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THE UNIVERSITY OF MANITOBA

A STUDY OF THE ERRORS FOUND  
ON THE WINNIPEG GRADE ELEVEN  
FRENCH EXAMINATION PAPERS OF JUNE 1937

BEING A THESIS SUBMITTED TO THE COMMITTEE  
ON POSTGRADUATE STUDIES IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF  
EDUCATION

BY

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CHAPTER I

REVIEW OF STUDIES



CHAPTER I  
REVIEW OF STUDIES

The great increase in the number of students studying Modern Languages during the last few years has resulted in several investigations being made to determine ways and means of making language teaching and learning more effective. Teachers and authors of French textbooks can no longer be content to base their work on theory alone, and they are realizing that in the Modern Language field, as in science, theories and opinions need to be supported by experiment and scientifically obtained data. Cole says:

"Because the idea that factual studies are important to give sanction to opinion is rapidly being accepted by modern-language teachers, more and more quantitative investigations are being undertaken. For the present, of course, our few factual studies must be supplemented by the judgment of experts who draw their conclusions from rich and revealing experience."<sup>1</sup>

Some contributions of a more scientific approach have already been made in Vocabulary Studies and Idiom Lists in French, German and Spanish, thereby providing authors with a more adequate basic vocabulary for reading texts. The first foreign-language count to appear based on a scientific foundation was

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<sup>1</sup>Robert D. Cole, Modern Foreign Languages and Their Teaching, New York: D. Appleton and Company, (1931), p. 270.

that of V. A. C. Henmon<sup>2</sup> of the University of Wisconsin, in 1924, who assisted by numerous collaborators counted the frequency of occurrence of 400,000 running words in French. They attempted to make the sampling representative by using nine different kinds of French Writings. A French Word List was first given, showing the words as they occur in order from the highest to lowest, then an alphabetical list. It is well to note that this study was based on written French and designed more for reading than other purposes and that it does not include any words in the spoken language unless these also occur frequently in written material. The most serious defect in the Henmon French Word Book is that range as well as frequency of occurrence was not taken into consideration.

Another French Word Book was compiled under the direction of George E. Vander Beke<sup>3</sup> and published in 1929. He profited by the criticisms of the Henmon List. About eighty persons collaborated in checking the occurrence of the words of selected units on the tally sheets. The words were taken from fiction plays, history, newspapers, science, etc.,--the total number of words checked being 1,147,748. The words were finally listed alphabetically in their order of importance according to range and frequency. Similar Lists were made by M. A. Buchanan in Spanish and B. Q. Morgan<sup>4</sup> in German.

A Study on a Basic French Vocabulary was made by a

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<sup>2</sup>Cole, op. cit. p. 152.

<sup>3</sup>George E. Vander Beke, French Word Book, New York, Macmillan Company, (1929), Pp. 188.

<sup>4</sup>Cole, op. cit. p. 153.

committee in 1934 under the chairmanship of James B. Tharp,<sup>5</sup> Ohio State University. Others on the committee included Arthur G. Bovee, and Algernon Coleman, University of Chicago, Helen M. Eddy, University of Iowa, and Russell P. Jameson, Oberlin College. Later James B. Tharp<sup>6</sup> wrote an article on "The Basic French Vocabulary and Its Use".

Idiom Counts have been made by H. Keniston in Spanish, E. F. Hauch in German and F. D. Cheydleur in French.<sup>7</sup> The latter examined 1,183,000 running words as found in 87 units of printed prose. It was rather difficult to decide upon the definition of an idiom, and there was some overlapping between the word lists and the idiom lists.

In May, 1937, Algernon Coleman<sup>8</sup> published A Minimum French Idiom List based on studies made by G. L. Lewis and Marie Johnston.

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<sup>5</sup>James B. Tharp, Basic French Vocabulary, *Modern Language Journal*, Vol. XVIII, (1934), pp. 236-274.

<sup>6</sup>James B. Tharp, The Basic French Vocabulary and Its Use, *Modern Language Journal*, Vol. XIX, (November, 1934), pp. 123-131.

<sup>7</sup>Cole, op. cit. p. 174.

<sup>8</sup>Algernon Coleman, A Minimum French Idiom List, (Based on Studies by G. L. Lewis and Marie Johnston) *Modern Language Journal*, Vol. XXI, (May, 1937), pp. 569-576.

### The Literature on Error Counts.

After thorough examination the writer finds that the literature on Error Counts is somewhat meager. Outstanding writers<sup>9</sup> mention the need of scientific research in this phase of modern language learning, but up to the present this has not been given an extensive study. The writer is inclined to think that most persons now engaged in Modern Language work have so many demands on their time and such over-crowded classes that they do not feel able to carry on such investigations. Cole says, however, that--"It is only by patient, monotonous work of this sort that progress can be made."<sup>10</sup>

The writer deems it advisable to mention at this point the studies which have been made concerning grammatical content that is to be included in courses intended to bring about facility in writing French and also the counts of syntactical errors available up to the present time.

Regarding the study in grammatical content Cole<sup>11</sup> cites an unpublished investigation by R. E. Rockwood, which gives the frequency and range of four common language elements in five French grammars and two reading texts. These four elements are de plus the definite article to express the partitive relation, the agreement of the past participle with a preceding direct object and two personal pronoun objects preceding the verb. A

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<sup>9</sup>Algernon Coleman, The Teaching of Modern Languages in United States, New York: Macmillan Company, (1929), Pp. 299.

<sup>10</sup>Cole, op. cit. pp. 270-271.

<sup>11</sup>ibid., Pp. 270.



summary of the findings is recorded in Cole's report of the investigation.<sup>12</sup>

The only other record of a count of syntactical frequencies is the beginning made by the Modern Language Study as mentioned by Cole. However, the task proved to be too great to be completed in the time available and the data that was collected have not been printed.

As to previous language studies of errors made in French, one is made by J. P. Breakheimer<sup>13</sup> of the University of Southern California in 1927. Breakheimer determined to find the errors in grammar which occur most frequently in student exercises in a four year French Course. He used as data a thousand free compositions from high schools in Los Angeles and New York State and five hundred "prose" compositions from papers written for the Regents of the University of New York. A list of mistakes was made and a tally kept to determine the typical errors students make, and a list from this was made of the important items for drill. The number of possibilities of errors for each group was not computed nor was the percentage of error calculated except as based on the total number of errors. He found that "The important groups of errors were, in order--spelling, agreement, vocabulary, verb, preposition, gender, article and pronoun. The unimportant error groups were position of adjective, position of adverb, contractions, confusion of parts of speech, omission of dependent conjunctions, and negation. Nearly half the errors in spelling were

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<sup>12</sup>Ibid., pp. 270-271.

<sup>13</sup>The Kind and Frequency of Typical Errors in Written French, Modern Language Forum, Vol. 12, No. 3, (June, 1927), pp. 5-7.

due to incorrect or omitted accents. A great lack of time sense in the use of verb forms was observed."<sup>14</sup>

As a result of this study Breckheiser suggests as the points needing especially systematic and intensive drill the following:

1. Accuracy in the use of accents and cedilla.
2. The spelling, among others, of plusieurs, campagne, intéressant.
3. Agreement of adjective with nouns.
4. Agreement of verb with subject.
5. Agreement of predicate adjective with subject.
6. Past participle agreement.
7. The avoidance, among others, of the use of expressions like être froid for avoir froid, avoir un bon temps for s'amuser, pour for car or parce que, and manger un repas for prendre un repas.
8. The government of the commonly used verbs.
9. The uses of the present indicative, the future and the various past tenses.
10. The forms of conditional sentences.
11. The use of the subjunctive mood in adverbial and adjective clauses.
12. The verbs conjugated with être.
13. The use of the definite article in the partitive construction.
14. The more important rules for gender.
15. Forms of the relative pronouns.
15. Distinction between direct and indirect objects, both noun and pronoun.

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<sup>14</sup>Cole, op. cit., p. 273.

17. Position of adverbs with the infinitive and in compound tenses.

Another error count for German is available in an article by Lillie V. Hatheway.<sup>15</sup> It comprises a record of errors made in the German Compositions of students in high school during the school year 1926-27. Out of the original one hundred and nine who volunteered to check errors in their pupils' compositions, thirty sent in their lists. Of these twenty-two collaborators checked more than ten exercises each, and only three collaborators checked less than five. New items were suggested by twenty-three collaborators and fifteen of the latter made suggestions ranging from fifteen to one hundred and ten in number.

The first task in this study was the preparation of an adequate check-list of errors. This list was drawn up for the Modern Foreign Language Study by Professor B. A. Henschel of the Ohio State University in collaboration with Professor C. H. Purin of the University of Wisconsin, at the time special investigator for the study. Lillie V. Hatheway suggests "In order to carry a similar investigation to a successful conclusion, collaborators should be instructed to indicate the exact number of running words in the exercises checked, the number of pupils whose work is being checked, the semester of study, the school (whether preparatory, high school or college) the edition and publisher of textbook used. All such details are essential in the preparations of any reliable frequency count of errors."<sup>16</sup> The study contains

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<sup>15</sup>Lillie V. Hatheway, "A German Error Count," Modern Language Journal, XIII (1929), pp. 512-535.

<sup>16</sup>*Ibid.*, p. 535.

twenty tables showing the result of the count and it gives a complete analysis of the grammar to be emphasized by the German teacher.

<sup>17</sup>"A Research committee in England investigated common spelling errors in French and reports that the largest percentage is found under the headings "accents" and "errors" due to confusion with English words or other French words."<sup>17</sup>

Then another Count on a specific phase of grammar was one on the relative value of French Verb Tenses, made by Broussard.<sup>18</sup> Although he was particularly interested in the question from the point of view of speaking, he did make a superficial analysis of the frequency of verb occurrence in written French. This study was carried on by two other writers--Croteau<sup>19</sup> in French and Arnold<sup>20</sup> in Spanish.

J. B. Zacharie wrote an article in the French Review on an error count made in taking notes in an advanced lecture course. He found that many of the errors were mechanical and probably due to distraction or negligence. These could be remedied by drill in dictation or more careful attention to the form. He gives the Ten Commandments of Writing French. Some of them are: "Attention aux deux genres", "aux règles d'accord", "à la

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<sup>17</sup>Op. cit. p. 274, "A. E. Orton, An Investigation of the Common Spelling Errors in French." Modern Languages, (London), Vol. 4, (1922), pp. 45-48.

<sup>18</sup>J. F. Broussard, Relative Value of French Verb Tenses. Modern Language Journal, VII, (1922), pp. 37-41.

<sup>19</sup>A. Croteau, "Les Temps par ordre de fréquence", Modern Language Journal, Vol. 13, (February 1929), pp. 399-400.

<sup>20</sup>H. E. Arnold, "Tense Frequency in the Spanish Novel and Drama, Modern Language Journal, Vol. 14, (December, 1929), pp. 234-255.



loi de la répétition", etc. He finally lists six common sources of error: "l'orthographe", "les accents", "le passif", "la contraction", "l'éllision", and "les solecismes",<sup>21</sup> for which he then suggests remedies.

During the Christmas holidays of 1923-24 a group of Modern Language teachers met at Atlantic City on the invitation of the Carnegie Corporation of New York, to discuss the need of an inquiry into the teaching of Modern Language in the United States. A committee was appointed and in the spring of 1924 a representative from Canada was invited to meet with the American Committee. As a result, an investigation was carried on in both Canada and the United States.

One of the studies made by the Canadian Committee was that of typical Errors in French Examination papers. To obtain data on this subject, two error counts were undertaken, one on the Grade XI examination in Manitoba and the other in the Middle School Examination in Ontario. The papers chosen for material for study were the Composition papers in French.

In Manitoba it was unfortunate that the total number of papers available was reduced to 220. The paper of June, 1923 was the only one available. The percentage of error was found for the different parts of speech, which in turn were subdivided and percentages given.

The following conclusions were arrived at by the teachers who made the error count:

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<sup>21</sup>J. B. Eschard, Traité de perfection à l'usage des futurs laureats des concours de Français, French Review, V, (1931), Pp. 151-157.

1. "There has been in general a very great lack of exactness in learning, and we venture to say, in teaching. Accuracy should be insisted on from the beginning in Grades VII, VIII, and IX. No matter how little is learned, it should be learned thoroughly and not merely approximately. Pupils should be disabused of the idea that anything that is not English may be French."

2. "Verbs need much more attention. This same point stands out very clearly in a series of experiments recently conducted in sight translation. Unknown words were carefully listed day by day, and 60 per cent to 70 per cent of these were found to be verbs. The work of Grade XI cannot be done in a satisfactory manner unless the conjugation of the verb is mastered in Grade X."

3. "The figures as regards vocabulary, spelling, and idioms show the necessity of a minimum vocabulary and idiom list for matriculation. If such a list were prepared, and a knowledge of it required, a great improvement would result."<sup>22</sup>

In Ontario<sup>23</sup> the French composition paper 1925, was chosen as the basis of the error count. This paper consisted of twenty sentences and ten short verb phrases to be translated into French, followed by two short pieces of continuous prose based upon the Reader.

The sampling comprised every twentieth paper. The total number of papers examined was four hundred and twenty and represented the work of Ontario pupils who had studied French for

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<sup>22</sup>Modern Language Instruction in Canada, Vol. I, University of Toronto Press, p. 481.

<sup>23</sup>Ibid., p. 481.

four years. This did not include the papers of students who made below forty per cent. A preliminary list of errors was made and used to check twenty-five papers. This list was later reduced. The errors were then listed and percentage given under the main headings of the different parts of speech.

To secure further data, an error count was made on material obtained from a university first honor French Class. The basis used for the count was the Canadian Committee's grammar test.

Ada Jane Harvey<sup>24</sup> made a study of the Frequency of Errors in Students' French Compositions as Indicated by the College Entrance Board Examinations. This study included the reading, classification and analysis of the syntactical errors found in twenty-four hundred French Examination Papers. It was limited to the French Examination given by the College Entrance Examination Board and further delimited to the section on composition (translation from English into French) found in each examination, that is, in the French Compositions of the College Entrance Board Examination of 1929, 1930, and 1931.

The number of errors made in each type of syntax construction were determined and the percentage of the occurrence of each type of error in relation to the number of times it was possible to make that error in each composition. Then a comparison was made of the number at each of the three levels examined i.e. after two years, three years, and four years of high school French.

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<sup>24</sup>Ada Jane Harvey, The Frequency of Errors in Students' French Compositions as Indicated by the College Entrance Board Examinations, Doctor's Thesis, University of New York, (1932), Pp./78.

Also of those who received a grade below 60, a grade between 60 and 80, and a grade above 80 and the range of ability of the student whose papers were examined and lastly a comparison was made of the number of errors made by boys and girls. Conclusions were made separately on each part of speech.

In 1934 an Analysis of Pupil-Error in French Grammar was made by Nellie Bass Richardson<sup>25</sup> of North Carolina. She undertook to extend the findings of A. Rogal who wrote on the frequency of Error in Representative Grammatical Construction in First Year French. As his work is an unpublished Master of Science in Education Thesis of the College of the City of New York, the writer can only quote from the thesis of Nellie B. Richardson.--"He made a list of 70 items which were considered the representative grammatical construction of the first year course of study in French Grammar. Upon the basis of these items he constructed diagnostic tests."<sup>26</sup>

Nellie B. Richardson gave the same diagnostic tests to pupils in the third quarter of the second year of French and compared the results with errors made on college placement tests in French given at the beginning of the third year of study. She analyzed the errors in French Grammar to ascertain the items that constitute greater and less difficulty and the degree to which specific constructions in grammar vary in difficulty.

All errors were tabulated and then classified--Nineteen tables were given in all. Each table gave a very exact picture of

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<sup>25</sup>Nellie Bass Richardson, Analysis of Pupil-Error in French Grammar, Master's Thesis, North Carolina, (1934), Pp. 89.

<sup>26</sup>ibid., p. 7.



error in the different parts of speech on the particular test for which the table was made. No attempt was made to ascertain what diagnostic or remedial measures were best to overcome the errors. General conclusions and suggestions for future study were given at the end of the thesis.

It is interesting to note that the committee on Modern Languages formed in 1924 and dissolved at its own request at the end of 1934 was again revived in October 1935.<sup>27</sup> The new committee consists of the following members:

Secretary, Algernon Coleman, University of Chicago,  
Robert Herndon Fife, Columbia University,  
V. A. C. Honmon, University of Wisconsin,  
Hayward Keniston, University of Chicago,  
James B. Tharp, Ohio State University,  
George F. Zook, President of the American Council on  
Education.

At a meeting held in Washington in 1936 they adopted a program which included among others, the following projects:--

1. The publication of a frequency list of Spanish syntax prepared by Professor Keniston.
2. The preparation of a French syntax study of a similar character under the direction of Professor Coleman.
3. The preparation of a German Syntax study under the direction of Professor E. W. Bagster Collins.
4. Collection of information regarding present research

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<sup>27</sup>Robert Herndon Fife, The Committee on Modern Languages of the American Council on Education, Modern Language Journal, Vol. XXI, (October), 1936, pp. 11-13.

on teaching problems in Modern Languages under the direction of Professor Tharp, etc.

Need of This Type of Study.--Algernon Coleman of the University of Chicago stresses first, the need for "syntax frequency lists based on current grammars and on representative literary and popular prose."<sup>28</sup> He suggests the need of "a study of the frequency of grammatical errors in student exercises".<sup>29</sup> Some studies on syntax frequency have been commenced by the Modern Language Committee, but as Coleman notes, "It is to be regretted that the studies of the range and frequency of syntactical phenomena in French, German and Spanish could not be completed....The obstacles in the way of these undertakings were numerous and vivid but they will eventually be swept aside by future workers in the field."<sup>30</sup>

Concerning the second problem, preliminary studies have been made--one for German<sup>31</sup> and one for French<sup>32</sup> but there is no published record of a similar study in Spanish.

Teachers should know what points to emphasize in French Grammar so that their students may master more effectively the science of the language. Only by an investigation of errors which pupils make in French Grammar can they determine which forms need to be stressed. A. MacCoon, a New Jersey high school teacher

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<sup>28</sup>Ibid., p. 284.

<sup>29</sup>Ibid., p. 285.

<sup>30</sup>Ibid. p. 4.

<sup>31</sup>Lillie V. Hathaway, A German Error Count--An Experimental Study, Modern Language Journal, XIII, (1929), pp. 512, 533.

<sup>32</sup>J. P. Breckheimer, The Kind and Frequency of Typical Errors in Written French, Modern Language Forum, XI, (1927), pp. 3-7.

declares: "There seems to be no such thing as too much grammar. Both speed and comprehension in reading seem (knowledge of pronunciation aside) to be directly proportionate to the degree of mastery of the technique of the language (French in this case) disastrous slowness and serious misunderstanding of meaning invariably resulting from incomplete grammatical knowledge."<sup>33</sup>

Miss Lucy M. Will, critic teacher and supervisor of German Instruction in the University of Minnesota makes this statement: "In order that a pupil may understand sentence structure and grasp with accuracy the meaning of a foreign language, a knowledge of grammar is necessary. Since reading has become the main objective in modern language study, grammar topics must be selected upon the basis of carefulness and must be governed by their relative importance for reading in accordance with the laws of learning. Grammar in a high school course should become functional, rather than remain theoretical. In view of this fact, a much smaller body of grammatical knowledge is now considered sufficient than has been stressed in the past, and the time thus gained may be used for reading experience."<sup>34</sup>

The need of an investigation such as this one is emphasized by Breckheimer, who says: "The study of errors has as its chief value the establishment of a basis for the direction of effort through the indication of important items for drill. The compilation of scientific data and a systematic study of it show

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<sup>33</sup>A. MacCoon, Grammar and Extensive Reading, Modern Language Journal, XVI, (1931), p. 14.

<sup>34</sup>Lucy M. Will, Grammar Lesson with Review and Drill, Modern Language Journal, XVI (1931), p. 504.

the points of grammar which should be particularly emphasized."<sup>35</sup>

H. B. Reed says, "When we come to think about it, the real business of teaching is to improve the child at his point of error. If we accept this, then the most economical procedure in teaching as well as the most scientific is to give the child a thorough examination and diagnosis in each subject, discover his points of error, and then apply remedies that are adapted to the correction of these errors.----Among the most scientific studies that have been made in recent years are analyses of errors in the common branches. Their great value is that they make it possible for teachers to apply repetitions at the right point."<sup>36</sup>

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<sup>35</sup>Ibid., p. 7.

<sup>36</sup>H. B. Reed, Psychology of Elementary School Subjects, Boston, Ginn and Company, (1927), pp. 29-30.

CHAPTER II

METHOD OF ENQUIRY



## CHAPTER II

### METHOD OF ENQUIRY

#### Purpose of the Study

The purpose of this investigation is to discover, record, classify and interpret the factual evidence of errors made by students writing the Winnipeg Grade Eleven French Examination, June, 1937. The specific objectives are as follows:

1. To determine the actual grammatical errors made by the students who wrote this French Examination, June, 1937, in Questions 1 and 2.
2. To find the percentage of the occurrence of each type of error.
3. To classify these errors into Parts of Speech.
4. To record various errors in translation of French words into English and to find the percentage of the occurrence of each translation.
5. To record a typical translation on each grading of Questions 3 and 5 as given by Winnipeg students.
6. To present typical sample translations of two sentences to show typical errors made by students in describing in English what one has seen.
7. To discover and present representative samples of student ability in Comprehension showing typical errors.
8. To judge generally students' Original compositions for error in grammatical correctness, vocabulary, use of idiom,

subject matter and its treatment.

### Scope of the Study.

The scope of this investigation includes the reading, classification, and analysis of errors found in the four hundred and sixty Winnipeg Grade Eleven French Examination Papers of June, 1937. It is limited to the French III A Examinations given by the High School Examination Board of Manitoba, June, 1937. It gives a complete record of all grammatical errors made by students in the first two questions (translation from English into French). In the translation of French into English, that is in Questions 3 and 5 it was deemed not necessary to reveal grammatical difficulties as these had been so thoroughly presented. Every tenth paper in Questions 3 and 5 was examined to see if the students understood the foreign words, saw what was described and could describe in English what they had seen.

In the study of Question 4-on Comprehension, the papers were graded as A, B, C, D, and one sample of each grading was recorded. In the study of the Original Composition, where students wrote on a chosen topic, every tenth paper was read noting grammatical correctness, vocabulary, use of idioms, subject matter and its treatment. A record was made of the choice of each individual student and from this the percentage of each choice was determined. These compositions were graded and a sample of each grading was recorded.

This study does not therefore claim to be an exhaustive research into Winnipeg students errors in Translation of French into English, Comprehension and Composition. Such a study would

necessitate years of time and the co-operation of many other research workers. Nor does it purport to be more than a beginning in the almost unlimited field of finding and analyzing errors in students' exercises. But it does claim to be an exhaustive study of the grammatical errors made by Winnipeg Students in Translation of English into French on the French III A Examination, June, 1937, given by the High School Examination Board of Manitoba. It analyzes and tabulates these data so they may be available to those who wish to study or consult them.

It is important to note that there is no attempt on the part of the writer to ascertain what diagnostic and remedial measures are best to overcome the occurrence of these errors. That constitutes a separate study and experimental procedures.

#### Method of Procedure.

(a) Material used for the Study.---The examination papers of the High School Examination Board of Manitoba, were those used as material for this study. The only papers available for research at the Department were the June, 1937 papers, as the papers of former years had been destroyed. These papers, four hundred and sixty in all, were obtained about September 1, 1937, through the courtesy and co-operation of the officials of the Department of Education.

It was unfortunate that a complete record of the errors of all students who had attended the Winnipeg High Schools and studied French could not have been made. But that was impossible as a great number were exempted from writing examinations having attended accredited High Schools. However, the

papers examined constitute a good sampling as they comprise all the scholarship papers, as well as the papers of those who were required to write the examination. Many students, not necessarily those who were weak in French wrote these examinations.

The questions on this paper present as wide a variety of grammatical construction as is consistent with the scholarship level for which it is prepared. The committee which sets these papers include representatives of the French Department of the University of Manitoba and the Department of Education and they use every precaution to include as many as possible of the different points of syntax and types of work taught or stressed in French up to and including Grade Eleven.

(b) Method of Checking.-The first step was to tabulate the marks on each paper to determine the number of passes, failures, and the range of marks. These marks were rearranged in divisions e.g. 91-100, 81-90, etc., and then calculated in percentage form. The marks received on each question by each individual student were recorded. Percentages were found for the individual marks on each question.

The next step in preparing for the checking of the papers was to make translations of Questions 1, 2, 3, and 5 and to write out answers for Question 4. These translations were then submitted to one of the University Professors of the French Department and a French teacher in one of the Winnipeg High Schools,<sup>1</sup> for criticism and correction. After the final form

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<sup>1</sup>Professor M. Richard, University of Manitoba, Miss Evelyn Groelle, Gordon Bell High School.



was approved it was used as a model by which the exercises were checked.

The answer of each of the four hundred and sixty students for each sentence of Questions 1 and 2 was recorded on a separate card with the errors indicated in red. These cards were then filed according to sentences to facilitate handling.

The errors for each sentence were then recorded on sheets of foolscap, then counted and arranged with the percentage of each kind of error indicated. These percentages were found as follows:

Out of 460 papers one error occurred ten times.

Out of 100 papers one error occurred  $\frac{10}{460} \times 100 = 2.17$  times.

The errors were next classified for each separate question according to the different parts of speech. The individual parts of speech were then subdivided and the errors tabulated as shown in the tables of Chapter IV.

The Translation of French into English includes Questions 3 and 5. It was not deemed necessary to analyze grammatical difficulties of these questions so the papers were arranged according to marks e.g. 90, 80, etc., then every tenth paper was drawn and used as a sampling for this question. Fifty papers in all were studied.

The writer realized that French into English is one of the most complex processes in language learning, although it is one of the most fascinating and most instructive. Also that, unlike Mathematics, it has no final standard truth. A passage means something slightly different to each reader. It was de-

ecided to measure "Translation into English" on the following basis:--

1. Understanding the foreign words.
2. Seeing what is described.
3. Describing in English what one has seen.<sup>2</sup>

The First Process--"Understanding Foreign Words" was checked by listing all the rare words in the two passages of French. A copy of the translation given for each individual word was recorded from the fifty papers and estimated in percentages. The Second Process--"Seeing what is described" was checked by grading the papers on the standard of A, B, C, D. The Third Process--"Describing in English what one has seen" was analyzed by examining all papers again, looking only for power of expression on the part of the student. Twenty sample translations of the most difficult questions were recorded.

The Comprehension Test, Question 4, a short French passage followed by eight English questions which were to be answered in French, is really another form of the second process--"Seeing what is described". This question was examined very carefully on every tenth paper. These were then graded on the A, B, C, D, standard and typical samples were recorded.

In the Original Composition Question, a study was made with the following points of view in mind namely: grammatical correctness, vocabulary, the use of idiom, the subject matter and its treatment. The choice of subject made by each individual

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<sup>2</sup>Nitchie and Moore, Prefact VI, Junior Translation From French, Cambridge University Press, (1931), pp. 248.

student was tabulated and from this the percentage of each choice determined. A record was made as to whether each student had a wide and correct use of words or not. Likewise one of idioms and subject matter. Compositions were then graded and typical compositions for each grade copied. Statistical findings are recorded in Chapters III to VI and in the appendices to this study.

**HIGH SCHOOL EXAMINATION BOARD OF MANITOBA**

**EXAMINATIONS, 1937**

**FRENCH III A**

**Wednesday, June 23rd, 9.00 to 12.00**

**IMPORTANT—All scribbling or rough work must be done in the answer booklets. None of either is to be done on this question paper.**

Values

7×3 1. Ecrivez en français:

=21 (1) Why did you refuse to tell them? We answered their questions and told them what they wanted to know.

(2) They have just left for the theatre. I am sure that if they had known that you are going there too, they would have waited for you.

(3) Where do you want me to go? We want you to go bathing with us, to prevent John from staying too long in the water.

(4) When the swallows have returned, we shall know that Spring has come and that soon the birds will be singing in the woods.

(5) What would you answer if I asked you, "What are you thinking about?" "My French examination and the summer holidays."

(6) The novels which you sent me were not those you wrote about in the newspaper. Why have you not yet read mine?

(7) Get up please and hurry to the store. We have no butter and I forgot to ask the grocer yesterday to send me eggs and coffee.

(Over)



*"Le Chevalier et les moulins à vent"*

During the night Don Quixote mounted on Rosinante and followed by Sancho on his donkey, set out from home secretly. When the sun rose, they found themselves in the open plain, and in the white light of the morning, they perceived some windmills. At the sight of these great machines, with their moving arms, the knight's imagination began to work. "Look, Sancho," he cried, "at these giants. There are at least thirty. We are going to attack them, kill them and rid the earth of thirty monsters." But Sancho replied, "I see no giants, but I see some windmills." "My friend," said Don Quixote, "you are afraid." Saying these words, he attacked the first windmill. "Monsters," he cried, "You have more arms than the giant, who had a hundred. But you will pay dearly for your pride." As soon as the sail of the windmill touched his lance, it broke it and threw him from his horse.

giant—le géant.

monster—le monstre

a sail—une aile

moving—mouvant

rid—débarrasser

Aussitôt je vis devant moi, dans un vague délicieux, deux femmes gracieuses, vêtues comme sur les images, qui se tenaient par la taille et qui se disaient des choses que je n'entendais pas, mais que je devinais touchantes et jolies. La chaire et le professeur, le tableau noir, les murs gris avaient disparu. Les deux femmes marchaient lentement dans un étroit sentier entre des champs de blé, fleuris de bleuets et de coquelicots et leurs noms chantaient à mes oreilles: Esther et Athalie.

Je savais déjà qu'Esther était l'aînée. Elle était bonne. Athalie plus petite avait des nattes blondes, autant que je pouvais le discerner. Elles habitaient la campagne. Je devinais un hameau, des chaumières qui fumaient, un berger, des villageois dansant; mais tous les traits de ce tableau restaient incertains, et j'étais avide de connaître les aventures d'Esther et d'Athalie. Le professeur, en m'appelant par mon nom me tira de ma rêverie.

—Dormez-vous? Vous êtes dans la lune. Allons! Allons! soyez attentif et écrivez.

- 10 4. Lisez ce paragraphe et répondez en français aux questions suivantes:

*Chamonix*

Chamonix est une station alpestre très fréquentée en été. Elle est située dans une large vallée, à mille mètres d'altitude, et abritée des vents froids par les hautes montagnes qui l'entourent. La vue est splendide sur le Mont Blanc et la chaîne des Alpes; on découvre de nombreux glaciers dont le plus célèbre est "La Mer de Glace."

On peut se reposer à Chamonix à l'ombre des grands arbres, ou faire des excursions faciles soit à pied, soit à mulet; il y a même un train qui vous conduit jusqu'à la Mer de Glace. Mais Chamonix est surtout un centre d'ascensions: l'alpinisme y est le sport favori. Tout le monde a des souliers à clous et un bâton ferré sans lesquels on ne peut aller loin.

- (1) Savez-vous en quel pays cette localité se trouve?
- (2) Connaissez-vous une comédie française dont la scène se passe, en partie, à Chamonix?
- (3) Que voit-on aux environs?
- (4) Qu'est-ce que la "Mer de Glace?"
- (5) Quels moyens de transport y a-t-il pour faire des excursions aux environs de Chamonix?
- (6) Que faut-il porter aux pieds? Et à la main?
- (7) Quel est le sport favori dans les Alpes? Quel est le vôtre?
- (8) Pratique-t-on l'alpinisme au Canada?

- 10 5. Traduisez en anglais:

C'est une petite chambre au cinquième où la pluie tombe sur les vitres dans le toit d'ardoises.

Il fait nuit noire. On entend le vent qui hurle dans les cheminées. Pourtant la pièce est bonne, confortable, et on a en entrant, un sentiment de bien-être, augmenté par le bruit du vent et les torrents de pluie ruisselant aux gouttières.

On se croirait dans un nid bien chaud, tout en haut d'un grand arbre. Pour le moment le nid est vide. Le maître

(Over)

du logis n'est pas là, mais on sent qu'il va rentrer bientôt.  
Sur un bon feu une marmite bout tranquillement avec un murmure de satisfaction. De temps en temps, elle s'impatiente et son couvercle se soulève poussé par la vapeur.

15 6. Écrivez en français une composition (150 mots) sur l'un des sujets suivants:

- (1) Une promenade autour du jardin.
- (2) La moisson au Canada.
- (3) Le livre des voyageurs dans "Le Voyage de Monsieur Perrichon."

100

6000

CHAPTER III

GENERAL SUMMARY OF RESULTS



### CHAPTER III

#### GENERAL SUMMARY OF RESULTS

The data of Table I show that out of the four hundred and sixty students who wrote the French III A Departmental Examination in June, 1937, three hundred and eighty pupils or eighty-three per cent passed and seventy-eight pupils or nearly seventeen per cent failed.

Although the percentage of failures is comparatively low, ninety-two students or twenty per cent were just on the border line with marks ranging between 50-59. Another twenty-one per cent graded between 60-69. Two hundred and nine or forty-five per cent made an approximate "B" Standing with their marks ranging from 60-79. Only fifteen students or three per cent made over 90 on the examination. There were, however, sixty-six students or fourteen per cent with marks ranging from 80-90.

Table II contains a more detailed summary of percentage standings of each question.

In Question 1 which consisted of seven separate groups of sentences based on the grammatical points stressed in the Grade XI Course, we find that about forty per cent failed, so that, if their promotion had been based upon grammatical knowledge the number of failures would have been tripled. Seventy-four students or sixteen per cent obtained marks between 50-59, so that we have fifty-six per cent with marks below 60 on this

TABLE I

RESULTS IN FRENCH III A EXAMINATION, JUNE, 1937,  
FOR FOUR HUNDRED AND SIXTY PUPILS.

Marks Obtained	Pupils	Percent
90 - 100 . . . .	15	3.26
80 - 89 . . . .	86	14.34
70 - 79 . . . .	111	24.15
60 - 69 . . . .	98	21.50
50 - 59 . . . .	92	20.00
40 - 49 . . . .	31	6.75
30 - 39 . . . .	27	5.86
Below 30 . . . .	30	4.34
Total papers	460	
Total passes	362	78.05
Total failures	78	16.95

question. It is well to note here that 21 marks (three marks for each group of seven sentences) was the actual mark allotted for this question. However, it was thought that the table would reveal the place of error more accurately if all marks were put on a percentage basis. Only four per cent of the students made over 90 on this question, with a small per cent between 80-89. Consequently one may conclude that these students did not know their grammatical rules, verbs and vocabulary well enough to use them efficiently in translating these groups of sentences. The errors made are shown in the appendix to this study.

Question 2 was a continuous English passage of fifteen lines entitled "Le Chevalier et les moulins à vent" to be translated into French. The students were given the French words for giant, monster, a sail, moving, and rid. The student here had to recall vocabulary, verbs, and idioms learned as well as to remember the grammatical knowledge needed for Question 1. He had to know the tenses to be employed in writing a continuous passage as compared to individual short sentences. The students did somewhat better on this question as twenty-five per cent failed, compared to forty per cent on Question 1. But we must note that twenty-two per cent made between 50-59 making forty-seven per cent below the 50 mark on Question 2, as compared to fifty-six per cent below that mark on Question 1.

It is very interesting to note here, as in Question 1, that only four per cent made over 90 and also if we compare those making over 80 we find for Question 1 thirteen per cent as compared with a thirteen per cent in Question 2.

TABLE II

PERCENTAGE OF MARKS OBTAINED BY PUPILS IN EACH QUESTION

Marks Obtained	Question 1		Question 2		Question 3		Question 4		Question 5		Question 6	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
90 - 100	20	4.34	19	4.13	52	11.30	315	68.47	61	13.26	197	4.13
80 - 89	43	9.34	42	9.13	117	25.43	87	18.99	104	22.60	96	20.86
70 - 79	63	13.69	101	21.95	110	23.65	31	6.75	71	15.43	52	11.50
60 - 69	76	16.52	75	16.30	71	15.43	24	5.21	70	15.21	94	20.43
50 - 59	74	16.08	106	22.82	47	10.21	14	3.04	40	8.69	46	10.00
40 - 49	61	13.26	38	8.26	22	4.78	14	3.04	25	5.43	75	16.30
30 - 39	43	9.34	30	6.52	14	3.04	1	.21	29	6.30	20	4.34
Below 30	80	17.39	50	10.86	19	4.13	4	.86	50	10.86	58	12.60
Totals	460		460		460		460		460		460	

Note: -Four hundred and sixty papers examined.

Question 3.-Question 3 and 5 are continuous French sight passages to be translated into English. Question 3 consisted of nineteen lines, two long paragraphs and a very short one of two lines, while Question 5 consisted of twelve lines with four shorter paragraphs. Apparently the students found the former the easier as only about twelve per cent failed in Question 3 as compared to forty per cent in Question 1 and twenty-five per cent in Question 2. Below the 60 mark we have twenty-one per cent in Question 3 as compared to fifty-six per cent below that mark in Question 1 and forty-seven per cent in Question 2. Above the 90 mark we find eleven per cent of the students, that is practically three times as many as in each of the first two questions. A comparison of those above the 80 mark shows thirty-six per cent for Question 3 as compared to thirteen per cent in Question 1 and 2 respectively.

Question 5.-The students seemed to find Question 5 more difficult than Question 3 as there was a twenty-five per cent failure in Question 5 as compared to a twelve per cent failure in Question 3. However, in Question 5, thirty-five per cent over the 80 mark or practically the same percentage as attained that mark in Question 3, as compared with thirteen per cent in Question 1 and 2 in the translation of English into French.

Question 4.-This question consisted of a French passage of twelve lines upon which were based eight questions in French. The student was asked to read over the paragraph and answer the questions in French. He was not required to write a translation of the paragraph. The students seemed to have fared



very well on this question as only three per cent failed with another three per cent between 50-59. Three hundred and fifteen students or sixty-eight per cent made over 90 and eighty per cent made over 80 on this comprehension question.

Question 6.-In Question 6, the student was asked to write a free composition of 150 words. He could choose one of three given subjects, namely:-

(1) Une promenade autour du jardin.

(2) La moisson au Canada.

(3) Le livre des voyageurs dans Le Voyage de Monsieur Ferrichon.

Fifteen marks were given for this question. In Table II we find that thirty-three per cent failed in this question. Ten per cent made between 50-59 making forty-three per cent below 60 as compared to fifty-six per cent in Question 1, fifty-eight per cent in Question 2 and twenty-one per cent in Question 3, six per cent in Question 4 and thirty-three per cent in Question 5 below that mark. Only four per cent of the students acquired that skill in composing a passage which examiners valued at 90. There were, however, twenty per cent who received between 80-90.

#### General Conclusions

(1) The students writing the French III A paper in June 1937, found the translation of English into French, Questions 1 and 2, very much more difficult than the other questions. Twenty-one marks were given for Question 1 and twenty-four marks for Questions 2 or a total of forty-five marks of the whole paper for these two questions.

In Question 1 forty per cent failed and fifty-six per cent obtained below 60 per cent. In Question 2 twenty-five per cent failed but forty-eight per cent obtained below 60 per cent of the allocated mark. Only thirteen per cent of the students were able to obtain over eighty per cent of the marks given. The type of errors which the students made may be found in the tables in the appendices.

(2) The students have found the translation of French into English a much easier process than the translation of English into French as there was only a twelve per cent failure in Question 3. Then, too, three times this number of students attained above ninety per cent of the allocated marks as in Questions 1 and 2.

(3) Students found Question 3 much easier although it was a longer passage than Question 5. There was a twenty-four per cent failure in Question 5 as compared to a twelve per cent failure in Question 3. However, the number obtaining over 80 per cent of the allocated mark was practically the same in both questions.

(4) The students found the Comprehension question very easy as compared to translation into either French or English. Only three per cent failed and sixty-eight per cent made over 90 per cent of the allocated mark. This question no doubt, helped many pupils to obtain a pass mark who were just wavering on the border line between pass and failure and would seem to point to inequality in the difficulty of reading matter in Questions 3 and 5.

(5) The students who wrote this examination do not appear to have acquired the skill or mastery in grammatical knowledge, vocabulary, verbs, idioms, etc., nor the power to compose a free composition as thirty-three per cent of them failed on Question 6, which had to do with free composition.

**CHAPTER IV**

**ERRORS IN PARTS OF SPEECH**

## CHAPTER IV

### ERRORS IN PARTS OF SPEECH

The actual grammatical errors made in Questions 1 and 2 by the students who wrote the French Examination, June, 1927, may be found in the Appendices at the end of this study. The percentage of the occurrence of each type of error is also recorded there. These errors are classified into Parts of Speech for each Question. Tables III to XI contain a classification of errors for Question 1, and Tables XII to XIX for Question 2.

#### Summary of Errors in Question One.

In Table III we find the number of errors recorded in order of difficulty as made in Question 1, in verbs, pronouns, prepositions, nouns, adverbs, articles, adjectives and conjunctions. This question was composed of seven groups of sentences in English to be translated into French. These sentences contained most of the grammatical points that the Grade Eleven Students of Manitoba are required to know at this level. Out of a total of eleven thousand four hundred and thirty-one errors made, four thousand eight hundred and ninety-nine or over forty-two per cent occurred in verbs. Consequently, at this point we can confidently say that if the students writing this examination had mastered "Verbs" they could have eliminated over one-third of the errors on Question 1. An examination of Table IV in which is classified the errors in Verbs we find that the misuse of the



TABLE III  
CLASSIFICATION OF ERRORS INTO PARTS OF SPEECH  
QUESTION 1

	Number of Errors	Percentage of Error
Verbs . . . . .	4899	42.85
Pronouns . . . . .	2331	20.40
Prepositions . . . . .	1455	12.73
Nouns . . . . .	1028	9.00
Adverbs . . . . .	700	6.19
Articles . . . . .	654	5.72
Adjectives . . . . .	345	3.04
Conjunctions . . . . .	11	.07
Total . . . . .	11,431	

perfect tense caused about one fourth of the trouble or out of the four thousand eight hundred and ninety-nine verbal errors, one thousand and ninety-three were made in the formation of the perfect tense. For example in Sentence 1 over nine per cent of the students wrote the present tense "refusez-vous" instead of "avez-vous refuse". In writing "nous avons répondu" about seventeen per cent wrote the wrong past participle. Five per cent wrote "réponde", indicating that these students have not noted the difference in the past participle ending in "er" and "re" verbs. Three per cent omitted the acute accent over the "e". In writing "nous avons dit", about four per cent put "a" instead of "avons" indicating carelessness in noting the subject. In sentence 4, "le printemps est venu", eight per cent conjugated venir with "avoir" instead of "être". Twenty-seven per cent of the students failed to make the past participle agree

with the preceding direct object, in Sentence 6, in "les romans que vous m'avez envoyés".

TABLE IV  
 ERRORS IN VERBS  
 QUESTION 1

Verbs	Number of Errors	Percentage of Error
Present Tense . . . . .	554	13.55
Imperfect . . . . .	403	8.22
Future . . . . .	290	5.92
Future in the Past . . . . .	263	5.37
Perfect . . . . .	1093	22.31
Pluperfect . . . . .	84	1.72
Future Perfect . . . . .	424	8.65
Future Perfect in the Past . . . . .	274	5.59
Imperative . . . . .	245	5.00
Infinitive . . . . .	432	8.82
Subjunctive . . . . .	<u>727</u>	14.84
Total . . . . .	4899	

The subjunctive rated second in verbal difficulty with seven hundred and twenty-seven errors or fourteen per cent. In writing "où voulez-vous que j'aille" in Sentence 5, over thirty-four per cent of the students wrote the infinitive "aller" instead of the subjunctive "aille". In the same sentence for "nous voulons que vous vous baigniez" we find over nineteen per cent writing the infinitive. These students certainly did not know the rules for the use of the subjunctive.

In examining Table IV one is surprised to find that there was over a thirteen per cent failure in the Present Tense in Question 1. The Infinitive, Future Perfect, and Imperfect each caused

approximately four hundred errors or a little over eight per cent.

Table V shows Pronoun difficulties. Five out of the six kinds of pronouns were tested in this question, namely: demonstrative, interrogative, personal, relative, and possessive. The total number of errors made in pronouns was two thousand three hundred and thirty-one. Relative pronouns gave by far the greatest difficulty as there were nine hundred and thirty-eight errors or forty per cent. Thirty-eight per cent wrote "que" instead of "dont" in Sentence 6. Sentence 1, eleven per cent omitted "ce que". Next in difficulty were the personal pronouns and especially the misuse of the pronoun objects, the errors of which totalled eight hundred and fifty-two errors. In sentence 1, "Pourquoi avez-vous refusé de le leur dire", seventy-four per cent omitted "le" and twenty-eight per cent wrote "les" instead of "leur". Instead of "leur" in "nous leur avons dit" sentence 1,

TABLE V  
ERRORS IN PRONOUNS  
QUESTION 1

Pronouns	Number of Errors	Percentage of Error
Demonstrative Pronoun . . .	133	5.71
Interrogative Pronoun . . .	346	14.85
Personal Pronoun		
Pronoun Objects . . .	852	36.55
Relative Pronoun . . . . .	938	40.24
Possessive Pronoun . . . . .	62	2.66
Total . . . . .	2331	

thirteen per cent wrote "les". In sentence 6, eighty-seven per cent omitted the pronoun object "me" in "--dout vous m'avez écrit". Strange to say interrogative pronouns caused about a third as many errors as the relative pronoun, namely: three hundred and forty-six. In comparison, demonstrative and possessive pronouns did not present much trouble for the students, there being only sixty-two errors in possessive pronouns and most of these were caused by the students apparently not knowing the gender of the French word for "novel". Eight per cent put "les miennes" instead of "le mien".

TABLE VI  
ERRORS IN PREPOSITIONS  
QUESTION 1

Prepositions	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	833	57.25
2. Wrong Preposition With Verbs . . . . .	307	21.10
3. Other Wrong Uses . . . . .	<u>315</u>	21.65
Total. . . . .	1455	

Table VI shows the errors in prepositions. Out of the total of one thousand four hundred and fifty-five errors more than half are entered as wrong word, namely, eight hundred and thirty-three errors. Three hundred and seven students or twenty-one per cent made an error in <sup>put</sup> placing the preposition "de" after refuser before the infinitive dire. Thirty-three per cent omitted the preposition altogether and ten per cent used a in-

stead of de.

The Examiners setting this paper did not intend apparently to test vocabulary knowledge to any great extent in this question, it was primarily a test of grammatical knowledge. However, Table VII reveals that there were one thousand and twenty-eight errors in nouns and out of that number nine hundred and nineteen were due to using the wrong word.

TABLE VII  
ERRORS IN NOUNS  
QUESTION 1

Nouns	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	919	89.66
2. Spelling . . . . .	<u>109</u>	10.34
Total . . . . .	1028	

TABLE VIII  
ERRORS IN ADVERBS  
QUESTION 1

Adverbs	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	699	98.73
2. Spelling . . . . .	<u>9</u>	1.27
Total . . . . .	708	

From a study of Table VIII we find, in Errors in Ad-



verbs, that out of a total of seven hundred and eight errors, six hundred and ninety-nine resulted from using the wrong word.

TABLE IX  
ERRORS IN ARTICLES  
QUESTION 1

Articles	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	147	19.89
2. Gender . . . . .	411	55.62
3. Partitive . . . . .	<u>191</u>	24.49
Total . . . . .	759	

Table IX, Errors in Articles shows that, out of the seven hundred and thirty-nine errors, over half or four hundred and eleven, which is fifty-five per cent of the errors, were due to the fact that the students did not know the right gender of the nouns. The misuse of the partitive was the cause of twenty-four per cent of the errors as indicated in this table. For example, in sentence 7, "nous n'avons pas de beurre" thirteen per cent wrote "du". Instead of "des oeufs et du café", seven per cent wrote "d'oeufs" and fourteen per cent wrote "de café".

There were only three hundred and forty-five errors in adjectives in this question. However, the possessive adjective caused one hundred and seventy-seven errors as compared to eighty-four and eighty-two in wrong gender and in wrong word respectively. Twenty-one per cent of the students wrote "leur questions" instead of "leurs questions" in Sentence 1.

TABLE X  
 ERRORS IN ADJECTIVES  
 QUESTION 1

Adjectives	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	82	25.77
2. Spelling . . . . .	2	.56
3. Gender . . . . .	84	24.35
4. Possessive Adjective . .	<u>177</u>	51.30
Total . . . . .	345	

TABLE XI  
 ERRORS IN CONJUNCTIONS  
 QUESTION 1

Conjunctions	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	10	90.90
2. Spelling . . . . .	<u>1</u>	9.10
Total . . . . .	11	

Summary of Errors in Question Two.

Table XII contains a classification of Errors into Parts of Speech for Question 2. This question was a continuous English passage of fifteen lines entitled, "Le Chevalier et les moulins à vent" to be translated into French. As aforementioned, the French words were given for giant, monster, a sail, moving and rid. There were twelve thousand seven hundred and

forty-four errors made by the students in this question. The order of difficulty was, verbs, nouns, adjectives, pronouns, adverbs, prepositions and articles. There were no errors in conjunctions.

TABLE XII  
CLASSIFICATION OF ERRORS INTO PARTS OF SPEECH  
QUESTION 2

	Number of Errors	Percentage of Error
Verbs . . . . .	3878	30.43
Nouns . . . . .	2793	21.91
Adjectives . . . . .	1632	12.81
Pronouns . . . . .	1611	12.64
Adverbs . . . . .	1318	10.34
Prepositions . . . . .	936	7.35
Articles . . . . .	576	4.52
Conjunctions . . . . .	0	.00
Total . . . . .	12,744	

Out of the twelve thousand errors, three thousand eight hundred and seventy-eight or thirty per cent were made in verbs in this question.

The misuse of the Past Historic ranke highest in this question with one thousand three hundred and fifty or thirty-four per cent of the total number of errors in Verbs in this question. The students had not mastered the formation of the Past Historic nor were they able to judge when this tense should be used. Even at the Grade Eleven level some students had difficulty with the present tense as there were four hundred and thirty-eight errors. Eight per cent omitted to translate "nous

allons" in Sentence 6 of this question. Six per cent wrote "nous sommes allés". For "je ne vois pas" in sentence 7 such translations as je veux, je vise, j'ai vus appeared. Thirty-three per cent of the students used the present instead of the imperfect "commençait" in Sentence 3.

TABLE XIII  
 ERRORS IN VERBS  
 QUESTION 2

Verbs	Number of Errors	Percentage of Error
Present Tense . . . . .	438	11.30
Imperfect . . . . .	218	5.62
Past Historic . . . . .	1550	34.81
Future . . . . .	88	2.27
Perfect . . . . .	594	15.32
Imperative . . . . .	42	1.08
Infinitive . . . . .	638	16.45
Past Participle . . . . .	510	13.15
Agreement not needed		
Total . . . . .	3678	

In Question 2, Nouns came second in order of difficulty, whereas in Question 1, Pronouns had second place. About one sixth of all errors in Question 2 were made in nouns. Of this number two thousand two hundred and nineteen errors were caused by using the wrong noun. Two hundred and thirty-four words were misspelled. Gender was next in order with one hundred and ninety-five errors. Idioms ranked last with one hundred and forty-five errors.

TABLE XIV  
 ERRORS IN NOUNS  
 QUESTION 2

Nouns	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	2219	79.44
2. Idioms . . . . .	145	5.18
3. Gender . . . . .	195	6.97
4. Spelling . . . . .	<u>234</u>	8.41
Total . . . . .	2793	

TABLE XV  
 ERRORS IN ADJECTIVES  
 QUESTION 2

Adjectives	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	446	27.53
2. Spelling . . . . .	226	13.85
3. Gender . . . . .	386	23.65
4. Possessive Adjective	449	27.51
5. Demonstrative Adjective	<u>125</u>	7.65
Total . . . . .	1632	

The number of errors in Adjectives in Question 2 were one thousand six hundred and thirty-two. Fifteen per cent wrote "ouvert" instead of "ouverte". Eight per cent had "blanc" instead of "blanche". Four hundred and forty-nine errors occurred in misuse of the possessive adjective. For "leurs bras" twenty-two per cent wrote "leur bras". Seven per cent wrote "les



bras". For "son <sup>^</sup>ane" three per cent had "sa <sup>^</sup>ane". Thirty-one per cent had "son lance" instead of "sa lance" in sentence 12. Using the wrong adjective caused one quarter of the mistakes in this part of speech. The Demonstrative adjective did not present much difficulty.

TABLE XVI  
 ERRORS IN PRONOUNS  
 QUESTION 2

Pronouns	Number of Errors	Percentage of Error
1. Personal		
(a) Wrong Person . .	155	9.62
(b) Objects . . . .	739	45.87
2. Relative . . . . .	717	44.51
Total . . . . .	1611	

Two kinds of pronouns were tested in Question 2 namely: the personal and the relative. Table XVI shows a total of one thousand six hundred and eleven errors in pronouns. Personal pronouns were subdivided into two sections, (a) wrong person which caused one hundred and fifty-five errors, or nearly ten per cent, (b) misuse in pronoun objects which totalled seven hundred and thirty-nine errors, or nearly forty-six per cent.

In sentence 6, twelve per cent omitted "les" before "tuer". Fifty-one per cent wrote "elle le cassa" in sentence 12 instead of "elle la cassa". There was a forty-four percentage of error in relative pronouns in this question. In the translation "il y en a trente au moins", fifty-six per cent omitted

"en".

Table XVII shows that ninety-three per cent of the errors in Adverbs were made by using the wrong word. On examining Table XVIII, we note that eighty-five per cent of the errors in prepositions were also made by the use of the wrong word. In sentence 2, eleven per cent of the students put the preposition "de" instead of "à" after the verb commencer before an infinitive.

Out of five hundred and seventy-six errors in articles, Table XIX shows that three hundred and seventy or sixty-four per cent of the errors were caused by not knowing the correct gender of the nouns.

A study and comparison of the two tables shows that:

1. Out of twenty-four thousand one hundred and seventy-five errors made in the use of the various parts of speech in Questions 1 and 2 in the June, 1937, French III A Examination paper, there were eight thousand seven hundred and seventy-seven errors or slightly over thirty-six per cent made in the use of Verbs. The formation and uses of the perfect tense, the past historic tense, and the subjunctive mood caused most of these. A record of the specific errors appears in the appendices.

2. On the two questions, there were three thousand nine hundred and forty-two errors in the use of pronouns or over sixteen per cent. Relative pronouns caused the greatest difficulty while errors in the use of personal pronoun objects were almost as many. The errors checked in these two classes of pronouns, show that many students did not understand the meanings of the pronouns they used, nor the positions they should occupy before the verb, especially in the use of the compound tenses.

TABLE XVII  
ERRORS IN ADVERBS  
QUESTION 2

Adverbs	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	1232	93.55
2. Spelling . . . . .	<u>85</u>	6.45
Total . . . . .	1318	

TABLE XVIII  
ERRORS IN PREPOSITIONS  
QUESTION 2

Prepositions	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	799	85.36
2. Wrong Preposition With Verbs . . . . .	<u>137</u>	14.64
Total . . . . .	936	

TABLE XIX  
ERRORS IN ARTICLES  
QUESTION 2

Articles	Number of Errors	Percentage of Error
1. Wrong Word . . . . .	61	14.05
2. Gender . . . . .	370	64.25
3. Partitive . . . . .	<u>125</u>	21.70
Total . . . . .	576	

TABLE XX  
ERRORS IN CONJUNCTIONS  
QUESTION 2

Conjunctions	Number of Errors	Percentage of Error
Conjunctions . . . . .	0	0

3. Errors in the use of nouns were also very frequent, there being three thousand eight hundred and twenty-one errors or slightly under sixteen per cent. Most of these errors occurred in Question 2, which was a translation into French of a continuous passage in English. The greatest number of errors was caused by using the wrong French word indicating that the student did not have a sufficient mastery of French vocabulary.

4. Of the two thousand three hundred and ninety-one errors in prepositions or nearly ten per cent, the majority occurred in Question 1. The most common error consisted in using the wrong word, although lack of the knowledge of verbs that take certain prepositions, especially the prepositions "à" and "de" after certain verbs before the infinitive, caused considerable trouble to the students.

5. Adverbs also accounted for quite a few errors, there being two thousand and twenty-six errors or slightly over eight per cent. Most of these errors were made in Question 2 by using the wrong word for the adverb required to be translated.

6. The sixth place in the total of errors in all parts of speech was taken by adjectives. There were one thousand nine hundred and seventy-seven errors in their use or slightly over eight per cent of all errors. The incorrect use of the possessive adjective and also the use of the wrong word brought disastrous results to some of the students. The use of the demonstrative adjective gave them very little trouble.

7. The misuse of the Articles which accounted for one thousand two hundred and thirty errors or over five per cent was chiefly caused by the students using the wrong gender.

8. Conjunctions did not play a very important role in causing errors on the French Examination paper of June 1987 as there was a total of only eleven errors in this part of speech.



CHAPTER V

THE UNDERSTANDING OF THE FINCH PASSAGE

## CHAPTER V

### THE UNDERSTANDING OF THE FRENCH PASSAGE

#### Translation of French into English

As aforementioned, one of the specific objectives of this study was to record various errors in the translation of French words into English and to find the percentage of the occurrence of each error. In order to have a representative sampling, the four hundred and sixty papers were arranged in order of marks and then every tenth paper was drawn and used as a sampling for this question. Fifty papers in all were studied. It was decided to consider the Translation of French into English as a threefold process, namely:

1. Understanding the foreign words.
2. Seeing what is described.
3. Describing in English what one has seen.

Tables XXI and XXII record the findings for the first, and show the understanding which students had of the rare French words of the passages given for Translation into English in Questions 3 and 5. These tables show the grading of various translations given by the pupils. There were eleven rare words which caused most of the difficulty in Question 3, namely, -vague, délicieux, vêtues, taille, sevinais, jolies, fleuris, coquelicots, traits, bameau, and nattes.

As a translation for "vague", sixteen per cent wrote the

same English word vague. It is peculiar to note that forty per cent of the students omitted to translate the word "vêues" which is a verb listed in their prescribed grammar text. One cannot understand such translations as thexiox, drawn and smiling, occurring for this word. Fifty-six per cent omitted to translate "taille". String and hands were the translations given by eight per cent of the students respectively for "taille". Only four per cent wrote tail. In translating "jolies" we note that seventy-six per cent wrote pretty which indicated that a large number of the students had learned only one translation for the French word or else had simply translated the word "jolies" as an isolated word and not as a part of a connected thought. The writer was surprised to find that fifty-two per cent omitted to translate "fleuris". The word "coquelicots" caused considerable difficulty and was omitted by forty-eight per cent. There were many wild guesses given for this word such as hollieocks, cro-cuses, cowslips, etc. Those who did translate the word apparently knew that it referred to some kind of flower. Twelve per cent omitted to translate the words "traits" and "nattes".

TABLE XXI

PERCENTAGE OF VARIOUS TRANSLATIONS GIVEN BY PUPILS

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<u>vague</u>					
haze . . . . .	6	delight . . . . .	4	deliciousness . . . . .	4
mistiness . . . . .	8	way . . . . .	6	Omitted . . . . .	8
bague . . . . .	16	sketch . . . . .	4		

delicieux

fine . . . . 4  
vague . . . . 24  
sweet . . . . 4

delicate . . . 12  
wonderful . . . 8  
Omitted . . . . 0

deliciously . . . 4  
pretty . . . . 4

vétues

smiling . . . . 4  
theatric . . . . 4  
drawn . . . . 4

lovely . . . . 4  
pretty . . . . 4  
Omitted . . . . 40

alive . . . . . 4  
pictured . . . . 4

taille

gate . . . . . 4  
cord . . . . . 4  
rail . . . . . 4

bottom . . . . . 4  
tail . . . . . 4  
string . . . . . 8

bands . . . . . 8  
frame . . . . . 4  
Omitted . . . . . 56

devinails

tells . . . . . 4  
knew . . . . . 8  
believed . . . . 4  
defined . . . . . 8

could tell . . . 4  
understood . . . 4  
own . . . . . 4  
must . . . . . 4

thought . . . . . 8  
recognized . . . . 4  
becoming . . . . . 4  
Omitted . . . . . 20

jolies

pretty . . . . . 76  
nice . . . . . 4

sweet . . . . . 4  
jolly . . . . . 4

beautiful . . . . 8  
Omitted . . . . . 4

fleuris

growing . . . . . 8  
flowers . . . . . 8  
ripening . . . . . 4

flourishing . . . 8  
bordered . . . . . 4  
flowered . . . . . 4

flowering . . . . . 4  
flourished . . . . 8  
Omitted . . . . . 52

coquelicots

crocuses . . . . 4  
poppies . . . . 16  
shell flowers 4

crocuses . . . . 8  
holliocks . . . . 8  
Omitted . . . . . 48

coquelicots . . . 8  
cowslips . . . . . 4

hameau

hammock . . . . . 8  
dreamer . . . . . 4

cottage . . . . . 8  
Omitted . . . . . 24

hut . . . . . 4

traits

things . . . . . 8  
ideas . . . . . 4  
traces . . . . . 4  
all . . . . . 4

details . . . . . 20  
these . . . . . 4  
outlines . . . . . 4  
Omitted . . . . . 12

strains . . . . . 4  
characters . . . . 4  
remained . . . . . 4

notes

hair . . . . . 16	waves . . . . . 4	curls . . . . . 24
locks . . . . . 12	fine hair . . . . . 4	curly hair . . . . . 4
colouring . . . . . 4	natural hair . . . . . 4	natural blond . . . . . 4
eyebrows . . . . . 4	Omitted . . . . . 12	

---

Table II shows that there were twice as many failures in Question 5 as in Question 3. The difficulty in this question seemed to consist in the student translating word by word and not realizing that he was translating a continuous passage. Many of the students seemed to know only one translation of the given word and simply wrote that without endeavoring to see whether or not it was the most suitable.

In Question 5, ten rare words or idioms gave difficulty, namely: vitres, le toit d'ardoises, qui hurle, pourtant, la pièce, ruisselant, gouttières, tout en haut, de temps en temps, se souleve. Forty-four per cent of the students omitted a translation for "vitres". Twelve per cent wrote shingles and another eight per cent gave eaves as their translation for the same word. "Le toit d'ardoises" was unfamiliar to many of the students as twenty-four per cent omitted a translation of this word and another forty per cent wrote roof. A variety of translations, such as, whining, rumbling, whistling, scanning, etc., were given for "qui hurle". Twenty-eight per cent left a blank for "pourtant". Guessing was evident as twenty per cent gave the place and twelve per cent peace as translations for "la pièce". Twenty-eight per cent omitted a translation for "se souleve". Several students confused it with se lever as twelve per cent wrote rises and eight per cent raises.

TABLE XXII

PERCENTAGE OF VARIOUS TRANSLATIONS GIVEN BY PUPILS  
QUESTION 5

<u>vitres</u>					
shingles . . . .	12	top . . . . .	4	rioges . . . . .	4
cracks . . . . .	4	skylight . . . .	4	edges . . . . .	4
eaves . . . . .	8	opening . . . . .	4	crevasses . . . .	4
salles . . . . .	4	Omitted . . . . .	44		
<u>le toit d'ardoises</u>					
eaves troughs . .	4	thatched roof . .	12	corrugated roof . .	4
roof . . . . .	40	roof of ardoises .	4	shingled roof . . .	4
allies . . . . .	4	Omitted . . . . .	24		
<u>qui hurle</u>					
whirling . . . . .	8	whistling . . . .	20	hurls itself . . . .	4
meaning . . . . .	4	beating . . . . .	4	blowing . . . . .	12
whining . . . . .	4	blows . . . . .	4	which howls . . . .	4
shrieking . . . .	4	which whirls . . .	4	hurling . . . . .	8
rumbling . . . . .	4	bles . . . . .	4	howling . . . . .	4
which blows . . . .	4	Omitted . . . . .	4		
<u>pourtant</u>					
for that . . . . .	4	everything . . . .	4	in spite of . . . . .	4
meanwhile . . . . .	4	although . . . . .	4	for a while . . . . .	4
of course . . . . .	4	around . . . . .	4	fortunately . . . . .	4
I wonder . . . . .	4	all about . . . . .	4	Omitted . . . . .	28
<u>la piece</u>					
the place . . . . .	20	inside . . . . .	4	the piece . . . . .	4
setting . . . . .	4	suite . . . . .	8	it . . . . .	4
peach . . . . .	12	furniture . . . . .	4	chair . . . . .	4
Omitted . . . . .	16				
<u>ruisselant</u>					
falling . . . . .	4	rushing . . . . .	44	swishing . . . . .	4
rippling . . . . .	4	beating . . . . .	4	racing . . . . .	4
ruseling . . . . .	8	splashing . . . . .	4	Omitted . . . . .	8
<u>gouttières</u>					
gutter . . . . .	16	eaves . . . . .	4	drain pipes . . . . .	4
eaves troughs . . .	12	shutters . . . . .	8	eaves troffs . . . .	4
Omitted . . . . .	8				



tout en haut

high in . . . 8	high up . . . 16	heights . . . 12
so high . . . 4	at the very top 8	height . . . 8
all on high . 8	high . . . . . 20	Omitted . . . 8

de temps en temps

a little later 4	in time . . . . 4	all the time 4
time after time 8	many times . . 4	Omitted . . . 12
time upon time 4	times and times 4	by and by . . 4

se souleve

lots escape . . 4	pushes up . . . 4	raises . . . . 8
is raised . . . 4	is pushed off . 4	made to rattle 4
rises . . . . . 12	raises up . . . 4	pushed open . 4
slightly raised 4	is lifted . . . 4	is pushed up 8
is lifted up . 4	Omitted . . . . 28	

The Students' power of "seeing what was described" in the French passages given for translation was observed very carefully on the papers used as a sampling. These papers were graded A, B, C, and D according to marks assigned by those who had examined them. "A" represented a mark from 80 to 100; B, 67 to 80; C, 50 to 67; and D below 50.

Samples of these gradings were submitted to educators,<sup>1</sup> (who are more experienced and have a much wider knowledge of French Translation than the writer) before a table was made recording the percentage of students receiving each grading. Table XIII shows that over half the students received a "B" grading which indicates that these pupils saw that which was described fairly well but lacked vocabulary knowledge and the ability to

<sup>1</sup>Miss M. Brooker, Supervisor of French, for Manitoba, Professor M. Richard, University of Manitoba.

express the understanding they did have of the foreign words in English worthy of a higher grading. Twenty-four per cent or about one quarter of the students received an "A" grading on these questions. These were students who lacked vocabulary knowledge and were unable to express themselves adequately in English.

TABLE XVIII  
PERCENTAGE OF GRADING ON THIS PHASE OF TRANSLATION

Grading	Percentage of Students Receiving Grade
A . . . . .	24
B . . . . .	55
C . . . . .	15
D . . . . .	6

The Following Translations are examples of the basis upon which Questions three and five were graded:-

A

Soon I saw before me, in a delicious way, two gracious women, dressed like pictures, who held one another by the waist and who were speaking of things that I did not hear, but that I divined as touching and pretty. The chair and the teacher, the blackboard, the grey walls had disappeared. The two women walked slowly in a narrow path between fields of wheat, flowered with cornflowers and poppies, and their names sang in my ears: Esther and Athalie.

I already knew that Esther was the elder. She was good. Athalie, smaller, had blond hair as far as I could discern it. They lived in the country. I divined a hamlet, smoking chimneys, a shepherd, villagers dancing; but all the features of the picture remained uncertain, and I was eager to know the adventures of Esther and of Athalie. The teacher calling me by name, drew me from my reverie.

"Are you sleeping? You are in the moon. Come! come! be attentive and write."

B

Soon I saw before me, in a delicious wave, two charming women, clothed as in the pictures which were standing by the and which were saying things which I was not hearing, but which I thought touching and pretty. The and the professor, the blackboard, the grey walls had disappeared. The two women were walking slowly in a narrow path between the fields of wheat, flowered with the blue and with and their names were singing in my ears: Esther and Athalie.

I already know that Esther was the older. She was good. Athalie much smaller had blond hair, as far as I could see her. They lived in the country. I imagined a hamlet, huts which smoked, a shepherd, villagers dancing; but all these features of the picture remained uncertain, and I was eager to know the adventures of Esther and Athalie. The professor, calling me by name pulled me from my dream.

--Are you sleeping? Vous are on the moon. Come, come, be attentive and write.

C

Suddenly I saw before me, in a delightful vagueness, two graceful girls, dressed as in pictures, holding themselves with and talking together about something which I could not hear. The professor's chair, the black table and the grey walls had disappeared. The two girls had walked slowly to a place and into wheat fields, blue-bells and poppies, singing their names in my ears: Esther and Athalie.

Already I knew that Esther was the elder. She was nice looking. Athalie was smaller and had blond hair, which was about all I was able to notice. They were dressed in the country clothing. I remember a hammer, some fires which were smoking, a shepherd and some village-people dancing; but all the outline of the table was remaining uncertain and I was away to remember the adventure of Esther and Athalie. The professeur while calling my name pulled me from my dreams.

Are you sleeping. You are in the moon-light. Let us go! Let us go! You must pay attention and write.

D

Soon I saw before me in a beautiful picture two gracious ladies, virtuous as on the pictures that hung on a nail and that told things I did not know, but I became very touching and pretty. The cabir, the professeur, the black table, the walls gradually having disappeared. The two ladies marched alone dans the right the sentier entered the fields of

wheat flowers of bluebells and crocuses and names sang in my ears. Esther and Athalie.

I know already that Esther was the one. She was good. Athalie more prettier had blond hair. The autre I was not concerned. They lived in the country. I became a hermit of the fire place that smoked a shepherd of the dancing villagers, mais all the traits of this blackboard remained uncertain and I was quickly to know the adventures of Esther and of Athalie. The professeur on calling me by my name awoke me from my sleep.

"You are asleep? "Vous are in the moon." Come! come! sit up pay attention and write.

The power that the students had in "describing in English what they had seen" is shown in the following twenty sample translations of the most difficult sentence in each question.

Question 3 - Sentence 3

Les deux femmes marchaient lentement dans un étroit sentier entre des champs de blé, fleuris de bleuets et de coquelicots et leurs noms chantaient à mes oreilles.

1. The two women walk slowly and enter a field of wheat or wheatfield are blue flowers and their names are sung by the oreilles.
2. The two women were walking quietly in a shady path entering the wheat fields flowered and their names were singing to my ears.
3. The two women were walking slowly in a broad path between cornfields flowered with bluebells and and their names were singing in my ears.
4. The two women were walking slowly along a narrow path between the cornfields flowered with blue flowers and cockroaches and their names were singing in my ears.
5. The two women walked leisurely in a gravel path between two fields of grain flourishing with flax and corn and their names ringing in my ears.
6. The two women were walking softly in a entering fields of wheat and their names were singing in my ears.
7. The two women are walking now in a corner leading to the corn-field, bluebells and and their names singing in my ears.

8. The two women are walking slowly towards a path entering the wheatfields and their names were music to my ears.
9. The two women walking slowly (dans) in a narrow path entered the fields of wheat filled with bluebells and clover and their names drummed in my ears.
10. The two women were marching slowly in a high gate through the fields of wheat, flowers of blue and of hellebocks and their names rang (or sang) in my ears.
11. The two women walked alone on a path entering some fields of grain flourishing bluebells and coquelicots and their names sang in my ears.
12. The two women walked slowly through a narrow path into a wheat field growing with and their names sang in my ears.
13. The two ladies walked slowly in a lonely path into the wheat fields, flourished with and their names singing in my ears.
14. The two women were marching slowly in a narrow path going into the wheat fields notes of bluebirds and swallows and their names were singing in my ears.
15. The two girls walked slowly like two sentinels and entered the fields of wheat and also pretty blue flowers, there they told me their names.
16. The two women are marching gently into a wide gate entering a field of wheat flowering with blue flowers and coquelicots and their names was heard by me.
17. The two women were slowly walking in a narrow path between the wheat fields, flowered with blues and and their names rang in my ears.
18. The two women were walking slowly in a narrow path through wheat fields flowered with bluebells and crocuses and their names rang in my ears.
19. The two women walked carefully in an open gate in entrance to fields of wheat, flowers of blue and of daisies.
20. The two women were walking slowly in a narrow path into the fields of wheat, blue flowers and crocuses, and their names were sung in my ears.

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Question 5 - Sentence 2

Il fait nuit noire. On entend le vent qui hurle dans les



cheminees. Pourtant la piece est bonne, comfortable, et on a en entrant, un sentiment de bien-etre, augmente par le bruit du vent et les torrents de pluie ruisselant aux gouttières.

---

1. It was a dark night. And the wind blew in the chimneys. is good, comfortable and on entering a feeling of good-being augmented by the roars of wind and the torrents of rain splashing in the gutters.
2. It is a dark night. You hear the wind whistling in the chimneys. Yet the room is good comfortable, and you have on entering a feeling of well being contrasted by the noise of the wind and the torrents of rain roaring to the gutters.
3. It is a black night. One hears the wind which blows into the fireplaces. comfortable and one has in entering a feeling of wellbeing augmented by the noise of the wind and the torrents of rain rushing to the gutters.
4. It was a dark night. We heard the wind blowing in the chimneys. However the place is good, comfortable and one has on going out a feeling of well being augmented by the noise of the wind and the torrents of rain rushing in the eaves troff.
5. The night was black. On can hear the wind hurling down the chimneys. However the place is nice comfortable and you have on entering a sentiment of peacefulness broken by the noise of the wind and the torrents of rain rushing to the gutters.
6. It is a dark night. One waiting
7. It was night. One could hear the wind howling in the chimneys. For that the place is nice, comfortable and on entering one has a feeling of well being augmented by the sound of the wind and the torrents of rain falling into the gutter.
8. It is a dark night. One hears the wind which hurls in the chimneys. However the place is fine comfortable and one has on entering it a feeling of satisfaction augmented by the noise of the wind and the torrents of rain russelling to the ground.
9. The night was dark. You were able to hear the wind that moaned in the chimney. The place is nice comfortable and one has in listening a sentiment of satisfaction augmented by the noise of the wind and the torrents of rain ratteling in the guttières.
10. The night is black. One hears the wind which whirls in the chimnies. However the couch is nice, comfortable and you could hear a sentimental thought perhaps arguments by the noise of the wind and the torrents of rain rustling in the gables.



11. The night is black. One hears the wind whirling in the chimminies. However the place is good, comfortable and has on entering a feeling of well being augmented by the noise of the wind and the torrents of rain ratteling in the gutters.
12. It was a very dark night. One hears the wind which hurls itself into the chimneys. In order that the piece is good comfortable, and on entering the sentiment of well being is contrasted by the force of the wind and the torrents of rain rushing in the gutters.
13. It was night. We heard the wind hurling in the chimneys. For the piece is good, comfortable and we have when entering there, a feeling of well being interrupted by the noise of wind and the downfall of rain beating on the shutters.
14. It is night. One hears the wind which moans in the chimneys. The furniture is good comfortable, and on entering an air of well being augmented by the noise of wind and the torrents of rain rushing into the gutters.
15. It is a dark night. One can hear the wind whistling in the chimneys. Meanwhile the place is good and comfortable and one feels on entering a feeling of good-will, augmented by the force of the wind and the torrents of rain rustling in the eavestroughs.
16. It is a dark night. One hears the wind blowing in the chimneys. However the room is pleasant, comfortable, and on entering one has the feeling of welcome augmented by the noise of the force of the wind and the raindrops running in the gutters.
17. It is pitch black outside. One can hear the wind howling down the chimneys. However the place is good, comfortable and one has on entering a feeling of well being, augmented by the noise of the wind and the torrents of rain rushing to the gutters.
18. It was a dark night. One hears the wind which hurls in the chianeyns. However the place is good comfortable and one has entering a sentiment of well to be hindered by the noise of the wind and the torrents of rain rustling in the gutters.
19. It was a black night. One could hear the wind howling in the chimneys. Often the feeling is good, comfortable and one has on entering a sentiment of well being tormented by the noise of the wind and the torrents of rain rushing to the gutters.
20. It is black night. One hears the wind which hurls in the chimneys the piece is good, comfortable, and one has on entering a feeling of well to do, augmented by the noise of the wind and the torrents of wind rushing into the gutters.

Comprehension

In Question 4, the students were asked to answer in French eight questions which followed a twelve line French passage entitled "Chamonix". The examiners aimed to test the student's power to describe in English that which he had seen in the French passage. He was aided in his choice of words by having the passage before him. Table II shows that the students did very well in Comprehension. Sixty-eight per cent obtained a mark over 90 on this question. Another twelve per cent made over 80 and only four per cent of the pupils failed.

The papers were graded A, B, C, and D according to marks given by the examiners. A represented a mark from 80 to 100; B, 67 to 80; C, 50 to 67; and D below 50.

TABLE XXIV  
PERCENTAGE OF EACH GRADING ON COMPREHENSION

Grading	Percentage of Students Receiving Grading
A * * * * *	82
B * * * * *	12
C * * * * *	6
D * * * * *	4

The following samples, the first representing the "A" grading and the second the "D" grading are given to record the general basis upon which the answers were graded; also to show the great contrast of power students had in expressing them-

selves in French in the answering of the questions concerning the passage.

A

4. a) Chamonix se trouve en Suisse.

b) "Les Aventures de Monsieur Perrichon" est une comédie française dont la scène se passe, en partie, à Chamonix.

c) Aux environs on voit d'hautes montagnes, les Alpes, surtout le Mont Blanc, un de la chaîne de montagnes des Alpes. On peut voir aussi des glaciers dont le plus célèbre est "la Mer de Glace". On peut voir sur les montagnes des gens qui font des excursions à pied ou à mulet. Une autre chose qu'on peut voir est le train qui conduit des gens jusqu'à la Mer de glace.

d) La "Mer de Glace" est un glacier qui se trouve dans les Alpes près de Chamonix.

e) On peut faire des excursions aux environs de Chamonix à pied, à mulet, ou aussi dans un train qui conduit des gens jusqu'à la Mer de Glace.

f) Il faut porter des souliers à clous aux pieds et un bâton ferre à la main.

g) Le sport favori dans les Alpes est l'Alpinisme. Non sport favori est le tennis.

h) Oui, on pratique l'alpinisme au Canada en la province Quebec et sur les montagnes Rockies en British Columbia.

D

4. 1. Cette localité se trouve dans une large vallée, à mille mètres d'altitude dans le mont Blanc dans les Alps.

2. La scène se passe dans Monsieur Perrichon.

3. On voit aux environs les glaciers.

4. La Mer de Glace est le plus célèbre glacier.

5. Les moyens de transport pour faire des excursions sont à pied ou à mulet ou il y a même un train.

6. Il faut porter aux pieds l'alpinisme et à la main un grand bâton.

7. Le sport favori dans les Alpes est l'alpinisme. Le mienne est fait une promenade au cheval.

8. l'alpinisme au Canada les Rockies.

CHAPTER VI

COMPOSITION

CHAPTER VI  
FRENCH COMPOSITION

The pupils were required to write a French composition of at least one hundred and fifty words on one of three given topics. The percentage of pupil choices for each topic as shown in Table XXV would appear to indicate that the majority selected on the basis of familiarity with the subject matter and possibly with a vocabulary necessary to even a simple treatment.

TABLE XXV  
TOPICS STUDENTS CHOSE FOR ORIGINAL COMPOSITION  
QUESTION 6

Topic	Percentage
1. Une promenade autour du jardin . . . . .	86
2. La moisson au Canada . . . . .	2
3. Le livre des voyageurs dans "Le Voyage de Monsieur Perrichon" . .	12

It is exceedingly difficult to judge errors and to estimate ability in mathematical terms in original, free composition of students.

Louise C. Seibert and Eunice E. Goddard make this statement--"The great drawback to the free composition type of test and the main reason for not using it more frequently is the difficulty in scoring it. Obviously, the thing to be tested and

scored is the student's ability to express himself in French...  
....In free composition however, other elements besides the knowledge of French enter in: invention, clarity of expression, facility of organization...Even in the simplest type of free composition, or the description of a picture, the power of observation, imagination and organization, play an important role and cloud the measurements of that which we desire to measure....In free compositions, the invention of which is left to the students, we find so many variations that comparison is almost impossible. In some compositions the contents will be good, with richness of vocabulary and variety in expression but the spelling and grammar will be poor; in other cases the grammar and the spelling will be correct but the contents will be meager in vocabulary and monotonous in expression".<sup>1</sup>

Table XXVI shows the frequency distribution of the work assigned by the committee of examiners to question 6 on the papers of four hundred and sixty students taking the Grade XI examination in French in June, 1937. Approximately twenty-four per cent of the students were assigned 80 or more, and 33.24 per cent had less than 50 or rated as failures. It is worthwhile re-stating that 39.99 per cent failed on question 1, translation into French of more difficult sentences and that 25.64 per cent failed on question 2 constructing sentences in reply to questions in French based upon a rather easy French selection. The writer had no means of determining the basis of marking in any of these questions

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<sup>1</sup>Louise C. Seibert and Eunice R. Goddard, A More Objective Method of Scoring Compositions, Modern Language Journal XX, (Dec., 1935) p. 144.



but the evidence contained herein show significant inability to express ideas in written French of even fair quality.

TABLE XXVI

PERCENTAGE DISTRIBUTION OF MARKS  
OBTAINED BY FOUR HUNDRED AND  
SIXTY PUPILS IN QUESTION SIX

Frequency Distribution	Number of Pupils in each Frequency	Percentage of Pupils in each Frequency
90-100 . . . . .	19	4.13
80--89 . . . . .	26	20.86
70--79 . . . . .	52	11.30
60--69 . . . . .	94	20.43
50--59 . . . . .	46	10.00
40--49 . . . . .	75	16.30
30--39 . . . . .	20	4.34
Below 30 . . . . .	58	12.60

The following selected compositions of four students would indicate something of the nature of the grades assigned by the committee of examiners: That for the example classified as "A", is chosen from among those assigned a mark from 80 to 100; "B", 67 to 80; "C", 50 to 67; and "D", below 50.

A

Une Promenade autour du Jardin.

En partent de la maison, nous marchons lentement dans un sentier large. Puis nous nous tournons au droit, où sont les roses. Nous avons des roses rouges, et jaunes. Je préfère les roses jaunes. Nous recommençons notre promenade, et arrivons à côté des dahlias. Il y a beaucoup d'autres fleurs aussi.

Plus loin il y a une petite maison de coquillages, dans laquelle il y a de petits poissons. Mon père aime à garder de petits poissons.

Nous avons un verger au nord. Il y a beaucoup de fruitiers: des pommiers, des poiriers, des cerisiers, et des pruniers. Nous aimons à manger le fruit, mais nous ne le mangeons pas avant qu'il soit mur, parce que nous serions malades. Voici nos fraises. Nous allons en avoir pour le déjeuner. Quelquefois nous les mangeons pour le petit déjeuner.

Il est maintenant douze heures et demie. Revenons pour le déjeuner.

---

B

Une Promenade autour du Jardin.

L'autre jour je me suis promené autour du jardin. C'est que je vois au bord de la sentier étaient beaucoup de jolies fleurs avec beaucoup de couleurs. Il y avait de fleurs dont je n'ai pas su le nom et mon père m'a dit leurs noms.

Nous avons aussi un jardin de légumes et mon père aime à y travailler. Le deux jardins ont d'arbres. Il y a de chênes dans le jardin de fleurs et de cerisiers et de pommier dans le jardin de légumes.

Les fleurs ont bordées avec d'herbe verte et il semble très bon avec tous les couleurs. Ma petite sœur aime à cueillir les roses mais maman ne la laisse pas.

Nous avons beaucoup d'oiseaux dans les arbres dans les jardins. Ils chantent tous le jour et les jardins sont pleins avec de musique. Quand il fait beau nous asseyons à l'ombre des arbres et lisons nos livres.

---

C

Une promenade autour du jardin.

Mon jardin se trouve du côté nord de ma maison, et devant la grande route qui va à l'états Unis.

L'autre jour quand mes parents sont venus de la ville, je les ai demandé s'il voulait voir mon petit jardin.

Avec plaisir dit ma mère, et venez donc papa.

Je veux biens dit-il. Alors nous sommes allier faire la tour de mon petit jardin. Du côté droite se trouve des légumes. Oh! quelles sont belles dit ma mère, et il sont très biens avancer pour le temps du saison.

Au bout du jardin la rivière rouge couble longtemps. Du côté de la rivière il-y-a des arbres, des pommiers et de pruniers. Mais en retournent du côté drauche ont trouvés des pommes de terre et des fleurs. Avant de rentrer dans la maison, j'ai cuillier des roses et des fleurs pour mes parents et pour moi-meme.

Ma mere a dit, alors, vous avez un très beau jardin et comment donc, trouvez vous le temps de prendre si beau soin de vos fleurs?

Je me leve de bonheur, j'étude mes lesson et alors je vas à l'école. Mais tout-suite après la classe et finis, je vas dans mon jardin et j'arrose et jarache les herbe.

D

"Une promenade autour du jardin"

Le jardin à qui je parle est nos maison dernière. Hier j'ai marché l'autour voir la fleurs et l'arbres. Sans ses pieds l'herbe est une verte riche et autour sont fleurs comme roses et beaucoup d'arbres. Comme j'ai marché autour hier j'ai remarqué la haute barrier et près de la barrier notre chien faisait une place dormir à l'ombre lui abretée du soleil. Au milieu du jardin il y a un arbre et haut dans l'arbre est un nid et ici les oiseaux fréquentée chantent. Hier en les oiseaux chantaient un chat est venu et a essayé de trouver les oiseaux mais mon chien a lui chassé. Après ce j'ai donne mon chien une oser à manger. Demain j'irai au jardin et lis un livre dans l'ombre de le grand chêne.

The writer examined the sampling of fifty students compositions on the basis of grammatical correctness, vocabulary, the use of idioms and ability to freely express ideas in French.

Grammatical correctness showed improvement over that found in questions 1 and 2. On the other hand, the majority of the students avoided difficult constructions; a few attempted to use expressions requiring the application of difficult grammatical rules. On the whole the compositions of these students reveal

but a limited range of vocabulary; spelling was fairly satisfactory, as also the placement of words to convey the intended meaning. The use of idioms is avoided and there is every indication that many of these pupils were thinking in English and reproducing their thought in French. In other words, it would not be said that the majority of the compositions gave much evidence of ability to write freely in French.

**CHAPTER VII**

**CONCLUSIONS**

## CHAPTER VII

### CONCLUSIONS

There are certain general factors which enter into all written language work which should be mentioned before proceeding with the conclusions based on this study. These factors while not specifically affecting the results of the study do influence all written work in certain foreign languages and should be kept in mind when judging the results of any examination.

In the first place written work is only one phase of learning a foreign language. Teachers cannot give a great deal of time to written work under the constantly pressing demands for teaching students to speak and to read the language. The classes are often too large and make consistent thorough correction of all students' exercises practically impossible.

In the second place it is difficult to teach students to write French correctly in four or five years. The great majority do not learn to write English correctly in a longer period of time, and the fact that some students do succeed in writing difficult constructions in French with a fair degree of accuracy is encouraging. However, the fact that many students do not achieve this result is not astonishing considering the handicaps and difficulties encountered by foreign language students in this country.

Although these factors influence the quality of written work they are not measurable through the data available for



this study. Moreover since they affect equally all classes and all schools concerned, it is not necessary to account for them or to do more than mention them in passing.

Conclusions have been given in full at appropriate points in the several chapters of this study, and the more significant of these are summarized herewith:

Students writing the French III A Examination paper, June, 1937, found Questions 1 and 2, which required the translation of English into French much more difficult than the other questions on the paper. In Question 1, forty per cent failed and fifty-six per cent obtained a mark below 60. In Question 2, twenty-five per cent failed and forty-eight per cent obtained a mark below 60. Only thirteen per cent of the students were able to obtain over eighty per cent of the marks allocated to Questions 1 and 2.

The Verb presented much greater difficulty than the other parts of speech studied. Out of twenty-four thousand one hundred and seventy-five errors made in the use of the parts of speech in Question 1 and 2, there were eight thousand seven hundred and seventy-seven or thirty-six per cent of the errors made in the use of the Verbs. The greatest number of errors occurred in the formation and use of the perfect tense, past historic and the subjunctive.

There was a sixteen percentage of error in pronouns in the two questions. Relative pronouns and the use of personal pronoun objects caused most of the errors. In Question 1, forty per cent of pronoun errors were made in the relative and thirty-six per cent in the misuse of pronoun objects, while in Question

2 forty-five per cent of the errors were made in pronoun objects and forty-four per cent in the relative pronoun.

There were three thousand eight hundred and twenty-one or sixteen per cent of the errors made in nouns. Most of these occurred in Question 2 which was a continuous passage to be translated from English into French. It was quite evident that the students did not have a mastery of their French vocabulary as the majority of the errors were caused by using the wrong word.

Prepositions caused ten per cent of the errors. Most of these occurred in Question 1. Writing the wrong word was the most common error although students showed a considerable lack of knowledge of the verbs that take prepositions "a" and "de" after certain verbs before the infinitive.

Adverbs accounted for eight per cent of the errors. The majority of these were made in Question 2 and were caused by the use of the wrong adverb.

The incorrect use of the possessive adjective and use of the wrong word caused most of the adjectival errors. The demonstrative adjective gave students very little trouble.

The misuse of the articles accounting for one thousand two hundred and thirty errors was caused mainly by the students using the wrong gender.

The students found the translation of French into English a much easier process than the translation of English into French as there was only a twelve per cent failure in Question 3. Three times this number of students obtained over ninety per cent of the allocated marks. They found Question 3 easier than Ques-

tion 5. There was a twenty-four per cent failure in Question 5 as compared to a twelve per cent failure in Question 3. Students showed a lack of thorough knowledge of their French vocabulary in answering these questions.

Only three per cent failed on the Comprehension Question. Sixty-eight per cent made over 90 per cent of the allocated mark. This question without doubt enabled many pupils who were on the border line to receive a pass mark on the entire paper, and may be considered of inadequate difficulty.

In Question 6, eighty-six per cent of the students chose the topic "Une promenade autour du jardin" on which to write a free composition in French. This indicates that the majority selected on the basis of familiarity with the subject matter and vocabulary. However, many students who wrote this examination had not either acquired the necessary skill or mastery in grammatical knowledge, vocabulary, verbs, idioms, etc., or power in writing a free composition.

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APPENDIX I

TABLE I

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 1 - SENTENCE 1

Pourquoi	avez-vous refusé	de	le	leur	diront
No errors	refusés-vous	Omitted	Omitted	les	dit
	avez-vous réussi	9.13	74.78	28.04	2.17
	avez-vous refusé	1.95	1.52	1.95	.86
	refusés-vous	1.52	1.52	1.73	.81
	avez-vous refusé	1.30	.81	cela	.81
	avez-vous refusé	1.08			.81
	Omitted	1.08			.81
	faisez-vous	.43			
	avez-vous refusé	.43			
	avez-vous refusé	.43			
	vous refusé	.43			
	êtes-vous refusé	.43			
	vous êtes vous refusé	.43			
	avez-vous refusé	.43			
	avez-vous réussi	.43			
	avez-vous empêché	.21			

TABLE I - CONTINUED

Nous avons répondu	à	leurs	questions et examens
Nous avons répondu	Omitted	leur	questions .86
Nous avons répondu	aux	ses	examens .43
Omitted	au	les	
Nous avons répondu	de	Omitted	
Nous sommes répondu		ces	.43
Nous avons répondu		tous	.43
Nous répondons		toutes	.31
Nous avons répondu		elles	.31
Nous répondimes			
Nous répondions			
Nous avons répondu			
Nous répondons			
Nous répondre			
Nous avons répondu			
"			
"			
"			
"			
"			
"			
"			
"			
"			
"			
"			
"			
"			
Nous faite les responses			





TABLE II

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 1 - SENTENCE 2

ils viennent	de	partir	pour	le	théâtre
ils viennent	6.21	6.30	au 10.00	1a	cinema 17.59
" sont venus	2.82	.43	Omitted	Omitted	Omitted .86
" viennent	2.82	.21	du	du	8ere .21
" viennent	2.17			de la	theatre .21
" sont	1.95			à la	1.08
" ont	1.95			de la	.43
" viennent	1.22			cur	.21
" ont venu	1.20				
" venent	1.08				
" sont venu	.86				
" jusqu'à	.65				
viendrent	.65				
jusque	.43				
ont viena	.43				
vent	.43				
viennent	.43				
Omitted	.43				
verront	.21				
solent	.21				
viens	.21				
avons	.21				
viennent	.21				
ont venir	.21				
sont déjà	.21				
partent	.21				
faisaient de venir	.21				
ont viendrent	.21				

TABLE II - CONTINUED

Je suis	sûr	que	qu'il	avaient en
J'ai	sûre	Omitted	Omitted	current en
Je sais	sûrement	cela	qu'il	savaient en
Omitted	sûre	ce que	qu'il	savaient en
Je ent	surtout	quand		savaient en
" connais	raison	comme		étaient en
" suche				étaient en
				connaissent
				étaient savus
				avait connu
				eussent en
				sachent en
				avaient aus
				avaient sans
				avaient croise
				avaient sut
				ent savus
				avaient connu
				current soit
				avait voulu
				entent aus
				eussent en
				étaient en
				étaient soit
				avaient connus
				Omitted
				Omitted

TABLE II - CONTINUED

quo	vous	y	allez	aussi
cela .21 ce que .21	No errors	Omitted 1.20 on .21	triez allez allez allez Omitted allez triez venez allez serez allé partirez êtes vao allez somes venez somes allé	trop 7.67 Omitted 5.43 aussi 1.73 toujours .43 aussi .43 bien .21 là-bas .21 ici .21

TABLE II - CONTINUED

les	vous	auraient	attendaient	
No errors	Omitted	Omitted	attendaient	6.43
	none	were	expected	80.00
	Omitted	were	expected	8.00
	were	not	expected	2.82
	were	not	expected	2.82
	were	not	expected	1.30
	were	not	expected	.65
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43
	were	not	expected	.43

pour vous 80.00

TABLE III

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 1 - SENTENCE 3

Où	vous-vous	que	J'alle
No errors	no voulez-vous	Omitted 4.34	19.86
	est-ce que vous ne voulez?	15.81	9.04
	est-ce que vous voulez?	2.17	4.34
	ne desirez-vous	1.30	2.39
	veut-tu	.66	2.17
	Omitted	.65	1.76
	est-ce que voulez	.43	1.52
	ne pouvez-vous	.43	1.30
	faisiez-vous vous	.43	.43
	ne avez-vous voulu	.43	.43
	est-ce a vous que ne voulez	.21	.21
	savez	.21	.21
	a quelle place ne voulez	.21	.21
	esperez-vous	.21	.21
	que ne voulez	.21	.21
	que avez-vous ne voulez	.21	.21
	est-ce que nous ne disais	.21	.21
	avez-vous désiré	.21	.21
	ne faites-ils vent	.21	.21
	ne donnez vous	.21	.21
	allez-vous	.21	.21
	ne avez-vous volut	.21	.21
	voulez-vous	.21	.21
	est-il quel que vous voulez	.21	.21
	quel moi voulez-vous	.21	.21
			Je m'aller
			J'aller
			ne aller
			Je alle
			J'alc
			moi aller
			J'alle
			Je vienno
			Je vais
			J'alles
			J'irais
			ne voulez aller
			Je sois alle
			Je sois alc
			Je ne va
			J'ait
			Je va
			Je partir
			J'alles
			Je va
			J'a aller
			alles
			a allies

TABLE III--CONTINUED

Nous voulons	que	vous vous baignez	avec nous
Vous voulons	Omitted	vous vous baignez	Omitted
Nous désirons	aller	vous accompagnez	5.86
Nous voulés	à vous	vous aller baignant	.21
Nous pouvons	qu'	vous allez baigner	.21
Omitted		vous aller nager	.21
Je veux		vous aller à baigner	.21
Je voulons		vous baignez	.21
Nous savons		vous se baigner	.21
Vous voulez		allez-vous baigner	.21
Vous venons		allez-vous se baigner	.21
tu voulons		vous aller nageant	.21
Nous espérons		vous vien baigner	.21
Nous veillons		vous baignons	.21
Je vous veux		tu allez baignes	.21
Voulez-vous		vous soyez baigner	.21
		Omitted	.21
		vous nages	.21
		tu baigne	.21
		vous nageons	.21
		vous aller levant	.21
		vous baignes	.21
		vous allez à baigner	.21
		vous allez raser	.21
		vous aller nageant	.21



TABLE III-CONTINUED

que	pour empêcher vous empêchez	Jean	de	rester
Omitted	vous prévenir	No errors	Omitted	restant
23.26	vous empêcher		à	21.52
24.76	vous arrêter		pour	4.79
.66	Omitted		en	3.60
.86	vous empêcher		par	1.75
	vous prévenir			1.08
	vous défendre			1.08
	vous prohibiter			.43
	vous permettre			30
	vous empêcher			reprendre
	vous emprunter			.21
	vous permettre			
	vous prévenir			
	vous empêcher			
	vous attendre			
	vous prévenir			

TABLE III-CONTINUED

drop	long longtemps	dans	l'eau
Omitted 20.01 plus 9.78 si 2.17 pour 1.08 beaucoup 1.08 très .86 tôt .86 aussi .65	Omitted 15.21 longue 12.59 longueille .45	à 2.60	No errors

TABLE IV

PERCENTAGE OF ERRORS ON PAPER  
QUESTION 1 - SENTENCE 4

Quand	les hirondelles	seront	revenues rentrées
des que .21	les oiseaux	auraient 51.50	retourne 25.00
quans .21	Omitted	auront 11.08	retourneront 7.60
quands .21	les aiglons	ont 9.54	rentra 6.08
	les aiglons	seraient 2.17	rentrées 4.78
	les orielles	1.62	retourne 2.17
	les orielles	Omitted .65	retournaient 1.95
	les orielles	avait .43	retourne 1.75
	les aiglons	avaient .42	Omitted .86
	les aiglons	étaient .21	retourne .65
	les aiglons		retourne .43
	les aiglons		retourne .43
	les aiglons		retourne .43
	les aiglons de Grace		retourne .43
	le hirondelle		retourne .21
	les chaisnettes		retourne .21
	les aiglons		retourne .21
	les outtes		retourne .21
	les aiglons		retourne .21
	les vicinels		retourne .21
	les mouilles		retourne .21
	les oiseaux		retourne .21
	les heureux		retourne .21
	les orielles		retourne .21

TABLE IV - CONTINUED

Nous saurons	que	le printemps	est	venu
Nous connaîtrons	Omitted 1.30	Omitted	12.47	Omitted 1.08
" saverrons	quand .43	l'été	1.52	venait .86
" serons		le spring	1.08	vendra .86
" commissions		l'ee printemps	1.08	vienne .65
" savlons		l'été	.66	venl .48
" serront		le printemps	.65	venient .21
" serrons		au printemps	.43	vient .21
" savurons				
" connaissons				
" savons				
" saverront				
" croirons				
" saurons				
" dirons				
" voudrions				
" sachons				
" connaî				
" surent				
" saurons				

TABLE IV - CONTINUED

et	que	bientôt	les oiseaux	chanteront	dans	le bois
No errors	Omitted 5.86 ceci 1.30 ce que .65	Omitted 18.26 aussitôt 6.95 tôt 6.95 si tôt 1.30 dès que .86 peine que .43 vite .21 plus tard .21 aussi .21 jusqu'à .21	les hirondelles .43 les orioles (les) .43 les oiseaux .21 l'oiseau .21 les oriolles .21 les effinches .21 les oies .21 les oriolles .21 les oriolles .21	seront chanteront 9.78 chanteront 4.13 chanteraient 4.13 seront chantant 3.04 chantent 1.30 chantaient 1.30 auront chanté .86 songeront .86 Omitted .65 étaient chantant .65 seront chanté .65 chanteront .65 étaient .43 chantons .43 faisent .43 chanterons .43 avaient chanteront .43 chantons .21 chantions .21	eux 3.04 au 2.82 Omitted .43 des .21	forêt .86 Omitted .65 des .43 bois .21

TABLE V

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 1 - SENTENCE 5

Qu'est-ce que	vous répondez	et	Je	vous	demandais
quel	repondriez-vous	aussi	No	No	si demandé
quel	repondrez-vous	se	No	No	demandé
quel	repondriez-vous	que	errors	errors	demanderais
Ce que	aurez-vous répondu				si dit
quelle	repondriez-vous				aurez demandé
laquelle	voulez-vous répondre				demande
de quel	repondrons-tu				Omitted
laquel	repondriez-vous				avez demandé
A quel	repondrait-tu				disais
de quel	repondrez-vous				dis
Omitted	vous répondrez				êtes dit
duquel	Omitted				demandais
quand	repondv-vous				
	aurez-vous répondu				



TABLE V - CONTINUED

"A. quel	pensez-vous?"	Mon	examen	de	français et
de	vous pensez	me	examination	Omitted	Omitted
que	croyez-vous	mes	examine	22.60	2.59
dont	sont vous pensez	de	examens	2.59	3.82
de quel	vous songez		Omitted	2.17	.65
à que	croirez-vous		examens	1.08	.45
Omitted	reflechissez-vous		exam	.45	.51
de que	vous empêchez			.45	.21
en quel	demandez-vous				.21
qui	vous songez				.21
de qui	vous songez				.21
où	Omitted				.43
ce dont					.43
de quel					.43
lequel					.43
quel					.43

TABLI V - CONTINUED

les	vacances	d'	été
mes	2.60	Omitted	Omitted 8.47
aux	1.75	de l'	étés .65
Omitted	1.75	en	pr Intemps .45
des	.65	l'	êtes .21
celui de	.21	de	etc .21
		des	ite .21
		des	.21

TABLE VI  
 PERCENTAGE OF ERRORS ON PAPERS  
 QUESTION 1 - SENTENCE 6

Les romans	que	vous	m'	avez	envoyés	
nouvelles	4.54	No	me	7.17	envoyé	27.17
histoires	1.52	erreurs	moi	.86	mis	2.17
novels	1.06	quel	à moi	.65	Omitted	2.17
Journals	1.08	dont	Omitted	.65	envoyées	1.52
nouveaux	1.08	quelles			envoyées	.86
livres	.86	à qui			donné	.65
Omitted	.65	Omitted			prête	.65
romans	.45	celles			vus	.21
contes	.21	lequel			apportés	.21
romes	.21	de quel			renportés	.21
magazines	.21	ce que			envie	.21
					renvoie	.21

TABLE VI - CONTINUED

n'étaient pas	ceux	dont	vous	m'	avez	écrit
ne sont pas	3.21 celles	11.08 que	59.26 No		avons	7.59
n'était pas	6.00 lesquels	Omitted	7.60 errors	Omit-	avons	7.59
Omitted	1.50 ces	de quel	3.47	ted	Omitted	3.47
n'étaient pas	1.08 l'une	lesquelles	3.26	26.95	êtes	2.17
n'étaient pas	1.08 Omitted	qui	1.95			1.50
ne seraient pas	.86 ce que	duquel	1.50			1.08
n'avait pas	.65 ceux	quelles	.86			.86
n'étaient pas	.65 cela	laquelle	.65			.86
n'étaient pas	.65 celui	donc	.45			.65
n'étaient pas	.43 été	environ	.21			.65
n'ont pas	.43 à qui					.45
ne furent pas	.21 lesquels					.45
	eux					.45
						.21
						.21
						.21
						tu

TABLE VI - CONTINUED

dans	le	Journal.
su	8.47	nouvelles 2.69
sur	.66	nouvelle 2.60
Omitted	.66	Omitted 1.78
du	.65	journalaux .65
vors	.43	magasin .43
		nouveaux .43
		seulette .81
		news .81
		nouvel .81

TABLE VI - CONTINUED

Pourquoi	n'avez-vous pas	encore	lu	le mieux
Omitted	Omitted	Omitted	Omitted	10.21
1.20	vous n'avez pas	deja	lit	8.91
pourquois	avez-vous	plus	liées	1.20
.21	vous n'en pas	aussi	lire	Omitted
	ne avez-vous pas	celui	l'été	1.20
	n'avez-vous aucun	yet	liée	.86
		ensuite	liées	.43
		ceux	liées	.21
		autant	liées	.21
		moins	vu	.21
		jusqu'à	liées	.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21
				.21



TABLE VII

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 1 - SENTENCE 7

Levez-vous	s'il vous plaît	et	dépêchez-vous
vous levez	5.47	16.08	Omitted 11.20
se levez	5.47	4.54	dépêchez 9.34
vous levez-vous	1.73	1.73	courez 6.08
Omitted	1.62	1.30	dépêcher 1.08
levez	1.30	1.08	allez-vous .86
levez-toi	1.30	.65	allez vite .86
vous vous levez	1.08	.43	dépêchez-vous .66
vous vous couchez	.65		empêcher .65
veille-toi	.65		courez-vous .43
veillez-vous lever	.65		dépêchez-vous .43
enlevez	.43		empêchez .43
veillez-vous lever	.43		dépêchez .43
se lève-toi	.43		allez en courant .21
veillez se lever	.43		lutter .21
couchez	.21		chassez .21
allez-vous	.21		courez .21
montez	.21		va .21
vous vous levé	.21		rapidez .21

TABLE VII- CONTINUED

au	magasin.	Nous n'avons pas	de	beurre	et j'ai
à la	12.17	Omitted 2.17	du	12.91	je suis .43
Omitted	5.86	Omitted 5.47	Omitted 2.82	beurre 2.82	
Omitted	2.82	avec .86	Omitted	Omitted 2.89	
à la	3.47	plus que .65	de la	beurre 1.95	
à la	1.52	que .65	de la	butter 1.08	
chez	.42	point .43	le	beurre .86	
		rien .21	sucre .65	beurre .21	
			des .43		
			nom .21		
			le .21		

TABLE VII - CONTINUED

oublé	de	demande	à l'	épicer	hier
Omitted	à	Omitted	au	grocer	12.17
oublé	Omitted	dire	Omitted	Omitted	11.80
oublé	du	demandé	à	boulangers	3.04
forgot		commander	à	subergiste	1.73
oublé			de	propriété	1.30
effrayé			du	prociere	1.86
oublé			le	marchant	.43
oublé				écurie	.43
écrit				boulangerie	.43
oublé				fontier	.21
oublige				manger	.21
été				garçon	.21
oublé				épice	.21
reussi				boulang	.21
prie				magasiner	.21
oblige				grocceterie	.21
forgotte					
essaye					
prie					
					demain 2.39
					aujourd'hui .65



APPENDIX II

TABLE VIII

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 3 - SENTENCE 1

Pendant	1a	nuit	Don Quixote	à cheval monté	sur	Nonnants
quo	1.50	Omitted	No errors	monta	à	son cheval
depuis	.66	soirée		montait	dans	1.08
on	.66	nuit		Omitted	Omitted	Omitted
avant	.66	hier		montat	de	Nonnant
dans	.66			descendit	en	.66
de	.99			descendu	sur	.66
Omitted	.66			montit	en	.21
pendant	.21			montre	au	.21
pendant	.21			surmonté		
pendant	.21			aroundé		
suivant	.21			s'onleva		
suivant	.21					
durant	.21					

TABLE VIII CONTINUED

et	suivi	par	Sancho	eur	con	ans
No errors						
	Omitted	de	No errors	Omitted	se	cheval 1.78
	suivit	Omitted		à	Omitted	Omitted 1.58
	suivent	à		et	Omitted	Omitted 1.58
	servi	by			.21	mulet .43
	suivro	était			.21	mulo .43
	suivait	avec				en
	suivente	près de				
	à suivo					
	attendit					
	suivo					
	suiva					
	à gardé					
	part					
	parvent					
	emera					
	chasse					
	eut					
	mons					
	accompagne					
	reussit					
	fouillit					
	apros					



TABLE VIII CONTINUED

partit	de la maison	secretement.
partirent	4.54 chez-eux	3.17 en secrète
partirent	3.60 Omitted	3.26 tranquillament
Omitted	3.17 vers la maison	3.60 secretment
sorti	1.73 chez-vous	1.95 Omitted
parti	1.30 chez-soi	1.73 secretly
a parti	1.30 chez-toi	.86 cachette
partit	.86 chez-ils	.65 sans bruit
part	.65	.65 au secret
sorte	.65	.43 surement
ont parti	.65	.43 dans secret
partirent	.21	.21 derrière
so mit	.21	.21 sans un mot
		.21 doucement
		.21 clament
		.21 seuls

TABLE IX

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 2

Quand	le soleil	se leva s'est levé	ils	se	trouvèrent sont	trouvés
quand .43	soliel 4.76	se leva 2.60	No	s' 3.91	Omitted 19.56	trouvèrent 23.07
quand .21	sol 4.60	Omitted 2.17	errors	leur 2.39	ont 5.63	trouvent 6.52
	Omitted 1.76	était levé 1.52		les 2.17	est 2.60	trouve 4.34
	soul 1.30	se levat 1.08		Omitted 1.89	sonnes .65	Omitted 4.34
	soeil 1.30	eut levé .86			était .65	trouvant .43
	soil 1.08	se leva 4.33			se furent .43	trouve .21
	sonne .65	se sera leva 4.33			se couche .21	levé .21
	soeilille .21	se monta 4.33				levé .21
	sole .21	est levé 4.33				levé .21
	sign .21	levut 4.33				levé .21
	stolle .21	s'endorrait 4.33				levé .21
	soilat .21	s'a levé .21				levé .21
	solliel .21	levé .21				levé .21
		monte .21				levé .21
		se couch .21				levé .21
		se fut levé .21				levé .21
		etorma .21				levé .21
		reveilla .21				levé .21
		a donné .21				levé .21
		se levait .21				levé .21

TABLA IX - CONTINUED

date	une	plaino	ouverte	et	dans
sur	5.47				
Omitted	1.76	plain	ouvert	No errors	Omitted 1.76
en	1.52	Omitted	Omitted		en 1.50
sur	.65	prairie	ouverte		en 1.00
dans	.43	plaine	ouvrant		par .86
on	.43	pietre	autre		
		terre	grande		
		plano	vide		
		champagne	cache		
		payé	large		
		piece			



TABLE X

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 3

à la vue	de	des	grands	machines
En voyant	Omitted	cettes	grands	machines
Omitted	des	Omitted	Omitted	machines
Voyant	le	des	grands	machines
à l'aperçu	sur	des	grands	machines
apercevant		ceux	grands	machines
au voir			grands	machines
à le voyant			grands	machines
au voyant			grands	machines
à l'image			grands	machines
survolant			grands	machines
quant			grands	machines
au scene			grands	machines
à le vue			grands	machines
à la site			grands	machines
au sight			grands	machines
au vue			grands	machines
au site			grands	machines
à la voir			grands	machines
à le vision			grands	machines
au view			grands	machines
avant vu			grands	machines
au spectacle			grands	machines
au premier signe			grands	machines
au vien			grands	machines

TABLE X - CONTINUED

avec	leurs	bras	qui mouvaient mouvements	l'	Imagination
No errors	leur 22.60 les 7.62 ses .66 Omitted .66 lul .42 son .21 aux .21	Omitted 12.17 jambes 6.52 mains 5.21 armes 5.00 bes 2.82 arms 2.17 tailles 1.73	mouvant 39.76 Omitted 2.60 mouvantes 2.17 mouvement 1.20 en mouvant .65 mouvé .42 moving .42	Omitted 6.82 le 4.78 se .66 la .65 son .65 do .21	Omitted 5.65 imagine 2.17 fancie .65 pensee .42 imagination .21 brain .21 mons .21 yogue .21



TABLE X - CONTINUED

du	chevalier	commençait	a	travailler.
de	5.65 knight	commencent	de	travail
Omitted	3.04 Omitted	commence	Omitted	travaillic
le	1.50 cavalier	commence	a	travailler
les	.65 soldat	Omitted	par	travaillier
de la	.65 seigneur	so mettra	en	travaillant
	chevalliers	commençat		Omitted
	chevalliers	s'est mis		travaillait
	chivassier	commençait		travailla
	chissier	commençait		voyager
	knaves	commençait		penser
	guerres	commençait		tourmenter
	general	commençait		labour
	coquin	commençait		
	Quixote	commençait		
	l'homme	commençait		
				3.47
				1.88
				1.30
				1.20
				.86
				.86
				.66
				.43
				.43
				.43
				.21
				.21
				.21
				.21
				.21

TABLE XI  
 PERCENTAGE OF ERRORS ON PAPERS  
 QUESTION 2 - SENTENCE 4

"Regardez,"	"Sancho,"	oria-t-il	"ce"	éants.
Omitted	2.47	il a écrit	6.26	monstres 2.17
voyez	2.60	il écrit	7.52	éants .66
regardez-vous	.65	Omitted	8.91	Omitted .66
voilà	.65	il a écrit	2.04	
voilà	.43	il s'écria	1.20	
regarçons	.43	il dit	1.20	
regarçons	.43	il écriait	1.08	
regarçons	.43	il écrit	.66	
regarçons	.43	il écrivit	.65	
		il écrit	.65	
		il écrit écrit	.42	
		écrit-il	.43	
		dit-il	.43	
		il pleuva	.43	
		a-t-il dit	.21	
		il écria	.21	
		il fut dit	.21	
		il écrivit	.21	
		il est poussé	.21	
		il écria	.21	

TABLE XII

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 6

	y	en	a	trente	en	moins.
Il						
Co sent	.43	Omitted	10.86	Omitted	47.95	Omitted
Voici	.21	de les	1.75	vingt-dix	8.26	moins
Voilà	.21	étaient	1.50	treize	.65	à moins que
		avaient	1.50	treizante	.43	moins que
		étaient	.65	treizieme		at least
				vingt		plus moins
				vingt		bout
				vingt		autent que
				vingt		practicolement
				vingt		probablement
				vingt		le plus lise
				vingt		seul
				vingt		mais
				vingt		sans doute
				vingt		foulement
				vingt		certainment
				vingt		plus peu
				vingt		Jusqu'à
				vingt		facilement
				vingt		

Note: y and en were  
interchanged in  
4.24% of the papers

TABLE XIV

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 6

	les	attaquer,	les	tuor	of
Nous allons					
Omitted	8.26	Omitted	21.62	Omitted	21.26
Nous sommes allés	6.08	attacker	19.66	mourir	5.26
Nous irons	5.91	attaquerons	3.26	faize mourir	2.17
Nous sommes	2.17	battra	2.17	kill	1.73
Nous allions	1.73	attaques	2.17	tuorons	1.20
Nous allons	1.20	attaquerons	1.95	tuômes	1.20
Nous allons	.86	charge	1.95	feront	.86
Nous verrons	.65	attraper	.86	mouir	.65
		attaquerons	.65	moure	.43
		ent	.65	tuon	.43
		vaincro	.65	teuer	.21
		essallier	.65	masque	.21
		encounter	.43	negor	.21
		abhati	.43	tuons	.21
		attack	.21	vaincro	.21
		accourir	.21		
		chargeons	.21		
		approns	.21		
		rousser	.21		
		attacké	.21		
		capturer	.21		
		blesser	.21		

Note: - "les" was placed before "allions" on 3.47% of the papers.

TABLE XIV CONTINUED

debarreses	la	terre	de	trente	monstres."
debarreses	7.82	28.26	4.54	troisisme	8.69
debarreses	2.60	5.21	.86	troisente	6.82
Omitted	Omitted	Omitted	.65	thirty	3.69
debarreses	4.30	1.73	.43	trinte	1.30
debarreses	2.17	1.52	.21	tringt	.86
debarreses	1.52	.43	.43	trixieme	.45
debarreses	1.20	.43	.21	quarente	.21
debarreses	1.06				
debarreses	.86				
relinquer	.21				
debarreses	.21				

TABLE XV

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 7

	répondit, a répondu,	"Je ne vois	pas	de	cents,
Mais Sancho					
	repondit 26.95	Omitted 4.34	Omitted 4.34	des 13.91	cent 4.34
	reponda 6.06	J'ai vu 3.47	aucuns 1.73	les 9.13	Omitted 2.17
	Omitted 2.06	je vu 1.52	en .86	du 1.30	monstres 1.73
	replia 1.73	je veux 1.08	points .86	con .45	
	repliqua 1.30	je vous .66	plus .66		
	repondut 1.08	je voir .65			
	repondait .86	je vise .43			
	reponds .86	je vais .21			
	repondre .65	je n'ici .21			
	dit .65				
	vise .43				
	repondez .43				
	replint .21				
No errors					

TABLE XV - CONTINUED

mais	je vois	des	moulins à vent."
No errors	J'ai vu je vais Omitted	quelques qui de	moulin 1.75 1.68 .86



TABLE XVI

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 0

"Non	"aml."	dit	Don Quixote,	"vous avez	"pour."
No errors	Omitted 4.78 amlc 1.75 lui .86 amlt .43 enfant .43	Omitted 4.78 repondit 1.80 dit-ll .86 dire .43 repondu .43 dise .43 repondez .43 repond .43 dites lui .43 disait-ll .43 disait .43 coric .43 parlo .43 a-t-ll dit .43	Omitted 5.65	Omitted 4.78 vous sont .86 j'ai .43 vous avez .43 vous etes .43 que vous ne .43 vous ere .43 nous sommes .43 tu es .43	Omitted 4.78 peu .43 le pour .43 les pour .43 fears .43 timbre .43 pere .43 affrayant .43 peure .43 eraintre .43 scarder .43 afraid .43 de pour .43 la pour .43

TABLE XVII

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 9

Disant	ces paroles	il attaque il a attaqué	
En disent	Omitted	Omitted	28.26
parlent	ces noms	il a attaque	9.69
dirant	leurs paroles	il a attaque	7.82
en parlent	ces notes	il a charge	6.65
disait	ces mots	il a attaque	4.34
dit	ces words	il a charge	2.17
dire	cette paroles	il a attaque	2.17
on dire	ces noms	il a attaque	1.30
disant	ettes paroles	il a attaque	1.30
ditsent	cette	il a attaque	1.30
en disent		il a attaque	.86
disent		il a attaque	.86
disent		il a attaque	.43
disais		il a attaque	.43
parlez		il a charge	.43
dits		il a charge	.43
apres avoir dit		il a charge	.43
disants		il se diriva vera	.43
voyant		il a attaque	.43
peussent		il a connu	.43
plissent		il a blessé	.43
avoir dire		il a blessé	.43
disculit		il a attaque	.43
		il a connu	.43
		il a att	.43
		il a'attaque	.43

TABLE XVII - CONTINUED

le premier	moulin	à	vent
Omitted	Omitted	de 1.17	Omitted 21.52
le premier	windmill	du 1.08	de vent .86
le un	mechine	a .65	du vent .86
en premier	moulette	.43	a vent .86
le de premier	millet	.43	vente .43
le plus ropo	batteaux	.43	avec vent .43
l'un	mille	.43	
le prix		.43	
de premier		.43	
le prime		.43	
le premier		.43	
le fois		.43	
sur premier		.43	

TABLE XVIII

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 10

"Monstres,"	erid-t-il,	"Vous avez	plus	do	bras
monstre 1.50	il erit	Omitted 4.34	beaucoup	Omitted 51.95	Omitted 8.69
scouts .86	il a erie		Omitted	den	Jambes 6.08
Omitted .86	il eria		mieux		arnes 5.81
	il s'est corie		plusieurs		brasses 4.34
	il a dit		les mollieur		bas 3.91
	il dit		tout		arnes 3.91
	il a erie				mains 3.91
	Omitted				brasses 3.04
	il a écrit				saies 2.60
	e-t-il erie				Jambes 2.17
	il écrit				tailles 1.50
	erist-il				hiato .43
	il a rependa				
	il pleura				
	erie-a-t-il				
	il appelle				
	erie-il				
	il erait				
	il a plut				
	il poussa				

TABLE XVIII CONTINUED

que	le cent	qui	en	avait	cent.
Omitted	33.47				
ce que	Omitted 3.69	que 4.34	Omitted 30.26	avait 12.26	un cent 51.95
quand	3.47	quand .86		ent 4.34	centaine 10.86
comme	3.17	quol .65		en 2.82	centime 7.60
alors	1.95	quol .43		Omitted 2.60	Omitted 6.52
puis	1.82			était 3.17	mille 1.72
cette	.86			ait .86	centain .86
de	.65			o .42	hundred .65
dont	.43			eties .43	cinquante .43
qui	.43				dixante .21
rien	.21				

TABLE XIX

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 11

Mais	vous	paleres	cher	votre	orgueil."
No errors	No errors	Omitted payera payerons payerai paye payeries acheterons donnerons donnerai payez donnez payez payer payerai payer rest allétons	Omitted beaucoup chers plus bien bon bonne cherchant granlant	vos Omitted son le	pride Omitted hauteur fiere fier orgueil pride orgueille pense ornement maître orgueil arrogance fidite honneurment polty caol avidment trail
		4.24 3.26 2.60 1.75 1.62 1.50 .65 .65 .65 .65 .65 .65 .65 .65 .43 .21 .21 .21	13.26 7.20 6.82 1.50 .65 .65 .65 .65 .21	2.60 2.17 .65 .45	38.36 33.47 2.47 3.04 2.82 1.20 1.08 .65 .65 .65 .65 .43 .21 .21 .21 .21 .21 .21

TABLE XI

PERCENTAGE OF ERRORS ON PAPERS  
QUESTION 2 - SENTENCE 12

	1'	alle	du	moulin à vent
Dés que				
ausaitot que	21.95	voile	2.17	Omitted
Omitted	1.95	Omitted	2.17	17.39
Jusqu'à	1.75	aille	1.30	5.21
dis	1.20	sail	1.30	3.91
bientot	1.08		de les	1.30
bien que	.65		de les	1.08
				.65
				.65



TABLE XX - CONTINUED

toucha a touche	sa	lance,	elle	la l'	casse a cassee
Omitted	5.21	Omitted	11	10	Omitted
toucher	1.08	epée	Omitted	Omitted	10.45
toucherai	.86	épée	2.60	1.30	1.30
toucherai	.86	épée	1.30	1.30	.86
toucherai	.86	épée	c'est	.65	.86
toucherai	.65	épée	épée		.65
toucherai	.65	épée	épée		.65
toucherai	.65	épée	épée		.65
toucherai	.43	épée	épée		.65
toucherai	.43	épée	épée		.65
toucherai	.21	épée	épée		.45
toucherai	.21	épée	épée		.45
toucherai	.21	épée	épée		.45

TABLE XX - CONTINUED

ot	elle	le l'	jets à jeté	de	son	cheval.
No errors	11 11.30	19 Omitted 191	Omitted 17.39 throw 17.39 jeté 7.39 tombé trotte jetat descendu poussé jetait renvoys entraîne hurlé	Omitted 3.69 pour 3.04 du 1.73 à 1.30 per 1.08 devant .65	Omitted 4.34 son 3.17	Omitted 3.26 chevaux .65 chevaux .43