ACQUISITION OF THE PASSE COMPOSE AND THE

IMPARFAIT BY NON-NATIVE

SPEAKERS OF FRENCH

By

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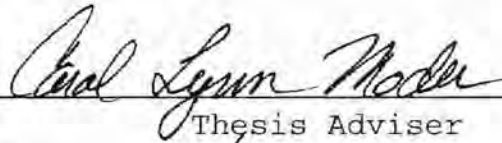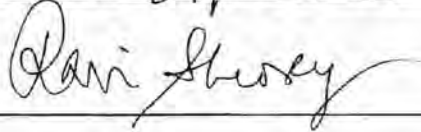
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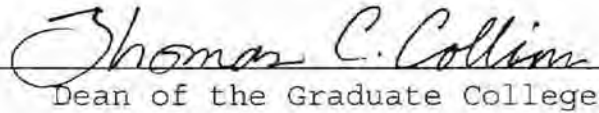the Degree of
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CHAPTER I

INTRODUCTION

One of the main objectives of second language research is to provide a theoretical and empirical basis for designing efficient teaching methods. It is with this goal in mind that the following study was undertaken.

When trying to acquire the two French past tenses - passé composé and imparfait - and the distinction between them, learners of French as a foreign language (FFL) experience great difficulty. The traditional teaching approaches offered in textbooks often seem confusing and therefore inadequate; alternative teaching methods are needed. The present cross-sectional study of the acquisition of the passé composé/imparfait system by FFL learners was undertaken with the expectation that a detailed account of the order and successive stages second language learners go through in acquiring the two tenses would generate valuable information for pedagogic purposes.

Over time, linguists have used different approaches to investigate second language acquisition (SLA), influenced to a great extent by the general language theory in favor at the time. Chapter II provides an overview of the theories and methods of the past 40 years which will lead to the identification of the optimal procedure for the present study.

Chapter III presents an account of the different hypotheses which have been proposed to define the intricate distinction between the passé composé and the imparfait. On the basis of overall validity and applicability to FFL teaching, one approach was adopted as the theoretical model for the present study.

Chapter IV reports and discusses relevant publications dealing with the acquisition of the system passé composé/ imparfait by native and non-native speakers.

Chapter V describes the experimental conditions of the study: subjects, procedures and analysis.

Results and discussion are presented in Chapter VI.

CHAPTER II

A REVIEW OF SLA RESEARCH METHODS

Over the years, different methods of investigating
language learner's language have succeeded one another,
following the path of ever-innovative theoretical trends in
the field of SLA. In this section, a review of SLA theories
and methods will be presented. Each method will be carefully
evaluated, with particular interest in the type of data
elicitation device and data analysis implemented. This
critical review will provide the basis for selecting the
best data elicitation device and the most adequate type of
data analysis that will yield valid information about the
order and stages of acquisition of the 4 functors under
investigation in the present study.

Behaviorism and Contrastive Analysis

During the 1960s, the prevailing theory of language
learning relied on the behaviorist concept of habit

formation. According to this theory, the language learner was thought to acquire a second language (L2) by developing automaticisms or habits about the entire linguistic structure of that language - phonology, syntax and semantics - on the basis of the input received and the output produced by the learner in the target language. Three main assumptions underlie such an approach to language learning:

- the role of the learner in acquiring a second language is minimal and reduced to a mere storing and retrieving activity of the target language structures (Skinner, 1957).

- errors in the learner's output are to be readily and carefully corrected so that they don't become the source of ill-formed automaticisms in the L2 for the learner (Skinner, 1957).

- the first language (L1) is believed to be an important source of errors, called negative transfers, in the learner's attempted production of the L2 (Fries, 1945).

Since there was little to be investigated in the simple memorizing process in which the learner was involved, in wanting to improve teaching methods, researchers and teachers focused on the task of limiting the possibilities

for learners to make errors when expressing themselves in the L2, using the well-established contrastive method. Following the intuitive principle that dissimilarity equates with difficulty and difficulty with potential errors for the learner (Fries, 1945; Lado, 1957 and Weinreich, 1968), researchers set out to compare the whole linguistic system of the L1 and the L2 in order to identify the areas of similarity and dissimilarity between both languages. Lado and Weinreich, two prominent figures in the field of contrastive analysis, made considerable contributions to the method. Lado (1957) provided specific techniques for the comparison of two linguistic systems, involving the four separate tasks of comparing the sound systems, the grammar, the vocabulary as well as the writing systems of two given languages. Weinreich (1968) designed a whole taxonomy of interferences from one system to another divided in three main sections: phonetic, grammatical and lexical interferences.

Following the guidelines of Lado and Weinreich, teachers were able to reorganize their syllabi in an order of progressive difficulty and modify teaching materials in order to reinforce teaching in the areas of predicted

difficulty. These steps were believed to promote an easier learning process of the L2.

Toward the end of the 1950s however, the validity of the contrastive method, as well as the adequateness of the behaviorist approach to language learning came to be challenged.

The Mentalist School and Error Analysis

The first serious attack against the behaviorist account of language learning came from Chomsky in his review of Skinner's book Verbal Behavior (1959). Chomsky's main criticism was of Skinner's assumption that external factors, such as stimuli and reinforcements, were the most important elements in the process of language learning and that any internal processes were totally ignored. Chomsky supported a more mentalist view of language learning, claiming that internal processes - which he referred to later as transformational grammar and the language acquisition device and then universal grammar - were essential.

Criticisms of the Behaviorist theory of second language learning followed Chomsky's attack and took a more empirical turn as they dealt mainly with the nature of the errors made

by L2 learners. New observations of L2 learners' errors contributed to the emergence of the notion of 'interlanguage' and a new approach to error analysis.

Interlanguage

The notion of interlanguage progressively emerged from the increasing evidence that L2 learners' errors are not caused by interference from the first language but are the reflection of an idiosyncratic language system. The first piece of evidence supporting that claim came as early as 1960 from Brooks' study. Brooks identified four causes for L2 learners' errors of which only one pertains to the L1:

"(a) the student may make a random response, that is, he may simply not know which of many responses is the right one; (b) the student may have encountered the model but not have practiced it a sufficient number of times; (c) distortion may have been induced by dissimilar patterns in English; or (d) the student may have made a response that follows a sound general rule, but because of an anomaly in the new language, is incorrect in this instance." (p.56).

This first step of acknowledging that some errors may not originate in the L1 as it was previously believed, was nevertheless minor because interference from the L1 was still viewed as the main source of error for the L2 learner.

A more far-reaching contribution was made by Corder (1967). Based on the observation that most L2 learners' errors - interference errors and others - are systematic, that is repeated within a speech sample, he concluded that the learning process in which the L2 learner is involved is more intricate than previously thought. According to him, the learner is equipped with an internal language learning system in which the making of errors is an essential strategy.

Drawing on Corder's conclusion, Selinker (1969) claims the existence of a structured internal linguistic behavior that he labels "interlanguage" and which consists of the learner's output in the target language, including the errors and non-errors. Later, Selinker (1972) provides a detailed theoretical justification of the concept of interlanguage by applying to L2 learning the latest findings in the field of L1 learning, that is the existence in the first language learner of latent language structures

(Lenneberg, 1967), a biological concept which grew out of Chomsky's work on universal grammar and the language acquisition device involved in the learning of the first language.

The existence of an internal structured linguistic system in the L2 learner was widely supported among researchers in the field and many accounts of it appeared in the literature. The structuredness and systematicity of such a system is highly emphasized. According to Corder (1971), the idiosyncratic dialect "is regular, systematic, meaningful, i.e. it has a grammar, and is, in principle, describable in terms of a set of rules" (p.151) and Nemser (1971) states that "learner's speech at a given time is the patterned product of a linguistic system, La [an approximative system], distinct from Ls [the source language] and Lt [the target language] and is internally structured" (p.116).

The transitional nature of the language learner's language is also acknowledged by both researchers. Corder (1971) explains it in terms of a conscious process of speech adjustment by the learner in his effort to establish successful communication. Nemser (1971) explains it as a

natural evolution of the approximative system from the first language towards the target language: "La's [the approximative systems] at successive stages of learning form an evolving series, La1....n, the earliest occurring when a learner first attempts to use Lt [the target language], the most advanced at the closest approach of La to Lt".

Some controversy, however, seems to emerge concerning the definition of the language learner's language in relation to the first and second language in contact. It is viewed by some (Nemser, 1971 and Selinker, 1972) as an intermediate linguistic system located somewhere between the first language of the learner and the target language on an imaginary continuum constituted by the two languages; Corder (1971), on the other hand, defines it as an idiosyncratic dialect independent of the learner's first language but sharing a subset of its rules with the target language system.

The Decline of Contrastive Analysis

With the loss of favor of the Behaviorist theory of language learning, it was only logical that the method of investigating the learning process based on the premises of

such a theory - that is contrastive analysis - would also be challenged.

The main criticism formulated against the contrastive method was directed at its inability to predict learners' errors. Many empirical studies were indeed able to demonstrate that the majority of the errors made by the learners in the target language were not the result of interference from the first language and, therefore, could not be predicted by the comparison of the two languages involved. Such studies include Mc Bride Smith (1969), Buteau (1970), Jackson & Whitnam (1971), Dulay & Burt (1973), Taylor (1975). For example, Taylor reported that only 39% of the errors made by elementary learners were transfer errors and only 23% for intermediate learners. Dulay & Burt provided an even more striking figure with only 3% of the learners' errors attributable to interference from the first language. Other studies - Richards (1971a) and Dulay & Burt (1972) - claim that learners were found to make errors in the target language which should have been avoided if, as supported by the Contrastive School, learners relied on the linguistic system of their first language as the main strategy to express themselves in the target language.

Another criticism of the contrastive approach concerned its basic and intuitive assumption that dissimilarity equates with difficulty and difficulty with errors. Jackson & Whitnam (1971) show indeed that the majority of their subjects did not make errors in areas of great dissimilarity between Japanese and English, as a contrastive analysis would have predicted.

On the basis of the recognition of the existence of interlanguage and of the limitations of contrastive analysis, methods to investigate SLA processes shifted from a teaching-oriented to a learning-oriented approach. In other words, the traditional study of interlingual phenomena between L1 and L2 was abandoned for the innovative study of intralingual phenomena of the language learner's language.

This shift contributed to the revival of error analysis with the new attitude preached by Corder (1971) that deviations in the learner's speech from the norm of the target language system should not be considered as errors but as idiosyncratic expressions since they are the reflection of the learner's idiosyncratic version - but well-structured nonetheless - of the target language system.

Recent Developments in Interlanguage

Although the notion of interlanguage led to a considerable improvement in the field of second language research, a major criticism concerning its nature arose in the mid-seventies. Indeed, up to then, interlanguage had been described in terms of a system of fixed rules which potentially evolve over time to resemble more the system of the target language. But observation of L2 learners' language showed that such language is highly variable. How could this notion of variability be reconciled with that of interlanguage?

Studies, undertaken in the field of phonetics (Dickerson, 1975 and 1976), concluded that, in order to account for variability in L2 learners' language, the notion of interlanguage had to be redefined in terms of a system of variable rules.

This phenomenon of variability in L2 learners' language is reported by Gatbonton (1978) to relate directly to the process of acquisition of the target language. This new acquisition model referred to by Gatbonton as a "gradual diffusion" model, describes the pattern in which learners'

idiosyncratic variants are progressively replaced by correct ones.

Although Gatbonton's model initially applied to the acquisition of a sound system, Ellis (1985) applies it to morphology, identifying two distinct phases in the evolution from internal variants to target language forms:

- an acquisition phase during which a new form enters the learner's interlanguage promoting the creation of one or several internal rules which generate idiosyncratic variants of the new form and

- a replacement phase during which these internal rules are replaced by the target language rules in the learner's interlanguage and the idiosyncratic variants by the correct forms in the learner's performance.

These new developments in the notion of interlanguage promoted a redefinition of Error Analysis as the method to investigate language learners' language. Indeed, Dickerson (1975 and 1976) and Gatbonton (1978) insisted that it was essential that correct forms as well as errors - or rather variant forms - be accounted for in the analysis in order to provide an accurate picture of the acquisition process.

New Trends in Acquisition Studies

With the newly established concept of interlanguage and the revised version of Error Analysis, new theoretical and methodological foundations are set for SLA researchers to investigate how learners go about acquiring a second language. Interest in the profession focused particularly on the following 2 tasks: establishing a sequence of acquisition of a set of the most basic English morphemes and defining the successive stages leading to the acquisition of each of these morphemes.

The first task promoted a whole trend of studies referred to as morpheme studies whose main focus revolved around the following 2 questions:

- Is there a natural route of acquisition followed by all L2 learners?

- Is this route similar to the one followed by native speakers acquiring their first language?

The pioneer case study by Brown (1973) on the development of language in three native speakers of English constituted the norm for later research in the fields of both first and second language acquisition.

Numerous cross-sectional studies were then conducted on learners of English as the native language (de Villiers & de Villiers, 1973) and on ESL learners (Dulay & Burt, 1973 and 1974b; Bailey, Madden & Krashen, 1974; Fathman, 1975; Larsen-Freeman, 1976) to confirm or disconfirm the universality of the acquisition sequence established by Brown. These studies generated the following results:

- a natural route of acquisition seems to exist for all ESL learners

- this natural route of acquisition presents some similarities and differences compared with Brown's sequence

- the natural route of acquisition of ESL learners is preserved on productive tasks.

Apart from these morpheme studies, many researchers set out to investigate the stages of acquisition of an individual English morpheme by native speakers and L2 learners with the purpose to establish a route of acquisition for that morpheme. Such longitudinal studies dealt with negation (Cazden et al., 1975; Adams, 1978; Cancino et al., 1978), interrogation (Adams, 1978; Cancino et al., 1978), and relative clauses (Cazden et al., 1975;

Schumann, 1980) among other functors. For each of these functors a route of acquisition was, indeed, established which was common to all L2 learners with minor variations, but which presented some variations from the route followed by the native speakers.

These acquisition studies all point to the existence of a common sequence and route in the acquisition of English syntax by ESL learners. The existence of such a sequence and route of acquisition constitutes the theoretical foundation of the present study, as we assume that a common sequence and route of acquisition exists for learners of French as a foreign language. Furthermore, the fact that the sequence and route vary to some degree from the sequence and route followed by the native speakers justifies the relevancy - although limited - of first language data in investigating second language acquisition.

Methods in Acquisition Studies

Let us now examine these studies with regard to the device chosen to elicit the empirical data and to the methods used to investigate the sequence and stages of acquisition of different morphemes.

Elicitation Device

The study of learners' speech rather than written discourse has been a new trend in SLA based on the contention that speech is more natural than written language. The success of such a study, however, depends to a great extent on the choice of the device to elicit the data. Such a choice influences the type and quality of the speech collected (free speech vs. guided speech, spontaneous vs. attended to, etc.). The morpheme studies mentioned above have used a variety of elicitation devices:

(1) recording of free speech (Brown, 1973)

(2) recording of answers to questions relating to a set of pictures (Bilingual Syntax Measure)

(3) recording of responses to imitation, guided modification, correction and completion tasks using sense or nonsense words (Berko's test)

(4) combination of the previous two techniques

However, these devices present serious limitations. Since the interlanguage is not directly accessible, when studying language learner's language, the main concern for the researcher should be to elicit the kind of speech which

reflects best the learner's interlanguage. Furthermore, the language learner's interlanguage itself has been repeatedly described as a continuum of styles ranging from a vernacular - or casual - style to a careful style (Tarone, 1983). Tarone claims that, among these styles, the vernacular is the best style to study because it is the least monitored and, therefore, the most natural and the most systematic. She adds that it can be best elicited in casual speech relating to everyday life situations. It is, therefore, believed that the vernacular style would be called upon more by the speaker in a task eliciting free speech on a familiar topic.

In the light of these observations, the elicitation devices mentioned above present some problems:

- BSM-type devices may not elicit the vernacular style of interlanguage since the task involves limited questions which may cause too much monitoring on the part of the subjects. Another problem concerns the providing of model sets of questions and answers before the actual experiment. If such sets are provided, they may influence the form of the subjects' answers to the test questions; but, on the other hand, if such sets are not

provided, the subjects' performance may be greatly hindered by lack of relevant vocabulary. Finally, the Bilingual Syntax Measure has been widely criticized because that the questions guide the subjects toward an answer containing a limited and predictive choice of functors, thereby altering the results of the whole study (Rosansky, 1976; Porter, 1977; Krashen, 1978).

- Guided response tasks as described in (3) above compel the subjects to focus on form rather than content and will, therefore, elicit a rather non-spontaneous type of speech which may not reflect the learners' vernacular style of interlanguage.

- The collection of free speech constitutes a valid elicitation device, but is rather impractical for a cross-sectional study which would involve a high number of subjects.

For the purpose of the present study, a series of pictures featuring familiar situations has been used as the basis for eliciting free narration from the subjects. With this task, the subjects' performance is not limited to answering guided questions; the subjects are free to speak about any aspect of the pictures in the form and style they

wish. However, in order to guarantee the use by the subjects of the two tenses under investigation, some constraints have been imposed on the task. These constraints have been integrated in the series of pictures itself in the form of visual elements: a clock and the sun to elicit references to the background conditions, which should be uttered in the imparfait; different actions performed by the characters to elicit utterances where one action - which should be in the imparfait - would be the background of the other - which should be in passé composé. The constraints are flexible enough so that the subjects were likely to comment on the elements mentioned above in their narration but were in no way compelled to do so, or to use specific forms, which preserved the naturalness of their style of speech. For the same reason, this type of constraint was able to accommodate the wide range of proficiency exhibited by the subjects.

Data Analysis to Establish a Sequence of Acquisition

Let us now turn to the methods of analyzing the collected data. Several methods are available depending on the type of study undertaken.

In his longitudinal study of native speakers, Brown

(1973) used the following method. After collection of numerous speech samples, the mean length of utterance (MLU) of the children studied was calculated and used as a variable. Then for each speech sample of each child, the percentage of correct use in obligatory occasions was computed for each functor. If that percentage equalled or exceeded 90% in three successive speech samples, the functor was assumed to have been acquired. Then the functors were ranked in order of the lowest MLU sample at which each functor had been acquired. When more than one functor attained the 90% criterion at the same MLU, the ranks were counted as tied. In order to obtain the following acquisition sequence, the individual rankings of the three children were averaged into a single one:

Mean Order of Acquisition of Fourteen Morphemes
Across Three Children
(Brown, 1973; p.274)

	Morpheme	Average Rank
1.	Present progressive	2.33
2-3.	'in', 'on'	2.50
4.	Plural	3.00
5.	Past	6.00
6.	Possessive	6.33
7.	Uncontractible copula	6.50
8.	Articles	7.00
9.	Past regular	9.00

10. Third person regular	9.66
11. Third person irregular	10.83
12. Uncontractible auxiliary	11.66
13. Contractible copula	12.66
14. Contractible auxiliary	14.00

According to Brown's results, the morpheme for the present progressive is acquired first, the prepositions 'in' and 'on' are acquired at a later stage of language development and so on.

In their cross-sectional study of native speakers, de Villiers and de Villiers (1973) used two different methods to determine the ranking of the 14 morphemes under investigation.

- Method I: ranking by lowest MLU at which each functor first occurred in 90% or more of obligatory occasions. This method is the same as the one used by Brown with the exception that here the acquisition was determined on the basis of only one speech sample per child - as opposed to three in Brown's study - since only one sample had been collected for the purpose of the study.

- Method II: ranking by mean percentage of correct use of the functor in obligatory occasions across children for each functor.

These two methods and Brown's method showed the following correlations:

Correlation Between
Brown's Method and the de Villiers' Methods I and II
(de Villiers & de Villiers, 1973; p.271)

Studies	Correlation (p<.01)
The de Villiers' Methods I and II	+.87
Method I and Brown's method	+.84
Method II and Brown's method	+.78

The de Villers' Methods I and II exhibit a fairly high correlation which confers on them a certain degree of reliability - limited however, since the magnitude is only of +.87 on a possible scale ranging from -1.00 to +1.00. The same conclusion can be drawn about the de Villiers' Method I and Brown's method. However, the magnitude of correlation between the de Villiers' Method II and Brown's method is too low to confer any reliability to either study.

Alternative methods have been used in morpheme studies - all cross-sectional - dealing with non-native speakers.

In her 1975 study, Fathman investigated 20 different functors. An oral production test was administered to 200 subjects divided in two age groups: 6 to 10 year olds and 11 to 15 year olds. The test included 20 sub-tests of 3

questions - one sub-test for each functor. A score from 0 to 3 was attributed to each subject for each sub-test. A sequence of acquisition was obtained by computing the mean sub-test scores across children in each group for each functors. Two sequences were obtained - one for each age group.

Since the functors under investigation differed from Brown's or the de Villiers', no correlation was established between Fathman's study and theirs. The reliability of Fathman's method cannot, therefore, be commented on. However, the method presents some problems. The sub-test scores, on which the sequences were established, were based on the performance of the subjects on three usages of each morpheme under investigation. This may be rather insufficient and, therefore, not reflect the actual proficiency of the subjects regarding the morphemes. Furthermore, each question in each sub-test was assigned a value of 1 or 0 whether the response was correct or incorrect. This grading method may be too rigid; indeed, some responses may fall in between the correct and incorrect spectrum, but such a grading method cannot reflect this.

In their 1973 and 1974 studies, Dulay & Burt

established a sequence of acquisition for the same series of morphemes as Brown (1973) and de Villiers & de Villiers (1973). In order to do this, they used the following three methods:

- Group Score Method: ranking of the group scores obtained for the 11 functors under investigation. The group score for a single functor is the ratio whose numerator is the sum of the scores of actual uses across children and whose denominator is the sum of obligatory occasions across children for that functor. The score of obligatory occasions (in the numerator) is computed by attributing 2 points to a correct use of the functor in a single obligatory occasion by the subject, 1 point for a misformed use and 0 point if the functor is not supplied. The sum of obligatory occasions (in the denominator) is computed by attributing 2 points to each obligatory occasion of that functor in the speech sample of all the children. The ratio is then multiplied by 100 to obtain a percentage.

- Group Means Method: for each functor and for each child a functor score was computed, consisting of a ratio

with the sum of scores of actual uses (as explained above) in the numerator and the sum of obligatory occasions (as explained above) in the denominator. Again, the ratio was multiplied by 100 to obtain a percentage. For each functor, these percentages were averaged across all children to obtain a mean functor score for that functor.

- Syntax Acquisition Index (SAI): this method is a variation of the de Villiers' Method I. MLU has proven to be an inadequate index of language development for older children learning a second language; indeed, the length of utterance for such learners does not reflect accurately their proficiency in the second language; since they are cognitively more advanced and already fluent in one language, all learners are likely to produce utterances of similar length, the difference between less advanced learners and more advanced learners residing rather in the complexity and accuracy of the utterance. Therefore Dulay & Burt did not use MLU but devised their own index (SAI), an index measuring the proficiency of the learners in English syntax based on the BSM. For detailed explanation of

the computation of the SAI, see Dulay & Burt, 1974b,

p.47-48). Then the functors were ranked by lowest SAI

at which each functor first occurred in 90% or more of

obligatory occasions.

The following correlations were obtained for these

three methods:

Correlations
for Dulay & Burt's Three Methods
(1974b, p.51)

Methods	Correlation (p<.001)
Group Score and Group Means	+.98
Group score and SAI	+.89
Group Means and SAI	+.91

These magnitudes lead us to conclude to the high

reliability of these three methods and especially the Group

Score and Group Mean methods. However, it is not known

whether these methods would correlate with the results of

longitudinal studies such as Brown's (1973).

For the purpose of the present study, the sequence of

acquisition of the passé composé and the imparfait will be

tentatively determined using the following four methods:

Dulay and Burt's methods I and II and two other methods

based on the de Villiers' Method I (1973), which presented a

high magnitude of correlation with longitudinal studies.

Since the index originally used by the de Villiers - Mean

Length of Utterance (MLU) - has been proven inadequate for

non-native speakers and older subjects, we chose to use two

alternative indices of language maturity on which to base

our third and fourth methods:

- The third method was established on the basis of

  minimal terminal units referred to as T-units. T-

  unitswere introduced as early as 1965 by Hunt to study

  the written discourse of native speakers of English but

  have been shown to be adequate for spoken discourse of

  non-native speakers as well (Pope, 1971; Scott &

  Tucker, 1974; Monroe, 1975).

- The fourth method was established on the basis of

  instructional background and motivation of the

  subjects. Formal instruction has been proven to be an

  important factor in foreign language acquisition.

  Indeed, learners with some formal instruction are

  reported to acquire a foreign language more quickly and

  better than those without (Ellis, 1984). However, Ellis

  argues that "the advantage generally noted in classroom

  learners is not directly the result of the instruction

<u>per se</u>" (p.21); he claims that this phenomenon is the indirect result of motivational factors, on the basis that classroom learners exhibit more motivation in order to learn the foreign language in its near-standard form, while "street learners" lack this motivation and are satisfied with learning the language in an often piginized form, as long as it satisfies their need for communication. Following on Gardner's pioneering work on the role of motivation in language acquisition, studies in foreign language acquisition have investigated the role of various motivational and attitudinal factors on the success of classroom learners. In particular, the study by Dörnyei (1990) has established that factors related to instumental motivation such as the practical/ professional utility of the language studied are the main determinants of success in foreign language acquisition. Other studies in foreign language acquisition have emphasized the role of other motivational factors such as grade obtained in the foreign language classes (Ramage, 1990), amount of time spent in the country where the foreign language is spoken (Gomes da Costa, 1975), and

daily opportunity of using the language outside of the classroom (Ramage, 1990). On the basis of these findings, we designed an index of instructional background and level of motivation, using information provided by the subjects. This index, is believed to reflect the language experience of each subject - we will refer to this index as index of language experience - and potential for success in the acquisition of the foreign language.

Data Analysis to Establish Stages of Acquisition

Studies of acquisition stages by L1/L2 learners of a single morpheme are mostly longitudinal studies of one or several - less than 10 - subjects. The method often used was a simple percentage analysis of the occurrences of the different variants observed in the data (Cazden et al., 1975; Cancino et al., 1978; Schumann, 1980). This was possible due to the limited number of morphemes studied - one at a time - and the number of variants supplied by the subjects. A simple qualitative analysis of the data has also been used (Adams, 1978).

Our cross-sectional study involved a high number of

subjects. For this reason, the methods mentioned above were rather impractical; an alternative method of studying the stages of acquisition was chosen: the subjects were grouped in categories based on their index of language experience. It was then possible to examine and analyze all the alternative forms supplied by each category of subjects for the two tenses under investigation and to determine the different stages for each tense.

Now that a procedure has been defined for the present study, we need to establish a theoretical frame for the use of the two tenses under investigation, that is the passé composé and the imparfait.

CHAPTER III

THEORETICAL DISTINCTION

BETWEEN PASSE COMPOSE AND IMPARFAIT

In order to adequately study the acquisition of such a complex distinction as the one characterizing the use of the passé composé and imparfait in French, it is essential to first define the morphology of the two tenses under investigation in our study. The passé composé is a compound tense including an auxiliary and a past participle. The auxiliary can be either the verb *avoir* 'to have' or the verb *être* 'to be', depending on the semantic nature of the main verb involved - motion verbs use the *être* auxiliary and all other verbs use the *avoir* auxiliary. The past participle varies in form depending on the grammatical affiliation of the verb involved. A verb from the First Group, that is a verb with an infinitive form ending in -*er*, has a past participle made of the infinitive root and the suffix [e]; as an example, the verb *regarder* 'to watch' from the First

Group has the past participle *regardé*, ending in [e]. A verb

from the Second Group, that is a verb with an infinitive

form ending in *-ir* and plural forms in the present taking

the infix *-iss-*, has an past participle made of the

infinitive root and the suffix [i]; as an example, the verb

finir 'to finish' from the Second Group, has the past

participle *fini*, ending in [i]. Finally a verb from the

Third Group, that is any verb which does not belong to the

First or Second Group, has an irregular past participle

ending with suffixes like [u], [i] or [e] for the verbs

aller and *être*; as an example, the verb *boire* 'to drink'

from the Third Group, has the past participle *bu*, ending in

[u]. The imparfait, on the other hand, is a simple tense

built uniformly for all the verbs from the three groups with

the root of the 1st person plural form in the present and

the suffixes *-ais*, *ais*, *ait*, *ions*, *iez* and *-aient* for the

1st, 2nd, 3rd person singular and the 1st, 2nd and 3rd

person plural respectively; as an example the verb *regarder*

'to watch' has the following imparfait forms: *regardais*,

regardais, *regardait* etc.

Now that we have explained the morphology of the two

tenses, it is essential to examine in detail the nature of

the distinction which characterizes the two tenses and the
different functions encoded by each tense.

Passé composé and imparfait are commonly referred to as
tenses. This term is however misleading. Indeed, passé
composé and imparfait are both used to refer to past actions
or states and introduced in textbooks as past tenses in
opposition to the present, future and near-future tenses.
The distinction which differentiates both functors is
therefore not one of tense. What actually differentiates
them are different aspectual values.

In the literature of the past 30 years, the distinction
in the use of those two functors has been defined through
two main approaches: an aspectual approach (Comrie, 1976;
Cox, 1982; Grobe, 1967; Bryant, 1980) and a discourse
approach (Hopper, 1979). After a detailed review of these
traditional approaches, we will discuss a model based on
Abrate's work (1983) defining that distinction in terms of
aspectual, discursive, and semantic considerations. We
believe that this latter model is more practical for the
study of the acquisition by FSL learners of the distinction
between the two tenses.

In this chapter, the sample sentences in French

have been created by the author for the sole purpose of the present study.

Aspectual Approaches

Comrie (1976) defines the aspectual difference between the two French past tenses in reference to three distinct aspectual values - imperfectivity, perfectivity and perfect - which he defines as follows:

- Imperfectivity is characterized by "an explicit reference to the internal temporal structure of a situation, viewing a situation from within" (p. 24).
- Perfectivity "reduces a situation to a blob [...]:a blob is a three-dimensional object and can therefore have internal complexity, although it is nonetheless a single object with clearly circumscribed limits"(p.18).
- Perfect "indicates the continuing present relevance of a past situation" (p. 52).

He argues that the French imparfait carries an imperfective and a non-perfect meaning while the passé composé carries a perfective and a perfect meaning in spoken French.

Here are some sample sentences to illustrate these

different aspectual meanings ("Imp." refers to imparfait and "PC" to passé composé):

- Imperfective meaning:

(1a) *Elle _examinait_ (Imp.) son mari avec grande*
     she was watching her husband with great

     attention pendant qu'il lisait son journal.
     attention while he was reading his newspaper.

The use of the imparfait emphasizes the length of the action described by the verb.

- Perfective meaning:

(1b) *Elle _a examiné_ (PC) son mari avec grande*
     she watched her husband with great

     attention pendant qu'il lisait son journal.
     attention while he was reading his newspaper.

The use of the passé composé reduces the action to a limited span.

- Perfect meaning:

(1c) *Elle _a assité_ (PC) à toutes les courses de chevaux*
     she has attended all the horse races

     depuis le début de la saison.
     since the beginning of the season.

The use of the passé composé confers to the event a certain relevance to the present time or time of the utterance, that is, the event described by the verb in the passé composé is still true at the time of the utterance.

- Non-perfect meaning:

(1d) *Elle <u>assistait</u> (Imp.) à toutes les courses de chevaux*
     she used to attend all the horse races

     quand elle habitait à Longchamps.
     when she used to live in Longchamps.

In this example, there is no relevance whatsoever to

the present time or time of the utterance, that is, the

event described in the imparfait was true for the time

mentioned in the utterance, but may or may not be true for

at the time of the utterance.

This approach is general enough to account for most

occurrences of both tenses in spoken discourse, but it fails

to explain the different functions encoded in the use of

each tense in the following sentences:

(2a) *Il l'<u>attendait</u> (Imp.) des heures entières.*
     He used to wait for her for hours.

(2b) *Il l'<u>a attendue</u> (PC) pendant des heures.*
     He waited for her for hours.

Comrie's approach is able to explain some differences

between the two sentences in terms the aspectual meanings

defined above - (2a) carrying an imperfective meaning while

(2b) carries a perfective meaning. However Comrie's approach

fails to explain that the main difference between both

sentences is that (2a) refers to a repeated action in the past, while (2b) refers to an action which occurred once only in the past.

Cox (1982) bases his approach to passé composé and imparfait on the notion of inceptivity or inchoativity. He argues that what characterizes verbs in the passé composé as opposed to the imparfait is that "they describe actions or states in such a way as to focus on their beginnings" (p.232). This account is questionable. Indeed, according to Cox, the distinction expressed by the use of imparfait and passé composé in the following 2 sentences is that the first one "excludes the beginning from the speaker's focus whereas [the second] describes the action from its inception" (p.233).

(3a) *Il se noyait (Imp.) et personne ne tentait de*
He was drowning and no one was trying to

    lui venir en aide.
help him.

(3b) *Après s'être débattu pendant plus d'une heure,*
After having struggled for more than an hour,

    il s'est noyé (PC) sans que personne n'ait pu
he drowned without anyone being able

    lui venir en aide.
to help him.

Cox's model explains the distinction between (3a) and (3b) but only partially. Indeed, according to Cox's model, in (3a) both the beginning and the end of the action are excluded from the speaker's focus and in (3b) both the beginning and the end of the action are within the speaker's focus. However, Cox's model fails to capture the main distinction between both sentences, which resides most obviously and heavily in the fact that (3a) emphasizes the process of the action, while (3b) clearly emphasizes its end point or termination. On the basis of these considerations, Cox's model is clearly inadequate.

Grobe (1967) studied the distinction between the imparfait and the passé simple which is a more formal equivalent of the passé composé. He argues that actions whose beginning point, end point or both are emphasized are restrictive and therefore should be expressed in the passé simple - or passé composé, while actions which do not have a precise beginning or end are global and should be expressed in the imparfait. Grobe's model accounts for the differences between (3a) and (3b). Indeed, in (3a) where the emphasis is on the process of the action, the verb is expressed in the imparfait and in (3b) where there is a clear emphasis on the

end point of the action, the verb is expressed in the passé composé. However, Grobe's model seems too limited to be able to capture the distinction between (1c) and (1d). While neither sentence clearly refers to the beginning or end point of the action, the use of passé composé is perfectly appropriate. Furthermore, Grobe's model fails to capture the relevance to the present time of (1c) and the habitualness of (1d).

Bryant's model (1980) is more specific in that it contrasts the imparfait and the passé composé in terms of not only global, inceptive and terminative aspects, but also of habitual, durative, iterative and punctual aspects. His analysis which is concerned only with the 2 verbs <u>falloir</u> and <u>pouvoir</u> seems to miss one important aspect involved in those 2 verbs when used in the past tense, that is realization (Cox, 1982, p 231). The only distinguishing element between sentences (4a) and (4b) and sentences (5a) and (5b) is whether the action of the verb was actually performed for sure or not.

(4a) *Il <u>m'a fallu</u> (PC) deux heures pour arriver à*
     It took me two hours to get to

     l'aéroport et évidemment j'ai manqué mon avion.
     the airport and of course I missed my flight.

(4b) *Il me fallait (Imp.) deux heures pour arriver à*
It would take me two hours to get to

l'aéroport. C'était sûr que j'allais manquer
the airport. It was sure I was going to miss

le départ de Marc. Alors je l'ai appelé pour lui dire
Mark's departure. So I called him to tell him

au revoir.
good bye.

(5a) *Il a pu (PC) entreprendre une nouvelle carrière*
He was able to start a new career

à l'âge de 35 ans. Il est devenu patron d'une petite
at the age of 35. He became the boss of a small

entreprise de dix employés.
business with ten employees.

(5b) *Il pouvait (Imp.) entreprendre une nouvelle carrière*
He could start a new career

à l'âge de 35 ans mais l'énergie et l'ambition
at the age of 35 but the energy and ambition

lui manquaient. Il est resté mécanicien chez Midas.
failed him. He remained a mechanic with Midas.

The actions described by the verbs in (4a) and (5a)

have actually taken place, while this is not the case in

(4b) and (5b).

A Discourse Approach

Hopper (1979) proposes an approach to define the

distinction between passé composé and imparfait which seems

much more practical and, therefore, better adapted for FFL teaching. He explains the distinction between the two French past tenses in terms of their function in discourse. He claims that the imparfait - an imperfect tense - assumes a backgrounding function in discourse, while the passé composé - a perfect tense - assumes a foregrounding function. This distinction is illustrated in the following sentence:

(6a) *Anne regardait (Imp.) la télévision quand*
     Ann was watching TV when

     le téléphone a sonné (PC).
     the telephone rang.

The verb in the imparfait, *regardait*, describes the ongoing action - or background action - that was taking place when the other action - the phone ringing - occurred. The action of the phone ringing is the focus of the utterance - or foreground - and is therefore expressed in the passé composé, *a sonné*.

This explanation accounts for the distinction between both tenses in situations where there is a clear background and a clear foreground as in (6a), but it fails to explain why the imparfait is required in the last clause of the following sentence where the action it describes is the foreground:

(7a) *C'était (Imp.) incroyable. Quand elle habitait (Imp.) à*
    That was incredible. When she used to live in

    Longchamps, elle assistait (Imp.) à toutes les
    Longchamps, she used to attend all the

    courses de chevaux.
    horse races.

The use of the imparfait, *assistait*, in (7a) cannot be explained by the context of the discourse. It is justified by an emphasis on the habitual aspect of the action.

None of the approaches discussed above manage to explain adequately the passé composé and imparfait distinction. Whether they are too general or too specific, they cannot account for the use of both tenses in all instances. Furthermore, some of them are very theoretical and therefore inadequate for FFL classrooms.

Two more comprehensive approaches to the passé composé/imparfait distinction, which incorporate some aspectual and discourse considerations as well as a semantic factor are available in the literature: De Both-Diez (1985) and Abrate (1983). We will review these two approaches and, on their basis, define the theoretical frame for the passé composé and imparfait which will be used in our study.

More Comprehensive Approaches

De Both-Diez' Model

De Both-Diez (1985) explains the use of the passé composé and imparfait in terms of two aspectual notions; she distinguishes between Aspect I, an aspectual notion based on the semantic nature of the verbs, and Aspect II, the traditional grammatical values of perfectivity and imperfectivity. Aspect I is based on the semantic distinction between transitional verbs and non-transitional verbs. De Both-Diez defines transitional verbs as verbs "which do not contain in themselves the concept of duration and which involve the beginning and the end of the process" (p.6). Verbs such as *entrer* 'to come in', *sortir* 'to go out', *s'apercevoir* 'to realize' or *mettre* 'to put on' fall into this category. De Both-Diez defines as non-transitional verbs verbs which "express a state or an action susceptible to last indefinitely and which do not need to reach their final limit to become real" (p.6). Verbs such as *être* 'to be', *avoir* 'to have', *manger* 'to eat', *radoter* 'to ramble' fall into this category.

According to De Both-Diez, the context has an influence

on Aspect I and may change a transitional verb into a non-transitional one, as shown in the following example (from De Both-Diez, p.6):

> *Je suis en train de mettre mon manteau*
> I am in the process of putting on my coat

In this example, the transitional verb *mettre* tends to take the aspectual value of a non-transitional verb.

De Both-Diez also claims that Aspect II may confirm or on the contrary neutralize the value of Aspect I as illustrated in her example (p.8):

(8a) *Ma soeur savait que nous viendrions*
     My sister knew that we would come

(8b) *Ma soeur a su que nous viendrions*
     My sister learned that we would come

In (8a), the non-transitional value of the verb *savoir* is confirmed by the use of the imparfait, while in (8b) it is neutralized by the use of the passé composé. In (8b), the verb savoir takes on a transitional value.

De Both-Diez' Model is very comprehensive, including aspectual, discourse and semantic factors. However, it may not be very practical for learners of French. Indeed, the learner does not get any guidance as far as which tense should be normally used with transitional verbs and which

tense should normally be used with non-transitional verbs. For example, the non-transitional verbs *être* and *manger* would normally be used in the imparfait and in the passé composé respectively. The semantic distinction involved in Aspect I of De Both-Diez' Model between transitional and non-transitional verbs does not offer any explanation for this. The model proposed by Abrate (1983), is much more practical in that sense, as we will show, since it manages to explain, from the semantic nature of the verb, which tense should normally be used for that verb.

Abrate's Model

Abrate (1983) argues that the use of the passé composé or imparfait in French is highly motivated by the semantic nature of the verb in question. She introduces a model in which the distinction between momentary and non-momentary quality of verbs is fundamental.

She defines momentary verbs (MV) as "definable to a limited 'moment' in time" (p. 548), which includes most action verbs, and non-momentary verbs (NMV) as "verbs for which it is more difficult (not necessarily impossible) to define the 'moment' of their occurrence" (p. 549). According

to her, non-momentary verbs include verbs of thought,
feeling and weather. She claims that momentary verbs should
be used in the passé composé in discourse or narratives,
unless emphasis is put on repetition or continuity, in which
case the imparfait should be used. Non-momentary verbs
should be used in the imparfait, unless emphasis is put on
termination or momentariness of the event, in which case
passé composé should be used. Abrate's model is summed up in
Table I.

TABLE I

ABRATE'S MODEL OF THE
IMPARFAIT/PASSE COMPOSE DISTINCTION
(from Abrate, 1983, p.548)

	Momentary verbs	Non-momentary verbs
Imparfait	Continuity or repetition is emphasized	Without contrary indications
Passé Composé	Without contrary indications	Termination or momentariness is emphasized

Table II shows how Abrate applies her model to justify
the use of either passé composé or imparfait in sample
sentences.

TABLE II

APPLICATION OF ABRATE'S MODEL
TO SAMPLE SENTENCES
(From Abrate, p. 551)

	Momentary verbs	Non-momentary verbs
I M P	1. Je perdais toujours mon argent.R 2. Tu parlais souvent à Jean. R 3. Le film durait trois heures. C 4. J'oubliais toujours son nom. R 5. Nous rentrions toujours à quatre heures. R 6. Il écrivait toujours des lettres. C/R 7. Je travaillait toujours huit heures. C/R 8. Vous m'entendiez. C 9. Tu comprenais la réponse. C 10. Elles venaient souvent te voir. R	A. Il était malade. B. Tu voulais sortir. C. Vous saviez la réponse. D. Je regrettais son départ. E. Il faisait beau hier. F. Il avait peur des chiens. G. J'aimais mes amis français. H. Ils pouvaient me voir. I. On attendait l'autobus. J. Il se souvenait de ses vancances.
P C	1. J'ai perdu mon argent. 2. Tu as parlé â Jean. 3. Le film a duré trois heures. 4. J'ai oublié son nom. 5. Nous sommes rentrés à quatre heures. 6. Il a écrit des lettres. 7. J'ai travaillé 8 heures. 8. Vous m'avez entendu. 9. Tu as compris la réponse. 10. Elles sont venues te voir.	A. Il a été malade. M/T B. Tu as voulu sortir. T C. Vous avez su la réponse.M/T D. J'ai regretté son départ.T E. Il a fait beau hier. T F. Il a eu peur des chiens. M G. J'ai aimé mes amis français. T H. Ils ont pu me voir. M/T I. On a attendu l'autobus. T J. Il s'est souvenu de ses vacances. M

R=repetition   M=momentariness
C=continuity   T=termination

Here is a detailed explanation of Abrate's model for

one sentence in each of the four categories of momentary

verbs in passé composé (MV in PC), non-momentary verbs in

imparfait (NMV in Imp), momentary verbs in imparfait (MV in Imp) and non-momentary verbs in passé composé (NMV in PC) presented in Table II:

- MV in PC:

    In (1) the action described by the verb happened once in the past and is now completed. No additional value is brought to the sentence.

- NMV in Imp:

    In (A) the verb in the imparfait describes a state in the past with no additional value. (A) could be translated as follows: *He was sick.*

- MV in Imp:

    In (1) the use of the imparfait accompanied by the adverb *toujours* emphasizes the fact that the action of the verb has recurred several times in the past. Therefore a repetitive value is added to the sentence. (1) could be translated as follows: *I used to lose my money all the time.*

    In (3) the use of the imparfait accompanied by the terms *trois heures* emphasizes the fact that the action of the verb lasted a while. Therefore a value of continuity is added to the sentence. (3) could be

translated as follows: *The film was lasting three hours*.

- NMV in PC:

In (B) the use of the passé composé emphasizes the termination point of the action or situation described by the verb. (B) could be satisfactorily translated as follows: *You decided you wanted to go out*, since the literal translation *you wanted to go out* does not reflect the additional value encoded by the use of the passé composé.

In (F) the use of the passé composé emphasizes the momentariness of the situation. (F) could be satisfactorily translated as follows: *He got scared of the dogs*, since the literal translation *He was scared of the dogs* does not reflect the additional value encoded by the use of the passé composé.

As shown in Table III, this model is able to account for the use of both the imparfait and the passé composé from all of our previous sample sentences. Here is an explanation of how the distinction of four functors MV in PC, NMV in Imp, MV in Imp and NMV in PC as defined by Abrate fits all of our previous sample sentences.

TABLE III

APPLICATION OF ABRATE'S MODEL
TO OUR PREVIOUS SAMPLE SENTENCES

	Momentary verbs	Non-momentary verbs
I M P	1a. Elle _examinait_ son mari avec grande attention pendant qu'il lisait son journal. C 1d. Elle _assistait_ à toutes les courses de chevaux quand elle habitait à Lonchamps. R 2a. Il l'_attendait_ des heures entières. C/R 3a. Il se _noyait_ et personne ne tentait de lui venir en aide. C 6a. Anne _regardait_ la télévision quand le téléphone a sonné. C 7a. C'était incroyable. Quand elle _habitait_ à Longchamps, elle _assistait_ à toutes les courses de chevaux. C/R.	7a. C'_était_ incroyable. Quand elle habitait à Longchamps, elle assistait à toutes les courses de chevaux. 8a. Ma soeur savait que nous viendrions.
P C	1b. Elle _a examiné_ son mari avec grande attention pendant qu'il lisait son journal. 1c. Elle _a assisté_ à toutes les courses de chevaux depuis le début de la saison. 2b. Il l'_a attendue_ des heures entières. 3b. Après s'être débattu pendant plus d'une heure, il s'_est noyé_ sans que personne n'ait pu lui venir en aide. 4a. Anne regardait la télévision quand le téléphone _a sonné_.	4a. Il m'_a fallu_ deux heures pour arriver à l'aéroport et évidemment, j'ai manqué mon avion. T 5a. Il _a pu_ entreprendre une nouvelle carrière à l'âge de 35 ans. Il est devenu patron d'une petite entreprise de dix employés.T 8b. Ma soeur a su que nous viendrions. M

(4b) and (5b) are not included because the verbs "falloir"

and "pouvoir", as well as "devoir", assume a conditional

meaning in the imparfait, which does not apply to any other

verbs and therefore does not interest us here.

   - MV in PC:

   In (1b), (1c), (2b), (3b), and (4a), the action
   described by the verb in the passé composé is reported
   as a one-time, completed action in the past without
   special emphasis.

   - NMV in Imp:

   In (7a) the state described by the verb in the
   imparfait *était* reports a state in the past without
   additional value.

   - MV in Imp:

   In (1a), (3a), (6a) and the first finite verb in (7a),
   the use of the imparfait emphasizes the length or on-
   going nature of the action described by the verb.
   In (1d), (2a) and the second finite verb in (7a), the
   action described by the verb in the imparfait is
   emphasized as an action that ocurred several times in
   the past.

   - NMV in PC:

   In (7a) the action described by the verb in the
   imparfait, *était*, simply reports a state in the past.
   The action described by the verb in the imparfait,

habitait, is reported with emphasis on its length. The action described by the verb in the imparfait, *assistait*, is reported with special emphasis on its repetitiveness.

Although no empirical study has been done to establish or refute the validity of this model, it is comprehensive. Indeed, the four possible ways of using both passé composé and imparfait in her model encode all possible functions of each tense.

The only criticism that could be made of Abrate's model deals with the degree of arbitrariness in classifying a verb as a momentary or non-momentary verb. Abrate acknowledges that such classification involves indeed the speaker's perception of the verb in question. However, this limitation can be circumvented by a high level of consistency when classifying each verb.

Conclusion

Since the functions encoded by both tenses are quite different cognitively and linguistically, it can be assumed that they are acquired at different times and, therefore, the four functors mentioned in Abrate's model are likely not

to be acquired at the same time either. The next chapter will present an account of what is known about the acquisition of the passé composé and the imparfait and will examine how the application of Abrate's model can make valuable contributions in that domain.

CHAPTER IV

ON THE ACQUISITION OF PASSE COMPOSE ET IMPARFAIT

Several studies about the acquisition of the two French
past tenses - passé composé and imparfait - are available in
the literature. Since L1 acquisition has proven to have some
relevancy for the studies of L2 acquisition, I shall open
this section by reviewing the studies done on the
acquisition of passé composé and imparfait by native
speakers of French. I shall then review the studies
conducted on learners of French as a second language - FSL
learners. A critical examination of these studies will
reveal that such studies provide valuable information but
that their contribution to our study is rather limited.

Studies of Native Speakers

The literature of the past twenty years reveals only
three in-depth studies dealing with the acquisition of
temporal and aspectual values of past tenses in French by

native speakers: a longitudinal study (Decroly & Degand, 1973) and two cross-sectional studies (Kielhöfer, 1982 and Bronckart & Sinclair, 1973).

Throughout this paper, I will refer to ages in the following manner: x;y - where x refers to the number of years and y to the number of months; therefore 2;1 means 2 years and 1 month old.

A Longitudinal Study

Decroly and Degand (1913) studied the development of the notion of time in a little French girl (from birth to age 5;6). Their observations focused mainly on the development of lexical items related to time, not tense. However, the raw data presented in the article allow the following remarks:

- The present is used to refer to any past event or situation before the age of two.
- The past participle is used from age 2 to express the cessation of an action
- The passé composé is used to refer to completed past events from age 2;1. (first with some errors of form, e.g. wrong auxiliary)

- The imparfait starts to be used to refer to an event which was present in a moment in the past from age 2;9.

- The imparfait is used to refer to background conditions in the past from age 3;3.

These observations reveal some elements of information about the sequence of acquisition of the four functors under investigation in our study, namely that the functor MV in PC is acquired first, then the functor NMV in Imp, then the functor MV in Imp. No information can be obtained for the functor NMV in PC. As far as the route of acquisition is concerned, the following stages for the functor MV in PC were identified: present only, past participle, then passé composé with some errors of form.

Cross-Sectional Studies

Bronckart and Sinclair (1973) examined how French children used tenses to convey temporal and aspectual factors in the description of past events. They worked with a group of 74 children divided in 5 categories of age from 2;11 to 8;7. The task the children were asked to perform consisted in the re-telling of different events in situations created by the experimenter involving a

collection of diverse toys. These situations were designed

to include six perfective events (events with a clear

result, covering a certain distance in space and terminating

at a predetermined spot), which would elicit our functor MV

in PC, 2 imperfective events (events with no result

consisting of circular movements of animals in their

habitat), which would elicit our functor MV in Imp, and

three aperfective events (events involving no distinction

between perfective and not perfective consisting of

auditorily perceived events. Within these three categories,

events also varied in duration, repeatedness and

continuousness. Here is the list of situations provided to

the subjects, where P=perfective, I=imperfective,

D=durative, F=frequentative, A=aperfective, S=success and

n=not (from Bronckart & Sinclair, p.113):

1. P/D(10sec)/nF;   a truck slowly pushes a car towards
                       a garage.

2. P/nD(1sec)/nF;   a car hits a marble which rapidly
                       rolls into a pocket.

3. P/D(10sec)/F/S;   the farmer jumps over ten fences and
                       reaches the farm.

4. P/nD(2sec)/nF/S; the farmer's wife jumps in one big
                       jump over ten fences and reaches the
                       farm.

5. P/D(5sec)/F/nS; the cow jumps over five fences and
                    does not reach the stable.

6. P/nD(1sec)/nF/nS; the horse jumps over one fence and
                     does not reach the stable.

7. I/nD(3sec)/nF;   a fish swims in the basin (circular
                    movement).

8. I/D(15sec)/nF;   a duck swims in the basin (circular
                    movement).

9. A/nD(½sec)/nF;   the sheep bleats once.

10. A/D(8sec)/F;   the cat cries eight times (cries: ½
                    sec., intervals: ½ sec.).

11. A/D(8sec)/nF;   the baby emits a long wail.

Bronckart and Sinclair reported the following findings
among others:

- In the description of perfective events, passé composé
  is used in 78% of the cases, present in 19% and
  imparfait in 3% by all children overall, the imparfait
  forms appearing around age six.

- In the description of imperfective events, present is
  used in 76% of the cases, imparfait 13% and passé
  composé 11% by all children overall. Children started
  to use imparfait only from age six on.

This study cannot be easily related to Decroly and
Degand's findings (1913) since it focuses on the aspectual

value of tenses and not as much on their temporal value. But it is somewhat complementary to it since it shows the alternative choice of the subjects to passé composé and imparfait depending on the type of situation and their age. However, the study might be faulted due to the design of the task itself which supplies situations with only very limited context without superposition of two events as in : "The duck swims in the basin <u>and</u> the farmer jumps in the basin". The inclusion of such sentences may have elicited the imparfait to refer to the action of the duck at a much earlier age than is reported in Bronckart and Sinclair's results.

We can conclude from Bronckart & Sinclair's study that the functor MV in PC is acquired first followed by the functor MV in Imp; no information can be obtained concerning the functors NMV in Imp and NMV in PC. As far as the route of acquisition is concerned, the following stages have been identified for the functor MV in PC: present, some passé composé, some imparfait and eventually all passé composé; and the following stages have been identified for the functor MV in Imp: present, passé composé, some imparfait, all imparfait.

The cross-sectional study by Kielhöfer (1982) reconciles the two studies by Decroly & Degand (1913) and Bronckart & Sinclair (1973). It establishes a sequence of acquisition of the distinction between the two French past tenses - imparfait and passé composé. Kielhöfer conducted an experimental study involving French children from age 4 to 8 attending school from the "école maternelle" (equivalent to pre-school) up to the "école primaire" level (equivalent to grade 1 through 5). Each level participated in a game involving two puppets from the show "Sesame Street": Ernie and Bert. The game - le jeu du Passé - had two different versions:

1.   *"aujourd'hui - hier"* (today - yesterday): Ernie would utter, through the researcher, a sentence in the present tense starting with *aujourd'hui* 'today' and Bert would respond, through one of the students, with the same sentence but in the passé composé starting with *non, hier,...* 'no, yesterday...'.

     Ernie: *aujourd'hui, je donne (present) mes jouets.*
               today, I give my toys.

     Bert: *non, hier, j'ai déjà donné (PC) mes jouets.*
               no, yesterday, I already gave my toys.

2. *"maintenant - avant"* (now - before): Ernie would utter,

    through the researcher, a sentence in the present tense

    starting with *maintenant* 'now' and Bert would respond,

    through one of the students, with the same sentence but

    in the imparfait starting with *avant* 'before'.

    Ernie: *maintenant, je donne (present) mes jouets.*
            now, I give my toys.

    Bert: *avant, je ne donnais (Imp) pas mes jouets.*
            before, I would not give my toys.

    Kielhöfer determined a sequence of acquisition of passé

compose and imparfait (Figure 1) on the basis of frequency

of use and accuracy. The form(s) reported in the figure for

each age group represent the form that was predominant by

percentage in the correct answers of the subjects from that

age group. According to that sequence, the passé composé

emerges around the age of 3;5 to refer to any past events or

states. Around the age of 5, a first distinction appears in

the use of the tenses to refer to past events: an event with

a visible result, which would elicit our functors MV in PC

or NMV in PC, is likely to be reported in the passé composé,

while an event without visible result, which would elicit

our functors NMV in Imp or MV in Imp, is likely to be

reported in the present, which is presumed to be an anticipated form for the imparfait. The imparfait finally emerges at the age of 7 when the distinction between complete and incomplete event appears, complete events being reported in the passé composé, and incomplete events in the imparfait.

FIGURE 1

KIELHOFER RECONSTRUCTED SEQUENCE OF ACQUISITION
OF THE IMPARFAIT/PASSE COMPOSE DISTINCTION
BY NATIVE SPEAKERS OF FRENCH
(from Kielhöfer, 1982, p.90)

age	predominant tense	functions
from 1;4	present	general atemporal form
from 2;3	past participle	used as adjective with resultative value
from 3;5 to 5	passé composé	general past form without distinction of aspect
from 5 to 6/7	present anticipated form for imparfait passé composé	emergence of aspectual opposition: action with / without visible result
7 or 8	imparfait passé composé	distinction incomplete /complete event

This study presents a few problems. The task used to elicit the two past tenses provides indeed a very limited

context, which may have influenced the subjects to use the passé composé or present rather than the imparfait. It furthermore did not allow the use of imparfait encoding the functions of description or continuity. Furthermore, Kielhöfer did not make his data available; it is therefore impossible to know to what extent the forms mentioned in the figure were predominant for each age group or which were the alternative forms supplied by the subjects and in which proportion.

Kielhöfer's study supplies nevertheless the following information concerning the order and route of acquisition of the two French past tenses: the passé composé is acquired prior to the imparfait, but no distinction is drawn between the different functions of the two tenses; the stages of acquisition for the passé composé are: present, past participle and all passé composé; and the stages of acquisition for the imparfait are: present, past participle, passé composé, present and all imparfait. No information is supplied concerning the distinction momentary/non-momentary verbs.

However a few discrepancies exist among the results of these three studies involving native speakers. There are

indeed slight variations in the ages corresponding to the different stages of the sequence of acquisition. According to Kielhöfer, the imparfait is a dominant form to report an incomplete action from the age of 7 on, while Decroly & Degand (1913) claim that the imparfait emerges around the age of 3;3 to report a background action and Bronckart & Sinclair (1973) claim that it emerges around the age of 6 to report imperfective events. As far as the passé composé is concerned, Kielhöfer claims that it is dominant to report any past action from the age of 3;5 on, while Decroly & Degand (1913) claim that it emerges around the age of 2;1 and Bronckart & Sinclair (1973) around the age of 2;11 to report perfective actions.

In spite of those discrepancies, it can be retained from the literature that the passé composé is acquired prior to the imparfait by native speakers.

Studies of Non-Native Speakers

Two cross-sectional studies of FSL learners are available: Kaplan (1983) and Véronique (1986).

Kaplan (1983) conducted an error analysis in the use of passé composé and imparfait in the speech of non-native

speakers of French. She interviewed 16 university students learning French at the beginning and intermediate levels. The interviews consisted of 15 minute descriptive and narrative monologues - whose content is not described - where passé composé and imparfait were elicited. The study brought the following results. Errors of form consist of the use of the right tense, with an error on the suffix for the imparfait or an error on the auxiliary and/or past participle ending for the passé composé. Errors of distribution consist of the use of an alternate tense where the context required the imparfait or the passé composé

- in all levels students produced mostly errors of form* with passé composé and almost none of distribution**.

- in all levels students produced mostly errors of distribution with the imparfait and almost none of form.

- the distribution errors made with the imparfait consisted of the alternate use of the present tense.

- the verb *aller* 'to go' is the most used verb in the passé composé and the verb *être* 'to be' is the most used verb in the imparfait - both with great accuracy. On the basis of frequency and accuracy of use, she

concludes from her data that the passé composé is acquired first by the students. This result confirms the same observations made for native speakers by Decroly & Degand (1913) and by Kielhöfer (1982). The alternate use of present tense in place of the imparfait also confirms Kielhöfer's study as well as Bronckart & Sinclair study (1973). However, her study fails to establish any progression in the type or frequency of errors made by beginners as opposed to intermediate students. Furthermore, due to the fact that her raw data are not presented in the article, it is not possible for the reader to reconstruct this progression. Finally the grouping of the subjects under "beginners" or "intermediates" was based on the enrollment of the students in a beginning level or intermediate level course at the University of Pennsylvania. It therefore relies on this university's placement policy which may greatly vary from another university's policies. Therefore it seems problematic to generalize Kaplan's findings. This pitfall would have been avoided if a more objective method of grouping had been used.

However, we can conclude from Kaplan's study that non-native speakers of French acquire the passé composé before

the imparfait and that the route of acquisition of the passé composé include a stage of passé composé with a high frequency of errors of form. The study mentions that the present is often used instead of the imparfait but it does not specify the proportion of such alternative use for each level. No developmental trend could therefore be defined for the imparfait. Furthermore, no information was supplied concerning the distinction between momentary/non-momentary verbs.

In another study involving non-native speakers, Véronique (1986) makes some observations about the use of imparfait and passé composé by 11 adult subjects in narratives. The narratives consisted of interviews with an investigator about daily life topics such as work, life in France, etc. The communicative and linguistic proficiency of each subject was evaluated by the investigator and the subjects were assigned to one of the beginning, intermediate and advanced levels. However, the emphasis of his study is not on verb tenses but on general strategies used by non-native speakers of French from different levels of proficiency to refer to past events. The following information is therefore drawn not from his conclusions but

from the examination of his raw data (the characters in brackets refer to the phonetic transcription using the International Phonetic Alphabet):

For the beginning level:

- use of passé composé with the auxiliary *avoir* for all verbs

- exclusive use of verbs whose past participle ends in [e]

- no use of imparfait: alternate use of present

- use of ambiguous forms [ʒete] in place of the imparfait form *j'étais* or the passé composé form *j'ai été* of the verb *être 'to be'*

For the intermediate level:

- use of passé composé with the auxiliary *avoir* for most verbs

- a few instances of correct use of the auxiliary *être 'to be'* in the passé composé forms

- exclusive use of verbs whose past participle ends in [e]

- one instance of imparfait; alternate use of present

- use of the ambiguous form [ʒete] in place of the imparfait form *j'étais* or the passé composé form *j'ai*

été of the verb *être* 'to be'

For the advanced level:

- use of passé composé with correct auxiliary

- use of irregular verbs in passé composé

- a few instances of use of imparfait, with still the alternate use of present

The analysis of Véronique's data suggests, as Kaplan's study did, that the passé composé is acquired prior to the imparfait, without any distinction between momentary and non-momentary verbs.

As far as the route of acquisition is concerned, Véronique's study suggests that the full acquisition of the passé composé is preceded by a stage with many errors of form on the choice of the auxiliary and that the imparfait is acquired through the following stages: present, some ambiguous forms ending in [e], some imparfait, and all imparfait. Here again, no distinction is made between momentary and non-momentary verbs.

However his data were collected from only 7 non-native speakers, which is rather insufficient to establish a meaningful trend. Furthermore, like in Kaplan's study (1983), the grouping of the subjects under the three

proficiency levels (low, intermediate and advanced) is highly problematic. The subjects' linguistic proficiency was assessed by an investigator but the criteria used for this assessment are not described. Although the intra-rater reliability of the assessment might have been guaranteed, the inter-rater reliability of the assessment with other studies cannot be achieved.

The comparison between Kaplan's and Véronique's studies highlights the following discrepancy: Kaplan does not report any ambiguous forms such as all[e] without auxiliary, which are frequently found in Véronique's study. It would be useful to know whether she did not encounter any or if she classified them as errors and, if so, whether she classified them as errors of distribution or errors of form.

However, neither study involving non-native speakers differentiates between the various functions encoded by both past tenses. Which function of the imparfait is acquired first, the descriptive function (with non-momentary verbs) or the continuity one (with momentary verbs)? Similarly, when passé composé is acquired, are all functions of the tense acquired simultaneously?

Conclusion

In a controlled experiment we will try to describe in great detail the acquisition of the passé composé and the imparfait by non-native speakers. We will try to define the sequence in which each of the four functors are acquired as well as the successive stages through which each of the four functors are acquired.

CHAPTER V

METHODS

This chapter describes the methods used for the present
study. We will start with a description of the subjects,
followed by a detailed account of the experiment, and of the
computation and analysis of the data.

Subjects

The subjects involved in this study were 55
undergraduate American college students from all levels:
Freshman through Senior. They were all enrolled in one of
the French courses offered at Oklahoma State University in
the Fall of 1994. Here is the distribution of students by
courses:

        19 students in 2nd semester French

        15 students in 2nd year French

        21 students in 3rd year French

Eight subjects were left out of the data due to the fact that, having misinterpreted the instructions for the task, they did not satisfactorily perform our experiment. Our data include, therefore, only 47 non-native subjects.

Thirty-four native speakers also participated in the study as a control group. They were all students from the Law School at the University of Nantes, located in a city of 600,000 people located on the West coast of France. Eight native subjects were eliminated from our data on the following grounds: 3 subjects spoke a North African variety of French, 1 subject's narration was partially erased by accident, 4 subjects did not follow our instructions and, therefore, did not perform the experiment satisfactorily. Only 26 native subjects were, therefore, included in our data. The native subjects were simply assigned a letter from A to Z.

Experiment

The Task

All subjects were asked to talk about a series of eight pictures (Appendix A), which represented what Anne and Paul,

two fictitious characters, did together Saturday of the
previous week. The pictures were adapted from the French
workbook French for Mastery by Valette & Valette (1988). The
series of pictures was designed to elicit the four functors
under investigation: momentary verbs in passé composé (MV in
PC), non-momentary verbs in imparfait (NMV in Imp),
momentary verbs in imparfait (MV in Imp) and non-momentary
verbs in passé composé (NMV in PC). Pictures 1, 3, 4, 5 and
8 portray two actions, a main one, which is supposed to
elicit MV in PC, and a side action, which is supposed to
elicit NMV in Imp or MV in Imp. Pictures 6 and 7 portray
only one main action and are supposed to elicit MV in PC.
Picture 2 was designed to elicit mostly a NMV in Imp.
However, we suspected that the subjects might focus their
narration on the main action of each picture, using mostly
MV in PC, as opposed to the other three functors. We
therefore included additional visual cues, such as the
colored clothes of the characters, the clock in picture 3,
the sun in picture 5 and the price of the ice cream in
picture 6 in order to increase the likelihood of eliciting
NMV in Imp. In the instructions given to the subjects we
mentioned these details in English as suggestions for things

to talk about, to ensure that the subjects would notice these cues.

The non-native speaking subjects were brought by class to the OSU language laboratory where the subjects' narrations could be recorded simultaneously. There was no face to face interaction between the researcher and the subjects, which was assumed to put the subjects more at ease. No cues other than the pictures or feedback was provided to the subjects. No notice was made of the subjects' facial expressions or gestures that may have accompanied the narration.

The native speakers performed the same task but in a much less formal setting. They were interviewed on an individual basis in the hall of the university during breaks between classes. The same instructions and suggestions for narration as those given to the non-native speakers were given to the native speakers.

Transcription

The narrations of all subjects were transcribed. These transcripts can be found in Appendix B for the non-native subjects, referred to as NNS, and in Appendix C for the

native subjects, referred to as NS, with an explanation of the symbols used. We transcribed as well certain elements which we believed to be relevant to or helpful for the computation of the data: falling intonations marking the end of a sentence, repetitions, self-repairs, incomplete sentences, pauses and hesitations.

For the transcription, we used a spelling which reflected best the actual utterances by the subjects. This involved a certain amount of decision on our part since, in some cases, the subject may have mispronounced a word which he would have written correctly. For example, the utterance of NNS 36:

[setɛ un bon ʒur] (phonetic transcription in IPA)

was transcribed as *c'était une bonne jour*, although the subject may have attempted to pronounce *c'était un bon jour* or *c'était une bon jour* or *c'était un bonne jour*. Since the ambiguity involved in the transcription never seemed to have any relevance for our study, we simply chose randomly one spelling over the other possible ones.

We then examined the transcripts of the native and non-native subjects to first compute the mean length of minimal terminal units - or T-units - for all subjects and then to

tally the instances of each of our four functors among the native subjects and to classify each verbal form used by the non-native subjects as a correct form or variant form of one of our four functors.

These figures first allowed us to compare the performance on the task of the non-native subjects to that of the native subjects in our control group. Furthermore, these figures supplied the basis for our methods to establish the order of acquisition in which the four functors are acquired.

Computation of the Index of Language Experience

The non-native subjects were ranked on the basis of the length and level of instruction in French and of motivation. The necessary information was collected from the subjects at the time of the recording. A sample of the information sheet given to the subjects to be filled out can be found in Appendix D.

We designed an instructional index based on the number of semesters or credit-hours each subject had completed (including the courses he/she was currently enrolled in) at each of the following levels: High School, 2nd year in

college and 3rd year in college. The first-year level was
kept out of the computation since all subjects had 10
credit-hours at that level (5 completed credit-hours from
the first-semester course and 5 completed or currently being
taken from the second-semester course). In the computation
of this index, we decided to assign coefficients to each
level, the coefficient increasing with each level. The
rationale for these increasing coefficients was that the
recycling of the linguistic material through High School
then through 1st, 2nd and 3rd year in college should greatly
improves the language proficiency of the subjects.
Furthermore, the depth in which language is taught gradually
increases form High School to 2nd year, to 3rd year in
college. The following coefficients were, therefore,
assigned to the different levels:

Levels	Coefficients
High School	0.5
Second year	2.0
Third year	4.0

As an example, a student who had completed 4 semesters
in High School, 10 credit-hours at the 2nd year level and 3
credit-hours at the 3rd year level was assigned an index of

34 (4x0.5 + 10x2.0 + 3x4.0).

For each student, we also calculated an index of motivation based on different motivational factors which have been proven by previous research to have an effect on the learning of a foreign language in a classroom environment: factors related to instrumental motivation such as the reason for taking French and the goal pursued (Dörnyei, 1990), factors related to integrative motivation such as the amount of time spent in a French-speaking country (Gomes da Costa, 1975), and the existence of a French-speaking immediate family member (Ramage, 1990) and finally the grade the learner has received in his/her last French course, as it is reported to have an effect on the learner's attitude toward the language (Ramage, 1990). Each of the factors mentioned above was attributed a number of points between 0 and 6 on the basis of its relative importance to the other factors. When a student chose more than one response for a question, we kept only the response with the highest point-value for the calculation of the index.

Factors	Points
Grade in last French course	
A	4
B	2
C and below	0
Amount of time spent in a French-speaking country	
more than 6 months	6
1 to 6 months	4
less than 6 months	2
none	0
Existence of a French-speaking immediate family member	2
Reason for taking French in College	
For personal enrichment	4
French is a major	4
French is a minor	2
Required for degree	0
Goal pursued	
Become fluent	6
Be able to communicate	4
Be able to read	4
Get an exposure to a foreign language	2
Fulfill a requirement	0

As an example, a student who had obtained a B in his/her last French course, who had spent between 1 and 6 months in a French-speaking country, who does not have any French-speaking immediate family member, who is taking French as a major and who wants to become fluent in the language would receive a score of 18 (2+4+0+4+6).

The scores on the index of instruction and index of motivation were then added for each non-native subject to form a compounded index referred to as an index of language experience, which would reflect the subject's proficiency in French. The subjects were then assigned a rank based on this compounded index, student 1 with the lowest index and student 47 with the highest index.

In order to determine the different stages of acquisition of our 4 functors, we grouped the subjects in 4 categories based on the index of language experience. The four categories were defined by natural breaks in the series of scores on the index:

- In Category 1 are the subjects with a score ranging from 4 to 19, which coincides with subjects with no course at the 2nd year level.

- In Category 2 are the subjects with a score ranging from 21 to 28, which coincides with the subjects having no hours at the 3rd year level.

- In Category 3 are the subjects with a score ranging from 34 to 47, which coincides with the subjects having completed less than 6 credit hours at the 3rd year level.

- In Category 4 are the subjects with a score ranging from 50 to 99, which coincides with subjects having completed 6 or more credit hours at the 3rd year level. The distribution of subjects by category is the following:

Category 1 :	16 subjects
Category 2 :	7 subjects
Category 3 :	12 subjects
Category 4 :	12 subjects

The ranking of subjects by index of language experience as well as the distribution of the subjects by category can be found in Table IV.

Computation of the Mean Length of T-Units

A T-unit, as described by Hunt (1965), consists of a main clause, which he defined as containing a finite verb (p.16), together with all the subordinate clauses attached to it.

When working with non-native speakers, one has the choice between two types of T-units to investigate. The first alternative is to compute the mean length of error-

TABLE IV

RANKING OF THE NON-NATIVE SUBJECTS BY
INDEX OF LANGUAGE EXPERIENCE

Subjects	Number of Semesters in High School	Number of Hours at 2000 level	Number of Hours at 3000 level	Index of instruction	Index of motivation	Index of Language Experience
Category 1:						
1	0	0	0	0	4	4
2	0	0	0	0	4	4
3	2	0	0	1	6	7
4	0	0	0	0	8	8
5	0	0	0	0	8	8
6	6	0	0	3	6	9
7	4	0	0	2	8	10
8	0	0	0	0	13	13
9	4	0	0	2	12	14
10	5	0	0	2.5	12	14.5
11	8	0	0	4	12	16
12	6	0	0	3	14	17
13	4	0	0	2	16	18
14	0	0	0	6	12	18
15	0	0	0	10	8	18
16	10	0	0	5	14	19
Category 2:						
17	2	3	0	7	14	21
18	4	3	0	8	12	22
19	6	5	0	13	10	23
20	4	5	0	12	12	24
21	3	5	0	11.5	14	25.5
22	8	6	0	16	11	27
23	8	8	0	20	8	28
Category 3:						
24	8	8	3	20	14	34
25	0	5	3	22	12	34
26	8	3	3	22	12	34
27	0	7	0	26	8	34
28	0	8	0	16	18	34
29	6	8	3	19	16	35
30	8	10	0	24	14	38
31	4	9	3	32	10	42
32	8	5	3	26	18	44
33	2	10	3	33	12	45
34	4	10	3	34	12	46
35	6	10	0	35	12	47
Category 4:						
36	0	5	9	46	4	50
37	8	5	6	38	12	50
38	3	10	6	45.5	10	55.5
39	0	10	6	44	12	56
40	6	10	6	47	12	59
41	4	6	9	50	14	64
42	4	10	9	58	14	72
43	4	10	12	70	14	84
44	8	5	15	74	18	92
45	4	10	15	82	12	94
46	8	10	15	84	10	94
47	6	10	15	83	16	99

free T-units. This method measures primarily the grammatical knowledge of the speaker. It has been used by Scott & Tucker (1974) and Monroe (1975) who found it an adequate measure of language development for non-native speakers. However this method presents a major problem. Indeed, an error-free T-unit analysis tends to favor less advanced speakers who express themselves with great accuracy but at a very simplistic structural level as opposed to more advanced speakers who attempt to produce more complicated structures but with less accuracy. Another problem of the error-free T-unit analysis is the difficulty to establish with reliability what constitutes an error (Gaies, 1978).

The other alternative is to work with traditional T-units, that is regardless of the fact whether the units contain errors or not.

Since our purpose in running a T-unit analysis was primarily to obtain an index for the linguistic and communicative ability of our non-native subjects, we decided not to use the error-free T-unit analysis but the traditional T-unit analysis.

We conducted our T-unit analysis on the basis of the following principles:

- a conjunction of coordination connecting two main
clauses was counted with the second clause.

- repetitions were not included in the computation

- only the last form in a series of self-repairs was
included in the computation. For example:
et *ils allaient ils sont allés* au *Café du Parc*
(NN5, p.183, ln.10-11) was counted as an eight-
word T-unit, since only the last form in the
underlined series of self-repairs was taken into
account.

- incomplete sentences were included in our computation.
Indeed, such sentences were very frequent among the
non-native subjects and were the sign of the subjects'
limited vocabulary in French, which should be reflected
in the T-unit analysis. The following utterance by NN2
(p.182, ln.11-12) is an illustration of such sentences:
elle regardait la télévision quand le téléphone...

- Clauses whose finite verb had been adequately ellipted
were computed as part of the previous T-unit as was the
case in the following utterance from NN43 (p.197,
ln.39-40): *Paul était obligé de se mettre dans la
première file et Anne dans la deuxième*

- One/two-word clauses, which did not contain a finite

verb, were computed with the previous or next T-unit.

In the following utterance from the native subject D

(p.204, ln.41), the first two words were counted with

the following T-unit: *Bon alors Anne regardait la télé*

quand le téléphone a sonné.

The result of our T-unit analysis is presented in Table

V for the non-native subjects and in Table VI for the native

subjects.

TABLE V

MEAN LENGTH OF T-UNITS
FOR THE NATIVE SUBJECTS

Subjects	Number of T-units	Total number of words	Mean length of T-units
A	9	77	8.555
B	14	121	8.642
C	8	62	7.750
D	7	57	8.142
E	14	103	7.357
F	8	62	7.750
G	6	40	6.666
H	17	93	5.470
I	5	54	10.800
J	9	62	6.888
K	9	65	7.222
L	11	78	7.091
M	4	49	12.250
N	4	42	10.500
O	5	40	8.000
P	6	52	8.666
Q	8	74	9.250
R	7	51	7.285
S	8	76	9.500
T	10	85	8.500
U	13	107	8.230
V	10	92	9.200
W	8	84	10.500
X	5	68	13.600
Y	7	89	12.714
Z	10	96	9.600
Means	8.54	72.27	8.851

TABLE VI

MEAN LENGTH OF T-UNITS
FOR THE NON-NATIVE SUBJECTS

Subjects	Number of T-units	Total number of words	Mean length of T-units
Category 1:			
1	7	37	5.285
2	10	60	6.000
3	9	70	7.777
4	9	71	7.888
5	15	97	6.466
6	11	69	6.272
7	13	88	6.769
8	8	45	5.625
9	9	61	6.777
10	14	97	6.928
11	17	118	6.941
12	10	67	6.700
13	12	92	7.666
14	9	91	10.111
15	17	85	5.000
16	17	101	5.941
Category 2:			
17	12	99	8.250
18	15	123	8.200
19	12	103	8.583
20	10	58	5.800
21	11	78	7.090
22	16	137	8.562
23	14	123	8.785
Category 3:			
24	21	216	10.285
25	7	85	12.142
26	19	136	7.157
27	19	176	9.263
28	18	143	7.944
29	13	126	9.692
30	12	109	9.083
31	22	171	7.772
32	22	180	8.181
33	9	80	8.888
34	15	117	7.800
35	15	113	7.533
Category 4:			
36	16	103	6.437
37	25	179	7.160
38	24	196	8.166
39	13	136	10.461
40	12	101	8.416
41	13	108	8.307
42	15	122	8.133
43	32	377	11.781
44	28	218	7.785
45	9	86	9.555
46	19	148	7.789
47	7	71	10.142

Classification of the Forms Used

by the Native and Non-Native Subjects

For the native speakers, the verbal forms were simply classified and tallied as MV in PC, NMV in Imp, MV in Imp, and NMV in PC. For the non-native speakers, we defined the obligatory occasions for each of the 4 functors, that is, for each finite verb used (momentary and non-momentary), we determined whether the passé composé or the imparfait was required. Since the NS were to serve as a control group, we made careful note of the context in which they used each past tense and each non-past tense. Therefore if a non-native subject used these tenses in the same kind of context in his narration as a native speaker did,, the forms would have to be classified as correct forms. In the following two sections, a detailed explanation of the use of the native speakers' data is presented.

Preliminary Remarks

The phrase *c'était samedi dernier* was supplied on the series of pictures given to the students as a suggestion to start the narration. We therefore did not enter these verb

forms in the computation of our data.

The narrations of numerous non-native subjects and of some native subjects contain repetitions and more specifically repetition of verb forms involving one of the four functors under investigation. The form was entered only once in the computation of our data. In the following excerpt: (NN5, p.183, ln.14-15) *il faisait beau il faisait beau*, the NMV in Imp form *faisait* was entered only once in the computation of our data.

Similarly, the non-native subjects and the native ones to a lesser extent made extensive use of self-repairs in their narrations. In the computation of our data, we only entered the last form in the succession of self-repaired verb forms uttered by the subjects. In the following excerpt: (NN5, p.183, ln.10-11) *et ils allaient ils sont allés au Café du Parc*, only the MV in PC form *sont allés* was entered in the computation of our data.

The non-native subjects frequently used variant verbal forms in the passé composé characterized by the use of the wrong form of the auxiliary. For example, NN4 (p.183, ln.2-3) used the 3rd person singular form of the auxiliary *être* instead of the 3rd person plural form:

le soir Anne et Paul est allé au cinéma ...

Such forms are indications that the subject has not fully mastered the conjugation of the verbs *être* and *avoir* in the present tense; since this is irrelevant to our topic, we did not make special note of them.

It also happened that non-native subjects used a form in the passé composé with the wrong auxiliary (*être* instead of *avoir* or vice versa) as in *Paul est parlé à Anne* (NN10, p.184, ln.30) instead of *Paul a parlé à Anne*, or with the wrong ending on the past participle as in *il a boive de vin* (NN10, p.184, ln.35) instead of *il a bu du vin*. We included these forms in the computation of our data as correct use of the passé composé but as an error of form for that functor.

When reporting direct quotations between the characters featured in the pictures, some subjects used a wide range of verb tenses. We did not enter these forms in the computation of our data. In the following excerpt: (NN38, p.195, ln.25-5) *et Anne dit "Paul, est-ce que vous aime le cow boy?"*, the present form *aime* was left out of the data.

Thirteen native subjects used the passé simple tense in their narration in the place of the passé composé - four consistently throughout their narration (NS C, N, U, X),

nine sporadically mixing passé simple and passé composé (NS E, F, J, L, Q, R, W, Y, Z). The relative status of the passé simple and passé composé in modern French has been amply discussed in the literature (Lombard, 1984 and Engel, 1990). Although some distinctions of style exist between the two tenses, it is widely agreed that the passé composé and the passé simple have become equivalent tenses in spoken discourse as far as their temporal and aspectual values are concerned. We have therefore decided to classify all the passé simple uses by the NS as passé composé uses. One form was encountered in the non-native subjects' narrations, which might have been a passé simple form *dit* 'said' (NNS 16, 30, 38). However, we decided that this form was probably a present form - which is identical to the passé simple form for that verb - since the subjects had never been exposed to the passé simple during their instruction.

The native subjects made frequent use of the colloquial form *a été* or *ont été* in place of the forms *est allé(e)* or *sont allé(e)s* (NS E, F, I, Q). which results from a semantic extension of the verb *être* to mean *aller* in the past tense. In these forms, the verb *être* was, therefore, not classified as an NMV in PC, but as an MV in PC. No such use was

encountered in the narrations of non-native subjects.

The uses of the form *a dû* or *ont dû* by the native subjects were not included in our data since these forms were not used as true passé composé of *devoir* to express an obligation, but to indicate a probability, as in the following excerpt:

et ensuite a dû lui fixer un rendez-vous
and then Paul must have arranged to meet her

au Café du Parc (Native Subject L, p.206, ln.45)
at the Café du Parc

One similar use was encountered in the narrations by the non-native subjects and was also left out of the data (NNS 23, p.189, ln.11).

The native subjects made frequent use of the form *était en train de* + infinitive form of an action verb. This form greatly emphasizes the continuity of the action described by the verb in the infinitive and is equivalent to the use of the action verb in the imparfait. We therefore classified these forms as MV in Imp, since the infinitive verbs involved were all momentary verbs: *regarder* (NS C, X, Y, Z) and *téléphoner* (NS I). Two instances of such forms were encountered in the narrations of the non-native subjects involving the verb *regarder* (NNS 34 and 44) and were

classified as MV in Imp as well.

The use by non-native subjects of the passé composé in the following utterances was not included in our data:

> *après ils ont nagé (PC) ils sont allés (PC) acheter*
> after having swum they went to buy
>
> *des glaces.* (NNS 33, p.193, ln.18-19)
> some ice cream.
>
> *après a mangé (PC) les glaces ils ont allés (PC) au*
> after having eaten the ice cream they went to the
>
> *cinéma...* (NNS 35. p.194, ln. 7-8)
> movies...
>
> *après qu'ils ont nagé (PC) ils ont décidé (PC)...*
> after they swam they decided ...
> (NNS 28, p. 191, ln.14)
>
> *après nagé (PC) Anne et Paul allaient (Imp) acheter*
> after swimming Anne and Paul wereon their way to buy
>
> *des glaces.* (NNS 32, p.193, ln.2-3)
> some ice cream.
>
> *après a nagé (PC) Paul et Anne a mangé (PC) la glace.*
> after having swum Paul and Anne ate the ice cream.
> (NNS 46, p.198, ln. 36-37)

Although these forms consist of correct uses of the passé composé according to grammarians such as Grevisse (1964), they would never be used by native speakers of French, who would use instead a form like *après avoir nagé*. For this reason, we decided to leave such forms out of the data.

Rationale for the Classification

Although we expected the native speakers to use only past tenses, some of them used the present tense in one or two instances in their narration among past tenses (NS B, K, T, V). We carefully examined these uses and their contexts in order to evaluate adequately the use of the present tense by the non-native subjects.

> ah ben çà c'*est* (P) vraiment cher (NS B, p.204, ln.23)
> well that is quite expensive

We interpreted this utterance as an afterthought to the previous sentence and as an evaluative remark made by the narrator. We, therefore, did not classify as variant forms the use of the present by non-native subjects in the same kind of context:

> la glace *est* (P) très chère (NNS 10, p.184, ln.37)
> the ice cream is very expensive
>
> çà c'*est* (P) un petit peu cher pour la glace
> that is a little bit expensive for ice cream
> (NNS 22, p.188, ln.33-34)
>
> il semble que c'*est* (P) très cher
> it seems that it is very expensive
> (NNS 23, p.189, ln.8-9)
>
> çà *fait* (P) beaucoup pour la glace je crois
> that is a lot for ice cream I think
> (NNS 37, p.194, ln.43)

> c'est *(P) très cher n'est-ce pas*
> it is very expensive, isn't it?
> (NNS 41, p.196, ln.29)

We interpreted the following utterance as an introduction of

the characters and as an adaptation of the speaker to the

task:

> *bon alors c'est (P) Anne et Paul* (NS K, p.206, ln.31)
> well so it is Anne and Paul
>
> *alors Anne est en train de regarder la télé*
> so Anne is watching TV
>
> *quand le téléphone a sonné* (NS T, p.208, ln.31)
> when the phone rang

No similar use was encountered among the non-native

subjects.

The following phrase is somewhat external to the events

of the picture and the use of the present tense is justified

by the fact that the subject and the interviewer are both

looking at the picture at the time of the utterance:

> *ensuite on les voit (P) se baigner dans*
> then we see them swimming in
>
> *une piscine sans doute.* (NS V, p.209, ln.20-21)
> a swmming pool probably

No similar use was encountered among the non-native

subjects.

In the following utterance again, the utterance can be interpreted as an afterthought or emphasizing remark, which explains the use of the present tense:

> *et il y a (P) même un beau soleil.* (NS V, p.209, ln.22)
> and there is even a beautiful sun

In the following exerpts from non-native subjects' narrations, the use of the present tense in similar context (afterthought or emphasizing remark) was not classified as a variant form:

> *il est regardé un film au cinéma c'est (P) une western*
> he watched a movie at the theater it is a western
> (NNS 8, p.184, ln.14)
>
> *c'est (P) une film de l'Amérique de John Wayne*
> it is an American movie with John Wayne
> (NNS 34, p.193, ln.35-36)
>
> *c'est (P) une bonne jour pour çà ils ont (P) une bonne*
> it is a good day for that they have a nice
>
> *temps* (NNS 38, p.195, ln.20-21)
> weather
>
> *après mangé je pense que c'est (P) peut-être le*
> after eating I think it is may be the
>
> *déjeuner ils ont nagé ...* (NNS 41, p.196, ln.26-27).
> lunch they swam

Other uses of the present by non-native subjects were not classified as variant forms, since they appeared in contexts that did not require the passé composé or the

imparfait but allowed the use of the present. These uses

involved statements expressing an eternal truth:

> *Anne adore (P) la glace parce que c'est (P) beaucoup de*
> Anne loves ice cream because it is a lot of
>
> *sucre* (NNS 24, p.189, ln.28-29)
> sugar

or a permanent state:

> *... avec son ami qui s'apelle (P) Marc*
> ... with her friend whose name is Marc
> (NNS 29, p.191, ln.27-28)
>
> *Anne adore (P) la glace ...* (NNS 24, p.189, ln.28)
> Anne loves ice cream
>
> *Anne elle aime (P) pas l'eau* (NNS 27, p.190, ln.36)
> Anne she doesn't like to swim
>
> *Ils sont (P) très heureux ils sont (P) très ravissants*
> they are very happy they are very pretty
> (NNS 31, p.192, ln.23-24)
>
> *et il a (P) une grand nez* (NNS 37, p.194, ln.35).
> and he has a big nose

As far as the use of the passé composé and the

imparfait is concerned, according to Abrate's model, we

expected momentary verbs to be expressed in the passé

composé unless emphasis was put on the continuity and/or

repetition of the action described by the verb, and we

expected non-momentary verbs to be expressed in the

imparfait unless emphasis was put on the momentariness

and/or termination point of the action described by the verb. Here again, we used the narrations of the native subjects as controls and examined carefully the contexts in which they emphasized the continuity and/or repetition of the action described by a MV and the contexts in which they emphasized the momentariness and/or termination of the action/state described by a NMV. When a non-native subject used a MV in the Imp or a NMV in PC, we compared the context to the standard supplied by the native subjects and decided whether the context in the non-native subject allowed the use of that tense or not. We then classified the forms used by the non-native subjects accordingly as correct or variant forms. Here are some examples of our rationale for classification:

- Continuity and/or repetition emphasized by NNS for an action described by a MV:

In the following excerpt from a native subject, the use of the imparfait is justified by the fact that the subject set the scene with the first sentence, which made it possible to consider the action described by the verb *mangeait* in the second sentence in its continuity:

ensuite ils se sont mis (PC) à table. Anne
then they sat at the table. Anne

mangeait (Imp) un croque-monsieur avec du vin.
was eating a ham and cheese sandwich with some wine
(NS E, p.205, ln.14-15)

In the following excerpt by a non-native subject, the

use of the imparfait with the momentary verb regarder 'to

watch' was fully justified:

Anne regardait (Imp) le télé quand le téléphone
Anne was watching TV when the phone

a sonné (PC). (NNS 14, p.185-186, ln. 43-1)
rang

Indeed, the grammatical structure used by the subject - a

main clause in the imparfait and a subordinate clause in the

passé composé - characterized the main clause as background

to the subordinate clause and clearly put emphasis on the

continuous nature of the action described by the verb in the

imparfait *regardait*. The use of the imparfait with the MV in

this context was therefore classified as a correct form for

the functor MV in Imp.

In the following two excerpts from non-native subjects

however, the use of the imparfait could not be justified by

the context, when compared to the native standard:

Anne mangeait (Imp) beaucoup et a bu (PC) beaucoup
Anne was eating a lot and drank a lot (NNS 23, p.189)

In this instance, the non-native subject simply reported a series of completed events in the past; this was made quite obvious by the use of the conjunction of coordination *et*. The action reported in the imparfait was, therefore, limited to a single point in time and could not be considered in its continuity. The context required the passé composé. For this reason, the MV in Imp used by the non-native subject in this context was classified as a variant form of the functor MV in PC.

> *Anne et Paul a sorti (PC) en restaurant parce que Paul*
> Anne and Paul went out to the restaurant because Paul
>
> *est phoné (PC) Anne à dîner Anne mangeait (Imp) un*
> called Anne to dinner Anne was eating a
>
> *sandwich et du vin blanc possible.*
> sandwich and some white wine possibly.
> (NNS 14, p.186, ln.4-6)

Contrary to the native subject, in this sentence, the non-native subject did not set a context which could allow us to consider the action of the verb *manger* in its continuity; here again, we got from the context that the subject was reporting a series of completed actions in the past, requiring the passé composé. For this reason, the MV in Imp used by the non-native subject in this context was also classified as a variant form of the functor MV in PC.

- Momentariness and/or termination emphasized by NNS for an action described by a NMV:

In the following excerpt from a native subject's narration, the use of the passé composé with the non-momentary verb *être* was justified by the fact that the subject emphasized the momentariness and potentially the termination of the state reported by the verb:

> *Paul fut (PC) intrigué de l'attitude de Anne.*
> Paul was troubled by Anne's attitude.
> (NS C, p.204, ln.33-34)

In the following sentence, the use of the passé composé with the NMV *vouloir* was also justified by the emphasis put on the momentariness and potentially the termination of the state described by the verb in the passé composé:

> *et pendant une promenade, Anne <u>a voulu</u> (PC) du*
> and during the walk, Anne decided she wanted some
>
> *glace.* (NNS 17, p.187, ln.5-6)
> ice cream.

The use of the passé composé with a NMV in this context was therefore classified as a correct form for the functor NMV in PC.

On the contrary, in the following excerpt from a non-native subject, the use of the passé composé with the NMV *être* was not justified:

le cinéma est rempli de gens qui ont été (PC) très
the theater is full of people who were very

intéressés dans le film. (NNS 39, p.195-196, ln.43-1)
interested in the movie.

Indeed, the verb *être* simply reports a state in the past without possible emphasis on the momentariness or termination of that state. Since the verb should have been used in the imparfait, we classified the form as variant for the functor NMV in Imp.

When classifying the forms by the non-native speakers, we encountered an ambiguous form ending in [e] that Véronique (1987) had also encountered for the verb *être* in the first person singular. The ambiguity of the form resides in the fact that the form resembles the imparfait - no auxiliary is involved - and the ending sound is phonetically identical to that of the past participle of first group verbs. We encountered it for a number of different verbs: *regarder, téléphoner, acheter, aller, sonner, s'embrasser, manger.* We classified these forms as variant forms for the functor MV in PC, because we assumed that if the subjects had meant to use the passé composé, they would have supplied a form of an auxiliary verb. The result of the classification of the verbal forms is

presented in Table VII for the non-native subjects and in

Table VIII for the native subjects.

TABLE VII

CLASSIFICATION OF FORMS FOR THE NON-NATIVE SUBJECTS

Subjects	MV in PC			NMV in Imp			MV in Imp			NMV in PC		
	cor	var	tot	cor	var	tot	cor	var	tot	cor	var	tot
1	3 (1)	4	7	0	0	0	0	1	1	0	0	0
2	4 (3)	6	10	0	0	0	1	0	1	0	0	0
3	1 (1)	9	10	0	0	0	1	0	1	0	0	0
4	6 (2)	2	8	2	0	2	0	1	1	0	0	0
5	11	1	12	4	0	4	0	1 (1)	1	0	0	0
6	9	1	10	0	2	2	0	0	0	0	0	0
7	9 (2)	0	9	0	3	3	0	0	0	1	0	1
8	5 (4)	2	7	0	0	0	1	0	1	0	0	0
9	7 (2)	1	8	0	1	1	1	0	1	0	0	0
10	9 (7)	0	9	0	5 (1)	5	1	0	1	0	0	0
11	12 (2)	1	13	0	4	4	0	1 (1)	1	0	0	0
12	9 (2)	0	9	0	2 (2)	2	0	1	1	0	0	0
13	1	9	10	0	6	6	1	0	1	0	0	0
14	8 (4)	3	11	1	1	2	1	0	1	0	1	1
15	7 (2)	4	11	0	3 (1)	3	1	1	2	0	1	1
16	15 (2)	1	16	0	1	1	1	0	1	0	0	0
17	9 (2)	1	10	1	0	1	0	1	1	1	0	1
18	4 (1)	5	9	1	6 (1)	7	0	1 (1)	1	0	0	0
19	8 (4)	2	10	0	2	2	0	1 (1)	1	0	0	0
20	2	3	5	3	1	4	2	0	2	0	0	0
21	9 (2)	1	10	0	1	1	0	1	1	0	0	0
22	10 (6)	1	11	3	3	6	1	0	1	0	0	0
23	11 (6)	1	12	0	1	1	0	1 (1)	1	1	0	1
24	15 (1)	1	16	2	3	5	0	2	2	2	2	4
25	6 (4)	1	7	2	1	3	0	0	0	0	0	0
26	14 (5)	0	14	3	1	4	0	2 (1)	2	1 (1)	0	1
27	10 (5)	0	10	4	2	6	0	2	2	1	1	2
28	12 (1)	0	12	6	0	6	3	0	3	0	0	0
29	11	0	11	0	1	1	0	0	0	1	0	1
30	8 (1)	2	10	3	1	4	0	1	1	0	0	0
31	3	4	7	11	1	12	2	0	2	0	2	2
32	11 (3)	2	13	6	4	10	1	0	1	0	0	0
33	10 (1)	0	10	1	1	2	0	0	0	0	0	0
34	9 (5)	1	10	0	2	2	0	2	2	2	0	2
35	5 (2)	3	8	4	2	6	1	0	1	2	0	2
36	13 (2)	1	14	0	1	1	0	0	0	1	0	1
37	9	1	10	3	4	7	1	0	1	0	1	1
38	8 (3)	11	19	2	2	4	0	2	2	0	0	0
39	10 (1)	0	10	1	7	8	1	1	2	0	0	0
40	11 (1)	0	11	3	2	5	1	0	1	0	0	0
41	12 (3)	0	12	0	1	1	0	0	0	0	0	0
42	10	0	10	3	3	6	0	1	1	0	0	0
43	18	3	21	20	1	21	2	0	2	0	1	1
44	14 (3)	0	14	12	0	12	1	0	1	0	0	0
45	9 (1)	0	9	0	2	2	0	1	1	0	0	0
46	13 (3)	3	16	0	1	1	0	3	3	1	0	1
47	4 (1)	3	7	1	2	3	0	1	1	1	0	1
Totals	414 (101)	94	508	102	87 (5)	189	25	29 (6)	54	15 (1)	9	24

The numbers in parenthesis refer to errors of form.

TABLE VIII

CLASSIFICATION OF FORMS FOR THE NATIVE SUBJECTS

Subjects	MV in PC		NMV in Imp	MV in Imp	NMV in PC
A	7		1	2	0
B	13		2	1	0
C	5	(5)	1	1	1
D	6		1	2	0
E	8	(1)	2	5	0
F	7	(1)	0	1	0
G	5		1	0	0
H	9		5	3	0
I	4		1	2	0
J	8	(2)	1	0	0
K	7		1	0	0
L	8	(1)	1	1	0
M	5		0	1	0
N	6	(6)	1	0	0
O	6		0	0	0
P	4		1	1	1
Q	5	(2)	4	0	0
R	6	(1)	1	1	0
S	7		0	0	1
T	8		1	1	0
U	8	(8)	6	7	0
V	7		2	0	0
W	6	(1)	2	2	0
X	5	(5)	1	2	0
Y	5	(1)	3	2	0
Z	8	(1)	2	2	0
Totals	173	(35)	41	37	3

The numbers in parenthesis refer to the forms in passé simple.

Validation of Our Task

In order to evaluate the ability of our task to elicit
a "normal" distribution of MV in PC, NMV in Imp, MV in Imp
and NMV in PC as in a free speech task, we compared the

performance of the native subjects on the elicitation task
to that of five native speakers on a free speech task
narrating a life-threatening experience that they had
encountered in the past (See Table IX). The transcript of
these five free narrations can be found in Appendix E.
However, these two tasks were not equivalent as far as their
ability to elicit the functor NMV in Imp. Indeed, in their
free narrations of a life-threatening experience, the five
native subjects supplied numerous details concerning the
background of the situation they were asked to narrate,
which means that they supplied the functor NMV in Imp in a
high frequency. On the other hand, our picture task, which
involved a less personal topic, did not allow our 26 native
subjects to supply much background to their narrations,
which means that they supplied the functor NMV in Imp in a
rather low frequency. Therefore, in order to adequately
compare the two tasks, we left out of the data the
introductory phase of the five free narrations. These
introductory phase in the five native speakers' free
narrations has been marked with brackets in the transcript
in Appendix E. The introductory phase for Subject 1 runs
from line 3 to 24 (p.215), for Subject 3 from line 17

(p.218) to line 1 (p.219), for Subject 5 from line 29 to 39 (p.221). Nothing was withdrawn from he narrations of Subjects 2 and 4 because these subjects did not supply that much background to their narration.

TABLE IX

COMPARISON OF TASKS

	MV in PC in %	NMV in Imp in %	MV in Imp in %	NMV in PC in %
Free Speech Task without the introductory phase	28.74	41.95	21.26	8.05
Picture Task	68.11	16.14	14.57	1.18

The distribution of obligatory occasions by functor elicited by both tasks is different. Indeed, the proportion of MV in PC elicited by our picture task is much higher than that elicited by the free speech task. Conversely, the proportion of NMV in Imp elicited by our picture task is much lower than that elicited by the free speech task. As far as the other two functors are concerned - MV in Imp and NMV in PC - their proportion, as elicited by both tasks, is

lower than that of the other two functors and quite noticeably so for the functor NMV in PC.

This comparison allows us to conclude that our picture task was designed in such a way that it elicited a rather high proportion of MV in PC. On the other hand, the fact that it elicited low frequencies of MV in Imp and especially NMV in PC does not seem to be due to the way the task was designed but seems to reflect a natural phenomenon about the language.

On the picture task, we also compared the performance of the non-native subjects to that of the native subjects regarding the length of the narrations, the mean length of T-units and the distribution of obligatory occasions by functor.

Order of Acquisition of Our Four Functors

Before trying to establish the order in which our four functors are acquired, it was only logical to try and confirm, on the basis of our data, whether our four functors appeared to be acquired in a certain order or randomly. In order to establish this, we ran an analysis of implicational scalability, following the method presented by Hatch and

Lazaraton (1991).(See Matrix in Figure 2).

FIGURE 2

MATRIX FOR THE ANALYSIS OF SCALABILITY

SUBJECTS	NMV in PC	MV in Imp	NMV in Imp	MV in PC
28	-	1	1	1
5	-	0	1	1
6	-	-	0	1
24	0	0	0	1
29	0	-	0	1
31	0	0	1	0
33	-	-	0	1
37	0	0	0	1
39	-	0	0	1
40	-	0	0	1
42	-	0	0	1
43	0	0	1	0
44	-	0	1	0
45	-	0	0	1
1	-	0	-	0
2	-	0	-	0
3	-	0	-	0
4	-	0	0	0
7	0	-	0	0
8	-	0	-	0
9	-	0	0	0
10	-	0	0	0
11	-	0	0	0
12	-	0	0	0
13	-	0	0	0
14	0	0	0	0
15	0	0	0	0
16	-	0	0	0
17	0	0	0	0
18	-	0	0	0
19	-	0	0	0
20	-	0	0	0
21	-	0	0	0
22	-	0	0	0
23	0	0	0	0
25	-	-	0	0
26	0	0	0	0
27	0	0	0	0
30	-	0	0	0
32	-	0	0	0
34	0	0	0	0
35	0	0	0	0
36	0	-	0	0
38	-	0	0	0
41	-	-	0	0
46	0	0	0	0
47	0	0	0	0

The hyphens mark the absence of obligatory occasion.

When arranging the functors and the subjects on the matrix, we made the following assumptions: according to our hypothesis, we ranked the functor NMV in PC as the most difficult functor, the functor MV in Imp the next most difficult, the functor NMV in Imp less difficult and the functor MV in PC the least difficult; we considered a functor to be acquired by a subject when that subject supplied the functor in at least three obligatory occasions with an accuracy of 90% or more. We marked with a hyphen the subjects who did not use the functor at all, but for the purpose of our analysis, we computed the hyphen as "0", that is as "not acquired". The result of the analysis of scalability is presented in the next chapter.

Methods

We then proceeded in investigating the order of acquisition of our four functors. We used four different methods:

Method I: based on the Group Score method from Dulay and Burt (1973)

Method II: based on the Group Mean method from Dulay and Burt (1973)

Method III: based on de Villiers' Method I (1973),
using our instructional/motivational index
as index of language proficiency

Method IV: based on de Villiers' Method I (1973),
using mean length of T-units as index of
language proficiency

Hypothesis

On the basis of the results of previous studies on the
acquisition of French past tenses by native and non-native
speakers, we hypothesized that:

- MV in PC would be acquired first since the passé
composé is reported by all studies to be acquired or used
before the imparfait to report a completed action in the
past without any additional emphasis.

- NMV in Imp would be acquired second since this functor
reports states in the past without any additional emphasis.
Furthermore, the limited number of verbs and high frequency
of NMV in Imp forms such as *était* and *avait* may ease the
acquisition of that functor.

- MV in Imp would be acquired third. Indeed, this functor
presents a higher level of complexity than NMV in Imp
because it involves the additional emphasis on the
continuity or repetition of the action.

- NMV in PC would be acquired last since this functor presents the highest level of difficulty. First, the functor involves an additional emphasis on the momentariness or termination of an action and furthermore, it often modifies the semantic value of the verb involved as emphasized by the translation in English of the following sentences:

Regular NMV in Imp:

> *il savait qu'il avait râté son examen*
> he knew he had failed his exam

NMV in PC with emphasis on momentariness and/or termination:

> *il a su qu'il avait râté son examen*
> he learned he had failed his exam.

The Stages of Acquisition

For Each of the Four Functors

Method

In order to define the successive stages non-native speakers go through when acquiring our four functors, we grouped our subjects in four categories - as described in the earlier section "Subjects" - reflecting their language experience (instructional background and motivation).

For each category, we examined what the different

alternative forms used by the subjects for each functor were and in which proportion they appeared. We assumed that the succession of these alternative forms from Category 1 through Category 4 would reflect the route followed by a learner in real life situations.

Hypothesis

Based on the results of studies presented in Chapter IV, we hypothesized the following:

- MV in PC

The succession of alternative forms exhibited by the 4 categories should include mostly passé composé with a high frequency of errors of form (wrong past participle or wrong auxiliary), some ambiguous forms ending in [e], and some present forms since present is the only tense already established in the learner's interlanguage; then some imparfait should appear as the tense is introduced in the learner's interlanguage; finally mostly passé composé forms should be produced.

- NMV in Imp

The first stage would include many present forms with some passé composé; then the number of present forms should

decrease and the number of passé composé forms should increase, with some imparfait appearing; finally the imparfait forms should increase.

- MV in Imp

The first stage would include some present forms in about equal proportion with passé composé forms; then the passé composé forms should increase, with some imparfait appearing; finally the imparfait forms should increase.

- NMV in PC

Information relating to this particular functor are lacking; indeed, the studies discussed in Chapter IV supply information concerning the passé composé without distinction between momentary and non-momentary verbs. However, based on these limited information and expectations about the nature of interlanguage, we hypothesized the following: the first stage should include a lot of present forms with some passé composé forms; then some imparfait forms may appear as the tense is introduced into the learner's interlanguage; then the passé composé and imparfait forms should increase and the passé composé forms should decrease as the learner is trying to mark the opposition between present and past. Finally, the passé composé forms should increase.

In the next chapter, we present the results of our study.

CHAPTER VI

RESULTS AND DISCUSSION

In this chapter, we present the results of our study. We first examine the performance of the non-native speakers as compared to that of our control group. We then examine the order of acquisition of our four functors and finally the successive stages of acquisition for each of these four functors.

Comparison of the Non-Native Subjects'
Performance to That of the Native Subjects

Comparison of the Mean Length of T-Units and Narrations

We first compared the performance of the non-native subjects with that of the native ones with regard to the length of the narrations and the mean length of T-units (Table X). The average mean length of T-units for the non-native subjects is lower than that of the native speakers. We also observed that the mean length of T-units for the

non-native speakers increased from Category 1 to Category 3. However, the mean length of T-units decreases for Category 4. These results confirm that the mean length of T-units seems to adequately reflect the proficiency of the language learner at a lower level, but is not an accurate index of language proficiency for more advanced students. This is consistent with Gaies' criticism of the use of the mean length T-unit as an index of language development (1978).

TABLE X

MEAN LENGTH OF T-UNITS
FOR THE NATIVE AND NON-NATIVE SUBJECTS

Subjects	Mean Length of T-units	Mean Number of Words
Non-native	7.942	118.60
Cat 1	6.759	78.06
Cat 2	7.895	103.00
Cat 3	8.811	137.66
Cat 4	8.677	153.75
Native	8.538	72.27

The categories are based on the index of language experience.

We also observed that the mean length of T-units for both Categories 3 and 4 is larger than that of the native subjects. This can be explained by the fact that we chose to

work with a traditional T-unit analysis as opposed to the error-free T-unit analysis. Many T-units of the subjects in categories 3 and 4 contained errors or rather variant forms from various linguistic/grammatical areas, which increased the length of the unit. For example, the repetition of the phrase à *le café du Parc* (NNS 23 p.189, ln.2-3), the use of the phrase *après ils ont nagé* (NNS 23, p.189, ln.7) in place of the more native *après avoir nagé*, and the use of the very non-native-like phrase *de voir un western film* (NNS 23, p.189, ln.10-11) instead of a separate finite clause may explain the fairly high mean length of T-units exhibited by that subject.

We conclude, therefore, that, although the traditional mean length of T-unit can satisfactorily be used as an index of second language proficiency for non-native speakers, it is inadequate to establish a comparison with native speakers.

Table X also shows an increase of the mean number of words in the narrations of the non-native subjects from Category 1 to Category 4. It is interesting to note that the mean number of words for the native subjects' narrations is considerably lower than that of the non-native subjects'. We

explain this result by the difference of environment in which both groups - native and non-native - performed our task. Indeed, the non-native subjects were in a very formal environment: they sat down at a booth in a language laboratory during class time; they had to wear earphones and they were asked to fill out an information sheet. The native subjects, on the other hand, were interviewed on an individual basis in the hall of the university between classes; there was a more direct contact between the interviewee and the interviewer. Therefore, the native subjects did not give as much consideration and time to the task as did the non-native subjects. Furthermore, we suspect that the simplicity of the task was another factor which may have contributed to shorter narrations on the part of the native subjects. Finally, the shorter length of the native speakers' narrations can be explained by the fact that, as opposed to non-native speakers, native speakers, when interviewed, do not feel the need to display their linguistic skills, while non-native speakers do.

<u>Comparison of the Distribution of Obligatory Occasions</u>

<u>By Functors</u>

Beside the difference in length of narrations and T-units, the pattern of distribution of obligatory occasions by functor for both the native and non-native subjects appeared to be different. (See Figures 3 and 4). The relationship between native/non-native factor and the distribution of the four functors is indeed significant at the 0.001 probability (Pearson chi-square value of 21.176 and degree of freedom of 3). The dissimilarity between both groups appears essentially in the proportion of the two functors NMV in Imp and MV in Imp. Indeed, the native subjects exhibit about the same percentage for both functors - 16% and 15% respectively, while the percentage of NMV in Imp is noticeably higher than that of the functor MV in Imp for the non-native subjects. This can be explained again by the fact that the native subjects performed the task rather perfunctorily in comparison to the non-native subjects and therefore did not supply as many background details - which would be NMV in Imp forms - in their narrations as the non-native subjects.

FIGURE 3
DISTRIBUTION OF OBLIGATORY OCCASIONS BY FUNCTOR
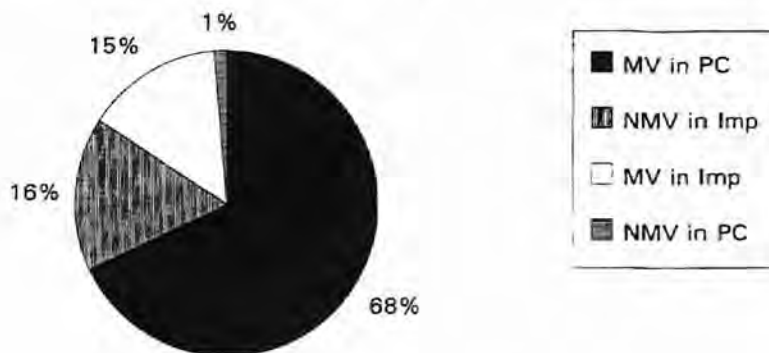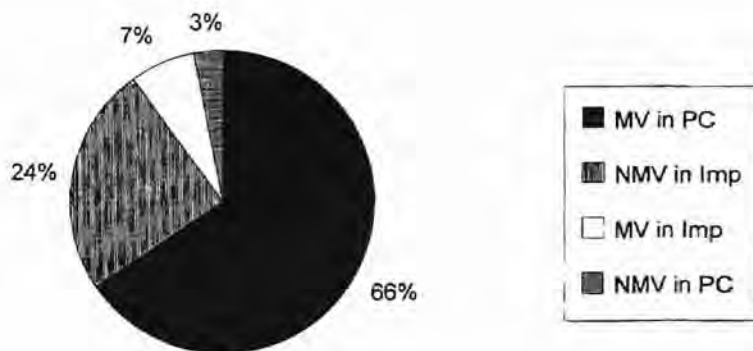**AMONG THE NATIVE SUBJECTS**

FIGURE 4
DISTRIBUTION OF OBLIGATORY OCCASIONS BY FUNCTOR
AMONG THE NON-NATIVE SUBJECTS

Furthermore, the frequency of obligatory occasions for the functors MV in Imp and NMV in PC are much lower in the narrations of the non-native subjects - respectively 7 % and 3% - than that of the other two functors. As explained in the previous chapter, in the comparison of our task with a free speech task, these functors do not occur frequently either in natural speech of native speakers. These low frequencies are, therefore, not the result of the way we designed our task. They may limit, however, the ability of our study to establish with reliability both the order and the stages of acquisition for these two functors.

Order of Acquisition

Analysis of Implicational Scalability

The analysis of implicational scalability of our four functors yielded a percentage of 66.59. Since this value exceeds 60, we can conclude, according to Hatch and Lazaraton (1991), that our four functors are scalable. In other words, we can infer with a 66.59% accuracy that if a subject has acquired the functor MV in Imp, he/she has also acquired the functors MV in PC and NMV in Imp.

<u>Method I and II</u>

We proceeded to define the order of acquisition of our four functors with Methods I and II, based respectively on the computation of the group score and the group mean for each functor, as described by Dulay & Burt (1974). The computation of these percentages yielded the following results:

TABLE XIa

ORDER OF ACQUISITION BY METHODS I AND II

	MV in PC	NMV in Imp	MV in Imp	NMV in PC
Method I	71.55	53.96	46.29	60.41
Method II	69.52	37.78	47.50	61.76

The functor MV in PC is reported to be supplied with the highest accuracy rate of respectively 71.55% and 69.52% with Methods I and II. The functor NMV in PC is reported to be supplied with the next highest accuracy rate of respectively 60.41% and 61.76% with methods I and II. These rersults suggest that, according to both methods, the functor MV in PC and NMV in PC would be acquired first and second respectively.

However, some discrepancies appear between the two methods as far as the functors NMV in Imp and MV in Imp are concerned. Indeed, according to Method I, the functor NMV in Imp is acquired third, with an accuracy rate of 53.96%, and the functor MV in Imp is acquired last, with an accuracy rate of 46.29%. The order of acquisition for these two functors is reversed in Method II. According to this method, the functors MV in Imp and NMV in Imp are supplied with an accuracy rate of respectively 47.50% and 37.78%.

The percentages obtained for MV in Imp and NMV in PC may, however, not reflect an accurate ranking for the two functors since the two functors appeared respectively two times and one time with at least three obligatory occasions in the non-native subjects' narrations.

When computing the group score and mean score for each functor based only on the subjects who had at least three obligatory occasions, we obtained the results reported in Table XIb.

The functor MV in PC appeares to be acquired first and the functor NMV in Imp second. As far as the two functors MV in Imp and NMV in PC are concerned, we can conclude that they are probably acquired later, but we cannot state which

one is acquired before the other.

TABLE XIb

ORDER OF ACQUISITION BY METHODS I AND II
INCLUDING ONLY THE SUBJECTS WITH THREE
OBLIGATORY OCCASIONS OR MORE

	MV in PC	NMV in Imp	MV in Imp	NMV in PC
Method I	71.55	59.14	50.00	50.00
Method II	69.52	50.94	50.00	50.00

Method III

Table XII presents the order of acquisition obtained
with Method III based on the rank-order of the subjects by
index of language experience (instructional background and
motivation). The subject with the lowest index of language
experience who has acquired a given functor, that is, who
has supplied a given functor in at least three instances
with an accuracy rate of 90% or more determines the level of
language experience at which that functor is acquired.

According to this method, the functors MV in PC and NMV
in Imp are acquired at the same level of language experience
of 8, since Subject 5 is the subject with the lowest who has
acquired both functors.

TABLE XII

ORDER OF ACQUISITION BY METHOD III

Subjects	Index of Language Experience	MV in PC	NMV in Imp	MV in Imp	NMV in PC
1	4	35.71	-	0.00 *	-
2	4	25.00	-	100.00 *	-
3	7	5.00	-	100.00 *	-
4	8	62.50	100.00 *	0.00 *	-
5	8	91.66	100.00	0.00 *	-
6	9	90.00	0.00 *	-	-
7	10	88.88	0.00	-	100.00 *
8	13	42.85	-	100.00 *	-
9	14	75.00	0.00 *	100.00 *	-
10	14.5	61.11	0.00	100.00 *	-
11	16	84.61	0.00	0.00 *	-
12	17	88.88	0.00 *	0.00 *	-
13	18	10.00	0.00	100.00 *	-
14	18	54.54	50.00 *	100.00 *	0.00 *
15	18	54.54	0.00	50.00 *	0.00 *
16	19	87.50	0.00 *	100.00 *	-
17	21	80.00	100.00 *	0.00 *	100.00 *
18	22	38.88	14.28	0.00 *	-
19	23	60.00	0.00 *	0.00 *	-
20	24	40.00	75.00	100.00 *	-
21	25.5	80.00	0.00 *	0.00 *	-
22	27	63.63	50.00	100.00 *	-
23	28	66.66	0.00 *	0.00 *	100.00 *
24	34	90.62	40.00	0.00 *	50.00
25	34	57.14	66.66	-	-
26	34	82.14	75.00	0.00 *	50.00 *
27	34	75.00	66.66	0.00 *	50.00 *
28	34	95.83	100.00	100.00	-
29	35	100.00	0.00 *	-	100.00 *
30	38	75.00	75.00	0.00 *	-
31	42	42.85	91.66	100.00 *	0.00 *
32	44	73.07	60.00	100.00 *	-
33	45	95.00	50.00 *	-	-
34	46	65.00	0.00 *	0.00 *	100.00 *
35	47	50.00	66.66	100.00 *	100.00 *
36	50	85.71	0.00 *	-	100.00 *
37	50	90.00	42.85	100.00 *	0.00 *
38	55.5	34.21	50.00	0.00 *	-
39	56	95.00	12.50	50.00 *	-
40	59	95.45	60.00	100.00 *	-
41	64	87.50	0.00 *	-	-
42	72	100.00	50.00	0.00 *	-
43	84	85.71	95.23	100.00 *	0.00 *
44	92	89.28	100.00	100.00 *	-
45	94	94.44	0.00 *	0.00 *	-
46	94	71.87	0.00 *	0.00	100.00 *
47	99	50.00	33.33	0.00 *	100.00 *
Totals		3267.83	1324.60	100.00	50.00
Means		69.52	50.94	50.00	50.00

The star designates the subjects with less than 3 obligatory occasions.
The hyphens mark the absence of obligatory occasion.

The functor MV in Imp is acquired later since Subject 28 with a index of language experience of 34 is the subject with the lowest index who has acquired the functor. Finally, the functor NMV in PC is yet to be acquired.

<u>Method IV</u>

Table XIII presents the order of acquisition obtained with method IV based on the rank-order of the subjects by index of mean length of T-units.

According to this method, the functor MV in PC is acquired first, since Subject 6 with the mean length of T-units of 6.272 is the subject with the lowest index who has acquired the functor MV in PC, while the subject with the lowest index who has acquired the functor NMV in Imp exhibits a mean length of T-units of 6.466. The functor MV in Imp is acquired third, since Subject 28, the subject with the lowest index having acquired the functor, exhibits a mean length of T-units of 7.944. Here again, the functor NMV in PC is yet to be acquired.

TABLE XIII

ORDER OF ACQUISITION BY METHOD IV

Subjects	T-unit Index	MV in PC	NMV in Imp	MV in Imp	NMV in PC
15	5.000	54.54	0.00	50.00*	0.00*
1	5.285	35.71	-	0.00*	-
8	5.625	42.85	-	100.00*	-
20	5.800	40.00	75.00	100.00*	-
16	5.941	87.50	0.00*	100.00*	-
2	6.000	25.00	-	100.00*	-
6	6.272	90.00	0.00*	-	-
36	6.437	85.71	0.00*	-	100.00*
5	6.466	91.66	100.00	0.00*	-
12	6.700	88.88	0.00*	0.00*	-
7	6.769	88.88	0.00	-	100.00*
9	6.777	75.00	0.00*	100.00*	-
10	6.928	61.11	0.00	100.00*	-
11	6.941	84.61	0.00	0.00*	-
19	7.090	60.00	0.00*	0.00*	-
26	7.157	82.14	75.00	0.00*	50.00*
37	7.160	90.00	42.85	100.00*	0.00*
35	7.533	50.00	66.66	100.00*	100.00*
13	7.666	10.00	0.00	100.00*	-
31	7.772	42.85	91.66	100.00*	0.00*
3	7.777	5.00	-	100.00*	-
44	7.785	89.28	100.00	100.00*	-
46	7.789	71.87	0.00*	0.00	100.00*
34	7.800	65.00	0.00*	0.00*	100.00*
4	7.888	62.50	100.00*	0.00*	-
28	7.944	95.83	100.00	100.00	-
42	8.133	100.00	50.00	0.00*	-
38	8.166	34.21	50.00	0.00*	-
32	8.181	73.07	60.00	100.00*	-
18	8.200	38.88	14.28	0.00*	-
17	8.250	80.00	100.00*	0.00*	100.00*
41	8.307	87.50	0.00*	-	-
40	8.416	95.45	60.00	100.00*	-
22	8.562	63.63	50.00	100.00*	-
21	8.583	80.00	0.00*	0.00*	-
23	8.785	66.66	0.00*	0.00*	100.00*
33	8.888	95.00	50.00*	-	-
30	9.083	75.00	75.00	0.00*	-
27	9.263	75.00	66.66	0.00*	50.00*
45	9.555	94.44	0.00*	0.00*	-
29	9.692	100.00	0.00*	-	100.00*
14	10.111	54.54	50.00*	100.00*	0.00*
47	10.142	50.00	33.33	0.00*	100.00*
24	10.285	90.62	40.00	0.00*	50.00
39	10.461	95.00	12.50	50.00*	-
43	11.781	85.71	95.23	100.00*	0.00*
25	12.142	57.14	66.66	-	-

The stars designate the subjects with less than 3 obligatory occasions.
The hyphens mark the absence of obligatory occasion.

Conclusion

In Table XIV, we report the ranking of acquisition obtained through each method for our four functors.

TABLE XIV

RANKING OF THE FOUR FUNCTORS
BY THE FOUR METHODS

	MV in PC	NMV in Imp	MV in Imp	NMV in PC
Method I	1	2	3	3
Method II	1	2	3	3
Method III	1	1	3	-
Method IV	1	2	3	-

The same ranking was assigned to the functors MV in Imp and NMV in PC with Methods I and II because they exhibited the same group score and group mean. The same ranking was also assigned to the functors MV in PC and NMV in Imp with Method III, since they were reported to be acquired at the same level of index of language experience.

Based on these rankings, we conclude the following order of acquisition. MV in PC is acquired first, NMV in Imp is acquired second and the functors MV in Imp and NMV in PC are acquired later. These results confirm our hypothesis as

far as the functors MV in PC and NMV in Imp are concerned. The functors MV in Imp and NMV in PC were both ranked third. However, due to the low frequency of the obligatory occasions for these two functors, this result may not be reliable. Furthermore, the low frequency of the obligatory occasions for these two functors did not allow us to rank them using Method III and IV.

The percentages of correct forms for the four functors by category (Figure 5) reflect the order established by our four methods for the two functors MV in PC and NMV in Imp.

FIGURE 5

PERCENTAGES OF CORRECT FORMS
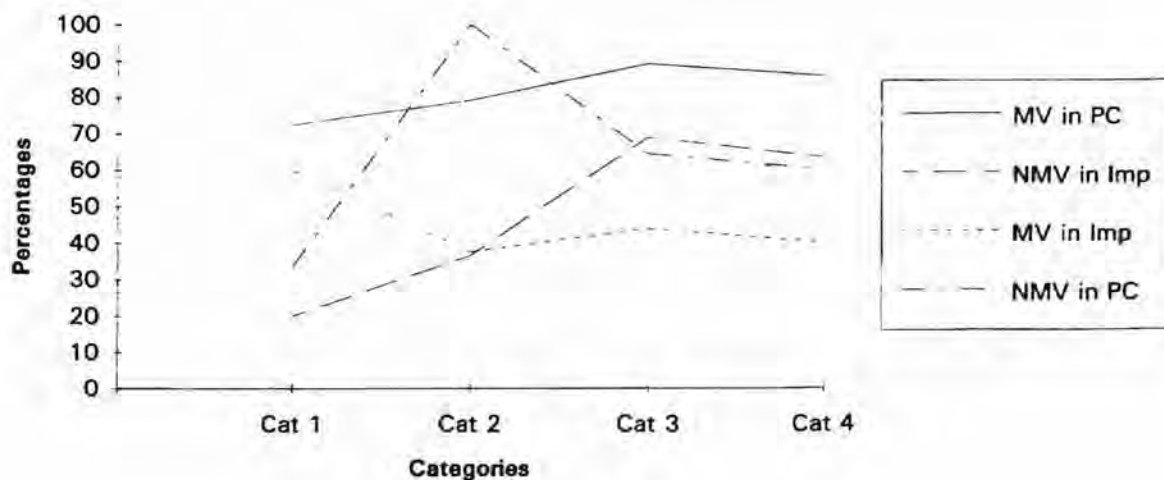
The percentages of correct forms for the functor MV in PC for each category is noticeably higher than those for the functor NMV in PC. This suggests that the subjects in all categories use the functor MV in PC with greater accuracy than the functor NMV in Imp and therefore that the former is acquired prior to the latter.

On the other hand, the figure features high variations between categories as far as the functors MV in Imp and NMV in PC are concerned. This is due, as stated above, to the low frequency of obligatory occasions for these two functors.

Stages of Acquisition

In order to define the route or stages learners go through to acquire each of the four functors MV in PC, NMV in Imp, MV in Imp and NMV in PC, we will present, for each functor the evolution of correct as opposed to variant forms from Category 1 through 4, as well as the evolution of the different types of variant forms supplied by the subjects from Category 1 through 4.

Stages of Acquisition of the Functor MV in PC

We will first report the results for the stages of acquisition of the functor MV in PC since it is acquired prior to the other three functors.

Figure 6 presents the gradual increase of correct forms from Category 1 through 4 - with mean values of 7.25 to 7.57 to 9.50 to 10.91 respectively - and the gradual decrease of variant forms from Category 1 through 4 - with mean values of 2.75 to 2.00 to 1.16 to 1.83 respectively. A chi-square analysis revealed that the pattern of correct versus variant forms is significantly different depending on the category at the 0.001 level of confidence (Pearson Chi-square of 23.006 and degree of freedom of 3). The slight increase of the number of variant forms in Category 4 is due to NN38 who used the verb *dire* 'to say' nine times in the present instead of in the passé composé. Without the figures from this subject, the mean value of the variant forms for Category 4 falls to 1.08.

The alternative forms encountered in the narrations of the subjects from the four categories were the ambiguous form ending in [e], the present tense, the imparfait and

miscellaneous forms. Figure 7 shows the distribution of these alternative forms for each category and how this distribution evolves form Category 1 to Category 4.

The ambiguous form ending in [e] is clearly the dominant alternative form for Category 1 with a mean value of 1.43. It is absent in Category 2 and 4 and represents only 0.16 (mean value) in Category 3.

The occurrences of present forms is constant for Category 1 and 2 with a mean value of 0.75 and 0.71 respectively. It goes down in Category 3 and abruptly increases in Category 4 with a mean value of 1.58. Here again, the exclusion of NNS 38 would lower this mean value to 0.81, which is still higher than the values of the other categories. We attribute this increase of the present forms to the fact that the subjects in Category 4 have virtually acquired the functor MV in PC (Category 4 exhibits a mean group score for that functor of 81.59%). The subjects may feel more at ease using it and therefore their focus may shift from form to content when reporting past events in French. This emphasis on content as opposed to form may cause an occasional switch to the present tense, especially on a task involving the description of pictures. This switch

FIGURE 6
DISTRIBUTION OF CORRECT AND VARIANT FORMS
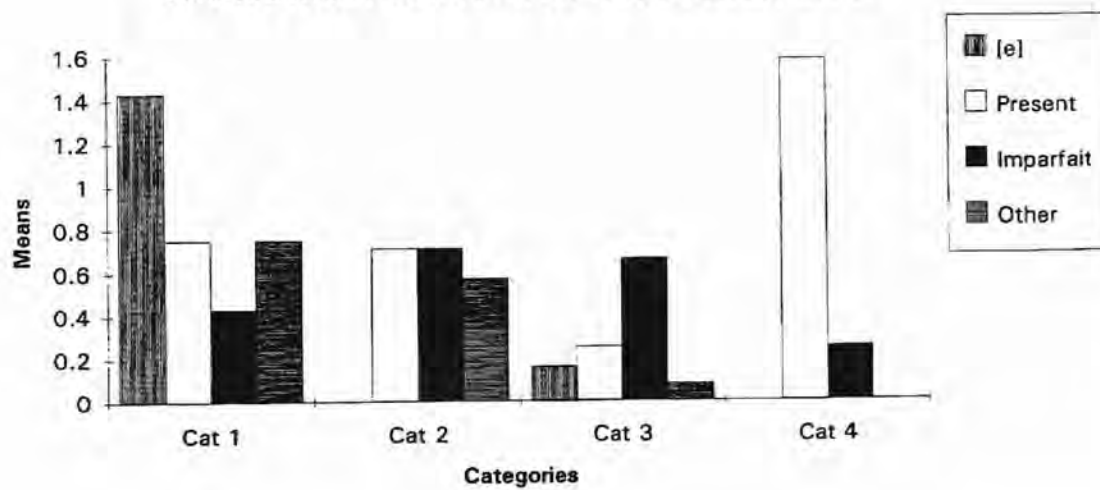## FOR THE FUNCTOR MV in PC
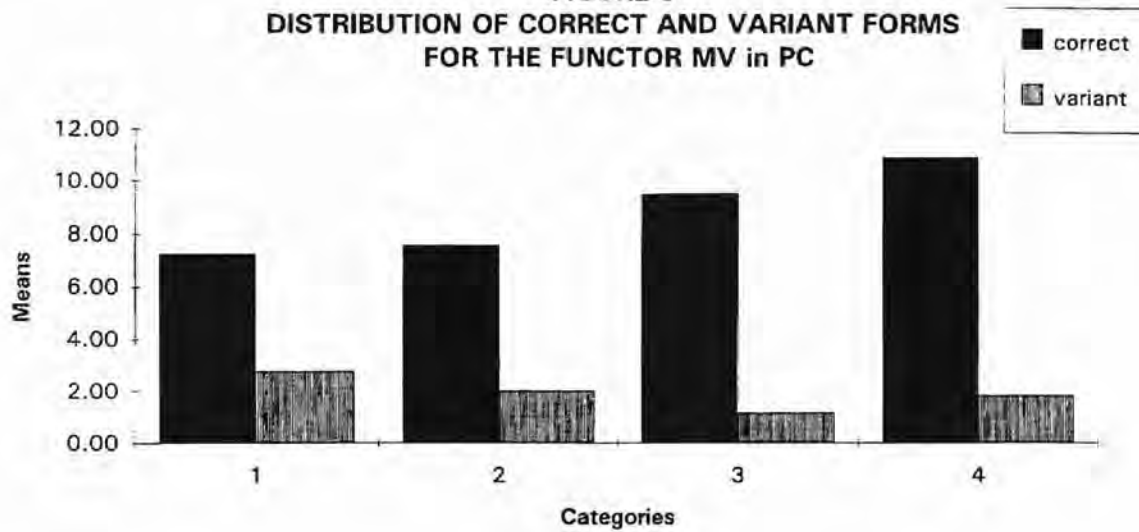
FIGURE 7
ALTERNATIVE FORMS FOR THE FUNCTOR MV in PC

is likely to be observed also among native subjects on a similar task. We observed that three native subjects did their entire narration in the present tense (Subjects OUT2, OUT3 and OUT4), and were for that reason left out of the data.

The number of imparfait forms slightly increases in Category 2 and 3 as the imparfait is introduced to the learners and penetrates their interlanguage. Since that tense is introduced as another past tense, learners tend to use it interchangeably with the passé composé for a while. Another explanation of the occurrence of imparfait forms instead of the passé composé, which relates to transfer from English has been proposed by Moore (1981). Due to the resemblance of the imparfait to the English simple past tense - both past tenses formulated by a single form with a past suffix - Moore claims that the English learners of French may be tempted to use the imparfait where they would use the simple past in English. This results in interference since contexts requiring a simple past in English usually require a passé composé form in French, not an imparfait form.

The imparfait forms then decrease as the total number

of variant forms decreases and the functor MV in PC appears as the dominant form.

The variant forms categorized as "other" in Figure 7 include the following:

- for Category 1: two infinitive forms (*sortir* and *partir*), three nonsense forms (*nager[e]* and *manger[e]*), one present participle (*s'amusant*), two missing verbs and three substitutions of the English verb 'ring' in place of the passé composé form *a sonné*.

- for Category 2: three future forms (*iront, va nager et s'amuser*) and one missing verb in the place of the passé composé form *a sonné*.

- for Category 3: one occurrence of the onomatopoeia 'dring' for the phone ringing.

Six out of the seventeen variant forms categorized as 'other' concerned the verb *sonner* 'to ring', which was obviously not known by a few subjects. The categorization of these forms as variant forms for the functor MV in PC may therefore not be justified since their occurrence was due to a vocabulary gap rather than to a mistake on the tense.

In many occasions, as shown in Figure 8, the subjects supplied the functor MV in PC where it was necessary, but

did so with an error of form, that is using the wrong auxiliary or the wrong past participle. Such instances of the functor MV in PC containing an error of form were still categorized as correct forms for that functor and are relevant to our discussion since they reveal that the speaker is still a step away from the full acquisition of the functor. Figure 8 shows an increase in the number of errors of form from Category 1 to Category 2 and a net decline in Category 3 and 4. The frequencies of errors of form for the four categories was reported to be significantly different through a Chi-square analysis at the 0,001 level of confidence (Pearson Chi-square of 18.037 and degree of freedom of 3).

Figure 9 shows the distribution of these errors of form among the three different types: wrong auxiliary, wrong past participle or other. The forms categorized as other in Figure 9 include forms with the wrong auxiliary due to the use of a pronominal verb: *ils ont rencontré* instead of *ils se sont rencontrés* or forms with the right auxiliary but used in the wrong tense *il était arrivé* instead of *il est arrivé*. According to the figure, the subjects in Category 2

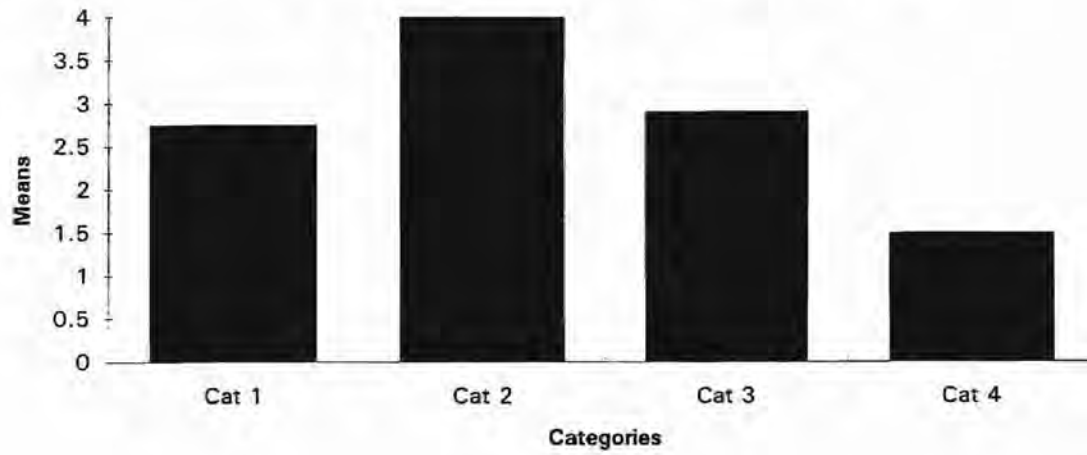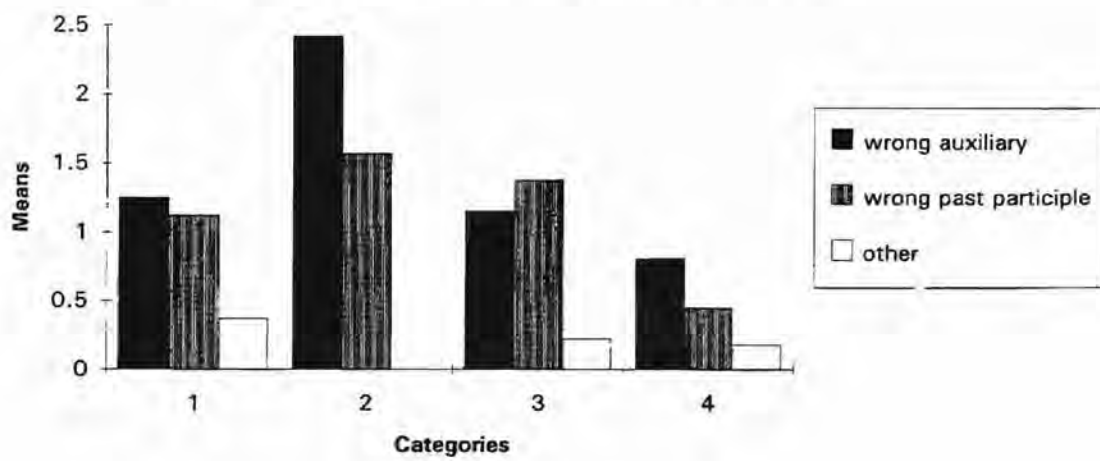**FIGURE 8**
ERRORS OF FORM IN THE PASSE COMPOSE

FIGURE 9
TYPES OF ERROR OF FORM IN THE PASSE COMPOSE

made on average more errors of form on both the auxiliary and the past participle. The pattern of the errors of form is particularly interesting. Indeed, while the errors of form made by the subjects in Category 1 consisted of the erroneous use of *être* in 55% of the cases and the erroneous use of *avoir* in 45% of the cases, the errors of form made by the subjects in Category 2 consisted of the erroneous use of the auxiliary *être* in 82 % of the cases and the erroneous use of the auxiliary *avoir* in 18% of the cases. For category 3 and 4 the pattern is then reversed with 21% and 10% respectively of erroneous uses of the auxiliary *être* and 79% and 90% of erroneous use of the auxiliary *avoir*. This can be explained by the fact that the subjects in Category 1 use the auxiliaries *être* and *avoir* rather randomly. The subjects in Category 2 have internalized the existence of the *être* auxiliary and as a result are overusing it. Subjects in Category 3 are much more accurate in their use of both auxiliaries, while subjects in Category seem to have acquired the rule for using the right auxiliary.

The pattern of errors of form due to a wrong past participle - and more specifically the high means for category 1,2 and 3 - is harder to explain. We suspected that

the use of the wrong past participle was due to the attempt by the subjects to use verbs from the 3rd group more frequently. However, this was not confirmed by the data; indeed, we computed the average of 3rd group verbs used in the passé composé by the subjects from each category and found that Category 4 used more 3rd group verbs in the passé composé than Category 1 and 2 and only slightly less than Category 3; the mean values were respectively 2.56, 3.28, 5.00 and 4.50 for the four categories.

The use of the wrong past participle by the subjects in Category 1, 2, and 3 can rather be explained by the fact that in these categories, the subjects used present forms as past participles; for example, *a va* was used instead of *est allé* (NN10, p.153, ln.34), *a nage* was used instead of *a nagé* (NN10, p.153, ln.32). The mean values of present forms used as past participle for the four categories were respectively 0.81, 1.00, 0.75 and 0.25.

Furthermore, Category 3 supplied more nonsense forms as past participles than any other categories; the mean values for the four categories were respectively 0.31, 0.28, 0.58 and 0.08. Interestingly, most of these nonsense forms supplied by the subjects in Category 3 were forms with the

regular 1st group verbs past participle ending -é (avé, voulé, buvé). This overuse of the [e] ending for the past participle shows that the subjects in Category 3 are in the process of acquiring the rule for the construction of the past participle for the 1st group verbs.

In conclusion for the functor MV in PC, we can define the following route of acquisition:

- High frequency of ambiguous forms ending in [e], low frequency of present forms, even lower frequency of imparfait forms and some passé composé with a high number of errors of form

- Increasing frequency of imparfait forms and higher number of errors of form

- Mostly passé composé forms with increasing present forms and decreasing imparfait forms as the functor MV in PC is being acquired

The route resulting from our study confirms our hypothesis formulated in Chapter V with one discrepancy appearing in our third stage, a stage with a recurrence of present forms. Indeed, this stage does not have any equivalent in the literature mentioned in Chapter IV. This stage is probably the result of the type of elicitation

device we used. Indeed, narrating a series of pictures from past events is a task much more likely to elicit present forms instead of past forms than a free speech task would be. We observed that three native subjects did their entire narration in the present and were for that reason left out of the data. (See OUT2, OUT3, OUT4 in transcript in Appendix C).

Stages of Acquisition of the Functor NMV in Imp

We then proceeded to investigate the stages of acquisition of the functor NMV in Imp, functor acquired second according to our study.

Figure 10 shows the evolution of the correct forms as opposed to the variant forms from Category 1 to 4. The mean value of correct forms gradually increases from Category 1 with 0.44 to Category 4 with 3.75. The evolution of the variant forms for that functor shows a more irregular pattern with a slight increase in the mean value from Category 1 to Category 2, 1.75 to 2.00, then a decrease from Category 2 to Category 3, 2.00 to 1,58, then an increase in Category 4 with 2.16, the highest level of variant forms. The pattern of correct versus variant forms for the four

categories was reported to be significantly different at the 0,001 level of confidence (Pearson Chi-square of 26.972 and degree of freedom of 3). An examination of the alternative forms supplied in place of the functor NMV in Imp in Figure 11 allow us to explain this increase in Category 4.

Figure 11 shows that the subjects in Category 1 supplied passé composé forms twice as frequently as present forms - mean values of 1.00 and 0.56 respectively - in place of the functor NMV in Imp. This trend is reversed in Category 2 with mean values of 0.57 and 1.28 for the passé composé forms and the present forms respectively. In category 3 the proportion of the passé composé forms decreases even more, 0.08, compared to the proportion of present forms, 1.41. This trend can be explained by the fact that the imparfait is introduced to the learners as a new past tense, while the functor MV in PC has not been fully acquired yet. This results in a great confusion for the learner between both past tenses. This confusion lessens for subjects in Category 2 and 3, as the learners acquire the functor MV in PC. This phenomenon is typically observed in the interlanguage research when a new form is being introduced in the learner's interlanguage.

FIGURE 10
DISTRIBUTION OF CORRECT AND VARIANT FORMS
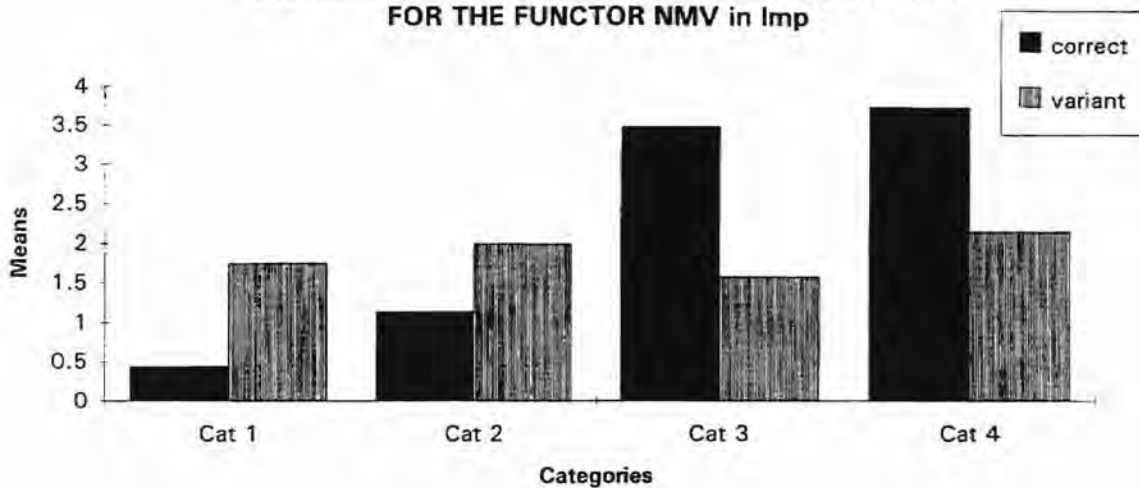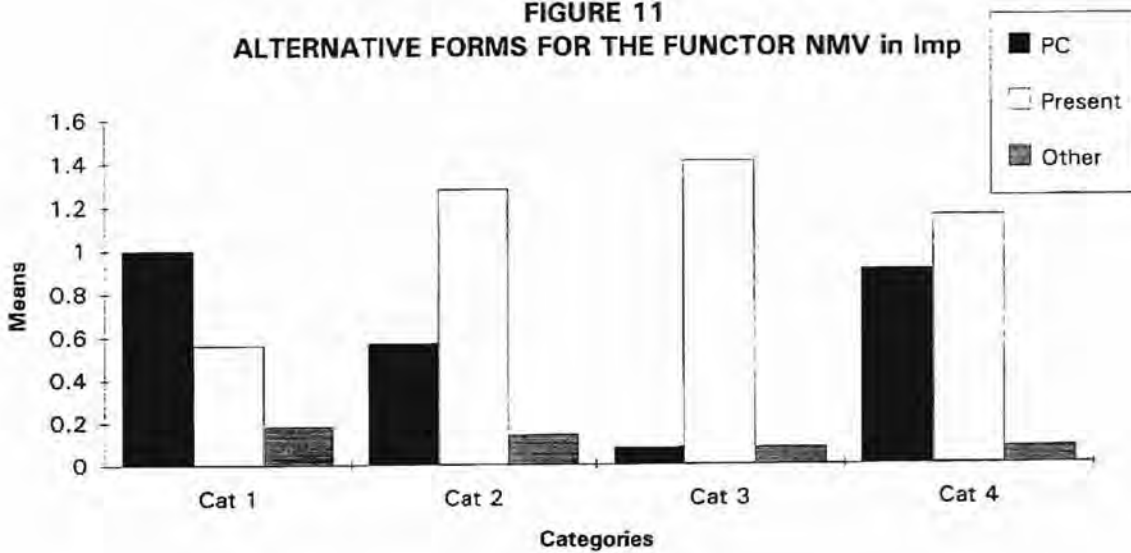**FOR THE FUNCTOR NMV in Imp**

FIGURE 11
ALTERNATIVE FORMS FOR THE FUNCTOR NMV in Imp

As learners become aware of the distinction between momentary and non-momentary verbs, they tend to abandon the alternative use of the passé composé tense and resort to the present tense. The present tense is indeed a more logical alternative for non-momentary verbs, expressing states or feelings rather than actions. This is a switch from the past to the present tense that native speakers themselves are likely to exhibit. This explains the increasing proportion of alternative present forms from Category 1 to 3. The occurrence of present forms, however, start to show a decreasing trend in Category 4, which we suspect will amplify as the learners acquire the functor NMV in Imp.

The recurrence of passé composé forms in Category 4 as alternative forms to the functor NMV in Imp - with a mean value of 0.91 as opposed to 0.08 in Category 3 - can partially be explained by the fact that many subjects in Category 4 used the passé composé with the verb *porter* 'to wear'. This non-momentary verb may have been confused by the learners with its momentary counterpart *mettre* 'to put on', which would normally be used in the passé composé. The subjects in Category 1, 2 and 3 also used that verb in the passé composé as an alternative form to the functor NMV in

Imp, but with a much lower frequency. When excluding such instances from the figures for Category 4, the mean value of alternative passé composé forms falls to 0.33, which fits better the general trend of decreasing passé composé forms as alternative forms to the functor NMV in Imp.

The alternative forms to NMV in Imp categorized as "other" in Figure 11 include the following forms:

- for Category 1: the absence of any verbal form where the imparfait form *était* was required and the infinitive form *avoir*, where the imparfait form *avait* was required

- for Category 2: the absence of any verbal form where the imparfait form *il y avait* was required

- for Category 3: the ambiguous form *port[e]*, which could be classified neither as an imparfait due to the wrong ending nor as a passé composé due to the absence of auxiliary.

- for Category 4: the infinitive form *paraître* where the imparfait form *paraissait* was required.

In conclusion, the stages of acquisition for the functor NMV in Imp can be summed up as follow:

- High frequency of passé composé forms and low frequency

of present forms with a few occurrences of imparfait forms.

- Lowering frequency of passé composé forms and increasing frequency of present forms with more occurrences of imparfait forms as opposed to variant forms.

- Lowering frequencies of passé composé and present forms as the functor NMV in Imp is being acquired.

The route resulting from our study confirms our hypothesis formulated in Chapter V. However, it seems that the first stage of acquisition established on the basis of Bronckart & Sinclair's study (1973) and Kielhöfer's study (1982) for native speakers as well as Véronique's study for non-native speakers, with many present forms does not appear in our study. The discrepancy between native and non-native speakers can be explained by a difference between the cognitive development of the subjects involved in each type of study. Indeed, children in native speakers' studies are not equipped cognitively to make the distinction between past and present, and therefore refer to past events in the present. The non-native subjects involved in our study - all college students - have the cognitive ability to make that

distinction and therefore tried to mark it in their uses of verbs to refer to past events, by using a past tense marking of some kind. The discrepancy between Véronique's study and ours is due to the difference in learning environment. Our subjects, who are studying French in a classroom, are coached and pressured to use a past tense form to refer to a past event, after the passé and imparfait have been introduced to them. Therefore, they are likely to use more past forms than the learners in a natural setting, as those involved in Véronique's study, who are not exposed to such a pressure.

Stages of Acquisition of the Functor MV in Imp

We then proceeded to investigate the stages of acquisition for the functor MV in Imp, which we claimed would be acquired third.

Figure 12 presents the evolution of the correct forms and variant forms from Category 1 to 4. The exact mean values for the correct forms are respectively 0.56, 0.43, 0.58 and 0.50 for Category 1, 2, 3 and 4. The exact mean values for the variant forms are respectively 0.37, 0.71, 0.75 and 0.75 for Category 1, 2, 3 and 4.

Before analyzing these values, it is important to note that the frequency of obligatory occasions for that functor for each category was rather low - 15, 8, 16 and 15 for Category 1, 2, 3 and 4 respectively. Incidentally, the mean values for the different types of alternative forms reported in Figure 13 are based on even lower frequencies. This, of course, limits the validity and significance of our results.

As shown in Figure 12, Category 1 exhibits the highest frequency of correct forms of all categories. This can be explained by the fact the imparfait has just been introduced to the learners and most textbooks do so by emphasizing the continuity function of the tense in examples such as

Albert regardait (Imp) la télévision
Albert was watching TV

quand il y a eu (PC) une panne de courant. (p.209)
when a power failure happened.

from Valette & Valette (1990), or by emphasizing the habitual function of the tense in examples such as

Tous les étés, nous allions (Imp) au bord de la mer.
Every summer we used to go to the beach. (p.304)

from Bragger & Rice (1992). The learners usually do many practice exercises using sentences similar to the one above, where the two finite verbs are left in the infinitive form

and the learners are supposed to supply the imparfait or the passé composé instead of these infinitive forms. These very focused exercises may create a practice effect which explains the high frequency of correct forms for Category 1. As the learners move along in the curriculum, the function of continuity encoded by the functor MV in Imp is not emphasized as much and the practice effect gradually disappears, which causes the subjects in Category 2, 3 and 4 to supply more variant forms than correct forms.

As shown in Figure 13, for all four categories, the dominant alternative forms for the functor MV in Imp are clearly the passé composé, with Category 4 showing the highest frequency of passé composé with a mean value of 0.66 as opposed to 0.25, 0.57 and 0.41 respectively for Category 1, 2 and 3. We attribute this high frequency of passé composé forms in Category 4 to the fact that the subjects in the category are a step away from the full acquisition as a group of the functor MV in PC - the mean score for Category 4 for that functor is 81.59% - and therefore the subjects have the tendency to overextend the form to all momentary verbs. We expect this tendency to abate as the functor MV in PC becomes fully acquired by the learners.

FIGURE 12
DISTRIBUTION OF CORRECT AND VARIANT FORMS
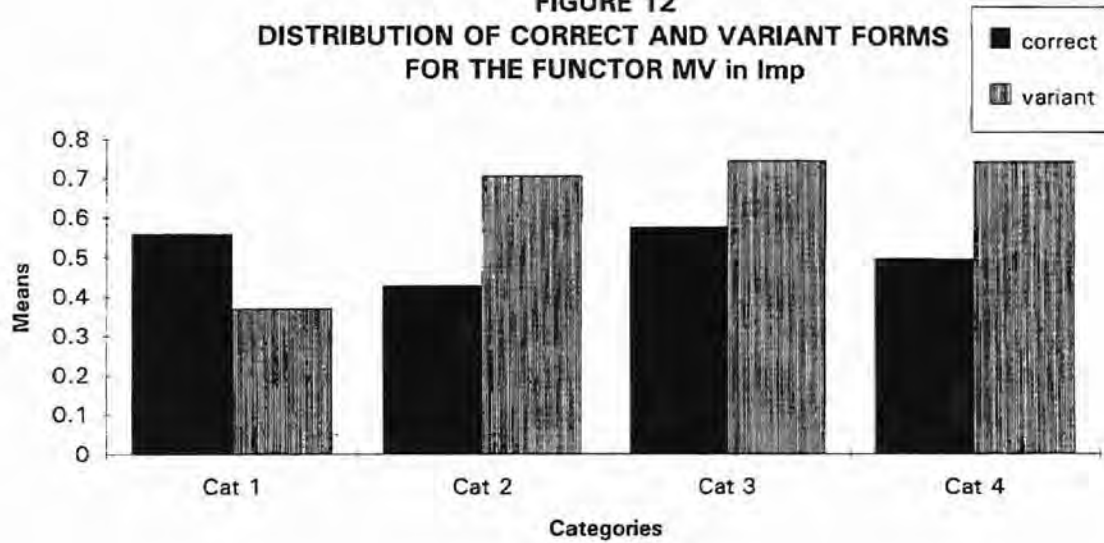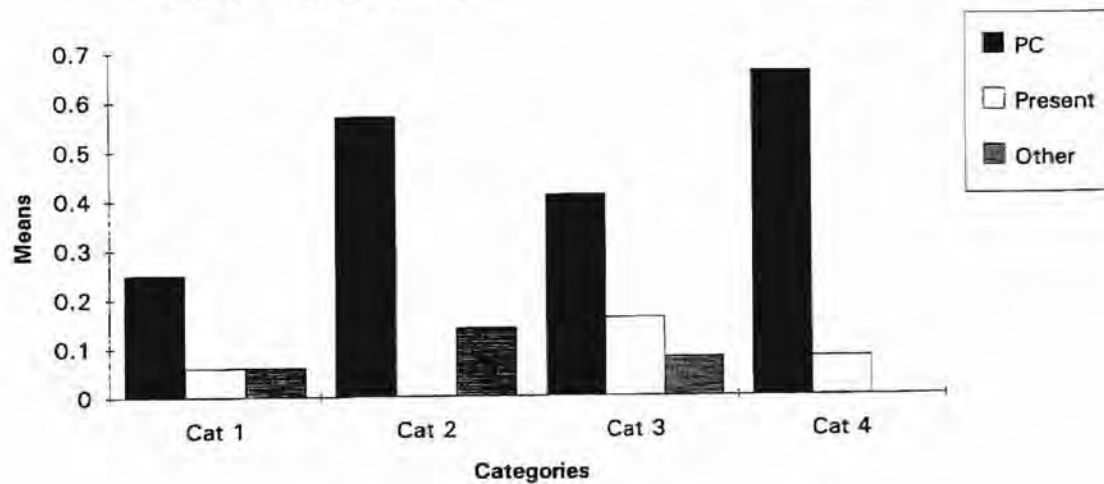**FOR THE FUNCTOR MV in Imp**

FIGURE 13
ALTERNATIVE FORMS FOR THE FUNCTOR MV in Imp

The other alternative form to the functor MV in Imp is the present tense. However present forms appear at a very low frequency, 0.06, 0, 0.16 and 0.08 for Category 1, 2, 3 and 4 respectively. Here again, we explain the presence of present forms by the fact that the functor MV in Imp is used to describe continuous situations in the past. Such situations are equivalent to extended states of affair in the past, which the learner is likely - just as the native speaker is - to report in the present tense.

The variant forms classified as "other" in Figure 13 include:

- for Category 1: *regarderait*, which may be the misformed imparfait for the verb *regarder* 'to watch', but we have no evidence for this.

- for Category 2: *était voyante*, a form which does not exist in French but which interestingly corresponds to the literal translation of the English past progressive form 'was watching', which was needed in that context.

- for Category 3: *était nagé*, a form which does not exist in French.

In conclusion, the successive stages of acquisition for the functor MV in Imp can be summed up as follow:

- High frequency of imparfait forms with high occurrence of passé composé forms as alternative forms.

- Lower frequency of imparfait forms and higher frequency of passé composé forms.

- Lower frequency of passé composé forms and increasing number of imparfait forms as the functor is being acquired .

The route of acquisition resulting from our study confirms our hypothesis formulated in Chapter V, with, however, two discrepancies. Indeed, the first stage of acquisition established on the basis of Bronckart & Sinclair's study (1973) and Kielhöfer's study (1982) for native speakers as well as Véronique's study for non-native speakers, with many present forms does not appear in our study. Here again, as for the functor NMV in Imp, this discrepancy can be attributed to cognitive factors and type of learning environment. The other discrepancy observed between our study and the studies presented in Chapter IV concerns the high frequency of correct imparfait forms in the first stage of acquisition of the functor MV in Imp. As explained above, we attribute this phenomenon to a practice effect generated by formal instruction.

Stages of Acquisition of the Functor NMV in PC

We then proceeded to investigate the stages of acquisition of the functor NMV in PC, which we were not able to rank accurately due to the low frequency in which it is typically used in discourse.

Figure 14 shows the evolution of the correct and variant forms for the functor NMV in PC from Category 1 to 4. The frequency of correct forms increases from Category 1 to 2, with mean values of 0.06 and 0.28 respectively, peaking at 0.75 in Category 3 and decreasing considerably in Category 4 with a mean value of 0.25. The frequency of variant forms also peaks in Category 3 with a mean value of 0.41 as opposed to 0.13, 0 and 0.16 for Category 1,2 and 4 respectively.

As for the functor NMV in Imp, before analyzing these values, it is important to note that the frequency of obligatory occasions for that functor for each category was rather low - respectively 3, 2, 15 and 4 for Category 1, 2, 3 and 4. incidentally, the mean values for the different types of alternative forms reported in Figure 15 are based on even lower frequencies. This, of course, limits the

validity and significance of our results.

The alternative forms to NMV in PC, as shown in Figure 15, were present and imparfait forms. The high frequency of present alternative forms, especially in Category 3 which exhibits a mean value of 0.31, can be attributed to the semantics of the verbs involved, *aimer* (NNS 27, p.190, ln.41-42) and *adorer* (NNS 24, p.189, ln.31). These two verbs describe feelings or permanent states and are therefore likely to be used in the present tense by the non-native speaker as well as by the native speaker.

The frequency of the imparfait forms is about constant for Category 1, 3 and 4, with mean values of 0.06, 0.08 and 0.08 respectively. No variant form was produced by Category 2. The use of imparfait forms can be explained in the same way as the use of present forms. Indeed, the non-momentary nature of the verbs involved may have influenced the subjects in using the imparfait, as the subjects are working on acquiring the functor NMV in Imp. As for the functor MV in PC, the alternative use of imparfait for passé composé can be attributed to interference from English as suggested by Moore (1981).

FIGURE 14
DISTRIBUTION OF CORRECT AND VARIANT FORMS
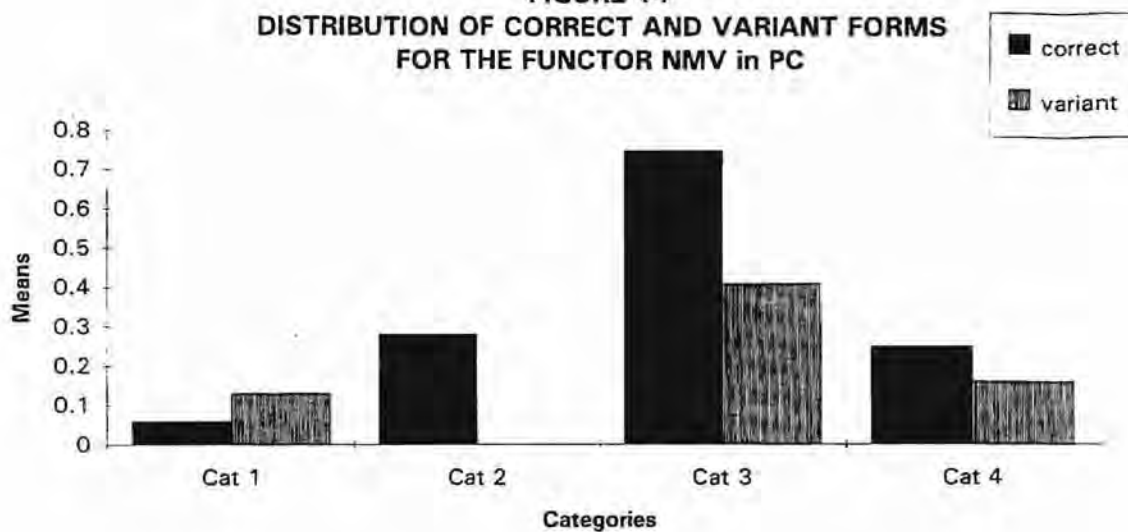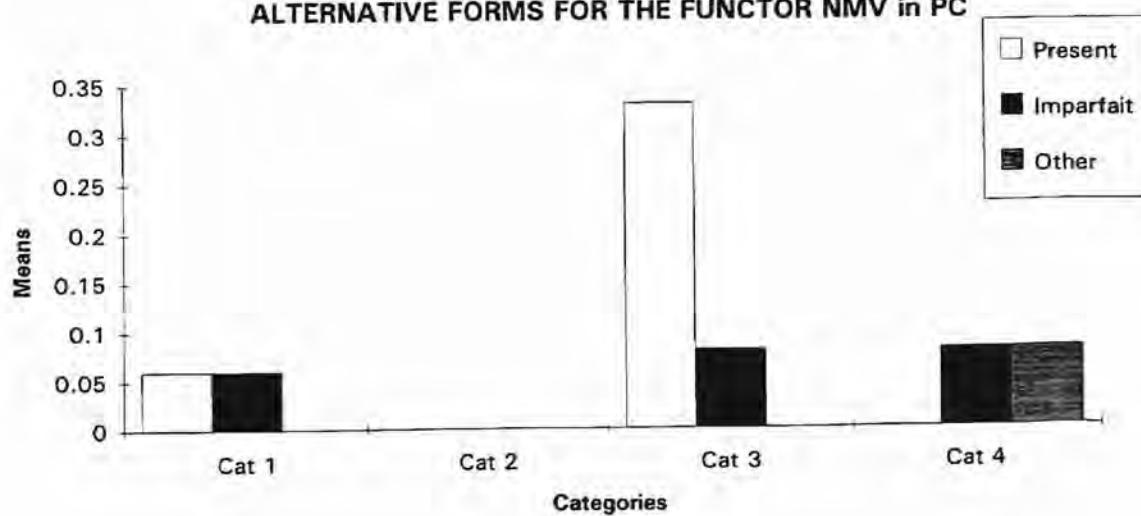**FOR THE FUNCTOR NMV in PC**

FIGURE 15
ALTERNATIVE FORMS FOR THE FUNCTOR NMV in PC

The alternative form classified as "other" for Category 4 in Figure 15 was the form *avaient eu*, which corresponds to a plus-que-parfait form in French, but may not have been intended as so by the subject, since this tense had not yet been introduced in the curriculum.

In conclusion, the successive stages of acquisition of the functor NMV in PC can be summed up as follow:

- Equal frequency of present and imparfait forms with some passé composé.

- Higher frequency of present with higher frequency of passé composé.

- Higher frequency of imparfait and lower frequency of passé composé.

- Higher frequency of passé composé and lower frequency of both present and imparfait, but higher number of other forms as new tenses are introduced in the learner's interlanguage.

The route of acquisition resulting from our study confirms our hypothesis formulated in Chapter IV. One minor difference, however, appears, which deals with the source of difficulty experienced by our subjects in acquiring the functor. Indeed, we had hypothesized that the learner,

native or non-native, would experience the most difficulty
in trying to contrast past tenses from the present in a
first stage and passé composé from imparfait in a later
stage. It appears however, that our subjects experienced the
greatest difficulty in combining the use of passé composé
with non-momentary verbs. Due to the low frequency of the
functor NMV in PC, the learner seems to rely mostly on his
previous knowledge, that is the combined use of passé
composé with momentary verbs and the combined use of
imparfait with non-momentary verbs. This explains the
increase of variant forms between Categories 3 and 4 and the
occurrence of imparfait forms as alternative forms, with no
present forms in Category 4.

Conclusion

From the results of previous work and the results from
our study, we are able to define the following stages of
acquisition for the four functors involved in our study (the
asterisks refer to stages which we have not actually
observed in our study, but which we have anticipated. We
must, however, keep in mind that these routes of acquisition
apply to adult non-native speakers of French who are

learning the language exclusively in a classroom environment.

For the functor MV in PC:

- Stage 1: some passé composé with numerous errors of form, high frequency of ambiguous forms ending in [e] and some present

- Stage 2: appearance of some imparfait

- Stage 3: mostly passé composé with some present

- Stage 4: all passé composé forms *

For the functor NMV in Imp:

- Stage 1: very few imparfait, high frequency of passé composé forms and some present

- Stage 2: more imparfait and more present forms

- Stage 3: more imparfait, some present forms and recurrence of passé composé forms.

- Stage 4: all imparfait forms*

For the functor MV in Imp:

- Stage 1: high frequency of imparfait forms with some passé composé

- Stage 2: less imparfait and mostly passé composé

- Stage 3: more imparfait forms and less passé composé*

- Stage 4: all imparfait forms*

For the functor NMV in PC:

- Stage 1: some imparfait with present and passé composé
  forms in equal proportion

- Stage 2: more passé composé and more present forms

- Stage 3: less passé composé and more imparfait forms

- Stage 4: all passé composé forms*

The route of acquisition we were able to establish for
the four functors under investigation - MV in PC, NMV in
Imp, MV in Imp and NMV in PC - coincides to a great extent
with the natural route of acquisition followed by native and
non-native speakers of French. However, we observed the
following discrepancies:

- The recurrence at a later stage of present forms as
  alternative forms for the functor MV in PC due to the
  nature of the task involved in our study.

- The absence of an initial stage with mostly present
  forms for the functors NMV in Imp and MV in Imp due to
  cognitive factors and type of learning environment.

- The high frequency at the initial stage of correct
  imparfait form for the functor MV in Imp due to an
  effect of instruction.

- The difficulty for non-native speakers to grasp the

meaningful distinction between momentary and non-momentary verbs used in the passé composé, due to the low frequency of occurrence of the functor NMV in PC. Based on our results, we will conclude our study with some suggestions for teaching presented in the next chapter.

CHAPTER VII

IMPLICATION FOR FFL CLASSROOM

AND FUTURE RESEARCH IN SLA

Having presented and discussed the results of our study in the previous chapter, we would like to offer some suggestions for teaching the two French past tenses passé composé and imparfait.

For instructors working with a grammar-based syllabus, the following suggestions may apply, since each functor can be presented in isolation:

- When introducing the functor MV in PC, it is important to use 2nd group verbs and 3rd group verbs early on, together with the more regular 1st group verbs. This may help the students to overcome more quickly the tendency to use the ambiguous form ending in [e], encountered at a high frequency in the narrations of the subjects in Category 1.

- It would be also helpful to the students to avoid introducing non-momentary verbs at that point. Since,

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according to our model, non-momentary verbs in the passé composé are more marked than in the imparfait, it seems more logical to expose the learners to the unmarked form first, which would be non-momentary verbs in the imparfait.

- For the same reason, when introducing the functor NMV in Imp, it would be less confusing to use exclusively non-momentary verbs. The learners will then develop a better feel for the underlying function of both tenses and for the distinction momentary/non-momentary verbs, which is crucial to the understanding of the two French past tenses, according to our model.

- At this point, the learners will have been exposed to the functors MV in PC and NMV in Imp, which are both unmarked and therefore somewhat easier to grasp.

- The functor MV in Imp could then be introduced, but not as it is often done in textbooks, in opposition to the functor MV in PC, but rather in opposition to the functor NMV in Imp. This will help the learners to develop a firmer understanding of the diverse functions that can be encoded by the imparfait - continuity and repetition.

- Only when such functions of the imparfait tense are firmly anchored in the learner's interlanguage, could the

instructor include some focused exercises emphasizing the distinction MV in PC / MV in Imp.

- Finally, after regular recycling of the three functors previously discussed, the functor NMV in PC could be introduced. Since this functor is rather rarely encountered, it might be helpful for the students to be exposed to and practice a small corpus of verbs, supplying an ample context in each occurrence of the functor. This will help the learners to develop a sense for the termination or momentariness value of the functor.

- Furthermore, due to the semantic shift involved in this functor, the instructor may want to avoid presenting the verbal form *a eu* in expressions like:

il a eu (PC) 30 ans hier   or   *il a eu (PC) très peur*
he turned 30 yeaterday   he got really scared

as the passé composé form of the verb *avoir* 'to have'. It might be helpful for the learners to rely on English translations which will reflect the true meaning the form has in French.

- Another suggestion would be to introduce each of the four functors apart from each other in the curriculum. Often, French textbooks discuss the passé composé in one

chapter and introduce the imparfait in the next one or the one after that, leaving little time for acquisition to occur. The functor MV in PC should be discussed first; then a few chapters later, the functor NMV in Imp might be introduced. At that point, lots of time should be allowed for the learners to practice and recycle both functors. Later in the curriculum, the functor MV in Imp could be introduced. The last functor NMV in PC, due to its sporadic nature in French discourse, may be discussed much later as a sub-section of another chapter.

We realize that such suggestions involve a major restructuring of the approach used by most French textbooks to discuss the two French past tenses. We believe however that such restructuring will greatly clarify the grammatical nature of the passé composé and imparfait and therefore facilitate the learners' acquisition of these two French past tenses.

For instructors working with a more communicative approach, the suggestions mentioned above may not be as helpful since the functors cannot be presented as easily in isolation. However, the instructor could easily emphasize certain forms and types of verb as suggested above in

focused exercises, while downplaying the forms which may hinder the acquisition process.

Beside the pedagogical implications detailed above, the results of our study also have some implications for the broader field of Second Language Acquisition, which we would like to highlight:

- We were able to confirm some findings about the validity of the mean length of T-units as an index of second language proficiency, namely that the mean length of T-unit does seem to adequately reflect the proficiency of second language learners at lower levels, but fails to do so for learners at a more advanced level.

- We have observed the limited influence of the subjects' first language, that is English, on the acquisition process of French. Indeed, only one variant verbal form could be unmistakably attributed to interference from English. We also explained the occurrence of imparfait forms in place of passé composé forms as the result of interference from English, but this explanation might be somewhat far-stretched since imparfait forms in place of passé composé forms are also observed in the data from native speakers.

- The observations we made when investigating the stages

of acquisition of our four functors support the claims made in the literature about the nature of interlanguage, namely that the interlanguage is an evolving linguistic system, made up of variable rules and that the process of language acquisition is reflected in the interlanguage by a predictable pattern of accuracy and variability of already existing forms and new forms which are being introduced to the learner.

- We have speculated that instruction may have an effect on the route of acquisition, namely that formal emphasis on certain elements may cause a practice effect which increases the occurrence of such elements in the learner's output.

- The results of our study of the order and route of acquisition for the four functors under investigation allowed us to support the claim that a natural order and route of acquisition exists for first and second language learners, but that this route may vary to a limited extent due to cognitive factors and the learning environment.

We would like to conclude our study with a few remarks of importance for further research dealing with the passé composé and the imparfait.

As mentioned previously, the data elicitation device

used in our study failed to elicit a high frequency of the functors MV in Imp and NMV in PC. Although we have established that these functors do not occur frequently in the natural speech of native speakers either, these low frequencies prevented us from reliably establishing the order of acquisition for the four functors under investigation. For the same reason, the stages of acquisition defined in Chapter VI for the two functors MV in Imp and NMV in PC may not reflect the actual route followed by the second language learner. A study using a more restraining task may be able to elicit the four functors in frequencies high enough to allow to establish with more reliability the actual order of acquisition of the four functors and the stages of acquisition of the functors MV in Imp and NMV in PC.

Furthermore, we would like to point out that we made the assumption that all the functions encoded by each of our four functors were acquired simultaneously. In other words, we assumed that, when a learner acquires the functor MV in Imp, for example, he/she acquires the continuity function as well as the repetition function at the same time. This assumption may be subject to discussion. However, since our

task was not designed to elicit any instance of the functor MV in Imp encoding the repetition function, our results concern only the continuity function of that functor and are, therefore, perfectly valid. It would be, however, of great interest to research whether the two functions of the functor MV in Imp are indeed acquired simultaneously or in different stages.

Finally, we hope that, the model and suggestions for teaching the passé composé and the imparfait which we proposed in this study will soon undergo the ultimate test of a well-controlled experiment in the classroom and reveal themselves adequate and helpful.

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APPENDICES

APPENDIX A

SERIES OF PICTURES

C'était
samedi dernier ...

MOI

ANNE

CINÉMA

CAFÉ DU PARC

50 hrs

GLACES
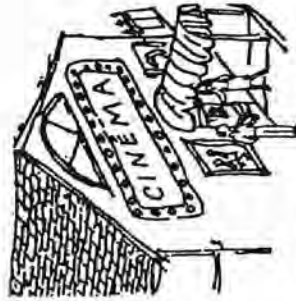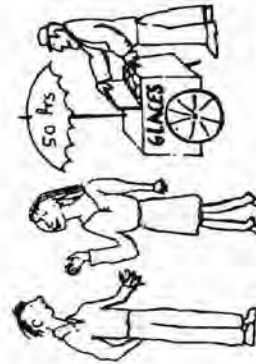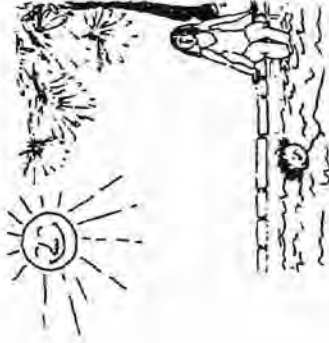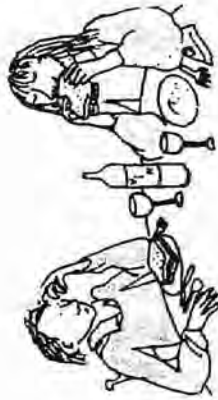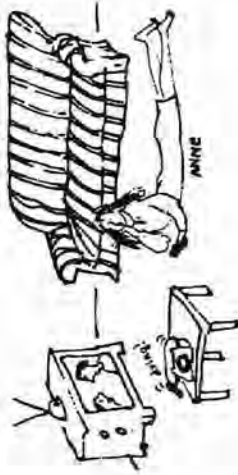
The pictures are borrowed and adapted from FRENCH for MASTERY, Valette and Valette.

APPENDIX B

TRANSCRIPTS OF THE NON-NATIVE SUBJECTS'
NARRATIONS

SYMBOLS USED FOR THE TRANSCRITION

marks a falling intonation as at the end of a sentence (used for non-native speakers only)

...   marks an extended pause or stands for filling words such as 'euh', 'uhm'

/   marks a self-repair or repetition

[ ]   marks observations which are not part of the narration and any other interruptions (laughs, coughing, comments to and from neighbor students)

"?"   stands for a sound or series of sounds that were too unclear to be transcribed

' '   marks an utterance which was transcribable but did not make sense

/e/   stands for the sound of a closed e

TRANSCRIPTS OF THE NON-NATIVE SUBJECTS' NARRATIONS

NN1

c'était samedi dernier Anne a regardé la télé quand le
téléphoné ring# Paul a parlé à Anne# ...Anne... / Paul
5   n'est mangé le sandwich et Anne a mangé du sandwich# ils
all/e/ la plage# ...ils all/e/ au cinéma ils regard/e/ la
film#

NN2

10

c'était samedi dernier Anne a reposé...à la château# elle
regardait la télévision...quand le téléphone...elle est
parlé comme Paul# ...ils font un "?"# ...elle
est...rencontré comme Paul à le restaurant à onze heures#
15   ...ils mangent...du vine# ...ils nagent à midi# ils
parlent et Anne parle...by the glaces# ...Paul et Anne
allent... / sont allés à la cinéma regarder un film / un
film#

20

NN3

c'était samedi dernier Anne regardait la télé quand le
télé ring# Paul téléphon/e/ à Anne samedi à aller au
25   restaurant et Anne a allé Café du Parc à vu Paul# Anne et
Paul manger/e/ un sandwich et buv/e/ du vin# Anne
manger/e/ beaucoup de sandwich# Anne et Paul nager/e/
dans la piscine# Anne achet/e/ pour Paul des glaces# puis
Anne et Paul all/e/ au cinéma à vu des movies...ils vu le
30   western#

NN4

c'était samedi dernier Anne...Anne regarde la télé quand
35   le téléphone... / c'était samedi dernier Anne regarde la
télé quand le téléphone ring# ...Paul Paul a parl / a
parlé le téléphone le téléphone / Paul a parlé sur le
téléphone# Paul et / Paul et Anne sortir.../ Anne a sorti
avec Paul au Café du Parc# Anne était très faim mais Paul
40   n'était pas très faim# après après le déjeuner Paul et

Anne / après le déjeuner Paul et Anne est allé la
piscine# Paul et Anne a achète la glace# ...le soir Paul
et Anne est allé au cinéma et a regardé le film de
western#

5

NN5

c'était samedi dernier Anne est regardé la la télé quand
le téléphone / le téléphone sonne / sonn/e/# Paul a
10   téléphoné à Anne ...et... ils allaient... / ils sont
allés au Café du Parc et ils a mangé le sandwich et il a
/ ils ont / ils ont / ils ont mangé le sandwich ils ont
bu le vin# ...après le...déjeuner ils ils ils sont allés
au la piscine# il a nage# il fait beau non / il faisait
15   beau / il faisait beau il a nage / ils ils ont nage / ils
ont nage / nagé# ils ont parlé et Paul a achete / a
acheté du glace / glace# du soir ils sont allés au cinéma
et il a regardé un film avec les cowboys...Anne a
porté...[ ] / Anne portait une dress bleue et Paul
20   portait une chemise rouge# quand ils ont / quand ils sont
allés au Café du Parc il était midi midi moins 20 / moins
25...

NN6

25

c'était samedi dernier Anne a regardé la télé et le
téléphone a sonné# et Paul a téléphoné Anne et ils a / a
dîné au restaurant# et Anne a mangé un sandwich et ils a
bu du vin# et Anne et Paul va à la piscine il a / il fait
30   chaud et il a vu les glaces# des glaces est très chères /
les glaces a été très chères et ils ils ont / sont allés
au cinéma et ils a regardé un film western#

NN7

35

Anne regardait la télé quand le téléphone ,.. elle a
regardé la télé# c'était samedi dernier Paul a téléphoné
à Anne# c'était samedi dernier Anne / Anne est / est
allée au Café du Parc# Paul a attendu pour elle# ils /
40   c'était samedi dernier ils / ils ont mangé mais Paul ...
/ mais Paul a été malade# il n'a pas mangé beaucoup#
c'était samedi dernier Anne et Paul a nagé à la piscine#
... le jour / le jour a été beau# ... [ ] ensuite ils ont

/ ils ont allé / ... ils ont allé avoir des glaces# ...
c'était samedi dernier ils ont allé au cinéma voir un
film / un bon film# le film qu'ils sont vu ... a été très
bon# ils / ils ont / ils ont / ils ont aimé le film
5   beaucoup#

NN8

c'était samedi dernier Anne regardait la télévision quand
10   le le télé...et elle écoute / elle est écoute / écouté de
Paul# ils ils ont métré au Café du Parc# Anne est mangé
une sandwich# ils ont nagé au piscine et ils mangeaient
au glace / glacé# il est regardé un film au
cinéma...c'est une western#
15

NN9

Anne regardait la télé quand le téléphone a sonné#
Paul...parle... / Paul a parlé avec Anne# ils...ils vont
20   au restaurant Café du Parc# ils a mangé les sandwichs et
le vin# ensuite ils...ils ils a baigné / ils ont baigné#
il fait beau# ensuite ils a ach / ils ont acheté les
glaces pour 50 francs# le soir ils vont ils ont vont... /
ils ont vont au cinéma et ils ont regardé un western avec
25   John Wayne#

NN10

Anne regardait la télé quand le télé a sonné# Anne a
30   porte un ro / un bleu robe# Paul est parlé à Anne# Paul
porte un chemise rouge# ...Anne a venu à la restaurant à
11 heures et demi# ...elle a rencontre / rencontre l'homme
a porte un chemise grise# ...Anne avoir faim et elle a
mangé un sandwich# Paul Paul n'a pas / Paul ne mange pas
35   / Paul n'avoir faim pas# il il a boive vin / de vin#
après il il a nage# ...Anne a veut des glaces et Paul...
/ la glace est très ch / est très chère# après mange la
glace après...il a va le cinéma et a regarde un film avec
cheveux et cactus#
40

NN11

c'était samedi dernier# Anne regarde / Anne a regarde la

télévision...quand le téléphone a sonné# Paul téléphone
Anne / Paul a téléphoné Anne et...ils ont parle / parle /
parlé# ...Anne a arrivé à le Café du Parc à 12 heures
moins moins 25# ...il / elle a porté un / une jupe bleue#
5   Paul a porté...un pantalon gris et un blouse gris# ils
ont mangé un dîner et ils ont mangé des sandwichs et ils
ont boit du vin / ils ont bu du vin# et après le dîner
ils ont nagé à la piscine# il a fait du soleil il a fait
très beau# après ils a nagé ils a / Paul a cherche des
10 glaces / cherché des glaces pour Anne# ...il a allé au
cinéma ils ont regarde / ils ont regardé le film à
western# ... 'ils ils a parlé et / ils ils ont parlé
aller il a...' / Paul a pris Anne chez elle# s'embrassé#

15 NN12

c'était samedi dernier Anne a regardé la télé quand Paul
a téléphoné Anne# il a dit [ ] / il veut / il a veut
savoir si Anne a veut aller au Café# nous nous sont
20 rencontrés au Café# elle a mangé beaucoup# nous a vu le
vin# ensuite nous... / ensuite nous nous sont promenés au
Parc et il a acheté une glace# puis nous sont allés au
cinéma et ils avons vu séance# enfin nous sont retournés
à la maison#

25

NN13

c'était samedi dernier Anne regardait le télévision
que.../ quand le téléphone sonn/e/# elle est très heureux
30 que Paul téléphon/e/...Paul...Paul a questionné Anne et
et il veut / veut conner si elle / elle veut aller du
Café / Café du Parc# elle d'accord pour connaître Paul à
le Café# ils mang/e/ des sandwichs et Paul est très
surprise que Anne a une très grande apétit# ils amusant /
35 ils s'amusant# Anne se lève et nag/e/ à la piscine#
...alors Paul et Anne marchaient et et achetaient le
glacé# 'ils...aussi... attendent le'...ils allaient à la
ciné / ils vont à le cinéma et regard/e/ le western# ils
sont très interessinés avec le "?"# [c'est fini]#

40

NN14

Anne regardait le télé quand...quand / Anne regardait le

télé quand le téléphone a sonné et le personne qui... /
le personne qui who called était Paul# Paul... / la
chemise que Anne... [ok] c'était samedi dernier Anne et
Paul a sorti à en restaurant parce que Paul est phoné
5 Anne à dîner Anne mangeait un sandwich et du vin blanc
possible et Paul ne mangeait pas [well] / ne mangeait pas
parce qu'il est très nervous peut-être possible ce
jour... [ ] Anne et Paul ne...a nagé en le pool et
Anne...[ ] et il il a / ils ont / ils ont acheté les
10 glaces et allé au cinéma et regardé un film# et...ils ils
ils avaient / ils avions un bonne fois# je pense que Anne
et Paul sont très...[ ] après le cinéma Anne et
Paul...partir et ... [ ]#

15 NN15

c'était samedi dernier Anne...Anne regarderait la télé
quand le téléphone a sonné# Paul a écouté Anne parle avec
lui Anne est entrée la restaurant elle est mange un
20 sandwich avec Paul et regardait la il pense elle a été un
un pig [ ]# il ils allaient au cinéma ils regardaient un
film Anne a porte un robe bleue Paul a porté un chemise
rouge [ ]# ils sont nage [ ] Paul a nagé Anne regardait
Paul nager# ...ils mangent à la Café du Parc...il il a
25 recevu une glace peut-être...ils ont bu le vin et...[ ]

NN16

j'ai regardé la télé... / Anne regardait la télé#
30 elle...et le ...téléphoné a ring# Paul a téléphoné Anne
et il a demandé si Anne / à aller au café avec lui# elle
dit oui# ...elle a rencontré Paul au café et il a mangé
le sandwich# il a pensé et elle a mangé# ...puis il a
nagé à la piscine# elle a regardé Paul et Paul a nagé#
35 ...puis...il a... / il a promené à la vendeur du glace et
il a acheté deux glaces pour 100 francs# elle a parlé à
lui pendant il a acheté les glaces# puis il a vu au
cinéma et il a regardé un western#

40 NN17

Anne Anne a vu la télé...quand quand le téléphone...elle
était Paul# Paul a demandé si Anne voudrait manger au

restaurant après après aller aller au cinéma [ ] à 5
heures Paul [ ] Paul est arrivé chez Anne# ensemble
ensemble sont sont partis au restaurant# ...il a demande
deux croque-monsieurs et du vin rouge# après la petit
5 déjeuner Anne et Paul j'ai fait une promenade# et pendant
une promenade Anne a voulu du glace elle a propo /
proposé à Paul à acheter les glaces pour elle# après
après mange la glace [ ] / après elle mange la
glace...elle a / elle ont vu le lac elle ont nage# après
10 le nage elles sont sorties au cinéma# [ ]#

NN18

c'est été samedi dernier et Anne a regarde la télévision
15 quand le téléphone a sonné# et c'était Paul et il a
invité elle de de va au Café du Parc à...11 heures et
demi# elle va et elle se rencontre Paul à 11 heures et
demi# elle a a porte une jupe bleue et une chemise bleue
et il...il a mangé du sandwich et du vin et elle est très
20 faim# puis elle / quand il finit / il est fini il va
nager et s'amuser# et puis il a va au manger du glace et
c'est 5 francs pour deux glaces# et puis elle va au
cinéma et after that / et le cinéma est du western avec
des cheveux et des cacti et il y a plusieurs gens et et
25 le cinéma est vide# [c'est çà]#

NN19

c'était samedi dernier Anne a regarde la télé quand le
30 téléphone a sonne# Paul est sur la ligne et il il a
invité à Anne à manger au Café avec lui à 11 heures et
demi environ# dans la Café dans le Café Anne a mange
beaucoup mais Paul ne mange pas beaucoup# ils ont discuté
qu'est-ce que ils ont fait cet afternoon ils ont decidé
35 aller à la piscine et ensuite ils allaient au / allaient
/ allaient acheter la glace# après mangé la glace ils
ont allé au cinéma pour regarder un film# ils ils assis /
ils est assis dans la première row et ils ont regarde un
western# après...après le / Paul Paul a pris Anne chez
40 eux / chez elle#

NN20

c'était samedi dernier Anne regardait la télé quand le
téléphone a sonné# il était Paul# il lui demandait si
5   elle voulait rencontrer au Café du Parc pour dîner# Anne
avait faim# après le dîner Anne et Paul / Anne et Paul
nageaient# le soleil a brillé et il faisait beau# ensuite
ils mangeaient des glaces# ils sont allés au cinéma et
ils regardaient un film#
10

NN21

c'était samedi dernier Anne était voyante la télévision
quand le téléphone a sonné# c'est Paul# il a invité à
15   Anne pour manger avec il au Café du Parc# il il attend
dans le restaurant jusque / jusqu'elle arrive# ils ont
mangé des sandwichs et ils a eu / ils ont eu du vin#
après le repas ils sont nagé dans la piscine de Paul#
...ils se sont marché et Anne a acheté des glaces# enfin
20   ils ils sont allés au cinéma et ils ont voyant une / ils
ont vu une western#

NN22

25   c'était samedi dernier Anne regardait la télé quand
soudain le téléphone a sonné# il était Paul# il lui a
demandé de sortir sur rendez-vous samedi soir# ils sont
allés au Café du Parc un restaurant où ils sont mangé des
sandwichs et boire le vin# après çà ils iront au piscine#
30   il était un jour très joli il y a beaucoup de soleil un
petit peu de vent# quand à la piscine ils sont nagé#
après çà ils ont trouvé une / ils ont trouvé une kiosque
de glaces# mais la glace ont coûté 50 francs çà c'est un
petit peu cher pour la / pour la glace aussi ils ne sont
35   pas prendre de la glace# après çà ils ont allé à la
cinéma# quand à la cinéma ils sont regardé un western#
voilà beaucoup de personnes dans la cinéma# il était une
très amusant soirée#

40   NN23

Anne est regardé la télé quand le téléphone est sonné#
...Anne est répondé de la téléphone et dit "Paul" / et a

dit "Paul"# Paul est demandé à Anne de rencontrer / de le
rencontrer dans le Café du Parc / à le Café du Parc# Anne
et Paul sont rencontré / rencontré à la Café et Anne
mangeait beaucoup et a bu beaucoup et Paul Paul est /
5 Paul a été très confusé# ils sont nagé dans l'après-midi
mais Anne n'est pas nagé parce qu'elle a mangé très
beaucoup# après ils sont nagé ils sont acheté des glaces
pour 50 je sais pas il semble que c'est très beaucoup /
c'est très cher mais Anne a voulu des glaces# maintenant
10 Anne et Paul sont allés au cinéma de voir un western
film# Paul Paul a dû je ne sais pas has to be très riche
et Anne a été...je ne sais pas

NN24

15

c'était samedi dernier de la semaine et Anne et Paul
étaient copains# ...Anne a regardé la télé quand Paul a
téléphoné Anne et elle a levé le téléphone et elle a dit
"bonjour Paul" et Paul çà dit / Paul a dit que qu'il veut
20 sortir avec Anne samedi soir# à 8 heures Paul est arrivé
à la maison d'Anne# les deux a voyagé dans la voiture ils
sont allés au restaurant pour dîner le poisson# quand ils
a été / ont été dans le restaurant Anne mange une
sandwich avec un plat de poisson# Paul a mange une
25 sandwich aussi avec le vin rouge# après le dîner le
soleil a continué de briller alors Paul et Anne a nagé
dans la piscine# après après avoir nagé dans la piscine
ils ont / ils ont acheté des glaces# Anne adore la glace
parce que c'est beaucoup de sucre# quand il a 10 heures
30 Paul et Anne sont venus au cinéma pour voir le film de
"?"# c'était une bonne film et Anne et Paul l'adorent#
dans le film de "?" il y a des cowboys qui a couru sur la
scène et Paul et Anne ont pensé que l'homme dans le
cheval est très courageux# après le cinéma Paul et Anne
35 sont retournés à la maison d'Anne et Anne a pris une
douche et elle s'est couchée#

NN25

40 c'était samedi dernier Anne était toute seule chez / chez
elle et Paul a téléphoné Anne si elle voulait aller ...
peut-être aller faire quelque chose# ... Anne allait au
Café pour le / pour le thé ... ils ils ont ... ils ont

... av/e/ un petite déjeuner le sandwich le vin# après
c'est une temps de la été peut-être parce que ils sont
ensemble allés au nage à la piscine# après ... Paul a
achète [non]/ ... il n'a pas achète la glacé parce que 50
5   francs petit cher pour glacé# ils sont décidé aller au
cinéma ... et ils ont regarde une film de cowboy#

NN26

10 Anne s'était assis sur le plafond quand le téléphone a
sound / soundé# Paul...Paul était téléphoné à Anne pour
inviter / pour inviter elle à la restaurant Café du Parc#
Anne Anne a dit oui et Anne et Paul a allé en samedi#
...Anne a rencontré Paul dans le restaurant...à 7 heures
15 / à 8 heures moins le quatre# Anne Anne a mange / a mangé
un sandwich et elle est soif et elle a buvé / elle a bu
le vin# Paul n'était pas faim et il regarde Anne quand
elle était mangé# après après après le dîner ils ils ont
allé à la poitrine et Paul et Paul...Paul a...swim# après
20 çà Paul et Anne faire / a fait du promenade et et il a
acheté les glaces# Anne Anne Anne a voulé acheter les
glaces mais Paul n'a pas acheté pourquoi / mais il était
50 francs# ils ils ont fait le promenade et ils a vu un
cinéma et Paul a dit...
25
NN27

c'était samedi dernier# Anne a regardé la télé quand Paul
a téléphone# elle a regardé la soap opera# Paul a demande
30 "est-ce que vous voulez sortir avec moi ce soir?" Anne a
dit "ah mais oui"# si ils ont allé au Café pour le dîner#
quand le dîner est arrivé Anne est / était très heureuse
mais Paul n'aime pas sa / son repas# après le dîner Paul
a demandé Anne "est-ce que vous voulez faire au piscine
35 avec moi?" Anne a dit oui et si ils ont allé au piscine#
Anne elle aime pas l'eau mais Paul avait un beaucoup
d'amusant# après ils ont allé au piscine ils ont allé
pour la glace# il fait très beau cette jour et très chaud
si la glace était très bon# puis ils ont decidé au
40 cinéma# il y avait un bon film à le cinéma ce soir# il y
est / il y a une western au cinéma# Paul aime le western
beaucoup et Anne aussi# ils ont / ils ont eu beaucoup
d'amusant cette jour et ils ont decidé sortir une autre

fois ensemble après çà [c'est tout]#

NN28

5   c'était samedi dernier# Anne était en train de regarder
la télévision quand le téléphone a sonné# c'était Paul#
Paul lui a demandé de de lui rencontrer au restaurant et
Anne est allée au restaurant de rencontrer Paul# ...quand
elle est arrivée elle portait une robe bleue et Paul lui
10 attendait à la table [ ] ils ont tous les deux mangé un
sandwich# Anne avait très faim mais Paul il n'avait pas
très faim# ils ont bu du vin aussi# ...après le
restaurant ils ont decidé d'aller nager# il faisait beau
dehors# après qu'ils ont nagé ils ont decidé de se
15 promener et pendant qu'ils se promenaient ils ont decidé
d'acheter une glace une glace à 50 francs# après ils sont
allés au cinéma voir un film# c'était un western et ils
ont bien amuse ensemble# je suppose qu'ils vont encore se
rencontrer#
20
NN29

samedi dernier Anne a regardé la télé pour deux heures et
samedi dernier Paul a téléphoné à son amie et il a parlé
25 a ce [ ] peut- être il a invité son amie de aller au
cinéma# ...Anne est allée au Café du Parc...à 11 heures
et 35 et elle...elle a pris du café avec son ami son
ami...qui s'appelle Marc# elle a bu du vin et elle a
mangé un sandwich et après le déjeuner elle est allée
30 nager au lac et il fait / il a fait du soleil cet samedi#
...après / ...ensuite Anne et son ami Marc...ils ont pris
des glaces sur le trottoir et ensuite Anne et son ami est
allé au cinéma pour voir un bon film# et après le film
/...le film c'est un western avec des cowboys et...[c'est
35 tout] 'elle a regardé la télé Paul a téléphoné son amie
elle est allée au Café du Parc elle a pris le déjeuner
elle a nagé avec Marc elle a pris des glaces elle est
allée au cinéma avec son ami et c'est tout'#

40 NN30

samedi dernier Anne a regardé la télé quand le téléphone
a sonné# c'était Paul# Paul l'a téléphoné et il l'a

demandé si elle voulait manger avec lui et elle dit oui
et ils ont rencontré au Café du Parc à 11 heures 35 et
ils ont mangé des sandwichs et du vin et puis après ils
ont nagé sous le soleil dans une lac et puis après cela
5   ils ont mangé du glace qui coûtent 50 francs et puis ils
sont allés au cinéma pour regarder un film et ce film
c'était un western avec des chevaux et des cowboys
et...ils s'amusaient bien#

10   NN31

c'était samedi dernier et Anne regardait la télévision et
la téléphone sonnait et il était Paul c'était son petit
ami elle était très heureuse d'entendre de Paul et puis
15   ils sont allés au Café du Parc où ils mangeaient du café
du viande du poisson et du vin# ...Anne portait un bleue
chemise et Paul portait un chemise gris et puis il
nageait dans la piscine et il fait / il faisait très
beau...et puis Anne et Paul sont allés d'acheter des
20   glaces# ils coûtaient très cher 50 francs et puis ils
veulent aller au cinéma et...ils sont voir / ils voyaient
un film de cowboy de cheveux et de montagnes et ils sont
très heureuses ils sont très ravissants et c'était un
bonne jour et...il y a / il y avait beaucoup de gens dans
25   la cinéma...il faisait bon jour [et c'était tout]#
...dans le matin Anne portait un bleu chemise avec un
jupe bleue et quand Paul lui téléphonait il porte un
chemise rouge et puis il portait un chemise gris
quand...quand il est allé au dîner avec Anne [et je ne
30   sais pas quoi dire...c'est un dialogue très long et c'est
tout]#

NN32

35   c'était samedi dernier quand Anne a regardé la télévision
et elle a reçu une coup de téléphone# c'était son ami
Paul...# Paul a lui demandé si elle veut rencontrer avec
lui# elle lui a rencontré au Café du Parc à midi moins
25...# elle a porté une chemise bleue et un skirt bleu...
40   et il port/e/ une chemise gris# et ils ils ont mangé des
sandwichs et buvé du vin mais Paul il ne il n'a pas mangé
son sandwich il a regardé Anne en mangeant son sandwich#
après le déjeuner ils ils all/e/ à la piscine et il

faisait beau au dehors...# Anne a resté à côté de la
piscine et Paul il nageait# après nagé Anne et Paul
allaient acheter des glaces...# les glaces coûtent /
coûtaient 50 francs c'ét/e/ un peu cher pour des
5   glaces...# Paul a offré / offri de d'acheter une glace
mais Anne n'a / elle ne le voulait pas c'ét/e/ trop cher
pour elle...# alors il il a / ils sont allés au cinéma
pour regarder une film western# ... dans le film il y a
un cowboy qui [ ] sur un cheval

10

NN33

c'était samedi dernier...Anne a regardé la télé et le
téléphone a ring# ...Paul a téléphoné Anne et...ils ont
15   decidé...rencontr... le Café du Parc à 11 heures et demi
et...prendre petit déjeuner# après le petit déjeuner ils
a / ont decidé...à nager parce que il fait très beau au
dehors# ...après...après ils ont nagé ils...ils sont
allés... ils sont allés acheter des glaces# ...les glaces
20   étaient 50 francs et puis ils ils sont allés au cinéma et
ils a / ils sont / ils ont regardé un film avec avec...le
cowboy [et c'est tout]# ils ...

NN34
25

c'était samedi dernier# Anne a vu le télé quand le
téléphone dring il non / c'est Paul qui a téléphoné# il a
invité Anne d'accompagner non / de lui accompagner pour
le jour# elle a va au Café du Parc# Paul il attende#
30   quand il a mangé Anne a mangé beaucoup de sandwich Paul
est étonné# puis les deux jeunes personnes a va à le lac
/ le lac je ne sais pas# elle [ ] a va dans l'eau et elle
a aimé non / et ils ont aimé le sol# Paul et Anne ont
faim et ils sont acheté des glaces pour 50 francs# dans
35   l'après-midi ils a va au cinéma# c'est une...film de
l'Amérique de John Wayne# pour les deux jeunes personnes
il a été une bon jour#

NN35
40

c'était samedi dernier Anne regardait la télé quand le
téléphone a sonné et c'était Paul# Paul demande à Anne si
elle si / elle voulait dîner avec il# Anne a le rencontre

à Marc / à Paul à le Café du Parc à 11 heures et 35# Anne
et Paul mang/e/ du vin et des sandwichs et Anne était
très très faim / beaucoup de faim# après le dîner ils /
ils ont nagé# il fait beau et l'eau était beau aussi# ...

5   Paul / après nag/e/ Anne était / Anne a faim de nouveau
et Paul achetait des glaces pour elle# les glaces coûtent
/ a coûté 50 francs# après a mangé les glaces ils ont
allé au cinéma voir / il a vu le western avec Clint
Eastwood peut-être# ils ont passé une bon jour#

10

NN36

c'était samedi dernier Anne a regardé la télé# c'était
samedi dernier Anne est relax# c'était samedi dernier ...

15   le téléphone a rangé / a rangé# c'était samedi dernier
Paul c'est téléphoné Anne# c'était samedi dernier Paul
pose la question à Anne# c'était samedi dernier Paul a
demandé Anne à la Café du Parc# c'était samedi dernier
Anne a accepté l'invitation à Paul# c'était samedi

20   dernier Anne a rencontré Paul au Café du Parc# c'était
samedi dernier Paul et Anne a desiré manger# c'était
samedi dernier Anne a mangé une sandwich# c'était samedi
dernier Paul a regardé Anne# c'était samedi dernier Paul
et Anne ont bu le vin / du vin# c'était samedi dernier

25   deux femmes / deux femmes a nagé à la plage# c'était
samedi dernier Paul et Anne a discuté à la politique à
côté glaces# c'était samedi dernier Paul et Anne a décidé
/ ont décidé aller au cinéma# c'était samedi dernier Paul
et Anne a regardé le film# ils ont ...

30

NN37

c'était samedi dernier# ...Anne regardait le télé quand
Paul lui a téléphoné et elle a porté une robe bleue et

35   Paul il a porté une chemise rouge et il a une grand nez
et ensuite...ils sont rendez-vous à le Café du Parc à 11
heures 35 et Paul a porté un pull gris et ensuite ils ont
mangé un croque-monsieur croque-madame je crois et ils
ont bu du vin et ensuite ils sont / ils ont nagé à la

40   piscine et il faisait beau# ...Anne a apporté un maillot
de bain mais il n'a coûté rien et après...ils ont acheté
des glaces et ils sont / étaient très très chères parce
qu'ils étaient 50 francs çà fait beaucoup pour la glace

je crois et ensuite ils sont allés au cinéma pour
regarder un western avec John Wayne je crois je suis pas
sûre# et...elle a porté la même robe bleue et il il a
porté un costume grise# et...dans le western...les
5 indiens se sont tués# c'est pas clair# mais je crois que
Anne et Paul avaient eu une bon rendez-vous# au revoir#

NN38

10 c'était samedi dernier# Anne est chez elle# elle a
regardé la télévision quand le téléphone a ringé# elle a
répondu à le téléphone et Paul dit "allô"# elle dit "allo
Paul çà va?" il dit "çà va bien et vous?" elle dit "?"#
Paul a demandé à Anne si elle desirait/ si elle désirait
15 manger avec il ce soir elle dit oui ... cet soir Anne ...
a allé à la restaurant Café du Parc quand Paul a attendu
pour Anne# pour le dîner Anne et Paul sont mangé des
sandwichs avec du vin# elle ne parle beaucoup mais c'est
une bonne soir# le prochain jour Paul et Anne sont allés
20 à la / à la Parc de l'eau pour nager# c'est une bonne
jour pour çà il y a / il / ils ont une bonne temps avec
...# le prochain jour Paul et Anne sont allés à une
marche avec ... et ils mangent le glace# après çà ils
sont allés à la cinéma pour vu une film de cowboy# le
25 cowboy c'était une très beau et Anne dit "Paul vous est-
ce que vous aime le cowboy?" et Paul dit oui et elle dit
"est-ce que tu desirais vu une autre film cowboy un autre
temps?" il dit oui et [c'est çà#]

30 NN39

c'était samedi dernier Anne était chez elle et elle
regard / regardait la télévision quand le téléphone a
sonné# c'est Paul et il l'a invitée à aller au café du
35 Parc pour manger un sandwich et pour boire du vin# quand
ils ont été dans le café Paul a regardé Anne parce que il
/ elle paraître être faim quand il a mangé son sandwich
avec joie# après çà ils ont nagé et Anne est assis à / au
bord de...de l'eau...et Paul a nagé# après çà ils ont
40 faire promenade et ils... / Anne a décidé qu'ils /
qu'elle veut un glacé et elle a demandé à Paul de le
chercher un# ...après le glacé ils sont allés au cinéma
dont ils ont vu un film de cowboy# le cinéma est rempli

de jeunes gens qui ont été très intéressés dans le film#

NN40

5   c'était samedi dernier# Anne...Anne Anne voyait la télé
    quand le téléphone a sonné# c'était Paul# il lui a
    demande / il lui a demandé si elle... / si elle aimerait
    sortir# elle a dit oui# il a changé... il a... / il a
    porté une...une chemise rouge et une sweater gris et il
10 est allé au Café du Parc# Anne a / a porté une une robe
    bleue# elle a mangé une sandwich et Paul aussi# ...parce
    que le temps était très beau ils ont nagé et a acheté des
    glaces qui étaient très / qui n'étaient pas très chères#
    Paul a eu un petit / un peu d'argent...Paul et Anne /
15 Paul et Anne sont allés au cinéma et a vu une film de
    cowboy# ... [ ]

    NN41

20 c'était samedi dernier...le téléphone a sonné et Anne a
    pendant / ... Anne a regardé la télé# ...c'est
    Paul...Paul a... / a demandé à Anne si elle voudrait
    aller au restaurant et elle a dit bien#
    ...pendant...après...après ils ont parlé...ils sont allés
25 au restaurant et elle a mange une sandwich et elle a boit
    du vin# ...après...mangé je pense que c'est peut-être
    déjeuner ils ont nagé dans une piscine avec une / un
    soleil dans le ciel# après ça ils ont acheté des glaces
    du prix 50 francs...c'est très cher n'est-ce pas# après
30 çà...après mangé la glace ils sont allés au cinéma et ils
    ont voit une film de cowboy [et c'est fini]#

    NN42

35 c'était samedi dernier Anne et a regardé la télé quand
    Paul a téléphoné à elle et elle est / elle était sur le
    tapis et quand Paul a téléphoné à elle# ils vont au café
    du Parc# Paul a porté un pullover et Anne a porté une
    robe bleue et ils ont mangé des sandwichs et a bu du vin
40 et après ils vont à la / ils sont allés à la piscine
    parce qu'il faisait beau et il était beaucoup de soleil
    et ils ont nagé# ensuite ils sont allés à la à la ville
    je pense et ils ont cherché des glaces qui ont couté 50

francs très chères je pense et enfin ils sont allés au
cinéma et ils regar / ils ont regardé un film western je
pense avec des chevaux et des montagnes#

5   NN43

c'était samedi dernier une petite fille qui s'appelait
Anne se reposait sur le tapis pour regarder la
télévision# elle portait sa robe favorie qui était bleue
10   et soudainement le téléphoné a sonné# c'était son petit
ami Paul qui lui téléphonait pour lui inviter à sortir#
Paul portait son favori / son chemise favorie qui est
rouge# il arrange de la voir chez le Café du parc vers
les 11 heures et demi# Anne Anne est arrivée en retard de
15   5 minutes...au Café du Parc et elle voyait que Paul était
déjà là# il y avait des autres patrons chez le Café qui
ont déjà demandé leur déjeuner# il n'y avait qu'un seul
maître ou garçon là# ...après quelques minutes le garcon
est venu leur donner le menu# ils ont demandé deux
20   sandwichs et deux tasses du vin# comme Anne avait
beaucoup de faim elle a commencé manger immédiatement
mais Paul non et il a regardé parce qu'il ne comprenait
pas pourquoi elle avait beaucoup de faim# ...ils ont fini
le bouteille de vin complètement# comme il / il faisait
25   beau les deux ont decidé de nager dans la piscine# grâce
à dieu ils ont porté avec eux les maillots ou les cotumes
baigner# ils se sont allés à la piscine municipale pour
nager sous les arbres# après avoir nagé ils avaient de
faim et comme ils n'ont pas mangé le déssert chez le Café
30   du Parc Anne a offert de leur acheter quelques glaces#
elle avait beaucoup de / elle avait 100 francs avec elle
et c'était assez pour en acheter deux# ils se sont allés
/ après çà en mangeant les glaces ils se sont allés au
cinéma où il y avait un film de cowboy de western#
35   ...c'était elle qui a payé les... comment on dit /
l'entrance / les billets et ils se sont rentrés et se
sont assis vers le grand écran du théâtre# ...ils
n'avaient pas la ch / l'opportunité de s'asseoir ensemble
parce qu'ils se sont venus en retard...Paul était obligé
40   de se mettre dans la première file et Anne dans la
deuxième...et Paul ne pouvait pas voir très bien l'écran
mais Anne un peu / pouvait le voir un peu mieux# ...ils
s'amusaient beaucoup c'était un film très bien et après

çà ils se sont partis chacun chez eux / chez lui [c'est
tout]#

NN44

5

c'était samedi dernier Anne était en train de regarder la
télévision c'était une émission de de comédie je sais pas
quoi et le téléphone a sonné# elle était au sol dans sa
robe bleue# c'était Paul elle l'a pris# il l'a invitée à
10 aller au Café...pour le déjeuner c'était à 11 heures et
demi et puis aller à la piscine au cinéma peut-être# donc
elle a dit oui# ils ont allé au Café du Parc# ils avaient
rendez-vous à 11 heures et demi elle était un peu en
retard à peu près cinq minutes# on a commandé du vin et
15 des sandwichs on a bien mangé# il faisait très beau#
après le déjeuner ils ont allé à la piscine Paul a nagé
beaucoup Anne pas beaucoup elle aimait mieux se bronzer
dans le soleil parce qu'il faisait très beau# et après
après all/e/ à la piscine ils ont allé à le marchand de
20 glaces# çà coûtait 50 francs je sais pas combien de
boules mais on a acheté des glaces Anne de chocolat et
Paul du vanille# après avoir acheté des glaces on est
allé au cinéma# on a regardé un film c'était un western
avec des cowboys et ils étaient assis au fond du théâtre
25 et on a vu les cowboys avec les chevaux [et c'était
tout]#

NN45

30 c'était samedi dernier# Anne a regardé la télé quand Paul
a téléphoné Anne# Paul a demandé à Anne pour rendez-vous
à Café du Parc# quand Anne a été / était arrivée à Café
du Parc elle a demandé pour le vin et un sandwich mais
Paul n'est pas mangé / a mangé beaucoup# après manger
35 Paul et Anne a nagé au piscine# et il fait très beau mais
le water / mais l'eau est très froid# après a nagé Paul
et Anne a mangé la glace / les glaces# puis ils sont
venus au cinéma pour regarder un western film#

40 NN46

c'était samedi dernier Anne a / était / a regardé la télé
quand Paul l'a téléphoné# Paul a téléphoné Anne pour

aller au restaurant pour manger...# ils ont allé au Café
du Parc# quand Anne est arrivée au Café Paul l'a attente#
ils parlent dans le Café# ils mangent du sandwich ils
boit du vin# après ils sont allés à nager# il fait beau /
5   très beau au dehors ils sont allés à la maison de Paul /
chez Paul# après ils sont allés pour acheter des glaces#
Paul a acheté des glaces...framboise et Anne aussi# les
glaces ont coûté 50 francs# quand ils mangent des glaces
Anne Anne a / elle a dit qu'elle elle voudrait aller au
10 cinéma d'accord# ensuite ils sont allés au cinéma# ils
ont vu un film de cowboy avec les cheval et les cowboy
avec les cowboy / les chapeaux de cowboy et les cowboy
bottes# après le cinéma Paul a retourné à / Paul a
retourné chez il et Anne a retourné chez elle#

15

NN47

c'était samedi dernier et Anne regarde / a regardé le
télévision quand Paul a téléphoné# ...il a demandé Anne
20 si elle veut aller au Café du Parc pour le dîner et quand
ils étaient au restaurant ils mangent du sandwich et boit
du vin et après ils ils ont allé au piscine et il fait du
soleil...# après ils achetaient des glaces que coûtent /
a coûté 50 francs# ...puis ils sont allés au cinéma pour
25 voir une film#

OUT1

Anne regarde la télé# ... Paul parle à le téléphone# ...
30 Paul nage à la piscine# ... Anne mange un sandwich# Anne
et Paul boivent du vin# Anne et Paul partent au cinéma#
Paul regarde la film# ... Paul a téléphoné à Anne# ...
Anne est mangé une sandwich# ...

35 OUT2

Anne ne répondre pas à téléphone# elle ne regarde pas la
télévision# elle / elle est "?"# Anne n'est / n'est
réponde pas à téléphone# Paul téléphone à amis# ... à
40 Café du Parc il est / il est faim# ils / ils manges / ils
se sont mangés# ... ils se rencontrent# ils allaient à
cinéma à regarde du film# ils regardent un film#

OUT3

c'était samedi dernier Anne va ... regarder la
télévision# c'était samedi dernier Paul ... / c'était
5   samedi dernier Paul et Anne parlaient au téléphone#
c'était samedi dernier Paul et Anne ont rendez-vous à
Café du Parc# c'était samedi dernier Paul et Anne
mangeaient des sandwichs et boivent du vin# c'était
samedi dernier / c'était samedi dernier ils sont ... la
10 plage / à la piscine / la piscine# Paul "?"# c'était
samedi dernier Paul / Paul et Anne mangeaient les glaces#
c'était samedi dernier Paul et Anne rendez-vous à la
cinéma# c'était samedi dernier Paul et Anne voient le
western#

15

OUT4

c'était samedi dernier# Anne ... va regarder télévision
quand téléphone ... / c'était samedi dernier Paul est
20 téléphoné Anne# c'était samedi dernier Paul ... rendez-
vous avec Anne à la Café du Parc# c'était samedi dernier
Anne et Paul mangeaient / mangent sandwich et boit le vin
à Café du Parc# et puis le dernier Paul et Anne nageaient
à la piscine# après ils nagent ils mangent glaces# Anne
25 et Paul ... / Anne et Paul allaient à la cinéma# Anne et
Paul regardent le film western#

OUT5

30 c'est été samedi dernier Anne est regarde la télévision
quand de téléphone / ... Paul téléphonait ... ils étaient
allés de Café du Parc de mange# ils étaient mange une
sandwich avec une vin# c'est été samedi dernier de mange
il était / ... il était "?"# c'est été samedi dernier ils
35 allaient de cinéma# ... Anne connait / connu avec Paul#
... ils / ils / ils étaient achète ... glace pour ... 50
francs pour Anne# le cinéma était une film de action et
western# ...

40 OUT6

c'était samedi dernier Anne était en train de voir la
télévision et le téléphone a sonné# Anne était / Anne

avait une / Anne avait une bleue# ... à droite Paul est
en train de téléphoner à quelqu'un# il est / il a une
chemise rouge# au milieu ... Anne arrive au Café du Parc#
je pense que c'est Paul qui attendait pour Anne# c'est 11
5   heures 35# ... il y a deux personnages qui est assises à
côté de Paul et il y a aussi un serviteur qui ... / qui
cherche pour quelqu'un# alors le milieu Paul et Anne
mangent du sandwich / des sandwichs avec du vin et Paul
est troublé par comment Anne mange ses sandwichs# à
10   droite il est un / il était un beau jour# ... ils
nageaient sur la pool# enfin c'est Paul qui nage / qui a
nagé et Anne est assise à côté# alors Anne fait / a fait
ses adieux à Paul et il y a une glace qui est 50 francs#
c'est trop cher# et à droite ... cela il y a un cinéma et
15   Anne était en train de rentrer pour voir un film# et à
côté de cela il y a un film# il y a plusieurs monde# Paul
et Anne se sont assises à côté je crois ... ils voient un
film de western# il y a un cowboy un cheval qui court et
c'est un désert# [ ] sur la premier / sur le premier il
20   y a un télévision et Anne est en train / était en train
de le voir# le téléphone sonne et à côté d'Anne il y a un
sofa# ... sur le côté droit en haut Paul est en train de
téléphoner / était en train de téléphoner à quelqu'un# il
a téléphoné quelqu'un et il / il est habille ... dans un
25   chemise rouge# au côté gauche au milieu il y a un Café du
Parc# c'est 11 heures 35 il y a trois tables ... Anne est
en train / était en train de rentrer et il y a des fleurs
sur chaque table# au milieu il y a Paul il est habille
dans une chemise gris avec des "?" et il est en train /
30   il est troublé par comment Anne mange le sandwich il y a
aussi des vins et des glaces à côté et puis c'est tout#

OUT7

35   c'était samedi dernier et Anne regardait la télévision et
elle a / elle a entendu le téléphone# ... elle pensait ce
qui se passait# Paul parlait par le téléphone avec son
ami je ne sais pas# au Café du Parc il était beaucoup de
gens ... qui voulaient manger et une fille a entré à 11
40   heures demi# ... une fille et son copain mangeaient un
sandwich avec du vin des fourchettes des cuillers [ ]#
une autre fille et son copain nageaient dans le soleil
[non] / dans la piscine# il était beau et chaud [non] il

faisait beau il faisait beau# une autre fille et son
copain ... parlaient ... à côté d'un vendeur qui vendait
des glaces et au cinéma une autre fille et son copain
voudraient regarder un film# c'est un western et il y a /
5   il était / il y avait beaucoup de gens là-bas et le film
était très intéressant#

OUT8

10   c'était samedi dernier et Anne regardait la télé quand le
téléphonait sonnait et ... c'était Paul et ... Paul
portait un chemise rouge et Anne portait une jupe bleue#
... Paul / Paul était dans un restaurant et elle / et il
voulait que Anne mange avec elle / avec il et ... ils ils
15   assistaient à une table et ils mangeaient# après le dîner
ils / ils nageaient parce que il faisait beau et ils
aiment / ils aimaient beaucoup nager# après après de
nager ils / ils mangeaient les glaces et ... / parce que
/ parce que il fait / il faisait / il faisait chaud#
20   après de manger la glace ils allaient au cinéma et ils
regardaient un film avec les cowboys et ils aimaient
beaucoup le film parce qu'ils aimaient les cowboys#

APPENDIX C

TRANSCRIPTS OF THE NATIVE SUBJECTS' NARRATIONS

TRANSCRIPTS OF THE NATIVE SUBJECTS' NARRATIONS

A

Anne regardait la télévision quand soudain le téléphone a
sonné Paul était à l'autre bout de la ligne donc il a
5   invité Anne à se rendre au café elle s'est rendue au Café
du Parc où il l'attendait ils ont mangé des sandwichs
ensuite ma foi ils sont allés à la piscine et puis Anne
s'est fait offrir par Paul des glaces 50 francs mon dieu
et pour finir ils sont allés au cinéma voir un western
10   voilà

B

c'était samedi dernier Anne a regardé la télé ... pendant
15   qu'elle regardait la télé Paul lui a téléphoné et alors
il lui a alors fixé rendez-vous au Café du Parc Anne s'y
est rendue et ils ont bu du vin [ ] ils ont mangé
apparemment des croque-monsieurs ... alors comme il
faisait beau ils ont décidé d'aller se baigner Anne étant
20   très frileuse n'a pas mis les pieds dans l'eau
apparemment elle est restée au bord ... pour la remercier
de l'avoir accompagné Paul lui a offert une glace les
glaces coûtaient 50 francs ah ben çà c'est vraiment cher
et ... il l'a ensuite emmenée au cinéma où ils ont
25   regardé un film [ ] un western puis ils sont rentrés chez
eux.

C

30   Anne était en train de regarder la télé quand elle
entendit le téléphone ... c'était Paul il l'invita à
prendre un verre dans un café / au Café du Parc ils en
profitèrent pour prendre un sandwich ... Paul fut
intrigué de l'attitude de Anne ils se firent [non] / ils
35   décidèrent d'aller nager mauvais après manger ils
entreprirent une soirée bien organisée glaces cinéma avec
le dernier western.

D

40

bon alors Anne regardait la télé quand le téléphone a

sonné c'était Paul qui l'invitait à déjeuner au Café du
Parc donc ils ont mangé apparemment des croque-monsieurs
après ils sont allés ... au bord ... au bord d'un / d'un
lac et puis ils ont mangé une glace ils sont allés au
5   cinéma et ils ont vu un western.

        E

c'était samedi dernier Anne était allongée par terre à
10   regarder la télé le téléphone sonna c'était Paul avec un
... / une chemise rouge ensuite ils se sont rejoints au
Café du Parc à midi moins 25 ... comment elle s' / Anne
est rentrée avec sa robe bleue Paul l'attendait déjà
ensuite ils se sont mis à table Anne mangeait un / un
15   croque-monsieur avec du vin ensuite ils ont été à la
piscine avec un beau soleil qui souriait Paul nageait et
Anne le regardait assise à côté de la piscine ensuite ils
ont été s'acheter des glaces /... des glaces ensuite ils
ont été au cinéma et ensuite ils ont regardé un western.
20
        F

alors on peut dire que oui Anne regardait la télévision
le téléphone se mit à sonner ... c'est / Paul a dû
25   décrocher / oui Paul a décroché voilà ensuite ils ont été
/ un petit peu plus tard / ils ont dû aller au Café du
Parc [ ] / enfin ils ont mangé ils ont été ensuite à la
piscine ils se sont acheté des glaces ils ont été au
cinéma et ont regardé un vieux film.
30
        G

alors ... Anne a regardé la télévision ... [ ] Paul était
au téléphone [ ] donc ils se sont donné rendez-vous au
35   café / enfin au snack d'ailleurs ... ils sont / ils sont
allés se baigner ensuite ... ils sont allés manger une
glace ils ont terminé la soirée au cinéma.

        H
40
alors samedi dernier Anne a regardé la télévision le
téléphone a sonné ... alors Anne était allongée devant la
télévision son téléphone sonnait ... Paul ... / c'était

Paul ... il l'invit / ... il l'invitait ... à aller au
Café du Parc à 11 heures et demi ... il était assis à une
table et il attendait Anne ... ils ont mangé ensemble et
... ils sont / ils ont bu du vin ils sont sortis ... à la
5   piscine ils se sont baignés le soleil brillait ... Anne
s'est acheté une glace ... elle coûtait 50 francs ils
sont allés au cinéma ensuite ils ont vu un western.

    I

10

Anne regardait la télé pendant que Paul était en train de
téléphoner ensuite ils ont ... / ils se sont rejoints au
Café du Parc pour y manger après cela comme il faisait
beau ils se sont retrouvés ... au bord d'une rivière ils
15 ont dégusté des glaces ils ont été ensuite au cinéma ...
pour regarder un western.

    J

20

Anne a regardé la télévision le téléphone sonna Paul
décrocha ... ils se sont retrouvés après au Café du Parc
... Anne portait une robe bleue ... Paul un pull-over
gris et une chemise rouge ils ont dîné le lendemain
25 vraissemblablement ils se sont retrouvés ... au bord
d'une piscine ... ils ont mangé une glace puis ils sont
allés au cinéma pour regarder un western.

    K

30

bon alors c'est Anne et Paul ils sont sortis samedi soir
ils sont allés au Café du Parc ils ont mangé un bon petit
goûter manifestement c'était des croque-monsieurs avec
une petite bouteille de vin après ils sont allés ... se
35 baigner dans une piscine [donc çà ne devait pas être le
soir] ... et ils ont mangé des glaces ils sont allés au
cinéma et ils ont regardé un film de cowboy.

    L

40

bon c'était donc samedi dernier Anne regardait la télé
quand le téléphone sonna elle a décroché et puis ...
c'était son ami Paul et ensuite Paul a dû lui fixer un

rendez-vous au Café du Parc elle s'est empressée de /
d'aller ... dans ce café elle a retrouvé Paul ils ont
déjeuné ensuite ils sont allés ... se baigner ... Paul a
dû lui offrir une glace pour 50 francs ensuite ils sont
5   allés au cinéma et ils ont terminé par ... un film de
cowboy.

M

10   et ben alors ... / alors ... Anne regardait la / la télé
lorsque Paul a téléphoné pour lui donner rendez-vous dans
un / dans un restaurant ils ont donc déjeuné dans ce
restaurant ils sont ensuite allés à la piscine et ont /
ont mangé des glaces puis ils ont décidé d'aller au
15   cinéma pour regarder un western.

N

alors ... Paul téléphona à Anne lui donna rendez-vous au
20   Café du Parc où ils déjeunèrent et comme le temps était
beau ils / ils/ ... ils allèrent se baigner à la piscine
ils achetèrent ensuite une glace ils finirent la journée
au cinéma devant un western.

25   O

Anne a téléphoné à Paul ils sont allés au / au Café du
Parc où ils sont restés à déjeuner bon ensuite ils sont
allés se baigner ils se sont peut-être achetés des glaces
30   ils sont allés au cinéma voir un western.

P

bon alors il y avait Anne qui regardait la télévision
35   apparemment Paul l'a appelée pour qu'ils se retrouvent au
café et ils ont mangé des croque-monsieurs ils sont allés
se baigner ... Paul a proposé une glace à Anne et ils ont
passé la soirée au cinéma à regarder un film de / un
western.
40
Q

samedi dernier Paul ... appela ... Anne ils ont / et il

l'invita à aller prendre un café dans le / au Café du
Parc et puis ... Anne avait très faim mais Paul il avait
pas très faim enfin il était un peu / il était préoccupé
par quelque chose ... et ils ont décidé d'aller se
5   baigner après et il faisait très beau / et comme il
faisait très beau Anne lui a proposé une glace à Paul et
pour terminer la journée ils ont été au cinéma voir un
western.

10   R

alors Anne regardait la télévision lorsque le téléphone
sonna ... c'était Paul donc et apparemment il l'a invitée
à déjeuner alors ils ont déjeuné puis ... ils sont partis
15   à la plage apparemment ... je pense qu'ils ont mangé une
glace et ils sont allés au cinéma pour regarder un film.

S

20   donc ils ont regardé la télévision certainement on devine
que Paul a appelé Anne ils ont passé une partie de
l'après-midi ensemble ils ont fait différentes choses à
savoir apparemment ils se sont baignés à la piscine ou à
la plage je ne sais pas ensuite ils se sont offert une
25   glace ils ont déjeuné au restaurant tous les deux et ils
ont fini la journée par ... apparemment une sortie au
cinéma par un western.

T

30

alors ... Anne est en train de regarder la télé quand le
s / le téléphone a sonné c'était Paul qui téléphonait
donc à Anne ... il l'a invitée au café ils ont dû prendre
un / un verre donc tranquillement ils ont discuté ils ont
35   mangé ensuite ... ils se sont sans doute mis d'accord
pour aller à la plage ou à la piscine ... ils ont pris
une glace ensemble ils ont discuté pour prendre une glace
après ils sont allés au cinéma voir un film ... un
western voilà.

40

U

donc c'était samedi dernier Anne ne faisait rien de

l'après-midi elle semblait regarder la télé le téléphone
sonna c'était Paul qui l'appelait pour lui donner rendez-
vous au Café du Parc quand elle arriva il était midi
moins 25 Paul était déjà là il l'attendait ils se mirent
5   à table apparemment Paul ... pensait quand il voyait Anne
qui / qui dévorait son repas alors que lui ne mangeait
pas ensuite ... ils allèrent à la piscine où ils se
baignèrent il faisait un soleil magnifique bon la journée
se poursuivit ils décidèrent d'aller acheter des glaces
10 ... puis allèrent ... / puis après cette / cette pause
allèrent au cinéma où se déroulait un / un film de / de
cowboy.

    V

15

Anne était dans / dans le salon et ... le téléphone s'est
soudain mis à sonner ... il s'agissait de son ami Paul
... qui lui a proposé de / de / de se rejoindre ... au
Café du Parc ... donc ils se sont donc retrouvés là-bas
20 ... Anne a mangé un sandwich ensuite ... on les voit se
baigner ... dans / dans / dans une piscine sans doute ...
et il y a même un beau soleil ensuite ... Anne ... a
mangé une glace tout en discutant avec son ami et puis
ils sont allés au cinéma et puis ils ont donc regardé un
25 film ... apparemment très ... aventurieux / aventureux.

    W

donc ... oui c'était samedi dernier et Anne ... allongée
30 par terre regardait la télé et puis le téléphone a sonné
c'était son ami Paul qui l'appelait pour lui proposer de
/ d'aller boire quelque chose au Café du Parc il était 11
heures 35 ... alors tout en mangeant un sandwich ils
parlèrent ensemble et puis après ils ont décidé d'aller
35 ... d'aller se baigner et enfin ... Anne est allée manger
une glace toujours avec son ami puis ils ont décidé
d'aller au cinéma et ... se sont ... décidés pour un /
pour un western.

40 X

alors ... Anne était en train de regarder la télé quand
tout à coup le téléphone sonna c'était Paul qui

l'invitait à aller au Café du Parc ils prirent leur petit
déjeuner puis ils décidèrent d'aller se baigner sur le
bord de la piscine après avoir pris un bain ils / ils
allèrent s'acheter ... une glace et décidèrent d'aller au
5   cinéma voir un film ... de western.

Y

Anne était en train de regarder la télévision quand le
10 téléphone sonna c'était Paul il l'appelait pour lui
demander si elle voulait bien venir avec lui au Café du
Parc ils sont donc ... / elle a dit oui ils sont donc
allés au Café du Parc manger un bon petit sandwich et
boire un petit coup de rouge ensuite comme il faisait
15 beau ils se sont baignés dans la rivière et après tous
ces exercices ils sont allés manger une glace et se
reposer en allant voir au cinéma un western.

Z
20
alors c'était samedi dernier Anne était tranquillement en
train de regarder la télévision quand le téléphone sonna
et c'était Paul qui l'appelait pour ... / pour passer la
journée ensemble donc ils se sont retrouvés à 11 heures
25 et demi au Café du Parc ils ont bu un café ensuite ils
sont allés déjeuner dans un restaurant ils sont allés
ensuite au bord de la mer il faisait très très beau et
... pour finir l'après-midi ils sont partis manger des
glaces ils se sont promenés dans la rue et ils se sont
30 arrêtés au cinéma pour aller voir un western.

OUT1

eh bien ... sur la première image ... le téléphone
35 sonnait Anne était allongée sur le sol la télévision
était allumée Paul a décroché le téléphone Paul et Anne
déjeunaient ... Paul et Anne se baignaient Paul et Anne
ont acheté une glace Paul et Anne sont allés au cinéma
Paul et Anne ont vu un western.
40
OUT2

alors Anne regardait la télé le téléphone sonne ... c'est

Paul il doit lui demander sûrement de / si il veut sortir
/ si elle veut sortir plutôt on retrouve Paul qui
l'attend à un café il a dû lui donner rendez-vous elle
arrive ... celui-ci ... mange avec elle donc ... il pense
5   aux vacances on voit le soleil la piscine ... les glaces
il l'invite à se promener ils vont au cinéma et ils
regardent un film de cowboy voilà.

OUT3
10

bon bien Anne est installée chez elle elle fait du "?" /
[ ] bon alors samedi dernier Anne était restée chez elle
... elle attendait peut-être un coup de fil et puis ...
bon le téléphone sonne elle s'aperçoit que c'est Paul
15   Paul qui l'invite à passer la journée avec elle donc ils
se donnent rendez-vous dans un café ... qui s'appelle le
Café du Parc à midi moins 25 et ... bon ils mangent
ensemble ils discutent ensuite au cours de l'après-midi
bon ils vont se baigner ils fait très beau très chaud
20   donc ils vont se baigner ... puis Paul offre une glace à
/ à Anne et en fin de journée ils vont / ils décident
d'aller au cinéma voir un western.

OUT4
25

donc ... Anne était devant la télé le téléphone sonne ...
c'est Paul qui est au téléphone il l'invite au Café du
Parc ensuite ... ils déjeunent ensemble puis ils vont à
la p / non ils vont pas à la piscine c'est pas / [bon
30   c'est pas grave] ils vont à la piscine ensuite ... ils
s'achètent une glace après ils vont au cinéma et ils
voient un film de je sais pas quoi / de cowboy.

APPENDIX D

INFORMATION SHEET

INFORMATION SHEET

NAME :

HOW MANY SEMESTERS OF FRENCH DID YOU TAKE IN HIGH SCHOOL?

HOW MANY HOURS OF FRENCH HAVE YOU TAKEN IN COLLEGE:

    at the 200 level:
    at the 300 level:

GRADE YOU OBTAINED IN YOUR LAST FRENCH COURSE:

    A   B   C   D   F   P

TOTAL LENGTH OF STAY IN A FRENCH SPEAKING COUNTRY:

    none
    less than 1 month
    1 to 6 months
    more than 6 months

DO YOU HAVE A CLOSE RELATIVE (PARENT OR GRAND-PARENT) WHO SPEAKS FRENCH AS HIS/HER NATIVE TONGUE?

    yes   no

REASON FOR TAKING FRENCH:

    Personal enrichment
    French is your major
    French is your minor
    A foreign language is required for your degree
    Other (explain)

WHAT DO YOU WANT TO ACHIEVE IN FRENCH:

    Fulfill a requirement
    Get some exposure to a foreign language
    Be able to read in French
    Be able to communicate in French
    Be fluent in French
    Other (explain)

APPENDIX E

TRANSCRIPTS OF THE FIVE NATIVE SPEAKERS'S NARRATIONS
ON THE FREE SPEECH TASK

TRANSCRIPT OF FIVE NATIVE SUBJECTS' NARRATION
ON THE FREE SPEECH TASK

Subject 1

[Je demeurais avec je demeurais ... Je suis en train de
chercher un peu où je pourrais commencer... C'était une
5   co-locataire, avec qui j'ai ... avec qui j'étais ... on
était organisé pour demeurer ensemble pendant un
semestre... il y avait un ami à moi oui un ami à moi et
puis alors une demoiselle qui était mon amie mais elle
avait fait des arrangements pour prendre un ... il y
10   avait une expo en habitat je pense qu'elle avait quitté
le Québec pour aller travailler à l'expo en habitat enfin
quelque chose qu'elle avait appliqué et qu'elle croyait
pas avoir ce qui fait qu'on a eu à trouver une
remplaçante c'était une amie à elle qui était ... c'était
15   une fille très sympathique la première fois que je l'ai
rencontrée, je l'ai bien aimée c'était le Pérou mais...
enfin je me suis toujours douté qu'elle était ... pas
tout à fait normale au niveau de ... qu'elle avait peut-
être un un IQ qui était inférieur [à la normale] à la
20   normale. Enfin j'ai jamais eu de preuve à cet effet-là.
C'était une fille qui était je pense qui était
apparemment première de la classe. Je pense qu'ils
étaient deux dans la classe ou c'était une toute petite
classe.]
25   puis c'est çà, elle est venue demeurer avec nous. puis là
je dirais pendant les deux premiers mois elle avait quand
même assez bien ... j'ai noté des petites choses dans son
comportement plus ou moins normales. Je pense que c'était
encore une fille qui avait été très protégée pis qui
30   avait pas ... appris plein de choses ... enfin toute une
série d'évènements de petites choses qu'elle qu'elle
faisait qui... [par exemple] qui m'ont irrité. Par
example, ben ... la première chose peut-être qui m'a
frappé je ne sais pas je te l'ai peut-être déjà
35   raconté... j'arrivais un soir à la maison et puis le
lavabo de la salle de bain était bouché et il y avait
plein de gros morceaux de carotte et de boeuf dans le
lavabo. [dans la salle de bain?] dans la salle de bain.
je me suis demandé qu'est-ce qu'il y avait de ... enfin
40   j'ai été me laver les mains à la cuisine puis là, mon

autre co-locataire qui était arrivé .. puis il voit le
lavabo bouché puis il dit "qui est-ce qu'a été malade
dans la salle de bain" puis finalement il s'est informé à
Marie-José on peut donner des noms? [pas de problème] il
5   s'est informé à Marie-José pour savoir qu'est-ce que
c'était et puis elle avait tout simplement un vieux
ragout de boeuf qui n'était plus bon qu'elle avait envie
de ... de se débarrasser et puis elle l'avait tout
simplement vidé dans le lavabo comme çà, les cubes de
10   boeuf alors bien évidemment elle avait bloqué le lavabo
et puis elle avait pas communiqué avec personne non plus
pour faire débloquer le lavabo ce qui fait qu'on a eu
c'était un vendredi je crois qu'on avait eu le lavabo
bloqué [bien-sûr. tout le week-end] tout le week-end. et
15   puis c'est çà ... on avait trouvé que c'était un peu
bizarre comme ... [je m'en doute] comme comme chose à
faire ce qu'elle avait fait puis jusque là çà se passait
pas mal puis finalement c'est une accumulation de choses
comme çà qui ont mené þ un jour ... ah un jour elle
20   faisait il y en il y en a tellement et puis çà fait
lontemps un jour elle va faire sa ... la cuisine
[unintelligible] elle commence à faire cuire je ne sais
plus quoi et puis moi j'étudiais dans ma chambre et puis
l'alarme de feu est est partie dans l'appartement je
25   pense parce qu'il y avait trop de fumé et puis ... je me
suis dit que j'allais attendre un peu puis elle va aller
la la décrocher puis l'arrêter puis il y a une miniute,
deux minutes, trois minutes, quatre minutes, cinq minutes
que l'alarme sonnait ce qui fait que je suis passé à la
30   cuisine voir ... on voyait plus rien dans la cuisine
c'était la fumée noire la fenêtre était ouverte
évidemment pour laisser un peu de . la fumée s'échapper à
l'extérieur. alors je lui ai demandé [laugh] qu'est-ce
qui se passait. puis alors tu sais elle avait renversé du
35   beurre sur le brûleur deux semaines auparavant. puis qu'à
chaque fois qu'elle faisait la cuisine le beurre ...
faisait beaucoup de fumée. je lui ai suggéré de de
changer le papier d'aluminium qui était [ou nettoyer
le...] [unintelligible] çà l'aiderait beaucoup...
40   [laugh] mais. c'était tellement une fille très
sympathique, très gentille puis ... très très insécure
évidemment puis. jamais je me suis fâché avec elle parce
que j'avais peur... que j'allais sûrement la blesser je

savais que c'était pas volontaire [ben voilà] qu'il y
avait simplement à lui dire Marie-José change donc le
papier "Ah oui, c'est une bonne idée!"... ah oui c'est
çà. elle vient me chercher un matin tout énervée elle
5   avait un examen à l'université puis son auto ... était
prise dans la neige ... alors je m'habille et je sors
dehors... pour l'aider. elle avait ... le frein à bras ou
elle avait un truc je ne sais plus exactement ce qu'il y
avait elle avait pas embrayé je ne sais plus puis elle
10   faisait simplement peser sur la pédale évidemment le
moteur s'emballait puis l'auto n'avançait pas [laugh] je
lui ai seulement suggéré d'embrayer et l'automobile est
partie... [laugh] [donc en fait oui tout çà elle ne le
faisait pas exprès en fait?] ah non non non. pas du tout.
15   c'était tellement irritant [ah oui] c'était tellement
tous les jours elle prenait sa douche le matin et puis on
avait. probablement une petite bulle d'air dans les
tuyaux et quand l'eau on l'ajustait à une certaine
température on tournait le robinet, çà faisait un bruit
20   un un sifflement dans les tuyaux très très très fort.
comme un sifflet presque. mais il suffisait tout
simplement [de tourner un peu plus] de tourner un petit
peu plus ou un petit peu moins. et puis elle prenait sa
douche c'était très tôt le matin vers 5 heures, 5 heures
25   trente. [laugh] c'était je sais pas pourquoi c'était
probablement la température [exactement] exactement la
température qu'elle désirait et puis elle arrêtait
toujours à cet endroit-là [laugh] et puis elle prenait sa
douche you know ... [laugh] cinq dix minutes comme çà et
30   puis un moment donné je lui ai demandé si elle pouvait
pas tout simplement tourner un petit peu plus ou un petit
peu moins [laugh] et puis elle était tellement gentille
"Ah oui, je m'excuse, Eric, je vais le faire. Mais elle
faisait sauf qu'elle le faisait tellement tranquillement
35   qu'elle passait et puis elle tournait comme çà [imitation
of the faucet's noise]. [oui donc vous l'entendiez quand
même] [laugh]

Subject 2
40

Euh ... Il y a dix-sept ans de cela, j'allais travailler
à Paris tous les jours ... et j'avais une Peugeot 305 ...
304 plutôt c'était une 304. verte foncé et. un soir en

revenant. du travail. pourtant il ne pleuvait pas je
roulais peut-être un non je ne roulais pas vite mais j'ai
voulu doubler une voiture sur l'autoroute et au dernier
moment je me suis rendue compte qu'il y avait une voiture
5   qui venait derrière moi. qui voulait me doubler aussi.
donc je me suis rabattue sur ma droite et j'ai la voiture
qui a euh fait un zigzag sur l'autoroute. je suis allée
un coup à gauche un coup de volant à droite et je me suis
remis enfin dans la droite ligne [laugh]. J'ai eu très
10   très très peur après pendant un certain temps j'ai roulé
tout doucement. j'avais les jambes et les bras qui
tremblaient. voilà le jour où j'ai eu vraiment très très
peur.

15   Subject 3

[Dans ce temps-là j'avais une toute petite voiture.
c'était une MG Miggit qui était absolument adorable très
agréable c'était euh. des amis me disaient que c'était
20   une voiture d'égoïste parce qu'il n'y avait que deux
places et il n'y a vraiment pas plus que deux places. et
c'était très sympa à l'exception que. elle était très
dangereuse aux Etats-Unis parce qu'aux Etats-Unis bien-
sûr en Europe çà va parce que toutes les voitures sont
25   petites et euh on a la visibilité. mais euh aux Etats-
Unis les les les voitures sont énormes et euh même si les
voitures ne sont pas très grandes euh quand quand on vous
regarde dans le rétroviseur et que à à un certain moment
étant donné que la voiture est est si petite très souvent
30   les voitures ne me voyaient pas... et chaque très très
souvent je faisais très attention enfin sur la dans en
ville çà çà va il n'y avait pas de problème mais à sur
l'autoroute chaque fois que je je dépassais une voiture.
il fallait absolument que je fasse très très attention
35   parce que je savais que la les les voitures à droite
risquaient de de ne pas me voir. enfin toujours est-il
que euh à part çà c'était quand même une voiture avec
laquelle j'avais j'ai eu beaucoup de. de joie. enfin çà
me faisait vraiment plaisir de la conduire mais euh un
40   autre problème c'était probablement aussi parce qu'elle
était toute petite elle n'était pas très stable [laugh].
J'avais toute sorte . fallait toujours faire très
attention non seulement aux autres voitures mais aussi à

euh bien maintenir mon volant...]
j'habitais à l'époque San Francisco et euh je suis allée
un jour euh je devais aller sur le port [unintelligible]
le port euh où mon mari travaillait. j'étais avec mon
5   fils en plus et euh. pour gagner du temps j'ai pris
l'autoroute... et euh il fallait comme c'était c'était
vraiment un un trajet assez court il fallait que je
rentre dans l'autoroute mais peut-être je ne sais pas à
un kilomètre de là très très prêt il fallait que je
10   ressorte de l'autoroute. c'est-à-dire qu'il fallait que
j'aille tout de suite à gauche pour rentrer sur
l'autoroute et ensuite tout de suite à droite enfin il y
avait une espèce de mais j'étais habituée j'avais
l'habitude de le faire euh. la seule chose c'était que
15   quelquefois euh à certain à cause du trafic ils ils
agrandissaient la la route de gauche en le la la route
dans le sens opposé à mon sens et euh nous avions moins
de lignes. donc pour rentrer il fallait donc que je
rentre sur l'autoroute mais malheureusement la la ligne
20   dans laquelle je suis rentrée. euh était était fermée
quelques quelques mètres plus loin. donc il a fallu que
je me braque tout de suite. et euh pour retourner dans ma
ligne comme je devais aller sur la gauche je ne m'étais
pas vraiment rendue compte que la ligne était fermée sur
25   la gauche je me suis rendue compte trop tard donc je
prends question d'habitude je je prends la route je vais
vers la gauche et là je je me rends compte de ces ces
grands pylônes orange. je me rends compte que la route
est fermée et je braque très vite. pour retourner dans la
30   ligne originale où j'étais et bien-sûr ma voiture n'étant
pas très stable je commencais à tourner. alors maintenant
le problème c'est que j'étais euh c'était au milieu de la
journée au milieu de l'autoroute et c'était abominable et
j'ai vraiment c'était le miracle une chance
35   extraordinaire. euh ma voiture est allée à droite est
allée à gauche elle a tourné elle a fait des tours il n'y
avait personne ni a droite ni à gauche ni nulle part. et
je me suis retrouvée face au trafic... je me suis
retrouvée carrément face au trafic et je n'ai pas été
40   touchée une seule fois... j'ai eu la chance de rentrer à
un moment où il n'y avait surtout c'est c'est que San
Francisco vous comprenez il n'y avait absolument personne
pendant les disons les trente secondes où j'ai eu tout

çà... et j'ai vu et bien-sûr face au trafic maintenant je
voyais toutes les voitures arriver [laugh] à toute
vitesse. et j'ai eu j'étais j'ai gardé mon sang froid et
euh quand les gens commençaient à klaxonner ils se
5   demandaient qu'est-ce-que je faisais çà [gesture]
"attendez attendez" [laugh]. et je suis retournée mais le
pire mais je crois vraiment que c'est ce qu'il y a de
pire c'est que étant donné que je suis au milieu du
freeway de l'autoroute je ne pouvais pas arrêter ma
10   voiture et sortir et et et respirer... il a fallu que je
reparte tout de suite. çà je crois que c'était le pire
parce que mon mon fils qui pensait bien-sûr qu'on allait
mourir on était vraiment [il avait quel age?] il devait
avoir une dizaine d'année peut-être et euh mais mais
15   c'était vraiment et alors. en repartant je lui tenais la
main je lui disais "on est OK on est OK" [laugh] et et
on a dû repartir c'est c'est vraiment et en fait c'était
çà parce que quand vous avez un accident çà se passe
tellement vite que on ne réalise pas en fait on se serait
20   fait rentrer dedans on serait mort parce que c'était une
toute petite voiture il n'y a pas moyen d'être sauvé et
on a eu cette chance extraordinaire c'était la veille de
Noël. c'était notre miracle et je suis arrivée alors je
me souviendrai toujours parce que je ne suis vraiment pas
25   une personne qui boit ou n'importe quoi mais je suis
arrivée et j'ai dit à mon mari "j'ai besoin de boire
quelque chose".

Subject 4

30

Il y a une quinzaine d'années. une vingtaine d'années
maintenant. j'étais dans un accident de voiture...
c'était au Canada et j'étais avec trois étudiants en
voiture euh nous devions aller du Michigan à New York et
35   on pensait que ce serait plus rapide de passer par le
Canada. et de redescendre. alors c'était au mois de
décembre. il faisait très froid il neigeait et la route
était glacée mais euh on s'inquiétait pas trop... euh
enfin il faisait mauvais mais enfin on avait l'habitude
40   on habitait au Michigan. et on passait on était en train
de dépasser une voiture sur la route et tout d'un coup
euh on a dû on a dû glisser et on s'est retrouvé mais en
quelques secondes on s'est retrouvé à l'envers sur le

côté de la de la route... et on est resté là suspendu
[laugh] quelques minutes. on était on était vraiment bien
bloqué parce que on avait tellement de sacs de valises de
choses surtout que c'était une toute petite voiture et je
5   dis vraiment on ne pouvait pas bouger. mais je crois que
c'était c'était moi qui aie pu me dégager me sortir de la
voiture la première parce que la la vitre a dû se briser.
et je me souviens que je suis sortie par l'arrière et que
je tirais sur des jambes pour pour faire sortir les gens.
10   et heureusement un camion quelqu'un s'est arrêté mais euh
euh c'était au bout de je ne sais pas pour moi c'était
des heures mais c'était sûrement quelques minutes. et je
me souviens encore de du choc en plus de çà on dirait que
tout est au ralenti euh... et puis après l'histoire s'est
15   bien terminée parce que je me souviens on a été dans un
quoi dans un hôtel on nous a emmenés et on était
tellement trempé que on a dû enlever tous nos vêtements
on avait des des linges autour de soi on a dû attendre
jusqu'à ce que le toutes nos choses sèchent plus ou moins
20   pour qu'on puisse reprendre le voyage on a dû prendre un
autobus pour rentrer à New York [la voiture était
fichue?] complètement fichue et alors tu vois çà reste.
de temps en temps j'y pense comme çà quand je quand il
neige ou quand il y a un un ... ou qu'il faut circuler et
25   que la route est mauvaise. je m'en souviens.

Subject 5

[Bon alors cette histoire elle s'est passée euh ici à
30   Stillwater et c'était au temps où euh... je pense qu'il y
a environ 25 ans. les enfants étaient encore petits et
nous habitions dans une petite maison que nous louions
que nous louions et à côté il y avait deux maisons dont
les enfants avaient le même âge que deux des nôtres. et.
35   dans dans chaque maison il y avait deux enfants qui
avaient le même âge que deux des nôtres. donc je voyais
les enfants et leur mères très souvent. elles étaient
très aimables très gentilles on passait pas mal de temps
ensemble euh dans le jardin tout çà.]
40   mais un jour euh les enfants jouaient dehors. et moi
j'étais je pense dans ma chambre à moi et j'entends
j'entends quelqu'un frapper à la porte et cette personne
dit "Babette!"... alors instantanément je me suis dit

"mon dieu! c'est quelqu'un de ma famille!"... alors
j'étais tout excitée parce que personne ici ne m'appelait
que Elisabeth. bien-sûr Jean m'appelle a l'habitude qu'on
m'appelle Babette mais lui ne m'appelle jamais Babette.
5   lui il m'appelle Honey ou Sweetheart mais jamais il
n'utilise le mon nom ni Elisabeth ni Babette. Le plus
souvent il ne m'appelle pas il ne m'appelle rien m'enfin
[laugh] [çà c'est autre chose] oui c'est autre chose.
mais dans ce temps-là il m'appelait souvent surtout Honey
10 enfin bref donc je me suis dit immédiatement "c'est
quelqu'un de ma famille". eh non. alors je me précipite
je ne sais plus je j'étais à faire les lits je crois je
j'avais des serviettes des couvertures plein les bras. je
me précipite et. c'était seulement ma voisine. puis qui
15 probablement a vu à ma figure qu'il y avait quelque chose
qui ne marchait pas. et alors euh elle je lui ai expliqué
pourquoi et elle était très embarrassée. elle m'a dit
"j'ai entendu j'ai entendu votre mari parler de vous nous
parler de vous et il a dit Babette en nous parlant de
20 vous et alors je me suis dit bon eh bien c'est son nom
c'est comme çà qu'on l'appelle"... et puis je ne sais
plus ce qu'elle me voulait mais après çà elle m'a
toujours appelée Elisabeth.

VITA

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Master of Arts

Thesis: ACQUISITION OF THE PASSE COMPOSE AND THE
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INSTITUTIONAL REVIEW BOARD
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Proposal Title: ACQUISITION OF THE PASSE COMPOSE AND THE IMPARFAIT BY NON-NATIVE SPEAKERS OF FRENCH

Principal Investigator(s): Carol L. Moder, Sabine J. Davis
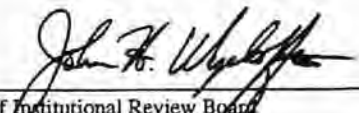
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APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: *[signature]*   Date: August 22, 1994

Chair of Institutional Review Board