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THE EFFECTS OF PRE-READING PERIODS
OF VARIOUS LENGTHS
IN A BEGINNERS' FRENCH COURSE

VOLUME 2

A thesis
submitted for the Degree of
Doctor of Philosophy
at the
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TABLES AND FIGURES TO ACCOMPANY VOLUME 1

FIGURE IV.1

Five skill timing schedules, showing approximate time allocations to each skill in each language half-hour throughout the year

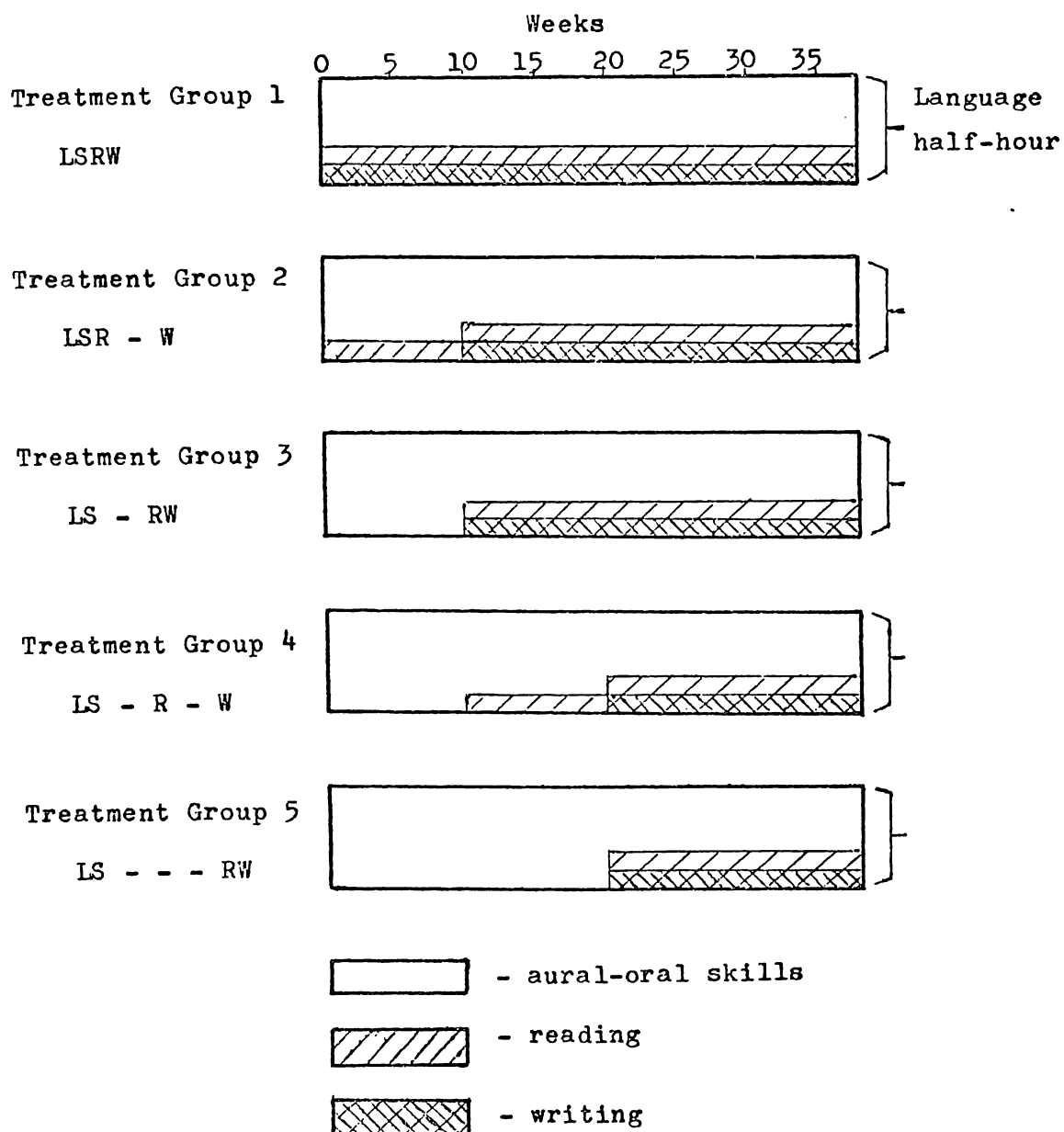


FIGURE V.1

Distribution of five timing schedules
in five schools

Schools: I - V; a.m. or p.m. indicated
Experimental classes in each school: A and B
Treatment groups: 1 - 5.

| School | Class | Treatment group |
|--------|-------|-----------------|
| I | A | 1 |
| a.m. | B | 2 |
| II | A | |
| p.m. | B | 3 |
| III | A | |
| a.m. | B | 4 |
| IV | A | |
| a.m. | B | 5 |
| V | A | |
| p.m. | B | 1 |

FIGURE V.2

Arrangements of classes within each school

First half-year

| | 1st $\frac{1}{2}$ hr | 2nd $\frac{1}{2}$ hr | 3rd $\frac{1}{2}$ hr |
|---------|----------------------|----------------------|----------------------|
| Class A | 1 | 2 | 3 |
| Class B | 2 | 3 | 1 |
| Class C | 3 | 1 | 2 |

Second half-year

| | 1st $\frac{1}{2}$ hr | 2nd $\frac{1}{2}$ hr | 3rd $\frac{1}{2}$ hr |
|---------|----------------------|----------------------|----------------------|
| Class A | 3 | 2 | 1 |
| Class B | 1 | 3 | 2 |
| Class C | 2 | 1 | 3 |

- 1 - language learning
- 2 - cultural study
- 3 - language reinforcement and extension

Note: Class C not included in experiment

TABLE VI.1

Correlations between predictors and language grades [from Valdman, 1966, p.177]

| Predictor | Correlation with language grades |
|------------------------------------|----------------------------------|
| I.Q. | $r = .46$ |
| English grades | $r = .57$ |
| Grade-point average [GPA] | $r = .62$ |
| Pimsleur Language Aptitude Battery | $R = .62$ $R = .72$ |
| | |

TABLE VI.2

Test grid, showing cell identification in terms of skill and language area

| | | Phonetics | Grammar | Vocabulary | Fluency |
|-------------------|-----------|-----------|---------|------------|---------|
| Receptive skills | Listening | 1 | 2 | 3 | |
| | Reading | 4 | 5 | 6 | |
| Productive skills | Writing | 7 | 8 | 9 | |
| | Speaking | 10 | 11 | 12 | 13 |

TABLE VI.3

Grammar used in the Hamilton course

| | |
|----------------------|--------------------------|
| <u>Prepositions</u> | <u>Possessive</u> |
| sur | <u>Adjectives</u> |
| sous | mon, ma, mes |
| devant | ton, ta, tes |
| derrière | son, sa, ses |
| dans | - used, but not prac- |
| en | tised thoroughly |
| à | |
| de [possessive] | |
| au | <u>Articles</u> |
| avec | le |
| | la |
| <u>Adjectives</u> | les |
| <u>Attributive</u> | l' |
| <u>Predicative</u> | un |
| <u>Agreement</u> | une |
| grand | des |
| petit | du |
| délicieux | |
| Colours | <u>Irregular verbs</u> |
| | fait |
| <u>Regular verbs</u> | avoir] all persons |
| - mainly 3rd per- | être] |
| son singular, but | aller |
| all persons used | |
| at some time | |
| during year: | <u>Interrogatives</u> |
| travailler | Est-ce que? |
| réparer | Inversion, including -t- |
| préparer | Inversion with noun |
| jouer | qui? |
| regarder | où? |
| parler | qu'est-ce que c'est? |
| acheter | à quelle heure? |
| rentrer | de quelle couleur? |
| manger | |
| | <u>Plurals of nouns</u> |
| <u>Pronouns</u> | Regular form only |
| All persons, | |
| subject form. | |
| ce | |

TABLE VI.4

Vocabulary used in the Hamilton course

| <u>Family</u> | <u>Buildings</u> | <u>Classroom</u> |
|-----------------|------------------|------------------|
| enfant | ville | crayon |
| famille | rue | stylo |
| bébé | supermarché | règle |
| mari | cinéma | boîte |
| femme | école | livre |
| père | bureau | cahier |
| mère | collège | devoirs |
| fil | garage | |
| fil | maison | |
| frère | | <u>Greetings</u> |
| soeur | | and |
| parent | <u>Interior</u> | <u>Various</u> |
| garçon | cuisine | bonjour |
| jeune fille | salon | monsieur |
| | chambre | madame |
| | chaise | bonsoir |
| | table | comment |
| | fenêtre | oui |
| <u>Animals</u> | porte | non |
| mouton | télévision | et |
| chat | téléphone | voici |
| chien | | voilà |
| poisson | | aussi |
| monstre | | très bien |
| | <u>Numerals</u> | merci |
| | 1 - 20 | ça va |
| | 30, 40, 50 | journal |
| <u>Vehicles</u> | | balle |
| voiture | <u>Time</u> | Idioms with: |
| camion | heure | s'appeler |
| tracteur | midi | âge |
| bicyclette | minuit | ans |
| bateau | demi | |
| train | quart | |
| autobus | moins | |
| avion | | |
| soucoupe | | |
| volante | | |
| | <u>Countries</u> | |
| <u>Clothing</u> | France | |
| cravate | Nouvelle- | |
| montre | Zélande | |
| robe | capitale | |
| chapeau | | |
| | <u>Food</u> | |
| <u>Colours</u> | pomme | |
| rouge | dîner | |
| bleu | carotte | |
| vert | tomate | |
| jaune | poulet | |
| noir | viande | |
| blanc | poisson | |
| gris | pain | |
| couleur | chocolat | |
| | bonbon | |
| | banane | |

TABLE VI.5

Numbers of items in the final test and percentage score values [after weighting] for each cell

| | Phonetics | Grammar | Vocabulary | Fluency | Totals |
|-----------|-------------|-------------|------------|-----------|-------------|
| Listening | 5 10% | 15 15% | 20 20% | | 40 45% |
| Reading | 5 5% | 5 5% | 5 5% | | 15 15% |
| Writing | 15 7.5% | 3 1.5% | 2 1% | | 20 10% |
| Speaking | 5 5% | 5 5% | 5 5% | 15 15% | 30 30% |
| Totals | 30 27.5% | 28 26.5% | 32 31% | 15 15% | 105 100% |

Receptive skills : 55 items; 60% of total score

Productive skills: 50 items; 40% of total score

In certain cases, the listing of an item under the heading of grammar or vocabulary is for convenience, and is not altogether distinctive, being based on the apparent dominance of either of these language areas within an item, but ignoring interaction between the two.

TABLE VI.6

Median facility and discrimination indices obtained in each skill area and in each language area

| | f | d | No. of items | % score value |
|------------|------|------|--------------|---------------|
| Listening | .48 | .48 | 40 | 45 |
| Reading | .63 | .44 | 15 | 15 |
| Writing | .52 | .565 | 20 | 10 |
| Speaking | .52 | .615 | 30 | 30 |
| | | | <u>105</u> | <u>100</u> |
| | f | d | | |
| Phonetics | .58 | .58 | 30 | 27.5 |
| Grammar | .555 | .435 | 28 | 26.5 |
| Vocabulary | .56 | .65 | 32 | 31 |
| Fluency | .39 | .57 | 15 | 15 |
| | | | <u>105</u> | <u>100</u> |

FIGURE VI.1

Scatter diagram of marks given by
two markers of speaking test [n = 32]

| | | Marker b | | | | | | | | | | | | | | | | | | | | | |
|----------|-------|----------|---|---|----|----|----|----|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|
| | | 5 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 |
| Marker a | 24-25 | | | | | | | | | | | 1 | 2 | | | | | | | | | | |
| | 22-23 | | | | | | | | | | 1 | 1 | | | | | | | | | | | |
| | 20-21 | | | | | | | | | 2 | 2 | 1 | | | | | | | | | | | |
| | 18-19 | | | | | | | | 1 | 4 | 1 | | | | | | | | | | | | |
| | 16-17 | | | | | | 2 | 3 | | | | | | | | | | | | | | | |
| | 14-15 | | | | | | 2 | | | | | | | | | | | | | | | | |
| | 12-13 | | | | | 1 | 1 | | | | | | | | | | | | | | | | |
| | 10-11 | | | | 3 | | | | | | | | | | | | | | | | | | |
| | 8-9 | | | | | | | | | | | | | | | | | | | | | | |
| | 6-7 | 2 | 2 | | | | | | | | | | | | | | | | | | | | |

r = .98

FIGURE VI.2

Scatter diagram of marks given by one marker
of speaking test on two separate occasions
[n = 32]

| | | Marker a ₂ | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-------|-----------------------|---|---|----|----|----|----|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|
| | | 5 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 |
| Marker a ₁ | 24-25 | | | | | | | | | | | 2 | 1 | | | | | | | | | | |
| | 22-23 | | | | | | | | | | | 2 | | | | | | | | | | | |
| | 20-21 | | | | | | | | | 2 | 3 | | | | | | | | | | | | |
| | 18-19 | | | | | | | | 1 | 5 | | | | | | | | | | | | | |
| | 16-17 | | | | | | 4 | 1 | | | | | | | | | | | | | | | |
| | 14-15 | | | | | 2 | | | | | | | | | | | | | | | | | |
| | 12-13 | | | | 1 | 1 | | | | | | | | | | | | | | | | | |
| | 10-11 | | | | 3 | | | | | | | | | | | | | | | | | | |
| | 8-9 | | | | | | | | | | | | | | | | | | | | | | |
| | 6-7 | 3 | 1 | | | | | | | | | | | | | | | | | | | | |

r = .997

FIGURE VI.3

Scatter diagrams of marks obtained in first and second attempts on tests [n= 32]

Total test - second attempt

| | 26 | 32 | 38 | 44 | 50 | 56 | 62 | 68 | 74 | 80 | 86 |
|----------------------------|----|----|----|----|----|----|----|----|----|----|----|
| | 31 | 37 | 43 | 49 | 55 | 61 | 67 | 73 | 79 | 85 | 91 |
| Total test - first attempt | | | | | | | | | | 1 | 1 |
| 80-85 | | | | | | | | | | | |
| 74-79 | | | | | | | | 1 | | | |
| 68-73 | | | | | | | 1 | 2 | 1 | | |
| 62-67 | | | | | | | 1 | | | | |
| 56-61 | | | | | | 4 | 4 | 2 | | | |
| 50-55 | | | 1 | 1 | 2 | 1 | 1 | | | | |
| 44-49 | | | | 1 | | | | | | | |
| 38-43 | | | 2 | 2 | | | | | | | |
| 32-37 | 1 | | | 1 | | | | | | | |
| 26-31 | 1 | | | | | | | | | | |

r = .93

Listening test - second attempt

| | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 |
|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 27 | 29 | 31 | 33 | 35 | 37 |
| Listening test - first attempt | | | | | | | | | | 1 | 1 | 2 | 1 |
| 33-34 | | | | | | | | | | | | | |
| 31-32 | | | | | | | | | | | | | |
| 29-30 | | | | | | | | | | | 1 | | |
| 27-28 | | | | | | | 1 | | 1 | 1 | | | |
| 25-26 | | | | | | 1 | | 2 | | 1 | | | |
| 23-24 | | 1 | | 1 | 1 | 1 | | 2 | 1 | 1 | | | |
| 21-22 | | | | | 1 | | | | | | | 1 | |
| 19-20 | | | | | | 2 | | | | | | | |
| 17-18 | 1 | | | | 1 | | | | | | | | |
| 15-16 | | | | 2 | | | | | | | | | |
| 13-14 | | 1 | | 1 | | | | | | | | | |
| 11-12 | 1 | | | | | | | | | | | | |

r = .80

Speaking test - second attempt

| | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 |
|-------------------------------|---|---|---|----|----|----|----|----|----|----|----|----|
| | 5 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 27 |
| Speaking test - first attempt | | | | | | | | | | | | 2 |
| 25-26 | | | | | | | | | | | | |
| 23-24 | | | | | | | | | | | 1 | |
| 21-22 | | | | | | | | | 2 | | | |
| 19-20 | | | | | | | | 3 | 1 | 2 | | |
| 17-18 | | | | | | 2 | 1 | | | | | |
| 15-16 | | | 1 | | 2 | 1 | 2 | | | | | |
| 13-14 | | | | 3 | 1 | 1 | | 1 | | | | |
| 11-12 | | | | | | 2 | | | | | | |
| 9-10 | | | 1 | 1 | | | | | | | | |
| 7-8 | 1 | | 1 | | | | | | | | | |

r = .87

Reading test - second attempt

| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|------------------------------|---|---|---|---|---|---|----|----|----|----|----|
| Reading test - first attempt | | | | | | | | | | | 1 |
| 15 | | | | | | | | | | | |
| 14 | | | | | | | | 1 | | 1 | |
| 13 | | | | | | | | 1 | 1 | | 1 |
| 12 | | | | | 1 | 2 | | | | | |
| 11 | | | | | | 1 | 2 | | | 1 | |
| 10 | | | | | 2 | | 3 | 2 | | 2 | |
| 9 | 1 | | | | | 1 | | 1 | | | |
| 8 | | | 1 | 1 | | | | 1 | | | |
| 7 | | | | 1 | 2 | | | | | | |
| 6 | | | | | | | | | | | |
| 5 | | | 1 | | | | | | | | |

r = .68

Writing test - second attempt

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------------|---|---|---|---|---|---|---|---|
| Writing test - first attempt | | | | | | | | 3 |
| 9 | | | | | | | | |
| 8 | | | | | 1 | | 1 | 2 |
| 7 | | | | | | 3 | 5 | |
| 6 | | | 1 | 1 | | 2 | 1 | 1 |
| 5 | | | | 1 | 2 | 2 | 1 | |
| 4 | | | 1 | | 2 | | | |
| 3 | 1 | | | | | | | |
| 2 | | | 1 | | | | | |

r = .76

FIGURE VI.4

Scatter diagrams of marks obtained in separate parts of listening test at first and second attempts [n = 32]

| | | Part 1 ₂ | | | | | | | | | | | | |
|---------------------|----|---------------------|---|---|---|---|---|---|---|---|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Part 1 ₁ | 11 | | | | | | | | | 2 | 1 | | 1 | |
| | 10 | | | | | | | | | 1 | | 3 | | |
| | 9 | | | | | | | | | 1 | | 1 | | |
| | 8 | | | | | | | | 1 | 1 | | 1 | 1 | |
| | 7 | | | | | | 1 | 1 | 1 | 3 | 1 | 2 | | |
| | 6 | | | | | 1 | | 1 | | | | | | |
| | 5 | | | | | | | | | | | | | |
| | 4 | | | | 1 | | | | | | | | | |
| | 3 | | 1 | 1 | | | | | | 1 | | | | |
| | 2 | | | | | | | | | | | | | |
| | 1 | | | | | 2 | | | | | | | | |
| | 0 | 1 | | | | | | | | | | | | |

r = .82

| | | Part 2 ₂ | | | | | | | | | |
|---------------------|---|---------------------|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Part 2 ₁ | 9 | | | | | | | | 1 | | |
| | 8 | | | | 1 | | 2 | | | 1 | 1 |
| | 7 | | | | 1 | | | | 1 | | |
| | 6 | | | | 1 | 2 | 1 | 1 | | | |
| | 5 | | 1 | | 1 | | | | 1 | | |
| | 4 | 1 | 2 | 2 | 1 | | 1 | 1 | | | |
| | 3 | | | 1 | | | | | | | |
| | 2 | | | 2 | 1 | 1 | | | | | |
| | 1 | | | 1 | 1 | | | | | | |
| | 0 | | | 1 | | | | | | | |

r = .6

| | | Part 3 ₂ | | | | | | |
|---------------------|---|---------------------|---|---|---|---|---|---|
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Part 3 ₁ | 9 | | | | 1 | | 1 | |
| | 8 | | | | | 1 | 1 | |
| | 7 | | | | 1 | 1 | 1 | 1 |
| | 6 | | 1 | 1 | 2 | | | |
| | 5 | 2 | 2 | 2 | 1 | 4 | 1 | |
| | 4 | | | 1 | | 1 | 1 | |
| | 3 | | | 1 | 2 | | | |
| | 2 | | | | | 1 | 1 | |

r = .17
r_c = .18

| | | Part 4 ₂ and 5 ₂ | | | | | | | | |
|---|---|--|---|---|---|---|---|---|----|--|
| | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Part 4 ₁ and 5 ₁ | 8 | | | | | 1 | 2 | 1 | 1 | |
| | 7 | 1 | | 1 | | 4 | 1 | | | |
| | 6 | | 3 | 3 | 3 | 3 | 1 | | | |
| | 5 | | 1 | 1 | 1 | 1 | 1 | | | |
| | 4 | | | 1 | 1 | | | | | |

r = .46
r_c = .5

TABLE VI.7

A summary of the major statistical features of the test

| Statistic | Value | Sample size |
|--------------------------------------|-------|-------------|
| Median facility index | .53 | 100 |
| Median discrimination index | .56 | 100 |
| Inter-judge reliability ¹ | .98 | 32 |
| Intra-judge reliability ¹ | .997 | 32 |
| Stability | .93 | 32 |
| Internal consistency | .92 | 100 |

¹ Speaking test only. Other tests showed perfect correlation on these measures.

TABLE VI.8

Attitude questionnaire: positive response levels and discrimination indices

| Item no. | pr | d | Item no. | pr | d |
|----------|-----|-----|----------|-----|-----|
| 1 | .68 | .54 | 11 | .55 | .62 |
| 2 | .78 | .68 | 12 | .61 | .65 |
| 3 | .51 | .62 | 13 | .50 | .51 |
| 4 | .55 | .34 | 14 | .75 | .47 |
| 5 | .83 | .62 | 15 | .52 | .53 |
| 6 | .55 | .50 | 16 | .63 | .73 |
| 7 | .52 | .36 | 17 | .45 | .70 |
| 8 | .63 | .53 | 18 | .67 | .64 |
| 9 | .63 | .61 | 19 | .69 | .70 |
| 10 | .61 | .70 | 20 | .71 | .79 |

Median pr value: 0.62

Median d value: 0.62

TABLE VI.9

Mid-year questionnaire: positive response
levels and discrimination indices

Beginning of year

| Item no. | pr | d |
|-------------|-----|-----|
| 2 | .78 | .68 |
| 9 | .63 | .61 |
| 7 | .52 | .36 |
| 10 | .61 | .70 |
| 18 | .67 | .44 |
| 20 | .71 | .79 |

Mid-year

| Item no. | pr | d |
|-------------|-----|-----|
| 1 | .71 | .42 |
| 2 | .59 | .64 |
| 3 | .58 | .44 |
| 4 | .49 | .72 |
| 5 | .68 | .64 |
| 6 | .72 | .50 |

Median pr value: 0.65

Median d value: 0.645

Median pr value: 0.635

Median d value: 0.56

TABLE VI.10

Types of item used in Form Three tests,
and numbers of each type tried out and
retained

Listening Test

| | | |
|--------|---|----------------|
| Part 1 | Giving the English for the last word of a sentence | 20 : 12 |
| 2 | Indicating number and gender of objects mentioned in phrases | 12 : 8 |
| 3 | Selecting one caption from three to fit a picture | 6 : 5 |
| 4 | Selecting one printed rejoinder from four to fit a statement or question | <u>15 : 10</u> |
| | Totals | <u>53 : 35</u> |

Reading Test

| | | |
|--------|---|----------------|
| Part 1 | Selecting one grammatical form from three to fit a space in a sentence | 12 : 8 |
| 2 | Selecting one underlined letter [or group of letters] of which the <u>sound</u> differs from that of two other underlined letters [or groups of letters] | 5 : 5 |
| 3 | Selecting one printed rejoinder from four to fit a printed statement or question | <u>15 : 12</u> |
| | Totals | <u>32 : 25</u> |

Writing Test

| | | |
|--------|---|----------------|
| Part 1 | Supplying missing words in a printed para- graph | 19 : 10 |
| 2 | Changing a word in a sentence, and apply- ing subsequent necessary transformations | <u>22 : 10</u> |
| | Totals | <u>41 : 20</u> |

Dictation

| | | |
|--|----------------------------|---------|
| | Credit for specific points | 20 : 10 |
|--|----------------------------|---------|

Over-all Totals 146 : 90

TABLE VI.11

A summary of the major statistical features of the delayed tests

| Statistic | Value | <u>n</u> |
|-----------------------------|-------|----------|
| Mean score | 54.9% | 99 |
| Standard deviation | 14.1 | |
| Median facility index | 0.55 | 90 |
| Median discrimination index | 0.45 | |
| Internal consistency | 0.89 | |

In a check on inter-judge and intra-judge reliability, no differences were found between the two sets of marks obtained in each case.

It was not possible to obtain a test-retest correlation coefficient in the time available.

FIGURE VI.5

Delayed tests: distributions of pupils' scores, item facility indices, and item discrimination indices

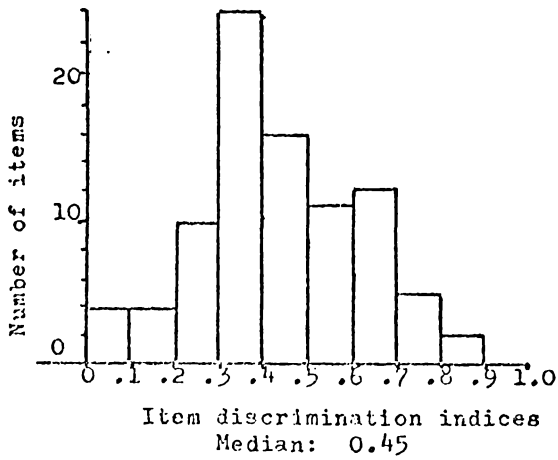
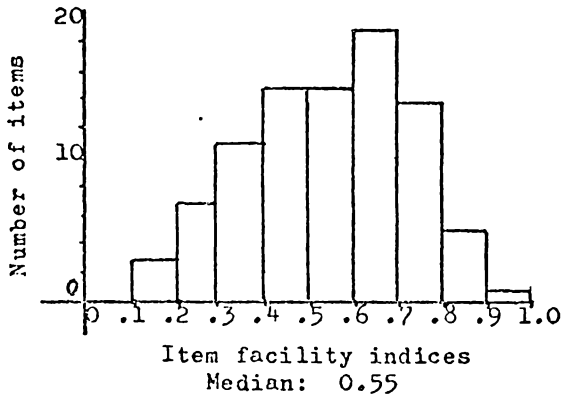
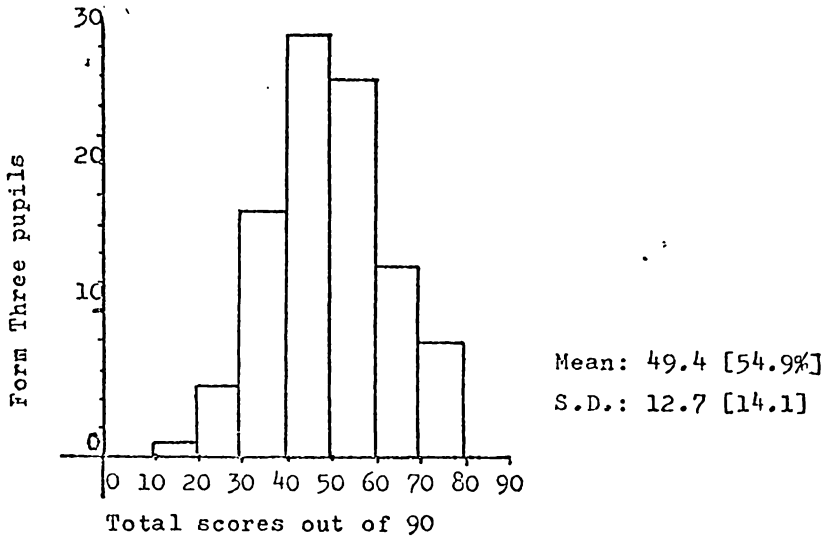


TABLE VII.1

Mean scores and standard deviations on the LAB reported by Pimsleur [1966a, p.15] and corresponding scores obtained by the Hamilton experimental group

| | Pimsleur's groups | | | | | | Hamilton group | |
|-------|-------------------|------|-------------------|------|-------------------|------|----------------|------|
| | Beginning grade 7 | | Beginning grade 8 | | Beginning grade 9 | | | |
| N | 1201 | | 979 | | 1765 | | 363 | |
| Part | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| 1 | 11.1 | 2.9 | 9.5 | 3.2 | 10.1 | 3.4 | 10.7 | 2.1 |
| 2 | 5.2 | 2.4 | 5.2 | 2.3 | 5.1 | 2.3 | 6.4 | 1.4 |
| 3-4 | 14.2 | 5.0 | 17.5 | 6.3 | 20.0 | 6.7 | 13.5 | 4.5 |
| 5-6 | 29.4 | 7.2 | 32.1 | 7.6 | 32.8 | 7.1 | 34.6 | 6.2 |
| Total | 58.9 | 13.2 | 64.3 | 14.9 | 67.9 | 15.2 | 65.2 | 10.3 |

Pimsleur grouped parts 3 and 4 and parts 4 and 5 of the Aptitude Battery into Verbal Aptitude and Auditory Aptitude respectively, and this arrangement has been adopted here. Robinson suggested, however, that the information provided by these combined scores may well be misleading in attempts to locate specific strengths or weaknesses of given pupils or groups of pupils [Robinson, 1975, p.23].

TABLE VII.2

Inter-correlations of part scores on the LAB reported by Pimsleur for pupils beginning grade 8 [lower diagonal], and those obtained from the Hamilton experimental population [upper diagonal]

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|-----|-----|-----|-----|
| 1 GPA | | .06 | .47 | .24 | .18 | .36 |
| 2 Interest | .33 | | .07 | .25 | .00 | .04 |
| 3 Vocabulary | .42 | .24 | | .14 | .07 | .30 |
| 4 Lang. anal. | .41 | .23 | .47 | | .04 | .06 |
| 5 Sound disc. | .28 | .21 | .35 | .37 | | .28 |
| 6 S-S assoc. | .27 | .23 | .42 | .37 | .40 | |

TABLE VII.3

Analysis of variance table calculated by stepwise regression analysis of four parts of LAB on final three-test total [N = 363]

| Source | d.f. | Sum of sq. | Mean sq. | F |
|------------|------|------------|----------|-------|
| Mean | 1 | 463270 | 463270 | |
| Regression | 4 | 14825 | 3706.4 | 56.93 |
| Error | 358 | 23308 | 65.1 | |

Beta weights for the four independent variables and their t values

| Variable | Beta coefficient | t value |
|---------------|------------------|---------|
| GPA | 0.3467 | 7.119 |
| Interest | 0.0767 | 1.844 |
| Verbal apt. | 0.0966 | 2.008 |
| Auditory apt. | 0.3317 | 7.386 |

Multiple R = 0.62

=====

TABLE VII.4

Analysis of variance table calculated by stepwise regression analysis of I.Q., GPA, and auditory aptitude on final three-test total [n = 291]

| Source | d.f. | Sum of sq. | Mean sq. | F |
|------------|------|------------|----------|-------|
| Mean | 1 | 394980 | 394980 | |
| Regression | 3 | 13203 | 4401.3 | 76.98 |
| Error | 287 | 16408 | 57.2 | |

Beta weights for the three independent variables and their t values

| Variable | Beta coefficient | t value |
|---------------|------------------|---------|
| I.Q. | 0.3380 | 6.602 |
| GPA | 0.2522 | 5.074 |
| Auditory apt. | 0.2750 | 5.670 |

Multiple R = 0.67

=====

TABLE VII.5

A summary of the correlations obtained between aptitude and achievement

| | | Dependent variables | |
|-----------------------|--------------------------|---------------------|---------------------|
| | | Four-test total | Three-test total |
| Independent variables | LAB total | r = 0.62 n = 176 | r = 0.59 N = 363 |
| | LAB: four parts | | R = 0.62 N = 363 |
| | LAB: two parts plus I.Q. | | R = 0.67 n = 291 |

TABLE VII.6

Mean scores and standard deviations obtained from the experimental population as a whole on the four separate skill tests

| | N | Mean | S.D. | % Mean |
|----------------|-----|------|------|--------|
| Speaking test | 176 | 15.8 | 5.7 | 52.7 |
| Listening test | 363 | 20.5 | 6.7 | 45.6 |
| Reading test | 363 | 9.3 | 2.9 | 62.0 |
| Writing test | 363 | 5.9 | 2.1 | 59.0 |

TABLE VII.7

Mean scores and standard deviations obtained from the experimental population as a whole on each part of the tests, and in the mid-year attitude questionnaire

| | | Mean | S.D. | % Mean |
|-------------------|---|------|------|--------|
| Listening test, | 1 | 6.5 | 3.4 | 43.3 |
| | 2 | 4.2 | 2.1 | 42.0 |
| | 3 | 4.0 | 2.3 | 40.0 |
| | 4 | 3.4 | 1.3 | 68.0 |
| | 5 | 2.4 | 1.2 | 48.0 |
| Reading test, | 1 | 6.3 | 2.0 | 63.0 |
| | 2 | 3.0 | 1.5 | 60.0 |
| Writing test, | 1 | 5.1 | 2.3 | 51.0 |
| | 2 | 3.2 | 1.4 | 64.0 |
| | 3 | 3.0 | 1.5 | 60.0 |
| Speaking test, | 1 | 3.3 | 1.3 | 66.0 |
| | 2 | 3.9 | 1.3 | 78.0 |
| | 3 | 2.7 | 1.3 | 54.0 |
| | 4 | 5.9 | 2.9 | 39.3 |
| Mid-year attitude | | 11.5 | 3.8 | 63.9 |

TABLE VII.8

Mean scores and standard deviations
obtained on each of the delayed
achievement tests

| | Mean | S.D. | % Mean |
|----------------|------|------|--------|
| Listening test | 21.6 | 4.89 | 61.7 |
| Reading test | 13.5 | 4.15 | 54.2 |
| Writing test | 8.4 | 3.58 | 41.8 |
| Dictation | 9.9 | 2.45 | 49.5 |

FIGURE VII.1

Distributions of total scores on Pimsleur
Language Aptitude Battery

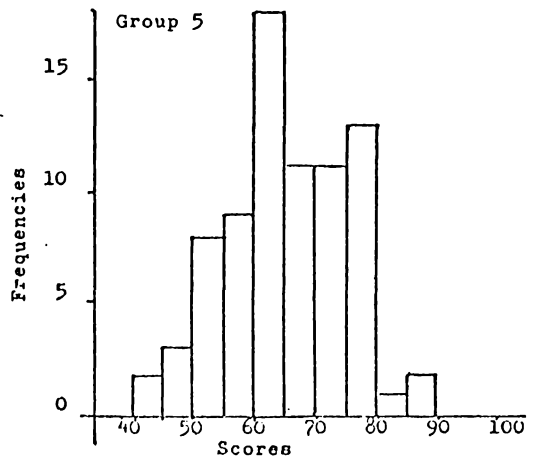
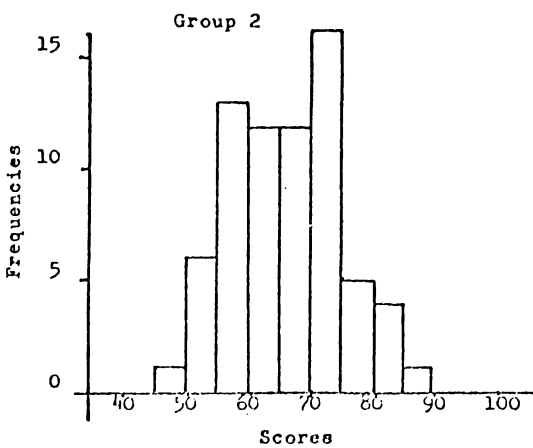
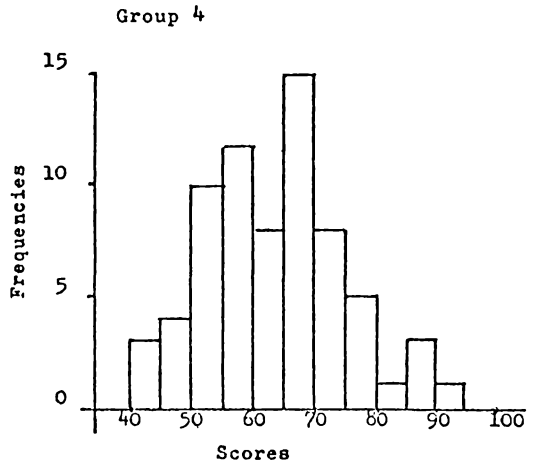
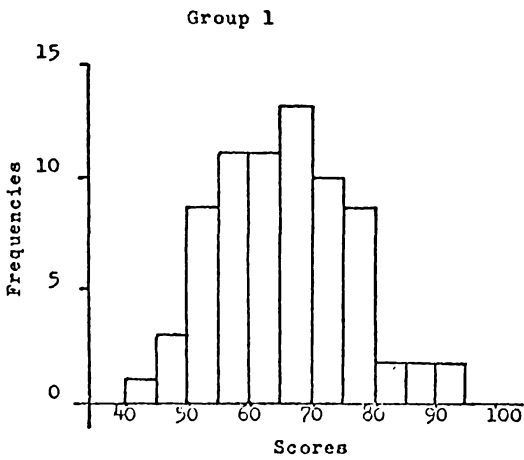
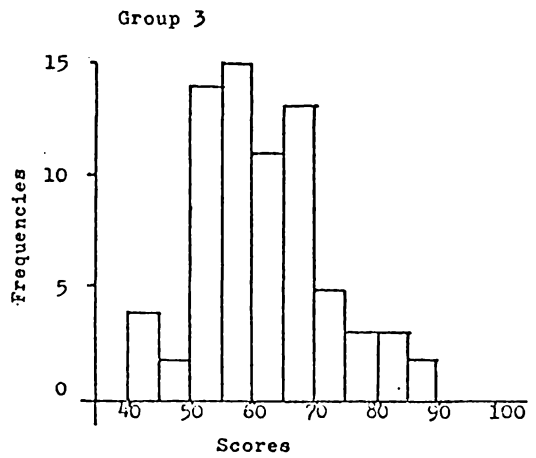
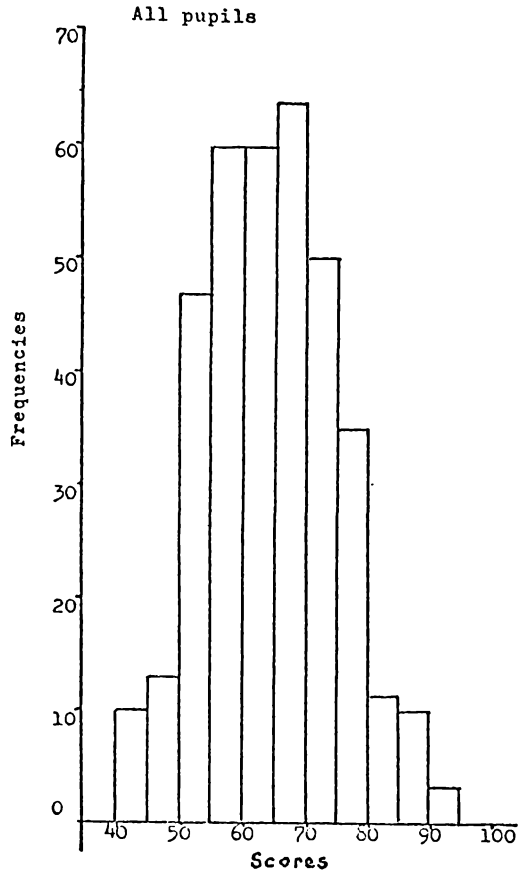


TABLE VII.9

Mean scores and standard deviations of five treatment groups on Pimsleur Language Aptitude Battery, and results of analysis of variance of these scores

| Treatment | Mean | S.D. |
|-----------|------|-------|
| 1 | 66.5 | 10.96 |
| 2 | 66.7 | 8.60 |
| 3 | 62.4 | 10.17 |
| 4 | 64.2 | 10.96 |
| 5 | 65.9 | 10.17 |

| Analysis of variance | | | | | |
|----------------------|----------------|------|----------|---------|--------|
| | Sum of squares | d.f. | Variance | F ratio | p |
| Between groups | 990.747 | 4 | 247.687 | 2.377 | 0.0516 |
| Within groups | 37304.684 | 358 | 104.203 | | |
| Total | 38295.431 | 362 | | | |

FIGURE VII.2

Distributions of combined scores on listening test, reading test and writing test in Form Two

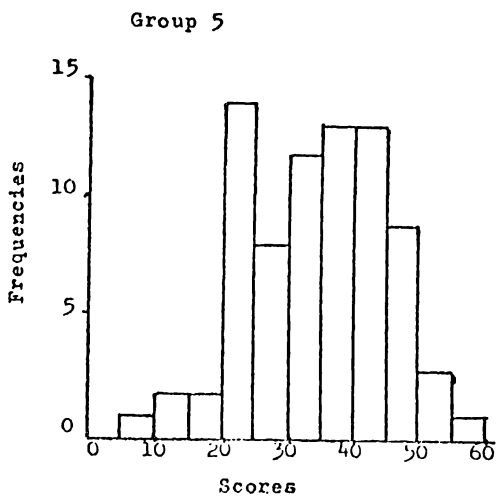
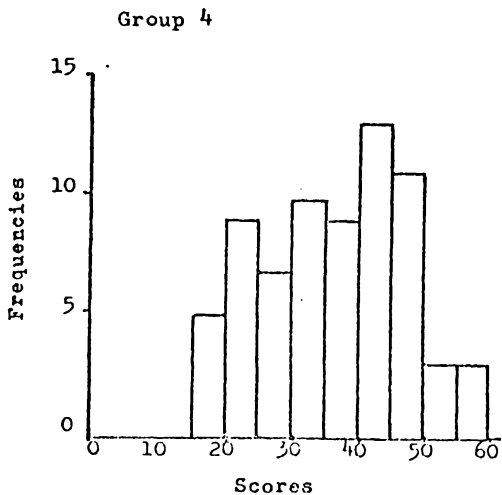
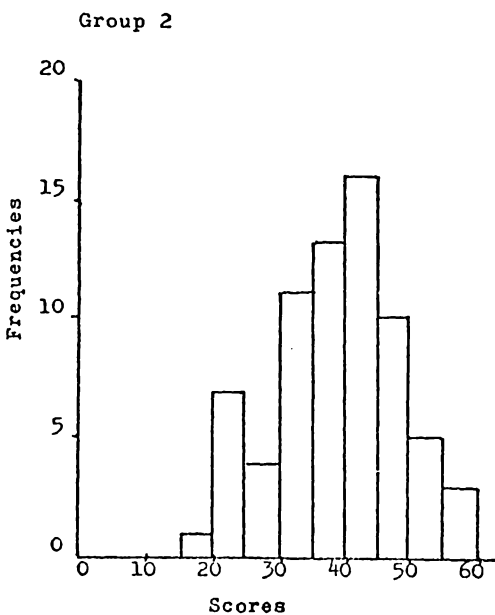
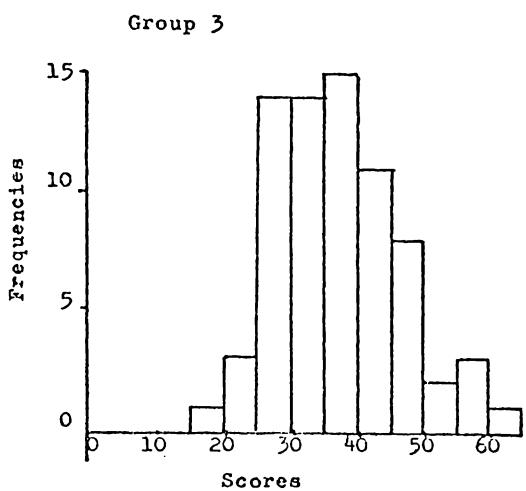
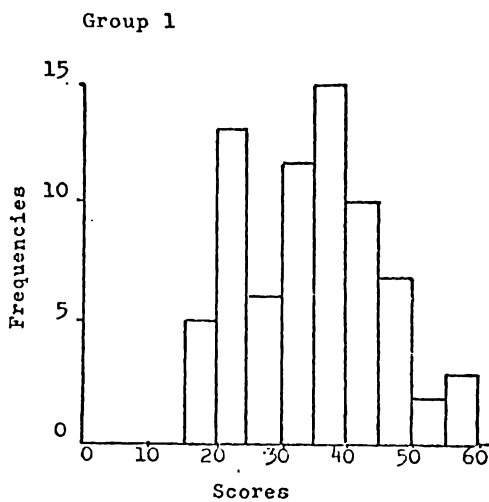
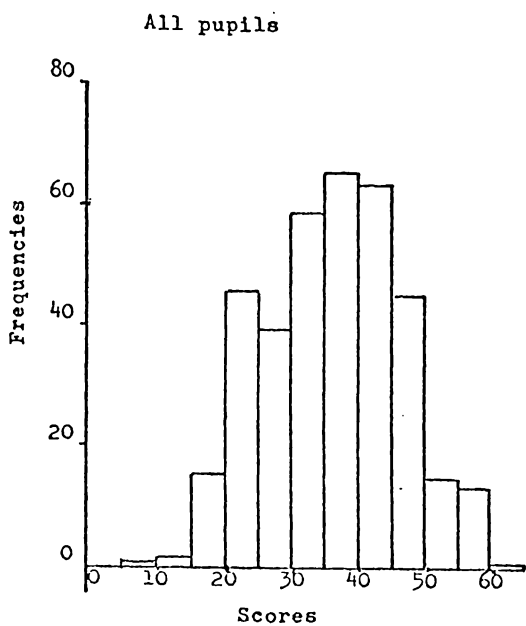


TABLE VII.10

Adjusted means and standard deviations of five treatment groups on Form Two reading, writing and listening tests combined, and analysis of covariance of these scores, with aptitude as covariate

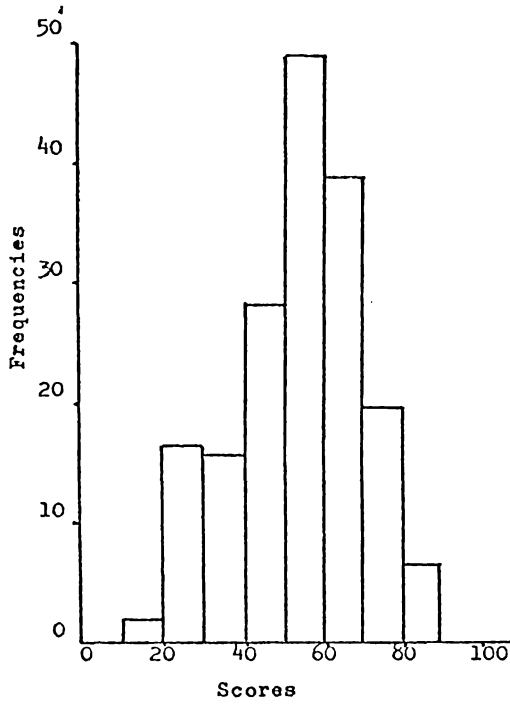
| Treatment | Mean | S.D. |
|-----------|------|------|
| 1 | 33.4 | 8.79 |
| 2 | 37.1 | 7.87 |
| 3 | 38.4 | 7.08 |
| 4 | 36.6 | 7.77 |
| 5 | 33.4 | 8.68 |

| Analysis of covariance | | | | | |
|------------------------|----------------|------|----------|---------|---------|
| | Sum of squares | d.f. | Variance | F ratio | p |
| Between groups | 1538.140 | 4 | 384.535 | 5.893 | 0.00013 |
| Within groups | 23294.422 | 357 | 65.250 | | |
| Total | 24832.562 | 361 | | | |

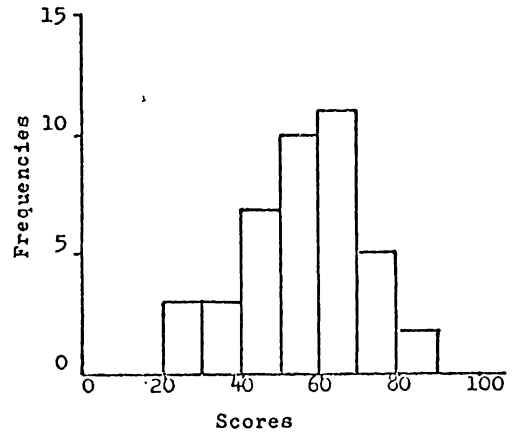
FIGURE VII.3

Distributions of combined scores on listening test, reading test, writing test and speaking test

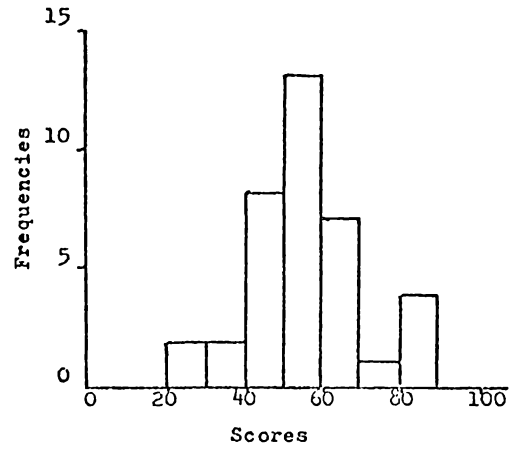
All groups



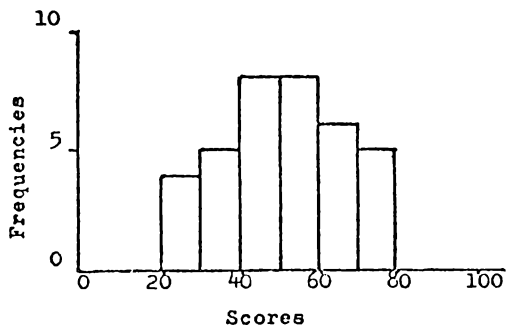
Group 2



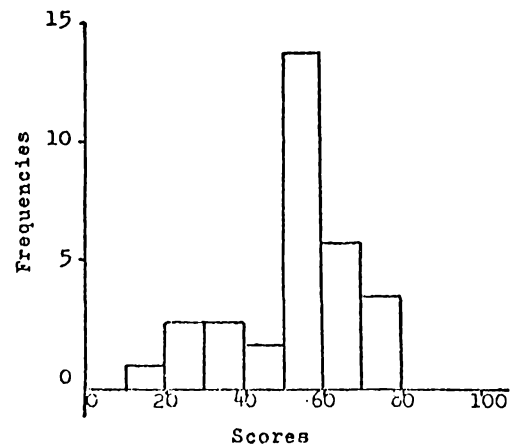
Group 3



Group 1



Group 5



Group 4

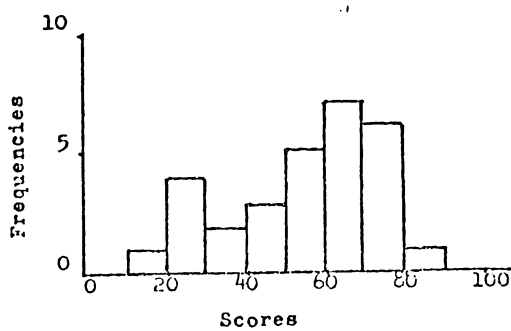


TABLE VII.11

Adjusted means and standard deviations of five treatment groups on four tests combined, and analysis of covariance of these scores

| Treatment | Mean | S.D. |
|-----------|------|-------|
| 1 | 49.8 | 13.27 |
| 2 | 53.4 | 11.42 |
| 3 | 57.1 | 10.48 |
| 4 | 55.3 | 12.00 |
| 5 | 50.6 | 13.21 |

| Analysis of covariance | | | | | |
|------------------------|----------------|------|----------|---------|-------|
| | Sum of squares | d.f. | Variance | F ratio | p |
| Between groups | 1321.558 | 4 | 330.390 | 2.264 | 0.064 |
| Within groups | 24812.038 | 170 | 145.953 | | |
| Total | 26133.696 | 174 | | | |

FIGURE VII.4

Distributions of scores on Form Two listening test

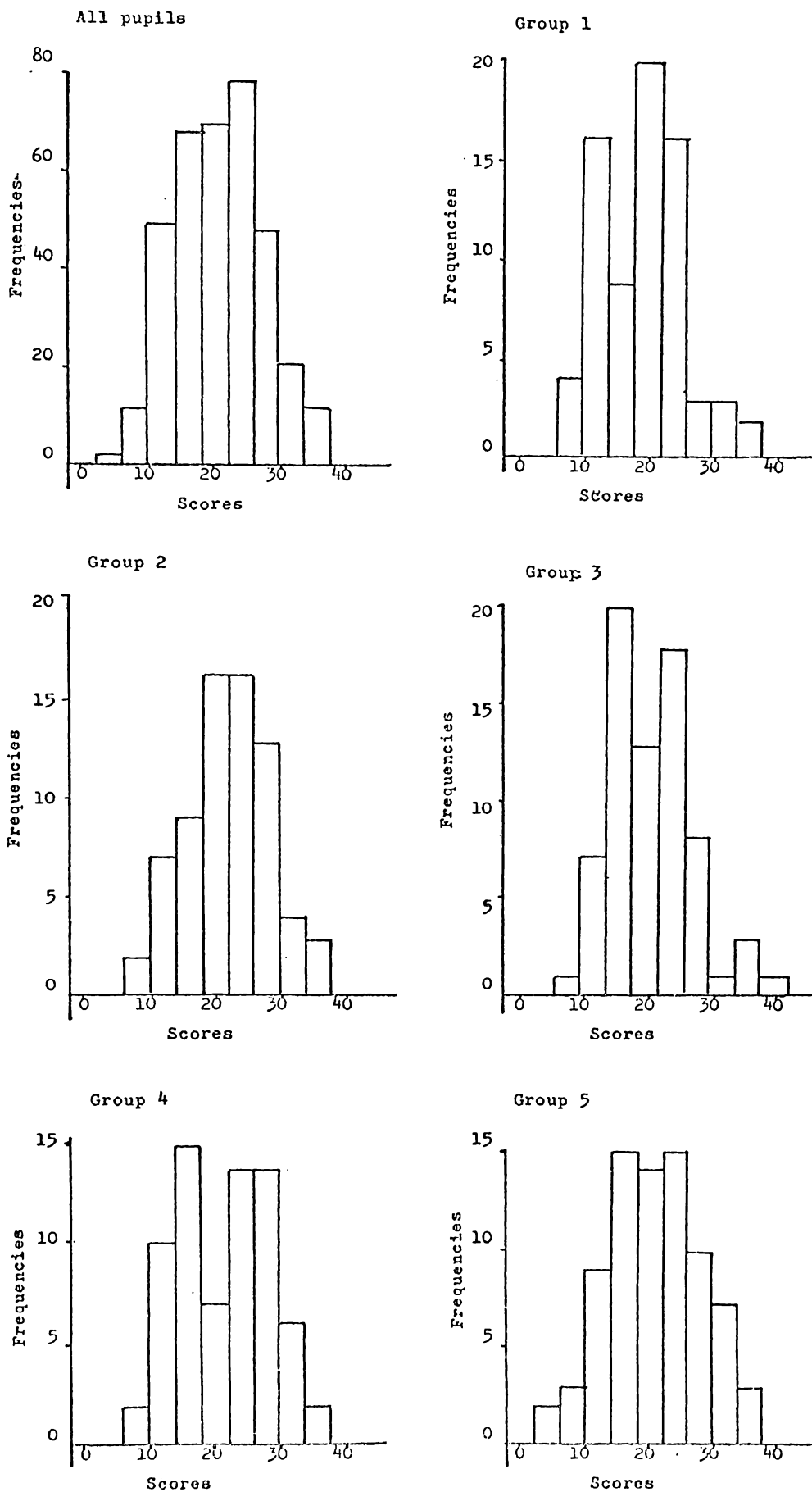


TABLE VII.12

Adjusted means and standard deviations
of five treatment groups on Form Two
listening test, and analysis of covariance
of these scores

| Treatment | Mean | S.D. |
|-----------|-------|------|
| 1 | 18.21 | 5.75 |
| 2 | 21.06 | 5.35 |
| 3 | 21.50 | 5.08 |
| 4 | 21.49 | 5.65 |
| 5 | 20.20 | 6.43 |

| Analysis of covariance | | | | | |
|------------------------|----------------|------|----------|---------|-------|
| | Sum of squares | d.f. | Variance | F ratio | p . |
| Between groups | 546.692 | 4 | 136.673 | 4.228 | 0.002 |
| Within groups | 11541.288 | 357 | 32.329 | | |
| Total | 12087.980 | 361 | | | |

FIGURE VII.5

Distributions of scores on Form Two reading test

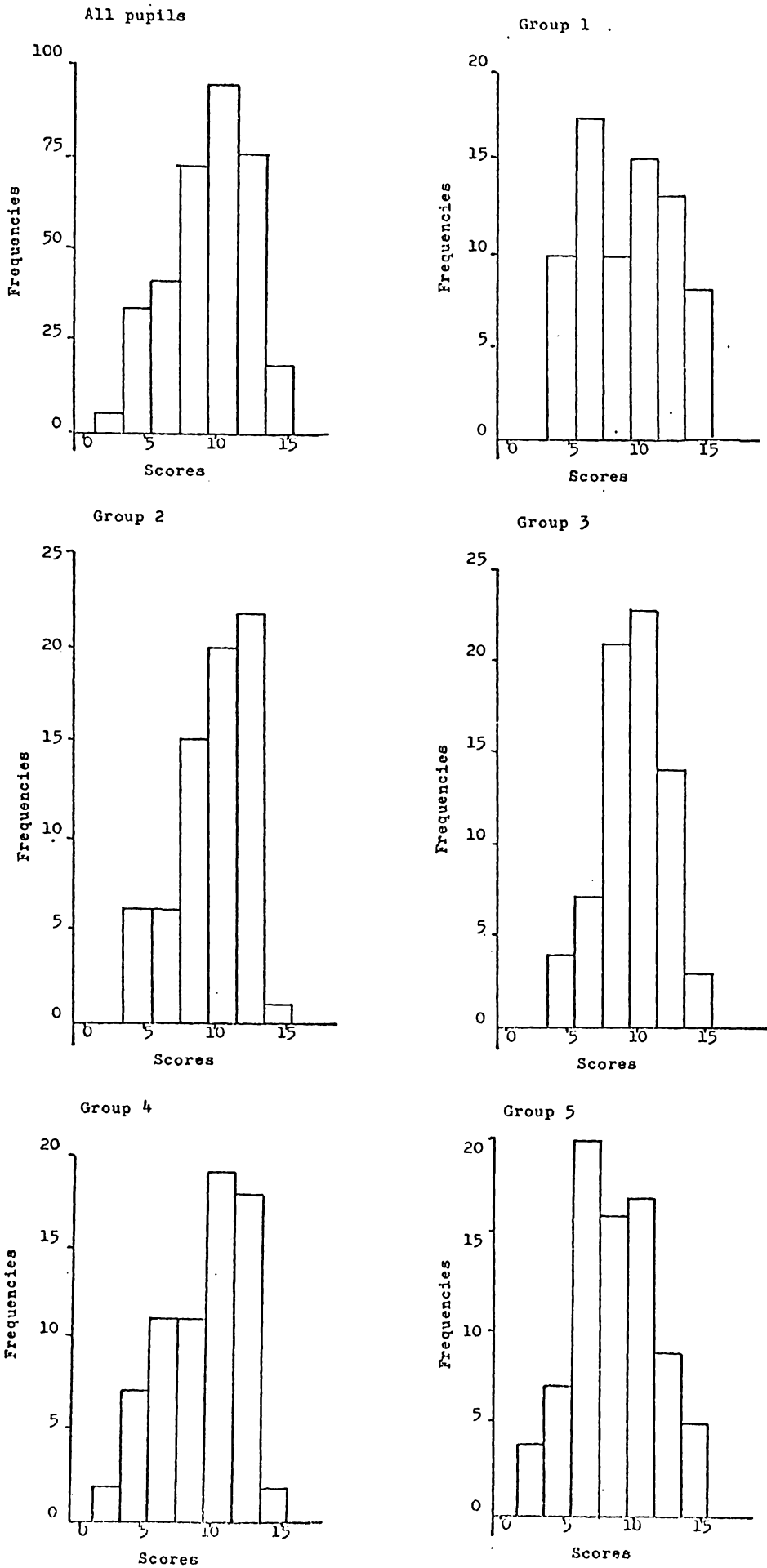


TABLE VII.13

Adjusted means and standard deviations
of five treatment groups on Form Two
reading test, and analysis of covariance
of these scores

| Treatment | Mean | S.D. |
|-----------|-------|------|
| 1 | 8.98 | 2.75 |
| 2 | 9.63 | 2.22 |
| 3 | 10.11 | 1.98 |
| 4 | 9.54 | 2.16 |
| 5 | 8.54 | 2.54 |

| Analysis of covariance | | | | | |
|------------------------|----------------|------|----------|---------|--------|
| | Sum of squares | d.f. | Variance | F ratio | p |
| Between groups | 108.867 | 4 | 27.217 | 4.908 | 0.0007 |
| Within groups | 1979.560 | 357 | 5.545 | | |
| Total | 2088.427 | 361 | | | |

FIGURE VII.6

Distributions of scores on Form Two writing test

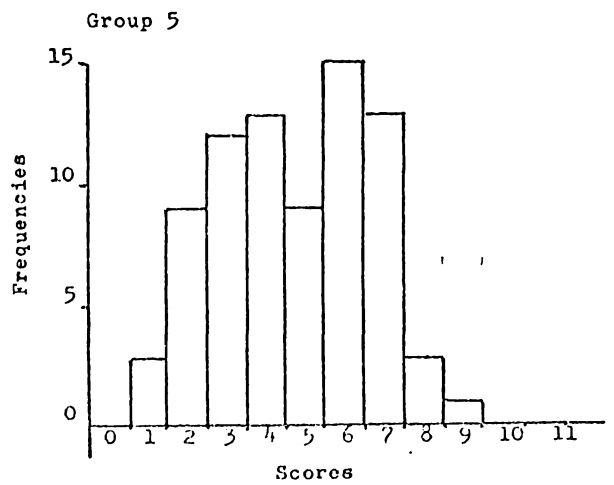
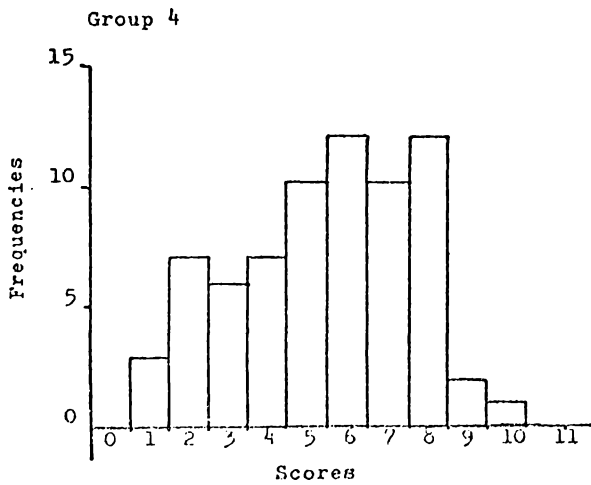
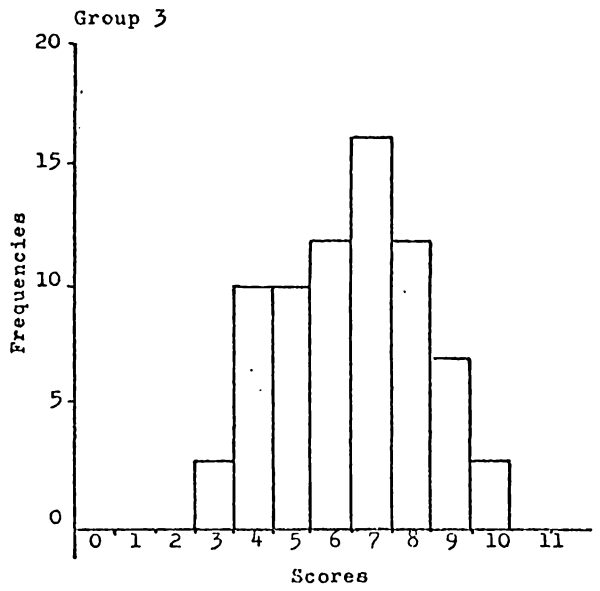
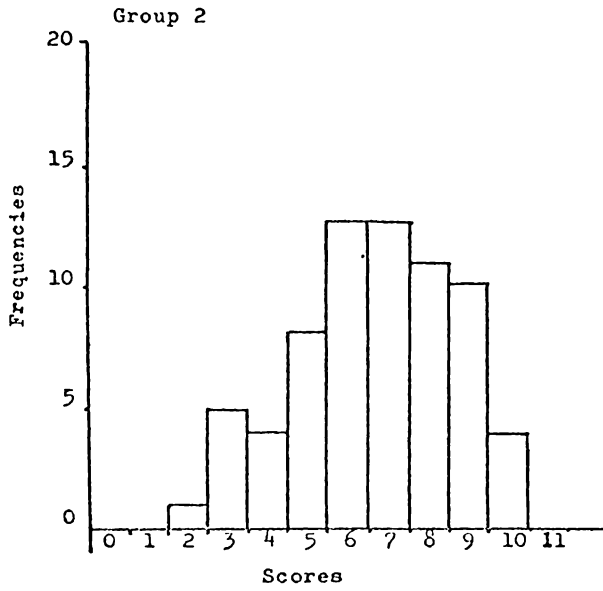
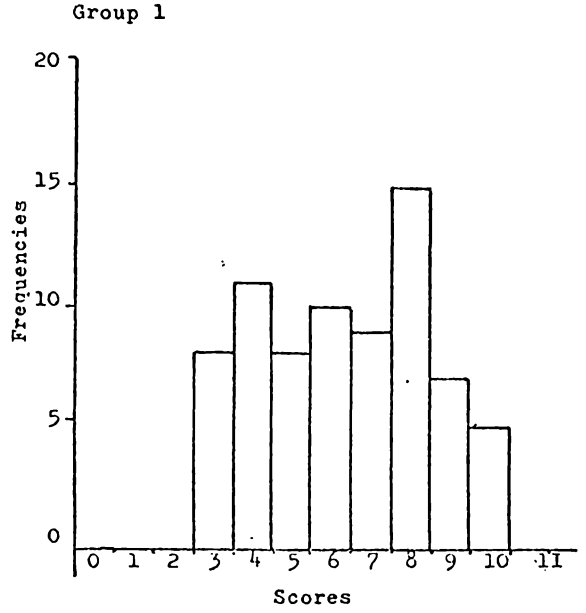
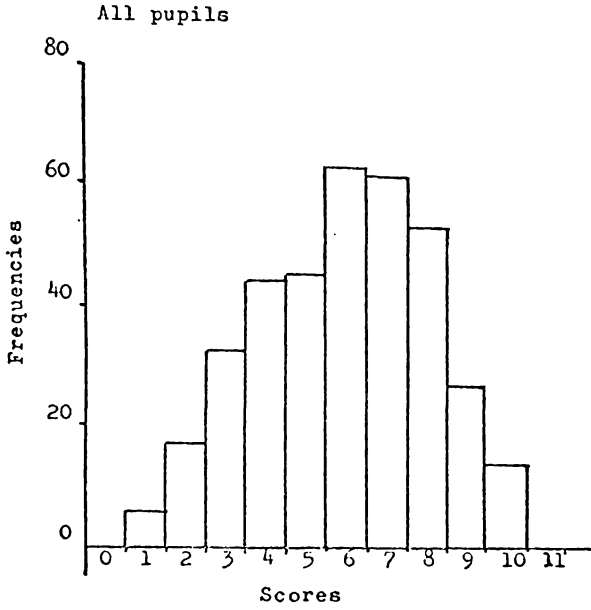


TABLE VII.14

Adjusted means and standard deviations of five treatment groups on Form Two writing test, and analysis of covariance of these scores

| Treatment | Mean | S.D. |
|-----------|------|------|
| 1 | 6.19 | 1.70 |
| 2 | 6.46 | 1.67 |
| 3 | 6.83 | 1.48 |
| 4 | 5.53 | 1.71 |
| 5 | 4.62 | 1.50 |

| Analysis of covariance | | | | | |
|------------------------|----------------|------|----------|---------|----------|
| | Sum of squares | d.f. | Variance | F ratio | p |
| Between groups | 225.836 | 4 | 56.459 | 21.699 | 0.000000 |
| Within groups | 928.884 | 357 | 2.602 | | |
| Total | 1154.720 | 361 | | | |

FIGURE VII.7

Distributions of scores on speaking test

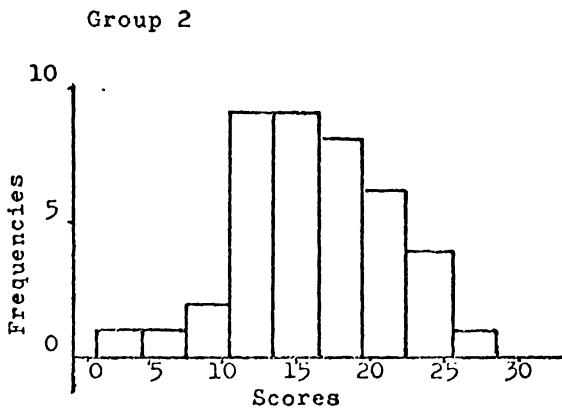
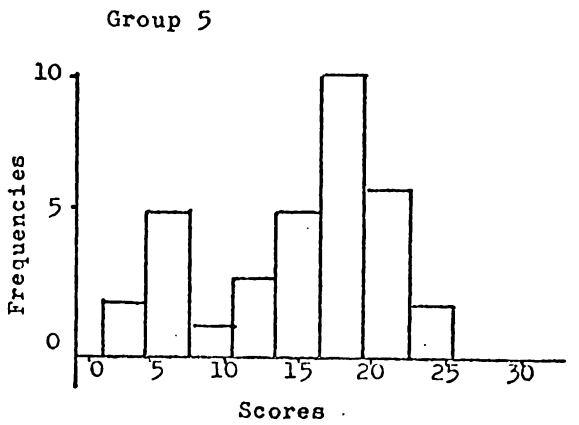
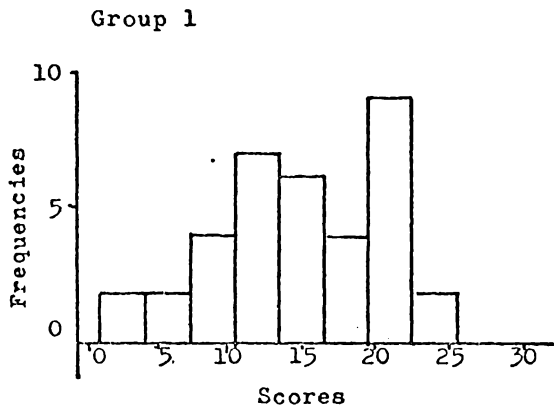
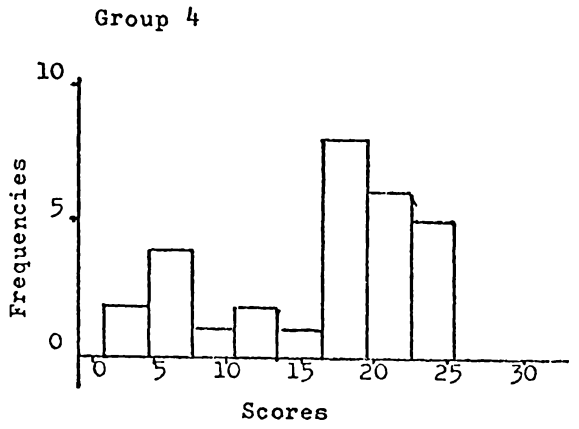
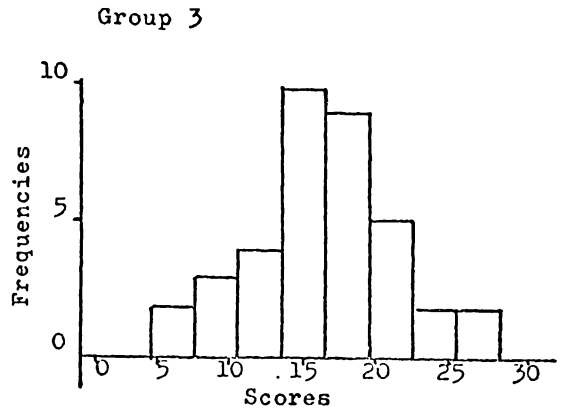
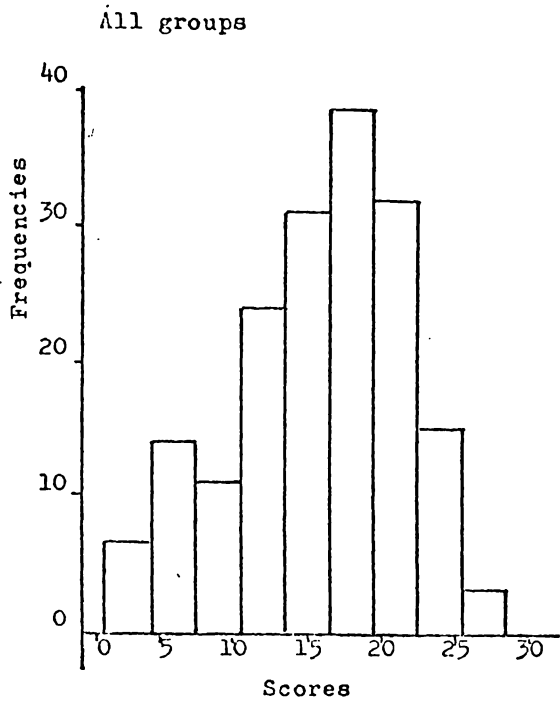


TABLE VII.15

Adjusted means and standard deviations of five treatment groups on speaking test, and analysis of covariance of these scores

| Treatment | Mean | S.D. |
|-----------|-------|------|
| 1 | 15.00 | 5.09 |
| 2 | 15.96 | 4.18 |
| 3 | 16.85 | 4.05 |
| 4 | 16.64 | 5.29 |
| 5 | 14.68 | 5.54 |

| Analysis of covariance | | | | | |
|------------------------|----------------|------|----------|---------|-------|
| | Sum of squares | d.f. | Variance | F ratio | p |
| Between groups | 125.483 | 4 | 31.371 | 1.354 | 0.252 |
| Within groups | 3938.521 | 170 | 23.168 | | |
| Total | 4064.004 | 174 | | | |

TABLE VII.16

Rank orders of adjusted means of five treatment groups on each test and combination of tests

| Treatment no. | 1 | 2 | 3 | 4 | 5 |
|----------------|------|-----|------|------|------|
| 3-test total | 4.5 | 2 | 1 | 3 | 4.5 |
| 4-test total | 5 | 3 | 1 | 2 | 4 |
| Listening test | 5 | 3 | 1 | 2 | 4 |
| Reading test | 4 | 2 | 1 | 3 | 5 |
| Writing test | 3 | 2 | 1 | 4 | 5 |
| Speaking test | 4 | 3 | 1 | 2 | 5 |
| Mean Rank | 4.25 | 2.5 | 1.00 | 2.67 | 4.58 |

FIGURE VII.8

Adjusted mean scores of each treatment group
in each test and combination of tests
[F and p values also shown]

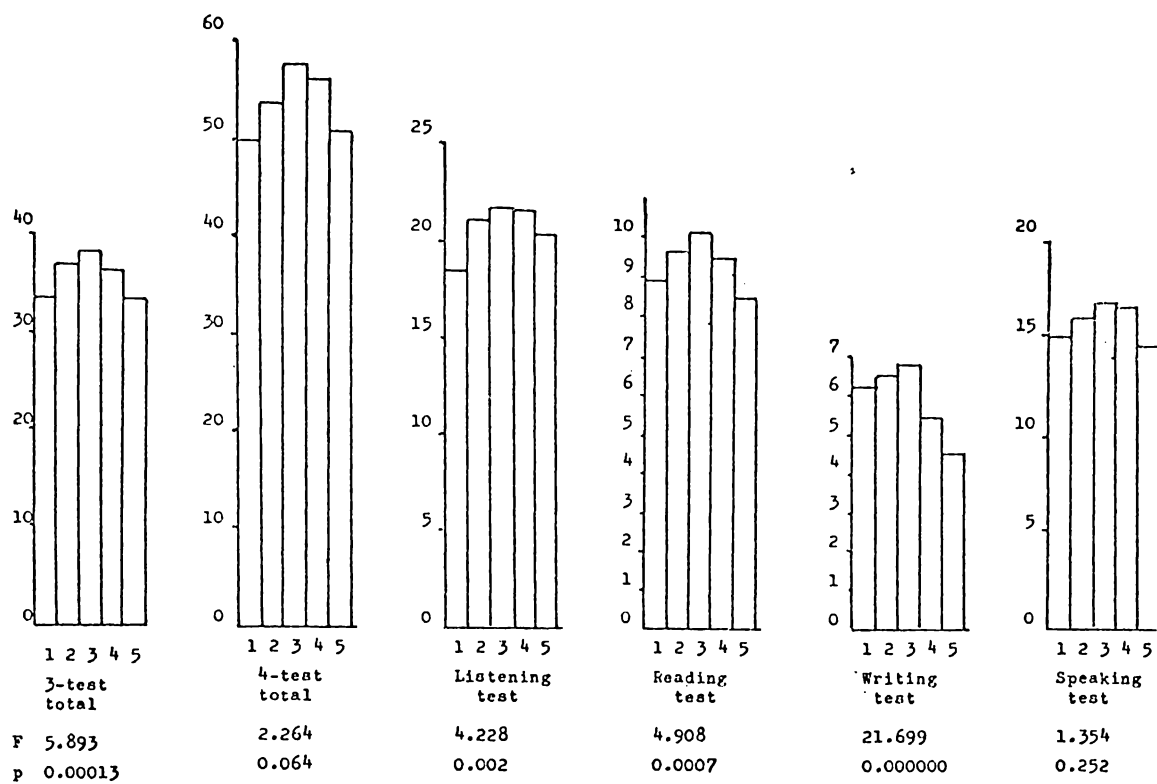


TABLE VII.17

Location of pupils from original treatment groups in five high schools

| | | Treatments | | | | | |
|---------|---|------------|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | |
| Schools | A | - | - | 1 | 8 | 4 | 13 |
| | B | 4 | 4 | 4 | 11 | 4 | 27 |
| | C | 7 | - | 1 | 1 | 11 | 20 |
| | D | - | 8 | 6 | - | 1 | 15 |
| | E | 11 | 13 | - | - | - | 24 |
| | | 22 | 25 | 12 | 20 | 20 | 99 |

TABLE VII.18

Numbers of pupils in each cell after combining treatment groups into sets

| | | Treatments | | | | | |
|---------|---|------------|-------|----|-------|-----|----|
| | | 1,5 | 2,3,4 | | 1,2,3 | 4,5 | |
| Schools | A | 4 | 9 | 13 | 1 | 12 | 13 |
| | B | 8 | 19 | 27 | 12 | 15 | 27 |
| | C | 18 | 2 | 20 | 8 | 12 | 20 |
| | D | 1 | 14 | 15 | 14 | 1 | 15 |
| | E | 11 | 13 | 24 | 24 | - | 24 |
| | | 42 | 57 | 99 | 59 | 40 | 99 |

TABLE VII.19

Cell frequencies after combining two schools

| | | Treatments | | |
|---------|-----|------------|-----|----|
| | | 1,2,3 | 4,5 | |
| Schools | A | 1 | 12 | 13 |
| | B | 12 | 15 | 27 |
| | C,E | 32 | 12 | 44 |
| | D | 14 | 1 | 15 |
| | | 59 | 40 | 99 |

TABLE VII.20

Analysis of performance on the Form
Three test as a whole

Treatments grouped: 1, 5 : 2, 3, 4

| | | S.D. |
|---------------------------------|-------|-------|
| <u>Grand mean</u> | 47.67 | 9.87 |
| <u>Adjusted treatment means</u> | | |
| 1, 5 | 45.68 | 10.98 |
| 2, 3, 4 | 49.66 | 9.00 |
| <u>Adjusted school means</u> | | |
| A | 46.85 | 12.23 |
| B | 52.74 | 10.11 |
| C | 49.18 | 9.52 |
| D | 41.97 | 5.87 |
| E | 47.60 | 10.40 |

Adjusted means: treatments and schools

| | A | B | C | D | E |
|---------|-------|-------|-------|-------|-------|
| 1, 5 | 44.72 | 52.37 | 47.63 | 39.69 | 43.97 |
| 2, 3, 4 | 48.98 | 53.10 | 50.73 | 44.24 | 51.24 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|--------------------|----------------|------|----------|---------|-------|
| Treatment effect | 168.875 | 1 | 168.875 | 1.734 | 0.191 |
| School effect | 596.143 | 4 | 149.036 | 1.530 | 0.200 |
| Interaction effect | 123.257 | 4 | 30.814 | 0.316 | 0.866 |
| Within groups | 8571.057 | 88 | 97.398 | | |

TABLE VII.21

Analysis of performance on the Form
Three listening test

Treatments grouped: 1, 5 : 2, 3, 4

| | | S.D. |
|---------------------------------|-------|------|
| <u>Grand mean</u> | 21.20 | 4.16 |
| <u>Adjusted treatment means</u> | | |
| 1, 5 | 20.69 | 4.89 |
| 2, 3, 4 | 21.72 | 3.56 |
| <u>Adjusted school means</u> | | |
| A | 20.36 | 3.99 |
| B | 23.13 | 4.45 |
| C | 20.87 | 3.33 |
| D | 19.97 | 2.77 |
| E | 21.69 | 5.09 |

Adjusted means: treatments and schools

| | A | B | C | D | E |
|---------|-------|-------|-------|-------|-------|
| 1, 5 | 20.01 | 23.69 | 19.84 | 19.54 | 20.38 |
| 2, 3, 4 | 20.71 | 22.57 | 21.91 | 20.39 | 23.00 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|--------------------|----------------|------|----------|---------|-------|
| Treatment effect | 11.141 | 1 | 11.141 | 0.644 | 0.425 |
| School effect | 81.846 | 4 | 20.461 | 1.182 | 0.324 |
| Interaction effect | 42.183 | 4 | 10.546 | 0.609 | 0.657 |
| Within groups | 1523.605 | 88 | 17.314 | | |

TABLE VII.22

Analysis of performance on the Form
Three reading test

Treatments grouped: 1, 5 : 2, 3, 4

| | | S.D. |
|---------------------------------|-------|------|
| <u>Grand mean</u> | 12.85 | 3.40 |
| <u>Adjusted treatment means</u> | | |
| 1, 5 | 11.71 | 3.69 |
| 2, 3, 4 | 13.98 | 3.17 |
| <u>Adjusted school means</u> | | |
| A | 12.95 | 4.19 |
| B | 13.75 | 3.40 |
| C | 13.92 | 3.28 |
| D | 10.02 | 1.89 |
| E | 13.59 | 3.73 |

Adjusted means: treatments and schools

| | A | B | C | D | E |
|---------|-------|-------|-------|-------|-------|
| 1, 5 | 12.30 | 12.89 | 13.02 | 8.25 | 12.11 |
| 2, 3, 4 | 13.61 | 14.61 | 14.83 | 11.80 | 15.08 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|--------------------|----------------|------|----------|---------|--------|
| Treatment effect | 54.987 | 1 | 54.987 | 4.761 | 0.032* |
| School effect | 49.213 | 4 | 12.303 | 1.065 | 0.379 |
| Interaction effect | 8.987 | 4 | 2.247 | 0.195 | 0.941 |
| Within groups | 1016.313 | 88 | 11.549 | | |

TABLE VII.23

Analysis of performance on the Form
Three writing test

Treatments grouped: 1, 2, 3 : 4, 5

| | | S.D. |
|---------------------------------|------|------|
| <u>Grand mean</u> | 7.52 | 3.09 |
| <u>Adjusted treatment means</u> | | |
| 1, 2, 3 | 6.82 | 2.92 |
| 4, 5 | 8.83 | 3.35 |
| <u>Adjusted school means</u> | | |
| A | 6.92 | 3.62 |
| B | 8.69 | 2.80 |
| C, E | 7.67 | 3.23 |
| D | 6.79 | 2.67 |

Adjusted means: treatments and schools

| | A | B | C, E | D |
|---------|------|------|------|------|
| 1, 2, 3 | 5.72 | 7.57 | 7.08 | 6.90 |
| 4, 5 | 8.12 | 9.81 | 8.29 | 6.68 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|--------------------|----------------|------|----------|---------|-------|
| Treatment effect | 12.150 | 1 | 12.950 | 1.351 | 0.248 |
| School effect | 25.923 | 3 | 8.641 | 0.903 | 0.443 |
| Interaction effect | 7.692 | 3 | 2.564 | 0.268 | 0.848 |
| Within groups | 861.703 | 90 | 9.574 | | |

TABLE VII.24

Analysis of performance on the Form
Three dictation

Treatments grouped: 1, 2, 3 : 4, 5

| | | S.D. |
|---------------------------------|------|------|
| <u>Grand mean</u> | 5.43 | 2.04 |
| <u>Adjusted treatment means</u> | | |
| 1, 2, 3 | 5.31 | 2.52 |
| 4, 5 | 5.56 | 3.47 |
| <u>Adjusted school means</u> | | |
| A | 5.41 | 2.75 |
| B | 6.37 | 1.55 |
| C, E | 5.58 | 2.11 |
| D | 4.37 | 1.94 |

Adjusted means: treatments and schools

| | A | B | C, E | D |
|---------|------|------|------|------|
| 1, 2, 3 | 5.57 | 6.00 | 5.32 | 4.34 |
| 4, 5 | 5.26 | 6.75 | 5.84 | 4.39 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|--------------------|----------------|------|----------|---------|-------|
| Treatment effect | 0.403 | 1 | 0.403 | 0.097 | 0.756 |
| School effect | 18.653 | 3 | 6.218 | 1.491 | 0.222 |
| Interaction effect | 1.171 | 3 | 0.390 | 0.094 | 0.963 |
| Within groups | 375.209 | 90 | 4.169 | | |

TABLE VII.25

Chi square values derived from distributions of scores on questionnaire at the beginning of the experimental year

From total scores [N = 357]: $\chi^2 = 5.19$, d.f. 8
 [For $p < 0.05$, $\chi^2 = 15.51$]

From individual items:

| Item | χ^2 | d.f. | Value required for significance at $p < 0.05$ | |
|------|----------|----------------|---|-------|
| 1 | 19.64 | 12 | 21.03 | |
| 3 | 13.39 | | | |
| 4 | 10.00 | | | |
| 6 | 13.47 | | | |
| 7 | 17.15 | | | |
| 8 | 20.82 | | | |
| 9 | 15.57 | | | |
| 2 | 11.83 | 8 ¹ | | 15.51 |
| 10 | 6.12 | | | |
| 5 | 1.85 | 4 ¹ | 9.49 | |

TABLE VII.26

Chi square values derived from distributions of scores on questionnaire at the end of the experimental year

From total scores [N = 372]: $\chi^2 = 7.49$, d.f. 8
 [For $p < 0.05$, $\chi^2 = 15.51$]

From individual items:

| Item | χ^2 | d.f. | Value required for significance |
|------|----------|------|---------------------------------|
| 1 | 17.10 | 12 | $p < 0.05$, 21.03 |
| 2 | 14.43 | | $p < 0.01$, 26.22** |
| 3 | 14.08 | | |
| 4 | 8.97 | | |
| 5 | 32.68** | | |
| 6 | 28.07** | | |
| 7 | 4.75 | | |
| 8 | 9.03 | | |
| 9 | 20.95 | | |
| 10 | 9.76 | | |

¹ Rows were combined in those cases where expected frequencies were low.

FIGURE VII.9

Distributions of mid-year attitude scores



TABLE VII.27

Analysis of scores in the mid-year
questionnaire and in the rating of
French by pupils

Questionnaire

| | | Mean | S.D. |
|-----------------|---|--------------------|------|
| Treatment group | 1 | 10.25 ¹ | 4.45 |
| | 2 | 11.27 | 3.31 |
| | 3 | 11.38 | 3.14 |
| | 4 | 11.18 | 3.61 |
| | 5 | 11.83 | 3.87 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|----------------|----------------|------|----------|---------|-------|
| Between groups | 98.787 | 4 | 24.697 | 1.792 | 0.130 |
| Within groups | 4921.452 | 357 | 13.786 | | |
| Total | 5020.239 | 361 | | | |

Rating of French

| | | Mean | S.D. |
|-----------------|---|-------------------|------|
| Treatment group | 1 | 0.12 ¹ | 2.11 |
| | 2 | 0.69 | 1.83 |
| | 3 | 0.66 | 1.82 |
| | 4 | 0.82 | 1.66 |
| | 5 | 0.95 | 1.68 |

Analysis of covariance

| | Sum of squares | d.f. | Variance | F ratio | p |
|----------------|----------------|------|----------|---------|-------|
| Between groups | 29.590 | 4 | 7.397 | 2.226 | 0.066 |
| Within groups | 1186.519 | 357 | 3.324 | | |
| Total | 1216.109 | 361 | | | |

¹ The mean scores of treatment group 1 were noticeably different from the other four, and were responsible for a disproportionate contribution to the F values obtained. Inspection of original mark lists again showed that pupils in one school were almost wholly responsible for these low scores.

TABLE VII.28

Product-moment correlation matrix for aptitude,
attitude and achievement test scores

| <u>Variables</u> | | | | | | | | |
|------------------|-------------------|-----|-----|-----|-----|-----|-----|-----|
| 1 | Aptitude | | | | | | | |
| 2 | Mid-year attitude | .24 | | | | | | |
| 3 | Rating of French | .17 | .36 | | | | | |
| 4 | Listening test | .50 | .14 | .31 | | | | |
| 5 | Reading test | .55 | .09 | .25 | .60 | | | |
| 6 | Writing test | .55 | .13 | .24 | .61 | .65 | | |
| 7 | Speaking test | .54 | .09 | .28 | .77 | .66 | .70 | |
| 8 | 3-test total | .58 | .15 | .32 | .94 | .80 | .79 | .83 |
| 9 | 4-test total | .62 | .16 | .35 | .92 | .79 | .77 | .93 |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | | | 8 |

Values required for significance:

For coefficients derived from

variables 7 and/or 9, $n = 176$: 0.149, $p < 0.05$

0.195, $p < 0.01$

In all other cases, $N = 363$: 0.104, $p < 0.05$

0.136, $p < 0.01$

TABLE VII.29

Mean ranking on aptitude and achievement of 30 pupils selected for marked advantage in verbal or in auditory aptitude

| | Mean ranking of pupils with marked verbal advantage in aptitude test | Mean ranking of pupils with marked auditory advantage in aptitude test |
|---------------------|--|--|
| Verbal aptitude | 6.8 | 22.2 |
| Auditory aptitude | 22.7 | 7.73 |
| Reading and writing | 17.8 | 11.9 |
| Listening | 17.4 | 12.4 |
| Total achievement | 17.9 | 12.1 |

APPENDIX A

RECOMMENDATIONS ON THE LENGTH OF THE PRE-READING PERIOD IN A
SELECTION OF PUBLISHED COURSE MATERIALS

Recommendations contained in nine published courses are listed: three primary school courses [two published in Britain and one in France] and six secondary school courses [three published in Britain, one in France, one in the United States, and one in Canada]. The compilers of the courses referred to all raised the question of the length of the pre-reading period, but they varied in the degree of precision in their recommendations. Only in some cases was the intended starting age stated; in others, an estimate has been made by the writer after inspection of the materials.

Primary School courses

1. The Nuffield Foreign Languages Teaching Materials Project [Spicer, in Stern, 1969, pp.148-161].

Recommended pre-reading period, one year.

For beginners aged 8 - 9.

2. Gilbert, M. Le Français par l'Image, London, University of London Press, 1974.

No specific period was mentioned, but in the teacher's handbook [p.1] the author stressed that children in the first year should read only what they can already use in speech, and the texts and exercises of the first 26 units, estimated at several months' work, are printed in a later section of the book.

For beginners aged 9 - 10.

3. Bonjour Line, published by CREDIF in stages from 1960.

Recommended pre-reading period, one year.

For 8-year-old beginners, according to CREDIF [Guide Analytique des Publications, 1972a, p.24] or for beginners aged 7 to 12, according to Didier's catalogue [Français Langue Vivante, 1971, p.15].

Secondary School Courses

4. Gilbert, M. Cours Illustré de Français, London, University of London Press, 1968.

Recommended pre-reading period, at least four or five weeks.

For beginners aged 11 - 12.

5. Hellström, S.G., and Johansson, S.G., [version for English-speaking pupils by Hornsey, A., Hornsey, M., and Harris, D.] On Parle Français, London, Heinemann Educational Books Ltd., 1971.

The authors discussed the problem in the teacher's handbook, but refrained from making specific recommendations, and referred to "the right moment, when sufficient has been heard and a minimum has been imagined" [p.6].

For beginners aged 11 - 13.

6. Capelle, J., and Capelle, G., La France en Direct, Paris, Librairie Hachette, 1969.

Recommended pre-reading period, until the end of dossier no. 6, each dossier requiring 8 - 10 hours of classwork: a total of 50 - 60 hours or 20 - 30 weeks.

For beginners aged 11 - 13.

7. Moore, S., Antrobus, A.L., Audio-Visual French, London, Longman, 1966.

Twenty recorded introductory conversations not printed in the pupil's book; probably 40 hours work.

For beginners aged 11 - 13.

8. Kenney, M., Kerr, D., Ici on parle français, Scarborough, Ontario, Prentice-Hall, 1966.

Eight units in level 1, each requiring 'about 21 days', amounting to a pre-reading period of almost one school year.

For beginners aged 11 - 13.

9. Côté, D.G., Levy, S.N., O'Connor, P., Ecouter et Parler, New York, Holt, Rinehart and Winston, 1968 edition; a textbook widely used in New Zealand schools.

Recommended pre-reading period, three weeks.

For beginners aged 13.

It would appear that there is a decrease in the length of the pre-reading period recommended for older pupils. In two out of three of the primary school courses mentioned, a year is recommended, and the third course could be used in this way. Less than a year is recommended in the secondary school courses, though in certain cases [for example Capelle and Capelle, 1969, and Kenney and Kerr, 1966] the period is only slightly shorter than a year.

APPENDIX B

OBJECTIVES OF THE TEACHING PROGRAMME

B.1 Phonetic coverage in the Hamilton course

The first category suggested by Lado [1961, pp.38-45] - sounds which are the same as those in the first language - presents problems of vowel purity and consonant articulation for the teacher and learner aiming at a high level of accuracy, but distinctions at the phonemic level, as envisaged in the Hamilton course, are usually easily mastered.

The second category - sounds which differ from any in the first language - is more complex. It could be argued that some of these sounds are so difficult that it would be advisable to avoid them in the early stages, if possible, especially for the sake of those pupils whose confidence in their ability to cope with oral work in a new language is already shaky. Mackey [1965, p.190] suggested, however, that there are so few sounds to be mastered [fewer than 50 in most languages, and many of them would in any case fall into the first category] that deliberate postponement of any of them is hardly necessary. And he stated that such postponement would not be an easy task, for most of them occur in basic vocabulary of a language, as can be seen from the examples listed in Tables B.1.1 and B.1.2.

TABLE B.1.1

Sounds occurring in French but not in English,
and possible sources of interference from English.

| French | Example | English near-equivalent |
|--------|-----------|-------------------------|
| [y] | une | [u] |
| [œ] | leur | [ə] |
| [ø] | deux | [ə] |
| [ɛ̃] | cinq | [an] |
| [ɑ̃] | enfant | [ɔn] |
| [ɔ̃] | mon | [ɔn] |
| [œ̃] | un | [œn] [ə] |
| [ɥ] | lui | [u] |
| [ʒ] | je | [dʒ] |
| [ij] | fille | [iə] |
| [ɛj] | payer | [ɛi] |
| [aj] | travaille | [ai] |
| [œj] | fauteuil | [əi] |

TABLE B.1.2

Frequency of phonemes in French, each expressed as a percentage [from P. and M. Léon, 1971, p.42]; early examples in the Hamilton course, and the week in which they were first used

| Vowels | | | Consonants | | |
|----------|------------|------|---------------------------------|----------|------|
| % | Example | Week | % | Example | Week |
| /a/ 8.1 | boîte | 2 | /r/ 6.9 | bonjour | 1 |
| /e/ 6.5 | cahier | 4 | /l/ 6.8 | livre | 4 |
| /i/ 5.6 | qui | 1 | /s/ 5.8 | monsieur | 1 |
| /ɛ/ 5.3 | est | 1 | /k/ 4.5 | qui | 1 |
| /ə/ 4.9 | que | 2 | /t/ 4.5 | boîte | 2 |
| /ã/ 3.3 | blanc | 6 | /p/ 4.3 | Pierre | 1 |
| /u/ 2.7 | bonjour | 1 | /d/ 3.5 | dans | 10 |
| /y/ 2 | une | 2 | /m/ 3.4 | monsieur | 1 |
| /õ/*2 | bonjour | 1 | /n/ 2.8 | une | 2 |
| /o/ 1.7 | stylo | 4 | /v/ 2.4 | voiture | 2 |
| /ɔ/ 1.5 | Paul | 1 | /ʒ/ 1.7 | bonjour | 1 |
| /ɛ̃/ 1.4 | chien | 7 | /f/ 1.3 | fenêtre | 10 |
| /j/ 1 | monsieur | 1 | /b/ 1.2 | bonjour | 1 |
| /w/ 0.9 | oui | 1 | /z/ 0.6 | maison | 2 |
| /ɥ/ 0.7 | huit | 15 | /ʃ/ 0.5 | chaise | 5 |
| /ø/ 0.6 | monsieur | 1 | /g/ 0.3 | règle | 2 |
| /œ/ 0.5 | un | 4 | /p/ 0.1 | Lavigne | 18 |
| /œ/ 0.3 | tracteur | 4 | | | |
| /ɑ/ 0.2 | [not used] | - | | | |
| | | | Total [some rounding] = 99.8 | | |

* [õ] is the more usual symbol.

The relative frequency of the phonemes of French [Table B.1.2] was suggested by P. and M. Léon [1971, p.41] as a guide to their importance when early stages of a language course are planned. If a given phoneme were found to be high in the frequency list, then its avoidance or postponement would be difficult to arrange, and probably unwise, however difficult the sound may be for the learner. If it were low in the list, it would be possible to avoid it for a certain period. But it can be argued that the question of relative frequency and importance will look after itself. If a sound is of a high frequency, it will have to be mastered; if low, the chances are that it will not occur in any case, at least not for a while. This approach to the problem of coverage of sounds was followed in the Hamilton project, and in fact almost all the sounds listed in Tables B.1.1 and B.1.2 occurred in the course and were thoroughly practised by the pupils without deliberate planning of their inclusion. A check revealed an absence of words containing the sounds [œj], [ɑ], or [ɲ] in the course as it had been planned. This confirms the low frequency of [ɑ] and [ɲ], as shown in Table B.1.2. [The frequency of the combination [œj] is not stated, but it is certainly not high]. Even though they are comparatively rare sounds, their inclusion in a beginners' course could be justified, if only for the sake of obtaining early total coverage. On the other hand, since [œj] is unknown and [ɲ] not frequent in English, and both of them potential sources of difficulty to learners, their exclusion could be advocated, at least for a while. In practice, the sound [ɲ] was introduced into the course material by the insertion of the surname Lavigne given to a character already in one of the sketches, while an armchair, already featured in one of the drawings used in the course, was deliberately named as un fauteuil to give the pupils at least one opportunity to hear and pronounce the combination [œj]. The sound [ɑ] appears not to have occurred in the course, but the distinction between [ɑ] and [a] is almost non-existent in French now. Frérot [1971, p.6] described this distinction as 'inutilement majeure', and listed it among several unjustifiable preoccupations of teachers of French, whatever their nationality.

In addition to the phonemes of French and their frequency, Table B.1.2 also gives examples of words in which they were first practised in the course, and the number of the week in which this occurred in each case.

How best to cater for the difficulties mentioned in Lado's third category - those arising from the orthography of the first and/or second language - was central to this study. One solution evaluated was to delay the presentation of the written forms, in the hope that pronunciation habits would meanwhile be so well established that the pupil would know, for example, the sound sequence [ãfã] well enough not to mispronounce the word enfant when he saw it for the first time or even on subsequent occasions, and had talked about [œ /a] so often that he would continue to call it that when he saw un chat in print.

The possible spellings of the sounds of French are too numerous to be covered in an introductory course. Some of them, such as '-aient' and '-èrent' will only be found in fairly advanced grammatical forms. For the others, selection is necessary, either deliberately planned, or determined by natural frequency. A list showing the commonest spelling of each sound was compiled by P. and M. Léon [1971, p.16, p.30 and p.39], while Boudot [1969, II, p.31] drew up a list of 'priorities in teaching', differing in purpose and detail from that of P. and M. Léon [Table B.1.3; the order of the items in the two parts of this table has been arranged to facilitate comparison].

Table B.1.4 shows words used in the Hamilton course in which various orthographic representations were first presented to those pupils not using a pre-reading period. Other pupils first read them at a later date, more than 10 or more than 20 weeks into the course, depending on which timing sequence they were following. The contexts in which they were first met at these later dates were usually more complex and less specific than the earlier ones, since they were also being used for the ongoing work of those who had used texts from the outset.

TABLE B.1.3

The most common spellings of French sounds, and a selection recommended for an initial teaching programme

| From P. and M. Léon [1971, pp.16,30,39] | From J. Boudot [1969, II, p.31] |
|--|---|
| [i] scie | i |
| [e] dé | é, er |
| [ɛ] sept | |
| [a] table | a |
| [ɑ] âne | |
| [o] veau | |
| [ɔ] bol | o |
| [u] douze | ou |
| [y] lune | u |
| [ø] deux | eu |
| [œ] fleur | |
| [ə] fenêtre | |
| [ɛ̃] vingt | |
| [œ̃] un | un |
| [ɑ̃] cent | |
| [õ]* onze | on |
| [p] pipe | p, pr, pl |
| [t] table | t, tr, te[final], -t- |
| [k] quatre | |
| [b] bateau | b, br, bl |
| [d] deux | d, dr |
| [g] gâteau | g, gr |
| [m] maison | m |
| [n] neuf | n, liaison with 'n' |
| [ɲ] agneau | gn |
| [f] fleur | f, fr, fl |
| [s] sept | s, -ss- |
| [ʃ] chat | ch |
| [v] vache | v, vr |
| [z] zéro | -s-, liaison with [z] |
| [ʒ] journal | |
| [l] lune | l |
| [r] rose | r |
| [j] scié | |
| [ɥ] lui | ui |
| [w] Louis | oi |
| | Plus: mute 'e' requiring pronunciation of pre- ceding consonant |
| | Plus: use of apostrophe |

* [õ] is the more usual symbol

TABLE B.1.4
 Orthographic representations included in the
 Hamilton course

| | |
|------|--|
| [i] | qui stylo dîner |
| [e] | café cahier allez et |
| [ɛ] | est maison fenêtre achète |
| [a] | table boîte noir |
| [ɑ] | |
| [o] | bateau stylo jaune |
| [ɔ] | Paul porte |
| [u] | rouge où |
| [y] | une |
| [ø] | deux bleu |
| [œ] | neuf soeur |
| [ə] | fenêtre |
| [ɛ̃] | vingt chien pain |
| [œ̃] | un |
| [ã] | enfant |
| [õ] | non |
| [p] | prépare appelle |
| [t] | table tracteur porte |
| [k] | qui café |
| [b] | bateau blanc |
| [d] | deux |
| [g] | garage grand |
| [m] | maison pomme |
| [n] | non |
| [ɲ] | Lavigne |
| [f] | enfant |
| [s] | sept ça ce poisson |
| [ʃ] | chat |
| [v] | voiture livre |
| [z] | maison les enfants |
| [ʒ] | journal mange |
| [l] | livre appelle |
| [r] | règle derrière |
| [j] | chien |
| [ɥ] | huit |
| [w] | oui noir |
| | Mute 'e' - vert, verte |
| | Apostrophe - s'appelle, m'appelle, l'école, j'ai |

B.2 The teaching of grammar in the Hamilton course

An example is given here of the methods employed in the presentation of a grammatical point - the fact that inanimate objects have gender in French -, its explanation, and further practice.

In the second week of the programme the pupils learned six feminine nouns, how to say what these objects were and who they belonged to. In the fourth week the same thing was done with masculine nouns, without any reference to the earlier feminine set, that is, without the distinctions un/une and le/la being brought into focus by their close juxtaposition. In the fifth week the two sets of nouns were brought together. The effect on most pupils seemed to be reassurance - they had thought there was a difference between what was done in the second and fourth weeks, and had begun to wonder if they had heard it correctly or if their memory was accurate. Others looked puzzled, perhaps only realizing now, for the first time, that there was a difference between the two sets. At such a moment they all needed an explanation, and it would have meaning for them, since it answered a need. The explanation was given in English, and for the remainder of the fifth week's lesson and regularly throughout subsequent weeks, for example when the colour adjectives were being taught, the masculine-feminine contrast was practised, the pupils fully understanding what was being practised and why it was important to practise it. As many aids to understanding and memory were used as possible [with the exception of the printed word, in certain classes, for the purposes of the present experiment]: masculine objects in one box, feminine in another, then mixed; pupils 'owning' masculine objects on one side of the room, feminine on the other, then mixed; a column of masculine objects sketched on one side of the board, feminine on the other, then mixed; masculine objects drawn in blue chalk, feminine in red, then all in white.

The gender of inanimate objects being such a basic feature of French, and in such contrast to English, it is inevitable that the presentation and practice of this feature is contained within an introductory course. Other basic features of French in which the difference between French and English usage necessitates specific teaching of the French forms include the

following:

The plural form of the definite article differs from the singular form.

The plural forms of nouns usually sound the same as the singular forms.

Adjectives agree in number and gender with the noun they describe.

Most attributive adjectives follow the noun; some precede.

There is no possessive 's' in French.

And if in their first forty hours of study pupils can learn a few examples of such grammatical facts well enough to use them readily, spontaneously, without having to pause to 'work it out', then they will be better equipped for further study, and may even begin to concentrate on what they are saying rather than how they should say it.

There is nothing fixed or inevitable about the exact sequence to be followed along the many separate but interweaving threads of grammatical structure, but the development of pupils' grammatical control is dictated in general terms by the nature of the grammar itself, with its layers of increasing complexity determining the order of study, and also by the teacher's aim to enable the pupils actively and progressively to comment upon their environment of people, places, and things. The grammatical sequence taught in the Hamilton project was developed step by step by exploring the possible growth points of what had preceded it, while trying to maintain a balance between mere description of the environment and involving the pupils themselves in that environment in either their own or assumed identities. The quantity of grammar needed gradually increased as pupils learned to say who people were, what things were, who they belonged to, what they were like, where they were, what they were doing and what they were saying, and the complexity of situations in which the pupils were able to take part gradually increased. It was precisely to enable the pupils to say and to do these things that they were taught some items of grammar and not others, rather than because of structuring imposed by the language itself, although the relative difficulty of items was always influential in the choice of direction of development.

The situations acted out by the pupils and the activities they engaged in had little inherent value. [Their all too apparent triviality is symptomatic of one of the major problems of the planner of any second language course, namely, how to combine simplicity of language with an interest level appropriate to the learners.] Their purpose was to provide an opportunity to practise and learn the French language, and at each stage in the setting up and playing out of a situation it was up to the teacher to arrange for as much appropriate conversation as possible. The principal method used in the Hamilton project was to ascertain in every situation the exact nature of every detail by thorough questioning, by challenging each fact, establishing what it was by the rejection of what it was not, and by the selection of correct alternatives [Collett, 1975a]. For each sentence, a series of questions established who or what was involved, what they were like, where they were and what they were doing, as appropriate. This was the way in which, throughout the course, constant revision of earlier structures was carried out and the necessary amount of repetition was conducted in differing circumstances, leading the pupils to an awareness of the function and relationships of the various parts of a sentence by stating precisely, in response to questions, their respective roles. For example: Madame Lavigne va au supermarché.

Qui va au supermarché? M. Lavigne ou Mme Lavigne? Mme Lebeau?

Où va-t-elle? Au café? Au cinéma? A un magasin?
Que fait Mme Lavigne?

The questions and answers established that it was Mme Lavigne who went to the supermarket, that it was to the supermarket that she went, and that what she did was to go there. The shape of the sentence and the function of its parts were used to provide language practice, and this practice in turn served to clarify the relationship between the parts and the whole. This was grammar in action, functional grammar, and the replies which pupils gave were created by them to convey real information about a given situation.

Appendix C includes a summary of the grammatical coverage attempted during the year, and no attempt will be made here to justify specific inclusions or omissions. These are the con-

tents of the course as it took shape over three years with the intentions and by the procedures outlined above.

B.3 The selection of vocabulary

The extent to which Mackey's [1965, pp.176-89] criteria were applied to the selection of vocabulary for the Hamilton course is discussed in the following pages.

- a. Frequency In many respects frequency is a self-regulating criterion. If there is a particular vocabulary item without which it is difficult to proceed very far in the language, it is of a high frequency, and will be on any frequency list consulted. The list of le français fondamental, ler degré, was continually referred to during the compilation of the Hamilton course, not in order to find words to use, but to check that those words which were included were of a high frequency. Some were found to be not listed, but in such cases their retention was usually justifiable on other grounds - for the very reasons which had prompted their inclusion in the first instance.
- b. Range The range of items was not specifically considered, since the introductory course was concerned only with everyday conversational material. Those words with a large range - articles, prepositions, conjunctions, and some personal pronouns - tended automatically to be included since they are also words of high frequency in everyday conversation.
- c. Availability The availability of vocabulary led to the occasional inclusion of items which would have been omitted on the grounds of frequency alone. Règle and stylo, for example, are available in the classroom, but not listed in le français fondamental, ler degré [3rd edition].
- d. Coverage The coverage of an item was not considered important at an introductory level. For purposes of definition une sorte de and une partie de were used only rarely, since illustrations and demonstrations rendered them largely unnecessary.
- e. Learnability The learnability of an item, together with its teachability [a distinction not made by Mackey, 1965, pp.187-8] was an influential factor in the selection of

vocabulary, the following considerations helping to determine which words were taught:

- i. Similarity to the first language In discussing, for example, Mme Lavigne's destination when she was on her way to the supermarket, it was easy to include Au café? Au cinéma? Au restaurant? Au garage?, and they were immediately understood. She did her shopping - des tomates? des bananes? des carottes? des enveloppes?. Such series were useful for repetitions of the forms au and des, and even if this sometimes happened earlier in the course than the specific teaching of a particular form, the students' ears were growing accustomed to them, and they were developing the useful habit of understanding a phrase or sentence even if some of its details were unknown to them. This does not mean that words whose inclusion was justified for other reasons but which are dissimilar to English were omitted for that reason. But if there is a choice, the easier word is often to be preferred, especially since it can later be used as a lead in learning the more difficult, as in the case of supermarché being taught before magasin, and being of help in the teaching of the latter - one case where une sorte de was used. Français is not similar to the word French, but if in the same situation it is contrasted with américain, australien, italien, it becomes clear to the pupils that nationality is being referred to, and a map of France completes their understanding.
- ii. Clarity of demonstration Items which can be clearly shown to the class by means of real objects, pictures or board sketches, and actions which are easy to mime are preferable to those which are difficult to demonstrate, in the absence of other reasons for preference. This ease of demonstration goes further than the initial presentation, for if an item is easy to demonstrate, it is often easy to manipulate, to vary its owner, position, or size, for example, as a way of introducing and practising grammatical


- contrasts. Colour adjectives, for example, because of their clarity, were used very early in the course to practise position and agreement of adjectives.
- iii. Regularity The regularity of forms was a consideration in their selection. The pupils talked about des livres and des crayons, for example, but not about des journaux. Other than a few essential parts of the verbs avoir, être, faire and aller, irregular verbs were avoided. In the unit dealing with the activities of a family at home, care was taken to depict them engaged in 'regular' activities - travailler, regarder, parler, jouer, préparer, réparer - some of these also being selected because of the similarity to English of their oral and/or written forms.
- iv. Interest It was with the pupils' interest in mind that characters such as un monstre, un Martien, and une victime were featured in certain stories. Though the word voiture was taught in the second week of the course, it was soon supplemented by une Citroën and une Renault. The inclusion of humour served a similar purpose, with a cat perched very precariously on a roof-top to illustrate sur, a dog which was blue or any other colour the pupils chose, a Martian who was called Monsieur Bleep and whose flying saucer ran out of petrol, a knight in armour rescuing a maiden from a castle, but he was riding a bicycle, and so on. And it was in the hope of creating a feeling of New Zealand orientation that tracteur and mouton were featured so frequently in situations.

Appendix C includes the vocabulary which was deliberately used in the course. Items are not listed which were used fleetingly by the teachers in the routine of lesson management or story telling but which were not intended as an item of learning for the classes.

APPENDIX C

A WEEK-BY-WEEK SUMMARY OF THE COURSE

[Reading and writing texts are listed separately]

| Week | Grammar and structures | Vocabulary | Main techniques; aids |
|------|---|--|--|
| 1 | <u>Qui est-ce?</u> <u>C'est...?</u> <u>C'est...</u> Greetings | bonjour monsieur madame oui non | Greetings practice, with real and assumed identities. Labels worn to accustom class to role playing. |
| 2 | <u>Qu'est-ce que c'est?</u> <u>C'est une...</u> <u>C'est la...</u> <u>de...</u> | boîte voiture cravate règle maison montre | Real objects or toys identified, and actual or assumed owners specified. |
| 3 | <u>De quelle couleur est.?</u> <u>Elle est...</u> <u>La... de...</u> <u>est...</u> | Eight colour adjectives - feminine singular form only | As week 2, using real boxes, ties and watches, toy cars, and cardboard model houses, all in different colours. Flash-cards also used. |
| 4 | As week 2, but masculine nouns | crayon stylo livre camion cahier mouton tracteur | As week 2, with a new set of objects. |
| 5 | Review of contrasts: <u>un, une;</u> <u>le, la</u> | journal chaise | Board sketches in separate columns, and pupils 'owning' objects in separate groups, to strengthen concept of masculine and feminine. Separate and then mixed practice. |
| 6 | As week 3, but masculine | Colours, masculine | Similar to week 3. |
| 7 | Review of gender contrasts | chat chien robe table | OHP transparencies to summarise objects, owners and colours. Spacing and the use of over-lays allowed practice of each gender, separately then mixed. |
| 8 | Colour adjectives used attributively | Martien | Two large cards with objects shown first in plain outline, then in colour. One card for each gender.  |

| | | | |
|----|---|---|---|
| 9 | Prepositions <u>Où est...?</u> | sur sous ballon fenêtre porte | Commentary on positions of pupils and classroom objects. Cellograph ¹ pictures composed and described by pupils: an interior, with table and chair, and other objects placed on or under. |
| 10 | More pre-positions Practice on <u>Qui?</u> and <u>Où?</u> | devant derrière dans | Discussion of class seating plan. Cellograph picture constructed: house exterior, with cars, people and animals in various relative positions. |
| 11 | Review of question forms and answer patterns | Review of: Qui? Qu'est-ce que? De quelle couleur? Où? | From a list of English prompt words, pupils said all they could about given objects: what, whose, what colour, and where. |
| 12 | Plurals: <u>Ce sont des...</u> <u>Ce sont les...</u> <u>de...</u> Liaison with <u>enfants</u> explained | enfant pomme bateau [plural form -bateaux- not mentioned] | Objects and sketches used to present and practise plural forms; <u>one</u> object used as a starting point in each instance. Flash-cards used. |
| 13 | <u>Ils sont</u> <u>Elles sont</u> | | Four large cards, each showing objects, m., f., sing., and pl. Owners and colours varied. For each object or group pupils stated what, whose, and what colour. |
| 14 | More practice of <u>Qui?</u> and <u>Où?</u> Prepositions: <u>à</u> + town; <u>en</u> + country | la France la Nouvelle Zélande la capitale ville grande petite et Names of French towns | OHP transparencies: outline maps of France and N.Z. Overlay to show four main towns in each, and one small town in each. Further overlay showing named people in each town. Four corners of classroom labelled as French towns. Pupils - m., f., s., and pl. - 'visit'. |
| 15 | Still more practice of <u>Qui?</u> and <u>Où?</u> And of <u>est</u> and <u>sont</u> | garage cuisine salon chambre Numerals 1-10 | Large sketch of house with insets to show family in various rooms. Corners of classroom labelled as rooms, with pupils located in each. |

¹ Philip and Tacey, 1971, p.130, p.233, p.237.

| | | | |
|----|--|--|--|
| 16 | Regular <u>-er</u> verbs, 3rd person sing., and <u>fait</u> | travaille répare prépare joue regarde parle fait petit téléphone avec dîner devoirs train balle télévision | Sketch from week 15. Discussion of family activities. |
| 17 | 1st and 2nd person sing. of <u>être</u> Use of <u>vous</u> and <u>tu</u> explained | | Sketch from week 15 was not used, but labels to indicate rooms and characters [including the cat], leading to such practice as: <u>Paul, où es-tu?</u> <u>Je suis dans...</u> |
| 18 | A simple story told, and then explored by means of questions: <u>Qui? Où?</u> <u>Qu'est-ce que?</u> <u>Est-ce que?</u> | voici voilà carottes tomates poulet supermarché va achète rentre famille pour | One large card showing story in series of pictures. Progressive explanation, demonstration, repetition, and questioning. |
| 19 | Repetition of story in 1st person sing. | je vais j'achète | Role taking by whole class, by groups, and by individuals, with movement and mime, until five basic sentences known by heart. |
| 20 | Telling the time, hours only <u>Il est</u> + time <u>A</u> | Numerals increased <u>quelle heure</u> <u>midi</u> <u>minuit</u> More French towns | Practice with clock face. Emphasis on liaisons. Map of France; journey by car, with time stated at each town. <u>Où...? A quelle heure...?</u> Car driver interviewed, providing 1st and 2nd person practice. |
| 21 | Review and extension of <u>à</u> + destination to include <u>à l'</u> | autobus avion cinéma école | Large card showing travellers or vehicles in one column, destinations in another, and arrows indicating direction. Also movement of pupils within classroom: <u>à la porte</u> , for example. |

| | | | |
|----|---|--|---|
| 22 | Review of articles, extending to participatives. Review of certain pronouns. Extension of <u>-er</u> verbs | viande poisson pain chocolat bonbons bananes bébé mange | Individual pupils, holding relevant objects or even pictures thereof, mimed eating and looking at. Question and answer practice to include <u>Je</u> in replies. Pattern box drawn up. |
| 23 | Review of interrogative structures. 3rd person plural: <u>-ent</u> . Reading and acting of first set dialogue | aussi sa, ses bonsoir | Another house diagram, with family engaged in various tasks. Friend arrives, knocks at door. His conversation with mother provides dialogue for reading, acting, and question practice. |
| 24 | Greetings, formal and informal. Review of <u>tu</u> and <u>vous</u> | comment allez très bien merci ça va toi vais [health] | Contrasting cards, one with adults, one with children, with speech balloons to show exchange of greetings. |
| 25 | Family relationships | mari femme père mère fils fille frère soeur parents | Step-by-step commentary on four-figure family tree. Felt-board used, with arrows to indicate direction of relationships. |
| 26 | Statements of identity and age, 3rd pers. singular only | s'appelle -t- quel âge a ans garçon jeune fille Numerals to 40. | Sketches of boys, then girls, of varying height, to suggest varying age. Identity established, with pupils suggesting names. Ages then stated. Further practice with pupils, but age range within a class is limited. |
| 27 | Review of verb forms: <u>est</u> , <u>a</u> , <u>va</u> , <u>fait</u> . Review of question structures | Use of <u>il a</u> extended to include ownership | Three OHP transparencies, each with 4 elements - a person, a vehicle, a destination, an envisaged task. Overlays provide texts, of which different parts are in turn faded. |
| 28 | Review of: <u>et</u> , <u>est</u> ; <u>à</u> , <u>a</u> | | Examples located in previous texts. Similarities and differences noted. More examples suggested by class, and listed on board. Further examples as test dictation, checked immediately. |

| | | | |
|----|---|---|---|
| 29 | As week 26, 1st and 2nd person singular | je m'appelle j'ai [age] | Review of week 26. Discussion of pupils' names and age, and further prac- tice with assumed identi- ties - French family, shown by labels. |
| 30 | Review of articles. Review of adjective agreement | Review of classroom and household vocabulary | Chart drawn on board to sum- marise articles by number and gender. Pupils selected vocabulary from classroom or house- hold, to say what, whose, and what colour. Texts put on board, and checked against chart of articles. |
| 31 | Review of <u>-er</u> verbs, to con- trast 3rd per- son sing. and plural. Review of telling time | bureau chapeau collège | Set of pictures showing family going to town, what they do there, and times of return. Questions and answers to elicit text. |
| 32 | Review of ad- jectives used predicatively and attributively | Review of animals and clothing | Pupils suggested vocabulary on set topics and also se- lected colours. Contrasting structures noted. |
| 33 | Pronunciation and reading review | | Pupils' texts from week 21 onwards revised. |
| 34 | General revision by means of card games designed for the purpose [Collett, 1975b]. | | |
| 35 | Tests | | |

Texts used for reading and writing

Week 1 Qui est-ce?
 C'est [Paul].

C'est Paul? Oui, c'est Paul.
 Non, c'est Philippe.

Week 2 Qu'est-ce que c'est?
 C'est une { boîte.
 cravate.
 maison.
 voiture.

C'est la boîte de Marie.
 C'est la voiture de Monsieur Rivière?
 Non, c'est la voiture de Paul.

Week 3 La voiture est bleue?
 Non, elle est verte.

La cravate est bleue?
 Oui, elle est bleue.

De quelle couleur est la boîte?
 Elle est bleue et verte et jaune.

Week 4 { tracteur.
 crayon.
 C'est un { camion. C'est le cahier de Paul.
 livre.
 mouton. C'est le stylo de Marie.
 cahier.
 stylo.

Week 5

Feminine : C'est une boîte.
 C'est la boîte de Marie.

Masculine: C'est un livre.
 C'est le livre de Pierre.

Week 6 Le camion est bleu.
 crayon orange.
 stylo jaune.
 mouton gris.
 livre vert.
 cahier blanc.
 tracteur rouge.
 chat noir.

Le camion de M. Dupont est bleu.
 De quelle couleur est le chat de Suzanne?
 Il est noir.

Week 7

C'est un camion.
 C'est le camion de M. Legros.
Il est vert.
 C'est une voiture.
 C'est la voiture de M. Dupont.
Elle est verte.

Week 8

C'est une maison. Elle est blanche.
 C'est une maison blanche.
 C'est un camion. Il est jaune.
 C'est un camion jaune.

Week 9

Le chat est sur la table.
 La voiture est sous la table.
 Où est le chat?
 Il est sur la table.
 Où est la voiture?
 Elle est sous la table.

Week 10

Où est le chat?
 Il est { sur la maison.
 sous la table.
 derrière la porte.
 devant la table.
 dans la boîte.

Week 11

1. Who? Qui est-ce? C'est Paul.
2. What? Qu'est-ce que c'est? C'est une boîte.
C'est un livre.
3. Whose? C'est la boîte de Paul.
C'est le livre de Pierre.
4. Colour? De quelle couleur est la boîte?
Elle est bleue.
De quelle couleur est le livre?
Il est bleu.
5. 2 + 4 C'est une boîte bleue.
C'est un livre bleu.
6. 3 + 4 La boîte de Paul est bleue.
Le livre de Pierre est bleu.
7. Where? Où est la boîte? Elle est sur la table.
Où est le livre? Il est sous la chaise.

[Different colour underlinings were used to show question words, masculine words, and feminine words].

Week 12

Masculine plural: What? Ce sont des livres.
 Whose? Ce sont les livres de Pierre.
 Feminine plural : What? Ce sont des maisons.
 Whose? Ce sont les maisons de Pierre.

Week 13 Le livre de Pierre est gris.
 La cravate de M. Dupont est grise.
 Les stylos de Marie sont bleus.
 Les robes de Mme Dupont sont bleues.

De quelle couleur - $\left\{ \begin{array}{l} \text{est} \left\{ \begin{array}{l} \text{le...? Il est....} \\ \text{la...? Elle est...} \end{array} \right. \\ \text{sont} \left\{ \begin{array}{l} \text{les...? Ils sont...} \\ \text{les...? Elles sont...} \end{array} \right. \end{array} \right.$

Week 14 Auckland est une grande ville.
 Cambridge est une petite ville.
 Où est M. Dupont? Il est à Paris.
 Où est Jeanne? Elle est à Bordeaux.
 Où sont Paul et Philippe? Ils sont à Marseille.
 Où sont Suzanne et Marie? Elles sont à Carnac.

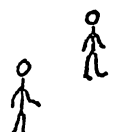

Week 15 M. Lavigne est dans le garage.
 Mme Lavigne est dans la cuisine.
 Suzanne et Jeanne sont dans le salon.
 Paul et Jacques sont dans la chambre.

Qui est dans? [name]

 Où $\left\{ \begin{array}{l} \text{est [name]} \\ \text{sont [names]} \end{array} \right. ?$ $\left. \begin{array}{l} \text{Il} \\ \text{Elle} \end{array} \right\} \text{ est } \left. \begin{array}{l} \\ \text{Ils} \\ \text{Elles} \end{array} \right\} \text{ sont } \left. \right\} \text{ dans}$

Week 16 M. Lavigne travaille. Il répare la voiture.
 Mme Lavigne travaille. Elle prépare le dîner.
 Jacques travaille. Il fait des devoirs.
 Paul joue avec un petit train.
 Le chat joue avec une balle.
 Suzanne regarde la télévision.
 Jeanne parle au téléphone.

Week 17

 , où es-tu? } Je suis dans
 , où êtes-vous? }
 , où êtes-vous? Nous sommes dans

Week 18 Voici Mme Lavigne.
 Voilà la voiture de Mme Lavigne.
 Elle va à Carnac.
 Elle va au supermarché.
 Elle achète des carottes, des tomates et un poulet.
 Elle rentre à la maison.
 Dans la cuisine, elle prépare le dîner pour la famille et pour le chat.

Week 19 Je vais à Carnac.
Je vais au supermarché.
J'achète un poulet.
Je rentre à la maison.
Je prépare le dîner.

Week 20 Stirling Moss est à Calais à six heures.
Amiens neuf
Paris midi.
Dijon quatre
Lyon sept
Avignon dix
Marseille minuit.

Interview

Où êtes-vous à midi? Je suis à Paris.
A quelle heure êtes-vous à Dijon? A quatre heures.

Week 21 Le train à Paris.
Le bateau à New-York.
M. Lavigne va au cinéma.
M. Rivière à la maison.
L'autobus à l'école.
L'avion en France.

Week 22 Paul un livre.
Jeanne regarde un cahier.
Le chat la télévision.
Le chien un journal

Il des bonbons.
Elle mange des bananes.
Je une pomme.
un poisson.
du chocolat.
de la viande.

Week 23 - Bonjour, madame. Est-ce que Jean est à la maison?
- Oui, il est dans sa chambre.
- Qu'est-ce qu'il fait?
- Il travaille. Il fait ses devoirs.
- Et Suzanne? Elle travaille aussi?
- Non. Elle est dans le salon avec Marie. Elles regardent la télévision.

Week 24 - Bonjour, madame.
- Bonjour, monsieur. Comment allez-vous?
- Très bien, merci. Et vous?
- Oui, je vais bien, merci.

- Bonjour, Marie.
- Bonjour, Jacques. Ça va?
- Ça va bien, merci. Et toi?
- Oui, ça va bien.

| | | | |
|----------------|------------|-------------|-------------------|
| <u>Week 25</u> | M. Dupont | est le mari | de Mme Dupont. |
| | | le père | Jeanne et Paul. |
| | Mme Dupont | la femme | M. Dupont. |
| | | la mère | Jeanne et Paul. |
| | Paul | le fils | M. et Mme Dupont. |
| | | le frère | Jeanne. |
| | Jeanne | la fille | M. et Mme Dupont. |
| | | la soeur | Paul. |

M. et Mme Dupont sont les parents.
Jeanne et Paul sont les enfants.

| | | |
|----------------|---------------------------|-----------------------|
| <u>Week 26</u> | Voici un garçon. | |
| | Comment s'appelle-t-il? | Il s'appelle Paul. |
| | Quel âge a-t-il? | Il a dix ans. |
| | Voici une jeune fille. | |
| | Comment s'appelle-t-elle? | Elle s'appelle Marie. |
| | Quel âge a-t-elle? | Elle a douze ans. |

| | | |
|----------------|-------------------------|-------------------------|
| <u>Week 27</u> | Qui est-ce? | C'est M. Dupont. |
| | Qu'est-ce qu'il a? | Il a une voiture. |
| | Où est-ce qu'il va? | Il va à Paris. |
| | Qu'est-ce qu'il fait? | Il achète des livres. |
| | Qui est-ce? | C'est Mme Lavigne. |
| | Qu'est-ce qu'elle a? | Elle a une Citroën. |
| | Où est-ce qu'elle va? | Elle va au supermarché. |
| | Qu'est-ce qu'elle fait? | Elle achète un poulet. |
| | Qui est-ce? | C'est Paul. |
| | Qu'est-ce qu'il a? | Il a une bicyclette. |
| | Où est-ce qu'il va? | Il va à l'école. |
| | Qu'est-ce qu'il fait? | Il travaille. |

| | | |
|----------------|--|----------------------------------|
| <u>Week 28</u> | Suggested by class. Typical examples were: | |
| | Paul <u>et</u> Jeanne | M. <u>et</u> Mme Dupont. |
| | Il <u>est</u> à Paris | Elle <u>est</u> dans la cuisine. |
| | Il va <u>à</u> l'école | ... <u>à</u> neuf heures. |
| | Il <u>a</u> une voiture. | Elle <u>a</u> dix ans. |

| | | |
|----------------|----------------------------|------------------|
| <u>Week 29</u> | Comment vous appelez-vous? | Je m'appelle ... |
| | Quel âge avez-vous? | J'ai ... ans. |

| | | |
|----------------|------------------------------|-------------------------------|
| <u>Week 30</u> | C'est un livre. | C'est une règle. |
| | C'est le livre de Paul. | C'est la règle de Marie. |
| | Il est bleu. | Elle est bleue. |
| | Ce sont des cahiers. | |
| | Ce sont les cahiers de Paul. | |
| | Ils sont bleus. | |
| | | Ce sont des chaises. |
| | | Ce sont les chaises de Marie. |
| | | Elles sont bleues. |

Week 31

A huit heures M. Legros va en ville en voiture.
Il va à son bureau. Il travaille.
Il rentre à la maison à cinq heures.

A neuf heures Mme Legros va en ville en autobus.
Elle va à un magasin. Elle achète un chapeau.
Elle rentre à la maison à dix heures.

A huit heures et demie Paul et Christine vont
à l'école à bicyclette. Ils travaillent dans
la salle de classe.
Ils rentrent à la maison à quatre heures.

APPENDIX D

TEXT OF TESTS AND DEVELOPMENT OF TEST ITEMS

In respect of each test, the final text is followed by a discussion of item development. Types of items tried out for each cell of the test grid are described, and details are given of item performance in the final test, supported in some cases by details of performance in trials. The analysis of the performance of items in the final test was based on the responses of 100 pupils selected at random from the 176, also selected at random, who did the speaking test.

1. Listening test - full text of tape-recording [25 minutes]

Today you are going to do a French listening test. You should have in front of you an answer sheet on which you put your name and the name of your school, and a sheet of six pictures. Before the test begins, here are some practice sentences for you to listen to, so that you can get used to the voice of the French speaker.

C'est une voiture. Elle est blanche.

C'est une voiture blanche.

C'est la voiture de M. Dupont.

La voiture de M. Dupont est blanche.

M. Dupont a une voiture blanche.

In the first part of this test, you will hear some French sentences. Listen to each one very carefully, and decide what is the English word for the last word in the French sentence. Write the English word on your answer sheet.

Here is an example: C'est un crayon.

The last word was crayon, so you would write the word pencil on your answer sheet. Try the second example on your own:

Où est la maison? [Pause] The last word was maison, and you should have written house on your answer sheet.

Now we will start with sentence number 1.

Number 1 Oui, il va bien, merci.

Number 2 La robe de Marie est jaune.

Number 3 Je n'ai pas ma montre.

Number 4 Où est-ce que vous travaillez?

Number 5 Où est mon cahier?

Number 6 C'est aujourd'hui le quatorze.

- Number 7 Vous préférez quelle viande?
 Number 8 Regarde ce petit enfant.
 Number 9 Le chat mange du poisson.
 Number 10 Paul joue dans sa chambre.
 Number 11 Le train arrive à six heures.

In the next few questions, there are two parts to each sentence. Make sure you have heard the whole thing before you start to write down the English for the last word you hear.

- Number 12 Marie va en France. Suzanne aussi?
 Number 13 Jacques est dans sa chambre et il fait ses devoirs.
 Number 14 Mme Lavigne va au supermarché. Qu'est-ce qu'elle achète?
 Number 15 Voilà Marie. C'est ma soeur.

Now look at part 2 on your answer sheet. You will hear some short phrases in French. Listen to each one carefully, and decide whether the person or thing it refers to is masculine or feminine, and whether there is one or more than one, that is, whether it is singular or plural.

Here is an example: la table

Table is feminine, and in the phrase you just heard - la table - only one table is mentioned. So you would give feminine singular as your answer. The way to show this answer is to draw a circle round the letters FS on your answer sheet. The first one has been done for you.

Try the second example on your own: des crayons rouges
Crayons is masculine, and in the phrase you heard - des crayons rouges - more than one pencil is mentioned, so your answer should be masculine plural. You should have drawn a circle round the letters MP. If you make a mistake, and wish to change your answer, cross out the wrong answer clearly, as shown in the example you have just done.

We will start now.

- Number 1 Un grand camion.
 Number 2 Les petites filles.
 Number 3 Il est là.
 Number 4 Des livres verts.
 Number 5 Le petit enfant.
 Number 6 Ils achètent.
 Number 7 Elles sont petites.
 Number 8 Une voiture bleue.

Number 9 Elle va bien.

Number 10 Des maisons blanches.

Find part 3 on your answer sheet. This time you will hear three sentences. One of them is not quite the same as the other two. Draw a circle round the letter A, B, or C on your answer sheet to show which sentence is the different one. Here is an example:

A. C'est une rue.

B. C'est une roue.

C. C'est une rue.

The second one was different from the others. The sentence was C'est une roue. The other two were C'est une rue. You would have drawn a circle round the letter B on your answer sheet. Mark only one answer each time, and if you make a mistake, cross it out clearly.

Ready? We will start now.

Number 1 A Il va à la foire demain.

B Il va la voir demain.

C Il va à la foire demain.

Number 2 A C'est un joli agneau.

B C'est un joli agneau.

C C'est un joli anneau.

Number 3 A Je suis sûr que c'est le sien.

B Je suis sûr que c'est le chien.

C Je suis sûr que c'est le chien.

Number 4 A Que tu es gentil.

B Que tu es gentille.

C Que tues gentil.

Number 5 A Il y a deux petits enfants dans le garage.

B Il y a de petits enfants dans le garage.

C Il y a deux petits enfants dans le garage.

Number 6 A Oui, elle prend un pain tous les jours.

B Oui, elle prend un bain tous les jours.

C Oui, elle prend un bain tous les jours.

Number 7 A Ils ont fini les exercices?

B Ils sont finis, les exercices?

C Ils sont finis, les exercices?

For the rest of the questions, listen to the intonation of the sentences, that is, the tune of the voice. Pick out the

one which is different from the other two. Here is an example:

- A Il est là?
- B Elle est là.
- C Elles sont là.

The first one was a question, with a rising tone of voice - Il est là? The other two had a falling tone - Elle est là. Elles sont là. So you would have drawn a circle round the letter A.

We will start now.

- Number 8
 - A Quand est-ce que vous partez?
 - B Est-ce qu'il arrive ce soir?
 - C Où habitez-vous?
- Number 9
 - A Tiens! Voilà mon frère.
 - B Regarde! C'est le président.
 - C Comment? Tu as déjà mangé?
- Number 10
 - A C'est un chat et un chien?
 - B C'est son oncle ou son père?
 - C C'est le frère ou la soeur?

Now look at the page of drawings. Notice that each drawing has a number, and look at part 4 on your answer sheet. For each of the drawings, you will hear three sentences. One of these sentences describes the drawing more clearly than do the other two. Listen carefully, and decide which one is the best. Here is an example:

Look at the drawing marked Example.

- A C'est une voiture rouge.
- B Regarde le grand avion.
- C C'est le camion de M. Dupont.

The second sentence, B, mentions an aeroplane. The other two do not. So you would draw a circle round the letter B on your answer sheet. Mark only one answer. If you make a mistake, cross it out clearly. We will start now with picture Number 1.

- Number 1
 - A Pierre travaille bien en classe.
 - B M. Lenoir travaille dans le salon.
 - C Il y a un bon programme à la télévision.

- Number 2 A Regarde que Charles est beau avec sa nouvelle cravate jaune.
 B Oh, Suzanne, regarde la belle cravate verte.
 C Je n'aime pas beaucoup cette cravate grise.
- Number 3 A Ah, la voilà. Voilà Suzanne, derrière la porte.
 B Mais regarde. C'est Suzanne, là, devant la porte?
 C Suzanne, c'est toi, là, sous la porte?
- Number 4 A Il va à la maison en voiture.
 B La voiture est à la maison.
 C Il a une voiture à la maison.
- Number 5 A Elle est à Paris.
 B Il est à Paris.
 C Ils sont à Paris.

Now we come to part 5. Find part 5 on your answer sheet. In this section, you will hear one question and then three suggested answers. The three answers are printed on your answer sheet. You can look at the answers while you are listening to them, and then you must choose the answer which makes most sense. Look at the example on your answer sheet:

- C'est un livre bleu?
- A Oui, le stylo est bleu.
 B Oui, le crayon est rouge.
 C Oui, le livre est bleu.

The third answer, C, is the only one which makes sense, so you would draw a circle round the letter C on your answer sheet. Mark only one answer, and if you make a mistake, cross it out clearly. We will start now.

- Number 1 Comment vous appelez-vous, monsieur?
 A Je m'appelle Gaston Leclerc.
 B Il s'appelle Claude Legrand.
 C Vous vous appelez Monsieur Lavigne.
- Number 2 Est-ce que Pierre va en France?
 A Oui, à Toulouse, avec son père.
 B Oui, il va au cinéma dans la rue Martin.
 C Oui, c'est un très bon restaurant.
- Number 3 Pierre et Paul, à quelle heure arrivent-ils?
 A Il arrive à trois heures.
 B Ils arrivent à midi.
 C Ils arrivent le deux décembre.

Number 4 Quel âge a-t-il?

A Il a deux enfants.

B Il est deux heures.

C Il a deux ans.

Number 5 Est-ce que Mme Lavigne est dans la cuisine?

A Oui, elles sont dans la cuisine.

B Oui, il travaille dans la cuisine.

C Oui, elle prépare le dîner.

NAME..... School.....

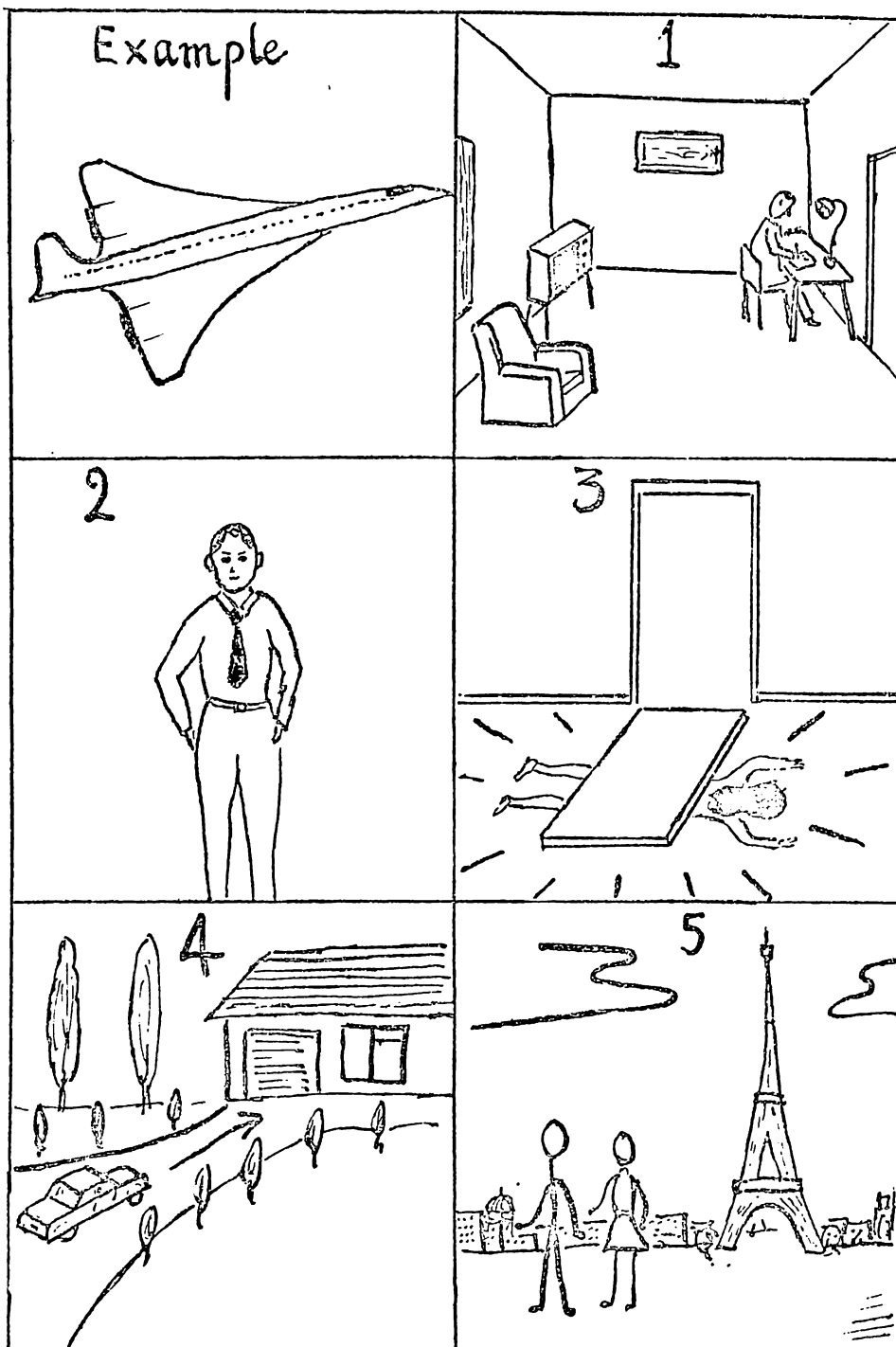
FRENCH LISTENING TEST

1974

| PART 1 Example: <i>pen</i> Example:..... | PART 2 Example: MS MP <u>FS</u> FP Example: MS MP FS <u>FP</u> | PART 3 Example: A <u>B</u> C |
|---|--|--|
| 1. | 1. MS MP FS FP | 1. A B C |
| 2. | 2. MS MP FS FP | 2. A B C |
| 3. | 3. MS MP FS FP | 3. A B C |
| 4. | 4. MS MP FS FP | 4. A B C |
| 5. | 5. MS MP FS FP | 5. A B C |
| 6. | 6. MS MP FS FP | 6. A B C |
| 7. | 7. MS MP FS FP | 7. A B C |
| 8. | 8. MS MP FS FP | 8. A B C |
| 9. | 9. MS MP FS FP | 9. A B C |
| 10. | 10. MS MP FS FP | 10. A B C |
| 11. | | PART 4 Example: A <u>B</u> C |
| 12. | | 1. A B C |
| 13. | | 2. A B C |
| 14. | | 3. A B C |
| 15. | | 4. A B C |
| | | 5. A B C |
| PART 5 | | |
| Example: A. Oui, le stylo est bleu. B. Oui, le crayon est rouge. C. Oui, le livre est bleu. | | A B <u>C</u> |
| 1. A. Je m'appelle Gaston Leclerc. B. Il s'appelle Claude Legrand. C. Vous vous appelez M. Lavigne. | | A B C |
| 2. A. Oui, à Toulouse, avec son père. B. Oui, il va au cinéma dans la rue Martin. C. Oui, c'est un très bon restaurant. | | A B C |
| 3. A. Il arrive à trois heures. B. Ils arrivent à midi. C. Ils arrivent le deux décembre. | | A B C |
| 4. A. Il a deux enfants. B. Il est deux heures. C. Il a deux ans. | | A B C |
| 5. A. Oui, elles sont dans la cuisine. B. Oui, il travaille dans la cuisine. C. Oui, elle prépare le dîner. | | A B C |

Note: Copies of answer sheets have been reduced in size for inclusion in this volume.

LISTENING TEST PART 4



Cell 1 Listening : phonetics Fifty-seven items tested, reducing to 26 on the second trial, and 10 retained in final test.

a. Phonemic discrimination

- i. Pupils were to decide which of three sentences were different - for example, C'est une rue / C'est une roue / C'est une rue. Answer sheet marked A, B, or C. Sixteen such items were tested, and seven were used in the final test [Listening test part 3, nos. 1 - 7]. Sources of difficulty for the pupils were: the extent to which the sounds were unfamiliar to them, some of the sounds not occurring in English; the extent to which the pair of sounds resembled each other; the complexity of the context in which they were heard; and the position of the sounds within the sentence. The last two of these factors could be modified if the obtained facility levels were unsatisfactory. The length of the sentences could be increased or decreased, or the position of the critical sounds altered. If, for example, the sounds being contrasted were in the final syllable of the sentence, they stood out more clearly and were easier to distinguish than if they occupied a central position.
- ii. An alternative approach was to give a pattern sentence, and then to ask which one or more of three other sentences were the same, e.g. C'est une rue // C'est une rue / C'est une roue / C'est une rue. Answer: A C. Sixteen such items were tested; none were retained.

This type of question considerably reduced the chances of guessing the correct answer, since there were eight possibilities, but it demanded a longer span of retention, and discrimination indices obtained were lower than in type [i] above.

b. Discrimination of intonation

- i. Three different sentences were presented, two of which had similar intonation patterns. Pupils had to select the one which was different.
- ii. As [i], but the wording of the three sentences was identical.
- iii. As [ii], but with a stated attitude on the part of the speaker. Pupils were to say in which sentence the

speaker expressed surprise, anger, doubt, etc.

- iv. One sentence was heard, and the pupils were provided with three diagrams representing different intonation patterns. The appropriate diagram was to be selected.
- v. Similar to [iv], but three sentences and one diagram.

Five items of each of these five types were tried out. The first type was generally the most successful, and three such items were included in the final test [listening test part 3, numbers 8 - 10].

The ten items which thus formed part 3 of the listening test were the only set of items in the test as a whole in which the trials and subsequent revisions proved ineffective. In the final test, four of the ten items produced discrimination indices which were low, though positive [items 2, 4, 5, 10: $d = 0.14, 0.14, 0.14,$ and 0.20 respectively]. Two items produced negative discrimination indices [items 6 and 8: $d = -0.10$ and -0.24 respectively]. Two items produced facility indices which were too high [items 9 and 10: $f = 0.88$ and 0.85 respectively].

But the performance of these items in trials had been satisfactory. Those which were retained unchanged from the trials had had a median facility index of 0.59 and a median discrimination index of 0.44. Item 2 had produced facility and discrimination indices at those levels, 0.59 and 0.44 respectively, but in the final test these indices were $f = 0.70$ [high, but acceptable] and $d = 0.14$ [too low]. Item 4 had also produced a discrimination index of 0.44 in trials, reducing to 0.14 in the final test. Item 8 had produced a discrimination index of 0.51 in trials, but in the final test the obtained figure was -0.24 .

Item analysis followed by rejection of faulty items and revision of borderline cases proved to be adequate preparation for all other sets of items, with one or two minor exceptions discussed later. But some of the observed discrepancies between the performance of this set of items in the trials and in the final test were large, and even if the zone of acceptance or rejection of items had been more demanding, it may still not have been possible to guarantee satisfactory performance of this type of item in the final test. The stability of this type of item was compared to

that of others in the listening test, to see if a measure of instability was perhaps a distinctive feature of this type of item. While other parts of the listening test produced test-retest correlation coefficients of 0.82, 0.6, and 0.5, the figure obtained from part 3 was only 0.18. It is possible that the manner in which the teaching offered in 1973 prepared those pupils for this type of item differed significantly from the teaching of 1974, despite attempts to present the same programme by similar methods.

Whatever the explanation of the discrepancies, the fact remained that some of the items in this set contributed little to the purpose of the final test, and those with negative discrimination indices were counteractive. The five least satisfactory items of the set were deleted from the final test: items 6 and 8 because of negative discrimination, items 9 and 10 because of extreme facility indices, and item 2 because of low discrimination combined with marginally high facility. [Items 8, 9, and 10 had been the only items in the test specifically concerned with aural discrimination of intonation.] To retain the original weightings and the convenience of a total score of 100, scores obtained on the remaining five items were doubled and total scores adjusted.

Table D.1 shows the facility and discrimination indices obtained on the five items which were retained and the performance of the distractors in those items.

TABLE D.1
Listening test, part 3. Facility and
discrimination indices

| Item no. | A | | B | | C | |
|-------------|-----|------|-----|------|-----|------|
| | f | d | f | d | f | d |
| 1 | .32 | -.28 | .49 | .37 | .19 | -.12 |
| 3 | .59 | .28 | .26 | -.10 | .15 | -.34 |
| 4 | .42 | -.10 | .39 | .14 | .19 | .0 |
| 5 | .27 | -.13 | .43 | .14 | .30 | .0 |
| 7 | .39 | .08 | .28 | -.12 | .33 | .0 |

Median f value: 0.39

Median d value: 0.14

The correct answers are ringed. In each item the two distractors were the same, the pupils being required to select the one sentence which differed from the other two. The relative position of the two distractors within each item varied, and it is interesting to note that three out of five distractors placed in the third and final position failed to discriminate. All others worked in the required direction, though the indices were not high.

Cell 2 Listening : grammar Sixty-six items tested, reducing to 34 on the second trial, and 15 retained in the final test.

- a. Identification of number: pupils heard a short phrase or sentence and were to state whether the person or thing referred to was singular or plural, or could it have been either? Fourteen items were tested, and several were satisfactory, but in the final test this type of item was dropped in favour of:
- b. Identification of number and gender: similar to [a], but number and gender to be stated. Thirteen items in the first trial were increased to 27 in the second by the addition of revised items from type [a]. Ten were retained in the final test [listening test part 2].

In the trials, several items of unknown vocabulary had been included, to see if the accompanying indicators of number and gender would be enough on their own for pupils to be able to answer correctly. These items did not work well, while items containing known vocabulary worked well in both types of question. Of the 27 items tested, 17 produced acceptable facility and discrimination levels, these 17 being of known vocabulary. In the subsequent combination of the two sets, in avoiding unknown vocabulary, and in making final adjustments to the coverage of basic number and gender distinctions, none of the items retained its exact original shape, and the indices obtained in trials are not appropriate for comparison with those obtained in the final test [Table D.2].

TABLE D.2

Listening test, part 2. Facility and discrimination indices

| Item no. | M S | | M P | | F S | | F P | |
|----------|-----|------|-----|------|-----|------|-----|------|
| | f | d | f | d | f | d | f | d |
| 1 | .63 | .35 | .80 | -.60 | .27 | -.08 | .20 | -.33 |
| 2 | .13 | -.06 | .18 | -.02 | .31 | -.01 | .38 | .07 |
| 3 | .38 | .31 | .15 | -.14 | .36 | -.04 | .11 | -.36 |
| 4 | .60 | -.17 | .59 | .35 | .20 | -.29 | .15 | -.17 |
| 5 | .33 | .30 | .10 | -.14 | .37 | -.05 | .20 | -.25 |
| 6 | .24 | -.04 | .36 | .14 | .28 | -.11 | .12 | 0 |
| 7 | .16 | -.48 | .16 | -.03 | .28 | -.20 | .40 | .52 |
| 8 | .18 | -.51 | .40 | -.48 | .76 | .63 | .20 | -.33 |
| 9 | .27 | -.08 | .11 | -.36 | .40 | .39 | .22 | -.20 |
| 10 | .13 | -.40 | .15 | -.44 | .16 | -.34 | .56 | .63 |

Median f value: 0.40

Median d value: 0.35

All discrimination indices were positive, though two of them, in items 2 and 6, were low. One of the distractors in item 6 failed to discriminate, but all others operated in the required direction. Though all the distractors were used, in some cases there was a marked preference for one of the three, and it is interesting to note how the strength of wrong gender and wrong number varies in distracting power. There appeared to be a link between the most frequently selected type of distractor and the content of the item. In items which were singular of either gender, it was the gender which was most frequently given wrongly. In items which were feminine plural, the gender was correctly held in most answers, and number was the most common error. In items which were masculine plural, the most commonly selected distractor differed in both respects.

Comprehension with pictures.

- i. Given sets of three pictures, and hearing one caption, pupils were to select the appropriate picture. Eight items were tested, and none retained.
- ii. Similar to [i], but with one picture and three captions. Eight items were tested, and five retained in the final test [listening test part 4]. Table D.3 shows facility and dis-

crimination indices obtained. Two of the distractors failed to discriminate, and the facility indices were generally high.

TABLE D.3

Listening test, part 4. Facility and discrimination indices

| Item no. | A | | B | | C | |
|----------|-----|------|-----|------|-----|------|
| | f | d | f | d | f | d |
| 1 | .11 | -.68 | .82 | .44 | .70 | 0 |
| 2 | .21 | -.28 | .61 | .64 | .18 | -.73 |
| 3 | .10 | -.63 | .11 | -.66 | .79 | .77 |
| 4 | .48 | .26 | .26 | 0 | .27 | -.26 |
| 5 | .11 | -.40 | .17 | -.72 | .72 | .66 |

Median f value: 0.72

Median d value: 0.64

e. Comprehension, with some reading included.

- i. Pupils heard three statements and one rejoinder. They had the printed text of the rejoinder, and were to select the appropriate statement from the three heard. Ten items were tested, and none retained.
- ii. Similar to [i], but with one statement and three rejoinders. Parallel trials were conducted in which some pupils had the printed text of the statement, while others had the printed text of the rejoinders. The latter type was more successful, but the inclusion of three lines of reading per item reduced their purity as tests of listening. Of 13 items, five were used in the final test, and these had undergone minor revisions since the trials. Table D.4 shows the facility and discrimination indices obtained. Discrimination indices of items 2 and 3 were low. In the trials, item 2 had obtained a discrimination index of 0.24, and a modification of its wording prior to the final test failed to increase its discriminatory power. Item 3 had produced a discrimination index of 0.69 in the trials, and was left unchanged for the final test, but the value then obtained was 0.32.

TABLE D.4

Listening test, part 5. Facility and discrimination indices

| Item no. | A | | B | | C | |
|----------|-----|------|-----|------|-----|------|
| | f | d | f | d | f | d |
| 1 | .43 | .60 | .17 | -.49 | .40 | -.29 |
| 2 | .57 | .20 | .22 | 0 | .21 | -.15 |
| 3 | .28 | -.19 | .55 | .32 | .17 | -.10 |
| 4 | .15 | -.70 | .28 | -.19 | .57 | .62 |
| 5 | .33 | -.24 | .26 | -.14 | .41 | .40 |

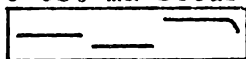
Median f value: 0.55

Median d value: 0.40

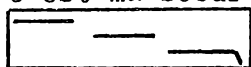
Cell 3 Listening : vocabulary 64 items tested, reducing to 39 on the second trial, and 20 retained in the final test.

- a. Item types c - f as described for cell 2 above were also used for listening vocabulary items. In fact the two areas were linked and presented as one set of questions, and even in single items it was not always clear whether the pupils' understanding of vocabulary or grammar contributed more to the selection of correct answers. In a given item, one distractor may be wrong for grammatical reasons, while another has an inappropriate vocabulary item. Items retained in parts 4 and 5 of the listening test were classified as vocabulary or grammar according to the apparent dominance of one area or the other in the pupils' decision-making process, but it would have been difficult completely to separate vocabulary from grammar where situations, presented by pictures or by text, rather than isolated phrases, were the vehicle for testing. Five items in the final test which were derived from this section of the trials were included in the earlier discussion of parts 4 and 5 of the listening test.
- b. English equivalents. Pupils were to write down the English for the last word of a sentence they heard. Incorrect English spelling was not penalised. These items produced high levels of discrimination [Table D.5], and the only adjustments made between trials were to the length or complexity of some of the sentences used as vehicles for the words being tested. An exception to this was item 15, and attempts to lower the

facility index of this item were too severe. In the trials the item was Ce monsieur-là, c'est ton père?, with the rising tone of the final word probably helping pupils to isolate it. The facility index was very high. The item was changed to Voilà Marie. C'est ma soeur, still a vocabulary item concerned with family relationships, but usually less well known than père. It was expected that the intonation pattern used would be C'est ma soeur, with the final word still clearly dis-



tinguished from the preceding one. In his recording, however, the French national applied a falling intonation to the sentence: C'est ma soeur. The final word was difficult to iso-



late and, despite the context, many pupils believed it to be monsieur. The discriminatory power of this item was still satisfactory, however.

TABLE D.5

Listening test, part 1. Facility and discrimination indices

| Item no. | f | d | Item no. | f | d |
|----------|-----|-----|----------|-----|-----|
| 1 | .81 | .76 | 9 | .58 | .80 |
| 2 | .69 | .76 | 10 | .36 | .36 |
| 3 | .67 | .73 | 11 | .39 | .28 |
| 4 | .35 | .61 | 12 | .43 | .74 |
| 5 | .48 | .55 | 13 | .48 | .74 |
| 6 | .27 | .50 | 14 | .56 | .69 |
| 7 | .29 | .82 | 15 | .06 | .46 |
| 8 | .45 | .54 | | | |

Median f value: 0.45

Median d value: 0.69

Name School

READING TEST

Part 1

In each question in Part 1, there is a space to be filled, and three answers are suggested. Only one of them is correct. Show your choice by drawing a circle round a, b, or c in the boxes on the right hand side of this page.

Here is an example:

C'est (le, la, les) livre de Marie.
 a b c

Since "livre" is masculine singular, the answer must be "le", the first of the suggested answers; so you would draw a circle round a:

| | | |
|---|---|---|
| a | b | c |
|---|---|---|

If you make a mistake, cross it out clearly, like this: ~~X~~

1. Il va (au, à la, en) restaurant.
 a b c
2. Combien de crayons (avez, allez, êtes)-vous?
 a b c
3. Jeanne (saisit, chat, parle) au téléphone.
 a b c
4. Paul (faites, fait, fais) un exercice.
 a b c
5. Avez-vous (du, de, des) biscuits?
 a b c
6. Comment vas-tu? (Bonjour, Bien, Au revoir),
 merci. a b c
7. Marie et Jeanne sont les (frères, filles, fils)
 de M. Legrand. a b c
8. Marie (a, à, as) deux robes bleues.
 a b c
9. Il (joues, jouent, joue) au football
 a b c
10. M. Lavigne (regarde, répare, rentre) à la
 maison. a b c

| | | |
|---|---|---|
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |
| a | b | c |

Part 2

In each question, three letters are underlined. Say the words to yourself, and decide which of the underlined letters has a different sound from the other two.

Example: A. kilo B. qui C. cinq

The 'k' and the 'q' have a 'k' sound, like the English word 'king', but the 'c' of 'cinq' has a 's' sound, as in the English word 'see'. So item C is different, and you would draw a circle round the letter C in the box at the right hand side of the page:

If you make a mistake, cross it out clearly.

- | | A | B | C |
|----|--------------------|---------------------|---------------------|
| 1. | <u>d</u> es livres | le <u>s</u> crayons | le <u>s</u> enfants |
| 2. | <u>d</u> evant | le <u>s</u> | e <u>s</u> t |
| 3. | me <u>r</u> ci | gr <u>i</u> se | gar <u>ç</u> on |
| 4. | cui <u>s</u> ine | sty <u>l</u> o | <u>c</u> inq |
| 5. | <u>â</u> ge | g <u>a</u> rage | bon <u>j</u> our |

| | | |
|---|---|----------|
| A | B | <u>C</u> |
| A | B | C |
| A | B | C |
| A | B | C |
| A | B | C |

Reading test

Cell 4 Reading : phonetics Eighteen items were tested and five retained.

It was not possible to use some types of item which had been considered for this cell, such as which of a group of words sound the same or rhyme with each other, because the pupils had not done sufficient reading from which to select appropriate materials. The fact that journaux, bateau, and stylo rhyme with each other or that au, eau, and aux sound the same is potential test item material, but the course reading had not been extensive enough to allow the construction of a set of such items. Only one type of item was in fact used in this cell. Pupils were to indicate which letter or group of letters of those underlined had a different sound from the others; for example, fille, ville, les. [It could be argued that a narrow phonetic analysis would show all three to be different, but on a phonemic level the contrast is between /j/ and /l/.] Eighteen such items were tested, and the five which were retained for the final test produced satisfactory indices [Table D.6]. The distractors functioned well generally [median d value: 0.525], though one of them had zero discriminatory power.

TABLE D.6

Reading test, part 2. Facility and discrimination indices

| Item no. | A | | B | | C | |
|----------|-----|------|-----|------|-----|------|
| | f | d | f | d | f | d |
| 1 | .31 | -.59 | .13 | -.26 | .56 | .63 |
| 2 | .65 | .60 | .08 | -.60 | .28 | -.42 |
| 3 | .07 | -.24 | .69 | .60 | .24 | -.60 |
| 4 | .07 | -.60 | .33 | -.61 | .60 | .72 |
| 5 | .07 | 0 | .62 | .42 | .31 | -.44 |

Median f value: 0.62

Median d value: 0.60

It is important not to over-generalize from pupils' performance on this type of item, for knowing about the sounds does not necessarily imply an ability to produce them correctly when required. But if it were possible to find a type of test item which could be administered to groups, and performance in which

correlated highly with individual oral performance, it would be a useful method of testing in situations where the number of pupils is large and time is short, but some indicator of oral competence is required. In fact, of all the correlations between separate parts of tests and the speaking test total, this part-test produced one of the lowest [$r = 0.47$, $n = 176$], while the correlation between the listening test total and the speaking test total, for example, was much higher [$r = 0.77$].

In terms of the general aims of this investigation, there was the possibility that pupil performance on this set of items in particular might reveal the influence of a pre-reading period, the main purpose of which is to reduce interference from the printed forms of the language on pupils' pronunciation. This was not the case, however. The F ratio obtained on this set was only significant at the level of $p = 0.03$, while part 1 of the reading test, by comparison, yielded a level of $p = 0.008$.

Reading test, part 2, was the only part-test in which words were not used in a context.

Cells 5 and 6 Reading : grammar and vocabulary

Items for both cells were planned and tested in the same way, and always presented to pupils as a single set. They are therefore discussed jointly. Forty-four items were tested in the first trial, increasing to 49 on the second, and reducing to ten items in the final test [Reading test part 1].

- a. Pupils were to select one response from three to fill a space in a sentence, for example, as a grammar item: Pierre est [le, la, les] frère de Marie; and as a vocabulary item: Elle achète un [camion, poulet, garçon] au supermarché. All items were retained in the second trial, adjustments having been made in many cases to distractors or to the sentences used as context. Ten items, five each of grammar and vocabulary, were retained for the final test. The difficulty of separating grammar from vocabulary when language is in context has already been mentioned. The example given above: Pierre est [le, la, les] frère de Marie, had been prepared as a grammar item, involving as it does the selection of a masculine singular article. But it is the presence of the vocabulary item frère which determines the correct answer. Table D.7 shows facility and discrimination indices obtained in this set.

TABLE D.7

Reading test, part 1. Facility and discrimination indices

| Item no. | A | | B | | C | |
|----------|-----|------|-----|------|-----|------|
| | f | d | f | d | f | d |
| 1 | .69 | .30 | .16 | -.72 | .15 | 0 |
| 2 | .32 | .29 | .32 | -.29 | .36 | 0 |
| 3 | .15 | -.70 | .13 | -.40 | .72 | .66 |
| 4 | .13 | -.40 | .63 | .62 | .24 | -.60 |
| 5 | .11 | 0 | .10 | -.63 | .79 | .34 |
| 6 | .04 | -.48 | .85 | .16 | .11 | 0 |
| 7 | .26 | -.10 | .45 | .32 | .29 | -.24 |
| 8 | .54 | .22 | .42 | -.24 | .04 | 0 |
| 9 | .16 | -.34 | .21 | -.40 | .63 | .54 |
| 10 | .19 | -.50 | .20 | -.40 | .61 | .66 |

Median f value: 0.63

Median d value: 0.405

Item 6 had too high a facility index and too low a discrimination index. The figures obtained in the second trial had been $f = 0.54$ and $d = 0.30$, but subsequent minor alterations, aimed at improving its discriminatory power, failed to have the intended effect. In the set as a whole as many as five of the 20 distractors had zero discriminatory power, but the ten items produced median facility and discrimination indices of 0.63 and 0.405 respectively.

- b. Pupils were to read a short conversation of 4 - 6 lines and then select the most likely location, for example: à la gare, dans la cuisine, dans la salle de classe. Five of these items had been tried in the listening test and had produced low discrimination indices. On the second trial they were used as reading test items, and three of them performed adequately, but none were retained in the final test.

Writing test, dictation

The following sentences were used as a dictation exercise for the first part of the writing test. There were four readings altogether:

- a. The complete set, at normal speed.
- b. Each sentence twice, slowly.
- c. The complete set again, at normal speed.

The specific scoring points are underlined.

1. C'est le livre de Paul.
2. Il est noir.
3. Voilà la maison.
4. Ce sont des cravates.
5. Elles sont sur la table.

Name School

WRITING TEST

In the following sentences, some letters have been left out. As the sentences are read out to you, write the missing letters in the box at the side of this page.

Example: C'est un supermarch__.

1. Madame Lavigne est la f__mme de Monsieur Lavigne.
2. Oui, je vais b__n. Et toi?
3. La v__ture de Pierre est rouge.
4. Madame Dupont prépare le dîn__.
5. Pierre fait ses devoirs. C'est un b__ garçon.

| |
|----|
| ē |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| |

In the following pairs of sentences, the second one says the same sort of thing as the first, but there is a word missing. The missing word is NOT in the first sentence. There is a change to be made.

Example: C'est un livre.

C'est _____ maison.

To say the same sort of thing in the second sentence, the word une would have to be used. Write your answers in the box at the side of this page:

| |
|------------|
| <i>une</i> |
|------------|

Now do these:

1. Pierre? Oui, il est dans le salon.
Marie? Oui, _____ est dans le salon.
2. Philippe va à la maison.
Paul va _____ supermarché.
3. M. Dupont est le père de Jean.
Mme Dupont est la _____ de Jean.
4. Bonjour, Marie. Comment vas-tu?
Bonjour, madame. Comment allez-_____?
5. Monsieur Legros est à la maison.
Monsieur _____ Madame Legros sont à la maison.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Cell 7 Writing : phonetics Ninety-eight items were tested, reducing to 38 in the second trial, and 15 were retained in the final test.

- a. A dictation, consisting of short, unconnected sentences, with specific scoring points selected from the main sound-symbol relationships covered in the course. Five such sentences were used in the final test, containing ten scoring points, worth 5 % of the total score. Table D.8 shows that generally satisfactory levels of facility and discrimination were produced, though items 6 and 9 had extreme facility indices [0.75 and 0.40 in trials], and items 6 and 10 had low discrimination indices [0.65 and 0.70 in trials].

TABLE D.8

Writing test; dictation. Facility and discrimination indices

| Item no. | f | d | Item no. | f | d |
|----------|-----|-----|----------|-----|-----|
| 1 | .81 | .43 | 6 | .94 | .19 |
| 2 | .81 | .76 | 7 | .44 | .55 |
| 3 | .57 | .67 | 8 | .37 | .84 |
| 4 | .41 | .56 | 9 | .13 | .63 |
| 5 | .35 | .83 | 10 | .47 | .22 |

Median f value: 0.455

Median d value: 0.595

- b. Dictée à trous, originally planned as an alternative rather than a supplement to type [a] above, in case either type failed to function well in trials. Thirty-eight items were tried out, of which five were retained for the final test [2½% of total score]. The text was longer than that of [a] and its printed form was supplied to the pupils, except for the actual dictation points themselves. Therefore the context as well as the sound could provide cues to the pupils, and a possible criticism is that a bright pupil could get most of the items correct from the context without having to listen at all. Although planned as a writing test, it involved reading and listening, but the high discrimination indices which it produced in the trials, even higher than those of type [a], justified its retention. Table D.9 shows facility and discrimination indices obtained. Item 5 was

too easy in the final test, but in the trials the obtained f value was 0.55.

TABLE D.9

Writing test, part 1. Facility and discrimination indices

| Item no. | f | d |
|----------|-----|-----|
| 1 | .48 | .55 |
| 2 | .62 | .70 |
| 3 | .69 | .62 |
| 4 | .43 | .53 |
| 5 | .87 | .46 |

Median f value: 0.62

Median d value: 0.55

Cells 8 and 9 Writing : grammar and vocabulary

Eighteen items were tested in both trials, reducing to five items in the final test [2½% of total score].

- a. Pupils were to provide a missing word in a sentence, the sentence and the space being such that only one answer could be correct, the chance of plausible alternatives being even further reduced by the inclusion in some cases of the first letter of the answer. For example, as a grammar item: Où sont les jeunes filles? E _____ sont à la maison; and as a vocabulary item: Marie est la s _____ de Pierre. Eighteen items were used in the first trial, and nearly all of them proved too difficult for most pupils. They were all rewritten for the second trial, but still did not function well, and none were retained in the final test.
- b. Sentences with spaces to be filled, but each sentence was accompanied by a close parallel which did not, however, contain the exact word required in the answer; for example, as a grammar item: Où sont les garçons? Ils sont à la maison. Où sont les jeunes filles? E _____ sont à la maison. And as a vocabulary item: Pierre est le frère de Marie. Marie est la s _____ de Pierre. These items worked well, and five were retained in the final test. Table D.10 shows the facility and discrimination indices obtained.

TABLE D.10

Writing test, part 2. Facility
and discrimination indices

| Item no. | f | d |
|-------------|-----|-----|
| 1 | .73 | .57 |
| 2 | .45 | .81 |
| 3 | .45 | .55 |
| 4 | .61 | .56 |
| 5 | .56 | .63 |

Median f value: 0.56

Median d value: 0.57

FRENCH SPEAKING TESTGENERAL INSTRUCTIONS

There are three parts to this test. ,
The instructions for each part are given
at the top of the following pages.
Before you do each part of the test,
READ THE INSTRUCTIONS CAREFULLY.

You have been shown how to use the tape-
recorder. Switch it on when you are ready
to record your answers. Stop the tape-
recorder while you read each set of
instructions, and when you have finished
the test.

Speak clearly. Try to speak at about the
same speed as we speak in class - not too
fast, and not too slow,

Turn to the next page.

This is a practice page, so that you can get used to the tape-recorder before you do the test. There are a few short French sentences for you to read aloud, just for practice, and you will also be asked to record your name - both parts, and clearly please.

Start the tape-recorder now, and read these sentences aloud:-

Bonjour, monsieur.

Bonjour, Madame Lavigne.

Vous allez à Paris?

Oui, je vais à Paris avec Jeanne et Marie.

Vous allez à Paris en voiture?

Oui, dans la voiture de M. Legros.

Now record your name on the tape:

My name is

Stop the machine, and turn to the next page.

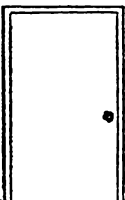
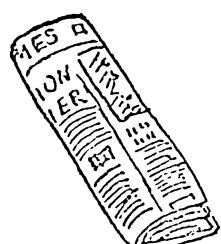
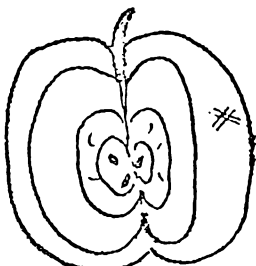
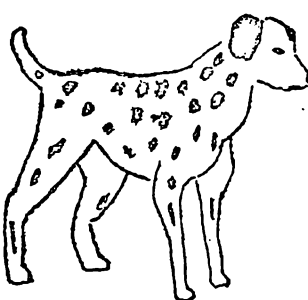
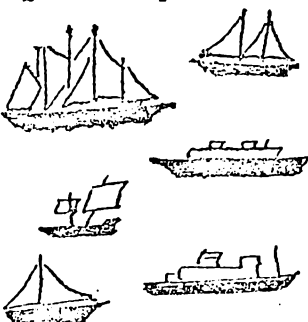
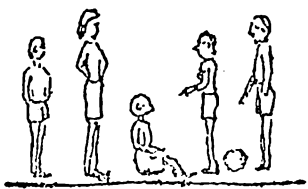
SPEAKING TEST

PART 1

Look at the six pictures below, and notice how they are numbered.

Imagine that you are asked the question 'Qu'est-ce que c'est?' about each one, so that in your answers all you have to do is say what there is in each picture. Go through them in the order given, - 1, 2, 3, 4, 5, - but you need not give the numbers with your answers. Now look at the example. Your answer in this case would be 'C'est une porte'.

When you have read these instructions carefully, start the tape-recorder, and give your answers.

| | | |
|--|--|---|
| <p>EXAMPLE</p> <p>Qu'est-ce que c'est?</p>  | <p>1.</p> <p>Qu'est-ce que c'est?</p>  <p>.....</p> | <p>2.</p> <p>Qu'est-ce que c'est?</p>  <p>.....</p> |
| <p>C'est une porte</p> | | |
| <p>3.</p> <p>Qu'est-ce que c'est?</p>  <p>.....</p> | <p>4.</p> <p>Qu'est-ce que c'est?</p>  <p>.....</p> | <p>5.</p> <p>Qu'est-ce que c'est?</p>  <p>.....</p> |

Now stop the tape-recorder, and turn to the next page.

SPEAKING TESTPART 2

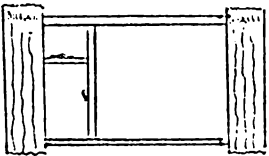
There are seven pictures in this part of the test. Two of them are examples, showing you how to answer the questions, and then there are five for you to use.

Next to each picture there is a question, and the answer to the question always starts with the word 'Non, ...'.


You have to do two things with each picture:-

1. READ ALOUD the question which is printed next to it.
2. LOOK at the picture and ANSWER the question.

Have a look at the first example:

| | |
|--|---|
|  | <p>1. <u>Read this question aloud:-</u> C'est une porte?</p> <p>2. <u>Then complete this answer:-</u> Non, <i>c'est une fenêtre</i></p> |
|--|---|

Try the second example on your own.

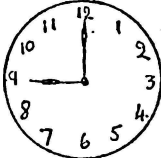

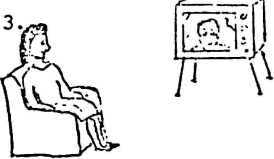
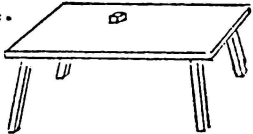
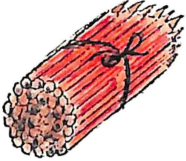
| | |
|---|---|
|  | <p>Le chat est blanc?</p> <p>Non,</p> |
|---|---|

You should have read aloud: Le chat est blanc?

and then answered the question with: Non, le chat est noir, or, better still, Non, il est noir.

When you have read these instructions carefully, turn to the next page.

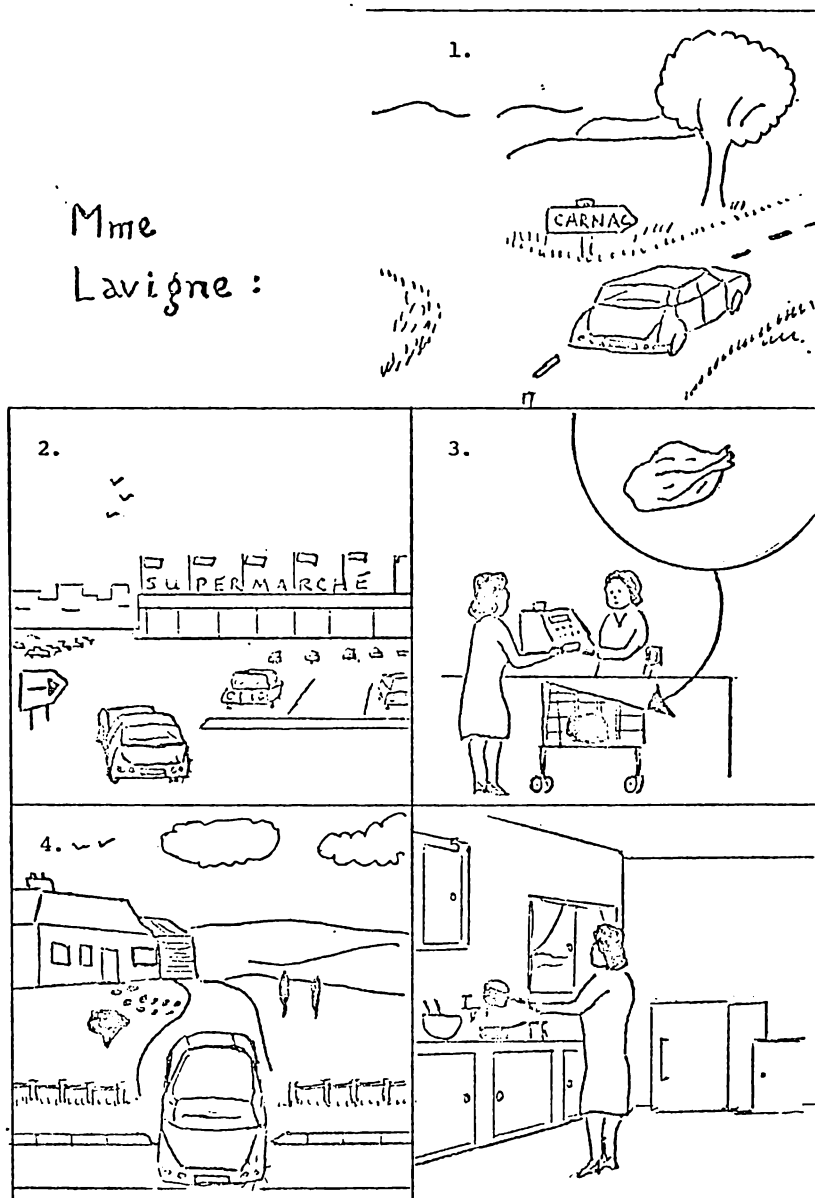
Remember, there are two parts to your answer, reading aloud, and then answering the question. When you are ready to begin, start the tape recorder.

| | |
|---|---|
| <p>1.</p>  | <p>Il est midi?</p> <p>Non,</p> |
| <p>2.</p>  | <p>Marie achète une robe rouge?</p> <p>Non,</p> |
| <p>3.</p>  | <p>Suzanne parle au téléphone?</p> <p>Non,</p> |
| <p>4.</p>  | <p>La boîte est grande?</p> <p>Non,</p> |
| <p>5.</p>  | <p>C'est un crayon bleu?</p> <p>Non,</p> |

Now stop the tape-recorder, and turn to the next page.

SPEAKING TESTPART 3

Tell the story of these five pictures in French,
 using at least one sentence for each picture.
 Start the tape-recorder when you are ready.



STOP the tape-recorder when you have finished.

Speaking test

Two full-scale trials of the speaking test were not possible in the period of time available. A sample of 20 pupils was used in a preliminary trial, for a rehearsal of the method of test administration and marking. The performance of individual pupils whose ability had been subjectively assessed during the year was studied, and discussions were held with these pupils after they had taken the test. Improvements in the layout of the items and in the wording of instructions were applied. This was followed by one full trial involving 100 pupils. More than twice as many items as would eventually be needed were found to be satisfactory.

Cell 10 Speaking : phonetics Pupils were to read aloud captions to sketches, and their pronunciation of specific points was assessed. Twenty-two items were used in trials and five retained for the final test [Speaking test, part 2]. Table D.11 shows facility and discrimination indices obtained.

TABLE D.11

Speaking test, part 2. Facility and discrimination indices

| Item no. | f | d |
|-------------|------|------|
| 1 | 0.53 | 0.73 |
| 2 | 0.97 | 0.50 |
| 3 | 0.72 | 0.66 |
| 4 | 0.76 | 0.62 |
| 5 | 0.74 | 0.64 |

Median f value: 0.74

Median d value: 0.64

Item 2 was far too easy in the final test, but in trials this item had produced a facility index of 0.68 and was left unchanged. As with cell 4 [Reading : phonetics] this cell was of particular interest in the present investigation, where possible interference from printed forms was a central concern. But in fact the F ratio produced in the analysis of covariance yielded a probability level of 0.91 - the least significant of any of the parts of the speaking test.

Cell 11 Speaking : grammar Having read aloud the captions referred to in cell 10, pupils were required to provide similar captions to the second of each pair of sketches, the second sketch differing from the first in one key respect. For example, Il va en France was read aloud, and the pupil was to supply Il va à Paris, the en/à transformation scoring one point. Scores of 0, 1, or 2 were also given for fluency. Eleven items were tested, and five retained for the final test [part 3], but the method of presentation was changed. One sketch only was used in each case, and a question was asked about the sketch to which the answer was always Non, The question formed the reading aloud item, and the answer, in which the pupil was to supply the corrected statement, was the grammar item. In this arrangement, the example given above would require a sketch showing a town not in France as a person's destination: Il va en France? Non, il va à New-York. Table D.12 shows the facility and discrimination indices obtained on these five items.

TABLE D.12

Speaking test, part 3. Facility and discrimination indices

| Item no. | f | d |
|----------|-----|-----|
| 1 | .65 | .85 |
| 2 | .54 | .47 |
| 3 | .60 | .72 |
| 4 | .59 | .59 |
| 5 | .08 | .36 |

Median f value: 0.59

Median d value: 0.59

Item 5 was much too difficult, and many pupils seemed not to realize that a bundle of pencils [which it clearly was in the sketch] cannot be called un crayon. The earlier arrangement, using two sketches, and thereby highlighting the difference between one pencil and a bundle of pencils, had worked better, producing indices of $f = 0.44$ and $d = 0.37$ in trials.

Cell 12 Speaking : vocabulary

- a. Pupils were to state what they saw in each picture: C'est une maison; ce sont des enfants, etc. Simply naming the object correctly in French was enough to gain the point, but these items were also graded for fluency. Sixteen items were tested, and five retained [Part 1]. Table D.13 shows facility and discrimination indices obtained in the final test.

TABLE D.13

Speaking test, part 1. Facility and discrimination indices

| Item no. | f | d |
|----------|-----|-----|
| 1 | .52 | .81 |
| 2 | .87 | .70 |
| 3 | .65 | .85 |
| 4 | .69 | .71 |
| 5 | .30 | .81 |

Median f value: 0.65

Median d value: 0.81

Item 2 was slightly too easy, and would have been better placed first, if retained at all. Results in the trial were $f = 0.35$ and $d = 0.48$.

- b. A set of items was planned to test pupils' knowledge of the simple -er verbs taught during the course. Sketches of people engaged in various activities such as eating, watching television, and speaking on the telephone were presented, and pupils were to say what they were doing. Five items were tested and proved satisfactory, but none were retained in the final test.
- c. To test control of prepositions, sketches were shown of objects in various places, such as a book on a table, or a box under a chair, and pupils were to say where they were. The five items tested worked well, especially when they were graded for fluency, but none were retained.

Cell 13 Speaking test, fluency

- a. Pupils' answers to the speaking test, part 1 [vocabulary] and part 3 [grammar] were marked for the discrete points of language they contained, and were also marked separately for fluency - 0, 1, or 2 points for each item. Table D.14, items 1 - 10, shows that the discrimination indices were high, but items 4, 5, and 10 proved more difficult than expected. They all contained plural forms, and such items had functioned adequately in the trial [f values = 0.44, 0.37, 0.38]. In the case of items 5 and 10 the difficulty registered by these items as discrete language points influenced their effectiveness as indicators of fluency. If a pupil did not know the specific point of language being tested in an item, he would say very little, and thus could not reveal his fluency. In item 4 this interaction between the two types of marking did not occur, since many pupils did know the vocabulary item bateau, though they were unable to handle Ce sont des bateaux.

TABLE D.14

Speaking test, fluency. Facility and discrimination indices

| Item no. | f | d | |
|----------|-----|-----|------------------|
| 1 | .37 | .68 | Vocabulary items |
| 2 | .52 | .49 | |
| 3 | .39 | .55 | |
| 4 | .16 | .55 | |
| 5 | .22 | .63 | |
| 6 | .49 | .65 | Grammar items |
| 7 | .32 | .49 | |
| 8 | .33 | .51 | |
| 9 | .34 | .32 | |
| 10 | .10 | .60 | Narrative |
| 11 | .66 | .61 | |
| 12 | .41 | .57 | |
| 13 | .52 | .52 | |
| 14 | .45 | .78 | |
| 15 | .46 | .56 | |

Median f value: 0.39

Median d value: 0.57

- b. An independent measure of fluency was sought which was free from the limitation imposed by this interaction, and the final section of the speaking test was planned to measure fluency alone [fluency items 11 - 15]. The story which the pupils were asked to relate, based on the illustrations, was well known to them, and vocabulary problems did not therefore constitute a barrier to fluency. Table D.14 shows the facility and discrimination indices obtained.

APPENDIX E : ATTITUDE QUESTIONNAIRES

UNIVERSITY OF WAIKATO TEAM TEACHING PROJECT

Q U E S T I O N N A I R E

This is a questionnaire to find out what you feel about French.
 THERE ARE NO RIGHT OR WRONG ANSWERS
 Just answer every question as truthfully as you can. Your name
 will not be on the paper.
 Show your answers by putting a small and clear tick in the square which
 most nearly shows your opinion.

Example

| | | |
|--|-------------------|-------------------------------------|
| Holidays should be longer than they are now. | Agree strongly | <input checked="" type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |

Answer every question, but do not give more than one answer to each question. Start now.

- | | | |
|---|-------------------|--------------------------|
| 1. There is no reason why anyone should learn another person's language. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 2. My family is not interested in what we are doing in French at school. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 3. If I were able to change the arrangements I would have more than 1½ hours of French during each week. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 4. I shall not be able to do my job any better when I go out to work, just because I have studied a foreign language. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 5. I wish I could speak French fluently. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 6. Since learning French I have become more aware of how my own language works. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 7. If you have studied a foreign language at school, you stand a better chance of getting the sort of job you would like. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 8. Of all our school subjects, French is one of the least important. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 9. Since learning French, I have become more interested in the country of France and the French people. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |

- | | | |
|--|-------------------|--------------------------|
| 10. I would like to go on learning French after the end of this year. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 11. I would like to be given a few minutes French homework each week. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 12. I do not work as hard in French as I do in most other school subjects. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 13. If I know there is going to be a television programme about France, for example France Panorama, I try to watch it. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 14. During French lessons, I do not really concentrate very well, I day dream, fidget or talk to my neighbours. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 15. During the week, between French lessons, my friends and I sometimes try to use some of the French we have been learning. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 16. I am finding French more interesting than I thought I would. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 17. I enjoy most other school subjects more than French. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 18. I am finding French too difficult. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 19. I haven't told them at home much about our French classes. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |
| 20. It would be a good thing if more pupils had the chance to study a foreign language. | Agree strongly | <input type="checkbox"/> |
| | Agree slightly | <input type="checkbox"/> |
| | Disagree slightly | <input type="checkbox"/> |
| | Disagree strongly | <input type="checkbox"/> |

CHECK HAVE YOU ANSWERED EVERY QUESTION?
 ARE YOUR ANSWERS MARKED CLEARLY?
 HAVE YOU GIVEN TWO ANSWERS TO ANY QUESTION?
 IF SO, ERASE ONE OF THEM

Mid-year attitude questionnaire

NAME

SCHOOL CLASS

- 1. My family is not interested in what we are doing in French at school.
 - Agree strongly
 - Agree slightly
 - Disagree slightly
 - Disagree strongly
- 2. Since learning French, I have become more interested in the country of France and the French people.
 - Agree strongly
 - Agree slightly
 - Disagree slightly
 - Disagree strongly
- 3. Studying a foreign language at school does not help you get the sort of job you would like.
 - Agree strongly
 - Agree slightly
 - Disagree slightly
 - Disagree strongly
- 4. I would like to go on learning French after the end of this year.
 - Agree strongly
 - Agree slightly
 - Disagree slightly
 - Disagree strongly
- 5. I am finding French too difficult.
 - Agree strongly
 - Agree slightly
 - Disagree slightly
 - Disagree strongly
- 6. It would be a good thing if more pupils had the chance to study a foreign language.
 - Agree strongly
 - Agree slightly
 - Disagree slightly
 - Disagree strongly

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------|---|---|---|---|---|---|---|
| English | | | | | | | |
| French | | | | | | | |
| Maths | | | | | | | |
| Science | | | | | | | |
| Social Studies | | | | | | | |

- 1. greatly liked
- 2. rather liked
- 3. slightly liked
- 4. neither liked nor disliked
- 5. slightly disliked
- 6. rather disliked
- 7. greatly disliked

APPENDIX F

THE DELAYED TESTS

LISTENING TEST - the full text of the recording

This is a French listening test. You should have in front of you an answer sheet on which you put your name and the name of your school. You should also have a sheet of pictures. Before the test begins, here are some practice sentences for you to listen to, so that you can get used to the speakers' voices.

Le quatorze juillet, c'est le jour de la fête nationale française. En France, tout le monde est en vacances. A Paris, tout le monde va aux Champs Elysées, pour regarder le beau défilé militaire. Marc, Louise, Jean-Pierre et Jeanne vont regarder le défilé. Ce sont des amis.

In the first part of this test, you will hear some French sentences. Listen to each one very carefully, and decide what the English is for the last word in the French sentence. Write the English on your answer sheet. Here is an example:

Je suis allé à Paris en voiture.

The last word was voiture, so you would write the word car on your answer sheet. Try the second example on your own:

Marie? Oui, elle est dans la cuisine.

[Pause for pupils to answer]

The last word was cuisine, and you should have written kitchen on your answer sheet.

Some of the sentences will be quite long. Listen to them carefully. The rest of the sentence may help you to decide on the meaning of the last word. And be sure you have heard the whole question before you start to write down your answer: it is the very last French word we want you to give the English for.

We will start now with sentence number 1.

- Number 1. Quelle heure est-il? Je n'ai pas ma montre.
2. Oui, je vais en France la semaine prochaine, le quatorze.
 3. Nous allons à Christchurch en janvier, pendant les vacances.
 4. Marie, veux-tu aller à la boulangerie? Il nous faut du pain.

5. Nous allons à Paris en mars.
6. Le train de Lyon part à cinq heures. Prenez un taxi à la gare.
7. Non, il y a trop de voitures. Je n'aime pas que les enfants jouent dans la rue.
8. Ne dérange pas ton père. Il a travaillé toute la journée. Il est très fatigué.
9. Nous n'avons pas le temps d'y aller à pied. Il faut prendre le métro.
10. Nous allons acheter une petite maison à la campagne.
11. Voilà. J'ai fini cet exercice. Et maintenant je vais faire mon dessin. Mais où est ma règle?
12. C'est demain l'anniversaire de ta mère. Qu'est-ce que tu vas lui donner?

Now look at part 2 on your answer sheet. You will hear some short phrases in French. Listen to each one carefully, and decide whether the person or thing it refers to is masculine or feminine, and whether there is one or more than one, that is, whether it is singular or plural. Here is an example: la table. Table is feminine, and in the phrase you just heard, la table, only one table is mentioned. So you would give feminine singular as your answer. The way to show this answer is to draw a circle round the letters FS on your answer sheet. The first one has been done for you. Try the second example on your own: des crayons rouges [pause]. Your answer should be masculine plural. You should have drawn a circle round the letters MP. If you make a mistake, and wish to change your answer, cross it out clearly, as shown in the example you have just done.

We will start now:

- Number
1. Le petit restaurant.
 2. Elles sont petites.
 3. Ma grande voiture.
 4. Il est noir.
 5. Des maisons blanches.
 6. Mes livres français.
 7. De la crème.
 8. Mon stylo.

Now we come to part 3. Look at part 3 on your answer sheet, and at the page of pictures. Notice that each drawing has a number. For each of the drawings, you will hear three sentences. One of these sentences relates more closely to the drawing than

do the other two. Listen carefully, and decide which is the best. Here is an example. Look at the drawing marked Example.

- A Les voyageurs descendent du train.
- B Les voyageurs prennent un taxi.
- C Les voyageurs montent dans l'autobus.

The third sentence, C, mentions people getting on to a bus. The other two do not. So you would draw a circle round the letter C on your answer sheet. Mark only one answer, and if you make a mistake, cross it out clearly. We will start now with picture number 1.

- Number 1.
- A Le garçon écrit un exercice.
 - B Le garçon regarde son livre.
 - C Le garçon achète un stylo.
- 2.
- A Il y a beaucoup de clients au café.
 - B Il y a deux tables devant le café.
 - C Le garçon donne la carte à un monsieur.
- 3.
- A Le fils de Mme Leblanc est dans la mer.
 - B Mme Leblanc va jouer avec son fils au bord de la mer.
 - C Le petit garçon a joué au bord de la mer.
- 4.
- A Le guide va mettre les touristes dans le château.
 - B Les touristes sont allés au château pour écouter le guide.
 - C Le guide parle du château aux touristes.
- 5.
- A La pharmacie se ferme à huit heures du soir.
 - B La pharmacie est ouverte huit heures par jour.
 - C On ouvre la pharmacie à huit heures vingt.

Now look at part 4 on your answer sheet. In this section you will hear one statement or question, and then four suggested replies. The four replies are printed on your answer sheet, and you can look at them while you are listening to them, but it is important to listen first of all to the question, without letting your attention be distracted by your reading of the answers. After the four answers have been read to you, the first statement or question will be repeated. Let's try an example. Remember: listen first, and then read.

A quelle heure est-ce que vous allez
à l'école?

Now look at the four answers:

- A Non, je vais au collège.
- B A huit heures et quart.
- C Oui, à bicyclette.
- D Avec leurs amis.

And now you will hear the question again:

A quelle heure est-ce que vous allez à l'école?

The second of the four answers, B, is the only one which answers the question, so you should draw a circle round the letter B on your answer sheet. Mark only one answer to each question, and if you make a mistake, cross it out clearly.

We will start now:

Number 1. Pourquoi Jean n'est-il pas à l'école aujourd'hui?

- A Il est malade.
- B C'est un bon élève.
- C Oui, à neuf heures.
- D A la maison.

Pourquoi Jean n'est-il pas à l'école aujourd'hui?

2. Je veux parler avec Suzanne. Où est-elle?

- A Oui, c'est Suzanne.
- B Les voici.
- C Elle est partie.
- D Georges et moi.

Je veux parler avec Suzanne. Où est-elle?

3. Est-ce qu'il y a encore du gâteau, s'il vous plaît, maman?

- A Oui, il mange le gâteau.
- B Mais non, tu en as assez mangé.
- C Non, il est parti.
- D Oui, voici la porte.

Est-ce qu'il y a encore du gâteau, s'il vous plaît, maman?

4. Maman m'a donné des livres pour mon anniversaire.

- A Où sont-elles?
- B C'est un bon cadeau.
- C Quel âge a-t-elle?
- D Qu'il fait beau.

Maman m'a donné des livres pour mon anniversaire.

5. Quand est-ce que tu vas à la bibliothèque?
A Je cherche des livres.
B Dans la voiture.
C Au centre de la ville.
D Cet après-midi.

Quand est-ce que tu vas à la bibliothèque?

6. Tu peux écrire la réponse qu'il faut sur le tableau noir?
A Oui, j'ai de la craie.
B Oui, j'ai le tableau noir.
C Oui, j'ai un stylo.
D Oui, j'ai un crayon.

Tu peux écrire la réponse qu'il faut sur le tableau noir?

7. Mais où est-ce qu'il habite, votre ami?
A Vous êtes intelligent.
B Voilà la maison.
C Non, c'est un chat.
D Oui, dans quelques minutes.

Mais où est-ce qu'il habite, votre ami?

8. Je ne peux pas aller au cinéma avec vous ce soir.
A Qu'est-ce que vous voulez?
B Donnez-m'en un peu.
C Pourquoi? Etes-vous occupé?
D Oui, c'est un bon film.

Je ne peux pas aller au cinéma avec vous ce soir.

9. Voulez-vous dîner chez nous ce soir?
A Oui, allons chez moi.
B Oui, à midi et demi.
C Je suis allé au restaurant.
D Bien sur! A quelle heure?

Voulez-vous dîner chez nous ce soir?

10. Marie Dupont? Oui, c'est une de mes amies.
A C'est un Français.
B Il habite tout près de chez nous.
C Moi aussi, je la connais bien.
D Elles travaillent à Paris.

Marie Dupont? Oui, c'est une de mes amies.

Name School

LISTENING TEST

Answer Sheet

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------|----|----|--------------------------|-------------------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|---|----|----|--------------------------|--------------------------|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p><u>Part 1</u></p> <p>Ex. 1 <i>cat</i></p> <p>Ex. 2</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> | <p><u>Part 2</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Ex. 1</td> <td style="width: 15%;">MS</td> <td style="width: 15%;">MP</td> <td style="width: 15%; text-align: center;"><input checked="" type="radio"/> FS</td> <td style="width: 15%; text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>Ex. 2</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input checked="" type="radio"/> FP</td> </tr> <tr> <td>1</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>2</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>3</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>4</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>5</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>6</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>7</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> <tr> <td>8</td> <td>MS</td> <td>MP</td> <td style="text-align: center;"><input type="radio"/> FS</td> <td style="text-align: center;"><input type="radio"/> FP</td> </tr> </table> <p><u>Part 3</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Ex.</td> <td style="width: 15%;">A</td> <td style="width: 15%;">B</td> <td style="width: 15%;">C</td> </tr> <tr> <td>1</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>2</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>3</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>4</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>5</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>6</td> <td>A</td> <td>B</td> <td>C</td> </tr> </table> | Ex. 1 | MS | MP | <input checked="" type="radio"/> FS | <input type="radio"/> FP | Ex. 2 | MS | MP | <input type="radio"/> FS | <input checked="" type="radio"/> FP | 1 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 2 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 3 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 4 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 5 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 6 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 7 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | 8 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | Ex. | A | B | C | 1 | A | B | C | 2 | A | B | C | 3 | A | B | C | 4 | A | B | C | 5 | A | B | C | 6 | A | B | C |
| Ex. 1 | MS | MP | <input checked="" type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ex. 2 | MS | MP | <input type="radio"/> FS | <input checked="" type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | MS | MP | <input type="radio"/> FS | <input type="radio"/> FP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ex. | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | A | B | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Turn over for part 4.

LISTENING TESTAnswer SheetSide 2Part 4Example:

- A Non, je vais au collège.
- B A huit heures et quart.
- C Oui, à bicyclette.
- D Avec leurs amis.

[1]

- A Il est malade.
- B C'est un bon élève.
- C Oui, à neuf heures.
- D A la maison.

[2]

- A Oui, c'est Suzanne.
- B Les voici.
- C Elle est partie.
- D Georges et moi.

[3]

- A Oui, il mange le gâteau.
- B Mais non, tu en as assez mangé.
- C Non, il est parti.
- D Voici une porte.

[4]

- A Où sont-elles?
- B C'est un bon cadeau.
- C Quel âge a-t-elle?
- D Qu'il fait beau!

[5]

- A Je cherche des livres.
- B Dans la voiture.
- C Au centre de la ville.
- D Cet après-midi.

[6]

- A Oui, j'ai de la craie.
- B Oui, j'ai le tableau noir.
- C Oui, j'ai un stylo.
- D Oui, j'ai un crayon.

[7]

- A Vous êtes intelligent.
- B Voilà la maison.
- C Non, c'est un chat.
- D Oui, dans quelques minutes.

[8]

- A Qu'est-ce que vous voulez?
- B Donnez-m'en un peu.
- C Pourquoi? Etes-vous occupé?
- D Oui, c'est un bon film.

[9]

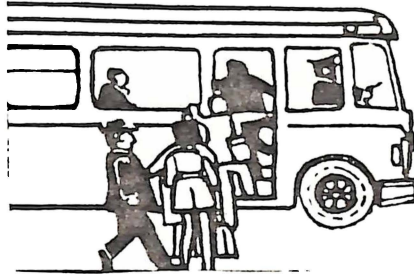
- A Oui, allons chez moi.
- B Oui, à midi et demi.
- C Je suis allé au restaurant.
- D Bien sûr! A quelle heure?

[10]

- A C'est un Français.
- B Il habite tout près de chez nous.
- C Moi aussi, je la connais bien.
- D Elles travaillent à Paris.

LISTENING TEST PART 3 [reproduced full size]

Example:-



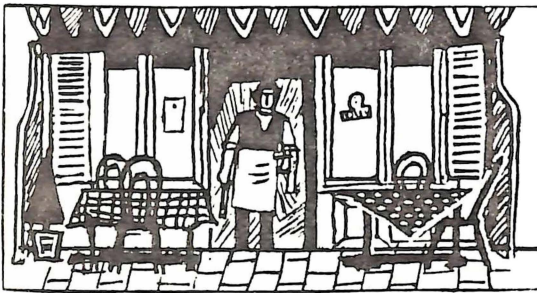
1



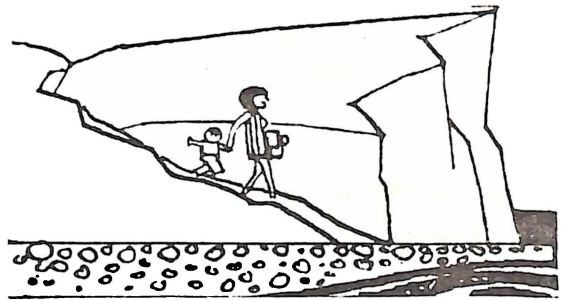
2 [not included in final mark]



3



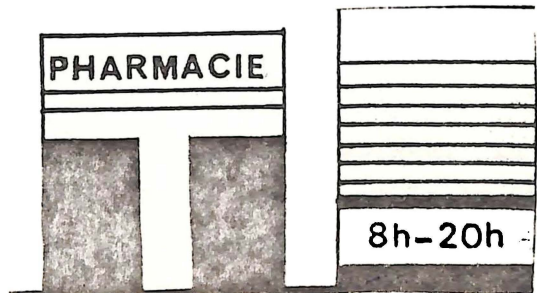
4



5



6



Listening test: details of item performance

TABLE F.1

Listening test: facility and discrimination indices

| Part 1 | | | Part 2 | | | Part 3 | | | Part 4 | | |
|--|-----|-----|----------|-----|-----|----------|-----|-----|----------|-----|-----|
| Item no. | f | d | Item no. | f | d | Item no. | f | d | Item no. | f | d |
| 1 | .89 | .68 | 1 | .85 | .74 | 1 | .78 | .28 | 1 | .78 | .38 |
| 2 | .92 | .64 | 2 | .67 | .35 | 2 | .80 | .46 | 2 | .65 | .32 |
| 3 | .24 | .57 | 3 | .50 | .88 | 3 | .57 | .29 | 3 | .62 | .69 |
| 4 | .70 | .68 | 4 | .76 | .40 | 4 | .59 | .14 | 4 | .54 | .00 |
| 5 | .43 | .24 | 5 | .74 | .81 | 5 | .17 | .29 | 5 | .43 | .38 |
| 6 | .46 | .51 | 6 | .61 | .70 | | | | 6 | .44 | .49 |
| 7 | .85 | .50 | 7 | .63 | .44 | | | | 7 | .61 | .48 |
| 8 | .74 | .34 | 8 | .76 | .35 | | | | 8 | .28 | .32 |
| 9 | .46 | .45 | | | | | | | 9 | .33 | .24 |
| 10 | .67 | .00 | | | | | | | 10 | .44 | .08 |
| 11 | .64 | .38 | | | | | | | | | |
| 12 | .42 | .46 | | | | | | | | | |
| Median values for each part: | | | | | | | | | | | |
| .65 .48 | | | .70 .57 | | | .59 .29 | | | .49 .35 | | |
| For the test as a whole: median f value: .62 | | | | | | | | | | | |
| median d value: .40 | | | | | | | | | | | |

Notes on Table F.1

Part 1, item 10. To account for the zero discrimination of this item - the word was campagne - in a set which otherwise worked well, one must assume that particular circumstances existed. Perhaps certain of the high school courses had not yet introduced the word, or, elsewhere, a particular piece of classwork had taught it thoroughly, very recently. In the trials, conducted in one school, the discrimination index of this item was 0.60.

Part 2 The way in which this set of items was presented did not allow modification of particular distractors; they were all the other three indicators of number and gender combined. In item 1 the distractor FP was not used by any pupil, while in item 7 the distractor FP had a positive discrimination index of 0.14.

Part 3 Six items had been used in the trials, and it was convenient to use the same sheet of six sketches in the final test. But the original item number 2, with the sketch of a teacher beating a pupil, had worked badly, and was omitted in the marking of the answers.

The discrimination indices of this set of items were generally lower than those obtained in the remainder of the tests. Two of the distractors failed to discriminate.

Part 4 Items 4 and 10 produced unsatisfactory discrimination indices. Their originals had not worked well in trials, and modifications produced little improvement. Apart from in these two items, which contained distractors with low positive discrimination indices [0.02 and 0.03], and four cases of distractors not being selected by any pupils, all distractors operated in the required direction.

2/..

READING TEST Part 2

In each question, certain letters are underlined. Say the words to yourself, and decide which of the underlined letters has a different sound from the others.

Example: A kilo B qui C cinq

The 'k' and the 'q' have a 'k' sound, like the English word 'king', but the 'c' of 'cinq' has an 's' sound, as in the English word 'see'. So item C is different, and you would draw a circle round the letter C in the box at the right hand side of the page:

| | | |
|---|---|----------|
| A | B | C |
|---|---|----------|

If you make a mistake, cross it out clearly.

Do not let the spelling mislead you.

You are to decide which letters SOUND different.

| | A | B | C | | | | |
|----|----------------------|----------------------|----------------------|---|---|---|---|
| 1. | <u>t</u> rois heures | s <u>i</u> x enfants | d <u>i</u> x crayons | <table border="1"><tr><td>A</td><td>B</td><td>C</td></tr></table> | A | B | C |
| A | B | C | | | | | |
| 2. | <u>e</u> lle | voil <u>a</u> | f <u>e</u> mme | <table border="1"><tr><td>A</td><td>B</td><td>C</td></tr></table> | A | B | C |
| A | B | C | | | | | |
| 3. | <u>u</u> n enfant | <u>u</u> n monsieur | <u>u</u> ne école | <table border="1"><tr><td>A</td><td>B</td><td>C</td></tr></table> | A | B | C |
| A | B | C | | | | | |
| 4. | <u>f</u> ille | <u>v</u> ille | <u>l</u> es | <table border="1"><tr><td>A</td><td>B</td><td>C</td></tr></table> | A | B | C |
| A | B | C | | | | | |
| 5. | <u>s</u> tylo | <u>j</u> aune | <u>c</u> omment | <table border="1"><tr><td>A</td><td>B</td><td>C</td></tr></table> | A | B | C |
| A | B | C | | | | | |

Part 3

In each of the following questions, four answers are suggested. Choose the best answer, and indicate your choice by drawing a circle round one of the letters.

Example:

Qu'est-ce que vous voulez manger?

- A Un taxi, s'il vous plaît. C Dans un café, s'il vous plaît.
 B Oui, à midi, s'il vous plaît. **D** De la salade, s'il vous plaît.

1. Pardon. Le train de Paris à Lyon, est-il déjà parti?

- A Oui, à six heures. C Oui, dans deux minutes.
 B Oui, demain. D Oui, pour Paris.

Pt. 3 cont'd

3 /..

2. Où vas-tu passer les vacances de Pâques?

- A A la campagne. C En avril.
B Par le train. D En été.

3. Quand est-ce que tu vas en France avec ton père?

- A Nous sommes le vingt aujourd'hui. C Le quinze février.
B Il n'en a pas. D Il est très vieux.

4. -Où vas-tu, Georgette?

-Je retourne à l'école.

-Pourquoi? Il est six heures et demie.

- A J'y retourne le matin. C A six heures du soir.
B J'ai oublié mes devoirs. D Je n'ai pas ma montre.

5. Combien d'étudiants y a-t-il dans votre groupe, monsieur?

- A Ma femme et moi. C Nous sommes le dix aujourd'hui.
B Au musée, à neuf heures. D Vingt, y compris les absents.

6. Où habitez-vous?

- A Ma famille. C Au nord de la France.
B Je m'habille à la mode. D Chez vous.

7. Quel âge avez-vous?

- A Vous avez quatorze ans, je crois. C Quinze ans.
B Depuis quatorze ans. D A l'âge de douze ans.

8. Vous avez des frères ou des sœurs?

- A Oui, j'ai deux enfants. C Je ne les ai pas.
B Non, je suis fille unique. D Non, c'est mon cousin.

9. -Avez-vous France-Soir?

-Pas encore, monsieur. L'édition du soir n'arrive d'habitude qu'à cinq heures.

-Alors, donnez-moi Paris Match.

-Oui, monsieur.

QUI PARLE?

- A Un client et un vendeur de journaux.
B Un journaliste et son patron.
C Un touriste et un chef de gare.
D Un client et un chauffeur de taxi.

4/..

10. -Voilà huit jours que vous n'avez pas fait vos devoirs, Pierre.

-Ah, monsieur, c'est mon père qui met toujours la télévision chaque fois que j'essaie de commencer mon travail. Et de toute façon, je trouve les calculs très difficiles.

QUI PARLE?

- A Un père et son fils.
- B Un ouvrier qui répare un poste de télévision et un garçon.
- C Un professeur d'anglais et un élève.
- D Un professeur de mathématiques et un élève.

In the remaining items, choose the word or phrase which best fits the gap in the sentence. Draw a circle round the letter to indicate your choice.

11. Aujourd'hui Pierre a reçu beaucoup de choses de ses parents et de ses frères. Il a seize ans. C'est

- | | |
|--------------------|--------------|
| A sa naissance | C son cadeau |
| B son anniversaire | D son année |

12. -Un peu de pain?

-Non, merci. J'ai bien mangé.

- | | |
|---------|--------|
| A moins | C trop |
| B assez | D plus |

Do not let the spelling mislead you.

You are to decide which letters SOUND different.

Nevertheless many pupils still based their choice on the spelling, and the set of answers A, B, C, C, B was frequently given.

Distractor C of item 2 failed to discriminate, but all other distractors were satisfactory.

Part 3 Though items 5 and 11 were a little too easy, item 8 was the only one of the set with an unsatisfactory discrimination index. In trials, this figure was 0.32. though one of the distractors did not work at that time, and was changed.

Four of the 36 distractors in this set failed to operate, one with zero discrimination, and three with low positive indices.

Name School

WRITING TEST

Part 1

In the following paragraph, each blank represents one omitted word. Fill in each of the blanks with a single French word, as shown in the example. The inserted word must be correct in form as well as in meaning.

Example:- Je ^{M'}..... appelle Monsieur Duval.

Il n'y a pas de classes aujourd'hui parce que est mercredi. Il est dix heures du matin. J'ai déjeuné bonne heure, et maintenant je vais jardin public. Tous mes amis y vont, et aussi tous les amis Robert. Nous allons jouer football, et après, je vais chez mon cousin Georges, qui demeure avec son père et petite sœur. Quand je vais voir Georges, je lui apporte cadeau parce que je aime beaucoup. La dernière fois, j'ai dîné avec lui, mais cette fois-ci, je peux pas rester jusqu'à l'heure du dîner. Je vais rentrer à la maison pour étudier ma leçon anglais.

Turn over for part 2

WRITING TESTSide 2Part 2

Rewrite each of the following sentences, replacing the underlined word or phrase with the word or phrase given in brackets. Make all other changes necessary to produce a good French sentence, as shown in the example. The words in brackets are to be used exactly as they are given: do not change them.

Do not make any unnecessary changes.

Example: Il a un grand bateau. [voiture]

Il a une grande voiture.

1 Est-ce qu'il est parti? Oui, il est parti. [Non]

2 Que fais-tu? [Qu'est-ce que]

3 Mes amies viennent. [amie]

4 Tu la trouves intéressante, la lettre? [les]

5 Parlez-vous français? [il]

6 J'ai un beau manteau blanc. [robe]

Dictation

The text of the recording:

This is a dictation test. The test is arranged in four parts and each part is numbered. You will hear the text four times altogether: the first time at normal speed; then each sentence will be dictated slowly, twice, and you are to write it down, in French. Finally, the whole text will be read again at normal speed.

Here is the first reading. Do not write anything yet.

1. Il y a une auto dans la rue.
2. Voulez-vous manger avec nous?
3. Je suis allé au marché ce matin pour acheter des fruits.
4. J'ai acheté des pommes vertes.

Now each part will be read to you slowly, twice. Write down exactly what you hear, in French.

Are you ready?

1.

The whole text will now be read through again, at normal speed, for you to check what you have written.

1.

The following were scoring points:

- | | | |
|-----------|-------------|------------|
| 1. Il y a | 4. au | 7. pour |
| 2. auto | 5. marché | 8. fruits |
| 3. dans | 6. ce matin | 9. pommes |
| | | 10. vertes |

Sentence number 2 had contained three scoring points in the trials, and was left in the recording.

Writing test and dictation: details of item performance

TABLE F.3

Writing test and dictation: facility and discrimination indices

| Part 1 | | | Part 2 | | | Dictation | | |
|--|-----|-----|----------|-----|-----|-----------|-----|-----|
| Item no. | f | d | Item no. | f | d | Item no. | f | d |
| 1 | .45 | .26 | 1 | .67 | .68 | 1 | .78 | .74 |
| 2 | .46 | .13 | 2 | .67 | .55 | 2 | .74 | .54 |
| 3 | .39 | .28 | 3 | .37 | .72 | 3 | .77 | .60 |
| 4 | .53 | .46 | 4 | .52 | .28 | 4 | .67 | .64 |
| 5 | .37 | .31 | 5 | .17 | .17 | 5 | .26 | .77 |
| 6 | .55 | .69 | 6 | .21 | .34 | 6 | .57 | .34 |
| 7 | .55 | .19 | 7 | .30 | .59 | 7 | .70 | .68 |
| 8 | .13 | .35 | 8 | .68 | .44 | 8 | .39 | .45 |
| 9 | .44 | .40 | 9 | .28 | .32 | 9 | .61 | .63 |
| 10 | .33 | .52 | 10 | .61 | .28 | 10 | .29 | .55 |
| Median values for each part: | | | | | | | | |
| .45 .33 | | | .45 .39 | | | .64 .62 | | |
| For the writing test as a whole: median f : 44.5 | | | | | | | | |
| median d : 34.5 | | | | | | | | |

Notes on Table F.3

Part 1 In trials, the discrimination index of item 2 was only 0.24. No change was made, however.

Item 7: discrimination index in trials was 0.35.

Item 8: facility index was 0.23 in trials.

Part 2

Item 5: f value was 0.48 and d value was 0.34 in trials.

Dictation All items satisfactory.

APPENDIX G

THE EFFECT OF THE COURSE AS A WHOLE ON PUPILS'
ACHIEVEMENT IN FORM THREE

The Form Three tests were taken by all available pupils, including many who had not taken the Form Two French course. They may have been in the intermediate schools, but not selected to take French in Form Two. They may have been in country schools, or recently moved into the area. Two pupils known to have already taken French elsewhere were excluded from the comparison, but there may have been other such cases of which the writer was unaware.

The results on the test as a whole are shown in Table G.1.

TABLE G.1

Mean scores and standard deviations of Form Two beginners and Form Three beginners in the Form Three test as a whole

| | n | Mean - out of 90 | S.D. | % Mean | t value |
|---------------------|-----|---------------------|------|-------------------|------------|
| Form 2 beginners | 99 | 49.5 | 12.8 | 55.0 ¹ | 5.46 |
| Form 3 beginners | 110 | 39.7 | 13.3 | 44.1 | |

The obtained *t* value indicates a highly significant difference in favour of the Form Two beginners, but no check was made that the two groups were otherwise comparable. This phase of the investigation could have been extended if additional data - I.Q.s. for example - had been obtained for both groups, and an analysis of covariance carried out.

¹ In an earlier statement of the results of the Form Three tests, this figure is given as 54.4%. The discrepancy between the two figures arises from the fact that the main results were derived from raw scores, while those in Table G.1 were obtained from grouped data.

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