Reading and writing is an essential skill for someone who cannot get information through the auditory channel. For deaf individuals, mastering the written language is a formidable challenge, but at the same time, it offers more possibilities for involvement in a hearing world. Yet studies of literacy development among deaf people point out the difficulties they have to overcome before reaching a satisfactory level of performance.

DiFrancesca (1972) and Paul & Quigley (1990), among others, maintain that very often deaf readers do not attain a level of proficiency comparable to that of their hearing peers. Differences between deaf and hearing readers are noticeable in several areas. Some of the aspects characterizing deaf readers in comparison with hearing readers are vocabulary size and knowledge of the language used by the hearing majority (Fischler, 1985). Similar studies have shown equivalent difficulties for deaf people learning to write. Anderson (1993) as well as Schirmer (1994) reviewed several studies analysing the written productions of deaf individuals and point out the enormous task they face in order to become fully competent writers. Various authors have drawn attention to the large number of error types. Among these, the proper use of verb tenses has inspired several studies, including the study we report on today.

Thompson (1936) was among the first to point out the difficulties encountered by the deaf in using verb tenses. Similar results were shown by Taylor (1969). Charrow (1975) as well as Gaura & Williams (1981) came to the conclusion that even if deaf students have some knowledge of verb tenses, they do not use them properly in their spontaneous written productions. Jarvella & Lubinsky (1975) maintained that deaf children make fewer overall references to time. According to Lacerte (1988), one of the reasons for the difficulties that deaf individuals have with verb tenses is that
they do not believe verbal tense endings to be necessary if there is another tense marker in the sentence. In fact, she found that the tense markers preferred by her deaf subjects were temporal adverbs and NPs. Daigle, Dubuisson & Germain's (1994) findings are closely related to Lacerte’s. They assert that the most reliable temporal cues found in deaf students’ sentences in their study are not on the verb itself but elsewhere in the sentence. In other words, lexicalized temporal markers seem to be better tense predictors in the sentences analysed than grammaticalized time markers. Herman (1990:205), who analysed the speech of oralist deaf individuals found that “the use of inflections by the deaf speaker is rendered redundant. The frequent use of temporal adverbials noted in the deaf subjects’ data may also be related to this factor.”

One way to look at the use of temporal reference markers is by questioning the strategies used by deaf individuals involved in a reading and/or a writing activity. It seems that reading strategies used by deaf individuals are similar to those of hearing readers (Andrew & Mason, 1991). Both groups, for instance, use contextual cues to reconstruct the semantic value of sentences. In their study, Andrew & Mason found that “the strategies that seem to predict correct word replacements for the deaf readers were the background knowledge and rereading strategies (1991:543). According to Fischler (1985:205) “understanding a sentence involves more than recognizing individual words. The meaning of successive words must be integrated into a unified structure within the syntactic constraints of the sentence and this structure must be maintained as successive portions of the sentence are read”. The problem of determining the time in French sentences solely by means of verb endings might create additional difficulties. If there is no lexical time marker in the sentence, such as an adverb or an NP, the reader must rely on the grammatical tense marker alone in order to find out the time of the sentence.
The purpose of this study is to shed some light on the use of verb tenses by a small sample of deaf adults. In this study we are also interested in knowing how deaf adults use contextual information to deduce the time of a sentence.

In order to assess sentence-level comprehension of tenses, we constructed a completion task in which subjects had to write the verbs provided in the right tense, according to contextual cues.

METHOD

Subjects

Five deaf adult volunteers, three men and two women, were selected for the study. They ranged in age from 27 to 49 and live in the Montreal area. Three subjects were born deaf while two became deaf at the age of six months. All subjects in the sample were severely or profoundly deaf. One of the subjects is from a deaf family but has one hearing brother, two have deaf siblings but have hearing parents and two were from hearing families. All five subjects use Quebec Sign Language (LSQ) as their first mode of communication. One acquired LSQ from birth whereas the others were first exposed to the language before age 5. Two subjects use oral French regularly, two use it occasionally and one subject never uses oral French. Their first contact with oral French varied from age 5 to age 9, which correspond to their first year of school. Four subjects finished their studies at the secondary level and one went to college. All subjects read regularly in French, however they state that they read a maximum of 10 to 15 pages a week, while one subject reads more than 30 pages a week.

Material
The completion task consisted of 36 sentences in which the verb or one of the two verbs had to be conjugated properly according to temporal information contained in each sentence. The sentences were structured so as to allow us to observe two types of temporal information. 18 sentences contained an temporal adverb or a NP and 18 were complex sentences with a subordinate clause. In the first case, 9 sentences had the adverb or the NP at the beginning of the sentence and 9 had the adverb or the NP at the end of the sentence. In the latter case, 9 sentences had the subordinate clause at the beginning of the sentence and 9 had the subordinate clause at the end of the sentence. Moreover, for complex sentences, the verb to be conjugated was always the main clause verb. The 36 sentences were randomly organised in the completion task. Examples of each type of sentences are presented in (1).

(1)  

a. ADVERB OR NP AT THE BEGINNING OF THE SENTENCE  
L'année prochaine, Marie ______ [TERMINER] ses études collégiales.  
*Next year, Marie ______ [TO FINISH] college.*

b. ADVERB OR NP AT THE END OF THE SENTENCE  
Marie ______ [PORTER] sa nouvelle robe samedi prochain.  
*Maria ______ [TO WEAR] her new dress next Saturday.*

c. SUBORDINATE CLAUSE AT THE BEGINNING OF THE SENTENCE  
Lorsqu'il faisait beau, les élèves s' ______ [AMUSER] dehors.  
*When the weather was nice, the students _____ [TO PLAY]* 
*outside.*

d. SUBORDINATE CLAUSE AT THE END OF THE SENTENCE
Jean ______ [PRENDRE] sa douche pendant que Marie regardera les nouvelles à la télévision.

Jean ______ [TO TAKE] a shower while Marie watches the news on television.

In (1d) the use of future tense in regardera is an unambiguous cue for future tense on the main clause verb in French, whereas present or future tense is acceptable in the response in English.

Our first hypothesis was that temporal information within a NP or an adverb would result in more correct answers than the use of contextual cues in the form of complex sentences. A second hypothesis was that verb tenses would be used more correctly if the temporal information preceded the verbs to be conjugated. A third hypothesis stated that, in a complex sentence, if the verb to be conjugated is placed before the subordinate clause, the tense of the verb will be the same as, or anterior to that of the subordinate clause verb. If the verb to be conjugated is placed after the subordinate clause, the tense of the verb will be the same as, or posterior to that of the subordinate clause verb. In other words, if the subordinate clause verb is in the present tense, the verb of a preceding main clause will be in the present or past. In the case where the main clause follows the subordinate clause, if the subordinate clause verb is in the present tense, the verb of the main clause will in the present or future tense.

This last hypothesis is based on the observations of Lacerte (1988) who, among others, asserts that deaf individuals organize their discourse content in a temporally iconic fashion. That is to say, some deaf individuals seem to organize their
discourse by taking into account the order in which events happened, as shown by the example in (2)

(2) L'avion décolle après avoir roulé sur la piste.

The airplane takes off after rolling down the runway.

It is clear, after asking deaf people, that this sentence creates some ambiguity. In fact, according to deaf informants, the order of events in the sentence should be reversed to make the meaning clear. First the airplane has first to roll down the runway, then it can take off. Thus the ordering of event within the sentence seems, as we hypothesized, to have an influence on verb tense choice.

Procedure

Before administering the completion task, we pretested the material with a profoundly deaf female, age 32, born to deaf parents, who uses LSQ as her main mode of communication. The purpose of the pretest was to provide information on the difficulty of the lexical elements found in the completion task, to verify the appropriateness of the protocol and to evaluate the effectiveness of the interviewer throughout the course of the interview. The next stage consisted of administering the instrument and carrying out the interviews.

Each subject had to fill out the questionnaire by putting the given verbs in the right tense according to the contextual cues present in each sentence. There was no time limit. After filling out the questionnaire, each subject was interviewed by a deaf interviewer proficient in written French. The interviews were carried out in LSQ.
The interviewer questioned the subjects with regard to their reasons for using a given tense. The interviewer then asked the subjects about the possibility of using another tense. For example, if a subject responded by using the present tense, the interviewer first questioned him with regard to his choice, then asked if the past or the future tense was possible. The interviews were videotaped and results were tabulated for the purposes of analyzing the data.

ANALYSIS AND RESULTS

A first analysis consisted of looking at the errors with regard to all possible contextual information. All of the answers were coded in two categories: correct or incorrect. For certain sentences, the verb to be conjugated could be put in more than one tense. Examples are given in (3).

3a Tout le monde ______ [CELEBRER] le mariage de Benoît et de Jocelyne aujourd’hui.

_Everybody ______ [TO CELEBRATE] Benoît and Jocelyne’s wedding today._

3b Marie ______ [PORTER] sa nouvelle robe samedi prochain.

_Marie ______ [TO WEAR] her new dress next Saturday._

The example in 3a shows a case were the verb could have been put in any of the three different tenses, and present or future tense was acceptable for the verb in 3b.
Of all 180 answers, that is 36 verbs for each subject, only 18 errors were found. Two of these errors were found in sentences where the temporal markers were adverbs. The 16 other errors were found in complex sentences where temporal information was contained in the subordinate clause.

One subject made no errors. One subject made one, one made two, one made 7 and one made 8 errors. That is to say, our sample is very heterogeneous, some subjects seeming to master the use of verbal tenses while some others do not.

We next observed the errors according to the location of the temporal information. As we have just stated, for 18 sentences the temporal information was placed before the verb to be conjugated and for 18 sentences it was placed after the verb to be conjugated. Out of the 18 errors, 13 were found in sentences where the temporal information was placed after the verb, while the other five errors were found in sentences with the temporal information placed before the verb to be conjugated.

If we cross-tabulate the two variables “location and nature of temporal information”, we see that the great majority of the errors, 2/3, are found when the temporal information is located after the verb to be conjugated and expressed by a morphological cue. This result is illustrated by the table in 4.

4. Distribution of errors according to the location and nature of the temporal information

<table>
<thead>
<tr>
<th></th>
<th>lexicalized marker</th>
<th>morphological marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>before the verb</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
We also tried to see if the use of a particular tense would create more errors than another tense. Out of the 18 sentences containing errors, 10 necessitated the use of past tense, 5 sentences required the use of future tense and three, the present tense. The sentences that require present tense were put in the future tense in one case and in the past tense in the two other cases. All the errors found in sentences requiring past or future tense were due to the use of the present tense.

A second analysis considered subjects’ comments on their own answers and on alternatives proposed by the interviewer. First of all, we established an analytic framework in which comments were classified according to the type of strategy used. Two general categories of strategies were first determined: knowledge of the language and non-linguistic background knowledge. The first category was then separated into subcategories: metalinguistic strategy, recognition of temporal information contained in words and use of implicit knowledge of the language. We defined the metalinguistic strategy as the use by subjects of metalinguistic words, in our case LSQ signs, to explain their verb tense choices. The strategy we term “recognition of words as temporal markers” was also divided into recognition of temporal information contained in a lexical item and into recognition of morphological cues in which the temporal information was included. The use of implicit knowledge of the language refers to comments in which subjects tend to explain their verb tense choices without using a metalinguistic language but by using paraphrases clear enough to demonstrate a certain knowledge of the language. Examples of the use of knowledge of the language are presented in (5). These
examples are of course translated since the interviews were held in Quebec Sign Language.

5a  **metalinguistic comments**

Lorsqu'il faisait beau, les élèves s' ______ [AMUSER] dehors.
*When the weather was nice, the students ______ [TO PLAY] outside.*

Q. Why did you choose the present tense?
A. *The first verb must be similar in terms of tense to the verb of the subordinate clause because of the adverb QUAND (when).*

5b  **recognition of words**

1. recognition of temporal information in a lexical item
Les élèves ______ [ECRIRE] à leurs correspondants hier soir.
*Students ______ [TO WRITE] to their penpals yesterday night.*

Q. Why did you choose the past tense?
A. *Because of yesterday night.*

2. recognition of morphological cues including temporal information
Alors que Marie terminait ses travaux toute seule, Jocelyne ______ [TRAVAILLER] avec ses copains.
*While Marie was finishing her homework by herself Jocelyne ______ [TO WORK] with her friends.*

Q. Why did you choose the past tense?
A. Because of “terminait”. -- terminer + past tense.

In this last exemple, it is clear that the subject knew that terminait was at the past tense.

5c Use of implicit knowledge of the language

Pendant qu'elle travaille à l'usine, Benoît ______ [FAIRE] le ménage.

While she is working at the factory, Benoît ______ [TO DO] the chores.

Q. Why did you choose the present tense?

A. She is working while the other person is doing the cleaning at the same time.

The second large category, non-linguistic background knowledge, was defined as the use of comments not related to the language itself but to the interpretation that subjects made of the sentence. In that category, some comments presented a reference to time but always through a personal interpretation unrelated to the language itself; in other words, subjects built a scenario in order to explain their verb tense choices where events happened in a certain temporal order. In this same category, we also found comments that do not refer to time but seem to illustrate subjects' logical interpretation of the sentence. Exemples are given in (6).

6a Nous ______ [ALLER] à la mer quand il fait beau.

We ______ [TO GO] to the beach when the weather is nice.

Q. Why did you choose the present tense?
A. We see that the weather is nice so we go to the beach. In the past it might have been rainy and we don’t know what the weather will be like in the future.

6b Les membres ______ [LOGER] au 6ième étage alors que les organisateurs occuperont le 7ième étage de l'hôtel.

Members ______ [TO STAY] on the 6th floor while the organizers will take the 7th floor of the hotel.

Q. Why did you choose the present tense?

A. They take the 6th floor now and later the organizers will take the 7th floor; it depends if the rooms are full or not, I don’t know.

Analysis of the comments served two purposes. It allowed us to know why subjects choose a certain tense and why they reject the use of other tenses.

From the interviews, 532 comments were obtained and classified according to the analytic framework proposed earlier. Those results are presented in the table in (7). Subjects explain their verb tense choices by using a metalinguistic comment in 27 cases. They use comments illustrating implicit knowledge of the language in 67 cases. 278 comments are based on the recognition of words and 53 are based on the recognition of temporal morphological cues. Finally, 107 comments are not based on linguistic knowledge but refer to subjects’ background experience.

<table>
<thead>
<tr>
<th>Subjects’ comments during the interviews</th>
<th>subjects’ answers</th>
<th>proposed answers</th>
<th>total (n=532)</th>
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We first looked at the answers to the question "Why did you choose that tense?" which corresponded to the written answers. From that observation, we obtained 24 comments based on implicit knowledge of the language, 8 metalinguistic comments, 106 comments based on the recognition of words, 26 comments based on temporal morphological information and 18 comments that relied on subjects' background experience.

All five subjects recognized the temporal information when it was expressed by a NP or an adverb. That was true for every sentence in the completion task. In other words, all comments on answers given for sentences containing a NP or an adverb rely on the recognition of temporal information present in lexical items. As we have said earlier, two errors were found in that type of sentence. Those errors were immediately corrected by the subjects when questioned about their verb tense choice. That is to say, those two errors could have been corrected if subjects had revised their answers. For that reason they can not be considered to be equivalent to the other errors, which were not corrected.

8. Subjects' comments on their verb tense choices

<table>
<thead>
<tr>
<th></th>
<th>NP/ADV</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognition of words</td>
<td>58.24%</td>
<td>49.14%</td>
</tr>
<tr>
<td></td>
<td>(n=106)</td>
<td>(n=172)</td>
</tr>
<tr>
<td>recognition of morphemes</td>
<td>14.29%</td>
<td>7.71%</td>
</tr>
<tr>
<td></td>
<td>(n=26)</td>
<td>(n=27)</td>
</tr>
<tr>
<td>metalinguistic comments</td>
<td>4.40%</td>
<td>5.43%</td>
</tr>
<tr>
<td></td>
<td>(n=8)</td>
<td>(n=19)</td>
</tr>
<tr>
<td>implicit knowledge of the language</td>
<td>13.19%</td>
<td>12.29%</td>
</tr>
<tr>
<td></td>
<td>(n=24)</td>
<td>(n=43)</td>
</tr>
<tr>
<td>non-linguistic background knowledge</td>
<td>9.89%</td>
<td>25.43%</td>
</tr>
<tr>
<td></td>
<td>(n=18)</td>
<td>(n=89)</td>
</tr>
</tbody>
</table>
The table in (8) present the results of the comments on subjects’ verb tense choices only. From that table, we see that subjects clearly rely on the recognition of words for explaining their verb tense choices for sentences where temporal information is expressed by an adverb or a NP since it is the only strategy they used. None of the established categories of comments seems to emerge from the classification of subjects’ comments on their verb tense choices for complex sentences. They used every type of comment and do not seem to give greater importance to any one type of comment in particular.

### 9. Subjects’ comments on proposed answers

<table>
<thead>
<tr>
<th></th>
<th>NP/ADV</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognition of words</td>
<td>84% (n=147)</td>
<td>14.29% (n=25)</td>
</tr>
<tr>
<td>recognition of morphemes</td>
<td>-</td>
<td>15.43% (n=27)</td>
</tr>
<tr>
<td>metalinguistic comments</td>
<td>-</td>
<td>10.86% (n=19)</td>
</tr>
<tr>
<td>implicit knowledge of the language</td>
<td>2.86% (n=5)</td>
<td>21.71% (n=38)</td>
</tr>
<tr>
<td>non-linguistic background knowledge</td>
<td>13.14% (n=23)</td>
<td>37.71% (n=66)</td>
</tr>
</tbody>
</table>
From the table in (9), we see that subjects' comments on proposed answers are distributed differently. Indeed, comments on proposed answers are not exclusively related to the recognition of words for sentences with an adverb or a NP as time marker. Subjects also rely on implicit knowledge of the language and on non-linguistic background knowledge for explaining their choices. Subjects' comments on proposed answers for complex sentences, as for comments on their own answers, are not related to a specific category of comments. However, what seems to emerge from table 9 is that subjects used much more non-linguistic comments for proposed answers than for their own verb tense choices. This could be explained by taking into account that subjects did not want to use the same answers when being asked about the possibility of using another tense. In other words, in order to avoid redundancy in their comments, subjects relied more on non-linguistic comments for proposed answers.

DISCUSSION

Our first hypothesis was that temporal information within an NP or an adverb would result in more correct answers in terms of tense than the use of contextual cues contained in complex sentences. From the results of this study, this first hypothesis is confirmed. Indeed, out of the 18 errors found, only two were related to a sentence where the temporal markers were adverbs. Moreover, those two errors were immediately corrected during the interviews. That is to say, the only errors that remained after the interviews were errors found in complex sentences where the temporal information was contained in the subordinate clause.

The second hypothesis was that verb tenses would be used more correctly if the temporal information preceded the verb to be conjugated. Out of the 18 errors, 13
were present in sentences where the temporal information was placed after the verb to be conjugated and one of these errors was corrected during the interview. Five errors were found in sentences in which the time markers were before the verb. 4 of the these 5 errors were immediately corrected during the interviews. The location of the tense marker seems therefore to predict correct answers.

The third hypothesis stated that, in a complex sentence, if the verb to be conjugated is placed before the subordinate clause, the tense of the verb will be the same as, or anterior to that of the subordinate clause verb. If the verb to be conjugated is placed after the subordinate clause, the tense of the verb will be the same as, or posterior to that of the subordinate clause verb. This hypothesis was not confirmed. In fact, from the analysis of the results, it seems that the present tense is the default tense since subjects tended to use the present tense in 85% of the errors.

It seems that deaf adults of this study do not make many errors when asked to conjugate verbs according to temporal information contained in the sentence. It is true that they recognize the temporal cues in most of the cases since only 10% of the verbs were not properly conjugated. However the errors found would be unlikely for native speakers of French. For example, some subjects did not see morphological cues that indicated the tense of the verbs. So *faisait, étaient, assistaient* and *arrivaient*, which are in the past tense were interpreted as being in the present tense. Some incorrect answers seem, as well, to have been due to the presence of certain words. Thus, the word MOMENT in the subordinate AU MOMENT OÙ was interpreted as an indicator of the present tense. In the word AUJOURD'HUI, only one subject saw that the three tenses were possible, for the other subjects AUJOURD'HUI referred only to the present tense. Moreover, the subordinator ALORS QUE was interpreted by one of the subjects as ALORS. Two errors resulted
from this misunderstanding. For the same subject, the subordinator PENDANT QUEUE indicated the present tense. These misinterpretations of the above-mentioned words would have been unlikely in the case of native speakers. Even supposing that native hearing speakers' comments might resemble those of the deaf subjects, they would not instinctively have made such errors. It would be interesting to see how second language learners would answer the same completion task. Another interesting finding is that we found errors in only 10% of the answers. This correspond to Nadeau and Dubuisson's observations of their corpus FRANÇAIS SOURD. Different types of errors were looked at and results showed that deaf subjects made errors in 10% of the cases in each of the categories analyzed.

To sum up, deaf adults in our sample can recognize, without difficulty, the temporal markers contained in isolated written French sentences. The best predictors of errors in terms of verb tense choice are location and nature of the temporal information. Indeed, complex sentences with the time marker placed after the verb to be conjugated seem to cause more errors. It will now be necessary to look at the use of tenses in texts in order to understand more clearly how deaf adults comprehend tenses. This will be the second part of this research.
"QUAND LE CHAT EST SORTI, LES SOURIS DANSAIENT, DANSENT OU DANSERONT?"

HOW DEAF INDIVIDUALS FIND TEMPORAL REFERENCES IN FRENCH SENTENCES.

Daniel Daigle  
Colette Dubuisson  
Michel Lelièvre  
Marie Nadeau  
Université du Québec à Montréal

1. a. ADVERB OR NP AT THE BEGINNING OF THE SENTENCE  
L'année prochaine, Marie _____ [TERMINER] ses études collégiales.  
Next year, Marie _____ [TO FINISH] college.

b. ADVERB OR NP AT THE END OF THE SENTENCE  
Marie _____ [PORTER] sa nouvelle robe samedi prochain.  
Marie _____ [TO WEAR] her new dress next Saturday.

c. SUBORDINATE CLAUSE AT THE BEGINNING OF THE SENTENCE  
Lorsqu’il faisait beau, les élèves s’_____ [AMUSER] dehors.  
When the weather was nice, the students _____ [TO PLAY] outside.

d. SUBORDINATE CLAUSE AT THE END OF THE SENTENCE  
Jean _____ [PRENDRE] sa douche pendant que Marie regardera les nouvelles à la télévision.  
Jean _____ [TO TAKE] a shower while Marie watches the news on television.

2. L’avion décolle après avoir roulé sur la piste.  
The airplane takes off after rolling down the runway.

3. a. Tout le monde _____ [CELEBRER] le mariage de Benoît et de Jocelyne aujourd'hui.  
Everybody _____ [TO CELEBRATE] Benoît and Jocelyne's wedding today.

Marie _____ [TO WEAR] her new dress next Saturday.
4. Distribution of errors according to the location and nature of the temporal information

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>before the verb</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>after the verb</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

5. a metalinguistic comments

Lorsqu'il faisait beau, les élèves s'_______ [AMUSER] dehors.
*When the weather was nice, the students ____ [TO PLAY] outside.*

Q. Why did you choose the present tense?
A. *The first verb must be similar in terms of tense to the verb of the subordinate clause because of the adverb QUAND (when).*

b recognition of words

1. recognition of temporal information in a lexical item

Les élèves _______ [ECRIRE] à leurs correspondants hier soir.
*Students _______ [TO WRITE] to their penpals yesterday night.*

Q. Why did you choose the past tense?
A. *Because of yesterday night.*

2. recognition of morphological cues including temporal information

Alors que Marie terminait ses travaux toute seule, Jocelyne _______ [TRAVAILLER] avec ses copains.
*While Marie was finishing her homework by herself, Jocelyne _______ [TO WORK] with her friends.*

Q. Why did you choose the past tense?
A. *Because of "terminait". – terminer + past tense.*

c Use of implicit knowledge of the language

Pendant qu'elle travaille à l'usine, Benoît _______ [FAIRE] le ménage.
*While she is working at the factory, Benoît _______ [TO DO] the chores.*

Q. Why did you choose the present tense?
A. *She is working while the other person is doing the cleaning at the same time.*
6. a  Nous ______ [ALLER] à la mer quand il fait beau.
We ______ [TO GO] to the beach when the weather is nice.

Q. Why did you choose the present tense?
A. We see that the weather is nice so we go to the beach. In the past maybe it was rainy and we don’t know what the weather will be like in the future.

b  Les membres ______ [LOGER] au 6ième étage alors que les organisateurs occuperont le 7ième étage de l’hôtel.
Members ______ [TO STAY] on the 6th floor while the organizers will take the 7th floor of the hotel.

Q. Why did you choose the present tense?
A. They take the 6th floor now and later the organizers will take the 7th floor; it depends if the rooms are full or not, I don’t know.

7. Subjects’ comments during the interviews

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<th>subjects’ answers</th>
<th>proposed answers</th>
<th>total (n=532)</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognition of words</td>
<td>58.24% (n=106)</td>
<td>49.14% (n=172)</td>
<td>52.26% (n=278)</td>
</tr>
<tr>
<td>recognition of morphemes</td>
<td>14.29% (n=26)</td>
<td>7.71% (n=27)</td>
<td>9.96% (n=53)</td>
</tr>
<tr>
<td>metalinguistic comments</td>
<td>4.40% (n=8)</td>
<td>5.43% (n=19)</td>
<td>5.08% (n=27)</td>
</tr>
<tr>
<td>implicit knowledge of the language</td>
<td>13.19% (n=24)</td>
<td>12.29% (n=43)</td>
<td>12.59% (n=67)</td>
</tr>
<tr>
<td>non-linguistic background knowledge</td>
<td>9.89% (n=18)</td>
<td>25.43% (n=89)</td>
<td>20.11% (n=107)</td>
</tr>
</tbody>
</table>

8. Subjects’ comments on their verb tense choices

<table>
<thead>
<tr>
<th></th>
<th>NP/ADV</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognition of words</td>
<td>100% (n=88)</td>
<td>19.15% (n=18)</td>
</tr>
<tr>
<td>recognition of morphemes</td>
<td>-</td>
<td>27.66% (n=26)</td>
</tr>
<tr>
<td>metalinguistic comments</td>
<td>-</td>
<td>8.51% (n=8)</td>
</tr>
<tr>
<td>implicit knowledge of the language</td>
<td>-</td>
<td>25.53% (n=24)</td>
</tr>
<tr>
<td>non-linguistic background knowledge</td>
<td>-</td>
<td>19.15% (n=18)</td>
</tr>
</tbody>
</table>
### Subjects’ comments on proposed answers

<table>
<thead>
<tr>
<th></th>
<th>NP/ADV</th>
<th>Subordinate clause</th>
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<tr>
<td>recognition of words</td>
<td>84% (n=147)</td>
<td>14.29% (n=25)</td>
</tr>
<tr>
<td>recognition of morphemes</td>
<td>-</td>
<td>15.43% (n=27)</td>
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<tr>
<td>metalinguistic comments</td>
<td>-</td>
<td>10.86% (n=19)</td>
</tr>
<tr>
<td>implicit knowledge of the language</td>
<td>2.86% (n=5)</td>
<td>21.71% (n=38)</td>
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<tr>
<td>non-linguistic background knowledge</td>
<td>13.14% (n=23)</td>
<td>37.71% (n=66)</td>
</tr>
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</table>