THE RELATIONSHIP BETWEEN STRATEGY USE AND ACHIEVEMENT IN FRENCH AS A SECOND LANGUAGE AT THE NINTH AND ELEVENTH GRADE

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Renee Gloria Kaplan

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RENEE GLORIA KAPLAN

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ABSTRACT

The purpose of this study was threefold. The first objective was to obtain information on the types of language learning strategies employed by L_2 learners and to determine their relationships to criterion measures of achievement. The second purpose of the investigation was to obtain information on the affective classroom variables of L_2 students and to determine their relationship to criterion measures of achievement. The third objective of the study was to obtain empirical data related to the use of the language learning strategies, modalities, affective classroom variables, and criterion measures of achievement and to determine their difference between grade nine and grade eleven.

The sample used in the study consisted of 63 subjects, 33 students in grade nine and 30 students in grade eleven. Three schools, needed for the sample, are situated in an average socio-economic area, and considered to be representative of an average population of pupils at these two grade levels.

A questionnaire and four criterion measures of achievement were designed to be used with both grade levels. The Strategies, Personality, and Environment Questionnaire was developed by the investigator in which respondents are asked to express endorsement or rejection of an attitude statement or of a learning strategy. The Imitation Test developed by the researcher asks the student to repeat ten sentences as best he can, after he has heard each twice on the tape. The Aural Grammar Test, developed by Bialystok and Fröhlich (1978a), requires students to make formal grammatical judgements about language which is presented orally. The Translation

Test was created by the investigator to be used in both modalities, oral and written, and requires students to translate ten English sentences thereby producing standard French morphology and syntax. The tests were administered by the researcher between April 20th and May 8th.

After a descriptive analyses of the data, a multiple regression analysis was used to determine the relationship between the language learning strategies and each criterion measure, as well as the relationship between the affective classroom variables and each criterion measure. A T-test was used to determine whether there was a significant difference between scores for grade nine and for grade eleven students in the use of language strategies, modalities, affective classroom variables, and criterion measures.

The results of the study indicated that the strategy most responsible for achievement was monitoring, as this learning strategy was related to higher achievement on most of the tests examined, especially in grade eleven. It was also found that several affective classroom variables were valuable predictors of success in L_2 learning, however, it appears that these variables may be more important at the beginning stages of language learning.

When the language learning strategies were compared, formal practice, with a significant T-ratio, and monitoring appeared higher in grade nine, while functional practice appeared higher in grade eleven. This result may explain the relationship between Explicit and Implicit Linguistic Knowledge discussed by Bialystok (1978), and the learning-acquisition distinction presented by Krashen (1977).

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Chapter 1

NATURE OF THE STUDY

As the nature of second language learning is extremely complex, a great deal of research is necessary to help improve our understanding of it. Recent research in L_2 learning has focused on a variety of factors which affect the success with which a language learner will master the target language. These factors may relate to characteristics of the learner, such as language learning aptitude, personality variables, attitude and motivation. On the other hand, these factors may relate to characteristics of the learning situation, such as length of exposure to L_2 and the teaching method used.

Language teaching could be improved if we had a better understanding of the language learner and the language learning process itself. What is occurring to learners in language classrooms? Why are some learners succeeding and others failing?

Language researchers have developed an interest in examining learning strategies which may be consciously used by any language learner. The advantage of exploring the effects of these strategies is that presumably they can be taught to any L_2 learner and allow for modification of his progress through their facilitative effects.

Some of these strategies have been identified by Stern (1975) and Rubin (1975). Stern postulated ten strategies of good learners, while Rubin defined strategy in a slightly different manner than Stern, and also suggested a list of several strategies.

In the present study, two strategies have been selected for examination, namely practicing and monitoring. However, practicing as conceptualized and analyzed by Bialystok and Fröhlich (1978b), was considered as encompassing two related but separate strategies -- formal practicing and functional practicing, thereby increasing the list to three strategies. In order to determine how the L_2 learner employs these strategies, criterion measures of achievement are necessary to identify the effect these processes have on learning. In addition to language learning strategies, the student's personality and classroom perception (Naiman, Fröhlich, Stern and Todesco, 1978) contribute to the effects of language learning. The present study, therefore, also attempts to show the relationship between these affective classroom variables and the criterion measures of achievement.

STATEMENT OF THE PROBLEM

From a review of the literature, it became apparent that there was a need to explore the types of learning strategies used by L_2 learners, their attitude toward the learning environment, and the students' classroom personality characteristics at grade nine and at grade eleven.

The above considerations became the basis for the research study. To provide a focus, three main questions were formulated:

1. What relationship exists between language learning strategies and criterion measures of achievement at the ninth and eleventh grade?

2. What relationship exists between affective classroom variables and criterion measures of achievement at the ninth and eleventh grade?

3. What difference exists in the use of language learning strategies, modalities, affective classroom variables and criterion measures of achievement between grade nine and grade eleven?

These questions are considered and tested under several null hypotheses.

HYPOTHESES

Hypothesis 1:

There is no significant relationship between language learning strategies and the Imitation Test at grade nine and at grade eleven.

Hypothesis 2:

There is no significant relationship between language learning strategies and the Aural Grammar Test at grade nine and at grade eleven.

Hypothesis 3:

There is no significant relationship between language learning strategies and the Oral Translation Test at grade nine and at grade eleven.

Hypothesis 4:

There is no significant relationship between language learning strategies and the Written Translation Test at grade nine and at grade eleven.

Hypothesis 5:

There is no significant relationship between affective classroom variables and criterion measures of achievement at grade nine and at grade eleven.

Hypothesis 6:

There is no significant difference in the use of language learning strategies between grade nine and grade eleven students.

Hypothesis 7:

There is no significant difference in criterion measures of achievement between grade nine and grade eleven students.

Hypothesis 8:

There is no significant difference in affective classroom variables between grade nine and grade eleven students.

Hypothesis 9:

There is no significant difference between the modalities of language learning strategies at grade nine and at grade eleven.

DEFINITION OF TERMS

First Language (L_1)

The first language is the language learned by the child in the home and the source of his first linguistic and cognitive experiences. The term first language is used interchangeably with native language (NL).

Second Language (L_2)

The second language is a language learned after the first language has been established as a relatively stable system. A second language may be learned through an informal environment or formally in the classroom. In the latter, it is often considered the target language (TL).

Strategies

Strategies are the conscious cognitive processes in which the language learner engages in order to bring relevant linguistic information to the language task so as to increase the proficiency of L_2 learning and to improve performance (Bialystok, 1978).

Child

A child second language learner is a learner from five to twelve years old.

Adult

An adult second language learner is a learner over twelve years old.

LIMITATIONS

1. As the three schools used are located in a suburban middle class socio-economic area, the findings cannot be generalized beyond this population. In addition, the findings cannot be generalized to students of ESL, immersion, French as L_1, or informal language learning settings.

DELIMITATIONS

1. The study is limited to analyzing the data only for grades nine and eleven.
2. The size of the sample is limited to the number of L_2 learners at the appropriate grade levels.
3. The study was directed to students of junior and senior high school and did not take into consideration the number of years of second language instruction taken in elementary grades.

ORGANIZATION OF THE STUDY

The remaining chapters were planned in the following manner: Chapter 2 reviews the literature most closely related to the present study, Chapter 3 explains the methodology of the study, Chapter 4 presents an analysis of the data both in table and narrative form, and Chapter 5 summarizes the findings of the study and concludes with some implications for classroom practice, as well as recommendations for further research.

Chapter 2

REVIEW OF THE LITERATURE

The Review of the Literature is divided into four parts. It would be difficult, indeed, to examine research in L_2 acquisition without considering the research in the field of L_1 acquisition. In the section, FIRST LANGUAGE ACQUISITION, aspects of first language research are discussed briefly. Since some of the research illustrates a difference between L_1 and L_2 learners, the next two sections, AGE AND SECOND LANGUAGE ACQUISITION and MORPHEMES AND ACQUISITION ORDER IN SECOND LANGUAGE LEARNING, focus on two factors which distinguish first and second language learners. The current research to which this study is directly related is discussed in the section, MODELS OF SECOND LANGUAGE LEARNING. The operation of these models is explained in terms of learning processes, learning strategies, as well as individual learner characteristics. A CONCLUSION follows.

FIRST LANGUAGE ACQUISITION

Brown (1973) has presented an extensive summary of theories and research in L_1 acquisition. L_1 acquisition is considered to be a creative, systematic process by which the child gradually reconstructs the adult grammar of his language. This process is believed to be creative because the child processes linguistic information and forms hypotheses about language which eventually become the basis for his new utterances. L_1 acquisition is believed to be systematic as the child's production is consistent with his own developing system of rules.

The L_1 acquisition process is believed to be governed by an innate language learning mechanism which directs the child to employ a particular

set of learning strategies. Studies of children learning several different first languages have provided evidence for this innate mechanism. These studies indicate many similarities in the sequence of developmental stages through which all first language learners pass and the kinds of errors which are produced. In addition, other studies involving children learning the same L_1, have indicated that certain grammatical structures are acquired in a relatively invariant order.

Brown's (1973) longitudinal study involved the spontaneous L_1 speech of three unacquainted children learning English. He found that, although each of the children developed at an individual rate, they all acquired a set of fourteen grammatical morphemes in approximately the same order. Though Brown only studied three children, his findings were further substantiated by a cross-sectional study of 21 preschool children learning English by de Villiers and de Villiers (1973). Klima and Bellugi (1973) studied negation and interrogation, and Chomsky (1969) examined complex sentence forms. These two studies showed similar consistency in the order in which these forms were acquired by L_1 learners.

Brown (1973) searched for a number of possible reasons for the regularities observed in child speech. He concluded that neither frequency of the morphemes in parental speech nor semantic or linguistic complexity alone could account for his observed order of acquisition and that the culmulative linguistic and semantic complexity of each item and its perpetual salience in adult speech will determine the point at which the morpheme is acquired. Slobin (1973) links cognitive and linguistic development and explains that at comparable stages of cognitive development, children will attempt to express similar semantic intentions. The language acquisition order will then be determined by the lingustic difficulty of the realization of those intentions in a given language.

AGE AND SECOND LANGUAGE ACQUISITION

Even though we have much to learn from studies of child language acquisition in terms of the language learning process, the fact remains that L_2 learners are very different from children learning their L_1. Many researchers have indicated that L_2 learners are older and have had previous cognitive and linguistic experience, and probably have a very different motivation for learning L_2 than they did for learning their L_1 (Corder, 1967; Ervin-Tripp, 1974).

Age is one of the most crucial factors distinguishing L_1 and L_2 learners, as L_2 learners are generally older than L_1 learners. Several theories exist regarding the relationship between age and L_2 learning which maintain in one form or another that younger learners are better than older learners. However, there exists no clear empirical support for the hypothesis of a general decrease in L_2 learning ability with ages.

The notion that younger language learners have the ability for a particular acquisition, is dependent on the remaining plasticity for this acquisition in the brain. Such states of plasticity may be referred to as "critical periods". The critical period theory maintains that there is a period during which language learning must take place and after which a language can never be learned in quite the same way.

Penfield and Roberts (1959) and later Lenneberg (1967) point to the relationship between degree of acquisition of first and second languages and the age of onset of L_2 learning. Much of Lenneberg's evidence is based on the recovery of language function by aphasics of varying age. The argument rests on the neurophysiological phenomenon of cerebral lateralization of function which he alleges is not complete until puberty at around age ten. Once language function becomes lateralized to the left

hemisphere, further acquisition is improbable if not impossible. Eventhough we are able to learn L_2 as adults, Lenneberg extends the critical period theory to L_2 learning by suggesting that the learning process itself differs. Post-pubescent language learners must make a conscious effort to learn the L_2, the number of obstacles in the language learning process increase after puberty, and older learners' speech is marked by foreign accents.

Taylor (1974) suggests that affective factors such as motivation, empathy and ego boundaries distinguish adult and child L_2 acquisition. He believes that the differences that exist between adult and child L_2 learning are quantitive rather than qualitative. "The previous linguistic capacity and advanced cognitive maturity" (Taylor, 1974: 32) of the adult gives him an advantage in terms of rate of learning, but similar psychological learning strategies of adults and children indicate that the two processes are basically similar. Ervin-Tripp (1974) proposes that different aspects of L_2 learning may be easiest at different stages in our life, as we continue learning aspects of our L_1, such as vocabulary, even as adults.

Empirical Findings

Cross-sectional studies generally of pronunciation, and longitudinal studies of language acquisition in a natural setting, where the subjects were learning the L_2 with a maximum of contact with native speakers and a minimum of formal instruction, are relevant to the age issue.

The cross-sectional studies are conflicting in their findings regarding age and pronunciation. Asher and Garcia's (1969) study of 71 Cuban immigrants ages seven to nineteen who had been in the United States for one to eight years, found that the children who arrived between the ages of one and six did best on a reading test, while some of the older children did achieve excellent pronunciation. On the other hand, Olson and

Samuels' (1973) study compared elementary, junior high and college students on a test of 33 German morphemes and found the junior high and college group did significantly better after two weeks of pronunciation instruction (10 sessions of 15-25 minutes each) than did the elementary students.

Several longitudinal studies of "naturalistic" L_2 acquisition are also relevant to the critical period theory. Ervin-Tripp (1974) studied a group of English-speaking children ages four to nine learning French in the French area of Switzerland, and found that the older children, ages seven to nine, learned faster than the younger ones, ages four to six. Fathman's (1975) findings further support the idea that older L_2 learners, because of their more advanced level of cognitive development, acquire syntactic features of language more quickly than their younger counterparts, and that language learners excel at different aspects of language learning at different ages. Snow and Hoefnagel-Höhle (1977) compared the findings of a laboratory study with a study of naturalistic L_2 acquisition, and concluded that the results of both studies supported the superiority of older learners, and provided evidence for the rejection of the critical period theory. Chun's (1978) findings are in accordance with the contention that learners excel at different aspects of L_2 learning at the different ages proposed by Ervin-Tripp (1974) and Fathman (1975).

These empirical studies support the notion that different aspects of language are best learned at different ages, however, they do not support a strong version of the critical period theory for language learning.

MORPHEMES AND ACQUISITION ORDER IN SECOND LANGUAGE LEARNING

Studies of second language acquisition have as their ultimate goal the definition of universal processing strategies, a broad class of cognitive activities which could predict the direction of the L_2 acquisition process under varying conditions and for different languages. These studies focus on the learner's overall linguistic development and attempt to determine sequences of acquisition similar to those evident in L_1 learning.

Empirical Findings

Early work in child L_2 acquisition emphasized the comparison of the developing structures in child L_1 acquisition for isolated features of language. Ravem (1968) studied the acquisition of English WH questions and negatives, Natalicio and Natalicio (1971) studied the acquisition of English plurals by first to twelfth grade Spanish speakers, and Milon (1972) studied the acquisition of English negation by a Japanese-speaking child. In all three cases, the learners used the same sequence of structure types found in Brown's (1973) L_1 research. Other studies by Ervin-Tripp (1973) and by Cook (1973) had comparable results.

However, researchers began to conduct studies that showed L_2 sequence to be different from L_1 sequence as a result of the L_2 learner's increased cognitive and linguistic maturity. Dulay and Burt (1973) were among the first to conduct a series of studies of the acquisition of Brown's morphemes by child L_2 learners. Dulay and Burt (1973) developed the Bilingual Syntax Measure (BSM), a testing device which attempts to elicit a subject's natural speech through directed conversation about a set of pictures. This picture test was administered to three isolated groups of

Spanish-speaking children between the ages of five and eight learning English as a second language. Though their studies differed from Brown's in that they were cross-sectional studies of elicited speech, they concluded that L_2 learners of various linguistic backgrounds demonstrated the same rank order of acquisition of eight morphemes and, therefore, the strategies of child second language acquisition are universal. The L_2 morpheme order, as predicted, did not correspond to the one found by Brown (1973) nor to that of de Villiers and de Villiers (1973) for L_1 acquisition. Bailey, Madden, and Krashen (1974) further investigated the order of acquisition of morphemes by adult L_2 learners by using the BSM. They found a morpheme order similar to Dulay and Burt's and concluded that children and adults use common strategies in L_2 learning. A subsequent study by Dulay and Burt (1974b) comparing Chinese and Spanish-speaking children, employed the BSM and three different scoring methods, and revealed similar rank orders for eleven morphemes.

Other studies of L_2 acquisition morpheme order have produced encouraging results. Hatch (1974) looked at auxiliary development and the acquisition of verb tense. She found the sequence to be similar if not identical for her forty subjects. Fathman's (1975) study, using the Second Language Oral Production English Test (SLOPE), was designed to assess the ability of non-native English-speaking children to produce standard English morphology and syntax. The effect of age on the rate of L_2 learning found similar rankings for twenty grammatical morphemes by both Spanish and Korean-speaking children between the ages of six and fourteen. Krashen, Sferlazza, Feldman and Fathman (1976) replicated these findings by using the SLOPE test for four adult groups. In her study of adult ESL learners, Larsen-Freeman (1975) used the BSM and separate tests of listening, reading, speaking (elicited imitation) and writing. She

found different morpheme rank orders on each task, however, the order elicited by the BSM and the two productive skill tests (writing and speaking) correlated significantly with Dulay and Burt's (1974b) findings. As opposed to "acquisition order" other researchers prefer the terms accuracy order (Bailey et al., 1974) or difficulty order (Larsen-Freeman, 1975).

On the other hand, Hakuta (1974, 1976) conducted a longitudinal study of a five year old Japanese girl's acquisition of Brown's morphemes. His study revealed an order different to the one obtained by Brown and Dulay and Burt. Cancino, Rosansky and Schumann (1975) studied the order of appearance of auxiliaries in declarative, negative and interrogative sentences by six Spanish speakers between the ages of five to adult. This study which took over a six month period, did not find consistent patterns. Rosansky's (1976) longitudinal study found similar inconsistencies in the acquisition order. The morpheme orders using spontaneous speech samples did not correspond to those obtained using the BSM with the same subjects. She further remarks, and therefore agrees with Larsen-Freeman (1975), on the lack of comparability between cross-sectional and longitudinal data.

MODELS OF SECOND LANGUAGE LEARNING

As interest in second language acquisition grows, and as more research results appear, it is becoming obvious that in order to make more accurate statements about how L_2 is learned, a good deal more must be known about the L_2 learner. How do L_2 learners process their speech in another language? Several models have been developed that have attempted to explain differing L_2 performance.

The Monitor Model

The Monitor Model has been proposed by Stephen Krashen (1977). This model is essentially a theory of processing L_2. Krashen posits that an adult L_2 learner can "internalize" the rules of a TL via one of two independent systems for second language performance:

a) an implicit way, called subconscious language acquisition, and

b) an explicit way, called conscious language learning.

Language acquisition is similar to the process children use to acquire L_1. Krashen states that it occurs through meaningful interaction in a natural communication setting. Speakers are not concerned with form, but with meaning; nor is there explicit concern with error detection and correction. Formal rules and feedback provide the basis for language instruction in classroom settings. Nonetheless, Krashen does not consider the setting per se, but the conscious attention to rules which distinguishes language acquisition from language learning. Language can be acquired in the classroom when the focus is on communication -- through dialogues, role-playing, and other forms of meaningful interaction.

"Acquisition" corresponds to the tacit knowledge of a native speaker. It refers to the way linguistic abilities are internalized "naturally", without conscious focusing on linguistic form. Individual variations, which may relate to personality factors, seem to be inevitable. It does not seem to require or profit from overt teaching in the form of syntactic rules or error correction (Fathman, 1975a). Research in language acquisition has indicated that the acquired system may develop, through a "creative construction process", in a series of stages common to all acquirers of a given language, resulting from the application of universal strategies (Brown, 1973; Slobin, 1973; Ervin-Tripp, 1973; Dulay and Burt,

1974c and 1975). Each stage approximates more closely the adult native speaker's set of rules (Brown, 1973; Dulay and Burt, 1974b).

"Learning" is the conscious process of internalizing rules as a result of either a formal language learning situation or a self-study program. A formal learning situation is characterized by the presence of feedback or error correction, and "rule isolation", the presentation of artificial linguistic environments which present one new aspect of grammar at a time. Learning is not inevitable and seems to require overt teaching in the form of rules and error correction. The learner's degree of success depends on intelligence, diligence and clarity of rule presentation. One of the uses of learning is to monitor one's own performance and to correct that performance so that it may correspond with what has been learned. The Monitor, however, is not available to all learners, tends to be limited to simpler parts of the language, and is best applied when time is available and when focus is on form and correctness, not on communication.

For Krashen, "...the essence of the Monitor Model is that conscious linguistic knowledge is available only as a Monitor." (1979: 44) Speech production is initiated by the acquired system. When conditions allow, the consciously learned system can intrude and alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. In other words, production is based on what is "picked up" through communication, with the Monitor altering production to improve accuracy toward TL norms. (See Figure 1).

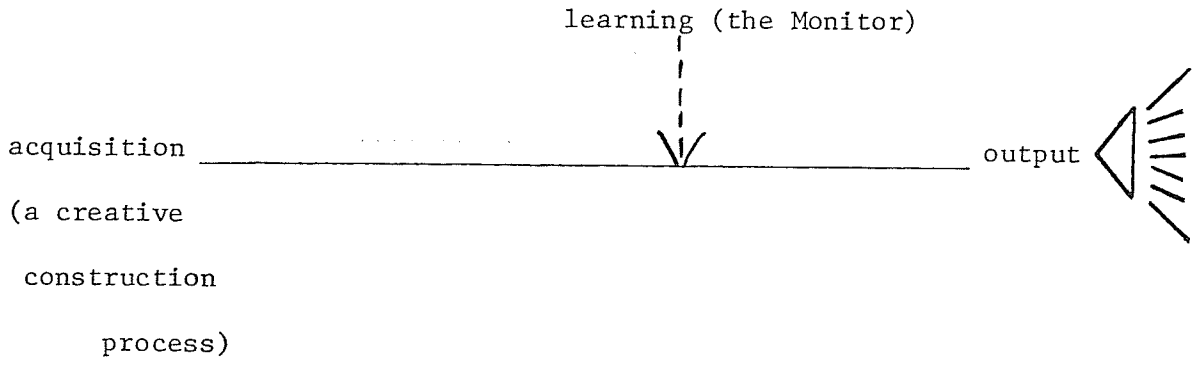

FIGURE 1

MONITOR MODEL FOR ADULT SECOND LANGUAGE PERFORMANCE

Evidence for the Monitor Model

Lenneberg (1967) has suggested that the "switch" from acquisition to learning appears around puberty, the critical period theory. The Monitor Model, while maintaining the acquisition - learning distinction, modified this view by providing evidence that adults, who have been presumed to gain L_2 skills by learning, can acquire language to some extent. Recent studies have provided support for the Monitor Model.

Morpheme Studies. When conditions for "Monitor-free" performance are met (little time, focus on communication rather than form), adult L_2 performers show difficulty orders for certain grammatical morphemes that correlated highly with the difficulty orders in child L_2 (Dulay and Burt, 1973; Krashen, Madden and Bailey, 1975; Larsen-Freeman, 1975; Krashen, Sferlazza, Feldman and Fathman, 1976). Krashen calls this order the "natural order" and sees it as a product of the "creative construction process" or acquisition. Therefore, in these Monitor-free conditions, adults and children display the same pattern of errors because they share the same "natural" system for internalizing the rules.

However, when conditions allow monitoring to occur, the "natural order" is disturbed (Larsen-Freeman, 1975; Krashen, Sferlazza, Feldman and Fathman, 1976). Once the Monitor is in operation, conscious rules come into play, and a different difficulty order is displayed because the learning system is activated. Krashen maintains that this is because those rules that are easy to learn are easier under monitored conditions, since they are unnecessary for communication, they are more difficult under Monitor-free conditions. However, certain morphemes which are difficult to teach and have to be acquired through communication, are easier under Monitor-free than under monitored conditions.

Aptitude and Attitude Tests. The argument presented is that aptitude tests are directly related to conscious learning, and attitude tests are directly related to acquisition and indirectly related to conscious learning. Gardner and Lambert's (1972) study found that aptitude tests correlated with achievement on school-type tests showing a strong relationship to L_2 proficiency in monitored test situations. Attitudinal factors that relate to acquisition are those that encourage intake by motivational and personality variables that determine whether the student will avail himself of informal language contexts, and the extent to which the student will be "open" to L_2. These factors show a strong relationship to L_2 proficiency when sufficient intake and when Monitor-free measures are used (Chastain, 1975; Schumann, 1975; Gardner and Lambert, 1972).

A "Feel" for Grammaticality. The argument presented is that the Monitor Model explains the subjective "feel" for grammaticality that adults experience without ever knowing a conscious rule. An experiment conducted by Braine (1971) found that adults, who attended to and repeated sentences in an artificial, meaningless language, were able to discriminate between

"grammatical" and "anomalous" sentences with a high degree of accuracy. Many of the adults who could perform the task were unable to state the syntactic rules involved. Instead, they stated that they relied on whether a given sentence "sounded right". Krashen (1979) presented this as evidence that language acquisition and not learning was involved, since the adults did not depend on a set of consciously learned rules. Similar findings revealed by Wakefield, Doughtie and Yom (1974) found that adult subjects, who were briefly exposed to a language previously unknown by them, were capable of acquiring knowledge of word and constituent boundaries.

Individual Differences. A virtue of the Monitor Model, as well as a demonstration of its validity, is its ability to predict variation in L_2 performance among adults (Krashen, 1977). Performers vary with respect to the degree to which they use conscious monitoring. At one extreme, there are subjects who monitor whenever possible and therefore show variable performance. Krashen and Pon (1975) cite a good example of such an individual who typically produces "correct" forms in edited writing and in careful speech, but makes more errors in casual speech where time pressures preclude monitoring. This casual, unguarded speech production is governed by the acquired system alone, which has evolved to a point close to, but not identical with, the native speaker's grammar, or has "fossilized" (Selinker, 1972). Cohen and Robbins (1976) described two similar cases in the study of learner characteristics. At the other extreme, there are individuals who rarely monitor, even when conditions allow it. Their performance is apparently dependent on acquisition alone, as they are not influenced by error correction and rarely employ their conscious linguistic knowledge. An example of such a performer is supported by Cohen and Robbins' (1976) study.

The evidence for these individual differences is based on case studies (Krashen and Pon, 1975; Krashen, 1977; Cohen and Robbins, 1976). An optimal Monitor user is capable of correcting errors in spoken language with great accuracy if the subject is given enough time. Such a performer uses the Monitor when it is appropriate to focus on form. The over-user tries to remember and use grammatical rules before speaking, but since there is usually not enough time to do so, speech contains false starts, repetitions, and other repairs. On the other hand, the under-user rarely utilizes conscious rules in performance, but relies on acquired competence to communicate. Such a performer often does not know the rules, as they have never been consciously learned.

Other Forms of Post-Critical Period Learning. Krashen (1979) argues that the acquisition - learning distinction, which is the basis of the Monitor Model, also fits athletic skills, especially tennis. Krashen proposes that tennis is better acquired than learned. In Krashen's terms, Galleway's (1974) book, The Inner Game of Tennis, presents arguments that too many tennis players over-use the Monitor. They are too conscious of the rules they have learned and do not employ the natural acquisition process to internalize the skill. Tennis lessons have a tendency to over-emphasize form, just as language teachers over-emphasize syntax. Language and tennis students should be allowed to work on the basis of their own acquired, tacit knowledge, rather than being overwhelmed with rules and feedback about errors. In this situation, Galleway says that errors correct themselves naturally, and this is precisely what Corder (1967) has stated about errors in L_2 performance.

In conclusion, the ideal classroom situation might be one in which both learning and acquisition are fully utilized; "...the creative construction

process is stimulated by contextualized exercises and the opportunity to use natural language, while clear presentation of grammatical rules and selective error correction may be effective for those in class who are 'Monitor-users'" (Krashen, 1977: 159).

Critical Considerations. McLaughlin (1978) stated some difficulties inherent in the Monitor Model. His main difficulty is the distinction between acquisition and learning. This distinction ultimately rests on whether the processes are "conscious" or "subconscious", two terms which Krashen does not define. McLaughlin does not believe that subjective experience should be the testing ground for a theory of language processing. The model also fails because its empirical information is weak. The evidence is not strong for the learning - acquisition distinction nor for the main hypothesis of the model that what is learned is not available for initiating utterances, but that only what is acquired can be used for this purpose.

McLaughlin praises Krashen for drawing our attention to two interesting phenomena, the findings of the same difficulty order for certain English morphemes in L_2 learners regardless of age, primary language or experience with English, and his pedagogical advice that classroom instruction should be oriented more toward communication and less toward formal rules and error correction.

Model for Creative Construction in L_2 Acquisition

Dulay and Burt's (1977) model attributes discrepancies between input and learner output to five general but distinct sources: a socioaffective filter, a cognitive organizer, a monitor, personality, and past L_1 experience (See Figure 2).

The socioaffective filter, which refers to conscious or unconscious motives or needs, attitudes or emotional states of the learner, filters the

input and affects the rate and quality of language acquisition. The socio-affective filter, reported by Milon (1975), contributes to individual preferences for certain input models over others, priorizes certain language aspects to be learned, and determines when language acquisition efforts should terminate.

The cognitive organizer refers to the internal data processing mechanisms responsible for the construction of the grammar we attribute to the learner. The cognitive organizer contributes to the error types that happen systematically in developing speech, reported for L_1 acquisition by Brown (1973) and L_2 acquisition by Dulay and Burt (1972, 1974) and Ervin-Tripp (1974), the progression of rules used before the learner masters a structure, and the order in which the structures are acquired.

The monitor, defined by Krashen (1977) as the conscious editing of one's own speech, depends upon individual criteria such as concern over grammatical correctness, and upon the nature and focus of the task being performed, such as focusing on communication which brings on less self-editing, and focusing on linguistic tasks (translation) which brings on more editing.

Therefore, Dulay and Burt define the internal processing of language input as the successive operation of the socioaffective filter, the cognitive organizer and the monitor, in that order, with personality factors and L_1 experience influencing the operation of all three. As Krashen (1977) stated, people with outgoing, uninhibited personalities monitor their speech infrequently, yet self-conscious, introverted people are more likely to overmonitor their speech.

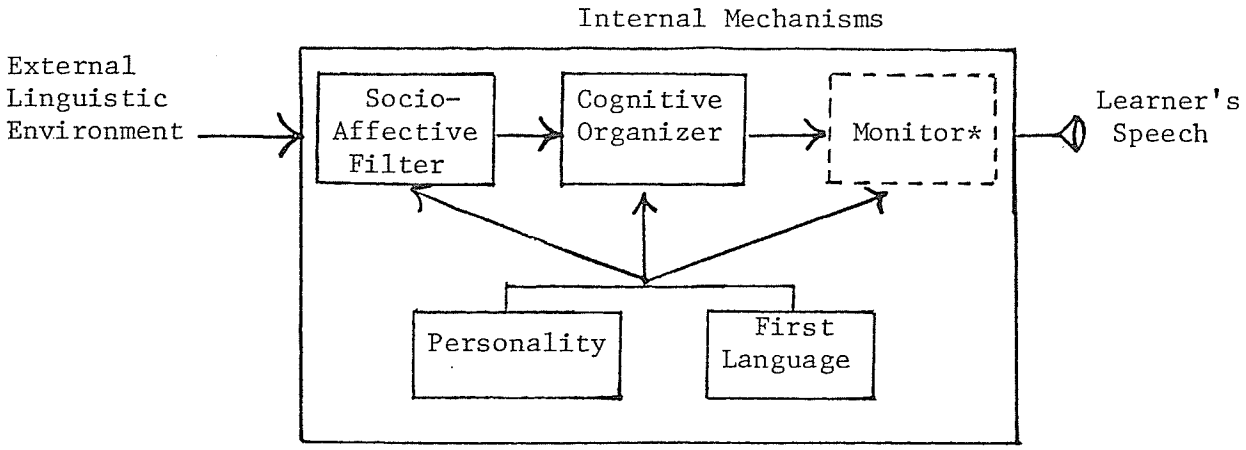

FIGURE 2

MODEL FOR CREATIVE CONSTRUCTION IN
SECOND LANGUAGE ACQUISITION

* The monitor is enclosed in a broken-line box to show that it is not always involved in language production.

Theoretical Model of L_2 Learning

This model was developed by Bialystok (1978) to accout for discrepancies in the attainment of language proficiency. The model attempts to understand the processes and factors involved in L_2 learning.

The model is organized on three levels - the input of information through various kinds of exposure to L_2, Input, the storage of that information for the L_2 learner, Knowledge, and the responses that are produced as a function of the stored information, Output. In the model, "processing lines" (solid lines) transfer information to the Knowledge level which uses this information for responses or Output. The dotted lines represent "language learning strategies" which are optional means for exploiting available information to improve L_2 competence (See Figure 3).

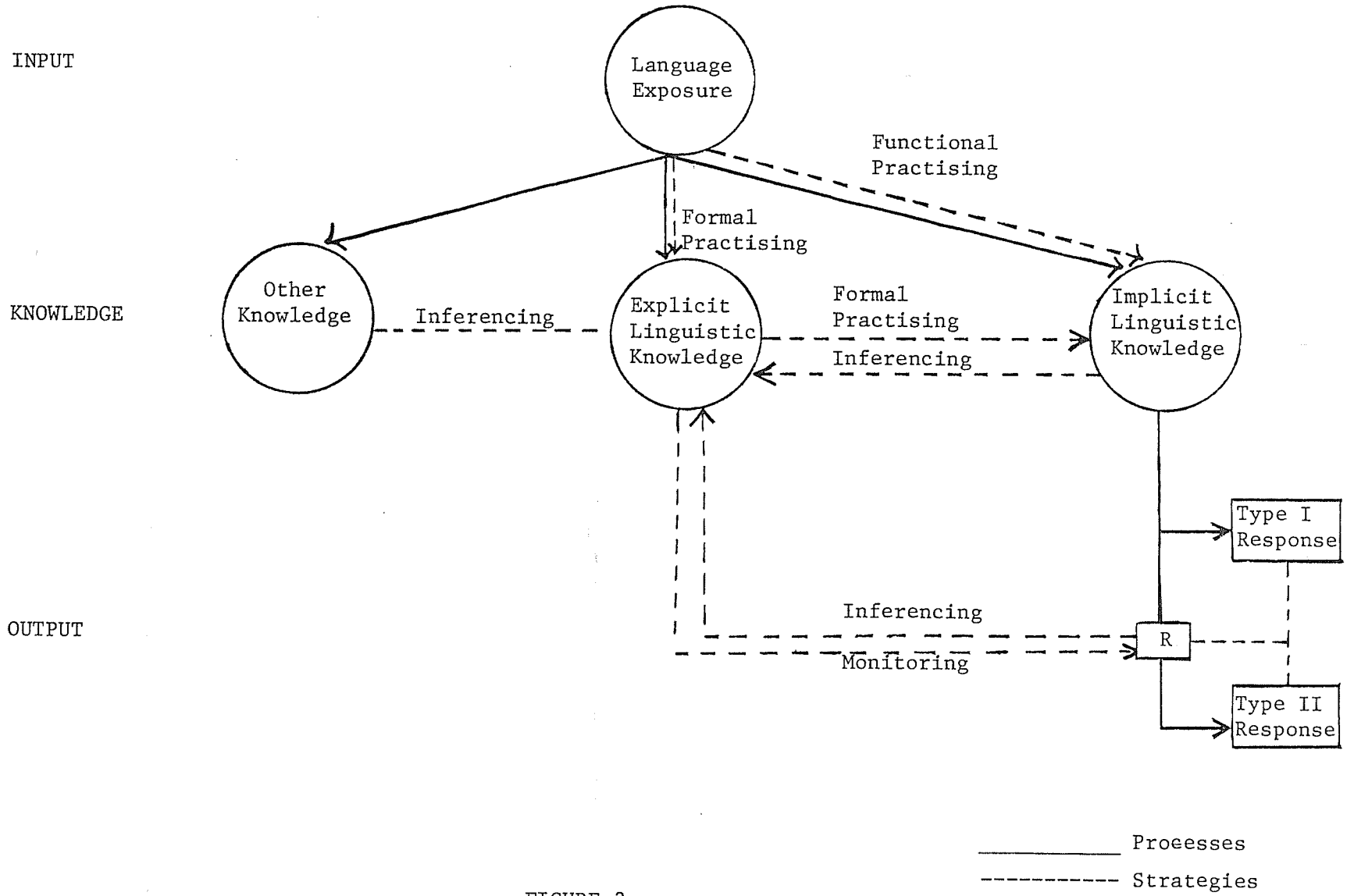

FIGURE 3

THEORETICAL MODEL OF SECOND LANGUAGE LEARNING

Language Input. The Input level refers to the undifferentiated context in which exposure to language occurs and is titled Language Exposure. Experiences, such as the language classroom and encountering the TL through books or immersion in the culture, provide specialized kinds of exposure to the language.

Knowledge in Language Use. The Knowledge level divides language information into Other Knowledge, Explicit Linguistic Knowledge and Implicit Linguistic Knowledge.

Explicit Linguistic Knowledge contains all the conscious facts the L_2 learner has about the language including grammar rules, vocabulary, pronunciation rules, and so on. This level acts as a buffer for new information about the L_2 in that explicit information is stored in case certain rules or meanings require some consciousness in order to be used correctly. Similar to Krashen (1977) who argued that some aspects of L_2 are "learned" and remain in some conscious form, so that simple rules, which are learned, would be stored in the Explicit Linguistic Knowledge. The third function of this level is to act as an "explicit articulatory system", so that information in the Implicit Linguistic Knowledge may be made conscious, or explicit. This level is associated with extensive knowledge of formal aspects of the language, but not necessarily with an ability to use this information effectively.

Implicit Linguistic Knowledge is the intuitive information upon which the L_2 learner operates in order to produce responses in the TL. This level is represented by information which is automatic and used spontaneously in language tasks. It is in this level, that the L_2 learner may claim that a sentence "sounds right", although he has no direct evidence for the correctness of the sentence. Similar to Krashen (1977) who argued

that some aspects of L_2 are unconsciously "acquired" and are not consciously known, so that complex rules which are acquired, would be stored in the Implicit Linguistic Knowledge. The function of this level is as a working system which contains all the information about the TL necessary for spontaneous comprehension and production tasks. This level is associated with an ability for greater fluency.

Other Knowledge refers to all other information the learner brings to the language task, such as the native language, information about culture associated with TL, knowledge of the world, and so on. The distinction between Other Knowledge and the two Linguistic Knowledge sources is that linguistic knowledge contains information about the code of the language, while other knowledge contains related, but not specifically, linguistic information.

Output or Responses. Output refers to the product of language comprehension or production. Two specific types of responses are identified as Type I and Type II. Type I responses are spontaneous and immediate, while Type II responses are deliberate and occur after a delay.

Language Learning Processes. The two processes which relate the three levels are Input processes, relating Input to Knowledge, and Output processes, relating Knowledge to Output.

Input processes feed into each of the three knowledge sources. The nature of the language exposure will determine the extent to which each of these knowledge sources is affected. A language classroom program would probably accentuate the line from Language Exposure to Explicit Linguistic Knowledge, while an immersion class would be more accentuated to Implicit Knowledge or Other Knowledge as this exposure, particularly in communicative situations, would increase the implicit knowledge the L_2 learner has of the

language. The latter would be an "acquired" system, and the former, a "learned" one (Krashen, 1977).

Output processes describe the way in which language is used for comprehension or production, and the language use proceeds as a function of Implicit Linguistic Knowledge. The process line between Type I and Type II Responses allows for modification or correction of a response. Type I Response may only occur once, therefore spontaneous. If a response has been corrected and fed back in, all subsequent responses become Type II.

Language Learning Strategies. The final feature of the model is defined as optional methods for exploiting available information to increase L_2 learning proficiency by consciously employed approaches. These strategies operate by bringing relevant knowledge to the language task, therefore, improving performance. They are used to learn the language system, to express meaning, and to derive meaning from language input. These aspects may be said to comprise the goal of language learning -- "the formal systematic features of the language must be mastered, and in addition, the language must be seen as a means of expressing and retrieving meanings" (Bialystok and Fröhlich, 1977: 5).

Four language learning strategies have been identified and presented with their relationship to language proficiency. The strategies are derived from theoretical discussions found in literature (Rubin, 1975; Stern, 1975), and from an empirical study (Naiman et al., 1977). The four strategies are formal practicing, functional practicing, monitoring and inferencing.

Practice, the most general of the strategies, is restricted to exposure to the language arranged by the learner beyond the formal classroom requirements. The learner is credited with using this strategy only when

conscious attempts are made to increase that exposure. More specifically, in terms of the parameter of purpose postulated by Stern (1974), language may be described within a formal/functional dimension. Formal practice focuses on the language code for the sake of mastering the rule system. The L_2 learner may increase his explicit knowledge of the code by availing himself of new information about that code by studying from a grammar book in order to complement class lessons or by asking others for clarification about grammatical rules, morphemes, and so on. In addition, the L_2 learner may operate on information already in the Explicit Linguistic Knowledge so as to automatise it and transfer it to the Implicit Linguistic Knowledge by language drills and exercises. In this category, content or meaning is inconsequential to performance, and knowledge of the rules determines the learner's success.

Functional practice focuses on the use of the language in communicative situations by going to movies, reading books, or talking to native speakers. In this category, the meaning of the message is of primary concern, as opposed to the systematic features of the code used to represent that meaning.

The relationship shown by formal practicing and functional practicing is similar to the process postulated by Krashen (1977). Functional practicing, which connects Language Exposure to Implicit Linguistic Knowledge is called language "acquisition", as the language is internalized through communication. Formal practicing, which connects Language Exposure to Explicit Linguistic Knowledge is called language "learning", as the language is internalized through formal presentation of the system.

The concept of the monitoring strategy is derived largely from the work of Krashen (1977, 1979) in his "Monitor Model". In his model, conscious knowledge of the language may be used to examine and modify or correct

linguistic output. Similarly, the monitoring strategy operates by bringing information from Explicit Linguistic Knowledge to the Output for the purposes of examining or correcting the response. Since time is one of the conditions required for the Monitor to operate, monitoring, therefore, can only have an effect on Type II Responses. In the Monitor Theory and in the monitoring strategy, language use is not ordinarily under conscious control, but rather, as an intuitive mechanism which is responsible for most instances of language comprehension and production. Although monitoring often does proceed in communicative or functional situations, the strategy is essentially a formal one and is most appropriate for written tasks.

Inferencing is employed primarily to derive meaning from the TL by communicative situations, hence, a functional strategy. Inferencing, through the use of Other Knowledge, would employ the L_2 learner's knowledge of the subject matter, cues in the environment, gestures, and so on. During inferencing, information implicitly known about the language may be brought to consciousness even through a rule that has not been articulated. The context of a passage or message may also be used to infer meanings of unknown words or forms. The inferencing strategy is primarily one of comprehension, but may be used in conjunction with monitoring for production tasks.

Each of these strategies may be used for language in oral or written modalities, as certain strategies in one modality may facilitate language learning of that type only.

Critical Considerations

Similar to Bialystok (1978), Stern (1975) and Rubin (1975) have referred to language learning strategies as the conscious enterprises in which the language learner engages. Stern has suggested that the learner

employs general strategies, more or less deliberate approaches, and specific techniques, observable forms of language learning behavior. As a result, Stern has drawn up a list of ten strategies of good learners:

1. Planning Strategy
   A personal learning style or positive learning strategy.

2. Active Strategy
   An active approach to the learning task.

3. Empathic Strategy
   A tolerant and outgoing approach to the TL and its speakers.

4. Formal Strategy
   Technical know-how of how to tackle a language.

5. Experimental Strategy
   A methodical but flexible approach to developing the TL into an ordered system and constantly revising it.

6. Semantic Strategy
   Constant searching for meaning.

7. Practice Strategy
   Willingness to practice.

8. Communication Strategy
   Willingness to use the TL in real communication.

9. Monitoring Strategy
   Self-monitoring and critical sensitivity to language use.

10. Internalization Strategy
    Developing L_2 more and more as a separate reference system and learning to think in it.

Stern himself, has described this list as "highly speculative" and and needing confirmation, modification, or rebuttal.

Rubin (1975) defines strategy slightly different from Stern's, as she does not make the distinction between general strategies and specific techniques, but defines strategies as "the techniques or devices which a learner may use to acquire knowledge" (Rubin, 1975: 43). She has defined seven strategies:

1. The good language learner is a willing and accurate guesser.

2. The good language learner has a strong drive to communicate,

or to learn from communication. He is willing to do many things to get his message across.

3. The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate. He is willing to live with a certain amount of vagueness.

4. In addition to focusing on communication, the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language.

5. The good language learner practices.

6. The good language learner monitors his own and the speech of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned.

7. The good language learner attends to meaning. He knows that in order to understand the message, it is not sufficient to pay attention to the grammar of the language or to the surface form of speech.

Rubin has continued to define her list of strategies more precisely by further studies which will be valuable contributions to research on language learning strategies.

Learner Characteristics

Bialystok's (1978) model may also account for differences between language learners which may be attributed to individual learner characteristics. These are measures such as aptitude, attitude, motivation, personality, and other variables. These factors will determine the efficiency with which the model will operate for particular individuals, without altering the nature of that operation in terms of possible strategies or processes.

Gardner and Lambert (1972) have thoroughly investigated attitude and motivation. Brown (1973) pointed out that affective variables such as imitation, self-concept, introversion/extroversion, and aggresion have to be examined for their effects on L_2 acquisition. Research investigation on the role of personality characteristics (Naiman et al., 1978) indicate

effects attributable to the success in L_2 achievement. The results of these studies demonstrated differential effects on various types of criterion measures of achievement.

CONCLUSION

This study is an attempt to explore certain relationships between learning strategies, learner characteristics and achievement. From the review of the literature, various assumptions can be made. According to Krashen's (1977) Monitor Model, rules that are easy to learn should indicate higher achievement under monitored conditions, than under monitor-free conditions. Therefore, Hypothesis Seven should show a difference between the results of the monitored and monitor-free criterion measures of achievement.

Studies by Gardner and Lambert (1972), Krashen (1977), Chastain (1976), Schumann (1976), Naiman et al. (1978), and Bialystok (1979) have all shown that attitude measures relate directly to achievement. Since the acquired system is necessary for all language production according to the Monitor Model, this means that affective variables will show a relationship to L_2 achievement for all tests of L_2 performance in adults. Therefore, Hypotheses Five and Eight should show a relationship between L_2 learner characteristics and the criterion measures of achievement.

Krashen (1979) presented the results of Braine's (1971) study as evidence that language acquisition was involved when the adult subjects were able to discriminate between "anomalous" and "grammatical" sentences of an artificial, meaningless language. Krashen stated that the adults do not depend on a set of consciously learned rules, but relied on whether a sentence "sounded right". The "unsure" response to the Certainty choices of the Aural Grammar test would also give the researcher a measure of

"feeling" between the grade nine and grade eleven students, and provide some interesting results for Hypothesis Two.

Stern (1975) and Rubin (1975) presented theoretical discussions about the relationships of language learning strategies and achievement, while Bialystok and Fröhlich (1977), Naiman et al. (1978), and Bialystok (1978) conducted empirical studies. Bialystok's (1978) results indicated a difference in the use of her strategies, formal practicing, functional practicing, monitoring and inferencing between grade ten and grade twelve students, a significant difference between the use of the three strategies with monitoring and inferencing used more often than practicing, and no significant difference between oral and written modalities of the strategies. Hypotheses One, Three, Four, Six and Nine may show whether the pattern of differences and relationships are the same.

Chapter 3

METHODOLOGY

SUBJECTS

Subjects for this study were the French as a second language students in grade nine and grade eleven at three schools in the same suburban school division. These schools are situated in an average socio-economic area and were seen as representing an average population of pupils at these two grade levels.

There was a total population of 63 subjects with 33 students in grade nine and 30 students in grade eleven. As two schools were used to obtain the total sample of grade eleven students, 22 of these students came from one school, while the second school had 8 subjects.

TEST INSTRUMENTS

Independent Variables

A questionnaire was developed by the researcher in which respondents are asked to express endorsement or rejection of an attitude statement or of a learning strategy (See APPENDIX A). The questionnaire employs a structured response mode, that of a scale with a series of gradations. It is a four-point scale of degree of agreement indicating "strongly agree", "agree", "disagree", and "strongly disagree" which were assigned values of 3, 2, 1, and 0, respectively. Therefore, higher scores indicate greater use of the strategy. The statements on the strategies incorporate the two parameters of modality and purpose, and are based on those formed by Bialystok (1978) for her questionnaire.

Formal Practice - Oral: Listen to each of the following sources in order to learn structures or improve pronunciation - radio, television, movies, people.

Formal Practice - Written: Read the following to learn new vocabulary or structures -- newspapers and magazines, labels on packages and grocery items, books, brochures and pamphlets.

Monitoring - Oral: Do the following when speaking - plan exactly how you will say something before you say it, avoid using words or structures you are unsure of, correct errors you make while speaking.

Monitoring - Written: Do the following when writing - write only what you know is correct, check for spelling or grammar errors and correct them, rewrite incorrect parts of assignments, examine errors on assignments and correct them in your mind.

Functional Practice - Oral: Listen to each of the following out of interest in the content - radio, television, movies, people.

Functional Practice - Written: Read each of the following because of the meaning - newspapers and magazines, labels on packages and grocery items, books, brochures and pamphlets.

The statements on attitudes are based on the research by Naiman et al. (1978). Two of the most important variables that might be related to successful language learning in a formal situation were determined as a student's perception of his classroom environment and his overall personality characteristics. Several measures were combined in order to get a more accurate picture of these two variables. An enumeration and brief description of these factors follows:

1. Student's Overall Perception of the Classroom Environment

a) Student perception of classroom informality	A degree of agreement by the student as to his preferred informality of the classroom

b) Student learning modality preference	A degree of agreement by the student as to his preference to learn orally or through written medium
c) Student perception of rapport with teacher	A degree of agreement by the student as to his general feelings towards his teacher
d) Student perception of rapport with other students	A degree of agreement by the student as to his general feelings towards the other members of the class
e) Student reaction to teacher's use of L_2	A degree of agreement by the student as to his preference of the language of instruction

2. Student's Overall Classroom Personality

a) Student certainty in hand-raising	A degree of agreement by the student of his willingness to take the risk of being wrong when he raises his hand
b) Student reaction to being called upon without hand-raising	A degree of agreement by the student as to his attitude to being called upon when he had not raised his hand
c) Student attitude towards teacher correction	A degree of agreement by the student as to his attitude to being corrected in general
d) Student attitude in speaking French	A degree of agreement by the student as to his attitude to speaking the language in front of the other students.

Dependent Variables

Four achievement tests were developed to measure the linguistic competence of the students. It was felt that measures of receptive and productive competence should be administrated to the students.

A test of elicited imitation was developed. Naiman (1974) showed that subjects were not able to repeat accurately structures they did not know, however, they were often able to repeat structures that they were in the process of acquiring. Therefore, imitation was a valid source of

information about a student's productive L_2 competence, but a conservative estimate of receptive competence.

In the Imitation Test (See APPENDIX B) the student is asked to repeat ten sentences as best he can, after he has heard each twice on the tape. He is given one practice example.

The Aural Grammar Test used in this study was developed by Bialystok and Fröhlich (1978a) (See APPENDIX C). This test requires students to make formal grammatical judgements about language which is presented orally thus testing aural competence. The responses also reflect the degree to which conscious knowledge of the L_2 rules motivated the students' decisions. French sentences are presented one at a time on tape and the task is to determine if the sentence contains a grammatical error and, if so, to identify the error. Three types of errors were used based on research done by Naiman et al. (1978) on error frequency. Adjective errors (A) were formed by placing an adjective in the wrong position in relation to the noun it modified; pronoun errors (P) were established by placing direct or indirect object pronouns in the wrong position in relation to the verb; and Verb errors (V) were created by incorrectly forming the "passé composé" by using an inappropriate form of the auxiliary verb or the past participle. In addition, several sentences were left intact and therefore constituted Correct items (C).

The test consists of 24 sentences with Adjective errors in six, Pronoun errors in six, Verb errors in six, and six sentences which retain their Correct form. The student heard each sentence twice with a 15 second pause after the second repetition. The test was preceded by taped instructions in English with a practice example containing a Pronoun error.

In addition, a measure of the Certainty of each response was included to determine the explicitness with which students identified the different

errors. Krashen (1977) proposes that students' responses are based on conscious knowledge or intuition. The assumption for this section is that if the student's response was based on a conscious and explicit rule, then the learner would be certain of its correctness. A response derived nebulously would be a less certain one, while responses that are not supported by a known rule, would lead the learner to be less convinced of the answer's correctness. Students' certainty of each response is indicated by selecting one of the alternatives "sure", "unsure", or "guessing".

A Translation Test was developed to be used in both modalities, oral and written (See APPENDIX D). The same test is used with a change in the sentence order presentation. This test requires students to translate 10 English sentences whereby producing standard French morphology and syntax. The test sentences contain five elements of L_2 formal learning with six items per element. The elements are listed in Table 1, and have been selected to represent specific morpheme categories and syntactic patterns. These five structures were selected as they can be employed in both modalities, and some have been studied in first and second language acquisition research (Brown, 1973; Dulay and Burt, 1974). In the oral version, the student is given a typed list of the sentences, and instructed to translate them orally into French on a tape after the English sentence is read once.

In the written version, a typed sheet with the sentences are handed to the students as a group and instructed to write the French translation on the paper provided.

TABLE 1

FIVE STRUCTURES OF TRANSLATION TEST

Structures	Examples
Adjectives	le nouveau magasin
	la classe difficile
Possessives	notre école
	mon frère
Object Pronouns	
Direct Objects	Pierre le ferme
Indirect Objects	Il leur lit
Prepositions	avec vos amis
	avant neuf heures
Passé Composé with "avoir"	Nous avons vendu
	J'ai fini

ADMINISTRATION OF INSTRUMENTS

Procedure

All tests were administered by the investigator in the period from April 20, 1981 to May 8, 1981. A timetable was set up scheduling the grade nine class and the two grade eleven classes at different time periods for the administration of the questionnaire and the four criterion measures (See APPENDIX E). Before the administration of the instruments, a brief explanation of the purpose of the class visits and subsequent tests was provided. The students were told that the researcher was interested in finding out how French as L_2 was learned in a regular school program. It was emphasized that all their responses would be kept confidential and that they would have no effect on their school marks.

Questionnaire and Administration

The questionnaire was administered after one of the criterion measure tests. The questionnaire was done silently and independently with all directions printed prior to each part. No time limit was imposed, but it was found that most of the grade nine students completed the questionnaire in approximately fifteen minutes, while the grade eleven students only needed approximately ten minutes.

Achievement Tests and Administration

The four criterion measures of achievement were administered beginning with the Imitation Test, followed by the Aural Grammar Test, the Oral Translation Test and finally the Written Translation Test.

The Imitation Test was conducted individually with each student in an office area close to the French classroom. All directions were recorded by the investigator and played to the student. The students' responses

were taped on a second cassette player and transcribed for analysis purposes. Each student was scheduled for a ten minute session, but the students completed the test in approximately seven minutes.

The Aural Grammar Test was administered in the French classroom to the entire class. All directions were recorded by the investigator and played to the students as they followed along with the abbreviated printed form. All responses were placed on score sheets devised by the investigator. The duration of the test was approximately twenty-five minutes.

The Oral Translation Test was administered in the second week of testing. It was conducted individually with each student in an office area close to the French classroom. All directions were recorded by the investigator and played to the students as they followed along with the printed form. The students' responses were taped on a second cassette player and transcribed for analysis purposes. Each student was scheduled for a ten minute session and generally completed the test within this time with some students at both grade levels requiring about three additional minutes.

The Written Translation Test was administered to each class exactly eight days after the Oral Translation Test. It was conducted in the French classroom with the entire class. The Written Translation Test was done silently and independently with all necessary directions printed on the sheet. No time limit was imposed, but it was found that most of the grade nine students completed the test in approximately twenty minutes, while the grade eleven students only required approximately fifteen minutes.

SCORING THE INSTRUMENTS

All the scoring was completed by the investigator. Separate scores for formal and functional practice and monitoring in combination with oral or written modality, cumulative scores for each of the modalities and each strategy were calculated. Scores were also determined for the attitude questionnaire based on the student's overall perception of the classroom environment and the student's overall classroom personality.

The sentences of the Imitation Test were divided into a number of basic syntactic units for the purposes of scoring. For example, the sentence, "Tu m'as donné son cahier rouge." was considered to be made up of the following four syntactic units: Tu/m'/as donné/son cahier rouge. The ten sentences contained 41 units. As a broad measure of linguistic competence based on oral production, a ratio of the number of units repeated correctly to the total number of 41 units was calculated for each subject. For example, if a grade nine subject had accurately repeated 25 units, his score would be 25/41 = 60.97%. The subjects had to repeat the entire linguistic unit accurately in order for it to be scored as correct. For example, if a subject repeated "sa" cahier rouge instead of "son" cahier rouge, the whole unit would be marked as incorrect.

For the purpose of scoring the Aural Grammar Test, the number of times an error was correctly identified was totalled, making possible a score of six for each of the four categories, and a total score of 24. The Certainty responses were given values of two for "sure", one for "unsure", and zero for "guessing". These scores were totalled for those answers in which the error was correctly identified and divided by the number correct in that condition to yield a Certainty score out of two

for each of the four areas. There was no analysis performed on the certainty of incorrect answers.

Each student, therefore, had four pairs of scores calculated; one for each of the errors. The first score of the pair represents the number of times out of six the error was identified correctly; the second score represents the certainty with which the responses are associated. For example, a grade eleven student who had detected the Pronoun error four times out of six and indicated that three times he was sure and once he was guessing would receive four for Number Correct and $\frac{2 + 2 + 2 + 2}{4} = 1.50$ for Certainty.

The Oral Translation Test was scored by totalling the number of times the structures were correctly used, making a possible score of six for each of the five structures, and a total score of 30. The Written Translation Test was scored in the same manner except that only a ½ point was deducted for correct spelling but wrong accent on two words, "après" and "près de".

STATISTICAL ANALYSES

There were several statistical techniques applied to the data.

A multiple regression analysis was used to determine whether any of the language learning strategies or the affective classroom variables were significant in predicting success in achievement.

A T-test was used to determine whether or not there was a significant difference between grade nine and grade eleven students in language learning strategies, affective variables, and criterion measures of achievement.

A T-test was used to determine whether or not there was a significant difference between the modalities of the language learning strategies in both grade levels.

Chapter 4

ANALYSES OF THE DATA

The purpose of this study was to obtain empirical data to determine the relationship between language learning strategies and criterion measures of achievement at the ninth and eleventh grade. A second aim of the study was to determine the relationship between student's attitude toward his learning environment, student's classroom personality characteristics and criterion measures of achievement at the ninth and eleventh grade.

The data obtained was processed through the University of Manitoba Computer Centre.

The initial phase of the analyses involved a descriptive analysis of the data, including a survey of the dispersion of scores within each variable with examination of the range, mean and standard deviation found in the questionnaire and each test.

In the second phase of the analysis, the raw scores on the tests were correlated in order to discover the relationship between the language learning strategies and each criterion measure, as well as the relationship between the affective classroom variables and each criterion measure. A multiple regression analysis was used with null hypotheses one through five.

The next phase of the analysis was concerned with comparing scores for grade nine and for grade eleven students in the use of language learning strategies, modalities, affective classroom variables, and criterion measures. A T-test to determine significant differences was used with null hypotheses six through nine.

DESCRIPTIVE ANALYSES OF STRATEGIES, PERSONALITY, AND ENVIRONMENT QUESTIONNAIRE

Part I of the questionnaire deals with the three language learning strategies, formal practice, monitoring, and functional practice, as well as in terms of modality in which they are exercised.

Table 2 shows the results of the formal practice strategy at grade nine and at grade eleven. The range of scores for formal practice oral (Part I, Section A) at grade nine is from 0 to 17, with a mean of 10.091. The range of scores at grade eleven is from 4 to 15, with a mean of 8.200. The highest possible score is 18. The range of scores for formal practice written (Part I, Section B) at grade nine is from 7 to 18, with a mean of 11.424. The range of scores at grade eleven is from 1 to 17, with a mean of 8.933. The highest possible score is 18.

TABLE 2

FORMAL PRACTICE SCORE RANGE, MEAN SCORES, AND STANDARD DEVIATIONS FOR GRADES NINE AND ELEVEN

Strategy	Formal Practice					
Modality	Oral			Written		
	Range	Mean	S.D.	Range	Mean	S.D.
Grade 9 N=33	0-17	10.091	3.761	7-18	11.424	2.862
Grade 11 N=30	4-15	8.200	2.999	1-17	8.933	3.342

Table 3 shows the results of the monitoring strategy at grade nine and at grade eleven. The range of scores for monitoring oral (Part I, Section C) at grade nine is from 3 to 9, with a mean of 6.091. The range of scores at grade eleven is from 2 to 9, with a mean of 5.867. The highest possible score is 9. The range of scores for monitoring written (Part I, Section D) at grade nine is from 4 to 12, with a mean of 7.152. The range of scores at grade eleven is from 2 to 10, with a mean of 6.767. The highest possible score is 12.

TABLE 3

MONITORING SCORE RANGE, MEAN SCORES, AND STANDARD DEVIATIONS FOR GRADES NINE AND ELEVEN

Strategy	Monitoring					
Modality	Oral			Written		
	Range	Mean	S.D.	Range	Mean	S.D.
Grade 9 N=33	3-9	6.091	1.466	4-12	7.152	1.873
Grade 11 N=30	2-9	5.867	1.634	2-10	6.767	1.547

Table 4 shows the results of the functional practice strategy at grade nine and grade eleven. The range of scores for functional practice oral (Part I, Section E) at grade nine is from 1 to 9, with a mean of 5.303. The range of scores at grade eleven is from 0 to 9, with a mean of 5.633.

The highest possible score is 9. The range of scores for functional practice written (Part I, Section F) at grade nine is from 1 to 9, with a mean of 5.273. The range of scores at grade eleven is from 0 to 9, with a mean of 5.700. The highest possible score is 9.

TABLE 4

FUNCTIONAL PRACTICE SCORE RANGE, MEAN SCORES, AND STANDARD DEVIATIONS FOR GRADES NINE AND ELEVEN

Strategy	Functional Practice					
Modality	Oral			Written		
	Range	Mean	S.D.	Range	Mean	S.D.
Grade 9 N=33	1-9	5.303	1.862	1-9	5.273	2.169
Grade 11 N=30	0-9	5.633	2.220	0-9	5.700	2.168

Part II of the questionnaire deals with two affective classroom variables, the student's classroom personality and classroom environment. Table 5 shows the results of the affective classroom variables at grade nine and at grade eleven.

The range of scores for the student's classroom environment (Part II, Section G) at grade nine is from 8 to 16, with a mean of 11.485. The range of scores at grade eleven is from 6 to 16, with a mean of 12.000. The highest possible score is 18.

The range of scores for the student's classroom personality characteristics (Part I, Section H) at grade nine is from 0 to 12, with a mean of 7.545. The range of scores at grade eleven is from 0 to 12, with a mean of 7.467. The highest possible score is 12.

TABLE 5

AFFECTIVE CLASSROOM VARIABLES SCORE RANGE, MEAN SCORES, AND STANDARD DEVIATIONS FOR GRADES NINE AND ELEVEN

Affective Classroom Variables	Classroom Environment			Classroom Personality		
	Range	Mean	S.D.	Range	Mean	S.D.
Grade 9 N=33	8-16	11.485	2.647	0-12	7.545	2.670
Grade 11 N=30	6-16	12.000	2.181	0-12	7.467	3.170

DESCRIPTIVE ANALYSES OF RESPONSES TO IMITATION TEST

Table 6 shows the results of the Imitation Test at grade nine and at grade eleven. As previously described, a ratio of the number of units repeated correctly to the total number of 41 units was calculated for each subject. For example, if a grade nine subject had accurately repeated 25 units, his score would be 25/41 = 60.97%. The percentage range of scores for grade nine is from 31.70 to 82.92, with a mean of 54.467. The percentage range of scores at grade eleven is from 29.26 to 97.56, with a mean of 67.475. The highest possible score for the test is 100%.

TABLE 6

PERCENTAGE OF UNITS CORRECTLY REPEATED ON IMITATION TEST FOR GRADES NINE AND ELEVEN

Criterion Measure	Imitation Test		
	Range	Mean	S.D.
Grade 9 N=33	31.70-82.92	54.467	13.873
Grade 11 N=30	29.26-97.56	67.475	17.475

DESCRIPTIVE ANALYSES OF RESPONSES TO AURAL GRAMMAR TEST

Table 7 shows the results of the Aural Grammar Test at grade nine and at grade eleven. For these scores, a ratio of the number of correct error types identified to the total number of sentences present was calculated for each subject. For example, if a subject had identified the error types correctly in 10 sentences, his score on the test would be 10/24 = 41.66%. The percentage range of scores for grade nine is from 20.83 to 54.16, with a mean of 36.865. The percentage range of scores for grade eleven is from 16.66 to 70.83, with a mean of 42.914. The highest possible score for the test is 100%.

TABLE 7

PERCENTAGE OF ERROR TYPES CORRECTLY IDENTIFIED ON AURAL GRAMMAR TEST FOR GRADES NINE AND ELEVEN

Criterion Measure	Aural Grammar Test		
	Range	Mean	S.D.
Grade 9 N=33	20.83-54.16	36.865	9.834
Grade 11 N=30	16.66-70.83	42.914	13.138

Table 8 shows the mean scores for four categories of sentences in the Aural Grammar Test. The highest possible score for each category is 6.

TABLE 8

MEAN SCORES FOR NUMBER CORRECT FOR EACH CATEGORY OF AURAL GRAMMAR TEST

Criterion Measure	Aural Grammar Test			
Category	Adjective	Pronoun	Verb	Correct
Grade 9 N=33	2.33	2.85	2.09	1.58
Grade 11 N=30	2.23	3.40	1.97	2.70

Table 9 shows the mean values for the certainty scores of the four categories of sentences in the Aural Grammar Test. The highest possible score for each category is 2.

TABLE 9

MEAN SCORES FOR CERTAINTY AVERAGE FOR EACH CATEGORY OF AURAL GRAMMAR TEST

Criterion Measure	Aural Grammar Test			
Category	Adjective	Pronoun	Verb	Correct
Grade 9 N=33	1.00	1.06	0.84	0.94
Grade 11 N=30	1.49	1.45	1.26	1.11

The number correct and certainty average are plotted in Figure 4 for grade nine and Figure 5 for grade eleven.

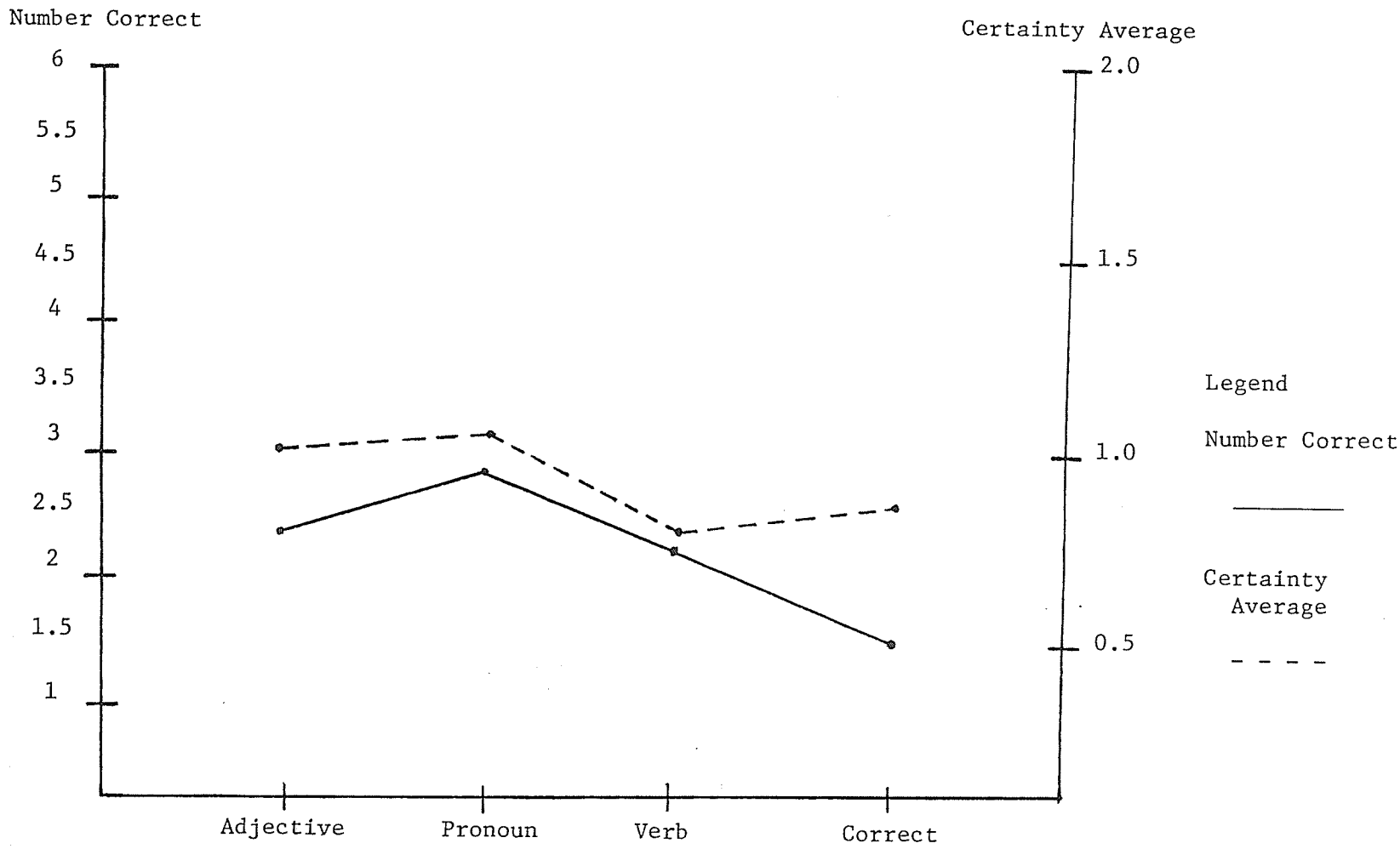

FIGURE 4

MEAN SCORES FOR NUMBER CORRECT OUT OF 6 AND CERTAINTY OUT OF 2 IN GRADE NINE

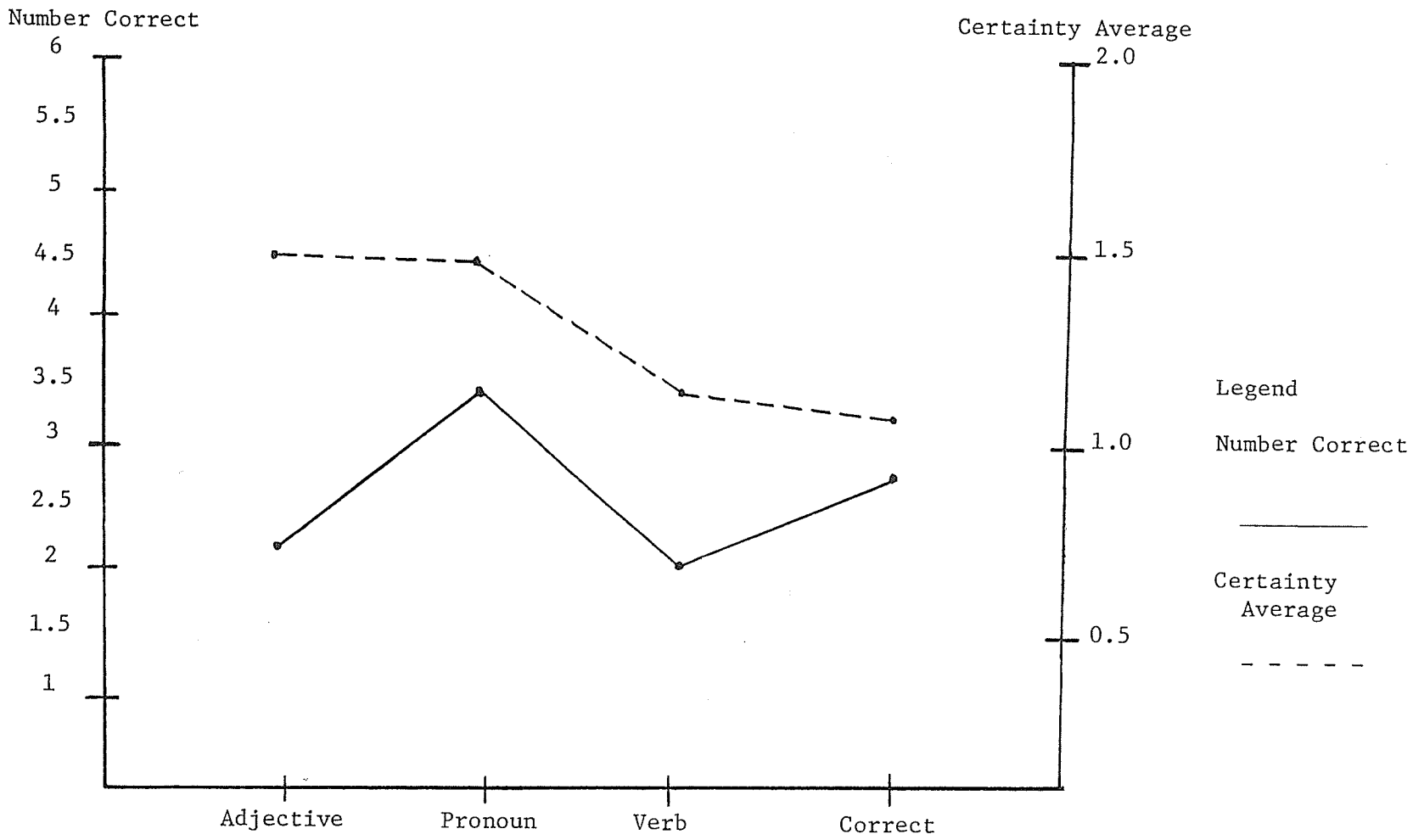

FIGURE 5

MEAN SCORES FOR NUMBER CORRECT OUT OF 6 AND
CERTAINTY OUT OF 2 IN GRADE ELEVEN

DESCRIPTIVE ANALYSES OF RESPONSES TO ORAL TRANSLATION TEST

Table 10 shows the results of the Oral Translation Test at grade nine and at grade eleven. For these scores, a ratio of the number of correct grammatical elements to the total number of elements present was calculated for each subject. For example, if a subject had correctly translated orally 16 of the grammatical elements, his score on the test would 16/30 = 53.33%. The percentage range of scores for grade nine is from 0.00 to 86.66, with a mean of 34.239. The percentage range of scores for grade eleven is from 13.33 to 83.33, with a mean of 45.109. The highest possible score for the test is 100%.

TABLE 10

PERCENTAGE OF GRAMMATICAL ELEMENTS CORRECTLY TRANSLATED ORALLY ON ORAL TRANSLATION TEST FOR GRADES NINE AND ELEVEN

Criterion Measure	Oral Translation Test		
	Range	Mean	S.D.
Grade 9 N=33	0.00-86.66	34.239	19.207
Grade 11 N=30	13.33-83.33	45.109	23.008

Table 11 shows the mean scores of the five grammatical elements in the Oral Translation Test. The highest possible score for each element is 6.

TABLE 11

MEAN SCORES FOR NUMBER CORRECT FOR EACH GRAMMATICAL ELEMENT OF ORAL TRANSLATION TEST

Criterion Measure	Oral Translation Test				
Grammatical Element	Adjective	Possessive	Pronoun	Preposition	Verbs
Grade 9 N=33	2.61	1.85	1.15	3.00	1.85
Grade 11 N=30	3.57	2.63	1.16	3.50	2.67

The results of the Oral Translation Test were transcribed with indications of the substitutions, omissions, position errors and correct responses given by every subject. These results were then summed for students within each grade so that indications of the general level of acquisition, as well as the substitutions made, were available for each grade.

The structures that will be discussed are the five grammatical elements present in the Oral Translation Test:

(a) adjectives

(b) possessive adjectives

(c) direct and indirect object pronouns

(d) prepositions

(e) verbs (passé composé with "avoir").

The results for the students in each grade can be found in Tables 12:a, 12:b,

12:c, 12:d, and 12:e. In each part of the tables, all the structures for each of the five categories listed above are presented. For each individual structure, the following information is provided in each table. After the name of the structure, there is an indication of the percentage of the correctly translated grammatical elements performed orally out of the total number of occurrences. For example, in grade nine where the total number of occurrences for each element was 33 X 1 = 33, and the subjects translated it correctly 17 times, the percentage correct would be 51.51%. In grade eleven where the total number of occurrences for each element was 30 X 1 = 30, and the subjects translated it correctly 17 times, the percentage correct would be 56.67%. Following the percentage of correct elements, there are two numbers, one indicating the percentage of omissions and the other indicating the percentage of errors in position made for these structures out of the total numbers of occurrences of the structures. For example, in grade nine if a structure was omitted 6 times, the percentage of omissions would be 6/33 = 18.18%. In grade eleven, if a structure was placed in the wrong position 6 times, the percentage of errors of position would be 6/30 = 20.00%. Following the errors of position, there is a number indicating the percentage of substitutions made for these structures out of the total numbers of occurrences of the structures. For example, in grade eleven if a structure was substituted 6 times, the percentage of substitutions would be 6/30 = 20.00%. In addition, there is a tabulation of the substitutions for each of the individual enumerated structures with two percentages following each: (a) the percentage of the total number of substitutions that were made using this form; (b) the percentage of the total occurrences of the model structure that were substituted by this individual form. For example, in grade nine where the total number of occurrences for each element is 33 and there was a total of 6 substitutions, the percentage of substitutions

would be 18.18%. If that element was substituted by another element 3 out of these 6 times, (a) would be 3/6 or 50.00%, while (b) would be 3/33 or 9.09%.

Discussion of Table 12 a-e

Adjectives - Table 12:a

From Table 12:a, it is clear that the competence of the subjects, on the adjectives enumerated, increases from grade nine to grade eleven (evaluated by the percentage of correct responses performed orally out of the total number of occurrences of the structures).

Turning to the data, it is clear that the two adjectives that are both masculine and feminine in gender, "difficile" and "rouge", have a very high percentage of correctly translated forms performed orally. In the remaining four grammatical elements, it is evident that there are a great number of different types of substitutions made by the students. However, the most frequent substitution was the gender of the adjectives - i.e., the formation of the adjective by substituting the masculine form for the feminine one and the feminine form for the masculine one. With the feminine adjectives, the frequency of substitution of the feminine form for the masculine form of the adjective could be an indication of the general trend of the prior acquisition of the masculine (or unmarked) form.

Another observation is that there are frequent errors made in the position of the adjective, however, this error decreases from grade nine to grade eleven.

TABLE 12:a

RESPONSES OF STRUCTURES ON ORAL TRANSLATION TEST -- ADJECTIVES

	Grade 9		Grade 11	
DIFFICILE	Correct 63.64 Omission 12.12 Position 18.18 Omission + Position 6.06		DIFFICILE	Correct 66.67 Omission 3.33 Position 3.33 Pronunciation 26.67
ROUGE	Correct 63.64 Position 36.36		ROUGE	Correct 83.33 Position 16.67
GRANDE	Correct 39.39 Omission 12.12 Position 3.03 Substitution 45.45		GRANDE	Correct 50.00 Position 6.67 Substitution 43.33
Substituted by	a	b	Substituted by	a	b
grand	73.33	33.33	grand	61.54	26.67
grosse	13.33	6.06	gros	30.77	13.33
grand + position	6.67	3.03	grand + position	7.69	3.33
large + position	6.67	3.03			
VERTE	Correct 33.33 Omission 6.06 Position 18.18 Substitution 42.42		VERTE	Correct 46.67 Omission 3.33 Position 6.67 Subsitution 43.43
Substituted by	a	b	Substituted by	a	b
vert	78.57	33.33	vert	61.54	26.67
vert + position	21.43	9.09	vert + position	23.08	10.00
			jaune + position	7.69	3.33
			green	7.69	3.33
LONGUE	Correct 33.33 Omission 21.21 Position 12.12 Substitution 33.33		LONGUE	Correct 43.33 Omission 6.67 Position 20.00 Substitution 30.00
Substituted by	a	b	Substituted by	a	b
long	63.64	21.21	long	22.22	6.67
long + position	27.27	9.09	long + position	66.67	20.00
grande + position	9.09	3.03	grand	11.11	3.33
NOUVEAU	Correct 27.27 Omission 24.24 Position 21.21 Omission + Position 3.03 Substitution 24.24		NOUVEAU	Correct 66.67 Omission 3.33 Position 3.33 Substitution 26.67	
Substituted by	a	b	Substituted by	a	b
nouvelle	50.00	12.12	nouvelle	87.50	23.33
nouvelle + position	37.50	9.09	nouvelle + position	12.50	3.33
ville + position	12.50	3.03			

TABLE 12:b

RESPONSES OF STRUCTURES ON ORAL TRANSLATION
TEST -- POSSESSIVE ADJECTIVES

Grade 9			Grade 11		
MON	Correct 69.70 Omission 6.06 Substitution 24.24		MON	Correct 93.33 Subsitution 6.67	
Substituted by	a	b	Substituted by	a	b
ma	50.00	12.12	moi	100.00	6.67
moi	37.50	9.09			
son	12.50	3.03			
NOTRE	Correct 3.33 Omission 30.30 Substitution 66.66		NOTRE	Correct 43.33 Omission 6.67 Substitution 50.00	
Substituted by	a	b	Substituted by	a	b
nos	22.73	15.15	nous	46.66	23.33
1'	18.18	12.12	1'	20.00	10.00
nous	13.64	9.09	nos	13.33	6.67
votre 1'	9.09	6.06	nous 1'	6.67	3.33
son	9.09	6.06	à 1'	6.67	3.33
mon	9.09	6.06	vos 1'	6.67	3.33
ton	4.55	3.03			
les	4.55	3.03			
votre	4.54	3.03			
votre les	4.54	3.03			
SON	Correct 30.30 Omission 15.15 Substitution 54.54		SON	Correct 30.00 Omission 10.00 Substitution 60.00	
Substituted by	a	b	Substituted by	a	b
lui	50.00	27.27	lui	27.77	16.67
il	33.33	18.18	il	22.22	13.33
ses	5.55	3.03	ses	11.11	6.67
ton	5.56	3.03	ton	11.11	6.67
le	5.56	3.03	le	11.11	6.67
			leur	5.56	3.33
			eux	5.56	3.33
			ce	5.56	3.33
TA	Correct 15.15 Omission 6.06 Substitution 78.78		TA	Correct 13.33 Omission 3.33 Substitution 83.34	
Substituted by	a	b	Substituted by	a	b
tu	34.60	27.27	ton	56.00	46.67
ton	26.92	21.21	tu	8.00	6.67
sa	7.69	6.06	toi	8.00	6.67
ma	7.69	6.06	sa	4.00	3.33
son	3.85	3.03	votre	4.00	3.33
votre	3.85	3.03	nous	4.00	3.33
elle ma	3.85	3.03	vous	4.00	3.33
il ma	3.85	3.03	la	4.00	3.33
nous	3.85	3.03	vos	4.00	3.33
lui	3.85	3.03	ma	4.00	3.33

Table 12:b (Cont.)

Grade 9			Grade 11		
LEURS	Correct 48.48 Omission 21.21 Substitution 30.30		LEURS	Correct 53.33 Omission 3.33 Substitution 43.33	
Substituted by	a	b	Substituted by	a	b
le	30.00	9.09	les	23.08	10.00
vos	20.00	6.06	ses	15.39	6.67
les	10.00	3.03	tes	15.39	6.67
elle(s)	10.00	3.03	son	7.69	3.33
son	10.00	3.03	il(s)	7.69	3.33
ses	10.00	3.03	elle(s)	7.69	3.33
il(s)	10.00	3.03	vous	7.69	3.33
			ton	7.69	3.33
			le	7.69	3.33
VOS	Correct 21.21 Omission 12.12 Subsitution 66.66		VOS	Correct 30.00 Omission 3.33 Substitution 66.66	
Substituted by	a	b	Substituted by	a	b
ton	27.27	18.18	vous	35.00	23.33
tes	13.64	9.09	tes	30.00	20.00
vous	13.64	9.09	ton	20.00	13.33
sa	13.64	9.09	votre	5.00	3.33
votre	4.55	3.03	nos	5.00	3.33
vous l'	4.55	3.03	les	5.00	3.33
toi	4.55	3.03			
l'	4.54	3.03			
il(s)	4.54	3.03			
son	4.54	3.03			
leur(s)	4.54	3.03			

Possessive Adjectives - Table 12:b

It appears from the data that the correct formation of the possessive adjective does not increase from grade nine to grade eleven. As a matter of fact, the correct oral translation of "son" and "ta" decreases slightly from grade to grade.

It is evident from the data that there are a great number of different types of substitutions made by the students. The most frequent substitution appears to be the substitution of a subject or object pronoun for the possessive adjective. In addition, the substitution of the possessive adjective of one person for another, e.g., "son" for "mon" and a gender substitution, e.g., "ma" for "mon" appear to be equally frequent.

TABLE 12:c

RESPONSES OF STRUCTURES ON ORAL TRANSLATION TEST --
DIRECT AND INDIRECT OBJECT PRONOUNS

(i) Direct Object Pronouns

Grade 9			Grade 11		
LE	Correct 39.39 Omission 12.12 Position 6.06 Omission + Position 3.03 Substitution 39.39		LE	Correct 46.67 Omission 6.67 Position 10.00 Subsitution 36.66	
Substituted by	a	b	Substituted by	a	b
il + position	46.15	18.18	il + position	45.45	16.67
il	15.38	6.06	en	18.18	6.67
la	15.38	6.06	lui + position	9.09	3.33
la + position	7.69	3.03	sa + position	9.09	3.33
en	7.69	3.03	t'	9.09	3.33
les + position	7.69	3.03	la	9.09	3.33
L'	Correct 3.03 Omission 15.15 Subsitution 81.81		L'	Correct 3.33 Omission 20.20 Substitution 76.67	
Substituted by	a	b	Substituted by	a	b
lui + position	48.15	39.39	lui + position	39.13	30.00
il(s) + position	18.52	15.15	lui	17.39	13.34
lui	18.52	15.15	il(s) + position	17.39	13.34
le	7.41	6.06	le	13.04	10.00
le + position	3.70	3.03	se (ce)	4.35	3.33
les + position	3.70	3.03	leur + position	4.35	3.33
			les	4.35	3.33
LA	Correct 6.06 Omission 24.24 Substitution 69.69		LA	Correct 6.67 Omission 10.00 Substitution 83.33	
Substituted by	a	b	Substituted by	a	b
à elle + position	30.43	21.21	elle + position	44.00	36.67
elle + position	17.39	12.12	lui	16.00	13.33
lui	17.39	12.12	lui + position	12.00	10.00
à lui + position	13.04	9.09	elle	8.00	6.67
lui + position	4.35	3.03	à elle + position	8.00	6.67
elle	4.35	3.03	à lui + position	4.00	3.33
de son + position	4.35	3.03	le	4.00	3.33
à sa + position	4.35	3.03	la fille + position	4.00	3.33
à ses + position	4.35	3.03			

Table 12:c (Cont.)

(ii) Indirect Object Pronouns

Grade 9			Grade 11		
M'	Correct 12.12 Omission 6.06 Substitution 81.81		M'	Correct 23.33 Omission 3.33 Substitution 73.33	
Substituted by	a	b	Substituted by	a	b
moi + position	55.56	45.45	moi + position	63.64	46.67
me	18.52	15.15	me	18.18	13.33
me + position	14.81	12.12	moi	9.09	6.67
moi	11.11	9.09	lui	4.54	3.33
			mon + position	4.54	3.33
LUI	Correct 21.21 Omission 9.09 Position 36.36 Substitution 33.33		LUI	Correct 10.00 Omission 6.67 Position 40.00 Substitution 43.33	
Substituted by	a	b	Substituted by	a	b
il + position	54.55	18.18	il + position	53.85	23.33
le	18.18	6.06	le	30.77	13.33
le + position	9.09	3.03	leur + position	7.69	3.33
elle + position	9.09	3.03	ton + position	7.69	3.33
son + position	9.09	3.03			
LEUR	Correct 33.33 Omission 18.18 Position 9.09 Substitution 39.39		LEUR	Correct 26.67 Omission 10.00 Position 26.67 Substitution 36.66	
Substituted by	a	b	Substituted by	a	b
les	30.77	12.12	les	27.27	10.00
ils + position	23.08	9.09	ils + position	18.18	6.67
les + position	15.38	6.06	lui	18.18	6.67
le + position	7.69	3.03	le	9.09	3.33
lui + position	7.69	3.03	le + position	9.09	3.33
eux + position	7.69	3.03	lui + position	9.09	3.33
me	7.69	3.03	pour vous + position	9.09	3.33

Direct and Indirect Object Pronouns - Table 12:c

Direct Object Pronouns: From the data, it appears that the correct formation of the direct object pronoun increases slightly from grade nine to grade eleven. It is evident that there are a great number of different types of substitutions made by the students. The most common type of substitution appears to be the substitution of a subject pronoun for the direct object pronoun, e.g., "elle" for "la".

Indirect Object Pronouns: From the data, it appears that the correct formation of the indirect object pronoun does not increase from grade nine to grade eleven. As a matter of fact, the correct oral translation of "lui" and "leur" decreases from grade to grade. It is evident from the data that there are a great number of different types of substitutions made by the students. The most common type of substitution appears to be the substitution of a direct object pronoun for the indirect object pronoun, e.g., "les" for "leur".

Prepositions - Table 12:d

From Table 12:d, it is clear that the competence of the subjects, on the prepositions enumerated, increases for the most part from grade nine to grade eleven. However, the major point to note is that the subjects seemed to have had greater difficulty with some prepositions than with others. An examination of the performance of the subjects at each grade level on individual prepositions would be valuable for teachers, for it would provide them with the possible indications of difficulty levels of prepositions.

It is interesting to note that the preposition "à" is the preposition most frequently substituted for other prepositions.

TABLE 12:d

RESPONSES OF STRUCTURES ON ORAL TRANSLATION
TEST -- PREPOSITIONS

Grade 9			Grade 11		
APRÈS	Correct 45.45		APRÈS	Correct 63.33	
	Omission 42.42			Omission 30.00	
	Substitution 12.12			Substitution 6.66	
Substituted by	a	b	Substituted by	a	b
avec	50.00	6.06	derrière	50.00	3.33
en	25.00	3.03	demain	50.00	3.33
derrière	25.00	3.03			
POUR	Correct 72.72		POUR	Correct 83.33	
	Omission 18.18			Omission 13.33	
	Substitution 9.09			Substitution 3.33	
Substituted by	a	b	Substituted by	a	b
à	66.67	6.06	de	100.00	3.33
de	33.33	3.03			
AVEC	Correct 87.88		AVEC	Correct 86.67	
	Omission 9.09			Omission 13.33	
	Substitution 3.03				
Substituted by	a	b			
à	100.00	3.03			
AVANT	Correct 15.15		AVANT	Correct 30.00	
	Omission 51.51			Omission 23.33	
	Substitution 33.33			Substitution 46.67	
Substituted by	a	b	Substituted by	a	b
après	54.55	18.18	après	71.43	33.33
demain	9.09	3.03	devant	21.43	10.00
près	9.09	3.03	debout	7.14	3.33
devant	9.09	3.03			
pres de	9.09	3.03			
à	9.09	3.03			
DANS	Correct 63.64		DANS	Correct 80.00	
	Omission 12.12			Omission 6.67	
	Substitution 24.24			Substitution 13.33	
Substituted by	a	b	Substituted by	a	b
en	50.00	12.12	à	50.00	6.67
à	50.00	12.12	en	25.00	3.33
			à la	25.00	3.33
PRÈS DE	Correct 9.09		PRÈS DE	Correct 13.33	
	Omission 51.52			Omission 66.67	
	Substitution 39.39			Substitution 20.00	
Substituted by	a	b	Substituted by	a	b
à côté	23.08	9.09	près	33.33	6.67
dans	15.39	6.06	dans	16.67	3.33
près	15.39	6.06	à	16.67	3.33
côte	7.69	3.03	prochaine de	16.67	3.33
loin	7.69	3.03	à côte de	16.67	3.33
chez	7.69	3.03			
après de	7.69	3.03			
à droite de	7.69	3.03			
à côté de	7.69	3.03			

TABLE 12:e

RESPONSES OF STRUCTURES ON ORAL TRANSLATION TEST -- VERBS

(Passé Composé with "avoir")

LEGEND

models	a mangé; ai fini	AI	a manger; ai finir
av	a ; ai	E	est mangé; suis fini
I	manger; finir	Epres	est mange; suis finis
p.p.	mangé; fini	Pers(avons)	avons mangé; avons fini
Pres	mange; finis	aller	va mangé; vais fini
Apres	a mange; ai finis	word sub	a dîné; ai terminé

Grade 9

3rd per. sing. REG.
Correct 24.24
Omission 36.36
Subsitution 39.39

(e.g., a mangé)

Substituted by	a	b
I-p.p.	38.46	15.15
av	23.08	9.09
Apres	15.39	6.06
Pres	7.69	3.03
Epres	7.69	3.03
word sub	7.69	3.03

1st per. pl. REG.
Correct 33.33
Omission 24.24
Substitution 42.42

(e.g., avons vendu)

Substituted by	a	b
Ph	21.43	9.09
word	21.43	9.09
AI	14.29	6.06
aller + I	7.14	3.03
Pers(a) + I	7.14	3.03
word sub	7.14	3.03
Apres	7.14	3.03
I	7.14	3.03
Pres	7.14	3.03

2nd per. sing. REG.
Correct 36.36
Omission 33.33
Substitution 30.30

(e.g., as donné)

Substituted by	a	b
I-p.p.	40.00	12.12
Apres	20.00	6.06
av	20.00	6.06
word	20.00	6.06

Grade 11

3rd. per. sing. REG.
Correct 43.33
Omission 6.67
Substitution 50.00

(e.g., a mangé)

Substituted by	a	b
I-p.p.	46.67	23.33
Pres	40.00	20.00
E	13.33	6.67

1st per. pl. REG.
Correct 30.00
Omission 6.67
Substitution 63.33

(e.g., avons vendu)

Substituted by	a	b
word	31.58	20.00
av	21.05	13.33
Pres	15.79	10.00
word sub	15.79	10.00
p.p.	10.53	6.67
E	5.26	3.33

2nd per. sing. REG.
Correct 53.33
Omission 10.00
Substitution 36.67

(e.g., as donné)

Substituted by	a	b
I-p.p.	27.27	10.00
Pres	18.18	6.67
Apres	18.18	6.67
E	18.18	6.67
word	18.18	6.67

Table 12:e (Cont.)

Grade 9			Grade 11		
1st per. sing. REG.			1st per. sing. REG.		
Correct 51.52			Correct 76.67		
Omission 3.03			Omission 3.33		
Substitution 45.45			Substitution 20.00		
(e.g., ai fini)			(e.g., ai fini)		
Substituted by	a	b	Substituted by	a	b
p.p.	80.00	36.36	p.p.	100.00	20.00
I	6.67	3.03			
AI	6.67	3.03			
word sub	6.67	3.03			
2nd per. pl. REG.			2nd per. pl. REG.		
Correct 36.36			Correct 56.67		
Omission 18.18			Omission 10.00		
Substitution 45.45			Substitution 33.33		
(e.g., avez joué)			(e.g., avez joué)		
Substituted by	a	b	Substituted by	a	b
I-p.p.	20.00	9.09	I-p.p.	70.00	23.33
Pers(avons)	20.00	9.09	Pers(as)	20.00	6.67
av	13.33	6.06	Pers(as) + word	10.00	3.33
word	13.33	6.06			
word sub	13.33	6.06			
Pres(as)	6.67	3.03			
aller	6.67	3.03			
il je veux	6.67	3.03			
3rd per. pl. REG.			3rd per. pl. REG.		
Correct 6.06			Correct 6.67		
Omission 51.52			Omission 50.00		
Substitution 42.42			Substition 43.33		
(e.g., ont trouvé)			(e.g., ont trouvé)		
Substituted by	a	b	Substituted by	a	b
Pres	35.71	15.15	Pres	30.77	13.33
av	14.29	6.06	word	23.08	10.00
Apres	14.29	6.06	I-p.p.	15.38	6.67
I-p.p.	14.29	6.06	word sub	15.38	6.67
word	14.29	6.06	av	7.69	3.33
Pers(a)	7.14	3.03	Epres	7.69	3.33

Past Tense of Verbs - Table 12:e

Before discussing the results of the past tense of verbs, two things must be noted. First, the verbs were tabulated by categories based on the person of the verb. For example, "a mangé" and "ai fini" were considered to be two occurrences, one of the category third person regular and one of the category first person regular.

Secondly, the errors made on these verbs were categorized into cases that could be applied to all categories of the verbs. A description of these various error types with reference to two models (finir, manger) appear in the Legend of Table 12:e.

Turning to the data, it is clear that the competence of the subjects, on the past tense of verbs enumerated, increases for the most part from grade nine to grade eleven. The most common type of substitution appears to be the substitution of "I-p.p." for the past tense, i.e., the formation of the past tense with the use of the past participle or infinitive only, omitting the auxiliary (orally, "mangé" = "manger"). This substitution is higher in grade eleven than in grade nine, appearing, therefore to be a common and persistent error. With more data of this type, hypotheses could be generated about the processes or strategies that resulted in its production, as well as some of the other types of errors.

It is evident from the data that another frequently used substitution appears to be the substitution of "Pres" for the past tense, i.e., the formation of the past tense by the present tense form. This substitution is higher in grade eleven than in grade nine, appearing therefore to be a common and persistent error.

DESCRIPTIVE ANALYSES OF RESPONSES TO THE WRITTEN TRANSLATION TEST

Table 13 shows the results of the Written Translation Test at grade nine and at grade eleven. For these scores, a ratio of the number of correct grammatical elements to the total number of elements present was calculated for each subject. For example, if a subject had correctly translated in written form 16 of the grammatical elements, his score on the test would be 16/30 = 53.33%. The percentage range of scores for grade nine is from 3.33 to 91.66, with a mean of 45.248. The percentage range of scores for grade eleven is from 15.00 to 76.66, with a mean of 51.330. The highest possible score for the test is 100%.

TABLE 13

PERCENTAGE OF GRAMMATICAL ELEMENTS CORRECTLY TRANSLATED IN WRITTEN FORM ON WRITTEN TRANSLATION TEST FOR GRADES NINE AND ELEVEN

Criterion Measure	Written Translation Test		
	Range	Mean	S.D.
Grade 9 N=33	3.33-91.66	45.248	23.008
Grade 11 N=30	15.00-76.66	51.330	15.624

Table 14 shows the mean scores of the five grammatical elements in the Written Translation Test. The highest possible score for each element is 6.

TABLE 14

MEAN SCORES FOR NUMBER CORRECT FOR EACH GRAMMATICAL ELEMENT OF WRITTEN TRANSLATION TEST

Criterion Measure	Written Translation Test				
Grammatical Element	Adjective	Possessive	Pronoun	Preposition	Verbs
Grade 9 N=33	2.48	3.15	2.21	3.33	2.36
Grade 11 N=30	3.07	2.43	2.37	3.83	3.70

The results of the Written Translation Test were transcribed with indications of the substitutions, omissions, position errors, and correct responses given by every subject. These results were then summed for students within each group so that indications of the general level of acquisition, as well as the substitutions made, were available for each grade.

The structures that will be discussed are the five grammatical elements present in the Written Translation Test:

(a) adjectives

(b) possessive adjectives

(c) direct and indirect object pronouns

(d) prepositions

(e) verbs (passé composé with "avoir").

The results for the students in each grade can be found in Tables 15:a, 15:b, 15:c, 15:d, and 15:e. In each part of the table, all the structures for each of the five categories listed above are presented. For each individual structure, the same type of information provided in the Oral Translation Test Table 12 is presented.

Discussion of Table 15 a-e

Adjectives - Table 15:a

From Table 15:a, it is clear that the competence of the subjects, on the adjectives enumerated, increases for the most part from grade nine to grade eleven. The correct written translation of "grande" decreases from grade nine to grade eleven.

Turning to the data, it is clear that the two adjectives that are both masculine and feminine in gender, "difficile" and "rouge", have a high percentage of correctly translated forms performed in the written medium. In the remaining four grammatical elements, it is evident that the most frequent substitution was the gender of the adjectives - i.e., the formation of the adjective by substituting the masculine form for the feminine form and the feminine form for the masculine form. With the feminine adjectives, the frequency of substitution of the feminine form for the masculine form of the adjective could be another indication of the general trend of the prior acquisition of the masculine form.

TABLE 15:a

RESPONSES OF STRUCTURES ON WRITTEN TRANSLATION TEST -- ADJECTIVES

Grade 9			Grade 11		
DIFFICILE	Correct 51.51 Omission 3.03 Position 15.15 Omission + Position 3.03 Substitution 27.27		DIFFICILE	Correct 73.73 Position 3.33 Substitution 23.33	
Substituted by	a	b	Substituted by	a	b
spelling	55.56	15.15	spelling	100.00	23.33
spelling + position	44.44	12.12			
ROUGE	Correct 63.63 Position 36.36		ROUGE	Correct 80.00 Omission 10.00 Position 10.00	
GRANDE	Correct 51.51 Substitution 48.48		GRANDE	Correct 40.00 Omission 3.33 Position 3.33 Substitution 53.33	
Substituted by	a	b	Substituted by	a	b
grand	50.00	24.24	grand	62.50	33.33
grosse	25.00	12.12	gros	12.50	6.67
gros	12.50	6.06	grosse	12.50	6.67
large	12.50	6.06	large	6.25	3.33
			grand + position	6.25	3.33
VERTE	Correct 42.42 Omission 3.03 Substitution 54.54		VERTE	Correct 43.33 Substitution 56.66	
Substituted by	a	b	Substituted by	a	b
vert	66.66	36.36	vert	70.59	40.00
vert + position	16.67	9.09	vert + position	11.76	6.67
rouge	16.67	9.09	verre	5.88	3.33
			rouge	5.88	3.33
			gren	5.88	3.33
LONGUE	Correct 15.15 Omission 18.18 Position 3.03 Substitution 63.63		LONGUE	Correct 30.00 Omission 3.33 Position 10.00 Substitution 56.66	
Substituted by	a	b	Substituted by	a	b
longe	38.10	24.24	longe + position	29.41	16.67
long + position	19.05	12.12	longe	23.53	13.33
longe + position	9.52	6.06	long	17.65	10.00
grand	9.52	6.06	long + position	11.76	6.67
long	9.52	6.06	longues + position	5.88	3.33
grande + position	4.76	3.03	courte	5.88	3.33
longtemps	4.76	3.03	longeveux	5.88	3.33
longtemps + position	4.76	3.03			

Table 15:a (Cont.)

Grade 9			Grade 11		
NOUVEAU	Correct 12.12 Omission 24.24 Position 3.03 Substitution 60.60		NOUVEAU	Correct 40.00 Omission 3.33 Position 10.00 Substitution 46.66	
Substituted by	a	b	Substituted by	a	b
spelling	45.00	27.27	spelling	50.00	23.33
spelling + position	15.00	9.09	nouvelle	42.85	20.00
nouvelle	15.00	9.09	nouvelle + position	7.14	3.33
nouvelle + position	15.00	9.09			
nouvel + position	10.00	6.06			

Possessive Adjectives - Table 15:b

It appears from the data that the correct formation of the possessive adjective decreases from grade nine to grade eleven. As a matter of fact, the correct written translation of "ta" is the only form that increases from grade to grade.

It is evident from the data that the most frequent substitution appears to be a number substitution, e.g., "leur" for "leurs" or "votre" for "ta". In addition, the substitution of the possessive adjective by a subject or object pronoun, e.g., "lui" for "son", and a gender substitution, e.g., "ma" for "mon", appear to be frequent occurrences.

TABLE 15:b

RESPONSES OF STRUCTURES ON WRITTEN TRANSLATION
TEST -- POSSESSIVE ADJECTIVES

Grade 9			Grade 11		
MON	Correct 81.81 Substitution 18.18		MON	Correct 76.67 Omission 3.33 Substitution 20.00	
Substituted by	a	b	Substituted by	a	b
ma	66.66	12.12	ma	66.67	13.33
moi	16.67	3.03	moi	33.33	6.67
lui	16.67	3.03			
NOTRE	Correct 63.64 Omission 6.06 Substitution 30.30		NOTRE	Correct 56.67 Substitution 43.33	
Substituted by	a	b	Substituted by	a	b
nos	20.00	6.06	nous	23.08	10.00
leur	20.00	6.06	nos	15.38	6.67
nous	10.00	3.03	nous l'	15.38	6.67
mon	10.00	3.03	l'	15.38	6.67
mes	10.00	3.03	votre	15.38	6.67
on	10.00	3.03	vous l'	7.69	3.33
l'	10.00	3.03	mes	7.69	3.33
votre	10.00	3.03			
SON	Correct 57.58 Omission 6.06 Substitution 36.36		SON	Correct 30.00 Substitution 70.00	
Substituted by	a	b	Substituted by	a	b
lui	58.33	21.21	lui	47.62	33.33
il	16.67	6.06	le	23.81	16.67
te	8.33	3.03	se	14.29	10.00
la	8.33	3.03	il	4.76	3.33
le	8.33	3.03	ton	4.76	3.33
			une	4.76	3.33
TA	Correct 33.33 Substitution 66.66		TA	Correct 43.33 Omission 3.33 Substitution 53.33	
Substituted by	a	b	Substituted by	a	b
votre	31.82	21.21	ton	56.25	30.00
tu	27.27	18.18	votre	18.75	10.00
ton	13.64	9.09	tu	6.25	3.33
leur	9.09	6.06	nous	6.25	3.33
notre	4.54	3.03	vous	6.25	3.33
il	4.54	3.03	sa	6.25	3.33
lui	4.54	3.03			
elles	4.54	3.03			
LEURS	Correct 42.42 Omission 3.03 Substitution 54.54		LEURS	Correct 16.67 Substitution 83.33	
Substituted by	a	b	Substituted by	a	b
leur	72.22	39.39	leur	64.00	53.33
son	11.11	6.06	les	16.00	13.33
lui	5.55	3.03	ses	8.00	6.67
ses	5.55	3.03	son	4.00	3.33
votre	5.55	3.03	votre	4.00	3.33
			tes	4.00	3.33

Table 15:b (Cont.)

Grade 9			Grade 11		
VOS	Correct 36.36 Omission 3.03 Substitution 60.60		VOS	Correct 20.00 Omission 6.67 Substitution 73.33	
Substitited by	a	b	Substituted by	a	b
tes	50.00	30.30	tes	45.45	33.33
vous	20.00	12.12	votre	27.27	20.00
son	10.00	6.06	vous	9.09	6.67
votre	5.00	3.03	ses	9.09	6.67
nos	5.00	3.03	ton	4.55	3.33
leur	5.00	3.03	êtes	4.55	3.33
ton	5.00	3.03			

Direct and Indirect Object Pronouns - Table 15:c

Direct Object Pronouns: From the data, it appears that the correct formation of the direct pronoun decreases slightly from grade nine to grade eleven. The correct written translation of "l'" highly increases from grade to grade. It is evident that the most common type of substitution is an indirect object pronoun for the direct object pronoun. It is interesting to note that the indirect object pronoun "lui" is the pronoun most frequently substituted for the direct object pronoun.

Indirect Object Pronouns: From the data, it appears that the correct formation of the indirect object pronoun shows signs of increase, decrease, and no change from grade nine to grade eleven. It is evident from the data that the most common type of substitution appears to be the substitution of a direct object pronoun for the indirect object pronoun, e.g., "le" for "lui".

TABLE 15:c

RESPONSES OF STRUCTURES ON WRITTEN TRANSLATION TEST -- DIRECT AND INDIRECT OBJECT PRONOUNS

(i) Direct Object Pronouns

Grade 9			Grade 11		
LE	Correct 81.82 Omission 6.06 Position 9.09 Substitution 3.03		LE	Correct 76.67 Omission 3.33 Substitution 20.00	
Substituted by	a	b	Substituted by	a	b
lui	100.00	3.03	lui	16.67	3.33
			il + position	16.67	3.33
			en + position	16.67	3.33
			t'il + position	16.67	3.33
			on	16.67	3.33
			l'	16.67	3.33
L'	Correct 9.09 Omission 6.06 Substitution 84.85		L'	Correct 26.67 Omission 3.33 Substitution 70.00	
Substituted by	a	b	Substituted by	a	b
lui + position	28.57	24.24	lui	42.86	30.00
lui	25.00	21.21	lui + position	33.33	23.33
le	14.28	12.12	le	23.81	16.67
le + position	10.72	9.09			
il + position	10.72	9.09			
il	7.14	6.06			
leur	3.57	3.03			
LA	Correct 21.21 Omission 9.09 Substitution 69.70		LA	Correct 16.67 Omission 10.00 Position 3.33 Substitution 70.00	
Substituted by	a	b	Substituted by	a	b
lui	30.43	21.21	lui	42.86	30.00
à lui + position	21.74	15.15	elle + position	14.29	10.00
lui + position	8.69	6.06	à elle + position	9.52	6.67
à la + position	8.69	6.06	elle	9.52	6.67
à elle + position	8.69	6.06	lui + position	4.76	3.33
elle + position	4.35	3.03	à lui + position	4.76	3.33
elle	4.35	3.03	à-t-elle + position	4.76	3.33
à lui	4.35	3.03	t-elle + position	4.76	3.33
le	4.35	3.03	l'	4.76	3.33
sa + position	4.35	3.03			

Table 15:c (Cont.)

(ii) Indirect Object Pronouns

Grade 9			Grade 11		
M'	Correct 24.24 Omission 3.03 Substitution 72.73		M'	Correct 36.67 Omission 3.33 Substitution 60.00	
Substituted by	a	b	Substituted by	a	b
moi + position	54.16	39.39	moi + position	61.11	36.67
me	20.83	15.15	me	16.67	10.00
moi	12.50	9.09	moi	11.11	6.67
mon + position	4.17	3.03	l'	11.11	6.67
ma + position	4.17	3.03			
lui	4.17	3.03			
LUI	Correct 36.36 Position 18.18 Substitution 45.46		LUI	Correct 36.67 Position 20.00 Substitution 43.33	
Substituted by	a	b	Substituted by	a	b
le	60.00	27.27	le	84.62	36.67
le + position	13.33	6.67	l'	15.38	6.67
il	6.67	3.33			
il + position	6.67	3.33			
leur	6.67	3.33			
te	6.67	3.33			
LEUR	Correct 48.48 Omission 6.67 Position 18.18 Substitution 27.27		LEUR	Correct 46.67 Omission 6.67 Position 13.33 Substitution 33.33	
Substituted by	a	b	Substituted by	a	b
les	44.44	12.12	les	60.00	20.00
le	11.11	3.03	ils + position	10.00	3.33
leur	11.11	3.03	leurs	10.00	3.33
lui	11.11	3.03	eux	10.00	3.33
lui + position	11.11	3.03	spelling	10.00	3.33
elle + position	11.11	3.03			

Prepositions - Table 15:d

From Table 15:d, it is clear that the competence of the subjects, on the prepositions enumerated, increases for the most part from grade nine to grade eleven. However, the major point to note is that the subjects seemed to have had greater difficulty with some prepositions than with others. Close scrutiny of the performance of the subjects by teachers would be valuable in providing them with the possible indications of difficulty levels of prepositions.

It is interesting to note that both prepositions which needed accents in the written translation presented problems to the students.

TABLE 15:d

RESPONSES OF STRUCTURES ON WRITTEN TRANSLATION TEST -- PREPOSITIONS

Grade 9			Grade 11		
APRÈS	Correct 24.24		APRÈS	Correct 56.67	
	Omission 24.24			Omission 10.00	
	Substitution 51.51			Substitution 53.33	
Substituted by	a	b	Substituted by	a	b
apres	70.59	36.36	aprés	75.00	40.00
avant	17.64	9.09	avant	12.50	6.67
parce que	5.88	3.03	derrier	6.25	3.33
pendant qui	5.88	3.03	spelling	6.25	3.33
POUR	Correct 78.79		POUR	Correct 90.00	
	Omission 18.18			Omission 6.67	
	Substitution 3.03			Substitution 3.33	
Substituted by	a	b	Substituted by	a	b
spelling	100.00	3.03	spelling	100.00	3.33
AVEC	Correct 93.94		AVEC	Correct 86.66	
	Omission 3.03			Omission 6.67	
	Substitution 3.03			Substitution 6.67	
Substituted by	a	b	Substituted by	a	b
en	100.00	3.03	leur	50.00	3.33
			pour	50.00	3.33
AVANT	Correct 36.36		AVANT	Correct 46.67	
	Omission 33.33			Omission 10.00	
	Substitution 30.30			Substitution 43.33	
Substituted by	a	b	Substituted by	a	b
devant	30.00	9.09	devant	30.77	13.33
apres	20.00	6.06	apres	23.08	10.00
après	10.00	3.03	après	15.38	6.67
aprés	10.00	3.03	aprés	15.38	6.67
vers	10.00	3.03	avons	7.69	3.33
près de	10.00	3.03	demain	7.69	3.33
apre	10.00	3,03			
DANS	Correct 66.67		DANS	Correct 83.33	
	Omission 3.03			Omission 3.33	
	Substitution 30.30			Substitution 13.33	
Substituted by	a	b	Substituted by	a	b
en	40.00	12.12	à	75.00	10.00
à	30.00	9.09	spelling	25.00	3.33
a	20.00	6.06			
spelling	10.00	3.03			
PRÈS DE	Correct 12.12		PRÈS DE	Correct 16.67	
	Omission 33.33			Omission 43.33	
	Substitution 54.54			Substitution 40.00	
Substituted by	a	b	Substituted by	a	b
à côté de	22.23	12.12	prés de	33.33	13.33
prés de	11.11	6.06	près	16.67	6.67
côte d'azur	5.56	3.03	à coté de	8.33	3.33
sur	5.56	3.03	prochaine de	8.33	3.33
à coute de	5.56	3.03	dans	8.33	3.33
a côte	5.56	3.03	prés	8.33	3.33
à côté	5.56	3.03	par	8.33	3.33
de côte	5.56	3.03	presque	8.33	3.33
a coté	5.56	3.03			
prés du	5.56	3.03			
côté	5.56	3.03			
devant	5.56	3.03			
dans	5.56	3.03			
la bas	5.56	3.03			

TABLE 15:e

RESPONSES OF STRUCTURES ON WRITTEN
TRANSLATION TEST -- VERBS

(Passé Composé with "avoir")

LEGEND

models	a mangé; a fini	AI	a manger, ai finir
av	a ; ai	E	est mangé; suis fini
I	manger; finir	Epres	est mange; suis finis
p.p.	mangé; fini	Pers(avons)	avons mangé; avons fini
Pres	mange; finis	aller	va mangé, vais fini
Apres	a mange; ai finis	word sub	a dîné; ai terminé

Grade 9

3rd per. sing. REG.
Correct 39.39
Omission 12.12
Substitution 48.48

(e.g., a mangé)

Substituted by	a	b
Pres	25.00	12.12
Apres	12.50	6.06
av	12.50	6.06
p.p.	6.25	3.03
I	6.25	3.03
aller + Pres	6.25	3.03
aller	6.25	3.03
av + I	6.25	3.03
a + p.p.	6.25	3.03
word sub	6.25	3.03
word	6.25	3.03

1st per. pl. REG.
Correct 36.36
Omission 6.06
Substitution 57.57

(e.g., avons vendu)

Substituted by	a	b
word	31.57	18.18
Pres	15.79	9.09
av + word	15.79	9.09
av	10.53	6.06
aller + word	10.53	6.06
av + Pres	10.53	6.06
av + I	5.26	3.03

Grade 11

3rd per. sing. REG.
Correct 76.67
Substitution 23.33

(e.g., a mangé)

Substituted by	a	b
Pres	57.14	13.33
p.p.	14.28	3.33
E	14.28	3.33
a + p.p.	14.28	3.33

1st per. pl. REG.
Correct 50.00
Substitution 50.00

(e.g., avons vendu)

Substituted by	a	b
av + word	60.00	30.00
av	6.67	3.33
p.p.	6.67	3.33
E + word	6.67	3.33
Pers(aviez) + word	6.67	3.33
Pres	6.67	3.33
word	6.67	3.33

Table 15:e (Cont.)

Grade 9			Grade 11		
2nd per. sing. REG.			2nd per. sing. REG.		
Correct 42.42			Correct 60.00		
Omission 9.09			Omission 3.33		
Substitution 48.48			Substitution 36.66		
(e.g., as donné)			(e.g., as donné)		
Substituted by	a	b	Substituted by	a	b
word	25.00	12.12	Pres	36.36	13.33
av	18.75	9.09	Pers(a)	18.18	6.67
av + Pres	12.50	6.06	av	18.18	6.67
Pres	12.50	6.06	p.p.	9.09	3.33
word sub	12.50	6.06	Apres	9.09	3.33
Epres	6.25	3.03	word sub	9.09	3.33
Pers(ai) + word	6.25	3.03			
p.p.	6.25	3.03			
1st per. sing. REG.			1st per. sing. REG.		
Correct 63.64			Correct 80.00		
Substitution 36.36			Substitution 20.00		
(e.g., ai fini)			(e.g., ai fini)		
Substituted by	a	b	Substituted by	a	b
p.p.	50.00	18.18	p.p.	50.00	10.00
aller	16.67	6.06	Pres	13.33	3.33
Pres	8.33	3.03	Apres	13.33	3.33
Apres	8.33	3.03	Pers(a) + word	13.33	3.33
av + word	8.33	3.03			
av + I	8.33	3.03			
2nd per. pl. REG.			2nd per. pl. REG.		
Correct 33.33			Correct 70.00		
Omission 9.09			Omission 3.33		
Substitution 57.57			Substitution 26.67		
(e.g., avez joué)			(e.g., avez joué)		
Substituted by	a	b	Substituted by	a	b
Pres	21.05	12.12	Pres	25.00	6.67
word	15.79	9.09	Pers(as)	25.00	6.67
Pers(as)	10.53	6.06	word	25.00	6.67
av	10.53	6.06	Pers(avons) + word	12.50	3.33
av + word	10.53	6.06	av + word	12.50	3.33
Pers(avons)	5.26	3.03			
aller + word	5.26	3.03			
aller + p.p.	5.26	3.03			
Pers(avons) + I	5.26	3.03			
Pers(avons)+ word	5.26	3.03			
Pers(as) + word	5.26	3.03			
3rd per. pl. REG.			3rd per. pl. REG.		
Correct 21.21			Correct 36.67		
Omission 27.27			Omission 6.67		
Substitution 51.51			Substitution 56.66		
(e.g., ont trouvé)			(e.g., ont trouvé)		
Substituted by	a	b	Substituted by	a	b
av	41.18	21.21	word	29.41	16.67
word sub	17.65	9.09	av	17.64	10.00
word	17.65	9.09	av + word	17.64	10.00
Apres	11.76	6.06	Pres	11.76	6.67
Pers(a)	5.88	3.03	Pers(a)	5.88	3.33
Pres	5.88	3.03	Pers(a) + word	5.88	3.33
			Pers + av (avons)	5.88	3.33
			E	5.88	3.33

Past Tense of Verbs - Table 15:e

Before discussing the results of the past tense of verbs, two things must be noted. First, the verbs were tabulated by categories based on the person of the verb. For example, "a mangé" and "ai fini" were considered to be two occurrences, one of the category third person regular and one of the category first person regular.

Secondly, the errors made on these verbs were categorized into cases that could be applied to all categories of the verbs. A description of these various error types with reference to two models appear in the Legend of Table 15:e.

Turning to the data, it is clear that the most frequent substitution in nearly all categories of verbs was "Pres" - present tense form. The substitution does not decrease from grade nine to grade eleven, appearing, therefore, to be a common and persistent error.

It is evident from the data that other frequently used substitutions appear to be the substitution of "p.p." for the past tense, i.e., the formation of the past tense with the use of the past participle only, omitting the auxiliary, the substitution of "av" for the past tense, i.e., the formation of the past tense with the use of the auxiliary verb only, omitting the past participle, and the substitution of any word for the past tense, therefore, lacking the correct vocabulary and possibly unsure of past tense formation.

TESTING OF THE HYPOTHESES

Hypotheses One, Two, Three, Four and Five were developed in order to determine which predictor variable was the most relevant in predicting student achievement on the four criterion measures. A multiple regression analysis was applied. The criterion variables were identified as the Imitation Test, the Aural Grammar Test, the Oral Translation Test, and the Written Translation Test. The six predictor variables were formal practice oral, formal practice written, monitoring oral, monitoring written, functional practice oral, and functional practice written (See APPENDIX A). Table 16 and Table 17 present the means and standard deviations of the variables for the population in grade nine and in grade eleven.

TABLE 16

MEANS AND STANDARD DEVIATIONS OF STRATEGIES AND CRITERION MEASURES -- GRADE NINE

	Variable	M	S.D.
1.	Formal practice oral (FOR. P.O.)	10.091	3.761
2.	Formal practice written (FOR. P.W.)	11.424	2.862
3.	Monitoring oral (M.O.)	6.091	1.466
4.	Monitoring written (M.W.)	7.152	1.873
5.	Functional practice oral (FUN. P.O.)	5.303	1.862
6.	Functional practice written (FUN. P.W.)	5.273	2.169
7.	Imitation Test (I.T.)	54.467	13.873
8.	Aural Grammar Test (A.G.T.)	36.865	9.873
9.	Oral Translation Test (O.T.T.)	34.239	19.207
10.	Written Translation Test (W.T.T.)	45.248	23.008

TABLE 17

MEANS AND STANDARD DEVIATIONS OF STRATEGIES AND CRITERION MEASURES -- GRADE ELEVEN

	Variable	M	S.D.
1.	Formal practice oral (FOR. P.O.)	8.200	17.475
2.	Formal practice written (FOR. P.W.)	8.933	3.342
3.	Monitoring oral (M.O.)	5.867	1.634
4.	Monitoring written (M.W.)	6.767	1.547
5.	Functional practice oral (FUN. P.O.)	5.633	2.220
6.	Functional practice written (FUN. P.W.)	5.700	2.168
7.	Imitation Test (I.T.)	67.475	17.475
8.	Aural Grammar Test (A.G.T.)	42.914	13.138
9.	Oral Translation Test (O.T.T.)	45.109	18.104
10.	Written Translation Test (W.T.T.)	51.330	15.624

Hypotheses Six, Seven, Eight and Nine were developed to compare scores for grade nine and for grade eleven students in order to determine if there is a significant difference in the use of language learning strategies, between criterion measures, and between attitude variables. A T-test was applied.

Hypothesis 1:

There is no significant relationship between language learning strategies and the Imitation Test at grade nine and at grade eleven.

Table 18 presents the correlation coefficients. Table 19 presents the results of the regression analysis which was used to determine which language learning strategies, formal practice oral, formal practice written, monitoring oral, monitoring written, functional practice oral, or functional practice written were the best individual predictors of student achievement on the Imitation Test in grade nine.

TABLE 18

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND IMITATION TEST -- GRADE NINE

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	I.T.
FOR.P.O.	1.00						
FOR.P.W.	0.58	1.00					
M.O.	0.33	0.18	1.00				
M.W.	0.46	0.30	0.40	1.00			
FUN.P.O.	-0.41	-0.14	0.12	0.01	1.00		
FUN.P.W.	-0.00	0.17	0.21	0.20	0.61	1.00	
I.T.	0.11	0.10	0.13	0.03	0.29	0.22	1.00

As indicated in Table 19, none of the language learning strategies individually is a significant predictor of the results on the Imitation Test in grade nine. The T-ratios obtained for all the strategies are not significant. On the basis of this finding, the null hypothesis for the relationship between language learning strategies and the Imitation Test in grade nine is not rejected.

TABLE 19

LEARNING STRATEGIES AS PREDICTORS OF RESULTS
ON IMITATION TEST -- GRADE NINE

	BETA	B	SDB	T
FOR.P.O.	-0.169	-0.625	1.054	-0.592
FOR.P.W.	0.211	1.025	1.120	0.915
M.O.	0.117	1.107	1.985	0.558
M.W.	-0.010	-0.071	1.636	-0.043
FUN.P.O.	0.226	1.687	2.046	0.824
FUN.P.W.	0.022	0.144	1.593	0.090

Table 20 presents the correlation coefficients. Table 21 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Imitation Test in grade eleven.

As indicated in Table 21, none of the language learning strategies individually is a significant predictor of the results on the Imitation Test in grade eleven. The T-ratios obtained for all the strategies are not significant. On the basis of this finding, the null hypothesis for the relationship between language learning strategies and the Imitation Test in grade eleven is not rejected.

TABLE 20

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND IMITATION TEST -- GRADE ELEVEN

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	I.T.
FOR.P.O.	1.00						
FOR.P.W.	0.67	1.00					
M.O.	0.33	0.42	1.00				
M.W.	0.47	0.49	0.60	1.00			
FUN.P.O.	0.05	0.18	0.36	0.11	1.00		
FUN.P.W.	-0.05	0.01	0.40	-0.08	0.73	1.00	
I.T.	-0.08	-0.02	-0.12	-0.00	0.18	0.02	1.00

TABLE 21

LEARNING STRATEGIES AS PREDICTORS OF RESULTS ON IMITATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
FOR.P.O.	-0.098	-0.570	1.604	-0.355
FOR.P.W.	0.031	0.164	1.500	0.109
M.O.	-0.253	-2.710	3.288	-0.824
M.W.	0.131	1.478	3.384	0.437
FUN.P.O.	0.349	2.751	2.417	1.138
FUN.P.W.	-0.133	-1.068	2.763	-0.387

Hypothesis 2:

There is no significant relationship between language learning strategies and the Aural Grammar Test at grade nine and at grade eleven.

Table 22 presents the correlation coefficients. Table 23 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Aural Grammar Test in grade nine.

TABLE 22

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND AURAL GRAMMAR TEST -- GRADE NINE

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	A.G.T.
FOR.P.O.	1.00						
FOR.P.W.	0.58	1.00					
M.O.	0.33	0.18	1.00				
M.W.	0.46	0.30	0.40	1.00			
FUN.P.O.	-0.41	-0.14	0.12	0.01	1.00		
FUN.P.W.	-0.00	0.17	0.21	0.20	0.61	1.00	
A.G.T.	-0.08	-0.24	-0.18	0.05	-0.00	-0.18	1.00

As indicated in Table 23, none of the language learning strategies individually is a significant predictor of the results on the Aural Grammar Test in grade nine. The T-ratios obtained for all strategies are not significant. On the basis of this finding, the null hypothesis for the

relationship between language learning strategies and the Aural Grammar Test in grade nine is not rejected.

TABLE 23

LEARNING STRATEGIES AS PRECITORS OF RESULTS ON AURAL GRAMMAR TEST -- GRADE NINE

	BETA	B	SDB	T
FOR.P.O.	0.132	0.345	0.736	0.469
FOR.P.W.	-0.279	-0.958	0.782	-1.225
M.O.	-0.227	-1.520	1.386	-1.097
M.W.	0.216	1.132	1.142	0.991
FUN.P.O.	0.182	0.962	1.428	0.673
FUN.P.W.	-0.241	-1.094	1.112	-0.984

Table 24 presents the correlation coefficients. Table 25 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Aural Grammar Test in grade eleven.

The best individual predictor of the Aural Grammar Test for grade eleven is monitoring written. The T-ratio obtained is significant at the .001 level. Functional practice oral and monitoring oral are also significant individual predictors of the Aural Grammar Test at grade eleven. The T-ratios obtained are significant at the .05 level. On the basis of these findings, the null hypothesis for the relationship between monitoring written, functional practice oral, monitoring oral, and the Aural Grammar Test in grade eleven is rejected.

TABLE 24

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND AURAL GRAMMAR TEST -- GRADE ELEVEN

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	A.G.T.
FOR.P.O.	1.00						
FOR.P.W.	0.67	1.00					
M.O.	0.33	0.42	1.00				
M.W.	0.47	0.49	0.60	1.00			
FUN.P.O.	0.05	0.18	0.36	0.11	1.00		
FUN.P.W.	-0.05	0.01	0.40	-0.08	0.73	1.00	
A.G.T.	0.05	0.08	0.13	0.52	0.35	0.07	1.00

TABLE 25

LEARNING STRATEGIES AS PREDICTORS OF RESULTS ON AURAL GRAMMAR TEST -- GRADE ELEVEN

	BETA	B	SDB	T
FOR.P.O.	-0.143	-0.627	0.859	-0.730
FOR.P.W.	-0.146	-0.575	0.803	-0.716
M.O.	-0.451	-3.622	1.761	-2.057*
M.W.	0.882	7.495	1.812	4.137**
FUN.P.O.	0.447	2.647	1.294	2.046*
FUN.P.W.	-0.005	-0.033	1.479	-0.022

D.F. 29

*.05 $\geq$ 2.045
**.001 $\geq$ 3.659

When the monitoring strategy alone is used to predict student achievement on the Aural Grammar Test at grade eleven, it appears that as a group, the monitoring strategy is a significant predictor (D.F. = 2/27; F = 6.621) with monitoring written also being a significant predictor (D.F. = 29; T = 3.547). The other strategies, grouped as formal practice and functional practice, do not appear significant.

Hypothesis 3:

There is no significant relationship between language learning strategies and the Oral Translation Test at grade nine and at grade eleven.

Table 26 presents the correlation coefficients. Table 27 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Oral Translation Test in grade nine.

TABLE 26

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND ORAL TRANSLATION TEST -- GRADE NINE

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	O.T.T.
FOR.P.O.	1.00						
FOR.P.W.	0.58	1.00					
M.O.	0.33	0.18	1.00				
M.W.	0.46	0.30	0.40	1.00			
FUN.P.O.	-0.41	-0.14	0.12	0.01	1.00		
FUN.P.W.	-0.00	0.17	0.21	0.20	0.61	1.00	
O.T.T.	0.11	0.16	0.35	0.33	0.32	0.28	1.00

TABLE 27

LEARNING STRATEGIES AS PREDICTORS OF RESULTS ON ORAL TRANSLATION TEST -- GRADE NINE

	BETA	B	SDB	T
FOR.P.O.	0.013	0.065	1.344	0.049
FOR.P.W.	0.102	0.688	1.428	0.482
M.O.	0.205	2.693	2.531	1.064
M.W.	0.216	2.218	2.086	1.063
FUN.P.O.	0.326	3.364	2.609	1.290
FUN.P.W.	-0.025	-0.224	2.031	-0.110

None of the language learning strategies individually is a significant predictor of the results on the Oral Translation Test in grade nine. The T-ratios obtained for all the strategies are not significant. On the basis of this finding, the null hypothesis for the relationship between language learning strategies and the Oral Translation Test in grade nine is not rejected.

Table 28 presents the correlation coefficients. Table 29 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Oral Translation Test in grade eleven.

TABLE 28

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND ORAL TRANSLATION TEST -- GRADE ELEVEN

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	O.T.T.
FOR.P.O.	1.00						
FOR.P.W.	0.58	1.00					
M.O.	0.33	0.18	1.00				
M.W.	0.46	0.30	0.40	1.00			
FUN.P.O.	-0.41	-0.14	0.12	0.01	1.00		
FUN.P.W.	-0.00	0.17	0.21	0.20	0.61	1.00	
O.T.T.	0.12	0.07	0.11	0.43	0.29	0.10	1.00

TABLE 29

LEARNING STRATEGIES AS PREDICTORS OF RESULTS ON ORAL TRANSLATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
FOR.P.O.	0.030	0.180	1.402	0.128
FOR.P.W.	-0.186	-1.008	1.311	-0.769
M.O.	-0.414	-4.585	2.874	-1.595
M.W.	0.731	8.555	2.957	2.893*
FUN.P.O.	0.301	2.457	2.112	1.163
FUN.P.W.	0.113	0.946	2.415	0.392

D.F. 29 *.01 $\geq$ 2.756

The best individual predictor of the Oral Translation Test for grade eleven is monitoring written. The T-ratio obtained is significant at the .01 level. On the basis of this finding, the null hypothesis for the relationship between monitoring written and the Oral Translation Test in grade eleven is rejected.

When the monitoring strategy alone is used to predict student achievement on the Oral Translation Test at grade eleven, it appears that as a group, the monitoring strategy is a significant predictor (D.F. = 2/27; F = 3.801) with monitoring written also being a significant predictor (D.F. = 29; T = 2.681). The other strategies, grouped as formal practice and functional practice, do not appear significant.

Hypothesis 4:

There is no significant relationship between language learning stategies and the Written Translation Test at grade nine and at grade eleven.

Table 30 presents the correlation coefficients. Table 31 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Written Translation Test in grade nine.

As indicated in Table 31, none of the language learning strategies individually is a significant predictor of the results on the Written Translation Test in grade nine. The T-ratios obtained for all the strategies are not significant. On the basis of this finding, the null hypothesis for the relationship between language learning strategies and the Written Translation Test in grade nine is not rejected.

TABLE 30

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND WRITTEN TRANSLATION TEST -- GRADE NINE

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	W.T.T.
FOR.P.O.	1.00						
FOR.P.W.	0.58	1.00					
M.O.	0.33	0.18	1.00				
M.W.	0.46	0.30	0.40	1.00			
FUN.P.O.	-0.41	-0.14	0.12	0.01	1.00		
FUN.P.W.	-0.00	0.17	0.21	0.20	0.61	1.00	
W.T.T.	0.12	0.07	0.34	0.42	0.39	0.31	1.00

TABLE 31

LEARNING STRATEGIES AS PREDICTORS OF RESULTS ON WRITTEN TRANSLATION TEST -- GRADE NINE

	BETA	B	SDB	T
FOR.P.O.	0.156	0.955	1.507	0.634
FOR.P.W.	-0.069	-0.553	1.601	-0.345
M.O.	0.126	1.972	2.837	0.695
M.W.	0.315	3.873	2.338	1.656
FUN.P.O.	0.448	5.536	2.924	1.893
FUN.P.W.	-0.035	-0.375	2.276	-0.165

When the monitoring strategy alone is used to predict student achievement on the Written Translation Test at grade nine, it appears that as a group, the monitoring strategy is a significant predictor (D.F. = 2/30; F = 3.909). The other strategies, grouped as formal practice and functional practice, do not appear significant.

Table 32 presents the correlation coefficients. Table 33 presents the results of the regression analysis which was used to determine which language learning strategies were the best individual predictors of student achievement on the Written Translation Test in grade eleven.

TABLE 32

CORRELATION COEFFICIENTS BETWEEN STRATEGIES AND WRITTEN TRANSLATION TEST -- GRADE ELEVEN

	FOR.P.O.	FOR.P.W.	M.O.	M.W.	FUN.P.O.	FUN.P.W.	W.T.T.
FOR.P.O.	1.00						
FOR.P.W.	0.58	1.00					
M.O.	0.33	0.18	1.00				
M.W.	0.46	0.30	0.40	1.00			
FUN.P.O.	-0.41	-0.14	0.12	0.01	1.00		
FUN.P.W.	-0.00	0.17	0.21	0.20	0.61	1.00	
W.T.T.	-0.05	-0.05	0.11	0.41	0.31	0.24	1.00

TABLE 33

LEARNING STRATEGIES AS PREDICTORS OF RESULTS ON WRITTEN TRANSLATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
FOR.P.O.	-0.175	-0.911	1.092	-0.834
FOR.P.W.	-0.183	-0.855	1.022	-0.837
M.O.	-0.523	-4.997	2.239	-2.232*
M.W.	0.918	9.274	2.304	4.025**
FUN.P.O.	0.112	0.791	1.646	0.480
FUN.P.W.	0.438	3.155	1.881	1.677

D.F. 29

*.05 $\geq$ 2.045
**.001 $\geq$ 3.659

The best individual predictor of the Written Translation Test for grade eleven is monitoring written. The T-ratio obtained is significant at the .001 level. Monitoring oral is also a significant individual predictor of the Written Translation Test at grade eleven. The T-ratio obtained is significant at the .05 level. On the basis of these findings, the null hypothesis for the relationship between monitoring written, monitoring oral and the Written Translation Test in grade eleven is rejected.

Hypothesis 5:

There is no significant relationship between affective classroom variables and criterion measures of achievement at grade nine and at grade eleven.

Table 34 presents the correlation coefficients. Tables 35:a, 35:b, 35:c, and 35:d present the results of the regression analysis which was used to determine which of the student's classroom environment variables were the best individual predictors of student achievement on the four criterion measures in grade nine. All the factors were extracted from the Strategies, Personality and Environment Questionnaire, Part II, Section G (See APPENDIX A).

TABLE 34

CORRELATION COEFFICIENTS BETWEEN CLASSROOM ENVIRONMENT VARIABLES AND CRITERION MEASURES -- GRADE NINE

Classroom Environment	I.T.	A.G.T.	O.T.T.	W.T.T.
Student perception of classroom informality (C.I.)	0.26	-0.44	-0.02	-0.23
Student reaction to teacher's use of L_2 (L_2)	0.19	0.09	0.21	0.08
Student perception of positive rapport with teacher (R.T.)	0.07	0.09	0.26	0.21
Student perception of positive rapport with other students (R.S.)	0.10	-0.08	0.25	0.09
Student learning through oral medium (O.M.)	0.32	0.26	0.28	0.23
Student learning through written medium (W.M.)	-0.10	-0.28	0.21	0.25

TABLE 35:a

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON IMITATION TEST -- GRADE NINE

	BETA	B	SDB	T
C.I.	0.378	6.649	3.158	2.106*
L_2	0.137	2.019	3.151	0.641
R.T.	0.150	2.198	2.793	0.787
R.S.	-0.296	-8.170	6.872	-1.189
O.M.	0.511	8.505	4.455	1.909
W.M.	0.070	0.985	3.402	0.290

D.F. 32 *.05 $\geq$ 2.036

The best individual predictor of the Imitation Test for grade nine is the student's perception of classroom informality. The T-ratio obtained is significant at the .05 level. While not significant, student learning through oral medium is approaching significance. On the basis of this finding, the null hypothesis for the relationship between student perception of classroom informality and the Imitation Test in grade nine is rejected.

TABLE 35:b

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON AURAL GRAMMAR TEST -- GRADE NINE

	BETA	B	SDB	T
C.I.	-0.360	-4.488	2.196	-2.043*
L_2	0.086	0.903	2.192	0.412
R.T.	0.240	2.488	1.943	1.280
R.S.	-0.205	-4.008	4.780	-0.838
O.M.	0.190	2.242	3.098	0.724
W.M.	-0.124	-1.233	2.366	-0.521

D.F. 32 *.05 $\geq$ 2.036

The best individual predictor of the Aural Grammar Test for grade nine is the student's perception of classroom informality. The negative T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the relationship between student perception of classroom informality and the Aural Grammar Test in grade nine is rejected.

TABLE 35:c

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON ORAL TRANSLATION TEST -- GRADE NINE

	BETA	B	SDB	T
C.I.	-0.015	-0.362	4.236	-0.085
L_2	-0.078	-1.585	4.227	-0.375
R.T.	0.257	5.211	3.746	1.391
R.S.	-0.186	-7.123	9.218	-0.773
O.M.	0.678	15.631	5.975	2.616*
W.M.	0.540	10.489	4.563	2.299*

D.F. 32 *.05 $\geq$ 2.036

The best individual predictor of the Oral Translation Test for grade nine is the student learning modality preference. The T-ratios obtained are significant at the .05 level. On the basis of these findings, the null hypothesis for the relationship between student learning through oral medium, student learning through written medium, and the Oral Translation Test in grade nine is rejected.

TABLE 35:d

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON WRITTEN TRANSLATION TEST -- GRADE NINE

	BETA	B	SDB	T
C.I.	-0.243	-7.079	4.554	-1.554
L_2	-0.219	-5.367	4.545	-1.181
R.T.	0.259	6.281	4.028	1.559
R.S.	-0.335	-15.371	9.912	-1.551
O.M.	0.814	22.457	6.425	3.495*
W.M.	0.761	17.690	4.906	3.605*
	D.F. 32			*.01 $\geq$ 2.740

The best individual predictor of the Written Translation Test for grade nine is the student learning modality preference. The T-ratios obtained are significant at the .01 level. On the basis of these findings, the null hypothesis for the relationship between student learning through oral medium, student learning through written medium, and the Written Translation Test in grade nine is rejected.

Table 36 presents the correlation coefficients. Tables 37:a, 37:b, 37:c, and 37:d present the results of the regression analysis which was used to determine which of the student's classroom environment variables were the best individual predictors of student achievement on the four criterion measures in grade eleven. All the factors were extracted from the Strategies, Personality and Environment Questionnaire, Part II, Section G (See APPENDIX A).

TABLE 36

CORRELATION COEFFICIENTS BETWEEN CLASSROOM ENVIRONMENT VARIABLES AND CRITERION MEASURES -- GRADE ELEVEN

Classroom Environment	I.T.	A.G.T.	O.T.T.	W.T.T.
Student perception of classroom informality (C.I.)	0.08	-0.04	0.06	0.10
Student reaction to teacher's use of L_2 (L_2)	0.21	0.31	0.21	0.17
Student perception of positive rapport with teacher (R.T.)	0.27	0.13	0.05	0.17
Student perception of positive rapport with other students (R.S.)	-0.09	0.20	-0.19	-0.01
Student learning through oral medium (O.M.)	0.03	-0.14	-0.24	0.14
Student learning through written medium (M.W.)	-0.12	0.17	0.08	0.01

TABLE 37:a

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON IMITATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
C.I.	0.130	2.490	3.721	0.669
L_2	0.265	4.717	3.486	1.353
R.T.	0.351	6.551	3.717	1.762
R.S.	-0.132	-4.549	6.802	-0.669
O.M.	-0.024	-0.679	5.517	-0.123
W.M.	-0.251	-4.729	3.912	-1.209

None of the classroom environment variables individually is a significant predictor of the results on the Imitation Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between classroom environment variables and the Imitation Test in grade eleven is not rejected.

TABLE 37:b

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS
AURAL GRAMMAR TEST -- GRADE ELEVEN

	BETA	B	SDB	T
C.I.	0.023	0.336	2.892	0.116
L_2	0.257	3.442	2.709	1.271
R.T.	0.089	1.255	2.889	0.434
R.S.	0.133	3.438	5.286	0.650
O.M.	-0.125	-2.614	4.287	-0.610
W.M.	0.060	0.848	3.040	0.279

None of the classroom environment variables individually is a significant predictor of the results on the Aural Grammar Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between classroom environment variables and the Aural Grammar Test in grade eleven is not rejected.

TABLE 37:c

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON ORAL TRANSLATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
C.I.	0.073	1.446	3.929	0.368
L_2	0.281	5.191	3.680	1.411
R.T.	0.039	0.760	3.924	0.194
R.S.	-0.242	-8.609	7.181	-1.199
O.M.	-0.237	-6.843	5.824	-1.175
W.M.	-0.009	-0.175	4.130	-0.042

None of the classroom environment variables individually is a significant predictor of the results on the Oral Translation Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between the classroom environment variables and the Oral Translation Test in grade eleven is not rejected.

TABLE 37:d

CLASSROOM ENVIRONMENT VARIABLES AS PREDICTORS OF RESULTS ON WRITTEN TRANSLATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
C.I.	0.116	1.991	3.534	0.563
L_2	0.186	2.969	3.311	0.897
R.T.	0.199	3.330	3.530	0.943
R.S.	-0.059	-1.821	6.460	-0.282
O.M.	0.131	3.267	5.239	0.624
W.M.	-0.034	-0.573	3.715	-0.154

None of the classroom environment variables individually is a significant predictor of the results on the Written Translation Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between the classroom environment variables and the Written Translation Test in grade eleven is not rejected.

Table 38 presents the correlation coefficients. Table 39:a, 39:b, 39:c, and 39:d present the results of the regression analysis which was used to determine which of the student's classroom personality variables were the best individual predictors of student achievement on the four criterion measures in grade nine. All the factors were extracted from the Strategies, Personality and Environment Questionnaire, Part II, Section H (See APPENDIX A).

TABLE 38

CORRELATION COEFFICIENTS BETWEEN CLASSROOM PERSONALITY VARIABLES AND CRITERION MEASURES -- GRADE NINE

Classroom Personality	I.T.	A.G.T.	O.T.T.	W.T.T.
Student certainty in hand-raising (H-R)	0.45	0.22	0.46	0.41
Student positive reaction to being called upon without hand-raising (NO H-R)	0.31	0.33	0.54	0.54
Student positive attitude towards teacher correction of oral French (T.C.)	0.05	-0.12	0.01	-0.04
Student positive attitude to speaking French in class (S.F.)	0.30	0.20	0.32	0.32

TABLE 39:a

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON IMITATION TEST -- GRADE NINE

	BETA	B	SDB	T
H-R	0.419	6.513	3.249	2.005
NO H-R	0.026	0.430	3.926	0.109
T.C.	-0.269	-4.425	3.366	-1.315
S.F.	0.238	4.467	4.398	1.016

None of the classroom personality variables individually is a significant predictor of the results on the Imitation Test in grade nine. The T-ratios obtained for all the variables are not significant. However, student certainty in hand-raising comes very close to being significant. On the basis of this finding, the null hypothesis for the relationship between the classroom personality variables and the Imitation Test in grade nine is not rejected.

TABLE 39:b

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON AURAL GRAMMAR TEST -- GRADE NINE

	BETA	B	SDB	T
H-R	0.077	0.845	2.350	0.360
NO H-R	0.367	4.260	2.840	1.500
T.C.	-0.428	-4.991	2.435	-2.050*
S.F.	0.181	2.405	3.182	0.756

D.F. 32 *.05 $\geq$ 2.036

The best individual predictor of the Aural Grammar Test for grade nine is the student's positive attitude towards teacher correction of oral French. The negative T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the relationship between student attitude towards teacher correction and the Aural Grammar Test in grade nine is rejected.

TABLE 39:c

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON ORAL TRANSLATION TEST -- GRADE NINE

	BETA	B	SDB	T
H-R	0.257	5.538	3.964	1.397
NO H-R	0.509	11.542	4.790	2.410*
T.C.	-0.393	-8.961	4.107	-2.182*
S.F.	0.095	2.456	5.366	0.458

D.F. 32 *.05 $\geq$ 2.036

The best individual predictors of the Oral Translation Test for grade nine are the student's positive reaction to being called upon without hand-raising and the student's positive attitude towards teacher correction of oral French. The positive and negative T-ratios obtained are significant at the .05 level. On the basis of these findings, the null hypothesis for the relationship between student positive reaction to being called upon without hand-raising, student positive attitude towards teacher correction, and the Oral Translation Test in grade nine is rejected.

TABLE 39:d

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON WRITTEN TRANSLATION TEST -- GRADE NINE

	BETA	B	SDB	T
H-R	0.173	4.452	4.673	0.953
NO H-R	0.562	15.253	5.647	2.701*
T.C.	-0.457	-12.473	4.842	-2.576*
S.F.	0.146	4.539	6.326	0.718

D.F. 32 *.05 $\geq$ 2.036

The best individual predictors of the Written Translation Test for grade nine are the student's positive reaction to being called upon without hand-raising and the student's positive attitude towards teacher correction of oral French. The positive and negative T-ratios obtained are significant at the .05 level. On the basis of these findings, the null hypothesis for the relationship between student positive reaction to being called upon without hand-raising, student positive attitude towards teacher correction, and the Written Translation Test in grade nine is rejected.

Table 40 presents the correlation coefficients. Tables 41:a, 41:b, 41:c, and 41:d present the results of the regression analysis which was used to determine which of the student's classroom personality variables were the best individual predictors of student achievement on the four criterion measures in grade eleven. All the factors were extracted from the Strategies, Personality and Environment Questionnaire, Part II, Section H (See APPENDIX A).

TABLE 40

CORRELATION COEFFICIENTS BETWEEN CLASSROOM PERSONALITY VARIABLES AND CRITERION MEASURES -- GRADE ELEVEN

Classroom Personality	I.T.	A.G.T.	O.T.T.	W.T.T.
Student certainty in hand-raising (H-R)	-0.00	0.13	0.24	0.12
Student positive reaction to being called upon without hand-raising (NO H-R)	0.27	0.48	0.23	0.30
Student positive attitude towards teacher correction of oral French (T.C.)	0.27	0.41	0.49	0.43
Student positive attitude to speaking French in class (S.F.)	0.36	0.47	0.42	0.53

TABLE 41:a

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON IMITATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
H-R	-0.378	-7.153	6.352	-1.126
NO H-R	0.310	6.042	6.235	0.969
T.C.	0.369	7.586	6.334	1.198
S.F.	-0.109	-1.835	5.588	-0.328

None of the classroom personality variables individually is a significant predictor of the results on the Imitation Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between the classroom personality variables and the Imitation Test in grade eleven is not rejected.

TABLE 41:b

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON AURAL GRAMMAR TEST -- GRADE ELEVEN

	BETA	B	SDB	T
H-R	-0.373	-5.314	4.326	-1.228
NO H-R	0.711	10.407	4.247	2.451*
T.C.	-0.086	-1.330	4.314	-0.308
S.F.	0.192	2.424	3.805	0.637

D.F. 29 *.05 $\geq$ 2.045

The best individual predictor of the Aural Grammar Test for grade eleven is the student's positive reaction to being called upon without hand-raising. The T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the relationship between student positive reaction to being called upon without hand-raising and the Aural Grammar Test in grade eleven is rejected.

TABLE 41:c

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON ORAL TRANSLATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
H-R	-0.330	-6.469	5.824	-1.111
NO H-R	0.432	8.719	5.716	1.525
T.C.	0.373	7.941	5.807	1.367
S.F.	0.091	1.585	5.123	0.309

None of the classroom personality variables individually is a significant predictor of the results on the Oral Translation Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between the classroom personality variables and the Oral Translation Test in grade eleven is not rejected.

When the classroom personality variables are grouped to predict student achievement on the Oral Translation Test in grade eleven, it appears that as a group, the variables are significant predictors (D.F. - 4/25; F = 2.779).

TABLE 41:d

CLASSROOM PERSONALITY VARIABLES AS PREDICTORS OF RESULTS ON WRITTEN TRANSLATION TEST -- GRADE ELEVEN

	BETA	B	SDB	T
H-R	-0.252	-4.266	4.895	-0.872
NO H-R	0.412	7.164	4.804	1.491
T.C.	-0.037	-0.677	4.881	-0.139
S.F.	0.485	7.282	4.305	1.691

None of the classroom personality variables individually is a significant predictor of the results on the Written Translation Test in grade eleven. The T-ratios obtained for all the variables are not significant. On the basis of this finding, the null hypothesis for the relationship between the classroom personality variables and the Written Translation Test in grade eleven is not rejected.

When the classroom personality variables are grouped to predict student achievement on the Written Translation Test in grade eleven, it appears that as a group, the variables are significant (D.F. = 4/25; F = 3.270).

Hypothesis 6:

There is no significant difference in the use of language learning strategies between grade nine and grade eleven students.

Table 42 gives the results of the T-test which was used to determine whether there was a significant difference in the use of formal practice oral between grade nine and grade eleven students.

TABLE 42

T-TEST COMPARING FORMAL PRACTICE ORAL BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	10.091	3.761	
Grade 11	8.200	2.999	2.192*
	D.F. 61	*.05 $\geq$ 2.000	

The T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for formal practice oral is rejected, and therefore the grade nine students would make more use of formal practice oral than grade eleven students.

Table 43 gives the results of the T-test which was used to determine whether there was a significant difference in the use of formal practice written between grade nine and grade eleven students.

TABLE 43

T-TEST COMPARING FORMAL PRACTICE WRITTEN BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	11.424	2.862	
Grade 11	8.933	3.342	3.186*
	D.F. 61	*.05 $\geq$ 2.000	

The T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for formal practice written is rejected, and therefore the grade nine students would make more use of formal practice written than grade eleven students.

Table 44 gives the results of the T-test which was used to determine whether there was a significant difference in the use of monitoring oral between grade nine and grade eleven students.

TABLE 44

T-TEST COMPARING MONITORING ORAL BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	6.091	1.466	
Grade 11	5.867	1.634	0.574

D.F. 61

The T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for monitoring oral is not rejected.

Table 45 gives the results of the T-test which was used to determine whether there was a significant difference in the use of monitoring written between grade nine and grade eleven students.

TABLE 45

T-TEST COMPARING MONITORING WRITTEN BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	7.152	1.873	
Grade 11	6.767	1.547	0.884

D.F. 61

The T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for monitoring written is not rejected.

Table 46 gives the results of the T-test which was used to determine whether there was a significant difference in the use of functional practice oral between grade nine and grade eleven students.

TABLE 46

T-TEST COMPARING FUNCTIONAL PRACTICE ORAL BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	5.303	1.862	
Grade 11	5.633	2.220	-0.642

D.F. 61

The negative T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for functional practice oral is not rejected.

Table 47 gives the results of the T-test which was used to determine whether there was a significant difference in the use of functional practice written between grade nine and grade eleven students.

TABLE 47

T-TEST COMPARING FUNCTIONAL PRACTICE WRITTEN BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	5.273	2.169	
Grade 11	5.700	2.168	-0.781

D.F. 61

The negative T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for functional practice written is not rejected.

Hypothesis 7:

There is no significant difference in criterion measures of achievement between grade nine and grade eleven students.

Table 48 gives the results of the T-test which was used to determine whether there was a significant difference between the Imitation Test results at grade nine and at grade eleven.

TABLE 48

T-TEST COMPARING IMITATION TEST RESULTS AT GRADE NINE AND AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Grade 9	54.467	13.783	
Grade 11	67.475	18.051	-3.224*
	D.F. 61	*.05 $\geq$ 2.000	

The negative T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the Imitation Test is rejected.

Table 49 gives the results of the T-test which was used to determine whether there was a significant difference between the Aural Grammar Test results at grade nine and at grade eleven.

TABLE 49

T-TEST COMPARING AURAL GRAMMAR TEST RESULTS AT GRADE NINE AND AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Grade 9	36.865	9.834	
Grade 11	42.914	13.162	-2.078*
	D.F. 61	*.05 $\geq$ 2.000	

The negative T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the Aural Grammar Test is rejected.

Table 50 gives the results of the T-test which was used to determine whether there was a significant difference between the Oral Translation Test results at grade nine and at grade eleven.

TABLE 50

T-TEST COMPARING ORAL TRANSLATION TEST RESULTS AT GRADE NINE AND AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Grade 9	34.239	19.207	
Grade 11	45.109	18.231	-2.298*
	D.F. 61	*.05 $\geq$ 2.000	

The negative T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the Oral Translation Test is rejected.

Table 51 gives the results of the T-test which was used to determine whether there was a difference between the Written Translation Test results at grade nine and at grade eleven.

TABLE 51

T-TEST COMPARING WRITTEN TRANSLATION TEST RESULTS AT GRADE NINE AND AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Grade 9	45.248	23.020	
Grade 11	51.330	15.624	-1.214

D.F. 61

The negative T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for the Written Translation Test is not rejected.

Hypothesis 8:

There is no significant difference in affective classroom variables between grade nine and grade eleven students.

Table 52 gives the results of the T-test which was used to determine whether there was a significant difference in classroom environment between grade nine and grade eleven students.

TABLE 52

T-TEST COMPARING CLASSROOM ENVIRONMENT BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	11.485	2.647	
Grade 11	12.000	2.181	-0.838

D.F. 61

The negative T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for classroom environment is not rejected.

Table 53 gives the results of the T-test which was used to determine whether there was a significant difference in classroom personality between grade nine and grade eleven students.

TABLE 53

T-TEST COMPARING CLASSROOM PERSONALITY BETWEEN GRADE NINE AND GRADE ELEVEN STUDENTS

	Mean	S.D.	T-Ratio
Grade 9	7.545	2.670	
Grade 11	7.467	3.170	0.107

D.F. 61

The T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for classroom personality is not rejected.

Hypothesis 9:

There is no significant difference between the modalities of language learning strategies at grade nine and at grade eleven.

Table 54 gives the results of the T-test which was used to determine whether there was a significant difference between the oral and written modalities of the formal practice strategy in grade nine.

TABLE 54

T-TEST COMPARING MODALITIES OF THE FORMAL PRACTICE STRATEGY AT GRADE NINE

	Mean	S.D.	T-Ratio
Oral	10.091	3.761	
Written	11.424	2.862	-2.448*
	D.F. 32	*.05 $\geq$ 2.036	

The negative T-ratio obtained is significant at the .05 level. On the basis of this finding, the null hypothesis for the formal practice strategy is rejected.

Table 55 gives the results of the T-test which was used to determine whether there was a significant difference between the oral and written modalities of the monitoring strategy in grade nine.

TABLE 55

T-TEST COMPARING MODALITIES OF THE MONITORING STRATEGY AT GRADE NINE

	Mean	S.D.	T-Ratio
Oral	6.091	1.466	
Written	7.152	1.873	-3.288*
	D.F. 32	*.01 $\geq$ 2.740	

The negative T-ratio obtained is highly significant at the .01 level. On the basis of this finding, the null hypothesis for the monitoring strategy is rejected.

Table 56 gives the results of the T-test which was used to determine whether there was a significant difference between the oral and written modalities of the functional practice strategy in grade nine.

TABLE 56

T-TEST COMPARING MODALITIES OF THE FUNCTIONAL PRACTICE STRATEGY AT GRADE NINE

	Mean	S.D.	T-Ratio
Oral	5.303	1.862	
Written	5.273	2.169	0.096
	D.F. 32		

The T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for the functional practice strategy is not rejected.

Table 57 gives the results of the T-test which was used to determine whether there is a significant difference between the oral and written modalities of the formal practice strategy in grade eleven.

TABLE 57

T-TEST COMPARING MODALITIES OF THE FORMAL PRACTICE STRATEGY AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Oral	8.200	2.999	
Written	8.933	3.412	-1.546

D.F. 29

The negative T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for the formal practice strategy is not rejected.

Table 58 gives the results of the T-test which was used to determine whether there is a significant difference between the oral and written modalities of the monitoring strategy in grade eleven.

TABLE 58

T-TEST COMPARING MODALITIES OF THE MONITORING STRATEGY AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Oral	5.867	1.634	
Written	6.767	1.547	-3.465*
	D.F. 29	*.01 $\geq$ 2.756	

The negative T-ratio obtained is highly significant at the .01 level. On the basis of this finding, the null hypothesis for the monitoring strategy is rejected.

Table 59 gives the results of the T-test which was used to determine whether there was a significant difference between the oral and written modalities of the functional practice strategy in grade eleven.

TABLE 59

T-TEST COMPARING MODALITIES OF THE FUNCTIONAL PRACTICE STRATEGY AT GRADE ELEVEN

	Mean	S.D.	T-Ratio
Oral	5.633	2.220	
Written	5.700	2.168	-0.226
	D.F. 29		

The negative T-ratio obtained is not significant. On the basis of this finding, the null hypothesis for the functional practice strategy is not rejected.

Chapter 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was threefold. The first objective was to obtain information on the types of language learning strategies employed by L_2 learners and to determine their relationship to criterion measures of achievement. The second purpose of the investigation was to obtain information on the affective classroom variables of L_2 students and to determine their relationship to criterion measures of achievement. The third objective of the study was to obtain empirical data related to the use of language learning strategies, modalities, affective classroom variables, and criterion measures of achievement and to determine their difference between two grade levels.

The three main questions for study were:

1. What relationship exists between language learning strategies and criterion measures of achievement at the ninth and eleventh grade?

2. What relationship exists between affective classroom variables and criterion measures of achievement at the ninth and eleventh grade?

3. What difference exists in the use of language learning strategies, modalities, affective classroom variables and criterion measures of achievement between grade nine and grade eleven?

The nine hypotheses, which focused on these three main areas of investigation, were grouped for purposes of summarizing and reviewing findings.

Hypotheses One Through Four

The first area of investigation involved the relationship of language learning strategies to criterion measures of achievement at grades nine and

eleven. These were examined under hypotheses one through four. The strategies were related individually to each of the four criterion measures.

Hypothesis Five

The second question for study involved the relationship of affective classroom variables to criterion measures of achievement at grades nine and eleven. Every factor comprising the two variables was related individually to each of the four criterion measures.

Hypotheses Six Through Nine

The remaining hypotheses focused on the third main question of the study, which was the difference in the use of strategies, modalities, affective classroom variables, and criterion measures between grades.

This chapter summarizes the findings related to the hypotheses, followed by a summary of the descriptive analysis of the data. Conclusions and implications for classroom practice and further research end the chapter.

SUMMARY

Results were obtained for 33 grade nine students and 30 grade eleven students. The data was collected from three schools which are located in a suburban middle class socio-economic area. Scores were calculated for each student on five items: Strategies, Personality and Environment Questionnaire, Imitation Test, Aural Grammar Test, Oral Translation Test, and Written Translation Test (See APPENDIX A-D).

A multiple regression analysis was performed on null hypotheses one through five to determine the relationship of language learning strategies, affective classroom variables and criterion measures of achievement at grades nine and eleven. A T-test was performed on null hypotheses six

through nine to compare the scores obtained from the questionnaire and the four tests between grades nine and eleven.

SUMMARY OF FINDINGS RELATED TO HYPOTHESES

1. There were no significant language learning strategies as predictors of results on the four criterion measures of achievement in grade nine.

2. There were no significant language learning strategies as predictors of the Imitation Test results in grade eleven.

3. Functional practice oral, monitoring oral and written were significant predictors of the Aural Grammar Test results in grade eleven.

4. Monitoring written was a significant predictor of the Oral Translation Test results in grade eleven.

5. Monitoring oral and written were significant predictors of the Written Translation Test results in grade eleven.

6. Student perception of classroom informality was a significant predictor of the results on the Imitation Test and on the Aural Grammar Test in grade nine.

7. Oral and written modalities were significant predictors of the results on the Oral Translation Test and on the Written Translation Test in grade nine.

8. There were no significant classroom environment variables as predictors of results on the four criterion measures of achievement in grade eleven.

9. There were no significant classroom personality variables as predictors of the Imitation Test results in both grades nine and eleven.

10. Student positive attitude towards teacher correction of oral French was a significant predictor of the Aural Grammar Test results in grade nine.

11. Student positive reaction to being called upon without hand-raising was a significant predictor of the Aural Grammar Test results in grade eleven.

12. Student positive reaction to being called upon without hand-raising and student positive attitude towards teacher correction of oral French were significant predictors of the results on the Oral Translation Test and on the Written Translation Test in grade nine.

13. There were no significant classroom personality variables as predictors of results on the Oral Translation Test and on the Written Translation Test in grade eleven.

14. There was a significant difference in formal practice, oral and written between grades nine and eleven, with the grade nine students having a higher mean than the grade eleven students.

15. There was no significant difference in monitoring, oral and written and functional practice, oral and written between grades nine and eleven.

16. There was a significant difference in the Imitation Test, the Aural Grammar Test, and the Oral Translation Test between grades nine and eleven, with the grade eleven students having a higher mean than the grade nine students.

17. There was no significant difference in the Written Translation Test between grades nine and eleven.

18. There was no significant difference in the affective classroom variables between grades nine and eleven.

19. There was a significant difference between the oral and written modalities of the formal practice strategy in grade nine, with the written modality having a higher mean than the oral modality.

20. There was no significant difference between the oral and written modalities of the formal practice strategy in grade eleven.

21. There was a significant difference between the oral and written modalities of the monitoring strategy in both grades nine and eleven, with the written modality having a higher mean than the oral modality.

22. There was no significant difference in the oral and written modalities of the functional practice strategy in both grades nine and eleven.

SUMMARY OF DESCRIPTIVE STATISTICS

Not considering significance levels, the following summary is offered for consideration:

1. Mean scores in formal practice, oral and written and monitoring, oral and written were higher in grade nine than in grade eleven, while mean scores in functional practice, oral and written were higher in grade eleven (cf., 131, #14 and 15).

2. Mean scores in classroom environment were higher in grade eleven than in grade nine, while mean scores in classroom personality were higher in grade nine (cf., 131, #18).

3. Mean scores in the four criterion measures of achievement were higher in grade eleven than in grade nine (cf., 131, #16 and 17).

4. In the Aural Grammar Test, mean scores of two of the categories, pronoun and correct, were higher in grade eleven than in grade nine, while mean scores of the remaining two categories, adjective and verb, were higher in grade nine.

5. In the Aural Grammar Test, mean scores for the certainty average for each category were higher in grade eleven than in grade nine.

6. In the Oral Translation Test, mean scores for the number correct for all of the grammatical elements, adjective, possessive, pronoun, preposition and verbs, were higher in grade eleven than in grade nine.

7. In the Written Translation Test, mean scores for the number correct for the grammatical elements, adjective, pronoun, preposition and verbs, were higher in grade eleven than in grade nine, while the mean scores for the number correct for the grammatical element, possessive, was higher in grade nine.

CONCLUSIONS

Bearing in mind the danger of generalizing findings on the basis of a single study, the following conclusions are offered for consideration:

1. Strategy Use

The use of the language learning strategies had positive effects on achievement in certain kinds of tests. These various learning strategies have specialized effects. Two consequences resulting from this specialization are that time spent on some of the strategies is more profitable than time spent on some of the others and that the language task involved determines which of the learning strategies would be most beneficial.

The strategy most responsible for achievement was monitoring. The results showed that monitoring was related to higher achievement on most of the tests examined, especially in grade eleven. According to Krashen (1977), monitoring may occur under two conditions - a requirement for attention to form and sufficient operating time. In examining the four criterion measures in terms of these criteria, the Oral and Written Translation Tests meet both conditions of form and time, the Aural Grammar Test requires attention to form, and the Imitation Test meets neither requirement. Significant effects of monitoring were obtained for the Oral Translation Test in grade eleven and the Written Translation Test in grade nine, while results not quite reaching significance were found for the Written Translation Test in grade eleven and the Oral Translation Test in

grade nine. A large effect was expected as both criteria are met by these tests. Significant results of monitoring were obtained for the Aural Grammar Test in grade eleven suggesting an importance for attention to form. As predicted, the Imitation Test was not affected by monitoring in the results for both grades.

These findings are not in accord with those stated by Bialystok (1979) wherein functional practice was the strategy most responsible for achievement, with monitoring exhibiting a positive effect, especially in grade twelve.

2. Affective Classroom Variables

In conjunction with other studies in the area of attitude by Gardner and Lambert (1972) and Gardner and Smythe (1975), it was confirmed by this research that several affective classroom variables were in many instances valuable predictors of success in second language learning. However, the results may add several qualifications to this general trend of results. It appears that the importance of certain affective classroom variables changes with the stages of language learning.

In grade nine, student perception of classroom informality was a significant predictor of the results on the Imitation Test, while a negative T-ratio for the same variable was a significant predictor of the results on the Aural Grammar Test. This finding may be interpreted to mean that more classroom informality produces lower achievement scores on the Aural Grammar Test. This test, which was designed to measure "the ability of second language learners to refer to specific rule formation for the purpose of formally evaluating the language" (Bialystok and Fröhlich, 1978a: 29), may aid classroom formality to produce high achievers. The grammatical items must be formally taught, so that the students may refer to these specific rule formations when responding to the questions of the tests.

Student learning modality preference (student learning through oral and written medium) was a significant predictor of the results on the Oral and Written Translation Tests in grade nine. None of the classroom environment variables individually is a significant predictor of the results on the four criterion measures of achievement in grade eleven. The idea that attitude may be more crucial at the beginning stages of language learning is substantiated by the difference in the results of the regression analyses of the classroom environment variables stated.

In grade nine, student positive attitude towards teacher correction of oral French was a significant negative predictor of the results on the Aural Grammar Test and on the Oral and Written Translation Tests. Moreover, student positive reaction to being called upon without hand-raising was also a significant predictor of the results on the Oral and Written Translation Tests. The finding of the negative T-ratios for student positive attitude towards teacher correction of oral French may be interpreted to mean that a student who attains low grades realizes that he needs correction and, therefore, has a positive attitude towards teacher correction. The student's perception of need is the important factor, and demonstrates that the student who is aware that he needs correction most will be the weaker student. The finding of the T-ratio for student positive reaction to being called upon without hand-raising may depict the better student who doesn't mind being called upon to respond to questions.

Student positive reaction to being called upon without hand-raising was a significant predictor of the results on the Aural Grammar Test in grade eleven. Since attitude, again, appears to be more crucial early in language learning, it is suggested that methods of fostering students' positive attitude towards their L_2 learning situation at the earliest

possible time be encouraged, otherwise the possibility of students dropping out becomes very real.

3. Explicit and Implicit Linguistic Knowledge

Comparing language learning strategies showed formal practice, with a significant T-ratio, and monitoring to be higher in grade nine, while functional practice was higher in grade eleven. Although not all the results are significant, there appears to have been a trend established and then reversed for functional practice. This result seems to explain the relationship between Explicit and Implicit Linguistic Knowledge and language output (Bialystok, 1978) and the learning-acquisition distinction (Krashen, 1979). Up to and including grade nine, formal rules are being learned and the subject of greatest concern is the language code itself. These rules are "learned" and remain in some conscious form in Explicit Linguistic Knowledge. These conscious facts may include grammar rules, vocabulary items, and so on. As monitoring is primarily a formal production strategy, it operates by bringing information from the Explicit Linguistic Knowledge to the language task to examine or correct the response. As the L_2 student continues in his studies, he wishes to automatise and transfer this stored information to Implicit Linguistic Knowledge for the purpose of communication. The language will be "acquired" by internalizing it through communicative exposure.

These results indicate as well that the type of strategy is more important than the modality in which these strategies are used. This finding is in keeping with Bialystok's (1979) finding with grades ten and twelve.

4. Criterion Measures of Achievement

The results of the four criterion measures are higher in grade eleven, with a significant difference on all tests except the Written Translation

Test. The grade eleven students generally outperform the grade nine students because of their practice and competence, however in some areas of the Translation Tests the grade nine students did as well or better than the grade eleven students. The grade nine students, greatly concerned with the language code itself, may have recently learned the grammatical rules and forms tested. In grade eleven, many of these formal rules are briefly reviewed and considered having been learned. These results show, that simple rules which are seen considerably and should have been learned, are not necessarily remembered. The grade eleven students, therefore, did not always significantly outperform the grade nine students, in fact, they have much room for improvement.

5. Strategies and Modality

The relationship between the monitoring strategy and the modalities in grades nine and eleven showed a significant difference, with monitoring written engaged in more often than monitoring oral. The relationship between the functional practice strategy and the modalities in grades nine and eleven was similar, with both modalities being equally used. The relationship between the formal practice strategy and the modalities in grades nine and eleven exhibited a difference. In grade nine, a significant difference in the modalities was found, with formal practice written engaged in more often than formal practice oral.

IMPLICATIONS FOR THE CLASSROOM

The following implications appear warranted on the basis of the present investigation:

1. The language learning strategies are modifiable variables and, by definition, trainable. Therefore, any L_2 learner can be expected to improve

his language proficiency by increasing his use of these strategies. Classroom time devoted to the teaching of these learning strategies may be well spent in that it equips the L_2 learner with a means of increasing his competence irrespective of his language learning ability.

2. Classroom teachers should begin to consider their students progress in an analytic or diagnostic manner. Taking note of individual differences involves being sensitive to the possible range of differences among individual students and to their casual relationships, and knowing the concepts with which to analyze learning. The teacher needs the knowledge of what to look for in trying to help the good learner reach his objective and the problem student overcome his difficulities. Periodical brief exchanges with students about different ways of learning would change classroom language learning from a fairly mechanical routine into a more deliberate and cooperative undertaking.

3. Classroom teachers, particularly in the high school, cannot assume that simple vocabulary or grammatical rules presented in the earlier grades have been learned. Due to the semester system, school holidays, and the student's memory, many items are taken forgranted by teachers as previously-learned material. Teachers should be on guard for items that the students may see a great deal of in their texts or readers, but have not been committed to memory.

IMPLICATIONS FOR FURTHER RESEARCH

The following suggestions for further research are provided in view of the results of the present study:

1. This study could be replicated on other populations such as adults learning French under similar circumstances, students learning French in

other settings, such as immersion, learners acquiring L_2 in natural settings, or French-speaking subjects learning their own native language.

2. A great deal more about language learning may be discovered by consulting learners directly in a carefully constructed interview than by tests or quesionnaires. In an interview, learners are able to contribute useful information about their goals in L_2 learning, classroom activities, learning techniques, and teacher-student interaction.

3. In order to gain additional information about the students, a teacher questionnaire inquiry would be useful. The teacher might be asked to offer any comments or information regarding learning processes, general characteristics of the students and their learning difficulties.

4. One omission of the present study, necessitated by the limitation of possible instruments, was the absence of any language aptitude tests. These types of tests would help to investigate the relationship of aptitude, the strategies, and other processes employed by language learners.

5. As the Monitor Model predicts that performers will vary with respect to the degree to which conscious monitoring is used, an investigation into these individual differences may prove to be most valuable. Language teachers and researchers would gain a better picture of Monitor optimal users, over-users, and under-users, and add to their understanding of L_2 learners.

6. There is a need to study the relationship between types of errors and types of language learning strategies. In this sample, grade nine students used omission more than the grade eleven students, while grade eleven students used substitution more than the grade nine students. These findings may assist language teachers in the teaching of these strategies to improve competence.

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APPENDIX A

STRATEGIES, PERSONALITY AND ENVIRONMENT QUESTIONNAIRE

PLEASE PRINT OR WRITE CLEARLY:

Name _____ Male _____ Female _____

School _____ Grade _____

_____

_____

PART I - STRATEGIES QUESTIONNAIRE

DIRECTIONS:

Following are some statements about language learning strategies. Each statement contains a set of alternative answers which form a continuum. Please answer honestly and frankly how you feel about each statement. Neither your teacher nor anyone else at your school will ever see your answers.

When you finish, sit quietly or study until all students have completed the questionnaire. There should be no talking.

Please indicate your choices by circling the number that corresponds to your response: 3 - strongly agree; 2 - agree; 1 - disagree; 0 - strongly disagree.

A. 1.	When I listen to the French radio, I am mainly interested in learning grammatical structures.	3	2	1	0
2.	When I watch French television, I am mainly interested in learning grammatical structures.	3	2	1	0
3.	When I listen to people speaking French, I am mainly interested in learning grammatical structures.	3	2	1	0
4.	When I listen to the French radio, I am mainly interested in improving my French pronounciation.	3	2	1	0
5.	When I watch French television or French movies, I am mainly interested in improving my French pronunciation.	3	2	1	0
6.	When I listen to people speaking French, I am mainly interested in improving my French pronunciation.	3	2	1	0

B.	1. When I read French newspapers, magazines or books, I am mainly interested in learning new vocabulary.	3	2	1	0
	2. When I read French labels on packages or grocery items, I am mainly interested in learning new vocabulary.	3	2	1	0
	3. When I read French brochures or pamphlets, I am mainly interested in learning new vocabulary.	3	2	1	0
	4. When I read French newspapers, magazines or books, I am mainly interested in learning grammatical structures.	3	2	1	0
	5. When I read French labels on packages or grocery items, I am mainly interested in learning grammatical structures.	3	2	1	0
	6. When I read French brochures or pamphlets, I am mainly interested in learning grammatical structures.	3	2	1	0
C.	1. When I am speaking French, I plan exactly how I will say something before I say it.	3	2	1	0
	2. When I am speaking French, I avoid using words or structures which I am unsure of.	3	2	1	0
	3. When I am speaking French and make some errors, I correct them while I am speaking.	3	2	1	0
D.	1. When I am writing French, I write only what I know is correct.	3	2	1	0
	2. When I am writing French, I check for spelling or grammar errors and correct them.	3	2	1	0
	3. When written French assignments are returned to me, I rewrite the incorrect parts.	3	2	1	0

	4. When written French assignments are returned to me, I examine the errors and correct them in my mind.	3	2	1	0
E.	1. When I listen to the French radio, I am mainly interested in the content of the programs.	3	2	1	0
	2. When I watch French television or French movies, I am mainly interested in the content of the programs.	3	2	1	0
	3. When I listen to people speaking French, I am mainly interested in the content of the conversations.	3	2	1	0
F.	1. When I read French newspapers, magazines or books, I am mainly interested in the meaning they convey.	3	2	1	0
	2. When I read French labels on packages or grocery items, I am mainly interested in the meaning they convey.	3	2	1	0
	3. When I read French brochures or pamphlets, I am mainly interested in the meaning they convey.	3	2	1	0

PART II - PERSONALITY AND ENVIRONMENT QUESTIONNAIRE

DIRECTIONS:

Following are some statements about your classroom environment and your personality characteristics. Each statement contains a set of alternative answers which form a continuum. Please answer honestly and frankly how you feel about each statement. Neither your teacher nor anyone else at your school will ever see your answers.

Please indicate your choices by circling the number that corresponds to your response: 3 - strongly agree; 2 - agree; 1 - disagree; 0 - strongly disagree.

G.	1. I prefer learning in a French classroom which has a great deal of informality.	3	2	1	0

2.	I prefer learning in a French class which is mainly conducted in French.	3	2	1	0
3.	I get along well with my French teacher.	3	2	1	0
4.	I get along well with the other students in my French class.	3	2	1	0
5.	I prefer to learn French orally.	3	2	1	0
6.	I prefer to learn French through written work.	3	2	1	0
H. 1.	I am willing to raise my hand in French class even if I take the risk of having a wrong answer.	3	2	1	0
2.	I react positively to being called upon to answer a question in French class even if I didn't raise my hand.	3	2	1	0
3.	I do not feel embarrassed when the teacher corrects my spoken French in class.	3	2	1	0
4.	I do not feel embarrassed to speak French in front of the other students in class.	3	2	1	0

STRATEGIES, PERSONALITY AND
ENVIRONMENT QUESTIONNAIRE
SCORE SHEET

Name _____ Grade _____

A. FORMAL PRACTICE - ORAL

1. _____ 2. _____ 3. _____

Grammatical Structures Total: _____

4. _____ 5. _____ 6. _____

Pronunciation Total: _____

TOTAL: _____ / 18

B. FORMAL PRACTICE - WRITTEN

1. _____ 2. _____ 3. _____

Vocabulary Total: _____

4. _____ 5. _____ 6. _____

Grammatical Structures Total: _____

TOTAL: _____ / 18

C. MONITORING - ORAL

1. _____ 2. _____ 3. _____

TOTAL: _____ / 9

D. MONITORING - WRITTEN

1. _____ 2. _____ 3. _____ 4. _____

TOTAL: _____ / 12

E. FUNCTIONAL PRACTICE - ORAL

1. _____ 2. _____ 3. _____

Content Total: _____

TOTAL: _____ / 9

F. FUNCTIONAL PRACTICE - WRITTEN

1. _____ 2. _____ 3. _____

Meaning Total: _____

TOTAL: _____ / 9

G. CLASSROOM ENVIRONMENT

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

TOTAL: _____ / 18

H. CLASSROOM PERSONALITY

1. _____ 2. _____ 3. _____ 4. _____

TOTAL: _____ / 12

APPENDIX B

IMITATION TEST

DIRECTIONS: (on tape)

You are about to hear 10 sentences in French. Each sentence will be said twice. Listen to the sentence carefully and repeat it in its entirety into the microphone at the end of the second reading of the French sentence. Do not hesitate to correct yourself if you feel you have made an error.

Let's try one example. You hear:

MASTER VOICE: Aujourd'hui, nous allons au restaurant.
MASTER VOICE: Aujourd'hui, nous allons au restaurant.
ALLOW DELAY
STUDENT: Aujourd'hui, nous allons au restaurant.

Very good. Let's begin.

MASTER VOICE: Please say your name and grade into the microphone.

1. Tu m'as donné son cahier rouge.
2. Il leur lit une longue histoire avant neuf heures.
3. Pierre le ferme après la classe difficile.
4. Nous avons vendu des stylos pour notre école.
5. Les enfants les regardent près de la maison.
6. Le chien a mangé le chapeau de mon frère.
7. J'ai fini leurs livres hier soir.
8. Ta mère lui demande une grande pomme verte.
9. Ils l'ont trouvé dans le nouveau magasin.
10. Vous avez joué aux cartes avec vos amis.

IMITATION TEST

SCORE SHEET

Name: _____ Grade: _____

_____

_____

Sentences	Units
1. Tu/ m'/as donné/ son cahier rouge.	_____
2. Il/ leur/ lit/ une longue histoire/ avant neuf heures.	_____
3. Pierre/ le/ ferme/ après la classe difficile.	_____
4. Nous/ avons vendu/ des stylos/ pour notre école.	_____
5. Les enfants/ les/ regardent/ près de la maison.	_____
6. Le chien/ a mangé/ le chapeau/ de mon frère.	_____
7. J'/ ai fini/ leurs livres/ hier soir.	_____
8. Ta mère/ lui/ demande/ une grande pomme verte.	_____
9. Ils/ l'/ ont trouvé/ dans le nouveau magasin.	_____
10. Vous/ avez joué/ aux cartes/ avec vos amis.	_____
TOTAL:	_____/ 41

APPENDIX C

AURAL GRAMMAR TEST

DIRECTIONS: (on tape)

You are going to hear some sentences in French and will have to decide if each sentence is correct or if it contains an error. Each sentence will be read twice, and no sentence will contain more than one error. The error will be one of three types. First, it could be an adjective error, that is, the adjective has been placed in the wrong position. In this case, circle the letter "A" for adjective on your answer sheet. Second, the error could be that an object pronoun, such as "le", "la", "les", "lui" or "leur", was placed in the wrong position. For these errors you would circle "P" for pronoun. The third error could be a mistake in forming the verb. These will be marked as "V" for Verb on your answer sheet. Finally, if a sentence has no errors, you would circle "C" for correct.

Once you have selected your answer, you are to indicate how certain you are that it is the right one. If you are sure about your answer, circle "S" for sure. If you have some doubt, or are not quite certain, circle "U" for unsure. If you are guessing or have only a vague idea about the answer, circle "G" for guessing.

Let us do a practice example. Listen to the first sentence and mark your answer beside number 1 on your answer sheet.

Il ne prend pas sa nouvelle voiture,
mais laisse la au garage.

ALLOW DELAY

The error is that the pronoun "la" is in the wrong place. Therefore, you should have circled P for pronoun on your answer sheet, as well as one of the choices indicating your certainty.

You will now hear the rest of the sentences.

AURAL GRAMMAR TEST

SENTENCES - INCORRECT

Practice

example 1. Il ne prend pas sa nouvelle voiture, mais laisse la au garage.

P 2. Ton papa lui a demandé une pomme verte et il a mangé la.

A 3. Je t'ai vu avec ton ami François qui a un brun chien.

A 4. Elle le met dans son grand noir sac avant de prendre l'autobus.

P 5. Vous donnez les à André pour manger près de la maison.

C 6. Les enfants les regardent par la fenêtre après le déjeuner.

V 7. J'ai acheté les bottes que vous m'as montrées dans le magasin.

V 8. Nous nous amusons avec nos amis qui ont venus hier.

C 9. C'est Jacques qui a vu cette annonce dans le journal hier soir.

C 10. Hier quelqu'un nous a raconté l'histoire du petit Indien.

P 11. Il a écrit une longue lettre mais il n'a pas l'envoyée.

V 12. Pendant la récréation les amis nous avons chanté une chanson de Noël.

C 13. Ils les ont elevés puis il les ont mis à côté de la porte.

P 14. Alain lance son ballon à Henri mais il n'attrapele pas.

C 15. Maintenant, je leur montre ses images qui sont dans le grand livre bleu.

P 16. Michel a perdu les dollars que son père a donnés à lui.

A 17. La bouteille de rouge vin que je t'ai donnée hier vient de France.

V 18. Le grand méchant loup a mangé la petite poule blanche de mon frère.

A 19. Le maman de mon ami m'a donné son beau rouge manteau.

A 20. Le professeur gentil leur demande de finir la dictée.

P 21. Elle leur a lu les histoires du prince mais ils n'aime les pas.

C 22. Ce détail que je n'ai pas remarqué est très important.

V 23. Elle a arrêtée chez le dentiste après la dernière classe.

V 24. Nous avons acheté une grosse citrouille que nous a mangée.

A 25. Ce matin ils se sont levés d'heure bonne pour étudier.

AURAL GRAMMAR TEST

ANSWER SHEET

PLEASE PRINT OR WRITE CLEARLY:

Name _____ Male _____ Female _____

School _____ Grade _____

_____

_____

DIRECTIONS:

Please indicate your choices by circling the type of error and how certain you are that it is the right one.

ERRORS:

"A" - adjective error; adjective placed in wrong position

"P" - pronoun error; object pronoun, such as "le", "la", "les", "lui" or "leur", placed in wrong position

"V" - verb error; mistake in forming the verb

"C" - correct; sentence has no errors

CERTAINTY:

"S" - sure

"U" - unsure, have some doubt, not quite certain

"G" - guessing, vague idea

Practice Example:

1.	(a)	A	P	V	C	(b)	S	U	G
2.	(a)	A	P	V	C	(b)	S	U	G
3.	(a)	A	P	V	C	(b)	S	U	G
4.	(a)	A	P	V	C	(b)	S	U	G
5.	(a)	A	P	V	C	(b)	S	U	G
6.	(a)	A	P	V	C	(b)	S	U	G

7.	(a)	A	P	V	C	(b)	S	U	G
8.	(a)	A	P	V	C	(b)	S	U	G
9.	(a)	A	P	V	C	(b)	S	U	G
10.	(a)	A	P	V	C	(b)	S	U	G
11.	(a)	A	P	V	C	(b)	S	U	G
12.	(a)	A	P	V	C	(b)	S	U	G
13.	(a)	A	P	V	C	(b)	S	U	G
14.	(a)	A	P	V	C	(b)	S	U	G
15.	(a)	A	P	V	C	(b)	S	U	G
16.	(a)	A	P	V	C	(b)	S	U	G
17.	(a)	A	P	V	C	(b)	S	U	G
18.	(a)	A	P	V	C	(b)	S	U	G
19.	(a)	A	P	V	C	(b)	S	U	G
20.	(a)	A	P	V	C	(b)	S	U	G
21.	(a)	A	P	V	C	(b)	S	U	G
22.	(a)	A	P	V	C	(b)	S	U	G
23.	(a)	A	P	V	C	(b)	S	U	G
24.	(a)	A	P	V	C	(b)	S	U	G
25.	(a)	A	P	V	C	(b)	S	U	G

AURAL GRAMMAR TEST

SCORE SHEET

Name _____ Grade _____

(a) Individual Errors

"A" - _____

"P" - _____

"V" - _____

"C" - _____

TOTAL: _____/24

(b) Certainty Choices

Certainty Scores

Error Types	"S"	"U"	"G"
"A"			
"P"			
"V"			
"C"			

APPENDIX D

TRANSLATION TEST

ORAL

DIRECTIONS: (on tape)

In front of you are 10 English sentences. You are about to translate each of these sentences into French paying close attention to vocabulary and grammar. You will hear each sentence read in English once, and then you translate it into French into the microphone. Do not hesitate to correct yourself if you feel you have made an error.

Let's begin.

MASTER VOICE: Please say your name and grade into the microphone.

1. The children look at her near the house.
2. They(m.) found him in the new store.
3. The dog ate my brother's hat.
4. Your (s.) mother asks him for a big, green apple.
5. He reads them a long story before nine o'clock.
6. You (p.) played cards with your (p.) friends.
7. We sold some pens for our school.
8. I finished their books yesterday evening.
9. You (s.) gave me his red notebook.
10. Pierre closes it (m.) after the difficult class.

TRANSLATION TEST

ORAL

SCORE SHEET

Name: _____ Grade: _____

Adjectives	Possessives	Pronouns	Prepositions	Passé Composé
1. difficile	1. mon	1. le	1. après	1. a mangé
2. rouge	2. notre	2. m'	2. pour	2. avons vendu
3. grande	3. son	3. lui	3. avec	3. as donné
4. verte	4. ta	4. leur	4. avant	4. ai fini
5. longue	5. leurs	5. l'	5. dans	5. avez joué
6. nouveau	6. vos	6. la	6. près de	6. ont trouvé
Correct:__	Correct: __	Correct:__	Correct:__	Correct:__

TOTAL: _____/30

TRANSLATION TEST

WRITTEN

PLEASE PRINT OR WRITE CLEARLY:

Name _____ Male _____ Female _____

School _____ Grade _____

DIRECTIONS:

Following are 10 English sentences. Translate each of the sentences into French paying close attention to vocabulary and grammar. Neither your teacher or anyone else at your school will ever see your answers.

When you finish, turn your paper over and sit quietly or study until all students have completed the test. There should be no talking.

Please translate each sentence into French in the space provided under the English sentence.

1. Pierre closes it (m.) after the difficult class.

2. The dog ate my brother's hat.

3. We sold some pens for our school.

4. You (s.) gave me his red notebook.

5. Your (s.) mother asks him for a big, green apple.

6. I finished their books yesterday evening.

7. You (p.) played cards with your (p.) friends.

8. He reads them a long story before nine o'clock.

9. They (m.) found him in the new store.

10. The children look at her near the house.

TRANSLATION TEST

WRITTEN

SCORE SHEET

Name: _____ Grade: _____

Adjectives	Possessives	Pronouns	Prepositions	Passé Composé
1. difficile	1. mon	1. le	1. après	1. a mangé
2. rouge	2. notre	2. m'	2. pour	2. avons vendu
3. grande	3. son	3. lui	3. avec	3. as donné
4. verte	4. ta	4. leur	4. avant	4. ai fini
5. longue	5. leurs	5. l'	5. dans	5. avez joué
6. nouveau	6. vos	6. la	6. près de	6. ont trouvé
Correct:__	Correct:__	Correct:__	Correct:__	Correct:__

TOTAL: _____/30

APPENDIX E

TESTING TIMETABLE

INSTRUMENT	GRADE NINE	GRADE ELEVEN	GRADE ELEVEN
	n = 33	n = 22	n = 8
Questionnaire	April 22; 12:25pm	April 24; 9:40am	April 24; 2:50pm
Imitation Test	April 20; 9:00am	April 21; 9:00am	April 23; 10:25am
Aural Grammar Test	April 22; 12:50pm	April 24; 9:00am	April 24; 2:10pm
Oral Translation Test	April 30; 9:00am	April 28; 9:00am	April 29; 10:25am
Written Translation Test	May 8; 1:00pm	May 6; 2:10pm	May 7; 10:25am