

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
*A REGIONAL REPORT***



# TABLE OF CONTENTS

## SECTION ONE

### *CORE FRENCH SURVEY: A REGIONAL REPORT*

INTRODUCTION.....	1
SCOPE .....	1
OVERVIEW OF SURVEY INSTRUMENT .....	2
COMPILATION OF DATA .....	2
OVERALL CONCLUSIONS .....	18
RECOMMENDATIONS .....	19
APPENDIX 1: SECTION 1 STATISTICS .....	21
APPENDIX 2: SECTION 2 STATISTICS .....	25
APPENDIX 3: SECTION 3 STATISTICS .....	28
APPENDIX 4: SECTION 4 STATISTICS .....	31
APPENDIX 5: SECTION 5 STATISTICS .....	35
APPENDIX 6: SECTION 6 STATISTICS .....	38

## SECTION TWO

### *PROVINCIAL EXECUTIVE SUMMARY*

NEW BRUNSWICK EXECUTIVE SUMMARY .....	1
APPENDIX 1: COMPILATION OF SURVEY DATA .....	8
APPENDIX 2: STUDENTS' COMMENTS FROM SECTION 6.....	13
NEWFOUNDLAND AND LABRADOR EXECUTIVE SUMMARY .....	1
APPENDIX 1: COMPILATION OF SURVEY DATA .....	8
APPENDIX 2: STUDENTS' COMMENTS FROM SECTION 6.....	14
NOVA SCOTIA EXECUTIVE SUMMARY .....	1
APPENDIX 1: COMPILATION OF SURVEY DATA .....	8
APPENDIX 2: STUDENTS' COMMENTS FROM SECTION 6.....	13
PRINCE EDWARD ISLAND EXECUTIVE SUMMARY .....	1
APPENDIX 1: COMPILATION OF SURVEY DATA .....	8
APPENDIX 2: STUDENTS' COMMENTS FROM SECTION 6.....	13

This document was prepared by Donna M. Cashman, a former French Second Language school supervisor and consultant for French teacher training with the Nova Scotia Department of Education and Culture. Currently she is the vice-president of a second language consultancy firm.

### *Acknowledgments*

Ms. Cashman extends a special thanks to Dr. Richard Julien, Associate Professor, College of Education, University of Saskatchewan for his help in reviewing and revising this document.

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***SECTION ONE***

# **CORE FRENCH SURVEY: A REGIONAL REPORT**

## **INTRODUCTION**

French Second Language programs present students with a unique environment wherein they pursue their literacy development in a language other than their mother tongue. Students in the Atlantic region have the opportunity to learn French as a second language from elementary through high school.

In recent times, there has been a decline in student enrolment in Core French in the Atlantic provinces. The overall purpose of this report is to assist the stakeholders to determine the factors which may contribute to increasing enrolments in second language programs and to help to develop ways to improve the delivery of Core French programs.

In the 2001-2002 academic school year there were approximately 28,971 students enrolled in grade 11, in high schools in the Atlantic provinces.<sup>1</sup> Of these students, 3,833 were enrolled in either Immersion or Extended Core French (in Nova Scotia and Newfoundland and Labrador). Therefore, 25,138 were eligible to enrol in Core French programs. At the grade 11 level, only 3,956 (16%) of the eligible students were studying Core French. Given this situation, in April 2002, the Atlantic Provinces Education Foundation solicited the perspectives, attitudes and opinions of a group of students regarding Core French programs. A questionnaire was administered to targeted grade eleven students who were no longer enrolled in Core French in New Brunswick, Nova Scotia, Newfoundland and Labrador, and Prince Edward Island (see compilation of data section).

## **SCOPE**

This report analyzes survey data of former Core French students, enrolled in grade 11 in 2001-2002. It is paramount to underline that the data gleaned from this report represents the opinions, perspectives and values of grade 11 students who have opted to discontinue their study of Core French and not those of students presently enrolled in a Core French program. The report indicates, where appropriate, what changes could be implemented to improve student enrolment in High School Core French classes. Also, the recommendation section suggests ways to motivate students to continue their study of French, as well as to suggest improvements for the respective French programs at the junior and senior high levels.

---

<sup>1</sup> This does not include the French First Language schools.

## OVERVIEW OF SURVEY INSTRUMENT

The survey instrument contains forty-eight questions, and is divided into six sections. The break-down of the sections and headings are:

-	Section 1:	Background Information	-	8 questions
-	Section 2:	My views on the value of learning French	-	8 questions
-	Section 3:	My views on school subject areas	-	9 questions
-	Section 4:	Reasons why I am not taking Core French	-	11 questions
-	Section 5:	My opinions about past Core French Courses	-	7 questions
-	Section 6:	Tell us more! (opened-ended questions)	-	5 questions

N.B.: It should be noted that the rating scales for all the sections were not identical. For example, sections 2 and 5 used the 5 categories of “strongly agree; agree somewhat; unsure/don’t know; disagree somewhat; and strongly disagree”. Section 3 uses 5 categories of “most important to least important”. The three intervening sections, however, are not labeled, at all. Section 4 includes the categories: “very important; important; neutral, not important, does not apply”.

## COMPILATION OF DATA

This component of the report is a compilation of the raw data. For greater clarity, each of the six sections, and the 48 questions, are summarized separately. Note that 2,989 students who are no longer studying French completed the survey.

### *Section 1: Background Information: Questions 1-8*

1. My gender: 55% male, 45% female.
2. My current province of residence:
  - 658 (NB)
  - 808 (NL)
  - 1207 (NS)
  - 316 (PEI)
3. The approximate number of students in my school:
  - 53% of the students attend schools with a total enrolment of over 750
  - 14% in schools of between 501 and 750 students
  - 23% were enrolled in schools with between 251 and 500 students
  - 8% attended schools with enrolments between 101 and 250 students
  - <1% indicated a school population of under 100 students.

4. The grades in which I last studied French:
  - 46% of the students dropped Core French following grade 10
  - 42% last studied French in grade 9
  - 6% after grades 7 or 8
  - 3% indicated that their last courses were completed at the elementary level.
  
5. The number of years I was a Core French student:
  - 27% studied Core French for 6-7 years
  - 39% for 8 or more years
  - 9% for 1-3 years
  - 13% for 4-5 years
  - 10% never studied Core French.
  
6. I speak the following language(s):
  - 97% speak English
  - 10% speak French
  - 4% speak another language.
  
7. My parent(s)/guardian(s) speak:
  - 97% speak English
  - 7% speak French
  - 5% speak another language
  
8. The approximate class size the last year I studied French was:
 

37% in classes between 26-30 students	- 35% in classes between 21-25 students
17% in classes of 13-20 students	- 6% in classes of 31 or more students
3% in classes of fewer than 12 students.	

### **Observations on Section 1:**

At the grade 11 level more boys than girls (10% more, ranging from a low of 4% in Prince Edward Island to a high of 16% in Nova Scotia) are no longer enrolled in Core French. (It should be noted, however, that the total school enrolments, according to gender, were not available for comparison).

In the two questions dealing with the last time and the number of years that the students had studied French there appears to be a discrepancy in these data. This is partially explained by the different requirements of FSL programs in the four Atlantic provinces.

PEI	-	end of grade 9
NB	-	end of grade 10
NS	-	end of grade 9
NL	-	none

*Section 2: My views on the value of learning French; Questions 9-16<sup>2</sup>*

9. French should be a required subject from grade 7-12
  - 30% agree (7% strongly agree, 23% agree somewhat)
  - 62% disagree (27% disagree somewhat, 35% strongly disagree)
  - 8% unsure; don't know.
  
10. In Canada people should learn French or English as a second official language:
  - 54% agree (16% strongly agree, 38% agree somewhat)
  - 30% disagree (18% disagree somewhat and 12% strongly disagree)
  - 16% unsure; don't know.
  
11. Studying French will probably have no bearing on my career plans:
  - 44% agree (24% strongly agree, 20% agree somewhat)
  - 31% disagree (19% disagree somewhat, 12% strongly disagree)
  - 24% unsure; don't know.
  
12. The ability to speak French would improve future job prospects:
  - 71% agree (34% strongly agree, 37% agree somewhat)
  - 16% disagree (9% disagree somewhat, 7% strongly disagree)
  - 13% unsure; don't know.
  
13. My friends feel French is not important:
  - 54% agree (28% strongly agree, 26% agree somewhat)
  - 18% disagree (11% disagree somewhat, 7% strongly disagree)
  - 28% unsure; don't know.
  
14. Studying a second language improves a person's knowledge of his/her first language:
  - 47% agree (15% strongly agree, 32% agree somewhat)
  - 27% disagree (14% disagree somewhat, 13% strongly disagree)
  - 26% unsure; don't know.
  
15. French should be optional at all grades:
  - 66% agree (42% strongly agree, 24% agree somewhat)
  - 26% disagree (17% disagree somewhat, 9% strongly disagree)
  - 8% unsure; don't know.
  
16. I want to become bilingual (English/French):
  - 41% agree (16% strongly agree, 25% agree somewhat)
  - 39% disagree (17% disagree somewhat, 22% strongly disagree)
  - 20% unsure; don't know.

---

<sup>2</sup>Throughout section 2 the missing data remained constant at approximately 1%. (Question 10 at .4%, question 9 at .6%, question 15 at .7%; questions 12, 14 and 16 at .8%; question 13 at .9%; and question 11 at 1%).

## Observations on Section 2:

Slightly more than half of the survey respondents (54%) agreed with the statement that in Canada people should learn French or English as a second official language. However 62% of the respondents felt this should not be achieved by making French mandatory in the school system.

Approximately 71% of the respondents agreed with the general statement that the ability to speak French will improve their future jobs prospects. However when asked specifically if studying French would have a bearing on their personal career plans the percentage dropped to 31%.

And in the final question of this section, 41% of the survey respondents were in agreement with the statement that they want to become bilingual.

### *Section 3 - My views on school subject areas: Questions 17- 25*

Respondents were asked to rate 9 courses from most important to least important. Given the format of this section, students recorded the category “most important” for more than one subject. For example, in terms of cumulative scores Math received 1,783 (most important); English received 1,491 (most important); Science received 1,428 (most important); Technology received 885 (most important). Significantly, French received a cumulative score of 114. In other words, it was rated last. Even “other languages” received 123 (most important). The results follow:

17. Arts Courses (Music, Visual Arts, Theatre)
  - 14% category 1 (most important)
  - 22% category 2
  - 32% category 3
  - 17% category 4
  - 15% category 5 (least important)
  
18. English Courses (Language, Literature)
  - 50% category 1 (most important)
  - 32% category 2
  - 11% category 3
  - 4% category 4
  - 2% category 5 (least important)

19. French Courses
  - 4% category 1 (most important)
  - 15% category 2
  - 27% category 3
  - 26% category 4
  - 26% category 5 (least important)
  
20. Math Courses (e.g., Algebra, Geometry, Calculus),
  - 60% category 1 (most important)
  - 23% category 2
  - 10% category 3
  - 4% category 4
  - 15% category 5 (least important)
  
21. Other Language Courses (e.g., Spanish, German, etc)
  - 4% category (most important)
  - 10% category 2
  - 21% category 3
  - 25% category 4
  - 40% category 5 (least important)
  
22. Science Courses (e.g., Chemistry, Physics, Biology)
  - 48% category 1 (most important)
  - 32% category 2
  - 13% category 3
  - 5% category 4
  - 3% category 5 (least important)
  
23. Social Studies Courses (e.g., Economics, Geography, History),
  - 21% category 1 (most important)
  - 41% category 2
  - 25% category 3
  - 8% category 4
  - 4% category 5 (least important)
  
24. Technology Education Courses (e.g., Computers, Software)
  - 30% category 1 (most important)
  - 33% category 2
  - 24% category 3
  - 9% category 4
  - 9% category 5 (least important)

25. Physical Education Courses (e.g., Phys Ed, Health, Leadership).
- 19% category 1 (most important)
  - 24% category 2
  - 27% category 3
  - 17% category 4
  - 13% category 5 (least important)

### **Observations on Section 3:**

The top rated four subjects (Math, English, Science, Technology) accounted for 75% of the responses. In contrast, the two categories related to second language acquisition recorded less than 4% of the total responses. This is an indication that, for one reason or another, these survey respondents place little importance on the need to learn French or another language.

### *Section 4 - Reasons why I am not taking Core French: Questions 26 - 36*

Survey respondents were given a list of 11 possible reasons why students don't take Core French. They were asked to indicate on a five point scale (from very important, important, neutral, to not important and does not apply) the level of influence of each of the following factors on their decision to drop Core French.

26. I am not able to fit Core French in my timetable:
- 25% rated it important (12% very important, 13% important)
  - 26% rated it neutral
  - 20% rated it not important
  - 29% does not apply.
27. I have not had much success in Core French in previous years of schooling:
- 36% rated it important (17% very important, 19% important)
  - 19% rated it neutral
  - 18% rated it not important
  - 25% does not apply.
28. My teacher(s) recommended I not take Core French:
- 11% rated it important (5% very important, 6% important)
  - 14% rated it neutral
  - 16% rated it not important
  - 57% does not apply.
29. My friends are not taking Core French:
- 14% rated it important (6% very important, 8% important)
  - 19% rated it neutral
  - 27% rated it not important
  - 39% does not apply.

30. My parents believe that taking French is not that important:
- 11% rated it important (4% very important, 7% important)
  - 22% rated it neutral
  - 19% rated it not important
  - 47% does not apply.
31. French is too difficult:
- 37% rated it important (18% very important, 19% important)
  - 22% rated it neutral
  - 17% rated it not important
  - 24% does not apply.
32. Previous large class sizes made it difficult to make any real progress in the language:
- 28% rated it important (12% very important, 16% important)
  - 19% rated it neutral
  - 21% rated it not important
  - 31% does not apply.
33. Core French is not offered in my school:
- 9% rated it important (5% very important, 4% important)
  - 8% rated it neutral
  - 7% rated it not important
  - 74% does not apply.
34. Taking Core French would lower my grade point average:
- 37% rated it important (20% very important, 17% important)
  - 19% rated it neutral
  - 18% rated it not important
  - 26% does not apply.
35. Career guidance and counseling information influenced me to drop French:
- 9% rated it important (4% very important, 5% important)
  - 15% rated it neutral
  - 15% rated it not important
  - 60% does not apply.
36. My school does not encourage all students to take Core French
- 18% rated it important (8% very important, 10% important)
  - 26% rated it neutral
  - 15% rated it not important
  - 38% does not apply.

#### Observations on Section 4:

The top three reasons for dropping French were: “lack of success (36%); French is too difficult (37%); and taking French would lower my grade point average (37%).” By contrast, survey respondents indicated that influence of teachers, friends, parents, career guidance and counseling information only accounted for 11%, 14%, 11% and 9% respectively.

25% of the respondents stated that their timetables did not permit them to enrol in a Core French class. (Different reasons for these timetabling problems are identified in the breakdown of responses to question 46, page 14: “More Important Options/Scheduling”. More specifically, when asked in question 46 why they were no longer taking Core French, 21% indicated that other courses were more important or more relevant for their future career plans, while 10% indicated that they couldn’t fit French in their schedules, or that it wasn’t offered at the grade 11 level in their school).

And finally, 28% of survey respondents indicated that large class sizes made it difficult to make any real progress. It is informative to note that large class sizes scored slightly higher than timetabling problems in the respondents’ decision to discontinue their French studies.

#### *Section 5 - My opinions about past Core French Courses - Questions 37 - 43*

This section is related to methodology, that is, the questions center around resources, cultural activities, themes, projects and general enjoyment of the program as presently delivered. Using a five point scale students indicated whether they “strongly agree, agree somewhat, unsure, disagree somewhat, or strongly disagree” with the statements introduced.

37. The textbooks and workbooks were inviting and motivating:
- 24% agree ( 4% strongly agree, 20% agree somewhat)
  - 53% disagree (25% disagree somewhat, 28% strongly disagree)
  - 22% unsure; don’t know.
  -
38. There were support materials available such as dictionaries, posters, verb guides and so on in the classroom to help me learn French:
- 69% agree (31% strongly agree, 38% agree somewhat)
  - 19% disagree (11% disagree somewhat, 8% strongly disagree)
  - 12% unsure; don’t know.
39. I had the opportunity to learn about French culture in my class through music, videos, television, the Internet and so on:
- 36% agree (12% strongly agree, 24% agree somewhat)
  - 47% disagree (22% disagree somewhat, 25% strongly disagree)
  - 17% unsure; don’t know.

40. I had the opportunity to learn French using “real” material in French such as magazines, brochures, novels, comic books, etc.
- 40% agree (14% strongly agree, 26% agree somewhat)
  - 42% disagree (21% disagree somewhat, 21% strongly disagree)
  - 17% unsure; don’t know.
41. I had the opportunity to participate in activities where I could use the French language or learn about French culture such as excursions, French public speaking activities, Francophone guests, etc.
- 28% agree (10% strongly agree, 18% agree somewhat)
  - 51% disagree (19% disagree somewhat, 32% strongly disagree)
  - 19% unsure; don’t know.
42. I was able to learn about a variety of themes and use my abilities to complete projects:
- 39% agree (12% strongly agree, 27% agree somewhat)
  - 35% disagree (19% disagree somewhat, 16% strongly disagree)
  - 25% unsure; don’t know.
43. I enjoyed my Core French classes:
- 33% agree (11% strongly agree, 22% agree somewhat)
  - 55% disagree (17% disagree somewhat, 38% strongly disagree)
  - 12% unsure; don’t know.

### **Observations on Section 5**

Six of the seven questions, related to methodology, received less than 50% agreement. (i.e., 36%; 40%; 39; 33%). The two lowest ratings were allotted to textbooks and workbooks (24%) and to the opportunity to participate in activities where they could use the French language or learn about French culture (28%). The one positive response (69%) dealt with the availability of support material for the more traditional resources used to reinforce the linguistic aspects of a second language (e.g., dictionaries, verb guides). By contrast, the respondents indicated that they had substantially fewer opportunities to benefit from the two other groups of more experientially and culturally significant support material (e.g., music, videos, Internet, magazines, brochures novels, comic books). And finally, only 33% of the respondents enjoyed their prior experiences learning French.

### *Section 6 - Tell us more: Questions 44 - 48*

Section 6 contains six open-ended questions. 454 questionnaires or 15% of the total number of 2,989 surveys, chosen randomly, were analyzed. To reflect the variety of the responses, it seemed imperative to categorize and enumerate some of the specific suggestions. Therefore, instead of focusing on a sample of the findings it was decided to itemize a large number of responses which recurred (2, 529 responses).

For the purposes of this report, the responses have been organized into a rubric of 7 main areas. Note: Not all categories are included in each question.

- Curriculum content and methodology (e.g., linguistic and communicative competence, projects, activities, speaking opportunities, and resources)
- Level of success (e.g., level of difficulty, marks, overall average)
- Quality of teachers
- More important subject options vs scheduling conflicts (the distinction being the role of personal choice in the decision to drop French)
- Optional status of French and future advantages
- Miscellaneous (areas mentioned fewer than ten times)
- Nothing positive to say

The percentages were based on the calculation of specific comments of the total respondents. For example, question 44 received 514 comments, question 45 received 589, question 46 received 602, question 47 received 492, and question 48 received 305.

44. The specific things I liked about the Core French classes I took:

- 50% Curriculum/Methodology  
Special emphasis was placed on the excitement of learning to speak a new language, the enjoyment of completing projects, and the relevance of integrating cultural activities and resources into the program
- 14% Level of Success  
Students emphasized good marks, positive effects of knowing French on future job opportunities, and seeing progress
- 10% Quality of Teachers  
underlined the supportive, caring, hard working characteristics of many of the Core French teachers they had encountered over the years
- 7% Miscellaneous  
Many commented on the presence of friends in the class
- 20% Nothing Positive to Say  
A significant number of students could find nothing positive to report about their prior Core French experiences.

45. The specific things I disliked about the Core French classes I took:
- 40% Curriculum/Methodology  
Respondents found the teaching methods and activities “boring, juvenile and ineffective” (see more elaborate list of students’ descriptions in observations on open ended questions, page 14). They also commented on the poor quality of the resources, and the fact that the work was repetitive, explaining that they often covered the same material from elementary through high school.
  - 26% Level of Success  
They voiced disillusionment with the lack of success experienced. They zeroed in on their low marks, their lack of understanding, and their overall discouragement with their results.
  - 10% Quality of Teachers  
A significant percentage signaled the poor quality of some of the teachers encountered over the years in Core French classrooms.
  - 8% Miscellaneous  
Responses in this category included resentment for the compulsory status of French, and large class sizes which made learning difficult.
  - 16% Nothing Positive to Say
46. The main reasons why I am no longer taking Core French:
- 22% Curriculum/Methodology  
Students resent the fact that they have studied French for years and are still unable to express themselves in Canada’s other official language.
  - 22% Level of Success.  
They referred to such things as “wasn’t good at it; failed it; didn’t understand; was bringing overall average down”.
  - 4% Quality of Teachers
  - 31% More Important Options/Scheduling  
21% indicated other courses were more important or more relevant for their future career plans, while 10% indicated scheduling problems, the fact that “they couldn’t fit it in their schedules; it wasn’t offered.
  - 8% Miscellaneous.
  - 18% Nothing Positive to Say

47. Improvements to encourage students to study Core French in high school.
- 43% Curriculum/Methodology.  
The most repeated suggestion was to put more emphasis on the spoken language, through student exchanges, field trips, and generally increased opportunities to meet and interact with Francophone communities. Students underlined the need to put more emphasis on hands-on classroom activities which would also serve to improve and promote speaking. Students recommended less concentration on verbs and grammar, and new, more exciting, high interest resource material (see number 2).
  - 15% Level of Success  
The suggestions dealt with the need to experience success on a regular daily basis. Specific suggestions were to make it more fun, meaningful, easier to learn and achieve marks equivalent to those received in other subjects.
  - 5% Quality of Teachers  
They emphasized the need for an increased number of caring, patient, and understanding teachers.
  - 19% Optional/Advantages  
Students underlined the importance of the optional status of French, but qualified this by stressing the need to prove to students the benefits of being bilingual.
  - 12% Nothing Positive to Say
48. Other comments and suggestions relating to Core French and schooling in general:  
Note: (Only 51% of students responded to this question).
- 35% Curriculum/Methodology  
Students stressed again the need to “make it more fun, update textbooks every couple of years; and eliminate the repetition of topics and material from previous years.
  - 7% Level of Success  
The need to allow students to experience ongoing success.
  - 7% Quality of Teachers  
Respondents underlined the central role of patient, understanding teachers, teachers who recognize that not all students are at the same level when they enter their class.
  - 27% Optional/Advantages  
Stressed the need for students to be able to choose whether to study French, but with an increased publicity on the career opportunities afforded individuals who can speak both official languages.
  - 8% Miscellaneous
  - 16% Nothing Positive to Say

## **Observations on Section 6: Open Ended Questions**

What was fascinating about the survey responses was the striking similarity to current research findings. For example, Nunan in discussing why students are unmotivated, lists “lack of success over time, lack of perception of progress, uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the goals of the instructional program.” (Nunan, 1999, p. 233).

The perceptions and attitudes of the survey respondents are exemplified in the language used in their responses to section 6. Clearly identifiable descriptors were used over 641 times to characterize the curriculum and methodology used in their Core French classes. Of these, approximately 568 or 89% were negative. Recurring words throughout all 5 questions were “boring, repetitive, irrelevant, waste of time, didn’t enjoy, not interested, lost interest, didn’t understand, too hard, no confidence, lost hope”. When describing the available resources vocabulary such as “juvenile, out-of-date, monotonous, too advanced, from the eighties, not challenging” were common. By comparison, positive descriptors appeared over 73 times or 11%. Respondents spoke of the “exciting, fun, enjoyable, easy, well structured, interactive” projects and activities that accorded a “break from the usual”. Only three students referred to “some creative material, and some good books.”

### **Attitudes and perceptions about the learning environment**

The survey respondents indicated their inability to express themselves in French; the boring, repetitious, and irrelevant course content; the priority given to the linguistic aspects of the language; a lack of help, poor explanations, and large class sizes as major concerns. Although many comments acknowledged the positive qualities of some of their former Core French teachers, there was an equal number of respondents whose perceptions of French second language teachers were less than ideal. On the positive side many teachers were seen as “encouraging, eager to help, enthusiastic, cooperative, creative, understanding, and as teachers who put in a lot of time and gave good explanations”. On the negative side some teachers “were hard to understand, expected too much, created lots of confusion, picked on and embarrassed students, were impatient, weren’t qualified, talked too fast, spoke too much English, and didn’t want to teach Core”.

The above-expressed perceptions and attitudes regarding the learning environment, indicate the vast majority of respondents considered that Core French programs did not meet their interests and their goals, and did not provide opportunities to achieve success. This is problematic as in the words of Marzano “attitudes and perceptions color our every experience. They are the filter through which all learning occurs” (Marzano, 1992, p.3).

In the “Dimensions of Learning” (Marzano, 1992, p. 3) conceptual framework, outlined by Marzano, attitudes and perceptions, or Dimension 1, is the first of the five types of thinking deemed essential to successful learning. To paraphrase the author, positive attitudes and perceptions are a key element of the background against which all learning occurs. In other words, if students have negative attitudes and perceptions about learning, learning suffers. If, on the other hand, their attitudes and perceptions are positive, learning is enhanced. (Marzano, 1997, p. 13).

## OVERALL CONCLUSIONS

1. A significant number of respondents (24% of the respondents in section 6) enrolled in French because they were excited about learning a new language, being able to speak to francophones in their own language and also conversing with friends in French.
2. After several years of studying French, (the majority from elementary through high school), survey respondents were disillusioned with their lack of progress and their inability to express themselves in French. This coupled with finding the work difficult, and low marks resulting in a lower overall grade point average, convinced students to drop French.
3. Survey respondents recommend improved methods of teaching where the emphasis would be on speaking. They want to see more relevant themes and vocabulary, more improved, hands-on fun activities, group work, projects, and the like. This “in class” work would be supplemented with trips (e.g., Quebec) to meet and practice what they have learned in class with francophones. To paraphrase one respondent, if French was “interesting, relevant, and geared to success” there would never be a problem of recruitment or retention.
4. Survey respondents reported that there was too much stress on the linguistic aspects of the language (e.g., verb conjugations, grammar, irrelevant vocabulary lists). The work being done was categorized as boring, repetitious, and irrelevant.
5. The respondents’ comments indicated a preference for an experiential/constructivist approach to teaching.
6. The use of questions of scale such as from “the most important to the least important” is problematic and should be avoided in future surveys. This type of question is very difficult to analyze and would require complex multivariate statistical analyses with multiple correlates with other survey questions.

## RECOMMENDATIONS

The analysis of the survey data and current research findings give rise to the following recommendations:

1. A paradigm shift in methodology and curriculum content of the Core French program is required. French has to become more interesting, more relevant and more oriented to the goal of learning to speak the language. This is the most obvious first step towards motivating students to continue their study of French.
2. For such a paradigm shift to be successful, a significant increase in the availability of a wide range of resources would also be required. One possibility would be for the Departments of Education of the four Atlantic provinces to work in conjunction with national book publishers to develop a series of more experientially and culturally significant support material.
3. Building on the survey information provided by the survey respondents, it would be worthwhile for the four provincial departments of education, to set up some youth forums to give their input regarding this survey's findings.
4. In a similar vein, a series of forums could involve Core French teachers. Likewise, they would have an opportunity to reflect on and discuss the aforementioned survey data.
5. Because one of the recurring concerns of students was the lack of effective teaching methodologies which promoted oral proficiency there is a compelling need to embrace approaches which maximize speaking. For example, serious consideration has to be given to exploring the methodological approaches by authors such as Nunan, Marzano, et al.
6. There needs to be a partnership arrangement between provincial departments of education and universities to finance, develop and promote programs geared to the professional development of teachers in the field of second language acquisition.
7. There should be a review of the research project on the grade 6 Intensive Core French program being conducted by Joan Netten and Claude Germain. Although this project is in the pilot stages in several provinces their preliminary findings could be instructive.
8. With respect to the recurring students' requests for greater awareness of bilingual employment the timing is ripe for greater national awareness of official bilingualism per se. There is a need for greater cooperation between educational groups and bilingual agencies. Such high profile and energetic groups like Canadian Parents For French should be enticed to work more closely with teachers of Core French. This could take the form of greater involvement in such activities inspired by the Concours d'art oratoire, French language camps, exchanges, etc.

9. The promotion of official bilingualism could become more attractive to young people by depicting a series of role models of bilingual Canadians. For example, a project could be to develop a series of advertisements promoting bilingualism. Similar to the National Core French Study, 20 years ago, the federal government could fund a three year project to raise the awareness of and opportunities for bilingual Canadians.
10. The summer language bursary program could be made available for students as early as grade 9 or 10. In this way it would combine the excitement of spending a five-week period in a francophone environment as well as to promote oral proficiency. With the federal government announcement in March 2003 of long-term financial commitment to bilingual education, provincial departments of education should request a significant increase in funding to improve, expand, and promote a variety of French summer immersion bursary programs.

## **REFERENCES**

Marzano, R. (1992). *A Different Kind of Classroom: Teaching with Dimensions of learning*.

Alexandria, VA; Association for Supervision and Curriculum Development.

Marzano, R.; D. Pickering. (1997). *Dimensions of Learning: Teacher's Manual*. Alexandria, VA; Association for Supervision and Curriculum Development.

Nunan, D. (1999). *Second Language Teaching & Learning*. Boston, Massachusetts; Heinle & Heinle Publishers.

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***APPENDIX 1:*  
SECTION 1 STATISTICS**

## SECTION 1: BACKGROUND INFORMATION

<b>1. MY GENDER</b>		<b>2. CURRENT PROVINCE OF RESIDENCE</b>		
<i>PROVINCE</i>	<i>BOYS</i>	<i>GIRLS</i>	<i>MISSING</i>	<i>TOTAL</i>
NB	354	298	6	658
NL	423	381	4	808
NS	700	504	3	1207
PEI	163	152	1	316
TOTAL	1640	1335	14	2989
PERCENT	54.9	44.7	.5	100

<b>3. THE APPROXIMATE NUMBER OF STUDENTS IN MY SCHOOL</b>							
PROV.	<100	101-250	251-500	501-750	751+	MISSING	TOTAL
NB				75	567	16	658
NL	25	176	388	167	48	4	808
NS		65	311	156	664	11	1207
PEI	3			14	292	7	316
TOTAL	28	241	699	412	1571	38	2989
PERCENT	.9	8	23.4	13.8	52.6	1.3	100

<b>4. THE GRADES IN WHICH I LAST STUDIED FRENCH</b>							
PROV.	K-3	4-6	7-8	9	10	MISSING	TOTAL
NB	2	4	9	21	606	16	658
NL	5	34	73	382	294	20	808
NS	4	38	73	659	388	45	1207
PEI	8	9	21	194	76	8	316
TOTAL	19	85	176	1256	1364	89	2989
PERCENT	.6	2.8	5.9	42	45.6	3	100%

<b>5. THE NUMBER OF YEARS I WAS A CORE FRENCH STUDENT</b>							
PROV.	0	1-3	4-5	6-7	8+	MISSING	TOTAL
NB	79	31	55	47	425	21	658
NL		31	73	148	543	13	808
NS	181	170	194	492	131	39	1207
PEI	44	30	55	121	58	8	316
TOTAL	304	262	377	808	1157	81	2989
PERCENT	10.2	8.8	12.6	27	38.7	2.7	100%

<b>6. I SPEAK ENGLISH.</b>			
PROV.	NO-MISSING	YES	TOTAL
NB	7	651	658
NL	76	732	808
NS	12	1195	1207
PEI	4	312	316
TOTAL	99	2890	2989
PERCENT	3.3	96.7	100%

<b>6. I SPEAK FRENCH.</b>			
PROV.	NO/MISSING	YES	TOTAL
NB	566	92	658
NL	758	50	808
NS	1091	116	1207
PEI	289	27	316
TOTAL	2704	285	2989
PERCENT	90.5	9.5	2989

<b>6. I SPEAK ANOTHER LANGUAGE.</b>			
PROV.	NO/MISSING	YES	TOTAL
NB	615	43	658
NL	808	0	808
NS	1134	73	1207
PEI	305	11	316
TOTAL	2862	127	2989
PERCENT	95.8	4.2	100%

<b>7. MY PARENTS/ GUARDIANS SPEAK ENGLISH.</b>			
PROV.	NO/MISSING	YES	TOTAL
NB	9	649	658
NL	45	763	808
NS	21	1186	1207
PEI	7	309	316
TOTAL	82	2907	2989
PERCENT	2.7	97.3	

<b>7. MY PARENTS/GUARDIANS SPEAK FRENCH.</b>			
PROV.	NO/MISSING	YES	TOTAL
NB	571	87	658
NL	806	2	808
NS	1104	103	1207
PEI	297	19	316
TOTAL	2778	211	2989
PERCENT	92.9	7.1	100%

<b>7. MY PARENTS/GUARDIANS SPEAK ANOTHER LANGUAGE.</b>			
PROV.	NO/MISSING	YES	TOTAL
NB	611	47	658
NL	805	3	808
NS	1134	73	1207
PEI	298	18	316
TOTAL	2848	141	2989
PERCENT	95.3	4.7	100%

<b>8. APPROXIMATE CLASS SIZE THE LAST YEAR I STUDIED FRENCH</b>							
PROV.	<12	13-20	21-25	26-30	31+	MISSING	TOTAL
NB	3	74	200	292	83	6	658
NL	52	187	297	217	45	10	808
NS	34	198	463	453	34	25	1207
PEI	9	34	98	148	24	3	316
TOTAL	98	493	1058	1110	186	44	2989
PERCENT	3.3	16.5	35.4	37.2	6.2	14.7	100%

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***APPENDIX 2:*  
SECTION 2 STATISTICS**

## SECTION 2: MY VIEWS ON THE VALUE OF LEARNING FRENCH

<b>9. FRENCH SHOULD BE A REQUIRED SUBJECT FROM GRADE 7 TO GRADE 12.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	62	166	42	182	203	3	658
NL	45	206	65	230	259	3	808
NS	64	251	116	306	461	9	1207
PEI	18	69	26	86	115	2	316
TOTAL	189	692	249	804	1038	17	2989
PERCENT	6.3	23.2	8.3	26.9	34.7	.6%	100%
	<b>30%</b>		<b>8%</b>	<b>62%</b>			

<b>10. IN CANADA PEOPLE SHOULD LEARN FRENCH OR ENGLISH AS A SECOND OFFICIAL LANGUAGE.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	114	244	106	116	75	3	658
NL	135	348	112	127	85	1	808
NS	181	436	195	236	153	6	1207
PEI	36	109	57	72	40	2	316
TOTAL	466	1137	470	551	353	12	2989
PERCENT	15.6	38	15.7	18.4	11.8	.4%	100%
	<b>54%</b>		<b>16%</b>	<b>30%</b>			

<b>11. STUDYING FRENCH WILL PROBABLY HAVE NO BEARING ON MY CAREER PLANS.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	137	125	162	137	89	8	658
NL	209	187	177	140	89	6	808
NS	309	231	293	221	142	11	1207
PEI	65	65	76	70	36	4	316
TOTAL	720	608	708	568	356	29	2989
PERCENT	24	20.3	23.7	19	11.9	1%	100%
	<b>44%</b>		<b>24%</b>	<b>31%</b>			

<b>12. THE ABILITY TO SPEAK FRENCH WILL IMPROVE FUTURE JOB PROSPECTS.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	199	268	88	61	38	4	658
NL	280	287	120	75	44	2	808
NS	416	421	163	105	88	14	1207
PEI	111	121	35	21	25	3	316
TOTAL	1006	1097	406	262	195	23	2989
PERCENT	33.7	36.7	13.5	8.8	6.5	.8%	100%
	<b>71%</b>		<b>14%</b>	<b>16%</b>			

<b>13. MY FRIENDS FEEL FRENCH IS NOT IMPORTANT.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	168	185	196	63	38	8	658
NL	215	225	215	103	47	3	808
NS	366	286	319	137	87	12	207
PEI	75	83	95	37	22	4	316
TOTAL	824	779	825	340	194	27	2989
PERCENT	27.6	26.1	27.6	11.4	6.5	.9%	100%
	<b>54%</b>		<b>28%</b>	<b>18%</b>			

<b>14. STUDYING A SECOND LANGUAGE IMPROVES A PERSON'S KNOWLEDGE OF HIS/HER FIRST LANGUAGE.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	76	184	169	116	107	6	658
NL	135	277	204	94	94	4	808
NS	189	393	300	164	151	10	1207
PEI	47	89	89	51	37	3	316
TOTAL	447	943	762	425	389	23	2989
PERCENT	15	31.6	25.5	14.2	13	.8%	
	<b>47%</b>		<b>26%</b>	<b>27%</b>			

<b>15. FRENCH SHOULD BE OPTIONAL AT ALL GRADES.</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	251	167	50	125	59	6	658
NL	336	215	59	121	74	3	808
NS	544	261	85	190	116	11	1207
PEI	127	77	31	50	29	2	316
TOTAL	1258	720	225	486	278	22	2989
PERCENT	42.1	24.1	7.5	16.3	9.3	.7%	100%
	<b>66%</b>		<b>8%</b>	<b>26%</b>			

<b>16. I WANT TO BECOME BILINGUAL (ENGLISH/FRENCH).</b>							
PROV.	S AGREE	AGREE S	UNSURE	DISAGREE S	S DISAGREE	MISSING	TOTAL
NB	138	160	114	109	133	4	658
NL	114	201	174	152	161	6	808
NS	182	294	208	210	299	14	1207
PEI	47	79	77	46	66	1	316
TOTAL	481	734	573	517	659	25	2989
PERCENT	16.1	24.6	19.2	17.3	22.1	.8	100%
	<b>41%</b>		<b>19%</b>	<b>39 or 40%</b>			

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***APPENDIX 3:*  
SECTION 3 STATISTICS**

### SECTION 3: MY VIEWS ON SCHOOL SUBJECTS AREAS

<b>17. ARTS COURSES (MUSIC, VISUAL ARTS, DRAMA)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	72	126	220	114	120	6	658
NL	112	187	272	138	96	3	808
NS	199	264	372	189	172	11	1207
PEI	40	57	98	61	58	2	316
TOTAL	423	634	962	502	446	22	2989
PERCENT	14	21	32	17	15	1	100%

<b>18. ENGLISH COURSES (LANGUAGE, LITERATURE)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	348	199	64	28	13	6	658
NL	363	302	92	23	13	15	808
NS	640	336	136	44	32	19	1207
PEI	140	112	39	8	15	2	316
TOTAL	1491	949	331	103	73	42	2989
PERCENT	49.9	31.8	11.1	3.5	2.4	1.4	100%

<b>19. FRENCH COURSES</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	32	133	188	158	137	10	658
NL	21	135	207	221	214	10	808
NS	52	142	318	322	354	19	1207
PEI	9	44	97	80	84	2	316
TOTAL	114	454	810	781	789	41	2989
PERCENT	3.8	15.2	27.1	26.1	26.4	1.4	100%

<b>20. MATH COURSES ( E.G., ALGEBRA, GEOMETRY, CALCULUS)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	409	141	53	24	18	13	658
NL	543	173	52	20	11	9	808
NS	656	296	142	61	29	23	1207
PEI	175	68	34	18	16	5	316
TOTAL	1783	678	281	123	74	50	2989
PERCENT	59.7	22.7	9.4	4.1	2.5	1.7	100%

<b>21. OTHER LANGUAGE COURSES (E.G., SPANISH, GERMAN)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	12	72	149	186	229	10	658
NL	28	78	158	201	338	5	808
NS	67	111	233	280	495	21	1207
PEI	16	25	78	62	130	5	316
TOTAL	123	286	618	729	1192	41	2989
PERCENT	4.1	9.6	20.7	24.4	39.9	1.4	100%

<b>22. SCIENCE COURSES (E.G., CHEMISTRY, PHYSICS, BIOLOGY)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	233	254	110	36	20	5	658
NL	513	201	67	15	10	2	808
NS	548	401	150	65	33	10	1207
PEI	134	93	47	22	16	4	316
TOTAL	1428	949	374	138	79	21	2989
PERCENT	47.8	31.8	12.5	4.6	2.6	.7	100%

<b>23. SOCIAL STUDIES COURSES (E.G., ECONOMICS, GEOGRAPHY, HISTORY)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	85	263	193	64	45	8	658
NL	209	343	184	51	16	5	808
NS	285	486	300	8920	29	18	1207
PEI	60	131	83	224	16	6	316
TOTAL	639	1223	760	7.5	106	37	2989
PERCENT	21.4	40.9	25.4	8	3.6	1.2	100%

<b>24. TECHNOLOGY EDUCATION COURSES (E.G., COMPUTERS, SOFTWARE)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	168	228	163	64	25	10	658
NL	252	271	201	54	54	7	808
NS	377	383	270	101	101	17	1207
PEI	88	88	69	38	38	9	316
TOTAL	885	970	703	257	257	43	2989
PERCENT	29.6	32.5	23.5	8.6	8.6	1.4	100%

<b>25. PHYSICAL ED (E.G., PHYSICAL ED, HEALTH, LEADERSHIP)</b>							
PROV.	1 MOST	2	3	4	5 LEAST	MISSING	TOTAL
NB	112	141	179	126	98	2	658
NL	144	186	243	139	94	2	808
NS	262	305	322	172	140	6	1207
PEI	59	86	66	57	43	5	316
TOTAL	577	718	810	494	375	15	2989
PERCENT	19.3	24	27.1	16.5	12.6	.5	100%

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***APPENDIX 4:*  
SECTION 4 STATISTICS**

## SECTION 4: REASONS WHY I AM NOT TAKING CORE FRENCH

<b>26. I AM NOT ABLE TO FIT CORE FRENCH IN MY TIMETABLE.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	49	89	192	126	186	16	658
NL	67	93	195	179	268	6	808
NS	183	158	299	219	343	5	1207
PEI	54	46	83	59	69	5	316
TOTAL	353	386	769	583	866	32	2989
PERCENT	11.8	12.9	25.7	19.5	29	1.1	100%

<b>27. I HAVE NOT HAD MUCH SUCCESS IN CORE FRENCH IN PREVIOUS YEARS.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	85	129	128	115	180	21	658
NL	151	162	161	141	186	7	808
NS	217	221	226	224	305	14	1207
PEI	47	52	62	66	81	8	316
TOTAL	500	564	577	546	752	50	2989
PERCENT	16.7	18.9	19.3	18.3	25.2	1.7	100.1%

<b>28. MY TEACHERS RECOMMENDED I NOT TAKE CORE FRENCH.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	21	48	95	113	363	18	658
NL	42	55	114	120	463	14	808
NS	58	69	174	179	711	16	1207
PEI	18	16	47	63	165	7	316
TOTAL	139	188	430	475	1702	5	2989
PERCENT	4.6	6.3	14.4	15.9	56.9	1.8	100%

<b>29. MY FRIENDS ARE NOT TAKING CORE FRENCH.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	36	48	124	173	260	17	658
NL	41	60	128	235	335	9	808
NS	72	98	242	320	458	17	1207
PEI	23	30	67	82	104	10	316
TOTAL	172	236	561	810	1157	53	2989
PERCENT	5.8	7.9	18.8	27.1	38.7	1.8	100%

<b>30. MY PARENTS BELIEVE THAT TAKING FRENCH IS NOT IMPORTANT.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	25	46	141	123	304	19	658
NL	29	52	166	149	402	10	808
NS	59	74	248	246	562	18	1207
PEI	18	22	86	63	123	4	316
TOTAL	131	194	641	581	1391	51	2989
PERCENT	4.4	6.5	21.5	19.4	46.5	1.7	100%

<b>31. FRENCH IS TOO DIFFICULT.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	81	115	158	108	185	11	658
NL	160	174	180	121	158	15	808
NS	232	224	243	194	298	16	1207
PEI	59	39	66	72	77	3	316
TOTAL	532	552	647	430	718	45	2989
PERCENT	17.8	18.5	21.6	16.6	24	1.5	100%

<b>32. LARGE CLASS SIZES MADE IT DIFFICULT TO MAKE ANY REAL PROGRESS.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	96	115	121	122	192	12	658
NL	90	116	167	183	246	6	808
NS	135	204	218	245	393	12	1207
PEI	37	47	62	79	87	4	316
TOTAL	358	482	568	629	918	4	2989
PERCENT	12	16.1	19	21	30.7	34	

<b>33. CORE FRENCH IS NOT OFFERED IN MY SCHOOL.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	31	26	60	47	479	15	658
NL	43	28	60	57	607	13	808
NS	52	53	102	76	905	19	1207
PEI	23	13	29	37	208	6	316
TOTAL	149	120	251	217	2199	53	2989
PERCENT	5	4	8.4	7.3	73.6	1.8	100%

<b>34. TAKING CORE FRENCH WOULD LOWER MY GRADE POINT AVERAGE.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	100	112	133	102	194	19	658
NL	200	167	141	133	155	12	808
NS	225	184	227	233	327	11	1207
PEI	56	36	69	59	89	7	316
TOTAL	581	499	568	527	765	49	2989
PERCENT	19.4	16.7	19	17.6	25.6	1.6	100%

<b>35. CAREER GUIDANCE INFORMATION INFLUENCED ME TO DROP CORE FRENCH.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	18	33	106	90	395	16	658
NL	32	37	118	117	497	7	808
NS	36	66	178	193	725	9	1207
PEI	15	14	50	53	180	4	316
TOTAL	101	150	452	453	1797	36	2989
PERCENT	3.4	5	15.1	15.2	60.1	1.2	100%

<b>36. MY SCHOOL DOES NOT ENCOURAGE ALL STUDENTS TO TAKE CORE FRENCH.</b>							
PROV.	V. IMP	IMP	NEUTRAL	NOT IMP	DNA	MISSING	TOTAL
NB	43	65	190	104	243	13	658
NL	51	103	202	135	309	8	808
NS	102	114	308	212	466	5	1207
PEI	29	30	86	50	117	4	316
TOTAL	225	312	786	501	1135	30	2989
PERCENT	7.5	10.4	26.3	16.8	38	1	100%

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***APPENDIX 5:*  
SECTION 5 STATISTICS**

**SECTION 5: MY OPINIONS ABOUT PAST CORE FRENCH COURSES**

<b>37. THE TEXTBOOKS AND WORKBOOKS WERE INVITING AND MOTIVATING.</b>							
PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	16	125	113	19	200	9	658
NL	39	177	196	171	221	4	808
NS	50	252	248	298	347	12	1207
PEI	15	50	84	81	82	4	316
TOTAL	120	604	641	745	850	29	2989
PERCENT	4	20.2	21.5	24.9	28.4	1	100%

<b>38. THERE WERE SUPPORT MATERIALS AVAILABLE, SUCH AS DICTIONARIES, POSTERS, VERB GUIDES AND SO ON IN THE CLASSROOM TO HELP ME LEARN FRENCH.</b>							
PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	177	280	74	72	44	11	658
NL	255	298	85	104	63	3	808
NS	411	436	143	122	87	8	1207
PEI	90	110	52	31	28	5	316
TOTAL	933	1124	354	329	222	27	2989
PERCENT	31.2	37.6	11.8	11	7.4	.9	100%

<b>39. I HAD THE OPPORTUNITY TO LEARN ABOUT FRENCH CULTURE IN MY CLASS THROUGH MUSIC, VIDEOS, TELEVISION, THE INTERNET AND SO ON.</b>							
PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	66	156	98	151	179	8	658
NL	94	201	140	181	190	2	808
NS	149	293	199	255	299	12	1207
PEI	36	75	65	61	74	5	316
TOTAL	345	725	502	648	742	27	2989
PERCENT	11.5	24.3	16.8	21.7	24.8	.9	100%

**40. I HAD THE OPPORTUNITY TO LEARN FRENCH USING “REAL” MATERIAL IN FRENCH SUCH AS MAGAZINES, BROCHURES, NOVELS, COMIC BOOKS, AND SO ON.**

PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	85	184	108	144	129	8	658
NL	110	197	133	180	188	0	808
NS	177	318	206	233	264	9	1207
PEI	50	76	66	61	58	5	316
TOTAL	422	775	513	618	639	22	2989
PERCENT	14.1	25.9	17.2	20.7	21.4	.7	100%

**41. I HAD THE OPPORTUNITY TO PARTICIPATE IN ACTIVITIES WHERE I COULD USE THE FRENCH LANGUAGE OR LEARN ABOUT FRENCH CULTURE SUCH AS EXCURSIONS, FRENCH PUBLIC SPEAKING ACTIVITIES, FRANCOPHONE GUESTS, AND SO ON.**

PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	67	116	114	119	232	10	658
NL	97	154	140	154	261	2	808
NS	129	229	229	236	371	13	1207
PEI	23	51	74	61	102	5	316
TOTAL	316	550	557	570	966	30	2989
PERCENT	10	18.4	18.6	19.1	32.3	.1	100%

**42. I WAS ABLE TO LEARN ABOUT A VARIETY OF THEMES AND USE MY ABILITIES TO COMPLETE PROJECTS.**

PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	73	189	156	134	95	11	658
NL	78	212	215	165	136	2	808
NS	146	326	312	220	194	9	1207
PEI	48	75	77	57	51	8	316
TOTAL	345	802	760	576	476	30	2989
PERCENT	11.5	26.8	25.4	19.3	15.9	.1	99%

<b>43. I ENJOYED MY CORE FRENCH CLASSES.</b>							
PROV.	S AGREE	AGREE	UNSURE	DISAGREE	S DISAGREE	MISSING	TOTAL
NB	80	155	81	101	233	8	658
NL	78	179	80	142	327	2	808
NS	131	249	142	187	489	9	1207
PEI	43	72	47	57	93	4	316
TOTAL	332	655	350	487	1142	23	2989
PERCENT	11.1	21.9	11.7	16.3	38.2	.8	100%

**ATLANTIC PROVINCES  
EDUCATION FOUNDATION**

**CORE FRENCH SURVEY:  
A REGIONAL REPORT**

***APPENDIX 6:*  
SECTION 6 STATISTICS**

**SECTION 6: QUESTION 44: SPECIFIC THINGS I LIKED ABOUT CORE FRENCH**

NO. OF QUESTIONNAIRES READ: NS/175; NL/121; NB/108; PEI/50 = 454

No answers 32/454 = 7 %

# who responded 422/454 = 93 %

NS 5/170	NL 10/111	NB 13/95	PEI 4/46
----------	-----------	----------	----------

No. of responses by respondents

**541**

NS 202	NL 152	NB 133	PEI 54
--------	--------	--------	--------

Category 1 **CURRICULUM/METHODOLOGY** **268/541 = 49.5%**

NS 94	NL 77	NB 65	PEI 32
-------	-------	-------	--------

Category 2 **LEVEL OF SUCCESS** **75/541 = 14%**

NS 26	NL 23	NB 23	PEI 3
-------	-------	-------	-------

Category 3 **QUALITY OF TEACHERS** **53/541 = 9.5%**

NS 25	NL 9	NB 12	PEI 7
-------	------	-------	-------

Category 6 **MISCELLANEOUS** **38/541 = 7%**

NS 17	NL 7	NB 11	PEI 3
-------	------	-------	-------

Category 7 **NOTHING POSITIVE TO SAY** **107/541 = 20%**

NS 40	NL 36	NB 22	PEI 9
-------	-------	-------	-------

**SECTION 6: QUESTION 45: SPECIFIC THINGS I DISLIKED ABOUT CORE FRENCH COURSES**

NO. OF QUESTIONNAIRES READ: NS/175; NL/121; NB/108; PEI/50 = 454

No answer 26/454 = 6%

# who responded = 428/454 = 94%

NS 2/173	NL 5/116	NB 13 /95	PEI 6/44
----------	----------	-----------	----------

No. of responses by respondents

**589**

NS 243	NL 146	NB 144	PEI 56
--------	--------	--------	--------

Category 1 **CURRICULUM/METHODOLOGY**

**237/589 = 40%**

NS 96	NL 54	NB 59	PEI 28
-------	-------	-------	--------

Category 2 **LACK OF SUCCESS**

**150/589 = 26%**

NS 45	NL 67	NB 27	PEI 11
-------	-------	-------	--------

Category 3 **QUALITY OF TEACHERS**

**56/589 = 10%**

NS 23	NL 18	NB 14	PEI 1
-------	-------	-------	-------

Category 6 **MISCELLANEOUS**

**50/589 = 8%**

NS 21	NL 5	NB 18	PEI 6
-------	------	-------	-------

Category 7 **NOTHING POSITIVE TO SAY**

**96/589 = 16%**

NS 58	NL 2	NB 26	PEI 10
-------	------	-------	--------

**SECTION 6: QUESTION 46: THE MAIN REASONS WHY I AM NO LONGER TAKING CORE FRENCH**

NO. OF QUESTIONNAIRES READ: NS/175; NL/121; NB/108; PEI/50 = 454

No answers 28/454 = 6%

NS 5	NL 4	NB 14	PEI 5
------	------	-------	-------

No. who responded 426/454 = 94 % # of responses by respondents **602**

NS 170 /245	NL 117 /163	NB 94/141	PEI 45/53
-------------	-------------	-----------	-----------

Category 1 **CURRICULUM/METHODOLOGY** **95/602** = **16%**

NS 29	NL 20	NB 34	PEI 12
-------	-------	-------	--------

Category 2 **LACK OF SUCCESS** **134/602** = **22%**

NS 53	NL 44	NB 29	PEI 8
-------	-------	-------	-------

Category 3 **QUALITY OF TEACHERS** **24 /602** = **4%**

NS 9	NL 5	NB 9	PEI 1
------	------	------	-------

Category 4 **MORE IMP. OPTIONS/SCHEDULE** **189/602** = **31%**

NS 90	NL 42	NB 45	PEI 12
-------	-------	-------	--------

Category 6 **MISCELLANEOUS (5 or less votes)** **50/602** = **8%**

NS 12	NL 12	NB 18	PEI 8
-------	-------	-------	-------

Category 7 **NOTHING POSITIVE TO SAY** **110/602** = **18%**

NS 52	NL 40	NB 6	PEI 12
-------	-------	------	--------

**SECTION 6: QUESTION 47: IMPROVEMENTS TO ENCOURAGE MORE STUDENTS TO STUDY CORE FRENCH IN HIGH SCHOOL**

NO. OF QUESTIONNAIRES READ: NS/175; NL/121; NB/108; PEI/50 = 454

No answers/Nothing to say 60/454 = 13%

NS 16	NL 16	NB 22	PEI 6
-------	-------	-------	-------

No. who responded 394/454= 87% # of responses by respondents **492**

NS 159 /200	NL 105 /121	NB 86/122	PEI 44/49
-------------	-------------	-----------	-----------

Category 1 **CURRICULUM/METHODOLOGY** **210/492** = **43%**

NS 94	NL 56	NB 38	PEI 22
-------	-------	-------	--------

Category 2 **LEVEL OF SUCCESS** **73/492** = **15%**

NS 24	NL 22	NB 27	PEI 0
-------	-------	-------	-------

Category 3 **QUALITY OF TEACHERS** **26/492** = **5%**

NS 6	NL 3	NB 19	PEI 1
------	------	-------	-------

Category 4 **OPTIONAL/ADVANTAGES** **93/492** = **19%**

NS 37	NL 22	NB 24	PEI 10
-------	-------	-------	--------

Category 6 **MISCELLANEOUS (5 or less votes)** **27/492** = **6%**

NS 15	NL 6	NB 0	PEI 6
-------	------	------	-------

Category 7 **NOTHING POSITIVE TO SAY** **60/492** = **12%**

NS 24	NL 12	NB 14	PEI 10
-------	-------	-------	--------

**SECTION 6: QUESTION 48: OTHER COMMENTS/SUGGESTIONS**

NO. OF QUESTIONNAIRES READ: NS/175; NL/121; NB/108; PEI/50 = 454

No answers 182/454 = 40%

NS 57	NL 45	NB 55	PEI 25
-------	-------	-------	--------

No. who responded 272/454 = 60% # of responses by respondents **305**

NS 118/129	NL 76/84	NB 53/65	PEI 25/27
------------	----------	----------	-----------

Category 1 **CURRICULUM/METHODOLOGY** **108/305** = **35%**

NS 41	NL 36	NB 19	PEI 12
-------	-------	-------	--------

Category 2 **LEVEL OF SUCCESS** **20/305** = **7%**

NS 12	NL 2	NB 4	PEI 2
-------	------	------	-------

Category 3 **QUALITY OF TEACHERS** **20/305** = **7%**

NS 6	NL 5	NB 7	PEI 2
------	------	------	-------

Category 4 **OPTIONAL/ADVANTAGES** **82/305** = **27%**

NS 26	NL 25	NB 26	PEI 5
-------	-------	-------	-------

Category 6 **MISCELLANEOUS** **25/305** = **8%**

NS 15	NL 3	NB 5	PEI 2
-------	------	------	-------

Category 7 **NOTHING POSITIVE TO SAY** **50/305** = **16%**

NS 29	NL 13	NB 4	PEI 4
-------	-------	------	-------