

Impact of Teaching Verbal Comprehension in the Development of French Language Mastery Amongst 6th grade Level Students of the Fundamental School System.

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I introduction:

The most important aspect of cognitive development for any individual is his or her ability to grasp concepts in such a way that he or she realizes that the underlined concepts are the cognitive results of facts he or she experiences thus such a person can express a set of inter-related thoughts. We realize that the person's semantic abilities influence to a large extend his or her capacity to grasp cognitive concepts primarily because the semantic is a primeval element in the process of concepts creation. Clearly mastering the language should be valuable in building perception for the meanings, and thoughts structuring. It is this usage which allows the cognition process to take place and which is therefore known amongst some cognitive psychologist as a type of knowledge acquired through a wide range of mental-cognitive operations, including attention, perception, memory, reasoning, restitution, problem solving, thinking process, semantic, decision making.

Furthermore one is always in need of knowledge, acquiring thereby new established words, storing them, integrating them, and processing them in order to build concepts he or she can keep in memory, and which can be restored in various occasions either in order to acquire an understanding of particular situations or in order to solve specific problems. Such an endeavor is everyone's endless task.

Some cognitive psychologists have allocated a particular attention to such problems (J.F.Richard 1977) considers comprehension as a process of assessment and interpretation which is indicative of network structures

constructed by association amongst the various subject of knowledge either those treated in this research or elsewhere by the same author; knowledge could also be recorded by our sensory system. We build comprehension and cognitive concepts from such structures which could be described as a schemes based model precisely because of the memory stored structures mentioned above.

In a similar fashion Fethi Mustapha El-Zeyat spoke of an agreement between Ozbel and Brutor concerning the importance of cognitive structures as far as teaching cognitive concepts at least when it comes to understanding the “on going” meanings as well as extrapolating across various cognitive conceptual units in lights of the inter relationships among the various concepts and the organization of the material taught.

Ibrahim Ouadjah et al 2002 describe knowledge grasping as the result of an extensive use of cognitive aptitude including perception, attention, restitution, comprehension, memorization etc. Thus the development of cognitive concepts becomes clearer with the expansion of the fitness to further acquire more cognitive concepts

Regarding cognitive concepts on an individual scale, our research shows that this problem is in fact that of defining a relationship between comprehensions and acquiring concepts in foreign languages in an academic environment. In fact the original title of our research was **“Role of teaching oral comprehension in developing concepts in French as a foreign language amongst student of the 6th grade”**.

In this sense we find that (Abdelmadjid Nachouan 1985) considers that languages are fundamental in acquiring new academic skills. Considering that teaching primarily aims at providing students with new concepts, we should certainly be very careful to provide these same students with the proper pronunciations as well as provide the students with a solid semantic foundation. This is because such training should not be sought as a rigid, isolated and complete task; rather we should see our training as “putting the students on the

right track” from a mental standpoint so that he or she may continue on his or her own the initiated correct learning process. Such a student will be able to keep acquiring new cognitive concepts on his or her own and will relate correctly to his environment (Mohamed Meftah).

In compliance with standing practices we have defined the following outline for our research toward finding our true goals at the exclusion of unpractical forms not in compliance with our declared goals.

Goal of this research paper

1. Searching the relationship between verbal adequacy and the enhancement of concepts grabbing in French amongst student of the second level in the fundamental school system
2. Attempt to show that concept grasping in teaching French as a foreign language is not an operation independent from the other cognitive concepts such as attention, perception, problem solving, etc.

Because of how knowledge and concepts are structured in one’s mind, facts in a student’s long term memory requires an interaction between the operations needed and the cognitive concept content.

3. An attempt to confirm the validity range of the traditional textbook’s model as far as training students to master cognitive concepts and verbal skills in French.

2.1 Research subject layout

Considering the mainstream concerns in the effective and successful area of semantic research we would limit the development of cognitive concepts through semantic to a basic operation of acquiring vocabulary, assigning meaning to words, or the formalism of the lack thereof, as well as sentence

grasping from one's learning experience, and particularly the learning of homonyms, we were lead to ask ourselves the following question :

Does teaching French to 6th grade students contribute positively to the development of semantic concepts in the French language?

In order to respond to the above mentioned question we have introduced the following hypothesis:

3.1 Study Hypothesis

General Hypothesis

Teaching verbal comprehension to 6th grade student of the fundamental school will lead to the development of a capital in semantic concepts in French.

Procedures Hypothesis

1- Developing verbal comprehension skills amongst student will contribute to developing semantic concepts in French.

2- The development of semantic concepts will vary depending on the level of comprehension reached by a particular student.

The second step in our research procedure consisted in gathering the various research subjects and theories pertaining to our subject matter.

Theoretical background

Basically our subject matter falls under the general title of verbal cognitive concepts, so that the cognitive component deals primarily with conceptual development in childhood based entirely on rational cognitive concepts.

On the other hand the verbal component deals mostly with the mental abstractions (symbolism) often associated with cognition ; according to

(Vygotsky) both concepts complement each other in order to achieve a cognitive operation.

In order to further develop our subject in depth we have divided our subject in section dealing separately with each and every variable in our subject matter. Thus we have allocated the first section to the definition to the variable of interest to the subject matter in our opinion (comprehension, learning, semantic, concepts etc.). From this basis we have endeavored to examine every report pertaining to cognition and its relationship to learning as well as verbal entities construction, and structuring comprehension and concepts in long term memory. For the most these research were based on textbook reading supported with assorted pictures or supported by ancillary lab work or accompanied by debates sessions, some of those research relied on presentation of closely related words on cards or overhead display with a particular attention to preserving memory aids, perception etc refer to (Thierry Rousseau et al°2002), some sections in this research has been condensed to establishing a relationship between comprehension and its relationship to scholar-education, attention and comprehension sections are such sections titles. In another research (Christine Maeder 2001) the author has emphasized the concept of meaning grasping, using such an approach the author has been able to define a glossary of twenty five (25) terms adapted to ages eleven 11 through thirteen 13. Some of the most important findings of this research were as follow :

- Students with higher reading speed are also students with better understanding skills, they are also those with higher grades and adequate concepts grabbing.
- Comprehension occurs as a result of the interaction of several mental processes including cognition (memory capacity, abstraction capacity, symbolic representation capacity, semantic aptitude, various cognitive capacities).

Several other researches has confirmed the relationship between verbal skills and several mental capacities, such as structuring thoughts, rational processing, and reasoning (Rondal J. A. et Thidut J.P. 1992, Christin Alvis et al, 1995).

However (Fletcher, 1986) in his research concerning textbook comprehension has found out that the development of cognitive concepts through reading is related to the work memory. J. F. Harriet 1985 has found that children age six 6 through eleven 11 have been able through verbal sentence teaching to discriminate the various concepts involved (nouns, verbs, adjectives).

On the other hand Beiser et Black have come to the same conclusion as Walk and Knitch 1985 in comparing verbal reading skills and textbook comprehension skills. Also in 1993 we had a profusion of research concerning comprehension in cognitive performances, and in particular Bloch et al has somewhat confirmed those findings, relating comprehension to building meaning.

Considering that the comprehension act is not limited to textbook comprehension, but encompasses several other area including words meaning and elaboration, either in one's mother tongue or in a foreign language in a continuous experience or through cognition, our conceptualization can operate in more than one language. Thereby Swain 1972 concerning the acquisition of dual language speech (French – English) has shown that the early training was a definite advantage precisely because of the major role played by rational capacity in acquiring new concepts by memorization. Please note that the pool of student concerned by this study was three 3 through fourteen 14.

One of the most important results we have reached in our research as far as future extrapolations concerning verbal skill development is concerned is based on finding by cognitive psychologists such as Smith 1975, Piaget 1974 Mustapha El-Ziyat 1998, Roulin (J) 1998, Jamel Mithgal Mustapha 1998, Braun

(L) 2000, J.F. Richard 1998, Ahmed Ben Dania1994, etc. Namely that comprehension result from establishing relationship between past experiences (knowledge stored in memory) and the ongoing experience (new knowledge) and the common factors they share. Comprehension is building meaning or creating concepts from knowledge. However as far as Costermans J, 1998 is concerned comprehension results from elaborate structures and concepts since memory alone is not sufficient to achieve such a result, perception, attention are equally required.

This is why we have included in our research the secondary variable “comprehension” and have considered that comprehension is a mental image binding in a database linking their various usages. This database will also ease perception of the surrounding objects as well as that of the outside world

Research in the area of cognitive psychology has also established that any semantic achievement can only be reached when significant concepts has been agreed upon in the common and basic dialog. The kernel of the scientific language allows people to distinguish between various object, on the other hand this discrimination can only be implemented if each and every concept is by itself clearly understood, and this is why concepts require a synchronizing element which will give it structure. Since such a bond has to occur in the word’s meanings memory of we have elected to in our research to include the theories relative to the word’s meaning memory and its relationship with concepts and comprehension.

Because comprehension is primarily intended to achieve concepts cognition or to enhance concepts already acquired its implementation is not independent from the other cognitive operations and more specifically attention, perception, and memorization. In our opinion the fourth section should be devoted thus to establish a relationship between comprehension, cognitive concepts acquisition and the remaining mental processes. Richard J.F. 1998 states that

comprehension is the resultant of several cognitive processes aimed at explaining sentences, speeches and text in order to build meanings and constitute a seamless connection between previous knowledge and recent knowledge for each and every individual.

Braun (L) states that comprehension is more than the sum of memory perception, imagination... Those concepts have been reiterated by Stephen 1984 stating that priority and up to datedness both influence memorization and building meanings.

In view of our own objectives of concepts development in semantic amongst 6th grade student of the fundamental school system, we found ourselves obligated to allocate an entire section to the problem of foreign language acquisition in general and that of the acquisition of the French language in particular. We shall summarize our findings in stating that learning a second language (French for an Algerian Student) means providing him or her with a dialog tool capable of allowing him or her full interaction with his or her environment. Also according to Dr. Nayef Hizma and Dr. Ali Hadjaj 1988 teaching a foreign language requires several operations such as memorization, training, practice consolidation, trial and error.

Also according to Dr. Mohmoud Ismail Salah 1977 teaching foreign language requires special techniques and methods such as the use of Audio Visual teaching Aids. However Titoner (R) emphasizes the early teaching of foreign languages to young students, stating that some experiences tend to confirm that both mastery and fluency in a particular foreign languages correlates with early education in that specific secondary language. Additionally bilingual fluency correlates with the student's ability to grasp concepts and develop comprehension in his secondary language, which requires dynamic procedures in the student thinking process, this because as noted by Horman 1976, in order to be able to process both sets of information efficiently the student must be able

to process efficiently a relational database across concepts and subject matters all while respecting the integrity of the intention behind the concepts. According to Vigotsky and Chomsky acquiring a new language means reconstructing the essence of the development of the mental processes.

Thus it is necessary for the pupils of a foreign language to organize his or her mental vision, which requires from him or her to synchronize his or her cognitive concepts among themselves, (such operations include but are not limited to attention, comprehension, and memorization). Thus the pupils must process information, and terminology acquired at the level of reasoning.

Our third section will define the procedures required by our research.

III Research procedures

III.1 Research sample

In order to reach our goal which consists of demonstrating the role of verbal comprehension in the development of cognitive concepts in French, we have tested schooled children so that we have divided the sample into two groups, a reference group and an experimental group, the latter group had its members trained according to textbook models. Our sample consisted of 105 student age between 10 and 13 in compliance with the school district regulation on 6th grade of the fundamental school student age interval.

III.2 Research methodology

Two methods were used to conduct our research namely:

1. Verbal comprehension test
2. Story and text paradigm

III.3 Research plan implementation

First stage: A datum was obtained by submitting everyone in both groups (reference and experimental) to a preliminary verbal comprehension test providing ourselves with the first test point..

Second stage: In this field step we have provided full training to the member of the experimental group in compliance with representative applied textbook models

Third stage: In this step we have submitted everyone in both groups (reference and experimental) to a final examination, providing ourselves with the last test point.

IV Research statistical tools

Our research was based on statistical in order to establish the sought relationship between verbal comprehension and cognitive concepts development in the French language. The “T” test is certainly among the most accepted procedures in statistics to highlight the significant variance among the members of the representative population samples selected for our test namely the reference sample and the experimental sample. We should also notice that we have made extensive use of arithmetic average to describe the verbal comprehension spread among the various student of both samples.

The last consideration in our study consisted of analyzing results and selecting hypothesis.

V Analysis and results discussion

After completing our field study in the school year 2002 through 2003 we have reached the conclusions which were re analyzed from a practical standpoint of view. We shall elaborate on our most important findings in more details below in this document :

V - 1 Review of the general hypothesis

By virtue of its content our basic hypothesis consisted in demonstrating the importance of teaching verbal comprehension to 6th grade student of the fundamental school in order to obtain a better development of cognitive concepts in the French language.

Such a theoretical evolution assumes a prior proficiency in comprehension which should allow the student to be able to acquire new semantic data and enhance his previous knowledge of the French language.

To this effect the measured T test values of (0.392; 0.393) for the “ α ” function proves that there are definite differences between the two samples during our experiment. Statistics indicated that the experimental sample group had the advantage precisely because of their story – textbook multi model training programs known to improve comprehension, as well as some cognitive processes such as (attention, memorization, concentration etc.).

We have observed that in our research students from the experimental sample group were capable of, grasping the meaning of sentences, were also capable of linking those sentences to the appropriates pictures, for example :

- Their car is in front of the house
- The gentlemen is going to the garage to pickup the car

Each and every time the student remembers newly acquired words in previous models to fully understand their meanings and realize their underlying sense in each sentence, for example the word car is understood and its underlying sense is fully realized in each new sentence. Such a result is relatively similar to that reached by (J.P Thibault and JA Rodal 1992 in their research “How to grasp meanings through verbal sentences”. These results approximate as well those found by (Marie Labelle 2001) relative to comprehension and its bearing on cognitive concepts, and taught and learned meanings

Among those findings that explain the observed results we had to restore previous information that gave substance to the new meanings:

Comprehension based on verbal reading cannot be isolated from the other mental processes involved during the learning process

V – 2 Review of the first Hypothesis

We might express such a hypothesis in the following manner:

Comprehension from verbal reading contributes to the student’s development of cognitive concepts in the French language.

From the spreadsheet (2) it is clear that the “T” test values are equal to”- 0.199” for a value of the α function of “0.843”

In the preliminary test we found no significant difference in the statistical function of the two samples (reference and experimental) as far as the level of performance was concerned.

On the other hand the “T” test value of “-11.460” at $\alpha = 0.00$ for the final test, it is indicative of significant statistical differences between the two samples, confirming that the advantage is to the students in the experimental sample

group who have undergone a stringent training program based on previously described models aimed at improving verbal comprehension.

Obtained results indicated that reading verbally sentences and capitalizing on verbal exertion in order to achieve comprehension could be obtained by constant usage of the secondary language.

Our research lead to similar results to those found by (Marie Labelle 2001) and Driscollo 1999 who found out that teaching verbally a language spontaneously and as early as possible will contribute positively to enhancing the comprehension level as well as the performance of cognitive concepts acquisition.

As far as the second part of the computation process is concerned, one must say that it has allowed us to determine whether or not the usage of picture to enhance a verbally presented text or story had any merit in improving comprehension and concepts grasping, which has been traditionally considered to be a significant factor in helping cognitive concepts and words meaning grasping.

While the preliminary test showed no differences among the two samples groups “T” value at 0.707 for a “ α ” function value of 0.481. On the other hand a “T” test value of -15.116 at a “ α ” function value of 0.00 shows significant differences between the two samples groups once more at the advantage of the experimental group (see reference 3)

Such results are consistent with the observed facts during the final test, since we observed that students in the experimental group rarely limited themselves to simples “Yes” and “No” answers when pictures illustrating the context were available, in most cases the answers were elaborates and completes.

For instances when asked

Who is taking pictures Mr. Martin or Ms. Martin?

The answer would be

Ms. Martin is the person taking the pictures.

This was because it was picture No 12 which illustrated this fact.

Our findings confirm those of Anderson and Biddle, 1977 who have expressed the basic definition of achieving understanding in general and verbal understanding in particular. This rule states that in order to improve the pupil learning abilities it was desirable to ask questions before and after the reading session, those questions acted as a primer to the pupils and helped them concentrate later on the subject matter.

V – 3 Review of the second Hypothesis

We might express such a hypothesis in the following manner:

Concepts grasping in a foreign language depends solely on the ability of the pupils to translate the content of the newly acquired cognitive concepts. Thus the ability to comprehend the new subjects matters are entirely dependant on the pupils' abilities to build a capital of knowledge in the second language.

Referring to the clarifying results in spreadsheet 2 and 3 of we found for the preliminary test:

$T = 0.199$ at $\alpha = 0.843$ for the first part of the sampling (sentences)

$T = 0.707$ at $\alpha = 0.841$ for the second part of the sampling (questions)

We interpret these as meaning that there are no significant statistical differences between the two samples.

On the other hand for the final test our findings are as follow:

$T = -11.460$ at $\alpha = 0.000$ for the first part of the sampling

$T = -15.116$ -at $\alpha = 0.000$ for the second part of the sampling

The above values indicate that there were significant statistical differences to the advantage of the experimental group on all measurable quantities.

This is what correlates between cognitive concepts and acquiring new knowledge through verbal comprehension in accordance with established primeval models. In other words concepts development bears a relation to the continuous verbal training the pupils get through reading skills exercises in texts and stories.

We have quantified the pupils cognitive concepts grasping in terms of the links the pupils are capable of establishing between old and new acquired concepts.

Field work has confirmed and illustrated those observations.

In this framework we confirm Claude Basleine findings who states that structuring thoughts in a child means enabling him from acquiring a level of comprehension. The latter being necessarily vocalized and structured at the same level than the language constructions themselves, then it also implies that the pupils will have to practice semantically and vocally their newly acquired concepts. Another finding from the same author is that comprehension cannot be achieved without the other cognitive concepts such as restitution, attention, and memorization.

Interpretation of the trends

First curve: This trend illustrates the results of the sentence comprehension part of the preliminary test on an individual basis for every specimen in the population.

So one can see that both samples groups had average results

Second curve: This trend illustrates the results of the questions part of the test and displays a quantified version of the comprehension level acquired by each specimen of the population in the final test.

Third curve: This trend illustrates the results obtained from our population during the sentence comprehension in the final test.

The curve assigned to the reference sample group indicates that there answers was about average.

The curve assigned to the experimental sample group shows that their results have improved comparatively to the average performance level. This is easily explained away by the fact that the pupils in the experimental sample group are capable of better comprehension at the verbal level when presented with verbal questions. In summary the results were clearly to the advantage of the experimental sample group.

Fourth curve: This trend illustrates the performance level of the students in the foreign language part during the final test.

This test confirms that for the most the student of the reference sample group were about average in this section.

On the other hand the curve representative of the experimental sample group shows an improvement over the average such an observation correlates directly with an improved comprehension level.

First cumulative histogram: This histogram illustrates the fact that both sample groups were able to perform in similar fashion when subjected to the same verbal questions and the same supporting illustrations.

Second cumulative histogram: This histogram illustrates the result of the final test.

Comparatively to the students in the experimental sample group those in the reference sample group have obtained average results, whereas those in the former sample group were capable of much better results because they were capable of better understanding of the verbal questions, and superior linking capability between those sentences and their associated pictures.

Conclusion :

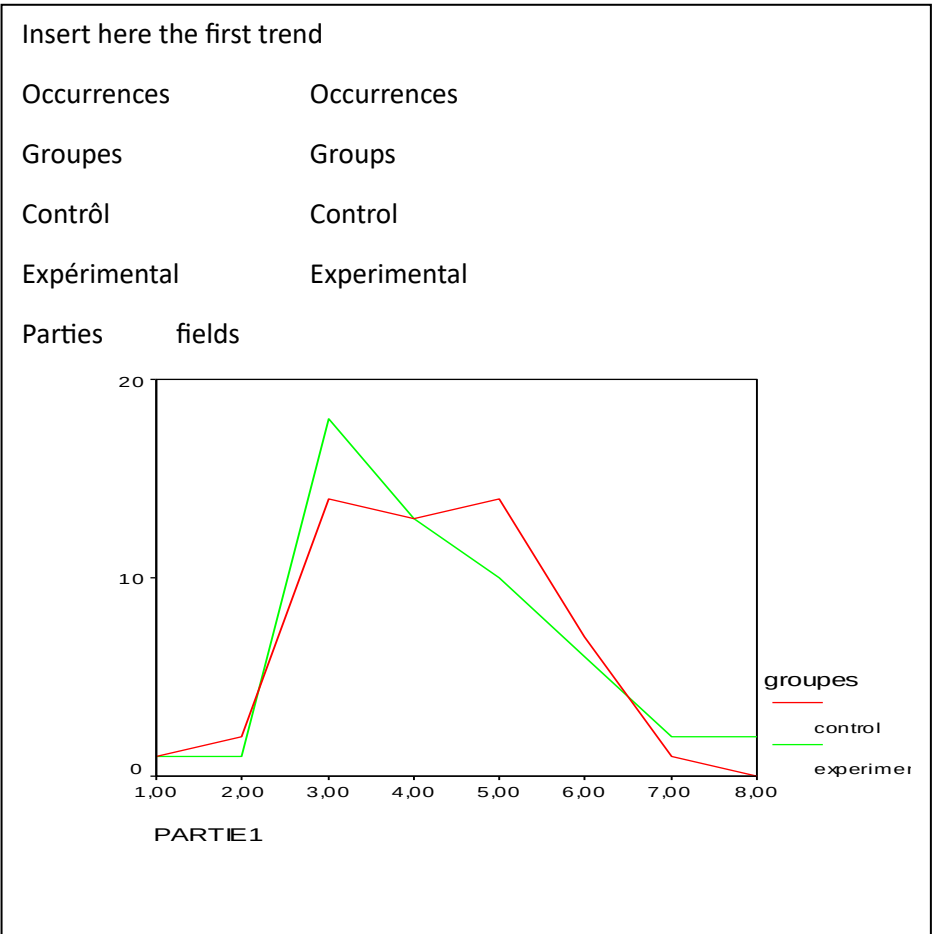
The actual research result were not always in accordance with our prior anticipation at the start of the research project, however we have condensed our finding as follow:

Grades obtained by the students in the experimental sample group are noticeably higher than those obtained by the other sample group in the final test (all results are summarized in the trends, histograms and charts), but this occurred only after their extensive training according to the established models. This observation tends to confirm the positive effect of audio visual teaching aids in the teaching of French as a second language.

In this framework we confirm Claude Basleine findings who states that structuring thoughts in a child means enabling him from acquiring a level of comprehension. The latter being necessarily vocalized and structured at the same level than the language constructions themselves, then it also implies that the pupils will have to practice semantically and vocally their newly acquired concepts. Another finding from the same author is that comprehension cannot be achieved without the other cognitive concepts such as restitution, attention and memorization.

Graphs and trends interpretation

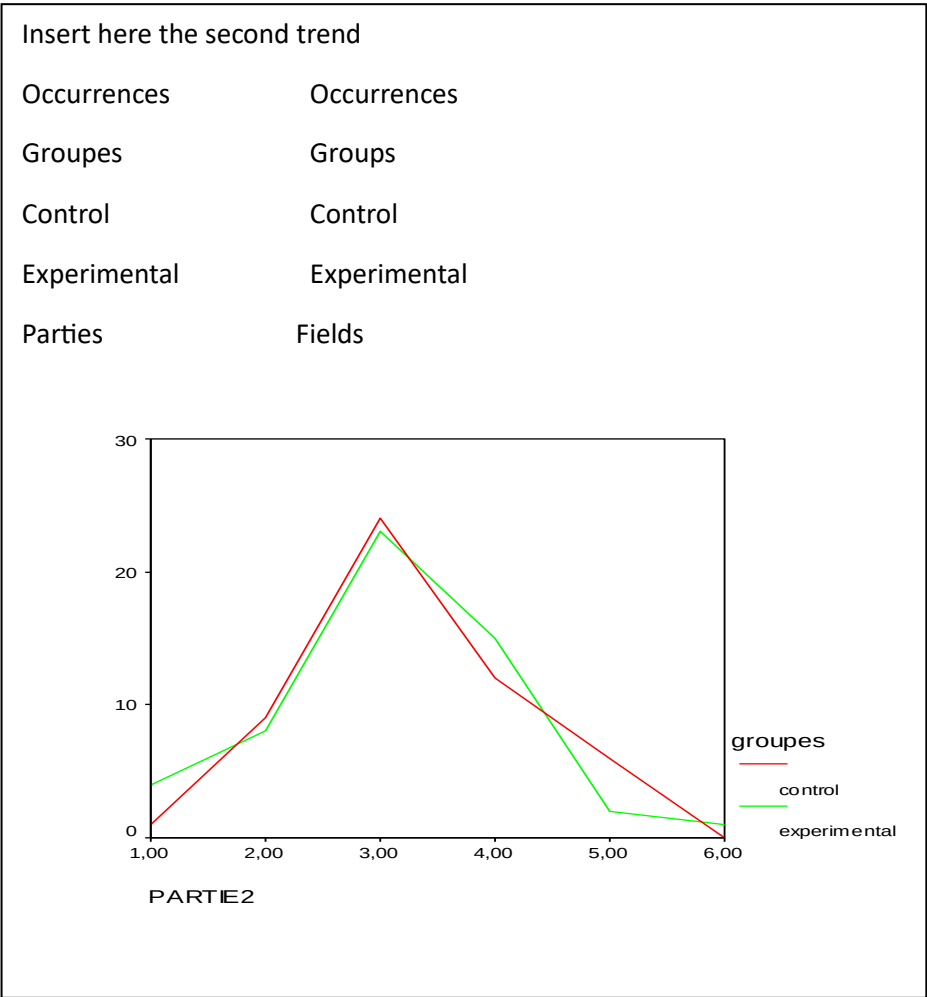
First Trend



This trend displays the performance level of the student of the entire population in reference to their comprehension skills when tested for their verbal reading ability.

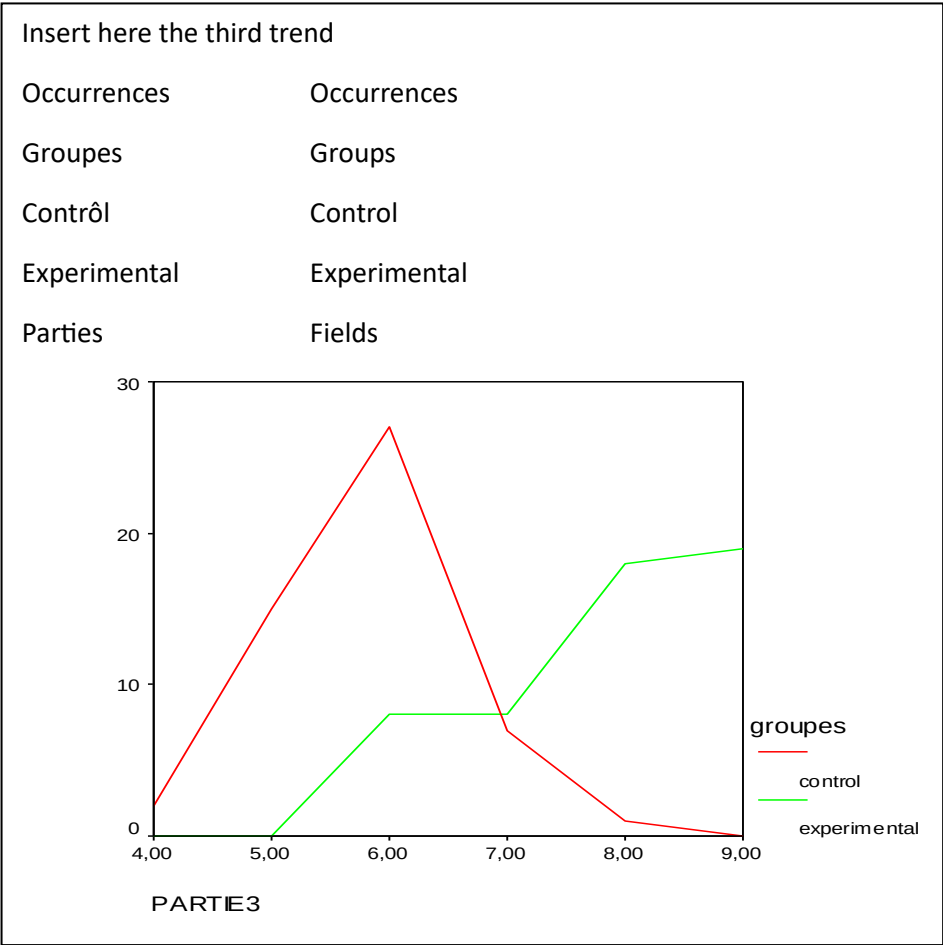
The trend proves that both sample groups performed in an average manner.

Second Trend



Display the performance level of both sample group when submitted to verbal questions during the preliminary test

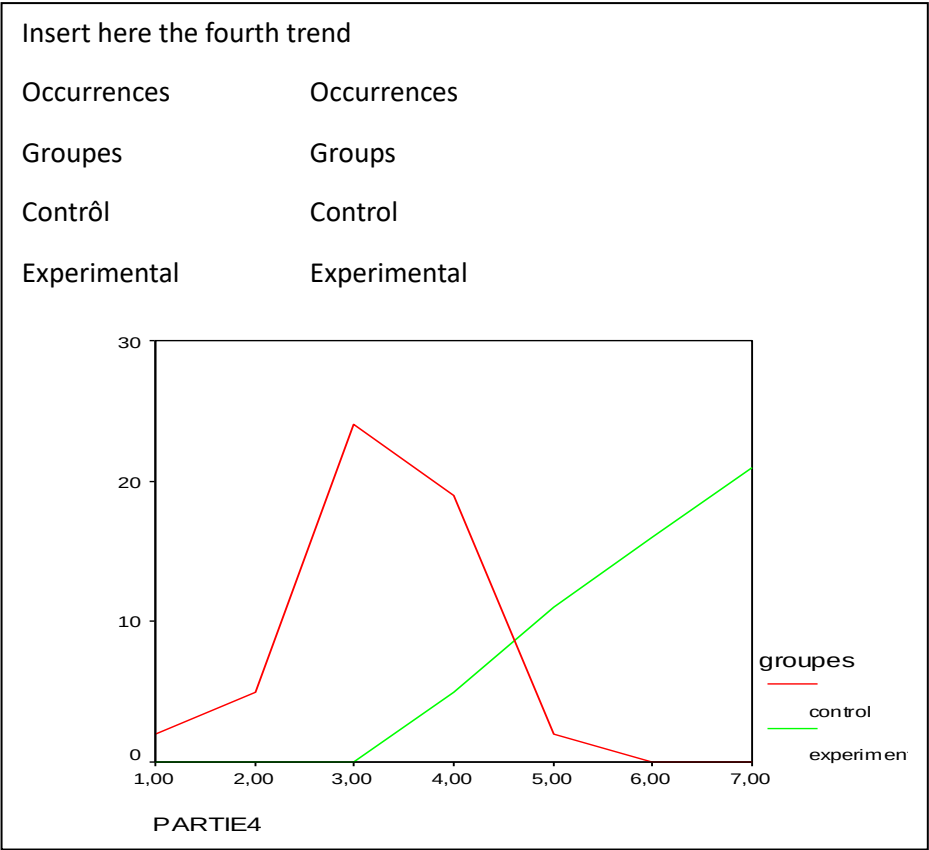
Third Trend



Display the performance level of both sample groups during the final test verbal sentence part

The reference group curve indicates an average level of performance, whereas that of the experimental sample group shows a level of performance above average because of their better level of cognitive concepts grasping. The advantage is toward the experimental sample group.

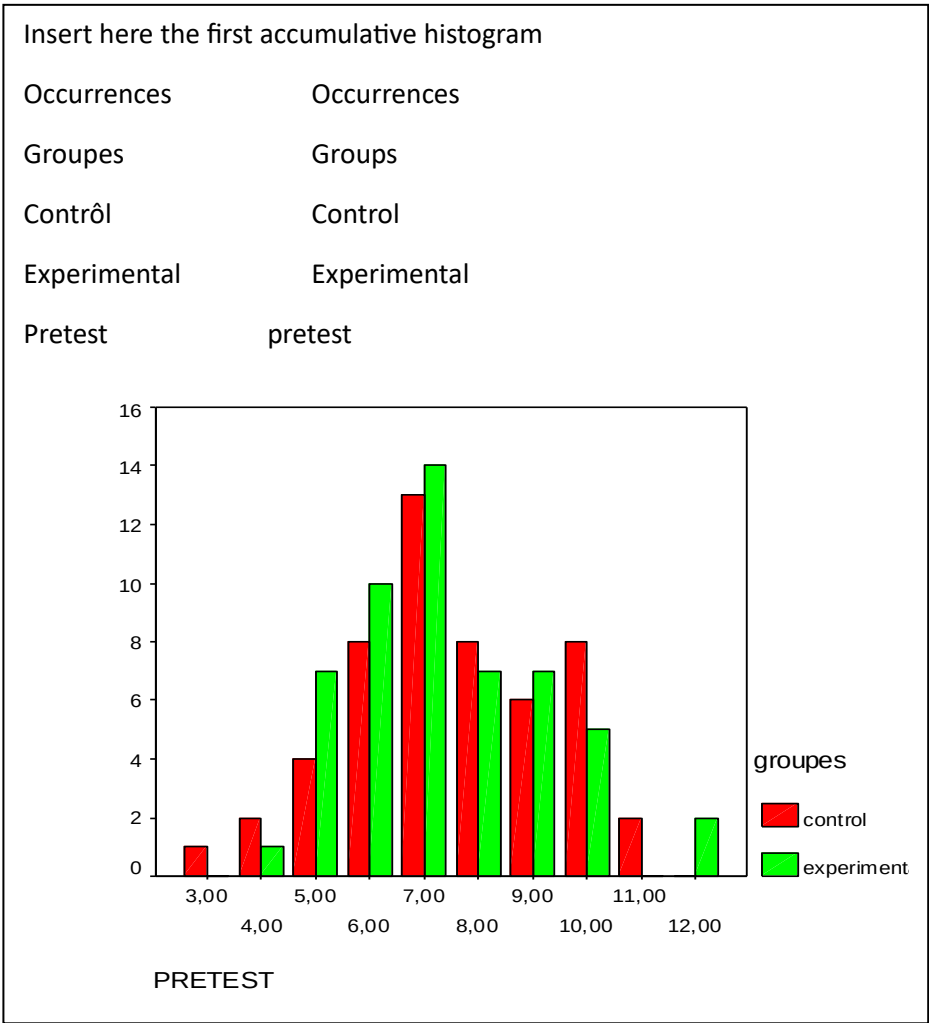
Fourth Trend



Display the performance level of both sample groups during the final test verbal questions part

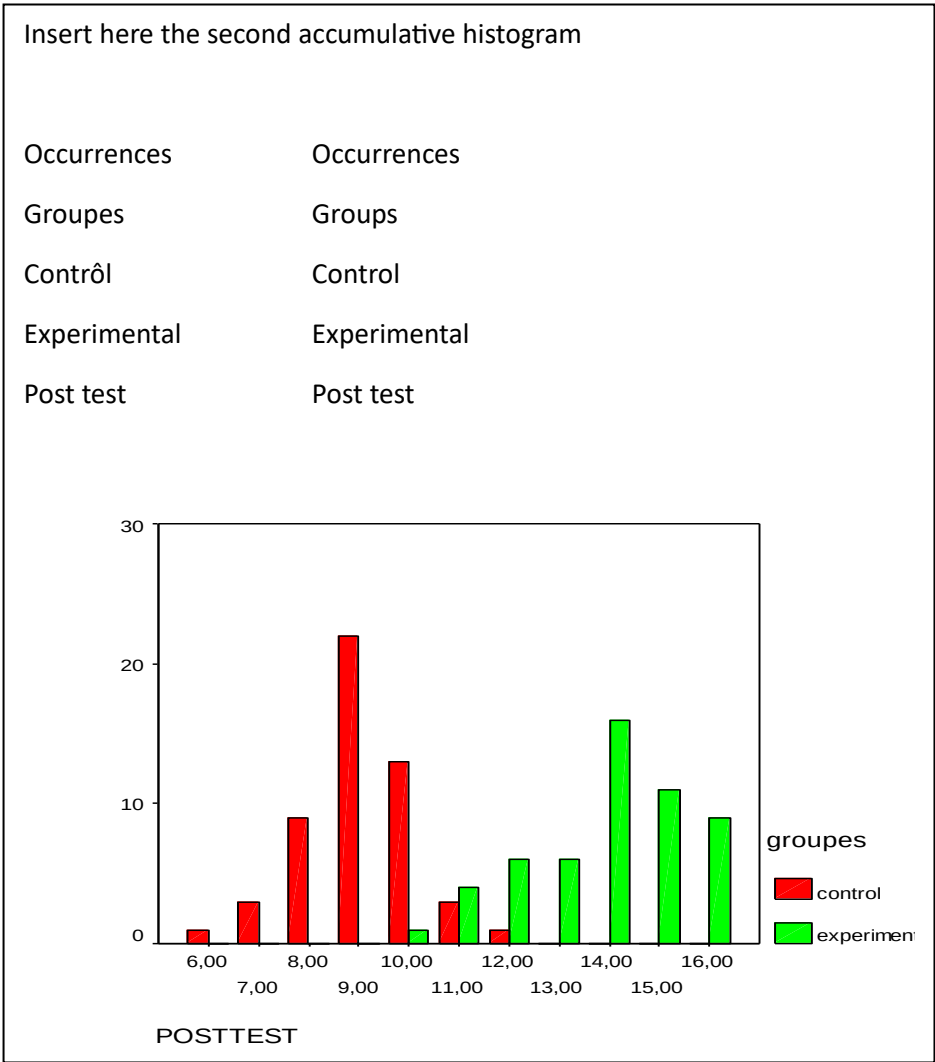
The reference group curve indicates an average level of performance for most of the specimen, whereas that of the experimental sample group shows a consistently improving level of performance above average. This in fact shows how the students in this group are capable of self improvement.

First accumulative Histogram



Display the performance level of both sample groups during the preliminary test. For the most members of both sample groups have been able to achieve similar average results. This implies that both sample group had comparable skills at the start of the research when identical sentence and identical associated pictures were presented to members of both groups

Second accumulative Histogram



Display the performance level of both sample groups during the final test.

For the most members of the reference sample group has been able to achieve average results. While those members of the experimental sample group have been able to obtain better than average results which implies that their comprehension level was higher and that they were able to link the sentences of the questions to the their associated pictures.

Conclusion :

Our research has allowed us to achieve through field study results their went against our initial anticipation and among those results bound to our selection of verbal comprehension linked to texts and stories models we shall present the following:

1. The results obtained by the students in the experimental group were substantially higher than average during the final test as shown by the trends, charts and histograms, and this was because of their prior training in compliance with pre established models. By contrast the students of the reference group were not able to achieve such results. This fact tend to confirm the benefits of using proven audio visual teaching aids in teaching foreign language as a mean to enhance cognitive concepts grasping.
2. To further prove that such a procedure had a positive impact on the cognitive process and the overall comprehension skills necessary to assert semantic acquisitions and concepts grasping we have checked the performance level of those specimen trained in accordance with the established models and confirmed a “T” test value of -18.109, and an arithmetic average of 13.905 and by contrast the arithmetic average for the reference group was only .9076
3. Our findings also confirmed that not only did the students in the experimental sample group answer correctly to their questions, they were also capable of expressing themselves verbally and in correct fashion by using the concepts mastered through their extensive primary trainings.

We have those came to the conclusion that as far as teaching foreign language is concerned it is not enough to provide the students with verbal skills alone, it is equally important to support the other cognitive concepts which ultimately

will enhance the student's meaning grasping development in that sense that the student will dispose of a proficiency level in vocabulary and speech tasks. Such an endeavor relies necessarily on capitalizing on acquired semantics skills as well as reasoning, processing skills, and pragmatic use of the language.

So our findings can be summarized as follow:

The level of comprehension is defined by the ability of the student to build schemes of concepts represented by links between old concepts and new ones and within these boundaries we support Claude Bastien who sees the organization of knowledge in children's mind means providing him with a level such that he or she is able to obtain knowledge on his or her own.

Summary :

We have attempted in our research to find out the significant factors upon which cognitive concepts are based in the process of teaching French as a second language. Thus we came to the conclusion that teaching verbal comprehension played a major role in developing in new concepts grasping. We have achieved this result, partially through our bibliographic research which has covered several reports with the same scope as our own report as well as through field study, training and testing sample groups in matters of verbal comprehension.

Our testing has made it clear to us that students acquire new knowledge by relating it to previously acquired concepts. This factor alone has in our opinion been able to explain the differences in the level of performance between the reference group and the experimental group.

With this respect our research confirms the findings of (F.J. Richard 1992 and C. Fortrin 1992) who claim that comprehension is among the cognitive processes that contribute positively to develop and organize knowledge within our memory and that nowadays dialog is both written and verbal.

Additionally (F.J. Richard 1998) states that comprehension targets more than cognitive concepts, we have also reached the conclusion that the student of the experimental group achieved better results because they were able to develop their semantic acquisition and thereby completed their test with success by contrast those student in the reference group could not achieve such results. (Ahmed Ben Dania 1994) spoke of similar facts.

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الجدول رقم 1

يوضح الفروق الدلالية بين القياسيين (القبلي، البعدي)

الجدول رقم 2

فاصل الثقة 95% للفرق		مختلف الاعترافات المعيارية	مختلف المتوسطات	مستوى الدلالة α للطرفين	ddl	قيم T	مستوى الدلالة α	F	الجزء (3) فرضيات: الاعترافات متساوية فرضيات: الاعترافات غير متساوية
أدنى	أعلى								
-0.5813	0.4754	0.2664	-5.2975E-02	0.843	103	-0.199	0.351	0.876	الجزء (1) فرضيات: الاعترافات متساوية فرضيات: الاعترافات غير متساوية
-0.5807	0.4747	0.2664	-5.2975E-02	0.843	101.105	-0.199			
-2.4610	-1.7349	0.1831	-2.0980	0.000	103	-11.460		4.807	
-2.4604	-1.73356	0.1826	-2.0980	0.00	96.263	-11.491	0.031		

يوضح الفروق الدلالية لجزء خاص بالجمال من المقياس في القياس (القبلي، البعدي)

الجدول رقم 3

اختبارات لتساوي المتوسطات										اختبار LEVENE		على تساوي الانحرافات	F	مستوى الدلالة α	0.979	0.001	الجزء (2)	فرضيات الانحرافات متساوية
فاصل الثقة 95% للفرق		مختلف الانحرافات المعيارية	مختلف المتوسطات	مستوى الدلالة للطرفين α	درجة الحرية ddl	قيم T	ت											
أدنى	أعلى																	
-0.2467	0.5203	0.1934	0.1368	0.481	103	0.707												
-0.2464	0.5200	0.1932	0.14368	0.481	102.555	0.708												
-3.0891	-2.3725	0.1807	-2.7308	0.000	103	-15.116											الجزء (4)	
-3.0886	-2.3730	0.1804	-2.7308	0.000	100.723	15.141											فرضيات: الانحرافات متساوية	
																	فرضيات: الانحرافات غير متساوية	

يوضح الفروق الدلالية لجزء خاص بالأسئلة من المقياس في القياس (القبلي، البعدي).

الملحق الرابع

GRILLE DE CORRECTION

teste

Histoire de : Monsieur et Madame Martin en Vacance.

1^{er} partie

Les phrases	Numéro des images correspondantes	Les points
Ex : leur voiture est devant la maison	1-2	0
1- Ils mettent les valises dans la voiture	2	0
2- C'est Monsieur Martine qui conduit.	3-6	1
3- Ils roulent sur une route bordée d'arbres.	3-6	1
4- Ils prennent le temps de visiter les villages qu'ils Traversent.	7	1
5- Ils ne mangent pas toujours au restaurant.	4-8	1
6- Mais ils s'arrêtent souvent pour déjeuner.	4-5-8	1
7- Ils se demandent ensuite quelle route ils doivent Prendre.	11	1
8- Le voyage en voiture est quelque Fois désagréable.	4-9	1
9- Quand ils arrivent, tout le monde est Heureux de les retrouver	10	1
10- Ils rapporteront des souvenirs de ces quelques Jours de vacances passés loin de chez eux.	7-12	1

2^{em} partie

Les Question	Numéro des images correspondantes				Les points
1- qui prend des photos ?	Monsieur Martin 7		Madame Martin 12		1
2- est ce que Madame Martin cherche à aider son mari ?	Non 1	oui 2	non 9	oui 11	1
3- est ce que leurs amis habitent une grande ville ?	Non 10			Non 12	1
4-est ce que monsieur et madame Martin ont l'air pressé ?	Non 5	Non 7		Non 8	2
5- est ce qu'il leur arrive de s'arrêter sans l'avoir voulu ?	Oui 4			Oui 9	2