research interests in psychological factors such as attitudes and motives. In other words, if the loss could be attributed to a lack of interest in the specific area of skills that may have been forgotten, and a solid data base on the types of skills that develop at these stages, the first few classes of a new term reviewing material that teachers spend the few hours a day reviewing may be somewhat surprising in the many years of a second-language skills that result during the summer vacations of sixth-grade-speaking pupils. This research has been conducted on the loss of language skills. As indicated in these reports and by an announced bibliography included in their publication, there are organized to discuss the loss of language skills. An indication in those reports of a conference in 1982, Lamber and freed published the reports of a conference before grammatical forms. This study investigated the nature of the linguistic features lost in oral French over

University of Western Ontario
R. C. Gardner
R. Moortfoit

*Loss

Linguistic Factors in Second-Language
...possible principles of the schools involved, when cooperation between the teachers would enhance the outcomes of the students' learning and the development of the curriculum. We would like to thank the French teachers and the French department of the school district for their efforts to answer the research questions and the underlying assumptions of the research.

We gratefully acknowledge the invaluable assistance of J. Yearn and M. Minihan.

The issues were presented twice in French. Students answered written questions. The first part of the survey consisted of two parts. The first part assessed the students' understanding of the skill before receiving their study of French. The results were used to improve the second part of the survey. The survey was then completed in the next academic year in September.

PROCEDURES

Two hundred and forty-nine students in grades 3 to 10 were surveyed. Of 152 students from the second grade, 99 students were given the survey. The results were analyzed using a chi-square test. One hundred and forty-nine students from grades 1 to 9 were surveyed and 150 students from grades 10 to 12 were surveyed. The results were analyzed using a chi-square test.

METHOD

The students were given a survey on their French language skills before the first lesson. The results were analyzed using a chi-square test. One hundred and forty-nine students from grades 1 to 9 were surveyed and 150 students from grades 10 to 12 were surveyed. The results were analyzed using a chi-square test.

The research was then followed on second-language loss in the years of information.

The research was conducted on second-language loss in a study comparing Spanish immersion pupils, who completed some Spanish immersion in junior high school with those who did not.

In a study comparing Spanish immersion pupils, who completed some Spanish immersion in junior high school with those who did not.

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The following variables were also scored by the senior investigator to measure
and analyze the following hypotheses about students' performance. Each student's score for each test was averaged separately over the four
subtests and was divided by the number of times the student answered correctly to determine the final score. For each test, the final score was averaged over the four
subtests and was divided by the number of times the student answered correctly to determine the final score.

The following measures were derived from the raw production:

(1) Rhyme time: the first time of a second, during the elapsed
time.

(2) Rhyme time: the second time of a second, during the elapsed
time.

(3) Rhyme time: the final time of a second, during the elapsed
time.

(4) Rhyme time: the initial time of a second, during the elapsed
time.

(5) Rhyme time: the final time of a second, during the elapsed
time.

(6) Rhyme time: the initial time of a second, during the elapsed
time.

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(1) Rhyme time: the first time of a second, during the elapsed
time.

(2) Rhyme time: the second time of a second, during the elapsed
time.

(3) Rhyme time: the final time of a second, during the elapsed
time.

(4) Rhyme time: the initial time of a second, during the elapsed
time.
RESULTS AND DISCUSSION

The results of the comparisons on the first six variables of the sum of grammatical elements are presented in Table 1. They show significant decreases in the weeks following the introduction objects and to indicate.

![Table 1](image)

![Table 2](image)
A comparison of variables (14) (even the summer vacation)

In a small number of cases, the


decline in quantity: Subjects spend less time and make fewer errors while

Table 2

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable A</td>
<td>2.3</td>
<td>2.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Variable B</td>
<td>3.4</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Variable C</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Table 3

<table>
<thead>
<tr>
<th>Language Learning</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable A</td>
<td>2.3</td>
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<tr>
<td>Variable C</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
</tr>
</tbody>
</table>
However, inspection of the results of the 1-1s comparison of the individual items reveals an interesting difference between the items in each group that show a significant decrease in the production of compound nouns compared with the不出 the production of compound forms found with the auxiliary "have".

Moore and Gardner, 1970

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The results of this study verified the main hypothesis that oral production and receptive vocabulary items have decayed over a short period of time, and isolated a decay effect.

SUMMARY

is that needs to be tested by a formal study involving L1 speakers.

The second hypothesis stated that the L1 loss is more likely to show a loss of overgeneralization. However, because of the lack of data on overgeneralization, this appears to be the only effective measure of the L1 loss. The effect of the L1 loss on vocabulary and the potential effect on the use of the language was crucial because it is the basis for the second hypothesis in Table 2.

The introduction of the first condition in the first experiment was crucial because it is the basis for the second hypothesis in Table 2.

Information from comrades, and others, do appear in Table 2 because they are all relevant to the topic at hand. The information is organized and structured in a way that makes the reader understand the context and purpose of the study.

Notes

Table 2: Comparison of Vocabulary and Grammar Loss

The table shows the percentage of vocabulary and grammar loss in the four groups: L1, L2, L2 learning, and control. The results indicate that the L1 group shows the highest percentage of vocabulary loss, followed by the L2 group. The L2 learning group shows a moderate percentage of vocabulary loss, while the control group shows the lowest percentage of vocabulary loss.

The percentage of grammar loss is highest in the L1 group, followed by the L2 group. The L2 learning group shows a moderate percentage of grammar loss, while the control group shows the lowest percentage of grammar loss.

The results suggest that the L1 loss is more likely to show a loss of overgeneralization, which is consistent with the first hypothesis.

The study also indicates that the L1 loss is more likely to show a loss of overgeneralization, which is consistent with the second hypothesis.

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