of the mean actual number of words written (60.94). The results show that not only did the amount of errors reduce, but the amount of words written increased.

Paragraph 4

In paragraph 4, students were asked to give advice to incoming university students. They were prompted to write about how to succeed in the university setting by explaining what is necessary for students to do. The paragraph encouraged use of the subjunctive mood. Based on the results of the t-test that compared the percentage of errors from the pretest to the posttest in paragraph 4, there was a statistically significant difference ($p = .002$). The average of the total errors for the pretest was 19.25 out of the average of total words (38.94) whereas for the posttest, the average of the total errors was 14.88 out of the average of total words (53.44). The results show that not only did the amount of errors reduce, but the amount of words written increased.

Therefore as indicated by Table 1, for each of the four paragraphs, not only did the percentage of errors decrease from pretest to posttest, the mean actual number of words increased from pretest to posttest.

Questionnaire

The third research question that this study aimed to answer dealt with the students' perceptions of their own FL writing, and more specifically, their writing under the implementation of a time constraint. Therefore, it was important to analyze the results of the questionnaire in order to gain perspective on the students' attitudes and feelings toward the inclusion of timed-writing in the FL classroom. Table 2 displays the mean values of the 5-point Likert scale. All but one of the sixteen students responded with higher averages (based on the

Likert scale) from the pre-questionnaire to the post-questionnaire. Each of the twenty statements dealt with how easily students found it to write in French, and several statements focused on specific verb tenses. Therefore, based on the students' self-perceptions, their overall ease of writing in French increased during the study.

Table 2

Means of Likert-scale on pre- and post questionnaire

Questionnaire Statement	pretest mean	posttest mean
1. I find it easy to write in French.	2.875	4.000
2. I write well in the present tense.	3.813	4.313
3. I write well in the past tense (passé composé).	3.000	4.000
4. I write well in the imperfect (imparfait).	2.375	3.563
5. I write well in the future (futur).	2.500	4.000
6. I write well in the conditional (conditionnel).	2.000	3.813
7. I write well in the subjunctive (subjonctif).	2.063	3.438
8. I can easily describe people and objects.	3.875	4.188
9. I can easily express my feelings and opinions.	3.313	3.813
10. I can easily organize my thoughts for writing.	3.313	3.750
11. I can easily write a composition in French.	2.688	3.750
12. I can easily write about the activities I'm doing today.	3.688	4.188
13. I can easily write about what happened yesterday.	3.375	4.000
14. I can easily write about my childhood.	3.125	3.750
15. I can easily write about my future goals and plans.	2.625	3.938
16. I can easily write about what I would do if given a million dollars.	3.188	3.813
17. I can easily write about what I want or wish for other people to do.	2.938	3.688
18. I can easily describe my family and my home.	3.938	4.188
19. I can easily write about how I'd feel if my best friend moved away.	2.938	3.438
20. I can easily write a well-organized essay.	2.688	3.250

It was equally important to inquire about the students' perceptions of the implementation of the timed-writing sessions. On the second set of twenty statements of the post-questionnaire, students responded as to whether or not they believed the timed-writing sessions aided them in writing more accurately and more easily. Did they feel that the timed-writing helped them to write more easily? Was their confidence in writing due to the actual practice with timed-writing in the classroom? The results of the Likert-scale are displayed in Table 3. As with the results from the pre- and post questionnaire, there is no mean score below 3.50 out of 5.00. These high mean scores indicate that students overwhelmingly felt that the timed-writing sessions aided them in writing more easily, and they indicated that they made fewer overall mistakes with particular structures.

Table 3

Means of Likert-scale on post questionnaire

Questionnaire Statement	pretest mean	posttest mean
Because of the timed-writing sessions,		
21. I can write more easily in French.		4.500
22. I write more easily in the present tense.		4.313
23. I write more easily in the past tense.		4.250
24. I write more easily in the imperfect tense.		4.063
25. I write more easily in the future tense.		4.250
26. I write more easily in the conditional.		3.688
27. I can write more easily in the subjunctive.		3.813
28. I write more easily about describing people and objects.		4.375
29. I write more easily about my feelings and opinions.		4.250
30. I can more easily organize my essays.		4.188
Because of the timed-writing sessions,		
31. I make fewer overall mistakes when writing in French.		4.063
32. I make fewer mistakes in the present tense.		4.313
33. I make fewer mistakes in the past tense.		4.313
34. I make fewer mistakes in the imperfect tense.		3.938
35. I make fewer mistakes in the future tense.		4.000
36. I make fewer mistakes in the conditional.		3.500
37. I make fewer mistakes in the subjunctive.		3.500
38. I make fewer mistakes when describing people and objects.		4.250
39. I make fewer mistakes when expressing my opinions/feelings.		4.188
40. I am able to write a well-organized essay in French.		3.875

Discussion

Firstly, the results and analyses above show that there are statistically significant differences between the timed-writing posttests and pretests. A tendency for more content (i.e. more words written) was shown on all four of the posttest paragraphs. In addition, a decrease in the mean errors was also seen. On one hand, the results are not surprising, since one could argue that improvement in writing could be expected over the course of a semester. On the other hand, however, the results showed not just slight differences, but statistically significant differences on **all** four of the timed-writing paragraphs. Throughout the semester, students were provided with 10 opportunities to write in-class timed-writing paragraphs that related to the theme of each of the ten chapters. That is, nearly one timed-writing session took place each week during the academic semester. This regular practice with timed-writing in the classroom allowed for students to gain increased knowledge of FL grammar and vocabulary. They demonstrated the ability to write more (more words/content) and with fewer errors on each of the posttest paragraphs. Because they had been regularly timed during the semester, it appeared that there was less stress when asked to write in the FL for the purpose of this study and for tests.

Secondly, since students became familiar with the regular implementation of the timed-writing sessions, they began to feel more comfortable with their abilities for writing in the FL as

indicated by the results shown in Table 2. For each statement numbered 1-20, the mean scores increased from pretest to posttest questionnaire. These results indicate that the students felt more confident when writing in the L2. In addition, students appeared to be more comfortable with all of the different verb tenses and forms that were taught during the semester (past tense, imperfect, future, conditional, and subjunctive). It appears then, that providing students with regular practice of timed-writing in the foreign language classroom benefited them in two ways. First, their writing skills increased. They wrote more accurately, and with fewer errors. In addition, their writer's block appeared to decrease as evidenced by the increased number of words written during the timed-writing sessions. Students were able to note more content in their paragraphs. Written texts that are rated highly are nearly always relatively long. Text length therefore appears to be a rather consistent predictor of perceived writing quality as discussed earlier (Carlson et al., 1985; Ferris, 1994; Frase et al., 1999; Grant & Ginther, 2000; Reid, 1986, 1990).

I would like to address the element of time and explain why a 15 minute time period was selected for this study. During a 50-minute class period during which an examination is administered, instructors typically test three of the four learning skills (listening, reading, and writing). Students work on aural comprehension during the listening section of the test. Students are also asked to manipulate grammar and vocabulary from the chapter, and students are expected to read an authentic text written in the TL, after which they respond to questions based on the reading. Finally students are expected to produce a short composition for every in-class examination, midterm, or final exam. Generally, students spend between 10 and 15 minutes developing their paragraphs for the composition section. In this way, the 15 minute timed-writing session was implemented to mimic the time frame of a typical written composition on a chapter test. Students practiced with this time frame on a regular basis throughout the semester during the study, and were able to implement their timed-writing techniques on the chapter examinations that took place during the semester. Therefore, this study allowed them to get familiar writing under a time constraint, and with practice, they felt more comfortable and confident writing quickly in testing situations.

Conclusion

This study provides evidence that regular implementation of timed-writing can be effective in fostering FL writing development. As shown in the results, the inclusion of timed-writing sessions aided students' L2 writing skills and the practice with timed-writing encouraged FL students of the intermediate level to write quickly and efficiently within a timed-parameter. They benefited from regular practice, they worked with partners to determine global mistakes, and they revised paragraphs that included the targeted structures. All of these steps led students to become more confident when writing in the L2. Furthermore, as indicated by the averages of the questionnaires, this study provides evidence that the students felt more confident about their own L2 writing abilities. Not only did they write more accurately with isolated grammatical structures (tense, gender, agreement etc.), but the students felt that they could better describe people and objects, they could give their opinions, and they felt better equipped to organize an essay in French (refer to Questionnaire statements). Their content increased on all of the posttest prompts and there was a reduction in the amount of errors. To respond to the question posed in the title of this article "Does practice make perfect?", it would appear that regular practice with timed-writing not only significantly reduced the amount of errors written by students but also significantly increased the amount of words produced. They may not yet be perfect writers, but this study allowed them to work on perfecting their FL writing skills.

Implications for Teaching

This study showed that requiring students to write regularly during class time gives them a greater sense of self-confidence with their L2 writing skills. This finding suggests that teachers should help students expand their writing by providing ample opportunities for writing during class, for group collaboration, for brain storming sessions, and for corrective feedback—all of which may be useful tools in developing better FL writers. In sum, the results of this study should lead instructors to believe that timed-writing instruction and its implementation deserve an important place in the FL classroom.

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Appendix A

Questionnaire at the beginning of the semester

Answer the following statements based on the scale below. All of the statements relate to your abilities about writing in French.

1= strongly disagree, 2= disagree, 3= no feeling, 4= agree, 5= strongly agree

1. I find it easy to write in French. _____
2. I write well in the present tense. _____
3. I write well in the past tense (passé composé). _____
4. I write well in the imperfect (imparfait). _____
5. I write well in the future (futur). _____
6. I write well in the conditional (conditionnel). _____
7. I write well in the subjunctive (subjonctif). _____
8. I can easily describe people and objects. _____
9. I can easily express my feelings and opinions. _____
10. I can easily organize my thoughts for writing. _____
11. I can easily write a composition in French. _____
12. I can easily write about the activities I'm doing today. _____
13. I can easily write about what happened yesterday. _____
14. I can easily write about my childhood. _____
15. I can easily write about my future goals and plans. _____
16. I can easily write about what I would do if given a million dollars. _____
17. I can easily write about what I want or wish for other people to do. _____
18. I can easily describe my family and my home. _____
19. I can easily write about how I'd feel if my best friend moved away. _____
20. I can easily write a well-organized essay (that includes an introduction, a body, and a conclusion). _____

Appendix B

Respond to the following questions in French. Pay attention to your grammar and vocabulary. Try to respond with as much detail as possible.

1. Tell me about yourself: your age, your personality, your interests and hobbies. Tell me what classes you are taking and what you enjoy doing with your friends.
2. Tell me about your last vacation. Where did you go? With whom? For how long? What activities did you do? Then tell me where you will go on your next vacation. What will you do and why?
3. Tell me what you would do if I gave you \$5000. What would you buy? Where would you go? What would you do? Why?
4. Imagine that you are giving advice to incoming students. What is important that they do in order to succeed both academically and socially? What is necessary for them to do? What do professors want them to do?

Appendix C

Timed-Writing #1: Prenez une feuille de papier. Fermez vos livres. Lisez les questions ci-dessous et répondez en français. Vous avez 15 minutes.

La nourriture

Qu'est-ce que vous aimez manger dans votre famille ou avec vos amis? Qu'est-ce que vous mangez régulièrement pour le petit déjeuner, pour le déjeuner et pour le dîner? Est-ce que votre famille ou vos amis aiment manger les mêmes choses ou ont-ils les goûts (tastes) différents? Qu'est-ce que votre mère/père/ami prépare pour les repas de fêtes? Qu'est-ce que vous allez manger avec eux cette semaine? Utilisez le présent et le futur proche. Utilisez aussi le vocabulaire du chapitre (avec les boissons et la nourriture). Faites attention aux articles et aux expressions de quantité.

Timed-Writing #2: Prenez une feuille de papier. Fermez vos livres. Lisez les questions ci-dessous et répondez en français. Vous avez 15 minutes.

Votre vie universitaire

Décrivez votre vie à l'université. Où est-ce que vous habitez? Avec qui? Comment est votre logement? Quelle est votre routine quotidienne? Qu'est-ce que vous faites le matin et le soir? Qu'est-ce que vous faites pour réussir à l'université? Est-ce que vos camarades de chambres sont similaires? Pourquoi? Utilisez les verbes du chapitre (les verbes réfléchis), le vocabulaire (les activités scolaires et le logement) et la négation.

Appendix D

Feedback #1: Lisez les phrases tirées de vos paragraphes. Corrigez toutes les fautes (l'orthographe, les conjugaisons, le genre, l'accord et les accents). Ecrivez une nouvelle phrase en vous servant du texte, des explications et d'un dictionnaire).

1. Je mange la nourriture italian et mexiquan.
2. J'aime manger à la restaurant.
3. Ma mère et père aiment la viande.
4. Pour ma famille's anniversaire, nous mangons du gâteau.
5. J'aime manger le poulet, la pâte et d'eau avec ma famille.
6. Avec ma famille, je aime de manger beaucoup de legumes de la Sud.
7. Nous mangeons le biftek, le poulet et les hot dogs.
8. Je vas mange des oeufs.
9. Ma famille et mes amis souvent mange à nos maison.
10. Je n'adore pas de poissons.
11. Je mange des cereales avec une verre de juice de fruits pour le petite dejeuner.
12. Ma famille va les goûts similaires, mais je vas goûts différents.
13. Ma famille aime manger un poisson mais je déteste un poisson.
14. Nous achetons une gâteau à la grocerie.
15. Nous préparons les tranches de fromage, les tranches des legumes, et les petit morceaux de pain.

Feedback #2: Lisez les phrases tirées de vos paragraphes. Corrigez toutes les fautes (l'orthographe, les conjugaisons, le genre, l'accord et les accents). Ecrivez une nouvelle phrase en vous servant du texte, des explications et d'un dictionnaire).

1. Je habite en un appartement dans Montevallo.
2. Ma petit ami Bill et moi, nous nous entendent.
3. Dans le matin, nous levons à 6h30 et on allons au petit déjeuner a 7h.

4. Dans le soir, je me brushe mes dents et s'habiller.
5. A lundi, a mercredi et a vendredi j'ai une course de anglais.
6. Je leve à 8h30 pour prépare mes cours.
7. Nous maison est tres grand.
8. Nous nous regardons la télé.
9. J'habite avec amis; ils appellent est X et Y.
10. J'ai une bon camarade de chamber.
11. Mon camarades de chamber et moi, nous sommes similaires et ne similaires pas.
12. Quand mes cours sont finir, je me reposer pour un temps.
13. J'ai fou et je ranges tout le temps mon chambre.
14. Je suis retard pour premiere classe normalment.
15. Mes amis travailles beaucoup.

Appendix E

Questionnaire at the end of the semester.

Answer the following statements based on the scale below. All of the statements relate to your abilities about writing in French.

1= strongly disagree, 2= disagree, 3= no feeling, 4= agree, 5= strongly agree

- | | |
|--|-------|
| 1. I find it easy to write in French. | _____ |
| 2. I write well in the present tense. | _____ |
| 3. I write well in the past tense (passé composé). | _____ |
| 4. I write well in the imperfect (imparfait). | _____ |
| 5. I write well in the future (futur). | _____ |
| 6. I write well in the conditional (conditionnel). | _____ |
| 7. I write well in the subjunctive (subjontif). | _____ |
| 8. I can easily describe people and objects. | _____ |
| 9. I can easily express my feelings and opinions. | _____ |
| 10. I can easily organize my thoughts for writing. | _____ |
| 11. I can easily write a composition in French. | _____ |
| 12. I can easily write about the activities I'm doing today. | _____ |
| 13. I can easily write about what happened yesterday. | _____ |
| 14. I can easily write about my childhood. | _____ |

15. I can easily write about my future goals and plans. _____
16. I can easily write about what I would do if given a million dollars. _____
17. I can easily write about what I want or wish for other people to do. _____
18. I can easily describe my family and my home. _____
19. I can easily write about how I'd feel if my best friend moved away. _____
20. I can easily write a well-organized essay (that includes an introduction, a body, and a conclusion). _____

Read the following statements, and respond to them based on your feelings about the timed-writing sessions. Use the following scale as a guide.

1= strongly disagree, 2= disagree, 3= no feeling, 4= agree, 5= strongly agree

Because of the timed-writing sessions,

21. I can write more easily in French. _____
22. I write more easily in the present tense. _____
23. I write more easily in the past tense. _____
24. I write more easily in the imperfect tense. _____
25. I write more easily in the future tense. _____
26. I write more easily in the conditional. _____
27. I can write more easily in the subjunctive. _____
28. I write more easily about describing people and objects. _____
29. I write more easily about my feelings and opinions. _____
30. I can more easily organize my essays. _____

Because of the timed-writing sessions,

31. I make fewer overall mistakes when writing in French. _____
32. I make fewer mistakes in the present tense. _____
33. I make fewer mistakes in the past tense. _____
34. I make fewer mistakes in the imperfect tense. _____
35. I make fewer mistakes in the future tense. _____
36. I make fewer mistakes in the conditional. _____
37. I make fewer mistakes in the subjunctive. _____
38. I make fewer mistakes when describing people and objects. _____
39. I make fewer mistakes when expressing my opinions/feelings. _____
40. I am able to write a well-organized essay in French. _____