CHAPTER IV

## APPLICATION OF THE FINDINGS

The writer sincerely hopes that this study will be of some use to those interested in French and to French teachers who are non-native speakers of the language. It may be necessary to state again the objectives and stress the limitations of this study. It presents only a syntactic analysis of French sentences and French questions, on the assumption that those who are interested enough to apply these findings will bring to the study some basic knowledge of French grammar, such as, the gender, number and different forms of nouns, etc. Literary language is excluded from the study.

The phrase structure rules of NP (noun phrase) and VP (verb phrase) and their sub-classes are only in a form of outline which will serve to generate sentences of current usage. They are relevant to the generation of modern colloquial French. The phrases derived from the constructional rules will be under normal situations the usage of most of the French speaking people.

If different NP are attached to different VP, desired sentences in the language will result. By applying PS 1, PS 2, and PS 3 with other phrase structure rules, desired sentences could result.

Let us take "Ces trois petits garçons" as an example of NP. By substituting different VP, a great number of sentences may result. For example:

> Ces trois petits garçons son beaux.
>
> Ces trois petits garçons sont blonds.
>
> Ces trois petits garçons mangent des gateaux.
>
> Ces trois petits garçons vont à l'école, etc.

Questions may be generated from French phrase structure by applying the required question transforms in Chapter III. Questions are signalled by the structural meaning of particular devices. Each signal stimulates corresponding responses. The one who asks questions must know what he wants to ask and must give the correct signal to get the desired answer to his question.

For example, for the "où" signal, the answer will be "Loc" (location or place expression):

| "Où" Question | "Loc" Answer |
|---|---|
| Où est Jean? | A Paris |
| | A la maison. |
| | Dans la classe. |
| | Sur la table. |
| | Devant le professeur. |

For "combien" the answer will be a quantity of some understood objects.

| <u>Combien Question</u> | <u>Quantity Answer</u> |
|---|---|
| Combien voulez-vous? | Deux cents. |
| | Douze semaines. |
| | le plus possible. |
| | Tout. |
| | Un panier. |

The transformational rules presented in Chapter III mark different types of questions with different signals. The different types and structures of the question do not effect the expected answer. For example, Tmp questions are signalled by "<u>Quand</u>." The reader has two choices: T 8 (See page 21, Chapter III), or T 13 (From GT 4 and T 1, See page 25, Chapter III). The two answers will be different in structure, but they will respond to the signal "<u>Quand</u>." From these transformational rules, non-native speakers of French may feel freer to express themselves in French and may feel certain to get expected answers.

All basic French questions are collected and analysed together with their phrase structure rules (on the left hand side). This type of analysis and presentation may help reinforce the mastering of the language. This study of French phrase sentence structure and question structures may help

improve one's knowledge of French. The study shows the relationship between the statement and the question (i.e. that they have the same phrase structure). The only difference is in the word order or the replacement of a certain string in the set. A few examples may be illustrated as follows:

$N_{an}$ may be replaced by "Qui" in question structure.

Example: Madame Vincent : est là.

Qui : est là?

$Prep_{Loc}$ may be replaced by "où" in question structure.

Example: Il est : à Paris :

: Où : est - il?

The understanding of the relationship will facilitate the mastering of the language; this will also help in generating other structures. To ask for and to give information will require no complicated rules or confusing arrangement of forms, but only the understanding of the relations between the statement and the question and the skill in performing the necessary transformations.

Anybody interested in preparing materials for teaching, for drilling and for testing the language will find materials in Chapter III. The application of the rules may help French teachers who apply the Aural-Oral Approach in their teaching,

in signalling questions in communicating with the students,
in drilling or in testing. Some types of drills will be
presented at the end of this chapter.

French teachers in Thailand need more information and
assurance than English teachers because resource persons and
French textbooks are rarer. This study contains structural
rules for the formation of French sentences and rules for
converting these sentences into questions. Teachers that
follow the rules as presented here should be able to generate
grammatically acceptable questions in French. This should
be particularly helpful to Thai teachers of French who may
be unsure of their French. Teachers that become thoroughly
familiar with the structure of French statements and ques-
tions should be better able to answer questions posed by
students and should approach the task of correcting errors
in grammar with much more confidence. Since the data in
this study is presented in a systematic way in an ordered se-
quence, it should be easier for teachers to understand, and
consequently, to make use of either in their teaching or in
the production of teaching and learning materials.

Linguistic research has shown that one tends to trans-
fer the language habits of his native language when express-
ing himself in a foreign language. Since the question struc-
ture in Thai is so different from that of French, it is not
surprising that Thai speakers make mistakes when forming

French questions. Although it is not the writer's objective
to make a formal comparison of Thai and French questions, it
would be useful to point out some of the predictable errors
in the hope that some readers of this study will be moved to
pursue this further.[1]

| Thai question | : | เขา | อยู่ | ไหน |
| | | he | is | where? |

| French question | : | Où | est | – | il? |
| | | Where | is | | he? |

| Thai statement | : | เขา | อยู่ | ที่ | โรงเรียน |
| | | He | is | at | school. |

| French statement: | Il | est | à | l'école. |
| | He | is | at | school. |

In Thai Q(Loc) replaces $Prep_{Loc}$ with no change in word order;
whereas, in French $Prep_{Loc}$ is not only replaced by Q(Loc)
but the position is changed. Even this brief comparison

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[1]An excellent description of Thai question struc-
ture can be found in Udom Warotamasikkhadit, Thai Syntax:
An Outline, (Unpublished dissertation, The University of
Texas, Austin), 1963.

will show that the chief difficulty for Thai students will involve word order; that is, the Thai student will tend to put the Q-questioned form at the end of the sentence rather than at the beginning.

## A Condensed Lesson Plan

### Lesson 3

Text : G. Mauger, _Cours de Langue et de Civilisation Françaises_

Assumption : The first two lessons have been studied. There are no new vocabulary items. Listening and speaking skills will be drilled; whereas, reading and writing skills will not be indicated. This does not mean that the teacher will not have to teach these two skills; they must also be taught. The writer did not present a detailed lesson plan because she wants only to give an example of the application of the findings to the real teaching situation.

Objective : To teach students to form questions using the question word "Où."

Structure : $NP_1 + Tmps + Etre + Prep + NP_2$

Slot Fillers: The vocabulary from past lessons will be used for $NP_1$ and $NP_2$.

est and sont will be used for Tmps + Etre and

sur for Prep.

Examples:  Le cahier est sur la table.
Les gommes sont sur la serviette.

Step I          :  The teacher gives examples of the phrase

structure and the students repeat them.

Step II         :  The teacher has different members of the

class give examples of the phrase structure

which she then puts on the board in columns

as follows:

| Le cahier | est | sur | la chaise. |
| Les livres | sont | sur | le cahier. |
| Les cravattes | sont | sur | les bancs. |
| La règle | est | sur | la serviette. |

Step III        :  The students read the first sentence from the

board.  The teacher points to each column as

the students read.  Then the teacher says

"OÙ" pointing to the third column, "EST"

pointing to the second and "LE CAHIER" point-

ing to the first.

She then asks one student to read the first

sentence, which she changes into a question

as follows:

STUDENT 1:  Le cahier est sur la table.

TEACHER  :      Où      est    la cahier?

She then continues through the other sentences

in the same way.

Step IV        :  The teacher divides the students into two

groups and lets them practice questions with

"Où."

TEACHER:  Le cahier est sur la table.

GROUP 1:  Où est le cahier?

GROUP 2:  (Le cahier est) sur la table.

TEACHER:  Les livres sont sur le cahier.

GROUP 1:  Où sont les livres?

GROUP 2:  (Les livres sont) sur le cahier.

Step V         :  Generalization - The teacher puts

$X_1$ under the 1st column(le cahier, etc.),

$X_2$ under the 2nd column(est, etc.), and

Loc under the 3rd column(sur la chaise, etc.)

Le cahier        est        sur la chaise.

$X_1$             $X_2$         Loc

The teacher then asks how one gets the ques-

tion from the sentences on the board.  One

student responds that Loc is replaced by "Où"

which is put at the beginning of the sentence

and that $X_1$ and $X_2$ are reversed in position.

The teacher then puts the explanation on the

board:  $X_1$ - $X_2$ - Loc

Où - $X_2$ - $X_1$

A complete table on the board would be as

follows:

| Le cahier | est | sur la chaise | | |
| Les livres | sont | sur le cahier | | |
| Les cravates | sont | sur les bancs | | |
| La règle | est | sur la serviette | | |
| $X_1$ | $X_2$ | Loc | | |
| Question | | Où | $X_2$ | $X_1$ |

Note that when Locative expressions like _sur
la chaise_ are questioned, they are replaced
by _où_ and _où_ is placed at the beginning of
the question, then N and Tmps + Etre are re-
versed in order.

Step VI   :   The teacher teaches other $Prep_{Loc}$ that are in
the textbook. They are _dans_, _derrière_, _devant_
and _sous_ by following Steps I and II. The
teacher may use the names of students, too.

Step VII   :   Drill both the statement and question.

$$NP + \begin{bmatrix} est \\ sont \end{bmatrix} + Loc$$

$$\underline{Où} + \begin{bmatrix} est \\ sont \end{bmatrix} + NP$$

The teacher demonstrates, presenting state-
ments having the phrase structure N + Tmps +
Etre + Loc and asks students to give the
equivalent question (with _où_). This drill
may be practiced in groups, individually, or
in rows.

The teacher indicates the location of _le_
_cahier_.

    TEACHER: Le cahier est dans la serviette.

    STUDENT: Où est le cahier?

    TEACHER: (demonstrates)

    TEACHER: La chaise est devant le tableau.

    STUDENT: Où est la chaise? . . . etc.

One student demonstrates and presents the
statement. The whole class gives the equiv-
alent question to it.

    STUDENT A: (demonstrates)

    STUDENT A: Le livre est derrière le tableau.

    CLASS   : Où est le livre?

    STUDENT B: (demonstrates)

    STUDENT B: La règle est sous le cahier.

    CLASS   : Où est la règle? . . . etc.

One student demonstrates and asks a question
with _où_, the whole class answers.

    STUDENT C: (demonstrates)

    STUDENT C: Où est la gomme?

    CLASS   : La gomme est dans le mouchoir.

    STUDENT D: (demonstrates)

    STUDENT D: Où sont les livres?

    CLASS   : Les livres sont devant Malie,

                         . . . etc.

One student presents an object and gives a locative expression. The class or one student may be called to give the question (with _où_).

STUDENT E: (presents an object and indicates its location.)

STUDENT E: derrière le professeur

CLASS : Où est le livre?

STUDENT F: (presents an object and indicates its location.)

STUDENT F: devant la porte

STUDENT G: Où sont les crayons? . . . etc.

The teacher gives a vocabulary item and its location. The students construct sentences individually.

TEACHER : le sac . . . sur (indicating location)

STUDENT H: Où est le sac?

STUDENT I: Le sac est sur le mouchoir.

TEACHER : Nipa . . . devant (indicating location)

STUDENT J: Où est Nipa?

STUDENT K: Nipa est devant le tableau.

TEACHER : la règle, derrière (indicating location with each example)

le plafond, sur

le plancher, sous

les lampes, devant

les gants, dans

**Step VIII** : The teacher may test the students' understanding of Step V by giving them sentences with completely new vocabulary and retaining the verb _être_ and the locative expressions. The students are asked to give the equivalent questions with _où_.

    TEACHER: Le cahier est sous la table.

    STUDENT: Où est le cahier?

    TEACHER: Le sac est dans la serviette.

    STUDENT: Où est le sac?

    TEACHER: Les bateaux sont dans le port.

             Les bijoux sont dans le coffret.

             La mairie est sur la place.

             Le cinéma est devant la gare.

             L'église est derrière le tribunal.

             Les enfants sont sous le pont.

             Les fleurs sont sur la montagne.

             Pierre est derrière la voiture.

             Le voyageur est devant le magasin.

             Marie est sous le sapin.

A few teaching and drilling techniques are presented. They can be adapted to any classroom situation. It is not the intention of the writer to present one completely detailed lesson plan, but to present examples of applications of one question transformational rule presented in the thesis.

It may serve as a guide to teachers in teaching, drilling, or testing. Other transformation rules may be used in a similar way for variety in the lessons.