Deep Structure Case, de Saussure, and decoding French

In this paper an applied linguistic language decoding model for French is proposed. It is based on a transformational generative notation, (FILLMORE 1968, 1969) and applications of aspects of a form content analysis of systems of participation, focus, and deixis for Spanish, (GARCIA 1975), hypothetically applied to French, based on certain differences between these two languages pointed out in BRAKEL (1979). It does not claim, however, to exemplify either theory or approach, but represents an eclectic adaptation, simplification and synthesis of aspects of these different theories in order to fulfill a specific pedagogical purpose; namely to improve the reading comprehension skills of native English-speaking intermediate and advanced students of French. Pedagogical grammars, specific problems of reading comprehension, and a proposal for an individualized reading program are also discussed.

There may very well be two ways of viewing theoretical linguistics *vis à vis* foreign language teaching. One is that each is to go its own separate way. Theoretical linguists will continue to theorize to and for each other and foreign language teachers will continue to teach second language skills ignoring work done in theoretical linguistics. The other alternative is that theory for theory's sake alone is incomplete, useless, or merely interesting, but the test for theoretical linguistics is in its application. This paper has been written in the belief that theoretical and applied linguists should, together, find the way to utilize theory to improve the existing methods of language teaching.

The applied linguist may extract certain features of different linguistic theories and adapt them as he sees fit to meet particular professional needs. In the case of the foreign language teacher these needs are to help students acquire a working knowledge of a specific foreign language. He may combine linguistic concepts from various theoretical paradigms and thereby alter them considerably from their original purpose and form.

This paper will analyze and compare aspects of three distinctly different linguistic approaches that deal with case forms in pronouns and clitics, deep structure case grammar, (FILLMORE 1968, 1969) form content analysis, (GARCIA 1975) and a lexical orientation (BRAKEL 1979), in order to integrate elements of each into an applied linguistic decoding model. This synthesis of opposing theories is motivated and justified by specific pedagogic needs related to the improvement of reading comprehension for intermediate and advanced native English-speaking students of French.

Deep structure case grammar, a transformational generative theory, postulates a deep or underlying structure of all sentences in a language consisting of verbs and a series of noun phrases each assigned to a certain case by prepositions which serve as obligatory case markers. Various attempts have been made to apply transformational generative grammar and deep structure case grammar, in particular, to first and second, and bi-lingual language acquisition models, and both synchronic and diachronic grammars of English and other languages[1].

Form content analysis is a Saussurian-based, functionally oriented, non-transformational non-generative linguistic theory developed in the last fifteen years by Professor William DIVER and his students at Columbia University. It is based on the premise that the structure of language is motivated by its function as a device of human communication. Form content analyses have been made for English, French, German, Dutch, Spanish, Persian, Biblical Aramaic, modern Israeli Hebrew, Chinese, Latin, Greek, and other languages[2]. Few formal attempts have been made to apply form content analysis to English and foreign language teaching[3]. This study will concentrate only on a specific form content analysis developed by GARCIA (1975) which deals with notions of focus, deixis, and to a more limited degree, case assignment or participation in Spanish pronoun and clitic forms[4].

BRAKEL (1979) differs with the form content analysis of Spanish with regard to its explanation of the distribution of certain clitic forms *(selo)* and offers an alternative, lexically oriented analysis of those clitics based on «. . . comparative, historical, sociological dialectal, formal and methodological evidence . . .» (659), comparing them to similar pronominal and clitic forms in other Romance languages such as French *(le, lui)* (664, 665, 669). In particular, BRAKEL (1979:664–669) discusses the notion of «inferential complexity» in light of pronoun and clitic patterns of distribution in French and other Romance languages as they compare to Spanish.

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1 Among the published attempts to apply FILLMORE's deep structure case grammar, (or a synthesis thereof with another transformational generative model), are the following: BARON (1974), HANGEGREEFS (1976), KESSLER (1974), KALLGREN (1978), SCHLESINGER (1971), STOCKWELL, SCHACHTER and PARTEE (1973), TOBIN (1975, forthcoming), and TRAUGOTT (1972).

2 Some of the published works in form content analysis include: COHEN (1975), DIVER (1964), GARCIA (1975).

3 An application of form content analysis can be found in TOBIN (1975 forthcoming a, b, c).

4 GARCIA (1975) also provides detailed comparisons of both transformational and form content analyses of Spanish.

This paper, however, does not purport to be a deep structure case grammar, nor a form content analysis, nor a lexicalist theoretical approach to French pronouns and clitics. It is merely an eclectic adaptation or simplification of particular aspects of both theories in an attempt to create a pedagogical tool to develop and improve the reading comprehension skills for intermediate and advanced students of French.

Native speakers of English may have difficulty reading French language texts because of some of the following reasons:

1. A lack of linguistic sophistication which entails knowing which elements of a sentence are crucial for meaning (e.g., verbs and noun-like elements) and which are peripheral;
2. An over-reliance on the use of dictionaries to translate and gloss all unfamiliar words in the linear order in which they appear in the text;
3. An unconscious reliance on English word order (usually S–V–O) for meaning while the foreign language being studied may have a more variable word order or rely on word order in a different manner as a cue for meaning[5].
4. In addition, speakers of English may have problems reading French texts because of the distribution and use of pronoun and clitic forms. These Forms *(e.g., le, la, lui,* etc.) serve as direct and indirect objects and contain morphological information regarding case, number, and gender making them crucial for reading comprehension. The third person pronoun and clitic forms might be especially difficult for foreign language students because they do not refer to first and second person «speaker» and «listener» roles.

Deep structure case grammar provides a succinct and direct notational system which allows the student to isolate verbs and noun-like elements from a running text.

FILLMORE's notation has been simplified according to the needs of intermediate and advanced foreign language students, who, in order to understand graded as well as ungraded texts, must isolate those elements crucial to meaning – namely verbs and accompanying noun phrases – which function as what are traditionally called «subjects» and «objects». According to FILLMORE:

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5 These three conditions are amply attested to in the literature and particularly well-expressed in RIVERS (1968:217), and CHASTAIN (1971:182–187).

The sentence in its basic structure consists of a verb and one or more noun phrases, each associated with the verb in a particular case relationship. The explanatory use of this framework resides in the necessary claim that, although there can be compound instances of a single case . . . each case relationship occurs only in a single sentence[6].

In addition each case is marked or «governed» or assigned by a preposition:

The rules for English prepositions may look something like this: the A preposition is *by,* the I preposition is *by* if there is no A, otherwise it is *with,* the O and F prepositions are typically zero ($\varnothing$), the B preposition is *for,* the D preposition is typically *to,* the L (Locative) and T (Time) prepositions are either semantically nonempty (in which case they are introduced as optional choices from the Lexicon), or they are selected by the particular associated noun *on the street, at (or on) the corner,* (of a room); *on Monday, at noon, in the afternoon.* Specific words may have associated with them certain requirements for preposition choice that are exceptions to the above generalizations[7].

The branching-tree diagram of FILLMORE's deep structure case grammar[8] can be simplified to:

Figure 1
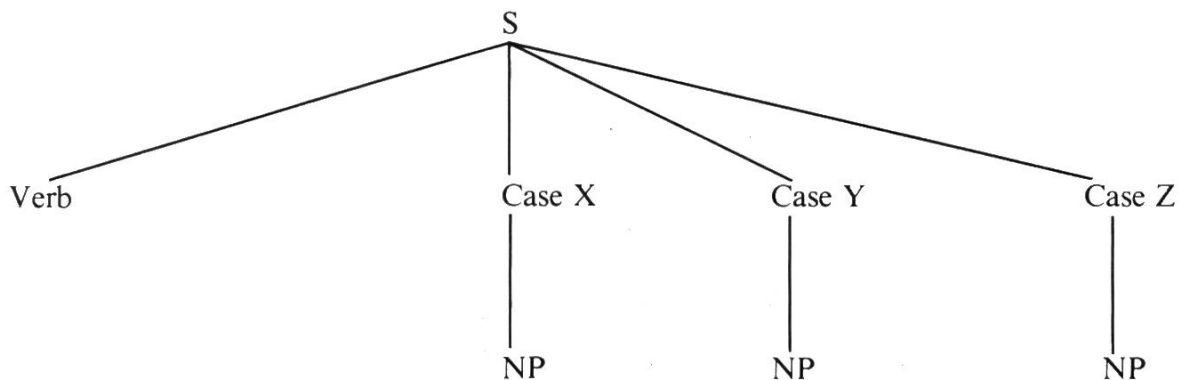
The advantages of adopting this modified FILLMORE type diagram are the following:

1. It provides a simple, elegant notation, a diagram, which isolates verbs and noun phrases from sentences.

6 FILLMORE (1968:21).
7 FILLMORE (1968:32), A (Agentive), I (Instrumental), D (Dative), F (Factitive), O (Objective), B (Benefactive).
8 FILLMORE (1969:361–379).

2. Such a diagram can be altered by transformational rule to rearrange the verb and noun phrases into a different word order. For example, in Figure 1, Case X can be preposed to the verb by a simple transformation rule:

| Verb | + | Case X | + | Case Y | + | Case Z |
| Case X | + | Verb | + | Case Y | + | Case Z |

resulting in a new diagram:

Figure 2

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                        S
        _____|_____
       /                |              \                 \
   Case X              |             Case Y            Case Z
     |                  |                |                |
     |                  |                |                |
    NP                Verb              NP               NP
```
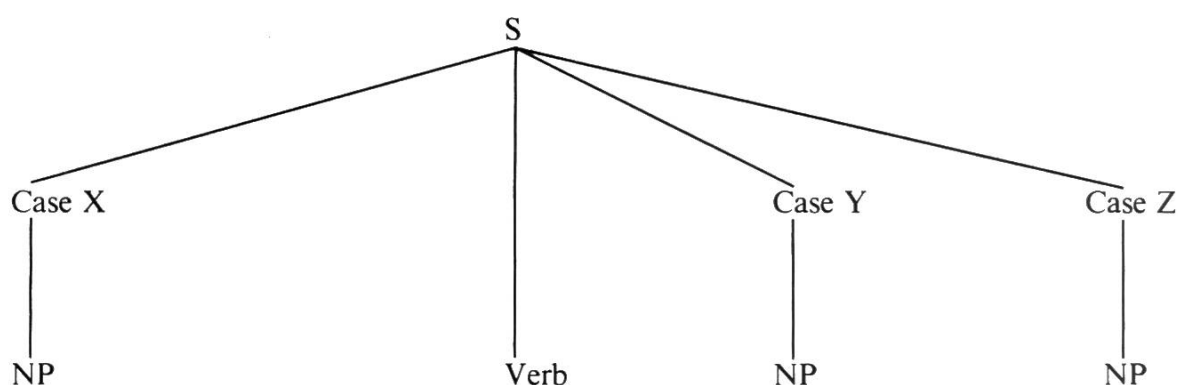
3. Complex and compound sentences (i.e., those sentences containing more than one set of conjugated verbs and noun phrases embedded in a larger sentence) can be analyzed as a series of independent simple sentences, each represented individually in a branching-tree diagram. The surface structure complex and compound sentences, according to transformational generative theory, are, in reality, composed of simple sentences in their underlying or deep structure.

FILLMORE's theory and branching-tree diagram alone, however, are incomplete as a pedagogic tool. In particular, the proper number of case headings and the meanings and functions of the various cases remain an open theoretical and pedagogical issue. FILLMORE presents at least seven cases: Agentive, Objective, Factitive, Dative, Benefactive, Instrumental, and Locative and leaves the option for more:

Additional cases will surely be needed. Suggestions for adding to this list will appear in various places below[9].

Another theoretical and pedagogical weak point is the role played by the obligatory prepositions functioning as case markers (PrepK) which «govern» or assign the cases; namely, why do some prepositions appear to govern the use of one case; others more than one; others do not appear to govern any at all; and some cases are deficient in preposition markers and are symbolized as zero ($\varnothing$)?

The incompleteness of deep structure case grammar as a pedagogical grammar, namely:

1. the proper number of cases,
2. the meanings and functions of each case, and
3. the meanings and functions of the prepositional phrases in relation to case assignment, or in traditional terms, «case government», may be alleviated by applying the theoretical concepts of participation, focus, and deixis and developed in form content analysis and exemplified in GARCIA (1975).

The basic orientation of form content analysis is that the structure and the very nature of language are a direct result of its communicative function. The two basic premises of the theory are that language is an instance of human behavior and a device for communication. The basic theoretical construct of form content analysis is the Saussurian notion of the linguistic sign composed of a form or signal *(significant)* and a single meaning *(signifié),* which accounts for the distribution of the signal.

The task of the form content analyst is to determine the linguistic signs from language phenomena and explain the non-random distribution of these signs. The precise nature of the signs, be they individual speech sounds, written words, or entire sentences, must be determined by observing human needs in interaction with communicative needs, through inductive generalizations about language data. The goal of form content analysis is to account for the non-random distribution of a finite number of morphological signals as linguistic signs used to communicate an infinite number of messages. Human behavior and intelligence, through inference, context, and knowledge of the world account for the non-random distribution of the linguistic signs. Thus, the sequence of signs, each

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9 FILLMORE (1968:25). In addition, FILLMORE's defense for adding more cases and his objections to DIVER's analysis of Latin case (DIVER: 1964) are also found in FILLMORE (1968:10–11).

composed of a signal and a single, often imprecise meaning, can fit together to communicate a relatively precise message, *e.g.:*

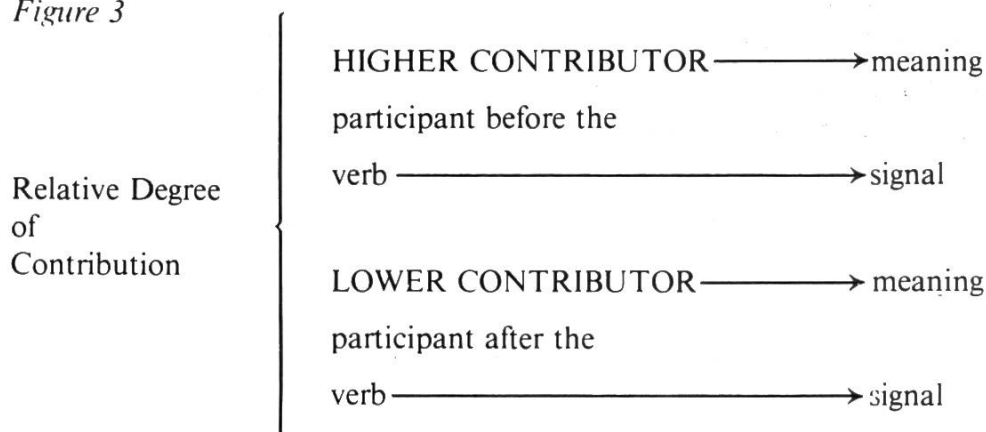a. He lost his purse.
b. He lost his mother.

Sentence b. is normally interpreted as *his mother died.* The more literal interpretation of *lost* could only be deduced from context (*e.g.,* in a crowd, etc.).

The meanings of linguistic signs in isolation can be characterized by a semantic concept or set of concepts called *substance.* If more than one sign can be characterized by the same substance, these signs are in an oppositional relationship of *value* in their categorization of the semantic substance. When the meaning of a set of signs taken together *exhaustively classify* a semantic substance, we have what is called a grammatical system. An example of one such system is called the Participation System.

The primary function of the participation system is to assign relative roles to participants in an event which can be described by a verb in a specific context. The semantic substance of systems of participation is, therefore, «the relative degree of contribution to an event.» The language user relies on these meanings and inferences to fulfill a very specific and necessary human need, namely, given a specific action (signalled by a verb) what roles do each of the participants (signalled by nouns and pronouns) play in the event.

English has a participation system based on word order or the sequence of forms. The system of participation for English can be described in the following way: In an utterance containing two (or more) contributors to an action, the position of a participant preceding the verb signals HIGHER contribution and the position of the participants(s) following the verb signals LOWER (or LOWEST) contribution. The system can be schematized in the following way for two participants:
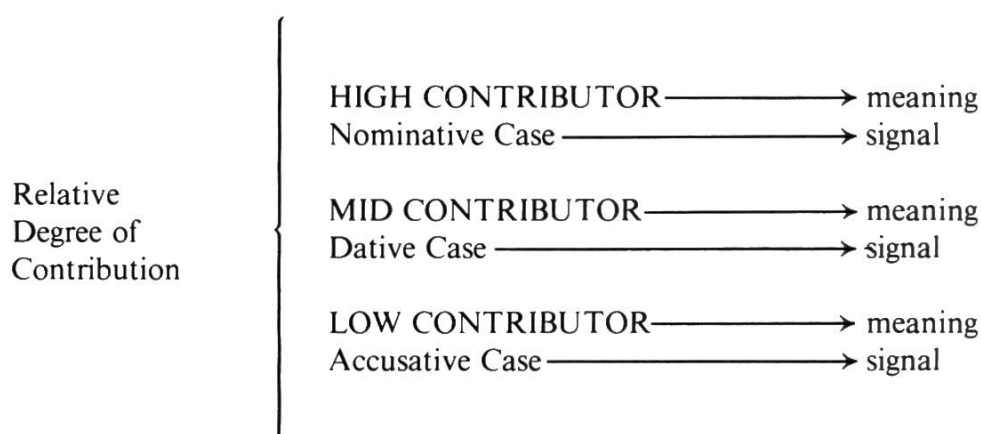
Figure 3

Relative Degree of Contribution

HIGHER CONTRIBUTOR ⟶ meaning

participant before the

verb ⟶ signal

LOWER CONTRIBUTOR ⟶ meaning

participant after the

verb ⟶ signal

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The form content analysis of participation systems indicate the *relative* degree of contribution of each participant to the action signalled by the verb. The members of the system exhaustively categorize the substance «relative contribution to the event,» and they are in an opposition of value to each other. This value opposition is a relative one (*e.g.,* high, mid, low, etc.).

The three-fold opposition (high, mid, low) is the one reserved for three participant sentences, *e.g.,*

2a.   He   gave   the dog   a bone[10].
        high 1   mid 2   low 3

The system functions, however, for both two participants and single participant sentences as well:

2b.   The dog   ate   a bone.
        high 1   low 2

2c.   The dog   ate.
        high 1

In form content analyses of participation systems for languages possessing overt case morphology such as Latin (DIVER 1964) or German (ZUBIN 1972) the relative participant roles of high, mid, and low contributors are signalled by the nominative, dative, and accusative case forms respectively. A participation system such as this could be schematized as follows:

10 Prepositional paraphrases of this sentence, *e.g.,* He gave a bone *to the dog;* as well as the passives, The dog was given a bone *(by him);* or, A bone was given *to the dog (by him);* are *not* instances of the optimal or three participant system. They are instances of one or two participant sentences with an additional prepositional phrase or phrases. In the Diverian analysis of the English participation system, prepositional phrases are *not* considered to be part of the system, but peripheral to, or out of the system of participation. A discussion of why three participant systems are most usually the optimal ones (as opposed to four or more participation systems) can be found in GARCIA (1975).
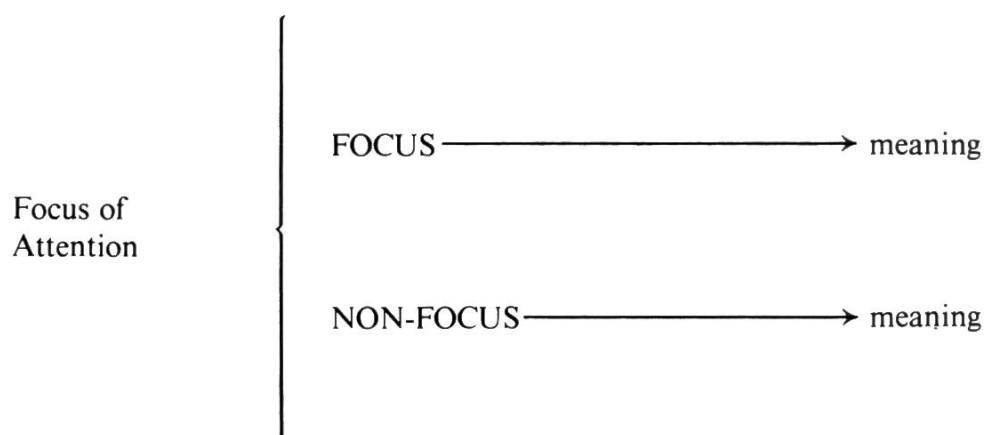
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Figure 4

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                    ┌
                    │     HIGH CONTRIBUTOR ─────────→ meaning
                    │     Nominative Case ──────────→ signal
                    │
Relative            │     MID CONTRIBUTOR ──────────→ meaning
Degree of          ┤      Dative Case ──────────────→ signal
Contribution        │
                    │     LOW CONTRIBUTOR ──────────→ meaning
                    │     Accusative Case ──────────→ signal
                    │
                    └
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In the form content analysis of modern Spanish (GARCIA 1975), as well as its hypothetical application to French, the grammatical systems of focus and deixis, however, rather than the system of participation, play major roles in identifying participants indicated by pronouns and clitics.

The semantic substance of the grammatical system of focus is «focus of attention.» The two meanings *(signifiés)* which exhaustively classify the substance are FOCUS and NON-FOCUS. Thus the meaning *(signifié)* part of the system can be schematized in the following way:

Figure 5

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                    ┌
                    │
                    │
                    │     FOCUS ───────────────────────→ meaning
                    │
Focus of           ┤
Attention           │
                    │
                    │     NON-FOCUS ───────────────────→ meaning
                    │
                    └
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The actual forms or signals *(signifiants)* whose meaning is FOCUS are similar to the notion of «topic under discussion» or, in more traditional terms, the «subject,» and the person-number inflection of verbs. The actual signals whose meaning is NON-FOCUS are similar to the traditional notions of «grammatical objects,» either direct or indirect. In sen-

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tences (1a, b) to follow, those forms, (as they appear in Spanish and how they might appear hypothetically in French), which signal the meaning of FOCUS will be underlined once, and those forms which signal the meaning of NON-FOCUS will be underlined twice. Sentences (1a, b) can be glossed as: *He is giving it to me today.*

Spanish	French
(1a) <u>El</u> **me lo** da ∅ <u>hoy</u>.	(1b) <u>Il</u> **me le** donne ∅ <u>aujourd'hui</u>.
<u>He</u> **me it** <u>gives</u> today.	<u>He</u> **me it** <u>gives</u> today.

In sentences (1a, b) the morphological signs underlined once, (the free form pronouns and the conjugated verb endings) signal the meaning FOCUS. The other meaning in the system, NON-FOCUS, is signalled by those morphological forms underlined twice, namely: the clitics *me, lo,* and *me, le.*

The system of focus can thus be schematized for these specific sentences in Spanish and hypothetically in French as:

Figure 6
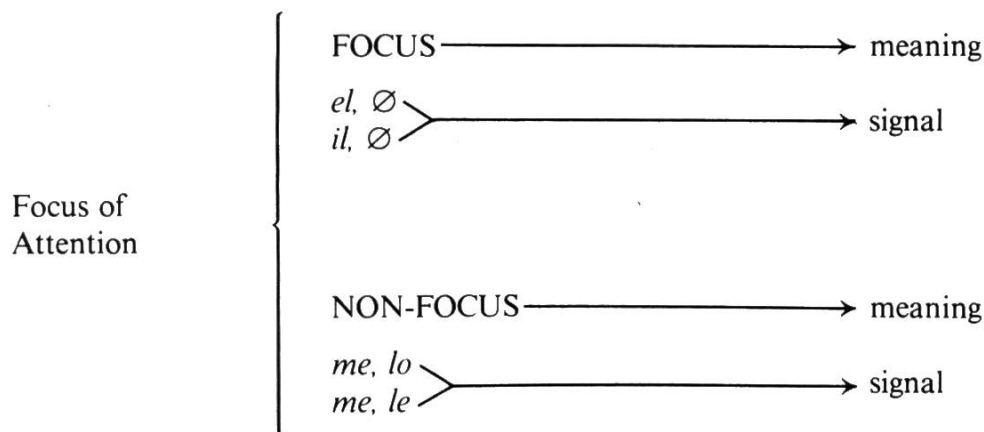
In addition to the signals in the system of focus, there may be other elements in a sentence which are entirely neutral to, or are not explicitly marked grammatically, with respect to focus; *i.e.,* they will not indicate the meanings FOCUS or NON-FOCUS, such as the Spanish and French adverbs *hoy, aujourd'hui,* (today) in sentences (1a, b). The speaker still infers, however, whether these elements are or are not in the system of focus. Focus is relative only to participants. The general nature of the system of focus is that there is only one entity or set of entities in focus at a time, and all the other entities, are, by opposition, out of focus.

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In the form content analysis of Spanish, (GARCIA 1975) and by hypothetical application to French, the system of focus is interlocked with the system of participation. Two or more grammatical systems are said to be interlocked when:

a. some or all of their signals are shared;
b. these signals describe, from different points of view, the same lexical items.

For example, in Latin, there is an interlock of case (genetive) and number (plural) in the signal -*arum*- which indicates that a given noun is plural with respect to the number system and genetive with respect to the case system.

A third system, a system of deixis, whose semantic substance is roughly «degree of concentration of attention,» may also be partially interlocked with the systems of focus and participation, particularly when the forms in question are clitics. Deixis is of particular importance to the applied linguistic model to be proposed in this paper, since the Spanish clitics *le, lo,* and *la,* are interlocked in the systems of focus, participation, and deixis, and so might their French counterparts *le, la, lui* (cf. BRAKEL 1979:669).

A complete description of which pronominal and clitic forms are interlocked in the systems of focus, participation, and deixis is unnecessary here[11]. What is important from a pedagogical point of view, however, is that they are related to the identification of nouns and pronouns as they interact with verbs, allowing the language learner to place nouns and pronouns on a scale of relative worthiness of concentration, or focus of attention in their participation in an event or occurrence signalled by a verb.

Form content analysis plays the following role in the applied linguistic model to be presented in this paper:

1. After being able to isolate verbs and noun-like elements by using the simplified version of FILLMORES branching-tree diagram, these ele-

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11 The systems of focus, participation, and deixis as they function in Spanish pronouns, have been analyzed and validated according to form content analysis in GARCIA (1975). Some of the parallel Romance pronoun and clitic, form (particularly the Portuguese) were «validated» (temporarily) by BRAKEL (1979:662–664, 669). I do not purport, however, (nor does BRAKEL), to present a form content analysis of these forms. They are merely being used here hypothetically for pedagogical purposes and no theoretical claims are being made with regard to a validated form content analysis of these forms in French.

ments can now be arranged according to aspects of the interlocked systems of focus, participation, and deixis, in a specific hierarchical order based on their meanings *(signifiés)* of relative value. FILLMORE's notation allow us to isolate verbs and noun phrases from sentences. Form content analysis exhaustively categorizes them via a hierarchy or opposition of relative value within a semantic substance. Form content analysis can, therefore, provide the direction and order of placement of noun-like elements to the verb on the modified FILLMORE diagram.
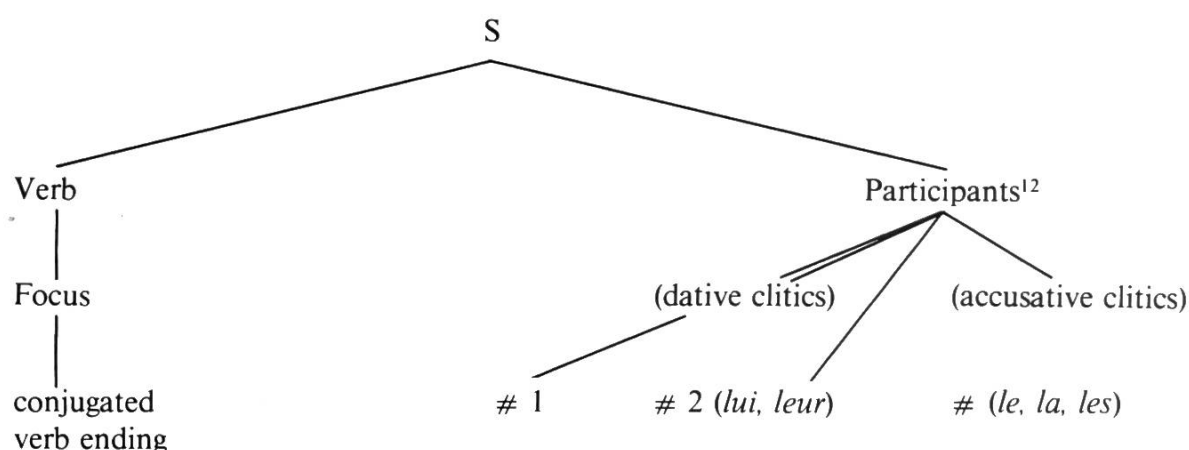
2. Using FILLMORE alone, one runs into difficulty regarding the number of case roles and their various labels. Form content analysis provides alternative, interlocked grammatical systems where specific and arbitrary case labels are replaced by *linguistic signs* with relative meanings which can be placed on a hierarchical scale based on their communicative function in language. The number of case roles is based on the number of different morphological signals and may, therefore, be more useful to the language learner.

The applied linguistic model to be presented in this paper is a synthesis of the elegant notation of the branching-tree diagram of deep structure case grammar with its flexibility in the arrangement and rearrangement of elements via transformational rule processes, and generalized aspects of the grammatical systems of form content analysis. The adapted FILLMORE diagram provides a «skeleton» upon which aspects of these interlocked systems provide the theoretical justification for the specific arrangement of the «bones» on the skeleton. It provides the direction and order for analyzing sentences based on the relative value relation of *signifiés* as members of interlocked systems, *i.e.,* of noun-like elements of a sentence and their mutual interaction.

This model is intended for intermediate and advanced students of French who should be familiar with basic grammatical terms such as singular, plural, first, second, third person, conjugated verbs, etc. In addition, homophonous or overlapping morphological forms in pronoun paradigms, for example, will already be familiar to the foreign language student. The applied linguistic model could be supplemented by pronoun sheets where the pronoun paradigms are presented in accordance with the linguistic principles outlined in this paper.

The basic model would appear as follows:

Figure 7

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                                    S
                    _____|_____
                   |                                 |
                 Verb                           Participants¹²
                   |                          _____/|_____
                   |                         /      /        \
                 Focus                (dative clitics)   (accusative clitics)
                   |                      /    /              /
                   |                     /    /              /
              conjugated            # 1   # 2 (lui, leur)   # (le, la, les)
              verb ending
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The students reading assigned texts (or texts of their own choosing) are given basic instructions similar to these: If you should come across a sentence that you do not understand, do the following:

1. Identify the conjugated verb and place it on the diagram under the heading conjugated verb, noting the lexical meaning and any person, number, or tense information.
2. Isolate the nouns, pronouns, or noun-like elements, placing them under the headings Number 1, Number 2, Number 3, on the diagram.

Participant Number 1 must agree with the grammatical and lexical information provided by the verb. The grammatical information (singular/plural, first, second, third person, etc.) is signalled morphologically. The student must rely on inference, knowledge of the world, common sense, and context to determine which of two or more possible noun phrases could schematically fit into the Number 1 position. For example, in a sentence with the verb «reads» (singular, third person) and two possible candidate nouns for Number 1 position – boy, book – by the lexical meaning of «read,» the student would expect an animate «subject» – boy – as Number 1, as opposed to an inanimate one – book.

Prepositional phrases are excluded as participant Number 1 and may be added to the diagram under Number 2, only if they are specifically referred to by the «dative» deictic clitic pronouns (*e.g., lui, leur,* etc.). Participant Number 3 can be referred to by the «accusative» deictic clitic forms, (*e.g., le, la, les,* etc.). The meaning of these «dative» and «accus-

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12 The word «participant» here is now being used as a general term and does not imply a theoretical construct of form content analysis.

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ative» deictic forms (for the purposes of the applied linguistic reading model) is that the language learner must pay attention and seek out the entity that these forms are referring to.

After doing this, the student of French has isolated the verb and various noun-like elements of the sentences from the text. (Participant Number 1 is traditionally that of the «subject» and Number 2 and 3, are usually the various «objects»). By isolating the verb and noun-like elements in this way, he may infer who is doing what to whom, and has, therefore, cracked the code of the sentence. He can either continue reading, or if he chooses look up the other words in the sentence for his edification.*He will not, however, approach the text by looking up every word he doesn't know in the linear order in which the words appear in the given sentence.*

If merely isolating the verb and noun-like elements should not be enough for the student to comprehend a given sentence, then by performing a simple transformation whereby the nominative is now placed before the verb[13], the student will then have a typical S–V–O English sentence. The transformed diagram would be provided for the student:

Figure 8
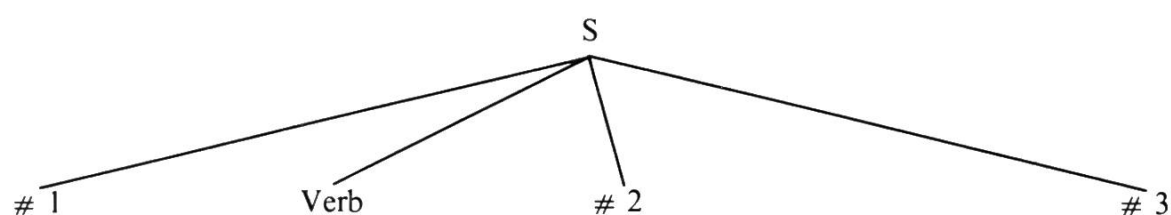
By isolating the crucial elements (*i.e.,* verbs and nouns), in a transformational generative notation we can also exploit the theory and allow the student to transform these elements into a new sentence with the word order most familiar to him. He can thus rely on the word order most frequently employed in his native language to aid him, if necessary. In addition, by providing the student with both diagrams, he can analyze complex and compound sentences using each diagram for a «deep structure» simple sentence.

An actual reading program for intermediate and advanced students will entail presenting the students with notebooks especially prepared with the diagram of the applied linguistic model heading each page, and

13 The transformation proposed here is similar to the «case placement transformation» found in chapter two of STOCKWELL, SCHACHTER, PARTEE (1973).

instructions which include step by step procedures for filling out the diagram. The student will do his reading assignments or outside reading of his own choice. Each time he comes across a sentence which he is unable to comprehend, he is to apply it to the diagram according to the instructions. If by following the instructions, he succeeds in understanding the sentences, the system will be working[14].

· The use of the model may also point out the student's need to improve his technique in using the dictionary, his lack of reliance on context, or need for improvement in the mastery of salient points in grammar (*e.g.,* the morphology related to conjugated verbs and noun-like elements, tense, number, gender, person, etc.). Students may still fail to comprehend sentences using the model and should be given the opportunity to indicate why they think they couldn't succeed in decoding a sentence. A teacher could catalogue these responses as an indication of a particular student's or group of students' weaknesses.

The actual applied linguistic model would look as follows:

Figure 9

FRENCH   SENTENCE   NAME:
DATE:
SOURCE:
PAGE #:

PARTICIPANT

VERB   # 1   # 2 *(lui, leur),*   # 3 *(le, la, les)*
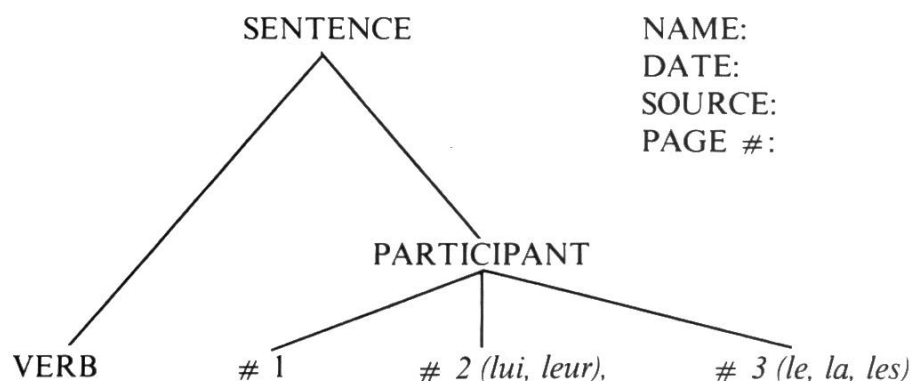
Instructions

1. If you come across a sentence in your reading that you do not understand, do the following:
   1. Copy the sentence under the diagram.
   2. Isolate the *conjugated verb* and fill it in the diagram under the heading verb, noting the grammatical information provided by the verb ending:
      a. number: singular or plural
      b. person: first, second, third
      c. tense:

14 It is not the author's claim that the applied linguistic model presented in this paper will be applicable to every sentence that every student might encounter. The model has been specifically geared for active sentences, but might also be applied to passive (as well as reflexive) sentences with a few minor adjustments and/or additions.

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3. Isolate the nouns and pronouns placing them on the diagram under the appropriate headings. Remember # 1 agrees with the verb ending. Consult the accompanying pronoun sheet to verify the place for each form. *You may have to rely on context and grammatical information* to identify # 2 and # 3.
4. Now read the sentence placing # 1 before the verb using the diagram below.
5. If you could not figure out what the sentence means circle the appropriate reason why:
   a. I couldn't put the words together.
   b. I was tired of looking up words in the dictionary.
   c. I couldn't fit the sentence into the context of the story.
   d. The story wasn't interesting for me.
   e. Add any other reason you might have:
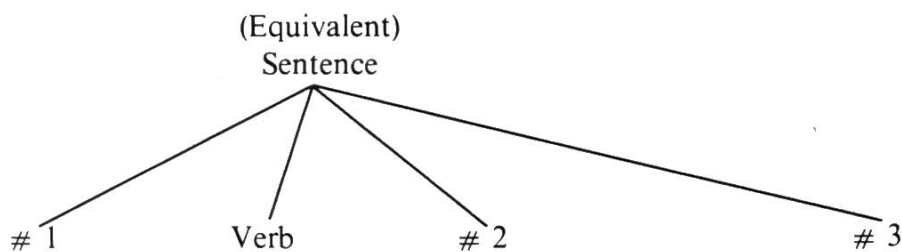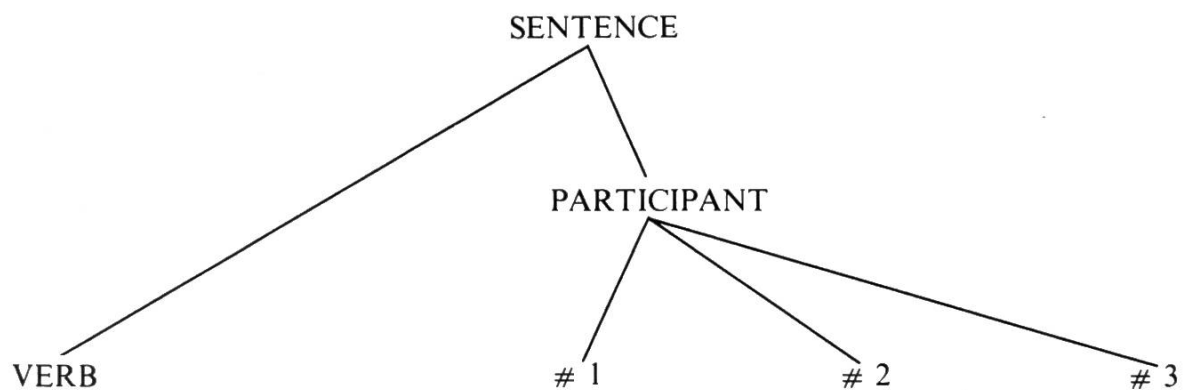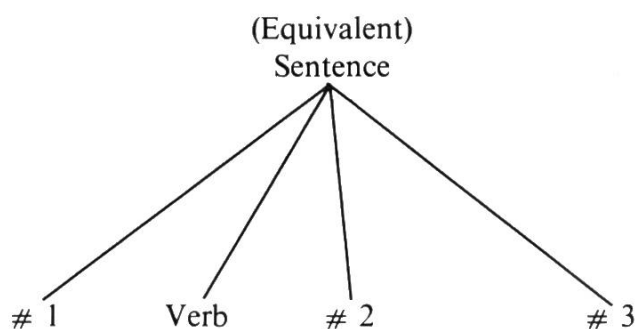

Figure 10

FRENCH PRONOUNS

	VERB	# 1	# 2	# 3
Number:	Singular/ plural	je, nous tu, vous il, ils elle, elles	me, nous te, vous lui, leur	me, nous te, vous le, la, les
Person:	1st, 2nd 3rd			
Tense:				

```
                    (Equivalent)
                    Sentence

        # 1      Verb      # 2           # 3
```

The immediate importance of developing reading comprehension skills is essential to the student of foreign languages. Reading provides the student with the opportunity to work on his own, develop his language ability autodidactically, and learn to regulate and control his individual rate and level of advancement. Reading is very often the most efficient and perhaps the only way many students can increase their vocabulary.

Individual reading also provides the student with the opportunity to improve and apply his grammatical ability. It makes him aware that the foreign language is being used as an instrument of communication, and teaches him to rely on morphological and syntactic cues as they function naturally within the language. Very often students view the elements of grammar and structure as isolated entities constantly being reviewed and drilled by repetitious exercises in the classroom and in homework assignments. Reading provides a framework where the various grammatical and structural patterns of the language interact functionally and naturally. Reading outside of class may reinforce the student's knowledge of irregular or unusual forms, as well as shedding light on the potential paraphrases and ambiguities a sentence may suggest. Such individualized reading may expose the student to the many divergent styles every language possesses, not all, (if any) of which are necessarily present in the various texts and contrived dialogues he may have been previously exposed to in his language study.

The four language skills are not independent, mutually exclusive or isolated. Improvement in one naturally has a positive effect on the others. Thus, improved reading comprehension skills may result in improved listening, speaking, and writing skill. Developing skills necessary for reading comprehension makes the student aware of the language and communication skills that he possesses in his native language, as well as in the foreign language being studied. An awareness of these skills may provide the student with a certain linguistic sophistication which will make him a better language learner, should he decide to learn another language.

Most of language study is guided and directed. By providing the student with an applied linguistic reading comprehension model we may be giving him the opportunity to choose the subject matter or the complexity of the material he wishes to pursue. It could allow the student to develop a specialized vocabulary in his own field of interest and choice, at his own speed. Individual students will not be hindered by group oriented instruction and rate of advancement. Many students could work independently without having their efforts compared with others in the group. The student with previous exposure to a foreign language would particularly be in need of such a program to improve and develop reading comprehension skills.

The need for a linguistically based, individualized model to develop and improve reading comprehension skills is compounded by the lack of such a program in most foreign language education programs. The student must be taught how and why he should be reading foreign language texts in a specific manner, and when and how to properly and efficiently make use of the dictionary. He must be able to determine which words and word classes are crucial to the understanding of any sentence, and isolate only those elements so as not to waste time and energy on word for word translations and glosses of all unfamiliar words in the linear order of their appearance in the text. In short, he must develop a basic linguistic sophistication, an awareness of the communication strategies that every native speaker has internalized; *i.e.*, to isolate and focus his attention on those elements which are crucial to meaning.

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