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Trial and Development of Materials for the Teaching of
Reading French in the Primary School

by J. WYNN B.A.

Thesis submitted for the degree of M. Ed. 1972

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ABSTRACT

In the year 1965-66 in the Department of Education in the University of Durham, a set of materials was devised and produced for teaching reading in French in the primary school. The aim of the materials was to present to English pupils French sounds and their corresponding written symbols in strictly graded form, beginning with the easiest, and progressing to the most difficult, and then to teach the pupils, through intensive practice, how to link correctly these sounds and symbols, so that they might read French with ease and confidence.

The materials were based upon the audio-visual principle of teaching foreign languages and consisted primarily of magnetic tapes, synchronised with illustrative slides bearing feeding captions. Included also were a teazlegraph procedure and word cards, designed to supplement the basic teaching procedure and to provide further reading activity for the pupils. Together the materials formed a short graded reading course entitled "Viens Lire".

During 1965-66 the materials had not been tested, but in September 1966 they were first introduced into 2 primary schools as a pilot experiment. This thesis is an account of the nature of the reading materials and of their initial trial and further development in an urban independent girls junior school, and a rural junior mixed and infants school.

The work sets out principally to show the developments made on

the basic teaching procedure, suggested when the reading materials were first designed, and to formulate the most effective method for teaching reading with such materials. It also tries to assess how best to adapt the materials and method for use with primary school children of varying general and linguistic abilities. Finally, it describes an attempt made to validate the reading tests which are part of the "Viens Lire" materials.

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Introduction

Between 1965 and 1967 in the Department of Education in the University of Durham, a set of materials was devised, based on the audio-visual principle of teaching foreign languages, for instruction in reading French in the primary school. The textual materials, i.e. the text of reading units, phonic drills, inflexional and contrastive exercises and reading tests were written by one member of the ^{research} team during 1966, whilst the subsequent production of illustrative slides with reading captions, and magnetic tapes was undertaken by other members of the same team. The reading course, which was the outcome of this cooperative effort was entitled "Viens Lire".

"Viens Lire" is a short audio-visual French reading course designed to suit the needs of English primary school children learning to read French. It was hoped that the strictly graded presentation of sounds and their written symbols, with intensive practice in both, would enable Anglophone children to acquire mastery of French pronunciation and simple orthography, and consequently to read with ease, linking sound and written form.

It was intended that the reading materials should be tested in 2 primary schools as a small pilot experiment, with the specific aim of formulating the optimum method for teaching reading with such materials. The subsequent chapters of this thesis are an account of the nature of the materials, of their trial and further development, and of the validation of the accompanying reading tests. At the same time an attempt is also made to assess how best to use the materials with pupils of varying intellectual ability, i.e. how the basic procedure and supplementary activities of "Viens Lire" might best be adapted to suit their needs.

The author of this thesis was responsible for the experimental

phase of teaching reading in the 2nd primary schools, with these materials, and for their development.

Before embarking upon a detailed analysis of the pilot experiment, it is essential to appreciate the rapid expansion which the teaching of foreign languages in primary schools has enjoyed, and to understand the need for further research at every stage of the foreign language learning programme.

Chapter I is a brief survey of the spread of foreign language teaching, of factors underlying the expansion and of techniques used in this sphere of instruction. Chapters II to X inclusive discuss the research undertaken during the teaching of "Viens Lire".

The author wishes gratefully to acknowledge the help of all those colleagues who gave advice, or contributed to the production of materials which were of value in the development of "Viens Lire".

The notes and reference which are indicated numerically in the text, are listed at the end of each chapter.

CHAPTER I

Much has been discussed and written in many countries over the past decade about the problems of language teaching in primary education. Many of the same questions are being asked today, and still no definitive answers have been found. Is it right to introduce languages into the education of young children? Are all children able to profit from language instruction? Who should be considered qualified to do the teaching? What materials and methods should be employed? Does the introduction of a foreign language into the primary curriculum have a detrimental or beneficial effect upon the child's general educational progress?

The Growth and Spread of Foreign Languages in the Primary School

Following the collection and study of much valuable information concerning experiments and experiences, methods and materials, general opinion has given approval to the teaching of foreign languages in primary schools. The UNESCO Institute for Education in Hamburg, for example, first attempted to assemble all available information concerning these major questions by convening, in 1962, a conference of experts on primary school language teaching. After careful evaluation of all findings, it concluded with recommendations for the practice of foreign language teaching to younger children. In addition, it suggested that there should be critical long-term research and experimentation on the many theoretical and practical questions that were raised by this new trend. One of the most valuable results of this conference was that UNESCO used its findings and influence to stimulate an international approach to research in this area¹.

Although the interest in foreign language learning in primary education is at the present time intense, and the spread and

development of its practice somewhat remarkable, the basic idea is by no means an innovation of recent years. As early as the fourteenth century, when Latin was the language of the church, and also the language in which official documents and laws were drafted, it was customary for young boys, especially those destined for ecclesiastical office, to receive all educational instruction in Latin, with the result that they were able to converse in the language. With the advent and growth of secular education in the fifteenth century, but more particularly in the sixteenth, when the object was no longer to produce priests and canon lawyers, but rather an enlightened and humanist form of education for the upper classes, emphasis was on Latin and Greek with instruction also in the arts and sport. To enable laymen to find the way to promotion and riches, it was common practice to send young gentlemen of middle class families to a grammar school, or in wealthier families to entrust the child's education to a tutor or governess. As part of the instruction the young child was taught the rudiments of a foreign language, basic oral proficiency, together with a certain mastery of the reading and writing skills. This was considered a social accomplishment, and in some sections of society is still regarded as such today.

Michel de Montaigne, celebrated French scholar and essayist of the sixteenth century, himself had a German tutor who spoke no French. As a pupil Montaigne was obliged to converse with his tutor in Latin².

Private preparatory schools for young boys and girls, again from the wealthier strata of society, provided and still do provide courses in Latin or French, introducing their pupils to these languages at seven and eight years old.

In America, large immigrant and multilingual population elements have always created a language learning problem, and the multilingual

environment has naturally fostered interest in new language learning techniques. In 1918, after World War I, Dr. Emile B. de Souza, in Cleveland, Ohio, started experimental classes in French, beginning in the lowest grades of the elementary school and continuing through to the Senior High School³.

Towards the end of the 1940's FLES programmes (Foreign Languages in Elementary Schools) gradually multiplied; but a spark was given to the movement in 1952 by Earl J. McGrath, U.S. Commissioner for Education, when he stressed the importance of language teaching in the elementary school; and urged that as many American children as possible should be given the opportunity of learning a foreign language. His appeal resulted in a national FLES conference held in Washington in 1953. This gave impetus to the movement and between 1955 and 1959 FLES became an educational phenomenon. In 1961, however a survey for M.L.A. (Modern Languages Association) discovered that FLES needed many substantial improvements. Anderson in his study of 1966⁴ sees the movement "bedevilled by a lack of quality and discipline". The aim of teaching language skills at the primary level, i.e. to teach the young child principally to understand simple situations in the foreign language and to respond to these situations correctly by speaking the foreign language, using simple language structures accurately, was not fulfilled. Recently there have been attempts to improve the training of specialist language teachers, and to cultivate in bilingual children their native language as well as English.

In France too primary school foreign language teaching is viewed favourably and expansion is envisaged. In 1964, following legal authorisation from the Ministry of Education, language classes, for children from the age of eight years, were organised where suitable conditions existed. Although the classes were considered experimental,

in the year 1965-66, 300 primary classes offered instruction in a foreign language, 230 in English, 70 in German.

The teaching methods and materials included those prepared by teachers themselves, and two audio-visual courses. One of these courses was prepared by BEL (Bureau d'Etude et de Liaison pour l'enseignement du français dans le monde) called "Jingle Bells"⁵, the other by the "Centre Audio-Visuel de St. Cloud".

Pilot schemes exist in the areas of Vichy and Lille, whilst in Paris, institutions such as the Ecole Bilingue Active (or the "Ecole Internationale de Paris") exploit an existing international and multilingual situation for educational purposes. The Ecole Bilingue Active opened in 1954, in response to demands of French parents who wanted their children to speak English from an early age. It also met the needs of those foreign families, chiefly English, temporarily or permanently resident in the Paris area. Their children would be in a French school situation without losing contact with their native language. The pupils receive their basic primary instruction in 2 or more foreign languages, principally English and French. The classes are small, and the teachers are native speakers of the appropriate language. Obviously such a school constitutes a pilot experiment, for it is a prototype of educational development generally.

A similar establishment is an elementary school in Dade County, Miami, Florida, where primary school pupils have successfully received their basic education in Spanish and English⁵.

The language research centre at St. Cloud, Paris, has done much to encourage foreign languages in the primary school. Experiments, new developments and techniques are under constant evaluation and reappraisal. In 1960 it began work on the problem of teaching French to foreign children in France. As an institution it was set up for

the purpose of promoting the French language as a world-wide language of diplomacy and prestige. To those countries dependent upon the Union Française, it presented the French language as a means of acquiring a basic education. In order to teach large numbers of people by an efficient and rapid method, a basic French had to be used. To meet this requirement, "le français élémentaire", was devised, later to become "le français fondamental".

A commission was set up in France in 1951, and subsequently the Ecole Normale Supérieure of St. Cloud became the research centre for language development. "Le français élémentaire" was conceived as an open language upon which to build in stages, and was a means of helping foreigners to learn methodically and progressively the French language. Stage I, for example, comprises 1445 words; it contains those words and grammatical items which appear most frequently in the spoken language and which are therefore the most useful.

The basic principles of "le français fondamental" have determined the linguistic content of the audio-visual courses for the teaching of French, produced by CREDIF (Centre de Recherche et d'Etude pour la Diffusion du français). These courses are "Bonjour Line", a course for children from eight years old, and "Voix et Images" a course for adults. In both cases the vocabulary includes only those words basic to common, everyday situations, which the pupil may reasonably encounter, and the language structures are simple in form. The primary French reading course "Viens Lire" soon to be discussed at length, imitates to a large extent the nature of the vocabulary and structures of "Bonjour Line".

In Britain there has been a similar large scale increase in foreign language teaching at the primary stage. In 1961-62, a teaching experiment in a Leeds primary school by Mrs. Marcelle Kellerman,

a bilingual teacher (French and English), stimulated a great deal of interest in language teaching at this level. For a period of time a small group of children, of more than average intelligence received not only instruction in the French language, but also part of their basic primary instruction in French, with successful results. Since then the spread of foreign language teaching in primary schools has been rapid. The most important development was the launching of a national experiment in 1963, the Pilot Scheme, with the aim of finding out on what conditions it would be feasible to consider the general introduction of a modern language into the primary school curriculum, in terms of consequences for the pupil, school and teacher.

The Pilot Scheme, in which 13 Education Authorities participated, together with 53 associate areas, was intended as an experiment continuing for 5 years, until pupils, beginning the course at 8 years old, had completed their second year in the secondary school. French was chosen as the foreign language to be taught because of its wide use as an international language and because the general proximity of France theoretically afforded advantages. Moreover a greater number of teachers, capable of teaching French, rather than any other foreign language, were available.

The basic idea of the experiment was that French should be taught by audio-visual methods. The Nuffield Foundation therefore financed The Foreign Language Teaching Materials Project, which prepared a range of teaching materials for an introductory course in French. Although teachers and authorities were free to choose their materials, 80% of the schools in the pilot area are using the Nuffield materials. Interest in this new area of foreign language teaching was so intense that some authorities not co-operating under the Pilot Scheme introduced their own primary French courses.

Teaching in the pilot areas began in 1964 but final reports providing definite conclusions concerning the success of the experiment are not yet available. Mrs. Clare Burstall, a research worker, concerned in the pilot scheme has produced an interim report "French From Eight"⁶, but since the research was still in its early stages when the report was written, the account is largely descriptive and any findings are interpreted with caution. However Mrs. Burstall shows that the majority of schools taking part in the experiment considered that the introduction of French into the curriculum had a highly beneficial effect upon the pupils. In little over half the schools, slow-learners showed an overall gain in confidence, and in a smaller proportion of schools when slow-learners were successful in French they became more successful in other subjects. In the majority of schools too, slow-learners showed success in French. Whilst most schools encountered no problems with the introduction of French into the curriculum a large proportion of schools had to shorten the time allowed for all other subjects, or take time from art and music lessons, to allow time for French lessons⁷.

This experimentation in foreign language teaching has increased in many parts of the world during the past several years. In certain countries, France, Britain, and America, it has received official sanction, whilst in others, although interest is widespread, developments have not yet been mobilised. In Norway, the starting age for instruction in English has been lowered, beginning in the fourth or fifth year of a nine year school. Russian is compulsory in Hungary and is taught in classes for eight and nine year olds, whilst in Vienna, English has been introduced at the primary stage instead of at the beginning of the secondary cycle.

Educational Social and Psychological Factors underlying the expansion of Primary School Foreign Language Teaching

The growth of language learning opportunities is part of the general expansion of educational opportunities for all. However to what extent does the learning of foreign languages contribute to the full education of the individual? On a broader plain, what are the values of foreign language learning for the nation involved? An increasing number of parents and teachers feel that teaching children a foreign language at an early age offers a host of educational advantages. Others consider such instruction unnecessary and even harmful, for competent basic literacy in the native language must long precede foreign language learning.

In certain areas of the world, where developing countries or states such as Ghana, Senegal and the Philippine Republic are dependent upon larger states for their economic and often political growth, it has become national policy to introduce the language of the larger state into early grades of primary schools. Economic and social necessity outweigh arguments concerning a liberal education.

In well established states with relatively sophisticated educational systems, the values of an early introduction to another language are numerous. A foreign language presents the constant unfolding of a way of life. "Language is a scheme, a mould, whose substance is either literature or civilisation".⁸ Civilisation includes the simple factors of home, family and town which may be parallel to those of one's native country. New ways of life, especially in its more routine aspects of food, transport, clothing, child activities, stimulate curiosity and promote a sense of self-identification in the young child.

The "Bonjour Line" audio-visual course by CREDIF presents aspects

of French life through the lively situation of the narrative. In lesson 2 "Maman" calls the children to breakfast; each child has his own "bol", instead of a cup, for his milk or coffee; the bread is not rectangular in shape, but is long and stick-like; school ends at five o'clock (lessons 12, 13) instead of at four o'clock as is usual in England; in Alice's picture book the children "dansent sur le pont d'Avignon"; there are shutters on the windows of the French houses "les volets jaunes" (lesson 16), a common feature of buildings in France. Each example here is peculiarly French and as the foreign child encounters such details through the language, or visually together with the language, he is made increasingly aware of another way of life. Such a lively and accurate presentation of the French situation, as in "Bonjour Line", may stimulate the child to discover more of the life and adventures of French children by learning the language. Now the first steps to a cultural appreciation and a sense of the 'relative', basic to all true culture are achieved, and now hopefully, the idea, however embryonic, is fostered in the child, that French exists in its own right as a language, not in terms of a decoding or coding process based upon his native language.

One argument against introducing a new language and culture at the primary stage is that primary education has as its chief aim the achievement of basic literacy; language learning is a luxury. This opinion is now being steadily refuted, for too much inward-looking in primary schools can promote a sense of the inferiority and alienation of all other countries. A second language provides a vital requirement for the purposes of communication and instruction which will enable the child to move freely and with confidence in the modern social world. Even at an early age he may do so without feeling the limitations imposed by one language and one culture. Language becomes part of the

total personality formation of the man-to-be. "Foreign languages are now considered part of the indispensable general education of a man of today, not the gift or privilege of the few".⁹

For the adult, the ability to speak another language is of immediate importance. Politically, on a large scale, it is beneficial to his own nation, for the threat of cold hostilities or war could be minimised and the political cohesiveness of states strengthened through a warmer receptiveness to the life and language of other nations. A common symbolism could avert misunderstandings and promote a more genuine and motivated desire to understand the thought, expressed through the language, of other peoples. Beginning with younger members of the community, an attempt could be made to remedy the situation, by developing in them the idea that a foreign language is not strange, but part of their new heritage.

From a practical point of view, it is profitable too, for more efficient language learning, to exploit the powers of language receptiveness, mimicry and unselfconscious effort in the young child of eight or nine years old. The acceptance, by the child, of the language synthesis is easier at this age, whilst two or three years later, analytical curiosity can hinder or retard the language learning process. Robert Politzer states¹⁰ that the mechanical and global method of language learning must go hand in hand with the utilisation of the student's intelligence to perceive language patterns. However, before this stage of pattern analysis is well developed, the perfecting of complete automatic language responses is essential. One way of avoiding or minimising the retarding effects of too much analytical inquiry into the learning of a language is to begin the language whilst the student is still very young. At a later stage inhibitions are known to develop through school fellows, home background, or even through

complete unfamiliarity with a different language and culture.

This remarkable gift for language acquisition in the young child is partly due to sheer verbal curiosity, and partly to surprising powers of vocal mimicry. Those who have taught poetry and drama to young children will agree that they can reproduce the teacher's own vocal expression and take character parts with great facility. In teaching French to nine and ten year olds personal experience has reinforced this impression. In chorus or individually they are very capable of distinguishing the niceties of pronunciation and intonation.

Naturally there are problems concerning the question of whether young children are better language learners than adolescents and adults. There are qualitative differences in the kind of language mastery attained by the respective groups. A younger child's interests are not those of an older child or adult, and this is naturally reflected in the type of language course used. An older person can more readily undergo a shorter, more intensive language course and master a greater volume of vocabulary and structures, and yet both adult and child, at the end of their respective courses achieve a high level of language competence. One answer appears to be fairly certain; on the question of pronunciation children generally make faster progress than adults, even to the extent of mimicking accurately a native speaker's peculiarities of speech. This however depends also upon the language aptitude of the individual learner.

Despite these practical conditions that argue for early language learning, if learning a foreign language takes time, the earlier it is started the better.

Techniques and Methods of Foreign Language Learning based on Modern Linguistic Theories

The basic use of all language is communication. It is a vital

requirement which provides people with a means of fully understanding one another and is therefore social in nature. Signs, gestures, facial expression, written symbols, may all be substituted for vocal utterance or accompany it, but they cannot fulfil the role of the spoken word in precision of meaning, suggestion, or fine distinction of feeling.

"A language may be defined as a system of arbitrary or conventional vocal symbols, by means of which human beings communicate and cooperate with one another".¹¹

Speech is a manifestation of language but the vocal utterance of a system of sounds is only valid among people or groups who are acquainted with the conventions of the sounds. Communication can only be established when both speaker and listener understand the conventions involved. Speech, moreover, is not a series of sounds uttered in a vacuum, but is part of the particular reaction to a particular situation. The sounds are usually the most informative part of the reaction, but gesture often carries forward and facilitates the speech. As a formula the process may be defined as

Situation + Stimulus → Reaction = Sound + Movement

Speech reactions are the result of conditioning; for example the young child learning to speak his native language imitates the verbal reactions of grown-ups within his environment and becomes accustomed to use the same or similar reactions in a particular situation. He is assured that his speech reactions are appropriate when others respond to him.

To establish communication, language must be handled effectively. It is of no value to produce the correct noises or to recognise other people's vocal attempts, unless these correct noises are produced at the appropriate times. Only then, by attending to what is taking place, and by securing a response in the situation, can communication

be established. Sounds alone are of little use if the situation is removed. This process is clearly illustrated by those people who live in a foreign country for a lengthy period of time, and who are able to acquire the language relatively easily, without being formally taught. They learn by hearing the language used continually in everyday situations.

Modern theories of language learning are based upon this direct experience of the language in situations as natural as possible. The first step is to observe the speech reactions of the native speaker or language teacher in a particular situation and then to imitate those speech forms. It is important that the learner is taught to imitate correctly or reproduce as accurately as possible the sounds he hears, so that correct pronunciation habits are firmly fixed. When teaching a foreign language to young children, ideally an equivalent of the natural foreign language learning situation should be reproduced. A problem is posed immediately, for no matter how natural the teacher may try to make the situation, it is artificial in as much as it is in an English classroom. Teaching in this way, therefore, can only have limited success.

One of the more sophisticated developments of teaching by direct association with the language, the audio-visual method of instruction, allows for a more natural, situational representation. "Bonjour Line"¹² succeeds in presenting, by means of a filmstrip and magnetic tape, situations in the daily lives of French children, in a way as natural as the classroom situation will allow. Mrs. Marcelle Kellerman¹³ created for her pupils an environment resembling as closely as possible the normal French one, by constant use of the foreign language for all subjects in the primary curriculum, and by the use of realia - pictures, maps, books and visual aids, all written in French.

It is obvious from this direct method of instruction in teaching a foreign language how closely the second language learning process follows the first. No rational or abstract learning process is imposed upon the young child as it learns to speak its native language; the language is acquired by imitation, conditioning and memorising. There is however a process of selection, for the child selects from the verbal mass those utterances which are most relevant and meaningful to him in a particular situation. He learns that they are relevant when he is rewarded with a response from the listener and communication is established. Listening and understanding come before speech but then comes the drive to communicate, the social urge to exercise linguistic skill.

"The first language is not a coding process, but a complex situational skill, acquired in total personal and social situations".¹

In the classroom, in order to develop the second language learning process, the stimulus of the situation must be presented and the pupils encouraged to imitate and repeat the appropriate language structures. Conditioning and memorising evolve with constant presentation and development of good speech habits. The child, with the help of the teacher, will select those speech reactions which enable him to establish communication successfully. It is essential that speech reactions become habitual for the less self-conscious the effort of the child to respond, the more fluent and natural will be the speech reaction.

The Army Specialised Training Programme (A.S.T.P.) in America was one of the first institutions to have an effective pedagogical influence on language learning. It emphasised a modern language as a living medium of communication, and it advocated direct association with the language as the optimum means of acquiring the language.

Early during World War II, the United States Army forces realised their lack of personnel able to speak foreign languages fluently. At their instigation, 55 institutions of higher learning introduced foreign language programmes. Their aim was to teach students a foreign language as spoken by natives. The A.S.T.P. programme began in June 1943. The emphasis was on direct association with the language in intensive sessions of language study in small groups. Audio-visual aids, records, movie films and tapes were used. The programme stimulated a widespread desire to acquire quickly a practical knowledge of a foreign language, and in 1944 a Modern Languages Association Commission was deeply satisfied with the results of A.S.T.P. The Commission recommended that intensive language courses should be set up in American schools and colleges, that classes be small, and that there be the maximum number of language contact hours possible with native speakers and supplementary aids.

"In general it can be said that method has moved away from analysis towards synthesis or global learning, away from abstractions to practical skills and knowledge of the foreign country, away from an uncontrolled intake towards carefully graded courses aimed at a build-up of mastery, and away from learning about the language towards using it as a means of communication at however humble a level".¹⁴

In language learning a set of symbols no longer stands as a code by which to manipulate another set; a second language cannot effectively be learned in terms of another but stands for its own individual value in its own context and situations. By approaching it directly we are offering children a new true language experience.

In terms of technique, the audio-visual method of teaching foreign languages is not new. Based, as it is, upon a direct method, it was used in its simplest form by the teacher who created his own

supplementary visual aids. He demonstrated the situation, and at the same time uttered the appropriate noises. The good language teacher today is, in effect, an audio-visual aid; he speaks, and in speaking acts or depicts artistically to illustrate the meaning. His action, if vivid enough, can create an image in the mind of the pupil, thus helping to associate directly word or structure and image.

Nowadays, in the field of foreign language learning, more sophisticated scientific and technical aids have been developed concurrently to beneficial effect. Radio, television, films, magnetic tapes, records, language laboratories, have all been put into the service of education; and especially in foreign language teaching they have been developed into efficient audio-lingual and audio-visual aids, designed to give maximum help to the teacher.

Radio has always provided pupils with access to foreign language learning and now television, with its sound and pictures, is a perfect audio-visual aid. Several foreign language courses are produced today for television, for example, "Suivez la Piste" and "La Chasse Au Trésor", both in French, and "Si Dice Così" in Italian, and are followed by many enthusiastic viewers of school age and over. Many teachers have found television and sound radio programmes in modern languages of considerable value, although current programmes have often been too difficult for some pupils to follow.

The audio-visual method aims at presenting a particular foreign language situation. The audio part, or noises appropriate to the situation, are supplied by the tapes or records, whilst the visual element is supplied through pictures or films. When the pupil learns to link image and corresponding noise, then comprehension is established. The audio-visual courses produced by CREDIF, "Bonjour Line" and "Voix et Images"¹⁵ rely upon filmstrip and magnetic tape, whereas the

Nuffield Experimental Materials use a flannel-graph and cut-out figures (figurines) as pictorial material. (The actual holding of figurines often stimulates a more spontaneous speech reaction from the child). Records and tapes by native speakers become models of pronunciation, phrasing and intonation. The language teacher, being human is subject to emotional strain and fatigue and pronunciation may suffer as a result; but tapes particularly have the advantage of being used again and again without any variation of utterance.

A direct association with the language through sound and corresponding visual image eliminates the dual process involved in old out-dated traditional methods, when one code of symbols stood for another. Bilingualism is now encouraged to be coordinate rather than compound. Coordinate bilingualism implies keeping two languages functionally separate whilst compound bilingualism treats one of the languages or both as a code to be understood in terms of the other.

At this point it seems convenient to outline the basic procedure involved in teaching with an audio-visual course for this will be relevant in a later discussion of the method developed for teaching reading in French in the primary school with the audio-visual course "Viens Lire".¹⁶

The first stage of the procedure presents the situation; the pupils see a film or figurines and at the same time hear the corresponding foreign language speech reactions on record or magnetic tape. A repetition of this stage may be necessary, but often pupils grasp the general sense of the situation immediately.

The second stage is to ensure comprehension, when the meaning of each part of the situation and accompanying language patterns are made quite clear through an exchange of question and answer between teacher and pupils. It is important here to establish the sense of the

situation but to make no exact equation between native and foreign speech reactions. The filmstrip is then shown, frame by frame, or the figurines are presented in small groups, whilst the pupils imitate the corresponding recorded speech patterns. The teacher may break down long complicated structures into smaller units for ease of repetition, but must be careful to use strictly the same pronunciation and intonation, and immediately reconstruct the sentence once repetition has been successfully achieved. Insistence by the teacher on perfect pronunciation may deter the child, therefore an acceptable pronunciation, "convenable, sinon parfaitement correcte" becomes the chief aim. At this stage, pupils, if presented with the stimulus of the situation may supply the dialogue and commentary without tape or record, and subsequently can and will provide both the situation and accompanying noises if visual imagery and sounds are removed. Younger children particularly delight in recreating the situation.

The last and most important part of the procedure, if teaching purely orally a foreign language course, is "l'exploitation de la leçon"¹⁷, exploitation and development of material recently acquired, which depends a great deal upon the teacher's initiative and versatility. Simple repetition is no longer adequate and speech patterns acquired must be re-employed and manipulated in the context of the pupil's own life in the classroom and more immediate situations. In this way structures and speech habits passively absorbed become actively used in the appropriate situation, the reaction occurs and communication is established. This last step in the procedure belies any idea that the audio-visual aid is self-contained. Only in the hands of the skilful teacher does it function efficiently, but it can never replace the teacher.

As a result of the rapid and widespread expansion of primary school

foreign language teaching in this country, particularly the teaching of French, several problems have arisen. The major one is how to achieve fruitful continuity of progress in French for those pupils leaving the primary stage and proceeding to the secondary stage. Organisers of the Primary French Pilot Scheme had foreseen this danger and it was emphasised that the pilot areas participating should be compact, in the sense that the primary schools within a pilot area should feed a small number of secondary schools, ideally not more than one or two, but at a maximum five. The homogeneous nature of the learning of primary French is essential for those pupils entering secondary school, otherwise varying proportions of the intake will have acquired varying amounts of French and consequently there are considerable difficulties of organisation for teaching purposes.

"Complaints from secondary teachers of modern languages about the danger of uncoordinated primary experimentation, and the intermittent nature of language teaching in some primary schools continued to occur".¹⁸

For the research team in the Education Department of the University of Durham, special interest lay within the area of this particular problem. By the time many primary school children, who are learning French reach the secondary school stage, their ability to speak French usually exceeds their ability to read and write the language. However, towards the end of the primary stage analytical curiosity is beginning to develop within the pupils, and it is not surprising for ten-year-old pupils to wish to see and even write French words. The children, influenced by the 'eye-minded' nature of most of their instruction at this stage, are naturally keen to see the printed word.

It is desirable for pupils to attain a certain oral proficiency

in the second language before seeing the written word, for if the speech forms are firmly and correctly fixed, the next language learning step, the transition by reading should be a relatively easy process. There is the danger that some pupils, who have little oral experience of French, may attempt to give English pronunciation values to French words which they see for the first time, despite the efforts of the teacher. However those pupils who have practised and mastered simple French speech forms should associate more readily the spelling of the words they now see with the sounds with which they are already familiar.

A further danger at this stage, when the desire to see the written word is strong, is that some pupils may attempt to devise their own spelling for the French words they hear, attributing to French pronunciation English spelling values. Unless some form of graded instruction in reading or writing is given, in order to channel this desire to transcribe words, the pupils risk becoming chronic bad spellers.

I have noted a child of ten years old, following the "Bonjour Line" audio-visual course, attempting to transcribe "l'oiseau s'envole" as "waso S'envol". She had previously seen the grapheme "en" (ɛ̃)

A long time interval between purely oral work and the introduction of the written word does not necessarily produce better results orally than does a short interval, although in the former case, naturally there is the opportunity to give extra emphasis to pronunciation and intonation. The important stress is upon the initial mastery of the oral forms. However if the introduction of the written word is delayed too long, incorrect spelling habits, which a pupil may have formed through his attempts to create the written word for himself, are difficult to eradicate.¹⁹

In the majority of teaching situations it seemed possible that there was too long an interval between beginning oral work in French and the introduction of the written symbols. Teachers were of the opinion that children were ready to read at the end of one year's oral French, i.e. at nine plus years, beginning French, where possible at eight years old. Although it may be true that in ideal conditions a primary French oral course, such as "Bonjour Line" Part I¹² or the Nuffield materials Stage I²⁰ may be completed within a year, in actual circumstances, in many primary schools, the time taken is often considerably longer, and may even be 18 months.

Our aim was to produce reading materials in French in a short, graded form of instruction, for use after one year's oral work with an audio-visual course. This would be a natural stage in the continuity of the language learning programme (comprehension, oral reproduction, reading, writing), and would introduce primary school pupils to the written word. We optimistically hoped that by virtue of its graded nature, the course might help combat any possible adverse side effects, such as inaccurate spelling in French, resulting from the pupils' desire to see the written word.²¹

The hypothesis had been advanced by teachers that, given the aid of contextual clues, children would readily recognise and be able to read aloud material with which they were orally familiar. We decided to test this hypothesis by investigating the achievements in reading of 2 classes of primary school children who had been learning French, entirely orally, for over one year. They had been following the "Bonjour Line" oral French course. A battery of 3 tests was devised and administered to the 2 classes. The tests were based upon the orally familiar content of "Bonjour Line" and were progressively more difficult; Test 1a, recognition and oral production; Test 1b,

recognition and selection of a written sentence best suited to illustrate a particular image; Test 2, oral production of unfamiliar combinations of familiar language elements.²²

The investigation into the achievements in reading French of these 2 classes was intended essentially as a small pilot investigation. However, although the sample of children was too small for results to be statistically valid, the results did seem to suggest the need for some form of systematic instruction in reading. These Anglophone children had great difficulty in recognising the graphic forms of orally familiar sentences, and naturally this difficulty would be increased if they were presented with unfamiliar material. It could not be assumed that, simply because such children were reasonably familiar with the spoken language in its simplest form they would easily adapt themselves to the graphic forms even of orally familiar material. The difficulties experienced by the children appeared to fall into four main categories:-

a) Where a phoneme in French represents a different phoneme to that immediately suggested to the English reader.

e.g. "Moi", where "oi" is (wa) and not (o') as in English.

The child needs to be taught through practice drills to respond differently to such familiar visual stimuli.

b) Where a grapheme has no widespread equivalent in English.

e.g. "eau" and the role of accents, "mange mangé".

c) Where there is inadequate oral discrimination between distinctive French phonemes.

e.g. (u) and (y)

This discrimination can only be achieved by practice, and the graphic forms can become an aid by making the pupil aware of the difference between two minimally contrasted forms.

d) Where inflexional endings, which are much more frequent in French than in English demand a response from the pupil. This "orthographe grammaticale" presents an additional difficulty in that it often no longer expresses a phonemic difference in the spoken language.

e.g. "le chat, les chats; tu parles, il parle, ils parlent".

This again can only be learnt by the pupil by repeated exposure to such graphic conventions and by guided oral practice.

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13. "Two Experiments on Language Teaching in Primary Schools in Leeds". Kellerman M. N.F.E.R. publications 1964.
14. "Development of Modern Language Teaching in Secondary Schools". Working Paper No. 19, page 7, paragraph 22. Schools Council publications 1969.
15. As quoted earlier in chapter "Voix et Images" audio-visual course in French originally for foreign adults in France wishing to learn the language, but now also used in Britain for the teaching of French to older children and adults.
16. See Introduction. page 1.
17. Phrase used in "Bonjour Line" audio-visual course for final stage of each lesson.

NOTES AND REFERENCES - Continued

18. "French in the Primary School". Working Paper No. 8, page 13. Schools Council publications 1966.
19. "The Psychologist and the Foreign Language Learner". Rivers Wilga M. Chicago University Press 1964.
20. Nuffield Introductory French Course. "En Avant". Stages 1A and 1B. Nuffield Foreign Languages Teaching Materials Project. Publisher E. J. Arnold & Son, Ltd., Leeds.
21. See above.
22. "Background to the Development of Materials for Teaching Reading". Department of Education Report, University of Durham 1967.

CHAPTER II

Origin and Structure of Materials for the primary French Audio-Visual Reading Course "Viens Lire"

Once it had been established that a reading course in French might be used with profit in the primary school, and that reading should be actively taught, the next problem was to decide upon the kind of materials which might best be used. The children taken as the testing sample were familiar with the "Bonjour Line" audio-visual course, Part I,¹ and the majority of schools in the area in which we wished to conduct the experiment, were following either the "Bonjour Line" course, or the Nuffield primary French audio-visual course, "En Avant" Stage 1, parts A and B. These two particular courses also seemed to be the ones in most popular use in primary schools in Great Britain.

Both "Bonjour Line" and the Nuffield French Materials introduce, after their stage of oral instruction, a primary reading stage, "Bonjour Line" Part II, and "En Avant" Stage 2, but both of these courses have certain characteristics which suggest that there might still be room for other reading materials in French, rather differently organised and meeting other needs.

"Bonjour Line", originating in France, is a generalised junior introductory French course, and is not intended specifically for native English speakers. It is designed for foreign children, living in France, who after their formal reading lessons at school, find their learning reinforced by the cultural background of the language and all forms of literature. Consequently the linguistic content of "Bonjour Line" may safely be presented in a global fashion, for in such an environment, the children should learn to associate more readily sounds and their corresponding written symbols.

For English children, living in England, however, who have already formed strong recognition habits of the orthography of their native language, the generalised nature of the course presents problems. As early as the second reading lesson of "Bonjour Line", the children are faced with such complex and minimally differentiated sounds as:-

an (\tilde{a}), am (\tilde{a}), in (\tilde{e}), om (\tilde{o}) and un (\tilde{u})

An English child would have great difficulty not only in perceiving a difference, but also in producing a contrast in sound, for nasalised vowels are not a common feature of his own language. To present the whole range of nasalised vowels (with the exception of "en" (\tilde{e})), within a single lesson, would seem unnecessarily confusing for the English child.

The course follows the generally accepted principle of asking the children to read only orally familiar material. Sentences for reading are selected from preceding dialogues which the children have practised orally. In Stage I of "Bonjour Line" the narrative thread is well developed, with the recurrent characters of Josette, Michel and Alice taking the learner through a series of child-centered situations, which provide a continuity of interest and with which the learner may even identify himself. For the foreign child in France the motivation to learn to read French is naturally strong, since almost all of the reading materials available which stimulate his interest, comics, magazines, childrens' books, are in French. The narrative quality of the reading course he is following need not necessarily therefore be as important as that for an Anglophone child living in England, who needs his motivation to learn to speak and read French strengthened at every stage. A short narrative or series of short narrative episodes linked together as reading material may

perhaps be a more desirable means of maintaining the Anglophone learner's interest and of stimulating maximum learning effort than a series of sentences selected from dialogues.

The Nuffield Materials, unlike the "Bonjour Line" course, are specifically designed for English speaking children in England. In each lesson unit of Stage 2 of these materials (when reading is introduced), one or two French language structures are presented, and ample scope is given for oral practice of these structures. However when the reading sentences, selected from the main dialogue of each lesson unit are presented, frequently several graphic patterns are included in the sentences.

Il est sept heures

Voilà Georges

Il se réveille

Voilà Nicole

Elle se lève

Bonjour les enfants

Je m'appelle Georges

J'ai dix ans

In this first lesson the following sounds are presented for reading:-

oi (wa), ou (u), è (é), é (e) an and en (ā), and on (ō)

Naturally all the elements for reading will have been learned

thoroughly through frequent repetition. I have taught children by

this method of instruction in French, and have discovered that after

the initial introduction of the reading elements, generally the

children read with ease and accuracy. The teacher may give practice

in various graphemes, by selecting for emphasis those reading sentences

which contain the graphemes, knowing that because of the global

presentation of graphic patterns throughout the course, these

particular graphemes he has now chosen will occur later when learning

may be consolidated and other graphemes emphasised. However, in

those reading sentences which involved a large number of different

graphemes, mistakes were more frequently made. When uncertain of

pronunciation the children invariably transferred English pronunciation values to the French words.

e.g. Garde le chien dans tes bras Nicole³

Nous avons le chien de Brigitte⁴

Whilst "Bonjour Line" II and "En Avant" Stage 2 were in no way considered deficient in their respective methods of introducing reading, "Bonjour Line" especially being meant for use in France, and therefore not designed to meet the needs of Anglophone children, it was felt, that, as a result of the pilot investigation⁵, a short graded course, concentrating exclusively on teaching reading in French could be beneficial to the Anglophone child. In such a course the new French graphemes would be introduced gradually, beginning with the easier forms; these would be highlighted and thoroughly practised before progressively more difficult forms were presented. Although not necessarily better than the instruction of "Bonjour Line", or "En Avant", this kind of concentrated instruction might well supplement the work of these courses, being used possibly as a transition course between the stages of purely oral work and more global reading in "Bonjour Line" and "En Avant".

Since "Bonjour Line" and "En Avant" appeared to be the two primary courses in most common use in the primary schools, it was decided firstly, that the nucleus of vocabulary and structures of these 2 courses should form the basis of the reading course. In this way the children we hoped to use as the experimental sample for the teaching of the course would be orally familiar with practically all the material used; an essential pre-requisite for beginning any reading course. Other audio-visual courses⁶ are available which introduce reading in French in the primary school, but these were rejected by the research team, as a means of providing basic material

for the new reading course "Viens Lire", on the grounds that they were not as widely used as the 2 primary French courses already quoted.

Secondly, it was agreed that the proposed reading course should be audio-visual in form, the teaching procedure following basically that of the oral audio-visual courses. It was hoped that this would provide a natural continuity of the method of instruction with which the children were familiar and thus allow them to move easily from the purely oral learning stage to the reading stage.

Finally, since the research was to be a pilot study on a small scale it was better that the reading course should be short and especially written, with the aim of introducing to the children, in easy stages, the written French word, and of familiarising them with it.

Once the decision had been taken to use material from "Bonjour Line" Part I and "En Avant" Stage 2, a detailed analysis was made of these two courses, up to and including lesson 15. From experience and conversations with practising teachers it was calculated that this would represent on the average, a year to one and a half year's oral French work. Thus, pupils reaching this stage in either of the courses should be orally familiar with the basic material for the new reading course "Viens Lire".

During the detailed analysis, charts were drawn up which indicated the vocabulary and structural patterns within the lessons of each course. The charts were then compared in an effort to extract a common core of vocabulary and structures to use as the basis of "Viens Lire". Initially, it was our aim exclusively to teach the relationship between sounds, with which the children were already orally familiar, and the graphic symbols used to represent the sounds. Our province was not the teaching of grammar as such, although very occasionally the peculiarity of French inflexional endings needed to

be explained in passing to Anglophone children, nor was there any attempt to introduce new structures.

Since both "Bonjour Line" and the Nuffield French Materials are based, whenever possible, upon "Le Français Fondamental 1^{er} degré"⁷, and when not possible, upon the experience and intuition of practising teachers, and the example of relevant teaching methods, "Viens Lire", being the nucleus of these 2 courses, has as its basic elements, simplicity and familiar vocabulary and language structures, and narrative content relevant to the interests of primary school children.

If one is to master efficiently reading in a foreign language, the material presented for reading must be simple in vocabulary and structures and orally familiar. The problems of an unfamiliar cultural background, unfamiliar lexical content and syntactical form, an unfamiliar pronunciation code which must be deciphered, could be disheartening, were it not for basic graded presentation and thorough oral preparation.

The individual, learning to read a foreign language, has a two-fold problem, comprehension and pronunciation - what does a particular group of words mean, and how are these words pronounced? If the material of the sentence has been orally prepared and is therefore understood by the learner, then comprehension is largely established. The learner can now devote his energies to linking those sounds which he recognises and can produce, with their written representation. He now begins to learn a new pronunciation code, but this code is vulnerable to interference from his own native language pronunciation values. I have noted that the most linguistically gifted child can err seriously on the side of pronunciation, once the written form of words has been introduced.

"The learner is obviously disturbed by the anomalies in the spelling system of the foreign language"⁸.

The continual oral reinforcement of grapheme and phoneme association must form an essential part of graded instruction after the presentation of the written word. For children learning to read a foreign language there is no natural reinforcement in the normal environment by means of advertising, comics, newspapers or magazines, although books and other realia may be available in school.

As the child develops physically and mentally, so his ideas and interests develop. In the sphere of reading in his native language this development is reflected in the progressively more complex material he chooses. The same development takes place as he learns to read a foreign language. Simplicity of language and narrative content are important in the early stages, whilst at the secondary level reading matter requires a more sophisticated nature to maintain the interest of the children. Unfortunately the more sophisticated interests often need to be expressed in a more complex language, with the result that reading materials are often relevant and interesting but linguistically too difficult, or linguistically suitable but lacking real interest. For this latter reason school readers are frequently dull, stories too facile and "real-life" conversations too artificial, for it is difficult to reconcile suitably ideas and level of language for the individual reader.

"Viens Lire" not only observes the fundamental linguistic principle of only presenting orally familiar material for subsequent reading, but also attempts to teach by means of a realistic situation. The material is graded, certain orthographic problems being isolated and stressed, yet the child-centered interest of each situation seeks to afford positive motivation for learning.

The reading course is divided into 9 lesson units, each unit highlighting a particular orthographic point. Unit 9 for example,

underlines the graphemes "an" (ā), and "ien" (iē) for special attention, whilst introducing another short narrative incident in the lives of the children, Marie and Michel and their pets, Toto the dog, Minou and Minet the cats.⁹ Each episode forms a single unit for teaching purposes. The units are however composed primarily in order to present systematically sounds and their corresponding spelling forms. Although it is assumed that the structures of each unit have been accomplished by the children in the oral course previously used, their repetition and practice in "Viens Lire" provides useful consolidation. Like each lesson of "Bonjour Lire", each unit of "Viens Lire" can be considered as part of a whole. The lessons of "Bonjour Lire" are well integrated, the narrative thread being precise - the search by Josette, Alice and Michel for Alain's house - but it is hoped that the recurrent characters of "Viens Lire" and the amusing incidents in which they are involved, serve to sustain the interest of the learner.

The audio-visual nature of the reading materials has the advantage of providing a natural continuity of method in the next stage of the language learning process; reading, whilst retaining all the inherent qualities of colourful illustration, authentic, unvaried reproduction of sounds and ceaseless reiteration of pronunciation. The pupils, uninhibited by the method of instruction, can devote their energies to the graphic representation of orally familiar material and to the novelty of the written word.

In the production of the "Viens Lire" materials, the text of the reading units and the suggested drills and exercises to highlight particular phoneme/grapheme elements were designed and written by one research worker. The illustrations for the reading texts, however, the photographing of these illustrations and subsequent slide production, and the preparation on magnetic tape of recordings of

the texts, were the work of various members of the research team. The recordings were made by the same native French speakers who were available, and who agreed to help at the time of the preparation of the reading materials.

As already seen, our chief aim in the reading course was to teach the children the relationship between the sounds they already knew and the graphic representation of the sounds. However in producing a reading course which would be relevant to children who had been following either of the two principal audio-visual courses, some compromise had to be made. Both "Bonjour Lire" and "En Avant" Stage 1 were designed quite separately and several words and phrases included in "Viens Lire" were familiar to children of one background, yet new to those who had followed the other course. Vocabulary new to the followers of each oral course has been tabulated separately in each unit of the reading course.⁹

In particular, some grammatical forms were used which would be new to children familiar with the Nuffield course. This oral course is so carefully graded for Anglophone children that the problem was almost inevitable. Verbs and verbal endings were the specific new grammatical forms, yet since the endings themselves were largely graphic inflexions and are not differentiated in the spoken language, the children learning via the Nuffield course are at no greater disadvantage than those who have learnt via "Bonjour Lire".

"Minou a peur. Il tombe dans l'eau. Les deux chatons tombent par terre."¹⁰

Moreover, despite oral learning of French for one or one and a half years, the linguistic background of the children is still relatively limited. As stated earlier, the method employed in "Viens Lire" is basically, after global learning to single out a

particular graphic problem and to give practice in it, both in classroom dialogue and in later contrastive drills or exercises. In some instances however, since the child's linguistic background was so limited, it was necessary to introduce new words in order to supplement the exercises emphasising a particular point. Thus, in Unit 6 for example, where "u" (y) is taught, only three words illustrating this phoneme/grapheme correspondence were common to both courses, "une, sur, tu". Eight others were introduced to supplement the sample, for example, "buffet, confiture, allume". Similarly in Unit 8, the word "paille" was introduced to supplement the number of "(i)lle" (j) sounds.

Some material in each lesson, although this is kept to a minimum, will be new to some or all of the children, hence another reason for the audio-visual nature of the course. Following the basic principle of orally familiar material, it was essential that the children should only see what they had already heard and said. In this way it was hoped to introduce new material in as natural a context as possible, and of greater importance, to establish firmly link between sound and symbol.

A basic procedure was suggested as a method of teaching the reading course but one of our aims was to evaluate the variations upon the basic approach and to indicate an optimum procedure for the most effective results.

For each of the nine lesson units within the reading course, the materials consist of a set of slides, depicting the situation, and to be used in a projector, and a magnetic tape supplying the corresponding language structures. It was decided to use slides in the experimental stages of developing the material. Slide sequences may be changed easily and allow fluidity of testing.

Within one lesson unit there are three series of slides, slide A with coloured image only, slide B with black and white image and reading caption, and slide C with no image, but reading caption only in the same position as on Slide B.

In Stage I of the basic procedure the children are taught to respond purely orally to the pictures of a situation. Coloured slides are flashed on to the screen and synchronised with the illustrating tape. The children look and listen and in subsequent conversation in French understanding of the situation is established. The children now repeat the language structures until they are familiar with the dialogue. They are already conversant with this stage of procedure for it is identical to that when teaching the spoken language by the audio-visual method. It will not be necessary to spend as much time proportionately on this section, because the children are theoretically already familiar with the elements, and our aim is not to teach the spoken language alone.

In Stages II and III, again synchronised with the dialogue of the tape, the children see the same illustrative slides, this time in black and white with the reading captions superimposed. In the same way they look, listen and repeat. At this point the children see the sentence as a unit of meaning and are able to recognise individual words due to the illustrative aid of the situation or to oral familiarity with the material. There is also a mass association of phonemes and corresponding graphemes, and the child begins to fit together sound and representative symbol.

Finally in Stage IV the children see the caption alone, in the same position on the slide as in Stages II and III. This time however, they read the caption, then the voice on tape "reads" the captions, providing corroboration or correction.

By presenting the material in stages, the teacher is gradually withdrawing the stimuli of one medium and replacing them by those of another. The situational illustration of Stage I is still present in Stages II and III, with the addition of the written word. In Stage IV the image has been withdrawn completely and replaced by purely graphic symbols. Once orally familiar in Stage I with the vocabulary and structure patterns of the situation, the children make a global acquisition in Stage II of the representative symbols. In some ways this method of learning is similar to the "look-and-say" method employed in teaching reading in the mother tongue in infant and junior schools in Britain today. The children learn to recognise visually the length and shape of words through constant exposure to them. Since concrete words in the course are in high proportion and lend themselves easily to illustration the child's task of recognition and association is greatly facilitated. It must be emphasised however that the words are presented in a meaningful unit, the sentence, and it is this form which the pupil first encounters orally. Stage III shows the black and white image being finally withdrawn whilst in Stage IV the children read the captions alone, taking their cue if necessary from the position of the words within the frame. By now the children should be responding wholly to the written words, thus consolidating the mass association of sound and symbol in Stage II, but they may still be relying to some extent too upon their recollection of the picture.

Once this basic procedure has been carried out a subsequent Stage V is possible. The reading captions are presented to the children in mixed order, and no longer in their original positions within the frame.

The illustrated dialogues provide the nucleus of the reading

course. In each unit 2 or 3 graphemes are singled out for special emphasis, and after the basic stages of acquiring these graphemes, drills based on the phonic method of analysis help to reinforce the global learning. These drills and exercises, plus supplementary materials to consolidate the learning in each unit will be discussed and illustrated in subsequent chapters.

NOTES AND REFERENCES

1. See chapter I. Also note 12, chapter I, page 26.
2. "En Avant" Stage 2, Unit 1.
3. "En Avant" Stage 2, Unit 7.
4. "En Avant", Stage 2, Unit 9.
5. See end of chapter I, pages 23-24.
6. Such courses are not designed to teach reading in French exclusively, but often introduce reading, together with more oral work and writing, in the second part or later stages of the course, e.g.,
 "French Through Action Oxford Junior Audio-Visual French Course. Part 2. Symonds Pamela. Oxford University Press 1968.
 "Tavor Aids Audio-Visual French Course". Kamenew V. V. Educational Foundation for Visual Aids, London 1960.
 In the 'Preliminary Course' of the Tavor audio-visual course, reading booklets may be used by the pupils once they have mastered orally the French language structures.
 "Bon Voyage", a three year course for primary school beginners in French. Glasgow Mary, Ingram Stuart, and Colyer Penrose. Mary Glasgow Publications Ltd., London 1963.
 Pupils work scripts are introduced in the first year with or without printed text, and thus it is possible to concentrate solely on oral mastery of French. Only scripts with printed text are supplied for the second and third year.
7. See chapter I, page 7.
8. "Language and Language Learning, Theory and Practice". Brooks N. New York, Harcourt 1960.
9. See Appendix, Text of Reading Course "Viens Lire", pages 154-193.
10. See Appendix, Unit 6 "Viens Lire", page 176.

CHAPTER III

The Experimental Sample

The research into the development and testing of the materials for the reading course "Viens Lire" was to be a pilot study on a small scale. The number of primary schools within reasonable proximity of the University of Durham's Education Department, able to provide groups of children suitable for the experimental sample, was limited. It was important that the children selected should have been learning oral French for one year or more by either the "Bonjour Line" or Nuffield "En Avant" audio-visual course. The actual chronological age of the pupils was not such an important consideration; however since the majority of primary schools first introduce French into the curriculum when the pupils are 8 or 9 years old, most of the children finally chosen as the experimental sample were between 9+ and 10+ years old.

Given that the members of the sample had a basically similar linguistic background of French, it was also desirable that there should be variety in other aspects of the sample, as part of the experiment was designed to show how best to use the reading materials with pupils of all kinds. For example, with different types of children, different lines of approach towards the basic procedure might be necessary, according to their general and linguistic ability, attitude to learning, motivation and environment. The trial of various lines of approach would help in the evaluation of an optimum method of teaching the reading course. Such practicalities as the question of transporting the experimental sample to the Department's language laboratory for possible testing, and of the research worker's travel to and from the selected schools had also to be considered. In fact, the former possibility never arose for subsequent tests were administered within the schools.

For these reasons two schools only were chosen which provided a total sample of 65 pupils. 31 pupils were drawn from school A, an urban, independent high school for girls with an average total of 300 pupils. The 31 pupils of the sample belonged to the final class of the primary section of the school and were in the 10+ years age group.

The other 34 pupils of the sample were drawn from school B, a small rural junior mixed and infants school with a total average of 150 pupils. Since school B was small the final class of the primary stage was made up of pupils of 2 age groups, there being insufficient pupils in each age group to form convenient separate classes. The 34 pupils of the sample were members of this class, 14 belonging to the fourth year (primary) group, i.e., 10+ years old, and 20 to the third year (primary) group, i.e., 9+ years old.¹ The children of the fourth year age group were spending their second year in this class, whilst the children of the third year age group had only just begun their first year there. Consequently the level of their knowledge of oral French varied. In order to begin the experimental reading course on a homogeneous linguistic basis it was necessary to spend some time teaching purely oral French with the "Bonjour Line" course to this part of the sample. For the fourth year age group of children this meant some revision.

Originally school B provided 38 pupils who participated in the first two units of the reading course, but 4 pupils were later removed from this group. Of these one child was educationally sub-normal, and all four were backward readers. It was felt that they could better profit from reading instruction in their own language, than in French.

Since school A was a single sex school and school B mixed, there was not an equal balance of the sexes in the total sample; there were almost twice as many girls as boys.²

The children from school A had a generally "middle-class" background, parental occupation falling principally into the professional/managerial category: for example many fathers were doctors, company directors or university teachers.³ The attitude of this group of 31 children was one of self-confidence and sophistication, motivation to learn was strong, enthusiasm high and encouragement from the home environment consolidated the learning effort. Suitable reading material in English was obviously available in the majority of homes; consequently the language experience of the pupils was relatively wide. Only one pupil of the sample had had any extra reading instruction in English up to this stage.⁴ In the case of some pupils there was the danger of over-enthusiastic parents providing texts in simple French which the pupil wished to attempt without any teaching control. Whilst one did not wish to bridle the enthusiasm and interest of the pupils, it was necessary to dissuade them from reading seriously the French words at this point in their learning of the language, lest they should give English pronunciation values to the French words before they had been taught the French pronunciation code, and thus perhaps form bad pronunciation habits.

The children from school B had a largely "working-class" background, parental occupation falling into the categories of semi-skilled/unskilled workers; for example many fathers were miners, factory workers or farm labourers.³ The beneficial influence of support from the home environment to consolidate learning was not as great as in the case of school A, although there were reports from parents via class teacher and headmaster of these unsophisticated, rural children practising their French on brothers and sisters or dolls. Linguistically, this group was not as well developed as the group from school A. Several children had been slow readers in English

and had had extra instruction.⁴ A basic reserve and natural reluctance to accept anything new formed part of their attitude as a group, but this disappeared during the period of experimental work as the teacher-pupil relationship developed. The motivation of individuals within this part of the sample was strong, especially in the minority considered as "grammar school" potential, whilst the enthusiasm of the group as a whole was high.

Three tests were administered to the two groups within the experimental sample, soon after they had started work on the reading course, with the aim of assessing and comparing their basic linguistic and non-verbal abilities. The three tests used were from the National Foundation for Educational Research series.

1. N.F.E.R. Non-Verbal Test 3.
2. N.F.E.R. Primary Verbal Test 3.
3. N.F.E.R. English Progress Test C2.

The results⁵ obtained from the experimental sample on these tests indicate that the group from school A was generally more able than the group from school B. School A pupils showed greater ability particularly in their knowledge and use of English. It is interesting to speculate whether this linguistic factor affected the final results of the reading course tests for school A.

When interpreting the results of the tests of "Viens Lire" for both schools A and B, the variables of normal school curriculum and teaching conditions for the reading course must also be considered.

In the case of both groups, the pupils were taught for the experimental course within their respective schools by the same research worker. It was essential that the teaching environment should be as natural as possible for the children, and that their French lessons should not be considered special, but a normal, integrated feature of the curriculum.

Each reading unit of "Viens Lire" was taught to the children of school A in their own classroom. The class teacher simply handed over the pupils to the research worker when she had completed her own lesson. It being the nature of the school, the pupils in the primary section were accustomed to have several teachers for different subjects, although their class teacher or form mistress taught them English, History and Religious Knowledge. Until the introduction of "Viens Lire" this group of pupils had been taught French by a qualified teacher, specialising in French and German. Thus it was not a strange feature of routine to have a person other than their class teacher for French lessons.

The teaching of French in both the primary and secondary school is basically a formal discipline; the learning process is strictly controlled by the language teacher as the pupils acquire new structures and vocabulary in graded form. Even when the freer activities of "l'exploitation" and "jeux" are employed, the pupils are only able to express themselves in the foreign language within certain limits. As part of the basic procedure of an audio-visual French course, the pupils are obliged to concentrate on the situational element of the lesson, shown through film or slides, and to listen to the corresponding foreign language patterns on magnetic tape or records. This is a demanding exercise for the young, and the time given to formalised repetition should not be excessive.

The approach to teaching "Viens Lire" is fundamentally formal too. Twenty to twenty-five minutes appeared to be the maximum effective period for teaching, with concentration from the pupils of both schools A and B. The pupils from school A did not seem to find their French lessons exacting, occurring as they did within a relatively formal curriculum.

A problem which arose, in the case of school B, was that of keeping the French lessons consistent with the freer, discovery methods of other subjects in the curriculum. With this group of children it was essential to make the activities and exercises, supplementary to the reading course, as interesting and as exciting as possible. These children had a more fluid time-table, the French lesson being the "fixed" lesson of the day. Moreover they were taught almost wholly by their class teacher, although until September 1966 with work on "Bonjour Lire" leading up to the introduction of "Viens Lire", they had been taught French by the headmaster of the school. To be handed over to another specialist teacher, at a particular time of the day was initially disturbing, but once the French lessons were made as normal as possible and a daily routine was established, the response of the sample proved to be good.

As seen earlier the children from school A were taught almost entirely in their own classroom. Since, as a building, the whole school was relatively small, no special provision of another room could be made for the teaching of "Viens Lire". Consequently the pupils were taught in their own classroom. This was a small room for the number of children (31); restricting movement to a large extent, but, accustomed to the size and shape of their room, the children did not appear to find this an inhibiting factor. During later stages of the experimental work, when supplementary aids were extensively used, the restriction on movement became more evident, but the enthusiasm of the group overcame difficulties.

The room was well-equipped with shutters, and could, with some rearrangement of desks, soon be blacked out each time a slide sequence was used. A slide projector and tape recorder were available, and although a projection screen was initially lacking, a large white

board was used in its place, as a temporary measure. The board threw into bold relief all the images and reading captions on the slides. The projector and tape recorder were placed side by side at the centre back of the room, and the slides were projected on to the board at the centre front. Occasionally this situation proved difficult since the desks were closely arranged together, and when it became necessary for the teacher to move to the front of the room to emphasise a new word or image the attention of the pupils was often unfortunately diverted from the important point by the problems of movement. An excellent routine, however, was established by the children for the erection, dismantling and moving of equipment, which made it unnecessary to sacrifice any of the actual teaching to this part of the lesson procedure. An important psychological factor for the success of the course was that the children should be happy in their physical learning conditions. Given that it was their own classroom, and being used to a classroom procedure which was not disturbed by the introduction of the reading course, from the very first lessons they appeared secure and confident.

Circumstances demanded that for the majority of their French lessons, the pupils from school B were taught in the school hall. No shutters or blinds were available in their classroom for use as a black-out, consequently for those parts of "Viens Lire" when it was necessary to use a slide projector and tape recorder, the children were required to leave their classroom, for the school hall. Here heavy curtains provided the black-out. The physical conditions for both learner and teacher was not ideal, although every effort was made on the part of the headmaster and staff to ease the situation.

For each audio-visual lesson the equipment was arranged in one corner of the hall. The children sat on benches facing a screen in

the corner. This was a back projection screen and proved useful, for the teacher stood in front of the class whilst projecting the slides, and could, at intervals, observe reactions and emphasise points of importance without unnecessary movement. The tape recorder was placed beside the projector for ease of manipulation. Visually there were no difficulties, although occasionally the acoustics of the hall made it necessary to replay sections of the tape.⁶ As with pupils from school A, these children also learned to erect, dismantle and remove the equipment efficiently.

For those lessons of the reading course, when it was unnecessary to use audio-visual procedure, the pupils from school B were taught in their own classroom. The room was large and airy providing ample space for movement, and compensating for the lack of black-out facilities. Here, naturally, the children were very much 'at home'.

The movement from classroom to school hall, with its less intimate teaching atmosphere, and back again, did not contribute initially to inspiring the children with a feeling of security. Moreover some time had to be spent in the school hall, in securing the complete attention of the children, delighted with the physical freedom of a bench. Once a routine of French lessons was well established, the children settled to the "normality" of their learning conditions.

Overall, the sample from school A appeared to have more advantage for success with the "Viens Lire" reading course, than the sample from school B. School A pupils were generally more able, and appeared to have more encouragement and support for their learning from their home background. Initially these pupils were considerably less disturbed at the introduction of a new course and a new teacher than those of School B. Physically, the teaching conditions, whilst not ideal in either school, seemed more favourable in school A. It is not

surprising to anticipate therefore, that the sample from school A should perform better than the sample from school B on the tests of the reading course.⁷

The teaching of the reading course "Viens Lire" was begun in school A in mid-November 1966; all the pupils of this part of the sample having completed the first 15 lessons of the "Bonjour Lire" audio-visual course. The sample from school B began the reading course in early February 1967, the delay being due to the necessity of ensuring that all the children had completed the first 15 lessons of the "Bonjour Lire" course. As already seen, a basic principle of "Viens Lire" was that the whole sample should be orally familiar with the materials about to be read.⁸

Since it was desirable that the teaching period for the reading course should not continue for more than a year, and that for both schools A and B, the course should be completed within the academic year 1966-67, it was impossible to proceed at the same teaching pace with both groups of the sample.

School A completed "Viens Lire" in early July 1967, after a leisurely and less intensive approach to the course. More time was available for consolidating the principle of phoneme/grapheme relationships, learned in the reading units of the course by the audio-visual procedure: besides the supplementary activities⁹ and materials, other play activities were introduced to sustain the interest of the pupils in the basic materials.

For the group from school B however, whilst the supplementary materials were used and other activities introduced into the course when time permitted, the approach had to be more intensive, with stricter concentration on the actual texts of the reading units, and on the new phoneme/grapheme elements. The pace of the teaching

had to be hastened. School B completed the course in late July 1967.

It is unfortunate that school B pupils, not having the advantages of ability, confidence, better linguistic development and more favourable teaching conditions, as did school A pupils, should have to be taught at a faster pace. It is probable that this type of less able child might benefit more from a longer and varied contact with phoneme/grapheme elements of each reading unit. However whilst one might expect the group from school A to perform better on the reading course, it may be that the difference in achievement between the two groups of the sample on the reading tests of "Viens Lire"¹⁰ is due not only to the difference in ability and environment, but also to the different approach towards teaching the basic reading materials with each group.

NOTES AND REFERENCES

1. See Appendix, Figure I, page 267.
2. See Appendix, Figure II, page 268.
3. See Appendix, Figure III, page 267.
4. See Appendix, Figure II, page 268.
5. See Appendix, Figure IV, pages 269-271.
6. See accompanying tapes sections 3, 4 and 7. (in Tape Folder.)
7. See Chapter IX, page 43 ff.
8. See Chapter II, pages 32-33.
9. See Chapter V, page 72ff.
10. See Chapter IX for results of reading tests.

CHAPTER IV

Description of the Trial and Development of the Basic Method for teaching "Viens Lire"

As seen in Chapter II, a basic procedure was suggested for teaching the reading course in the primary school, and the underlying principles of the various stages of the procedure were stated. In the experimental phases of the course, through work with the two groups of pupils of the sample, one of the main tasks was to evaluate the optimum method of procedure; for example, to decide how many times a slide sequence needed to be shown to be effective without being boring, how many stages it was desirable to accomplish within one lesson, exactly where and when the children should repeat after the tape, and what degree of learning should be insisted upon before the next stage was introduced.

In Stage I, the procedure was identical with that used when teaching French orally by an audio-visual course.¹ The pupils saw and heard the situation, presented by means of slides synchronised with magnetic tape. In "Viens Lire", Slide A, with its colourful image, provided the situational element, whilst the corresponding French responses were supplied by the tape.

Some audio-visual course procedures recommend an explanation of the situation initially, in either the native or the foreign language, by the teacher², before the foreign language responses are heard by the pupils. It was felt that, for the experimental sample of children, explanation in English before the full audio-visual presentation of the story, might destroy the foreign language atmosphere created by the situation, and add unnecessarily to the length of time for teaching Stage I. In addition, these children had been accustomed to explanation in French in the "Bonjour Lire"

course. They therefore saw and heard the story once, and then comprehension was ensured by question and answer in the foreign language (except when English had to be used to explain difficult points), using, where possible, the structures already heard. Now the pupils were anticipating the repetition phase of Stage I.

In the early reading units the question and answer period was found to be somewhat superfluous, for the dialogues were simple for the children to understand completely during the initial presentation of the situation. The aim at this stage was not that the pupils should attempt to equate exactly French and English speech idioms, but that they should have a general understanding of what the foreign language structures conveyed in a particular situation, so that when the period of concentration on the pronunciation of these structures occurred, the pupils would not be distracted by problems of comprehension.

In reading unit 2 for example, the questions were few and very simple.

Teacher: "Qu'est-ce que c'est?"

Pupil: "C'est un chat".

Teacher: "Que fait le chat?"

Pupil: "Il monte sur l'arbre".³

The children were accustomed to this type of question from earlier oral learning of French.

In the middle and later units of the course, when the dialogues became more complex, the comprehension period was very important. The time spent on this stage of reading unit 8, for example, in order to establish well the meaning of each part of the situation, was long and essential⁴, for there was much to be assimilated.

Once the children understood, the whole situation was presented once more with slides and tape, but now the children were encouraged

to reproduce, as accurately as possible, the responses of the tape. Stress was laid upon the importance of each pupil achieving a pronunciation as close as possible to that of the native French speaker on tape. By reproducing orally these responses, the children were becoming familiar with the material they would read in Stage II, and secondly, it was hoped that the danger of distortion of the sound image would be minimised when the written word was introduced.

Naturally, there were some children, being strongly Anglophile, who were unable to achieve a desirable standard of pronunciation of individual words. The sample being small, these children were few, one from school A, and two from school B. The majority of children mimicked well and in an unselfconscious manner the pronunciation and intonation patterns of the French native speaker; adding support to the theory of the young child's gift for swift oral acquisition of a foreign language.

Where there were difficulties of pronunciation, structures were broken down, the individual words or phrases drilled orally around the class and in groups, and immediately the structures were built up again to re-establish the full meaning. This drilling proved to be most valuable, for as a result, it was found that in stages II and III the children rarely attempted to transfer their native language pronunciation values to the written French words. One child, a persistent offender from school A, frequently pronounced single consonants at the end of written French words.

e.g. Viens Lire, le chat

but this fault was painfully and slowly eliminated.

However, whilst it was essential that the pupils were orally familiar with the responses of the situation, parrot-like repetition was discouraged, for a problem immediately arose in the short and

simple dialogues of units 1 and 2. In stages II and III of these units, were the children simply repeating from memory, or were they reading the captions on the slides? In subsequent dialogues of units, it was necessary to point out to the children that particular attention must be paid to the reading captions, without adding technical details about the shape or spelling of words. It was hoped that the children would assimilate, as naturally as possible, the written symbols. In units 1 and 2, the possibility that the children might simply be repeating the French structures, without having really noted the relationship between sound and written symbol, was countered in stage V, when slides in random order and with reading captions in different positions within the frame were shown to the children, as a form of reading test. The pupils successfully completed this stage in units 1 and 2. Moreover, the very impact of the written French word on the screen was enough to focus their attention securely upon the visual form. To some extent the problem of pure repetition instead of reading, resolved itself as the course progressed, for the dialogues of units became longer and more complex, and were consequently more difficult for the children to commit to memory.

For the first 3 units of "Viens Lire", one teaching lesson of 20-25 minutes was adequate to complete stage I, i.e. seeing and hearing the situation, short question and answer period, and one repetition phase. One repetition of responses was obviously sufficient, but as dialogues grew longer in later units, it was found desirable but not essential to revise the repetition stage at the beginning of the next lesson, as pronunciation reinforcement.

By the time stage II of the teaching procedure was reached, there was theoretically a two-fold problem with which to deal. Although there was no clear proof, most of the children had probably by now

imagined their own written image of the sound image in the foreign language, and that written representation was undoubtedly based upon their own native language pronunciation values. One pupil from school A had particular difficulty in overcoming this problem, even after seeing the written words. "Ça va" was written on the blackboard as "sava" and needed immediate correction. Personal experience with older pupils writing dictations has highlighted this problem. Weaker pupils, even after several years of reading and writing French, cannot apply the French graphic code to slightly unfamiliar words in dictations, but rather rely upon their own pronunciation values in an attempt to solve the problem. In stage II it was necessary to substitute this personal written image for the true graphic representation in the foreign language. replace by ?

The second problem was in presenting the written word. The temptation for the pupil is often to give native language pronunciation values to the written foreign words. This danger must be minimised by recalling the foreign language pronunciation as quickly as possible.

For these reasons slides A and B were used together in stage II of each unit.⁵ A swift slide change to introduce the second stage was necessary at this point, for in stage I a sequence of A slides only had been used. Naturally it was preferable that the change took place at the beginning of a lesson, but in later units, where it was necessary to recall the repetition of stage I, the slide change occurred 5 or 10 minutes after the beginning of the lesson. In order that no teaching time should be wasted during this pause, the children were encouraged to write on the blackboard words or short phrases which they had learned in previous units, and were about to see again. For example, during unit 6, the teacher gave the order:-
 "Ecrivez au tableau noir, le chat monte (sur l'arbre)".

A similar phrase was to occur in unit 6, but the children had already seen this caption in unit 2.

In stage II, slide A was shown, coloured image only, followed immediately by slide B with black and white picture and reading caption. A second section of the tape synchronised the responses. The children saw and heard the situation of slide A and repeated the response; then they saw the situation on slide B and read the caption immediately. With slide B the visual stimulus is gradually being withdrawn, whilst association between sound and graphic representation takes place. The time allowed for personal fabrications of spelling or pronunciation on the part of the child is negligible. The very impact of seeing the written French words for the first time should be a novelty in itself and should reinforce the attention paid to graphic representation.

During units 1 and 2, the assimilation of written words by the children at stage II was formidable. They were at pains to volunteer unprompted comments on any apparent peculiarities of French spelling. The presence of a cedilla on such words as "ça" and "garçon" intrigued them, and they noted quickly that final consonants were silent. During stage I of unit 2, the group from school A was restless, and stated a desire to see the written word. The children were only satisfied when stage II was begun.

Basic to all language learning is the formation, from the outset, of correct language habits. Whilst the child learner is very young, as in the case of the children of the sample, he is not fully aware of the language errors he makes; and has not the ability to correct. The incentive to correct induced by external pressures such as class competitions or examinations, and built up at the secondary school level, are lacking. Therefore, for the pupils of the experimental sample, since corrective influences were few, it was vitally important

that they should read as accurately as possible when first they were introduced to the written word.

It was decided, therefore, to try the idea of presenting stage II twice, with a slight variation to sustain the interest of the pupils. Thus, during the first showing of stage II, all the children worked in chorus as the written word made its impact. They repeated aloud together after slide A, and then read aloud the caption of slide B, gaining confidence from a cooperative effort. At this point the teacher listened carefully for any mistakes of pronunciation, and, if necessary, stopped the tape to correct the error. The two final sentences of unit 2, for example, are relatively long, and there were difficulties of distinction, for the pupils, between "du", "de", and "des". The tendency, surprisingly with both groups of pupils was to equate "du" and "des" with the "de" sound. It was necessary to correct this error speedily, otherwise the result could have been ultimately an incorrect association of phoneme and corresponding grapheme.

If the lesson time permitted, the second presentation of stage II followed immediately; if not, it was completed at the beginning of the next teaching lesson. Now, instead of working totally in chorus, the children were encouraged to respond in chorus after slide A, and then individuals, or groups of children read the caption of slide B. The teacher's task of ensuring accuracy was made easier at this point, and there was maximum class participation, with the other children eager to correct any mistakes which the readers might make.

The idea of repeating this part of the procedure proved sound, even though there were doubts initially that it might be boring for the pupils, for as the course progressed the children were required to

retain more vocabulary and recognise and learn more graphemes.⁶ Their confidence after completing stage II for the first time was not great, especially after unit 5, and a second effort reassured the children on uncertain points. Chorus work, with all the children repeating, or group or individual repetition was a means of sustaining interest: 20-25 minutes of such a formal discipline is demanding upon the young child's powers of concentration, for the mind will readily wander unless a variety of interest can be created. It was thought, as seen above, that this stage of the procedure might be unnecessarily long, but experience showed that a major effort at this point in each unit was worthwhile if the foundation of good reading habits was to be successfully laid.

Stage III of the reading course procedure, although similar to stage II⁵, was equally important, for it gave the pupils an opportunity to concentrate quietly upon the new written words. For this stage, two slides were shown again, slide B, with its black and white image and reading caption, followed by slide C, with reading caption only. On slide C, the words of the reading caption were in exactly the same position as the words on slide B.

There was a reason for the spacing, colouring, and presentation of the three slides A, B and C. If the words appeared in exactly the same position within the frame of the slides, there should be minimum visual distraction for the pupil, from the words as the picture is gradually removed. The printing too, clear and simple, was deliberately chosen as the kind already familiar to children in the primary school. The clarity of the printing, together with the sharp impact of the black and white colouring should direct attention to the form of the written word.⁷

In stage III, as slide B was shown, the children simply listened

to the tape and read the captions silently⁸; when slide C was flashed on to the screen the children read the caption aloud. During the showing of slide B they had time to study the words carefully, whilst the moment was opportune too for the teacher occasionally to ask a slower pupil to read aloud. Slide C followed so immediately upon slide B that the dangers of pronunciation distortion through silent reading were minimal. Experience revealed that this part of the procedure was normally completed quickly and accurately, and needed to be attempted once only. Even when dialogues became more complex, repetition would have been superfluous for the hard work had been completed in stage II.

Stage IV of the suggested basic procedure posed a problem. Now that the teaching method was being tried, should this stage in fact be considered a part of the procedure? At this point the series of C slides (i.e. reading captions only) for one unit were shown in sequence, and the children were requested either in groups or individually to read the captions before the particular tape response was heard. The teacher simply held the pause button on the tape recorder until the children had read. The response of the tape acted as a corrective where necessary, but also as a source of corroboration and reward.

Initially stage IV was included in units 1 to 4 inclusive, in work with the group from school A. The children completed this stage rapidly and accurately, and appeared to enjoy the game of 'beating the tape'. The ease with which stage IV was completed up to this point suggested that it might be unnecessary. In units 5 and 7 it was omitted, for the new words were quickly and apparently thoroughly acquired from stages II and III, by the pupils. Its inclusion would have added unnecessarily to the length of these units. In units 6,

8 and 9, all a little more complex, it was included as a means of consolidating the learning; although with this group of able children from school A, it was probably an unnecessary precaution on the part of the teacher.

Since units 1 and 2 were so simple, stage IV of these units was omitted for school B, but it was included in units 3, 4, 5, 6, 7 and 8. Two reasons prompted this decision. First, the majority of children from the school B group did not appear to acquire new words as quickly and as thoroughly as the children from school A⁹, and reinforcement after learning through the audio-visual procedure was very necessary. Secondly, variety, in the form of a game, such as 'beating the tape', would lighten the learning. In unit 9, stage IV was omitted since the pressure of time to complete the course within the school year was too great.

It was decided, finally, that stage IV should form a part of the teaching procedure but that it should be used at the discretion of the teacher, according to the ability of the pupils.¹⁰ The principle value of this stage appeared to be as a consolidation exercise.

The final stage of procedure, V, was considered essential. By stage IV, the pictorial image had been completely removed, and the position of the reading captions within the frame was the only cue for the reader. Now in stage V, the slides were presented in random order with reading captions only in different positions within the frame. The children were asked to read individually, in groups or in complete chorus as the slides were flashed on to the screen. Obviously no tape responses could be used, for these could not be synchronised with slides in random order. This stage acted as a kind of reading test, and gave the teacher an estimate of the quality of the learning. During the first units, stage V acted as a guide, indicating whether

the pupils had actually been reading (associating sounds with their written representations), or had simply been repeating the French structures in parrot fashion. Both groups of the sample completed this stage in all units, and did so without encountering any difficulties. This seemed to indicate that the pupils had in fact learned to recognise written words and to produce the correct sounds, and pointed to the apparent success of the course.

This final stage of audio-visual procedure did not seem to be a desirable point at which to conclude work on a reading unit. It seemed important that the pupils should appreciate the narrative value of each unit and also see and be able to recognise French words presented in a form more akin to continuous prose. This would be a natural continuation in the reading process. Consequently in the supplementary exercises which followed the audio-visual work, an attempt was made by teacher and pupils to reconstruct on a teazlegraph¹¹, the narrative of the reading unit.

Each unit of "Viens Lire", proved to be an experiment. In some units all the stages of the suggested basic procedure were attempted, either because the reading material was simple and it was of interest to note the overall length of time (i.e. number of lessons) taken to complete a unit¹², or because the particular graphemes introduced were more difficult and needed every possible learning reinforcement. In other units stage III was attempted twice, although eventually the second presentation was found to be unnecessary and stage IV was omitted or included according to the degree of the pupils' learning, or the simplicity of the new reading elements.

The sense of achievement experienced by the children in both groups A and B on completing successfully stages IV and V was most marked. With slide C the visual stimulus had finally been withdrawn

and judging from their reactions, the pupils felt they no longer needed an illustrative cue in order to master the reading captions.

After the experimental work on the 9 reading units, with the 2 groups of children, the final optimum form for the audio-visual procedure for a single unit appeared to be:-

- Stage I
1. Presentation of situation with slides and tape.
 2. Comprehension period; oral interchange between teacher and pupils to ensure complete understanding of the situation.
 3. Presentation of situation a second time with spaced recording. The teacher encourages the children to repeat the responses of the tape in the spaces provided. The recording should be replayed if necessary in order to ensure a satisfactory standard of repetition.
- Stage II
1. Presentation of reading captions with image. Slide A, coloured image only, is followed by slide B, black and white image and appropriate reading captions. A spaced recording is synchronised with the slides. All the children are encouraged to repeat aloud the response appropriate to slide A, and then without further stimulus from the tape to read aloud the caption on slide B. The recording should be replayed if necessary to ensure correct reading pronunciation.
 2. The above procedure is repeated, this time with individual pupils or small groups of pupils reading the caption on slide B.
- Stage III
1. Presentation of reading captions only. Slide B is followed by slide C, reading caption only. The children

are invited to study silently the captions on slide B, whilst the tape recording is played. At this point the teacher may ask a less able pupil to attempt to read in the space provided. Slide C is then presented, and all children are encouraged to read aloud the caption.

Stage IV 1. (Optional) A sequence of C slides is presented in order, and individual pupils are encouraged to read the captions aloud before the appropriate tape response is heard.

Stage V 1. C slides are presented in random order. No tape is used for this Stage. The children are encouraged to read, either in full chorus, in groups or as individuals, the reading captions as they appear on the screen.

The graded and strictly controlled nature of the reading course was an important factor in inspiring confidence and a sense of achievement in the children. Each unit presented a small number of words and structures with which the children were orally familiar, and these were drilled thoroughly until the children were accustomed to the written patterns. As in early reading lessons in their native language, when the pupils are presented with only a few words on a page, so this sample of pupils saw only a few words on a single slide and were required to master these before continuing to other slides and other units. In addition, the continual reappearance in later units of words and structures learned earlier contributed to make each stage of the learning seem easier. The gradual presentation and steady assimilation of reading material seemed to appeal to the varied intellect and verbal background of the children.

At the beginning of each teaching lesson, the pupils were encouraged to participate in a short period of purely oral work, a conversation concerning weather, dates, birthdays, the classroom and various simple activities, into which already familiar elements from previous "Viens Lire" lessons were introduced. Also, having acquired globally the reading captions during their period of audio-visual work the children were introduced to phonic based drills and exercises in which the graphemes being studied were highlighted and used by analogy to show relationships with other words.¹¹

All these elements contributed towards making a skeleton unit a fully rounded teaching topic, with maximum opportunity for reinforcing the new phoneme/grapheme correspondences, whilst the variety of activity appeared to stimulate and maintain the enthusiasm of the learner.

The procedure for teaching two or three graphemes in one unit was a relatively lengthy one. Added to this was the time taken for the manipulation of the slides. In the experimental phases of the procedure, naturally slides were more convenient than a filmstrip, when varied slide sequences needed to be tried. The shuffling movements of slide change at the beginning of the "Viens Lire" were improved into a deft action during the latter stages. However for the final agreed procedure it would seem advisable to put all visual material on to a film strip in order to permit speed and ease of manipulation of materials, and also to allow a fractionally longer time for concentration on the pupils' responses.

NOTES AND REFERENCES:

1. See Chapter I, page 19.
2. "Le Français d'Aujourd'hui" Downes, P. J., and Griffiths, E. A. The English Universities Press Limited, London, 1966. This course, co-ordinating book and audio-visual methods of teaching French, designed for use in the secondary school, recommends an explanation of the situation in the foreign language before full audio-visual presentation.
3. See Appendix, text of Reading Course, unit 2, page 155.
4. See Appendix, Tape Transcript No. 1^k and also accompanying tapes, section 1. (in Tape Folder).
Page 212
5. See Appendix for the diagrammatic representation of the sequence of procedure, page 209.
6. Accompanying Tape, ^{Section} No. 7, however, illustrates an exceptional occasion, when the second presentation of stage II of unit 7 appeared unnecessary.
7. Illustration of slide sequence in Appendix, pages 246-248.
8. This stage is illustrated on accompanying tape in Appendix, section 8. (in Tape Folder)
9. See Appendix for results of Reading Tests, pages 296-297.
10. Suggestions to Teachers. Appendix, page 250.
11. This procedure is fully described in Chapter V, page 76.
12. Figure V. Appendix, page 272.

CHAPTER V

Further Development of Method with the aid of SupplementaryMaterials

Whilst assessing the various possible approaches to the teaching of reading in French, and French orthography by this audio-visual method, one became increasingly aware of the considerable differences between teaching a child to read his native language at an early stage in his school career and teaching him to read French.

The basic teaching procedure of "Viens Lire" relies upon a global acquisition of vocabulary and structures by a "look and say" method. This method may be adequate for the young child learning to read his native language, where the verbal background reinforces the reading material. For the child learning to read French it was obvious that the method would need to be supported by more detailed activities and materials. A series of drills and exercises based upon the phonic method of teaching reading, and a teazlegraph were therefore used as supplementary aids.

The reasons for adopting a phonic based method for actively teaching French orthography are threefold. First, whilst the English speaking child is learning to read French there is the possibility of interference from English spelling patterns in both the pronunciation and spelling of French words.¹ Secondly, the child learning to read English has an enormous range of structures and vocabulary and also experience in everyday linguistic situations that reading material can be based upon. The material is psychologically vitalised by what the child has himself experienced. By contrast, when he turns to reading and later writing French, he is strictly limited to what he has learnt in the classroom, and is incapable of reading or writing about the majority of his experiences. Unit 1 of "Viens Lire" may well deal

with a situation within the experience of the child, but his expression of the kind of shop or purchase with which he is familiar is strictly controlled by his limited knowledge of French. In addition, as seen in chapter II, it was our aim to keep new linguistic material to a minimum in the reading course until the graphic code had been mastered through the use of familiar vocabulary. Thus, generally accepted ways of teaching a child to read his own language, grouped under headings such as "experience charts", or "story method", were inapplicable. In the early stages at least, of the reading course, these accepted methods have to be subordinate to simple word recognition.

Thirdly, the much greater regularity of French orthography means that a phonic approach at an early stage is much more valid when learning to read French, than when learning to read and write English. 'Regularity' here does not imply that there is a regular one-to-one correspondence between sound and letter. However, with the exception of the problem of flexional endings, once the code has been understood, there is little difficulty in reading or spelling French.

French phonemes have a far smaller range of potential graphic representations than those of English and can, therefore, be profitably taught by phonic and word-recognition methods. Even the vowels, which are a major source of confusion for the English child learning to read his own language, are represented relatively uniformly in French. For example the sound (u) is always and invariably represented by the grapheme "ou", (y) by "u" and (wa) by "oi".

In the same way, French graphemes are much more consistent in their symbolisation, and certainly have nothing to compare with the

complexities of such English classics as "--ough". Except in a very small number of words, which do not conform to the norm, again, once the code has been grasped, it is possible to pronounce any French word on sight.

This regularity also applies to the vowels. Where there is a choice of sounds, it is merely between the open or closed forms of contiguous vowels, a distinction which is not often evident in the speech of native Frenchmen.

e.g. ai (j'ai, mais)	represents	(e) or (ɛ)
au (chaud, Paul)	represents	(o) or (ɔ)
eu (feu, leur)	represents	(ø) or (œ)
o (dos, botte)	represents	(o) or (ɔ)

These are the only symbols for the vowels which demand a choice from the reader, and this itself is usually indicated by the letters which follow.

The only other exception is "a" which can be pronounced (ɑ) as in "pas", or "âge"; or (a) as in "chat", but this is a distinction no longer observed in contemporary French speech. Lastly, since there is no word stress to speak of in French, there are no complex choices of intonation at word level facing the beginner in reading.

When a word is assimilated into a child's vocabulary, he should be able to recognise it by its visual pattern, pronounce it correctly, and understand its meaning. Pupils, having a fair knowledge of reading and writing French at the secondary stage, will accomplish the first two of these points because they have learnt to decipher the French orthographic codes. The third point, comprehension, comes with prompting, action, or the aid of visual clues. By the time the children of the experimental sample encountered the written word in the reading course, they were familiar with its meaning. Once the

sound and written representation had been associated and assimilated globally, the reinforcement by phonic analysis of the graphemes introduced was considered a necessary exercise. The value of creating in the children a sensitivity to individual sounds was vital at this stage in their reading of French.

Circumstances therefore dictated the method of consolidating the global learning; negatively, because of the child's limited linguistic background, the experiences which he can read about are controlled, limited to those he has learnt about in the classroom. Positively, because of the greater orthographic regularity of French, it is possible to make productive use of a phonic method from the earliest stages, although to maintain the child's interest, the dialogues, as we have seen, present a short self-sufficient story.

Dr. E. J. Goodacre, in her report "Reading in Infant Classes" (1967), claims that 94% of the schools in the survey used the phonic method together with another method, usually the sentences method, in order to teach reading. She adds, however, that experts advise a delay of systematic phonic instruction until pupils have developed a good vocabulary and a real interest in reading. Too early an introduction to sounds may adversely affect fluency and comprehension at a later stage in the child's development and schooling. It can act too, as a more immediate limitation to reading for meaning. The suggested order of method for teaching reading is usually sentence, whole word, and finally phonics. It must be remembered that these points pertain to reading in English, and although there are considerable differences between teaching reading in English and in French, yet certain principles apply to the method being developed to teach "Viens Lire".

As seen above, phonic analysis can have dangerous consequences for the very young reader. Fortunately the children of the experimental

sample were aged between 9+ and 10+ years and therefore most likely to accept without difficulty some form of analysis.²

The first exercises in highlighting particular graphemes for detailed practice took place after stage II of the teaching procedure, usually after the second presentation of this stage, but occasionally after the first, although work here on phonics was kept to a minimum. At this point in a unit the pupils were familiar with whole sentences, had understood the total meaning, and, it was hoped, had by now associated sound and written symbol. Now it seemed safe to extract elements, in particular graphemes, and drill them, provided these elements were replaced immediately in the whole structure once the exercise was completed.

The method of approach, first devised and attempted, was to draw on the blackboard a simple picture, as far as possible the same as that already seen on the slides by the children, to represent a single word, usually a noun.³ The single word label was then written up beside the picture and the particular grapheme for study, contained in the word was singled out. The children were encouraged to read the word aloud, either in chorus or individually. Other words also familiar to the children and containing the same grapheme were written up alongside. As the course progressed, it became obvious that only a few of these words needed to be illustrated, since most had become so familiar. In any event, not all lent themselves easily to illustration, as adjectives and verbs were included with nouns.

From the examples before them on the board, the children were able to isolate the particular grapheme, with initial prompting from the teacher. The grapheme was then written at the beginning of each series of examples, and the children repeated this individual sound.⁴

The procedure of highlighting graphemes as described above, was

not always the one followed, although in retrospect it seemed to be the best method. Sometimes the actual grapheme, singled out for attention was first written alone on the blackboard, and the children were then encouraged to pronounce it correctly. This was successful to a certain extent, especially with the more able children of each group of the sample, but often it was necessary to write up a single word containing the grapheme as a cue to real recognition of the sound value, before there was maximum class participation. Then a series of words containing the graphemes could be written up. This particular procedure should perhaps not have been attempted so early in the reading course, for it appeared to be more successful in later units when the pupils had grown accustomed to singling out new graphemes for themselves in the audio-visual sections of a unit.

As the words containing the grapheme were practised on the board, the children were encouraged to supply orally sentences containing any of the words.

e.g. Unit 3 - grapheme "ai", phoneme (e)

Teacher: "Donnez-moi une phrase avec 'gai'".

Pupil: "Le soleil brille, mais Michel n'est pas gai".⁵

Finally the individual words were incorporated into written sentences on the blackboard. These sentences were those of the reading captions or sentences very similar to the captions. The children read the sentences aloud, taking care to pronounce accurately and to note well the particular grapheme they had just studied.

Thus the phonic process had gone full circle, and the pupils had seen and used the word in a complete meaningful unit.⁶

When the first audio-visual presentation of stage II of the teaching procedure occurred as the first and major part of a lesson, often the remaining minutes of the lesson were profitably used to

introduce these phonic based drills, rather than attempt a second presentation of stage II.⁷ On the other hand, if the whole of a lesson should be taken up with the first presentation of stage II, it was possible, in the next lesson, to preface the second presentation with 5 to 10 minutes of phonic analysis, thus recalling the new graphemes of the previous lesson.

The most concentrated session of phonic analysis work usually took place once stage II had been thoroughly completed. The pupils should by now have become accustomed to the new words, and should have associated well the phonemes and corresponding graphemes of a unit. Now it was possible to use more examples of individual words containing the new graphemes, and to increase the number of sentences also containing a wider range of words, i.e. those with which the pupils were orally familiar, but had not yet read.

After stage III of the audio-visual procedure a series of sentences were occasionally constructed on the blackboard, at the discretion of the teacher, according to the extent of learning of the children. These sentences used familiar elements in an unfamiliar way so as to practice the graphemes.⁴ They also provided a rapid test of whether the pupils were in fact reading, i.e. associating sound and symbol. In most cases the pupils read these sentences accurately.

Phonic analysis became an integral part of the method of teaching "Viens Lire", linking particularly stages II and III of the audio-visual procedure. Where the phonic drills prefaced lessons before the introduction of stage III, they acted as reinforcement to the reading captions already seen in stage II. Where any such drills occurred after stage III they inspired confidence in the approach to stages IV and V.

On reaching the audio-visual sections of the course the children benefited from the consolidating effect of the previous drills which linked the grapheme and whole word, both orally, and in written form. By now they were also more fully aware of the structures of individual words and at a later stage they could apply their experience of phonic instruction, working by analogy and reading new words at sight: for example, "la poule" was successfully introduced into the vocabulary of unit 4, and "la paume" into unit 7.⁸

Occasionally the pupils were encouraged to write up on the board individual words or very short phrases as the teacher pronounced them. This exercise was enjoyed by all, for it controlled the childrens' desire to write freely themselves. Any mistakes which they made were immediately corrected by other members of the group or by the teacher. There was less harm in a mistake on the blackboard, from where it could easily be removed, than in more permanent fashion in an exercise book.

By the end of the reading course, little change had been made in the original approach adopted for highlighting the graphemes. The children of both groups welcomed these sessions of learning when the formal discipline of audio-visual study was temporarily set aside for the freer, more creative sessions of "word and sentence building". Included as they were, after stages II and III of the audio-visual procedure, they appeared to serve more effectively as the course progressed. Naturally the learning pace seemed to quicken as the children became more familiar with the routine of phonic drills.

Like phonic analysis, the activity with the teazlegraph materials soon became an integral part of each lesson unit too. The materials were simple, consisting of a dark-coloured teazlegraph cloth (felt material) and the words of the course⁹ written on cartridge paper,

out up, and backed with "teazles", i.e. especially designed to make the word-card cling to the cloth. This supplementary aid proved a practical and enjoyable feature of the lesson. The children were able to handle the word-cards in building up familiar structures on the teazlegraph, thus curbing, to a certain degree, their desire to write. They were able to approach this part of their lesson in a lighter vein, playing games with word cards, whilst reinforcing their learning.

A period of trial and error was endured until the optimum method for using the teazlegraph materials, with the experimental sample, was decided. During early lessons, the word-cards for a single unit were displayed in random order before the children on a large board tilted at a slight angle on the teacher's desk. The teazlegraph was pinned up over the blackboard where it was visible to all. The structures of the text of a unit were played on the tape or read out aloud one by one by the teacher. A child was then chosen from amongst the volunteers to select from the word-cards those appropriate to the building of the structure. These cards were placed on the teazlegraph in the correct order. This process of selection was an excellent exercise in recognition of sounds and appropriate graphemes. Once the sentence was constructed the whole group participated in reading it. Faults of reading tended to be very few at this point, but those which were made by individuals were soon corrected by the whole group.

By this method of teazlegraph work, the whole story of the unit was gradually reconstructed in a form more akin to continuous prose, a natural follow-up to the individual structures learned in the audio-visual stages of the course. More time could now be devoted to intonation patterns.

Soon it became obvious that the period of time for selection of the word-cards by individuals was unnecessarily long. True, the children needed to look and select carefully the appropriate cards, but the mass of words appeared confusing. Therefore, beginning with school A, and unit 2, it proved easier to allocate several word-cards per child, and as the teacher read out the sentences, those children with the correct cards held them up. The children, as a small group sorted their cards into the correct word order, and then placed them on the teazlegraph. By this improvement of method, more individuals were able to participate more quickly.

As the groups of the sample grew in confidence, a 'teacher' was chosen from the group to read aloud the tape script, whilst the other members reconstructed the narrative.

Initially, the teazlegraph activity was used purely for recognition and reproduction of the actual phrases of a unit being studied. However, as the course progressed, it became apparent that elements of any of the reading captions in a unit could be put together in different combinations to form new phrases, thus providing extra reinforcement of learning.

e.g. Unit 1

"J'achète du chocolat et quatre gâteaux"

"Tu as un sac?"

These two phrases from unit 1 could be combined as follows:-

"Tu as du chocolat?"

"Tu as quatre gâteaux"

"J'achète un sac"

This kind of work was initiated by the teacher, but occasionally the pupils suggested new sentences themselves, and placed them with confidence on the teazlegraph.

e.g. Unit 5

"Minet a un cadeau pour Marie"

Unit 9

"Je mange la grosse sucette orange"

"Viens manger mon enfant"

"Combien le chien dans le magasin?"

Further development of the basic teazlegraph activities already outlined suggested themselves during the course. Unfortunately, owing to pressure of the time allowed by the schools for the completion of the reading course, these could not be pursued in depth.

Three further activities were briefly attempted. School A group tried these activities more than school B group, since the children from school A had begun the course earlier, and thus there was more time for variation of use of the materials.

First, teazlegraph work may be cumulative, phrases and words from earlier units being used in new combinations of meaning with phrases from the unit under present study.

e.g. "Il y a un petit chat noir dans un sapin"

(material from units 1, 2, 5, 8)

"Que fait Michel? Il saute du lit"

(material from units 1, 3, 6, 7)

This feature of teazlegraph activity, however, overlapped with the contrastive drills (a series of sentences, carefully constructed, combining the graphemes of at least two dialogues of the course). Although it was a valuable play activity it was slightly superfluous.

Secondly, the pupils enjoyed listing words containing the same grapheme, when it was turned into a game: for example, how many words containing the grapheme "au" could be found and placed on the teazlegraph in 2 minutes. This was basically a recognition activity,

and again overlapped with the phonic drills. It was therefore used infrequently.

Thirdly, the teazlegraph proved useful in illustrating those grammar points which were questioned by some children.

e.g. "Michel est gai / Marie est gaie"

"Bonjour petit garçon / Bonjour petite fille"

Several examples on the teazlegraph became self-explanatory.

During the normal activity of reconstructing the narrative on the teazlegraph for unit 6, with school group A, "Ils ont faim" read by the teacher, produced the word-cards "on" and "ont". A similar difficulty arose in the same lesson unit between "mais" and "met". By explanation in English from the teacher, and numerous illustrations on the teazlegraph and remaining blackboard, the difficulties were resolved for most of the group.¹⁰

The teazlegraph activities always took place at the end of a lesson unit, and seemed a natural consolidation of the learning via the audio-visual stages, finally presenting the narrative as continuous prose. However, it became obvious that, at any time after stage II of the audio-visual procedure, the teazlegraph materials could be used to add variety to activities in any one lesson.

A final supplementary activity was the reading of the contrastive drills or exercises, occurring within the text of the reading course.¹¹ These exercises appear as a series of sentences, after every two or three units of "Viens Lire". They provide more extensive practice in graphic minimal pairs, for example "ai" (e) and "oi" (wa), "au" (o) and "eu" (œ); or in pairs which are phonetically alike, yet grammatically divergent, for example "an" (ā) and "en" (â), "ai" (e) and "é" (e); or alternatively in forms which are phonetically similar where the differing graphemes may even help the pupil to

differentiate, for example, "u" (y) and "ou" (u), "en" (ɛ̃) and "in" (ɛ̃). The exercises do not introduce any new vocabulary or structures, but merely draw upon and give more intensive and localised practice in material already present in a preceding dialogue.

The children were encouraged to study the sentences silently and individuals were selected to read aloud, whilst the rest of the group listened attentively for any faults. Mistakes of pronunciation were few from both groups, surprisingly, because of the deliberate juxtaposition of minimally contrasted graphemes. Experience revealed that this period of activity was beneficial, allowing teacher and pupils a period of close study, and an opportunity for further question and explanation.

NOTES AND REFERENCES:

1. See Chapters II and IV
2. "The Psychology and Teaching of Reading". Schonell F. J. Oliver and Boyd 1945.
3. See illustration of noun "fleur" on photograph in Appendix, page 245. See also tape section 6, and transcript No. 6, page 235.
4. See photographs in Appendix, illustrating the blackboard during the teaching of phonic based drills, pages 244-245.
5. See accompanying tapes in Appendix, sections 4, 6 and 8 for examples, (in Tape Folder).
6. See Appendix notes for a lesson at school A, during teaching of Unit 6, page 210.
7. For details of audio-visual procedure, see Chapter IV, page 59.
8. For introduction of "paume" see accompanying tapes section 8, and also Appendix, tape transcript No. 8, page 240.
9. This meant producing a very large number of words, with several examples of the same word, since one word might occur frequently within a unit.
10. The problem of inflexional endings is discussed in Chapter VI. Pages 154-193.
11. See Appendix for text of "Viens Lire". The contrastive exercises occur at the end of every two or three reading units.

CHAPTER VI

Further Activities and Possible Fields of Study - Comprehension, Dictation, Simple Readers and Free Composition

The supplementary aids of phonic based drills, contrastive exercises and teazlegraph activities were regularly used throughout the reading course as reinforcements to the basic audio-visual procedure. The teaching of grammar and the writing of French, however, were not strictly part of the pilot study, although naturally these exercises were used from time to time, or overlapped with the teaching of reading, which was the main objective of the course.

In order to teach a child to read successfully a foreign language, it is necessary not only to help him to establish the meaning of the words, but also to instruct him how to pronounce those words correctly. This is not necessarily the case when teaching a child to read his native language. Due to his oral background and interests, he is likely to have an oral understanding of the material which he is about to read. It is the teacher's task to show him how to relate those sounds which he understands to their written representation.

Our aim in the reading course was to do precisely this, to teach the child to follow with the eye written French words, and to reproduce aloud their corresponding sounds. That is not to say that we neglected to help the child to understand what he was trying to read. This would have been unwise, for our ultimate aim of teaching pupils the relationship between French sounds and their written symbols would have undoubtedly suffered. If one attempts to teach the French pronunciation code alone, without helping pupils to understand what the written words convey, it is highly probable that some pupils will struggle to establish the meaning and pronunciation may suffer as a result of lack of proper concentration.

We had assumed in designing "Viens Lire" that the pupils of the sample would be orally familiar with the reading material when the time came for them to learn how to read it aloud.¹ Therefore our specific task was not to teach the children what the words meant. However, in order to inspire confidence in the pupils that they understood what they were about to read aloud, and in order to secure as far as possible their full concentration on this latter activity, a period of ensuring understanding of the situation became an essential part of the teaching procedure in every reading unit. As described earlier², this was achieved through an oral exchange of question and answer between teacher and pupils.

As the reading course progressed, however, it seemed possible that since so much emphasis was placed upon how to read aloud correctly, reading for understanding might suffer. If presented with a passage of continuous prose in French, a short story for example, based upon the vocabulary and structures of the reading units already studied, would the children be able both to understand and to pronounce correctly. It was decided therefore, to test principally their ability to understand, in an experiment related to the aim of the pilot study.

Three short stories were written in French, based upon material previously studied in the reading units. The structures and individual words were familiar to the pupils, but these were so arranged as to present unfamiliar stories.³ Each story with accompanying questions in English, became a comprehension exercise or test. The first comprehension test was administered to the children after they had completed unit 3 and all supplementary exercises, the second test after unit 6, and the third after unit 9.

The children were asked to study the comprehension passage silently and then to answer the questions in English and in writing. The danger

of silent reading was obvious; unless the children have been carefully drilled orally in the pronunciation of the language of the story, it is easy for them to transfer native language pronunciation values to the foreign language. However it was considered valid to present the comprehension test in this way to the children, since they had already seen and read aloud in previous reading units the words which now made up the new stories. The dangers of silent reading should therefore be minimal.

When the children had been given adequate time in which to answer the questions, their answer papers were collected, and they then prepared to read the passage aloud. In order to recall French pronunciation for the children, the teacher read aloud the passage once only. Each child in turn then read one or two sentences. Occasionally there were mistakes of pronunciation, in particular the sounding of silent consonants and inflexional endings, but overall the pronunciation was of a surprisingly high standard. Intonation, however, was flat and monotonous. As the children read, their passages were recorded, and later replayed to them. Many of the children from both groups were at pains to point out, and correct their mistakes, and those of their fellows. Although questions were asked about inflexional endings, and the particular examples of the story explained, yet it was obvious that more detailed lessons on the simple grammar of "Viens Lire" would be necessary.

Next followed a period of comprehension, when the questions which the children had just answered in written form were answered orally in English. The children selected from the story those French sentences appropriate to answer the English questions. In this way those children who had been uncertain about points of the story were corrected or reassured before the lesson ended.

The results of the comprehension tests were encouraging⁴, indicating that the children were reading for meaning, as well as acquiring a good pronunciation. School A in particular performed well. There were three possible reasons for this: these pupils were of better general ability than those of school B⁵, secondly they were slightly older and had a little more experience of French than the pupils of school B, and finally more time had been spent with them in their reading activities, school B group being under some pressure to complete "Viens Lire".

The results given are for the first two comprehension tests. Unfortunately it was impossible to administer the third test to school B, since the time remaining at the end of the reading course was only sufficient to permit the formal administration of the final reading test. Although the children from school A were able to attempt this third test, it was not considered valid to record the results.

Another problem, minor, but disturbing, arose as the course progressed, that of inflexional endings. Inflexional drills were included as exercises within the course⁶, but in the report on "The Background to the Development of Reading Materials" (i.e. "Viens Lire" materials), it was suggested that the exercises could be omitted. Experience with both groups of the sample revealed that inflexional drills could not be totally disregarded, yet to complete thoroughly within one academic year all the suggested exercises, together with phonic drills and teazlegraph activities, would be a great undertaking. A year and a half would prove a more realistic period of time. For at least half the children of the sample, especially the younger group from school B, grammar in the form of inflexional drills would be unnecessarily confusing.

From the outset with "Viens Lire" the children from school A had manifested their awareness of and curiosity about any apparent peculiarities of the written French forms which they were learning to read. After unit 2, they were questioning the inflexional "s" of "tu" forms. Although it was explained carefully, it did not prevent individuals from pronouncing the "s" on occasions. Children from school B experienced a similar difficulty with this inflexion. These children were somewhat phlegmatic, yet questions came concerning adjective agreements, e.g. "petite fille, fleurs rouges". It became obvious on reaching unit 6 with them, that the third person plural verb inflexion in particular needed explanation and emphasis concerning pronunciation.

The "ent" verb inflexion is the pronunciation bane of many secondary school pupils, even after explanation and example. For many of the children of the sample, those with an inquiring mind, global acquisition of inflexions was not satisfactory. It was essential to spend some time during lessons explaining, by examples familiar to the children, verb inflexions and simple adjective agreements. It was convenient to do this explanation between the audio-visual stages of procedure, usually after stages II or III. Attention was not drawn to every example of inflexion as the course progressed, but only where they were queried by children, or where the teacher felt there was difficulty. Emphasis was placed on the "silent" value of most inflexional endings, grammatical explanation was minimal⁷.

Any writing which the children of the sample attempted was strictly controlled. Apart from the comprehension tests (with answers in English) and the three major reading tests, all writing was done on the blackboard with maximum class participation, and where any

mistakes could be immediately corrected.

Between slide sequences, simple illustrations were drawn on the blackboard by the teacher or children, and the children were then asked to label these illustrations.

e.g. Teacher



"Qu'est-ce que c'est?"

(Oral and written question)

Pupil

"C'est un chat"

(Oral and written response)

Similarly a familiar phrase, in particular a title, would be dictated which an individual would volunteer to write on the blackboard.

e.g. "Leçon Cinq. La Fête de Marie"

Occasionally, during phonic-based drills, the children were asked to fill in a grapheme or underline in words the particular sounds emphasised.

e.g. "Bonjr Marie. Tu crs à la fenêtre"

"De quelle coulr est la flur?"

"Les chatons ont des bonbons"

"Tu mets tes chaussures sur le mur"

Although the aim of the course was not to teach writing, at the end of "Viens Lire" a short dictation exercise was tried with the children from school A. Five sentences, illustrating many of the graphemes already learned, were devised and dictated. The type of exercise was unfamiliar and caused difficulties, but overall the impression was one of success.⁸

The children from school A completed the audio-visual course in early July. The next natural step in their language learning would be to attempt a simple French reader, so that they might become familiar with continuous prose. A suitable reader was found, "Le Rideau Se Lève".⁹ The vocabulary and structures of the reader

were very similar to those of "Bonjour Lire" and "Viens Lire". This fact minimised the comprehension problem. However, the children had to rely on their own recognition of words and explanation in French from the teacher, since illustration in the reader was kept to a minimum. The similarity of vocabulary to that of "Viens Lire" provided an excellent means of reading consolidation, with the children reading aloud confidently after the teacher's example. It was however necessary to teach some simple grammar: e.g. the use of the verb "avoir" in the "Quel âge" construction.

Quel âge a-t-il?

Quel âge a-t-elle?

Quel âge ont-ils?

Quel âge ont-elles?

As a final interesting exercise for the children, and as a natural transition to writing, the pupils attempted to write a short free composition, a few sentences on the subject "Ma Maison". This topic had been the first one of the reader "Le Rideau Se Lève". After oral preparation, i.e. question and answer about their own homes, the children then drew a labelled picture of their particular home, and with guidance composed a simple description of it in French. The sense of achievement as they completed their own piece of writing was great.⁸

The further activities described above appeared to be the natural and logical extension of the reading instruction. Their variety helped to sustain the interest of the pupils. If the course is used at a later date, with other groups of pupils, it might prove interesting to pursue some of these activities in a little more detail.

Further tests of comprehension, following the design of

"Viens Lire", i.e. using illustrative slides with reading captions and vocabulary and structures from the course, might be attempted in order to measure the child's ability to understand what he is reading, and to pronounce correctly. It might be possible, for example, to devise a reading comprehension test in which the children select from a number of written French captions the one which is appropriate to describe a particular picture, and then read the caption aloud. Since the responses of the individual children would need to be recorded on tape, for marking purposes, this type of test could only be successfully administered in a language laboratory. Reading comprehension tests of the kind designed for the National Pilot Scheme might also be tried, but in this type of test the children would not be required to read aloud. The pupils' task might be to examine a set of pictures and identify the picture which corresponds best to a printed item.

At the end of the reading course, further reading using a simple but relevant reader such as the above mentioned "Le Rideau Se Lève" is strongly recommended. This activity reinforces the previous instruction of the course and moreover is a natural progression to passages of continuous prose.

Dictation, however, as a regular or lengthy activity is not recommended, until pupils who have completed the course have been able to strengthen their new learning of phoneme/grapheme correspondences through wider reading.

NOTES AND REFERENCES:

1. See Chapter II, page 32.
2. This period of comprehension is described in Chapter IV, pages 53-54.
3. The 3 stories can be found in the Appendix, pages 200-202.
4. See Appendix for results, pages 203-208
5. See Chapter III, and also Tables IVa, b, and c in Appendix, pages 269-271.
6. Text of "Viens Lire" in Appendix, pages 153-194.
7. Lesson notes in Appendix to illustrate the teaching of inflexional endings, page 210.
8. Examples of pupils' work in ~~Appendix~~ accompanying folder.
9. "Le Rideau Se Lève". Fordham, O. M., and Lewis, V. L. R. Harrap, 1963.

CHAPTER VII

Reading Pronunciation Mistakes

Throughout "Viens Lire" pronunciation mistakes were made by groups of pupils or individuals when reading aloud, and although the teaching of the course was an experiment on a small scale, it was interesting to note that pronunciation mistakes were almost identical in each group of the experimental sample. Indeed my personal experience of teaching French in the secondary school has revealed that those mistakes made by the pupils of the experimental sample are those commonly made by pupils learning to read at the secondary level. It would seem that the principal cause of these mistakes is due to the transference of English pronunciation values to the written French words.

The following is a list of those mistakes which occurred most frequently during the teaching of "Viens Lire".

- (a) There was a tendency for pupils to pronounce final consonants, especially the final "s".
e.g. Viens, alors, tu sais
- The pronunciation of the final "s" of "Viens" was surprising, since this word was read at the beginning of every lesson in the title of the unit.
- (b) Final "t" and "d", although less frequently than final "s".
e.g. le chat, Marie court, il est grand, Maman prend
- (c) The "ent" verb inflexion.
e.g. ils jouent

The pronunciation of final consonants is a regular feature of English, and English speaking children have naturally formed this strong habit. It must be stressed however, that the above mistakes were made largely when individuals of the

sample lacked complete concentration, or were made by the less able children.

- (d) The French masculine name "Jean" ($\text{ʒ} \tilde{\text{a}}$). This is visually identical with the English feminine name. The child's first speech reaction to this written form is naturally difficult to control.
- (e) "Oiseau" ($\text{wa} \text{z} \text{o}$). A frequent mistake made by less able children who often attempted the pronunciation "osi". In this case there was need for constant reinforcement by analogy.

e.g. $\begin{array}{l} \text{voilà} \text{ — oi} \\ \text{bateau} \text{ — eau} \end{array} \begin{array}{l} \diagup \\ \diagdown \end{array} \text{oi/seau}$

- (f) "un/une". Usually the feminine indefinite article was given the value of the masculine.

e.g. un souris, un petite pomme

This was possibly due to the fact that the children did not sufficiently notice the minimal difference between the words in their written representation.

- (g) Je/j'ai
du/de/des. "Du" and "des" were often given the value of "de".
as/es
a/est

The verb forms were occasionally confused, and constant reinforcement was needed with these minimally contrasted forms. A useful reinforcement exercise was found to be the listing of similar sounds.

e.g. $\begin{array}{l} \text{des} \text{ } \text{d} \text{e} \text{ } \text{d} \text{u} \\ \text{les} \text{ } \text{l} \text{e} \text{ } \text{t} \text{u} \\ \text{mes} \text{ } \text{m} \text{e} \text{ } \text{v} \text{u} \\ \text{tes} \text{ } \text{t} \text{e} \text{ } \text{l} \text{u} \\ \text{ses} \text{ } \text{s} \text{e} \\ \text{je} \end{array}$

(h) "Qu'est-ce que c'est?/Qui est-ce?"

"Qu'est-ce que c'est" alone was always read correctly, but

"Qui est-ce" was often given the value of "Qu'est-ce que c'est".

(i) "Il n'y a rien". Very often pupils stumbled badly over the pronunciation of this word.

The two latter mistakes may be due to a combination of very short words employing apostrophe and hyphen. Moreover, the stimulus of "qu" may well have promoted the reaction

"qu'est-ce que c'est", since this oral pattern, being one of the child's first French acquisitions, is usually firmly imprinted in his mind.

(j) "u": (y):

e.g. Tu, du

Despite frequent practice in unit 6 of "Viens Lire", words containing this phoneme proved difficult. English has no comparable sound. For many children "ou" (u) was the nearest approximation.

(k) Individual graphemes proved difficult at particular times.

e.g. "en" (ɛ̃)

This grapheme was not actively drilled until unit 9, but when read in unit 5 by the children, without the tape for corroboration, it received the value of (en) as in English "pen".

No one grapheme however caused persistent difficulties.

Although the less able children of the sample appeared to respond well to the audio-visual instruction and supplementary activities of the reading course, it was obvious that they could not correlate new sounds and symbols of French as readily, nor retain them as easily as their fellows. In some small measure they were still relying upon English pronunciation of symbols when uncertainties of French reading arose.

Lack of concentration was another cause of mistakes. The child, reprimanded for inattention, or simply requested to answer when distracted, frequently reacted to the French word with English pronunciation values.

Some pupils of the total sample, sensitive and easily embarrassed when asked to read aloud, also made mistakes of pronunciation. This happened most frequently in the case of the boys from school B, who showed some reluctance to read aloud. In these cases, once the grapheme in question was recalled by analogy, the child found it easy to correct pronunciation.

Although the reading of graphemes was basically accurate, some children with strong local accents could not fail to "contaminate" the French sounds. In stage I of the audio-visual procedure, where oral repetition was the prime feature, a "convenable" pronunciation of French sounds (as advised in the introduction to the "Bonjour Line" course) was the aim, although the majority of children were able to mimic perfectly. Provided that the children later linked their approximate pronunciation to the written French symbols, no great issue was made of local accent.

The number of reading mistakes with frequent occurrence was relatively few, but the very fact of such mistakes seemed to prove the point that global acquisition alone of new graphemes was not adequate. If a pronunciation problem arose the children frequently resorted to English pronunciation values, consequently regular reinforcement of sounds and their representative symbols had to be a necessary feature of the reading course if the French pronunciation code was to be successfully acquired by the pupils.

It became more obvious too, that close attention would have to be paid to intonation patterns. During the audio-visual procedure

the children imitated well the intonation pattern of the French native speaker but when a continuous piece of prose was read aloud, the full story of a unit reconstructed on the teazlegraph, or a comprehension passage, the intonation was flat and monotonous. It would probably be advisable, therefore, for the teacher to allocate a short period of time per lesson, especially during audio-visual work and teazlegraph construction, to more intensive intonation practice.

CHAPTER VIII

Testing. Description of the French Reading Tests

In order to gauge the efficiency of the reading course, "Viens Lire", and the method adopted for teaching the course, three series of reading tests were designed. Each series will henceforth be referred to as a testing unit. The testing units are named A, B and C. These units are an integral part of the reading course and are for administration after reading units 4, 7 and 9. It was hoped that the results obtained from the tests would indicate not only the achievement in reading French of children following the course - the overall success or failure of a class or individual child - but also deficiencies in the content of the course and in the method of teaching.

An absolute¹ test of reading French, or a direct measure of reading French, where pupils are presented with a passage of French and asked to read it aloud, would be the ideal way of assessing the progress made by those following the reading course. However, when dealing with large groups of children, there are practical difficulties in the administration of such a test. The testing of individual pupils would be a long slow process, and if the same reading test were applied each time, later candidates might have the advantage of knowing something of the test from their fellow pupils. The use of a language laboratory would allow larger groups of candidates to record their reading on magnetic tape at the same time, but it is highly unlikely that any primary school, for whom the course is intended, will have a language laboratory. Moreover, whilst it might be possible for primary school pupils to use the language laboratories of nearby secondary schools, such an arrangement would not necessarily be convenient.

Problems arise not only in the administration of a direct test

of reading, but also in the marking of it. Although one may allocate specific marks for each correct sound the child may make when reading aloud, a subjective assessment is inevitable when one must judge the quality of an approximation to a sound which the child produces.

The reading tests of "Viens Lire" are objective in design, and thus avoid the problems of marking and administration seen above. Whilst they do not directly measure reading in French, they do employ methods of testing which approximate closely to an "absolute" French reading test. It was obviously important to assess whether such methods in fact constituted a valid test of reading French, following instruction with the "Viens Lire" course. This is discussed in the following chapter, but first it would seem convenient to describe here the reading tests and the preparations for their administration.

There are 3 tests in each of the 3 testing units, i.e. a total of 9 individual tests, and all test reading in French through the mastery of specific phoneme/grapheme correspondences.² The test items are based upon those phoneme/grapheme elements emphasised in the reading course.

Each testing unit is constructed after the same pattern.

TESTS

Unit A	A1	A2	A3
Unit B	B1	B2	B3
Unit C	C1	C2	C3

In tests A1, B1 and C1, the presentation of test items and the method of testing reading are the same. Tests A2, B2 and C2 present items in another form, and employ a second method of testing, different from that of test 1. Similarly tests A3, B3 and C3 present test items in a third form and employ yet a third method of testing reading. Thus within each testing unit, there are three different methods of testing reading in French.

Each testing unit tests a particular group of phoneme/grapheme elements, i.e. Unit A tests those elements emphasised in reading units 1 to 4 of "Viens Lire", Unit B tests those found in reading units 5 to 7, and Unit C those found in reading units 8 and 9. The elements tested in each testing unit overlap however. Unit B for example, whilst testing those elements most recently learned in units 5 to 7, also includes elements learned earlier in the course. Unit C, therefore, tests all the phoneme/grapheme elements of the reading course, but principally those occurring in reading units 8 and 9.³

Within each testing unit those phoneme/grapheme correspondences which merit particular emphasis, either because they are especially difficult for Anglophone children, or because they exhibit minimally differentiated forms or sounds are tested more intensively. In testing unit A, test 1 for example, "a" (a) is tested once, "i" (i) is tested once, whilst "eu" (ø:œ), "ai" (ɛ), and "ou" (u) are tested 4, 5 and 6 times respectively. In test A2, "ou" and "eu" are tested 10 times, "eau" (o) and "ai" 6 times, whilst "c" (k) is only tested twice.

In all 9 individual tests there is a number of familiar words, words which occur in the reading course. However there is also a larger proportion of unfamiliar words, and for the children following "Viens Lire" not only is the meaning of these words unfamiliar but also the total visual pattern. Nevertheless, the graphemes contained in the words are those already studied by the children, and therefore, by applying to these unfamiliar words their newly acquired knowledge of phonemes and corresponding graphemes, the children should be able to read them, identifying the sounds of the words and associating them correctly with their written forms.⁴

The reading tests were to be administered to the 2 experimental

groups of primary school children following "Viens Lire", but naturally at different times according to their progress with the course. Moreover, the reading tests had not been validated and therefore in an attempt to assess the efficiency of the tests, they were also to be administered to groups of pupils forming a control sample.⁵ Since the tests were to be performed by the various groups of pupils in different schools at different times, it was essential to standardise the procedure for the administration of the tests. Materials for this purpose were therefore prepared in the research department.

First the items for tests 1 and 2 of each testing unit were recorded on magnetic tape by a native French speaker. This naturally ensured a standardised pronunciation. Since the text of "Viens Lire" was recorded by native French speakers, and the children following the course were therefore accustomed to hearing native French voices during their reading learning, it was important that their reading progress should also be tested by native French speakers. Moreover it was envisaged that teachers of French would administer the tests to the control groups in their respective schools. Since pronunciation of French might vary between teachers, the standardised pronunciation on the test tapes would give each control group the same opportunity in test performance.

It was equally important that each group of candidates attempting the tests should have the same length of time in which to record answers. Tests 1 and 2 in each testing unit were therefore carefully timed on magnetic tape. Test 3 does not make use of a magnetic tape but a time limit was imposed for its completion. Included in the time for each test is a set of practice examples in English. These are attempted by the children with the help of the teacher before the

actual test, so that the children are confident of test procedure.

Instructions for the administration of the whole test were drawn up in a standardised form in English⁶, and therefore the test can be administered without difficulty by a class teacher with little or no knowledge of French. This was an important consideration in the design of the instructions, for after the pilot study it is hoped that "Viens Lire", if successful, might be used in several primary schools.

A pupil's answer booklet for each testing unit was also produced.² The original format of test 2 in each testing unit had to be modified, following consultation with the class teachers of the 2 experimental groups, who felt that the children would not have sufficient space in which to record their answers easily.

The complete set of materials, therefore, supplied to each group performing the test, consists of a master tape, a teacher's instruction sheet and a pupil's answer booklet.

Test 1 of each testing unit, i.e. tests A1, B1 and C1, is a test of listening to individual French Words, of reading these words silently and then of linking correctly particular phonemes within the words with their corresponding graphemes. Test A1 has 5 questions, with 4 items (individual French words) in each question. Tests B1 and C1 have 10 questions each, again with 4 items in each question. 3 of the 4 items in each question are recorded on magnetic tape, but all 4 items are printed in the pupil's answer booklet, and to the right of each item a space is provided in which the candidate records his answer.

The candidate's task is to study each group of 4 items, and, when he hears the first word spoken by the tape, to identify that sound with its written counterpart. The identification is made by

writing the numbers 1, 2 and 3 in the spaces provided beside the appropriate items.⁶ Of the 4 items the "distractor" item is always a grapheme with which the child is familiar. Thus, by leaving blank the space beside the 'distractor' item, the child scores positively. The possible total scores are 20 for test A1, and 40 for tests B1 and C1.

The administration of test A1, including instructions and practice examples takes 7 minutes, of tests B1 and C1, 9 minutes.

Test 2 of each testing unit, i.e. tests A2, B2 and C2, is a test of the pupil's ability to identify correctly phoneme/grapheme correspondences by listening to French words and writing their representative graphemes. Each test consists of 10 French sentences, but parts of the words in each sentence are missing. The sentences are recorded in full on magnetic tape. The candidate's task is to study each sentence, and as the tape reads the sentence aloud, to identify the sounds he hears by completing the spelling of the partially written words. He may record his answers as the voice is speaking, or during the long pause at the end of each sentence.

Test A2 has a total of 41 items, B2 38 items and C2 39 items. The administration of each test including instructions and practice examples takes approximately 12 minutes.

Test 3 of each testing unit, i.e. tests A3, B3 and C3, is a test of the child's ability to assign correctly sound values to the French graphemes, as he silently reads individual French words. There is no magnetic tape for this test. Test A3 has 5 questions, with 4 words in each question, whilst tests B3 and C3 have 10 questions each, again with 4 words in each question. The child's task is to study the 4 words of each question, and to underline the 2 words which sound the same. 1 mark is scored for the correct identification of

the 2 words in each sentence. The possible total scores are 5 for test A3, and 10 for each of tests B3 and C3. The time allowed for test A3, excluding instructions and practice examples is 2 minutes, for tests B3 and C3, 3 minutes.

In Test 3 no writing of graphemes is involved as in Test 2; the simple identification of the phoneme/grapheme correspondences is similar to that of Test 1. In this last test however, there seems to be a greater possibility of the child's native language pronunciation values affecting his personal translation into sound of the 4 graphemes he reads. He is now attempting to apply accurately his newly acquired knowledge of the French pronunciation code, without, as in Tests 1 and 2, the stimulus of French sounds.

Results of these reading tests as performed by both experimental and control groups of candidates are discussed at length in the following chapter. However, it is worthy of note at this point that even as results of these tests, performed by the 2 experimental groups were being collected, certain interesting factors concerning group performance and test construction became evident.

Test 1 of each testing unit did not appear to have created any problems for either experimental group. Mean scores indicate that School A performed better on all 3 tests than School B,

	Test A1 Max. 20	Test B1 Max. 40	Test C1 Max. 40
	Mean Score	Mean Score	Mean Score
School A	16.03	31.24	27.43
School B	13.96	24.94	24.24

but this appears consistent with the overall difference in ability between the groups as shown by the results of the general attainment tests.⁷

The pattern of performance of both experimental groups on Test 2, emerging early from results proved interesting. Again mean scores indicate that School A performed better than School B.

	Test A2 Max. 41	Test B2 Max. 38	Test C2 Max. 39
	Mean Score	Mean Score	Mean Score
School A	29.43	26.31	24.60
School B	23.2	17.06	15.83

Both groups however scored less well on the second half of each Test 2, than on the first.⁸ This pattern might have been expected in some degree since all the words contained in sentences 1 to 5 of tests A2 and C2, and in sentences 1 to 6 of test B2 were to be found in the reading course, and were therefore familiar to the children. The remaining sentences of these tests contained a high proportion of unfamiliar words. Moreover tests B2 and C2 progressively tested more phoneme/grapheme elements. There were many omissions and some erratic attempts to write the graphemes of these later test items. This was especially the case with candidates from experimental group B, but to a lesser degree with those from group A. A careful scrutiny of the pupils' answer booklets revealed that in the second half of the test both groups had low scores not only on those unfamiliar words which were considered relatively easy,

e.g. feu (ø) Tests A2 and C2
 bout (u) Test A2
 leur (œ) Test B2

but also on those words familiar to the children,

e.g. doucement (u) Test A2
 voit (wa) Test C2
 énorme (e) (School B) Test C2
 fillle (i:j) (School B) Test C2

Those graphemes which caused difficulty in familiar words in the classroom caused even greater problems in the unfamiliar words.

eau	(o)	oise <u>au</u> , rame <u>au</u> , chape <u>au</u>
eu	{ ø }	vie <u>ux</u> , feu
u	{ y }	ru <u>e</u> , buff <u>et</u> , point <u>u</u> s, voulu <u>.</u>

It was not surprising to see mistakes in the unfamiliar French words where the phonemes are the same but the graphemes differ,

e.g. rameau (o)

(o) can also be represented as "au" (jaune), "o" (gros),

balai (ε)

(ε) can also be represented as "e" (très), "et" (ballet),

for this at least indicated that the children were associating sounds with their possible written representations.

Whilst it was accepted that some children might give English spelling values to the French sounds during the tests, it was interesting to note that this occurred frequently when the less able children attempted the unfamiliar words.

e.g. ch <u>ou</u> ette	{ s }	was represented as sh <u>ou</u> ette
sou <u>ch</u> e	{ s }	was represented as sou <u>s</u> he
ch <u>in</u> ois	{ s }	was represented as sh <u>in</u> ois
fe <u>u</u> tre	{ ø }	was represented as fu <u>r</u> tre
le <u>u</u> r	{ œ }	was represented as lu <u>r</u>
rais <u>in</u>	{ ε }	was represented as rais <u>a</u> n, rais <u>e</u> n
min <u>ce</u>	{ ε }	was represented as man <u>c</u> e
én <u>o</u> rme	{ e }	was represented as an <u>o</u> rme
gr <u>il</u> les	{ i: j }	was represented as gr <u>i</u> s, gr <u>i</u> es.

Their apparent confidence on the first half of the test was slowly undermined on the second.

It seems possible therefore, that some children from both experimental groups may have experienced anxiety and discouragement at the presentation of a substantial number of unfamiliar words in the second half of Test 2, which consequently affected their test performance. Despite the statement in the administrative instructions for the test that knowledge of the meaning of new words is unimportant, some children appear not to have been able to give their full

concentration to the identification of the French sounds and their written representation in unfamiliar words. When this test is administered in future, the statement concerning meaning should be clearly made and strongly emphasised, and the candidates encouraged to attempt all items carefully.

Neither experimental group appeared to encounter unusual difficulties with test B of each unit. Once more school A performed better than school B.

	Test A3 Max. 5	Test B3 Max. 5	Test C3 Max. 10
	Mean Score	Mean Score	Mean Score
School A	2.87	7.34	5.5
School B	1.45	5.03	3.89

For both groups the mean scores for test B3 were higher than for tests A3 and C3. This may be due to the fact that on reaching test B3 the children were more accustomed to this type of test, and had learned more thoroughly the phoneme/grapheme elements being tested, whilst in test C3 the large number of phoneme/grapheme elements tested made greater demands upon the knowledge of the children.

During the marking of the candidates' answer booklets, one had the impression that both groups of candidates performed less well on Test 3 than on Tests 1 and 2. In fact the total scores for both groups on Test 3, when calculated, were significantly lower than on the other two tests.

(a)	Total Number of Correct Responses		Total Number of Incorrect Responses		Total
Test 1	a	3390	b	1510	4900
Test 3	d	630	c	595	1225
Total		4020		2105	6125

$$\chi^2 = 136.304 \text{ for 1 d.f.}$$

$$p = < 0.001$$

(b)	Correct		Incorrect		
Test 2	a	3331	b	2451	5782
Test 3	d	630	c	595	1225
		3961		3046	7007

$$\chi^2 = 27.206 \text{ for 1 d.f.}$$

$$p = < 0.001$$

(c)	Correct		Incorrect		
Test 1	a	3390	b	1510	4900
Test 2	d	3331	c	2451	5782
		6721		3961	10682

$$\chi^2 = 161.716 \text{ for 1 d.f.}$$

$$p = < 0.001$$

This may suggest that the items of Test 3 might be difficult for the candidates, or that the kind of test may be more demanding for the candidates, involving skills in reading French not required as much in Tests 1 and 2; for example Test 3 makes strong demands on the ability of the candidate to recall the French pronunciation code and concentrate upon it without the stimulus of French sounds, and at the same time to suppress the natural reaction to transfer English pronunciation values to French spelling.

The results, however, of the performance of the 2 groups of primary school children on the reading tests were encouraging and indicated that the reading course was to some extent successful. This achievement will be discussed more fully in the following chapter when comparisons are made between the performance of experimental groups A and B, and again between the two experimental groups and the control population.

NOTES AND REFERENCES

1. "Absolute" test, term used by D. G. Lewis in "Statistical Methods in Education" ^{pages 11, 12} University of London Press 1967. "Absolute" is here used in the sense of a perfect test.
2. See Appendix for copy of Reading Tests, pages 252-260.
3. See Appendix for list of phoneme/grapheme elements tested in each testing unit, page 266.
4. See Appendix for breakdown of familiar and unfamiliar words in Test 1 of each testing unit, page 266.
5. The control sample and validity of the reading tests are described in Chapter IX.
6. See Appendix for Instructions for the Administration of the Test, pages 261-265.
7. See Figures IV a, b and c, in Appendix, pages 269-271.
8. See Appendix for analysis of scores on individual test items as performed by the 2 experimental groups, pages 275-292.

CHAPTER IX

Testing - Results of the Reading TestsPart 1 Validity of the Reading Tests

The test series of "Viens Lire" was designed by a member of the research team whose work on the pilot experiment ended before the reading course was taught. Before the experimental sample embarked upon the reading course the tests had not been validated, i.e. the reliability and efficiency of the tests had not been determined. Since the tests did not measure directly reading in French, but served to measure the child's ability to read French through other tasks¹, it was important to assess if the tests were in fact suitable and efficient for testing reading in French. It was therefore a necessary part of the pilot experiment to validate the tests before considering the effectiveness of the reading course as a whole.

To attempt a complete validation of all the items of the 9 reading tests would have been a lengthy undertaking for one person, especially since the emphasis of the research was upon the trial and development of the method of teaching the reading course. Moreover, for a satisfactory demonstration of validity an external criterion is necessary; in these particular circumstances this should have been an established test of reading French. Unfortunately, in the case of the pilot experiment, one was not available, nor could be provided within the time limitations of the research in the schools. From available results, one was reduced therefore to calculating reliability, and its considerations of face validity, both in terms of the test as a whole, and in terms of individual items. Only a token validation was carried out, from which one might determine if the reading tests seemed suitable for testing reading in French, following instruction with the "Viens Lire" course, indicate those

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tests which did not appear consistent with the others, and suggest reasons for this, with a view to closer study and possible revision of the particular tests before further application of the course.

It was not possible to attempt to validate the tests from the results obtained from the experimental sample alone. It would have been necessary to subject the experimental sample not only to the reading tests of the course, but also to another established test of reading French and then to correlate both sets of results. Since the experimental sample had only just begun to learn how to read French, this method was not feasible.

It was decided therefore to take a larger sample of children, who, although they had not been taught to read French through the "Viens Lire" course, would have a knowledge of reading French similar to that of the experimental children, and to subject them to the reading tests of the course. This larger sample of children was to be the control population. Ideally the control candidates should have attempted both the reading tests of "Viens Lire" and another established test of reading French, and the results of both tests correlated in order to obtain a coefficient of validity for the reading tests. However, as seen earlier lack of time and opportunity for work with the control candidates did not permit this full-scale treatment, and it was only possible to attempt an assessment of the validity of the reading tests on the basis of the results of these tests.

The Control Sample

In order to obtain satisfactory statistical results from which to assess the validity of the tests, it was essential that the control population should be similar to, but larger than the experimental sample. The control population should therefore include both boys

and girls, but more importantly, all the control pupils should have a reading knowledge of French similar to that of the experimental sample i.e. they should be familiar with all the phoneme/grapheme elements as emphasised in "Viens Lire". This latter factor was to be important at a later stage, when comparing the performance of both experimental and control groups, for the achievement of the control candidates on the tests would provide a yardstick by which to measure the achievement of the experimental candidates.

The control candidates were therefore drawn from the second year of mixed secondary schools (grammar schools), where French was taught. The average age of these pupils was 13+ years, and by the time the test materials were prepared and the tests administered during Spring 1967, the pupils had been studying French for approximately 18 months. When the children of the 2 experimental groups attempted the first testing unit of the reading course, with the exception of the younger children from school B², they had been learning French for almost the same length of time. The younger children, however, had had only 12 months experience of French. Moreover apart from their present instruction in reading, for all the experimental children their only experience of French had been a purely oral one i.e. learning to speak the language. Almost certainly the control candidates had started to learn the reading of French from the beginning of the secondary school stage, but the pace of their reading learning would in all probability, be slower than that of the experimental groups, since the acquisition of other language skills, understanding, speaking and writing would also form part of the learning process. The grammar and vocabulary knowledge of the control sample would probably be wider too, although this could only offer them a slight advantage in the reading tests. The

most important factor was, that at this stage in their reading of French, the control groups should have a working knowledge of all the phoneme/grapheme correspondences highlighted in the reading course.

For administrative purposes it was desirable to have the control groups within reasonable proximity of the research department. There were few schools able to offer sufficiently large groups of the kind required, but eventually 3 schools were found, providing respectively 123, 148 and 92 control candidates. Of the total of 363³, only 334⁴ candidates completed all 9 tests; whilst of the 65 children in the 2 experimental groups, only 49 completed all 9 tests.

Reliability

The first step in the process of testing the reading tests was to determine their reliability i.e. the extent to which the test scores for the control candidates were free from chance error, and could be produced on different occasions with the same or a similar group of candidates. Owing to time limitations the reliability of the 9 individual tests was not calculated, but a general method was employed in order to determine the reliability of the complete test i.e. of all 9 tests taken together.

Since the complete test was administered once only to all control candidates, the "split-half" method was used to obtain a coefficient of reliability. The complete test was split into 2 halves, the halves being equivalent half tests, that is 2 parallel tests, each half the length of the original, both of which test reading in French in similar ways, employing comparable questions. First the total scores for all the control candidates on the odd-numbered items were computed, and then their total scores on the

even-numbered items. The scores for the 2 half tests were then correlated providing a measure of reliability for the whole test, by the formula

$$R = \frac{2r}{1+r}^*$$

$$\text{where } r = .8951$$

$$R = \frac{1.7902}{1.8951} = .945$$

* R = reliability

r = coefficient of correlation

For 334 candidates only, the coefficient of reliability is satisfactory, enough to suggest that the complete test, demonstrating consistency of measurement, is reasonable for the purposes of testing reading in French, following instruction with the "Viens Lire" course.

Correlation of all 9 reading tests with each other

The overall reliability of the complete test established, the next step was to compare, from the test results obtained by the control candidates, all 9 tests with each other in order to obtain an indication of their consistency with one another. It was important to establish an idea of the level of difficulty of each test and compare this with all the others. If a test did not appear consistent with the others a further investigation could be made in order to establish whether test items were inappropriate, not in fact suitably testing reading, or having the effect of making the test too easy or too difficult.

Given the design of the tests⁴, i.e that the same group of phoneme/grapheme elements is tested in the 3 tests of a testing unit, and that the same 3 methods of testing reading in French are applied in each unit, one might expect the achievement of candidates on the individual tests, especially on the 3 tests of a unit, to be similar.

Test 3 of each unit suggest that the level of difficulty of these tests was similar, mean scores for Test 1 of each unit were higher, suggesting that by comparison these 3 tests were easier. The pattern of mean scores for the experimental group was similar.

As it is Test 1 each time which appears easier, it is probable that the difference in performance on this test is due rather to the type of test, i.e. the method of testing, than to content difficulty. (The method of testing for all 3 types of test will be recalled from Chapter VIII). The format of the test sheet, where individual items are set out one below another, and the procedure of the test, when the tape says the individual words, with a short pause between each one, direct the child's attention more readily to the individual sounds and their written representation. In addition the incorrect spelling of graphemes is avoided since the child simply identifies sounds and corresponding written symbols by numbering.

The procedure for Test 2, although basically simple does not highlight as easily those sounds being tested. The child must listen to a whole sentence of French at a time, recognise the sounds missing from the written sentence in front of him and then transcribe them accurately. The virtual one to one correspondence of sound and written representation as seen in Test 1 does not easily apply in Test 2.

In Test 3 the child must accord silently French sound values to the 4 words in each question which he reads on his answer sheet, and then underline the 2 words which sound the same. Without the stimulus of actual French sounds it is possible that English pronunciation values affect the child's interpretation of the words.

For these reasons Test 2 and Test 3 possibly demand harder

concentration on the part of the candidate. The form and procedure of Test 1, however, seem none the less valid as a means of testing reading in French and can only inspire confidence in the children at the beginning of a testing unit.

It will be recalled that when the total scores for all the control candidates were computed, 36 separate correlation coefficients were obtained. These correlation coefficients, as seen in the matrix, are not especially high, but this is not surprising. Since the number of items in certain tests is small e.g. Test A3, 5 items, Test B3, 10 items, scores are not highly reliable and correlations will be correspondingly low.

Moreover the relatively low correlations could be produced as a result of the different methods of teaching reading in French in the control schools. Normally in the secondary school language class, course requirements in the teaching of other language skills prohibit the same degree of emphasis in the teaching of reading as in a specialised course such as "Viens Lire". Whatever other methods were adopted, therefore, in the control schools for teaching reading in French, it is unlikely that instruction was given in an intensive or specially graded way. The teaching of vowels may have been done, if at all, on a fairly random basis.

In addition if, at this stage in the secondary school, reading French is not entirely a unitary function (and it would seem not to be), but is dependent upon a number of factors i.e. the ability to recognise French sounds, to recall quickly the French pronunciation code, to suppress the natural reaction to pronounce the French words in an English way, and to spell correctly and understand the individual words concerned, then the 3 types of reading test in "Viens Lire", whilst basically testing the recognition of French

phonemes and corresponding graphemes, may also be testing some of the above mentioned factors to a greater or lesser degree, and therefore the tests are not likely to correlate very highly.

A group of experimental candidates however, equal in size to that of the control candidates, having had specific reading instruction and then having attempted the tests especially designed to measure the instruction of the course, could be expected to produce results which might correlate more highly.

Special Study of Test A1

Overall the correlation coefficients of the matrix exhibit a similar degree of correlation, $r = .4 \rightarrow .5$. There are no marked fluctuations within the pattern of the coefficients, with the exception of those for Test A1 with the other 8 tests which were very low. A closer study of the correlations between the 3 tests of testing unit A, where similar correlations might have been expected since the same group of phoneme/grapheme elements is tested in all 3 tests, revealed that Tests A2 and A3 correlated to approximately the same degree exhibited by the majority of coefficients of the matrix, whilst A1 correlated poorly with both Tests A2 and A3.

$$r_{A1 \text{ with } A2} = .217$$

$$r_{A1 \text{ with } A3} = .225$$

$$r_{A2 \text{ with } A3} = .514$$

Since Test A1 was obviously the oddity of the correlation matrix, it naturally merited closer study. It was possible that the low correlations may have been partly due to the fact that A1 was easier or more difficult than the other 8 tests; although the difficulty level was not of itself likely to influence the size of the correlation unless it was so high that random guessing took place. Moreover difficulty was not significantly suggested by the mean score of the

control candidates on Test A1. However an item analysis was carried out in an attempt to isolate those items which might be contributing particularly to the ease or difficulty of the test.

341 control candidates had completed Test A1. Their success or failure on each of the 20 test items was correlated with their performance on the test as a whole. The point biserial method of calculating correlation was used, and 20 correlation coefficients were obtained.

Item	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	3d
r	.433	.457	.430	.430	.305	.316	.358	.346	.367	.372	.327	.367
Item	4a	4b	4c	4d	5a	5b	5c	5d				
r	.459	.541	.489	.580	.446	.306	.460	.407				

The correlation coefficients are not high, but since it is very probable that the methods of teaching reading in French varied in the control schools, this might have been expected. An examination of the data sheets (on which were recorded candidates' individual item scores and total test scores) revealed in fact that for Test A1 total test scores lay within the range of 8-16 marks, the theoretical maximum being 20, and that the performance of candidates on the identification of individual graphemes varied i.e. candidates from the same school group did not always score consistently correctly or incorrectly on similar phoneme/grapheme items. The scores being therefore unreliable the correlations will be correspondingly low.

The percentage of correct (p) and incorrect (q) scores per item for these 341 candidates was also studied.

Item	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	3d
%p	72.11	72.43	59.28	60.11	64.22	43.40	64.22	36.07	92.08	91.79	85.63	83.87
%q	27.88	27.56	30.76	39.88	35.77	56.60	35.77	63.93	7.91	8.21	14.37	16.13
Item	4a	4b	4c	4d	5a	5b	5c	5d				
%p	76.83	68.91	71.55	60.99	68.32	48.97	67.44	37.83				
%q	23.16	31.08	28.44	39.00	31.67	51.02	32.55	62.17				

For item 3c, "mou" (u), the percentage of p scores is much greater than the percentage of q scores: %p = 85.63, %q = 14.37, which might suggest that the item is particularly easy. The phoneme "ou" (u) should be readily identified by second year grammar school pupils, although it is uncertain whether the actual word "mou" would be very familiar.

Similarly for item 2a, "poux" (u), %p = 64.22, %q = 35.77, the percentage of p scores exceeds the percentage of q scores but not to the same degree as for item 3c. On the other hand there seems no good reason why, for item 5b "pour" (u), the percentage of q scores should exceed that of p scores, %q = 51.02, %p = 48.97.

Compare also the percentage p and q scores for items 2d, "peu" (e), p = 37.07, q = 63.93, 5d, "peu" p = 37.83, q = 62.17, and 4d, "feu" p = 60.99, q = 39.00. Whilst "feu" is relatively easy and should be a very familiar word, "peu", which is apparently as easy as "feu" has caused greater problems.

The results of the item analysis do seem to suggest a fair degree of arbitrary selection of answers by the candidates. Moreover with the exception of items 3a "mais" (z) p = 92.08, q = 7.91, and 3b "mat" (a) p = 91.79, q = 8.21, which obviously have very high p scores, no items appear excessively easy or difficult. In addition since all the correlation coefficients for the individual items of Test A1 exhibit almost the same degree of correlation, there seems no reason, on the basis of this analysis, to reject any one item as unsuitable.

Following the item analysis, therefore, it would seem that the low correlations for Test A1 with the other 8 tests (as shown in the correlation matrix) cannot be attributed definitely to any item problem existing in Test A1.

It is highly unlikely that the low correlations of Test A1 could be produced as a result of incorrect recording or processing of candidates' scores. All data were carefully recorded and checked, and at no time were candidates' names detached from their test scores. Moreover all three tests of testing unit A were administered during the same session with candidates recording their responses in their answer booklets. Scores for Tests A1, 2, and 3 were therefore recorded at the same time.

One possible reason which might have contributed to the especially low correlations is that Test A1, being the very first test administered of the series, could have served as a "warming up" process, and that the results of subsequent tests and their intercorrelations show the effects of test practice.

In the absence of any other possible reasons, therefore, the low correlations for Test A1 with the other tests cannot be satisfactorily explained.

Test 2 of Each Testing Unit

The only other correlation coefficients which deviate from the general pattern of correlation, as shown by the matrix, are those for Tests A2, B2 and C2 with each other.

$$r \text{ A2 with B2} = .766$$

$$r \text{ A2 with C2} = .744$$

$$r \text{ B2 with C2} = .754$$

These correlations are the highest of the matrix and show that all three tests correlate with each other to a similar degree. Each test tests basically a different set of phoneme/grapheme elements, although elements tested in A2 are tested again, less intensively, in B2 and C2, and elements tested in B2 are found again in C2. One might therefore expect a degree of correlation between these three tests.

However it is interesting to note that all three tests employ the same method of testing i.e. the candidate listens to French sounds, and then completes words by writing the representative graphemes. It seems reasonable to suppose therefore, that the higher correlations may be largely due to the method of testing.

Although the other correlations of the matrix suggest that those tests which employ the same method of testing are also consistent with each other,

$$\text{i.e. } r \text{ B1 with C1} = .434$$

$$r \text{ A3 with B3} = .552$$

$$r \text{ A3 with C3} = .447$$

$$r \text{ B3 with C3} = .513$$

the slightly higher consistency of A2, B2 and C2 may be due to the fact that all the control candidates, being at secondary school, are used to writing French, and that they would be accustomed in some measure to the method used here for testing reading. In fact the method of testing reading in French, employed in Test 2 is very similar to the exercise of French dictation, with which all control candidates should be relatively familiar. It is unlikely that the control candidates would be accustomed to performing any exercises in French similar to the methods of testing employed in Tests 1 and 3.

It is possible that the higher correlations between Tests A2, B2 and C2 are due to the more uniform degree of difficulty of the three tests, each child maintaining his level of scoring more consistently on all three. However whilst the facility level of individual items within these tests might vary a good deal yet the mean scores of the tests do not suggest that, overall, they varied a great deal in difficulty from the other six tests. (The table of mean scores can be found earlier in this chapter).

It is difficult to draw definite conclusions concerning these higher correlations, but since the three tests are consistent with each other, and deviate only slightly for the overall pattern of correlations, there seems no reason within the scope of this face validation to reject them as being unsuitable for testing reading or to perform an item analysis. One would in fact not reject tests because they correlate well with each other, unless tests were specifically required which measured different and unrelated aspects.

In conclusion, concerning the inter-test correlations, although the correlations are not especially high, for reasons stated earlier, they do exhibit a similar degree of correlation. With the exception of the correlations for Test A1 with all the other tests, it seems fair to assume that, all the tests being reasonably consistent with each other, there is no need to reject any as being inappropriate. It must be remembered that the control candidates have not followed the reading course "Viens Lire", and since their results on the reading tests, which were designed for the reading course, do not indicate that these tests were unsuitable for them, it would seem that the tests are fair and appropriate for testing reading in French.

Correlation of Groups of Tests

Having determined the consistency of the 9 individual tests with each other, the relationship of groups of tests was then examined.

The individual tests which employed the same method of testing were taken from their units and regrouped

i.e. Test 1 = A1, B1 and C1

Test 2 = A2, B2 and C2

Test 3 = A3, B3 and C3

This arrangement meant that it was possible to compare the 3 methods of testing in order to determine if they were consistent with each

other. Since the new arrangement meant that each group of tests contained examples of all the phoneme/grapheme elements being tested, one would expect a degree of correlation between Test 1, Test 2 and Test 3.

The total scores for all the control candidates on each of the groups of tests were therefore computed, and the total scores of the three groups correlated with each other. The following correlation coefficients were obtained.

$$r \text{ Test 1 with Test 2} = .623$$

$$r \text{ Test 1 with Test 3} = .684$$

$$r \text{ Test 2 with Test 3} = .705$$

The results suggest that, since the 3 groups of tests correlate well with each other, and to approximately the same degree, the methods of testing are consistent with each other.

Item Analysis of the Reading Tests

As shown earlier at the beginning of the chapter, no external criterion was available or could be produced against which to measure the performance of the control candidates in order to determine satisfactorily the validity of the reading tests. Ideally too, for a thorough going validation, a detailed analysis of all the test items should have been made. However this would have been a lengthy process in the circumstances of the research work where the emphasis was upon the development of a teaching method for "Viens Lire". The statistical item analysis, therefore, necessarily carried out for Test A1 is unfortunately the only example of this part of the validation process.

Nevertheless, as the answer booklets of control candidates were being marked and data concerning candidates performance on individual tests and items being recorded, a pattern of scores became obvious

for each individual test item.

Those items which exhibited particularly high or low scores were of immediate interest, since candidate performance on these items seemed to suggest that they were proving especially easy or difficult. Naturally, in a full item analysis the correlation between candidates' performance on these items and their performance on the test as a whole would be examined. If correlations for these items were very low, compared with the correlations for other items, then the items producing the low correlation might well be discarded and subsequently replaced by more suitable items. Within the scope of this token validation however it is only possible to indicate suspect items and suggest that they may be examined further if the reading test as a whole is administered again on a larger scale.

(a) High Scoring Items

The following test items appeared to be especially easy since they exhibited high scores.

Test	Item		Facility values:		
			%p	%q	
A1	3a	<u>mais</u>	(e)	92.08	7.91
	3b	<u>mat.</u>	(a)	91.70	8.21
	3d	<u>Meux</u>	(o)	83.86	16.13
A2	1a	<u>c'est</u>	(s)	94.72	5.27
	2a	<u>Bonjour</u>	(u)	99.70	.29
	10a	<u>douze</u>	(u)	92.08	7.92
	3a	<u>fait</u>	(e)	92.08	7.92
	5a	<u>mais</u>	(e)	91.20	8.79
A3	7a	<u>vais</u>	(e)	96.47	3.51
	5	<u>ca - sa</u>	(sa)	79.42	20.52
B1	1b	<u>noix</u>	(wa)	94.63	5.36
	2c	<u>joue</u>	(u)	92.93	7.06
	4d	<u>mois</u>	(wa)	98.58	1.41
	6a	<u>ca</u>	(sa)	92.65	7.34
	6b	<u>cas</u>	(ka)	90.66	9.32
	6c	<u>jas</u>	(za)	97.74	2.25
	6d	<u>chat</u>	(s)	96.04	3.95
	8d	<u>chai</u>	(e)	94.63	5.36
B3	6	<u>oh si!-aussi</u>	(o:l)	93.50	6.49
C1	1d	<u>mien</u>	(e)	98.59	1.40
	3a	<u>folle</u>	(o)	96.63	3.36
	5a	<u>soie</u>	(wa)	96.91	3.08
	7c	<u>bleu</u>	(e)	97.75	2.24

Test	Item	Facility values			
		%p	%q		
C2	1c,d	bonbon	(5)	87.67	12.32
	2a	cinq	(2)	92.15	7.84
	6a	bien	(2)	95.51	4.48
	10a	Jacques	(3)	89.07	10.92
C3	4	sais - ses	(e)	97.76	2.24
				84.59	15.40

When considering the broader experience in French of the control candidates, it is not surprising that they should score highly on certain test items. The widely used verb forms of "fait" and "vais" should be very familiar to the control candidates. Similarly with the written forms of numbers, "cinq", "douze", with the adverb "bien", and with the colloquial form "ça", these words are usually introduced at a very early stage of secondary school French and should again be very familiar to the pupils. On the above items the scores of the 2 experimental groups were not especially high. There is no reason to suppose however that these items are too easy for pupils following "Viens Lire", simply because they are relatively easy for older pupils with a wider experience of French.

Some of the above items exhibited high scores from both control and experimental candidates. When the test items were words from the reading course then the experimental candidates could be expected to score highly,

e.g. mais, joue, bonbon, bleu, oh si, aussi.

Whilst not in the course, "mien" is comparable with "chien", "chai" with "j'ai", and the 's' of "soie" is perhaps more readily distinguished than "choix" and "joie".

Although scores were high on the above items, there seems no reason to suppose that the items were too easy for inclusion in the tests. Only 2 items, "Bonjour" (with 1 incorrect score), and "Jacques" (with 6 incorrect scores) might be considered especially

easy and could be replaced. The word "Bonjour" appears in the reading course highlighting the phoneme/grapheme "ou" (u), and therefore one may be justified in including it as a test item. Since it is so familiar, however, it seems hardly worth while using it as a test item unless it has the value of giving confidence to weaker candidates.

"Jacques" does not appear in "Viens Lire", but is an easily learned French name. Since the control candidates were required to write a "j" only to complete the word, they obviously immediately recognised the word as a name with which they were familiar. Although only a "j" is required to complete "déjà", scores on this item were not exceptionally high, implying that for "Jacques" the proximity of the English sound and spelling for the equivalent name Jack made the item too easy. "Jacques" might therefore be replaced by another name e.g. Jeannot, Janine, Josette, where no obvious English equivalent exists.

(b) Low Scoring Items (controls only)

For control candidates only scores were low on the following items.

Test	Item		Facility values		
			%p	%q ₁	
A2	5d	bleue	(e)	24.90	75.08
B2	2b	téléphone	(e)	18.07	81.92
	2c			21.18	78.81
C2	6c	énorme	(e)	17.23	82.77
	4d	l'oiseau	(o)	13.44	86.55
	3b	paille	(i:j)	.28	99.71
C3	8a	grilles	(i:j)	.28	99.71
	3	rend rang	(a)	22.97	77.02

Item 5d; whilst the control candidates should be familiar with the word "bleue" both in sound and written form, and also with the feminine form of the adjective, it is possible that during the test they were confused by the inflexional 'e' of the feminine form of the adjective.

Again the candidates should be familiar with the words containing the "é" (e) grapheme, and should have been able to recognise the grapheme by analogy with "cinéma". However the writing of accents, unusual for the English child, frequently causes difficulty, and moreover, since it is possible to represent the phoneme (e) by another grapheme, "ai" besides "é", some confusion may have arisen for the children, particularly if the words were at all unfamiliar.

The combination of 3 vowels as in "l'oiseau" is unusual for an Anglophone, especially a child, and is not easy to write. In addition the phoneme has other graphic representations i.e. (o) = au; eau; o; and where the word is unfamiliar to the child any of these graphemes may be transcribed. Scores were low on "cadeaux" and "chapeau" (Test A2), although not as low as for "l'oiseau", the former words being probably more familiar to the children.

The word "paille" occurs in the reading course, and as a test of recognition of the phoneme (i j) and its written representation, would therefore seem to be a valid item for inclusion in a test. Scores for the experimental candidates on the item were relatively high. However only 1 control candidate scored correctly on this item. Only 1 control candidate scored correctly on "grilles" (Test C2) too, although this was not the same candidate, who scored correctly on "paille". Experimental candidates' scores were low too on "grilles" (%p = 7.00 %q₁ = 92.99), which does not appear in the reading course. "Paille" is scarcely a word basic to many everyday language situations, and is therefore unlikely to be very familiar to control candidates. Similarly with "grilles", although one might expect the analogy from "fille" to "grille" to be an easy one for both control and experimental candidates. It is highly likely that

the (i:j) sound, given very little stress even by native French speakers, has not been clearly heard from the test tape. Indeed an examination of candidates' answer booklets appeared to confirm this probability, for the most frequent written representations of the sound "paille" were "pai" or "paie", and for "grilles", either "gris" or "gries", the latter acceptable spellings if the (i:j) sound was not clearly distinguished.

It seems that the above items were difficult for the control candidates principally because the words containing the phoneme/grapheme test elements were unfamiliar. For the experimental candidates who had completed the reading course, none of these items, (with the exception of "grilles") appeared to be obscure or a source of confusion, and there seems no reason to suppose that these items are unsuitable within their tests.

(c) Low Scoring Items (Controls and Experimentals)

When control candidates' scores were especially low on certain items, the scores for experimental candidates on the same items were examined and compared. A group of items emerged which appeared to have caused difficulty for control and experimental candidates alike. The following is a list of those items.

<u>Test</u>	<u>Item</u>	<u>Facility values</u>				
		<u>Controls</u>		<u>Experimentals</u>		
		<u>%p</u>	<u>%q</u>	<u>%p</u>	<u>%q</u>	
B2	9b <u>chinois</u>	(wa)	13.84	86.15	17.74	82.25
	10b <u>voulu</u>	y	18.92	81.07	6.45	93.54
C2	6b <u>jus</u>	y	5.88	94.11	7.01	92.98
	9b <u>vu</u>	y	7.00	92.99	0	100
A2	9c <u>doucement</u>	u	11.14	88.85	22.03	77.96
A3	2' <u>peau - pot</u>	o	14.95	85.04	16.94	83.05
	3 <u>seau - sot</u>	o	27.56	72.43	22.03	77.96
Nasal phonemes and graphemes:						
C1	4d <u>crin</u>	(ε)	25.77	74.22	21.05	78.94
C2	9d <u>mince</u>	(ε)	17.64	82.35	1.75	98.24
	6c <u>raisin</u>	(ε)	8.96	91.03	12.28	87.72
C3	1 <u>dans dent</u>	(α)	19.88	80.11	15.78	84.21

It is not unusual that those items containing the "u" grapheme (y) should prove somewhat difficult. (y) is not a naturally easy sound for Anglophone people to make correctly; for many, the nearest sound approximation is (u) "ou". It was therefore not surprising to note that of the children who scored incorrectly on these items, many had transcribed the phoneme as "ou". The difficulty experienced by candidates encountering this phoneme/grapheme element does not necessarily invalidate the items, but indicates that special emphasis should be given to this element in the reading course, and indeed in any situation where French is taught.

"Chinois" (w a); an examination of candidates' answer booklets revealed that responses to this item were either omitted or that the graphic representations were erratic and varied. Surprisingly few representations in fact betrayed the English spelling of the sound (w a). The erratic nature of the answers, however, suggests that the item is difficult, although this may be due to the fact that the candidates concentrating on the first part of the word "ch" (ʃ) did not clearly distinguish the second phoneme. It is interesting to note that in other test items which contain 2 graphemes, the second grapheme was poorly transcribed e.g. pointus (Test B2, 8d; %p = 14.51, %a = 85.48), voulu (B2, 10b), oiseau (C2, 4d). There may be a case in the future development of the tests for requiring the child to identify only one grapheme in any one word, in order to avoid any confusion and to obtain maximum concentration on that one grapheme.

"Doucement" (u); it is unusual that scores should be low on this item. The word appears in "Viens Lire", and therefore the experimental candidates were familiar with it and had thoroughly practised the grapheme. Answer booklets for both control and experimental candidates revealed that the two most common representations of the sound were "decement", "ducement". The only possible reasons

for the low scores on this item are either that the candidates had not clearly heard the word on tape, or that, as mentioned in the previous paragraph, concentration was diverted by the fact of having to complete 2 graphemes in the same word.

With those nasal phonemes causing difficulty in Test C2 (and less difficulty in C1) it is probable that the nasal sounds also were not clearly distinguished by the candidates. Answers to "raisin" and "mince", and to "chemin" (for control candidates only) were erratic, although test booklets showed that for one of the control schools "mince" was familiar. The graphic representation of (œ) included "an" and "ain" or suggested that the "n" sound had not been distinguished.

An examination of question 4 of Test C1 shows that those candidates scoring incorrectly on "crin" (%p 25.77 %q 74.22 controls; %p 21.05 %q 78.94 experimentals), identified "cran" as the written form of the sound "crin" (œ). They have then obviously become confused in the identification of the next 2 sounds, although the majority of candidates correctly left blank "criant", the distractor item, recognising it as a 2 syllabled sound. It is possible that "crin" was mentally given English pronunciation values by the candidates; and that they waited in vain for a corresponding sound. The French pronunciation of "crin" being similar to English 'an' (æn), the candidates have thus probably linked the sound with an appropriate English spelling "cran".

For question 7 of Test C1 items a and b, the answer booklets revealed that the majority of candidates had simply failed to distinguish between "blanc" and "blond", and had in fact numbered "blanc" as the third sound spoken, instead of "blond". A typical answer was :-

7.	a.	blanc	(3)	correct answer:-	a.	blanc	()
	b.	blond	()		b.	blond	(3)
	c.	bleu	(1)		c.	bleu	(1)
	d.	Blois	(2)		d.	Blois	(2)

For the Anglophone child French nasals sounds are unusual and difficult. Whilst the graphic form of these sounds is familiar to him, he has his own native language sound value for them, and thus it is relatively easy to pronounce the nasal sounds in an English manner. Moreover there is a fine distinction between these French sounds, and when they are recorded on magnetic tape (no matter how great is the care taken in the recording), it is highly probable that it is more difficult for the child to distinguish between the sounds.

The scores on the above items do suggest that constant revision of the nasal phoneme/grapheme elements is necessary in the classroom situation, and that strong emphasis is needed on them in the primary French reading course. Moreover the scores indicate that in many instances the nasal sounds have not been clearly identified. As already seen, all the items for Tests 1 and 2 of each testing unit were recorded on magnetic tape to ensure a standardised pronunciation of test items. From the above scores, however, it would seem advisable not to use in the same question nasal items whose sounds are so closely related as to be confusing, especially when played on magnetic tape. Obviously it is desirable to test recognition of minimally differentiated nasal sounds. This would be possible if a direct test of reading French were used (where the candidate is required to read aloud the individual words). It seems therefore, that whilst the testing methods of Tests 1 and 2 are as near as possible to a direct test of reading French, special attention must

be given to the testing of nasal vowels. Every effort must be made to avoid confusion for the candidates in the selection and juxtaposition of items. The recording of test items on magnetic tape must be of the highest quality, and candidates should be given every advantage to perform as well as possible. Some additions to the administrative instructions, concerning the use of a tape recorder might be made, strongly advising that a check of the machine should be made before the test, and rooms where the tests are to be administered should be acoustically suitable.

"Peau - pot" (o); a close examination of the reading course revealed that no exercises or contrastive drills existed for practising the "eau" grapheme, other than those which the teacher might devise. The poor results of the experimental candidates on Test A3 (with 2 examples of "eau") may therefore have been due in part to a teaching deficiency. During the teaching of "eau" more emphasis should have been placed on the same sound having different spellings, (o) = "eau"; "au"; and "o", and on the contrasting sounds of "pot" (o) and "pomme" (o).

(d) Special Test Items

Four items merit special attention.

Test	Item	Facility values						
		Controls		Experimentals				
		%p	%a	%p	%a			
A2	6d	balai	{	z	6.74	93.25	35.59	64.41
	7c				6.74	93.25	16.94	83.05
C2	7c	glacé	{	e	21.28	78.71	14.03	85.96
	10b				0	100	0	100

With the exception of "balai" for the experimental candidates, scores were generally low on these items, and in the case of "bûche" no child in either control or experimental group scored correctly. The items occurred in the second half of their respective tests where the vocabulary is unfamiliar to the experimental candidates, and where

they are expected to solve the grapheme of test items, working by analogy.

The first 3 of the 4 graphemes mentioned have more than one graphic representation of the phoneme,

e.g. $\begin{pmatrix} \text{é} \\ \text{e} \\ \text{e} \end{pmatrix} = \begin{matrix} \text{ai, è, et} \\ \text{eau, ô, au} \\ \text{é, er, ez, ai.} \end{matrix}$

It is therefore unfair to expect the child to write the correct grapheme, if he is unfamiliar with the words read to him. If the child writes an acceptable representation of the sound it proves that he can associate the sound with its written form. In effect a large proportion of candidates transcribed an acceptable grapheme, but scored incorrectly.

It would seem preferable to exclude these items from the test unless the children have been exposed to the words and are familiar with them, or to be less rigid in marking the items. However in the latter case when test scripts are returned to the children, explanations would be necessary concerning which spellings are acceptable and why words are written in one particular way and not in another. This might be unnecessarily confusing.

In the case of "bûche" three elements had to be written to achieve the correct answer, first "u" (y), secondly the circumflex accent over "u" and thirdly "ch" (ç). This triple requirement creates a difficulty immediately, and although candidates correctly transcribed one or both of the graphemes, none added the circumflex accent. If the word was unfamiliar, - as it was to the experimental children, and highly likely to have been to the control candidates - they could not be expected to write the correct response. Moreover the item seems further invalid since only 1 example of "û" occurs in the reading course in the word "Sur", unit 9. "Bûche" should therefore

be discarded or replaced by an item requiring the insertion of only the "u" grapheme.

Item Analysis Conclusion

Although a complete item analysis has not been undertaken the close examination of scores on individual items revealed that very few items seemed inappropriate in a particular test. Indeed it is only possible to conclude definitely that the last 4 items discussed (balai, rameau, glacé, bûche) should be discarded or replaced.

Conclusions on the General Appropriateness of the 3 types of Reading Test

From the results of the reading tests as performed by control candidates, all 3 types of tests appear to be suitable for testing reading in French, following instruction with the "Viens Lire" audio-visual reading course. As in the course phoneme/grapheme elements are isolated and emphasised, so in the tests the same basic method of isolating the elements for identification applies.

Test 1 created very few difficulties for the control sample. Whilst not a direct test of reading French, this test was a close approximation to it. As will be remembered, the candidates listened to French words and then assigned each individual sound to a corresponding grapheme. This procedure tested the candidates' knowledge of minimally differentiated sounds or graphemes. Only one graphic form for a sound could be correct, there was no choice in its written representation, e.g. if (e) was spoken then only "ai" (not "é") would be found among the 4 test items for identification. The method of testing for Test 1 was particularly simple and followed the method used in the audio-visual procedure for teaching the course, where the pupils see the reading captions, hear at the same time the appropriate sounds, and finally link sound and symbol together.

Test 3 also appeared as an appropriate test of reading French, requiring the candidate to read French accurately to himself without the stimulus of any French sounds. The pronunciation of all 4 words of a question had to be solved before the 2 which sounded the same could be identified. The test was even more appropriate in the light of the reading course for as the last test of a unit, it followed the latter stages of the audio-visual procedure for teaching reading (Stages IV and V), when the children see the reading captions only and read without the help of the tape.

As stated earlier⁵, this particular method was perhaps more open to the effects of English pronunciation values being given to the written French forms, since no French sound stimulus occurred in the test. However, as shown in the discussion of items with low scores, the other 2 types of test also suffered from the attribution of English spelling values or sound values to French phonemes and graphemes.

Test 2: although the overall results on this test do not suggest that it is unsuitable for testing reading in French, an examination of particular items shows that the test has some limitations. The method of testing requires the child to identify phonemes by spelling out their graphic representation. Whilst this method might in itself be suitable for measuring reading for it tests knowledge of the written form of sounds, is it fair to expect those children following the "Viens Lire" course to write and spell to prove that they can read? Throughout the reading course emphasis is placed upon reading alone and very little or no writing at all is demanded of the child. For primary school children particularly, who normally have had no experience of writing French, this exercise could prove a difficult one.

However, since the method of Test 2 follows the basic procedure of the reading course in isolating phoneme/grapheme elements for special attention, and in particular follows the phonic-based drill procedure, where several words containing 1 special grapheme are listed on the blackboard for detailed attention, one could expect the children to know how to spell the graphemes. If the test is to be entirely valid, then more provision must be made in the reading course by the teacher for the child to practise writing the phoneme/grapheme elements.

Moreover by this method of testing it has been seen that it is possible to transcribe a phoneme by one or more graphemes. The methods of Tests 1 and 3 do not allow this ambiguity to occur. Whilst items such as "balai, rameau, glacé" and "bûche" do not invalidate the testing method, great care must be exercised in selecting items for this kind of test.

In Tests 1 and 2 the use of tape recorder has the advantage of ensuring a standardised presentation of each type of test, but as seen earlier, if special care is not taken to acquire acoustically suitable rooms in which to administer the test, then candidates are placed at a disadvantage.

Conclusions on the Validity of the Reading Tests

As already demonstrated earlier, it was impossible to calculate a coefficient of validity for the reading tests on the basis of the results obtained from the performance of the control candidates on the tests, since an external criterion i.e. an established test of reading French was lacking nor could be obtained within the time limits of the research. One can therefore only indicate whether the tests seem efficient and appropriate from the calculation of the reliability of the test and from considerations of face validity

both in terms of the whole test, and in terms of individual items.

First, the test as a whole, i.e. all 9 tests taken together, has been seen to be reliable, and although validity does not depend upon reliability there is no reason to suppose that because the test is reliable it is invalid.

Secondly, the results of the inter-test and group test correlations do not indicate that the tests are inefficient in testing reading French, although it is possible from the moderate correlations that whilst the tests do in fact test reading as learned by the phoneme/grapheme recognition method, they may also be testing other factors, such as the ability to spell French (Test 2 of each unit).

Thirdly, whilst some little revision of individual test items might be desirable, as previously indicated, very few test items appeared to be entirely unsuitable for inclusion in the tests.

Finally, since the reading tests, especially 1 and 3 of each unit are as near as possible to a direct test of reading French, it seems reasonable to assume, on the basis of this face validation, that the tests are valid for the purposes of testing reading French, following instruction with the "Viens Lire" audio-visual course.

Part 2 Results of Tests to Determine the Effectiveness of the Teaching Method

Comparison of the Performance of Control and Experimental

Candidates on the Reading Tests

As stated earlier, the real aim of the pilot-study lay in the trial and development of the optimum method for teaching "Viens Lire". In order to obtain an indication of the effectiveness of the method thus far developed, the achievement in reading French of the experimental candidates, as measured by their test scores, was compared

with the standard shown by the test scores of the control candidates.

Since it was not possible within the time limits of the pilot study to compare the performance of experimental and control candidates on all 9 tests individually, and on all the items of the 9 tests, a token comparison only was made.

First the tests were divided into 3 groups of 3, taking together in each group those 3 tests which employed the same method of testing,

i.e. A1, B1 and C1, taken together form the 1st group

A2, B2 and C2, taken together form the 2nd group

A3, B3 and C3, taken together form the 3rd group.

This arrangement meant that each group of tests contained all the phoneme/grapheme elements emphasised in the reading course. The results of the performance of experimental and control candidates on each group of tests were then compared.

Next, in order to obtain an indication of the performance of both experimental and control candidates on individual test items, a random selection of 13 items was made from Testing Unit A, and the results of both groups of candidates on these items were also compared.

The chi-squared statistic (χ^2) was applied to the results in order to determine if there was any significant difference between the performance of experimental and control candidates on the above groups of tests and items.

In order to calculate the χ^2 of individual items, the number of control candidates attempting a particular item was first computed; then figures were obtained for the number of control candidates scoring correctly on the item, and incorrectly. For the experimental candidates the same procedure was applied to obtain figures for those candidates with the correct response, and those with the incorrect

response. The figures obtained were then set out in a 2x2 contingency table, with overall and marginal totals and χ^2 was subsequently calculated. The following are the χ^2 square results for the individual items. A full tabulation of the results can be found in the Appendix, Figure IX.

Comparison of Performance of Experimental and Control Candidates on Individual Items from Testing Unit A: Results of χ^2 Tests.

Variable	d.f.	χ^2	Level of Significance
Unit A, Test 1			
Item 1a (si)	1	9.072	p < 0.01
2b (peaux)	1	.0381	—
2d (peu)	1	5.089	p < 0.05
4d (feu)	1	1.204	—
Unit A, Test 2			
Item 2a (Bonjour)	1	7.326	p < 0.01
4c (cadeaux)	1	36.166	p < 0.001
6d (balai)	1	39.866	p < 0.001
9c (doucement)	1	4.428	p < 0.05
Unit A, Test 3			
Item 1 (mais met)	1	1.903	—
2 (peau pot)	1	.0388	—
3 (sot seau)	1	.528	—
4 (les lait)	1	8.052	p < 0.01
5 (ça sa)	1	28.337	p < 0.001

For the individual items, the results of the χ^2 test reveal that there is no significant difference between the performance of the experimental and control candidates on 5 of the 13 items. On 3 of the remaining 8 items the control candidates performed significantly better than the experimental candidates, whilst on 5 of these items the experimentals performed significantly better than the control pupils. Assuming the experience of French of the older control pupils, these children could be expected to score as well or better than the experimental candidates on certain test items.

In order to calculate the χ^2 of groups of tests the number of items in a group of tests was first computed e.g. the number of items in tests A1, B1 and C1 taken together as Test 1. This number was then multiplied by the total number of control candidates attempting the items, in order to obtain the total number of possible correct responses. Finally the number of correct responses scored by the control candidates on these items was calculated, and the number of incorrect responses. The same procedure was followed in order to calculate the number of correct and incorrect responses obtained by the experimental candidates on the same items. The figures were then set out in a 2x2 contingency table, and subsequently calculated. The following are the χ^2 results for the groups of tests. A full tabulation of the results can be found in the Appendix, Figure X.

Comparison of Performance of Experimental and Control Candidates
on Groups of Tests: Results of χ^2 Tests.

Variable	d.f.	χ^2	Level of Significance
Test 1 (A1, B1, C1)	1	217.45	$p < 0.001$
Test 2 (A2, B2, C2)	1	536.822	$p < 0.001$
Test 3 (A3, B3, C3)	1	13.64	$p < 0.001$

The results of the χ^2 test show that the performance of the experimental candidates on the groups of tests was significantly better than that of the control candidates. This difference might have been expected to a certain extent for the experimental candidates had attempted those reading tests which were specifically designed to measure the reading learning of those pupils following the "Viens Lire" course.

Moreover, whereas the control candidates would have spent a good portion of their language learning time acquiring other language skills as well as reading, the experimental groups had concentrated almost solely on reading French by means of a specially graded course. This emphasis, together with the freshness of their reading knowledge undoubtedly contributed to their better performance on the groups of tests.

However to compensate for this advantage of the experimental candidates, the control candidates had acquired from their eighteen months at the secondary school a wider experience of French. This remains true, even when one takes into account the previous experience of French of the experimental candidates, for up to the beginning of the reading course this experience had been of a purely oral nature. The experience of the control candidates would almost certainly have included not only a knowledge of the phoneme/grapheme elements highlighted in "Viens Lire", but also a generally wider reading vocabulary. It is probable, therefore, that they were familiar with a large proportion of the words of the reading tests. The basic vocabulary of "Viens Lire" is relatively small, and a number of test items, as already seen⁶, are based on this vocabulary.

In addition it is unlikely that the variable of ability contributed to the better overall performance of the experimental candidates on the tests, for the control pupils were drawn from grammar (selective) schools (1967). Although the whole of the second year in each of the 3 grammar schools formed the control sample, thus including a certain range of ability, because of the selective nature of the schools one would reasonably expect the general level of ability of the control candidates to be good. For the experimental groups, the results of school A on the general attainment tests suggest that a

large proportion of the children were very able, and could be regarded as grammar school candidates. However school B performed considerably less well on the attainment tests, and these results, together with the headmaster's assessment, indicate that very few of these children were of grammar school potential. The balance of ability would therefore appear to be in favour of the control schools.

Given these factors, the performance of the experimental candidates on the groups of tests could be expected to be less favourable than, or at best as good as the performance of the control candidates. However, since the difference in performance between the 2 groups of candidates is highly significant, it is probable that this difference is due principally to the effects of the teaching method employed in the reading course.

Although a full and detailed comparison of the performance of the experimental and control candidates on the tests was not made, the results obtained from the token comparison seem to indicate that as far as use with the younger children of the experimental groups was concerned, the specially graded nature of the reading course was successful, and the method of isolating individual graphic problems and giving practice in them, both in the classroom dialogue and in subsequent contrastive drills was effective. The reading course and method appeared to have achieved their aim to the extent that in the area of phoneme/grapheme correspondences, the experimental sample had learned at least as much, if not more than the older children of the control sample. The results also confirm the keen response of the experimental candidates to the whole of the reading course, personally observed in the classroom situation.

Comparison of the Performance of the 2 groups of Experimental Candidates, Schools A and B

It will be recalled that the experimental group from school A represented pupils of average and above-average ability, with a well developed linguistic background (in English) from an essentially middle-class environment, whilst the experimental group from school B represented pupils of principally average and below average ability, *from a largely working-class rural and industrial* environment, with less opportunity in their home situation to develop their linguistic potential.

Part of the pilot experiment with "Viens Lire" was designed to show how best to use the reading materials with different types of pupils at the primary level and beginning of secondary school level. Both experimental groups had received the same basic reading instruction with the "Viens Lire" course, but owing to pressure of time in school B, since the starting of the course had to be delayed⁷, the reading instruction with this group was of a much more intensive nature and the pace of the teaching had to be hastened.

In order to determine if the pace and intensity of the reading instruction produced any significant difference in the performance of the 2 experimental groups, the results of the reading tests for both groups were compared.

The tests were divided into 3 groups of 3 tests, taking together in each group those 3 tests which employed the same method of testing,

i.e. A1, B1 and C1, taken together form the 1st group

A2, B2 and C2, taken together form the 2nd group

A3, B3 and C3, taken together form the 3rd group.

This arrangement meant that each group of tests contained all the phoneme/grapheme/elements emphasised in the reading course. The results of the performance of the experimental candidates from

schools A and B on each group of tests were then compared. The chi-squared statistic (χ^2) was applied to the results to determine if there was any significant difference in performance between the two school groups.

In order to calculate the χ^2 of the groups of tests the same procedure was followed as demonstrated earlier in the chapter for the calculation of χ^2 concerning the performance of control and experimental candidates on the groups of tests and individual items. Figures were obtained for the number of correct and incorrect responses scored by school A on the items of a test, and similarly for school B. The figures were then set out in a 2x2 contingency table and χ^2 subsequently calculated. The following are the results for the groups of tests. A full tabulation of the results can be found in the Appendix, Figure XI.

Comparison of Performance of Experimental Groups A and B
on Groups of Tests. Results of χ^2 Tests:

Variable	d.f.	χ^2	Level of Significance
Test 1 (A1, B1, C1)	1	58.038	$p < 0.001$
Test 2 (A2, B2, C2)	1	294.504	$p < 0.001$
Test 3 (A3, B3, C3)	1	43.91	$p < 0.001$

The results of the χ^2 tests show that the performance of experimental group A on all 3 tests was significantly better than that of experimental group B.

Since the results of the general attainment tests had shown the experimental candidates of group A to be of better ability than the candidates from group B, the better performance of school A on the reading tests might have been expected.

In the second half of Test 2 of each testing unit, the omissions and erratic attempts of the children from school B to transcribe the graphemes of unfamiliar words suggest that not only was the confidence of these pupils shaken, but also that they were unable to work well by analogy, applying their newly acquired knowledge of phoneme/grapheme correspondences to unfamiliar words. This may have been partly due to the inability of the children to see relationships between the words and partly due to the teaching which did not allow enough time to emphasise such relationships.

In addition, as shown in chapter III, 20 of the 34 children of school B group were a year younger than their fellows, and had less experience of oral French. The results of the attainment tests show, however, that the younger children were more able than the older ones of the group.

Before the introduction of the reading course, experimental group A had been taught French by a specialist teacher, having a degree in foreign languages, and who had been trained to teach her subject. Group B had been taught French by a non-specialist teacher who had studied French to Advanced Level G.C.E., and who had not been especially trained to teach a foreign language. It was obvious from the outset of the reading course that school A children were orally more fluent and confident in their approach to reading French than were school B children. Their command too, of vocabulary was greater. It is highly probable that these factors gave them an advantage on the reading tests.

The conditions for teaching "Viens Lire" were not ideal and may to some extent have affected test performance.⁸ However although the room in which group A was taught was relatively small and cramped, acoustically and visually it was suitable. In school B a change of

activity in the reading learning process necessitated a change of room; for all audio-visual lessons the children received their instruction in the school hall. Acoustically this was very unsuitable and on several occasions the voices on tape could not be clearly distinguished by the pupils. The tape had therefore to be replayed or the teacher had to repeat exactly what the tape had said. Whilst every effort was made to put to the very best use the conditions available, and to ensure that the reading learning of the children did not unduly suffer, it is possible that the teaching conditions had some effect generally on the performance of experimental group B.

Although the significantly better performance of experimental group A on the reading tests may be partly due to the factors stated above, general ability, previous experience of French, and teaching conditions, it is most probable that the difference is also due in part to the method adopted for teaching "Viens Lire" to group A.

With this group the approach to each reading unit was a leisurely one; each section of the audio-visual work was completed thoroughly, and time allowed for all worthwhile queries from the children. A greater period of time at the beginning of each lesson was devoted to conversation in French, centred around the topics of each reading unit. Activities with the teazlegraph were more varied, and a greater length of time could be spent on the contrastive exercises following each unit. Games with the teazlegraph or on the blackboard to consolidate and brighten the learning process were a frequent feature in lessons. The children enjoyed the "game" of recording their voices on magnetic tape as they read aloud from the reading units or comprehension tests, and of correcting one another's pronunciation as the recordings were replayed. More attention could

be given to those children who experienced difficulty, either in reading French generally or with particular phoneme/grapheme elements.

When it was discovered that the children from experimental group B did not all have the same oral experience of French, it was necessary to delay the introduction of the reading course by some 3 months⁷, until all the children had acquired orally a similar experience of the simple French words and structures they were likely to meet in the reading course. Consequently the time remaining for the teaching of "Viens Lire" was short and the reading instruction had to be intensified.

Although this group of children completed thoroughly the audio-visual sections of the reading units and the following basic teazlegraph activity, the time available for intensive practice of contrastive drills was severely limited. Their reading instruction, especially towards the end of the course was of a streamlined nature.

With reference particularly to the performance of school B on the second half of Test 2 of each unit, had it been possible during the teaching of "Viens Lire" to allocate more time to the practice of writing graphemes on the blackboard i.e. the child may write a whole word, or more usually completes a word by filling in the appropriate grapheme, results might have been better, although not significantly so.

The influence of English spelling values on the pronunciation of French words was very evident too in the responses of school B on this same part of Test 2.

e.g. Test B2 Item 7b "trouve" (u), transcribed as "truve"

Test C2 Item 10c "feu" (œ), transcribed as "fur"

Test B2 Items 8b "chapeaux" (ʃ), transcribed as "shapeaux
9a "chinois" (ʃ), transcribed as "shinois "

If more time could have been devoted to the supplementary activities designed to reinforce the learning of the phoneme/grapheme elements, the effect of native language spelling values on French pronunciation might have been greatly minimised.

With such children of average and below average intelligence this situation of intensive learning was unfortunate, and they are to be admired for their determination to complete the course, and their success in doing so. Viewed in relation to the general ability of the children their results on the reading tests would seem favourable. Had these children been able to learn at the same leisurely pace as the children from school A the difference in performance between the 2 experimental groups would probably not have been as great.

It is interesting to speculate on the results which might have been obtained from a reversal of the actual situation, with pupils from school A subjected to intensive reading instruction, and those from school B to the slower diversified approach. It is highly probable that school A pupils would still have produced the better results because of their greater intelligence and general linguistic ability, but the difference between the groups would not have been as highly significant, for the patient reiteration of the phoneme/grapheme elements would have helped school B pupils to retain more easily and positively their learning.

Whilst the more able children might well cope with the French reading materials, if taught in an intensive manner, and benefit from the instruction, it is infinitely preferable that less able children should proceed at a slower learning pace. More variety within the reading instruction can reinforce the learning and make it a pleasurable activity.

Although the emphasis of "Viens Lire" is upon the teaching of reading French, the more leisurely approach does not neglect the oral development of the child. There is time for the pupils to converse in simple French about the topics of a reading unit, especially during the early stages when pupils are learning to understand the story, and there is an oral exchange of question and answer between teacher and pupils. In the later teazlegraph activities, the children are encouraged to practise orally the new structures of the reading course, using vocabulary learned earlier during their purely oral in French, before the structures are read.

With a group of exceptionally able children who obviously find it easy to read French, there is the opportunity to teach simple grammar, through the use of the inflexional exercises included after each reading unit.

It is recommended therefore, that a leisurely and varied approach with the reading materials be adopted for all types of primary level and early secondary level pupils, and that 12 months should be the ideal length of time in which to complete "Viens Lire".

NOTES AND REFERENCES

1. See Chapter VIII for a description of the Reading Tests.
2. See Chapter III for age of experimental sample, page 43.
3. See Figures VIa and VIb for number of control candidates, page 273.
4. As described in Chapter VIII.
5. In Chapter VIII, page 114.
6. See Chapter II.
7. See Chapter III for details, page 50.
8. The details of teaching conditions in both schools are described in Chapter III.

Conclusion

In the foregoing chapters one has attempted to show how, during a period of experimentation, a skeletal set of primary French reading materials has been developed into a fully rounded and apparently successful audio-visual reading course. As shown in chapters IV and V a method, considered so far to be the most effective for teaching the basic reading materials, was eventually decided, whilst supplementary exercises and activities were interwoven with these materials in a manner again considered most suited to reinforce the audio-visual instruction.

Personal impressions and assessment aside, the success of the reading materials must finally be judged upon the performance on the reading tests of those pupils following the course. It will be remembered that these tests had not been validated before the trial of the materials and it therefore became part of the study to attempt to ascertain their suitability for testing reading, following instruction with the audio-visual materials. For reasons stated in chapter IX, although it was impossible to prove the validity of the tests, yet it seemed reasonable, from considerations of reliability and face validity, to assume that the tests were appropriate.

If we accept the suitable nature of the tests, then any favourable results from the performance of pupils on the tests might be attributed as much to the method of instruction adopted, as to the intelligence of the candidates. As initial attempts on these tests with the experimental sample have demonstrated, the method of instruction does appear to be effective, for both groups within the experimental sample have not only achieved favourable results according to the level of their intelligence, but have performed as well, if not better than older control candidates with a wider experience of French.

It is highly probable that the method is effective in its simplicity, introducing reading in clearly graded stages, but continuing the audio-visual method of instruction to which so many primary school children are nowadays accustomed. Within this familiar framework, the transition from speaking to learning to read should be without complication. The method also highlights and emphasises sounds and their written form, progressing from the very easy through to the most difficult with continued use at every stage of all elements learned. Thus the reading learning is greatly facilitated for the young English child. The global approach to reading as presented by the basic procedure continues the "look and say" method of his earlier reading experience in English in infant classes, whilst the analytical approach of phonic analysis satisfies the desire for detail which is developing in the 9-10 year old, and reinforces the global learning. The every-day child centered situations, concerning Marie and Michel, and the escapades of their pets are almost guaranteed to heighten the motivation of the young child to read.

It has been shown that the materials are not only suitable for the needs and interests of the younger learner, but also appear successful with younger children of all abilities, for, whilst the basic procedure is constantly retained, the other materials can be adapted in quantity, and the pace and intensity of their use suited to the needs of the highly intelligent, average, and less able child. Whilst personally I would judge this course to be especially advantageous to the slow learner and the child of average ability, and it is strongly recommended that these types of children should be able to proceed at a steady pace, participating in most of the activities afforded by the course in order to secure their reading

learning, yet the teacher will find, that for use at his or her discretion there are sufficient supplementary materials and activities to cater for the demands of the highly intelligent and quick learning child.

The simple, basically audio-visual design of "Viens Lire", to which both primary school children and their teachers are accustomed, has the advantage of ensuring that even in the hands of a teacher who is a non-specialist in modern languages yet who is competent in French, the course can be successful. Naturally, with a specialist, pupils might be expected to attain greater fluency in oral conversation, and good intonation of speech patterns (although, as already seen some intensive practice in this latter activity is suggested during the course); the specialist will usually readily find adequate simple vocabulary in the classroom situation, to illustrate the particular graphemes in question in phonic based drills. Nevertheless, the non-specialist teacher, with application and enthusiasm, and following course instructions, should be able to manipulate the materials with ease, and successfully teach his pupils to read French, drawing from them of their best.

"Viens Lire" has no superior claims over other similar audio-visual reading courses. Fully developed, however, it could well be beneficial in supplementing other grammar or reading courses, acting, as seen in chapter II, as a transition course from purely oral French to simple French readers or catering for the needs of those pupils who have special difficulties in reading French, and for whom this method of highlighting individual French sounds and their written form, and of giving extensive practice in them, provides the key to reading French.

The particular pilot experiment "Viens Lire", was envisaged as

a small scale study. If the materials appeared successful, as a result of their initial trial and subsequent development they might be further used in a small number of primary schools (or secondary schools with first year pupils), with a view to even wider use at a later date. From the results of the previous chapters, it would seem safe and reasonable to conclude, that after some small changes and additions, e.g. the use of a filmstrip instead of slides to simplify the teacher's handling of visual material, the insertion of a series of contrastive drills to practise the grapheme "eau", and some small revision of test items as discussed in chapter IX, the materials could now be used with profitable success in primary schools.

APPENDIX I

Text of Primary French Reading Course

V I E N S L I R E

A

i) s'appeler
avoir
le chat
le chocolat
le garçon
le gâteau
Madame
Papa
la table
il va
voilà

ii) acheter
quatre
le sac

iii) alors
un arbre
attention
le jardin
Maman
regarder

C

i) ça
le garçon

CH

i) le chat
le chocolat
Michel

ii) chercher

iii) blanche
le chien
le mouchoir
quelque chose

Global

bonjour
oui
s'il vous plaît
voilà
tu + 'es'
je + 'e'

A CH C

A Papa va à la table.

C Ça va, petit garçon?

CH Michel cherche son chat.

AU MAGASIN

Mch. Bonjour Madame. Je m'appelle Michel.

Mme. Bonjour, petit garçon. Ça va?

Mch. Oui, ça va merci.

Mme. Tu achètes?

Mch. J'achète du chocolat et quatre gâteaux
s'il vous plaît.

Mme. Voilà. Tu as un sac?

Mch. Oui, voilà. Merci Madame.

I (Revise A, CH, C)I

A Alice est l'amie de Sophie.

i) aussi
la fille
ici
il(s)
le livre
merci
oui
petit
Sophie
la souris
vite

LE LIVRE

J. Bonjour, petite fille. Tu t'appelles Marie?

M. Bonjour, petit garçon. Oui, je m'appelle Marie. Ça va?

J. Oui, ça va merci.

M. Tu regardes un livre?

J. Oui, je regarde un livre. Viens ici Marie. Regarde!

M. Qu'est-ce que c'est?

J. C'est un chat. Il monte vite sur l'arbre.

M. Qu'est-ce que c'est?

J. C'est une souris.

M. Alors le chat a peur de la petite souris?

J. Non, non, regarde ici. Voici un chien. Il est gros. Le chat a peur du gros chien. Toi aussi, tu as peur des chiens.

M. Ah oui.

ii) Alice
l'ami
Marie
voici

iii) Michel
Minet
qui

Global

c'est
il est
qu'est-ce que c'est?
petit/petite
regarde!
il + 'e'

Revision

tu + 'es'
je + 'e'

TU + '-ES' : JE + '-E'

1. Tu regardes une souris?
Oui, je regarde une souris.
2. Tu cherches le chien?
Oui, je cherche le chien.
3. Tu achètes un livre?
Oui, j'achète un livre.
4. Tu montes sur la table?
Oui, je monte sur la table.

Procedure

- A. Children read the sentences.
- B. Teacher dictates two elements for reinforcement.
- C. Each child composes a 'tu' question of his own, using one of the four verbs and passes it on to his neighbour.
- D. Neighbour replies and gives the book back.
- E. Ask three pairs to write their efforts on the blackboard simultaneously, meanwhile checking other answers.

UN : UNE LE : LA

1. Voici Michel et voilà Marie.
2. Voici un garçon et voilà une fille.
3. Voilà un chat et voici une souris.
C'est le chat de Marie.
C'est la souris de Michel.
4. Voilà un livre et voici une table.
C'est le livre de Michel.
C'est la table de Marie.
5. Voici un gâteau et voilà une carotte
C'est le gâteau de Marie.
C'est la carotte de Michel.

Procedure

The purpose of this course is to teach recognition and - if desire - production of the graphic equivalents of familiar oral material.

The singular articles, masculine and feminine, definite and indefinite, present no real problem of recognition or production, following an oral stimulus, since they do not elicit inflexional variations.

Here, they are juxtaposed in a brief reading exercise to reinforce what will probably already have been acquired from the dialogues.

O AI EAU (Revised)

O C'est la robe rose de Sophie.

AI Mais j'ai du lait.

EAU Je prends un morceau de gâteau.

EST-CE QUE MICHEL A FAIM?

O

Il fait beau mais Michel n'est pas gai.

i) Alors
le chocolat
donner
gros
une pomme
quelque chose
la robe
Sophie

Mmn. Michel, regarde ici.

Mch. Qu'est-ce que c'est?

Mmn. C'est un gâteau.

Mch. Non, merci Maman.

ii) le morceau
rose

Mmn. Tu prends une pomme?

iii) comment
encore
une pomme
la porte

Mch. Non, merci Maman, Je n'ai pas faim.

Mmn. Est-ce que tu prends une petite pomme?

Mch. Non, merci Maman.

AI

Mmn. Mais, est-ce que tu as quelque chose?

i) mais
je ne sais pas
vrai

Mch. Je ne sais pas.

ii) j'ai
il fait
gai
du lait

Mmn. C'est vrai? Ça ne va pas, mon petit?

Mch. Ça va, merci Maman.

iii) la maison

Mmn. Est-ce que tu prends un petit morceau
de chocolat?

Mch. Non, merci Maman.

i) le gâteau
ii) beau
le morceau

Mmn. Tu prends un gros morceau alors?

Elle donne le morceau à Michel.

iii) l'oiseau
le manteau

Mch. Ah oui, s'il te plaît, Maman.

Global

Oh, que j'ai faim!

est-ce que
ne.... pas

Revision

petit/petite
c'est
regarde!
qu'est-ce que c'est?

A AI QU'EST-CE QUE?

1. Maman a un sac. Elle achète du lait.
2. Est-ce que c'est vrai, Marie?
3. Je ne sais pas, Madame.
4. Il ne fait pas beau mais Marie est gaie.
5. Qu'est-ce que tu achètes?
6. J'achète du chocolat au lait, s'il vous plaît.
7. Qu'est-ce qu'il fait?
8. Il va à la maison.
9. Qu'est-ce que tu as?
10. Regarde, j'ai un petit chat.

(ELLE

(IL + 'E' : SINGULAR IMPERATIVE + 'E' : JE + '-E'

1. Marie : J'achète une robe?
Maman : Oui, achète une robe!
 Elle achète une robe.
2. Michel : Je donne la pomme à Marie?
Maman : Oui, donne la pomme à Marie!
 Il donne la pomme à Marie
3. Marie : Je cherche le chat?
Maman : Oui, cherche le chat!
 Elle cherche le chat.
4. Michel : Je monte sur l'arbre?
Maman : Oui, monte sur l'arbre!
 Il monte sur l'arbre.
5. Michel : Je regarde ici?
Maman : Oui, regarde ici!
 Il regarde.

Procedure

Explain the difference between 'tu cherches le chien' and 'cherche le chien!'

This exercise revises je + '-e' and reinforces the identical inflexional endings of il + '-e' and the singular imperative.

The procedure is the same as in Exercise 1, Unit 2, except that each operation involves three pupils instead of two.

EST-CE QUE? NE.....PAS

1. Est-ce que tu donnes le livre à papa?
Non, je ne donne pas le livre à papa.
2. Est-ce que tu cherches la maison?
Non, je ne cherche pas la maison.
3. Est-ce que je monte sur le chien?
Non, tu ne montes pas sur le chien.
4. Est-ce que je regarde un livre?
Non, tu ne regardes pas un livre.
5. Est-ce que tu achètes la robe?
Non, je n'achète pas la robe.

Procedure

As before.

This exercise also serves to revise

je + '-e'. tu + '-es'.

J'AI : TU AS : IL A

1. Michel Est-ce que j'ai du chocolat?
Marie Oui, tu as du chocolat.
Anne Il a du chocolat.
2. Marie Est-ce que tu as le sac?
Michel Non, je n'ai pas le sac.
Anne Il n'a pas le sac.
3. Michel Est-ce que tu as les carottes?
Marie Non, je n'ai pas les carottes.
Anne Elle n'a pas les carottes.
4. Marie Est-ce que j'ai le gâteau?
Michel Non, tu n'as pas le gâteau.
Anne Elle n'a pas le gâteau.
5. Marie Est-ce que tu as peur?
Michel Mais non, je n'ai pas peur.
Anne Il n'a pas peur.

Procedure

1. Children compose sentences by analogy with 1-4, changing only the noun and modifier.

e.g. 1. Est-ce que j'ai une pomme etc.

2. Activity in threes by analogy with 2 or 3: as before.

This exercise revises est-ce que....? and ne.....pas.

EU OU (Revise EAU)

EU De quelle couleur est la fleur?

Elle est bleue.

OU La poule est rouge mais la souris
est grise.

EU

i) bleu
deux
Monsieur
neuf

LA FETE DE MARIE

Mmn. Bonjour Marie. Bonne fête.

ii) le cheveux
la couleur
le facteur
la fleur
j'ai peur
vieux

Ecoute, on frappe à la porte.

Marie court à la fenetre.

Mre. C'est un homme. Il a un gros manteau
bleu. Qui est-ce?

Ah oui, c'est le facteur.

OU

i) bonjour
écoute!
le mouchoir
il ouvre
la poule
la poupée
pour
rouge
la souris

Elle ouvre la porte.

F. Bonjour J'ai deux paquets et neuf cartes
pour Marie. Bonne fête, ma petite.

Mre. Merci, monsieur. (unwraps packet)

Qu'est-ce que c'est? (disappointed)

ii) la couleur
elle court
Minou

Oh, c'est un gros mouchoir! (unwraps

handkerchief) Mais voilà une poupée

iii) jouer
tout
vous

aussi. Regarde ses cheveux.

Elle a des fleurs rouges. Elle est jolie.

Global

qui est-ce?
'-s' for plural

Mch. Bonne fête, Marie. Voilà mon cadeau.

Mre. C'est ton vieux bateau bleu. (laughs)
Merci Michel.

Mch. Voilà Minou. Il a un cadeau pour
Marie aussi.

Mre. Aië! C'est une souris. J'ai peur.

Oh non, merci Minou, je préfère ma poupée.

O OU

1. Voilà un homme. Il a du chocolat pour Minou.
2. Il ouvre un sac. Il donne un gros mouchoir à Michel.
3. Sophie joue avec une pomme rouge.
4. La souris court. Elle a un morceau de carotte.
5. Bonjour, Marie. Est-ce que tu as quelque chose?
6. Minou ouvre la porte.
7. La poule est rouge et rose. Elle est jolie.
8. De quelle couleur est la robe de la poupée de Sophie?
9. J'ai deux morceaux de chocolat pour vous.
10. Ecoute, l'homme court à la porte.

EU OU

1. Maman a neuf pommes et deux gâteaux pour vous.
2. La souris joue avec Minou. Elle n'a pas peur.
3. C'est une fleur rouge pour Papa. Elle n'est pas bleue.
4. Ecoute, le vieux facteur ouvre la fenêtre.
5. Michel court. Il a neuf fleurs pour Maman.
6. De quelle couleur sont les deux poupées?
7. Elles sont bleues et rouges. Regarde les jolis cheveux!
8. Le vieux monsieur joue avec les poules.
9. De quelle couleur est le mouchoir?
10. Bonjour, monsieur. Est-ce que vous êtes le facteur?

Agreement of adjectives : '-e' with feminine nouns

- A. C'est un petit livre gris.
C'est une petite souris grise.
- B. Voilà le petit chien gris.
Voilà la petite poupée grise.
- 1a. Michel est petit et Marie aussi est petite.
b. Jacques est petit - et Anne? (et Anne aussi est petite)
etc. " " " etc.
- 2a. Michel est gai et Marie aussi est gaie.
b. Papa est gai - et Maman?
etc. " " " etc.
3. Le rat est petit / la souris?
4. Le manteau est joli / la dame?
5. Le mouchoir est bleu / la robe?
6. L'arbre est vert / la maison?
7. Le bateau est joli / la poupée?
8. Le gâteau est petit / la pomme?
9. Le rat est gris / la souris?
10. Le sac est vert / la pomme?

Procedure

1. Teach 'le rat' and 'vert(e)'
2. Write A and B on the board. Children read and repeat until they are known by heart, since they can serve as 'key sentences' for subsequent reference.
3. Write 1a on the board and read with the class.
" 1b " " " " " " " "
4. Children compose their own sentence by analogy, using a boy's and a girl's name.
5. Check, erase 'master-sentence' and children create more sentences

by changing only the name.

6. Proceed in the same way for 2.
7. Dictate the first part of 3, give the children the stimulus and ask them to complete.
8. Check, similarly 4 - 10.

'-S' for plural of adjectives and nouns

- A. Voilà les arbres verts. Ils sont grands.
Voilà les maisons vertes. Elles sont grandes.
- B. Voilà des mouchoirs bleus. Ils sont jolis.
Voilà des fleurs bleues. Elles sont jolies.
1. Les garçons sont gais et les filles aussi sont gaies.
 2. Les sacs sont rouges et les carottes aussi sont rouges.
 3. Les chats sont petits / les souris?
 4. Les arbres sont gris / les maisons?
 5. Les mouchoirs sont verts / les robes?
 6. Les paquets sont jolis / les cartes?
 7. Les arbres sont grands / les maisons?
 8. Les rats sont gris / les souris?
 9. Les arbres sont grands / les pommes?
 10. Les hommes sont gais / les dames?

Procedure

1. Teach 'grand(e)(s)'.
2. Learn A by heart as 'key-sentences'.
3. Write 1 on the board and read with the class.
Repeat for 2, explaining that uninflected form of 'rouge' ends in '-e'.
4. Dictate the first part of 3, give the children the stimulus and ask them to complete.
5. Check, Similarly 4 - 10.

ILS + '-ENT'

- A. Minou tombe et Minet aussi tombe par terre.
Ils tombent par terre.
- B. Marie aime les bonbons et Maman aussi aime les bonbons.
Elles aiment les bonbons.
- C. Michel monte et Marie aussi monte sur la chaise.
Ils montent sur la chaise.
1. G. frappe à la porte et G. aussi frappe à la porte.
Elles frappent à la porte.
2. B. ouvre la fenêtre et B aussi ouvre la fenêtre.
Ils ouvrent la fenêtre.
3. G. écoute l'oiseau et B aussi écoute.
Ils écoutent l'oiseau.
4. G. achète un gâteau et G. aussi achète un gâteau.
Elles achètent un gâteau.
5. B. cherche le chien et G. aussi cherche le chien.
Ils cherchent le chien.
6. B. allume et B. aussi allume.
Ils allument.
7. La dame regarde la lune et sa fille aussi regarde la lune.
Elles regardent la lune.
8. Le monsieur cherche la rue et le garçon cherche aussi.
Ils cherchent la rue.
9. Le chat passe par la porte et la souris aussi passe par la porte.
Ils passent par la porte.
10. Le chocolat tombe et la confiture aussi tombe par terre.
Ils tombent par terre.

Procedure

1. Read A, B, C until familiar. Examples remain on board with the names clearly underlined.

2. Teacher dictates - or merely reads as a cue-first part of 1-6, substituting a boy's name for 'B', a girl's for 'G'.

The children complete the second part. Check at intervals.

3. Similarly, 7 - 10.

E OI

E L'éléphant méchant écoute au téléphone.

OI Voilà deux poissons pour moi et trois pour toi.

E

- i) écoute(z)
 ii) le café
 le cinéma
 dépêche-toi
 l'éléphant
 énorme
 méchant
 René
 répétez
 le téléphone
 iii) la poupée

OI

- i) moi
 noir
 l'oiseau
 le poisson
 au revoir
 toi
 trois
 voilà
 ii) le mouchoir

Global

il y a

Revisión

ne....pas
 '-s' for plural

LA FETE DE MARIE (cont.)

P. Bonne fête, Marie. Voilà mon cadeau pour toi.

Mre. Pour moi, papa? C'est énorme. Est-ce que
 c'est un éléphant?

P. Non, ce n'est pas un éléphant. Regarde!

Mre. C'est un poisson rouge. Mais non, ce n'est
 pas vrai. Il y en a trois. Il y a trois
 poissons rouges. Merci beaucoup, papa.

Le téléphone sonne.

Mmn. Allô, qui est-ce? Répétez, s'il vous plaît.

Ah, bonjour René....Dépêche-toi, Marie. Ecoute!

Mre. Bonjour, René. On va au cinéma? Chic alors,
 c'est un joli cadeau. A trois heures au café?

Oui. Au revoir. Toi aussi, Minet, tu as un
 cadeau pour moi? Oh, c'est un oiseau, un
 petit oiseau noir. Il n'a pas peur.

Merci beaucoup, Minet, mais tu es méchant,
 tu sais.

O OI

1. Voici la porte. Elle n'est pas rose. Elle est noire.
2. Regarde, il y a trois gros poissons roses.
3. Au revoir. Voici René. Il sonne à la porte.
4. Toi, tu as une robe noire.
5. Donne-moi trois pommes, s'il te plaît.
6. Voilà le gros mouchoir de Sophie
7. Comment? Voilà un oiseau énorme.
8. L'homme regarde l'oiseau noir. Il est joli.
9. Moi, j'ai trois morceaux de chocolat.
10. Toi, tu as un morceau énorme.

AI OI

1. Tu as un poisson mais moi, j'ai un oiseau
2. Regarde, c'est vrai. Il y a trois maisons noires.
3. Est-ce que tu as du lait pour moi, s'il te plaît?
4. Oui, j'ai du lait. Voilà. c'est pour toi.
5. J'achète trois poissons, s'il te plaît.
6. Est-ce qu'il fait noir?
7. Je ne sais pas. Toi, tu n'es pas gai?
8. Au revoir. Voici Michel. On va à la maison.
9. J'ai un mouchoir mais il est noir.
10. Maman, il y a quatre poissons dans le lait!

E EU

1. De quelle couleur sont les cheveux de Michel?
2. Dépêche-toi. C'est le vieux facteur.
3. Elle va au café à deux heures et à sept heures.
4. Michel achète des fleurs pour Maman.
5. Elle cherche papa. Elle a peur.
6. Voilà sept livres bleus et deux paquets.
7. Merci, monsieur. Les fleurs sont jolies.
8. Minet a peur. Voilà le gros facteur.
9. J'achète neuf berets bleus.
10. Le vieux monsieur cherche la fenêtre.

E E

1. Ecoute, Michel t'appelle au téléphone.
2. C'est ma poupée. Elle a une tête énorme.
3. Dépêche-toi! Elle va au cinéma.
4. Il met le téléphone par terre.
5. Michel est méchant. Il est au café.
6. René achète une poupée pour elle.
7. Merci René, mais je préfère un éléphant.
8. Dépêchez-vous! C'est un paquet énorme.
9. Ecoute, tu es méchant, Minet.
10. La tête de l'éléphant passe par la fenêtre du café.

ON UON Les garçons ne sont pas à la maison.ONU Tes chaussures sont sur le mur.

i) le garçon
la maison
non
le poisson
ils sont
on

LES CHATS MECHANTS

Il fait noir. Il y a des nuages et on ne

ii) le bonbon
le chaton
elle compte
la confiture
ils montent
une ombre
ils ont
il tombe

voit pas la lune. Dans la rue, on voit
deux ombres. Minou et Minet sont sur
le mur.

iii) attention
bon
bonjour

Ils passent par une fenêtre. Ils ont faim.

Il y a des bonbons mais ils n'aiment pas
les bonbons. Il y a de la confiture mais
ils n'aiment pas la confiture.

U

i) une
sur
tu

Les chatons montent sur le buffet. Ils
regardent les poissons. Les poissons ont
peur. Minou met sa tête dans le bol.

ii) elle allume
le buffet
la chaussure
la confiture
la lune
le mur
le nuage
la rue

Voilà Marie. Elle quitte ses chaussures.
Elle allume.

Minou a peur. Il tombe dans l'eau.

Mrs. "Oh non. Que tu es méchant!"

Global

ils + '-ent'

Elle va vite au buffet. Les deux chatons
tombent par terre.

Revision

il y a

Marie compte les poissons. "Un...deux...trois.

Ils sont tous là. Minou, Minet, venez ici!"

.....Mais les chatons ne sont pas à la maison.

1. Les garçons sonnent à la porte de la maison.
2. Voilà le bol et voici mon poisson. Il est gros.
3. Bonjour Sophie. On va au téléphone?
4. Regarde. Le garçon donne des bonbons énormes à ton chien.
5. Non, les pommes ne sont pas roses.
6. Les chatons tombent dans le bol.
7. Il y a de la confiture et un morceau de chocolat.
Que c'est bon!
8. Les hommes ont mon chocolat.
9. Voilà l'ombre de Sophie. Elle compte ses jolies robes.
10. Est-ce qu'on cherche des pommes à la maison alors?

U OU

1. De quelle couleur est la lune?
2. Ils ouvrent la porte et ils allument.
3. Mais non, les nuages ne sont pas rouges.
4. Le mouchoir est sur le buffet.
5. Ecoute, il y a une poule dans la rue.
6. Minou court sur le mur.
7. Bonjour, est-ce que tu as des chaussures rouges?
8. Minou joue dans la rue.
9. Il y a de la confiture pour vous sur la table.
10. Tu prends les chaussures pour ta poupée?

Revision of '-e' for feminine adjectives and ne...pas

- A. Le mur est grand mais la maison n'est pas grande.
- B. La souris est noire mais le rat n'est pas noir.
1. Michel est méchant / Marie?
 2. L'arbre est vert / la pomme?
 3. La robe est bleue / le manteau?
 4. Le paquet est petit / la carte?
 5. La petite fille est gaie / le garçon?
 6. Le mur est gris / la fenêtr[^]e?
 7. Le bol est vert / la confiture?
 8. La porte est rouge / le mur?
 9. La poule est noire / l'oiseau?
 10. Le bateau est grand / la poupée?

Procedure

1. Write A and B on the board, read with the class and underline the key letters.
2. Dictate the first part of each sentence which the children then complete according to the given cue.

'Il y a' : Revision of '-e'(e)s' for plural

- A. Il y a un chat noir.
Mais non, il y a deux chats noirs.
- B. Il y a une grande chassure.
Mais non, il y a deux grandes chaussures.
1. Il y a une grande rue.
 2. Il y a un garçon méchant.
 3. Il y a un poisson rouge.
 4. Il y a une fleur bleue.
 5. Il y a un nuage gris.
 6. Il y a un arbre vert.
 7. Il y a un gâteau énorme.
 8. Il y a une ombre noire.
 9. Il y a une tête rouge.
 10. Il y a une jolie petite fille.

Procedure

1. Explain that 'énorme', like 'rouge', has an uninflected form which itself ends in '-e'.
2. Write A and B on the board, read with the class and underline the inflexional changes.
3. Read sentence 1. Pupils write only the response. Check.
4. Similarly, 2-10.

A AU

1. Il y a une chaussette jaune sur la table.
2. Jacques va au cinéma en auto.
3. Ma chaussure gauche est à la maison.
4. Le chat saute de l'arbre aussi
5. Au revoir. On va à l'autre café.

AU EU

1. Elle a des chaussettes jaunes et des fleurs bleues.
2. La jeune fille a peur. Elle saute de l'auto.
3. L'autre jeune fille joue à gauche. Elle a des fleurs.
4. Au revoir. Nous déjeunons à neuf heures.
5. Ils ont deux autos bleues aussi.
6. De quelle couleur sont les chaussures de l'autre jeune homme?
7. Le vieux monsieur saute au mur.
8. En France, les facteurs ont des autos jaunes.
9. J'ai deux chaussettes et deux chaussures aussi.
10. Elle donne des fleurs jaunes au monsieur.

AI E

1. J'ai quelque chose pour elle à la maison.
2. Minet n'est pas gai. Il cherche du lait.
3. Je m'appelle Claire. Regarde, j'ai un gros paquet.
4. Qu'est-ce qu'elle fait, s'il te plaît?
5. C'est vrai? Il y a sept maisons?
6. Mais oui, c'est vrai. Voilà les fenêtres.
7. Est-ce que c'est la fête de Claire? Moi, je ne sais pas.
8. Oui, c'est sa fête. Il fait beau. Elle est gaie.
9. J'achète du lait, s'il vous plaît. Merci.
10. Michel et Minet sont à la maison.

Possessive adjectives, 1st, 2nd, 3rd Singular

- A. Voici un livre. C'est ton livre, Marie?
Oui, c'est mon livre.
- B. Voici un livre, C'est le livre de papa?
Oui, c'est son livre.
- C. Voici une pomme. C'est ta pomme, Marie?
Oui, c'est ma pomme.
- D. Voici une pomme. C'est la Pomme de papa?
Oui, c'est sa pomme.
- E. Voici des cartes. Ce sont tes cartes, Marie?
Oui, ce sont mes cartes.
- F. Voici des cartes. Ce sont les cartes de papa?
Oui, ce sont ses cartes.
1. Voici une maison. (boy)
2. Voici une jupe. (girl)
3. Voilà un lit. (boy)
4. Voilà un jardin. (girl)
5. Voici des chats. (boy)
6. Voici des poupées (girl)
7. Ce sont les chiens de Marie?
8. C'est le cadeau de Maman?
9. Voilà une chaussette (girl)
10. Voilà une chaussure. (boy)

Procedure

1. N.B. The pronominal form before a masculine noun beginning with a vowel (e.g. ton oncle, son enfant) has been omitted. This occurs later in Unit 9 and should be delayed until that stage.

2. The class reads A-F. The teacher underlines the significant words and the children read again individually.
3. The teacher reads 1 and asks half of the class, "demandez à (name of boy)".
4. The other half of the class replies in the affirmative. Check.
5. Similarly for question 2: "demandez à (girl's name)". Emphasize that the pronominal forms for 1 and 2 are identical.
6. Similarly for 3 and 4, 5 and 6. Again emphasize that the possessive pronouns in each pair are identical.
7. Ask all the class to reply to 7 and 8.
8. Questions 9 and 10: as for 1-6.

EN IN ILLEEN J'entends les enfants.EN Il y a cinq sapins dans notre jardin.ILLE Les feuilles brillent au soleil.EN

- i) attention
 comment
 encore
 un enfant
- ii) il commence
 content
 il descend
 doucement
 j'entends
 il s'envole
 il pense
 il prend
 le printemps

PAPA ET L'OISEAU

C'est le printemps. Papa dort dans le jardin.

Il y a un oiseau dans un sapin. Il cherche
des feuilles mais il n'y a pas de feuilles dans
le jardin. Il cherche de la paille mais il n'y a
pas de paille.

Les cheveux de papa brillent au soleil. L'oiseau

pense:

"Voilà de la paille."

- i) cinq
 le jardin
- ii) le chemin
 le printemps
 le sapin

Il est content. Il descend du sapin. Il
commence à tirer doucement...Ça ne va pas...Il tire
encore.....Ça y est. Mais attention, papa ouvre
ses yeux!

ILLE

- i) ils brillent
 la feuille
 la paille

"Comment? Qu'est-ce qu'il y a?"

Globalça y est
ne....rien

L'oiseau prend vite les cheveux et il s'envole.

Papa regarde mais il ne voit rien sur le chemin.

Revision

Il écoute mais il n'entend rien dans le jardin.

ne.....pas
il y a

Mais si; il y a un petit oiseau noir dans un sapin.

J

1. Jean joue dans le jardin.
2. Je déjeune toujours à huit heures.
3. La jupe de la jeune fille est très jolie.
4. J'ai un joli manteau jaune.
5. Bonjour, jeune homme. Est-ce qu'on va au jardin?

E EN

1. Dépêche-toi! J'entends quelque chose.
2. Papa descend. Il met son enfant par terre.
3. Attention, elle commence à tomber.
4. Michel pense: "Ça n'y est pas." Il commence encore.
5. Comment? C'est la fête de son enfant?
6. Il descend et il prend sept morceaux de chocolat.
7. Elle entre doucement par la fenêtre.
8. Attention! Minet prend quelque chose.
9. Elle s'envole. Elle est très contente.
10. Papa entend une souris. Il n'est pas content.
Il cherche par terre.

I IN

1. Il y a cinq petites souris sur le chemin.
2. C'est le printemps. Alice est dans le jardin
 et ses amis aussi.
3. Les cinq amis de Marie jouent ici dans le sapin.
4. Chic alors! Le jardin est très joli et le petit
 chemin aussi.
5. Voici Minet. Au printemps il dort dans le sapin.

EN IN

1. C'est le printemps. Il y a des fleurs dans le jardin.
Maman est contente.
2. Attention! Il y a cinq enfants dans le sapin.
3. Comment? J'entends les cinq enfants sur le chemin.
4. Il pense: "Le sapin est vert. C'est le printemps."
5. Il prend le chemin du jardin et il entre.

Revision of Possessive Adjectives

Voilà un poisson. / Marie.

- A. C'est ton poisson, Marie?
- B. Oui, c'est mon poisson.
- C. C'est le poisson de Marie?
- D. Oui, c'est son poisson.

1. Voilà un chaton. / Michel.

2. Voilà une chaussure. / papa.

3. Voilà des gâteaux. / Maman.

4. Voilà une robe. / Marie.

5. Voilà des bonbons. / Suzanne.

6. Voilà le chocolat. / Jacques.

Procedure.

1. Divide the class into four groups, two "questioners" and two "answerers".
2. Read the example with the class. Explain that each group will compose one sentence out of four by analogy with the corresponding one on the board. Children write.
3. Choose one child from each group to write his sentence by the side of the original example.
4. Question 2: repeat, with each group maintaining the same role.
5. Questions 3 - 6: similarly, with the role of each group alternating question by question.

AN IEN (Revise EN)AN Maman a un manteau blanc.IEN Viens ici mon petit chien.ANAU MAGASIN

i) blanc
dans
un enfant
un franc
grand
Maman
le manteau

Marie prend son manteau.

Mrs. Viens, Toto, on va au magasin.

Toto, le chien, et Marie vont au magasin.

ii) gourmand
il mange
méchant
orange
quarante
soixante

Mrs. Bonjour, monsieur. Je prends le grand
gâteau blanc, s'il vous plaît. C'est bon?

Le M. Bien sûr, c'est bon, Tiens, voilà.

Mrs. Et la grande sucette blanche et orange

s'il vous plaît. Ça fait combien?

Le M. Tiens, Mon enfant. Ça fait soixante centimes.

Mrs. Voilà un franc.

IEN
i) bien
le chien
tiens
viens
ii) combien
ne...rien

Elle met le gâteau et la sucette dans son sac.

Le chien regarde. Il a faim aussi. Il

mange tout. Marie ne voit rien.

Le M. Et voilà quarante centimes. Au revoir.

Mrs. Au revoir, monsieur et merci. Viens,

Toto, viens manger. Mais il n'y a rien!

Ah, méchant, que tu es gourmand!

Global

ça fait
je/tu prends
il prend
il va/ils vont

Revision

ne...rien

EN IEN

1. Comment? Le chien entre au magasin? Ce n'est pas bien.
2. Tiens, tu ne prends rien, mon enfant?
3. Viens encore. Tu as combien de centimes?
4. Il pense: "Ce n'est pas bien. Je ne suis pas content. Je n'ai rien".
5. Attention! Viens ici. J'entends mon chien.

A AN

1. Maman a un sac blanc.
2. Il y a quarante arbres dans le parc.
3. Papa, est-ce que l'éléphant est grand?
4. Oui, mon enfant. Regarde la carte. Elle est très grande.
5. Dans le paquet il y a un bateau blanc et un bateau orange.
6. Maman a soixante francs. Elle va acheter un manteau.
7. Les enfants frappent le chat. Ils sont méchants.
8. Toi, tu as quarante francs dans ton sac mais moi, je n'ai rien.
9. Papa, tu es gourmand. Tu manges quatre gâteaux.
10. Il mange un gâteau orange et un grand morceau de chocolat.

AN EN

1. L'enfant a soixante centimes.
2. Attention, j'entends Maman. Elle est dans le jardin.
3. J'entre dans le magasin et je prends les chaussures oranges.
4. Elle prend le manteau blanc. Elle est contente.
5. Il a quarante centimes et toi, tu as un franc.
Il n'est pas content.
6. Comment est l'enfant? Est-ce qu'il est grand?
7. Maman entend quelque chose. Elle entre doucement dans la maison.
8. Comment? Il mange encore? Il est très gourmand.
9. Est-ce que le grand éléphant commence à s'envoler?
10. Tu descends encore? Tu es méchant, mon enfant.

AN EN IN ON

1. Les enfants sont au magasin.
2. Maman prend le bon chemin.
3. Attention, voilà cinq grands poissons.
4. Ça fait onze francs et vingt centimes, s'il vous plaît.
5. L'enfant est content. Il a cinq bonbons blancs.
6. Au printemps, les garçons jouent dans le jardin.
7. Regarde, ton chaton blanc commence à monter dans le sapin.
8. Mais non. Il n'est pas méchant. Il descend au chemin.
9. Papa et Maman vont encore au magasin.
10. Mon éléphant est très grand. Il prend cinq sapins avec sa trompe.

Revision of The Negative and The Agreement of Adjectives

A. C'est un arbre vert.

Mais non, ce n'est pas un arbre vert. C'est un
arbre noir.

B. Il a les yeux bleus.

Mais non, il n'a pas les yeux bleus. Il a les
yeux rouges.

1. Il a les cheveux gris.
2. C'est une jupe rouge.
3. Sa souris est jaune.
4. Les feuilles sont vertes.
5. Ce sont des sapins noirs.
6. C'est un bol rouge.
7. Il mange les gâteaux roses.
8. Sa poupée est jaune.
9. C'est une ombre grise.
10. Son chat est gris.

Procedure

1. Briefly revise the colours by oral exchange.
2. The teacher reads examples A and B and explains that the children are to contradict him in the same way.
3. Read question 1 and give the cue "mais non....."
The children write.
4. Check answers and repeat for question 2.
5. Similarly. question 3, Check answers and point out that, rather than repeating "les feuilles", we can substitute "elles".
6. Similarly, 4-10.

RE Verbs: 1st, 2nd 3rd Singular

1. Qu'est-ce que tu prends?
2. Je prends du chocolat, s'il vous plaît.
3. Il prend du chocolat.
4. Est-ce que tu descends de l'arbre?
5. Oui, je descends.
6. Il descend par terre.
7. Qu'est-ce que tu entends?
8. J'entends un éléphant.
9. Il entend un éléphant.

Procedure.

1. The class reads the sentences.
2. Each child composes a sentence with "tu prends".
e.g. 'est-ce que tu prends un gâteau/une pomme' etc.
and passes his book one to the left.
3. His neighbour replies and passes the book to the left
again.
4. The third child provides the "comment" - 'il prend....etc.'
5. Similarly for "tu descends, tu entends", giving
suggestions if necessary.

In this way, each child will write 9 sentences.

Comprehension Passage No.1

Read the story silently, and then on the paper provided write your answers, in English, to the questions which follow.

Voici une petite fille; elle s'appelle Alice.

Voici un petit garçon aussi. Il s'appelle Alain.

Alice est l'amie d'Alain. Il fait beau, mais Alice n'est pas gaie.

"Bonjour Alice," dit Alain, "ça va?"

"Ah bonjour Alain, non ça va pas"

"Mais est-ce que tu as quelque chose?"

"Oui, je cherche mon chat, Minou. Il n'est pas là"

"C'est vrai? Mais regarde. Qu'est-ce que c'est?"

"Oh, c'est Minou. Il monte vite sur la table"

"Le chat a peur du gros chien" dit Alain.

"Moi aussi, j'ai peur des chiens. Minou, viens ici. Voilà.

Je le tiens"

"Regarde Alice, j'ai du chocolat, et deux petites pommes.

Tu prends une petite pomme, et un gros morceau de chocolat?"

Il donne le chocolat et la pomme à Alice.

Alors, Alice est gaie.

"Ah oui, s'il te plaît Alain, que j'ai faim"

Questions

1. Who is Alice?
2. Who is Alain?
3. Who is Alain's friend?
4. What sort of weather is it?
5. Is Alice happy?
6. What is she looking for?
7. Where is Minou?
8. How many apples has Alain?
9. What does Alain give to Alice?
10. Is Alice thirsty?

Comprehension Passage No.2

Read the story silently, and then on the paper provided write your answers, in English, to the questions which follow.

La Fête de Michel

C'est la fête de Michel. Il est gai. Il a trois cadeaux et six cartes. Sur le buffet il y a un gâteau énorme, du chocolat et un bol de lait.

On frappe à la porte. Michel court à la fenêtre.

"Qui est-ce? Ah, c'est Marie" Il ouvre la porte.

"Bonjour Marie"

"Bonjour Michel; bonne fête! Voilà mon cadeau pour toi"

"Pour moi! - Merci Marie"

Marie donne le paquet à Michel.

"Qu'est-ce que c'est?" Il ouvre le paquet.

"Oh c'est un joli livre. Merci Marie"

Mais regardez! Deux ombres passent par la fenêtre. Voilà Minou et Minet. Marie ne voit pas les chatons. Ils regardent le bol de lait sur le buffet. Ils ont faim. Ils aiment le lait.

Michel et Marie regardent le livre. Les chatons montent sur le buffet.

Minou met sa tête dans le bol.

"Viens Marie, regarde mon gâteau. Tu prends un gros morceau?"

"Oui, s'il te plaît Michel"

Michel va vite au buffet. Il voit les deux chatons méchants.

Minou et Minet ont peur. Ils tombent par terre. Le bol de lait tombe aussi.

"Minou et Minet, venez ici" dit Marie.

Mais les chatons passent vite par la porte.

Questions

1. Whose birthday is it?
2. How many presents are there?
3. What is there on the sideboard?
4. Who knocks at the door?
5. What present does Marie bring?
6. How do Minou and Minet get in?
7. Why do Michel and Marie not see the kittens at first?
8. What does Michel offer to Marie?
9. When does Michel see the kittens?
10. What happens to the bowl of milk in the end?

Comprehension Passage No.3

Read the story silently, and then on the paper provided write your answers, in English, to the questions which follow.

Il fait beau. Le soleil brille, le ciel est bleu. Papa dort dans le jardin. Michel et Marie sont dans le jardin aussi. Michel joue avec une auto, mais Marie joue avec une belle poupée. Par terre il y a un joli livre rouge. Toto, le chien, ferme les yeux, mais il ne dort pas.

"Regarde Marie, voilà un garçon sur le chemin. Qui est-ce?" dit Michel.

"Tiens, c'est Alain" dit Marie. "Ohé, bonjour Alain, comment ça va?"

"Bonjour Marie, bonjour Michel, ça va très bien merci"

"Viens dans le jardin, Alain, viens regarder mon livre" dit Marie. Alain entre, il a un gros paquet.

"Mais qu'est-ce que c'est?" dit Michel.

"C'est un grand gâteau pour Maman" dit Alain.

Il met le paquet par terre. Dans sa poche il y a un petit paquet de bonbons et une grande sucette rouge et verte.

Michel, Marie et Alain regardent le livre. Mais attention! Toto ouvre les yeux. Il voit le gros paquet par terre et la sucette dans la poche d'Alain. Il a faim. Il est gourmand. Il tire doucement la sucette. Alain ne voit rien. La sucette tombe et les bonbons tombent aussi. Pan! Mais attention. Marie voit le chien méchant.

"Oh non Toto, que tu es gourmand!"

Toto a peur. Il court très vite et il s'en va.

Questions

1. What sort of weather is it?
2. What is father doing?
3. Is Marie playing with a motor car?
4. Where is the book?
5. Is Toto asleep?
6. What is in the large packet?
7. Where is the small packet of sweets?
8. Why do the children not see Toto?
9. What sort of dog is Toto?
10. What happens to the lollipop?

RESULTS OF READING COMPREHENSION TESTS

Reading Passages for ComprehensionNo. 1

School A.

Score (max. 10)No. of Candidates

10	13
$9\frac{1}{2}$	3
9	2
8	3
$7\frac{1}{2}$	2
$6\frac{1}{2}$	1
5	1
$3\frac{1}{2}$	<u>1</u>
	26
	<u> </u>

5 absentees

Average 8.86

Reading Passages for ComprehensionNo. 1

School B

<u>Score (max. 10)</u>	<u>No. of Candidates</u>
10	4
9½	2
9	7
8	4
7½	3
6½	1
6	2
5½	2
5	1
4½	2
4	1
3	1
2½	1
1	1
	<u>32</u>
	—

2 absentees

Average 7.83

Reading Passages for ComprehensionNo. 1

School B

4th Year Age Group

Score (max. 10)No. of Candidates

10	3
9	4
8	3
7 $\frac{1}{2}$	1
6 $\frac{1}{2}$	1
5 $\frac{1}{2}$	1
2 $\frac{1}{2}$	1
	<u>14</u>

Average 8

3rd Year Age Group

Score (max. 10)No. of Candidates

10	1
9 $\frac{1}{2}$	2
9	3
8	1
7 $\frac{1}{2}$	1
6	2
5 $\frac{1}{2}$	1
5	1
4 $\frac{1}{2}$	2
4	1
3	1
1	1
	<u>18</u>

2 absentees

Average 6.16

Reading Passages for ComprehensionNo. 2

School A

Score (max. 10)No. of Candidates

10	9
9 $\frac{1}{2}$	4
9	3
8 $\frac{1}{2}$	4
8	1
7 $\frac{1}{2}$	2
7	2
6 $\frac{1}{2}$	2
5 $\frac{1}{2}$	1
4 $\frac{1}{2}$	1
	<u>29</u>

2 absentees

Average 8.58

Reading Passages for ComprehensionNo. 2

School B

<u>Score (max. 10)</u>	<u>No. of Candidates</u>
10	2
9 $\frac{1}{2}$	3
9	2
8 $\frac{1}{2}$	3
7 $\frac{1}{2}$	3
7	3
6	1
5 $\frac{1}{2}$	2
5	2
4 $\frac{1}{2}$	2
3 $\frac{1}{2}$	3
3	4
2	2
	<u>32</u>

2 absentees

Average 6.156

Reading Passages for ComprehensionNo. 2

School B

4th Year Age Group

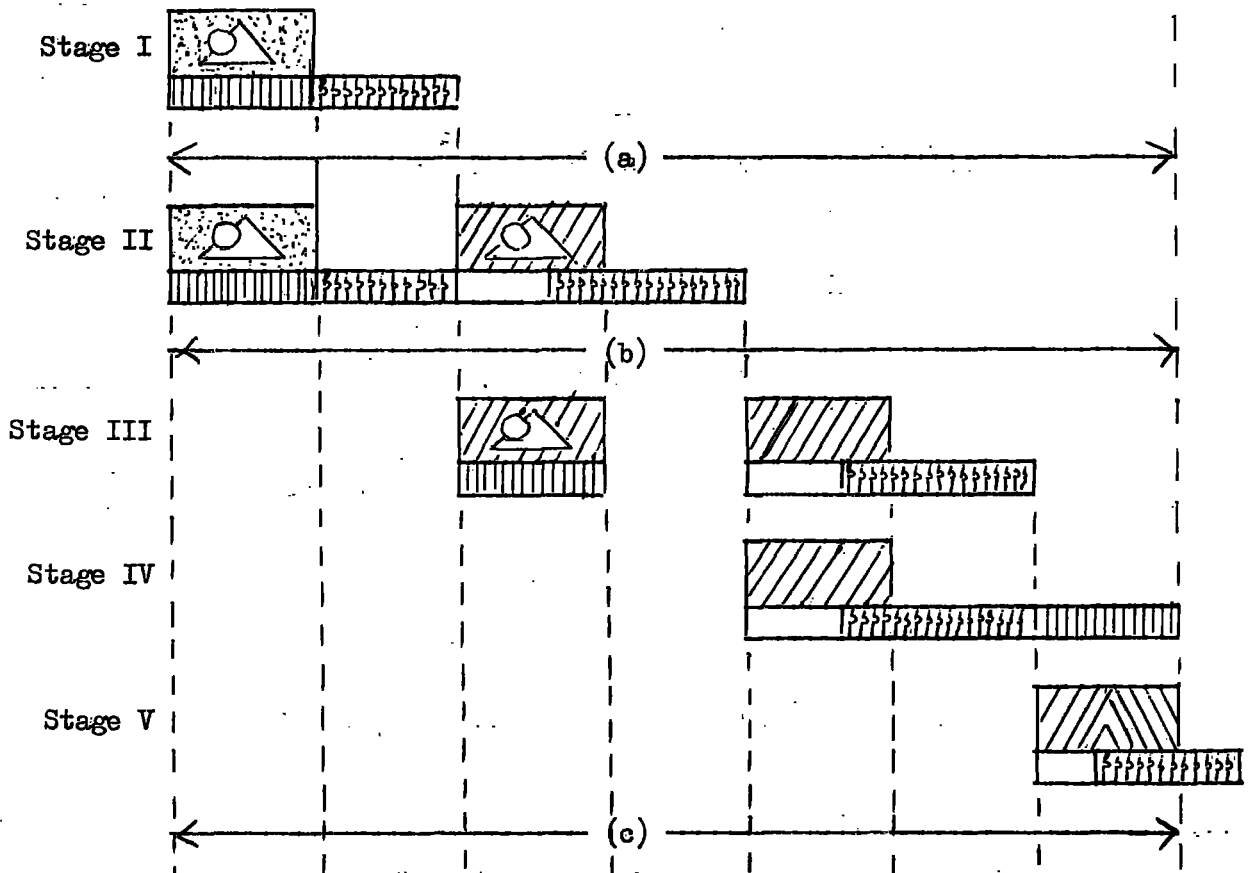
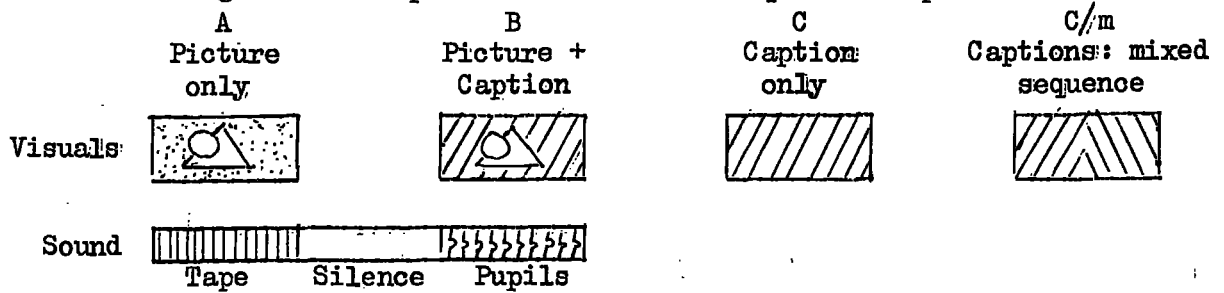
<u>Score (max. 10)</u>	<u>No. of Candidates</u>
10	1
9 $\frac{1}{2}$	2
9	1
7 $\frac{1}{2}$	3
4	1
3 $\frac{1}{2}$	1
3	2
2	<u>1</u>
	12
	<u> </u>
	<u>Average 6.33</u>

3rd Year Age Group

<u>Score (max. 10)</u>	<u>No. of Candidates</u>
10	1
9 $\frac{1}{2}$	1
9	1
8 $\frac{1}{2}$	3
7	3
6	1
5 $\frac{1}{2}$	2
5	2
4	1
3 $\frac{1}{2}$	2
3	2
1	<u>1</u>
	20
	<u> </u>
	2 absentees
	<u>Average 6</u>

VIENS. LIRE

A diagrammatic representation of the sequence of procedure



The diagram shows how the primary stimulus (a picture) is associated with a verbal response in Stage I. (This involves the standard procedure for an audio-visual course) In subsequent stages a secondary stimulus (i.e. written symbols) is associated with the primary stimulus and replaces it when the primary stimulus is withdrawn. Finally the secondary stimuli are presented in a mixed sequence to ensure that they still produce the correct verbal response.

Consolidation at intermediate stages as follows:-

- (a) Usual 'exploitation' as for audio-visual courses.
- (b) Practice of syllable groupings to fix some sound/symbol association.
- (c) Use of 'Teazlegraph' materials: game of choosing and saying phrases: uniting phrase units into new combinations, etc.

Lesson Notes for School A

The following notes illustrate the fact that the teacher felt it necessary on occasions to draw attention to inflexions, and to emphasise them through the use of numerous examples.

5th May (The examples used are often those in the suggested exercises of Unit 4)

Teach 3rd person plural of "-er" verbs.

e.g. il monte, ils montent
elle tombe, elles tombent

List examples on board until children are aware of a spelling difference. Read examples as they are written on the blackboard.

1. Minou tombe, et Minet aussi tombe par terre.
Ils tombent par terre.
2. Marie aime les bonbons, et Maman aussi aime les bonbons.
Elles aiment les bonbons.
3. Michel monte, et Marie aussi monte sur la table.
Ils montent sur la table.

Attempt to elicit 3rd person plural ending in the second of each pair of sentences. Then draw attention to pronoun "ils, elles".

Encourage children to fill in verb forms of similar sentences already written on blackboard, and to read them aloud.

22nd May

Complete teazlegraph reconstruction of Unit 7. Choose a pupil to read the French text, whilst others reconstruct story.

(As a result of the above activity it became necessary to emphasise adjective agreements. The following notes were made after lesson)

Needed to point out no agreement of "joli" in "c'est très joli".

Had to emphasise adjective agreements

e.g. les filles sont bêtes
and also the plurality of "sont"

One child held up "son" card for "sont". Had remembered from previous lesson plurality of "tes, les, mes"

Had to draw attention to

mon / ma
ton / ta
son / sa

23rd May

Build up on teazlegraph sentences to practise plurality and agreement of adjectives and nouns.

- e.g. 1. Les jeunes filles sautent dans le jardin.
 2. Michel et Marie sont bêtes.
 3. Les chaussures sont rouges et jaunes.
 4. Et les autres garçons.
 5. Il regarde ses pieds.
 6. Regarde tes pieds.

Indicate or elicit all those words which show plurality, i.e. for children "where there are more than one".

Revise	le	la	les
	mon	ma	mes
	ton	ta	tes
	son	sa	ses

Sentences on board to indicate adjective agreement, particular emphasis on feminine forms.

- e.g. 1. Le livre est bleu
 La jupe est bleue
 2. Le ciel est gris
 La souris est grise

Explain about "jaune" and "rouge" having no feminine form.

Attempt to build up on teazlegraph with pupils,

Michel est gai	
Marie est <u>gaie</u>	
Michel est méchant	
Marie est <u>méchante</u>	
Il est petit	
Elle est <u>petite</u>	etc.

Tape Transcripts

During the teaching of the Primary French Reading Course "Viens Lire", tape recordings were made at School A and School B in order to illustrate the teaching procedure for the course. The following texts are the transcripts of these tape recordings.

When listening to the tape recordings reference should be made to the text of the appropriate Reading Unit found in the Appendix. The tapes should be played on a 2 track tape recorder at $\frac{3}{4}$ " I.P.S.

Tape Transcript No.1

Recording of Stage I of "Papa et L'Oiseau", Reading Unit 8. Tape recording made at School A, 2nd June 1967. Running time of tape approximately 30 minutes. The tape illustrates the comprehension phase of Stage I of the teaching procedure.

Teacher (T)	Bonjour la classe.
Pupils (Ps)	Bonjour Mademoiselle
Teacher (T)	Bonjour Margaret
Pupil (P)	Bonjour Mademoiselle
Teacher	Ça va?
Pupil	Oui, ça va bien merci
Teacher	Très bien. Bonjour Ruth
Pupil	Bonjour Mademoiselle
Teacher	Ça va?
Pupil	Oui, ça va merci
Teacher	Ça va bien?
Pupil	Oui ça va bien
Teacher	(prompts) Mademoiselle
Pupil	Mademoiselle
Teacher	Très bien. Oui. Ça va bien Geneviève?
Pupil	Oui, ça va très bien Mademoiselle merci.
Teacher	Pourquoi Geneviève?
Pupil	Parce que j'ai.....
Teacher	Parce qu'il.....
Pupil	Parce qu'il fait beau.
Teacher	Parce qu'il fait beau, oui. Parce qu'il fait beau. Bon, très bien. C'est quel jour aujourd'hui? Toinette?
Pupil	Aujourd'hui c'est Vendredi.
Teacher	Très bien, aujourd'hui c'est Vendredi, et quelle est la date? (writes date in figures on blackboard as indication)
	Ecoutez, Janvier....(counts on fingers)...
Pupils	...Février, Mars, Avril, Mai, Juin....
Teacher	Juin, juin oui! Alors, quelle est la date? Janine?
Pupil	Juin...
Teacher	C'est....
Pupil	C'est...
Teacher	Lè.....
Pupil	C'est le Juin.
Teacher	Non, c'est le...
Pupil	... deux Juin
Teacher	C'est le deux Juin
Pupil	C'est le deux Juin
Teacher	Très bien, c'est le deux Juin, et quel temps fait-il? Sarah?
Pupil	Le soleil brille
Teacher	Encore
Pupil	Le soleil brille
Teacher	Le soleil brille, oui. Jeannette?
Pupil	Parce que le vent souffle
Teacher	Ah, non. Le soleil brille. Pourquoi?

Pupil Il fait beau
 Teacher par... par... um um (indicating missing words)
 il fait beau
 Pupil Parce qu'il fait beau
 Teacher Encore! parce qu'il fait beau
 Pupil Parce qu'il fait beau
 Teacher Voilà. Parce qu'il fait beau. Oui et aussi?
 Judith?
 Pupil Il ne pleut pas
 Teacher Il ne pleut pas, très bien. Voilà. Hélène?
 Pupil Le vent ne souffle pas
 Teacher Le vent ne souffle pas, très bien. Sarah?
 (mimes)
 Pupil Il fait chaud
 Teacher Il fait chaud. Avez-vous chaud?
 Pupil Oui
 Teacher J'ai....
 Pupil J'ai chaud
 Teacher Oui, j'ai chaud. Avez-vous chaud? (to another pupil)
 Pupil Oui, j'ai chaud
 Teacher Avez-vous chaud (to another)
 Pupil Oui, j'ai... j'ai chaud.
 Teacher Avez-vous froid?
 Pupil Non, je n'ai pas froid
 Teacher (to same pupil) Avez-vous chaud?
 Pupil Oui, j'ai chaud
 Teacher Très bien, (to another) Avez-vous chaud?
 Pupil Oui, j'ai chaud
 Teacher (to same pupil) Avez-vous froid?
 Pupil Non.
 Teacher Je n'ai....
 Pupil Je n'ai froid
 Teacher pas....
 Pupil Je n'ai pas froid
 Teacher Très bien. Excellent. Non, très bien. Alors éteignez s'il vous plaît. Regardez le film. Oui, merci, écoutez. Ça va monsieur? (to technician with recording instruments)
 Oui, bon, très bien. Voilà. Ecoutez et regardez.

(The teacher now introduces the story of Unit 8 by showing the slides and playing at the same time the magnetic tape. The children look and listen. This section of the tape has not been transcribed since reference can be made to the text of the unit in the Appendix. Once the story has been presented, the slides are shown again and there follows a question and answer exchange between teacher and pupils to ensure that the pupils understand the story).

Teacher Bon, voilà. Alors regardez (the title slide is now shown)
 Levez la main et lisez s'il vous plaît...Cecile?
 Pupil Viens Lire, leçon huit, 'Papa et L'oiseau'.
 Teacher Très bien, leçon huit, 'Papa et l'oiseau'. Toute la classe.
 Pupils Viens Lire, leçon huit, 'Papa et l'oiseau'.
 Teacher Oui, regardez. Bon regardez le film. C'est le printemps.
 Toute la classe; le printemps
 Pupils Le printemps.
 Teacher C'est la saison du printemps. Oui, c'est la saison. C'est quelle saison ici? (draws on blackboard) Geneviève?
 Pupil C'est l'hiver
 Teacher C'est l'hiver, oui, c'est l'hiver. Et qu'est-ce que c'est ici?

Pupil La neige
Teacher Encore
Pupil C'est la neige
Teacher Oui, et regardez, c'est un petit homme qu'est-ce que c'est?
Hélène?
Pupil C'est un bonhomme de la neige
Teacher de neige
Pupil de neige
Teacher C'est, un bonhomme de neige. Très bien, très bien. Voilà.
C'est l'hiver, c'est l'hiver. Toute la classe. C'est l'hiver!
Pupils C'est l'hiver
Teacher C'est le printemps
Pupils C'est le printemps
Teacher Ecoutez. C'est l'automne
Pupils C'est l'automne
Teacher C'est l'été
Pupils C'est l'été
Teacher Voilà, oui, très bien. Bon (slide change)
Ah, qui est-ce? Judith?
Pupil C'est Papa
Teacher C'est papa, oui, et où est papà? Barbe?
Pupil Papa est dans le jardin
Teacher Papa est dans le jardin, et que fait papa? Toinette?
Pupil Papa dort
Teacher dans... oui, papa dort... où?
Pupil Papa dort (Teacher prompts) dans... dans le jardin.
Teacher Voilà, très bien. Papa dort dans le jardin. Oui. Ah
qu'est-ce que c'est? Annette?
Pupil La oiseau
Teacher Encore.... c'est un oiseau
Pupil C'est un oiseau
Teacher C'est un oiseau, oui, où est l'oiseau? Fiona?
Pupil L'oiseau est dans le....
Teacherest dans
Pupil l'arbre
Teacher L'oiseau est dans l'arbre. Oui, quelle sorte d'arbre
est-ce, Jeanne?
Pupil Sapin...
Teacher C'est un....
Pupil Sapin
Teacher C'est un sapin. Toute la classe, c'est un sapin
Pupils C'est un sapin
Teacher Oui, très bien, c'est un sapin. Alors, l'oiseau est dans
un sapin. Oui, et que fait l'oiseau?
Regardez le professeur (teacher does a searching action)
Que fait l'oiseau? Tina?
Pupil L'oiseau cherche
Teacher Cherche (correcting pronunciation)
Pupil Cherche
Teacher L'oiseau cherche. Que cherche l'oiseau?. Ah, Hélène?
Pupil L'oiseau cherche un feuille
Teacher Cherche
Pupil Un feuille
Teacher Un feuille! (trying to elicit either feminine singular
form or plural)
Pupil des feuilles
Teacher des feuilles très bien. Oui, ce sont des feuilles. Toute
la classe. Des feuilles
Pupils Des feuilles
Teacher L'oiseau cherche des feuilles
Pupils (repeat) l'oiseau cherche des feuilles
Teacher Oui, regardez. C'est un sapin. Il n'y a pas de feuilles
dans un sapin, parce que les feuilles sont très longues (draw)

et très pointues, oui, très longues et très pointues. Ce ne sont pas des feuilles comme ça. Alors, l'oiseau cherche des feuilles, bon. (Slide change). Bon. Est-ce qu'il y a des feuilles dans le jardin? Rosemarie?

Pupil Non
 Teacher Non. Oui il...
 Pupil Il....
 Teacher N'y a...
 Pupil pas...
 Teacher de...
 Pupil de feuilles dans le jardin
 Teacher Non, il n'y a pas de feuilles dans le jardin
 Pupil Non, il n'y a pas de feuilles dans le jardin
 Teacher Très bien. (teacher repeats). Oui bon (slide change)
 Ah, ah, que cherche l'oiseau aussi? Ah oui, Geneviève?
 Pupil Il cherche de paille
 Teacher de?
 Pupil de paille
 Teacher de la....
 Pupil de la paille
 Teacher Oui, il cherche de la paille... de la paille, toute la classe..
 de la paille
 Pupils de la paille
 Teacher de la paille (makes individuals repeat)
 Teacher Il cherche de la paille. Oui, est-ce qu'il y a de la paille dans le jardin? Barbe?
 Pupil Non il n'y a pas de paille
 Teacher De
 Pupil de paille dans le jardin
 Teacher Non il n'y a pas de paille dans le jardin. Très bien, Barbe, oui. Ah (slide change) Qu'est-ce que c'est à gauche?
 Ici à gauche? Hilary?
 Pupil Le soleil
 Teacher C'est...
 Pupil Le soleil brille
 Teacher Oui, qu'est-ce que c'est, Hilary? donnez-moi une phrase
 C'est.....
 Pupil C'est un soleil
 Teacher C'est le soleil
 Pupil C'est le soleil
 Teacher C'est le soleil et que fait le soleil Sara?
 Pupil Le soleil brille
 Teacher Oui, et où brille le soleil? (Pause) Bon baissez les mains, écoutez
 Qu'est-ce que c'est ici? (points to slide) Sara?
 Pupil C'est le cheveu
 Teacher Ce sont
 Pupil Ce sont cheveux
 Teacher les
 Pupil Les cheveux
 Teacher de...
 Pupil de ch....
 Teacher de... de qui?
 Pupil de papa
 Teacher de papa...oui, ce sont les cheveux de papa. Oui, Alors... où brille le soleil (indicates sun shining on hair)
 Hélène?
 Pupil Le soleil brille sur le...
 Teacher Sur les...
 Pupil Sur les cheveux de la papa
 Teacher Très bien. Le soleil brille sur les cheveux de papa. Très bien. Voilà, oui (slide change)

Teacher Ah, que fait l'oiseau Cécile?
Pupil L'oiseau pense
Teacher L'oiseau pense, toute la classe...l'oiseau pense
Pupils L'oiseau pense
Teacher Et que pense l'oiseau? (repeats question, indicates hair)
Toinette?
Pupil L'oiseau pense les cheveux est le paille
Teacher Les cheveux sont... oui les cheveux sont de...
Pupil de...
Teacher la....
Pupil de la paille
Teacher Très bien. Les cheveux sont de la paille Toinette?
Pupil Les cheveux sont de la paille
Teacher Très bien, oui, excellent Mademoiselle. Oui l'oiseau pense,
ah voilà de la paille. Voilà de la paille. Oui, bon.
(slide change)
Teacher Comment est l'oiseau (repeats) Oh, Allez! est-ce qu'il
est triste? Non? Sara?
Pupil Il est gai
Teacher Il est gai. Très bien, oui, un autre mot, Geneviève?
Pupil Il est content
Teacher Il est content. Toute la classe
Pupils Il est content
Teacher Oui, regardez le professeur (Smiles in exaggerated way)
Je suis contente. Etes-vous contente?
Pupil Oui
Teacher Je...
Pupil Je con...
Teacher Je suis...
Pupil Je suis contente
Teacher Je suis contente (asks several pupils same question)
Teacher Oui, voilà, très bien. Oui, l'oiseau est content. Voilà
(slide change)
Teacher Et que fait l'oiseau, Hilary?
Pupil L'oiseau s'envole
Teacher Oui, oui, oui, mais regardez. Jeannette
levez-vous! Montez sur le pupitre. Voilà bon.
Descendez, descendez. Bon Jeannette descend du pupitre.
Oui. Jeannette descend. Que fait l'oiseau (Merci Jeannette)
Margaret?
Pupil L'oiseau descend
Teacher du....
Pupil du l'arbre
Teacher de l'arbre
Pupil de l'arbre
Teacher Oui, du.... quelle sorte d'arbre...? quelle sorte...l'oiseau
descend du... Jeannette? sa...
Pupil sa...
Teacher sa....
Pupil sapin
Teacher sapin
Pupil sapin
Teacher sapin, l'oiseau descend du sapin
Teacher Voilà, très bien. L'oiseau descend du sapin
Oui, bon (slide change). Ah.... et que fait l'oiseau?
Non? Ah?...Rosemarie?
Pupil L'oiseau prend les cheveux
Teacher Oui, l'oiseau prend les cheveux... mais, (action of pulling
child's hair) pardon Mademoiselle, mais... uh, uh!..
l'oiseau tire les cheveux, l'oiseau tire les cheveux...
toute la classe... l'oiseau tire les cheveux
Pupils L'oiseau tire les cheveux
Teacher Oui, il commence à tirer... ah ah, oui, il commence à tirer, bon.

(slide change) Ah, ah, est-ce que ça va? Ruth?

Pupil Non, ça ne va pas

Teacher Non, ça ne va pas. Très bien. Non ça ne va pas? Alors, que fait l'oiseau? (Teacher demonstrates "tirer") Oui Mademoiselle?

Pupil L'oiseau tire les cheveux

Teacher Oui, l'oiseau..

Pupil tire....

Teacher Oui les....

Pupil les cheveux

Teacher Voilà. L'oiseau tire les cheveux. L'oiseau tire encore, (demonstrates). Je tire, ça ne va pas. Je tire encore. Pardon Mademoiselle. (pupil used in demonstration)

(slide change) Ah, que dit l'oiseau? Oui, mademoiselle?

Pupil Il dit voilà.

Teacher Oui... voilà, oui, oui?

Pupil Voilà, c'est vrai.

Teacher Ah, non, pas tout à fait. Ce n'est pas tout à fait correct Il dit, ah, ça y est, ça y est. Toute la classe

Pupils Ça y est

Teacher Ça y est

Pupils Ça y est

Teacher Barbe?

Pupil (pupil repeats) ça y est.

Teacher R gardez. Je suis très petite, oui. Je ne peux pas toucher le tableau noir^e (attempting to reach top of blackboard). Ah, voilà ça y est, oui, ça y est. Bon, très bien. (slide change)

Ah, mais attention! Que fait papa? Suzanne?.....

Regardez papa! (teacher demonstrates opening eyes) Ah Fiona?

Pupil Papa ouvre les yeux

Teacher Oui, très bien, papa ouvre les yeux. Toute la classe

Pupils Papa ouvre les yeux

Teacher Oui, regardez le professeur. Je ferme les yeux. Que fait le professeur (opening eyes wide)?...Tina?

Pupil Le professeur ouvre les yeux

Teacher Oui, très bien, le professeur ouvre les yeux. Papa ouvre les yeux oui. (slide change) Ah, que fait papa?...Catherine? Rosemarie?

Pupil ? (response indistinguishable)

Teacher Oui, que fait papa? Il.... Jeanne?

Pupil Il pense

Teacher Il pense. Et que pense-t-il? Sara?

Pupil Comment, qu'est-ce qu'il y a?

Teacher Oui, très bien, qu'est-ce qu'il y a? Qu'est-ce qu'il y a? toute la classe.... comment

Pupils Comment.....

Teacher Qu'est-ce qu'il y a?

Pupils Qu'est-ce qu'il y a?

Teacher Très bien, comment, qu'est-ce qu'il y a?

Oui. (slide change). Et que fait l'oiseau... avec les cheveux Judith?... Regardez voilà là craie, oui. Le professeur prend la craie oui. Que fait l'oiseau avec les cheveux?

Pupil L'oiseau prend les cheveux

Teacher Oui, l'oiseau, prend les cheveux. Et l'oiseau prend (demonstrates "vite") les cheveux... très..? ... Hélène?

Pupil Très vite

Teacher Très vite, oui, l'oiseau prend très vite les cheveux et que fait-il? Elizabeth? ... oh, là, là! Martine?

Pupil L'oiseau, s'envole

Teacher Voilà, l'oiseau s'envole. Que fait-il Elizabeth?

Pupil L'oiseau s'envole
Teacher Voilà, l'oiseau prend vite les cheveux et il s'envole.
Oui, bon, très vite (slide change) Que fait papa Suzanne?

Pupil Papa regarde
Teacher Oui, papa regarde. Où regarde-t-il? Voilà le jardin, et qu'est-ce que c'est ici? Toinette?

Pupil Papa regarde le chemin
Teacher Oui, papa regarde le chemin, oui (repeats) C'est le chemin, oui. (slide change) Et regardez, il n'y a rien sur le chemin. Il n'y a rien. Il n'y a personne sur le chemin. Il n'y a rien, voilà. Et que fait papa maintenant? Catherine?

Pupil Ecoute
Teacher Encore?
Pupil Ecoute
Teacher Que fait papa? Toute une phrase!
Pupil Papa....
Teacher Qui...?
Pupil Ecoute
Teacher Papa écoute, oui, papa écoute. Et il écoute ssh! silence! Il n'entend rien (repeats) Bon écoutez. Parlez Hélène, dites "ah Bonjour Mademoiselle, ça va?"

Pupil Bonjour Mademoiselle, ça va?
Teacher J'écoute, ah, j'entends Hélène, oui j'entends Hélène, elle parle. Mais papa écoute. Il n'entend rien, bon, très bien. (slide change). Ah, mais si... ah oui, ah oui, (slide change) Qu'est-ce que c'est? Marie?... Qu'est-ce que c'est Marie? C'est un chien? Alors, qu'est-ce que c'est? C'est un poisson rouge? Alors? C'est un... Oh, Marie c'est très facile... Christine?

Pupil C'est la oiseau
Teacher C'est un....?
Pupil C'est un oiseau
Teacher Oui, c'est un oiseau. Qu'est-ce que c'est Marie?
Pupil C'est un oiseau
Teacher C'est un oiseau. De quelle couleur est l'oiseau? Sara?
Pupil L'oiseau est gris
Teacher Gris?... non pas gris. L'oiseau est... Suzanne?... Hélène?
Pupil L'oiseau est noir
Teacher L'oiseau est noir. Et comment est l'oiseau? Judith?
Pupil L'oiseau est petite
Teacher L'oiseau est petit
Pupil Petit
Teacher L'oiseau est petit. Oui et où est l'oiseau? Geneviève?
Pupil L'oiseau est dans le sapin
Teacher Oui, l'oiseau est dans un sapin. Regardez, qu'est-ce que c'est? C'est une partie du sapin... personne? C'est une branche, c'est une branche. Toute la classe. Une branche.

Pupils Une branche
Teacher Où est l'oiseau? Fiona?
Pupil L'oiseau... dans
Teacher est... est...
Pupil est dans
Teacher non, est s....
Pupil est
Teacher sur
Pupil sur le
Teacher sur la
Pupil la branche
Teacher Voilà l'oiseau est sur la branche

Pupil L'oiseau est sur la branche
 Teacher La branche. Bon très bien la classe.
 Merci, asseyez-vous! soyez tranquilles!
 Merci monsieur (to technician)

Tape Transcript No.2

Recording of Stage I of "Papa et l'oiseau" Reading Unit 8. Tape recording made at School A 5th June 1967. Running time of tape approximately 25 minutes. This lesson, which was recorded on 5th June followed the lesson recorded on 2nd June (there was an interval of a weekend) and transcribed above. Having established that the children understand the story of the reading unit, the teacher now introduces the repetition phase of Stage I of the teaching procedure, by showing the slides and encouraging the children to repeat the French language structures. The children can be heard attempting to imitate accurately the native French speaker on the tape. In order to assist them, the teacher selects, for intensive oral practice, those words and phrases which cause difficulty or are mispronounced by the children: she breaks down, for the children, lengthy language structures into their simple elements for closer oral treatment, before finally rebuilding the total structures. Since the lesson is basically one of repetition of the structures of Reading Unit 8, a transcription was felt to be unnecessary. Only the first part of the tape, therefore, which records the preliminaries of the lesson i.e. conversation concerning dates and the weather has been transcribed.

If the tape is to be followed, reference should be made to the text of Reading Unit 8, found in the Appendix.

Teacher (T) Bonjour la classe
 Pupils (Ps) Bonjour Mademoiselle
 Teacher (T) Bonjour Glynis
 Pupil (P) Bonjour Mademoiselle
 Teacher Très bien. Bonjour Judith
 Pupil Bonjour Mademoiselle
 Teacher Oui, bonjour Geneviève
 Pupil Bonjour Mademoiselle
 Teacher Ça va?
 Pupil Oui, ça va, merci
 Teacher Très bien, bonjour Julie
 Pupil Bonjour mademoiselle
 Teacher Ça va très bien?
 Pupil Oui ça va très bien merci
 Teacher Très bien, voilà. Oui, c'est quel jour aujourd'hui?
 Hélène?
 Pupil Aujourd'hui c'est Lundi
 Teacher Encore
 P. Aujourd'hui c'est Lundi
 Teacher Lundi (emphasising pronunciation)
 Pupil Lundi
 Teacher Oui, très bien. Aujourd'hui c'est Lundi. Quelle est la date aujourd'hui? (writes figures on blackboard to help class) Comptez.... un....
 Pupils deux, trois, quatre, cinq...
 Teacher Cinq, voilà. Janvier...
 Pupils février, mars, avril, mai, juin.
 Teacher Juin
 Pupils Juin
 Teacher Voilà, Quelle est la date alors? Suzanne?
 Pupil Cinq....
 Teacher C'est..

Alors, écoutez et répétez!

Tape reads title "Viens Lire, leçon 8, Papa et l'oiseau".

Teacher	Toute la classe
Pupils	(repeat title)
Teacher	(to an individual child) Oui, Glynis, lisez s'il vous plaît!
Pupil	(reads title accurately)
Teacher	Voilà, très bien (shows slide 2)
Tape	C'est le printemps
Pupils	C'est le printemps
Tape	Papa dort dans le jardin
Pupils	Papa dort dans le jardin
Tape	Il y a un oiseau dans un sapin
Pupils	(repeat phrase, but not accurately enough)
Teacher	Il y a un oiseau dans un sapin (repeats whole structure then breaks it down into simpler elements for repetition)
Pupils	(repeat and finally build up whole structure)....

Tape Transcript No.3

The tape records Stage II of Reading Unit 4 of "Viens Lire", "La Fête de Marie". Recording made at School B, 11th April 1967. Running time of tape approximately 25 minutes. The first part of the tape illustrates the recall of vocabulary items learned earlier by the children during the comprehension phase of Stage I of the teaching procedure for this reading unit. Next the repetition phase, which had not been thoroughly completed in the previous lesson is revised.

Finally Stage II of the teaching procedure is introduced, when the children see the written word for the first time in Reading Unit 4. Each sentence or phrase is repeated twice by the pupils. Unfortunately it was not possible to complete the whole of Stage II in the lesson time available.

As in Tape Transcript No.2, it was felt necessary to transcribe only the first part of the tape recording, since the lesson is basically one of repetition of the language structures. The children are learning to pronounce correctly the sounds they hear and at the same time associate those sounds with their written representation in the reading captions.

If the tape is to be followed, reference should be made to the text of Reading Unit 4, found in the Appendix

Teacher (T)	Bonjour la classe
Pupils (ps)	Bonjour Mademoiselle
Teacher (T)	Bonjour Daniel
Pupil (P)	Bonjour Mademoiselle
Teacher	Très bien. Bonjour Pierre
Pupil	Bonjour Mademoiselle
Teacher	Oui, bonjour Françoise
Pupil	Bonjour Mademoiselle
Teacher	Très bien, ça va?
Pupils	Ça va bien Mademoiselle
Teacher	Ça va Nicole?
Pupil	Ça va bien Mademoiselle
Teacher	Très bien, ça va Jean?
Pupil	Ça va bien, Mademoiselle

Teacher Oui, très bien. Oui, bonjour Roger
Pupil Bonjour Mademoiselle
Teacher Ça va?
Pupil Ça va bien Mademoiselle
Teacher Très bien. C'est quel jour aujourd'hui? Louis?
Pupil Aujourd'hui c'est Mardi
Teacher Oui, prononcez 'mardi'.
Pupil Mardi.
Teacher Oui, très bien. Aujourd'hui c'est mardi. Oui, Quel temps fait-il? Hélène?
Pupil Le vent souffle
Teacher Très bien, oui. Le vent souffle, oui Suzanne?
Pupil Il fait mauvais
Teacher Il fait mauvais, oui, pour-quoi? Monique?
Pupil Parce que le soleil ne brille pas
Teacher Très bien, excellent. Parce que le soleil ne brille pas. Oui le vent souffle. Il fait mauvais parce que le soleil ne brille pas Joseph?
Pupil Le ciel est gris
Teacher Très bien, le ciel est gris. Oui, Luc?
Pupil Il fait froid
Teacher Il fait froid, oui. C'est tout? Oui, bon, alors regardez le tableau noir.
(Teacher now draws on blackboard to elicit vocabulary from children)
Pupil Qu'est-ce que c'est? Gisèle?
Teacher C'est un gâteau.
Pupil Très bien. C'est un gâteau. Quelle sorte de gâteau?
Teacher Jean?
Pupil C'est un grand gâteau
Teacher Oui, c'est un grand gâteau, oui, bon, c'est un grand gâteau.
Teacher Qu'est-ce que c'est? Terence?
Pupil C'est une carte.
Teacher Oui, une carte
Pupil Carte
Teacher Oui, une carte
Pupil une carte
Teacher Très bien oui c'est une carte. Oui et...
Pupil Qu'est-ce que c'est? Antoine?
Teacher C'est un paquet.
Pupil Oui, c'est un paquet, oui très bien.
Teacher Dans le film combien de cartes y a-t-il pour Marie?
Pupil Combien de cartes y a-t-il, Nicole?
Teacher Il y en a neuf cartes pour Marie
Pupil Attention... Il y a neuf cartes
Teacher Il y a neuf cartes pour Marie
Pupil Très bien, il y a neuf cartes pour Marie. Combien de paquets y a-t-il pour Marie? Margaret?
Teacher Il y en a deux
Pupil Il y en a deux. Excellent! Il y en a deux, oui.
Teacher Regardez. Il y a un grand gâteau. Il y a neuf cartes. Il y a deux paquets pour Marie. Pourquoi?
(Teacher writes title of Reading Unit 4 on blackboard to help children) Il y a neuf cartes, et deux paquets et un grand gâteau pour Marie. Pourquoi? Janette?
Pupil La fête de Marie
Teacher Oui, mais écoutez. Pourquoi. um um (noises by teacher to indicate missing words) Daniel?
Pupil Parce que la fête de Marie
Teacher Parce que oui

Pupil Parce que la fête.... c'est la fête de Marie...

Teacher Très bien, parce que c'est la fête de Marie.

Pupil Parce que c'est la fête de Marie

Teacher Oui, Janette pourquoi?

Pupil Parce que c'est la fête de Marie

Teacher Très bien, très bien, bon, excellent.
Alors regardez le film. Voilà regardez, écoutez et,
répétez. Oui? Bon, alors regardez
(Teacher shows first slide)
Lisez, s'il vous plaît! Guy?

Pupil (Pupil reads title) Viens, Lire, Leçon Quatre, La
Fête de Marie.

Tape Transcript No.4

The tape records the introduction of phonic based drills and a revision of Stage II of the teaching procedure for Reading Unit 4. "La fête de Marie. Recording made at School B 12th April 1967. Running time of tape approximately 25 minutes. The lesson of this transcript follows the lesson of tape transcript No.3.

Stage II of Unit 4 had not been absolutely completed in the previous lesson.¹ It was essential for the children to complete this stage before seeing the reading captions without the pictorial stimulus. Therefore in this lesson the children can be heard working through Stage II again.

Phonic-based drills were generally introduced and practised after Stage II.² However, since the children had seen the reading captions once, it was decided to introduce some simple phonic based drills in an attempt to assess if the children had been reading the captions or merely repeating the sounds with which by now they were familiar.

The first part of the tape therefore records the introduction of the drills, and the second part, the recapitulation of Stage II, with children reading the captions in chorus and individually. This latter part of the tape has not been transcribed since there is much repetition of the same phrases. If the tape is to be followed reference should be made to the text of Reading Unit 4, found in the Appendix

Teacher (T) Bonjour la classe

Pupils (Ps) Bonjour Mademoiselle

Teacher (T) Bonjour Sophie

Pupil (P) Bonjour Mademoiselle

Teacher Oui, très bien, bonjour Janette

Pupil Bonjour Mademoiselle

Teacher Oui, bonjour Mademoiselle

Teacher Bon, très bien, ça va?

Pupil Ça va bien mademoiselle

Teacher Ça va Terence?

Pupil Ça va bien mademoiselle

Teacher Très bien, ça va Patrick?

Pupil Ça va bien, mademoiselle

Teacher Très bien, oui. C'est quel jour aujourd'hui? Pierre?

1 See Tape Transcript No.3

2. See Chapter 5

Pupil Aujourd'hui, c'est mercredi.
Teacher Très bien, aujourd'hui, c'est mercredi, oui.
Quel temps fait-il?... David?

Pupil Il fait froid
Teacher Il fait froid, oui, très bien. Oui, Elizabeth?
Pupil Le soleil non brille pas
Teacher Oh si, regardez. Que fait le soleil?
Pupil Le soleil brille
Teacher Oui, en ce moment. Oui le soleil brille, alors?
Jean? Le soleil brille, il....

Pupil Il fait froid
Teacher Oui, il fait froid, et aussi..Antoine?
Pupil Il fait beau
Teacher Il fait beau, oui très bien, oui il fait beau. Chantal?
Pupil Le vent souffle
Teacher Le vent souffle, oui. Patrick?
Pupil Il y a des nuages
Teacher Très bien, oui, il y a des nuages, excellent oui. Oui?
Pupil C'est.... est-ce que tu as...?
Teacher De... de quelle couleur est le ciel?
Pupil Le ciel est bleu
Teacher Très bien, oui, le ciel est bleu...et... Georges?
Pupil Blanche
Teacher Blanc
Pupil Blanc
Teacher Blanc
Pupil Blanc
Teacher Oui, très bien le ciel est bleu et blanc
Regardez le tableau noir. (Teacher now writes on the
blackboard the grapheme EAU, which children have learned
in Reading Unit 3)
Levez la main et prononcez... Louis?

Pupil eau (N.B. local accent)
Teacher Eau
Pupil eau
Teacher Oui, très bien. (writes up words containing grapheme) Luc?
Pupil Gâteau
Teacher Très bien, oui, donnez-moi une phrase avec gâteau,
oui Nicole?

Pupil C'est un gâteau
Teacher C'est un gâteau... plus longue ...
une phrase plus longue...., oui c'est correcte. Patrick?

Pupil Il y a quatre gâteaux
Teacher Il y a quatre gâteaux, oui, bon, très bien, oui.
Alors... prononcez... Suzanne?

Pupil Manteau
Teacher Manteau, oui, toute la classe, manteau
Pupils Manteau
Teacher Donnez-moi une phrase avec 'manteau'...
Oh, là là... Guy?

Pupil Est grand manteau
Teacher Oh, une phrase, oui.. c'...
Pupil C'est un grand manteau
Teacher Très bien, c'est un grand manteau. Oui, encore.
C'est un gros manteau, Hélène?

Pupil Le facteur il est gros manteau
Teacher Il a
Pupil Il a gros manteau bleu clair
Teacher Excellent, excellent, très bien, oui, le facteur, il a
un gros manteau bleu...?

Pupil bleu clair
Teacher bleu clair? Oh oui, très bien. Prononcez Paulette
Pupil L'oiseau
Teacher L'oiseau, oui, donnez-moi une phrase avec l'oiseau!
Georges? L'oiseau... Pierre?
Pupil L'oiseau, au bord de la fenêtre
Teacher Oui, très bien, l'oiseau est au bord de la fenêtre
Comment s'appelle l'oiseau? Jean?
Comment s'appelle l'oiseau? (writes name on board)
Pupil Il s'appelle Titou
Teacher Voilà, il s'appelle Titou. Correct, très bien.
L'oiseau s'appelle Titou, oui (writes on board)
Oui Patrick?
Pupil Cadeau
Teacher Cadeau, toute la classe, cadeau
Pupils Cadeau
Teacher Oui, donnez-moi une phrase avec 'cadeau'
Oh là, là,... Nicole?
Pupil Bonjour, j'ai deux cadeaux et...
Teacher Oui... neuf... oui
Pupil J'ai deux paquets et neuf cadeaux
Teacher Oui... pour...
Pupil pour Marie
Teacher Très bien oui, j'ai deux.. j'ai deux..
Pupils paquets
Teacher paquets et neuf cadeaux pour Marie. Oh oui,
très bien, bon. Encore? Non? Alors.. oui
prononcez s'il vous plaît, oui Gisele?
Pupil Bateau
Teacher Bateau, donnez-moi une phrase avec 'bateau' Marie?
Pupil C'est ton vieux.. bateau bleu
Teacher Oui, c'est ton vieux bateau bleu. De quelle
couleur est le bateau? Etienne?
Pupil Bleu clair
Teacher Oui
Pupil Bleu clair
Teacher Toute la phrase... Le...
Pupil Le...
Teacher Le bateau
Pupil Le bateau est bleu
Teacher Oui, le bateau est bleu. Oui, bon, très bien, oui
(Teacher now writes up on the blackboard words containing
graphemes seen in previous lesson i.e. Unit 4, Stage II)
Prononcez... Joseph?
Pupil W
Teacher Non, regardez (underlines graphemes in first word)
Lisez Patrick!
Pupil Bonjour
Teacher Oui, alors?
Pupil O
Teacher Bon..jour alors?
Pupil Ou
Teacher Ou, oui, Toute la classe ou
Pupils Ou (U)
Teacher Bonjour
Pupils Bonjour
Teacher Oui (writes again) François?
Pupil Ouvrez
Teacher Encore
Pupil Ouvrez
Teacher Oh, non, ou...

Pupil ouvre
 Teacher ouvre
 Pupil ouvre
 Teacher oui, ouvre
 Pupil ouvre
 Teacher Toute la classe ouvre
 Pupils ouvre
 Teacher Donnez-moi une phrase avec 'ouvre' Patrick?
 Pupil Je ouvre la door
 Teacher Elle...
 Pupil Elle ouvre la porte
 Teacher Elle, ouvre la porte, oui, très bien, elle ouvre la porte (writes another word)
 Prononcez s'il vous plaît. Margaret?
 Pupil Rouge
 Teacher Rouge, oui, donnez-moi une phrase avec 'rouge' Suzanne?
 Pupil C'est un fleur de.. de rouge
 Teacher C'est une
 Pupil fleur de rouge
 Teacher C'est une fleur
 Pupil rouge
 Teacher Rouge. C'est une fleur rouge. Oui, c'est une fleur rouge. Oui, bon, très bien. Oui
 Prononcez s'il vous plaît, ... Robert
 Pupil Poupée
 Teacher Encore
 Pupil Poupée
 Teacher Poupée, ou, donnez-moi une phrase avec 'poupée'.. Antoine?... Non.. Monique?
 Pupil C'est une jolie poupée
 Teacher Excellent, c'est une jolie poupée. Oui c'est une... oui?
 Pupil Je pré.... je
 Teacher pré...
 Pupil prépare
 Teacher... frère
 Pupil ..frère ma poupee
 Teacher Très bien Hélène, je préfère ma poupée
 Pupil Je préfère ma poupée
 Teacher Excellent, c'est très bien mademoiselle oui, très bien. Bon (writes again) Luc?
 Pupil Minou
 Teacher Minou, donnez-moi une phrase avec Minou... Jean?
 Pupil Minou... Minou monte vite sur la table
 Teacher Très bien, Minou monte vite sur la table.. Patrick?
 Pupil Minou regarde un souris
 Teacher Minou regarde....
 Pupil Une souris
 Teacher Une souris, très bien. Alors? (writes again) Josiane?
 Pupil Souris
 Teacher souris, oui, très bien, donnez-moi une phrase avec 'souris' (teacher mimes fear) Aiè! J'ai... oui?
 Pupil J'ai peur un souris
 Teacher J'ai peur de
 Pupil J'ai peur du souris
 Teacher de la souris
 Pupil de la souris
 Teacher Voilà, j'ai peur de la souris. Bon, bon
 Attention, regardez, eau, ou (emphasises graphemes already

learned; writes up word containing new grapheme with grapheme underlined) Bon, alors, prononcez s'il vous plaît, un, deux, trois etcaetera.. François?

Pupil Neuf
Teacher Neuf. Toute la classe, neuf
Pupils Neuf
Teacher Alors... Qu'est-ce que c'est? Neuf... Suzanne?
(teacher covers 'f')

Pupil Neuf
Teacher Neu, alors (now covers 'N' to elicit grapheme)
Pupil eu
Teacher eu, très bien, toute la classe, eu
Pupils eu
Teacher Oui (writes word containing grapheme) Jean?
Pupil Peur (N.B. un 'peur' 'eu' a slightly more open sound and longer (œ))
Teacher Peur, oui, donnez-moi une phrase avec 'peur' Jean, oui?
Pupil J'ai.. le chien a peur
Teacher Oui, très bien, le chien a peur du chat
oui, oui, très bien. (writes another word) Joseph?

Pupil Bleu
Teacher Bleu, oui, donnez-moi une phrase avec 'bleu'
Pupil Le ciel est bleu
Teacher Voilà, le ciel est bleu, oui. Oui?
Pupil Le grand manteau bleu
Teacher Le grand manteau?
Pupil est bleu
Teacher Très bien, le grand manteau est bleu, oui, oui?
Pupil Le bateau
Teacher bleu
Pupil Le bateau bleu
Teacher est
Pupil est bleu
Teacher Oui, le bateau est bleu. Très bien, oui.
(writes another word) Voilà.. Sophie

Pupil Fleur
Teacher Fleur, très bien, fleur, oui, une phrase avec 'fleur'
Terence?

Pupil Le fleur est rouge
Teacher La fl...
Pupil La fleur est rouge
Teacher La fleur est rouge, oui et finalement...Antoine?

Pupil Facteur
Teacher Encore
Pupil Facteur
Teacher Très bien, facteur, donnez-moi une phrase avec 'facteur'
Pensez, oh là là... Hélène?

Pupil Le facteur est
Teacher a
Pupil manteau est bleu clair
Teacher Attention le facteur..
Pupil Le facteur
Teacher a
Pupil a
Teacher un
Pupil un bleu
Teacher man..
Pupil un manteau bleu
Teacher Oui, très bien. Le facteur a un manteau bleu. Patrick?

Pupil Le facteur... on frappe à la porte
Teacher Le facteur?
Pupil On
Teacher frappe
Pupil frappe à la porte
Teacher Alors, toute la phrase... le facteur...
Pupil Le facteur frappe à la porte
Teacher Excellent, très bien, le facteur frappe à la porte,
oui, bon. Alors, regardez toute la classe
(indication to repeat, points to graphemes)
Pupils eau
Teacher Toute la classe
Pupils ou
Teacher ou, oui,
Pupils eu
Teacher Excellent, très bien, eau, ou, eu. Oui
(The next part of the lesson is completed quickly.
Normally sentences outside the Reading Unit are only
read when Stage II has been thoroughly completed)
Bon, numéro un (writes a simple sentence on the
blackboard) Lisez, s'il vous plaît. Levez la main.
Oui, mademoiselle
Pupil Il a neuf gâteaux
Teacher Excellent, il a neuf gâteaux
Pupil Il a neuf gâteaux
Teacher Très bien, très bien, oui. (writes another sentence)
Lisez, s'il vous plaît Etienne
Pupil Elle.. a ... un manteau (an (â) was given English
pronunciation value; this is not unusual since the
grapheme 'an' had not yet been actively learned)
Oh, attention man...
Pupil .. teau bleu
Teacher Alors?
Pupil Elle a un manteau bleu
Teacher manteau
Pupil manteau bleu
Teacher Très bien, oui, elle a un manteau bleu
(writes a third sentence) Lisez, s'il vous plaît
François?
Pupil J'ai peur de la petite souris
Teacher Très bien, j'ai peur de la petite souris, oui
(writes a fourth sentence) Lisez s'il vous plaît...
Non?... Terence?
Pupil La poupée s'appelle...
Teacher Terence, qu'est-ce que c'est? (quickly writes grapheme
'ou')
Pupil Ou
Teacher Ou... alors L..ou
Pupil Lou
Teacher Lou... Suzanne?
Pupil Louise
Teacher Louise
Pupil (Terence) Louise
Teacher Oui, voilà, alors Terence?
Pupil La poupée s'appelle Louise
Teacher Voilà, c'est facile, oui. Numéro cinq (writes fifth
sentence on blackboard) Lisez, s'il vous plaît. Georges
Pupil Voilà mon cadeau..
Teacher Oui

Pupil C'est un.. O si (given English pronunciation values)
 Teacher Oh, Georges! (Teacher draw a bird on the board)
 Pupil L'oiseau
 Teacher Alors... Qu'est-ce que c'est?
 Pupil oiseau
 Teacher oiseau, alors, voilà mon cadeau...
 Pupil c'est un oiseau
 Teacher Voilà regardez Georges (writes on board c'est un)
 Faites la maison.. Daniel? Oui?
 Pupil C'est un... c'est un ... c'est un oiseau
 Teacher Voilà, toute la phrase, Georges.
 Pupil Voilà un...
 Teacher Voilà mon
 Pupil Voilà mon cadeau, c'est un oiseau
 Teacher oiseau, merci. Bon très bien, la classe. Alors
 regardez le film (The recapitulation of Stage II now follows)

Tape Transcript No.5

This tape records the repetition phase of Stage I of the teaching procedures and the introduction of the reading captions in Stage II of the Reading Unit 4 "La Fête de Marie". Recording made at School A 13th February 1967. Running time approximately 25 minutes.

With the exception of the very first part of the tape, which deals with the usual lesson preliminaries i.e. conversation concerning date and weather, the tape records principally the repetition of the language structures of unit 4. The children are heard learning to pronounce for the first time the words and phrases of this particular story. As illustrated in tapetranscript No.2, the teacher helps the children to pronounce the words and phrases as she breaks down the language structures, gives practice in the individual units and finally rebuilds with the children the total language structures.

The tape then records the introduction of the reading captions for the first time in Unit 4. The children can be heard repeating the appropriate French phrases at the stimulus of the coloured slide and then reading aloud the written captions of the following black and white slide.

Since a transcription of this tape would consist chiefly of a written repetition of the words and phrase of Unit 4 it was felt unnecessary to make a transcription. Reference may be made to the text of reading unit 4, found in the Appendix.

Tape Transcript No.6¹

The tape records the introduction of phonic-based drills and a recapitulation of Stage II of the teaching procedure for Reading Unit 4 "La Fête de Marie". Recording made at School A, 14th February 1967. Running time of tape approximately 30 minutes.

As with School B², School A pupils had not completed in their previous lesson Stage II of Unit 4. It was important therefore to repeat

1 See Tape Transcript No.4. Transcripts 3 and 4 at School B are comparable with 5 and 6 at School A.

2 See Notes for Tape Transcript No.4

and complete the introduction of the reading captions.

The phonic drills usually took place after Stage II. However since the children had seen the reading captions once, the teacher decided to introduce briefly a phase of drills in an attempt to assess if the children had been reading, i.e. that they had been associating the newly learned sounds with their written symbols. The first part of the tape, therefore, records these drills.

The second part of the tape records a repetition of Stage II, but this time the children are heard reading individually rather than in chorus. This section of the tape has not been transcribed because of the repetitive nature of the work. If the tape is to be followed reference may be made to the text of Unit 4, found in the Appendix.

Teacher (T) Bonjour la classe
 Pupils (Ps) Bonjour mademoiselle
 Teacher (T) Bonjour Helene
 Pupil (P) Bonjour mademoiselle
 Teacher Bonjour Jeannette
 Pupil Bonjour mademoiselle
 Teacher Bonjour Sara
 Pupil Bonjour mademoiselle
 Teacher Ça va la classe?
 Pupils Oui, ça va bien, merci.
 Teacher Bon, très bien. Ça va Barhe?
 Pupil Oui, ça va merci
 Teacher Bon, ça va Glynis?
 Pupil Oui, ça va merci
 Teacher Bon, très bien. C'est quel jour aujourd'hui? Fiona?
 Pupil Aujourd'hui, c'est mardi
 Teacher Très bien. aujourd'hui c'est mardi, oui.
 Quel temps fait-il Janine?
 Pupil Le soleil ne brille pas
 Teacher Très bien, oui, le soleil ne brille pas. Et..?
 Christine?
 Pupil Il fait froid
 Teacher Encore
 Pupil Il fait froid
 Teacher Très bien, oui, excellent, il fait froid. Jeanne?
 Pupil Il fait mauvais.
 Teacher Oui, il fait mauvais. Bon, très bien. Bon, alors, regardez le tableau noir. (Teacher writes on blackboard grapheme "eau". The children have already learned this grapheme in Unit 3 and it is revised in Unit 4)
 Prononcez! Levez la main! Sara?
 Pupil Eau
 Teacher Eau, oui, très bien, toute la classe, eau
 Pupils Eau
 Teacher Oui (writes a word containing grapheme "eau")
 Levez la main. Toinette?
 Pupil L'eau
 Teacher L'eau, oui, l'eau. Donnez-moi une phrase avec l'eau.
 Donnez-moi une phrase, Toinette?
 Pupil Elle met la l'eau dans la...bol
 Teacher Oui, écoutez. Elle met l'eau dans le bol. Répétez
 (Many of the words and phrases used by this group of children are recalled from the C.R.E.D.I.F. "Bonjour Line" audio-visual course)

Pupil Elle met l'eau dans le bol
Teacher Très bien, oui, très bien. Oui, Hélène?
Pupil L'eau tombe sur le pied de Josette
Teacher De Josette? Oui, l'eau tombe sur les pieds de Josette. Très bien. Jeanne?
Pupil L'eau tombe sur la table
Teacher L'eau tombe sur la table. Oui excellent très bien, Alors (writes up another word), Levez la main! Margaret?
Pupil Manteau
Teacher Manteau, oui, manteau. Donnez-moi une phrase avec 'manteau' Tina?
Pupil Alice donne... le gros manteau
Teacher Alice?
Pupil Donne le gros... man...
Teacher Oui, Alice mm (to indicate a change of word necessary) le gros manteau. Alice..... Christine?
Pupil Alice, elle donne le gros.....
Teacher Non, pas donne, non, non (indicates another pupil) Alice....?
Pupil Alice met le gros manteau
Teacher Voilà, très bien. Alice met le gros manteau Tina?
Pupil Alice met le gros manteau.
Teacher Très bien, oui, excellent. Manteau. Voilà oui (writes up another word) Annette?
Pupil la o*si* (completely mispronounces l'o*iseau*, sound approximates to 'la aussi (o:si). An example of English pronunciation values, affecting French graphemes)
Teacher and Pupils Oh, oh!
Teacher Attention. Regardez Annette
Pupil Voilà
Teacher (writes up word 'voilà') Voilà, prononcez! (Teacher singles out grapheme 'oi' and underlines it)
Pupil O
Teacher Oh, attention. Prononcez (indicates whole word)
Pupil Voilà
Teacher Voilà, alors? (indicates 'oi')
Pupil Voi, o,
Teacher Regardez voi..là, alors?
Pupil Voi
Teacher Voi, alors?
Pupil oi
Teacher oi
Pupil oi si
Teacher oi ?
Pupil la oi si
Teacher l'oi...? Qu'est-ce que c'est Annette (referring back to grapheme 'eau')
Pupil eu
Teacher eau
Pupil eau
Teacher eau (stresses sound)
Pupil eau
Teacher oi..seau, l'oi..
Pupil l'o*iseau*
Teacher L'o*iseau*
Pupil l'o*iseau*
Teacher Voilà l'o*iseau*, bon, l'o*iseau*. Toute la classe, l'o*iseau*.
Pupils l'o*iseau*

- Teacher Donnez-moi une phrase avec 'l'oiseau'. Oh, c'est facile, Hilary?
- Pupil L'oiseau s'envole
- Teacher L'oiseau s'envole. Voilà, ça va très bien.
L'oiseau s'envole (writes another word)
Attention, Suzanne?
- Pupil Cadeau
- Teacher Excellent, cadeau, oui, très bien. Donnez-moi une phrase avec 'cadeau'. Fiona?
- Pupil Le cadeau spécial.
- Teacher Le cadeau spécial, oui, oui, le cadeau spécial.
Oui, Sarah?
- Pupil J'ai deux cadeaux pour Marie
- Teacher Très bien, excellent. J'ai deux cadeaux pour Marie.
Ah, oui, bon. (writes another word) Levez la main, prononcez! Glynis? (indicates grapheme 'eau')
- Pupil eau, bateau
- Teacher Bateau, voilà. Donnez-moi une phrase avec bateau Rosemarie?
- Pupil Le bateau est bleu
- Teacher Le bateau est bleu. Bon, très bien. Alors, oui 'eau'. Maintenant (teacher writes another grapheme 'ou'). Prononcez! Pensez! Regardez (writes 'Bonjour' and underlines 'ou!') Alors, Judith?
- Pupil O
- Teacher Non, presque. Hélène?
- Pupil Ou
- Teacher Ou, oui, voilà, ou. Toute la classe, ou
- Pupils Ou
- Teacher Oui, ou. Glynis, ou.
- Pupil Ou
- Teacher Ou (indicates individuals to repeat grapheme)
- Teacher Bon. Bon..jour.. Toute la classe. Bonjour
- Pupils Bonjour
- Teacher Voilà. Bon (writes another word containing 'ou') Oui, levez la main! Jeannette?
- Pupil Pour
- Teacher Encore
- Pupil Pour
- Teacher Plus haut, élevez la voix!
- Pupil Pour
- Teacher Pour
- Pupil Pour
- Teacher Toute la classe, pour
- Pupils Pour
- Teacher Pour
- Pupils Pour
- Teacher Voilà (writes part of another word) Suzanne?
- Pupil pou
- Teacher Oui, toute la classe, pou
- Pupils Pou
- Teacher Pou (teacher adds to word) Alors? Julie?
- Pupil Poupée
- Teacher Poupée, très bien, poupée. Donnez-moi une phrase avec poupée. Sarah?
- Pupil C'est une belle poupée
- Teacher C'est une belle poupée, excellent, oui (writes another word) Cécile?
- Pupil Ouvre
- Teacher Encore

Pupil Ouvre
Teacher Très bien, oui. Donnez-moi une phrase avec 'ouvre'
Barbe?

Pupil Mademoiselle ouvre la porte
Teacher Oui, encore
Pupil Mademoiselle ouvre la porte
Teacher Mademoiselle ouvre la porte, oui, excellent
(writes another word) Geneviève?

Pupil Rouge
Teacher Encore
Pupil Rouge
Teacher Rouge, très bien. Toute la classe, rouge
Pupils Rouge
Teacher Oui, très bien. Hilary?
Pupil Rouge (pupil makes good 'r' sound)
Teacher Oui, excellent, rouge. Donnez-moi une phrase avec 'rouge'
Margaret? Non....? Christine?

Pupil La livre est rouge
Teacher Le livre....
Pupil Le livre est rouge
Teacher Oui, très bien, le livre est rouge, oui (writes another
word) Glynis?

Pupil Minou
Teacher Minou, donnez-moi une phrase avec 'Minou'
Pupil Minou monte sur la table
Teacher Voilà. Minou monte sur la table. Oui (writes another word)
Suzanne?

Pupil Souris
Teacher Donnez-moi une phrase.... Toinette?
Pupil Le souris est a peur de Minou
Teacher Oui, attention, la souris
Pupil La souris est...
Teacher a
Pupil a ... a peur de Minou
Teacher Voilà, la souris a peur de Minou. Excellent, excellent.
Bon, eau, ou, (writes up word 'fleur') Attendez (does a
drawing beside it) Qu'est-ce que c'est? (points to
flower) Geneviève?

Pupil Eu (pupil isolates new grapheme immediately)
Teacher Alors, qu'est-ce que c'est... oui?
Pupil Fleur
Teacher C'est une ...
Pupil C'est une fleur
Teacher Voilà, c'est une fleur. C'est une fleur. Alors,
(points now to grapheme) Geneviève?

Pupil Eu
Teacher Eu, oui, toute la classe, eu.
Pupils Eu
Teacher Fleur
Pupils Fleur
Teacher Oui, très bien, alors (writes up another word containing
the grapheme) Annette?

Pupil Peur
Teacher Peur
Pupil Peur
Teacher Peur
Pupil Peur
Teacher Très bien, oui, donnez-moi une phrase avec 'peur' Ruth?
J'ai.
Pupil Janine est peur

Teacher Oui....
Pupil de petit souris
Teacher Encore. Oui?
Pupil Janine est
Teacher Janine a
Pupil peur
Teacher de la
Pupil la petit souris
Teacher Oui, Janine a peur de la petite souris
Pupil Janine a peur de la petite souris
Teacher Très bien, excellent, oui. Fleur, peur
(writes up another word) Vite, Barbe?
Pupil neuf
Teacher Encore
Pupil Neuf
Teacher Neuf
Pupil Neuf
Teacher Toute la classe, neuf
Pupils Neuf
Teacher Neuf
Pupils Neuf
Teacher Donnez-moi une phrase... oh là là... Hilary?
Pupil Neuf cadeaux pour Marie
Teacher Neuf cadeaux pour Marie? Oui, neuf cadeaux. Neuf...?
Neuf m (indicates word missing) aussi pour Marie?
Geneviève?
Pupil Neuf cartes aussi pour Marie
Teacher Neuf cartes aussi pour Marie, bon. Et finalement
(writes up another word) Fiona?
Pupil Bleu
Teacher Bleu
Pupil Bleu
Teacher Voilà, donnez-moi une phrase
Pupil Le bateau est bleu
Teacher Le bateau est bleu, bon. Regardez. Julie?
Pupil Facteur
Teacher Facteur. Oui, donnez-moi une phrase avec 'facteur' Sara?
Pupil La facteur frappe à la porte
Teacher Voilà, le facteur frappe à la porte. Bon. C'est très bien,
la classe, alors, regardez vite
(Teacher now writes up some very simple sentences, incorporating
only those words and structures already learned) Numéro un,
lisez! pensez! Pensez et lisez... Janine?
Pupil Il est neuf gâteaux
Teacher Oui, encore. Oui c'est correct (as encouragement)
Pupil Il a un neuf gâteaux
Teacher Voilà, il a neuf gâteaux. Toute la classe,
Pupils Il a neuf gâteaux
Teacher (writes another sentence) Lisez, s'il vous plaît, Martine?
Pupil Il est
Teacher Oh, attention
Pupil Elle a un manteau bleu
Teacher Oui, elle a un manteau bleu. Répétez
Pupil Elle a un manteau bleu
Teacher Oui, toute la classe
Pupils Elle a un manteau bleu
Teacher Oui, très bien, (writes another sentence) Lisez s'il
vous plaît... Hélène?
Pupil J'ai peur de Minou
Teacher Oui, encore
Pupil J'ai peur de Minou

Teacher Oui, attention (teacher points to 'j'ai')

Pupils J'ai

Teacher Encore (to individual pupil)

Pupil J'ai peur de Minou

Teacher Excellent, j'ai. Toute la classe

Pupils J'ai

Teacher J'ai

Pupils J'ai

Teacher (writes up 'je') Mais, qu'est-ce que c'est? Cécile?

Pupil Je

Teacher Je... J'ai... Je... J'ai... Je. Toute la classe

Pupils J'ai... Je

Teacher Voilà, bon (writes up another sentence) Judith?

Pupil La poupée s'appelle Fifi

Teacher Très bien, oui, la poupée s'appelle Fifi

Et finalement (writes up last sentence)

Bon, c'est une longue phrase. Lisez s'il vous plaît Catherine?

Pupil Voilà mon cadeau c'est... c'est un oiseau

Teacher Oui, mais faites la liaison (draws on board c'est un)

Pupil C'est... C'est un oiseau

Teacher Excellent, oui. Voilà mon cadeau, c'est un oiseau

Pupil Voilà mon cadeau. C'est un oiseau

Teacher Toute la classe

Pupils Voilà mon cadeau. C'est un oiseau

Teacher Bon excellent

(Teacher and pupils now prepare for recapitulation of Stage II)

Bon, alors, allumez, oui, merci Jeanne

Alors regardez et répétez pour la dernière fois

Tape Transcript No.7

The tape records the introduction of the phonic-based drills and a revision of Stage II of the teaching procedure for Reading Unit 7 "Qui est Bête". Recording made at school B, 19th June 1967. Running time of tape approximately 25 minutes.

On the first part of the tape the children can be heard practising the graphemes emphasised in unit 7. They had already completed the whole of Stage II before this particular lesson. However, there had been a time interval (a weekend) between this and the previous lesson. Since the children of School B could not usually retain new words and structures as readily as the children from School A, the teacher felt a revision of the stage introducing the reading captions might be necessary. This was naturally at the risk of the material becoming 'stale' for the children, and indeed the tape betrays a certain restlessness among the children, who were obviously impatient to reach the next stage of the unit.

The revision of Stage II proved to be unnecessary, for the children can be heard, on the second part of the tape, reading individually with confidence. As in previous transcripts, since the second part of the tape is repetitive, a transcription of it has been omitted. If the tape is to be followed, reference may be made to the text of Reading Unit 7, found in the Appendix.

The author apologises for the physical exercises conducted in French with the children, who, (as may be heard on the tape) claimed to be cold. These instructions have not been transcribed.

Teacher (T) Bonjour la classe
Pupils (Ps) Bonjour Mademoiselle
Teacher (T) Bonjour Suzanne
Pupil(P) Bonjour Mademoiselle
Teacher Bonjour Daniel
Pupil Bonjour Mademoiselle
Teacher Ça va Georges?
Pupil Ça va bien Mademoiselle
Teacher Ça va Pierre?
Pupil Ça va bien Mademoiselle
Teacher Très bien. Ça va bien Paul?
Pupil Oui, ça va bien Mademoiselle
Teacher Très bien. Comment ça va Jean?
Pupil Ça va bien, Mademoiselle
Teacher Pas très bien? Ça va bien, ou très bien
Pupil Ça va très bien Mademoiselle
Teacher Pourquoi?
Pupil Parce qu'il fait beau
Teacher Parce qu'il fait beau, bon. Très bien, oui
C'est quel jour aujourd'hui? Antoine?
Pupil Aujourd'hui c'est lundi
Teacher Très bien. Aujourd'hui c'est lundi. Et quelle est la
date aujourd'hui? (writes up date in figures) Pensez!
Comptez... dix
Pupils dix, onze, douze.. (children count to 19) dix-neuf
Teacher Voilà. Robert?
Pupil C'est le dix-neuf juin
Teacher Très bien, monsieur, c'est le dix-neuf juin. Toute
la classe
Pupils C'est le dix-neuf juin
Teacher Bon, et quel temps fait-il? Jeanette?
Pupil Le vent souffle
Teacher Le vent souffle. Oui, Terence?
Pupil Le soleil ne brille pas
Teacher Oui, en ce moment c'est vrai, oui, le soleil ne
brille pas.... Alors? Que faites-vous Jean?
Alors faites attention! (To another child) Oui?
Pupil Le ciel est gris et bleu
Teacher Pourquoi? oui, pourquoi?
Pupil Parce qu'il y....
Teacher il y a
Pupil il y a des nuages dans le ciel
Teacher Parce qu'il y a des nuages dans le ciel. Oui, très bien.
Oui, Hélène?
Pupil Il fait froid
Teacher Il fait froid? Avez-vous froid? Oui, ou non?
Pupil Non
Teacher Avez-vous chaud? Oui?
Pupil Oui.
Teacher J'ai...
Pupil J'ai chaud....
Teacher J'ai chaud. Oui. Avez-vous chaud? (to another pupil)
Pupil Oui j'ai chaud
Teacher Avez-vous froid?
Pupil Non, j'ai chaud
Teacher Vous avez chaud. Avez-vous froid? (to another pupil)

Pupil Non j'ai chaud
Teacher Avez-vous froid?
Pupil Non, j'ai chaud
Teacher Qui a froid dans la salle de classe?
Vous avez froid! Quelle horreur!
(Physical exercises follow as a warm up)
Teacher Sh! Taisez-vous! Bon regardez le tableau noir
Monsieur, vous êtes fatigué?
Pupil Oui
Teacher Oui, bon. (writes grapheme 'au' which children have
already learned on blackboard)
Levez la main! Prononcez! ssh, pensez! Paul?
Pupil au
Teacher au. Toute la classe
Pupils au
Teacher Voilà (writes word containing grapheme) Levez la main!
Joseph?
Pupil Aussi
Teacher Aussi
Pupil Aussi
Teacher Toute la classe, aussi
Pupils Aussi
Teacher Bon. (writes another word) Pensez, c'est une couleur
Paulette?
Pupil Jaune
Teacher Encore
Pupil Jaune
Teacher Jaune. Oui, très bien (writes another word) Daniel?
Pupil Autre
Teacher Autre
Pupil Autre
Teacher Toute la classe, autre
Pupil Autre
Teacher Voilà, oui (writes up word) Louis?
Pupil Gauche
Teacher Gauche, gauche (writes another word) Jean?
Pupil Auto
Teacher Auto, oui. Regardez. Oui monsieur?
Pupil Auto
Teacher Auto oui (Now draws to indicate dull weather and writes
word "Mauvais" alongside picture) Pensez. Jean?
Pupil Mauvais
Teacher Mauvais, oui, très bien. Toute la classe, mauvais
Pupils Mauvais
Teacher Voilà, oui. Bon, au (writes another grapheme 'j')
Prononcez s'il vous plait, Luc?
Pupil Je
Teacher j, j
Pupil j
Teacher Oui (writes a word containing grapheme) Patrick?
Pupil Jardin
Teacher Encore
Pupil Jardin
Teacher Jardin, toute la classe
Pupils Jardin
Teacher Oui (writes another word) Hélène?
Pupil Joli
Teacher Joli, oui. (writes another word) Georges?
Pupil Jupe
Teacher Jupe (writes another word) Pensez! François?
Pupil Déjeuner
Teacher Déjeuner, voilà. Toute la classe, déjeuner

Pupil Déjeuner
 Teacher Oh, là là, quelle horreur! déjeuner
 Pupil déjeuner
 Teacher Voilà (writes another word) Vous dormez hein? Oui?
 Pupil ? (reply not understood) j'auto(?)
 Teacher Comment? Qu'est-ce que c'est?
 Pupil j
 Teacher j
 Pupil jou
 Teacher jou...?
 Pupil jou
 Teacher jou...?
 Pupil jouer. Je
 Teacher 'j' Jean?
 Pupil je jouer
 Teacher Pas jouer. Regardez jouer (writes word) oui Jean?
 Pupil Joue (given full sound value)
 Teacher Joue. Toute la classe
 Pupils Joue
 Teacher Etienne?
 Pupil Joue
 Teacher Joue, oui (writes another word) C'est une garçon
 C'est le nom d'un garçon. ssh David?
 Pupil Jean (gives word English pronunciation value)
 Teacher Qu'est-ce que c'est? Prononcez
 Pupil Jean (French pronunciation)
 Teacher Encore
 Pupil Jean
 Teacher Jean
 Pupil Jean
 Teacher Jean
 Pupil Jean
 Teacher Oui, bon. (writes another name) Jean et...
 C'est le nom d'une fille. Patrick? Guy?
 Pupil J (?)
 Teacher Jea...oui, presque
 Pupil Jeannette
 Teacher Jeannette. Encore
 Pupil Jeannette
 Teacher Toute la classe. Jeannette
 Pupils Jeannette
 Teacher Bon. Alors, des phrases. Ne parlez pas mesdemoiselles!
 (Teacher now writes some simple sentences on the blackboard)
 Levez la main et lisez, s'il vous plaît. Pensez! ssh Louis
 Pupil Je
 Teacher 'J'
 Pupil Jean joue avec une auto dans le jardin (N.B. local accent)
 Teacher Très bien Louis. Oui, Jean joue avec une auto dans le jardin.
 Toute la classe
 Pupils Jean joue avec une auto dans le jardin
 Teacher Robert?
 Pupil Jean joue avec une auto dans le jardin
 Teacher Voilà. Très bien monsieur oui. (writes another sentence)
 Pensez! Alors, Etienne?
 Pupil Il y a une chaussette (N.B. 'Z' sound) jau.. jaune sur
 la table
 Teacher Très bien Etienne, encore, il y a une chaussette jaune sur
 la table

Pupil Il y a une chaussette jaune sur la table
Teacher Prononcez chaussette
Pupil Chaussette
Teacher Oui, très bien. Toute la classe
Pupils Il y a une chaussette jaune sur la table
Teacher Table
Pupil Table (stressing 'le' at end of the word)
Teacher pas table, table
Pupil Table
Teacher Oui, alors (writes another sentence) ici...
c'est un garçon. Monique?
Pupil Jacques
Teacher Jacques, encore
Pupil Jacques
Teacher Oui
Pupil Jacques va au cinéma en auto
Teacher Très bien mademoiselle. Plus haut. Plus haut encore. Jacques
va...
Pupil Jacques va au cinéma en auto
Teacher Excellent Jacques va au cinéma en auto. Toute la classe
Pupils Jacques va au cinéma en auto (the children had not
yet learned the grapheme "en" and consequently gave the
written french form English pronunciation values)
Teacher En
Pupils En auto
Teacher En auto
Pupils En auto
Teacher Oui, bon. (writes another sentence) Monsieur
que faites-vous là-bas? Oui, tournez-vous, bon. Joseph?
Pupil Au revoir. Je cherche une l'auto jeune fille
Teacher Oh,... je cherche
Pupil Je cherche l'auto jeune fille
Teacher Voilà auto (points to word) Je cherche...?
Pupil L'autre jeune fille
Teacher Voilà, encore monsieur
Pupil Au revoir, je cherche l'autre jeune fille
Teacher Excellent. Au revoir, je cherche l'autre jeune
fille. Toute la classe
Pupils Au revoir j'ai cherche..
Teacher Je cherche
Pupils Je cherche l'autre jeune fille
Teacher Oh, là là, oui. Et finalement. (writes another sentence)
Pierre?
Pupil J'ai un joli manteau jaune
Teacher Voilà encore
Pupil J'ai un joli manteau jaune
Teacher J'ai un joli manteau jaune. Toute la classe
Pupils J'ai un joli manteau jaune
Teacher (writes another sentence) Nicole?
Pupil Le chat saute de l'arbre aussi
Teacher Le chat saute de l'arbre aussi. Bon. Toute la classe.
Pupils Le chat saute de l'arbre aussi. Bon excellent
(Stage II of the teaching procedure now follows)

Tape Transcript No.8

The tape records the phonic based drills and Stage III of the teaching

procedure for Reading Unit 7 "Qui est Bête". Recording made at School A 12th May 1967. Running time of tape approximately 25 minutes.

On the first part of the tape the children are heard practising the graphemes emphasised in Unit 7. The drills take place immediately before the introduction of Stage III of the teaching procedure.

The second part of the tape illustrates Stage III¹. For this stage, 2 slides, one with black and white picture and reading caption the other with reading caption only, are used to reinforce the written representation of each of the spoken French sentences. The children are silent for a few moments as they study the first slide, then the tape is heard reading the captions. The second slide is then shown and the children can be heard being encouraged individually to read aloud the French captions. On this tape mainly weaker pupils are asked to read (Glynis, Annette, Marie) Since this part of the tape is repetitive, a transcription was felt to be unnecessary. When following the tape reference may be made to the text of Unit 7, found in the Appendix

Teacher (T)	Bonjour la classe
Pupils (Ps)	Bonjour Mademoiselle
Teacher (T)	Bonjour Jeannette
Pupil (P)	Bonjour Mademoiselle
Teacher	Bonjour Hélène
Pupil	Bonjour Mademoiselle
Teacher	Bonjour Suzanne
Pupil	Bonjour Mademoiselle
Teacher	Très bien. Ça va Julie?
Pupil	Oui, ça va merci
Teacher	Ça va Toinette?
Pupil	Oui ça va merci
Teacher	Très bien. C'est quel jour aujourd'hui? Tina?
Pupil	Aujourd'hui c'est vendredi
Teacher	Très bien, aujourd'hui c'est vendredi
	Quelle est la date aujourd'hui? Janvier, février, mars, avril.... Ruth?
Pupil	Aujourd'hui est..
Teacher	C'est
Pupil	C'est mai
Teacher	C'est le...
Pupil	C'est le mai...
Teacher	Oh, c'est le... un.. deux..
Pupil	douze
Teacher	C'est le douze
Pupil	mai
Teacher	Toute la classe
Pupils	Aujourd'hui c'est le douze mai
Teacher	Très bien. Aujourd'hui c'est le douze mai. Oui, et quel temps fait-il? Margaret?
Pupil	Il fait mauvais
Teacher	Pourquoi? Oui?
Pupil	Parce que le soleil ne brille pas
Teacher	Très bien, excellent, parce que le soleil ne brille pas. Et aussi, Hélène?
Pupil	Le vent souffle un peu
Teacher	Un peu, oui. C'est vrai. Et aussi Jeanne? De quelle couleur est le ciel?

1 Reference should be made to Chapter 4 for details of this stage of the teaching procedure

Pupil Le ciel est gris
Teacher Très bien, Bon regardez le tableau noir (writes grapheme 'au' on blackboard) Prononcez s'il vous plaît Hélène?

Pupil Au
Teacher Au
Pupil Au
Teacher Très bien, au.. Toute la classe
Pupils Au
Teacher Oui (writes word containing grapheme) Janine?
Pupil Aussi
Teacher Aussi. donnez-moi une phrase avec 'aussi' vite Sara?
Pupil Minou et.. Minou tombe et Minet tombe aussi
Teacher Très bien, Minou tombe et Minet tombe aussi
Oui (writes another word) Prononcez s'il vous plaît
Martine

Pupil Auto
Teacher Auto. Une phrase avec 'auto' Rosemarie?
Pupil Michel joue avec une auto
Teacher Très bien, Michel joue avec une auto
(writes another word 'paume'. This word is completely new for the children but it is being used by analogy)
Faites attention! Regardez, Suzanne?

Pupil Paume
Teacher Paume. Toute la classe
Pupils Paume
Teacher La paume de la main (demonstrates)
Pupils La paume de la main
Teacher Très bien, oui, la paume de la main. Oui
(writes another word) Jeannette?

Pupil Gauche
Teacher Gauche, donnez-moi une phrase avec 'gauche' Geneviève?
Pupil Voilà ma main gauche
Teacher Voilà ma main gauche. Excellent. Oui, et finalement
(writes another word) Marie?

Pupil Au
Teacher Encore?
Pupil Au
Teacher au..
Pupil autre
Teacher autre, oui. Plus haut, autre
Pupil autre
Teacher Autre oui, donnez-moi une phrase avec 'autre'. Toinette?
Pupil Et l'autre pied?
Teacher Et l'autre pied. Très bien. Et l'autre pied. Bon, oui,
(writes grapheme 'J') Prononcez s'il vous plaît, Christine

Pupil je
Teacher j
Pupil j
Teacher Oui, (writes word containing grapheme) Hilary?
Pupil J'ai
Teacher J'ai, oui, donnez-moi une phrase avec 'j'ai'
Catherine? Non? Jeanne?

Pupil J'ai des pommes
Teacher Encore
Pupil J'ai des pommes
Teacher J'ai des pommes. Très bien, j'ai des pommes, oui
(writes another word) Attention! Sara?

Pupil Je
Teacher Je, oui, donnez-moi une phrase avec 'je'.
Mademoiselle... allez ... Je...

Pupil Je suis... Je suis bête
Teacher Très bien, excellent. Je suis bête, oui. (writes

another word) Barhe?
Pupil Jardin
Teacher Jardin. Donnez-moi une phrase avec 'jardin'.
Pupil Minou et Minet dans le jardin.
Teacher Sont
Pupil Sont, dans le jardin
Teacher Voilà, Minou et Minet sont dans le jardin
Oui (writes another word) Annette?
Pupil Joli. Donnez-moi une phrase avec 'joli' Martine?
Pupil Marie très jolie
Teacher Marie...?
Pupil est très jolie
Teacher Marie est très jolie oui, excellent, et finalement,
(writes another word) Fiona?
Pupil J... Jupe
Teacher Jupe
Pupil Jupe
Teacher Oui, très bien, jupe. Donnez-moi une phrase avec 'jupe'
Christine?
Pupil La jolie jupe rouge
Teacher C'est une jolie jupe rouge
Pupil C'est une jolie jupe rouge
Teacher Très bien. C'est une jolie jupe rouge. Bon.
C'est très bien, la classe. (Now writes a sentence)
Lisez s'il vous plaît! Levez la main!- Judith? Non?
Qu'est-ce que c'est? (points to word on board)
C'est un garçon; le nom d'un garçon
Pupil Jean
Teacher Jean
Pupil ... joue avec une auto dans le jardin
Teacher Voilà, c'est facile, très bien. Jean joue avec une auto
dans le jardin. Toute la classe
Pupils Jean joue avec une auto dans le jardin
Teacher Très bien, (writes another sentence). Levez la main
s'il vous plaît! Lisez... Hélène?
Pupil Il y a un...
Teacher une
Pupil une chaussette j... jaune sur la table
Teacher Encore, oui, très bien encore. Répétez.
Pupil Il y a une chaussette jaune sur la table
Teacher Il y a une chaussette jaune sur la table
Toute la classe
Pupils Il y a une chaussette jaune sur la table
Teacher (writes another sentence) Lisez s'il vous plaît...
Oh là là... Tina?
Pupil Jacques va au cinéma en auto ("en" sound was given English
pronunciation value², obviously because the nasal grapheme
had not been taught)
Teacher En
Pupil En auto
Teacher Voilà. Encore. Jacques va au cinéma en auto
Pupil Jacques va au cinéma en auto
Teacher Très bien. Toute la classe
Pupils Jacques va au cinéma en auto
Teacher Oui, bon (writes another sentence) Faites attention,
un peu plus difficile. Hélène?

2 See Transcript No.7

Pupil Au revoir, je cherche l'autre jeune fille
Teacher Très bien, mademoiselle, excellent. Au revoir, je cherche l'autre jeune fille. Toute la classe

Pupils Au revoir, je cherche l'autre jeune fille
Teacher Oui (writes another sentence) Lisez s'il vous plaît numéro cinq... Glynis?

Pupil J'ai un joli manteau jaune
Teacher Très bien. J'ai un joli manteau jaune. Oui, et finalement.. (writes another sentence) Numero six, s'il vous plait. Julie

Pupil Le chat (pronounces final 't')
Teacher Oh, attention
Pupil Le chat
Teacher Oui
Pupil saute de l'arbre aussi
Teacher Encore, oui, toute la phrase
Pupil Le chat saute de l'arbre aussi
Teacher Le chat saute de l'arbre aussi. Toute la classe
Pupils Le chat saute de l'arbre aussi
Teacher Bon
(Teacher and pupils now prepare for Stage III of the audio-visual procedure)

Teacher Levez la main, et lisez s'il vous plaît (title slide) Oh, là là... Marie?

Pupil Viens Lire, Leçon sept Qu'est-ce que...
Teacher Qui
Pupil Qui est ('est' given English pronunciation value) bête
Teacher Qui....
Pupil Qui est bête
Teacher Encore Marie
Pupil Qui est bête
Teacher Qui est bête, répétez. Qui est...
Pupil Qui est bête.
Teacher Et qui est bête dans la salle de classe? Qui est bête? Margaret?
Pupil Oui, je suis bête
Teacher Tu es bête? Oui, alors, mais qui aussi est bête? Toinette?
Pupil Hilary est bête
Teacher Hilary est bête. Bon, très bien. Bon, regardez et écoutez.

PHONIC BASED DRILLS - BOARD WORK (1)

AU : - aussi, auto, paume, gauche, autre.

J : - j'ai, je, jardin, joli, jupe.

1. Jean joue avec une auto dans le jardin.
2. Il y a une chaussette jaune sur la table.
3. Jacques va au cinéma en auto.
4. Au revoir, je cherche l'autre jeune fille.
5. J'ai un joli manteau jaune.
6. Le chat saute de l'arbre aussi.

1. Il a neuf gâteaux.
2. Elle a un manteau bleu.
3. J'ai peur de Minou.
4. La poupée s'appelle Fifi.
5. Voilà mon cadeau, c'est un oiseau.

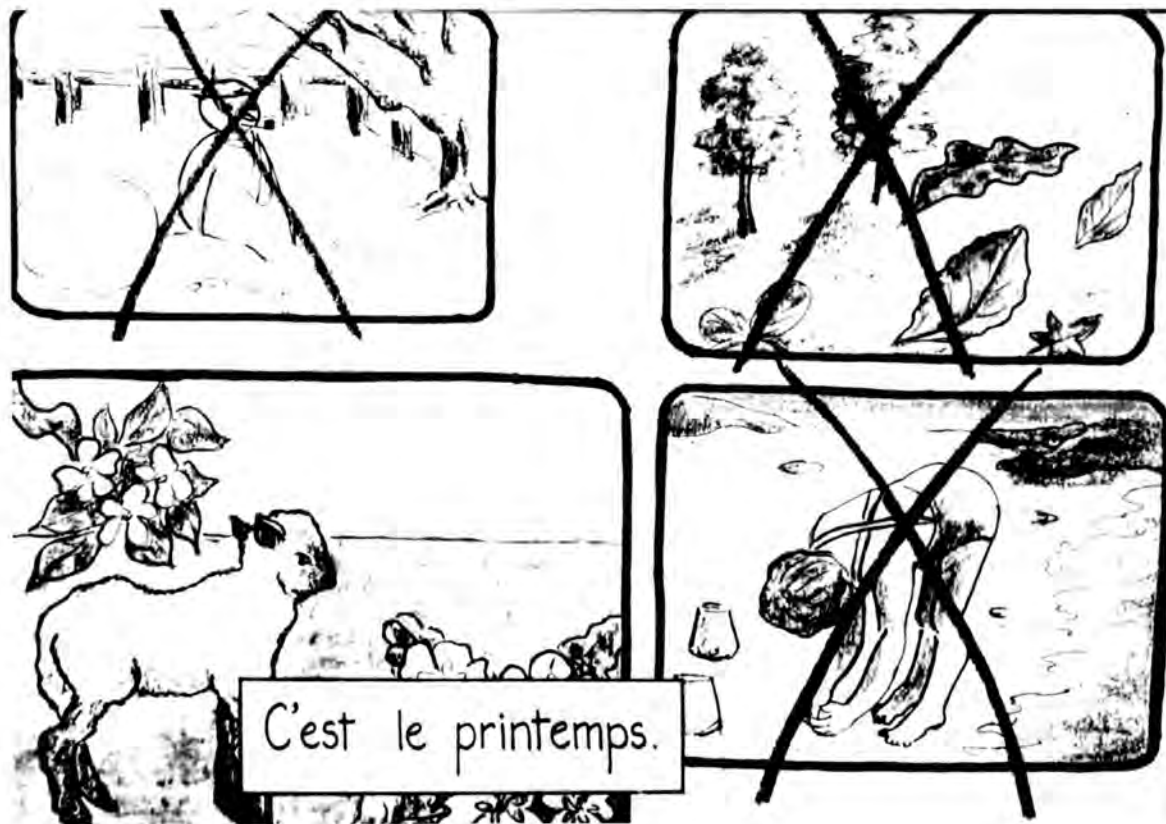
PHONIC BASED DRILLS - BOARD WORK (2)

EAU :- l'eau, man^eau, l'^oiseau, cade^eau
 bate^eau Voⁱlà

OU :- Bonj^our, pou^r, pou^xxx, pou^pée
 ou^vre, rou^ge, Min^ou, sou^ris.

EU :- fle^ur , ble^u, ne^uf, pe^ur,
 fact^our.

TEACHING PROCEDURE STAGE III - SLIDE SEQUENCE (I)



C'est le printemps.

TEACHING PROCEDURE STAGE III - SLIDE SEQUENCE (2)



Papa dort dans le jardin.

Papa dort dans le jardin.

TEACHING PROCEDURE STAGE III - SLIDE SEQUENCE (3)

Il y a un oiseau dans un sapin.



Il y a un oiseau dans un sapin.

Lesson 5

- (i) Brief general conversation, centered mainly on recently learned vocabulary.
- (ii) Presentation of stage V, as a game, 'beating the tape'.
- (iii) Contrastive drills or exercises.
- (iv) Song, as before.

Lesson 6

- (i) Brief conversation.
- (ii) Teazlegraph activity, with pupil reading text instead of tape or teacher. (The teacher should take the opportunity to emphasise any grammatical or otherwise difficult points)

Lesson 7

- (i) Completion of teazlegraph reconstruction of text.
- (ii) Work on blackboard or teazlegraph to emphasise plurality of adjectives and nouns.
e.g. les filles sont bêtes.
les chaussettes sont bleues.

Lesson 8

- (i) With aid of pupils, construction of sentences on teazlegraph to exercise briefly plurality and agreement of nouns and adjectives.
 - (ii) Pupils act out the situation.
4. Stage IV should be considered an optional part of the audio-visual procedure and should be used at the discretion of the teacher according to the ability of the children to learn and retain new graphemes, and to their need for consolidation of learning.
- 5a. It is suggested that, during the repetition phase of stage I, the teacher should not insist unduly upon perfect oral reproduction of French responses, so that less able children are not disillusioned by their lack of pronunciation achievement. Moreover too long a time should not be spent upon this repetition section lest the children learn the responses by heart and at a later stage do not really read the written French forms.
- 5b. Before the presentation of stage II of the teaching procedure for each unit, the teacher should emphasise that pupils must pay careful attention to the reading captions. It is hoped that this will encourage the pupils to look sound and written form, and not simply repeat the situation from memory.
6. As a result of the relatively poor performance of the experimental candidates on the second half of Test 2 of each testing unit, there appears to be a case (1) for introducing several new words:

(once meaning is orally established) in order to encourage pupils to recognise the new graphemes in unfamiliar words, and (2) for establishing a short period of controlled writing, on the blackboard, towards the end of a reading unit, in order to afford pupils the opportunity of practising writing graphemes.

7. At all stages of the reading course emphasis should be placed upon the silent value of French consonants at the end of a word.
8. Where possible, it is recommended that some time should be spent, during the repetition section of stage I, or during the reading of stage II, in giving to the children practice in French intonation patterns.
9. The teacher should devise further contrastive exercises, similar to those already found in the course on (1) the grapheme "eau", since no exercises to practise this exist in the course, and this was felt to be a deficiency, and on (2) the nasal graphemes "in", "on" and "an".
10. On completion of "Viens Lire" it is suggested that pupils should attempt a simple French reader, embarking thus upon continuous prose, and extending also their reading learning. The vocabulary and structures of the reader chosen should be simple, and where possible, similar to those of the reading course.
11. A variety of songs and games should be available to the teacher for use during the last few minutes of a lesson, or as a reward after a session of hard work by the pupils.

APPENDIX II

TESTING UNIT AAnswer SheetTEST 1

- | | | |
|----------------|-------|-----|
| <u>Example</u> | bee | () |
| | bow | () |
| | bay | () |
| | boy | () |
| 1. | si | () |
| | sais | () |
| | sous | () |
| | seau | () |
| 2. | poux | () |
| | peaux | () |
| | paix | () |
| | peu | () |
| 3. | mais | () |
| | mat | () |
| | mou | () |
| | Meaux | () |
| 4. | fait | () |
| | fou | () |
| | four | () |
| | feu | () |
| 5. | pair | () |
| | pour | () |
| | peur | () |
| | peu | () |

TESTING UNIT AAnswer SheetTEST 2

Example My h__se is gr__n and br__n

1. ___'est un gar__on. Il ___er__e du ___o__olat.
2. Bonj__r, j'___ n__f gat__x.
3. Il f__t b___ et les fl__rs sont r__ges.
4. C'est vr__? Tu as d__x cadl__x p__r moi?
5. M__s oui, voici un bat__ et une p__pée bl__e.
6. Il tr__ve un chap__ de f__tre et un bal__.
7. Je v__s s__s le ram__cr__x.
8. La __ouette __uinte sur la sou__e.
9. Le profess__r t__sse d__cement près du f__.
10. Les d__ze voyag__rs sont au b__t de l'ascens__r.

TESTING UNIT AAnswer SheetTEST 3

Example pen : pane : pain : pine

1. mais : mis : mat : met

2. peu : peau : pou : pot

3. sous : sot : seau : sa

4. les : le : lait : lit

5. chat : cas : ça : sa

TESTING UNIT BAnswer SheetTEST 1Example

- | | | | | | |
|----|------|-----|-----|-------|-----|
| | loud | () | | | |
| | load | () | | | |
| | lad | () | | | |
| | lid | () | | | |
| 1. | nos | () | 6. | ga | () |
| | noix | () | | cas | () |
| | nus | () | | jas | () |
| | nous | () | | chat | () |
| 2. | sous | () | 7. | nu | () |
| | cou | () | | ne | () |
| | joue | () | | ne | () |
| | chou | () | | ni | () |
| 3. | faux | () | 8. | chaux | () |
| | feu | () | | choix | () |
| | fou | () | | chou | () |
| | fut | () | | chai | () |
| 4. | mais | () | 9. | de | () |
| | mis | () | | de | () |
| | me | () | | du | () |
| | mois | () | | dix | () |
| 5. | peu | () | 10. | leur | () |
| | Pau | () | | le | () |
| | pou | () | | loi | () |
| | pu | () | | lu | () |

TESTING UNIT BAnswer SheetTEST 2

Example I s_____ a sm_____ ll b_____ d

1. Le _____eune gar_____on regarde la _____upe blan_____e de Marie.
2. V_____là le t_____l_____phone r_____ge s_____r le b_____ffet.
3. Ren_____ssi a un vi_____x mouch_____r.
4. Maman, _____coute. Il y a n_____f _____s_____x.
5. Le fact_____r c_____rt _____cin_____ma.
6. Elle est g_____e. Elle a un cad_____norme.
7. _____les tr_____ve une or_____x.
8. L_____rs _____apeaux sont p_____nt_____s.
9. C'est un bijou _____in_____s en _____ade.
10. Elle a v_____l_____pl_____rer.

TESTING UNIT BAnswer SheetTEST 3

<u>Example</u>	vine	:	<u>vane</u>	:	van	:	<u>vain</u>
1.	à l'oise	:	à l'eau	:	allô	:	allée
2.	joue	:	jet	:	j'ai	:	jus
3.	pot	:	paix	:	Pau	:	poux
4.	la boue	:	l'abus	:	l'abbé	:	la baie
5.	vais	:	Vaud	:	vous	:	veau
6.	eh si	:	oh si	:	aussi	:	assis
7.	sais	:	c'est	:	saut	:	soie
8.	saut	:	su	:	sais	:	seau
9.	très	:	trous	:	trait	:	trois
10.	mot	:	moi	:	mais	:	Meaux

TESTING UNIT CAnswer SheetTEST 1

<u>Example</u>	see	()		
	Sue	()		
	so	()		
	say	()		
1.	mon	()	6.	long ()
	ment	()		lin ()
	mine	()		lent ()
	mien	()		lien ()
2.	doux	()	7.	blanc ()
	dois	()		blond ()
	deux	()		bleu ()
	du	()		Blois ()
3.	folle	()	8.	sonne ()
	fille	()		sien ()
	file	()		sans ()
	fée	()		son ()
4.	criant	()	9.	joue ()
	cran	()		jeu ()
	crâne	()		jus ()
	crin	()		j'ad ()
5.	soie	()	10.	viens ()
	choix	()		vine ()
	joie	()		vents ()
	quoi	()		vins ()

TESTING UNIT CAnswer SheetTEST 2

Exemple There are f__r b__ks on the t__ble.

1. Le ch__m__ge des b__b__s sur le chen__.
2. Les c__q__fants à g__che n'__t r__.
3. Ils mar__ent sur la pa__aune.
4. De quelle c__l__r est l'__s__?
5. Il met ses gr__des ch__ssures et il desc__d
acheter du l__t.
6. Ce n'est pas b__. Ton __s de rais__ est trop __aud.
7. Mais le m__, par c__tre, est très glac__.
8. Derrière les gr__s Pierre v__t un hib__norme.
9. Il a de__a v__ cette f__m__ce.
10. __aques met la b__e sur le f__.

TESTING UNIT CAnswer SheetTEST 3

<u>Example</u>	<u>sail</u>	:	<u>soil</u>	:	<u>seal</u>	:	<u>sale</u>
1.	donne	:	dont	:	dans	:	dent
2.	dés sus	:	des jus	:	déçu	:	déchu
3.	rien	:	rend	:	Rhin	:	rang
4.	sais	:	ses	:	sois	:	sous
5.	toit	:	taux	:	tôt	:	tout
6.	eaux	:	eux	:	houx	:	aux
7.	oiseaux	:	six oies	:	six os	:	six sous
8.	Marat	:	marée	:	mare	:	marais
9.	lai	:	lu	:	loup	:	les
10.	tint	:	tant	:	temps	:	tien

V I E N S · L I R E

French Reading Test

Instructions for the Administration of the Test

TESTING UNIT A

Preparation: Write on the blackboard the example of Test I and the example of Test II, ready to demonstrate how the test is to be done. Have spare pencils at hand. The tape should be wound on to the 1st white leader preceding the example in English.

TEST IProcedure

1. When the pupils are assembled, the teacher says:-

"For this test, you should use PENCILS only. Spare pencils are available, and if you break yours during the test, put up your hand and I will give you another. Please do not use pens, rulers or rubbers".

2. The teacher distributes the pupils' answer sheets for testing unit A, placing them face downwards on the desks. He then says:

"This is a test of listening to French and reading French. In a few moments you will hear a voice on tape speaking several French words. Some of these words may be unfamiliar to you, but this does not matter, because when you hear the sounds you will know how they are written. Now turn over your answer sheet, and PRINT your name in pencil in the top right hand corner".

3. When this has been done, the teacher says:

"Now look at Test I. You will see that there are five" (ten, in Units B and C) "questions and under each question four words. The tape will speak three of these four words. When you hear the first words you should write down a figure 1 beside the word you think it is, in the space provided". (Teacher points to example on blackboard). "When you hear the second word, you should write a 2 beside the word you think it is and a 3 for the third word. Only three of the four spaces will be filled, one word will have no number by it. The numbers 1, 2 and 3 on the answer sheet will not necessarily be in that order. After each set of three words there will be a short pause, so that you will know that the next question is about to start. Each question will be said once only and cannot be repeated. Do not ask any questions during the test; you should only need to put up your hand if you break your pencil. Are there any questions before we start?"

The teacher answers any questions which may arise, but should not anticipate instructions which may come later in the procedure.

4. The teacher then says:

"I am now going to switch on the tape, and you must do the English example at the beginning of the test".

The teacher switches on the tape and plays it until the next white

leader appears. He then rewinds the tape to the 1st white leader and says:

"Now I shall play this again and write the answers on the blackboard so that you can be sure you know what to do".

The teacher does this, and while the tape is playing he writes 1, 2 and 3 in the correct spaces on the blackboard example. He then stops the tape.

5. The teacher says:

"Now you see how it is done. Are there any questions?"

6. When the teacher is satisfied that the pupils understand the procedure he says:

"I am going to play the tape, and you will do the five" (ten, in Units B and C) "questions in French".

7. The teacher starts the tape and stops it when the next white leader appears. He then says:

"Stop now, put your pencils down".

TEST II

1. The teacher says:

"Turn now to Test II. For this test you will hear a voice on the tape speaking French, this time in sentences. You will know many of the words, particularly in sentences 1 - 5, but in sentences 6 - 10 there may be some you do not know. This does not matter, because when you hear the sounds you will know how to write them."

"Now look carefully at the sentences and you will see that there are blank spaces to be filled in".

Teacher points to example on blackboard

"The voice on the tape will read each sentence, and you are to fill in these blank spaces. You may fill in the blanks either as the voice is speaking, or you may wait until the end of the sentence. In either case there will be plenty of time for writing, because there will be a long pause at the end of each sentence."

"Before each question, the voice will say the number of the question in English, so that you will be sure which question you are doing. For example: 'Question two (pause) Bonjour...'

"If you have not sufficient space on the line you may write above the blanks on the answer sheet".

"Each sentence will be said once only and cannot be repeated. Put up your hand during the test only if you break your pencil. Are there any questions?"

The teacher answers any questions which may arise, but should not anticipate instructions which may come later in the procedure.

2. The teacher then says:

"I am now going to switch on the tape, and you must do the English example at the beginning of the test".

The teacher switches on the tape and plays it until the next white leader appears. He then rewinds to the previous white leader and says:

"Now I shall play this again and write the answers on the blackboard so that you can be sure you know what to do".

The teacher does this, filling in the blanks as appropriate. He then stops the tape.

3. The teacher says:

"Now you see how it is done. Are there any questions?"

4. When the teacher is satisfied that the pupils understand the procedure, he says:

"I am now going to play the tape and you will do the ten sentences in French."

5. The teacher starts the tape and stops it when the red leader appears. He then says:

"Stop now, put your pencils down."

TEST III

1. The teacher says:

"Turn now to Test III. There is no tape for this test. You are asked to look at the four words in each question and underline the two which sound the same. Remember that final letters in French are often silent."

(Teacher writes: 'le chat, la souris, des cheveux' on the blackboard and pronounces them while pointing to the final silent consonants in turn)

2. The Teacher continues:

"You will see on the test paper an example in English. Look to see how this is done, and put up your hands if you wish to ask a question. Do not start yet."

3. When the teacher is satisfied that all the pupils understand the procedure he says:

"For this test you will have two minutes." (Three minutes in Units B & C) "Are you ready, begin now."

The teacher notes the time at which the pupils began the test. After two minutes (Three minutes in Units B & C) he says:

"Stop now, pencils down"

The answer sheets are then collected.

THE SAME INSTRUCTIONS APPLY FOR TESTING UNITS B AND C. In these units, as in Unit A, the English examples for Tests I and II are on the tape, and these should be written on the blackboard before the instructions are given for the corresponding test.

N.B. THE TAPE MUST NOT BE STOPPED, EXCEPT AT RED OR WHITE LEADERS. THIS IS ESSENTIAL FOR THE CORRECT TIMING OF THE TESTS.

Phoneme/Grapheme Elements Tested in each Testing Unit

Unit A	Unit B	Unit C
a ch c i o ai eau eu ou	é (e) oi (wa) on (ɔ̃) au (o) u (y) j (ʒ) elements included from earlier reading units ou a o eau ch c eu ai i	en (ɛ̃) in (ɛ̃) ille (i:j) au (o) ien (i:ɛ̃) elements included from earlier reading units é ch oi c on o au ai u eau j eu ou

For Experimental Candidates, numbers of familiar and unfamiliar test items, occurring in Test 1 of each Testing Unit

	Test A1	Test B1	Test C1
Number of test items	20	40	40
Items in test occurring in "Viens Lire"	1a si 1b sans 3a mais 4a fait 5b pour 5c peur 6	2c joue 4a mais 6a ça 6d chat 7c ne 9a de 9c du 10b le 8	1a mon 2b deux 2d du 3a fille 7a blanc 7b bleu 8d son 9a joue 9d j'ai 10a viens 10
Number of unfamiliar items	14	32	30

FIGURE I

Sex Distribution of the Experimental Sample

School Group	Girls	Boys	Total
A	31	-	31
B (4th year group)	6	8	14
(3rd year group)	6	14	20
	43	22	65

FIGURE III

Parental Occupation of the Experimental Sample

School Group		Parental Occupation Code					Total
		1	2	3	4	5	
A	N	24	3	4	-	-	31 100
	%	77.4	9.6	13.0			
B	N	1	-	2	5	26	34 100
	%	2.9		5.8	14.7	76.6	

Headteachers of each school kindly supplied information regarding the occupation or profession of each child's father (or mother, if the father were absent or deceased). The information was coded to provide a crude index of the child's socio-economic status. Parental occupation was coded according to the following five-point scale.

1. Professional/Managerial
2. Clerical/Supervisory
3. Skilled workers/shopkeepers/farmers
4. Semi-skilled workers
5. Unskilled workers

FIGURE II

Chronological Age of Experimental Sampleon September 1st 1966

School A		Age			School B		Age			
		Years	Months				Years	Months		
Pupil	A 1	10	7	I	Pupil B 1	10	1	I		
	A 2	10	7		4th Year Group B 2	10	2		X	
	A 3	10	11		B 3	10	0			
	A 4	10	10		B 4	11	0			
	A 5	10	1		B 5	10	1			
	A 6	10	7		B 6	10	6			
	A 7	10	4		B 7	10	2			
	A 8	11	2		B 8	10	8			
	A 9	11	1		B 9	10	6			
	A 10	11	1		B 10	11	0			
	A 11	10	4		B 11	10	8			
	A 12	11	3		B 12	11	0			
	A 13	10	11		B 13	10	9			
	A 14	10	11		B 14	10	8			
	A 15	10	8		3rd Year Group	B 15	9			4
	A 16	10	8			B 16	9			6
	A 17	10	4			B 17	9			0
	A 18	11	1		B 18	9	3			
	A 19	10	4		B 19	9	6			
	A 20	10	4		B 20	9	3			
	A 21	11	3		B 21	10	0			
	A 22	11	0		B 22	9	9			
	A 23	9	7		B 23	9	5			
	A 24	11	2		B 24	9	6			
	A 25	9	11		B 25	9	2			
	A 26	10	10		B 26	9	7			
	A 27	10	10		B 27	9	6			
	A 28	10	11		B 28	9	7			
	A 29	9	11		B 29	9	7			
	A 30	10	6		B 30	9	6			
	A 31	10	10		B 31	9	3			
			B 32	9	6					
			B 33	9	6					
			B 34	9	3					

School A average age = 10 years 8 months
 School B average age (4th Year group) = 10 years 6 months
 School B average age (3rd Year group) = 9 years 5 months
 School B average age (of whole group) = 9 years 10 months

I Had, in past, attended remedial reading class
 X Was, in September 1966, attending remedial reading class.

FIGURE IVa

Results of N.F.E.R. Non-Verbal Test 3

School A	Raw Score (64)	Standardised Score	School B	Raw Score (64)	Standardised Score
Pupil A 1	49	112	Pupil B 1	54	123
A 2	51	114	4th B 2	47	113
A 3	46	107	Year B 3	35	102
A 4	53	115	Group B 4	46	106
A 5	43	109	B 5	39	105
A 6	absent	absent	B 6	25	90
A 7	47	112	B 7	31	97
A 8	38	97	B 8	26	89
A 9	33	93	B 9	41	107
A 10	42	101	B 10	16	77
A 11	40	104	B 11	36	98
A 12	40	98	B 12	21	82
A 13	50	111	B 13	37	99
A 14	53	121	B 14	17	80
A 15	33	96	3rd B 15	40	110
A 16	41	103	Year B 16	36	106
A 17	45	109	Group B 17	27	101
A 18	47	107	B 18	42	113
A 19	46	110	B 19	20	90
A 20	49	113	B 20	19	91
A 21	43	101	B 21	52	120
A 22	53	115	B 22	47	115
A 23	absent	absent	B 23	12	81
A 24	47	106	B 24	absent	absent
A 25	48	115	B 25	27	99
A 26	56	120	B 26	18	87
A 27	37	98	B 27	12	81
A 28	33	94	B 28	32	102
A 29	47	107	B 29	44	113
A 30	54	123	B 30	48	118
A 31	60	130	B 31	20	92
			B 32	26	97
			B 33	17	87
			B 34	25	97

School A average standardised score = 108.31
 School B average standardised score (4th Year group) = 97.71
 School B average standardised score (3rd Year group) = 100
 School B average standardised score (for whole group) = 99.03

FIGURE IVb

Results of N.F.E.R. Primary Verbal Test 3

School A	Raw Score (84)	Standardised Score	School B	Raw Score (84)	Standardised Score
Pupil A 1	63	116	Pupil B 1	70	131
A 2	67	119	4th B 2	36	103
A 3	70	118	Year B 3	38	105
A 4	64	113	Group B 4	38	97
A 5	58	119	B 5	27	98
A 6	62	116	B 6	26	93
A 7	63	121	B 7	12	86
A 8	41	92	B 8	18	86
A 9	33	89	B 9	40	108
A10	26	83	B10	6	68
A11	38	102	B11	25	88
A12	33	86	B12	20	81
A13	38	93	B13	32	93
A14	59	122	B14	32	94
A15	39	98	3rd B15	23	102
A16	58	110	Year B16	20	99
A17	47	108	Group B17	5	91
A18	45	97	B18	46	118
A19	51	110	B19	20	98
A20	52	111	B20	18	99
A21	52	98	B21	45	111
A22	48	100	B22	35	106
A23	57	127	B23	9	91
A24	34	88	B24	18	97
A25	56	120	B25	12	96
A26	42	97	B26	3	80
A27	34	88	B27	7	88
A28	26	88	B28	25	101
A29	54	104	B29	37	112
A30	54	119	B30	67	136
A31	65	118	B31	21	106
			B32	11	95
			B33	13	96
			B34	17	105

School A average standardised score = 105.48
 School B average standardised score (4th Year group) = 95
 School B average standardised score (3rd Year group) = 100.85
 School B average standardised score (for whole group) = 98.47

FIGURE IVc

Results of N.F.E.R. English Progress Test C2

School A	Raw Score (59)	Standardised Score	School B	Raw Score (59)	Standardised Score
Pupil A 1	55	122	Pupil B 1	50	116
A 2	52	117	4th B 2	25	94
A 3	49	110	Year B 3	49	115
A 4	56	126	Group B 4	35	95
A 5	absent	absent	B 5	41	106
A 6	absent	absent	B 6	31	95
A 7	52	119	B 7	18	90
A 8	42	104	B 8	25	90
A 9	33	94	B 9	40	105
A10	31	92	B10	8	76
A11	26	95	B11	20	86
A12	41	98	B12	31	92
A13	50	111	B13	49	110
A14	57	133	B14	44	104
A15	51	114	3rd B15	32	105
A16	49	112	Year B16	16	93
A17	47	112	Group B17	15	96
A18	45	103	B18	39	111
A19	55	124	B19	16	93
A20	55	124	B20	13	93
A21	51	110	B21	44	109
A22	51	112	B22	35	104
A23	48	118	B23	11	90
A24	34	93	B24	31	103
A25	54	126	B25	24	101
A26	absent	absent	B26	8	86
A27	46	106	B27	6	85
A28	30	93	B28	26	99
A29	53	116	B29	32	112
A30	56	130	B30	46	116
A31	54	121	B31	30	104
			B32	24	99
			B33	12	91
			B34	18	97

School A average standardised score = 111.85
 School B average standardised score (4th Year group) = 98.14
 School B average standardised score (3rd Year group) = 99.35
 School B average standardised score (for whole group) = 98.85

FIGURE V

Teaching Time for each group of the Sample

School Group	Lessons	Reading Units:									
		1 st	2	3	4	5	6	7	8	9	T
A	N	2	9	6	7	6	8	8	7	8	61
B	N	3	8	8	8	8	9	6	8	4	62

N indicates the number of lessons required for teaching the basic audio-visual stages of each unit, including a short period of phonic drills, and the basic teazlegraph activity.

* There were no supplementary exercises, drills, or teazlegraph activity for this unit.

School A began Reading Course November 1966, ended July 1967.
School B began Reading Course February 1967, ended July 1967

Figure V shows that almost the same number of lessons were devoted to both groups of the sample for the teaching of the basic course. However, the overall period of time, in which the lessons were taught varied, that for school B pupils being much shorter (see above dates).

School A pupils normally learned more quickly than the pupils from school B, and retained easily new phoneme/grapheme correspondences in the early units.

Towards the middle and in later stages of the course, as the work increased in difficulty, it was necessary to spend more time on the reinforcement of new correspondences. This was possible with school A pupils, for time permitted fuller use of supplementary exercises and activities once the audio-visual stages and teazlegraph activity of each unit had been completed.

Such extensive use of extra activities and exercises was not possible with school B pupils because of the pressure of time to complete the course by the end of the academic year.

FIGURE VIa

Sex Distribution of Control Sample

School	Boys	Girls	Total
1	67	56	123
2	70	78	148
3	40	52	92
	177	186	363

FIGURE VIb

Sex Distribution of Control Candidates
Completing all 9 French Reading Tests

School	Boys	Girls	Total
1	65	48	113
2	60	69	129
3	40	52	92
	165	169	334

FIGURE VIIa

Results of Performance of Control Sample
on the 9 French Reading Tests

Variable	Theoretical Max. Score for each Test	Mean Score	Max. Score	Min. Score	Standard Deviation
Test A1	20	13.27	20	0	3.594
B1	40	30.67	40	17	4.919
C1	40	28.34	40	14	4.919
A2	41	23.42	36	9	6.017
B2	38	19.48	36	5	6.544
C2	39	17.75	32	5	4.912
A3	5	2.67	5	0	1.187
B3	10	6.18	10	0	2.284
C3	10	4.69	9	0	1.918

Number of candidates = 334

FIGURE VIIb

Correlation Matrix, showing Correlations of
all 9 Reading Tests with each other
 (Results obtained from Performance of the Control Sample)

(Test)	A1																	
	.252	B1																
	.203	.434	C1															
	.217	.544	.461	A2														
	.168	.520	.484	.766	B2													
	.180	.540	.529	.744	.754	C2												
	.225	.452	.385	.514	.551	.510	A3											
	.317	.524	.487	.588	.575	.581	.552	B3										
	.228	.468	.378	.494	.506	.479	.477	.513	C3									

Number of candidates = 334

FIGURE VIII

Mean Scores for 2 Experimental Groups on
9 Reading Tests

Variable	Theoretical Max. Score	School A			School B		
		Mean Score	Max. Score	Min. Score	Mean Score	Max. Score	Min. Score
Test A1	20	16.03	20	9	13.96	20	3
B1	40	31.24	40	20	24.94	36	13
C1	40	27.42	36	16	24.24	31	13
A2	41	29.43	40	12	23.20	38	4
B2	38	26.31	36	14	17.06	29	4
C2	39	24.60	33	9	15.82	31	2
A3	5	2.87	5	0	1.45	4	0
B3	10	7.34	10	3	5.03	8	1
C3	10	5.50	9	3	3.89	9	1

For Group A, Testing Unit A N = 28 For Group B, Testing Unit A N = 31
 Testing Unit B N = 29 Testing Unit B N = 33
 Testing Unit C N = 28 Testing Unit C N = 29

Analysis of scores on individual test items
for Experimental Group A

TESTING UNIT A

Answer Sheet

TEST 1

<u>Example</u>	bee	()
	bow	()
	bay	()
	boy	()
1.	si	() 24*
	sais	(2) 24
	sous	(3) 23
	seau	(1) 23
2.	poux	(1) 19
	peaux	(3) 15
	paix	() 23
	peu	(2) 15
3.	mais	(3) 21
	mat	() 21
	mou	(1) 26
	Meaux	(2) 26
4.	fait	(3) 24
	fou	(2) 26
	four	() 26
	feu	(1) 24
5.	pair	(2) 21
	pour	(1) 24
	peur	(3) 27
	peu	() 17

* Number of pupils out of 28 scoring correctly.

Analysis of scores on individual test items
for Experimental Group A

TESTING UNIT A

Answer Sheet

TEST 3

<u>Example</u>	pen	:	<u>pane</u>	:	<u>pain</u>	:	pine	
1.	<u>mais</u>	:	mis	:	mat	:	<u>met</u>	17 *
2.	peu	:	<u>peau</u>	:	pou	:	<u>pot</u>	6
3.	sous	:	<u>sot</u>	:	<u>seau</u>	:	sa	10
4.	<u>les</u>	:	le	:	<u>lait</u>	:	lit	20
5.	chat	:	cas	:	<u>ça</u>	:	<u>sa</u>	22

* Number of pupils out of 28 scoring correctly

Analysis of scores on individual test items
for Experimental Group A.

TESTING UNIT B:Answer SheetTEST 1

<u>Example</u>	loud	()			
	load	()			
	lad	()			
	lid	()			
1.	nos	()	23	*	
	noix	(1)	25		
	nus	(3)	22		
	nous	(2)	21		
2.	sous	(3)	28		
	cou	()	27		
	joue	(2)	29		
	chou	(1)	27		
3.	faux	(3)	26		
	feu	(1)	22		
	fou	(2)	25		
	fut	()	21		
4.	mais	(1)	27		
	mis	(3)	13		
	me	()	11		
	mois	(2)	29		
5.	peu	()	17		
	Pau	(3)	21		
	pou	(1)	26		
	pu	(2)	16		
6.	ga	(3)	28		
	cas	()	28		
	jas	(1)	28		
	chat	(2)	28		
7.	nu	()	16		
	né	(2)	26		
	ne	(1)	15		
	ni	(3)	19		
8.	chaux	(3)	14		
	choix	(1)	26		
	chou	()	14		
	chai	(2)	29		
9.	de	(2)	20		
	dé	(1)	25		
	du	(3)	25		
	dix	()	21		
10.	leur	(1)	16		
	le	()	15		
	loi	(3)	27		
	lu	(2)	28		

* Number of pupils out of 29 scoring correctly

Analysis of scores on individual test items
for Experimental Group A

TESTING UNIT B

Answer Sheet

TEST 2

Example I s a sm ll b d

1. Le ²⁸ jeune garçon regarde la ²⁹ jupe blanche de Marie. ²⁶
2. V²³oi la. le t²¹éléphone r²²ouge s²⁹ur le b²⁶uffet. ²⁹
3. Ren¹⁹é aussi a un vieu²⁷x mouchoir. ¹⁷
4. Maman, écoute. Il y a neuf oiseaux. ¹⁹
5. Le facteur court au cinéma. ²² ²⁴ ¹⁷ ¹⁶
6. Elle est gaie. Elle a un cadeau énorme. ²³ ²³
7. Jules trouve une croix. ³ ¹⁸ ¹⁶
8. Leurs chapeaux sont pointus. ¹⁰ ¹⁷ ¹² ⁷
9. C'est un bijou chinois en jade. ¹⁴ ¹⁰ ²⁷
10. Elle a voulu pleurer. ¹² ³ ¹⁶

* Number of pupils out of 29 scoring correctly.

Analysis of scores on individual test items
for Experimental Group A

TESTING UNIT B

Answer Sheet

TEST 3

<u>Example</u>	vine	:	<u>vane</u>	:	van	:	<u>vain</u>	
1.	à l'oise	:	<u>à l'eau</u>	:	<u>allô</u>	:	allée	28 *
2.	joue	:	<u>jet</u>	:	<u>j'ai</u>	:	jus	21
3.	<u>pot</u>	:	paix	:	<u>Pau</u>	:	poux	14
4.	la boue	:	l'abus	:	<u>l'abbé</u>	:	<u>la baie</u>	14
5.	vais	:	<u>Vaud</u>	:	vous	:	<u>veau</u>	15
6.	eh si	:	<u>oh si</u>	:	<u>aussi</u>	:	assis	28
7.	<u>sais</u>	:	<u>c'est</u>	:	saut	:	soie	27
8.	<u>saut</u>	:	su	:	sais	:	<u>seau</u>	20
9.	<u>très</u>	:	trous	:	<u>trait</u>	:	trois	27
10.	<u>mot</u>	:	moi	:	mais	:	<u>Meaux</u>	19

* Number of pupils out of 29 scoring correctly.

Analysis of scores on individual test items
for Experimental Group A

TESTING UNIT C

Answer Sheet

TEST 1

<u>Example</u>	see	()			
	Sue	()			
	so	()			
	say	()			
1.	mon	(1)	19*	6.	long (2) 21
	ment	(3)	18		lin (1) 13
	mine	()	24		lent () 7
	mien	(2)	28		lien (3) 24
2.	doux	(1)	13	7.	blanc () 1
	dois	(2)	23		blond (3) 1
	deux	()	13		bleu (1) 28
	du	(3)	29		Blois (2) 26
3.	folle	()	28	8.	sonne (3) 19
	fille	(1)	23		sien () 22
	file	(2)	20		sans (2) 16
	fée	(3)	23		son (1) 18
4.	criant	()	10	9.	joue (2) 21
	cran	(2)	11		jeu (1) 20
	crâne	(3)	14		jus (3) 19
	crin	(1)	7		j'ai () 28
5.	soie	(3)	27	10.	viens (2) 21
	choix	(2)	27		vine () 21
	joie	(2)	24		vents (3) 22
	quoi	()	25		vins (1) 18

* Number of pupils out of 28 scoring correctly

Analysis of scores on individual test items
for Experimental Group A

TESTING UNIT CAnswer SheetTEST 2

Example There are f r b ks. on the t ble.

1. Le chien ^{24*} mange des ²² bon ²⁷ bon ²⁷s sur le chemin. ²²
2. Les ²² cin ²¹q ²⁴ en ⁸fants à ²⁶ gau ²⁶che n'ont ²⁶ rien.
3. Ils ²³ mar ²¹ch ²⁶ent sur la ²⁶ paille ²⁶ j ²⁶aune.
4. De quelle ²⁷ cou ²⁰l ²¹eu ²³r est l'oi ²³seau?
5. Il met ses ²⁰ gr ²⁵an ²⁰des ²⁰ ch ²⁵au ²⁰ssures et il desc ²⁰en ²⁰d
acheter du ²⁸ l ²⁸ai ²⁸t.
6. Ce n'est pas ²⁵ bien. Ton ² ju ⁶s de rais ¹⁹in est trop ¹⁹ ch ¹⁹aud.
7. Mais le ¹⁷ m ³ien, par ³ c ⁸on ⁸tre, est très ⁸ glac ⁸é.
8. Derrière les ² gr ¹⁴ille ¹⁷s Pierre ²² vo ²²it un ¹⁷ hib ²²ou ²² é ²²norme.
9. Il a dé ¹⁶ j ⁰à ²² vu ⁰ cette ²² fille ⁰ min ⁰ce.
10. ²⁸ J ⁰acques met la ⁰ b ¹¹ûche sur le ¹¹ feu.

* Number of pupils out of 28 scoring correctly.

Analysis of scores on individual test items
for Experimental Group A.

TESTING UNIT C

Answer Sheet

TEST 3

<u>Example</u>	<u>sail</u>	:	soil	:	seal	:	<u>sale</u>	
1.	donne	:	dont	:	<u>dans</u>	:	<u>dent</u>	2 *
2.	<u>dés sus</u>	:	des jus	:	<u>déçu</u>	:	déchu	18
3.	rien	:	<u>rend</u>	:	Rhin	:	<u>rang</u>	13
4.	<u>sais</u>	:	<u>ses</u>	:	sois	:	sous	25
5.	toit	:	<u>taux</u>	:	<u>tôt</u>	:	tout	11
6.	<u>eaux</u>	:	eux	:	houx	:	<u>aux</u>	18
7.	<u>6iseaux</u>	:	six oies	:	<u>six os</u>	:	six sous	14
8.	Marat	:	<u>marée</u>	:	mare	:	<u>marais</u>	17
9.	<u>lai</u>	:	lu	:	loup	:	<u>les</u>	25
10.	tint	:	<u>tant</u>	:	<u>temps</u>	:	tien	11

* Number of pupils out of 28 scoring correctly

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT A

Answer Sheet

TEST 1

<u>Example</u>	bee	()	
	bow	()	
	bay	()	
	boy	()	
1.	si	()	30 *
	sais	(2)	30
	sous	(3)	23
	seau	(1)	23
2.	poux	(1)	14
	peaux	(3)	12
	paix	()	22
	peu	(2)	16
3.	mais	(3)	29
	mat	()	26
	mou	(1)	24
	Meaux	(2)	20
4.	fait	(3)	27
	fou	(2)	21
	four	()	17
	feu	(1)	17
5.	pair	(2)	21
	pour	(1)	22
	peur	(3)	20
	peu	()	19

* Number of pupils out of 31 scoring correctly

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT AAnswer SheetTEST 2

Example My house is green and brown

- 22* 10 23 21 28 17
1. C'est un garçon. Il cherche du chocolat.
- 28 23 19 24
2. Bonjour, j'ai neuf gâteaux.
- 25 20 13 24
3. Il fait beau et les fleurs sont rouges.
- 20 18 25 24
4. C'est vrai? Tu as deux cadeaux pour moi?
- 28 23 24 18
5. Mas oui, voici un bateau et une poupée bleue.
- 24 9 4 10
6. Il trouve un chapeau de feutre et un balaie.
- 16 11 4 12
7. Je vais sous le rameau creux.
- 18 10 15
8. La chouette chuinte sur la souche.
- 18 21 7 8
9. Le professeur tousse doucement près du feue.
- 23 13 7 12
10. Les douze voyageurs sont au bout de l'ascenseur.

* Number of pupils out of 31 scoring correctly

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT A

Answer Sheet

TEST 3

<u>Example</u>	pen	:	<u>pane</u>	:	<u>pain</u>	:	pine	
1.	<u>mais</u>	:	mis	:	mat	:	<u>met</u>	19 *
2.	peu	:	<u>peau</u>	:	pou	:	<u>pot</u>	4
3.	sous	:	<u>sot</u>	:	<u>seau</u>	:	sa	3
4.	<u>les</u>	:	le	:	<u>lait</u>	:	lit	13
5.	chat	:	cas	:	<u>ca</u>	:	<u>sa</u>	5

* Number of pupils out ^{of} 31 scoring correctly.

Analysis of scores on individual test items

for Experimental Group B

TESTING UNIT BAnswer SheetTEST 1

<u>Example</u>	loud	()					
	load	()					
	lad	()					
	lid	()					
1.	nos	()	19*	6.	ga	(3)	26
	noix	(1)	21		cas	()	27
	nus	(3)	18		jas	(1)	29
	nous	(2)	18		chat	(2)	30
2.	sous	(3)	25	7.	nu	()	6
	cou	()	22		né	(2)	20
	joue	(2)	28		ne	(1)	6
	chou	(1)	21		ni	(3)	20
3.	faux	(3)	26	8.	chaux	(3)	10
	feu	(1)	25		choix	(1)	15
	fou	(2)	31		chou	()	10
	fut	()	24		chai	(2)	28
4.	mais	(1)	33	9.	de	(2)	16
	mis	(3)	11		dé	(1)	21
	me	()	10		dix	(3)	25
	mois	(2)	31		dix	()	22
5.	peu	()	10	10.	leur	(1)	16
	Pau	(3)	13		le	()	14
	pou	(1)	22		loi	(3)	25
	pu	(2)	18		lu	(2)	25

* Number of pupils out of 33 scoring correctly.

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT BAnswer SheetTEST 2

Example I s _ _ a sm _ ll b _ d

- 23* 16 31 19
1. Le jeune garçon regarde la jupe blanche de Marie.
- 24 24 22 30 24 25
2. Voilà le téléphone rouge: sur le buffet.
- 13 24 9 9
3. René aussi a un vieux mouchoir.
- 10 12 1 0
4. Maman, écoute. Il y a neuf ois eaux.
- 9 32 13 16
5. Le facteur court au cinéma.
- 30 20 15
6. Elle est gaie. Elle a un cadeau énorme.
- 7 20 10
7. Jules trouve une croix.
- 7 15 3 2
8. Leurs chapeaux sont pointus.
- 10 1 12
9. C'est un bijou chinois en jade.
- 14 1 10
10. Elle a voulu pleurer.

* Number of pupils out of 33 scoring correctly.

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT B

Answer Sheet

TEST 3

<u>Example</u>	vine	:	<u>vane</u>	:	van	:	<u>vain</u>	
1.	à l'oie	:	<u>à l'eau</u>	:	<u>allo</u>	:	allée	19*
2.	joue	:	<u>jet</u>	:	<u>j'ai</u>	:	jus	10
3.	<u>pot</u>	:	paix	:	<u>Pau</u>	:	poux	9
4.	la boue	:	l'abus	:	<u>l'abbé</u>	:	<u>la baie</u>	10
5.	vais	:	<u>Vaud</u>	:	vous	:	<u>veau</u>	12
6.	eh si	:	<u>oh si</u>	:	<u>aussi</u>	:	assis	26
7.	<u>sais</u>	:	<u>c'est</u>	:	saut	:	soie	30
8.	<u>saut</u>	:	su	:	sais	:	<u>seau</u>	20
9.	<u>très</u>	:	trous	:	<u>trait</u>	:	trois	17
10.	<u>mot</u>	:	moi	:	mais	:	<u>Meaux</u>	13

* Number of pupils out of 33 scoring correctly.

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT CAnswer SheetTEST 1

<u>Example</u>	see	()					
	Sue	()					
	so	()					
	say	()					
1.	mon	(1)	20 [*]	6.	long	(2)	23
	ment	(3)	13		lin	(1)	18
	mine	()	17		lent	()	13
	mien	(2)	26		lien	(3)	25
2.	doux	(1)	13	7.	blanc	()	8
	dois	(2)	19		blond	(3)	9
	deux	()	18		bleu	(1)	29
	du	(3)	17		Blois	(2)	26
3.	folle	()	23	8.	sonne	(3)	12
	fille	(1)	19		sien	()	23
	file	(2)	18		sans	(2)	9
	fée	(3)	15		son	(1)	17
4.	criant	()	12	9.	jous	(2)	17
	cran	(2)	13		jeu	(1)	17
	crâne	(3)	14		jus	(3)	16
	crin	(1)	5		j'ai	()	23
5.	soie	(3)	26	10.	viens	(2)	28
	choix	(2)	24		vine	()	16
	jois	(1)	13		vents	(3)	19
	quoi	()	16		vins	(1)	14

* Number of pupils out of 29 scoring correctly.

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT CAnswer SheetTEST 2

Example There are for books on the table.

- 21 * 18 24 22 16
1. Le chien mange des bon**o**ns sur le chem**in**.
- 21 21 11 5 19
2. Les c**in**q en**fan**ts à g**au**che n'**on**t r**ien**.
- 16 18 20
3. Ils march**ent** sur la p**aille** j**au**ne.
- 23 10 14 12
4. De quelle c**ou**l**eu**r est l'**oi**seau?
- 7 10 17
5. Il met ses gr**an**des ch**au**ssures et il desc**en**d
acheter du l**ai**t.
- 10
- 23 2 1 4
6. Ce n'est pas b**ien**. Ton j**u**s de rais**in** est trop ch**aud**.
- 14 0
7. Mais le m**ien**, par c**on**tre, est très gl**acé**.
- 2 9 12 6
8. Derrière les gr**ille**s Pierre v**oi**t un hibou **é**norm**e**.
- 3 0 19 1
9. Il a d**é**j**à** v**u** cette f**ille** m**in**ce.
- 24 0 3
10. J**ac**ques met la b**û**che sur le f**eu**.

* Number of pupils out of 29 scoring correctly

Analysis of scores on individual test items
for Experimental Group B

TESTING UNIT C

Answer Sheet

TEST 3

<u>Example</u>	<u>sail</u>	:	<u>soil</u>	:	<u>seal</u>	:	<u>sale</u>	
1.	donne	:	dont	:	<u>dans</u>	:	<u>dent</u>	7
2.	<u>dés sus</u>	:	des jus	:	<u>déçu</u>	:	déchu	15
3.	rien	:	<u>rend</u>	:	Rhin	:	<u>rang</u>	3
4.	<u>sais</u>	:	<u>ses</u>	:	sois	:	sous	23
5.	toit	:	<u>taux</u>	:	<u>tôt</u>	:	tout	4
6.	<u>eaux</u>	:	eux	:	houx	:	<u>aux</u>	13
7.	<u>Siseaux</u>	:	six oies	:	<u>six os</u>	:	six sous	8
8.	Marat	:	<u>maree</u>	:	mare	:	<u>marais</u>	9
9.	<u>lai</u>	:	lu	:	loup	:	<u>les</u>	27
10.	tint	:	<u>tant</u>	:	<u>temps</u>	:	tien	4

* Number of pupils out of 29 scoring correctly

Results of χ^2 Tests:

FIGURE IX

Comparison of Performance of Experimental and ControlCandidates on Individual ItemsTesting Unit A Test 11. Item 1a

		Correct ¹	Incorrect ²	Total
Control group	a	246	b 95	341
Experimental group	d	54	c 5	59
Total		300	100	400

$$\chi^2 = 9.072 \text{ for 1 d.f.}$$

$$p < 0.01$$

2. Item 2b

		Correct	Incorrect	Total
Control group	a	148	b 193	341
Experimental group	d	27	c 32	59
Total		175	225	400

$$\chi^2 = .0381 \text{ for 1 d.f.}$$

no significant difference

3. Item 2d

		Correct	Incorrect	Total
Control group	a	123	b 218	341
Experimental group	d	31	c 28	59
Total		154	246	400

$$\chi^2 = 5.089 \text{ for 1 d.f.}$$

$$p < 0.05$$

4. Item 4d

		Correct	Incorrect	Total
Control group	a	208	b 133	341
Experimental group	d	41	c 18	59
Total		249	151	400

$$\chi^2 = 1.2040 \text{ for 1 d.f.}$$

no significant difference

1 Number of candidates with item correct
2 Number of candidates with item incorrect

Testing Unit A Test 25. Item 2a

	Correct	Incorrect	Total
Control group	a. 340	b. 1	341
Experimental group	d. 56	c. 3	59
Total	396	4	400

$$\chi^2 = 7.326 \text{ for 1 d.f.}$$

$$p < 0.01$$

6. Item 4c

	Correct	Incorrect	Total
Control group	a. 120	b. 221	341
Experimental group	d. 46	c. 13	59
Total	166	234	400

$$\chi^2 = 36.166 \text{ for 1 d.f.}$$

$$p < 0.001$$

7. Item 6d

	Correct	Incorrect	Total
Control group	a. 23	b. 318	341
Experimental group	d. 21	c. 38	59
Total	44	256	400

$$\chi^2 = 39.866 \text{ for 1 d.f.}$$

$$p < 0.001$$

8. Item 9c

	Correct	Incorrect	Total
Control group	a. 38	b. 303	341
Experimental group	d. 13	c. 46	59
Total	51	349	400

$$\chi^2 = 4.428 \text{ for 1 d.f.}$$

$$p < 0.05$$

Testing Unit A Test 39. Item 1

	Correct	Incorrect	Total
Control group	a. 242	b. 99	341
Experimental group	d. 36	c. 23	59
Total	278	122	400

$$\chi^2 = 1.9035 \text{ for 1 d.f.}$$

no significant difference

10. Item 2

		Correct	Incorrect	Total
Control group	a	51	b 290	341
Experimental group	d	10	c 49	59
Total		61	339	400

$\chi^2 = .03884$ for 1 d.f.
no significant difference

11. Item 3

		Correct	Incorrect	Total
Control group	a	94	b 247	341
Experimental group	d	13	c 46	59
Total		107	293	400

$\chi^2 = .5286$ for 1 d.f.
no significant difference

12. Item 4

		Correct	Incorrect	Total
Control group	a	256	b 85	341
Experimental group	d	33	c 26	59
Total		289	111	400

$\chi^2 = 8.052$ for 1 d.f.
 $p < 0.001$

13. Item 5

		Correct	Incorrect	Total
Control group	a	271	b 70	341
Experimental group	d	27	c 32	59
Total		298	102	400

$\chi^2 = 28.337$ for 1 d.f.
 $p = < 0.001$

For 5 of the 13 items there is no significant difference in performance between the control and experimental candidates. For 3 of the remaining items (2a, 4, 5) the control candidates performed significantly better than the experimentals, whilst for 5 of these items the experimental candidates performed significantly better than the controls.

Results of χ^2 Tests

FIGURE X

Comparison of Performance of Experimental and ControlCandidates on Groups of TestsTest 1 (i.e. A1, B1, C1)

	Correct ¹	Incorrect ²	Total
Control group	a 24547	b 8853	33400
Experimental group	d 4082	c 818	4900
Total	28629	9671	38300

$$\chi^2 = 217.45 \text{ for 1 d.f.}$$

$$p < 0.001$$

Number of items 100
 Number of controls 334
 Number of experimentals 49

Test 2 (i.e. A2, B2, C2)

	Correct	Incorrect	Total
Control group	a 20984	b 18428	39412
Experimental group	d 4017	c 1765	5782
Total	25001	20193	45194

$$\chi^2 = 536.822 \text{ for 1 d.f.}$$

$$p < 0.001$$

Number of items 118
 Number of controls 334
 Number of experimentals 49

Test 3 (i.e. A3, B3, C3)

	Correct	Incorrect	Total
Control group	a 4751	b 3599	8350
Experimental group	d 766	c 459	1225
Total	5517	4058	9575

$$\chi^2 = 13.64 \text{ for 1 d.f.}$$

$$p < 0.001$$

Number of items 25
 Number of controls 334
 Number of experimentals 49

1 Number of correct responses;
 2 Number of incorrect responses

Results of χ^2 Tests:

FIGURE XI

Comparison of Performance of Experimental Group A
and Group B on Groups of Tests

Test 1 (i.e. A1, B1, C1)

	Correct ¹	Incorrect ²	Total
Group A	a. 1784	b. 616	2400
Group B	d. 1606	c. 894	2500
Total	3390	1510	4900

$$\chi^2 = 58.038 \text{ for 1 d.f.}$$

$$p < 0.001$$

Number of items 100
 Number of candidates in Group A 24
 Number of candidates in Group B 25

Test 2 (i.e. A2, B2, C2)

	Correct	Incorrect	Total
Group A	a. 1903	b. 929	2832
Group B	d. 1428	c. 1522	2950
Total	3331	2451	5782

$$\chi^2 = 294.504 \text{ for 1 d.f.}$$

$$p < 0.001$$

Number of items 118
 Number of candidates in Group A 24
 Number of candidates in Group B 25

Test 3 (i.e. A3, B3, C3)

	Correct	Incorrect	Total
Group A	a. 367	b. 233	600
Group B	d. 263	c. 362	625
Total	630	595	1225

$$\chi^2 = 43.91 \text{ for 1 d.f.}$$

$$p < 0.001$$

Number of items 25
 Number of candidates in Group A 24
 Number of candidates in Group B 25

1 Number of correct responses
 2 Number of incorrect responses

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