



Relationship between speaking and writing in L2

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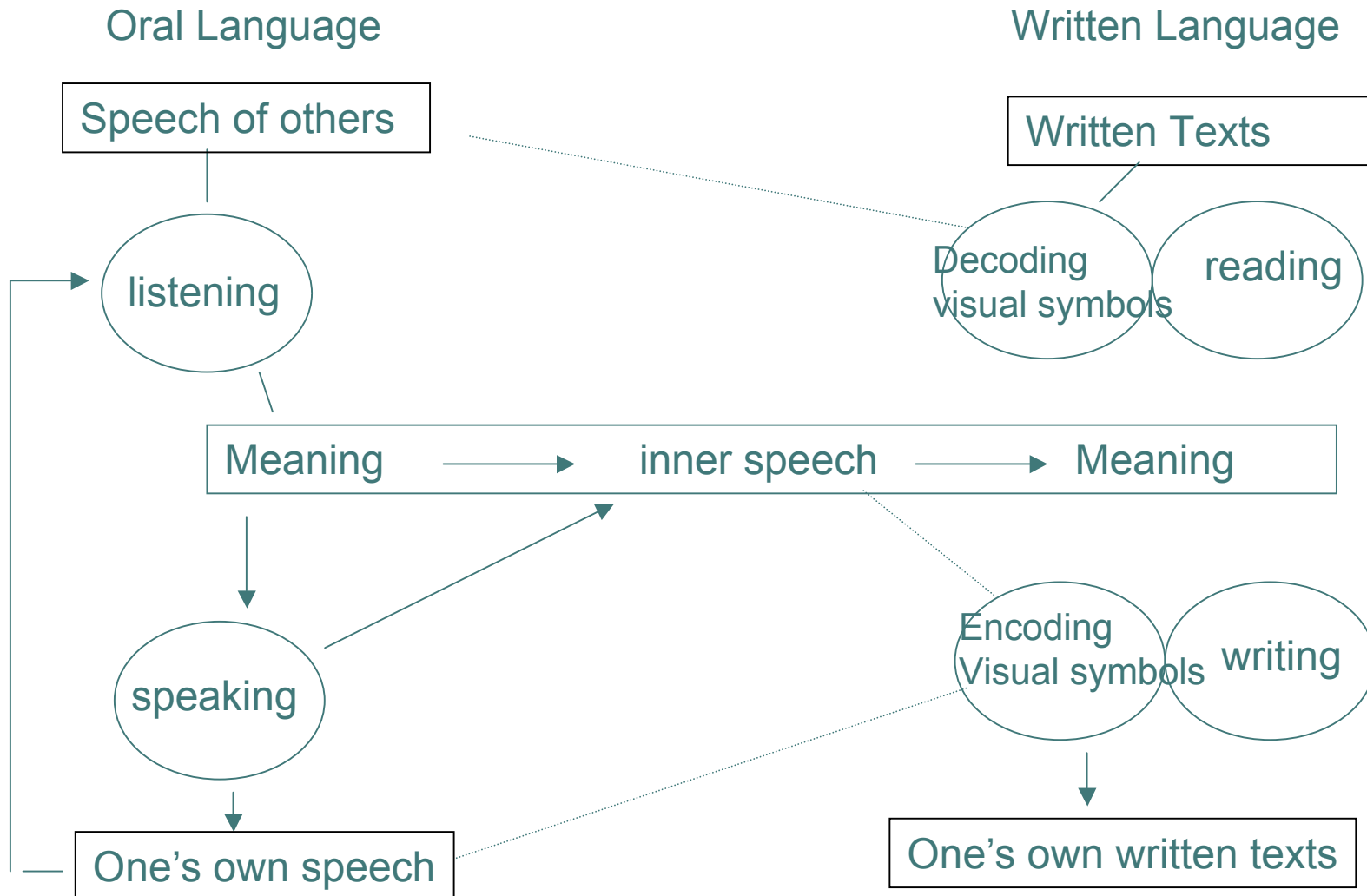
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L1 writing development related to speaking

e.g. Vygotsky (1987) Luria(1969)

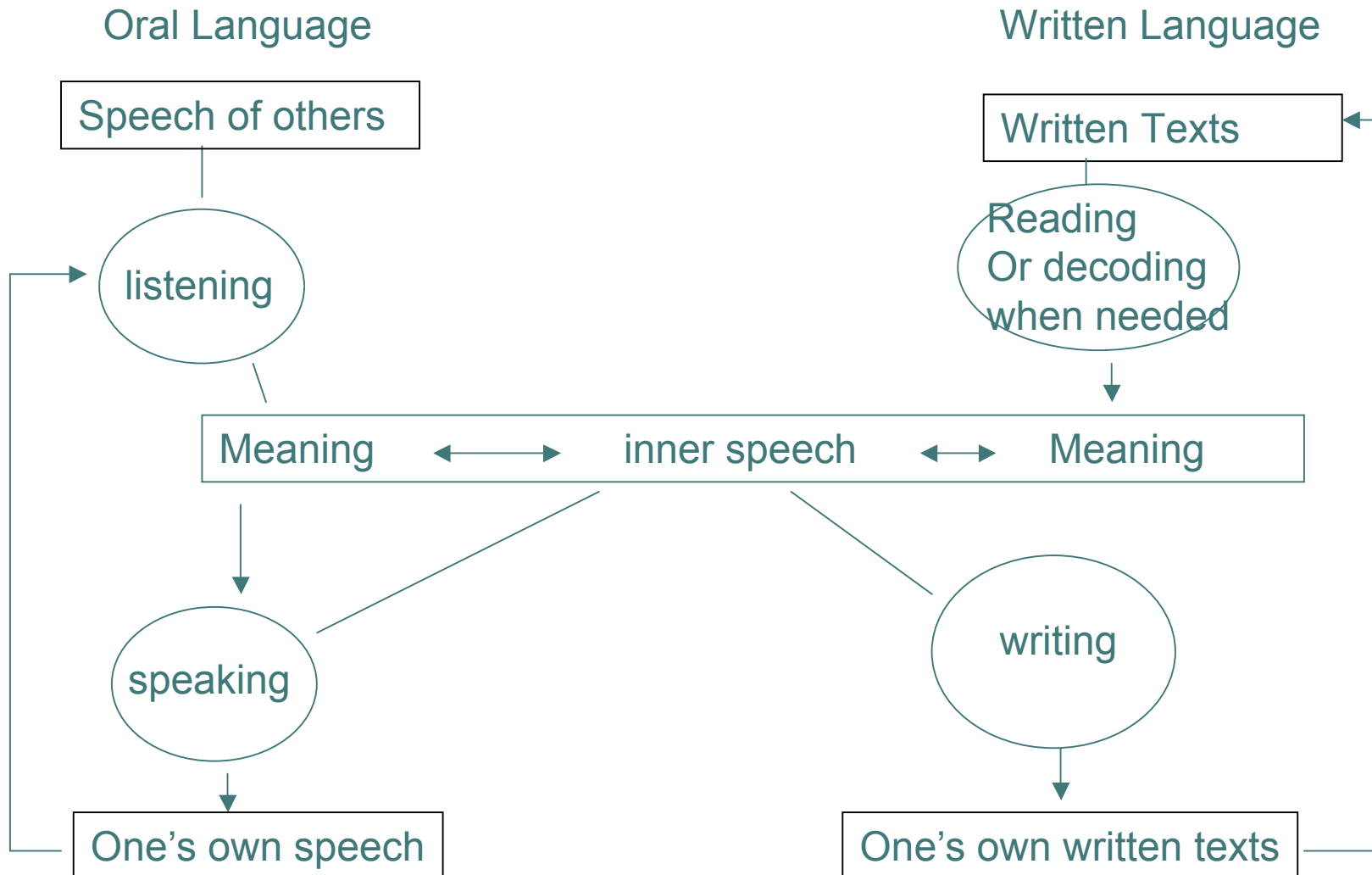
Adapted from Stotsky (1987, P379)



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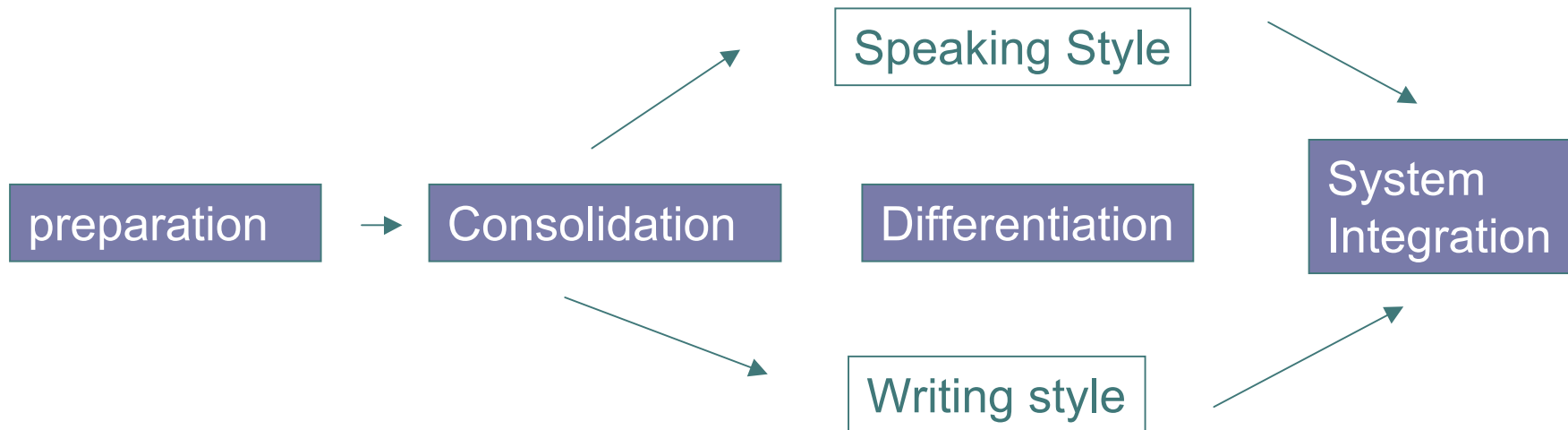
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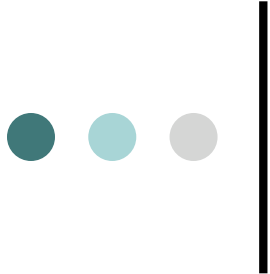




Theoretical framework of L1 writing development related to speaking

- Kroll (1981)
 - Developmental model of early writing

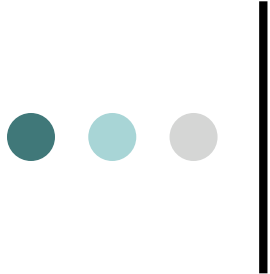




L1 speaking and writing developmental research

Harrel (1957)

- 320 children (80 4th graders, 80 6th graders, 80 8th graders, 80 10th graders)
- Retelling tasks after watching a short movie in oral and written
- Results
 - The average length in oral and written increased with age
 - The oral story was longer than the written at all levels
 - The percentage of subordinate clauses increased with age
 - The subordinate clauses indices between oral and written in 4th grade did not show any difference
 - Children in the higher levels used more subordinate clauses in the written than oral



L1 speaking and writing developmental research

O'Donnel et al. (1967)

- Syntax structures in children's written and spoken narratives
- 90 children in 3rd, 5th and 7th grade
- Retell task after watching silent cartoons in oral and written and Q&A
- Results
 - Oral language was longer than the written at all levels
 - Number of words/T-unit in oral was significantly greater than in written in the 3rd grade (T-unit includes one main clause with dependent clauses; a coordinate clause is not included.)
 - The word length of T-unit in the 5th and 7th was greater in written than in oral
 - Number of embedding clause /T-unit in 3rd grade was greater in oral than in written
 - Number of embedding clause/T-unit in 5th and 7th grade was greater in written than in oral

● ● ● | L2 language development

Why L1 development theory may not apply to L2?

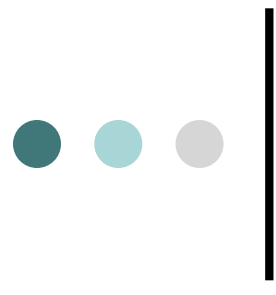
- L2 learners of Japanese may start learning oral and written languages simultaneously
- Distance between L1 and L2; learners may have difficulty in decoding the written symbols into sound
- Individual difference in L2 learning (Ellis, 1994)
- Factors affecting L2 writing (Weissberg, 2006):
 - L1/L2 writing experience
 - L1/L2 writing instructions
 - L1/L2 reading knowledge
 - L1/L2 oral knowledge

Previous Research

- ● ● | L2 development in speaking and writing

Learner's development and proficiency

- Weissberg, 2000;2006)
 - 5 ESL learners (Spanish speaking)
 - Beginning to low intermediate proficiency (Michigan Test 38-56)
 - Different L1 literacy background
 - Oral interview (6 scales; most 2)
 - Written level (TWE; 1-3; 4 is minimal competence for academic writing)
 - 11 samples of speaking and writing from routine activities (intake interviews, writing samples, midterm, final exam)



Previous Research

Weissberg(2000, 2006)

Analysis

- Analytic induction (LeCompte & Preissle, 1993); examine individual development on categories
 - Emergence in writing or speech of any hitherto unused morphological or syntactic features
 - Each person has different categories;
Francisco→tenses
Rosa→demonstratives



Previous Research:

Weissberg(2000)

Results

- Grammatical accuracy increased in both modalities
- Overall accuracy in class writing is over twice that made in speech
- Writing is preferred modality for development in L2; more new syntax appears in writings
- Individual differences due to internal and external factors (gregarious, living in the dorm, slow learners...)



Modality Preference Model

Weissberg (2006, p.41)

Speech Preference
“ear learners”

Writing Preference
“eye learners”



Asymmetrical
(speech preference)
e.g. Francisco

Symmetrical
e.g. Manuela

Asymmetrical
(writing preference)
e.g. Oscar



Research Questions

- Do writing skill and speaking skill have agreement?
- How do oral and written languages develop in L2?
- Do learners in L2 learning have modality preference?



Present study

- Subject
 - 38 Intermediate learners of Japanese
- Topic
 - Narrative (special memory)
- Task
 - Speaking (less than 10mins)
 - Writing (50mins)
- Evaluation
 - Holistic scales
 - Speaking: based on OPI criteria (8 categories)
 - Writing: ESL composition profile (5 categories)



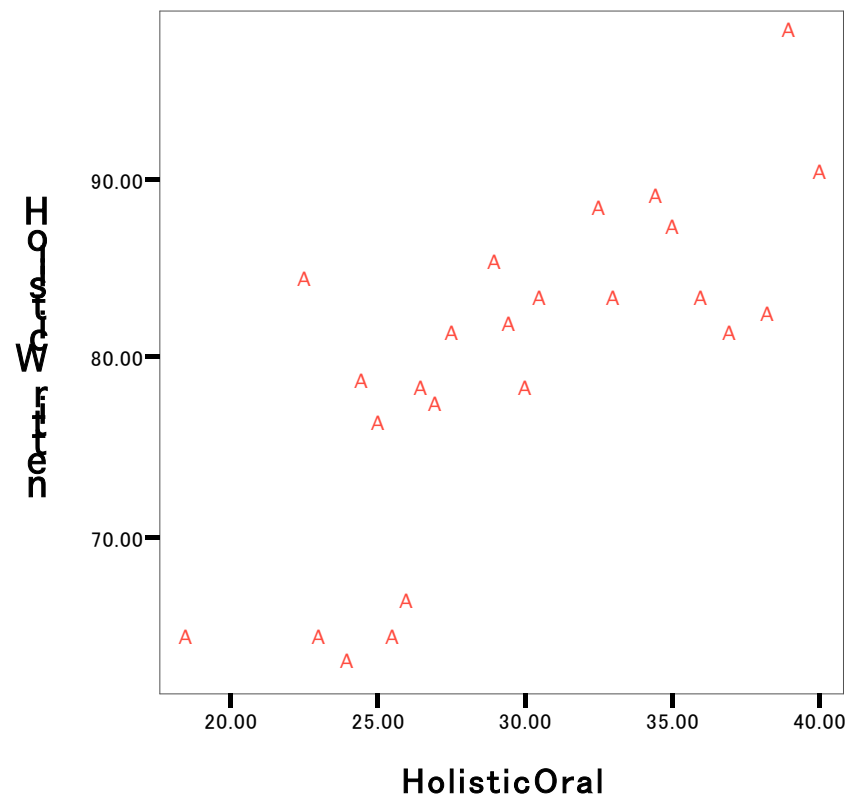
Present study (cont.)

- Inter-rater reliability
 - Speaking: $r = .904$
 - Writing: $r = .922$
- Learner's score
 - Mid score between raters on each category
- Analysis
 - Holistic scores
 - Length (total numbers of characters)
 - Complexity
 - (total number of clauses/total number of AS-units)
 - AS unit: an independent clause or sub-clausal unit with subordinate clause(s). A subordinate clause will consist of a finite or non-finite verb element plus at least one other clause element (Foster, et al. 2000)



Results

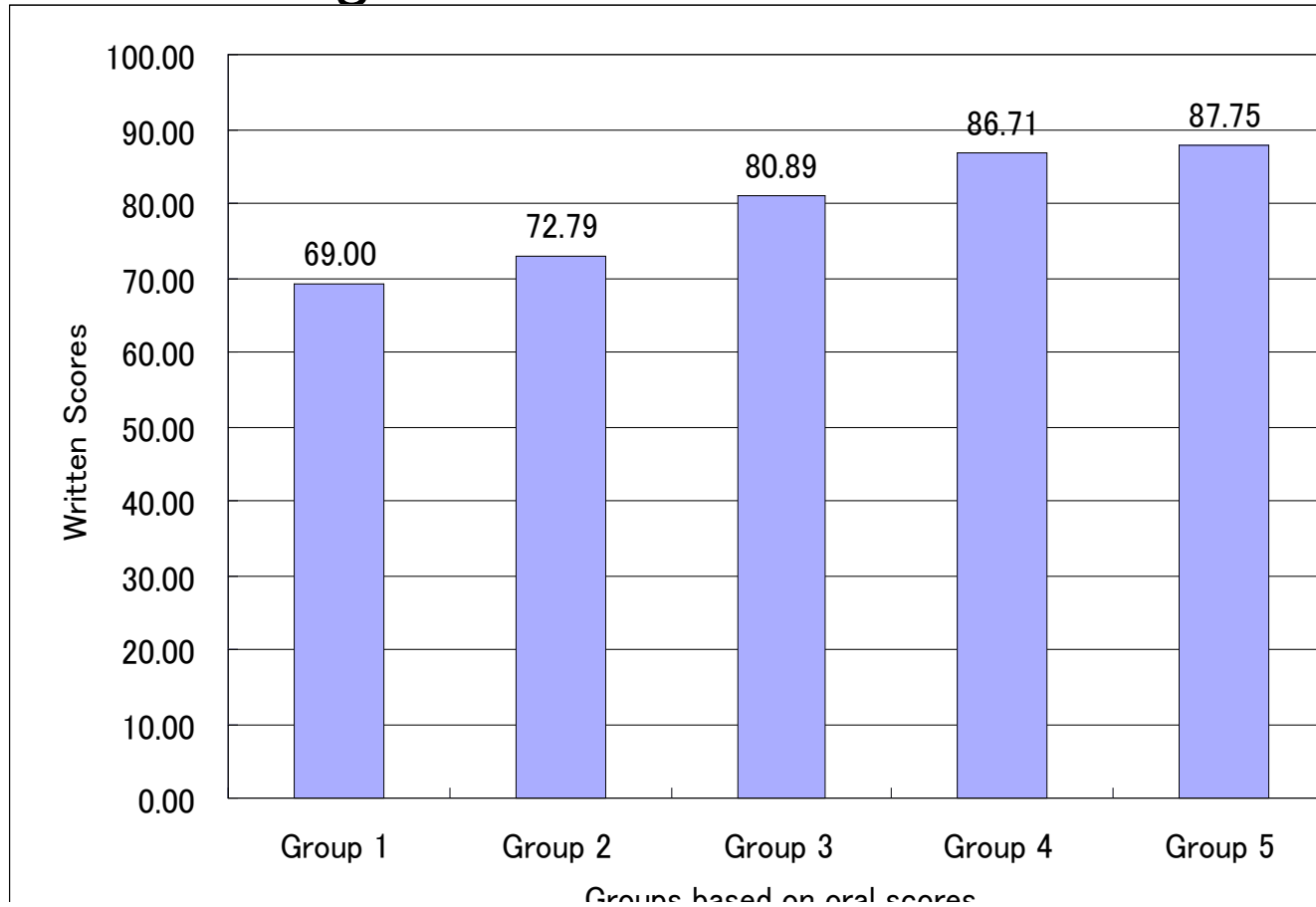
- Correlation between speaking and writing holistic scores: $r=.663$





Results (cont.)

○ Writing scores based on oral scores

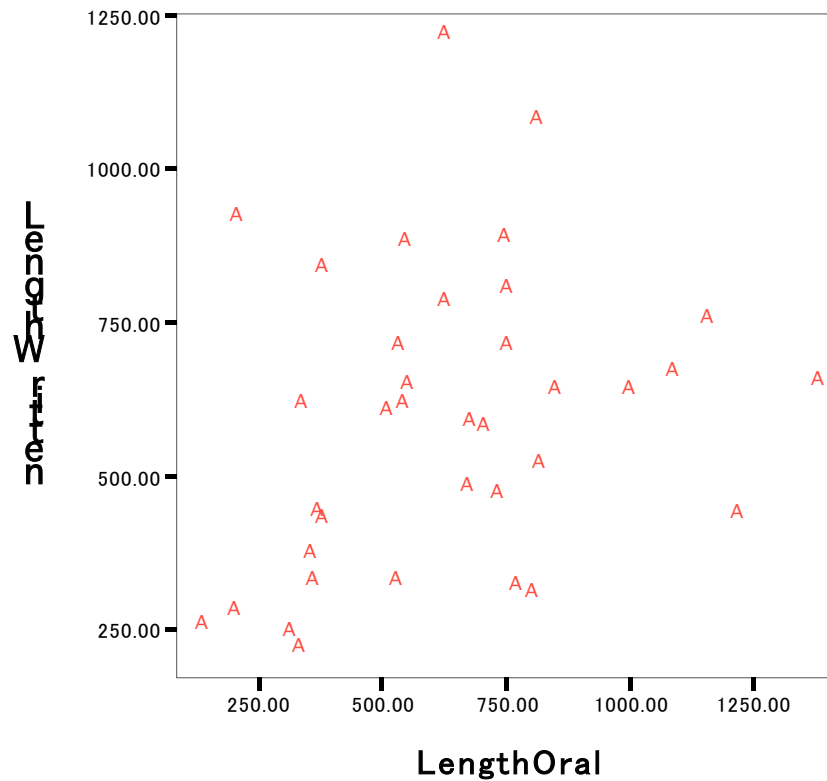


Group1:-23; Group2:24-28; Group3:28-32; Group4:32-36; Group5:36-



Results (cont.)

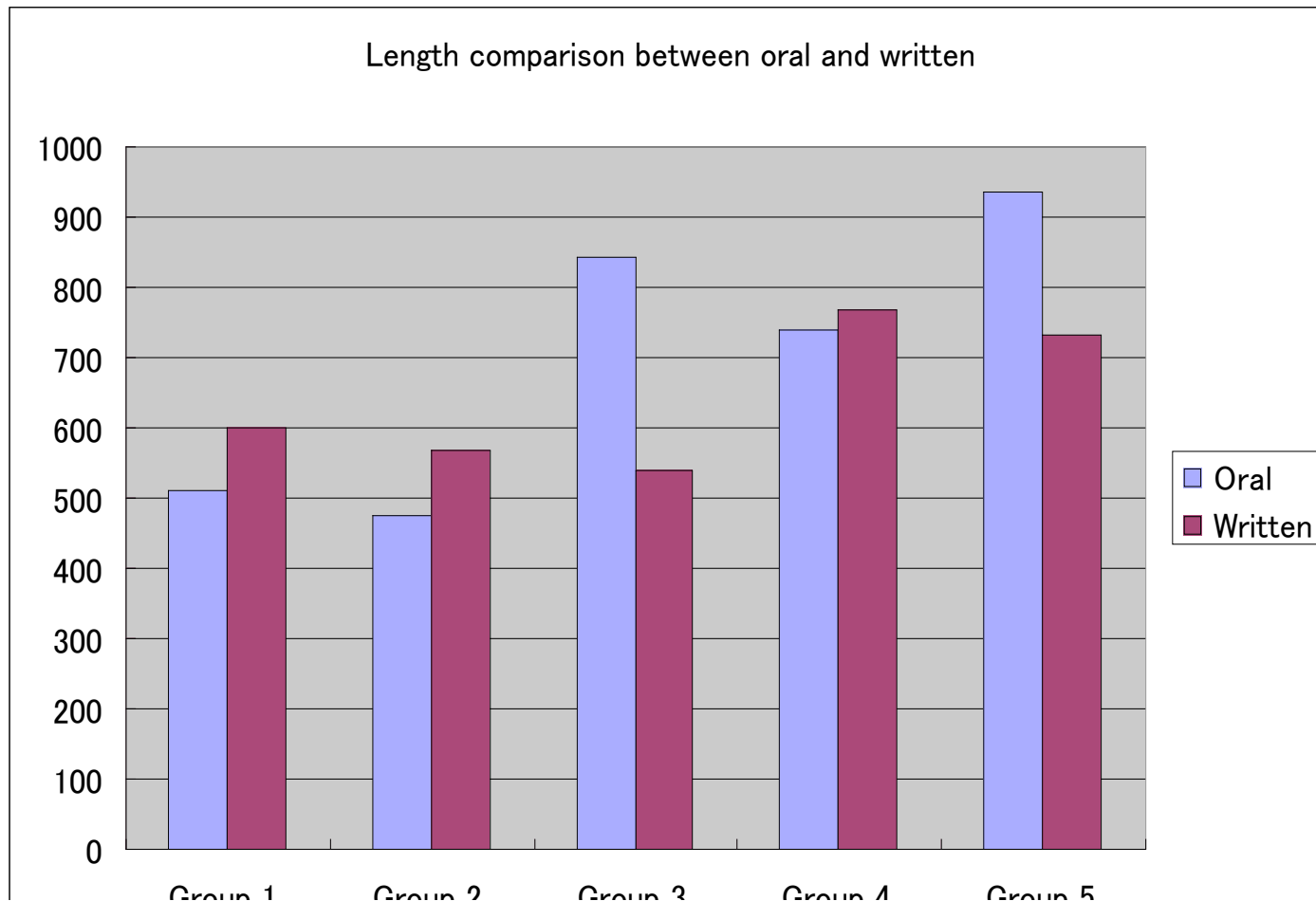
- Correlation between speaking and writing length: $r=.259$





Results (cont.)

- Oral and written length based on oral scores



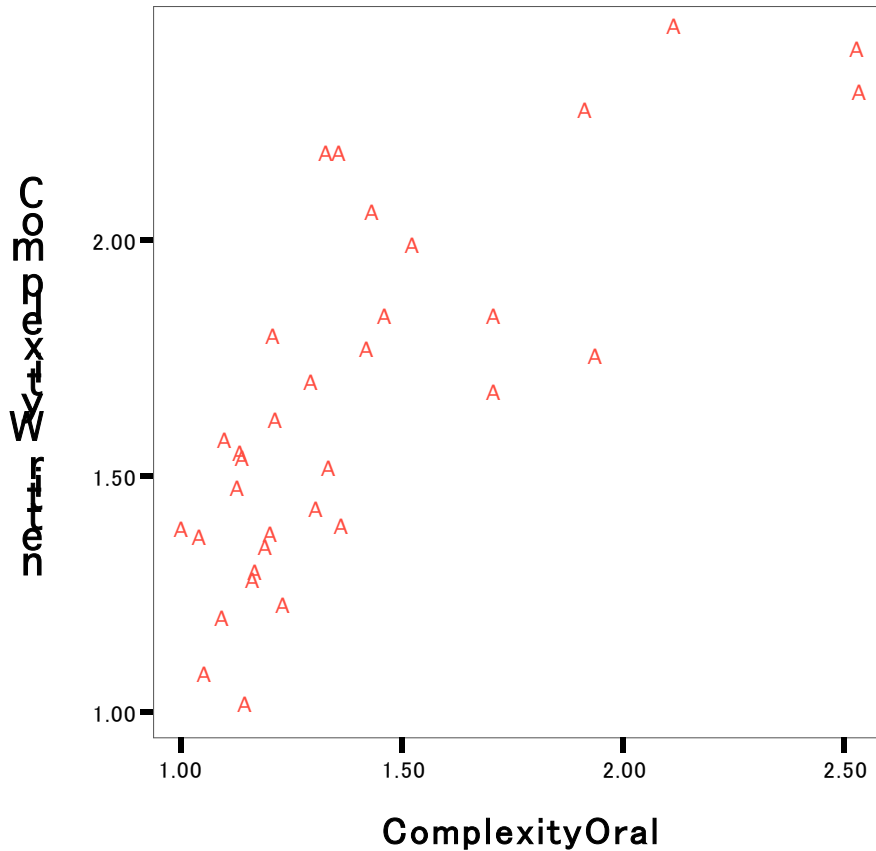
Group1:-23; Group2:24-28; Group3:28-32; Group4:32-36; Group5:36-



Results (cont.)

- Correlation between speaking and writing complexity: $r=.706^{**}$

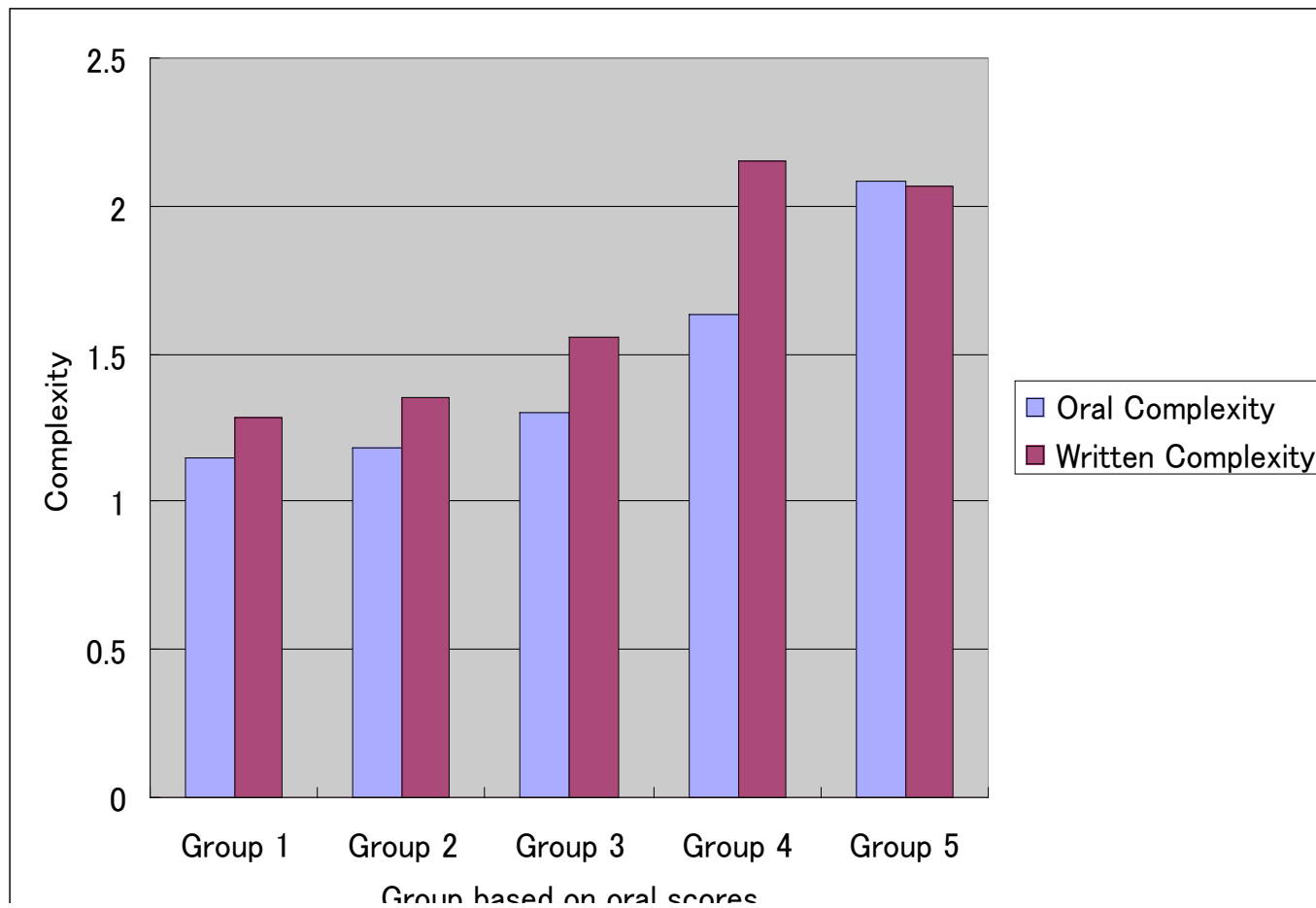
**Correlation is significant at the 0.01 level





Results (cont.)

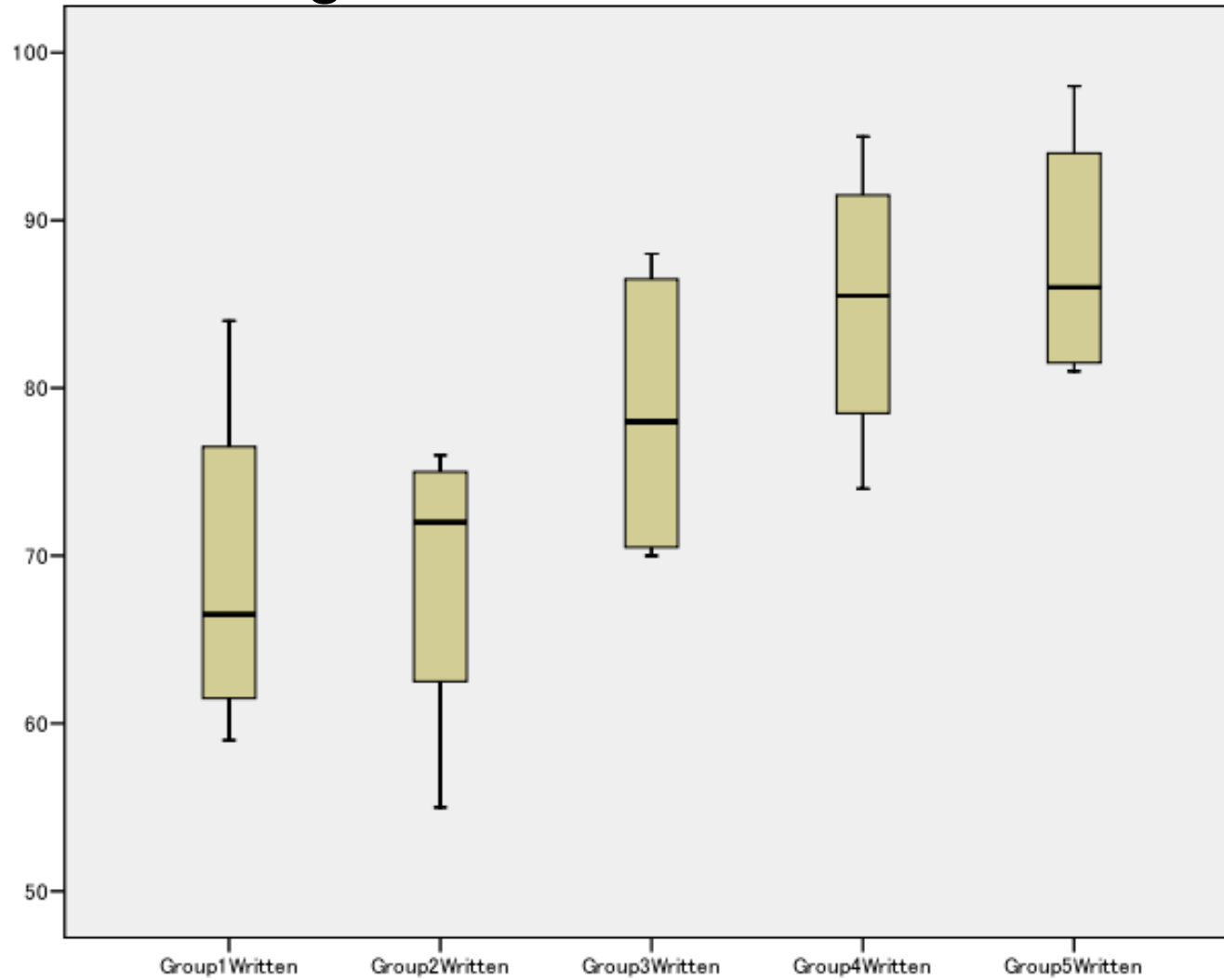
Oral and written complexities based on oral scores





Results (cont.)

Writing scores based on oral scores





Results (cont.)

List of learners who prefer oral

	Written (100)	Oral (40)	Length Written	Length Oral	Comp Written	Comp Oral
S1	71 (80.8)	30	537	1087	1.64	1.15
S2	70 (80.8)	29.5	316	766	1.6	1.212
S3	77 (80.8)	30	304	799	1.66	1.703
S4	82 (87.75)	38.25	651	1377	1.68	1.979
S5	81 (87.75)	37	574	702	1.823	1.940

*() shows average written scores based on the oral groups



Results (cont.)

List of learners who prefer writing

	Written (100)	Oral (40)	Length Written	Length Oral	Comp Written	Comp Oral
S6	95 (86.7)	34.5	880	746	2.06	1.354
S7	97 (86.7)	34.5	1213	622	3.17	1.900
S8	86 (72.7)	26.5	876	543	1.685	1.290
S9	87 (80.8)	29.5	635	995	2.105	1.288
S10	84 (69.0)	22.5	600	509	1.296	1.227

*() shows average written scores based on the oral groups



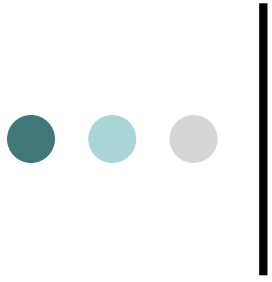
Conclusions & Discussions

- Those who are able to speak well may write well in general.
- As L2 proficiency increases, length in oral and written may increase.
- It is not necessarily true that those who can speak longer can produce longer in written.
- As L2 oral proficiency increase, complexity in oral and written becomes greater.
- Learners have preferred modality due to internal and external factors.
 - Living experience in Japan
 - Japanese TV
 - Reading Japanese articles
- L2 learners of Japanese in FL environment may be better in writing than in speaking



Limitations

- L2 proficiency levels:
 - from novice to advanced
 - Native speakers of Japanese
- Number of subjects
 - Small numbers on each group
- Genre of texts
 - e.g. Argumentative, expository, invitation
- Category of analysis
 - Accuracy, error types, styles, vocabulary level
- L1 background
 - Cognate and non-cognate learners with Japanese



Thank you very much.



References

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